Virginia Tech Board of Visitors Meeting
November 7-8, 2010

Information Session

Minutes

A. Minutes: Academic Affairs Committee

B: Resolution for Approval of Discontinuance of B.S. in Elementary Education

C: Resolution for Approval of Discontinuance of B.S. in Agricultural and Applied Economics and Reaffirmation of the B.S. in Agribusiness and B.S. in Applied Economic Management

D: Resolution for Reaffirmation of the Code of Student Conduct of The Virginia-Maryland Regional College of Veterinary Medicine

E: Resolution for Approval to Appoint Directors for The Virginia Tech Carilion School of Medicine, Inc.

F: Minutes of the Buildings and Grounds Committee

G: Resolution for Approval of University Building Official Office Policy

H: Resolution for Approval of Hokie Stone

I: Minutes of the Finance and Audit Committee

J: Resolution for Approval of the Year-to-Date Financial Performance Report (July 1, 2010-September 30, 2010)

K: Resolution for Approval of Pratt Fund Program and Expenditures Report

L: Resolution for Approval of Revisions to the Policy Governing the Investment of University Funds

M: Resolution for Approval to Adopt Low Value Procedures for Procurement of Architectural and Engineering Services

N: Resolution for Approval of West End Market Expansion and Renovation

O: Resolution for Approval of Campus Fiber Optic Improvement Project

P: Minutes of the Research Committee

Q: Minutes of the Student Affairs and Athletics Committee

R: Report of Research and Development Disclosures

S: Resolution Honoring Dr. Charlie L. Yates

T: Resolutions for Approval of Emeritus Status (7)

U: Resolutions for Approval of Alumni Distinguished Professorships (2)

V: Resolutions for Approval of University Distinguished Professorships (2)

W: Resolutions for Approval of External Awards (2)

X: Resolutions to Name University Facilities

Y: Resolution for Ratification of Personnel Changes Report

Z: Constituent Reports

Board of Visitors Information Session
November 7, 2010
1:30 – 4:30 PM
The Inn—Latham Ballrooms D, E, F

1:30 – 3:00 p.m. **Update to the University Strategic Plan**

- Dr. Charles W. Steger, President
- Dr. Mark G. McNamee, Senior Vice President and Provost
- Mr. M. Dwight Shelton, Jr., Vice President for Finance and Chief Financial Officer
- Mr. Earving L. Blythe, Vice President for Information Technology and Chief Information Officer
- Dr. Sherwood G. Wilson, Vice President for Administrative Services
- Mr. John J. Cusimano, Associate Treasurer, Investments and Debt Management
- Dr. Elizabeth A. Flanagan, Vice President for Development and University Relations

3:00 – 3:15 p.m. **Break**

3:15 – 3:35 p.m. **Presentation on College of Agriculture and Life Sciences (CALS)**
Dean Alan L. Grant, College of Agriculture and Life Sciences

3:35 – 4:00 p.m. **Presentation on Pamplin College of Business**
Dean Richard E. Sorensen, Pamplin College of Business

4:00 – 4:30 p.m. **Constituent Reports***

- Mr. Shane McCarty, Undergraduate Student Representative to the Board
- Mr. Deepu George, Graduate Student Representative to the Board
- Ms. Maxine Lyons, President of Staff Senate
- Dr. Michael Ellerbrock, President of Faculty Senate

***Please Note: These Constituent Reports may be found at Attachment Z.**

Annual Progress Report:

Update to the University Plan 2006 - 2012

Board of Visitors
November 7, 2010

Review of Strategic Plan Update

- Reaffirmed mission and core values
- Outlined vision for the future
- Established goals and strategies supporting four scholarship domains and three underlying foundation strategies
- Developed scorecard with quantifiable performance indicators
- Updated to reflect state budget reductions

Development of Scorecard

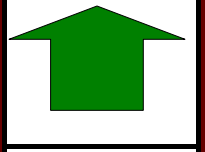
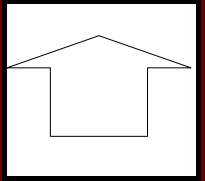
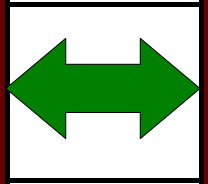
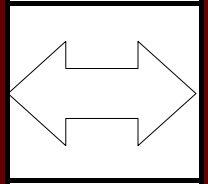
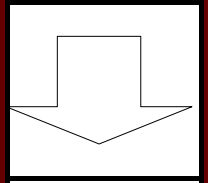
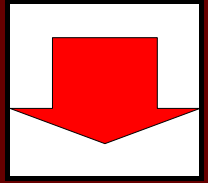
- Used set of measures to track more critical indicators outlined in Plan
- Utilized nationally recognized indicators (AAU, NACUBO, etc.)
- Incorporated key indicators from Restructuring Agreement

Review of Strategic Plan

- March 2008 Planning Retreat
  - Review of Scholarship Domains and Foundation Strategies
- June 2008 Advance Program in Switzerland
- November – Annual Progress Report
- Mid-Term Review – 2006-12 Strategic Plan

Overview of Indicators Supporting Scholarship Domains

Scorecard Indicators Key

	**Performance is improving annually and meeting targeted expectations.**
	**Performance not meeting the expected target but the ongoing trend shows improvement.**
	**Performance is level or mixed, but meeting targeted expectations.**
	**Performance is level or mixed, and not improving where a performance improvement is expected.**
	**Performance is below expected target and there is a moderate or periodic decrease in performance where ongoing improvement was expected.**
	**Performance is below targets and there is a significant, ongoing decline where improvement was expected.**

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Scorecard - University Strategic Plan Goals 2006-2012
Scholarship Domains

	Measure(s)	Metric Definition and Information Sources	November 2010 Report		
			Performance	Comment on 3 Year Trend	
Learning	Number of graduating undergraduates who participated in research experiences.	Degrees extract, course files, and course attributes - linked to credit bearing activities.	3,862 or 71% in the 2009-10 AY	Undergraduate participation in research experiences is up 71%. There have been significant improvements in tracking of for-credit research experiences.	
	Underrepresented student enrollment	Fall enrollment profile from IRPA Ethnrl Report (fall student census file)	2,058 Undergraduate 598 Grad/Professional 2,656 Total in Fall 2010	Undergraduate underrepresented enrollment is up 25% from Fall 2008. Graduate/professional underrepresented enrollment up 3%.	
	Underrepresented students entering the freshman class.	First time students in fall census files	517 in Fall 2010	Underrepresented students entering the freshman class is up 96 (23%) from 421 in Fall of 2008.	
	PhD and EdDs Awarded	Degrees extract	362 in the 2009-10 AY	Three year trend is mixed and university is above target.	
	Advanced degrees awarded to underrepresented students.	Degree extract	108 Masters 50 Doctoral 5 Professional 163 Total in 2009-10 AY	Masters degrees awarded up 8% from 2007-08 AY. Doctoral degrees awarded up 117%.	
	Graduate enrollment profile - masters, doctoral, and professional	Fall Enrollments in Advanced and Direct to PhD from IRPA Ethnroll Report	4,041 Masters 2,903 Doctoral 372 Professional 7,316 Total in Fall 2010	Masters enrollment up 1% from Fall 2008. Both doctoral and professional enrollment up 4%.	
Discovery	Total research expenses reported to the National Science Foundation	Expenses reported by research division and controller to the National Science Foundation.	$396.7M in FY 2008-09	NSF reported expenditures up 8% from $367M in FY2006-07.	
	Count and average value of sponsored awards	As reported in Sponsored Programs datawarehouse dashboard	2,472 Awards $126,364 Avg Value in FY 2009-10	Number of awards up 9% and average value up 26% from 2007-08.	
	Faculty arts and humanities awards, fellowships and memberships.	Derived from a list of prestigious awards on the AAU website and an internal list of major awards and recognitions.	15 Awards in 2009-10	Number of awards is down from 2007-08. Of the 15 awards, 12 are AAU listed awards.	
	Number of post-doctoral appointments reported to National Science Foundation	As reported annually to the National Science Foundation	207 Post-Doctoral Appointments in Fall 2010	Post-doc counts up 31 (18%) from Fall 2008.	
Engagement	Annual number of new licenses and start-ups	As reported in the Annual Association of University Technology Managers (AUTM) licensing survey	45 Licenses 2 Start-Ups in FY 2009-10	Licenses up significantly from 30 in 2007-08. Start-ups level over the three year period.	
	Number of graduating undergraduates who have participated in a study abroad experience or foreign language course	Degrees extract, course files, and course attributes - linked to credit bearing activities.	1,229 (23%) Foreign Language 1,261 (23%) Study Abroad 2,127 (39%) Either in 2009-10 AY	Foreign language study level as a percentage of total graduates. Study abroad up in both count (636) and as a percentage (+10%) of total graduates since 2007-08.	
	Undergraduate participation in service learning and experiential programs.	Service learning course list provided by the Service Learning Center with enrollments from course files; experiential programs comes from annual survey by IR and flags in course description data.	3,594 Service Learning 7,930 Experiential Learning in 2009-10 AY	Service learning and experiential learning counts up significantly due to continued improvements in data collection for this metric.	

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Scorecard - University Strategic Plan Goals 2006-2012
Scholarship Domains

	MEASURE(S)	College Three-Year Trend 1	2	3	4	5	6	7	8	University Scorecard
Learning	Number of graduating undergraduates who participated in research experiences	↑	↑	Not Applicable	↑	↑	↓	↑	↑	↑
	Underrepresented student enrollment	↑	↑	↔	↑	↔	↑	↑	↑	⇧
	Underrepresented students entering the freshman class	↑	↑	Not Applicable	↑	↑	↔	↓	↑	↑
	PhD and EdDs Awarded	↔	↓	↔	↑	↔	↔	↔	↔	↔
	Advanced degrees awarded to underrepresented students	↑	↑	↑	↑	↑	↓	↑	↔	↑
	Graduate enrollment profile - masters, doctoral, and professional	↔	↑	↑	↑	↓	↔	↔	↑	↑
Discovery	Total research expenses reported to the National Science Foundation	↑	↔	↑	↑	↓	↓	↓	↑	↑
	Count and average value of sponsored awards	↑	↔	↔	↑	↓	↑	↓	↑	↑
	Faculty arts and humanities awards, fellowships and memberships.	↑	↔	↔	↔	↓	↔	↔	↔	↔
	Number of post-doctoral appointments reported to National Science Foundation	↔	↔	↑	↔	↑	↑	↔	↑	⇧
Engagement	Annual number of new licenses and start-ups	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	↑
	Number of graduating undergraduates who have participated in a study abroad experience or foreign language course	↑	↔	Not Applicable	↑	↑	↑	↑	↑	↑
	Undergraduate participation in service learning and experiential programs	↑	↑	Not Applicable	↑	↑	↑	↑	↑	↑

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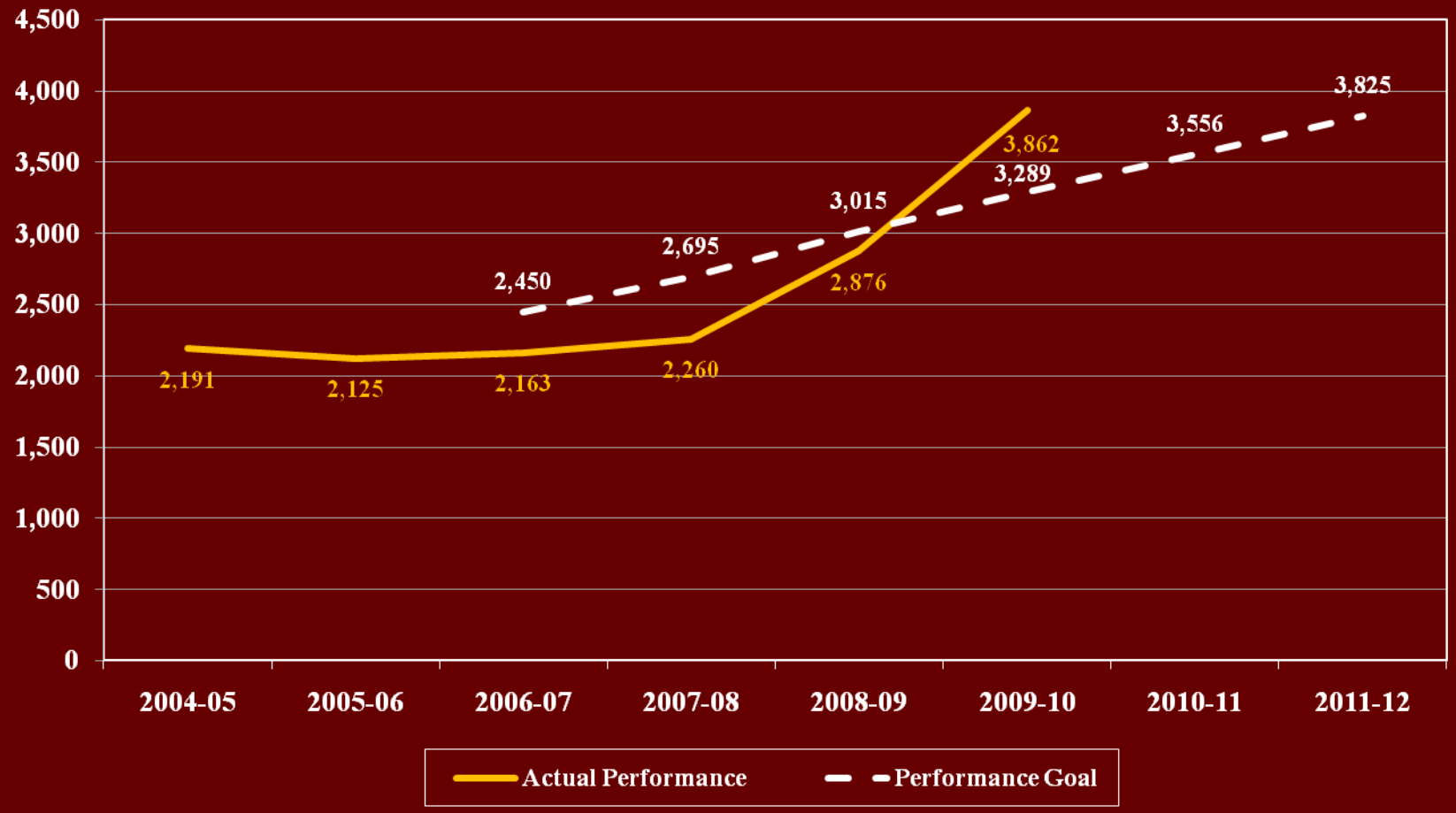
Indicators for Learning

- ↑ The number of graduating undergraduates who participated in research experiences
- ↑ Underrepresented student enrollment
- ↑ Underrepresented students entering the freshman class
- ↔ PhDs and EdDs awarded
- ↑ Advanced degrees awarded to underrepresented students
- ↑ Graduate enrollment profile

The number of graduating undergraduates who participated in research experiences.



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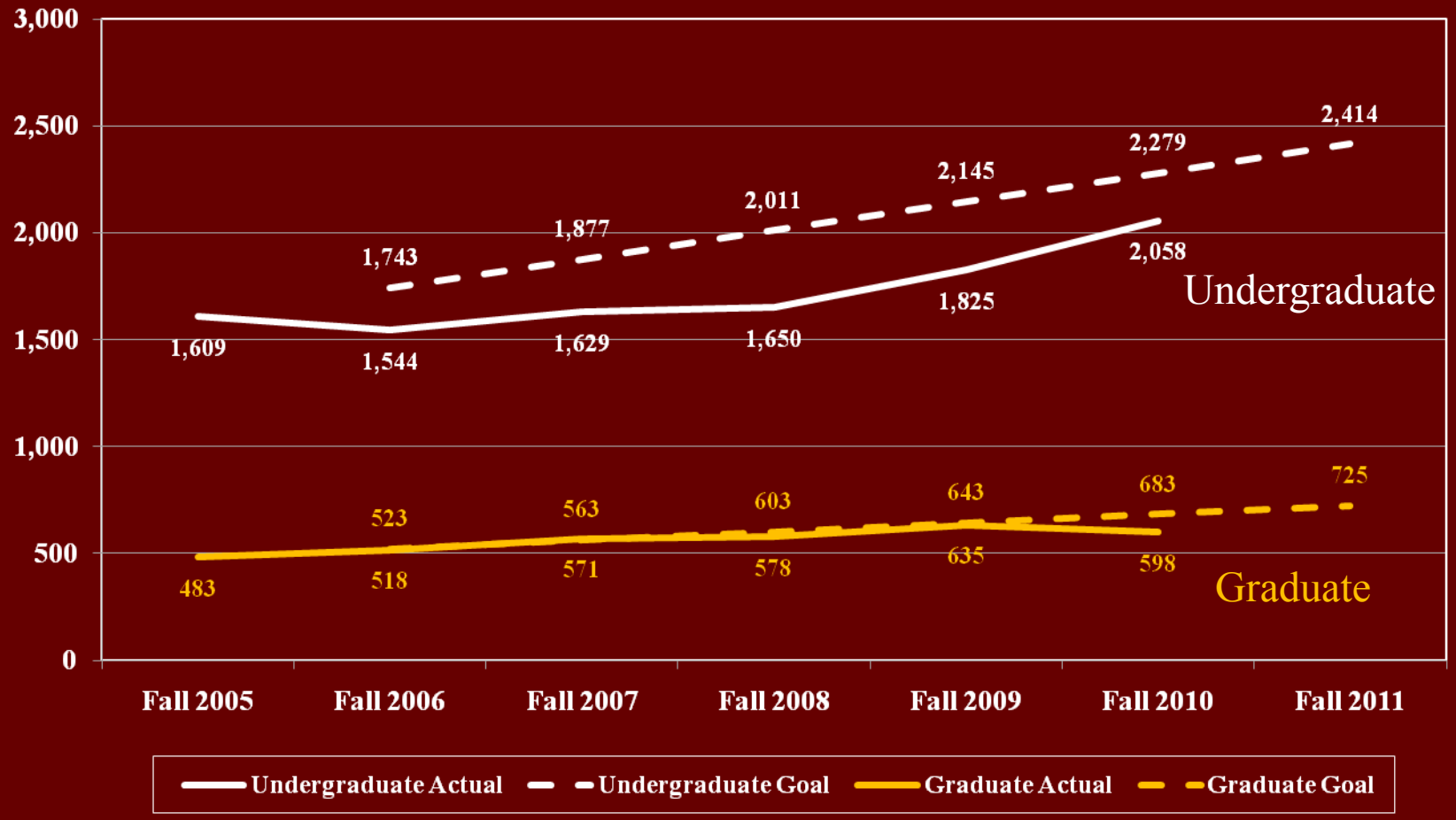
Underrepresented student enrollment.



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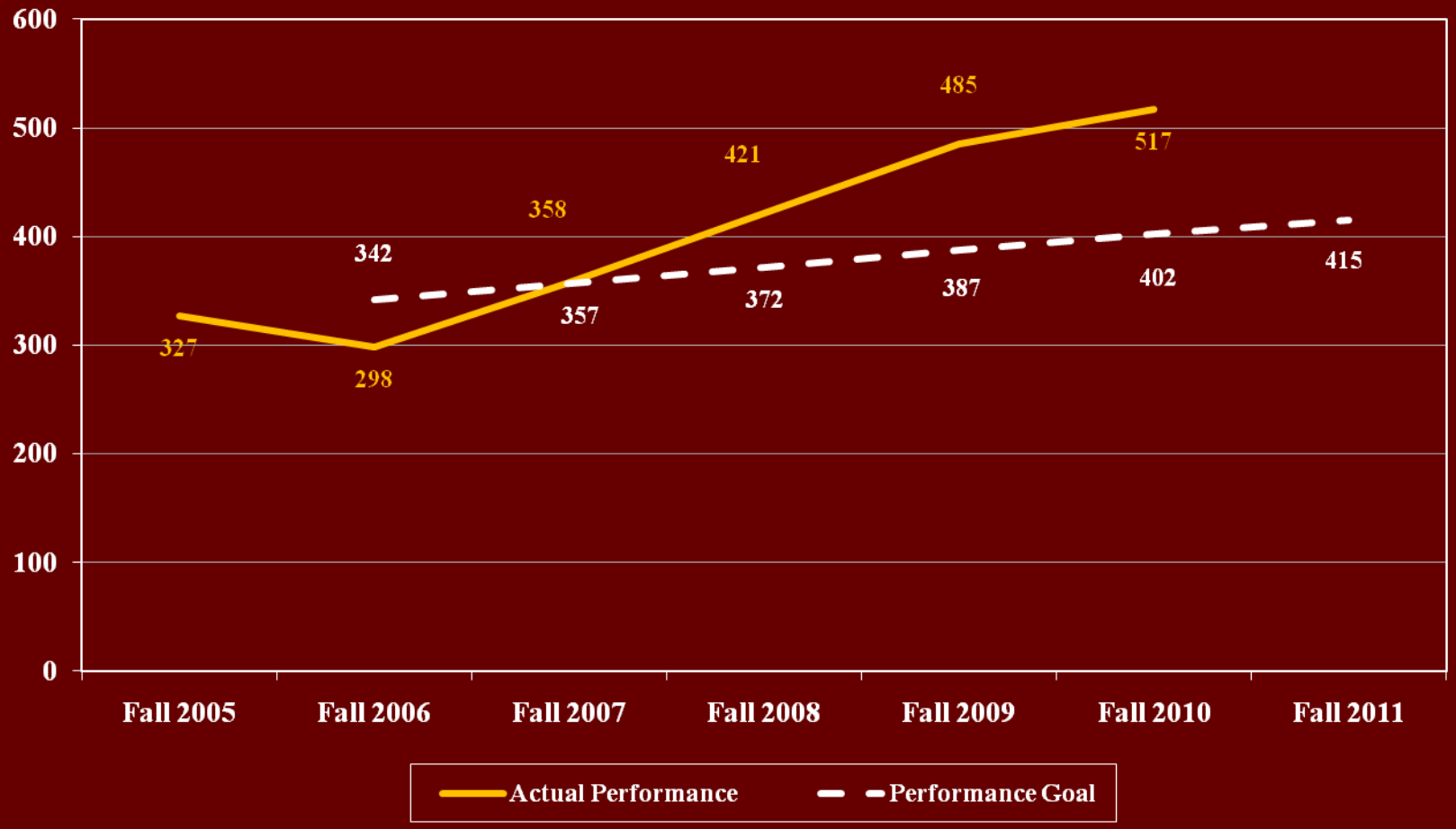
Underrepresented students entering the freshman class.



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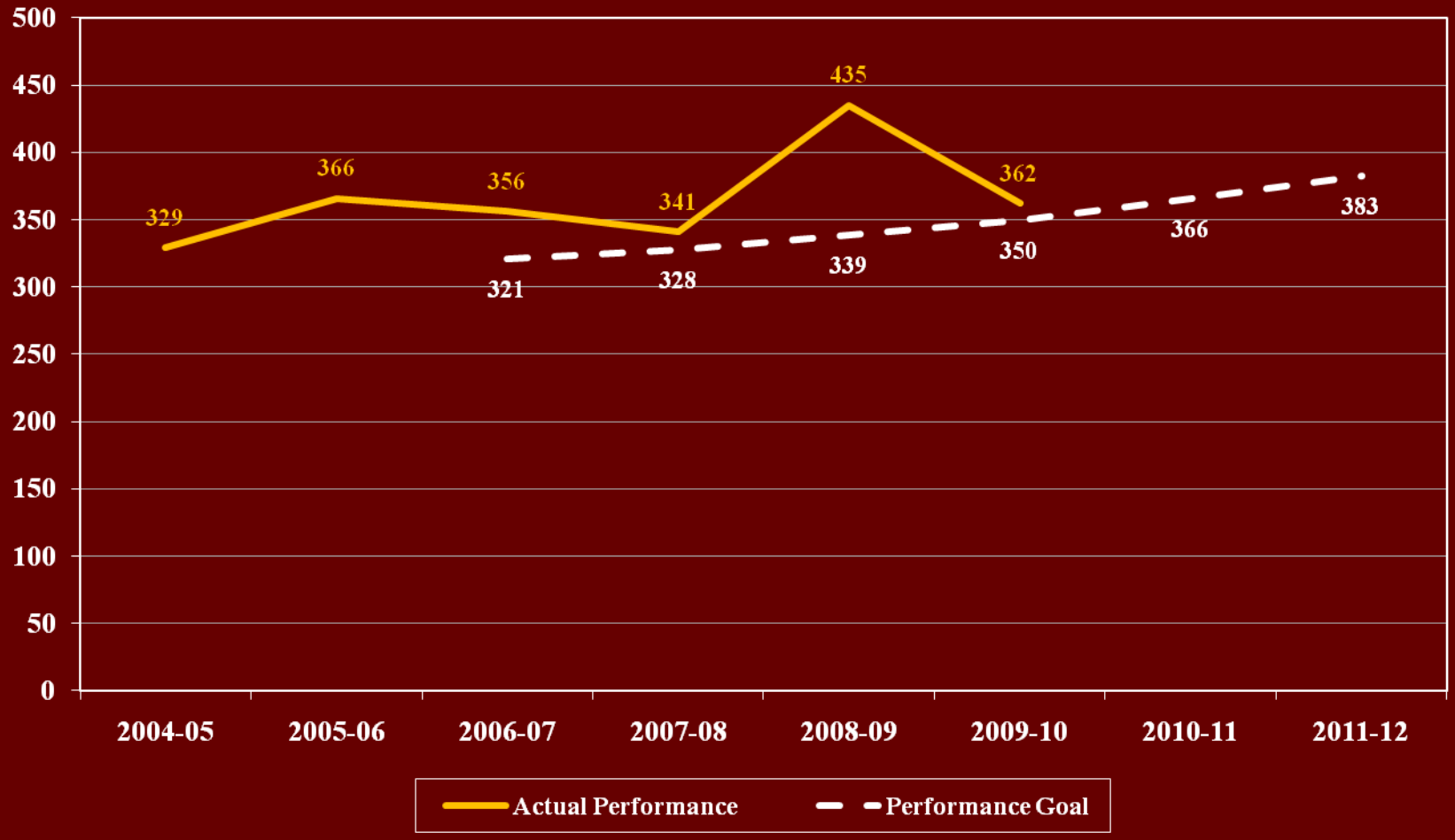
PhDs and EdDs awarded.



Advanced degrees awarded to underrepresented students.

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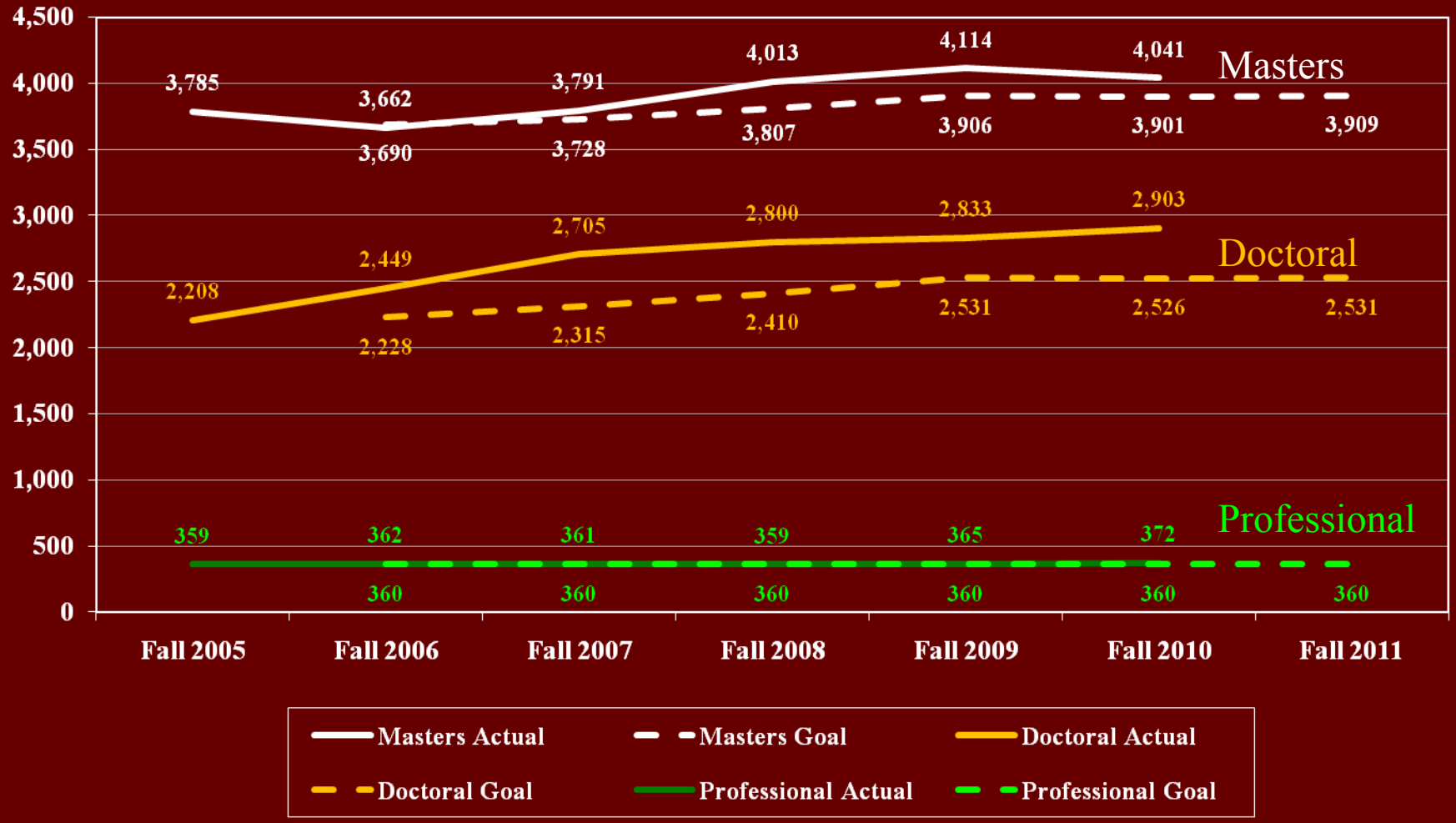
Graduate enrollment profile.



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Other Learning Domain Accomplishments

Undergraduate

- Implemented the First Year Experiences program as the Quality Enhancement Plan required by SACS
- Developed VT Early Alert Referral (EAR) system to proactively advise students of academic problems
- Published *Pedagogy in Practice*, showcasing the best in instructional design, development & implementation across VT
- Developed two new signature courses - Introduction to Astronomy and World Regions
- Students received the following awards: Fulbright, Goldwater, NSF Fellowships, Phi Kappa Phi fellowship and NIH-Cambridge scholarship

Other Learning Domain Accomplishments

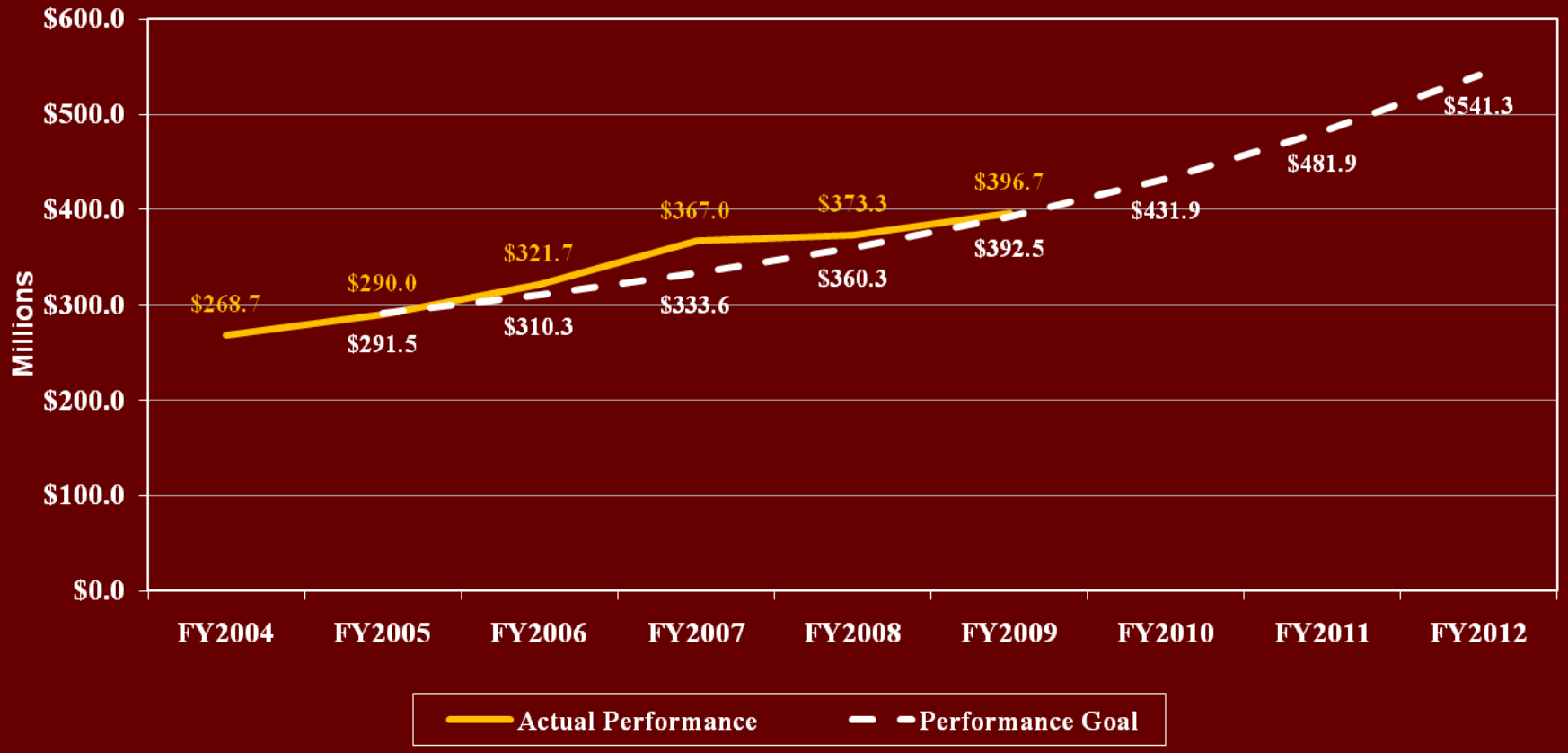
Graduate

- More than 1,500 students per year served by Graduate Life Center (GLC) programs and services
- The Transformative Graduate Education initiative provides 12 course offerings and reaches at least 1,000 students each year
- Completed the 5th year of the Future Professoriate Global Perspectives
- Student awards and recognitions included outstanding fellowships, outstanding thesis award from the Conference of Southern Graduate Schools, Alpha Epsilon Lambda membership, and more
- The GLC celebrates 5th year anniversary Fall '10

Indicators for Discovery

- ⬆ Total expenditures in grants and contracts for research reported to the National Science Foundation (NSF)
- ⬆ Count and average value of sponsored awards
- ⟷ Faculty arts and humanities awards, fellowships, and memberships
- ⬆ Number of post-doctoral appointments reported to the NSF

Total research expenditures reported to the National Science Foundation (NSF).



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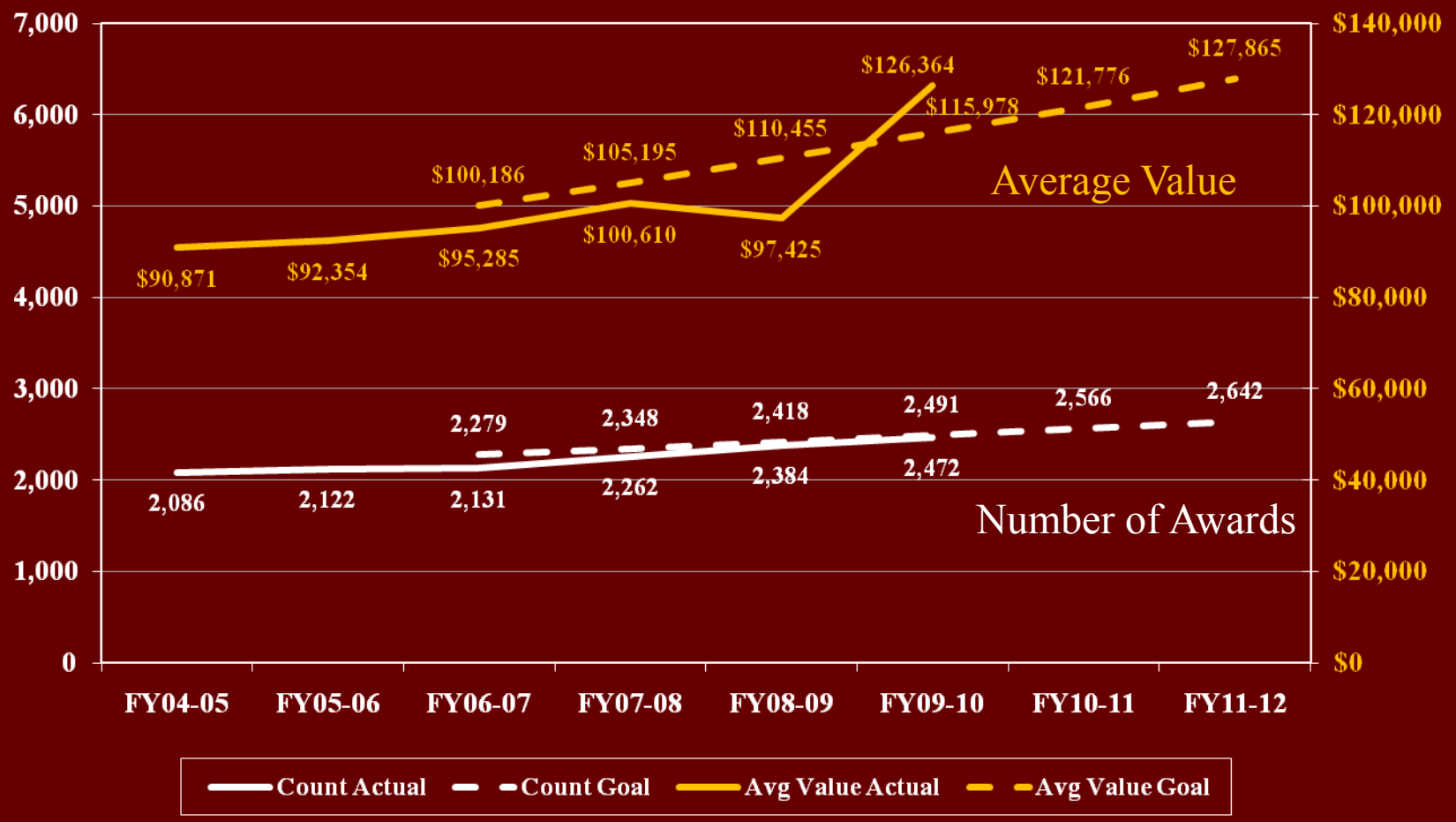
Count and average value of sponsored awards.



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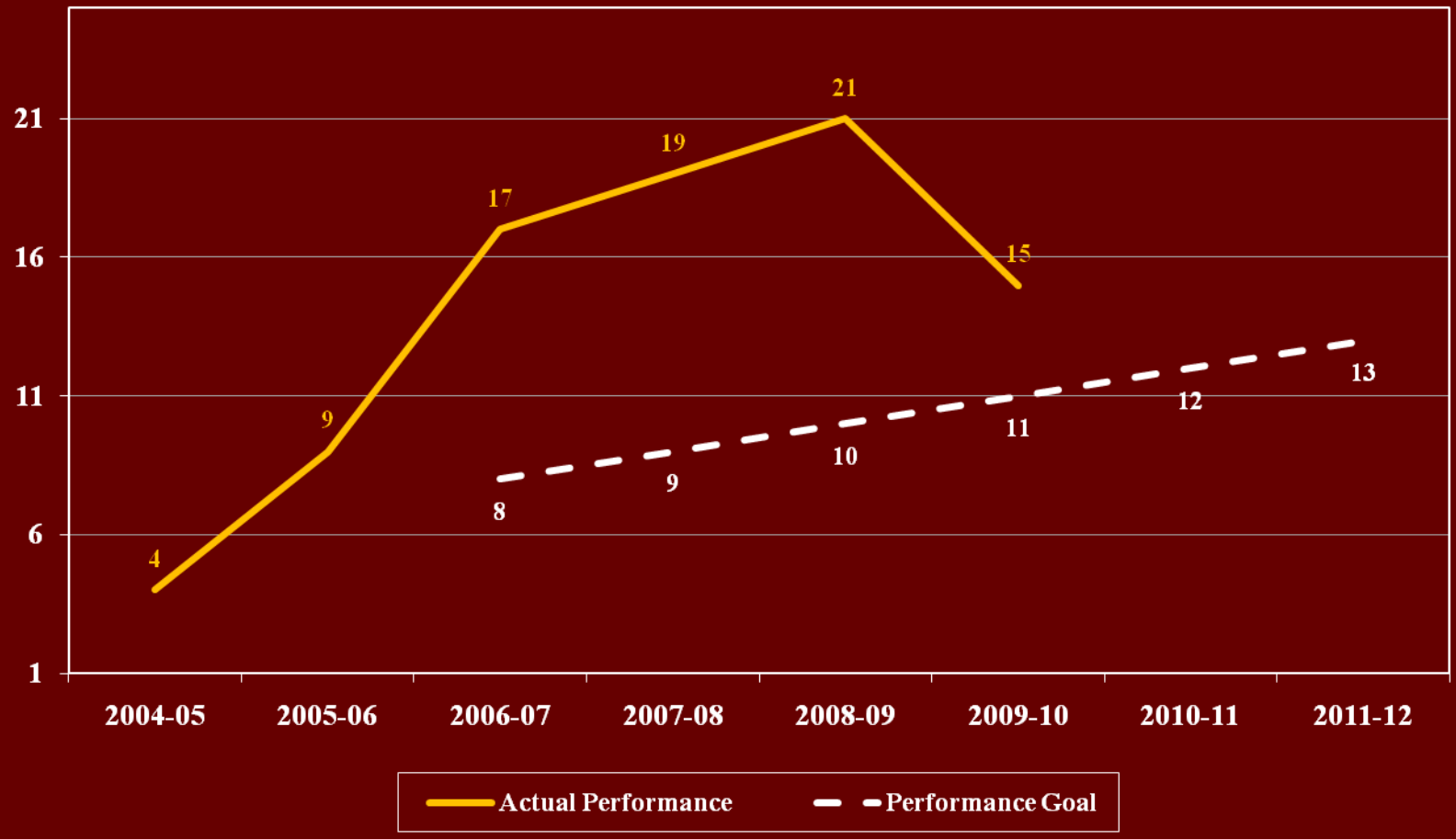
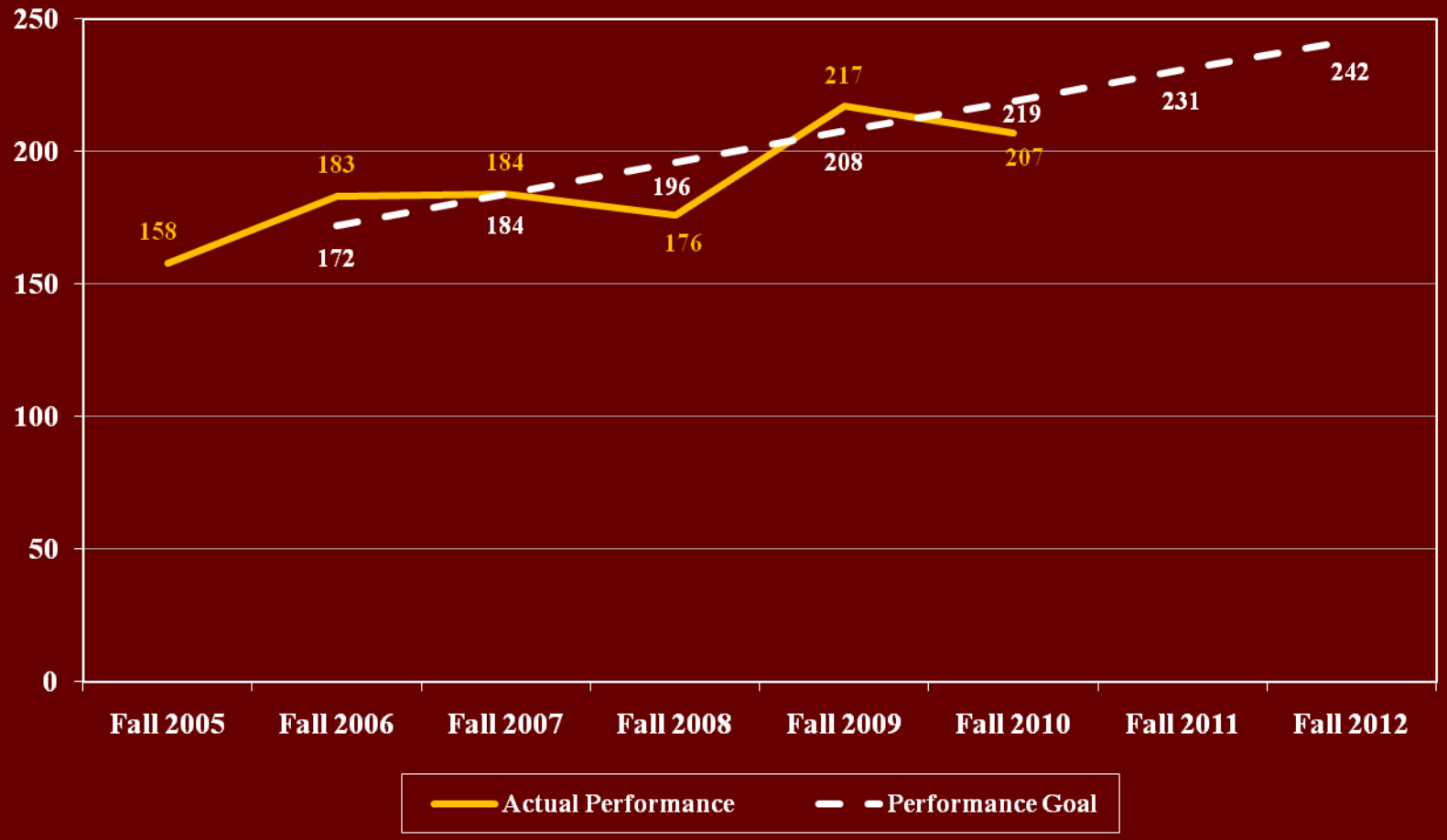
Faculty arts and humanities awards, fellowships and memberships.



Number of Post-Doctoral Appointments Reported to National Science Foundation



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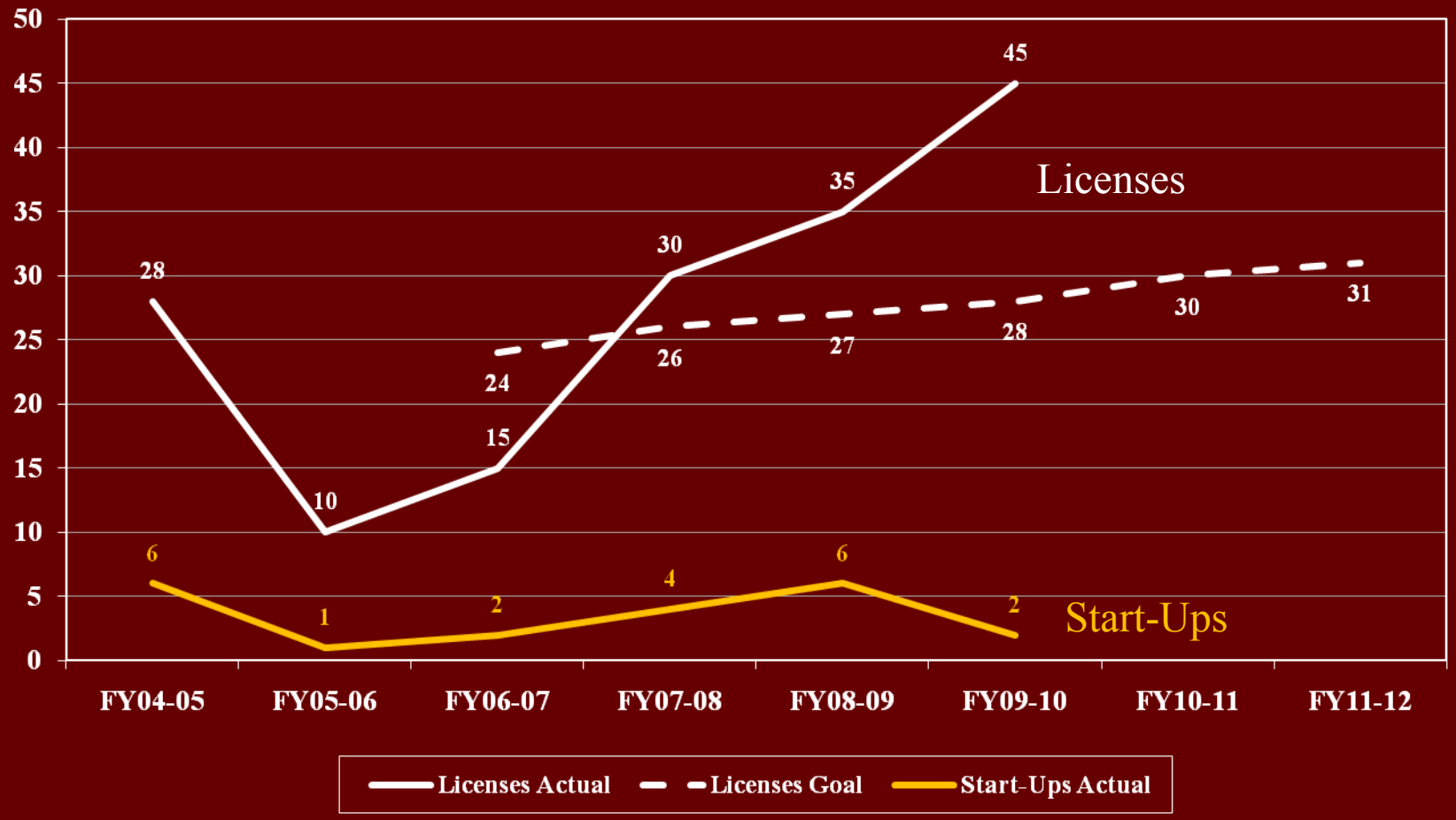
Other Discovery Domain Accomplishments

- $1.4B in proposals submitted through Office of Sponsored Programs in FY10, up from $1.2B in FY09
- $39M in sponsored research funding received through the American Recovery and Reinvestment Act (ARRA)
- Implemented institutional guidelines and training for responsible conduct of research per NSF and NIH mandates
- Established the VT Carilion Research Institute and the VT Research Corporation
- Welcomed Harold “Skip” Garner as VBI executive director and Michael Friedlander as executive director of the VTCRI
- VT Faculty received 4 NSF CAREER awards

Indicators for Engagement

- ⬆ Annual number of new licenses and start-ups
- ⬆ Number of graduating undergraduates who have participated in a study abroad experience or foreign language course
- ⬆ Undergraduate participation in service learning and experiential programs

Annual number of new licenses and start-ups



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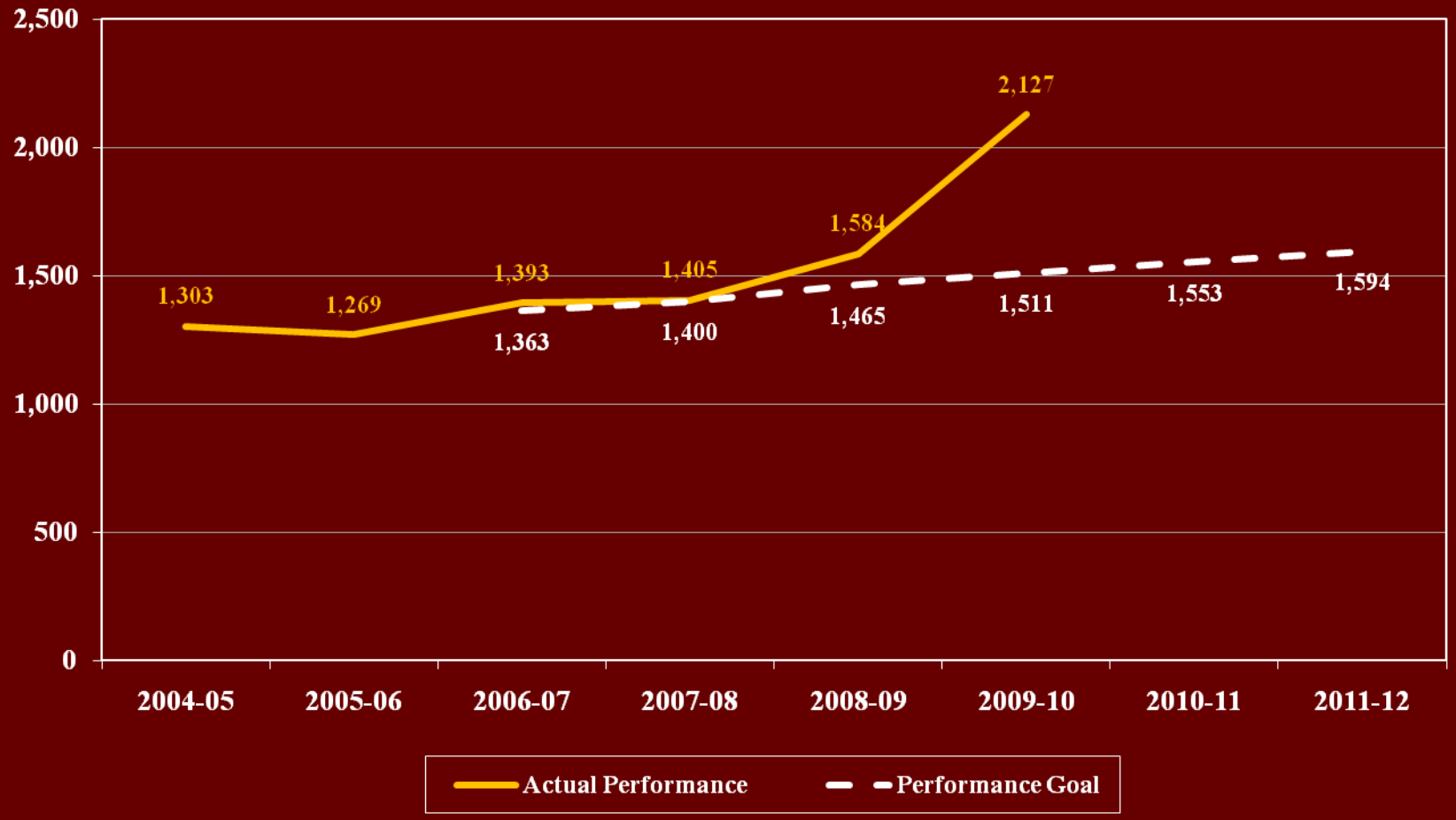
Number of graduating undergraduates who have participated in a study abroad experience or foreign language course.



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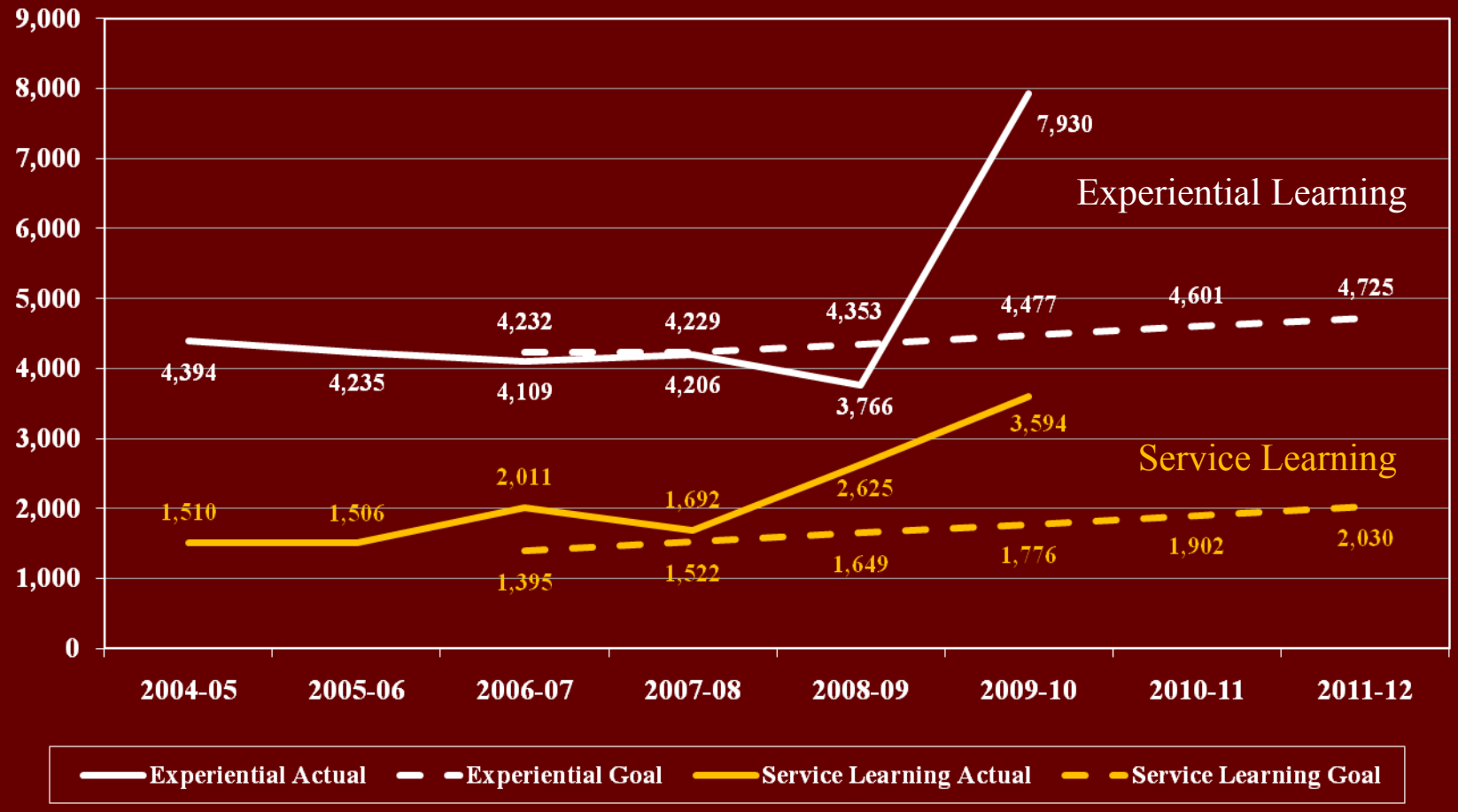
Undergraduate participation in service learning and experiential programs



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Other Engagement Domain Accomplishments

- The Office of Economic Development led collaborative efforts in SW Virginia to secure almost $10M in federal funding for training and curriculum development in green, energy efficient building construction and health information technology
- VT-STEM initiative provided leadership to the first Governor's Conference on the Future of Science, Technology, Engineering and Mathematics
- The Office of International Research, Education, and Development was awarded $28M to overhaul agriculture education in Senegal - the largest single international project awarded to VT
- The Center for Student Engagement and Community Partnerships provided leadership and support for the university's response to the earthquake in Haiti.

Overview of Indicators Supporting Foundation Strategies

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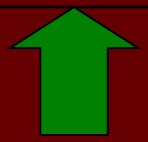
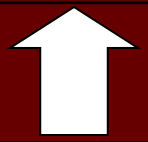
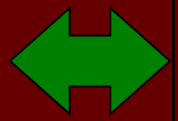
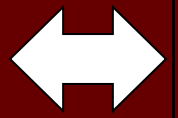
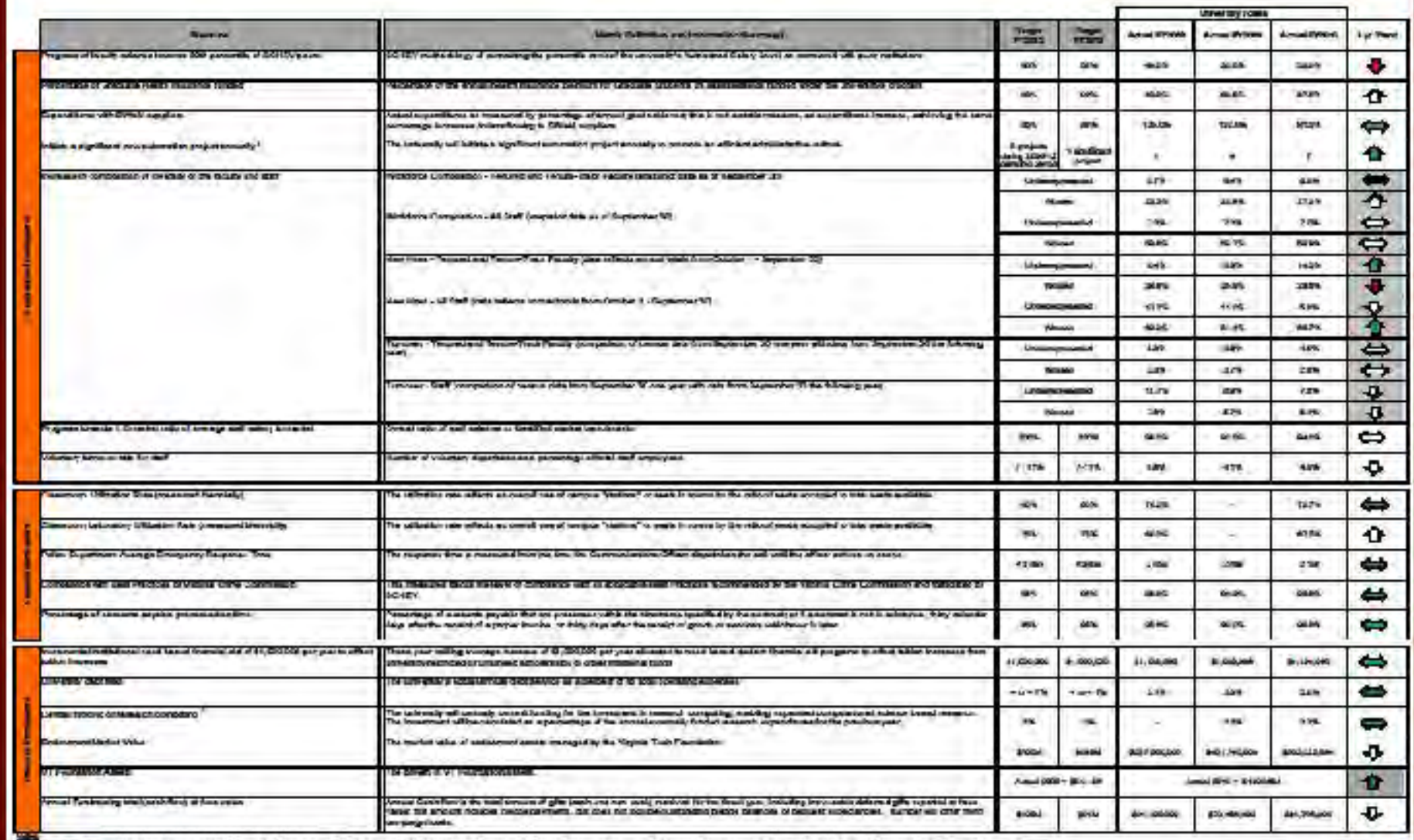
Scorecard Indicators Key

	**Performance is improving annually and meeting targeted expectations.**
	**Performance not meeting the expected target but the on-going trend shows improvement.**
	**Performance is level but meeting targeted expectations.**
	**Performance is level and not improving where a performance improvement is expected.**
	Performance is below expected target and there is a moderate or periodic decrease in performance where on-going improvement was expected.
	Performance is below targets and there is a significant, on-going decline where improvement was expected.
	No targeted expectations for metric

Note: Arrows depict a three-year trend.

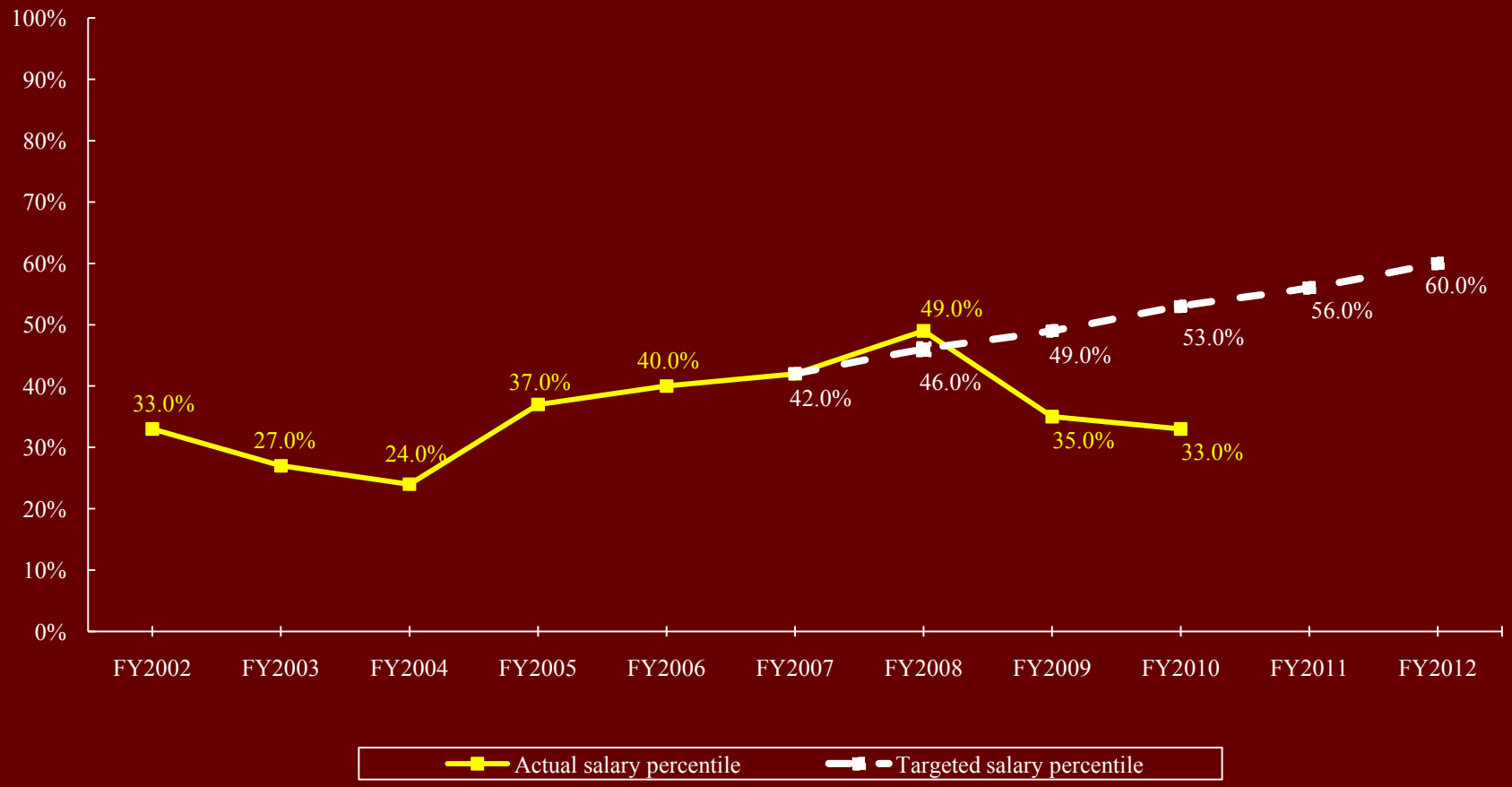
Scorecard



Indicators for Organizational Development

- ⇩ Progress of faculty salaries towards 60th percentile
- ⇧ Percentage of Graduate Health Insurance funded
- ⇔ Expenditures with SWaM suppliers as measured by percentage of annual goal achieved

Progress of faculty salaries towards 60th percentile of SCHEV peers



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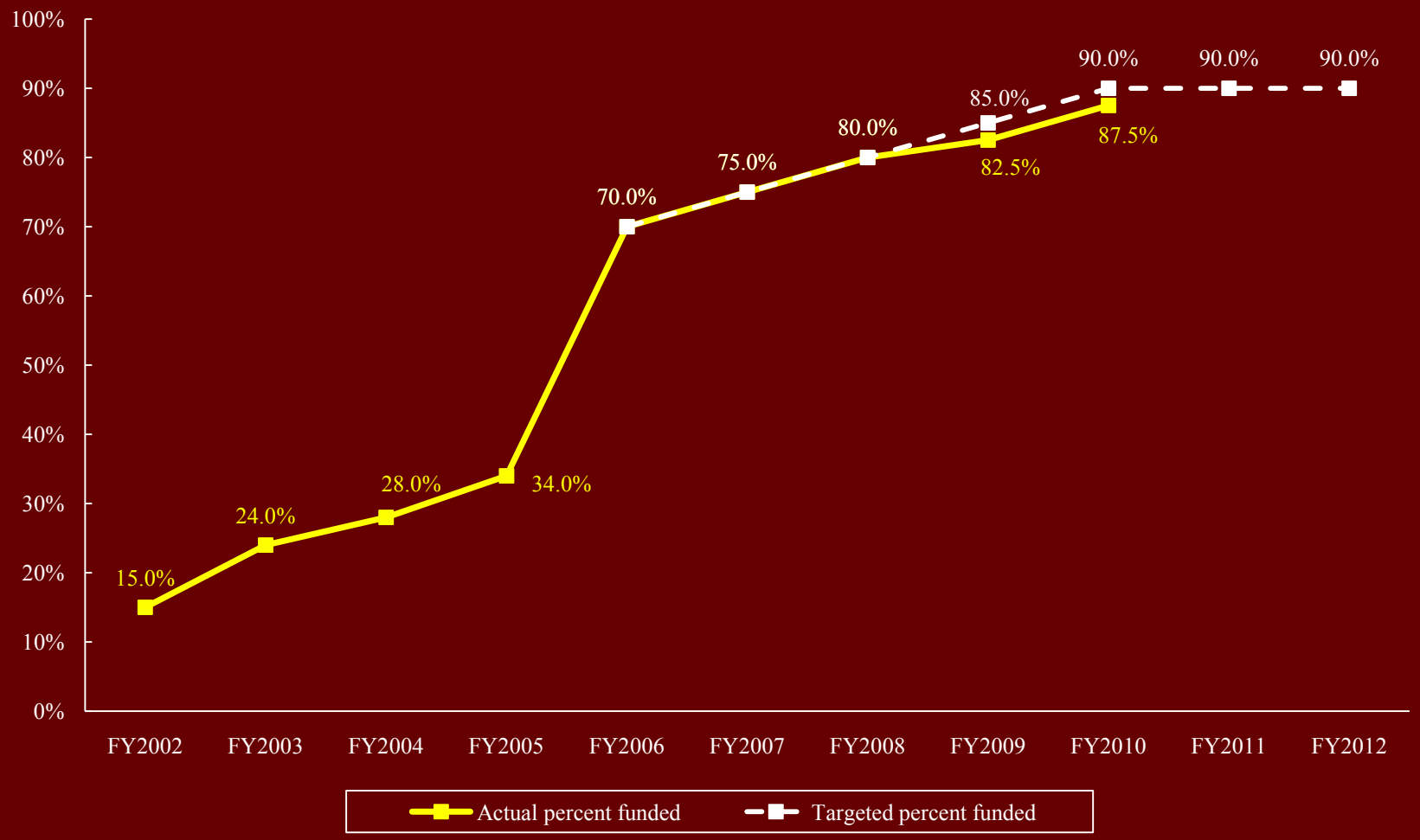
Percentage of Graduate Health Insurance Funded



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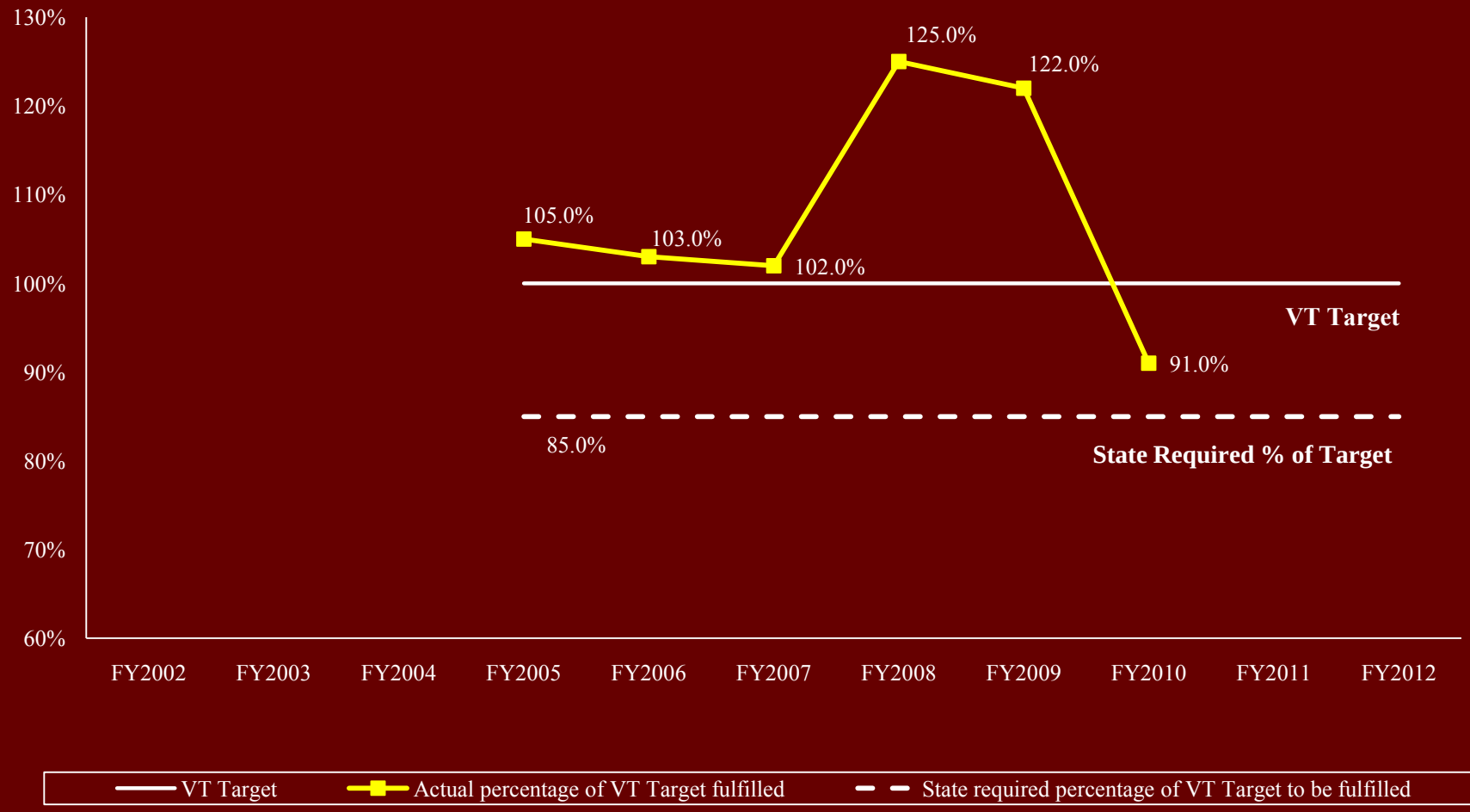
Expenditures with SWAM Suppliers

as Measured by Percentage of Annual VT Target



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Indicators for Organizational Development

- Initiate a significant new automation project annually

Significant Automation Projects FY2010

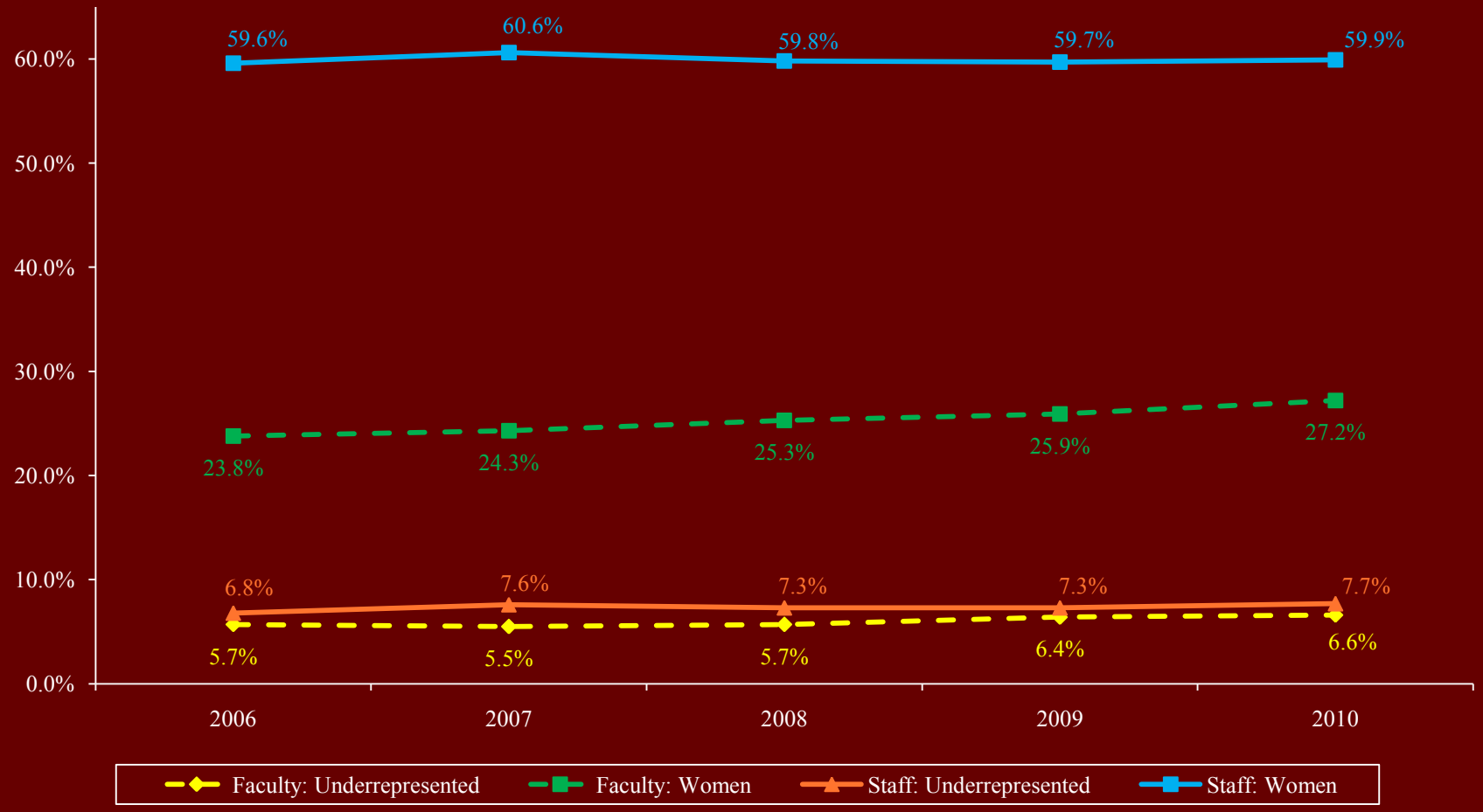
1. Scholar implementation
2. Google e-mail for alumni
3. E911 system
4. VT Police Mobile Computing
5. Human Resources Automated Performance Management Software
6. Finance Electronic Commerce
7. Provost Pathways Planner

Indicators for Organizational Development

Workforce Composition: Snapshot census data as of September 30

- Tenured & Tenure-Track Faculty
  - ⇔ Underrepresented
  - ⇑ Women
- Staff
  - ⇔ Underrepresented
  - ⇔ Women

Workforce Composition Trends Among Underrepresented and Women Faculty* & Staff



* Represents tenured and tenure-track faculty only

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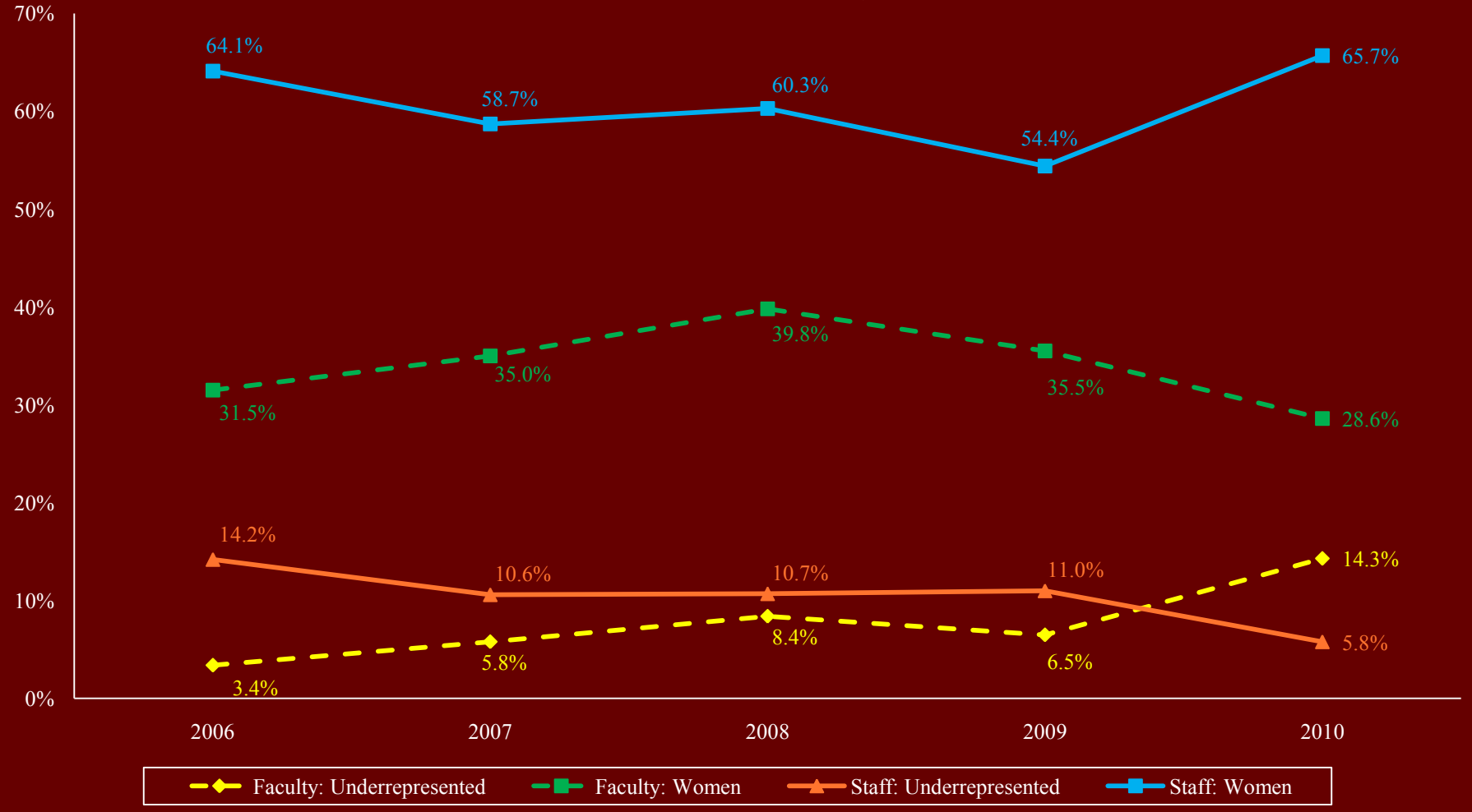
Indicators for Organizational Development

New Hires: Include new hires from October 1 through September 30

- Tenured & Tenure-Track Faculty
  - ⇧ Underrepresented
  - ⇩ Women
- Staff
  - ⇩ Underrepresented
  - ⇧ Women

New Hire Trends Among Underrepresented and Women Faculty* & Staff



* Represents tenured and tenure-track faculty only

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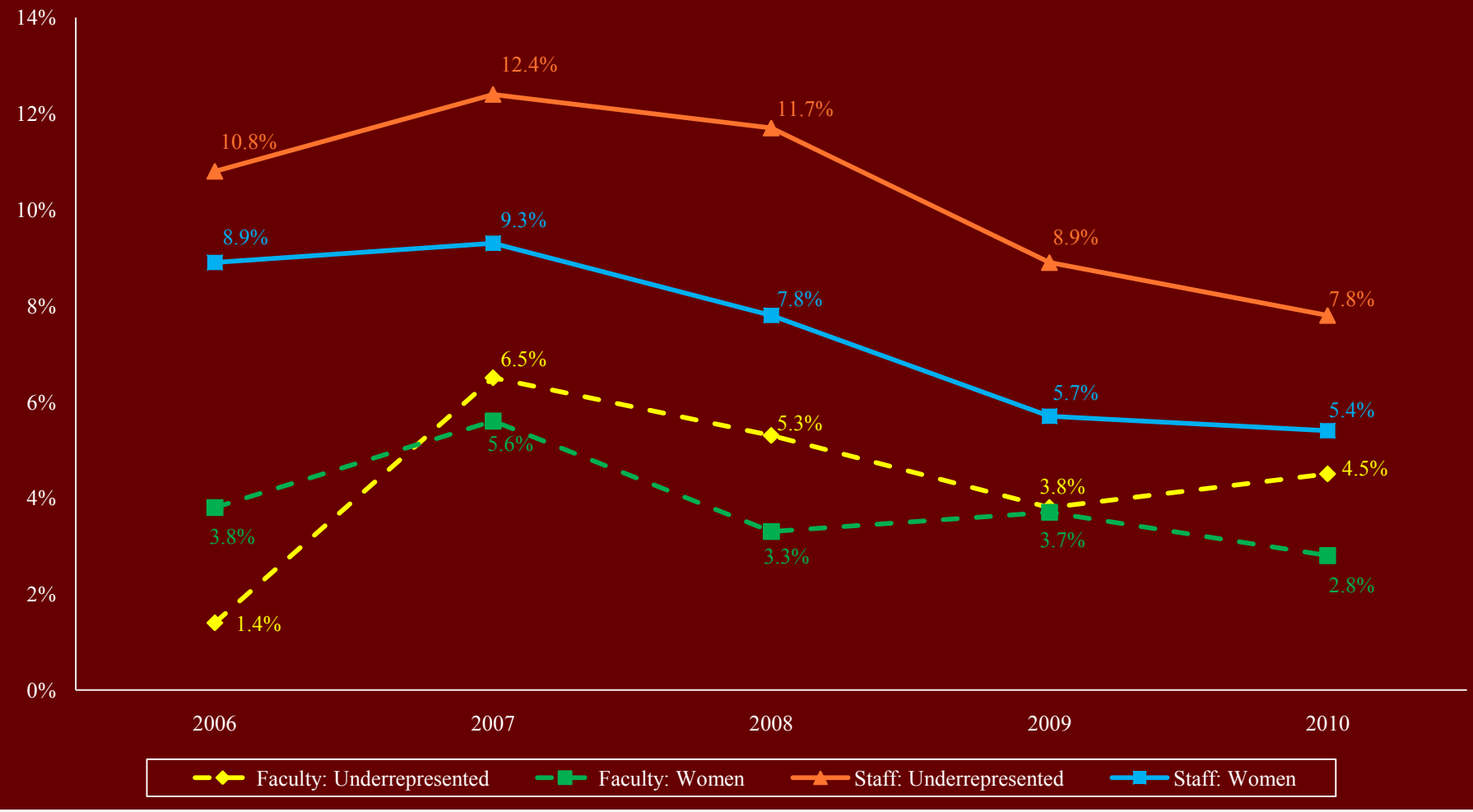
Indicators for Organizational Development

Turnover: Comparison of census data from September 30 one year with September 30 the next year

- Tenured & Tenure-Track Faculty
  - ⇔ Underrepresented
  - ⇔ Women
- Staff
  - ⇩ Underrepresented
  - ⇩ Women

Turnover Trends Among Underrepresented and Women Faculty* & Staff



* Represents tenured and tenure-track faculty only

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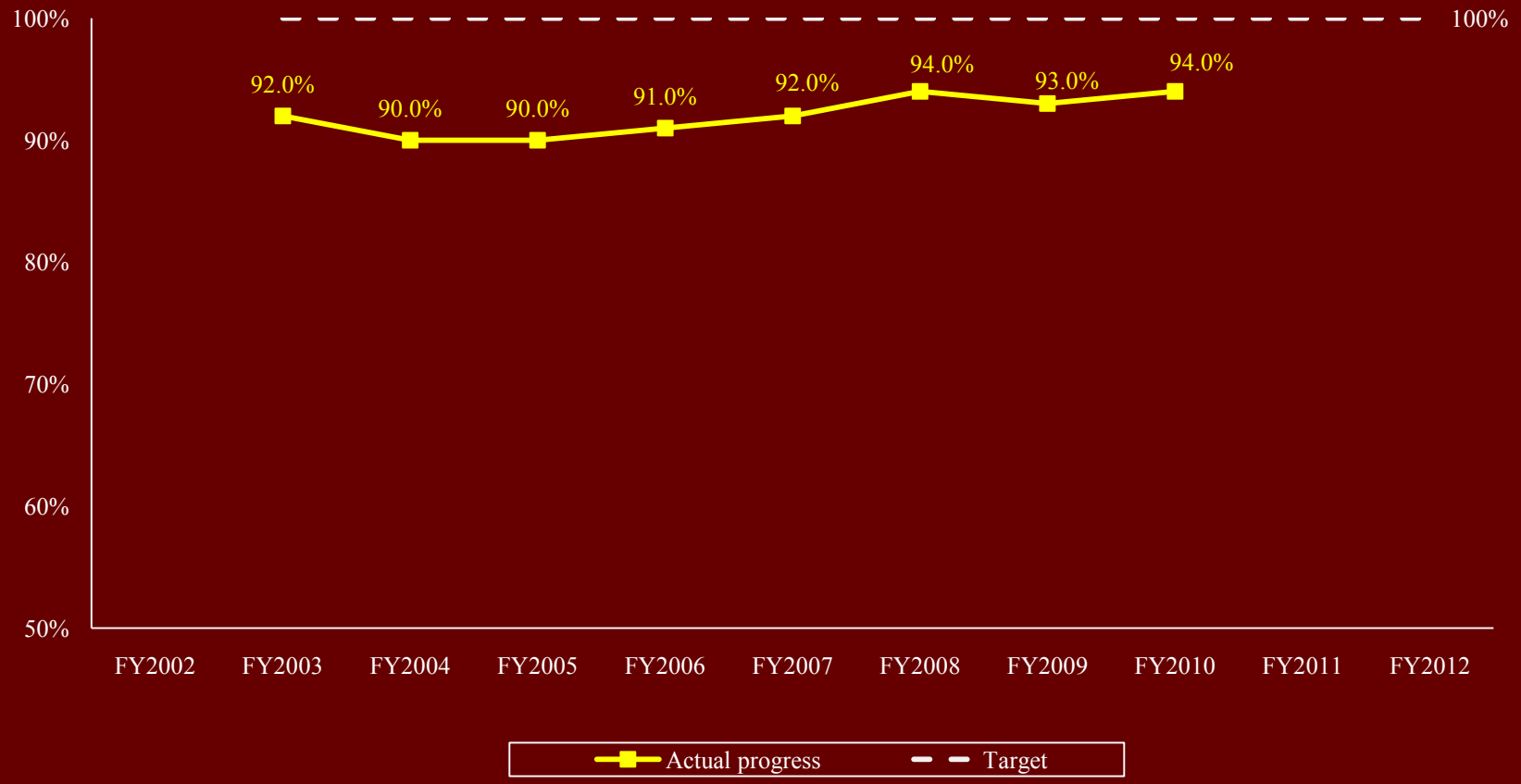
Indicators for Organizational Development

- ⇩ Progress Towards Market Ratio of Average Staff Salary to Market
- ⇔ Voluntary Turnover Rate for Staff

Progress Towards 1.0 Market Ratio of Average Staff Salary to Market



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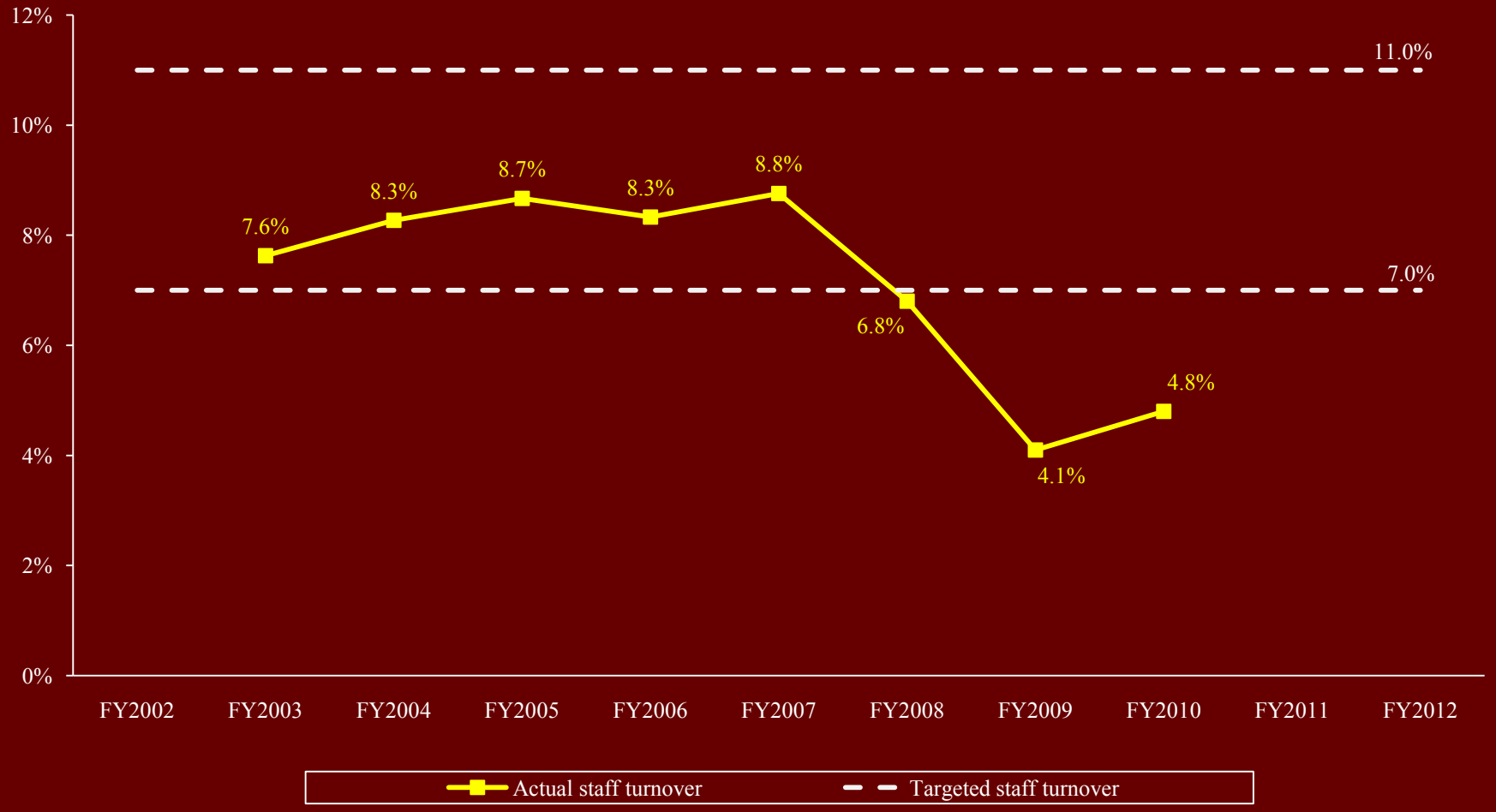
Voluntary Turnover Rate for Staff



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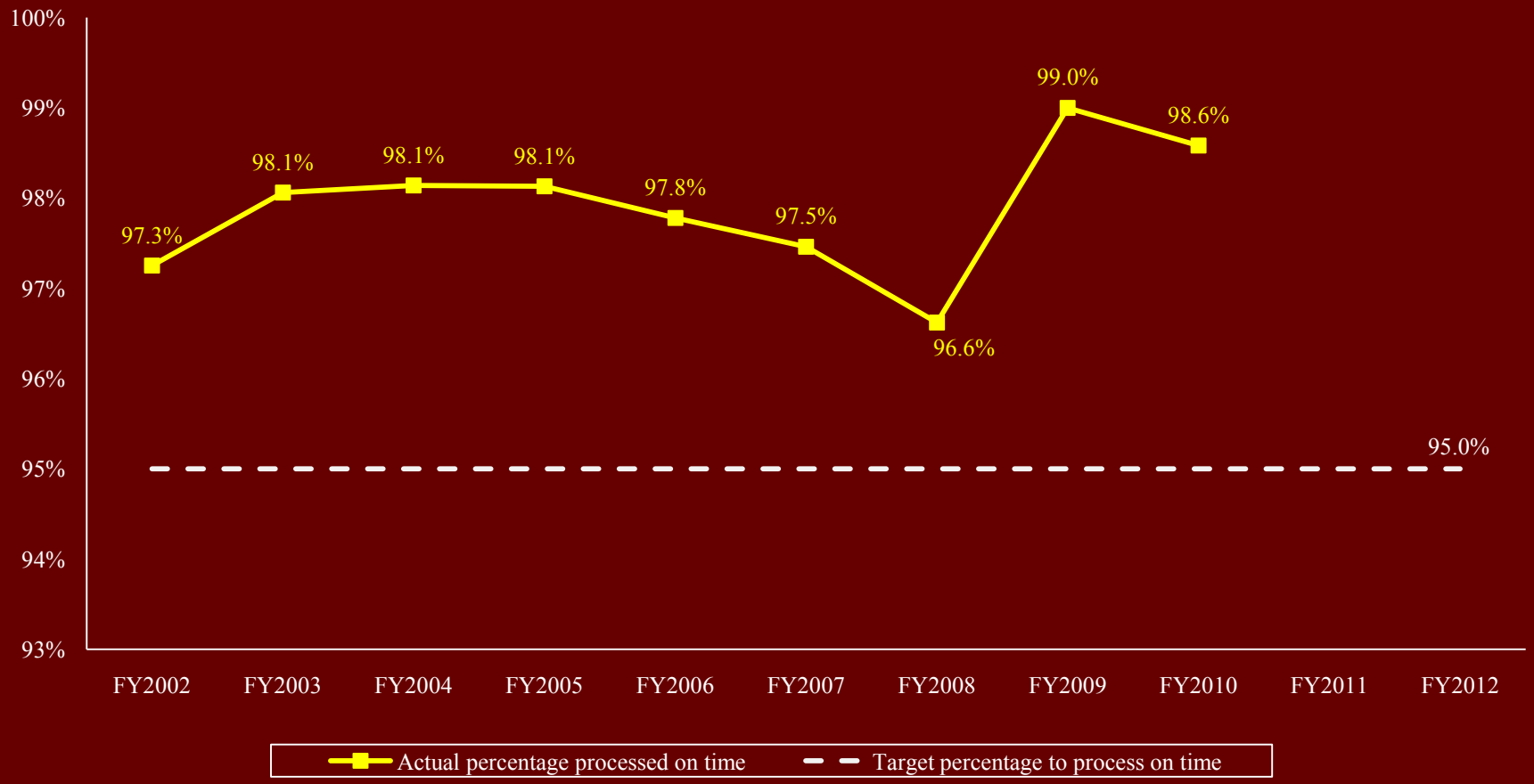
Measures for Campus Infrastructure

- ⇔ Classroom utilization rate
- ⇑ Classroom Laboratory utilization rate
- ⇔ Police Department Average Response Time
- ⇔ Compliance with Best Practices of Virginia Crime Commission
- ⇔ Percentage of accounts payable processed on time

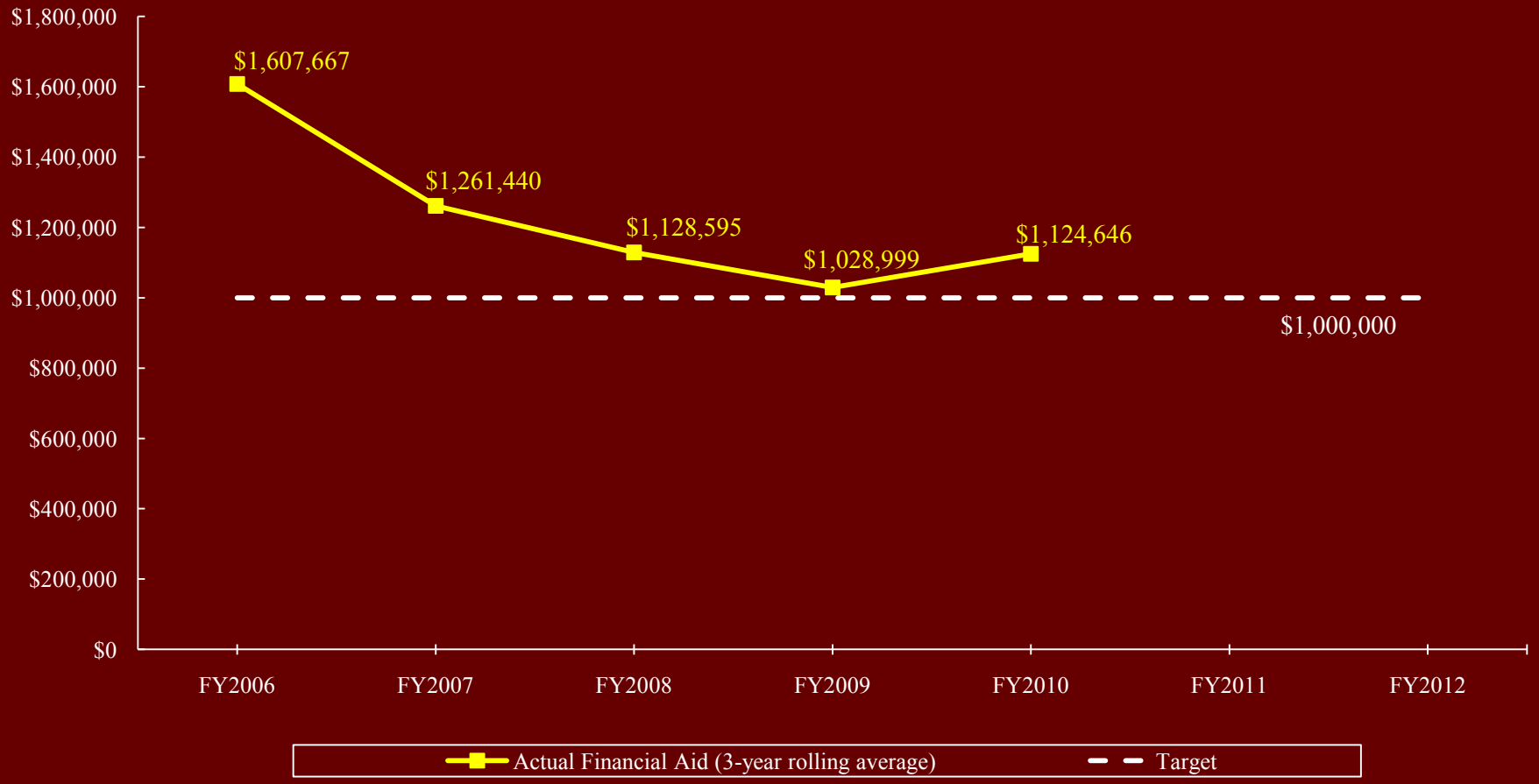
Percentage of Accounts Payable Processed On Time



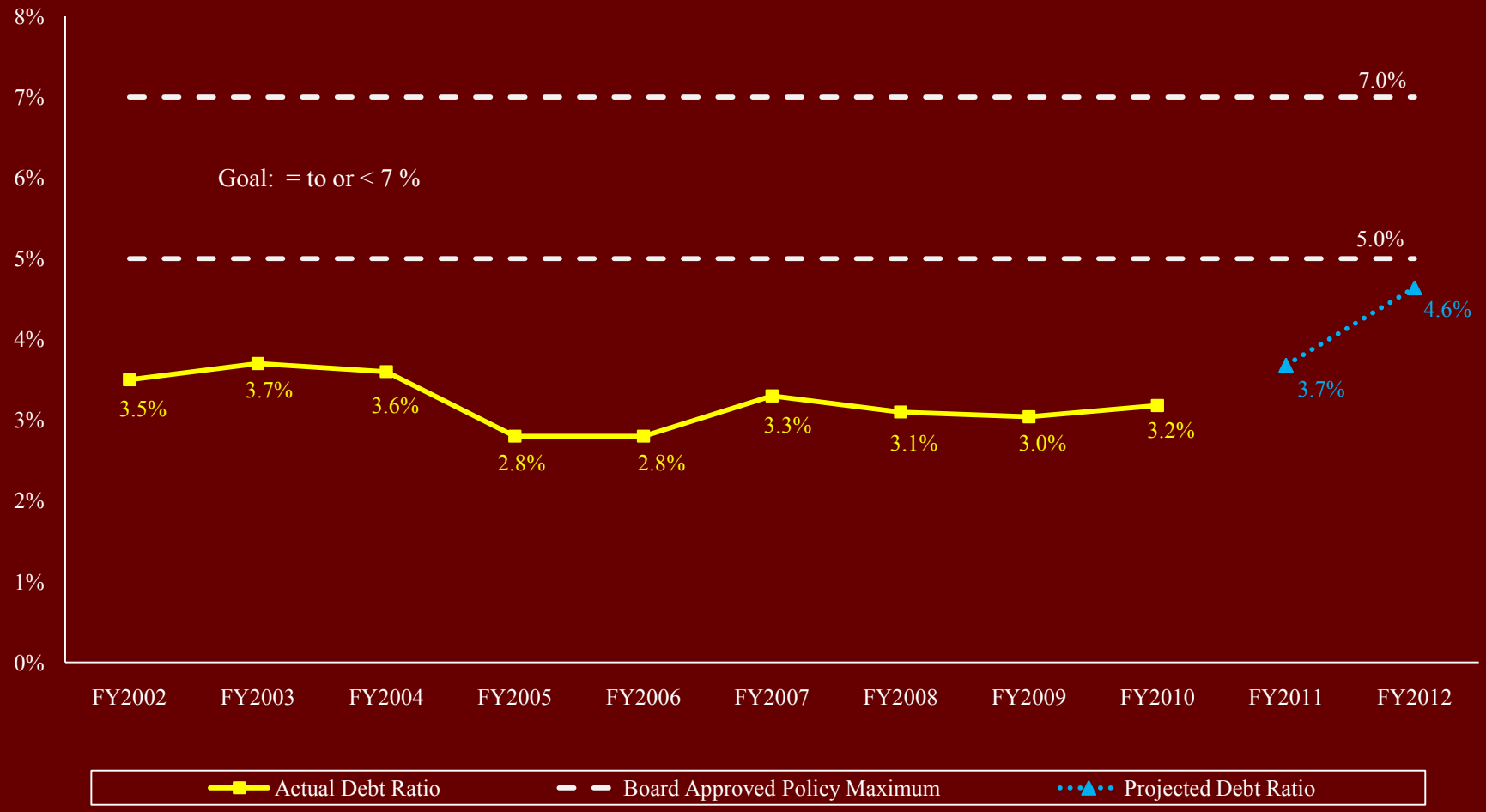
Measures for Effective Resource Development

- Incremental institutional need based financial aid of $1M annually to offset tuition increases
- University debt ratio
- Central funding of research computing

Incremental Institutional Need Based Financial Aid



University Debt Ratio



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Central Funding of Research Computing

Calculated as a percentage of the annual externally funded research expenditures for the previous year

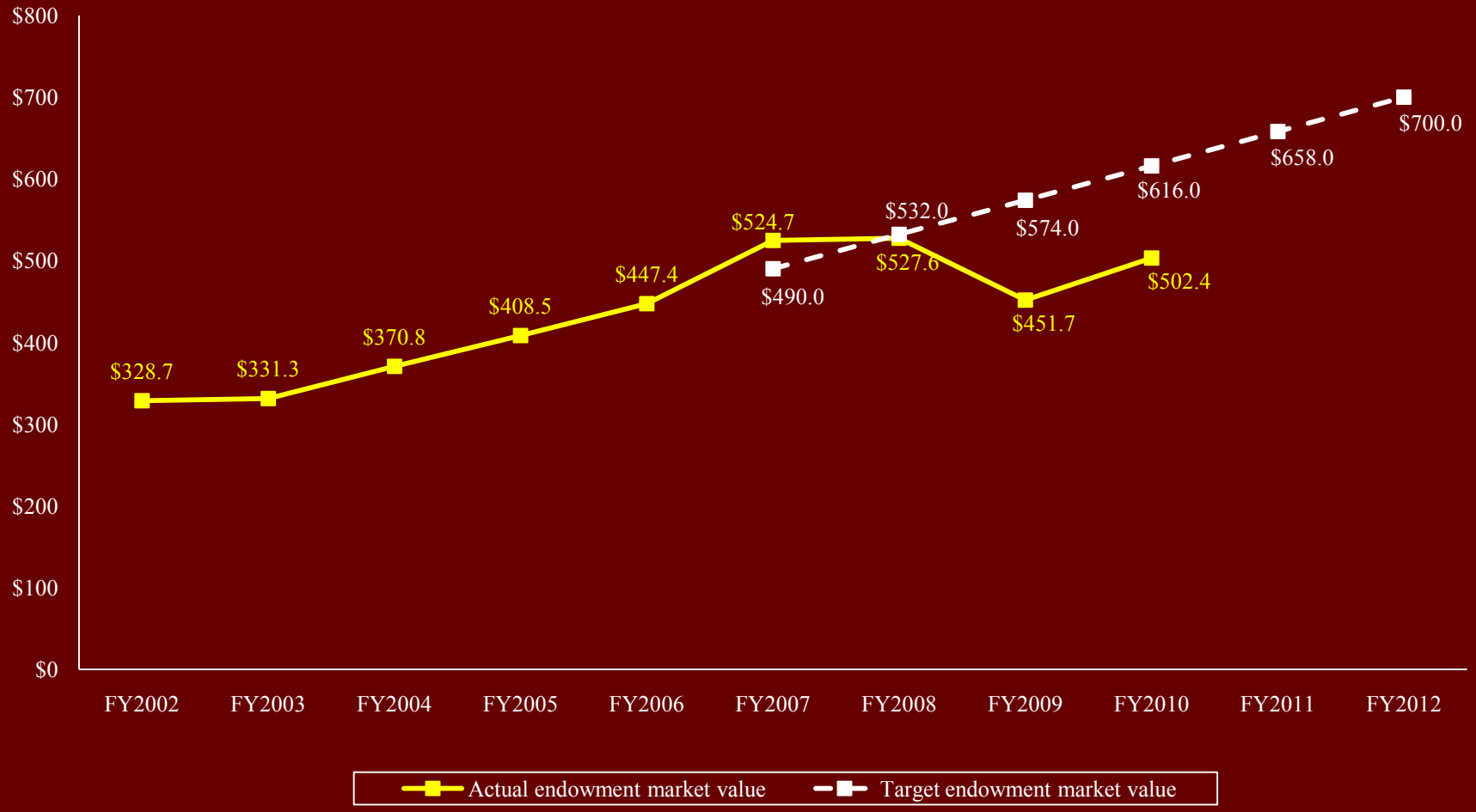
Target for FY2010	Actual for FY 2010
2%	3.18%
or	or
$4,230,916	$6,720,000

Measures for Effective Resource Development

- ⬇ Endowment Market Value
- ⬆ VT Foundation Assets
- ⬇ Annual Fundraising total (cash flow) at face value

Endowment Market Value

($ Millions)



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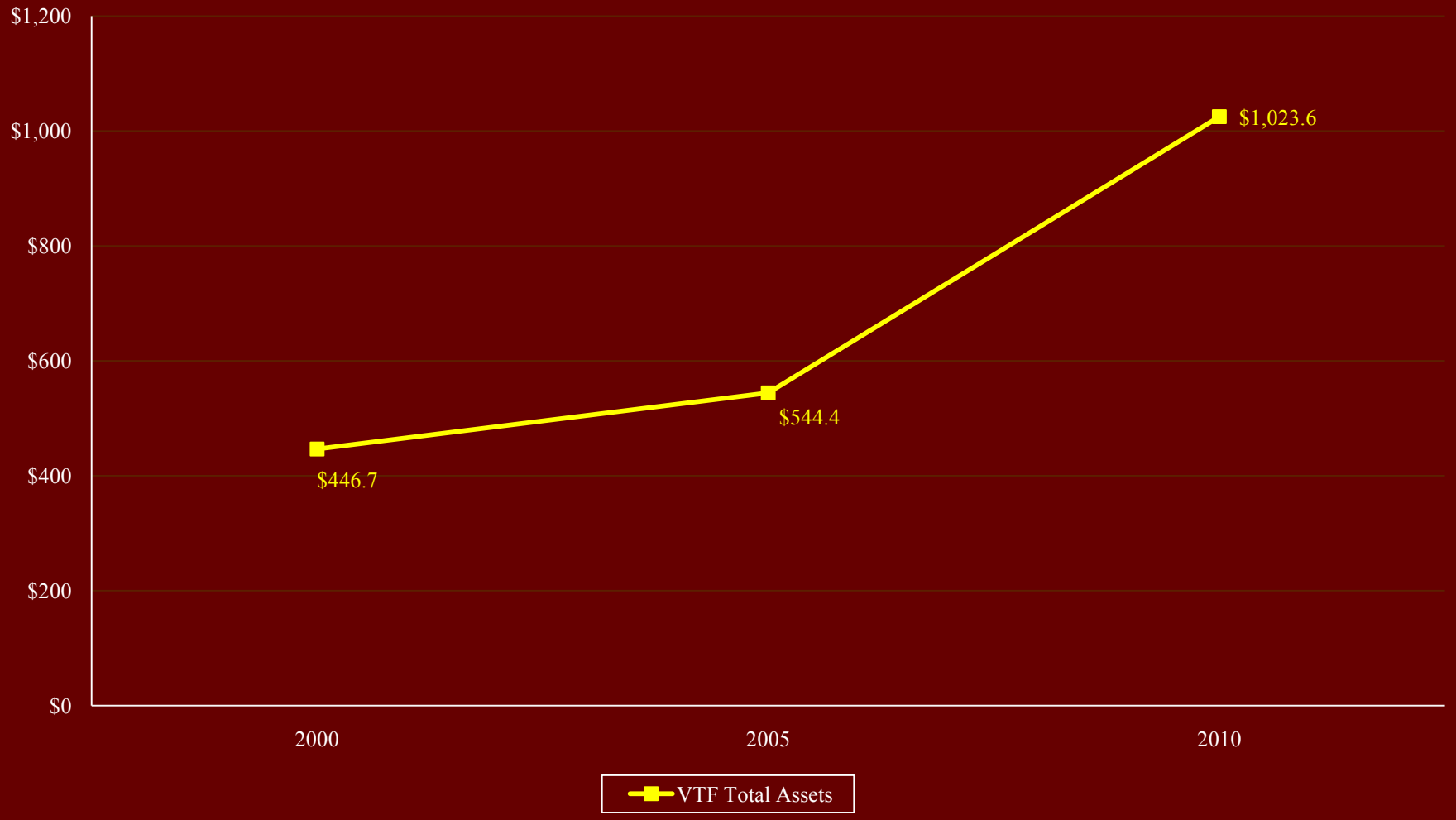
VT Foundation Assets

($ Millions)



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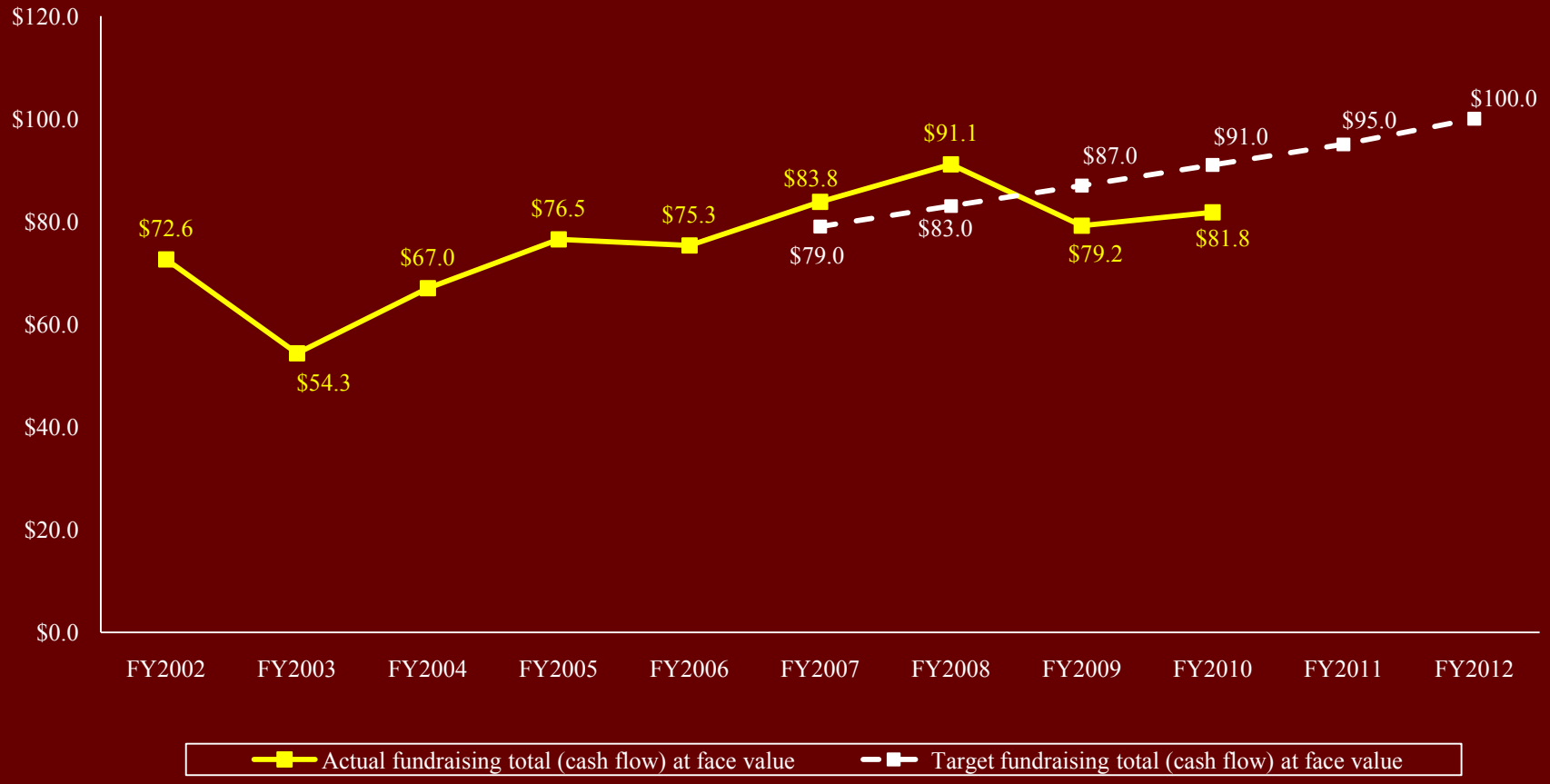
Annual Fund Raising (cash flow) at Face Value

($ Millions)



VirginiaTech

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Conclusion

Update from the College of Agriculture and Life Sciences

November 2010

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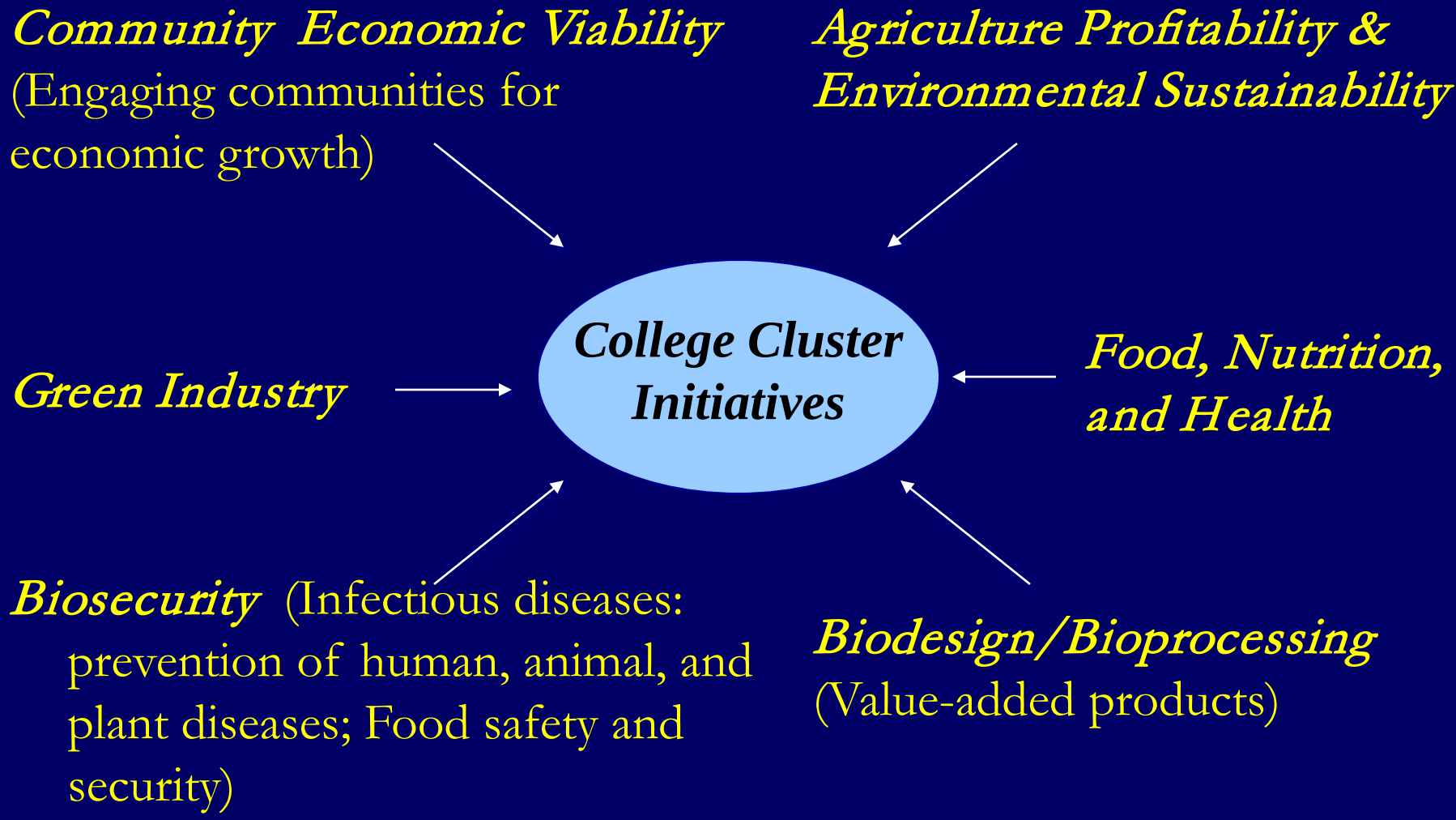
Mission

- **The mission of the College** is to provide a multi-disciplinary approach to learning, discovery, and citizen engagement in the fields of science and the business of living systems that makes a positive difference on society.
- **Land-grant mission:**
  - Programs focus on the current and future needs of Virginia, the nation, and the world.
  - Extension will be science-based.

- Enhance agricultural productivity and environmental sustainability.
- Assist producers to gain market share through value-added endeavors, bio-based products, bio-processing, crop diversification, and new production.
- Develop high value horticulture and specialty crop products and systems.
- Bring new knowledge to human health and nutrition in the quest to prevent chronic diseases.
- Study infectious and vector-borne diseases and develop methods to reduce their effects on plants, animals, and humans.
- Strengthen communities and their economic viability by creating innovative tools citizens and local government can use to respond to change.



Extension, Research, Teaching

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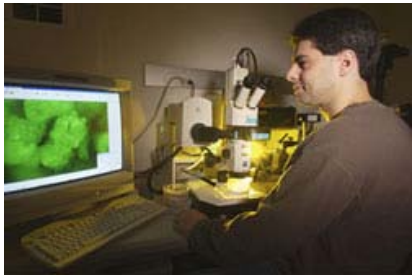
College of Agriculture & Life Sciences

- 2,606 undergraduate majors (up 39% in last 5 yrs.)
  - **79% Caucasian; 5.9% Asian; 2.4% African Am.; 2.6% Hispanic**
- 488 graduate students (up 38% in last 5 yrs.)
  - **60% Caucasian; 3.3% Asian; 5% African Am.; 3% Hispanic**
- Ag Sciences research expenditure ($90M) is ranked #5 nationally by NSF (continues to rise to the top)
- Sponsored funding ($44.8M) has increased 40% in last 5 years despite little growth in faculty numbers
- Virginia Cooperative Extension and the Ag Experiment Station are major components of the College

College of Agriculture and Life Sciences

ACADEMIC PROGRAMS



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CALS Academic Departments (13)

- Ag Technology (2 Year)
- Agricultural and Applied Economics
- Agricultural and Extension Education
- Animal and Poultry Sciences
- Biochemistry
- Biological Systems Engineering
- Crop and Soil Environmental Sciences
- Dairy Science
- Entomology
- Food Science and Technology
- Horticulture
- Human Nutrition, Foods and Exercise
- Plant Pathology, Physiology, and Weed Science

CALS Undergraduate Majors

- Agriculture Economic Management; Agribusiness
- Agriculture Sciences
- Animal and Poultry Sciences
- Biochemistry
- Crop, Soil and Environmental Sciences; Environmental Science
- Dairy Science
- Food Science and Technology
- Environmental Horticulture; Landscape Contracting
- Human Nutrition Foods and Exercise
- Two-year Agriculture Technology Program

CALS Minors

- Minors offered in many departments
- College minors
  - International Agriculture
  - Civic Agriculture and Food Systems

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CALS Graduate Programs

- M.S. and Ph.D.
  - AAEC, AEE, APSC,BSE, CSES, DASC, HORT, HNFE, PPWS
- M.S. in Life Science
  - BCHM, FST, ENTO
- Ph.D.
  - BCHM, FST, ENTO, Molecular Plant Sciences
- On-line M.S. in Agriculture and Life Sciences

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Characteristics of CALS Programs

- Career ready curriculum
- Experiential learning
  - Through laboratory classes
  - Field experience
  - Internships
- Study Abroad
  - Individual student experiences
  - Faculty-led courses
- Student Involvement

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Enhancing Student Experiences

- First year experience
  - Fall 2010 - course in collaboration with biological sciences
- Capstone experiences
- Service learning
  - Collaboration with dining services in their sustainable garden at Kentland Farm

Curriculum

Q: How is CALS keeping up with changing needs of today's job market?

A: Civic Agriculture and Food Systems Minor

- 4 new courses
- Service learning

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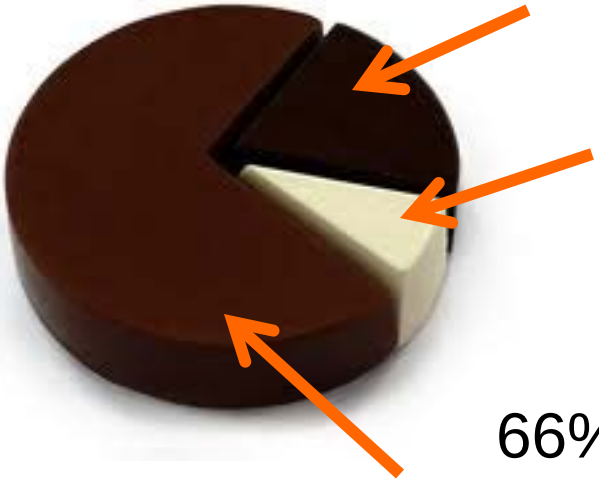
Who is growing?



Food Science and Technology

Environmental Science

66% of the students are in HNFE, APSC, or BCHM

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Agriculture Technology Program

- Courses are designed and developed to give students the knowledge and hands-on-experience needed
  - Applied Agricultural Management
  - Landscape and Turf Management
- Summer internship

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Student careers

- 87% of students indicate their first job is related to their major
- 40% of CALS graduates go to graduate or professional school
- 37% into job market
- 3% self employed
- 1% service opportunity (military, Peace Corps)

Student Careers

- Credit analyst, loan officer, financial planner, account manager
- Landscape management supervisor, horticulturist, livestock/poultry business
- Personal trainer, registered dietitian
- Environmental scientist, research scientist
- Quality assurance and safety specialist
- Doctor, physical therapist, pharmacist, veterinarian

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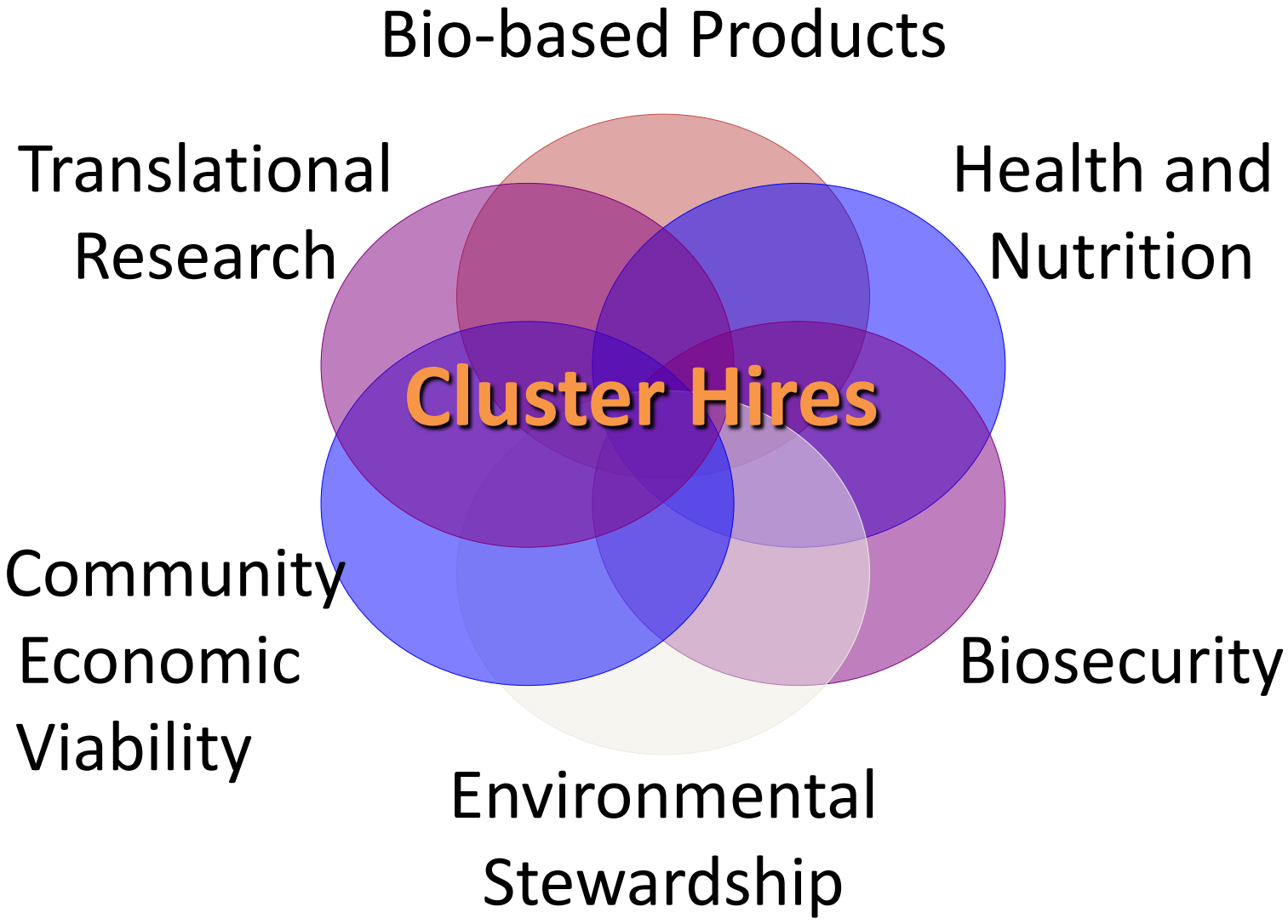
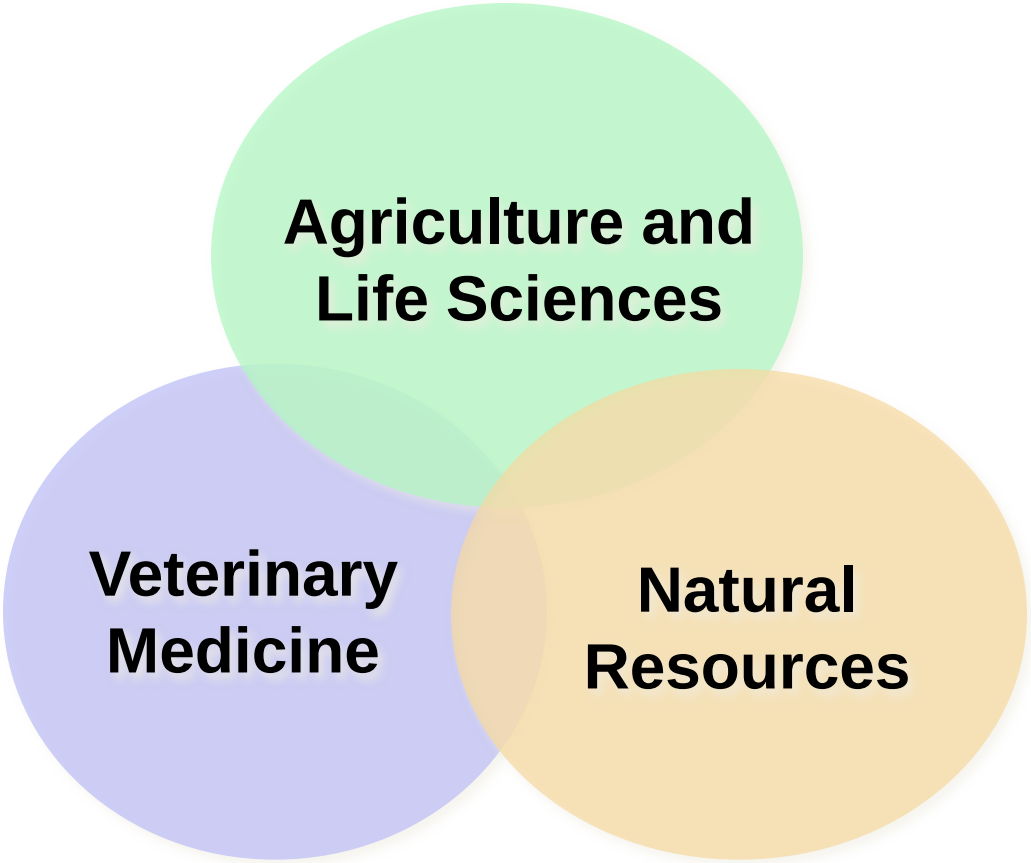
Research Impacts on Teaching

- Strong, well recognized research programs and faculty have significantly impacted the number and quality of students the college has been able to recruit
- Graduate student enrollment in the past 7 years has increased from 261 to 488
- Significant increase in our Ph.D. student enrollment; 125% increase over the past 7 years

CALS Focus Areas



229 Agency VAES and VCE



A Vision Building On Our Roots with Innovation, Quality, and Results

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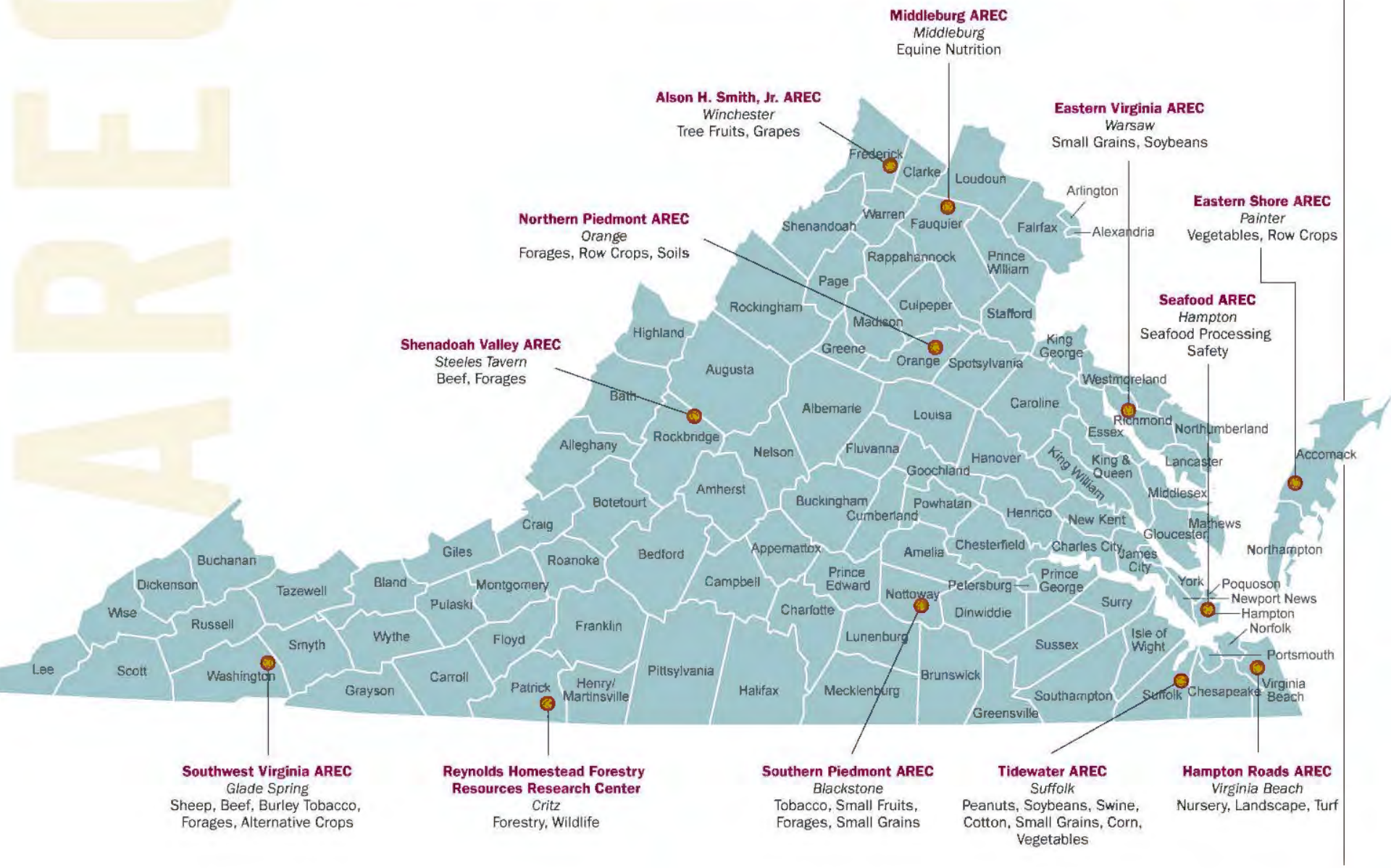
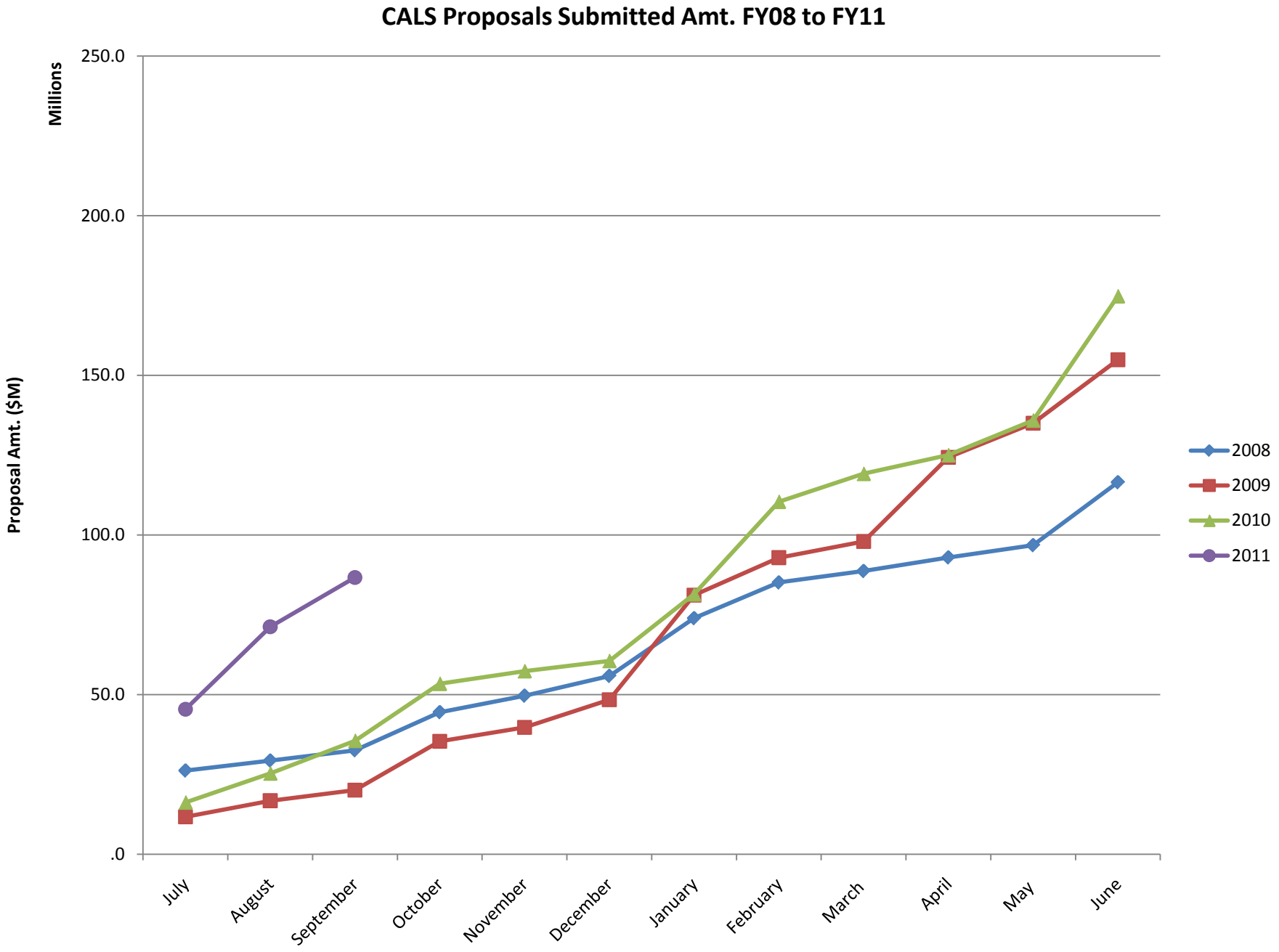
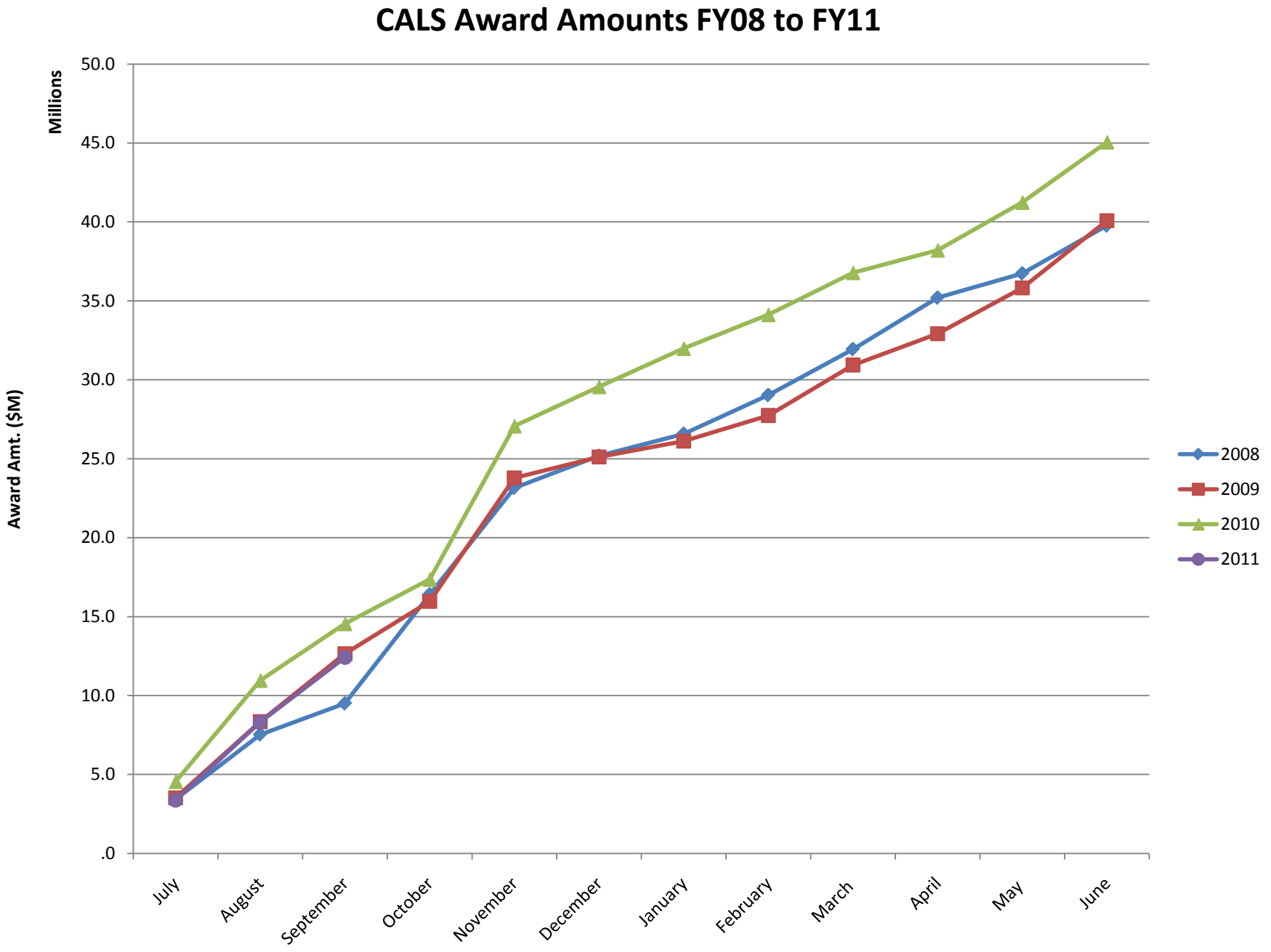
COLLEGE OF AGRICULTURE AND LIFE SCIENCES

Agricultural Research and Extension Centers



AREC


CALS Proposals Submitted Amt. FY08 to FY11
Millions
Proposal Amt. ($M)
250.0
200.0
150.0
100.0
50.0
.0
July
August
September
October
November
December
January
February
March
April
May
June
2008
2009
2010
2011


CALS Award Amounts FY08 to FY11
Millions
Award Amt. ($M)
50.0
45.0
40.0
35.0
30.0
25.0
20.0
15.0
10.0
5.0
.0
July
August
September
October
November
December
January
February
March
April
May
June
2008
2009
2010
2011

Excellence in Research

- National Ranking by the NSF
  - 2004 – 14th in the nation
  - 2005 – 11th
  - 2006 – 10th
  - 2007 – 6th
  - 2008 – 5th

- College externally funded research expenditures has increased by 40% since 2004.
- Our enhanced research capability is transitioning into a powerful ECONOMIC ENGINE for Virginia and our citizens.

Life Science Precincts

LORD · AECK · SARGENT ARCHITECTURE EDAW | AECOM

VirginiaTech

HUMAN AND AGRICULTURAL BIOSCIENCES BUILDING ONE

PRECINCT PLAN

Human Agricultural And Biosciences Building 1

LORD · AECK · SARGENT
ARCHITECTURE

VirginiaTech
HUMAN AND AGRICULTURAL BIOSCIENCES BUILDING ONE

SOUTHEAST PERSPECTIVE

Virginia Cooperative Extension

Restructuring Virginia Cooperative Extension for the Twenty-first Century

Virginia State University

Virginia Tech
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www.ext.vt.edu

Strategic Planning and Restructuring

- Reduced state funding
  - FY 2012 $5.5M in Agency 229

    Including $1M directed at Virginia Cooperative Extension (VCE) Restructuring
  - FY 2008 through FY 2012 $10.3 M (15.5%) in Agency 229
- Changing state demographics
- Technology and societal expectations

MISSION STATEMENT

Virginia Cooperative Extension helps lead the engagement mission of Virginia Tech and Virginia State University, the commonwealth's land-grant universities. Building local relationships and collaborative partnerships, we help people put scientific knowledge to work through learning experiences that improve economic, environmental, and social well-being.

Adopted 2009

Strategic Plan Focus Areas

- Enhance the value of Virginia's agriculture
- Sustain natural resources and the environment
- Create a positive future through 4-H Youth Development
- Strengthen Virginia families and communities
- Cultivate community resiliency and capacity
- Organizational effectiveness

New Organization Will…

- Deliver high quality programs
- Use science-based educational curricula
- Include local presence and allow local government choice
- Include efficient administrative and managerial structure
- Integrate the VCE Strategic Plan with US Dept. of Agriculture, National Institute of Food and Agriculture priorities
- Include individual accountability and performance standards
- Invest in professional development

Thank you!

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Virginia Tech Board of Visitors Pamplin College of Business Presentation

Richard E. Sorensen, Dean

The Inn at Virginia Tech

November 7, 2010

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Pamplin College Vision

The Pamplin College of Business generates high quality applied and theoretical research that supports superior teaching and business applications.

Pamplin College Vision

Graduates of the Pamplin College, applying their analytical and decision making skills, help businesses solve problems, enhancing their competitiveness in the global business environment and improving the lives of their families and society.

Pamplin College Mission

The Pamplin College of Business will be recognized as Virginia's best undergraduate business school through outstanding teaching by full-time faculty who are also nationally recognized in theoretical and applied research, and through the placement of its graduates.

Pamplin College Mission

The Pamplin College will be nationally known for its graduate programs that are held at various locations throughout the Commonwealth, and for serving business and society through the expertise of its faculty, alumni and students. The college will be known for conducting all of its activities in an open and ethical manner.

Pamplin College Goals

- Attract strong students
- Provide quality education
- Provide outstanding career opportunities
- Provide quality services to business
- Impact society
- Excellence of faculty through academic research

Pamplin College Focus

- Nationally recognized programs
- Utilization of technology in business
- Experiential leadership development
- SEED – BASIS - Horizons
- Student global experiences
- Diversity

Pamplin College Recognition

- ACIS, Top #25 undergraduate program in Accounting, *Public Accounting Report* 28th Annual Professor's Survey, Fall 2009
- ACIS, and BIT, Top #4 Management Information Systems Research, *Chronicle of Higher Education*, Spring 2009
- BIT, Top #10 Undergraduate Information Technology Programs, *Tech Republic*, Fall 2008
- Top #25 recruiters pick, VT #13, WSJ, Fall 2010
- Business Horizons Career Fair, 137 firms, Fall 2010

Pamplin College Recognition

- Department of Finance, ranked #9 Nationally, and #4 at Virginia Tech, *Academic Analytics*, Fall 2008
- HTM, houses four of the World's Top #50 Tourism Scholars, *Tourism Management*, Spring 2009
- Undergraduate Program, overall ranked #54, Ethics #4, Corporate Strategy #14, Sustainability #20, *BusinessWeek,* Spring 2009
- Undergraduate Programs, ranked #42, *USN&WR*, Fall 2010

Pamplin College Recognition

- MBA Program, ranked #57, *USN&WR*, Spring 2008, Top #15 MBA Finance Programs, *Princeton Review*, reported in *Entrepreneur Magazine*, Spring 2009
- Nationally ranked part-time MBA program – #41 U.S. & #22 public universities
- Nationally ranked on-line business program – #25 U.S. & #10 public universities

Review of Annual Report 2009-10

College Concerns to Provost

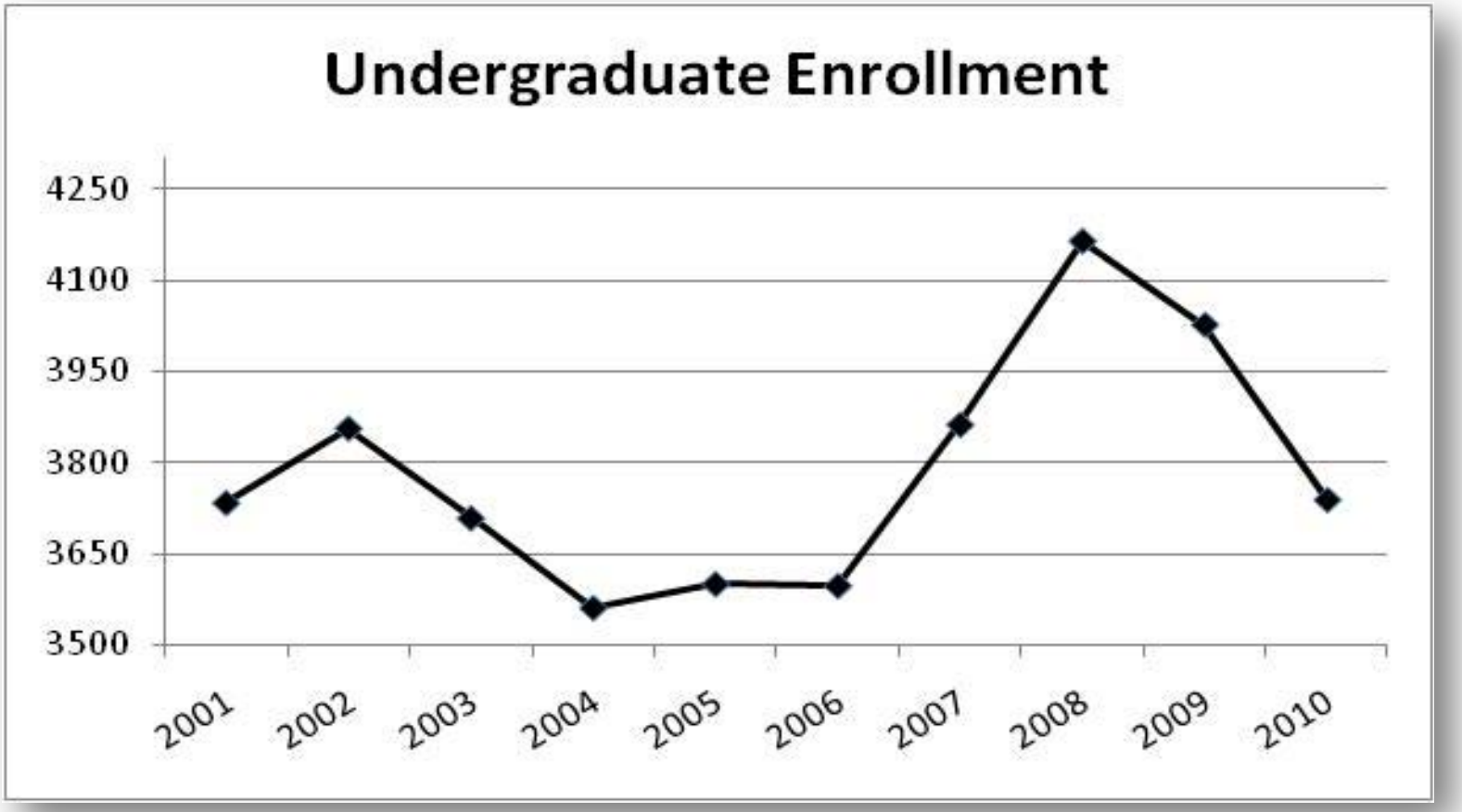
- Budget issues and comparative budget analysis
- Continuing undergraduate enrollment control
- Budget support – faculty positions, salaries, graduate program growth
- Space - classroom, lab, office

Review of Annual Report 2009-10

Provost Response

- Positive work environment
- Deans administrative review
- College budget issues
- Utilization of MBA fee
- College diversity initiatives
- Enrollment control measures
- Faculty recruitment needs

Student Enrollment Trends



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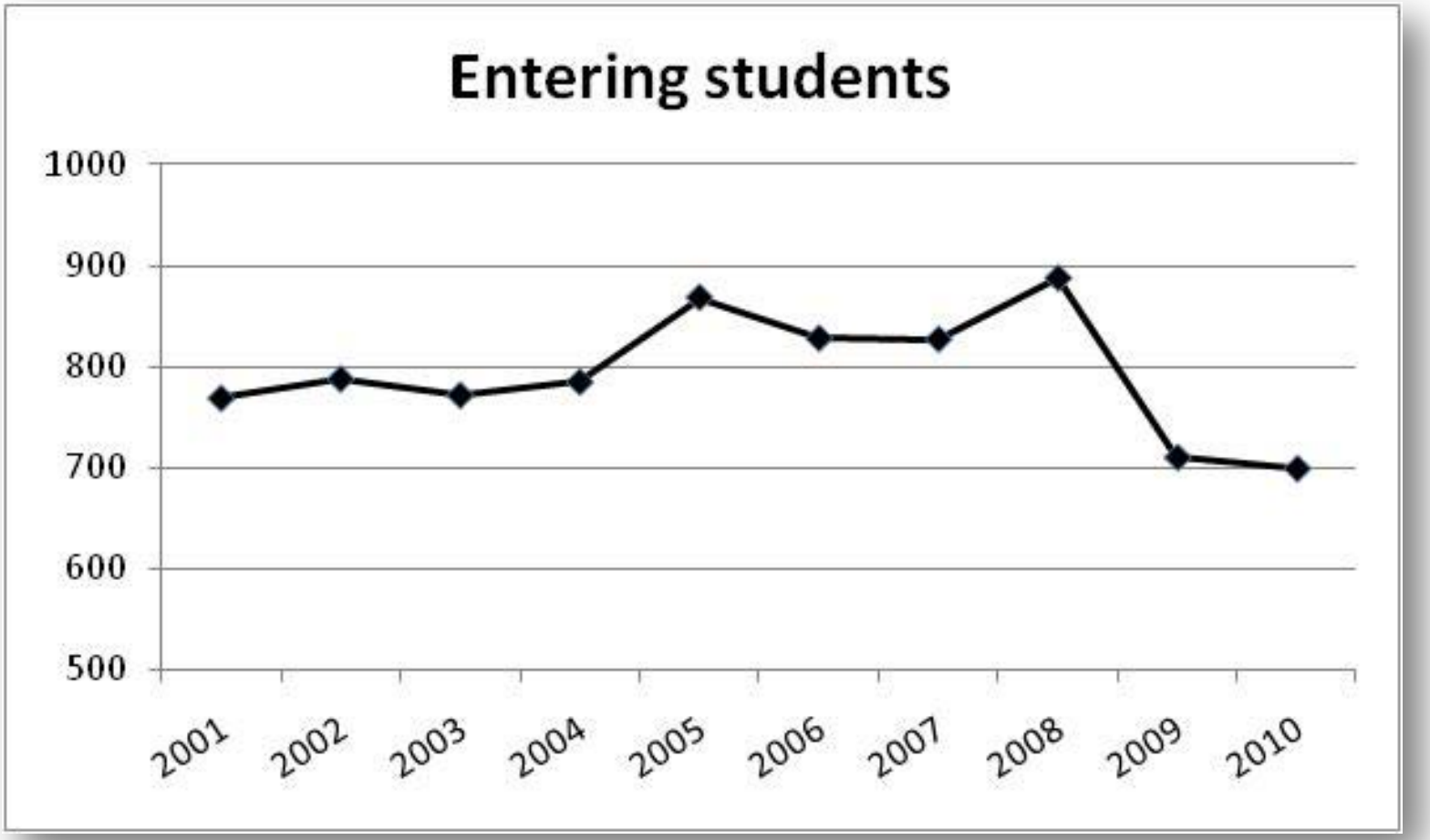
Student Enrollment Trends



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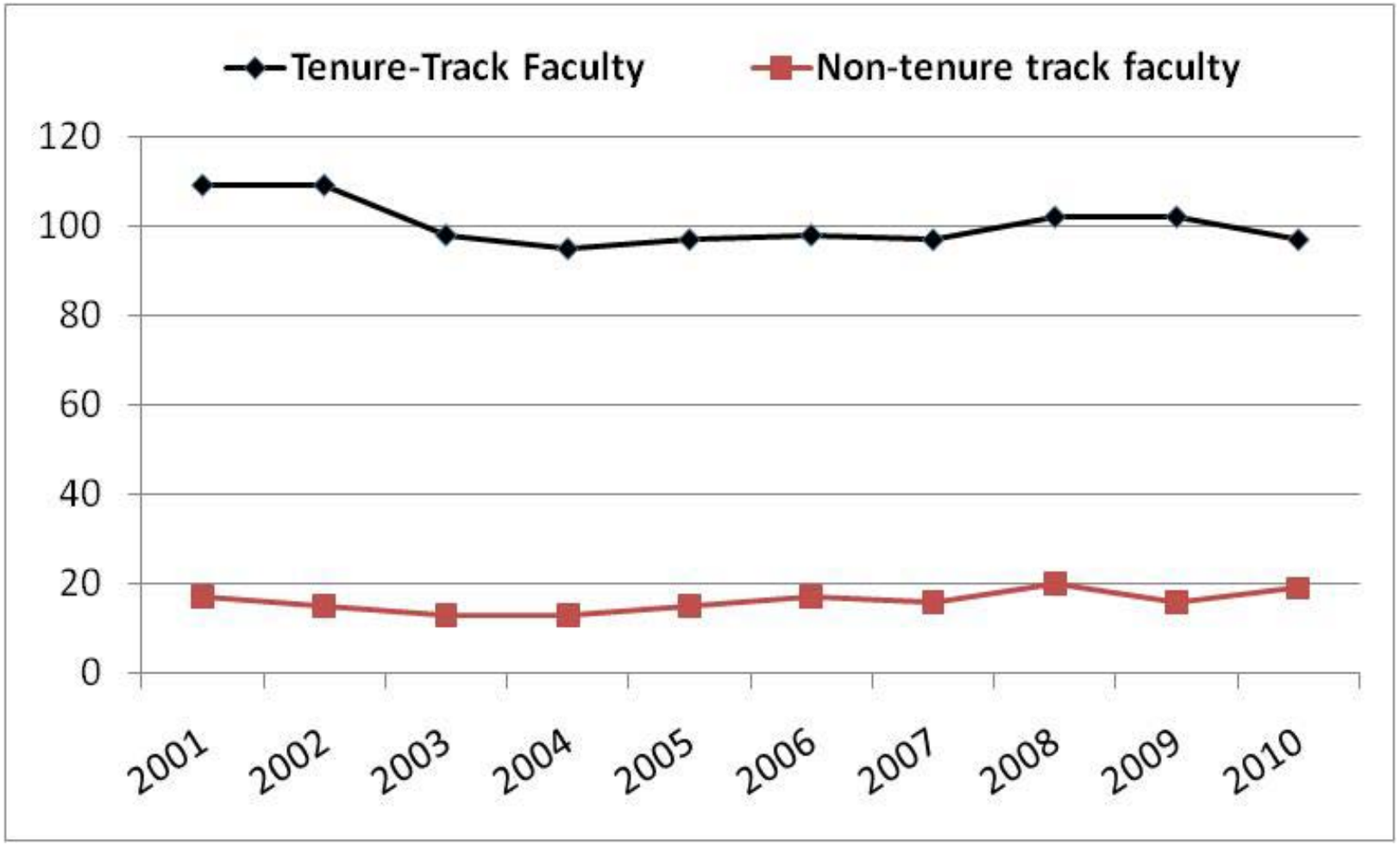
Faculty Hiring Trends



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Pamplin College of Business

Budget report for fiscal year 2010 - 2011

	Operating revenue	Operating expense	Operating (loss)/revenue	Loan payments to university	Increase / (decrease) in net assets
Virginia Tech (E&G)	$ 17,268,576	19,026,778	(1,758,202)	-	(1,758,202)
Virginia Tech (Other)	1,424,280	1,090,255	334,025	-	334,025
Program Surplus Funds	1,126,446	678,396	448,050	365,544	82,506
Virginia Tech Foundation Unrestricted Funds	1,276,722	1,049,560	227,162	-	227,162
Virginia Tech Foundation Scholarships and Professorships	1,661,661	1,661,661	-	-	-
	$ 22,757,685	23,506,650	(748,965)	365,544	(1,114,509)
Beginning of year cash					467,155
Cash needs for operations					$ (647,354)

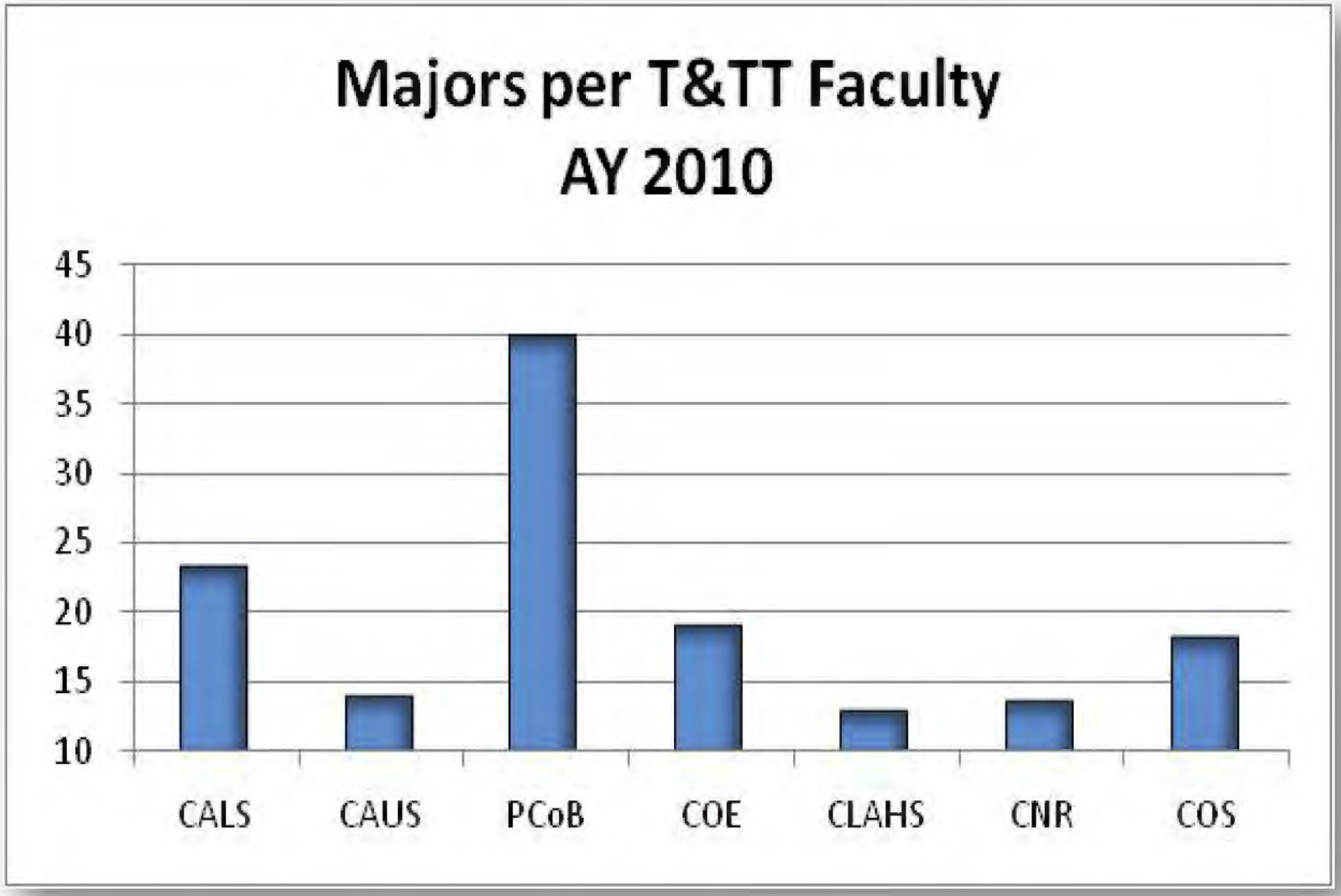
FY10 208 budget analysis data (*without CVM)*

	Budget Allocation	2009-10 TOTAL SCH	2009-10 TOTAL WSCH	Fall 09 UG Enrollment	Enrollment Allocation	208 T&TT Faculty - Fall 2009	
CALS	7.3%	62,660	104,877	2,145	10.0%	93	*
CAUS	8.2%	49,037	87,570	1,498	6.9%	108	
PCoB	10.2%	109,354	181,293	4,038	18.7%	102	
COE	29.3%	153,095	292,910	5,957	27.6%	316	
CLAHS	22.0%	210,611	323,235	3,787	17.6%	296	
CNR	2.9%	22,206	38,258	498	2.3%	37	*
COS	20.2%	238,904	330,714	3,631	16.8%	201	
Total	100%	845,867	1,358,857	21,554	100.0%	1,153	

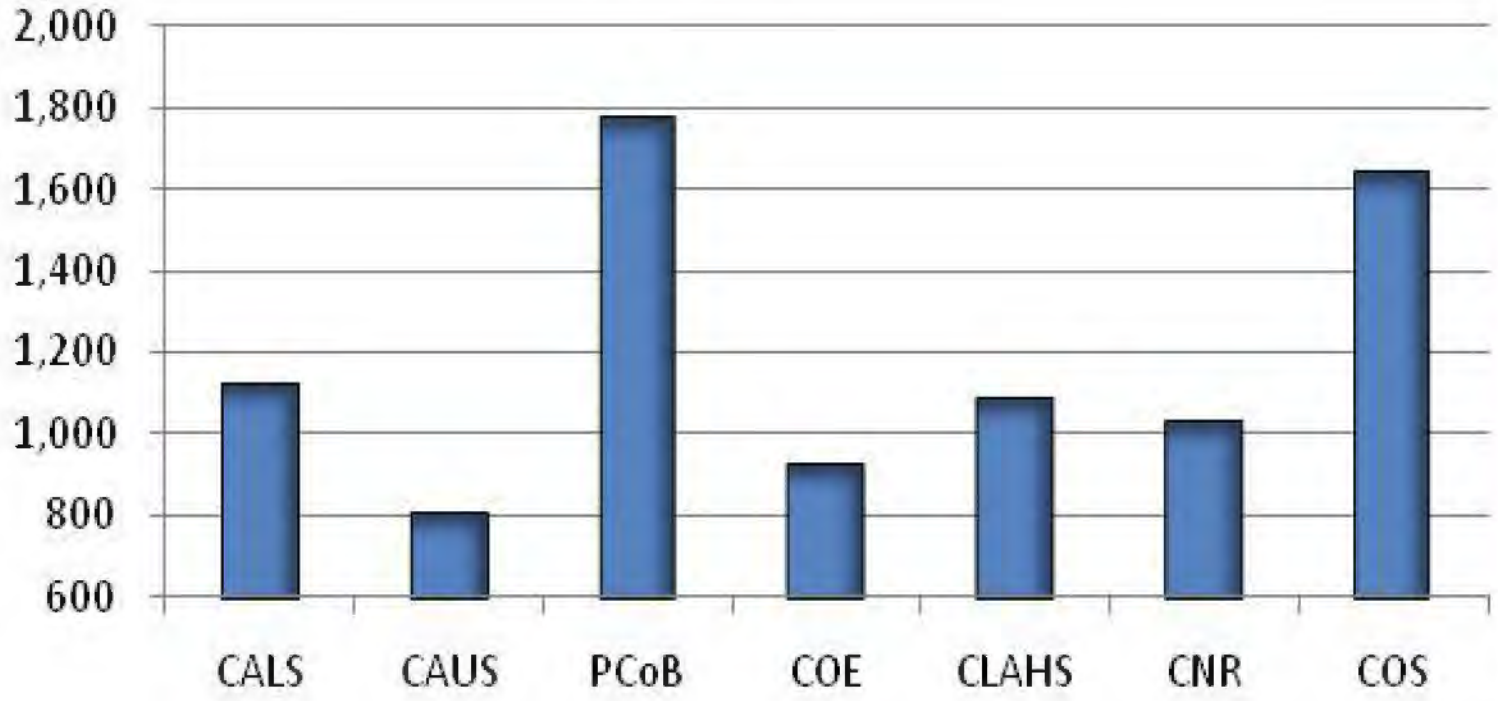
** estimated based on University allocation.*

	Majors per T&TT faculty	SCH per 208 faculty	WSCH per 208 faculty	208 budget per SCH	208 budget per WSCH
CALS	23	674	1,128	$ 197	$ 118
CAUS	14	454	811	$ 283	$ 158
PCoB	40	1,072	1,777	$ 158	$ 95
COE	19	484	927	$ 324	$ 169
CLAHS	13	712	1,092	$ 177	$ 115
CNR	13	600	1,034	$ 218	$ 126
COS	18	1,189	1,645	$ 143	$ 103
Average	20	741	1,202	$ 214	$ 127

H:\Reports\RES reports\PCoB budget analysis data without CVM.xlsx


Majors per T&TT Faculty
AY 2010
45
40
35
30
25
20
15
10
CALS
CAUS
PCoB
COE
CLAHS
CNR
COS

WSCH per University Funded Faculty
AY 2010



Virginia Tech - Office of the Senior Vice President and Provost
51 College Level Scorecard - Pamplin College of Business

Note on Trend Arrows: Color of arrow indicates 3 year trend. Green is up. Yellow is level or mixed and red is down. Black indicates negative impact by exceeding goal. Direction of arrow indicates year to year change.

	University Scorecard Measures				Final College Performance 2009			Preliminary College Performance 2010			College Comment on 2010 Performance
	Measure(s)	Metric Definition and Information Sources	University Target Performance	Weblinks to Data Sources	Performance	Comment on Trends		Performance	Comment on Trends		
Learning	Number of graduating undergraduates who participated in research experiences.	Graduating undergraduates who received a passing grade in undergraduate research courses. From degrees extract and course files.	75% of graduating undergraduates	Research Experiences IRE	750 72% in 2008-09	Increase reflects application of new research course attribute	↑	1,126 99.6% in 2009-10	Large increase compared to 2008. Substational increase compared to last year.	↑	College goal to provide research experience for 75% of graduating students per year. Tagging of courses meeting research experience identify Pamplin's performance.
Learning	Minority student enrollment	Fall Enrollment Profile from IRPA Ethnic Report (fall student census file)	From Plan - Increase by 50% by 2012.	Minority Student Enrollment IRE	614 Undergraduate 60 Graduate 674 Total in Fall 2008	Year to year increase in both undergraduate and graduate minority enrollment. Three year trend is up.	↑	674 Undergraduate 64 Graduate 739 Total in Fall 2009	Year to year increase in both undergraduate and graduate minority enrollment. Three year trend is up.	↑	Increase of 38% since 2000; university target of 50% increase by 2012.
Learning	Minority students entering the freshman class.	Office of Undergraduate Admissions	Continuous increase tied to plan goal of 50% increase in minority enrollment	Minority Freshmen IRE	125 in Fall 2008	Up 21 students (20%) from Fall 2008	↑	133 in Fall 2009	Up 8 students (25%) from Fall 2007	↑	Increase of 66% since 2000.
Learning	PhD and EdDs Awarded	Degrees extract	From SCHEV 2B Projection - 366 Annually	Doctorates Awarded IRE	6 in 2008-09	One year change is down. College is down from 17 in prior two years	↓	14 in 2009-10	Decrease from 2008. Increase from 2009.	↑	College goal to graduate at least 10 Ph.D. students per year with growth to 18 per year with funding.
Learning	Graduate enrollment profile - masters, doctoral, and professional	Fall Enrollments in Advanced and Direct to PhD per IRPA Ethnic Report	From SCHEV 2B Projection	Graduate Enrollment IRE	457 Masters 65 Doctoral 522 Total in Fall 2008	Growth in masters, decrease in doctoral and increase in overall enrollment	↑	468 Masters 68 Doctoral 536 Total in Fall 2009	There was growth in masters enrollment (+23) and an increase in doctoral enrollment (+3). Three year trend is an increase in overall enrollment.	↑	College goal to enroll 476 master's students and 65 PhD students per year. 540 total.
Learning	Number of Masters students graduating	Institutional Research data Summer 1 2008 through Spring 2009	From PCoB Strategic Plan 200 Masters Students and 10 PhD Students Annually	http://www.ir.vt.edu/VT_Stats/degrees_contents.htm	192 Masters	From 07-08 to 08-09, 16% decrease for Masters	↓	264 Masters	37.5% increase from 08-09 to 09-10; exceeding college goal by 32%	↑	Graduate 255 master's students per year.
Learning	Number of Undergraduate students graduating	Institutional Research data Summer 1 2008 through Spring 2009	From PCoB Strategic Plan - 1000 Undergraduate Students Annually	http://www.ir.vt.edu/VT_Stats/degrees_contents.htm	1092 Undergraduate Primary Major; 67 Undergraduate Secondary Major	14% increase in Undergraduate degrees from 07-08 to 08-09.	↑	1180 Undergraduate Primary Major; 69 Undergraduate Secondary Major	8% increase in Undergraduate degrees from 08-09 to 09-10	↑	Graduate 1,000 undergraduate students per year.
Learning	208 expense per WSCH	Budget performance report and teaching load data	Approximate university average	Authorized Budget Document	$131 in expenses per WSCH produced.	Pamplin's 2009 expense per WSCH is 8% below university average of $143.	↑	*University report pending*	Achieve university average by increasing university funding or reducing undergraduate enrollment while increasing graduate enrollment.		
Learning	SCH per 208 faculty	University Metrics Report and Teaching Load Data	Approximate university average	https://Mitto7.ieca.vt.edu/webreport/submit	960 SCH per 208 faculty	Pamplin hired 11 T&TT faculty Fall09 which helped to reduce this ratio.	↓	*University report pending*	Achieve university average by hiring additional faculty or reducing student enrollment.		
Learning	208 expense per SCH	University Metrics Report	Approximate other academic colleges' average	Authorized Budget Document	$215 in expenses per SCH produced.	Other academic colleges' average is 282	↑	*University report pending*	Approximate other academic colleges' average		
Discovery	Total expenditures in grants and contracts by research domain.	As reported by Office of the Vice President for Research		Research Statistics OVPR	$3.1M College $3.1M All Faculty in FY2009	Three year average growth is up 4% in college expense and 4% among all affiliated faculty.	↓	$3.3M College $3.3M All Faculty in FY2010	Three year average is down 4% in college expense and 5% among all affiliated faculty.	↓	College goal was $5m in 2008-09.
Discovery	Count and average value of sponsored awards	As reported in Sponsored Programs datawarehouse dashboard	3% Growth in Number of Awards; 5% Annual Growth in Average Dollar Value of Awards	Sponsored Awards IRE	12 awards $205,072 Avg Value in 2008-09	Level number of awards and decrease in average value.	↓	7 awards $342,074 Avg Value in 2009-10	Decrease in the number of awards and increase in average value, but total value of sponsored awards is down over three year period.	↓	College goal of 10 grants and contracts funded at $5million per year.
Discovery	Faculty arts and humanities awards, fellowships and memberships.	Websites of awards providers; list of awards from AAU	13 Awards from AAU List and other select prestigious awards.	Faculty Awards IRE	0 Awards in 2008-09		↔	0 Awards in 2009-10		↔	N/A
Discovery	Number of post-doctoral appointments reported to National Science Foundation	As reported annually to the National Science Foundation	Increase by 70% to 243 total positions by 2012	Postdoctoral Associates IRE	0 in Fall 2008		↔	0 in Fall 2009	No postdoctoral appointments in college	↔	N/A
Engagement	Annual number of new licenses and start-ups	As Reported in Annual Association of Technology Managers (AUTM) Licensing Survey	Licenses to 31 and Patents to 41 Annually per BPS projections. Start-ups to be determined	Licenses, Patents and Start-Ups IRE		Data not reported at college level			Data not reported at college level		N/A
Engagement	Number of graduating undergraduates who have participated in a study abroad experience or foreign language course	Degrees extracts and course files	From Plan - Double the 2005 level in Study Abroad. Level participation in foreign language courses.	Study Abroad Foreign Language IRE	For. Lang. 218 (21%) Study Abroad 231 (22%) in 2008-09	Three year trend is level in foreign language study with strong increase in study abroad.	↑	For. Lang. 191 (17%) Study Abroad 330 (29%) in 2009-10	The three year trend shows an overall increase in participation. Foreign languages trend is mixed, but study abroad is up. NOTE: In 09-10, data relies more on a "study abroad" course attribute in Banner that's maintained by colleges.	↑	College goal to assure that at least 25% of graduating students participate in study abroad. In 2010, 29.2% of our undergraduate graduates had a study abroad experience.
Engagement	Undergraduate participation in service learning and experiential programs. (Also in Learning)	Service learning course list provided by the Service Learning Center with enrollments from course files; experiential programs comes from annual survey by IR	25% Increase from 2005-06 Levels	Experiential and Service Learning IRE	Serv. Learn 428 Exp. Learn 887 in 2008-09	Three year trend is increase in both service learning and experiential learning.	↑	Serv. Learn 1,093 Exp. Learn 1,529 in 2009-10	The three year trend shows growth in both service learning and experiential learning. NOTE: In 09-10, data relies more on a "service learning" and an "experiential learning" course attribute in Banner that's maintained by colleges.	↑	Identification (by tagging) of courses meeting service learning and experiential programs have improved these measurements.
Foundation	Diversity of the faculty	Gender, racial and ethnic profile of the faculty on the faculty census	Increase in gender and racial ethnic diversity in the faculty	Faculty and Staff Profiles IRE	Increase in both racial and gender diversity	The college added a net of 10 filled positions from Fall 2007 to Fall 2008. There were increases in both gender (+3) and racial (+5) diversity.	↑	Small increase in racial diversity. Small decrease in female faculty.	The college lost 2 net faculty positions from Fall 2008 to Fall 2009. There was an increase (+2) in racial representation and a decrease in gender representation (-2).	↔	College goal to meet or exceed university developed diversity goals. Pamplin views diversity as a core value.

MINUTES

November 8, 2010

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

Present	**Absent**
Mr. Michael Anzilotti	Ms. Michele Duke
Mr. Frederick J. Cobb	Mr. James W. Severt, Sr.
Ms. Beverley Dalton	
Mr. Douglas R. Fahl	
Mr. William B. Holtzman	
Dr. Calvin D. Jamison, Sr.	
Ms. Sandra Stiner Lowe	
Mr. George Nolen (Rector)	
Ms. Suzanne Obenshain	
Mr. Michael J. Quillen	
Mr. John G. Rocovich, Jr.	
Mr. Paul W. Rogers, Jr.	
Dr. Michael Ellerbrock, Faculty Representative	
Ms. Maxine Lyons, Staff Representative	
Mr. Deepu George, Graduate Student Representative	
Mr. Shane McCarty, 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. Natalie Hart, Ms. Elizabeth Hooper, Ms. Angela Hayes, Ms. Kay Heidbreder, Mr. Larry Hincker, Mr. William Hinson, Jr., Mr. Tim Hodge, Dr. William Lewis, Ms. Heidi McCoy, Dr. Mark McNamee, Mr. Michael Mulhare, Ms. Kim O'Rourke, Mr. Mark Owczarski, Dr. Ellen Plummer, Mr. Dwight Shelton, Ms. Sandra Smith, Dr. Raymond Smoot, Dr. Ed Spencer, Mr. Jeb Stewart, Dr. Tom Tillar, Dr. Robert Walters, Dr. Lisa Wilkes, Dr. Sherwood Wilson, Dr. Daniel Wubah, faculty, staff, students, guests, and reporters.

Rector Nolen asked for a motion of approval of the minutes of the August 30, 2010, as distributed. The motion was made by Ms. Dalton and seconded by Mr. Rocovich. The minutes were approved.

Rector Nolen called on Mr. McCarty, Undergraduate Student Representative to the Board of Visitors, and Mr. George, Graduate Student Representative to the Board of Visitors, to give their constituency reports. (All constituent reports are noted at the end of these minutes and filed with the permanent minutes, Attachment Z.)

Mr. Rogers reported that on behalf of Virginia Tech, he had attended the celebration of life and had met the parents and family of David Gayle, a 19-year-old Virginia Tech sophomore from Norfolk who passed away unexpectedly in Blacksburg, VA, on Saturday, September 25, 2010. Mr. Rogers said David's parents very much appreciated having someone from Virginia Tech at his service.

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REPORT OF THE ACADEMIC AFFAIRS COMMITTEE

Rector Nolen called on Ms. Lowe for a report of the Academic Affairs Committee. (Copy filed with the permanent minutes and marked Attachment A.)

*****

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

Resolution for Approval of Discontinuance of B.S. in Secondary Education

That the authorization to award a bachelor of science degree in secondary education be discontinued effective fall 2010, following approval by the Board of Visitors and the State Council of Higher Education for Virginia. (Copy filed with the permanent minutes and marked Attachment B.)

*****

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

Resolution for Approval of Discontinuance of B.S. in Agricultural and Applied Economics and Reaffirmation of the B.S. in Agribusiness and B.S. in Applied Economic Management

That the resolution to discontinue the existing bachelor of science in Agricultural and Applied Economics effective spring 2011 and to replace it with the bachelor of science in Agribusiness and the bachelor of science in Applied Economic Management effective spring 2011 be approved. (Copy filed with the permanent minutes and marked Attachment C.)

* * * * *

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

Resolution for Reaffirmation of the Code of Student Conduct of the Virginia-Maryland Regional College of Veterinary Medicine

That the resolution reaffirming the attached Code of Student Conduct of the Virginia-Maryland Regional College of Veterinary Medicine be approved. (Copy filed with the permanent minutes and marked Attachment D.)

* * * * *

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

Resolution for Approval to Appoint Directors for The Virginia Tech Carilion School of Medicine, Inc.

That the resolution approving James R. Smith as a Class C Director (2010-2014) and appointing George Nolen as a Class A Director (2010-2014) for the Board of Directors of the Virginia Tech Carilion School of Medicine, Inc. be approved. (Copy filed with the permanent minutes and marked Attachment E.)

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REPORT OF THE BUILDINGS AND GROUNDS COMMITTEE

Rector Nolen called on Mr. Fahl for a report of the Buildings and Grounds Committee. (Copy filed with the permanent minutes and marked Attachment F.)

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

Resolution for Approval of University Building Official Office Policy

That the proposed University Building Official Office Policy be approved. (Copy filed with the permanent minutes and marked Attachment G.)

* * * * *

To provide context for the next resolution, Mr. Fahl recalled that the full Board had approved the Campus Design Principles at the June 2010 Meeting. However, after further review, it was discovered that those principles contained an erroneous reference to a resolution thought to have been approved by the Board of Visitors in the 1990s pertaining to Hokie Stone. In fact, no such resolution existed; and therefore, to correct that error, the Buildings and Grounds Committee has considered a resolution on the use of Hokie Stone. Accordingly, the committee recommends full Board approval of the resolution requiring all new buildings and expansion projects within the academic core and life sciences precincts as shown on the Virginia Tech campus plan to use the collegiate gothic style of architecture and also to use Hokie Stone as the primary façade building material unless special circumstances exist. Further, the resolution states that the golf course district/professional and graduate district will utilize as much as Hokie Stone as possible to help identify them as part of the Virginia Tech campus.

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

Resolution for Approval of Hokie Stone

That the resolution requiring all new buildings and expansion projects within the academic core and life sciences precincts on Virginia Tech's Blacksburg campus use Hokie Stone as the predominant building material on all building facades unless special circumstances exist, and that the golf course district/professional and graduate district utilize as much Hokie Stone as possible to help identify it as a part of Virginia Tech unless special circumstances exist. (Copy filed with the permanent minutes and marked Attachment H.)

* * * * * * * * * * *

[Note: Mr. Quillen arrived at approximately 1:40 p.m. and was not present for any votes for agenda items that occurred prior to the Finance and Audit Committee's open session report. He arrived at the beginning of the Finance and Audit Committee report and was present for the remainder of the meeting.]

REPORT OF THE FINANCE AND AUDIT COMMITTEE

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

* * * * *

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

Resolution for Approval of Year-to-Date Financial Performance Report (July 1, 2010 – September 30, 2010)

That the report of income and expenditures for the University Division and the Cooperation Extension/Agricultural Experiment Station Division for the period of July 1, 2010 through September 30, 2010 and the Capital Outlay report be accepted. (Copy filed with the permanent minutes and marked Attachment J.)

* * * * *

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

Resolution for Approval of Pratt Fund Program and Expenditures Report

That the 2009-2010 Pratt Funds Activity Statement for the College of Engineering be approved.

That the 2009-2010 Pratt Funds Activity Statement for Animal Nutrition be approved.

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

* * * * *

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

Resolution for Approval of Revisions to the Policy Governing the Investment of University Funds

That the attached Policy Governing the Investment of University Funds be approved. (Copy filed with the permanent minutes and marked Attachment L.)

* * * * *

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

Resolution to Adopt Alternative Small Purchase Procedures for Procurement of Low-Value Architectural and Engineering Services

That the resolution authorizing the Director of Materials Management to develop and implement purchase procedures that will provide for the efficient and competitive procurement of Architectural and Engineering services for small projects with A/E fees under $50,000 be approved. (Copy filed with the permanent minutes and marked Attachment M.)

* * * * *

As part of the Finance and Audit Committee report by Mr. Anzilotti and with the endorsement of the Buildings and Grounds Committee, the following resolution was moved by Mr. Anzilotti, seconded by Mr. Fahl, and approved unanimously.

Resolution for Approval of West End Market Expansion and Renovation

That the university be authorized to move forward with the West End Market Expansion and Renovation project at a total project cost not to exceed $7.31 million. (Copy filed with the permanent minutes and marked Attachment N.)

* * * * *

As part of the Finance and Audit Committee report by Mr. Anzilotti and with the endorsement of the Buildings and Grounds Committee, the following resolution was moved by Mr. Anzilotti, seconded by Ms. Lowe, and approved unanimously.

Resolution for Approval of Campus Fiber Optic Improvement Project

That the resolution authorizing Virginia Tech to move forward with the Campus Fiber-Optic Backbone Installation project at a total project cost not to exceed $2 million be approved. (Copy filed with the permanent minutes and marked Attachment O.)

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REPORT OF THE RESEARCH COMMITTEE

Rector Nolen called on Mr. Quillen (who presided in the absence of Ms. Duke, Committee chair) for the report of the Research Committee. (Copy filed with the permanent minutes and marked Attachment P.)

With regard to the presentation that had been made to the Committee about federal contract compliance, Mr. Nolen emphasized the need not only for educating and training researchers, but also for monitoring compliance.

* * * * * * * * * * *

REPORT OF THE STUDENT AFFAIRS AND ATHLETICS COMMITTEE

Rector Nolen called on Ms. Dalton for the report of the Student Affairs and Athletics Committee. (Copy filed with the permanent minutes and marked Attachment Q.)

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PRESIDENT'S REPORT

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 R.)

* * * * *

As part of the President's report, the following resolution was moved by Dr. Jamison, seconded by Mr. Rocovich, and approved unanimously.

Resolution Honoring Dr. Charlie L. Yates

That the resolution honoring Dr. Charlie L. Yates, the first African-American graduate of Virginia Tech, be approved. (Copy filed with the permanent minutes and marked Attachment S.)

Dr. Jamison recounted the memorial service that was held at the War Memorial Chapel on Friday, November 5, recognizing the contributions of Dr. Yates and mourning his loss. Dr. Jamison, President Steger, Wayne Robinson (Class of 1979), and others participated. Dr. Jamison said that the ceremony was a very moving and inspirational event, and he asked the Board to stop for a moment and think about what if was like in 1954 when Dr. Yates came on this campus, in a time of massive resistance. He could not live on campus or go to the Ring Dance. He could not participate like other students who were here at that time. Not only did he graduate in 1958, but he came back to serve as a faculty member, as well as on the Board of Visitors for four years.

In conclusion, Dr. Jamison said he thought it was incumbent upon this Board to build on what Charlie Yates started and to support the work of Shane McCarty and Deepu George, and others of the student body. He added that the ceremony reminded us how far we have come, but also how far we still have to go.

* * * * * * * * * * *

Motion to begin Closed Session

Ms. Dalton 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. Appointment of faculty to Emeritus status, the consideration of individual salaries of faculty, consideration of Endowed Professors, review of departments where specific individuals' performance will be discussed, and consideration of personnel changes including appointments, resignations, tenure, and salary adjustments of specific employees and faculty leave approvals.

2. The status of current litigation and briefing on actual or probable litigation.

3. Special Awards.

all pursuant to the following subparts of 2.2-3711 (A), Code of Virginia, as amended, .1, .7, and .10

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

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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 Nolen called the meeting to order and asked Ms. Dalton to make the motion to return to open session.

Ms. Dalton 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. Anzilotti and passed unanimously.

* * * * *

Upon motion by Mr. Rocovich and second by Ms. Dalton, unanimous approval was given to the resolutions for approval of **Emeritus Status** (7), as considered in Closed Session. (Copies filed with the permanent minutes and marked Attachment T.)

* * * * *

Upon motion by Ms. Lowe and second by Dr. Jamison, unanimous approval was given to the resolution for approval of **Alumni Distinguished Professors (2)** as considered in Closed Session. (Copy filed with the permanent minutes and marked Attachment U.)

* * * * *

Upon motion by Ms. Dalton and second by Mr. Rocovich, unanimous approval was given to the resolution for approval of **University Distinguished Professors (2)** as considered in Closed Session. (Copy filed with the permanent minutes and marked Attachment V.)

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Upon motion by Ms. Lowe and second by Mr. Rocovich, unanimous approval was given to the resolution for approval of **External Awards (2)** as considered in Closed Session. (Copy filed with the permanent minutes and marked Attachment W.)

* * * * *

Upon motion by Ms. Dalton and second by Mr. Rocovich, unanimous approval was given to the resolution for approval of **Naming University Facilities (9)** as considered in Closed Session. (Copy filed with the permanent minutes and marked Attachment X.)

* * * * *

Upon motion by Ms. Dalton and second by Mr. Rocovich, approval was given to the **Resolution for Ratification of Personnel Changes Report** as considered in Closed Session. (Copy filed with the permanent minutes and marked Attachment Y.) This item was reviewed by the Academic Affairs Committee and the Finance and Audit Committee.

* * * * *

Audit Report

No Action Required

* * * * *

Litigation Report

Not for Approval

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Constituent Reports
(No action required)

Presented at Information Session on Sunday, November 7:

- Staff Representative – Ms. Maxine Lyons
- Faculty Representative – Dr. Michael Ellerbrock

Presented at full Board meeting on Monday, November 8:

- Undergraduate Student Representative – Mr. Shane McCarty
- Graduate Student Representative – Mr. Deepu George

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

The date for the next meeting is March 27-28, 2011, on the Virginia Tech campus, Blacksburg, Virginia.

* * * * *

The meeting adjourned at 2:53 p.m.

_____
George Nolen, Rector

_____
Kim O'Rourke, Secretary

Committee Minutes

ACADEMIC AFFAIRS COMMITTEE

Drillfield Conference Room
The Inn at Virginia Tech and Skelton Conference Center
8:30 a.m.

November 8, 2010

Board Members Present:

Chair: Sandra Stiner Lowe
Members Present: William B. Holtzman, Deepu George, Graduate Student Representative, Michael Ellerbrock, Faculty Representative
Members Absent: Shelley Duke
Guest Board Members: George Nolen, Paul Rogers

Guests:

Bob Beichner, Laurie Brogdon, Ralph Byers, Alicia Cohen, Karen DePauw, John Dooley, Jack Finney, Francesca Galarraga, Alan Grant, Natalie Hart, Kay Heidbreder, Elizabeth Hooper, Robyn Hudson, Paul Knox, Suzie Karlin, William Lewis, Mark McNamee, Ellen Plummer, Jessica Prince-Sanders, Karen Eley Sanders, Charles Steger, Susan Steeves, Ray Van Dyke, Ruth Waalkes, Tod Whitehurst, Robert Walters, Daniel A. Wubah

CLOSED SESSION:

The committee approved a resolution to move into closed session to consider emeriti resolutions, Alumni Distinguished Professorships, University Distinguished Professorships, and ratification of the personnel changes report.

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

OPEN SESSION:

1. Welcome.
Sandra Stiner Lowe, committee chair, welcomed committee members and guests. Earlier in the morning, committee members met with members of the executive committee of the department heads council and discussed issues pertaining to staff evaluations, distance education opportunities, undergraduate admissions, and faculty

salary increases.

2. Approval of Minutes.
A motion was made and passed unanimously to approve the August 30, 2010 minutes of the committee.

3. Report of Closed Session Action Items.
Actions taken in the committee's closed session were reported including 7 resolutions for emerti status, the appointment of two Alumni Distinguished Professors and the appointment of two University Distinguished Professors, and ratification of the personnel changes report.

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

4. Provost's Update.
Mark McNamee, senior vice president and provost, introduced Bob Beichner, who is serving for the fall semester in the Office of the Provost as an American Council of Education Fellow. Dr. Beichner is an Alumni Distinguished Professor of Physics at North Carolina State University. Beichner directs North Carolina State's Science Technology Engineering and Mathematics (STEM) Education Initiative and has led the Student-Centered Active Learning Environment for Undergraduate Programs (SCALE-UP) project that establishes highly collaborative, hands-on, computer-rich, interactive learning environments for large-enrollment classes.

McNamee reminded the committee that progress on the university strategic plan is documented in the Mid-Term Review and includes updates in ten priority areas.

McNamee updated the committee on the status of Virginia Tech's reaffirmation of accreditation. The university anticipates hearing from the Southern Association of Colleges and Schools (SACS) on December 7, 2010.

Final copies were distributed of the agenda of topics to be addressed by the committee. This agenda is reviewed and updated annually as a method for guiding the work of the Academic Affairs committee.

McNamee updated the committee on discussions held with the academic vice presidents to initiate considerations for the next iteration of the university strategic plan. Plans are in place to engage college deans in similar discussions. In addition, McNamee suggested that the strategic planning processes might include inviting presidents or provosts from other universities to share innovative practices implemented at their university.

McNamee invited Deepu George, graduate student representative to the Board of Visitors, and a member of the committee, to make remarks regarding graduate

education. George updated the committee on the plans he and Shane McCarty, undergraduate representative to the Board of Visitors, are working on to increase engagement by undergraduate and graduate students. Using a community capacity model, George and McCarty are inviting students to engage the Inclusive Excellence framework and participate in robust discussions to create informal and use formal network to build relationships and promote the concept of “Actively Caring for Inclusive Excellence”.

5. Academic Initiatives.

a. Academic Assessment.
Ray Van Dyke, director for the Office of Academic Assessment, provided the committee with an update on assessment and evaluation practices designed to promote student learning and institutional effectiveness. Several tools are used in assessment including WEAVEonline, student ePortfolios, surveys and web-based support. Of particular importance is Virginia Tech’s implementation and assessment of the Quality Enhancement Plan (QEP) and strategies for academic and administrative assessments.

b. Arts Strategic Plan.
Ruth Waalkes, executive director of the Center for the Arts at Virginia Tech, updated the committee on strategic directions and opportunities for the arts including plans to launch the Institute for Creativity, Arts, and Technology. Five strategic goals are associated with the plan. These goals include 1) strengthen learning through the arts; 2) enhance discovery by pursuing research goals that draw upon numerous disciplines and leverage innovative technologies; 3) advance transformative educational learning models and research methodologies to PK-12 and higher education classrooms and other learning environments; 4) provide exceptional facilities; and 5) strengthen cultural awareness and increase arts participation of university citizens, surrounding community members, and arts patrons.

c. Virginia Cooperative Extension Reorganization and Strategic Plan.
Alan Grant, dean of the College of Agriculture and Life Sciences, updated the committee on the restructuring of Virginia Cooperative Extension. As the land grant institutions for the Commonwealth Virginia Tech and Virginia State University are charged with operating Virginia Cooperative Extension. Budget reductions, changing state demographics and shifts in societal expectations have resulted in a strategic planning process designed to restructure Virginia Cooperative Extension. Stakeholders across the Commonwealth participated in robust planning activities and Extension services in several other states were consulted. These activities produced a blueprint for the future of Extension. The blueprint outlines organizational changes designed to enhance the value of Virginia’s agriculture, sustain natural resources and the environment, create a positive future through 4-H Youth Development, strengthen families and communities, cultivate community resiliency and capacity and establish organizational effectiveness. The committee discussed at length the shift from county-based offices to a model that will utilize 22 regional centers.

In the interest of managing time, the committee rearranged the agenda to be able to address matters requiring attention by the full Board.

d. Undergraduate Education.

1) Resolution to Discontinue the Bachelor of Education of Science Degree in Secondary Education.

Daniel Wubah, dean and vice president for undergraduate education presented a resolution to discontinue the B.S. in Secondary Education. The Virginia Tech School of Education was charted in 2003 with the agreement that programs would be offered only at the graduate level. The final degrees were awarded in 2008.

A resolution was made and passed unanimously and forwarded to the full Board with recommendation for approval.

2) Resolution to Discontinue the Bachelor of Science Degree in Agricultural and Applied Economics and to Reaffirm the Bachelor of Science Degrees in Agribusiness and Applied Economic Management.

Upon the request of the State Council for Higher Education in Virginia this resolution clarifies actions taken at the June 2010 meeting of the Board. A new degree program proposal, rather than a renaming action, has been submitted to SCHEV for a bachelor of science in Applied Economic Management. This resolution reaffirms the Board's decision to create two separate degrees – the bachelor of science in Agribusiness and the bachelor of science in Applied Economic Management.

A resolution was made and passed unanimously and forwarded to the full Board with recommendation for approval.

f. Reaffirmation of the College of Veterinary Medicine Student Conduct Code.

McNamee presented a resolution to reaffirm the Code of Student Conduct of the Virginia-Maryland Regional College of Veterinary Medicine. The code has been in practice since the inception of the college and the resolution serves to reaffirm the processes by which violations of the code are addressed.

A resolution was made and passed unanimously and forwarded to the full Board with recommendation for approval.

g. Review and Acceptance of Pratt Fund Program and Expenditures Report.

The committee reviewed and approved the 2009 – 2010 Pratt Funds Activity Statements for programs in the College of Engineering and for programs in animal nutrition in the colleges of Agriculture and Life Sciences, Natural Resources and Environment, Veterinary Medicine. The Academic Affairs Committee wishes to review the past five years of Pratt Fund expenditures.

h. Resolution to Appoint Directors for the Virginia Tech Carilion School of Medicine, Inc.

Virginia Tech and Carilion Clinic have entered into a memorandum of understanding in which they agreed by joint effort to establish a medical school and research institute. They further agreed that the Virginia Tech Carilion School of Medicine (VTCSOM) Board of Directors would be organized into three classes of directors of which Virginia Tech would appoint four Class A Directors, Carilion Clinic would appoint four Class B Directors, and the VTCSOM Board of Directors would appoint three as Class C Directors to be approved by both the Virginia Tech Board of Visitors and the Carilion Clinic Board of Directors.

A resolution was made and passed unanimously and forwarded to the full Board with recommendation for approval to appoint James R. Smith to serve as a Class C Director on the Board of Directors of the Virginia Tech Carilion School of Medicine, Inc. for a four-year term, effective July 1, 2010, and ending June 30, 2012; and to appoint George Nolen to serve as a Class A Director for a four-year term, effective immediately, and ending June 30, 2014.

5. Academic Initiatives (continued).
e. Graduate Education.

1) National Research Council (NRC) Assessment.
Karen DePauw, dean and vice president for graduate education, reported the results of the NRC assessment of doctoral programs. Virginia Tech's graduate programs received a solid review and have changed significantly since the data for the assessment were collected in the 2005-2006 academic year. Improvements include seven new Ph.D. programs, fifty graduate certificates, eight new master's degree programs, a 41.6% increase in enrollment in doctoral study, and a 58.4% increase in enrollment in master's degree programs.

2) Additional Employment for Full-Time Graduate Assistants.
DePauw updated the committee on the implementation of the policy allowing additional employment of graduate students with a full-time (20 hours per week) assistantship contract. The Graduate School and Faculty Senate collaborated and established a process in September that allows students to pursue additional employment. The committee discussed the importance of protecting graduate students by having the Graduate School review secondary employment opportunities for potential conflicts of interest. The Academic Affairs Committee has great interest in the employment monitoring and will look for updates at the March meeting of the committee. The Graduate School will continue to monitor the implementation of the process and keep the committee updated.

6. Inclusive Excellence.
As part of initiatives associated with the university's Diversity Strategic Plan, William Lewis, vice president for diversity and inclusion, presented an overview of efforts designed to reach and support multicultural alumni across the Commonwealth. Programs include collaborations and partnerships that result in recruiting students to Virginia Tech, mentoring, leadership development, and supporting reunion and

development efforts. The committee discussed the importance of examining a variety of competitive recruitment and yield strategies to recruit a diverse student body.

7. Global Strategies.
John Dooley, vice president for outreach and international affairs, provided the committee with the current edition of Global University and updated the committee on efforts on Virginia Tech partnerships in Senegal and Southern Sudan that are funded by the U.S. Agency for International Development and designed to address the underlying causes of hunger around the world.

Adjournment.
The meeting adjourned at 12:05.

University Strategic Plan

Mid-Term Review

Progress Report on Key Issues
August, 2010

In the fall of 2009, at the request of Senior Vice President and Provost Mark McNamee, Dean Mike Kelly led a review of the academic components of the *2006–2012 University Strategic Plan*. The review process involved several committees and resulted in a report outlining progress on initiatives within each of the university's scholarship domains: learning, discovery, and engagement. In January of 2010, Provost McNamee used the results of the review to shape a report that outlined priorities and action items to further advance the realization of the university's strategic plan.

The provost's action plan outlined specific initiatives within key areas and identified the lead offices with responsibility to complete the tasks outlined in the plan.

2006 – 2012 University Strategic Plan Mid-Term Review – Action Plan, January 2010				
	Key Issue	**Description of Task(s)**	**Lead Office**	**Point Person**
A.	**Faculty Salaries**	• Develop an internally funded program • Salary incentive program review	Office of the Senior Vice President and Provost Office of Budget and Financial Planning	Ken Smith Tim Hodge
B.	**Libraries**	• Library fee proposal	Office of the Senior Vice President and Provost Office of Budget and Financial Planning	Ken Smith Tim Hodge
C.	**Undergraduate Education**	• Expanded course identification and tracking of student participation in research, experiential learning, and service learning • e-Portfolios • Undergraduate Education Strategic Plan Task Force	Office of the Vice President and Dean for Undergraduate Education	Daniel Wubah
D.	**Research**	• Energy Agenda – Senior leadership position • Research computing • Health Sciences (VTCSOM & VTCRI) • Expanded scorecard measures – research domain progress; revised faculty award list • Research expansion – Ballston, IALR	Office of the Vice President for Research Office of the Senior Vice President and Provost	Bob Walters Ken Smith
E.	**Arts Initiative**	• Strategic plan for the Arts – Arts Policy Board • Center for the Arts – construction, programming • Center for Creative Technologies in the Arts (PK-12, STEM) – programming	Office of the Senior Vice President and Provost	Ruth Waalkes

2006 – 2012 University Strategic Plan Mid-Term Review – Action Plan, January 2010				
	Key Issue	**Description of Task(s)**	**Lead Office**	**Point Person**
F.	**Engagement and Internationalization**	• Job growth initiatives – statewide partnerships • Education abroad – reward system for faculty and staff • Fee structure for education abroad	Office of the Vice President for Outreach and International Affairs Office of Budget and Financial Planning	John Dooley Tim Hodge
G.	**Diversity Strategic Plan**	• Diversity Strategic Plan	Office for Diversity and Inclusion	Karen Eley Sanders
Additional Issues Beyond the Scope of the Mid-Term Review				
H.	**Distance and Distributed Learning, Summer Sessions, Learning Technologies**	• eLearning Enhancements • Summer Sessions • Organizational Efficiencies • Incentives	Office of the Vice President and Dean for Undergraduate Education Office of the Vice President for Information Technology	Daniel Wubah Erv Blythe
I.	**Graduate Education**	• Expanded multi-department, interdisciplinary degree programs	Office of the Vice President and Dean for Graduate Education	Karen DePauw
J.	**Virginia Tech Carilion School of Medicine and Research Institute**	• Emerging health sciences complex in Roanoke with Virginia Tech Carilion School of Medicine, Virginia Tech Carilion Research Institute, and Carilion Clinic • Expansion of biomedical/health sciences research programs with an emphasis on translational research in neuroscience, cancer biology and therapeutics, cardiovascular science, and infectious diseases • Creation of a Division of Health Sciences to provide leadership for the development of the health sciences complex	Office of the Senior Vice President and Provost	Mark McNamee Michael Friedlander Cynda Johnson

A. <u>Faculty Salaries</u>

The 2010-11 Authorized Budget Document reserved a base budget equal to 1% of the Teaching and Research (T&R) base budget for T&R salary related actions. The current planning for application of those funds includes:

- A second round of faculty compression adjustments to be implemented over three years. Tenured and tenure-track faculty members are eligible for salary adjustments, including tenured faculty serving in administrative positions such as

department heads and assistant and associate deans. Adjustment will be made in response to recommendations from the college offices.

- A continuing allocation for discretionary retention actions to be identified and funded through the course of the year.

- The creation of an incentive pool to encourage departments to engage more emeriti faculty in the delivery of instruction. Allocations will be made to colleges in fall and spring semesters for actual emeriti teaching activity.

In addition to these self-funded actions, the year-end balances of the state were sufficient to fund a 3% bonus for all employees. An effort to reinstate annual merit raises will be a funding priority for consideration in the 2011-12 internal university budget development.

B. Library Fee

Implementation of a library fee was considered during budget development meetings for 2010-11, but was not implemented. Rather, additional Education & General (E&G) investment from the increase in tuition was used to exempt the library from across-the-board budget reductions of 2.9%, and to fund an allocation for inflationary pressures on subscriptions. Discussions between the associate provost and budget director regarding a library fee are on-going.

Additional library investment should consider not only the need to improve library operating budgets and collections, but also the capital needs of the library. The highest capital budget priority for the library is the creation of a high-density automated storage facility adjacent to Newman Library. The creation of such a facility is a prerequisite for a second capital project, the needed renovation of the Newman Library into a 21st century library facility that incorporates more collaborative learning spaces, student academic support services, and instructional classroom space inside the library building. To date, the university has appealed to the state for general fund support for these library projects. Implementation of a library fee could provide the university the opportunity to take the initiative on significant library facility and operating improvements.

C. Undergraduate Education

Expanded course identification and tracking of student participation in research, experiential learning, and service learning. The associate deans in the academic units and the Office of the University Registrar have identified a number of courses that have been tagged in the Banner system to meet this requirement. A working group is being established to review the criteria determining which courses should be included.

e-Portfolios. Several workshops were conducted for faculty members and instructors during the spring semester to facilitate the use of e-Portfolios in their courses. In addition, the use of e-Portfolios is required in all the courses that would be part of the First Year Experience (FYE) program, the university's Quality Enhancement Plan (QEP). All students who participate in the activities of the five FYE proposals that were funded for the 2010-11 academic year will create e-Portfolios. Also, the Office of

Pre-Health Advising has initiated the use of e-Portfolios by students as part of the application process to professional schools.

Strategic Plan Task Force. The Undergraduate Strategic Plan Task Force was established in March 2010. The task force submitted an initial report on July 1. A review and implementation process will be completed in the fall of 2010.

D. Research

Energy Agenda. The Office of the Vice President for Research, in partnership with the Institute for Critical Technology and Applied Science (ICTAS), has created a high-level position for a director of energy initiatives. Among the director's responsibilities will be to develop and execute a networking plan that promotes the university's potential for advancing energy-related programs to government officials and top executives in the National Capital Region. In addition, the director will create strategies to market Virginia Tech expertise on large-scale research projects to appropriate decision-makers. Plans are for the director to be in place by January of 2011.

Research Computing. In the fall of 2010, the Office of the Vice President for information Technology will initiate a data analytics cluster to provide state of the art computational, graphics, and visualization capabilities for Virginia Tech researchers. Required storage capacity is being evaluated along with necessary and available funding to support the effort. Research Computing support staff will provide the necessary assistance to researchers in the areas of algorithm development, parallelization and optimization of code, visualization techniques and software, and Web portal applications.

University High Performance Computing Investment Committee. In the spring of 2009, President Steger established the University High Performance Computing Investment Committee. The committee is charged with identifying proposed investments in the context of the university's strategic interests and is capable of making investment recommendations. In June of 2010, the committee submitted recommendations that include: improvements to archive and backup facilities, increased storage capacity, additional positions to support research, and replacement of the Silicon Graphics International (SGI) shared memory computing system. The committee also made several strategic recommendations including the need to identify resources for recurring operational costs associated with equipment purchases. The committee further observed that current *ad hoc* funding strategies will not be sufficient to address the projected need for more computing power, management, and storage of more complex datasets, and the need for a faster and more robust communications infrastructure. Finally, the committee noted the need to create a long-term program of investment and continuing support for high performance computing that is in proportion to the increase in externally funded research expenditures. The committee's report also addressed the projected costs of implementing key recommendations.

Health Sciences. With the opening of the Virginia Tech Carilion Research Institute (VTCRI), at least seven new faculty members, each with externally funded research

programs, arrived with their research teams in the fall of 2010. These investigators have 15 active federal health research grants that immediately bring about $5M per year in new funding to Virginia Tech (approximately $25M over 5 years). These efforts add a substantial national and international presence in laboratory and human-based health related research to the Virginia Tech and Carilion life sciences research portfolio in areas that are currently under-represented (particularly in the neurosciences). The arrival of several high profile principal investigators and their research teams in these areas will draw the attention and interest of students who wish to pursue training in these areas. The new research programs will establish the VTCRI as the world hub for a large scale international brain function research program in one of the most high impact areas of health. Health research specialties will include human decision making; neurological functioning and behavioral disorders; and health in the context of nutrition, cardiovascular health, and substance abuse. Additional analyses of issues related to the Virginia Tech Carilion partnership are summarized in Section J.

Expanded Scorecard Measures in Research Domains. Since February of 2009, the Office of Sponsored Programs has collected information regarding the links between proposals submitted for funding and the university's scholarship domains outlined in the university strategic plan. A related initiative involves recoding funded projects retroactively to ensure that the data are meaningful. Retroactive coding is necessary to accurately track the growth in domain areas. The goal within the Office of the Vice President for Research is to have 80% the university's $225 million in research expenditures coded by the end of August 2010. Completion of this task will enable the Office for Research to provide comprehensive data regarding the alignment of sponsored research proposals submitted and awarded with the university's discovery scholarship domain.

The university scorecard has also been expanded to monitor and report on the number of post-doctoral associates and an expanded list of prestigious faculty awards. Both of these metrics are membership criterion considered by the American Association of Universities.

Research Expansion in Ballston. The Virginia Tech Research Center, located in the Ballston area of Arlington, Virginia, will house a number of research centers and institutes including the Advanced Research Institute (ARI), Virginia Bioinformatics Institute (VBI), the Institute for Critical Technology and Applied Science (ICTAS), Arlington Innovation Center for Health Research (AIC-HR), and the Institute for Society, Culture and Environment (ISCE). The building is planned to open in May of 2011 and is on schedule. Research programs for the first five floors have been solidified and commitments received. A series of scientific workshops and conferences are being developed for the opening six months.

Research Expansion in the Institute for Advanced Learning and Research (IALR). In May 2009, IALR presented a strategic plan to its Board of Trustees outlining goals, strategies, and measures for success designed to enable economic and community transformation in Southern Virginia. Leading Goal 1 involves revitalizing the economy of Southern Virginia through innovative technologies such as sustainable energy, high-value horticulture and forestry products, mechanical engineering programs (focused on

the performance of vehicles), and forging strategic partnerships. Leading Goal 2 involves advancing and expanding Science, Technology, Engineering, and Math (STEM) educational opportunities for Southern Virginia. The strategic plan also includes organizational and foundation strategies designed to develop IALR's organizational environment, enhance support functions for the research enterprise, and increase marketing and public relations efforts.

E. Arts Initiative

The Arts Initiative is an integrative set of collaborations involving the university and extended communities in the realization of a robust academic and programmatic presence for the arts.

Strategic Plan for the Arts—Arts Policy Board. The Arts Policy Board was established in the fall of 2009. Chaired by the provost, the charge of the Arts Policy Board is to champion the comprehensive strategic plan for the arts so that the university achieves its objective to enhance the presence and practice of the arts within and external to the university community.

In the spring of 2010, the Arts Policy Board initiated a strategic planning process and set goals and benchmarks for university-wide initiatives (such as the Center and the Institute for Creative Technologies in the Arts) and for academic programs and other arts-related facilities on campus. A first draft of the plan was shared with the full membership of the Arts Policy Board on June 22, 2010, and a session to discuss that draft is scheduled for August 9. Target completion date for the strategic plan is September 2010.

Center for the Arts. The Center for the Arts is the signature element for the Arts Initiative. In the spring of 2010, the university secured a state allocation of $28M toward the capital funding of the facility that will house the Center for the Arts. This funding is dedicated to the creative technologies and PK-12 facilities within the center. Facility design review sessions were conducted with the project's building and technical committees, architects, and consultants to the project. The design development phase is complete and at their March 2010 meeting, Virginia Tech's Board of Visitors approved the exterior design and specific details were released to the public at a press conference. On June 21, the center celebrated its official groundbreaking. Construction on the site is scheduled to begin in July 2010 with expected occupancy in July 2013. A formal opening is scheduled for the fall of 2013.

Events and activities are currently underway to to establish working partnerships for the future, to increase the awareness of the center, and to test programming possibilities with audiences. In April 2010, the Center for the Arts hosted a successful engagement with actress/playwright Anna Deavere Smith. This was a partnership between the Center, the Taubman Museum of Art (located in Roanoke), the School of Performing Arts and Cinema, and the Department of Theatre and Cinema. The engagement also included a workshop for the Department of Theatre and Cinema students and a public lecture.

Plans for programs during 2010-2011 include co-presentations of the Kronos Quartet and the Emerson Quartet with the Department of Music and The Lyric Theatre (located in Blacksburg), as well as a co-presentation of singer/songwriter Jen Chapin, in collaboration with the Office of the Vice President for Outreach and International Affairs and other university departments. Additional plans are developing with the Taubman Museum, and a number of collaborative programs are anticipated between Blacksburg and Roanoke that will develop over the course of the year.

Following the successful inaugural presentation of the International Vocal Arts Institute (Viva Virginia) in 2010, the center has begun plans for a second Viva Virginia festival in 2011. This program was launched and managed in 2010 by the Office of the Vice President for Outreach and International Affairs; however, in 2011, management of the program will move to the center. Planning has already begun and will use the experiences from this year to enhance next year's program.

Center for Creative Technologies in the Arts (PK-12, STEM). The Center for Creative Technologies in the Arts (CCTA)**,** a new program housed within the Center for the Arts, is a collaborative, trans-disciplinary environment that supports research projects focused on the intersections of arts, technologies, and learning. In collaboration with public school educators, the mission of the CCTA is to discover new methods and tools to enhance PK-12 learning. Creative work developed in the CCTA will be presented in the Center for the Arts and in galleries and performance halls in the region.

The Office of the Senior Vice President and Provost plans to launch a search for the Director of the CCTA in the fall of 2010 with an anticipated start date for the director of June 2011. Strong leadership and vision is necessary to continue developing this program and to ensure a strong presence when the new facilities are opened in 2013.

Educational Enhancement Collaboration Grants (EECG). These grants are supported by the School of Education and the School of Visual Arts through the Arts Initiative and invite faculty members from across the university to submit proposals for projects that combine the use of the arts with creative applications of technology. Funded projects will be implemented in collaboration with teachers in public schools to teach core curriculum and develop critical and creative thinking skills.

A goal of the Educational Enhancement Collaboration Grants is to engage faculty members and students with public school teachers in the creation of materials to be used as teaching tools in the school classroom. In addition to use in public school classrooms, the projects are exhibited within the Experiential Gallery for Creative Technologies mentioned below. A total of six projects were supported during 2009-2010 and three new projects are now under development.

Experiential Gallery for Creative Technologies. Supported by the School of Education and the School of Visual Arts, the gallery is a way to involve the community, public schools, and university faculty and students in the work of the Center for Creative Technologies in the Arts. The mission of the gallery is to provide visitors the opportunity to experience learning through digital and technology-based arts. Many of the projects

supported through the Educational Enhancement Collaboration Grants initiative mentioned above are on exhibit in the gallery and are available to visitors to explore as a learning tool.

The Experiential Gallery for Creative Technologies serves as a prototype for the future exhibit space that will be located within the Center for the Arts and will showcase the materials produced under the auspices of the Center for Creative Technologies in the Arts (CCTA). The gallery will provide a facility where university faculty and Virginia PK-12 teachers can explore, design, and implement teaching and delivery models and content-rich learning tools focused on individual student needs as well as the needs of regional school systems. In addition, the gallery will serve as an economic development tool, attracting visitors to the area, particularly families of school-aged children.

F. Engagement and Internationalization

Job growth initiatives—statewide partnerships. The Office of Economic Development (OED) led a team of 20 partners to secure $3.8M in federal stimulus money to train workers for new, green jobs in the construction industry. The project is called CREATES–Construction, Retrofitting, and Energy-Efficiency Assessment Training and Employment Systems. CREATES will serve 24 counties in Western Virginia. The grant, which comes through the U.S. Department of Labor's Energy Training Partnership program, is expected to train 400 workers over two years. The types of workers targeted include electricians, mechanical engineers, building inspectors, and weatherization technicians. Participants will receive free tuition for the training, which will take place at New River Community College, Wytheville Community College, and Virginia Western Community College.

A second initiative led by Virginia Tech is designed to advance job growth and involves a team of 25 partners dedicated to making health care workers proficient in the new world of electronic medical records. Funded by a $4.7M grant from the U.S. Department of Labor, the team is drawn from industry, academia, and government and will focus health information technology training in communities hard hit by job losses in Southwest Virginia.

Additionally, the Office of Economic Development and the Vice President for Outreach and International Affairs continue to work closely with the Secretary of Commerce and Trade, the Virginia Economic Development Partnership, and the Virginia Tobacco Commission on initiatives focused on job creation across the commonwealth.

Education abroad–reward system for faculty and staff. The University Council on International Affairs (UCIA) has assigned a task force to identify strategies to better recognize the contributions of faculty to education abroad. Among the items under consideration are:

- Launch a program across all the colleges designed to offer awards for outstanding leadership to education abroad.
- Strengthen/clarify language in the promotion and tenure guidelines related to education abroad.

- Continue and enhance funding opportunities to support education abroad programs.

Fee structure for education abroad. The Office of Education Abroad has generated a draft report on new fee structures that may facilitate greater participation of Virginia Tech students in education abroad opportunities. The report will be reviewed in the fall of 2010 by the University Council on International Affairs before making recommendations to the provost. The vice president for outreach and international affairs has met with the vice president for finance and chief financial officer to explore new funding mechanisms to provide additional scholarship support for students participating in programs at the Center for European Studies and Architecture.

G. Diversity Strategic Plan

Virginia Tech's 2010–2013 Diversity Strategic Plan (DSP) was unanimously endorsed by the Virginia Tech Board of Visitors on March 21, 2010. The plan reaffirms the university's institutional commitment to growing and sustaining a diverse and inclusive living, learning, and working environment. The DSP is grounded in the belief that diversity and inclusion are the responsibility of all members of the university community and are inextricably linked to Virginia Tech's goal of achieving 21st century institutional excellence. The Office for Diversity and Inclusion will oversee, monitor, and report on the progress of the strategies and initiatives presented in the plan.

The American Association for Colleges and Universities' "Inclusive Excellence" model serves as the foundation for Virginia Tech's DSP. Inclusive Excellence is a framework designed to help campuses integrate diversity and quality efforts. The model facilitates a change-oriented planning process that encourages each institution to continue its diversification efforts, but with a greater intentionality and attentiveness to how the needs of students, faculty, staff, and administrators are served within the Virginia Tech community. As a model, Inclusive Excellence assimilates diversity efforts into the core of institutional functioning to realize the educational benefits of diversity. Applying the concepts of Inclusive Excellence leads to infusing diversity into an institution's recruiting, admissions, and hiring processes; into its curriculum and co-curriculum; and into its administrative structures and practices. At Virginia Tech, the model for Inclusive Excellence has four dimensions: (1) Access and Success, (2) Campus Climate and Intergroup Relations, (3) Education and Scholarship, and (4) Institutional Infrastructure.

The Diversity Strategic Plan outlines goals and objectives within the four Inclusive Excellence dimensions and guides the actions of appropriate university units, including senior management areas, colleges, departments, and programs in the delivery of initiatives, policies, and practices that advance diversity and inclusion. The goal of each dimension and its associated objectives are presented below.

Access and Success. We will actively seek to achieve a more diverse and inclusive undergraduate and graduate student body, faculty, and staff.

- *Objective 1:* To achieve increased enrollments of diverse and underrepresented undergraduate students.
- *Objective 2:* To increase the academic success of diverse and underrepresented and first-generation students.

- *Objective 3:* To increase diversity and global inclusion within the graduate and professional student community at Virginia Tech.
- *Objective 4:* To achieve a more diverse faculty and staff.

Campus Climate and Intergroup Relations. We will aim to create and sustain an organizational environment that acknowledges and celebrates diversity and employs inclusive practices throughout daily operations.

- *Objective:* Create a climate that is supportive and respectful and that values differing perspectives and experiences.

Education and Scholarship. We will engage students, faculty, and staff in learning varied perspectives of domestic and global diversity, inclusion, and social justice.

- *Objective 1:* Offer courses, curricula, and learning opportunities at the undergraduate and graduate levels that achieve diversity and inclusion-learning goals.
- *Objective 2:* Increase the multicultural competencies and capacities of the faculty and staff.

Institutional Infrastructure. We will strive to create and sustain an institutional infrastructure that effectively supports progress in achieving the goals in the Virginia Tech Diversity Strategic Plan.

- *Objective 1:* Sustain and increase university-wide efforts designed to amplify the potential to secure gifts, grants, and opportunities to advance the goals outlined in this plan.
- *Objective 2:* Engage key leaders and stakeholders in analyzing disaggregated data and special studies to better understand and address long-standing organizational challenges, recruitment, and yield of diverse and underrepresented undergraduate and graduate students and the loss of women and minority staff and tenure-track faculty.

The Office for Diversity and Inclusion, in collaboration with the Office of the Senior Vice President and Provost and the Office of Institutional Research, is in the process of creating a time-line for reporting on indicators in the DSP; with the initial report to the Virginia Tech Board of Visitors occurring in March 2011. In addition, these units will articulate a plan to share information about the DSP indicators with the Vice Presidents and the university community.

H. Distance and Distributed Learning (DDL), Summer Sessions, Learning Technologies

e-Learning Enhancements. After two years of planning, the Virtual Student Center project will be launched during the summer of 2010. This Web-based platform offers students opportunities to seek and secure services, opportunities for networking, and support while enrolled in online courses. The Virtual Student Center is customized for Virginia Tech and is a collaboration between Office of the Vice President for Undergraduate Education, the Division of Student Affairs, and the Graduate School.

Summer Sessions. In the fall of 2010, a task force will examine initiatives and provide recommendations on how to increase enrollment in summer sessions. These efforts are a collaboration between Office of the Vice President for Undergraduate Education, the Office of Summer Sessions, the Office of Budget and Financial Planning, and the Office of the Senior Vice President and Provost.

Organizational Efficiencies. One of the steps taken to enhance institutional efficiency has been the increased collaboration between the vice president for information technology, and chief information officer and the vice president and dean for undergraduate education. For example, the associate vice president and director of learning technologies now have a dotted reporting line to the latter senior administrator.

The Math Emporium. The Math Emporium is considered one of the facilities on campus that provides opportunities for students to participate in courses in an innovative manner. As a result of the success of this facility and current efforts to enhance computational thinking of our students, efforts are underway to examine ways in which to expand the use of this facility in other disciplines. A task force is being established to review how technology is used in instructional delivery across campus.

Incentives. Several years ago, Virginia Tech decisively established the Faculty Development Institute to enhance the use of technology in teaching. To facilitate approaches that apply technology as a tool to enhance the learning process, the Task Force on Instructional Technology will explore possible incentives for faculty to continue using innovative technologies for instructional purposes.

I. Graduate Education

Interdisciplinary Graduate Education. Initiatives associated with expanding multi-department, interdisciplinary degree programs include the establishment of the Interdisciplinary Scholars in Life Sciences group. This group includes leadership from the Fralin Life Sciences Institute and the Department of Chemistry. The group released a report in July 2010.

In the spring of 2010, the Graduate School led focused discussion groups for faculty members and graduate students that generated ideas and excitement for interdisciplinary collaborations and possible degree offerings. In July of 2010, the Graduate School organized and facilitated the Interdisciplinary Summit at which more than 50 graduate students, faculty members, deans, department heads, institute directors, and administrators attended. The group established a Scholar site on which to share information and data, and drafted a summary of consensus and preliminary recommendations to the provost.

Consensus areas and points of agreement:

- Support for interdisciplinary graduate education; agreement to endorse iGRAD concept.

- Resources needed for success–initial and ongoing funding; priorities include assistantships, recruitment, administrative support, “buyout” for faculty/departments, and clearinghouse/website development.
- Review of policy and procedures needed (university, Graduate School, and departments); communicate with State Council of Higher Education for Virginia (SCHEV) and the Southern Association of Colleges and Schools (SACS).
- Need to develop a culture for interdisciplinary graduate education, especially related to tenure/promotion, “buyout” for faculty, and support for graduate students.
- Establish Academy of Interdisciplinary Scholars (advisory group for review of proposals, etc.).

An initial two year proposal has been submitted to the senior vice president and provost that request funding to accomplish the following goals in each year:

- Year One
    - Endorse the development of interdisciplinary groupings of scholars.
    - Establish the Graduate School as the institutional home for interdisciplinary graduate education working closely with colleges, institutes, and Office for Research.
    - Establish advisory group to develop guidelines and process for interdisciplinary graduate degree proposals; establish coordinated presence for interdisciplinary graduate education at Virginia Tech; coordinate with Integrative Graduate Education and Research (IGERT) initiatives and existing interdisciplinary programs; and much more.
    - Establish transition plan of PhD2010 to interdisciplinary priorities (IGE PhD) and the development of additional funding needs.
- Year Two and beyond
    - Plan for future development (and ending) of interdisciplinary graduate education degree programs (IGEP).
    - Formalize Academy of Interdisciplinary Scholars; invite members.
    - Implement transition from PhD2010 to IGE PhD; develop growth and sustainability plan.

J. Virginia Tech Carilion School of Medicine and Virginia Tech Carilion Research Institute

With the first class of medical students beginning August 2 at the Virginia Tech Carilion School of Medicine (VTCSOM) and the opening of the Virginia Tech Carilion Research Institute (VTCRI), Virginia Tech has embarked on a dramatic expansion of health sciences teaching and research. The co-location of VTCSOM, VTCRI, Carilion Clinic, and Carilion Roanoke Memorial Hospital creates an emerging biomedical complex that will unite the expertise of scientists, physicians, and educators from public and private institutions. Collaborative research programs are planned for translational research in neuroscience, cancer biology and therapeutics, cardiovascular science, and infectious diseases. A Division of Health Sciences may provide the necessary leadership for promoting these new opportunities for collaboration and guiding the development of new partnerships, research directions, and educational programs (e.g., translational

medicine research graduate certificate, master of public health). In collaboration with Dean Cynda Johnson (VTCSOM) and Executive Director Mike Friedlander (VTCRI), the Office of the Senior Vice President and Provost will work with colleagues at Carilion Clinic to coordinate Virginia Tech faculty members and their research and teaching expertise along with Carilion Clinic researchers and teachers into a health sciences division. The organizational structure and leadership requirements for the Division of Health Sciences are under discussion.

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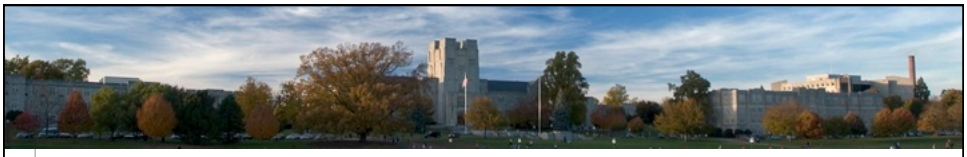
Assessment Update

Board of Visitors
November 8, 2010



Mission

The mission of the Office of Academic Assessment is to design, promote, and facilitate a culture of continuous improvement. This mission is achieved in collaboration with partners across the university through progressive assessment and evaluation practices that document, support, and encourage innovation in student learning and institutional effectiveness.

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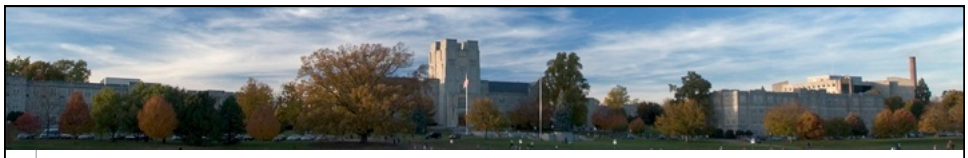

Values

Assessment is:

- a collective responsibility of all members of the university.
- a continuous process that is integrated harmoniously into daily university life and leads to innovative improvements and change.
- a critical inquiry into matters of vital academic and administrative interests
- a scholarly understanding of Teaching and Learning, Research and Discovery, and Outreach and Engagement

3

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Domains

1. Student Learning Outcomes
2. Academic Quality and Improvement
3. Administrative Quality and Improvement
4. Leadership and Outreach in the Academy

4

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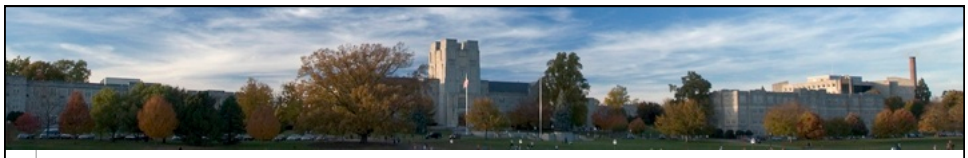

1. Student Learning Outcomes

- SACS Standard 3.3.1.1: The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in educational programs, to include student learning outcomes
- Standard 3.5.1: The institution identifies college-level general education competencies and the extent to which graduates have attained them.
- Core Requirement 2.12: The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution. (Also addressed in Standard 3.3.2)

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2. Academic Quality and Improvement (AQI)

- Goes beyond learning outcomes assessment to include other measures of program success
- Fosters a culture of continuous improvement in academic units
- Supports evidence-based decision-making
- Encourages experimentation and innovation
- Helps us to better understand, define, and measure quality

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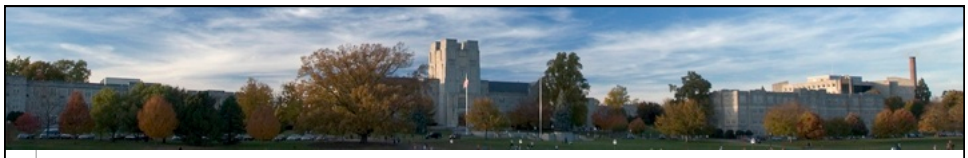

3. Administrative Quality and Improvement (AdQI)

- SACS Standard 3.3.1.2: The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in administrative support services.
- Designed to systematically improve the quality of organizations that complement the academic enterprise
- Enables administrative units to establish critical outcomes, gauge the level of accomplishment, and guide meaningful continuous improvement

7

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Tools for Assessment

- WEAVEonline
- Student ePortfolios
- Surveys
- Office of Academic Assessment Website

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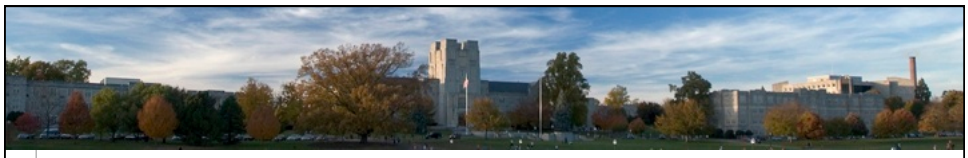

4. Leadership and Outreach to the Academy

- Collaboration with American Association of Colleges & Universities (AAC&U)
  - VALUE Rubric development
  - Sponsoring AAC&U speaker at Virginia Assessment Group Annual Conference
- Collaboration with WEAVE
  - National conference in Feb. at VT
  - Presented 2 webinars for international audience
- Member of President's Alliance for Excellence in Student Learning and Accountability

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Leadership and Outreach to the Academy

- Provided assessment assistance to grants totaling $19.6 million
- Served on state-level committee to revise SCHEV-required core competency assessment process
- Serving on board for Virginia Assessment Group
- Presented sessions on assessment at national and international conferences
- Provided consultative services to other institutions

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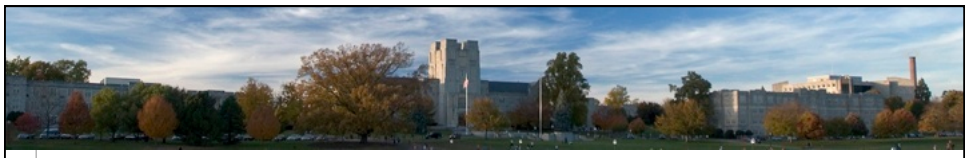

New Initiatives

- Assessing first year experiences (QEP)
- Providing grants and special projects funding
- Providing workshops designed for individual programs focusing on their disciplines
- Providing assistance with development of assessment plans for external grants
- Providing assistance with development of learning outcomes and assessment techniques for new course and new program proposals
- Providing focus group process to departments

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Comment from Faculty Member

"Perhaps the most refreshing aspect of working with the assessment process has been the opportunity to dialogue with our colleagues about what we value... Significantly, we came to realize that what we choose to assess is what we value, not what an external agency imposes on us."

—Judith Shrum, Professor

Foreign Languages and Literatures

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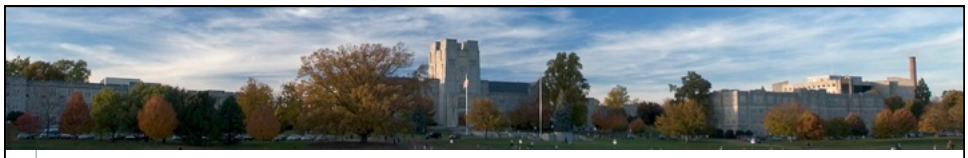

Another Comment

"Assessment not only measures our effectiveness, but has been a powerful tool to motivate and enhance our efforts in working with students. Initiating the assessment process in our program has increased our awareness of the value of our work and supports the university community in communicating the message that student success is important at Virginia Tech."

— Therese A. Lovegreen, Associate Director
University Academic Advising Center/University Studies

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Assessment Office Staff

- Ray Van Dyke, Director
- Steve Culver, Associate Director
- Kate Drezek McConnell, Asst. Director
- David Kniola, Asst. Director
- Megan Armbruster Franklin, Coordinator

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THE ARTS AT VIRGINIA TECH

Strategic Directions and Opportunities

Ruth Waalkes, Executive Director, Center for the Arts at Virginia Tech
Paul Knox, University Distinguished Professor & Senior Fellow for International Advancement

Board of Visitors, November 8, 2010

THE ARTS AT VIRGINIA TECH

Strategic Directions and Opportunities

- Background: Virginia Tech Arts Initiative
- Arts Policy Board
- Strategic Planning Process
- Strategic Plan Overview….

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THE ARTS AT VIRGINIA TECH
Strategic Directions and Opportunities

MISSION

The mission of "the Arts at Virginia Tech" is to supply rigorous and innovative academic programs in the arts, promote the discovery and transfer of knowledge garnered through creative research methodologies and professional studio practices, enrich the lives of faculty, students, and arts patrons through performances and engagement initiatives, and leverage technologies to enhance teaching and learning capabilities in PK-12 and higher education environments.

3

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THE ARTS AT VIRGINIA TECH
Strategic Directions and Opportunities

VISION STATEMENT

The arts are a deeply embedded and valued part of life at Virginia Tech; have a direct and lasting impact on the quality of life for our region; and contribute to the economic vitality of the Commonwealth. The arts are essential to a premier research university where students and employees, as well as surrounding community members and future generations of scholars, expect their experiences with the arts to reflect the diverse world in which they live. The goal of the arts at Virginia Tech is to develop a distinctive and innovative profile of educational, research, and outreach programs and activities that integrate the arts while leveraging technologies.

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THE ARTS AT VIRGINIA TECH
Strategic Directions and Opportunities

Strategic Goals

Goal 1: *Strengthen learning through the arts by providing a robust array of academic programs that are rigorous and sustainable and by embarking upon innovative programmatic opportunities that integrate the arts.*

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THE ARTS AT VIRGINIA TECH
Strategic Directions and Opportunities

Strategic Goals

Goal 2: *Strengthen discovery through the Arts through the creation of an integrative interdisciplinary center/institute that will pull together a group of academic faculty and their associates (research associates, scientists, visiting artists, graduate students, undergraduate students, and staff) to pursue research goals that draw upon two or more disciplines and leverage innovative technologies.*

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THE ARTS AT VIRGINIA TECH
Strategic Directions and Opportunities

Strategic Goals

Goal 3: *Strategically advance transformative educational learning models and creative educational research methodologies to PK-12 and higher education classrooms and learning environments.*

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THE ARTS AT VIRGINIA TECH
Strategic Directions and Opportunities

Strategic Goals

Goal 4: *Provide exceptional facilities and space that advance new methods of performance, teaching, research, and student and community engagement.*

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THE ARTS AT VIRGINIA TECH
Strategic Directions and Opportunities

Strategic Goals

Goal 5: *Strengthen individual cultural awareness and increase arts participation of university citizens, surrounding community members, and arts patrons.*

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THE ARTS AT VIRGINIA TECH
Strategic Directions and Opportunities

Board of Visitors
November 8, 2010

Virginia Cooperative Extension

Restructuring Virginia Cooperative Extension for the Twenty-first Century

Alan Grant, Dean
College of Agriculture and Life Sciences,
November 2010

VIRGINIA STATE

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www.ext.vt.edu

VirginiaTech Invent the Future | Virginia Cooperative Extension — A partnership of Virginia Tech and Virginia State University www.ext.vt.edu | VIRGINIA STATE

Motivation

- Reduced state funding
  - FY 2012 $5.5M in Agency 229
    Including $1M directed at Virginia Cooperative Extension (VCE) Restructuring
  - FY 2008 through FY 2012 $10.3 M (15.5%) in Agency 229
- Changing state demographics
- Technology and societal expectations

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Legislative Mandates

- Prioritize historic mission of Extension to fulfill the land-grant mission
- Define programming, locations, and funding sources
- Address potential duplication of effort
- Eliminate low-priority programs
- Seek to restructure and consolidate local offices in a manner that is financially and logistically beneficial while preserving delivery of critical programs in high priority areas

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Planning Process

- Strategic Planning Steering Committee
  - Initiated April 2009
  - Listening sessions across the state
  - 12,000 comments
  - Draft plan for comments Summer 2010
  - Finalized plan Fall 2010
- Restructuring Task Force
  - Initiated in Spring 2010

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MISSION STATEMENT

Virginia Cooperative Extension helps lead the engagement mission of Virginia Tech and Virginia State University, the commonwealth's land-grant universities. Building local relationships and collaborative partnerships, we help people put scientific knowledge to work through learning experiences that improve economic, environmental, and social well-being.

Adopted 2009

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Strategic Plan Focus Areas

- Enhance the value of Virginia's agriculture
- Sustain natural resources and the environment
- Create a positive future through 4-H Youth Development
- Strengthen Virginia families and communities
- Cultivate community resiliency and capacity
- Organizational effectiveness

Restructuring Process

- Leadership Team recommendations
  - Enhance campus/field interaction
  - Create efficiencies in the VCE delivery
  - Reduce administrative costs
  - Maintain a local presence
  - Enhance relationships with key stakeholders
  - Eliminate duplicative programming
- Restructuring Task Force
  - 9-member Task Force assembled June 2010
  - Charged to engage stakeholders in developing recommendations for changing the structure of VCE

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A partnership of Virginia Tech and Virginia State University www.ext.vt.edu
VSU Virginia State

Programming

- Align programming with strategic plan
- Use ‘Extension Educator’ title instead of ‘Agent’
- Strengthen professional development programs
- Use ‘Area Program Leaders’ to support programs
- Form ‘Issue-Based Program Teams’
- Implement a formal process of program planning and assessment

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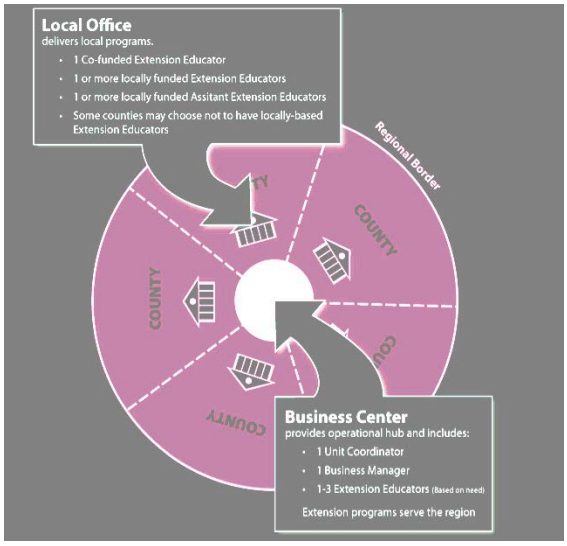

Local Presence Plan

- **22 Regions in Virginia**
- **Local offices remain open**
- **Maintain 'Agents,' but as 'Educators'**
- **Re-assign local unit administrators and coordinators to Business Centers**

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Personnel Management

- Increase collaboration among faculty and to help define and develop Extension programs
- Streamline reporting lines
- Shift focus of district directors and unit coordinators to enhance relationships with local governments
- Support employees through professional development
- Study and revise compensation as needed

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Next Steps

- **Implementation Teams**
  - **Programming**
    - Align programs with strategic plan
    - Issue-based program team development
    - Resources to support quality programs
  - **Local Presence**
    - Engage with local governments to determine regions and staffing needs
    - Establish finance and HR systems to support business centers
  - **Organization Structure**
    - Refine position descriptions, performance evaluation plans, and compensation plans
    - Develop systems to support greater collaboration with local government

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New Organization Will…

- Deliver high quality programs
- Use science-based educational curricula
- Include local presence and allow local government choice
- Include efficient administrative and managerial structure
- Integrate the VCE Strategic Plan with US Dept. of Agriculture, National Institute of Food and Agriculture priorities
- Include individual accountability and performance standards
- Invest in professional development

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Available Resources and Communication Plan

- Restructuring Plan
  - http://www.ext.vt.edu/restructuring/index.html
- Strategic Plan
  - http://www.ext.vt.edu/strategicplanning/index.html
- FAQ interaction
  - https://survey.vt.edu/survey/entry.jsp?id=1286375937593
- Stakeholder group meetings
- Media releases and reports to legislators

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National Research Council Doctoral Study: A Briefing

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

Academic Affairs Committee/BOV
November 8, 2010

NRC Assessment—What is it?

A study of the quality and characteristics of doctoral programs in the U.S.

Third in a series of efforts to help universities improve the quality of their doctoral programs through:

- Benchmarking
- Providing potential students with accessible, readily available information on doctoral programs nationwide

Enhancing the nation's overall research capacity

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Operating Principles for VT

Inclusion of all faculty who meet criteria

Inclusion of all eligible graduate programs

Official data from Institutional Research and Graduate School (census date, enrollment data, graduation data). Input from colleges and reconciled as appropriate

Graduate School policies and procedures as minimum + specific academic units requirements

Purpose: quality assessment and continuous improvement

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NRC Definition of Graduate Program

Must satisfy three of the following:

✓ Enrolls students in doctoral study
✓ Designates its own faculty
✓ Develops its own curriculum
✓ Recommends students for graduate degrees

To be included, a program must have produced at least five PhDs between fall 2001 and spring 2006.

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VT Context

Colleges with most, if not all, of the PhD programs included: Science, Engineering, Agriculture and Life Sciences, Natural Resources and Environment, Veterinary Medicine.

Colleges with selected PhD programs included: Liberal Arts and Human Sciences, Architecture and Urban Studies.

College with no PhD programs included: Business.

Programs submitted, but determined ineligible: Genetics, Bioinformatics and Computational Biology (GBCB), School of Biomedical Engineering & Sciences (SBES), and Macromolecular Sciences.

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Virginia Tech Programs

Aerospace Engineering
Animal Sciences, Dairy
Animal and Poultry Sciences
Biochemistry
Biological Sciences
Biological Systems Engineering
Biomedical and Veterinary Sciences
Chemical Engineering
Chemistry
Civil Engineering
Computer Engineering
Computer Science Applications
Crop and Soil Environmental Sciences
Economics, Agriculture and Life Sciences
Electrical Engineering
Engineering Mechanics
Entomology
Fisheries and Wildlife
Food Science and Technology
Forest Products
Forestry
Geosciences
Horticulture
Human Development
Human Nutrition, Foods, and Exercise
Industrial Systems Engineering
Materials Science and Engineering
Mathematics
Mechanical Engineering
Mining Engineering
Physics
Plant Pathology, Physiology, and Weed Science
Psychology
Public Administration/Public Affairs
Sociology
Statistics

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The Twenty Key Variables

Publications
Citations (exc. Humanities)
Percent faculty with grants
Awards per faculty

Percent 1st year full support
Percent 1st year national fellowship
Percent completing in 6 years or less (8 years for Humanities)
Median time to degree
Students with academic plans
Collects outcomes data

Percent faculty minority
Percent faculty female
Percent students minority
Percent students female
Percent students international

Percent interdisciplinary
Average GRE-Q
Number of PhDs 2002-2006
Student workspace
Student health insurance
Student activities

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Data Analysis

Data released September 28, 2010

Range of rankings
- Regression data
- Survey data

Dimensional data
- Scholarly productivity of faculty
- Diversity
- Student treatment and outcomes

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Example of Ranking Numbers

Reg 05	Reg 95	Survey 05	Survey 95	Fac Prod 05	Fac Prod 95	Student support 05	Student support 95	Diversity 05	Diversity 95
9	19	7	21	7	22	19	23	4	11

Ranking numbers for a graduate program at selected university

5th and 95th percentile scores

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Data Analysis

NRC Doctoral Study (http://www.nap.edu/rdp/)

Interactive Tools – *Chronicle of Higher Education*

- NRC Rankings (http://chronicle.com/page/NRC-Rankings/321/)
- Summary Table (http://chronicle.com/article/Tables-Doctoral-Programs-by/124789)

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Virginia Tech Graduate Programs

- ✓ Solid academic programs based upon 2006 data
- ✓ Strong commitment to student outcomes
- ✓ Strong commitment to diversity
- ✓ Median time to degree is competitive
- ✓ Graduate education continues to be in transition
- ✓ Use data for continuous improvement

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Virginia Tech has changed since 2006

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New Degree Programs

PhD (7 new programs)

- Geospatial and Environmental Analysis
- Rhetoric and Writing
- Planning, Governance, and Globalization
- Architecture and Design Research
- Social, Political, Ethical, and Cultural Thought
- Engineering Education
- Agricultural and Extension Education

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New Degree Programs

Graduate Certificates

- 50 official

Master's Degrees (8 new programs)

- Agricultural and Life Sciences
- Foreign Languages, Cultures, and Literatures
- Agricultural and Extension Education
- Information Security Assurance
- Biomedical Technology Development and Management
- Creative Technologies
- Material Cultures and Public Humanities
- Master's of Public Health

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Comparison: Fall 2005 and Fall 2010

Preliminary – Census Date: September 6, 2010

Enrollments	2005-06		2010-11	
Doctors	2,208	36.8%	2,889	41.6%
Masters	3,785	63.2%	4,055	58.4%
	5,993		6,944	
Percentage G/UG	21%		22.7%	+
Degrees Conferred Prior AY	2004-05		2009-10	
Masters	1,454		1,548	+
Doctorate	329		403	+

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Growing and Sustaining a Diverse & Inclusive Environment

Multicultural Alumni Programs

Diversity Strategic Plan

- 2010-2013 Virginia Tech Diversity Strategic Plan **reaffirms** the university's **institutional commitment** to growing and sustaining a diverse and inclusive environment.

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Inclusive Excellence Framework

Inclusive Excellence is a framework designed to help campuses integrate diversity efforts into the core of institutional functioning. There are four domains in the Inclusive Excellence framework:

- Access and Success
- Campus Climate and Intergroup Relations
- Education and Scholarship
- Institutional Infrastructure

Multicultural Alumni Programs

Partnerships:

- Office for Diversity and Inclusion
- Alumni Association
- Division of Development and University Relations

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Multicultural Alumni Programs

Mission:

- is to increase involvement and participation of individuals from multicultural constituencies in university and alumni affairs

- to build mutually beneficial relationships between multicultural alumni and the university

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Fast Facts

- Over 20,848 Multicultural alumni from the following constituent groups:
- African American, Hispanic/Latino, Native American, Asian American, and International populations
- Regional outreach: Northern VA, Hampton-Roads VA, and Richmond VA
- Total Program Attendance 1,089 alumni, 300 current VT students, 100 prospective high school students/families

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Outreach Strategy

- Alumni to Student
- Alumni to Alumni
- Alumni Outreach

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Alumni to Student Outreach

Access and Success

- Virginia Tech Day Yield Events
- Legacy Through Leadership Speaker Series
- Each One Reach One Mentoring Program
- Alumni Ambassadors Program

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Alumni to Alumni Outreach

Institutional Infrastructure

- Multicultural Alumni Reunion (annual)
- International Alumni Reunion (Spring 2009)
- Asian Alumni Heritage Month Reception (Spring 2009)
- Black Alumni Reunion (Spring 2010)
- Hispanic Alumni Reunion (Spring 2011)

Alumni Outreach

Institutional Infrastructure

- Multicultural Alumni Programs Volunteers
- Diversity Chair in local alumni chapters
- Regional councils of Black Alumni Organization

Next Steps

- Development of other alumni groups
- Reevaluate “Multicultural” Name
- Enhance Friendraising and Fundraising capacity

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International Programs Update
Academic Affairs Committee
Board of Visitors
November 8, 2010

Project in Senegal

Funding source:	United States Agency for International Development (USAID)
Amount:	$28 million*
Time period:	5 years
Title:	Capacity Building for Agricultural Education and Research

* Largest single international grant ever in the history of Virginia Tech

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Of note:

Part of U.S. government's Feed the Future Initiative:
effort to address the underlying causes of hunger around the world

www.feedthefuture.gov/

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What we expect to achieve

- Revamp agriculture curricula at Senegal's five universities and five technology centers making it more relevant to today's needs

How will we do this?

- Use the land grant system as a model
- Partner with other American universities and with Senegalese institutions

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Our partners

Michigan State
Purdue
Tuskegee
University of Connecticut

Université Cheikh Anta Diop
Université Gaston Berger
Université de Ziguinchor
Institut National d'Economie Appliquée

Virginia Tech partners specifically with the Université de Thiès and provides overall leadership.

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Potential project in Southern Sudan

Funding source:	USAID mission in Southern Sudan
Amount:	$1.4 million
Time period:	2 years of a 5-10 year period
Title:	Rebuilding higher education in agriculture to support food security, economic growth, and peace efforts in post-conflict Southern Sudan

Status: contracting modalities are being developed by the USAID mission in Juba

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Background

- Civil war from 1956 – 2005 (on and off)
- Destroyed educational capacity, including infrastructure
- Destroyed agriculture resulting in:
  - a generation lost to the art of growing crops
  - on the other hand, fields have lain fallow for a long time, so the soil nutrients have not been depleted

Upshot

Great opportunity for VT and its partners to develop capacity in learning, discovery, and engagement

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Partners

In Sudan:
•Catholic University of Sudan
•University of Juba

In the United States:
•Virginia State University

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What we expect to achieve

- Produce quality graduates who will meet the social and economic development challenges of Southern Sudan
- Improve infrastructure for teaching and research programs
- Revamp academic curricula
- Help advance degree programs

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What we expect to achieve
(cont.)

- Create a mutually beneficial **partnership** with universities in Southern Sudan
- Generate technology through **research** that is appropriate to the needs of Southern Sudan
- Create an integrated program that addresses **food security** on a sustainable basis

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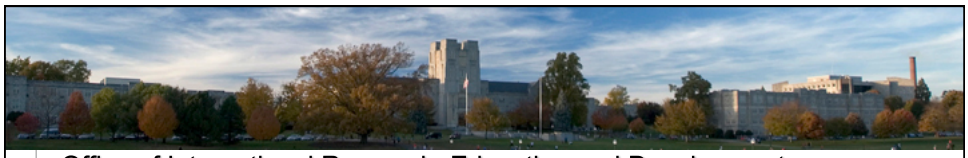

Office of International Research, Education and Development (OIRED) Current and Pending Portfolio (as of Oct. 7, 2010)

Current Portfolio	Target areas	$US (millions)
IPM CRSP	Global	15.00
IPM CRSP Associate Awards		
Mango Fruit Fly	Senegal	0.40
African Food Security Initiative	Africa	1.00
Local Capacity Building, IPM Solutions	Mali	2.50
IPM for High Value Crops	Indonesia	0.50
Pesticide Examination Report	Lebanon	0.06
SANREM CRSP	Global	15.00
Senegal Capacity Building for Agricultural Education and Research	Senegal	28.00
HED US-Haiti Higher Education Partnership	Haiti	0.62
Google, Computer Science and IT Capacity Building	Haiti	0.34
Establishment of Memorial Center (Natural Resources)	Nepal	0.40
Liberia Land Rights	Liberia	0.07
Peace Corps Recruiter	Global	0.02
	Total	**63.91**

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OIRED Current and Pending Portfolio (as of Oct. 7, 2010)

Pending Portfolio		
HED Haiti	Haiti	0.30
HED Nepal	Nepal	0.20
Southern Sudan	Sudan	9.40
Ethiopia Watershed / Infrastructure	Ethiopia	0.15
	Total	**10.05**

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EDUCATION ABROAD UPDATE:
2009-2010 Student Participation Numbers

The number of students who participating in credit-bearing education abroad programs: **1192**.

- **658** students studied abroad on short-term faculty-led programs. (**44** different faculty-led programs).
- **27** students participated in VT-Direct programs.
- **119** Students participated in Bilateral Exchange programs.
- **21** Students participated in ISEP programs.
- **168** students participated in Non-VT programs.
- **134** students participated in CESA semester-long programs
- **65** students participated in other VT semester programs (Lugano, Punta Cana)
  Total= 1192

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2009-2010 Academic Year Education Abroad Student Participation Numbers (cont.)

Previous 4 years student participation in education abroad numbers

- **2008-2009: 1075**
- **2007-2008: 988**
- **2006-2007: 991**
- **2005-2006: 901**

Virginia Tech students studied abroad in 50 countries.
The top six destinations:

1. Switzerland
2. Australia
3. France
4. Germany
5. Spain
6. England

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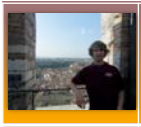
ACC International Scholarship winners Academic Year 2009-2010

	Patrick Carter. Major: Aerospace Engineering. CEA in Rome, Italy. Fall of 2009 and University of Sheffield, Spring 2010
	Tuan Vo-Ha. Majors: Computer Science and Computer Engineering. Zhejiang Gongshang University in China. Fall 2009
	David Gouldey. Major: Materials Science & Engineering. Technische Universitat Darmstadt. Academic year 2009-2010

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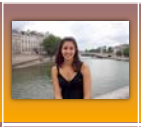
ACC International Scholarship winners Academic Year 2009-2010 (cont.)

	Andrea Shome. Major(s): French and Industrial & Systems Engineering, Grenoble University in France. Summer 2009
	Michael J. Shlossman. Major: Biochemistry. University of Hong Kong. Spring 2010
	Christina Williams. Major: Chemical Engineering. Pompeu Fabrau University, Barcelona, Spain. Spring 2010.

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Faculty Development and Support

Jack W. Finney, Associate Provost for Faculty Affairs

Board of Visitors – November 8, 2010

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Faculty development and support

- Mentoring
- Promotion and tenure
- Annual evaluations
- Progress toward promotion
- Teaching excellence
- Research leave
- Department climate
  - Intellectual community
  - Communication
  - Diversity
  - Shared values

- Recruitment
  - Start-up packages
  - Diversity
- Work-life initiatives
  - Dual career
  - Stop-the-clock
  - Modified duties
  - Part-time tenure track
- Orientation
  - New department head
  - New faculty

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Our efforts are informed by data.

- Advance VT
  - Surveys, Assessments, Interviews, Focus Groups
  - Collaborative on Academic Careers in Higher Education (COACHE) survey
- Human Resources
  - Employment Climate Survey
- Literature and research on faculty issues

3

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Faculty development – reaching out and gathering information

- College deans
- Department heads
- Faculty gatherings
- Promotion and tenure preparation
- Commissions, Faculty Senate

4

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Current and new programs

- New Faculty Orientation
- New Department Head Orientation series
- Department Heads Council
- Promotion and Tenure workshops
  - Pre-tenure faculty
  - Department heads & P&T committee members
- College- and department-level programs
  - Mentoring, shared values, promotion standards

5

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Using data from COACHE survey and focus groups to initiate discussion

Four concerns related to promotion and tenure:

- 35% have received inconsistent messages from senior colleagues.
- 24% found the tenure standards to be unclear.
- 67% found formal mentoring programs ineffective.
- Many pre-tenure faculty are worried about the perceived value of interdisciplinary research.

6

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Table exercise and group discussions

- Promotion and Tenure Information Session
  - 10 tables of ~8 people
  - 4 concerns
  - Generated solutions and reported out
- Pre-tenure Faculty Workshop on COACHE
  - COACHE presentation
  - Discussion of 4 concerns
- Results
  - Faculty committee members (department, college and university) heard concerns and discussed solutions
  - Pre-tenure faculty members expressed concerns and suggested possible solutions

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Solutions from both groups

- Promoting consistent messages and clear standards
  - Department discussions, consensus, sample dossiers, pre-tenure faculty sit in on deliberations
- Improving mentoring
  - Arrange more informal gatherings for interaction
  - Recognize mentoring in annual evaluations
  - Broaden mentoring across departments
- Valuing interdisciplinary research
  - Educate colleagues about other interdisciplinary programs
  - Equate interdisciplinary and disciplinary journals
  - Promote strong candidate's statements to show disciplinary and interdisciplinary contributions

8

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Next steps

- Continue discussions
- Develop new workshops and programs
- Human Resources Employment Climate Survey
  - Fall 2011: all faculty and staff
- Evaluate ongoing efforts and change when indicated

RESOLUTION TO DISCONTINUE THE BACHELOR OF SCIENCE DEGREE IN SECONDARY EDUCATION

WHEREAS, in 1988 the Virginia Board of Education eliminated undergraduate degrees in education in most licensure areas; and

WHEREAS, the Virginia Tech School of Education was chartered in 2003 by the State Council of Higher Education for Virginia with the provision that all education programs would be offered only at the graduate level; and

WHEREAS, the Virginia Tech School of Education discontinued new admissions to the undergraduate program in fall 2003, and final degrees in the program were awarded in fall 2008; and

WHEREAS, the Commission on Undergraduate Studies and Policies previously approved the discontinuation of final degrees;

NOW, THEREFORE, BE IT RESOLVED, that the authorization to award a bachelor of science degree in secondary education be discontinued effective fall 2010, following approval by the Board of Visitors and the State Council of Higher Education for Virginia.

RECOMMENDATION:

That the above resolution to discontinue the bachelor of science degree in secondary education be approved and forwarded to the State Council of Higher Education for Virginia for further review and approval.

November 8, 2010

RESOLUTION TO DISCONTINUE THE BACHELOR OF SCIENCE DEGREE IN AGRICULTURAL AND APPLIED ECONOMICS AND TO REAFFIRM THE BACHELOR OF SCIENCE DEGREES IN AGRIBUSINESS AND APPLIED ECONOMIC MANAGEMENT

WHEREAS, at their June 2010 meeting, the Board of Visitors approved the spin-off degree, bachelor of science in Agribusiness, and the renaming of the Agricultural and Applied Economics degree as Applied Economic Management, effectively taking an existing bachelor's degree and creating two separate degrees; and

WHEREAS, following initial review by the State Council of Higher Education for Virginia (SCHEV), the SCHEV staff requested a new degree program proposal for Applied Economic Management, rather than a simple renaming action; and

WHEREAS, the new degree proposal for Applied Economic Management has been submitted and reviewed by SCHEV as requested; and

WHEREAS, a formal discontinuance of the existing degree is now required to complete the process;

NOW, THEREFORE, BE IT RESOLVED, that the bachelor of science degree in Agricultural and Applied Economics be discontinued effective spring term 2011; and

BE IT FURTHER RESOLVED, that the Board of Visitors reaffirms its decision of June 7, 2010, to create two separate replacement degrees—the bachelor of science in Agribusiness and the bachelor of science in Applied Economic Management—effective spring 2011.

RECOMMENDATION:

That the above resolution to discontinue the existing bachelor of science in Agricultural and Applied Economics effective spring 2011 and to replace it with the bachelor of science in Agribusiness and the bachelor of science in Applied Economic Management effective spring 2011 be approved.

November 8, 2010

RESOLUTION REAFFIRMING THE CODE OF STUDENT CONDUCT OF THE VIRGINIA-MARYLAND REGIONAL COLLEGE OF VETERINARY MEDICINE

WHEREAS, the Code of Student Conduct of the Virginia-Maryland Regional College of Veterinary Medicine was created to address the need for the development and the expression of moral standards of conduct essential to the professionally trained in whom the public places their confidence; and

WHEREAS, the Code of Student Conduct of the Virginia-Maryland Regional College of Veterinary Medicine has been in practice since the college's inception; and

WHEREAS, the Code of Student Conduct of the Virginia-Maryland Regional College of Veterinary Medicine provides an opportunity for students to learn to govern themselves in the principles and practices of honor and personal integrity – fundamental tenets of successful relationships among the individuals of a profession and of a scholarly education; and

WHEREAS, the Code of Student Conduct of the Virginia-Maryland Regional College of Veterinary Medicine is designed to enhance the performance of honorable, constructive, and satisfying service both personally and professionally; and

WHEREAS, the Board of Visitors desires to reaffirm the attached Code of Student Conduct of the Virginia-Maryland Regional College of Veterinary Medicine;

NOW, THEREFORE, BE IT RESOLVED that the Board of Visitors of Virginia Polytechnic Institute & State University reaffirms the attached Code of Student Conduct of the Virginia-Maryland Regional College of Veterinary Medicine as an educational tool for promoting ethical and professional standards of personal conduct, and as a means to maintain the integrity of the profession of veterinary medicine.

RECOMMENDATION:

That the above resolution reaffirming the attached Code of Student Conduct of the Virginia-Maryland Regional College of Veterinary Medicine be approved.

November 8, 2010

The Code of Student Conduct of the Virginia-Maryland Regional College of Veterinary Medicine

The Honor System is a way of life to be zealously guarded. It is an educational asset to be conserved and strengthened. It is an opportunity for students to learn to govern themselves in the principles and practices of honor and personal integrity so fundamental in successful relationships among the individuals of a profession and in the scholarly education of its members.

Realizing this need for the development and the expression of moral standards of conduct, so essential to the professionally trained, in whom the public places their confidence, it is expected that the students of the Virginia-Maryland Regional College of Veterinary Medicine will avail themselves of the inspiration afforded by this Honor Code, and submit to guidance by the precepts herein enumerated. It is hoped that the habits and insights gained will enhance enduringly the performance of honorable, constructive, and satisfying service both personally and professionally.

It should be made known to all those who read "THE CODE OF STUDENT CONDUCT OF THE VIRGINIA MARYLAND REGIONAL COLLEGE OF VETERINARY MEDICINE" that the contents of this document are written with specific intentions in mind; to provide a means to achieve the four purposes of the code, to promote timeliness, and to assure accurate, just, and fair proceedings.

Without the complete understanding and cooperation of the VMRCVM community, we have but words on paper, but if there is in fact a meeting of the minds as to our desires of, how to accomplish the four purposes initially stated, we then will have a true honor system.

Code of Student Conduct Virginia-Maryland Regional College of Veterinary Medicine

Name, Purpose and Application

Name. This Code shall be known as the Code of Student Conduct of the Virginia-Maryland Regional College of Veterinary Medicine (VMRCVM).

Purposes. The purposes of the Code are to:

- Promote ethical and professional standards of personal conduct among students enrolled in the VMRCVM.
- Instill in those students the qualities necessary to maintain the integrity of the profession of veterinary medicine, including the sense of responsibility for one's own actions.
- Promote effective and equivalent opportunities for the study of veterinary medicine, and promote cooperation and mutual respect between students and faculty at the VMRCVM.
- Provide a means for corrective action ensuring that the above three purposes are fulfilled.

Application

- This code shall apply to all students enrolled in the professional curriculum at the VMRCVM. Students enrolled in the VMRCVM shall adhere to the principles of this Code when taking courses in other colleges of the university.
- This code shall operate independently of the VPI&SU Honor System.

Rules of Conduct

- *Aid in examination.* Students shall neither give nor receive aid from any unauthorized source during the course of an examination or in preparation for an examination. Students who have completed an examination are to discuss neither the subject of the exam nor any aspect of the exam, which may include but is not limited to length, difficulty, or material covered or not covered, until all students have finished the examination. The use of old exams shall be permitted only when approved by the instructor administering the exam.

- *Misrepresentation or plagiarism*. Students shall in no way misrepresent their work fraudulently, or plagiarize, or unfairly advance their academic status, or be party to another student's failure to maintain academic integrity. Each student is responsible for the content of the work they submit for academic credit, including papers, examinations, laboratory reports, homework assignments, etc. These are assumed to be the work of that individual unless group effort of some sort is specifically allowed by the faculty member assigning such work.

- *Property damage*. A student shall not intentionally damage or deface any item of another student or the VMRCVM, VPI&SU, UMCP, or any other individual associated with the above universities.

- *Theft*. Students shall not appropriate for their own use the property of another student or the VMRCVM, VPI&SU, UMCP, or any other individual associated with the above universities.

- *Animal abuse*. Students shall not intentionally or negligently abuse any animal. All animals shall be treated or handled according to State and Federal guidelines.

- *Improper conduct*. Students shall not engage in any conduct that brings discredit on the VMRCVM or on the profession of veterinary medicine. Students shall conduct themselves in a manner consistent with codes and laws applicable to licensing and good standing in the veterinary profession and the principles of veterinary medical ethics as found in the AVMA Directory.

- *Act as accessory*. A student shall not intentionally aid or abet another student in the performance of any of the foregoing acts or omissions.

- *Failure to report violation*. Failure to report a violation of this Code is in itself a violation.

- It shall also be a violation of the Code for any student, whether or not a member of the Student Code Board, to fail to maintain the confidentiality of its proceedings as provided in Section VILB below.

Student Code Board

Composition and Term. The Student Code Board (Student Board) shall consist of two members elected from each class, plus 2 alternates from the senior class, and a chair and a secretary giving a total of 10 voting members. The senior alternates will serve at those times that one of the senior representatives is unavailable. The secretary and chair are selected by the previous year's board as outlined below. The Student Board will appoint two members of the faculty of the VMRCVM to act as nonvoting consultants to the Student Board. Student

Board members, officers, and consultants shall serve for the period of two academic years, but are eligible for reelection or reappointment.

Election of Board Members. Elections for reappointment will be conducted at the end of the second year. Members of the Student Board from the first-year class shall be elected within one month after their initial enrollment.

Unless otherwise determined by members of a class, procedures for election of the members of the Student Board shall be by simple majority from candidates nominated or volunteering from the floor.

In the event of a vacancy in Board membership, the class from which the vacancy occurs shall fill the vacancy for the un-expired term by electing a student from that class.

Recognizing that the code is strongest when it reflects the support of all the VMRCVM students, all students are encouraged to participate in the management of this code.

Appointment of Consultants: Faculty consultants to the Student Board for the next academic year shall be named by the members of the Student Board promptly after their own election.

Officers. The officers of the Student Board shall consist of a Chair and a Secretary. These shall be named from among members of the Student Board before the elections. The new officers serve in the year following their selection as officers.

The Chair shall call and preside at all meetings of the Student Board, and shall perform such other duties as may be specified herein or as may be designated by the Student Board.

The Secretary shall keep the minutes and other records of the Student Board, shall perform the duties of Chair in the event of absence, and shall perform such other duties as may be specified herein or as may be designated by the Student Board.

Responsibilities. The members of the Student Board shall be responsible for the enforcement of this Code and for discharge of the specific duties of the Student Board specified herein. The faculty consultants shall act as confidential observers at Student Board meetings and hearings, shall advise on matters of Code application, and shall act as liaison between the Student Board and the faculty. They may speak at but not vote in proceedings of the Student Board. Additionally, the faculty consultants shall be responsible for conveying an understanding and appreciation of the Student Code among the faculty, and especially among the new faculty.

Faculty Review Board

Composition and Term. The faculty Review Board (Faculty Board) shall consist of the Curriculum Board of the VMRCVM.

Responsibilities. The responsibilities of the Faculty Board shall be to review findings and penalties determined by the Student Board and to hear appeals from findings or penalties determined by the Student Board, all as provided in Article VI below.

Enforcement Procedures

Complaint. Any member of the VMRCVM student body, faculty, or staff who has reason to believe that a student has committed a violation of this Code shall send a written report to a representative of the Student Board within twenty school days of the initial discovery of the alleged

offense. This representative shall immediately transmit the report of alleged violation to the Chair of the Student Board. Any violation discovered during the summer must be reported within twenty school days of the beginning of the fall session. Within five school days of the Chair's receipt of the report of alleged violation, the Chair will provide the accused student with a written summary of the reported violation and a copy of Appendix I of this code (Student's Rights to Procedural Due Process).

Investigation. Upon receipt of a report of alleged violation, the Chair of the Student Board shall appoint two students of the Student Board and one faculty advisor to investigate the matter. The two students shall be from different classes and not from the same class as the accused. The chair of the student board shall not be one of the two investigators.

- The investigators shall promptly conduct a confidential investigation of the alleged violation by interviewing all individuals whom they believe may possess facts bearing upon the incident. They shall also examine any documents or records that they deem pertinent. They shall interview the accused.

- The investigators shall complete their investigation as promptly as possible, having due regard for the right of the accused student to assemble and present any relevant evidence.

- If the investigators determine that there is insufficient evidence that a violation has occurred, they shall so report in writing to the Chair of the Board. In such event, the Chair shall declare the matter closed and shall so notify the accused student.

- If the investigators determine that there is sufficient evidence that a violation has occurred, they shall so report in writing to the Chair of the Student Board, specifying the particular provision or provisions of the Code which they believe have been violated and summarizing the evidence upon which their conclusion is based. Thereupon, the Chair shall (1) immediately notify the accused student in writing of the investigators' conclusion and provide the student with a copy of the investigative report, and (2) call a meeting of the Student Board for the purpose of hearing the matter, such meeting to take place not more than ten school days after her/his receipt of the investigators' report, having due regard for the right of the accused student to prepare for the hearing.

- The accused or any member of the Board may petition to change the time of the hearing to a later date provided there is just cause. Just cause shall be determined by a majority vote of the Board members present, excluding the student investigators.

Hearing. The following provisions shall govern a hearing of the Student Board called to determine if a violation of the Code has occurred:

- A quorum of the Student Board for the hearing shall consist of at least one of the two investigators and at least six of the eight remaining members of the Board. The Secretary shall make a written record of the hearing and cause the hearing to be tape-recorded. The presence of a witness shall be limited to the presentation and discussion of their testimony. Unless otherwise requested by the accused student, the hearing shall remain closed to the public. The accused student may have presented at the hearing members of immediate family or significant others, without having to request a public hearing. Any such individual(s) present at the hearing shall be there strictly in an observatory role. They willnot participate in the procedure in any way and will also be advised of the strict confidentiality of the matter being heard before the Honor Board.

- Should the accused student request a public hearing, it is not the duty of the Honor Board to in any way promote or advertise the hearing. Additionally, it is never the responsibility of the members of the Board to disclose any information regarding the hearing or the case involved, except in those instances where such information is requested by law enforcement officials, as outlined in Section VII.C.of the Code.

- The investigator(s) shall present the evidence developed during the course of their investigation, and shall respond to questions concerning the evidence put to them by other members of the Student Board or by the accused student or the student's advisor. The investigators may call any witnesses, and they are responsible for having the witnesses available during the hearing. The individual originally reporting the alleged violation must also present the facts forming the basis for this allegation and shall respond to questions by members of the Student Board or by the accused student.

- The accused student may then present any evidence or statement the student believes relevant to the inquiry. The accused may call any witnesses, and is responsible for having the witnesses available during the hearing. The accused will be given the opportunity to respond to any questions by members of the Student Board, including the investigator(s).

- Both the investigators and the accused shall be responsible for having the witnesses available during the hearing, but either party may petition the Board to recess during the hearing in order to obtain additional witnesses or evidence. The Board, excluding the investigators, shall vote as to just cause for recess.

- Following presentation of the evidence, the members of the Student Board shall retire to reach a decision, out of the presence of the accused and the investigators, on whether the accused student is guilty of a violation. The Student Board shall make its decision based solely on the evidence presented at the hearing. A decision of guilty shall require the concurrence in a written ballot of at least 2/3 of a quorum of the Student Board members, not including the investigators.

- The Chair shall promptly announce the decision of the Student Board as to the guilt or innocence of the accused. If the decision is that of innocent, the matter shall be at an end. If the decision is that of guilty, then the accused student or advisor shall be entitled to present evidence or other information believed pertinent to determining the severity of the penalty to be imposed by the Student Board.

- Thereupon, the Student Board shall retire to determine the penalty out of the presence of the accused and the investigators. According to the severity of the violation, the Student Board may:

    1. issue a warning (first offense only)
    2. recommend academic penalty, after consultation with course leader
    3. recommend a constructive penalty in the form of public service and/or restitution congruent with nature of offense. Evidence of compliance with penalty must be presented the Board by accused within specified period; if unsatisfactory Board may exercise option (4) or (5) below
    4. recommend that the student should be suspended from VMRCVM for a specified period of time
    5. recommend that the student should be expelled from the VMRCVM.

An affirmative vote (written ballot) of at least 2/3 of the Student Board members present shall be required for assessment of any penalty other than expulsion; a unanimous vote of those present shall be required for the penalty of expulsion. In the event that a unanimous vote is not achieved following motion for expulsion, a revote is allowed to assess a lesser penalty and still requires a 2/3 majority to carry.

- The Chair shall promptly announce to the accused student the decision of the Student Board as to the penalty to be assessed.

  If the penalty is a warning, the warning shall be administered by the Student Board and a record of the proceedings shall be kept on file by the Secretary.

Review by Faculty Board

Jurisdiction. The Faculty Board shall have jurisdiction to review actions of the Board in the following circumstances:

- The Student Board shall have made an adverse finding against the accused student, and shall have imposed any penalty except a warning. In such event, the Chair of the Student Board shall cause all records of its proceedings to be forwarded to the Faculty Board within two school days after the Student Board chair has informed the student of the penalty.

- The Student Board shall have made an adverse determination against the accused student, and the student wishes to appeal. In such event, the student shall notify the Chair of the Student Board of their desire to appeal within five school days after the Student Board has acted. The Chair of the Student Board shall promptly forward the notice of appeal and the records of its proceedings to the Faculty Board.

Hearing. Within five school days after receiving the records of proceedings as aforesaid, the Faculty Board shall, with due notice to the Chair of the Student Board and the accused student, convene to hear the matter. The following procedures shall apply:

- The only persons entitled to appear before the Faculty Board is the Chair of the Student Board and the accused student and advisor.

- The Faculty Board shall hear the matter on the basis of the records of proceedings before the Student Board, and on any presentations concerning those proceedings that the Chair of the Student Board or the accused student or advisor wish to make. Except in the case of evidence determined by the Faculty Board to have been discovered after the Student Board hearing (see number [31 below), the Faculty Board shall make its determinations only on the basis of the evidence before the Student Board, as reflected in the record of proceedings before it.

- If the Faculty Board determines that some evidence exists discovered after the Student Board hearing, it shall return the matter to the Student Board, which shall reconvene within seven school days to determine the need for a new hearing.

- If the Faculty Board decides the weight of the evidence supports the finding by the Student Board of a violation or violations, then the finding shall be upheld. Otherwise, the matter shall be dismissed by the Faculty Board, in which event the matter shall be at an end.

- If the Faculty Board upholds the Student Board finding of a violation or violations, it shall review the penalty assessed by the Student Board. The Faculty Board shall either confirm the penalty

assessed by the Student Board or shall at its discretion impose any reduced (not increased) penalty authorized by this Code.

- Actions of the Faculty Board shall be by 2/3 majority of a minimum quorum of Board members. The action of the Faculty Board on the matter shall be final.

Records and Confidentiality

Records. In the event the investigators, Student Board or Faculty Board dismiss an allegation of violation against an accused student, all records relating to the matter shall be promptly destroyed. In the event that a finding of violation is finally upheld, such records shall be retained on a confidential basis by such Boards. The names of violators will be promptly expunged from the record upon the graduation of those violators.

Confidentiality.

- The matter of any investigation is confidential and limited to the Student Code Board, up to the point where the code prescribes the involvement of others (e.g., the Faculty Board or the student body). Any information or correspondence involving a possible code violation received by any member of the VMRCVM community should be forwarded only to the chairman of the Student Code Board.

- Proceedings of the Boards, and identity of persons appearing before them, shall be kept confidential. In the event of a final adverse determination against an accused student, the Student Board shall publicly announce the occurrence and the nature of the VI violation and the penalty assessed. The accused student's name shall not be made public. Statistics of cases and dispositions of cases may be periodically made public.

Disclosure to Law Enforcement officials. Nothing herein shall prevent the members of the Boards from disclosing any information in their possession when required by state or federal law.

Miscellaneous

Distribution of Code. A copy of the Code will be distributed to all incoming VMRCVM students, any other students operating under the Code, and all VMRCVM faculty members at the beginning of each school year.

Notice to First-Year Students. It shall be the duty of the Chair of the Student Board or designate to summarize and explain the Code to the entering first-year students before the end of the second week of the fall semester.

White Cards. All incoming first-year students shall, prior to matriculation, return a form issued by the Student Honor Board that states that the student has reviewed and understands the conditions of the Student Code.

Old Exams. Each Class' Student Code board representatives shall be responsible for establishing and implementing a system for the proper usage (e.g., allowance of instructor) and equal accessibility to old exams. Note: use of “Koofers” is prohibited.

Amendments and Retirement

This code may be amended at any time by a majority vote of all students operating under the Code. This Code may be retired at any time by a majority vote of all students operating under the Code.

Procedure for Amendment or Retirement

Amendment. In any request for amendment to the Code, a petition must be presented to the Chair of the Student Board, with the signatures of not fewer than 10% of the students operating under the Code. The Chair shall then present the petition to the entire student body for consideration, and shall be responsible for the voting procedure. This petition shall be presented to the student body within two weeks after the Chair has received it. If the petition meets the approval of the student body, it shall be forwarded to the VMRCVM Faculty Board for consideration. If the petition meets the approval of the VMRCVM Faculty Board, it shall become an amendment.

***Retirement*.** To retire the code, a petition must be presented to the Chair of the Student Board, with the signatures of not fewer than 25% of the students operating under the code. The chair shall then present the petition to the entire student body for consideration, and shall be responsible for the voting procedure. This petition shall be presented to the student body within two weeks after the chairman has received it. If the petition meets the approval of the student body, the code shall be retired without further procedure.

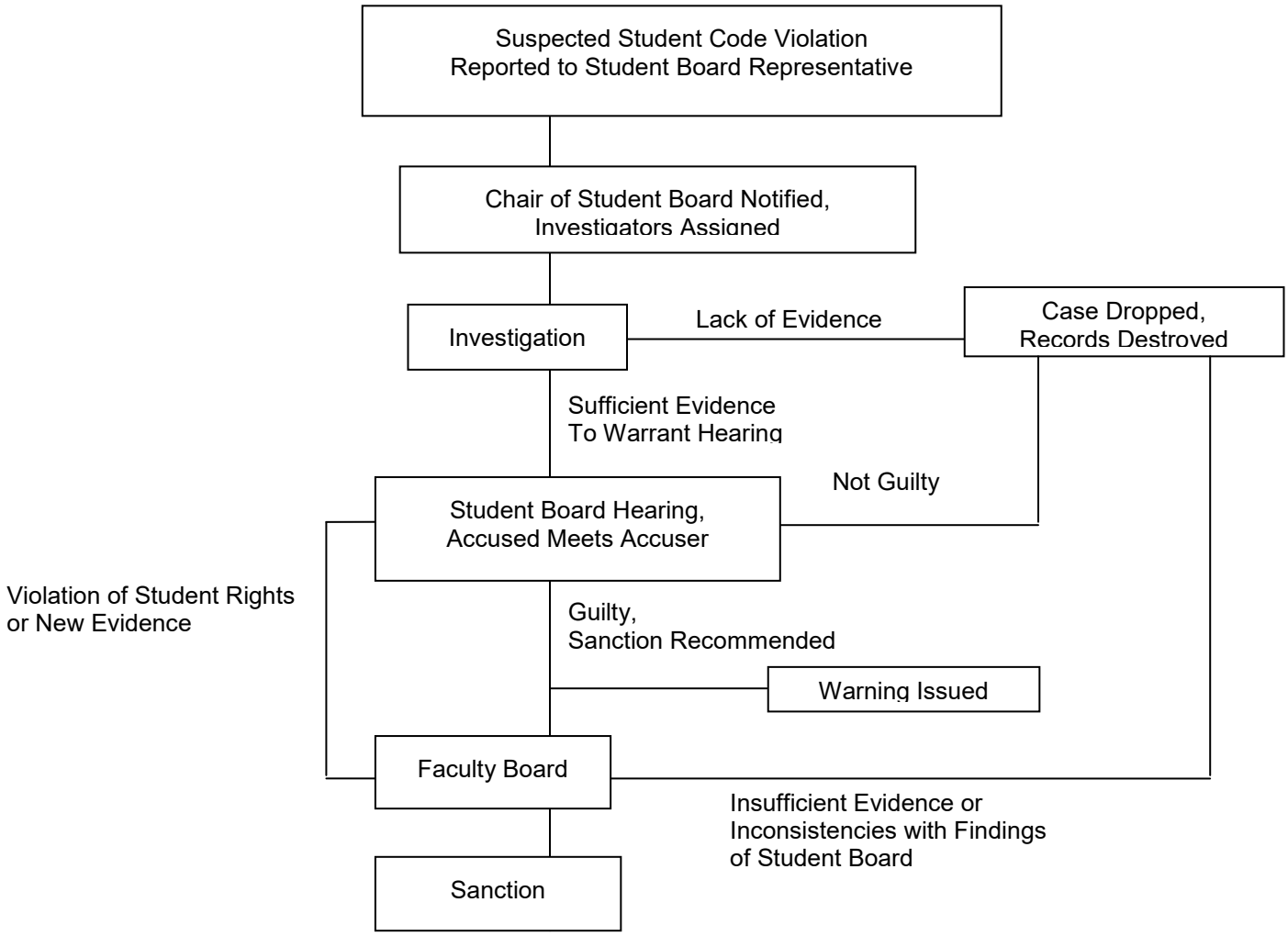
Student's Right to Procedural Due Process

No student shall be denied the right to procedural due process. Due process shall include:

- The student's right to a written statement of the charges against them.
- Considered that the accused is innocent until proven guilty.
- The opportunity for a hearing.
- Timely notice of the time, place, and nature of the hearing.
- The right to question witnesses.
- The right to confront accusers in a hearing.
- The right to testify and present evidence and witnesses in own behalf.
- The right to decline to testify against oneself.
- The right to an appeal.
- The right to access submitted evidence and hearing transcripts in which they are accused.
- The right to be informed promptly of the outcome of a completed Board hearing as well as any penalties assessed.
- The right to be accompanied by an advisor of choice at any of the procedures of the Student Code of Conduct Board. This adviser must be from within the University community.
- The right to consult privately with the advisor (as in l.) at any point during the proceedings.

Attachment D
ATTACHMENT

Student Honor Code Flow Chart



RESOLUTION TO APPOINT DIRECTORS FOR THE VIRGINIA TECH CARILION SCHOOL OF MEDICINE, INC.

WHEREAS, Virginia Polytechnic Institute and State University and Carilion Clinic have entered into a Memorandum of Understanding in which they agreed by joint effort to establish a medical school and research institute; and

WHEREAS, Virginia Polytechnic Institute and State University and Carilion Clinic also agreed that the Board of Directors of the Virginia Tech Carilion School of Medicine, Inc. would be organized into three classes of directors of which the Board of Visitors of Virginia Polytechnic Institute and State University would appoint four (4) directors, the slate of candidates of which would be provided by the President of Virginia Tech, as Class A Directors; the Board of Directors of Carilion Clinic would appoint four (4) directors as Class B Directors; and three (3) additional individuals would be appointed by a majority vote of the Board of Directors of the Virginia Tech Carilion School of Medicine, Inc. and approved by both the Board of Visitors of Virginia Polytechnic Institute and State University and the Board of Directors of Carilion Clinic to serve as Class C Directors; and

WHEREAS, the Board of Directors of the Virginia Tech Carilion School of Medicine, Inc. has approved the appointment of James R. Smith as a Class C Director, and his change of status from a Class A Director to a Class C Director creates a vacancy among the Class A Directors; and

WHEREAS, the President of Virginia Polytechnic Institute and State University has provided candidates to the Board of Visitors for the Class A Director; and

WHEREAS, due consideration and deliberation have been given to the qualifications of each of the candidates;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors of Virginia Polytechnic Institute and State University approves the appointment of James R. Smith to serve as a Class C Director on the Board of Directors of the Virginia Tech Carilion School of Medicine, Inc. for a four-year term, effective July 1, 2010, and ending June 30, 2014; and

BE IT FURTHER RESOLVED, that the Board of Visitors of Virginia Polytechnic Institute and State University appoints George Nolen to serve as a Class A Director on the Board of Directors of the Virginia Tech Carilion School of Medicine, Inc. for a four-year term, effective immediately, and ending June 30, 2014.

RECOMMENDATION:

That the above resolution approving James R. Smith as a Class C Director (2010-2014) and appointing George Nolen as a Class A Director (2010-2014) for the Board of Directors of the Virginia Tech Carilion School of Medicine, Inc. be approved.

November 8, 2010

Committee Minutes

BUILDINGS AND GROUNDS COMMITTEE

Solitude Room, Skelton Conference Center
9:00 a.m.

November 8, 2010

Board Members Present: Mr. Douglas Fahl, Mr. John Rocovich

VPI&SU Staff: Ms. Rhonda Arsenault, Dr. Richard Benson, Mr. Kevin Bishop, Mr. Bob Broyden, Ms. Vickie Chiocca, Mr. David Dent, Ms. Lynn Eichhorn, Dr. Elizabeth Flanagan, Dr. Lance Franklin, Mr. Mark Gess, Ms. Kimberly Haines, Ms. Angela Hayes, Mr. Larry Hincker, Mr. Rick Hinson , Dr. Jennifer Hodgson, Ms. So-Young Hong, Ms. Heidi McCoy, Mr. Jim McCoy, Mr. Eric McKeeby, Ms. Bobbi Myers, Mr. Michael Mulhare, Dr. Ed Nelson, Mr. George Nolen, Dr. Charles Steger, Ms. Mary Grace Theodore, Dr. Sherwood Wilson

1. **Opening Remarks and Approval of Minutes of August 30, 2010:** The minutes of the August 30, 2010 meeting were unanimously approved.

* 2. **Resolution on Hokie Stone:** At the August 2010 Board meeting, Dr. Wilson informed the Committee that the Campus Design Principles, approved at the previous Board meeting, were updated to correct an inaccuracy in the Historical Overview section that referred to a resolution passed by the Board in the 1990s requiring Hokie Stone. Although it was the clear intent of the Board in the 1990s that Hokie Stone continue to be the predominant stone on campus buildings, an extensive search of Board minutes revealed that a formal resolution requiring Hokie Stone on campus buildings was not passed by the Board as previously believed. The Committee then asked that the references to Hokie Stone in the Campus Design Principles be highlighted for their review and proposed revisions be drafted into a resolution for consideration at the November meeting. The Committee reviewed the resolution requiring all new buildings and expansion projects within the academic core and life sciences precincts on the Virginia Tech campus use Hokie Stone as a primary facade building material unless special circumstances exist. Mr. Nolen, Board Rector and President Steger were in attendance and helped facilitate the discussion. The Committee discussed the design review process, and agreed that the Buildings and Grounds Committee should continue to have the delegated authority to review and approve physical plant development of the campus. Dr. Steger commented that any Board member with proposed building design concerns can bring those to the Committee. Mr. Rocovich provided suggested language to ensure the use of collegiate gothic style of architecture in addition to Hokie Stone. The Committee

recommended full Board approval of the revised resolution requiring and stating that all new buildings and expansion projects within the academic core and life sciences precincts on the Virginia Tech campus shall use the collegiate gothic style of architecture and shall use Hokie Stone as the predominant building material on all building facades unless special circumstances exist. The golf course district/professional and graduate district will utilize as much Hokie Stone as possible to help identify it as part of Virginia Tech.

*** 3. Resolution on University Building Official Office Policy:** The Restructured Higher Education Financial and Administrative Operations Act of 2005 and the Management Agreement with the Commonwealth of Virginia grant the University the authority to designate its own building official. The Board of Visitors approved a resolution to establish a university building official and building code review unit at its June 20, 2008 meeting. The Committee reviewed a resolution outlining the policies and procedures covering the University Building Official Office. The Committee recommended the resolution outlining the policies and procedures covering the University Building Official Office to the full Board for approval.

4. Design Review of College of Veterinary Medicine Instruction Addition: The College of Veterinary Medicine Instruction Addition will be an addition to the existing College of Veterinary Medicine building, located at the north side near the east main entry. This building addition will be a three story structure of approximately 24,000 SF containing teaching labs, lab support, faculty offices and a 40-seat classroom. To connect the addition's laboratory, classroom, office and commons functions with integrated operations in the adjacent existing facility, the new construction supplants the existing main building entry. A new prominent and transparent front entry leading through the addition will be created, including meeting and breakout space with a monumental stair within a flexible use concourse. An outdoor terrace covers a portion of the larger lowest floor and provides a communal space overlooking the oak grove, connected to the terraced landscaping. The addition's exterior facades complement and reflect the existing building's scale and massing, horizontal banding, ribbon windows and precast panels through the use of similar horizontally expressed precast, windows, and trim. Recommendations made at the August 2010 Board meeting were incorporated into the design. These included stormwater management treatments and that Hokie Stone accents be added to blend with the existing facility. The project has completed Schematic Design and construction will begin in spring 2011. Occupancy should occur in summer 2013. The Committee approved the design for the College of Veterinary Medicine Instruction Addition.

5. Re-approval of Design Review of Signature Engineering Building: The Signature Engineering building project will provide a new 153,800 GSF state-of-the-art, technology enhanced flagship building for the College of Engineering. At the August 2010 Board of Visitor's meeting, Dr. Wilson informed the Committee that a potential donor for the project had asked that certain aspects of the

exterior design be reconsidered. Substantial changes have since been made to the design of the building, and the university requested the Committee's approval of the redesign with enhanced Hokie Stone and more collegiate gothic features. The Committee approved the redesign for the Signature Engineering Building.

6. **Capital Project Status Report:** The Committee received an update on the status of capital projects from Mr. David Dent. Mr. Dent specifically discussed the, four completed projects listed in the report: Football Locker Room Addition, McComas Hall, Materials Management Facility, and Parking Structure, and provided a briefing on the outside wall that screens equipment for the New Hall West.

There being no further business, the meeting adjourned at 10:15 am.

***Requires full Board approval.**

Capital Project Information Summary
College of Veterinary Medicine Instruction Addition

THE BUILDINGS AND GROUNDS COMMITTEE

November 8, 2010

Title of Project:

College of Veterinary Medicine Instruction Addition

Location:

The new construction will be an addition to the existing College of Veterinary Medicine building, located at the north side near the east main entry.

Current Project Status and Schedule:

The Schematic Design phase has been completed. Construction will begin in spring 2011 and occupancy should occur in summer 2013.

Project Description:

The building addition will be a three story structure of approximately 24,000 SF containing teaching labs, lab support, faculty offices and a 40-seat classroom.

Brief Program Description:

The building will contain one floor of surgery teaching labs and lab support with animal holding spaces; one floor of faculty office, classroom, breakout and meeting spaces; and one floor of faculty offices and conference space.

Contextual Issues and Design Intent:

To connect the addition's laboratory, classroom, office and commons functions with integrated operations in the adjacent existing facility, the new construction supplants the existing main building entry. A new prominent and transparent front entry leading through the addition is created, including meeting and breakout space with a monumental stair within a flexible use concourse. An outdoor terrace covers a portion of the larger lowest floor and provides a communal space overlooking the oak grove, connected to the landscaping. The addition's exterior façades complement and reflect the existing building's scale and massing, horizontal banding, ribbon windows and precast panels through the use of similar horizontally expressed precast, windows, and trim.

Architect/Engineer:

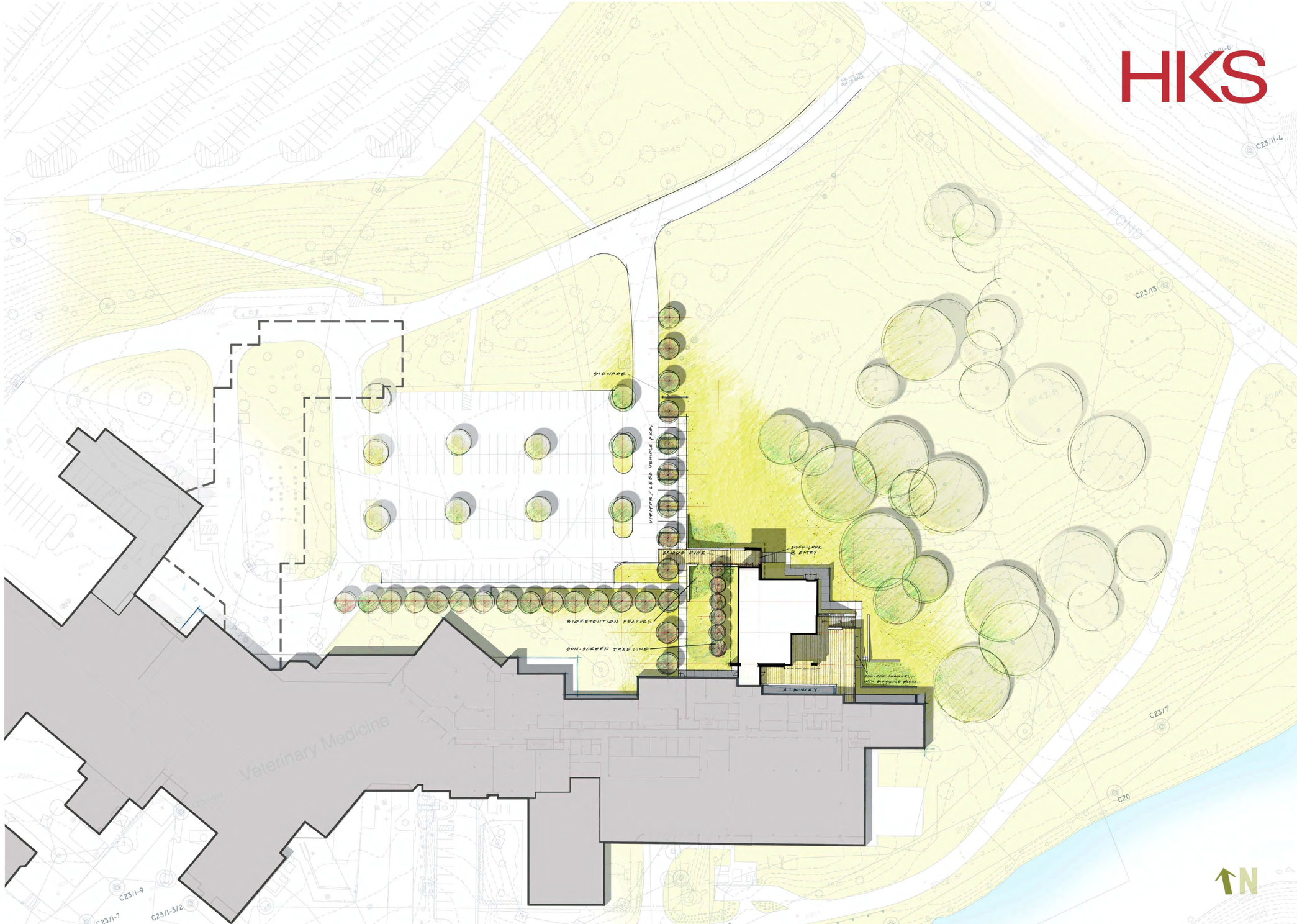
HKS

Construction Manager:

In selection process

Project Status:

Budget: Project - $14M; Construction - $9.41M



VirginiaTech Invent the Future

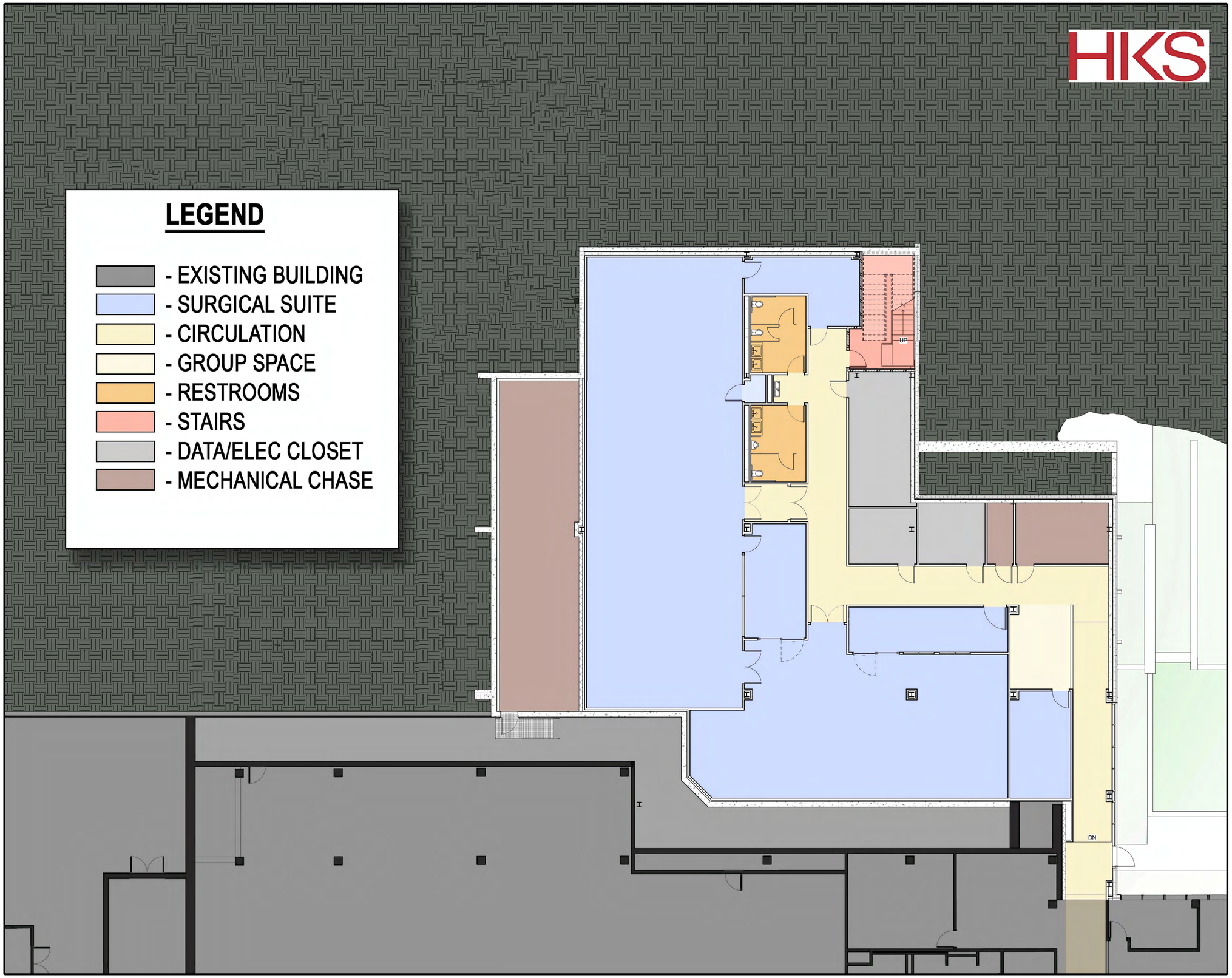
VIRGINIA-MARYLAND REGIONAL COLLEGE OF VETERINARY MEDICINE

MASTER PLAN - Site Plan

Veterinary Medicine instructional Addition

LEGEND

- EXISTING BUILDING
- SURGICAL SUITE
- CIRCULATION
- GROUP SPACE
- RESTROOMS
- STAIRS
- DATA/ELEC CLOSET
- MECHANICAL CHASE



FLOOR PLAN - Level 1

Veterinary Medicine instructional Addition

0 5 10 20

HKS

LEGEND

- EXISTING BUILDING
- CLASSROOM
- OFFICE SPACE
- CIRCULATION
- GROUP SPACE
- RESTROOMS
- STAIRS
- DATA/ELEC CLOSET
- MECHANICAL CHASE

DN

DN

UP

UP

VirginiaTech Invent the Future

VIRGINIA-MARYLAND REGIONAL COLLEGE OF VETERINARY MEDICINE

FLOOR PLAN - Level 2

Veterinary Medicine instructional Addition

0 5 10 20

HKS

LEGEND

- EXISTING BUILDING
- OFFICE SPACE
- CIRCULATION
- GROUP SPACE
- RESTROOMS
- STAIRS
- DATA/ELEC CLOSET
- MECHANICAL CHASE

VirginiaTech Invent the Future

VIRGINIA-MARYLAND REGIONAL COLLEGE OF VETERINARY MEDICINE

FLOOR PLAN - Level 3

Veterinary Medicine instructional Addition

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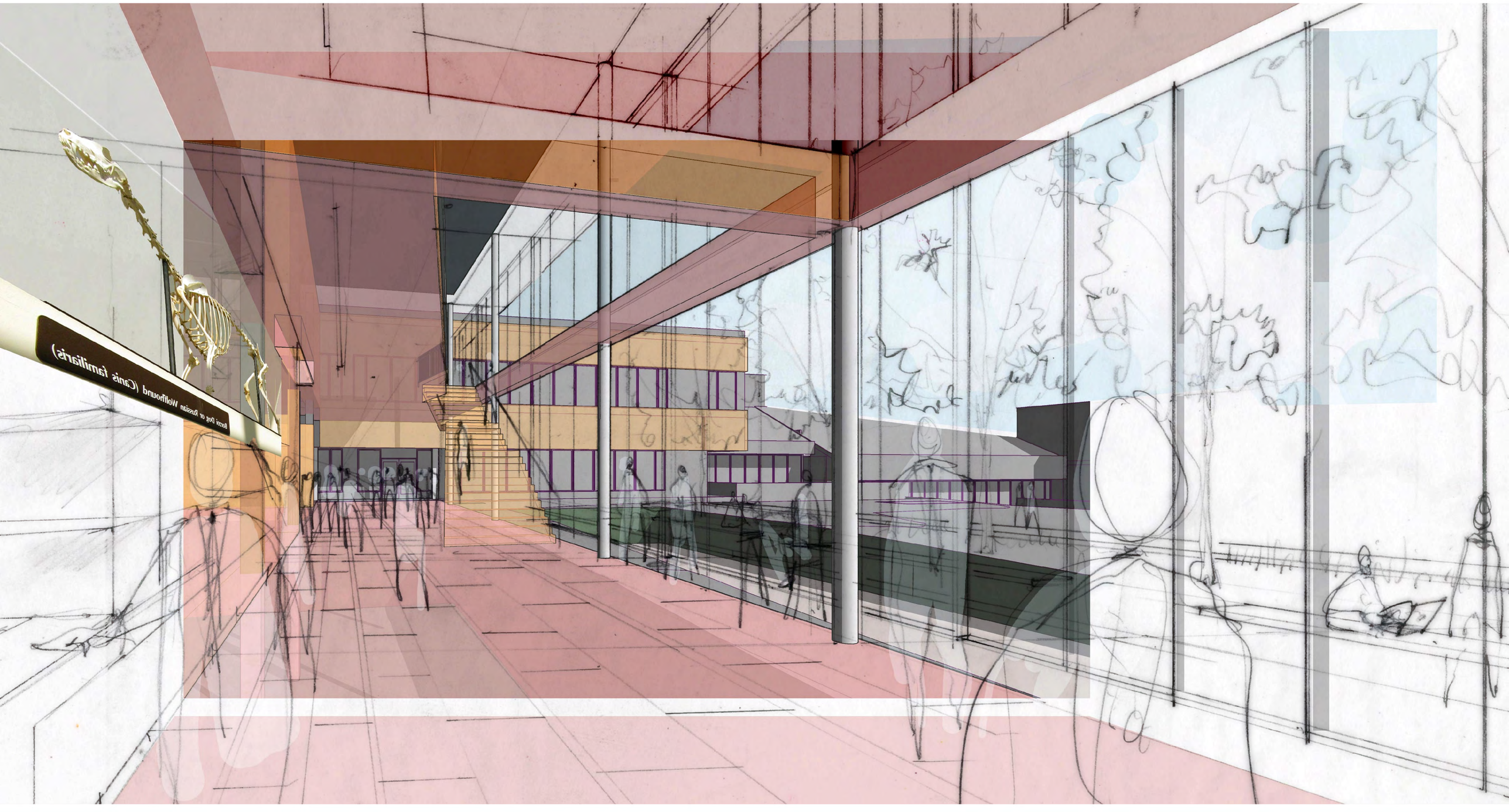


Capital Project Information Summary
Signature Engineering Building

THE BUILDINGS AND GROUNDS COMMITTEE

November 8, 2010

Title of Project:

Signature Engineering Building

Location:

Northeast corner of the Commuter Parking Lot between Price's Fork Road and Stanger Street.

Current Project Status and Schedule:

This project is in Working Drawing design phase. Construction is contingent upon State and University funding approvals. If funding is approved in the upcoming State Budget, construction could start July 2011. Construction is anticipated to last 28 months.

Project Description:

The project will construct a 153,800 GSF facility to include classrooms, instructional laboratories, research laboratories, and offices for multiple departments and programs for the College of Engineering. The building will be a "state of the art" academic building focused on undergraduate students and include specialized laboratories to support "hands on" problem solving and active learning in the engineering disciplines.

Brief Program Description:

The program will be comprised of Mechanical Engineering, Chemical Engineering, Engineering Education, instructional labs, general classroom space, and shared/collaborative space components. Common areas will be included to engage and activate the intellectual collisions that will support the interdisciplinary research to be conducted in this building.

Contextual Issues and Design Intent:

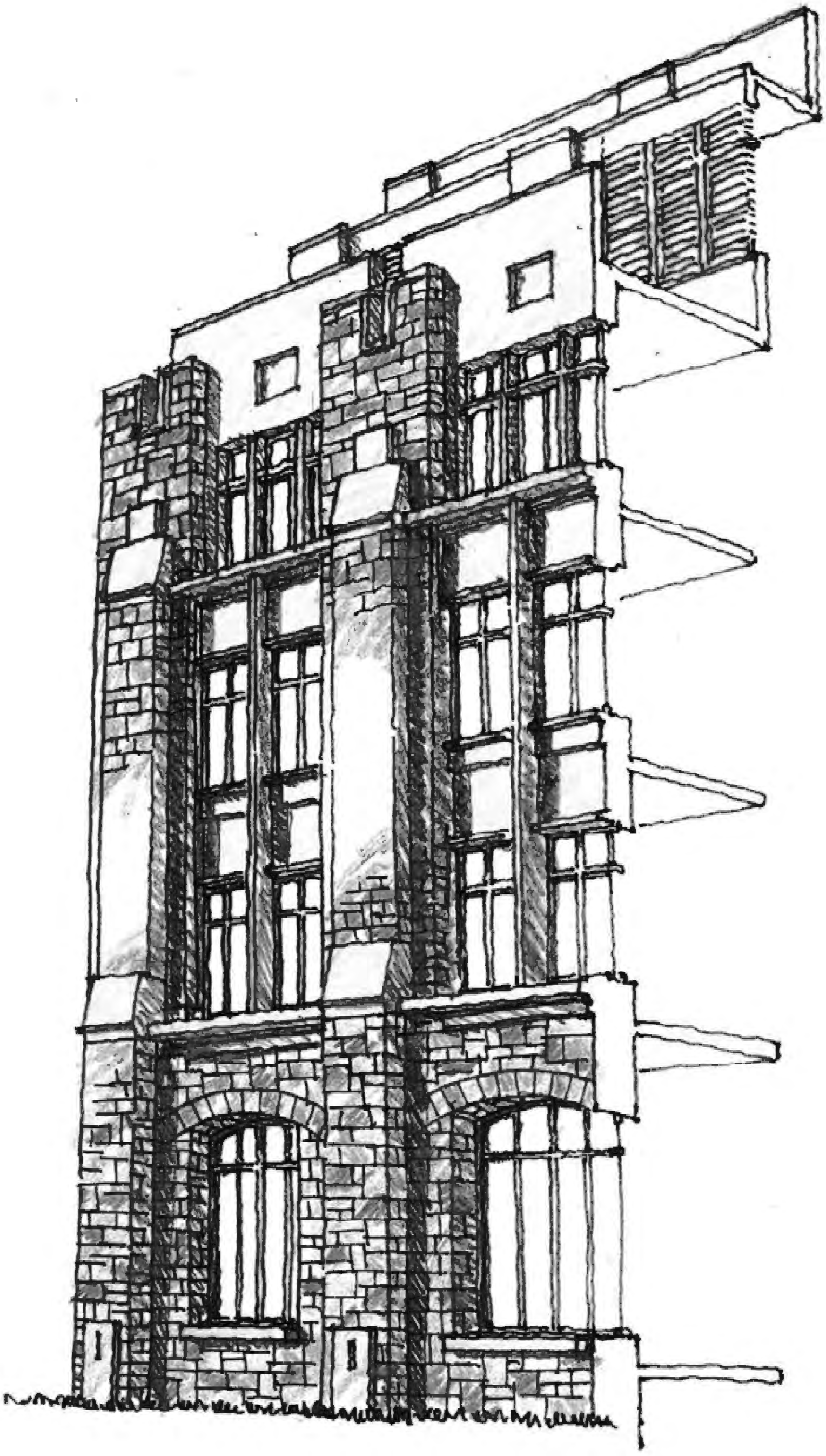
This signature building occupies a prominent site at one of the major entrances to the campus. The building location will convert an area currently used for parking to higher and better use. Development of this site will begin to extend the campus fabric to Prices Fork Road while allowing for the future build-out of the precinct. The building will engage the existing contextual design on campus and will be referential to the historic character of the campus.

Architect/Engineer:

Zimmer Gunsul Frasca Architects LLP

Construction Manager:

Gilbane Building Company



~ North Elevation ~

- SOUTH ELEVATION -

~ EAST ELEVATION ~

~WEST ELEVATION~

Capital Outlay Project Status Report

BUILDINGS AND GROUNDS COMMITTEE

November 8, 2010

PROJECTS BEING DESIGNED

1. Campus Heat Plant - $28,750,000 (60% GF and 40% NGF)

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. Academic and Student Affairs Building - $45,153,000 (100% NGF)

This 77,500 GSF project will include a new dining facility, academic instruction areas, and other student space in a three-story building.

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

Status: Final Construction Drawings are nearing completion. GMP contracts for portions of the project have been awarded and work on site has begun.

3. Center for the Arts - $93,993,000 (30% GF and 70% NGF)

This project includes construction of a new 92,000 GSF 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. – Douglasville, PA
Construction Manager: Holder Construction Company – Charlotte, NC

Status: Final Construction Drawings are nearing completion. An initial GMP contract for soil modification has been awarded and work on site has begun.

4. Signature Engineering Building – $6,433,580 (21% GF and 79% NGF)

This project provides a new 153,800 GSF state-of-the-art, technology enhanced flagship building for the College of Engineering.

A/E: Zimmer Gunsul Frasca Architects LLP – Washington, DC
Construction Manager: Gilbane Building Company – Durham, NC

Status: Only design funding has been allocated at this time and Construction Drawings are underway. Pending construction activities are predicated on the state's schedule for allocating construction funding.

5. Chiller Plant I - $980,000 (50% GF and 50% NGF)

This project provides for additions and improvements to the campus chilled water infrastructure, including an 18,600 GSF chiller plant in the SW section of campus.

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

Status: Only design funding has been allocated at this time and Preliminary Design is underway. Pending construction activities are predicated on the state's schedule for allocating construction funding.

6. Agriculture Program Relocation, Phases I and II - $1,000,000 (100% NGF)

This project provides for a feasibility study to relocate 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.

7. North Chiller Plant - $3,800,000 (100% NGF)

This project is to construct a 17,500 GSF shell building to house the chilled water infrastructure needed for the Prices Fork Lot precinct development.

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

Status: Criteria development is underway. A design and construction schedule will be developed once the scope of work is fully defined.

8. Vet Med Instruction Addition - $1,400,000 (100% NGF)

This project provides for the planning of additional 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
Construction Manager: TBD

Status: Preliminary Design and CM procurement are underway. Construction is tentatively scheduled to begin in the Spring of 2012 with Substantial Completion occurring in the Summer of 2013.

9. Phase IV of Oak Lane Community - $23,500,000 (100% NGF)

This project constructs five new houses and infrastructure improvements east of the Oak Lane adjacent to the golf course.

A/E (Infrastructure Evaluation): Thompson + Litton – Radford, VA
Contractor (Infrastructure Improvements): TBD
PPEA Team (Houses): TBD

Status: A consultant's evaluation of the existing site/utilities infrastructure is being reviewed. Infrastructure improvements, which are dependent upon the number of houses being constructed in the initial phase, will be scheduled once the scope of the needed improvements is determined.

10. Technology Research and Innovation Center - $11,896,644 (100% GF)

The project constructs a 60,000 GSF facility in Hampton, VA for the National Institute of Aerospace. The facility includes designated labs, flex space labs, offices, and unfinished shell space with a building foot print of approximately 20,000 SF.

PPEA Team: Concord Eastridge – Arlington, VA
Construction Manager: Alpha Corporation – Hampton Roads, VA

Status: Final design documents are being completed. Construction activities have begun on site. Substantial Completion is anticipated in December 2011.

CONSTRUCTION PROCUREMENT

1. Academic and Student Affairs Building

Skanska USA Building, Inc GMP #2 (Building Shell/Elevators/Mechanical)	**$ 10,226,377**

2. Center for the Arts

Holder Construction Company GMP #1 (Soil Modification Package)	**$ 1,502,715**

PROJECTS UNDER CONSTRUCTION

1. Virginia Tech – Carilion Medical School and Research Institute - $62,500,000 (94% GF and 6% NGF)

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: Portions of the facility have been occupied. Substantial Completion of the entire facility is scheduled for December 2010.

2. ICTAS – II - $35,000,000 (50% GF and 50% NGF)

This project provides a 42,190 GSF facility which includes 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 scheduled for December 2010.

3. Ambler Johnston Hall - Improve Residence and Dining Halls – $72,113,670 (100% NGF)

This project will provide complete renovations to Ambler Johnston Hall (272,000 GSF) including replacement of building systems and addition of air conditioning. The project is envisioned to improve the sense of community by adding corridor day-lighting and an attractive entrance area. The project will be completed in multiple phases.

A/E: Clark Nexsen – Charlotte, NC
Construction Manager: Barton Malow Company – Charlottesville, VA

Status: Construction of Phase I is underway and Substantial Completion is scheduled for July 2011. Phase II will begin construction in May 2011 with Substantial Completion scheduled for July 2012.

4. Visitors and Undergraduate Admissions Center - $10,500,000 (100% NGF)

This project will construct an 18,155 GSF facility to 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 scheduled for June 2011.

5. Infectious Disease Research Facility - $9,300,000 (33% GF and 67% NGF)

This project will construct a 15,800 GSF facility to 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 is underway with Substantial Completion scheduled for October 2011.

COMPLETED PROJECTS

1. Football Locker Room Addition - $16,118,658 (100% NGF)

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: Sportsplan Studio – Kansas City, MO
Design Build Team: Barton Malow Company – Charlottesville, VA

Status: Construction is complete.

2. McComas Hall - Additional Recreation, Counseling and Clinical Space - $12,845,385 (100% NGF)

This project will expand McComas Hall by approximately 27,000 GSF 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 complete.

3. Materials Management Facility - $3,500,000 (100% GF)

This project will construct a 7,500 GSF 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 substantially complete.

4. Parking Structure - $26,000,000 (100% NGF)

This project will provide a 1400 space parking structure in the Perry Street lot.

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

Status: All parking spaces are now available for use. Construction of supporting building systems is nearing substantial completion.

PROJECTS ON HOLD

1. VBI Addition Facility - $2,400,000 (100% NGF)

This project provides for the planning of a 51,500 building addition that 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. A fund source for construction has not yet been identified.

2. Geosciences Building & Discovery Center - Sciences Research Laboratory (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. The project has been placed on hold until further direction from College.

3. Renovate Davidson Hall - $2,256,000 (67% GF and 33% NGF)

This project provides for the demolition of the deteriorated center and rear sections of Davidson Hall and builds back approximately 45,000 GSF.

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

Status: Design activities have been suspended at 90% Construction Drawings. Final design and pending construction activities are predicated on the state's schedule for allocating construction funding.

4. Owens and West End Market Food Courts - $5,000,000 (100% NGF)

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: The authorized project scope is being reevaluated.

5. Human and Agricultural Biosciences Building I - $4,140,000 (50% GF and 50% NGF)

This project provides for a new 92,500 GSF advanced agricultural research laboratory facility.

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

Status: Design activities have been suspended at 90% Construction Drawings. Final design and pending construction activities are predicated on the state's schedule for allocating construction funding.

RESOLUTION ON UNIVERSITY BUILDING OFFICIAL OFFICE POLICY

WHEREAS, Virginia Polytechnic Institute and State University currently uses on a fee basis the services of the Department of General Services, Division of Engineering and Buildings (DEB), to perform the building official function to ensure building code compliance for all university related capital projects; and

WHEREAS, Section 23-38.109D of the Restructured Higher Education Financial and Administrative Operations Act of 2005 and the Management Agreement with the Commonwealth of Virginia grant the University the authority to designate its own building official; and

WHEREAS, the University performed a cost benefit analysis comparing the cost of continuing to use the services of DEB with the cost of hiring an individual to be the University Building Official and creating a building code review unit to review plans, specifications, and documents for compliance with building codes and standards and perform required inspections of work in progress and the completed capital project; and

WHEREAS, the results of the cost benefit analysis is extremely positive for the University to designate an individual to be the University Building Official and to create its own building code review unit; and

WHEREAS, the University Building Official shall issue building permits for each capital project required by the Virginia Uniform Statewide Building Code to have a building permit, and shall determine the suitability for occupancy of, and shall issue certifications for building occupancy for all capital projects requiring such certification; and

WHEREAS, when serving as the University Building Official, such individual shall organizationally report directly and exclusively to the Board of Visitors through the Board's Buildings and Grounds Committee; and

WHEREAS, the Board of Visitors approved a resolution to establish a University Building Official and Building Code Review Unit at its June 20, 2008 meeting as part of an overall strategy to facilitate efficiency and transformation in the capital construction process; and

WHEREAS, the attached University Building Official Office Policy outlines the policies and procedures covering the University Building Official Office at Virginia Tech and serves as a charter for the department;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors of Virginia Polytechnic Institute and State University approves the proposed University Building Official Office Policy as described above and attached hereto.

RECOMMENDATION:

That the proposed University Building Official Office Policy as described above and attached hereto be approved.

November 8, 2010

Virginia Polytechnic Institute and State University **No. ____ Rev.: _**

Policy and Procedures **Date: November ___2010**

Subject: University Building Official Office

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1. Purpose

This policy outlines the policies and procedures covering the University Building Official office at Virginia Polytechnic Institute and State University and serves as a charter for the department.

2. Policy

It is the policy of the Board of Visitors and the administration of Virginia Polytechnic Institute and State University that university projects are designed and constructed in compliance with the Virginia Uniform Statewide Building Code (VUSBC), standards and the applicable accessibility codes, as well as related laws and regulations promulgated by the Commonwealth of Virginia.

2.1 Scope of the Building Official and Department

The construction and/or renovation of any facility on university owned property must be reviewed by the University Building Official for compliance with the VUSBC. The university reserves the right to request the services of the Department of General Services as appropriate. Specific functions of the University Building Official Office may include, but not necessarily be limited to:

- Coordinate with other university departments and staff to ensure an understanding and compliance with the building code requirements
- Review of construction drawings and details for conformance to the requirements of the building code
- Issue and manage building permits for construction activities where applicable
- Conduct construction phase inspections as required by the building code
- Issue certificates of occupancy for new structures following successful inspections
- Provide support to university staff to determine building safety and condition in the event of fire, flood or other structural failure to university owned facilities or structures

- Temporary assignments and/or special projects as allowed under the Management Agreement between the Commonwealth of Virginia and the university pursuant to the Restructured Higher Education Financial and Administrative Operations Act ("Management Agreement")

2.1.1 Organizational Structure

The Buildings and Grounds Committee has the responsibility to oversee and evaluate the construction, renovation, and maintenance of the buildings, structures, and facilities of the university. Accordingly, the University Building Official has a reporting and policy relationship to the Committee and also serves in a staff role to the Committee. For administrative oversight of the University Building Officials' office function, the University Building Official reports to the university's Associate Vice President for Facilities.

2.1.2 University Building Official Qualifications

The University Building Official shall be a full-time employee of the university, a registered professional architect or engineer, and certified by the Department of Housing and Community Development to perform the Building Official function.

2.2 Independence

Independence is essential to enable the University Building Official function to accomplish its purpose. Accordingly, the University Building Official has direct and unrestricted access to the President and the Buildings and Grounds Committee. The University Building Official shall be functionally independent of all University operations.

The University Building Official, as well as review/inspection staff, shall not be assigned to routine university operating duties unrelated to the building code function. In accordance with the Management Agreement, no individual licensed professional architect or engineer hired under the university's personnel system as a member of the review unit or contracted with to perform these functions shall also perform other building code-related design, construction, facilities-related project management or facilities management functions for the university. In addition, members of the University Building Official Office will not develop and install procedures, prepare records, make management decisions, or engage in any other activity which could be reasonably construed to compromise their independence. The University Building Official or members of the department shall not be assigned any additional supervisory or oversight responsibilities which could be reasonably construed to compromise their independence. Therefore, the University Building Official and appraisal procedures do not in any way substitute for the responsibilities assigned to other persons in the organization.

2.3 Authority

The University Building Official has unrestricted access to all university building records, reports, activities and property. Access and information shall be related to issues related to building code enforcement and construction necessary to discharge their enforcement responsibilities. The University Building Official will exercise discretion in the review of records to assure the necessary confidentiality of matters that come to its attention.

2.4 Responsibilities of the University Building Official

The University Building Official has primary responsibility for the proper management for, and enforcement of, the VUSBC to ensure that construction projects conducted on property owned by the university are completed in compliance with the code, related laws and regulations, and this Policy Statement.

The University Building Official is specifically charged with, but not limited to, the following responsibilities:

- Coordinating and hiring department management and personnel for the Building Official department, and ensuring the Office is staffed with licensed professional architects or engineers who are certified by the Department of Housing and Community Development in accordance with the Code of Virginia.
- Developing, submitting for approval, and executing comprehensive annual and long-range plans to carry out departmental responsibilities.
- Establishing a program for selecting and developing the human resources of the department.
- Establishing and maintaining a review program to evaluate the operations of the University Building Official's department.
- Establishing and maintaining a program to maintain staff education, certification, and competency in their fields of expertise.
- Establishing written policies and procedures for the University Building Official Office and directing its technical and administrative functions.
- Issuing building and trade permits for each capital project as required by the VUSBC to have a building or trade permit.
- Issuing building and trade permits to non capital projects when required by the VUSBC to have a building or trade permit.
- Establishing a program of permit inspection and compliance verification in accordance with the VUSBC.
- Documenting appropriately the results of all reviews, permits, inspections, reports, and evaluations performed.
- Determining the suitability for occupancy of, and issuance of certifications for, building occupancy for all capital projects requiring such certifications.
- Coordinating and maintaining contact with the State Fire Marshall, The Department of Housing and Community Development, other municipal building officials, other university/college building officials, the state building official and other state agencies as required to insure inspections and approvals as required by the building code and related laws.
- Such other duties as required to fulfill the office of the Building Official as required by the VUSBC.
- Reporting to and coordinating with the Board of Visitors and Vice President for Administrative Services with respect to the duties, responsibilities, and progress of the office of the University Building Official on a regular basis.
- Issuing an annual summary report of activities to the Buildings and Grounds Committee of the Board of Visitors.
- Communicating directly with the Buildings and Grounds Committee any matters considered to warrant its attention.

2.5 Annual Reports

The University Building Official will issue an annual report at the June Board of Visitors Meeting that identifies the code enforcement and building permit activities performed during the prior year. The format and style of the report

will be developed by the University Building Official, depending upon the nature and conditions surrounding the activities.

The Annual Report, as well as most reports on special projects, will be issued to the members of the Buildings and Grounds Committee, the President, the appropriate Vice Presidents of the university or their designee, and other appropriate management personnel, as deemed necessary by the University Building Official. In addition, reports approved at open meetings of the Board of Visitors shall be made available to the public in accordance with State statutes. In certain circumstances, the University Building Official may decide, with the approval of the Chairman of the Buildings and Grounds Committee, to restrict the issuance of an audit report to certain members of management and/or the Committee.

2.6 Responsibility for Corrective Action

In the event a project, building or trade permit results in nonconforming work that is in violation of the Building Code, the University Building Official may Issue a Notice of Violation as detailed in the appropriate section of the VUSBC. The Notice of Violation will be issued to the Project Manager or responsible party who requested and was granted a building or trade permit for construction. A copy of the Notice of Violation will be sent to the Vice President for Administrative Services.

The department to whom the Notice of Violation was issued is responsible for taking remedial steps to achieve compliance and to provide, or have provided, a written response to the conditions reported. The responses should be submitted to the University Building Official within 30 calendar days of the issuance of the Notice of Violation.

2.7 Coordination with External Agencies

The University Building Official will coordinate the department's efforts with those of other state and local building code and related regulatory agencies by participating with, and coordinating with, the agencies to provide comprehensive, cost-effective building code enforcement for the university. Duplication of work will be avoided as much as possible. The university reserves the right to request the services of the Department of General Services as appropriate.

2.8 Special Projects

The University Building Official is empowered to conduct special projects, reviews, or investigations at the request of the University President or his designee, or the Buildings and Grounds Committee. All special projects shall be reported to the Chairman of the Buildings and Grounds Committee.

3. Procedures

The University Building Official shall be empowered to establish department policies and procedures in keeping with university policy, the building code and the laws related to the building code. The department policies and procedures shall provide for a consistent process of project review, client communication, permit issue and management and inspection issue management. The policies and procedures are subject to revision as changes are made in the building code or improvements in the process are recognized.

4. Definitions

Virginia Uniform Statewide Building Code (VUSBC): The Virginia Uniform Statewide Building Code (VUSBC) is a state regulation promulgated by the Virginia Board of Housing and Community Development, a Governor-appointed board, for the purpose of establishing minimum regulations to govern the construction and maintenance of buildings and structures. The provisions of the VUSBC are based on nationally recognized model building and fire codes published by the International Code Council, Inc. (ICC). The ICC model codes are made part of the VUSBC through a regulatory process known as incorporation by reference. The VUSBC also contains administrative provisions governing the use of the model codes and establishing requirements for the enforcement of the code by the local building departments and other code enforcement agencies.

5. References

- The Virginia Uniform Statewide Building Code VAC 36-97 through 36-119.1
- The Management Agreement Between Virginia Tech and the Commonwealth of Virginia
- University Policy 5405 Non-capital Construction, Renovation, Maintenance and Repair of University-owned Facilities (http://www.policies.vt.edu/5405.pdf)

6. Approval and Revisions

- Revision 0

  Approved _____2010 by _____

RESOLUTION ON HOKIE STONE

WHEREAS, Hokie Stone is the first thing a visitor is likely to notice upon entering the Virginia Tech campus, and it is likely the most enduring visual memory an alumnus carries; and

WHEREAS, known as “our native stone” when first used in campus building construction, this attractive and distinctive stone more recently assumed the moniker “Hokie Stone,” reflecting its status as a Virginia Tech architectural tradition; and

WHEREAS, Virginia Tech’s physical campus is one of the most tangible features that everyone who is touched by Virginia Tech remembers; and

WHEREAS, the early presidents' innovative 'set-in-stone' vision to use native stone has endured, except for a brief departure from the collegiate gothic style in the late 1960s and early 1970s; the departure followed a national trend, which had turned to modernism in architecture; and

WHEREAS, an extensive search of Board minutes revealed that a formal resolution requiring Hokie Stone on campus buildings was not passed by the Board as previously believed; and

WHEREAS, the Building and Grounds Committee has emphasized the design intent on the Virginia Tech campus is to preserve the use of Hokie Stone on building projects; and,

WHEREAS, the Campus Master Plan defines the main campus in three precincts: the academic core, the life sciences district, and the golf course district/professional and graduate district; and

WHEREAS, the academic core and the life sciences precincts represent the majority of the built-out portion of campus and is roughly bounded by Prices Fork Road on the north, Main Street on the east, Southgate Drive on the south, and Stroubles Creek on the west; and

WHEREAS, the Board of Visitors desires to formally reaffirm their strong desire that all new buildings and expansion projects within the academic core and life sciences precincts on the Virginia Tech campus shall use the collegiate gothic style of architecture and shall use Hokie Stone as the predominant building material on all building facades unless special circumstances exist; and

WHEREAS, it is acknowledged that there will be special instances where the use of Hokie Stone on campus will not be in the best interest of the university; and

WHEREAS, the Board of Visitors Bylaws, Article I, Section 5, states that the Board is responsible for the "review and approval of physical plant development of the campus"; and

WHEREAS, the Buildings and Grounds Committee reviews and approves building designs and will have the authority to determine by individual project if collegiate gothic architecture style should not be used and/or Hokie Stone should not be the predominant building facade material;

NOW, THEREFORE, BE IT RESOLVED, all new buildings and expansion projects within the academic core and life sciences precincts on Virginia Tech's Blacksburg campus shall use the collegiate gothic style of architecture and shall use Hokie Stone as the predominant building material on all building facades unless special circumstances exist.

BE IT FURTHER RESOLVED that the golf course district/professional and graduate district utilize as much Hokie Stone as possible to help identify it as part of Virginia Tech.

RECOMMENDATION:

That the above resolution requiring all new buildings and expansion projects within the academic core and life sciences precincts on Virginia Tech's Blacksburg campus use Hokie Stone as the predominant building material on all building facades and that the golf course district/professional and graduate district utilize as much Hokie Stone as possible to help identify it as part of Virginia Tech unless special circumstances exist.

November 8, 2010

VirginiaTech

Virginia
Polytechnic Institute
and
State University

Campus Design Principles

June 7
2010

Revised
August 2010

SASAKI

"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

VirginiaTech

prepared by
Sasaki Associates

June 7, 2010
Revised August 2010

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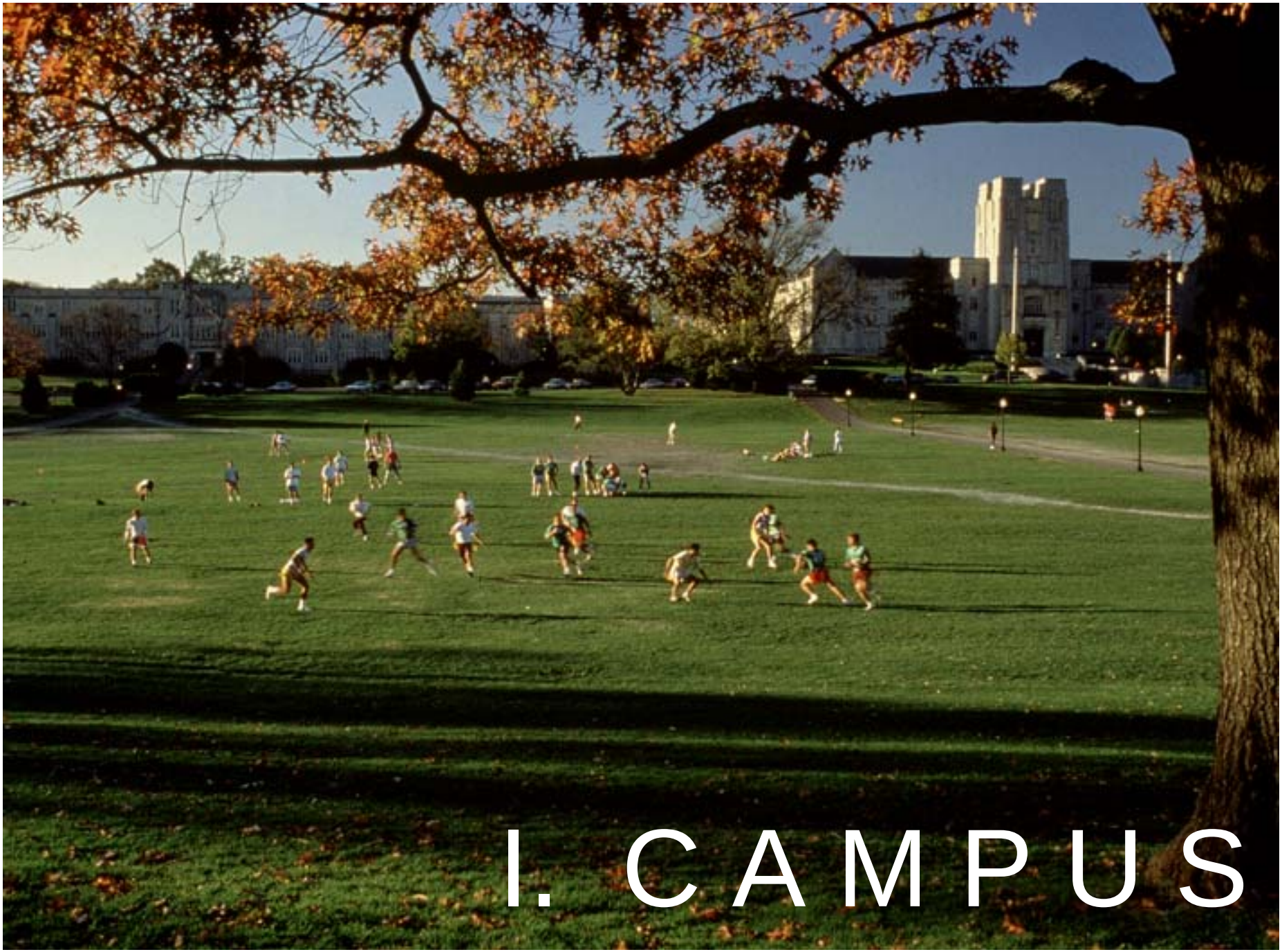


I. CAMPUS

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.

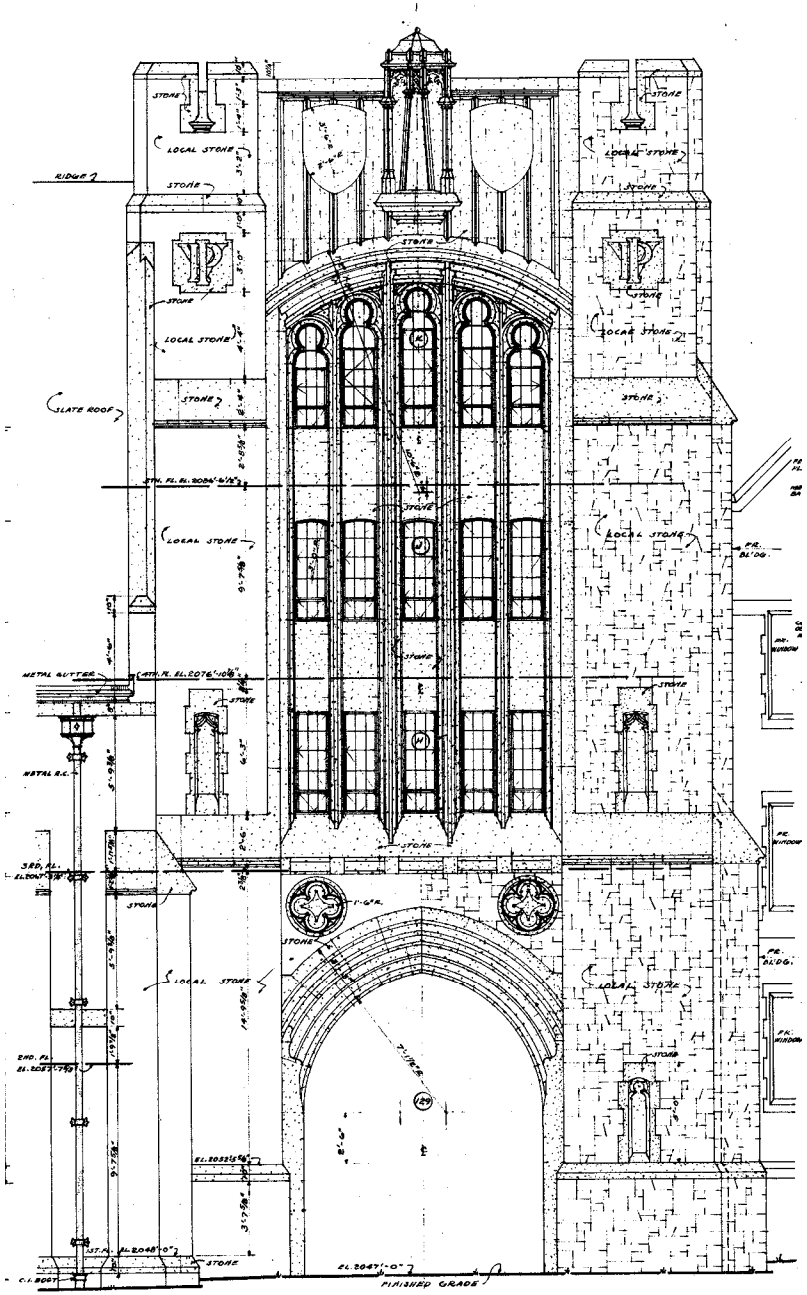
2. Collegiate Gothic / An Architecture of Stone

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.

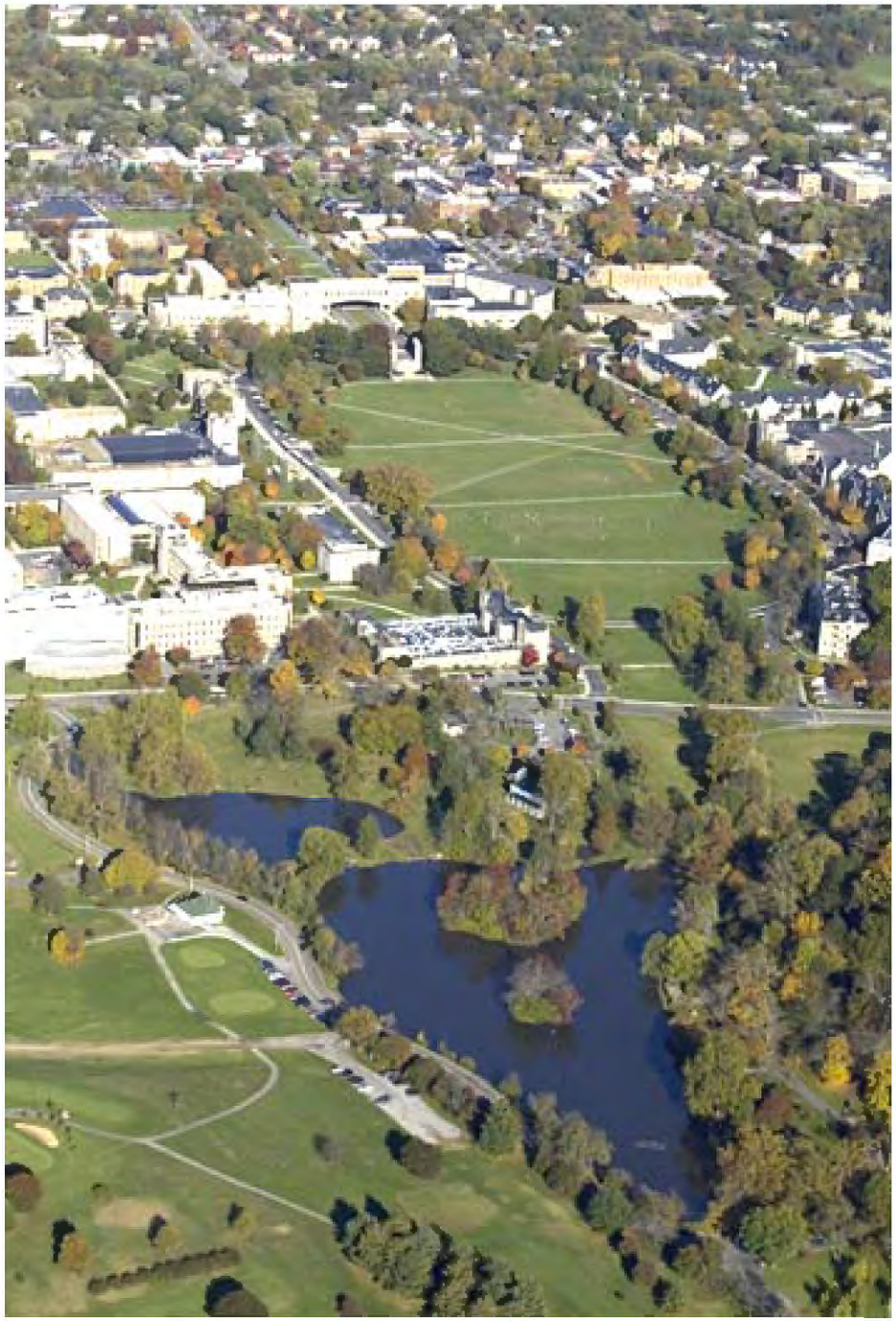


EAST ELEVATION OF TOWER
SCALE 1/8" = 1'-0"

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 1990's the Board of Visitors reaffirmed their desire for its continued usage in all buildings constructed from that time forward.



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.

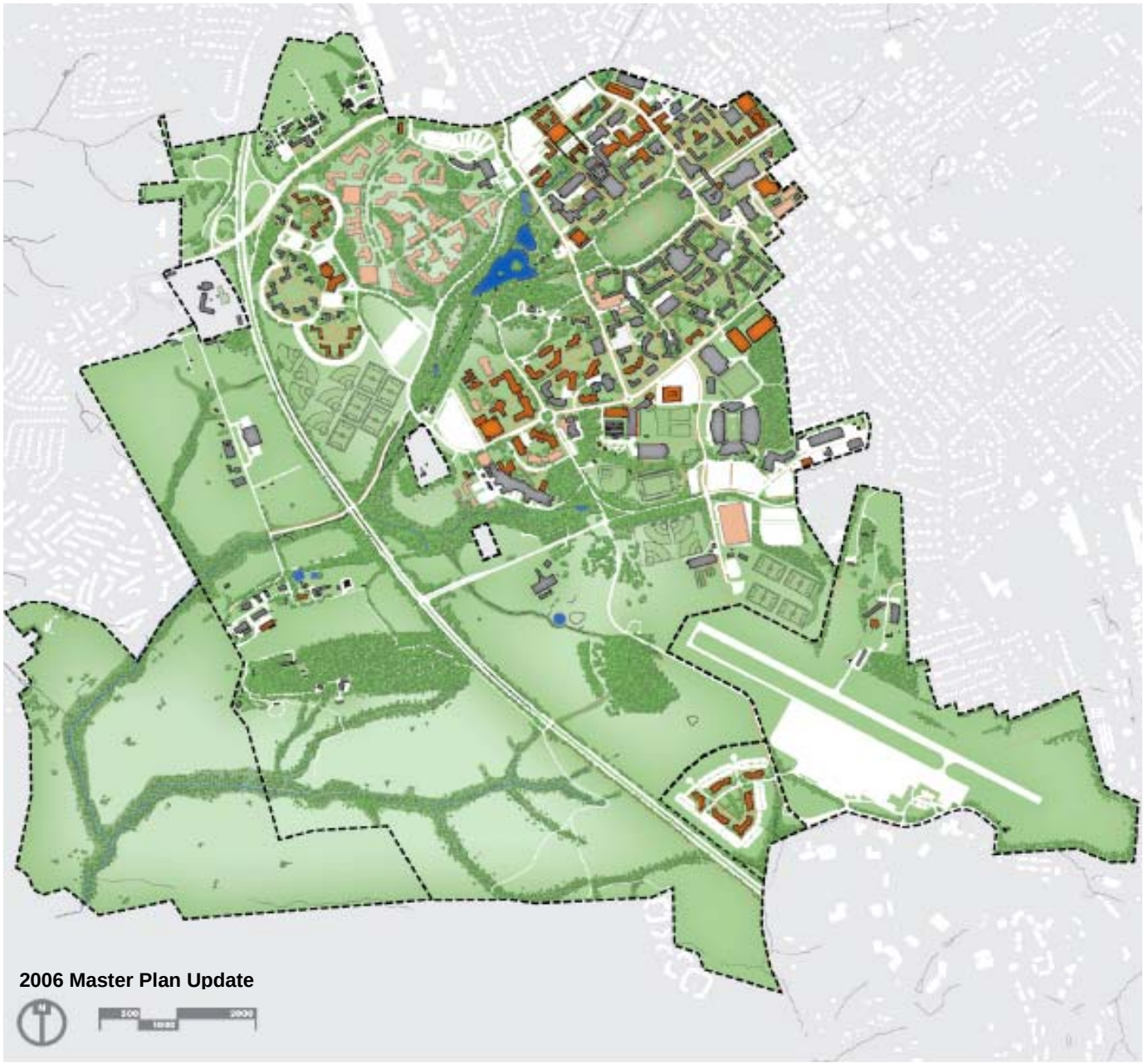
The updated plan introduces the terms *learning, discovery, and engagement* to articulate an updated understanding of the complexities of the university's integrated and multi-disciplinary Scholarship Domain areas. An important component of the plan is the commitment to link strategic goals to financial 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.


2006 Master Plan Update

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.

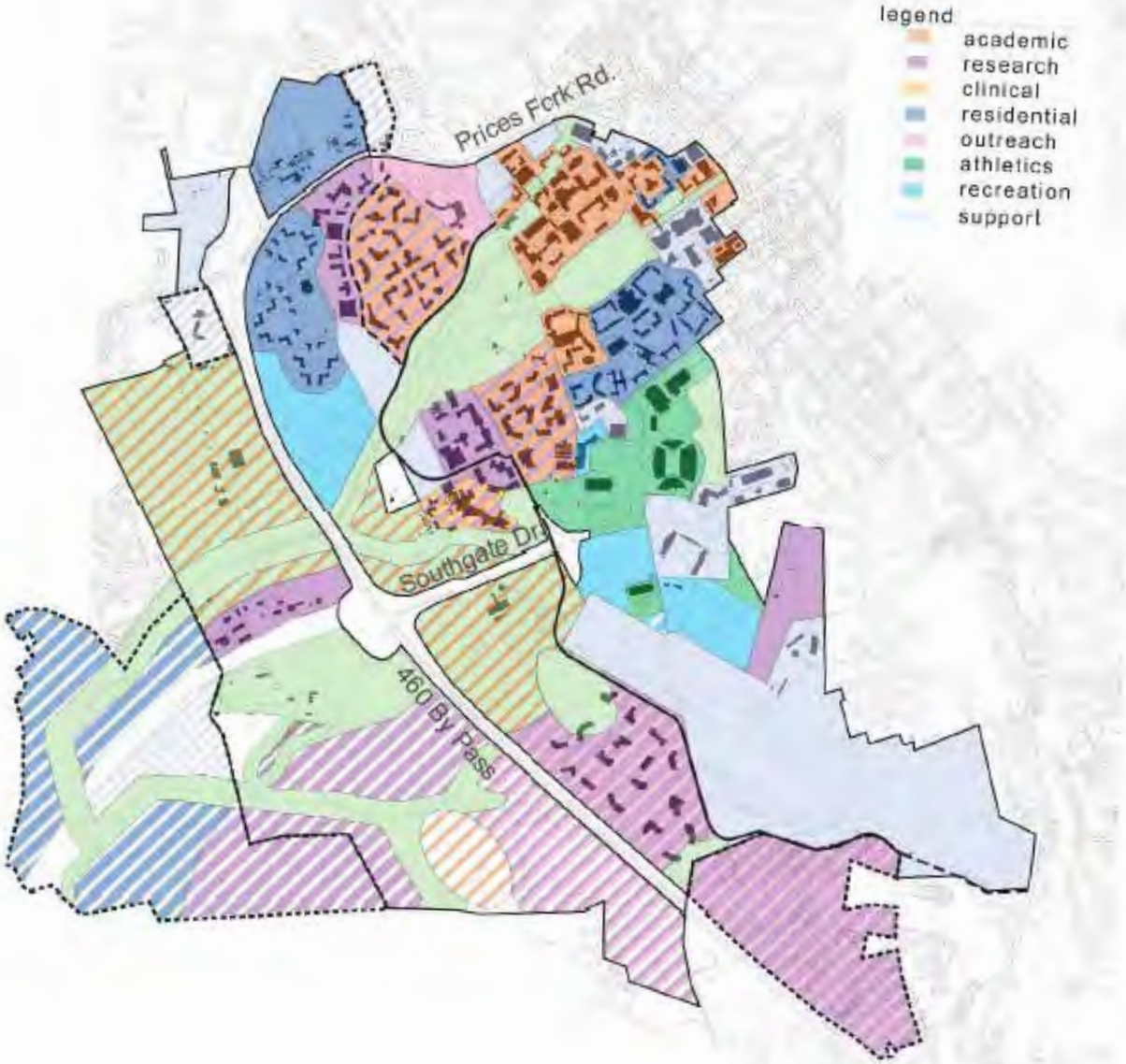
Town Fabric

- 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 over-arching 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

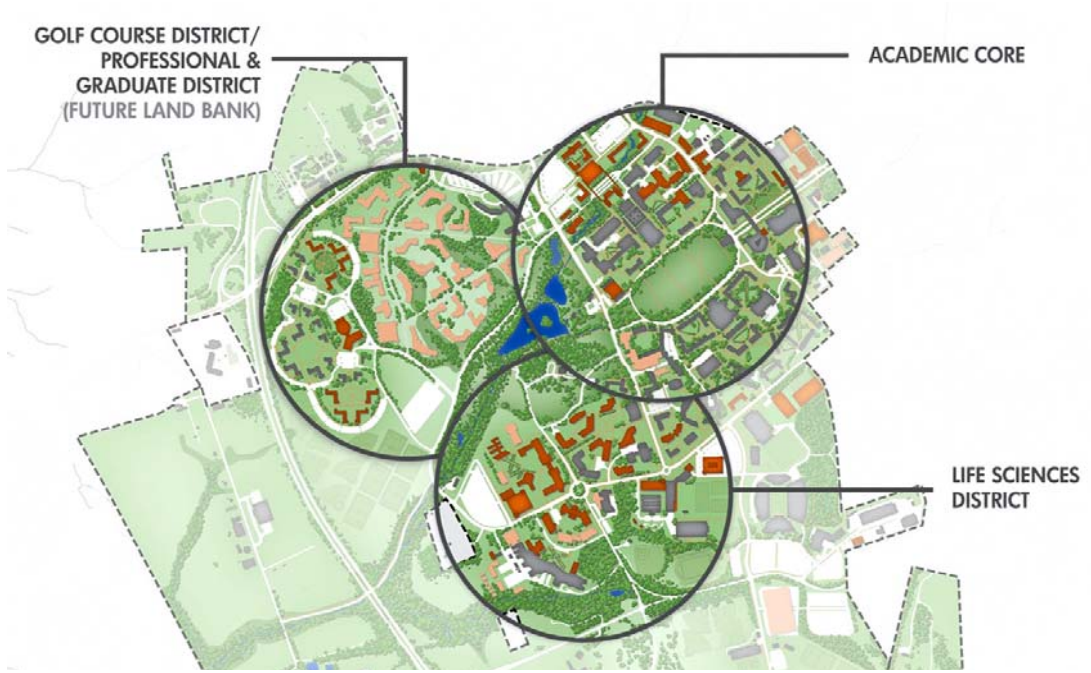
The same ten year horizon was applied to the 1994 Master Plan update. In 2006, the next update was completed to initiate another ten year vision. Similar reinforcement of the original planning guidelines was provided. Of particular interest was a restatement of the strategic goals of the master plan 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

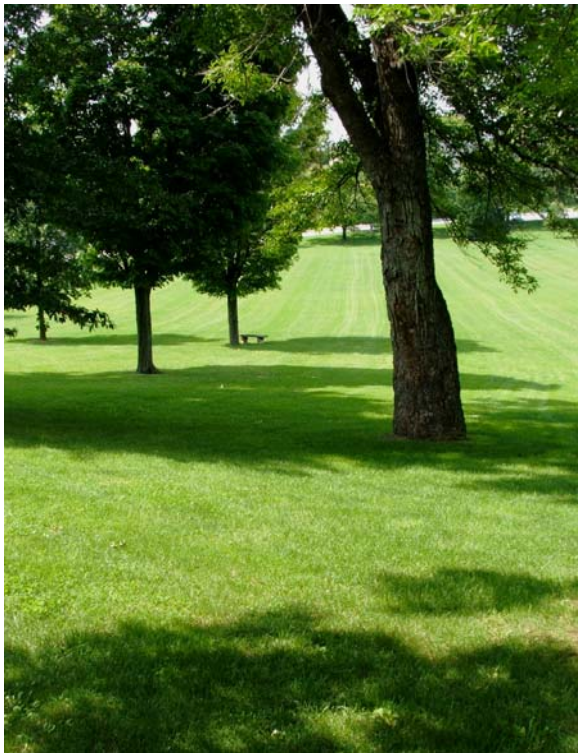
- Extend the qualities of the Duck Pond Park to the west, creating a green corridor extending from Main Street to Route 460.

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.

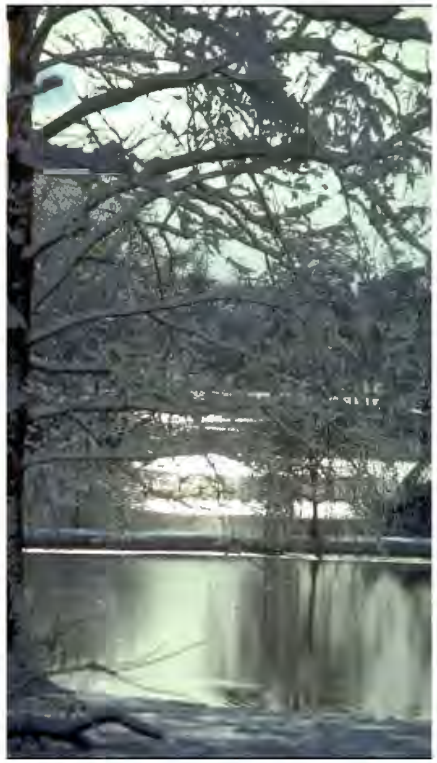
These least-attended-to areas of the campus should be planted with assemblages of woody native plants to improve their spatial definition, clarity and consistency; to assign them a regionally fitting character; to benefit from ecosystem functions such as erosion control, water quality improvement, air 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. coccinia -- 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 acuminate – Cucumber Magnolia
Tilia Americana -- Basswood
Acer saccharum -- Sugar Maple
Gymnocladus dioicus -- 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 -- Allegany 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 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.

- 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.

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 luteau—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
Liquidamber styraciflua—Sweetgum
Magnolia acuminate-- Cucumber Magnolia
Nyssa sylvatica—Black Tupelo
Picea rubens—Red Spruce
Pinus strobus—White Pine
Pinus echinata—Short-leaf Pine
*Plantus occidentalis--A*merican Sycamore
Prunus serotina—Black Cherry
Quercus alba—White Oak
Quercus bicolor—Swamp White Oak
Quercus coccinia—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
Celtic 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 arboretum—*S*ourwood
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
V*iburnum lentago*—Nannyberry
Viburnum prunifolium—Blackhaw
Virbunum trilobum—American Cranberrybush
Xanthoriza 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

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.

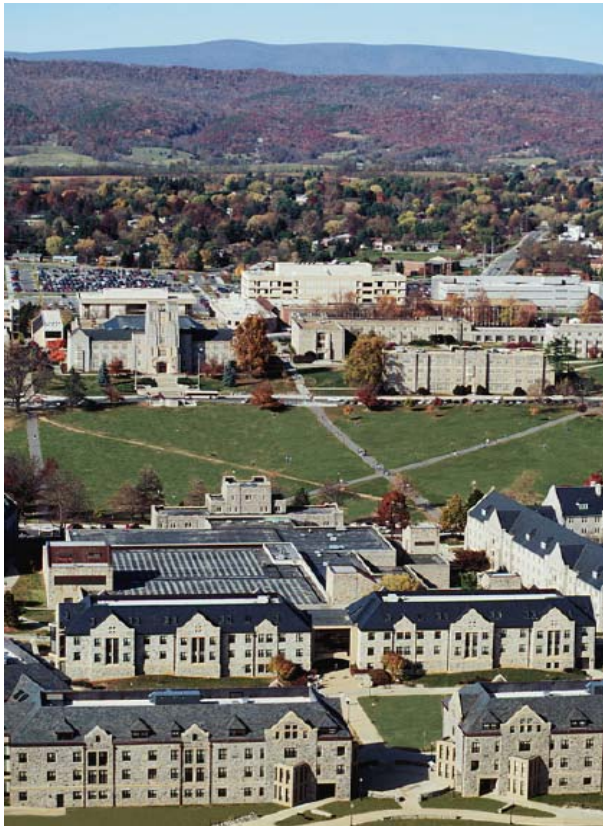
The image of the university's architecture and building forms should convey long term stability while encouraging an atmosphere for creative thinking. The majority of campus buildings should work essentially as groupings or compositions rather than as individual buildings both functionally and aesthetically. 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.

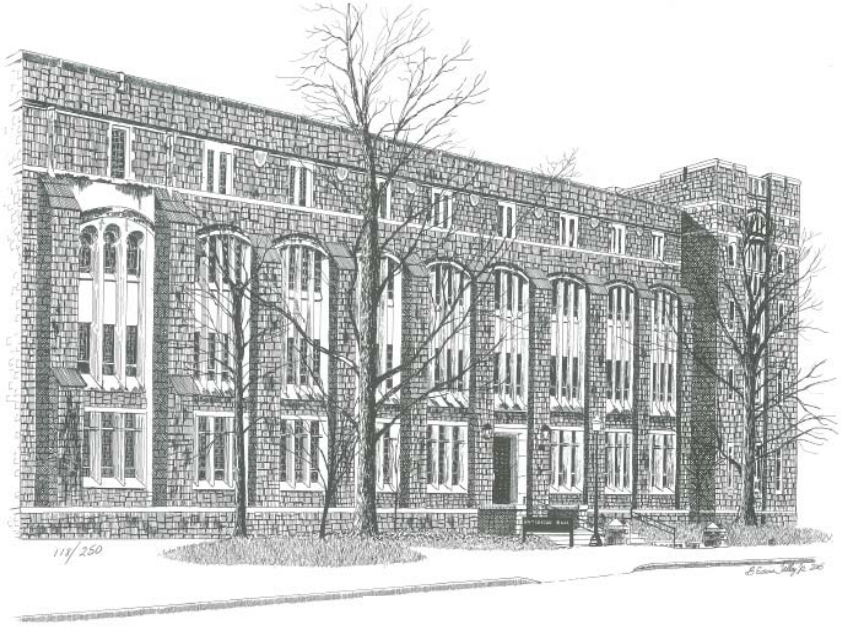
Simple massing allows constrained budgets to be focused on higher quality materials and careful detailing. The traditional buildings on campus exemplify how richness can be achieved through the use of durable materials and fine detail within the context of simple massing.

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

Renderings by B. Edwin Talley, Jr.

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.

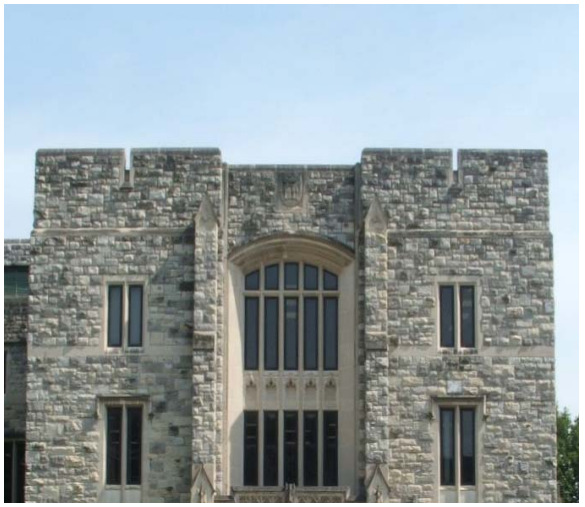
When considering the key design considerations for building facades, the following principles identify specific considerations for review:

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.

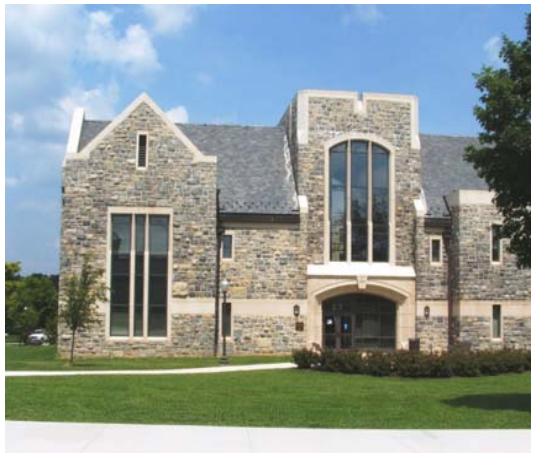
Stacks, exhaust hoods, and vents should be grouped and incorporated into the architectural composition of the buildings they serve. Since such appurtenances are often visible from a considerable distance, it is important that they be designed with a high degree of uniformity so that the distant image 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.

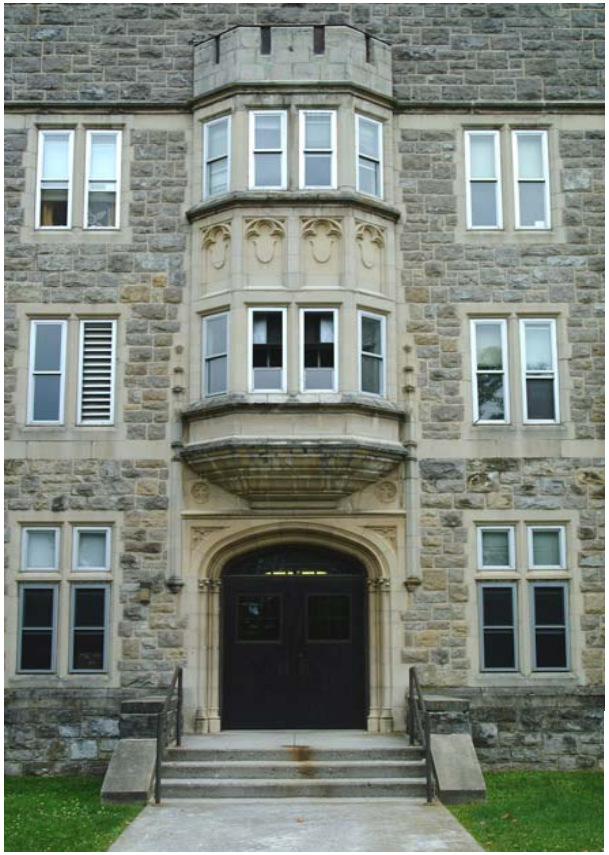
These traditional details also improve the weathering of a building and its appearance over time. Where copings are used and simplified to express their modernity, a consideration of their traditional function is beneficial. Dormers provide a lively accent along the tops of several existing buildings 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

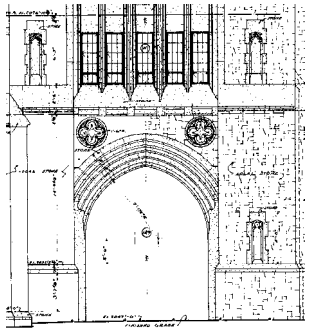
Entries should be logically placed to relate to building function and must be clearly recognizable by users. They must be open and inviting, well lit, and should provide a sense of security. The scale of building entries must be proportioned to clearly identify their location and importance while maintaining 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.

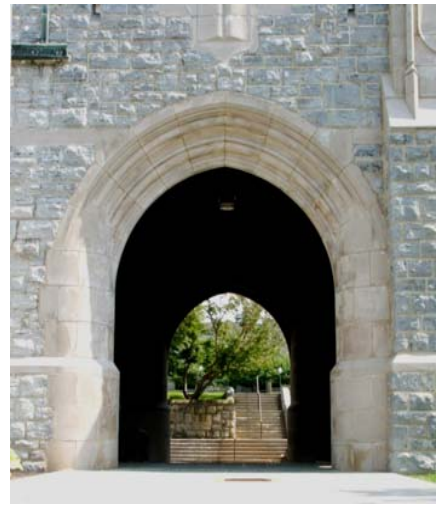
Another key element found in the more iconic buildings on campus is the presence of outdoor spaces and passages which are integrated into the campus circulation plan and specific entrance requirements for individual buildings. The interiors of passages through buildings which connect outdoor rooms and 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:

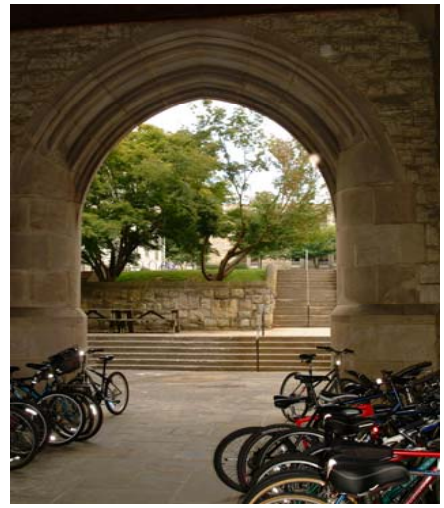
- Primary and symbolic entrances will receive elaboration and emphasis.
- Entrances will be clear, prominent, and aligned to the major space upon which the building fronts.
- The outdoor space at the entrance, the entry portal, and the building lobby are to be parts of a unified pedestrian experience.
- 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.

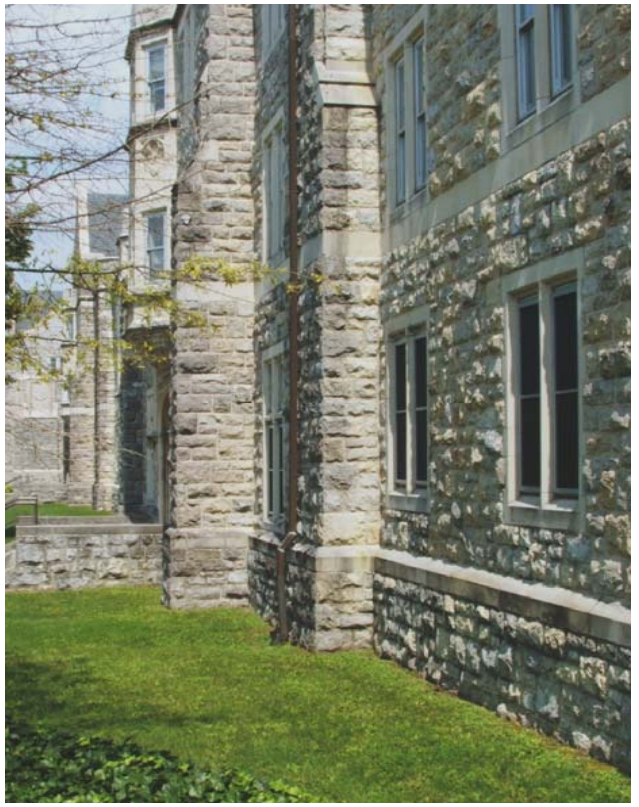
The original campus buildings have been perceived as not having enough glass. Some of the newer buildings have more glass than the originals.

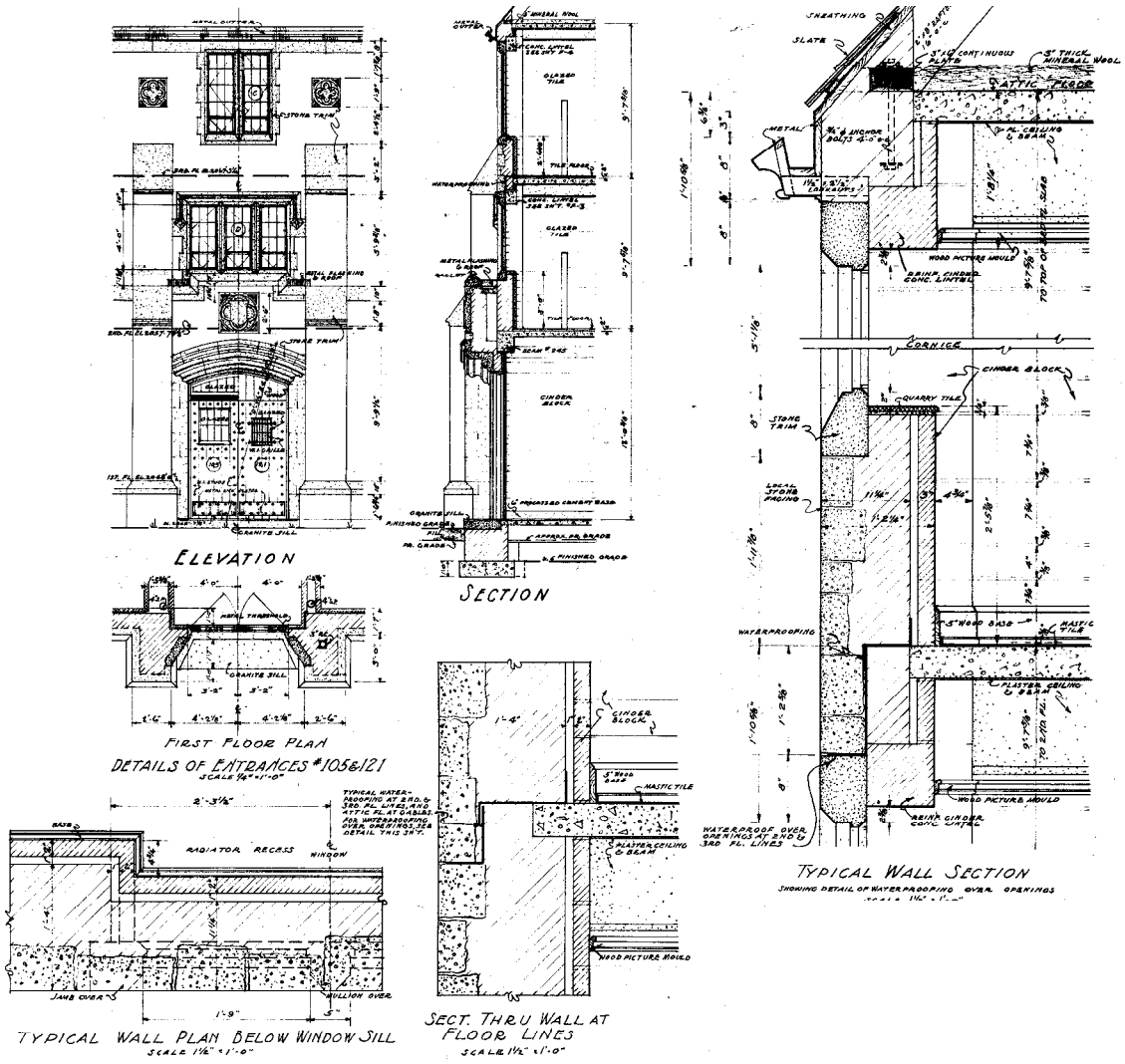
Individual panes of glass must be vertical or square. Window units may be linked together with a multi-segment mullion system. Large horizontal masonry openings can be achieved through the connection of many lites of glazing. Skylights and clerestories should be constructed from vertically oriented planes 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.

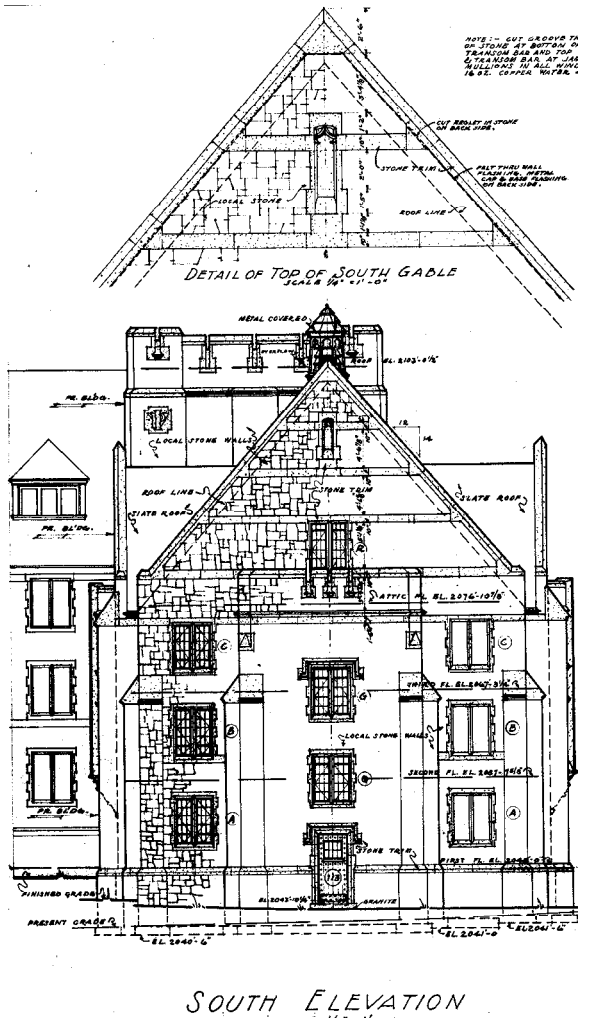
1. Walls

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

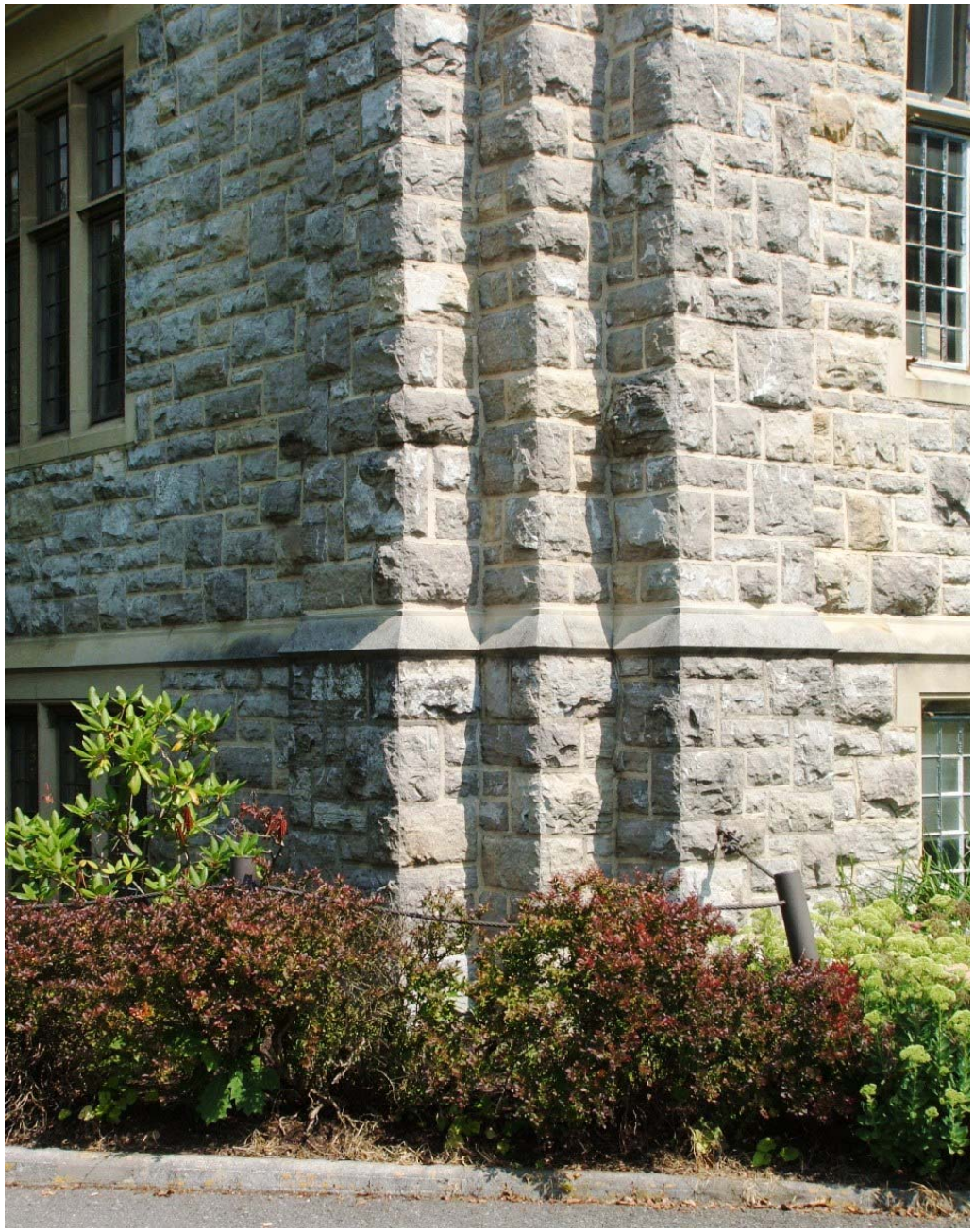
Davidson Hall

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

SASAKI

Committee Minutes

FINANCE AND AUDIT COMMITTEE

Duck Pond Room, The Inn at Virginia Tech
8:30 a.m.

November 8, 2010

Audit Closed Session

Board Members Present: Mr. Michael Anzilotti, Dr. Calvin Jamison, Mr. Michael Quillen, Mr. Paul Rogers

VPI & SU Staff: Ms. Kay Heidbreder, Ms. Sharon Kurek, Mr. M. Dwight Shelton, Jr., Dr. Charles W. Steger, Dr. Lisa J. 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, Dr. Calvin Jamison, Ms. Maxine Lyons – Staff Representative, Mr. Michael Quillen, Mr. Paul Rogers

VPI & SU Staff: Mr. Mike Alexander, Mr. Erv Blythe, Mr. Robert Broyden, Mr. Allen Campbell, Mr. Al Cooper, Mr. John Cusimano, Mr. William Dougherty, Mr. Corey Earles, Mr. Jeff Earley, Ms. Debbie Fulton, Ms. Natalie Hart, Mr. Tim Hodge, Ms. So-Young Hong, Ms. Elizabeth Hooper, Ms. Sharon Kurek, Mr. Jim McCoy, Mr. Ken Miller, Ms. Terri Mitchell, Mr. Mark Owczarski, Ms. Kathy Sanders, Mr. M. Dwight Shelton, Jr., Dr. Raymond Smoot, Jr., Dr. Charles W. Steger, Mr. Jeb Stewart, Ms. Melinda West, Dr. Lisa Wilkes

Guests: Mr. Gordon Block – *Collegiate Times*

1. **Motion to Reconvene in Open Session**

2. **Approval of Items Discussed in Closed Session:** The Committee reviewed and ratified the quarterly personnel changes report.

3. **Opening Remarks and Approval of Minutes of the August 30, 2010 Meeting:** The Committee reviewed and approved the minutes of the August 30, 2010 meeting.

4. **Review and Acceptance of the Auditor of Public Accounts Management Letter for June 30, 2010 Audit:** The Committee received a report from Ms. Helderman, Director of Information Systems Development, Auditor of Public Accounts, on the university's financial statements and management letter for the year ended June 30, 2010. The financial statements have been prepared in accordance with generally accepted accounting principles and carry an unqualified (or clean) audit opinion. The APA issued two management comments: (1) Review of Current Operations for Opportunities to Enhance Financial Reporting and Reduce Paperwork; and, (2) Improve Database Management.

   The Committee accepted the report.

5. **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 August meeting, the University reported that as of June 30, 2010, eleven audit comments remained outstanding. Seventeen high or medium risk audit comments have been issued since then for a total of twenty-eight comments. As of September 30, 2010, the University has addressed seven comments, leaving twenty-one comments still in progress.

   The Committee accepted the report.

6. **Review of Internal Audit Department's Status Report as of September 30, 2010:** The Committee reviewed the Internal Audit Department's Status Report as of September 30, 2010. Of the initial 30 planned audit activities, two projects were carried forward from the last fiscal year, one planned project was canceled due to additional system changes planned by management, and four projects have been completed.

7. **Review and Acceptance of the following Internal Audit Reports and Memos Issued:** The Committee reviewed and accepted the following Internal Audit reports:

   a. Construction Project Management Process: The audit indicated that management has designed and implemented controls that are often effective at reducing exposure to the business risks associated with the construction project management process, 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 state licensure verification, project budget planning, change orders, contract payments, and vendor usage reports.

b. Emergency Preparedness – Action Plans: The audit indicated that management has designed and implemented controls that are often effective at reducing the exposure to the many business risks the emergency preparedness process 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 compliance with emergency action plan (EAP) and continuity of operations plan (COOP). The audit found that the emergency planning program and documents adequately complied with relevant and applicable federal and state regulations, including National Incident Management System (NIMS), Occupational Safety and Health Administration (OSHA), the State of Virginia Fire Prevention Code, and Virginia Department of Emergency Management.

c. Animal Care and Resources: The audit indicated that the Office of Research Compliance (ORC) management has designed and implemented controls that are often effective at reducing their exposure to many of the business risks it faces as related to laboratory animal resources, 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 hiring a full-time University Veterinarian, the physical security of both ORC vivarium facilities, and improving the efficiency of the protocol review and communication process. The audit found that a review of federal requirements indicated that ORC met the federal annual and semi-annual reporting as required during the audit period.

d. Budget and Financial Planning: The audit indicated that overall management has designed and implemented budgetary controls and processes that are effective at reducing the university's exposure to business risks. No written recommendations were issued to management. A low risk recommendation was issued to management where an opportunity for further improvement was noted in the area of monitoring central funds by Office of Budget and Financial Planning (OBFP).

Finance Closed Session

Board Members Present: Mr. Michael Anzilotti, Dr. Calvin Jamison, Mr. Michael Quillen, Mr. Paul Rogers

VPI & SU Staff: Ms. Kay Heidbreder, Ms. Sharon Kurek, Mr. M. Dwight Shelton, Jr., Dr. Charles W. 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.

Finance Open Session

Board Members Present: Mr. Michael Anzilotti, Dr. Calvin Jamison, Ms. Maxine Lyons – Staff Representative, Mr. Michael Quillen, Mr. Paul Rogers

VPI & SU Staff: Mr. Mike Alexander, Mr. Erv Blythe, Mr. Robert Broyden, Mr. Allen Campbell, Mr. Al Cooper, Mr. John Cusimano, Mr. William Dougherty, Mr. Corey Earles, Mr. Jeff Earley, Ms. Debbie Fulton, Ms. Natalie Hart, Mr. Larry Hincker, Mr. Tim Hodge, Mr. Tom Kaloupek, Ms. Sharon Kurek, Mr. Ken Miller, Ms. Terri Mitchell, Mr. Mark Owczarski, Ms. Kathy Sanders, Mr. M. Dwight Shelton, Jr., Dr. Raymond Smoot, Jr., Mr. Jeb Stewart, Ms. Melinda West, Dr. Lisa Wilkes

Guests: Mr. Gordon Block, Collegiate Times

1. **Opening Remarks and Approval of Minutes of the August 30, 2010 Meeting:** The Committee reviewed and approved the minutes of the August 30, 2010 meeting.

2. **Annual Report on Higher Education Restructuring Institutional Performance Standards:** The Committee received a report on Higher Education Restructuring Institutional Performance Standards (IPS), focusing on finance and administrative performance results for 2009-10. The university's results in the fourth year of implementation reflect continued improvement and achievement in the areas measured. Of the seventeen IPS, the university is in full compliance with 15 of the 17 performance standards. For one standard, information technology projects, the university had no projects as defined by the Virginia Information Technology Agency (VITA). For one standard, *capital outlay projects completed within budget*, the university completed two projects that will require special review during the evaluation of performance results for the 2009-10 fiscal year. The university believes it will be considered in compliance for these two projects when the State Council makes its determination of compliance in the Spring of 2011.

3. **Annual Report on University Debt Ratio and Debt Capacity:** The Committee received a report on the university's debt ratio and debt capacity. At the conclusion of 2009-10, the outstanding long-term debt of the university totaled $395.7 million with a debt ratio of 3.18 percent. It is projected that the university's debt ratio will reach 5.06 percent in 2012-13. This projection takes into account authorized projects underway, authorized planned projects, and capital leases. Both the Restructured Higher Education Financial and Administrative Operations Act and the University's debt policy require the university to maintain a debt service to operations ratio of not greater than seven percent. In addition to those seven percent limitations, and based on guidelines provided by the Board of Visitors, university management internally targets a five

percent benchmark for planning purposes and subsequent recommendations to the Board.

4. **Annual Report on Write-off of Delinquent Accounts:** The Committee received a report on delinquent accounts of the university that were written off as of June 30, 2010. The amount of write-offs totaled $559,480 which represents only 0.084 percent of the fiscal year 2009 annual operating revenues, excluding federal appropriations. After appropriate collection procedures are utilized, and remaining balances are deemed uncollectible, these accounts are presented for write-off on an annual basis. The university determined that further collection efforts are not justified for various reasons such as bankruptcies, the inability to locate the debtor, and the cost versus the benefit for small receivable amounts. The university is in full compliance with the accounts receivable management standards established by the State.

5. **Report on University Support for Student Financial Aid:** The Committee received a comprehensive report on the university's scholarship and financial aid program. Financial aid programs are critical to support access and affordability of higher education and to ensure the effective recruitment, retention, and graduation of students. In its Management Agreement with the Commonwealth, the university affirmed its commitment to increase the support for student financial aid and proactively works to ensure access and affordability.

   Financial assistance to students is provided in the four main categories of scholarships and grants, employment, loans, and payment options. From 2007-08, the amount of aid awarded grew from $285.5 million to $359 million in 2009-10. A diverse array of resources supports grants and scholarships, including federal, state, institutional, and outside aid. The most significant increase was realized in the Grants, Scholarships, and Waivers category which grew from $119.2 million in 2007-08 to $155.7 million in 2009-10.

6. **Annual Report on Implementation of Increased Administrative Efficiencies through Expansion of Automated Systems and Enhanced Security:** The Committee received an annual progress report highlighting some of the efficiencies and process improvements that have been achieved since the November 2009 report. The report provides a synopsis of the top achievements from the previous year and highlights the top initiatives planned for next year. Significant achievements in the previous year include (1) the university's migration from the Blackboard Course Management System to the open-source Scholar software, providing the university with both financial savings and expanded participation and collaboration with major research institutions that design and support the open-source software, (2) development of an automated system to model the paper-based performance management process for staff, resulting in paper savings by processing more than 3,500 evaluations online, savings in staff time formerly spent manually entering performance evaluation ratings in to the system, and significant security improvements since performance evaluation information is not printed, filed, and routed to Human Resources, and (3) improvements to the university's electronic commerce,

including initiation of a program where vendors are paid by credit card, allowing the university to take advantage of rebates creating a new revenue stream, expanding electronic invoice automation thereby reducing the number of invoices processed manually, and increased electronic routing of work, a more efficient process than routing paper.

7. **Report on Real Property Transactions:** The Committee received an update on the university's real property transactions that have been undertaken by the Virginia Tech Foundation either at the request of or for the benefit of the university. Over the last year, there have been six such projects initiated or completed, including the National Capital Region project, the Collegiate Square Shopping Center project, the Turner Street project, the Corporate Research Center expansion, the River Course Clubhouse, and a leased space project supporting Outreach/USAID in Senegal, Africa. The National Capital Region project will provide for 144,000 total square feet and includes retail, university, and commercial office space as well as a 250 parking space garage. The project budget is $81.1 million and is scheduled for completion in June 2011. The Collegiate Square Shopping Center was purchased in November 2009 for a price of $9.8 million. In addition to retail space, it also includes office space. An agreement between the Virginia Tech Foundation and a local developer has led to the development of the Turner Street Project. This project includes two structures totaling 141,300 square feet, including an 806 space parking garage as well as an office building and retail operations. Infrastructure improvements for the Corporate Research Center, Phase II, began earlier this year and are scheduled for completion in November 2011. Once completed, the improvements will allow for the construction of additional buildings. The site is currently master planned for 18 buildings. The River Course Clubhouse was completed in April 2010 and provides for a Pro-shop, office space, patio, cart storage, banquet room, and dining area. The Virginia Tech Foundation entered into a three-year lease agreement to provide space in support of Outreach and a USAID grant. The space, located in Senegal, became available in October 2010.

* 8. **Approval of Year-to-Date Financial Performance Report (July 1, 2010 – September 30, 2010):** The Committee reviewed the Year-to-Date Financial Performance Report for July 1, 2010 – September 30, 2010. For the first quarter, all programs of the university are on target, and routine budget adjustments were made to reflect changes in General Fund revenues and expenditure budgets in academic and administrative areas.

During the first quarter, the annual Tuition and Fee budget was increased by $5.6 million for strong fall enrollments. Revenue and expenditures in Sponsored Programs were less than projected, but sponsored research expenditures are ahead of 2009-10 activity levels. Revenues in Residence and Dining Halls are higher than projected due to higher than projected on-campus occupancy.

Routine budget adjustments have been made in several auxiliaries to reflect revenue and expenditure changes.

For the quarter ending September 30, 2010, $20 million was expended for Educational and General and General Obligation Bond Projects, and $18.1 million in expenditures were incurred for Auxiliary Enterprises capital projects.

The Committee received an update on the current state guidance related to additional budget reductions. The university received instructions to prepare budget reduction plans for 2 percent (approximately $4 million dollars for both Agency 208 and Agency 229), 4 percent, and 6 percent. University managed this process centrally and developed internal plans to meet the state deadline (November 5). The university will receive more information on or before December 17 when the Governor presents his annual budget.

The Committee recommended the Year-to-Date Financial Performance Report to the full Board for approval.

* 9. **Review and Acceptance of Pratt Fund Program and Expenditures Report:** The Committee received a report on the Pratt Fund program and expenditures. Pratt bequest expenditures of $870,013 for Engineering and $1,300,574 for Animal Nutrition were made during 2009-10.

The Pratt Funds for Engineering provided partial funding for scholarships and fellowships, and international programs. Additionally, the Pratt Funds provided undergraduate scholarships, undergraduate study abroad, graduate study abroad, graduate fellowships and tuition, and graduate recruitment programs. Support for the graduate program allows the College of Engineering to remain competitive with other top engineering programs and helps in the recruitment and retention process. Additionally, the College of Engineering invested Pratt Funds in several research initiatives, including: biomedical engineering, microelectronics, and energy and advanced vehicles.

The Pratt Funds for Animal Nutrition provided scholarships to outstanding freshman scholars, as well as supporting upper class research and scholarship programs. Additionally, the Pratt Funds provided assistantships, scholarships, and research funding for graduate students. The Pratt Funds supported state-of-the-art scientific equipment purchases, research space renovations, and the publication of research journal articles; visiting scientists were also supported by Pratt Funds.

The Committee recommended the Pratt Fund Program and Expenditures Report to the full Board for approval.

* 10. **Approval of Revisions to the Policy Governing the Investment of University Funds:** The Committee reviewed for approval revisions to the Policy Governing the Investment of University Funds. As part of the Restructured Higher Education Financial and Administrative Operations Act, the university began investing its non-general fund money effective July 2, 2007. Professional money management firms manage the university's non-endowed, short and intermediate-term operating cash balances in compliance with Virginia's

Investment of Public Funds Act. University quasi-endowment funds are managed by the Virginia Tech Foundation through related agency agreements, and in accordance with the provisions of Virginia's *Uniform Prudent Management of Institutional Funds Act*.

The Auditor of Public Accounts (APA) recently completed a *Study of Commonwealth Investment Policies*, in which it reviewed the investment policies of State agencies and institutions to see if they followed best practices. Generally, the report found that the agencies and institutions had sound investment policies that complied with best practices.

Of the twenty-one best practices identified, Virginia Tech was found to comply with each of the best practices, and the APA made limited recommendations to further strengthen the university's investment policy. As a result, the following changes are recommended to the General Guidelines section of the policy: (1) inserted a reference in the policy that the university may invest its endowment and quasi-endowment funds within the Foundation's Consolidated Endowment Fund, (2) inserted a statement that the University Treasurer will review the policy at least annually and report any changes to the university's Board of Visitors, and (3) inserted a statement that the University Treasurer will report any findings of non-compliance to the university's Board of Visitors.

The Committee recommended the Revisions to the Policy Governing the Investment of University Funds to the full Board for approval.

* 11. **Approval of Resolution to Adopt Alternative Small Purchase Procedures for Procurement of Low Value Architectural and Engineering Services:** Virginia Tech completes hundreds of small-dollar value construction, renovation and maintenance projects each year that require outside Architecture and/or Engineering services. Procurement and contracting procedures currently available to university staff, however, are neither efficient nor cost effective for many of these projects. The Committee reviewed for approval a resolution authorizing the Director of Materials Management to develop and implement purchase procedures that will provide for the efficient and competitive procurement of Architectural and Engineering (A/E) services for small projects with A/E fees under $50,000. The Committee requested that the university provide an update to the Committee on the implementation results of these new procedures.

The Committee recommended the Resolution to Adopt Alternative Small Purchase Procedures for Procurement of Low Value Architectural and Engineering Services to the full Board for approval.

Open Joint Session (with Buildings and Grounds Committee)

Board Members Present: Mr. Michael Anzilotti, Mr. Douglas Fahl, Dr. Calvin Jamison, Ms. Maxine Lyons – Staff Representative, Mr. Michael Quillen, Mr. John Rocovich, Mr. Paul Rogers

VPI & SU Staff: Mr. Mike Alexander, Mr. Erv Blythe, Mr. Robert Broyden, Mr. Allen Campbell, Mr. Al Cooper, Mr. John Cusimano, Mr. David Dent, Mr. William Dougherty, Mr. Corey Earles, Mr. Jeff Earley, Ms. Lynn Eichhorn, Dr. Elizabeth Flanagan, Ms. Debbie Fulton, Mr. Mark Gess, Ms. Natalie Hart, Ms. Kay Heidbreder, Mr. Larry Hincker, Mr. Tim Hodge, Ms. So-Young Hong, Ms. Sharon Kurek, Ms. Heidi McCoy, Mr. Jim McCoy, Mr. Ken Miller, Ms. Terri Mitchell, Mr. Mark Owczarski, Ms. Kathy Sanders, Mr. M. Dwight Shelton, Jr., Dr. Raymond Smoot, Jr., Mr. Jeb Stewart, Ms. Melinda West, Dr. Lisa Wilkes, Dr. Sherwood Wilson

Guests: Mr. Gordon Block, Collegiate Times

* 1. **Approval of West End Market Expansion and Renovation Project:** The Committees reviewed for approval the West End Market Expansion and Renovation Project. The university's Six-Year Capital Plan approved on March 26, 2007 included a project for the Renovation of Owens and West End Market Food Courts. The $5 million nongeneral fund project was approved by the State during the 2008 General Assembly session in Chapter 879, Item C-90. During the design process, the Dining program determined that the project, as originally conceived, could not adequately satisfy the expectations of students within the approved scope and budget.

The original Owens and West End Market Food Courts project called for 4,725 gross square feet of new construction for additional seating at the West End Market and 9,200 gross square feet of renovation work for program enhancements to Owens and the West End Market. The Dining program has determined the actual scope required to meet student expectations is new construction of approximately 7,400 gross square feet for additional seating, expanding the kitchen and food preparation areas, and increasing the number of restrooms and staff locker rooms. The project also includes approximately 6,000 gross square feet of renovation work for program enhancements and roof repairs. The Owens renovation work will be deferred pending a future preplanning study.

The estimated project cost for the revised West End Market program inclusive of design, construction, and equipment is $7.31 million. Because the revised scope and costs have substantially changed from the original authorization, a new authorization is required. The university requests authorization to move forward with the West End Market Expansion and Renovation project.

The Committees recommended the West End Market Expansion and Renovation Project to the full Board for approval.

* 2. **Approval of Campus Fiber Optic Improvement Project:** The Committees reviewed for approval the Campus Fiber Optic Improvement Project. The university's 2010-2016 Six-Year Capital Plan approved on March 23, 2009 includes a project to improve the campus network and communication infrastructure. The proposed implementation strategy to improve the network and communications infrastructure is to phase improvements over several years. This request is for the installation of a fiber optic core on campus which will consist of five segments connecting to the five campus switching centers and connections from the core to several buildings. The university requests authorization to move forward with the Campus Fiber Optic Backbone Installation project.

The Committees recommended the Campus Fiber Optic Improvement Project to the full Board for approval.

3. **Briefing on Meals and Lodging Tax Collection:** The Committees received a briefing on the university's response to the Town of Blacksburg's request that Virginia Tech assist the Town with collecting local meals and lodging taxes on-campus. It is the opinion of the Attorney General and University Legal Counsel that the Town does not have the authority to require the university to collect local meals and lodging taxes, and the university does not have the legal authority to voluntarily remit the local meals tax or lodging tax to the Town. All taxes collected by Virginia Tech must be paid into the State Treasury.

There being no further business, the meeting adjourned at 11:35 a.m.

VIRGINIA TECH
Results of Financial Statement Audit
For the Year Ended June 30, 2010

Required Communications to the Board of Visitors

The Statements on Auditing Standards require the auditor to provide audit committees with information regarding the scope and results of the audit that may assist the committee in overseeing management's financial reporting and disclosure process. We have summarized these required communications.

Area	Comments
Auditor's Opinion	We will issue an unqualified opinion on the University's financial statements for the year ended June 30, 2010. Our opinion will be included in the President's Report expected to be released December 2010.
Scope of Internal Control Work	We obtained a sufficient understanding of internal controls to plan our audit and to determine the nature, timing, and extent of testing performed. We do not provide an opinion on internal controls. Our audit did not identify any matters that we consider to be material weaknesses. We did note one significant deficiency involving Oracle database manager accounts and made one recommendation to develop a strategic plan to review the financial reporting process.
Compliance Testing	Our audit identified no matters of noncompliance which are required to be reported.
Fraud and Illegal Acts	We found no indications of fraudulent transactions or illegal acts.
Significant Audit Adjustments	There were no material audit adjustments to be recorded in the audited financial statements.
Auditor's Judgment About the Quality of Accounting Principles	We concur with management's application of accounting principles.

Significant Accounting Policies	For the fiscal year ended June 30, 2010, GASB 51, *Accounting and Financial Reporting for Intangible Assets,* GASB 53, *Accounting and Financial Reporting for Derivatives, and* GASB 58, *Accounting and Financial Reporting for Chapter 9 Bankruptcies* became effective. The University properly disclosed intangible assets for GASB 51. The University required no disclosures for GASB 53 or 58.
Material Alternative Accounting Treatments	There were no material alternative accounting treatments identified as a result of the 2010 audit.
Management's Judgments and Accounting Estimates	We have reviewed the basis used for accounting estimates noting that such amounts appear to be reasonable based on available information and that estimation methodology is consistent with prior periods.
Methods of Accounting for Significant Transactions and for Controversial or Emerging Areas	There were no unusual transactions or significant accounting policies in controversial or emerging issues.
Disagreements with Management on Financial Accounting and Reporting Matters	During the 2010 audit, there were no disagreements with management about auditing, accounting, or disclosure matters.

NCAA Agreed-Upon Procedures

We are performing an agreed-upon engagement to assist the University in complying with NCAA Bylaw 6.2.3. All compliance work is completed and no compliance issues have been identified. We will review the Schedule and release an official opinion before the NCAA due date of January 15, 2011.

Update to Responses to Open Internal Audit Comments

FINANCE AND AUDIT COMMITTEE

September 30, 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 ongoing 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 Finance and 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. Management continues to emphasize the prompt completion of action plans. Attachment 3 reflects performance in implementing recommendations in accordance with action plans over the last 7 years.

Consistent with the report presented at the August board meeting, the report of open audit recommendations includes the following two sections:

- Attachment 1 summarizes each audit in order of final report date, with extended and on-schedule open high or medium priority recommendations grouped by priority.
- Attachment 2 details 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 August 30, 2010 meeting covered internal audit reports reviewed and accepted through the prior board meeting, and included three open high priority recommendations and eight medium priority recommendations. Activity for the quarter ended September 30, 2010 resulted in the following:

Open recommendations as of August 30, 2010	11
Add: Medium and High priority recommendations issued	17
Subtract: recommendations addressed	7
Remaining open recommendations as of September 30, 2010	21

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 due dates for two of the open medium priority recommendations have been extended to January 31, 2011 in order to ensure that all associated issues are properly addressed. Management is working jointly with the unit and providing assistance as needed to ensure the action plans are completed timely. The other nineteen open recommendations are progressing as expected and are on track to meet their respective target due dates.

Open Recommendations by Priority Level

FINANCE AND AUDIT COMMITTEE

September 30, 2010

Report Date	Audit Name	Audit Number	Total Recommendations						
			ISSUED	COMPLETED	OPEN				
					Extended		On-schedule		Total
					High	Medium	High	Medium	Open
13-May-10	Environmental Health & Safety Services	899	5	2			1	2	3
17-May-10	Department of Chemistry	909	6	4		**2**			2
17-May-10	Information Technology Security Office	904	4	2				2	2
17-May-10	University Scholarships & Financial Aid	908	3	2				1	1
18-May-10	Facility Services - Renovation	779	5	3			1	1	2
03-Aug-10	Leave Accounting	918	2					2	2
03-Aug-10	University Unions and Student Activities	913	2				1	1	2
04-Aug-10	Athletics Department - Operations	898	3				1	2	3
05-Aug-10	Surplus Property	917	1				1		1
09-Aug-10	Departmental Scholarships	912	3				1	2	3
Totals:			**34**	**13**	**0**	**2**	**6**	**13**	**21**

Internal Audit Open Recommendations

FINANCE AND AUDIT COMMITTEE

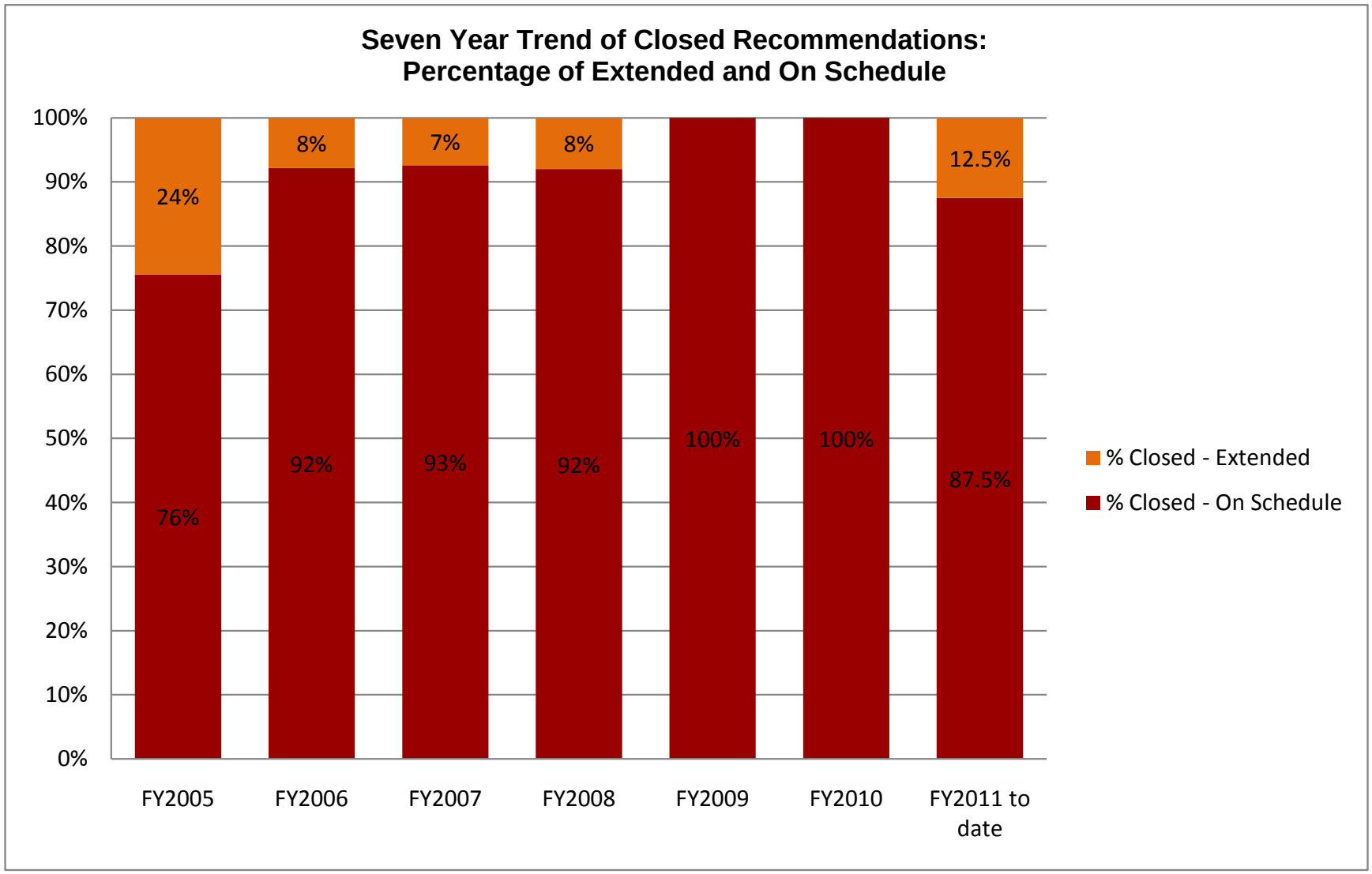
September 30, 2010

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		
17-May-10	1	909	Department of Chemistry	Health and Safety	Medium		31-Aug-10	31-Jan-11	1	Target date extended to ensure all recommendations are properly addressed
09-Aug-10	2	912	Departmental Scholarships	Documentation of Scholarships Awarded	Medium		01-Oct-10		2	
18-May-10	3	779	Facility Services - Renovation	Client Communication	Medium		31-Oct-10		2	
04-Aug-10	4	898	Athletics Department - Operations	Courtesy Car Recordkeeping Practices	Medium		31-Oct-10		2	
13-May-10	5	899	Environmental Health & Safety Services	Improve Communication of Training Opportunities with Departments	Medium		01-Nov-10		2	
03-Aug-10	6	918	Leave Accounting	Leave Submissions	Medium		01-Nov-10		2	
05-Aug-10	7	917	Surplus Property	Data Removal Completion and Recordkeeping	High		30-Nov-10		2	
17-May-10	8	909	Department of Chemistry	Service Center Administration	Medium		01-Dec-10	31-Jan-11	1	Target date extended to ensure all recommendations are properly addressed
13-May-10	9	899	Environmental Health & Safety Services	Improve Process for Recommendation Documentation & Follow-up	High		01-Dec-10		2	
13-May-10	10	899	Environmental Health & Safety Services	Enhance the Risk Assessment Process	Medium		01-Dec-10		2	
18-May-10	11	779	Facility Services - Renovation	Accounts Receivable Reconciliations	High		31-Dec-10		2	
04-Aug-10	12	898	Athletics Department - Operations	Complimentary Ticket Practices and Policies	High		31-Dec-10		2	
04-Aug-10	13	898	Athletics Department - Operations	Contract Validation	Medium		31-Dec-10		2	
03-Aug-10	14	913	University Unions and Student Activities	Electronic Timekeeping System	High		15-Jan-11		3	
09-Aug-10	15	912	Departmental Scholarships	Compliance with Scholarships Criteria	Medium		01-Feb-11		3	
09-Aug-10	16	912	Departmental Scholarships	Utilization of Scholarship Funds	High		28-Feb-11		3	
17-May-10	17	904	Information Technology Security Office	Reviewing Commercial-Off-The-Shelf Information Technology Hardware and Software Products	Medium		31-Mar-11		3	
17-May-10	18	908	University Scholarships & Financial Aid	Improve Aid Disbursement Monitoring Process	High	Medium	01-Apr-11		1	Completed 2 of the interim dates and audit has revised the priority level to medium
17-May-10	19	904	Information Technology Security Office	Resetting Personal Identifier Passwords	Medium		15-Jun-11		3	
03-Aug-10	20	918	Leave Accounting	Automation Initiatives	Medium		30-Jun-11		3	
03-Aug-10	21	913	University Unions and Student Activities	Production Services Equipment and Supplies	Medium		01-Aug-11		3	

(1) A revised target date and/or priority level has been established based on management's follow up with the auditee.

(2) As of September 30, 2010, management confirmed during follow up discussions with audit that actions are occurring and the 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.

(3) Target date is beyond current calendar quarter. Management has follow-up discussions with the auditees to monitor progress, to assist with actions that may be needed to meet target dates, and to assess the feasibility of the target date.


Seven Year Trend of Closed Recommendations:
Percentage of Extended and On Schedule
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
24%
76%
8%
92%
7%
93%
8%
92%
100%
100%
12.5%
87.5%
FY2005
FY2006
FY2007
FY2008
FY2009
FY2010
FY2011 to date
% Closed - Extended
% Closed - On Schedule

Internal Audit Status Report

FINANCE AND AUDIT COMMITTEE

September 30, 2010

Audit Plan Update

Audits were performed according to the fiscal year 2010-11 annual audit plan approved by the Finance and Audit Committee of the Board of Visitors on August 30, 2010 and conducted in an objective manner at a level consistent with the resources of the Internal Audit Department. As of October 2010, two of thirty planned projects, Budget and Financial Planning and Animal Care and Resources, are complete. In addition, the two audits, Emergency Preparedness and Construct Project Management Process, from last year's audit plan are now complete. Audits for Corp of Cadets, University Scholarships and Financial Aid, School of Architecture + Design, and Secure Enterprise Technology Initiatives, along with the Vice President and Dean for Undergraduate Education compliance review and Air Transportation Services advisory service, are underway. One audit, Facilities – HokieServ System, has been canceled because of Facilities Services ongoing desire to enhance the HokieServ system implementation. The Vice President for Finance and Chief Financial Officer is providing Facilities Services with a review of the business processes affected by the HokieServ System to ensure the system is fully implemented to achieve efficient and effective controls.

During the first quarter of fiscal year 2010-11, Internal Audit completed 13 percent of its audit plan as depicted in Exhibit 1.

Exhibit 1
FY 2010-11 Completion of Audit Plan

Audits	
Total # of **Audits** Planned	30
Total # of Supplemental & Unplanned Carry forward	2
Total # of Planned **Audits** Canceled and/or Deferred	1
Total **Audits** in Plan as Amended	31
Total **Audits** Completed	4
Audits - Percentage Complete	13%
Note: Includes Compliance Reviews and Advisory Services	

Review and Acceptance of Internal Audit Reports Issued

FINANCE AND AUDIT COMMITTEE

September 28, 2010

Background

In concurrence with the fiscal year 2010-11 Internal Audit Plan approved by the Finance and Audit Committee at the August 30, 2010 Board of Visitors meeting, the department has completed four 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

Construction Project Management Process	Improvements are recommended
Emergency Preparedness – Action Plans	Improvements are recommended
Animal Care and Resources	Improvements are recommended
Budget and Financial Planning	Effective

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.

Annual Report on Continued Implementation of Restructuring

FINANCE AND AUDIT COMMITTEE

September 28, 2010

In 2005, Virginia Tech entered into a Management Agreement with the Commonwealth of Virginia under the Restructured Higher Education Financial and Administrative Operations Act (Restructuring Act), offering increased management autonomy in exchange for high level accountability in several performance areas. The Institutional Performance Standards (IPS) are a major part of the performance measures under the Restructuring Act. The State Council annually assesses the degree to which each individual public institution of higher education has met the financial and administrative management and educational-related performance benchmarks set forth in the appropriation act in effect. The State Council reviewed the University's measures and benchmarks and reported in the spring that Virginia Tech met all the targets in the 2008-09 plan.

The initial Management Agreement was in effect until 2010. Renegotiations occurred during fiscal year 2008-09 to continue the University's Level 3 status, including some revised performance standards. Legislation was approved amending and reenacting the current Management Agreement through June 30, 2012, provided the Governor provides written notification that the Management Agreement needs to be renegotiated or revised by November 15, 2011. Otherwise, the Management Agreement shall continue in effect until June 30, 2015. Effective July 1, 2008 Virginia Commonwealth University became the state's fourth Level 3 institution.

The fourth year of implementation was met with great success. Through the autonomy offered under the Management Agreement, the university is operating more efficiently and is better equipped to respond quickly and effectively to challenges and opportunities. The University provided a report on the 2009-10 fiscal year to the Committee in August 2010. This report is the second part of that annual report, and it focuses on the finance and administrative performance results for 2009-10 which are summarized in Attachment 1. The University has or expects to achieve or exceed the standards in all areas. For one standard, *capital outlay projects completed within budget*, the University completed two projects that will require special review during the evaluation of performance results for the 2009-10 fiscal year. The University believes it will be considered in compliance for these two projects when the State Council makes its determination of compliance in the Spring of 2011.

Higher Education Restructuring Institutional Performance Standards

2009-10

	Measure	Metric Definition	Performance Goal	FY2009 Performance[1]	FY2010 Performance	Result
Capital Outlay, Leases and Real Estate						
	Capital outlay projects completed within budget	Complete all projects within the budget approved during the preliminary design state	100%		60%[2]	
	Change orders as a percent of the guaranteed maximum price (GMP) or construction price	Change orders are not more than 2% of the guaranteed maximum price (GMP) or construction price.	≤2%		≤2%	
	Cost of leased office space	Cost of leased office space within 5% of the average commercial district lease rate for similar space	5%		14.98% below market	
Procurement						
	Goals established in the plan submitted to the State under current law for Small, Woman-owned and Minority-owned (SWaM) procurement	Achieve at least 85% of the SWaM plan annually	≥85%	122%	91%	
	Purchases through the Commonwealth's enterprise-wide internet procurement system (eVA)	Conduct 80% of transactions and 70% of dollars through eVA annually	80% - transactions 70% - dollars		81.5% - transactions 85% - dollars	
Information Technology						
	Major information technology projects	Major information technology projects will be completed on approved schedules and within approved budgets	100%	n/a	n/a[3]	
	Institutional security standards	Maintain compliance with institutional security standards as evaluated by internal and external audits	full compliance		full compliance	
Finance and Accounting						
	Audit of financial statements	An unqualified opinion from the Auditor of Public Accounts upon the audit of the public institution's financial statements.	full compliance	full compliance	full compliance[4]	
	Audit deficiencies	No significant audit deficiencies attested to by the Auditor of Public Accounts.	full compliance	full compliance	full compliance[4]	
	Financial reporting standards	Substantial compliance with all financial reporting standards approved by the State Comptroller.	full compliance	full compliance	full compliance[4]	
	Accounts receivable standards	Substantial attainment of accounts receivable standards approved by the State Comptroller, including but not limited to, any standards for outstanding receivables and bad debts.	full compliance	full compliance	full compliance	
	Accounts payable standards	Substantial attainment of accounts payable standards approved by the State Comptroller including, but not limited to, any standards for accounts payable past due.	full compliance	full compliance	full compliance	
	Bond rating	Bond rating at least AA- (or its equivalent) from Moody's, S&P or Fitch rating service	AA-	Aa2 - Moody's AA - S&P	Aa1 - Moody's AA - S&P	
	Investment returns earned on operating cash balances over rolling three year period	Return on operating cash benchmark is the return on the iMoney.net money market index fund	1.57%	3.12%[5]	2.34%	
	Debt burden ratio	University's actual annual debt service as a % of its total operating expenses	≤7%	<4%	<4%	
Human Resources						
	Turnover rate	University voluntary turnover rate for staff will meet the voluntary turnover rate for state classified employees with a variance of 15%	5.3%	4.10%	4.80%	
	Internal transfers/promotions as a percentage of total number of hires	Rate of internal progression within 40-60% of the total salaried staff hires	40%-60%	42.40%	56%	

NOTES:

(1) With the renegotiation of the Management Agreement in FY2009, Level 3 institutions also received revised performance standards.
(2) Two of five projects were not completed within budget. The Preliminary Design budgets and construction contracts were executed well before the July 1, 2009 implementation date for this standard.
(3) Currently there are no major information technology projects, as defined by the Virginia Information Technology Agency (VITA).
(4) Final results for FY2010 are not available at the time of this report but the University expects to be in full compliance with the performance standards.
(5) Two-year Treasury Bill yield for FY2009 was 2.28%.

University Debt Ratio and Debt Capacity

FINANCE AND AUDIT COMMITTEE

October 12, 2010

The university's debt policy approved by the Board of Visitors requires periodic review of its debt ratio and debt capacity. As a part of that process, the university's debt ratio and debt capacity are reported annually to the Finance and Audit Committee. The management of debt at the university is critical to the success of its capital program. An established committee including representatives from Investments and Debt Management, the Controller's Office, Capital Assets and Financial Management, and the Budget Office meets regularly to review debt activities and the timing of debt issuances to ensure compliance with the debt policy. The Vice President for Finance and Chief Financial Officer and the University Treasurer provide oversight of these activities.

Both the university's debt policy and the Restructured Higher Education Financial and Administrative Operations Act initiative require that the university maintain a debt service to operations ratio of not greater than seven percent. In addition to those seven percent limitations, and based on guidelines provided by the Board of Visitors, management internally targets a five percent benchmark for planning purposes and subsequent recommendations to the Board. At the conclusion of fiscal year 2009-10, outstanding long-term debt of the university totaled $395.7 million with a debt ratio of 3.18 percent.

Attachment A provides an estimate of future capacity and debt ratios each year through fiscal year 2015-16. The analysis includes authorized projects currently underway, authorized planning projects with a high probability of debt issuance, and capital leases and equivalents. During this period, it is anticipated that the university's debt ratio will reach 5.06 percent in fiscal year 2012-13.

Attachment B shows a list of specific projects, amounts, and timing for debt issuances for each year of the analysis through fiscal year 2015-16. These are included as part of the Attachment A analysis. This schedule reflects the forward looking implementation plan of the university's capital outlay program currently underway and capacity to advance high priority items on the university's six-year capital outlay plan.

Attachment C shows a trend of the university's debt ratio from fiscal year 2002 to 2010 with projections through fiscal year 2016 based on the analysis in Attachment A. This trend line reflects the significant commitments to advancing high priority capital projects.

As part of the university's capital outlay planning and debt management program, the university will continue to develop capital outlay plans that advance projects within the debt policy and restructuring initiatives, and will carefully review each project in accordance with our debt capacity before submitting project authorizations for debt to the Board.

University Debt Ratio and Debt Capacity Based on Expected Debt Issuance
FINANCE AND AUDIT COMMITTEE
October 12, 2010
(Dollars in Thousands)

	Actual	Estimated					
Fiscal Year	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Total Long-Term Debt Outstanding, Beginning of Fiscal Year	$ 285,865	$ 395,741	$ 445,659	$ 539,388	$ 597,741	$ 576,580	$ 566,754
Net New Long-Term Debt Issuance	111,725	68,165	120,736	88,474	10,812	24,000	70,000
Bond Premium	17,106	2,372					
Net Long-Term Debt Repayment	(18,955)	(20,618)	(27,008)	(30,122)	(31,973)	(33,826)	(36,068)
Total Long-Term Debt Outstanding, End of Fiscal Year	**$ 395,741**	**$ 445,659**	**$ 539,388**	**$ 597,741**	**$ 576,580**	**$ 566,754**	**$ 600,686**
Total Debt Service	$ 30,727	$ 36,991	$ 48,392	$ 55,629	$ 57,958	$ 61,690	$ 64,393
Total Operating Expenditures	967,278 (1)	1,005,969	1,036,148	1,098,317	1,164,216	1,234,069	1,308,113
Debt Ratio	**3.18%**	**3.68%**	**4.67%**	**5.06%**	**4.98%**	**5.00%**	**4.92%**
5% of Operating Expenditures	$ 48,364	$ 50,298	$ 51,807	$ 54,916	$ 58,211	$ 61,703	$ 65,406
Additional Allowable Debt Service	17,637	13,307	3,416	(713)	252	14	1,013
Additional Debt Capacity (at 5%)	**$252,946**	**$190,852**	**$45,213**	**($9,281)**	**$3,213**	**$171**	**$12,515**
7% of Operating Expenditures	$ 67,709	$ 70,418	$ 72,530	$ 76,882	$ 81,495	$ 86,385	$ 91,568
Additional Allowable Debt Service	36,982	33,427	24,139	21,253	23,537	24,695	27,175
Additional Debt Capacity (at 7%)	**$530,398**	**$479,402**	**$319,509**	**$276,456**	**$299,638**	**$309,064**	**$335,808**

Assumptions:

* Total Operating Expenditures are estimated to increase 4% for 2010-11, 3% for 2011-12, and 6% thereafter.
* Cost of Capital includes State and VCBA preliminary estimates for 2010-11 with a 20-25 year fixed rate level amortization; 4.3% Cost of Capital for 2011-12; 4.5% Cost of Capital for 2012-13; 4.75% Cost of Capital for 2013-14; 4.95% Cost of Capital for 2014-15; and 5.1% Cost of Capital for 2015-16.
* 4.0% Cost of Capital assumed for all planned new MELP issuances, with 5-10 year fixed rate level amortization.

Notes:

(1) Estimated, unaudited.

Projection Of Issuances For Debt Supported Capital Projects

FINANCE AND AUDIT COMMITTEE

As of October 12, 2010

(Dollars in Thousands)

	Fiscal Year							
	Actual	Projections						
	2009-10	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**Total Projected**
Projects Authorized and Underway								
Renovate East and West Ambler Johnston Hall	$ 42,725		$ 20,114					$62,839
Parking Facility, Prices Fork	24,590							24,590
Institute for Critical Technologies and Applied Science II	13,045							13,045
Additional Recreational, Counseling and Clinical Space	12,420							12,420
Basketball Practice Facility	8,705							8,705
Upgrade Campus Heating Plant	5,875							5,875
Repair McComas Hall Exterior Wall Structure	4,365							4,365
Performing Arts Center		$ 19,510	19,250					38,760
New Visitors & Admissions Center			7,100					7,100
Parking Improvements, Tech Center		725						725
Phase IV of Oak Lane Community			2,772	$ 2,772	$ 2,772			8,317
Academic and Student Affairs Building		43,430						43,430
Planning Authorized with High Probability of Issuance								
Engineering Signature Building				40,000				40,000
Chiller Plant, Phase I					8,040			8,040
Veterinary Medicine Addition			12,600					12,600
Capacity to Advance Capital Outlay Plan Priorities						$ 24,000	$ 70,000	94,000
Capital Leases and Equivalents								
National Capital Region Facility (a)			54,900					54,900
Turner Street (a)				45,702				45,702
Master Equipment Lease Program		4,500	4,000					8,500
Total New Planned Debt	$ 111,725	$68,165	$120,736	$88,474	$ 10,812	$ 24,000	$ 70,000	$493,913
Capacity to Advance Upcoming Capital Plan Items (5%)	$ 252,946	$ 190,852	$ 45,213	$ (9,281)	$ 3,213	$ 171	$ 12,515	
Capacity to Advance Upcoming Capital Plan Items (7%)	$ 530,398	$ 479,402	$ 319,509	$ 276,456	$ 299,638	$ 309,064	$ 335,808	

Notes:

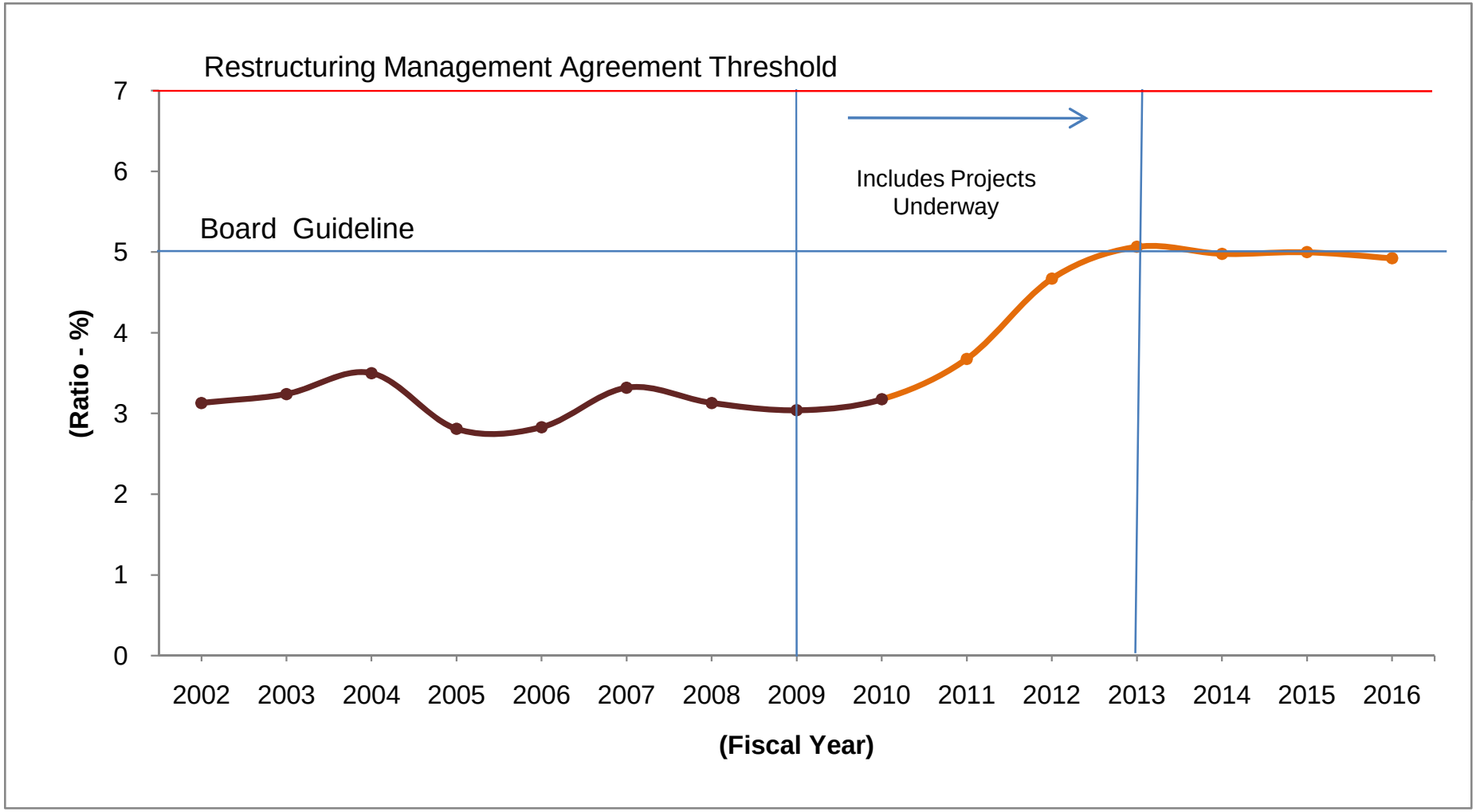
(a) This project is currently underway through the Virginia Tech Foundation. It is included in the report because the University is committing future revenues through lease agreements to acquire space and support the project with the Foundation, which may be reflected as debt on the University financial statements.

University Debt Ratio Trend

Attachment C

FINANCE AND AUDIT COMMITTEE

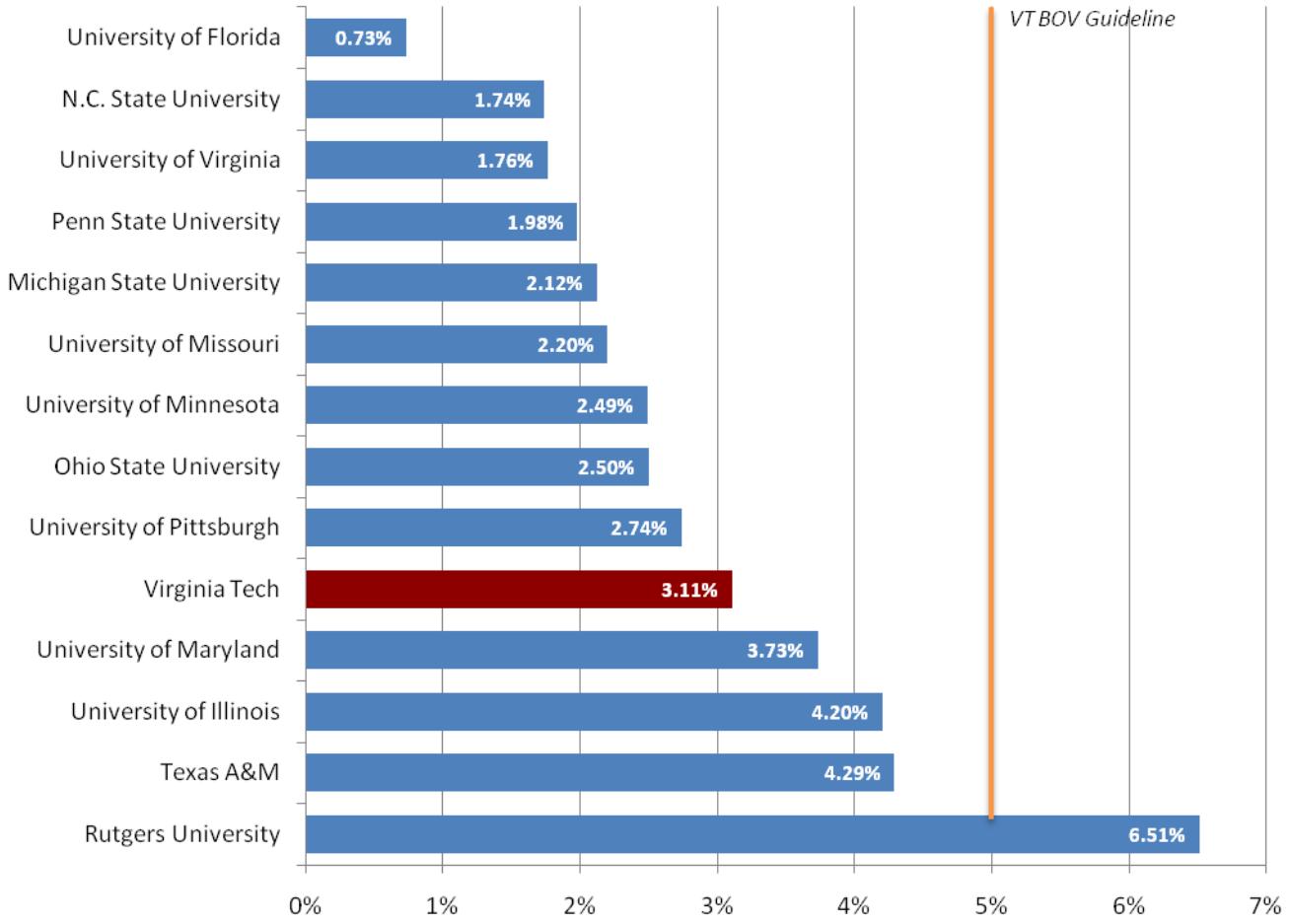
October 12, 2010



Maroon = Actual Debt Burden Ratio
Orange = Projected Debt Burden Ratio

Presentation Date: November 8, 2010

Debt Ratio Benchmarking



Source: Moody's Investors Service, October 21, 2010, 2009 Data.

Presentation Date: November 8, 2010

Accounts Receivable and the Write-off of Delinquent Accounts For the Fiscal Year Ended June 30, 2010

FINANCE AND AUDIT COMMITTEE

September 3, 2010

Overview

Accounts receivable are generated by several components within the university. Student accounts receivable and the receivables generated through the sponsored research program represent the largest components of the total receivables. To properly account for and control these assets, the university uses a combination of centralized and decentralized systems. The Bursar's Office is responsible for monitoring the activities of the decentralized operations through reviews of reports and discussions with personnel who have been delegated the responsibility for billing and collecting accounts. The Bursar's Office is also responsible for managing the collection process for all delinquent accounts. Information from the receivable systems is consolidated quarterly by the Controller's Office and reported to senior management and the State Comptroller. The quarterly report uses a combination of narratives, tables, and graphs to report receivables, analyze trends, and identify areas where emphasis or action is needed. The Controller's Office is responsible for the implementation of corrective action to ensure that the receivables are properly managed.

Composition and Aging of the Receivables

Attachment A provides the composition of the gross receivables at June 30, 2010, with comparative data for the previous year. Attachment B provides a graph for the aging analysis of the gross receivables at June 30, 2010, with comparative data for the previous three years. The total write-offs for these four years are also overlaid on this graph as another way to put them in perspective.

Collection Efforts and Write-offs

Because of the nature of the receivables and the university's aggressive policy for collecting delinquent accounts, the annual write-off of uncollectible accounts is relatively small. The average annual write-off for the past three years is $492,436. The fiscal year 2010 write-off total of $559,470 represents only 0.084 percent (slightly less than one tenth of one percent) of the annual operating revenues[1] per the audited financial statements for fiscal year 2009, excluding federal appropriations.

Various techniques are used for collecting delinquent receivables depending on the customer and type of account. For example, students must pay past due amounts before they are allowed to enroll for the next school term. Other delinquent accounts are placed with commercial collection agencies and the State Attorney General's Office for collection. The State Comptroller provides guidance on collection policies and procedures, and the university generally complies with the State Comptroller's recommendations, except where improved

[1] Operating revenue for FY09 of $669,124,246 was used for this calculation.

practices have been implemented under the authorities provided by the Restructured Higher Education Financial and Administrative Operations Act.

Accounts Written Off at June 30, 2010

As authorized by a resolution passed by the Board of Visitors on August 13, 1976, the Vice President for Finance and Chief Financial Officer and the University Controller periodically review the university's accounts receivable. The review is performed to determine those delinquent accounts that are deemed to be uncollectible. Subsequently, the accounts are written off the university's records in accordance with generally accepted accounting practices. However, such accounts are not discharged or forgiven, and the university continues to track these accounts and sometimes collects portions of these accounts after being written off.

Normally, accounts are written off at the close of the fiscal year. For the fiscal year ended June 30, 2010, the total of accounts written off was $559,470, which is consistent with prior years. See Attachment C for a summary of the accounts written off at June 30, 2010, with comparative data for the two previous fiscal years.

For each account written off, appropriate collection procedures were utilized. Further collection efforts were not justified for various reasons such as bankruptcies, the inability to locate the debtor, and the cost versus the benefit for small receivable amounts. As shown in Attachment D, the $559,470 write-off total consists of 1,088 customers with an average account value of $514. In fact, as shown on Attachment E, of the total number of accounts written off, 58.8 percent (639) were valued at less than $100, and these low dollar accounts represent only 4.3 percent of the total dollar value of the write-offs.

State Management Standards

The University's Management Agreement under the Restructured Higher Education Financial and Administrative Operations Act includes several financial and administrative performance standards. The university must achieve compliance with all of these performance standards to retain the financial benefits provided under the Management Agreement. A report summarizing the finance and administrative performance results is provided to the Committee separately. There are two management standards related to accounts receivable, and both are calculated annually. The two standards are:

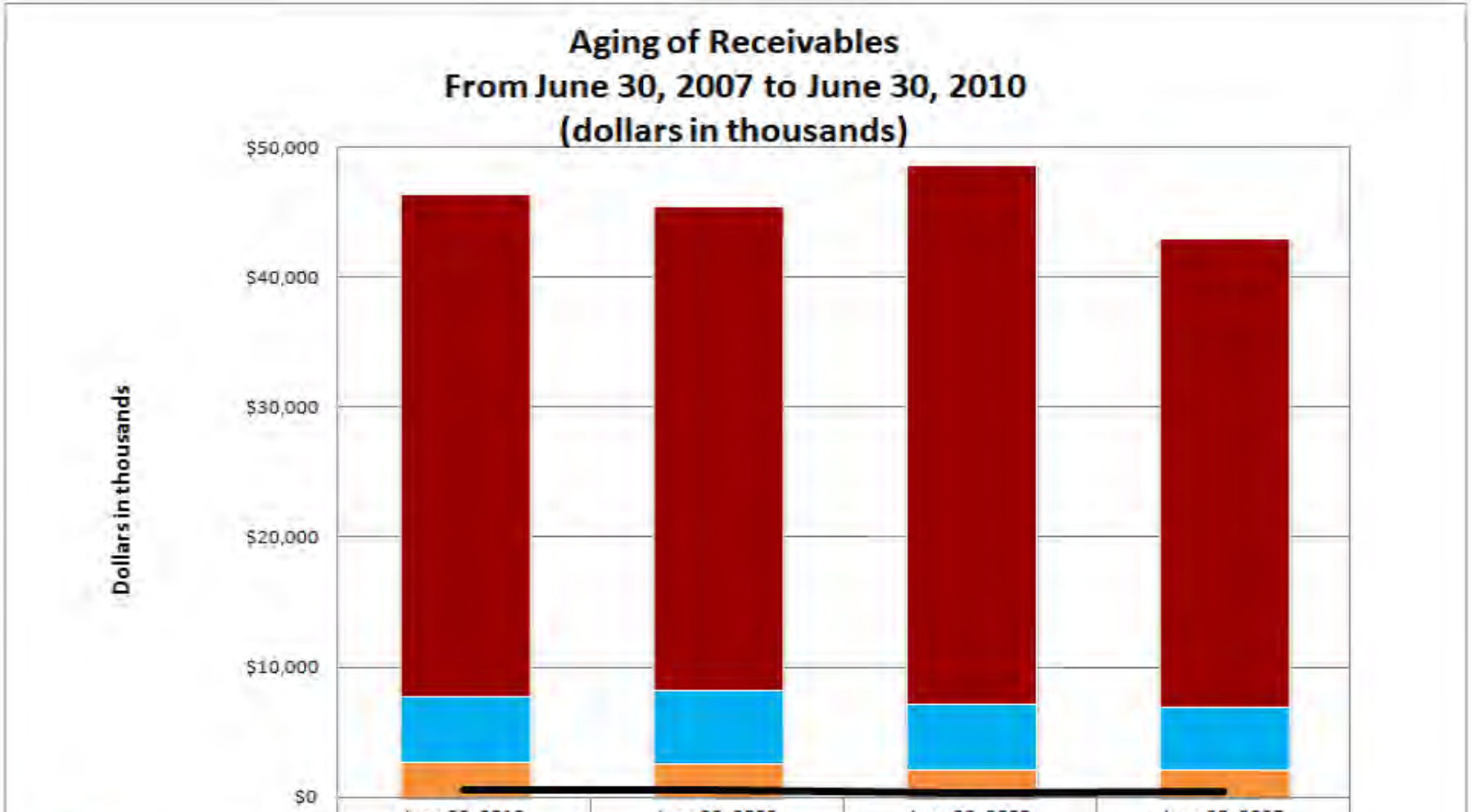
a. A four quarter average past due rate of 10% or less on receivables 121 days or more past due as a percentage of all receivables.

b. An average past due rate of 10% or less on Federal student loans.

The university is currently in compliance with both standards. As of June 30, 2010, the average past due rate on receivables 121 days or more past due is 2.71 percent for the four quarters ended and the Federal Perkins Student Loan default rate is 1.18 percent.

Composition of Gross Receivables
Compared to Same Quarter Previous Year
(Dollars in Thousands)

	June 30, 2010		June 30, 2009	
	Receivable Balance	Percent	Receivable Balance	Percent
Student Accounts	$ 3,494	7.5%	$ 2,504	5.5%
Sponsored Programs	35,938	77.5%	36,139	79.6%
Electric Service	752	1.6%	800	1.8%
Parking Service	92	0.2%	100	0.2%
Telecommunications	94	0.2%	41	0.1%
Continuing Professional Education	488	1.1%	486	1.1%
Veterinary Medicine & Equine Center	804	1.7%	922	2.0%
Loans/Notes Receivable	54	0.1%	40	0.1%
Other Receivables	4,629	10.0%	4,358	9.6%
Total Gross Receivables	**$ 46,345**	**100.0%**	**$ 45,390**	**100.0%**



	June 30, 2010	June 30, 2009	June 30, 2008	June 30, 2007
Receivables Not Past Due	$38,649	$37,250	$41,464	$36,119
1 - 120 Days Past Due	5,045	5,682	5,055	4,808
121 to Over 1 Year Past Due	2,651	2,458	2,010	2,026
Total Gross Receivables	$46,345	$45,390	$48,529	$42,953
Write-Offs	559	550	368	452

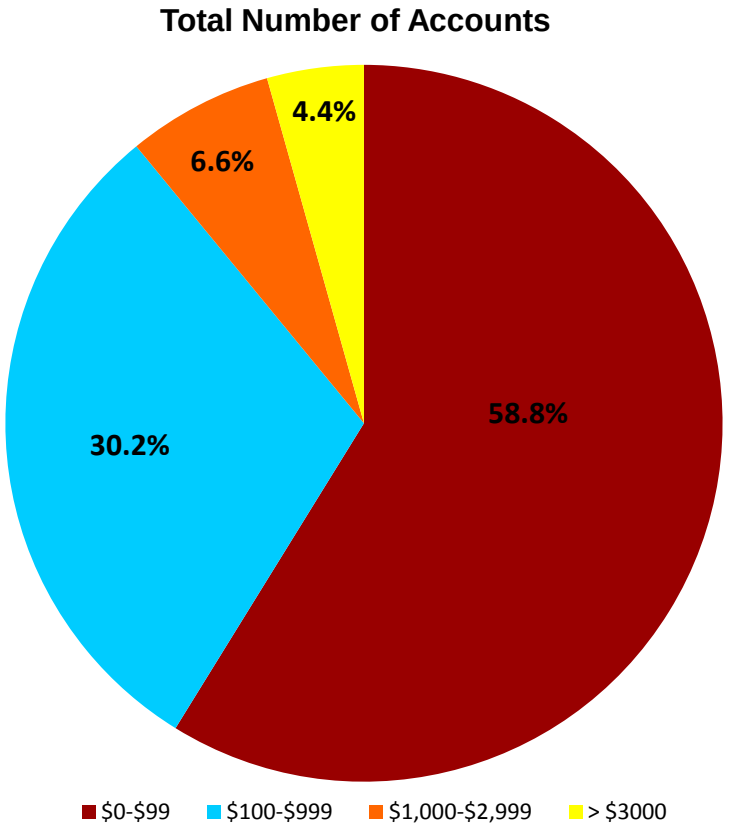
Write-Offs for June 30, 2010 with Comparison to 2009 and 2008

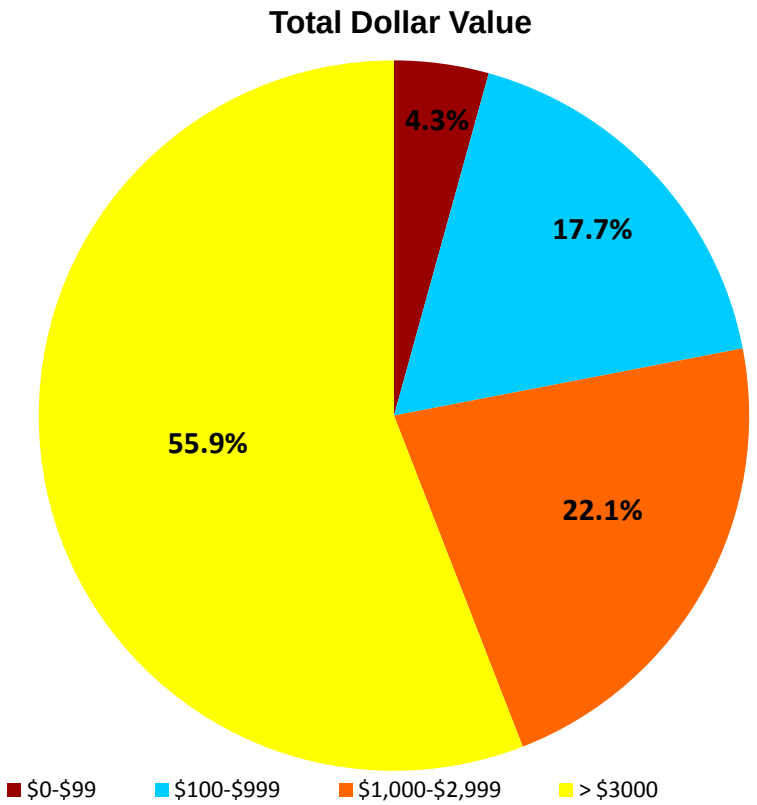
Accounts Receivable	June 30, 2010	June 30, 2009	June 30, 2008	Three Year Average
Student Accounts	$ 219,956	$ 237,215	$ 180,445	$ 212,539
Sponsored Programs	85,500	74,136	-	53,212
Electric Service	21,337	12,838	9,895	14,690
Parking Services	20,329	21,582	9,211	17,040
Telecommunications	3,247	1,326	282	1,618
Continuing Professional Education	3,860	1,168	1,589	2,206
Veterinary Medicine and Equine Medical Center	156,340	113,522	127,279	132,380
Loans/Notes Receivable	4,427	3,000	3,062	3,496
Other Receivables	44,474	48,061	35,860	42,798
Executive MBA Program	-	37,370	-	12,457
Total Write-Offs	**$ 559,470**	**$ 550,218**	**$ 367,623**	**$ 492,436**

Write-Off Summary for June 30, 2010

TYPE	Total Number of Accounts	Total Dollars	Average Write Off Amount ($)	Percent of Total Dollar Value	Percent of Total Number of Accounts
Student Accounts	97	$ 219,956	$ 2,268	39.32%	8.92%
Sponsored Programs	3	85,500	28,500	15.28%	0.28%
Electric Service	97	21,337	220	3.81%	8.92%
Parking Services	345	20,329	59	3.63%	31.71%
Telecommunications	4	3,247	812	0.58%	0.37%
Continuing Professional Education	7	3,860	551	0.69%	0.64%
Veterinary Medicine and Equine Medical Center	184	156,340	850	27.95%	16.90%
Loans/Notes Receivable	7	4,427	632	0.79%	0.64%
Other Receivables	344	44,474	129	7.95%	31.62%
	1,088	**$ 559,470**	**$ 514**	**100.00%**	**100.00%**

Stratification of Write-Offs for Fiscal Year 2010





University Support for Student Financial Aid

FINANCE AND AUDIT COMMITTEE

October 11, 2010

This report provides an overview of the University's student financial assistance programs, illustrates the depth and breadth of these programs, describes the types of financial aid available, and focuses on the institutional aid programs that can be controlled or influenced by the University. Virginia Tech is experiencing an ongoing shift in the types of resources available to support its instructional programs. These changes include periodic increases in tuition and required fees as driven by a combination of increasing costs, the requirement to maintain the quality and integrity of the instructional programs, enrollment growth to support additional Virginia students, and the inability of the state to maintain its level of financial support.

As the state reduces its level of financial support and increases in tuition and fees are required to support the university, the role of student financial assistance of all types becomes a more critical element of financial planning in the university's efforts to ensure access and affordability.

Financial aid programs are critical to support access and affordability of higher education and to ensure the effective recruitment, retention, and graduation of students. The University's financial aid efforts seek to ensure that qualified students can access a Virginia Tech education and help to promote a diverse and inclusive community. The financial aid program is critical to the attainment of the University's goals and objectives.

Historically, the University has worked to hold tuition and fees low to ensure access and affordability -- this was predicated on a certain level of state support. Yet as the funding mix of higher education is evolving, the trend has been shifting. As state support decreases, the state share of the cost of education is decreasing, and the student share is increasing. Understanding this shift, the University has proactively focused its efforts to increase the support for student financial aid. These efforts are specifically designed to ensure access and affordability and meet the goals of the University. The University affirmed this commitment in its Management Agreement with the Commonwealth and continues to proactively work to ensure access and affordability.

Types of Student Financial Aid

The University facilitates a multifaceted scholarship and financial aid program that provides assistance to graduate and undergraduate students through grants and scholarships, employment opportunities, loans, and payment strategies. Fund sources for this assistance are varied as are their accompanying eligibility protocols. For the fiscal year ended 2009-10, total aid reached $359.0 million (Attachment 1). Financial

assistance to students is provided in the four main categories of scholarships and grants, employment, loan, and payment options:

Scholarships and Grants provide aid based on academic or extracurricular achievement, or financial need, and require no exchange of service. Some of these are need-based, while others are merit-based. No repayment is expected.

> *Need-based awards* - are offered to students who demonstrate financial need as determined by federal and institutional standards. This can take into account the Expected Family Contribution (standardized through the Free Application for Federal Student Aid, the FAFSA), Cost of Attendance, and any outside aid the student has obtained from sources other than the university. In discussions of student financial aid, the term "cost of attendance" includes tuition and required fees plus allowances as determined by the University for various other educational and living costs such as room and board, travel, computers, books and supplies.
>
> *Merit-based awards* - are offered to students who demonstrate exceptional aptitude and achievement, both academic and/or extracurricular.

Employment includes the student work-study opportunities at the undergraduate level and graduate assistantships at the graduate level.

> *Federal work-study opportunities* - provide a one-time award (currently $2,000) and a wage employment position. This program is subsidized by the federal government and is supported in part by the University. Work-study participants are employed throughout the University, as well as off-campus through a community service component or through the Literacy Corps, gaining valuable work experience along with financial assistance.
>
> *Assistantships* - offer tuition remission and a stipend in return for the student's (typically graduate-level) effort through research, service, or teaching. This funding supports both the graduate student and the University's programs.

Loans are offered through institutional, federal, and private lenders and provide financial assistance with the expectation of repayment. Loans may be subsidized or unsubsidized. Subsidized loans are generally from the federal government, carry a lower interest rate, and do not accrue interest during qualifying enrollment and deferment periods. Unsubsidized loans generally accrue higher, market-based interest rates from the date the loan is disbursed.

Payment Options include prepaid tuition plans offered by the Commonwealth of Virginia (such as tax sheltered savings plans) and the Budget Tuition plan operated by the University. The Budget Tuition plan is in essence an installment payment plan which provides students and families the opportunity to spread the cost of tuition and fees over the course of the semester.

The University is involved in the administration and distribution of each of these types of financial aid. Many programs are administered outside of the University, and students arrive with financial aid arrangements (which are in general termed "outside aid" in this report) that the University facilitates on their behalf. Other programs are developed within the institution. Of these financial aid programs, grants and scholarships have been an area of focus for the institution.

Sources of Funding for Grants and Scholarships

A diverse array of resources supports grants and scholarships, including federal, state, institutional, and outside aid (Attachment 2).

Federal Support comes from the federal government and is provided through Pell Grants and Federal Supplemental Equal Opportunity (FSEOG) support. These programs, while administered by the University, flow to the student through the University. The appropriations for these programs are often congressionally approved and in the case of Pell Grants, follow the student to the University.

State Support is provided by the Commonwealth from the state General Fund in several ways as well. The bulk of the Commonwealth's appropriation is directed to the University in support of undergraduate need-based scholarships. Funding is also appropriated to support graduate student assistantships. Additionally, the Commonwealth directs funding to the University to fund students in the Soil Sciences and students participating in the Multicultural Affairs and Opportunities Program. Other state funding may flow directly to students, or through students to the University, such as the College Scholarship Assistance Program, and are not part of the University's budget.

Institutional Support is the area of financial aid that the University can impact directly, providing financial assistance in the form of scholarships and grants at the undergraduate level and assistantships at the graduate level. Institutional support comes in three main categories:

> *Unfunded Scholarships*: The Code of Virginia authorizes institutions of higher education to create need-based scholarships through the remission of tuition and fees up to certain limits. These limits are at both the student and institutional level. These programs are supported by the tuition budget and are reflected in the net tuition revenue collected by the University. This program has seen considerable growth over the decade. In 2010-11, the unfunded scholarships at the University will account for $11.8 million in undergraduate financial aid and $12.0 million in graduate assistantship support.
>
> *Internal Resources:* Some institutional support is available from a specific resource. Such resources are normally from an externally sponsored grant or contract – this is a key source of graduate tuition remission. Given the public nature of much of the University's resources, the University is limited in its ability

to generate resources for flexible scholarship support. Examples of this type of support are revenue from Virginia Tech license plate sales and net revenues from licensing and trademark activities.

Codified Waivers: While the University is generally unable to waive student charges, codified waivers are specific programs that are enacted in the Code of Virginia that authorize the waiver of charges to support specific groups targeted by the Commonwealth. These groups include survivors of military dependents and law enforcement officers as well as senior citizens. Since the costs of these programs are managed by the institution, these programs are considered institutional support. The University also supports graduate students on assistantship through the waiver of the nonresident differential (the difference in the tuition rate between resident and nonresident graduate students).

Graduate Tuition Remission: The most common source of support for graduate students is the graduate assistantship. An assistantship is comprised of a stipend, health insurance, and graduate tuition remission. Assistantships support teaching, research, or other service within the University. The University funds a large portion of the graduate tuition remission program, as do grants and contracts tied to specific externally sponsored activities, primarily research.

Private Funding: Additional support is available through the Virginia Tech Foundation. Private funds come through philanthropy in annual fund or endowment. Annual support is available to be utilized on a one-time basis. Endowments are held to create ongoing stream of earning for a perpetual benefit.

Outside Aid is aid which normally comes with a student from private external parties. This could include private organizations, nonprofit organizations, businesses, governmental entities, international organizations, and other special-interest groups. The University does not control this fund source but works to facilitate the delivery of such support. Often these awards are tied to academic progress eligibility which the University may monitor on behalf of the donor.

Uses of Funds

The University has leveraged these sources of funds to advance access and affordability and has also created several innovative, very successful programs. The three major programs are:

Funds for the Future –This program seeks to accomplish two objectives: (1) to shelter undergraduate returning students from all or a portion of increases in tuition and required fees based on level of family income, and (2) to reduce unmet need for certain groups of low income undergraduates.

VT Grant – The University has been methodically working to expand its total aid program, with the goal of reducing unmet need.

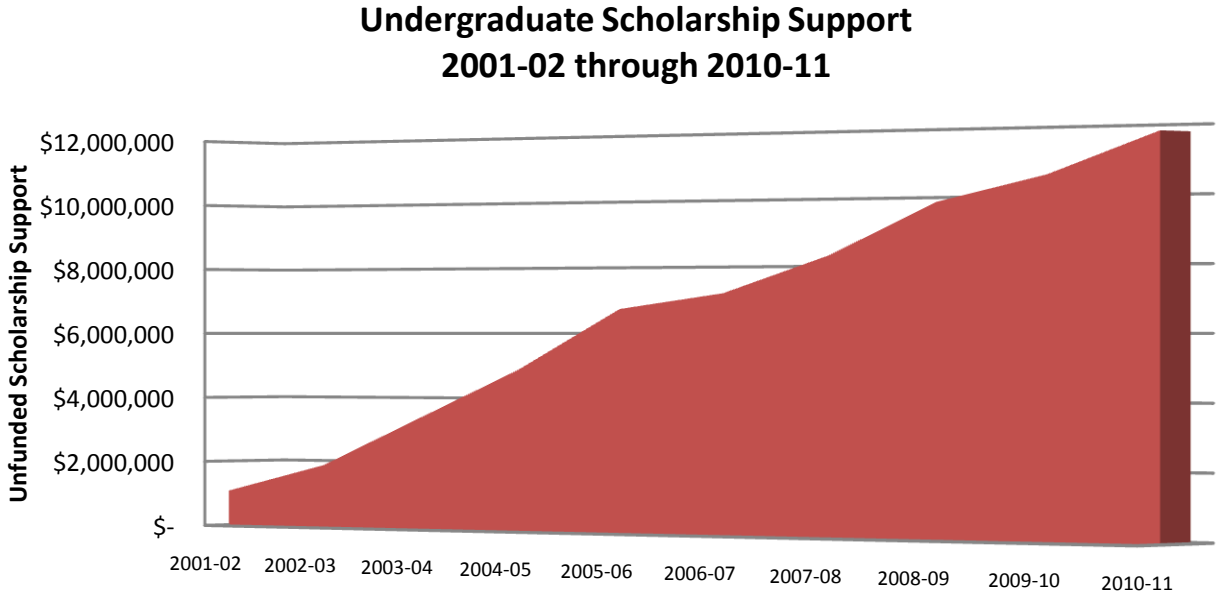
ARRA Grant - This program was designed to leverage federal stimulus support to mitigate tuition increases for Virginia resident students. This is a two year program.

Other programs that have been designed to offset the costs of college, achieve enrollment goals, and recognize academically talented students include: the Presidential Scholarship Initiative, VT Scholars, Emerging Leaders Scholarship, Presidential Campus Enrichment Grants, and Alumni Presidential Scholar Program. The University has also worked to match the federal Yellow Ribbon program and support the cost of students studying at the Center for European Studies.

These programs help address the commitment to access and affordability that the University undertook as part of the Restructured Higher Education Financial and Administrative Operations Act initiative. Further, these programs have been successful in meeting its commitment and have been well received by students, families, and the Commonwealth.

Moving Forward

For 2010-11, the University has continued to increase support to these institutional aid programs. As displayed on the graph below, the University has made consistent and significant progress in institutional aid programs. The University has increased institutional aid available from $1.1 million in 2001-02 to $11.8 million in 2010-11.



As part of the University Strategic Plan Scorecard metrics, the University has committed to a goal of increasing support for undergraduate need based aid by $1 million annually

(on a three year rolling average) to help offset increases in the cost of education. This plan ties into the University's commitment in its Management Agreement to increase support for need-based student financial aid to help ensure access and affordability.

While the University has been leveraging the unfunded scholarship authority to expand need-based aid, the use of unfunded scholarships has legal and practical limits. As a result, it will be important for the University to work to expand funding from other sources, primarily by increasing private fund raising.

Over the past decade, the University has significantly increased support for student financial aid and will continue to work to assist students and families with managing the cost of education in the future.

Attachment 1

VIRGINIA TECH
Total Student Financial Aid from All Sources
$ in millions

Aid Source	2007-08	2008-09	2009-10
Loans	$106.1	$128.0	$139.9
Grants, Scholarships and Waivers	119.2	134.2	155.7
Employment Opportunities	60.2	62.0	63.4
Total Student Financial Aid	$285.5	$324.2	$359.0

Source: Office of University Scholarships and Financial Aid

VIRGINIA TECH
Grants, Scholarships, & Waivers

	2007-08	2008-09	2009-10
Undergraduate			
Federal	$9,762,009	$10,994,265	$19,340,344
State	12,666,000	13,135,568	13,701,905
Institutional			
Unfunded Scholarships (1)	8,369,353	9,541,986	10,555,600
Internal Resources	818,742	961,392	961,551
Other (2)	2,014,413	2,423,753	2,248,846
Private (Foundation)	15,089,723	15,559,646	16,921,196
Subtotal Institutional	26,292,231	28,486,777	30,687,193
Outside	26,719,139	32,429,677	37,364,847
Subtotal Undergraduate	*75,439,379*	*85,046,287*	*101,094,289*
Graduate			
State	4,222,580	4,222,580	4,222,580
Institutional			
Graduate Tuition Remission	33,183,241	37,305,084	41,071,145
Other (2)	1,411,249	2,110,958	2,341,278
Private (Foundation)	1,948,901	2,231,972	2,749,173
Subtotal Institutional	36,543,391	41,648,014	46,161,596
Outside	3,009,182	3,256,757	4,190,219
Subtotal Graduate	*43,775,153*	*49,127,351*	*54,574,395*
Total Grants, Scholarships, & Waivers	$119,214,532	$134,173,638	$155,668,684

(1) Undergraduate unfunded scholarships are currently measured in the University Scorecard performance metric for Student Financial Aid.

(2) Other includes waivers codified in the Code of Virginia and educational benefits for employees.

Source: Office of University Scholarships and Financial Aid

VirginiaTech
Invent the Future

University Support for Student Financial Aid
Board of Visitors - Finance and Audit Committee
November 8, 2010

M. Dwight Shelton, VP for Finance and Chief Financial Officer

VirginiaTech
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Forms of Student Financial Aid

Scholarships and Grants

- Need-based
- Merit-based

Employment

- Federal Work Study
- Graduate Assistantship

Loans

- Subsidized
- Unsubsidized

Payment Options

VirginiaTech
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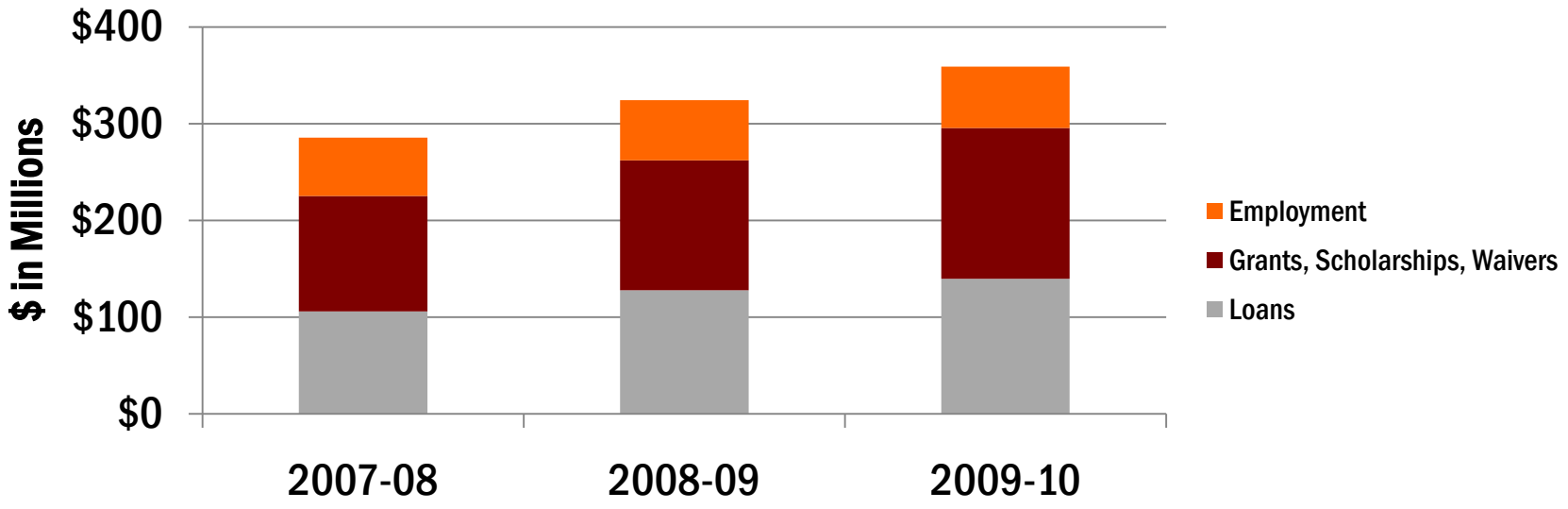
Student Financial Aid at Virginia Tech



	2007-2008	2008-2009	2009-2010
Loans	$ 106.1	$ 128.0	$ 139.9
Grants, Scholarships, Waivers	119.2	134.2	155.7
Employment	60.2	62.0	63.4
Total	$ 285.5	$ 324.2	$ 359.0

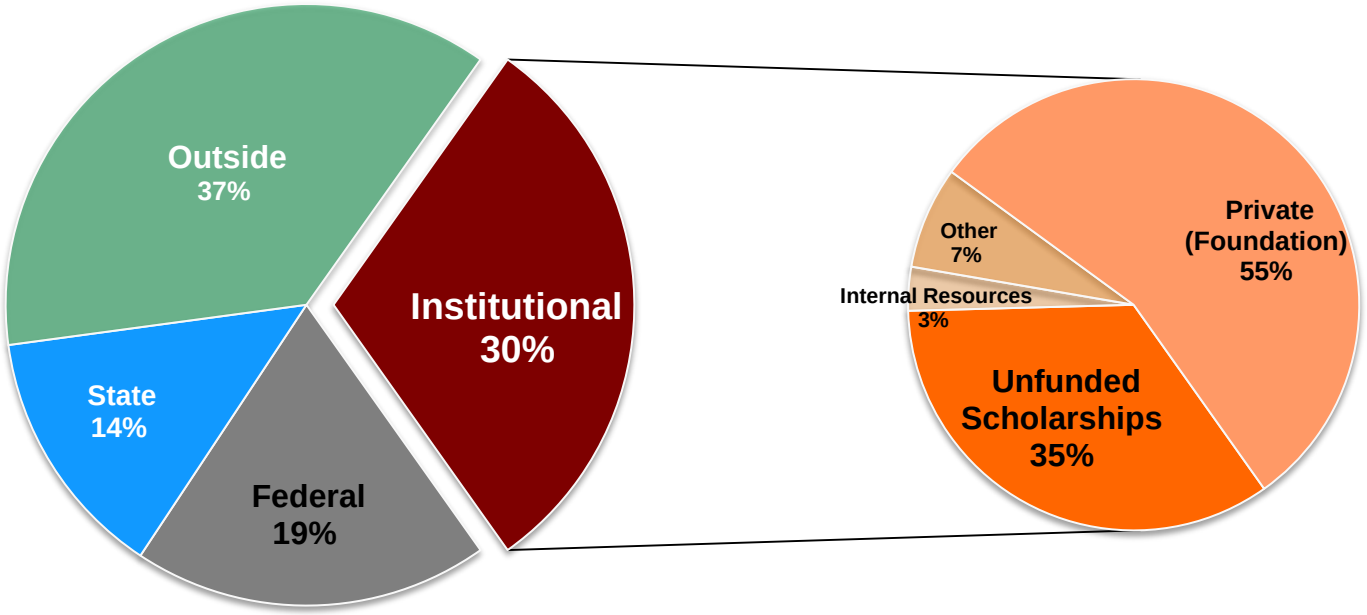
VirginiaTech
Invent the Future

Grants, Scholarships, & Waivers

Sources of Funding:

- Federal
- State
- Institutional
  - Unfunded Scholarships
  - Internal Resources
  - Codified Waivers
- Private
- Outside

Undergraduate Grants and Scholarships 2009-10



Federal:	$ 19,340,344
State:	$ 13,701,905
Institutional:	$ 30,687,193
Outside:	$ 37,364,847

Unfunded Scholarships:	$10,555,600
Internal Resources:	$ 961,551
Private (Foundation):	$16,921,196
Other:	$ 2,248,846

VirginiaTech
Invent the Future

Undergraduate Scholarships Institutional Programs

Funds For the Future

Shelters returning students from tuition increases at increasing levels dependent on need. Ensures that students with the most need are not priced out due to tuition increases.

VT Grant

Provides additional need based aid to undergraduate students to reduce unmet need.

ARRA Grant

Mitigates tuition increases to Virginia Residents.

Other

Presidential Scholarship Initiative, VT Scholars, Emerging Leaders, Presidential Campus Enrichment Grants, Alumni Presidential Scholarships Program

VirginiaTech
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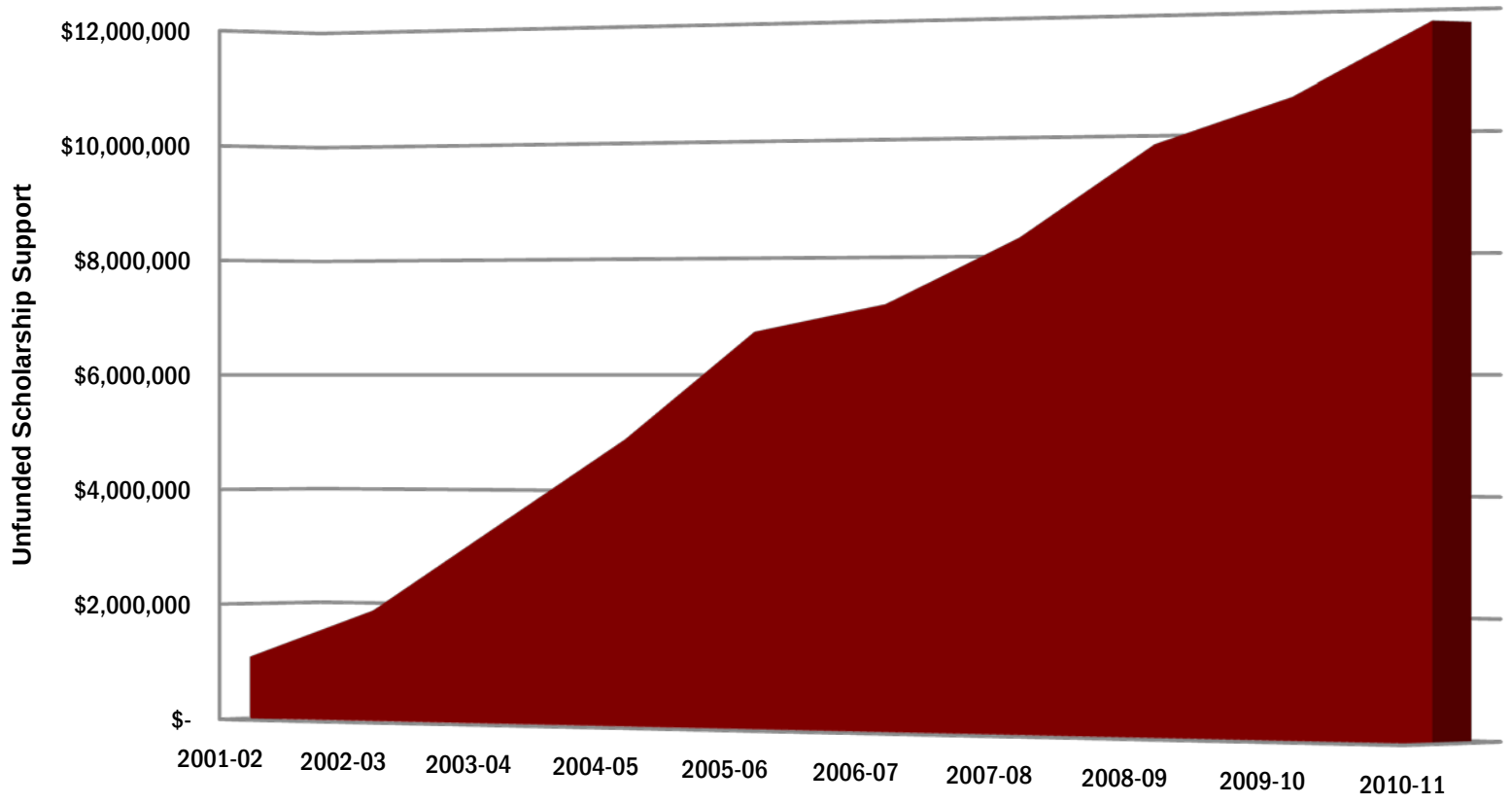
Undergraduate Scholarships

Institutional Support – Unfunded Scholarships

2001-02 through 2010-11



VirginiaTech
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Student Financial Aid at Virginia Tech

Moving forward:

- Continue to honor institutional commitment in Management Agreement to support student financial aid.
- Scorecard metric of increasing undergraduate aid by $1 million annually.
- Work to develop new and expand existing sources for student financial aid including private philanthropy.

Increasing Administrative Efficiencies through Expansion of Automated Systems and Enhanced Security

FINANCE AND AUDIT COMMITTEE

November 8, 2010

Background

A resolution was passed at the June 2008 meeting that charges the university's Vice President for Finance and Chief Financial Officer and the Vice President for Information Technology and Chief Information Officer to develop a plan to continue to automate the university's administrative systems utilizing modern information technology processes and security tools to gain process efficiencies. In addition, the plan should be implemented in a way that addresses business processes and the manner in which they are being conducted. Lastly, a timetable should be established for the ongoing automation of administrative processes in accordance with the plan to identify available resources such that the strategic systems improvements are implemented as soon as is practical to achieve administrative cost savings.

Report

This is the most recent progress report highlighting some of the efficiencies and process improvements that have been achieved since the November 2009 report. Following submission of the November 2009 report, the chair of the Finance and Audit Committee of the Board of Visitors and the Vice President for Finance and Chief Financial Officer agreed that this should become an annual report submitted for the November BOV meeting. In addition, it was agreed that the format of the report should change to only include a synopsis of the top four or five achievements from the previous year and to highlight the top four or five initiatives planned for next year.

Significant Achievements in Previous Year

<u>Provost, Learning Technologies – Migration to Scholar from Blackboard.</u>

Over the past year, the Blackboard Course Management System has been transitioned to use the open-source Scholar (Sakai) software. Scholar is an enterprise teaching, learning, and academic collaboration platform that best meets the needs of today's learners, instructors, and researchers. In addition to the numerous training activities to prepare faculty for this conversion, the faculty were provided with software to move Blackboard course content over to Scholar. Replacing commercially developed software with publicly available open-source software provides financial savings by enabling the university to eliminate the ever-escalating maintenance costs for the Blackboard software. Just as significantly, adopting Sakai as the learning management system for Virginia Tech provides strategic benefits to the institution through expanded participation and

collaboration within the consortia of major research institutions that design and support the Sakai open–source software.

Human Resources – Automated Performance Management Software.

During the past year, an automated system has been constructed to model the paper-based performance management process for staff. This new system has been run in a pilot phase during the 2009-10 performance cycle for a little more than 40 percent of university staff employees. The initial reports are that the automated system is a significant process improvement over our previous paper-based process. It is anticipated this system will be rolled out to the whole campus for the next performance management cycle. There are two main deliverables from the performance management process - the performance plan and the performance evaluation. Both the performance plan and the performance evaluation can be created, edited, reviewed, and approved from the menu driven interface. In addition to the paper savings from processing more than 3,500 evaluations online, Human Resources will save the staff time spent manually entering performance evaluation ratings into the system. Automation of this process provides significant security improvements since paper documents containing performance evaluation information will not be printed, filed, and routed to Human Resources. The system generated reports provide greater visibility as to the status of an employee's performance review, thereby eliminating the need to track the status of the performance reviews manually.

Finance – Electronic Commerce.

In January 2010, the university signed a contract with Wachovia/Wells Fargo to initiate a program where vendors are paid by a credit card. Through this program, the university is able to take advantage of rebates creating a new revenue stream. The program began in May, and through August we have already realized two million dollars spent on the card. While still in the early stages, almost 100 vendors have registered, and credit card payments are already being made to about two-thirds of those vendors.

Efficiencies continue to be gained by leveraging the electronic invoicing automation that was described in the June 2009 report. By September 2010, this has been expanded to fifteen high volume vendors that are now sending electronic invoices to the university. In last fiscal year, Virginia Tech received 21,000 electronic invoices from these vendors which caused the number of invoices processed manually to be reduced by 12.6 percent in fiscal year 2010. The goal for this initiative remains to shift up to 25 percent of disbursement transactions into this environment since only HokieMart punch-out vendors can be enabled.

In the first half of 2010, the accounts payable process was reengineered to incorporate the Banner Document Management System. Rather than routing paper invoices to accounts payable clerks, invoices are scanned when received, and the accounts payable clerks audit from the images by selecting documents from the workflow folders to process. The travel team began using the new process in April 2010. The remaining

accounts payable areas went live with this functionality July 2010. The electronic routing of work has eliminated the task of getting up to move the paper from desk to desk which has reduced interruptions and improved throughput. The automated system has reduced the time spent searching for a particular document. Departments can access the status of their images through the electronic system which has reduced customer support inquiries. Although only in production for a short time, it is apparent this is a more efficient process than routing paper.

Over the past two years, two full time staff positions have been eliminated in accounts payable through attrition because of the efficiencies gained from the three automation efforts described above. In that same time period, eight part-time wage positions have been eliminated and no overtime was worked by accounts payable staff during last fiscal year, which is a significant reduction from previous years.

Provost – Pathways Planner.

In January 2009, the Office of the University Registrar, the Office of the Provost, and associated academic support areas began working with Information Technology to develop requirements for a Pathways Planner application. The application enables students to enter and evaluate a comprehensive plan for their academic career at Virginia Tech that will meet their goals for degree completion. The degree planning function is integrated with the Banner Student module and the Degree Audit Reporting System (DARS) for information quality and consistency. During summer orientation sessions, the system was presented to incoming freshmen with usage beginning in August 2009. Benefits of the system include enabling students to optimize their educational experience, improving information that advisors can use to assist students in effectively planning their courses of study, and facilitating potential predictive analysis of course demands.

Initiatives in Process or Planned for the Future

Finance – Travel and Expense Reporting.

Following a review of available options this past year, the University purchased SunGard's Travel and Expense Module in June 2010. A steering team has been formed to plan this implementation. Beginning this fall, Virginia Tech will collaborate with the vendor to add functionality for per diem enhancements to the system. It is anticipated that the vendor will deliver this functionality in the summer 2011 for campus-wide deployment by Virginia Tech in the next academic year. While this vital functionality is being developed, Virginia Tech will be proceeding with installation, testing, and configuration as needed to support Virginia Tech travel processes. The university currently processes about 25,000 travel reimbursements a year. Approximately 30 to 40 percent of those requests must be changed or returned to the preparer due to unallowable charges, unsupported charges, or incorrect per diem claims. Implementation of this solution should reduce the cost of processing expense reimbursements and improve the speed and accuracy of authorizing and paying business travel.

Research Administration – Labor Redistribution.

For the past year, the university has been evaluating a new electronic labor redistribution process that will enable departments to initiate online redistribution of funding and payroll transactions. This will replace our current paper-based process. In particular, this functionality is needed for the effective management of research funds relating to university payroll processing. The payroll department began using this application for entering all labor redistributions in December 2009. Two pilot departments began using the system in June 2010. Issues with the functionality and performance of the application have surfaced during the pilot, and the vendor is working to address these concerns. Upon resolution of these concerns, deployment of the system to other departments is expected to proceed, with campus-wide availability planned during the current academic year.

Research Administration – Research Administrative System.

In March 2010, Virginia Tech released a Request for Proposal (RFP) to fulfill university requirements for an electronic research administration system. The first phase of the implementation will address automation and improvements for proposal development and management. In particular, Virginia Tech seeks to enhance the proposal submission process for federal grants by enabling direct system-to-system integration, which will facilitate improved accuracy of submissions and thus promote more effective consideration of Virginia Tech proposals. Another significant benefit of the system is expedited development and approval of proposals between researchers, departments, and the Office of Sponsored Programs by replacing manual document handling processes and procedures with electronic forms, approvals, and document management. Following the proposal development implementation, the university will be addressing additional phases to provide improved pre-award management and integrated compliance modules such as Conflict of Interest, Institutional Animal Care and Use Committee (IACCUC), and Institutional Review Board (IRB). A decision will be made on which research administration system to purchase in the fall term 2010 with implementation of the proposal management module in 2011.

Human Resources – Automated Personnel Files.

The Human Resources (HR) area is in the midst of a project leveraging document management to electronically store all documents related to current employee personnel files. It is anticipated that this effort will be completed in 2011. The electronic records are both more secure as well as more easily accessed and shared than the previous paper records. Storing all personnel records electronically eliminates physical storage space requirements for paper files and provides better access to critical information to enable HR to continue functioning in the midst of a disruptive event. HR expects that implementation of this system will reduce the number of inquiries from departments to HR for information and will improve the response time for HR to address inquiries when required – thus improving productivity for HR staff as well as university departments.

Summary

These represent a few of the notable accomplishments that have been recently implemented for improving process efficiencies and enhancing compliance and security. Virginia Tech continues to focus on increasing the pace of automation efforts through effective management of various factors including:

- resource allocation and usage for automation projects,
- prioritization of projects,
- vendor system functionality and availability, and
- regulatory or compliance requirements.

VirginiaTech
Invent the Future

Financial Performance Report

Tim Hodge, University Budget Director

November 8, 2010

Overview

- The University continuously monitors financial performance
- Each quarter the University provides the Board with an update on financial performance
- The annual budget represents the University's projection of operations
  - The original budget is as reviewed with the Board in June
  - The adjusted budget is revised as new information becomes available

VirginiaTech
Invent the Future

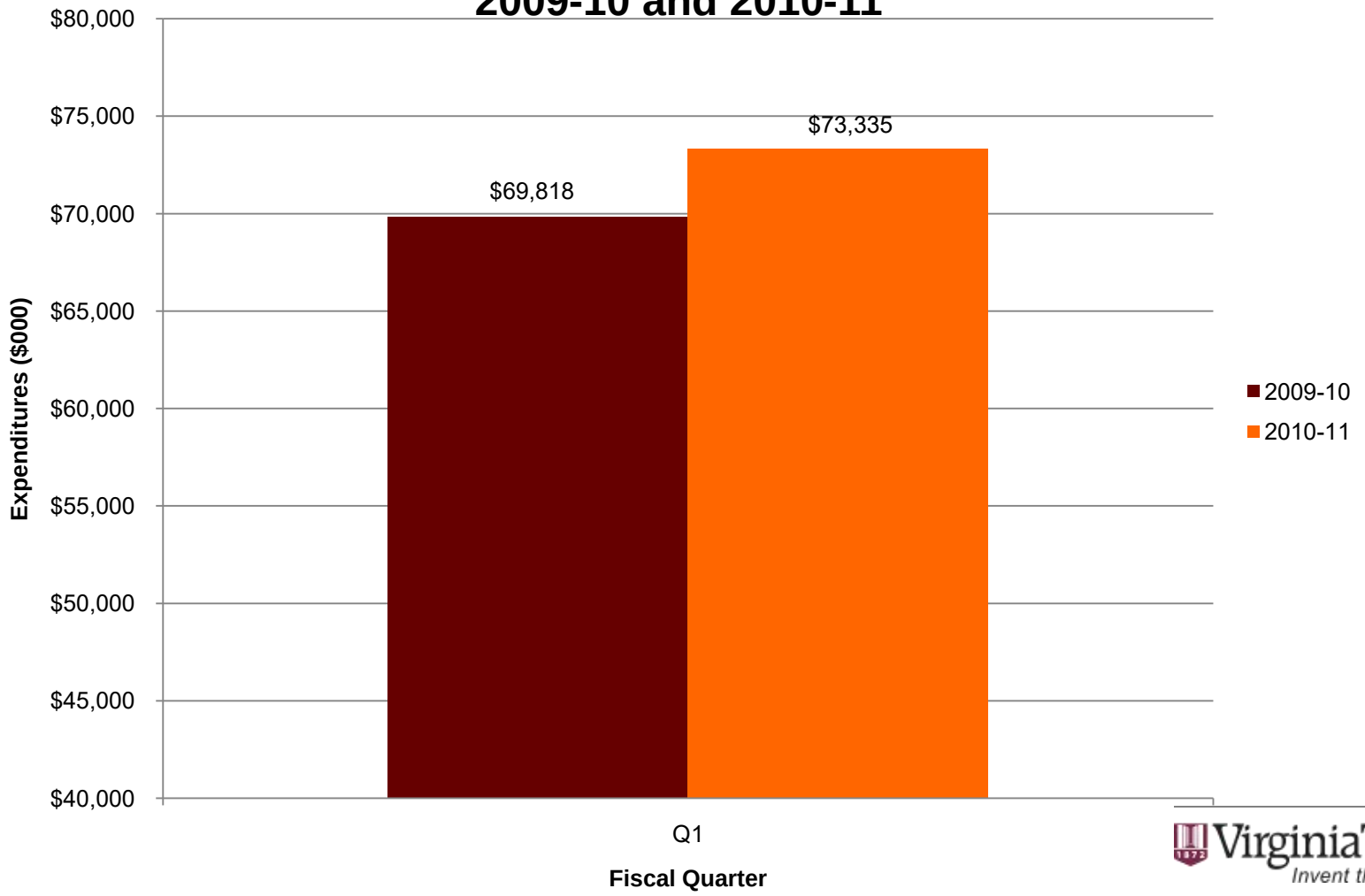
Operating Budget

- Annual Budget Changes (during the first quarter)
  - The tuition budget was increased $5.6M for strong fall enrollments.

- Performance
  - In June Federal drawdowns in the CE/AES Division were delayed due to the implementation of a new process for requesting reimbursement. Reimbursements were received in July.
  - Sponsored Programs (Research) – while revenues lagged during the 1st quarter, expenditures were up over last year.

VirginiaTech
Invent the Future

Sponsored Programs Expenditures 2009-10 and 2010-11



VirginiaTech
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Auxiliary Enterprises

- Annual Budget Changes:
  - Outstanding commitments and obligations $9.7M (carryover)

    $3.3 million to fund construction costs for the Jamerson Center Addition

    $3.0 million of other intercollegiate athletic projects

    Remaining $3.4 million spread across the other auxiliaries for outstanding commitments

- Areas being watched closely:
  - Parking Services - permit sales
  - Electric Service - increased cost of wholesale electricity.

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Capital Outlay

- Major construction activities underway:
  - Performing Arts Center
  - Academic and Student Affairs Building
  - Infectious Disease Research Facility
  - ICTAS II
  - Visitors Center
  - AJ Renovation
- Adjustments since fourth quarter:
  - Annual budgets adjusted to reflect revised cash outflows, all normal
- Construction Projects Managed within Budget

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Financial Performance Report - Operating and Capital

FINANCE AND AUDIT COMMITTEE

July 1, 2010 to September 30, 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 September 2010-11 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

1. Tuition and Fee revenue is ahead of historical projections due to the timing of collections.
2. Academic Program expenditures are behind historical projections due to the timing of operating expenditures.
3. 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 greater than the projected budget due to the timing of receipt of federal drawdowns.
4. Academic Program expenditures are behind historical projections due to the timing of locality recoveries and operating expenditures.
5. Quarterly and projected annual variances are explained in the Auxiliary Enterprises section of this report.
6. 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 2009-10 activity levels.
7. 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, by $30,191 for VIVA libraries distribution costs, and decreased by $127,500 for elimination of support from the Virginia Agriculture and Consumer Services pass-through funds. The corresponding expenditure budgets have been adjusted accordingly.
8. The annual budget for Tuition and Fees has been increased by $13,560 to finalize the Virginia/Maryland Regional College of Veterinary Medicine regional capitation agreement, $123,031 for finalization of the fee budgets, and $5,624,357 for strong fall enrollments. The corresponding expenditure budgets have been adjusted accordingly.
9. The All Other Income revenue budget for the University Division has been increased by $261,246 for Continuing Education and COTA programs. The corresponding expenditure budgets have been adjusted accordingly.
10. 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, increased by $14,190 for the VA Military Survivors & Dependents Program, by $309,795 for the Commonwealth Scholarship Assistance Program, and by $21,000 for the two-year College Transfer Grant.
11. The projected annual budgets in All Other Programs were adjusted to reflect an increase in Surplus Property sales and for activities that were initiated prior to June 30, 2010 but incomplete at fiscal year end.

OPERATING BUDGET
2010-11

Attachment J

Dollars in Thousands

	July 1, 2010 to September 30, 2010			Annual Budget for 2010-11		
	Actual	Budget	Change	Original	Adjusted	Change
Educational and General Programs						
University Division						
Revenues						
General Fund	$42,230	$42,230	$0	$147,702	$147,825	$123 (7)
Tuition and Fees	160,973	159,256	1,717 (1)	316,783	322,544	5,761 (8)
Federal Funds (ARRA)	0	0	0	18,500	18,500	0
All Other Income	9,650	8,778	872	28,057	28,318	261 (9)
Total Revenues	$212,853	$210,264	$2,589	$511,042	$517,187	$6,145
Expenses						
Academic Programs	$-78,216	$-80,100	$1,884 (2)	$-321,445	$-325,873	$-4,428 (7,8,9)
Support Programs	-43,977	-44,359	382	-189,597	-191,314	-1,717 (7,8,9)
Total Expenses	$-122,193	$-124,459	$2,266	$-511,042	$-517,187	$-6,145
NET	$90,660	$85,805	$4,855	$0	$0	$0
CE/AES Division						
Revenues						
General Fund	$18,228	$18,228	$0	$62,406	$62,406	$0
Federal Appropriation	4,979	4,258	721 (3)	13,914	13,914	0
Federal Funds (ARRA)	0	0	0	4,756	4,756	0
All Other Income	201	172	29	716	716	0
Total Revenues	$23,408	$22,658	$750	$81,792	$81,792	$0
Expenses						
Academic Programs	$-18,573	$-20,288	$1,715 (4)	$-72,830	$-72,830	$0
Support Programs	-2,684	-2,786	102	-8,962	-8,962	0
Total Expenses	$-21,257	$-23,074	$1,817	$-81,792	$-81,792	$0
NET	$2,151	$-416	$2,567	$0	$0	$0
Auxiliary Enterprises						
Revenues	$98,556	$96,454	$2,102 (5)	$228,665	$227,281	$-1,384 (5)
Expenses	-62,218	-62,551	333 (5)	-210,618	-219,037	-8,419 (5)
Reserve Drawdown (Deposit)	-36,338	-33,903	-2,435 (5)	-18,047	-8,244	9,803 (5)
NET	$0	$0	$0	$0	$0	$0
Sponsored Programs						
Revenues	$64,173	$68,216	$-4,043 (6)	$255,382	$255,382	$0
Expenses	-73,335	-89,016	15,681 (6)	-255,382	-255,382	0
Reserve Drawdown (Deposit)	9,162	20,800	-11,638 (6)	0	0	0
NET	$0	$0	$0	$0	$0	$0
Student Financial Assistance						
General Fund	$8,831	$8,831	$0	$17,661	$17,785	$124 (10)
Federal Funds (ARRA)	0	0	0	2,393	2,393	0
Expenses	-7,594	-8,190	596	-20,054	-20,178	-124 (10)
NET	$1,237	$641	$596	$0	$0	$0
All Other Programs *						
Revenue	$1,531	$1,589	$-58	$5,518	$5,939	$421 (11)
Expenses	-1,220	-1,361	141	-5,518	-6,052	-534 (11)
Reserve Drawdown (Deposit)	-311	-228	-83	0	113	113 (11)
NET	$0	$0	$0	$0	$0	$0
Total University						
Revenues	$409,352	$408,012	$1,340	$1,102,453	$1,107,759	$5,306
Expenses	-287,817	-308,651	20,834	-1,084,406	-1,099,628	-15,222
Reserve Drawdown (Deposit)	-27,487	-13,331	-14,156	-18,047	-8,131	9,916
NET	$94,048	$86,030	$8,018	$0	$0	$0

'* All Other Programs include federal work study, alumni affairs, surplus property, and unique military activities.

AUXILIARY ENTERPRISE BUDGET

1. Revenues in Residence and Dining Halls are higher than projected due to higher than projected on-campus occupancy.

2. Revenue in Parking and Transportation Services is lower than projected due to lower than projected annual student permit sales. This is partially offset by an increase in semester permits. The University is watching this situation closely.

3. Expenditures in Telecommunications Services are lower than projected due to timing of equipment purchases related to campus telecommunications infrastructure projects.

4. Student fee revenues in the University Services System are higher than projected due to higher than projected enrollments. Expenditures for the University Services System are lower than projected overall due to timing of operating expenses.

5. Expenditures in Intercollegiate Athletics are lower than projected due to timing of expenditures including student-athlete insurance contract payments.

6. Revenues for the Electric Service auxiliary are greater than projected due to higher than anticipated electrical consumption. Expenses are also higher than projected due to both higher than anticipated electrical consumption and higher than anticipated cost of purchased electricity due to hotter than average weather and the increase in demand. The University is working with Electric Services on the situation.

7. Revenues for Other Enterprise Functions are higher than projected due to higher than projected royalties from the sale of Virginia Tech merchandise, increased software sales to students, and increased Hokie Passport student fee revenue due to higher than projected enrollments.

8. The projected annual revenue budget for Residence and Dining Halls was reduced for a reduction in interest earnings due to the repayment of higher yielding internal financing as well as current market rates. The expense and reserve budgets were adjusted for Value Added Tax expenses for the Center for European Studies and Architecture related to prior years' operations, a reduction in the Residential and Dining maintenance reserve program, as well as site planning expenses for Phase IV of the Oak Lane Community.

9. The projected annual budget for Auxiliary Enterprises was adjusted for $9.7 million in outstanding 2009-10 commitments and projects that were initiated but not completed before June 30, 2010. This amount includes $3.3 million to fund construction costs for the Jamerson Center Addition and $3 million of other intercollegiate athletic projects. The remainder is spread across the other auxiliary programs.

10. The projected annual revenue and expense budgets for Parking and Transportation were adjusted for a technical accounting change in Fleet Services. Fleet Services was reclassified on July 1, 2010 from an internal service unit to an auxiliary enterprise. The original budget presented in June envisioned inflows as revenue, but this was subsequently identified to be a recovery since the source is internal to the university. The budget has been realigned to reflect this accounting clarification.

11. The projected annual revenue and expense budgets for the University Services System were adjusted for the realignment of program activity in the Center for the Arts.

12. The projected annual revenue, expense, and reserve budgets for Electric Services were adjusted for the purchase of electricity, customer rates, and reserve guidelines.

13. The projected annual revenue, expense, and reserve budget for Other Enterprise Functions were adjusted for the finalization of the Tailor Shop budget.

UNIVERSITY DIVISION
AUXILIARY ENTERPRISES

Dollars in Thousands

	July 1, 2010 to September 30, 2010			Annual Budget for 2010-11		
	Actual	Budget	Change	Original	Adjusted	Change
Residence and Dining Halls						
Revenues	$32,761	$32,317	$444 (1)	$80,483	$79,688	$-795 (8)
Expenses	-19,066	-19,274	208	-71,935	-72,963	-1,028 (8,9)
Reserve Drawdown (Deposit)	-13,695	-13,043	-652	-8,548	-6,725	1,823 (8,9)
Net	$0	$0	$0	$0	$0	$0
Parking and Transportation						
Revenues	$3,813	$3,948	$-135 (2)	$9,298	$7,267	$-2,031 (10)
Expenses	-1,073	-985	-88	-8,301	-6,358	1,943 (9,10)
Reserve Drawdown (Deposit)	-2,740	-2,963	223	-997	-909	88 (9)
Net	$0	$0	$0	$0	$0	$0
Telecommunications Services						
Revenues	$4,944	$4,962	$-18	$15,477	$15,477	$0
Expenses	-4,531	-4,951	420 (3)	-15,627	-16,300	-673 (9)
Reserve Drawdown (Deposit)	-413	-11	-402	150	823	673 (9)
Net	$0	$0	$0	$0	$0	$0
University Services System						
Revenues	$15,491	$14,926	$565 (4)	$30,527	$30,443	$-84 (11)
Expenses	-8,686	-9,548	862 (4)	-29,668	-30,822	-1,154 (9,11)
Reserve Drawdown (Deposit)	-6,805	-5,378	-1,427	-859	379	1,238 (9)
Net	$0	$0	$0	$0	$0	$0
Intercollegiate Athletics						
Revenues	$29,537	$29,467	$70	$49,451	$49,451	$0
Expenses	-15,206	-15,422	216 (5)	-43,450	-49,758	-6,308 (9)
Reserve Drawdown (Deposit)	-14,331	-14,045	-286	-6,001	307	6,308 (9)
Net	$0	$0	$0	$0	$0	$0
Electric Service						
Revenues	$6,122	$5,434	$688 (6)	$27,831	$29,281	$1,450 (12)
Expenses	-8,169	-6,774	-1,395 (6)	-27,192	-28,104	-912 (9,12)
Reserve Drawdown (Deposit)	2,047	1,340	707 (6)	-639	-1,177	-538 (9,12)
Net	$0	$0	$0	$0	$0	$0
Inn at Virginia Tech/Skelton Conf. Center						
Revenues	$2,613	$2,551	$62	$8,914	$8,914	$0
Expenses	-3,263	-3,240	-23	-8,789	-8,840	-51 (9)
Reserve Drawdown (Deposit)	650	689	-39	-125	-74	51 (9)
Net	$0	$0	$0	$0	$0	$0
Other Enterprise Functions						
Revenues	$3,275	$2,849	$426 (7)	$6,684	$6,760	$76 (13)
Expenses	-2,224	-2,357	133	-5,656	-5,892	-236 (9,13)
Reserve Drawdown (Deposit)	-1,051	-492	-559 (7)	-1,028	-868	160 (9,13)
Net	$0	$0	$0	$0	$0	$0
TOTAL AUXILIARIES						
Revenues	$98,556	$96,454	$2,102	$228,665	$227,281	$-1,384
Expenses	-62,218	-62,551	333	-210,618	-219,037	-8,419
Reserve Drawdown (Deposit)	-36,338	-33,903	-2,435	-18,047	-8,244	9,803
Net	$0	$0	$0	$0	$0	$0

Educational and General Projects

1. The current year and total project budget amounts have been revised to reflect the available balance of maintenance reserve appropriation carried over from fiscal year 2010. The University is expecting $5.63 million of maintenance reserve funds in fiscal year 2011 pending the implementation of a finance plan from the state.

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.

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, plant upgrades, and life sciences steam line are complete. The final phases, the Prices Fork steam line and the Coal Storage Enclosure, are scheduled to start construction in the spring of 2011.

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.

5. This project is envisioned to construct a 15,700 gross square foot high containment research laboratory facility for the study of infectious diseases. Construction is underway with occupancy expected by December 2011.

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 Alumni Center. Construction is underway with occupancy expected by 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 complete and the project will be closed when final expenses are processed. The annual budget was adjusted in the first quarter to reflect revised cash outflows for fiscal year 2011.

9. This project includes construction of an approximately 155,000 square foot medical school and research laboratory building in the Riverside Center in Roanoke on land owned by Carilion. The Medical School and Research Institute are complete and occupied with occupancy of a specialized neuroimaging laboratory expected in November. The annual budget was adjusted in the first quarter to reflect revised cash outflows for fiscal year 2011.

10. The original vision for this project includes a 92,300 gross square foot scientific laboratory facility to support interdisciplinary instruction and research. The project is on hold pending the outcome of external funding sources, and the state support was shifted in House Bill 29 to the Performing Arts Center to advance the renovation of Shultz Hall for the Creative Technologies Laboratory. Current planning activities for this project are being conducted under the Blanket Authorization with $546,780 in expenditures as of September 30, 2010.

11. This project is envisioned to construct a state-of-the-art performance theatre and creative arts laboratory. Working drawings are underway, with an early site package to begin this fall. Funding for the renovation of Shultz Hall for the Creative Technologies Laboratory ($28.758 million) was included in House Bill 29.

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 nearly complete with occupancy expected January 2012.

13. This project encompasses a 77,500 gross square foot facility on the north side of campus to house dining and instructional space. A site package is underway and working drawings for the building are complete. Substantial completion is expected in spring 2012.

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 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 state approved increasing the planning authorization by $750,000 of temporary nongeneral fund resources to carry the project through 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 project has completed the working drawings phase and is awaiting state support for construction. The annual budget was adjusted because expenses planned for fiscal year 2010 will be processed in fiscal year 2011.

17. 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. The state approved 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. Preliminary design is underway. The annual budget was adjusted in the first quarter to reflect revised cash outflows for fiscal year 2011.

18. 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 state approved increasing the planning authorization by $2,100,000 of temporary nongeneral fund resources to carry the project through construction drawings, and the project's budget was increased to $4.14 million accordingly. This temporary infusion will be reimbursed once the project is fully funded by the state. The university is working with the state to identify a replacement source for the $1 million of stimulus funds that were originally authorized as state resources for the project in Chapter 781, 2009. The project has completed the working drawings phase and is awaiting state support for construction. The annual budget was adjusted in the first quarter to reflect revised cash outflows for fiscal year 2011.

19. This project will plan the construction of a 157,000 gross square foot classroom and laboratory facility for undergraduate and research programs in the College of Engineering. The state authorized increasing the planning authorization by $4,100,000 of temporary nongeneral fund resources to carry the project through construction drawings, and the project's budget was increased to $6.434 million accordingly. This temporary infusion will be reimbursed once the project is fully funded by the state. The project is in the working drawing phase. The annual budget was adjusted in the first quarter to reflect revised cash outflows for fiscal year 2011.

20. 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 schematic design phase.

CAPITAL OUTLAY PROJECTS
AUTHORIZED AS OF SEPTEMBER 30, 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	6,941	1,619	826	1,619	0	0	0	1,619	826	(1)
Blanket Authorizations	582	582	1	0	0	4,643	0	4,643	697	(2)
Upgrade Campus Heating Plant	5,433	5,433	242	17,250	0	2,750	11,500	31,500	21,745	(3)
Institute for Critical Technology and Applied Science II	12,200	12,200	4,876	17,500	0	0	17,500	35,000	26,990	(4)
Infectious Disease Research Facility	7,400	7,400	96	3,137	0	6,163	0	9,300	854	(5)
Administrative Services Building	0	0	0	0	0	0	12,000	12,000	0	(6)
Visitors and Undergraduate Admissions Center	6,500	6,500	1,220	0	0	3,400	7,100	10,500	2,794	(7)
Materials Management Facility	1,518	1,363	729	3,500	0	0	0	3,500	2,865	(8)
VT-Carilion School of Medicine and Research Institute	14,650	19,168	7,396	59,000	0	3,500	0	62,500	50,728	(9)
Sciences Building Laboratory I	0	0	0	0	0	0	0	0	0	(10)
Performing Arts Center	19,500	19,500	1,300	28,758	0	7,235	58,000	93,993	5,973	(11)
Hampton Technology Research & Innovation Center	8,350	8,350	36	12,000	0	0	0	12,000	292	(12)
Academic and Student Affairs Building	20,825	20,825	2,479	0	0	0	45,153	45,153	5,048	(13)
Planning: VBI Addition Facility	0	5	4	0	0	0	2,400	2,400	2,349	(14)
Planning: Public Safety Building	0	0	0	0	0	1,600	0	1,600	0	(15)
Planning: Renovate Davidson Hall	0	45	12	1,506	0	750	0	2,256	2,223	(16)
Planning: Chiller Plant, Phase I	214	313	4	480	0	500	0	980	671	(17)
Planning: Human & Agricultural Biosciences Bldg. I	1,091	1,243	243	2,040	0	2,100	0	4,140	3,140	(18)
Planning: Signature Engineering Building	4,186	4,388	839	1,350	0	5,083	0	6,434	2,884	(19)
Planning: Veterinary Medicine Instruction Addition	1,400	1,400	94	0	0	1,400	0	1,400	94	(20)
TOTAL	110,789	110,333	20,397	148,141	0	39,124	153,653	340,918	130,175	
2002 General Obligation Bond Program										
Henderson Hall	0	0	(442)	7,333	6,542	2,448	0	16,323	15,706	(21)
TOTAL	0	0	(442)	7,333	6,542	2,448	0	16,323	15,706	

CAPITAL OUTLAY BUDGET (Continued)

2002 General Obligation Bond Program

21. The project is complete and will be closed when final payments are processed, with an expected total cost of $15,923,000, and estimated savings of $400,000. The year to date expenses are a negative amount because expenditures meant for the Performing Arts Center project were incorrectly recorded in this project in fiscal year 2010 and have been corrected by moving the expenses to the Performing Arts Center in fiscal year 2011.

Auxiliary Enterprises Projects

1. Projects are scheduled and funded by the auxiliary enterprises during the annual Auxiliary Enterprise Budgeting Process. The annual budget reflects the spending plans of the auxiliary units on scheduled maintenance reserve work for fiscal year 2011.
2. This authorization includes one active subproject to complete a parking lot on Chicken Hill. The final phase of the Chicken Hill lot is complete and will be closed when final payments have been processed. The anticipated final project costs are $750,000. The annual budget was adjusted in the first quarter to reflect revised cash outflows for fiscal year 2011. 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. The annual budget was adjusted in the first quarter to reflect revised cash outflows for fiscal year 2011, and the anticipated final project costs are $31 million.
4. 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.
5. The project is complete and will be closed when final payments have been processed. The annual budget was adjusted in the first quarter to reflect revised cash outflows for fiscal year 2011. The anticipated final project costs are $12.8 million.
6. 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.
7. 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.
8. This repair project addresses moisture penetration and structural problems in the exterior walls of McComas Hall. The intensity of the repairs have been more extensive than originally expected, including unforeseen foundation repairs. Completing repairs to the entire building may require a phase two project.
9. This project includes design and construction of a 1,350 space parking structure located on the Prices Fork parking lot. Construction is complete and the project will be closed when final payments have been processed. The annual budget was adjusted in the first quarter to reflect revised cash outflows for fiscal year 2011.
10. This project envisions construction of a centralized north chiller plant located next to the Prices Fork parking structure. Initial cost estimates exceed the project budget, and the project is on hold while the university explores potential alternatives. The annual budget was adjusted in the first quarter to reflect revised cash outflows for fiscal year 2011.
11. 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.
12. The project is complete and will be closed when final payments have been processed. The annual budget was adjusted in the first quarter to reflect revised cash outflows for fiscal year 2011. The anticipated final project costs are $16.1 million.
13. This project is an expansion of the Oak Lane Community and will establish the necessary site improvements and construction of 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. The annual budget was adjusted in the first quarter to reflect a placeholder of $1 million pending the outcome of site analysis for the project which is underway.
14. 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 statewide energy savings program funded by Federal stimulus funds. The installation is expected to start spring 2011 and to be complete fall 2011. This project will not impact the capacity of the parking structure.

Capital Outlay Projects Authorized as of September 30, 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	6,600	6,600	3,215	0	0	10,348	0	10,348	3,215	(1)
Parking Auxiliary Projects	250	746	546	0	0	0	17,297	17,297	550	(2)
New Residence Hall	0	536	0	0	0	953	30,047	31,000	30,463	(3)
Renovate Ambler Johnston Hall	18,257	18,257	4,784	0	0	0	75,000	75,000	29,112	(4)
Recreational, Counseling, Clinical Space	5,390	6,425	3,079	0	0	0	13,000	13,000	9,499	(5)
Indoor Athletic Training Facility	0	0	0	0	0	0	25,000	25,000	0	(6)
New Residence Hall II	0	0	0	0	0	0	27,000	27,000	182	(7)
Repair McComas Hall Exterior Wall Structure	1,062	1,062	369	0	0	0	6,000	6,000	4,370	(8)
Parking Structure	9,312	8,702	3,585	0	0	0	30,000	30,000	20,883	(9)
North Chiller Plant	2,500	0	0	0	0	3,800	0	3,800	0	(10)
Renovate Owens & West End Market Food Courts	0	0	0	0	0	0	5,000	5,000	411	(11)
Addition to Jamerson Center	3,519	5,043	2,532	0	0	18,000	0	18,000	13,607	(12)
Phase IV of Oak Lane Community	3,500	1,000	0	0	0	0	23,500	23,500	0	(13)
Photovoltaic Array for Parking Structure	1,300	1,300	0	0	0	1,300	0	1,300	0	(14)
TOTAL	51,690	49,671	18,108	0	0	34,401	251,844	286,246	112,292	
GRAND TOTAL	$ 162,479	$ 160,004	$ 38,064	$ 155,474	$ 6,542	$ 75,974	$ 405,497	$ 643,486	$ 258,173	

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, 2010 through September 30, 2010 and the Capital Outlay report be accepted.

November 8, 2010

Pratt Funds Overview

FINANCE AND AUDIT COMMITTEE

September 13, 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 $35.6 million, as of June 30, 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.

The expenditure of income funds from the Pratt Endowment provides an unusual opportunity to support an animal nutrition program of high quality. Use of these endowment earnings has 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.

PRATT FUNDS: College of Engineering

The Pratt Endowment enriches the College of Engineering in many ways, adding to Virginia Tech's reputation. In fiscal year 2009-2010, Pratt Funds supported the following engineering programs: undergraduate scholarships, undergraduate and graduate study abroad scholarships, graduate research assistantships, graduate fellowships and graduate tuition scholarships, and graduate recruitment for the College's research programs.

Undergraduate Scholarships

Budgeted: $350,000 ***Spent: $336,509***

Pratt Funds allow the College to offer Dean's Scholar Scholarships to entering freshmen. These scholarships provide a four-year, $5,000 per academic year continuing commitment to each recipient provided at least a 3.5 grade point average is maintained. In fiscal year 2009-2010, Pratt Funds supported 46 students on Dean's Scholar Scholarships. An additional 75 students received support ranging from $500 to $2,980. Pratt endowment funding provided $3,160 for the Dean's Scholar Awards dinner.

Undergraduate Study Abroad Scholarships

Budgeted: $25,000 ***Spent: $24,630***

Pratt Funds were used to fund several initiatives for undergraduate students. Funds continued to support the development of a global engineering certification program in Brazil, providing travel scholarships for students to travel to Brazil for language and engineering courses. Travel scholarships were also provided to students participating in a collaborative senior design program in France. In addition, travel scholarships supported the development of a new undergraduate student exchange and collaborative research program in the United Kingdom. The remaining funds were used to support the College of Engineering's signature program, the Rising Sophomore Abroad Program. Travel scholarships were used to subsidize the travel of individual students to Germany, Switzerland and France. In total, Pratt Funds allowed over 28 undergraduate students to participate in undergraduate international initiatives.

Graduate Study Abroad Scholarships

Budgeted: $50,000 ***Spent: $50,370***

Pratt Funds supported a variety of international opportunities for graduate students, allowing 25 graduate students to participate in international initiatives. These included travel scholarships for students to undertake collaborative research in Denmark, France, Norway and the United Kingdom. Funds supported a workshop and interdisciplinary summer program at the Virginia Tech Center in Riva, Switzerland. Pratt Funds also supported the development of a research exchange program in Iceland as well as travel scholarships for ISE students participating in a dual master's degree program between Virginia Tech and the Ecole de Mines de Nantes in France.

Graduate Fellowships and Graduate Tuition Scholarships

Budgeted: $318,000 ***Total Spent: $248,129***

Graduate Fellowships

Each engineering department receives a portion of Pratt Funds to use for graduate fellowships. In fiscal year 2009-2010, 78 students received Pratt Fellowships ranging from $68 per month to $600 per month. These fellowships supplement existing assistantships, allowing the College to offer competitive packages to graduate students who are being aggressively recruited by other top engineering colleges. Pratt Funds also were used to support the College's Dean's Teaching Fellow program. In this three-year program, a graduate teaching assistantship is coupled with a Pratt fellowship to give graduate students the opportunity to gain valuable teaching experience.
(Spent: $245,129)

Graduate Tuition Scholarships

Engineering departments also receive Pratt Funds to use as tuition scholarships for graduate students. In fiscal year 2009-2010, three students received tuition/fees scholarships for $1,000 each. Combined with assistantships and the supplemental Pratt Fellowships, the support package offered to prospective graduate students allows the College to better compete with other top graduate engineering programs.
(Spent $3,000)

Graduate Research Scholarships

Budgeted: $83,000 ***Total Spent: $58,928***

The College used Pratt Funds to support graduate teaching research assistants in the Institute for Critical Technology and Applied Science (ICTAS) Doctoral Scholars Program. This program is a multi-disciplinary research effort coordinated by ICTAS, with significant contributions from participating departments, colleges, and the Graduate School. Students in the program receive a graduate research scholarship of $25,000

per year for a maximum of four years. Pratt Funds allowed the College to co-sponsor nine students in 2009-2010. This program expects to grow to 12 students by 2010-2011.

Graduate Recruitment

Budgeted: $159,000 ***Spent: $151,447***

The College's departments readily acknowledge that the use of Pratt Funds to support visiting prospective graduate students substantially increases enrollment of top-quality graduate students and is critical to the College's research programs. In fiscal year 2009-2010, this funding supported the travel expenditures for over 135 prospective graduate students. Additionally, a group of departments continued to use Pratt Funds to support a successful graduate recruiting weekend.

PRATT FUNDS ACTIVITY STATEMENT

For the Year Ended June 30, 2010

ENGINEERING

Income

Balance, July 1, 2009	$ 73,017	
Endowment Income for 2009-10	977,592	
Repayment of Loan	(164,042)	
Total Available		$886,567

Expenditures

Undergraduate Scholarships	$336,509	
Undergraduate Study Abroad Scholarships	24,630	
Graduate Study Abroad Scholarships	50,370	
Graduate Fellowships	245,129	
Graduate Tuition Scholarships	3,000	
Graduate Research Scholarships	58,928	
Graduate Recruitment	151,447	
Total Expenditures		$870,013
Balance at June 30, 2010 to be carried to 2010-11		**$ 16,554**

RECOMMENDATION:

That the 2009-10 Pratt Funds Activity Statement for the College of Engineering be approved.

PRATT FUNDS: Animal Nutrition

The John Lee Pratt program supports research, extension, and teaching programs in Animal Nutrition in several departments of the College of Agriculture and Life Sciences, the College of Natural Resources and Environment, and the Virginia-Maryland Regional College of Veterinary Medicine. The participating departments are Animal and Poultry Sciences, Dairy Science, Biochemistry, Fisheries and Wildlife, Crop and Soil Environmental Sciences, Biomedical Sciences, Large Animal Clinical Services and Pathobiology. The faculty involved in the program desire to put primary emphasis on educating graduate students. Direct support of stipends and operations and enhancement of graduate programs through equipment purchases and visiting scientists are the primary expenditures.

The total net expenditure for fiscal year 2009-10 was $1,300,575 for the continuing program. The main categories of expenditures were as follows:

Graduate Students, Stipends and Research Allowance	42.60%
Undergraduate Scholarship and MAOP Interns	10.03%
Scientific Equipment/Technicians/Research Renovations	36.87%
Visiting Scientists/Scientific Reprints/Misc. Admin.	10.50%

Graduate Students

Budgeted: $650,000 ***Spent: $554,034***

The Pratt Fellowship program has now matured to where up to 15 Fellows are enrolled at all times. These students are from several states and countries and are highly selected based on academic and research accomplishments. The Fellows receive a Ph.D. or M.S. stipend plus payment of all required tuition and fees. Additionally, Ph.D. Fellows receive $6,500 and M.S. Fellows receive $3,500 toward research expenditures.

Undergraduate Students

Budgeted: $150,000 ***Spent: $130,446***

Fifty outstanding freshmen students were awarded $1,000 merit scholarships upon entering departments which offer programs in Animal Nutrition. Ten Pratt Senior Animal Nutrition Research Scholars received scholarships ($1,500) and research support ($1,000). This exciting program allows outstanding seniors to participate in undergraduate research programs working directly with a faculty researcher. The Scholars report their research at a symposium each spring. Many of these students pursue graduate programs in Animal Nutrition.

Scientific Equipment and Research Renovations

Budgeted: $315,140 ***Spent: $353,824***

Expenditures for equipment and research space renovations continued to emphasize the needs of graduate programs and shared use by faculty and students, often involving several departments. Expenditures this year were as follows: flow cytometer, tissue slicer, temperature control unit, shaking water bath, incubators, and digital fluorescent imaging system to support on-going and newly funded nutrition research.

Research Publications

Budgeted: $6,000 ***Spent: $4,200***

The program continued to pay costs of research journal articles resulting from student dissertations. Over 450 publications have resulted from the program since its inception in 1978.

Visiting Scientists

Budgeted: $24,000 ***Spent: $132,491***

An important stimulus for graduate programs is the presence of visiting scientists in seminars, in the classroom, and in the laboratory. A nutrition seminar is regularly supported by Pratt Funds to bring in outstanding speakers from other institutions and industry. Other scientists visit for periods of time ranging from a few days to several months. Visitors supported by Pratt Funds present seminars for the university community and interact with nutrition faculty and students in formal and informal instructional settings including laboratories.

Nutrition Technicians

Budgeted: $150,000 ***Spent: $125,579***

Research technicians in the field of animal nutrition are a key component of Pratt funding. The Pratt funds provide partial support of three technicians in animal and dairy sciences. These technicians are essential in assisting with the necessary sample preparation and data summaries for research performed by the scientists engaged in animal nutrition projects in proteomics, ruminant nutrition, and nutrient management.

PRATT FUNDS ACTIVITY STATEMENT

For the Year Ended June 30, 2010

ANIMAL NUTRITION

Income

Balance, July 1, 2009	$ 614,551	
Endowment Income for 2009-10	990,598	
Total Available		$1,605,149

Expenditures

General Program Expenditures		
Graduate Students	$ 554,034	
Undergraduate Students	130,446	
Scientific Equipment	353,824	
Research Publications	4,200	
Visiting Scientists	132,491	
Technicians	125,579	
Total General Program Expenditures	$1,300,574	
Cattle Projects Expenses	-0-	
Total Expenditures		$ 1,300,574
Balance at June 30, 2010 to be carried to 2010-11		**$ 304,575**

RECOMMENDATION:

That the 2009-10 Pratt Funds Activity Statement for Animal Nutrition be approved.

POLICY GOVERNING THE INVESTMENT OF UNIVERSITY FUNDS

As part of the Restructured Higher Education Act, the university began investing its non-general fund money effective July 2, 2007. Professional money management firms Standish-Mellon and Merganser Capital Management manage the university's non-endowed, short and intermediate-term operating cash balances in compliance with Virginia's *Investment of Public Funds Act*. University quasi-endowment funds are managed by the Virginia Tech Foundation through related agency agreements, and in accordance with the provisions of Virginia's *Uniform Prudent Management of Institutional Funds Act*.

The Auditor of Public Accounts (APA) recently concluded a *Study of Commonwealth Investment Policies*, in which it reviewed the investment policies of State agencies and institutions to see if they followed best practices. Generally, the report found that the agencies and institutions had sound investment policies that complied with best practices.

Of the twenty-one best practices identified, Virginia Tech was found to comply with each of the best practices, and the APA made limited recommendations to further strengthen the university's investment policy. As a result, the following changes to the policy are being recommended:

1. Inserted a reference in the policy that the university may invest its endowment and quasi-endowment funds within the Foundation's Consolidated Endowment Fund.

2. Inserted a statement that the University Treasurer will review the policy at least annually and report any changes to the university's Board of Visitors.

3. Inserted a statement that the University Treasurer will report any findings of non-compliance to the university's Board of Visitors.

All changes are located in the General Guidelines section on page one of the policy.

RECOMMENDATION:

That the attached Policy Governing the Investment of University Funds be approved.

November 8, 2010

Attachment A

Policy Governing the Investment of University Funds

General Guidelines

The University Treasurer of Virginia Polytechnic Institute and State University, or designee(s), shall be authorized to invest all endowment and quasi-endowment funds and operating funds of the University. The University Treasurer may also engage the support services of outside professionals with regard to the University's investment program. Any firm hired to provide advice or assistance with the investment program shall be a registered investment advisor under the Investment Advisers Act of 1940, or exempt from registration. Investments shall be made with the care, skill, prudence and diligence under the circumstances then prevailing that a prudent man acting in a like capacity and familiar with such matters would use in the conduct of an enterprise of a like character and with like aims.

The primary objective for the management of the University's endowment and quasi-endowment funds is to achieve investment results over time that will support the purposes for which the endowment or quasi-endowment was established, while preserving the purchasing power of the funds. All gifts, local funds and nongeneral fund reserves and balances that the University determines appropriate and permitted by law may be invested in the Virginia Tech Foundation's Consolidated Endowment Program through an agency agreement. These endowment funds will be governed by the Foundation's investment and spending policies then in effect as adopted by the Foundation's Investment Committee, and shall be managed in accordance with the provisions of the Virginia *Uniform Prudent Management of Institutional Funds Act*.

The primary objective for the management of the University's operating funds is to provide the highest investment return at defined levels of risk, while providing both safety of principal and sufficient liquidity to meet the daily cash flow needs of the University. The operating funds shall be invested in instruments set forth in the *Investment of Public Funds Act* of the Commonwealth, as summarized below.

The University Treasurer will review this policy at least annually and report any changes to the Board of Visitors. Also, any findings of non-compliance will be reported to the Board of Visitors, as well.

Account Structure for the Management of University Operating Funds

In order to meet the objectives of the University, investments will be divided into two major allocations: a Primary Liquidity allocation and an Extended Duration allocation. The Primary Liquidity allocation is to be the major source for the disbursement requirements and operational needs of the University. Liquidity and safety of principal

at the expense of return on investment are the foremost objectives of the Primary Liquidity allocation.

The objective of the Extended Duration allocation is to generate an investment return, over the long-term, higher than the Primary Liquidity allocation. To generate higher investment returns, it is recognized that additional interest rate risk and credit risk, within prudent constraints, must be assumed in the management of the Extended Duration allocation. To help control these risks and to provide for sufficient management flexibility, the Extended Duration allocation may be structured into three sub-portfolios: a Short Duration Portfolio, an Intermediate Duration Portfolio, and a Long Duration Portfolio. However, in seeking higher investment returns, the portfolio managers will be cognizant of the University's objectives of liquidity and safety of principal. Securities lending is prohibited.

Asset Allocation Mix

The Primary Liquidity and Extended Duration target allocations are as follows:

	Target Allocation	Minimum Allocation	Maximum Allocation
Primary Liquidity	75%	70%	85%
Extended Duration	25%	15%	30%

The guidelines for the sub-portfolios of the Extended Duration allocation are as follows:

	Target Allocation	Minimum Allocation	Maximum Allocation
Short Duration Portfolio	20%	20%	100%
Intermediate Duration Portfolio	60%	0%	80%
Long Duration Portfolio	20%	0%	30%

The intent of the Asset Allocation Mix is to increase the overall average maturity and duration of the University's investment portfolios to enhance the returns over the long-term. Deviations from the Asset Allocation Mix may be made by the University Treasurer when economic conditions or liquidity needs warrant, or when it is determined that the aggregate deviation does not constitute a material departure from the spirit of the target allocation and the intent of the University. The target allocations and guidelines shall be reviewed at least annually.

Authorized Investments and Credit Quality

Authorized investments for qualified public entities are set forth in the "Investment of Public Funds Act" of the Code of Virginia in Sections 2.2-4500 through 2.2-4516. A qualified public entity is defined as any state agency or institution having an internal or external public funds manager with professional investment management capabilities.

As a qualified public entity, the following securities are authorized for the investment of University funds:

1. Obligations issued or guaranteed by the U.S. Government, an agency thereof, or U.S. Government sponsored enterprises. These securities can be held directly, in the form of repurchase agreements collateralized by such debt securities, or in the form of registered money market or mutual funds provided that the portfolio is limited to such evidences of indebtedness.

2. Dollar denominated bonds and other obligations issued, guaranteed or assumed by the International Bank for Reconstruction and Development, the Asian Development Bank or the African Development Bank having a maturity of no longer than five years and a credit rating of at least “AAA” by Standard & Poor's and “Aaa” by Moody's Investors Service.

3. Non-negotiable certificates of deposit and time deposits of Virginia banks and savings institutions federally insured to the maximum extent possible and collateralized under the Virginia Security for Public Deposits Act, Sections 2.2-4400 through 2.2-4411 of the *Code of Virginia* and having a maturity of no longer than five years.

4. Negotiable certificates of deposit, negotiable bank deposit notes, and bankers acceptances of domestic banks and domestic offices of foreign banks with a rating of at least “A-1” by Standard & Poor's and “P-1” by Moody's Investors Service for maturities of one year or less. For maturities over one year and not exceeding five years, a rating of at least “AA” by Standard & Poor's and “Aa” by Moody's Investors Service is required.

5. Repurchase agreements collateralized by securities that are approved for direct investment as stated herein. The collateral on overnight or open repurchase agreements is required to be at least 100% of the value of the repurchase agreement. Longer-term repurchase agreements are required to have collateralization in excess of 100% and be marked-to-market on a daily basis.

6. Prime quality commercial paper issued by domestic corporations. “Prime quality” shall be as rated by at least two of the following: Standard & Poor’s within its rating of “A-1”, Moody’s Investors Service within its rating of “P-1”, Fitch Investor’s Services within its rating of “F-1”, Duff and Phelps within its rating of “D-1”, or by their respective corporate successors, provided that at the time of any such investment the corporation meets the criteria specified in Section 2.2-4502 of the *Code of Virginia.*

7. Corporate notes and bonds having a credit rating of at least “A” or better by two nationally recognized rating agencies, one of which must be either Standard & Poor's or Moody's Investors Service. This includes all levels of the “A” rating.

8. Money market and other open-end investment funds provided that they are registered under the Securities Act of the Commonwealth of Virginia or by the

Federal Investment Company Act of 1940, and that the investments by such funds are restricted to investments otherwise permitted by qualified public entities within the Commonwealth of Virginia.

9. Taxable and tax-exempt municipal securities of the following provided that at the time of any such investment the municipal security meets the criteria specified in Section 2.2-4501 of the Code of Virginia, including: (i) of any state of the United States, (ii) of any county, city, town, district, authority or other public body of the Commonwealth of Virginia, and (iii) of any city, county, town or district situated in any one of the states of the United States provided that they are the direct legal obligations of the city, county, town or district, and the city, county, town or district has power to levy taxes on the taxable real property therein for the payment of such obligations without limitation of rate or amount. The municipal securities should be rated "A" or better by two nationally recognized rating agencies, one of which must be Standard & Poor's or Moody's Investors Service. This includes all levels of the "A" rating.

10. Asset-backed and mortgage-backed securities with a duration of no more than five years and rated no less than "AAA" by at least two nationally recognized rating agencies, one of which must be Standard & Poor's or Moody's Investors Service. Authorized mortgage-backed investments include Commercial Mortgage-Backed Securities (CMBS), Agency and Private Label Mortgage-Backed Securities (MBS & RMBS) including pass-throughs, Collateralized Mortgage Obligations (CMOs) and Planned Amortization Classes (PACs).

<u>Prohibited Investments</u>

1. Inverse floaters, Credit Default Swaps (CDSs), Collateralized Debt Obligations (CDOs), Collateralized Loan Obligations (CLOs), and Interest Only (IO), Principal Only (PO) and Z-tranche securities.

2. Futures, options, options on futures, margin buying, leveraging and commodities. Forward trades are permitted as long as they are procured during normal "when issued" periods for individual markets and as long as cash is reserved or a security will mature to cover the purchase at the time of settlement.

3. Securities with the ability to defer interest, securities with the ability to convert to perpetual maturities, and 144A securities.

In the event a security is downgraded to a level that ceases to meet Policy credit quality guidelines, the external manager will notify the University's investment staff within one business day of the downgrade. The security must then be sold within 30 days unless the manager's reasoning to continue to hold the security is approved in writing by the University Treasurer.

Diversification

Each individual portfolio within the primarily liquidity or extended duration allocations will be diversified so that no more than three percent of the value of the respective portfolios will be invested in the securities or individual trusts of any single issuer. The limitation shall *not* apply to securities of the U.S. Government, an agency thereof, U.S. Government sponsored enterprises, securities fully insured or fully guaranteed by the U.S. Government, or money market funds.

At the time of purchase, the maximum percentage in each eligible security type for the University's overall Primary Liquidity allocation shall be maintained as follows:

Primary Liquidity	
U.S. Treasury and Agency Securities	100%
Non-Negotiable Certificates of Deposit (CDs)	5%
Overnight/Open Treasury/Agency Repurchase Agreements	100%
Overnight/Open non-Treasury/Agency Repurchase Agreements	50%
Term Repurchase Agreements	20%
Bankers Acceptances	40%
Negotiable CDs and/or Negotiable Bank Deposit Notes	20%
Commercial Paper	35%
Corporate Notes	25%
Money Market Funds	35%
Municipal Securities	10%

At the time of purchase, the maximum percentage in each eligible security type for the University's overall Extended Duration allocation shall be maintained as follows:

Extended Duration	
U.S. Treasury and Agency Securities	100%
Non-Negotiable Certificates of Deposit	0%
Repurchase Agreements	0%
Bankers Acceptances	0%
Negotiable CDs and/or Negotiable Bank Deposit Notes	20%
Commercial Paper	0%
Corporate Bonds/Notes	40%
International Development Bank Obligations	5%
Municipal Securities	10%
Asset-Backed Securities	40%
Combined Agency MBS, Agency/Private CMOs,CMBS, RMBS, PACs	50%
Agency Mortgage-Backed Securities (MBS)	50%
Agency CMOs (including PACs)	10%
Commercial Mortgage-Backed Securities (CMBS)	10%
Private Label Residential Mortgages (including CMOs & PACs)	5%
Money Market Funds	10%

Duration and Maturity Limitations

The maximum maturity on any negotiable certificate of deposit or negotiable bank deposit note may not exceed five years. For any single asset-backed or mortgage-backed security, the maximum duration may not exceed five years at the time of purchase. In the event the duration subsequently exceeds this limit, the external manager shall notify the University's investment staff who shall determine whether the security should be sold.

The target duration (in years) for the Primary Liquidity allocation and the sub-portfolios of the Extended Duration allocation are as follows:

	Target	Minimum	Maximum
Primary Liquidity:	.15	.05	.25
Extended Duration:			
Short Duration Portfolio	Per Applicable Benchmark		
Intermediate Duration Portfolio	Per Applicable Benchmark		
Long Duration Portfolio	Per Applicable Benchmark		

Account Benchmarks

Primary Liquidity	ML 91 Day Treasury Bills Index, One Month LIBOR Index or other benchmark(s) that more appropriately reflects the manager(s) style within this particular allocation.
Short Duration Portfolio	ML 1-3 Year Treasury Index, LB 1-3 Year Government Bond Index, ML 1-3 year Gov/Corp Index or other benchmark(s) that more appropriately reflects the manager(s) style within this particular portfolio.
Intermediate Duration Portfolio	Barclays U.S. Treasury Intermediate Index, Barclays U.S. Intermediate Government Index, Barclays U.S. Intermediate Gov/Credit Bond Index or other benchmark(s) that more appropriately reflects the manager(s) style within this particular portfolio.
Long Duration Portfolio	Barclays U.S. Aggregate Treasury Index, Barclays U.S. Aggregate Government Index, Barclays U.S. Aggregate Bond Index, or other benchmark(s) that more appropriately reflects the manager(s) style within this particular portfolio.

RESOLUTION TO ADOPT ALTERNATIVE SMALL PURCHASE PROCEDURES FOR PROCUREMENT OF LOW VALUE ARCHITECTURAL AND ENGINEERING SERVICES

Virginia Tech completes hundreds of small-dollar value construction, renovation and maintenance projects each year that require outside Architecture and/or Engineering services. Procurement and contracting procedures currently available to university staff, however, are neither efficient nor cost effective for many of these projects. Adoption of alternative, streamlined small purchase procedures will better support many small projects which typically do not involve multiple design disciplines.

For the vast majority of university small projects, fees for design services do not exceed $50,000 for individual projects and, in many cases, are substantially less. Current procurement methods, however, favor larger, multi-disciplinary firms who are staffed to compete for either term or single project contracts. These firms are typically not cost competitive for small projects. An alternative procurement procedure which allows multiple small A/E firms to propose on university projects with fees under $50,000 would serve the university's interests by being both cost effective and more responsive to pending projects. Such a procedure could also provide for increased small, women-owned, and minority-owned (SWAM) business participation on small projects. The $50,000 small purchase threshold is consistent with that established under the Rules Document for the purchase of goods and non-professional services, and maximizes the potential of the university's authority.

Under the 2006 Management Agreement between the Commonwealth of Virginia and the University, the Board of Visitors has the authority to approve the development and implementation of alternative procurement procedures for professional services. If approved, the attached resolution will authorize the Director of Materials Management to develop and implement such small purchase procedures that will provide for the efficient and competitive procurement of Architectural and Engineering services for small projects with A/E fees under $50,000.

RESOLUTION TO ADOPT ALTERNATIVE SMALL PURCHASE PROCEDURES FOR PROCUREMENT OF LOW VALUE ARCHITECTURAL AND ENGINEERING SERVICES

WHEREAS, Virginia Tech completes hundreds of small-dollar value construction, renovation and maintenance projects each year that require outside Architecture and/or Engineering (A/E) services; and,

WHEREAS, for the vast majority of university small projects, fees for design services do not exceed $50,000 for individual projects and, in many cases, are substantially less; and,

WHEREAS, an alternative procurement procedure which allows multiple small A/E firms to propose on university projects with fees under $50,000 would serve the university's interests by being both cost effective and more responsive to pending projects; and,

WHEREAS, such a procedure could also provide for increased small, women-owned, and minority-owned (SWAM) business participation on small projects; and,

WHEREAS, the $50,000 small purchase threshold is consistent with that established under the Rules Document for the purchase of goods and non-professional services, and maximizes the potential of the university's authority;

NOW, THEREFORE, BE IT RESOLVED, that the Director of Materials Management be authorized to develop and implement purchase procedures that will provide for the efficient and competitive procurement of Architectural and Engineering services for small projects with A/E fees under $50,000.

RECOMMENDATION:

That this resolution authorizing the Director of Materials Management to develop and implement purchase procedures that will provide for the efficient and competitive procurement of Architectural and Engineering services for small projects with A/E fees under $50,000 be approved.

November 8, 2010

Capital Project for West End Market Expansion and Renovation

JOINT FINANCE AND AUDIT COMMITTEE AND BUILDINGS AND GROUNDS COMMITTEE

October 8, 2010

The University's Six-Year Capital Plan approved on March 26, 2007 included a project for the Renovation of Owens and West End Market Food Courts. The $5 million nongeneral fund project was approved by the State during the 2008 General Assembly session in Chapter 879, Item C-90. During the design process, the Dining program determined that the project, as originally conceived, could not adequately satisfy the expectations of students within the approved scope and budget.

The original Owens and West End Market Food Courts project called for 4,725 gross square feet of new construction for additional seating at the West End Market and 9,200 gross square feet of renovation work for program enhancements to Owens and the West End Market. The Dining program has determined the actual scope required to meet student expectations is new construction of approximately 7,400 gross square feet for additional seating, expanding the kitchen and food preparation areas, and increasing the number of restrooms and staff locker rooms. The project also includes approximately 6,000 gross square feet of renovation work for program enhancements and roof repairs. The Owens renovation work will be deferred pending a future preplanning study.

The estimated project cost for the revised West End Market program inclusive of design, construction, and equipment is $7.31 million. Because the revised scope and costs have substantially changed from the original authorization, a new authorization is required. This request is for a Board authorized project at the necessary scope and budget to replace the State project, which will be closed. As with all self-supporting projects, the university has developed a financing plan to provide assurance regarding the financial feasibility of the project. This funding plan calls for 100 percent nongeneral fund cash from the Dining Program reserves. This funding source is sufficient to cover the proposed project costs without negative impact to the overall Dining program. With the scope, cost, and funding plan established, the university is ready to move the project forward.

Under the 2006 Management Agreement between the Commonwealth of Virginia and the University, the Board of Visitors has the authority to approve the budget, size, scope, debt issuance, and overall funding of nongeneral fund capital outlay projects. This request is for a project authorization to move forward with the West End Market Expansion and Renovation project.

RESOLUTION ON CAPITAL PROJECT FOR WEST END MARKET EXPANSION AND RENOVATION

WHEREAS, the University has determined an expansion and renovation of the West End Market dining hall is necessary to meet student expectations for service; and,

WHEREAS, design of an improvement project is complete under an existing authorization; and,

WHEREAS, the design shows the necessary program to meet student expectations for service includes an addition of 7,400 gross square feet, renovation of 6,000 square feet, and envelope repairs; and,

WHEREAS, the estimated project cost for the program inclusive of design, construction, and equipment is $7.31 million; and,

WHEREAS, this request is for a Board authorized project to complete the West End Market Expansion and Renovation; and,

WHEREAS, the university has developed a 100 percent nongeneral fund resource plan that can successfully support the $7.31 million of project costs; and,

WHEREAS, under the 2006 Management Agreement between the Commonwealth of Virginia and the university, the Board of Visitors has authority to approve the budget, size, scope, debt issuances, and overall funding of nongeneral funded major capital outlay projects; and,

WHEREAS, the university may address minor cost variances provided sufficient funds are available to support the full project costs;

NOW, THEREFORE BE IT RESOLVED, that the university be authorized to move forward with the West End Market Expansion and Renovation project at a total project cost not to exceed $7.31 million.

RECOMMENDATION:

That the resolution authorizing Virginia Tech to complete the West End Market Expansion and Renovation project be approved.

November 8, 2010

Capital Project for Campus Fiber Optic Improvement Project

JOINT FINANCE AND AUDIT COMMITTEE
AND BUILDINGS AND GROUNDS COMMITTEE

October 6, 2010

The university's 2010-2016 Six-Year Capital Plan approved on March 23, 2009 includes a project to improve the campus network and communication infrastructure. The university's technology infrastructure is integral to supporting the institution's core mission of teaching, research, and outreach. The current fiber-optic backbone is outdated and needs to be upgraded. The physical infrastructure installed over 20 years ago no longer has sufficient capacity to meet existing demand and will not be able to meet future demand as new facilities come on-line.

The proposed implementation strategy to improve the network and communications infrastructure is to phase improvements over several years. This request is for the installation of a fiber-optic core on campus which will consist of five segments connecting to the five campus switching centers and connections from the core to several buildings. The pathway improvements will increase capacity and ensure diversity, both of which are needed to provide abundant and reliable network connectivity to the university. The installation will include use of conduit in horizontal boring and existing pathways in steam tunnels and other duct banks where available.

The estimated project cost inclusive of design, construction, and equipment is $2 million. As with all self-supporting projects, the university has developed a financing plan to provide assurance regarding the financial feasibility of the project. This funding plan calls for cash from reserves. With the scope, cost, and funding plan established, the university is ready to move the project forward.

Under the 2006 Management Agreement between the Commonwealth of Virginia and the university, the Board of Visitors has the authority to approve the budget, size, scope, debt issuance, and overall funding of nongeneral fund capital outlay projects. This request is for a project authorization to move forward with the Campus Fiber Optic Backbone Installation project.

RESOLUTION ON CAPITAL PROJECT FOR CAMPUS FIBER OPTIC IMPROVEMENT PROJECT

WHEREAS, the university's 2010-2016 Six Year Capital Plan includes the Technology Infrastructure project to improve the network and communication infrastructure; and,

WHEREAS, the current fiber-optic backbone was installed over twenty years ago and is outdated and needs to be upgraded; and,

WHEREAS, the proposed implementation strategy to improve the network and communications infrastructure is to phase improvements over several years; and,

WHEREAS, this request is to install a new fiber-optic backbone and building connections that will increase capacity and diversity to ensure adequate and reliable service to the university; and,

WHEREAS, the estimated project cost inclusive of design, construction, and materials for this fiber-optic installation is $2 million; and,

WHEREAS, the university has developed a 100 percent nongeneral fund resource plan that can successfully support the $2 million of project costs; and,

WHEREAS, under the 2006 Management Agreement between the Commonwealth of Virginia and the university, the Board of Visitors has authority to approve the budget, size, scope, debt issuances, and overall funding of nongeneral funded major capital outlay projects; and,

WHEREAS, the university may address minor cost and scope variances provided sufficient funds are available to support the full project costs;

NOW, THEREFORE BE IT RESOLVED, that the university be authorized to move forward with the Campus Fiber-Optic Backbone Installation project at a total project cost not to exceed $2 million.

RECOMMENDATION:

That the resolution authorizing Virginia Tech to complete the Campus Fiber Optic Improvement project be approved.

November 8, 2010

Committee Minutes

Committee on Research

Solitude Room
The Inn at Virginia Tech and Skelton Conference Center
4:45p.m-6:00p.m.

November 7, 2010

Committee Members Present:

Mr. Michael J. Quillen, Chair
Mr. Mr. Michael Anzilotti
Mr. William B. Holtzman
Ms. Sandra Stiner Lowe
Mr. George Nolen

Guests:

Dr. Charles Steger, Dr. Mark McNamee, Dr. Robert Walters, Mr. Dwight Shelton, Jr., Dr. John Dooley, Dr. Daniel Wubah, Mr. Douglas Fahl, Mr. Calvin Jamison, Mr. John Rocovich, Mr. Paul Rogers, Ms. Beverley Dalton, Mr. Frederick Cobb, Ms. Suzanne Obenshain, Ms. Maxine Lyons, Dr. Karen DePauw, Dr. Roe-Hoan Yoon, Mr. Larry Hincker, Mr. Ralph Byers, Dr. Roderick Hall, Dr. William Knocke, Dr. Kevin Davy, Dr. Harold Garner, Ms. Kay Heidbreder, Ms. Elizabeth Hooper, Ms. Beth Tranter, Ms. Sandra Muse, Mr. Neil Sedlak and Ms. Laurie Coble.

1. **Opening Remarks and Approval of August 29, 2010 Minutes.** Mr. Quillen welcomed those in attendance. The minutes were approved as printed.

2. **Update on the Structure and Governance policies for Research Centers and Institutes.** Dr. Knocke reported on efforts that are underway to update University policies related to "centers." Specific policies being addressed in the update process are 13005: University Research Centers and 3020: Centers Financial and Administrative Policies and Procedures. Updates will focus on issues such as establishment of centers, financial and programmatic oversight, defined review periods for centers and their directors, and other related topics. Policy 13005 will be modified to focus on a three-tiered research administrative structure, based upon University-wide major research institutes as well as college- and department-level research centers. Dr. Knocke also indicated that the nine current University-level research centers will be transitioned to a new administrative home so as to be consistent with the update Policy 13005 research administrative structure.

3. **Task Force on Federal Contract Compliance Recommendations and Implementation Activities.** Dr. Knocke provided an overview of the major

recommendations that came from the recently completed Task Force on Federal Contract Compliance. This task force had been formulated by the Provost to assess various risk issues that had been cited during the completion of federal audits at other major research universities. The task force recommendations addressed issues such as minimizing fund transfers on projects within 90 days of contract completion as well as means for appropriately charging teaching and research faculty time to funded research grants and contracts during the summer months. Dr. Knocke is working with Dr. Jack Finney, Associate Provost for Academic Affairs, to ensure implementation of these recommended procedures in colleges and research institutes. Training for fiscal managers is being held in November regarding necessary procedures that will enhance compliance.

4. **Task Force for Special Research Faculty.** Ms. Sandra Muse reported that a task force has been charged with addressing policies and procedures related to special research faculty in order to recruit and retain this non-tenured employee base, which is essential to continued growth of the research enterprise. The task force comprises tenured faculty, professional faculty, special research faculty and other faculty providing support or in an advisory capacity is being led by Dr. Don Taylor. Subcommittees consist of compliance, classification/ governance, career opportunities/teaching and job security. Discussions have included such topics as federal grant compliance, bridge funding, teaching time, consulting and benefits. The task force convened in July 2010 and has a projected report completion time of mid-spring 2011.

5. **National Energy Technology Laboratory (NETL) – Regional University Alliance (RUA).** In 2009, URS Corporation submitted a proposal (greater than $57 million per annum) with five universities as subcontractors (Carnegie Mellon University, West Virginia University, University of Pittsburgh, Penn State, and Virginia Tech) and won the contract. Part of the funding is used to assist in-house research and development at NETL. The remainder (approximately $20 million) is used to support university research. NETL-RUA is developing a strategic plan to increase this funding. It is anticipated that the program will be renewed at the end of the five-year contract period. The program provides opportunities to work cooperatively with other universities and the national laboratory. Objectives of the new program include developing the regional economy through technology development and training future leaders in energy research.

Adjournment.

There being no further business, the meeting adjourned at 6:00 p.m.

Update on the Structure and Governance Policies for Research Centers and Institutes

W. R. Knocke, Ph.D., PE, Assoc. Vice President for Research

Virginia Tech
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Overview

- Primary Policies Focused on Research Centers at Virginia Tech
- Changes of the Past Decade
- Updates to University Policies Related to Organized Research Units
- University-Level Research Centers

Policy 13005 – Interdisciplinary Research Centers

- Policy focuses only on University-level research centers, primarily addressing matters related to establishment, governance, funding and review of such centers
- Written originally in early 1990s, reflecting a time when the concept of "interdisciplinary" work was relatively new to Virginia Tech

Policy 3020 – Centers Financial and Administrative Policy and Procedures

- Policy primary focused on financial and administrative aspects of centers; broader application than Policy 13005, and filled in gaps of that policy
- There is, unfortunately, overlap that needs to be addressed
- Policy defines and addresses three levels of centers
  - University Center
  - College Center
  - Departmental Center

Changes of the Past Decade

- University has restructured its approach to research, with major focus now on large, interdisciplinary research "institutes"
- Corresponding decline in the number of University-level research centers
- Major institutional financial investment in these institutes; far less invested in University-level research centers

Updates to University Policies Related to Organized Research Units

- Steps underway now to review/update Policies 13005 and 3020 and eliminate redundancy and confusion between policies
- Research center structure based on three tiers, eliminating the category "University Center" category
  - University-Level Institutes (currently six of these)
  - College Research Centers
  - Department Research Centers

Updates to University Policies Related to Organized Research Units

- Revised policies would identify and codify issues such as
  - Establishment of new research units
  - Oversight (programmatic and financial) of units
  - Evaluation of research units and their directors
    - Annual for financial matters
    - Periodic for programmatic aspects of research units
  - Procedures to “sunset” research units

Updates to University Policies Related to Organized Research Units

- Policy-writing team now in place – working on new language for both policies
- Engagement will take place with many "stakeholders" in the research enterprise during this process
- Goal is to have revised policies through University governance by latter part of Spring 2011

University-Level Research Centers

Currently there are nine such research centers

- Center for Geospatial Information Technology
- Center for Gerontology
- Center for Human-Computer Interaction
- Center for Survey Research
- Interdisciplinary Center for Applied Mathematics
- Macromolecules and Interfaces Institute
- Powell River Project
- Virginia Coal and Energy Research Center
- Virginia Water Resources Research Center

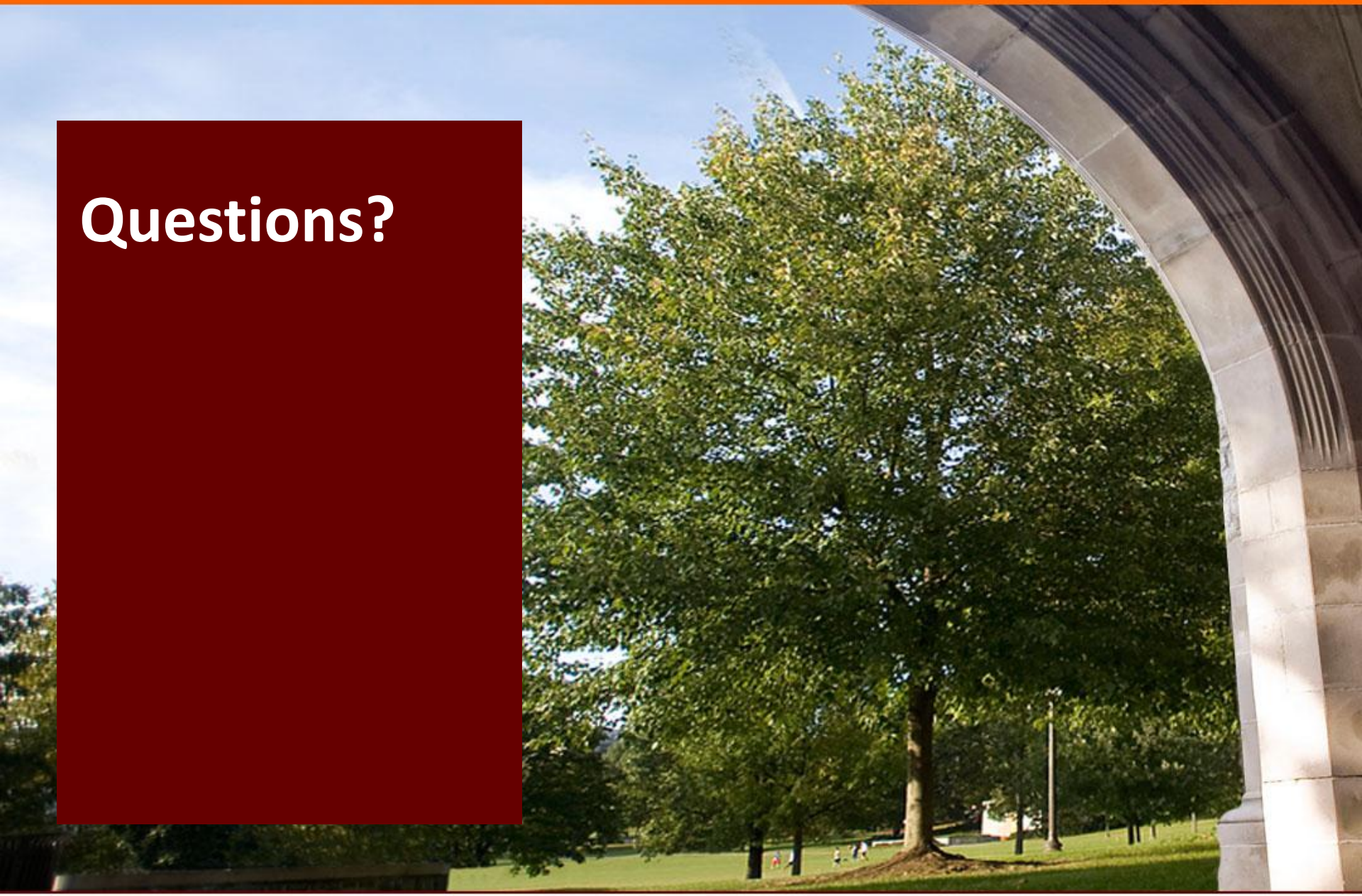
University-Level Research Centers

Efforts are underway to transition these research centers to new administrative oversight "homes" –

- Department or College-Level Centers
- Engagement with one of the Research Institutes
- Other models are being considered

Goal is to complete transition process by latter part of Spring 2011

Questions?



Task Force on Federal Contract Compliance: Recommendations and Implementation Activities

W. R. Knocke, Ph.D., PE, Assoc. Vice President for Research

VirginiaTech
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Historical Background

- Task Force established by Provost McNamee in 2009
- Response to major financial penalties that were assessed by federal government to Yale and other major research universities
- Significant concern about our own vulnerability on the key points raised in these federal audits

Violations of Basic Principle

Recipients of Federal grants are allowed to charge to the grant only "allocable" costs, which are the costs directly related to the objectives of that project.

Major Types of Disallowed Charges Cited in Federal Audits

- **Improper charges or expense transfers to a grant**

  End-of-project expense transfers in order to spend down the funds before grant expiration; expenses not "allocable" to specific project

- **Salary charges not related to actual time and effort**

  100% salary charged to project during summer but also carrying out other university responsibilities during period of charges

What are the Potential Problem Areas for Virginia Tech?

Inappropriate charges to grants

- OSP and departments/colleges monitor and restrict use of grant funds for administrative and clerical expenses, office supplies, etc.
- Careful attention to expense transfers and appropriateness of charges to a specific grant needs to be carefully monitored, particularly regarding when charges occur in the life of the project

Potential Faculty Salary Problem Areas at Virginia Tech

Faculty salary charges

- Faculty often engaged in university or professional work while salary is charged solely to a research grant/contract. This is a particular concern for AY faculty in the summer and special research faculty year-round.

Inappropriate time/effort charges to grants

- New proposal preparation
- Professional conferences unrelated to project
- Committee meetings
- Teaching or preparing for AY classes
- Working with graduate students on other projects
- Vacation if on summer pay

Highest Risk Situations

- Academic year faculty with 100% of summer salary on grants (or another percentage that does not match the effort on the grant)
- Special research faculty (Research Asst., Assoc., Full Professors; Postdocs, Research scientists, Research associates) who are supported 100% on grants
  - Engaged in writing new proposals?
  - Overseeing work of graduate students on other projects?

Alternatives for Addressing AY Faculty Summer Funding Concerns

- Revisions enacted to Policy 6200 (Research extended appointments - applies only to AY faculty)
- For faculty substantially less than 100% funded in the summer distribute research grant/contract salary funds across summer time period to keep appointment below 100% at any time
- Charge more time to the project during the AY (not to exceed effort) and use these “banked” funds for partial payment in the summer for University duties

Special Research Faculty

If special research faculty are involved in tasks outside of the objectives of their grant or contract, an alternative source of funds must be used for such activities.

NOTE: Task Force on Special Research Faculty considering this issue in ongoing effort

Policy 3105 – Effort Reporting

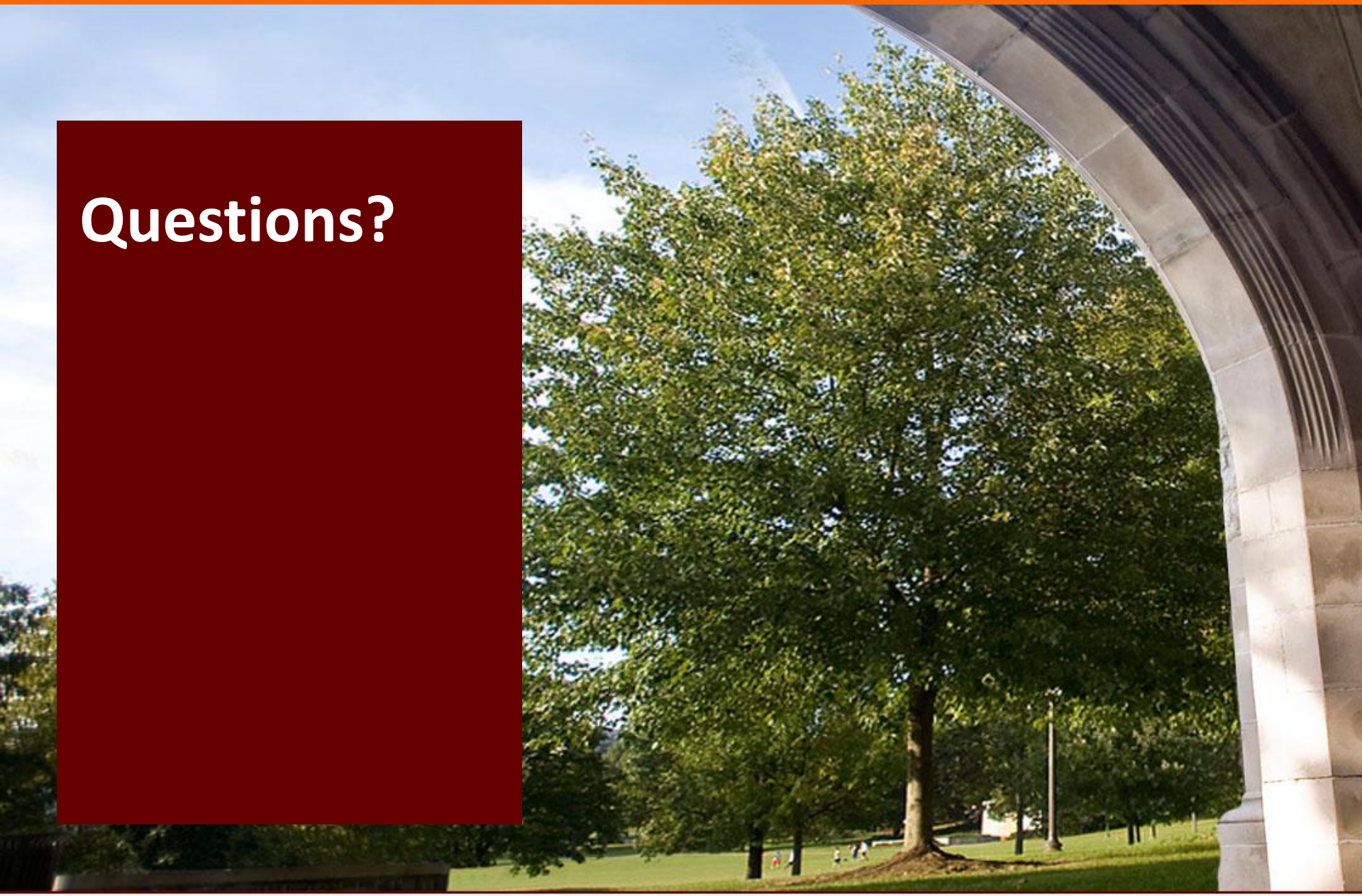
Effort Reporting (PARS)

- Faculty will need to provide an accurate report of effort during the reporting period.
- (Summer certified across entire period)
- Initial payroll allocation is estimate that must be confirmed through effort certification
- Required by Federal regulations governing terms and conditions of grants and contracts
- Each faculty member must certify their own effort report

Implementation Activities

- Meetings being held with department heads in various colleges to educate them on key issues that must be addressed
- Special training workshops are being held for fiscal managers responsible for faculty appointments during the AY and summer months – led by senior fiscal directors who implemented Task Force recommendations in Summer 2010

Questions?



Task Force for Special Research Faculty

Sandra Muse, Senior Director for Administrative Services

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Overview

- Mission
- Task Force Membership
- Progress to date
- Timeline

Mission

As the University and the Office of Research continue to build future research capabilities and provide support to on-going quality research and scholarship it is necessary to address policies and procedures as they relate to university special research faculty (SRF).

Addressing issues regarding non-tenure track SRF is critical in our ability to recruit and retain a highly interdisciplinary and dynamic employee base, which is essential to the research enterprise for years to come.

Final Report Expectations

- Recommendations that have no cost but should be done.
- Recommendations that have cost but must be done for compliance, etc.
- Recommendations that have cost but would provide better quality of life.
- Things that are under consideration by the committee but have not yet been resolved into a recommendation.

Task Force Membership

Tenured Faculty

- Don Taylor (Chair) - Dept. Head, ISE
- Jim Bohland – Exec. Director, NCR
- John Dooley - VP for Outreach & Int'l Affairs
- Jack Finney - Associate Provost
- Michael J. Friedlander
  Executive Director, VTCRI
- Bill Knocke - AVP for Research Programs
- Saied Mostaghimi - Associate Dean, CALS
- Karen Roberto - Director, ISCE
- Nancy Ross - Associate Dean, COS
- Paul M. Winistorfer - Dean, CNRE

Don Taylor, Ph.D.
Chair

Professional Faculty

- Laurie Coble
  Chief Operating Officer, VBI
- Tracey Schroeder
  Interim Director, Finance and Administration, VTCRI
- Cindy Wilkinson
  Operations Director, VTTI

Task Force Membership

Special Research Faculty

- Tom Campbell
  Research Associate Professor and Associate Director, ICTAS
- Simin T. Hall
  Research Assistant Professor, Mechanical Engineering
- Jon Hankey
  Research Scientist and Director, Center for Automotive Safety Research, VTTI
- Ron Kenyon
  Project Director, Cyberinfrastructure Group and Co-Director, VBI
- Andy Pereira
  Research Professor, VBI

Other

- Stephen Capaldo
  Associate University Legal Counsel
- Bill Huckle
  Associate Professor, Biomedical Science and ex officio, Commission on Research
- Hal Irvin
  Associate Vice President for Human Resources
- Ken Miller
  University Controller

Progress To Date

Four Subcommittees Established

- Compliance Sub-Committee
  Bill Knocke, Chair
- Classification/Governance Sub-Committee
  Jack Finney, Chair
- Career Opportunities/Teaching Sub-Committee
  Cindy Wilkinson, Chair
- Job Security Sub-Committee
  Tom Campbell, Chair

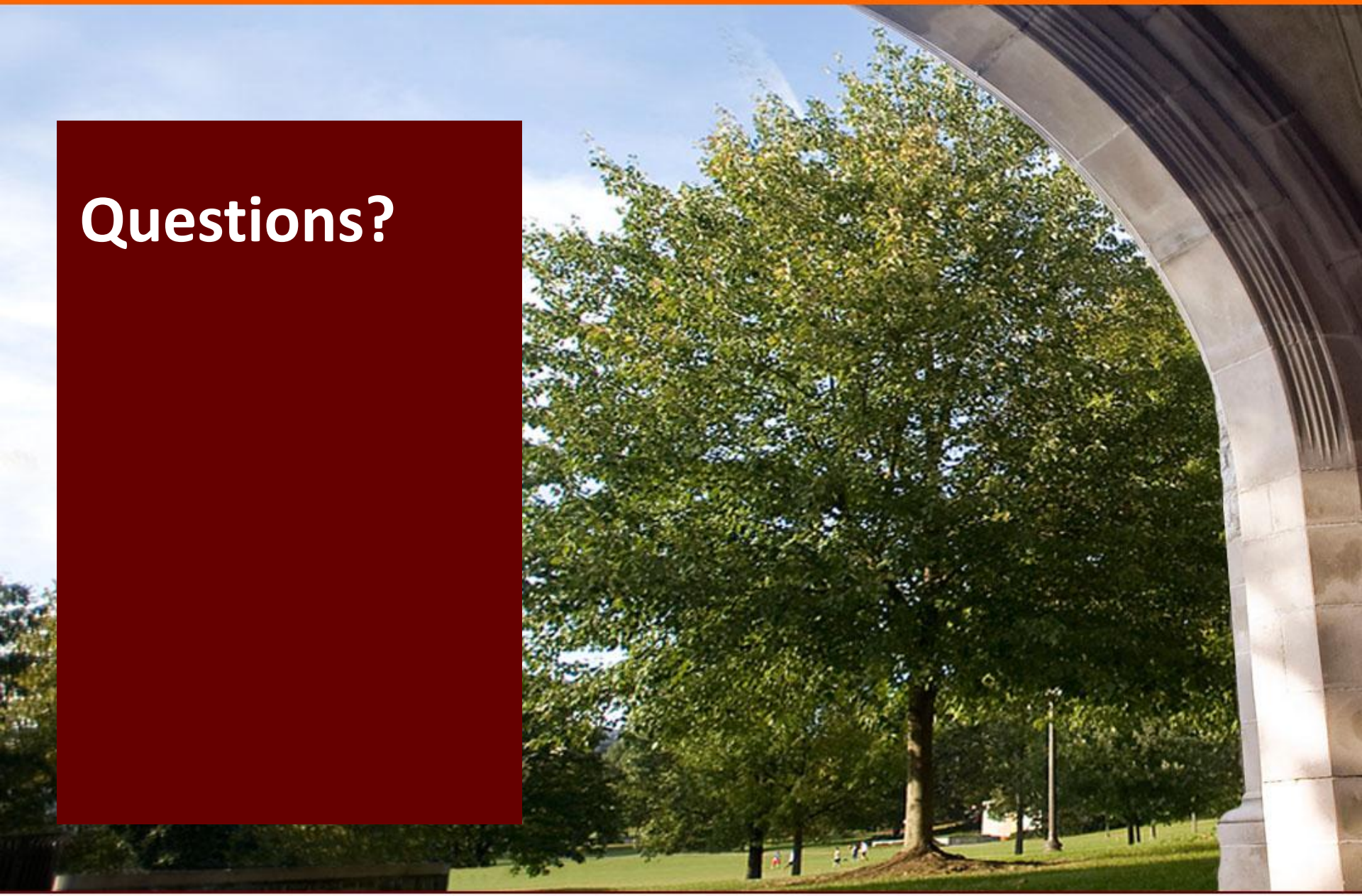
Potential Items for Discussion

- Federal Grant Compliance
- Paying for Grant-Writing
- Consulting
- Teaching Time
- Length of Appointment
- Salary Issues
- Benefits (vacation, insurance, leave, etc.)
- Supervisory Issues
- Bridge Funding
- Limiting Salary Increases when the State Freezes Raises
- Incentives for Productivity
- No Say in Governance
- Career Issues
- Titles
- Mentoring

Timeline

- July 23, 2010 - First Meeting of Full Committee
- Sub-Committees Meet Independently
- September 10, 2010 - Second Meeting of Full Committee
- Sub-Committees Meet Independently
- October 29, 2010 - Third Meeting of Full Committee
- From October 29, 2010 Forward – Committees Continue to Meet as Needed
- Projected Report Completion – Mid Spring Semester

Questions?



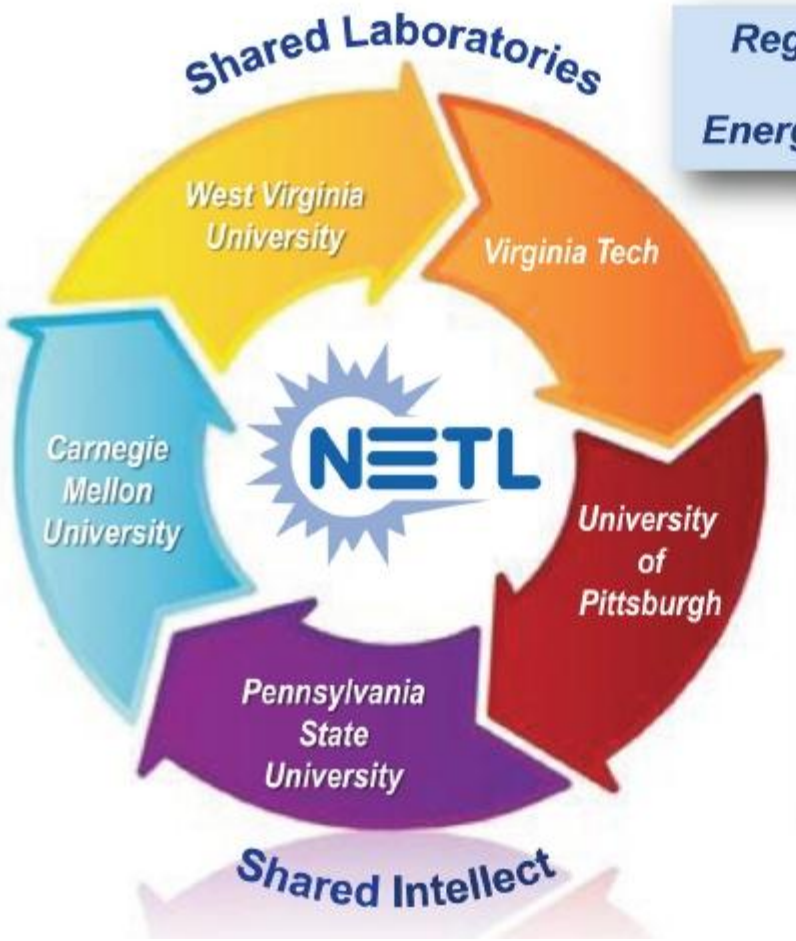
NETL-Regional University Alliance

Briefing for Board of Visitors

Roe-Hoan Yoon
Consortium Area Lead

November 7, 2010

NETL-RUA

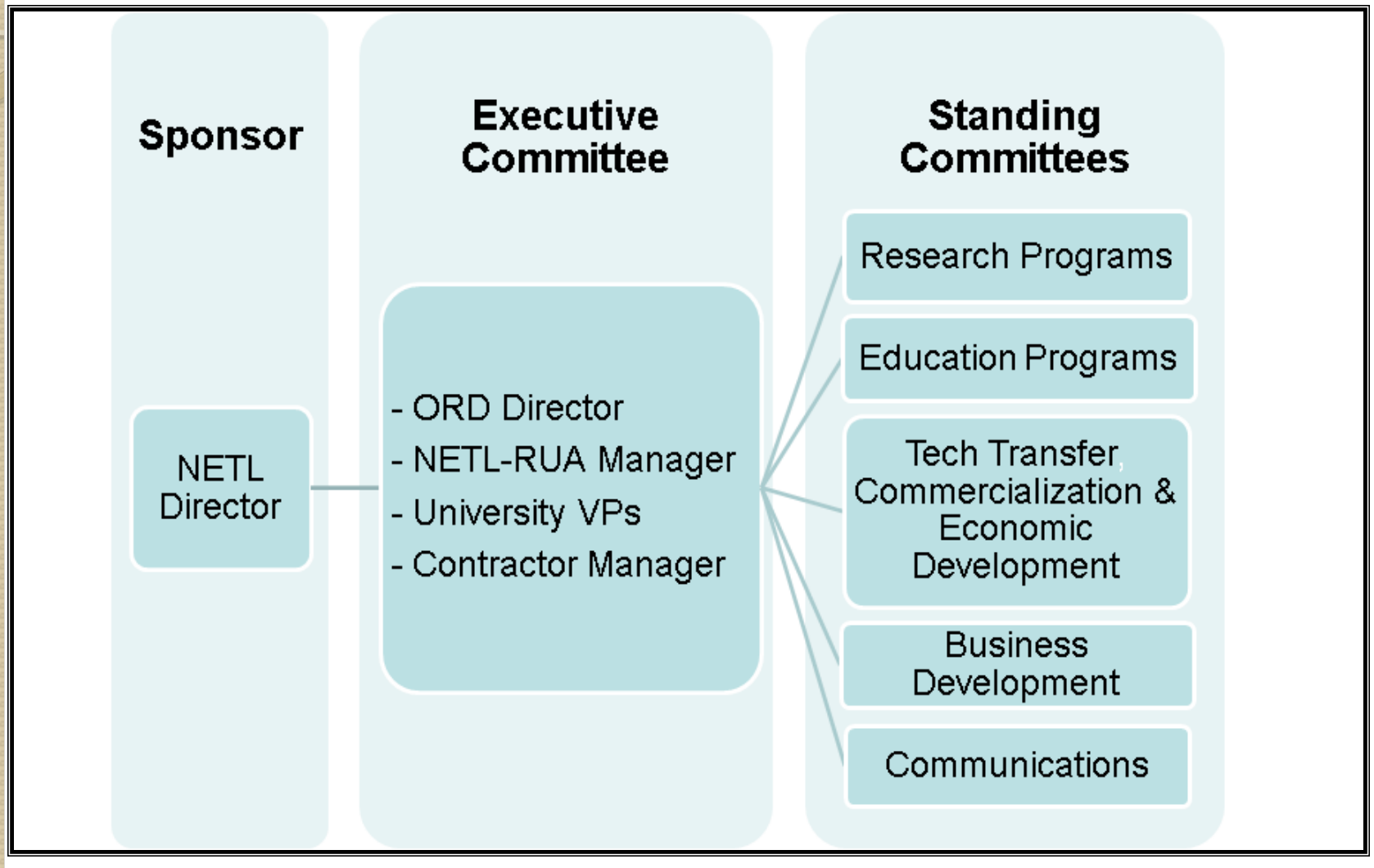


Regional University Alliance for Energy Technology Innovation

Energy Technology Solutions

- Energy System Dynamics
- Geological and Environmental Systems
- Computational and Basic Sciences
- Material Science and Engineering

Organization



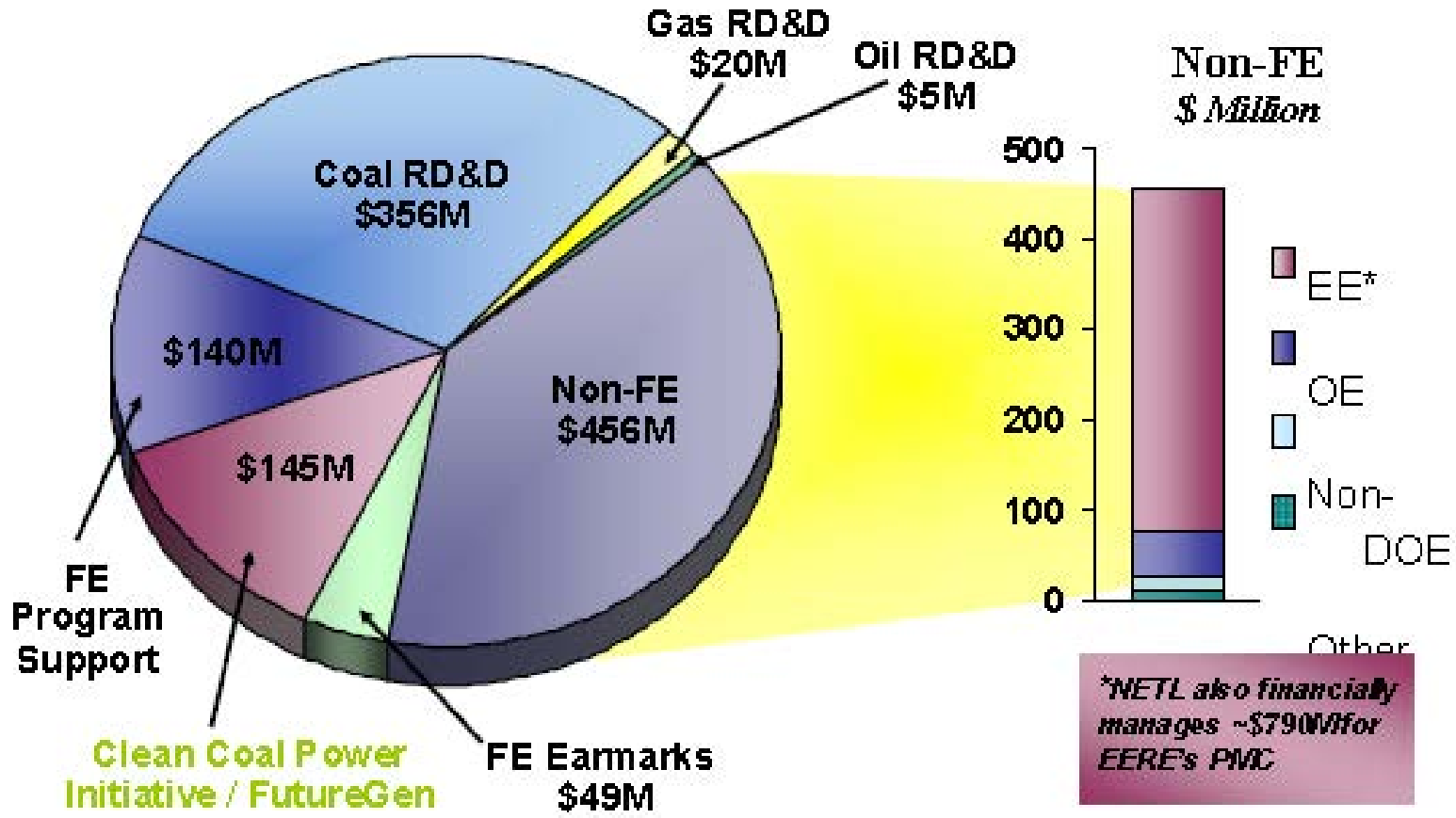
National Energy Technology Laboratory (NETL)

- Celebrated the 100th anniversary on October 13, 2010 in Pittsburgh
  - Bureau of Mines opened the Pittsburgh Experimental Station in Bruceton, PA, in 1910
  - Became a National Laboratory in 1999.
  - Funded by the Office of Fossil Energy, U.S. DOE.
    - Manages flow-through monies

Dr. Steger spoke at the ceremony along with other university Presidents.

NETL Budget for 2008

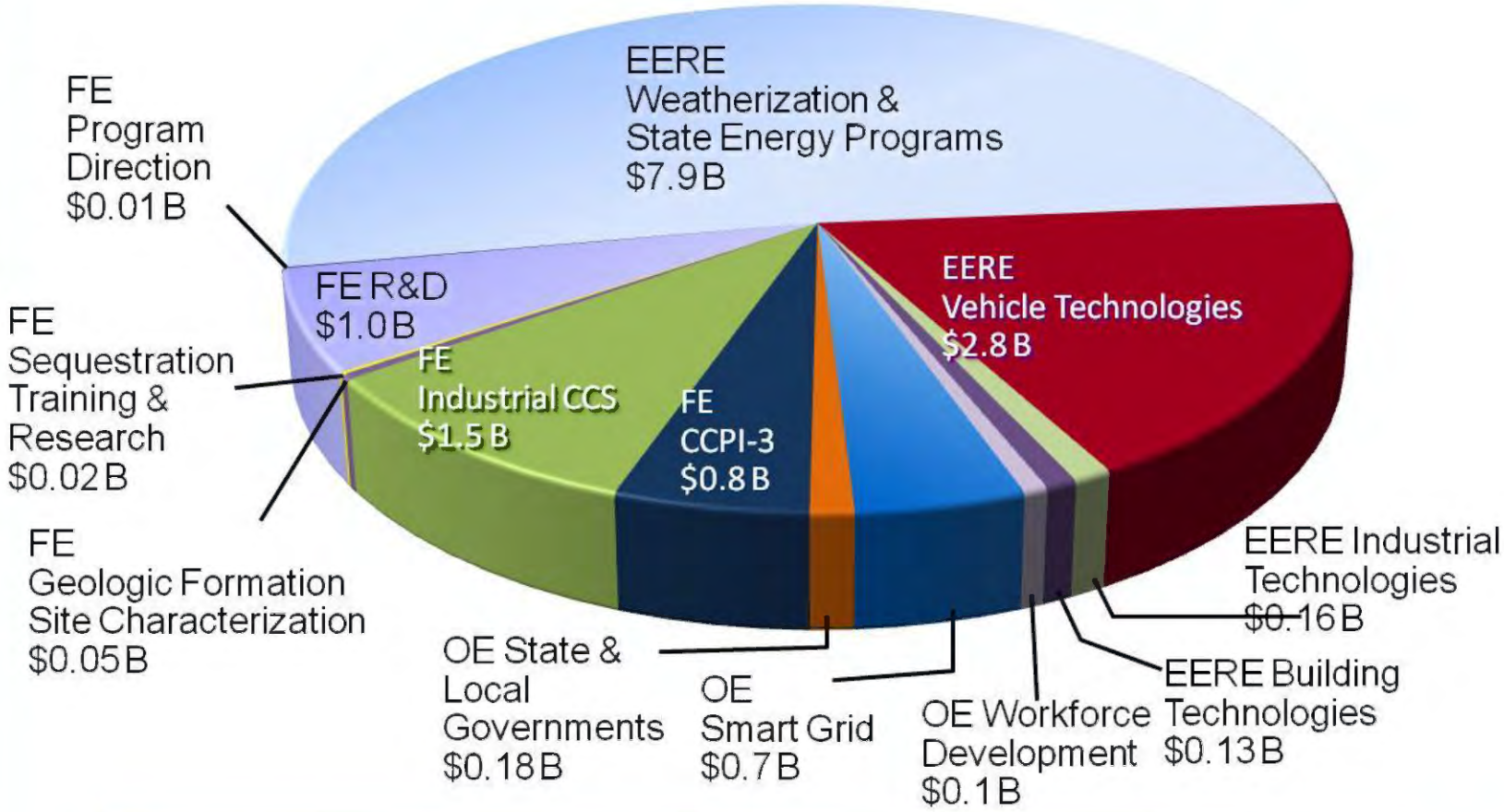
$1.17 Billion



NETL Budget for 2010

	FY10 Appropriation	FY11 Request
FE Coal R&D	407.4	402.3
CCPI/FutureGen	643.0	0.0
FE Oil & Gas R&D	87.8	0.0
FE Program Direction	125.2	120.4
Plant & Capital Equip.	20.0	20.0
Envir. Restoration	9.9	9.9
FE Earmarks	36.9	0.0
EERE R&D	425.0	430.0
OE	81.0	97.0
Other-DOE	5.0	6.0
Non-DOE/WFO	29.0	25.0
NETL Total	1,870.2	1,110.6
PMC (Golden/NREL)	950.0	850.0
TOTAL	2,820.2	1,960.6

Stimulus Funding: $15.4 billion



All funds obligated by 2010 and expensed by 2015

R&D Services (RDS) contract was the predecessor of current projects.

- 2004-2009 (>40 million/yr)
  - RDS, Inc. was formed
    - SAIC, Parsons, EG&G
  - CWP Consortium
    - 1st Tier: CMU, WVU, PIT
    - 2nd Tier: VT, OSU
- Share for the Three Universities
  - 2005 $2.5M
  - 2006 $7.3M
  - 2007 $10.3M
  - 2008 $20.1M
  - 2009 $12.7M
  - Total $52.9M

Contract ended on Nov. 14, 2009; and
a series of new RFPs issued during December, 2008, and February, 2009.

RUA is part of the following five-year contracts from NETL.

11/15/09-11/14/14

- Research and Engineering Services (RES)
  - URS
  - >$57 million/yr
- Project Execution and Integration Support (PEIS)
  - Key Logic
  - >$18 million/yr
- Energy Sector Planning and Analysis (ESPA)
  - Booz Allen Hamilton
  - >$18 million/yr

~10% of Fossil Energy R&D is used to support these activities. The flow-through monies are not included.

RES Contract

- Proposal Writing
  - URS
    - Wrote business proposal
    - Management plans
    - University capabilities and success stories
  - CWP +2 Consortium
    - CMU, WVU, PIT, VT, PSU
    - Wrote technical proposals
      - Each university elected 8 Resident Institute Fellows (RIFs).
      - Each RIFs wrote short proposals worth ~$500,000 per annum.
      - Each RIF is required to spend one day a week at NETL.
      - Graduate students and post docs work primarily at NETL.

Research Areas

- Computational and Basic Sciences
  - Focus Area Lead — Madhava Syamlal, NETL
  - Focus Area Manager — Chris Montgomery, URS
  - Consortium Area Lead — Tom Richard, PSU
- Energy Systems Dynamics
  - Focus Area Lead — Geo Richards, NETL
  - Focus Area Manager — Mark Williams, URS
  - Consortium Area Lead — Dick Bajura, WVU
- Geosciences and Environment
  - Focus Area Lead — George Guthrie, NETL
  - Focus Area Manager — Doug Wyatt, URS
  - Consortium Area Lead — Roe- Hoan Yoon, VT
- Materials Science
  - Focus Area Lead — Brian Morreale, NETL
  - Focus Area Manager — Vijay Jane, URS
  - Consortium Area Lead — Brian Gleeson, PIT

FY 2010 Funding Distribution

- Eliminated the Resident Institute Fellow (RIF) system
  - No requirement for PIs to be at NETL one day a week
  - Opened the door to anyone in the Consortium
- Delayed in project selection and implementation
  - Start date: 1/15/10 rather than 11/14/09
- Funding distribution

CMU	$4,795,510	16 PIs
PIT	$4,993,779	19
WVU	$6,505,022	33
PSU	$835,038	6
VT	$792,685	4
OSU	$125,000	1
Total	$18,047,034	

- Plus $2.2 million for transition for CWP
  - Two months between 11/12/09 – 1/14/10

The three original universities received more funding than previously at the expense of the two new members.
Reason given to us was that *"NETL wishes to continue to support the students on board."*

VT Projects Funded (1)

Project / PI	2010	2011
"Experimental Simulation of CO2 Injection into Saline Aquifers," PI: *Robert Bodnar*	$89,219	
"Model Development for Gas Hydrate Formation and Displacement," PI: *Roe-Hoan Yoon*	$277,853	$318,622
"Advanced Film Cooling Designs for Reduced Coolant Usage and Improved Overall Performance for Syngas Based Turbines," PI: *Srinath Ekkad*	$63,399	$105,870
"Evaluation of Near Wall and Double Wall Cooling Designs for Hot Gas Path Compositions," PI: *Srinath Ekkad*	$84,490	
"Parallel Formulations for the Discrete Element Method," PI: *Danesh Tafti*	$139,790	$153,398
"Direct Numerical Simulations of Particles with Surface Blowing," PI: *Danesh Tafti*	$98,608	
"Electron Microscopy Sample Preparation and Analyses Support at Virginia Tech," PI: *Mitsu Murayama*	$10,000	
Total	$763,159	$577,890

VT Projects Funded (2)

Project / PI	2011
"Modeling and Predicting Biomass Fluidization to Improve Co-Gasification," PI, *Francine Battaglia*	$73,732
"Characterization, Treatment and Toxicity of Waters and Soils Associated with Hydraulic Fracturing Operations ," PI: *Gregory Boardman*	$82,189
"Fundamental Studies of Carbon Sequestration in Geologic Reservoirs," PI: *Robert Bodnar*	$262,724
"Agents for Hydrophilizing Rock Surfaces to Enhance Oil Recovery," PI: *William Ducker*	$141,199
"Multiscale Microstructure Analysis of High-Temperature Structural Materials," PI: *Mitsu Murayama*	$271,214
"Novel Inorganic Hydrogen Separation Membranes," PI: *Ted Oyama*	$160,000
"Ultrathin Palladium-Based Membranes on Hollow Fiber Supports for Hydrogen Separation," PI: *Ted Oyama*	$142,000

VT Projects Funded (3)

Project / PI	2011
"Heat and Mass Transfer in Porous CO2 Sorbent Particles," PI: *Danesh Tafti*	$98,600
"Electro-Optic Wireless CO2 Sensor Network," PI: *Anbo Wang*	$146,570
"Joint X-Ray and Ultrasonic/Seismic Measurements of Laboratory Sequestration Tests," PI: *Erik Westman*	$75,095
"Seismic Tomography for Carbon Sequestration Risk Analysis," PI: *Erik Westman*	$115,905
"Mineralization of CO2 for Sequestration," PI: *Roe-Hoan Yoon*	$186,978
Continuing Projects	$577,890
Total	$2,224,896

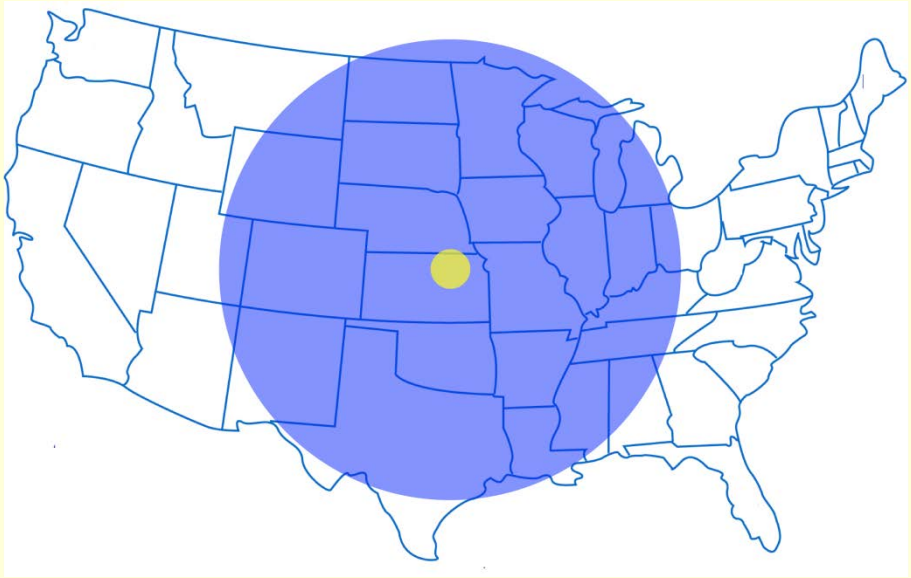
Is the capacity of saline aquifers in the U.S. sufficient to store all of the CO_2 generated by coal-fired plants?

R. J. Bodnar & J. D. Rimstidt
Department of Geosciences

In 2007, the largest CO_2 emitter in the U.S. (Scherer Plant, Juliet, GA) produced ≈2.57 x 10^{10} kg CO_2. Assuming a density of ≈0.95 g/cm^3, the CO_2 volume ≈2.7 x 10^7 m^3 (≈1.35 x 10^{10} m^3 at STP).

Approximately 3.38 x 10^{16} g brine is required to sequester the CO_2 produced by the Scherer plant in one year.

Assuming 10% porosity, this requires ≈ 3.38 x 10^{17} cm^3, or ≈ 338 km^3, of "aquifer" (≈100 m thick x 60 km x 60 km)

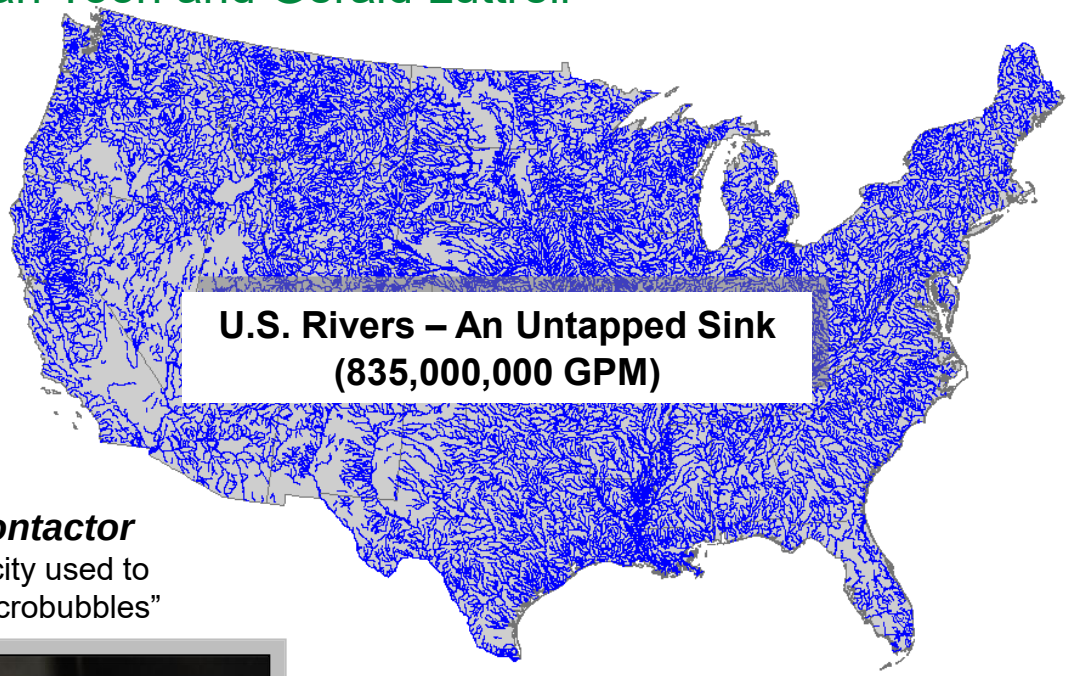


The yellow dot shows the aquifer area required to store CO_2 produced by Sherer in one year, and the blue dot shows the total area of saline aquifers in the U.S. The storage capacity of saline aquifers is likely too small to be a long-term solution for CO_2 sequestration.

CO_2 Mineralization

PIs: Roe-Hoan Yoon and Gerald Luttrell

$$Ca^{2+} + CO_2 + H_2O \rightarrow CaCO_3 + 2H^+$$



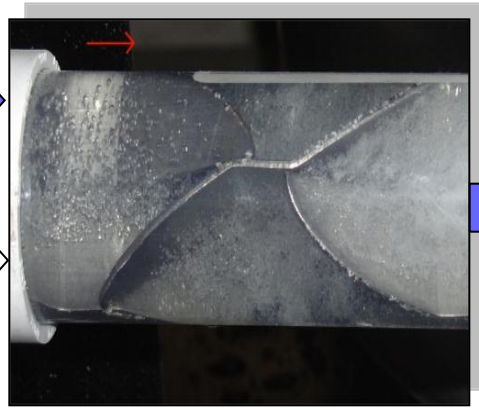
Natural River Waters

-Low ion concentration (<100 ppm)

-However, very high flow (835 MM GPM)

In-Line Contactor

-Water velocity used to produce "microbubbles"



Sedimentation/Purification

- Recover and upgrade precipitates

Ca^{2+} Mg^{2+}

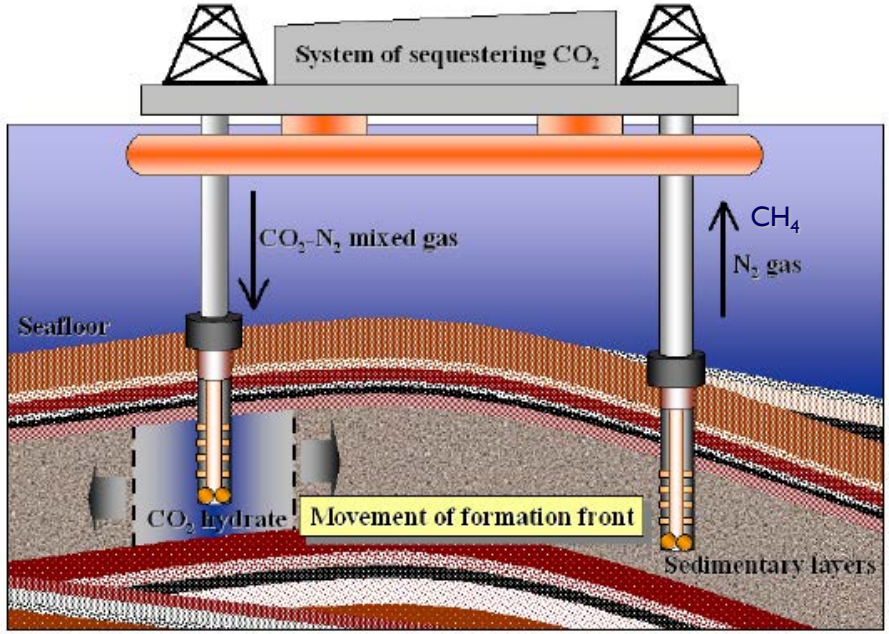
Land

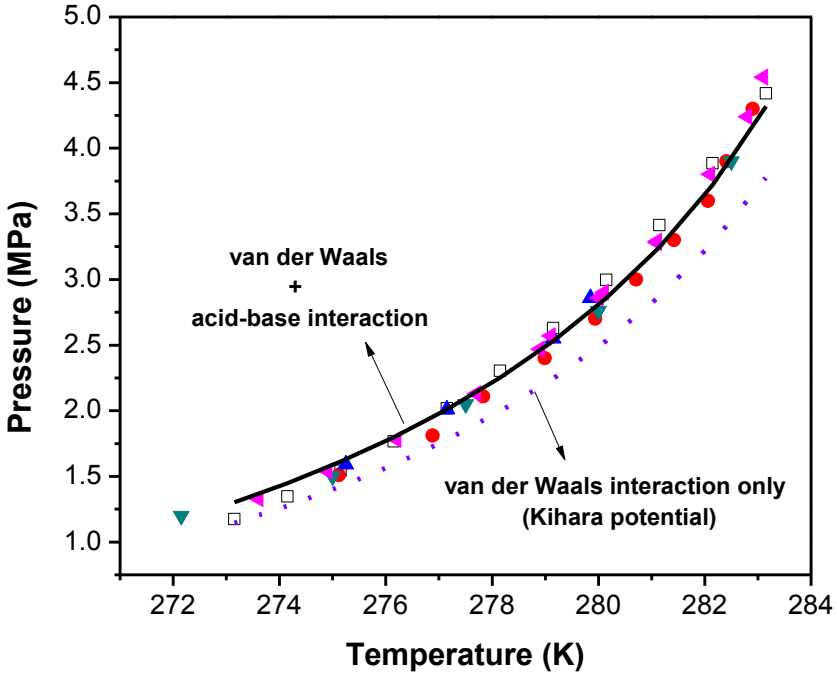
CO_2

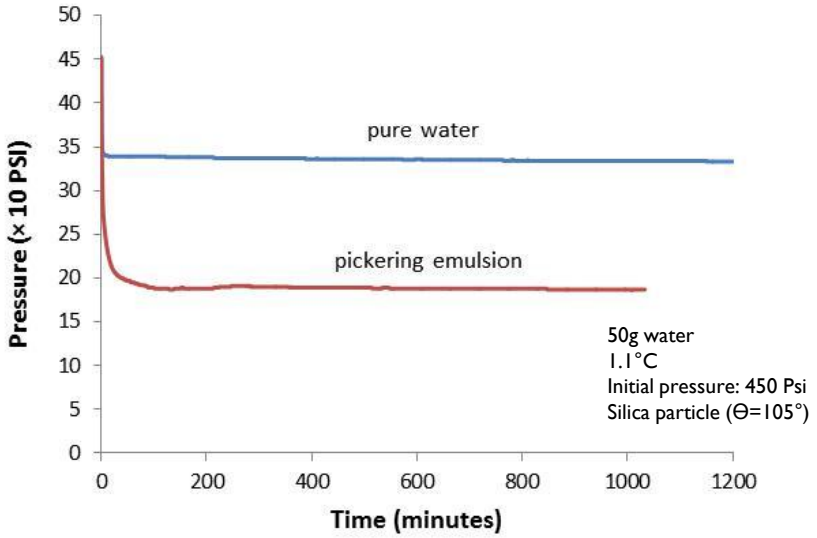
$CaCO_3$
$MgCO_3$

Studies of CO_2/CH_4 Exchange Mechanism

PIs: Roe-Hoan Yoon and Diego Troya



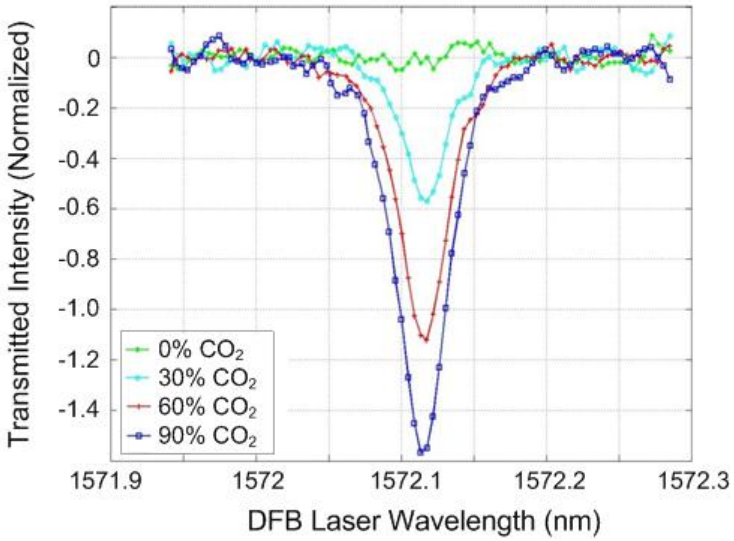




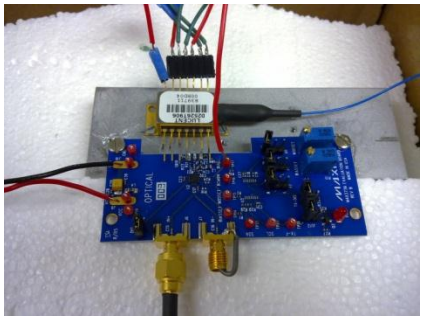
The new mechanism explains why CO_2 displaced CH_4.

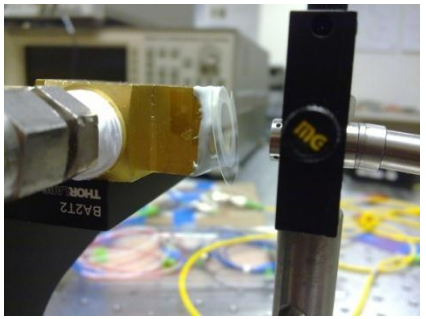
We also found that we can form hydrates much faster in the presence of hydrophobic particles.

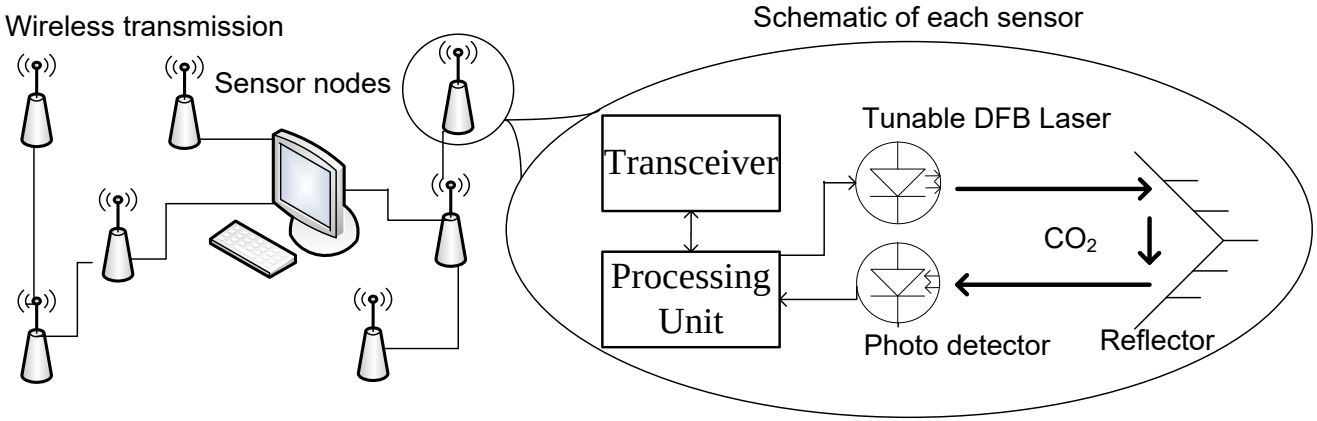
Electro-optic CO_2 sensor and wireless network



- CO_2 absorption spectrum
- Opto-electronic sensor module
- CO_2 gas detection cell
- Wireless sensor concept





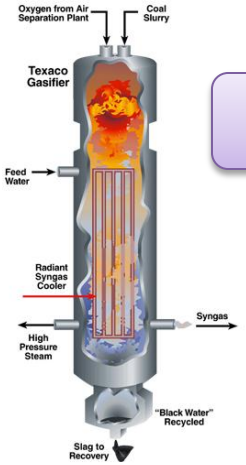


CPT
CENTER FOR PHOTONICS TECHNOLOGY

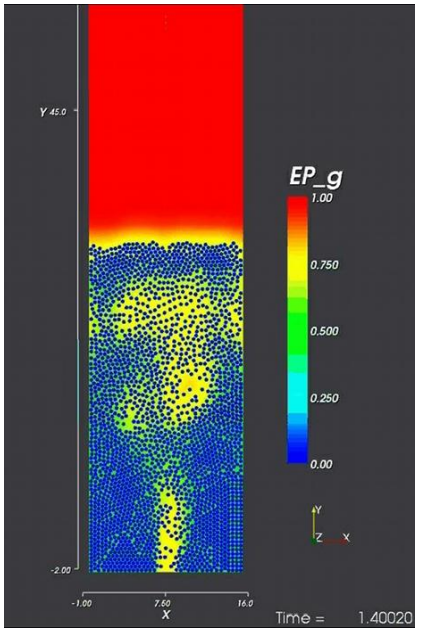
VirginiaTech
Invent the Future

Parallel Formulations for the Discrete Element Method (DEM)
Danesh Tafti, Mechanical Engineering

- Background
  - Petascale architectures will have distributed-shared memory multi-core architectures with deep memory hierarchies.
  - Additionally graphical processing units (GPUs) will provide 100s of data concurrent threads on each CPU.
- Proposed Work
  - Parallelize the DEM module in MFIX to take advantage of extreme parallelism.
  - Investigate the use of GPUs using CUDA libraries for use in MFIX.
- Outcome
  - The research project will result in a parallel version of the DEM formulation in MFIX and a critical assessment of the use of GPUs for enhancing MFIX performance.
- Relationship to Thrust goals and NETL mission
  - Multiphase systems consisting of solid-gas flows play a critical role in DOE's clean coal initiative and in the development of virtual technologies which can be applied to design of full scale gasifiers. The proposed research will allow larger and more realistic systems to be simulated on current and future petascale computing architectures. The project will be done in close collaboration with the NETL multiphase group.



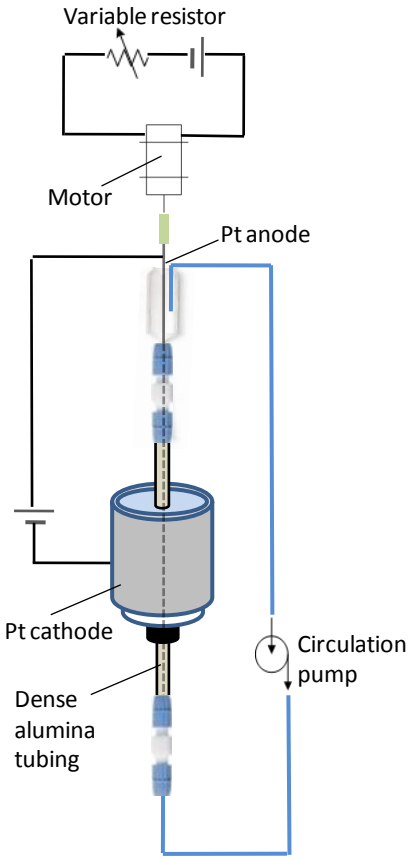
Texaco Entrained Flow Gasifier

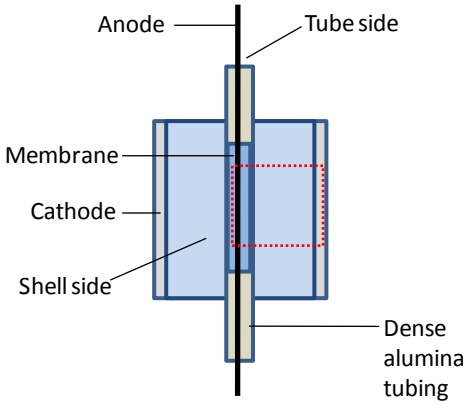


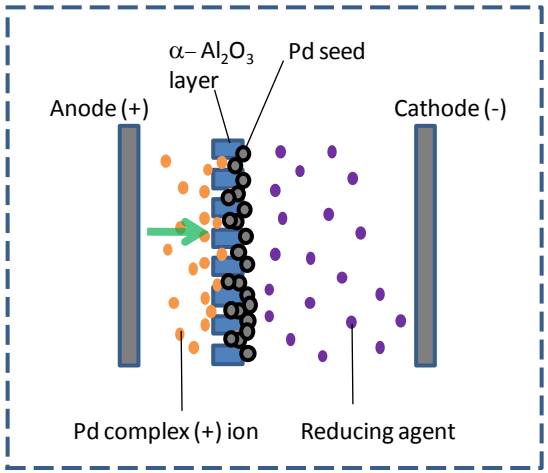
Center Jet Fluidized Bed Simulation using Hybrid EMP-DEM[1]

Hydrogen Separation Membranes - Ultrathin Pd-Based Membranes on Hollow Fiber Supports

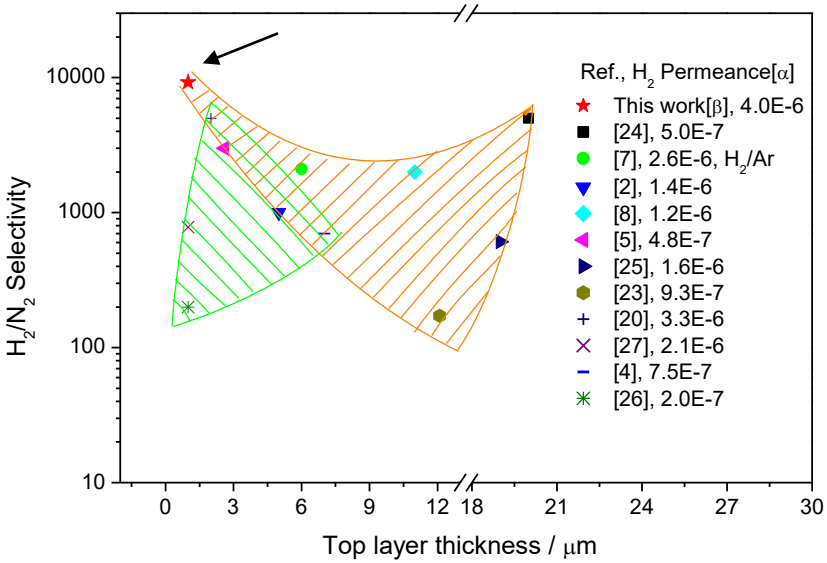
S. Ted Oyama
Project no. 822 Virginia Tech







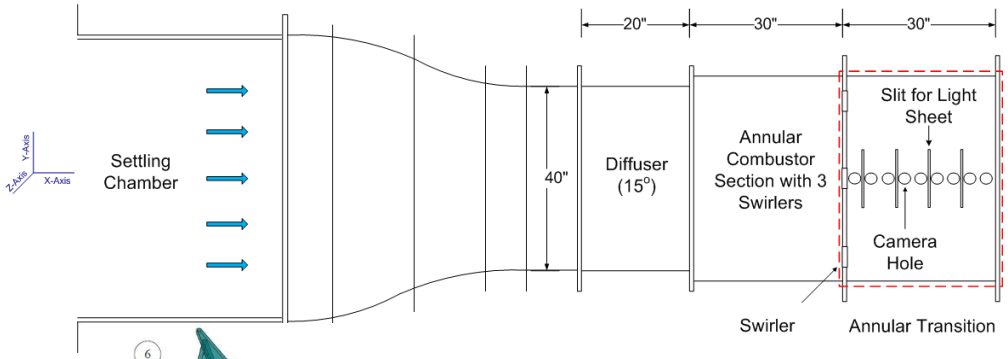
- Pd on ceramic hollow fiber supports
- New, electric field assisted preparation
- Best performance among Pd membranes
- Will develop alloy compositions for sulfur tolerance

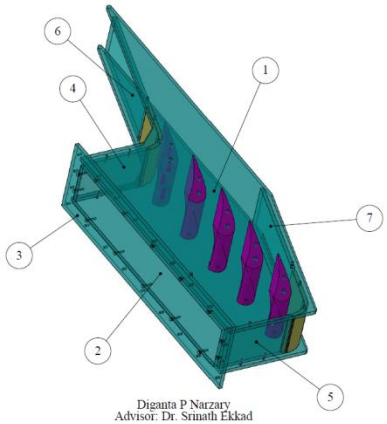


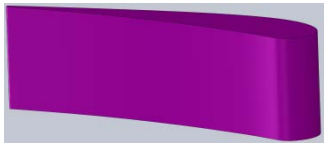
Advanced Film Cooling Hole Designs for Reduced Coolant Usage and Improved Overall Cooling Performance for Syngas based Gas Turbines

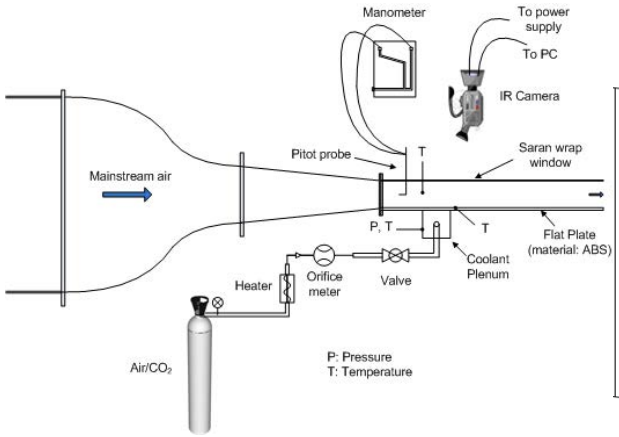
Srinath V. Ekkad, Virginia Tech

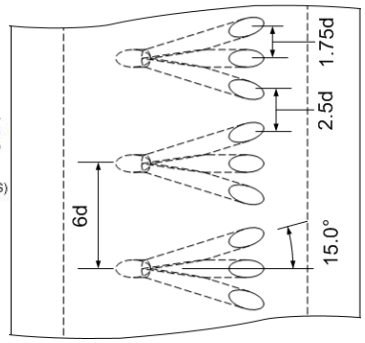
- Aim: Studying the effect of trenching of holes on actual airfoils and understanding additional effects on trenched holes and applicability to realistic surfaces
- Studying the tripod holes on actual airfoils and providing performance characteristics to ensure that additional effects of realistic conditions do not degrade overall cooling performance of these holes
- Methodology:
  - . A DOE method as employed to obtain the optimum width and depth of the trench and crater to embed the coolant hole.
  - Attempt will be made to study the geometries in realistic conditions



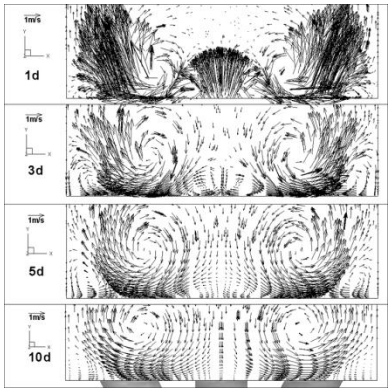


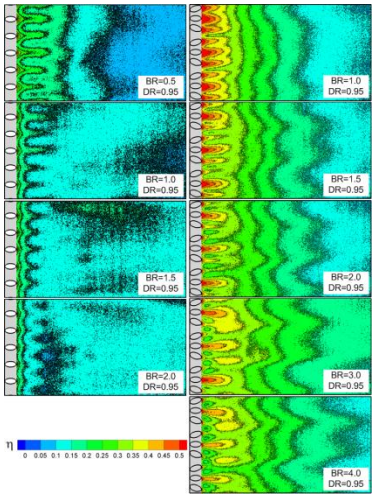






Diganta P Narzary
Advisor: Dr. Srinath Ekkad

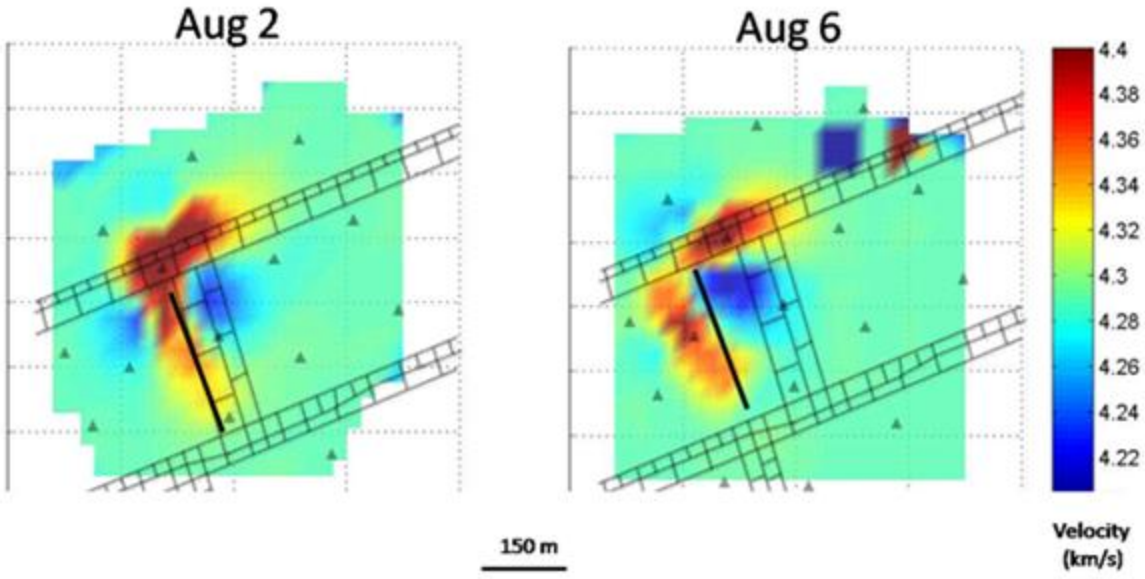




Seismic Tomography
for Carbon Sequestration Risk Analysis

Proper understanding of induced seismicity and the loss of cap-rock integrity are vitally important to analyzing CO2 storage risk. Induced seismicity and loss of cap-rock integrity are both accompanied by a perturbed stress field, which has been imaged by the PI in association with underground coal mining. This project will use double-difference tomography to quantitatively monitor changing conditions associated with sequestration.

PI: Westman



Daily tomograms showing velocity redistribution due to mining-induced stress change associated with longwall mining. Images are cross-sections taken at seam level (400m deep). This technology will be adapted to monitor CO2 sequestration

Concept Papers Submissions for FY 11

Initiating Organization	NETL	URS	CMU	PIT	WVU	VT	PSU	Other	Totals
Accepted for FY 11 Work Plan	113	12	21	28	43	19	27	6	269
Not Accepted for FY 11 Work Plan	169	22	55	74	105	54	64	49	592
Total	282	34	76	102	148	73	91	55	861

From Al Unione, Chief Scientist, URS

Notes:

- A total of 861 CPs (one-page proposals) submitted.
  - Review process was less than desirable
  - Project selection depends more on alignment than on excellence.
- Success rates are about the same for the universities.
- Need to do better in mobilizing VT faculty
  - Indentifying interested faculties
  - Letting them know of the research priorities of NETL
- The process is evolving.

Current Activities

- The organization and processes are evolving.
  - Draft charter has been developed.
  - Mission statement is being developed by Research Committee
  - Possibility of formalizing a five-university consortium is being discussed at higher level
- 2011 Work plan is being developed.
- Strategies to increase the funding level is being discussed.
  - 3 to 5-fold increase in budget in a few years
    - Dr. Anthony Cugini, Director, NETL
- Discussing how to spend the two $20 million allotments from Secretary Chu
  - Industrial Carbon Capture and Sequestration (CCS)
  - Simulator development

Future

- The NETL-RUA program is expected to continue beyond the five-year contract period.
- No plans to add new member universities.
- How to increase VT's participation?
- Will NETL open an office/laboratory at CRC?
- How can VT help increase the funding for NETL-RUA?

Committee Minutes

STUDENT AFFAIRS AND ATHLETICS COMMITTEE
OF THE BOARD OF VISITORS

198 McComas Hall
The Inn at Virginia Tech and Skelton Conference Center
8:30 a.m.

November 8, 2010

PRESENT: Ms. Beverley E. Dalton, Chair
Mr. Frederick J. Cobb
Ms. Suzanne S. Obenshain
Mr. Shane McCarty

GUESTS: Mr. Ron Angert, Dr. Susan Angle, Ms. Kimberle Badinelli, Dr. Cynthia Bonner, Mr. Tom Brown, Mr. Sam Camden, Dr. Kanitta Charoensiri, Dr. Steve Clarke, Mr. Tim East, Dr. Rick Ferraro, Dr. Chris Flynn, Mr. Tom Gabbard, Dr. Martha Glass, Mr. Hikmet Gursoy, Mr. Chris Helms, Mr. Jon Jaudon, Ms. Sharon McCloskey, Ms. Rhonda Rogers, Dr. Frank Shushok, Dr. Guy Sims, Dr. Edward Spencer, Mr. Jim Weaver, Mr. Chris Wise

Open Session

1. **Tour of McComas Hall:** Dr. Rick Ferraro, Assistant Vice President for Student Affairs for Student Affairs and Mr. Chris Wise, Director of Recreational Sports provided a tour of McComas Hall, including the Schiffert Health Center, the Cook Counseling Center, and the expanded recreation facility.

2. **Opening remarks and approval of August 30, 2010 minutes:** Ms. Beverley Dalton, Chair, provided opening remarks and submitted the minutes of the August 30, 2010 Student Affairs and Athletics Committee meeting to the committee for review and approval. The minutes were approved as written.

3. **Athletic Department Quarterly Report:** Mr. Jim Weaver, Director of Athletics, introduced his senior staff members and had each give a brief description of what their responsibilities were in the Athletic Department.

    - Sharon McCloskey, Senior Associate Athletic Director/Senior Women's Associate, has been with the Athletic Department for 26 years. Her areas of responsibility are football, women's basketball, women's soccer, lacrosse, areas of strength and conditioning, and

sports medicine. She also works with the area of athletic scholarships, the business office, human resources, and handles admissions for basketball football, soccer, and lacrosse, and also serves on several ACC Committees.

- Mr. Tom Gabbard, Associate Athletic Director, came to Virginia Tech in 1998. He oversees all capital construction projects, renovation projects, maintenance, etc. In addition, he takes care of games operations (referees, event staff, concession coordination, EMT coordination, etc.). He also supports men's basketball and men's and women's tennis.
- Mr. Chris Helms, Associate Director for Olympic Sports, joined the senior staff two years ago, but has been at VT for nine years. He administers eight sports programs, six which fall under track and field. In the fall he administers women's volleyball and in the spring women's softball. He also serves as a liaison to Admissions. Technology in athletics also falls under his supervision and he serves as liaison to the academic support unit, which reports to the Provost's Office, to make certain they are in concert on issues that affect student athletes. He works with the Registrar's Office on the academic performance rate to make certain that the program is managed properly. Mr. Helms also serves on several NCAA Committees.
- Mr. Jon Jaudon, Associate Athletic Director for Administration, has been at Virginia Tech for 12 years. He oversees the following sports programs: baseball, men's soccer, men's and women's diving, and wrestling. He also serves on several ACC sports committees. He is the liaison and supervisor of the Athletic Office of Student Life, which provides training in the area of personal development and coordinates the activities of the Student Athletic Advisory Committee. He also supervises the Substance Abuse Program for Student Athletes and is the primary liaison to the Office of Student Conduct and the University Athletics Committee.
- Mr. Tim East, Associate Athletic Director, External Affairs, has been at Virginia Tech since 1994. He serves as the supervising Athletic Director for the golf team and for the spirit squad (i.e., cheerleaders, high tech, etc.). He oversees the Sports Marking Office, Communications Office, and the Ticket Office. Other areas include Hokie Sports.com, Hokie Sports magazine, and ISP Sports and also serves on several ACC Committees.

In response to a question regarding diversity, Mr. Weaver noted that Athletics leads the way in attracting diverse students to Virginia Tech and they have tried to focus on hiring minorities into their leadership roles. Unfortunately, Blacksburg is not a conducive social environment to attract and retain minority employees. In terms of recruiting minority students, we

find ourselves behind many of our peers in terms of the scholarship aid that we can offer to minority students.

4. **Opening Comments and Introductory Remarks:** Dr. Edward Spencer, Vice President for Student Affairs, explained that this morning's meeting would be devoted to an in-depth look at the Health and Wellness area of the Division of Student Affairs. This includes all of the departments reporting through Dr. Rick Ferraro, Assistant Vice President for Student Affairs.

5. **Discussion on Health and Wellness:** Dr. Rick Ferraro and his staff gave a power-point presentation entitled, "***The Health and Wellness Area of Student Affairs***" which offered an overview of five pertinent departments in Student Affairs (the Schiffert Health Center, the Cook Counseling Center, the Office of Services for Students with Disabilities, the Campus Alcohol Abuse Prevention Center, and Recreational Sports. These departments work to advance dimensions of physical, emotional, social, ethical, and community health for students at a complex, public university. Each department was reviewed, in turn, with respect to key functions, population served, accomplishments, and challenges. However, it is also noted that increased efficacy is derived from collaboration among the several units, with "Healthy Paths," an interdisciplinary program intended for students with serious eating disorders, serving as an apt case in point.

   Throughout the talk, continuity and change were observed: the health and wellness area continues to perform time-honored services related to short-term care, support of the academic mission, and personal development. However, this area also works to address chronic and acute challenges presented by a dynamic and complicated medical and psychological environment.

   Finally, the presentation, which began with a reflection on the aesthetically pleasing and highly functional recent addition to McComas Hall, concluded with a vision for War Memorial Hall, so that the latter might serve as a fitting companion building for health and wellness services in the decades ahead.

6. **Adjournment:** There being no further business, this portion of the meeting was adjourned at 11:05 a.m.

7. **Tour of War Memorial Gym:** Dr. Rick Ferraro and Mr. Chris Wise provided a tour of the War Memorial Gym with an eye to possible future development.

The Health and Wellness Area of Student Affairs

Broad, Integrated & Complex Health Services
At a Critical Time in the Life of
A Large, Public University

Table of Contents

Introductory Comments: The McComas Expansion

Part I: Overview of Health & Wellness at Virginia Tech

Part II: Director Reports on Functions, Population Served, Accomplishments & Challenges

Part III: War Memorial Hall and the Future

Introduction: Brief Comments on the McComas Expansion

- Fixing the most critical deficits: cardio & weight space
- Creative use of wasted external space
- Enhancement of the surrounding landscape
- Increasing useable space in the pre-existing building
- Resolving structural problems
- All for a very reasonable price

Conclusion: A good achievement in itself, but also a model for serious, incremental improvement.

Part I: An Overview

1) Dimensions of Health and Wellness
2) Introduce the Five Constituent Departments
3) Principles of Collaboration & Integration
4) Healthy Paths & an Illustrative Case.

Dimensions of Health & Wellness

H&W at VT addresses presenting injury or sickness. However, it is also about prevention & life-long healthy habits. We view H&W in five dimensions:

- Physical health: injury & illness
- Mental/Psychological/Emotional health: incident based, developmental, and chronic conditions
- Social health: important generally, but especially critical in a close-knit residential community
- Ethical/professional health: what we teach & model
- Community health: both campus & external communities

The Five Constituent Departments and their Directors

Department	Director
Schiffert Health Center	Kanitta Charoensiri
Cook Counseling Center	Christopher Flynn
Office of Services for Students with Disabilities	Susan Angle
Campus Alcohol Abuse Prevention Center	Steve Clarke
Recreational Sports	Chris Wise

Integration & Collaboration Among H&W Departments

1) Part of original & continuing design
2) Metaphor of the Pianist's hand
3) Slightly different but complementary health emphases
4) Sometimes integration & collaboration can be transformative

Integration & Collaboration in Action: The Healthy Paths Program

Healthy Paths is:

- An extraordinary on-campus program for persons dealing with very serious eating disorders (anorexia, bulimia, laxative abuse, exercise abuse, and/or frequent binging)
- Critical in a region with no specialized in-patient programs for the same.
- Uses diverse capacities of the several H&W offices.
- Chance for a student to obtain critical support in situ

The Case Study: Jane Doe

- Extreme bulimia: purging 6 or more times daily
- Long-held pattern: 8 yrs., virtually every day
- Two failed experiences at Renfrew
- Serious pre-existing medical condition: diabetes
- Vain attempts at self medication: alcohol
- Strong pattern of exercise abuse
- Concerned parents but tough family dynamics
- BMI of <13 rather than 16 (78 lbs.; 5'6" tall)
- Academic excellence; behavioral failure

Multiple Sources of Assistance Brought to Bear by H&W

- Physician monitors blood chemistry & vital signs
- Dietitian helps with healthy diet
- Counselor addresses psychological background
- Staff member in Rec. Sports advises on productive exercise
- Others work with parents to maximize family support and minimize family friction
- All administer large doses of honesty & compassion.

Outcome:
Hope Replaces Despair

- Offered help for over a year on campus.
- Then helped make transition to an in-patient program
- Fostered return after semester to VT with support.
- Interrupted a cycle of destruction.
- Slim but healthy weight at 112 lbs.
- Gained some real control over purging.
- Eligible to work out in McComas with trainer
- Doing well academically, professionally & in relationships
- Given extreme, long-term condition, prognosis must remain guarded. But there is hope in place of despair.

Schiffert Health Center

Director: Dr. Kanitta Charoensiri

Location: McComas Hall

The Schiffert Health Center

Key Functions

1) Health Care Services for VA Tech Students
2) Assistance with Chronic Conditions
3) Campus Community Outreach

- Summer Freshmen & Transfer Students Orientation
- International Immunization Clinics
- Campus-wide “flu” clinics
- Rabies Clinic—Vet. School
- Theme Weeks/Health Promotion Events
- Patient Education Classes/Campus Classroom Presentations
- Cold & Flu Prevention Education Campaign
- Collaboration with 4-H camps, Upward Bound, Jump Start, & First-Year Seminar

Key Services

Sub Departments

- Women's Clinic
- Allergy & Immunization
- Tuberculosis Clinic
- Wound Care Clinic
- X-ray: Computerized Radiography
- Laboratory
- Self-Care Cold Clinic
- Health Education
- Medical Clinic

& Contracting Partners

- Pharmacy
- Nutrition
- International Immunization Clinic
- Flu/Immunization Clinic (contracted)
- Travel Medicine (contracted)
- After-Hours Advice Nurse (contracted)

The Schiffert Health Center
By the Numbers: Population Served

Category of Service (2009-10)	Number
Medical Clinical Appointments	30,732
Women's Clinic Appointments	3,762
Nursing Encounters	6,614
Prescriptions	46,011
Lab Tests	33,190
X-Rays	2,125
Wound Care Contacts	2,278

The Schiffert Health Center
Distinctions & Accomplishments

- H1N1 Outbreak Management
- Electronic Medical Record system
- On-Line Secure Provider messaging for students.
- On-Line Self Appointments for students.
- Cold Care Clinic: providing students with walk-in service for self assessment and cost-free cold medications such as Tylenol, ibuprofen and throat lozenges. The online feature affords students with easier access, information and a downloadable form to bring to the pharmacy to receive cold medications.
- AAAHC 3-year Reaccreditation since 1994
- Wound Care Clinic continues to provide advanced wound care to an increasing number of patients.
- MRSA Management: 2008-2010
- Non-Smoking HOKIE T-Shirt campaign continues to promote positive non-smoking messages. Educational classes continued with Blacksburg Middle School students.

The Schiffert Health Center
Special Challenges

1) Fixed Space Challenges (Privacy & Confidentiality Issues)
   - Waiting Area
   - Laboratory
   - Infirmary (separate area from wound care)
   - Space for specialty clinics: Sports Medicine & Dermatology
2) Expanding Student Population = Expanding Demand for Services
   - Meeting the Needs of Distressed Students
   - Meeting the Needs of Non-Traditional Aged Students
   - Meeting the Needs of Students without Insurance
3) Need for Additional Staff

The Cook Counseling Center

Director: Dr. Christopher Flynn

Locations:

- McComas Hall
- East Eggleston Annex
- Varsity Athletics
- Drop in Offices in GLC & Vet School

The Cook Counseling Center
Key Functions

- Support of the academic mission
- Enhancing students' personal growth & development at a critical stage
- Dealing with a wide range of acute and chronic mental health conditions
- Working to secure individual & community safety

Cook Counseling Center: By the Numbers: Population Served

Category of Service	August 15, 2009-August 14, 2010
Number of Students Seen	2,519
Number of Appointments	16,673
Average Number of Appointments per student	6.6
Number of Support Groups	29
Psycho-educational workshops (study skills, time management, test anxiety, etc.)	12

Cook Counseling Center
Accomplishments & Distinctions

- Pioneering work with Threat Assessment & Violence Prevention on campus and off
- Purposeful expansion of staff
- Outreach to graduate students
- Developing expertise in sports psychology
- Highly positive accreditation visit

Cook Counseling Center
Special Challenges

- Increasing number of students with acute and chronic mental health conditions
- Limits of psychological & esp. psychiatric care in the region
- Insurance and outside bed limitations
- Appreciating the strong efficacy of counseling, but also qualifying myths of infallibility, omniscience, & perfect oversight

Office of Services for Students with Disabilities

Director: Dr. Susan Angle

Housed: On Collegiate Square (in near future will move to the New Academic and Student Affairs Building)

Office of Services for Students with Disabilities:

Key Functions

Providing *reasonable accommodation based on relevant documentation* in order that students *otherwise qualified,* can overcome barriers related to the following:

- Psychological Disabilities
- Physical Disabilities
- Learning disabilities
- Medical Disabilities
- Behavioral Disabilities

SSD Student Data
May 16, 2009 – May 15, 2010

Category	Combined	Male	Female
Registered Current Students	576	338	238
Special Housing Only	23	7	16
Academic Relief Only	0	0	0
Total Current Students:	599	345	254
Referral Students	316	176	140
Auxiliary Students	32	16	16
Temporary Students	22	12	10
Prospective Students	113	72	41
Status Change	(210)	(116)	(94)
Total number of Students Served:	872	505	367
*****(total number = total current + referral + auxiliary + temporary + prospective – status change)			

Disability Services: Diagnosis Date for New Registered Students 2009-2010

Period	Percentage
K-12	58
First Year	9
Sophomore	7
Junior	12
Senior	8
Master’s	3
Ph.D.	2
Vet. Med.	1

Office of Services for Students with Disabilities

Distinctions and Accomplishments

- A pioneering program related to students with Asperger's disorder.
- Work with a student who is blind majoring in a STEM major
- Integrated the delivery of notetaking accommodations for students with disabilities via Scholar (126 volunteers)

Office of Services for Students with Disabilities

Distinctions and Accomplishments

- Developed a dedicated faculty section on the SSD website which included “Frequently Asked Questions” and “Testing Center Guidelines” which serves as a training guide.
- Participated in the Federal Workforce Recruitment Program which provides federal internships and permanent employment for students with disabilities.

Office of Services for Students with Disabilities
Special Challenges

- Increasing numbers of serious and chronic cases, especially in pervasive developmental and psychiatric disorders.
- High cost of certain accommodative items, particularly in a period of limited outside support.
- Parental expectations: requests for more case management, basic daily living skills, mentors, socialization skills, and parental involvement.

Campus Alcohol Abuse Prevention Center

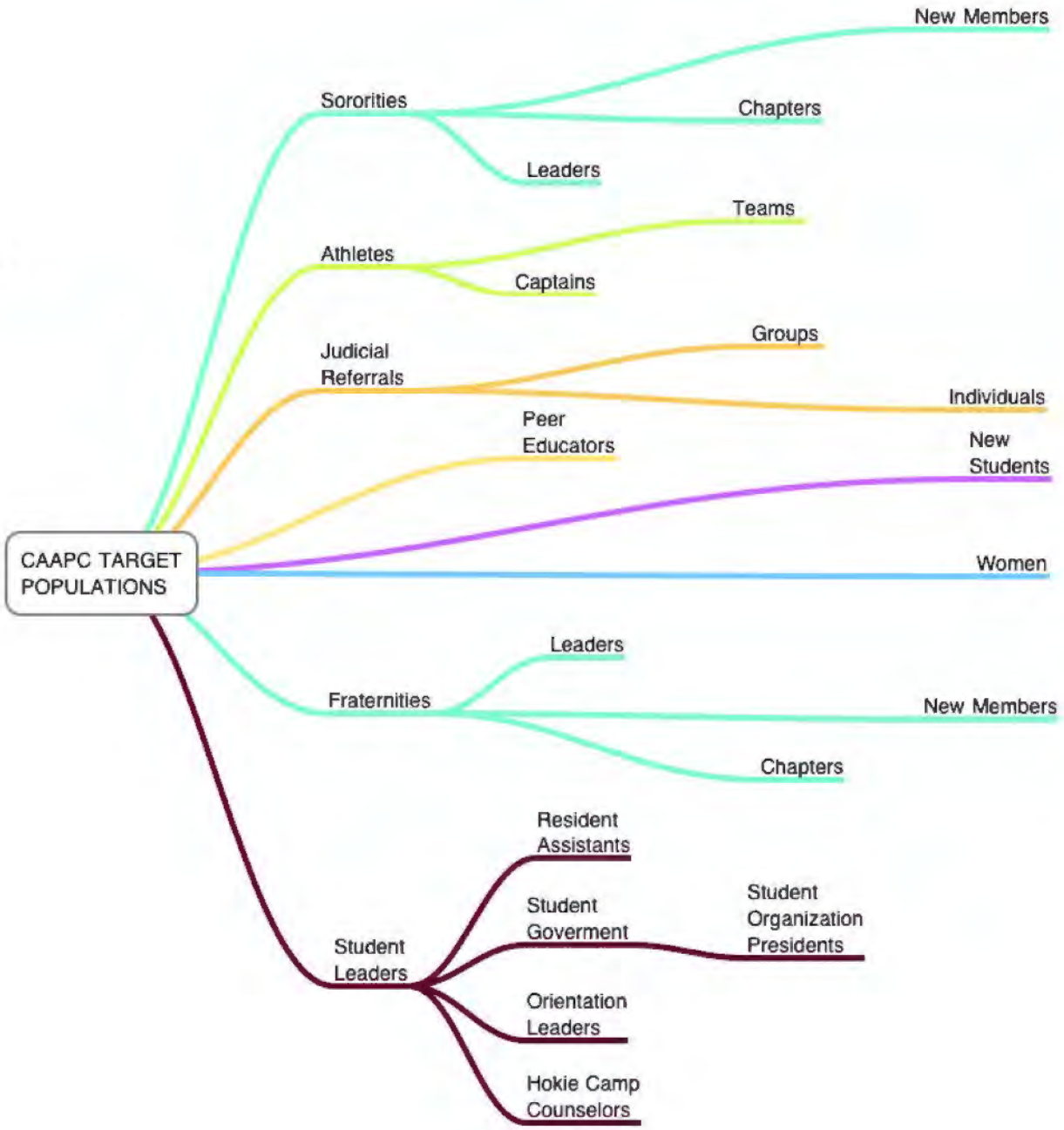
Director: Dr. Steve Clarke

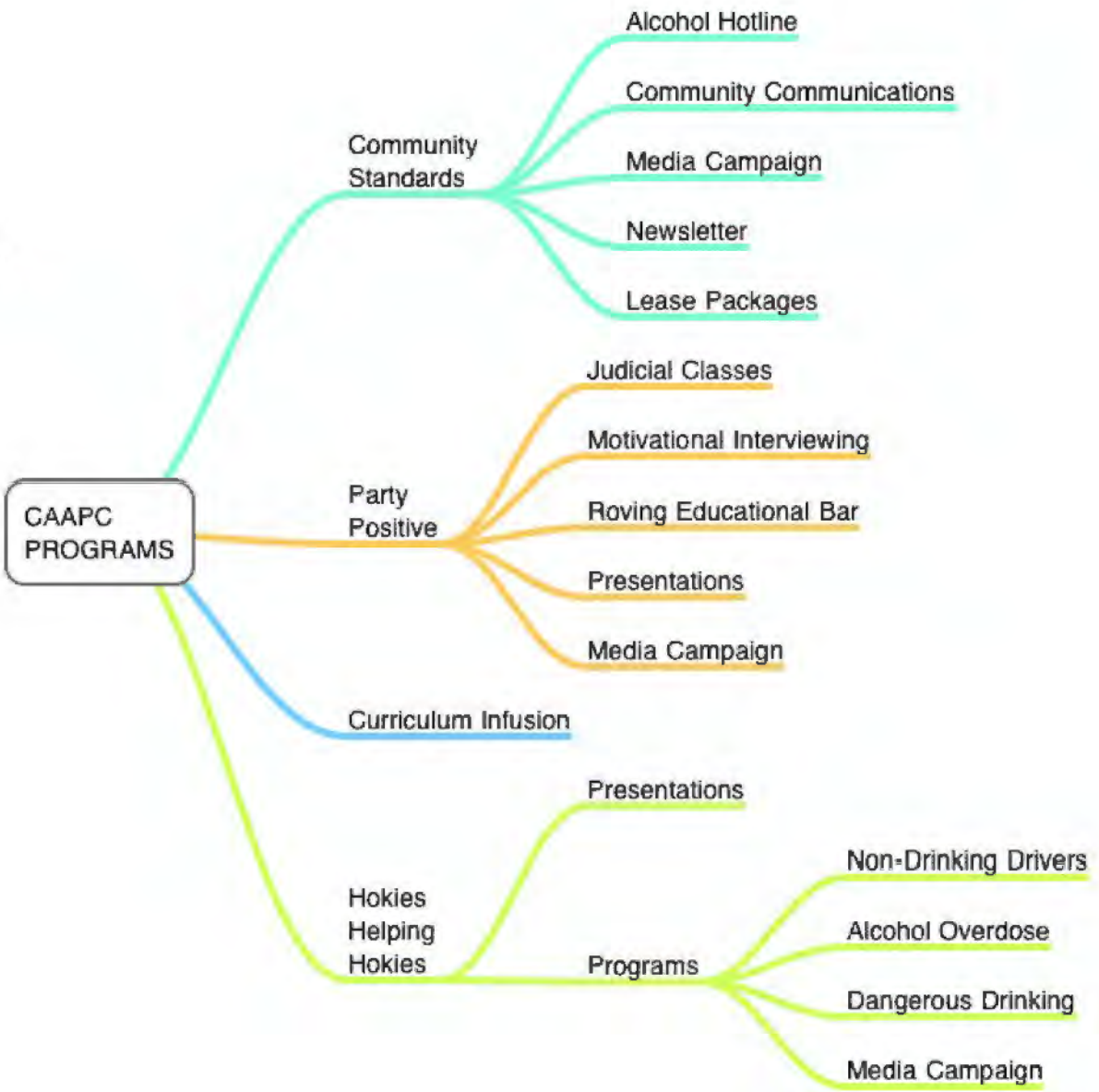
Located: War Memorial Hall

Campus Alcohol Abuse Prevention Center

Key Functions

- Support academic and conduct missions
- Deal with misuse and abuse of alcohol
- Preventative and remedial education
- Alcohol dependency
- Community collaboration


CAAPC TARGET POPULATIONS
Sororities
New Members
Chapters
Leaders
Athletes
Teams
Captains
Judicial Referrals
Groups
Individuals
Peer Educators
New Students
Women
Fraternities
Leaders
New Members
Chapters
Student Leaders
Resident Assistants
Student Goverment
Student Organization Presidents
Orientation Leaders
Hokie Camp Counselors


CAAPC PROGRAMS
Community Standards
Alcohol Hotline
Community Communications
Media Campaign
Newsletter
Lease Packages
Party Positive
Judicial Classes
Motivational Interviewing
Roving Educational Bar
Presentations
Media Campaign
Curriculum Infusion
Hokies Helping Hokies
Presentations
Programs
Non-Drinking Drivers
Alcohol Overdose
Dangerous Drinking
Media Campaign

Campus Alcohol Abuse Prevention Center
By the Numbers: Population Served

Program	Numbers of students reached in 2009 - 2010
Individual Meetings with Students	495
Motivational Interviews	135
Special Presentations to fraternities, sororities & classes	2,500
Non-Drinking Driver Campaigns	1,100
Administered preventative alcohol class to entering freshmen with 99.6% completion rate	>5,000 first year students

Campus Alcohol Abuse Prevention Center

Distinctions and Accomplishments

- Creation and continued development of the IMPACT Peer Education and Prevention Team
- Services for students struggling with substance abuse
- Creation of alternative activities during times of high alcohol use
- Enhancements to Gobblerfest 2010

Campus Alcohol Abuse Prevention Center

Special Challenges

- Space for Center
  - Intern and Part-time staff located in separate office
  - Work space to accommodate needs for our Peer Education Program
- Increasing involvement of student leaders on alcohol-related issues

Recreational Sports

Director: Chris Wise

Locations: McComas Hall; War Memorial Hall; Outdoor Fields

Recreational Sports
Key Functions

- Individual Fitness
- Intramural Programs
- Club Sports
- Group Exercise/Personal Training
- Aquatics and Instructional Programs
- Leadership
- Practical Application of Diversity
- Healthy Social, Physical, and Wellness Interaction
- Life-long Healthy Activities

Recreational Sports
By the Numbers: Population Served

Program Area Users (2009-10)	Number
Total Visits In McComas & WMH	512,276
Unique Visits In McComas & WMH	21,456
Total Intramural Sports Participants	16,722
Unique Intramural Sports Participants	8,589
Total Group Exercise Participants	29,881
Unique Group Exercise Participants	2,689
Total Sport Club Participants	1,437
Total Student Employees	500

Recreational Sports
Distinctions and Accomplishments

- Facility Improvements (Expanded McComas Fitness Facilities by 28,000 square feet; Opened 6 New Tennis Courts At South Recreation Area; Resurfaced 12 Court Tennis Facility on Washington Street)
- “Play Hard, Play Fair, Respect The Game” Campaign
- Successful Partnerships (Residential Life; Cook Counseling Center; Schiffert Health Center; Dean of Students Office; UUSA; Graduate School; Office of Human Resources)
- 3.2K Run in Remembrance
- National Intramural Recreational Sports Association Creative Excellence Awards (1st Place Student Publication; 3rd Place Digital Presentation)
- Club Teams In National Competitions (Baseball, Clay Target, Cycling, Fencing, Gymnastics, Women’s Lacrosse, Women’s Soccer, Triathlon, Men’s Volleyball, Women’s Volleyball, Men’s Water Polo)

Recreational Sports

Special Challenges

1) Quantity of Interior Space
   - Second smallest in ACC
   - Have 178,000 sq. ft.; by industry standards should have 270,000 to 290,000.
2) Quality of Space: (clubs sports & intramurals)
   - A new, neat, no-frills field house?
   - Renovate War Memorial Hall?
3) Outdoor Fields (impending airport expansion)

A Vision for War Memorial Hall: A Second McComas?

Current Situation: War Memorial, last renovated in 1975, has 92,000 sq. ft of recreational space (and also houses CAAPC) but it offers several challenges:

- Temperature (extreme heat in warm months)
- 1970s-physical-education design
- Fit and finish matters
- Need for stable revenue stream
- Separation of historical owners & current occupants

Need for a Study on War Memorial To See If It Can:

- Become a 2nd McComas (i.e., a modernized, integrated H&W center)
- Make better use of interior space so as to carve out room for allied health offices
- Be divided rationally to reduce operational costs
- Be made more light and airy for aesthetic & functional reasons
- Fit better into surrounding buildings and landscape in an important zone of campus
- Be redesigned so as to serve better not only the needs of students but also of faculty & staff

- Or to see if it represents a kind of architectural cul-de-sac and we should look in other directions

In Conclusion
H&W's Commitment to Healthy Balance in a World Turned Upside Down

- Current decade an unkind one for the nation: 9/11 to the "Great Recession"
- Last 5 years not kind to VT either, as violent actions of a small number of unbalanced individuals have, directly or indirectly, touched the campus community:

  Morva case; 4/16; GLC slaying; Jefferson Forrest murders; Harrington kidnapping; & the terrorism of Major Nadal.

- Still VT not defined by a handful of the infamous. Multiple surveys show that VT is a place in which the vast majority of persons are extraordinarily well balanced. Also the Hokie spirit is real: it is emblematic of optimism, service, accomplishment, & good fellowship.
- H&W works, in its several educational dimensions, within and across five departments, and with resources that it can muster, maintain and improve, to promote a balanced life personally and collectively. It endeavors to encourage the good instincts of the many, and to defuse the destructive impulses of the few, to the betterment of the individual and the community.

RESEARCH AND DEVELOPMENT DISCLOSURE REPORT
May 6, 2010 through October 7, 2010

Reason for Conflict	External Entity	Owner	Principal Investigator	Co - P.I.'s	College	Period of Performance	Award Amount	Project Description
Faculty Owned Business	Passive Sensors Unlimited	Dwight Viehland (Wife is owner)	Dwight Viehland	David Clark	Materials, Science & Engineering	3 Year Term	$300,000	Passive Sensors has received an STTR award from the Office of Naval Research. Subcontract to VT will be to develop and test prototype triaxial sensors and underwater sensor packages .
Faculty Owned Business	Heliotext	Harold Garner Kim Menier	Harold Garner	Michael Friedlander	VBI VT Carilion Research Institute VBI-Part Time	TBD	$200,000	VT proposal to US Dept. of Health & Human Services contains a subcontract to Heliotext. Work involves creating a dashboard of de-identified electronic medical record data to provide tools to clinicans for decision making, predicition models and clinical trial matching.
Faculty Owned Business	CRA, Inc.	Bruce Lawlor	Theresa Jefferson	John Harrald	Ctr. for Technology, Security & Policy	TBD	$118,093	CRA, Inc. seeks to subcontract work to VT involving analyzing data to develop a methodology to identify disaster response requirements as part of a disaster planning & preparedness model.
Faculty Owned Business	Luna Innovation	Harry Dorn			Chemistry	TBD	$500,000	Dr. Dorn received common stock in Luna as settlement in a lawsuit. This blanket COI approval covers work between VT and Luna not involving Harry Dorn.

RESOLUTION HONORING DR. CHARLIE L. YATES

WHEREAS, in 1958, Charlie L. Yates became the first African-American to graduate from Virginia Tech, having earned a B.S. with honors in Mechanical Engineering, followed by an M.S. from Cal Tech, and a Ph.D. from Johns Hopkins University, where he was the first African-American to be employed at the Applied Physics Laboratory; and

WHEREAS, Dr. Yates, while a student at Virginia Tech, was a member of the Corps of Cadets, served as an officer for two on-campus engineering groups, Tau Beta Pi and Pi Tau Sigma, and graduated with honors; and

WHEREAS, Dr. Yates served the university as a faculty member in the Department of Mechanical Engineering and as the Director of Minority Programs for the College of Engineering, departing for appointments at Hampton University and Old Dominion University, and then returning to Virginia Tech in 1987 in the Department of Aerospace and Ocean Engineering, retiring in 2000 as Professor Emeritus of Aerospace and Ocean Engineering; and

WHEREAS, Dr. Yates served the university as a member of the Virginia Tech Board of Visitors for four years, as President of the Black Faculty and Staff Caucus, as a member of the College of Engineering Committee of 100, and as a guest lecturer visiting the South African Institution of Mechanical Engineers; and

WHEREAS, to so many African-American students who followed him at Virginia Tech, Dr. Yates was such an inspiration and mentor, often gracefully and with conviction sharing his experiences at the University; and

WHEREAS, Dr. Yates's service to the university has been officially recognized through the dedication of Peddrew-Yates Residence Hall in 2003; and

WHEREAS, the Virginia Tech community was deeply saddened by the death of Dr. Yates in August 2010 and wishes to honor his legacy; and

WHEREAS, Dr. Yates's daughter and son-in-law are both graduates of Virginia Tech, thus carrying on his very strong legacy;

NOW, THEREFORE, BE IT RESOLVED, that the Virginia Tech Board of Visitors hereby expresses its deepest appreciation and pays tribute to Dr. Charlie L. Yates for his dedicated service to Virginia Tech and for the legacy that he leaves behind.

RECOMMENDATION:
That the above resolution honoring Dr. Charlie L. Yates, the first African-American graduate of Virginia Tech, be approved.

November 8, 2010

RESOLUTION FOR EMERITA STATUS

WHEREAS, beginning in 1983 and continuing for 27 years, Dr. Gabriella Belli faithfully served Virginia Tech as a faculty member in the Department of Educational Leadership and Policy Studies in the School of Education; and

WHEREAS, she served as co-director of the Virginia Tech National Capital Region Research Methods Consortium (RMC) for five years and continues to collaborate on the RMC; and

WHEREAS, she organized and, for multiple years, ran a dissertation support group for doctoral students in the National Capital Region; and

WHEREAS, she served in various leadership positions, including as president for two years, in the Virginia Tech/University of Virginia Northern Virginia Chapter of Phi Delta Kappa, receiving their Distinguished Academic Service Award; and

WHEREAS, she served the profession via active membership in national and international statistics and statistics education associations, and continues to serve on the editorial boards of both a national and an international statistics education journal; and

WHEREAS, with dedication, she taught 15 different graduate level courses ranging across the statistics and research methods curriculum, continually revising and updating courses; and

WHEREAS, she served as research advisor on four master's theses and 84 dissertation committees in 12 university programs and continues to serve on eight doctoral dissertation committees; and

WHEREAS, she served on numerous university, college, and departmental committees—many for multiple years;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Dr. Gabriella Belli for her distinguished service to the university with the title Associate Professor Emerita of Educational Leadership and Policy Studies.

RECOMMENDATION:

That the above resolution recommending Dr. Gabriella Belli for emerita status be approved.

November 8, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1979 and continuing for 31 years, Dr. Antonio Fernández-Vázquez faithfully served Virginia Tech as a faculty member in the Department of Foreign Languages and Literatures in the College of Liberal Arts and Human Sciences; and

WHEREAS, he made significant contributions to the understanding of Latin American studies through his work in Cuban exile literature; and

WHEREAS, with dedication, he taught a wide variety of courses ranging from first-year Spanish to graduate-level courses and received numerous teaching awards; and

WHEREAS, he successfully directed the Intensive Summer Language Institute for 21 years; and

WHEREAS, he supported the practice of proficiency-based assessment and instruction of foreign languages on a national level through the Interagency Language Roundtable Review Board and the American Council on the Teaching of Foreign Languages; and

WHEREAS, he provided many years of contributions to the department, college, and university through his service on numerous committees;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Dr. Antonio Fernández-Vázquez for his distinguished service to the university with the title Associate Professor Emeritus of Foreign Languages and Literatures.

RECOMMENDATION:

That the above resolution recommending Dr. Antonio Fernández-Vázquez for emeritus status be approved.

November 8, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1975 and continuing for 35 years, Dr. Richard Oderwald faithfully served Virginia Tech as a faculty member in the Department of Forest Resources and Environmental Conservation in the College of Natural Resources and Environment; and

WHEREAS, he made significant contributions to the understanding of forest biometrics through his work in forest inventory and sampling; and

WHEREAS, he ably served the scientific community through publications, presentations, and research collaboration; and

WHEREAS, he supported the scientific research enterprise as a conference organizer and frequent reviewer for national and international journals; and

WHEREAS, with dedication, he taught a wide variety of undergraduate and graduate courses ranging across the forestry and natural resources curricula, 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. Richard Oderwald for his distinguished service to the university with the title Professor Emeritus of Forest Resources and Environmental Conservation.

RECOMMENDATION:

That the above resolution recommending Dr. Richard Oderwald for emeritus status be approved.

November 8, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1976 and continuing for 34 years, Mr. James Orband faithfully served Virginia Tech as a faculty member in the Virginia Cooperative Extension; and

WHEREAS, he organized countless youth and community clubs, regional 4-H center residential summer camps, and a wide variety of projects that taught youth to understand, appreciate, and grow plants and shrubs; and

WHEREAS, he ably served as unit coordinator and extension agent, specializing in horticulture education that emphasized the importance of gardening techniques to preserve the environment and protect the Chesapeake Bay and its estuaries; and

WHEREAS, he shared his vast technical expertise with local citizens and businesses and trained hundreds of master gardeners who continue to give countless hours of assistance to their neighbors and communities; and

WHEREAS, he assisted the York County General Services Department and its Division of Grounds Maintenance in addressing the county's extensive landscaping needs; and

WHEREAS, he worked closely with York County's divisions of Parks and Recreation, Libraries, Children and Family Services, and Video Services to coordinate services and programs of benefit to county residents; and

WHEREAS, he received York County's 1997 Volunteer of the Year Award, the 1999 Distinguished Service Award from the National Association of County Agricultural Agents, the Commonwealth's 2002 Virginia Volunteer Administrator of the Year Award, and the university's 2008 Alumni Award for Excellence in Extension; and

WHEREAS, he has demonstrated an unfailing and enthusiastic commitment to Virginia Cooperative Extension and to the citizens of York County;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Mr. James Orband for his distinguished service to the university with the title Senior Extension Agent Emeritus.

RECOMMENDATION:

That the above resolution recommending Mr. James Orband for emeritus status be approved.

November 8, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1976 and continuing for 34 years, Dr. Alfred “Jimmy” Ritter faithfully served Virginia Tech as a faculty member in the Department of Physics in the College of Science; and

WHEREAS, he made significant contributions to the understanding of physics through his work in experimental solid state physics, focusing on various aspects of electron spectroscopy and self-assembled thin polymer films; and

WHEREAS, infused by his characteristic kindness and care for student learning, he taught a wide variety of undergraduate and graduate courses with special emphasis on solid state physics; and

WHEREAS, he advised numerous students on doctoral and master’s 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; and

WHEREAS, he served as associate chair of the Department of Physics for several years and as chair of the Physics Applied and Industrial Master’s program for over a decade;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Dr. Alfred “Jimmy” Ritter for his distinguished service to the university with the title Associate Professor Emeritus of Physics.

RECOMMENDATION:

That the above resolution recommending Dr. Alfred “Jimmy” Ritter for emeritus status be approved.

November 8, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1985 and continuing for 25 years, Dr. Tarun Sen faithfully served Virginia Tech as a faculty member in the Department of Accounting and Information Systems in the Pamplin College of Business; and

WHEREAS, he ably served as associate dean of graduate and international programs and director of the Master of Business Administration (MBA) programs; and

WHEREAS, during his tenure as director, the MBA program achieved its highest ranking as 36th in the nation and 58th worldwide, according to the *Financial Times* of London; and

WHEREAS, he launched the university's first Executive MBA program in the Washington, D.C. area; and

WHEREAS, he transformed the televised MBA program into a Professional MBA program as a combination of live and distance education for working professionals; and

WHEREAS, he launched the joint Master's in Information Technology program between Virginia Tech and S. P. Jain Institute of Management and Research in Mumbai, India; and

WHEREAS, with dedication, he served on numerous dissertation committees and taught courses at the undergraduate and graduate levels—most recently teaching in the Masters of Information Technology program in the National Capital Region; and

WHEREAS, he published numerous refereed journal articles in academic and practice-related journals, refereed proceedings in the information systems area, and made frequent presentations at academic meetings;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Dr. Tarun Sen for his distinguished service to the university with the title Professor Emeritus of Accounting and Information Systems.

RECOMMENDATION:

That the above resolution recommending Dr. Tarun Sen for emeritus status be approved.

November 8, 2010

RESOLUTION FOR EMERITA STATUS

WHEREAS, beginning in 1979 and continuing for 31 years, Ms. Glenda Snyder faithfully served Virginia Tech as a faculty member in the Virginia Cooperative Extension; and

WHEREAS, with dedication, she served in the core program areas of food, nutrition, health, and 4-H youth development in Roanoke and Botetourt counties; and

WHEREAS, for 24 years, she provided able administrative leadership as unit director/coordinator in Botetourt County, including fiscal administration, leadership in local government relations, mentorship of new agents, management of a broad and diverse youth development program, and coordination of the volunteer development program; and

WHEREAS, she received numerous awards, including "It Started with an Exchange" Partners of the Americas Award, the National Association of Extension 4-H Agents Meritorious Award, Virginia Tech Alumni Award for Excellence in International Outreach, as well as multiple district programming awards and team awards; and

WHEREAS, she served as a member and past president of Epsilon Sigma Phi, Alpha Gamma Chapter, Virginia Extension Services Association, Virginia Association of Extension 4-H Agents, National Association of Extension 4-H Agents, Partners of the Americas Board, and numerous state and local boards and committees; and

WHEREAS, she was a proven leader in international outreach, bringing *Character Counts* to numerous schools in Brazil, organizing adult and youth exchanges between Brazil and Virginia, and hosting Brazilian teachers and judges in Virginia;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Ms. Glenda Snyder for her distinguished service to the university with the title Senior Extension Agent Emerita.

RECOMMENDATION:

That the above resolution recommending Ms. Glenda Snyder for emerita status be approved.

November 8, 2010

ALUMNI DISTINGUISHED PROFESSORS

Two retirements among the allotted ten Alumni Distinguished Professors provided an opportunity to nominate and review faculty members for recognition of their "extraordinary academic citizenship and distinguished service within the Virginia Tech community." While Alumni Distinguished Professors also have an enviable record of scholarship and service to their disciplines, they are selected in particular for their contributions to the instructional program and their influence on the lives of generations of Virginia Tech students.

A call for nominations was issued in fall 2010. Nominations for Alumni Distinguished Professor were reviewed by college-level committees and the academic deans and forwarded for review by a university-level committee composed of current distinguished professors and a representative of the Commission on Faculty Affairs.

Provost Mark McNamee recommends the appointment of Drs. Thomas Gardner and John Seiler to fill the vacancies among the Alumni Distinguished Professors. These Alumni Distinguished Professor recommendations have received the endorsement of the Vice President for Alumni Relations and the Alumni Board of Directors.

The appointments carry with them a salary supplement provided by the endowment and an annual operating account for use by the professor.

ALUMNI DISTINGUISHED PROFESSOR

Dr. Thomas Gardner, professor of English, is a truly gifted educator whose teaching abilities were first recognized just four years after joining Virginia Tech in 1982, when he received the Certificate for Teaching Excellence. Subsequently, he was selected for a second Certificate of Teaching Excellence (1989), Alumni Teaching Award (1991), Diggs Teaching Scholar Award (1994), Phi Beta Kappa Sturm Award for Outstanding Faculty Research (2001), College of Liberal Arts and Human Sciences Excellence in Research and Creative Scholarship Award (2004), and the Wine Teaching Award (2006). In 2003, Dr. Gardner received the Commonwealth of Virginia Outstanding Faculty Award—an award that recognizes superior accomplishments in teaching, research, and public service, it is the Commonwealth's highest honor for faculty members at Virginia's public and private colleges and universities.

Dr. Gardner's scholarship has been recognized nationally and internationally with the most prestigious fellowships and awards. The Guggenheim Fellowship (2002-2003) is awarded to those "who have demonstrated exceptional capacity for productive scholarship or exceptional creative ability in the arts." He also held the Fulbright Bicentennial Chair in American Studies at the University of Helsinki, 1996-1997. The Bicentennial Chair is one of the oldest and most prestigious and competitive of the Fulbright Distinguished Chairs.

These honors suggest the range of Dr. Gardner's recognition for teaching and scholarship, but it is equally important to note what his colleagues know of him: that no one gives more devoted and constructive attention and care to his students and their work than Tom. He has focused on undergraduate courses, teaching about 120 students every year in classes that require substantial writing assignments. He comments extensively on their work and holds frequent conferences with students.

Dr. Gardner treasures his interactions with students. Starting with his first classes in 1982, his overall student evaluation average is over 3.8, and in more than a dozen classes with 30 or more students enrolled (increasing the chances for an unhappy student), his score has been a perfect 4.0. In course evaluations, a common theme semester after semester is that he does so much more than cover a body of material. He teaches students to read and think about poetry as they never have before, and they learn "how to make sense of the world through art." One student wrote, "The class has taught me a new way of thinking. I feel I now have the patience to struggle through complex problems, break things down, and be able to walk away with an understanding." Another common theme in student comments is that they have improved their own writing in his courses because of his instruction and feedback. Students volunteer spontaneously that he is the "best professor" they have ever had or that they have learned more in his class than in any other at Virginia Tech.

Former students Mark Scroggins and Kylie Johnson attribute their own professional success and personal development to Dr. Gardner. Mark Scroggins, a full professor of English at Florida Atlantic University, writes, "Tom provided a model of intellectual integrity and generous pedagogy that left a very deep mark on me, and I'm sure on generations of students. I can simply say that I've spent my years since Virginia Tech trying to measure up to the very high standard Tom sets as a teacher, thinker, and writer." Kylie Johnson, who became Virginia Tech's Director of Development for the Arts after earning a Ph.D. in English, writes, "I attribute so much of who I have become as a person and what I have achieved to what I learned from him."

Over the arc of a career that is nearly 30 years long, Dr. Gardner has remained committed to students and has perfected classroom teaching. He is generous in collaborating with colleagues throughout the university community and offers affirming insight about the power of poetry to enhance the intellectual and humane spirit of the university.

RECOMMENDATION:

That Dr. Thomas Gardner be appointed Alumni Distinguished Professor, effective fall 2010.

November 8, 2010

ALUMNI DISTINGUISHED PROFESSOR

Dr. John Seiler, the Honorable and Mrs. Shelton H. Short, Jr., Professor of Forestry, is a caring, thoughtful, innovative, and passionate teacher who excels in classroom teaching and the development of innovative multi-media software. His long list of faculty awards attest to Dr. Seiler's remarkable scholarship: W. E. Wine Award for Excellence in Teaching (1997), Institute for Distributed and Distance Learning Fellow (2000), University Student Leadership Award—Service Learning Educator Award (2001), University XCaliber Award (2001), U.S. Department of Agriculture Food and Agriculture Sciences Excellence in Teaching Award (2001), University Diggs Teaching Scholar Award (2002), Ernest L. Boyer International Award for Excellence in Teaching, Learning, and Technology (2004), membership in the Virginia Tech Academy of Teaching Excellence, and recipient of numerous college-level teaching awards. In 2002, Dr. Seiler received the Commonwealth of Virginia Outstanding Faculty Award—an award that recognizes superior accomplishments in teaching, research, and public service, it is the Commonwealth's highest honor for faculty members at Virginia's public and private colleges and universities.

Dr. Seiler's innovative education technologies and programs have had an incredible impact on thousands of students at Virginia Tech and beyond. His multimedia computer software for tree identification and an electronic textbook are popular at both national and international levels. His middle school natural resource outreach program engages Virginia Tech students in service learning, and an interactive website connects middle school children with Virginia Tech faculty members. Dr. Seiler's dendrology website, which includes over 900 "Tree Fact Sheets," is used by hundreds of students, teachers, and other professionals on a daily basis. His popular web link—*Ask Dr. Dendro*—provides direct answers to tree-related questions.

Dr. Seiler has served as a major advisor for 31 graduate students and as a committee member for an additional 80 students. Five of his Ph.D. students received outstanding graduate student awards in the department or college. Frequently, his graduate students and post-docs are awarded with special recognition for outstanding presentations at scientific meetings. Jeremy Stovall, one of his previous Ph.D. students and a current assistant professor at Stephen F. Austin State University, won seven best paper/presentation awards. These achievements would not routinely occur without the best guidance of a dedicated major advisor like John Seiler. One of his previous graduate students noted, "Dr. Seiler's energy and enthusiasm for his job, coworkers, and students is contagious and uplifting and serves as a model that I strive for in my professional career."

Dr. Seiler's service to Virginia Tech in curriculum development is outstanding. He has served as the chair of the University Commission on Undergraduate Student Policy and Affairs, chair of the University Committee on Undergraduate Curricula, and as a member of University Council. He is a long-standing leader of the department and the College of Natural Resources and Environment Student Policy and Affairs Committees.

Dr. Seiler has a nationally and internationally recognized research program in woody plant ecophysiology. He has secured over $6 million in extramural funds to advance his research, and has over 87 refereed publications and hundreds of presentations at professional meetings. His contributions to enhance productivity of southeastern forests and advance the science relating to carbon flow in forest ecosystems are unparalleled.

Dr. Seiler excels in every aspect of teaching, research, outreach, and service. As Dean Paul Winistorfer notes, "You can't separate John from his positive influence on students. He demonstrates every day his interest in students and learning . . . Not many faculty can claim this type of impact, while also achieving excellence in research and outreach."

RECOMMENDATION:

That Dr. John Seiler be appointed Alumni Distinguished Professor, effective fall 2010.

November 8, 2010

UNIVERSITY DISTINGUISHED PROFESSORS

Retirements among the University Distinguished Professors provided an opportunity for two new appointments to the pre-eminent faculty rank that is bestowed on no more than one percent of the faculty.

A call for nominations was issued in fall 2010. Nominations for University Distinguished Professor were reviewed by college-level committees and the academic deans and forwarded for review by a university-level committee composed of current distinguished professors and a representative of the Commission on Faculty Affairs.

President Charles Steger recommends the appointment of Drs. Dennis Dean and Roe-Hoan Yoon as University Distinguished Professors. The achievements of these truly exceptional faculty members have been recognized nationally and internationally.

The appointments carry with them a salary increase and access to an annual operating account for use by the professor.

UNIVERSITY DISTINGUISHED PROFESSOR

Dr. Dennis Dean, J. B. Stroobants Professor of Biochemistry and Director of the Fralin Life Science Institute, is recognized nationally and internationally for the impact, originality, and rigor of his research on biological nitrogen fixation and iron-sulfur clusters. His significant publications, highly productive research teams, scholarly collaborations, and service and leadership to the scientific community attest to the breadth and depth of his many accomplishments.

Dr. Dean joined the faculty of Virginia Tech in 1985 and established a career that has been marked by bold and fearless vision in his selection of research areas, a fierce dedication to the highest standards of scientific investigation, and the application of innovative, multidisciplinary approaches. He has made several discoveries whose fundamental importance and profound impact render them, literally, textbook material. Long before cross-disciplinary research became popular, he entered into collaborative arrangements with scientists across the nation and around the world to expand the scope and incisiveness of his research. His propensity for breaking new ground in critical areas means that Dr. Dean is not just a discoverer, but is a pathfinder who has opened new vistas for exploration—particularly in the burgeoning field of metallobiochemistry.

Dr. Dean is widely sought as a reviewer for grants and papers, as a speaker and organizer for scientific conferences, and as a journal editor. Remarkably, he is a member of the editorial boards of both the *Journal of Bacteriology*—the flagship journal of the American Society for Microbiology, as well as the *Journal of Biological Chemistry*—the flagship journal of the American Society for Biochemistry and Molecular Biology. This attests to both the breadth of his expertise and the broad impact of his work.

Dr. Dean has worked deliberately and effectively to forge connections and foster a sense of community among the molecular life science community at Virginia Tech. The hallmarks of his leadership have been vision and selflessness. As Director of the Fralin Life Science Institute he has helped define the university's strategic direction through thoughtful investment in the recruitment and support of new faculty.

He has played a prominent role in shaping the next generation of scientists. Not only is he generous in providing advice and counsel, he continually uses his position and prestige to open doors for promising young scientists. His career is a shining example of both the practice and rewards of collegiality. He freely shares materials and protocols with scientists throughout the world, and the doors of his laboratory are always open to those seeking help.

Throughout his career at Virginia Tech, Dr. Dean has been a committed and creative teacher and mentor to students. Although his original home department of Anaerobic Microbiology had no undergraduate degree program, he sought opportunities to educate students through undergraduate research. His honors colloquium, "Cutting Edge of DNA," was years ahead of its time. The outreach program that he initiated at the Fralin Life Science Institute is a model of effectiveness. By simply and elegantly addressing the needs and interests of high school teachers and students throughout Virginia, it has generated tremendous visibility for Virginia Tech and has served as a vehicle for generating interest among prospective students.

Dr. Dean leads by personal example, mentorship and service, teaching and advising, administration and research. He is richly deserving of the title University Distinguished Professor.

RECOMMENDATION:

That Dr. Dennis Dean be appointed University Distinguished Professor, effective fall 2010.

November 8, 2010

UNIVERSITY DISTINGUISHED PROFESSOR

Dr. Roe-Hoan Yoon, Nicholas T. Camicia Professor of Mining and Minerals Engineering and Director of the Center for Advanced Separation Technologies, is widely known nationally and internationally for the significant contributions he has made to the science and technology of mineral processing. There are few in the field today who have contributed in such a major way to both scientific understanding and technology development.

When Dr. Yoon joined the faculty at Virginia Tech in 1979, mineral processing research was virtually nonexistent as a program within the department. With persistence, dedication, and vision, he created a world-class program with remarkable facilities. In his 31 years at the university, Dr. Yoon has generated over $40 million in research funding. These grants and contracts have supported numerous undergraduate, graduate, and postdoctoral researchers. In fact, over 30 Ph.D. students and over 25 M.S. students have completed their degrees under his directions. One of Dr. Yoon's most significant contributions to the mining industry is the fact that 12 of his former Ph.D. students are now professors at various universities around the world.

Dr. Yoon is well known for his many accomplishments that have resulted in fundamental contributions to the science of mineral processing as well as practical applications leading to the development of new equipment, reagents, and processes. As director of the Center for Advanced Separation Technologies, his goal is to develop advanced separation technologies that can be used to produce clean solid, liquid, and gaseous fuels from domestic energy resources in an efficient and environmentally acceptable manner. As part of his basic research, Dr. Yoon has made major contributions to the improved understanding of thin films of water confined between macroscopic hydrophobic surfaces, a topic for which he is now well known among colloid chemists. His research has resulted in over 380 professional publications and nearly 50 patents. Many of his patented technologies are currently used in industry.

Dr. Yoon's accomplishments have been recognized at the highest levels, including the 2002 Antoine M. Gaudin Award and the 2007 Robert H. Richards Award, both from the Society for Mining, Metallurgy, and Exploration (SME). In fact, a symposium honoring Dr. Yoon has been organized as part of the 2011 SME Annual Meeting. Finally, the recognition of his many contributions culminated with his induction into the National Academy of Engineering in 2008—the highest honor afforded to members of the engineering profession.

Dr. Yoon has had an exemplary career as a researcher and educator. His accomplishments are, perhaps, best summarized with a quote from University Distinguished Professor Dr. Michael Hochella: "A University Distinguished Professor at Virginia Tech needs to be, first and foremost, an outstanding example of everything that this great university has to offer, specifically research, teaching, and international class scholarship and notoriety. That person also should have the ability to represent this university in an unparalleled fashion, both to those inside (undergraduates, graduates, faculty, staff, and administrators) and outside (parents, friends, alumni, contributors, and politicians). I believe that Roe-Hoan Yoon has this ability, and will carry this role out to the best of his ability for the rest of his academic career. His is a truly remarkable Virginia Tech story, and his gifts over many years to this university will finally come to full fruition when he is appointed as a University Distinguished Professor."

Dr. Yoon is eminently deserving of Virginia Tech's highest honor for a scholar—the title of University Distinguished Professor.

RECOMMENDATION:

That Dr. Roe-Hoan Yoon be appointed University Distinguished Professor, effective fall 2010.

November 8, 2010

RESOLUTION ON HONORING 2011 WILLIAM H. RUFFNER MEDAL RECIPIENT JOHN W. BATES, III

WHEREAS, Virginia Tech is very proud to recognize among its most esteemed alumni, Mr. John W. Bates, III, who received his bachelor of science degree in Business Administration from Virginia Tech in 1963 and has been a loyal and enthusiastic volunteer and supporter of the university; and

WHEREAS, John W. Bates, III had an extensive tenure of service as a student leader and scholar during his undergraduate experience at Virginia Tech, including participation in the Virginia Tech Corps of Cadets, the Alpha Phi Omega Service Fraternity, and serving as a class officer possessing a consistent appreciation for the influence of Virginia Tech in his life with its emphasis on the ideals of brotherhood, duty, honor, leadership, loyalty, sacrifice, service and Ut Prosim – *That I Might Serve;* and

WHEREAS, John Bates furthered his education, receiving both his bachelor of laws degree and juris doctor in law in 1966, launching an accomplished and stellar legal career, culminating with being named Partner with McGuire Woods, LLP, in addition to being recognized as a fellow in the Virginia Bar Foundation, a member of the Richmond Bar Association, and acknowledged among his peers in the 1996 editions of Who's Who in American Law and the Best Lawyers in America listing, among other special honors and memberships throughout his career; and

WHEREAS, Mr. Bates has a family legacy at Virginia Tech which was established by his father, which further developed his unswerving faith and unparalleled love for Virginia Tech, causing him to immerse himself in the life of the university through numerous volunteer opportunities and athletic events, and readily extending his professional wisdom and expertise to the university over the years, without expectation of remuneration; and

WHEREAS, Mr. Bates's many years of active participation in the university community include service to the Virginia Tech Foundation Board of Directors, Hokies for Higher Education, the National Campaign Steering Committee, Co-Chair of the Richmond Regional Campaign Committee, his 45th Class Reunion Committee, and staunch university supporter before the State General Assembly; and

WHEREAS, John Bates and his wife, Beverly, are inspirational examples of how a meaningful life is achieved not only through personal success, but in service to others, through their belief in creating educational opportunities for Virginia Tech students through continuously providing philanthropic support across the breadth of the university including the creation of multiple endowed funds supporting the Pamplin College of Business, the Corps of Cadets, and other university program areas, inspiring a culture of philanthropy; and

WHEREAS, the extraordinary generosity of Mr. Bates and his wife, Beverly, has allowed them to be recognized as members of the Legacy Society, preparing for the future of Virginia Tech, as well as being Senior Benefactors in the Ut Prosim Society, the university's most prestigious donor recognition society;

NOW, THERFORE, BE IT RESOLVED, that in recognition of Mr. Bates's many years of leadership and notable service to the university and to his community, the Board of Visitors of Virginia Polytechnic Institute and State University confers upon John W. Bates, III its highest award, the 2011 William H. Ruffner Medal.

RECOMMENDATION:

That the resolution conferring the 2011 William H. Ruffner Medal to John W. Bates, III be approved.

November 8, 2010

RESOLUTION ON HONORING 2011 UNIVERSITY DISTINGUISHED ACHIEVEMENT AWARD RECIPIENT BETTY P. CHAO

WHEREAS, Betty P. Chao received her Doctor of Philosophy degree in Industrial Engineering and Operations Research from Virginia Tech in 1983; and

WHEREAS, Dr. Chao immigrated to the United States in 1963 from Taiwan with her family, becoming a classically trained pianist, participating in and winning many junior competitions throughout the United States prior to embarking upon a post-secondary education in the field of engineering; and

WHEREAS, Dr. Chao recognized the need for a high quality company to provide support services to Federal agencies and commercial enterprises, including the Department of Defense and Department of Energy, launched Westech International, Inc. in 1995; and

WHEREAS, Dr. Chao has demonstrated the value of her Virginia Tech education, applying her skills as a respected business leader often being described as a visionary who carries the banner for women as a strategic problem-solver in programs critical to national security with outstanding foresight and resolve; and

WHEREAS, Dr. Chao has a long, distinguished, and exemplary career that is a testament to her personal drive and ambition, with a remarkable ability to convey her unique understanding of complex national security issues, with her company receiving numerous awards, including the Award of Excellence in 2000, Regional Technology Firm of the Year in 2001, and one of the top 50 Fastest Growing Asian American Companies in 2008; and

WHEREAS, Dr. Betty Chao is a recipient of various honors as a highly-respected business leader, including the 2001 National Female Entrepreneur of the Year, the 2002 Trailblazer Award presented to “trailblazers” in non-traditional professions, and the 2004 listing of the Fifty Most Influential Minorities in Business; and

WHEREAS, Dr. Chao has made significant contributions to Virginia Tech’s mission as a land-grant university, returning to the university to inspire engineering students with her charisma and the story of her personal journey to success on the national stage, motivating and encouraging students; and

WHEREAS, she personifies the university motto, *Ut Prosim*, selflessly serving her country, her community, and her alma mater, preparing for the future of the university and the education of graduate engineering students who are also members of the Society of Women Engineers;

NOW, THEREFORE, BE IT RESOLVED that, with great pride and in recognition of her professional accomplishments as a business and community leader, and her commitment to making the world a better place in ways that bring honor to her profession and to her alma mater, the Board of Visitors of Virginia Polytechnic Institute and State University confers the University Distinguished Achievement Award for 2011 to Dr. Betty P. Chao.

RECOMMENDATION:

That the resolution conferring the 2011 University Distinguished Achievement Award to Dr. Betty P. Chao be approved.

November 8, 2010

RESOLUTION ON NAMING THE QUIET STUDY ROOM OF THE FOOTBALL LOCKER ROOM/WRESTLING FACILITY IN HONOR OF SHANE AND CASEY BEAMER

WHEREAS, Franklin M. Beamer has been a generous donor to Virginia Tech Athletics; and

WHEREAS, Franklin M. Beamer is an Orange and Maroon Benefactor level donor to the Virginia Tech Athletic Fund; and

WHEREAS, Franklin M. Beamer is a 1969 graduate of Virginia Tech and was a member and letterman of Virginia Tech's football team; and

WHEREAS, Franklin M. Beamer has pledged $100,000 to Virginia Tech Athletics for the new football locker room facility;

NOW, THEREFORE, BE IT RESOLVED, that in appreciation to Franklin M. Beamer for his generosity toward Virginia Tech and the Department of Athletics, that the Quiet Study Room located on the second floor of the football locker room/wrestling facility be named The Beamer Room in honor of Shane and Casey Beamer, his children.

RECOMMENDATION:

That the above resolution naming The Beamer Room in honor of Shane and Casey Beamer be approved.

November 8, 2010

RESOLUTION ON NAMING THE HYDROTHERAPY ROOM IN THE FOOTBALL LOCKER ROOM/WRESTLING FACILITY FOR JOHN GRADO

WHEREAS, John Grado has been a generous donor to Virginia Tech Athletics; and

WHEREAS, John Grado is a Silver Benefactor donor to the Virginia Tech Athletic Fund; and

WHEREAS, John Grado is a 1948 graduate of Virginia Tech and has supported many areas of the University; and

WHEREAS, John Grado is a President's Circle Charter Member in the Ut Prosim Society; and

WHEREAS, John Grado has given $260,000 to the construction of the Football Locker Room building;

NOW, THEREFORE, BE IT RESOLVED, that in appreciation to John Grado for his generosity toward Virginia Tech and the Department of Athletics, that the Hydrotherapy Room located on the first floor of the Football Locker Room/Wrestling Facility be named The John Grado Room.

RECOMMENDATION:

That the above resolution naming the John Grado Room be approved.

November 8, 2010

RESOLUTION ON NAMING ONE WRESTLING ASSISTANT COACH'S OFFICE IN THE FOOTBALL LOCKER ROOM/WRESTLING FACILITY FOR ROB AND MARIE GUIDRY

WHEREAS, Rob and Marie Guidry are enthusiastic and loyal supporters of Virginia Tech and its athletic programs; and

WHEREAS, Rob and Marie Guidry have been faithful members of the Virginia Tech Athletic Fund; and

WHEREAS, Rob and Marie Guidry are Golden Hokie Champions of the Virginia Tech Athletic Fund; and

WHEREAS, Rob and Marie Guidry have pledged $50,000 to the Campaign for Virginia Tech: Invent the Future on behalf of the Department of Athletics and the Football Locker Room/Wrestling facility;

NOW, THEREFORE, BE IT RESOLVED, that in appreciation to Rob and Marie Guidry for their generosity toward Virginia Tech and the Department of Athletics, one Wrestling Assistant Coach's Office in the Football Locker Room/Wrestling Facility be known henceforth as The Rob and Marie Guidry Wrestling Assistant Coach's Office.

RECOMMENDATION:

That the above resolution naming the Rob and Marie Guidry Wrestling Assistant Coach's Office be approved.

November 8, 2010

RESOLUTION ON NAMING THE VARSITY WRESTLING HEAD COACH'S OFFICE IN THE FOOTBALL LOCKER ROOM/WRESTLING FACILITY FOR THE SMITH FAMILY IN HONOR OF GARNETT AND PATSY SMITH

WHEREAS, Garnett E. Smith has been a generous donor to Virginia Tech Athletics; and

WHEREAS, Garnett E. Smith is a Golden Benefactor level donor to the Virginia Tech Athletic Fund; and

WHEREAS, Garnett E. Smith is a generous donor to Virginia Tech and has served the University as a tireless volunteer in campaign efforts; and

WHEREAS, Garnett E. Smith has pledged $100,000 to Virginia Tech Athletics for the new football locker room and wrestling facility;

NOW, THEREFORE, BE IT RESOLVED, that in appreciation to Garnett E. Smith for his generosity toward Virginia Tech and the Department of Athletics, that the Head Coach's office for the Varsity Wrestling Team located on the third floor of the new football locker room/wrestling facility be named The Smith Family Office in honor of Garnett and Patsy Smith.

RECOMMENDATION:

That the above resolution naming the Smith Family Office be approved.

November 8, 2010

RESOLUTION ON NAMING THE TAPING ROOM IN THE FOOTBALL LOCKER ROOM/WRESTLING FACILITY FOR CHESTER A. WALDRON

WHEREAS, Chester A. Waldron has been a generous donor to Virginia Tech Athletics; and

WHEREAS, Chester A. Waldron is a Bronze Benefactor donor to the Virginia Tech Athletic Fund; and

WHEREAS, Chester A. Waldron is a member of the President's Circle in the Ut Prosim Society; and

WHEREAS, Chester A. Waldron has paid $200,000 to Virginia Tech Athletics for the new football locker room/wrestling facility;

NOW, THEREFORE, BE IT RESOLVED, that in appreciation to Chester A. Waldron for his generosity toward Virginia Tech and the Department of Athletics, that the Taping Room of the new football locker room/wresting facility be named The Chester A. Waldron Room.

RECOMMENDATION:

That the above resolution naming the Chester A. Waldron Room be approved.

November 8, 2010

RESOLUTION ON NAMING THE CONFERENCE ROOM IN THE CLUBHOUSE AT THE PETE DYE RIVER COURSE OF VIRGINIA TECH FOR WILLY AND CAROL WHITE

WHEREAS, William I. White, Jr. has been a generous donor to Virginia Tech Athletics; and

WHEREAS, William I. White, Jr. is an Orange & Maroon Benefactor donor to the Virginia Tech Athletic Fund; and

WHEREAS, William I. White, Jr. is a Senior Benefactor in the Ut Prosim Society; and

WHEREAS, William I. White, Jr. has given a significant gift to the construction of the Clubhouse at the Pete Dye River Course of Virginia Tech; and

WHEREAS, William I. White, Jr. and his wife Carol S. White have a joint membership;

NOW, THEREFORE, BE IT RESOLVED, that in appreciation to William I. White, Jr. and his wife, Carol S. White, for their generosity toward Virginia Tech and the Department of Athletics, that the Conference Room in the Clubhouse at the Pete Dye River Course of Virginia Tech be named The Willy and Carol White Room.

RECOMMENDATION:

That the above resolution naming the Willy and Carol White Room be approved.

November 8, 2010

RESOLUTION ON NAMING THE FIRST FLOOR LOBBY IN THE FOOTBALL LOCKER ROOM/WRESTLING FACILITY FOR THE BLACKSBURG HOKIE CLUB

WHEREAS, the Blacksburg Hokie Club has been a group of enthusiastic and loyal supporters of Virginia Tech and its athletic programs; and

WHEREAS, the Blacksburg Hokie Club has been a group of faithful members of the Virginia Tech Athletic Fund; and

WHEREAS, the Blacksburg Hokie Club is an Orange & Maroon Benefactor of the Virginia Tech Athletic Fund; and

WHEREAS, the Blacksburg Hokie Club has contributed over $421,000 on behalf of the Department of Athletics; and

WHEREAS, the Blacksburg Hokie Club has pledged and paid $100,000 to the Campaign for Virginia Tech: Invent the Future on behalf of the Department of Athletics and the basketball practice complex facility, and has pledged $100,000 to the Football Locker Room/Wrestling Facility;

NOW, THEREFORE, BE IT RESOLVED, that in appreciation to the Blacksburg Hokie Club for their generosity toward Virginia Tech and the Department of Athletics, the first floor lobby of the football locker room/wrestling facility be known henceforth as The Blacksburg Hokie Club Lobby.

RECOMMENDATION:

That the above resolution naming the Blacksburg Hokie Club Lobby be approved.

November 8, 2010

RESOLUTION ON NAMING THE DICK QUIBLE TERRACE GIVEN BY THE HOKIE HARDWOOD CLUB IN THE HAHN HURST BASKETBALL PRACTICE CENTER

WHEREAS, the Hokie Hardwood Club has been a group of enthusiastic and loyal supporters of Virginia Tech and its athletic programs; and

WHEREAS, the Hokie Hardwood Club has been a group of faithful members of the Virginia Tech Athletic Fund; and

WHEREAS, the Hokie Hardwood Club is a Hokie Century Champion member of the Virginia Tech Athletic Fund; and

WHEREAS, the Hokie Hardwood Club has contributed over $160,000 on behalf of the Department of Athletics; and

WHEREAS, the Hokie Hardwood Club has pledged and paid $150,000 for an Athletic Scholarship, and has pledged $100,000 to the Campaign for Virginia Tech: Invent the Future on behalf of the Department of Athletics for the basketball practice complex facility, and they wish to honor the late Dick Quible for his commitment and generosity to the basketball program;

NOW, THEREFORE, BE IT RESOLVED, that in appreciation to the Hokie Hardwood Club for their generosity toward Virginia Tech and the Department of Athletics, and in honor of Dick Quible, the terrace in the basketball practice center be known henceforth as The Dick Quible Terrace given by The Hokie Hardwood Club.

RECOMMENDATION:

That the above resolution naming The Dick Quible Terrace given by The Hokie Hardwood Club be approved.

November 8, 2010

RESOLUTION ON NAMING THE TUNNEL ENTRANCE IN THE FOOTBALL LOCKER ROOM/WRESTLING FACILITY FOR THE TIDEWATER HOKIE CLUB

WHEREAS, the Tidewater Hokie Club has been a group of enthusiastic and loyal supporters of Virginia Tech and its athletic programs; and

WHEREAS, the Tidewater Hokie Club has been a group of faithful members of the Virginia Tech Athletic Fund; and

WHEREAS, the Tidewater Hokie Club is a Hokie Benefactor of the Virginia Tech Athletic Fund; and

WHEREAS, the Tidewater Hokie Club has contributed over $167,000 on behalf of the Department of Athletics; and

WHEREAS, the Tidewater Hokie Club has pledged $100,000 to the Campaign for Virginia Tech: Invent the Future on behalf of the Department of Athletics and the Football Locker Room/Wrestling Facility;

NOW, THEREFORE, BE IT RESOLVED, that in appreciation to the Tidewater Hokie Club for their generosity toward Virginia Tech and the Department of Athletics, the Tunnel Entrance in the Football Locker Room/Wrestling Facility be known henceforth as The Tidewater Hokie Club Tunnel.

RECOMMENDATION:

That the above resolution naming the Tidewater Hokie Club Tunnel be approved.

November 8, 2010

Faculty Personnel Changes Report

FINANCE AND AUDIT COMMITTEE

Quarter ending September 30, 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-Track	17
New Appointments to Non-Tenure Track	0
Adjustments in Salary	31
Administrative and Professional Faculty	
New Appointments	7
Adjustments in Salary	44
Adjustments in Salary - Contractual Arrangement	3
One-time payments for Post-Season Sports Events	0
Special Research Faculty	
New Appointments	0
Adjustments in Salary	1

RECOMMENDATION:

That the Board ratify the Faculty Personnel Changes Report.

November 8, 2010

FACULTY PERSONNEL CHANGES

November 8, 2010

TEACHING AND RESEARCH FACULTY

NEW APPOINTMENTS

NAME	TITLE	DEPARTMENT	REG or RSTR	Months	CURRENT ACTION			
					EFF DATE	% APPT	ANNUAL RATE	
							BASE	ONE-TIME
Agricultural & Life Sciences								
Anderson, Troy	Assistant Professor	Entomology	Reg	9	25-Dec-10	100	$ 72,000	
Barney, Jacob	Assistant Professor	Plant Pathology & Weed Science	Reg	9	10-Aug-10	100	$ 74,000	
Cassera, Maria	Assistant Professor	Biochemistry	Reg	9	10-Jan-11	100	$ 72,000	
Architecture & Urban Studies								
Abel, Troy	Assistant Professor	School of Visual Arts	Reg	9	10-Aug-10	100	$ 62,500	
Cowell, Margaret	Assistant Professor	Urban Affairs & Planning	Reg	9	10-Aug-10	100	$ 66,500	
Turkasian-Bulbul, Tanyel	Assistant Professor	Building Construction	Reg	9	10-Aug-10	100	$ 73,000	
Business								
Thakur, Pooja	Assistant Professor	Management	Reg	9	10-Aug-10	100	$ 132,000	
Engineering								
Al-Haik, Marwan	Associate Professor	Engineering Science & Mechanics	Reg	9	10-Aug-10	100	$ 87,500	
Eatherton, Matthew	Assistant Professor	Civil & Environmental Engineering	Reg	9	10-Aug-10	100	$ 80,000	
Golparvar-Fard, Mani	Assistant Professor	Civil & Environmental Engineering	Reg	9	10-Aug-10	100	$ 80,000	
Henderson, Troy	Assistant Professor	Aerospace & Ocean Engineering	Reg	9	10-Aug-10	100	$ 78,000	
Lowe, Kevin	Assistant Professor	Aerospace & Ocean Engineering	Reg	9	25-Dec-10	100	$ 81,000	
Sarver, Emily	Assistant Professor	Mining & Minerals Engineering	Reg	9	25-Dec-10	100	$ 80,000	
White, Christopher	Assistant Professor	Electrical & Computer Engineering	Reg	9	10-Aug-10	100	$ 84,000	
Xiros, Nikolaos	Associate Professor	Aerospace & Ocean Engineering	Reg	9	10-Aug-10	100	$ 82,000	
Liberal Arts & Human Sciences								
Brunn, Rachelle	Assistant Professor	Sociology	Reg	9	10-Aug-10	100	$ 61,000	
Natural Resouces								
Goodell, Barry	Department Head/Professor - Tenured	Wood Science & Forest Products	Reg	12	25-Dec-10	100	$ 150,000	

continued

TEACHING AND RESEARCH FACULTY

NEW APPOINTMENTS

NAME	TITLE	DEPARTMENT	REG or RSTR	Months	CURRENT ACTION			
					EFF DATE	% APPT	ANNUAL RATE	
							BASE	ONE-TIME
Vice President for Research								
Bickel, Warren	Center Director/Professor - Tenured	Virginia Tech Carilion Research Institute	Reg	12	1-Feb-11	100	$ 350,000	
LaConte, Stephen	Assistant Professor	Virginia Tech Carilion Research Institute	Reg	12	25-Dec-10	100	$ 145,000	

TEACHING AND RESEARCH FACULTY

ADJUSTMENTS

NAME	TITLE	DEPARTMENT	REG or RSTR	Months	CURRENT ACTION			
					EFF DATE	% APPT	ANNUAL RATE	
							BASE	ONE-TIME
Agricultural & Life Sciences								
Porr, Cheryl	Assistant Professor	Animal & Poultry Science	Reg	9	10-Aug-10	100	$ 70,000	
Rudd, Rickie	Professor	Agricultural & Extension Education	Reg	12	1-Sep-10	100	$ 143,978	
Selberg-Eaton, Renee	Instructor	Human Nutrition, Foods & Exercise	Reg	12	2-Aug-10	100	$ 51,000	
Taylor, Tonya	Assistant Professor	4-H General Administration	Reg	12	10-Aug-10	100	$ 70,000	
Zhao, Bingyu	Assistant Professor	Horticulture	Reg	9	10-Aug-10	100	$ 65,455	
							$ 72,000	
Architecture & Urban Studies								
Hirt, Sonia	Assistant Professor	School of Public & International Affairs	Reg	9	10-Aug-10	100	$ 85,000	
Kearns, Gerry	Professor	School of Public & International Affairs	Reg	12	1-Aug-08	100	$ 140,000	
Webster, Dane	Assistant Professor	School of Visual Arts	Reg	9	10-Aug-10	100	$ 75,082	
Busines								
Borny, Lorraine	Instructor	Management	Reg	9	10-Aug-10	100	$ 40,695	
Klock, Derek	Assistant Professor of Practice	Finance, Insurance & Business Law	Reg	9	10-Aug-10	100	$ 67,500	
Liberal Arts & Human Sciences								
Barrow, Mark	Professor	History	Reg	12	10-Aug-10	100	$ 94,655	
Beamish, Julia	Professor	Apparel, Housing Resource Management	Reg	12	1-Jul-10	100	$ 120,882	
Bukvic, Ivica	Assistant Professor	Music	Reg	9	10-Aug-10	100	$ 64,387	
Heiker, Paul	Associate Professor	English	Reg	9	10-Aug-10	100	$ 80,000	
Jayaram, Lakshmi	Assistant Professor	Sociology	Reg	9	10-Aug-10	100	$ 60,000	
Kim, Ji-Hyun	Associate Professor	Apparel, Housing Resource Management	Reg	9	10-Aug-10	100	$ 74,000	
Luke, Timothy	Professor	Political Science	Reg	12	10-Aug-10	100	$ 229,626	
Murphy, Aileen	Senior Instructor	English	Reg	9	10-Aug-10	100	$ 49,885	
Meitner, Erika	Assistant Professor	English	Reg	9	10-Aug-10	100	$ 59,787	
Raun, Patricia	Professor	Theatre & Cinema	Reg	12	10-Jul-10	100	$ 123,661	
Vollmer, James	Advanced Instructor	English	Reg	9	10-Aug-10	100	$ 44,000	
Natural Resources								
Oliver, Robert	Assistant Professor	Geography	Reg	9	10-Aug-10	100	$ 63,000	

continued

TEACHING AND RESEARCH FACULTY

ADJUSTMENTS

NAME	TITLE	DEPARTMENT	REG or RSTR	Months	CURRENT ACTION			
					EFF DATE	% APPT	ANNUAL RATE	
							BASE	ONE-TIME
Science								
Bell, Martha	Professor	Psychology	Reg	12	10-Aug-10	100	$ 126,666	
Deater-Deckard, Kirby	Professor	Psychology	Reg	9	10-Aug-10	100	$ 100,000	
Kowalewski, Michal	Professor	Geosciences	Reg	9	10-Aug-10	100	$ 100,000	
Rogers, Robert	Professor	Mathematics	Reg	9	10-Aug-10	100	$ 111,222	
Tanko, James	Professor	Chemistry	Reg	12	10-Aug-10	100	$ 122,000	
							$ 130,000	
Trost, Steven	Instructor	Economics	Reg	9	10-Aug-10	100	$ 80,000	
Winkel, Brenda	Professor	Biological Sciences	Reg	12	10-Aug-10	100	$ 137,029	
Xiao, Shuhai	Professor	Geosciences	Reg	9	10-Aug-10	100	$ 100,000	
Yee, Gordon	Associate Professor	Chemistry	Reg	9	10-Aug-10	100	$ 79,226	

ADMINISTRATIVE AND PROFESSIONAL FACULTY

NEW APPOINTMENTS

NAME	TITLE	DEPARTMENT	REG or RSTR	Months	CURRENT ACTION			
					EFF DATE	% APPT	ANNUAL RATE	
							BASE	ONE-TIME
President								
Gomez, Freddy	Assistant Women's Tennis Coach	Athletics	Reg	12	27-Sep-10	100	$ 26,000	
Kunigonis, Michael	Assistant Baseball Coach	Athletics	Reg	12	27-Aug-10	100	$ 60,000	
Mason, Patrick	Assistant Baseball Coach	Athletics	Reg	12	3-Sep-10	100	$ 70,000	
Murray, Anne	Assistant Lacrosse Coach	Athletics	Reg	12	9-Jul-10	100	$ 23,660	
Vice President for Administrative Services								
Hinson, William	University Building Official	Facilities Services	Reg	12	1-Jul-10	100	$ 90,000	
Jones, Karen	Executive Director for Equity & Access	Equity & Access	Reg	12	30-Aug-10	100	$ 115,000	
Vice President for Diversity & Inclusion								
Lewis, William	Vice President for Diversity & Inclusion	Office for Diversity & Inclusion	Reg	12	7-Sep-10	100	$ 150,000	

ADMINISTRATIVE AND PROFESSIONAL FACULTY

ADJUSTMENTS

NAME	TITLE	DEPARTMENT	REG or RSTR	Months	CURRENT ACTION			
					EFF DATE	% APPT	ANNUAL RATE	
							BASE	ONE-TIME
Business								
Sorensen, Richard	Dean	Pamplin College of Business	Reg	12	1-Jul-10	100	$ 290,000	
Dean of Libraries								
Obenhaus, Bruce	Assistant Professor	Library	Reg	12	1-Sep-10	100	$ 68,494	
Natural Resources								
Stauffer, Dean	Associate Dean	Natural Resources & Environment	Reg	12	10-Aug-10	100	$ 122,500	
Winistorfer, Paul	Dean	College of Natural Resources	Reg	12	10-Aug-10	100	$ 210,000	
President								
Burker, Megan	Head Lacrosse Coach	Athletics	Reg	12	25-Jul-10	100	$ 50,000	
Dunkenberger, Elizabeth	Head Women's Basketball Coach	Athletics	Reg	12	1-Jul-10	100	$ 222,345	
Hart, Natalie	Deputy Chief of Staff	President's Staff	Reg	12	25-Aug-10	100	$ 70,000	
Hughes, Peter	Head Baseball Coach	Athletics	Reg	12	1-Jul-10	100	$ 142,800	
Ridenour, Minnis	Senior Fellow for Resource Development	President			1-Dec-10	Adjunct	$ 40,000	
Thomas, Benjamin	Assistant Track & Field & Cross Country Coach	Athletics	Reg	12	25-Jul-10	100	$ 58,000	
Wells, Jeremy	Assistant Athletic Director, Marketing & Promotions	Athletics	Reg	12	10-Sep-10	100	$ 60,336	
Science								
Ross, Nancy	Associate Dean for Research, Graduate Studies & Outreach	Dean's Office	Reg	12	10-Aug-10	100	$ 145,000	
Sanders, Janet	Assistant Dean for Finance & Administration	Dean's Office	Reg	12	10-Aug-10	100	$ 100,000	
Sible, Jill	Associate Dean for Curriculum, Instruction & Advising	Dean's Office	Reg	12	10-Aug-10	100	$ 135,000	
Senior Vice President & Provost								
Finney, Jack	Associate Provost for Faculty Affairs	Provost's Office	Reg	12	1-Jul-10	100	$ 193,000	

continued

ADMINISTRATIVE AND PROFESSIONAL FACULTY

ADJUSTMENTS

NAME	TITLE	DEPARTMENT	REG or RSTR	Months	CURRENT ACTION			
					EFF DATE	% APPT	ANNUAL RATE	
							BASE	ONE-TIME
Vice President for Administrative Services								
Flinchum, Wendell	Chief of Police	Police Department	Reg	12	25-Aug-10	100	$ 121,759	
Hong, So-Young	Director of Business Operations	Vice President for Administrative Services	Reg	12	1-Jul-10	100	$ 62,000	
McCoy, Heidi	Chief of Staff	Vice President for Administrative Services	Reg	12	25-Jul-10	100	$ 90,000	
Vice President for Alumni Relations								
Burnheimer, Joshua	Assistant Director of Alumni Relations	Alumni Association	Reg	12	1-Jul-10	100	$ 40,000	
Fansler, Gregory	Associate Director of Alumni Relations	Alumni Association	Reg	12	1-Jul-10	100	$ 52,500	
Guilliams, Stephanie	Assistant Director of Alumni Relations	Alumni Association	Reg	12	1-Jul-10	100	$ 22,500	
Harrington, Gwen	Assistant Director of Alumni Relations	Alumni Association	Reg	12	1-Jul-10	100	$ 35,000	
Tillar, Thomas	Vice President for Alumni Relations	Alumni Association	Reg	12	25-Aug-10	100	$ 166,597	
Vice President for Development								
Duncan, Glen	Creative Services Manager	University Relations	Reg	12	14-Sep-10	100	$ 54,500	
Nelson, Timothy	Interim Director of Development, Pamplin College of Business	University Development	Reg	12	25-Sep-10	100	$ 93,061	
Vice President for Finance & CFO								
West, Melinda	University Bursar	University Bursar	Reg	12	10-Jul-10	100	$ 91,500	
Vice President for Information Technology & CIO								
Crowder, Jeffrey	Executive Director, Strategic Initiatives	Telecommunications	Reg	12	1-Jul-10	100	$ 136,000	
Dougherty, William	Executive Director, Network Infrastructure & Services	Systems Engineering & Administration	Reg	12	1-Jul-10	100	$ 115,000	

continued

ADMINISTRATIVE AND PROFESSIONAL FACULTY

ADJUSTMENTS

NAME	TITLE	DEPARTMENT	REG or RSTR	Months	CURRENT ACTION			
					EFF DATE	% APPT	ANNUAL RATE	
							BASE	ONE-TIME
Harris, Carl	Director, Chief Technology Architect	Telecommunications	Reg	12	1-Jul-10	100	$ 143,000	
Marchany, Randolph	Director, Information Security Officer	IT Security Office	Reg	12	1-Jul-10	100	$ 104,000	
Rodgers, Patricia	Director, Revenue Based Business Planning & Operations	Communications Network Services	Reg	12	1-Jul-10	100	$ 102,000	
Stewart, Jeb	Chief of Staff & Deputy CIO	Vice President for IT	Reg	12	1-Jul-10	100	$ 130,000	
Thacker, April	Online Course System Manager	Learning Technologies	Reg	12	1-Jul-10	100	$ 45,000	
van Gelder, Brenda	Executive Director, Converged Technologies for Security, Safety & Resilience	Geospatial Apps Develop	Reg	12	1-Jul-10	100	$ 90,000	
Vice President for Research								
Correll, Linda	Associate Director, Facilities Management	Virginia Bioinformatics Institute	Reg	12	10-Jun-10	100	$ 63,206	
Nelson Williams, Deborah	Director, Financial Services	Virginia Bioinformatics Institute	Reg	12	10-Jun-10	100	$ 75,884	
Tranter, Elizabeth	Chief of Staff	Research/Interdisciplinary Programs Administration	Reg	12	10-Sep-10	100	$ 90,000	
Vice President for Student Affairs								
Dausin, Devin	Associate Director, Facilities Management	Residence Life	Reg	12	1-Jul-10	100	$ 30,000	
Evans, Jess	Residential Learning Coordinator	Residence Life	Reg	12	1-Jul-10	100	$ 30,000	
Greenleaf, Catherine	Residential Learning Coordinator	Residence Life	Reg	12	1-Jul-10	100	$ 30,000	
Milburn, Jennifer	Residential Learning Coordinator	Residence Life	Reg	12	1-Jul-10	100	$ 30,000	
Walker, William	Residential Learning Coordinator	Residence Life	Reg	12	1-Jul-10	100	$ 30,000	
Yacup, Jeffrey	Residential Learning Coordinator	Residence Life	Reg	12	1-Jul-10	100	$ 30,000	

continued

ADMINISTRATIVE AND PROFESSIONAL FACULTY

ADJUSTMENTS

NAME	TITLE	DEPARTMENT	REG or RSTR	Months	CURRENT ACTION			
					EFF DATE	% APPT	ANNUAL RATE	
							BASE	ONE-TIME
Vice President & Dean for Undergraduate Education								
Armstrong, Sarah	Associate Director	Student Athlete Academic Support Services	Reg	12	19-Jul-10	100	$ 52,000	
Brown, Kimberly	Director, University Studies	University Studies	Reg	12	10-Sep-10	100	$ 81,500	
Daku, Feride	Director of Finance & Administration	Vice President & Dean for Undergraduate Education	Reg	12	1-Jul-10	100	$ 75,000	
Van Dyke, Ray	Director, Office of Academic Assessment	Office of Academic Assessment	Reg	12	25-Sep-10	100	$ 99,000	

SPECIAL RESEARCH FACULTY

ADJUSTMENTS

NAME	TITLE	DEPARTMENT	REG or RSTR	Months	CURRENT ACTION			
					EFF DATE	% APPT	ANNUAL RATE	
							BASE	ONE-TIME
Science								
Angel, Ross	Research Professor	Geosciences	Reg	9	10-Aug-10		$ 100,000	

Personnel Changes Report: Addendum A
Annual Base Compensation: Athletic Employment Contracts
Calendar Year 2011

	CY 2011
Jim Weaver	
Base Salary	$425,876
Hokie Club	$25,000
Courtesy Car	$6,720
Blacksburg Country Club	$3,404
Deferred Comp	$106,717
Total Compensation	**$567,717**
Frank Beamer	
Base Salary	$272,328
Retention	$1,620,672
Courtesy Car	$6,720
Blacksburg Country Club	$3,404
ISP and Nike	$185,000
Total Compensation	**$2,088,124**
Bud Foster	
Base Salary	$432,772
Blacksburg Country Club	$3,404
Courtesy Car	$6,720
Total Compensation	**$442,896**
Deferred compensation (through December 2014)	$800,000
Bryan Stinespring	
Base Salary	$321,056
Blacksburg Country Club	$3,404
Courtesy Car	$6,720
	$331,180
Billy Hite	
Base Salary	$277,451
Blacksburg Country Club	$3,404
Courtesy Car	$6,720
Total Compensation	**$287,575**
Mike Gentry	
Base Salary	$148,931
Blacksburg Country Club or River Course	$3,404
Courtesy Car	$6,720
Total Compensation	**$159,055**
Seth Greenberg	
Base Salary	$229,066
Car Allowance	$6,720
Courtesy Car	$6,720
Retention	$721,431
Blacksburg Country Club or River Course	$3,404
Total Compensation	**$967,341**
Elizabeth Dunkenberger	
Base Salary	$222,345
Bbg Country Club, River Course or Fitness Center	$3,404
Courtesy Car	$6,720
Retention	$70,000
Total Compensation	**$302,469**
Pete Hughes	
Base Salary	$149,940
Retention	$45,000
Blacksburg Country Club	$3,404
Courtesy Car	$6,720
Total Compensation	**$205,064**

PERSONNEL CHANGES REPORT – ADDENDUM B
RESOLUTION ON PRESIDENT'S MONETARY COMPENSATION

WHEREAS, the Code of Virginia and By-laws of Virginia Tech Board of Visitors authorize the Board of Visitors to appoint the President of the University and to set his or her compensation and certain benefits; and

WHEREAS, the ongoing monetary elements of the President's compensation package currently include base salary, annual performance bonus, annual deferred compensation payment, and annual automobile allowance; and

WHEREAS, the Board of Visitors wishes to clarify and reaffirm its intention that the ongoing monetary elements of the President's compensation package as enumerated above are to continue from year to year at the existing rate until such time as the Board takes official action to change the rate of a respective element or to change the elements comprising the monetary compensation package;

NOW, THEREFORE, BE IT RESOLVED that the Board of Visitors of Virginia Polytechnic Institute and State University hereby clarifies and affirms that the ongoing monetary elements of the President's compensation package—currently consisting of base salary, annual performance bonus, annual deferred compensation payment, and annual automobile allowance—are to continue from year to year at the existing rate until such time as the Board takes official action to change the rate of a respective element or to change the elements comprising the monetary compensation package; and

BE IT FURTHER RESOLVED that across-the-board base salary increases or bonuses authorized through the Appropriations Act do not require action of the Board of Visitors to take effect for the President (or any other salaried employee of the University); and

BE IT FURTHER RESOLVED that this resolution will be titled Addendum B to the Personnel Changes Report and will be acted upon by the Board of Visitors as a part of the Personnel Changes Report at the Board's meeting of November 8, 2010, to be effective immediately upon approval.

RECOMMENDATION:

That the above resolution--affirming that the monetary elements of the President's compensation package are to continue from year to year at existing rates until changed by official action of the Board of Visitors and clarifying that salary actions or bonuses authorized through the Appropriations Act require no further action on the part of the Board to take effect—be approved as part of this Personnel Changes Report.

November 8, 2010

Remarks to the Virginia Tech Board of Visitors, November 2010

Shane McCarty, Undergraduate Representative to the Board of Visitors

Thank you Rector Nolen, President Steger, members of the board, and guests.

Since our last meeting, the student communities have continued their commitment to engagement and inclusion through various activities on campus. Last month, the Student Government Association's Campus Makeover assessed students' perceptions on a range of issues related to the undergraduate experience. Students from the Lesbian, Gay, Bisexual, Transgender Alliance, the surrounding community, and the Queer Grads and Allies group united at the Graduate Life Center plaza for the "It Gets Better" rally as a response to the recent bullying suicides caused by sexual orientation discrimination. The Indian Student Association attracted over 2,000 individuals to Burruss Hall for Diwali, "The Festival of Lights." Nearly two thousands volunteers from VT engage, the local community, and student organizations filled the Commonwealth Ballroom at the Day of Service to "Stop Hunger Now." The 12th annual Celebration of Diversity occurred during Homecoming week and allowed student organizations to showcase their culture through expressions of art, music, and storytelling.

Thanks to the support of President Steger and the Office of Diversity and Inclusion, Deepu and I were successful in connecting "the Academic Triangle" of students, administrators, and faculty members at a breakfast on "Engagement and Inclusion." An intergroup dialogue began and will continue throughout the year as to make Virginia Tech a model for Inclusive Excellence.

Virginia Tech's first Residential College, opening this fall in East Ambler Johnston, is a structural model of Engagement and Inclusion. Soon, hundreds of students from the honors community will vie for one of 325 unique spots. With facilitated learning by a faculty preceptor and diverse halls of engaged scholars, these students will surely be the leaders of the global competitive market due to a truly 21st century education. As leaders of this university, I appreciate your guidance and look forward to future support on similar initiatives.

Research from College Alcohol Abuse Prevention Center and Applied Behavior Systems at Virginia Tech shows today's average downtown BAC is .1 in comparison to .08 twenty years ago. More needs to be done at the individual and university level to intervene, and therefore, curb the alcohol epidemic plaguing Virginia Tech and many other colleges across the country. Recently, Dr. Spencer established a task force of students and administrators to address the serious issue. There have been several dialogues between students and administrators on developing an amnesty policy. While there are diverse perspectives regarding an amnesty policy, it is crucial that student voices become a key component in addressing alcohol policies on campus. Virginia Tech recently lost sophomore David Gayle due to an alcohol-related event. While this has been an irreplaceable loss, it is a painful reminder for

us to develop comprehensive policies that align with our community ethos of service and caring at Virginia Tech.

The Curriculum for Liberal Education, formerly known as the Core Curriculum, was created with the intention of providing a solid framework and background as to educate the whole student in multiple disciplines. Despite a recent name change, not much has changed for the curriculum for liberal education since its inception decades ago. Based on last year's study of student and faculty perceptions, led by the Student Government Association and the University Curriculum Committee for Liberal Education, Dr. Wubah created a new position and appointed Dr. Thorp as the new Director of the CLE. Students recognize the CLE as the common thread between us all, and therefore, we appreciate the commitment of Dr. Wubah and hope this will continue to enhance our ideals of a 21st century education.

As technology redefines knowledge availability, it is true that any student can learn from any of the 5,000 plus lectures on TED.com from the world's leaders in their respective fields, on topics ranging from agriculture to world issues. In addition, MIT OpenCourseware, allows students to watch lectures from MIT professors, perform activities and homework, and take the same tests as MIT students themselves. With this rising challenge in higher education, I believe Virginia Tech can still provide a value-added education if we can reinvent engagement as a context for education. Teachers then serve as facilitators and motivators while students become co-creators of knowledge.

A paradigm shift is on the horizon in higher education with regards to teaching, learning, and classroom engagement. Most colleges will survive the shift, but we must chose to thrive. The role of a professor will continue to change from the gatekeeper of knowledge to a classroom facilitator. At a luncheon with the President in September, 18 of 20 students from across the university appealed for an educational framework that supports real-world challenges, beyond the tenuous connections that already exist between theory and practice.

A community of engaged citizens and inclusive leaders requires leadership at the highest level. I ask for your continued support around the ideals that define and will continue to define Virginia Tech: Engagement and Inclusion.

Constituency Report to the Board of Visitors
November 7, 2010
Deepu George, Graduate Representative to the Board of Visitors

Thank you Rector Nolan. Good afternoon President Steger and Members of the board. Thank you for this opportunity to update all of you about the Graduate School at Virginia Tech.

As the challenges of higher education grow more diverse, the Graduate School at Virginia Tech continues to play its role in shaping some of the important questions about inter-disciplinary education, sense of community, and what it means to be a 21st century university. An important element in this act is the agency graduate students exercise and more importantly, a university structure that supports such agency.

To start with, the first Interdisciplinary Research Honor Society will be formed by the end of the Academic year. This is a student led initiative, under the mentorship of Dean DePauw and the group will advance the inter-disciplinary agenda in the student community. When the deepest values and commitments of both students and the administration align, we not only get closer to accomplishing the vision, but also create a powerful culture of inclusion and civility.

The graduate students have been pro-active and collaborative in addressing the issue of fees, especially the capital fees instituted by the State of Virginia. The Open Fees forum organized by the Graduate Student Assembly had 130 students (both graduate and undergraduate). I would like to thank Dwight Shelton, Tim Hodge, the Graduate School, Dean DePauw, and the GSA for this collaborative effort. While some of the solutions are beyond Virginia Tech, as they relate to the state, this dialogue and partnership was a step in the right direction. The dialogue provided both students and administration a unique opportunity to learn from each other. This important process of democratic clarification between groups can be used in developing future policies, which in turn builds a stronger community.

This year I have been blessed into an inspiring partnership with Shane McCarty and as reported we continue our work in “Engagement & Inclusion.” We have been intentional about connecting and bringing together different levels of the university to make Engagement & Inclusion an

integral part of their existing priorities. On October 30th, under the guidance of Dr. Scott Geller, we brought together 32 student leaders, researchers, to promote the actively caring culture on our campus and community. In the coming months, we will personally visit with all the departments that were present at the breakfast to initiate inter-group dialogue and continue to work together on building community capacity in our quest for becoming a model of Inclusive Excellence. Our contagious commitment to thought, word, deed, and human diversity will inspire new definitions of a 21st century university.

An initiative that matches the hue of our inclusion ideals is the collaborative effort between graduate and undergraduate Veterans at Virginia Tech. A panel of undergraduate and graduate veterans will meet under the guidance of Colonel Dave Miller on November 9th to present the need for a Veteran's Center at Virginia Tech. The state of Virginia will attract a significant number of returning veterans due to military activities in DC, Norfolk, and Virginia Beach. Virginia Tech should set a precedent by leading the commonwealth in establishing Veterans Care as part of a university system. This will not only help ease transitions of our veteran students, but will also reflect our national commitment to reintegrate veterans into our communities.

As Shane and I continue to learn and engage this community, we are constantly reminded of our legacy, inspiring leaders of our present, and a future that awaits our invention. We would like to thank each member of the board for actively caring for this great institution on behalf of both our constituencies. Thank you for your time and enjoy your respective holidays.

Staff Senate Constituency Report
Virginia Tech Board of Visitors
November 7 & 8, 2010
Maxine Lyons, Staff Senate President

Rector Nolen, members of the Board of Visitors, President Steger, administrators, and guests:
Thank you again for the opportunity to share with you the progress that we have made on some of the issues under consideration by the Virginia Tech Staff Senate.

As I noted at the last Board of Visitor's meeting, collecting food for the local food pantry, through VT Engage is one of the Staff Senate's on-going projects. Canned goods have continued to be collected at the Senate meetings for this project that will help prevent hunger in our area. Another part of this outreach that the Senate plans to participate in is the "Stuff a Backpack" program. A room in Torgersen Hall has been designated as a place to temporarily store food that is brought to the Senate meetings this month.

The Staff Senate is continuing to research various ways to make the VT parking fee increase easier on employees at Tech, especially those who are in pay bands 1 & 2. Various suggestions have been made and are being discussed are

- creating a parking fee payment plan based on a percentage of each employee's salary that would more fairly distribute the payment load
- a tiered level fee that would put salary ranges into groups and assign a fee
- and the latest suggestion is to assign parking fees based on the space such as parking slots at the far end of a lot would cost less than those nearer to the buildings.

These ideas are being discussed and the Senate is open to other suggestions that might help alleviate the burden that this higher fee is causing to some employees.

The Senate is continuing to review the numbers of employees who have converted from Staff to AP Faculty, recently retired, and those that have been affected through reorganizations within their unit to be sure that Staff Associations represent employee units accurately. A Staff Association in Northern VA is still in the planning stage.

The Senate has put together the McComas Leadership Committee that will prepare for and host the annual McComas Leadership Seminar. This seminar is open to all Staff each Spring and is held on Reading Day each year. The associated ad hoc committee has also been formed through the CSPA to promote and elect candidates who will receive the *Staff Leadership Award* for 2011-12. This award will be presented to the winner(s) at the Seminar this Spring.

The Winter Closing Resolution is continuing to be publicized through various means.

Staff classes and staff training issues are still on the list of items being discussed by the Senate this year.

The Senate voted to not support the resolution to dissolve the Commission on University Support. Because several Committees report to this Commission, doing away with the Commission would ultimately take away the governance avenue for these areas.

These are a few of the items that the Senate is currently working on so as I close today, I would like to thank you for taking the time to hear about staff ideas and the actions of the Staff Senate. I welcome any questions or comments that you might have regarding the staff here at VT.

Respectfully,
Maxine Lyons
President, Staff Senate

Virginia Tech Faculty Senate

Constituent Report to the Board of Visitors
Mike Ellerbrock, Senate President
November 8th 2010

Dear BOV Members,

I am pleased to update you on recent endeavors by our Faculty Senate:

I. Senate Participation in University Governance

In accord with our Bylaws, we have made appointments of 32 Senators and at-large faculty to fill open seats on 28 University-level Commissions and Committees.

II. Outside Employment of Graduate Students

We have endorsed a procedural plan drafted by Dean Karen DePauw - Vice President and Dean for Graduate Education on how to systematize reporting by Graduate Assistants who seek outside employment. Dean DePauw will notify the student and/or departmental advisor if she perceives a potential conflict of interest.

III. COE Freshman Bubble

At the request of the Senate, officers met with Dick Benson - Dean of the College of Engineering, Daniel Wubah - Vice President and Dean for Undergraduate Education, and Jack Finney - Associate Provost for Faculty Affairs to understand the situation that resulted in an influx of 1,580 new freshmen in COE this year. The long-standing COE target has been 1,200. Senators are concerned about the implications for the rest of campus, particularly in terms of additional class offerings needed and collegial equity in requesting new faculty FTE.

For example, if one college is allowed to grow so rapidly, does that hurt the other colleges' ability to argue for more faculty members? In the broad context, is it in our institution's best interest to experience such bubbles (planned or unplanned) in enrollment management? If VT limits itself to X number of students (30,000?), then how can/should we manage enrollment in an equitable and planned manner?

Last year, the COE proposed an innovative plan to address budget cuts by recruiting an additional 100 students, commensurate with a planned decrease in freshmen enrollment in the Pamplin College of Business and University Studies, starting in Fall 2010. This would raise its normal freshman class from 1,200 to 1,300 for each of the next four years. Negotiations between the college and the university lasted through much of the

2009/10 academic year. New tuition revenue from the 100 additional students per class would be split approximately as follows: 25% budget return by COE; 25% for COE classes, 50% to support campus expenses outside of COE.

This last piece includes funds for Non-COE colleges that provide service courses for the engineering majors. Also, the COE plan called for a 1:1 ratio of new COE/Non-COE faculty lines. Further, it was not the university's intention to hold the overall university enrollment constant. It would make no financial sense for the university to attract 100 additional tuition-paying students to engineering only to subtract an equal number of students and dollars from other colleges.

This was the plan for 2010, however, actual engineering acceptances rose to 1,580 due to a surprisingly large increase in the number of offers tendered by the Admissions Office. Over the last six years, acceptance rates in the College of Engineering have ranged from 33% to 37%. Admissions made 4,412 offers to prospective engineering applicants in 2010, which is 764 more than the previous year's total of 3,648.

Put another way, the entering engineering class in 2009 was 1,215, which is only 15 higher than the old target of 1,200. To increase the entering engineering class in 2010 to the new target of 1,300 in would require 85 additional students. This is a one-year year increase of 7%.

From 2006-09, COE experienced a decline in yield of both In-State and Out-of-State students from 62-52% and 24-22%, respectively. To counter the recent downward trend, the Admissions Office increased its number of offers for 2010. Surprisingly, both yields rose: to 57% and 26%, respectively, creating the bubble.

COE is working closely with University Administration and our Admissions Office to attain its planned growth goals and maintain balance in its offerings. COE's Dean and Advisory Board are intensely committed to providing all incoming students with a quality experience consistent with the Top 5 engineering programs in the nation, including lowering its Student/Teacher ratio from 18:1 to 15:1 with full-time faculty. VP Wubah may bring in an external consultant for advice on enrollment planning and management.

IV. Annual Parking Permit Fees

Faculty and Staff Senates are collaborating on possible ways of reducing the financial burden of annual parking fees, especially on lower-paid employees. Ideas include: a staggered fee system based on annual salary; establishment of some remote parking lots at lower fees, with shuttle service; charging a fee on visitors to campus; and/or providing a cash rebate to lower-paid employees to use at their discretion.

V. Employee/Football Parking

Senate officers met with campus officials in the Transportation and Campus Services (TCS) to inquire about ways to accommodate faculty and staff who teach/work during home football games. Several items of agreement were reached:

- Employees need to understand that lots with individually *numbered* parking spaces have been legally "sold" to donors beginning at 5:30pm before Thursday home games and 10pm Friday night for Saturday games.
- Saturday games have more flexibility in accommodating individual employee needs on Friday evenings.
- Thursday night games (hosted only once per year) allow virtually no time in the transition from regular to visitor parking between 4-5:30pm to address individual needs.
- TCS will emphasize its continuing willingness to try to accommodate individual employee needs by identifying *available* lots (in addition to its regular list of *unavailable* lots) and by highlighting the phone number to call (231-3200) at the top of its campus email Announcement.
- TCS will continue to defer to the President and Provost's Offices to make any suggestions about faculty changing class schedules.

VI. Senate Input on Local Government Issues

Regarding the controversy surrounding whether to renovate or rebuild Blacksburg and Auburn High Schools in Montgomery County, some Senators advocated Senate involvement in the public debate. However, after consulting several university administrators who cautioned against a formal Resolution, Senate urged all faculty members to express their input as local citizens.

On behalf of our faculty, thank you.