

**April 14, 2009**

**Faculty Senate Meeting**

**Minutes**

**Members Present:** Ellerbock, Mike; Boyd, Heather; Centeno, Virgilio; Cothren, Richard; Dahlgren, Linda; Easterling, Sam; Floyd, John; Gracanin, Denis; Jensen, Roderick; Jelesko, John; Karpanty, Sarah; Larson, Tim; Long, Gary; Mann, Jeff; Martin, Steve; Maycock, Michelle; Moseley-Christian, Michelle; Nelson, Doug; Odendaal, Hardus; Ott, Walter; Paretto, Marie; Pencek, Bruce; Ponder, Monica; Redican, Kerry; Rothschild, Joyce; Shadle, Brett; Shingles, Rick; Smith, Deborah; Wood, Cynthia.

Guests: Robert Jones, Chair, Department of Biology  
 Jim Lang, Charles O Strickler Professor of Entrepreneurial Studies  
 Landrum Cross, SACS  
 John Randolph. Professor, Urban Affairs and Planning

1. President Odendaal opened the meeting opened at 7:00
2. Meeting agenda approved
3. Minutes from the March 17th meeting were approved
4. Dr. Robert Jones, QEP

Dr. Jones provided an update on the VT First Year Experience/ Quality Enhancement Plan (QEP).

A. QEP is a SACS accreditation requirement and as a result VT must develop and implement a 5-year QEP that increases student learning (measurably), aligns with the university mission and strategic plan, and convinces SACS that it is doable.

B. The QEP plan consisted of three major steps: Step 1 (Achieving a Broad Community Consensus); Step 2 (Developing 3 Goals); and Step 3 (Focus on One Main Goal).

1. Step 1: To develop a broad community consensus the VT Pathways Framework (more advising, student affairs partnerships, modern assessments such as e-portfolios) was used. In addition an emphasis was placed on building inquiry skills to position students for engaging with VT's strengths in research and creative endeavor, information technology and multicultural competencies. Finally, the QEP objectives were aligned with the Association of American Colleges and Universities.

2. Step 2: The three goals were: encouraging thoughtful academic planning; enhancing research skills; and building intercultural knowledge and understanding.

3. Step 3: The main goal chosen was to encourage thoughtful planning. Specific learning outcomes related to this goal included curiosity (demonstrating interest in learning); motivation (taking concrete steps to learn; independence (learning with less supervision); Transfer (learning under new circumstances); and self-reflection (self-guided improvement)

C. Examples of integrating QEP as well as challenges were presented and discussed.

D. The timeline leading to full implementation is as follows: Spring, 2009 (interaction with stakeholders to refine the plan); Summer, 2009 (complete written plan with budget); Fall,

2009 (pilot aspects of the program, refine document and send to SACS, advertising, staff/faculty development); and full implementation for Fall, 2010.

5. Dr. John Randolph presented the background and rationale for Resolution 2008-2009C currently before University Council (below):

**The Virginia Tech Climate Action Commitment Resolution  
Commission on University Support  
Resolution 2008-2009C**

First Reading by Commission on University Support February 19, 2009  
Approved by the Commission on University of Support: March 19, 2009  
First reading by University Council: March 30, 2009

**Whereas**, in December 2007 President Steger met with students about the Presidents Climate Commitment, and in April 2008, President Steger charged the Energy & Sustainability Committee with drafting a Virginia Tech Climate Commitment and sustainability plan;

**Whereas**, Virginia Tech's electricity bill increased 54% from \$8.2 to \$12.6 million from 2004 to 2008 at a time of major state budget reductions, and electricity rates are expected to increase;

**Whereas**, efforts to reduce electricity and energy use and related greenhouse gas (GHG) emissions also reduce the rising costs of energy;

**Whereas**, the 2007 Virginia Energy Plan and 2008 report of the Governor's Commission on Climate Change call on the Commonwealth to reduce its GHG emissions to 2000 levels by 2025;

**Whereas**, the Governor's Commission, Governor Kaine, the Town of Blacksburg, the Obama administration, and countless states, cities, and campuses across the country, have endorsed a long term target for GHG emissions of 80% below 1990 levels by 2050;

**Whereas**, the Virginia Division of Engineering and Buildings issued new rules in December 2008 requiring all new state buildings and major renovations to achieve either LEED certification or a 30% improvement in energy performance over ASHRAE 90.1 2004 and other requirements;

**Whereas**, the Governor's Commission calls on the state agencies to lead the Commonwealth to lower emissions by example, and Virginia Energy Plan also calls on the state's universities to "lead by example by implementing energy-efficiency actions across their campuses. These actions will not only reduce energy use and lower energy bills but will also help educate our next generation of leaders on how to manage energy wisely in their lives;"

**Whereas**, many colleges and universities throughout the country have joined this "lead by example" challenge and joined a national movement to "green" university campuses; 606 have signed the American Colleges and Universities Presidents Climate Commitment, including 7 ACC schools, 15 Virginia colleges, 16 top 50 research universities, and 26 land grant institutions; and

**Whereas**, Virginia Tech is the premier technical and design university in the Commonwealth and should take on this leadership role, exceed minimum state standards, and demonstrate emerging technologies and management approaches to reduce energy consumption and costs and reduce GHG emissions; and

**Whereas**, Virginia Tech has adopted Campus Energy and Water Policy 5505 that establishes a foundation for this commitment regarding efficient use of energy on campus.

**Whereas**, 18 Virginia Tech student organizations are members of the Campus Coalition for Sustainability and student, staff, and faculty interest in sustainability issues is at an all-time high;

**Now, Therefore Be It Resolved:** that the university shall adopt the following Virginia Tech Climate Action Commitment:

1. Virginia Tech will be a Leader in Campus Sustainability.
2. The university will represent the VTCAC&SP in the Virginia Tech Strategic Plan.
3. Virginia Tech will establish a target for reduction of campus GHG emissions to 80% below 1990 emission level by 2050, and interim targets from 2006 emissions of 316,000 tons consistent with the Virginia Energy Plan, the Governor's Commission on Climate Change, the Town of Blacksburg, and the federal administration: for 2012, 295,000 tons (on path to 2025 target); for 2025, 255,000 tons (2000 emission level); and for 2050, 38,000 tons (80% below 1990 emission level).
4. Virginia Tech will work toward these emission reduction targets through improved energy efficiency, reduction of energy waste, replacement of high-carbon fuels, and other measures identified in the VTCAC&SP.
5. Virginia Tech will establish an Office of Sustainability to
  - a. Coordinate programs for campus sustainability,
  - b. Oversee implementation of the VTCAC&SP,
  - c. Monitor annual electricity and other energy use and GHG emissions, and
  - d. Working with faculty and departments, manage a campus-wide student internship and undergraduate research program using the campus as a sustainability laboratory
6. Major personnel and investment decisions associated with implementing the VTCAC&SP will be subject to availability of funds. Virginia Tech will provide funding to support sustainability programs through a variety of sources, which might include savings from reduced electricity and energy fuels, E&G funds, loans, a Green Development Fund from private sources, and a student Green Fee.
7. Virginia Tech will pursue LEED Silver certification or better and exceed ASHRAE 90.1 2004 energy performance by 35% (ASHRAE 90.1 2007 by 30%) for all new buildings and major renovations. Capital budgets should account for future energy price, cost of building operation, return on investment, and environmental benefits of achieving this level of performance.
8. Virginia Tech will improve electricity and heating efficiency of campus facilities and their operations based on experience to-date and recommendations from energy service companies (ESCOs), including the heating and cooling infrastructure and operation, lighting efficiency, controls and operation, and equipment efficiency and controls.
9. The university will adopt at least 4 reduction measures in the Waste Minimization component of the national RecycleMania competition. Virginia Tech Recycling will adopt a goal of 35% recycle rate by 2012 and 50% by 2025.
10. Virginia Tech will require purchase of Energy Star rated equipment, maximum practicable recycled-content paper, and other low life-cycle cost products, with exceptions for special uses.
11. Virginia Tech will engage students, faculty and staff through education and involvement to reduce consumption of energy, water, and materials in academic and research buildings, dining and residence halls, and other facilities.

12. Virginia Tech will improve transportation energy efficiency on campus through parking, fleet, and alternative transportation policies. Alternative transportation use will increase from the current level of 45%, to a goal of 52% in 2015, and 60% in 2020.

13. The university will create and support a virtual Virginia Tech School of Sustainability or similar mechanism to coordinate, develop, and communicate related instructional, research, and outreach academic programs.

14. The university will monitor energy use and GHG emissions as well as changing internal and external conditions, prepare an annual 'report card' showing progress towards targets, and periodically re-evaluate targets, making adjustments to targets as appropriate based on changing internal and external conditions and evolving technologies.

#### Faculty Senate Support:

The following motion was made: The Senate commends the committee for the work they have done and in principle support the work and goals of committee. Motion passed: (29 Yes, 2 Abstentions).

6. Dr. John Jelesko updated Senators on the work of the Parking and Transportation Committee.

#### A. Background: Impact of new construction

1. New research buildings at the cage parking lot will result in a net loss of residential parking spaces.
2. Currently there is no limit on the number of residential parking permits issued.
3. University master plan includes new multilevel parking garages.

#### B. Recommendations considered by the Parking and Transportation Committee.

1. Disallow freshman parking.
2. Cap the total number of residential parking permits.
3. Increase costs of residential permits.
4. Remote storage lot for long term parking that would facilitate weekend/vacation auto use.

C. Two recommendations were accepted: (1) Cap total number of residential parking permits at 3,500 and (2) Increase cost of residential permits to use market forces to limit residential parking.

#### D. Impact of new parking garages

1. Costs paid for by increased commuter and Faculty/Staff parking fees.
2. Each parking lot will add approximately \$150 to current F/S parking permit fees
3. In 3-5 years F/S parking permit fees will be at least \$500 year

7. Hardus briefly discussed the Diversity Requirement for Promotion and Tenure currently a part of Promotion and Tenure guidelines. He mentioned the idea behind it was to acknowledge diversity activities but not make it a requirement. The Senate was made aware that President Steger has requested that this requirement be reexamined centrally.

8. Meeting adjourned at 9:00 p.m.