

UFC Meeting
Wednesday, March 22, 2023
Online (via Zoom)

UFC Members Present: Marcel Rotter (CAS, Arts & Humanities, UFC Parliamentarian), Kate Haffey (CAS, Arts & Humanities), Mara Scanlon (CAS, Arts & Humanities), Suzanne Sumner (CAS, Health, PE, & STEM, UFC Vice Chair), Ian Finlayson (CAS, Health, PE, & STEM), Davis Oldham (CAS, Health, PE, & STEM), Mindy Erchull (CAS, Social Sciences), Eric Gable (CAS, Social Sciences), Holly Schiffrin (CAS, Social Sciences), Rachel Graefe-Anderson (COB, UFC Chair), Alex Dunn (COB), Teresa Coffman (COE), Melissa Wells (COE, UFC Co-Secretary), Christy Irish (COE, UFC Co-Secretary), Kristin Marsh (CAS, At-Large, UFC Past-Chair), Chris Ryder (CAS, At-Large), Patricia Orozco (CAS, At-Large).

Proxies: None

Guests: There were approximately 45 people logged into the meeting including Troy Paino (UMW President, UFC Ex-Officio), Tim O'Donnell (UMW Provost, UFC Ex-Officio), Keith Mellinger (Dean CAS), Ken Machande (Dean COB), Pete Kelly (Dean COE), and Jeff McClurken (Chief-of-Staff)

A recording of this meeting can be viewed at <https://ufc.umw.edu/recordings/> (UMW login-required).

1. The meeting was called to order at 3:35 PM.
2. The [minutes from the last UFC meeting on February 15](#) were approved with 16 yes votes and 1 abstention.
3. Reports:
 - a. President Troy Paino
 - i. Last week, President Paino held a town hall to update the campus community on the budget for next year. The House and Senate are continuing to have discussions. Hopefully soon it will be known if they come up with a budget, though they do have until the end of the fiscal year. President Paino extended his gratitude for those who assisted with Destination Day this past Saturday. Another Destination Day will occur in April. Yield is looking positive at this point, though it is still early in yield season. President Paino is hosting a "Conversations with the President" on 3/23 at 1:30 in the HCC Digital Auditorium.
 - ii. Discussion: Mara Scanlon asked when the Presidential Cabinet will move forward with the \$3.2 million in cuts. President Paino clarified he does not know the plans yet, but they will be starting by examining vacant positions. He assured there are no plans for staff reduction. Decisions will depend on final decisions in Richmond, with the hopes that the \$1.2 million cut will be less than anticipated.
 - b. Provost Tim O'Donnell submitted a written report: [March Report](#)

- i. Provost O'Donnell added to his written report his appreciation for those who are supporting the upcoming SACSCOC visit.
 - ii. Discussion:
 - 1. Davis Oldham asked about the legislation referenced in the Provost's report. Is this legislation finalized? Provost O'Donnell explained that SCHEV will need to finalize it. Davis clarified he has concerns about the in-state limitations on internship placements, and Provost O'Donnell thought refining of this guideline would be part of the implementation phase.
 - 2. Suzanne Sumner asked if campus jobs would count for internships. Provost O'Donnell noted that there are likely opportunities for meaningful on-campus internships.
 - 3. Ian Finlayson also asked about internships, noting it would take significant faculty/staff support to help students find internships. Provost O'Donnell confirmed that other provosts across the state have had similar questions and concerns.
 - 4. Kristin Marsh asked about the draft calendar included in Provost O'Donnell's report, especially aligned with UFC's recommendations for better communication. Provost O'Donnell clarified that this calendar was shared with the UFC Executive Committee, and the schedule will be revisited in early April.
 - c. COE Dean Pete Kelly submitted a written report: [March Report](#)
 - d. CAS Dean Keith Mellinger: No report.
 - e. COB Dean Ken Machande: No report.
 - f. SGA Representative (Joey Zeldin): No report.
 - g. USC representative (Charles Tate): No report.
 - h. UFC Chair (Rachel Graefe-Anderson): No report.
 - i. The UFC Executive Committee met with the BOV Executive Committee last Wednesday.
 - i. UFC Vice Chair (Suzanne Sumner): No report.
 - j. Faculty Senate of Virginia (Marcel Rotter): No report.
- 4. University Committees: Minutes
 - a. The minutes for the reporting committees are approved with 16 yes votes and 1 abstention. Links to the committee minutes can be found on the agenda: [UFC Draft Agenda March 22](#).
 - b. Davis Oldham raised a question about the General Education minutes, wondering if their discussion was driven by the SACSCOC report. Debra Schleef confirmed that it was. Because the general education program was revised recently, data was gathered a few years after implementation in relation to a plan for more robust data collection.
- 5. University Committees: Action Items
 - a. Links to the action items can be found on the agenda: [UFC Draft Agenda March 22](#).
 - b. UCC Action Items

- i. Maya Jenkins (NAACP UMW Chapter President; Senior, Political Science/WGST double major, Social Justice minor) was joined by several other UMW students to speak to UFC.
- ii. In 2020, NAACP UMW Chapter launched [a report about policing on campus](#) in response to policing violence across the country and in Fredericksburg specifically as well. They surveyed students and community members on their perceptions on police. One recommendation that came forward was to focus on diversity of faculty, specifically Black professors and Black academia. They are working on project to explain what having black faculty on campus means to them, as well as how White professors may help. They know that UFC alone cannot increase the number of Black professors on campus, but they wanted to express their experience as Black students in UMW classrooms and what they gain from having Black professors, and how White professors can offer increased support as well.
- iii. Owen Chong (Computer Science major, Data Science minor) discussed the need for more Black professors in STEM fields at UMW. He has not yet had a Black professor in either of those disciplines. He noted that Black instructors in the past have made him feel more motivated and welcome. Additionally, Black instructors can diversify education, bring new topics to the table, and challenge current perceptions about race and STEM. There are many examples of racism in STEM (facial recognition, automatic systems that review housing and job applications that have denied People of Color access). He has learned all of this outside of STEM classes at UMW, and he has concerns that a lack of education will continue this cycle. Owen asked for UMW to bring in more Black professors or professors of color in STEM fields, or to integrate content about bias and inequity in STEM into courses, which will allow UMW students to have a greater impact in their communities and STEM fields.
 1. No one had questions for Owen.
- iv. Kaylah Lightfoot (Political Science major, Digital Studies minor; VP of SGA) highlighted that a missing/broken lens at UMW involves the lack of representation (i.e., student demographics do not align with faculty demographics). She noted that there was a lack of faculty to sustain the social justice minor. As political science major, Kayla noted there were no faculty who look like her. She raised concerns about concepts about Black identities being taught by non-Black individuals. Black students not being able to see themselves represented in the faculty is a broken lens, and it also does not align with our ASPIRE values. One class Kayla did take with a Black professor was a special topics course, meaning it is not routinely offered. Furthermore, we need to consider how Black professors and identities being honored at UMW upholds Dr. Farmer's legacy.

1. In the chat, [a link to the pamphlet students](#) created about “Bettering Black Academia” was shared.
- v. Discussion:
1. Rachel Graefe-Anderson noted that UFC and the university as a whole supports these efforts, while progress is slow.
 2. Maya Jenkins asked professors to let her know how diverse perspectives are being integrated into personal classrooms. In the chat, Ian Finlayson noted: “When you take CPSC 302 ‘Computer Ethics’, you will be introduced to many of those issues.” In the chat, Melissa Wells replied, “We talk a lot about this in EDUC 206. We read *The Dreamkeepers* and making commitments to culturally responsive pedagogy with future teachers.” In the chat, Mindy Erchull added, “My internet is too unstable to reliably speak, but I do try to bring a social justice perspective in all my classes in PSYC. This is true of classes like PSYC 350 (psych of women) when we teach through an intersectional lens but that's also true in my PSYC 362 (research methods) course. I try to attend to who I'm asking students to read, critique social systems, etc. We're also adding Cultural Psychology to our major starting in Fall 2023.” In the chat, Marcel Rotter noted, “The Department of Modern Languages and Literatures just added a course (in English) on Afro-Caribbean literature (MDFL 201). This supplements our Afro-Caribbean Lit course, taught in Spanish, and supports the new minor.”
 3. Christy Irish suggested having student representatives talk with specific departments/Colleges to effect changes more rapidly. Maya noted they put out a beliefs report with suggestions that could be implemented, like syllabi checks, attending diversity conferences, etc. Maya was interested in future collaborations between students and faculty. Rachel Graefe-Anderson confirmed that UFC would not be the forum to solve the problem, but is an important location for discussions.
 4. Kristin Marsh explained that sociology and anthropology do address issues of diversity, and diversifying the faculty is another vital issue. Individual faculty have control over approaches to curriculum and pedagogy, and procedures to work toward a more diverse faculty are in development but are less in the control of individual faculty members.
 5. Rachel Graefe-Anderson noted that there is not a “place” where people can go to learn more about what UMW are currently doing to diversify their syllabi and pedagogy, and this is an important area to bring to UFC’s attention.
 6. Maya Jenkins shared went to a conference recently and was able to see Black academics in her field that she was not aware of

before. She added that Black professors do not want to relocate to a place where the names on streets and other public spaces reflect Confederate individuals. Maya suggested piloting some programs/ideas focused on diverse themes within majors at UMW would also build appeal for Black professors to come to UMW.

7. Kate Haffey expressed support for hiring more diverse professors, alongside other ways to make change on campus, such as bringing more diverse speakers and focusing on changes in our own individual classes.
 - vi. Rachel Graefe-Anderson thanked the UMW NAACP members for their attendance, discussion, and resources. Other comments in the chat also expressed gratitude and support.
8. Unfinished Business
- a. UFOC Recommendations
 - i. UFOC presented two reports earlier this semester ([Part 1](#) in January, [Part 2](#) in February). Afterward, UFC representatives were tasked with discussing the reports with their departments/constituents.
 - ii. Rachel Graefe-Anderson provided [a brief motion](#): “The UFC Chair (Dr. Rachel Graefe-Anderson) proposes the creation of a document, to be housed and maintained on the UFC website, containing documentation of faculty governance communication protocols and procedures. The UFC Chair volunteers to draft the first edition of proposed documentation.”
 - iii. Mara Scanlon noted CAS has been discussing the issues raised in the UFOC reports. She commented that the reports were thorough and lengthy and UFC could use a plan to take on these issues (i.e., who is looking at the issues and in what timeframe). Mara also asked if UFC could get basic administrative support so that motions and reports are all in the same format. This is too much responsibility for the UFC Chair alone to be responsible for, but perhaps reminders of formatting could be provided when the UFC Chair calls for business. Rachel Graefe-Anderson noted that formatting for minutes and action items could be included in the document Rachel’s motion calls to create, and this could be explained at the beginning of each year. Suzanne Sumner thought that this suggestion would already be captured in Rachel’s existing motion.
 - iv. Davis Oldham reiterated how thorough the UFOC report was and noted the quantity and quality of work already going into it. Some of the recommendations may involve the Faculty Handbook, which—in various places—refers to timing and communication. For example, Section 2.4.3.3 on “Rules of Order” currently says that the agenda doesn’t have to be distributed until three days prior to the UFC meeting. Another section requires that committees send UFC their action items and motions within 10 days of meeting. It may be that we rely on some of this

language, or in some cases, that we'll need to change language in the handbook.

- v. Rachel Graefe-Anderson referred back to Kristin Marsh's earlier question to the Provost about next year's meeting schedule, which asked if the draft meeting schedule was addressing UFOC's recommendations to improve communication by allowing sufficient time between the release of meeting materials and the UFC meeting so that individuals and departments could have time to review information. Kristin confirmed, and mentioned that CAS-FC had a good discussion on the dilemma of communication between CAS department faculty and the CAS-FC but deferred to CAS-FC members to expand on their conversation and concerns. Suzanne Sumner explained further that the current meeting schedule doesn't allow for adequate time for departments to communicate with CAS-FC on meeting items because CAS-FC meets one week before UFC. (In the chat, Davis Oldham explained that the current schedule involves CAS-FC meeting on Wednesday, departments meeting on Monday, and UFC meeting on Wednesday. Kate Haffey and Mara Scanlon noted this extra level of governance in CAS caused issues that COE and COB did not have, which Marcel Rotter confirmed.) Ideally, departments should meet, then CAS-FC, then UFC. Rachel wondered whether messaging to faculty about preliminary agenda items would help, and Kristin said she thought she agreed. Rachel highlighted that the creation of the document would be an iterative process, allowing the document and process to be improved over time.
- vi. Kristin clarified that committees could meet whenever, as long as they provide agenda items and materials to the UFC Chair by the pre-established deadline. She wondered whether UFC should give CAS-FC a chance to decide how they want to handle communication in the college before UFC does anything that would limit their options. They had a good discussion but had not come to any final decisions on some of their ideas.
- vii. Marcel Rotter pointed out that we're between a rock and a hard place, because with one calendar, CAS is being reactive to UFC agenda rather than proactive in bringing business. Marcel cautioned against anything that would further lengthen processes (like for curriculum approval). Rachel agreed that there are a lot of details still to be worked out and that we want to make sure that UFC and CAS aren't working at cross-purposes.
- viii. Suzanne seconded the motion and the motion passed with 16 yes votes and one abstention.
- ix. Rachel asked if there were any other questions about the UFOC's report, and there were none.

- b. Procedures/plans for UFC officers AY 23-24
 - i. This agenda item was not addressed in this meeting.
- 9. New Business, Part 2
 - a. [Ad hoc J term committee report](#)
 - i. Rachel Graefe-Anderson began by thanking the committee for their extensive work over the past year.
 - ii. Michael Benson (Chair of the Alternative Semesters committee) reported that they had one more piece to complete and are waiting for student survey responses. At this point, everyone has read the report; Michael offered to take questions.
 - iii. Teresa Coffman (CoE) said that CoE met to discuss the report and their faculty had three questions:
 1. Question 1: The calendar for the fall doesn't list a fall break and only gives Thursday as the Thanksgiving break. Lance commented that this is correct but that the committee didn't make changes to change the holiday calendar in terms of these key dates for fall and spring. Michael added that this isn't the final plan by any stretch; they expect the administration to work out calendar details as they always do.
 2. Question 2: What is the modality that most other schools have? Michael said that most have a mixed modality schedule, and most leaned more heavily toward on-line offerings.
 3. Question 3: Condensing the pre-week and dead week time frame affects other opportunities, such as faculty development and means that faculty will be doing their preparation off-contract. Did the committee consider this? Michael responded that, yes, they recognized this change and, while the beginning and the end are compressed, there will be—over time—a realignment about how duties are performed and executed.
 4. Teresa mentioned that CoE faculty are largely in favor of a J-term but that there was also concern about the added time to the contract and the extended spring semester. Some expressed concern that teachers will lose their advantage for getting jobs; in addition, during the summer, teachers would have a difficult time finding a break because some of our summer students are school teachers during the year. Michael responded that they talked with Dean Kelly and Janine about some of these issues. They did the best they could to limit these effects.
 5. Teresa asked whether there was a reason the December break wasn't being utilized at all. Michael responded that they did consider it, but it would disrupt the staff winter break. In addition, it was a nonstarter for many academic departments.
 - iv. Suzanne Sumner (CAS Health & STEM) said that she had a lot of comments come in from science faculty. Suzanne prefaced her comments

to express appreciation for the report and to share that she did teach in the January term (2021) and enjoyed it very much but was extremely burned out when it came time to start the spring semester, and other faculty expressed that burn-out as well.

1. One faculty member expressed concern that no lab courses could run over a 3-week January term. Michael responded that this was based on 3-credit courses; for a 4-credit course, it would need to be expanded out; or there's opportunity in May.
2. Another concern was that students applying for professional schools (medical, dental) now would have much less time to prepare and take MCAT, etc., because of the later end to the semester. Michael indicated he wasn't well-versed on professional school application process; the committee looked at different iterations, such as an earlier start to the semester, but there were a lot of problems there. They tried to align with other universities, and the committee suggests looking at what some of the advantages are.
3. With a shorter summer, it would be harder to host professional meetings (i.e., Virginia Academy of Science).
4. Some professional schools begin in June, and that would be a tight turn-around.
5. The advantage that our students currently have on the job market (based on our current earlier schedule) would lose that advantage.
6. Would internships during January term be paid as they are in summer? Michael responded that this question would best be handled by Provost O'Donnell.
7. The concern was raised that faculty who are not teaching in the January term will be expected to "pick up slack" for those teaching in J-term because they are too busy working on J-term or grading and this doesn't seem equitable. This refers to things like department service. Michael responded that the committee is recommending that a moratorium be put into place for people who are not teaching in the J-term. Of course, there would need to be policing on the individual department level, but they did look at this.
8. How will students be paying for January term? Will this disadvantage students with financial challenges? Michael responded that they confirmed that financial aid will be realigned to the spring term. In the report, they included what UVA does to communicate this to students. The committee talked with Dr. Shavonne Shorter, and from her experience it actually benefits those students who are not enrolled in J-term because they can

work for a longer time during the winter break. She was in favor of it.

9. What will the effects be on early move-in programs and orientation? The summer is essentially shifted a little bit, but it's approximately the same length. The committee spoke to the budget committee about giving special pay to new faculty who are attending orientation before start of the contract. The move-in question will have to be addressed if we move forward with this.
 10. How confident are we that this will make money? Michael focused on the expenditures required to compensate new faculty for their orientation that would occur prior to the official contract start, noting that this expense would not detract from the financial benefits of a J-term. Furthermore, Michael explained that for all of the places they examined, the J-term did not result in a deficit in revenue.
- v. Eric Gable commented, but emphasized he is not against alternative terms per se.
1. In reference to UVA's two-week J-term, Eric commented that a two-week term would allow for study abroad with less disruption for those not participating. When we first implemented a J-term, we did it because we were concerned that a longer break would impact students' commitment and we would lose our close connection with students. Also, the problem with deciding to compete in an online environment is that once students decide to take courses online, they opt to take online courses at cheaper institutions. Finally, this scheme would mean that the vast majority of faculty would be forced to modify their schedules to accommodate a very few who are teaching during the alternative semester, and you implement that same advantage of a short alternative term by limiting it to two weeks and avoiding disruption to the rest of the calendar.
 2. Michael responded that the committee attempted to craft a calendar that would maintain the same length of fall and spring semester courses. Eric clarified that it affects faculty schedules and lives, and these are lifestyle costs for the majority of faculty not teaching the J-term. Clarified that the question is about the winter break (5-6 weeks). The reason we didn't implement this was to avoid disrupting support staff schedules. Eric said that if we do it all online, we don't need those staff. Eric emphasized that he doesn't see the advantage at all. He commented that we want to imitate universities that we admire and want to emulate, but he doesn't see why it's a good idea for our school. Eric emphasized that he's not against it, necessarily.

- vi. Ian Finlayson brought up additional faculty concerns:
 - 1. This will have an effect on summer research programs, and limiting the summer even by a few weeks affects the ability to conduct science research projects over the summer (and we just received a large grant in support of science research).
 - 2. Additionally, Ian asked about our certainty that this will make money, with the concern that schools similar to our smaller size will end up with summer and January terms simply competing with one another and that it could result in a net loss. Michael mentioned that they examined the COPLAC schools and the Commonwealth schools. The committee could have listed them all, but didn't. Regarding the summer session, there is no data right now that can parse that out. The only data we have is from the summers on record; the increase in summer 2019, 2020, and 2021; it's in the report, but the net result over 2019—2021 is a net increase of 19%. What we are seeing and hearing are that more and more people are wanting different terms, such as summer. Ian also mentioned that we can't really take any conclusions for those unusual years.
 - 3. Michael, in addressing the online modality, said the committee determined it would—overall—be best to start with that model, but that it would need reexamining to see if we wanted to move to in-person.
- vii. Davis Oldham brought up a point that Mara Scanlon mentioned in the chat: she wondered what the impact of a J-term would be on students' athletic schedules. Perhaps the committee could talk with Athletics about this directly (Caitlin Moore was here, but had to leave). The calendar doesn't change for Athletics. Student athletes would still need to be on campus at the same time as our current calendar requires. Any student athlete relying on student housing from the University has to have room and board. What wasn't clear was how that was paid for, and that it would amount to \$60,000 if the students had to be housed for the three-week period.
- viii. Eric Gable commented that the financial rationale doesn't make sense; a pedagogical reasoning would be much better, such as study abroad, so this should be wrapped in explicitly. Michael referred to page 22 of the report, where they recommend exceptions for study abroad, internships, and field experiences.
- ix. Nabil Al-Takriti shared that he is against this, both personally and professionally. This would disrupt job satisfaction and affect quality of life personally, largely because of how it affects travel, which is important personally. Professionally, Nabil critiqued the sacrifice of personal educational fulfillment through things like study abroad and other

experiences. Michael responded that their goal was to compile information so that individual faculty could make up their own minds.

- x. Rachel summed up this discussion by saying that the UFC should take this back to our departments and colleges; this discussion is an important step and we should discuss further to vote at next UFC meeting in April. Rachel predicted that this will need to go to the general faculty. If it does pass, then implementation will be up to the Provost.
- xi. Mara thought that faculty don't actually have a vote on this, and that administration will be making the final decision. We have to report, but we don't have a motion in quite the same way. Marcel Rotter said that the committee report is actually a motion. Provost O'Donnell commented that he has no interest in doing a J-term if faculty isn't supportive of it. If faculty are on board with it, then the next step is to go back to other stakeholders. So, these are all big, complex questions impacting different offices (HR won't allow stipends for new faculty because they are not yet on contract, facilities having to support graduation on Memorial Day weekend, etc.).
- xii. Eric Gable said that without a whole-faculty vote, we can't know if the faculty as a whole support J-term or not. There will need to be an all-faculty vote, and he did not believe that a vote or decision should be taken or made by UFC alone. Rachel Graefe-Anderson agreed that an all-faculty vote was necessary, but there needed to be a motion to vote on. Rachel asked whether we can take this report and from it make a motion. Marcel Rotter confirmed this could be done, and suggested looking at the committee's three recommendations. The report/motion was tabled until the next meeting, which allowed people to read the report in more depth and continue considering concerns that were beyond the scope of the committee's report. Michael reiterated that the committee's charge was to see if there were pedagogical, curricular, and financial reasons for a J-term, which the committee did in the report.
- xiii. Mara Scanlon wondered if discussing the J-term at the upcoming faculty meeting but then voting electronically afterward would give people time to talk through issues and not have to vote immediately.
- xiv. Rachel Graefe-Anderson volunteered to work on a specific motion for faculty to vote on, and Marcel Rotter suggested the UFC Executive Committee could work together on this.
- xv. In addition to the oral discussion, there were simultaneous discussions in the chat, which are presented separately here to maintain the sanity of the UFC Secretary:
 - 1. Erin Palmwood noted that a shorter 2-week J-term doesn't have empirical support; instead, research has demonstrated that effective learning takes place in a J-term that is 3 weeks or longer.
 - 2. Charles Tate added that a 2-week J-term would cause issues if a faculty member wished to offer a 3-hour course. He later clarified

that it would not be not impossible to offer a 2-week J-term, but there would be some challenges/issues to resolve. For example, offering a J-term at the same time as the staff winter break would be a problem if staff support was needed (i.e., with technology help).

3. Lance Gentry commented: 1) The benefit is not primarily to a limited number of faculty who will teach during J-Term. Nor is it even to the faculty who appreciate the idea of a longer Christmas break if they don't teach J-term. The primary benefits are (a) additional revenue for the university – that could help compensate for receiving less money from the state and (b) increased benefits for students. I believe this is why the majority of faculty approved of the J-term concept in our fall survey. (2) There are many benefits to students. For those who participate in the J-Term, it is a change to keep on track for graduation. Three hours is not the key, but the ability to take, or retake, a prerequisite course between fall and spring, can make a huge difference to many students. Further, most of the research shows students learn more in a concentrated accelerated course than they do in a traditional semester course (although some research showed that they “only” learned the same amount as they would in traditional courses). Finally, many students work during Christmas break and another three weeks of income would make a big difference. I believe these are some of the reasons why the majority of students also support a J-Term (as of today, we'll be submitting a supplemental report when the survey closes).
4. Eric Gable's parting words in the chat encouraged an all-faculty vote to be taken on the issue.
5. Mara Scanlon asked if it is easy to require a quorum in online voting. Marcel Rotter confirmed it was for UFC, and Mara asked about the entire faculty. Marcel noted this was also possible with some effort, and Ian Finlayson noted he believed Debra Schleef verified a quorum for the mid-semester grade vote last year, which Debra Schleef herself confirmed in the chat.
6. Several chat comments thanked the committee for the thoroughness and clarity of the report.

10. Announcements

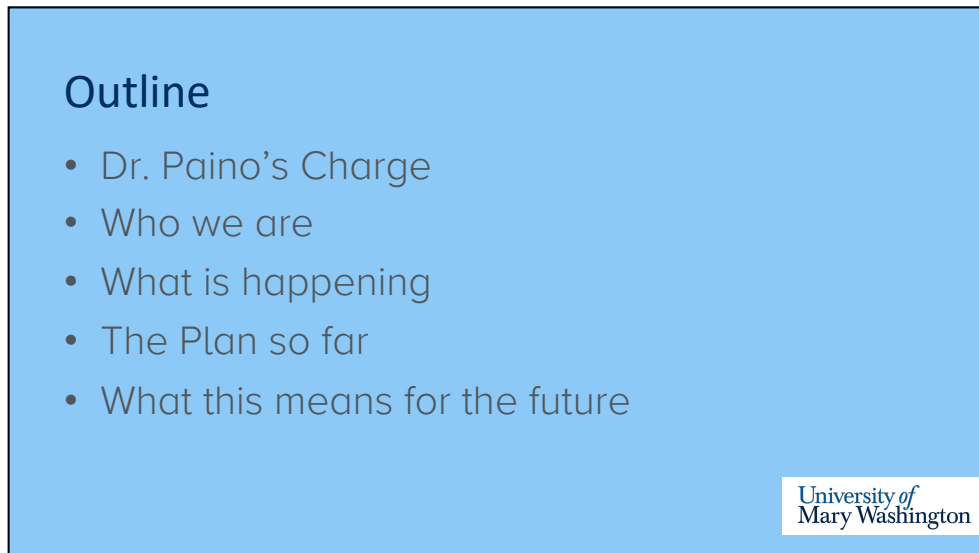
- a. The next regularly scheduled meeting of the UFC will be Wednesday, April 12 at 3:30 PM.

11. The meeting adjourned at 5:50 PM.

Respectfully submitted by Melissa Wells



1



2

President's Charge

- Objective: Reduce carbon emissions
 - develop measurable objectives,
 - identify specific actions, policies, and procedures
 - include timeframes for implementation.
- Do not consider cost upfront
- Timelines
 - Climate Action Plan by July 2023
 - Carbon neutral by 2035

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3

President's Charge II

- Plan programs, resources, and policies to decrease negative impacts on the global environment?
- How do we improve?
- What action(s) can be implemented within 6 months?
- How do we empower UMW community to take action?

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4



5

What is happening

- Community Surveys
- Partnerships
- Energy Management Projects
 - Energy Savings Performance Contract
 - Power Purchase Agreement – Solar
- Climate Action Course Connections

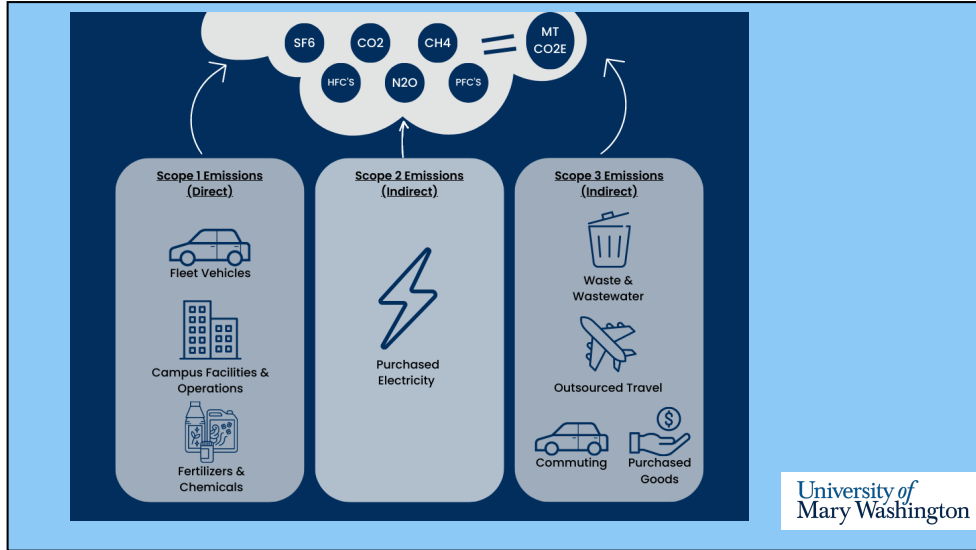
Second Nature

SIMAP

FXBG
City of Fredericksburg

University of Mary Washington

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7



8

The Plan So Far II

- GHG Inventory
 - Establish processes to collect and report carbon emissions
- Energy Management
 - Accelerate transition to campus-wide renewable energy systems
- Community Impact and Engagement
 - Establish UMW as a local leader in Sustainability & Climate Action through effective institutional communication of core values such as climate action, resiliency, and justice.

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9

The Plan So Far III

- Curriculum and Research
 - Expand climate change ideas and climate action in curriculum, research, and internships
- Operations
 - Climate-conscious dining
 - Mindful operations
 - Green grounds operations
- Transportation
 - Reduce UMW's transportation related carbon emissions, all types.

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10

Climate Action Plan as Commitment

The Climate Action Plan will specify our recommendations to President Paino and the UMW community on objectives and priorities the University must pursue.

The Plan will specify UMW authorities responsible for pursuing objectives and priorities.

The success of the Plan will depend on commitments and actions of UMW students, faculty and staff.

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11

Comments & questions

Feedback Dropbox or
respond via QR code



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