

# Virginia Tech Board of Visitors Meeting

## November 4-5, 2012

### Information Session

### Minutes

- A. **Minutes:** Academic Affairs Committee
- B. **Resolution:** Approval of Bachelor of Science Degree in Real Estate
- C. **Resolution:** Establishment of the Virginia Tech Carilion Research Institute as an Instructional Facility
- D. **Minutes:** Buildings and Grounds Committee
- E. **Resolution:** Approval to Adopt Campus Parking Regulations
- F. **Resolution:** Appalachian Power Company Easements
- G. **Resolution:** Land Transfer and Temporary Construction Easement to Virginia Department of Transportation
- H. **Resolution:** Appointment to the Blacksburg-Christiansburg-VPI Water Authority
- I. **Resolution:** Amendment of Guidelines for Projects Under the Public-Private Education Facilities and Infrastructure Act (PPEA) of 2002
- J. **Minutes:** Finance and Audit Committee
- K. **Resolution:** Approval of the Year-to-Date Financial Performance Report (July 1, 2012 - September 30, 2012)
- L. **Resolution:** Approval of Pratt Fund Program and Expenditures Report
- M. **Minutes:** Student Affairs and Athletics Committee
- N. **Report:** Research and Development Disclosures
- O. **Resolutions:** Naming University Facilities
- P. **Resolution:** Approval of Emeritus Status (1)
- Q. **Resolutions:** Approval of Endowed Chairs, Professorships, and Fellowships (3)
- R. **Resolution:** Ratification of the Personnel Changes Report
- S. **Reports:** Constituent Reports

# **Board of Visitors Information Session**

**November 4, 2012**

**1:30 – 5:30 PM**

**The Inn at Virginia Tech, Solitude Room**

- |                         |   |
|-------------------------|---|
| <b>1:30 – 2:00 p.m.</b> | <b>Two-Year Agricultural Technology Degree Program Presentation</b> <ul style="list-style-type: none"><li>• Dean Alan L. Grant, College of Agriculture and Life Sciences</li><li>• Dr. Pavli Mykerezzi, Director, Agricultural Technology Program</li></ul>   |
| <b>2:00 – 2:45 p.m.</b> | <b>Update to the University Strategic Plan</b> <ul style="list-style-type: none"><li>• Dr. Charles W. Steger, President</li><li>• Dr. Mark G. McNamee, Senior Vice President and Provost</li><li>• Mr. M. Dwight Shelton, Jr., Vice President for Finance and Chief Financial Officer</li></ul>   |
| <b>2:45 – 3:00 p.m.</b> | <b>Break</b>  |
| <b>3:00 – 3:30 p.m.</b> | <b>Enrollment and Degree Management Presentation</b> <ul style="list-style-type: none"><li>• Dr. Mark G. McNamee, Senior Vice President and Provost</li><li>• Dr. Daniel A. Wubah, Vice President and Dean for Undergraduate Education</li></ul>  |
| <b>3:30 – 4:00 p.m.</b> | <b>Our Online Horizon: Reprioritizing Distance and Online Education for Growth and Distinction Presentation</b> <ul style="list-style-type: none"><li>• Dr. Mark G. McNamee, Senior Vice President and Provost</li></ul>  |
| <b>4:00 – 4:15 p.m.</b> | <b>Break</b>  |
| <b>4:15 – 5:15 p.m.</b> | <b>Financial Environment and Opportunities Presentation</b> <ul style="list-style-type: none"><li>• Mr. M. Dwight Shelton, Jr., Vice President for Finance and Chief Financial Officer</li></ul>  |
| <b>5:15 – 5:30 p.m.</b> | <b>Constituent Reports – (No Action Required)</b> <ul style="list-style-type: none"><li>• Undergraduate Student Representative to the Board – Mr. Nick Onopa</li><li>• Graduate Student Representative to the Board – Ms. Robyn Jones</li><li>• President of Staff Senate – Ms. Sue Teel</li><li>• President of Faculty Senate – Dr. Sarah Karpanty</li></ul> |



# Agricultural Technology Program

## College of Agriculture and Life Sciences

November 2012



**VirginiaTech**  
*Invent the Future*

# College of Agriculture & Life Sciences

- 2,700 undergraduate students
- 500 graduate students
- Ag Sciences research expenditure is ranked in top 10 nationally by NSF
- Sponsored awards \$45M
- Virginia Cooperative Extension and the Agricultural Experiment Station are major components of the College



Publication AREC-4  
Revised November 2011



**Land Grant Universities: Virginia Tech, Virginia State**



### District Offices



### Unit Offices



**Agricultural Research & Extension Centers (ARECs)**

- 1-Shenandoah Valley 2-Alson H. Smith, Jr. 3-Middleburg  
4-Eastern Virginia 5-Eastern Shore 6-Southwest Virginia  
7-Reynolds Homestead Forest Resources 8-Southern Piedmont  
9-Tidewater 10-Hampton Roads 11-Virginia Seafood



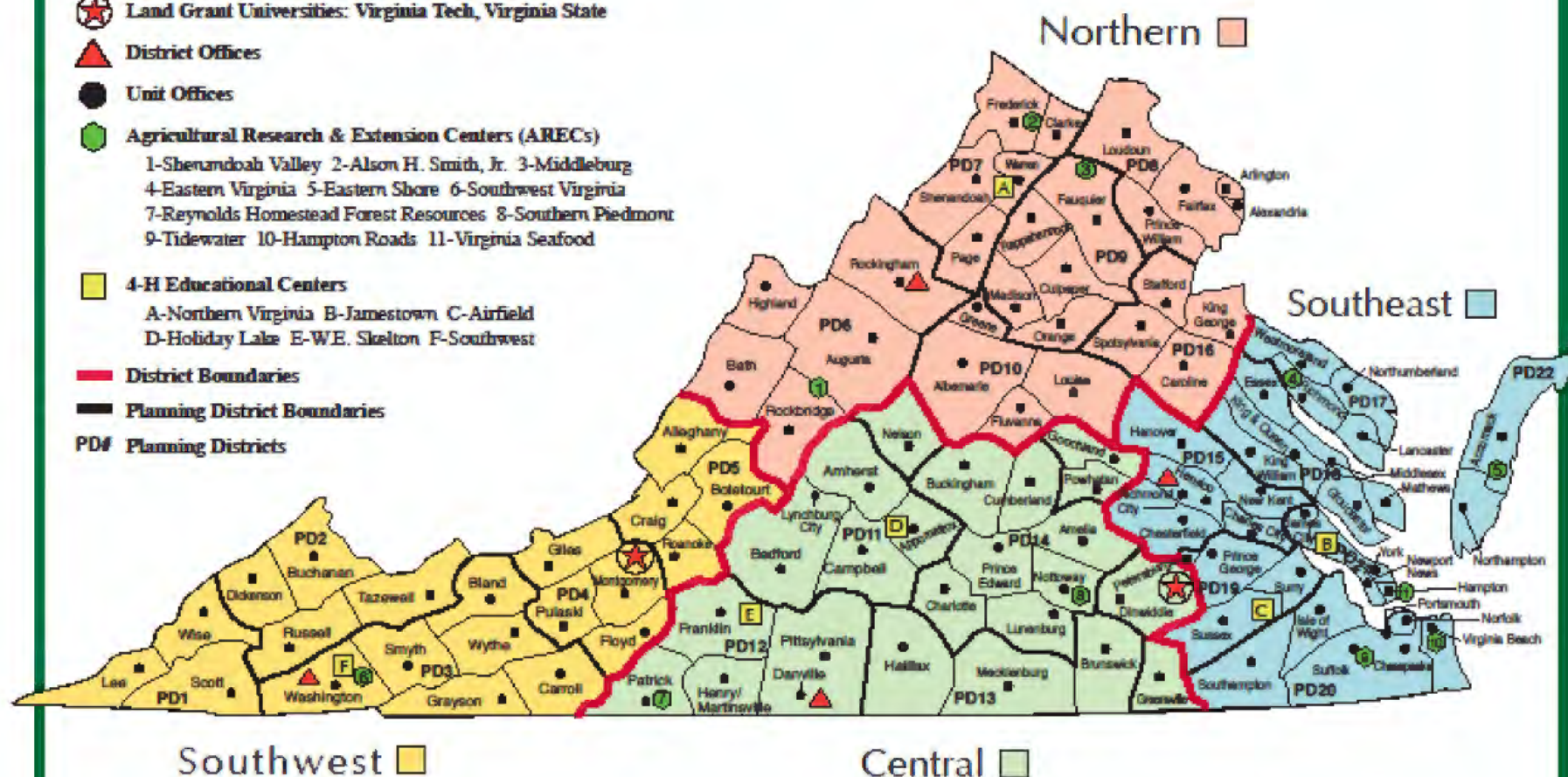
#### 4-H Educational Centers

- A-Northern Virginia B-Jamestown C-Airfield  
D-Holiday Lake E-W.E. Skelton F-Southwest

### District Boundaries

### Planning District Boundaries

## PDM Planning Districts



***Community Economic Viability***  
(Engaging communities for economic growth)

***Agriculture Profitability & Environmental Sustainability***

***Green Industry***

***College Focus Areas***

***Food, Nutrition, and Health***

***Biosecurity*** (Infectious diseases: prevention of human, animal, and plant diseases; Food safety and security)

***Biodesign/Bioprocessing***  
(Value-added products)

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***Extension, Research, Teaching***



# CALS Academic Departments

- 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

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



# Virginia Tech



## *AGRICULTURAL TECHNOLOGY PROGRAM*





# What is Agricultural Technology?

*Two years of education leading to an Associate of Agriculture degree*

*Program concentrated on specialized courses focusing on what the student needs to be successful in a technical career*

# Mission Statement

To provide quality graduates that fulfill technical and management level needs in a rapidly changing and diverse agricultural industry.





# Agricultural Technology history

1985 - SCHEV and BOV approved proposal

1987 - Program was initiated

1989 - First graduating class

2005 – Industry taskforce / curriculum revision

2012 – Number of graduates from the program:

950

# Program Status

- 70 new students enrolled in Fall 2012
- 132 total students enrolled Fall 2012
- 13 percent female
- 950 + graduates to date

# Primary Program Emphasis

The application of subject matter learned in classroom and laboratory to real world situations in agriculture.





# Two Curriculum Options

Applied  
Agricultural  
Management



Landscape &  
Turf Management

# AAM Areas of Interest

- Agribusiness Management
- Livestock Production
- Crop Production





# LTM Areas of Interest

- Golf Course Management
- Landscape Design
- Landscape Construction & Maintenance
- Sports Turf Management



# Summary of Curriculum

Total Credits Required for Graduation:

**64 hours**

Required Internship:

**10 weeks**



# Core Courses

- Ag Tech Survey
- Applied Ag Math
- Automated Accounting
- Chemical Application
- Communication Skills
- Computer Applications
- Intro to Plant Biology & Chemistry
- Introduction to Agribusiness & Financial Management
- Personnel Management
- Soils & Nutrient Management

# Courses offered at AAM option

- Ag Machinery & Mechanics
- Animal Breeding & Selection
- Animal Structures & Environment
- Beef & Sheep Management
- Dairy Management
- Feeds & Feeding
- Forages & Forage Animal Systems
- Grain Crop Management
- Horse Management
- Introduction to Animal Science
- Livestock Merchandising
- Livestock Reproduction
- Meats & Animal Evaluation & Selection
- Principles of Animal Health
- Strategic Agribusiness Management & Entrepreneurship

# Courses offered at LTM option

- Ag Machinery & Mechanics
- Athletic Field Practicum – Baseball
- Athletic Field Practicum – Football
- CAD for Landscaping
- Fundamentals of Turfgrass Management
- Golf & Sports Turf Management
- Golf Course Design & Rules
- Hardscapes
- Herbaceous Plants
- Horticulture Production
- Irrigation & Drainage
- Landscape Contracting
- Landscape Design
- Pest Management
- Spanish for the Green Industry
- Turf Capstone Project
- Woody Landscape Plants



# Ten-Week Internship

## 3 Credit Hours



# Internship Employers

It is wide range of internship employers:

- **LTM:**
  - Brickman
  - Many different country clubs in VA and the US
  - Many different lawn and landscaping services
  - Colonial Downs
  - Integrity Landscaping Solutions
  - Pete Dye River Course of VT and many other golf courses
  - Various athletic stadiums (Roger Dean, U of Colorado athletic dept, VT Athletic dept, Washington Redskins)
  - Valley Landscaping

# Internship Employers

- **AAM**
  - Several types horse farms (breeding, training, boarding, lessons, ranches)
  - Several types of beef cattle farms (cow/calf, feeder, purebred and commercial, ranches, feedlots)
  - Dairies throughout VA, one in PA and one in NY
  - Equipment dealerships
  - Ag businesses (Southern States, Tractor Supply, various Cooperatives)
  - VA AREC's
  - Grain/row crop farms
  - VA Soil and Water Conservation service
  - Germany, Canada, Greece





# Who is Teaching?

## Faculty

- Courses are taught by a combination of Agricultural Technology faculty and faculty in different departments in the College of Agriculture & Life Sciences and the Virginia – Maryland Regional College of Veterinary Medicine.
- Industry experience
- Dedicated to student success
- Utilize multiple styles of teaching
- Available to help students



# Hands – on Resources

- Virginia Tech campus
- 2600 acre class room
  - Animal and Dairy productions facilities
  - Crop production facilities
  - Horticulture Garden and Greenhouses
  - Turfgrass Research Center
  - Sports Turf Fields
  - Golf Course
  - Urban Horticulture Center
  - Catawba Sustainability Center



# Graduates?

- Good job placement
- Competitive with four-year starting salaries
- Guaranteed articulation agreement with College of Agriculture & Life Sciences

# Articulation Agreement

- Most students are interested in working after completing the two-year associates degree program.
- Transfer Agreement for some students interested in transferring to the four-year baccalaureate degree program.





# Program Support



Student recruitment

Scholarships

Placement of graduates



**Virginia Agribusiness Council**






# Other 2 – year programs

- Agricultural Technology Program, Virginia Tech
- The Agriculture Institute, North Carolina State University
- Agricultural Technical Institute, The Ohio State University
- Farm and Industry Short Course Program, University of Wisconsin –Madison
- Institute of Agricultural Technology, Michigan State University
- Institute of Applied Agriculture, University of Maryland
- Ratcliffe Hicks School of Agriculture, University of Connecticut
- University of Massachusetts Amherst
- Thompson School of Applied Science, University of New Hampshire
- Nebraska College of Technical Agriculture, University of Nebraska







*Visit the  
AT website for  
more information  
[www.agtech.vt.edu](http://www.agtech.vt.edu)*

*Questions?*

**Scorecard - University Strategic Plan Goals 2006-2012**  
**Scholarship Domains**

	Measure(s)	Metric Definition and Information Sources	Performance Goal	November 2012 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.	75% of graduating undergraduates.	3,522 or 62%% in the 2011-12 AY	Undergraduate participation in research experiences is up 17% from 2009-10 AY. 
	Underrepresented student enrollment	Fall enrollment profile from IRPA Ethnrl Report (fall student census file)	From Plan - Increase by 50% by 2012.	2,487 Undergraduate 637 Grad/Professional 3,124 Total in Fall 2012	Undergraduate underrepresented enrollment is up by 429 students (21%) from Fall 2010. Graduate/professional underrepresented enrollment is up by 27 students (4%). 
	Underrepresented students entering the freshman class.	First time students in fall census files	Increase the acceptances of admissions offers to underrepresented students.	574 in Fall 2012	Underrepresented students entering the freshman class is up by 57 students (11%) from 517 in Fall 2010. 
	Percent of entering students who attended First-Year Experience courses	First time freshmen and transfer students in fall and spring census files	80% of first-time students by the 2015-16 AY	26.2% in the 2011-12 AY	Second year of reported data for this metric. 
	PhD and EdDs Awarded	Degrees extract	Meet SCHEV 2B Projections	469 in the 2011-12 AY	Three-year trend is up and university is above target. 
	Advanced degrees awarded to underrepresented students.	Degree extract	Increase the number of graduate degrees awarded to underrepresented students.	117 Masters 37 Doctoral 2 Professional 156 Total in 2011-12 AY	Masters degrees awarded up by 9 from 2009-10 AY. Doctoral degrees awarded are down by 13. Professional degrees are down by 3. 
	Graduate enrollment profile - masters, doctoral, and professional	Fall Enrollments in Advanced and Direct to PhD from IRPA Ethnroll Report	Meet SCHEV 2B Projections	3,792 Masters 3,016 Doctoral 420 Professional 7,228 Total in Fall 2012	Masters enrollment is down 6% from Fall 2010. Doctoral enrollment is up 4% and professional student enrollment is up 13%. 
Discovery	Total research expenses reported to the National Science Foundation	Expenses reported by research division and controller to the National Science Foundation.	From Plan - \$541.3M	\$450.1M in FY 2010-11	NSF reported expenditures up 13% from \$396.7M in FY2008-09. 
	Count and average value of sponsored awards	As reported in Sponsored Programs datawarehouse dashboard	Average 3% growth in number of awards and 5% annual growth in average dollar value of awards	2,589 Awards \$113,608 Avg Value in FY 2011-12	Number of awards up 5% but average value down 10% from 2009-10. 
	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.	13 Awards from AAU List	50 Awards in 2011-12	Significantly higher as AAU has expanded its list of recognized awards. 
	Number of post-doctoral appointments reported to National Science Foundation	As reported annually to the National Science Foundation	Increase by 78% to 243 positions by 2012	210 Post-Doctoral Appointments in Fall 2012	Three-year trend for post-docs is level. 
Engagement	Annual number of new licenses and start-ups	As reported in the Annual Association of University Technology Managers (AUTM) licensing survey	From SCHEV IPS - Meet projections of 31 licenses annually.	32 Licenses 6 Start-Ups in FY 2011-12	Three-year trend for for licenses is mixed. Start-ups are down from 4 in 2009-10. 
	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.	From Plan - Double the 2005 level in Study Abroad. Level participation in foreign language courses.	1,369 (24%) Foreign Language 1,144 (20%) Study Abroad 2,029 (36%) Either in 2011-12 AY	Foreign language study count is up by 11%, but the study abroad count is down by 9% since 2009-10. 
	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.	A sustained 25% increase over 2005-06 levels.	4,337 Service Learning 9,076 Experiential Learning in 2011-12 AY	Service learning count is up by 21% and the experiential learning count is up by 14% since 2009-10. 

**Performance Arrow Key**

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



	Measure	Metric Definition and Information Source(s)	Target FY2012	FY2010	FY2011	FY2012	3 yr Trend
Organizational Development	Progress of faculty salaries towards 60th percentile of SCHEV peers	SCHEV methodology of computing the percentile rank of the university's Authorized Salary Level as compared with peer institutions	60%	33.0%	27.0%	25.0%	↓
	Percentage of Graduate Health Insurance funded	Percentage of the annual health insurance premium for Graduate Students on assistantships funded under the university's program	90%	87.5%	90.0%	90.0%	↔
	Expenditures with SWaM suppliers	Actual expenditures as measured by percentage of annual goal achieved; this is not a static measure, as expenditures increase, achieving the same percentage increases dollars flowing to SWaM suppliers	85%	91.0%	92.0%	94.7%	↔
	Initiate a significant new automation project annually <sup>1</sup>	The university will initiate a significant automation project annually to promote an efficient administrative culture	6 projects during 2006-12 planning period	7	6	4	↔
	Increase in composition of diversity of the faculty and staff	Workforce Composition - Tenured and Tenure-Track Faculty (snapshot data as of September 30; underrepresented does not include those self-identifying as Asian)	Underrepresented	6.6%	6.9%	7.1%	
			Women	27.2%	27.3%	27.6%	
		Workforce Composition - All Staff (snapshot data as of September 30; underrepresented includes those self-identifying as Asian)	Underrepresented	7.7%	7.1%	7.7%	
			Women	59.9%	60.9%	60.3%	
	New Hires - Tenured and Tenure-Track Faculty (data reflects annual totals from October 1 - September 30; underrepresented does not include those self-identifying as Asian)	New Hires - Tenured and Tenure-Track Faculty (data reflects annual totals from October 1 - September 30; underrepresented does not include those self-identifying as Asian)	Underrepresented	14.3%	10.3%	10.2%	
			Women	28.6%	33.0%	29.5%	
	New Hires - All Staff (data reflects annual totals from October 1 - September 30; underrepresented includes those self-identifying as Asian)	New Hires - All Staff (data reflects annual totals from October 1 - September 30; underrepresented includes those self-identifying as Asian)	Underrepresented	5.8%	4.8%	10.9%	
			Women	65.7%	64.7%	55.9%	
	Voluntary Departures - Tenured and Tenure-Track Faculty (comparison of census data from September 30 one year with data from September 30 the following year; underrepresented does not include those self-identifying as Asian)	Voluntary Departures - Tenured and Tenure-Track Faculty (comparison of census data from September 30 one year with data from September 30 the following year; underrepresented does not include those self-identifying as Asian)	Underrepresented	4.5%	7.1%	6.5%	
			Women	2.8%	3.8%	2.2%	
	Voluntary Departures - Staff (comparison of census data from September 30 one year with data from September 30 the following year; underrepresented includes those self-identifying as Asian)	Voluntary Departures - Staff (comparison of census data from September 30 one year with data from September 30 the following year; underrepresented includes those self-identifying as Asian)	Underrepresented	7.8%	7.5%	8.9%	
			Women	5.4%	6.5%	6.6%	
	Voluntary turnover rate for staff	Number of voluntary departures as a percentage of total staff employees	7 - 11%	4.8%	6.2%	6.8%	↑
	Progress towards 1.0 market ratio of average staff salary to market	Overall ratio of staff salaries to identified market benchmarks	100%	94.0%	99.0%	98.0%	↑
Campus Infrastructure	Classroom Utilization Rate (measured biennially)	The utilization rate reflects an overall use of campus "stations" or seats in rooms by the ratio of seats occupied to total seats available.	60%	72.7%	-	69.9%	↔
	Classroom Laboratory Utilization Rate (measured biennially)	The utilization rate reflects an overall use of campus "stations" or seats in rooms by the ratio of seats occupied to total seats available.	75%	67.5%	-	65.8%	↔
	Police Department Average Emergency Response Time	The response time is measured from the time the Communications Officer dispatches the call until the officer arrives on scene	< 3 min	< 3 min	< 3 min	< 3 min	↔
	Compliance with Best Practices of Virginia Crime Commission	This measures tracks the level of compliance with all applicable Best Practices recommended by the Virginia Crime Commission and mandated by SCHEV	95%	96.0%	96.0%	96.0%	↔
	Percentage of accounts payable processed on time	Percentage of accounts payable that are processed within the timeframe specified by the contract; or if a contract is not in existence, thirty calendar days after the receipt of a proper invoice, or thirty days after the receipt of goods or services, whichever is later.	95%	98.6%	97.8%	97.9%	↔
Resource Development	Incremental institutional need based financial aid of \$1,000,000 per year to offset tuition increases	<b>Three year rolling average</b> increase of \$1,000,000 per year allocated to need based student financial aid programs to offset tuition increases from university restricted or unfunded scholarships or other intitutional funds	\$1,000,000	\$1,124,646	\$1,157,939	\$1,160,985	↔
	University debt ratio	The university's actual annual debt service as a percent of its total operating expenses	= or < 7%	3.5%	3.5%	3.7%	↔
	Central funding of research computing <sup>2</sup>	The university will centrally commit funding for the investment in research computing, enabling expanded computational science based research. The investment will be calculated as a percentage of the annual externally funded research expenditures for the previous year.	3%	3.2%	3.3%	3.3%	↔
	Endowment Market Value	The market value of endowment assets managed by the Virginia Tech Foundation	\$700M	\$502.4M	\$600.6M	\$594.8M	↔
	VT Foundation Assets	The growth in VT Foundation assets.		\$1.0236B	\$1.155B	\$1.2107B	
	Annual Fundraising total (cash flow) at face value	Annual Cash flow is the total amount of gifts (cash and non-cash) received for the fiscal year, including irrevocable deferred gifts reported at face value; this amount includes pledge payments, but does not include outstanding pledge balances or bequest expectancies. Number will differ from campaign totals.	\$100M	\$81.8M	\$92.2M	\$76.2M	↓

Notes:

<sup>1</sup> The university completed the implementation of (1) Cayuse 424 Proposal Submission System, (2) Going Google, (3) Banner Enterprise Identity Services, and (4) PDPlus.<sup>2</sup> The recommendation of the University High Performance Computing Committee in 2009 was to increase this investment to 3% by 2012. The actual dollar amount for FY2012 was \$8,175,349.

KEY: Arrows depict data trend and performance toward target when available

↑	Performance is improving annually (meeting targeted expectations)	↔	Performance is level (meeting targeted expectations)	↓	Performance is declining where improvement was expected (NOT meeting targeted expectations)
↑	Performance trend shows improvement (NOT meeting targeted expectations)	↔	Performance is level where improvement was expected (NOT meeting targeted expectations)	↓	Performance is declining significantly (NOT meeting targeted expectations)
Gray Background	Gray Background = No Targeted Expectations				

# Annual Progress Report: *Update to the University Plan 2006 - 2012*

Board of Visitors  
November 4, 2012



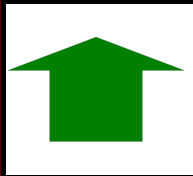
VirginiaTech

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

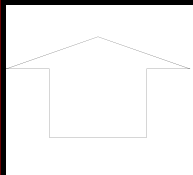
# Development of Scorecard

- 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

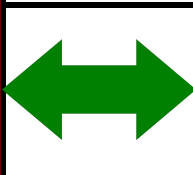
# Scorecard Indicators Key



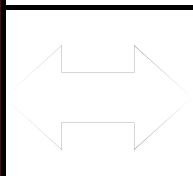
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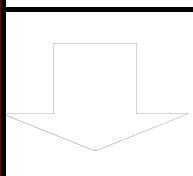
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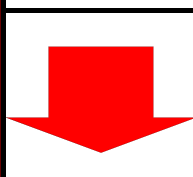
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Performance is level or mixed, and not improving where a performance improvement is expected.



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# Overview of Indicators Supporting Scholarship Domains

Scorecard - University Strategic Plan Goals 2006-2012  
Scholarship Domains

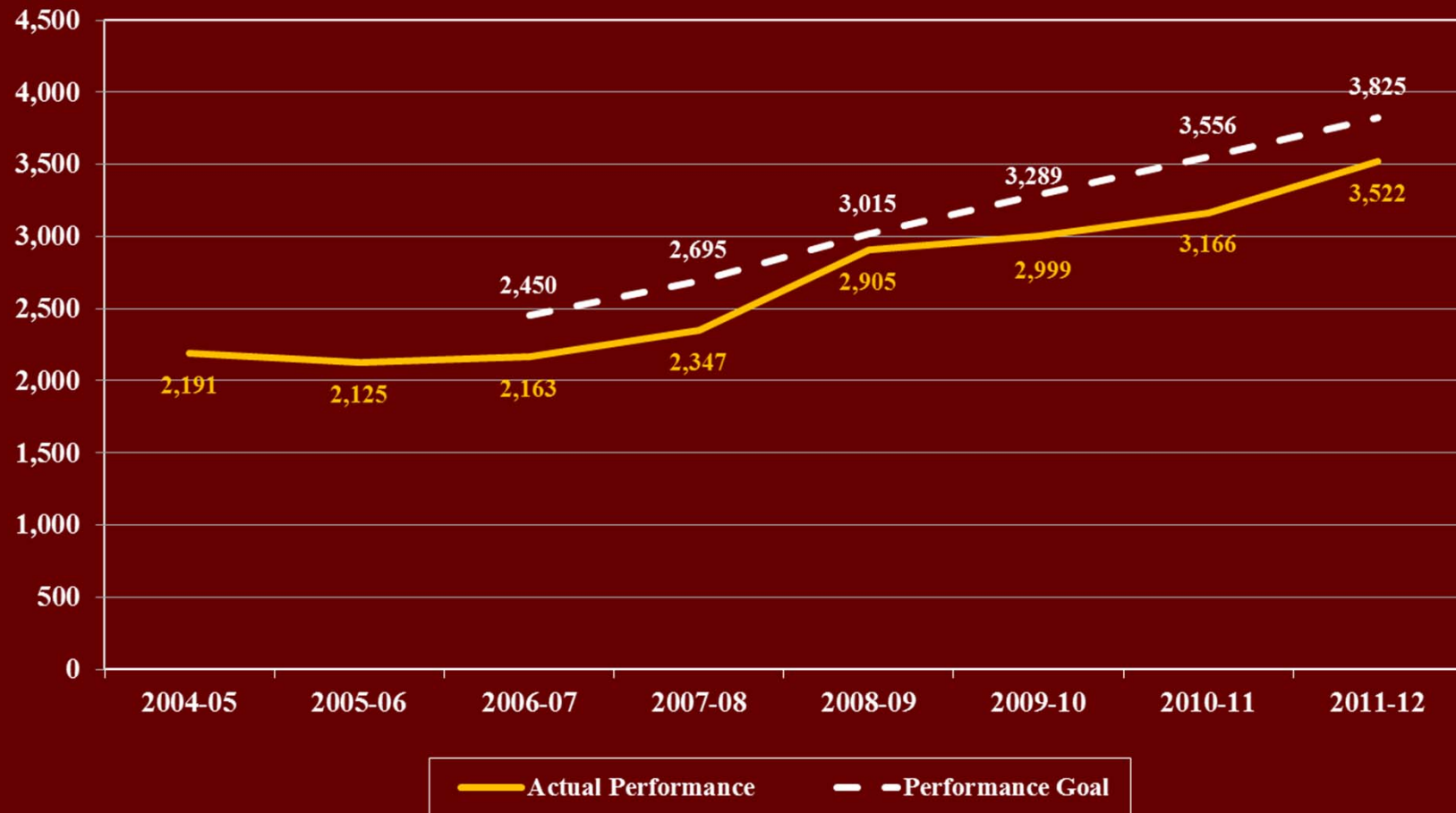
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	Count and average value of sponsored awards	As reported in Sponsored Programs datawarehouse dashboard	2,589 Awards \$113,608 Avg Value in FY 2011-12	Number of awards up 5% but average value down 10% from 2009-10. ↔
	Faculty arts and humanities awards, fellowships and memberships.	Derived from a list of prestigious awards on the AAU website and an internal list of major awards and recognitions.	50 Awards in 2011-12	Significantly higher as AAU has expanded its list of recognized awards. ↑
	Number of post-doctoral appointments reported to National Science Foundation	As reported annually to the National Science Foundation	210 Post-Doctoral Appointments in Fall 2012	Three-year trend for post-docs is level. ↔
Engagement	Annual number of new licenses and start-ups	As reported in the Annual Association of University Technology Managers (AUTM) licensing survey	32 Licenses 6 Start-Ups in FY 2011-12	Three-year trend for for licenses is mixed. Start-ups are down from 4 in 2009-10. ↔
	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.	1,369 (24%) Foreign Language 1,144 (20%) Study Abroad 2,029 (36%) Either in 2011-12 AY	Foreign language study count is up by 11%, but the study abroad count is down by 9% since 2009-10. ↔
	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.	4,337 Service Learning 9,076 Experiential Learning in 2011-12 AY	Service learning count is up by 21% and the experiential learning count is up by 14% since 2009-10. ↑

**Scorecard - University Strategic Plan Goals 2006-2012**  
**Scholarship Domains**

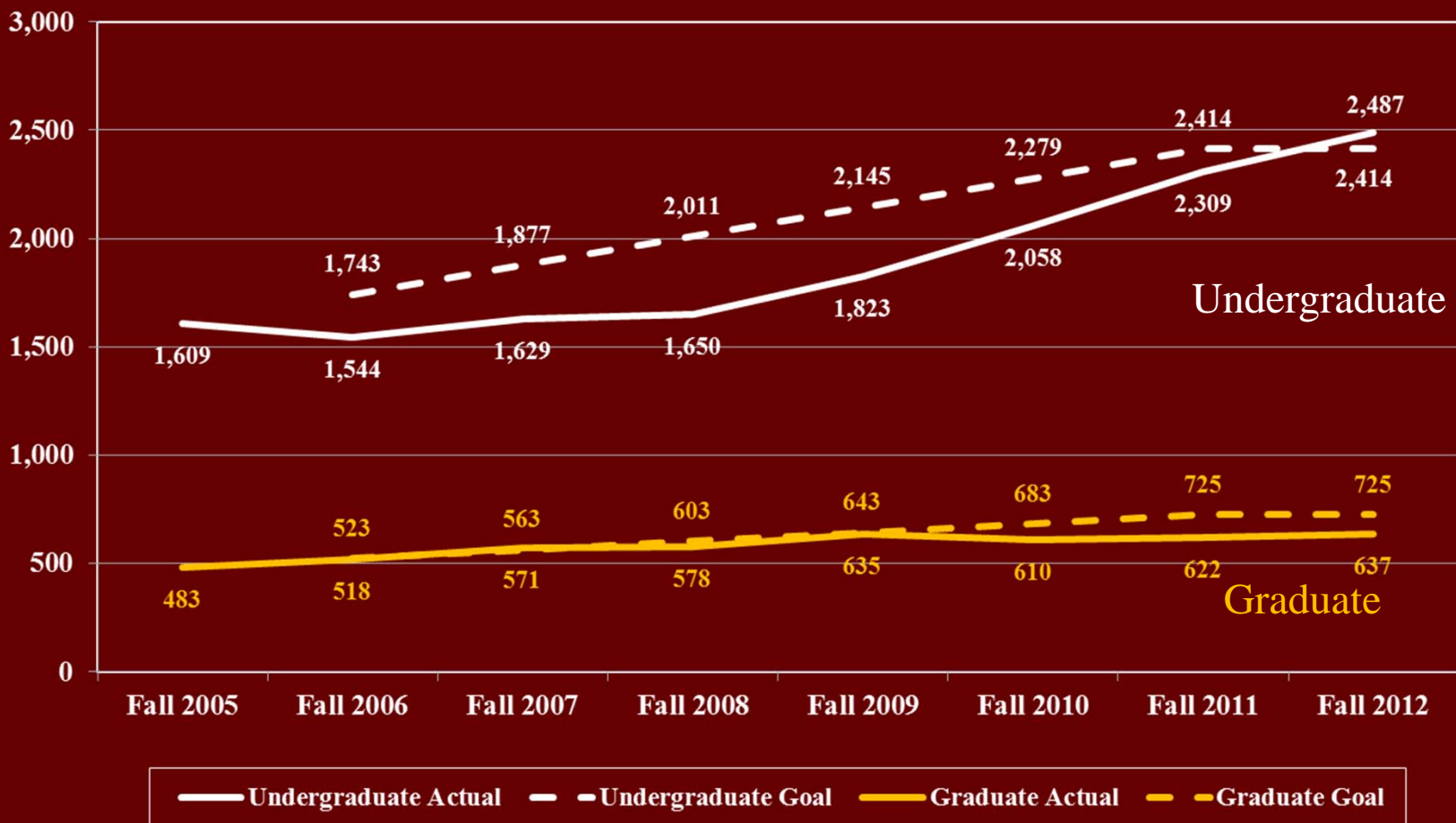
		College Three-Year Trend								University Scorecard
MEASURE(S)		1	2	3	4	5	6	7	8	
Learning	Number of graduating undergraduates who participated in research experiences	↑	↔	Not Applicable	↑	↑	↔	↔	↑	↑
	Underrepresented student enrollment	↑	↑	↑	↑	↑	↑	↑	↑	↑
	Underrepresented students entering the freshman class	↔	↓	Not Applicable	↑	↓	↑	↑	↔	↑
	Percent of entering students who attended First-Year Experience courses	↓	↓	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	↑	↔	↓	↑	↔	↔	↔	↔	↔
	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	↑	↑	↑	↔	↑	↑



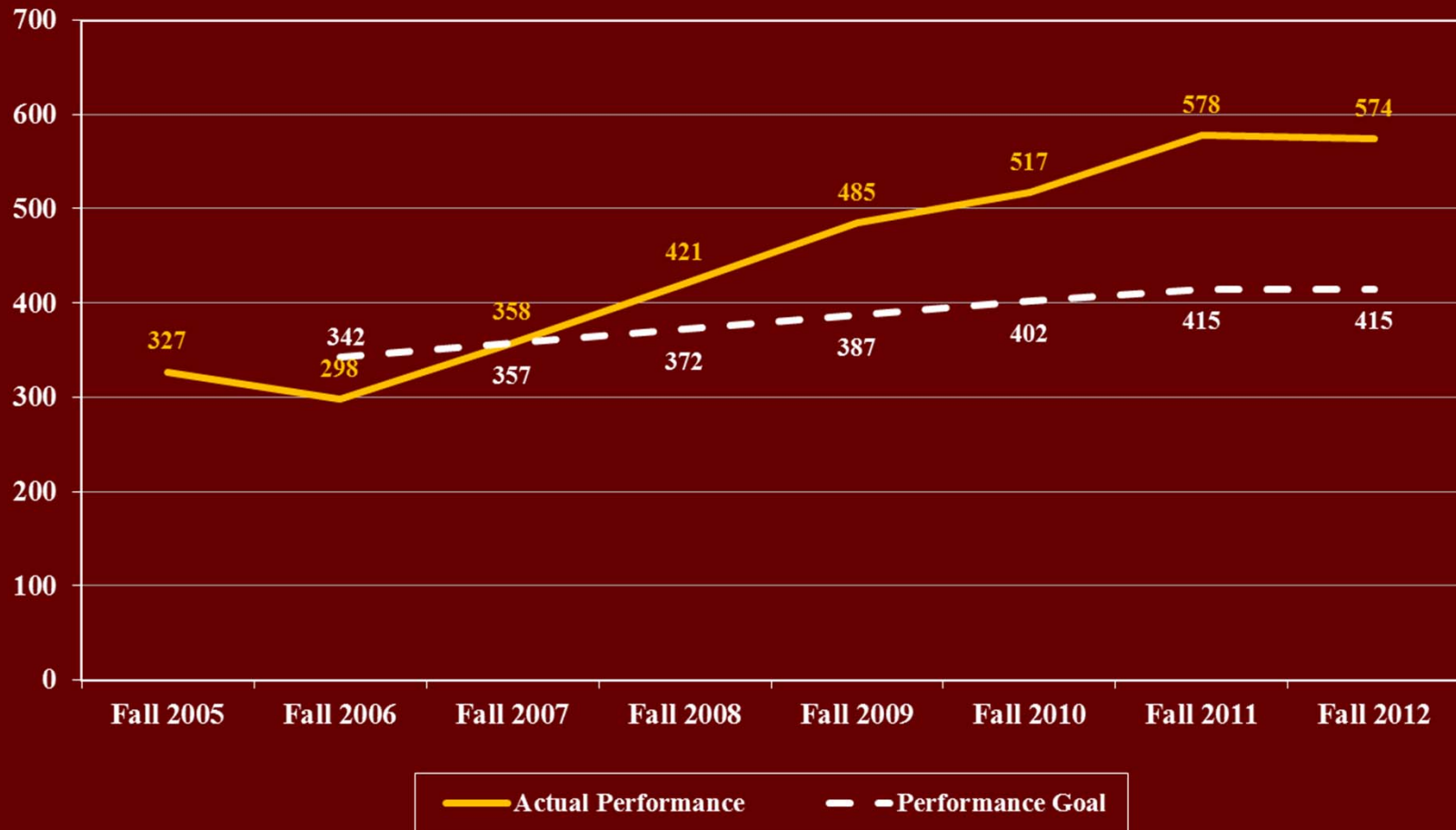
# The number of graduating undergraduates who participated in research experiences.



# Underrepresented student enrollment.

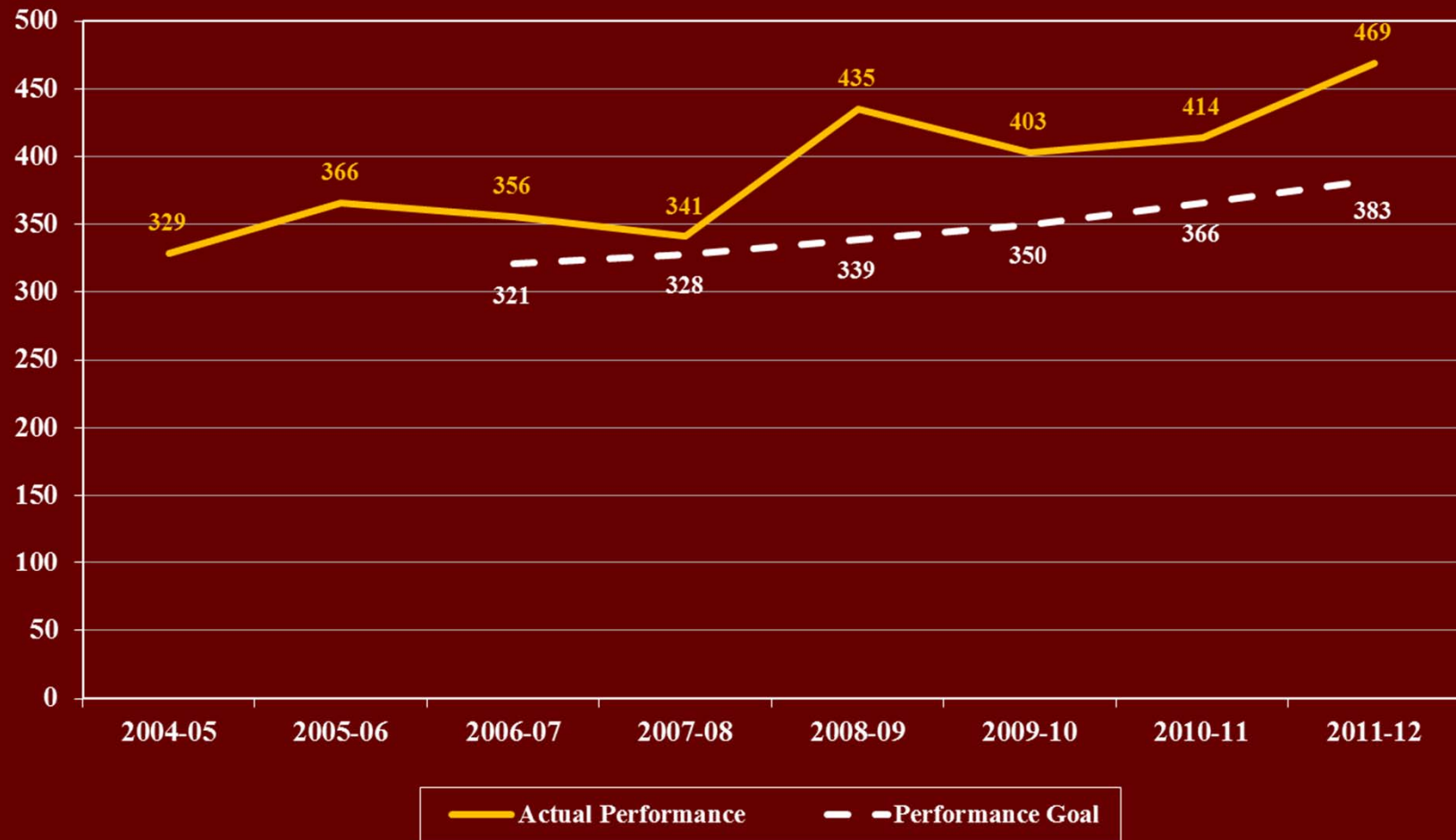


# Underrepresented students entering the freshman class.

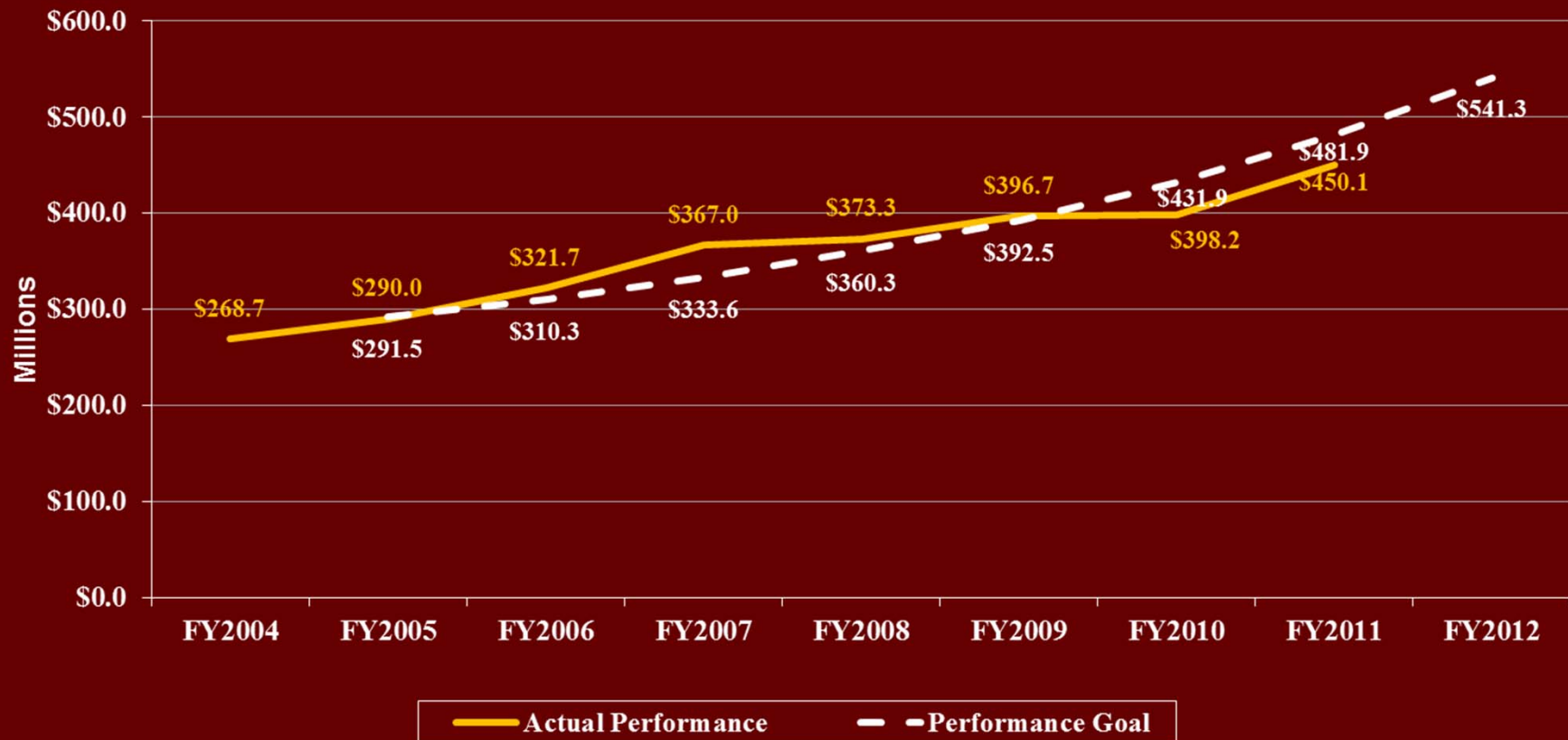




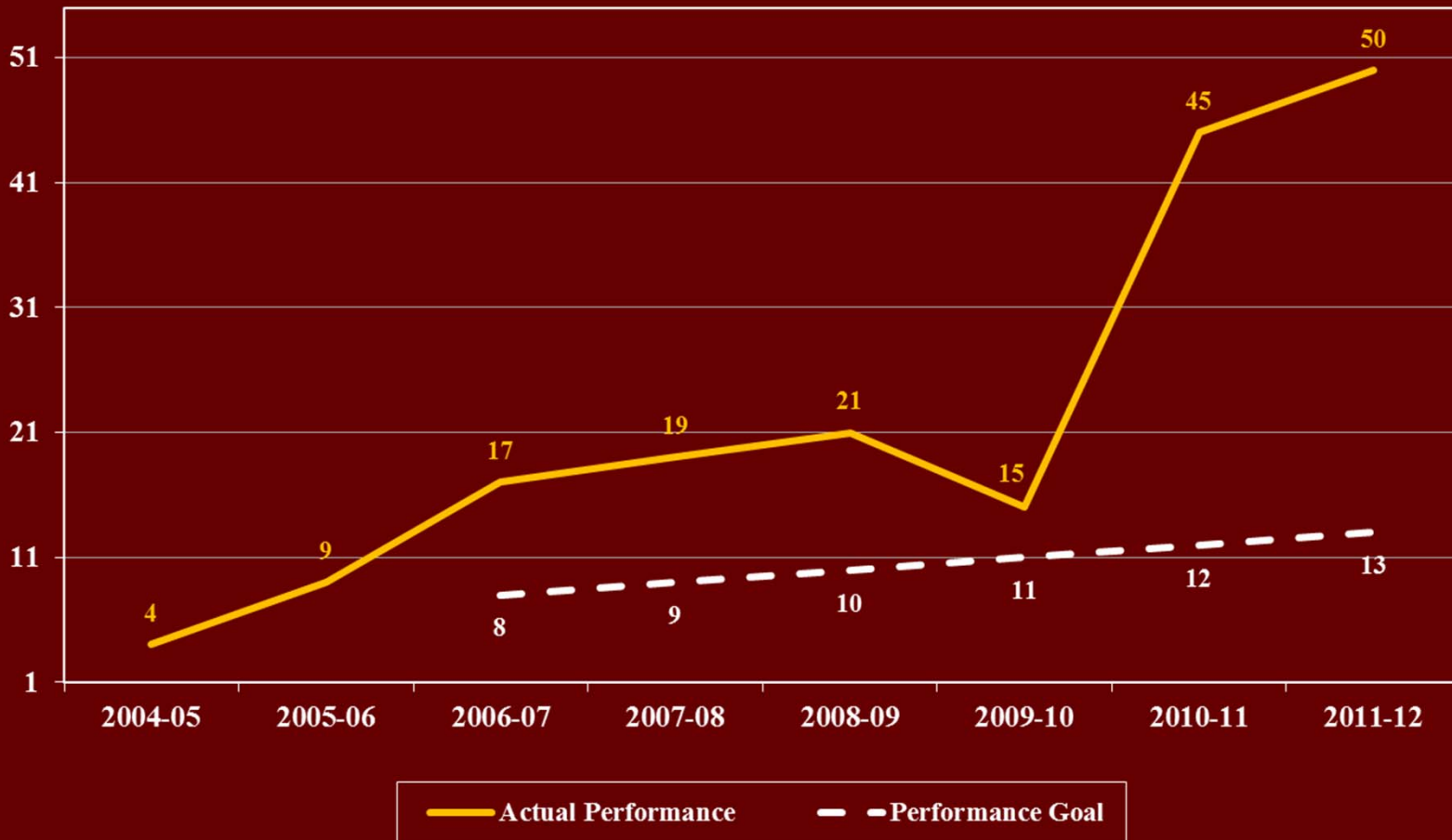
# PhDs and EdDs awarded.



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

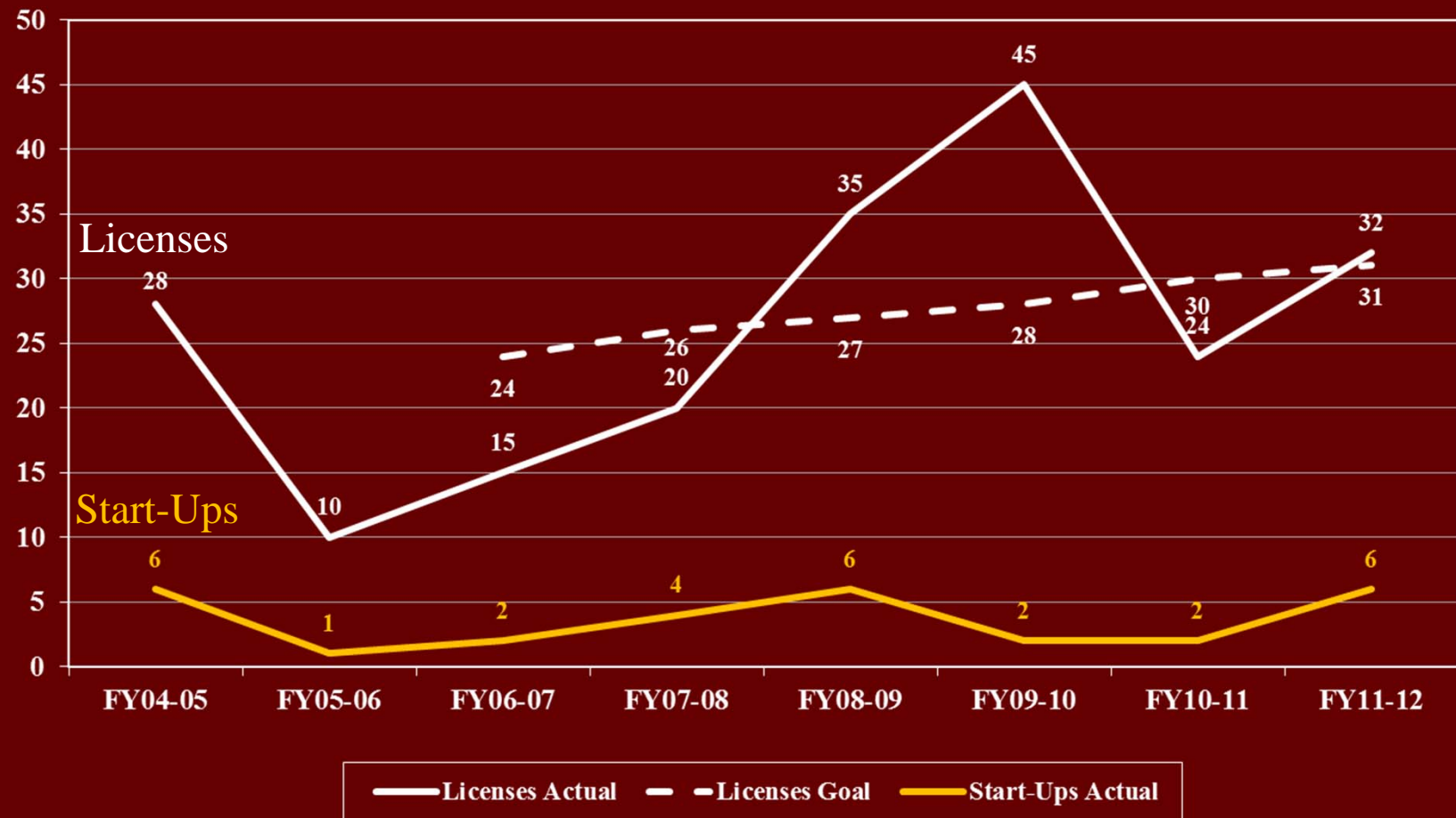


# Faculty arts and humanities awards, fellowships and memberships.

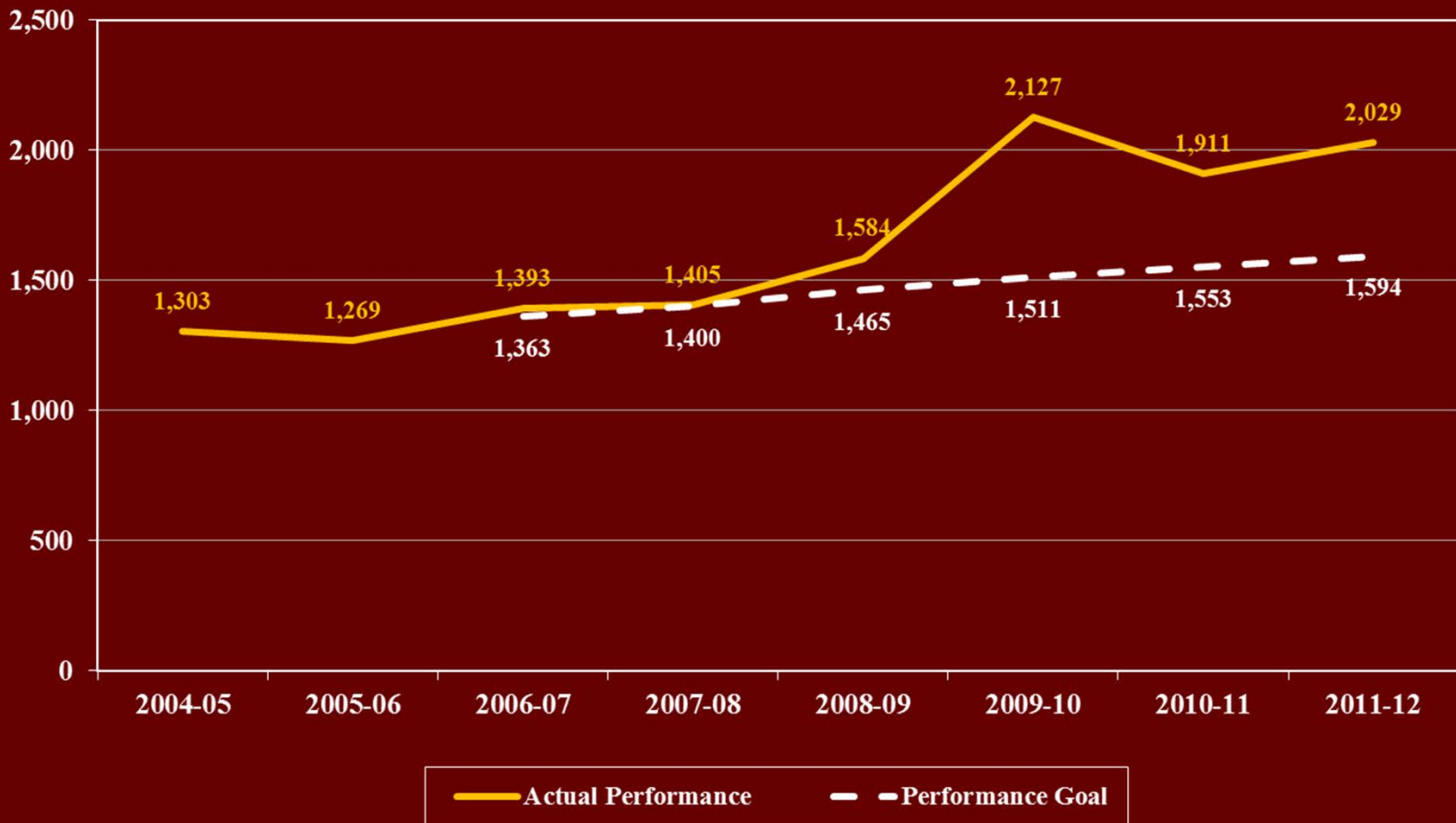




# Annual number of new licenses and start-ups



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



# New Metrics for the 2012-2018 Planning Horizon

- STEM-H Degrees Awarded
- Enrollments in Special Sessions
- Enrollments in Virtual and Technology-Assisted Learning
- Expenses Compared to Base Budget Adequacy Computation
- Licensing Income (replacing number of licenses and start-ups metric)

# Indicators Supporting Foundation Strategies



# Foundation Strategies Scorecard

Scorecard - University Strategic Plan Goals 2006-2012  
Foundation Strategies

	Measure	Metric Definition and Information Source(s)	Target FY2012	FY2010	FY2011	FY2012	3 yr Trend
Organizational Development	Progress of faculty salaries towards 60th percentile of SICHEV peers	SICHEV methodology of computing the percentile rank of the university's Authorized Salary Level as compared with peer institutions	60%	33.0%	27.0%	25.0%	↓
	Percentage of Graduate Health Insurance funded	Percentage of the annual health insurance premium for Graduate Students on assistantships funded under the university's program	90%	87.5%	90.0%	90.0%	↔
	Expenditures with SWMail supplies	Actual expenditures as measured by percentage of annual goal achieved; this is not a static measure, as expenditures increase, achieving the same percentage increases dollars flowing to SWMail supplies	85%	91.0%	92.0%	94.7%	↔
	Initiate a significant new automation project annually <sup>1</sup>	The university will initiate a significant automation project annually to promote an efficient administrative culture	6 projects during 2006-12 planning period	7	6	4	↔
	Increase in composition of diversity of the faculty and staff	Workforce Composition - Tenured and Tenure-Track Faculty (snapshot data as of September 30; underrepresented does not include those self-identifying as Asian)	Underrepresented	6.0%	6.9%	7.1%	
		Workforce Composition - All Staff (snapshot data as of September 30; underrepresented includes those self-identifying as Asian)	Underrepresented	27.2%	27.3%	27.6%	
		New Hire - Tenured and Tenure-Track Faculty (data reflects annual totals from October 1 - September 30; underrepresented does not include those self-identifying as Asian)	Underrepresented	7.1%	7.1%	7.7%	
		New Hire - All Staff (data reflects annual totals from October 1 - September 30; underrepresented includes those self-identifying as Asian)	Underrepresented	59.9%	60.9%	60.3%	
		Voluntary Departures - Tenured and Tenure-Track Faculty (comparison of census data from September 30 one year with data from September 30 the following year; underrepresented does not include those self-identifying as Asian)	Underrepresented	14.3%	15.3%	10.3%	
		Voluntary Departures - All Staff (comparison of census data from September 30 one year with data from September 30 the following year; underrepresented includes those self-identifying as Asian)	Underrepresented	28.6%	33.0%	29.5%	
		Voluntary Departures - Staff (comparison of census data from September 30 one year with data from September 30 the following year; underrepresented includes those self-identifying as Asian)	Underrepresented	5.6%	4.6%	10.6%	
		Voluntary Departures - Women (comparison of census data from September 30 one year with data from September 30 the following year; underrepresented includes those self-identifying as Asian)	Underrepresented	65.7%	64.7%	55.6%	
	Voluntary turnover rate for staff	Number of voluntary departures as a percentage of total staff employees	7 - 11%	4.6%	6.2%	6.6%	↑
	Progress towards 1.5 market ratio of average staff salary to market	Overall ratio of staff salaries to identified market benchmarks	100%	94.0%	98.0%	98.0%	↑
Campus Infrastructure	Classrooms Utilization Rate (measured biennially)	The utilization rate reflects an overall use of campus "stations" or seats in rooms by the ratio of seats occupied to total seats available.	60%	72.7%	-	69.6%	↔
	Classroom Laboratory Utilization Rate (measured biennially)	The utilization rate reflects an overall use of campus "stations" or seats in rooms by the ratio of seats occupied to total seats available.	75%	67.5%	-	65.6%	↔
	Police Department Average Emergency Response Time	The response time is measured from the time the Communications Officer dispatches the call until the officer arrives on scene	< 3 min	< 3 min	< 3 min	< 3 min	↔
	Compliance with Best Practices of Virginia Crime Commission	This measure tracks the level of compliance with all applicable Best Practices recommended by the Virginia Crime Commission and mandated by SICHEV	95%	96.0%	96.0%	96.0%	↔
	Percentage of accounts payable processed on time	Percentage of accounts payable that are processed within the timeframe specified by the contract; or if a contract is not in existence, thirty calendar days after the receipt of a proper invoice, or thirty days after the receipt of goods or services, whichever is later.	95%	96.6%	97.6%	97.9%	↔
Financial Development	Incremental institutional need based financial aid of \$1,000,000 per year to offset tuition increases	Three year rolling average increase of \$1,000,000 per year allocated to need based student financial aid programs to offset tuition increases from university restricted or unfunded scholarships or other institutional funds	\$1,300,000	\$1,124,648	\$1,157,609	\$1,160,865	↔
	University debt ratio	The university's actual annual debt service as a percent of its total operating expenses	= or < 7%	3.5%	3.5%	3.7%	↔
	Central funding of research computing <sup>2</sup>	The university will centrally commit funding for the investment in research computing, enabling expanded computational science based research. The investment will be calculated as a percentage of the annual externally funded research expenditures for the previous year.	3%	3.5%	3.3%	3.3%	↔
	Endowment Market Value	The market value of endowment assets managed by the Virginia Tech Foundation	\$790M	\$502.4M	\$600.6M	\$594.6M	↔
	VT Foundation Assets	The growth in VT Foundation assets.		\$1,023M	\$1,155M	\$1,210M	
	Annual Fundraising total (cash flow) at face value	Annual Cash flow is the total amount of gifts (cash and non-cash) received for the fiscal year, including irrevocable deferred gifts reported at face value; this amount includes pledge payments, but does not include outstanding pledge balances or bequest expectancies. Number will differ from campaign totals.	\$190M	\$81.8M	\$92.2M	\$78.2M	↓

<sup>1</sup> The university completed the implementation of (1) Cayuse QM4 Proposal Submission System, (2) Going Google, (3) Banner Enterprise Identity Services, and (4) POPPlus.

<sup>2</sup> The recommendation of the University High Performance Computing Committee in 2008 was to increase this investment to 3% by 2012. The actual dollar amount for FY2012 was \$8,175,346.

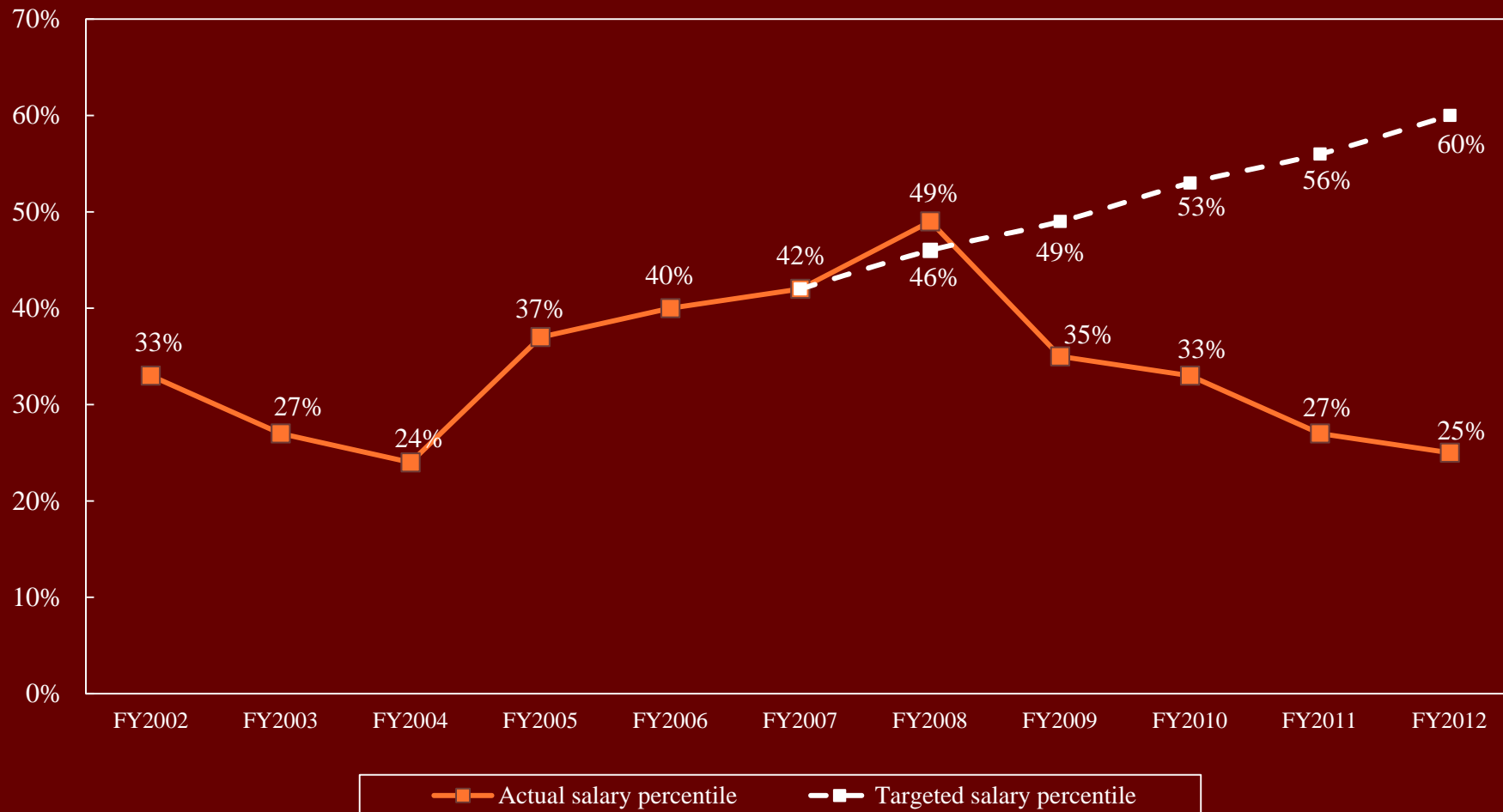
NOTE: Arrows depict data trend and performance toward target when available

↑	Performance is improving annually (meeting targeted expectations)	↔	Performance is level (meeting targeted expectations)	↓	Performance is declining where improvement was expected (NOT meeting targeted expectations)
↑	Performance trend shows improvement (NOT meeting targeted expectations)	↔	Performance is level where improvement was expected (NOT meeting targeted expectations)	↓	Performance is declining significantly (NOT meeting targeted expectations)
Gray Background	Gray Background = No Targeted Expectations; black arrows reflect simple data trends				

# Indicators for Organizational Development

↓ Progress of faculty salaries towards 60<sup>th</sup>  
percentile

# Progress of faculty salaries towards 60<sup>th</sup> percentile of SCHEV peers



# Indicators for Organizational Development

↔ Initiate a significant new automation project annually



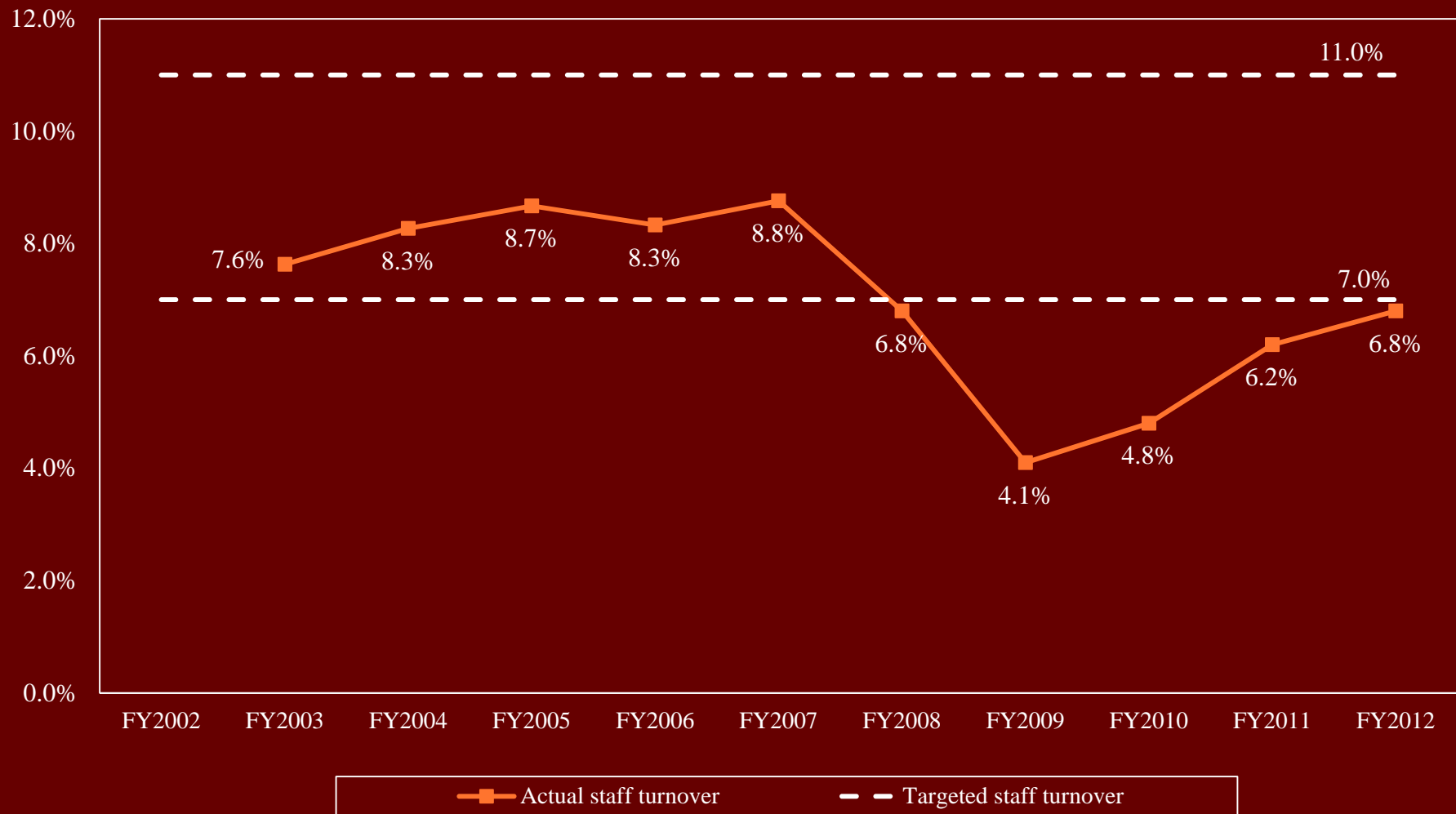
# Significant Automation Projects FY2012

1. Cayuse 424 Proposal Submission System
2. Going Google
3. Banner Enterprise Identity Services
4. PDPlus

# Indicators for Organizational Development

↑ Voluntary Turnover Rate for Staff

# Voluntary Turnover Rate for Staff

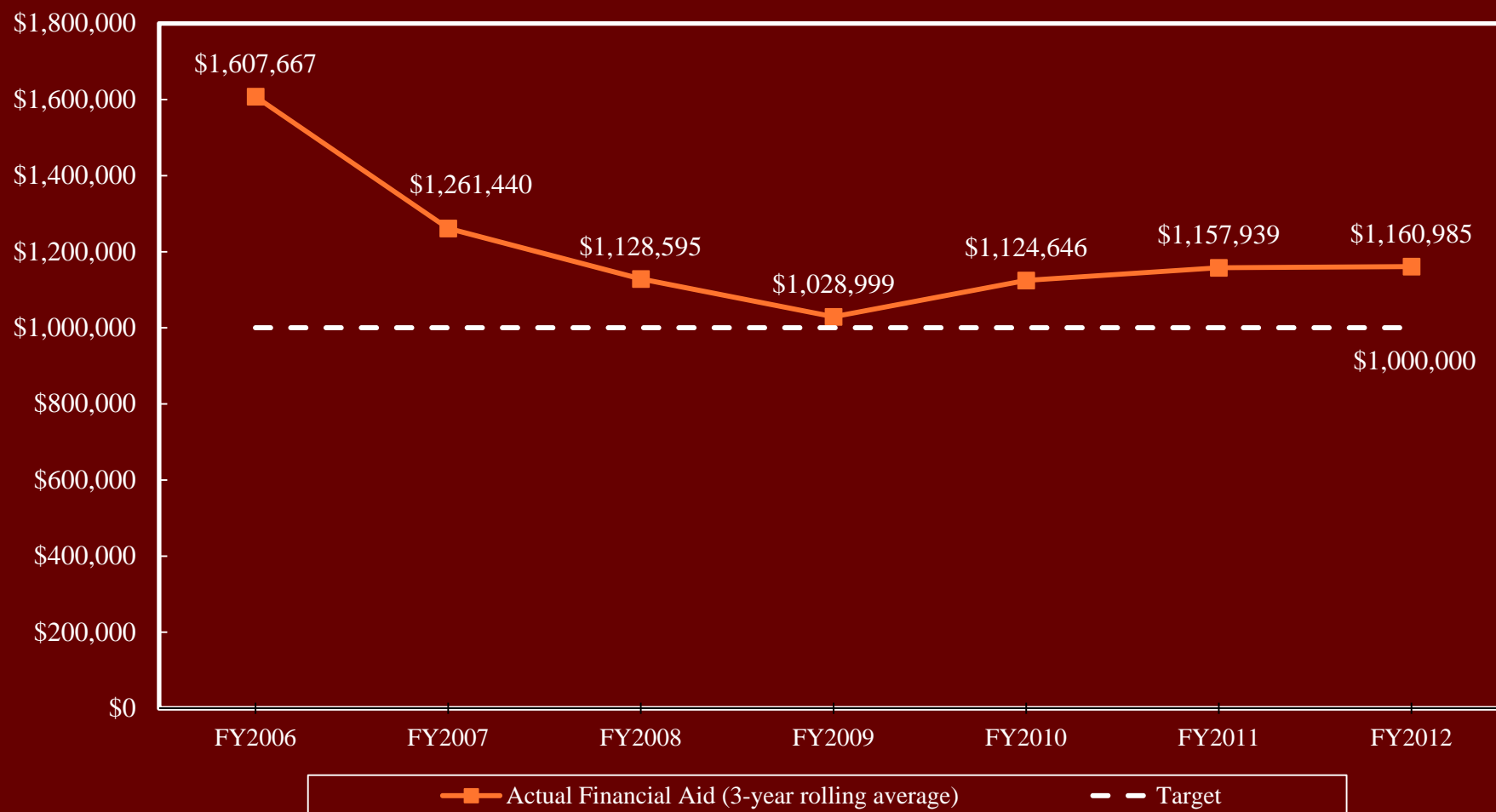


# Measures for Effective Resource Development

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



# Incremental Institutional Need Based Financial Aid



# Central Funding of Research Computing

Actual for FY2012

3.3%

or

\$8,175,349

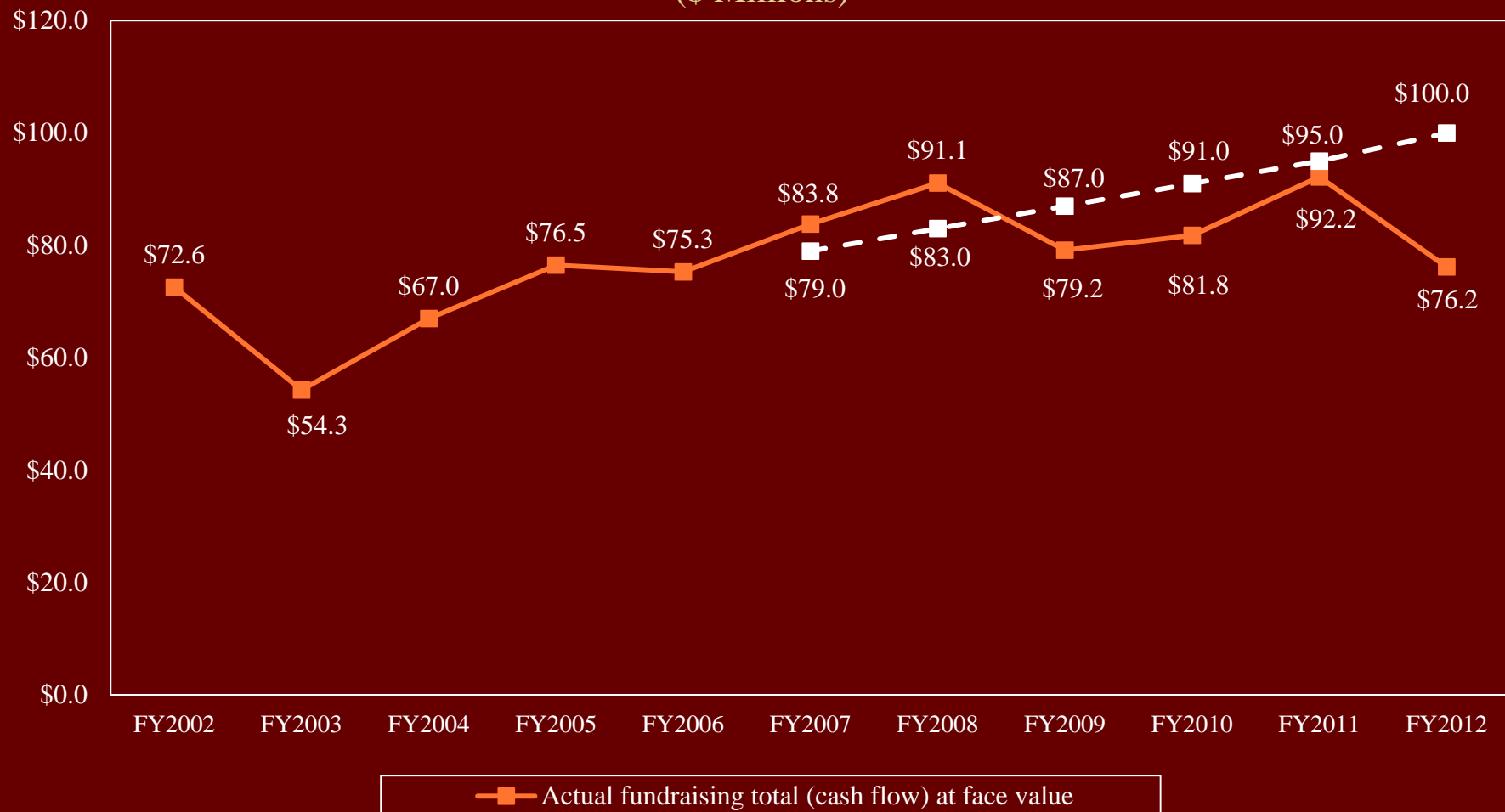
Calculated as a percentage of the annual externally funded  
research expenditures for the previous year

# Measures for Effective Resource Development

↓ Annual Fundraising total (cash flow) at face value

# Annual Fund Raising (cash flow) at Face Value

(\$ Millions)





# Updates to Metrics for the 2012-18 Planning Horizon

- Create new indicators to align with the Plan for a New Horizon
- Develop more meaningful measurements to replace existing ones, as appropriate
- Continue to report on metrics required by the Restructuring Act management agreements

# Questions?

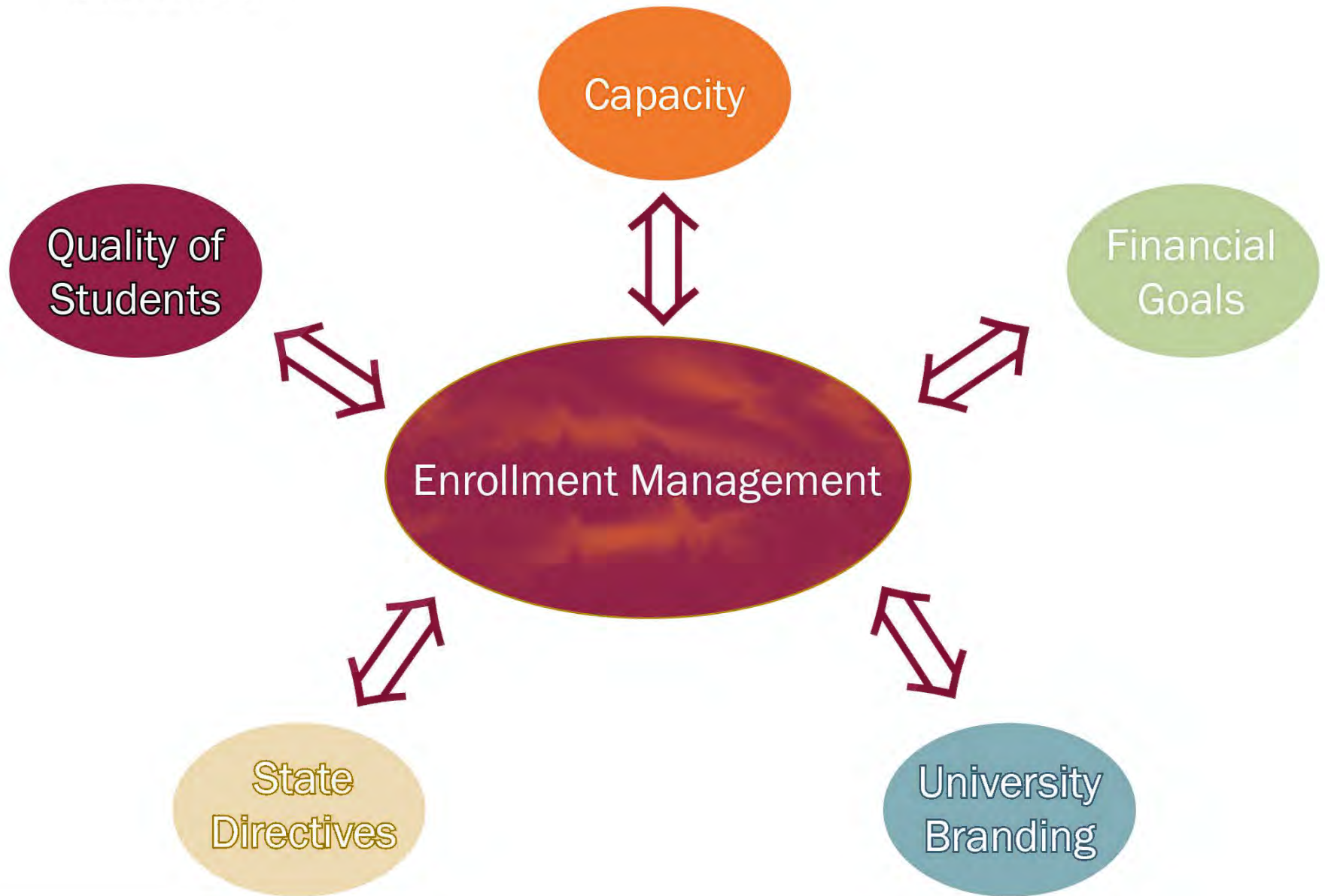
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# Enrollment & Degree Management

*Virginia Tech  
Board of Visitors*

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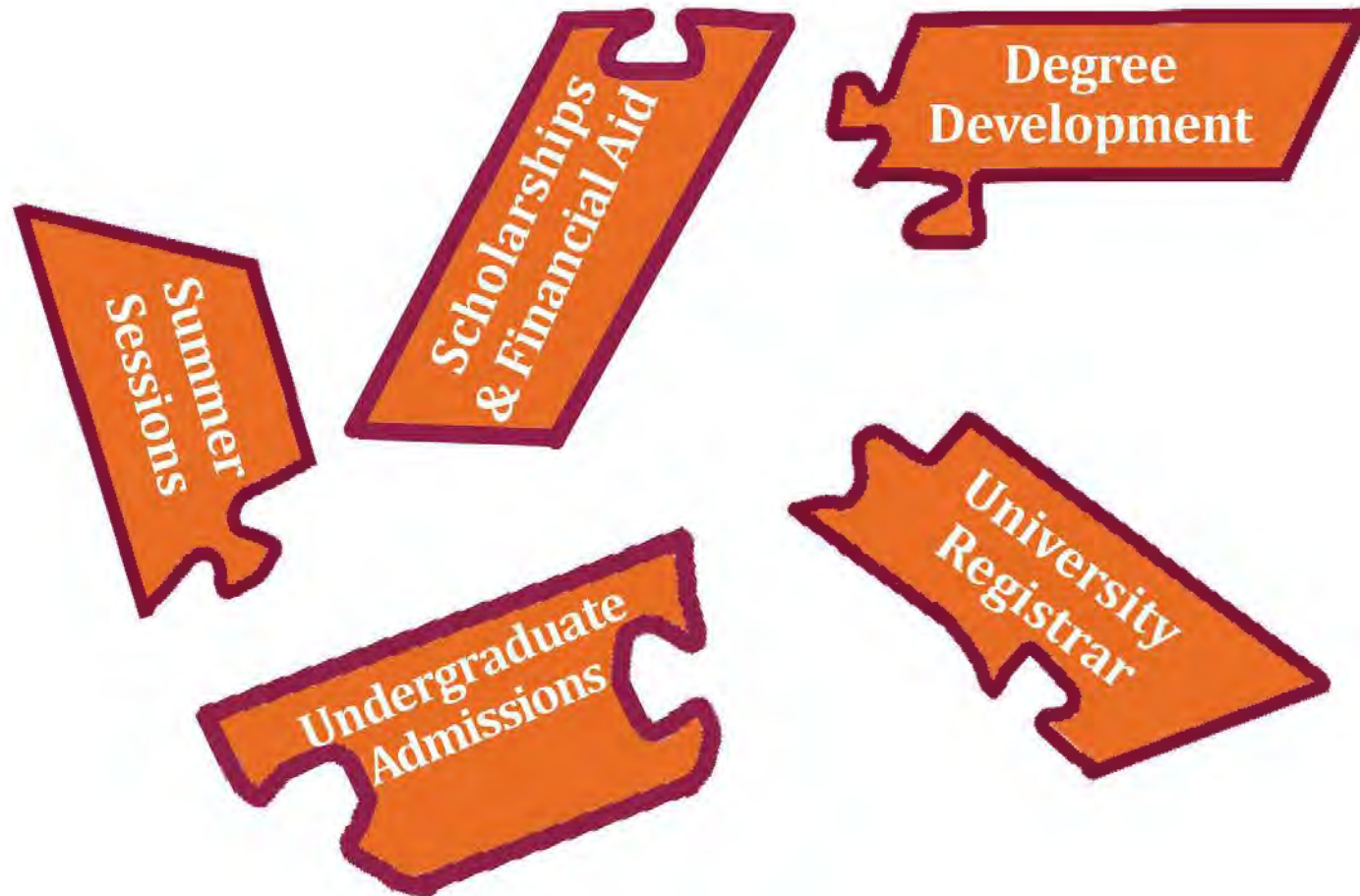
*November 4, 2012*





“[...] collaboration, coordination,  
and communication across all  
levels of the university.”

*Envisioning Virginia Tech  
2012-2018*





## **Mission**



**Strategic Planning**

**Managing Resources**

**Access & Affordability**

**Recruitment & Retention**

**Targeted Enrollment**



VirginiaTech  
*Invent the Future*

Virginia Tech  
Enrollment & Degree Management

# Strategic Planning

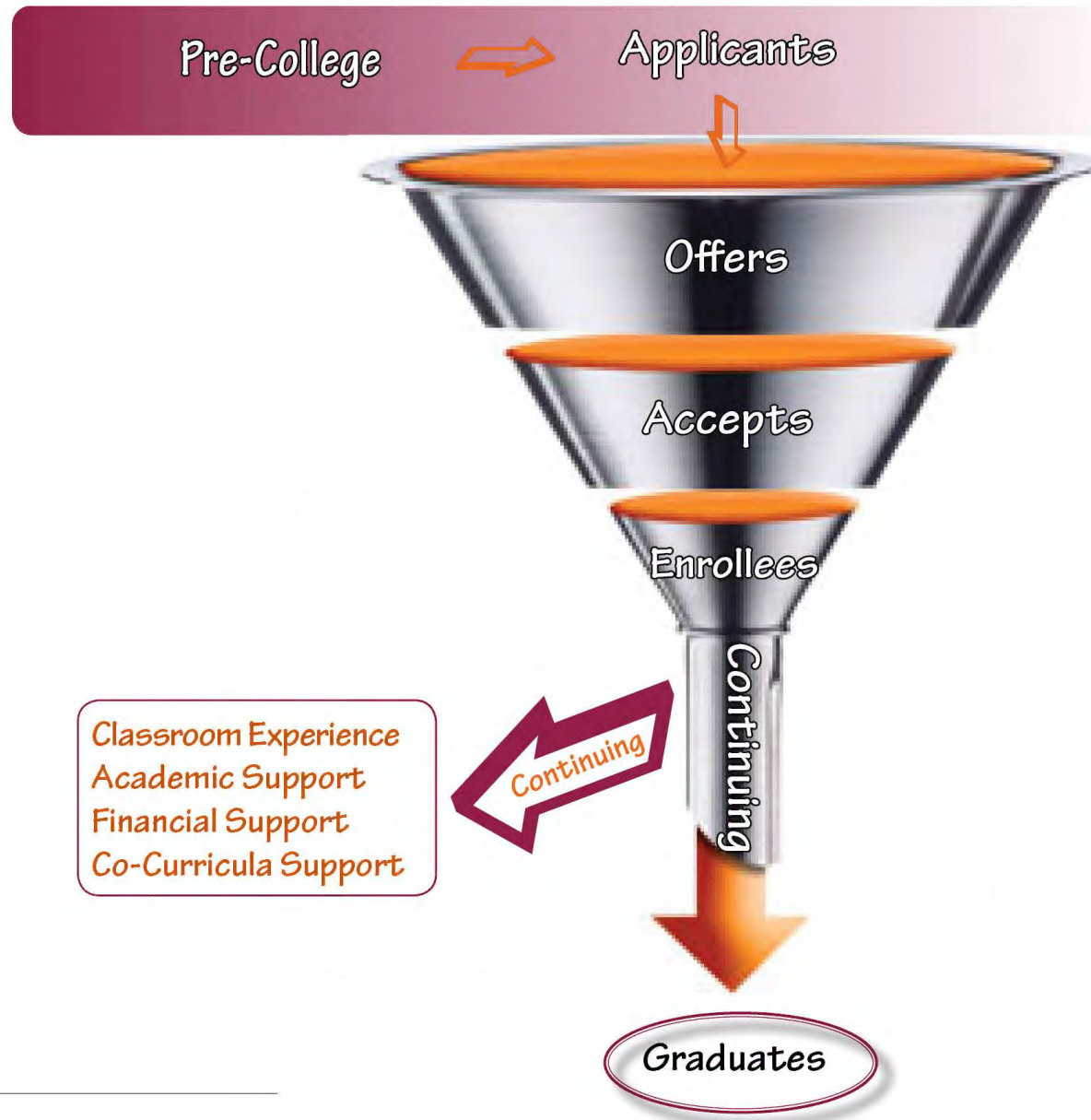
University

Colleges

Departments

Enrollment & Degree  
Management









## Strengths

S

Curriculum

Quality of Students

Advising

Programming for Academic Support

Environment

Virginia Tech Brand

## Weaknesses

W

Communication of Goals

Capacity Limitations

Instructional Expansion

Scholarships

## Opportunities

O

Collaboration

Expansion of Access

Innovative and Accelerated  
Degree Paths

Year Round Utilization of Facilities

New Revenue Sources

## Threats

T

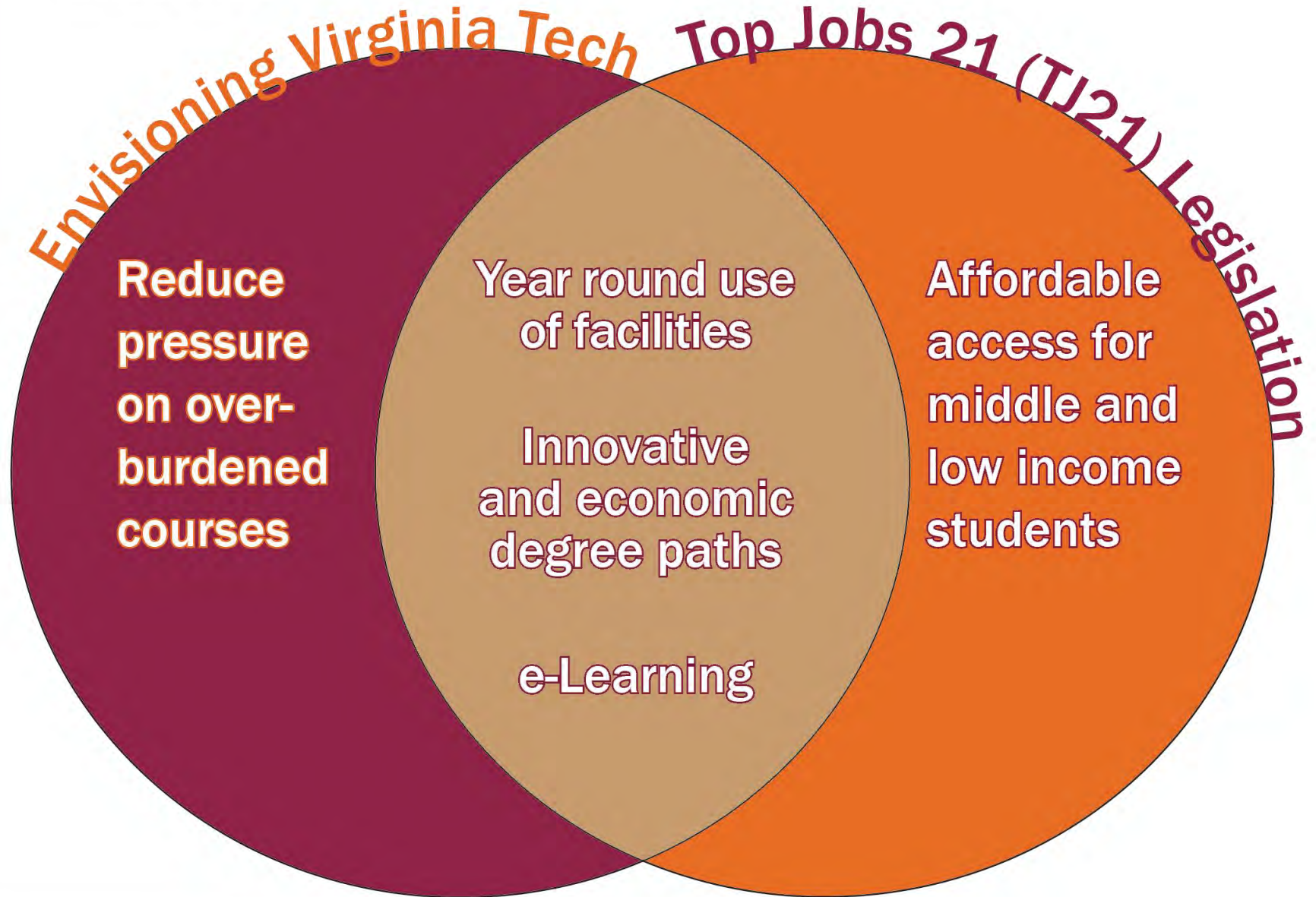
Economic Instability

Insufficient Capacity

Unfunded Mandates

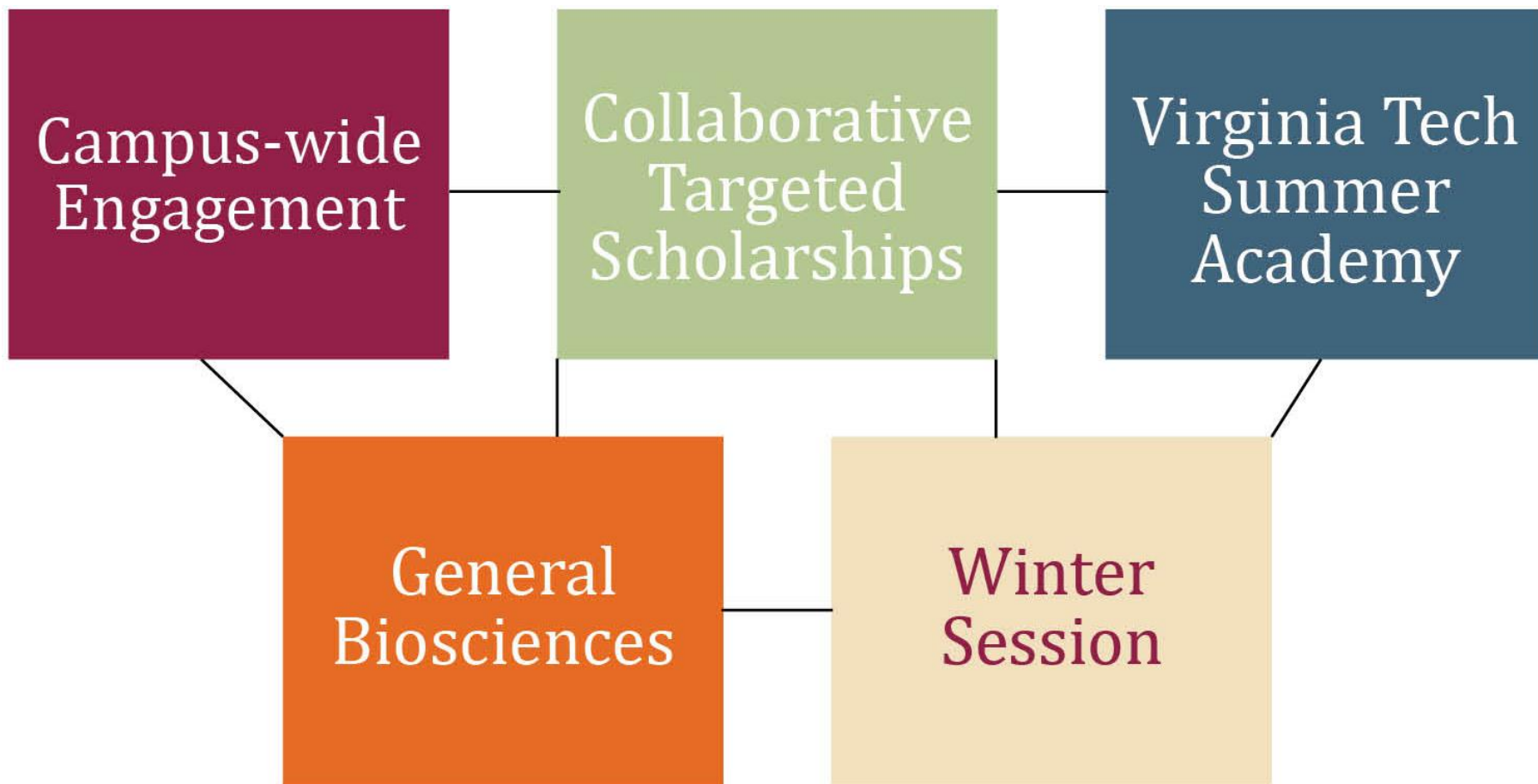
Time to Pivot

Challenges with Degree  
Revision and Innovations





## Early Initiatives





## **Looking Forward:**

- **Winter Session**
  - **December 2013-January 2014**
  - **4 Instructional Delivery Methods**
    - **Virtual Campus**
    - **Blended e-Learning**
    - **Education Abroad Experiences**
    - **Immersion**



**VirginiaTech**  
*Invent the Future*

**Virginia Tech**

**Enrollment & Degree Management**

# Virginia Tech Summer Academy







# Virginia Tech Summer Academy Objectives

## Progress Toward Degree



## Optimize Physical Resources



## Support Retention Initiatives



## Foster Faculty Collaboration



# Virginia Tech Summer Academy Curriculum



## Architecture & Design

These combined courses provide a total immersion experience into the world of architecture and design. Participants will be exposed to ways of perceiving and recording the built and natural environment through travel around the region, and to transform their findings in ways that enhance their design education.

**ARCH 2984: Design Thinking: Defying Preconceptions, 3 credits**

**ARCH 2984: Seeing Design: Transforming Observations, 3 credits**

This track is recommended for Architecture, Interior Design, Landscape Architecture, Industrial Design majors and University Studies students desiring to transfer to the School of Architecture + Design.



## Life Sciences

In this combination of courses, students will critically explore issues related to the scientific study of living organisms, such as plants, animals and human beings. The role of bioethics and technology will also be considered.

**BIOL 1106: Principles of Biology (Area 4), 3 credits**  
(Duplicates BIOL 1006)

**BIOL 1116: Principles of Biology Lab (Area 4), 1 credit**

**ENGL 1106: First Year Writing (Area 1), 3 credits**

This track is recommended for students majoring in the life sciences such as Agriculture, Biology, Environmental Science, and Food Science. Participants will be exposed to practitioners in the health professions.



## Virginia Tech Summer Academy Demographics

126 = Total Participants

9% = First Generation

13% = Cadets

65% = In State

35% = Out of State

Average GPA: 3.4







VirginiaTech  
Invent the Future

Virginia Tech

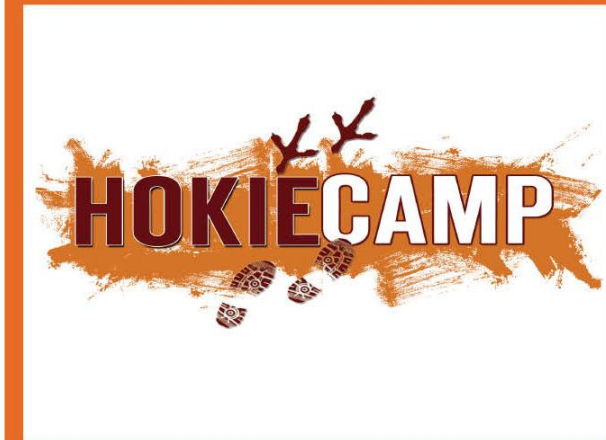
Enrollment & Degree Management

# Virginia Tech Summer Academy Student Success



# Virginia Tech Summer Academy **New Student Transition**

- **Orientation**
- **Hokie Camp**
- **Peer Mentors**
  - Residential based mentoring
  - Partnership with faculty
  - Co-curricular programming





## Looking Forward:

- **Summer 2013**
  - New Cohort
  - Expanded Curriculum
  - Transfer Summer Academy Initiative
  - Transfer Conditional Admission
  - Tracking and Assessment





## Straight from the Hokie's mouth...

"Everything I experienced in summer academy, I never experienced at home. My mom is handicapped and money is tight. [...] I'm the first one in my family to go to college. [...] I could not imagine starting my fall semester without doing summer [academy]. I would have been defeated from the get-go but I had the time and space to get acclimated."

*Student majoring in Animal & Poultry Sciences, Class of 2016*

"As a parent, I think the workshops, small classes, and expanded orientation have definitely given him a jump start on his freshman year. Between his AP classes and the Summer Academy, he is starting the fall semester with 21 credit hours. This gives him great flexibility over the course of his four years to explore a minor, graduate early, or just take some fun classes."

*Captain Kelly, Parent*



## **2012 Virginia Tech Summer Academy**



Virginia Tech  
Summer Academy

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# Our Online Horizon

## Reprioritizing Distance and Online Education for Growth and Distinction

Mark McNamee

Senior Vice President and Provost

Presented to the Virginia Tech Board of Visitors  
November 4, 2012



# Common Terminology

- Online
- Blended
- Face-to-Face
- Hybrid
- Virtual
- Distance
- Flex
- e-Learning
- Flipped Classrooms
- MOOCs  
(Massive Open Online Courses)
- Technology Enhanced

# Timeline of Distance and Online Learning

- 1970s Videotape distribution
- 1980s Satellite and video conferencing
- 1983 Commonwealth Graduate Engineering Program
- 1994 First online courses offered
- 1997 First online degree launched
- 1999 Institute for Distance and Distributed Learning (IDDL) created
- 2010 200,000th online enrollment
- 2011 4-VA Initiative (Cisco Telepresence)

# Commonwealth Graduate Engineering Program

**Virginia Tech is home to the majority of enrollments in this long-standing statewide cooperative program.**

The screenshot shows the Virginia Tech website header with navigation links: Students, Research, Faculty & Staff, Alumni, Giving, and Corporations. Below the header is a banner for the College of Engineering with a search bar and social media icons. The main content area features a large image of students and the title 'Commonwealth Graduate Engineering Program (CGEP)'. A sidebar on the left contains links for Virginia Tech, College of Engineering (Home), Departments / Majors, CGEP Information, Home, How the Program Works, Prospective Students, Application, and Distribution. The main text area describes the CGEP as a collaborative distance education initiative involving Virginia Tech (VT), University of Virginia (UVA), Old Dominion University (ODU), Virginia Commonwealth University (VCU), and George Mason University (GMU).

Institution	2010-11 Enrollment
Virginia Tech	2,997
Old Dominion	2,567
George Mason	591
UVa	518
Virginia Commonwealth	86
Total	6,759
Source: 2012 CGEP report to SCHEV	

# Distance Learning Portfolio as of Academic Year 2011-12

**644 Undergraduate and Graduate Distance or Online Courses**

**29 Degree and Certificate Programs**

- 12 Masters Programs
- 15 Graduate Certificates
- 2 Professional Studies

**22,000 Online Enrollments**

VirginiaTech  
Invent the Future

VTOOnline

Search

Questions ? course cart

Home Credit Courses Non-Credit Courses Degrees Admissions Resources

Nominate yourself to become the 2013  
**VTOOnline Champion!**

If chosen, your photo and story will be featured as part of the 2013 VTOOnline advertising!

Go Now, IT'S SUPER EASY! >>

APPLICATION DEADLINES

SPRING 2013

Graduate	Undergrad
Dec 1	Jan 18

Registration Info

VTOOnline FACTS

VTOOnline at a Glance:

For your one-stop source for eLearning facts and stats, as well as historical milestones and growth.

Discover VTOOnline

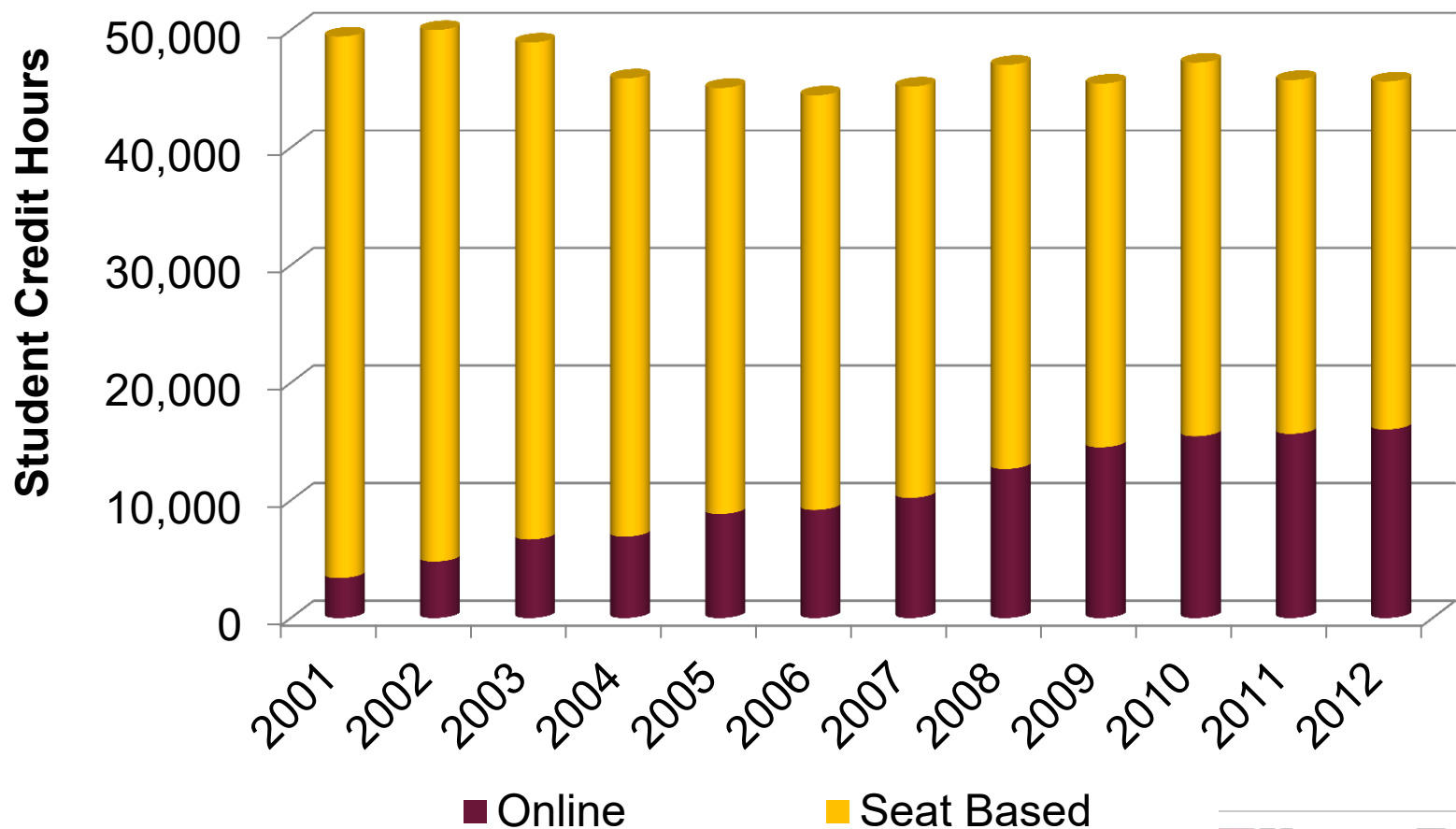
- VTOOnline has your educational needs and goals in mind, with courses for all types of students including working professionals. These include graduate and undergraduate courses, credit and non-credit courses, as well as graduate degree and certificate programs.
- VTOOnline programs and courses are taught by

Faces of VTOOnline

"Online learning has been great. While I was in Illinois last semester doing a co-op, online classes



# Impact of Online Instruction on Summer Session Enrollment



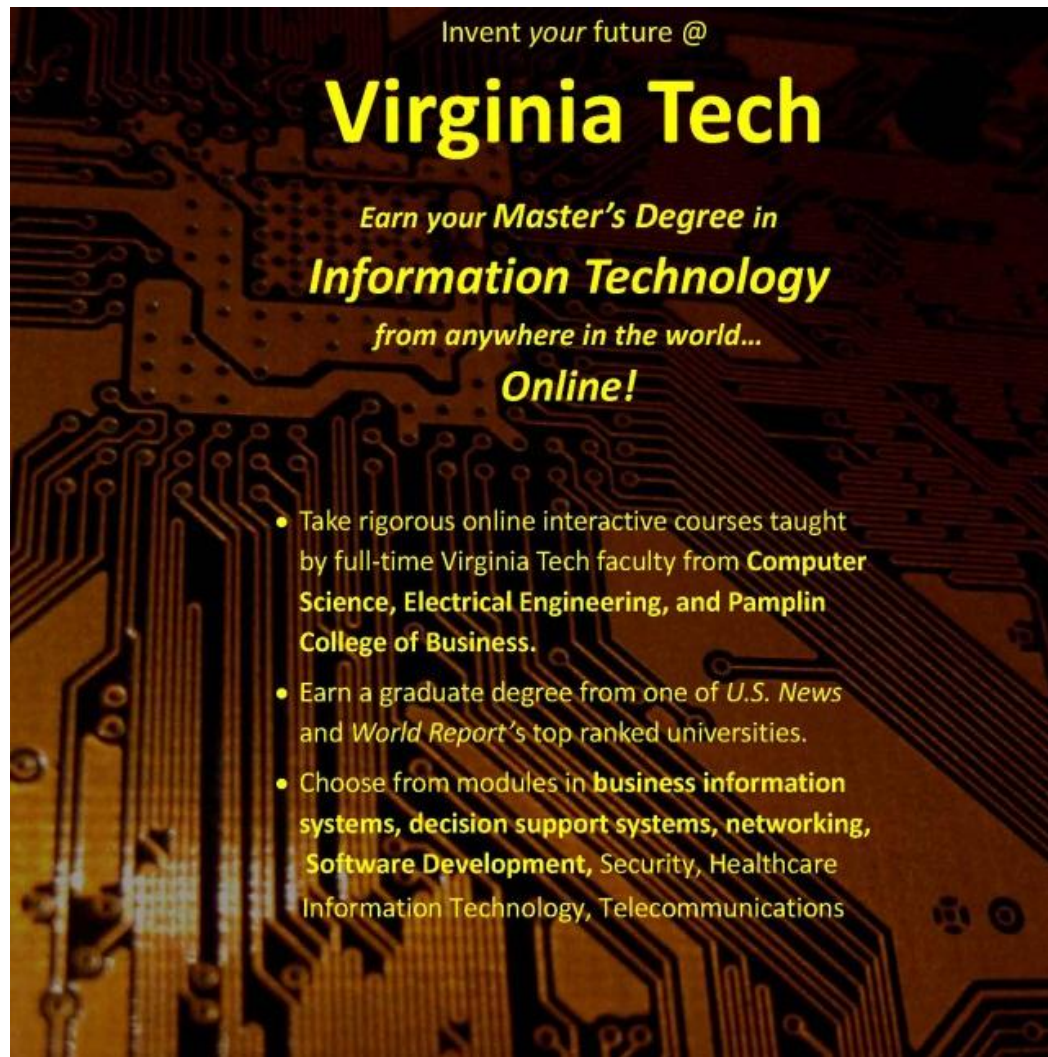
# Master's in Information Technology

## Modular Curriculum

- Business Information Systems
- Decision Support System
- Networking
- Software Development
- Security
- Healthcare IT
- Telecommunications

## 2011-12 Academic Year

- 288 students (fall)
- \$2.4M Gross Revenue
- \$1.2M Net Revenue
- 83 degrees awarded

The advertisement features a background image of a circuit board. At the top, it says "Invent your future @". Below that, "Virginia Tech" is written in large yellow letters. Underneath, it says "Earn your Master's Degree in Information Technology from anywhere in the world... Online!". A bulleted list follows, detailing the program's features: rigorous online interactive courses taught by full-time Virginia Tech faculty from Computer Science, Electrical Engineering, and Pamplin College of Business; earning a graduate degree from one of U.S. News and World Report's top ranked universities; and choosing from modules in business information systems, decision support systems, networking, Software Development, Security, Healthcare Information Technology, and Telecommunications.

Invent your future @

# Virginia Tech

Earn your Master's Degree in  
**Information Technology**  
from anywhere in the world...  
**Online!**

- Take rigorous online interactive courses taught by full-time Virginia Tech faculty from **Computer Science, Electrical Engineering, and Pamplin College of Business.**
- Earn a graduate degree from one of *U.S. News and World Report's* top ranked universities.
- Choose from modules in **business information systems, decision support systems, networking, Software Development, Security, Healthcare Information Technology, Telecommunications**

# Long-Range Plan Statements on Technology and Instruction

## Goal Statement

“Develop an appropriate infrastructure for e-learning.”

A Plan For A New Horizon

*Long Range Planning @ VT*



## Principal Strategies

- “Continue to investigate, develop and utilize current and emerging technologies to enhance traditional classrooms, provide mobile access, and expand high quality distance-learning opportunities.”
- “Identify opportunities during construction and renovation to create flexible classroom spaces that fully support e-learning components.”

# Current Strengths and Weaknesses



## Strengths

- Faculty interest and willingness to innovate
- Training and course development (e.g., Faculty Development Institute (FDI) and IDDL)
- Effective assessment of learning outcomes
- Integration of online opportunities into regular curricular offerings

## Weaknesses

- Complex financial models for new programs
- Constraints on market driven competitive pricing
- Dispersed responsibility and accountability



# Strategy: Expand High Quality Distance Learning Opportunities

## Growth

- Increase enrollments in existing programs
- Offer new graduate degree & certificate programs
- Expand options for undergraduates (but do not offer fully online undergraduate degrees)

## Distinction

- Develop new online learning practices, technologies and environments
- Enhance incentives for students and faculty
- Position Virginia Tech as a leader



# Growth: Possible New Degree and Certificate Programs

## Degrees

- Nuclear Engineering (M.S.)
- French or Spanish (M.A.)

## Certificates

- Health Information Technology
- Traumatic Brain Injury
- Translational Medicine
- Ecosystem Services
- Integrated STEM Education

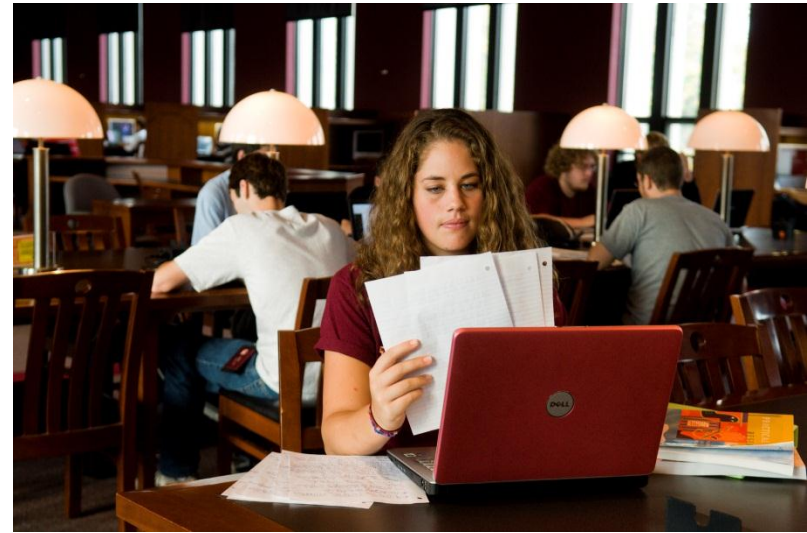
# Growth: Build on existing enrollments and enter new markets

**Develop and implement new process-based online programs for undergraduates, graduates, and certificate only, non-degree students**

## *Potential Emerging Markets*

- Green Manufacturing
- Agile Development
- Lean Innovation
- Six Sigma
- Design Thinking
- Project Management
- Sustainability

# Growth: Build on existing enrollments and enter new markets



## **Provide new pathways for undergraduates to complete credentials that improve their value to employers**

- Facilitate progress in additional majors, minors, concentrations and certificates
- Special Sessions: Summer and Winter
- Degree completion for former students
- Further integration of instructional technology and online content into the curriculum at all levels
- Prepare students for life-long learning



# Distinction: Accelerate new ways of learning

## **Enhance teaching/learning practices with technology**

- All undergraduates will participate in at least one online course
- Integrated courses and massive assignments  
(Marc Edwards project)
- New teaching practices and learning environments
- Flipped classrooms
- Computational Thinking Initiative
- Incorporation of social networking
- Digital Citizenship
- “MOOC Academy” – a pathway for open course participation to count towards a student’s degree

# Distinction: Restructure to achieve the vision of the long range plan



- Consolidate the academic functions related to technology and learning under one leadership structure
- Streamline functional leadership of these areas to emphasize integration of technology into all instructional programs
- Consider establishing a separate organization to administer the online learning enterprise
- Set new metrics and goals for success in both undergraduate and graduate education

# Current Programs Supporting Online and Distance Education

- **Undergraduate Education Division**
  - Institute for Distance and Distributed Learning (IDDL)
  - Center for Instructional Development and Educational Research (CIDER)
- **Learning Technologies Division**
  - Faculty Development Institute (FDI)
  - Graduate Education Development Institute (GEDI)
  - Center for Innovation in Learning (CIL)
- **University Libraries**
- **Network Infrastructure and Services**

# Metrics for Success

- 100% of undergraduates participate in at least one online course
- Online Master's enrollment grows to 1000
- 15% growth in online enrollment for special sessions (e.g., Summer and Winter)
- 20% growth in participation in FDI, CIDER, IDDL, and GEDI programs related to online learning
- Apply for and receive a Sloan-C award or other national online leadership and innovation award





## Financial Environment & Opportunities

M. Dwight Shelton, Jr.  
VP for Finance and Chief Financial Officer  
November 4, 2012

# Planning Environment

**Dr. Charles Steger**

# University Long Range Plan

- **Approval by Board of Visitors June 2012**
- **Extensive planning**
- **Envisions how to address structuring challenges to position the institution for the future**
- **While planning for increased efficiency, requires investment for the future.**

# A Plan For a New Horizon

## Foundational Framework

- Increase support for international experiences and foreign-language competency for undergraduate and graduate students.
- Expansion of graduate education, particularly in STEM-H
- Creation of faculties of health-science and computational sciences
- Continued investment in comprehensive education in which arts, humanities, business, and social sciences play essential role
- Focus on “hands-on, minds-on” undergraduate research experience
- Development of new combinations of disciplines to address global competitiveness of education, including utilization of e-learning
- Develop and implement alternate pathways for the general education of all students.
- Implement thematic underpinnings of research and outreach activities of security, resilience, health, and sustainability



# Long Range Plan

## Support of the State's Goals for Higher Education

- **The University's Long-Range Plan supports several goals in the Commonwealth's Higher Education Opportunity Act, including:**
  - Advancement of Research opportunities
  - Support for existing students and degree completion
  - Expansion of STEM-H degree production
  - Increased Virginia undergraduate student enrollment
  - Graduate enrollment growth, including Veterinary Medicine
  - Additional summer and non-traditional academic opportunities
  - Enhanced student advising
  - Support of creative technologies programming

# Cost of Progress

- **The university is in the process of projecting the cost of accomplishing the Long Range plan over six years**
- **Six-Year plan submitted to the state in August 2012 included activities in support of the Long Range Plan**
- **2013-14 initiatives total \$28.1 million**
  - Envisions a General Fund share of \$19.8 million and a nongeneral fund share of \$8.3 million

# **Resource Development Process**

**Dwight Shelton**

# Planning Environment

**Long Range Plan**

**Higher Education Opportunity Act**

**6-Year Plan**

**State Budget Process**

**Cost Drivers**

**Need for NGF**



## **Six-Year Plan**

- **Approved by Board in September 2012**
- **Responded to State “asks” with academic strategies and resource outlook**
  - \$38.9 million in other costs to fund academic strategies and other cost increases in 2013-14
    - \$28.1 million in new academic initiatives
    - \$10.8 million incremental operating support
- **Process is precursor to State budget process**
- **Provides the Governor with opportunities to invest state resources in common goals.**

## **Current Financial Status and Planning Assumptions**

- The university starts from a lean funding level.
  - The university is expected to advance state goals and its strategic plans.
  - Current signs are that the state would like to make further investments in higher education, but resources will be limited.
  - Sensitivity to increases in tuition will continue.
  - The University will continue to work to maximize the effectiveness of existing resources.
  - The university will be prepared for a thorough discussion about rate changes and charges this spring after the outcome of the General Assembly session is fully understood.
-

# Resource Development Process

**FALL**

- Planning
- Work with Administration on funding priorities
- Enrollment and Pricing Study

**WINTER**

- Advocate for General Fund support
- Work on legislative issues

**WINTER/SPRING**

- Understand economic environment and major cost drivers
- Analyze impact of General Assembly actions including incremental resources and NGF assessments on university revenue

**SPRING**

- Present recommendations to Board regarding NGF revenue options to address funding of new costs and initiatives

# Budget Overview

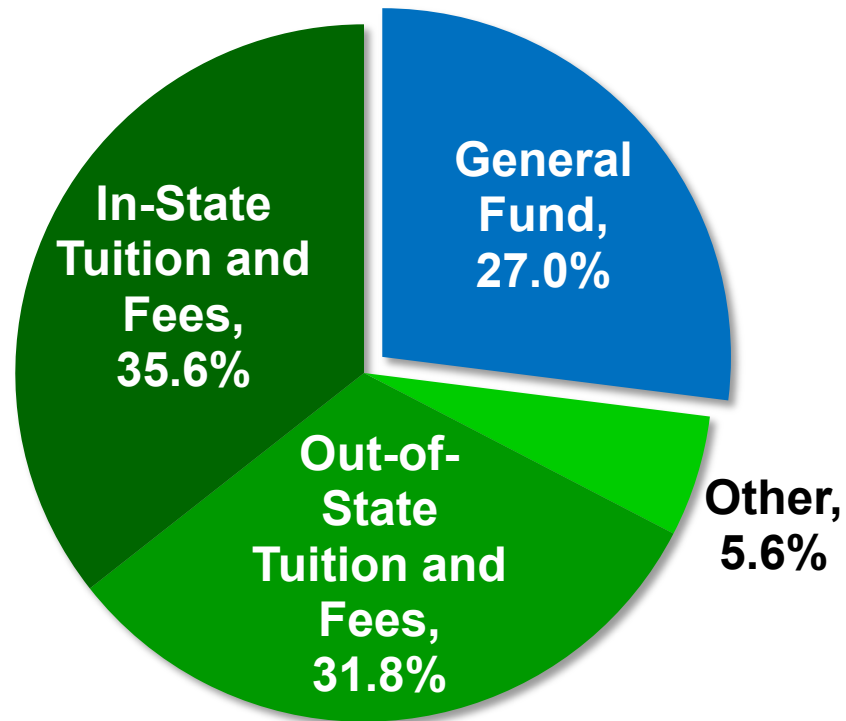


# 2012-13 Operating Budget

(\$ in Millions)

	2012-13 Budget
208 E&G	539.7
229 E&G	78.0
Auxiliary	273.5
Sponsored	290.5
SFA	18.6
Other	5.7
Total	1,206.0

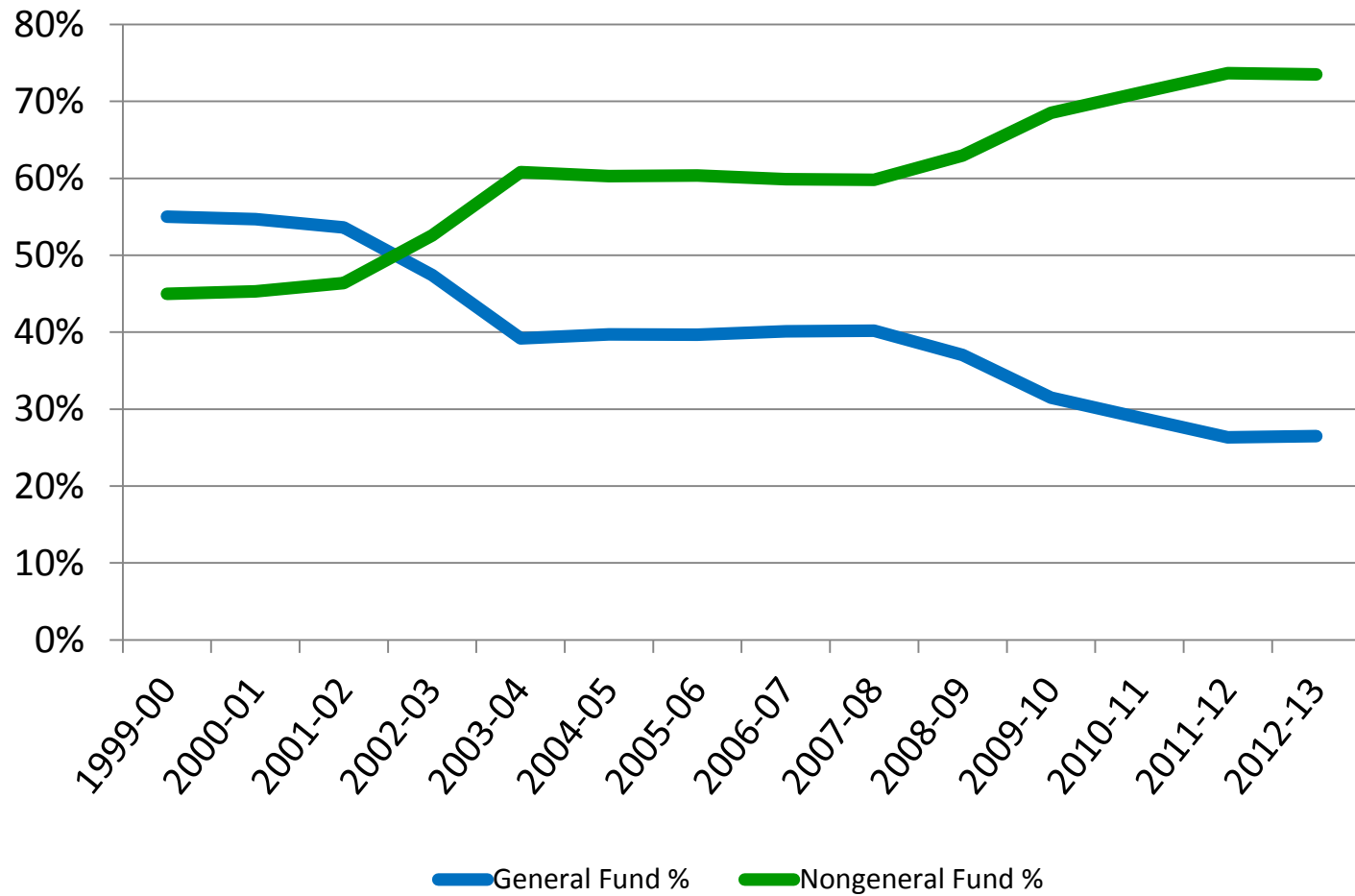
## **E&G Funding Sources, University Division 2012-13**



- **2012-13 E&G Budget is \$539M, 74% of which is NGF**

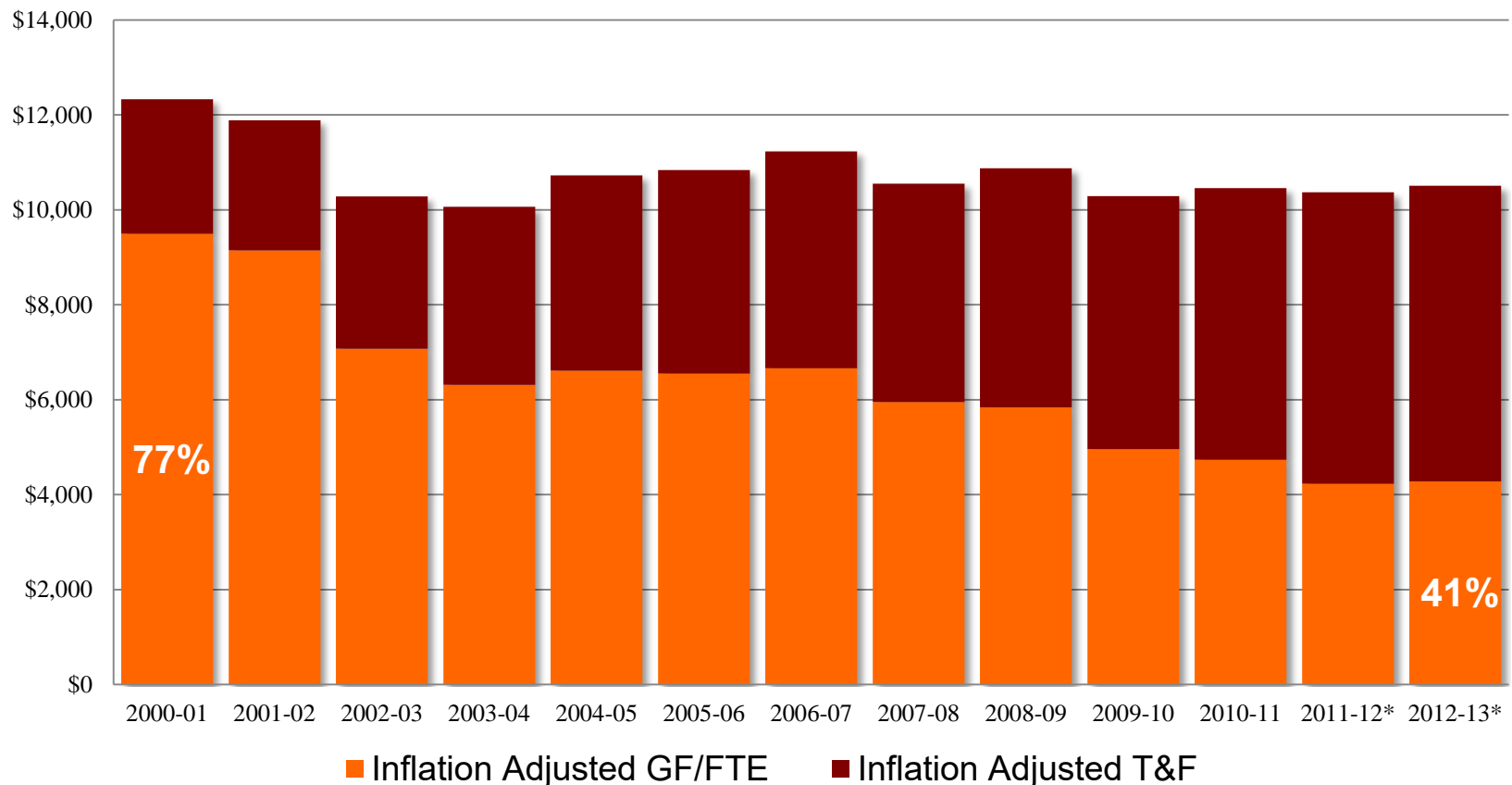
# Fund Split

## Educational & General Fund Split



# Tuition and General Fund Per Virginia Undergraduate

Inflation Adjusted to 2000s



\*Annual FTE Estimated



# General Fund Resources

- **State taxpayer support**
- **Appropriated to Virginia Tech**
  - Specific items (e.g. research)
  - Resident students
- **Funding per student has declined faster than nongeneral fund resources have replaced it**
- **For 2013-14, the State allowed institutional requests for specific initiatives that support state goals as described in the six-year plan.**
- **Timeline**
  - Executive Budget Amendments December 17, 2012
  - Conference Committee Spring 2013



# Public Research University State Funding Trend

- **National Science Foundation (NSF) 2012 report**
  - From 2002 to 2012
    - National top 101 public research institutions:
      - Increased enrollment by 13%
      - Faced state funding per student reduction of 20%
    - Virginia public research institutions:
      - Increased enrollment by 19%
      - Faced state funding per student reduction of 34%
        - 6<sup>th</sup> largest decrease in funding in nation
  - Virginia ranks 43<sup>rd</sup> in nation funding per student

## Partial Listing of Funding by States

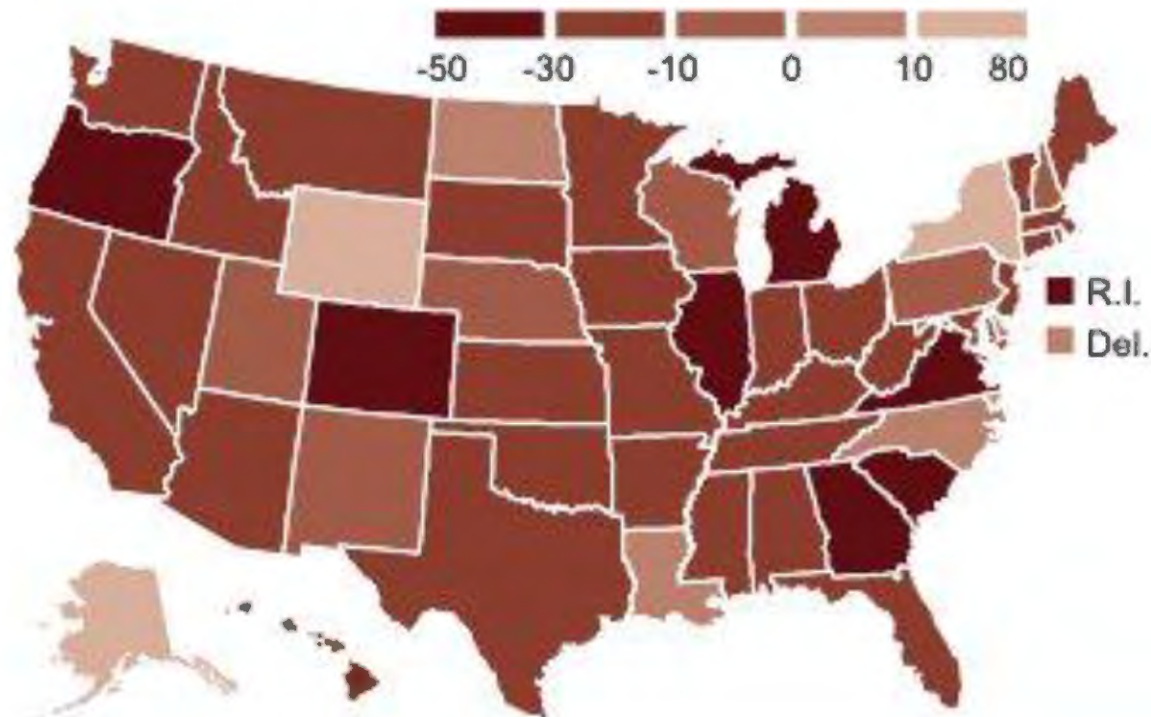
Rank	State	Funding Per Student
50	Colorado	\$3,417
49	Vermont	\$3,482
48	Rhode Island	\$3,692
47	New Hampshire	\$4,309
46	Oregon	\$4,331
45	Montana	\$4,645
44	South Dakota	\$4,888
<b>43</b>	<b>Virginia</b>	<b>\$4,987</b>
42	Kansas	\$5,405
41	Indiana	\$6,070
40	Delaware	\$6,305

#1 ranked state is Wyoming at \$16,986 per student

# Public Research University Disinvestment

## Universities making do with less

State funding for public research universities has seen a 20 percent drop on average from 2002. Change in per student state funding for public research universities 2002-2010:



SOURCE: National Science Board

AP

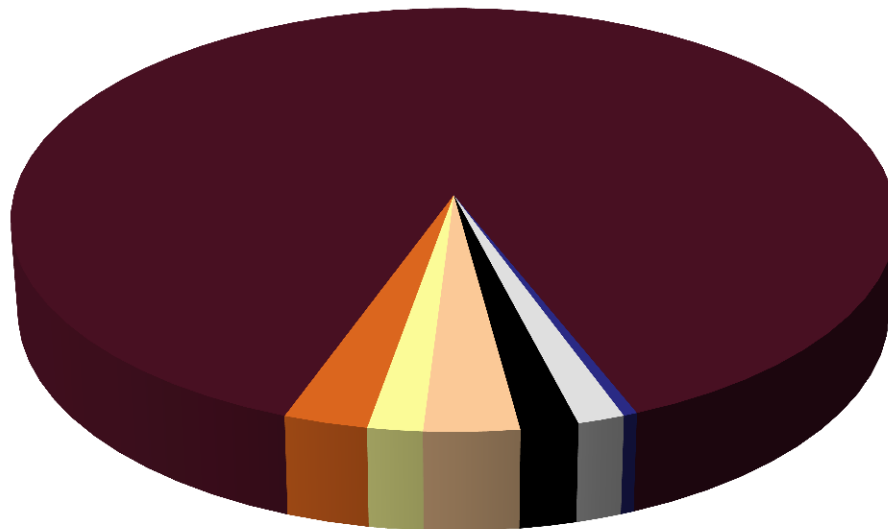


# Nongeneral Fund Resources

- **Revenues generated by university from various operating activities**
  
- **Major Educational & General Categories:**
  - Tuition & E&G Fees
  - Miscellaneous charges and fees
  - Sales & Services

# NGF E&G Funding Sources, University Division 2012-13

(\$ in millions)



■ Tuition

\$ 348.0

88%

■ Technology Fee

\$ 1.8

0.5%

■ Program Fees

\$ 6.1

1.5%

■ Miscellaneous Fees

\$ 7.5

1.9%

■ Sales & Services

\$ 12.3

3.1%

■ Other Revenues

\$ 7.1

1.8%

■ Continuing Education

\$ 10.9

2.8%



# Resource Options

# Maximization of Existing Resources

## Efficiency and Effectiveness

- Automation of business processes
    - Completed: edocs, purchasing, HR, Finance
    - Ongoing: time-keeping, cash receipt management, and research administration.
  - Classroom and equipment upgrades to more effectively utilize existing facilities and enhance learning outcomes.
  - Facilities utilization
    - Expansion of summer and winter courses
    - Expanded hours of operation for instructional laboratories
  - Access to library resources
  - Efforts to enhance energy-savings.
  - Realignment of vacant positions to support new and disciplines
  - Allocation of a portion of E&G resources based on student credit hour and degree production in each college
-

# Reallocation of Existing Resources

- University continuously programs resources to highest value expenditures
- As new resources are limited, utilization of reallocation strategies will continue to be a major factor in budget development
- Commonwealth has required higher education institutions to reallocate in support of Higher Education Opportunity Act goals
  - University required to reallocate \$2.7 million in 2013-14
  - Additional \$600,000 annual budget reduction to capture efficiencies -  
- assigned by State in October 2012

# Potential Enhancements to NGF Revenue

- Tuition & E&G Fees
- Program fees
- Course Fees
- New Opportunities for Generating Additional Student Credit Hours
- Other fees
- Expanded Enrollment
- Realignment of Existing Tuition Revenue Sharing Agreements

# **Tuition & E&G Fees**



# Tuition & E&G Fees

Primary funding source of basic instruction

- Sensitivity to increases
- 2012-13 saw the lowest percentage increase since 2002-03
- Student cost share
  - Residents charged 58% of the cost of education
  - Nonresidents charged 149% of the cost of education
- Expectation of constrained tuition capacity
  - Six-Year plan included an estimate of 3.9%, generating about \$15 million in new revenue

# A Typical Tuition Projection Scenario

- **For several years, the tuition projections have assumed little or no new General Fund support and the assignment by the state of additional costs.**
- **In this environment the university has understood a tuition scenario that provided:**
  - For a modest increase in faculty and staff compensation
  - Funds to address the unavoidable increases in fixed costs, mandates, and state central assessments such that the university continues to operate in a consistent manner,
  - Some funding for central infrastructure costs such as the libraries and information technology, and
  - Funds for investment in a limited number of academic initiatives, in modest amounts
- **Historically, such scenarios created the need for tuition increases in the range of five percent, across-the-board**



## An Illustrative Tuition & E&G Fees Scenario

### Typical Budget Development Considerations

#### Costs

3% Salary Increase – nongeneral fund share	\$7.0 million
O&M of New Facilities	\$1.0 million
Fixed Cost Increases (Utilities, Contracts, etc.)	\$2.0 million
Library journal contracts/inflation	\$0.5 million
Fringe Rate increases	\$2.0 million
Student Financial Aid	\$0.5 million
Technology Advancements (incl. high-performance computing, administrative systems)	\$3.0 million
Health and Safety Mandates	\$0.5 million
Academic Priorities	<u>\$2.0 million</u>

*Total*      **\$18.5 million**

#### Revenues

5% across-the-board tuition increase	<b>\$16.8 million</b>
--------------------------------------	-----------------------

- In addition, there are often unknown items such as state cost assessments to consider.

# Revenue From Tuition Increase

- Example of incremental revenue generated through a one percent increase to each student group.

	1% Tuition Increase	
	Incremental Revenue (\$ in millions)	Student Impact
Instate Undergraduate	\$ 1.5	\$ 92
Out-of-State Undergraduate	1.4	\$ 236
Instate Graduate	0.2	\$ 107
Out-of-State Graduate	0.3	\$ 210
Total	\$ 3.4	

# 2011-12 Public Peer Institutions Instate Undergraduate

<u>Institutions</u>	Tuition and Mandatory Fees	Total Cost	
	\$	\$	Rank
University of California, Berkeley	12,834	28,106	1
University of California, Davis	13,860	26,557	2
University of Pittsburgh	16,132	25,562	3
Pennsylvania State	15,984	25,404	4
University of Illinois, Urbana	14,581	24,661	5
Rutgers University, New Brunswick	12,754	24,016	6
University of Michigan, Ann Arbor	12,634	23,162	7
University of Washington, Seattle	10,574	20,924	8
Michigan State	12,769	20,923	9
University of Minnesota, Twin Cities	13,022	20,856	10
Ohio State	9,735	20,517	11
University of Colorado, Boulder	9,152	20,430	12
University of Texas, Austin	9,794	20,216	13
Purdue, West Lafayette	9,478	18,988	14
University of Maryland, College Park	8,655	18,532	15
SUNY at Buffalo	7,482	18,210	16
University of Missouri-Columbia	8,989	17,632	17
Stony Brook University	6,994	17,568	18
University of Wisconsin, Madison	9,665	17,389	19
<b>Virginia Tech</b>	<b>10,509</b>	<b>17,365</b>	<b>20</b>
Texas A&M	8,421	16,621	21
North Carolina State	7,018	15,554	22
Iowa State	7,486	15,468	23
University of Florida	5,657	14,457	24



## 2011-12 Competitive Peer Institutions Out-of-state Undergraduate

<u>Institutions</u>	Tuition and Mandatory Fees
	\$
Pennsylvania State	\$ 28,066
University of Maryland, College Park	\$ 26,026
University of Pittsburgh	\$ 25,540
Rutgers University, New Brunswick	\$ 25,416
Ohio State	\$ 24,630
<b>Virginia Tech</b>	<b>\$ 24,480</b>
North Carolina State	\$ 19,853

# Other Nongeneral Fund Revenue Sources

# Program Fees

Specific fees based on college/major

- Program fees (differential tuition) have become more common in higher education
- Differentials normally designed for program-specific costs
- The university currently utilizes program fees for:
  - Engineering (since 2007)
  - Architecture (since 2008)
  - These program differential prices have not increased since implementation

## New Program Fees

- The university could also consider establishing new program fee.
  - Nationally, many business programs have differential pricing models
- Future programs yet to be offered will include a review of differential pricing potential during development

# Course Fees

## Specific charges for individual courses

- University has not traditionally implemented course-specific fees
- However, course fees are utilized in some specific cases with restrictions
  - Course fees are avoided where program fees exist
- Implementation of course and cost-based fees where appropriate will continue (for laboratory or resource intensive instruction).
- Review of high-cost courses to assess potential fees
  - Appropriateness
  - Feasibility



# **New Opportunities for the generation of Student Credit Hours**

- Continued expansion of summer academic offerings, including the Summer Academy
- Development of other nontraditional condensed semester programs such as a winter-mester.
- Expanded on-line and distance learning programs for new students not currently enrolled in our traditional programs.
- Creation of an institute or related corporation to deliver specific on-line or distance learning programs.

# Other Fees

## Review of current miscellaneous fees, structures, and rates

- **Current Miscellaneous student charges include:**
  - Late fee
  - Reinstatement fee
  - Application fees
- **Increased revenue opportunity from these fees is not significant**

# Potential New Charges

- **New E&G Fees including:**

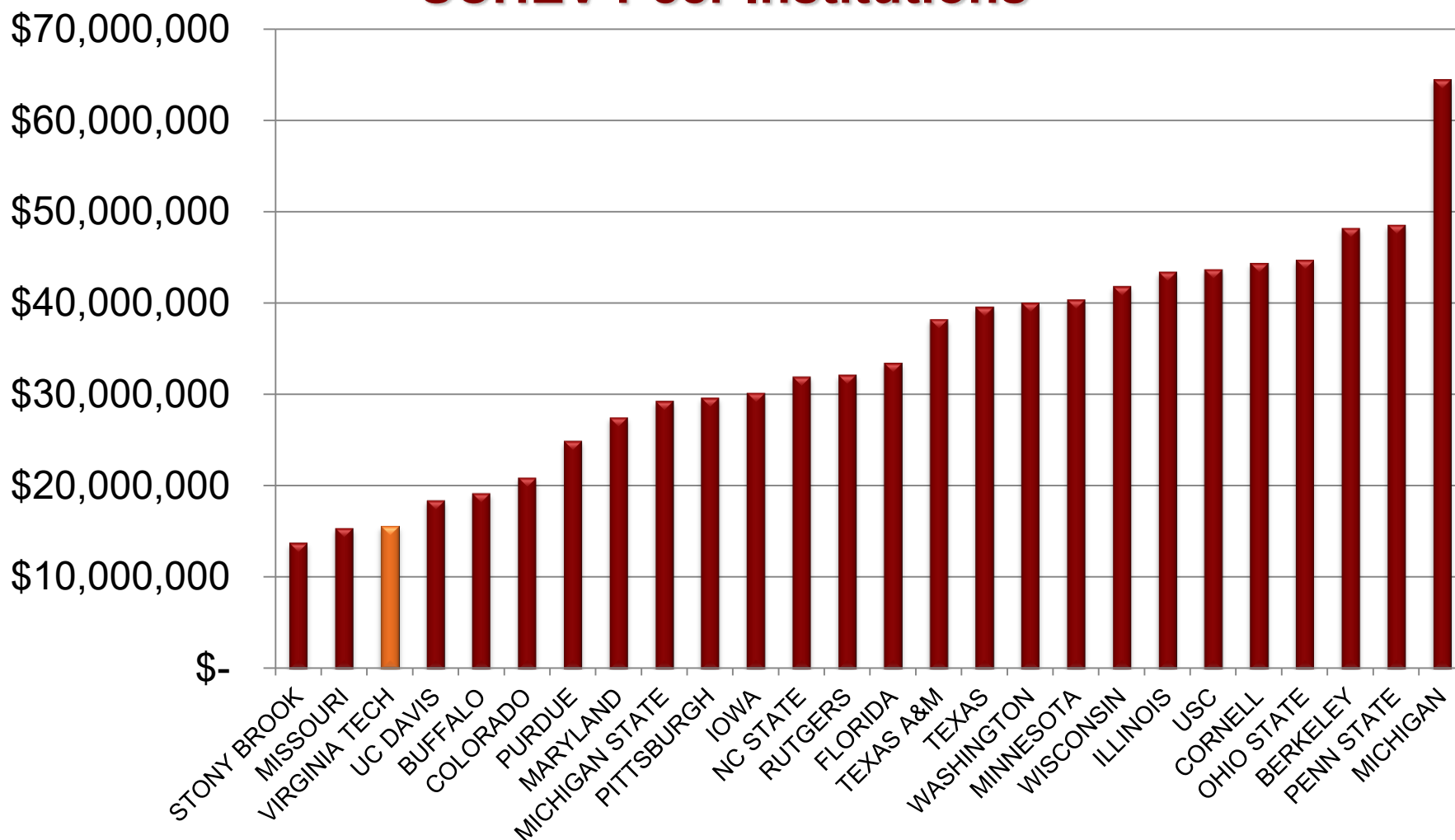
- Matriculation Fee
- Course drop fee
- Virtual Campus Fee
- Library Fee

# Comparison of Library Expenditures

- Total expenditures of libraries at public research institutions are ranked annually by the Association of Research Libraries.
- In 2010-11, Virginia Tech ranked 101 out of the 115 research universities studied.
- In the last 6 years, Virginia Tech has remained in the bottom 15 institutions in these rankings.

# Comparison of Library Expenditures

## SCHEV Peer Institutions





## Other Assessments

- **Increase cost recovery rates to operations outside of the basic instructional program; areas could include:**
  - Auxiliary Enterprises
  - Continuing Education programs
  - Agency 229

# Expanded Enrollments in Targeted Areas

- Some colleges have expressed interest in modest growth proposals
- Other colleges could grow, though this strategy does not necessarily apply to all
- Value-added opportunities include expanded dual-degrees and minors
- Growth at graduate level

# **Realignment of Existing Tuition Revenue Sharing Agreements**

- **University currently receives 30% of direct costs**
  - Executive style programs
  - IDDL Enterprise
- **Indirect cost rate for on-campus sponsored instruction is 51.7%**

# **Considerations for Potential Enhanced Nongeneral Fund Resources**

- **Increases the complications of student fee package**
- **One-time strategies will not provide sustainable solutions to ongoing cost drivers**
- **Creation of potential constraints on some students to move among the colleges and disciplines to take the program of their choice**
- **Some nongeneral fund revenue sources have traditionally accrued to the college or operating unit; thus, the impact on the central budget is not 100%.**

# Budget Development Considerations

- **Need to understand outcome of General Assembly**
  - Cost assignments
  - Allocation of state resources
  - Legislative items



# Questions?

## MINUTES

November 5, 2012

The Board of Visitors of Virginia Polytechnic Institute and State University met on Monday, November 5, 2012, at 1:15 p.m. in Torgersen Boardroom, Virginia Tech Campus, Blacksburg, Virginia.

### **Present**

Dr. Nancy V. Dye  
 Mr. William D. Fairchild, III  
 Mr. Cordel Faulk  
 Mr. B. Keith Fulton  
 Mr. William B. Holtzman  
 Mr. John C. Lee IV  
 Mr. George Nolen (Vice Rector)  
 Ms. Suzanne Obenshain  
 Ms. Deborah Leigh Martin Petrine  
 Mr. Michael J. Quillen (Rector)  
 Mr. John G. Rocovich, Jr.  
 Mr. Paul W. Rogers, Jr.  
 Mr. Dennis H. Treacy  
 Dr. Sarah Karpanty, Faculty Representative  
 Ms. Sue Teel, Staff Representative  
 Ms. Robyn T. Jones, Graduate Student Representative  
 Mr. Nicholas A. Onopa, Undergraduate Student Representative

### **Absent**

Ms. Michele Duke

Also present were the following: Dr. Charles Steger, Mr. Ralph Byers, Dr. Randy Collins, Ms. Shelia Collins, Ms. Wanda Dean, Dr. Gene Deisinger, Dr. Karen DePauw, Dr. John Dooley, Chief Wendell Flinchum, Ms. Natalie Hart, Ms. Kay Heidbreder, Mr. Larry Hincker, Mr. Tim Hodge, Ms. Sharon Kurek, Dr. Will Lewis, Ms. Heidi McCoy, Dr. Mark McNamee, Dr. Scott Midkiff, Mr. Mike Mulhare, Dr. Jerry Niles, Ms. Kim O'Rourke, Mr. Mark Owczarski, Dr. Patty Perillo, Dr. Ellen Plummer, Ms. Donna Cassell Ratcliffe, Ms. Savita Sharma, Mr. Dwight Shelton, Dr. Barry Simmons, Ms. Sandra Smith, Dr. Tom Tillar, Dr. Robert Walters, Dr. Lisa Wilkes, Dr. Sherwood Wilson, Dr. Daniel Wubah, faculty, staff, students, guests, and reporters.

\* \* \* \* \*

Rector Quillen asked for a motion to approve the minutes of the September 10, 2012, meeting as distributed. The motion was made by Mr. Rocovich and seconded by Ms. Petrine. The minutes were approved.

\* \* \* \* \*

## REPORT OF THE ACADEMIC AFFAIRS COMMITTEE

Rector Quillen called on Ms. Obenshain 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, approval of the following resolution was moved by Ms. Obenshain, seconded by Mr. Rocovich, and approved unanimously.

### **Resolution to Approve the Bachelor of Science Degree in Real Estate**

**That the resolution to approve the Bachelor of Science degree in Real Estate as amended be approved.** (Copy filed with the permanent minutes and marked Attachment B.)

The amendment stipulated that the Academic Affairs Committee receive a report on the progress of the degree by March 2014.

\* \* \* \* \*

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

### **Resolution to Establish the Virginia Tech Carilion Research Institute as an Instructional Facility**

**That the resolution to establish a new extended campus site in Roanoke, Virginia, to include the Virginia Tech Carilion School of Medicine and Research Institute and the Carilion Clinic be approved.** (Copy filed with the permanent minutes and marked Attachment C.)

\* \* \* \* \*

## **REPORT OF THE BUILDINGS AND GROUNDS COMMITTEE**

Rector Quillen called on Mr. Rocovich for a report of the Buildings and Grounds Committee. (Copy filed with the permanent minutes and marked Attachment D.)

\* \* \* \* \*

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

### **Resolution to Adopt Campus Parking Regulations**

**That the parking and traffic regulations be adopted.** (Copy filed with the permanent minutes and marked Attachment E.)

\* \* \* \* \*

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

### **Resolution for Appalachian Power Company Easements**

**That the resolution authorizing the university to execute the easements to Appalachian Power Company be approved.** (Copy filed with the permanent minutes and marked Attachment F.)

\* \* \* \* \*

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

### **Resolution on Land Transfer and Temporary Construction Easement to Virginia Department of Transportation**

**That the resolution authorizing the university to execute the transfer agreement and temporary construction easement to the Commonwealth of Virginia Department of Transportation be approved.** (Copy filed with the permanent minutes and marked Attachment G.)

\* \* \* \* \*

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

**Resolution for Appointment to the  
Blacksburg-Christiansburg-VPI Water Authority**

**That the resolution reappointing John W. Kirby as joint representative to the Blacksburg-Christiansburg-VPI Water Authority Board of Directors, with a term expiring August 31, 2016, be adopted. (Copy filed with the permanent minutes and marked Attachment H.)**

\* \* \* \* \*

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

**Resolution to Amend the Guidelines for Projects Under the  
Public-Private Education Facilities and Infrastructure Act (PPEA) of 2002**

**That the resolution amending the Virginia Polytechnic Institute and State University Guidelines for Projects Under the Public-Private Education Facility and Infrastructure Act (PPEA) of 2002 be approved. (Copy filed with the permanent minutes and marked Attachment I.)**

\* \* \* \* \*

**REPORT OF THE FINANCE AND AUDIT COMMITTEE**

Rector Quillen called on Ms. Petrine for the report of the Finance and Audit Committee. (Copy filed with the permanent minutes and marked Attachment J.)

\* \* \* \* \*

As part of the Finance and Audit Committee report, approval of the following resolution was moved by Ms. Petrine, seconded by Mr. Lee, and approved unanimously.

**Resolution for Approval of the Year-to-Date Financial Performance Report  
(July 1, 2012 – September 30, 2012)**

**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, 2012, through September 30, 2012, and the Capital Outlay report be accepted. (Copy filed with the permanent minutes and marked Attachment K.)**

\*\*\*\*\*

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

**Resolutions for Approval of Pratt Fund  
Program and Expenditures Report**

**That the 2011-2012 Pratt Funds Activity Statement for the College of Engineering be approved.**

**That the 2011-2012 Pratt Funds Activity Statement for Animal Nutrition be approved.**

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

\*\*\*\*\*

**REPORT OF THE STUDENT AFFAIRS AND ATHLETICS COMMITTEE**

Rector Quillen called on Mr. Faulk for the report of the Student Affairs and Athletics Committee. (Copy filed with the permanent minutes and marked Attachment M.)

\*\*\*\*\*



## 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 N.)

\* \* \* \* \*

### Motion to begin Closed Session

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

1. 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.

\*\*\*\*\*

### **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 Quillen called the meeting to order and asked Mr. Nolen to make the motion to return to open session.

Mr. Nolen made the following motion:

**WHEREAS**, the Board of Visitors of Virginia Polytechnic Institute and State University has convened a closed meeting on this date pursuant to an affirmative recorded vote and in accordance with the provision 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. Lee and passed unanimously.

\* \* \* \* \*

Upon motion by Mr. Nolen and second by Mr. Rocovich, unanimous approval was given to the **Resolutions to Name University Facilities (25)** as considered in Closed Session. Among the resolutions was one to name a memorial in tribute to Virginia Tech Police **Officer Deriek W. Crouse**, who made the ultimate sacrifice for the Virginia Tech community on December 8, 2011. (Copies filed with the permanent minutes and marked Attachment O.)

\* \* \* \* \*

Upon motion by Ms. Obenshain and second by Ms. Petrine, unanimous approval was given to the resolution for approval of an **Emeritus Request (1)** as considered in Closed Session. (Copy filed with the permanent minutes and marked Attachment P.)

\* \* \* \* \*

Upon motion by Ms. Obenshain and second by Ms. Petrine, unanimous approval was given to the resolutions for approval of **Endowed Chairs, Professorships, and Fellowships (3)** as considered in Closed Session. (Copies filed with the permanent minutes and marked Attachment Q.)

\* \* \* \* \*

Upon motion by Ms. Obenshain and second by Ms. Petrine, unanimous approval was given to the resolution for **Ratification of the Personnel Changes Report** as considered in Closed Session. (Copy filed with the permanent minutes and marked Attachment R.) This item was reviewed by the Finance & Audit and Academic Affairs Committees.

\* \* \* \* \*

In regard to **President Steger's annual review**, Rector Quillen expressed the Board's appreciation to him for a great job and added that the long-range plan is a dynamic process.

\* \* \* \* \*

## **Audit Report**

### **No Action Required**

\* \* \* \* \*

## Litigation Report

### Not for Approval

\*\*\*\*\*

### Constituent Reports (No action required.)

*(Note: The constituents delivered their reports to the Board on the previous day, November 4, at the Board's information session.)*

- **Undergraduate Student Representative to the Board – Mr. Nicholas Onopa**
- **Graduate Student Representative to the Board – Ms. Robyn Jones**
- **Staff Representative to the Board – Ms. Sue Teel**
- **Faculty Representative to the Board – Dr. Sarah Karpanty**

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

\*\*\*\*\*

The date for the next meeting is March 24-25, 2013, in Blacksburg, Virginia.

\*\*\*\*\*

The meeting adjourned at 2:20 p.m.

[Redacted Signature]

Michael J. Quillen, Rector

[Redacted Signature]

Kim O'Rourke, Secretary

## **Committee Minutes**

### **ACADEMIC AFFAIRS COMMITTEE**

**Inn at Virginia Tech and Skelton Conference Center  
Drillfield Conference Room  
9:00 – 11:30 a.m.**

**November 5, 2012**

#### **Board Members Present:**

Robyn Jones (graduate student representative), Suzanne Obenshain (Chair), Paul Rogers, Dennis Treacy, Mike Quillen (Rector); also in attendance: Sarah Karpanty (faculty representative)

#### **Guests:**

CatieJo Bianco, Kevin Boyle, Kris Bush, Alicia Cohen, Randy Collins, Leanna Craig, Wanda Hankins Dean, Karen DePauw, Jack Finney, Larry Hincker, Amy Hogan, Don Leo, William Lewis, Perry Martin, Alison Matthieson, Mark McNamee, Jerome Niles, Kim O'Rourke, Robin Panneton, Ellen Plummer, Keshia Pyles, Jadee Ragland, Katie Reaves, Karen Eley Sanders, Ken Smith, Susan Steeves, Judy Taylor, Barb Weimerskirch, Ashley Wood, Daniel Wubah, Judith Wubah

#### **OPEN SESSION**

##### **1. Welcome.**

Suzanne Obenshain welcomed committee members and guests. Prior to the meeting, the committee met over breakfast with students and employers engaged in Virginia Tech's Co-op and internships program.

##### **2. Approval of Minutes.**

**A motion was made and passed unanimously to approve the September 10, 2012 minutes of the committee.**

##### **3. Report of Closed Session Action Items.** The committee approved a resolution to move into closed session to consider one emeriti resolution, three endowed professorships, and to ratify the faculty personnel changes report.

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

- 4. Provost's Update.** Dr. Mark McNamee, senior vice president and provost, provided information to the committee about two executive-level searches that are well underway. The search for the dean of the Pamplin College of Business has resulted in the identification of finalists who will be invited to campus in December. The search for the vice president of outreach and international affairs will begin soon, with interviews planned for early in the spring semester.

Dr. McNamee shared with the committee information about the process by which new academic degrees are initiated, reviewed, and submitted to the Board for approval for submission to the State Council of Higher Education for Virginia (SCHEV). New degrees originate with the faculty in departments and curriculum committees. Discussions regarding new undergraduate and graduate degrees are driven by institutional plans that are used to initiate discussions and generate ideas. Curriculum committees work closely with the colleges and new degree proposals are introduced to either the Commission on Undergraduate Studies and Policies or the Commission on Graduate Studies and Policies for consideration by University Council. After approval by University Council, the degree proposal is presented to the Board for approval prior to submission to SCHEV. Coordination with SCHEV occurs throughout the process to ensure alignment with SCHEV expectations for degree approval. Dr. McNamee shared the list of new degree proposals expected to come before the Board at the March and June meetings. The committee discussed ways in which Board members might have the time necessary to review documents and ask questions associated with the approval of the anticipated degree proposals.

- 5. Faculty Affairs.** Faculty research leaves. Dr. Jack Finney, associate provost for faculty affairs, reviewed the process by which tenured faculty members apply for research leaves after completing six years of service. Faculty members may apply for research leave to pursue intensive research and scholarship opportunities that advance the mission of Virginia Tech and their professional career. After review and approval by department heads and college deans, faculty research leaves are submitted to the Board in March for final review and approval.

## **6. Academic Initiatives and Administration.**

- \*a) Resolution to Approve the Bachelor of Science Degree in Real Estate.** Dr. Kevin Boyle, professor of agricultural and applied economics, presented to the committee information on the proposal to offer a B.S. in real estate beginning in the fall of 2013. A six-college offering, this degree will offer courses designed to graduate professionals who are prepared to analyze and solve economic, social, and environmental problems associated with real estate. Strategic reallocation of resources supports current program needs such as the director, administrative support, and operating budget. Private gifts have been identified to support three new faculty positions at the rank of professor of practice. Student advising will be provided by faculty members in six colleges associated with the provision of the degree. The committee requested that a report on the progress of the degree be presented at a future meeting.



**The resolution to approve the B.S. in Real Estate was passed unanimously with the request to have a presentation about the progress of this degree by March 2014.**

- \*b) Pratt Fund.** Dr. Mark McNamee presented the 2010 – 2012 Pratt Funds activity statements for the College of Engineering, and Animal Nutrition in the College of Agriculture and Life Sciences. The committee discussed the need to ensure that the colleges use all the funds available to support the needs of the students. The committee requested that it receive a report regarding college plans for fully expending all funds available in the Pratt Fund.

**The Pratt Fund activity statements were approved unanimously by the committee and will be reported to the full Board by the Finance and Audit Committee.**

- \*c) Resolution to Establish the Virginia Tech Carilion Research Institute (VTCRI) as an Instructional Facility.** Dr. Ken Smith, associate provost for resource planning and management, discussed with the committee the intent to provide graduate credit-bearing instruction at to establish an extended campus site that includes the VT School of Medicine and Research Institute, and the Carilion Clinic. Board approval of this request will be shared with SCHEV and with the Southern Association of Colleges and Schools (SACS).

**The resolution to establish a new extended campus site in Roanoke, Virginia was approved unanimously.**

- 7. Inclusive Excellence. Veterans and Military Students at Virginia Tech.** Dr. Karen Eley Sanders, associate vice president for academic support services, shared information about the university's efforts to support veterans and military students. As part of the university's goal to support a broadly diverse student body, these support efforts are coordinated university-wide to assist veterans and military students with information, their transition to the university, and to support their academic success. Veteran and military student programs promote the university's compliance with federal and state mandates and advance Governor McDonnell's goal to make Virginia the "most military and veteran friendly state in America."
- 8. Adjournment.** There being no further business, the meeting adjourned at 11:30 a.m.

# Faculty Research Leaves



Jack W. Finney, Associate Provost for Faculty Affairs

Academic Affairs Committee, Board of Visitors

November 5, 2012

# Types of Faculty Leave

## All Faculty

- Educational
- Military
- Administrative
- Annual/holidays
- Sick, Family, Family Medical (FMLA)
- Leave without Pay
- Disaster relief
- Change of duty station
- Special leave

## Tenured Faculty

- Study-research leave
- Research assignment

# Research Leaves for Tenured Faculty

“...for research and/or advanced study necessary to enhance the competencies of those faculty members to carry out their obligations to the university.”

- Covered by the Commonwealth's *Educational Aid for State Employees*
- Tenured faculty members
- At least six years of service
- Additional six years required before eligible again
- A privilege—not a right
- Proposals were due November 1
- Approved by department head, dean, and provost
- Board of Visitors' March meeting

# Faculty Activities During a Research Leave

- Grants
- Books
- Journal articles
- Performances and scripts
- Installations
- Innovative research methods
- National and international collaborations
- National laboratories
- National and international archives
- New courses and pedagogical approaches



# Types of Research Leave

## Study-Research Leave

- Two semesters, half salary

## Research Assignment

- One semester, full salary

## For both:

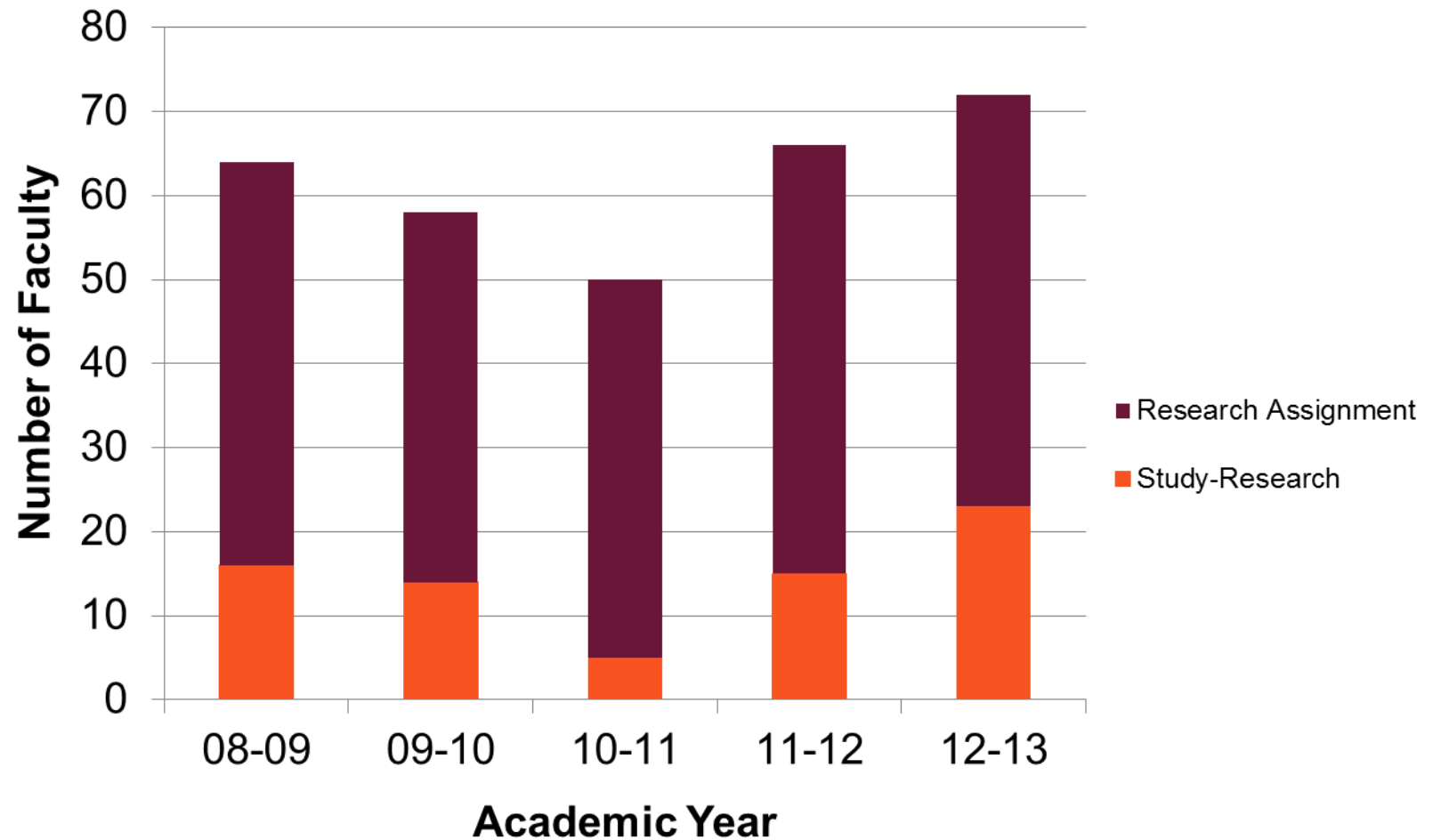
- Return to Virginia Tech for one year or repay salary
- Letter of accomplishments



# Research Leaves at Selected Peers

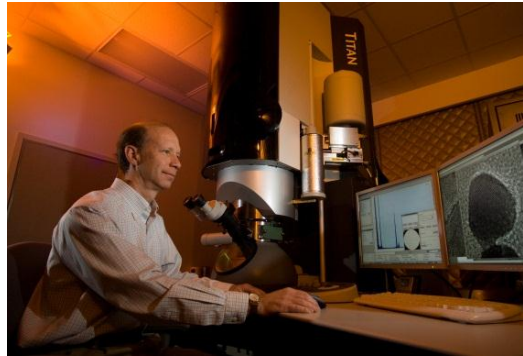
- University of Virginia - Research assignment
  - One semester, full salary and one semester, no salary
  - Two semesters, half salary
- Iowa State - Faculty Professional Development Assignment
  - Priority to tenured faculty
  - Full salary for 6 months, reduced salary up to 12 months
- Penn State - Sabbatical Leave
  - Tenured faculty, six years of service
  - Half-year at full salary, full year at 67% salary

## Faculty Research Leaves





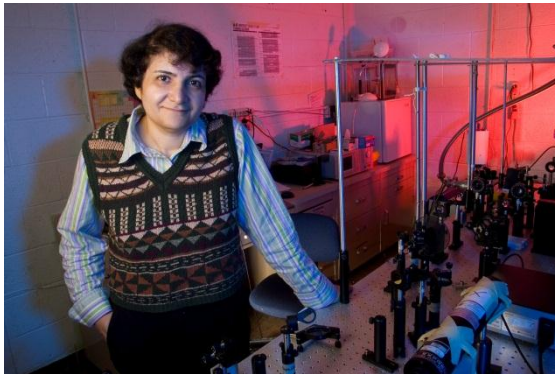
Ann Kilkelly, Theatre Arts  
"Living Darwin"



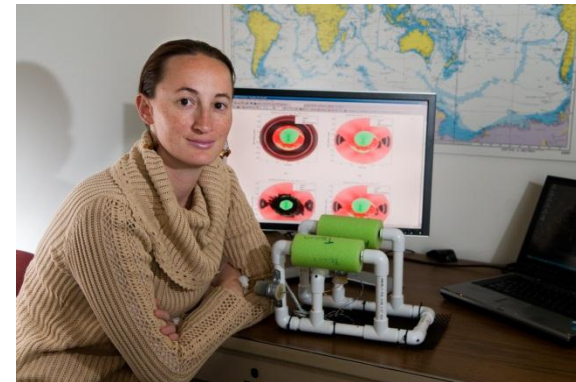
Mike Hochella, Geosciences  
Environmental Nanoscience



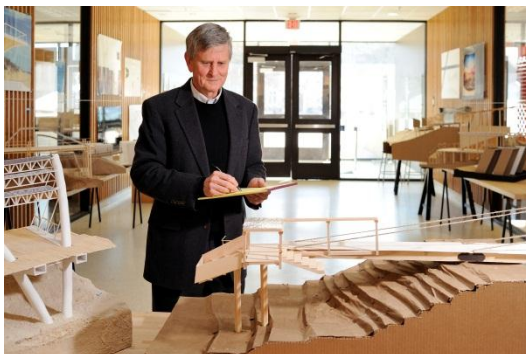
Bill Price, School of Education  
Outreach and Education in Zambia



Giti Khodoparast, Physics  
Metallofullerenes



Leigh McCue-Weil, Aerospace and Ocean Engineering  
Launch and recovery of unmanned surface vehicles



Robert Dunay, School of Architecture + Design  
LumenHAUS

# Questions?





# Veterans and Military Students @ Virginia Tech

October 17, 2012



# Students Using VA Educational Benefits

	2011	2012
Veterans 55% undergrad/45% grad; 15% female/85% male	137	219
Military Students • VA Army National Guard • Military Reserve Force 86% undergrad/14% grad; 17% female/83% male	21	46
Dependents 95% undergrad/5% grad; 48% female/52% male	435	430
<b>Total</b>	<b>593</b>	<b>695</b>





# Student Concerns

## Information

- Resources available
- Points of contact
- Accessing services

## Transition

- Entry/re-entry to college and civilian life
- First-year freshmen and transfer student support in new environment

## Support

- Social
- Health and wellness
- Academic assistance



# Working Groups

**Resources**

**Transfer  
Credit**

**Education  
& Advocacy**

**Women,  
Spouses &  
Dependents**

**Health &  
Wellness**

**Grants /  
Legislative  
Issues**



# Addressing Student Concerns

## Information

- [www.veterans.vt.edu](http://www.veterans.vt.edu)
- Office of Veterans Services

## Transition

- Orientation
- Collaboration with Virginia Wounded Warrior Program
- Faculty and staff training on veteran culture

## Support

- Student Veterans of America, *Veterans@VT*
- Mentoring/Counseling/Academic assistance
- Collaboration with Virginia Wounded Warrior Program



## Advancing Governor McDonnell's goal to make Virginia the "Most Veteran Friendly State in America"

- Compliance with 2012 Presidential Executive Order 13607, *"Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses and Other Family Members"*
- Compliance with new legislation (obligations of active duty military; academic credit for educational experiences in the military)
- Institutional recognition
  - 2012 GI Jobs' Military Friendly Schools List
  - 2012 Guide to Top Military-Friendly Colleges & Universities, Military Advanced Education



# Veteran Student Voices

*(L to R: Jaydee Ragland, Grayson Chretien, and Eric Hodges)*





# Questions?



## **RESOLUTION TO APPROVE THE BACHELOR OF SCIENCE DEGREE IN REAL ESTATE**

**WHEREAS**, six colleges at Virginia Tech (College of Agriculture and Life Sciences, College of Architecture and Urban Studies, Pamplin College of Business, College of Engineering, College of Liberal Arts and Human Sciences, and College of Natural Resources and Environment) have developed a collaboration to support an interdisciplinary undergraduate program in real estate that transcends college boundaries and offers students a unique experiential learning opportunity; and

**WHEREAS**, the bachelor of science in Real Estate will prepare students with the decision making, risk-evaluation, ethical-behavior, negotiation, communication, teamwork, analytical and leadership skills to become leaders in the complex real estate industry that faces diminished public confidence in response to the recent market collapse and the challenge of building sustainable living and work space for a projected 42% growth in the U.S. population by 2050; and

**WHEREAS**, the bachelor of science in Real Estate will prepare graduates for employment in industry sectors such as development, finance, Real Estate Investment Trusts, property management, appraisal, sales, and many global corporations with large property holdings that maintain real estate divisions to manage these holdings, as well as local, state and federal government agencies, and nonprofit groups; and

**WHEREAS**, the degree is the first interdisciplinary undergraduate program to include academic strengths in architecture, building construction, business, applied economics, engineering, property management and natural resources management within the United States;

**NOW, THEREFORE BE IT RESOLVED**, that the bachelor of science degree in Real Estate be approved effective Fall 2013 and forwarded to the State Council of Higher Education for Virginia (SCHEV) for approval, and to the Southern Association of Colleges and Schools (SACS) for notification; with the expectation that the Academic Affairs Committee receive a report on the progress of the degree by March 2014.

### **RECOMMENDATION:**

That the resolution to approve the bachelor of science degree in Real Estate be approved, with the expectation that the Academic Affairs Committee receive a report on the progress of the degree by March 2014.

November 5, 2012

## **RESOLUTION TO ESTABLISH THE VIRGINIA TECH CARILION RESEARCH INSTITUTE AS AN INSTRUCTIONAL FACILITY**

**WHEREAS**, Virginia Tech delivers educational programs at locations throughout the Commonwealth and internationally; and

**WHEREAS**, the university's strategic directions include a commitment to increased research and instruction in health sciences as outlined in *A Plan for a New Horizon: Envisioning Virginia Tech, 2012 – 2018*; and

**WHEREAS**, an instructional site in Roanoke will improve access to programs, research and learning opportunities, and equipment not available in a typical classroom for Virginia Tech students, Virginia Tech Carilion School of Medicine students, healthcare professionals seeking to expand their professional knowledge, and residents of the broader southwestern Virginia region; and

**WHEREAS**, improved access to educational programs delivered in this location will expand enrollment in credit-bearing instructional programs including certificate and degree programs focused on translational biology, medicine, and health;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Visitors approves the establishment of a new Virginia Tech extended campus site that includes the Virginia Tech Carilion School of Medicine and Research Institute, and the Carilion Clinic in Roanoke, Virginia.

### **RECOMMENDATION:**

That the resolution to establish a new extended campus site in Roanoke, Virginia be approved.

November 5, 2012

## **Committee Minutes**

### **BUILDINGS AND GROUNDS COMMITTEE**

**Tour from The Inn at 7:30 am  
Solitude Room, The Inn at Virginia Tech**

**November 5, 2012**

**Board Members Present:** Mr. Michael Quillen, Mr. John Rocovich, Mr. William Fairchild, Mr. William Holtzman

**VPI&SU Staff:** Dr. Charles W. Steger, Mr. Kevin Bishop, Ms. Vickie Chiocca, Mr. Brant Cox, Chief Wendell Flinchum, Ms. Debbie Freed, Deputy Chief Kevin Foust, Mr. Mark Gess, Ms. Kimberly Haines, Ms. Kay Heidbreder, Mr. Larry Hincker, Mr. Rick Hinson, Ms. Leigh LaClair, Ms. Heidi McCoy, Mr. Richard McCoy, Mr. Michael Mulhare, Ms. Carrie Norman, Ms. Kayla Smith, Mr. Jason Soileau, Dr. Lisa Wilkes, Dr. Sherwood Wilson

**Guests:** Ms. Rebekah Paulson

#### **Open Session**

- 1. Campus Driving Tour of Projects and Kentland Farm:** The Committee toured and received an update on several new and recently completed construction projects on campus and the agricultural program relocation site at Kentland Farm.
- 2. Opening Remarks and Approval of Minutes of the September 10, 2012 and October 19, 2012 Meetings:** The minutes of the September 10, 2012 and October 19, 2012 meetings were approved.
- 3. Parking and Transportation Presentation:** As requested at the September 10, 2012 meeting, the Committee received an update on parking and transportation on campus.
- \* 4. Resolution to Adopt Campus Parking Regulations:** The Board of Visitors is charged with providing parking and traffic rules and regulations on property owned by the university. Parking regulations apply to employees, students, contractors, vendors, businesses, visitors, and all other persons who use university owned and leased parking facilities and spaces. Parking and Traffic procedures are administered by Virginia Tech Parking Services and the Virginia Tech Police Department. The Committee recommended full board approval of a resolution to adopt the parking and traffic regulations.

- \* **5. Resolution for Appalachian Power Company Easements:** In conjunction with a state highway project to replace the structurally deteriorating bridge and to realign the roadway at the intersection for Routes 779 and 320 in Roanoke, Virginia, the Virginia Department of Transportation and Appalachian Power Company requested the university grant permanent utility easements to Appalachian Power Company. The Committee recommended full board approval of a resolution to execute easements to the Appalachian Power Company.
- \* **6. Resolution on Land Transfer and Temporary Construction Easement to Virginia Department of Transportation:** In conjunction with a state highway project to replace the structurally deteriorating bridge and to realign the roadway at the intersection of Routes 779 and 320 in Roanoke, Virginia, the Virginia Department of Transportation requested the university grant a transfer of land in fee simple and a temporary construction easement for proper construction of the project, the entrance to Catawba Hospital, and for the cut and/or fill of slope. The Committee recommended full board approval of a resolution to execute the transfer agreement and temporary construction easement to the Commonwealth of Virginia, Department of Transportation.
- \* **7. Resolution for Appointment to the Blacksburg-Christiansburg-VPI Water Authority:** The Committee recommended full board approval of a resolution recommending that John W. Kirby be reappointed as joint member of the Blacksburg-Christiansburg-VPI Water Authority Board of Directors for a four-year term expiring August 31, 2016.
- \* **8. Resolution for Amendment of Guidelines for Projects under the Public-Private Education Facilities and Infrastructure Act (PPEA) of 2002:** The Committee recommended full board approval of a resolution revising the Guidelines for Projects under the Public-Private Education Facilities and Infrastructure Act (PPEA) of 2002. The revision incorporated edits in accordance with changes to the Code of Virginia, and included minor clarifications.
- 9. Design Preview/Review for Wildlife Aviary – *Non-Capital Project*:** The Committee previewed and approved the design of a wildlife aviary. The project is situated on the corner of a pasture adjacent to the Freshwater Mollusk Conservation Center on Plantation Road beside Hoot Owl Woods. The 3,200 gross square foot building will consist of 16 aviaries, eight placed on each side of a central service corridor that leads to an enclosed workroom at the north end and a main entry at the south end. Each aviary is separated from the exterior and the adjacent aviaries by wire mesh fencing, and each aviary is partially covered by metal roofing. This building will facilitate research programs centered in basic science and dealing with more applied ecological problems including parental effects on offspring fitness and incubation behavior in birds.
- 10. The 2011 Jeanne Clery Act Report on Campus Security and Fire Safety:** The Committee reviewed the annual campus security and fire safety report for the

Virginia Tech Blacksburg campus. Chief Flinchum briefed the committee on the annual security report which is unique to higher education. The report includes all reported crimes that occurred on-campus, as well as an annual fire safety report. The report is available to the public on the Police Department web site.

Rector Quillen stated he had recently toured the Police Department facilities and recommended that the committee tour the department in the future. He commented that the department has exceptional credentials, consistently high rankings, and there is great morale in the department despite the department's space being inadequate in terms of quality and size.

The department has received national and international accreditation through the Commission on Accreditation for Law Enforcement Agencies Incorporated (CALEA) and the International Association of Campus Law Enforcement (IACLEA).

Dr. Wilson gave a brief update on the future space the department will occupy at the Southgate Center, and discussed plans to renovate the Southgate Center once funding is identified to create a public safety building.

- 11. Capital Project Status Report:** The Committee received an update on the status of capital projects.

**Adjournment**

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

**\*Requires full Board approval.**



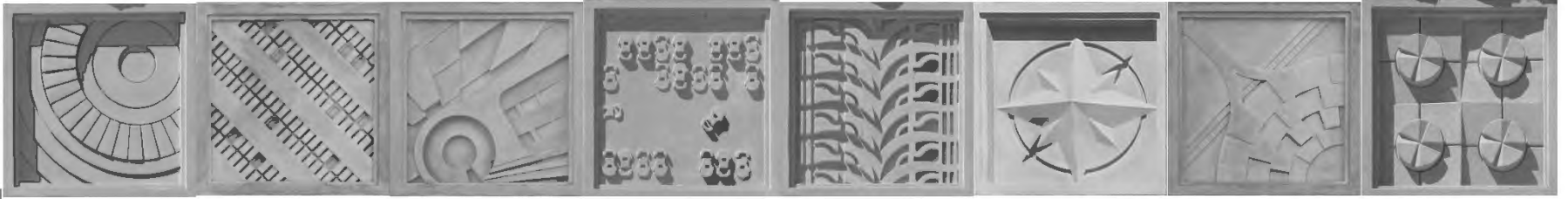
# Virginia Tech: Parking and Transportation

Lisa J. Wilkes

Assistant Vice President for Business Services

November 5, 2012

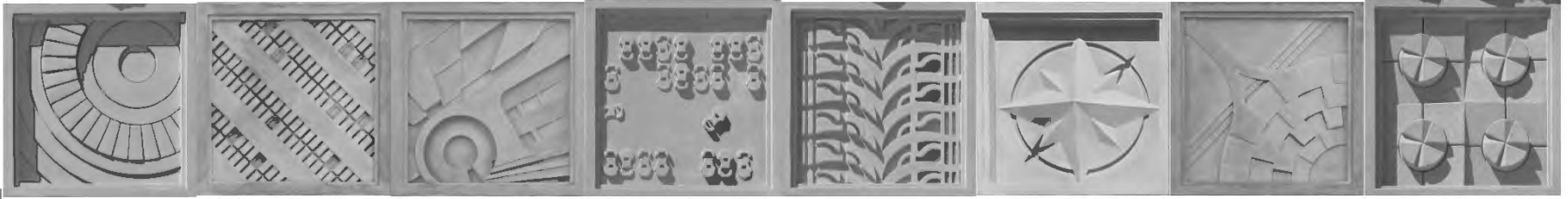




# Parking Services

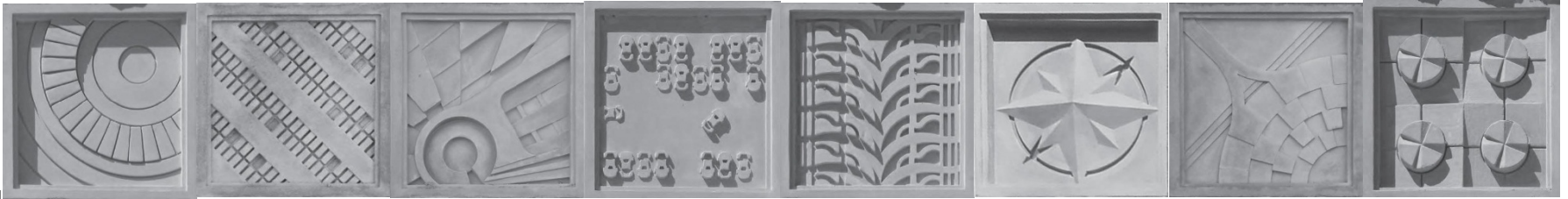
## Mission

Provide safe and convenient parking areas for members of the university community and guests.



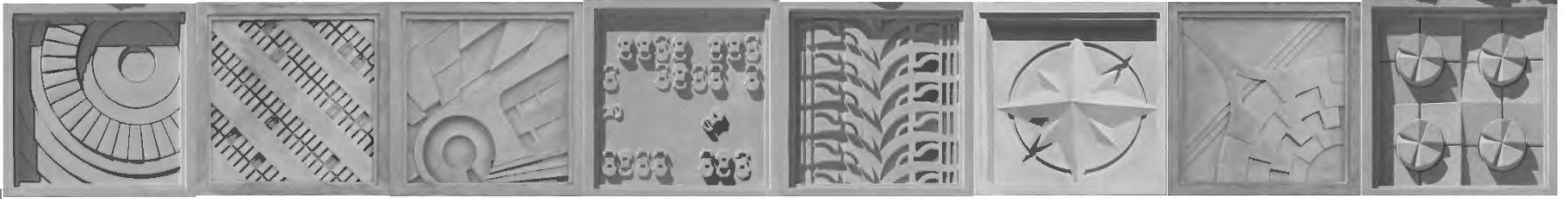
# Parking Services

- 2 locations (main and satellite offices)
- 19 employees
- Functional areas
  - Permit sales
  - Citation payments and appeals
  - Enforcement
  - Special events



# Parking Services Overview

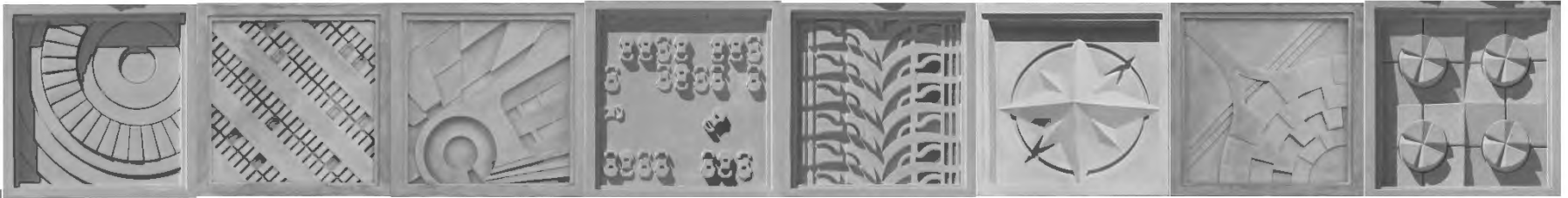
- 90 parking lots with 16,150 parking spaces
- Perry Street Parking Deck – 1,350 spaces
- Turner Street Parking Deck – 800 spaces (opening Jan 2013)
- 18,500 permits issued in FY12
- 20,417 citations issued in FY12
- 269 Motorist Assistance Program in FY12



# Alternative Transportation

## Mission

Promote and encourage the use of alternative modes of transportation to get to, from, and around campus instead of a single occupancy vehicle.



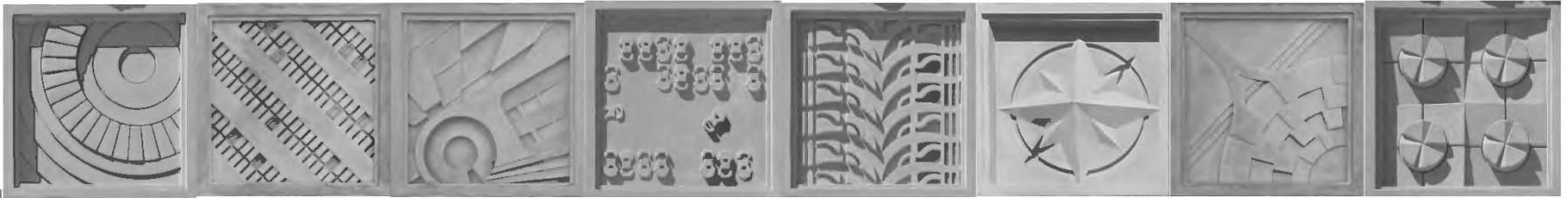
# Alternative Modes of Transportation

- **Commuter Alternative Programs**

- Bike, Bus, and Walk - open to Virginia Tech faculty, staff, and students who commute to campus by walking, bicycling, or taking transit (BT or Smart Way)
- Carpool – open to faculty, staff and commuter/graduate students
- Vanpool – open to full-time Virginia Tech employees

- **Transit**

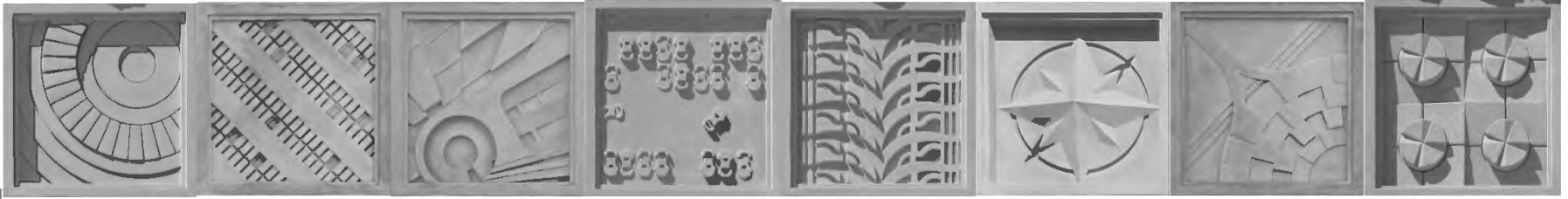
- Blacksburg Transit
- Smart Way Bus – discounted (25% off) monthly pass cost for VT faculty, staff and students



# Alternative Transportation Overview

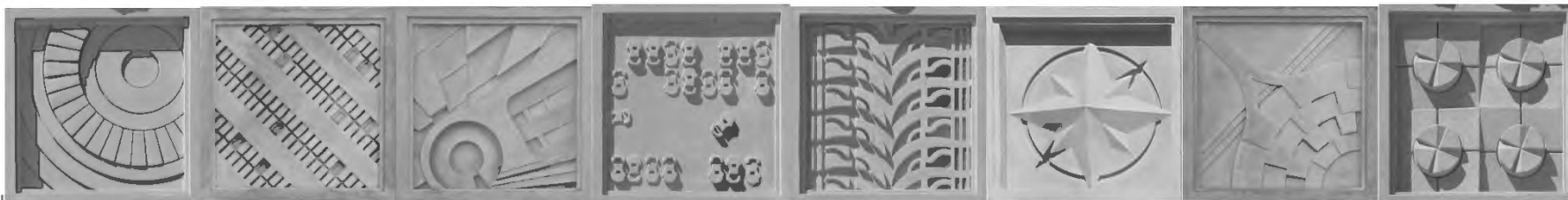
- 3.5 million Blacksburg Transit passengers in FY12
- 72,670 Smart Way bus passengers in FY12
- 960 participants in Bike, Bus & Walk Program in FY12
- 566 carpool permits sold in FY12
- 3 operational vanpools in FY12
- Zimride – a new ride sharing program, which launched in September, 2012, and already has 1392 participants who have posted over 690 rides





# Blacksburg Transit

- 46 Fixed Route Buses
  - 9 hybrid-electric buses (including the 2 articulated 60 foot buses)
- 6 BT ACCESS vehicles



# Blacksburg Transit for VT

- 95% ridership VT students, faculty and staff
- Bus system tailored to fit VT needs
- Unlimited access to all BT routes
- Bicycle Racks on all buses

# **Non-Capital Project Information Summary – Wildlife Aviary**

## **BUILDINGS AND GROUNDS COMMITTEE**

**October 10, 2012**

### **Title of Project:**

Wildlife Aviary

### **Location:**

The proposed location for the Wildlife Aviary is near the end of Plantation Road past the Plantation Road research facilities, at a site adjacent to the Freshwater Mollusk Conservation Center located at 1B Plantation Road, beside Hoot Owl Woods.

### **Current Project Status and Schedule:**

The Schematic Design Phase is nearly complete. Completion of construction documents is expected in November 2012.

### **Project Description:**

The 3,200 gross square foot Aviary will be a single story facility organized around a central service corridor oriented on a north-south axis. At the north end of the corridor an enclosed workroom includes a restroom and a mechanical/storage room. Along each side of the service corridor are eight aviaries, each with access from the corridor and the outer side enclosed with wire mesh above a concrete base. Each aviary is partially covered with a roof and physically separated from each other with wire mesh. The project building site is fully within a corner of a pasture previously used for livestock grazing. A gravel parking lot will be constructed north of the workroom and will include an accessible parking space and five standard spaces.

### **Brief Program Description:**

The Wildlife Aviary will build on the existing strengths of the university that will advance research into the health of avian wildlife. The program has two broad focal areas, one centered in basic science and the other dealing with more applied ecological problems. The focal area deals with parental effects on offspring fitness, focusing on incubation behavior in birds. The primary mission is to understand how modern ecological problems (e.g., nest disturbance) may influence this parental-offspring interaction.

### **Contextual Issues and Design Intent:**

The Aviary building is massed as two one-story rows of aviaries flanking an internal service corridor running north-south with the main entry on the south side. Primary exterior materials will be painted concrete at the base of the aviaries, wire mesh above, painted standing seam roofing, and painted metal siding at the workroom and south entry. The design and materials will be harmonious with the adjacent existing Freshwater Mollusk Conservation Center buildings.

### **Architect/Engineer:**

Architects Alliance, Blacksburg, VA

### **Contractor:**

To be determined

*Presentation Date: November 5, 2012*



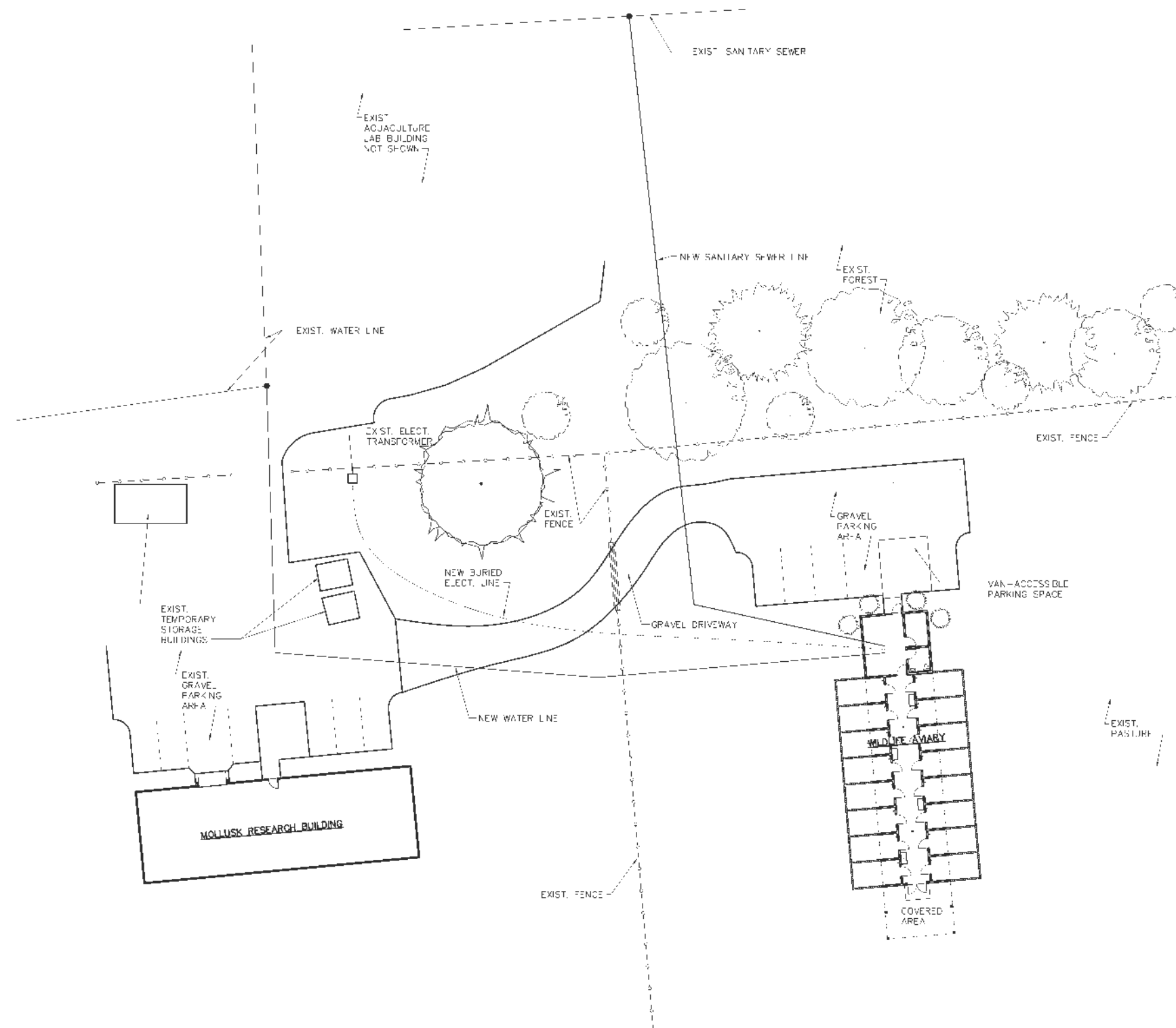
Wildlife Aviary- Location Map





## **Wildlife Aviary**

**View of Proposed Pasture Site at Plantation Road**



**PRELIMINARY SITE PLAN**  
SCALE: 1" = 20'-0"

PROGRESS PRINT

SCHEMATIC DESIGN



PROJECT CODE: N/A

DATE

REVISIONS

**WILDLIFE AVIARY FACILITY for  
PLANTATION ROAD RESEARCH COMPLEX**  
Virginia Polytechnic Institute & State University

DESIGNED BY:  
CBL  
DRAWN BY:  
DAR,CBL  
CHECKED BY:  
CBL

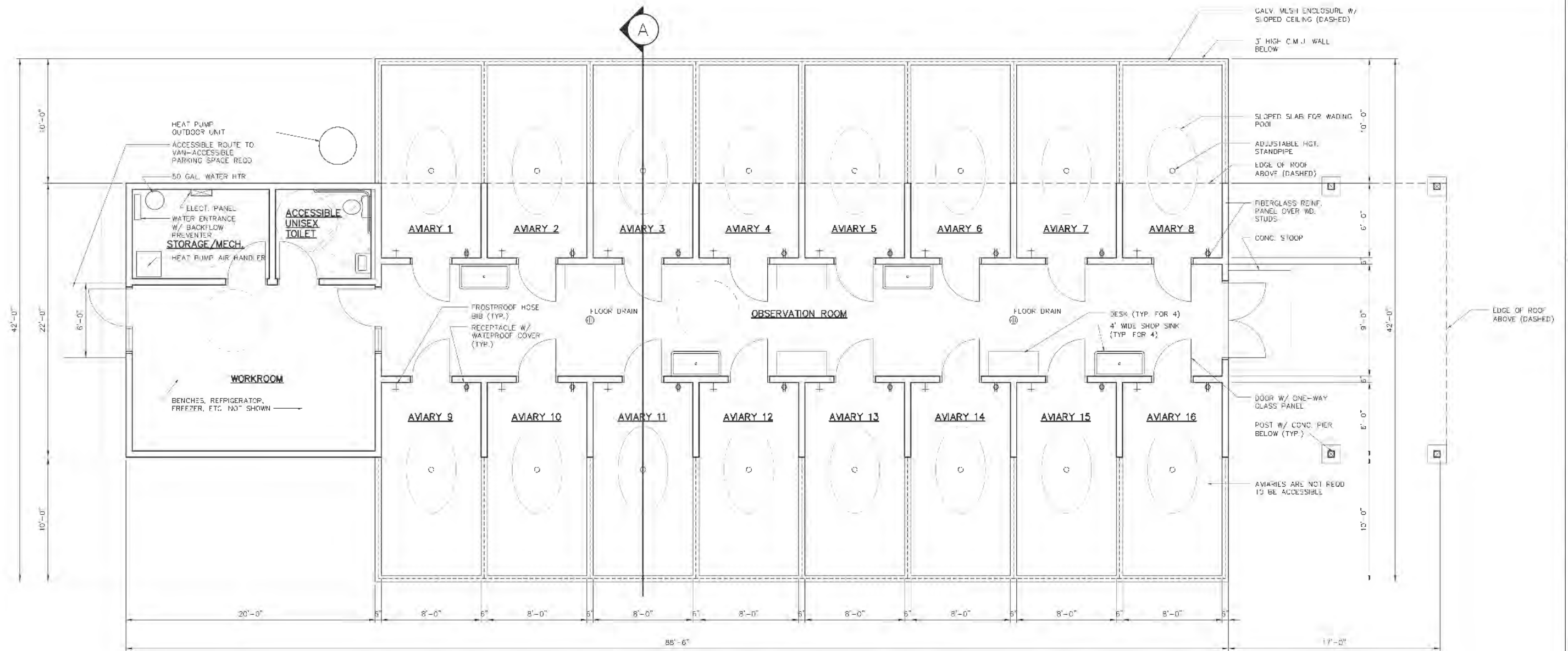
**The  
Architects  
Alliance  
Inc.**

Blacksburg,  
Virginia  
540-951 4853

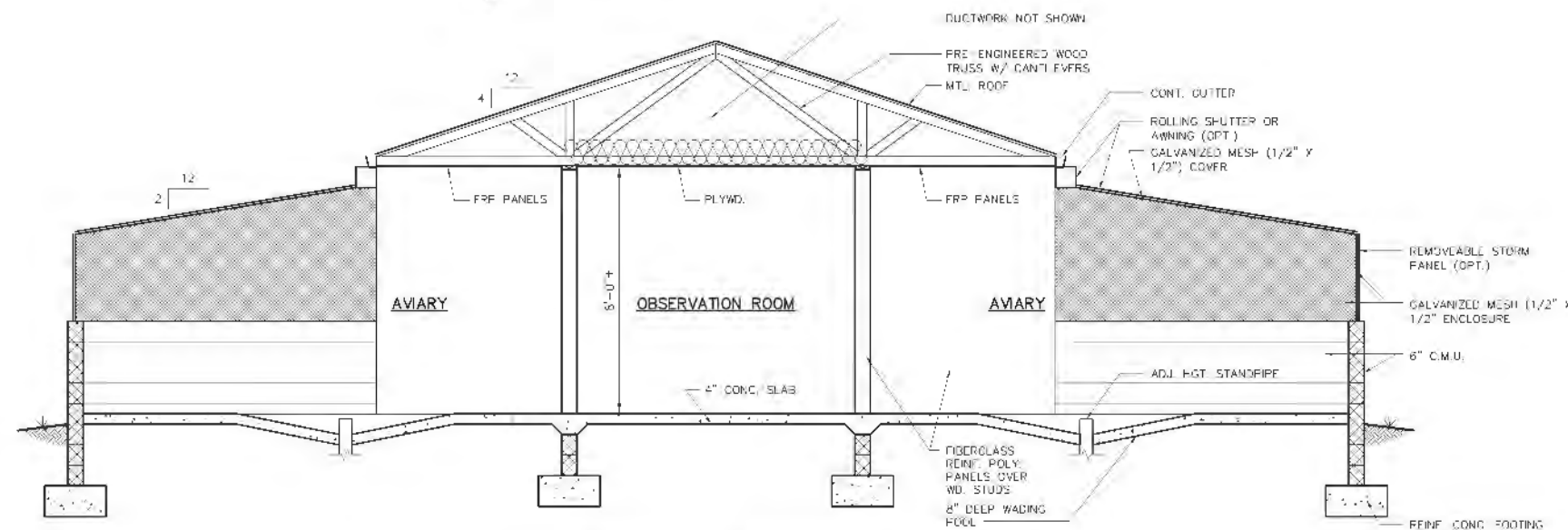
PROJECT NO:  
75362  
DATE:  
10/4/12

**SD1**





PLAN NORTH  
PRELIMINARY FLOOR PLAN  
SCALE: 1/4" = 1'-0"



A PRELIMINARY BUILDING SECTION  
SCALE: 3/8" = 1'-0"

PROGRESS PRINT

SCHEMATIC DESIGN

0 1 2 3 5 10  
1/4" = 1'-0"  
PROJECT CODE: N/A

DATE  
REVISIONS

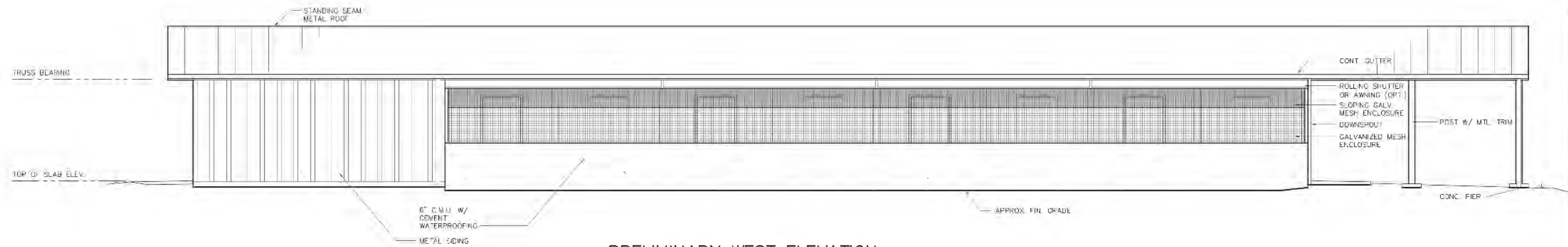
WILDLIFE AVIARY FACILITY for  
PLANTATION ROAD RESEARCH COMPLEX  
Virginia Polytechnic Institute & State University

DESIGNED BY:  
CBL  
DRAWN BY:  
DAR,CBL  
CHECKED BY:  
CBL

The  
Architects  
Alliance  
Inc.  
Blacksburg,  
Virginia  
540 951 4853

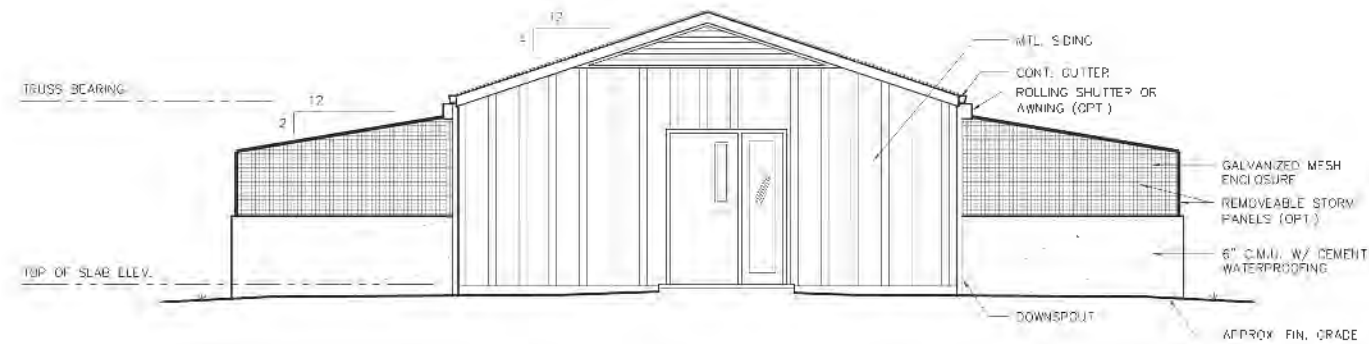
PROJECT NO:  
75362  
DATE:  
10/4/12

SD2



**PRELIMINARY WEST ELEVATION**

SCALE: 1/4" = 1'-0"



**PRELIMINARY NORTH ELEVATION**

SCALE: 1/4" = 1'-0"

PROGRESS PRINT

SCHEMATIC DESIGN

0 1 2 3 5 10  
1/4" = 1'-0"  
PROJECT CODE: N/A

DATE

REVISIONS

**WILDLIFE AVIARY FACILITY for  
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VIRGINIA POLYTECHNIC INSTITUTE  
AND STATE UNIVERSITY



2011 JEANNE CLERY ACT REPORT  
*THE ANNUAL CAMPUS SECURITY AND FIRE SAFETY REPORT*  
FOR THE  
VIRGINIA TECH BLACKSBURG CAMPUS

September 28, 2012



**CAMPUS SAFETY:**  
A SHARED RESPONSIBILITY

*The Virginia Tech Police Department is a Nationally Accredited Law Enforcement Agency.*

# **Virginia Tech Annual Campus Security and Fire Safety Report**

The Virginia Tech Police Department has been designated as the department responsible for compiling and publishing the university's annual security and fire safety report. This document is intended to serve as the annual security and fire safety report, as required by the Higher Education Opportunity Act and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The purpose of the report is to provide information about security on campus, to include: campus and community crime statistics, fire statistics and safety information, policy information, safety tips, resource phone numbers and a brief overview of the many services the university provides. A map of the campus can be found at: <http://www.police.vt.edu/clerymaps> and is attached in *Appendix D*. Keep this information where it can be easily located; it provides you with a useful reference source of information.

Information for this report is compiled from reports provided by campus security authorities including, but not limited to, the Office of Student Conduct, Environmental Health and Safety, the Dean of Students Office, the Virginia Tech Women's Center, and the Office of Residence Life. Statistics are also compiled from law enforcement agencies in jurisdictions that Virginia Tech owns, leases, or controls property or those with jurisdiction on adjacent property. Information for the main campus in Blacksburg was obtained from the Blacksburg Police Department, the Montgomery County Sheriff's Office, the Christiansburg Police Department, the Virginia Department of Alcoholic Beverage Control, the New River Regional Drug Task Force, and the Virginia State Police. Individuals who want to report crimes for inclusion in the Annual Security Report, or for the purpose of making timely warning reports, should report them to the Virginia Tech Police Department.

Virginia Tech is committed to providing the members of the campus community and visitors with the safest and most secure environment possible; however, even the most extensive initiatives cannot succeed without the awareness and cooperation of the community members who work, study, and live on campus.

## **Campus Overview**

Virginia Polytechnic Institute and State University has a student population of over 28,000 on its main campus and serves over 2,300 students at extension campuses located throughout the Commonwealth. Surrounded by the Town of Blacksburg, Virginia Tech is situated on 2,600 beautifully landscaped acres located in the New River Valley and only a short drive from the scenic Blue Ridge Mountains, the Appalachian Trail, and the New River itself.

## **Virginia Tech Police Department**

The Virginia Tech Police Department (VTPD) is a nationally accredited professional law enforcement organization staffed by highly trained men and women. The department consists of 51 sworn officers and a full time support staff of 23 employees. Numerous seasonal employees supplement the support staff during the academic year. The Virginia Tech Police Department operates 24 hours a day and provides full police services to the university community. The officers are state-certified and empowered to enforce all federal, state, and local laws on university property. They have full authority to make arrests and carry firearms. In addition to

patrol, investigation, and crime prevention, the department answers calls for assistance, such as motorist assists.

Virginia Tech police officers have jurisdiction and respond to incidents on the immediate campus in Blacksburg, Virginia, property owned or leased by Virginia Tech, and university related corporations in the Blacksburg area. The Virginia Tech Police Department has jurisdiction on any other public or private institution of higher learning, if requested by that institution. A concurrent jurisdiction agreement was granted by the Circuit Court Judge of Montgomery County and includes the Towns of Blacksburg and Christiansburg, as well as the County of Montgomery.

The Virginia Tech Police Department also has a specified enhanced patrol zone in downtown Blacksburg. Officers have the authority to conduct routine patrol and make arrests in the enhanced patrol zone. A map displaying these boundaries has been added to this report as *Appendix E* and can be found online at <http://www.police.vt.edu/clerymaps>.

The Virginia Tech Police Department maintains a close working relationship with the Virginia State Police, Blacksburg Police Department, Montgomery County Sheriff's Office, and Christiansburg Police Department, as well as other law enforcement agencies throughout the state. The Virginia Tech Police Department has a written Memorandum of Understanding with the Blacksburg Police Department and the Virginia State Police concerning sexual assault and death investigations. The Virginia Tech Police Department does not have any other written Memorandum of Understanding with any other law enforcement agency, as the department has the responsibility and authority to conduct all criminal investigations for crimes that occur on Virginia Tech owned, leased, or controlled property. As a participant in the National Crime Information Center (NCIC) and the Virginia Crime Information Network (VCIN), the Virginia Tech Police Department is able to transmit and receive crime information with other police agencies throughout the United States. Through its membership in related professional organizations, the department is able to keep abreast of new or developing ideas and has a medium for the exchange of information on law enforcement issues. The Virginia Tech Police Department has a news release called "Daily Crime and Fire Log" that is published each day with the exception of weekends and holidays. The "Daily Crime and Fire Log" lists all incidents of crime and actual fires in residence halls within the past 24 hours, or over the weekend. A copy is e-mailed to administrative personnel with a need to know and to the local media stations. The report is available for review 24 hours a day at the Police Department and on the department's website at [www.police.vt.edu](http://www.police.vt.edu). The Blacksburg Police Department notifies the university, via a Referral of Student Conduct, when students or university recognized student groups are involved in criminal activities off campus within the Town of Blacksburg.

## **Policies and Regulations**

### **Timely Warnings / Crime Alerts**

*Timely Warnings/ Crime Alerts* will be provided to the community in the event of a reported crime, either on campus or off, that, in the judgment of the Chief of the Virginia Tech Police Department or a designee, constitutes an ongoing or continuing serious threat to the university community. The Clery crimes for which *Timely Warnings / Crime Alerts* may be issued may include, but are not limited to, arson, homicide, burglary, robbery, sex offenses, aggravated assault and motor vehicle theft.



The *Timely Warnings / Crime Alerts* are generally written by the Chief of Police or a designee and they are typically distributed to the community via email to anyone who has a vt.edu email address by University Relations. If someone from University Relations is unavailable, there are several administrators in the Virginia Tech Police Department who can initiate the email system. The *Timely Warnings/ Crime Alerts* are also posted on the Virginia Tech Police Department website. Updates to the Virginia Tech community about any particular case resulting in a *Timely Warning / Crime Alert* will normally be distributed via email.

### **Missing Persons**

If a member of the University community has reason to believe that a student who resides in on-campus housing is missing, he or she should *immediately* notify the Virginia Tech Police Department at 540-231-6411. The Virginia Tech Police Department will generate a missing person report and initiate an investigation.

After investigating the missing person report, should the Virginia Tech Police Department determine that the student is missing and has been missing for more than 24 hours, the Virginia Tech Police Department will notify the student's emergency contact, or confidentially identified individual, no later than 24 hours after the student is determined to be missing. If the missing student is under the age of 18 and is not an emancipated individual, the Virginia Tech Police Department will notify the student's parent or legal guardian immediately after making the determination that the student has been missing for more than 24 hours. As required by law, the Virginia Tech Police Department will inform the Blacksburg Police Department of any missing student in order to inform them that the Virginia Tech Police Department has conducted an initial investigation and has determined that a student is missing. This notification will be made no later than 24 hours after the student is determined to be missing.

In addition to registering an emergency contact, students residing in on-campus housing have the option to identify, confidentially, an individual to be contacted by Virginia Tech in the event the student is determined to be missing for more than 24 hours. Students who wish to identify a confidential contact can do so through the Hokie Spa web site. This confidential contact information will be accessible to authorized campus officials only and law enforcement and it will not be disclosed outside of a missing person investigation.

### **Access to Campus Buildings**

Security and access control design standards have been developed for new and renovated buildings owned by the university. Designs are reviewed by the Virginia Tech Police Department for compliance with security requirements. Exterior doors in all residence hall buildings remain locked at all times except in those buildings that also house university offices. During special circumstances such as student move in, exterior entrances are scheduled to be unlocked during specified time periods. Residents of the building and their escorted guests, as well as authorized persons, access the building by utilizing the card access system. Resident Advisors (RAs) and Housing and Residence Life Resource Officers make rounds during evening hours to verify that exterior entrances are locked and secured. Housing and Residence Life Resource Officers also make reports of malfunctioning lights and other unsafe physical conditions that need to be addressed. Information in those reports is forwarded to the appropriate facility/departments for follow-up. Facilities and landscapes are maintained in a manner that minimizes hazardous



conditions. When facilities receive maintenance or renovations, security measures such as lighting, landscape and entrance security are included, if it is deemed necessary by the Office of the University Architect and the Virginia Tech Police Department Crime Prevention Specialist. Academic and administrative buildings are open to the public during operating hours and are generally secured after operating hours and during extended breaks. For information about the access protocol for a specific building, see the building manager, a department head, or contact the Virginia Tech Police Department at 540-231-6411.

Virginia Tech has designed policies and regulations in order to create a safe and harmonious environment for the members of its community. All campus community members and visitors of the university are required to obey these regulations. These policies not only reflect the university's high standards of conduct, but also local, state and federal laws. Observed and enforced, they create a significant degree of safety for the university community.

### **Alcohol and Drugs**

Virginia Tech recognizes that the misuse and abuse of alcohol is a persistent social and health problem of major proportion in our society and that it interferes with the goals and objectives of any educational institution. Accordingly, Virginia Tech does not encourage the use of alcoholic beverages and strongly discourages illegal or otherwise irresponsible use of alcohol. Members of the university community are responsible for their decisions regarding their use of alcohol as well as their behavior, which occur as a result of these decisions. In this context, Virginia Tech created a comprehensive policy on Alcoholic Beverages and Other Controlled Substances. This policy can be found in the University Policies for Student Life and on the web at <http://www.studentconduct.vt.edu>.

### **Alcohol Policy**

Virginia Tech fully complies with the alcohol regulations of the Commonwealth of Virginia. All state laws apply to Virginia Tech students, faculty, staff, and visitors while in the Commonwealth of Virginia. These laws prohibit possession, distribution, and consumption of all alcoholic beverages by persons less than 21 years of age while in the Commonwealth of Virginia. To maintain conditions conducive to a learning environment, and to ensure that all community members are in a safe, productive environment, the university further restricts the use of alcohol within specified criteria. For more comprehensive details, please refer to the University's Policy on Alcoholic Beverages at <http://www.policies.vt.edu/1015.pdf>.

### **Controlled Substances**

The university strictly prohibits the illegal use or possession of any controlled substance. The illegal use of controlled substances is incompatible with the goals of an academic community. Students found guilty of possessing, using, distributing, or selling controlled substances will face serious disciplinary action that may include suspension and/or dismissal from the university for the first offense. Violations of state law should be reported to the Virginia Tech Police Department which will take appropriate legal actions. For more comprehensive details, please refer to the University's Policy for a Drug Free University at <http://www.policies.vt.edu/1020.pdf>.

### **Pastoral and Professional Counselors**

The Women's Center at Virginia Tech employs counselors. Crimes reported to the Women's Center are confidential, but information such as the location, date, and offense type are communicated to the police department for inclusion in the annual crime statistics. Counselors at the Cook Counseling Center provide information to victims about other community services available to them as well as the procedures for reporting crimes to the Virginia Tech Police Department. There are no formal procedures that require professional counselors to inform persons they are counseling of any procedures to report crimes on a voluntary and confidential basis for inclusion in the annual disclosure of crime statistics.

## **Emergency Response and Evacuation**

### **Emergency Notifications**

Virginia Tech will immediately notify the campus community upon the confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or staff occurring on the campus. In accordance with the Higher Education Act of 1965 as amended and Section 23-9.2:11 of the Code of Virginia, the university has implemented a comprehensive communications system, "VT Alerts," to provide prompt warning notifications and alerts of immediate threats to the health and safety of members of the campus community using a variety of methods, including but not limited to: email notices; phone, cellular phone, and text messages; classroom electronic message signs; posters; university website notices; campus loud speakers/sirens, desktop alerts and twitter feed @vtalerts. Protocols for emergency notifications, as outlined in the Emergency Notification Systems Protocols, are available at: <http://www.emergency.vt.edu/programs/plans/ENSprotocol.pdf>

Parents and members of the larger community are not eligible to sign up for all of the immediate notifications through Virginia Tech Alerts. However, they are able to sign up for Desktop Alerts and are encouraged to do so and can also check the University Website at <http://www.vt.edu> for updates during an emergency on campus. The Virginia Tech Police Department is primarily responsible for confirming that there is a significant emergency or dangerous situation on campus that could cause an immediate threat to the health and safety of the members of the campus community. There are other departments on campus that could be in a position to confirm certain types of emergencies, such as a pandemic flu outbreak, etc. The Office of University Relations, the Virginia Tech Police Department the Office of Emergency Management and the Vice President for Administrative Services have access to the systems to notify the campus community of immediate threats that have occurred and necessitate evacuation, shelter or secure in place or other action on the part of students, employees, and campus visitors. These departments have the authority to determine the appropriate segment or segments of the campus community that will receive alerts, to determine the content of the alert, and to initiate the notification system. The institution typically provides follow-up information to the community using the same systems that were used to send out the original alert.

One of the listed departments above will, without delay, take into account the safety of the community, determine the content of the notification and initiate the notification system, unless issuing a notification will, in the professional judgment of first responders, compromise efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency. The typical first responders to an incident that causes an immediate threat to the health and safety of the Virginia

Tech community include the Virginia Tech Police Department, Virginia State Police, Blacksburg Police Department, Montgomery County Sheriff's Office, Christiansburg Police Department, Virginia Tech Rescue and the Blacksburg Fire and EMS Department.

Annually, the Offices of University Relations and Human Resources provide communications to the university community regarding university procedures for authorized closings and receiving emergency alerts. Additional information about the "Alert" process can be found in the University Safety and Security Policy at: <http://www.policies.vt.edu/5615.pdf>

### **Emergency Preparedness**

Emergency preparedness and information on what to do in an emergency can be found on the "Be Hokie Ready" link from the Office of Emergency Management webpage <http://www.emergency.vt.edu>. In an emergency it is important to remember three important things: *do not take unnecessary risks, there is no substitute for remaining calm, and always use common sense.*

University departments are responsible for developing Emergency Action Plans (EAP) and Continuity of Operations Plans (COOP) for their staff and areas of responsibility. The University conducts numerous emergency response exercises each year, including table top exercises, functional exercises, drills and tests of the emergency notification systems on campus. These tests are designed to assess and evaluate the emergency plans and capabilities of the institution. Drills and exercises completed during 2011 are listed in *Appendix A*.

The Virginia Tech Police Department, Office of Emergency Management and other critical university divisions are trained in Incident Command and response to campus incidents. When a serious incident occurs that causes an immediate threat, the first responders to the scene at the Blacksburg campus to an incident that causes an immediate threat to the health and safety of the Virginia Tech community include the Virginia Tech Police Department, Virginia State Police, Blacksburg Police Department, Montgomery County Sheriff's Office, Christiansburg Police Department, Virginia Tech Rescue and the Blacksburg Fire and EMS Department, as well as other university departments and jurisdictions. These agencies work together to manage the incident. At other campuses first responders from local jurisdictions will manage incident response.

General information, about the emergency response and evacuation procedures for Virginia Tech, is publicized each year as part of the institution's Clery Act compliance efforts.

Virginia Tech will notify the university community of its emergency notification protocols, emergency response and evacuation procedures via email, in conjunction with at least one drill or exercise each calendar year. Information related to emergency notifications and emergency guidelines can be found at <http://www.emergency.vt.edu>. Information related to evacuation procedures can be found at <http://www.ehss.vt.edu>.

### **Emergency Evacuation Procedures**

Each occupied residence hall is required to conduct a quarterly fire drill in compliance with the Virginia statewide fire code. Thus, the emergency response and evacuation procedures are tested at least twice each year and, for some of the buildings, four times a year. The purpose of the

drills is to provide all residents and staff practice, in the event there is ever a real fire or other evacuation emergency. The drills prepare building occupants for an organized evacuation in case of a fire or other emergency. Evacuation drills are used as a way to educate and train occupants on fire safety issues specific to their building. During the drill, occupants familiarize themselves with procedures and the location of exits and the sound of the fire alarm. Alarms and other components of the fire safety system are also checked to see that they are working properly. The fire drills are generally held within the first 10 days of the semester, during the hours of 8:00a.m. to 11:00p.m. Following the drill, residents receive a report and feedback on the evacuation process. Be sure you know what to do when the fire alarm sounds, and always evacuate!

Each university department or unit develops an Emergency Action Plan (EAP) that outlines the actions occupants in the building must take during emergencies. Evacuation planning is a part of each department's EAP. Once you have reviewed your evacuation and fire prevention plans with your employees, practice drills are recommended to ensure that the employees are prepared for emergencies. All drills must be coordinated with Environmental Health and Safety Services (EHSS) in advance by calling 540-231-9068 or email [firesafe@vt.edu](mailto:firesafe@vt.edu). EHS Fire Safety and Residential Programs work together each year to provide fire and life safety education to students living on campus. Each year Area Coordinators, Resident Directors and Resident Assistants are required to attend fire and life safety training during their orientation in August.

### **Secure-In-Place Procedures**

When it is necessary to secure-in-place, you will be the safest by placing a locked door or other barricade between you and the associated violence or danger.

#### **How Do I Secure-In-Place?**

- *Remain Calm!*
- If you are outside during a secure-in-place emergency you should seek cover in the nearest unlocked building.
- If the buildings in the immediate area have exterior doors that have been locked, continue to move away from the danger, seek cover, move to another building, or leave campus if it is safe to do so.
- Once inside, find an interior room and lock or barricade the doors.
- To minimize vulnerability, turn off lights, silence phones, draw blinds, and move away from windows.
- Await further instruction from VT Alerts and emergency personnel.
- *Do not* leave until an “All Clear” is received.

#### **What if someone wants to enter a secure area?**

If there is any doubt about the safety of the individuals inside the room or building, the area needs to remain secure. Allowing someone to enter a secure location may endanger you and others. *Use good judgment.*

If there are individuals outside the secured door who wish to get in, several factors should be considered to determine if it is safe:

- Can you see the area outside the door to determine that someone is not lying in wait? Is it a trap?

- If a physical description of the subject was given in the secure-in-place alert, consider similarities such as age, race, clothing description, height, weight, gender, and hair and eye color.

If the decision is made to let a person in, consider the following:

- Have the person leave anything he or she is carrying (a backpack, laptop case, package, etc.) on the ground, outside of the secure area.
- Have the subject lift up his or her shirt, coat, and/or jacket until the waistline is visible and rotate 360 degrees to see if he or she is concealing a weapon.

Remember, always use common sense. There are exceptions to all guidance and prescribed directions.

### **Shelter-In-Place Procedures**

Shelter-in-place events are usually weather related emergencies. When it is necessary to shelter-in-place, you will be safest by moving inside to a building space that protects you from the danger. *Do not* lock doors behind you as others may also need to shelter-in-place.

### **How do I Shelter-In-Place?**

- *Remain Calm!*
- Immediately seek shelter inside the closest sturdy building. Do not wait until you physically see a tornado or severe weather event to react.
- Resist the temptation to go outside and check the weather conditions yourself.
- Once inside, stay away from windows, glass, and unsecured objects that may fall.
- Seek shelter in interior rooms and corridors.
- Avoid large free standing expanses such as auditoriums and gymnasiums.
- *Do not* use elevators.
- Await further instruction from VT Alerts and emergency personnel.
- *Do not* leave until an “All Clear” is received.

During a tornado, seek shelter on the lowest level possible. If warranted, consider crouching near the floor and seeking additional shelter under a sturdy desk or table, or cover your head with your hands.

Remember, always use common sense. There are exceptions to all guidance and prescribed directions.

### **Weather Definitions**

- **Watch:** Conditions are favorable for the development of severe weather. Closely monitor the situation in case it gets worse.
- **Warning:** Severe weather has actually been observed. Listen closely to instructions provided by weather radios/emergency officials.

## Reporting a Crime or Getting Emergency Assistance

Individuals are responsible for being aware of and complying with university policies/procedures and applicable law. Employees and students are encouraged to accurately, voluntarily and promptly report crimes, emergencies, potential threats or risks to the appropriate university office(s). Crimes and other emergencies should be reported to the Virginia Tech Police Department at 540-231-6411 or 911 for an emergency. Victims or witnesses of crimes on campus may report those crimes anonymously on a voluntary, confidential basis for inclusion in the annual crime disclosure by calling 540-232-TIPS.

Criminal or suspicious acts and emergencies should be reported to the police immediately in person, by telephone or by using one of the emergency call boxes strategically located around campus. A program has been added to the Virginia Tech Police Department's website that enables students, faculty and staff to report incidents via the internet. The report form contains all information needed to complete a police report. This form can only be used for vandalism, damage or destruction of property, larceny or theft offenses and annoying or harassing phone calls. If a person wants to report an incident either anonymously or formally to the Women's Center, Office of Student Conduct or to the Virginia Tech Police Department, they can access the *Stop Abuse* website by clicking on the link provided on the Virginia Tech Police Department's website.

This allows anyone to report a crime anonymously or simply to give information about a crime or alleged crime he or she has general knowledge or suspicion about. All information is kept in the strictest confidence and is only accessible to the authority the reporting party selects. This information will be reported in the annual crime disclosure. These forms can be accessed at [www.police.vt.edu](http://www.police.vt.edu). If you ever need to contact the police, officers and staff will attempt to assist you in any way possible. The Virginia Tech Police Department is located behind Lane Stadium next to the University's Fleet Services building. The dispatch office is staffed 24 hours a day and the department's dispatchers are always available to answer questions or to have an officer respond to take a complaint. Below are a few tips for contacting the police. By using these tips, you can help us help you.

The Virginia Tech Police Department encourages everyone that has become a victim of crime to come forward and report it to the police. However, on occasion and depending on the nature of the crime the victim refuses to press charges. This is the victim's option. Just because a report is filed with the police department does not mean that criminal charges have to be filed. Students also have the option of contacting other university resources, such as the Virginia Tech Women's Center, Office of Student Conduct, Cook Counseling Center, McComas Health Center, or academic advisors who will assist with notifications, if desired. Victims/witnesses of crimes can anonymously, voluntarily and confidentially report crimes to 540-232-TIPS. This information will be included in the annual disclosure of crime if the caller provides the date, location and crime committed. Crimes can also be reported to the Virginia Tech Police Department for the purpose of making *Timely Warnings / Crime Alert* reports and the annual statistical disclosure.

The Virginia Tech Police Department has two phone numbers. One, 911 is for Police, Fire and Rescue emergency calls. The other phone line, 540-231-6411 is for non-emergency calls.



## **Services and Prevention Information**

### **Alcohol and Drug Abuse Prevention Services**

The Campus Alcohol Abuse Prevention Center, located in 147 McComas Hall is the university resource for alcohol abuse prevention. They may be contacted at 540-231-2233 or by email to CAAPC@vt.edu. Drug education prevention is provided by A.D.A.P.T. (Alcohol and Drug Abuse Prevention Team). ADAPT Peer Educators are dedicated to addressing alcohol and other drug abuse issues in the Virginia Tech community.

ADAPT members promote awareness through educational programs and outreach, while serving as accessible resources for fellow students. ADAPT members strive to minimize the abuse of alcohol and other drugs in an effort to encourage students to pursue positive behavioral changes, and to promote a healthier environment at Virginia Tech. They can be contacted through the Office of Student Conduct in Suite 141 New Hall West or at 540-231-3790.

### **Safety and Security Programs**

The Virginia Tech Police Department has a full time crime prevention unit that provides educational programming, Crime Prevention Through Environmental Design, and other crime prevention functions to the university community. Educational programs include Student Police Academy, Alcohol Awareness, Bicycle Safety, Drug Awareness, Operation ID, Personal and Property Safety (basic crime prevention and personal safety), Rape Aggression Defense, and Women's Awareness and Safety.

Safety programs begin with orientation sessions for incoming freshmen and their parents. Once school begins, the Community Outreach Unit continues with educational programs throughout the year in the residence halls as requested and actively recruits participants for its interactive programs. These programs include personal safety and security, drug and alcohol awareness, women's awareness, sexual assault prevention and other requested topics. All programs are available to faculty, staff and students upon request or if a need becomes apparent. During 2011, the Virginia Tech Police Department conducted 159 programs, Virginia Tech Athletics conducted 16 programs, and the Virginia Tech Women's Center conducted 25 separate training sessions and provided 56 presentations. The Virginia Tech Police Department presented programs addressing alcohol, self-defense, sex offender registry, alerts, bicycle regulations, crime statistics, Rape Aggression Defense, emergency call boxes, crime prevention, campus and traffic safety.

Programs presented by the Women's Center included: bystander intervention, dealing with student disclosure, domestic violence, healthy relationships, effects of media on violence against women, sexual assault, sexual harassment, stalking, violence against women, and Mentors in Violence Prevention.

### **Operation Identification**

The Virginia Tech Police Department has engravers to loan for the purpose of engraving personal property. This nationally recognized identification procedure is thought to help make items theft resistant, because engraved items are more easily identified making them harder to sell. Another benefit to the program is, if an item is lost or stolen, then recovered, it is much easier for the owner to be located and the property returned.

Procedure for engraving items is to abbreviate your state and driver's license number on the item with an engraving tool (e.g. VA 211110000). Do not use your social security number due to the rise of identity theft.

### **Fingerprinting Services**

The Virginia Tech Police Department also provides fingerprinting services for Virginia Tech students, faculty, staff, and their families at no cost, and at any time.

### **Safe Ride**

The Virginia Tech Police Department sponsors a nighttime safety escort service called "Safe Ride." This service is available to all students, faculty, staff, and visitors to the university. Safe Ride operates from dusk until dawn and provides transportation or a walking escort, upon request, to persons who must cross campus during the nighttime alone. Safe Ride may be contacted by calling 540-231-SAFE (7233).

## **Sexual Assault and Prevention**

### **Sexual Assault/Sex Offenses**

Sexual Assault is a crime punishable by both civil and criminal legal action. The Virginia Tech Police Department investigates all sexual assaults reported to the police department. Detectives are regularly on call and capable of responding immediately at any time. Once reported to the police, officers or detectives respond, investigate, and make applicable criminal charges based on evidence collection and victim/witness statements. The Virginia Tech Police Department works closely with other area law enforcement personnel and other university departments to ensure that appropriate support services are made available and utilized when necessary. The victim of a sexual assault may also choose to file a report with the university judicial system administered through the Office of Student Conduct. In this instance, the Office of Student Conduct adjudicates all cases involving sex offenses in which the alleged perpetrator is a Virginia Tech student. Virginia Tech also encourages victims to prosecute alleged perpetrators to the fullest extent of the law. There are several avenues for assistance if a person becomes the victim of a sex offense.

Victims of sexual assault tend to feel a variety of conflicting emotions: rage, fear, depression, relief to have survived, numbness, and exhaustion, to name just a few. Two key points to remember are that the assault was not the victim's fault and there is help available.

The Virginia Tech Police Department is always available and ready to assist if needed. The Virginia Tech Police Department is a valuable resource for information. The department has educational literature available on prevention methods and procedures to follow if you should become the victim of a sex offense. The Virginia Tech Police Department and the Women's Center provide educational awareness programs regarding rape, acquaintance rape, other sex offenses, personal safety, and Rape Aggression Defense (RAD) classes upon request. Rape Aggression Defense classes are self-defense classes for women only and consist of awareness, safety tips, and progresses into hands on attack simulations at the end of the class.

The police department's Victim/Witness Assistance Program protects the rights of victims and witness of crimes. Referral information is accessible at all times regarding area services available for general counseling, medical attention, emergency housing, and financial assistance. Responsiveness to the needs of crime victims is a department priority.

### **If Sexual Assault Happens to You**

- Contact the police for assistance and information or to report the incident. The Virginia Tech Police Department should be contacted for on-campus incidents and the local police should be contacted for off-campus incidents. The Virginia Tech Police Department will assist the victim in contacting the correct law enforcement agency, if requested.
- Go to the New River Valley Medical Center in Radford or LewisGale Hospital at Montgomery in Blacksburg. A qualified physician or nurse will examine you for injuries and collect physical evidence that could be used in judicial proceedings, if you decide to prosecute. The New River Valley Medical Center and or LewisGale Hospital at Montgomery offer the services of Sexual Assault Nurse Examiners.
- If possible, do not change your clothes, shower, eat or drink between the rape and the trip to the emergency room. Preserving evidence is critical and can assist in prosecution. Bring a change of clothes with you because the police will need the clothes you were wearing for evidence.
- The hospital will notify the Women's Resource Center of Radford, who will supply you with a trained companion at the hospital. The companion will look after your needs and will help direct you to available services.
- Even if you do not wish to prosecute, it is important that you have a physical exam after the attack. Besides bruises or other physical injuries, the perpetrator might have passed on a sexually transmitted disease that requires treatment. An HIV/AIDS test may also ease your mind, although six months must elapse after an attack to accurately detect the presence of HIV, the virus that causes AIDS.
- Seek counseling from the Thomas E. Cook Counseling Center, the Women's Center at Virginia Tech, the Women's Resource Center, or a private counselor. All these services are free of charge (except private counseling) and *confidential*. If you are not comfortable talking with a counselor, consider talking with a trusted friend or family member. (See Counseling)
- Consider your judicial options if you have not done so already. Although there are statutes of limitation on criminal cases, they are often longer than you think. You also have the option of campus and civil charges (See Judicial Options).
- If the assault and its aftermath are interfering with your ability to complete your academic work, talk with the Thomas E. Cook Counseling Center, Women's Center at Virginia Tech, or the academic dean of your college about academic relief. The Dean of Students will also assist in changing academic and living situations after an alleged sexual assault incident, should the victim request such assistance and such changes are reasonably available.
- Remember that it is never too late to deal with a sexual assault, and that you can heal from this significant trauma. People are ready and able to help you, but they cannot if you do not ask.

### **Medical Care**

As mentioned above, victims of very recent assaults should go to the emergency room of the New River Valley Medical Center or LewisGale Hospital at Montgomery for a physical exam

and the collection of evidence. All victims, past or present, should be seen by a qualified physician or nurse to check for sexually transmitted diseases, physical trauma, and possible pregnancy. The New River Valley Medical Center and LewisGale Hospital at Montgomery offer the services of Sexual Assault Nurse Examiners. Female victims may prefer to see a female physician, and should request one if that will increase their comfort, though in the emergency room that may not always be possible.

Virginia Tech students can receive all necessary medical care through Schiffert Health Services; however, Schiffert cannot collect evidence and will refer victims to LewisGale Hospital at Montgomery or the New River Valley Medical Center. The Women's Clinic of Schiffert Health Services offers gynecological care, pregnancy testing, and testing and treatment for sexually transmitted diseases. Victims may also wish to see their family doctor. Even if no symptoms are apparent, victims are still strongly encouraged to seek medical attention.

### **Counseling Options**

Students coping with a sexual assault have at least three counseling options that are free of charge. Two of those options are on-campus: The Women's Center at Virginia Tech and the Thomas E. Cook Counseling Center. The Women's Center at Virginia Tech offers short-term crisis counseling and sexual assault support groups. The Thomas E. Cook Counseling Center offers both short-term and long-term individual and group counseling. The Women's Resource Center in Radford offers a 24-hour crisis line, individual and group counseling, and legal advocacy. These three agencies frequently collaborate to provide services to victims of sexual assault and these services are *confidential*. Many other options exist which have some cost associated with them, such as private therapists. Counseling is often crucial to the recovery process, and victims should be encouraged to seek the assistance of qualified professionals, even if many years have elapsed since the assault. As always, the choice to seek counseling should be the victim's.

### **Legal and Judicial Options**

Sexual assault victims have four options from which to choose: filing criminal charges, filing campus judicial charges, requesting an administrative investigation, and filing a civil suit for monetary damages. Victims are not limited to just one of these options, but can choose any combination including filing all three types of charges. Below is a brief description of each type of judicial process.

### **Title IX Coordinator**

Virginia Tech's Director for Compliance and Conflict Resolution serves as the university's Title IX Coordinator. This position in the Human Resources Equity and Access office is responsible for overseeing administrative investigations in compliance with Title IX requirements and may be contacted by calling 540-231-9331.

### **Criminal**

A police report must be generated before an investigation can begin and charges can be filed. If the assault happened on campus, it falls under the jurisdiction of the Virginia Tech Police Department. If the assault happened off campus in the town of Blacksburg, it falls under the jurisdiction of the Blacksburg Police Department. If the assault occurred in the county, it falls under the jurisdiction of the Montgomery County Sheriff's Office. If the assault occurred in the

Town of Christiansburg, it falls under the jurisdiction of the Christiansburg Police Department and must be reported there. If the assault occurs anywhere other than on the Virginia Tech campus, the Virginia Tech Police Department will assist the student in notifying these authorities, if the student requests the assistance of these personnel.

Many victims believe that if they do not file criminal charges immediately, they lose that option. This may not be the case. There are statutes of limitation for filing criminal charges, but they are typically several years in duration. Certainly, it is best to go to the police as soon as possible after an assault, in order to preserve as much evidence as possible. The police will arrange for the victim to be seen at LewisGale Hospital at Montgomery for medical care and evidence collection. However, even if some time has elapsed, the police still encourage victims to come forward. Criminal charges are prosecuted by the State of Virginia, not the individual victim. A Commonwealth's Attorney will argue the case at no cost to the victim. The victim serves as the primary witness to the crime, and his or her testimony is crucial to the case. Criminal cases may take considerable time to proceed through the justice system. Typically, the press protects the identity of the victim, although the identity of the accused perpetrator is not protected.

### **Campus**

Campus judicial charges can only be filed if the alleged offender is a Virginia Tech student. The referral agent is typically a member of the Virginia Tech community as well. The campus judicial system examines violations of university policy. Campus judicial hearings do not replace or substitute for criminal prosecutions, and students who choose campus judicial hearings are also encouraged to seek redress through the criminal justice system and civil court. So long as the accused student is enrolled in school, there is no statute of limitations on filing judicial charges. The student accused of sexual misconduct may choose between an administrative hearing and a panel hearing. The hearing typically takes place within two weeks of the time of the complaint, called a referral of student conduct. At the hearing, the alleged offender and the referral agent each have the opportunity to present their side of the story and to call witnesses. Each also may have a support person/advisor present. The burden of proof is lower than in a criminal court. The hearing officers will base their decision on a preponderance of the evidence. Both the accuser and the accused will be notified of the outcome of the judicial hearing.

Upon written request Virginia Tech will disclose to the alleged victim of a crime of violence, or a non-forcible sex offense, the report on the results of any disciplinary proceeding conducted by such institution against a student who is the alleged perpetrator of such a crime or offense. If the alleged victim is deceased as a result of such crime or offense, the next of kin of such victim shall be treated as the alleged victim for purposes of this paragraph.

Sexual misconduct is classified in the Student Code of Conduct as a violation of the Abusive Conduct Policy. Depending on the circumstances of the case, students who are found in violation of the Abusive Conduct Policy may receive sanctions that include suspension for one or more semesters or dismissal from the university. If a student is found guilty of a sexual assault involving penetration, the minimum sanction will be one year's suspension.

Students found in violation of the university sexual misconduct policy do have the right to appeal. The victim also has the right to the appeal process. Notification of judicial action taken against students is made on a "need to know" basis. This includes the Commandant of Cadets in cases

involving cadets, the Office of the Graduate School in cases involving graduate students and international students, the Athletic Department in cases involving varsity athletes, the Director of the Office of Student Programs, in cases involving residence hall students, and victims of violent crime, including sexual assaults, involving student perpetrators. Other university agencies or organizations may be required to obtain written release before they can receive notification. Copies of all judicial sanction letters are archived in the Office of Student Conduct. Additional information can be located in the University Policies of Student Life or by contacting the Student Life & Advocacy Office.

### **Civil Court**

Sexual assault victims have the right to sue the perpetrator or other involved parties for monetary damages. This type of prosecution, which may be pursued alone or in conjunction with criminal and/or campus judicial charges, does require an attorney. As with campus judicial action, the burden of proof is a preponderance of the evidence. Victims considering this type of prosecution are advised to consult Student Legal Services or a private attorney for information.

### **Sex Offender Registry and Access to Related Information**

The federal “Campus Sex Crimes Prevention Act”, enacted on October 28, 2000, went into effect October 28, 2002. The law requires institutions of higher education to issue a statement advising the campus community where law enforcement agency information provided by a state concerning registered sex offenders may be obtained. It also requires sex offenders already required to register in a state to provide notice, as required under state law, of each institution of higher education in that state at which the person is employed, carries on a vocation, volunteers their services, or is a student. Information about the Sex Offender registry can be found at <http://sex-offender.vsp.virginia.gov/sor/>, or can be accessed through the Virginia Tech Police Department web site at <http://www.police.vt.edu>.

In the Commonwealth of Virginia, convicted sex offenders must register with the *Sex Offender and Crimes Against Minors Registry*. The registry was established pursuant to [§ 19.2-390.1](#) of the Commonwealth's Criminal Code. Every person convicted on or after July 1, 1997, including juveniles tried and convicted in the circuit courts pursuant to [§ 16.1-269.1](#), whether sentenced as adults or juveniles, of an offense for which registration is required shall be required as a part of the sentence imposed upon conviction to register and reregister with the Commonwealth's Department of State Police, as provided in this section.

In addition, all persons convicted of offenses under the laws of the United States, or any other state substantially similar to an offense for which registration is required, shall provide to the local agency all necessary information for inclusion in the State Police Registry within ten days of establishing a residence within the Commonwealth. Any person required to register shall also be required to reregister within ten days following any change of residence, whether within or outside of the Commonwealth.

Nonresident offenders entering the Commonwealth for employment, to carry on a vocation, volunteer services or as a student attending school who are required to register in their state of residence or who would be required to register under this section if a resident of the Commonwealth shall, within ten days of accepting employment or enrolling in school in the Commonwealth, be required to register and reregister pursuant to this section. For purposes of



this section “student” means a person who is enrolled on a full-time or part- time basis, in any public or private educational institution, including any secondary school, trade or professional institution, or institution of higher education.

Information concerning offenders registered with the *Sex Offender and Crimes Minors Registry* may be disclosed to any person requesting information on a specific individual in accordance with the law. Information regarding a specific person requested pursuant to the law shall be disseminated upon receipt of an official request form that may be submitted directly to the Commonwealth's Department of State Police or to the State Police through a local law-enforcement agency. The Department of State Police shall make registry information available, upon request, to criminal justice agencies including local law enforcement agencies through the Virginia Criminal Information Network (VCIN). Registry information provided under this section shall be used for the purposes of the administration of criminal justice, for the screening of current or prospective employees or volunteers or otherwise for the protection of the public in general and children in particular. *Uses of the information for purposes not authorized by this section are prohibited and a willful violation of this section with the intent to harass or intimidate another shall be punished as a Class 1 misdemeanor.*

Virginia State Police maintain a system for making certain registry information on violent sex offenders publicly available by means of the internet. The information made available includes the offender's name; all aliases which he has used or under which he may have been known; the date and locality of the conviction and a brief description of the offense; the offender's date of birth, current address and photograph; and such other information as the State Police may from time to time determine is necessary to preserve public safety. The system is secure and is not capable of being altered except by or through the State Police. The system is updated each business day with newly received registrations and re-registrations.

This section has attempted to offer an overview of sexual assault issues, and the available options on the Virginia Tech campus. No one publication can be entirely comprehensive. Sexual assault is a complex issue; no two cases will have exactly the same results or the same course of action. The university therefore offers a variety of services so that victims can get the assistance they most need. A good starting point for a victim, or family and friends of a victim, is with the Sexual Assault Education Coordinator who is based in the Women's Center at Virginia Tech.

### **Important Phone Numbers**

For further explanation or elaboration of the information in this report, and for assistance or services, contact the agencies whose numbers are listed here.

Virginia Tech Police Department	911 (emergency, on campus) 540-231-6411 (non-emergency)
LewisGale Hospital at Montgomery	540-953-1111 (main number)
New River Valley Medical Center	540-731-2000
Women's Center at Virginia Tech	540-231-7806
Women's Resource Center	540-639-1123 (hotline, 24 hours) 540-639-9592 (office)
Thomas E. Cook Counseling Center	540-231-6557 (8:00am – 5:00pm) 540-231-6444 (5:00pm – 8:00am)

Schiffert Health Services	540-231-6444
Blacksburg Police Department	911 (emergency, off campus) 540-961-1150 (non-emergency)
Montgomery County Sheriff's Office	540-382-2951 (non-emergency)
Christiansburg Police Department	540-382-3131 (non-emergency)
Dean of Students	540-231-3787
Office of Student Conduct	540-231-3790
Office of Student Programs	540-231-6204
Student Legal Services	540-231-4720
Safe Ride (Dusk until Dawn)	540-231-SAFE (7233)
Title IX Coordinator	540-231-8771

### **Safety Tips**

Security doesn't begin and end with the university police. It takes the entire university, faculty, staff, and students to make our campus a safe and secure place to live, work, and play. What can you do to help? The number one thing you can do is to take a few precautions and follow a few safety tips that will help us, help you.

- Trust your instincts. If a place or situation doesn't feel right, it probably isn't.
- Avoid working or studying alone in a building at night.
- Avoid shortcuts and isolated areas when walking after dark.
- Don't walk alone after dark - use the Safe Ride Service.
- Don't leave personal property lying around unattended.
- Carry a whistle or other noisemaker.
- Never prop open exterior doors.
- Keep your room door locked when leaving even for "Just a minute" and when sleeping.
- Lock windows and close shades after dark.
- Never attach your name and address to keys, if lost or stolen they could lead to theft.
- When traveling in your vehicle keep windows up and doors locked.
- Engrave your valuables.
- Report any suspicious or criminal activity to the police and report all crimes.

## Virginia Tech Blacksburg Campus Crimes Statistics

OFFENSE TYPE	On Campus			Non Campus			Public Property			Year Total			Residential		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
<b>Murder &amp; Non negligent Manslaughter</b>	1	0	1	0	0	0	0	0	0	1	0	1	1	0	0
<b>Negligent Manslaughter</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Sex Offenses, Forcible</b>	8	3	12	0	1	0	0	0	2	8	4	14	5	0	7
<b>Sex Offenses, Non Forcible</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Robbery</b>	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0
<b>Aggravated Assault</b>	0	3	2	0	0	1	2	0	0	2	3	3	0	2	1
<b>Burglary</b>	29 <sup>1</sup>	42	29	0	3	1	0	0	0	29	45	30	23	17	12
<b>Motor Vehicle Theft</b>	4	5	2	0	1	1	0	0	0	4	6	3	0	0	0
<b>Arson</b>	3	1	0	0	1	0	0	0	0	3	2	0	2	0	0
<b>Liquor Law Violations Referred</b>	637	415	530	0	0	0	0	0	0	637	415	530	587	377	457
<b>Liquor Law Arrests</b>	244	262	289	5	1	1	7	10	9	259	272	299	48	53	85
<b>Drug Law Violations Referred</b>	21	20	22	0	0	0	0	0	0	21	20	22	17	17	10
<b>Drug Law Arrests</b>	32	55	67	2	1	1	6	4	5	40	60	73	17	33	34
<b>Illegal Weapons Possession Referred</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Illegal Weapons Possession Arrests</b>	1	0	2	0	0	0	0	1	1	1	1	3	0	0	0

\* No hate crimes were reported in 2009, 2010 or 2011

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1 The Department of Education provided new guidance related to classifying breaking and entering incidents. This guidance resulted in a reduction of incidents meeting the new criteria. This statistic will also differ from UCR data, since the system does not allow crime classification changes for the previous year.

# Blacksburg Campus Fire Safety Annual Compliance Report

## Overview

The Higher Education Opportunity Act (Public Law 110-315) became law in August, 2008, requiring all United States academic institutions to produce an annual fire safety report outlining fire safety practices, standards, and all fire-related on-campus statistics related to student housing. The following public disclosure report details all information required by this law as it relates to Virginia Tech as outlined in the initial regulation; subsequent yearly reports will comply with the Act as amended and published October 29, 2009.

## On-Campus Housing Fire Safety Equipment

At Virginia Tech, all forty-six of our residence halls are protected by [fire detection and alarm systems](#) which are centrally monitored 24 hours/day, seven days/week. The buildings are also equipped with either emergency generators or lighting fixtures that incorporate backup batteries; upon loss of power, these systems automatically activate to assure adequate egress lighting in hallways and emergency exit stairwells. [Twenty-eight](#) of our residence halls have full sprinkler systems, including all high-rise residence halls. Carbon monoxide detectors have been installed in all residence hall mechanical rooms where products of combustion could occur. All fire safety systems and equipment are strictly maintained and tested in accordance with applicable national standards. A summary of the fire protection systems present in each residence hall is provided in *Appendix B*.

## Fire Safety Education, Training and Fire Drills

All on-campus residents (including those with special needs) receive intensive and comprehensive fire safety training at the beginning of each semester. Training on fire and life safety is also provided to all Residential Advisors, Area Coordinators, Building Managers, Fraternity & Sorority House Managers, University Unions and Student Activities Event Staff & Crowd Managers, Housekeeping staff and Hot-work Coordinators. In addition, a quality control program that covers emergency and evacuation procedures is reviewed regularly with the occupants and staff of each respective residence hall. Each resident is required to review and comply with the requirements outlined in the [Hokie Handbook](#), [Housing Policies](#), [University Policies for Student Life](#), and [Housing and Residence Life Policies](#), which include information on fire safety and what appropriate action to take during a fire alarm or fire emergency. Student Programs also maintains extensive information on fire safety on its [website](#). There is an emergency evacuation map posted on each floor to direct occupants to primary and secondary exits.

Fire drills are conducted four times per year in all of the occupied residence halls in coordination with Virginia Tech's offices of Environmental, Health and Safety Services and Student Programs. Fraternity and sorority houses that are located on university property must follow the same procedures that apply to residence halls.

## Specific Fire Prevention Related Policies and Programs

- Policy 1005, [Health and Safety](#), affirms that faculty, staff and students must comply with university health and safety policies and programs, attend required training, report any identified safety or health hazard, and know their roles in an emergency.

- Policy 1010, [Policy on Smoking](#), prohibits smoking in all university properties owned and operated by Virginia Tech, including residence halls.
- Policy 5000, [University Facilities Usage and Event Approval](#), requires that an application must be submitted for certain types of events on campus, and affirms that these events are subject to a review and approval process. The use of open flames and pyrotechnics, layout of assembly areas/events, and use of decorations are all evaluated during this review.
- Policy 5406, [Requirements for Temporary Facilities/Tents/Stages](#), assures that tents, stages and other temporary facilities comply the Virginia Statewide Fire Prevention Code, including the prohibition on the use of open flames near or under any tent.
- Policy 5605, [Residence Hall Fire and Fire Alarm Procedures](#), affirms that students must evacuate the building upon fire alarm activation and outlines the role of staff members in overseeing evacuation procedures and reentry into the building when authorized.
- Policy 5615, [University Safety and Security](#), requires that Resident Advisors be trained to perform safety audits of residence rooms, coordinate emergency evacuations and warning procedures, and facilitate the performance of fire and other drills.
- The [Hokie Handbook](#), [Housing Policies](#), [University Policies for Student Life](#), and [Housing and Residence Life Policies](#), which are part of the housing contract, limit the types of electrical appliances allowed in residence halls, establish expectations for compliance with drills and training, provide for periodic health and safety inspections of residence rooms, affirm limitations on materials that may be stored in resident rooms, prohibit open flames without a permit, limit the use of combustible decorations/furnishings, and define the consequences if students violate university policies and programs. Specifically:
  - Electrical appliances such as electric stoves, George Foreman-type grills, toaster ovens, toasters, crock pots, sandwich makers, air conditioners, space heaters, hot plates, and other open coiled appliances are not permitted in residence hall rooms. No extension cords of any type are permitted, and halogen bulb lamps and high intensity lamps are prohibited.
  - Room furnishings/decorations and the decorating of public spaces is strictly controlled. Additional limitations on the use of flammable and combustible materials for decorations in both residence rooms and common areas are affirmed in the [Policy for Residence Hall Decorations](#).
  - Items that require an open flame, operate on fuel, or produce heat (such as Bunsen burners, lit candles, incense, and alcohol burners) are prohibited.
  - Student rooms, common areas, storage, and mechanical areas are subject to regular inspection by the Virginia State Fire Marshal's office, Environmental Health and Safety personnel, and Student Programs staff. In addition, resident room inspections are conducted once per semester by hall staff in order to identify any health or safety concerns. Violations of fire and life safety policies are subject to university judicial action and appropriate sanctions.
  - Anyone found causing a false fire alarm, tampering with fire-safety equipment, or not properly evacuating during a fire alarm will face arrest and/or judicial referral.
- Virginia Tech's [Fire and Life Safety Program](#) establishes requirements for the performance of periodic fire safety inspections of all university buildings, including residence halls; provides for periodic training for employees and students on basic fire safety; affirms conditions that must be maintained in all university properties to comply with the Virginia State Wide Fire Prevention Code; and, establishes requirements for the permitting, approval

and inspection of hot work, use of open flames/burning, pyrotechnics and special effects, and temporary facilities, tents and stages.

### **Fire Statistics**

The number and cause of each fire in each residence hall is summarized in *Appendix C*. There were no reported fire-related injuries or fatalities in residence halls during calendar years 2009 through 2011. There were five (5) reported fires during this period. Total damages for fire-related losses were \$3,482.72.

### **Fire Reporting**

The Virginia Tech Police Department monitors the status of all fire detection and fire suppression systems in residence halls. If a fire has occurred, it should be reported to the Communications Center of the Virginia Tech Police Department by calling either 540-231-6411 (non-emergency) or 911 (emergency).

### **Plans for Future Improvement**

Virginia Tech maintains a prioritized list of projects to upgrade older fire systems, enhance the capabilities of existing systems, or install new fire safety systems in existing buildings.



## APPENDIX A

### Report on Drills and Exercises Conducted in Calendar Year 2011

Date	Location	Description	Unannounced/ Announced
1/07/2011	Operation Orange Outbreak	Tabletop	Announced
2/16/2011	Regional ENS Protocols Workshop & Drill	Tabletop	Announced
2/28/2011	Regional ENS Protocols TTX - NCR	Tabletop	Announced
3/21/2011	IDU Select Agent TTX	Tabletop	Announced
3/22/2011	Power Plant Fire TTX	Tabletop	Announced
4/19/2011	Operation Orange Outbreak - 2nd group	Tabletop	Announced
5/02/2011	HR/Payroll EAP/COOP TTX	Tabletop	Announced
5/24/2011	Fleet Services EAP / COOP	Tabletop	Announced
6/14/2011	EHS Chemical TTX & Drill	Tabletop	Announced
6/15/2011	Parking Services EAP/COOP TTX	Tabletop	Announced
6/21/2011	Mail Services EAP/COOP TTX	Tabletop	Announced
6/21/2011	Records Management Services EAP/COOP	Tabletop	Announced
6/27/2011	Provost/VP-Dean for Undergraduate Education TTX	Tabletop	Announced
8/03/2011	Operation Interrupted Infrastructure	Functional Exercise	Announced
8/08/2011	Printing Services	Tabletop	Announced
8/16/2011	Air Services EAP/COOP TTX	Tabletop	Announced
8/17/2011	VT Electric Service EAP/COOP TTX	Tabletop	Announced
9/01/2011	Stadium Evacuation Drill/Exercise	Exercise	Announced
9/14/2011	Sterrett Facilities Complex EAP TTX	Tabletop	Announced
10/18/2011	April 16 Tabletop Exercise	Exercise	Announced
10/27/2011	Grounds Operations EAP/COOP TTX	Tabletop	Announced
11/08/2011	VTPD Unusual Incident TTX	Tabletop	Announced
11/15/2011	IDU VTPD TTX	Tabletop	Announced
12/14/2011	Disaster Mental Health TTX	Tabletop	Announced

## APPENDIX B

### Fire Protection Systems in Blacksburg Campus Residential Facilities

<b>Building Name</b>	<b>Onsite Fire Alarm Monitoring</b> <small>(Virginia Tech Police Department)</small>	<b>Partial Sprinkler System<sup>2</sup></b>	<b>Full Sprinkler System<sup>3</sup></b>	<b>Smoke Detection</b>	<b>Fire Extinguishing Devices</b>	<b>Evacuation Plans &amp; Signs</b>	<b>Number of Fire Drills each calendar year<sup>4</sup></b>
Ambler Johnston Hall (East) 720 Washington St. SW	X		X	X	X	X	4 <sup>5</sup>
Ambler Johnston Hall (West) 700 Washington St. SW	X		X	X	X	X	4
Barringer Hall 240 Kent St.	X <sup>1</sup>			X	X	X	4
Brodie Hall 310 Alumni Mall	X <sup>1</sup>			X	X	X	4
Campbell Hall (East) 320 Drillfield Drive	X <sup>1</sup>			X	X	X	4
Campbell Hall (Main) 300 Drillfield Drive	X <sup>1</sup>			X	X	X	4
Cochrane Hall 790 Washington St. SW	X	X		X	X	X	4
Eggleston Hall (Main) 440 Drillfield Drive	X <sup>1</sup>			X	X	X	4
Eggleston Hall (West) 410 Drillfield Drive	X <sup>1</sup>			X	X	X	4
Graduate Life Center at Donaldson Brown 155 Otey St. NW	X		X	X	X	X	4
Harper Hall 240 West Campus Drive	X		X	X	X	X	4
Hillcrest Hall 385 West Campus Drive	X			X	X	X	4
Johnson Hall 500 Washington St SW	X <sup>1</sup>			X	X	X	4
Lee Hall 570 Washington St. SW	X		X	X	X	X	4
Miles Hall 460 Washington St. SW	X <sup>1</sup>			X	X	X	4
Monteith Hall 170 Turner St. NW	X <sup>1</sup>			X	X	X	4
New Hall West 190 West Campus Drive	X		X	X	X	X	4
New Hall East 540 Washington St. SW	X		X	X	X	X	4
Newman Hall 200 Kent St.	X <sup>1</sup>			X	X	X	4
O'shaughnessy Hall 530 Washington St. SW	X		X	X	X	X	4
Payne Hall 380 Drillfield Drive	X		X	X	X	X	4
Peddrew-Yates Residence Hall 610 Washington St. SW	X		X	X	X	X	4
Pritchard Hall 630 Washington St. SW	X		X	X	X	X	4
Rasche Hall 260 Alumni Mall	X <sup>1</sup>			X	X	X	4

<b>Building Name</b>	<b>Onsite Fire Alarm Monitoring</b> (Virginia Tech Police Department)	<b>Partial Sprinkler System<sup>2</sup></b>	<b>Full Sprinkler System<sup>3</sup></b>	<b>Smoke Detection</b>	<b>Fire Extinguishing Devices</b>	<b>Evacuation Plans &amp; Signs</b>	<b>Number of Fire Drills each calendar year<sup>4</sup></b>
Slusher Tower 280 Drillfield Drive	X		X	X	X	X	4
Slusher Wing 280 Drillfield Drive	X		X	X	X	X	4
Thomas Hall 190 Turner St. NW	X <sup>1</sup>			X	X	X	4
Vawter Hall 180 Kent St.	X <sup>1</sup>			X	X	X	4
Special Purpose Housing - Bldg. A 2750 Oak Lane	X			X	X	X	4
Special Purpose Housing - Bldg. B 2740 Oak Lane	X			X	X	X	4
Special Purpose Housing - Bldg. C 2720 Oak Lane	X			X	X	X	4
Special Purpose Housing - Bldg. D 2805 Oak Lane	X		X	X	X	X	4
Special Purpose Housing - Bldg. E 2705 Oak Lane	X		X	X	X	X	4
Special Purpose Housing - Bldg. F 2615 Oak Lane	X		X	X	X	X	4
Special Purpose Housing - Bldg. G 2575 Oak Lane	X		X	X	X	X	4
Special Purpose Housing - Bldg. H 3205 Oak Lane	X		X	X	X	X	4
Special Purpose Housing - Bldg. I 3160 Oak Lane	X		X	X	X	X	4
Special Purpose Housing - Bldg. J 3170 Oak Lane	X		X	X	X	X	4
Special Purpose Housing - Bldg. K 3115 Oak Lane	X		X	X	X	X	4
Special Purpose Housing - Bldg. L 3115 Oak Lane	X		X	X	X	X	4
Special Purpose Housing - Bldg. M 3025 Oak Lane	X		X	X	X	X	4
Special Purpose Housing - Bldg. N 3025 Oak Lane	X		X	X	X	X	4
Special Purpose Housing - Bldg. O 2965 Oak Lane	X		X	X	X	X	4
Special Purpose Housing - Bldg. P 2965 Oak Lane	X		X	X	X	X	4
Special Purpose Housing - Bldg. Q 2875 Oak Lane	X		X	X	X	X	4
Special Purpose Housing - Bldg. R 2875 Oak Lane	X		X	X	X	X	4

<sup>1</sup> denotes single stations in residence rooms with smoke and/or heat detection in common areas

<sup>2</sup> denotes having sprinklers in the common areas only

<sup>3</sup> denotes having sprinklers in both common areas and individual rooms

<sup>4</sup> denotes having drills conducted four times per year when the building is occupied

<sup>5</sup> East Ambler Johnston is currently under construction; performance of fire drills will resume upon re-occupancy

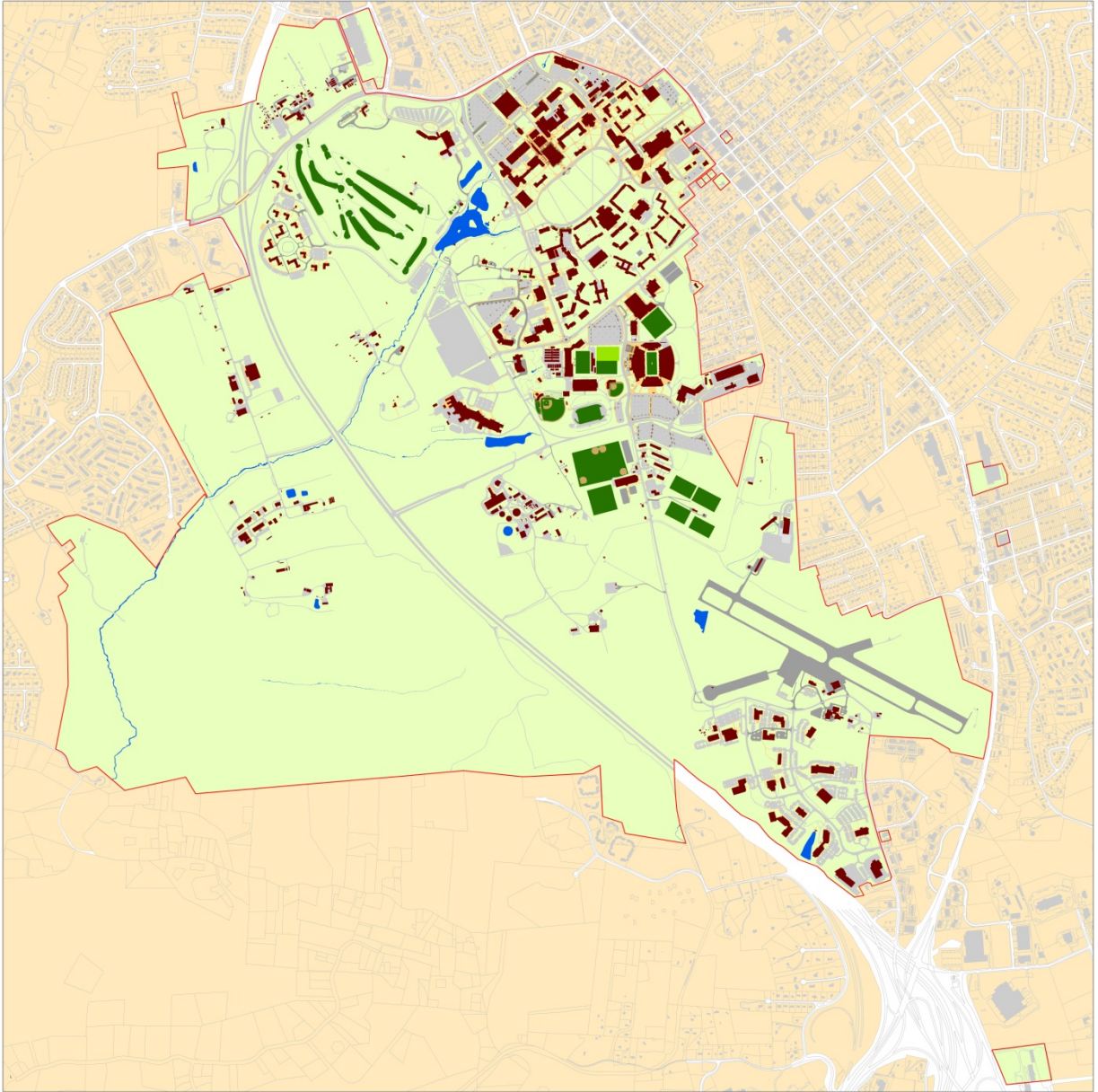
# APPENDIX C

## Fire Statistics for the Blacksburg Campus Residential Facilities for Calendar Years 2009, 2010 and 2011

Building Name	Total Fires	Fire Number	Date/Time	Location	Cause of Fire	Number of Injuries that Required Treatment at a Medical Facility	Number of Deaths Related to Fire	Value of Property Damage Caused by Fire
Ambler Johnston Hall (East) 720 Washington St. SW	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Ambler Johnston Hall (West) 700 Washington St. SW	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Barringer Hall 240 Kent St.	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Brodie Hall 310 Alumni Mall	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Campbell Hall (East) 320 Drillfield Drive	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Campbell Hall (Main) 300 Drillfield Drive	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Cochrane Hall 790 Washington St. SW	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Eggleston Hall (Main) 440 Drillfield Drive	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Eggleston Hall (West) 410 Drillfield Drive	0	1	1/29/2011 2354 hours	2 <sup>nd</sup> floor kitchen	Unintentional – Burnt food	0	0	\$0
Graduate Life Center at Donaldson Brow 155 Otey St. NW	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Harper Hall 240 West Campus Drive	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Hillcrest Hall 385 West Campus Drive	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Johnson Hall 500 Washington St SW	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Lee Hall 570 Washington St. SW	3	1	11/14/2009 0418 hours	3 <sup>rd</sup> floor study lounge	Intentional – Hand sanitizer placed on carpet and lit	0	0	\$3482.72
		2	11/20/2009 0239 hours	2 <sup>nd</sup> and 3 <sup>rd</sup> floors	Intentional – Paper flyers were set on fire	0	0	\$0
		3	12/09/2010	2 <sup>nd</sup> floor kitchen	Unintentional – pizza box left in oven	0	0	\$0
Miles Hall 460 Washington St. SW	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Monteith Hall 170 Turner St. NW	0	0	N/A	N/A	N/A	N/A	N/A	N/A
New Hall West 190 West Campus Drive	0	0	N/A	N/A	N/A	N/A	N/A	N/A
New Hall East 540 Washington St. SW	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Newman Hall 200 Kent St.	0	0	N/A	N/A	N/A	N/A	N/A	N/A

O'shaughnessy Hall 530 Washington St. SW	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Payne Hall 380 Drillfield Drive	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Peddrew-Yates Residence Hall 610 Washington St. SW	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Pritchard Hall 630 Washington St. SW	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Rasche Hall 260 Alumni Mall	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Slusher Tower 280 Drillfield Drive	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Slusher Wing 280 Drillfield Drive	1	1	3/01/2011 1631 hours	1 <sup>st</sup> floor lounge	<b>Unintentional</b> – Wax left on stove to melt caught on fire	0	0	\$0
Thomas Hall 190 Turner St. NW	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Vawter Hall 180 Kent St.	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Special Purpose Housing - Bldg. A 2750 Oak Lane	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Special Purpose Housing - Bldg. B 2740 Oak Lane	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Special Purpose Housing - Bldg. C 2720 Oak Lane	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Special Purpose Housing - Bldg. D 2805 Oak Lane	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Special Purpose Housing - Bldg. E 2705 Oak Lane	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Special Purpose Housing - Bldg. F 2615 Oak Lane	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Special Purpose Housing - Bldg. G 2575 Oak Lane	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Special Purpose Housing - Bldg. H 3205 Oak Lane	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Special Purpose Housing - Bldg. I 3160 Oak Lane	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Special Purpose Housing - Bldg. J 3170 Oak Lane	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Special Purpose Housing - Bldg. K 3115 Oak Lane	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Special Purpose Housing - Bldg. L 3115 Oak Lane	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Special Purpose Housing - Bldg. M 3025 Oak Lane	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Special Purpose Housing - Bldg. N 3025 Oak Lane	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Special Purpose Housing - Bldg. O 2965 Oak Lane	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Special Purpose Housing - Bldg. P 2965 Oak Lane	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Special Purpose Housing - Bldg. Q 2875 Oak Lane	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Special Purpose Housing - Bldg. R 2875 Oak Lane	0	0	N/A	N/A	N/A	N/A	N/A	N/A

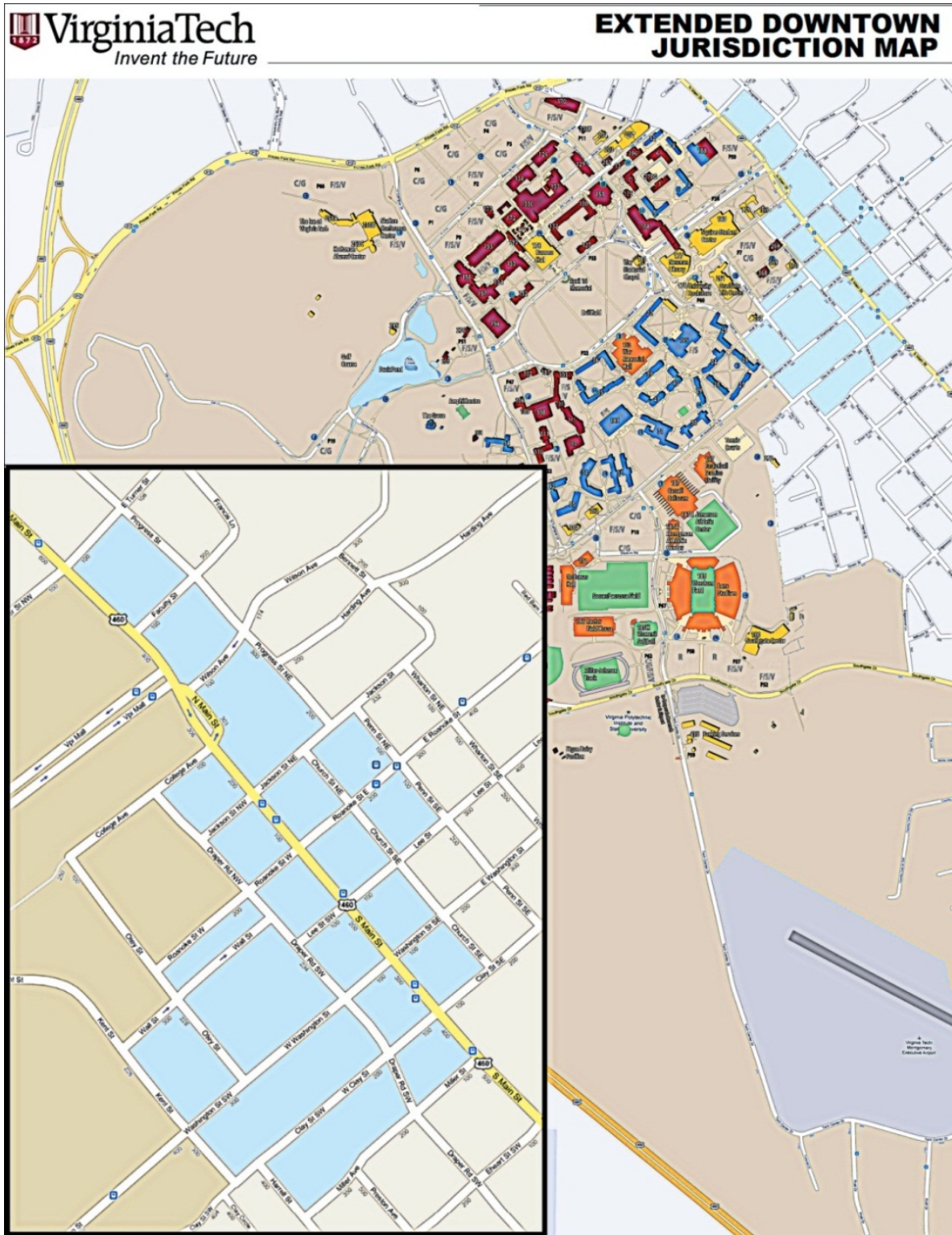
**APPENDIX D**  
**Blacksburg Campus Clery Reporting Boundary Map**





## APPENDIX E

### Blacksburg Campus Extended Downtown Jurisdiction Map





BUILDING AND GROUNDS COMMITTEE											
Monday, November 05, 2012											
Capital Project Status Report											
Project Name	Project Description	Project Budget	Project Funding		Project Delivery Type	Project Team					Project Status
			% Gen Funds	% NG Funds		A/E	CMAR	Design-Build	PPEA	GC	
IN-DESIGN											
Agriculture Program Relocation, Phases I and II	This project provides for a design & construction process to relocate the current lactating, non-lactating, and bovine palpation herds to Kentland Farm. The work at Kentland will consist of a Milking Center, Free-stall Barn, Manure Treatment Plant, Calf Hutches, Silage, Hay & Bulk Commodity Storage facilities, Site & Intrastructure development on 35 acres of land to accommodate a 232 cow herd.	TBD	0%	100%	PPEA	N/A	N/A	N/A	TBD	N/A	A solicited PPEA procurement process to finance, design and construct the facility is underway.
Classroom Building	This project provides for the design and construction of an academic building containing 73,000 SF of state-of-the-art instructional space to accommodate unmet demand for multi-discipline general assignment classrooms and labs. The new academic building will contain approximately 21 flexible lecture and laboratory rooms of various sizes and configurations to accommodate multiple teaching methods. The building will provide approximately 2,500 student stations with wireless capability throughout.	\$3,000,000 (Planning)	100%	0%	CMAR	EYP Architecture & Engineering - Washington D.C.	TBD	N/A	N/A	N/A	Schematic design is underway. Solicitation for Construction Manager at Risk is also in progress.
Fire Alarm Systems and Access	This project is to continue progress on needed campus improvements in several educational and general facilities. The focus of this project is the installation of new Fire alarm systems in several campus buildings including Randolph Hall, War Memorial Hall, Food Science and Technology, Norris Hall, Newman Library and Lane Hall.	\$5,500,818	100%	0%	TBD	TBD	TBD	TBD	TBD	TBD	Project delivery options are currently being evaluated.

Project Name	Project Description	Project Budget	Project Funding		Project Delivery Type	Project Team					Project Status
			% Gen Funds	% NG Funds		A/E	CMAR	Design-Build	PPEA	GC	
UNDER CONSTRUCTION											
Campus Fiber Optic Improvements Project	The project will install a new fiber-optic backbone and building connections that increase capacity and diversity to ensure adequate and reliable service to the university. At the November 8, 2010 Board of Visitor's meeting, the university was authorized to move forward with the Campus Fiber-Optic Backbone Installation project at a total project cost not to exceed \$2 million.	\$ 2,000,000	0%	100%	Design, Bid, Build	N/A	N/A	N/A	N/A	N/A	Construction is underway with substantial completion scheduled for March 2013.
Center for the Arts	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.	\$ 100,087,000	27%	73%	CMAR	Snohetta AS – New York, NY with STV Group, Inc. – Douglasville, PA	Holder Construction Company – Atlanta, GA	N/A	N/A	N/A	Construction is underway with substantial completion scheduled for September 2013.
Chiller Plant I	This project provides for additions and improvements to the campus chilled water infrastructure, including a 16,655 GSF chiller plant in the SW section of campus.	\$ 20,097,729	60%	40%	CMAR	Burns and Roe Service Corporation – Virginia Beach, VA	The Whiting-Turner Contracting Co. – Baltimore, MD	N/A	N/A	N/A	Construction is underway with substantial completion scheduled for June 2013.
Human and Agricultural Biosciences Building I	This project provides for a new 92,500 GSF advanced agricultural research laboratory facility.	\$ 53,759,344	100%	0%	CMAR	Lord, Aeck & Sargent, Inc. – Atlanta, GA	Skanska USA Building, Inc. – Durham, NC	N/A	N/A	N/A	Construction is underway with substantial completion scheduled for October 2013.
McComas Exterior Wall Structure, Phase III	The project builds on the existing efforts of the McComas Exterior Wall Structure, Phases I and II, which corrects multiple wide spread failures in masonry flashings, sealants, mortar joints, and material connections that have resulted in progressive and extreme moisture penetrations, masonry veneer failures, and damage to interior building components.	\$ 3,100,000	0%	100%	CMAR	Whitlock Dalrymple Poston & Associates – Manassas, VA	Carolina Waterproofing – Charlotte, NC	N/A	N/A	N/A	Construction of the Phase III repairs is being administered in multiple phases to take place over several years. Construction is progressing as planned.
Phase IV of Oak Lane Community	This project constructs five new houses and infrastructure improvements east of Oak Lane adjacent to the golf course. At the March 22, 2010 Board of Visitor's meeting, the university was authorized to move forward with Phase IV of the Oak Lane Community project at a total project cost not to exceed \$23.5 million and to secure temporary short-term financing through any borrowing mechanism that prior to such borrowing has been approved by the Board, as applicable, in an aggregate principal amount not to exceed the \$23.5 million total authorization, plus related issuance costs and financing expenses.	\$ 23,500,000	0%	100%	PPEA and Design, Bid, Build	Thompson + Litton – Radford, VA (Infrastructure Improvements)	N/A	N/A	Va. Kappa Alumni Corporation of Sigma Phi Epsilon (Residence)	DCI/Shires Inc. (Infrastructure Improvements)	Construction of both the infrastructure improvements and initial house is underway with substantial completion scheduled for November 2012.
Renovate Davidson Hall	This project provides for the demolition of the deteriorated center and rear sections of Davidson Hall and builds back 50,048 GSF.	\$ 31,118,739	100%	0%	CMAR	Einhorn Yafee Prescott – Washington, DC	Barton Malow Company – Charlottesville, VA	N/A	N/A	N/A	Construction is underway with substantial completion scheduled for January 2014.
Signature Engineering Building	This project provides a new 154,935 GSF state-of-the-art, technology enhanced flagship building for the College of Engineering.	\$ 95,218,249	50%	50%	CMAR	Zimmer Gunsul Frasca Architects LLP – Washington, DC	Gilbane Building Company – Richmond, VA	N/A	N/A	N/A	Construction is underway with substantial completion scheduled for December 2013.
Unified Communications and Network Renewal Project	The proposed implementation strategy is to improve four complementary communication infrastructure components over five years. The four components include a unified communications system, upgrading the Internet Protocol (IP) Network, upgrading the cable plant, and upgrading equipment rooms in various facilities. The unified communications component replaces the outdated campus telephones and voicemail systems. Upgrading the IP Network involves replacing outdated internet protocol equipment across the entire network system. Upgrading the cable plant replaces old horizontal and vertical cabling for 41 campus buildings. The facilities upgrade involves constructing or renovating equipment rooms on an as needed basis to support updated communications and data equipment.	\$ 16,508,000	0%	100%	Design, Bid, Build	N/A	N/A	N/A	N/A	N/A	Design and construction activities are underway with substantial completion scheduled for FY 2016.

Project Name	Project Description	Project Budget	Project Funding		Project Delivery Type	Project Team					Project Status
			% Gen Funds	% NG Funds		A/E	CMAR	Design-Build	PPEA	GC	
COMPLETED PROJECTS											
Academic and Student Affairs Building	This 77,500 GSF project included a new dining facility, academic instruction areas, and other student space in a three-story building. At the March 22, 2010 Board of Visitor's meeting, the university was authorized to move forward with the construction of an approximately 75,000 GSF Academic and Student Affairs Building project with a \$45,153 million total costs and to secure temporary short-term financing through any borrowing mechanism that prior to such borrowing has been approved by the Board, as applicable, in an aggregate principal amount not to exceed \$45,153 million, plus related issuance costs and financing expenses.	\$ 45,153,000	0%	100%	CMAR	Burt Hill Kosar Rittleman Associates – Washington, D.C.	Skanska USA Building, Inc. – Durham, NC	N/A	N/A	N/A	Construction is substantially complete.
Ambler Johnston Hall - Improve Residence and Dining Halls	This project provided complete renovations to Ambler Johnston Hall (272,000 GSF) including replacement of building systems and addition of air conditioning. The project was envisioned to improve the sense of community by adding corridor day-lighting and an attractive entrance area. The project was completed in multiple phases. At the November 3, 2008 Board of Visitor's meeting, the university was authorized to supplement the existing \$65 million nongeneral fund debt Ambler Johnston renovation project with \$10 million nongeneral fund debt and to secure temporary short-term financing through any borrowing mechanism that prior to such borrowing has been approved by the Board, as applicable, in an aggregate principal amount not to exceed \$10 million for a portion of the costs of the project, plus related issuance costs and financing expenses.	\$ 75,000,000	0%	100%	CMAR	Clark Nexsen – Charlotte, NC	Barton Malow Company – Charlottesville, VA	N/A	N/A	N/A	Construction is substantially complete.
Campus Heat Plant	This project provided authorization for the design and construction of new heating infrastructure to serve the various areas of campus.	\$ 31,500,000	60%	40%	Design-Build	Affiliated Engineers, Inc. – Chapel Hill, NC (Criteria Consultant)	N/A	Mid Atlantic Infrastructure Systems, Inc – Winston-Salem, NC	N/A	N/A	Construction is substantially complete.
Infectious Disease Research Facility	This project constructed a 15,700 GSF facility to accommodate infectious disease research laboratory space (60%), lab office space and support areas (40%).	\$ 10,163,000	40%	60%	CMAR	CUH2A Architecture, Engineering, Planning – Bethesda, MD	Branch & Associates, Inc. – Roanoke, VA	N/A	N/A	N/A	Construction is substantially complete.
Technology Research and Innovation Center	The project constructed 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.	\$ 11,896,644	100%	0%	PPEA	Alpha Corporation – Hampton Roads, VA (Construction Manager)	N/A	N/A	Concord Eastridge – Arlington, VA	N/A	Construction of the building is substantially complete. Second floor tenant up-fit is planned to complete the project.
Veterinary Medicine Instruction Addition	This project provided for the planning of additional instructional space to provide adequate classrooms to relieve overcrowding of the existing facility. The project provides new classrooms, teaching labs, and faculty spaces. At the March 22, 2010 Board of Visitor's meeting, the university was authorized to move forward with a \$1.4 million design project for a Veterinary Medicine Instruction Addition project not to exceed a budget of \$14 million total costs and to secure temporary short-term financing through any borrowing mechanism that prior to such borrowing has been approved by the Board, as applicable, in an aggregate principal amount not to exceed the \$1.4 million planning authorization, plus related issuance costs and financing expenses.	\$ 14,000,000	0%	100%	CMAR	HKS, Inc. – Richmond, VA	W.M. Jordan Company – Newport News, VA	N/A	N/A	N/A	Construction is substantially complete.

Project Name	Project Description	Project Budget	Project Funding		Project Delivery Type	Project Team					Project Status
			% Gen Funds	% NG Funds		A/E	CMAR	Design-Build	PPEA	GC	
COMPLETED PROJECTS (...continued)											
Virginia Tech–Carilion Research Institute (VTCRI) Third Floor Up-fit	This project constructed an up-fit of the shelled 26,000 assignable square foot third floor, including accommodations for wet and dry laboratories, conference space, office space, and a 5,000 cage vivarium with the necessary support spaces and equipment to maintain the cages and animals. At the March 28, 2011 Board of Visitor's meeting, the university was authorized to move forward with the VTCRI Third Floor Upfit project using the most efficient and effective delivery strategies at a cost not to exceed \$15 million and to fund the project with internal financing.	\$ 15,000,000	0%	100%	Design-Build	Kling Stubbins – Philadelphia, PA (Criteria Consultant)	N/A	DPR, Inc. – Glen Allen, VA	N/A	N/A	Construction is substantially complete. Temperature and humidity control issues are currently being addressed by the Design-Build contractor.
West End Market Expansion & Renovation	The project consisted of approximately 7,400 GSF of additional seating, expansion of the kitchen and food preparation areas, and increasing the number of restrooms and staff locker rooms. The project also included approximately 6,000 GSF of renovation work for program enhancements and roof repairs. At the November 8, 2010 Board of Visitor's meeting, the university was authorized to move forward with the West End Market Expansion and Renovation project at a total project cost not to exceed \$7.31 million.	\$ 7,310,000	0%	100%	CMAR	Clark Nexsen – Charlotte, NC	Branch & Associates, Inc. – Roanoke, VA	N/A	N/A	N/A	Construction is substantially complete.
PROJECTS ON HOLD											
Academic Building Renovations	This project is to renovate three existing campus buildings - Sandy Hall, Performing Arts Building and the front section of Davidson Hall. Collectively, these renovations will increase the functionality of three underutilized building assets, address several deferred maintenance issues and reduce critical space deficiencies without building additional campus space.	TBD	100%		TBD	TBD	TBD	TBD	TBD	TBD	This project is on hold.
Indoor Athletic Training Facility	This project will construct a 120,000 GSF field house to increase the availability of indoor training time for the football program.	\$ 25,000,000	0%	100%	Design-Build	Sportsplan Studio – Kansas City, MO (Criteria Consultant)	N/A	TBD	N/A	N/A	Criteria Document Consultant has been procured. This project is on hold.
Sciences Building Laboratory I	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.	\$ -	0%	0%	TBD	CUH2A Architecture, Engineering, Planning – Bethesda, MD (Programming Consultant) Payette/E. Verner Johnson – Boston, MA	N/A	N/A	N/A	N/A	A program and site confirmation study has been completed. This project is on hold.
New Residence Hall II	This project will construct a new 250 bed residence hall.	\$ 27,000,000	0%	100%	TBD	TBD	N/A	N/A	N/A	N/A	This project is on hold.



**Campus Parking Regulations**  
**BUILDINGS AND GROUNDS COMMITTEE**

**November 5, 2012**

The Board of Visitors is charged with providing parking and traffic rules and regulations on property owned by the university, in accordance with §23-9.2:3, Code of Virginia. Further, by state law, §23-122, Code of Virginia, as amended, the Board of Visitors is charged with the care, preservation, and improvement of university property.

Parking regulations apply to employees, students, contractors, vendors, businesses, visitors, and all other persons who use university owned and leased parking facilities and spaces. Parking and Traffic procedures are administered by the Virginia Tech Parking Services and the Virginia Tech Police Department.

Parking and Traffic Procedures pursuant to these regulations are available on the website of Virginia Tech Parking Services. Limited numbers of hardcopies are available upon request at Virginia Tech Parking Services.

## **RESOLUTION TO ADOPT CAMPUS PARKING REGULATIONS**

**WHEREAS**, by state law, §23-9.2:3, Code of Virginia, the Virginia Polytechnic Institute and State University Board of Visitors is charged with providing parking and traffic rules and regulations on property owned by the university; and

**WHEREAS**, by state law, §23-122, Code of Virginia, as amended, the Virginia Polytechnic Institute and State University Board of Visitors is charged with the care, preservation, and improvement of university property; and

**WHEREAS**, the university has developed parking and traffic regulations applicable to employees, students, contractors, vendors, businesses, visitors, and all other persons who use university owned and leased parking facilities and spaces; and

**WHEREAS**, the university will develop Parking and Traffic Procedures in support of the attached regulations; and

**WHEREAS**, Virginia Tech Police Department and Virginia Tech Parking Services administer the Parking and Traffic Procedures; and

**WHEREAS**, the Parking and Traffic Procedures will be approved annually by the Vice President for Administrative Services, or designee; and

**WHEREAS**, the Parking and Traffic Procedures will be made available on the website of Virginia Tech Parking Services;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Visitors of Virginia Polytechnic Institute and State University adopts the parking and traffic regulations as written and authorizes the Vice President for Administrative Services or designee to develop operating procedures in support of the regulations.

### **RECOMMENDATION:**

That the parking and traffic regulations be adopted.

November 5, 2012

**Agency 105 - VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY****Chapter 10 - Parking and Traffic Regulations****Procedures**

Parking and Traffic Procedures, as published by Virginia Polytechnic Institute and State University ("Virginia Tech"), will be administered by the Virginia Tech Parking Services and the Virginia Tech Police Department.

These regulations apply to all Virginia Tech faculty, staff, students, contractors, vendors, businesses, visitors, and all other persons who use university owned and leased parking facilities and spaces.

Parking and Traffic Procedures pursuant to these regulations are available on the website of Virginia Tech Parking Services. Limited numbers of hardcopies are available upon request at Virginia Tech Parking Services.

**Permits required**

All motor vehicles parked on university owned or leased property are required to properly display a valid Virginia Tech parking permit as defined by Virginia Tech Parking and Traffic Procedures or other notice pursuant to these regulations.

Visitors are required to park in designated areas with the appropriate permit obtained from Virginia Tech Parking Services or Virginia Tech Visitor Information Center or park in pay areas. If parked in a pay area they are required to pay the prevailing rate.

**Damage and loss**

Virginia Tech is not responsible for loss or damage to any vehicle, or the loss of contents while parked or operated on university owned or leased property.

**Parking**

Parking is permitted in authorized, clearly identified spaces only with a valid permit or other authorization. Parking is not allowed on turf, at loading docks or loading zones, pedestrian crosswalks, handicap access ramps, services areas, sidewalks, and unmarked areas without specific authorization.

Virginia Tech Parking Services may designate specific parking areas, issue special permits, or issue notices related to special events. Parking related to these special events shall be in accord with said specific parking areas, special permits, or notices.

**Agency 105 - VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY****Chapter 10 - Parking and Traffic Regulations****Enforcement**

All laws, regulations, and policies enacted by the Commonwealth of Virginia and Virginia Tech are duly enforced. Motor vehicles in violation may be subject to penalties in accord with university parking procedures including but not limited to citations, fine, immobilization, towing, or impoundment, at the owner's risk and expense.

If a vehicle is displaying a valid Virginia Tech parking permit and incurs a citation for violation of these regulations or Parking and Traffic Procedures, the registered owner of the permit will be held responsible for all citations and fines. If a vehicle is not displaying a valid Virginia Tech parking permit and incurs a citation for violation of these regulations or Parking and Traffic Procedures, the registered owner of the vehicle will be held responsible for all citations and fines. However, the registered owner of a vehicle is ultimately responsible for all violations issued to that vehicle, regardless of who is operating the vehicle.

Regardless of Parking and Traffic Procedures, any person shall abide by instructions of Virginia Tech Police Officers or Parking Services Enforcement Personnel. When in conflict with these regulations or Parking and Traffic Procedures, the instructions of the enforcement personnel shall supersede.

**Appeals**

All individuals who receive a violation under this chapter have a right to appeal the violation as set forth in the University Parking and Traffic Procedures.

**Procedural Changes, Amendments, and Notices**

Changes, amendments, and notices related to University Parking and Traffic Procedures shall be effective when posted on the Virginia Tech Parking Services website.

## **RESOLUTION FOR APPALACHIAN POWER COMPANY EASEMENTS**

In conjunction with a state highway project to replace the structurally deteriorating bridge and to realign the roadway at the intersection of Routes 779 and 320 in Roanoke, Virginia, the Virginia Department of Transportation and Appalachian Power Company have requested the university grant permanent utility easements to Appalachian Power Company.

## **RESOLUTION FOR APPALACHIAN POWER COMPANY EASEMENTS**

**WHEREAS**, in conjunction with a state highway project to replace the structurally deteriorating bridge and to realign the roadway at the intersection of Routes 779 and 320 in Roanoke, Virginia, the Virginia Department of Transportation and Appalachian Power Company have requested the university grant permanent utility easements to Appalachian Power Company; and

**WHEREAS**, said easements equal approximately 0.449 acre and are shown marked in Yellow on the attached plat prepared by Christopher Kaknis, License No. 2359, Anderson & Associates, Inc., dated November 21, 2011, with latest revision date of October 11, 2012, entitled "Compiled Plat of 0.815 Acre Fee Take Area (Total) Being Granted to Commonwealth of Virginia Property of Virginia Polytechnic Institute and State University Tax Parcel 007.00-01-05.02-0000", Sheet 1 of 1, Document No. 29437-001, for the State Highway Project 0779-080-307, P-101, C-501, RW-201, (UPC 17221); and

**WHEREAS**, Virginia Polytechnic Institute and State University desires to grant said easements to Appalachian Power Company;

**NOW, THEREFORE, BE IT RESOLVED**, that the university be authorized to execute the easements to Appalachian Power Company in accordance with Section 23-38.88 of the Code of Virginia (1950), as amended.

### **RECOMMENDATION:**

That the above resolution authorizing the university to execute the easements to Appalachian Power Company be approved.

November 5, 2012



Line Table		
Line #	Length	Direction
L1	10.05	N 25°57'31" W
L2	543.40	N 83°08'04" E
L3	4.84	N 71°21'56" E
L4	85.30	S 20°37'43" E
L5	17.82	S 68°03'48" W
L6	42.45	S 68°03'48" W
L7	43.68	S 52°07'05" W
L8	70.08	S 65°36'34" W
L9	42.80	N 78°28'46" W
L10	147.98	N 71°23'24" E
L11	192.36	S 71°23'24" W
L12	94.71	S 75°22'44" W
L13	63.77	S 42°02'37" E
L14	143.80	S 61°23'22" E
L15	52.44	S 66°35'28" W
L16	119.08	N 61°11'34" W
L17	82.12	N 41°32'46" W
L18	14.85	N 63°51'50" E
L19	19.37	S 20°37'43" E
L20	28.02	N 63°30'19" W
L21	48.68	N 35°47'15" W

Line Table		
Line #	Length	Direction
L22	112.15	S 73°30'05" E
L23	10.72	S 16°35'43" W
L24	69.63	N 73°04'17" W
L25	69.95	S 73°56'37" W
L26	39.48	N 84°55'37" W
L27	59.17	S 16°33'10" E
L28	157.29	S 65°25'16" W
L29	123.45	N 39°47'15" W
L30	18.77	S 07°28'03" W
L31	133.73	N 89°33'57" W
L32	103.08	S 63°56'31" W
L33	195.59	S 72°30'11" W
L34	482.77	S 68°42'41" W
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L38	54.30	N 84°55'37" W
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L41	80.99	S 28°51'15" E

Curve Table						
Curve #	Radius	Length	Tangent	Delta	Chord Distance	Chord Bearing
C1	2475.000'	21.780'	10.890'	000°30'15"	21.780'	N 64°55'45" W
C2	2475.000'	27.720'	13.860'	000°38'30"	27.720'	N 64°21'24" W
C3	475.000'	243.352'	124.409'	029°21'14"	240.700'	S 87°44'54" W
C4	583.720'	301.561'	154.108'	028°06'06"	298.330'	S 88°23'15" E

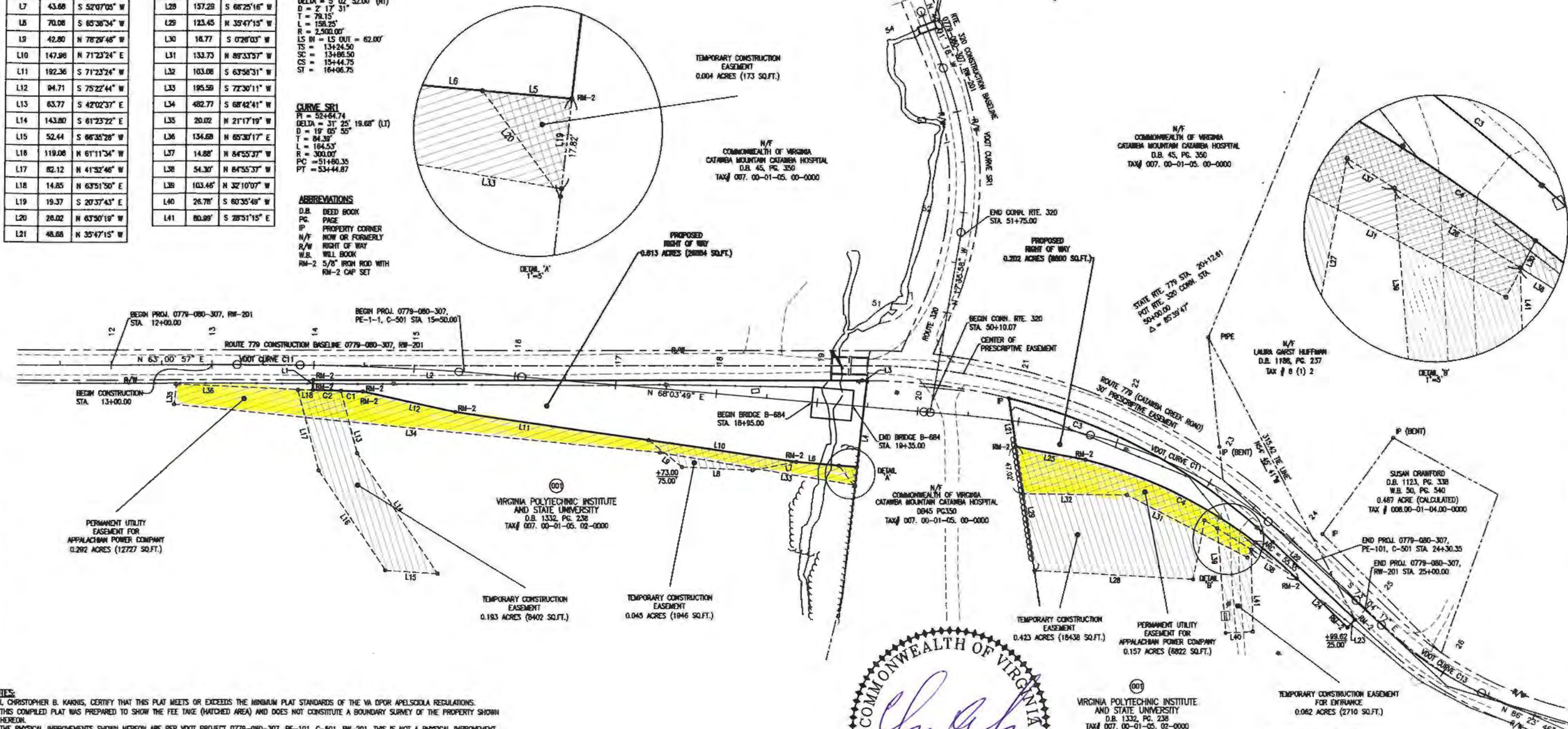
VDOT CURVE C11  
PI = 14+85.70  
DELTA = 5° 02' 52.00" (RT)  
D = 2' 17' 31"  
T = 79.15'  
L = 158.25'  
R = 2,500.00'  
LS IN = LS OUT = 62.00'  
TS = 13+24.50  
SC = 13+86.50  
CS = 15+44.75  
ST = 16+06.75

CURVE SR1  
PI = 52+64.74  
DELTA = 31° 25' 19.68" (LT)  
D = 19° 05' 55"  
T = 64.39'  
L = 164.53'  
R = 300.00'  
PC = 51+80.35  
PT = 53+44.87

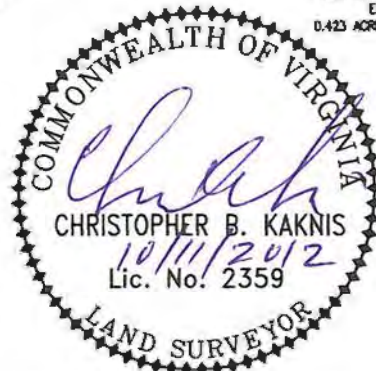
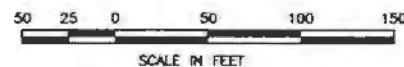
ABBREVIATIONS  
D.B. DEED BOOK  
P.C. PAGE  
IP PROPERTY CORNER  
N/F NOW OR FORMERLY  
R/W RIGHT OF WAY  
W.B. WELL BOOK  
RM-2 5/8" IRON ROD WITH RM-2 CAP SET

CURVE C13  
PI = 25+83.43  
DELTA = 20° 31' 56.89" (LT)  
D = 16° 57' 05"  
T = 61.22'  
L = 121.13'  
R = 338.00'  
PC = 25+22.21  
PT = 26+43.34  
E = TRANSITION TO EXIST.

VDOT CURVE C12  
PI = 22+64.68  
DELTA = 38° 51' 53.65" (RT)  
D = 11° 27' 33"  
T = 100.14'  
L = 197.66'  
R = 500.00'  
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  9. 0.815 ACRE (TOTAL) FEE TAKE AREA BEING GRANTED TO COMMONWEALTH OF VIRGINIA.
  10. 0.685 ACRE (TOTAL) TEMPORARY CONSTRUCTION EASEMENT BEING GRANTED TO COMMONWEALTH OF VIRGINIA.
  11. 0.082 ACRE TEMPORARY CONSTRUCTION EASEMENT FOR ENTRANCE BEING GRANTED TO COMMONWEALTH OF VIRGINIA.
  12. 0.449 ACRE (TOTAL) PERMANENT UTILITY EASEMENT FOR APPALACHIAN POWER COMPANY BEING GRANTED TO COMMONWEALTH OF VIRGINIA.
  13. ALL OF THIS PROPERTY IS COMPRISED OF TAX PARCEL 007. 00-01-05. 02-0000 LOCATED IN ROANOKE COUNTY, VDOT PROJECT PARCEL 001.



COMPILED PLAT OF  
0.815 ACRE FEE TAKE AREA (TOTAL)  
BEING GRANTED TO  
COMMONWEALTH OF VIRGINIA  
PROPERTY OF  
VIRGINIA POLYTECHNIC INSTITUTE  
AND STATE UNIVERSITY  
TAX PARCEL 007. 00-01-05. 02-0000

PROPOSED RIGHT OF WAY	0.815 ACRES (TOTAL)
TEMPORARY CONSTRUCTION EASEMENT	0.685 ACRES (TOTAL)
TEMPORARY CONSTRUCTION EASEMENT FOR ENTRANCE	0.082 ACRES (TOTAL)
PERMANENT UTILITY EASEMENT FOR APPALACHIAN POWER COMPANY	0.449 ACRES (TOTAL)

**RESOLUTION ON LAND TRANSFER AND TEMPORARY CONSTRUCTION  
EASEMENT TO VIRGINIA DEPARTMENT OF TRANSPORTATION**

In conjunction with a state highway project to replace the structurally deteriorating bridge and to realign the roadway at the intersection of Routes 779 and 320 in Roanoke, Virginia, the Virginia Department of Transportation has requested the university grant a transfer of land in fee simple and a temporary construction easement for proper construction of the project, the entrance to Catawba Hospital, and for the cut and/or fill of slope.



## **RESOLUTION ON LAND TRANSFER AND TEMPORARY CONSTRUCTION EASEMENT TO VIRGINIA DEPARTMENT OF TRANSPORTATION**

**WHEREAS**, the Virginia Department of Transportation is planning a state highway project on Route 779 adjacent to the Virginia Tech Catawba Sustainability Center in Roanoke County, Virginia; and

**WHEREAS**, the purpose of this project is to replace the structurally deteriorating bridge and to realign the roadway at the intersection of Routes 779 and 320; and

**WHEREAS**, the project will necessitate the transfer of approximately 0.815 acre of land in fee simple from the university to the Commonwealth of Virginia, Virginia Department of Transportation, as shown marked in Green on the Plat titled, "Compiled Plat of 0.815 Acre Fee Take Area (Total) Being Granted to Commonwealth of Virginia Property of Virginia Polytechnic Institute and State University Tax Parcel 007.00-01-05.02-0000" by Christopher B. Kaknis, Land Surveyor, Lic. No. 2359, of Anderson & Associates, Inc., dated November 21, 2011, with latest revision date of October 11, 2012, as Sheet 1 of 1, Document No. 29437-001, for the State Highway Project 0779-080-307, P-101, C-501, RW-201, (UPC 17221); and

**WHEREAS**, in conjunction with the state highway project, the Virginia Department of Transportation requires a temporary construction easement across university property comprising approximately 0.727 acre of real property as shown and marked in Pink on the above mentioned Plat, Sheet 1 of 1, to be used for the proper construction of the project, the entrance, and for the cut and/or fill of slopes; and

**WHEREAS**, Virginia Polytechnic Institute and State University desires to grant transfer of property and said easement to the Commonwealth of Virginia, Department of Transportation;

**NOW, THEREFORE, BE IT RESOLVED**, that the university be authorized to execute the transfer agreement and temporary construction easement to the Commonwealth of Virginia, Virginia Department of Transportation in accordance with Section 23-38.88 of the Code of Virginia (1950), as amended.

### **RECOMMENDATION:**

That the above resolution authorizing the university to execute the transfer agreement and temporary construction easement to the Commonwealth of Virginia, Department of Transportation be approved.

November 5, 2012



Line #	Length	Direction
L1	10.05	N 25°57'51" W
L2	543.40	N 63°08'04" E
L3	4.64	N 71°21'56" E
L4	85.30	S 20°37'43" E
L5	17.82	S 88°03'49" W
L6	42.45	S 88°03'49" W
L7	43.68	S 52°07'05" W
L8	70.06	S 85°36'34" W
L9	42.80	N 76°29'48" W
L10	147.96	N 71°23'24" E
L11	192.36	S 71°23'24" W
L12	94.71	S 75°22'44" W
L13	63.77	S 42°02'37" E
L14	143.80	S 61°23'22" E
L15	52.44	S 86°35'28" W
L16	119.06	N 61°11'34" W
L17	82.12	N 41°52'48" W
L18	14.85	N 63°51'50" E
L19	19.37	S 20°37'43" E
L20	26.02	N 63°50'18" W
L21	48.68	N 35°47'15" W

Line #	Length	Direction
L22	112.15	S 73°50'05" E
L23	10.72	S 18°55'43" W
L24	69.63	N 73°04'17" W
L25	69.95	S 73°56'37" W
L26	39.48	N 84°55'37" W
L27	59.17	S 18°33'10" E
L28	157.29	S 66°25'16" W
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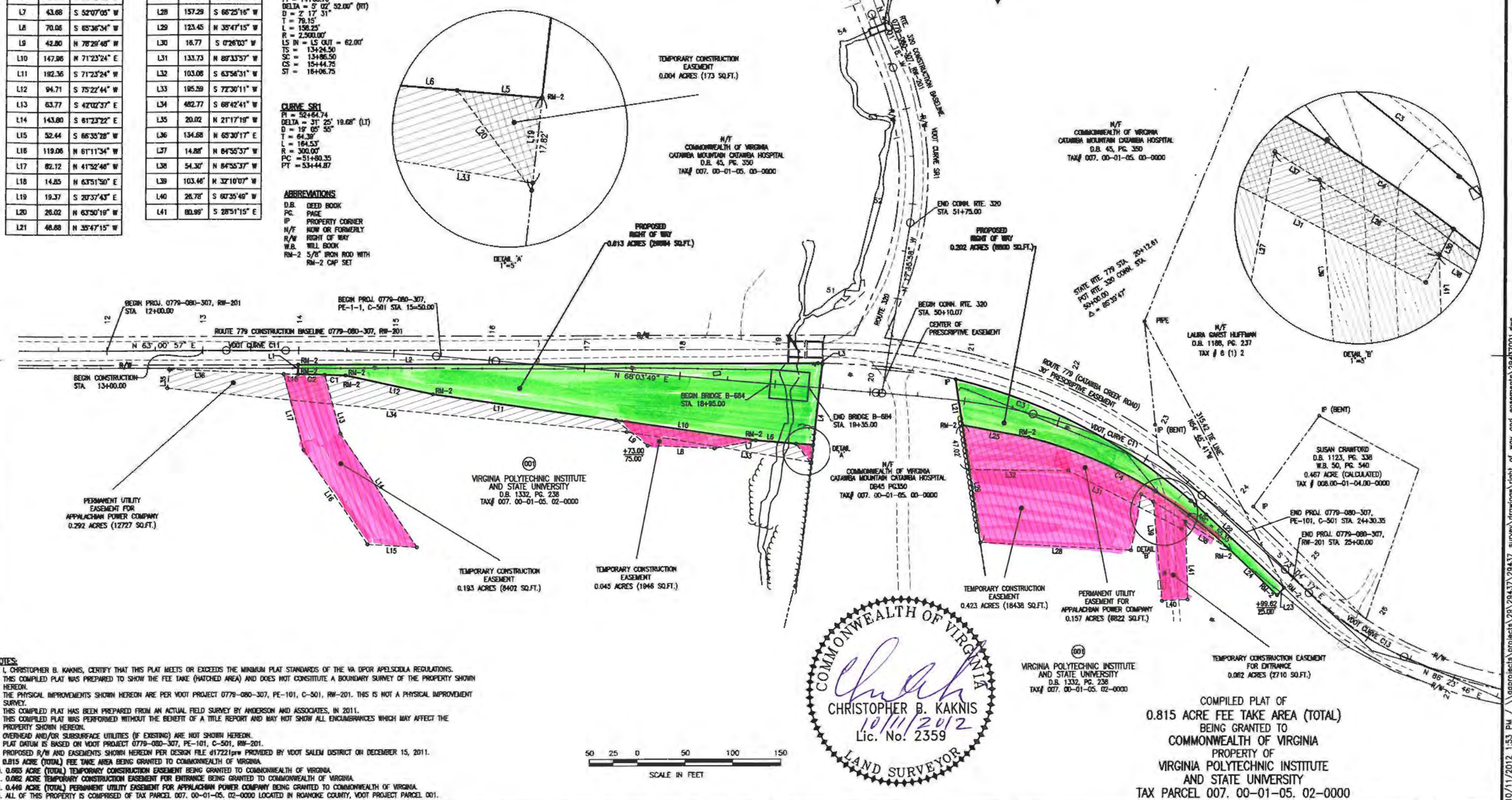
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 R = 500.00'  
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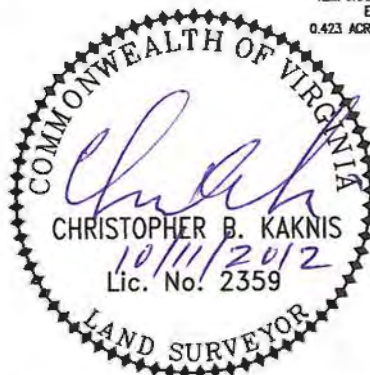
**CURVE SR1**  
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 D = 19° 05' 55"  
 T = 64.38'  
 L = 164.53'  
 R = 300.00'  
 PC = 51+80.35  
 PT = 53+44.87

**ABBREVIATIONS**  
 D.B. DEED BOOK  
 P.G. PAGE  
 IP. PROPERTY CORNER  
 H/F. HOW OR FORMERLY  
 R/W. RIGHT OF WAY  
 W.B. WILL BOOK  
 RM-2 5/8" IRON ROD WITH  
 RM-2 CAP SET



- NOTES:**
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50 25 0 50 100 150  
 SCALE IN FEET



COMPILED PLAT OF  
 0.815 ACRE FEE TAKE AREA (TOTAL)  
 BEING GRANTED TO  
 COMMONWEALTH OF VIRGINIA  
 PROPERTY OF  
 VIRGINIA POLYTECHNIC INSTITUTE  
 AND STATE UNIVERSITY  
 TAX PARCEL 007. 00-01-05. 02-0000



**ANDERSON & ASSOCIATES, INC.**  
 Professional Design Services  
 www.andassoc.com

100 Ambrose St.  
 Blacksburg, Va. 24060  
 540-952-5692

DATE	REV.	COMMENTS	DATE
21 NOV 11			14 DEC 11
DESIGNED:			16 DEC 11
DRAWN: ALK			03 JAN 12
CHECKED: CBK			11 OCT 12
QA/QC:			

CATAWBA MAGISTERIAL DISTRICT  
 ROANOKE COUNTY, VIRGINIA  
 SCALE 1"=50'

DOCUMENT NO.  
**29437-001**  
 SHEET  
**1** OF  
**1**

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**RESOLUTION FOR APPOINTMENT TO THE  
BLACKSBURG-CHRISTIANSBURG-VPI WATER AUTHORITY**

The Towns of Blacksburg and Christiansburg, and Virginia Polytechnic Institute and State University recommend John W. Kirby for joint reappointment as member of the Blacksburg-Christiansburg-VPI Water Authority for a term beginning September 1, 2012 and ending August 31, 2016.

Mr. Kirby retired from Alliant Technologies and was appointed to the water authority board as an at-large member in 1986. He holds a professional engineer's license in Virginia.

**RESOLUTION FOR APPOINTMENTS TO THE  
BLACKSBURG-CHRISTIANSBURG-VPI WATER AUTHORITY**

**WHEREAS**, the Blacksburg-Christiansburg-VPI Water Authority (Authority) consists of five directors who are responsible for the management and operation of the Authority. One director is appointed by each of the political subdivisions, and the other two directors are appointed jointly by the Virginia Tech Board of Visitors and the Town Councils; and

**WHEREAS**, one of the jointly appointed directors of the Authority, John W. Kirby has a term that expired on August 31, 2012; and

**WHEREAS**, the Town of Blacksburg and the Town of Christiansburg have approved a resolution reappointing John W. Kirby to the Authority for another four-year term;

**NOW, THEREFORE, BE IT RESOLVED** that John W. Kirby be reappointed as joint member of the Blacksburg-Christiansburg-VPI Water Authority Board of Directors for a four-year term expiring August 31, 2016.

**RECOMMENDATION:**

That the above resolution reappointing John W. Kirby as joint representative to the Blacksburg-Christiansburg-VPI Water Authority Board of Directors, with a term expiring August 31, 2016, be adopted.

November 5, 2012



**Resolution for Amendment of Guidelines for Projects under the Public-Private Education Facilities and Infrastructure Act (PPEA) of 2002**

The Committee will consider for approval a resolution revising the Guidelines for Projects under the Public-Private Education Facilities and Infrastructure Act (PPEA) of 2002. These revisions reflect changes to the Code of Virginia in addition to clarifying language regarding unused or excess fees.

**Resolution for Amendment of Guidelines for Projects under the Public-Private Education Facilities and Infrastructure Act (PPEA) of 2002**

**WHEREAS**, the Public-Private Education Facilities and Infrastructure Act of 2002 (PPEA) grants responsible public entities the authority to create public-private partnerships for the development of a wide range of projects for public use if the public entity determines there is a need for the project and that the private involvement may provide the project to the public in a timely or cost-effective fashion; and

**WHEREAS**, for the purposes of the PPEA, the Commonwealth of Virginia, its agencies and institutions taken together, including Virginia Polytechnic Institute and State University (Virginia Tech), is a “responsible public entity” that has the power to develop or operate the applicable qualifying project; and

**WHEREAS**, pursuant to the *Code of Virginia*, the governing board of the university must adopt guidelines in compliance with the PPEA in order to pursue any qualifying project; and

**WHEREAS**, in December 2007 on behalf of the full Board, the Executive Committee of the Board of Visitors of Virginia Polytechnic Institute and State University adopted the “Virginia Polytechnic Institute and State University Guidelines for Projects under the Public-Private Education Facilities and Infrastructure Act (PPEA) of 2002”; and

**WHEREAS**, the university wishes to amend the guidelines as attached to reflect changes to the Code of Virginia and to clarify use of unused or excess fees; and

**NOW, THEREFORE, BE IT RESOLVED**, that the Virginia Tech Board of Visitors approves amending the “Virginia Polytechnic Institute and State University Guidelines for Projects under the Public-Private Education Facilities and Infrastructure Act (PPEA) of 2002.”

**RECOMMENDATION:**

That the above resolution amending the “Virginia Polytechnic Institute and State University Guidelines for Projects under the Public-Private Education Facilities and Infrastructure Act (PPEA) of 2002” be approved.

November 5, 2012

# **Virginia Polytechnic Institute and State University**

## **Guidelines for Projects under the Public-Private Education Facilities and Infrastructure Act of 2002 (PPEA)**

**Approved November 5, 2012**

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## **Public-Private Education Facilities and Infrastructure Act of 2002**

The Public-Private Education Facilities and Infrastructure Act of 2002 (“PPEA”) grants responsible public entities the authority to create public-private partnerships for the development of a wide range of projects for public use if the public entities determine there is a need for the project and that the private involvement may provide the project to the public in a timely or cost-effective fashion. For the purposes of the PPEA, the Commonwealth of Virginia, its agencies and institutions taken together, including Virginia Polytechnic Institute and State University (“Virginia Tech” or “the University”), is a “responsible public entity” (“RPE”) that “has the power to develop or operate the applicable qualifying project.”

In order for a project to come under the PPEA, it must meet the definition of a “qualifying project.” The PPEA contains a broad definition of “qualifying project” that includes public buildings and facilities of all types; for example:

- (1) An education facility, including but not limited to a school building (including any stadium or other facility primarily used for school events), any functionally related and subordinate facility to a school building and any depreciable property provided for use in a school facility that is operated as part of the public school system or as an institution of higher education;
- (2) A building or facility that meets a public purpose and is developed or operated by or for any public entity;
- (3) Improvements, together with equipment, necessary to enhance public safety and security of buildings to be used principally by a public entity;
- (4) Utility and telecommunications and other communications infrastructure;
- (5) A recreational facility;
- (6) Technology infrastructure and services, including but not limited to telecommunications, automated data processing, word processing and management information systems, and related information, equipment, goods and services;
- ~~(6)(7)~~ Any services designated to increase the productivity or efficiency of the responsible public entity through use of technology or other means;
- ~~(7)(8)~~ Technology, equipment, or infrastructure designed to deploy wireless broadband services to schools, businesses, or residential areas; ~~or~~
- (9) Any improvements necessary or desirable to any unimproved locally- or state-owned real estate; or-
- ~~(8)(10)~~ Any solid waste management facility as defined in Section 10.1-1400 of the Code of Virginia that produces electric energy derived from solid waste.

An RPE may not consider any proposal by a private entity for approval of the qualifying project until the RPE has adopted and made publically available guidelines in compliance with the PPEA. Accordingly, these guidelines are hereby adopted by the Board of Visitors of



Virginia Tech by resolution, dated \_\_\_\_\_. Virginia Tech will follow these guidelines in the review and acceptance of proposals.

## **Guidelines for the review and approval of proposals and projects**

### **I. General Provisions**

These guidelines are prepared and made available publically to encourage joint efforts between Virginia Tech and private entities, as well as stimulate competition in the private sector and to make clear Virginia Tech's compliance with the PPEA.

#### **A. Proposal Submission**

Pursuant to Virginia Code Section 56-575.4 of the PPEA, a proposal to provide a qualifying project to a responsible public entity may be either solicited by Virginia Tech (a "Solicited Bid/Proposal") or delivered to Virginia Tech by a private entity on an unsolicited basis (an "Unsolicited Proposal"). In either case, any such proposal shall be clearly identified as a "PPEA Proposal." The requirements for any particular Solicited Bid/Proposal shall be as specified in the solicitation by the University for that particular proposal and shall be consistent with all applicable provisions of the PPEA. Any Unsolicited Proposal shall be submitted to the University by delivering 10 complete copies, together with the required initial review fee as provided below in § III(C), to the Vice President of Administrative Services, 248 Burruss Hall, Blacksburg, VA 24061. The Vice President of Administrative Services is designated as the University's contact person for all submissions, questions, and concerns regarding the proposal process under the PPEA. Likewise, any proposal should designate a contact person from the private entity to whom questions and clarifications may be directed.

Other requirements for an Unsolicited Proposal are as set forth below in § III.

Whether the private entity submits a Solicited Bid or an Unsolicited Proposal, it will follow a two-part process, consisting of an initial conceptual phase and a detailed phase. The initial phase of the proposal should contain specified information regarding the proposer's qualifications and experience, project characteristics, project financing,<sup>1</sup> anticipated public support or opposition, or both, and project benefit and compatibility. The detailed proposal should contain specified deliverables, namely, project benefits, scope of work, and a financial plan that contains enough specificity so that the University may fairly evaluate the financial feasibility of the qualified project. The cost analysis of a proposal should not be linked solely to the financing plan, as Virginia Tech may determine to finance the project through other available means.

#### **B. Posting**

Under the PPEA, Virginia Tech is required to make provisions for posting and publishing public notice announcing a private entity's request for approval of a qualifying project. Such

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<sup>1</sup> The PPEA provides for innovative and flexible financing options. Each suggested financing arrangement will be evaluated on a case-by-case basis.

notices will contain: (i) specific information and documentation to be released regarding the nature, timing, and scope of the qualifying project pursuant to subsection A of § 56-575.4; (ii) a reasonable time period of at least 45 days during which Virginia Tech shall receive competing proposals conforming to subsection A of § 56-575.4; and (iii) an advertisement of the public notice on the Commonwealth's electronic procurement website.

### C. Affected Jurisdictions

Any private entity requesting approval from or submitting a conceptual or detailed proposal to Virginia Tech must provide each affected jurisdiction with a copy of the private entity's request or proposal by certified mail, express delivery, or hand delivery. The term "affected local jurisdiction" includes any University, county, city, or town in which all or a portion of a qualifying project is located. Affected jurisdictions that are not RPEs under the proposed qualifying project shall have 60 days from the receipt of the request or proposal to submit written comments to Virginia Tech, directed to the Vice President of Administrative Services, and to indicate whether the proposed qualifying project is compatible with the (i) local comprehensive plan, (ii) local infrastructure development plan, or (iii) capital improvements budget or other government spending plan. Comments received within the 60-day period shall be given consideration by Virginia Tech before entering into an interim or comprehensive agreement with a private entity, and no negative inference shall be drawn from the absence of comment by an affected jurisdiction. Nothing above shall prevent Virginia Tech from proceeding with or continuing the evaluation process during the 60-day period.

### D. Virginia FOIA

Any confidential and proprietary information provided to a responsible public entity by a private entity pursuant to the PPEA shall be subject to disclosure under the Virginia Freedom of Information Act ("FOIA") (§ 2.2-3700 et seq.) except as provided by § 56-575.4(G) of the PPEA. In order to prevent the release of any confidential and proprietary information that otherwise could be held in confidence pursuant to § 56-575.4(G) of the PPEA, the private entity submitting the information must (i) invoke the exclusion from FOIA when the data or materials are submitted to the University or before such submission, (ii) identify with specificity the data and materials for which protection from disclosure is sought, and (iii) state why the exclusion from disclosure is necessary. A private entity may request and receive a determination from the University as to the anticipated scope of protection prior to submitting the proposal. The University is authorized and obligated to protect only confidential proprietary information, and thus will not protect any portion of a proposal from disclosure if the entire proposal has been designated confidential by the private entity without reasonably differentiating between the proprietary and non-proprietary information contained therein.

Upon receipt of a request from a private entity that designated portions of a proposal be protected from disclosure as confidential and proprietary, the University shall determine whether such protection is appropriate under applicable law and, if appropriate, the scope of such appropriate protection and shall communicate its determination to the private entity in writing. FOIA exemptions are discretionary, and Virginia Tech may elect to release some or all documents except to the extent the documents are:

1. Trade secrets of the private entity as defined in the Uniform Trade Secrets Act (§59.1-336 et seq.);
2. Financial records of the private entity that are not generally available to the public through regulatory disclosure or otherwise, including but not limited to balance sheets and financial statements; or
3. Other information submitted by a private entity, where if the record or document were made public prior to the execution of an interim or comprehensive agreement the financial interest or bargaining position of the public or private entity would be adversely affected.

If the determination regarding protection or the scope thereof differs from the private entity's request, then the University will afford the private entity a reasonable opportunity to clarify and justify its request. Upon a final determination by the University to afford less protection than requested by the private entity, the private entity will be given an opportunity to withdraw its proposal. A proposal so withdrawn will be treated in the same manner as a proposal not accepted for publication and conceptual phase consideration as provided below in § III(A).

Virginia Tech reserves the right to withhold from disclosure memoranda, staff evaluations, or other records prepared by the University, its staff, outside advisors, or consultants exclusively for the evaluation and negotiation of proposals where (i) if such records were made public prior to or after the execution of an interim or a comprehensive agreement, the financial interest or bargaining position of the University would be adversely affected, and (ii) the basis for the determination required in clause (i) is documented in writing by Virginia Tech.

To the extent that access to any procurement record or other document or other information is compelled or protected by a court order, Virginia Tech shall comply with such order.

#### E. Use of Public Funds

Virginia constitutional and statutory requirements as they apply to appropriation and expenditure of public funds apply to any interim or comprehensive agreement entered into under the PPEA. Accordingly, the processes and procedural requirements associated with the expenditure or obligation of public funds shall be incorporated into planning for any PPEA project or projects.

#### F. Contributions and Gifts

No private entity that submits a bid or proposal to Virginia Tech and is seeking to develop or operate a qualifying project, and no individual who is an officer or director of such private entity, shall knowingly provide a contribution, gift, or other item with value greater than \$50 or make an express or implied promise to make such a contribution or gift to the Governor, his political action committee, or the Governor's Secretaries, if the Secretary is responsible to the Governor for an executive branch with jurisdiction over the matters at issue, following the submission of a proposal until the execution of the comprehensive agreement. This shall apply only for any

proposal or an interim or comprehensive agreement where the stated or expected value of the contract is over \$5 million dollars.

## F.G. Applicability of Other Laws

Nothing in the PPEA shall affect the duty of the University to comply with all other applicable law not in conflict with the PPEA. The applicability of the Virginia Public Procurement Act (the “VPPA”) is set forth in the PPEA, § 56-575.16. The Restructured Higher Education Financial and Administrative Operations Act, §§ 23-38.88, 23-38.109, is also applicable.

## II. Solicited Proposals

The procedures applicable to any particular Solicited Bid/Proposal shall be specified in the solicitation for that proposal and shall be consistent with the requirements of the PPEA, these Guidelines, and any other applicable law. The solicitation will list any documents and information that must accompany each proposal and outline the factors that will be used in evaluating submitted proposals, as well as any unique capabilities or qualifications required of private entities submitting bids.

All such solicitations shall be made by issuance of a written Invitation to Bid (“IFB”) or Request for Proposal (“RFP”). Any proposal submitted pursuant to the PPEA that is not received in response to an IFB or RFP shall be an Unsolicited Proposal under these Guidelines, including but not limited to (a) proposals received in response to a notice of the prior receipt of another Unsolicited Proposal and (b) proposals received in response to publicity by the University concerning particular needs when the University has not issued a corresponding IFB or RFP, even if the University otherwise has encouraged the submission of proposals pursuant to the PPEA that address those needs.

## III. Unsolicited Proposals

Virginia Tech may publicize its needs and may encourage interested parties to submit unsolicited proposals subject to the terms and conditions of the PPEA. When such proposals are received without issuance of a RFP, the proposal shall be treated as an Unsolicited Proposal. The University reserves the right to accept to reject any and all proposals at any time.

The process for evaluating an Unsolicited Proposal, which is described in detail below in § V, consists of four steps. Briefly summarized, upon receipt of an Unsolicited Proposal the University’s first step will be to determine whether to accept it for consideration at the conceptual stage. If so, then in step two the University will give public notice of the Unsolicited Proposal. In step three the University will proceed with a review at the conceptual stage of the original Unsolicited Proposal and/or any proposal received in response to the public notice and accepted for consideration at the conceptual stage. Step four is an in-depth review at the detailed stage of the original Unsolicited Proposal and/or any proposal received in response to the public notice and accepted for consideration at the detailed stage. The University may discontinue its evaluation of any proposal at any time. Furthermore, if the University determines that it is in the

University's interest to do so with respect to any Unsolicited Proposal, the University may eliminate review at the conceptual stage and proceed directly to a review at the detailed stage, provided that the public notice is made. If the University rejects a proposal initiated by a private entity that purports to develop specific cost savings, the University shall specify the basis for the rejection.

#### A. Decision to Accept and Consider Unsolicited Proposal; Notice

Upon receipt of any Unsolicited Proposals and payment of any required fee by the private entity making the proposal, Virginia Tech will determine whether to accept the Unsolicited Proposal for the purpose of publication and conceptual-phase consideration. If the University decides not to accept the proposal and proceed to publication and conceptual-phase consideration, it will return the proposal, together with all unused or excess fees and accompanying documentation, to the private entity.

#### B. Posting Requirements

Conceptual proposals, whether solicited or unsolicited, shall be posted by the University on the "eVA" within ten (10) working days after acceptance of such proposals. One copy of each of the conceptual proposals will be made available for public inspection at the location and under the conditions indicated in the notice. The University will post the notice for a period of not less than forty-five (45) days the Commonwealth's electronic procurement site ("eVA") ([www.eva.state.va.us](http://www.eva.state.va.us)). The notice will state that the University (i) has received an unsolicited proposal for a qualified project under the PPEA, (ii) has initially reviewed the proposal and intends to give it further consideration, (iii) may negotiate an interim or comprehensive agreement with the private entity who made the proposal, and (iv) will receive any competing proposals that comply with these Guidelines and the PPEA and will give them consideration before proceeding further with any one proposal. The notice will also contain summary descriptions of the qualifying project(s) and their proposed locations, as well as a University contact to whom questions may be addressed. Trade secrets, financial records, or other records of the private entity excluded from disclosure under the provisions of subdivision 11 of § 2.2-3705.6 shall not be posted, except as otherwise agreed to by Virginia Tech and the proposing private entity.

### C. Review Fees

A review fee will be charged to any private entity submitting an Unsolicited Proposal to the University, to cover the University's costs of processing, reviewing, and evaluating the proposal, including the cost to compare it to any competing proposals. Such costs include but are not limited to University staff time, the cost of any materials or supplies expended, and the cost of any outside advisors or consultants, including but not limited to attorneys, consultants, financial and technical advisors, used by the University in its sole discretion. The uses and expenditures for these resources is in the sole discretion of the University. Such fees generally shall be in the amount necessary to completely cover all of the University's costs.

Such fees shall be imposed based on the reasonably anticipated costs to the University in accordance with the following schedule:

- a. *Initial fee.* Payment of an initial fee must accompany the submission of the Unsolicited Proposal to the University in order for the University to proceed with its review. The initial fee shall be two and one-half percent (2.5%) of the reasonably anticipated total cost of the proposed qualifying project, but shall be no less than \$2,500 or more than \$50,000, regardless of the anticipated total cost.
- b. *Additional fees.* Additional fees shall be imposed on and paid by the private entity throughout the processing, review, and evaluation of the Unsolicited Proposal if and as the University reasonably anticipates incurring costs in excess of the initial fee paid by the private entity. The University will notify the private entity of the amount of such additional fees as and when it anticipates incurring such costs. Prompt payment of such additional fees is required before the University will continue to process, review, and evaluate the proposal.
- c. *Reimbursement of excess fees paid.* In the event the total fees paid by the private entity exceed the University's total costs incurred in processing, reviewing, and evaluating the proposal, the University shall reimburse the difference. Otherwise, the University shall retain all fees paid.

### D. Initial Review by Virginia Tech at the Conceptual Stage

Only proposals complying with the requirements of the PPEA that contain sufficient information for a meaningful evaluation and that are provided in an appropriate format will be considered by the University for further review at the conceptual stage. Virginia Tech will determine at this stage whether it will proceed by using standard VPPA procurement procedures, those it has developed under the authority of the Restructured Higher Education Financial and Administrative Operations Act, §§ 23-38.88, 23-38.109, or guidelines it develops consistent with § 2.2-4301.<sup>2</sup>

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<sup>2</sup> If the University chooses to develop its own guidelines other than those developed under the authority of the Restructured Higher Education Financial and Administrative Operations Act, §23-38.109, it must make a written determination that doing so is likely to be advantageous to the University and the public based upon either (i) the probable scope, complexity or priority of need; (ii) the risk sharing including guaranteed cost or completion guarantees, added value or debt, or equity investments proposed by the private entity; or (iii) the increase in funding, dedicated revenue or other economic benefit that would otherwise not be available.



After reviewing the original proposal and any competing proposal submitted, the University will determine: (i) not to proceed further with any proposal; (ii) to proceed to the detailed phase of review with the original proposal; (iii) to proceed to the detailed phase with a competing proposal; (iv) to proceed to the detailed phase with multiple proposals; or (v) to request modifications or amendments to any proposals. If more than one proposal is considered in the detailed phase of review, Virginia Tech will reimburse the unsuccessful proposer(s) for reasonable costs. Such costs will be assessed to the successful proposer in the comprehensive agreement.

#### IV. Proposal Preparation and Submission

##### A. Format for Submissions at Conceptual Stage

Unsolicited proposals must contain the following information in the following format, as well as any further information the University may request:

##### 1. Qualification and Experience

- a. Identify the legal structure of the firm or consortium of firms making the proposal. Identify the organizational structure for the project, the management approach and how each partner and major subcontractor in the structure fits into the overall team.
- b. Describe the experience of the firm or consortium of firms making the proposal and the key principals involved in the proposed project including experience with projects of comparable size and complexity. Describe the length of time in business, business experience, public sector experience, and other engagements of the firm or consortium of firms. Include the identity of any firms that will provide design, construction, and completion guarantees and warranties and a description of such guarantees and warranties.
- c. Provide the names, addresses, and telephone numbers of persons within the firm or consortium of firms who may be contacted for further information.
- d. Provide a current or most recently audited financial statement of the firm or firms and each partner with an equity interest of twenty percent or greater.
- e. Identify any persons known to the proposer who would be obligated to disqualify themselves from participation in any transaction arising from or in connection to the project pursuant to the Virginia State and Local Government Conflict of Interest Act, Chapter 31 (§2.2-3100 et seq.) of Title 2.2.

##### 2. Project Characteristics

- a. Provide a description of the project, including the conceptual design. Describe the proposed project in sufficient detail so that type and intent to the project, the location, and the communities that may be affected are clearly identified.
- b. Identify and fully describe any work to be performed by the University.
- c. Include a list of all federal, state, and local permits and approvals required for the project and a schedule for obtaining such permits and approvals.

- d. Identify any anticipated adverse social, economic, and environmental impacts of the project. Specify the strategies or actions to mitigate known impacts of the project.
- e. Identify the projected positive social, economic, and environmental impacts of the project.
- f. Identify the proposed schedule for the work on the project, including the estimated time for completion.
- g. Propose allocation of risk and liability for work completed beyond the agreement's completion date, and assurances for timely completion of the project.
- h. State assumptions related to ownership, legal liability, law enforcement, and operation of the project and the existence of any restrictions on the University's use of the project.
- i. Provide information relative to phased or partial openings of the proposed project prior to completion of the entire work.
- j. List any other assumptions relied on for the project to be successful.
- k. List any contingencies that must occur for the project to be successful.

### 3. Project Financing

- a. Provide a preliminary estimate and estimating methodology of the cost of the work by phase, segment, or both.
- b. Submit a plan for the development, financing, and operation of the project showing the anticipated schedule on which funds will be required. Describe the anticipated costs of and proposed sources and uses for such funds including any anticipated debt service costs. The operational plan should include appropriate staffing levels and associated costs. Include supporting due diligence studies, analyses, or reports.
- c. Include a list and discussion of assumptions underlying all major elements of the plan. Assumptions should include all significant fees associated with financing given the recommended financing approach. In addition, complete disclosure of interest rate assumptions should be included. Any ongoing operational fees, if applicable, should also be disclosed as well as any assumptions with regard to increases in such fees.
- d. Identify the proposed risk factors and methods for dealing with these factors.
- e. Identify any local, state, or federal resources that the proposer contemplates requesting for the project. Describe the total commitment, if any, expected from governmental sources and the timing of any anticipated commitment. Such disclosure should include any direct or indirect guarantees or pledges of the University's credit or revenue.
- f. Identify the amounts and the terms and conditions for any revenue sources.
- g. Identify any aspect of the project that could disqualify the private entity from obtaining tax-exempt financing.

### 4. Project Benefit and Compatibility

- a. Identify who will benefit from the project, how they will benefit, and how the project will benefit the overall community, region, or state.
- b. Identify any anticipated public support or opposition, as well as any anticipated government support or opposition, for the project.
- c. Explain the strategy and plans that will be carried out to involved and inform the general public, business community, and governmental agencies in areas affected by the project.
- d. Describe the anticipated significant benefits to the community, region or state, including anticipated benefits to the economic condition of the University and whether the project is critical to attracting or maintaining competitive industries and businesses to the University or the surrounding region.
- e. Describe compatibility with the local comprehensive plan, local infrastructure development plans, the capital improvements budget, or other government spending plan.
- f. Provide a statement setting forth participation efforts that are intended to be undertaken in connection with this project with regard to the following types of businesses: (i) minority-owned businesses, (ii) woman-owned businesses, and (iii) small businesses.

#### B. Format for Submissions at Detailed Stage

If Virginia Tech decides to proceed to the detailed phase of review with one or more proposals, the following information should be provided by the private entity unless waived by the University:

1. A topographical map (1:2,000 or other appropriate scale) depicting the location of the proposed project;
2. A list of public utility facilities, if any, that will be crossed by the qualifying project and a statement of the plans of the proposer to accommodate such crossings;
3. A statement and strategy setting out the plans for securing all necessary property;
4. A detailed listing of all firms that will provide specific design, construction and completion guarantees and warranties, and a brief description of such guarantees and warranties;
5. A total life-cycle cost specifying methodology and assumptions of the project or projects and the proposed project start date. Include anticipated commitment of all parties; equity, debt, and other financing mechanisms; and a schedule of project revenues and project costs. The life-cycle cost analysis should include, but not be limited to , a detailed analysis of the projected return, rate of return, or both, expected useful life of facility, and estimate annual operating expenses;
6. A detailed discussion of assumptions about user fees or rates, and usage of the project or projects;
7. Identification of any known government support or opposition, or general public support or opposition for the project. Government or public support should be demonstrated through resolution of official bodies, minutes of meetings, letters, or other official communications;

8. Demonstration of consistency with appropriate local comprehensive or infrastructure development plans or indication of the steps required for acceptance into such plans;
9. Explanation of how the proposed project would impact local development plans of each affected jurisdiction;
10. Identification of the executive management and the officers and directors of the firm or firms submitting the proposal. In addition, identification of any known conflicts of interest or other disabilities that may impact the University's consideration of the proposal, including the identification of any persons known to the proposer who would be obligated to disqualify themselves from participation in any transaction arising from or in connection to the project pursuant to the Virginia State and Local Government Conflict of Interest Act, Chapter 31 (§2.2-3100 et seq) of Title 2.2;
11. Additional material and information as the University might reasonably request.

## V. Proposal Evaluation and Selection Criteria

Some or all of the following matters may be considered in the evaluation and selection of PPEA proposals. Virginia Tech retains the right at all times to reject any proposal at any time for any reason.

### A. Qualifications and Experience

The University will consider the following factors in either phase of its review to determine whether the proposer possesses the requisite qualifications and experience:

1. Experience with similar projects;
2. Demonstration of ability to perform work;
3. Leadership structure;
4. Project manager's experience;
5. Management approach;
6. Financial condition; and
7. Project ownership.

### B. Project Characteristics

The University will consider the following factors in determining the project characteristics:

1. Project definition;
2. Proposed project schedule;
3. Operation of the project;
4. Technology; technical feasibility;
5. Conformity to laws, regulations, and standards;
6. Environmental impacts;
7. Condemnation impacts;
8. State and local permits; and
9. Maintenance of the project.

### C. Project Financing

Factors to be considered in determining whether the proposed project financing allows adequate access to the necessary capital to finance the project may include but are not necessarily limited to:

1. Cost and cost benefit to the University;
2. Financing and the impact on the debt or debt burden of the University;
3. Financial plan, including the degree to which the proposer has conducted due diligence investigation and analysis of the proposed financial plan and the results of any such inquiries or studies;
4. Opportunity costs assessments;
5. Estimated cost;
6. Life-cycle cost analysis;
7. The identity, credit history, and past performance of any third party that will provide financing for the project and the nature and timing of their commitment; and
8. Such other items as the University deems appropriate.

In the event that any project is financed through the issuance of obligations that are deemed to be tax-supported debt of the University, or if financing such a project may impact the University's debt rating or financial position, the University may select its own finance team, source, and financing vehicle.

### D. Project Benefit and Compatibility

Factors to be considered in determining the proposed project's compatibility with the appropriate local or regional comprehensive or development plans may include but are not necessarily limited to:

1. Community benefits;
2. Community support or opposition, or both;
3. Public involvement strategy;
4. Compatibility with existing and planned facilities; and
5. Compatibility with local, regional, and state economic development efforts.

### E. Other Factors

Other factors that may be considered by the University in the evaluation and selection of PPEA proposals include:

1. The proposed cost of the qualifying project;
2. The general reputation, industry experience, and financial capacity of the private entity;
3. The proposed design of the qualifying project;
4. The eligibility of the project for accelerated documentation, review, and selection;
5. Local citizen and government comments;
6. Benefits to the public, including financial and unfinancial;

7. The private entity's compliance with a minority business enterprise participation plan or good faith effort to comply with the goals of such plan;
8. The private entity's plans to employ local contractors and residents;
9. The recommendation of a committee of representatives of members of the University and the appropriating body which may be established to provide advisory oversight for the project; and
10. Other criteria that Virginia Tech deems appropriate.

## VI. Additional Review Procedures

### A. Public Private Partnership Oversight Advisory Committee

Virginia Tech may, at its discretion, assemble an advisory committee or establish criteria to trigger the establishment of an advisory committee for the purpose of reviewing the terms of a proposed interim or comprehensive agreement. If the University forms a committee or establishes such criteria, the members will consist of representatives from the University and its Board of Visitors. The criteria, if formally established, should include, but not be limited to, the scope, total cost and duration of the proposed project, and whether the project involves or impacts multiple public entities. Timelines for the work of the committee should be developed and made available to proposers.

### B. Timelines

Guidelines for determining applicable timelines are as follows:

1. For Solicited Bids, the timeline for selecting proposals and negotiating an agreement will be consistent with the terms and conditions set forth in the Request for Proposals.
2. For Unsolicited Proposals, an estimated timeline will be developed and distributed within 60 days of receipt of the proposal. The timeline will be subject to revision(s), as required.
3. Accelerated selection, review, and documentation timelines shall be permitted for proposals involving a qualifying facility that the University deems a priority.

## VII. Interim and Comprehensive Agreements

### A. Interim Agreement Terms

Prior to or in connection with the negotiation of the comprehensive agreement, the University may enter into an interim agreement with the private entity. The scope and content of an interim agreement may include but is not limited to:

1. Project planning and development;
2. Design and engineering;



3. Environmental analysis and mitigation;
4. Survey;
5. Ascertaining the availability of financing for the proposed facility through financial and revenue analysis;
6. Establishing a process and timing of the negotiation of the comprehensive agreement;
7. Granting permission to the private entity to commence activities for which it may be compensated relating to the qualifying project; and
8. Any other provisions related to any aspect of the development or operation of a qualifying project that the parties may deem appropriate prior to the execution of a comprehensive agreement.

#### B. Comprehensive Agreement Terms

Prior to developing or operating any qualifying project, a selected private entity shall enter into a comprehensive agreement with the University as provided by the PPEA. Any such comprehensive agreement and any amendment thereto, must be approved by the University's Board of Visitors before it is entered into on behalf of the University. As provided by the PPEA, the terms of the comprehensive agreement shall include but not be limited to:

1. The delivery of maintenance, performance and payment bonds or letters of credit in connection with any acquisition, design, construction, improvement, renovation, expansion, equipping, maintenance, or operation of the qualifying project;
2. The review of plans and specifications for the qualifying project by the University;
3. The rights of the University to inspect the qualifying project to ensure compliance with the comprehensive agreement;
4. The maintenance of a policy or policies of liability insurance or self-insurance reasonably sufficient to insure coverage of the project and the tort liability to the public and employees and to enable the continued operation of the qualifying project;
5. The monitoring of the practices of the private entity by the University to ensure proper maintenance;
6. The terms under which the private entity will reimburse the University for services provided;
7. The policy and procedures that will govern the rights and responsibilities of the University and the private entity in the event that the comprehensive agreement is terminated or there is a material default by the private entity including the conditions governing assumption of the duties and responsibilities of the operator by the University and the transfer or purchase of property or other interests of the private entity by the University;
8. The terms under which the private entity will file appropriate financial statements on a periodic basis;
9. The mechanism by which user fees, lease payments, or service payments, if any, may be established from time to time upon agreement of the parties. Any payments or fees shall be set at a level that are the same for persons using the facility under like conditions and that will not materially discourage use for the qualifying project;
  - a. A copy of any service contract shall be filed with the University.

- b. A schedule of the current user fees or lease payments shall be made available by the private entity to any member of the public upon request.
  - c. Classifications according to reasonable categories for assessment of user fees may be made.
10. The terms and conditions under which the University may contribute financial resources, if any, for the qualifying project;
  11. The terms and conditions under which existing site conditions will be assessed and addressed, including identification of the responsible party for conducting the assessment and taking necessary remedial action;
  12. The terms and conditions under which the University will be required to pay money to the private entity and the amount of any such payments for the project;
  13. Other requirements of the PPEA or other applicable law; and
  14. Such other terms and conditions as the University may deem appropriate.

Any changes in the terms of the interim or comprehensive agreement as may be agreed upon by the parties from time to time shall be added to the interim or comprehensive agreement by written amendment only.

The comprehensive agreement may provide for the development or operation of phases or segments of a qualifying project.

#### C. Notice and Posting requirements

In addition to the posting requirements of Section III( B), 30 days prior to entering into an interim or comprehensive agreement, the University shall provide an opportunity for public comment on the proposals. Such public comment period may include a public hearing in the sole discretion of the University. After the end of the public comment period, no additional posting shall be required based on any public comment received.

Once the negotiation phase for the development of an interim or a comprehensive agreement is complete and a decision to award has been made by the University, the University shall post the proposed agreement in on the Department of General Service's web-based electronic procurement program ("eVA"). At least one copy of the proposals shall be made available for public inspection. Trade secrets, financial records, or other records of the private entity excluded from disclosure under the provisions of subdivision 11 of §2.2-3705.6 shall not be required to be posted, except as otherwise agreed to by the University and the private entity. Any studies and analyses considered by the University in its review of a proposal shall be disclosed to the appropriating body at some point prior to the execution of an interim or comprehensive agreement.

Once an interim agreement or a comprehensive agreement has been entered into, the University shall make procurement records available for public inspection, upon request. Such procurement records shall include documents protected from disclosure during the negotiation phase on the basis that the release of such documents would have adverse affect on the financial interest or bargaining position of the University or private entity in accordance with Section II.D.3. Such procurement records shall not include (i) trade secrets of the private entity as defined in the Uniform Trade Secrets Act (§59.1-336 et seq.) or (ii) financial records, including

balance sheets or financial statements of the private entity that are not generally available to the public through regulatory disclosure or otherwise.

To the extent access to procurement records are compelled or protected by a court order, then the University must comply with such order.

#### VIII. Governing Provisions

In the event of any conflict between these guidelines and the PPEA, the terms of the PPEA shall control.

## **Committee Minutes**

### **FINANCE AND AUDIT COMMITTEE**

**Duck Pond Room, The Inn at Virginia Tech**

**November 5, 2012**

#### **Audit Closed Session**

**Board Members Present:** Mr. B. K. Fulton, Mr. George Nolen, Ms. Deborah Petrine, Mr. Michael Quillen

**VPI & SU Staff:** Ms. Kay Heidbreder, Ms. Sharon Kurek, Ms. Savita Sharma, Mr. M. Dwight Shelton, Jr., Dr. Charles Steger

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. The Committee also provided an evaluation to the Director of Internal Audit regarding her performance for fiscal year 2012.

#### **Audit Open Session**

**Board Members Present:** Mr. B. K. Fulton, Ms. Robyn Jones – Graduate Student Representative, Mr. George Nolen, Ms. Deborah Petrine, Ms. Sue Teel – Staff Representative

**VPI & SU Staff:** Mr. Bob Broyden, Mr. Jim Buckwalter, Mr. Allen Campbell, Mr. Al Cooper, Mr. John Cusimano, Ms. Feride Daku, Mr. Brian Daniels, Dr. John Dooley, Dr. Eleanor Finger, Ms. Natalie Hart, Mr. Tim Hodge, Ms. Sharon Kurek, Dr. Scott Midkiff, Mr. Ken Miller, Mr. Mark Owczarski, Ms. Terri Mitchell, Ms. Kim O'Rourke, Ms. Lisa Royal, Ms. Savita Sharma, Mr. M. Dwight Shelton, Jr., Dr. Barry Simmons, Mr. Ken Smith, Mr. Jeb Stewart, Dr. Daniel Wubah, Dr. Judith Wubah

**Guests:** Mr. Josh Fox – Auditor of Public Accounts, Ms. Karen Helderman – Auditor of Public Accounts, Ms. Allison Knox

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 September 10, 2012 Meeting: The Committee reviewed and approved the minutes of the September 10, 2012 meeting.
4. Update on the Status of the Auditor of Public Accounts Financial Statement Audit and Management Letter for the June 30, 2012 Audit: The Committee received a report from Ms. Helderman, Audit Director, Auditor of Public Accounts, reporting the completion of the university's financial statement audit for the fiscal year ended June 30, 2012. The university has prepared its financial statements in accordance with generally accepted accounting principles. The audit report will contain a clean, unqualified opinion on the university financial statements. Further, the auditors reported that there will be no written management letter comments.
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 September meeting, the university reported that as of June 30, 2012, the university had 10 open recommendations. Thirteen audit comments have been issued since then. As of September 30, 2012, the university has addressed 11 comments, leaving 12 open recommendations in progress. The Committee received a briefing at the meeting that reviewed the status of the outstanding comments, including the comments that have been addressed since September 30, 2012.

The Committee accepted the report.

6. Review of Internal Audit Department's Status Report as of September 30, 2012: The Committee reviewed the Internal Audit Department's Status Report as of September 30, 2012. In addition to conducting scheduled audits, compliance reviews, and advisory services, the audit department participated in annual audit activities, fraud audits, and professional development activities.

The Committee accepted the report.

7. Updates to Policy 1040: Reporting Suspected Fraudulent Activities: The Committee received for informational purposes updates to the Reporting Suspected Fraudulent Activities policy. The Committee commended the positive changes made to the policy.

### **Finance Closed Session**

**Board Members Present:** Mr. B. K. Fulton, Mr. George Nolen, Ms. Deborah Petrine, Mr. Michael Quillen

**VPI & SU Staff:** Ms. Kay Heidbreder, Ms. Sharon Kurek, Ms. Savita Sharma, Mr. M. Dwight Shelton, Jr., Dr. Charles Steger

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.

The Committee recommended the personnel changes report to the full Board for approval.

### **Finance Open Session**

**Board Members Present:** Mr. B. K. Fulton, Mr. George Nolen, Ms. Deborah Petrine, Ms. Sue Teel – Staff Representative

**VPI & SU Staff:** Mr. Bob Broyden, Mr. Jim Buckwalter, Mr. Allen Campbell, Mr. Al Cooper, Mr. John Cusimano, Ms. Feride Daku, Mr. Brian Daniels, Dr. John Dooley, Dr. Eleanor Finger, Ms. Natalie Hart, Mr. Tim Hodge, Ms. Sharon Kurek, Dr. Scott Midkiff, Mr. Ken Miller, Mr. Mark Owczarski, Ms. Terri Mitchell, Ms. Lisa Royal, Ms. Savita Sharma, Mr. M. Dwight Shelton, Jr., Dr. Barry Simmons, Dr. Charles Steger, Mr. Jeb Stewart, Dr. Daniel Wubah, Dr. Judith Wubah

**Guests:** Ms. Allison Knox

1. Opening Remarks and Approval of Minutes of the September 10, 2012 Meeting: The Committee reviewed and approved the minutes of the September 10, 2012 meeting.
2. Annual 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 work to ensure access and affordability. From 2009 -2012, the amount of aid awarded grew from \$359 million to \$413.8 million. 52 percent of the university's class of 2011 borrowed an average of \$24,320 in student loan debt. Nationally, 66 percent of class of 2011 borrowed an average of \$26,600 in student loans.
3. Annual Report on Virginia Tech Foundation Endowment Scholarship Funds Expenditure Plans: The Committee received an annual report on the scholarship programs expenditure plans and the June 30, 2012 cash balance in the endowment accounts. University management continues to work with Virginia Tech Foundation and the college deans and senior management areas to implement action plans to fully utilize the available scholarship funds. Performance in 2011-12 was consistent with the prior year's activities, with cash balances available for expenditures slightly lower than the prior year.



4. **Trends in Compensation Expenditures:** In response to the Committee's request in September 2012, the Committee received a report on the university compensation process, the overall trends in annualized salaries and salary adjustments for salaried employees employed at the end of fiscal year 2008 to 2012. The compensation analysis included all salaried employees including both faculty and staff positions. The university's analysis of compensation cost from fiscal year 2008 to 2012 displayed that compensation decreased significantly in fiscal year 2010 and rebounded gradually in fiscal years 2011 and 2012. The university reduced its workforce by 201 FTE during fiscal years 2009 to 2012 as a result of the Alternate Severance Option/Workforce Transition Act implemented in response to state budget reductions. The university has stabilized in recent years and has experienced modest growth due to increased enrollment, expansion in the research programs, and growth of the auxiliary enterprises and extension services. The report also covered trends in off-cycle salary adjustments for faculty and staff at the end of fiscal years 2009 to 2012, and the funding sources for such adjustments. During the last four years, the salary adjustments for all salaried employees have ranged from 0.54 percent in fiscal year 2009 to 1.54 percent in fiscal year 2012.
5. **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 fiscal year 2011-12, outstanding long-term debt of the university totaled \$501 million with a debt ratio of 3.67 percent. It is projected that the university's debt ratio will reach 4.71 percent in 2012-13 and then remains slightly below 5 percent through 2017-18. 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 7 percent. Further, based upon long-standing guidelines by the Finance and Audit Committee, university management internally targets a 5 percent benchmark for planning purposes and subsequent recommendations to the Board. The Committee affirmed its support for continued maintenance of 5 percent debt ratio target. The university is in full compliance with the Restructuring Act benchmark, as well as the university's internal benchmark.
6. **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, 2012. The amount of write-offs totaled \$769,763 which represents one tenth of one percent of the fiscal year 2011 annual operating revenues per the audited financial statements, excluding federal appropriations. The university is in full compliance with the accounts receivable management standards established by the state. The Committee recognized the good performance on the accounts receivable management process by the Controller's Office.
7. **Annual Report on Implementation of Increased Administrative Efficiencies through Expansion of Automated Systems:** The Committee received an annual progress report highlighting some of the efficiencies and process improvements that have been achieved since the November 2011 report. The report provides a synopsis of

key achievements from the previous year and highlights the key initiatives planned in the current year.

- \* 8. Approval of Year-to-Date Financial Performance Report (July 1, 2012 – September 30, 2012): The Committee reviewed the Year-to-Date Financial Performance Report for July 1, 2012 – September 30, 2012. For the first quarter, budget adjustments were made to reflect revisions to projected revenues and expenditures. Tuition and fee revenues are higher than projected due to the timing of collections. Academic Program expenditures are ahead of projection due to the timing of operation expenditures and Equipment Trust Fund expenditure reimbursements. Expenses in Residence and Dining Halls are lower than projected due to timing of operating expenses associated with the new Lavery Hall dining facility. Revenues for the Intercollegiate Athletics System are higher than projected due to higher than budgeted ticket sales and NCAA allocation.

For the quarter ending September 30, 2012, \$47.9 million had been expended for Educational and General capital projects, and \$9.1 million had been expended for Auxiliary Enterprises capital projects. Capital outlay expenditures for the quarter ending September 30, 2012 totaled \$57 million.

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 \$757,244 for Engineering and \$1,094,303 for Animal Nutrition were made during 2011-12.

The Pratt Funds for Engineering provided funding for scholarships and fellowships, graduate studies, and international programs. 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, assistantships, and research funding for students. The Funds also supported state-of-the-art scientific equipment purchases and enhancement of research programs.

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

**\*Requires full Board approval.**

There being no further business, the meeting adjourned at 11:15 a.m.

## **Update to Responses to Open Internal Audit Comments**

### **FINANCE AND AUDIT COMMITTEE**

**September 30, 2012**

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.

The report includes outstanding recommendations from Compliance Reviews and Audit Reports. Consistent with the report presented at the September Board meeting, the report of open recommendations includes three attachments. Attachment A summarizes each audit in order of final report date with extended and on-schedule open recommendations. Attachment B details all open high or medium priority recommendations for each audit in order of the original target completion date, and with an explanation for those having revised target dates or revised priority levels. Attachment C charts performance in implementing recommendations on schedule over the last seven years. The 100 percent on-schedule rate for fiscal year 2013 reflects closing 11 of 11 recommendations by the original due date.

The report presented at the September 10, 2012 meeting covered Internal Audit reports reviewed and accepted through June 30, 2012 and included 10 open medium and high priority recommendations. Activity for the quarter ended September 30, 2012 resulted in the following:

Open recommendations as of June 30, 2012	10
Add: Medium & High priority recommendations accepted September 10, 2012	13
Subtract: recommendations addressed since June 30, 2012	11
Remaining open recommendations as of September 30, 2012	<u>12</u>

While this report is prepared as of the end of the quarter, management continues to receive updates from Internal Audit regarding auditee progress on action plans. Through October 9, 2012, Internal Audit has closed one of the 12 outstanding medium and high priority recommendations. The remaining 11 open recommendations are progressing as expected and are on track to meet their respective target due dates. Management is working jointly with all the units and providing assistance as needed to ensure the action plans are completed timely.

**ATTACHMENT A**

**Open Recommendations by Priority Level**

**FINANCE AND AUDIT COMMITTEE**

**September 30, 2012**

Report Date	Audit Name	Audit Number	Total Recommendations						
			ISSUED	COMPLETED	OPEN				
					Extended		On-schedule		Total
					High	Medium	High	Medium	Open
27-Feb-12	University Scholarships and Financial Aid	12-1028	1					1	1
09-May-12	Office of the University Registrar	12-1047	2	1			1		1
16-May-12	Mechanical Engineering	12-1041	2				1	1	2
16-Aug-12	Surplus Property	12-1062	3	2				1	1
22-Aug-12	Equine Medical Center	12-1061	7				5	2	7
<b>Totals:</b>			<b>15</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>5</b>	<b>12</b>

# ATTACHMENT B

## Internal Audit Open Recommendations

### FINANCE AND AUDIT COMMITTEE

September 30, 2012

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		
16-Aug-12	1	12-1062	Surplus Property	Storage Media in Disk Drives	Medium		01-Oct-12		1	
22-Aug-12	2	12-1061	Equine Medical Center	Controlled Drug Security	High		30-Nov-12		1	
09-May-12	3	12-1047	Office of University Registrar	FERPA Training and Monitoring Process	High		15-Jan-13		2	
22-Aug-12	4	12-1061	Equine Medical Center	RxWorks Application Security	High		15-Feb-13		2	
22-Aug-12	5	12-1061	Equine Medical Center	Physical Security of the EMC Facility	Medium		15-Feb-13		2	
27-Feb-12	6	12-1028	University Scholarships and Financial Aid	Departmental Scholarships Utilization Monitoring	Medium		30-Apr-13		2	
16-May-12	7	12-1041	Mechanical Engineering	Labor Redistribution	High		1-May-13		2	
16-May-12	8	12-1041	Mechanical Engineering	Personnel Activity Reports	Medium		1-May-13		2	
22-Aug-12	9	12-1061	Equine Medical Center	Ineffective Operating Procedures	High		1-Sep-13		2	
22-Aug-12	10	12-1061	Equine Medical Center	Perpetual Inventory	High		15-Feb-14		2	
22-Aug-12	11	12-1061	Equine Medical Center	Separate Accounting System	High		15-Feb-14		2	
22-Aug-12	12	12-1061	Equine Medical Center	Past Due Notifications	Medium		15-Feb-14		2	

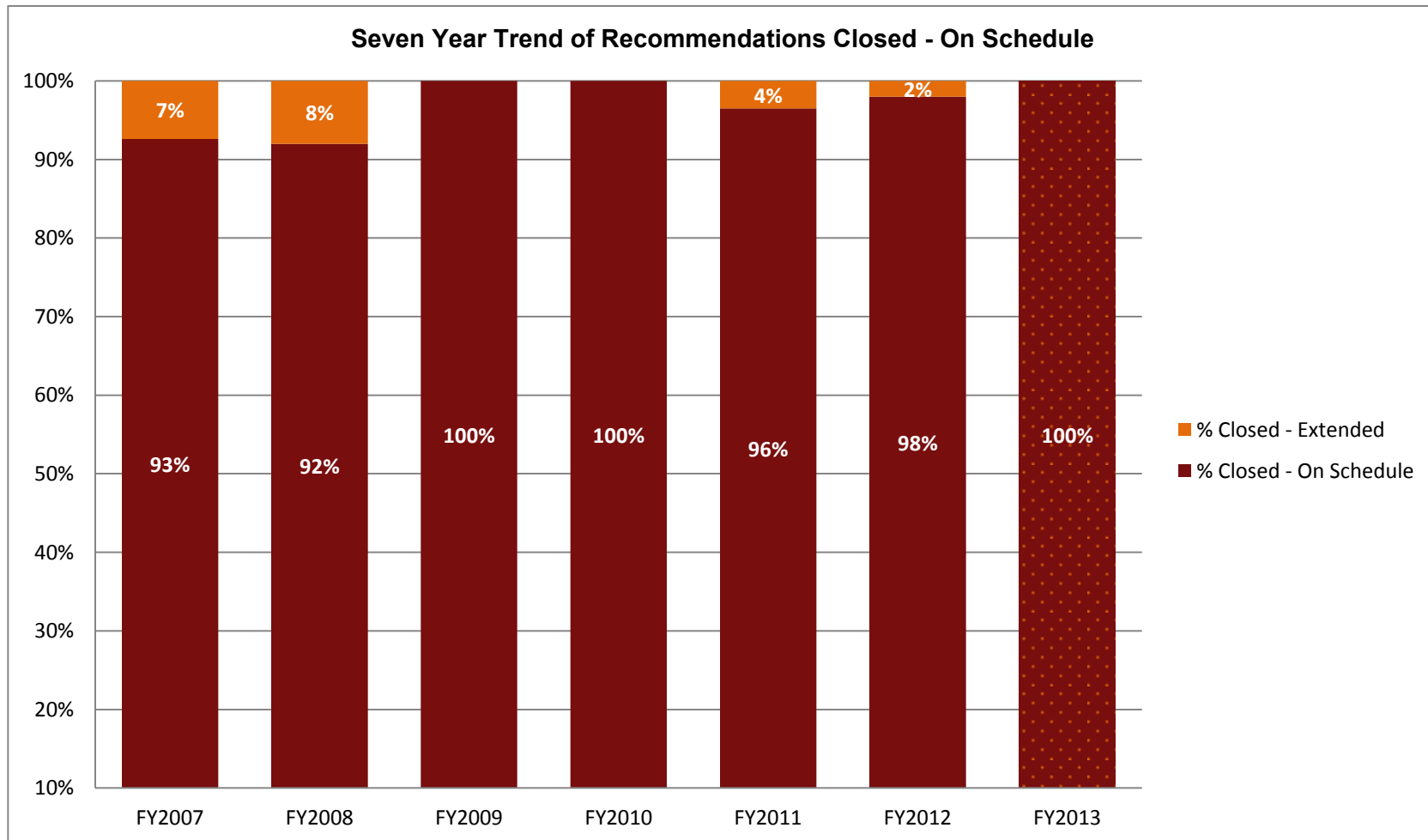
- (1) As of September 30, 2012, management confirmed during follow-up discussions with Internal Audit that actions are occurring and the target date will be met. The Internal Audit department will conduct testing after the due date to confirm that the Management Action Plan is implemented in accordance with the recommendations.
- (2) Target date is beyond current calendar quarter. Management has follow-up discussions with the auditor to monitor progress, to assist with actions that may be needed to meet target dates, and to assess the feasibility of the target date.

## ATTACHMENT C

### Management Performance and Trends Regarding Internal Audit Recommendations

#### FINANCE AND AUDIT COMMITTEE

September 30, 2012





**Internal Audit Status Report**  
**FINANCE AND AUDIT COMMITTEE**

**September 25, 2012**

**Audit Plan Update**

Audits were performed according to the fiscal year 2012-13 annual audit plan at a level consistent with the resources of the Department of Internal Audit. One audit project, an advisory review for Virginia Tech Carilion Research Institute, from last year's plan is complete. The following three audit projects are underway: Psychology, Fish and Wildlife Conservation, and College of Veterinary Medicine, as well as two advisory projects on construction contracts and an information technology review of the Vice President and Dean for Undergraduate Education.

During the first quarter of fiscal year 2012-13, Internal Audit completed 3 percent of its audit plan as depicted in Exhibit 1.

**Exhibit 1**  
**FY 2011-12 Completion of Audit Plan**

<b>Audits</b>	
Total # of <b>Audits</b> Planned	28
Total # of Supplemental <b>Audits</b>	0
Total # of Carry Forwards	1
Total # of Planned <b>Audits</b> Canceled and/or Deferred	0
Total <b>Audits</b> in Plan as Amended	29
Total <b>Audits</b> Completed	1
<b>Audits</b> - Percentage Complete	3%
Note: Includes Compliance Reviews and Advisory Services	

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**Subject: Reporting and Investigating Suspected Fraudulent Activities**

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1.	Purpose.....	1
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## **1. Purpose**

The university is committed to the highest standards of moral, legal, and ethical behavior by its employees and administrators. The purpose of this policy is to define the university community's responsibility for reporting fraud and to communicate the university's expectation that dishonest and/or fraudulent activity not occur. This policy details responsibility for the reporting and investigation of suspected fraudulent activity.

Fraudulent transactions ordinarily involve a willful or deliberate action with the intent to obtain an unauthorized personal benefit for the party to the fraudulent transaction or for a third party. Fraudulent transactions may include, but are not limited to, misappropriation of state, university, or university-related funds; theft of state, university or university-related property; or falsification of records or reports.

## **2. Policy**

The university will not tolerate theft, waste, or abuse of state, university, or university-related funds, property, or other resources through fraudulent means. University employees should report suspected irregularities or possible fraudulent transactions to one of the offices cited in this policy. All reported allegations will be fully reviewed; substantiated fraudulent activities will be reported to the proper authorities for prosecution. The university is committed to assisting law enforcement and/or other agencies in the prosecution of those suspected of committing fraud.

The prevention of fraud is preferable to the detection of fraudulent activities that have already occurred. University management is responsible for the establishment and maintenance of an adequate system of internal control that is designed to prevent and detect errors or irregularities that may lead to fraudulent activities and designed to safeguard university resources. Administrators at all levels of management are accountable for setting the appropriate tone of intolerance for fraudulent acts by displaying the proper attitude toward complying with laws, rules, regulations, and policies. In addition, administrators should be cognizant of the risks and exposures inherent in their area of responsibility, be familiar with the types of improprieties that might occur within their area of responsibility, and be alert for any indication of irregularity.

Additionally, the university is responsible for reporting certain fraudulent activities to outside agencies, including the Auditor of Public Accounts and the Virginia State Police (Section 30-138 of the Code of Virginia [1950, as amended]). Reportable fraudulent transactions are those to which a state employee(s) may be a party.

## 2.1 Actions Constituting Fraud

The State Employee Fraud, Waste, and Abuse Hotline Policies and Procedures Manual defines fraud as “The intentional deception perpetrated by an individual or individuals, or an organization or organizations, either internal or external to state government, which could result in a tangible or intangible benefit to themselves, others, or the commonwealth or could cause detriment to others or the commonwealth. Fraud includes a false representation of a matter of fact, whether by words or by conduct, by false or misleading statements, or by concealment of that which should have been disclosed, which deceives and is intended to deceive.”

Fraud and financial impropriety may include, but are not limited to, the following actions:

- Embezzlement or other financial irregularity.
- Forgery, falsification, or alteration of documents (e.g., checks, deposit tickets, time and leave records, effort reports, travel expense reports, contract agreements, purchase orders, electronic files).
- Theft, destruction, or misappropriation of funds, securities, supplies, inventory, equipment, or any other university asset.
- Authorizing or receiving payment for goods not received or services not performed.
- Misuse of university resources, such as vehicles, telephones, mail systems, or computer-related equipment.
- Personal use of university property in commercial business activities.
- Assignment of tasks unrelated to employment to an employee by supervisory or management personnel.
- Disclosing confidential and proprietary information to outside or inappropriate parties (e.g., trade secrets, intellectual property).
- Accepting or seeking anything of material value from contractors, vendors, or persons providing goods or services to the university (e.g., bribery, kickback, rebate).

## 2.2 Responsibility for Reporting Fraud

All members of the university community have a responsibility for the stewardship of the university’s resources and ensuring that those resources are used for authorized purposes. Upon the discovery of circumstances that suggest a fraudulent transaction or irregularity has occurred, university employees have an obligation to report the incident and should immediately notify one of the following:

- Virginia Tech Department of Internal Audit
- Virginia Tech Police Department
- State Employee Hotline

## 2.3 Protection from Retaliation

Retaliation against employees for making good faith reports is prohibited by the Virginia Fraud and Abuse Whistle Blower Protection Act, as set forth in Section 2.2-3011 of the Code of Virginia. Employees making good faith reports of suspected misconduct should feel safe and protected from retaliation. The university will provide appropriate support to reporting employees to protect against retaliation and respond to concerns of retaliation or unfair treatment linked to the employee's reporting.

## 2.4 Investigating Responsibilities

1. Employees are expected to be truthful and should cooperate fully with those performing the investigation pursuant to this policy.
2. Employees should not confront the individual being investigated or initiate investigations on their own; such

actions can compromise any ensuing investigation. Care must be taken in the investigation of suspected improprieties or irregularities so as to avoid mistaken accusations or alerting suspected individuals that an investigation is under way. The investigation may be discussed only with those individuals who have a legitimate need-to-know.

3. Except for instances where guidelines require the immediate assistance of the state police, the occurrence of suspected fraud shall be initially investigated by the Department of Internal Audit and/or the Virginia Tech Police Department so as to determine the possible extent of the fraudulent transaction(s) or criminal activity. This includes those instances reported through the state employee hotline as well as those reported internally.
4. ~~The Virginia Tech Police Department will be responsible for coordinating investigations in instances where there appears to be a violation of law.~~ In order to avoid the use of investigatory techniques that might prevent evidence from being used in a criminal prosecution; the Virginia Tech Police Department will coordinate the criminal investigation once probable criminal activity has been detected. The Department of Internal Audit shall assist the police department in investigations of suspected theft, misappropriation, and other fiscal irregularities that require accounting and auditing knowledge of system records.
5. The ~~Department of Internal Audit~~ Department will be responsible for coordinating audits or reviews in instances where there appears to be a misuse of university resources or when allegations of fraudulent activities exist, but it is unclear that a law has been violated.
6. Those individuals assigned to investigate suspected fraud will have:
  - Free and unrestricted access to all university records and premises, whether owned or rented.
  - The authority to examine, copy, and/or remove all or any portion of the contents of files, desks, cabinets, and other storage facilities on the premises without prior knowledge or consent of any individual who might use or have custody of any such items or facilities when it is within the scope of their investigation.
7. If suspected fraud or other wrongdoing involves programs funded in whole or in part with federal funds, additional responsibilities, such as special reporting and disclosure to the awarding agency, may apply. It is the policy of Virginia Tech to fully comply with all additional reporting disclosure and other requirements pertaining to suspected acts of fraud as described in award documents.

## 2.53 Disciplinary Action

An employee suspected of committing or otherwise involved in fraud may be suspended with or without pay during an investigation of the allegations. If the evidence substantiates that the employee ~~Employees found to have~~ participated in fraudulent acts, the employee will be subject to disciplinary action, up to and including termination, pursuant to the policies outlined in the ~~State Employee Handbook~~ Virginia Department of Human Resource Management Standards of Conduct Policy 1.60, Virginia Tech Classified and University Staff Handbook, or the Virginia Tech Faculty Handbook, ~~or Special Research Faculty Handbook~~. Also, criminal or civil actions may be taken against employees who participate in fraudulent acts. The determination of disciplinary action is not dependent on the outcomes of law enforcement's investigations or prosecutorial decisions as to whether or not to file charges.

## 3. Procedures

## 4. Definitions

Fraud: The intentional deception perpetrated by an individual or individuals, or an organization or organizations, either internal or external to the university, which could result in a tangible or intangible benefit to themselves, others, the university, or the commonwealth or could cause detriment to others, the university, or the commonwealth. Fraud includes a false representation of a matter of fact, whether by words or by conduct, by false or misleading statements, or by concealment of that which should have been disclosed, which deceives and is intended to deceive.

## 5. References

Sections [30-138](#) and [2.2-3011](#) ~~2.1-155.3~~ of the Code of Virginia (1950, as amended)

[State Employee Fraud, Waste, and Abuse Hotline Policies and Procedures Manual](#)

[Policy 13010, Individual Conflicts of Interest and Commitment](#)

[Virginia Tech Classified and University Staff Handbook](#)

[Faculty Handbook](#)

[Virginia Department of Human Resource Management Standards of Conduct Policy 1.60](#)

~~Special Research Faculty Handbook~~

## 6. Approval and Revisions

Approved June 30, 2000 by the Executive Vice President and Chief Business Officer, Minnis E. Ridenour.

- Revision 1

Section 2.1 - Removed reference to University Fraud Hotline.

Approved January 14, 2002 by the Executive Vice President and Chief Operating Officer, Minnis E. Ridenour.

- January 17, 2003: Section 2 – Reference to Code of Virginia updated to reference Section 30-138 of the Code of Virginia [1950, as amended].
- April 3, 2007: Technical corrections to update Internal Audit Department name and references' hyperlinks.

- Revision 2

Sections 1 and 2 revised to clarify the purpose of the policy and the university's expectation.

Section 2.1 added to provide examples of actions constituting fraud.

Section 2.3 added to reference the Virginia Fraud and Abuse Whistle Blower Protection Act as set forth in Section 2.2-3011 of the Code of Virginia.

Section 2.4 revised to clarify the role of Internal Audit and the standards under which it conducts its activities.

Section 2.5 revised to clarify the outcome with regard to disciplinary action when allegations are substantiated.

Approved November 1, 2012 by the university President, Charles W. Steger.

# **University Support for Student Financial Aid**

## **FINANCE AND AUDIT COMMITTEE**

**October 1, 2012**

Consistent with prior years, the university is providing the Finance and Audit Committee of the Board of Visitors with an update on the university's Student Financial Aid program. This annual report provides an overview of the types of student financial assistance programs available at the university, sources of funding for programs, and a review of the institutional undergraduate aid programs that can be controlled or influenced by the university.

### **Funding Environment**

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 historic 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 has become a more critical element of financial planning in the university's efforts to ensure access and affordability. Financial aid programs are critical to support those goals in addition to promoting the 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 in support of the university's goals and objectives.

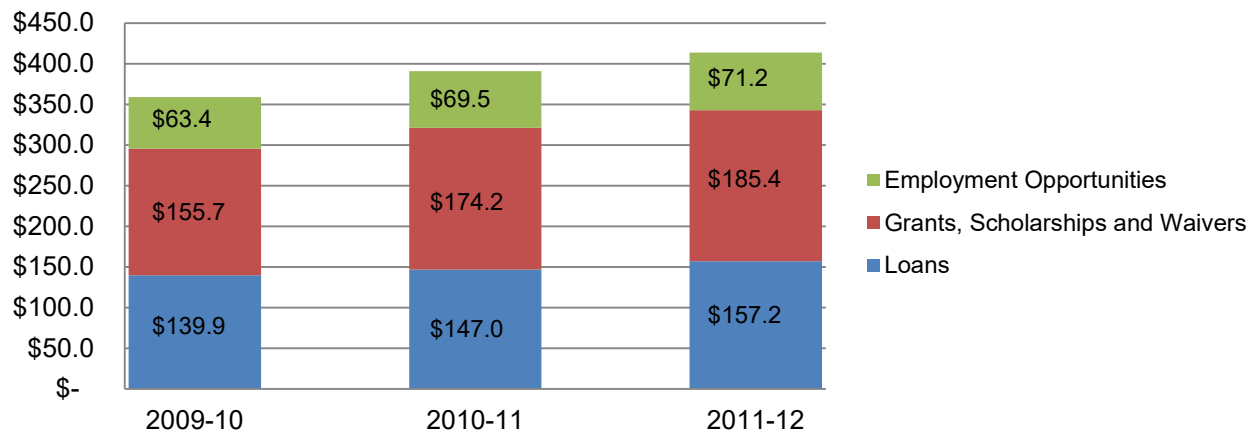
Historically, the university has worked to hold tuition and fees low to ensure access and affordability - this was predicated on a certain level of state support. Yet as the funding mix of higher education is evolving, the trend is shifting. As state support decreases, the state share of the cost of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



## 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 2011-12, total aid reached \$413.8 million, as seen in Figure 1 below.

**Figure 1: Total Student Financial Aid From All Sources**  
(\$ in millions)



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

1. **Grants and Scholarships** 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. Such standards involve the computation of the cost of attendance including estimated books and supplies, transportation, personal expenses, and room and board whether on or off campus, in addition to tuition and required fees. From this total cost of attendance the university subtracts the Expected Family Contribution (standardized through the Free Application for Federal Student Aid, the FAFSA), and any outside aid the student has obtained from sources other than the university to determine the student's financial need.

*Merit-based awards* are offered to students who demonstrate exceptional aptitude and achievement, both academic and/or extracurricular.

2. **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 \$1,200) 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.

*Wage employment opportunities* - provide university employment to students based upon individual qualifications subject to departmental needs and resources.

*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.

3. **Loans** are offered through institutional, federal, and private lenders and provide financial assistance. These loans have repayment requirements. Loans may be subsidized or unsubsidized.

*Subsidized loans* are generally from the federal government, carry a lower interest rate, and do not accrue interest or require payment during qualifying enrollment and deferment periods.

*Unsubsidized loans* generally accrue higher, market-based interest rates from the date the loan is disbursed, and may not require repayment during qualifying enrollment and deferment periods.

4. **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.

## Sources of Funding for Grants and Scholarships

A diverse array of resources supports grants and scholarships, including federal, state, institutional, and outside aid, as seen below in Table 1.

**Table 1: Grants, Scholarships, & Waivers**  
(in millions)

	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>
<u>Undergraduate</u>			
<b>Federal</b>	\$19.3	\$22.4	\$17.5
<b>State</b>	13.7	13.6	14.1
<b>Institutional</b>			
Unfunded Scholarships	10.6	11.7	12.8
Internal Resources	1.0	1.0	1.1
Other Undergraduate (1)	2.2	3.4	4.5
Private (Foundation)	16.9	17.1	18.3
<i>Subtotal Institutional</i>	<u>\$30.7</u>	<u>\$33.2</u>	<u>\$36.7</u>
<b>Outside</b>	<u>37.4</u>	<u>45.2</u>	<u>50.1</u>
<b><i>Subtotal Undergraduate</i></b>	<b><u>\$101.1</u></b>	<b><u>\$114.4</u></b>	<b><u>\$118.4</u></b>
 <u>Graduate</u>			
<b>Federal</b>	\$0.0	\$0.1	\$0.1
<b>State</b>	4.2	4.2	4.2
<b>Institutional</b>			
Graduate Tuition Remission	41.1	46.2	51.5
Other Graduate (2)	2.3	2.2	2.4
Private (Foundation)	2.7	2.1	2.3
<i>Subtotal Institutional</i>	<u>\$46.1</u>	<u>50.5</u>	<u>\$56.2</u>
<b>Outside</b>	<u>4.2</u>	<u>4.8</u>	<u>6.5</u>
<b><i>Subtotal Graduate</i></b>	<b><u>\$54.5</u></b>	<b><u>\$59.6</u></b>	<b><u>\$67.0</u></b>
 <b>TOTAL</b>	<b><u>\$155.6</u></b>	<b><u>\$174.0</u></b>	<b><u>\$185.4</u></b>

(1) Other Undergraduate includes external grants and contracts, waivers codified in the Code of Virginia, and educational benefits for employees.

(2) Other Graduate includes waivers codified in the Code of Virginia and educational benefits for employees.

Federal Support comes from the federal government and is provided through Pell Grants and Federal Supplemental Equal Opportunity (FSEOG) support. These programs are administered by, and 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 their university.

State Support is provided by the Commonwealth from the state General Fund in several ways. 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 a small portion of 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 to the university on behalf of students, such as the College Scholarship Assistance Program, and are not under the university's control.

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 through five main categories: unfunded scholarships, internal resources, codified waivers, graduate tuition remission, and private funding. In 2011-12, institutional support provided \$36.7 million to 9,234 undergraduate students, an average of \$3,975 per student.

*Unfunded Scholarships:* Section §23-31 of 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. In 2012-13, the unfunded scholarships at the university will provide \$13.6 million in undergraduate financial aid and \$14.5 million in graduate assistantship support.

*Internal Resources:* Some institutional support is available from specific resources. 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:

- dependents and spouses of military personnel such as members of the United States Armed Forces or Virginia National Guard who were killed or severely disabled in action,
- surviving spouses and children of Virginia public safety personnel such as law-enforcement officers, campus police officers and firefighters killed in the line of duty,
- senior citizens with income less than \$15,000 per year, as long as tuition paying students are not displaced.

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) as authorized by the Appropriation Act for significantly employed graduate students.

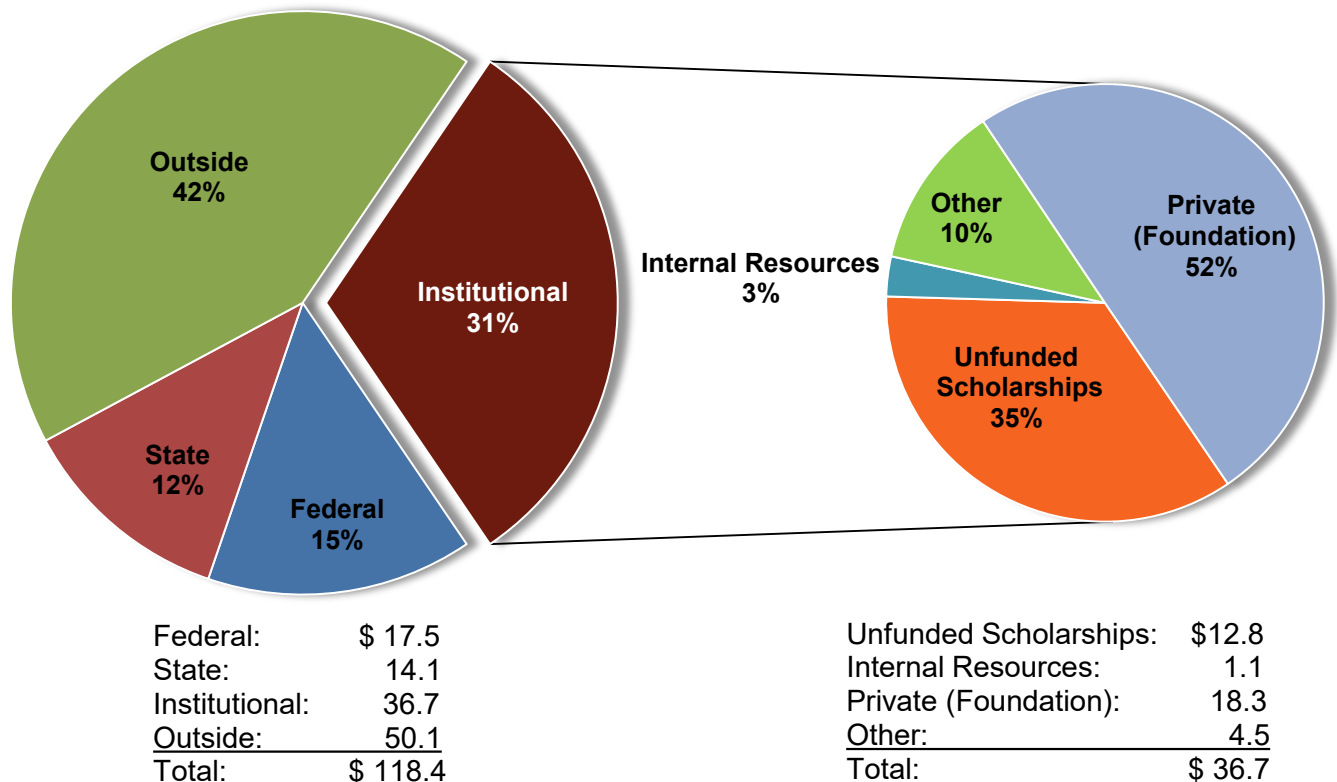
*Graduate Tuition Remission:* The most common source of support for graduate students is the graduate assistantship. An assistantship is comprised of a stipend, health insurance, and graduate tuition remission. Assistantships support teaching, research, or other service within the university. The university funds a 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 and coordinate the delivery of such support. Often these awards are tied to academic progress eligibility which the university may monitor on behalf of the awarding entity.

Of these resources, the majority are directed to support undergraduate grants and scholarships, as seen in Figure 2 below.

**Figure 2: Sources of Undergraduate Grants and Scholarships**  
**2011-12**  
(\$ in millions)



## 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. Several major undergraduate Grant and Scholarship programs are:

Funds for the Future –This is the university's largest undergraduate financial aid program, designed to assist returning students with financial need by mitigating all or a portion of increases in tuition and required fees based on level of family income. This program is specifically designed to provide support to both low and middle-income undergraduates. Depending upon the adjusted gross income of the student's family, the student can be fully protected from tuition and required fee increases in each year the student returns to the university. Table 2 displays the income categories and resulting percentage of tuition and required fee increases that the student will be protected against. The program is available to both resident and nonresident undergraduate students. Table 3 shows the number of resident and nonresident students receiving this aid.

**Table 2: Funds for the Future Protection Levels**

<b>Family Income (AGI)</b>	<b>Undergraduate Tuition &amp; Fee Increase Protection*</b>
\$0 - \$29,999	100%
\$30,000 - \$49,999	75%
\$50,000 - \$74,999	30%
\$75,000 - \$99,999	20%

\* Increase protection is same for in-state and out-of state students

**Table 3: Funds for the Future Award Recipients**

<b>Family Income (AGI)</b>	<b>Number of Virginia Undergraduates Receiving Award</b>	<b>Number of Nonresident Undergraduates Receiving Award</b>
\$0 - \$29,999	1,053	236
\$30,000 - \$49,999	591	146
\$50,000 - \$74,999	781	205
\$75,000 - \$99,999	695	228
<b>Total</b>	<b>3,120</b>	<b>815</b>

VT Grant – In addition to protecting students with financial need from tuition and required fee increases, the university has also been methodically working to expand its total aid program, with the goal of reducing unmet need. Additional funds have been allocated to this program annually with the goal of reducing unmet need at a measured pace over time.



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 to assist low-income and first-generation Virginia students with significant financial need,
- the VT Scholars award to recruit academically talented students and advance university first generation enrollment goals,
- the Emerging Leaders Scholarship for participants in the Corps of Cadets,
- the Presidential Campus Enrichment Grants and Alumni Presidential Scholar Program that serve both students with need and students who demonstrate merit to achieve university enrollment goals,
- the university match of the federal Yellow Ribbon program for military veterans and dependents, and
- scholarships to defray a portion of a student's costs to study at the Center for European Studies and support to help offset the higher costs of study abroad programs.

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 well received by students, families, and the Commonwealth and help advance strategic goals.

### **Indebtedness**

The university continues to monitor students' borrowing behavior. Fifty-two percent of the university's Class of 2011 borrowed an average of \$24,320 in student loan debt. Nationally, 66 percent of the Class of 2011 borrowed an average of \$26,600 in student loans. Within the overall Virginia Tech borrower average, Virginia undergraduate borrowers carried an average debt of \$21,638, while non-resident undergraduate borrowers carried an average debt of \$32,540 per student. Though the use of student loans remains a personal decision, the university provides students and parents with information and counseling to understand the benefits and responsibilities of student loan resources.

### **Current Events**

The university will continue to work to assist students and families with managing the cost of education in the future. 10,402 full-time Virginia Tech undergraduate students (45 percent of the university's undergraduate population) were determined to have financial need in 2011-12. For 2012-13, the university has budgeted an additional \$300,000 for unfunded scholarship support for undergraduates. 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.

The university has, for several years, increased its unfunded scholarships commitment by at least \$1,000,000 per year. However, the 2012-13 allocation reflects a smaller increase in support. This reduction is the result of the more modest increase in tuition as well as the constrained resources available to commit in the university resources for 2012-13.

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.

As a follow-up to the 2012 General Assembly session, the Higher Education Advisory Committee (HEAC) has recently begun a review of institutional student financial aid funded by tuition revenue. Student financial aid practices vary across the Commonwealth's public institutions. The unfunded scholarship programs at all institutions, including Virginia Tech, are included as part of this review. Initial discussions indicate that the goals of the process include increasing the transparency and standardization of financial aid methodologies across the Commonwealth and focusing on the increased sensitivity to student cost. Some guidance and constraints on the application of unfunded scholarships are under consideration. The university will continue to follow this discussion as it progresses.

# **Virginia Tech Foundation Endowment Scholarship Funds Expenditure Plans**

## **FINANCE AND AUDIT COMMITTEE**

**October 10, 2012**

At the March 2006 Board meeting, the Finance and Audit Committee received a report on the Virginia Tech Foundation Endowment Scholarship Funds Expenditure Plans. The university worked with the college deans and senior management areas where scholarships are held to develop action plans that would fully address the Committee's request to (1) determine a proper level of reserve for the specific unit; and (2) fully utilize funds available annually.

The November 2012 report provides an annual update to the Committee on the scholarship programs expenditure plans. Information provided includes the June 30, 2012 cash balance in the scholarship endowment income accounts compared to the previous year. The market value of the endowment provides a benchmark for the corpus of the account which can be used annually for comparison.

**SUMMARY TABLE**  
**Virginia Tech Foundation Endowment Scholarship Funds Expenditure Plans Update**  
**October 10, 2012**

Unit	Proposed Reserve	Cash Balance Scholarship Endowment Income Account 06/30/2011 06/30/2012	Cash Returned to Endowment 06/30/2011 06/30/2012	Scholarship Endowment Market Value 06/30/2011 06/30/2012
Agriculture and Life Sciences	Maintain a balance across all funds not to exceed \$90,000 (10% or less of June 30, 2005 balance)	\$444,707 \$488,667	\$14,272 \$5,000	\$13,758,820 \$13,771,782
Architecture and Urban Studies	Maintain waiting list; excess funds roll back to endowment	\$96,655 \$108,961	\$3,946 \$4,727	\$3,440,565 \$3,349,609
Science	Attempt to maintain a balance across all scholarships of 10% of annual earnings	\$58,388 \$30,410	\$34,347 \$20,235	\$6,209,455 \$6,166,619
Business	Excess rolled back to endowment	\$724,736 \$609,044	\$32,586 \$24,453	\$25,228,080 \$23,969,634
Engineering	Residual balance of \$200 per fund	\$825,550 \$773,301	\$15,826 \$33,386	\$45,772,518 \$43,860,394
Liberal Arts and Human Sciences	Maintain 10%, with excess funds rolled back to endowment	\$325,864 \$185,309	\$9,824 \$44,092	\$6,128,718 \$6,099,861
Natural Resources	Excess balance rolled back to endowment	\$12,009 \$32,587	\$0 \$6,629	\$3,384,730 \$3,317,275
Veterinary Medicine	Under review; at present maintain a balance of \$100,000	\$825,059 \$583,537	\$1,075 \$0	\$11,558,543 \$10,869,870
Financial Aid	Target a 15% reserve	\$713,506 \$1,019,438	\$62,254 \$5,704	\$45,125,540 \$42,563,081
Totals		\$4,026,474 \$3,831,254	\$174,130 \$144,226	\$160,606,969 \$153,968,125

## **Trends in Compensation Expenditures**

### **FINANCE AND AUDIT COMMITTEE**

**October 20, 2012**

The Finance and Audit Committee has expressed interest in understanding the impact of salary adjustments on total compensation, and in September 2012 the Committee requested information regarding university trends in off-cycle salary adjustments for faculty and staff and the availability of resources to fund such actions. In response to the request, this report provides an overview of the compensation process at the university and the overall trend analysis of faculty and staff salary adjustments in relation to the total salary costs for fiscal years 2008 to 2012.

Virginia Tech employs approximately 7,000 salaried employees who work on campus, throughout the state, and in international locations. The university seeks to develop and administer compensation programs that help Virginia Tech attract, retain, and motivate our workforce. Programs are designed to preserve the quality and competitiveness of the institution and advance its long range plan while balancing constrained support and ever-increasing competition for talent.

At 62 percent (FY 2012) of the operating cost, the salary and related benefits cost constitutes the largest component of the operating cost of the university. The salary costs are funded through different sources – Educational and General funds, including state appropriations and tuition and fees, sponsored programs, as well as other sources as may be appropriate to the nature of the activity. The university manages salary costs in accordance with long standing policies and procedures and through the establishment of approval levels for creating and funding new positions and for adjusting the compensation for current positions.

Virginia Tech has maintained a decentralized environment for many years. This system is designed to provide a flexible environment that allows campus leaders to address a range of issues from shrinking resources while also recognizing and investing in the growing complexity of the institution and expanded research program. This environment supports the proper alignment of costs among funding sources based on the nature of activities in accordance with federal cost accounting rules. The environment also gives department heads and managers the latitude to propose differential salary actions within a policy framework and within a system of checks and balances that ensures reasonableness and justification for such actions.

The authority for compensation plans falls under one of two sources: a) the purview of the Board of Visitors for faculty and university staff, and b) the Commonwealth of Virginia for classified staff. While the Commonwealth may address compensation actions and related funding directly through the Appropriation Act, Section §23-128 of the Code of Virginia provides the Board of Visitors with the authority to approve faculty

appointments and establish salaries for faculty. The Higher Education Restructuring Act of 2005 expanded the Board's authority to include the compensation management for university staff.

The Board discharges these responsibilities for faculty through review and approval of the annual faculty compensation plan (in June); the plan provides for an annual merit process, an annual promotion and tenure process, and an off-cycle adjustment process. The compensation plan for university staff is administered separately by the university administration in accordance with the Board of Visitors approval of the university's Management agreement under the Restructuring Act. State classified staff compensation remains under the control of the Commonwealth of Virginia, as well as guidance from the state Department of Human Resource Management.

### **Compensation Process**

University employees are broadly categorized into faculty and staff positions. Faculty positions are further classified as teaching and research faculty, research faculty, and administrative and professional faculty depending upon the instructional, research, or administrative and management responsibilities of the position. Staff positions are further categorized as classified staff or university staff based upon the applicability of state human resource policies or university human resource policies. The university has separate methodologies for establishing pay structures for staff and faculty positions.

Classified Staff and University Staff: The Commonwealth of Virginia structured staff positions within pay bands based on job complexity, responsibility, qualifications, prevailing market data for the region, and other factors. Pay bands establish the lower and upper pay limits for a position. The university mirrors this structure for the university staff. The Commonwealth of Virginia traditionally provides guidance on statewide compensation programs. The Commonwealth also allows certain off-cycle adjustments based on certain criteria. The university facilitates a systematic review process that provides each senior management area with an opportunity to evaluate the salaries for individual staff employees and make adjustments (within certain parameters) to move salaries to competitive positions relative to similar positions across the university and to the external market. Recommended adjustments require the approval of respective vice president or dean. The funding for such adjustments is typically handled through existing internal departmental resources. Off-cycle adjustments can be requested for retention actions and other compelling compensation issues. Periodically, the university will also undertake a review of pay bands for certain staff employee groups to determine if broader adjustments to pay bands are needed to address market situation for a class of employees. For example, a review of the market for entry level pay bands, Pay Bands 1 & 2 in FY 2012 resulted in an upward adjustment of the minimum starting range and an increase in salaries for certain positions. The university identified central resources to fund such actions as this would normally be beyond the capacity of individual departments.



Faculty: The establishment of compensation for faculty is structured differently from the staff system. The compensation is based on broader national market data which considers the nature of the institution, the composition of academic programs, and the composition of the faculty. These can be unique to each discipline within a college. Other factors include competition, qualifications, and rank, etc. The annual faculty merit process is the traditional process to recognize faculty performance based on the annual activity report and other factors such as the market. Due to the economic conditions, the state has not provided funding for a salary increase and the university has not instituted the annual faculty merit process for the past four years. However, the university has had to address salary compression and other critical compensation issues through off-cycle adjustments. Off-cycle adjustment categories for faculty include retention, market competitiveness, increased/decreased payment for additional/reduced responsibilities, promotions, and salary adjustments for converting from academic/calendar year period to calendar/academic year period.

*Attachment A* lists the common salary adjustments made for staff and faculty employees and a brief description of each adjustment.

### **The Budget Process and Resources Available for Salary Adjustments**

The university's budget environment is designed such that the decision making authority rests with leaders who have the most knowledge to balance costs while furthering departmental and university initiatives. This environment recognizes the need to make differential salary actions in order to address salary compression, to retain employees, and to address critical compensation issues. Vice Presidents, deans, and department heads have some options for reallocating resources within their budgets to fund salary actions across units. Such options include:

- First, a common strategy to fund these costs is the reallocation of salary budgets from vacated positions. Such reallocations address issues which span the coverage of budget reductions to reinvestment in existing employees.
- Second, the operating units often elect to reallocate the savings in salary costs when a senior, higher paid faculty member leaves the university and is replaced by a new, junior faculty member. Normally, this creates a positive salary differential, and the university often will reallocate those savings to fund needed salary increases for other positions. Historically, the state encouraged this salary reallocation process so that institutions' actual salary averages would not decline due to turnover in senior faculty positions.

Beyond the resources available to university departments to address compensation adjustment needs during the fiscal year, the faculty compensation plan provides for the establishment of limited central pools of resources to assist the deans and vice presidents when needs exceed resources held within the organization. In some cases, a combination of operating unit and central resources are pooled to support specific compensation actions. These central pools would help support strategic compensation

programs that may be designated for retaining high performing employees who have either received a competitive offer or have a high probability of finding alternate employment or to rectify an inequity for a class wide group of employees.

The university has a well-established approval process that requires multiple approvals to process a salary adjustment, regardless of the funding source for the adjustment. Department heads initiate a salary adjustment proposal with appropriate justification that is routed to respective deans and vice presidents for review and approval. Actions approved by the dean are sent for provost's approval. All faculty adjustments equal to or greater than 10 percent require President's approval and ratification by the Board. The university believes that there is appropriate rigor in the process to ensure that salary actions are reasonable, justified and can be accommodated within the resources available for such actions. It is pertinent to note that due to the lack of an annual merit process in recent years, the university has strived to address the impact of market factors through differential actions. However, if there had been a regular merit process in place for the last several years, many of these actions would have naturally flowed through that process and the impact of the remaining off-cycle actions would likely have been much more modest.

### **Trends in Compensation**

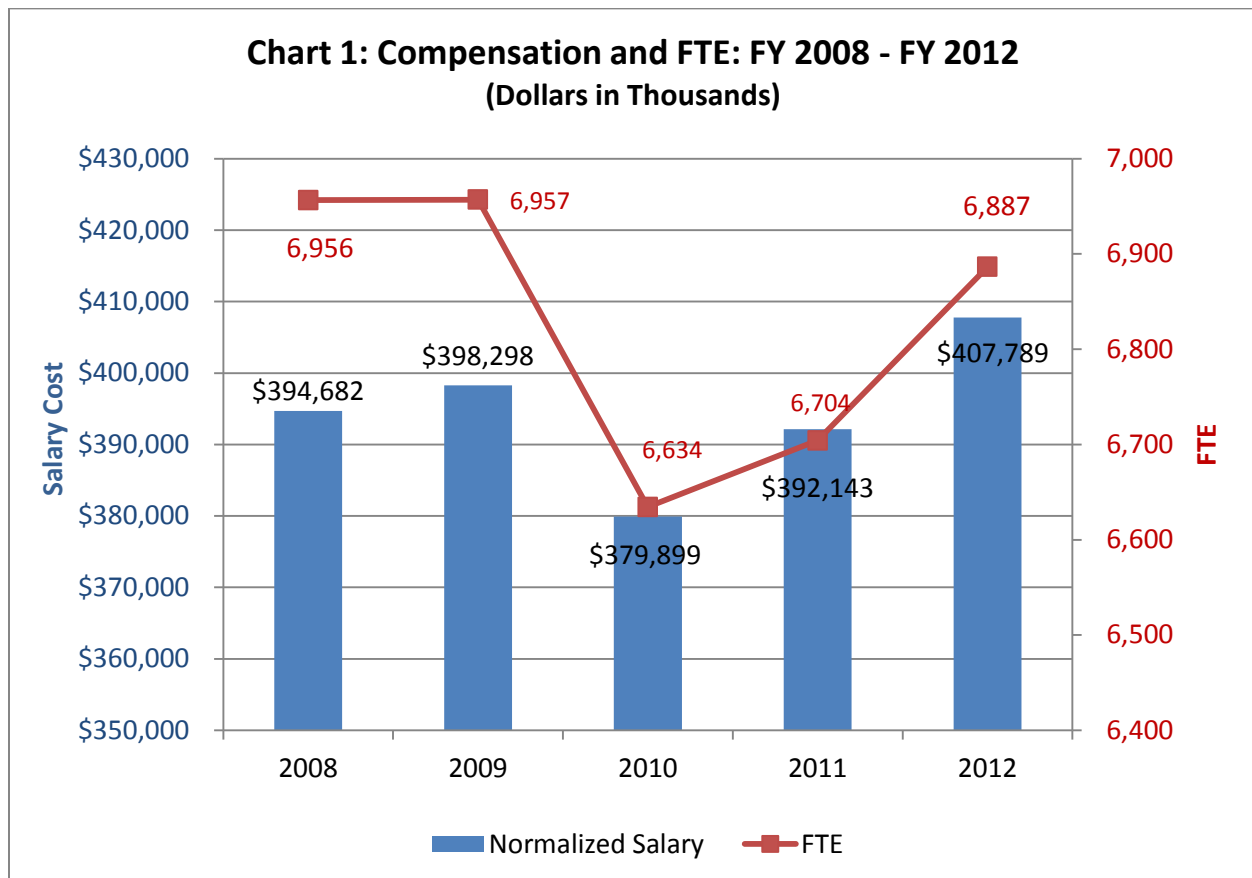
Fiscal years 2008 through 2012 have seen a challenging economy for operations. This period is defined by significant reductions in state support and then a period of constrained economic growth. As a result, the university has been unable to provide traditional compensation programs such as annual salary increases for staff or a merit process for faculty during this time period. Instead, the university worked to preserve jobs, align operations with available resources (including a reduction of employees), focused the institution on strategic objectives, and worked to retain key employees. During this time period, the university's enrollment increased by 1,038 students placing a greater demand on the academic and support areas to address the instructional and supporting needs. Further, externally sponsored programs (primarily research) expanded 31 percent or \$65 million from 2008 to 2012.

To develop a response to the Committee's request, the university commissioned a study to examine the trend of the salary costs and the annual change in such costs for fiscal years 2008 - 2012. The salary costs include payments to salaried employees only and exclude payments to wage, adjunct faculty, and graduate students. Additionally, the annual salary costs were normalized for two broad salary actions:

- the state required a 5 percent salary increase for certain employees in the Virginia Retirement System in FY 2011. In exchange, these employees were required to make a 5 percent employee contribution to the retirement program.
- a 2 percent Board approved compensation budget allocation provided to all dean and senior management areas in FY 2012 to process salary actions.

The impacts of the two actions are isolated from this analysis to provide a normalized trend for comparability and to clarify the impact of increases in salary cost due to changes in staffing levels and changes in pay rates.

Chart 1 below provides an overview of the normalized salaries at the end of each of the fiscal years 2008 - 2012 and compares the total Full Time Equivalent (FTE) staffing level at the end of each respective year.



The changes in compensation and staffing levels displayed in Chart 1 reflect major economic change and include the total net impact of employee turnover, new hires, and salary adjustments processed for current employees. Key highlights of the 2008 - 2012 compensation and staffing trends in the above chart include:

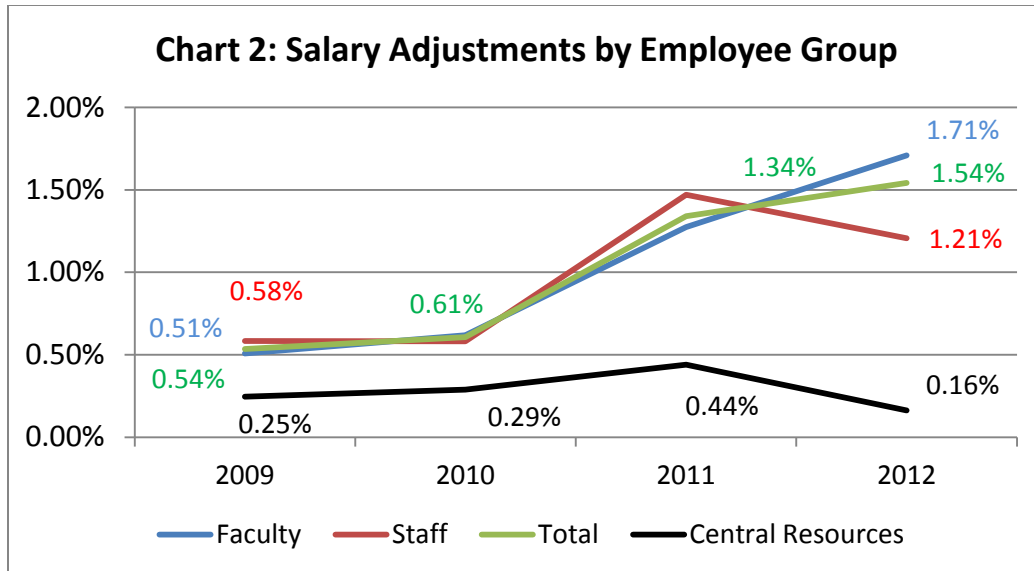
- From 2008 to 2012, total compensation increased by \$13.1 million (a 3.3 percent increase) from \$394.7 million to \$407.8 million while the number of employees decreased by 69 employees or 1 percent from 6,956 to 6,887.
- The dramatic reduction in FY 2010 reflects the impact of the severe recessionary environment and the actions taken by the university to address such impact. The university realigned the workforce to reduced annual operating resources. The university utilized the Workforce Transition Act (WTA) for staff and the Alternative Severance Option (ASO) for faculty as helpful strategies to reduce employment

levels and thus achieve the budget reduction targets mandated by the state. In addition, the university departments slowed refilling vacant positions and held vacant positions open. Consequently, total FTE counts reduced by 300 FTE.

- Over the four year time period, 201 FTEs and associated cost reductions were attributable to either the WTA or the ASO programs.
- Another significant and growing source of funding is external sponsored programs. The university has experienced significant growth in recent years in expanding the research enterprise which provides an expanded revenue stream to help manage the costs of the institution. In FY 2011 and FY 2012, the university's externally sponsored research program grew to support \$9.1 million (or 14.7 percent) in additional personnel costs. This corresponds to the university's 31 percent growth in externally sponsored programs between 2008 and 2012.
- The auxiliary services which provide essential support services experienced growth to support \$5.6 million of additional compensation and staffing costs in FY 2011 and FY 2012. This growth includes increased success of the university's intercollegiate athletics program, increased demand for student services, establishment of the creative arts program, and enhanced student support services.
- While the university was unable to conduct an annual merit process in the last four years, some of the increase in compensation was to reflect increases in duties, promotions, retention, and other critical compensation adjustments. Additional information on this is in the next section of the report.

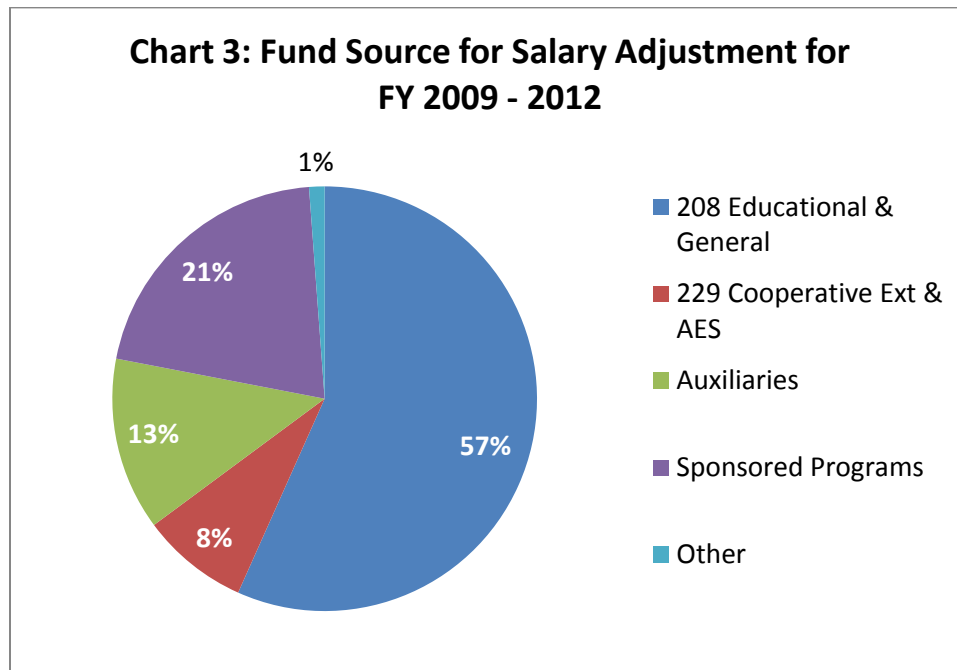
## **Trends in Salary Adjustments**

Beyond changes in personnel due to turnover, a key facet of any compensation program is salary adjustments. Chart 2 summarizes off-cycle salary adjustments made in the past four years for each employee group. These adjustments include retention, market competitiveness, salary alignment, and salary adjustments due to increased or decreased responsibilities, promotions, and in-band adjustments (for staff employees). These adjustments do not include salary adjustments resulting from employee transfers to other positions within the university, conversion from a 9 month academic year appointment to an extended appointment. The rationale for exclusion of such actions is that employee transfers typically involve filling an existing vacant position and does not require new resources; conversion from 9 month appointment to extended appointment changes the contract period and is typically funded through external sponsored grants. The salary adjustment percentages were calculated as the total off-cycle salary adjustments processed during the year divided by the total salary at the beginning of the year to determine the percentage annual adjustment.



During the last four years, the salary adjustments for all employees compared to total salary costs have ranged from 0.54 percent in FY 2009 to 1.54 percent in FY 2012. As shown in Chart 2, the university central budget process allocated resources in each of the four fiscal years ranging from 0.16 percent to 0.44 percent. The capacity to provide adjustments was limited due to constrained resources in a recessionary environment. Inversely, the lack of an annual salary adjustment process and the need to address promotions, competitive offers, proactive retention of high performing employees (the cost of turnover is extremely expensive for productive faculty) and salary equity issues resulted in the need to make specific adjustments for key individuals. This pressure is compounded by the market. In accordance with the Commonwealth's methodology, the State Council of Higher Education (SCHEV) tracks the salaries of faculty at peer institutions for benchmarking purposes, during the time period of 2008-2012, the average salary at peer institutions (for Virginia Tech) increased 9.37 percent over four years.

As displayed in Chart 3, the support to fund the total salary adjustments from FY 2009 - 2012 came from several sources.



As the largest budget segment, the University Division would naturally fund the majority of adjustments. As previously described, this is possible from either a reallocation of existing departmental and college resources (e.g. generated through attrition) or university compensation programs that are budgeted and targeted for specific purposes. University programs have ranged from retention to class-wide adjustments. Growth in sponsored activities and increased business activities in the auxiliary enterprises also funded a significant portion of the adjustments through new and expanded activities.

## Summary

The university has a well-established compensation process that ensures that our faculty and staff are provided a fair compensation based on market factors, employee qualifications, and performance. The process allows for a continual review of such salaries to enable management to make adjustments as warranted and within available financial resources. The lack of a regular merit program that rewards performance has led to an increase in off-cycle adjustments. While there will always be a need for compensation adjustments, the university needs to restore a systematic review of compensation management through the annual merit process for faculty. The university has worked to balance limited resources with competing needs to advance the institution. Employees are the university's biggest asset and rewarding, retaining, and motivating them is critical to the success of the institution.

## **Trends in Compensation Expenditures**

### **Salary Adjustments – Definitions**

- In-band salary adjustments (applicable to staff positions only): Staff positions are categorized in pay bands which assign a lower and upper salary limit to a position. A manager has the option to establish the salary for an employee within the limits based on employee qualifications and experience. In-band adjustments are adjustments where a salary increase is processed but is within the upper limit for the pay band set for the position. In-band adjustments are provided for one of four reasons which include internal and/or external alignment of salary, new knowledge, skills and abilities, change of duties or retention. Adjustments are limited to a combined maximum of 10 percent per person per fiscal year. Increases in excess of 10 percent do occur but must have approval from the department head, dean and Human Resources and are only done on an exceptional basis.
- Role Changes (applicable to staff positions only): Some job changes result in a reclassification of the job that puts the job in a higher pay band. Salary increases for role changes are limited to 10 percent per person per fiscal year.
- Retention: Salary adjustment made to retain an existing faculty employee whose performance and skills are critical to the attainment of department and/or university goals. Adjustment can be as a result of a competitive offer received by an employee or a pre-emptive adjustment wherein the department anticipates a high probability for an employee to seek alternate employment outside the university and serves as a preventive measure.
- Market Competitiveness/Equity: Adjustment made to bring employee compensation in alignment with the market salaries for the position. Virginia Tech participates in and receives salary data from more than 8 survey sources including data from private and public sector, higher education, and local, regional, and national surveys. These data are used in developing the pay bands for staff positions and in establishing salaries for AP faculty positions. Salary for T&R faculty can be set based on salaries for comparable positions at peer institutions and discipline specific salary studies put out by professional organizations. Equity adjustments may also be based on internal comparisons of positions.
- Increased Responsibilities: Salary adjustment made to compensate an employee for taking on responsibilities in addition to their normal job duties. Compensation adjustment can be a temporary change or a permanent change depending on the duration the employee is expected to perform the duties.
- Staff to Faculty Promotion: Salary adjustment that accompanies when an existing staff employee is hired through the normal hiring process (or through search exemption) to a faculty position. The employee is receiving the market salary established for the faculty position.



- Promotion: Salary adjustment which is provided when an existing position is re-established to a higher level position. For example, an assistant director position is converted to an associate director position.
- Research Salary Conversion: A typical T&R faculty member is funded through Education and General funds for an academic period of 9 months. Under certain conditions, faculty members on academic year appointments have the opportunity to extend their base nine-month appointment to a 10-, 11-, or 12-month appointment reflecting the faculty member's sponsored research responsibilities. The conversion entitles the faculty member to earn and use annual leave and have the summer pay included as creditable compensation for retirement purposes in accordance with university policies. Such appointments are renewed annually with verification of sponsored funding by the department head or chair to support the continuation.
- Administrative Stipend: An administrative stipend is provided to an employee for assuming additional administrative responsibilities for a department or a program. For example, a faculty member would receive administrative stipend for assuming the associate department head role.

## **University Debt Ratio and Debt Capacity**

### **FINANCE AND AUDIT COMMITTEE**

**October 2, 2012**

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 provides oversight of these activities.

Both the university's debt policy and the Restructured Higher Education Financial and Administrative Operations Act 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 2011-12, outstanding long-term debt of the university totaled \$501 million with a debt ratio of 3.67 percent.

Attachment A provides an estimate of future capacity and debt ratios each year through fiscal year 2017-18. 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 not exceed 5.00 percent.

Attachment B shows a list of specific projects, amounts, and timing for debt issuances for each year of the analysis through fiscal year 2017-18. These projected debt issuances are included as part of the Attachment A analysis. This issuance 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 2012 with projections through fiscal year 2018. This trend line reflects the 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 2, 2012

(Dollars in Thousands)

Fiscal Year	Actual	Estimated					
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Total Long-Term Debt Outstanding, Beginning of Fiscal Year	\$ 444,273	\$ 500,904	\$ 539,099	\$ 577,173	\$ 615,102	\$ 639,015	\$ 653,682
Net New Long-Term Debt Issuance	73,076	59,989	68,000	72,000	60,078	50,000	91,222
Bond Premium	8,898	1,752					
Current Year Refunding Bonds	18,636						
Current Year Refunded / Defeased Bonds	(20,876)						
Net Long-Term Debt Repayment	(23,103)	(23,546)	(29,926)	(34,071)	(36,165)	(35,334)	(37,044)
<b>Total Long-Term Debt Outstanding, End of Fiscal Year</b>	<b>\$ 500,904 <sup>(1)</sup></b>	<b>\$ 539,099</b>	<b>\$ 577,173</b>	<b>\$ 615,102</b>	<b>\$ 639,015</b>	<b>\$ 653,682</b>	<b>\$ 707,859</b>

Total Debt Service	\$ 39,529 <sup>(1)</sup>	\$ 53,192	\$ 56,656	\$ 57,373	\$ 62,123	\$ 62,403	\$ 66,221
Total Operating Expenditures	1,076,305 <sup>(1)</sup>	1,130,120	1,175,325	1,216,461	1,259,038	1,303,104	1,348,713
<b>Debt Ratio</b>	<b>3.67%</b>	<b>4.71%</b>	<b>4.82%</b>	<b>4.72%</b>	<b>4.93%</b>	<b>4.79%</b>	<b>4.91%</b>

5% of Operating Expenditures	\$ 53,815	\$ 56,506	\$ 58,766	\$ 60,823	\$ 62,952	\$ 65,155	\$ 67,436
Additional Allowable Debt Service	14,286	3,314	2,110	3,450	829	2,753	1,215
<b>Additional Debt Capacity (at 5%)</b>	<b>\$201,580</b>	<b>\$49,300</b>	<b>\$30,537</b>	<b>\$48,593</b>	<b>\$11,469</b>	<b>\$37,576</b>	<b>\$16,366</b>

7% of Operating Expenditures	\$ 75,341	\$ 79,108	\$ 82,273	\$ 85,152	\$ 88,133	\$ 91,217	\$ 94,410
Additional Allowable Debt Service	35,812	25,916	25,616	27,779	26,010	28,815	28,189
<b>Additional Debt Capacity (at 7%)</b>	<b>\$505,315</b>	<b>\$385,566</b>	<b>\$370,749</b>	<b>\$391,262</b>	<b>\$359,825</b>	<b>\$393,341</b>	<b>\$379,730</b>

### Assumptions:

\* Total Operating Expenditures for FY13 through FY18 are estimated based on the following growth rate: 5.0% for FY13, 4% for FY14, and 3.5% thereafter.

\* Cost of Capital includes a Virginia College Building Authority (VCBA) preliminary debt service estimate with All-In True Interest Cost (TIC) of 3.05% for FY13, with a 20 year fixed rate level amortization; 3.3% for FY14; 3.6% for FY15; 3.8% for FY16; 3.95% for FY17; and 4.10% for FY18.

\* Cost of Capital assumed for all planned new Master Equipment Leasing Program (MELP) issuances is 4%, with 5-10 year fixed rate level amortization.

### Notes:

<sup>(1)</sup> Estimated/Forecasted.

## Projection Of Issuances For Debt Supported Capital Projects

## FINANCE AND AUDIT COMMITTEE

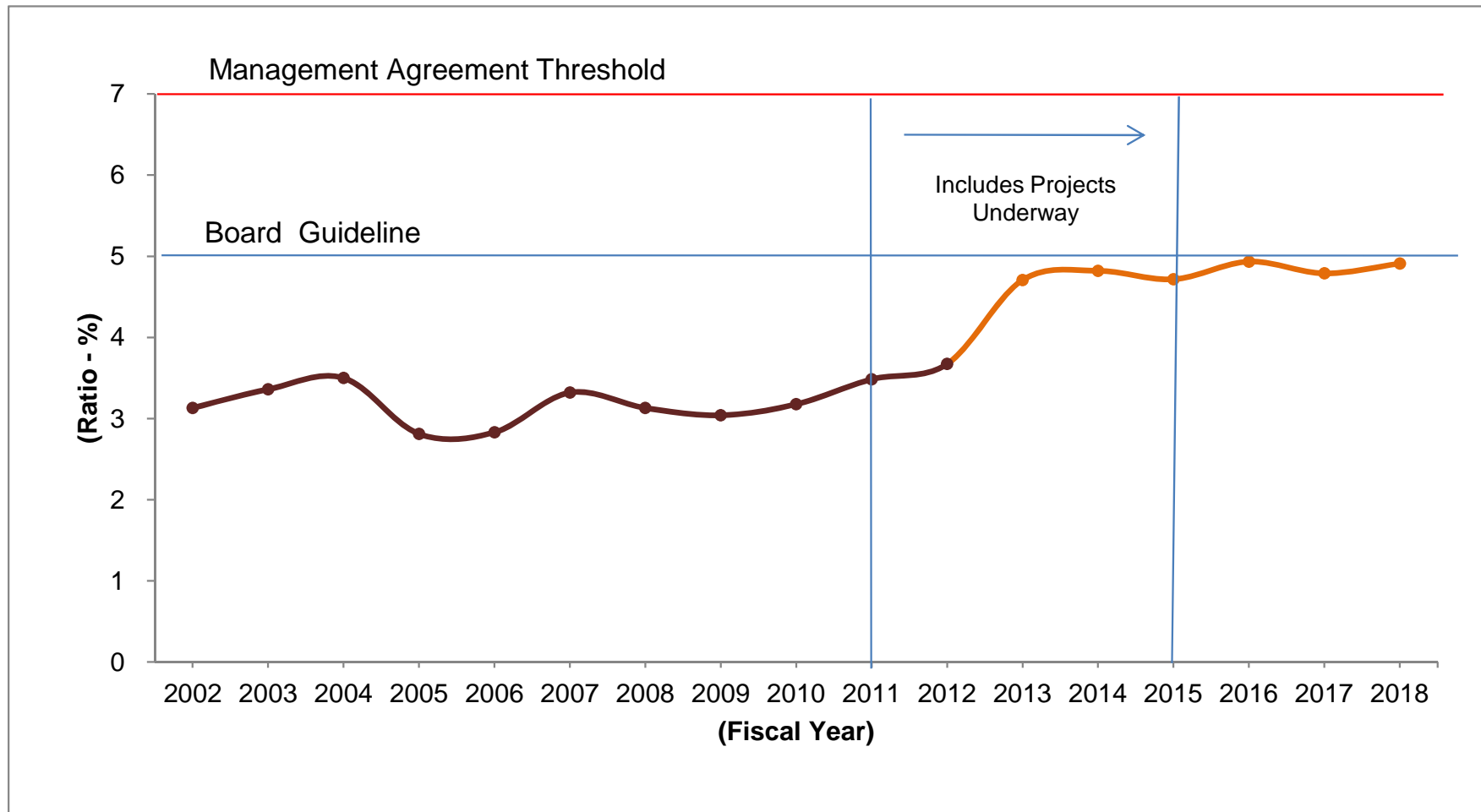
As of October 2, 2012

(Dollars in Thousands)

	Actual	Projections						Total
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Projected
<b><u>Projects Authorized and Underway</u></b>								
Renovate East and West Ambler Johnston Hall	\$ 18,860							\$ 18,860
Performing Arts Center	19,375							19,375
Engineering Signature Building	26,105							26,105
Chiller Plant, Phase I	7,515							7,515
Veterinary Medicine Addition		\$ 9,250						9,250
Unified Communications & Network Renewal				\$ 12,000				12,000
<b><u>Potential Projects with Debt Components</u></b>								
Upper Quad					\$ 60,078		\$ 61,222	121,300
Capacity to Advance Capital Outlay Plan Priorities			\$ 68,000	60,000		\$ 50,000	30,000	208,000
<b><u>Capital Leases and Equivalents</u></b>								
National Tire Research Center	1,221							1,221
Turner Street		41,939						41,939
VTTI Phase III		5,300						5,300
Propulsion Laboratory		3,500						3,500
Master Equipment Lease Program								0
<b>Total New Planned Debt</b>	<b>\$ 73,076</b>	<b>\$ 59,989</b>	<b>\$ 68,000</b>	<b>\$ 72,000</b>	<b>\$ 60,078</b>	<b>\$ 50,000</b>	<b>\$ 91,222</b>	<b>\$ 474,365</b>
<b><u>Capacity to Advance Upcoming Capital Plan Items (5%)</u></b>	<b>\$ 201,580</b>	<b>\$ 49,300</b>	<b>\$ 30,537</b>	<b>\$ 48,593</b>	<b>\$ 11,469</b>	<b>\$37,576</b>	<b>\$16,366</b>	
<b><u>Capacity to Advance Upcoming Capital Plan Items (7%)</u></b>	<b>\$ 505,315</b>	<b>\$ 385,566</b>	<b>\$ 370,749</b>	<b>\$ 391,262</b>	<b>\$ 359,825</b>	<b>\$ 393,341</b>	<b>\$ 379,730</b>	

FINANCE AND AUDIT COMMITTEE

October 2, 2012

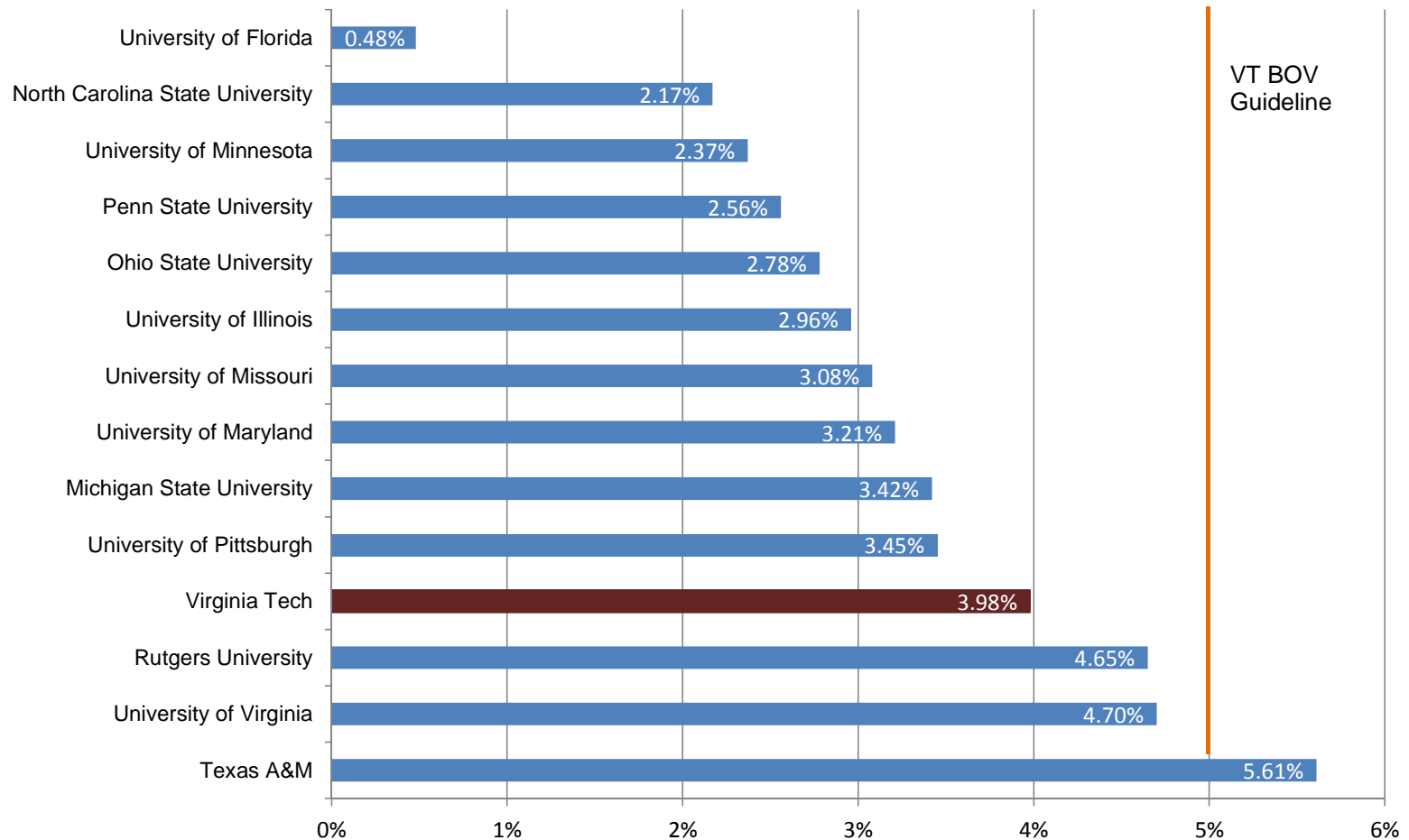


Maroon = Actual Debt Burden Ratio  
 Orange = Projected Debt Burden Ratio

Presentation Date: November 5, 2012

## FINANCE AND AUDIT COMMITTEE

October 2, 2012



Source: Moody's Investors Service, October 5, 2012, 2011 Data.

Debt Ratio includes University and affiliated Foundation debt.

**Accounts Receivable and the Write-off of Delinquent Accounts  
For the Fiscal Year Ended June 30, 2012**

**FINANCE AND AUDIT COMMITTEE**

**September 10, 2012**

**Overview**

Current accounts receivable are generated by several components within the university as part of the annual operating activities. Student accounts receivable and the receivables generated through the sponsored research program represent the largest components of the total receivables. Current and noncurrent notes receivable are generally comprised of student loan receivables administered by the university. 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 the centralized accounts receivable system operation and 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**

Accounts receivable: Attachment A provides the composition of the current gross receivables at June 30, 2012, with comparative data for the previous year. Attachment B provides a graph for the aging analysis of the gross receivables at June 30, 2012, with comparative data for the previous three years. The total current receivables write-offs for these four years are also overlaid on this graph as another way to put them in perspective.

Notes receivable: Federal and Institutional (issued by Virginia Tech from gifts and donated funds designated to be used for loans) Loans to students require the execution of a promissory note. These loan receivables are repaid over 10 or more years after a student's last enrollment at the university and the amount due in the next 12 months is classified as a current notes receivable for the university's financial statements. Attachment F provides the composition of the total gross federal and institutional student loan receivables at June 30, 2012, with comparative data for the previous year.



## **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 accounts receivable for the past three years is \$598,131. The fiscal year 2012 write-off total of \$769,763 represents only 0.10 percent (one tenth of one percent) of the annual operating revenues<sup>1</sup> per the audited financial statements for fiscal year 2011, excluding federal appropriations.

Various techniques are used for collecting delinquent accounts 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 practices have been implemented under Restructuring.

### **Accounts Written Off at June 30, 2012**

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 and notes 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, 2012, the accounts receivable written off totaled \$769,763. The increase of \$ 304,603 over prior years is primarily the result of accelerated write-off of three additional months of uncollected accounts returned from private collection agencies totaling \$144,500. See Attachment C for a summary of the accounts written off at June 30, 2012, with comparative data for the two previous fiscal years.

For each accounts receivable 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 \$769,763 write-off total consists of 1,377 customers with an average account value of \$559. In fact, as shown on Attachment E, of the total number of accounts written off, 55.3 percent (761) were valued at less than \$100, and these low dollar accounts represent only 4 percent of the total dollar value of the write-offs.

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<sup>1</sup> Operating revenue for FY11 of \$769,655,000 was used for this calculation.

Additionally, the total of notes receivable written off at the close of the fiscal year included \$99,393 of the institutional student loan portfolio. Institutional student loans, previously not included in the annual write-off process, are subject to the same collection techniques as other university receivables. For each loan written off, appropriate collection procedures were utilized. The notes receivable write-off consists of 36 loans, past due at least 400 days, with an average loan balance of \$2,761. Attachment F provides the composition of notes receivable at year end. The institutional student loans are most often awarded to students with financial need who have exhausted other avenues of financial aid. Since these are long-term loan programs issued to borrowers with limited resources, generally we have allowed more time before writing these amounts off.

Federal notes receivable are issued from funds received from the federal Department of Education over many previous years for the Perkins and Health Professional Student Loan programs, and from required matching contributions from the university. Again the same collection procedures are followed for these loans. When these loans are deemed to be uncollected they are not written off. Federal regulations require that these uncollectible items be assigned and returned to the Department of Education for additional collection efforts and final resolution.

### **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. Although the reporting requirements under this Act have been temporarily suspended for fiscal years 2012 and 2013 we still monitor performance against these long-standing requirements. There are two management standards related to accounts receivable, and both are calculated annually. The two standards are:

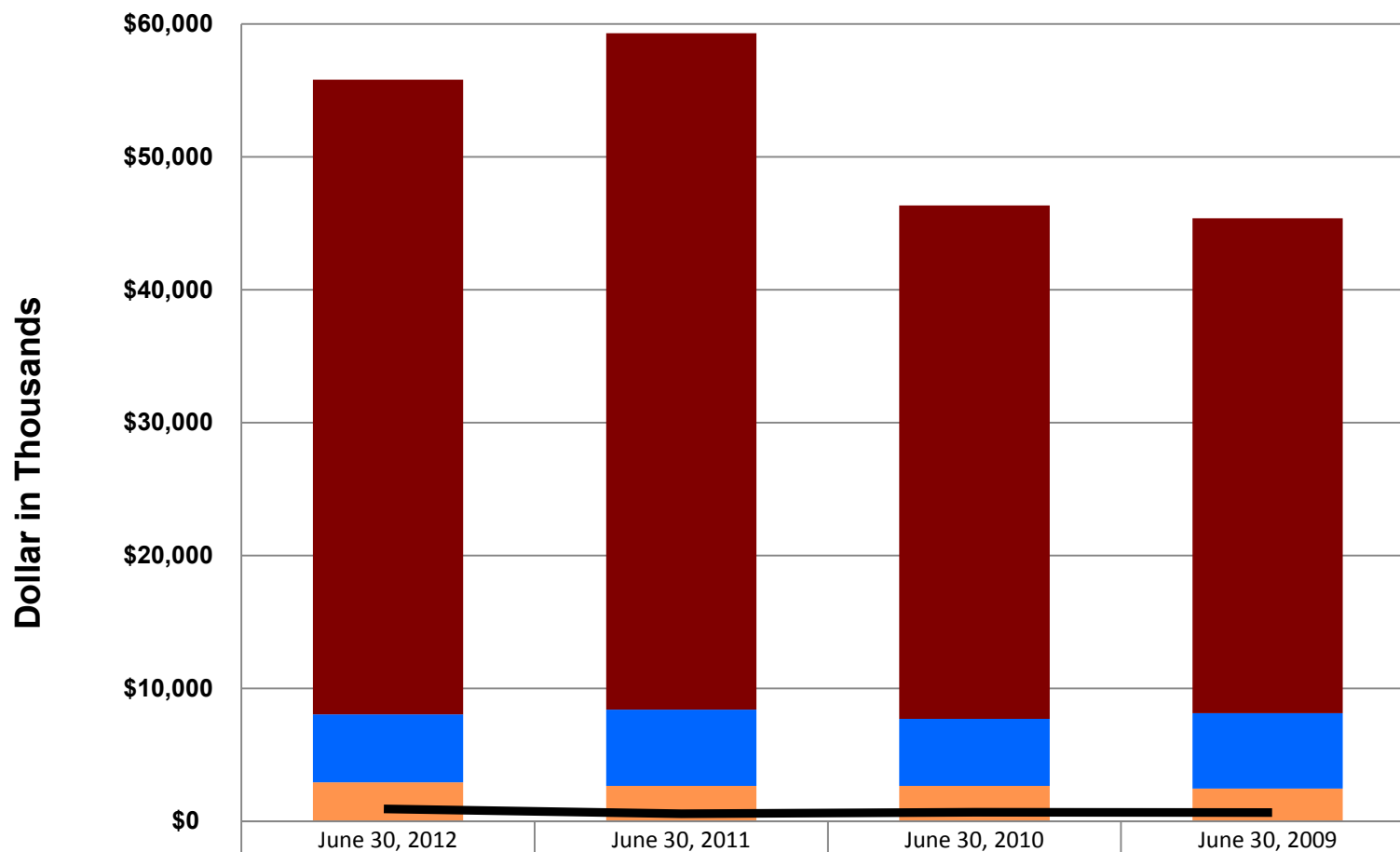
- a. A four quarter average past due rate of 10 percent or less on receivables 121 days or more past due as a percentage of all receivables.
- b. An average past due rate of 10 percent or less on Federal student loans.

The university is currently in compliance with both standards. As of June 30, 2012, the average past due rate on current receivables 121 days or more past due is 2.51 percent for the four quarters ended and the Federal Perkins Student Loan default rate is 1.58 percent.

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

	<u>June 30, 2012</u>		<u>June 30, 2011</u>	
	<u>Receivable</u>		<u>Receivable</u>	
	<u>Balance</u>	<u>Percent</u>	<u>Balance</u>	<u>Percent</u>
Student Accounts	\$ 2,752	4.9%	\$ 2,458	4.1%
Sponsored Programs	43,019	77.1%	47,705	80.4%
Electric Service	994	1.8%	1,085	1.8%
Parking Service	103	0.2%	109	0.2%
Telecommunications (CNS)	39	0.1%	85	0.1%
CEC and IVTSCC	477	0.9%	462	0.8%
Veterinary Medicine	508	0.9%	410	0.7%
Equine Medical Center	192	0.3%	226	0.4%
Loans/Notes Receivable	37	0.1%	41	0.1%
Other Receivables	7,688	13.7%	6,721	11.4%
<b>Total Current Gross Receivables</b>	<b>\$ 55,809</b>	<b>100.0%</b>	<b>\$ 59,302</b>	<b>100.0%</b>

Aging of Current Gross Receivables  
From June 30, 2009 to June 30, 2012  
(Dollars in Thousands)



Receivables Not Past Due	June 30, 2012	June 30, 2011	June 30, 2010	June 30, 2009
1 - 120 Days Past Due	\$47,758	\$50,907	\$38,649	\$37,250
121 to Over 1 Year Past Due	\$5,126	\$5,726	\$5,045	\$5,682
	\$2,925	\$2,669	\$2,651	\$2,458
Total Gross Receivables	\$55,809	\$59,302	\$46,345	\$45,390
Write-Offs	\$770	\$465	\$559	\$550

### Current Accounts Receivable Write-Offs for June 30, 2012 with Comparison to 2011 and 2010

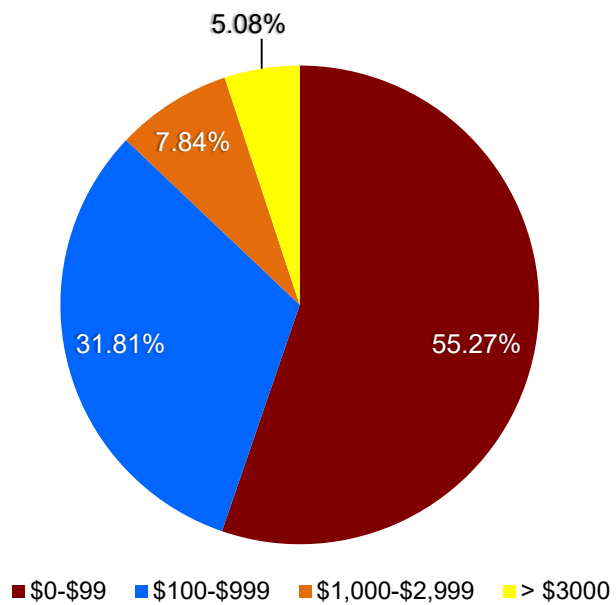
<u>Accounts Receivable</u>	<u>June 30, 2012</u>	<u>June 30, 2011</u>	<u>June 30, 2010</u>	<u>Three Year Average</u>
Student Accounts	\$ 447,690	\$ 208,113	\$ 219,956	\$ 291,920
Sponsored Programs	10,836	-	85,500	32,112
Electric Service	20,347	17,803	21,337	19,829
Parking Services	26,750	17,095	20,329	21,391
Telecommunications (CNS)	11,973	1,427	3,247	5,549
CEC and IVTSCC	4,143	2,143	3,860	3,382
Veterinary Medicine	81,633	83,094	111,307	92,011
Equine Medical Center	72,669	83,230	45,032	66,977
Loans/Notes Receivable	5,673	2,420	4,427	4,173
Other Receivables	<u>88,049</u>	<u>49,835</u>	<u>44,475</u>	<u>60,787</u>
<b>Total Current Accounts Receivable Write-Offs</b>	<b><u>\$ 769,763</u></b>	<b><u>\$ 465,160</u></b>	<b><u>\$ 559,470</u></b>	<b><u>\$ 598,131</u></b>

**Current Accounts Receivable Write-Off Summary for June 30, 2012**

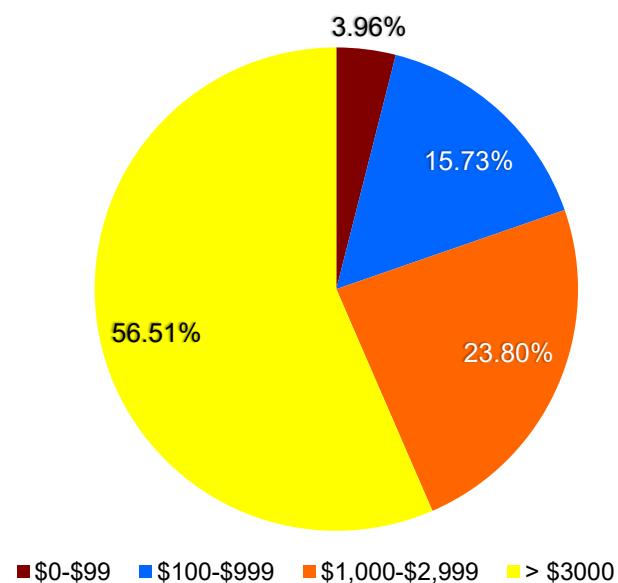
<b>TYPE</b>	<b>Total Number of Accounts</b>	<b>Total Dollars</b>	<b>Average Write Off Amount (\$)</b>	<b>Percent of Total Dollar Value</b>	<b>Percent of Total Number of Accounts</b>
Student Accounts	188	\$ 447,690	\$ 2,381	58.16%	13.65%
Sponsored Programs	1	10,836	10,836	1.41%	0.07%
Electric Service	107	20,347	190	2.64%	7.77%
Parking Services	466	26,750	57	3.48%	33.84%
Telecommunications (CNS)	3	11,973	3,991	1.56%	0.22%
CEC & IVTSCC	9	4,143	460	0.54%	0.65%
Veterinary Medicine	141	81,633	579	10.60%	10.24%
Equine Medical Center	15	72,669	4,845	9.44%	1.09%
Loans/Notes Receivable	9	5,673	630	0.74%	0.65%
Other Receivables	438	88,049	201	11.43%	31.82%
	<b>1,377</b>	<b>\$ 769,763</b>	<b>\$ 559</b>	<b>100.00%</b>	<b>100.00%</b>

## Stratification of Current Accounts Receivable Write-Offs for Fiscal Year 2012

### Total Number of Accounts



### Total Dollar Value





**Composition of Total Federal and Institutional Student Notes Receivables  
Compared to Same Quarter Previous Year  
(Dollars in Thousands)**

	<u>June 30, 2012</u>		<u>June 30, 2011</u>		<u>Increase/ Decrease</u>
	<u>Receivable Balance</u>	<u>Percent</u>	<u>Receivable Balance</u>	<u>Percent</u>	
<b><u>Federal Loans</u></b>					
Federal - Perkins Loan	\$ 14,181	89.3%	\$ 13,375	88.3%	\$ 806 <sup>(1)</sup>
Federal - Health Professions Student Loan (HPSL)	524	3.3%	501	3.3%	23
	14,705	92.6%	13,876	91.6%	829
<b><u>Institutional Loans</u></b>					
Brookings Student Loan	\$ 752	4.7%	\$ 837	5.5%	\$ (85) <sup>(2)</sup>
Milks Student Loan <sup>(3)</sup>	4	0.0%	21	0.1%	(17) <sup>(2)</sup>
Horizons-Brookings Student Loan	103	0.6%	99	0.7%	4
Charles W Thomas Student Loan <sup>(3,4)</sup>	238	1.5%	238	1.6%	-
Virginia Tech Carilion School of Medicine Student Loan (VTCSOM) <sup>(3,4)</sup>	81	0.6%	81	0.5%	-
	1,178	7.4%	1,276	8.4%	(98)
<b>Total Federal &amp; Institutional Notes Receivables</b>	<b>\$ 15,883</b>	<b>100.0%</b>	<b>\$ 15,152</b>	<b>100.0%</b>	<b>\$ 731</b>

(1) The Perkins loan program is a revolving loan account and the increase in new loans results from additional cash balances available to lend, including repayment of principal and interest.

(2) The decrease in note receivables at year end results mostly from write-offs of \$99,000 of uncollectible institutional student loans.

(3) The university is not currently awarding new loans for this program.

(4) The university implemented two institutional student loan programs in fall 2010 to provide student aid to the inaugural class of the Virginia Tech Carilion School of Medicine (VTCSOM) students.

# **Increasing Administrative Efficiencies through Expansion of Automated Systems**

## **FINANCE AND AUDIT COMMITTEE**

**September 28, 2012**

### **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 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 2011 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 board 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**

#### **Research – Cayuse 424 Proposal Submission System**

In November of 2011, the Vice President for Finance and CFO, the Vice President for Research, and the Vice President for Information Technology and CIO agreed to launch an initiative to improve the research administration services for the university. Several months later, Virginia Tech's proposal development and submission process for federal grants was enhanced by deployment of the Cayuse 424 system. This cloud-based product enables system-to-system submissions of proposals to [www.grants.gov](http://www.grants.gov) and to the National Science Foundation through [www.research.gov](http://www.research.gov). The system makes it easier for researchers to search for funding opportunities and provides auto-filling of faculty profiles thus saving researcher's time. The system's interactive error checking has improved the accuracy of submissions which should promote more effective consideration of Virginia Tech proposals. As of March 12, 2012, the Office of Sponsored Programs is requiring that all proposals submitted to [grants.gov](http://grants.gov) be submitted using this system.

## Information Technology – Going Google

This past year Virginia Tech negotiated a contract to move email hosting to Google for VT faculty, staff, and student email. Users were provided an early opportunity to move to Google beginning in the summer of 2012 with full conversion of VT email planned for October 2012. Moving from Virginia Tech servers to a free Google service provides gains in efficiencies through reduction of VT email administration responsibilities as well as elimination of ongoing investments in on-premise email servers and storage. Virginia Tech collaborated with other institutions to negotiate special terms for the Google service that enforces the privacy requirements needed for FERPA compliance. Beyond gains in efficiencies, the Google cloud-based email service provides notable improvements in services to users through significant increases in email quota and a user interface that is already familiar to many users – particularly students. In addition to email, the Google implementation provides faculty, staff, and students with a broader suite of functionality including a collaboration environment, Google docs, and a calendar.

## Graduate School / Purchasing - Document Management Services

Information Technology completed the migration of existing Graduate School documents from the Nolij Web Document Imaging for Higher Education system to the Banner Document Management Suite. The Nolij system was decommissioned following the migration of the Graduate School information. New document management applications were added for graduate student admissions and academic record documents.

Document management services were implemented in a project with the Purchasing Department to scan paper documents and link them to electronic records within Banner. The electronic records are easier to access and share than the previous paper records. In addition, moving to electronic documents reduces the physical storage space requirements for paper files. The initiative began with vendor records, but plans are to expand the service to include contract records, purchase order files and purchasing card documents. Purchasing expects that implementation of these enhancements will improve their response time in addressing inquiries thereby improving productivity for Purchasing Department staff as well as university departments.

## Information Technology – Banner Enterprise Identity Services

Banner Enterprise Identity Services (BEIS) has been successfully deployed to provide consistent authentication services across Ellucian technologies and to enable the Ellucian systems to use Central Authentication Services (CAS) – an industry standard for authentication that is a Virginia Tech preferred authentication methodology. In addition, BEIS provides an infrastructure to support integration of users, roles, and services between Ellucian products including Banner Document Management, Banner Workflow, and Travel and Expense. Thus BEIS provides increased efficiencies in administration of these systems as well as facilitating consistency in authentication and authorizations across these applications.

## Police – PDPlus

In the past year, IT Identity Management Services developed an identity lookup application for the Virginia Tech Police Department called PDPlus. The application allows a police dispatcher to enter a piece of identity information such as a name, a Virginia Tech ID number, or a vehicle license tag number and retrieve a composite view of identity-related information from a variety of university systems. Previously, dispatchers had to access several different systems to retrieve all the available identity information about a person. The PDPlus application improves event response time by eliminating manual cross-referencing of an individual's information across multiple systems with multiple logins.

## **Initiatives in Process or Planned for the Future**

### Finance – Travel and Expense System

The goal of the Travel and Expense (TAE) system is to gain efficiencies in the travel and expense reimbursement process through electronic routing of documents, electronic approvals, and electronic images of supporting documentation. Implementation of this solution should reduce the cost of processing expense reimbursements and improve the speed and accuracy of authorizing and paying business travel expenditures. The university currently processes about 25,000 travel reimbursements annually.

The TAE implementation team completed phase III of this project in March 2012 which involved successful deployment of a pilot of the system. Currently, there are 146 users in 11 departments within two administrative senior management areas using the system. Through September 2012, 93 travel authorizations and 101 travel reimbursements have been processed through the system. The initial simplified workflow that was implemented in the pilot is currently limited to travel reimbursements through university funds except sponsored research funds or foundation funds. The pilot has been generally successful, but has highlighted that some critical enhancements are needed to the system before this can be deployed campus wide. Enterprise Systems has been working with the software vendor, Ellucian, on addressing performance concerns and developing additional baseline per-diem functionality that can be configured for Virginia Tech requirements. Phase IV of this project is now underway to address the concerns learned in the pilot and to enhance the custom workflow to handle travel events that require approval by the Payroll Office, the Office of Sponsored Programs, and the Office of Export and Secure Research Control. Expansion of the TAE system to academic departments is anticipated following the successful completion of Phase IV, which is currently scheduled for spring semester 2013.

### Human Resources / Payroll – Leave, Time, and Attendance System

The university has invested in TimeClock Plus system, a practical and affordable system to improve the processes and procedures associated with wage employee time keeping at Virginia Tech. The implementation of the system will enable the electronic entry, routing, and approval of wage employee timekeeping. The new timekeeping system will

incorporate Central Authentication Server (CAS) authentication, interface with the Banner system and will be centrally managed by the Payroll Office. Employees will be able to access the system using either an electronic time clock or a web-based computer interface. A phased implementation is planned with an expectation that all wage employees will be using the system by the completion of fall term in 2013. The project plan also involves making improvements to the internally developed leave reporting system in fiscal year 2013-14. The goal of the enhanced leave system is to enable the electronic routing, storage, and approval of leave reports. Salaried non-exempt employees will be able to use the enhanced leave system for non-exempt hours worked reports, replacing the current paper-based process.

#### Finance – Electronic I-9 System

Recently, the university began a pilot implementation of the TALX Electronic I-9 system which is a cloud-based solution that enables departments to electronically enter I-9 information. This system interfaces with the federal government's E-Verify system to determine an employee's eligibility to work. Use of this system complies with a mandate from the Governor of Virginia to verify an employee's eligibility to work for all new hires. As part of the implementation, integration processes and procedures were developed to transfer Virginia Tech department information to TALX and to download I-9 information from the TALX system directly to Banner which eliminated manual data entry from paper forms. Enterprise systems worked with the vendor to implement a Central Authentication Server (CAS) login to the system to establish a trusted authentication methodology. In March 2012, the central payroll office began entering all I-9s into the system and performing the E-Verify process through the new system. In July 2012, three pilot departments began using the system. Campus-wide roll out of this initiative is planned to occur during the spring semester of 2013.

#### Campus Navigation – Enhanced 911 Response and GPS Navigation

A project is underway to assign street addresses to campus buildings on the main campus in Blacksburg. Once completed in 2013, the campus community and visitors will be able to use the global positioning system (GPS) to locate specific physical addresses on campus. Having GPS mapping for all campus buildings enhances accessibility to the campus, improves mobile device mapping for campus locations, and significantly expands 911 response capabilities. An additional benefit of this effort is improved delivery information for external vendors. The Purchasing Department is currently modifying several processes and working with our procurement vendor SciQuest to coordinate the transition to new "ship to" addresses to our vendors.

#### Student Financial Aid – Scholarship Administration

Scholarships assist many Virginia Tech students in financing their education. Work continues on the development of a system to more effectively and efficiently administer scholarships handled by the Office of University Scholarships and Financial Aid. Enhancements to reporting for the colleges and departments will allow better management

of scholarships that facilitates more effective distribution of funds. Ultimately, this effort will encompass the full scholarship processing cycle including application processing, committee nominations of possible recipients, verification of donor criteria, and coordination with other aid received by the recipient and award notification with donor information. Implementing this system is expected to facilitate improved sharing of scholarship information between units, to improve quality control, and to provide quicker notifications to students during peak scholarship times. By providing more information electronically, the financial aid office expects to gain efficiencies in operations through reductions in the number of calls checking on the status of nominees.

## **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.

## **Financial Performance Report - Operating and Capital**

### **FINANCE AND AUDIT COMMITTEE**

**July 1, 2012 to September 30, 2012**

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 coordinates with the Department of Planning and Budget to ensure appropriations are reflected accurately.

The July to September 2012-13 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 revenues are exceeding historical projections due to the timing of collections.
2. Academic Program expenditures are ahead of projection due to the timing of operating expenditures and Equipment Trust Fund expenditure reimbursements. Support Program expenditures are less than projected due to energy savings and the timing of other 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 Cooperative Extension revenues were less than the projected budget due to the timing of receipt of federal drawdowns and lower than anticipated expenditures.
4. Academic Program expenditures are ahead of historical projections due to operating expenditures occurring earlier than historical trends, partially related to significant increases in extension staffing.
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 is less than expected, but sponsored research expenditures are ahead of 2011-12 levels and the first quarter budget for 2012-13.
7. The General Fund revenue budget has been increased by \$31,381 for VIVA libraries distribution costs. The corresponding expenditure budget has been adjusted accordingly.
8. The annual budget for Tuition and Fees has been decreased by \$530,828 for the finalization of the budgets for tuition, E&G fees and unfunded scholarships. The corresponding expenditure budgets have been adjusted accordingly.
9. The All Other Income revenue budget for the University Division has been increased by \$10,000 for Continuing Education and COTA programs. The corresponding expenditure budgets have been adjusted accordingly.
10. Sponsored Programs revenues were reduced \$400,000 based on a revised forecast of course activity within the Institute for Distance & Distributed Learning enterprise fund. The corresponding expenditure budget was adjusted accordingly.
11. The projected revenue and expense budgets for Student Financial Assistance were increased by \$23,250 for the VA Military Survivors & Dependents Program, by \$267,668 for the Commonwealth Scholarship Assistance Program, and by \$1,879 for the carryover of unexpended balances as of June 30, 2012.
12. The projected annual budgets for All Other Programs were adjusted \$90,602 to finalize the Alumni Affairs budget, \$83,000 for increased Surplus Property activity, and \$230,391 for outstanding 2011-12 commitments that were initiated but not completed before June 30, 2012.

**OPERATING BUDGET**  
**2012-13**

Dollars in Thousands

	July 1, 2012 to September 30, 2012			Annual Budget for 2012-13		
	Actual	Budget	Change	Original	Adjusted	Change
<b>Educational and General Programs</b>						
<b><u>University Division</u></b>						
<b><u>Revenues</u></b>						
General Fund	\$42,469	\$42,469	\$0	\$145,562	\$145,593	\$31 (7)
Tuition and Fees	173,791	171,396	2,395 (1)	363,869	363,338	-531 (8)
All Other Income	10,331	10,189	142	30,318	30,328	10 (9)
Total Revenues	\$226,591	\$224,054	\$2,537	\$539,749	\$539,259	\$-490
<b><u>Expenses</u></b>						
Academic Programs	\$-88,081	\$-84,048	\$-4,033 (2)	\$-345,542	\$-345,267	\$275
Support Programs	-45,752	-46,117	365 (2)	-194,207	-193,992	215
Total Expenses	\$-133,833	\$-130,165	\$-3,668	\$-539,749	\$-539,259	\$490 (7,8,9)
NET	\$92,758	\$93,889	\$-1,131	\$0	\$0	\$0
<b><u>CE/AES Division</u></b>						
<b><u>Revenues</u></b>						
General Fund	\$17,643	\$17,643	\$0	\$62,931	\$62,931	\$0
Federal Appropriation	4,144	5,032	-888 (3)	14,325	14,325	0
All Other Income	186	166	20	709	709	0
Total Revenues	\$21,973	\$22,841	\$-868	\$77,965	\$77,965	\$0
<b><u>Expenses</u></b>						
Academic Programs	\$-20,346	\$-19,244	\$-1,102 (4)	\$-73,097	\$-73,097	\$0
Support Programs	-869	-738	-131	-4,868	-4,868	0
Total Expenses	\$-21,215	\$-19,982	\$-1,233	\$-77,965	\$-77,965	\$0
NET	\$758	\$2,859	\$-2,101	\$0	\$0	\$0
<b>Auxiliary Enterprises</b>						
Revenues	\$105,826	\$105,548	\$278 (5)	\$273,480	\$271,080	\$-2,400 (5)
Expenses	-73,686	-75,689	2,003 (5)	-268,539	-275,922	-7,383 (5)
Reserve Drawdown (Deposit)	-32,140	-29,859	-2,281 (5)	-4,941	4,842	9,783 (5)
NET	\$0	\$0	\$0	\$0	\$0	\$0
<b>Sponsored Programs</b>						
Revenues	\$73,680	\$75,801	\$-2,121 (6)	\$290,550	\$290,150	\$-400 (10)
Expenses	-94,533	-91,306	-3,227 (6)	-290,550	-290,150	400 (10)
Reserve Drawdown (Deposit)	20,853	15,505	5,348 (6)	0	0	0
NET	\$0	\$0	\$0	\$0	\$0	\$0
<b>Student Financial Assistance</b>						
General Fund	\$9,443	\$9,443	\$0	\$18,619	\$18,910	\$291 (11)
Expenses	-7,434	-7,466	32	-18,619	-18,912	-293 (11)
Reserve Drawdown	0	0	0	0	2	2
NET	\$2,009	\$1,977	\$32	\$0	\$0	\$0
<b>All Other Programs *</b>						
Revenue	\$1,200	\$1,341	\$-141	\$5,671	\$5,845	\$174 (12)
Expenses	-1,151	-1,439	288	-5,671	-6,075	-404 (12)
Reserve Drawdown (Deposit)	-49	98	-147	0	230	230 (12)
NET	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total University</b>						
Revenues	\$438,713	\$439,028	\$-315	\$1,206,034	\$1,203,209	\$-2,825
Expenses	-331,852	-326,047	-5,805	-1,201,093	-1,208,283	-7,190
Reserve Drawdown (Deposit)	-11,336	-14,256	2,920	-4,941	5,074	10,015
NET	\$95,525	\$98,725	\$-3,200	\$0	\$0	\$0

\* All Other Programs include federal work study, alumni affairs, surplus property, and unique military activities.

## AUXILIARY ENTERPRISE BUDGET

1. Expenses in Residence and Dining Halls are lower than projected due to timing of operating expenses associated with the new Lavery Hall dining facility.
2. Revenues and expenses in Parking and Transportation Services are lower than projected due to lower than forecasted Fleet Services business volume.
3. Expenditures for the University Services System are lower than projected due to timing of operating expenses.
4. Revenues for Intercollegiate Athletics are higher than projected due to higher than budgeted ticket sales and NCAA allocation.
5. Revenues and expenses for the Electric Service auxiliary are lower than projected due to lower than projected demand and associated wholesale electricity purchase costs as a result of fewer cooling days during the summer.
6. Revenues for Other Enterprise Functions are higher than projected due to higher than projected Orientation participation and Printing Services business volume.
7. The projected annual revenue and expense budgets were decreased for one-time facility projects in Residence and Dining Halls.
8. The projected annual expense budget for Auxiliary Enterprises was adjusted for \$10.4 million in outstanding 2011-12 commitments and projects that were initiated but not completed before June 30, 2012. This amount includes \$1.3 million to fund project costs for the Telecom Fiber Optic project, \$2.3 million in residential projects, \$1.8 million in athletics projects, and \$2.4 million for dining projects. The remainder is spread across the other auxiliary programs.
9. The projected annual expense budgets for Parking and Transportation Services were adjusted for planned transportation equipment maintenance.
10. The projected annual revenue and expense budgets for Telecommunications Services were increased for on-campus project activity.
11. The projected annual revenue, expense, and reserve budgets for Electric Services were adjusted \$3.9 million to accommodate the decreased cost of wholesale electricity, reduced customer rates, and planned reserve restoration.
12. The projected annual revenue budget for the Inn at Virginia Tech & Skelton Conference Center was adjusted to accommodate additional conference activity.
13. The projected annual revenue, expense, and reserve budgets for Other Enterprise Functions were adjusted for the final outcome of the Pouring Rights contract renewal, as well as for increased Tailor Shop self-generated revenue and equipment expenses.

**UNIVERSITY DIVISION  
AUXILIARY ENTERPRISES**

Dollars in Thousands

	July 1, 2012 to September 30, 2012			Annual Budget for 2012-13		
	Actual	Budget	Change	Original	Adjusted	Change
<b>Residence and Dining Halls</b>						
Revenues	\$36,284	\$36,435	\$-151	\$98,775	\$98,799	\$24 (7)
Expenses	-24,440	-24,907	467 (1)	-97,098	-100,931	-3,833 (7,8)
Reserve Drawdown (Deposit)	-11,844	-11,528	-316 (1)	-1,677	2,132	3,809 (7,8)
Net	\$0	\$0	\$0	\$0	\$0	\$0
<b>Parking and Transportation</b>						
Revenues	\$4,821	\$5,099	\$-278 (2)	\$11,776	\$11,776	\$0
Expenses	-2,869	-3,359	490 (2)	-12,389	-12,672	-283 (8,9)
Reserve Drawdown (Deposit)	-1,952	-1,740	-212 (2)	613	896	283 (8,9)
Net	\$0	\$0	\$0	\$0	\$0	\$0
<b>Telecommunications Services</b>						
Revenues	\$5,314	\$5,351	\$-37	\$18,293	\$19,410	\$1,117 (10)
Expenses	-5,341	-5,406	65	-18,231	-21,099	-2,868 (8,10)
Reserve Drawdown (Deposit)	27	55	-28	-62	1,689	1,751 (8,10)
Net	\$0	\$0	\$0	\$0	\$0	\$0
<b>University Services System</b>						
Revenues	\$17,542	\$17,443	\$99	\$35,248	\$35,248	\$0
Expenses	-12,669	-13,075	406 (3)	-35,506	-36,009	-503 (8)
Reserve Drawdown (Deposit)	-4,873	-4,368	-505 (3)	258	761	503 (8)
Net	\$0	\$0	\$0	\$0	\$0	\$0
<b>Intercollegiate Athletics</b>						
Revenues	\$28,024	\$27,586	\$438 (4)	\$50,179	\$50,179	\$0
Expenses	-15,716	-15,596	-120	-48,087	-50,681	-2,594 (8)
Reserve Drawdown (Deposit)	-12,308	-11,990	-318 (4)	-2,092	502	2,594 (8)
Net	\$0	\$0	\$0	\$0	\$0	\$0
<b>Electric Service</b>						
Revenues	\$7,781	\$8,001	\$-220 (5)	\$38,493	\$34,604	\$-3,889 (11)
Expenses	-9,165	-9,548	383 (5)	-37,880	-34,370	3,510 (8,11)
Reserve Drawdown (Deposit)	1,384	1,547	-163 (5)	-613	-234	379 (8,11)
Net	\$0	\$0	\$0	\$0	\$0	\$0
<b>Inn at Virginia Tech/Skelton Conf. Center</b>						
Revenues	\$2,680	\$2,512	\$168	\$10,302	\$10,322	\$20 (12)
Expenses	-3,566	-3,682	116	-9,895	-9,953	-58 (8)
Reserve Drawdown (Deposit)	886	1,170	-284	-407	-369	38 (8,12)
Net	\$0	\$0	\$0	\$0	\$0	\$0
<b>Other Enterprise Functions</b>						
Revenues	\$3,380	\$3,121	\$259 (6)	\$10,414	\$10,742	\$328 (13)
Expenses	80	-116	196	-9,453	-10,207	-754 (8,13)
Reserve Drawdown (Deposit)	-3,460	-3,005	-455 (6)	-961	-535	426 (8,13)
Net	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL AUXILIARIES</b>						
Revenues	\$105,826	\$105,548	\$278	\$273,480	\$271,080	\$-2,400
Expenses	-73,686	-75,689	2,003	-268,539	-275,922	-7,383
Reserve Drawdown (Deposit)	-32,140	-29,859	-2,281	-4,941	4,842	9,783
Net	\$0	\$0	\$0	\$0	\$0	\$0

## CAPITAL OUTLAY BUDGET

### **Educational and General Projects**

1. The current year and total project budget amounts reflect the available balance of maintenance reserve appropriation carried over from fiscal year 2012 and the state's allocation of \$5.649 million of Maintenance Reserve funds for fiscal year 2013.
2. This is a subproject of an E&G Blanket Authorization, which allows unforeseen small projects to be authorized administratively with nongeneral funds for expediency. This subproject includes a \$1 million authorization to initiate planning for the Relocation of Agriculture programs.
3. This project will support progress on fire alarm systems and accessibility improvements for several E&G buildings including Randolph Hall, War Memorial Hall, Food Science and Technology Building, Norris Hall, Newman Library, and Lane Hall.
4. This project will plan the construction of a 73,000 gross square foot classroom building to meet the university's instructional classroom and laboratory needs. Schematic design is underway.
5. This project is for a central chiller plant facility in the southwest section of campus. Construction is underway with substantial completion expected in June 2013.
6. This project is for a 92,500 gross square foot building to provide modern laboratory space to meet the needs of animal and plant science research. Construction is underway with substantial completion expected in October 2013.
7. This project includes construction of a state-of-the-art performance theatre, creative technologies laboratory, and creative performance laboratory. The project is under construction with a substantial completion date of summer 2013.
8. This project will raze and fully replace the unrecoverable center and north section of the building. Construction is underway with substantial completion expected in January 2014.
9. This project is for a 154,900 gross square foot classroom and laboratory facility for undergraduate and research programs in the College of Engineering. Construction is underway with substantial completion expected in December 2013.
10. The project is substantially complete and will be closed when final expenses are processed. The annual budget was adjusted because expenses planned for fiscal year 2012 will be processed in fiscal year 2013.
11. The project is substantially complete with the exception of some second floor tenant upfits and will be closed when final expenses are processed. The annual budget was adjusted because expenses planned for fiscal year 2012 will be processed in fiscal year 2013.
12. The project is complete and will be closed when final expenses are processed, with an expected total cost of \$9,430,000. The annual budget was adjusted because expenses planned for fiscal year 2012 will be processed in fiscal year 2013.
13. The project is substantially complete and will be closed when final expenses are processed, with an expected total cost of \$28,750,000. The annual budget was adjusted because expenses planned for fiscal year 2012 will be processed in fiscal year 2013.
14. The project is substantially complete and will be closed when final expenses are processed. The annual budget was adjusted because expenses planned for fiscal year 2012 will be processed in fiscal year 2013.
15. The project is complete and will be closed when final expenses are processed. The annual budget was adjusted because expenses planned for fiscal year 2012 will be processed in fiscal year 2013.
16. The project is substantially complete and will be closed when final expenses are processed. The annual budget was adjusted because expenses planned for fiscal year 2013 were processed in fiscal year 2012.
17. 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. These needs are being accommodated in the Turner Street Building underway in partnership with the Virginia Tech Foundation. This project authorization may be closed pending the completion and occupancy of the Turner Street Building.
18. This is a subproject of a Blanket Authorization, which allows 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 Laboratory Building that is on hold, supplemental funding may be considered pending a program plan and financial plan.

**CAPITAL OUTLAY PROJECTS  
AUTHORIZED AS OF SEPTEMBER 30, 2012**

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									
<u>Educational and General Maintenance Reserve</u>									
Maintenance Reserve	5,649	7,778	1,133	7,778	0	0	0	7,778	1,133 (1)
<u>Design Phase</u>									
Blanket: Planning Agriculture Programs Relocation	522	522	3	0	0	1,000	0	1,000	481 (2)
Planning: Address Fire Alarm Systems and Access	550	550	0	5,501	0	0	0	5,501	0 (3)
Planning: Classroom Building	1,282	1,282	0	0	0	3,000	0	3,000	0 (4)
<u>Construction Phase</u>									
Chiller Plant, Phase I	12,666	12,666	3,533	12,059	0	400	7,639	20,098	6,818 (5)
Human & Agricultural Biosciences Building I	23,625	23,625	4,831	53,759	0	0	0	53,759	13,588 (6)
Performing Arts Center	30,000	30,000	13,903	27,387	0	32,565	40,135	100,087	57,288 (7)
Renovate Davidson Hall, Phase I	12,000	12,000	2,229	31,119	0	0	0	31,119	7,113 (8)
Signature Engineering Building	36,000	36,000	10,851	47,609	0	18,650	28,959	95,218	34,834 (9)
<u>Close-Out</u>									
Academic and Student Affairs Building	6,362	7,882	2,685	0	0	0	45,153	45,153	39,956 (10)
Hampton Technology Research & Innovation Center	348	1,033	302	11,897	0	0	0	11,897	11,166 (11)
Infectious Disease Research Facility	0	564	445	4,000	0	6,163	0	10,163	9,311 (12)
Upgrade Campus Heating Plant	0	1,956	780	17,250	0	2,750	11,500	31,500	27,574 (13)
Veterinary Medicine Instruction Addition	3,132	5,164	2,628	0	0	3,200	10,800	14,000	11,464 (14)
Visitors and Undergraduate Admissions Center	300	423	111	0	0	3,400	7,100	10,500	10,189 (15)
VT-Carilion Research Inst. Third Floor Upfits	8,000	5,911	4,464	0	0	15,000	0	15,000	13,553 (16)
<u>On Hold and Not Funded</u>									
Administrative Services Building	0	0	0	0	0	0	12,000	12,000	0 (17)
Blanket: Planning Science Building Laboratory I	0	0	0	0	0	3,500	0	3,500	547 (18)
Planning: Academic Building Renewal	0	0	0	0	0	0	0	0	0 (19)
Sciences Building Laboratory I	0	0	0	0	0	0	0	0	0 (20)
<b>TOTAL</b>	<b>140,436</b>	<b>147,356</b>	<b>47,899</b>	<b>218,358</b>	<b>0</b>	<b>89,628</b>	<b>163,286</b>	<b>471,273</b>	<b>245,014</b>

## CAPITAL OUTLAY BUDGET (Continued)

19. This project will plan the renovation of three academic buildings located in the core of main campus bordering the Drillfield: Davidson Hall-Front Section, Sandy Hall, and the Liberal Arts Building. This project is sequenced behind the Classroom Building in the state's capital program. The planning authorization amount may be implemented after the Classroom Building construction cost review is completed by the state.
20. This project is included in a state bond program and is envisioned to provide 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 to advance another project on the state capital plan, the renovation of Shultz Hall for the Performing Arts Center. The university may request state funding be restored to this project as external funding becomes available. In the interim, planning activities for this project are being conducted under a Blanket Authorization with \$546,780 in expenditures as of September 30, 2012.

**Auxiliary Enterprises Projects**

1. Projects are scheduled and funded by the auxiliary enterprises during the annual Auxiliary Enterprise budgeting process. The units prepare five-year plans that outline their highest priority deferred maintenance needs. The annual budget reflects the spending plans of the auxiliary units on scheduled maintenance reserve work for fiscal year 2013. The outstanding balance of the Total Project Budget is for maintenance reserve work scheduled for fiscal year 2014.
2. This project includes installation of a new fiber-optic core on campus to update the communication system. The new core consists of five segments connecting to the five campus switch centers and connections from the core to several buildings. The total expected costs are \$2 million and this project is anticipated to be complete in March 2013. The annual budget was adjusted in the first quarter to reflect revised expected cash outflows for fiscal year 2013.
3. This project will establish the necessary site improvements and construction of the first house at Oak Lane Community, Phase IV. The remainder of the expansion, houses two through five, and the additional site improvements may be constructed as other organizations come forward and funding is identified. The total authorized costs of this first house and its associated infrastructure are \$4.663 million. Potential cost overruns are approximately \$280,000 on the infrastructure component and may necessitate an authorization increase. The project is anticipated to be complete late fall 2012. The annual budget was adjusted in the first quarter to reflect revised expected cash outflows for fiscal year 2013.
4. This project includes the third and final phase of addressing moisture penetration and structural problems in the exterior walls of McComas Hall. The total project costs are \$3.1 million and this project is anticipated to be complete late fall 2013.
5. This project includes improvements to four complementary communication infrastructure components. The four components include a unified communications system, upgrading the Internet Protocol (IP) Network, upgrading the cable plant, and upgrading equipment rooms in various facilities. The total expected costs are \$16.508 million and this project is anticipated to be complete in spring 2016.
6. The project is substantially complete and will be closed when final payments are processed, with an expected cost of \$72.1 million.
7. The project is substantially complete and will be closed when final payments are processed, with an expected total cost of \$6.9 million.
8. The purpose of this project is to build a new field house to increase the availability of indoor training time for the football program and other athletic programs. In addition, Rector Field House may be renovated to increase its functionality for indoor athletic events. Design is on hold pending resolution of a site location.
9. This project envisioned a new residence hall of approximately 250 beds. Cost estimates exceed the project budget and the project is on hold while the university explores alternatives. Funding for the project may be considered pending a program plan and financial plan.
10. The purpose of this unfunded parking blanket authorization balance is to complete future improvements and repair projects for the parking system as specific needs are identified and as funding becomes available.
11. This is the remaining authorization of the \$23.5 million Oak Lane Community, Phase IV project. The remaining Oak Lane Community expansion, houses two through five and their necessary site improvements, may be constructed as organizations come forward with plans and commitments for their one-third funding requirement per house.



## Capital Outlay Projects Authorized as of September 30, 2012 (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									
<u>Auxiliary Maintenance Reserve</u>									
Maintenance Reserve	6,600	6,600	1,855	0	0	14,573	0	14,573	1,855 (1)
<u>Design Phase</u>									
<u>Construction Phase</u>									
Campus Fiber Optic Improvement	294	754	174	0	0	2,000	0	2,000	927 (2)
Phase IV of Oak Lane Community (House 1)	1,097	3,029	2,106	0	0	4,663	0	4,663	3,352 (3)
Repair McComas Hall Exterior Wall Structure, Ph III	2,100	2,100	711	0	0	3,100	0	3,100	1,450 (4)
Unified Communications & Network Renewal	6,810	6,810	208	0	0	4,500	12,008	16,508	4,934 (5)
<u>Close-Out</u>									
Renovate Ambler Johnston Hall	8,931	8,931	3,918	0	0	0	75,000	75,000	64,846 (6)
West End Market Renovation & Expansion	0	210	153	0	0	7,310	0	7,310	6,889 (7)
<u>On Hold and Not Funded</u>									
Indoor Athletic Training Facility	0	0	0	0	0	500	24,500	25,000	7 (8)
New Residence Hall II	0	0	0	0	0	0	27,000	27,000	182 (9)
Parking Blanket Authorizations Balance	0	0	0	0	0	0	16,547	16,547	0 (10)
Phase IV of Oak Lane Community (Houses 2 - 5)	0	0	0	0	0	0	18,837	18,837	0 (11)
TOTAL	25,832	28,434	9,124	0	0	36,646	173,892	210,539	84,443
GRAND TOTAL	<u>\$ 166,268</u>	<u>\$ 175,790</u>	<u>\$ 57,023</u>	<u>\$ 218,358</u>	<u>\$ 0</u>	<u>\$ 126,275</u>	<u>\$ 337,178</u>	<u>\$ 681,811</u>	<u>\$ 329,458</u>

**RECOMMENDATION:**

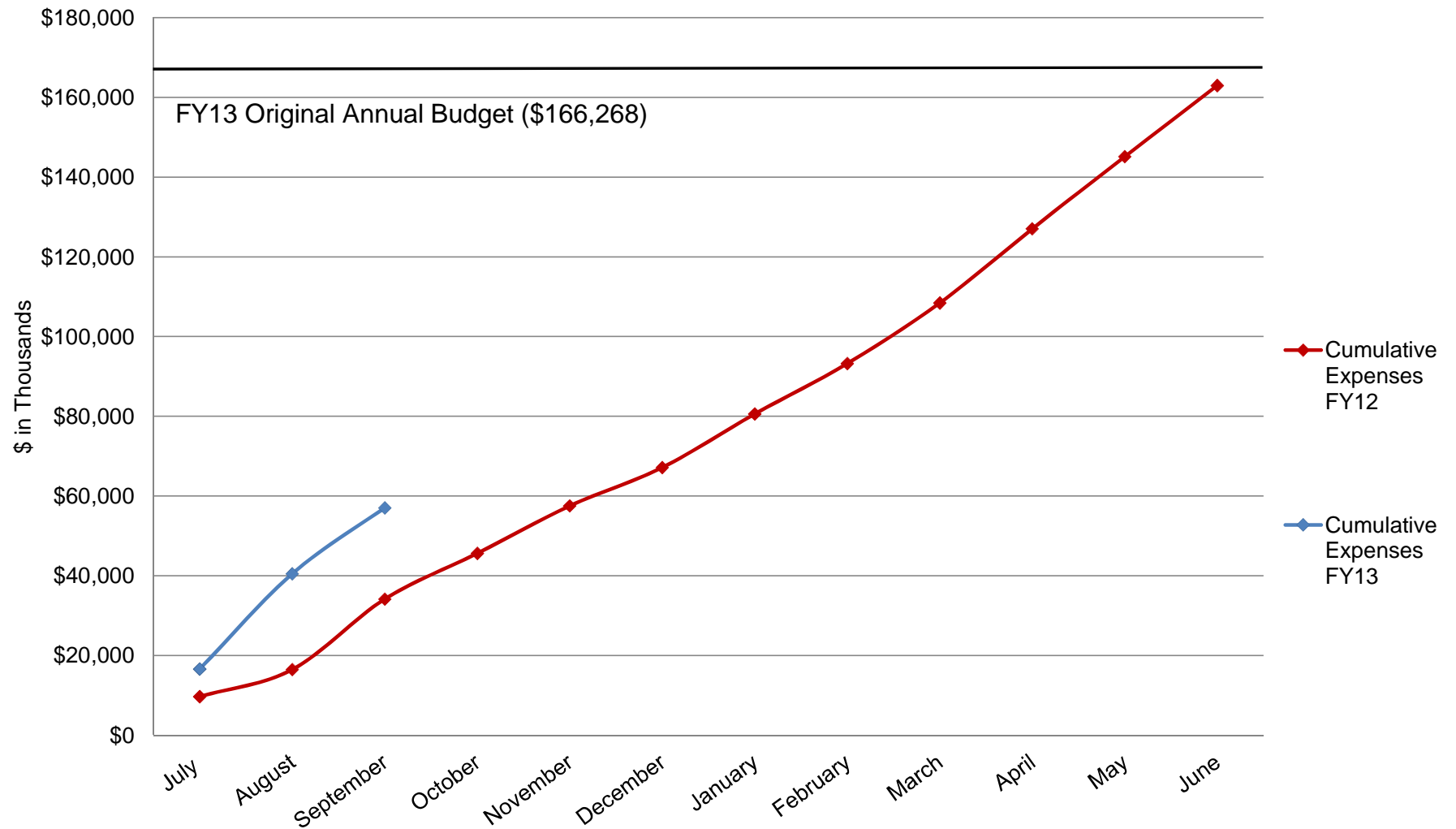
That the report of income and expenditures for the University Division and the Cooperative Extension/Agricultural Experiment Station Division for the period of July 1, 2012 through September 30, 2012 and the Capital Outlay report be accepted.

November 5, 2012

# CAPITAL PROGRAM ANNUAL PERFORMANCE

## Cumulative Monthly Expenses

### Fiscal Year 2012 and First Quarter Fiscal Year 2013



## **Pratt Funds Overview**

### **ACADEMIC AFFAIRS COMMITTEE AND FINANCE AND AUDIT COMMITTEE**

**October 9, 2012**

In 1975, the university received a significant bequest from the estate of Mr. John Lee Pratt of Stafford County, following his death on December 20, 1975. The bequest was divided equally into two distinct parts, one to support Animal Nutrition and one to support the College of Engineering. According to the will, the bequest for Animal Nutrition was to be used to promote the study of animal nutrition by supplementing salaries, providing equipment and materials to be used for experiments in feeding and in the preparation of feeds for livestock and poultry, and publishing and disseminating the research results of the studies. The will provided that the bequest for the College of Engineering should be used to support research and scholarships.

Distributions of the Pratt Estate were received in several installments: \$9,561,819 in 1975, \$1,330,000 in 1977, \$47,000 in 1979, and \$30,164 in 1981, for a total of \$10,968,983. Over the years, the Pratt endowment has grown to \$37 million, as of June 30, 2012. 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 2011-2012, 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: \$300,000***

***Spent: \$300,525***

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 2011-2012, Pratt Funds supported 52 students on Dean's Scholar Scholarships. An additional 34 students received support ranging from \$250 to \$1,500. Pratt endowment funding also provided \$2,776 for the Dean's Scholar Awards dinner.

### **Undergraduate Study Abroad Scholarships**

***Budgeted: \$35,000***

***Spent: \$63,671***

Pratt Funds enabled over 60 undergraduate students to participate in international experiences. Travel scholarships supported nine students studying Water Management and Transportation Infrastructure Engineering in the Dominican Republic; seven students completing an operations lab in Denmark; six students attending a summer engineering program in Germany; six students participating in a cultural exchange program with Tianjin University in China; and one student studying aerospace engineering in Germany. Pratt funds supported 21 students participating in a senior design program with Ecole de Mines de Nantes, France. Travel scholarships also supported students in a variety of undergraduate research experiences. These included three students traveling to Uganda to undertake research in biological systems engineering; two students traveling to University of Nottingham, United Kingdom to participate in electrical and computer engineering research; and two students traveling to Nanjing University of Posts & Telecommunications in China. The scholarships also enabled six students to participate in a cultural exchange program with Tianjin University in China and three students to participate in a service project in Haiti, assisting in the construction of a bridge for a rural community.

### **Graduate Study Abroad Scholarships**

***Budgeted: \$35,000***

***Spent: \$6,000***

Travel scholarships from Pratt Funds supported five graduate students participating in international collaborative research experiences in a variety of countries, including Bolivia (1 student), the Czech Republic (1 student), China (1 student), and Germany (2 students). Pratt Funds also allowed a graduate student to participate in a summer program studying Water Management and Transportation Infrastructure Engineering in the Dominican Republic.

### **Graduate Fellowships and Graduate Tuition Scholarships**

***Budgeted: \$271,100***

***Total Spent: \$222,052***

#### **Graduate Fellowships**

Each engineering department receives a portion of Pratt Funds to use for graduate fellowships. In fiscal year 2011-2012, 96 students received Pratt Fellowships ranging from \$22.22 per month to \$1,837 per month. These fellowships supplement existing assistantships, allowing the College to offer competitive packages to graduate students that 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: \$222,052)

#### **Graduate Tuition Scholarships**

Engineering departments have the option of using their Pratt Fellowship funding for tuition scholarships for graduate students. In fiscal year 2011-2012, the departments used this funding solely for graduate fellowships. Hence, none of this funding was expended on graduate tuition scholarships during the fiscal year.  
(Spent \$-0-)

### **Graduate Research Scholarships**

***Budgeted: \$115,150***

***Total Spent: \$53,374***

The College used Pratt funding 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 this program receive a graduate research scholarship of \$25,000 per year for a maximum of four years. Pratt funding was used to support eight students in the program during fiscal year 2011-2012.

**Graduate Recruitment for Research Programs*****Budgeted: \$125,000******Spent: \$111,622***

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 2011-2012, this funding supported the travel expenditures for over 95 prospective graduate students. As part of the recruiting effort, a group of engineering departments continued to use Pratt funding to support a successful Graduate Recruiting Weekend during the spring semester.

**PRATT FUNDS ACTIVITY STATEMENT**  
**For the Year Ended June 30, 2012**

**ENGINEERING**

**Income**

Balance, July 1, 2011	\$ 23,845
Endowment Income for 2011-12	994,429
Repayment of Loan	<u>(199,042)</u>

Total Available	\$819,232
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**Expenditures**

Undergraduate Scholarships	\$ 300,525
Undergraduate Study Abroad Scholarships	63,671
Graduate Study Abroad Scholarships	6,000
Graduate Fellowships	222,052
Graduate Tuition Scholarships	-0-
Graduate Research Scholarships	53,374
Graduate Recruitment for Research Programs	<u>111,622</u>

Total Expenditures	<u>\$757,244</u>
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Balance at June 30, 2012 to be carried to 2012-13	<u><b>\$ 61,988</b></u>
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**RECOMMENDATION:**

That the 2011-12 Pratt Funds Activity Statement for the College of Engineering be approved.



## PRATT FUNDS: Animal Nutrition

The John Lee Pratt Endowment has been instrumental in enhancing the quality of the university's animal nutrition programs at Virginia Tech. The Pratt Endowment objective as specified in John Lee Pratt's bequest is to *"promote the study of animal nutrition, provide equipment and materials for feeding experiments and the preparation of livestock and poultry fees, and to publish and disseminate the practical results from this research."* In an effort to better meet the original goals of the Endowment in enhancing Animal Nutrition programs and attract high quality graduate scholars, the College of Agriculture and Life Sciences Pratt Endowment Executive Council modified the process of awarding the Pratt funds in 2011. The new process seeks proposals that enhance faculty programs in Animal Nutrition by aiding in the establishment of new interdisciplinary and externally-funded research, augmenting established funded research, or bridging gaps in projects between periods of extramural funding. Graduate student support is a major component of these projects. In 2011 a total of 13 proposals were selected for funding by a review panel. The programs of 26 faculty members located in eight different departments and three colleges are supported through these 13 projects. A total of 17 graduate students will also be supported by these projects, which brings the total current Pratt scholars to 25.

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 2012 was \$1,094,303 for the continuing program. The main categories of expenditures were as follows:

Fellowship Program (Ph.D. & M.S.)	32.45%
Undergraduate Program Scholarships & Research	17.02%
Visiting Scholars and Seminars	1.98%
Equipment Purchases and Maintenance and Research Supplies and Materials	36.96%
Nutrition Technicians	11.43%
Publications	.16%

### **Fellowship Program**

***Budgeted: \$700,000***

***Spent: \$355,088***

The Pratt Fellowship program has now matured and currently 25 scholars are enrolled in the program. These students are from several states and countries and are selected based on academic and research accomplishments. They receive a Ph.D. or M.S. stipend plus payment of all required tuition and fees. Additionally, each M.S. or Ph.D. candidate receives \$2,000 or \$4,000 respectively to be used for operational expenses of their research programs.

## **Undergraduate Program Scholarships & Research**

***Budgeted: \$150,000***

***Spent: \$186,290***

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. They report their research at a symposium each spring. Many of these students pursue graduate programs in Animal Nutrition.

## **Visiting Scholars & Seminars**

***Budgeted: \$24,000***

***Spent: \$21,705***

An important stimulus for research programs is the presence of visiting scientists in seminars, in the classroom, and in the laboratory. A nutrition seminar is regularly supported by Pratt 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 present seminars for the university community and interact with nutrition faculty and students in formal and informal instructional settings including laboratories.

## **Equipment Purchases and Maintenance and Research Supplies and Materials**

***Budgeted: \$343,700***

***Spent: \$404,505***

Expenditures for equipment and research space renovations continued to emphasize the needs of programs focusing on animal nutrition from various units at the university. The equipment needs were proposed as part of the proposal by the faculty based on the need to achieve the goals of the proposed projects. Over 35 percent of the expenditure was devoted to the purchasing of new equipment to enhance Animal Nutrition programs. Most of the equipment purchased will be used as shared equipment among the interdisciplinary faculty groups working on these research projects.

## **Nutrition Technicians**

***Budgeted: \$115,000***

***Spent: \$124,945***

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.

### **Research Publications**

***Budgeted: \$6,000***

***Spent: \$1,770***

The program still allows for paying the costs of research journal articles resulting from student dissertations. Very few faculty members, however, request the payment of their publication costs from Pratt funds, mainly because they include the publication costs in their external grants. The Pratt funded faculty, are however, very productive and have published over 120 publications on animal nutrition over the past five years.

### **Summary**

The Pratt funds have significant impacts on the Virginia Tech programs in Animal Nutrition. The new process of awarding the Pratt Funds to faculty, including the peer review process established for selection of proposals based on their scientific merits and potential to enhance Animal Nutrition programs, will greatly enhance the quality of the program's and enable the faculty to become more competitive for external funding at the national level. Approximately \$337,636 is to be carried over to fiscal year 2013. Almost all of these funds are already allocated to multi-year projects that we recently funded using the new proposal review process.

**PRATT FUNDS ACTIVITY STATEMENT**  
**For the Year Ended June 30, 2012**

**ANIMAL NUTRITION**

**Income**

Balance, July 1, 2011	\$ 443,197	
2011-12 Endowment Income	<u>988,742</u>	
Total Available		\$1,431,939

**Expenditures**

General Program Expenditures		
Fellowship Program (Ph.D. & M.S.)	\$ 355,088	
Undergraduate Program Scholarships & Research	186,290	
Visiting Scholars & Seminars	21,705	
Equipment Purchases & Maintenance	404,505	
and Research Supplies and Materials		
Nutrition Technicians	124,945	
Publications	<u>1,770</u>	
Total Expenditures		<u>\$1,094,303</u>
Balance at June 30, 2012 to be carried to 2012-13		<u><b>\$ 337,636</b></u>

**RECOMMENDATION:**

That the 2011-12 Pratt Funds Activity Statement for Animal Nutrition be approved.

## **Committee Minutes**

### **STUDENT AFFAIRS AND ATHLETICS COMMITTEE OF THE BOARD OF VISITORS**

**Smithfield Room  
The Inn at Virginia Tech and Skelton Conference Center  
9:30 a.m.**

**November 5, 2012**

#### **Board Members Present:**

Mr. Cordel Faulk, Committee Chair  
Dr. Nancy Dye  
Mr. John C. Lee, IV  
Mr. Nick Onopa

#### **Guests:**

Dr. Cynthia Bonner, Ms. Sandy Broughton, Mr. Tom Brown, Dr. Sharrika Davis, Dr. Richard Ferraro, Dr. Martha Glass, Mr. Justin Graves, Dr. Joan Hirt, Ms. Frances Keene, Ms. Kim O'Rourke, Mr. Tim Parker, Ms. Rebekah Paulson, Dr. Patty Perillo, Mr. Michael Quillen, Dr. Donna Ratcliffe, Ms. Katherine Read, Dr. Frank Shushok, Dr. Guy Sims, Dr. Charles Steeger, and Dr. Judith Wubah

#### **Open Session**

- 1. Opening Remarks and Approval of September 10, 2012 Minutes.** Mr. Cordel Faulk, Chair, provided opening remarks and submitted the minutes of the September 10, 2012, Student Affairs and Athletics Committee meeting to the committee for review and acceptance. The minutes were accepted as written.
- 2. Athletics Department Report.** Mr. Jim Weaver, Director of Athletics, introduced Mr. Tim Parker, Associate Athletic Director for Compliance, who reviewed Virginia Tech's work in the area of NCAA compliance. The Virginia Tech Compliance Committee of five gathers information and monitors activities. Upon request, they determined that the rare occurrence of violations at VT can be attributed to Mr. Weaver's past compliance experience and commitment to excellence, the hiring of coaches with integrity, and our rural geographic location, lacking pressures often experienced in highly populated areas.

The overarching philosophy is "ask before you act" regarding decisions on behalf of over 550 student athletes within 21 sports and 170 Athletics Department

employees. Rules-related responses are black or white; no gray conditions exist, including identifying permissible avenues to meet the objectives of the programs. In addition, communication and education of the staff, student athletes, and our community are key to the compliance with policies.

We learned that the NCAA currently has a three-tier model of dealing with violations – Major Infractions and Levels 1 and 2 for secondary infractions, requiring evidence of self-monitoring. A new four-tier model has been approved by the NCAA Board and will be announced in the near future.

Dr. Charles Steger complimented Mr. Weaver and Mr. Parker for shared university values with regard to student behavior. Dr. Steger receives all complaints and inquiries and is pleased with the swift and decisive approach of the Athletic Department staff.

3. **Division of Student Affairs Draft Strategic Plan for 2012-2018.** Dr. Patricia Perillo, Vice President for Student Affairs, reviewed the Division of Student Affairs draft strategic plan for 2012-18. The plan was developed with broad input from across the Division of Student Affairs and was crafted to align closely with the vision provided in the university's *Plan for a New Horizon* as well as with the division's *Aspirations for Student Learning* and *Guiding Principles for Service*. Articulated in the plan is a focus on enhancing learning environments and expanding students' exposure to our global society, while increasing their intercultural competence. The division aims to increase its collaborative efforts, both within its ranks and with faculty and staff across campus. It will explore creative and innovative strategies to maximize efficiencies, integrate technology and digital skill development into programs and services, and utilize its physical, financial, and human resources wisely. To this end, the division will realize its mission by impacting student learning environments, fostering globalization and inclusive excellence, creating a culture of collaboration and organizational efficiency, embracing a networked society, and enhancing its facilities. Dr. Perillo concluded with a review of the Division's priorities for the Virginia Tech Capital Outlay Plan.
4. **Impact of Student Affairs Work.** Dr. Frank Shushok, Associate Vice President for Student Affairs, provided an overview of the history of student affairs work in higher education and discussed the impact that student affairs work has on college student learning. By employing a learning paradigm in their work, student affairs professionals optimize educational experiences for students, no matter whether these experiences take place inside or outside the classroom. Neither academic affairs nor student affairs have the resources to independently educate the whole student – they must come together and capitalize on the vast wealth of knowledge inherent in all their fields. In support of the learning paradigm, student affairs professionals engage in frequent, continual, and authentic contact with students; provide consistent and interactive feedback to students; provide an extended horizon for learning; create purposeful

communities of practice; and align their activities around the mission of producing student learning.

5. **Preparation for the Student Affairs Profession.** Dr. Joan Hirt, Professor of Educational Leadership and Policy Studies, provided an overview of the Higher Education graduate program at Virginia Tech, which prepares masters and doctoral students for work as student development educators and administrators in higher education. The program provides graduates with the essential knowledge, skills, values, and attitudes necessary for practice in higher education, academic administration, policy analysis, research, student development work, or graduate education. The program is known for its professional and scholarly development in higher education policy and leadership, high level of faculty and student interaction, opportunities for student scholarship and research, integrated admission and graduate assistantship selection process, part-time enrollment for working professionals, and the real-world experience that students gain through internships and practica. Students were first admitted to the program in 1984 and since then, 94 doctoral students and 246 masters students have graduated. Graduates of the program are currently working in 35 states and 4 foreign countries and are employed at such well-known institutions as the University of California at Los Angeles, Colorado State University, the University of Delaware, Duke University, the University of Florida, Georgia Tech, North Carolina State University, Ohio State University, Rutgers University, the University of Virginia, and Virginia Tech.

The committee also heard from Justin Graves and Katie Read, two graduate students currently enrolled in the Higher Education program, as well as from Dr. Sharrika Davis, a graduate of the program and Associate Dean of Students at Virginia Tech. In their remarks, each spoke about how they have been able to make the connection between what they learned in the classroom and their work as graduate assistants, interns, or full-time professionals.

6. **Adjournment.**

There being no further business, the meeting was adjourned at 11:47 a.m.





# ***Division of Student Affairs Strategic Goals for 2012-2018***

## **Student Affairs and Athletics Committee of the Board of Visitors**

*Patricia A. Perillo, Ph.D.*  
*Vice President for Student Affairs*  
*November 5, 2012*



# ***Division of Student Affairs***

## ***Strategic Goals***

***(as part of University Strategic Plan)***

- I. Impacting Learning Environments
- II. Fostering Globalization and Inclusive Excellence
- III. Creating a Culture of Collaboration and Organizational Efficiency
- IV. Embracing a Networked Society
- V. Enhancing our Facilities

*The mission of the Division of Student Affairs is to promote student learning, life skills, and personal growth through a strong focus on holistic student development and collaborative partnerships that deliver superior service to, and care for, students in the spirit of Ut Prosim.*

## **Introduction**

This document outlines a plan for the Division of Student Affairs for 2012-2018, which aligns with the vision provided in “*A Plan for a New Horizon: Envisioning Virginia Tech 2012-2018.*” The division’s plan is focused on facilitating student learning, creating global citizen scholars, and promoting diversity and inclusivity for our campus and beyond. We will accomplish this with a spirit of collaboration among ourselves, the broader university community, and external partners. This plan includes strategies to identify and maximize administrative efficiencies so that the division can continue to be a good steward of university resources.

The vision of the Division of Student Affairs is to ensure that our students graduate from Virginia Tech with a degree that facilitates the pursuit of their professional careers and future aspirations, with a passion for engaging in service that benefits the greater good, and with a life-long curiosity for learning. This vision is fully articulated in our Aspirations for Student Learning. The aspirations are:

- ***Commit to unwavering CURIOSITY***  
Virginia Tech students will be inspired to lead lives of curiosity, embracing a life-long commitment to intellectual development.
- ***Pursue SELF-UNDERSTANDING and INTEGRITY***  
Virginia Tech students will form a set of affirmative values and develop the self-understanding to integrate these values into their decision-making.
- ***Practice CIVILITY***  
Virginia Tech students will understand and commit to civility as a way of life in their interactions with others.
- ***Prepare for a life of COURAGEOUS LEADERSHIP***  
Virginia Tech students will be courageous leaders who serve as change-agents and make the world more humane and just.
- ***Embrace UT PROSIM as a way of life***  
Virginia Tech students will enrich their lives through service to others.

These aspirations will guide every program offered and service provided by the division. They will also frame formal and informal interactions with our students to inspire them to explore new things and to engage in critical reflection on who they are and what they value, so that they can lead and serve the greater good with others in a global community. In every interaction with our students, we will challenge them to connect knowledge to the possibilities for addressing chronic and emerging global issues, while creating a legacy now and in the future.

We will employ a variety of strategies to enhance student learning and prepare our students to be citizens in a global community. First and foremost, we will look to our division’s Guiding Principles for Service as our road map, focusing on learning, service, respect, and innovation.

### **Guiding Principles for Service**

In our work with students, we will follow our division's Guiding Principles for Service, fostering a community of excellence and opportunity through:

- *Learning:* We will advocate lifelong learning by challenging and supporting students, faculty, and staff to pursue intellectual, personal and professional development while embracing a variety of life experiences.
- *Service:* We will, in the spirit of Ut Prosim, provide a quality experience for students, colleagues, and customers that upholds or exceeds expectations.
- *Respect:* We will embrace the Principles of Community which value inclusiveness and diversity, understanding that every individual should be treated with dignity, courtesy and kindness.
- *Innovation:* We will continually examine our practices seeking creative and efficient ways to improve while balancing the needs of today and preserving the resources of tomorrow.

With these principles in mind, the Division of Student Affairs will employ a cycle of innovation that allows for the discernment and design of learning environments and opportunities that enhance student learning. We will challenge ourselves to venture into the unknown and then diligently assess the impact of our programs and services. This innovation, creativity, and assessment will allow us to maximize our efforts by focusing on activities that will have the greatest impact on student learning. In doing this, we will create a strong community of care, trust, and collaboration.

We want our students to “know and be known,” by us, other faculty members, staff, and their peers. To build this community, we aspire for the Division of Student Affairs to “know and be known” - across departments within the division and among our university-wide partners (See Appendix). Building this community will only strengthen our team of focused professionals. Together we will work to meet the needs of our students. The division's physical, human, and fiscal resources are also part of the intended collective and will be pooled to maximize efficiency and enhance student learning. We will be known across campus as a division of caring and competent professionals who create meaningful and synergistic partnerships among ourselves and across the university that promote student learning. Together, we will emphasize quality programs and services over quantity to ensure that the experiences we provide for students are meaningful and create intentional developmental value.

### **Our Goals**

The *Aspirations for Student Learning* and *Guiding Principles for Service* will shape our interactions with students. In this plan, we articulate a focus on enhancing learning environments and expanding students' exposure to our global society, while increasing their intercultural competencies. We will increase our collaborative efforts among ourselves and with faculty and staff across campus. We will explore creative and innovative strategies to maximize

efficiencies, integrate technology and digital fluency skill development into our programs and services, and utilize our physical, financial, and human resources wisely so we can best achieve our aspirations. These broad goals will guide our work for the next six years.

### Goal 1: Impacting Learning Environments

Committed to the learning enterprise at Virginia Tech, the Division of Student Affairs views employees as educators who are responsible for fostering student learning. The potential for learning in all campus environments is great; thus, places and spaces are created to encourage growth. Programs, experiential-learning options, individual and group conversations, and reflections provide opportunities to engage our students, while exposing them to new information and experiences that promote personal and professional knowledge, skill, and character development. The division also values the overall health and wellbeing of our students and employees and how individual wellness contributes to life-long learning and a healthy work-life balance. Fostering collaborative learning and co-learning with our students within environments designed to promote growth will foster the development of students as unique individuals and further enhance our distinctive university culture.

We strive to impact the student learning environment through the following outcomes:

#### Learning Outcomes

- 1.1. Students will develop skills to analyze, interpret, and synthesize information; reason holistically; communicate effectively; work in teams; and appreciate global perspectives, in order to succeed in the global job market and be active citizens.
- 1.2. Students will understand the importance of overall wellness and will maintain a healthy balance academically, physically, emotionally, nutritionally, professionally, and socially.
- 1.3. Students will achieve the competencies articulated in our division's Aspirations for Student Learning.

#### Administrative Outcomes

- 1.4. Develop a Division of Student Affairs curricular framework through which our departments will create and deliver programs, services, and experiences that support our goals and promote the Aspirations for Student Learning and the stages of development outlined in the 2012-16 Undergraduate Division Vision document.
- 1.5. Identify and develop optimal spaces across campus that will foster student engagement with division staff, faculty, administrators, speakers, and others to promote increased learning.
- 1.6. Engage in First-Year Experience programs as collaborative partners to share in the learning process of first-year and transfer students.
- 1.7. Develop learning outcomes for all program areas to ensure intentional, value-added experiences for our students and develop supportive assessment tools to measure the levels of learning.
- 1.8. Develop broad and successful relationships with public, private, and non-profit organizations to increase student experiential learning opportunities (i.e. valuable internships, cooperative education, shadowship, summer jobs, externships, and volunteer experiences).



Linkages to Virginia Tech Plan for a New Horizon: *“At Virginia Tech students will analyze, interpret, and synthesize information from a variety of sources; practice holistic reasoning; improve verbal, visual, and written communications skills; organize and contribute to team efforts; gain global perspective; and enhance self-confidence and preparation for a career and/or post-baccalaureate education. These goals are consistent with our current First Year Experience Quality Enhancement Plan (QEP) and with proposals to develop theme-based strategies for each academic year involving self-awareness, service, mentoring, and leadership. They also align well with the learning aspirations established by the Division of Student Affairs.”*

*“We will also explore and expand programs that promote and enhance health and well-being cultural awareness, and life-long learning. Given the competitiveness of the labor market, we will continue to prioritize the development of relationships with public, private, and nonprofit organizations that enable us to provide robust internship and externship opportunities for our students prior to graduation. These opportunities, coupled with exceptional career services, will ensure that Virginia Tech graduates are well-positioned to succeed in an increasingly competitive labor market and, as alumni, to continue to benefit from and contribute to the Virginia Tech community.”*

## **Goal 2: Fostering Globalization and Inclusive Excellence**

The Division of Student Affairs supports the Virginia Tech Long Range and Diversity Strategic Plans by reaffirming the university’s institutional commitment to growing and sustaining a diverse and inclusive learning, living, and working environment. The value of promoting and enhancing cultural awareness for the Virginia Tech community is clearly recognized. The division seeks to prepare all members of our community to effectively respond to opportunities presented in dynamic and diverse, domestic and global environments. Through our work and interactions with our students and each other, we will nurture a diverse and inclusive community that supports mutual respect and builds intercultural competencies.

Diversity and inclusion are integral to the division’s contribution to the success of Hokie stakeholders. We recognize that leadership in today’s networked world requires that we co-create with the academic faculty an inclusive and diverse learning culture. By developing the best and brightest minds, our graduates will gain varied perspectives, skills, and experiences that will enable them to work together to meet global demands. The collaboration of cultures, ideas, and different perspectives is an organizational asset that brings forth greater creativity, innovation, and learning. We will ensure that diversity and inclusive best practices are deeply embedded throughout our division.

We strive to foster globalization and intercultural appreciation through the following outcomes:

### **Learning Outcomes**

- 2.1. Students and division employees will expand their appreciation, understanding, and respect for others who are different than themselves.

2.2. Division employees will develop multicultural competencies to address relevant issues and to offer meaningful services to a diverse student, faculty, and staff population.

#### Administrative Outcomes

2.3. Develop strategies to promote meaningful interaction between our international and domestic students and find ways to engage international faculty and staff with domestic faculty and staff.

2.4. Establish methods for students to record and reflect upon their experiences that foster multicultural competencies.

2.5. Promote the value of engaging in diverse intercultural courses, activities, and experiences to prepare for employment and community-building in our diverse society.

2.6. Recruit and retain a diverse, multicultural workforce in the division.

Linkage to Virginia Tech Plan for a New Horizon: *“As citizens in a global community, our students can only benefit from access to and immersion in rich, cultural experiences; therefore, we will seek to ensure that opportunities for international engagement such as study abroad are viable for as many students as possible. We will continue to pursue the local-global connections that join our resident international students with domestic students and create a diverse intercultural campus environment. Virginia Tech will also strive to develop a learning community built on the principles of inclusive excellence that shape our overall diversity-related activities.”*

### **Goal 3: Creating a Culture of Collaboration and Organizational Efficiency**

The Division of Student Affairs will continue to be good stewards of the human, fiscal, and physical resources available to our departments to ensure that they are used to optimize student learning and support the institutional mission and long range plan. In the current environment of cost-consciousness, the division must be creative in implementing efficiencies in the administration of programs and services in order to minimize any potentially negative impact on student learning. We will continue to provide world-class opportunities that align with our aspirations for student learning. We recognize that no single department within our division or the larger university can meet all of the developmental and educational needs of our students. Therefore, we will expand existing efforts and build new collaborations that are based on meaningful relationships and shared learning outcomes so that we can offer more rich and dynamic experiences that enable our students to grow and learn.

A commitment to sharing resources, people, knowledge, and ideas will create partnerships that enhance opportunities for students. Willing and enthusiastic partners always find ways to improve and make a difference in the lives of students. These relationships will be based on an understanding of our partners, their limitations, potential contributions, strengths, and challenges. We will not let assumptions inhibit effective collaboration.

These dynamic partnerships will create an environment that allows faculty, staff, and students to interact in novel and creative ways that reward innovation, particularly those that result in



improved services and cost savings. To that end, the division will sponsor opportunities for faculty and staff at all levels, in every department, to learn more about one another and to collaborate together. The goal is that the resulting environment will allow faculty, staff, and students to know one another, understand each other's work and work together to identify creative, impactful, and cost-saving programs and services that promote and enhance student learning. Strategically identifying opportunities to eliminate redundancies can create additional resources to further expand opportunities to meet our learning aspirations.

We strive to enhance our collaborative partnerships and our organizational and administrative efficiencies through the following outcomes:

#### Learning Outcome

3.1. Division employees will develop the skills to expand and build upon existing dynamic collaborative relationships that will streamline and strengthen programs and services; thereby eliminating redundancies and increasing student engagement.

#### Administrative Outcomes

3.2. Establish a division-wide shared definition and vision for collaboration and partnerships that articulate ways to increase and enhance communication across all levels.

3.3. Inventory and assess internal and external collaborative partnership efforts, exploring and eliminating the barriers to collaboration – both perceived and real.

3.4. Evaluate each program, process, and service available in the Division of Student Affairs according to its potential to maximize learning and enhance quality over quantity.

3.5. Further examine efficiency and effectiveness of centralization of division's administrative support services.

Linkages to Virginia Tech Plan for a New Horizon: *"Realizing the principal strategies in this plan requires collaboration, coordination, and communication across all levels of the University."*

*"Our goal is to ensure 'quality, innovation, and results' by reviewing and revising our current business practices for opportunities to optimize efficiency, flexibility, and accountability without sacrificing our ability to remain innovative and competitive."*

### Goal 4: Embracing a Networked Society

In an environment of an increasingly data-driven, networked society, the Division of Student Affairs strives to keep pace with technological advances in order to enhance service delivery and to better engage our students in learning environments. We will explore ways that we can harness technology in order to improve access and quality of the programs and services that we offer to students, without sacrificing the "human touch."

As the costs of education continue to rise and as the university expands its e-learning and distance learning offerings, the division will have the opportunity and responsibility to apply technology for the delivery of programs and services to students. In addition, we will need to provide opportunities for students to fully embrace technology and participate in digital

communities. At the same time we will meaningfully engage in practices to better understand the role of technology within the organization and its economic, social, and cultural impacts.

The use of technology clearly builds efficient meaningful, innovative, and quality connections. We must continually seek service-driven innovation that is both high-tech and high-touch in order to engage our students more effectively.

We strive to enhance the impact of our programs and services through the following outcomes:

#### Learning Outcomes

- 4.1. Division employees will learn to effectively utilize and engage in dialogue about technology.
- 4.2. Students will acquire the skills to critically analyze the information shared in social media environments.

#### Administrative Outcomes

- 4.3. Conduct a service audit across all Division of Student Affairs departments to determine what services can be provided online, and develop an implementation strategy to accomplish this outcome.
- 4.4. Identify the most effective and accessible methods to utilize technology for marketing efforts and information dissemination.
- 4.5. Invest appropriate resources into new and innovative technologies that enhance our programs and services, while increasing access for students in the most cost-effective ways possible.

Linkage to Virginia Tech Plan for a New Horizon: *"We must empower students to embrace technology and to be knowledgeable, wise, and effective participants in digital communities."*

### Goal 5: Enhancing Our Facilities

The Division of Student Affairs must use its current facilities and plan for future facility projects and improvements with the goal of providing welcoming, barrier-free, living and learning environments for our students. To do so will require the division to evaluate what we have in our physical plant, how we currently use what we have for our programs and services, and where opportunities exist to provide out-of-class learning, leadership development, academic partnerships and research options. Realizing that renovations to many of our facilities are desperately needed and additional facilities are necessary due to increasing enrollment or because of increasing our offerings to maximum capacity levels, we will be strategic as we develop facilities that can cross department boundaries with shared walls, accessible spaces, and multiple funding sources. We will also repurpose facilities where possible to serve diverse university populations. In addition to making our facilities a source of pride for all Hokies, we must include signage and artwork that promote inclusivity and enable students from around the world to feel comfortable and more at home.

With a division-wide intentional plan of assessing available facilities, we can use our Aspirations for Student Learning as a framework to determine how best to use our facilities in order to provide learning opportunities for our students in spaces that are free from environmental and attitudinal barriers. Our facilities will form “living-learning communities” that are not limited to single-building structures, but promote the ideals of “town type” communities where interaction and socialization occur in every facility. Our facilities can also be used as learning laboratories for leadership development in all disciplines. The programs we offer in our facilities should bring students from all backgrounds together with the goal of increasing understanding and appreciation of diversity and, whenever appropriate, for specialized programs that expose students to different cultures.

We strive to impact and enhance our facilities through the following outcomes:

#### Learning Outcomes

- 5.1. Division employees will learn how to enhance student learning by providing facilities that offer a welcoming environment and by actively facilitating cross-cultural programming.
- 5.2. Division employees will develop an understanding of and sensitivity to the needs of our differently-abled students.

#### Administrative Outcomes

- 5.3. Develop an inventory of our current facilities and their uses.
- 5.4. Develop a master plan of new facilities that we need across the division, which identifies commonalities that might be shared and links to budget planning so that our facilities and budget plans are cohesive and integrated.
- 5.5. Develop a division-wide renovation list that includes existing physical barriers and access issues, and compare that list to the needs above to see if there are opportunities to reprogram or meld some of our needs into newly-renovated facilities.
- 5.6. Develop creative funding strategies to help reduce initial debt required to build new facilities.
- 5.7. Create welcoming and accessible environments throughout our facilities.

Linkage to Virginia Tech Plan for a New Horizon: *“To continue to attract the best students, post-doctoral scholars, faculty and staff, Virginia Tech will continue to implement programs and policies that create superior research, learning, and workplace environments essential to a vibrant academic institution.”*

#### **Conclusion**

As we move toward the year 2018, the Division of Student Affairs strives to enable Virginia Tech students to transition from the university setting into their chosen careers with a set of values and experiences that allow them to contribute as active citizens of character and improve our world in their professional and personal lives.

We strive to make our interactions with each other and with our students ones that enhance the educational experience of all Hokies. By creating a thoughtful curriculum for the Aspirations for

Student Learning, we will fulfill our strategic goals. Only then can our students, as alumni, be able to change the world not only through their work, but also through the way they live their lives. The good works of our students will be a reflection of the invaluable learning experiences provided by the university and by the Division of Student Affairs.

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## Appendix

Over the next six years the Division of Student Affairs will know:

- Our students and how to engage them in dynamic learning environments as well as their families' expectations, hopes, and dreams
- The strengths of our student community that are products of their diverse global backgrounds
- Each other in the division – what we do, why we do it, and how we do it – and our partners outside the division, with particular emphasis on academic partners
- How to maximize our organizational resources in the most efficient manner
- The technologies that allow us to provide programs and services to our students across the globe
- The most effective ways of utilizing our current and future facilities to provide learning environments that support our curriculum in welcoming, barrier-free environments

The Division of Student Affairs will be known:

- As educators and as a team that values learning
- As a group that values inclusive excellence and inclusivity
- By our students and by our partners
- As a technologically savvy staff
- As a team with solid administrative practices
- As creators of accessible spaces for learning and for sharing facilities

## ***Division of Student Affairs Academic Partnerships, Initiatives & Liaisons, 2011-12***

The Division of Student Affairs (DSA) is committed to the learning enterprise at Virginia Tech and has formed a wide variety of academic partnerships, initiatives, and liaisons that support the student learning environment. Listed below are examples of these collaborative relationships.



### **I. Campus Alcohol Abuse Prevention Center (CAAPC)**

- **Collaborations with Department of Psychology:** Work with Robert Stephens and his Addictions Lab to develop, implement and evaluate a marijuana intervention and prevention program for Virginia Tech students. The center will begin an ongoing relationship with E. Scott Geller and his Center for Applied Behavior Systems to develop a bystander intervention program called Actively Caring for People.
- **Collaboration with Academic Advising:** The center provides alcohol educational sessions for students who are experiencing academic difficulties through the UNIV classes run by the Student Success Center. We are also beginning work on the development of trainings for academic advisors across the university to provide skills in brief motivational intervention and referral to address alcohol and other behavioral issues that might negatively impact the academic success of Virginia Tech students.
- **Partners in Learning:** CAAPC is actively engaged in the Partners in Learning program, providing alcohol abuse prevention lectures in classrooms for professors.

### **II. Career Services**

- **College Liaisons:** Internal liaisons (full-time Career Services staff in the central office) serve as liaisons to each of the colleges except for business, science, and architecture and urban studies, where we have an external liaison (shared funding) with a representative from these respective colleges.
- **Departmental Career Advisors (DCAs):** Each undergraduate program has designated a DCA to work with the Career Services office and represent their department. We give an award for the DCA of the year during an annual luncheon. We also provide training for the DCAs to assist their students and/or to refer them to us.
- **Department Liaisons:** Career Services has liaison relationships with University Academic Advising Center (undeclared students, graduate school, and Student Success Center) and the graduate school, as well as other non-academic departments such as Cranwell International Center, Multicultural Programs and Services, the Corps of Cadets, Services for Students with Disabilities, Corporate Relations in Development, the Economic Development office, and the Alumni Association.



- **Meetings with College Deans and Associate Deans for Undergraduate Education:** Career Services professionals meet to learn about student needs and those of companies approaching them for their students, communication regarding the job fairs that some colleges sponsor, and assistance needed to have the colleges' bachelor's graduates participate in the Post-Graduation Survey.

- **School of Education:** Career Services works closely with the director and faculty member responsible for teacher certification in order to organize campus interviews for teacher and counselor candidates with school systems. The office also provides training and job search advice in preparation for the job search.

- **First-Year Experience:** Career Services partners with the following colleges and departments:

- College of Liberal Arts and Human Sciences: First-Year Experience: Into a Research University
- College of Natural Resources and Environment: Invent the Sustainable Future
- Pamplin College of Business: Quick Start to Business
- College of Science: Thinking Like a Physicist: A First-Year Experience
- Pathways Through and Beyond the Psychology Major
- Universities Studies: Hokie Horizons

- **Health Professions Advising Committee:** Career Services works with the 19 faculty on the Health Professions Advising Committee who are involved with interviewing students who need committee reference letters for medical school and other health professional school admissions.

- **DSA Partners in Learning:** Career Services is actively engaged in the Partners in Learning program, providing career services education lectures in classrooms for professors.

- **Requested Seminars:** Any and all faculty (and student groups) can request that a Career Services staff member give a presentation to a class or student club/organization.



### III. Cook Counseling Center (CCC)

- **Academic Relief and Excuse Letters:** CCC will send a letter to a department if a student misses class because of hospitalization, illness, need to go home, etc. The department will also take academic relief applications and make a determination in conjunction with the academic department. Last year, over 800 excuse and/or academic relief letters were sent.
- **Outreach to the Vet School and the Graduate Life Center:** CCC provides two counselors one afternoon each week at the Virginia Maryland Regional College of Veterinary Medicine and staffs a satellite office especially for graduate students two afternoons a week at the Graduate Life Center.
- **Retention and Graduation:** CCC supports vulnerable students so they can remain in school and graduate on time. Research that Chris Flynn conducted showed that students who attended counseling had a higher GPA and were more likely to graduate within five years than were students who did not attend counseling.
- **Pre-Doctoral Internships:** The counseling center trains students enrolled in doctoral programs in clinical psychology and counselor education during practica and during the internship year. A pre-doctoral internship is required for all students completing a doctorate in clinical/counseling psychology.
- **Collaboration with Psychology Department:** The center is working more closely with faculty in the psychology department, analyzing our demographic and clinical data to assess outcomes and factors predicting success.
- **DSA Partners in Learning:** CCC is actively engaged in the Partners in Learning program, providing counseling education lectures in classrooms for professors.



#### IV. Corps of Cadets

- **Corps Faculty Instruction**

- Pamplin College of Business: Instructor in department of management
- Pamplin College of Business: Class director and instructor for Commonwealth mid-level police officers
- Teach Project Success to cadets on academic probation (academic recovery program); work with Student Support Services

- **Corps Faculty University Committees**

- Undergraduate Curriculum Committee, department of management, Pamplin College of Business
- University Veterans Initiatives for student veterans
- Assist with planning and execution of the Institute for Leadership in Changing Times
- Serve on the VT-Engage committee
- Serve on the steering committee to plan and execute an annual First-Year Leadership Conference with Pamplin College of Business, the Residential Leadership Community, and Student Centers and Activities
- Serve as a Mentors in Violence Prevention facilitator for the Women's Center, leading discussions on preventing violence against women for student groups ranging from athletes, resident advisors, and fraternity-/sorority-affiliated students to cadets
- Member of Sexual Violence Prevention Council (campus-wide committee chaired by the Women's Center), also certified as a Mentor in Violence Prevention facilitator and teach both cadet and other student groups across campus, help coordinate White Ribbon Campaign run by Echo Company each year, generally serve as the corps representative for the Women's Center
- Corps Service Project representative to community, coordinate all service projects and requests from campus and community as well as any valet or other tasking type requests as well
- Serve on the Commencement Committee, representing the commandant and the corps particularly in regards to the support of the Color Guard, and also coordinating schedules for commencement and corps graduation/ROTC commissioning ceremonies.

- **Corps Faculty University Committees**

- Serve on the Leadership Advisory Board for Pamplin College of Business
- Serve on the Faculty Advisory Committee for Pamplin College of Business
- Work with the Undergraduate Honor System to coordinate cases involving cadets to ensure adjudication within both the Honor System and the Cadet Honor Court process.

#### V. Cranwell International Center (CIC)

CIC partners with the following offices:

- **Admissions:** To process all international students
- **Office of International Research, Education, and Development:**  
To establish, update, and maintain the MOUs for all international students
- **Honor Court:** To serve as a member
- **The graduate school:** To organize and execute the orientation for international graduate students
- **Language and Culture Institute (LCI):** To collaborate with this office on the immigration processing of "conditional offers" to students changing from LCI students to Virginia Tech students
- **The Women's Center:** To work closely regarding crisis situations for students



## VI. Dean of Students Office (DOS)

- **First-Year Experience with University Studies:** New Student Programs has partnered with University Studies to provide our student leaders with the opportunity to serve as peer mentors for the Hokie Horizons: Pathways to Success first-year experience course. Peer mentors co-instruct the Hokie Horizons transition course with a faculty or staff instructor, while serving as a role model and mentor to University Studies students during their first semester at Virginia Tech.
- **Orientation Partnership with Academic Deans and Advisors:** New Student Programs works collaboratively with academic deans, advising coordinators, and advisors to determine academic advising assignments during each session of our first-year and transfer orientation programs. This collaboration is fostered through monthly meetings of the orientation management team, as well as the academic and transfer subcommittees. Seven of the academic colleges and the University Academic Advising Center, which coordinates the University Studies program, have at minimum one representative on the orientation management team committee and its two subcommittees.
- **Summer Academy:** New Student Programs collaborated with academic units to recruit, select, train, supervise, and facilitate the peer mentor position for the Summer Academy. The Summer Academy allows first-year students to enter Summer Session II, live on campus, and participate in an academic “track.” A track typically consists of two three-credit courses linked with students in both courses. Peer mentors live in the residence hall with Summer Academy participants and partner with track faculty members while serving as a role model and mentor. New Student Programs also serves on the Summer Academy Planning Committee.
- **Partnerships with Academic Deans:** The DOS advocacy staff routinely send absence verifications to faculty when students need to miss class for verifiable personal emergencies (illness, family death, travel delays, etc.). This is a partnership that increases communication between the academic colleges and student affairs and advocates on behalf of students. Over the past few years, the Dean of Students Office staff have verified 650-750 absences per year. Close working relationships and partnerships also exist related to working as advocates for students in distress.
- **Faculty Reporting System:** The DOS instituted a Dean of Students Reporting System to allow faculty to serve as the nexus of information regarding students in crisis. The reporting system is one way in which academic affairs and student affairs share “need-to-know” information and also helps facilitate student success. In addition, each database entry is reviewed and DOS staff have additional phone calls, email, and/or meetings with faculty to appropriately review their specific student situation(s).
- **Academic Roundtable:** The DOS has a seat on this monthly gathering of academic deans and key members of the enrollment services team. This keeps the department in the loop concerning all academic matters, policies, trends, current hot topics, and academic planning.
- **Academic Appeals Committee:** The DOS has a non-voting seat on this committee to serve as a resource in granting or denying academic appeals. Often, this department has useful history and information related to students in distress that helps to form a complete picture of the student making the appeal.
- **Student Advocacy Training:** The DOS advocacy team provides training twice each semester on timely topics related to serving as advocates for students. This series provides needed support for faculty and staff members, who work routinely with students, yet have less access to current trends, issues, and challenges related to working with students.



## VII. Dining Services

- In conjunction with the Human Nutrition, Foods, and Exercise Food Service and Meal Management class, Dining Services provides speakers for classes (dietitian, sustainability coordinator, and garden outreach and education coordinator) and provides tours of dining centers. The dietitian serves as a resource for information about menu choices in the dining centers for the HNFE Experiential Counseling class and as a preceptor for HNFE dietetic interns for a six-week food service rotation in spring semester.
- Dining Services has a significant role with the Civic Agriculture and Food Systems (CAFS) minor. Dining Services, specifically the sustainability coordinator, has been a key collaborator with the USDA Higher Education Challenge grant awarded in 2009 that launched the experiential-based minor. The relationship that has been cultivated between dining and CAFS students has been a win-win, and catalyzed many great projects that have continued to build community.
- Virginia Tech's Kentland Farms and the Meat Science Center partner with Dining Services to increase the amount of beef, pork, lamb, and vegetables/produce raised by researchers and students in the College of Agriculture and Life Sciences.
- A new partnership with Dairy Science will soon be announced that will bring bulk milk to the dining centers.



## VIII. Fraternity and Sorority Life

- **Fraternity and Sorority Life Advisory Council:** Membership on this council includes a faculty representative along with students, university administrators, chapter advisors, and a community representative.
- **Principles of Peer Leadership Course (LDRS 2014):** This academic course is taught by the undergraduate program director in the department of agricultural and extension education for student peer leaders from across the university.
- **Chapter Advisors:** A number of fraternity and sorority chapters have faculty members as their advisors.
- **Faculty Fellow:** Christine Fiori serves as the faculty fellow for the Sigma Phi Epsilon residential learning community facility.

## IX. Housing and Residence Life

- **Senior Fellows:** Housing and Residence Life involves over 70 faculty members from across the university as senior fellows in the Residential College at West Ambler Johnston Hall.
- **Faculty Fellows:** Housing and Residence Life involves over 25 faculty members as faculty fellows in the Honors Residential College at East Ambler Johnston Hall.
- **Faculty Directors:** Housing and Residence Life collaborates closely with faculty in its learning communities, including Da Vinci, Curie, Galileo, Hypatia, Residential Leadership Community, SERVE, the Pritchard Academic Resource Center, Thrive, and Hillcrest Honors Community.
- **Favorite Faculty Reception:** Housing and Residence Life hosts an annual Favorite Faculty reception that recognizes faculty identified as favorites by students living in the residence halls.



## X. Multicultural Programs and Services (MPS)

- **Diversity Committee:** The College of Liberal Arts and Human Sciences works closely with the MPS Diversity Committee.
- **Women's Studies:** Women's Studies works with the support and development of MPS programs.
- **Africana Studies:** MPS is currently developing a collaborative relationship with the department of Africana Studies and plans to build a calendar of programs that complement the SOC 2034 (Diversity and Community Engagement) course to begin in spring 2013.
- **Heritage Month Programming:** MPS works with a variety of academic departments for their support and participation in the various heritage month programs.
- **Multicultural Fellows/Black Caucus/Hispanic Caucus/LGBT Caucus:** MPS works with these faculty and staff groups to address or process relevant issues and provide space for their meetings.

## XI. Recreational Sports



- **Credit Classes:** Offer credit classes through Human Nutrition Foods and Exercise (HNFE) which include Group Exercise Training, Personal Training, Chi-Running, Weight Training, and Racquetball.
- **Teaching:** Marketing Manager co-teaches an Event Management class in Hospitality and Tourism Management.
- **Advertising Class Collaboration:** Recreational Sports interviews groups of students in an advertising class who create ad agencies and choose a group with which to work for a semester on a marketing plan targeting social media.
- **Field Study Students and Interns:** Recreational Sports provides opportunities for field study and intern students from HNFE, marketing, business, etc.
- **Research Testing:** The HNFE department conducts research testing on clients in our facilities at times using our equipment.
- **Research and Class Projects:** Various engineering classes or groups of students use the pools and the gyms as test arenas for research, class projects, etc.
- **Nutrition Counseling:** Personal training clients are referred to senior-level HNFE students who provide them with nutrition counseling.
- **Turf Conversion:** The sport club field turf conversion is a partnership with Mike Goatley and the Turf Grass Management Program.
- **Field Maintenance:** We partnered with turf grass management students interested in baseball field maintenance on a pitching mound study.

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## XII. Schiffert Health Center

- **Academic Relief:** Schiffert Health Center contributes to the Academic Relief Process for students.
- **Graduate School:** The Schiffert Health Center provides specialized services and insurance coverage to graduate students.
- **Interns:** The Schiffert Health Center provides internship opportunities for Health Education students.
- **Teaching:** The center provides Health Education classroom teaching, as requested by certain departments.
- **Class Absence Notes:** Schiffert Health Center provides class absence notes where appropriate.

## XIII. Services for Students with Disabilities (SSD)

- **SSD Academic Relief Committee:** SSD provides recommendations to the academic deans in each college for students with a disability who are requesting either academic relief or academic suspension appeals.
- **Dissertation Committees:** SSD staff members serve on dissertation committees for graduate students doing research in a field related to disability issues.
- **Care Team:** Staff members serve on the university's Care Team, which addresses faculty concerns regarding students.
- **Commencement Committee:** Staff members serve as a resource person on disability concerns for the university's commencement committee, which is staffed with university officials and faculty.
- **Emergency Evacuation Consulting:** SSD conducts presentations and consults with emergency evacuation groups and building emergency coordinators regarding safety issues for faculty and staff who may have to deal with students with disabilities in emergency situations.
- **Consultations and Presentations:** SSD provides consultations and presentations to faculty, advisors, staff, and students on disability and access issues.
- **Office for Diversity and Inclusion:** SSD participates in conjunction with the Office for Diversity and Inclusion in a speaker's series open to faculty, staff, and students.
- **ADA Office:** SSD provides consultations and/or presentations to academic departments on equity and access issues in conjunction with the campus ADA office.
- **Assistive Technologies Lab:** SSD provides consultations and presentations to academic departments on equity and access issues in conjunction with the Assistive Technologies Lab.
- **Co-Investigator:** SSD participates as co-investigators on numerous grant submissions by academic departments.
- **Sign Language Interpreters and C-Print Captionists:** SSD facilitates the inclusion of sign language interpreters and C-print captionists into the academic classroom setting.
- **Testing Facilities:** SSD coordinates testing facilities with faculty who do not have space to accommodate students with disabilities during exams.
- **Equipment and Facilities Consulting:** SSD consults with lab instructors who need to retro-fit or update equipment and facilities to accommodate students.
- **Classroom Changes:** SSD coordinates with the university registrar's office and faculty to arrange appropriate classroom changes for students with disabilities.
- **Faculty Recognition:** SSD recognizes outstanding faculty for their leadership and expertise in providing quality educational experiences for students with disabilities. Awards are bestowed at the annual Excellence in Access and Inclusion Awards program.

- **Mediation:** SSD collaborates with the graduate school and the vet school to mediate and resolve disability concerns between graduate students and faculty.
- **Autism and Asperger's Collaboration:** SSD collaborates with the Psychological Services Center and the psychology department for research initiatives on students with Asperger's disorder and in the developmental phases for the proposed Center for Autism Research.
- **University Legal Counsel:** SSD works in collaboration with University Legal Counsel on cases regarding discrimination between faculty and students.



#### XIV. Student Centers and Activities (SCA)

- **Residential Leadership Community:** SCA collaborates with the College of Agriculture faculty on the Residential Leadership Community.
- **School of Visual Arts:** The Perspectives Gallery works with the School of Visual Arts in the development and presentation of exhibits and also works with the music department to bring appropriate music into the exhibits.
- **Pamplin College of Business:** The War Memorial Chapel provides opportunities for interns from the Hospitality and Tourism Management program in the Pamplin College of Business; faculty also teach in the program.



#### XV. Student Conduct

- **Undergraduate Honor System:** Student Conduct has forged a new partnership and collaboration with the Undergraduate Honor System, which may help increase collaborations with other academic partners.

#### XVI. Other Important DSA and Academic Partnerships

DSA faculty members serve in the following additional capacities:

- Senior fellows in the Honors Residential College
- Co-teach a first-year class in the Honors Residential College
- Teach a GSS mini class that provides an enrichment experience for graduate students
- Facilitate workshops on suicide prevention and awareness for faculty and graduate teaching assistants.
- Serve as a liaison with the Center for Non-Violence and Peace Studies
- Collaborate with the master's in public health program
- Serve as advisor to the Higher Ed Association, a student organization for graduate students enrolled in the Higher Education program
- Mentor McNair Scholars
- Serve as members on the following committees:
  - Virginia Tech Distance and Distributed Learning Advisory Committee
  - University Council on International Affairs
  - Global Engagement Strategic Directions Committee
  - Latin America Regional Group
  - Arts Policy Board

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- Serve as members on the following committees (continued):
    - Commission on Equal Opportunity and Diversity
    - Commission on Student Affairs
    - Safety and Security Policy Committee
    - Graduate Life Center
    - Committee on Academic Support
    - Commission on University Support
    - ADA Executive Committee
    - University Athletic Committee
    - University Committee on Curriculum for a Liberal Education

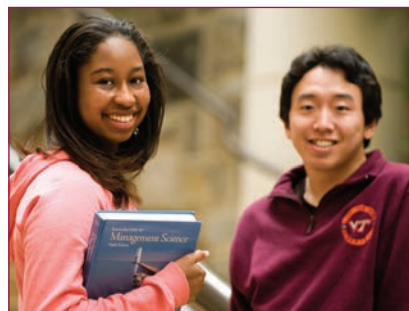
DSA faculty support the graduate program in Educational Leadership and Policy Studies in the following ways:

- Serve as faculty for the program, teaching multiple courses every semester
- Interview applicants for the master's and doctoral programs
- Evaluate applicants for admission
- Serve on master's and dissertation committees
- Supervise practicum experiences (class) for the master's students
- Provide opportunities for students seeking practicum experiences within our division
- Employ enrolled students as graduate assistants
- Employ graduates of the graduate program



## *Leadership Development in the Division of Student Affairs, 2011-12*

The following information is provided as an overview of the major leader development activities offered to undergraduate, and in some cases, graduate students by the Division of Student Affairs. This report covers activities for the 2011-12 academic year. The division's departments are listed separately.



### **I. Career Services**

- **Peer Educator Program:** Students are trained as paraprofessionals to provide assistance to students regarding career-related issues. Career Associates hold weekly volunteer hours and advise students one-on-one and in groups. Between 8 and 12 students are recruited each April and will serve in this capacity for the following academic year. The training occurs on a weekly/bi-weekly basis.
- **Cooperative Education & Internship Program (CEIP) Student Ambassadors:** Student participants in the Co-op/Internship Program apply and are selected to participate as a program ambassador. The goal is to promote the importance of gaining experiential education and increase awareness across campus of the Co-op/Internship Program. Fifteen students are recruited each semester to meet once a month for training and experiential education, including two to three volunteer hours.

### **II. Communications and Marketing**

- **Student Interns:** An active learning environment is fostered by incorporating a learning lab into the office's operational structure. Student interns are provided opportunities to perform as apprentice professionals in marketing, event planning and implementation, media relations, creative services and design, communications, and electronic media. All students are mentored by professionals and given opportunities to complete a learning outcomes strategy designed for their particular experience. The students come from a variety of academic disciplines, including, but not limited to, hospitality and tourism management, English, communication, theatre, graphic design, marketing management, and business information technology. Students have opportunities to gain professional experience and are expected to take on significant leadership roles.

### **III. Corps of Cadets and Maj. Gen. W. Thomas Rice Center for Leader Development**

- **Leaders in Action Series:** This program brings a variety of guest speakers before the assembled regiment, from highly successful military and civilian executives to former regimental commanders with at least 10 years of experience in their careers.

- **Leaders in Action Series:** (continued)

- Fall 2012 semester events planned are:

- **September 6:** Commodore James Vass ('64) will address the regiment on his time in the corps, the leadership lessons he learned, and give advice to the current class of cadets on preparing for their future.
    - **November 1:** Congressman Rob Wittman ('81) and Delegate Rich Anderson ('78) will speak to the regiment about leadership and how the corps prepared them for their careers.
    - **December 1:** Christopher Howard, president of Hampden-Sydney College, will address the regiment and participate in the corps graduation ceremony.

- Spring semester dates and guests are being developed. We will have three guest speakers plus one Gunfighter's Panel for spring 2013.

- **Cutchins Distinguished Lecture Series:** This year's lecture is set for March 28, 2013. Our guest is former New Jersey Governor Christine Todd Whitman. Her lecture is preceded by a reception and dinner at the Inn and the presentation will be in Burruss Auditorium. This event is open to the public.

- **Gunfighter's Panel:** This initiative returns to the corps recent graduates who are now serving their country, and who in many cases are on a second or third combat deployment. This series gives participants a chance to hear how the lessons and values taught in the corps are important to life after graduation. The fall semester's program is set for September 20 and we will host four alumni. The spring date is scheduled for April 4, 2013. Both events are followed by a reception and dinner.

- **Corps of Cadets Leadership Minor:** The Corps of Cadets Minor in Leadership Studies is a degree available to any cadet who: successfully completes the required courses; is a cadet in good standing for four semesters; and successfully holds two semester-long leadership positions. First-year cadets will be offered the opportunity to sign up for the minor in leadership during the month of October. There were 134 cadets graduating with a leadership minor in 2011-12.

- **Academic Programs:** The Rice Center is responsible for the planning and execution of all academic programs in the corps. These courses will become part of the requirements for the leadership minor. The enrollment for the fall 2012 semester is 1,066.

- During the 2011-2012 academic year, we successfully launched a new series of accredited classes for cadets. This program now consists of eight courses that are sequential in nature and designed to provide the skills and knowledge a cadet needs to successfully assume roles of leadership in their chosen career field upon graduation. All cadets take these courses which replace MGT 2944 and MGT 4944.

- This academic year, we are prototyping eight additional classes for the Citizen-Leader track. Cadets in this track enter the private sector upon graduation and have no military obligation. These classes are the equivalent of the military track's ROTC courses and are designed to prepare cadets for roles of responsibility in business, industry, and government.

- **First-Year Leadership Conference:** Co-hosted by the Pamplin College of Business, the Residential Leadership Community, Student Centers and Activities, and the Corps of Cadets, this conference will provide training on leadership, self-discovery, and professional development to 100 first-year students. The first planning meeting is scheduled later this fall when we will discuss the spring date for the conference.



- **VT Corps of Cadets Leadership Conference:** Each spring the Corps of Cadets hosts a leadership conference where students and a faculty delegate are invited from the federal service academies, the other five senior military colleges, the junior military colleges, and other military institutions. We typically have 12 schools/academies participate. The 2012 conference was very successful and included Junior ROTC cadets from two high schools. The 2013 conference is planned for March 27-29, 2013 and our keynote speaker is Cutchins Lecture speaker Governor Christie Whitman.
- **Other Leadership Conferences:** This year we will send cadets to other schools to participate in their leadership conferences: U.S. Military Academy (4), U.S. Naval Academy (4), the Citadel (4), U.S. Air Force Academy (2), Virginia Military Institute (3), and the U.S. Coast Guard Academy (2).

#### IV. Cranwell International Center

- **Global Ambassadors:** Global Ambassadors are student leaders charged with welcoming new international students to the Virginia Tech community, mentoring them throughout the first year, and spreading awareness about other countries and cultures on campus and in the broader community. We encourage returning study abroad students, students who have a strong interest in learning about the world, and international students who have been at the university for at least one semester to apply for this rewarding volunteer opportunity. Training consists of approximately 30 hours. In 2011-12, 25 students were selected in a competitive process to engage in fulfilling the university motto, *Ut Prosim*, and gain invaluable leadership and intercultural experience for the future.
- **Council of International Student Organizations:** The Council of International Student Organizations (CISO) is an umbrella organization representing all international student organizations at Virginia Tech. CISO currently includes students from over 110 countries attending Virginia Tech. One of the missions of CISO is to represent the interests and voices of international students to the university's committees and commissions. The officers of CISO organize several social and cultural events and collaborate with other student organizations for different programs and events, following the concept of "Experiencing the World in Blacksburg." CISO organizes the International Street Fair with attendance in 2012 estimated at 15,000 people.

#### V. Dean of Students Office

- **Orientation Leader Assistant (OA):** Six OAs are rehired from a pool of former Orientation Leaders to recruit, select, train and supervise the Orientation Leaders. In this peer supervisor role, the OAs serve as role models and mentors. OAs also assist the office of New Student Programs with the implementation of New Student Orientation programming.
- **Orientation Leader (OL):** OLs play a vital role in helping new first-year students and their families matriculate into the Hokie community. Orientation Leaders lead small group sessions on the transition to Virginia Tech and what it means to be a member of a community of Hokies. The 24 Orientation Leaders also serve as a resource to their students during the fall semester.
- **Transfer Orientation Guide Leader (TOGL):** Four TOGLs are rehired from a pool of former Transfer Orientation Guides to recruit, select, train, and supervise the Transfer Orientation Guides. TOGLs also serve as role models and mentors to their peers. TOGLs assist the office of New Student Programs in all aspects of transfer orientation planning and implementation.
- **Transfer Orientation Guide (TOG):** Sixteen TOGs are selected to welcome new transfer students and their guests to the Hokie Community. TOGs facilitate a small group session and host campus tours.



- **Hokie Camp Student Director (SD):** The three SDs assist the office of New Student Programs to direct all aspects of Hokie Camp. SDs are vital in the recruitment, selection and training of Execs and Hokie Camp Counselors. The SDs also assist with marketing and recruitment of campers during New Student Orientation and Transfer Orientation and aid in the implementation of the Hokie Camp schedule and programming.
- **Hokie Camp Execs (Execs):** A pair of Execs serves as leaders for one of five color groups at each session of Hokie Camp. They empower Hokie Camp Counselors and campers to create the color group's camaraderie through cheers, chants, and other teambuilding strategies.
- **Hokie Camp Counselor (HCC):** HCCs are selected to facilitate camp activities with a building group of 7-13 new first-year and transfer students at one Hokie Camp session. HCCs also serve as a resource to their campers during the fall semester through meetings and activities. New Student Programs hires 120 HCCs (30 per Hokie Camp session).
- **Summer Academy Peer Mentor (PM):** PMs are selected to serve as role models, mentors and academic coaches for the first-year students enrolled in the Summer Academy program. Fifteen PMs reside in the Summer Academy residence hall to facilitate activities and team building and to assist the students in becoming familiar with campus and the Hokie community during their summer courses.

## VI. Dining Services

- **Hospitality and Tourism Management (HTM) Department Internships:** Dining Services selects a minimum of two HTM students as interns for the department. These students work half their hours in the dining centers, learning by taking a hands-on approach. Their other hours are completed by working on projects within Dining Services, shadowing dining management staff, and meeting with others in the division to learn how other departments help make Dining Services run smoothly.
- **Student Management Positions:** Dining Services provides management positions for students which give them leadership responsibilities in hiring, coaching, scheduling, and many other managerial duties. Dining Services is currently developing a Student Management Training Program that will give students more training on how to be effective leaders.
- **Dietetic Interns:** Dining's administrative dietitian serves as a preceptor for two dietetic interns from the Human Nutrition, Foods, and Exercise program for a six-week food service rotation in spring semester.

## VII. Fraternity and Sorority Life

- **Interfraternity Council (IFC):** There are 12 chief executive officers who provide leadership to the fraternity community; 40 students who participate in IFC's Academy of Leadership, a conference for all fraternity presidents; 20 students in IFC's Emerging Interfraternal Leaders Program; and four IFC students who attended the Undergraduate Interfraternity Institute.
- **Multicultural Greek Council (MGC):** There are approximately eight chief executive officers who serve as leaders in the Multicultural Greek Council community.
- **National Pan-Hellenic Council (NPHC):** There are approximately nine chief executive officers who serve the NPHC community. This council provides leadership for several campus activities, including the NPHC Homecoming Stepshow, with an attendance of 700, and the NPHC Overton Stepshow, which attracted approximately 840 attendees.
- **Panhellenic Council (PHC):** There are 13 chief executive officers who provide leadership to the PHC community. There are approximately 75 recruitment counselors and 24 members of the Junior Panhellenic Council program, 12 each semester.

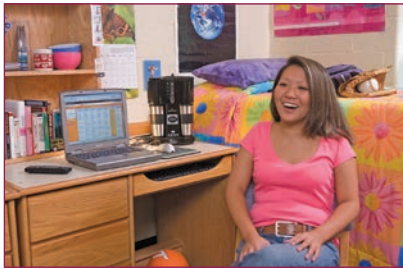




- **Oak Lane Community:** The Oak Lane Community provides opportunities for students to gain leadership skills by serving in various leadership positions such as the Oak Lane Community Council and Residence Hall Federation. In addition, there are approximately 18 student house supervisors in the Oak Lane Community.
- **Fraternity and Sorority Community:** The fraternity and sorority community provides several leadership development opportunities for students, including the Fraternity and Sorority Life Advisory Council, Fraternal Leaders Institute Advisory Committee, Risk Management Institute, Order of Omega (Greek leadership honor society), Rho Lambda (Panhellenic leadership honor society), and Greeks Giving Back. In addition, a delegation of fraternity and sorority leaders attends the Association of Fraternal Leadership and Values Annual Conference.

### VIII. Housing and Residence Life

- **Fall Training and Leadership Workshop:** The Fall Training and Leadership Workshop is an essential part of residence hall staff training that takes place during the month of August and includes approximately 200 students. It provides intensive training tracks for all residence hall staff, including graduate assistants, house supervisors, resident advisors, and Corps of Cadets hall staff. Residence hall staff members are required to attend all of their assigned workshop sessions.



- **Residence Hall Federation (RHF):** RHF serves as the governing and programming body for the Virginia Tech campus and all of its residents. The RHF mission is to improve residence life in any manner possible. The RHF's mission is carried out by the many volunteers who are committed to providing residents with a positive living/learning environment through legislation, programs, campus-wide activities, and community service.
- **Residence Hall Federation Fall Conference:** Held every fall semester for approximately 250 students, the RHF Fall Conference is a training and leadership workshop for officers of residence hall councils. Workshop topics include leadership development, programming, and campus resources.
- **Residential Leadership Community (RLC):** The RLC is a theme housing leadership program in which students study leadership while living in a cohort environment. The mission of the RLC is to enhance student leadership and interpersonal skills, enabling them to become more effective leaders in any organizational structure. The RLC strives to incorporate the best practices from both philosophies of academia and student activities, teaches comprehensive historical and social leadership theories and strives to develop communication, time-management, organizational skills, and group skills specific to individual students' majors and career goals through academic and experiential learning. The RLC is founded on a strong sense of purpose to build leaders who are socially responsible, are educated in theory, demonstrate leadership accountability, and have a deep understanding of effective leadership behaviors.
- **South Atlantic Affiliate of the National Association of College and University Residence Halls, Inc. (SAACURH) & the National Association of College and University Residence Halls (NACURH):** Residence Life sends approximately 15 students to the SAACURH national conference and another 15 students to the NACURH national conference annually. NACURH is the largest student-run company in the world that attempts to improve communities within college residence halls by providing network opportunities through conferences and other resources designed to help schools improve their residence hall organizations.

- **Virginia Association of College and University Housing Officers (VACUHO) RA Conference:** This conference provides an opportunity for approximately 20 resident advisors to interact as leaders and develop new perspectives on their common experiences and diversity as leaders. Housing and Residence Life increased the number of delegates this year to 40 since we will be the hosting campus in fall 2012.
- **Introduction to Residential Communities Course:** Held each week during the fall semester, approximately 85 first-year residential student staff members receive training through the Introduction to Residential Communities course. Leadership development topics of this course include community development, alcohol education and campus resources.
- **Winter Training and Leadership Workshop:** Held each spring for approximately 200 students, the Winter Training and Leadership Workshop provides leadership training for student staff members in Housing and Residence Life. Topics include crisis response, community development, and campus resources.
- **Vawter/Barringer Service Corps:** The Vawter/Barringer Service Corps is comprised of a group of male students who meet weekly to plan and complete community service projects and reflect on the leadership skills they are learning. Four service projects are completed throughout the year.
- **Conference Services Student Staffing:** Students are hired for various summer conferencing duties, which include leadership positions that allow students to work with outside organizations and groups as well as university departments. Leadership roles are available on the crew (logistics and customer service), in desk operations (customer service, registration, and cash handling), and for conference aides (working directly with conference sponsors as the primary contact).
- **Supervision Workshop:** The Supervision Workshop is an all-day training experience focused on individual supervision and team development. It also offers strategies for proactive collaboration and problem solving, using examples related to community and student development.

## IX. Multicultural Programs and Services

- **Each One Reach One Mentoring Program:** A multicultural peer connections program, Each One Reach One pairs incoming students with upper-class student leaders in a mentoring relationship. A variety of issues common to the success of all students, their involvement, and the building of leadership skills are explored through this first-year program.
- **University Chartered Student Organizations (UCSOs):** Six standing UCSOs are advised through the office of Multicultural Programs and Services, representing over 30 leadership positions through which students experience leadership training workshops in the fall and spring. These student leaders are actively advised throughout the academic year on issues involving campus climate and community, advocacy, program development and implementation, and leadership theory. Leaders are also identified for participation in the Student Organization Summer Employment Program (SOSEP).
- **Small Grants Program:** Students desiring to create special learning opportunities for fellow students can seek grant assistance from Multicultural Programs and Services for program development and implementation. Students are guided through a funding justification and request process and activities are reviewed for intended outcomes. This program provides a method to identify and develop emerging leaders, particularly from underrepresented populations. Individual students and student organizations not funded through standard university channels whose programs are consistent with the MPS mission are encouraged to utilize this opportunity.

## X. Recreational Sports

- **Sport Club Officers:** One hundred sixteen sport club officers manage the daily aspects of their teams, including conducting tryouts and choosing teams, formulating schedules, and arranging travel, ordering equipment and uniforms, preparing and managing budgets and interacting with players. Training consists of a once-per-semester workshop to introduce the officers to their responsibilities and continual meetings with professional staff within the club sport program throughout the year.

- **Fitness Supervisor Workshop:** This three-day workshop is designed for the four student fitness supervisors and focuses on personal management and leadership skills.
- **Fitness Expo Collegiate Conference:** At the Fitness Expo Collegiate Conference, 36 Virginia Tech students have the opportunity to present their fitness leadership skills to students from other universities throughout the region. They develop their routines/presentations, present to their fitness colleagues from throughout the southeast/southwest, and receive feedback to incorporate into their future work. Participants are also awarded continuing education credits for their work.
- **Host National Fitness Certifications/Training:** This is an opportunity for 50 students to train professionally toward a national standardized certification that focuses on leadership, coaching and motivational skills, as well as exercise, knowledge, and skills.
- **Aquatic/Instructional Leadership Workshop:** This workshop involves five students and is focused on the leadership and management skills required in the supervisory role of a lifeguard manager or instructional program manager.
- **Lifeguard and Water Safety Instructor Course:** Conducted in the spring semester, this course certifies approximately 40 students in water safety skills.
- **Workplace CPR/AED and First Aid Classes:** Held three times per semester, this training involves approximately 200 students who learn immediate critical care skills. Additionally, five students are instructors to their peers in this course along with a professional employee.
- **Hokie Camp Sessions:** Held two weeks during the summer, three Recreational Sports graduate students lead recreational activities and sessions for incoming freshmen, introducing them to campus activities.
- **Intramural Captain's Meetings:** Approximately 500 student intramural team captains receive online instruction to prepare them for leading their teams in intramural sports.
- **National Intramural and Recreational Sports Association (NIRSA) Conferences:** A number of students attend state, regional and national NIRSA conferences, which provide professional development, career networking, and opportunities to begin their journey toward a possible professional career in the field of recreation via job fairs, interviews, and one-on-one advising.
- **Student Employment Opportunities:** Approximately 500 student employees are trained in specific job responsibilities related to various areas of recreational or fitness programming and develop transferrable skills toward any profession. Skills such as time management, conflict resolution, ethics, customer service, teamwork, communication, and emergency management are all covered in all employees training. Students who aspire to the level of supervisor work more closely with the professional staff on their skills on a daily basis.



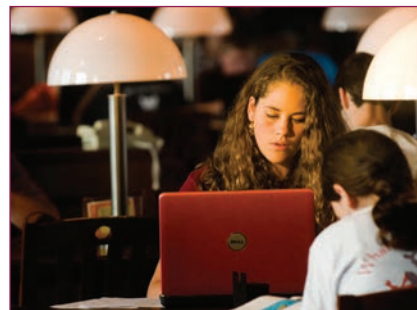
## XI. Schiffert Health Center

- **Health Education Assistants and Internships:** Two to four students are trained to help manage the Health Education and Awareness Team (HEAT), assuming managerial and organizational responsibilities. They are also involved with program development, content and health fact updates, and assessment. Students are chosen from HEAT members for this higher-level leadership opportunity.



## XII. Student Centers and Activities

- **Atlantic Coast Conference International Academic Collaborative (ACCIAC) Student Leadership Symposium:** This conference, funded by a portion of the revenue from the ACC football championship and administered directly by the university presidents, emphasizes leadership development in students representing all 12 ACC universities. This year the symposium was at UNC-Chapel Hill and the theme of the symposium was the global water shortage. We sent six students, the most allowed, to the two-day event. Virginia Tech hosted this conference in 2009.
- **University Student Leadership Award:** Each year, Student Centers and Activities staff coordinates the recognition of outstanding university students, student organizations, and advisers. Students, faculty, and staff are given the opportunity to submit nominations for 12 prestigious awards. Nomination packets are reviewed by the University Student Leadership Award selection committee comprised of representatives from across campus. When evaluating nominees for an award, the selection committee looks for the extent to which nominees have contributed to the university community through leadership, service, and involvement.
- **Leadership Tech (LT) Certificate Program:** This co-curricular program fosters student leadership development through experiential learning and student involvement. Each fall and spring semester, the program convenes to allow students to engage in an extended learning experience through small and large group workshops and activities. There are three Leadership Tech program components:
  - **Exploring Leadership:** First-year students work with upper-class student leaders who serve as group facilitators. Content includes learning about self and the foundations of leadership. Students participate in small group activities that connect to a common book, seminars, and service learning experiences.
  - **Expanding Leadership:** Sophomore students join a small group, facilitated by seniors or graduate students, based on their interest in a specific theme, such as multiculturalism, health and wellness, or community and sustainability. Students participate in weekly small group activities and larger group seminars and events. Each group works as a team to create a campus-community education or awareness project related to their theme area, which is completed in the spring semester.
  - **Engaging Leadership:** Students with junior or higher standing join one of the several small groups focused on a theme such as health and wellness, multicultural communities, global social change, or community and environmental sustainability. These students work closely with graduate students, faculty, staff, or community members who serve as group facilitators. Students participate in weekly group activities that connect to their theme area and work as a team to create community engagement projects.
- **Speakers on Leadership and Skills in an Hour (SPLASH):** This series of seminars is open to students who wish to learn more about leadership and develop their leadership skills. Students who attend at least seven seminars during the year receive a certificate. Building off of the work done in the spring of 2012, we are working to shift this program to a curricular model based on the Aspirations for Student Learning. The new program model will launch in the fall of 2013.
- **Student Organization Summer Employment Program (SOSEP):** Starting in the summer of 2012, the Summer Leadership Employment Program was changed to the Student Organization Summer Employment Program (SOSEP) to more accurately describe the program and its objectives. The size of the program was reduced to six students, one from each of the six functional areas within the Division of Student Affairs. Rather than attending developmental workshops, these students served as the student planning committee for the annual University Chartered Student Organization (USCO) summer leadership retreat.



- **Virginia Tech Undergraduate Man and Woman of the Year Award:** The recipients and finalists for the Virginia Tech Undergraduate Man and Woman of the Year Award exemplify the qualities and values important to a Virginia Tech education and captured in our motto, *Ut Prosim* (That I May Serve). These awards recognize balanced achievement in scholarship, leadership, and service and are the most prestigious awards presented to undergraduate students at Virginia Tech. The campus selection committee, created to evaluate and interview students' eligible for the awards, is composed of a variety of representatives from Virginia Tech, including faculty, administrators and members of the student body. The Undergraduate Man and Woman of the Year Awards are presented to the recipients by President Steger at the University Student Leadership Awards Banquet held each spring.
- **Who's Who Among American Universities and Colleges Award:** "Who's Who Among Students" is a long-standing national honors program. For our outstanding campus leaders of the year, national recognition by the "Who's Who" program marks a pinnacle of scholastic achievement. Applications are accepted and selection of "Who's Who" recipients is made each fall by a selection committee convened by Student Centers and Activities. These students are recognized each spring at the University Student Leadership Awards Banquet.
- **Venture Out Trip Leadership Program:** Held five to eight times each year, this opportunity is a sequenced training program based on leader prequalification. It is designed to prepare students for Venture Out trips.
- **Student Centers and Activities Student Employee Training:**  
This training is held twice each year, involving 150 to 200 students, and prepares them for roles of responsibility as a student employee.
- **Commission on Student Affairs:** This leadership opportunity involves student leaders in a variety of meetings and activities held on campus and in the Blacksburg area. The students provide developmental support to ongoing programs while interacting with peers and university leaders. Student leaders engage in case studies, project implementation, and serve as the voice for the student body when faculty and staff need representation from students.
- **Student Government Association (SGA):** The SGA was established by the student body of Virginia Tech to provide an effective organization to establish and protect student rights, to foster awareness of the student's position in the campus, local, state, and national communities, and to provide a liaison between the student body, faculty, and administration. The membership of the Student Government Association consists of all enrolled undergraduate students at Virginia Tech. Comprised of the executive, judicial, and legislative branches, SGA provides multiple leadership opportunities to students, including:
  - **FLEX:** The Freshman Leadership Experience (FLEX) is a program designed for first-year students, exposing them to SGA leadership, involvement and service opportunities, and various aspects of campus life. This program is led by two members of the executive branch and employs a mentor/mentee relationship between first-year students and previous FLEX participants.
  - **SGA Strategic Planning Retreat:** At the beginning of each academic year, the executive branch participates in a strategic planning retreat where the SGA's directions are established for the year. This experience empowers executive branch members to participate in long-range planning for their area while assisting the organization as a whole in establishing goals for the year.
  - **National Association for Campus Activities (NACA) Student Government West Conference:** For the previous two years, cabinet members in SGA have attended the NACA Student Government West Conference in Denver, Colorado. This experience has allowed SGA leadership to establish relationships with other student government leaders throughout the country. Our SGA leaders have learned about different student government structures and functions and how they can apply to the Virginia Tech Student Government Association for the betterment of our student body.





- **The Virginia Tech Union (VTU) Emerging Leaders Program:** This leadership program offers members of VTU the experience to learn and see VTU directors in action “behind the scenes.” Members apply and are selected to participate in a semester-long workshop, which culminates with selecting, budgeting, and implementing an event. Participants gain experience working directly with agents and artists who have been briefed on the program.
- **Virginia Tech Union (VTU) Semester Training and Retreat:** VTU hosts training each semester to review goals, set event schedules, and learn position responsibilities.
- **National Association for Campus Activities (NACA) - South and National Conferences:** As a member of NACA, VTU sends student delegations to both of these conferences to select programming for the upcoming semester, to participate in workshops on programming and leadership, and to network.
- **National Association for Campus Activities - Concert Management Institute:** VTU sends the alternative sounds and concert chair each summer to this Institute to learn concert management basics.
- **Registered Student Organization (RSOs) Budget Board:** The budget board has six graduate student representatives and six undergraduate student representatives that meet to review funding requests submitted by RSOs. They receive training to understand the funding policies and procedures and how to apply them when reviewing the funding requests. The board reviewed 188 requests for expenditures during the 2011-12 academic year and 36 requests for approval for fall 2012.

### XIII. Student Conduct

- **Student Conduct Committee:** With substantial training, students serve as members of panels of peers that hear student conduct cases and make decisions on responsibility and sanctions.
- **Peer Advisors:** A peer advisor is a student with substantial student conduct training and a wide breadth of experience in Virginia Tech's conduct system. Peer advisors serve students as confidential advisors for issues related to the conduct system and their specific student conduct situation.

Goal 1: Impacting Learning Environments	Goal 2: Fostering Globalization and Inclusive Excellence	Goal 3: Creating a Culture of Collaboration and Organizational Efficiency	Goal 4: Embracing a Networked Society	Goal 5: Enhancing Our Facilities
<b>Learning Outcomes</b>				
<b>1.1.</b> Students will develop skills to analyze, interpret, and synthesize information; reason holistically; communicate effectively; work in teams; and appreciate global perspectives, in order to succeed in the global job market and be active citizens.	<b>2.1.</b> Students and division employees will expand their appreciation, understanding, and respect for others who are different than themselves.	<b>3.1.</b> Division employees will develop the skills to expand and build upon existing dynamic collaborative relationships that will streamline and strengthen programs and services; thereby eliminating redundancies and increasing student engagement.	<b>4.1.</b> Division employees will learn to effectively utilize and engage in dialogue about technology.	<b>5.1.</b> Division employees will learn how to enhance student learning by providing facilities that offer a welcoming environment and by actively facilitating cross-cultural programming.
<b>1.2.</b> Students will understand the importance of overall wellness and will maintain a healthy balance academically, physically, emotionally, nutritionally, professionally, and socially.	<b>2.2.</b> Division employees will develop multicultural competencies to address relevant issues and to offer meaningful services to a diverse student, faculty, and staff population.		<b>4.2.</b> Students will acquire the skills to critically analyze the information shared in social media environments.	<b>5.2.</b> Division employees will develop an understanding of and sensitivity to the needs of our differently-abled students.
<b>1.3.</b> Students will achieve the competencies articulated in our division's Aspirations for Student Learning.				

Goal 1: Impacting Learning Environments	Goal 2: Fostering Globalization and Inclusive Excellence	Goal 3: Creating a Culture of Collaboration and Organizational Efficiency	Goal 4: Embracing a Networked Society	Goal 5: Enhancing Our Facilities
<b>Administrative Outcomes</b>				
<b>1.4.</b> Develop a Division of Student Affairs curricular framework through which our departments will create and deliver programs, services, and experiences that support our goals and promote the Aspirations for Student Learning and the stages of development outlined in the 2012-16 Undergraduate Division Vision document.	<b>2.3.</b> Develop strategies to promote meaningful interaction between our international and domestic students and find ways to engage international faculty and staff with domestic faculty and staff.	<b>3.2.</b> Establish a division-wide shared definition and vision for collaboration and partnerships that articulate ways to increase and enhance communication across all levels.	<b>4.3.</b> Conduct a service audit across all Division of Student Affairs departments to determine what services can be provided online, and develop an implementation strategy to accomplish this outcome.	<b>5.3.</b> Develop an inventory of our current facilities and their uses.
<b>1.5.</b> Identify and develop optimal spaces across campus that will foster student engagement with division staff, faculty, administrators, speakers, and others to promote increased learning.	<b>2.4.</b> Establish methods for students to record and reflect upon their experiences that foster multicultural competencies.	<b>3.3.</b> Inventory and assess internal and external collaborative partnership efforts, exploring and eliminating the barriers to collaboration – both perceived and real.	<b>4.4.</b> Identify the most effective and accessible methods to utilize technology for marketing efforts and information dissemination.	<b>5.4.</b> Develop a master plan of new facilities that we need across the division, which identifies commonalities that might be shared and links to budget planning so that our facilities and budget plans are cohesive and integrated.



<b>Goal 1: Impacting Learning Environments</b>	<b>Goal 2: Fostering Globalization and Inclusive Excellence</b>	<b>Goal 3: Creating a Culture of Collaboration and Organizational Efficiency</b>	<b>Goal 4: Embracing a Networked Society</b>	<b>Goal 5: Enhancing Our Facilities</b>
<b>1.6.</b> Engage in First-Year Experience programs as collaborative partners to share in the learning process of first-year and transfer students.	<b>2.5.</b> Promote the value of engaging in diverse intercultural courses, activities, and experiences to prepare for employment and community-building in our diverse society.	<b>3.4.</b> Evaluate each program, process, and service available in the Division of Student Affairs according to its potential to maximize learning and enhance quality over quantity.	<b>4.5.</b> Invest appropriate resources into new and innovative technologies that enhance our programs and services, while increasing access for students in the most cost-effective ways possible.	<b>5.5.</b> Develop a division-wide renovation list that includes existing physical barriers and access issues and compare that list to the needs above to see if there are opportunities to reprogram or meld some of our needs into newly-renovated facilities.
<b>1.7.</b> Develop learning outcomes for all program areas to ensure intentional, value-added experiences for our students and develop supportive assessment tools to measure the levels of learning.	<b>2.6.</b> Recruit and retain a diverse, multicultural workforce in the division.	<b>3.5.</b> Further examine efficiency and effectiveness of centralization of division's administrative support services.		<b>5.6.</b> Develop creative funding strategies to help reduce initial debt required to build new facilities.
<b>1.8.</b> Develop broad and successful relationships with public, private, and non-profit organizations to increase student experiential learning.				<b>5.7.</b> Create welcoming and accessible environments throughout our facilities.

# Impact of Student Affairs Work: A Learning Paradigm

*Dr. Frank Shushok, Jr.  
Associate Vice President for Student Affairs  
November 5, 2012*





**Curriculum**, in Latin, means:

“a race or racecourse,” implying a purposeful movement toward a goal.



Instructional Paradigm	Learning Paradigm
<p><b>Predominant “theory-in-use” of most colleges and universities.</b></p> <p><b>Institutional mission = provide instruction &amp; offer classes.</b></p> <p><b>Subtly places process over purpose.</b></p> <p><b>Substitutes means for an end.</b></p> <p><b>Robert Barr (1995)</b></p>	<p>Proposes to take the horse and lead it to its proper position in front of the cart, to put purposes before processes.</p> <p>Think FIRST in terms of student learning and reengineer experience.</p>



Classroom	Out-of-classroom
If our temptation is to think the instructional paradigm is primarily an “academic problem” (courses, credits, transcripts . . . )	Transforms thinking that every moment, facility, and effort has the potential for important learning.



The fundamental flaw of the Instruction Paradigm is precisely that it substitutes a means for an end. It raises organizational processes to the level of institutional mission. . . When we make the production of tools the objective and ignore what the tools were meant to achieve we produce warped priorities and incoherent plans. . . To say that the mission of a college is instruction is like saying the mission of General Motors is to produce assembly lines . . . (Tagg, 2003, p. 18)



- The entire institution is responsible for student learning.
- Optimizing the educational experience, no matter where it takes place is everyone's responsibility.
- Neither academic or student affairs have the resources to independently educate the whole student – they must draw together and capitalize on the vast wealth of knowledge inherent in all their fields.
- A complex world requires a complex of educational efforts delivered by absolutely everyone available on the college campus.



Learning Paradigm

Instruction Paradigm



“We believe that administrators are likely even more distracted than faculty from a focus on undergraduate instruction due to the simple fact that their professional lives (***with the possible exception of administrators working in the area of student services***) tend to reduce and limit their amount of interpersonal contact with students” (Arum & Roksa, 2011, p. 11).





## ***A learning paradigm college:***

1. Requires frequent, continual, connected, and authentic student performances;
2. Provides consistent, continual, interactive feedback to students;
3. Provides a long time horizon for learning;
4. Creates purposeful communities of practice; and
5. Aligns ALL of its activities around the mission of producing student learning.



## **The Higher Education Program at Virginia Tech**

Graduate professional education is concerned with enhancing a broad spectrum of talents in students. Some of these talents are addressed by structured, in-class activities determined primarily by faculty, while others are addressed by out-of-class activities that often are student-directed. Both types of learning opportunities are incorporated into each student's Plan of Study.

The Higher Education program offers the MA.Ed. and Ph.D. degrees. The program at Virginia Tech is built upon collegial relationships between faculty and students throughout the period of graduate study. Faculty serve as teachers, advisors, colleagues, and mentors to students. For full consideration all application materials must be received by January 15 of each year. The program does not participate in rolling admissions.

### **Highlights of the Program:**

- The Higher Education program shared a degree authorization and was first offered as part of the Counselor Education program and then later as part of the Educational Leadership program.
- Students were first admitted to the Higher Education and Student Affairs program in 1984.
- Since then approximately 94 doctoral students and 246 masters students have graduated.
- Graduates and friends of the program have created a Foundation worth \$80,000 to support student research and program activities.
- This year's cohort is 67% women and 27% persons of color.
- Of the 2011-2012 Master's cohort, 90% graduated on time and 100% were offered jobs in the field before July 15, 2012.
- This year, 90% of our students held memberships in one or more professional associations, 88% participated in professional development activities, 42% presented one or more conference programs, 39% held leadership positions in professional associations, 24% are writing for publication, and 10% published manuscripts in professional journals.

### **Program Characteristics of the Program include:**

- Professional and scholarly development in higher education policy and leadership
- High professor and student interaction
- Opportunities for student scholarship and research
- 16 MAs serve in a DSA Graduate Assistantship (GA); 1PhD serves in a DSA GA; 8 GAs serve in non-DSA GAs; 12 PhDs serve in non-DSA GAs
- Integrated admission and graduate assistantship selection process
- Part-time enrollment for working professionals
- Real-world experience through internships and practica

For complete information about the program, admissions requirements, graduate assistantships, plans of study, etc., please visit our website at <http://www.soe.vt.edu/highered/index.html>

## **Masters Program Overview +**

The Masters program in Higher Education (HED) is a 48-credit hour program that provides entry-level professionals with the essential knowledge, skills, values, and attitudes necessary for practice in higher education. Graduate students are prepared to work as student development educators and administrators in higher education. Specifically, students may expect employment in residential programs, campus activities, career planning, judicial programs, counseling, admissions, financial aid, student orientation, special services, and related campus programs as well, but not limited to:

## **Ph.D. Program Overview \***

The doctoral program in Higher Education (HED) is a 96-credit hour program that provides mid-level professionals with the essential knowledge, skills, values, and attitudes necessary for advanced practice in the field of student affairs and higher education administration. Graduate students are prepared to work as student development educators and administrators in higher education. Specifically, students may expect post-graduate employment at cabinet levels of student affairs and academic administration or as faculty in graduate preparation programs. Many students have gone on to work with non-profit, governmental, and non-governmental policy-oriented organizations, as well. Courses in the Higher Education Program

EDHE 5284 Practicum in Student Affairs +  
EDHE 5304 Student Development in Higher Education +  
EDHE 5314 Theory and Appraisal of College Student Development +  
EDHE 5324 Program Interventions for Promoting College Student Development +  
EDHE 5334 The American College Student and the College Environment +  
EDHE 5604 Seminar: Research in Student Affairs +  
EDHE 6044 Governance and Policy in Education \*  
EDHE 6054 College and University Administration +  
EDHE 6064 Higher Education in the United States +  
EDHE 6074 Higher Education Law +\*  
EDHE 6084 Financial Administration in Higher Education \*  
EDHE 6114 Staffing Practices in Education +  
EDHE 6204 Policy Studies in Education \*  
EDHE 6214 State Role in Education \*  
EDHE 6304 Theories of Educational Organizations \*  
EDHE 6424 Institutional Effectiveness and Student Outcome Assessment +  
EDHE 6914 Problems in Education: Advanced Topics in Higher Education Law +\*  
EDHE 6924 Professional Seminar: Conceptualizing Research in Education \*

Other department-level courses and courses in other departments also are available.

## What Being in the Higher Education Program Means

The Higher Education (HED) preparation program provides graduates with the essential knowledge, skills, values, and attitudes necessary for practice in higher education. Graduate students are prepared to work as administrators in higher education, academic administration, policy analysts, researchers, student development educators, or as faculty in graduate preparation programs.

Graduate professional education is concerned with enhancing a broad spectrum of talents in students. Some of these talents are addressed by structured, in-class activities determined primarily by faculty, while others are addressed by out-of-class activities that are often student-directed. Both types of learning opportunities are important components of the HED experience. The curriculum includes courses in administration, assessment, finance, governance, institutional effectiveness, law, management, policy, organization and human development theory.

The program assumes collegueship between faculty and students throughout the period of graduate study. Each student and faculty member is expected to act professionally and to share the responsibilities of professional life. Developing active partnerships is encouraged, though each student ultimately is responsible for his or her learning. Faculty serve as teachers, advisors, colleagues, and mentors to students.

Together, HED faculty members and students strive to create a culture of:

**PROFESSIONAL PRACTICE** – Students and faculty members are expected to assume responsibility for their teaching and learning by being prepared to engage one another in that process. The focus of these activities is on ethical and effective professional practice.

**SCHOLARSHIP** – Students are expected to develop research skills appropriate to their degrees, understand and adhere to all of the ethical standards connected with the research process, engage in systematic inquiry, and share their knowledge by writing for publication. Faculty members are expected to: (a) help students develop these skills, (b) identify work that shows promise for publication, and (c) assist students with the publication process.

**PROFESSIONAL INVOLVEMENT** – Students and faculty members are expected to invest themselves fully in sustaining the program and the profession. All students are expected to participate actively in HED's recruitment and orientation activities, the Virginia Tech Higher Education Association, and at least one other professional association.

**SERVICE** – Students, HED alumni, and faculty members are expected to engage in activities that help support the advancement of the profession and the HED program. Volunteering in professional associations, identifying promising prospective students and faculty members, mentoring new professionals, and contributing to the financial well-being of these organizations through their Foundations, are some examples of how this service can occur.

**E-Portfolio Matrix**  
**Examples of Questions to Address**

	<b>Learning</b>	<b>Skills &amp; Experiences</b>	<b>Disposition</b>
<b>Professional Practice</b>	<p>What have I learned about professional practice, including but not limited to: foundations of student affairs, history of higher education, developmental theory, higher education law, assessment?</p> <p>What do I still need to learn?</p>	<p>What experiences as a practitioner do I have?</p> <p>What skills do I have as a practitioner?</p> <p>What experiences do I still want/need to acquire?</p> <p>What skills do I still want/need to acquire?</p>	<p>What personal qualities or characteristics do I have that suggest I can succeed as a professional?</p> <p>What personal qualities or characteristics do I need to develop in order to succeed professionally?</p>
<b>Scholarship</b>	<p>What have I learned about scholarship?</p> <p>What do I still need to learn about scholarship?</p>	<p>What contributions to scholarship have I made?</p>	<p>What personal qualities or characteristics influence my approach to scholarship?</p>
<b>Professional Involvement</b>	<p>What have I learned about professional involvement in student affairs?</p> <p>What do I still need to learn?</p>	<p>How have I demonstrated professional involvement to date?</p> <p>What skills do I have that can promote or prohibit my professional involvement?</p>	<p>What personal qualities or characteristics do I have that promote or inhibit my professional involvement?</p>
<b>Service</b>	<p>What have I learned about service to the HED program, the student affairs profession and other forms of service?</p> <p>What do I still need to learn about service?</p>	<p>What service to the HED program, the student affairs profession, or other forms of service have I performed?</p>	<p>What qualities or characteristics do I have that influence my service to the HED program, the student affairs profession, or other forms of service?</p>

## **Higher Education (HED) Program Faculty: Fall 2012**

### Full-time Tenure Track Faculty

Hirt, Joan, Professor of Higher Education  
Janosik, Steve, Associate Professor of Higher Education & Program Leader

### Affiliated Faculty

Amelink, Catherine, Research Coordinator  
Childers, Jeri, COTA Fellow, RHEC  
Herndon, Michael, Director, Summer Sessions  
Kniola, David, Assistant Director, Academic Assessment  
Plummer, Ellen, Assistant Provost  
Ridgwell, Diana, Director of Student Development – CLAHS  
Shushok, Frank, Associate Vice President for Student Affairs  
Wilson, Sherwood, Vice President for Administrative Services  
Smith, Ken, Associate Provost for Resource Management and Planning  
Hall, Rodd, Senior Associate Director for Operations and Finance – VTTI, Glass, Martha,  
Assoc. Director for the Administration of Assessment, Sanders, Karen, Associate Provost &  
Director of Academic Support Services

Bonner, Cynthia, Chief of Staff, Vice President for Student Affairs  
Davis, Sharrika, Associate Dean of Students  
Hyer, Pat, Associate Provost (Emeriti)  
Perillo, Patty, Vice President for Student Affairs  
Ratcliffe, Donna, Director of Career Services  
Robbins, Claire, Visiting Assistant Professor  
Spencer, Ed, Vice President for Student Affairs (Emeritus)  
Smith, Kim, Director, Univ. Academic Advising  
Dooley, John, Chief Executive Officer, Virginia Tech Foundation

## **Graduates of the Higher Education Program at Virginia Tech**

Graduates of the Higher Education program at Virginia Tech are currently working in 35 states and 4 foreign countries. The lists below represent samples of graduates working at Virginia Tech, graduates in faculty positions, graduates working as policy analysts, and graduates working as higher education administrators.

### **Graduates Working at Virginia Tech**

Mary Grace Campos - Director, McNair Scholars Program  
Martha Glass - Associate Director of Administration for Assessment  
Jessica Grimes - Associate Director for the Center for Student Success  
Angela Hayes - Chief of Staff for the Vice President of Development  
Michael Herndon – Director of University Summer Sessions  
Jessica Johns - Assistant Director of New Student Programs  
David Kniola – Assistant Director of Office of Academic Assessment  
Dana McGuire – Assistant Director of Center for Student Success

Sharrika Davis – Associate Dean of Students  
Donna Ratcliffe - Director of Career Services  
Matt Grimes - Assistant Director of Residence Life  
Ro Settle – Associate Director of Student Conduct  
Ellen Plummer – Assistant Provost  
Diana Ridgwell – Director of Students Services, CLAHS  
Kim Smith – Director of University Academic Advising  
Steve Janosik – Associate Professor, HED Program

Mary Taylor - Enrollment Services Coordinator, Electrical Engineering Center  
Kara Lattimer - Academic/Career Advisor, Civil & Environmental Engineering  
Paula Van Curen - Enrollment Services Specialist, Electrical and Computer Engineering  
Therese Lovegreen - Associate Director of the University Academic Advising Center  
Catherine Amelink - Assessment Coordinator, Institute for Distance & Distributed Learning

Ken Smith - Associate Provost for Resource Management and Planning  
Rodd Hall – VTTI, Senior Associate Director for Operations and Finance

### **Graduates Working as Higher Education Policy Analyst**

Interim Vice Chancellor, Virginia Community College System  
Research Associate, National Center for Higher Education Management

Director of Grants, Maryland Commission of Higher Ed  
Director of China Programs, Stanford University

### **Graduates Working as Faculty**

Instructor, College of William and Mary  
Associate Professor, Ohio University  
Professor, Florida Atlantic University  
Assistant Professor, James Madison University  
Assistant Professor, Marymount College  
Assistant Professor, Rowan University

Professor, Indiana State University  
Assistant Professor, East Tennessee State University  
Professor, Philadelphia College of Osteopathic Medicine  
Associate Professor, Virginia Tech  
Associate Professor, Ohio State University

### **Graduates Working as Higher Education Administrators**

Assistant Dean of Students, Duke University  
Associate Director for Career Services, Colorado State University  
Coordinator for Leadership Development, University of Delaware  
Coordinator of Alumni Relations, North Carolina State University  
Assistant Director of Student Activities, University of Nebraska  
Coordinator of Academic Residential Programs, University of Florida  
Director of the Miller Academic Center, Virginia Military Institute  
Director of Career Services, High Point University  
Director of Career Services, Virginia Military Institute  
Assistant Director of Residence Life, Oklahoma University  
Associate Dean of Students, The College of William and Mary  
Vice President of Academic Affairs, Atlantic Cape Community College  
Director of University Student Commons, Virginia Commonwealth University  
Vice-President for Student Affairs, University of Maryland – Eastern Shore  
Program Housing & Residence Life Coordinator, University of Northern Arizona  
Associate Director of Residence Life and Housing, Southern Methodist University

President, Millennia Atlantic University  
Director of Leadership Studies, Winthrop University  
Dean of Students, University of Tennessee, Chat.  
Residence Life Coordinator, Rutgers University  
Academic Advisor, Florida International University  
Director of Student Conduct, Curry College  
Director of Career Services, University of Virginia  
Career Adviser, Washington & Lee University  
Residence Hall Director, Ohio State University  
Assistant Director of Admissions, Georgia Tech  
Director of Residence Life, Emory University  
Vice President of Student Affairs, Colby-Sawyer College  
Assistant Director for Student Leadership, Loyola University, New Orleans  
Chief of Staff, College of Letters and Science, University of California – L. A.  
Vice President for Enrollment Management, Bevard Community College



[illegible]

**RESOLUTION ON NAMING MEMORIAL AT THE WEST CORNER OF THE  
COLISEUM PARKING LOT IN MEMORY OF OFFICER DERIEK W. CROUSE**

**WHEREAS**, Deriek W. Crouse, a United States Army veteran, joined the Virginia Tech Police Department on October 27, 2007, receiving his law enforcement certification, from the Cardinal Criminal Justice Academy; and,

**WHEREAS**, Officer Crouse served as a member of the Virginia Tech Police Department and its Emergency Response Team; and,

**WHEREAS**, he embodied the university's motto of *Ut Prosim* (That I May Serve) and was a model university citizen; and,

**WHEREAS**, Officer Crouse made the ultimate sacrifice for the Virginia Tech community on December 8, 2011 while in the performance of his duties on campus; and,

**WHEREAS**, the Virginia Tech Police Department, colleagues, faculty, staff, students, friends, and the entire Hokie nation wish to establish a memorial to honor the legacy, unwavering courage, and heroic valor of Officer Crouse in perpetuity;

**NOW, THEREFORE, BE IT RESOLVED**, that the west corner of the Coliseum Lot near Washington Street be established and named the Officer Deriek W. Crouse Memorial in tribute to his dedicated and outstanding service to Virginia Tech.

**RECOMMENDATION:**

That the above resolution establishing the Officer Deriek W. Crouse Memorial be approved.

November 5, 2012

**RESOLUTION ON NAMING THE WIDE RECEIVERS' ROOM IN THE MERRYMAN  
ATHLETIC CENTER FOR NICHOLAS T. CULLEN, III**

**WHEREAS**, Nicholas T. Cullen, III was a successful student as well as an athlete, and a 1991 Finance graduate of Virginia Tech's Pamplin College of Business; and

**WHEREAS**, Nick Cullen was a football letterman at Virginia Tech from 1987-1990; and

**WHEREAS**, Nick Cullen currently ranks 22<sup>nd</sup> all-time in receptions at Virginia Tech; and

**WHEREAS**, Nick Cullen is tied for first in "Most Passes Caught in a Game" with thirteen (13) against Southern Mississippi in 1990; and

**WHEREAS**, Nick Cullen currently ranks 6<sup>th</sup> in "Most Receiving Yardage in a Game" with 170 yards against Southern Mississippi in 1990; and

**WHEREAS**, Nick Cullen has made a significant pledge to the Field House Campaign and Virginia Tech Athletics; and

**WHEREAS**, Nick Cullen is a Hokie Century Champion supporter with the Virginia Tech Athletic Fund;

**NOW, THEREFORE, BE IT RESOLVED**, that in appreciation to Nick Cullen for his generosity towards Virginia Tech and the Department of Athletics, that the Wide Receivers' Room in the Merryman Athletic Center be named The Nick Cullen Room.

**RECOMMENDATION:**

That the above resolution naming the Nick Cullen Room be approved.

November 5, 2012

**RESOLUTION ON NAMING THE CHAPTER ROOM IN THE  
SIGMA PHI EPSILON HOUSE FOR PAIGE Z. AND JOHN R. LAWSON II '75**

**WHEREAS**, John R. Lawson II graduated from Virginia Tech in 1975 with a Bachelor of Science degree in Geophysics and is an esteemed alumnus of the Virginia Kappa chapter of Sigma Phi Epsilon at Virginia Tech; and

**WHEREAS**, John Lawson has had a successful and respected career growing Virginia's building construction industry; and

**WHEREAS**, John Lawson, with the participation and full support of his wife, Paige, has had an extensive volunteer career with the university to include service as a member of the Virginia Tech Board of Visitors, the Virginia Tech Foundation Board of Directors and executive committee, a founding member of the Academy of Engineering Excellence, the College of Engineering's Committee of 100, the Alumni Association Board of Directors, and the campaign steering committee for Virginia Tech's past and recently completed comprehensive campaigns; and

**WHEREAS**, John and Paige Lawson have been recognized as members of the President's Circle within the Ut Prosim Society for their outstanding philanthropy to the university to include support for the Myers-Lawson School of Construction, the College of Architecture and Urban Studies, the College of Engineering, the College of Science, Virginia Tech Athletics, the Virginia Tech General Unrestricted Fund, and the Virginia Tech Alumni Association; and

**WHEREAS**, John and Paige Lawson have provided considerable support to the Sigma Phi Epsilon Facility at Oak Lane, and John has been instrumental to the visualization and planning of the expansion of Oak Lane and the construction of the new Sigma Phi Epsilon House; and

**WHEREAS**, John and Paige Lawson have been, and continue to be, valued members of the university community;

**NOW, THEREFORE, BE IT RESOLVED**, that in acknowledgement of the service and generosity of John and Paige Lawson, and in recognition of past and future benefits to the university, the Chapter Room in the Sigma Phi Epsilon house will be known as the Paige Z. and John R. Lawson II '75 Chapter Room.

**RECOMMENDATION:**

That the above resolution naming the Paige Z. and John R. Lawson II '75 Chapter Room be approved.

November 5, 2012

**RESOLUTION ON NAMING THE LOUNGE IN THE  
SIGMA PHI EPSILON HOUSE FOR JOAN P. AND DONALD J. MCNAMARA '75**

**WHEREAS**, Donald J. McNamara graduated from Virginia Tech in 1975 with a Bachelor of Science degree in Architecture; and

**WHEREAS**, Don McNamara has had a successful and respected career in national and international real estate development; and

**WHEREAS**, Don McNamara, with the participation and full support of his wife, Joan, has had an extension volunteer career with the university to include service as Co-Chairman of the Dallas Regional Campaign Steering Committee and member of the National Campaign Steering Committee for the recently completed comprehensive campaign; and

**WHEREAS**, Don and Joan McNamara have been recognized as Senior Benefactor members of the Ut Prosim Society for their outstanding philanthropy to the university including support to the College of Architecture and Urban Studies, the Alumni and Conference Center, Virginia Tech Athletics, University Honors, and the Donald J. and Constance L. McNamara Sr./Benedictine High School Scholarship; and

**WHEREAS**, Don and Joan McNamara have provided considerable support to the Sigma Phi Epsilon Facility at Oak Lane, and Don has been instrumental to the visualization and planning of the expansion of Oak Lane and the construction of the new Sigma Phi Epsilon House; and

**WHEREAS**, Don and Joan McNamara have been, and continue to be, valued members of the university community;

**NOW, THEREFORE, BE IT RESOLVED**, that in acknowledgement of the service and generosity of Don and Joan McNamara, and in recognition of past and future benefits to the university, the lounge in the Sigma Phi Epsilon house will be known as the Joan P. and Donald J. McNamara '75 Lounge.

**RECOMMENDATION:**

That the above resolution naming the Joan P. and Donald J. McNamara '75 Lounge be approved.

November 5, 2012

**RESOLUTION ON NAMING THE CONFERENCE ROOM IN THE  
SIGMA PHI EPSILON HOUSE FOR ALLAN C. AND RUTH E. MYERS**

**WHEREAS**, A. Ross Myers graduated from Virginia Tech in 1972 with a Bachelor of Science degree in Civil Engineering; and

**WHEREAS**, Ross Myers has had a successful and respected career in the engineering and construction industry; and

**WHEREAS**, Ross Myers, with the participation and full support of his wife, Beth, has demonstrated outstanding volunteer service to the university as chairman of the Philadelphia Regional Campaign Steering Committee and a member of the National Campaign Steering Committee for the recently completed comprehensive campaign, a member of the Engineering Committee of 100, and the Civil Engineering Advisory Board, and as Chairman of the Board of Construction Affiliates; and

**WHEREAS**, Beth and Ross Myers have been recognized as members of the President's Circle within the Ut Prosim Society for their outstanding philanthropy to the university to include establishing and providing significant support for the Myers-Lawson School of Construction, as well as contributions to the Department of Civil Engineering, the College of Engineering, and the College of Architecture and Urban Studies, Virginia Tech Athletics, and the Virginia Tech Alumni Association; and

**WHEREAS**, Beth and Ross Myers have provided considerable support to the Sigma Phi Epsilon Facility at Oak Lane; and

**WHEREAS**, Beth and Ross Myers have been, and continue to be, valued members of the university community;

**NOW, THEREFORE, BE IT RESOLVED**, that in acknowledgement of the service and generosity of Beth and Ross Myers, and in recognition of past and future benefits to the university, the Conference Room in the Sigma Phi Epsilon house will be known as the Allan C. and Ruth E. Myers Conference Room named in honor of Ross Myer's parents.

**RECOMMENDATION:**

That the above resolution naming the Allan C. and Ruth E. Myers Conference Room be approved.

November 5, 2012

**RESOLUTION ON NAMING THE FIRST FLOOR MEN'S BATHROOM IN THE  
SIGMA PHI EPSILON HOUSE FOR CHRISTINE AND JERRY R. BATT '72**

**WHEREAS**, Jerry Reed Batt graduated from Virginia Tech in 1972 with a Bachelor of Science degree in Industrial Engineering and Operations Research; and

**WHEREAS**, Jerry Batt has built a successful career in information technology with both the telecommunications and building industry; and

**WHEREAS**, Jerry Batt, with the participation and full support of his wife, Christine, has been fully engaged and committed to the successful completion of the Sigma Phi Epsilon house; and

**WHEREAS**, Jerry and Christine Batt have also made generous contributions to the Sigma Phi Epsilon House at Oak Lane; and

**WHEREAS**, Jerry and Christine Batt have been, and continue to be, valued members of the university community;

**NOW, THEREFORE, BE IT RESOLVED**, that in acknowledgement of the service and generosity of Jerry and Christine Batt, and in recognition of past and future benefits to the university, the First Floor Men's Bathroom in the Sigma Phi Epsilon house will be known as the Christine and Jerry R. Batt '72 Bathroom.

**RECOMMENDATION:**

That the above resolution naming the Christine and Jerry R. Batt '72 Bathroom be approved.

November 5, 2012



**RESOLUTION ON NAMING THE SIDE PORCH OF THE SIGMA PHI EPSILON  
HOUSE FOR PAMELA G. AND EDWARD E. BISHOP JR. '74**

**WHEREAS**, Edward E. Bishop Jr. graduated from Virginia Tech in 1974 with a Bachelor of Science degree in Business; and

**WHEREAS**, Ed Bishop has had a successful and respected career in law enforcement with the United States Federal Government; and

**WHEREAS**, Ed Bishop, an alumnus volunteer for the Virginia Kappa chapter and later the Sigma Phi Epsilon National fraternity, has served more than ten years in devoting his time and talents working with other alumni volunteers and mentoring undergraduates to support the fraternity experience, Ed served as the Treasurer of the Virginia Kappa Alumni and Volunteer Corporation when he was appointed District Governor by the National Board of Directors; and

**WHEREAS**, Ed Bishop, with the participation and full support of his wife, Pamela Bishop, has been fully engaged and committed to the successful completion of the Sigma Phi Epsilon house; and

**WHEREAS**, Ed and Pamela Bishop have provided considerable support to the Sigma Phi Epsilon facility at Oak Lane, and Ed has been instrumental in the ratification of the project concept, garnering support from fellow alumni, and moving the project forward to bring the Sigma Phi Epsilon facility to fruition; and

**WHEREAS**, Ed and Pamela Bishop have been, and continue to be, valued members of the university community;

**NOW, THEREFORE, BE IT RESOLVED**, that in acknowledgement of the service and generosity of Ed and Pamela Bishop, and in recognition of past and future benefits to the university, the Side Porch in the Sigma Phi Epsilon house will be known as the Pamela G. and Edward E. Bishop Jr. '74 Side Porch.

**RECOMMENDATION:**

That the above resolution naming the Pamela G. and Edward E. Bishop Jr. '74 Side Porch be approved.

November 5, 2012

**RESOLUTION ON NAMING THE RESIDENT SCHOLAR STUDENT ROOM  
IN THE SIGMA PHI EPSILON HOUSE FOR  
KATE '80, DAVID '80, AND MICHAEL '14 COCKE**

**WHEREAS**, David W. Cocke graduated from Virginia Tech in 1980 with a Bachelor of Science degree in Civil Engineering; and

**WHEREAS**, David Cocke has built a successful architectural and building construction practice in the State of California; and

**WHEREAS**, David Cocke, as a student, served as the undergraduate president of Sigma Phi Epsilon and as an alumnus he serves as the treasurer for the Sigma Phi Epsilon Alumni Board; and

**WHEREAS**, David Cocke, with the participation and full support of his wife, Catherine C. Cocke '80, have made generous contributions to the College of Engineering, the President's Discovery Fund, and the Virginia Tech Athletic Fund; and

**WHEREAS**, David and Catherine have provided considerable support to the Sigma Phi Epsilon Facility at Oak Lane, and David has been instrumental in leading fundraising efforts for the project among his classmates and fellow Virginia Tech alumni from the Western United States; and

**WHEREAS**, David and Catherine Cocke have been, and continue to be, valued members of the university community;

**NOW, THEREFORE, BE IT RESOLVED**, that in acknowledgement of the service and generosity of Catherine and David Cocke, and in recognition of past and future benefits to the university, the Resident Scholar Room in the Sigma Phi Epsilon house will be known as the Kate '80, David '80 and Michael '14 Cocke Resident Scholar Student Room.

**RECOMMENDATION:**

That the above resolution naming the Kate '80, David '80 and Michael '14 Cocke Resident Scholar Student Room be approved.

November 5, 2012

**RESOLUTION ON NAMING STUDENT ROOM #14 IN THE  
SIGMA PHI EPSILON HOUSE FOR LYNNE M. '85 AND JAMES B. DOUGHTIE '82**

**WHEREAS**, James B. Doughtie graduated from Virginia Tech in 1982 with a Bachelor of Science degree in Agricultural and Applied Economics, and Lynne M. Doughtie graduated from Virginia Tech in 1985 with a Bachelor of Science degree in Accounting; and

**WHEREAS**, Ben Doughtie has had a successful and respected career in the fine jewelry industry, and Lynne Doughtie has had a successful and respected career in finance; and

**WHEREAS**, Ben and Lynne Doughtie have been recognized as members of the Ut Prosim Society for their outstanding philanthropy to the university including outstanding support to the Pamplin College of Business and the Department of Accounting and Information Systems, Virginia Tech Athletics, and the College of Agriculture and Life Sciences; and

**WHEREAS**, Ben and Lynne Doughtie have provided considerable support to the Sigma Phi Epsilon Facility at Oak Lane, and Ben has been instrumental in garnering support from fellow alumni of the 1980's era; and

**WHEREAS**, Ben and Lynne Doughtie have been, and continue to be, valued members of the university community;

**NOW, THEREFORE, BE IT RESOLVED**, that in acknowledgement of the service and generosity of Ben and Lynne Doughtie, and in recognition of past and future benefits to the university, the Student Room No. 14 in the Sigma Phi Epsilon house will be known as the Lynne M. '85 and James B. Doughtie '82 Student Room.

**RECOMMENDATION:**

That the above resolution naming the Lynne M. '85 and James B. Doughtie '82 Student Room be approved.

November 5, 2012

**RESOLUTION ON NAMING STUDENT ROOM #10 IN THE  
SIGMA PHI EPSILON HOUSE FOR PATRICIA A. AND RONALD E. HEINZ JR. '80**

**WHEREAS**, Ronald E. Heinz Jr. graduated from Virginia Tech in 1980 with a Bachelor of Science degree in Finance; and

**WHEREAS**, Ron Heinz has had a successful and respected career in the venture capital industry; and

**WHEREAS**, Ron Heinz, with the participation and full support of his wife, Patricia, has been fully engaged and committed to the successful completion of the Sigma Phi Epsilon house; and

**WHEREAS**, Ron and Patricia Heinz have made generous contributions to the Sigma Phi Epsilon House at Oak Lane; and

**WHEREAS**, Ron and Patricia Heinz have been, and continue to be, valued members of the university community;

**NOW, THEREFORE, BE IT RESOLVED**, that in acknowledgement of the service and generosity of Ron and Patricia Heinz, and in recognition of past and future benefits to the university, the Student Room No. 10 in the Sigma Phi Epsilon house will be known as the Patricia A. and Ronald E. Heinz Jr. '80 Student Room.

**RECOMMENDATION:**

That the above resolution naming the Patricia A. and Ronald E. Heinz Jr. '80 Student Room be approved.

November 5, 2012

**RESOLUTION ON NAMING STUDENT ROOM #5 IN THE  
SIGMA PHI EPSILON HOUSE FOR JOHN E. KAISER '80**

**WHEREAS**, John E. Kaiser graduated from Virginia Tech in 1980 with a Bachelor of Science degree in Mechanical Engineering; and

**WHEREAS**, John Kaiser has had a successful and respected career in transportation and utilities; and

**WHEREAS**, John Kaiser has demonstrated his philanthropy to the university through contributions to the College of Engineering and the Department of Mechanical Engineering; and

**WHEREAS**, John Kaiser, as a student, served as a senior leader in Sigma Phi Epsilon; and

**WHEREAS**, John Kaiser, has been and continues to be, a valued member of the university community;

**NOW, THEREFORE, BE IT RESOLVED**, that in acknowledgement of the service and generosity of John Kaiser, and in recognition of past and future benefits to the university, that Student Room No. 5 in the Sigma Phi Epsilon house will be known as the John E. Kaiser '80 Student Room.

**RECOMMENDATION:**

That the above resolution naming the John E. Kaiser '80 Student Room be approved.

November 5, 2012

**RESOLUTION ON NAMING STUDENT ROOM #8 IN THE  
SIGMA PHI EPSILON HOUSE FOR MR. AND MRS. JEFFREY L. LEHEW '83**

**WHEREAS**, Jeffrey L. LeHew graduated from Virginia Tech in 1983 with a Bachelor of Science degree in Finance; and

**WHEREAS**, Jeff LeHew has built a successful career in the telecommunications and technology industry within the Commonwealth of Virginia; and

**WHEREAS**, Jeff LeHew, with the participation and full support of his wife, Sondra B. LeHew, has been fully engaged and committed to the successful completion of the Sigma Phi Epsilon facility; and

**WHEREAS**, Jeff and Sondra LeHew have made generous contributions to the Sigma Phi Epsilon House at Oak Lane; and

**WHEREAS**, Jeff and Sondra LeHew have been, and continue to be, valued members of the university community;

**NOW, THEREFORE, BE IT RESOLVED**, that in acknowledgement of the service and generosity of Jeff and Sondra LeHew, and in recognition of past and future benefits to the university, that Student Room No. 8 in the Sigma Phi Epsilon house will be known as the Mr. and Mrs. Jeffrey L. LeHew '83 Student Room.

**RECOMMENDATION:**

That the above resolution naming the Sondra B. and Jeffrey L. LeHew '83 Student Room be approved.

November 5, 2012

**RESOLUTION ON NAMING THE LIBRARY IN THE  
SIGMA PHI EPSILON HOUSE FOR WILLIAM A. THOMAS, JR. '72**

**WHEREAS**, William A. Thomas Jr. graduated from Virginia Tech in 1972 with a Bachelor of Science degree in Metallurgical Engineering; and

**WHEREAS**, Bill Thomas has had a successful and respected career as an engineer within the power generation industry in the Commonwealth of Virginia; and

**WHEREAS**, Bill Thomas, with the participation and full support of his wife, Diane V. Thomas '76, has demonstrated outstanding volunteer service to the university as a member of the Fraternity and Sorority Life Advisory Board; and

**WHEREAS**, Diane and Bill Thomas have made generous contributions to Virginia Tech Athletics, the Department of Mechanical Engineering, the College of Engineering, and the Parents Fund; and

**WHEREAS**, Diane and Bill Thomas have provided considerable support to the Sigma Phi Epsilon Facility at Oak Lane, and Bill has been instrumental in the ratification of the project concept, garnering support from fellow alumni, and moving the project forward by working tirelessly with representatives from Virginia Tech and the Town of Blacksburg to bring the Sigma Phi Epsilon facility to fruition; and

**WHEREAS**, Diane and Bill Thomas have been, and continue to be, valued members of the university community;

**NOW, THEREFORE, BE IT RESOLVED**, that in acknowledgement of the service and generosity of Diane and Bill Thomas, and in recognition of past and future benefits to the university, the Library in the Sigma Phi Epsilon house will be known as the William A. Thomas Jr. '72 Library.

**RECOMMENDATION:**

That the above resolution naming the William A. Thomas Jr. '72 Library be approved.

November 5, 2012



**RESOLUTION ON NAMING STUDENT ROOM #1 IN THE SIGMA PHI EPSILON  
HOUSE FOR SUSAN D. AND C. MONTY WENK JR. '85**

**WHEREAS**, C. Monty Wenk Jr. graduated from Virginia Tech in 1985 with a Bachelor of Science degree in Finance; and

**WHEREAS**, Monty Wenk has had a successful and distinguished career in the medical device repair business across the Commonwealth of Virginia and the country; and

**WHEREAS**, Monty Wenk, with the participation and full support of his wife, Susan, has been fully engaged and committed to the successful completion of the Sigma Phi Epsilon house; and

**WHEREAS**, Susan and Monty Wenk have been recognized as members of the Caldwell Society for their outstanding philanthropy to the university including contributions to the Pamplin College of Business and Virginia Tech Athletics; and

**WHEREAS**, Susan and Monty Wenk have provided considerable support to the Sigma Phi Epsilon Facility at Oak Lane; and

**WHEREAS**, Susan and Monty Wenk have been, and continue to be, valued members of the university community;

**NOW, THEREFORE, BE IT RESOLVED**, that in acknowledgement of the service and generosity of Susan and Monty Wenk, and in recognition of past and future benefits to the university, that Student Room No. 1 in the Sigma Phi Epsilon house will be known as the Susan D. and C. Monty Wenk Jr. '85 Student Room.

**RECOMMENDATION:**

That the above resolution naming the Susan D. and C. Monty Wenk Jr. '85 Student Room be approved.

November 5, 2012

**RESOLUTION ON NAMING THE SMALL ANIMAL SURGICAL RECOVERY  
ROOM IN THE VIRGINIA-MARYLAND REGIONAL COLLEGE OF VETERINARY  
MEDICINE FOR THE BELLER FAMILY IN HONOR AND IN MEMORY  
OF JEROME BELLER, DVM**

**WHEREAS**, Dr. Jerome Beller was an honorary member of the Virginia-Maryland Regional College of Veterinary Medicine Alumni Society; and

**WHEREAS**, Dr. Jerome Beller had a successful and respected career as a practicing veterinarian in Richmond, Virginia and an extensive volunteer career to include service as president of the Central Virginia Veterinary Medical Association, a member of the VVMA statewide board of directors, and a strong supporter of the Virginia-Maryland Regional College of Veterinary Medicine since its founding in 1979; and

**WHEREAS**, Mrs. Myra D. Beller has been recognized as a member of the Caldwell Society for her philanthropy to the university to include support for the Virginia-Maryland Regional College of Veterinary Medicine, with considerable support provided to the Veterinary Medicine Translational Medicine Complex; and

**WHEREAS**, Mrs. Myra D. Beller and the Beller Family wish to honor the memory of Dr. Jerome Beller; and

**WHEREAS**, Dr. Jerome Beller has been, and Mrs. Myra D. Beller continues to be, valued members of the university community;

**NOW, THEREFORE, BE IT RESOLVED**, that in acknowledgement of the service and generosity of Jerome and Myra Beller, and the Beller Family, and in recognition of past and future benefits to the university, the Small Animal Surgical Recovery Room of the Virginia-Maryland Regional College of Veterinary Medicine will be known as the Beller Family Small Animal Surgical Recovery Room in honor and in memory of Jerome Beller, DVM.

**RECOMMENDATION:**

That the above resolution naming the Beller Family Small Animal Surgical Recovery Room in honor and in memory of Jerome Beller, DVM be approved.

November 5, 2012

**RESOLUTION ON NAMING THE SMALL ANIMAL ANESTHESIA AND SURGICAL  
PREP ROOM IN THE VIRGINIA-MARYLAND REGIONAL COLLEGE OF  
VETERINARY MEDICINE FOR DR. AND MRS. JAMES B. BOSTIC, JR.**

**WHEREAS**, Dr. James B. Bostic, Jr. graduated from Virginia Tech in 1952 with a bachelor's degree in Animal Science; and

**WHEREAS**, Dr. James B. Bostic, Jr. had a successful and respected career as a practicing veterinarian at Bostic Veterinary Hospital in Virginia Beach, and with the support of his wife, Lois Diehl Bostic, had a volunteer career with Virginia Tech to include service as a member of the Class of 1952 Reunion Committee, and the Virginia Tech Corps of Cadets Old Guard; and

**WHEREAS**, James and Lois Bostic have been recognized as Benefactor members of the Ut Prosim Society for their philanthropy to the university to include support for Virginia Tech Athletics, the Virginia Tech Corps of Cadets, and the Virginia-Maryland Regional College of Veterinary Medicine, with considerable support provided to the Veterinary Medicine Translational Medicine Complex; and

**WHEREAS**, Lois Bostic wishes to honor the memory of James Bostic; and

**WHEREAS**, James Bostic has been, and Lois Bostic continues to be, valued members of the university community;

**NOW, THEREFORE, BE IT RESOLVED**, that in acknowledgement of the service and generosity of James and Lois Bostic, and in recognition of past and future benefits to the university, the Small Animal Anesthesia and Surgical Prep Room of the Virginia-Maryland Regional College of Veterinary Medicine will be known as the Dr. and Mrs. James B. Bostic, Jr. Small Animal Anesthesia and Surgical Prep Room.

**RECOMMENDATION:**

That the above resolution naming the Dr. and Mrs. James B. Bostic, Jr. Small Animal Anesthesia and Surgical Prep Room be approved.

November 5, 2012

**RESOLUTION ON NAMING THE SMALL ANIMAL ULTRASOUND ROOM IN THE  
VIRGINIA-MARYLAND REGIONAL COLLEGE OF VETERINARY MEDICINE IN  
HONOR OF DR. MARTHA MOON LARSON**

**WHEREAS**, Dr. Kristen Decker Hitt graduated from Virginia Tech in 2006 with a Doctor of Veterinary Medicine degree; and

**WHEREAS**, Kristen Decker Hitt has had a successful and respected career as a practicing veterinarian at Falls Church Animal Hospital in Arlington, Virginia; and

**WHEREAS**, Kristen Decker Hitt and Brett Hitt have been recognized as Benefactor members of the Ut Prosim Society for their outstanding philanthropy to the university to include support for the Virginia-Maryland Regional College of Veterinary Medicine, with considerable support provided to the Veterinary Medicine Translational Medicine Complex; and

**WHEREAS**, Kristen Decker Hitt and Brett Hitt wish to honor Kristen's former instructor, Dr. Martha Moon Larson, Radiology Resident Training Program Director at VMRCVM; and

**WHEREAS**, Kristen Decker Hitt and Brett Hitt have been, and continue to be, valued members of the university community;

**NOW, THEREFORE, BE IT RESOLVED**, that in acknowledgement of the service and generosity of Kristen Decker Hitt and Brett Hitt, and in recognition of Dr. Martha Moon Larson's service to the university, the Small Animal Ultrasound Room of the Virginia-Maryland Regional College of Veterinary Medicine will be known as the Dr. Martha Moon Larson Small Animal Ultrasound Room.

**RECOMMENDATION:**

That the above resolution naming the Dr. Martha Moon Larson Small Animal Ultrasound Room be approved.

November 5, 2012

**RESOLUTION ON NAMING THE FIRST-YEAR STUDENT LOUNGE IN THE  
VIRGINIA-MARYLAND REGIONAL COLLEGE OF VETERINARY MEDICINE FOR  
FREDA AND W. STUART JOHNSON '52**

**WHEREAS**, W. Stuart Johnson graduated from Virginia Tech in 1952 with a bachelor's degree in Mining Engineering; and

**WHEREAS**, W. Stuart Johnson, with full support and participation from his wife, Freda Bullington Johnson, had an extensive volunteer career with Virginia Tech to include service as a member of the Class of 1952 Reunion Committee, the Virginia Tech Foundation Board of Directors, and the German Club Alumni Association; and

**WHEREAS**, Stuart and Freda Johnson have been recognized as President's Circle members of the Ut Prosim Society for their outstanding philanthropy to the university to include support for the German Club, Virginia Tech Athletics, the Virginia Tech Corps of Cadets and the Virginia-Maryland Regional College of Veterinary Medicine, with considerable support provided to the Veterinary Medicine Translational Medicine Complex; and

**WHEREAS**, Freda Bullington Johnson wishes to honor the memory of W. Stuart Johnson; and

**WHEREAS**, W. Stuart Johnson has been, and Freda Bullington Johnson continues to be, valued members of the university community;

**NOW, THEREFORE, BE IT RESOLVED**, that in acknowledgement of the service and generosity of Stuart and Freda Johnson, and in recognition of past and future benefits to the university, the First-Year Student Lounge of the Virginia-Maryland Regional College of Veterinary Medicine will be known as the Freda and Stuart Johnson '52 First-Year Student Lounge.

**RECOMMENDATION:**

That the above resolution naming the Freda and Stuart Johnson '52 First-Year Student Lounge be approved.

November 5, 2012

**RESOLUTION ON NAMING THE COMMUNITY PRACTICE ROUNDS ROOM IN THE VIRGINIA-MARYLAND REGIONAL COLLEGE OF VETERINARY MEDICINE FOR DR. BETH KIRBY AND IN HONOR OF JAMES T. AND PEARL R. KIRBY**

**WHEREAS**, Dr. Elizabeth Naylor Kirby graduated from Virginia Tech in 1984 with a Doctor of Veterinary Medicine degree, and Mr. Thomas H. Pridgen graduated from Virginia Tech in 1979 with a Bachelor of Science degree in Animal Science, and in 1996 with a master's degree in Crop and Soil Environmental Sciences; and

**WHEREAS**, Beth Kirby has had a successful and respected career as a practicing veterinarian at Companion Animal Clinic in Blacksburg, Virginia, and she has served on the College Alumni Society Board for the Virginia-Maryland Regional College of Veterinary Medicine at Virginia Tech; and

**WHEREAS**, Thomas Pridgen has had a successful and respected career as a research specialist in the Department of Crop and Soil Environmental Sciences at Virginia Tech and has served as the Chapter Advisor to the Beta Eta Chapter of Alpha Gamma Rho Agriculture Fraternity at Virginia Tech; and

**WHEREAS**, Beth Kirby and Thomas Pridgen have been recognized as members of the Caldwell Society for their outstanding philanthropy to the university to include support for Virginia Tech Athletics and the Virginia-Maryland Regional College of Veterinary Medicine, with considerable support provided to the Veterinary Medicine Translational Medicine Complex; and

**WHEREAS**, Beth Kirby and Thomas Pridgen wish to honor Beth's parents, James T. and Pearl R. Kirby, who taught by example the importance of good business sense, good work ethic, and a generous nature; and

**WHEREAS**, Beth Kirby and Thomas Pridgen have been, and continue to be, valued members of the university community;

**NOW, THEREFORE, BE IT RESOLVED**, that in acknowledgement of the service and generosity of Beth Kirby and Thomas Pridgen, and in recognition of past and future benefits to the university, the Community Practice Rounds Room of the Virginia-Maryland Regional College of Veterinary Medicine will be known as the Dr. Beth Kirby Community Practice Rounds Room in honor of James T. and Pearl R. Kirby.

**RECOMMENDATION:**

That the above resolution naming the Dr. Beth Kirby Community Practice Rounds Room in honor of James T. and Pearl R. Kirby be approved.

November 5, 2012

**RESOLUTION ON NAMING SMALL ANIMAL TREATMENT ROOM #1 IN THE  
VIRGINIA-MARYLAND REGIONAL COLLEGE OF VETERINARY MEDICINE FOR  
DR. GARY D. KNIPLING '65**

**WHEREAS**, Dr. Gary D. Knipling graduated from Virginia Tech in 1965 with a bachelor's degree in Animal Science; and

**WHEREAS**, Gary Knipling has had a successful and respected career as a practicing veterinarian in Virginia and with the participation and full support of his wife, Charlotte Knipling, has had an extensive volunteer career with the university to include service as a member of Hokies for Higher Education and the Northern Virginia Regional Campaign Committee for the Campaign for Virginia Tech: Invent the Future; and

**WHEREAS**, Gary Knipling and Charlotte Knipling have been recognized as Benefactor members of the Ut Prosim Society for their outstanding philanthropy to the university to include support for Virginia Tech Athletics, the Virginia Tech Corps of Cadets, the German Club, and the Virginia-Maryland Regional College of Veterinary Medicine, with considerable support provided to the Veterinary Medicine Translational Medicine Complex; and

**WHEREAS**, Gary Knipling and Charlotte Knipling have been, and continue to be, valued members of the university community;

**NOW, THEREFORE, BE IT RESOLVED**, that in acknowledgement of the service and generosity of Dr. Gary D. Knipling, and in recognition of past and future benefits to the university, the Small Animal Treatment Room #1 of the Virginia-Maryland Regional College of Veterinary Medicine will be known as the Dr. Gary D. Knipling '65 Small Animal Treatment Room.

**RECOMMENDATION:**

That the above resolution naming the Dr. Gary D. Knipling '65 Small Animal Treatment Room be approved.

November 5, 2012



**RESOLUTION ON NAMING THE SMALL ANIMAL RADIOLOGY EXAM  
AND READING ROOMS IN THE VIRGINIA-MARYLAND REGIONAL  
COLLEGE OF VETERINARY MEDICINE FOR  
STEPHEN WESLEY MICHAEL '73 AND DONNA W. MICHAEL**

**WHEREAS**, Stephen Wesley Michael graduated from Virginia Tech in 1973 with a Bachelor of Science degree in Business; and

**WHEREAS**, Stephen Michael has had a successful and respected career in forest products and, with the participation and full support of his wife, Donna Michael, he has served as a volunteer member of the Quiet Phase Campaign Steering Committee for the Campaign for Virginia Tech: Invent the Future; and

**WHEREAS**, Stephen and Donna Michael have been recognized as Senior Benefactor members of the Ut Prosim Society for their outstanding philanthropy to the university to include support for Virginia Tech Athletics, the Pamplin College of Business, the College of Natural Resources and Environment, the Virginia Tech Corps of Cadets, and the Virginia-Maryland Regional College of Veterinary Medicine, with considerable support provided to the Veterinary Medicine Translational Medicine Complex; and

**WHEREAS**, Stephen and Donna Michael have been, and continue to be, valued members of the university community;

**NOW, THEREFORE, BE IT RESOLVED**, that in acknowledgement of the service and generosity of Stephen and Donna Michael, and in recognition of past and future benefits to the university, the Small Animal Radiology Exam and Reading Rooms of the Virginia-Maryland Regional College of Veterinary Medicine will be known as the Stephen Wesley Michael '73 and Donna W. Michael Small Animal Radiology Exam and Reading Rooms.

**RECOMMENDATION:**

That the above resolution naming the Stephen Wesley Michael '73 and Donna W. Michael Small Animal Radiology Exam and Reading Rooms be approved.

November 5, 2012

**RESOLUTION ON NAMING THE HOSPITAL DIRECTOR'S SUITE IN THE VIRGINIA-MARYLAND REGIONAL COLLEGE OF VETERINARY MEDICINE  
FOR BILL AND RITA THORNTON**

**WHEREAS**, William M. (Bill) Thornton graduated from Virginia Tech in 1956 with a Bachelor of Science degree in Agricultural Economics; and

**WHEREAS**, Bill Thornton has had a successful and respected career in real estate and with the participation and full support of his wife, Rita Thornton, has had an extensive volunteer career with the university to include service as a member of the Virginia Tech Foundation Executive Committee, the Virginia Tech Athletics Board of Directors, the Class of 1956 Reunion Committee, and as a regional campaign committee member; and

**WHEREAS**, Bill and Rita Thornton have been recognized as Distinguished Benefactor members of the Ut Prosim Society for their outstanding philanthropy to the university to include Virginia Tech Athletics, the College of Agriculture and Life Sciences, and the Virginia-Maryland Regional College of Veterinary Medicine, with considerable support provided to the Veterinary Medicine Translational Medicine Complex; and

**WHEREAS**, Bill and Rita Thornton have been, and continue to be, valued members of the university community;

**NOW, THEREFORE, BE IT RESOLVED**, that in acknowledgement of the service and generosity of Bill and Rita Thornton, and in recognition of past and future benefits to the university, the Veterinary Hospital Director's Suite of the Virginia-Maryland Regional College of Veterinary Medicine will be known as the Bill and Rita Thornton Hospital Director's Suite.

**RECOMMENDATION:**

That the above resolution naming the Bill and Rita Thornton Hospital Director's Suite be approved.

November 5, 2012

**RESOLUTION ON NAMING STALL NUMBER 1 IN “BARN A” IN THE VIRGINIA-MARYLAND REGIONAL COLLEGE OF VETERINARY MEDICINE IN MEMORY OF SAMUEL H. THORNTON BY BILL AND RITA THORNTON**

**WHEREAS**, William M. (Bill) Thornton graduated from Virginia Tech in 1956 with a Bachelor of Science degree in Agricultural Economics; and

**WHEREAS**, Bill Thornton has had a successful and respected career in real estate and with the participation and full support of his wife, Rita Thornton, has had an extensive volunteer career with the university to include service as a member of the Virginia Tech Foundation Executive Committee, the Virginia Tech Athletics Board of Directors, the Class of 1956 Reunion Committee, and as a regional campaign committee member; and

**WHEREAS**, Bill and Rita Thornton have been recognized as Distinguished Benefactor members of the Ut Prosim Society for their outstanding philanthropy to the university to include support for Virginia Tech Athletics, the College of Agriculture and Life Sciences, and the Virginia-Maryland Regional College of Veterinary Medicine, with considerable support provided to the Veterinary Medicine Translational Medicine Complex; and

**WHEREAS**, Bill and Rita Thornton wish to honor the memory of Bill's father, Samuel H. Thornton; and

**WHEREAS**, Bill and Rita Thornton have been, and continue to be, valued members of the university community;

**NOW, THEREFORE, BE IT RESOLVED**, that in acknowledgement of the service and generosity of Bill and Rita Thornton, and in recognition of past and future benefits to the university, Stall Number 1 in “Barn A” of the Virginia-Maryland Regional College of Veterinary Medicine, will be named Stall Number 1 “In Memory of Samuel H. Thornton” by Bill and Rita Thornton.

**RECOMMENDATION:**

That the above resolution naming Stall Number 1 in “Barn A” of the Virginia-Maryland Regional College of Veterinary Medicine “In Memory of Samuel H. Thornton” by Bill and Rita Thornton be approved.

November 5, 2012

**RESOLUTION ON NAMING THE SMALL ANIMAL CARDIOLOGY ROOM IN THE  
VIRGINIA-MARYLAND REGIONAL COLLEGE OF VETERINARY MEDICINE FOR  
THE CHESAPEAKE VETERINARY CARDIOLOGY ASSOCIATES**

**WHEREAS**, Dr. William D. Tyrrell graduated from the Virginia-Maryland Regional College of Veterinary Medicine in 1990 as a Doctor of Veterinary Medicine, and Jennifer G. Tyrrell graduated from Virginia Tech with a Bachelor's Degree in Marketing Management in 1991; and

**WHEREAS**, Dr. Bonnie K. Lefbom graduated from the Virginia-Maryland Regional College of Veterinary Medicine in 1991 as a Doctor of Veterinary Medicine, and William L. (Larry) Lefbom, Jr. graduated from Virginia Tech with a Bachelor's Degree in Mechanical Engineering in 1984; and

**WHEREAS**, Dr. William D. Tyrrell and Dr. Bonnie K. Lefbom have had successful and respected careers as practicing veterinarians at the Chesapeake Veterinary Cardiology Associates; and

**WHEREAS**, the Chesapeake Veterinary Cardiology Associates, William and Jennifer Tyrrell, and Bonnie and Larry Lefbom have all demonstrated outstanding philanthropy to the university to include support for the Virginia-Maryland Regional College of Veterinary Medicine, with considerable support provided to the Veterinary Medicine Translational Medicine Complex; and

**WHEREAS**, the Chesapeake Veterinary Cardiology Associates, William and Jennifer Tyrrell, and Bonnie and Larry Lefbom have been, and continue to be, valued members of the university community;

**NOW, THEREFORE, BE IT RESOLVED**, that in acknowledgement of the service and generosity of the Chesapeake Veterinary Cardiology Associates, William and Jennifer Tyrrell, and Bonnie and Larry Lefbom, and in recognition of past and future benefits to the university, the Small Animal Cardiology Room of the Virginia-Maryland Regional College of Veterinary Medicine will be known as the Chesapeake Veterinary Cardiology Associates Small Animal Cardiology Room.

**RECOMMENDATION:**

That the above resolution naming the Chesapeake Veterinary Cardiology Associates Small Animal Cardiology Room of the Virginia-Maryland Regional College of Veterinary Medicine be approved.

November 5, 2012

**RESOLUTION ON NAMING SMALL ANIMAL TREATMENT ROOM #2 IN THE  
VIRGINIA-MARYLAND REGIONAL COLLEGE OF VETERINARY MEDICINE IN  
HONOR OF DR. DAWN WEBBER**

**WHEREAS**, Frank Willard (Butch) Webber, Jr. graduated from Virginia Tech in 1963 with a bachelor's degree in Business Administration, and he and his wife, Mary L. (Ludi) Webber are the proud parents of Dr. Dawn M. Webber, who graduated from Virginia Tech in 1999 with a bachelor's degree in Biological Sciences; and

**WHEREAS**, Butch and Ludi Webber have been recognized as Senior Benefactor members of the Ut Prosim Society for their outstanding philanthropy to the university to include support for Virginia Tech Athletics, the Pamplin College of Business, and the Virginia-Maryland Regional College of Veterinary Medicine, with considerable support provided to the Veterinary Medicine Translational Medicine Complex; and

**WHEREAS**, Butch and Ludi Webber wish to honor their daughter, Dawn Webber, who has a budding career as a veterinary cardiologist; and

**WHEREAS**, Butch and Ludi Webber have been, and continue to be, valued members of the university community;

**NOW, THEREFORE, BE IT RESOLVED**, that in acknowledgement of the service and generosity of Butch and Ludi Webber, and in recognition of past and future benefits to the university, the Small Animal Treatment Room #2 of the Virginia-Maryland Regional College of Veterinary Medicine will be known as the Dr. Dawn Webber Small Animal Treatment Room in honor of their daughter.

**RECOMMENDATION:**

That the above resolution naming the Dr. Dawn Webber Small Animal Treatment Room be approved.

November 5, 2012

**Summary**  
**Emeriti Faculty Resolution (1)**  
**November 5, 2012**

**College of Agriculture and Life Sciences**

Edward Hagood

Professor Emeritus of Weed Science

## **RESOLUTION FOR EMERITUS STATUS**

**WHEREAS**, Dr. Edward Scott Hagood faithfully served Virginia Tech for over 30 years in the College of Agriculture and Life Sciences, beginning in 1981; and

**WHEREAS**, as a member of the faculty in the Department of Plant Pathology, Physiology and Weed Science, Extension Project Leader, and Extension Weed Scientist, he provided statewide leadership in the development of weed control programs for Virginia's agronomic crops; and

**WHEREAS**, Dr. Hagood presented, by invitation, over 1,100 Extension presentations in the form of local and regional meetings, field days, and in-service training sessions in all areas of the Commonwealth and in the Mid-Atlantic and southeastern United States; and

**WHEREAS**, he directed the research of six master's and seven Ph.D. students, served on over 40 additional master's and doctoral committees, and lectured in both graduate and undergraduate courses; and

**WHEREAS**, he has been principal or co-principal investigator on grants for research on weed control strategies impacting all areas of the Commonwealth as well as the Mid-Atlantic and southeastern regions of the United States, bringing visibility to Virginia Tech through his work; and

**WHEREAS**, Dr. Hagood has authored and co-authored over 70 refereed journal articles and abstracts as well as over 60 numbered Extension publications; and

**WHEREAS**, Dr. Hagood has been active in regional and national professional societies, as well as Virginia agricultural organizations, and as a result of this service has received many honors including the Meritorious Service Award of the Virginia Soybean Association, the Outstanding Young Weed Scientist of the Southern Weed Science Society, the Innovator of the Year of the Northeastern Weed Science Society, the Outstanding Applied Research Award of the Northeastern Weed Science Society, the Meritorious Service Award of the Virginia Corn Growers Association, the Educator of the Year of the Northeastern Weed Science Society, the Award of Merit of the Northeastern Weed Science Society, the Extension Service Award of the Virginia Agribusiness Council, and the Extension Excellence Award of the Virginia Tech Alumni Association;

**NOW, THEREFORE, BE IT RESOVLED**, that the Board of Visitors recognizes Dr. Edward Scott Hagood for his service to the university with the title of Professor Emeritus of Weed Science.

### **RECOMMENDATION:**

That the above resolution recommending Dr. Hagood for emeritus status be approved.

November 5, 2012



## **Summary**

### **Endowed Chairs, Fellowships, Professorships (3)**

**November 5, 2012**

#### **College of Engineering**

Srinath Ekkad	Commonwealth Professor for Aerospace Propulsion Systems
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Pavlos Vlachos	Robert E. Hord, Jr. Professorship of Mechanical Engineering
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#### **Pamplin College of Business**

Dilip Shome	Russell V. and Arlene F. Oliver Faculty Fellowship in Investment Management: Teaching
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**ENDOWED PROFESSORSHIP**  
**Commonwealth Professor for Aerospace Propulsion Systems**

In concurrence with the recommendations of the honorifics committee of the Mechanical Engineering Department, the Dean of the College of Engineering nominates Dr. Srinath Ekkad to hold the Commonwealth Professorship for Aerospace Propulsion Systems.

Dr. Ekkad's primary research has been the development of highly accurate, two-dimensional, high resolution surface heat transfer measurements for complex geometries. His contributions in applying these techniques in complex geometries in gas turbine engine systems have received several accolades. One of his papers published in the *International Journal of Heat and Mass Transfer* in 1997 on heat transfer in rib turbulated channels has already received 100 citations. This paper provided the first detailed measurements of complex turbulated flow inside channels with periodic trip strips.

Dr. Ekkad has co-authored the seminal book in gas turbine cooling technology with two authors. This book is considered the most important contribution to a very important research area. The second edition of the book is slated for release in February 2013.

Dr. Ekkad has attracted over \$8M in overall funding with over \$3.2M of individual contributions since his arrival at Virginia Tech. He has worked with several faculty members in different areas to develop new research programs. Currently, he has \$1M of research ongoing in his laboratory and has over \$5M in pending proposals. He has published over 60 journal papers and has another 10 papers under review or under preparation this year. His papers have over 800 citations with an H-index of 17. Professor Ekkad was also elevated to Fellow of American Society of Mechanical Engineers in 2010 for his overall research contributions to the field of heat transfer. He received the Dean's award for Excellence in Research in 2012 from Virginia Tech's College of Engineering.

**RECOMMENDATION:**

That Dr. Srinath Ekkad be appointed the Commonwealth Professor for Aerospace Propulsion Systems for a five-year renewable term effective December 10, 2012, with a salary supplement as provided by the endowment and, if available, with funds from the eminent scholars match program.

November 5, 2012

**ENDOWED PROFESSORSHIP**  
**Robert E. Hord, Jr. Professorship of Mechanical Engineering**

In concurrence with the recommendations of the honorifics committee of the Mechanical Engineering Department, the Dean of the College of Engineering nominates Dr. Pavlos Vlachos to hold the Robert E. Hord, Jr. Professorship of Mechanical Engineering.

Dr. Vlachos received the Ph.D. in Engineering Science and Mechanics from Virginia Tech in 2000 and began his faculty career in the department in fall 2003. He was promoted to associate professor with tenure in 2007 and to the rank of professor in 2011. In Fall 2011, he was also named the John R. Jones III Fellow in Mechanical Engineering.

Dr. Vlachos holds a distinguished research and service record. During his career at Virginia Tech, he has been an investigator on a total of \$16.6M of research funding with \$7.8M as his individual share.

Dr. Vlachos authored or co-authored 52 journal papers and 94 refereed papers in conference proceedings in addition to 94 extended abstracts and short abstracts and posters. He has advised to completion 11 Ph.D. and 22 M.S. students and is presently advising seven Ph.D. and four M.S./Ph.D. students. He has taught undergraduate and graduate level courses and has been rated as an excellent or good teacher by more than 95% of the students for an overall average rating of 3.77/4.00.

Dr. Vlachos has built a strong national and international reputation and has received several recognitions and awards including: MIT 11th (2005) Annual T.F. Ogilvie Lectureship Award for Young Investigator in Ocean Engineering and Fluid Mechanics; 2006 NSF CAREER award; 2006 Frontiers of Engineering Symposium; 2007 College of Engineering Faculty Fellow; 2007 and 2010 American Society of Mechanical Engineers Fluids Engineering Division Moody Award; Virginia Tech's 2010 College of Engineering Dean's Award for Excellence in Research and the 2009 and 2010 outstanding paper award in fluid mechanics from the journal of Measurement Science and Technology.

**RECOMMENDATION:**

That Dr. Pavlos Vlachos be appointed the Robert E. Hord, Jr. Professorship of Mechanical Engineering for a five-year renewable term effective December 10, 2012, with a salary supplement as provided by the endowment and, if available, with funds from the eminent scholars match program.

November 5, 2012

**ENDOWED FACULTY FELLOWSHIP**  
**Russell V. & Arlene F. Oliver Faculty Fellowship in**  
**Investment Management: Teaching**

The Russell V. & Arlene F. Oliver Faculty Fellowship in Investment Management: Teaching Faculty was established through a gift from Russell and Arlene Oliver to the Virginia Tech Foundation.

Professor Arthur Keown, the R. B. Pamplin Professor of Finance and Head of the Department of Finance, Insurance, and Business Law, with the unanimous support of the Finance Department's Honorifics Committee, has nominated Dr. Dilip Shome to serve as the Russell V. & Arlene F. Oliver Fellow in Finance.

Dr. Shome was promoted to full professor in 2000 and served as the Department Head of Finance, Insurance, and Business Law, from 1996-2000. He is a two-time winner of the Warren Holtzman Outstanding Educator Award, has been awarded the Ph.D. Teaching Award in the Pamplin College of Business, and has won two college Certificates of Teaching Excellence along with a University Certificate of Teaching Excellence.

Dr. Shome has chaired or co-chaired eight dissertations and served as a committee member of 18 others. In addition, he has served as the Committees Director of the Department of Finance, Insurance, and Business Law's Ph.D. program in 1989-1991 and, again, in 2009-2012. He has also published 14 refereed journal articles in some of the top academic journals in his field.

**RECOMMENDATION:**

That Dr. Dilip Shome be appointed to the Russell V. & Arlene F. Oliver Faculty Fellowship in Investment Management: Teaching for a period of three years, with a salary supplement as provided by the endowment and the eminent scholar match, if available, effective December 10, 2012.

November 5, 2012

## Faculty Personnel Changes Report

### ACADEMIC AFFAIRS COMMITTEE AND FINANCE AND AUDIT COMMITTEE

**Quarter ending September 30, 2012**

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	0
New Appointments to Tenure-Track or Continued Appointment-Track	12
New Appointments to Non-Tenure Track	0
Adjustments in Salary	32
Administrative and Professional Faculty	
New Appointments	4
Adjustments in Salary	43
One-time payments	3
One-time payments for Post-Season Sports Events	1
Special Research Faculty	
Adjustments in Salary	1

### **RECOMMENDATION:**

That the Board ratify the Faculty Personnel Changes Report.

November 5, 2012

**FACULTY PERSONNEL CHANGES**  
**November 5, 2012**

**TEACHING AND RESEARCH FACULTY**

**NEW APPOINTMENTS**

NAME	TITLE	DEPARTMENT	REG or RSTR	MONTHS	CURRENT ACTION			
					EFF DATE	% APPT	ANNUAL RATE	
							BASE	ONE-TIME
<u>Agriculture &amp; Life Sciences</u>								
Cline, Mark	Assistant Professor	Animal and Poultry Sciences	Reg	9	10-Aug-12	100	\$	80,000
Wang, Xiaofeng	Assistant Professor	Plant Pathology, Physiology and Weed Sciences	Reg	9	10-Aug-12	100	\$	75,000
<u>Architecture &amp; Urban Studies</u>								
Gindlesberger, Hans	Assistant Professor	School of Visual Arts	Reg	9	10-Aug-12	100	\$	63,000
Lemaire, Robert	Assistant Professor	School of Public and International Affairs	Reg	9	10-Aug-12	100	\$	68,000
<u>Engineering</u>								
Yu, Guoqiang	Assistant Professor	Electrical & Computer Engineering	Reg	9	10-Aug-12	100	\$	91,000
Zhu, Yizheng	Assistant Professor	Electrical & Computer Engineering	Reg	9	10-Aug-12	100	\$	89,000
<u>Science</u>								
Farrah, Duncan	Assistant Professor	Physics	Reg	9	17-Aug-12	100	\$	70,000
Nguyen, Vinh	Assistant Professor	Physics	Reg	12	1-Jul-12	100	\$	85,555
<u>Veterinary Medicine</u>								
Dervisis, Nikolaos	Assistant Professor	Small Animal Clinical Sciences	Reg	12	1-Sep-12	100	\$	120,000
Gilley, Robert	Associate Professor	Small Animal Clinical Sciences	Reg	12	17-Sep-12	100	\$	142,000
<u>Vice President for Research</u>								
Fox, Michael	Associate Professor	Virginia Tech Carilion Research Institute	Reg	12	1-Oct-12	100	\$	130,000
Morozov, Alexei	Assistant Professor	Virginia Tech Carilion Research Institute	Reg	12	31-Aug-12	100	\$	130,000

## TEACHING AND RESEARCH FACULTY

## ADJUSTMENTS

NAME	TITLE	DEPARTMENT	REG or RSTR	MONTHS	CURRENT ACTION			
					EFF DATE	% APPT	ANNUAL RATE	
							BASE	ONE-TIME
<u>Agriculture &amp; Life Sciences</u>								
Kaufman, Eric	Assistant Professor	Agricultural & Extension Education	Reg	9	10-Aug-12	100	\$	80,325
<u>Architecture &amp; Urban Studies</u>								
Burch-Brown, Carol	Professor	School of Visual Arts	Reg	9	10-Aug-12	100	\$	98,049
Doan, Patrick	Assistant Professor	School of Architecture & Design	Reg	9	10-Aug-12	100	\$	66,500
Tew, Gregory	Associate Professor	School of Architecture & Design	Reg	9	10-Aug-12	100	\$	98,670
Wagner, Matthew	Assistant Professor	School of Architecture & Design	Reg	9	10-Aug-12	100	\$	66,000
<u>Engineering</u>								
Duma, Stefan	Professor	Biomedical Engineering and Sciences	Reg	12	10-Aug-12	100	\$	235,731
Hou, Yiwei Thomas	Professor	Electrical & Computer Engineering	Reg	9	10-Aug-12	100	\$	125,868
Li, Qiang	Assistant Professor	Electrical & Computer Engineering	Reg	9	10-Aug-12	100	\$	86,000
McPherson, David	Instructor	Electrical & Computer Engineering	Reg	9	10-Aug-12	100	\$	56,692
Paretti, Marie	Associate Professor	Engineering Education	Reg	9	10-Aug-12	100	\$	90,580
Plassmann, Paul	Professor	Electrical & Computer Engineering	Reg	12	25-Sep-12	100	\$	160,000
Ripepi, Nino	Assistant Professor	Mining and Minerals Engineering	Reg	9	10-Aug-12	100	\$	81,000



continued

**TEACHING AND RESEARCH FACULTY****ADJUSTMENTS**

NAME	TITLE	DEPARTMENT	REG or RSTR	MONTHS	CURRENT ACTION			
					EFF DATE	% APPT	ANNUAL RATE	
							BASE	ONE-TIME
<u>Liberal Arts and Human Sciences</u>								
Bukvic, Ivica	Associate Professor	Music	Reg	9	10-Aug-12	100	\$	77,300
Cannon, Douglas	Assistant Professor	Communication	Reg	9	10-Aug-12	100	\$	58,000
Crafton, Jason	Assistant Professor	Music	Reg	9	10-Aug-12	100	\$	52,000
Ekirch, Arthur Roger	Professor	History	Reg	9	10-Aug-12	100	\$	100,344
Harrison, Anthony	Associate Professor	Sociology	Reg	9	10-Aug-12	100	\$	71,000
Ivory, Adrienne	Assistant Professor	Communication	Reg	9	10-Aug-12	100	\$	57,000
Moehler, Michael	Assistant Professor	Philosophy	Reg	9	10-Aug-12	100	\$	63,000
Samanta, Suchitra	Assistant Professor	Sociology	Reg	9	10-Aug-12	100	\$	60,000
Sax, Benjamin	Assistant Professor	Religion and Culture	Reg	9	10-Aug-12	100	\$	64,530
Schepisi, Ila	Instructor	Human Development	Reg	12	1-Jul-12	100	\$	48,000
Stivachtis, Ioannis	Associate Professor	Political Science	Reg	12	10-Aug-12	100	\$	92,000
Waymer, Damion	Assistant Professor	Communication	Reg	9	10-Aug-12	100	\$	70,000
Wyatt, Ariana	Assistant Professor	Music	Reg	9	10-Aug-12	100	\$	52,000
<u>Natural Resources</u>								
Hopkins, William	Associate Professor	Fish and Wildlife Conservation	Reg	12	1-Jul-12	100	\$	137,503
Kolivras, Korine	Associate Professor	Geography	Reg	9	10-Aug-12	100	\$	75,000
McGuire, Kevin	Assistant Professor	Virginia Water Resources Research Center	Reg	9	10-Aug-12	100	\$	74,460

continued

**TEACHING AND RESEARCH FACULTY*****ADJUSTMENTS***

NAME	TITLE	DEPARTMENT	REG or RSTR	MONTHS	CURRENT ACTION			
					EFF DATE	% APPT	ANNUAL RATE	
							BASE	ONE-TIME
<u>Science</u>								
Dove, Patricia	Professor	Geosciences	Reg	9	10-Aug-12	100	\$	165,000
Deater-Deckard, Kirby	Professor	Psychology	Reg	9	10-Aug-12	100	\$	140,000
Johnson, Neil	Advanced Instructor	Geosciences	Reg	9	10-Aug-12	100	\$	52,900
Xiao, Shuhai	Professor	Geosciences	Reg	9	10-Aug-12	100	\$	150,000

**ADMINISTRATIVE AND PROFESSIONAL FACULTY*****NEW APPOINTMENTS***

NAME	TITLE	DEPARTMENT	REG or RSTR	MONTHS	CURRENT ACTION			
					EFF DATE	% APPT	ANNUAL RATE	
							BASE	ONE-TIME
<u>President</u>								
Dillard, Brandon	Coordinator of Strength/Conditioning for Basketball	Athletics	Reg	12	2-Jul-12	100	\$	38,000
Huss, Stephen	Assistant Men's Tennis Coach	Athletics	Reg	12	2-Jul-12	100	\$	40,000
Purnell, Frederick	Trainer	Athletics	Reg	12	2-Jul-12	100	\$	36,000
Shuman, John	Coordinator of Strength/Conditioning for Olympic Sports	Athletics	Reg	12	25-Jul-12	100	\$	35,000

**ADMINISTRATIVE AND PROFESSIONAL FACULTY****ADJUSTMENTS**

NAME	TITLE	DEPARTMENT	REG or RSTR	MONTHS	CURRENT ACTION			
					EFF DATE	% APPT	ANNUAL RATE	
							BASE	ONE-TIME
<u>Agriculture &amp; Life Sciences</u>								
Grisso, Robert	Associate Director & Professor, ANR	College of Agriculture & Life Sciences Extension	Reg	12	10-Sep-12	100	\$	140,000
Peek, Danny	District Director	Southwest District Office	Reg	12	25-Aug-12	100	\$	72,500
<u>Engineering</u>								
McGlothlin Lester, Marlena	Undergraduate Academic Advisor	Engineering Education	Reg	12	10-Aug-12	100	\$	56,000
Smith, Natasha	Undergraduate Academic Advisor	Engineering Education	Reg	12	10-Aug-12	100	\$	56,000
<u>Liberal Arts and Human Sciences</u>								
Holloway, Rachel	Associate Dean	College of Liberal Arts and Human Sciences, Office of the Dean	Reg	12	1-Jul-12	100	\$	128,083
<u>President</u>								
Baer, Katherine	Trainer	Athletics	Reg	12	1-Jul-12	100	\$	40,000
Burker, Megan	Head Lacrosse Coach	Athletics	Reg	12	1-Jul-12	100	\$	62,200
Cianelli, David	Director, Track and Field/Cross Country Programs	Athletics	Reg	12	1-Jul-12	100	\$	120,000
Dietter, David	Trainer	Athletics	Reg	12	1-Jul-12	100	\$	40,000
Doolan, Keith	Trainer	Athletics	Reg	12	1-Jul-12	100	\$	50,000
East, Timothy	Associate Athletic Director, External Affairs	Athletics	Reg	12	1-Jul-12	100	\$	103,017
Gabbard, Thomas	Associate Athletic Director, Internal Affairs	Athletics	Reg	12	1-Jul-12	100	\$	129,046
Garnes, Bruce	Deputy Director of Football Operations	Athletics	Reg	12	1-Jul-12	100	\$	47,128
Gomez, Freddy	Assistant Coach, Women's Tennis	Athletics	Reg	12	1-Jul-12	100	\$	32,000
Helms, Christopher	Associate Athletic Director, Olympic Sports	Athletics	Reg	12	1-Jul-12	100	\$	97,800
Hooper, Elizabeth	State Legislative Liaison	President's Staff	Reg	12	1-Jul-12	100	\$	69,000
Jack, Gregory	Associate Head Coach, Track and Field	Athletics	Reg	12	1-Jul-12	100	\$	110,000
Jackson, David	Director of Strength/Conditioning for Basketball	Athletics	Reg	12	1-Jul-12	100	\$	80,000

continued

**ADMINISTRATIVE AND PROFESSIONAL FACULTY****ADJUSTMENTS**

NAME	TITLE	DEPARTMENT	REG or RSTR	MONTHS	CURRENT ACTION			
					EFF DATE	% APPT	ANNUAL RATE	
							BASE	ONE-TIME
Jaudon, Jon	Associate Athletic Director, Administration	Athletics	Reg	12	1-Jul-12	100	\$ 113,337	
Lewis, Lindsey	Associate Head Lacrosse Coach	Athletics	Reg	12	1-Jul-12	100	\$ 45,000	
McCloskey, Sharon	Senior Associate Athletic Director/Senior Woman Administrator	Athletics	Reg	12	1-Jul-12	100	\$ 144,772	
Piemonte, Ronald	Head Diving Coach	Athletics	Reg	12	1-Jul-12	100	\$ 54,880	
Ridenour, Minnis	Senior Fellow for Resource Development	President			1-Dec-12	Adjunct	\$	40,000
Rudd, Lisa	Associate Athletic Director, Financial Affairs	Athletics	Reg	12	1-Jul-12	100	\$ 93,815	
Sharp, Brian	Assistant Golf Coach	Athletics	Reg	12	1-Jul-12	100	\$	1,000
Skinner, Ned	Director, Swimming and Diving Programs	Athletics	Reg	12	1-Jul-12	100	\$ 83,642	
Steger, Charles	President	President	Reg	12	5-Nov-12	100	\$	30,000
Thomas, Nelson	Head Softball Coach	Athletics	Reg	12	1-Jul-12	100	\$ 86,978	
<u>Vice President &amp; Dean for Undergraduate Education</u>								
Dean, Wanda	Assistant Vice President	Registrar's Office	Reg	12	10-Jul-12	100	\$ 148,920	
Wubah, Daniel	Vice President and Dean	Vice President & Dean for Undergraduate Education	Reg	12	10-Aug-12	100	\$ 226,000	
<u>Vice President for Administrative Services</u>								
Hager, Monte	Assistant Director, Facilities Finance	Facilities Services	Reg	12	1-Jul-12	100	\$ 97,426	
Moore, Karisa	Interim Executive Director for Equity and Access	Human Resources	Reg	12	10-Jul-12	100	\$ 73,020	
Wilkes, Lisa	Assistant Vice President, Business Services	Assistant Vice President, Business Services	Reg	12	1-Jul-12	100	\$ 174,787	
<u>Vice President for Alumni Relations</u>								
Walker, Latanya	Director of Alumni Relations for Diversity, Inclusion and Community Engagement	Alumni Association	Reg	12	10-Jul-12	100	\$ 50,000	

continued

**ADMINISTRATIVE AND PROFESSIONAL FACULTY****ADJUSTMENTS**

NAME	TITLE	DEPARTMENT	REG or RSTR	MONTHS	CURRENT ACTION			
					EFF DATE	% APPT	ANNUAL RATE	
							BASE	ONE-TIME
<u>Vice President for Development &amp; University Relations</u>								
Avis, Kimberly	Assistant to the Associate Vice Presidents, University Development	University Development	Reg	12	10-Jul-12	100	\$	60,000
<u>Vice President for Finance and CFO</u>								
Cusimano, John	University Treasurer	Investment and Debt Management	Reg	12	1-Jul-12	100	\$	215,000
<u>Vice President for Information Technology</u>								
Boynton, Daniel	Information Technology Security Analyst	Information Technology Management	Reg	12	10-Aug-12	100	\$	42,000
Cowden, Jason	Application Analyst	Information Technology Management	Reg	12	6-Aug-12	100	\$	70,000
Herr, Christian	Database & Application Administrator I	Information Technology Management	Reg	12	10-Sep-12	100	\$	60,000
Mallikarjunan, Vijay	Application Analyst	Information Technology Management	Reg	12	10-Sep-12	100	\$	55,000
Nampoothiri, Smitha	Application Analyst	Information Technology Management	Reg	12	10-Aug-12	100	\$	60,000
Ratliff, Andrew	Application Analyst	Information Technology Management	Reg	12	10-Aug-12	100	\$	58,000
Rooney, Kevin	Manager, Web Services & Development	Information Technology Management	Reg	12	25-Jul-12	100	\$	90,000
Stewart, Jeb	Chief of Staff & Deputy Chief Information Officer	Vice President for Information Technology	Reg	12	25-Sep-12	100	\$	3,000
<u>Vice President for Outreach &amp; International Affairs</u>								
Sax, Jennifer	Interim Director of Education Abroad	OIRED, Education Abroad	Reg	12	10-Aug-12	100	\$	70,000
<u>Vice President for Student Affairs</u>								
Hughes, Byron	Associate Director of Fraternity and Sorority Life	Fraternity and Sorority Life	Reg	12	25-Jul-12	100	\$	52,038
Yacup, Jeffrey	Student Life Coordinator	Housing and Residence Life	Reg	12	25-Aug-12	100	\$	63,667

**SPECIAL RESEARCH FACULTY*****ADJUSTMENTS***

NAME	TITLE	DEPARTMENT	REG or RSTR	MONTHS	CURRENT ACTION			
					EFF DATE	% APPT	ANNUAL RATE	
							BASE	ONE-TIME
<u>Vice President for Research</u>								
Bassaganya-Riera, Josep	Laboratory Director, Nutritional Immunology and Molecular Medicine Laboratory	Virginia Bioinformatics Institute	Reg	12	10-Jul-12	100	\$	150,000



## **Nicholas A. Onopa – Undergraduate Student Representative Constituency Report to the Board of Visitors November 2012**

Rector Quillen, President Steger, distinguished members of the board, administration, and guests, thank you all for being here today to serve our university. I would like to begin by recognizing Rector Quillen for making his way to campus several times to meet with student leaders about student concerns such as diversity and funding, and has attended a University Council Meeting and Student Luncheon to give a face to the board. His actions have far exceeded my expectations and I would like to publicly acknowledge him for his commitment. Thank you Rector Quillen.

In the review of the last few months, the class of 2014 leadership team revealed their ring design in Burruss Hall and for the first time have introduced the Hokie “gold legacy” program where donated class rings from alumni are melted down into Hokie Gold to create the rings for the next junior class, combining tradition and innovation in a creative way.

Soon after, homecoming took place and featured a hypnotist, a Hoodie Allen and Kendrick Lamar concert, Comedian Kevin Hart, the homecoming parade, and the crowning of our King and Queen. The yearly Diwali - Indian Festival of Lights occurred on October 31st, and the Office of Diversity and Inclusion put on the “strong together” campaign for the second year in a row to continue to show our commitment to the Principles of Community.

While keeping traditions, new and old alive, our community continues to invent the future with awe inspiring events. Sheer Good Fortune to honor poet Toni Morrison, included Maya Angelou and other renowned poets from across the country was put together by University Distinguished Professor Nikki Giovanni. According to Professor Giovanni, it was the “largest gathering of Black/African American intellectuals in 40 years,” This is undoubtedly a historic event to take place at Virginia Tech to symbolize our growing success in the Liberal Arts to compete with our STEM degree programs.

Also, on November 10th, TEDx Virginia Tech will have 21 speakers from a nomination pool of over 200 were selected to present on the theme centered around “knowing.” Tickets to the event have been sold out for weeks and will be streamed live all over campus and the Blacksburg Community.

As I indicated in my previous report, I have assembled a Student Advisory Council that has helped gather student opinion, provide their own insight, and are currently creating a statement on Academic Integrity, will be coordinating the VTVoice Town Hall Forum in the Spring, and, as promised, began collecting opinion on a new student center. The student center should represent what Virginia Tech is about, it should be a place students want to be, to study, preferably 24/7, have late night dining options, meet with class project groups and organizations, and it should show our

commitment to diversity and principles of community by having the centers for the LGBTA, Council of International Organizations, BSA, and the SGA office visible and vibrant at the heart of the student center not hidden in the back corners of the third floor of Squires.

Other student concerns include a lack of on-campus study space, having more lighting and emergency call stations on-campus at night, how the walkways flood with water after heavy rains, the never ending issue of parking, overcrowded classrooms, and while many students see improvements in advising, they want to make sure the efforts continue.

If you speak to any student, administrator, or faculty member on this campus you will find a passion for this university community that is unmatched anywhere else. Virginia Tech is doing and will continue to do great things because of the people who create it. Thank you again for your time and attention.

**Graduate Student Representative Constituency Report to  
The Virginia Tech Board of Visitors**

Robyn Jones, Graduate Student Representative

November 4, 2012

Good afternoon Mr. Rector, members of the Board, President Steger, and distinguished guests. Thank you for allowing me the opportunity to speak on behalf of graduate students this afternoon.

My first area of focus this year is graduate student morale. The week following our last board meeting, a group of graduate students including myself, had the pleasure of meeting with Rector Quillen in the Graduate Life Center. The meeting included informative conversations about ways to improve graduate student morale. In particular, students present raised concerns over advising issues. Not all students experiences are the same, they vary by individual and department, which makes it more difficult to assess the problems. In fact, there are departments who have an excellent reputation in regards to advising, just as there are others with less than stellar reviews. After talking with graduate students, I have found that more attention needs to be given to the improvement of faculty/graduate student relationships, which in turn would help with their advising experiences. In order to remedy this problem, I am looking into developing a short series of presentations on improving faculty/student relationships.

In conversations with Provost MacNamee and other administrators, it is clear there are efforts being made to improve the quality of advising for both undergraduate and graduate students. In fact, The Graduate School and the Commission on Graduate Studies and Policies are presenting the beginning of a plan to address

these concerns this Wednesday. I hope that the series will be of assistance while we continue to work towards a plan that improves advising experiences in needed areas.

Rector Quillen, thank you for reaching out to graduate students. As a representative of the Board, this gesture demonstrates a sincere concern and commitment to not only graduate students, but to our institution. It is easy for me to share stories with you about graduate student experiences at board meetings, but the opportunity to speak with students in person serves a special purpose. It helps to boost graduate student morale. The knowledge gained from meeting with various groups on campus allows you to make more informed decisions based on what you have learned through personal encounters with individuals. Other members of the Board have been making similar efforts. These efforts have not gone unnoticed. Graduate students admire your concern and we appreciate your time. I look forward to continuing to boost graduate student morale through this and other endeavors.

My second area of focus this year, childcare, is a long standing concern. Many childcare options available to graduate students are cost-prohibitive. In the last several years there has been dialogue about different options that may be available, including the creation of a co-operative childcare facility. After speaking with various administrators and researching my predecessors' work, I too believe that a co-operative facility will best serve graduate students' needs for childcare at a reasonable cost. There are a number of state regulations and other considerations that need to be taken into account in order to see such a center come to fruition. While a co-operative childcare center may be difficult to establish, it is not impossible, especially in a community in which we pride ourselves on being

forward thinkers and innovators. Such a task will require a significant amount of time and dedication. As such, President Steger has offered to fund a full-time position for an individual to work on the development of a co-operative childcare facility. We appreciate your generous offer President Steger. In the coming weeks, I will be creating a job description outlining the credentials needed to successfully take on such an endeavor. If we are going to grow graduate student enrollment and increase retention, then we have to have graduate student childcare. It is my hope that the Board will support our efforts.

Just a couple of weeks ago the university community enjoyed the truly magical experience of “Sheer Good Fortune.” It was inspiring, uplifting, and encouraging. It was a learning experience for everyone. If the program we witnessed was a taste of what is in store upon the completion of the Center for the Arts, we are in for a treat. It is gratifying to know that graduate students played a significant role in the research and planning the Center for the Arts. I mention that experience to say this:

Behind every program, every department, every office, you will find a graduate student working hard, paying their dues, and creating opportunities for others who will follow. Most, if not all of you, can identify with this rite of passage. I am confident that through the continued support of the Board and administration, the graduate student community will continue to thrive.

Thank you.

Staff Senate Constituency Report  
Virginia Tech Board of Visitors  
November 4-5, 2012  
Sue Teel, Staff Senate President

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Rector Quillen, members of the Board of Visitors, President Steger, administrators, and guests: Thank you for this opportunity to share with you about Virginia Tech's staff. It is truly an honor and privilege to bring this information to you today.

I am finding an abundance of speakers interested in addressing the staff via the Staff Senate. In September, Rector Quillen visited with Staff Senate. He opened the floor up to any questions that the attending staff wanted to send his way. Questions were asked around outsourcing, accountability of building contractors to the University, and the lack of staff representation in the criteria used in comparing universities. The University looks to grow in faculty and students, but there is little reference to growth in staff positions. Increases in research expenditures means support has to grow. The staff are the ones providing support from budget development and proposal submission through project closeout, including processing of all expenditures on these research funds. Critical mass of resources HAS to include support staff. The staff at Virginia Tech is loyal to the University, and we take pride in the successes of the faculty and students we support. However, most are being asked to do more with less. In this time of budget reductions, many areas are choosing to not fill vacated positions, or areas are opting to hire part-time wage people into positions that were full-time. This along with the lack of pay raises over recent years, is adversely affecting staff morale.

In October, Ted Faulkner, Director of Dining Services, spoke to Staff Senate. He is very passionate about the dining programs at the University. He shared that there are more than 9200 on-campus meal plans sold, 9712 off-campus meal plans sold, and another 4200 students who use dining dollars. The number of off-campus meal plans sold and dining dollars used at Virginia Tech is unprecedented and is attributed to the award winning cuisine served in the dining facilities. Ted also spoke about Dining Services' sustainability incentives. Did you know that beginning this spring semester Dining Services will be offering VT milk at D2 from their bulk milk dispensers?! That will mean that Dining Services will then be serving fruits, vegetables, beef, pork, and milk all produced here at Virginia Tech. From the first presentation today on the Ag Tech program we learned that program is contributing to the production of food being used in our dining centers.

One of the goals of the Staff Senate Executive Board this year is to have representation for all areas across the University. I am happy to report that the one area that was lacking representation is now represented. Simply by reaching out to that area there are several staff members who are showing interest in the governance system.

The Staff Senate is actively involved in University governance and we are honored to have the opportunity to serve on the many committees and commissions of this University. I appreciate the opportunity to speak to the Board on behalf of the staff at Virginia Tech and I welcome any questions or comments that you might have regarding the staff.

Respectfully,  
Sue Teel  
President, Staff Senate

## Faculty Senate Constituency Report

November 4, 2012

Sarah M. Karpanty, Faculty Senate President

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Thank you Rector Quillen, President Steger, the entire Board, and guests:

Thank you for the chance to update you on the faculty interests. And, thank you for allowing me to be the last thing standing between you and dinner.

As I stated at the last meeting, the Virginia Tech faculty are excited along with you and our administration about the many new initiatives and ideas in our long range plan. In October, recognizing that the Board would be discussing distance learning at this meeting, the faculty senate held a lively discussion on that topic.

Two key ideas emerged from that discussion and I believe that they were echoed in Provost McNamee's presentation today.

First, the faculty urge that any expansion of our already strong distance learning presence should be done in a highly strategic manner such that it enhances our already-strong disciplines but does not divert resources from those disciplines, other academic programs, or our on-campus students.

Second, the faculty expressed strong sentiment that we are ready to explore the role of additional distance learning opportunities from within our departments and colleges. This represents a paradigm shift from traditional pedagogy. If we are to make this shift, there must be an associated paradigm shift in incentives and the financial models for these programs. Much of our discussion focused on this recognition that new incentive structures must be in place for faculty to be motivated to invest in developing and delivering not only high quality distance learning programs, but also summer and winter session programs. Specifically, salary increases tied to these investments should be considered and the role of additional teaching, and novel pedagogy, must be recognized in P&T processes if expansion of these programs is desired.

Please allow me to spend the final few moments I have today on the broader topic of incentives, as competitive faculty salaries are the primary concern of my constituency.

First, we all know that we expect to get what we pay for in life. If you just take a peek into the news from the last week alone, it is hard to deny that Virginia Tech faculty are delivering on our commitment to the tripartite mission to those that are paying our bills. You will find stories about Dr. Zac Mackey who is investigating new ways to develop drugs to fight



sleeping sickness; Dr. Amy Pruden who is working to safeguard our tap water supply from pathogens, such as the bacteria that causes Legionnaire's disease; and Dr. Joe Falkinham who is starting a new course called "Drugs, Bugs and Entrepreneurship," to help students better understand the interactions between science and business.

Please consider a few numbers and facts to go along with those success stories; recognizing this is a review of topics discussed earlier today. The Virginia Tech faculty as a whole have not had a merit-based raise since 2007. During that time period, our annual research expenditures have increased from \$366 million to more than \$450 million. During that same time period, our combined undergraduate and graduate student enrollment has increased from 28,622 to 31,342 students, but our faculty numbers have remained flat. And lastly, during that time period, we have fallen short of our goal to have faculty salaries be above the 60<sup>th</sup> percentile of salaries as compared to our peer institutions, and currently are only in the 17<sup>th</sup> percentile in that comparison.

We understand that we are just now emerging from one of the worst economic downturns in our nation's history, yet we hope that you will be impressed in how our faculty excelled during that downturn against the economic odds. We will continue to excel as teachers, researchers, and leaders in our fields. Therefore, we urge you as a Board, in the context of your difficult deliberations about tuition increases, to make this the year that you recognize the stark reality of the numbers I presented above and reinstate merit-based raises for your Virginia Tech faculty.

Thank you for your time I look forward to discussing these ideas with each of you.