

# Virginia Tech Board of Visitors Meeting

## September 23, 2007

### Minutes

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**MINUTES**  
September 23, 2007

The Board of Visitors of Virginia Polytechnic Institute and State University met in a Special Meeting on Sunday, September 23, 2007, at 1:00 p.m. in Torgersen Boardroom, Virginia Tech Campus, Blacksburg, Virginia.

**Present**

**Absent**

Mr. Michael Anzilotti  
Ms. Beverley Dalton  
Mr. Ben J. Davenport, Jr.  
Ms. Michele Duke  
Mr. Robert L. Freeman, Jr.  
Mr. L. Bruce Holland  
Mr. John R. Lawson, II  
Ms. Sandra Stiner Lowe  
Mr. Jacob A. Lutz, III  
Mr. George Nolen  
Mr. James W. Severt, Sr.  
Mr. James R. Smith  
Mr. Philip S. Thompson  
Dr. Lori Wagner  
Dr. Kerry J. Redican, President, Faculty Senate  
Ms. Judy U. Alford, President, Staff Senate  
Mr. Ryan C. Smith, Undergraduate Student Representative  
Mr. Brennan E. Shepard, Graduate Student Representative

Also present were the following: Dr. Charles Steger; Dr. Erv Blythe; Mr. Ralph Byers; Mr. John Cusimano; Dr. Karen DePauw; Dr. John Dooley; Chief Wendell Flinchum; Dr. David Ford; Kay Heidbreder, Esquire; Mary Beth Nash, Esquire; Dr. Zenobia Hikes; Mr. Larry Hincker; Mr. Tim Hodge; Mr. James Hyatt; Dr. Mark McNamee, Ms. Kim O'Rourke, Mr. Jay Poole, Dean Sue Ott Rowlands, Dr. Ellen Plummer; Mr. Minnis Ridenour; Mr. Dwight Shelton; Ms. Sandra Smith; Dr. Edward Spencer; Mr. Jeb Stewart; Dr. Sherwood Wilson; Peter Messit, Esquire, of the Attorney General's Office; faculty; staff; students; guests; and reporters.

Rector Lutz opened the meeting by explaining that he called this special meeting for the purpose of examining the recommendations from the report of the independent Virginia Tech Review Panel appointed by the Governor and the recommendations from the university's three internal review reports. The presentation today identifies all key recommendations in creating an infrastructure or blueprint for moving forward. The recommendations included in this blueprint are extensive and implementation will require substantial effort and expense. As Governor Kaine stated when the Panel report was released, the magnitude of losses and injuries suffered by the victims, their

families, the Virginia Tech community, and the Commonwealth are immeasurable. We must take up the challenge ourselves to study this information carefully and implement changes that will reduce risks in the future. We are honoring the lives and sacrifices of all who suffered on April 16 and we are advancing the notion of service that is Virginia Tech's mission. Rector Lutz thanked President Steger and Senior Fellow Minnis Ridenour and the many members of the faculty, staff, and student body who have participated in the development of the materials that will be reviewed today, adding that they will be instrumental in the implementation. Rector Lutz then called on President Steger for comments.

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### Report from President Steger

President Steger began with a meeting overview and introductory remarks. He called the Board's attention to a chart he had distributed previously that illustrates several activities that must occur in parallel: security and public safety review; budget reduction planning process; review and progress on the university's strategic plan. **(Copy filed with the permanent minutes and marked Attachment A.)** The university must look at the process of evaluating and implementing the recommendations of various reports – the three internal studies conducted over the summer, the Governor's Panel's report, and several other reports at which we are looking. All of these have to be considered together. At the same time, the Commonwealth is experiencing some shortfalls in revenue and the university is in the process of implementing a budget reduction plan that will address the targets that have been assigned to us by the Commonwealth. The third part is that all of this must be done in the context of the strategic plan of the university. There are tens of millions of dollars involved and we have to be sure that when we make these investments, they reinforce the long-term strategic objectives of the institution. The point is that we need to look at all of this together, because some of the recommendations in the reports on safety and security impact the budget management process, which affects the strategic plan. They all have to be looked at carefully. At the March meeting of the Board, there may be a one-day retreat to revisit the strategic plan of the university in light of all of these changes. Last year we put together a scorecard process (progress report) to help us evaluate where the university was in dealing with all of the different dimensions of the strategic plan. Of course, the events of April 16 changed that dramatically, but we are getting this back on track. At the November Board meeting, the Board will be given a full report on where we are in terms of accomplishing the objectives of the strategic plan that will help us determine where we have made good investments, where the result of some investments may or may not be what we had hoped they would be, and other areas where we need to make some additional investments to be successful. A semi-annual report will be made to the Board on where we are in terms of implementing the plan. Of course, the world changes, and we have to be cognizant of what those changes are and how it may affect the future of the institution.

As an introduction to the Six-Year Plans, President Steger gave some background on the financial situation. He recalled his testimony to the Senate Finance Committee when the last cuts came through in 2002 at which time the university lost \$72 million, or 26 percent of our E&G budget. In that testimony, he commented that it would probably take five years to recover, and the university had almost done so when news of this new round of budget cuts arrived. In response to those who ask why it has been necessary to raise tuition beyond the inflation rate, when 26 percent of the budget is cut at one time, that is the only way to catch up.

Additionally, in dealing with the April 16 issues, the university probably spent at least \$8 million so far, and there are many, many millions of dollars ahead in dealing with April 16. The state has provided a bit over \$1 million to help address those costs. Moreover, the state has asked that the university plan for a \$15 million budget cut. This is a significant financial burden. Further, in all the studies of base adequacy funding of the university, Virginia Tech is at 88 percent of base adequacy funding by the state's own calculations. Eighty-eight percent funding translates into a \$60 million shortfall per year. Being underfunded by \$60 million annually combined with a \$15 million cut and \$8 million in expenditures related to April 16 presents a real challenge.

With this being said, President Steger stated that the university administration will do whatever is necessary to manage this professionally and effectively. He emphasized that it is absolutely essential that the six-year plan the Board will consider today and the recommendations of these various reports be linked back to our financial management strategies and focused in a way that reinforces the long-term objectives of the strategic plan. President Steger made the point that all of these things are tied together, and each process must be considered in the context of the others in order to be done well. This is not a not an inconsequential problem that the university faces. He stated that the university has wonderful people and we will manage whatever problem we have. However, this cut will not mean business as usual.

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**Six-Year Enrollment Plan, Academic Plan,  
and Financial Plan for 2008-14  
(Copy filed with permanent minutes and marked Attachment B.)**

Rector Lutz called on Mr. Hyatt who explained that there will be two presentations, one on the academic and enrollment plan and one on the financial plan. The Six-Year Plans are required under the higher education restructuring act to be submitted to SCHEV by October 1, and Board approval is needed before submission. These are updates to the plans that were developed two years ago. In the financial plan that Dwight Shelton will present, there are two scenarios - an "optimistic" one that includes addressing the budget reduction and a pessimistic one that assumes no state support.

Dr. McNamee reviewed with the Board the academic plan components required by the restructuring act. The state established nine areas that each university is to respond to over the three biennia of the six-year plan. This is a rolling plan that gets updated every two years. When the first Virginia Tech six-year plan was prepared in response to the various items that the state identified as important for their planning purposes, the university set targets and goals as to how Virginia Tech would respond. This was done under the emerging strategic plan under review at that time. For this update, we revised and edited our initial cover statement which lays out the mission of Virginia Tech and talks about the priorities in terms of our research programs, our educational programs, and our outreach programs, and then we translated each of those to map onto the nine areas the state had initially identified. Many of the state's goals focus on enrollment targets, transfer students, retention rates, and more global issues. Additionally, they want to see that the university has in place systematic ways for assessing the quality of programs. Over the past two years, the state added a tenth and eleventh standard to deal with the financial plan of the university, which will be covered separately. Before April 16, the state added a twelfth standard that dealt with safety and security. At that time they had not yet established the expectations and standards; this has dramatically changed since April 16. We anticipate this will get much more attention from the state than it might have in the normal progression of the six-year plan.

Responding to a question about student enrollment, Dr. McNamee referred to the six-year enrollment plan, noting that Virginia Tech has more students than originally planned in the SCHEV projections. As we go out six years, we get back into balance with what we anticipate SCHEV will support. The six-year plan financially is based on the enrollment projections with the expectation that the state will supply their share of funding for those students. That is why this is done in concert with our planning with the state and their own financial plan. Confirming that the plan forecasts Virginia Tech will have fewer students in 2013 than today, Dr. McNamee pointed out that the forecasts will be updated in two years. The number of students we have today is higher than planned and higher than we have funding for and this must be brought back into balance.

In response a question about how enrollment is projected when community college students are guaranteed automatic transfer if they meet certain criteria, Dr. McNamee responded that Virginia Tech has been a leader in developing articulation agreements with the community college system. It will probably not be a significant challenge, because the reality is that the number of students in the community college system that pursue an associate degree and want to transfer is not keeping up with the projections statewide. It is not anticipated that this will get out of balance in the next six years. Many students who go to a community college have goals in mind other than transferring to a four-year college.

In reply to another question, Dr. McNamee stated that the university is communicating with the community colleges to get more information to the students. The College of Agriculture and Life Sciences was the first to have a uniform articulation agreement,

and the College of Engineering now has a clear set of guidelines. Most of the others are moving toward this. Dr. Ford added that Virginia Tech admissions officials went to 18 community colleges this past year to do on-site admission. It was suggested that information also be communicated through journals and other publications.

A question was raised about the forecasted increase in doctoral students at Virginia Tech. Dr. McNamee responded that this is a good-news story for Virginia Tech. The strategic plan called for growing the number of Ph.D. students by 900, basically from 1700 to 2600, by 2012. This target was exceeded this fall; we have 978 additional Ph.D. students, which includes 850 on-campus students. We are ahead of target. We would like to have 6500 graduate students, of which 2600 would be doctoral students and the remaining master's students. Dean DePauw added that there are 2713 doctoral students, 2600 had been projected for 2012. There are 3836 masters students with projections to go to 3900. The total number of graduate students for fall is 6549. These numbers are combined on and off campus.

President Steger noted that some of the programs that do not contribute to the research initiative and that currently have large Ph.D. enrollments will likely have smaller enrollments in the future. Some Ph.D. programs do not generate significant research dollars and these are expensive programs. Most of the growth has been in strategic areas because the growth strategy Dean DePauw put in place matched commitments for external funding for those graduate students. Dr. McNamee added that we will revisit projections to determine if we want to make additional adjustments in future years, but we would not go to SCHEV with revised projections until we are convinced we can support the growth. Dr. McNamee added that another surprise is that this year overall we have about 1000 more students than projected.

Mr. Shelton gave a report on the financial part of the six-year-plan. **(A copy of Mr. Shelton's presentation is filed with the permanent minutes and marked Attachment C.)** SCHEV provides the university with the plan formats and guidelines in August of odd-numbered years in preparation for the biennial budget process, which is coming up in the next General Assembly session. The university is required to provide two scenarios. The pessimistic scenario assumes we will receive no general fund support, and the optimistic scenario assumes we will get funding from the general fund in accordance with the base budget adequacy model numbers. That number is currently 44 percent, and what will be covered today will look at this optimistic scenario. Because the SCHEV report is rather hard to interpret and focuses almost entirely on tuition and fees, the information provided in the Board's materials is from the internal plans used to develop the SCHEV plans. Once the Board approves the plans, the information in the charts will be converted to the SCHEV format.

Key discussion points:

- In regard to faculty salaries, there have been some changes in how we do faculty salaries. We reestablished the peer group over this last year. Now the state has changed the way they are calculating through IPED's data vs. Academe data, which

is not to the university's benefit, and we are working with the state to resolve this. The faculty salary average chart shows where we are in the percentiles and what it would take to move to the 60<sup>th</sup> percentile. The percentile point that we would be at in each of the six years assumes a four percent increase for our faculty over each of those years and assumes a three percent growth that SCHEV gave to us for all of our peers.

- Improved productivity is not necessarily demonstrated by having fewer faculty per student. Corrected for inflation, we have 30 percent fewer dollars than we did in 1999, and we are delivering the same quality, if not better. In the scenario where the number of students stays the same while salaries, fringes, etc. increase over the next several years, key performance indicators may need to be developed. Mr. Shelton clarified that the budget approved for this year had the projection for fall of 2007 and not the reality of where we are with the 1000 extra students. We are dealing with more students than the chart shows in the first years without all the state resources that are needed.
- The 1000 unanticipated extra students this year can be explained primarily by two factors. We provided added flexibility to students for completing their spring 2007 semester after the April 16 tragedy, and there were no academic suspensions; typically 400 students would be suspended for unsatisfactory academic progress. Secondly, we exceeded our targets for out-of-state undergraduate enrollments and overall enrollments.
- There is concern about the tuition burden on out-of-state students.
- The average time to graduation has not changed very dramatically in the past ten years; the average is 4.3 years. We run about the mid 40 percent in terms of graduation rate for four years, mid sixties for five years, and we graduate 76 to 77 percent of our students in six years.
- The concept of charging higher tuition as students progress through their degree programs was raised. The rationale is that freshman classes tend to be larger and therefore the freshman year should cost less, and so on. However, it was noted that many transfer students are going to community colleges because of the cost of tuition and fees, and we should consider the burden on those students of higher tuition and fees during their junior and senior years.

Mr. Shelton concluded by explaining that the key factor in which the state is interested is what would happen to tuition and fees. One of the goals of restructuring was to produce a steady, predictable revenue stream and be able to tell students and others what tuition is likely to be. The Board is not being asked to approve tuition and fees today; this is the planning process. Tuition and fee requirements will be discussed at the March Board meeting after the Governor and General Assembly conclude their work with the budget.

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As part of this special meeting, Mr. Hyatt, Dr. McNamee, and Mr. Shelton gave a presentation to Board members on the six-year enrollment plan, academic plan, and financial plan for 2008-14. This is an update to the plan approved by the Board in September 2005. As part of this presentation, the following resolution was moved by Mr. Thompson, seconded by Mr. Severt, and approved unanimously.

**Resolution for Approving the Six-Year Enrollment Plan,  
Academic Plan, and Financial Plan for 2008-14**

**That the resolution regarding approval of the enrollment, academic, and financial plans be adopted.** (Copy filed with the permanent minutes and marked Attachment B.)

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**Process for Evaluating/Implementing Recommendations  
From External and Internal Reports**

As part of this special meeting, Mr. Ridenour was asked to give a presentation on the plan and process for addressing all recommendations from the report of the Governor's independent Virginia Tech Review Panel and each of the university's three internal review reports. The Rector thanked Mr. Ridenour for taking on this project. **(Copy filed with the permanent minutes and marked Attachment D.)**

President Steger had asked Mr. Ridenour to develop a process and plan to address the recommendations that came from the panel review and from the internal reviews. He plans to finish this work and turn over all materials and the project to President Steger and the Policy Group by September 28. His presentation today is about putting in place the process to assure that the university is accountable to the Board and not about addressing the recommendations. The university will be responsible for implementing the process.

The "overview" document in the notebook looks at the action plan. There is an action plan for both open and closed session items. The concept is the same. There is a series of reports that speaks to the panel review and all the recommendations and each of the internal reviews: the security infrastructure, the information and communications infrastructure, and the interface between Virginia Tech counseling service, academic affairs, judicial affairs and legal services.



Attention is focused on two areas; 1) make sure the process will address all recommendations in the Report of the Review Panel that was appointed by Governor Kaine, and 2) addressing the recommendations from the three internal committees appointed by President Steger. However, there were a number of other reviews taking place: a) review by Attorney General, Secretary of Human Services, and Secretary of Education and report to the President of the United States; b) the Governor had a campus security conference on September 13 where he focused on a number of things and especially general philosophies and best practices; c) an investigative report developed by the Inspector General for Mental Health, Mental Retardation, and Substance Abuse that set forth certain recommendations; d) National Association of Attorneys General task force on campus safety that resulted in several recommendations. These are not contained in the work, but they are referenced.

Mr. Ridenour reviewed with the Board a diagram describing the proposed process. It is proposed that the Policy Group will flag from the recommendations those that will be listed as Priority 1 and assign a lower priority to the others. Then the responsible areas (usually Vice Presidents or Vice Provosts) will take these recommendations and provide information on all items that link the process back to the budget process and to the strategic plan. They will provide a report to the Policy Group. President Steger is in the process of appointing two advisory committees made up of faculty, staff and students, and those committees will address what is defined as the human dimensions (mental health, systems and services for faculty, staff and students) and security and infrastructure (security and infrastructure of facilities and telecommunications). These recommendations and the work from the action plan will be passed to these committees for review and comment. The comments will come back to the Policy Group. After that work is done, it would pass to the President and the President will bring to the Board of Visitors each quarter a report on the status of the work that has been done with a focus on policy, budget and linkage to the strategic plan.

Mr. Ridenour worked with Rector Lutz to come up with a plan whereby items that the President bring forward to the Board will flow through the standing committees of the Board. Policy issues relating to the human dimensions will flow through the Student Affairs & Athletics and Academic Affairs Committee. Policy issues of security and infrastructure will be addressed by the Buildings and Grounds Committee and the Finance and Audit Committee.

The Board was asked to look at the example action plan. This plan benchmarks all recommendations from the internal reviews against the panel report, and all recommendations on a particular matter are grouped together. The recommendations are color coded based on the report from which they were taken. There will be a consistent way of addressing all of the recommendations. Each recommendation is labeled by action number to be tracked. The source and location has been identified to know exactly where the recommendation is coming from. There are materials that support the recommendation. It is recommended that Priority 1 be set by the Policy Group. The other priorities may be set by the Policy Group or the Vice Presidents and

Vice Provosts. This will be set up in a way that the human dimension can be tracked, the infrastructure and security would be able to be identified with each recommendation, and the financial resources required to address that recommendation will be identified as well. While going through this process, if the Vice Presidents and Vice Provosts determine that it might be difficult or more cost effective to address or programmatically more effective to address a recommendation with an alternative solution, then that would be identified and that alternative solution will be brought back to the Policy Group for review and approval as an acceptable way to address that recommendation.

Each recommendation will be assigned a time frame for implementation, and each recommendation will be tracked to determine if it has been completed in that time frame, with progress reported back each month to the Policy Group. If it is determined that the work requires more time than originally planned, there will be an adjusted timeline and a detailed explanation of why that adjusted timeline is necessary in order to address that recommendation appropriately. Again, this would come back to the Policy Group to make certain the appropriate checks and balances are in place. Then the financial structure will be looked at to support this. Infrastructure requirements will be identified, such as a new building, renovation of a building, a new computer system, any staffing requirements, staff cost, total operating cost, grand total cost of staff and operating and the infrastructure cost. Then we must look at the source of funding. For example, is it appropriate to fund through the educational and general budget, which means it falls back to the general funds or tuition and fees, or is this an item that should be funded from the auxiliaries and therefore funded from student fees? Is it an item for which we should seek grant support, because we believe grant funding will be more important and would bring new money into the university? Should we go to the state and ask for a state appropriation, for example, for a new building, a new computer system, etc.? The source of funding could be tracked along with notes and explanations.

We are in the process of putting together an automated system to support this so it can be managed and does not have to be done by hand.

Mr. Ridenour introduced and thanked his staff:

Jody Carton – Project Director

Kate Lanham – Creative Technology Coordinator

Amanda Williams – Masters in Urban and Regional Planning Graduate Student

Jessica Wirgau - Public Administration and Policy Doctoral Student

Kathy Webb-Farley – Public Administration and Policy Doctoral Student

Amanda Olejarski - Public Administration and Policy Doctoral Student

Al Cooper – Director of Business and Management Services in the  
Office of the Executive Vice President

Mr. Ridenour added that the President will report back to the Board in November; Mr. Ridenour has not prescribed the format for the report. The Vice Presidents and Vice

Provosts working with the President will define the exact format. The focus will be on policy, the financial aspects, and the interface with the strategic plan to provide a comprehensive view. A report will be given at each Board meeting until the process is complete.

President Steger added that we feel this process will be extremely effective. He thanked everyone for all the work that has gone into this. There are a multitude of major steps that are already underway or complete. President Steger called on Mr. Hyatt to give an update.

Mr. Hyatt reported on security:

1. VT Alert System has been put into place. There are now 17,318 subscribers of which 15,000 are students. A test alert was delivered to 148 test participants on September 13. On September 18, a test alert was delivered to all 385 test participants, and on September 20, to 1958 participants. We are scaling up to see how the system works. So far the response of people signing up has been encouraging.
2. By the start of the fall semester, locks had been installed on the inside of all doors of general assignment classrooms where practical, and the university is in the process of installing locks on all non-general-assignment classrooms.
3. Exterior door hardware removal will prevent chaining and will be replaced with hardware that cannot be chained. This is being done based on a ranking by the Police Department.
4. In addition to the original four sirens, two more sirens have been installed.
5. Eleven police officers were added to the Virginia Tech Police Department this fiscal year at a cost of approximately a half-million dollars. There are now 41 sworn officers.
6. Installed emergency posters in all general assignment classrooms to let people know where to go and what to do in case of an emergency. We are now looking at installing these in residence halls – their posters will be different based on the needs of the students.
7. The Board approved at the last meeting the new public safety building that will house the Police Department, Rescue Squad and the Emergency Management Programs. The process is underway to design this structure.

Dr. McNamee reported on human dimensions – this covers faculty, staff, and students. Academic Affairs, Student Affairs and Human Resources have been working closely together to try to address many of the initiatives that became clear after April 16.

1. On the student side, a lot of attention has focused on the Care Team. This is a long-standing group of professionals that meets every week to look at troubled students and issues that have arisen. This team is expanding and now includes representatives from the Police Department, Office of Services to Students with Disabilities, and the Registrar's Office.
2. There is a small subset of the Care Team that includes the Police Department and that can analyze and make quick decisions on actions that need to be taken.

3. The Dean of Students Office and Cook Counseling Center have implemented a case management system whereby they are able to monitor and follow the process of the students who are being treated. One advantage is that they have increased proactively the ways they are keeping track of the students.
4. Over the summer and fall we have taken many steps to provide training and education. There was a major symposium on campus with a number of federal agencies to talk about issues of FERPA and privacy acts. Surveys have also been done of faculty, staff, and students to assess what needs the university might expect. This information is being analyzed, and it has been very constructive to ascertain the level of stress and the level of expectations for services. Based on this information, we are upgrading the Cook Counseling Center to provide new options. Value Options is providing additional resources and training capabilities, and we have mobilized faculty and staff within the university to help provide support services to faculty, staff, and students. There have been training sessions to help faculty learn how to deal with distressed students. This is an ongoing series of programs.
5. We are looking at changing policies within Judicial Affairs.
6. The residence halls now have 24/7 key card access.
7. In order to support some of these projects, we have been working on a number of grants. Friday we were notified by the U.S. Department of Education that we received a \$960,000 grant to implement a demonstration project for how these systems can work. This includes full support for the case management model. We also submitted a grant for almost \$6 million to the U.S. Department of Justice. This is a grant that will provide direct services to the victims of April 16. This would include basically everyone who was on campus on April 16, most of our faculty, staff and students. This will allow us to hire additional counselors for faculty, staff and students and provide additional in-depth education services for the long term. We have not received confirmation on this one. The Departments of Education and Justice have been very good partners.
8. We set up the Office of Recovery and Support. They are dealing with the families and students most directly affected by this tragedy. This is a very successful continuing operation. This will require much greater coordination in the longer term in assessing the needs.
9. We will continue to do follow-up surveys and studies to provide the best possible services to the faculty, staff and students.

Rector Lutz added that the process Mr. Ridenour has developed is an excellent tool for tracking the university's progress toward implementing recommendations of the Review panel and internal committees.

Provost McNamee emphasized that the university administration has been trying to think how we can do the very best possible thing for our faculty, staff, students and families. Every day brings new challenges and new opportunities for us to do things better. Some faculty members are still very fragile, and yet they have risen to the challenge, are teaching well, and the students are doing well.

Ms. Duke added that the university is fortunate to have Mr. Hincker who is very dedicated and has very professionally handled sensitive issues. On behalf of the Board of Visitors, Ms. Duke thanked him for all he does for the university.

From the audience, the parent of one of the injured students asked who makes the decision to make notification of an emergency. President Steger responded that the authority is with the Chief of the Police, but the final decision is made by the President. [Note: As a matter of practice, the Board does not entertain questions or remarks from the audience. An exception was made in this instance.]

Rector Lutz thanked President Steger for his leadership and for bringing Mr. Ridenour on board to help with developing the process for evaluating the recommendations.

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### **Motion to begin Closed Session**

Mr. Davenport moved that the Board convene in a closed meeting, pursuant to § 2.2-3711(A) (7) and (19), Code of Virginia, as amended, for the purposes of discussing:

1. The status of current litigation and briefing on actual or probable litigation.
2. Discussion of reports related to the security of Virginia Tech facilities, buildings, and structures and individuals using such facilities, buildings, and structures.

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

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### **Motion to Return to Open Session**

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

Mr. Davenport made the following motion:

WHEREAS, the 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. Thompson and passed unanimously.

Rector Lutz asked that for the record the minutes should reflect that there was no action in the closed session that required a vote.

The date for the next meeting is November 11-12, 2007, on the Virginia Tech Campus, Blacksburg, Virginia.

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The meeting adjourned at 4:45 p.m.

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Jacob A. Lutz, III, Rector

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Kim O'Rourke, Secretary

**Budget - Security - Strategic Plan Review**  
**2007-2008**

	September '07	October '07	November '07	December '07	January '08	February '08	March '08	April '08	May '08	June '08
Public Health and Safety Recommendations Review	Establish Committee			Refine Recommendations						
	Define Level of Security to be achieved					Develop implementation schedule/solicit bids		Begin Implementation		
	Cost - Benefit Analysis of Recommendations Received to Date								Security status report to BOV	
Budget Reduction Process	Establish Principles - University Scenarios			Consider Special Budget Requests for General Assembly				Integration of studies and documents		
	Review Hearings of College Plans in context of Unit Strategic Plans for FY 08 Budgets					Budget Plan For FY 09 Established				
	Overview Budget Plan Submitted to DPB by 9/10									
Strategic Plan Update & Review	Complete Strategic Plan Scorecard update				Revise Scorecard					
			Assess Strategies in light of budget			Review scenarios & recommendations at BOV strategic plan update retreat		Revisions and Plan update		Updated plan to BOV
				Propose revisions to strategic plan as appropriate						



**RESOLUTION APPROVING THE SIX-YEAR ENROLLMENT PLAN,  
ACADEMIC PLAN, AND FINANCIAL PLAN**

**WHEREAS**, the Restructured Higher Education Financial and Administrative Operations Act requires the University to develop an enrollment plan, an academic plan, and a financial plan each covering a six-year period; and

**WHEREAS**, Virginia Tech has prepared these plans in accordance with the requirements of the Restructured Higher Education Financial and Administrative Operations Act and guidelines prepared by the State Council of Higher Education;

**NOW THEREFORE BE IT RESOLVED**, that the Virginia Tech six-year enrollment plan, academic plan, and financial plan be approved.

**RECOMMENDATION:**

That the Resolution regarding approval of the enrollment, academic and financial plans be adopted.

September 23, 2007

## Composition of Student Population

Attachment A

Details of Enrollment Projections Submitted to SCHEV April 6, 2007

## ON CAMPUS

		Fall Term										
		2003	2004	2005	2006	2007	Proj 08	Proj 09	Proj 10	Proj 11	Proj 12	Proj 13
On Campus In-State Undergraduates	<i>First-Time Freshmen</i> in Baccalaureate Degree Programs	3,277	3,358	3,494	3,612	3,524	3,500	3,500	3,500	3,500	3,500	3,500
	<i>Other New or Continuing</i> Students who Entered VT as <i>Non-Transfer Students*</i>	10,199	10,217	10,336	10,677	11,391	10,901	10,790	10,687	10,675	10,680	10,635
	<i>New Transfer Students</i>	555	582	604	721	835	849	925	1,035	1,090	1,090	1,090
	<i>Continuing</i> Students who Entered VT as <i>Transfer Students</i>	1,175	1,040	1,109	1,112	1,288	1,452	1,585	1,708	1,877	2,005	2,051
	Sub-Total Transfer Students	1,730	1,622	1,713	1,833	2,123	2,301	2,510	2,743	2,967	3,095	3,141
	<b>Total In-State Undergraduates</b>	15,206	15,197	15,543	16,122	17,038	16,702	16,800	16,930	17,142	17,275	17,276
On Campus Out-of-State Undergraduates	<i>First-Time Freshmen</i> in Baccalaureate Degree Programs	1,602	1,531	1,499	1,420	1,537	1,500	1,500	1,500	1,500	1,500	1,500
	<i>Other New or Continuing</i> Students who Entered VT as <i>Non-Transfer Students*</i>	4,088	4,237	4,226	4,126	4,118	3,846	3,762	3,790	3,798	3,799	3,799
	<i>New Transfer Students</i>	124	92	106	104	119	92	92	92	92	92	92
	<i>Continuing</i> Students who Entered VT as <i>Transfer Students</i>	274	215	193	166	175	163	162	155	152	152	152
	Sub-Total Transfer Students	398	307	299	270	294	255	254	247	244	244	244
	<b>Total Out-of-State Undergraduates</b>	6,088	6,075	6,024	5,816	5,949	5,601	5,516	5,537	5,542	5,543	5,543
University Summary	On Campus Undergraduates	21,294	21,272	21,567	21,938	22,987	22,303	22,316	22,467	22,684	22,818	22,819
	Percentage In-State (On Campus Undergraduate only)	71.4%	71.4%	72.1%	73.5%	74.1%	74.9%	75.3%	75.4%	75.6%	75.7%	75.7%
	On Campus Masters Level Students	2,508	2,259	2,150	2,000	1,920	2,061	2,090	2,097	2,098	2,096	2,097
	On Campus Doctoral Level Students	1,576	1,741	1,839	2,071	2,304	2,147	2,214	2,259	2,278	2,278	2,273
	On Campus First Professional Students (DVM)	359	357	359	362	361	360	360	360	360	360	360
	On Campus First Professional Students (MD)								40	80	120	160
	<b>Total On Campus Students</b>	<b>25,737</b>	<b>25,629</b>	<b>25,915</b>	<b>26,371</b>	<b>27,572</b>	<b>26,871</b>	<b>26,980</b>	<b>27,223</b>	<b>27,500</b>	<b>27,672</b>	<b>27,709</b>
	Off Campus Undergraduates	54	58	60	59	54	70	78	83	87	91	94
	Off Campus Masters Level Students	1,607	1,570	1,635	1,662	1,871	1,714	1,721	1,714	1,705	1,700	1,686
	Off Campus Doctoral Level Students	357	362	369	378	401	361	346	355	361	349	345
	<b>Total Off Campus Students</b>	<b>2,018</b>	<b>1,990</b>	<b>2,064</b>	<b>2,099</b>	<b>2,326</b>	<b>2,145</b>	<b>2,145</b>	<b>2,152</b>	<b>2,153</b>	<b>2,140</b>	<b>2,125</b>
	<b>Grand Total University Enrollment</b>	<b>27,755</b>	<b>27,619</b>	<b>27,979</b>	<b>28,470</b>	<b>29,898</b>	<b>29,016</b>	<b>29,125</b>	<b>29,375</b>	<b>29,653</b>	<b>29,812</b>	<b>29,834</b>

\*Other New and Continuing Non-Transfer Students includes First-Time Freshmen enrolled in Baccalaureate and Associate Degree Programs in earlier years as well as First-Time Students enrolled in Associate Degree Programs and Non-Degree Seeking Students in the current year. In addition, 7 displaced Hurricane Katrina students are included in Fall 2005.

Institutional Research

11-Sep-07

x:\irdata\enrollment projections\2006 to 2012\on and off\_2007 to 2012 with fall 07 on campus numbers.xls

**Attachment B****STRATEGIC PLAN NARRATIVE (FINAL)****RESTRUCTURING PLAN FOR HIGHER EDUCATION  
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY****Introduction**

As Virginia's senior land-grant university, Virginia Tech is a community of scholars committed to the creation, preservation, transmission, advancement, and use of knowledge by means of rigorous intellectual inquiry. The successful transmission of knowledge requires a commitment to the continuous personal growth of present and future generations of students at every level. Growth—intellectual, aesthetic, social, and moral—results from, contributes to, and persistently improves debate and conclusions in the academic arena. A commitment to lifelong learning and inquiry within and outside the university community guarantees continued growth and secures societal benefits of ever advancing knowledge. The application of this knowledge finds its ultimate and highest achievement in service to society embodied in the university's motto *Ut Prosim* (That I May Serve).

A major goal for Virginia Tech is to achieve a standard of world class excellence emphasizing quality, innovation, and results. To be successful in enhancing its state, national, and international impact, the university will have a cluster of programs that are considered to be among the best in the world. Sustaining this level of excellence requires a high level of investment. Quality is as crucial as scale of activities. As such, one of Virginia Tech's goals is to be among the top research universities in the nation. These institutions possess a critical mass of resources and have research programs growing at an above average rate. Universities with large-scale research programs are able to quickly take advantage of emerging opportunities. They also have the ability to assume greater risk and achieve a greater potential for substantial return on investment.

Virginia Tech is aggressively repositioning its research programs to align with major sources of funding in areas of special interest to the faculty and which address the special needs of Virginia. In addition, we are modifying our management and organizational structure to be more responsive to large-scale opportunities and to better interface with both the public and private sectors. One of the objective indicators of competitive research activity is annual sponsored research funding. Consequently, achieving Virginia Tech's goal will encompass significant increases in externally funded initiatives.

While growth in sponsored research is a critical component in achieving institutional goals, it is not sufficient in its own right. Virginia Tech expects and supports an overall increase in scholarly productivity in all departments in the three mission areas of Learning (teaching), Discovery (research), and Engagement (outreach and service). To move ahead, the university must strengthen core academic programs, develop innovative interdisciplinary research and degree programs, and attain a significant global presence. Moreover, our obligation remains to foster education of the whole student, to instill a set of ethics and values that provide a foundation for productive citizens in our democratic society. All of these goals require us to recruit, support, and retain faculty and staff members of the highest quality, and to recruit and educate a diverse and talented student body.

The Institution's financial plan is designed to enable Virginia Tech to provide necessary resources for many of the university's future initiatives. However, the Institution's financial plan

is dependent upon the commitment of state resources through the base adequacy funding model. The university's restructuring authority, through the Management Agreement, also provides financial resources to support the institution's initiatives. All of Virginia Tech's goals have been fully articulated in our recently updated Strategic Plan.

## **A Vision for Virginia Tech**

### *A Sense of Self*

The complexities of modern society demand, more than ever, the enabling tools of a college education. Research universities such as Virginia Tech are connected to mainstream societal issues more than ever before. Indeed, the modern American university, especially a land-grant, public research university with its threefold mission of teaching, research, and outreach, represents a crucial thread in the fabric of American culture.

We are mindful of the key role the university plays in the development of productive citizens and future professionals in an increasingly diverse state, of the contributions of our faculty and students to the generation of new knowledge, and of our impact on multiple levels of community and society. In an era where information empowers and where ideas and innovation are the raw materials of the information economy, Virginia Tech's demonstrated capabilities indicate relevance and value of the highest order.

At the heart of our mission is the creation and dissemination of new knowledge that will benefit society. The distinction between basic and applied research has become more blurred and Virginia Tech recognizes its bias toward the beneficial use of knowledge. A "Putting Knowledge to Work" philosophy is manifested in the Cooperative Extension tradition of transforming campus discoveries into practice. Further, new areas of scientific investigation are interdisciplinary in nature and the processes of discovery, scientific inquiry, and scholarship inform all aspects of the educational enterprise.

### *The Virginia Tech Culture*

In order to achieve a position of educational leadership, Virginia Tech fosters an atmosphere of intellectual excitement among faculty, staff, and the greater university community. We challenge students, including undergraduates, to pursue the discovery of new knowledge. We value the contribution of research and scholarship to the instructional process. We believe there is a linkage between the excitement of the classroom and the excitement of "Eureka." We recognize that academic inquiry fuels creative scholarship, which in turn energizes the intellectual atmosphere of the classroom and the learning process.

We value the ability to educate the whole person. Through the undergraduate residential learning experience, students have opportunities for leadership and community service. They discover the value of responsibility, self-discipline, community service, and understanding of others. It exposes students to new cultures, social diversity, and new ways to see the world around them. We value heuristic education, which demands that students learn by doing in the classroom, on the job, or through service.

In recent years, outreach and public service have transitioned from simply providing off-campus coursework to our students. Virginia Tech now includes more robust student services as well as a dynamic exchange of knowledge that is used to strengthen individuals, communities, businesses, and even whole economies. Outreach programs enrich and expand the reach of our teaching, research, and public service programs. Service Learning has emerged as a vital component of the concept of educating the whole person. Today, Virginia Tech is an economic

development catalyst. The university welcomes that responsibility. Virginia Tech aggressively pursues the commercialization of patents. Through the Corporate Research Center, we promote entrepreneurial activity either among faculty or those wishing to engage faculty. The university encourages faculty/industry relationships. Faculty members maintain sensitivity to real-world problems and advancements and develop networks for student opportunity. These activities address real-world problems, lead to major research advancements, and develop important networking for student opportunities.

#### *A Vision for the Future--Transformation*

While our vision of tomorrow is an extension and reflection of today's vision, a major expansion of the research enterprise is necessary to become one of the nation's leading universities. Our strategy for strengthening the academic enterprise and challenging inquiring minds is based on the notion of the relevant land-grant university. However, in order to grow and remain viable, we envision new ways of program delivery, innovative strategic partnerships, and creative financial support. Virginia Tech remains in a period of transformation and welcomes the challenge.

This vision to become one of the leading world universities will be reached through:

- Achieving greater eminence and international prominence in science, technology, engineering, and agriculture, while building recognition in the social sciences, business, education, arts, and humanities.
- Developing an appreciation of other cultures by expanding global focus in and out of the classroom.
- Achieving the highest level of technological literacy for our students and faculty through innovative and individualized, computer-based instruction and networking.
- Fostering leadership and the notion of service among the entire university community.
- Continuing to nurture the residential college experience within the greater university.
- Recognizing that diversity of peoples enriches the learning experience. We will seek a campus climate welcoming to all. We will increase underrepresented groups among our students, faculty, and staff, and will embrace our "Principles of Community" as a guiding light for progress.

Our vision for the future is simple: we will continue to do things that matter and that have a profound impact on our changing world – whether it is in the classroom, the laboratory, or a village in a developing country. Virginia Tech will strive for scholarly excellence in the domains of Undergraduate Education, Graduate Education, Research, and Outreach and International Programs. Each will serve as guides to a prosperous and sustainable future.

#### **Scholarship of Undergraduate Education**

Virginia Tech enrollment projections indicate an increase of 1,000 in-state students by 2012 to a total of 22,500. Articulation agreements with all campuses of the Virginia Community College System (VCCS) will accommodate additional transfer students as the major pathway for growth. This approach is a cost-effective method to address enrollment demand in the Commonwealth. The enrollment projection includes the additional in-state freshman students necessary to sustain a freshman class of approximately 5000 students diverse in gender, race/ethnicity and state geographic region. The current undergraduate mix of 70 percent in-state and 30 percent out-of-state students provides an excellent balance among academic competitiveness, student diversity, and financial necessity. A significant challenge will be the need to obtain additional resources for student financial aid so that high quality students throughout the state will have access to Virginia Tech regardless of family income.

The university's liberal education (core curriculum) program has received intense review by faculty and administration. Our aim is to provide a distinctive academic experience. Recommendations to the University Provost from the liberal education steering committee are being implemented over the next several years. Among the recommendations is the creation of the University Center for Undergraduate Education. The Center combines existing departments of University Honors, University Studies, and the Center for Excellence in Undergraduate Teaching. Enhanced emphasis is placed on learning outcomes assessment, academic program review, first-year student initiatives (e.g., Common Book initiative), academic support programs, university advising, e-portfolios, and capstone undergraduate programs (e.g., undergraduate research, service learning, and international study).

New base adequacy funding, through more General Fund and tuition increases, have enabled the replacement of the majority of teaching faculty lost during the most recent state budget reductions in 2002-2004. The benefit to undergraduate and graduate education has been to restore previously reduced course offerings, to stabilize class sizes, and to respond to the need for new course offerings. New revenues have also enabled the university to support capital projects for improved instructional classrooms, to develop new academic programs in emerging areas and in critical, high demand areas (e.g. engineering), and to ensure timely graduation scenarios. Now with the anticipation of another period of state budget revisions, the efforts of the past four years are placed at risk. The university is forced to look to the instate undergraduate student to fund a greater portion of their education if the goals of the Academic Plan are to be realized.

### **Scholarship of Graduate Education**

Nationally, graduate education is in the throes of reinvention as it moves towards broader professional preparation for a variety of careers, seeks to admit larger numbers of qualified students from a diverse pool of applicants, and develops a model of inclusive practices that will attract the very best and brightest. Virginia Tech will remain in the forefront of a national movement to transform graduate education. In doing so, Virginia Tech will enhance the preparation and better equip its graduate students with knowledge and skills for meaningful and relevant contributions to 21<sup>st</sup> century education, health, and industry.

To achieve this goal, Virginia Tech has planned growth in PhD enrollment. The goal of adding 900 new doctoral students over the period of the current strategic plan, 2006-2012, (for a total of 2600) is a function of resources from sponsored research, private support, and the university budget through base adequacy funding. Modest growth in off-campus graduate programs will be in response to meeting business and industry continuing education requests and doctoral degrees to support the educational needs of the Commonwealth's K-12 faculty. These enrollment projections reflect some additional program majors, primarily reflecting the current trend of collaborative interdisciplinary research.

The foundation of graduate enrollment growth will be ongoing efforts to enhance financial resources in support of learning and research in graduate education. The centerpiece of this initiative has been the Graduate Life Center at Donaldson Brown designed to foster a living and learning community. This unique center provides residential living arrangements, house graduate school administrative and student organization offices, sponsor educational and social programming, and offer social spaces to encourage informal relationships. In total, the center creates a friendly environment to encourage an interdisciplinary graduate education community. Virginia Tech will continue to advance support for graduate students through growth in

assistantship opportunities, moving towards funding 90% of student health insurance premiums, and offering competitive stipends.

## **Research and Creative Scholarship**

Virginia Tech is committed to grow as a major research institution. Achieving this goal and eventual recognition as a member of the Association of American Universities (AAU) requires the commitment to grow both our sponsored research activities and other indicators reflective of excellence in research scholarship across a broad spectrum of disciplines. In addition to the NSF-reported research dollar expenditures, the university will encourage the recruitment and development of increased numbers of faculty who are members of one of the National Academies, to increase numbers of national awards for research and scholarship, and to enhance both the numbers and quality of publications/presentations by our faculty. The research engine of the university must also play a role in outreach to industries of the commonwealth and assist in both regional and statewide economic development.

Virginia Tech is committed to develop new research programs which address national needs and present fertile grounds for expansion of extramural funding for the future. Two major institutes have been initiated and represent significant new efforts over the coming 5 to 7 years. First, the Institute for Critical Technology and Applied Science (ICTAS) addresses the emerging needs in nanotechnology, computational sciences, biomedical engineering and other areas that build upon our core strengths in engineering and physical sciences. Second, the Institute for Biomedical and Public Health Sciences (IBPHS) addresses the desire of the university to advance biomedical research with a focus on support from the National Institutes of Health. Initial areas of emphasis are infectious diseases, and food, nutrition and health. IBPHS provides a focal point for expanded research activity in agriculture, veterinary medicine, biomedical and the life sciences. Both ICTAS and IBPHS complement established research institutes, such as the Virginia Bioinformatics Institute and the Virginia Tech Transportation Institute. Each of these institutes is expected to generate more than \$10M per year in sponsored research expenditures. A third institute, the Institute for Society, Culture and Environment (ISCE), enhances scholarship in the fields of arts, humanities, and social sciences. The ISCE provides a venue to energize and support scholarship in areas where traditional extramural funding is not as abundant as science and engineering.

Success in these new initiatives, along with continued growth of our current research enterprise at a rate approaching 10% per year, will be required for Virginia Tech to reach its research aspirations in the coming 7 to 10 years. State funding through the Commonwealth Research Initiative (CRI) has been vital to new initiatives in research and advancing the university and state-wide research agenda. Permanent funding of the CRI is critical to Virginia Tech in reaching its research goals in the next several years.

Base adequacy funding is essential to extending the research enterprise at Virginia Tech. The ability to offer and sustain competitive salaries for our faculty (using the 60<sup>th</sup> percentile of our SCHEV peer group as the goal) will enable us to attract and retain the best faculty to support both outstanding education for our students and vigorous research programs which will focus the national spotlight on Virginia. High quality research faculty and the work they do fuel the educational missions through innovative instruction, advanced equipment, and cutting-edge knowledge to educate our students for the future. Base adequacy will also be essential for Virginia Tech to meet increased space and staff needs to support this research enterprise. Without rapid expansion of high quality research and educational facilities, Virginia Tech can not continue to compete with other major research universities for high quality faculty and students.



## **Scholarship of Outreach and International Programs**

As a land-grant university, Virginia Tech has a unique role and responsibility to connect the discoveries of its classrooms and laboratories for the economic and social benefit of citizens of the Commonwealth and people around the world. Through the active engagement of faculty expertise in applied research, teaching, and service, the university will pursue the following Outreach and International Affairs priorities:

- Develop and implement strategies that enhance Virginia Tech research activities as drivers for economic and community development throughout the state. The university will continue to support the Southside Virginia initiative and the outreach/research programs at the Institute for Advance Learning and Research in Danville. The university will also seek additional community partnerships to transport promising practices learned through the Southside initiative, especially centers of distributed research, to other areas of the Commonwealth, particularly regions experiencing economic distress.
- Work with faculty, staff and students to expand continuing and professional education programs that shape a public agenda and/or respond to identified needs in business, industry, government, and communities. One example of the university's commitment is the Virginia Tech Science, Technology, Engineering, and Mathematics (VT-STEM) initiative to strengthen K-12 education through a teaching enrichment program.
- Facilitate greater service-learning elements in the undergraduate curriculum that enable students to work in communities as part of their for-credit courses and help faculty deliver a broader educational experience.
- Implement the Virginia Tech International Strategic Plan, which challenges the university to significantly increase the number of students and faculty annually participating in international research, teaching and outreach. Additionally, the strategic plan calls for enhancing global competencies with all members of the Virginia Tech community.

## **Conclusion**

As we move through the next six years, Virginia Tech will remain committed to its mission and strategic plan, each reflecting our ongoing commitment to use instruction, research, and outreach to create and convey knowledge to expand personal growth; advance social and community development; foster economic development; and improve the quality of life. Our goal to be among the top tier of research universities nationwide provides an ambitious target. To be clear, this quest transcends the research enterprise. It is nothing less than the pursuit of pervasive excellence. If we are to continue to provide a quality education for a diverse student population, to ensure an atmosphere of robust research and scholarship, and to attract the best and brightest faculty and students, we must remain competitive with the best in the nation and indeed the world. Given this action agenda, Virginia Tech will remain true to its land grant heritage and remain accessible to qualified students regardless of financial means.



6. Other Resolutions:

David Ford

- \*a. Exemplary Department Awards
- \*b. Review and Acceptance of Pratt Fund Program  
and Expenditures Report

**JOINT MEETING OF THE ACADEMIC AFFAIRS AND STUDENT AFFAIRS & ATHLETICS  
COMMITTEES: CLOSED SESSION - 11:15 a.m.  
Meeting Room C, Graduate Life Center**

1. Briefing on the work of the Advisory Committee on  
Human Dimensions

Zenobia Hikes

\*Requires Full Board Approval

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**ACADEMIC COMPONENT**  
**As of September 19, 2007**

**Attachment C**

	ACADEMIC ACTIVITY / SUPPORT SERVICE FOR SIX-YEAR PERIOD (2008-2014)		
	Biennium 1 2008 – 2010 (7/1/08-6/30/10)	Biennium 2 2010 – 2012 (7/1/10-6/30/12)	Biennium 3 2012 – 2014 (7/1/12-6/30/14)
<p><b>Restructuring Act Goal #1</b>  <i>Consistent with its institutional mission, provide access to higher education for all citizens throughout the Commonwealth, including underrepresented populations, and, consistent with subdivision 4 of § 23-9.6:1 and in accordance with anticipated demand analysis, meet enrollment projections and degree estimates as agreed upon with the State Council of Higher Education for Virginia. Each such institution shall bear a measure of responsibility for ensuring that the statewide demand for enrollment is met.</i></p> <p><b>Related Strategic Plan Strategies</b>            2-1 Provide postsecondary information earlier, more systematically, and more strategically to Virginia's children and their families, especially members of underrepresented populations. Such information should "demystify" college by detailing higher education's benefits, outlining appropriate academic and non-academic preparatory paths, and clarifying eligibility and application processes for financial assistance.            7-3 Implement programs – both academic and student support – that will foster increased attraction and retention of "non-traditional" student populations in postsecondary education.</p>	<p>-Increase applications of underrepresented undergraduates by an additional 6.7% above 2006 by 2010            -Progressively increase new transfer student enrollment (in-state) annually to move from 15,200 to 17,100 total in-state undergraduate students by 2012</p>	<p>-Increase applications of underrepresented undergraduates by an additional 6.7% above 2008 by 2012            -Progressively increase new transfer student enrollment (in-state) annually to move from 15,200 to 17,100 total in-state undergraduate students by 2012</p>	<p>-Increase applications of underrepresented undergraduates by an additional 6.7% above 2010 by 2014            -Stabilize new transfer student enrollment (in-state) annually to maintain total in-state undergraduate student enrollment at 17,275</p>
<p><b>Restructuring Act Goal #2</b>  <i>Consistent with § 23-9.2:3.03, ensure that higher education remains affordable, regardless of individual or family income, and through a periodic assessment, determine the impact of tuition and fee levels net of financial aid on applications, enrollment, and student indebtedness incurred for the payment of tuition and fees.</i></p> <p><b>Related Strategic Plan Strategies</b>            3-1 Advocate for state and institutional policies that seek to moderate increases in tuition and balance them with expanded financial aid so as to improve the affordability of four-year institutions for low- and middle-income students.</p>	<p>-In accordance with the Funds for the Future program, provide financial aid to needy in-state undergraduate students equivalent to one-half, on average of the annual tuition increase.</p>	<p>-In accordance with the Funds for the Future program, provide financial aid to needy in-state undergraduate students equivalent to one-half, on average of the annual tuition increase.</p>	<p>-In accordance with the Funds for the Future program, provide financial aid to needy in-state undergraduate students equivalent to one-half, on average of the annual tuition increase."</p>

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<b>Restructuring Act Goal #3</b> <i>Offer a broad range of undergraduate and, where appropriate, graduate programs consistent with its mission and assess regularly the extent to which the institution's curricula and degree programs address the Commonwealth's need for sufficient graduates in particular shortage areas, including specific academic disciplines, professions, and geographic regions.</i>  <b>Related Strategic Plan Strategies</b> 7-1 Support scholarship funding to recruit students in critical shortage areas, such as nursing and teacher education. 9-2 Work with institutions to facilitate program development in high needs areas, including: develop courses and training geared toward specific industry needs in high-growth occupational areas; better coordinate educational pathways from the associate to the graduate level; and identify ways to improve response time to business and industry requests for higher education courses and services in a format that will meet industry and adult learner needs.	-Progressively increase undergraduate enrollments in science, agriculture and natural resource disciplines above the 2008 levels by 2% by 2010 -Progressively increase undergraduate enrollments in engineering disciplines above 2008 levels by 2% by 2010	-Progressively increase undergraduate enrollments in science, agriculture and natural resource disciplines above 2010 levels by 2% by 2012 -Progressively increase undergraduate enrollments in engineering disciplines above 2010 levels by 2% by 2012	-Progressively increase undergraduate enrollments in science, agriculture and natural resource disciplines above 2012 levels by 2% by 2014 -Progressively increase undergraduate enrollments in engineering disciplines above 2012 levels by 2% by 2014
<b>Restructuring Act Goal #4</b> <i>Ensure that the institution's academic programs and course offerings maintain high academic standards, by undertaking a continuous review and improvement of academic programs, course availability, faculty productivity, and other relevant factors.</i>  <b>Related Strategic Plan Strategies</b> 10-1 Commonwealth institutions should improve assessment to satisfy stakeholders' need for clear information on the effectiveness of instruction in the core academic competencies. This effort should include both "value added" assessments for public accountability, as well as targeted course and program level assessments to suggest needed improvements. 10-2 In the case of degree programs, assessment should proceed according to standards established by accrediting bodies, both disciplinary and regional, and by institutions' own internal standards and expectations. Information about degree program assessments should, where practicable, be made available to the public in ways that will both inform current and prospective students and highlight institutional strengths and successes.	-Engage in a continuous rigorous program review schedule for all undergraduate and graduate programs on a seven-year cycle consistent with state and regional (SACS) accreditation guidelines -Progressively move faculty salaries to the 60 <sup>th</sup> percentile of SCHEV peer institutions based upon stated goals of research and scholarship	-Engage in a continuous rigorous program review schedule for all undergraduate and graduate programs on a seven-year cycle consistent with state and regional (SACS) accreditation guidelines -Progressively move faculty salaries to the 60 <sup>th</sup> percentile of SCHEV peer institutions based upon stated goals of research and scholarship	-Engage in a continuous rigorous program review schedule for all undergraduate and graduate programs on a seven-year cycle consistent with state and regional (SACS) accreditation guidelines -Progressively move faculty salaries to the 60 <sup>th</sup> percentile of SCHEV peer institutions based upon stated goals of research and scholarship

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	<b>Biennium 1 2008 – 2010 (7/1/08-6/30/10)</b>	<b>Biennium 2 2010 – 2012 (7/1/10-6/30/12)</b>	<b>Biennium 3 2012 – 2014 (7/1/12-6/30/14)</b>
<b>Restructuring Act Goal #5</b> <i>Improve student retention such that students progress from initial enrollment to a timely graduation, and that the number of degrees conferred increases as enrollment increases.</i>	-Maintain first to second year retention rates of undergraduate students 88.5% through 2010 -Improve total number of undergraduate degree awards/annual FTE of degree-seeking undergraduates from 2008 base to 22.5% by 2010	-Improve first to second year retention rates of undergraduate students from 2010 base to 88.75% by 2012 -Maintain total number of undergraduate degree awards/annual FTE of degree-seeking undergraduates at 22.5% through 2012	-Maintain first to second year retention rates of undergraduate students at 88.75% through 2014 - Maintain total number of undergraduate degree awards/annual FTE of degree-seeking undergraduates at 22.5% through 2014
<b>Restructuring Act Goal #6</b> <i>Consistent with its institutional mission, develop articulation agreements that have uniform application to all Virginia community colleges and meet appropriate general education and program requirements at the four-year institution, provide additional opportunities for associate degree graduates to be admitted and enrolled, and offer dual enrollment programs in cooperation with high schools.</i>  <b>Related Strategic Plan Strategies</b> 7-2 Emphasize "2 plus 2" partnerships between community colleges and four-year institutions in rural and economically disadvantaged regions.	-Implement articulation agreements with 8 community colleges that offer pre-engineering program that will allow students who have completed appropriate associate degree requirements with at least a B average to automatically transfer into the College of Engineering	-Continue to implement prior agreements and develop articulation agreements with VCCS that pertain to two more colleges at Virginia Tech that allow for automatic transfer	-Continue to implement prior agreements and develop articulation agreements with VCCS that pertain to two more colleges at Virginia Tech that allow for automatic transfer

**ACADEMIC COMPONENT**  
**As of September 19, 2007**

**Attachment C**

	<b>ACADEMIC ACTIVITY / SUPPORT SERVICE FOR SIX-YEAR PERIOD (2008-2014)</b>		
	<b>Biennium 1 2008 – 2010 (7/1/08-6/30/10)</b>	<b>Biennium 2 2010 – 2012 (7/1/10-6/30/12)</b>	<b>Biennium 3 2012 – 2014 (7/1/12-6/30/14)</b>
<b>Restructuring Act Goal #7</b> <i>Actively contribute to efforts to stimulate the economic development of the Commonwealth and the area in which the institution is located, and for those institutions subject to a management agreement set forth in Subchapter 3 (§ 23-38.91 et seq.) of this chapter, in areas that lag the Commonwealth in terms of income, employment, and other factors.</i>	-Create and implement one new additional strategic alliance with private sector through the Southside Initiative and the Institute for Advanced Learning and Research to enhance economic and community development -Increase by at least one program the total number of academic programs offered in the National Capital Region -Increase by at least one the total number of strategic alliances focused on economic and community development in southwest Virginia and other areas of the state with identified needs	-Create and implement one new additional strategic alliance with private sector through the Southside Initiative and the Institute for Advanced Learning and Research to enhance economic and community development -Increase by at least one program the total number of academic programs offered in the National Capital Region -Increase by at least one the total number of strategic alliances focused on economic and community development in southwest Virginia and other areas of the state with identified needs	-Create and implement one new additional strategic alliance with private sector through the Southside Initiative and the Institute for Advanced Learning and Research to enhance economic and community development -Increase by at least one program the total number of academic programs offered in the National Capital Region -Increase by at least one the total number of strategic alliances focused on economic and community development in southwest Virginia and other areas of the state with identified needs
<b>Restructuring Act Goal #8</b> <i>Consistent with its institutional mission, increase the level of externally funded research conducted at the institution and facilitate the transfer of technology from university research centers to private sector companies.</i>	-Increase level of externally funded research to \$293 million by 2010	-Increase level of externally funded research from 2010 base of \$293 million to \$382 million by 2012	-Increase level of externally funded research from 2012 base of \$382 million to \$470 million by 2014

**ACADEMIC COMPONENT**  
**As of September 19, 2007**

**Attachment C**

	ACADEMIC ACTIVITY / SUPPORT SERVICE FOR SIX-YEAR PERIOD (2008-2014)		
	Biennium 1 2008 – 2010 (7/1/08-6/30/10)	Biennium 2 2010 – 2012 (7/1/10-6/30/12)	Biennium 3 2012 – 2014 (7/1/12-6/30/14)
<p><b>Restructuring Act Goal #9</b>  <i>Work actively and cooperatively with elementary and secondary school administrators, teachers, and students in public schools and school divisions to improve student achievement, upgrade the knowledge and skills of teachers, and strengthen leadership skills of school administrators.</i></p> <p><b>Related Strategic Plan Strategies</b>            1-1 Establish high expectations and align curricula between secondary and postsecondary education to ensure that Virginia students complete high school ready to succeed in and graduate from college. Areas of improvement include higher academic standards and curriculum expectations, and testing and assessment.            1-2 Promote collaboration between higher education and the P-12 system to identify effective accelerated college-preparatory experiences and make them more widely available. Such opportunities may include dual enrollment, tech prep, middle- and early-college high schools, Advanced Placement courses and International Baccalaureate programs.            5-2 Improve communication and cooperation among public schools and institutions of higher education to reduce the need for remedial coursework in college.            5-2b Support collaboration between institutions of higher education and public schools to improve student achievement, upgrade the knowledge and skills of teachers, and strengthen the leadership skills of school administrators.            7-4 Increase the academic and counseling support for K-12 students and teachers through the increased use of career guidance professionals, mentors, tutors, and enhanced professional development for teachers.            7-5 Expand dual enrollment opportunities for high school students who can benefit from early college attendance.</p>	<p>-Increase the number of participants involved in K-12 Outreach and Pipeline Initiatives (Talent Search, Upward Bound, 4-H Teens, Project Discovery, VT STEM, VT STARS, etc.) from 2008 base by 5% by 2010            -Increase the number of continuing education courses conducted for K-12 faculty and staff advancement from 2008 base by 5% by 2010</p>	<p>-Increase the number of participants involved in K-12 Outreach and Pipeline Initiatives (Talent Search, Upward Bound, 4-H Teens, Project Discovery, VT STEM, VT STARS, etc.) from 2010 base by 5% by 2012            -Increase the number of continuing education courses conducted for K-12 faculty and staff advancement from 2010 base by 5% by 2012</p>	<p>-Increase the number of participants involved in K-12 Outreach and Pipeline Initiatives (Talent Search, Upward Bound, 4-H Teens, Project Discovery, VT STEM, VT STARS, etc.) from 2012 base by 5% by 2014            -Increase the number of continuing education courses conducted for K-12 faculty and staff advancement from 2012 base by 5% by 2014</p>



**ACADEMIC COMPONENT**  
**As of September 19, 2007**

**Attachment C**

	ACADEMIC ACTIVITY / SUPPORT SERVICE FOR SIX-YEAR PERIOD (2008-2014)		
	Biennium 1 2008 – 2010 (7/1/08-6/30/10)	Biennium 2 2010 – 2012 (7/1/10-6/30/12)	Biennium 3 2012 – 2014 (7/1/12-6/30/14)
<b>Restructuring Act Goal #10</b> <i>Prepare a six-year financial plan consistent with § 23-9.2:3.03.</i>	NOT APPLICABLE TO THE ACADEMIC PLAN		
<b>Restructuring Act Goal #11</b> <i>Conduct the institution's business affairs in a manner that maximizes operational efficiencies and economies for the institution, contributes to maximum efficiencies and economies of state government as a whole, and meets the financial and administrative management standards as specified by the Governor pursuant to § 2.2-5004 and included in the appropriation act that is in effect, which shall include best practices for electronic procurement and leveraged purchasing, information technology, real estate portfolio management, and diversity of suppliers through fair and reasonable consideration of small, women-, and minority-owned business enterprises.</i>	NOT APPLICABLE TO THE ACADEMIC PLAN		
<b>Restructuring Act Goal #12</b> <i>Seek to ensure the safety and security of the Commonwealth's students on college and university campuses.</i>	Complete 2% of the Governor's Panel recommendations	Complete 5% of the Governor's Panel recommendations	Complete 10% of the Governor's Panel recommendations

**OPTIMISTIC SCENARIO -- STATE PROVIDES GF AT 44% WITH BUDGET REDUCTION**

**SIX-YEAR FINANCIAL PROJECTIONS  
VIRGINIA TECH**

	Internal Budget 2007-08	Projected Budget					
		2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
<b>REVENUE BUDGET</b>							
Educational and General (100)	\$445,522	\$497,279	\$534,545	\$567,198	\$599,743	\$632,410	\$665,081
General Fund	171,143	197,071	208,670	222,248	235,827	249,405	262,984
Nongeneral Fund	274,379	300,208	325,875	344,950	363,916	383,005	402,097
Auxiliary Enterprises (809)	\$183,403	\$192,678	\$202,632	\$212,436	\$222,620	\$232,264	\$247,269
Nongeneral Fund	183,403	192,678	202,632	212,436	222,620	232,264	247,269
Sponsored Programs (110)	\$215,194	\$244,077	\$269,874	\$298,469	\$326,375	\$355,248	\$383,919
General Fund	8,427	14,427	14,427	14,427	14,427	14,427	14,427
Nongeneral Fund	206,767	229,650	255,447	284,042	311,948	340,821	369,492
Student Financial Assistance (108)	\$16,743	\$18,044	\$19,460	\$21,001	\$22,667	\$24,398	\$26,251
General Fund	16,743	18,044	19,460	21,001	22,667	24,398	26,251
Subtotal Agency 208	\$860,862	\$952,078	\$1,026,511	\$1,099,103	\$1,171,405	\$1,244,319	\$1,322,519
General Fund	196,313	229,542	242,557	257,676	272,921	288,230	303,662
Nongeneral Fund	664,549	722,536	783,954	841,427	898,484	956,089	1,018,857
CE/AES (Agency 229)	\$80,939	\$90,280	\$93,648	\$100,919	\$105,129	\$111,913	\$115,848
General Fund	65,958	72,197	75,564	82,833	87,042	93,824	97,757
Nongeneral Fund	14,981	18,083	18,084	18,086	18,087	18,089	18,091
GRAND TOTAL REVENUE BUDGETS FOR VIRGINIA TECH	<u>\$941,801</u>	<u>\$1,042,357</u>	<u>\$1,120,159</u>	<u>\$1,200,022</u>	<u>\$1,276,534</u>	<u>\$1,356,232</u>	<u>\$1,438,367</u>
General Fund	<u>\$262,271</u>	<u>\$301,739</u>	<u>\$318,121</u>	<u>\$340,509</u>	<u>\$359,963</u>	<u>\$382,054</u>	<u>\$401,419</u>
Nongeneral Fund	<u>\$679,530</u>	<u>\$740,618</u>	<u>\$802,038</u>	<u>\$859,513</u>	<u>\$916,571</u>	<u>\$974,178</u>	<u>\$1,036,948</u>
<b>EXPENDITURE BUDGETS</b>							
Educational and General (100)	\$445,522	\$497,226	\$534,506	\$567,108	\$599,792	\$632,476	\$665,164
Auxiliary Enterprises (809)	183,403	192,678	202,632	212,436	222,620	232,264	247,269
Sponsored Programs (110)	215,194	244,077	269,874	298,469	326,375	355,248	383,919
Student Financial Assistance (108)	16,743	18,044	19,460	21,001	22,667	24,398	26,251
Subtotal Agency 208	\$860,862	\$952,025	\$1,026,472	\$1,099,013	\$1,171,454	\$1,244,385	\$1,322,602
CE/AES (Agency 229)	80,939	90,280	93,648	100,919	105,129	111,913	115,848
GRAND TOTAL EXPENSE BUDGETS FOR VIRGINIA TECH	<u>\$941,801</u>	<u>\$1,042,304</u>	<u>\$1,120,120</u>	<u>\$1,199,932</u>	<u>\$1,276,583</u>	<u>\$1,356,298</u>	<u>\$1,438,450</u>
<b>NET OF REVENUE AND EXPENDITURE BUDGETS</b>							
Educational and General (100)	\$0	\$53	\$39	\$90	-\$49	-\$66	-\$83
Auxiliary Enterprises (809)	0	0	0	0	0	0	0
Sponsored Programs (110)	0	0	0	0	0	0	0
Student Financial Assistance (108)	0	0	0	0	0	0	0
Subtotal Agency 208	\$0	\$53	\$39	\$90	-\$49	-\$66	-\$83
CE/AES (Agency 229)	0	0	0	0	0	0	0
NET GRAND TOTAL FOR VIRGINIA TECH	<u>\$0</u>	<u>\$53</u>	<u>\$39</u>	<u>\$90</u>	<u>-\$49</u>	<u>-\$66</u>	<u>-\$83</u>

## OPTIMISTIC SCENARIO -- STATE PROVIDES GF AT 44% WITH BUDGET REDUCTION

Attachment D

EDUCATIONAL AND GENERAL BUDGET PROJECTION (PROGRAM 100)  
UNIVERSITY DIVISION

	Internal Budget 2007-08	Projected Budget					
		2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
<b>REVENUE BUDGET</b>							
<b>Calculation of New General Fund Revenue:</b>							
SCHEV Calculation of Funding Needs (a)		\$30,860	\$61,720	\$92,580	\$123,441	\$154,301	\$185,161
Less: NGF component (56%)		<u>-17,282</u>	<u>-34,563</u>	<u>-51,845</u>	<u>-69,127</u>	<u>-86,409</u>	<u>-103,690</u>
Net New General Fund (44%)		\$13,578	\$27,157	\$40,735	\$54,314	\$67,892	\$81,471
<b>General Fund Revenue with Net New Funding</b>							
	\$171,143	\$184,721	\$198,300	\$211,878	\$225,457	\$239,035	\$252,614
<b>General Fund Support for Initiatives</b>							
Enrollment Growth		4,500	4,500	4,500	4,500	4,500	4,500
Security Enhancements		5,000	3,000	3,000	3,000	3,000	3,000
Center for Creative Technology in the Arts		2,090	2,870	2,870	2,870	2,870	2,870
Quarantine at the EMC		760	0	0	0	0	0
Total General Fund Support for Initiatives		<u>12,350</u>	<u>10,370</u>	<u>10,370</u>	<u>10,370</u>	<u>10,370</u>	<u>10,370</u>
<b>Tuition and Mandatory E&amp;G Fees</b>							
	236,706	261,762	285,427	303,313	322,064	340,936	359,871
<b>Program Fees</b>							
	818	1,499	3,408	4,501	4,619	4,737	4,791
<b>Indirect Cost Recoveries (30%)</b>							
	4,853	4,853	4,853	4,853	4,853	4,853	4,853
<b>Estimated Interest Earnings</b>							
	1,200	1,236	1,273	1,311	1,351	1,391	1,433
<b>Other E&amp;G Fees - Unrestricted</b>							
	2,741	2,796	2,852	2,909	2,967	3,026	3,087
<b>Other E&amp;G Revenues - Restricted</b>							
	<u>28,062</u>	<u>28,062</u>	<u>28,062</u>	<u>28,062</u>	<u>28,062</u>	<u>28,062</u>	<u>28,062</u>
<b>PROJECTED ANNUAL E&amp;G REVENUE BUDGET</b>							
	<u>\$445,522</u>	<u>\$497,279</u>	<u>\$534,545</u>	<u>\$567,198</u>	<u>\$599,743</u>	<u>\$632,410</u>	<u>\$665,081</u>
<b>Percentage Increase</b>							
		11.62%	7.49%	6.11%	5.74%	5.45%	5.17%
<b>EXPENSE BUDGET</b>							
<b>2007-08 Actual E&amp;G Budget Used as Base Budget</b>							
	\$445,522	\$445,522	\$445,522	\$445,522	\$445,522	\$445,522	\$445,522
<b>Incremental Expenses Against SCHEV Funding Needs</b>							
<b>Salaries</b>							
<b>Increased Salary Costs (b)</b>							
T&R Faculty @ 4.0%		7,046	14,374	21,995	29,921	38,164	46,737
Other Faculty (A/P, Summer, and GTAs) @ 4.0%		1,919	3,915	5,991	8,150	10,395	12,730
Staff @ 3.0%		<u>2,741</u>	<u>5,565</u>	<u>8,473</u>	<u>11,469</u>	<u>14,554</u>	<u>17,732</u>
Subtotal Salaries		11,706	23,854	36,459	49,540	63,113	77,199
<b>Non-salary</b>							
Fringe Rate Increases @ 4.5% per year		3,514	7,186	11,023	15,032	19,222	23,600
Operation and Maintenance of New Facilities @ 750k per year		1,018	1,768	2,518	3,268	4,018	4,768
Fixed Cost Increases @ 700k per year		700	1,400	2,100	2,800	3,500	4,200
Earmarked Program Fee Revenue		1,499	3,408	4,501	4,619	4,737	4,791
Funding Available for Base Budget Adequacy		12,423	24,105	35,980	48,182	59,711	70,603
Budget Reduction		<u>6,150</u>	<u>12,300</u>	<u>12,300</u>	<u>12,300</u>	<u>12,300</u>	<u>12,300</u>
Subtotal Non-salary		25,304	50,167	68,422	86,201	103,488	120,262
Total Salaries and Non-salaries		37,010	74,021	104,881	135,741	166,601	197,461
<b>General Fund Support for Initiatives</b>							
Enrollment Growth		4,500	4,500	4,500	4,500	4,500	4,500
Security Enhancements		5,000	3,000	3,000	3,000	3,000	3,000
Center for Creative Technology in the Arts		2,090	2,870	2,870	2,870	2,870	2,870
Quarantine at the EMC		760	0	0	0	0	0
Total General Fund Support for Initiatives		<u>12,350</u>	<u>10,370</u>	<u>10,370</u>	<u>10,370</u>	<u>10,370</u>	<u>10,370</u>
<b>TOTAL PROJECTED ANNUAL E&amp;G EXPENSE BUDGET WITH ACADEMIC INITIATIVES</b>							
	<u>\$445,522</u>	<u>\$494,882</u>	<u>\$529,913</u>	<u>\$560,773</u>	<u>\$591,633</u>	<u>\$622,493</u>	<u>\$653,353</u>
<b>Student Financial Aid for Continuing Access (c)</b>							
		2,344	4,593	6,335	8,159	9,983	11,811
<b>PROJECTED TOTAL ANNUAL EXPENSES</b>							
	<u>\$445,522</u>	<u>\$497,226</u>	<u>\$534,506</u>	<u>\$567,108</u>	<u>\$599,792</u>	<u>\$632,476</u>	<u>\$665,164</u>
<b>Percentage Increase</b>							
		11.61%	7.50%	6.10%	5.76%	5.45%	5.17%
<b>NET OF REVENUE AND EXPENSE BUDGETS</b>							
	<u>\$0</u>	<u>\$53</u>	<u>\$39</u>	<u>\$90</u>	<u>-\$49</u>	<u>-\$66</u>	<u>-\$83</u>
<b>SUMMARY</b>							
General Fund	\$171,143	\$197,071	\$208,670	\$222,248	\$235,827	\$249,405	\$262,984
Nongeneral Fund	274,379	300,208	325,875	344,950	363,916	383,005	402,097
Total	\$445,522	\$497,279	\$534,545	\$567,198	\$599,743	\$632,410	\$665,081

(a) Funding Needs estimated at \$185M and spread equally over six years. Includes BBA ONLY.

(b) T&amp;R Faculty salary costs increased at 4.0% per year, the rate needed to achieve the 60th percentile by FY14 as compared to current authorized salary average and accelerates peers at rates currently used by SCHEV.

(c) Estimated NGF SFA growth based on relative increases in undergraduate tuition costs

## TOTAL COST

## OPTIMISTIC SCENARIO -- STATE PROVIDES GF AT 44% WITH BUDGET REDUCTION

In-state Undergraduates								
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	
Tuition	\$5,772	\$6,332	\$6,921	\$7,475	\$8,051	\$8,655	\$9,304	
Dollar Increase	\$560	\$589	\$554	\$576	\$604	\$649	\$649	
Percent Increase	9.70%	9.30%	8.00%	7.70%	7.50%	7.50%	7.50%	
Academic Fee	\$350	\$675	\$975	\$985	\$1,008	\$1,038	\$1,078	
Academic Fee Increase	\$325	\$300	\$10	\$23	\$30	\$40	\$40	
Technology Fee	\$38	\$38	\$38	\$38	\$38	\$38	\$38	
Subtotal Tuition and Mandatory E&G Fees	\$6,160	\$7,045	\$7,934	\$8,498	\$9,097	\$9,731	\$10,420	
Dollar Increase	\$885	\$889	\$564	\$599	\$634	\$689	\$689	
Percent Increase	14.37%	12.62%	7.11%	7.05%	6.97%	7.08%	7.08%	
Comprehensive Fee	\$1,237	\$1,313	\$1,400	\$1,467	\$1,524	\$1,577	\$1,643	
Comprehensive Fee Increase	\$76	\$87	\$67	\$57	\$53	\$53	\$66	
Subtotal	\$7,397	\$8,358	\$9,334	\$9,965	\$10,621	\$11,308	\$12,063	
Dollar Increase	\$961	\$976	\$631	\$656	\$687	\$755	\$755	
Percent Increase	13.0%	11.7%	6.8%	6.6%	6.5%	6.7%	6.7%	
Room and Board	\$5,106	\$5,487	\$5,897	\$6,339	\$6,816	\$7,332	\$7,888	
Room and Board Increase	\$381	\$410	\$442	\$477	\$516	\$556	\$556	
Total Cost	\$12,503	\$13,845	\$15,231	\$16,304	\$17,437	\$18,640	\$19,951	
Total Dollar Increase	\$1,342	\$1,386	\$1,073	\$1,133	\$1,203	\$1,311	\$1,311	
Total Percent Increase	10.7%	10.0%	7.0%	6.9%	6.9%	7.0%	7.0%	
SCHEV Peers Total Cost (a)	\$17,288	\$18,325	\$19,425	\$20,591	\$21,826	\$23,136	\$24,524	
In-state Graduates								
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	
Tuition	\$7,351	\$7,869	\$8,380	\$8,824	\$9,292	\$9,784	\$10,303	
Dollar Increase	\$508	\$511	\$444	\$468	\$492	\$519	\$519	
Percent Increase	6.90%	6.50%	5.30%	5.30%	5.30%	5.30%	5.30%	
Academic Fee	\$350	\$675	\$975	\$985	\$1,008	\$1,038	\$1,078	
Academic Fee Increase	\$325	\$300	\$10	\$23	\$30	\$40	\$40	
Technology Fee	\$38	\$38	\$38	\$38	\$38	\$38	\$38	
Subtotal Tuition and Mandatory E&G Fees	\$7,749	\$8,582	\$9,393	\$9,847	\$10,338	\$10,860	\$11,419	
Dollar Increase	\$833	\$811	\$454	\$491	\$522	\$559	\$559	
Percent Increase	10.75%	9.45%	4.83%	4.99%	5.05%	5.15%	5.15%	
Comprehensive Fee	\$1,237	\$1,313	\$1,400	\$1,467	\$1,524	\$1,577	\$1,643	
Comprehensive Fee Increase	\$76	\$87	\$67	\$57	\$53	\$53	\$66	
Total Cost	\$8,986	\$9,895	\$10,793	\$11,314	\$11,862	\$12,437	\$13,062	
Total Dollar Increase	\$909	\$898	\$521	\$548	\$575	\$625	\$625	
Total Percent Increase	10.1%	9.1%	4.8%	4.8%	4.8%	5.0%	5.0%	
SCHEV Peers Total Cost (a)	\$9,486	\$10,122	\$10,800	\$11,524	\$12,296	\$13,120	\$13,999	
Out-of-state Undergraduates								
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	
Tuition	\$17,980	\$18,769	\$19,578	\$20,224	\$20,891	\$21,549	\$22,239	
Dollar Increase	\$809	\$789	\$646	\$667	\$658	\$680	\$680	
Percent Increase	4.50%	4.20%	3.30%	3.30%	3.15%	3.20%	3.20%	
Academic Fee	\$350	\$675	\$975	\$985	\$1,008	\$1,038	\$1,078	
Academic Fee Increase	\$325	\$300	\$10	\$23	\$30	\$40	\$40	
Technology, Equipment, and Capital Fees	\$208	\$208	\$208	\$208	\$208	\$208	\$208	
Subtotal Tuition and Mandatory E&G Fees	\$18,538	\$19,672	\$20,761	\$21,417	\$22,107	\$22,795	\$23,525	
Dollar Increase	\$1,134	\$1,089	\$656	\$690	\$688	\$730	\$730	
Percent Increase	6.12%	5.54%	3.16%	3.22%	3.11%	3.20%	3.20%	
Comprehensive Fee	\$1,237	\$1,313	\$1,400	\$1,467	\$1,524	\$1,577	\$1,643	
Comprehensive Fee Increase	\$76	\$87	\$67	\$57	\$53	\$53	\$66	
Subtotal	\$19,775	\$20,965	\$22,161	\$22,884	\$23,631	\$24,372	\$25,168	
Dollar Increase	\$1,210	\$1,176	\$723	\$747	\$741	\$796	\$796	
Percent Increase	6.1%	5.6%	3.3%	3.3%	3.1%	3.3%	3.3%	
Room and Board	\$5,106	\$5,487	\$5,897	\$6,339	\$6,816	\$7,332	\$7,888	
Room and Board Increase	\$381	\$410	\$442	\$477	\$516	\$556	\$556	
Total Cost	\$24,881	\$26,472	\$28,058	\$29,223	\$30,447	\$31,704	\$33,056	
Total Dollar Increase	\$1,591	\$1,586	\$1,165	\$1,224	\$1,257	\$1,352	\$1,352	
Total Percent Increase	6.4%	6.0%	4.2%	4.2%	4.1%	4.3%	4.3%	
SCHEV Peers Total Cost (a)	\$30,204	\$31,714	\$33,300	\$34,965	\$36,713	\$38,549	\$40,476	
In-state Veterinary Medicine								
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	
Tuition	\$13,876	\$14,570	\$15,299	\$16,054	\$16,867	\$17,710	\$18,596	
Dollar Increase	\$694	\$729	\$765	\$803	\$843	\$886	\$886	
Percent Increase	5.00%	5.00%	5.00%	5.00%	5.00%	5.00%	5.00%	
Academic Fee	\$350	\$675	\$975	\$985	\$1,008	\$1,038	\$1,078	
Academic Fee Increase	\$325	\$300	\$10	\$23	\$30	\$40	\$40	
Technology Fee	\$38	\$38	\$38	\$38	\$38	\$38	\$38	
Facility Fee	\$450	\$900	\$1,350	\$1,800	\$1,800	\$1,800	\$1,800	
Subtotal Tuition and Mandatory E&G Fees	\$14,714	\$16,183	\$17,662	\$18,887	\$19,713	\$20,586	\$21,512	
Dollar Increase	\$1,019	\$1,029	\$775	\$826	\$873	\$926	\$926	
Percent Increase	6.93%	6.36%	4.39%	4.37%	4.43%	4.50%	4.50%	
Comprehensive Fee	\$1,237	\$1,313	\$1,400	\$1,467	\$1,524	\$1,577	\$1,643	
Comprehensive Fee Increase	\$76	\$87	\$67	\$57	\$53	\$53	\$66	
Total Cost	\$15,951	\$17,496	\$19,062	\$20,354	\$21,237	\$22,163	\$23,155	
Total Dollar Increase	\$1,095	\$1,116	\$842	\$883	\$926	\$992	\$992	
Total Percent Increase	6.8%	6.4%	4.4%	4.3%	4.4%	4.5%	4.5%	
Out-of-state Veterinary Medicine								
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	
Tuition	\$33,651	\$35,334	\$37,101	\$38,956	\$40,904	\$42,949	\$45,096	
Dollar Increase	\$1,683	\$1,767	\$1,855	\$1,948	\$2,045	\$2,147	\$2,147	
Percent Increase	5.00%	5.00%	5.00%	5.00%	5.00%	5.00%	5.00%	
Academic Fee	\$350	\$675	\$975	\$985	\$1,008	\$1,038	\$1,078	
Academic Fee Increase	\$325	\$300	\$10	\$23	\$30	\$40	\$40	
Technology, Equipment, and Capital Fees	\$208	\$208	\$208	\$208	\$208	\$208	\$208	
Facility Fee	\$450	\$900	\$1,350	\$1,800	\$1,800	\$1,800	\$1,800	
Subtotal Tuition and Mandatory E&G Fees	\$34,659	\$37,117	\$39,634	\$41,949	\$43,920	\$45,995	\$48,182	
Dollar Increase	\$2,008	\$2,067	\$1,865	\$1,971	\$2,075	\$2,187	\$2,187	
Percent Increase	5.79%	5.57%	4.71%	4.70%	4.72%	4.75%	4.75%	
Comprehensive Fee	\$1,237	\$1,313	\$1,400	\$1,467	\$1,524	\$1,577	\$1,643	
Comprehensive Fee Increase	\$76	\$87	\$67	\$57	\$53	\$53	\$66	
Total Cost	\$35,896	\$38,430	\$41,034	\$43,416	\$45,444	\$47,572	\$49,825	
Total Dollar Increase	\$2,084	\$2,154	\$1,932	\$2,028	\$2,128	\$2,253	\$2,253	
Total Percent Increase	5.8%	5.6%	4.7%	4.7%	4.7%	4.7%	4.7%	

(a) Peer Institutions projected to increase at previous year's increase; 60th percentile excel calculation

## COOPERATIVE EXTENSION AND AGRICULTURAL EXPERIMENT STATION PROJECTED BUDGET (AGENCY 229)

	Internal Budget 2007-08	Projected Budget					
		2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
<b>REVENUE BUDGET</b>							
<b>Calculation of New General Fund Revenue:</b>							
Funding for Salary Increases, Fringe Benefits, and O&M of New Facilities		\$3,409	\$6,954	\$11,237	\$15,667	\$19,648	\$23,788
Less: NGF component @ 5.0%		-170	-348	-562	-783	-982	-1,189
<b>Net New General Fund (95%)</b>		<b>\$3,239</b>	<b>\$6,606</b>	<b>\$10,675</b>	<b>\$14,884</b>	<b>\$18,666</b>	<b>\$22,599</b>
General Fund Budget	\$68,358	\$68,358	\$68,358	\$68,358	\$68,358	\$68,358	\$68,358
<b>Total General Fund Revenue with Net New Funding</b>	<b>\$65,958</b>	<b>\$69,197</b>	<b>\$72,564</b>	<b>\$76,633</b>	<b>\$80,842</b>	<b>\$84,624</b>	<b>\$88,557</b>
<b>General Fund Support for Initiatives</b>							
Food, Fiber, and Health Initiative		3,000	3,000	3,000	3,000	3,000	3,000
Other New Initiative Funding		0	0	3,200	3,200	6,200	6,200
<b>Total General Fund Support for Initiatives</b>		<b>3,000</b>	<b>3,000</b>	<b>6,200</b>	<b>6,200</b>	<b>9,200</b>	<b>9,200</b>
<b>Base Nongeneral Fund Authority</b>							
Federal	14,173	17,273	17,273	17,273	17,273	17,273	17,273
Estimated Interest Earnings	50	52	53	55	56	58	60
Other	758	758	758	758	758	758	758
<b>Total Nongeneral Fund Authority</b>	<b>14,981</b>	<b>18,083</b>	<b>18,084</b>	<b>18,086</b>	<b>18,087</b>	<b>18,089</b>	<b>18,091</b>
<b>PROJECTED ANNUAL CE/AES REVENUE BUDGET</b>	<b>\$80,939</b>	<b>\$90,280</b>	<b>\$93,648</b>	<b>\$100,919</b>	<b>\$105,129</b>	<b>\$111,913</b>	<b>\$115,848</b>
<b>EXPENSE BUDGET</b>							
2007-08 Actual CE/AES Budget Used as Base Budget	\$80,939	\$80,939	\$80,939	\$80,939	\$80,939	\$80,939	\$80,939
<b>Incremental Expenses</b>							
<b>Personal Services</b>							
Increased Salary Costs (a)							
T&R Faculty @ 4.0%		1,089	2,222	3,400	4,626	5,901	7,227
Other Faculty (A/P, Summer, and GTAs) @ 4.0%		843	1,720	2,632	3,580	4,566	5,592
Staff @ 3.0%		611	1,241	1,889	2,557	3,245	3,954
Fringe Rate Increases @ 4.5%		866	1,771	2,716	3,704	4,736	5,815
<b>Subtotal Personal Services</b>		<b>3,409</b>	<b>6,954</b>	<b>10,637</b>	<b>14,467</b>	<b>18,448</b>	<b>22,588</b>
<b>Nonpersonal Services</b>							
Operation and Maintenance of Physical Plant		0	0	600	1,200	1,200	1,200
Fixed Cost Increases		232	456	643	824	1,026	1,221
<b>Subtotal Nonpersonal Services</b>		<b>232</b>	<b>456</b>	<b>1,243</b>	<b>2,024</b>	<b>2,226</b>	<b>2,421</b>
<b>Total Personal and Nonpersonal Services</b>		<b>3,641</b>	<b>7,410</b>	<b>11,880</b>	<b>16,491</b>	<b>20,674</b>	<b>25,009</b>
<b>Other Changes</b>							
Federal Funding Changes (b)		3,100	3,100	3,100	3,100	3,100	3,100
<b>NEW INITIATIVE FUNDING</b>							
Food, Fiber, and Health Initiative (GF)		3,000	3,000	3,000	3,000	3,000	3,000
Other Initiatives (GF)		0	0	3,200	3,200	6,200	6,200
<b>Total Support for Initiatives</b>		<b>3,000</b>	<b>3,000</b>	<b>6,200</b>	<b>6,200</b>	<b>9,200</b>	<b>9,200</b>
<b>Increased Local Support (Expenditure Offset)</b>		<b>-400</b>	<b>-800</b>	<b>-1,200</b>	<b>-1,600</b>	<b>-2,000</b>	<b>-2,400</b>
<b>TOTAL PROJECTED ANNUAL CE/AES EXPENSE BUDGET WITH ACADEMIC INITIATIVES</b>	<b>\$80,939</b>	<b>\$90,280</b>	<b>\$93,649</b>	<b>\$100,919</b>	<b>\$105,130</b>	<b>\$111,913</b>	<b>\$115,848</b>
<b>NET OF REVENUE AND EXPENSE BUDGETS</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>SUMMARY</b>							
General Fund	\$65,958	\$72,197	\$75,564	\$82,833	\$87,042	\$93,824	\$97,757
Nongeneral Fund	14,981	18,083	18,084	18,086	18,087	18,089	18,091
<b>Total</b>	<b>\$80,939</b>	<b>\$90,280</b>	<b>\$93,648</b>	<b>\$100,919</b>	<b>\$105,129</b>	<b>\$111,913</b>	<b>\$115,848</b>

- (a) Faculty salary costs increased at 4.0% per year, the rate needed to achieve the 60th percentile by FY14 as compared to current authorized salary average and accelerates peers at rates currently used by SCHEV.
- ) Existing federal earmarks (currently recorded under Sponsored Programs) have been redirected by federal changes to formula funds (which flow through Agency 229).

**PESSIMISTIC SCENARIO -- STATE PROVIDES 0 GF WITH BUDGET REDUCTION****SIX-YEAR FINANCIAL PROJECTIONS  
VIRGINIA TECH**

	Internal Budget 2007-08	Projected Budget					
		2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
<b>REVENUE BUDGET</b>							
Educational and General (100)	\$445,522	\$486,579	\$527,451	\$561,628	\$596,006	\$630,371	\$664,616
General Fund	171,143	171,143	171,143	171,143	171,143	171,143	171,143
Nongeneral Fund	274,379	315,436	356,308	390,485	424,863	459,228	493,473
Auxiliary Enterprises (809)	\$183,403	\$192,678	\$202,632	\$212,436	\$222,620	\$232,264	\$247,269
Nongeneral Fund	183,403	192,678	202,632	212,436	222,620	232,264	247,269
Sponsored Programs (110)	\$215,194	\$229,391	\$245,584	\$262,447	\$278,925	\$295,187	\$311,270
General Fund	8,427	8,427	8,427	8,427	8,427	8,427	8,427
Nongeneral Fund	206,767	220,964	237,157	254,020	270,498	286,760	302,843
Student Financial Assistance (108)	\$16,743	\$16,743	\$16,743	\$16,743	\$16,743	\$16,743	\$16,743
General Fund	\$16,743	\$16,743	\$16,743	\$16,743	\$16,743	\$16,743	\$16,743
Subtotal Agency 208	\$860,862	\$925,391	\$992,410	\$1,053,253	\$1,114,294	\$1,174,564	\$1,239,897
General Fund	196,313	196,313	196,313	196,313	196,313	196,313	196,313
Nongeneral Fund	664,549	729,078	796,097	856,940	917,981	978,251	1,043,584
CE/AES (Agency 229)	\$80,939	\$84,041	\$84,042	\$84,044	\$84,045	\$84,047	\$84,049
General Fund	65,958	65,958	65,958	65,958	65,958	65,958	65,958
Nongeneral Fund	14,981	18,083	18,084	18,086	18,087	18,089	18,091
GRAND TOTAL REVENUE BUDGETS FOR VIRGINIA TECH	<u>\$941,801</u>	<u>\$1,009,431</u>	<u>\$1,076,452</u>	<u>\$1,137,297</u>	<u>\$1,198,339</u>	<u>\$1,258,611</u>	<u>\$1,323,946</u>
General Fund	<u>\$262,271</u>	<u>\$262,271</u>	<u>\$262,271</u>	<u>\$262,271</u>	<u>\$262,271</u>	<u>\$262,271</u>	<u>\$262,271</u>
Nongeneral Fund	<u>\$679,530</u>	<u>\$747,160</u>	<u>\$814,181</u>	<u>\$875,026</u>	<u>\$936,068</u>	<u>\$996,340</u>	<u>\$1,061,675</u>
<b>EXPENDITURE BUDGETS</b>							
Educational and General (100)	\$445,522	\$486,527	\$527,426	\$561,667	\$596,010	\$630,317	\$664,610
Auxiliary Enterprises (809)	183,403	192,678	202,632	212,436	222,620	232,264	247,269
Sponsored Programs (110)	215,194	229,391	245,584	262,447	278,925	295,187	311,270
Student Financial Assistance (108)	16,743	16,743	16,743	16,743	16,743	16,743	16,743
Subtotal Agency 208	\$860,862	\$925,339	\$992,385	\$1,053,292	\$1,114,298	\$1,174,510	\$1,239,891
CE/AES (Agency 229)	<u>80,939</u>	<u>84,041</u>	<u>84,042</u>	<u>84,044</u>	<u>84,045</u>	<u>84,047</u>	<u>84,049</u>
GRAND TOTAL EXPENSE BUDGETS FOR VIRGINIA TECH	<u>\$941,801</u>	<u>\$1,009,379</u>	<u>\$1,076,427</u>	<u>\$1,137,336</u>	<u>\$1,198,343</u>	<u>\$1,258,557</u>	<u>\$1,323,940</u>
<b>NET OF REVENUE AND EXPENDITURE BUDGETS</b>							
Educational and General (100)	\$0	\$52	\$25	-\$39	-\$4	\$54	\$6
Auxiliary Enterprises (809)	0	0	0	0	0	0	0
Sponsored Programs (110)	0	0	0	0	0	0	0
Student Financial Assistance (108)	0	0	0	0	0	0	0
Subtotal Agency 208	\$0	\$52	\$25	-\$39	-\$4	\$54	\$6
CE/AES (Agency 229)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
NET GRAND TOTAL FOR VIRGINIA TECH	<u>\$0</u>	<u>\$52</u>	<u>\$25</u>	<u>-\$39</u>	<u>-\$4</u>	<u>\$54</u>	<u>\$6</u>

## PESSIMISTIC SCENARIO -- STATE PROVIDES 0 GF WITH BUDGET REDUCTION

Attachment E

EDUCATIONAL AND GENERAL BUDGET PROJECTION (PROGRAM 100)  
UNIVERSITY DIVISION

	Internal Budget 2007-08	Projected Budget					
		2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
<b>REVENUE BUDGET</b>							
<b>Calculation of New General Fund Revenue:</b>							
SCHEV Calculation of Funding Needs(a)		\$30,860	\$61,720	\$92,580	\$123,441	\$154,301	\$185,161
Less: NGF component (100%)		<u>-30,860</u>	<u>-61,720</u>	<u>-92,580</u>	<u>-123,441</u>	<u>-154,301</u>	<u>-185,161</u>
Net New General Fund (0%)		\$0	\$0	\$0	\$0	\$0	\$0
<b>General Fund Revenue with Net New Funding</b>							
	\$171,143	\$171,143	\$171,143	\$171,143	\$171,143	\$171,143	\$171,143
<b>Tuition and Mandatory E&amp;G Fees</b>							
	236,706	276,990	315,860	348,849	383,012	417,159	451,247
Program Fees	818	1,499	3,408	4,501	4,619	4,737	4,791
Indirect Cost Recoveries (30%)	4,853	4,853	4,853	4,853	4,853	4,853	4,853
Estimated Interest Earnings	1,200	1,236	1,273	1,311	1,351	1,391	1,433
Other E&G Fees - Unrestricted	2,741	2,796	2,852	2,909	2,967	3,026	3,087
Other E&G Revenues - Restricted	<u>28,062</u>	<u>28,062</u>	<u>28,062</u>	<u>28,062</u>	<u>28,062</u>	<u>28,062</u>	<u>28,062</u>
<b>PROJECTED ANNUAL E&amp;G REVENUE BUDGET</b>	<u><b>\$445,522</b></u>	<u><b>\$486,579</b></u>	<u><b>\$527,451</b></u>	<u><b>\$561,628</b></u>	<u><b>\$596,006</b></u>	<u><b>\$630,371</b></u>	<u><b>\$664,616</b></u>
Percentage Increase		9.22%	8.40%	6.48%	6.12%	5.77%	5.43%
<b>EXPENSE BUDGET</b>							
<b>2007-08 Actual E&amp;G Budget Used as Base Budget</b>	<b>\$445,522</b>	<b>\$445,522</b>	<b>\$445,522</b>	<b>\$445,522</b>	<b>\$445,522</b>	<b>\$445,522</b>	<b>\$445,522</b>
<b>Incremental Expenses Against SCHEV Funding Needs</b>							
<b>Salaries</b>							
Increased Salary Costs (b)							
T&R Faculty @ 4.0%		7,046	14,374	21,995	29,921	38,164	46,737
Other Faculty (A/P, Summer, and GTAs) @ 4.0%		1,919	3,915	5,991	8,150	10,395	12,730
Staff @ 3.0%		<u>2,741</u>	<u>5,565</u>	<u>8,473</u>	<u>11,469</u>	<u>14,554</u>	<u>17,732</u>
Subtotal Salaries		11,706	23,854	36,459	49,540	63,113	77,199
<b>Non-salary</b>							
Fringe Rate Increases @ 4.5% per year		3,514	7,186	11,023	15,032	19,222	23,600
Operation and Maintenance of New Facilities @ 750k per year		1,018	1,768	2,518	3,268	4,018	4,768
Fixed Cost Increases @ 700k per year		700	1,400	2,100	2,800	3,500	4,200
Earmarked Program Fee Revenue		1,499	3,408	4,501	4,619	4,737	4,791
Funding Available for Base Budget Adequacy		<u>12,423</u>	<u>24,105</u>	<u>35,980</u>	<u>48,182</u>	<u>59,711</u>	<u>70,603</u>
Budget Reduction		6,150	12,300	12,300	12,300	12,300	12,300
Subtotal Non-salary		<u>25,304</u>	<u>50,167</u>	<u>68,422</u>	<u>86,201</u>	<u>103,488</u>	<u>120,262</u>
Total Salaries and Non-salaries		37,010	74,021	104,881	135,741	166,601	197,461
<b>TOTAL PROJECTED ANNUAL E&amp;G EXPENSE BUDGET WITH ACADEMIC INITIATIVES</b>	<u><b>\$445,522</b></u>	<u><b>\$482,532</b></u>	<u><b>\$519,543</b></u>	<u><b>\$550,403</b></u>	<u><b>\$581,263</b></u>	<u><b>\$612,123</b></u>	<u><b>\$642,983</b></u>
Student Financial Aid for Continuing Access (c)		3,995	7,883	11,264	14,747	18,194	21,627
<b>PROJECTED TOTAL ANNUAL EXPENSES</b>	<u><b>\$445,522</b></u>	<u><b>\$486,527</b></u>	<u><b>\$527,426</b></u>	<u><b>\$561,667</b></u>	<u><b>\$596,010</b></u>	<u><b>\$630,317</b></u>	<u><b>\$664,610</b></u>
Percentage Increase		9.20%	8.41%	6.49%	6.11%	5.76%	5.44%
<b>NET OF REVENUE AND EXPENSE BUDGETS</b>	<u><b>\$0</b></u>	<u><b>\$52</b></u>	<u><b>\$25</b></u>	<u><b>-\$39</b></u>	<u><b>-\$4</b></u>	<u><b>\$54</b></u>	<u><b>\$6</b></u>
<b>SUMMARY</b>							
General Fund	\$171,143	\$171,143	\$171,143	\$171,143	\$171,143	\$171,143	\$171,143
Nongeneral Fund	<u>274,379</u>	<u>315,436</u>	<u>356,308</u>	<u>390,485</u>	<u>424,863</u>	<u>459,228</u>	<u>493,473</u>
Total	<u><b>\$445,522</b></u>	<u><b>\$486,579</b></u>	<u><b>\$527,451</b></u>	<u><b>\$561,628</b></u>	<u><b>\$596,006</b></u>	<u><b>\$630,371</b></u>	<u><b>\$664,616</b></u>

(a) Funding Needs estimated at \$185M and spread equally over six years. Includes BBA ONLY.

(b) T&amp;R Faculty salary costs increased at 4.0% per year, the rate needed to achieve the 60th percentile by FY14 as compared to current authorized salary average and accelerates peers at rates currently used by SCHEV.

(c) Estimated NGF SFA growth based on relative increases in undergraduate tuition costs.

## TOTAL COST

## PESSIMISTIC SCENARIO -- STATE PROVIDES 0 GF WITH BUDGET REDUCTION

In-state Undergraduates								In-state Graduates							
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Tuition	\$5,772	\$6,857	\$8,016	\$9,138	\$10,317	\$11,540	\$12,827	Tuition	\$7,361	\$8,392	\$9,147	\$9,924	\$10,698	\$11,500	\$12,263
Dollar Increase		\$1,085	\$1,159	\$1,122	\$1,179	\$1,223	\$1,287	Dollar Increase		\$1,031	\$755	\$777	\$774	\$802	\$863
Percent Increase		18.80%	16.90%	14.00%	12.90%	11.85%	11.15%	Percent Increase		14.00%	9.00%	8.50%	7.80%	7.50%	7.50%
Academic Fee	\$350	\$675	\$975	\$985	\$1,015	\$1,048	\$1,081	Academic Fee	\$350	\$675	\$975	\$985	\$1,015	\$1,048	\$1,081
Academic Fee Increase		\$325	\$300	\$10	\$30	\$33	\$33	Academic Fee Increase		\$325	\$300	\$10	\$30	\$33	\$33
Technology Fee	\$38	\$38	\$38	\$38	\$38	\$38	\$38	Technology Fee	\$38	\$38	\$38	\$38	\$38	\$38	\$38
Subtotal Tuition and Mandatory E&G Fees	\$6,160	\$7,570	\$9,029	\$10,161	\$11,370	\$12,626	\$13,946	Subtotal Tuition and Mandatory E&G Fees	\$7,749	\$9,105	\$10,160	\$10,947	\$11,751	\$12,586	\$13,482
Dollar Increase		\$1,410	\$1,459	\$1,132	\$1,209	\$1,256	\$1,320	Dollar Increase		\$1,356	\$1,055	\$787	\$804	\$835	\$896
Percent Increase		22.89%	19.27%	12.54%	11.90%	11.05%	10.45%	Percent Increase		17.50%	11.59%	7.75%	7.34%	7.11%	7.12%
Comprehensive Fee	\$1,237	\$1,313	\$1,400	\$1,467	\$1,524	\$1,577	\$1,643	Comprehensive Fee	\$1,237	\$1,313	\$1,400	\$1,467	\$1,524	\$1,577	\$1,643
Comprehensive Fee Increase		\$76	\$87	\$67	\$57	\$53	\$66	Comprehensive Fee Increase		\$76	\$87	\$67	\$57	\$53	\$66
Subtotal	\$7,397	\$8,883	\$10,429	\$11,628	\$12,894	\$14,203	\$15,589	Total Cost	\$8,986	\$10,418	\$11,560	\$12,414	\$13,275	\$14,163	\$15,125
Dollar Increase		\$1,486	\$1,546	\$1,199	\$1,266	\$1,309	\$1,386	Total Dollar Increase		\$1,432	\$1,142	\$854	\$861	\$868	\$962
Percent Increase		20.1%	17.4%	11.5%	10.9%	10.2%	9.8%	Total Percent Increase		15.9%	11.0%	7.4%	6.9%	6.7%	6.8%
Room and Board	\$5,106	\$5,487	\$5,897	\$6,339	\$6,816	\$7,332	\$7,888	SCHEV Peers Total Cost (a)	\$9,486	\$10,122	\$10,800	\$11,524	\$12,296	\$13,120	\$13,999
Room and Board Increase		\$381	\$410	\$442	\$477	\$516	\$556								
Total Cost	\$12,503	\$14,370	\$16,326	\$17,967	\$19,710	\$21,535	\$23,477								
Total Dollar Increase		\$1,867	\$1,956	\$1,641	\$1,743	\$1,825	\$1,942								
Total Percent Increase		14.9%	13.8%	10.1%	9.7%	9.3%	9.0%								
SCHEV Peers Total Cost (a)	\$17,288	\$18,325	\$19,425	\$20,591	\$21,826	\$23,136	\$24,524								

Out-of-state Undergraduates								Out-of-state Graduates							
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Tuition	\$17,980	\$19,724	\$21,282	\$22,665	\$23,980	\$25,227	\$26,514	Tuition	\$13,556	\$15,996	\$18,075	\$19,883	\$21,573	\$23,342	\$25,256
Dollar Increase		\$1,744	\$1,558	\$1,383	\$1,315	\$1,247	\$1,287	Dollar Increase		\$2,440	\$2,079	\$1,808	\$1,690	\$1,769	\$1,914
Percent Increase		9.70%	7.90%	6.50%	5.80%	5.20%	5.10%	Percent Increase		18.00%	13.00%	10.00%	8.50%	8.20%	8.20%
Academic Fee	\$350	\$675	\$975	\$985	\$1,015	\$1,048	\$1,081	Academic Fee	\$350	\$675	\$975	\$985	\$1,015	\$1,048	\$1,081
Academic Fee Increase		\$325	\$300	\$10	\$30	\$33	\$33	Academic Fee Increase		\$325	\$300	\$10	\$30	\$33	\$33
Technology, Equipment, and Capital Fees	\$208	\$208	\$208	\$208	\$208	\$208	\$208	Technology, Equipment, and Capital Fees	\$208	\$208	\$208	\$208	\$208	\$208	\$208
Subtotal Tuition and Mandatory E&G Fees	\$18,538	\$20,607	\$22,465	\$23,858	\$25,203	\$26,483	\$27,803	Subtotal Tuition and Mandatory E&G Fees	\$14,114	\$16,879	\$19,258	\$21,076	\$22,796	\$24,598	\$26,545
Dollar Increase		\$2,069	\$1,858	\$1,393	\$1,345	\$1,280	\$1,320	Dollar Increase		\$2,765	\$2,379	\$1,818	\$1,720	\$1,802	\$1,947
Percent Increase		11.16%	9.02%	6.20%	5.64%	5.08%	4.98%	Percent Increase		19.59%	14.09%	9.44%	8.16%	7.90%	7.92%
Comprehensive Fee	\$1,237	\$1,313	\$1,400	\$1,467	\$1,524	\$1,577	\$1,643	Comprehensive Fee	\$1,237	\$1,313	\$1,400	\$1,467	\$1,524	\$1,577	\$1,643
Comprehensive Fee Increase		\$76	\$87	\$67	\$57	\$53	\$66	Comprehensive Fee Increase		\$76	\$87	\$67	\$57	\$53	\$66
Subtotal	\$19,775	\$21,920	\$23,865	\$25,325	\$26,727	\$28,060	\$29,446	Total Cost	\$15,351	\$18,192	\$20,658	\$22,543	\$24,320	\$26,175	\$28,188
Dollar Increase		\$2,145	\$1,945	\$1,460	\$1,402	\$1,333	\$1,386	Total Dollar Increase		\$2,841	\$2,466	\$1,885	\$1,777	\$1,855	\$2,013
Percent Increase		10.8%	8.9%	6.1%	5.5%	5.0%	4.9%	Total Percent Increase		18.5%	13.6%	9.1%	7.9%	7.6%	7.7%
Room and Board	\$5,106	\$5,487	\$5,897	\$6,339	\$6,816	\$7,332	\$7,888	SCHEV Peers Total Cost (a)	\$22,983	\$23,971	\$25,002	\$26,077	\$27,198	\$28,368	\$29,588
Room and Board Increase		\$381	\$410	\$442	\$477	\$516	\$556								
Total Cost	\$24,881	\$27,407	\$29,762	\$31,664	\$33,543	\$35,392	\$37,334								
Total Dollar Increase		\$2,526	\$2,355	\$1,802	\$1,879	\$1,849	\$1,942								
Total Percent Increase		10.2%	8.6%	6.4%	5.9%	5.5%	5.5%								
SCHEV Peers Total Cost (a)	\$30,204	\$31,714	\$33,300	\$34,965	\$36,713	\$38,549	\$40,476								

In-state Veterinary Medicine								Out-of-state Veterinary Medicine							
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Tuition	\$13,876	\$14,986	\$16,185	\$17,460	\$18,878	\$20,388	\$22,019	Tuition	\$33,651	\$36,343	\$39,250	\$42,390	\$45,781	\$49,443	\$53,398
Dollar Increase		\$1,110	\$1,199	\$1,295	\$1,398	\$1,510	\$1,631	Dollar Increase		\$2,692	\$2,907	\$3,140	\$3,391	\$3,652	\$3,955
Percent Increase		8.00%	8.00%	8.00%	8.00%	8.00%	8.00%	Percent Increase		8.00%	8.00%	8.00%	8.00%	8.00%	8.00%
Academic Fee	\$350	\$675	\$975	\$985	\$1,015	\$1,048	\$1,081	Academic Fee	\$350	\$675	\$975	\$985	\$1,015	\$1,048	\$1,081
Academic Fee Increase		\$325	\$300	\$10	\$30	\$33	\$33	Academic Fee Increase		\$325	\$300	\$10	\$30	\$33	\$33
Technology Fee	\$38	\$38	\$38	\$38	\$38	\$38	\$38	Technology, Equipment, and Capital Fees	\$208	\$208	\$208	\$208	\$208	\$208	\$208
Facility Fee	\$450	\$900	\$1,350	\$1,800	\$1,800	\$1,800	\$1,800	Facility Fee	\$450	\$800	\$1,350	\$1,800	\$1,800	\$1,800	\$1,800
Subtotal Tuition and Mandatory E&G Fees	\$14,714	\$16,599	\$18,548	\$20,303	\$21,731	\$23,274	\$24,938	Subtotal Tuition and Mandatory E&G Fees	\$34,659	\$38,126	\$41,783	\$45,383	\$48,804	\$52,499	\$56,487
Dollar Increase		\$1,885	\$1,999	\$2,005	\$2,028	\$2,043	\$2,064	Dollar Increase		\$3,017	\$3,207	\$3,150	\$3,421	\$3,695	\$3,988
Percent Increase		12.8%	11.4%	10.3%	9.3%	9.4%	9.2%	Percent Increase		8.70%	8.41%	7.54%	7.54%	7.57%	7.60%
Comprehensive Fee	\$1,237	\$1,313	\$1,400	\$1,467	\$1,524	\$1,577	\$1,643	Comprehensive Fee	\$1,237	\$1,313	\$1,400	\$1,467	\$1,524	\$1,577	\$1,643
Comprehensive Fee Increase		\$76	\$87	\$67	\$57	\$53	\$66	Comprehensive Fee Increase		\$76	\$87	\$67	\$57	\$53	\$66
Total Cost	\$15,951	\$17,912	\$19,948	\$21,770	\$23,255	\$24,851	\$26,581	Total Cost	\$35,896	\$39,439	\$43,183	\$46,850	\$50,328	\$54,076	\$58,130
Total Dollar Increase		\$1,911	\$1,966	\$1,812	\$1,485	\$1,596	\$1,730	Total Dollar Increase		\$3,093	\$3,294	\$3,217	\$3,478	\$3,748	\$4,054
Total Percent Increase		12.0%	10.9%	8.3%	6.4%	6.9%	7.0%	Total Percent Increase		8.6%	8.4%	7.4%	7.4%	7.4%	7.5%

(a) Peer institutions projected to increase at previous year's increase; 60th percentile excel calculation





# Six Year Plan Update

Board of Visitors

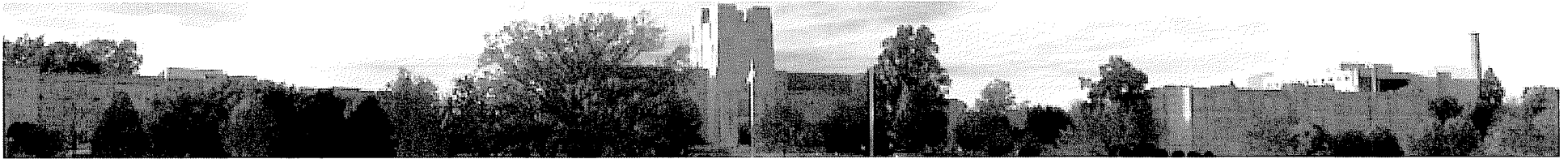
September 23, 2007

September 23, 2007



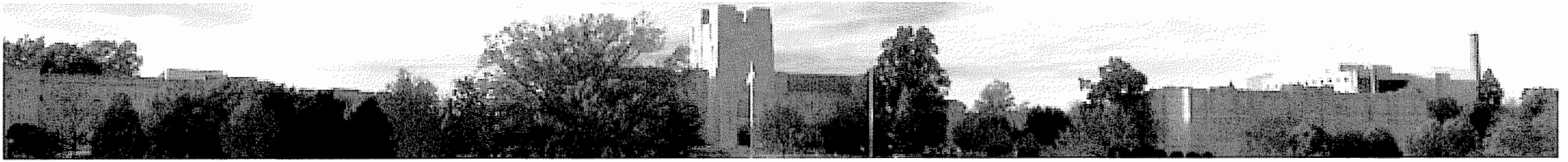
# Six-Year Plan Components

- Enrollment Plan
- Academic Plan
- Financial Plan



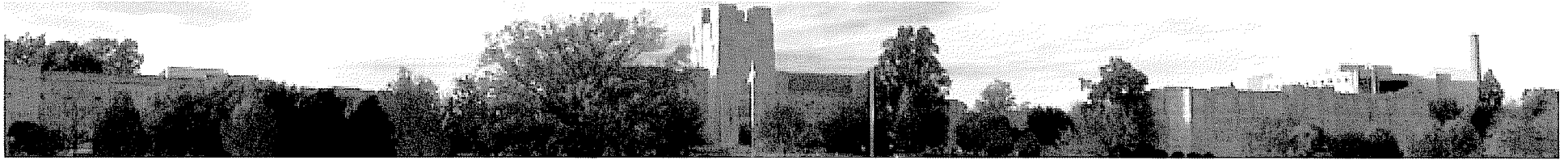
# Financial Plan Guidelines

- SCHEV provides plan formats and guidelines and two scenarios:
  - Optimistic scenario – 44% GF support
  - Pessimistic scenario – no GF support
- BOV approval is required
- October 1, 2007 submission date



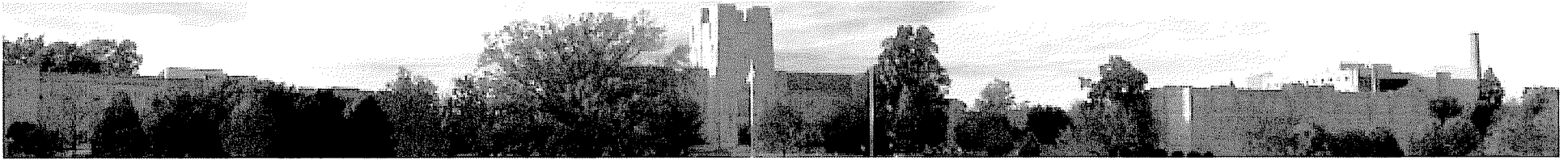
# Plan Development Process

- Use existing VT financial planning process in place for several years
- Focus of SCHEV format is tuition and fees
- Convert approved VT plan to the SCHEV format for submission



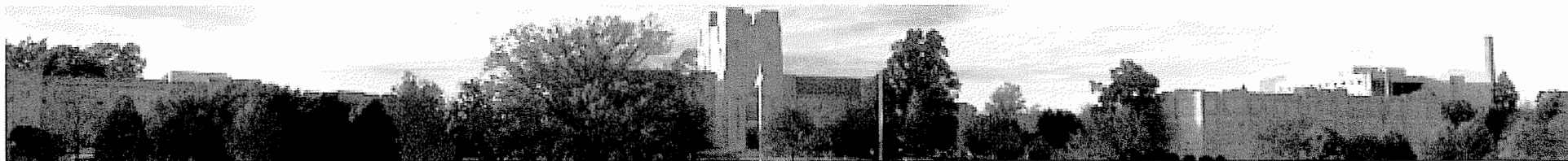
# Commonwealth Funding Principles for Higher Education

- Faculty Salaries
- Base Budget Adequacy
- Student Financial Aid
- Staff salaries
- Research and Public Service Initiatives
- Equipment Trust Fund
- Maintenance Reserve Funds



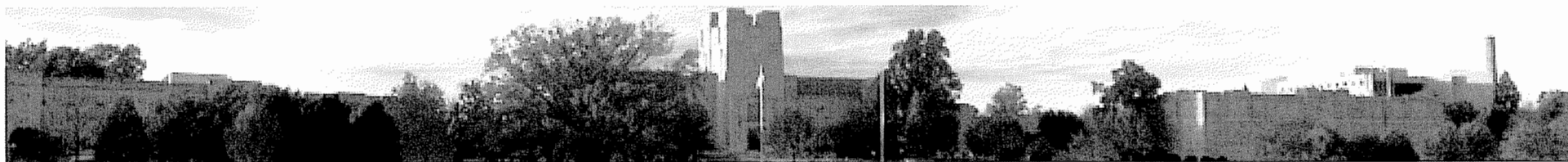
# Key Element of Restructuring

- The University's ability,
- through the approval of tuition and fees by the Board of Visitors,
- to develop predictable, reliable revenue streams in the face of uncertain funding environment at the state level.



# Virginia Tech Financial Plan

- Covers all programs of the University, including auxiliaries, sponsored activities, and student financial aid
- Focus is on:
  - Educational and General program of the Instructional Division
  - Changes in tuition and fees rates
  - Impact on tuition capacity



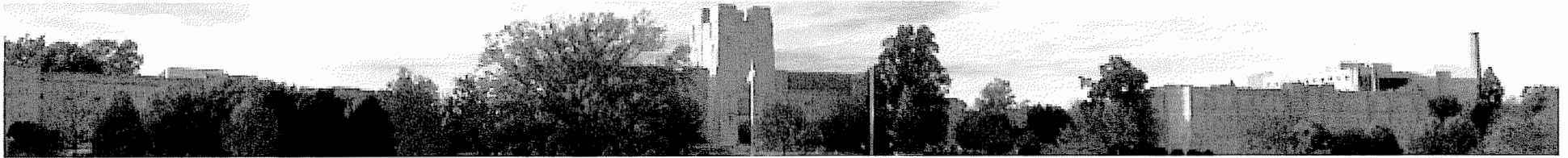
# Instruction Expenditure Plan

(Amounts in Millions)

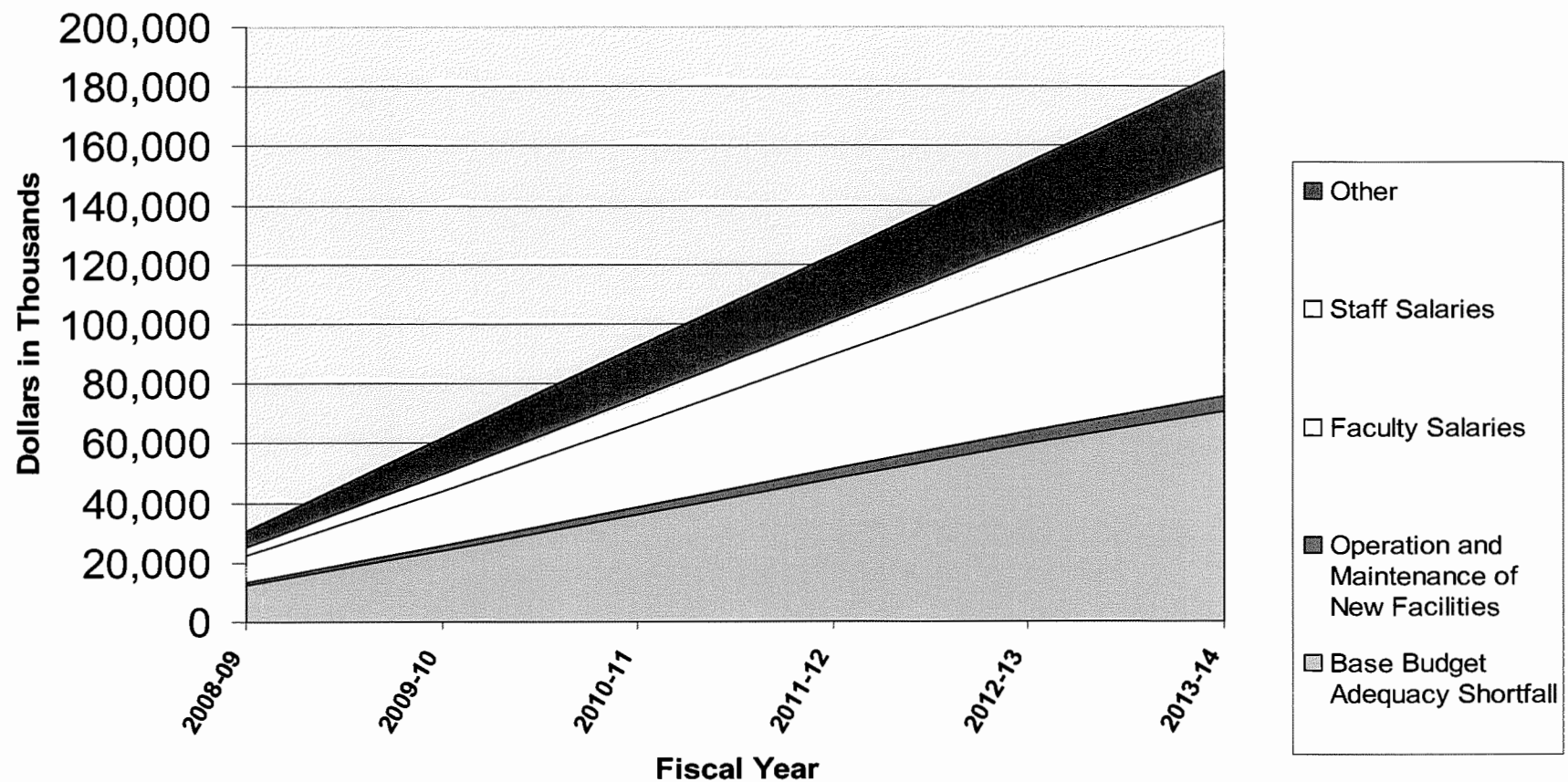
- Base Budget Adequacy \$ 185.2
- Restore budget reduction 12.2
- 2008-10 Budget Initiatives 10.4
- University support for SFA 11.8

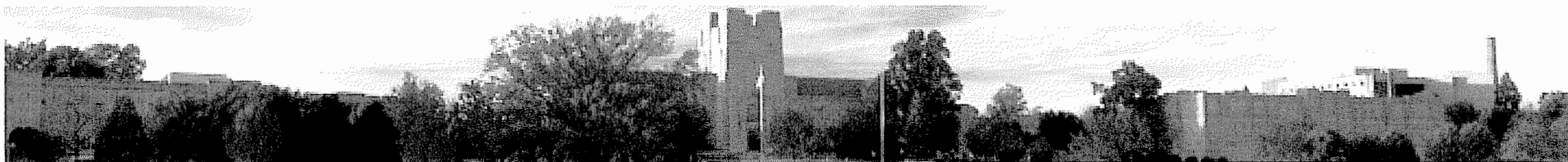
Total Change in Expenditures 219.6





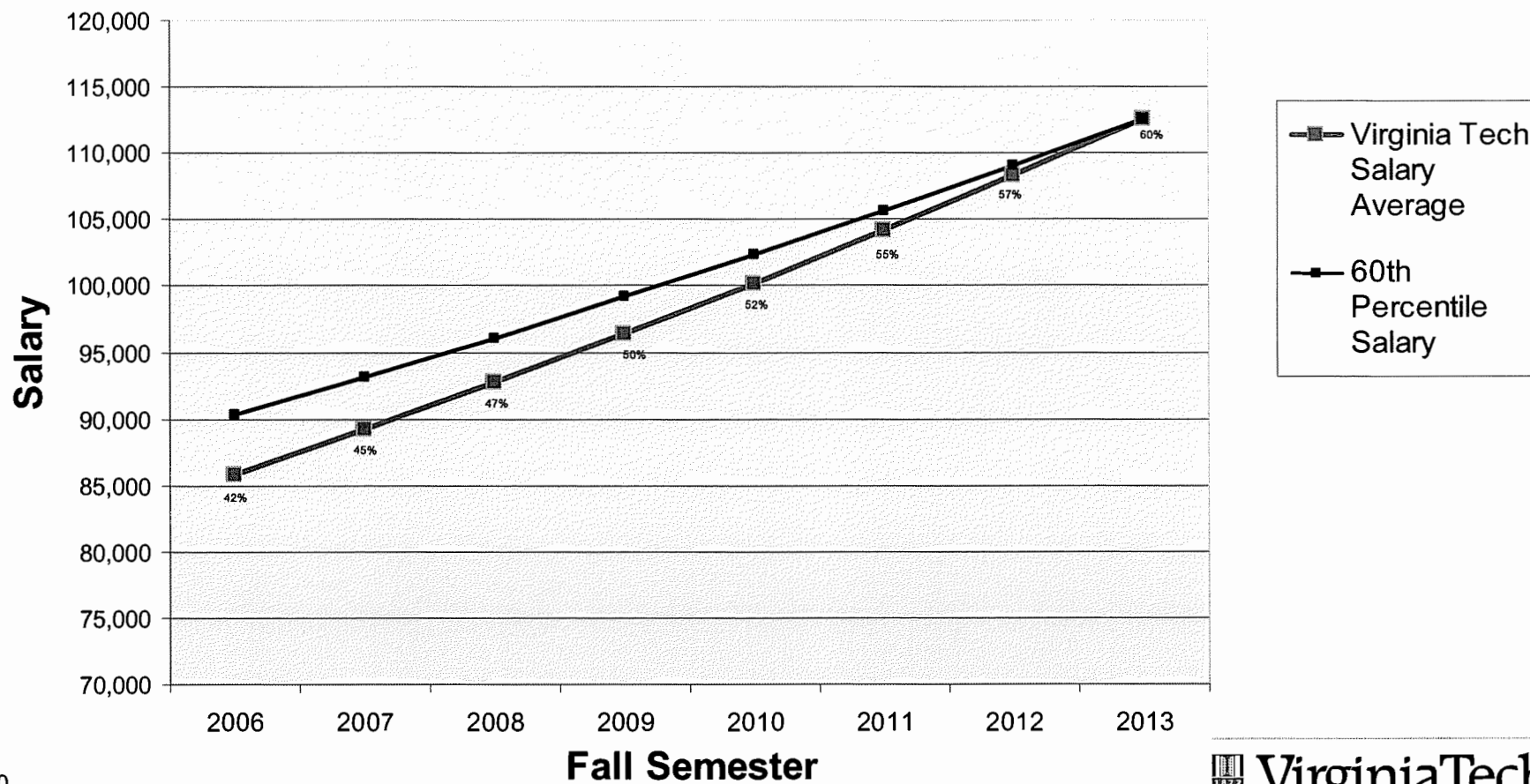
## Base Budget Adequacy

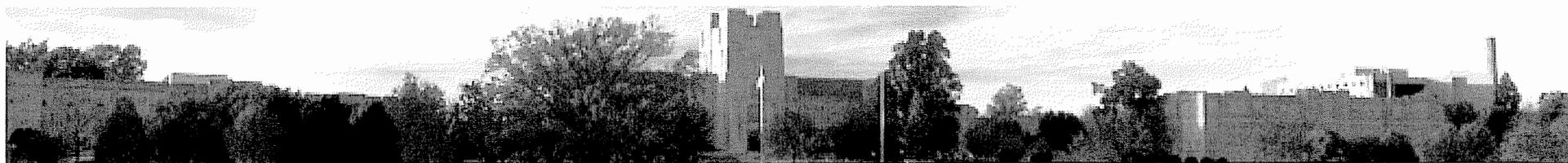




# Faculty Salary Average

Attainment of 60th Percentile over Six Years

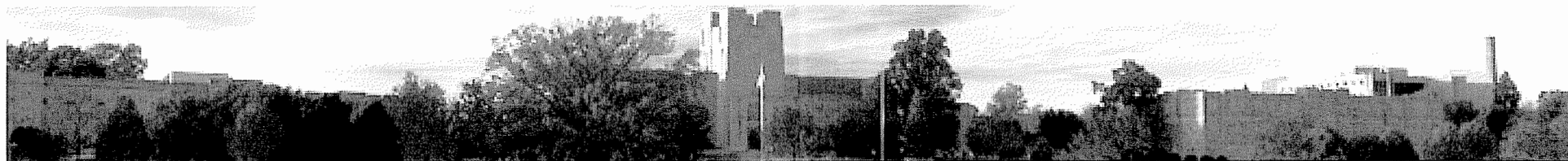




# 2008-10 Budget Initiatives

(Amounts in Millions)

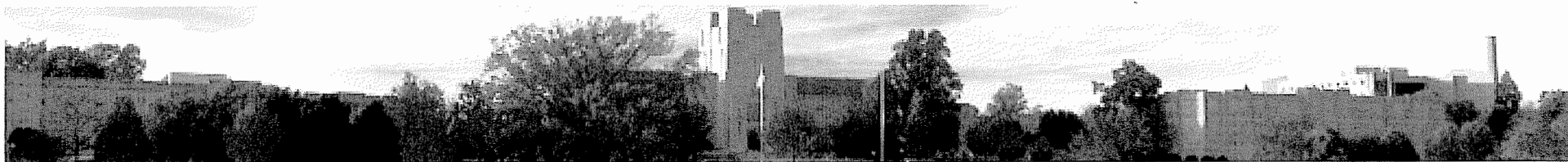
- Enrollment Growth \$4.5
- Security Enhancements 3.0
- Center for Creative  
Technology in the Arts 2.9



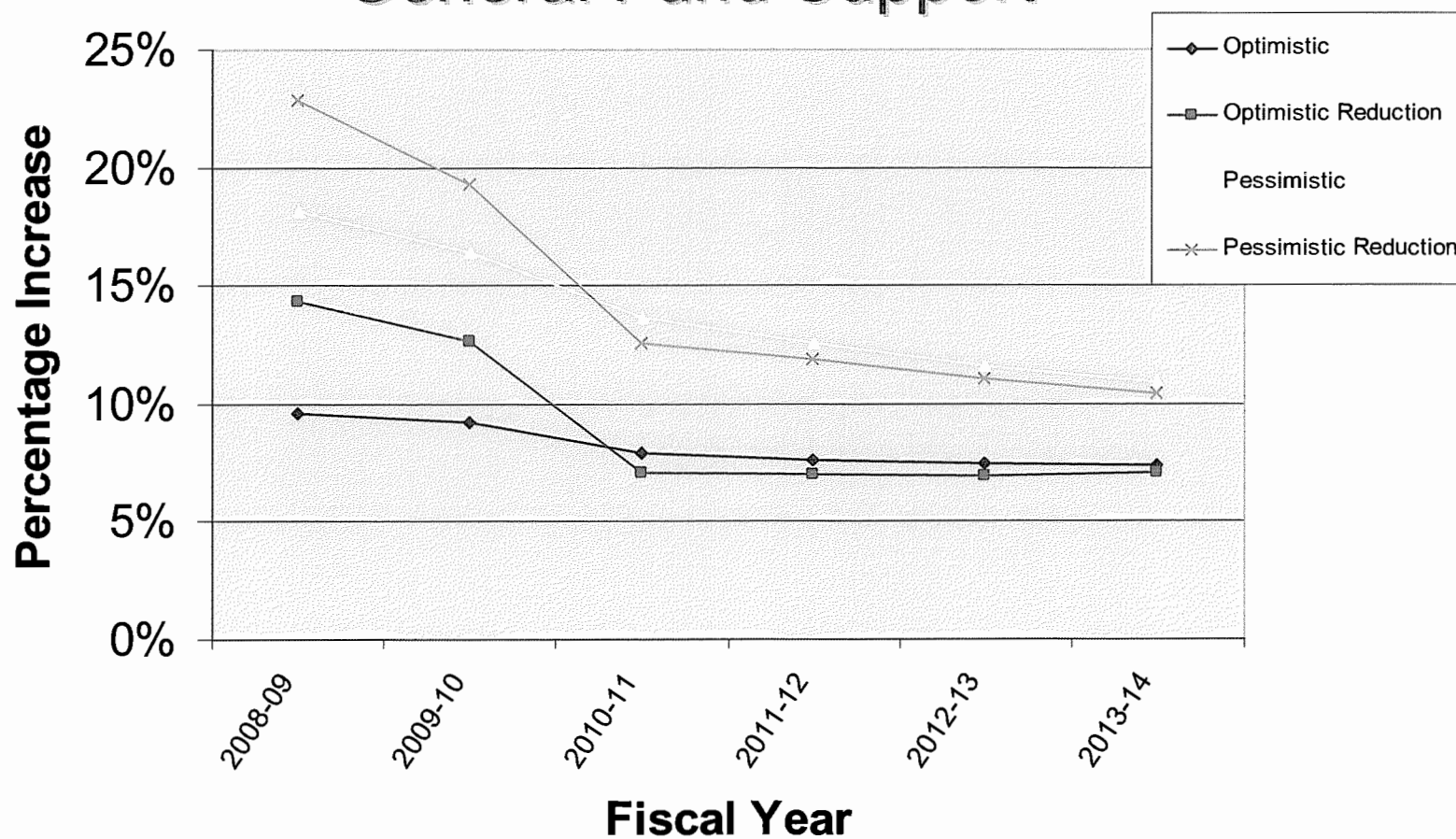
# Projected Revenues *(to make it work)*

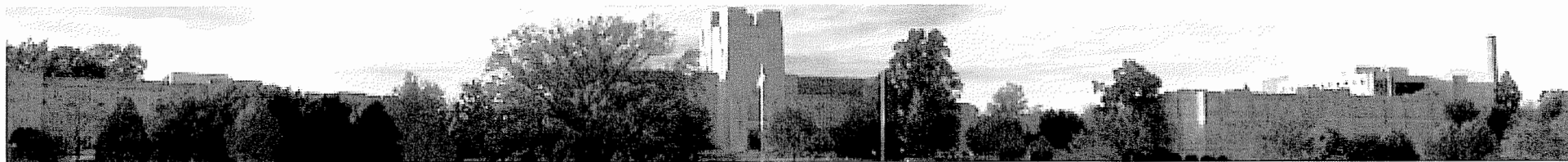
(Amounts in Millions)

- General Fund Support
  - Base Budget Adequacy \$ 81.5
  - New Budget Initiatives 10.4
- Total General Fund \$ 91.9
- 
- plus Tuition, fees and other revenue \$127.7



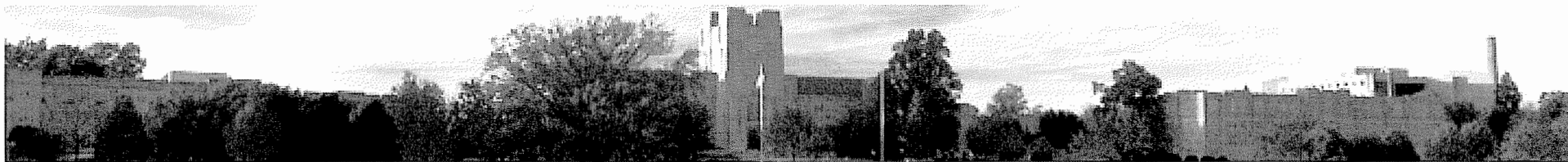
## Tuition/E&G Fees Depending on Level of General Fund Support





## Projected Changes in Tuition and E&G Fees for Virginia Undergraduates

	2008 2009	2009 2010	2010 2011	2011 2012	2012 2013	2013 2014
<b>Optimistic</b>	9.6%	9.2%	8.0%	7.6%	7.4%	7.4%
<b>Optimistic Reduction</b>	14.4%	12.6%	7.1%	7.0%	7.0%	7.1%
<b>Pessimistic</b>	18.1%	16.4%	13.6%	12.6%	11.6%	10.9%
<b>Pessimistic Reduction</b>	22.9%	19.3%	12.5%	11.9%	11.1%	10.5%



# Discussion



VirginiaTech



COPY

**Senior Fellow for Resource Development**

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Included in this package are the following documents related to the plan and process for addressing all recommendations from the Report of the Review Panel and each of the University Internal Review Reports:

**Open Session**

1. Process Overview
2. VT Action Plan: Open Session Action Items Worksheet – **Example Only**
3. All Open Session recommendations from:
  - A. Report of the Review Panel
  - B. University Internal Review Reports
    - i. Security Infrastructure
    - ii. Information and Communications Infrastructure
    - iii. Interface Between VT Counseling Services, Academic Affairs, Judicial Affairs and Legal System
4. Definition of Terms

**Closed Session:**

1. VT Action Plan: Closed Session Action Items Worksheet – **Example Only**
2. All Closed Session recommendations on campus security and security infrastructure from University Internal Reviews
3. Definition of Terms

*Invent the Future*

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY  
An equal opportunity, affirmative action institution



September 19, 2007

## Process Overview

A plan and process has been initiated to address all recommendations from the Report of the Review Panel and each of the University's Internal Review Reports.

- **The Report of the Review Panel:** A special panel appointed by Governor Tim Kaine and chaired by Col. Gerald Massengill, August 30, 2007
- **University Internal Review Reports:** Internal reviews, focused on: Security Infrastructure, Information and Communications Infrastructure, and the Interface Between VT Counseling Services, Academic Affairs, Judicial Affairs and Legal System; charged by Virginia Tech President Charles Steger to look at strengths and weaknesses of our existing systems/infrastructure and how they may be improved or augmented to address emergency situations that might arise in the future, August 22, 2007.

The key objectives of this process are to:

- Provide accountability to the Board of Visitors through a comprehensive process for addressing all pertinent recommendations
- Demonstrate appropriate engagement of University leadership and administration in addressing the identified Action Items
- Demonstrate linkages, where appropriate, to policy, budgeting and strategic plan considerations
- Provide a platform for the critical assessment of priorities, response timelines, and fiscal considerations to advance implementation.

## Resources:

In response to the issues raised by the tragedy, a number of in-depth reports were conducted by the federal and state government, and professional organizations to bring necessary attention to various aspects of the incident. Each report contains valuable key findings, assessments and suggestions that will assist in preparing for the prevention of and strengthened management of such events. As Virginia Tech moves forward we will look to these reports, where appropriate, for additional guidance.

*Invent the Future*

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To ensure a strong and appropriate strategy going forward, the following reports, in addition to the Report of the Review Panel and the University's Internal Review Reports, are being reviewed:

- Report to the United States President: On Issues Raised by the Virginia Tech Tragedy, June 13, 2007. This is a federal report by the Attorney General, Secretary of Health and Human Services, and Secretary of Education
- Governor's Campus Security Conference: General Philosophies and Best Practices, (Virginia), August 13, 2007
- Investigation of April 16, 2007 Critical Incident at Virginia Tech, prepared by the Virginia Office of the Inspector General For Mental Health, Mental Retardation & Substance Abuse Services (OIG Report #140-0)
- National Association of Attorneys General Task Force on School and Campus Safety: Report and Recommendations, September 2007.

#### Analysis Matrix:

In order to provide a comprehensive analysis of all recommendations pertinent to University operations, data from the following reports have been organized into a matrix:

- Report of the Review Panel
- University Internal Review Reports

Recommendations that involve the security of buildings and the safety of persons using such buildings have been redacted. These items will be discussed during the closed session of the Board of Visitors.

To ensure that each recommendation from the Report of the Review Panel is addressed, recommendations that apply specifically to current and future Virginia Tech operations are identified as Action Items. These Action Items are then matched and cross-referenced with recommendations from each of the University's Internal Review Reports to ensure an exacting and comprehensive review. Each recommendation is coded by source (report) and location (section and/or page number). Each Action Item requires the following detailed information to provide for informed decision-making (see Example Worksheets):

- **Responsible Area/s** that identify the Vice Presidents/Vice Provosts or areas responsible for each action item
- **Priority Level** assigned to each action item
- **Domain** that corresponds with identified committees under the Board of Visitors:
  - Human Dimension
  - Security and Infrastructure Requirements
  - Financial Resource Requirements

- **Evaluation** of each item to determine the course of action to be taken
- **Alternative Solutions** if required through the evaluation process
- **Status Report** to detail the ongoing progress in addressing each action item including:
  - Timeline for Action
  - Completed or In Progress
  - Adjusted Timeline
  - Explanation of Revision
- **Financial Analysis** to detail ongoing fiscal considerations including:
  - Infrastructure Requirements and Costs
  - Staffing Requirements
  - Staffing Costs
  - Operational Costs
  - Total Staffing and Operational Costs
  - Funding Source/s

*Note: For detailed recommendations, see Report of the Review Panel; Virginia Tech Internal Review Reports: Security Infrastructure; Information and Communications Infrastructure; and Interface between VT Counseling Services, Academic Affairs, Judicial Affairs and Legal Systems.*

#### Management Tool:

A long-term software management tool is currently under development and scheduled for initial implementation during the week of September 24<sup>th</sup>. It will be populated at that time with the information already gathered so that processing and analysis of the data can begin. The database will:

- Be a secure online tool to track information about Action Items and supporting information, including origin, priority, responsible areas, costs, and any other related information
- Manage and control access to information regarding those recommendations that involve the security of buildings and the safety of persons using such buildings
- Have the ability to store supporting documentation; this will allow management to have access to all material in a central location
- Streamline communication about recommendations and updates to priorities, budgets, and other information to executive management
- Present data in a logical format and have functions to sort, group, and filter the data to help with its analysis
- Be located in an online portal that will allow anytime and anywhere access to the information by the executive management.

Process Workflow:

1. The **Policy Group** will review all identified Action Items. The Policy Group will flag those items that require immediate action (Priority Level One: within the next 1-2 months) due to health and safety concerns. The Policy Group may also consider assigning priorities to all action items or request a timely analysis from the identified Responsible Areas/Vice Presidents/Vice Provosts.
2. The **Responsible Areas/Vice Presidents/Vice Provosts** will:
  - a. Begin immediate responses to those Action Items identified as Priority Level One.
  - b. Provide the required information on each Action Item within their area in a reasonable timeframe.
  - c. Link the Action Item implementation process with fiscal and strategic planning considerations.
  - d. Advance planning and implementation for Action Items within their areas and provide status reports to the Policy Group on a monthly basis.
3. The **Policy Group** will receive and review status reports from Responsible Areas and will share materials with two special committees, comprised of appointed faculty, staff and students on the status of the University's response to the Action Items.
  - a. **Committee on Human Dimensions**
    - i. Mental health: systems and services for faculty, staff and students
  - b. **Committee on Security and Infrastructure**
    - i. Security; facilities, and telecommunications
4. The special **Faculty/Staff/Student Committees** will review and submit comments back to the Policy Group.
5. The **Policy Group** will provide a report to the President based on review comments from the Faculty/Staff/Student Committees.
6. The **President** will provide quarterly reports to the Board of Visitors regarding the status of addressing each of the recommendations with a specific focus on policy, budgeting, and strategic planning considerations related to this effort.

7. The following **Board of Visitors** committees will review the status reports in accordance with the following areas:

a. **Human Dimensions:**

*(Mental health; systems and services for faculty, staff and students)*

Academic Affairs Committee

Student Affairs Committee

b. **Security and Infrastructure**

*(Security; facilities, telecommunications)*

- Buildings and Grounds Committee

- Finance and Audit

c. **Facilities and Financial Resource Requirements:**

*(All facility and infrastructure requirements associated with the Action Items)*

- Building and Grounds Committee

*(All budgetary requirements, both capital and operating, associated with the Action Items)*

- Finance and Audit Committee

In sum, this process will serve as the University's strategy for assessing each recommendation and responding appropriately. These responses will be framed by safety and security considerations, as well as by University policy, financial and strategic planning considerations.

Open to all

Review Matrix Version 5.0

## Example Worksheet - work in progress

Prepared by the Office of the Senior Fellow for Resource Development

September 19, 2007

## VIRGINIA TECH ACTION PLAN

Action Items	Recommendation	Source Location	Responsible Areas	Priority Level	Domain			Evaluation	Alternative Solutions
					Human Dimension	Security & Infrastructure Requirements	Financial Resource Requirements		
AI.2	Virginia Tech should update and enhance its Emergency Response Plan and bring it into compliance with federal and state guidelines.	RP.2							
	Update the campus emergency preparedness response plan. It is further recommended that the plan be revised to reflect all categories of emergencies, rather than those focused primarily on weather-related or hazards material-related events.	VT.S.58							
	It is recommended that a schedule for reviewing and updating the Emergency Response Plan be established with a minimum annual review cycle.	VT.S.59							
	Develop a report for inclusion on the Hokie SPA to provide information on instructors/students by building. This development is already in progress.	VT.C.96							
	Develop strategies, policies, procedures, and processes for promoting availability of emergency contact information for students and employees.	CT.C.97							
	Develop an Emergency Contact Notification Protocol	VT.I.16							
	A review of possible actions that can be taken by the Threat Assessment Team needs to be conducted. Currently, the university has a policy for interim suspension but does not seem to have a wider range of options for dealing with acutely distressed students in crisis situations including a medical or psychological leave policy. A study should be conducted that looks at a full range of options that the Team or other appropriate units may use in emergency situations with acutely distressed students.	VT.I.25							

## Key:

- ☐ Review Panel Report Recommendation (RP.#)
- ☐ VT Security Infrastructure (VT.S.#)
- ☐ VT Information and Communications Infrastructure (VT.C.#)
- ☐ VT Interface between VT Counseling Services, Academic Affairs, Judicial Affairs and Legal Systems (VT.I.#)

## Domain:

Human Dimensions: Mental Health; systems and services for faculty, staff and students

Security and Infrastructure Requirements: Security; facilities, telecommunications

Financial Resource Requirements: All budgetary requirements, both capital and operating, associated with the Action Items

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**Example Worksheet - work in progress**

Prepared by the Office of the Senior Fellow for Resource Development

September 19, 2007

**VIRGINIA TECH ACTION PLAN**

			Status				
Action Items	Recommendation	Source Location	Timeline for Action	Completed	In Progress	Adjusted Timeline	Explanation of Revisions
AI.2	Virginia Tech should update and enhance its Emergency Response Plan and bring it into compliance with federal and state guidelines.	RP.2					
	Update the campus emergency preparedness response plan. It is further recommended that the plan be revised to reflect all categories of emergencies, rather than those focused primarily on weather-related or hazards material-related events.	VT.S.58					
	It is recommended that a schedule for reviewing and updating the Emergency Response Plan be established with a minimum annual review cycle.	VT.S.59					
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	Develop strategies, policies, procedures, and processes for promoting availability of emergency contact information for students and employees.	CT.C.97					
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	A review of possible actions that can be taken by the Threat Assessment Team needs to be conducted. Currently, the university has a policy for interim suspension but does not seem to have a wider range of options for dealing with acutely distressed students in crisis situations including a medical or psychological leave policy. A study should be conducted that looks at a full range of options that the Team or other appropriate units may use in emergency situations with acutely distressed students.	VT.I.25					

**Key:** Review Panel Report Recommendation (RP.#) VT Security Infrastructure (VT.S.#) VT Information and Communications Infrastructure (VT.C.#) VT Interface between VT Counseling Services, Academic Affairs, Judicial Affairs and Legal Systems (VT.I.#)**Domain:***Human Dimensions: Mental Health; systems and services for faculty, staff and students**Security and Infrastructure Requirements: Security; facilities, telecommunications**Financial Resource Requirements: All budgetary requirements, both capital and operating, associated with t*

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**Example Worksheet - work in progress**

Prepared by the Office of the Senior Fellow for Resource Development

September 19, 2007

**VIRGINIA TECH ACTION PLAN**

			Financial Analysis						
Action Items	Recommendation	Source Location	Infrastructure Requirements & Costs	Staffing Requirements	Staffing Costs	Operational Costs	Total Staffing & Operational Costs	Funding Sources	Notes
AI.2	Virginia Tech should update and enhance its Emergency Response Plan and bring it into compliance with federal and state guidelines.	RP.2							
	Update the campus emergency preparedness response plan. It is further recommended that the plan be revised to reflect all categories of emergencies, rather than those focused primarily on weather-related or hazards material-related events.	VT.S.58							
	It is recommended that a schedule for reviewing and updating the Emergency Response Plan be established with a minimum annual review cycle.	VT.S.59							
	Develop a report for inclusion on the Hokie SPA to provide information on instructors/students by building. This development is already in progress.	VT.C.96							
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	A review of possible actions that can be taken by the Threat Assessment Team needs to be conducted. Currently, the university has a policy for interim suspension but does not seem to have a wider range of options for dealing with acutely distressed students in crisis situations including a medical or psychological leave policy. A study should be conducted that looks at a full range of options that the Team or other appropriate units may use in emergency situations with acutely distressed students.	VT.I.25							

**Key:**☐ Review Panel Report Recommendation (RP.#)☐ VT Security Infrastructure (VT.S.#)☐ VT Information and Communications Infrastructure (VT.C.#)☐ VT Interface between VT Counseling Services, Academic Affairs, Judicial Affairs and Legal Systems (VT.I.#)**Domain:***Human Dimensions: Mental Health; systems and services for faculty, staff and students**Security and Infrastructure Requirements: Security; facilities, telecommunications**Financial Resource Requirements: All budgetary requirements, both capital and operating, associated with t.*



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			All Colleges and Universities	VT	Public Safety and Security	Law Enforcement	Victim Services	Mental Health Systems	Emergency Medical Services	Justice System	Commonwealth of VA
RP.1	Universities should do a risk analysis (threat assessment) and then choose a level of security appropriate for their campus. How far to go in safeguarding campuses, and from which threats, needs to be considered by each institution. Security requirements vary across universities, and each must do its own threat assessment to determine what security measures are appropriate.	Chapter II, Recommendation 1	✓	✓							
RP.2	Virginia Tech should update and enhance its Emergency Response Plan and bring it into compliance with federal and state guidelines.	Chapter II, Recommendation 2		✓							
RP.3	Virginia Tech and other institutions of higher learning should have a threat assessment team that includes representatives from law enforcement, human resources, student and academic affairs, legal counsel, and mental health functions. The team should be empowered to take actions such as additional investigation, gathering background information, identification of additional dangerous warning signs, establishing a threat potential risk level (1 to 10) for a case, preparing a case for hearings (for instance, commitment hearings), and disseminating warning information.	Chapter II, Recommendation 3	✓	✓							
RP.4	Students, faculty, and staff should be trained annually about responding to various emergencies and about the notification systems that will be used. An annual reminder provided as part of registration should be considered.	Chapter II, Recommendation 4	✓	✓							
RP.5	Universities and colleges must comply with the Clery Act, which requires timely public warnings of imminent danger. "Timely" should be defined clearly in the federal law.	Chapter II, Recommendation 5	✓	✓							✓
RP.6	Campus emergency communications systems must have multiple means of sharing information.	Chapter II, Recommendation 6	✓	✓							
RP.7	In an emergency, immediate messages must be sent to the campus community that provide clear information on the nature of the emergency and actions to be taken. The initial messages should be followed by update messages as more information becomes known.	Chapter II, Recommendation 7	✓	✓							
RP.8	Campus police as well as administration officials should have the authority and capability to send an emergency message. Schools without a police department or senior security official must designate someone able to make a quick decision without convening a committee.	Chapter II, Recommendation 8	✓	✓		✓					

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			All Colleges and Universities	VT	Public Safety and Security	Law Enforcement	Victim Services	Mental Health Systems	Emergency Medical Services	Justice System	Commonwealth of VA
RP.9	The head of campus police should be a member of a threat assessment team as well as the emergency response team for the university. In some cases where there is a security department but not a police department, the security head may be appropriate.	Chapter II, Recommendation 9	✓	✓		✓					
RP.10	Campus police must report directly to the senior operations officer responsible for emergency decision making. They should be part of the policy team deciding on emergency planning.	Chapter II, Recommendation 10	✓	✓		✓					
RP.11	Campus police must train for active shooters (as did the Virginia Tech Police Department). Experience has shown that waiting for a SWAT team often takes too long. The best chance to save lives is often an immediate assault by first responders.	Chapter II, Recommendation 11	✓	✓		✓					✓
RP.12	The mission statement of campus police should give primacy to their law enforcement and crime prevention role. They also must be designated as having a function in education so as to be able to review records of students brought to the attention of the university as potential threats. The lack of emphasis on safety as the first responsibility of the police department may create the wrong mindset, with the police yielding to academic considerations when it comes time to make decisions on, say, whether to send out an alert to the students that may disrupt classes. On the other hand, it is useful to identify the police as being involved in the education role in order for them to gain access to records under educational privacy act provisions.	Chapter II, Recommendation 12	✓	✓							
RP.13	Universities should recognize their responsibility to a young, vulnerable population and promote the sharing of information internally, and with parents, when significant circumstances pertaining to health and safety arise.	Chapter IV, Recommendation 1	✓	✓							
RP.14	Institutions of higher learning should review and revise their current policies related to: a) recognizing and assisting students in distress; b) the student code of conduct, including enforcement; c) judiciary proceedings for students, including enforcement; d) university authority to appropriately intervene when it is believed a distressed student poses a danger to himself or others.	Chapter IV, Recommendation 2	✓	✓							
RP.15	Universities must have a system that links troubled students to appropriate medical and counseling services either on or off campus, and to balance the individual's rights with the rights of all others for safety.	Chapter IV, Recommendation 3	✓	✓				✓			

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RP.16	Incidents of aberrant, dangerous, or threatening behavior must be documented and reported immediately to a college's threat assessment group, and must be acted upon in a prompt and effective manner to protect the safety of the campus community.	Chapter IV, Recommendation 4	✓	✓				✓			
RP.17	Culturally competent mental health services were provided to Cho at his school and in his community. Adequate resources must be allocated for systems of care in schools and communities that provide culturally competent services for children and adolescents to reduce mental-illness-related risk as occurred within this community.	Chapter IV, Recommendation 5						✓			✓
RP.18	Policies and procedures should be implemented to require professors encountering aberrant, dangerous, or threatening behavior from a student to report them to the dean. Guidelines should be established to address when such reports should be communicated by the dean to a threat assessment group, and to the school's counseling center.	Chapter IV, Recommendation 6	✓	✓							
RP.19	Reporting requirements for aberrant, dangerous, or threatening behavior and incidents for resident hall staff must be clearly established and reviewed during annual training.	Chapter IV, Recommendation 7	✓	✓							
RP.20	Repeated incidents of aberrant, dangerous, or threatening behavior must be reported by Judicial Affairs to the threat assessment group. The group must formulate a plan to address the behavior that will both protect other students and provide the needed support for the troubled student.	Chapter IV, Recommendation 8	✓	✓							
RP.21	Repeated incidents of aberrant, dangerous, or threatening behavior should be reported to the counseling center and reported to parents. The troubled student should be required to participate in counseling as a condition of continued residence in campus housing and enrollment in classes.	Chapter IV, Recommendation 9	✓	✓							
RP.22	The law enforcement agency at colleges should report all incidents of an issuance of temporary detention orders for students (and staff) to Judicial Affairs, the threat assessment team, the counseling center, and parents. All parties should be educated about the public safety exceptions to the privacy laws which permit such reporting.	Chapter IV, Recommendation 10	✓	✓		✓					
RP.23	The college counseling center should report all students who are in treatment pursuant to a court order to the threat assessment team. A policy should be implemented to address what information can be shared with family and roommates pursuant to the public safety exceptions to the privacy laws.	Chapter IV, Recommendation 11	✓	✓		✓					

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RP.24	The state should study what level of community outpatient service capacity will be required to meet the needs of the commonwealth and the related costs in order to adequately and appropriately respond to both involuntary court-ordered and voluntary referrals for those services. Once this information is available it is recommended that outpatient treatments services be expanded statewide.	Chapter IV, Recommendation 12						✓			✓
RP.25	Va. Code 37.2-808 (H) and (I) and 37.2-814 (A) should be amended to extend the time periods for temporary detention to permit more thorough mental health evaluations.	Chapter IV, Recommendation 13						✓			✓
RP.26	Va. Code 37.2-809 should be amended to authorize magistrates to issue temporary detention orders based upon evaluations conducted by emergency physicians trained to perform emergency psychiatric evaluations.	Chapter IV, Recommendation 14						✓			✓
RP.27	The criteria for involuntary commitment in Va. Code 37.2-817(B) should be modified in order to promote more consistent application of the standard and to allow involuntary treatment in a broader range of cases involving severe mental illness.	Chapter IV, Recommendation 15						✓			✓
RP.28	The number and capacity of secure crisis stabilization units should be expanded where needed in Virginia to ensure that individuals who are subject to a temporary detention order do not need to wait for an available bed. An increase in capacity also will address the use of inpatient beds for moderately to severely ill patients that need longer periods of stabilization.	Chapter IV, Recommendation 16						✓			✓
RP.29	The role and responsibilities of the independent evaluator in the commitment process should be clarified and steps taken to assure that the necessary reports and collateral information are assembled before the independent evaluator conducts the evaluation.	Chapter IV, Recommendation 17						✓			
RP.30	The following documents should be presented at the commitment hearing: (a) The complete evaluation of the treating physician, including collateral information; (b) Reports of any lab and toxicology tests conducted; (c) Reports of prior psychiatric history and (d) All admission forms and nurse's notes.	Chapter IV, Recommendation 18						✓			✓
RP.31	The Virginia Code should be amended to require the presence of the prescriber or other CSB representative at all commitment hearings and to provide adequate resources to facilitate CSB compliance.	Chapter IV, Recommendation 19						✓			✓

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RP.32	The independent evaluator, if not present in person, and treating physician should be available where possible if needed for questioning during the hearing.	Chapter IV, Recommendation 20						✓			
RP.33	The Virginia Health Records Privacy statute should be amended to provide a safe harbor provision which would protect health entities and providers from liability or loss of funding when they disclose information in connection with evaluations and commitment hearings conducted under Virginia Code 37.2-814 et seq.	Chapter IV, Recommendation 21						✓			✓
RP.34	Virginia Health Records Privacy and VA Code should be amended to ensure that all entities involved with treatment have full authority to share records with each other and all persons involved in the involuntary commitment process while providing the legal safeguards needed to prevent unwarranted breaches of confidentiality.	Chapter IV, Recommendation 22						✓			✓
RP.35	Virginia Code 37.2-817(C) should be amended to clarify: (a) the need for specificity in involuntary outpatient orders; (b) the appropriate recipients of certified copies of orders; (c) the party responsible for certifying copies of orders; (d) the party responsible for reporting noncompliance with outpatient orders and to whom noncompliance is reported; (e) the mechanism for returning the noncompliant person to court; (f) the sanction(s) to be imposed on the noncompliant person who does not pose an imminent danger to himself or others; (g) the respective responsibilities of the detaining facility, the CSB, and the outpatient treatment provider in assuring effective implementation of involuntary outpatient treatment orders.	Chapter IV, Recommendation 23						✓			✓
RP.36	The Virginia Health Records Privacy statute should be clarified to expressly authorize treatment providers to report noncompliance with involuntary outpatient orders.	Chapter IV, Recommendation 24						✓			✓
RP.37	Virginia Code 37.2-819 should be amended to clarify that the clerk shall immediately upon completion of a commitment hearing complete and certify to the Central Criminal Records Exchange, a copy of any order for involuntary admission or involuntary outpatient treatment.	Chapter IV, Recommendation 25									✓
RP.38	A comprehensive review of the Virginia Code should be undertaken to determine whether there exist additional situations where court orders containing mental health findings should be certified to the Central Criminal Records Exchange.	Chapter IV, Recommendation 26									✓

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RP.39	<p>Accurate guidance should be developed by the attorney general of Virginia regarding the application of information privacy laws to the behavior of troubled students. The lack of understanding of the laws is probably the most significant problem about information privacy. Accurate guidance from the state attorney general's office can alleviate this problem. It may also help clarify which differences in practices among schools are based on a lack of understanding and which are based on institutional policy. For example, a representative of Virginia Tech told the panel that FERPA prohibits the university's administrators from sharing disciplinary records with the campus police department. The panel also learned that the University of Virginia has a policy of sharing such records because it classifies its chief of police as an official with an educational interest in such records. The development of accurate guidance that signifies that law enforcement officials may have an educational interest in disciplinary records could help eliminate discrepancies in the application of the law between two state institutions.</p> <p>The guidance should clearly explain what information can be shared by concerned organizations and individuals about troubled students. The guidance should be prepared and widely distributed as quickly as possible and written in plain English. Appendix G provides a copy of guidance issued by the Department of Education in June 2007, which can serve as a model or starting point for the development of clear, accurate guidance.</p>	Chapter V, Recommendation 1									✓
RP.40	<p>Privacy laws should be revised to include "safe harbor" provisions. The provisions should insulate a person or organization from liability (or loss of funding) for making a disclosure with a good faith belief that the disclosure was necessary to protect the health, safety, or welfare of the person involved or members of the general public. Laws protecting good-faith disclosure for health, safety, and welfare can help combat any bias toward nondisclosure.</p>	Chapter V, Recommendation 2									✓

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RP.41	<p>The following amendments to FERPA should be considered: (a) FERPA should explicitly explain how it applies to medical records held for treatment purposes. Although the Department of Education interprets FERPA as applying to all such records,<sup>32</sup> that interpretation has not been universally accepted. Also, FERPA does not address the differences between medical records and ordinary educational records such as grade transcripts. It is not clear whether FERPA preempts state law regarding medical records and confidentiality of medical information or merely adds another requirement on top of these records; (b) FERPA should make explicit an exception regarding treatment records. Disclosure of treatment records from university clinics should be available to any health care provider without the student's consent when the records are needed for medical treatment, as they would be if covered under HIPAA. As currently drafted, it is not clear whether off-campus providers may access the records or whether students must consent. Without clarification, medical providers treating the same student may not have access to health information.</p> <p>For example, Cho had been triaged twice by Cook Counseling Center before being seen by a provider at Carillon St. Albans in connection with his commitment hearing. Later that day, he was again triaged by Cook. Carillon St. Albans's records were governed by HIPAA. Under HIPAA's treatment exception, Carillon St. Albans was authorized to share records with Cook. Cook's records were governed by FERPA. Because FERPA's rules regarding sharing records for treatment are unclear about outside entities or whether consent is necessary, Carillon St. Albans could not be assured that Cook would share its records. This situation makes little sense.</p>	Chapter V, Recommendation 3									✓
RP.42	<p>The Department of Education should allow more flexibility in FERPA's "emergency" exception. As currently drafted, FERPA contains an exception that allows for release of records in an emergency, when disclosure is necessary to protect the health or safety of either the student or other people. At first, this appears to be an exception well-suited to sharing information about seriously troubled students. However, FERPA regulations also state that this exception is to be strictly construed. The "strict construction" requirement is unnecessary and unhelpful. The existing limitations require that an emergency exists and that disclosure is necessary for health or safety. Further narrowing of the definition does not help clarify when an emergency exists. It merely feeds the perception that nondisclosure is always a safer choice.</p>	Chapter V, Recommendation 4									✓
RP.43	<p>Schools should ensure that law enforcement and medical staff (and others as necessary) are designated as school officials with an educational interest in school records. This FERPA-related change does not require amendment to law or regulation. Education requires effective intervention in the lives of troubled students. Intervention ensures that schools remain safe and students healthy. University policy should recognize that law enforcement, medical providers, and others who assist troubled students have an educational interest in sharing records. When confirmed by policy, FERPA should not present a barrier to these entities sharing information with each other.</p>	Chapter V, Recommendation 5	✓	✓							

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RP.44	The Commonwealth of Virginia Commission on Mental Health Reform should study whether the result of a commitment hearing (whether the subject was voluntarily committed, involuntarily committed, committed to outpatient therapy, or released) should also be publicly available despite an individual's request for confidentiality. Although this information would be helpful in tracking people going through the system, it may infringe too much on their privacy. As discussed in Chapter IV, and its recommendations to revise Virginia law regarding the commitment process, the law governing hearings should explicitly state that basic information regarding a commitment hearing (the time, date, and location of the hearing and the name of the subject) is publicly available even when a person requests that records remain confidential. This information is necessary to protect the public's ability to attend commitment hearings.	Chapter V, Recommendation 8						✓			✓
RP.45	<p>The national higher education associations should develop best practice protocols and associated training for information sharing. Among the associations that should provide guidance to the member institutions are: American Council on Education (ACE); American Association of State Colleges and Universities (AASCU); American Association of Community Colleges (AACE); National Association of State and Land Grant Universities and Colleges (NASLUGC); National Association of Independent Colleges and Universities (NAICU); Association of American Universities (AAU); Association of Jesuit Colleges and Universities. If the changes recommended above are implemented, it is possible that no further changes to privacy laws would be necessary, but guidance on their interpretation will be needed. The unknown variable is how entities will choose to exercise their discretion when the law gives them a choice on whether to share or withhold information. How an institution uses its discretion can be critically important to whether it is effectively able to intervene in the life of a troubled student.</p> <p>For example, FERPA currently allows schools to release information in their records to parents who claim students as dependents. Schools are not, however, required to release that information. Yet, if a university adopts a policy against release to parents, it cuts off a vital source of information. (more detail in Review Panel Report)</p>	Chapter V, Recommendation 7	✓								
RP.46	All states should report information necessary to conduct federal background checks on gun purchases. There should be federal incentives to ensure compliance. This should apply to states whose requirements are different from federal law. States should become fully compliant with federal law that disqualifies persons from purchasing or possessing firearms who have been found by a court or other lawful authority to be a danger to themselves or others as a result of mental illness. Reporting of such information should include not just those who are disqualified because they have been found to be dangerous, but all other categories of disqualification as well. In a society divided on many gun control issues, laws that specify who is prohibited from owning a firearm stand as examples of broad agreement and should be enforced.	Chapter VI, Recommendation 1			✓						✓



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RP.47	Virginia should require background checks for all firearms sales, including those at gun shows. In an age of widespread information technology, it should not be too difficult for anyone, including private sellers, to contact the Virginia Firearms Transaction Program for a background check that usually only takes minutes before transferring a firearm. The program already processes transactions made by registered dealers at gun shows. The practice should be expanded to all sales. Virginia should also provide an enhanced penalty for guns sold without a background check and later used in a crime.	Chapter VI, Recommendation 2			✓						✓
RP.48	Anyone found to be a danger to themselves or others by a court-ordered review should be entered in the Central Criminal Records Exchange database regardless of whether they voluntarily agreed to treatment. Some people examined for a mental illness and found to be a potential threat to themselves or others are given the choice of agreeing to mental treatment voluntarily to avoid being ordered by the courts to be treated involuntarily. That does not appear on their records, and they are free to purchase guns. Some highly respected people knowledgeable about the interaction of mentally ill people with the mental health system are strongly opposed to requiring voluntary treatment to be entered on the record and be sent to a state database. Their concern is that it might reduce the incentive to seek treatment voluntarily, which has many advantages to the individuals (e.g., less time in hospital, less stigma, less cost) and to the legal and medical personnel involved (e.g., less time, less paperwork, less cost). However, there still are powerful incentives to take the voluntary path, such as a shorter stay in a hospital and not having a record of mandatory treatment. It does not seem logical to the panel to allow someone found to be dangerous to be able to purchase	Chapter VI, Recommendation 3			✓						
RP.49	The existing attorney general's opinion regarding the authority of universities and colleges to ban guns on campus should be clarified immediately. The universities in Virginia have received or developed various interpretations of the law. The Commonwealth's attorney general has provided some guidance to universities, but additional clarity is needed from the attorney general or from state legislation regarding guns at universities and colleges.	Chapter VI, Recommendation 4									✓
RP.50	The Virginia General Assembly should adopt legislation in the 2008 session clearly establishing the right of every institution of higher education in the Commonwealth to regulate the possession of firearms on campus if it so desires. The panel recommends that guns be banned on campus grounds and in buildings unless mandated by law.	Chapter VI, Recommendation 5									✓
RP.51	Universities and colleges should make clear in their literature what their policy is regarding weapons on campus. Prospective students and their parents, as well as university staff, should know the policy related to concealed weapons so they can decide whether they prefer an armed or arms-free learning environment.	Chapter VI, Recommendation 6	✓	✓							

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RP.52	In the preliminary stages of an investigation, the police should resist focusing on a single theory and communicating that to decision makers.	Chapter VII, Recommendation 1				✓					
RP.53	All key facts should be included in an alerting message, and it should be disseminated as quickly as possible, with explicit information.	Chapter VII, Recommendation 2	✓	✓							
RP.54	Recipients of emergency messages should be urged to inform others.	Chapter VII, Recommendation 3	✓	✓	✓						
RP.55	Universities should have multiple communication systems, including some not dependent on high technology. Do not assume that 21st century communications may survive an attack or natural disaster or power failure.	Chapter VII, Recommendation 4	✓	✓							
RP.56	Plans for cancelling classes or closing the campus should be included in the university's emergency operations plan. It is not certain that canceling classes and stopping work would have decreased the number of casualties at Virginia Tech on April 16, but those actions may have done so. Lockdowns or cancellation of classes should be considered on campuses where it is feasible to do so rapidly.	Chapter VII, Recommendation 5	✓	✓							
RP.57	Campus police everywhere should train with local police departments on response to active shooters and other emergencies.	Chapter VIII, Recommendation 1	✓	✓		✓					
RP.58	Dispatchers should be cautious when giving advice or instructions by phone to people in a shooting or facing other threats without knowing the situation. This is a broad recommendation that stems from reviewing other U.S. shooting incidents as well, such as the Columbine High School shootings. For instance, telling someone to stay still when they should flee or flee when they should stay still can result in unnecessary deaths. When in doubt, dispatchers should just be reassuring. They should be careful when asking people to talk into the phone when they may be overheard by a gunman. Also, local law enforcement dispatchers should become familiar with the major campus buildings of colleges and universities in their area.	Chapter VIII, Recommendation 2				✓					
RP.59	Police should escort survivors out of buildings, where circumstances and manpower permit.	Chapter VIII, Recommendation 3				✓					
RP.60	Schools should check the hardware on exterior doors to ensure that they are not subject to being chained shut.	Chapter VIII, Recommendation 4	✓	✓	✓						

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Report Recommendations

Index #	Recommendation	Source Location	Field								
			All Colleges and Universities	VT	Public Safety and Security	Law Enforcement	Victim Services	Mental Health Systems	Emergency Medical Services	Justice System	Commonwealth of VA
RP.61	Take bomb threats seriously. Students and staff should report them immediately, even if most do turn out to be false alarms.	Chapter VIII, Recommendation 5	✓	✓	✓						
RP.62	Montgomery County, VA should develop a countywide emergency medical services, fire, and law enforcement communications center to address the issues of interoperability and economies of scale.	Chapter IX, Recommendation 1			✓	✓			✓		✓
RP.63	A unified command post should be established and operated based on the National Incident Management System Incident Command System model. For this incident, law enforcement would have been the lead agency.	Chapter IX, Recommendation 2			✓	✓			✓		
RP.64	Emergency personnel should use the National Incident Management System procedures for nomenclature, resource typing and utilization, communications, interoperability, and unified command.	Chapter IX, Recommendation 3			✓	✓			✓		
RP.65	An emergency operations center must be activated early during a mass casualty incident.	Chapter IX, Recommendation 4							✓		
RP.66	Regional disaster drills should be held on an annual basis. The drills should include hospitals, the Regional Hospital Coordinating Center, all appropriate public safety and state agencies, and the medical examiner's office. They should be followed by a formal postincident evaluation.	Chapter IX, Recommendation 5			✓	✓					✓
RP.67	To improve multi-casualty incident management, the Western Virginia Emergency Medical Services Council should review/revise the Multi-Casualty Incident Medical Control and the Regional Hospital Coordinating Center functions.	Chapter IX, Recommendation 6							✓		
RP.68	Triage tags, patient care reports, or standardized Incident Command System forms must be completed accurately and retained after a multi-casualty incident. They are instrumental in evaluating each component of a multi-casualty incident.	Chapter IX, Recommendation 7							✓		
RP.69	Hospitalists, when available, should assist with emergency department patient dispositions in preparing for a multicase incident patient surge.	Chapter IX, Recommendation 8							✓		

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			All Colleges and Universities	VT	Public Safety and Security	Law Enforcement	Victim Services	Mental Health Systems	Emergency Medical Services	Justice System	Commonwealth of VA
RP.70	Under no circumstances should the deceased be transported under emergency conditions. It benefits no one and increases the likelihood of hurting others.	Chapter IX, Recommendation 9							✓		
RP.71	Critical incident stress management and psychological services should continue to be available to EMS providers as needed.	Chapter IX, Recommendation 10					✓		✓		
RP.72	The chief medical examiner should not be one of the staff performing the postmortem exams in mass casualty events; the chief medical examiner should be managing the overall response.	Chapter X, Recommendation 1							✓		✓
RP.73	The Office of the Chief Medical Examiner (OCME) should work along with law enforcement, Virginia Department of Criminal Justice Services (DCJS), chaplains, Department of Homeland Security, and other authorized entities in developing protocols and training to create a more responsive family assistance center (FAC).	Chapter X, Recommendation 2									✓
RP.74	The OCME and Virginia State Police in concert with FAC personnel should ensure that family members of the deceased are afforded prompt and sensitive notification of the death of a family member when possible and provide briefings regarding any delays.	Chapter X, Recommendation 3				✓					✓
RP.75	Training should be developed for FAC, law enforcement, OCME, medical and mental health professionals, and others regarding the impact of crime and appropriate intervention for victim survivors.	Chapter X, Recommendation 4				✓	✓	✓	✓		
RP.76	OCME and FAC personnel should ensure that a media expert is available to manage media requests effectively and that victims are not inundated with intrusions that may increase their stress.	Chapter X, Recommendation 5					✓				✓
RP.77	The Virginia Department of Criminal Justice Services should mandate training for law enforcement officers on death notifications.	Chapter X, Recommendation 6				✓	✓		✓		✓
RP.78	The OCME should participate in disaster or national security drills and exercises to plan and train for effects of a mass fatality situation on ME operations.	Chapter X, Recommendation 7			✓	✓			✓		✓
RP.79	The Virginia Department of Health should continuously recruit board-certified forensic pathologists and other specialty positions to fill vacancies within the OCME. Being understaffed is a liability for any agency and reduces its surge capability.	Chapter X, Recommendation 8							✓		✓

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RP.80	The Virginia Department of Health should have several public information officers trained and well versed in OCME operations and in victims services. When needed, they should be made available to the OCME for the duration of the event.	Chapter X, Recommendation 9					✓		✓		✓
RP.81	Funding to train and credential volunteer staff, such as the group from the Virginia Funeral Director's Association, should be made available in order to utilize their talents. Had this team been available, the family assistance center could have been more effectively organized.	Chapter X, Recommendation 10					✓				
RP.82	The Commonwealth should amend its Emergency Operations Plan to include an emergency support function for mass fatality operations and family assistance. The new ESF should address roles and responsibilities of the state agencies. The topics of family assistance and notification are not adequately addressed in the National Response Plan (NRP) for the federal government and the state plan that mirrors the NRP also mirrors this weakness. Virginia has an opportunity to be a national leader by reforming their EOP to this effect.	Chapter X, Recommendation 11					✓		✓		✓
RP.83	Emergency management plans should include a section on victim services that addresses the significant impact of homicide and other disaster caused deaths on survivors and the role of victim service providers in the overall plan. Victim service professionals should be included in the planning, training, and execution of crisis response plans. Better guidelines need to be developed for federal and state response and support to local governments during mass fatality events.	Chapter XI, Recommendation 1					✓	✓			✓
RP.84	Universities and colleges should ensure that they have adequate plans to stand up a joint information center with a public information officer and adequate staff during major incidents on campus. The outside resources that are available (including those from the state) and the means for obtaining their assistance quickly should be listed in the plan. Management of the media and of self-directed volunteers should be included.	Chapter XI, Recommendation 2	✓	✓							
RP.85	When a family assistance center is created after a criminal mass casualty event, victim advocates should be called immediately to assist the victims and their families. Ideally, a trained victim service provider should be assigned to serve as a liaison to each victim or victim's family as soon as practical. The victim service should help victims navigate the agencies at the FAC.	Chapter XI, Recommendation 3					✓				

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RP.86	Regularly scheduled briefings should be provided to victims' families as to the status of the investigation, the identification process, and the procedures for retrieving the deceased. Local or state victim advocates should be present with the families or on behalf of out-of-state families who are not present so that those families are provided the same up-to-date information.	Chapter XI, Recommendation 4					✓				
RP.87	Because of the extensive physical and emotional impact of this incident, both short- and long-term counseling should be made available to first responders, students, staff, faculty members, university leaders, and the staff of The Inn at Virginia Tech. Federal funding is available from the Office for Victims of Crime for this purpose.	Chapter XI, Recommendation 5	✓	✓			✓				
RP.88	Training in crisis management is needed at universities and colleges. Such training should involve university and area-wide disaster response agencies training together under a unified command structure.	Chapter XI, Recommendation 6	✓		✓						
RP.89	Law enforcement agencies should ensure that they have a victim services section or identified individual trained and skilled to respond directly and immediately to the needs of victims of crime from within the department. Victims of crime are best served when they receive immediate support for their needs. Law enforcement and victim services form a strong support system for provision of direct and early support.	Chapter XI, Recommendation 7				✓	✓				
RP.90	It is important that the state's Victims Services Section work to ensure that the injured victims are linked with local victim assistance professionals for ongoing help related to their possible needs.	Chapter XI, Recommendation 8					✓				✓
RP.91	Since all crime is local, the response to emergencies caused by crime should start with a local plan that is linked to the wider community. Universities and colleges should work with their local government partners to improve plans for mutual aid in all areas of crisis response, including that of victim services.	Chapter XI, Recommendation 9	✓	✓			✓				
RP.92	Universities and colleges should create a victim assistance capability either inhouse or through linkages to county-based professional victim assistance providers for victims of all crime categories. A victim assistance office or designated campus victim advocate will ensure that victims of crime are made aware of their rights as victims and have access to services.	Chapter XI, Recommendation 10	✓	✓			✓				

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			All Colleges and Universities	VT	Public Safety and Security	Law Enforcement	Victim Services	Mental Health Systems	Emergency Medical Services	Justice System	Commonwealth of VA
RP.93	In order to advance public safety and meet public needs, Virginia's colleges and universities need to work together as a coordinated system of state-supported institutions.	Chapter XI, Recommendation 11	✓	✓	✓						

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## UNIVERSITY INTERNAL REVIEW REPORT: SECURITY INFRASTRUCTURE

## Report Recommendations

Index #	Recommendation	Source Location
VT.S.1	Remove and replace the hardware on all perimeter doors to mitigate the risk of doors being chained, cabled or tied together.	Physical, Page 2 and 10
VT.S.2	Install interior locks on all general assignment classrooms.	Physical, Page 2
VT.S.3	Evaluate installation of locks on non-general assignment classrooms	Physical, Page 2
VT.S.4	Based on the work of the Security Infrastructure Working Group, the university has decided to install interior locks on all 157 general assignment classroom doors. Work has already commenced to complete this initiative. It is estimated that the project will be substantially complete by the beginning of the Fall 2007 semester.	Physical, Page 10
VT.S.5CS	Reviewed in BOV Closed Session.	Organizational Changes, Page 31
VT.S.6	Immediately following the tragedy, fifty six custom size doors and hardware sets in Norris Hall were replaced. Drop bar devices in Norris Hall were also replaced with flat rails.	Physical, Page 10
VT.S.7	In June, the university completed a door hardware inventory of all academic buildings on campus and identified hardware for removal and replacement. Of the 64 buildings surveyed, 50 needed some corrective action to accomplish this goal. In certain instances, vintage hardware is being preserved where there is an adjacent single door opening that is unencumbered. Work will be completed in a phased approach so that buildings with the highest traffic are completed first. In many cases, an exterior door handle and an interior drop bars will be removed.	Physical, Page 10
VT.S.8	The university has modified its design guidelines and standards to ensure that there will be no future possibility of allowing any door hardware or openings that can be chained shut.	Physical, Page 10
VT.S.9	Explore the installation of a centrally controlled electronic card key access system for all key academic and administrative facilities. This system will be used to secure buildings during nonworking hours. In the event of an emergency such a system would allow individual and groups of buildings to be locked remotely by the police department.	Physical Page 2 and 31
VT.S.10	Once an electronic access system for the university is identified, the Group recommends that a university policy be developed requiring compliance with a standard electronic access system. It is further recommended that control and management of all access control on campus be placed under the Police Department. All card reader doors and alarm points on campus should be routed to the 911 dispatch center for monitoring and control.	Physical, Pages 11-12



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Index #	Recommendation	Source Location
VT.S.11	Instead of automatically deciding to expand the Hokie Passport/CBORD system campus-wide for electronic access, the Group recommends that consideration be provided to multiple card access vendors. Therefore, a group has been formed to write a Request for Proposals to solicit proposals from firms. The bid process will allow the university to evaluate a number of card access systems, as well as the expandability of the Hokie Passport/CBORD system.	Physical, Page 11
VT.S.12CS	Reviewed in BOV Closed Session.	Physical, Page 9
VT.S.13	The university must determine what type of biometrics is most applicable. It is also recommended that the card activated electronic access control system that is purchased be robust enough to support biometrics.	Physical, Page 17
VT.S.14	Improve security or "hardening" of select campus offices through the installation of electronic card key access controls on interior doors, and monitoring of these offices by a closed circuit television system. Consideration should be given to evaluating the benefits of hardening critical areas on campus such as heavily trafficked administrative and student services offices and deans offices.	Physical, Pages 3 and 16
VT.S.15CS	Reviewed in BOV Closed Session.	Physical, Page 15
VT.S.16CS	Reviewed in BOV Closed Session.	Physical, Page 15
VT.S.17CS	Reviewed in BOV Closed Session.	Physical, Page 15
VT.S.18CS	Reviewed in BOV Closed Session.	Physical, Page 15
VT.S.19CS	Reviewed in BOV Closed Session.	Physical, Page 15
VT.S.20CS	Reviewed in BOV Closed Session.	Physical, Page 15
VT.S.21CS	Reviewed in BOV Closed Session.	Physical, Page 15
VT.S.22CS	Reviewed in BOV Closed Session.	Physical, Page 15
VT.S.23CS	Reviewed in BOV Closed Session.	Physical, Page 15
VT.S.24CS	Reviewed in BOV Closed Session.	Physical, Page 15

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VT.S.25	It is recommended that all future buildings be wired for electronic door access. As part of the capital building project costs, at a minimum all main doors should be prepped for electronic access. Ideally, all exterior doors should be prepped for electronic access as well. This protocol should be made part of design standards in all new capital projects and renovations.	Physical, Page 12
VT.S.26	To limit the access to the building envelope in buildings students do not reside, the door access system throughout residence halls has been enhanced. Through building and system modifications, including wall and door additions, students' access in residence halls in which they do not reside is now limited to public spaces only.	Physical, Page 14
VT.S.27	Residence Life is developing a plan of education about new building security and related procedures so students are aware of the changing nature of common area spaces.	Physical, Page 14
VT.S.28	All mail rooms eventually should be removed from the residence halls and a centralized campus mail facility for all persons who reside on campus be constructed or identified.	Physical, Page 14
VT.S.29	Campus Police should review and approve security specifications for all capital projects.	Physical, Page 12
VT.S.30	Make our communities aware of secure areas that already exist such as lockable residence hall rooms, offices and office areas.	Physical, Page 10
VT.S.31	Construct a state of the art Public Safety Building that will enhance Virginia Tech Police and Virginia Tech Rescue Squad services by physically consolidating these units in a single facility. At the August 2007 Board meeting, the university will submit a request for a \$1.6 million planning authorization to move forward with design of a proposed Public Safety Building. This facility will allow for an expanded dispatch center and co-location of the Police Department and the Virginia Tech Rescue Squad. The proposed project is envisioned as a 35,000 gross square foot, two-story building with necessary accommodations for personnel, storage, training, vehicles, and a command center.	Physical, Pages 3 and 14
VT.S.32	Explore the feasibility of deploying a centrally monitored closed circuit television (CCTV) system using video surveillance cameras at key locations on the campus (1) in common areas of student life facilities, (2) perimeter access points of critical buildings, (3) access points to research facilities, (4) access points to hazardous areas, (5) access points to administration and classroom buildings and (6) in line with code blue phones.	Physical, Pages 3 and 16
VT.S.33	It is recommended that the university deploy a standardized CCTV system on campus utilizing network recording and storage devices with intelligent video analytics leveraging the existing IP network on campus, and that a compliance policy be developed.	Physical, Page 16
VT.S.34	All security cameras should be routed to the 911 dispatch center for monitoring, analysis and alarming and integrated into the campus command and control solution.	Physical, Page 16

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VT.S.35	The Virginia Tech Police Department should have the ability to enable video transmission to police vehicles and hand held devices to enhance tactical response.	Physical, Page 16
VT.S.36	Storage of CCTV data should also be centralized as much as possible.	Physical, Page 17
VT.S.37	IP cameras are connected directly to a campus data network. According to industry sources IP decentralized recording can decrease the number of DVRs required by up to 10 times. It is estimated that 25% of security users use IP cameras, while 45% plan to upgrade from analog to IP cameras. This should be considered if the university implements a CCTV system.	Physical Page 17 and Organizational Change Page 30
VT.S.38	The electronic access control system should provide for the scalability to include a CCTV system.	Physical, Page 17
VT.S.39	The university's fire systems be upgraded to communicate over a more robust communications topology such as fiber optic cable.	Physical, Page 12
VT.S.40	Existing fire panels should be upgraded to allow active voice commands from the dispatch center operator stations to be broadcast in the buildings.	Physical, Page 12
VT.S.41	The 911 dispatch center within the new building should include two expanded operator stations and two full time operator stations. The center should provide an expanded and integrated emergency communications infrastructure, and allow for the redesign of emergency and non-emergency land line protocols.	Physical, Page 15
VT.S.42	Access to fire monitoring and voice notification systems should be available in the 911 dispatch center.	Physical, Page 15
VT.S.43	<p>Provide mass notification in classrooms and other environments where other systems may not provide adequate notification. It is recommended that a simple electronic banner textual displays with audible alarms be installed in all classrooms where practicable. This system could be integrated with other campus alert systems such as the VT Alerts Automated Notification System, and/or updated by/from any authorized source. Steps to expedite deployment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Select a banner system from amongst those that have been investigated.</li> <li><input type="checkbox"/> Procure the selected banner system.</li> <li><input type="checkbox"/> Leverage the extensive and flexible campus data network for rapid deployment.</li> <li><input type="checkbox"/> Utilize power over ethernet (PoE) to power the banner displays over the data network.</li> <li><input type="checkbox"/> Engage all appropriate university resources required to rapidly deploy the banner displays with minimum disruption to scheduled classes.</li> <li><input type="checkbox"/> Select and pre-wire mounting locations prior to the receipt of the banner devices.</li> <li><input type="checkbox"/> Work with Campus Network Services (CNS) to determine mounting locations that can be wired without extensive, time consuming, work.</li> </ul>	Communication, Pages 3 and 20-21

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VT.S.44	The campus Information Technology division will use remote network management tools to monitor the network connection of every banner display. We strongly recommend that Virginia Tech develop operational procedures to ensure that the display and audible alarm are tested in each classroom where practicable on a regular basis.	Communication, Page 20
VT.S.45	Since the system would be idle most of the time, Information Technology recommends that the electronic banners display a simple message such as the date and time when not in use to convey VT Alerts information. This will also reassure persons in the classroom that the banner is functioning properly.	Communication, Page 21
VT.S.46	Explore the installation of LCD message boards within the entrances to key campus buildings, as well as outdoor illuminated message boards at major campus entrances. These displays would alert the campus to emergency situations and provide instructions on the appropriate actions to be taken. Interior message boards could be linked to the VT Alerts system to communicate with students, faculty and staff who do not hear the mass notification system or receive a message from the VT Alerts system because they do not have immediate access to telephone, email or text messaging. The Executive Vice President has established a group to write an RFP to evaluate available interior message board systems. The Office of the University Architect has developed a proposal (Appendix B) that provides recommendations for specific types of electronic message boards, and generally identifies locations for message boards at primary campus vehicular entrances.	Communication, Page 3 and 19-20
VT.S.47	A recommendation will be that Police Department personnel within the 911 dispatch center have access to control messages on both interior and exterior message boards.	Communication, Page 20
VT.S.48	Create an electronic "people locator system" that members of the campus population could log on to after an emergency to post their status so that concerned relatives, friends and colleagues could receive updated information.	Communication, Page 3 and 19
VT.S.49	Develop pre-written "templates" to help communicators craft emergency messages more expeditiously. These templates should include phone numbers, contacts, or other directions that would likely be used in a variety of crisis situations. By having these message templates in hand, valuable time can be saved in having to look up information for each instance. These template messages should be written and maintained by University Relations in cooperation with other university offices, such as Virginia Tech Police, Environmental Health and Safety, and the Division of Student Affairs.	Communication, Page 3 and 19
VT.S.50	The existing emergency communication infrastructure needs a technology upgrade. For example, cell phones used by emergency personnel are susceptible to availability outages during a crisis situation. Additionally, there is no expandability for radio communication to integrate outside agencies in the event of a large scale response. It is recommended that a full and complete communications audit be performed.	Communication, Page 17

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VT.S.51	The Police Department is exploring a communications upgrade for police vehicles. Additionally, foot patrols on campus have been increased.	Communication, Page 17
VT.S.52	There were four systems on campus which provided for mass notification on April 16. Two other locations were in the process of being installed. Since April 16, sirens have been installed at the two additional locations.	Communication, Page 18
VT.S.53	It is recommended that staff, including Police Department dispatch personnel, receive additional training on the system so that it can be more effectively used during an emergency.	Communication, Page 18
VT.S.54	It is also critical that the system be accessible from both Policy Group meeting locations, and that members of the Policy Group be trained in its operation.	Communication, Page 18
VT.S.55	Mass notification methods were significantly improved with the university's purchase of an upgraded emergency notification system post April 16th; this system has officially been branded "VT Alerts". VT Alerts was launched on July 2, 2007.	Communication, Page 18
VT.S.56	The university will have a total of 59 emergency blue light phones once the three news phones approved for FY 2008 are installed. All blue light phones are monitored by Virginia Tech Police Department dispatch, and stations are tested once every 30 days.	Communication, Page 21
VT.S.57	Update the campus emergency preparedness response plan. It is further recommended that the plan be revised to reflect all categories of emergencies, rather than those focused primarily on weather-related or hazards material-related events.	Emergency Preparedness Page 3 and Security Protocols Pages 22-23
VT.S.58	It is recommended that a schedule for reviewing and updating the Emergency Response Plan be established with a minimum annual review cycle.	Security Security Protocols Page 22
VT.S.59	Facilities located outside of the "local campus" area must develop and implement an emergency response plan that addresses the specifics of that facility and the response capabilities within their locale.	Security Protocols, Page 22
VT.S.60	Since confidential information is contained within the Plan, distribution should be controlled. This can be accomplished by marking the Plan as "FOIA PROPRIETARY" and distributing copies through a numbered system. If this is not feasible, the sections containing confidential and proprietary information should be controlled.	Security Protocols, Page 22
VT.S.61	The Virginia Association of Campus Law Enforcement Administrators (ACLEA), recommend that police and security departments report in the leadership hierarchy no lower than one level from the president of the institution. Therefore, to ensure a direct line of communication between the Director of Campus Security and Chief of Police and executive administration, an organizational reassignment was made so that the position now reports directly to the Executive Vice President.	Security Protocols, Page 23

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VT.S.62	The Executive Vice President is allocating an additional 11 FTE to the Police Department, as well as supporting operating and equipment funds for the additional personnel. New personnel will include a Deputy Chief, Administrative Sergeant, two officers for community outreach, an officer for investigations, four officers for patrol and two additional administrative employees. The total allocation for improvement to the Police Department is \$487,400.	Security Protocols, Page 23
VT.S.63	In light of the tragedy, an Interim Director of Emergency Management reporting directly to the Executive Vice President was appointed. The position is the focal point for emergency operation and training at Virginia Tech. This new position will work closely with the Director of Campus Security and Chief of Police to coordinate safety policies for the university.	Security Protocols, Page 23
VT.S.64	It is also important to note that for large scale emergencies, all Virginia Tech managers (Senior Administrative Officers, Deans, Chairs, Directors, Laboratory and Facility Managers) are considered "essential personnel".	Security Protocols, Page 24
VT.S.65	Given the critical role of the Policy Committee, it is recommended that the Policy Group establish a succession hierarchy where after a reasonable period of time the role of absent members is ceded to the next highest ranking individual present.	Security Protocols, Page 24
VT.S.66	Formally identify backups to key Policy Committee members who are unable to physically respond to campus emergencies. Also enhance communications with key Policy Committee members who are off campus when an emergency occurs. It is further recommended that a plan be developed to keep Policy Group members that are not present, informed of the event.	Emergency Preparedness Page 3 and Security Protocols Page 24
VT.S.67	Finally, a crisis kit has been created for the Policy Group that includes such things as a laptop and emergency contact list for use by executives during an emergency situation.	Security Protocols, Page 24
VT.S.68	To prepare for potential emergencies increase the use of annual "table top" or simulation exercises by key campus units (e.g. police, rescue squad, physical plant, building coordinators, etc.). Where appropriate these exercises should involve faculty, students and staff as well as law enforcement and public safety units from surrounding jurisdictions.	Emergency Preparedness, Page 3
VT.S.69	Implement a building coordinator program whereby a person in each building is identified as the responsible party in the event of an emergency. All coordinators will be trained in appropriate emergency response and security processes and procedures. Central coordination and training will be the responsibility of the campus police department.	Emergency Preparedness, Page 3
VT.S.70	Chief Flinchum has also implemented the use of common language for radio transmissions in the Police Department effective July 1, 2007. The Police Department worked with the Virginia Tech Rescue Squad and they began using common language the same time as the Police Department. It also brings the university in compliance with National Incident Management System (NIMS) requirements.	Security Protocols, Page 25

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VT.S.71	In response to the events of April 16, Police Department staff reviewed all internal Police Department gun storage procedures. As a result of the internal review, the "Student Weapons Storage Form", was modified.	Security Protocols, Page 26
VT.S.72	It is recommended that guidelines for security protocols and procedures, as well as where to find security and emergency materials, be included in all student, faculty and staff handbooks. This information should also be made accessible on the web.	Security Protocols, Page 26
VT.S.73	It is recommended that a new employee and student orientation program on security be developed. It is further recommended that the safety program be made available in a format that can be viewed electronically by all students, faculty and staff on an annual basis. A succinct, online interactive safety program that can be viewed in 15 minutes or less will provide an effective way to update the university community on important safety protocols annually. Consideration should be given to requiring annual viewing of the program to be mandatory.	Security Protocols, Pages 26- 27
VT.S.74	Enhance security protocols that will explicitly highlight what to do in the event of an emergency. This will include posted signs in all classrooms and student services facilities, as well as inclusion of such material as part of new employee and student orientations.	Protocols, Page 4
VT.S.75	So that students, faculty and staff know how to respond during an emergency, emergency notification posters (Attachment P) will be placed in all academic buildings on campus. These posters are in the process of being produced and will be in all general assignment classrooms by the beginning of classes. Emergency Management personnel are also evaluating hanging the posters in other high-traffic areas on campus. Residential Programs is in the process of customizing the emergency notification poster for placement in all residence halls with protocols unique to residence life.	Security Protocols, Page 27
VT.S.76	Although the emergency notification system allows for an audible message, a protocol for how to respond when the siren is activated was not in place prior to April 16. Staff are working to develop a standard protocol for response, such as "Shelter: Shut: Listen", when the siren system is activated. Once a protocol is established, publications will be developed to communicate with the campus community. The protocol for response will also be included in new student and staff orientation programs.	Security Protocols, Page 27
VT.S.77	To assure parents and students that safety and security on campus is one of the university's top priorities, a letter was sent out to parents and students from the President in June prior to orientation. The letter included a list of safety and security features at Virginia Tech, such as blue light safety phones, 24 hour lockdown of residence halls and contact information for the Police Department, as well as brief information on Police Department safety programs.	Security Protocols, Page 27
VT.S.78	Current plans call for executive level administrators and college deans to receive incident command training during the Fall of 2007, and actively participate in tabletop exercises that will be scheduled. These exercises will include the university President. This training will be extended to additional faculty and staff as deemed necessary and will facilitate the emergency drills.	Security Protocols, Page 27

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# UNIVERSITY INTERNAL REVIEW REPORT: SECURITY INFRASTRUCTURE

## Report Recommendations

Index #	Recommendation	Source Location
VT.S.79	The university plans to prepare for a Mass Causality Incident Drill in late spring or early summer 2008 that would involve faculty, staff, and students at Virginia Tech, as well as emergency responders within the Blacksburg community.	Security Protocols, Page 27
VT.S.80	It is anticipated that the initial drills relating to the Emergency Plan will be held during 2008. The drill and exercise plan should include a layered approach with varying sizes of drills and exercises to respond to a variety of emergency scenarios such as a shooter on campus, hazardous spill or a tornado.	Security Protocols, Pages 27-28
VT.S.81	It is recommended that the new Office of Emergency Management make emergency training a priority and develop a schedule that ensures training for the campus occurs frequently and in an effective manner.	Security Protocols, Page 28
VT.S.82	It is recommended that the university identify and agree upon the usage of a security planning methodology.	Security Protocols, Page 28
VT.S.83	Create a security master plan for the campus and establish a campus security planning committee. The security master plan should also address security issues at all of the university's campus sites, including Abingdon, Hampton Roads, Northern Virginia, Richmond, and Roanoke, as well as at all Agricultural Research and Experiment Stations (ARECs) and 4-H offices.	Protocols Page 4 and Security Protocols Page 28
VT.S.84	In order to implement the recommendations outlined in this report the university should immediately initiate a program to fully cost and identify the funding sources necessary to implement the program.	Security Protocols page 28
VT.S.85CS	Reviewed in BOV Closed Session.	Organizational Changes, Page 30
VT.S.86	Consideration should also be given to realigning the Rescue Squad under the Police Department.	Organizational Changes, Page 30
VT.S.87	The university should also formalize a fuller, more complete and documented integration of the student lead Rescue Squad with university security operations. In the event of an emergency, this will result in a valuable level of formality and interoperability.	Organizational Changes, Page 30
VT.S.88CS	Reviewed in BOV Closed Session.	Organizational Changes, Page 33



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**UNIVERSITY INTERNAL REVIEW REPORT: INFORMATION AND COMMUNICATIONS INFRASTRUCTURE**  
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Index #	Recommendation	Source Location
VT.C.1	<p>The University should develop a new information architecture designed from the ground up for resiliency, performance, applications integration, and ubiquitous access that: 1) is founded on a diverse, survivable optical core and ubiquitous wireless and wired access; 2) employs advanced network switching and processing technology; 3) connects to the global network with diverse, optical connections to tier one network locations in metropolitan areas; 4) takes advantage of the resilience inherent in IP-based networks to provide extremely high reliability and availability; 5) integrates all types of communications including legacy voice, data, video, entertainment, and educational systems; 6) supports all types of IP access devices; 7) employs innovative new technologies like massive sensor networks, intelligent threat analysis systems, pervasive computing, cognitive radio, and others;</p> <p>8) is designed from the ground up to facilitate all phases of emergency management; 9) has the potential to remediate virtually every problem and enable every innovation identified in this report; 10) supports education, research, high performance computing, entertainment, and communication needs of the University over the next decade.</p>	Principal Recommendations p.3
VT.C.2	<p>Virginia Tech should leverage the combined expertise of the multidisciplinary Wireless@Virginia Tech research group and Information Technology professional staff available to support efforts of community responder agencies to develop and implement fully interoperable, advanced mobile communications system in the region. The University should encourage the coordinated effort already underway with leadership from the Virginia Tech Police and Virginia Tech Rescue Squad along with the police, fire, and rescue groups from Blacksburg, Montgomery County, and surrounding communities. The system should be integrated with development on the campus and community IP-based information architecture.</p> <p>This integration will allow the system to take advantage of application development applying geographic information technology, identity management, location awareness, sensor networks, high speed links to state and national criminal information databases, and other resources. Virginia Tech will build on existing and new relationships with industry partners and federal agencies. Together with local responders, the University will coordinate with the Governor's Office of Commonwealth Preparedness.</p>	Principal Recommendations p.3
VT.C.3	Improve the upstream network capacity to commodity Internet service providers to ensure appropriate bandwidth is available to keep pace with escalating needs. Web hosting and other services will increase the need for capacity to serve additional users and allow the distribution of richer content.	Data Communications Utilization and Performance, Tactical Recommendations Section 5.1 p. 20 (DC.1), Appendix I p.4)
VT.C.4	Further develop multiple, physical access routes to upstream service providers to ensure there is no single point of failure that could compromise data communications.	Data Communications Utilization and Performance, Tactical Recommendations Section 5.1 p. 20 (DC.2), Appendix I p.4

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Index #	Recommendation	Source Location
VT.C.5	Begin to upgrade network backbone equipment to increase capacity, decrease vulnerabilities, and allow for increased tuning configuration.	Data Communications Utilization and Performance, Tactical Recommendations Section 5.1 p. 20 (DC.3), Appendix I p.5
VT.C.6	Ensure building distribution systems have enough physical connectivity for rapid expansion and network bandwidth headroom by including those needs as part of the network infrastructure plan.	Data Communications Utilization and Performance, Tactical Recommendations Section 5.1 p. 20 (DC.4), Appendix I p.5
VT.C.7	Ensure the requirements to support necessary Virginia Tech personnel working from home or other remote locations are in the University's Continuity of Operations planning.	Data Communications Utilization and Performance, Tactical Recommendations Section 5.1 p. 20 (DC.5), Appendix I p.6
VT.C.8	Determine the services that may benefit from the redundancy and increased capacity provided by load balancing.	Data Communications Utilization and Performance, Tactical Recommendations Section 5.1 p. 20 (DC.6), Appendix I p.7
VT.C.9	Improve the efficiency of the process for provisioning guest access.	Data Communications Utilization and Performance, Tactical Recommendations Section 5.1 p. 20 (DC.7), Appendix I p.8
VT.C.10	Acquire the wireless network management software used during the post-April 16 response period to increase network monitoring and diagnose wireless problems.	Data Communications Utilization and Performance, Tactical Recommendations Section 5.1 p. 20 (DC.8), Appendix I p.8
VT.C.11	Develop a more automated Domain Name System (DNS) process to update the system.	Data Communications Utilization and Performance, Tactical Recommendations Section 5.1 p. 20 (DC.9), Appendix I p.8

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Index #	Recommendation	Source Location
VT.C.12	Increase inventory of spare equipment and parts to facilitate rapid deployment	Data Communications Utilization and Performance, Tactical Recommendations Section 5.1 p. 20 (DC.10), Appendix I p.9
VT.C.13	Develop processes for rapid reassignment and access to motor pool vehicles during emergency deployments.	Data Communications Utilization and Performance, Tactical Recommendations Section 5.1 p. 20 (DC.11), Appendix I p.10
VT.C.14	All departmental emergency support plans should include provisions to support emergency personnel basic needs during a crisis situation. For example, water, food, appropriate storage for medication will be supplied.	Data Communications Utilization and Performance, Tactical Recommendations Section 5.1 p. 20 (DC.12), Appendix I p.11
VT.C.15	Develop and deploy servers and applications supporting all centralized web communications and the associated databases that allows, at a minimum, a fully redundant, load distributed system that can be easily expanded or upgraded without loss of service.	Web Communications Utilization and Performance, Tactical Recommendations Section 5.2 p.20 (WC.1), Appendix II p.15
VT.C.16	Review and update the agreement with a sister institution to host a web presence for the University during emergency situations.	Web Communications Utilization and Performance, Tactical Recommendations Section 5.2 p.20 (WC.2), Appendix II p.15
VT.C.17	Email: A review of which PIDs provided to the listserv distribution application has been conducted. This list will be more inclusive and be delivered in a timelier manner.	Systems Support Utilization and Performance, Tactical Recommendations Section 5.3 p.21 (SS.1), Appendix III p.17
VT.C.18	Email: Evaluate the web interface used by University Relations to determine if it should be adjusted to change the default to "Immediate Delivery" to avoid confusion and possibly eliminate the email delivery delays experienced during this event.	Systems Support Utilization and Performance, Tactical Recommendations Section 5.3 p.21 (SS.2), Appendix III p.17

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Index #	Recommendation	Source Location
VT.C.19	VT Home-page: Implementation of a separate page for emergency announcements only--such as <a href="http://www.emergency.vt.edu">www.emergency.vt.edu</a> --could provide more immediate information distribution with less manual intervention required.	Systems Support Utilization and Performance, Tactical Recommendations Section 5.3 p.21 (SS.3), Appendix III p.18
VT.C.20	VT Home-page: Provide a site requiring authentication so only Virginia Tech affiliates could reach it, leaving generic, public browsing to another page. If such a methodology were deployed, we must ensure the authentication services are robust enough to handle the process, but the additional traffic there could be offset through increased use of the Virginia Tech Portal (My VT)	Systems Support Utilization and Performance, Tactical Recommendations Section 5.3 p.21 (SS.4), Appendix III p.18
VT.C.21	VT Home-page: Discussions between the application administrators (DBMS), the systems administrators (Systems Support) and University Relations should be held regularly to ensure a seamless transition when emergencies force changes.	Systems Support Utilization and Performance, Tactical Recommendations Section 5.3 p.21 (SS.5), Appendix III p.18
VT.C.22	VT Portal/My VT: Continue to provide a pool of additional servers, similar to the arrangement in use for the Virginia Tech homepage, which can be moved into production if and when necessary.	Systems Support Utilization and Performance, Tactical Recommendations Section 5.3 p.21 (SS.6), Appendix III p.18
VT.C.23	Instant Messaging: Add a third production server to support increased use and provide a failover system to improve reliability.	Systems Support Utilization and Performance, Tactical Recommendations Section 5.3 p.21 (SS.7), Appendix III p.18
VT.C.24	Instant Messaging: Expand use of this service, which includes the ability to create group chat rooms on-the-fly and allows secure communications (through SSL)	Systems Support Utilization and Performance, Tactical Recommendations Section 5.3 p.21 (SS.8), Appendix III p.18
VT.C.25	An integrated announcement system, to include the new VT Alert Automated Notification System as well as all existing and potential future announcement mechanisms (email, IM, radio, cable TV, Web postings, RSS feeds, public address system, etc.) should be developed. The goal is to enable a rapid, multi-tiered/multi-modal communication system through an easy to use, web-based interface.	Systems Support Utilization and Performance Tactical Recommendations Section 5.3, p.21 (SS.9), Appendix III p.18

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VT.C.26	Redundant hardware should be reviewed and tested for all communications services (email, web services, portal services, chat/IM services, etc.) for failover reliability and on the fly capacity increase.	Systems Support Utilization and Performance Tactical Recommendations Section 5.3, p.21 (SS.10), Appendix III p.18
VT.C.27	Upgrade the current VTPD dispatch consoles and assess the need for additional primary backup consoles, including the associated radio room facilities. Install secondary, or backup, consoles and radio facilities in an alternate location for survivability.	Radio Communications Systems Utilization and Performance, Tactical Recommendations 5.4 p.21 (RCS.1), Appendix IV p.26-27
VT.C.28	Expand the Virginia Tech Dispatch Center audio recording system.	Radio Communications Systems Utilization and Performance, Tactical Recommendations 5.4 p.21 (RCS.2), Appendix IV p.27
VT.C.29	Expand Virginia Tech Police and Rescue portable radio caches, including extra batteries and chargers.	Radio Communications Systems Utilization and Performance, Tactical Recommendations 5.4 p.21 (RCS.3), Appendix IV p.27
VT.C.30	Install vehicle computers with mobile broadband access for Virginia Tech Police and Rescue.	Radio Communications Systems Utilization and Performance, Tactical Recommendations 5.4 p.21 (RCS.4), Appendix IV p.27
VT.C.31	Consider adding local hospitals to dispatch console and interoperability systems.	Radio Communications Systems Utilization and Performance, Tactical Recommendations 5.4 p.21 (RCS.5), Appendix IV p.27
VT.C.32	Partner with the Town of Blacksburg and other area agencies to plan cooperative improvements for public safety communications.	Radio Communications Systems Utilization and Performance, Tactical Recommendations 5.4 p.21 (RCS.6), Appendix IV p.27

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VT.C.33	Determine the need for additional radio channels and coverage.	Radio Communications Systems Utilization and Performance, Tactical Recommendations 5.4 p.22 (RCS.7), Appendix IV p.27
VT.C.34	Integrate GIS-mapping capability into the Virginia Tech Dispatch Center's Computer Aided Dispatch system and implement methods for transmitting the information to first responder operation centers and to first responders in the field.	Radio Communications Systems Utilization and Performance, Tactical Recommendations 5.4 p.22 (RCS.8), Appendix IV p.27
VT.C.35	Acquire fully equipped mobile command units for the Virginia Tech Police and the Virginia Tech Rescue Squad.	Radio Communications Systems Utilization and Performance, Tactical Recommendations 5.4 p.22 (RCS.9), Appendix IV p.27
VT.C.36	Consider using cognitive radio technology when available. The Virginia Tech Electrical and Computer Engineering Department is currently researching cognitive radio technology, and the Virginia Tech cognitive radio team is collaborating with VTPD to understand its needs (see Appendix IV Exhibit A p.28 for further details).	Radio Communications Systems Utilization and Performance, Tactical Recommendations 5.4 p.22 (RCS.10), Appendix IV p.27
VT.C.37	Create a backup location for the VTPD 911 dispatch center in the event the Sterrett Facilities Complex is not available or inoperable.	911 Systems Utilization and Performance, Tactical Recommendations 5.5 p. 22 (911S.1), Appendix V p. 39
VT.C.38	Implement procedural changes with the Blacksburg Police Department, Montgomery County Sheriff's Office, and the Christiansburg Police Department to terminate transferred calls on the 911 lines instead of administrative lines.	911 Systems Utilization and Performance, Tactical Recommendations 5.5 p. 22 (911S.2), Appendix V p.39
VT.C.39	Determine what would be required to send overflow calls to the Blacksburg Police Department when the Virginia Tech Police 911 center is busy and implement those changes if appropriate.	911 Systems Utilization and Performance, Tactical Recommendations 5.5 p. 22 (911S.3), Appendix V p.39

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VT.C.40	Make provisions for emergency staffing and increased phone coverage to handle increased 911 call volumes.	911 Systems Utilization and Performance, Tactical Recommendations 5.5 p. 22 (911S.4), Appendix V p.39
VT.C.41	Establish ongoing collaboration/regular meetings of area public safety groups and their representatives with Communications Network Services to discuss communications needs.	911 Systems Utilization and Performance, Tactical Recommendations 5.5 p. 22 (911S.5), Appendix V p.39
VT.C.42	Collect data at the VTPD dispatch center regarding incoming calls to the nonemergency line to identify the root cause of any misdirected calls. Implement changes to operating practices in order to reduce the number of calls transferred to the non-emergency/administrative lines.	911 Systems Utilization and Performance, Tactical Recommendations 5.5 p. 22 (911S.6), Appendix V p.39
VT.C.43	Continue site visits to study and review best practices in public safety dispatch environments.	911 Systems Utilization and Performance, Tactical Recommendations 5.5 p. 22 (911S.7), Appendix V p.39
VT.C.44	Redesign the Virginia Tech Police dispatch office to include technology improvements and an appropriately designed dispatch environment and workstations.	911 Systems Utilization and Performance, Tactical Recommendations 5.5 p. 22 (911S.8), Appendix V p.40
VT.C.45	A solution to monitor both phone lines and radio frequencies on a single headset should be implemented.	911 Systems Utilization and Performance, Tactical Recommendations 5.5 p. 22 (911S.9), Appendix V p.40
VT.C.46	Implement interoperability and console-integration solutions to allow field units to communicate with each other and other law enforcement agencies.	911 Systems Utilization and Performance, Tactical Recommendations 5.5 p. 22 (911S.10), Appendix V p.40

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VT.C.47	Reverse 911 or 911 broadcast systems should be utilized to augment the current methods of emergency notification.	911 Systems Utilization and Performance, Tactical Recommendations 5.5 p. 22 (911S.11), Appendix V p.40
VT.C.48	With the cellular carriers, discuss any planned coverage improvements to their existing macro-cell networks serving the Blacksburg area.	Cellular Service Utilization and Performance, Tactical Recommendations 5.6 p.22 (CSUP.1), Appendix VI p.46
VT.C.49	With cooperation from cellular providers, have phones on hand and wireless data cards on site ready to activate and deploy in an emergency.	Cellular Service Utilization and Performance, Tactical Recommendations 5.6 p.22 (CSUP.2), Appendix VI p.46
VT.C.50	Establish a procedure to ensure cellular carrier emergency response groups notify and coordinate with appropriate university personnel regarding their presence on-campus in an emergency.	Cellular Service Utilization and Performance, Tactical Recommendations 5.6 p.22 (CSUP.3), Appendix VI p.46
VT.C.51	Pursue qualification in the Federal Wireless Priority Service (WPS) program to receive calling queue priority with cellular service providers.	Cellular Service Utilization and Performance, Tactical Recommendations 5.6 p.23 (CSUP.4), Appendix VI p.46
VT.C.52	Develop solutions to enhance cellular coverage on the Virginia Tech campus.	Cellular Service Utilization and Performance, Tactical Recommendations 5.6 p.23 (CSUP.5), Appendix VI p.46
VT.C.53	Consider engaging the Mobile and Portable Radio Research Group (MPRG) and Wireless @ Virginia Tech in an effort to assess and enhance wireless mobility on campus through research of leading-edge technology and infrastructure such as cognitive radio (see Radio Communications Systems Utilization and Performance Report, Appendix IV, Exhibit A).	Cellular Service Utilization and Performance, Tactical Recommendations 5.6 p.23 (CSUP.6), Appendix VI p.46



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VT.C.54	Continue to optimize the capacity-planning and resource-engineering practices of the campus telephone systems for improved performance in crisis situations.	Traditional Telephone Utilization and Performance, Tactical Recommendations 5.7 p.23 (TT.1), Appendix VII p.52
VT.C.55	Convert analog direct-inward-dial (DID) trunks to integrated services digital network (ISDN) trunks to provide access to calling number information on all inbound trunk resources and to improve audio quality for inbound calls to campus. This long-term project had been underway for some time and was completed on April 20th, 2007.	Traditional Telephone Utilization and Performance, Tactical Recommendations 5.7 p.23 (TT.2), Appendix VII p.52
VT.C.56	Leverage existing, remote access trunks as overflow resources for the primary, inbound trunk group to allow up to 184 additional, inbound calls to campus during peak usage periods. This long-planned project was completed on August 7th, 2007	Traditional Telephone Utilization and Performance, Tactical Recommendations 5.7 p.23 (TT.3), Appendix VII p.52
VT.C.57	Install a dedicated ISDN circuit for priority personnel to ensure they have access to the Public Switched Telephone Network (PSTN) during crisis situations.	Traditional Telephone Utilization and Performance, Tactical Recommendations 5.7 p.23 (TT.4), Appendix VII p.52
VT.C.58	Engage the local service provider to discuss their capacity-planning and resource-engineering strategies relative to crisis situations.	Traditional Telephone Utilization and Performance, Tactical Recommendations 5.7 p.23 (TT.5), Appendix VII p.52
VT.C.59	Investigate the ability to provide an informational announcement to callers before connecting them to an operator to reduce repetitious information exchanges during crisis situations	Traditional Telephone Utilization and Performance, Tactical Recommendations 5.7 p.23 (TT.6), Appendix VI p.52
VT.C.60	Review Communications Network Services' (CNS) departmental emergency plan to ensure the department is positioned to utilize other departmental personnel resources as operators during crisis situations.	Traditional Telephone Utilization and Performance, Tactical Recommendations 5.7 p.23 (TT.7), Appendix VII p.52

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Index #	Recommendation	Source Location
VT.C.61	Work with the Virginia Tech Police Department and the local service provider to ensure emergency trace requests are processed expeditiously.	Traditional Telephone Utilization and Performance, Tactical Recommendations 5.7 p.23 (TT.8), Appendix VII p.52
VT.C.62	Replace the current telephone system with components designed to integrate telephony applications into an Internet Protocol-based architecture.	Traditional Telephone Utilization and Performance, Tactical Recommendations 5.7 p.23 (TT.9), Appendix VII p.52
VT.C.63	Engage peer institutions to discuss policies and procedures relative to providing traditional telephone service in a university environment. Focus discussions on the technology, processes, policies, and strategies currently utilized to ensure effective wireline communications during periods of extraordinarily high call volume. Develop an understanding of common issues and concerns by comparing continuity of operations, emergency preparedness, and disaster recovery initiatives. Facilitate ongoing information-sharing sessions with those institutions where future interactions would be mutually beneficial.	Traditional Telephone Utilization and Performance, Tactical Recommendations 5.7 p.23 (TT.10), Appendix VII p.53
VT.C.64	Install the core network infrastructure required to support IP telephony. Develop an implementation strategy for the following telephony features: 1. Malicious call trace, 2. Multi-level preemption with precedence, 3. Virtual call centers, 4. Extension mobility.	Traditional Telephone Utilization and Performance, Tactical Recommendations 5.7 pp.23-24 (TT.11), Appendix VII p.53
VT.C.65	Develop a strategy for creating additional diversity with regard to the connectivity between the campus telephone system and the public switched telephone network (PSTN). Engage local telephone service providers to develop a more detailed understanding of capacity-planning and service-availability issues relative to connecting the Virginia Tech telephone system to the PSTN.	Traditional Telephone Utilization and Performance, Tactical Recommendations 5.7 p.24 (TT.12), Appendix VII p.53
VT.C.66	Add a cable TV (CATV) Emergency Alert System (EAS) for use on campus	Video, Campus Cable Television, and Related Broadcast Systems Utilization and Performance, Tactical Recommendations 5.8 p.24 (VCCT.1), Appendix VIII p.56

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VT.C.67	Add FM receivers to allow the insertion of both WVTF and WUVT onto the Campus CATV information and instructional channels.	Video, Campus Cable Television, and Related Broadcast Systems Utilization and Performance, Tactical Recommendations 5.8 p.24 (VCCT.2), Appendix VIII p.56
VT.C.68	Integrate a CATV Emergency Alert System (EAS) with other campus alert mechanisms	Video, Campus Cable Television, and Related Broadcast Systems Utilization and Performance, Tactical Recommendations 5.8 p.24 (VCCT.3), Appendix VIII p.56
VT.C.69	Deploy in-room cabling and equipment required to connect the 71 centrally scheduled classrooms not currently connected to the CATV system or capable of viewing cable TV programming.	Video, Campus Cable Television, and Related Broadcast Systems Utilization and Performance, Tactical Recommendations 5.8 p.24 (VCCT.4), Appendix VIII p.56
VT.C.70	Work with Virginia Tech colleges to deploy similar systems in all classrooms not centrally scheduled.	Video, Campus Cable Television, and Related Broadcast Systems Utilization and Performance, Tactical Recommendations 5.8 p.24 (VCCT.5), Appendix VIII p.56
VT.C.71	Deploy cable drops and televisions in other key locations on campus.	Video, Campus Cable Television, and Related Broadcast Systems Utilization and Performance, Tactical Recommendations 5.8 p.24 (VCCT.7), Appendix VIII p.56
VT.C.72	Replace the current coaxial-based cable system with a digital IP-based CATV system provisioned over the University's highly reliable and diverse data network	Video, Campus Cable Television, and Related Broadcast Systems Utilization and Performance, Tactical Recommendations 5.8 p.24 (VCCT.8), Appendix VIII p.56

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VT.C.73	Enhance the current system to enable sending an audible alarm, flashing icon, and/or a text message to classroom Crestron Control systems.	Video, Campus Cable Television, and Related Broadcast Systems Utilization and Performance, Tactical Recommendations 5.8 p.24 (VCCT.6), Appendix VIII p.57
VT.C.74	Implement server redundancy for the Crestron Control software.	Video, Campus Cable Television, and Related Broadcast Systems Utilization and Performance, Tactical Recommendations 5.8 p.24 (VCCT.9), Appendix VIII p.57
VT.C.75	Equip every classroom with a Crestron Control system.	Video, Campus Cable Television, and Related Broadcast Systems Utilization and Performance, Tactical Recommendations 5.8 p.24 (VCCT.10), Appendix VIII p. 57
VT.C.76	Provide conditioned power for all Crestron Systems.	Video, Campus Cable Television, and Related Broadcast Systems Utilization and Performance, Tactical Recommendations 5.8 p.24 (VCCT.11), Appendix VIII p.57
VT.C.77	Investigate the feasibility of deploying enhanced Crestron Systems capable of supporting two-way audio/video.	Video, Campus Cable Television, and Related Broadcast Systems Utilization and Performance, Tactical Recommendations 5.8 p.24 (VCCT.12), Appendix VIII p.57

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VT.C.78	The University should negotiate policies and procedures for the emergency use of WUVT to issue campus alerts and emergency information to the campus community.	Video, Campus Cable Television, and Related Broadcast Systems Utilization and Performance, Tactical Recommendations 5.8 p.24 (VCCT.13), Appendix VIII p.58
VT.C.79	Carry WUVT's audio signal on one or more of the Campus Cable TV instructional channels.	Video, Campus Cable Television, and Related Broadcast Systems Utilization and Performance, Tactical Recommendations 5.8 p.24 (VCCT.14), Appendix VIII p.58
VT.C.80	Expand WUVT's coverage area by relocating the transmitter to Price's Mountain.	Video, Campus Cable Television, and Related Broadcast Systems Utilization and Performance, Tactical Recommendations 5.8 p.24 (VCCT.15), Appendix VIII p.58
VT.C.81	Integrate the WUVT Emergency Alert System (EAS) with other campus alert mechanisms.	Video, Campus Cable Television, and Related Broadcast Systems Utilization and Performance, Tactical Recommendations 5.8 p.24 (VCCT.16), Appendix VIII p.58
VT.C.82	Integrate Blackboard and Scholar with other campus alert mechanisms.	Video, Campus Cable Television, and Related Broadcast Systems Utilization and Performance, Tactical Recommendations 5.8 p.24 (VCCT.17), Appendix VIII p.59
VT.C.83	Begin discussions with VDOT to determine the feasibility of using the 511 Virginia system to alert travelers to a Virginia Tech emergency.	Video, Campus Cable Television, and Related Broadcast Systems Utilization and Performance, Tactical Recommendations 5.8 p.24 (VCCT.18)

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VT.C.84	Investigate using the 511 Virginia system to direct travelers to tune to WUVT for additional information.	Video, Campus Cable Television, and Related Broadcast Systems Utilization and Performance, Tactical Recommendations 5.8 p.24 (VCCT.19), Appendix VIII p.59
VT.C.85	Investigate the placement of additional message boards in the Blacksburg/New River Valley region.	Video, Campus Cable Television, and Related Broadcast Systems Utilization and Performance, Tactical Recommendations 5.8 p.24 (VCCT.20), Appendix VIII p.59
VT.C.86	Work with local agencies to determine the feasibility of using low-power AM/FM transmitters.	Video, Campus Cable Television, and Related Broadcast Systems Utilization and Performance, Tactical Recommendations 5.8 p.24 (VCCT.21), Appendix VIII p.60
VT.C.87	The University should regularly review and, as needed, update the process for distributing emergency response information to initial points of contact such as the university switchboard, call centers, and help desks.	Information Technology Support Services, Tactical Recommendations 5.9 p.25 (ITS.1), Appendix IX p.62
VT.C.88	The University should assess the need to provide security to extended areas of campus—including university offices located in the Corporate Research Center— in an emergency situation.	Information Technology Support Services, Tactical Recommendations 5.9 p.25 (ITS.2), Appendix IX p.62
VT.C.89	The University should provide training and detailed information on the campus building layout as it relates to structures north/south/east/west of the drill field. This information is needed when the University enacts the evacuation process.	Information Technology Support Services, Tactical Recommendations 5.9 p.25 (ITS.3), Appendix IX p.62

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VT.C.90	Evaluate leveraging the Virginia Tech Operations Center (VTOC) and University Commuting Support organization (UCS) staff expertise in call center operations to help answer calls normally delivered to other call centers during times of emergency.	Information Technology Support Services, Tactical Recommendations 5.9 p.25 (ITS.4), Appendix IX p.62
VT.C.91	Formulate and present a long-term data preservation methodology to University management.	Data Preservation, Tactical Recommendations 5.10 p.25 (DP.1), Appendix X p.63
VT.C.92	Continue to move toward disk-to-disk backup. This migration was planned and implementation was in initial phases when April 16 occurred.	Data Preservation, Tactical Recommendations 5.10 p.25 (DP.2), Appendix X p.63
VT.C.93	Continue to encourage movement of users to centrally managed e-mail, storage, and backup facilities.	Data Preservation, Tactical Recommendations 5.10 p.25 (DP.3), Appendix X p.63
VT.C.94	Establish a task force to study the issue of University-owned and/or controlled data repositories as they relate to ownership of information. Define what is private and personal information versus what is University or public information as required by policy, state, or federal laws.	Data Preservation, Tactical Recommendations 5.10 p.25 (DP.4), Appendix X p.63
VT.C.95	Establish University-wide policies and procedures related to data preservation.	Data Preservation, Tactical Recommendations 5.10 p.25 (DP.5), Appendix X p.63
VT.C.96	Develop a report for inclusion on the Hokie SPA to provide information on instructors/students by building. This development is already in progress.	Data Retrieval, Tactical Recommendations 5.11 p.25 (DR.1), Appendix XI p.73
VT.C.97	Develop strategies, policies, procedures, and processes for promoting availability of emergency contact information for students and employees.	Data Retrieval, Tactical Recommendations 5.11 p.25 (DR.2), Appendix XI p.73

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VT.C.98	Implement an operating policy to ensure that as soon as the University is notified of the death of a student, faculty or staff member, digital files the individual may have held on the e-mail servers, Filebox, ePortfolio, or any future storage services should be backed up in case the information is needed. The digital information should be placed on CDs when the official request for it is received. The content of these files must not be reviewed in the process of retrieving and copying the information.	Data Retrieval, Tactical Recommendations 5.11 p.25 (DR.3), Appendix XI p.73
VT.C.99	Continue to use a University representative to assist a victim's family members. This procedure proved to be a valuable process for determining a family's desire for any digital information and ensuring these files were provided to the proper individual.	Data Retrieval, Tactical Recommendations 5.11 p.25 (DR.4), Appendix XI p.73
VT.C.100	Develop a consolidated and comprehensive personal locator information system while considering personal privacy and security. Much of this information already exists in disparate information systems such as Banner, Hokie Passport, and telecommunications systems. Existing information such as name, class schedule, emergency contact information, electronic card access logs, photo id, office address, and telecommunication service information could be consolidated into a data warehouse application. Another approach could be to make this information available to a personal locator application via Web Services interfaces to existing information systems.	Data Retrieval, Tactical Recommendations 5.11 pp.25-26 (DR.5), Appendix XI p.73
VT.C.101	Existing personal locator information should be enhanced to include information on lab usage and location information for employee types such as wage and adjunct faculty.	Data Retrieval, Tactical Recommendations 5.11 p.26 (DR.6), Appendix XI p.73
VT.C.102	As telecommunications and pervasive computing systems evolve to include presence information, those sources of information could be made available as well.	Data Retrieval, Tactical Recommendations 5.11 p.26 (DR.7) Appendix XI p.74
VT.C.103	The system should leverage geographic information system (GIS) and computer-aided design (CAD) information as well to improve location based query functionality.	Data Retrieval, Tactical Recommendations 5.11 p.26 (DR.8), Appendix XI p.74
VT.C.104	Use identity management systems as a mechanism for more effectively managing diverse, campus constituent services and populations.	Data Retrieval, Tactical Recommendations 5.11 p.26 (DR.9), Appendix XI p.74
VT.C.105	Develop a consolidated, customized user interface for Virginia Tech Police to access appropriate University information.	Data Retrieval, Tactical Recommendations 5.11 p.26 (DR.10), Appendix XI p.74



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VT.C.106	Create a data policy group to make decisions regarding use, maintenance, and management of personal information.	Managing Personal Information, Tactical Recommendations 5.12 p.26 (MPI.1), Appendix XII p.77
VT.C.107	Continue to make students and employees aware of the VT Alerts Automated Notification System and the importance of providing accurate information to the VT Alerts subscription service.	Managing Personal Information, Tactical Recommendations 5.12 p.26 (MPI.2), Appendix XII p.77
VT.C.108	Educate students and employees about the importance of providing accurate personal information.	Managing Personal Information, Tactical Recommendations 5.12 p.26 (MPI.3); Cyber Security, Tactical Recommendations 5.14 p.28 (CS.4), Appendix XII p.77 and Appendix XIV p.91
VT.C.109	Identify additional ways to make emergency notices and information available to those people who are on campus but might not be reached by the VT Alerts Automated Notification Systems.	Managing Personal Information, Tactical Recommendations 5.12 p.26 (MPI.4), Appendix XII p.77
VT.C.110	Provide students and employees with standards and information about the need to manage sensitive personal identifying information.	Managing Personal Information, Tactical Recommendations 5.12 p.26 (MPI.5), Cyber Security, Tactical Recommendations 5.14 p.28 (CS.5), Appendix XII p.77 and Appendix XIV p.91
VT.C.111	Provide students and employees with information about how Virginia Tech manages sensitive personal information.	Managing Personal Information, Tactical Recommendations 5.12 p.26 (MPI.6), Appendix XII p.77

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VT.C.112	Create a University data stewardship council, selected from responsible positions among data stewards and data users, to review and coordinate implementation of data policies and recommendations. Classifying data according to University Policy 7100, Administrative Data Management and Access Policy, will facilitate the work of this council.	Managing Personal Information, Tactical Recommendations 5.12 p.26 (MPI.7), Cyber Security, Tactical Recommendations 5.14 p.28 (CS.13), Appendix XII p.77 and Appendix XIV p.92
VT.C.113	Undertake an effort to determine the types of emergency contact and locator information needed for faculty, staff, and students.	Managing Personal Information, Tactical Recommendations 5.12 p.26 (MPI.8), Appendix XII p.77
VT.C.114	Evaluate the need for emergency contact and locator information for individuals coming to campus for only a short time. Based on the finding, develop an implementation plan.	Managing Personal Information, Tactical Recommendations 5.12 p.26 (MPI.9), Appendix XII p.77
VT.C.115	Perform additional integrity checks on data entered into Banner, the Enterprise Directory, and the VT Alerts Automated Notification System.	Managing Personal Information, Tactical Recommendations 5.12 p.26 (MPI.10), Appendix XII p.77
VT.C.116	Use various online processes to present opportunities for people to update their personal information.	Managing Personal Information, Tactical Recommendations 5.12 p.26 (MPI.11), Appendix XII p.77
VT.C.117	Review data stewardship roles and communicate those roles to the University community.	Managing Personal Information, Tactical Recommendations 5.12 p.27 (MPI.12), Appendix XII p.77
VT.C.118	Classify University data according to Policy 7100, the Administrative Data Management and Access Policy.	Managing Personal Information, Tactical Recommendations 5.12 p.27 (MPI.13), Appendix XII p.77
VT.C.119	Investigate issues surrounding biometric identification including the associated privacy and security implications.	Managing Personal Information, Tactical Recommendations 5.12 p.27 (MPI.14), Appendix XII p.77

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VT.C.120	Create an enhanced, standardized, notification process for any potentially serious exposure of personal identifying information.	Managing Personal Information, Tactical Recommendations 5.12 p.27 (MPI.15), Appendix XII p.77
VT.C.121	Establish a team to develop an overall plan for call/response/command centers. The plan should address the following: 1) Develop a list of rooms easily able to be converted to call/response/command centers. Rooms should be geographically dispersed around campus and include off-campus locations; 2) Install phone connections to allow both incoming and outgoing calls; 3) Stage phones close to the proposed center locations, ready for deployment; 4) Install Ethernet portals and video connections; 5) Identify computers available for use in a call/response/command center. Sources include the laptop loan program operated by Information Technology Acquisitions (ITA) and university computer labs. Identify labs able to serve as call centers or from which computers can be "borrowed." ITA also has a relationship with hardware vendors allowing computers to be purchased or borrowed very quickly;  6) Identify software to be loaded on each computer for use in an emergency situation. Address security as part of the setup; 7) Compile a list of system administrators, along with their contact information, who could be reached to set up computers and load software; 8) Equip every center with operating supplies (e.g. white board, phone books, etc.); 9) Equip every center with a fax machine and printer.	Response Centers, Tactical Recommendations 5.13 p.27 (RC.1), Appendix XIII p.81-82
VT.C.122	Maintain two "800 numbers" in reserve for use in emergency situations. Ensure the Continuity of Operations Plan (COOP) for the University notes the availability of these numbers.	Response Centers, Tactical Recommendations 5.13 p.27 (RC.2), Appendix XIII p.82
VT.C.123	Develop a script of Frequently Asked Questions (FAQs) for use by those answering the response center phones. These questions should include those applicable to any situation and those that are situation-specific.	Response Centers, Tactical Recommendations 5.13 p.27 (RC.3), Appendix XIII p.82
VT.C.124	Develop a resource list (with contact information) of individuals who speak languages other than English.	Response Centers, Tactical Recommendations 5.13 p.27 (RC.4), Appendix XIII p.82
VT.C.125	Develop a procedure with instructions for the handling of malicious calls.	Response Centers, Tactical Recommendations 5.13 p.27 (RC.5), Appendix XIII p.82
VT.C.126	Engage the International Association of Campus Law Enforcement (IACLEA) to consult with Virginia Tech about the establishment of command centers.	Response Centers, Tactical Recommendations 5.13 p.27 (RC.6), Appendix XIII p.82

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VT.C.127	Provide timely information updates to all University call centers that interface with the public and with University employees.	Response Centers, Tactical Recommendations 5.13 p.27 (RC.7), Appendix XIII p.82
VT.C.128	Implement a unified response center for all responding and emergency teams.	Response Centers, Tactical Recommendations 5.13 p.27 (RC.8), Appendix XIII p.82
VT.C.129	Develop a plan for establishing emergency call, response, and command centers for critical support areas.	Response Centers, Tactical Recommendations 5.13 p.27 (RC.9), Appendix XIII p.82
VT.C.130	Conduct drills to test emergency call/response/ command centers deployment.	Response Centers, Tactical Recommendations 5.13 p.27 (RC.10), Appendix XIII p.82
VT.C.131	Improve the provisioning process for wireless guest service during emergency situations.	Cyber Security, Tactical Recommendations 5.14 p.28 (CS.1), Appendix XIV p.91
VT.C.132	Ensure critical services have the capacity to handle peak loads such as those occurring during emergency situations.	Cyber Security, Tactical Recommendations 5.14 p.28 (CS.2), Appendix XIV p.91
VT.C.133	Continue to enhance off-site redundancy for critical services.	Cyber Security, Tactical Recommendations 5.14 p.28 (CS.3), Appendix XIV p.91
VT.C.134	Develop a secure method to allow non-Virginia Tech affiliates to access the Virginia Tech network in an emergency. Ensure the network access provided for guests: 1. supports the ability to identify a resource with an ongoing problem in order to isolate it from the network or require the owner to secure the resource. (See University Policy 7010, Policy for Securing Technology Resources and Services), 2. can be enabled quickly during an emergency.	Cyber Security, Tactical Recommendations 5.14 p.28 (CS.6), Appendix XIV p.91-92

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VT.C.135	Upgrade aging equipment to reliably support services that must be available during an emergency situation.	Cyber Security, Tactical Recommendations 5.14 p.28 (CS.7), Appendix XIV p.92
VT.C.136	Build redundancy into critical new systems and services	Cyber Security, Tactical Recommendations 5.14 p.28 (CS.8), Appendix XIV p.92
VT.C.137	Improve interoperability of radio communications used by emergency personnel in multiple agencies.	Cyber Security, Tactical Recommendations 5.14 p.28 (CS.9), Appendix XIV p.92
VT.C.138	Improve operation of radios and cell phones inside buildings to increase availability of those services. Where radio and cell phone service is poor, using the University's wireless network could be a solution, as long as secure guest access to the wireless data network is provided.	Cyber Security, Tactical Recommendations 5.14 p.28 (CS.10), Appendix XIV p.92
VT.C.139	Evaluate the need for encrypted communications technologies for law enforcement officers.	Cyber Security, Tactical Recommendations 5.14 p.28 (CS.11), Appendix XIV p.92
VT.C.140	Establish institutional policies and procedures for data protection, preservation, and retrieval to maintain the security of the data and the privacy of the individual.	Cyber Security, Tactical Recommendations 5.14 p.28 (CS.12), Appendix XIV p.92
VT.C.141	Implement an identity management system to more effectively manage the University's diverse campus constituent services and populations.	Cyber Security, Tactical Recommendations 5.14 p.28 (CS.14), Appendix XIV p.92
VT.C.142	Require every eligible subscriber (faculty, staff, and students) to either opt-in or opt-out of VT Alerts automated notification system.	VT Alerts Automated Notification System, Tactical Recommendations 5.15 p.28 (AANS.1), Appendix XV p.96

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VT.C.143	Work with Virginia Tech Police to determine if individuals from outside Virginia Tech (law enforcement and first responders) should be included in the VT Alerts Automated Notification System.	VT Alerts Automated Notification System, Tactical Recommendations 5.15 p.28 (AANS.2), Appendix XV p.97
VT.C.144	Identify other individuals, or groups of individuals, who are not students, faculty, or staff, but have a university-related business reason to be on a Virginia Tech campus, and decide if these individuals are eligible to subscribe to VT Alerts Enhanced Notification System.	VT Alerts Automated Notification System, Tactical Recommendations 5.15 p.29 (AANS.3), Appendix XV p.97
VT.C.145	Expand the methods for making emergency notices and information available to those people who are on campus, but might not be reached by the VT Alerts notification systems.	VT Alerts Automated Notification System, Tactical Recommendations 5.15 p.29 (AANS.4), Appendix XV p.97
VT.C.146	Continue to have personal information in VT Alerts Automated System provided and maintained only by the subscriber.	VT Alerts Automated Notification System, Tactical Recommendations 5.15 p.29 (AANS.5), Appendix XV p.97
VT.C.147	Provide kiosks throughout the campus and encourage their use for subscribing to VT Alerts Automated Notification System.	VT Alerts Automated Notification System, Tactical Recommendations 5.15 p.29 (AANS.6), Appendix XV p.97
VT.C.148	Develop a single interface from which University Relations can create an urgent message (in both text and voice format) and choose methods for delivery, order, and timing. While messages from VT Alerts Automated Notification System can be sent using one interface, other types of VT Alerts notifications require different interfaces.	VT Alerts Automated Notification System, Tactical Recommendations 5.15 p.29 (AANS.7), Appendix XV p.97

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VT.1.1	<u>Refining the Care Team.</u> The Care Team is a central structure in identifying and responding to students at risk as it incorporates members from all key student affairs units and other units of the university when appropriate. It is recommended that it be a more formally recognized and visible structure in the university system and that its Protocol be updated to reflect impending changes. Effectiveness of the operation of the Care Team could be enhanced by adding a Virginia Tech law enforcement officer and the director for The Office of Services for Students with Disabilities as permanent team members and connecting academic affairs personnel more directly to the deliberations. In addition, steps need to be taken to ensure that at least one person on the Team has a comprehensive picture of the cases being considered and is authorized if there is need to share information with others internally and externally when appropriate.	Primary Recommendation 1 (p 2)
VT.1.2	<u>Creating a Threat Assessment Team.</u> A new structure is needed to complement the work of the Care Team for students who may pose a threat to others. It is recommended that a structure, a team, be created that has specific responsibility for threat assessment to strengthen the overall system for the consideration of the most complex cases. The Team would be charged with conducting a comprehensive fact-based description of a distressed student and empowered with the authority to act in a timely manner, consistent with university policy and applicable law, if necessary.	Primary Recommendation 2 (p 2)
VT.1.3	<u>Expanding Case Management Capacity.</u> Increased capacity for follow up on students who have been considered by the Care Team or seen by Cook Counseling Center will strengthen services to students in need. It is recommended that two additional case managers be added to the staffs of the Dean of Students Office and Cook Counseling Center to improve follow up services to students, as well as facilitate the information flow regarding the case across units. The case manager will maintain a comprehensive picture of the student and focus on the implementation of interventions, coordination of services and the monitoring of the effectiveness of the interventions.	Primary Recommendation 3 (p 2-3)
VT.1.4	<u>Improving Communication in the System.</u> Effective communication among units regarding at-risk students is essential. There are a number of recommendations intended to enhance communication in the system including conducting on-going training for personnel on the application of the Family Educational Privacy Act (FERPA) in the discussion of cases, clarifying public statements in university policy on how FERPA is applied, establishing a central university contact who has a comprehensive picture of distressed students who have been assessed by the system, clarifying policies for communicating with external agencies regarding acutely distressed students, and implementing a new policy for emergency notification information for students.	Primary Recommendation 4 (p 3)
VT.1.5	<u>Expanding Training of Administrators, Faculty, and Staff in Violence Prevention.</u> The effort to raise the level of awareness regarding the considerable resources that are available to members of the university community in seeking assistance with distressed students is vital. It is recommended that additional training programs be directed to administrators, especially newly appointed ones, as they are key participants for bringing others in their unit up-to-date information related to campus safety. It is further recommended that new strategies be developed to raise the awareness of faculty and staff regarding the availability of resources for dealing with at-risk students and employees.	Primary Recommendation 5 (p 3)

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VT.I.6	<u>Extending the University-wide Violence Prevention Policy.</u> A structure is needed that will help integrate the numerous university-wide efforts to enhance campus safety. It is recommended that a university level committee be formed that ensures that programs are in place to support the Campus and Workplace Violence Prevention Policy. The Committee would bring oversight from all precincts of the university, including student affairs, academic affairs, human resources, facilities, and administrative services with regard to policy, operations and resources that are intended to create a coherent approach to ensuring a safe campus environment.	Primary Recommendation 6 (p 3)
VT.I.7	<u>Building Community to Promote Individual and Community Well Being.</u> A strong, vibrant and supportive community is essential in ensuring a safe campus environment. An environment that promotes civility, works toward the acceptance of others' differences, strives to include rather than exclude and provides assistance to those in need is fundamental to a safe campus. Virginia Tech has instituted a number of efforts to provide such an environment. It is recommended that a more systematic approach be instituted that specifies campus well-being as a goal and ensures that the various efforts are connected. The coordination of this effort could be situated with the Committee for Campus and Workplace Violence Prevention that was recommended elsewhere in this report.	Primary Recommendation 7 (p 3)
VT.I.8	It is recommended that university counseling centers develop a written policy regarding (a) whether or not the center will accept referrals for court ordered involuntary treatment, and if so, the types of referrals they can accept, and (b) whether or not the center will report treatment related information to the courts and/or the CSB when the client is under order to receive court ordered treatment	Inspector General Recommendation 1 (p 12)
VT.I.9	It is recommended that university counseling centers notify the courts, CSB's and BHA's in their surrounding cities and counties of this policy.	Inspector General Recommendation 2 (p 12)
VT.I.10	It is recommended that the university counseling centers develop criteria and procedures for providing required treatment to students who have been deemed in need of mental health services and for whom treatment is a part of a university support plan for these students.	Inspector General Recommendation 3 (p 12)
VT.I.11	Develop the capacity to pick up on and evaluate available knowable information that might indicate that there is a risk of a targeted school attack.	Safe Schools Initiative by the US Office of Education (p 12)
VT.I.12	Use the results of these risk evaluations or "threat assessments" in developing strategies to prevent potential school attacks from occurring.	Safe Schools Initiative by the US Office of Education (p 12)
VT.I.13	Engage the school community – students, staff, and faculty – in articulating values, community norms, and behaviors that strengthen a commitment to civility, respect, and "zero tolerance" for bullying, harassing, or discriminatory behaviors. An environment that aims to invite all community members to engage in learning and working, diminishes "bystander" behavior (standing aside and witnessing bullying, for instance) and encourages individual well-being.	Safe Schools Initiative by the US Office of Education (p 12)
VT.I.14	Steps need to be taken to clarify the understanding of professionals regarding the application of the guidelines of these laws (FERPA and HIPAA) as well as the constraints placed by any additional state laws.	Report to the President of the United States on Issues Raised by the VT Tragedy (2007) (p 13)



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VT.I.15	Develop a Safety Protocol	Jed Foundation framework (p 14)
VT.I.16	Develop an Emergency Contact Notification Protocol	Jed Foundation framework (p 14)
VT.I.17	Develop a Leave of Absence and Re-entry Protocol	Jed Foundation framework (p 14)
VT.I.18	Develop a comprehensive "Prescription for Prevention" that connects the key elements of an effective program to promote mental health awareness and well-being	Jed Foundation framework (p 14)
VT.I.19	It is recommended that the Care Team Protocol be reviewed and revised to update it with regard to purposes, membership, and operating procedures. Moreover, the presence and authority of the Care Team in the university system needs to be more formally recognized and its visibility increased. Members of the university at large should have explicit knowledge of the Care Team as a university resource.	Primary Recommendation 1 (Matrix 1.1) (pp 14-15)
VT.I.20	It is recommended that the membership of the Care Team should be reconsidered in light of its purpose. First, it is important that law enforcement be included as part of the team. It is clear from recent events that the VT Police Department is a crucial partner in working with the campus community to support all of its members and to maintain safety. Thus, including a member of the VTPD as a participant in the Care Team deliberations is essential to build a more complete and cohesive picture of specific cases. The Director for the Office for Services for Students with Disabilities should also be made a permanent member of the Care Team, as a number of students who are at-risk often have come to the attention of that Office. It is appropriate that the Dean of Students be formally designated as the chair if the Team keeps its function as presently designed. However, based on new organizational structures recommended in this report, the overall membership of the team should be reviewed. A list of consultative members should also be reviewed and specified.	Primary Recommendation 1 (Matrix 1.2) (p 15)
VT.I.21	Since the oversight responsibility of the Care Team will likely increase, it is suggested that a system of more formal agendas and case notes be constructed. It makes sense that the Dean of Students assumes the responsibility for these functions to ensure the preservation of records for longer-term consultation on cases. It is also recommended that a careful review of records storage and information sharing policies be conducted and a specific records sharing protocol be created in consultation with legal counsel.	Primary Recommendation 1 (Matrix 1.3) (p 15)
VT.I.22	While the Care Team currently includes academic personnel in its deliberation when it is relevant, it is recommended that this process be more formalized. One important aspect of this recommendation is that the Academic Deans for Undergraduate studies be connected to case deliberations either during discussion of the case or in follow-up discussions. Connecting the College Dean's Office can help ensure that a holistic picture of a student is being formed and considered in assessment and intervention. It is also important that the Graduate School be explicitly connected to Care Team deliberations when appropriate. These relationships should be clearly described in the revised Care Team Protocol.	Primary Recommendation 1 (Matrix 1.4) (p 15)

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Index #	Recommendation	Source Location
VT.I.23	It is recommended that a Threat Assessment Team be formed and a protocol established that specifies the jurisdiction of the team, membership, procedures and relationships to other structures such as the Care Team that are responsible for student welfare and campus safety. Guidance in creating this protocol is available in the materials from the Office of Safe Schools in the U.S. Department of Education.	Primary Recommendation 2 (Matrix 2.0) (p 15)
VT.I.24	It is essential that this Team be charged with building a complete fact-based picture of any individual who is considered a risk to him or herself or to the campus community and have authority to recommend significant and timely interventions to ensure the safety of the individual and others in the campus community. The Team should be closely linked to the Care Team, with overlapping membership, but should function independently. Typically the Care Team may be the referring agent but allowance should be made for direct recommendations from other units of the university. The Threat Assessment Team's recommendations and action plan would be enacted by the Associate Vice President for Student Affairs. The Team must be able to act decisively and quickly. It is important that all members of the team have training in the threat assessment process for schools. The Office of Safe and Drug Free Schools in the USDOE is a resource that can provide this training. A request should be made to that Office to initiate the appropriate training.	Primary Recommendation 2 (Matrix 2.0) (pp 15-16)
VT.I.25	A review of possible actions that can be taken by the Threat Assessment Team needs to be conducted. Currently, the university has a policy for interim suspension but does not seem to have a wider range of options for dealing with acutely distressed students in crisis situations including a medical or psychological leave policy. A study should be conducted that looks at a full range of options that the Team or other appropriate units may use in emergency situations with acutely distressed students.	Primary Recommendation 2 (Matrix 2.0) (p 16)
VT.I.26	It is recommended that two case managers be hired both for the Dean of Students Office and the Cook Counseling Center to increase the capacity and quality of care by carefully monitoring intervention and connecting with all relevant agencies and individuals.	Primary Recommendation 3 (Matrix 3.1) (p 16)
VT.I.27	It is recommended that the University conduct an on-going study of its application of FERPA with respect to existing policies and procedures as well as the influence on new ones that may emerge from changes recommended in this report. This study should yield more explicit understandings of the influence of FERPA on critical information sharing and provide recommendations for training for members of the university community. An outcome of the study should include suggestions for an on-going training program for administrators, faculty and staff.	Primary Recommendation 4 (Matrix 4.2) (p 17)
VT.I.28	In accordance with the advice of LeRoy Rooker, the Committee recommends that Virginia Tech should broaden its definition of the release of FERPA-protected information to school officials who have a legitimate educational interest so that information which should be shared from the various "information silos" can, in fact, be shared. The University should adopt the definition given in the "Model Notification of Rights under FERPA for Postsecondary Institutions" suggested on the Department of Education web pages (see report for definition).	Primary Recommendation 4 (Matrix 4.3) (p 17)
VT.I.29	A protocol needs to be developed that provides guidance to professionals throughout the system to ensure that serious incidents are reported centrally (perhaps to the Dean of Students Office). This sharing of information is particularly important when information is shared across units such as from academic affairs to student affairs. It will also be important that colleges have consistent reporting processes from academic departments to the deans' offices.	Primary Recommendation 4 (p 17)

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**UNIVERSITY INTERNAL REVIEW REPORT: INTERFACE BETWEEN VT COUNSELING SERVICES, ACADEMIC AFFAIRS, JUDICIAL AFFAIRS, AND LEGAL SYSTEMS**  
*Report Recommendations*

Index #	Recommendation	Source Location
VT.I.30	A second link that needs to be strengthened to ensure that a comprehensive picture is possible is that clear lines of communication between the counselor on call and the two administrators on call need to be established so that all available information which can be shared is, in fact, shared.	Primary Recommendation 4 (p 17)
VT.I.31	It is important that at least one person, preferably with a designated back-up, be assigned the responsibility for having the most comprehensive picture of a student. The Dean of Students who chairs the Care Team and oversees its records is perhaps in the best position to serve this role. Such a designation would mean that the Dean would also serve on the Threat Assessment Team. This university contact should be available 24/7 for consultation with outside agencies, consistent with applicable law, who may be involved with a student who is a high risk for violence to self or others.	Primary Recommendation 4 (pp 17-18)
VT.I.32	It is recommended that the university articulate its policies on communication of vital information to outside agencies on cases that have relevance to campus or individual safety, while observing both legal and ethical imperatives regarding information sharing.	Primary Recommendation 4 (Matrix 4.4) (p 18)
VT.I.33	It is vital that ongoing conversations are initiated with the primary outside agencies that typically deal with VT students who are acutely distressed. Again, it is recognized that there are legal and ethical constraints about what information may be shared but it is clear that a mechanism to promote on-going dialogue between university services and local services or institutions is needed. Such dialogue is fundamental to building the kind of interagency relationships that foster collaboration.	Primary Recommendation 4 (Matrix 4.4) (p 18)
VT.I.34	The Cook Counseling Center should engage other colleges and universities within the Commonwealth in a discussion of the Inspector General's recommendations regarding outpatient commitment, mandatory counseling, and relationships with external agencies such as the Community Service Boards and local area hospitals.	Primary Recommendation 4 (p 18)
VT.I.35	Following the framework of the Jed Foundation, the Cook Counseling Center should develop clear policies and procedures for assisting students who are hospitalized, require medical leave, and then seek return to the university campus.	Primary Recommendation 4 (p 18)
VT.I.36	It is recommended that the university require all students to provide or to affirm the entry of emergency contact information at the time of registration. It is the student's sole purview as to the identity and type of contact information provided. The requirement however, will be to provide the minimal information prior to obtaining access to registration. The Committee urges the University to implement this recommendation Fall 2007.	Primary Recommendation 4 (Matrix 4.6) (p 18)
VT.I.37	Virginia Tech must strengthen its efforts in educating its members on the identification of and prevention of violence.	Primary Recommendation 5 (Matrix 5.0) (p 18)

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**UNIVERSITY INTERNAL REVIEW REPORT: INTERFACE BETWEEN VT COUNSELING SERVICES, ACADEMIC AFFAIRS, JUDICIAL AFFAIRS, AND LEGAL SYSTEMS**  
*Report Recommendations*

Index #	Recommendation	Source Location
VT.I.38	There has been extensive university attention devoted to training members of the university community related to issues of violence. However, there is a need to redouble efforts in this regard. Because individuals tend to process information that they judge to be relevant to them, they may ignore policy and procedures related to campus violence until they need them, which is often too late. Another contextual factor that presents a challenge for training is that the university community membership is extremely fluid, with hundreds of new faculty and staff hired each year. Thus, training strategies must be created that overcome these contextual constraints to provide necessary education regarding violence prevention.	Primary Recommendation 5 (Matrix 5.0) (p 19)
VT.I.39	Attention should be given to the training of administrators, especially newly appointed ones, regarding policies and procedures for violence prevention so they are aware of whom to contact and how to behave when a difficult situation arises with a distressed student or employee. These administrators also serve as an important link to other faculty and staff in their unit on new policies and procedures related to violence prevention.	Primary Recommendation 5 (Matrix 5.2) (p 19)
VT.I.40	The implementation of an approach to training that focuses on better access to resources and on-going training is also required.	Primary Recommendation 5 (Matrix 5.1) (p 19)
VT.I.41	It is important to underscore that strengthening and broadening training should be predicated on what programs and strategies are already available in a number of units in the university. Thus, a review of all efforts to promote campus safety and violence prevention should be undertaken that focuses on best practices, points of synergy and gaps or inadequacies in current training programs.	Primary Recommendation 5 (Matrix 5.1) (p 19)
VT.I.42	It is recommended that under Policy 5616, additional structures including a threat assessment process be instituted for at-risk employees.	Primary Recommendation 6 (Matrix 6.2) (p 20)
VT.I.43	It is recommended that a Violence Prevention and Risk Assessment Committee be constituted immediately to provide a university-wide perspective on all systemic efforts to provide campus safety. The membership of this committee should represent senior university administrators from the primary areas who are able to provide leadership and support resource requests to effect important policy and operational procedures. This Committee, for example, might provide oversight and coordination to the implementation of a number of the recommendations of the three internal reviews recently initiated by the President.	Primary Recommendation 6 (Matrix 6.1) (p 20)
VT.I.44	It is recommended that a more systematic approach be instituted that specifies campus-well being as a goal. The coordination of this effort could be situated with the Committee for the Prevention of Work Place Violence and Campus Safety recommended earlier in this report.	Primary Recommendation 7 (Matrix 7.0) (p 20)
VT.I.45	Clarification of policies regarding communication with parents regarding student behavior, academic progress, and health related issues is necessary.	Additional Considerations (p 20)

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**UNIVERSITY INTERNAL REVIEW REPORT: INTERFACE BETWEEN VT COUNSELING SERVICES, ACADEMIC AFFAIRS, JUDICIAL AFFAIRS, AND LEGAL SYSTEMS**  
*Report Recommendations*

Index #	Recommendation	Source Location
VT.I.46	It seems appropriate that some discussion be held reviewing what our policies and procedures are for collecting information regarding students at the time of admission to determine if we are securing all the relevant background information that we need on students and how that information is reviewed by the system.	Additional Considerations (p 21)
VT.I.47	A number of peer institutions, as does Virginia Tech, have processes for granting students a leave without academic penalty in times of crisis. However, a more thorough review is needed to determine if VT policies and procedure in this area are sufficient; the university must determine what a reasonable set of policies would be; when such policies would be invoked; and how they would be implemented during voluntary and involuntary situations.	Additional Considerations (p 21)
VT.I.48	The policy for Interim Suspension is one of the specific interventions the university can use in emergency situations with students at risk. A review of the efficacy of the current policy and its implementation should be conducted.	Additional Considerations (p 21)
VT.I.49	Examining the role of the Judicial Affairs Office with regard to monitoring a case in which a student may pose a potential threat but has not been charged or convicted of a judicial offense would be helpful. If practical for the Office, this strategy to engage cases in their early stages could help prevent them from escalating.	Additional Considerations (p 21)
VT.I.50	Support systems have a much higher probability of success when the students who need assistance accept it. However, students who pose a potential threat often resist efforts to help them. Each of the offices mentioned earlier in this report, including the Care Team and the Threat Assessment Team, need to be clear on how to respond to the resistant student.	Additional Considerations (p 21)
VT.I.51	An on-going dialogue needs to be held to help faculty understand how to respond to disturbing student writing.	Additional Considerations (p 21)

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**DEFINITION OF TERMS****Recommendation Index Numbers:**

The index numbers have been created to form clear documentation of all recommendations extracted from the Report of the Review Panel and all University Internal Review Reports:

**RP:** refers to recommendations pulled from the Report of the Review Panel

**VT:** refers to recommendations pulled from the University Internal Review Reports

The index numbers for the University Internal Review Reports also specify the following:

**S:** refers to recommendations pulled from the Security Infrastructure Report

**C:** refers to recommendations pulled from the Information and Communications Infrastructure Report

**I:** refers to recommendations pulled from the Interface between VT Counseling Services, Academic Affairs, Judicial Affairs, and Legal Systems Report

*(Example: VT.C4 refers to the 4th recommendation in the VT internal Information and Communications Infrastructure Group Report).*

**Source Location:**

Specifies where recommendations can be found in the reports (section and/or page number)

**Fields:**

The Report of the Review Panel defines these specific research areas relative to the recommendations. VT, All Colleges and Universities, Mental Health Systems, Public Safety and Security, Law Enforcement (at all levels, unless specifically referencing VT law enforcement), Victim Services, Emergency Medical Services, Justice System (for the Commonwealth of VA), and the Commonwealth of VA

**Action Items:**

Recommendations from the Report of the Review Panel that apply specifically to current and future Virginia Tech operations are identified as Action Items. These Action Items are then matched and cross-referenced with recommendations from each of the University's Internal Review Reports (see Example Worksheet).

*The example worksheet outlines the following required for each Action Item:*

**Responsible Area/s:**

Identifies the Vice Presidents/Vice Provosts or areas responsible for each action item

**Priority Levels:**

Priority Level 1: Within 1 to 2 months  
Priority Level 2: Action within 6 months  
Priority Level 3: Long Term  
Priority Level 4: Continuous

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**DEFINITION OF TERMS**

<b>Domain:</b>	<p>Corresponds with identified committees under the Board of Visitors:</p> <p><b>Human Dimensions</b> Mental health, systems and services for faculty, staff and students 1) Academic Affairs Committee 2) Student Affairs Committee</p> <p><b>Security and Infrastructure Requirements</b> Security, facilities, and telecommunications 1) Building and Grounds Committee 2) Finance and Audit</p> <p><b>Facilities and Financial Resource Requirements</b> All facility and infrastructure requirements associated with the Action Items 1) Building and Grounds Committee (all budgetary requirements, both capital and operating, associated with action items 2) Finance and Audit Committee</p>
<b>Evaluation:</b>	Evaluates each item to determine the course of action to be taken
<b>Alternative Solutions:</b>	Alternative solutions if required through the evaluation process
<b>Status Report:</b>	<p>Details the ongoing progress in addressing each action item including:</p> <p>Timeline for Action Completed or In Progress Adjusted Timeline Explanation of Revision</p>
<b>Financial Analysis:</b>	<p>Details ongoing fiscal considerations including:</p> <p>Infrastructure Requirements and Costs Staffing Requirements Staffing Costs Operational Costs Total Staffing and Operational Costs Funding Source/s</p>

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**DEFINITION OF TERMS****REPORT OF THE REVIEW PANEL ACRONYMS**

AACE	American Association of Community Colleges
AASCU	American Association of State Colleges and Universities
AAU	Association of American Universities
ACE	American Council on Education
CSB	Community Services Board
DCJS	Virginia Department of Criminal Justice Services
EMS	Emergency Medical Services
EOP	Emergency Operations Plan
ESF	Emergency Support Function
FAC	Family Assistance Center
FERPA	Family Education Rights and Privacy Act
HIPAA	Health Insurance Portability and Accountability Act
ME	Medical Examiner
NAICU	National Association of Independent Colleges and Universities
NASLGUC	National Association of State and Land Grant Universities and Colleges
NRP	National Response Plan
OCME	Office of the Chief Medical Examiner

**VT SECURITY REPORT ACRONYMS**

ACLEA	Virginia Association of Campus Law Enforcement Administrators
ARECs	Agricultural Research and Experiment Stations
CBORD	Provider of software system used to support VT Hokie Passport
CCTV	Closed Circuit Television
CNS	Campus Network Services
DVR	Digital Video Recorders
FIOA	Freedom of Information Act
FTE	Full-time employee
IP	Internet Protocol-based
LCD	Liquid Crystal Display
NIMS	National Incident Management System
PoE	Power Over Ethernet
RFP	Request for Proposal



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**DEFINITION OF TERMS****VT COMMUNICATIONS REPORT ACRONYMS**

<b>CAD</b>	Computer-aided Design
<b>CATV</b>	Cable Television
<b>CNS</b>	Communications Network Services
<b>COOP</b>	Continuity of Operations Plan
<b>DBMS</b>	Database Management Services
<b>DID</b>	Direct-Inward-Dial
<b>DNS</b>	Domain Name System
<b>EAS</b>	Emergency Alert System
<b>FAQs</b>	Frequently Asked Questions
<b>GIS</b>	Geographic Information Systems
<b>IACLEA</b>	International Association of Campus Law Enforcement
<b>IM</b>	Instant Messaging (real-time communication based on typed text connected over the Internet)
<b>IP</b>	Internet Protocol-based
<b>ISDN</b>	Integrated Services Digital Network
<b>ITA</b>	Information Technology Acquisitions
<b>MPRG</b>	Mobile and Portable Radio Research Group
<b>MY VT</b>	Virginia Tech Portal
<b>PID</b>	Personal Identifier
<b>PSTN</b>	Public Switched Telephone Network
<b>RSS</b>	Really Simple Syndication (web feed formats to publish frequently updated content)
<b>SSL</b>	Secure Sockets Layer (cryptographic protocols that provide secure communications on the Internet)
<b>UCS</b>	University Commuting Support
<b>VDOT</b>	Virginia Department of Transportation
<b>VMOC</b>	Virginia Tech Operations Center
<b>VTPD</b>	Virginia Tech Police Department
<b>WPS</b>	Federal Wireless Priority Service
<b>WUVT</b>	FCC-licensed noncommercial radio station broadcasting to Blacksburg, the Virginia Tech campus, and surrounding areas
<b>WVTF</b>	National public radio affiliate owned by the Virginia Tech Foundation broadcasting to parts of VA, NC, TN, and WV

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**DEFINITION OF TERMS****VT INTERFACE REPORT ACRONYMS**

<b>BHA</b>	Behavioral Health Authority
<b>CSB</b>	Community Services Board
<b>FERPA</b>	Family Education Rights and Privacy Act
<b>HIPAA</b>	Health Insurance Portability and Accountability Act
<b>USDOE</b>	U.S. Department of Education
<b>VTPD</b>	Virginia Tech Police Department