

Board of Visitors Information Session

Sunday, November 6, 2016

12:30 - 4:00 p.m.

The Inn at Virginia Tech, Solitude Room

- 12:30 – 12:45 p.m. State Budget Update**
- Mr. M. Dwight Shelton, Jr., Vice President for Finance and Chief Financial Officer
- 12:45 – 1:30 p.m. Annual Progress Report on University Strategic Plan**
- Dr. Timothy D. Sands, President
 - Dr. Thanassis Rikakis, Executive Vice President and Provost
 - Mr. M. Dwight Shelton, Jr., Vice President for Finance and Chief Financial Officer
 - Dr. Ken Smith, Vice Provost for Resource Management and Institutional Effectiveness
- 1:30 – 2:15 p.m. Purposeful Recruitment and Retention: Focused on Inclusiveness, Collaboration, and Innovation**
- Ms. Wanda Dean, Vice Provost for Enrollment Degree Management
 - Dr. Menah Pratt-Clarke, Vice Provost for Inclusion and Diversity and Vice President for Strategic Affairs
 - Dr. Karen Eley Sanders, Associate Vice Provost for College Access
- 2:15 – 3:00 p.m. University Advancement Update**
- Mr. Charles Phlegar, Vice President for Advancement
- 3:00 – 3:30 p.m. Safety, Security and Preparedness at Virginia Tech**
- Mr. Kevin L. Foust, Chief of Police and Director of Security
 - Mr. Michael J. Mulhare, Director, Office of Emergency Management
- 3:30 – 4:00 p.m. Constituent Reports – (No action required)**
- Mr. Gabe Cohen, Undergraduate Student Representative to the Board
 - Ms. Tara Reel, Graduate Student Representative to the Board
 - Mr. Alex Parrish, President of Staff Senate
 - Dr. Monty Abbas, President of Faculty Senate



Board of Visitors
State Budget Update

November 6, 2016

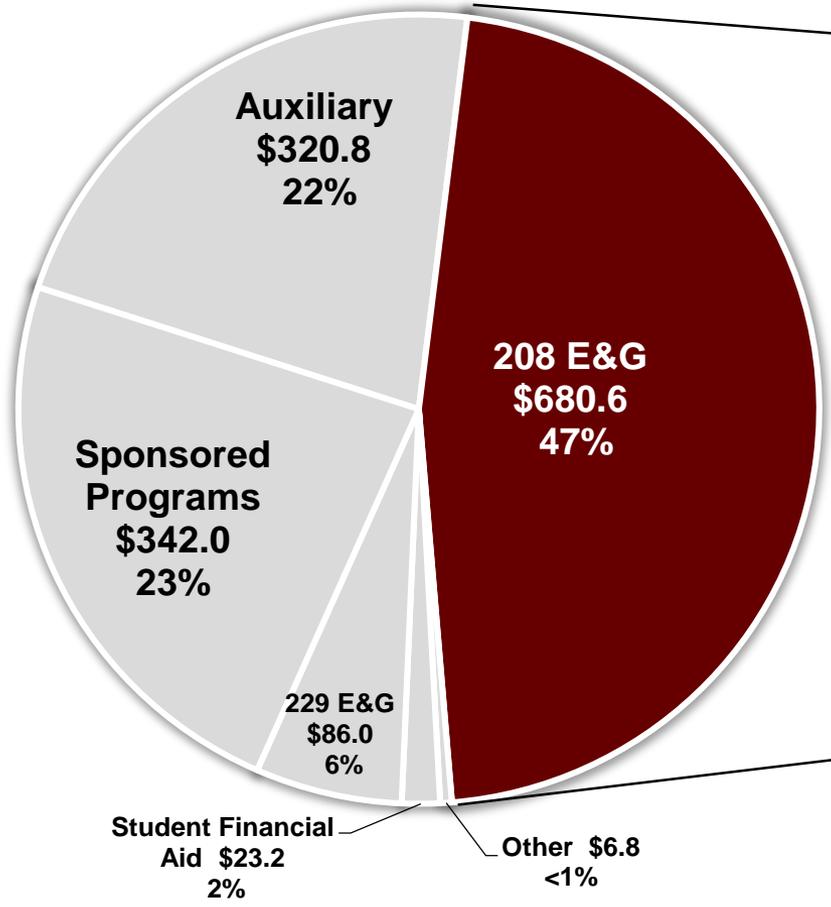
M. Dwight Shelton, Jr.

Vice President for Finance and Chief Financial Officer

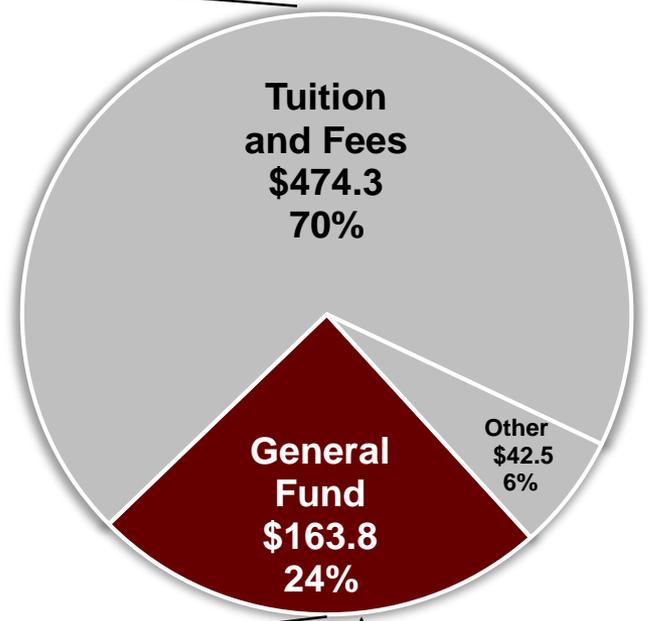
2016-17 Budget

\$s in Millions*

Total University Budget
\$1,459.4



University Division 208 E&G Budget
\$680.6

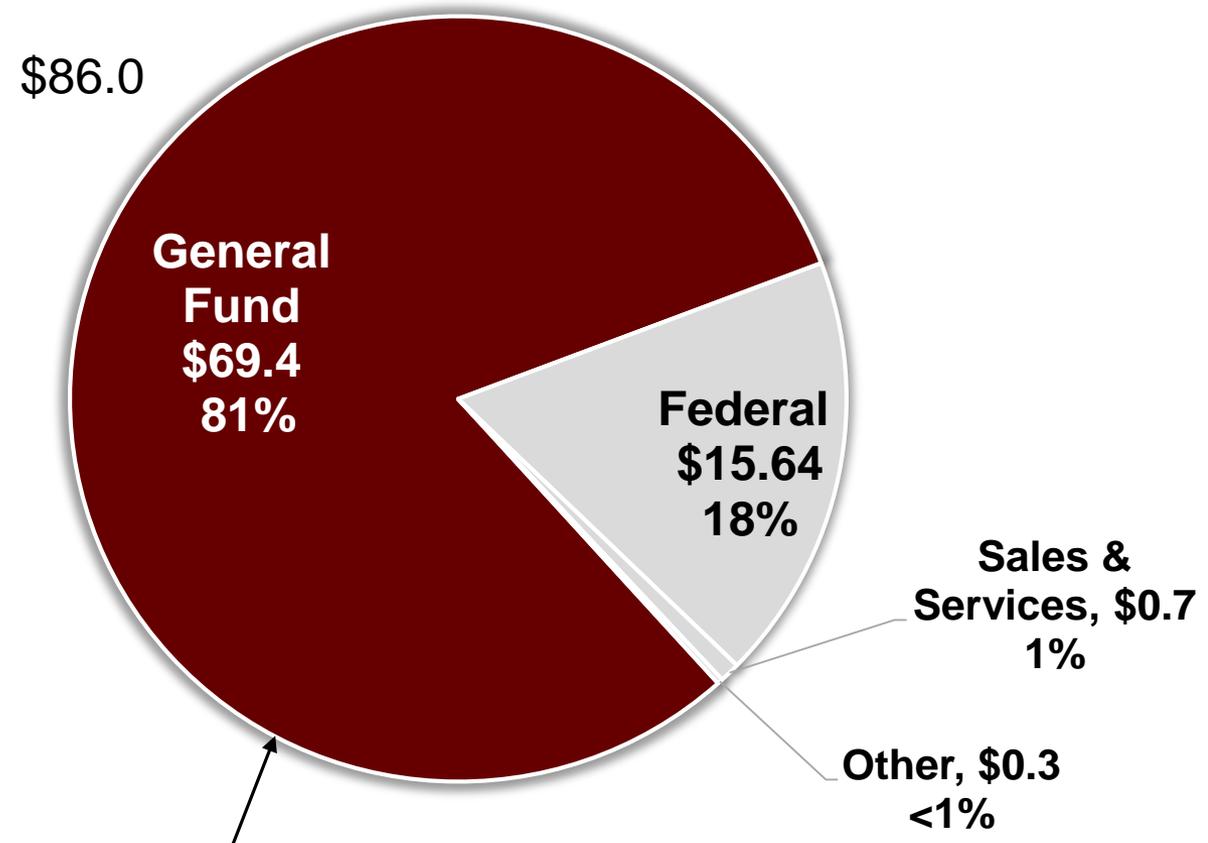


General Fund Support makes up 24% of the Instructional Division Budget

*As of September 30, 2016

Cooperative Extension/ Agricultural Experiment Station (Agency 229)

\$s in millions



General Fund Support makes up 81% of the Cooperative Extension/Agricultural Experiment Station

2016-17 University Budget

General Fund Support %

(\$ in Millions)

	GF	Total	% GF
	<hr/>	<hr/>	<hr/>
208 E&G	\$163.8	\$680.6	24.1%
229 E&G	69.4	86.0	80.7%
Auxiliary	-	320.8	0.0%
Sponsored	5.4	342.0	1.6%
SFA *	21.2	23.2	91.2%
Other	2.3	6.8	33.6%
Total	<hr/> \$262.1	<hr/> \$1,459.4	<hr/> 18.0%

* Student Financial Aid

State Calculation of 1% General Fund Reduction

	General Fund			Computation of GF Reduction	
	Total	(less) Exemption	Discretionary	%	\$
Agency 208					
E&G	\$ 163,775,657		\$ 163,775,657	-1%	\$ (1,637,757)
UMA *	2,284,350		2,284,350	-1%	(22,844)
SFA	21,272,899	(21,272,899)	-	0%	-
Sponsored	5,388,544		5,388,544	-1%	(53,885)
	192,721,450	(21,272,899)	171,448,551	-1%	(1,714,486)
Agency 229					
E&G	69,405,415		69,405,415	-1%	(694,054)
Total Operating	\$ 262,126,865	\$ (21,272,899)	\$ 240,853,966		\$ (2,408,540)

* University Military Activities

Computation of Reducible 208 E&G Budget

\$ in Millions

Sources

General Fund	\$163.8
Tuition & E&G Fees	474.3
Continuing Education	18.7
Ancillaries	15.1
Other Revenue	8.7
	<hr/>
	\$680.6

Uses

Academic Units	\$350.7
Administrative Units	90.6
Fixed & Fringes	197.8
Continuing Education	18.7
Ancillaries	15.1
One-Time Budgets	7.7
	<hr/>
	\$680.6

Exemptions

\$0.0
-
(197.8)
(18.7)
(15.1)
(7.7)
<hr/>
(239.3)

Reducible

Budget

\$350.7
90.6
-
-
-
-
<hr/>
\$441.3

35%

65%

Computation of 208 E&G Reduction Percentage

\$ in Millions

1% reduction of 208 E&G GF Revenue	\$1.64	
208 E&G Budget	680.6	
GF Reduction as % of 208 E&G	<u>0.24%</u>	(not feasible)
208 E&G <i>Reducible</i> Budget	441.3	
GF Reduction as % of Reducible	<u>0.37%</u>	

2016-18 State Revenue Shortfall

\$s in millions

	2015-16	2016-17	2017-18	Total
Revenue Shortfall	(\$ 279.3)	(\$ 564.4)	(\$ 632.7)	(\$ 1,476.4)
Elimination of State Salary Program		125.1	221.0	346.1
Revenue Stabilization (Rainy Day) Fund		392.3	210.0	602.3
Net State Shortfall	(\$ 279.3)	(\$ 47.0)	(\$ 201.7)	(\$ 528.0)

After utilizing central actions to reduce the shortfall, the state is left with an \$528 million shortfall over the 2016-18 biennium.

This shortfall is exacerbated in 2017-18 by growth in cost drivers such as Medicaid.

State Strategies for Remaining 2016-17 Shortfall

Across-the-board 5% budget reductions

- Education was excluded

Targeted reduction and action

- Higher Education is assessed a one-time reduction of \$28.8M system-wide. VT impact is \$5.1M comprised of:
 - \$400K for temporary suspension of E&G interest earnings and credit card rebate (tenet of Restructuring)
 - \$4.7M based on VRS rate savings resulting from state prepayment into retirement system; payment included nongeneral funds from all of the university programs. 60% of the cost is assessed in FY17

Virginia Tech Strategy to Address 2016-17 Reductions

- Shelter colleges and units from reductions in current year
- Plan to utilize cash reserves, one-time resources, and negotiated fringe rate to address these one-time costs
- Consistent with state guidance, assessment will occur for all major components of the university:
 - University Division (208 E&G)
 - Auxiliary Enterprises
 - Sponsored Programs
 - Unique Military Activities
 - Cooperative Extension/Agricultural Experiment Station (229 E&G)

2017-18 State Shortfall

State Strategies for 2017-18 as of November 1

All state agencies including higher education have been asked to plan for a 7.5% reduction in ongoing state support in 2017-18.

Virginia Tech faces a base budget reduction of \$18.1M GF, comprised of:

- University Division impact: \$12.9M (2.8% of reducible E&G expenditure budget)
- Cooperative Extension/Agricultural Experiment Station impact: \$5.2M (1:1 impact)
- Student Financial Aid exempted

One-time assessment of \$3.5M comprised of:

- \$400K for suspension of E&G interest earnings and credit card rebate for a second year
- \$3.1M based on VRS rate savings resulting from state prepayment into retirement system; again, payment included nongeneral funds from all of the university programs for remaining 40% of cost

Address *one-time* FY18 assessment in manner consistent with FY17

Ongoing reduction:

- Draw upon prior experience in identifying and communicating implementation strategies
- Implement ongoing base reductions as of July 1, 2017
- Explore strategies to distribute broadly to minimize impact on any one area and protect academic programs
- Assess our ability to mitigate a portion of the reduction through a tuition increase
- Identify targeted reductions, where possible
- Facilitate a process that provides maximum flexibility to the campus

Planning Timeline

December 2016	Executive Budget
January 2017	General Assembly Session Convened
	Revenue forecast could be updated
	2017-18 appropriations could be modified
Spring 2017	BOV Tuition & Fee Decisions
June 2017	BOV approval of annual budget
July 1, 2017	Fiscal Year 2017-18 begins

Questions?

Annual Progress
Report:
Plan for a New Horizon
2012 - 2018

Board of Visitors
November 6, 2016



VirginiaTech

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Overview of Indicators Supporting Scholarship Domains

Scorecard Indicators Key



Performance is improving annually.



Performance is level or mixed.



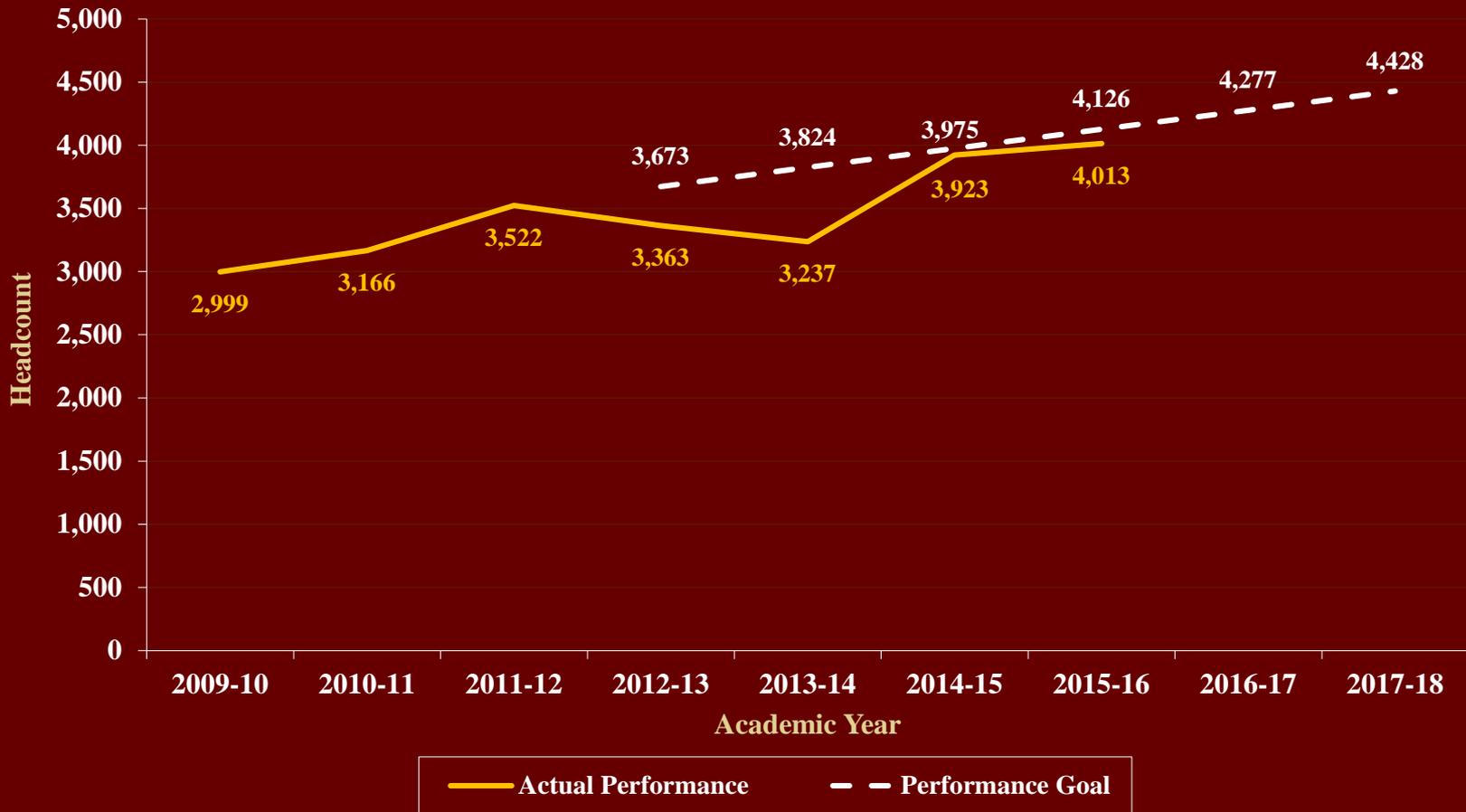
There is a moderate or periodic decrease in performance where ongoing improvement was expected.



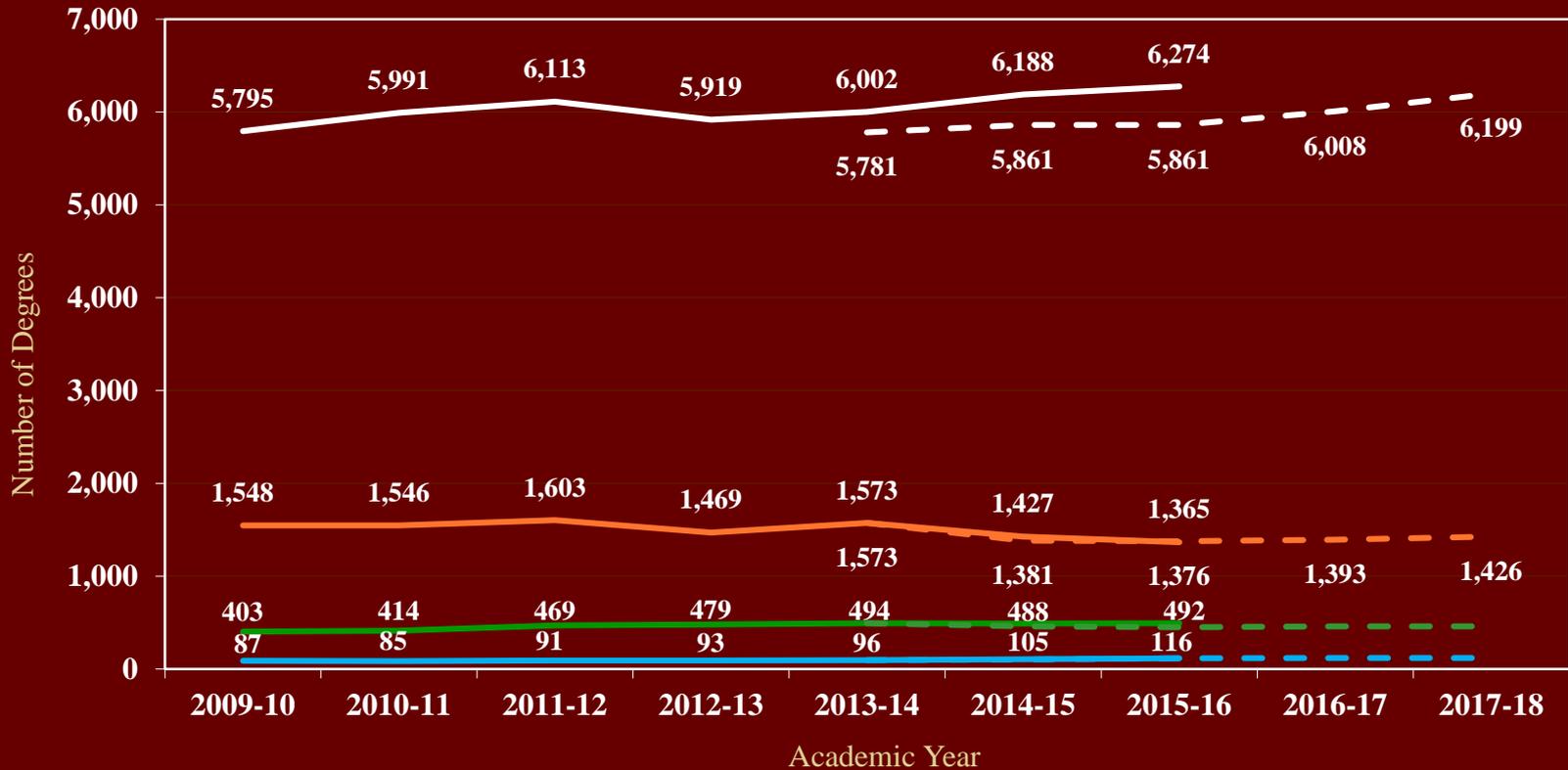
Performance is below the expected target.

Learning

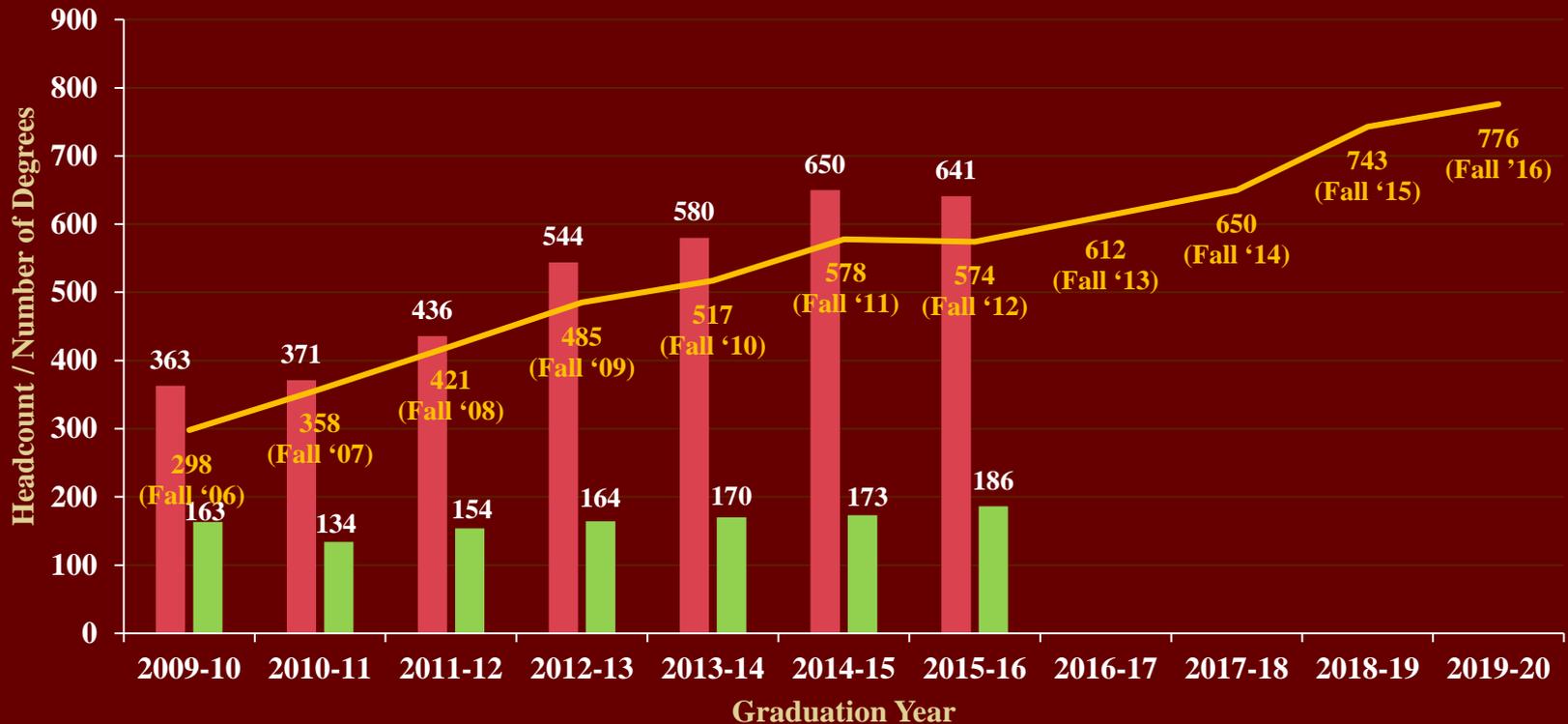
The number of graduating undergraduates who participated in research experiences



Total degrees awarded by level

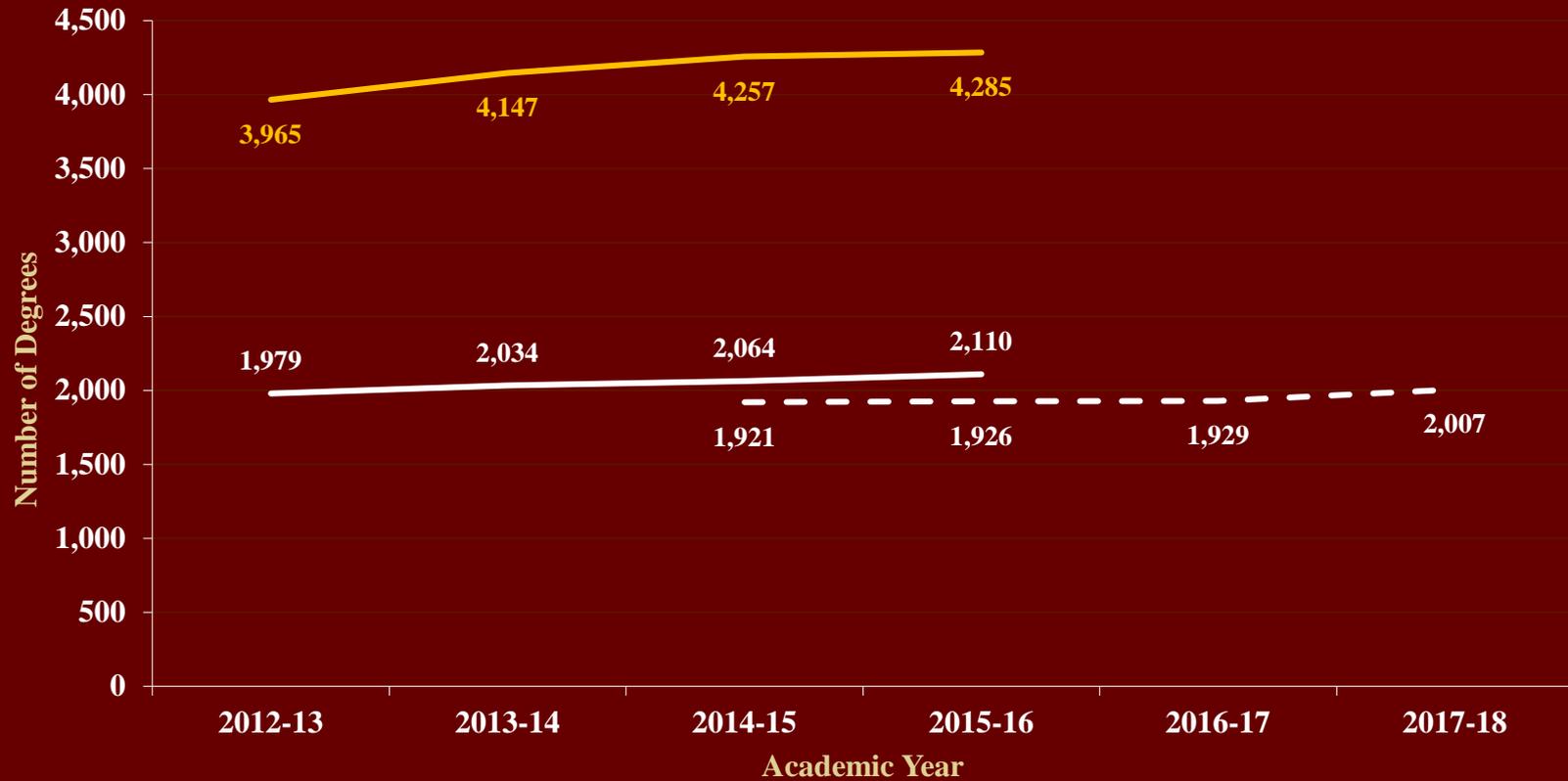


Underrepresented students entering the freshman class and degrees awarded



STEM-H degrees awarded

(based on SCHEV definition of STEM-H)



- - In-State UG Goal (IPS Target)

— All STEM-H Degrees Actual

— In-State UG Actual

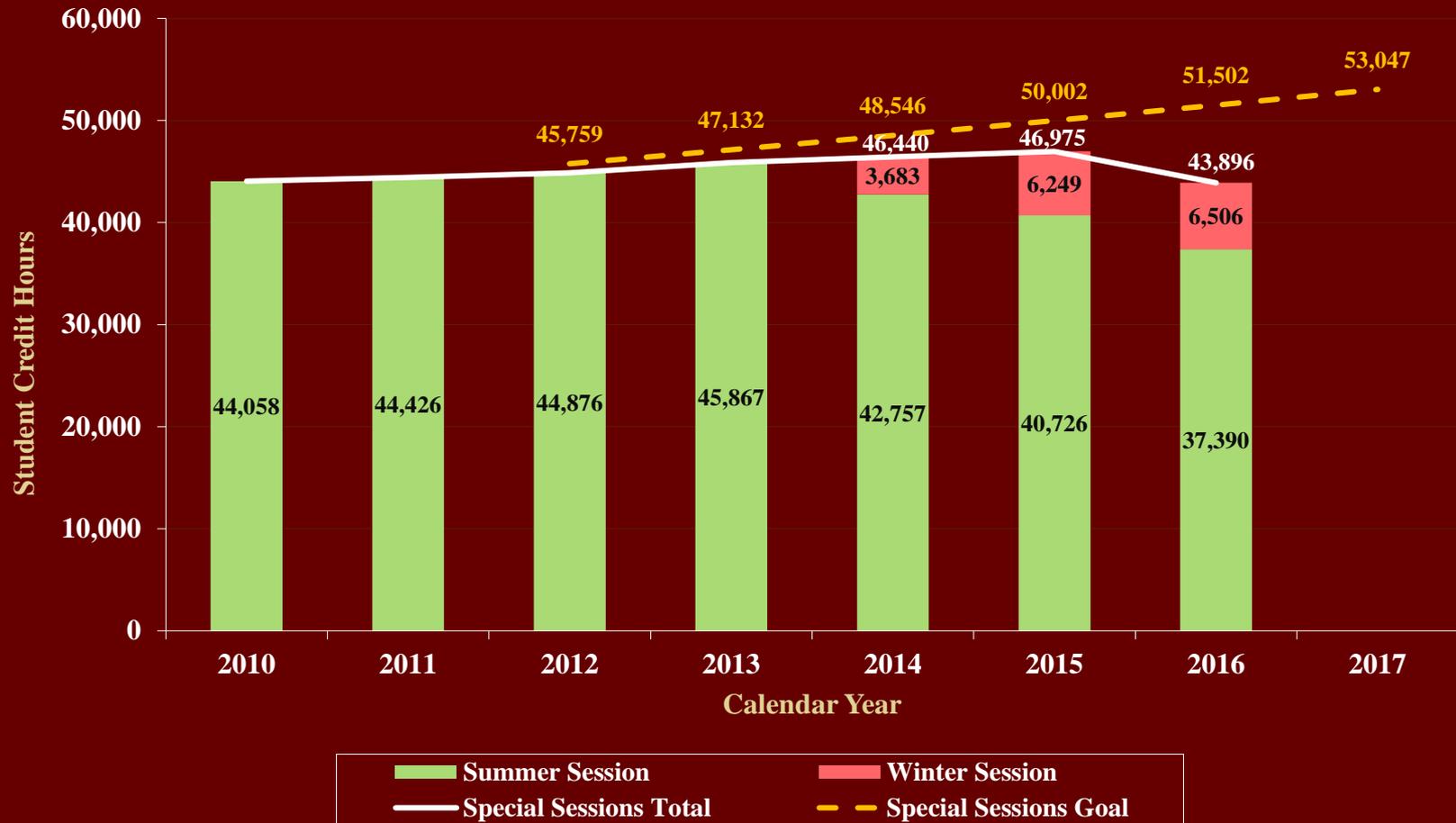


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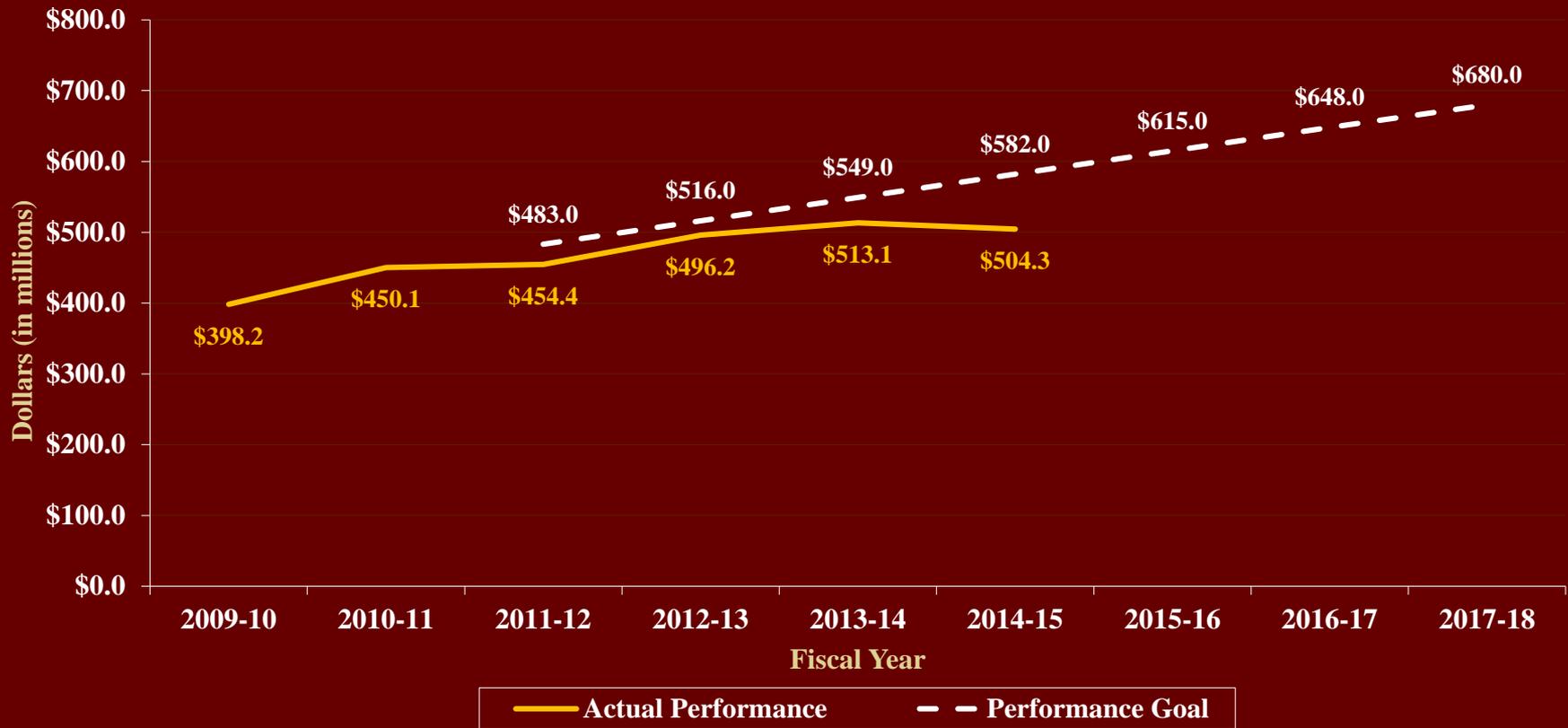


Student credit hours taught in special sessions

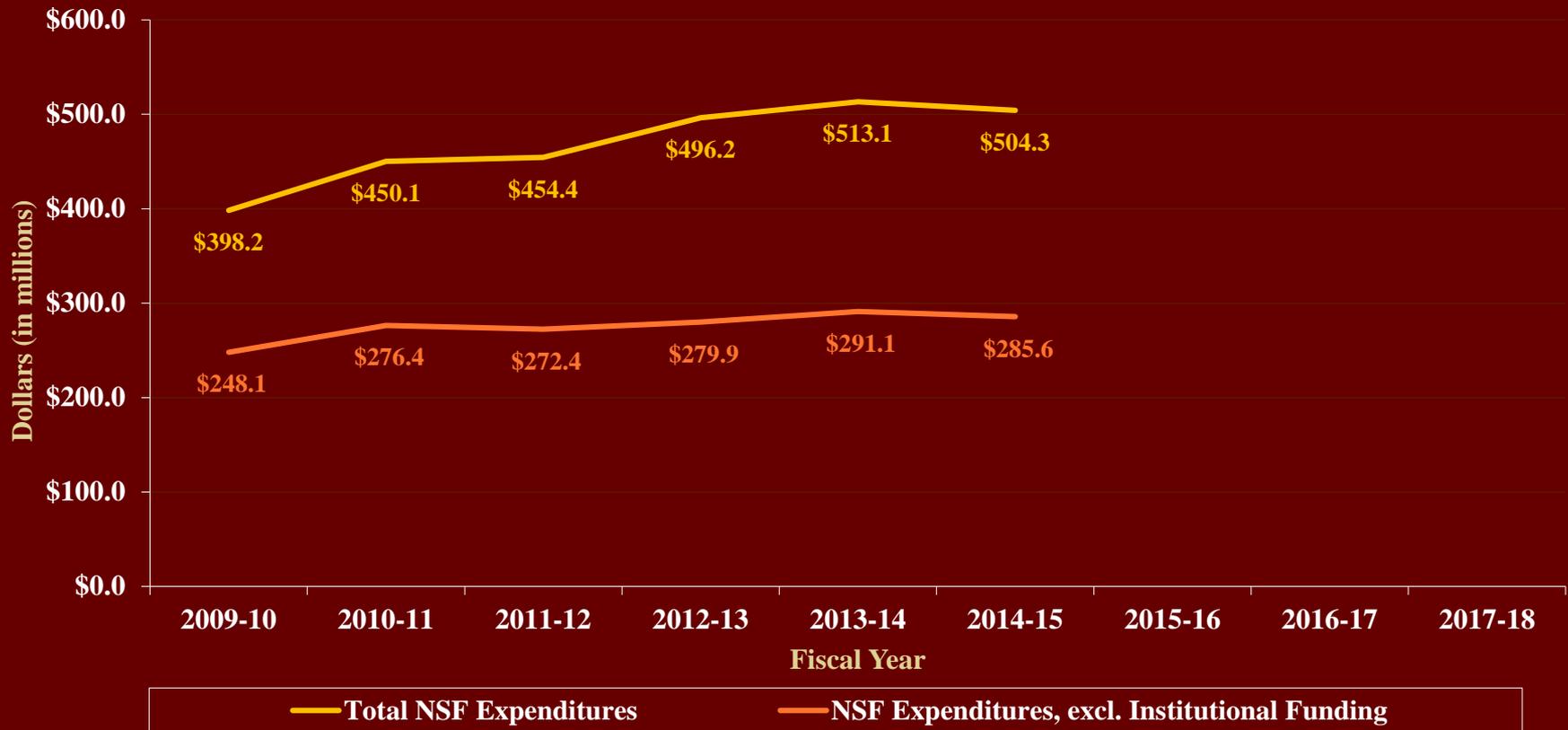


Discovery

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



Comparison of total and extramurally funded National Science Foundation (NSF) research expenditures



Count and average value of sponsored awards

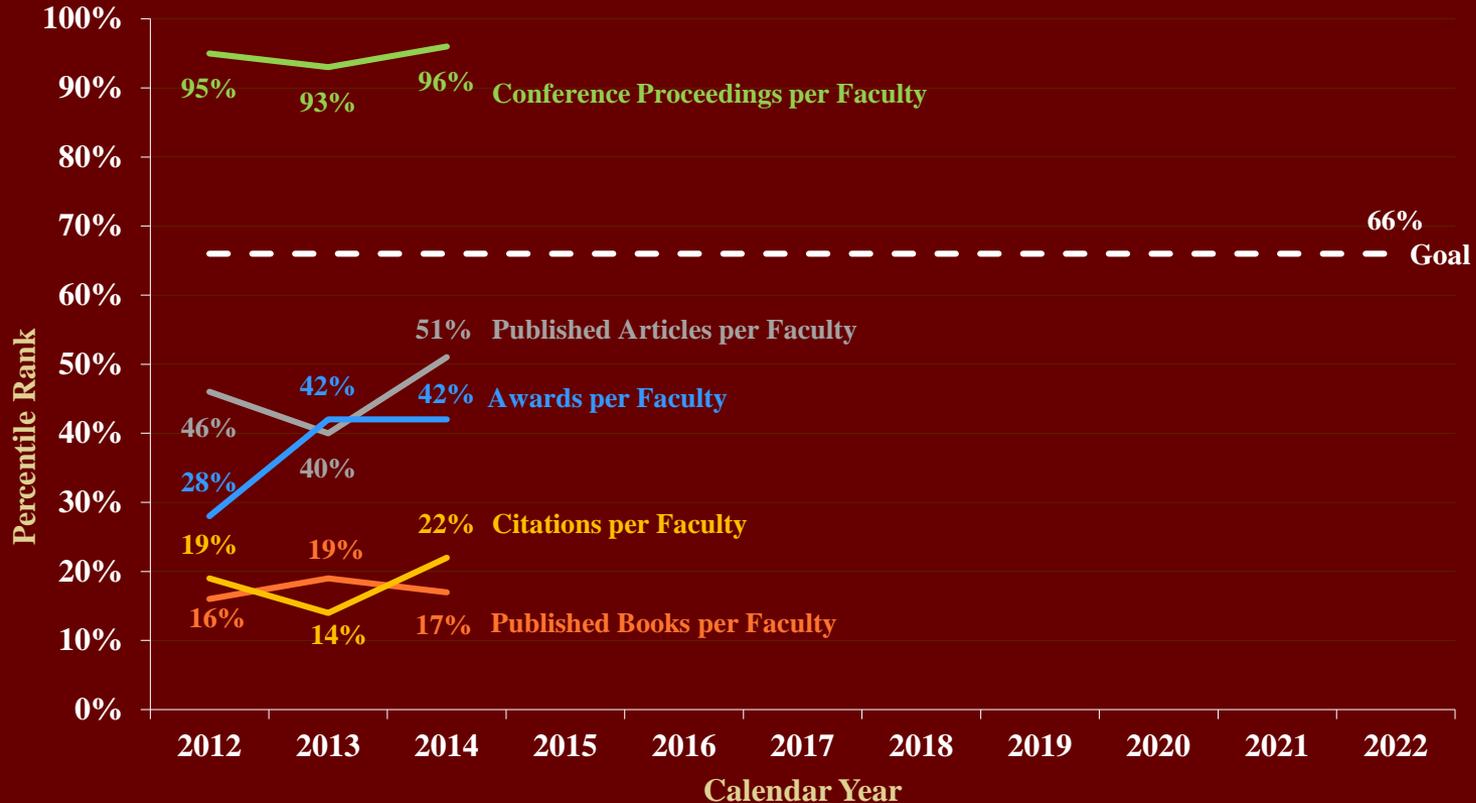


Count Actual
 Count Goal
 Avg Value Actual
 Avg Value Goal

Percentile of Faculty Publications, Citations and Awards



(Per Academic Analytics, LLC)

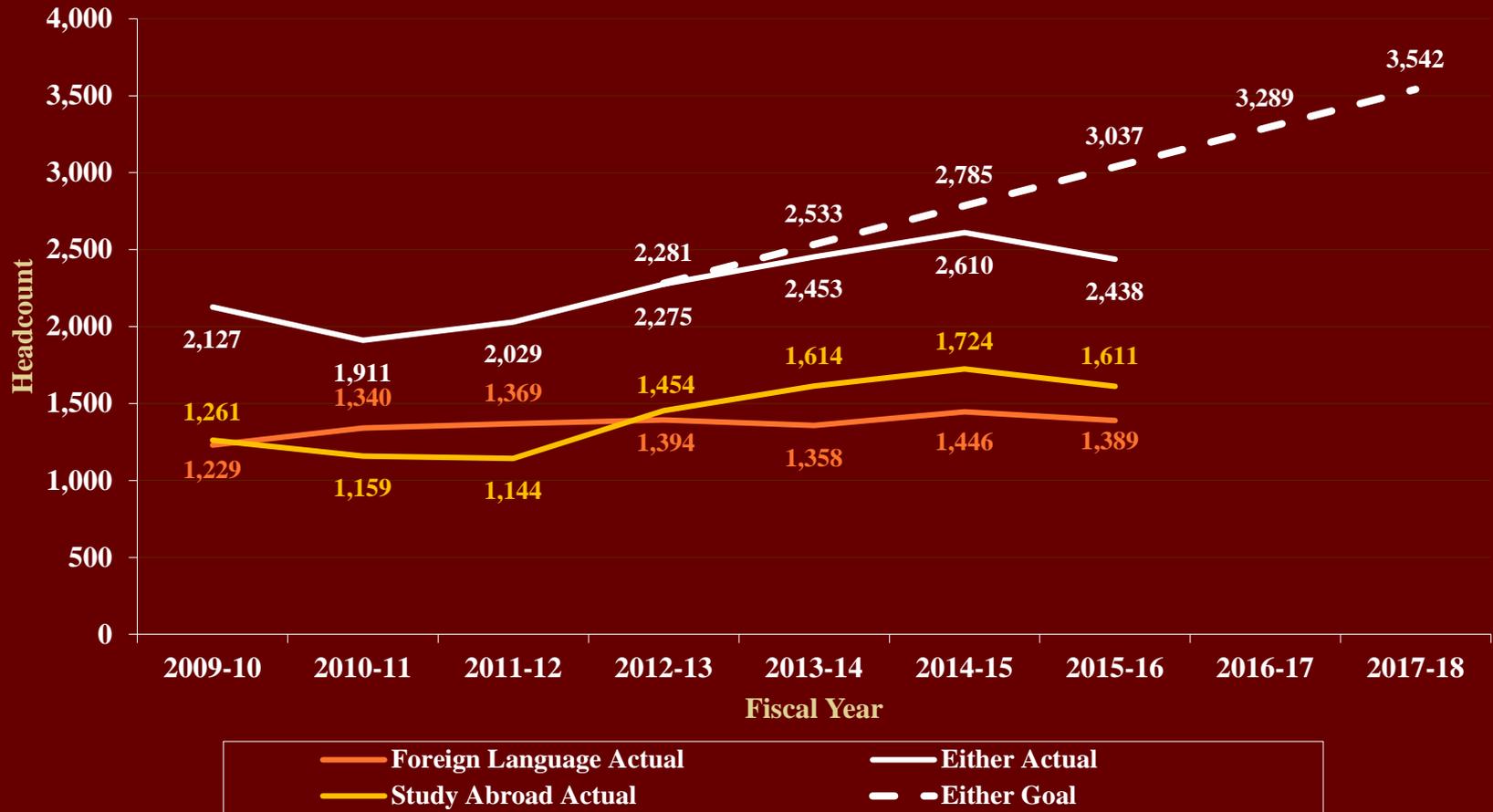


Engagement

Industry funded research expenditures reported to the National Science Foundation



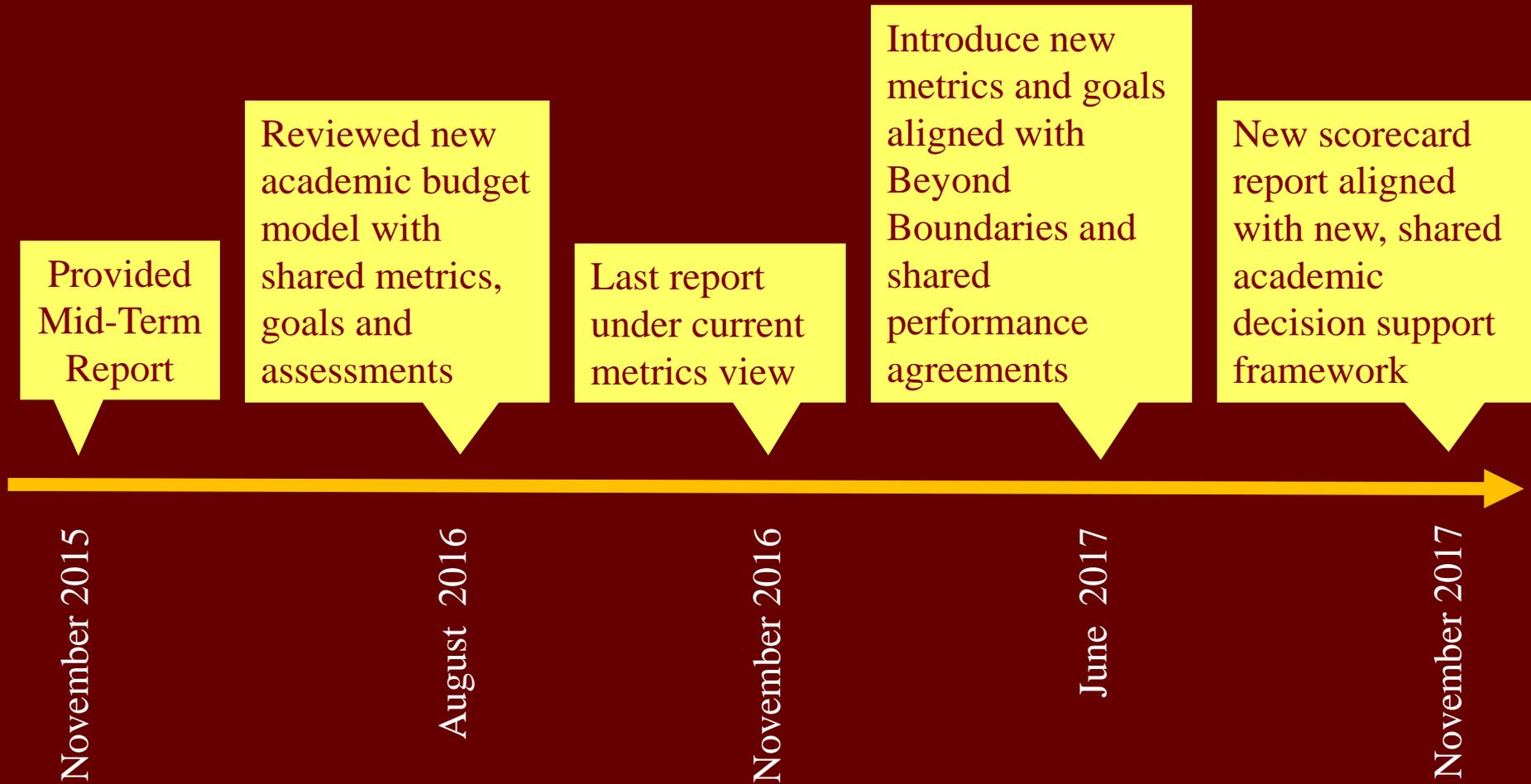
Number of graduating undergraduates who have participated in a study abroad experience or foreign language course.



Undergraduate participation in service learning and experiential programs



Future Directions



VirginiaTech

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Indicators Supporting Foundation Strategies:

Organizational Development

Campus Infrastructure

Resource Development

Scorecard Indicators Key



Performance is improving annually.



Performance is level or mixed.



There is a moderate or periodic decrease in performance where ongoing improvement was expected.



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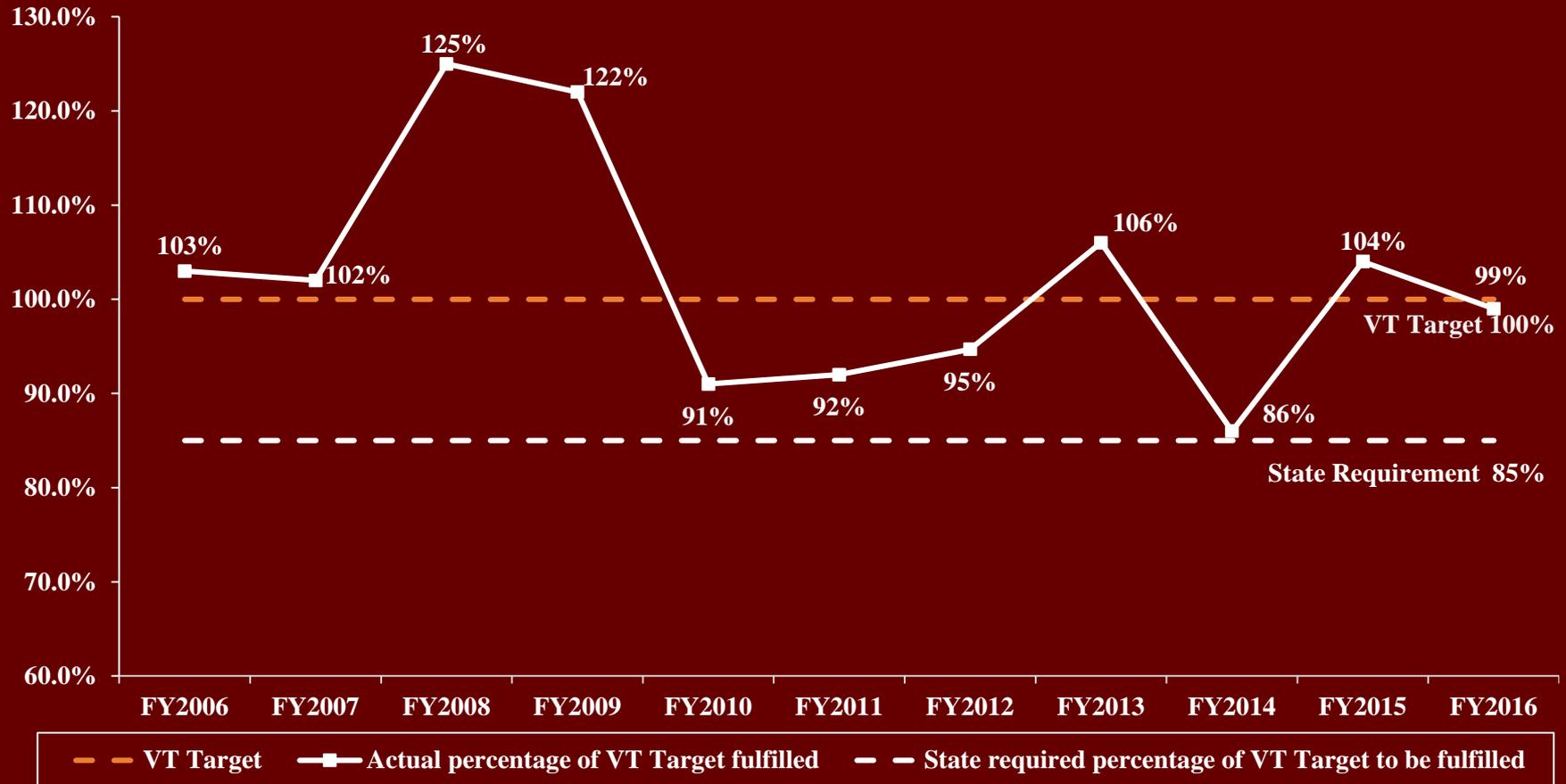
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Indicators for Organizational Development

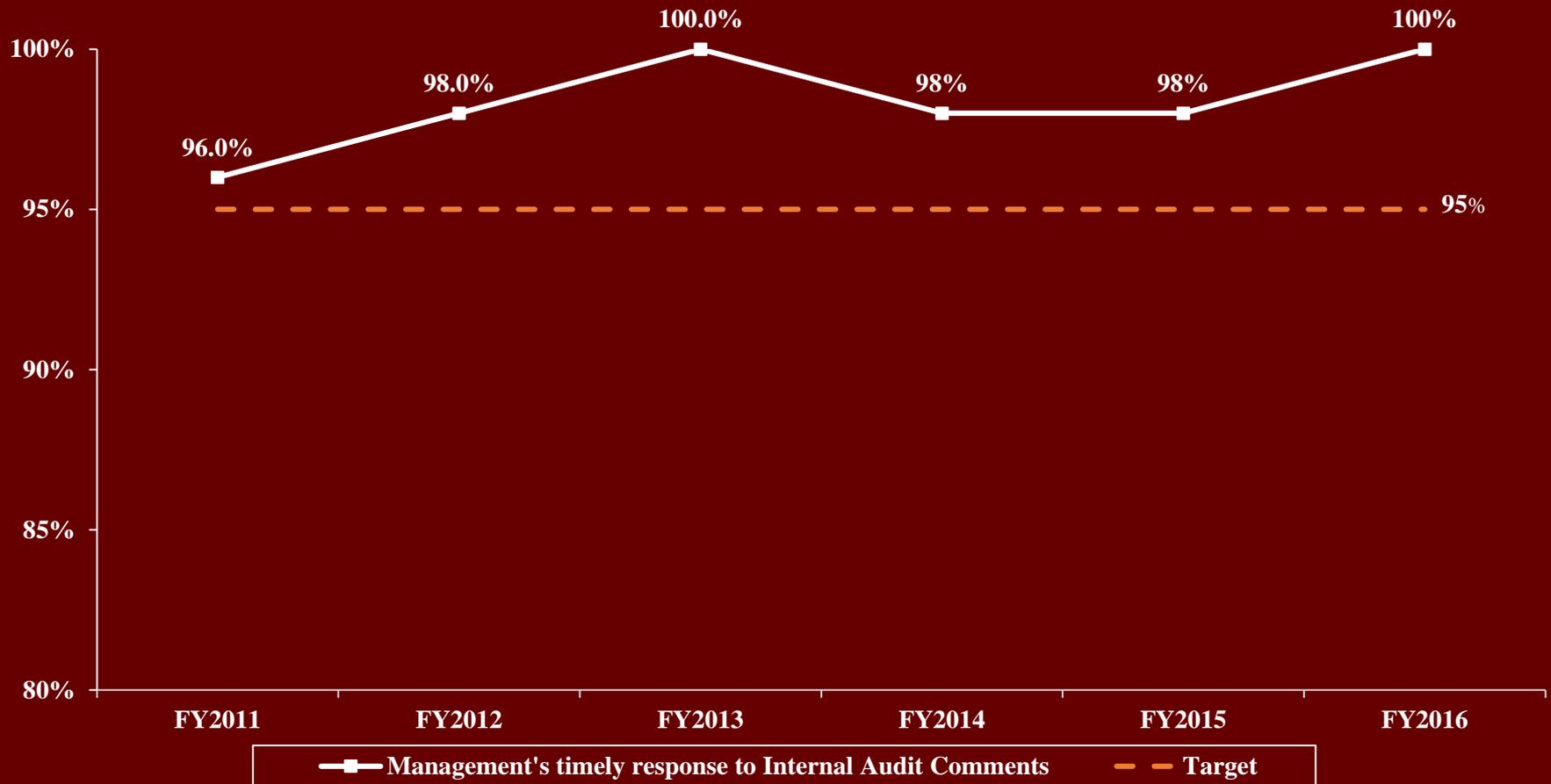
- Expenditures with SWaM suppliers as measured by percentage of annual goal achieved
- Management's timely response to Internal Audit Comments
- Workforce Composition of Faculty: Snapshot of census data as of September 30
- Workforce Composition of All Employees: Snapshot of census data as of September 30

Expenditures with SWAM Suppliers

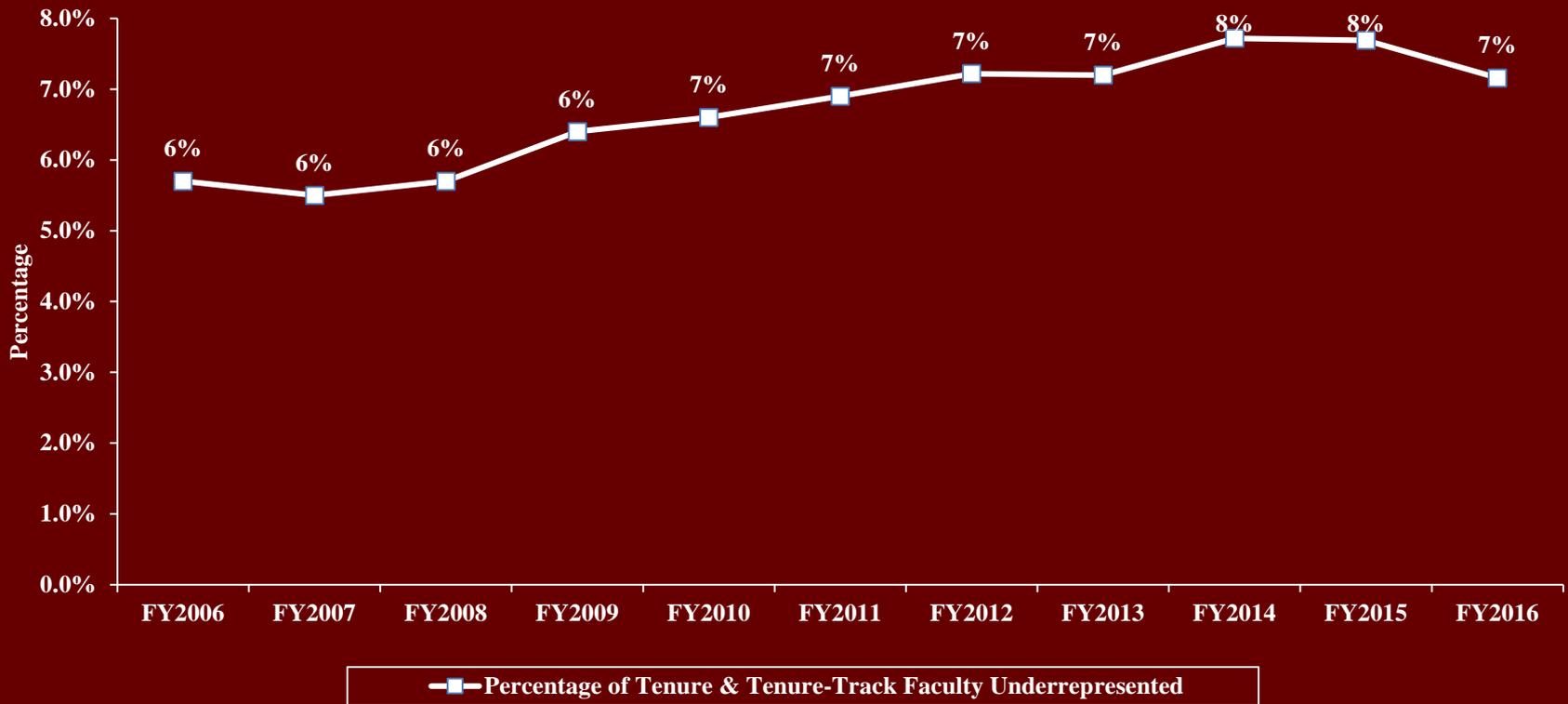
as measured by Percentage of Annual VT Target



Management's Timely Response to Internal Audit Comments



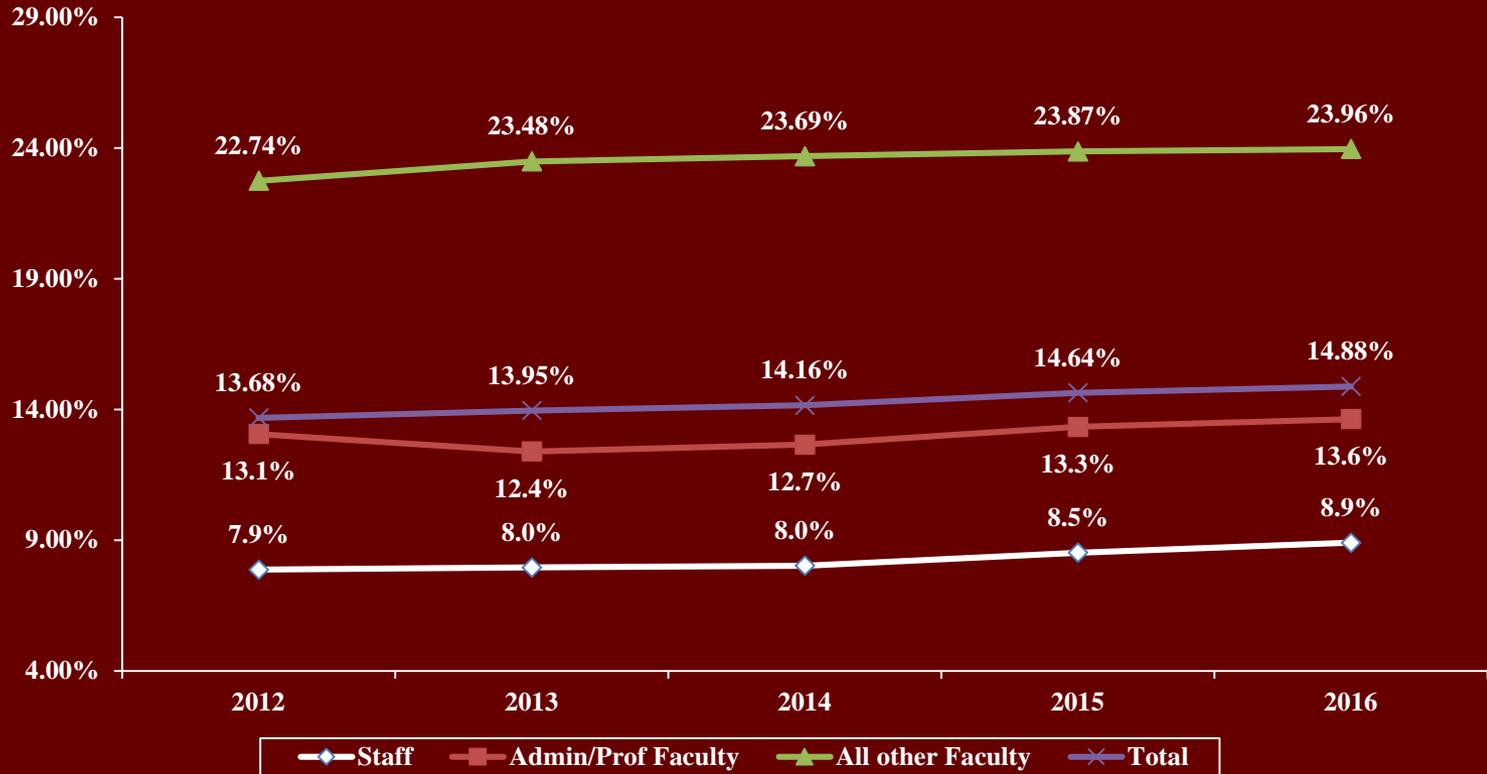
Trends Among Underrepresented Tenured & Tenure-Track Faculty



Percentage of underrepresented full-time faculty (snapshot data as of September 30; underrepresented Tenured & Tenure-Track faculty numbers do not include those self-identifying as Asian)

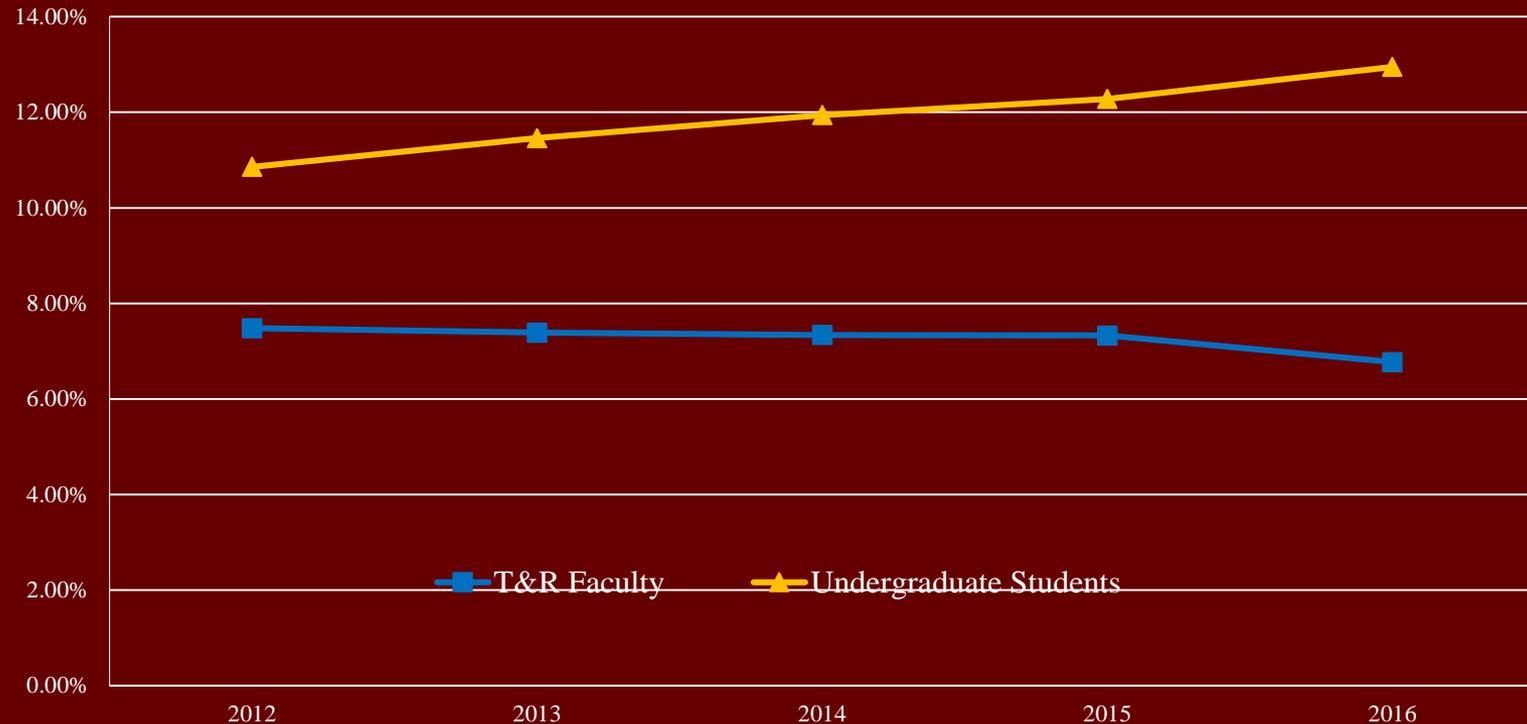


Trends Among Minority Faculty & Staff



Percentage of minority full-time employees (snapshot as of September 30; tenured & tenure-track, non-tenure-track instructional, and research faculty are included in "All Other Faculty"; faculty and staff numbers include those self-identifying as Asian.)

Underrepresented* Teaching and Research** Faculty and Undergraduate Students



*On this slide, "Underrepresented" includes all racial and ethnic groups except individuals identifying as White, Asian, and Two Or More identified as White:Asian. Employees and students who are nonresident aliens are also included in their self-identified race/ethnic groups.

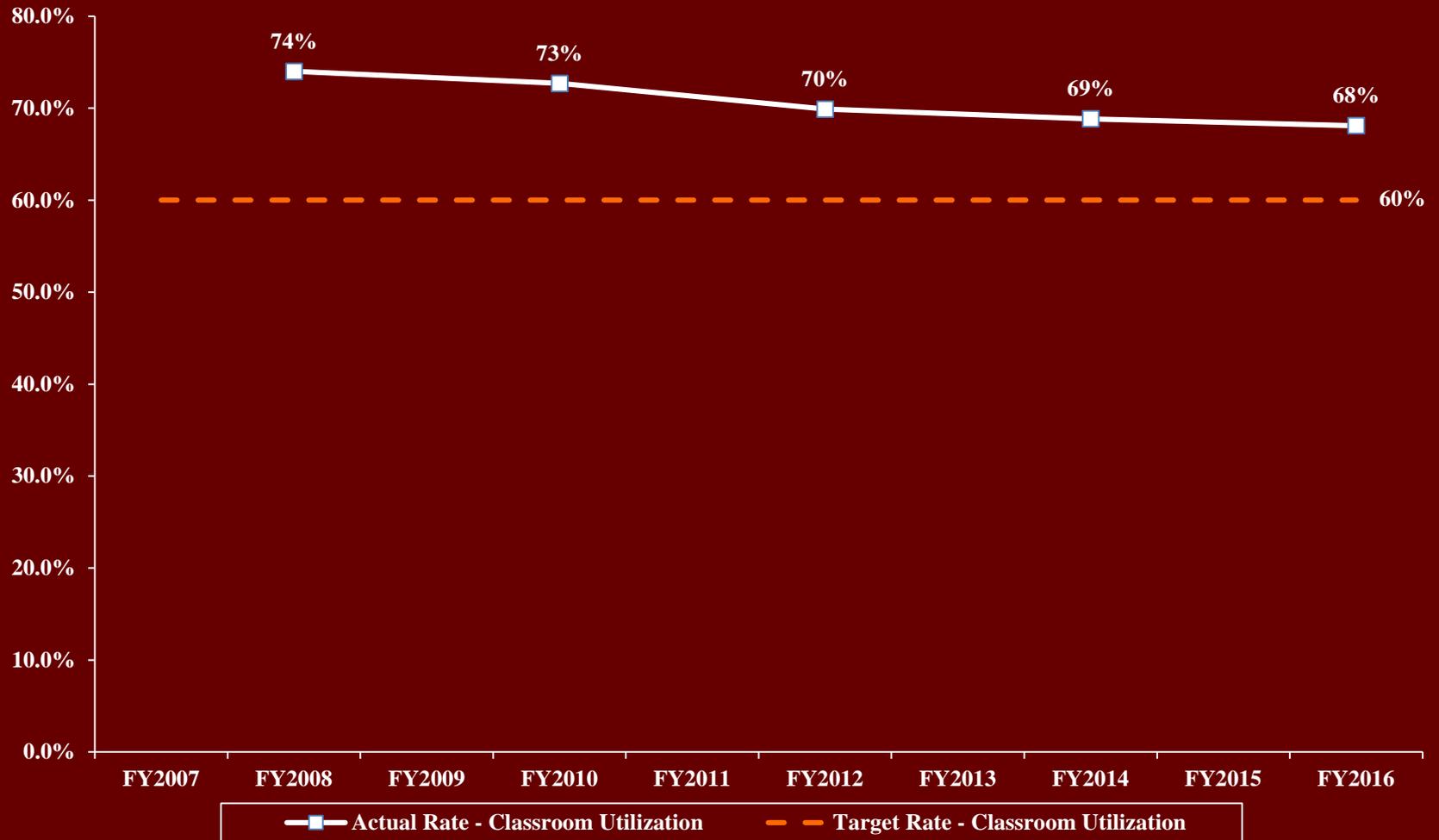
**Includes: Tenure & Tenure-Track, Non-Tenure Track Instructional, and Research Faculty.

Indicators for Efficiency, Cost Containment, & Infrastructure

- Classroom Utilization Rate
- Classroom Laboratory Utilization Rate
- E-Commerce Transactions
- Dollar Volume of Rebates earned through the virtual card
- Administrative Cost Efficiency

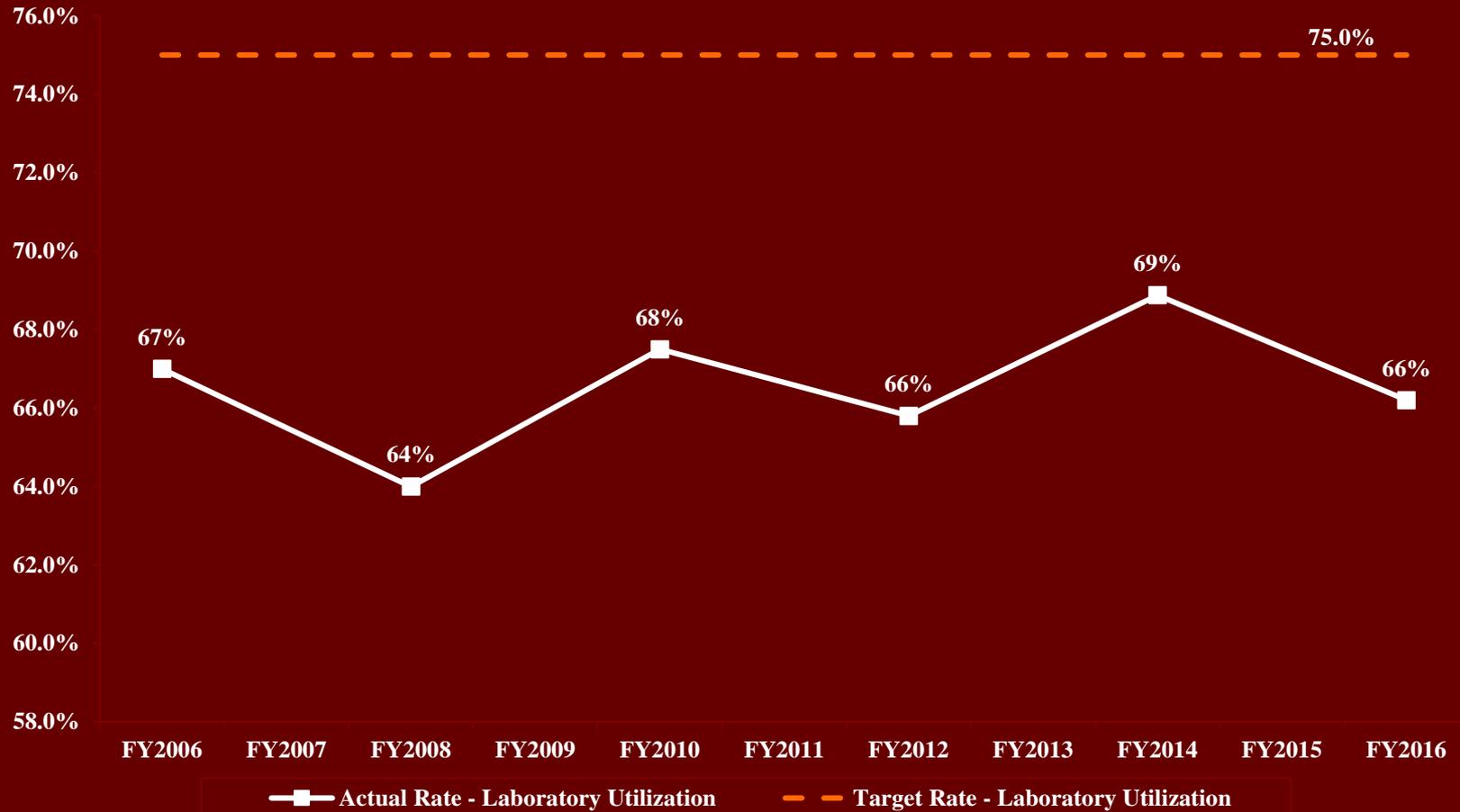
Classroom Utilization Rate

(Reported Biennially)

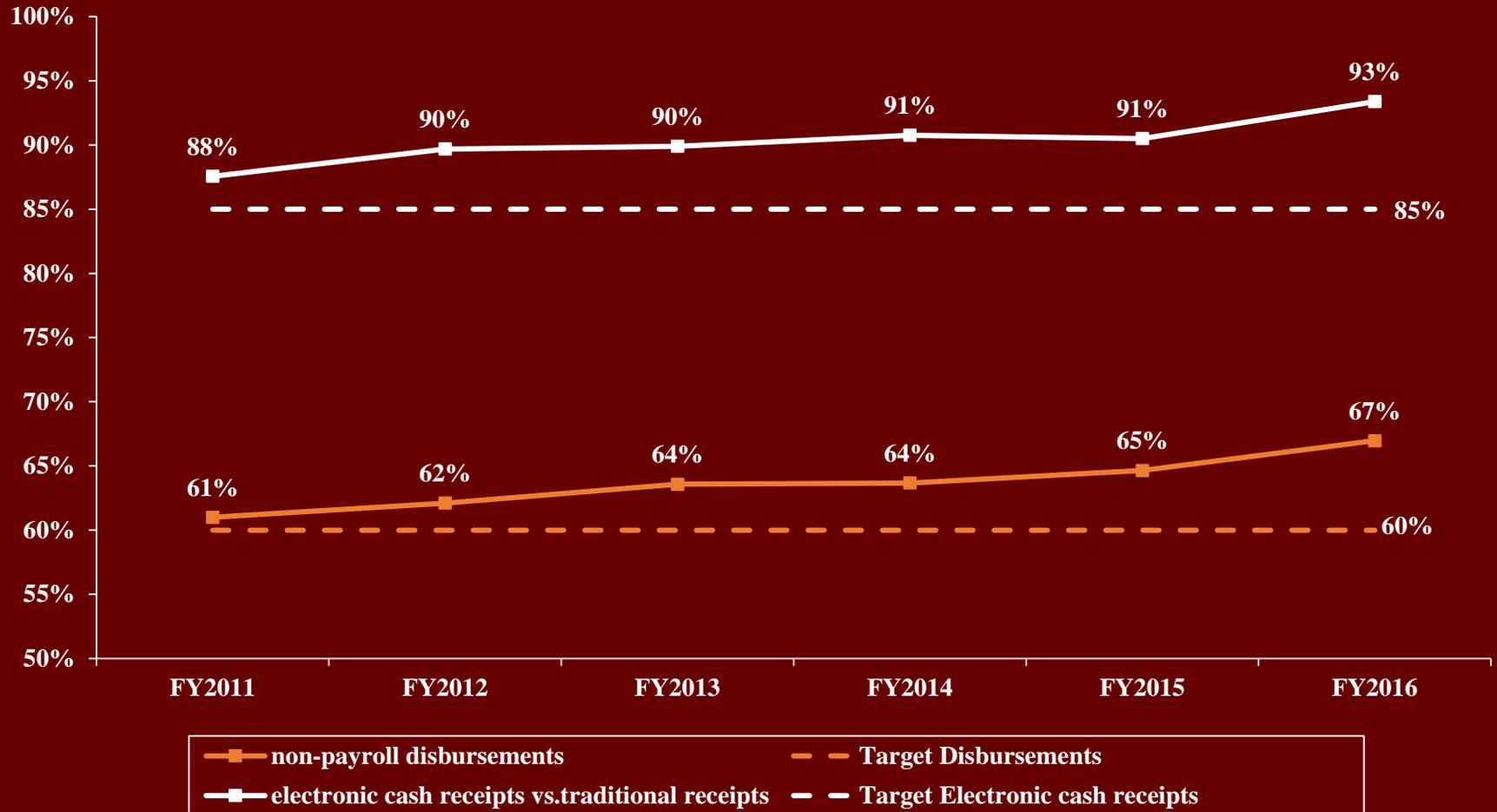


Classroom Laboratory Utilization Rate

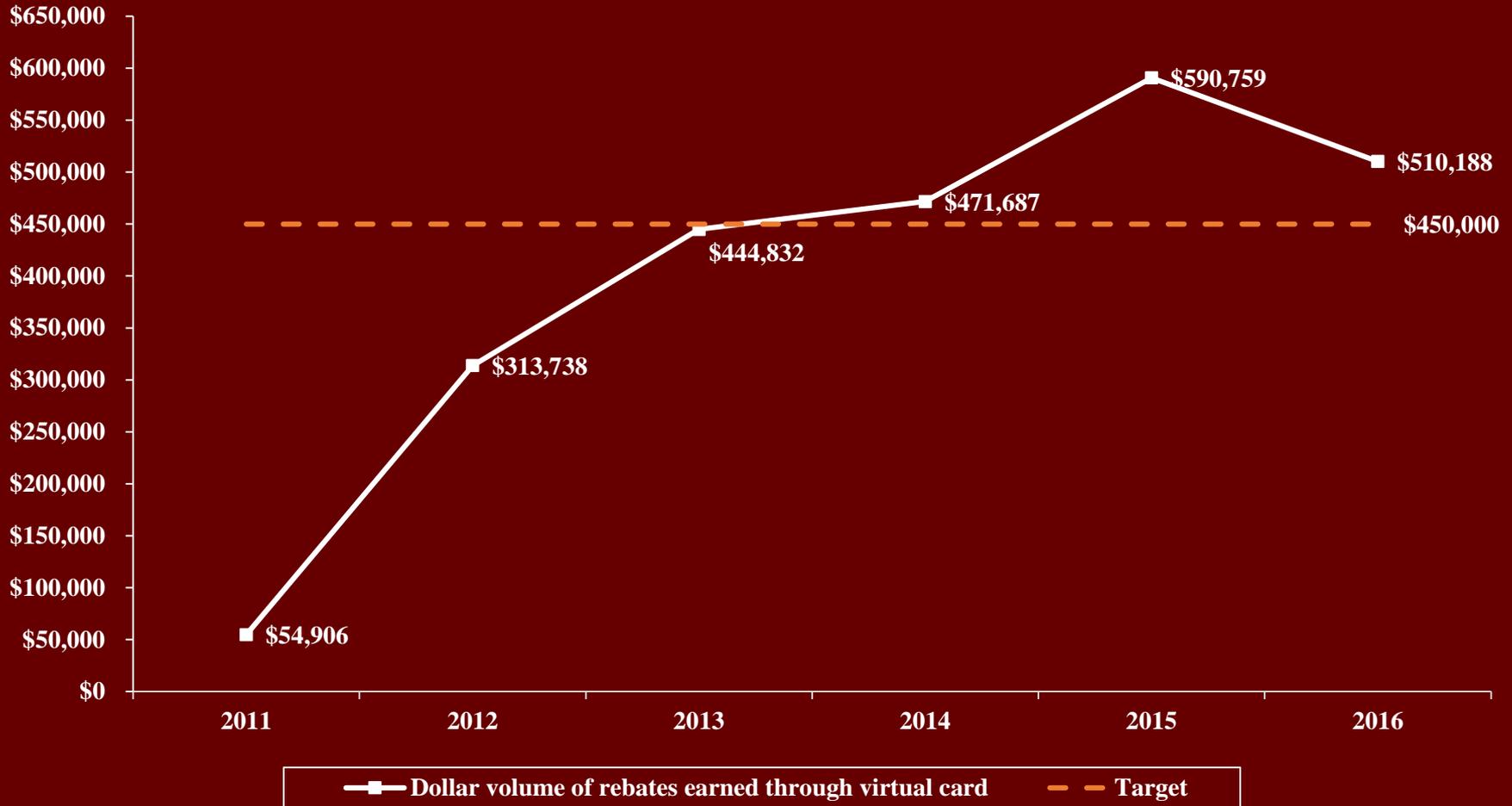
(Reported Biennially)



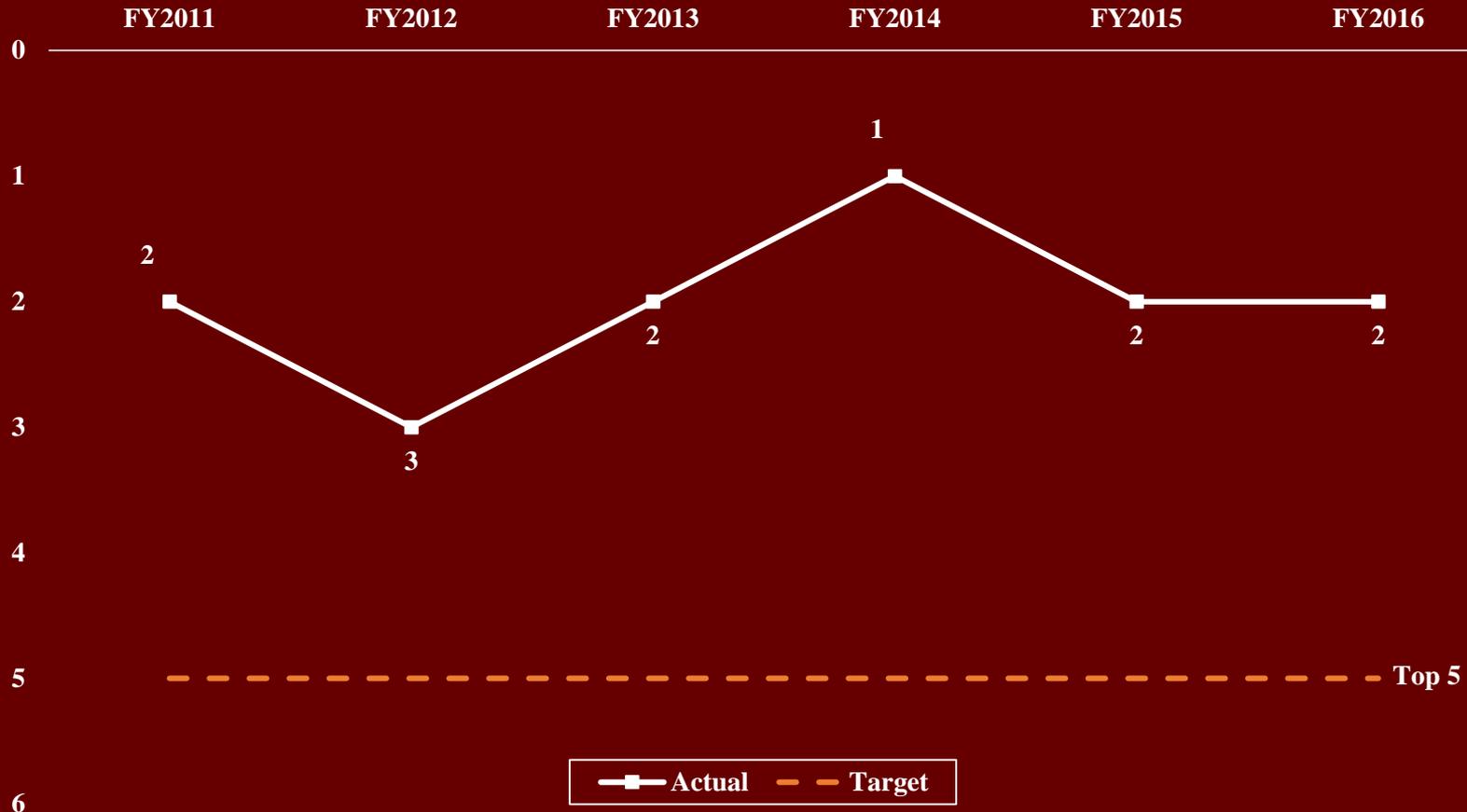
E-Commerce Transactions



Dollar Volume of Rebates



Administrative Cost Efficiency as compared to Peer Institutions



Data collected from IPEDS

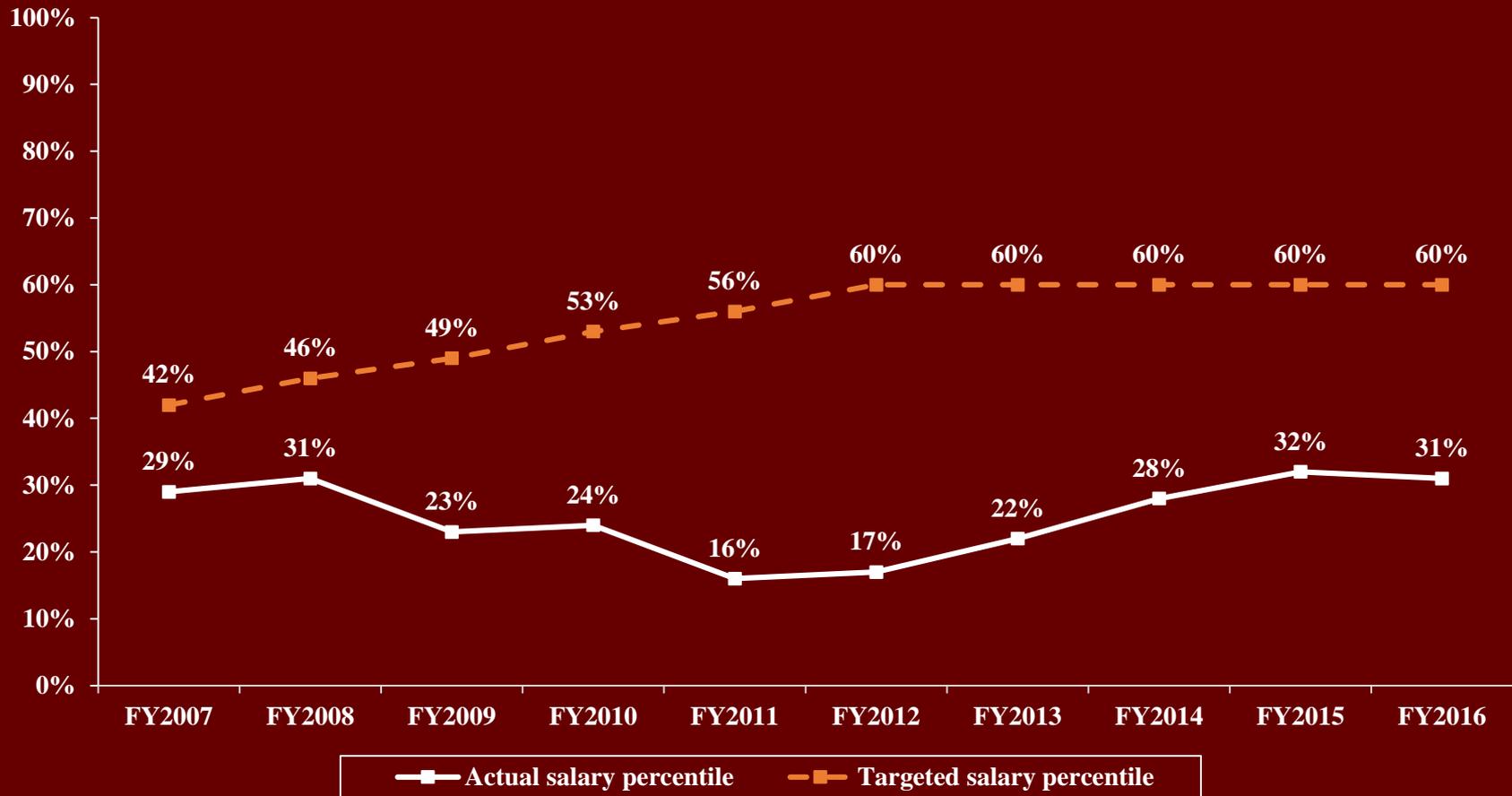
Other Indicators for Campus Infrastructure

- Police Department Average Response Time
- Compliance with Best Practices of Virginia Crime Commission

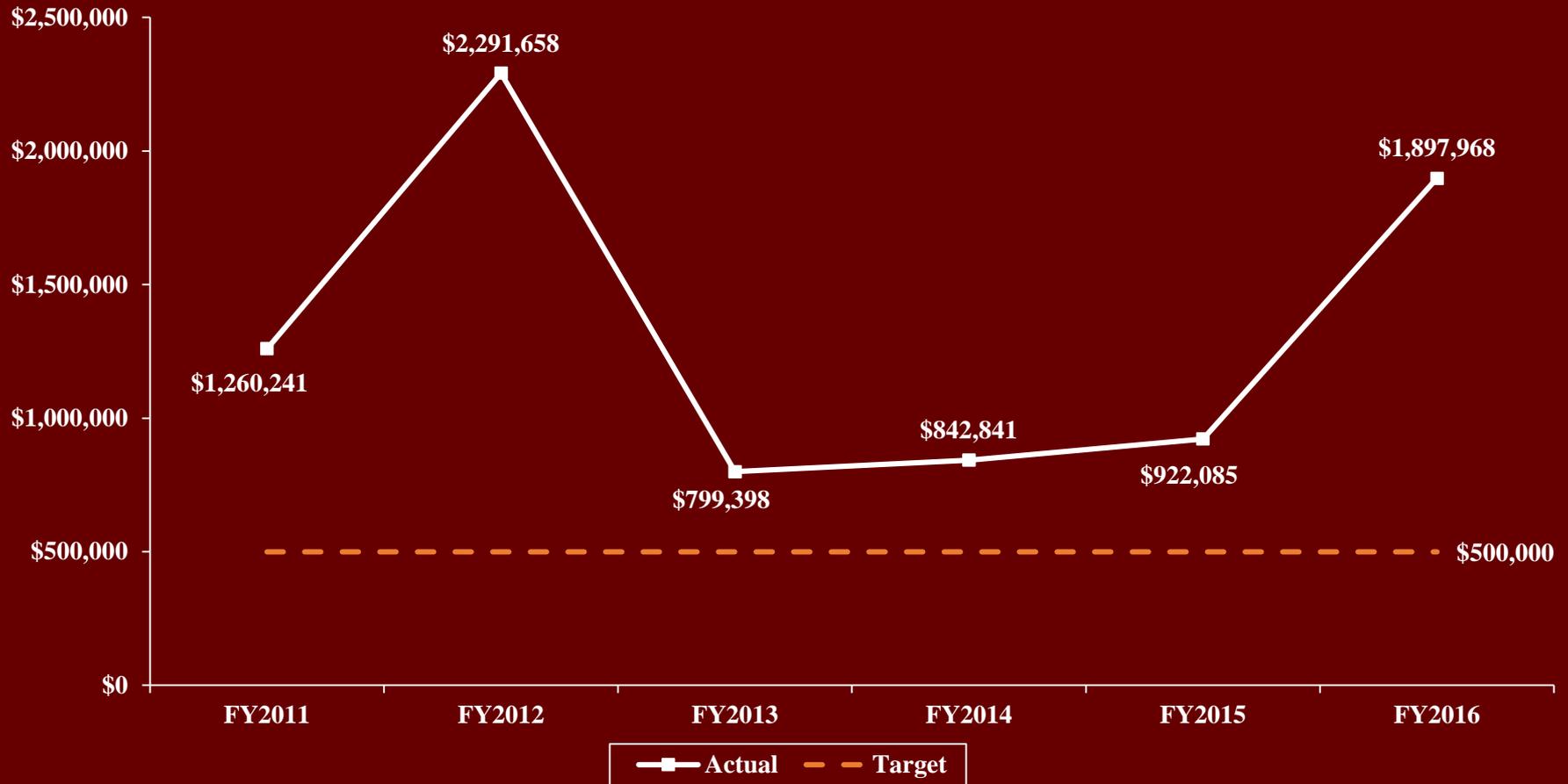
Indicators for Resource Development

- Progress of Faculty Salaries
- Undergraduate Financial Aid Resources
- Maintenance Reserve Support
- University debt ratio
- Central funding of research computing

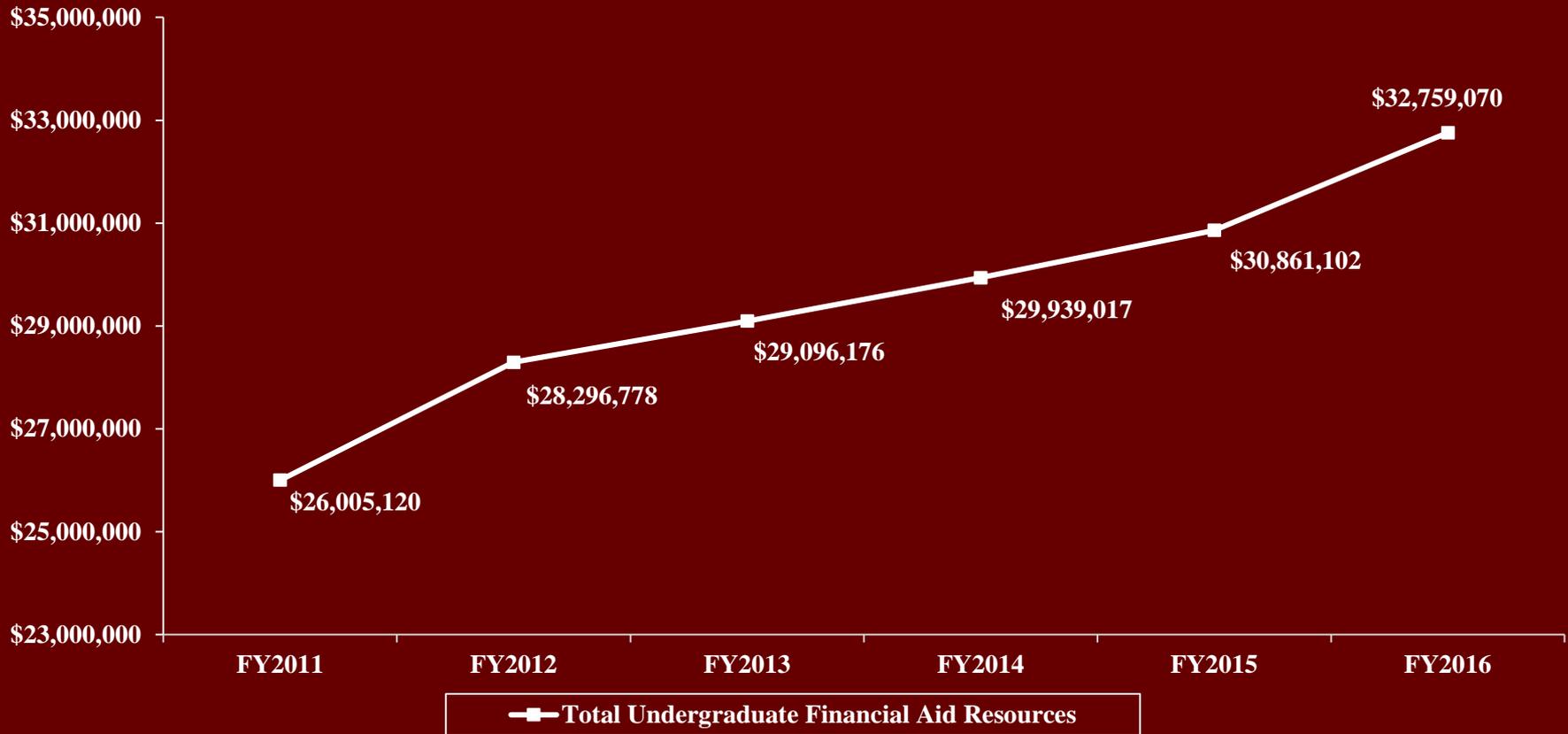
Progress of faculty salaries towards 60th percentile of SCHEV peers



Increase in Undergraduate Financial Aid Resources



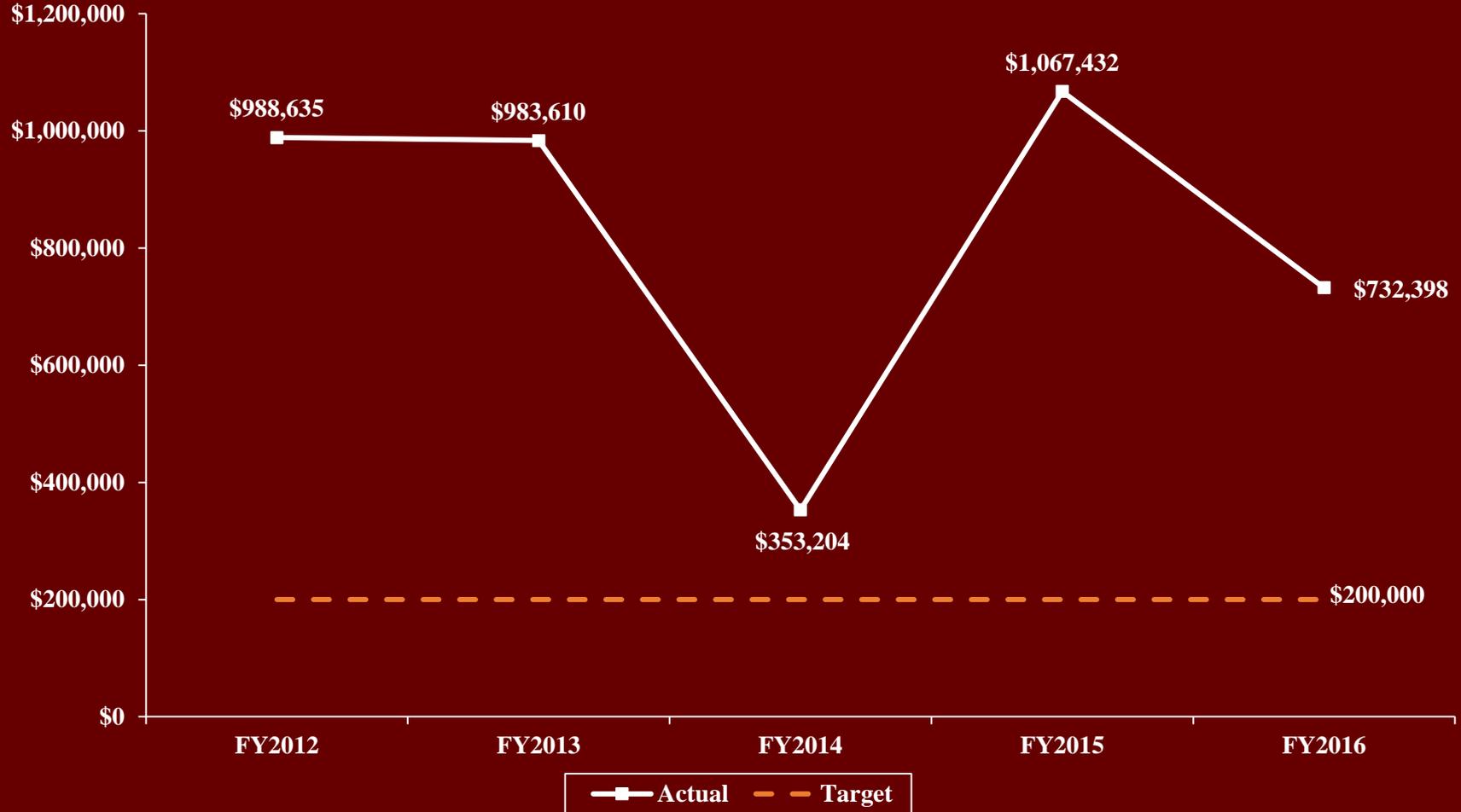
Undergraduate Financial Aid Resources



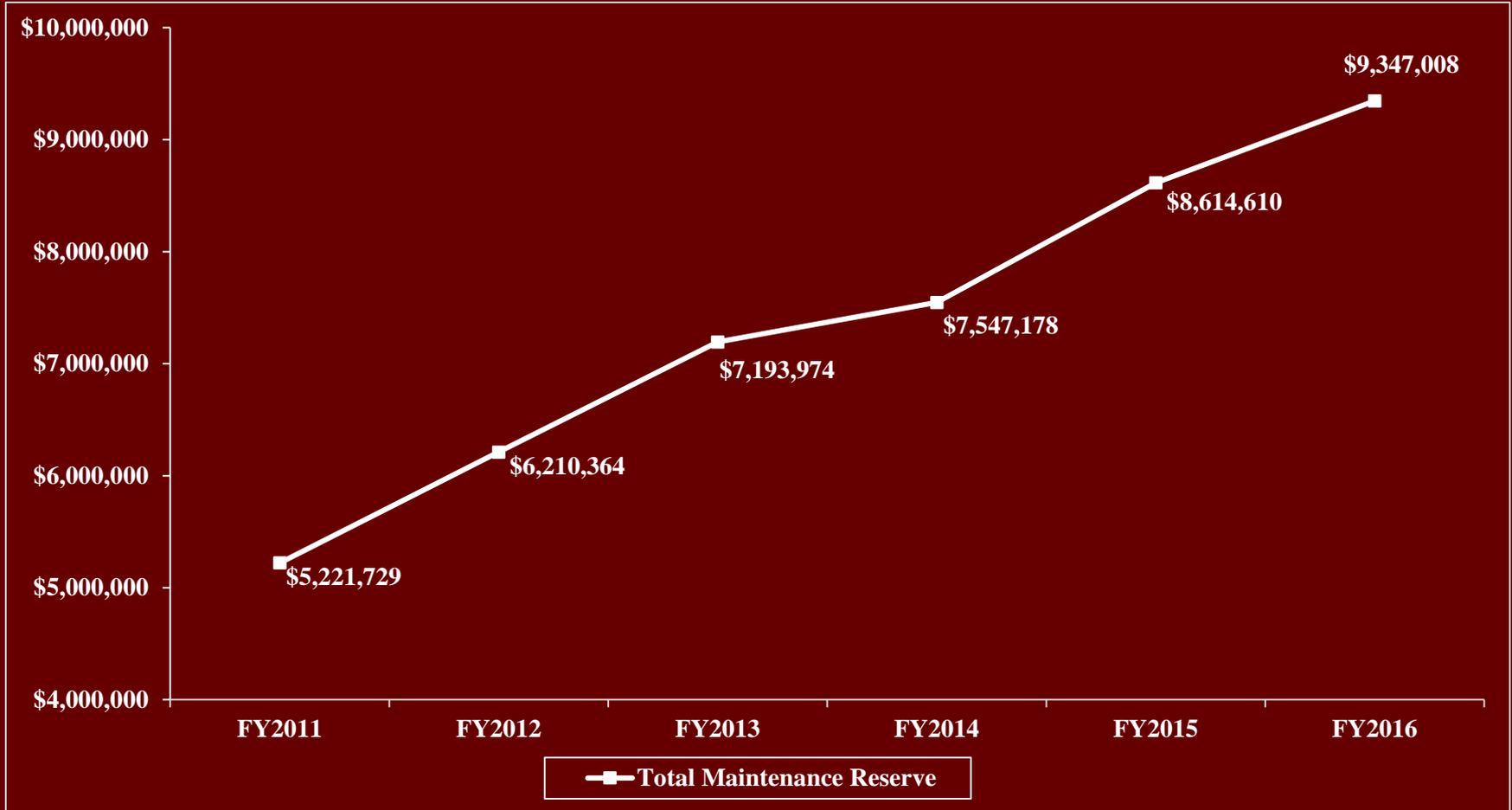
Total Undergraduate Financial Aid Resources does not include Private Support. It is comprised of Unfunded Scholarships, General Fund, and Institutional Resources.

Incremental Maintenance Reserves

Support: Auxiliaries



Maintenance Reserve Support: Auxiliaries



University Debt Rating

Aaa	AAA
Aa1	AA +
Aa2	AA
Aa3	AA-
A1	A+
A2	A
A3	A-
Baa1	BBB+
Baa2	BBB
Baa3	BBB-
MOODY'S	S&P

2013

Aaa	AAA
Aa1	AA +
Aa2	AA
Aa3	AA-
A1	A+
A2	A
A3	A-
Baa1	BBB+
Baa2	BBB
Baa3	BBB-
MOODY'S	S&P

2014

Aaa	AAA
Aa1	AA +
Aa2	AA
Aa3	AA-
A1	A+
A2	A
A3	A-
Baa1	BBB+
Baa2	BBB
Baa3	BBB-
MOODY'S	S&P

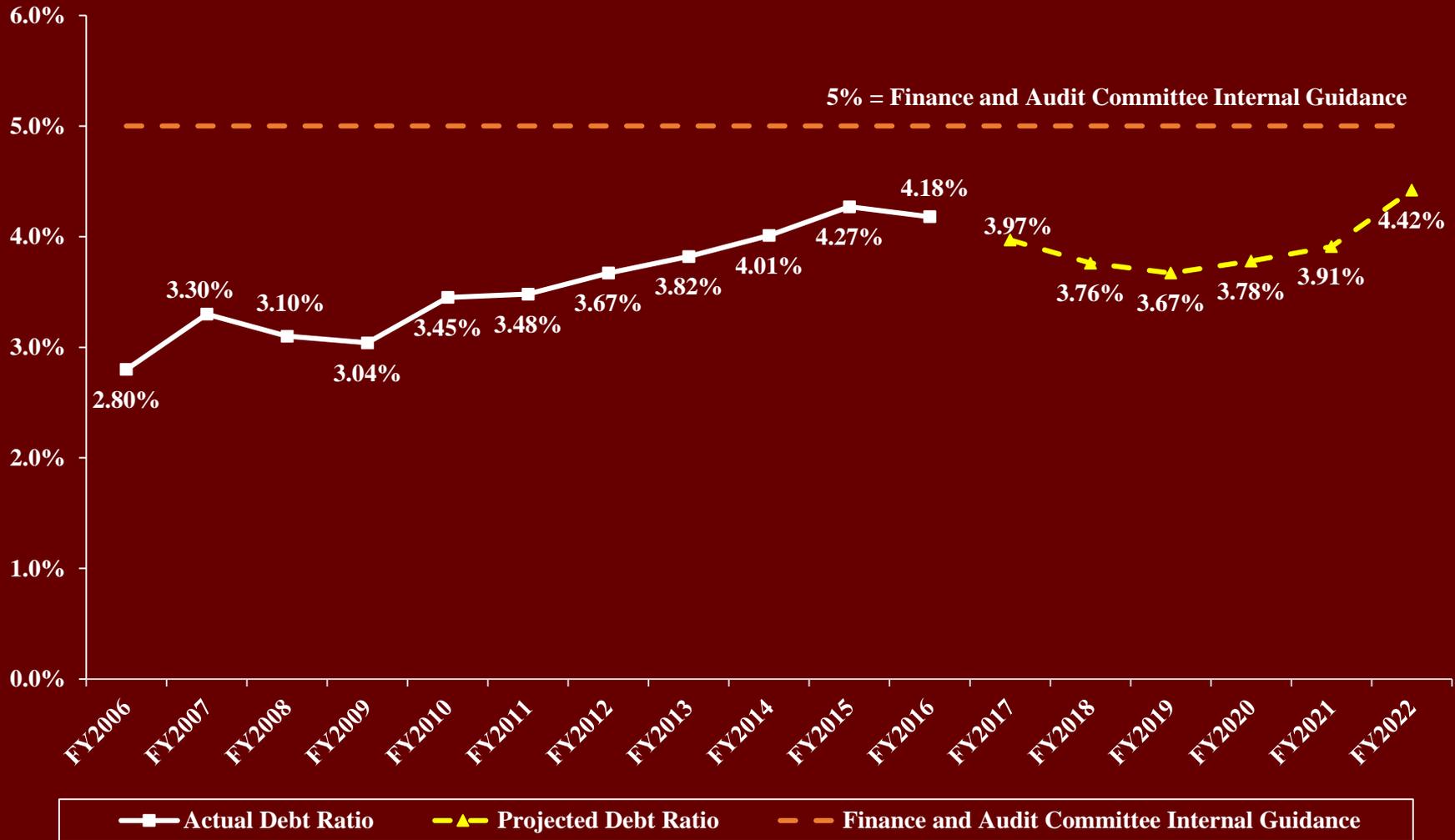
2015

Aaa	AAA
Aa1	AA +
Aa2	AA
Aa3	AA-
A1	A+
A2	A
A3	A-
Baa1	BBB+
Baa2	BBB
Baa3	BBB-
MOODY'S	S&P

2016

	VT's Rating		Restructuring requirement
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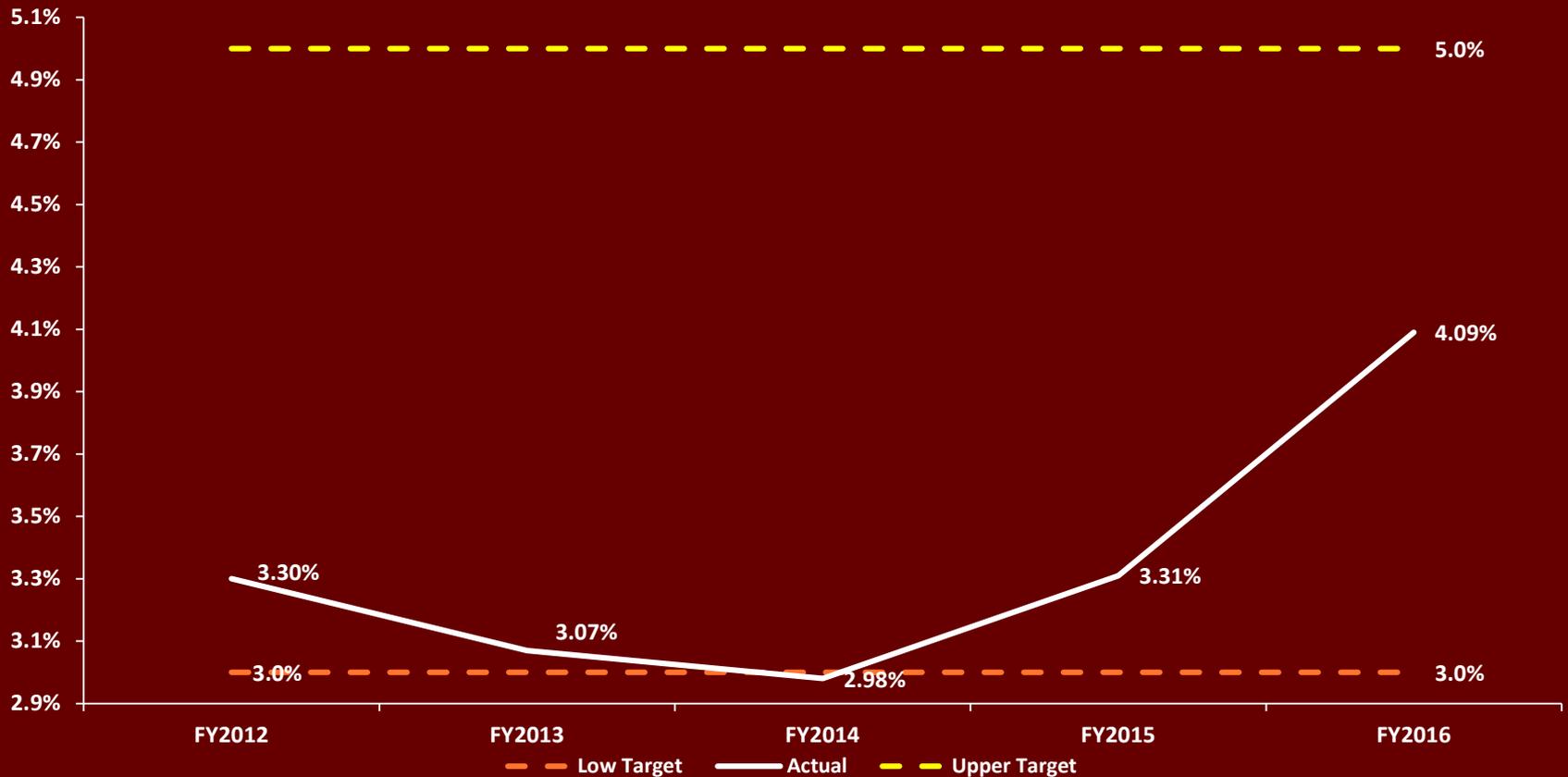
University Debt Ratio





Central Funding of Research Computing

(as percentage of annual externally funded research expenditures for previous year)



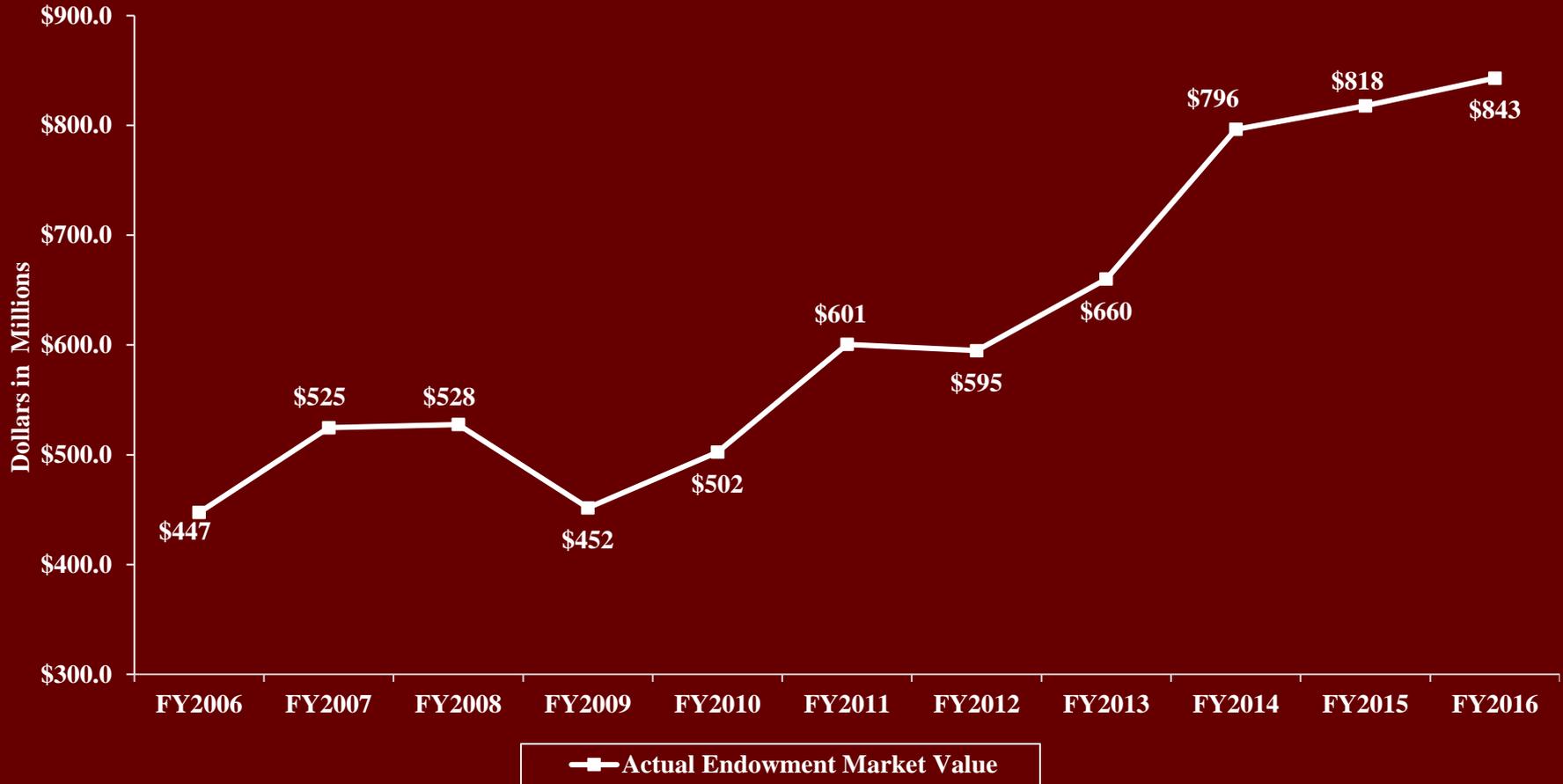
Actual FY16 dollar amount = \$11,605,644 (\$5,553,428 Budget Office allocation, \$356,479 Investment Computing Program, and \$5,695,737 additional IT support)

Measures for Effective Resource Development

- Endowment Market Value
- VT Foundation Assets
- Annual Fundraising total (cash flow) at face value
- Annual New Gifts and Commitments

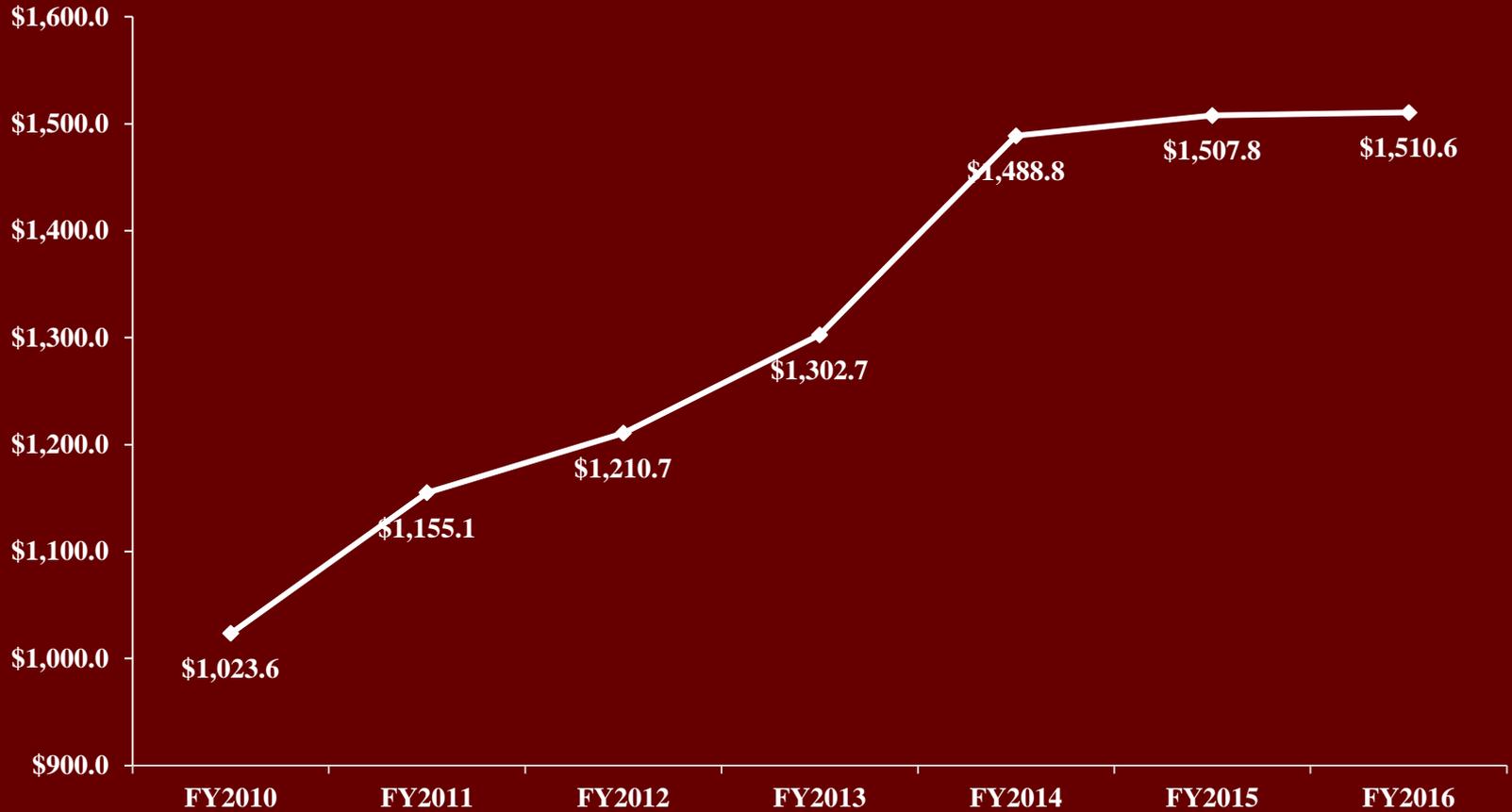
Endowment Market Value

(\$ Millions)



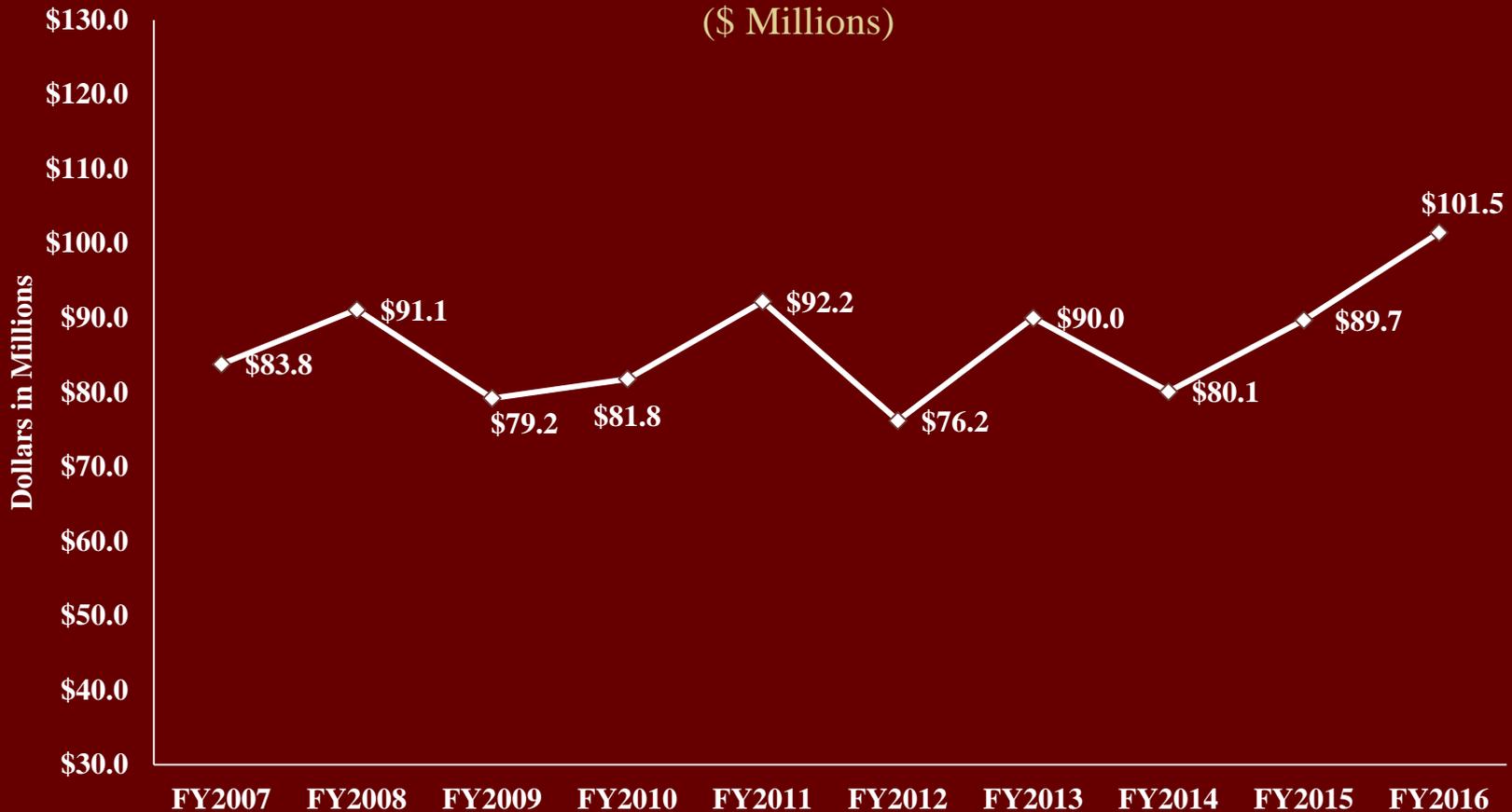
VT Foundation Assets

(\$ millions)



—◆— Growth in V T Foundation Assets

Annual Fund Raising (cash flow) at Face Value



-◆-Actual fundraising total (cash flow) at face value

Annual New Gifts and Commitments



VirginiaTech

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Questions?

	Measure	Metric Definition and Information Source(s)	Target	2014	2015	2016	Performance Toward Target
ORGANIZATIONAL DEVELOPMENT	Expenditures with SWaM suppliers	Actual expenditures as measured by percentage of annual goal achieved; this is not a static measure, as expenditures increase, achieving the same percentage increases dollars flowing to SWaM suppliers	85% (VT 100%)	86.0%	104.0%	99.0%	
	Management's timely response to Internal Audit Comments	Actual performance in implementing internal audit recommendations by the original target date	95%	98.0%	98.0%	100.0%	
	Workforce composition of faculty	Percentage of underrepresented full-time faculty (snapshot data as of September 30; underrepresented tenured & tenure-track faculty numbers do not include those self-identifying as Asian)	Growth	7.7%	7.7%	6.8%	
	Workforce composition of all employees	Percentage of minority full-time employees (snapshot as of September 30; tenured & tenure-track, non-tenure-track instructional, and research faculty are included in "All Other Faculty"; faculty and staff numbers include those self-identifying as Asian.)	Growth	14.16%	14.64%	14.88%	
EFFICIENCY, COST CONTAINMENT, & INFRASTRUCTURE	Classroom Utilization Rate (measured biennially)	The utilization rate reflects an overall use of campus "stations" or seats in rooms by the ratio of seats occupied to total seats available.	60%	68.7%	-	68.1%	
	Classroom Laboratory Utilization Rate (measured biennially)	The utilization rate reflects an overall use of campus "stations" or seats in rooms by the ratio of seats occupied to total seats available.	75%	68.9%	-	66.2%	
	E-Commerce transactions	Number of electronic payments as a percentage of total non-payroll disbursements	60%	63.67%	65.00%	67.00%	
		Number of electronic cash receipts versus traditional receipts - Increase in the number of cash receipts received through electronic methods versus traditional methods	85%	90.76%	91.00%	93.00%	
	Dollar volume of rebates earned through the virtual card	Growth in dollar volume of rebates earned through the virtual card	\$450,000 / calendar year	\$471,687	\$590,759	\$510,188	
	Administrative Cost Efficiency as compared to peer institutions	Delta Cost Study methodology uses IPEDS data to compute Academic Support and Institutional Support costs (loaded with O&M)) per student FTE. A rank of #1 represents the most efficient. Data is generally one or more fiscal years behind. The most recent ranking will be reported.	Top 5 of peer institutions	1st	2nd	2nd	
	Police Department Average Emergency Response Time	The response time is measured from the time the Communications Officer dispatches the call until the officer arrives on scene	< 3 min	<3 min	<3 min	<3 min	
	Compliance with Best Practices of Virginia Crime Commission	This measure tracks the level of compliance with all applicable Best Practices recommended by the Virginia Crime Commission and mandated by SCHEV	95%	96.00%	96.00%	96.00%	
RESOURCE DEVELOPMENT	Progress of faculty salaries towards 60th percentile of SCHEV peers	SCHEV methodology of computing the percentile rank of the university's Salary Level as compared with peer institutions	60th Percentile	28th	32nd	31st	
	Increase in undergraduate financial aid resources	Incremental institutional support for undergraduate financial aid from the following sources: unfunded, institutionally-controlled hard dollar resources and general fund support	\$500,000 / year	\$842,841	\$922,085	\$1,897,968	
	Undergraduate financial aid resources	Total undergraduate financial aid resources: does not include Private Support. It is comprised of unfunded scholarships, general fund, and institutional resources.	Growth	\$29,939,017	\$30,861,102	\$32,759,070	
	Maintenance Reserve Support: Auxiliaries	Maintenance reserve funding for auxiliaries	Growth	\$7,547,178	\$8,614,610	\$9,347,008	
	University debt rating	Debt Rating as provided by Moody's and S&P	Rating in the AA- range by at least two rating agencies	Moody's: Aa1 S&P:AA	Moody's: Aa1 S&P:AA	Moody's: Aa1 S&P:AA	
	University debt ratio	The university's actual annual debt service as a percent of its total operating expenses	= or < 5%	4.01%	4.27%	4.18%	
	Central funding of research computing	The university will centrally commit funding for the investment in research computing, enabling expanded computational science based research. This is not a static measure. The investment will be calculated as a percentage of the annual externally funded research expenditures for the previous year. The actual dollar amount for annual externally funded research expenditures for FY14 was \$8,545,254.	3 - 5%	2.98%	3.31%	4.09%	
	Endowment Market Value	The market value of endowment assets managed by the Virginia Tech Foundation	Outperforming endowment policy benchmark over a 3, 5, and 10-year rolling period	\$796.4M	\$817.8M	\$843.0M	
	VT Foundation Assets	Total of VT Foundation assets.	Growth	\$1.49B	\$1.51B	\$1.51B	
	Annual Fundraising total (cash flow) at face value	Annual Cash flow is the total amount of gifts (cash and non-cash) received for the fiscal year, including irrevocable deferred gifts reported at face value; this amount includes pledge payments, but does not include outstanding pledge balances or bequest expectancies.	\$100M in Cash	\$80.1M	\$89.7M	\$101.45M	
	Annual New Gifts and Commitments	New Gifts and Commitments tracks the total amount of new gifts (cash and non-cash), pledges, and bequest expectancies received for the fiscal year, including irrevocable deferred gifts reported at the appropriate discounted value; this amount does not include pledge payments.	\$100M in New Gifts and Commitments			\$100.42M	

Performance is improving annually

Performance is level or mixed

Performance is declining

Scorecard - University Long Range Plan Goals 2012-2018

 3-Year Trend Shows Growth	 3-Year Trend Level or Mixed	 3-Year Trend Shows Decline	 Performance Below Target
--	--	---	---

	Measure(s)	Metric Definition and Information Sources	University Target Performance	November 2016 Report		
				Performance	Comment on 3-Year Trend	
Learning	Number of graduating undergraduates who participated in research experiences.	Degrees extract and course history files - linked to credit bearing activities.	75% of graduating undergraduates.	4,013 (68.9%) in AY 2015-16	Graduating undergraduate participation in research experiences is up by 24% from AY 2013-14 (3,237).	 
	Percent of entering students who attended First-Year Experience courses.	First time freshmen and transfer students in fall census files	80% of first-time students by the 2015-16 AY	71.1% (5,152) in AY 2015-16	Entering students attending First-Year Experience courses is up by 108% from AY 2013-14 (2,478).	 
	Total degrees awarded by level.	Degrees extract	Within 5% of approved projections (SCHEV 2B), per proposed IPS measure #2	6,274 Assoc./Bach. 1,365 Masters 492 Doctoral 116 Professional 8,247 Total in AY 2015-16	Three-year trend is up 4.5% (or, 272 degrees) for undergraduate degrees, down 13.2% (or, 208 degrees) for master's degrees, level for doctoral degrees, and up 20.8% (or, 20 degrees) for DVM professional degrees.	
	Underrepresented students entering the freshman class.	Fall census files	Improve on the Fall 2011 baseline	776 in Fall 2016	Entering underrepresented freshmen is up by 126 students (19.4%) from Fall 2014.	
	Degrees awarded to underrepresented students by level.	Degrees extract and student census file	Improve on the AY11-12 baseline	641 Assoc./Bach. 138 Masters 40 Doctoral 8 Professional 827 Total in AY 2015-16	Three-year trend for undergraduate degrees awarded to underrepresented students is up by 10.5% (or, 61 degrees) from AY 2013-14. Graduate degrees awarded to underrepresented students are up by 9.4% (or, 16 degrees) from AY2013-14.	
	Graduate enrollment.	Fall census files	Grow by 1,000 additional graduate students over the Fall 2011 baseline	3,870 Masters 3,020 Doctoral 489 Professional 7,379 Total in Fall 2016	Three-year trend for masters enrollment is up by 10.4% (or, 365 students), doctoral student enrollment is level, and professional student enrollment is up 5.2% (or, 24 students).	 
	STEM-H degrees awarded.	Degrees extract	95% of In-state STEM-H undergraduate degrees projected in SCHEV 2B	2,976 Assoc./Bach. 841 Masters 352 Doctoral 116 Professional 4,285 Total in AY15-16	Three-year trend is up for STEM-H undergraduate, professional, and doctoral degrees awarded. The trend is down by 8% (or, 74 degrees) for master's STEM-H degree awarded.	
	Student credit hours taught in special sessions.	Teaching load files	Increase special session enrollments by 3% annually	37,390 SCHs-Summer '16 6,506 SCHs-Winter '16 43,896 SCHs Total in CY 2016	Three-year trend for enrollments in summer session is down by 13% (or, 5,367 SCH's). Winter session enrollments are up by 77% (or, 2,823).	 
Percent of graduating undergraduates who participated in virtual and/or technology assisted courses.	Degrees extract and course history files (linked to credit bearing activities). Virtual courses = 100% electronic, asynchronous instruction. Technology-assisted courses = 50% - 99% electronic instruction (asynchronous or synchronous), or 100% electronic synchronous instruction.	100% of graduating undergraduates.	89.6% (5,217) Virtual, 90.1% (5,247) in Virtual and/or Tech-Assisted in AY 2015-16	Three-year trend for graduating undergraduate participation in virtual courses and/or technology assisted courses is up .	 	
Discovery	Total expenditures in grants and contracts by research domain.	As reported annually to the National Science Foundation	\$680M in annual research expenditures by 2018	\$504.3M in FY 2014-15	NSF reported expenditures up 1.6% from \$496.2M in FY2012-13.	 
	Count and average value of sponsored awards.	As reported in Sponsored Programs datawarehouse dashboard	Average 4% annual growth in number of awards and 5.75% annual growth in average dollar value of awards	2,291 Awards \$121,368 Avg Value in FY 2015-16	Three-year trend for number of awards is down. The trend for the average value of awards is level.	 
	Faculty publications and citations.	Academic Analytics	Top 1/3rd (66th percentile) of Very High Research Public Universities by 2022.	Books/Fac. - 17th Pctile Articles/Fac. - 51st Pctile Conf. Proceedings/Fac. - 96th Pctile Citations/Fac. - 22nd Pctile for 2014	A three-year trend shows an increase in our percentile rankings for published books, conference proceedings, published articles, and citations per faculty.	 
	Faculty awards.	Academic Analytics	Top 1/3rd (66th percentile) of Very High Research Public Universities by 2022.	Awards/Fac. - 42nd Pctile (449 Awards) for 2014	Up from 248 awards per faculty (28th Percentile) in 2012	 
	Number of post-doctoral appointments reported to National Science Foundation.	As reported annually to the National Science Foundation	Increase by 51% to 317 total positions by 2018	224 in Fall 2016	Three-year trend for post doctoral appointments is level.	 
Engagement	Industry-funded research expenditures reported to the National Science Foundation.	As reported annually to the National Science Foundation	100% increase between FY2010-11 and FY2017-18	\$30.3M in FY 2014-15	Industry-funded research expenditures up by 16% from \$26.1M in FY 2012-13.	 
	Number of graduating undergraduates who have participated in a study abroad experience or foreign language course.	Degrees extracts and course history files	60% of graduating undergraduates.	1,389 (23.8%) Foreign Language 1,611 (27.7%) Study Abroad 2,438 (41.9%) Either in AY 2015-16	Foreign language study and study abroad count is level from AY 2013-14.	 
	Undergraduate participation in service learning and experiential programs.	Service learning course list provided by VTEngage with enrollments from course files; experiential programs come from course files	3% annual increase on the FY11-12 baseline through FY17-18	3,769 Service Learning 10,439 Experiential Learning in AY 2015-16	Three-year trend is up for service learning and experiential learning.	 

Purposeful Recruitment and Retention: *Focused on Inclusiveness, Collaboration, and Innovation*

Board of Visitors | November 6, 2016

Research shows that **Diversity Matters**

- *Ideas generated by diverse groups produced higher quality ideas*
- *Diverse teams demonstrated greater innovations*
- *Most successful companies have more diverse teams based on race and gender*
- *Research papers with the highest number of citations exhibited intrusion of interdisciplinary information*
- *Calls from business and community leaders to strengthen workforce diversity*

The Higher Education Diversity Imperative: Inclusive Excellence

- *Increase racial/ethnic diversity of student body as part of comprehensive plan to make excellence inclusive*
- *Need to enact diversity in intentional ways that enhance students' intercultural competency, cognitive complexity, and ability to work in diverse groups*
- *Several scholars have found that representational diversity is associated with cross-difference interactions and opportunities for inter-group interactions which impacts educational outcomes*
- *Responsibility as a Land Grant institution to educate citizens*

Preparing a 21st Century Workforce

Multiple Dimensions of Diversity



A Diverse Student Population

African American

Hispanic/Latino

Native American

Hawaiian/Pacific Islander

Two or More Races

First generation

Low socio-economic and underserved populations (rural and urban)



**Identifying the path to a more
expansive and representative
student population.**

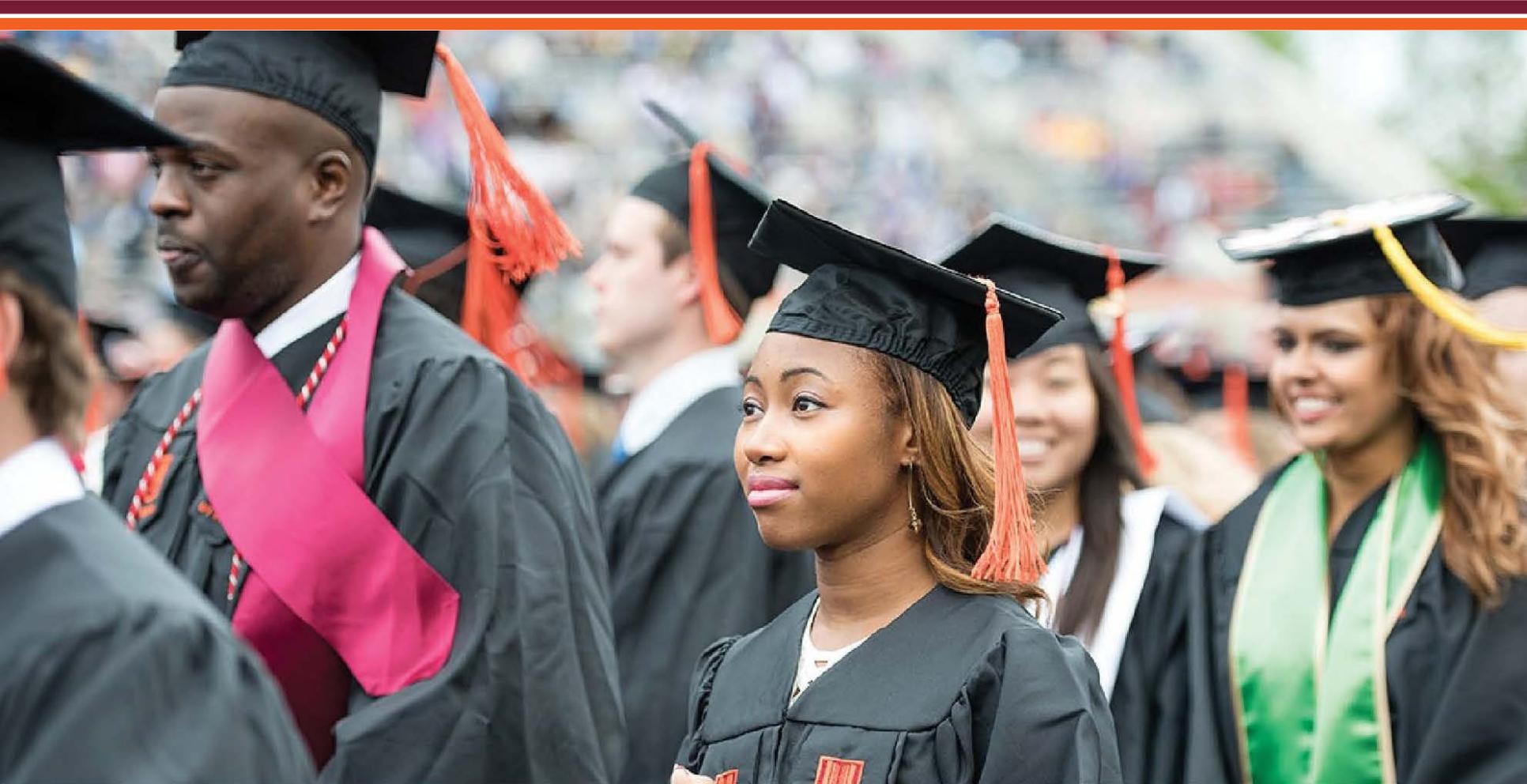
Strategy for a More Expansive and Representative Student Population



Innovative K – 16 partnerships to increase academic preparation, access, and affordability (“College Access Collaborative”)

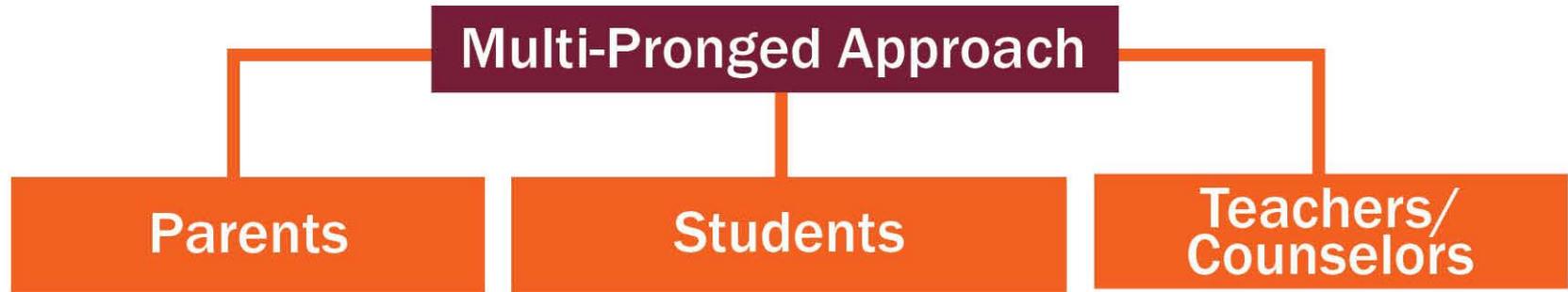
Inclusive, Targeted, and Participatory Admissions Strategy

Investment in Scholarship Resources: Centrally + College + Advancement



College Access Collaborative

College Access Collaborative



*Supporting the university's land-grant mission; motto *Ut Prosim* (That I May Serve); and commitment to inclusive excellence (*InclusiveVT*).*

College Access Collaborative Goals

- ***Increase the number of scholarships to Pell-Eligible Recipients***
- ***Increase community based STEM-H experiential learning opportunities in the underserved communities***
- ***Enhance middle and high school counselor knowledge surrounding college and financial aid applications and processes***
- ***Provide professional development workshops for middle and high school teachers in support of college academic preparation***
- ***Increase engagement with prospective VCCS transfer students***

College Access Collaborative

15 HIGH SCHOOLS

We have partnered with 15 high schools from cities to rural areas in Virginia with historically low high school attainment and low matriculation to post-secondary education.



College Access Collaborative Team



Karen Eley Sanders
*Associate Vice Provost
for College Access*



Mary Grace Campos
Director, College Access Collaborative



Sheila Carter-Tod
*Director of Curricular and
Pedagogical Development in the
College Access Collaborative*

*Associate Professor,
Department of English*



Anita Price
*Business Manager,
College Access Collaborative*

In Partnership with:

■ *Executive Advisory Council:*

- *Brenda Brand*
- *Juan Espinoza*
- *Mercedes Ramirez Fernandez*
- *Mildred Johnson*
- *Susan Short*

■ *Additional Team Members:*

- *Bobbie Potter,*
Community College Outreach Coordinator
- *Sarah Wray,*
K-12 Engagement Coordinator, Reynolds Homestead
- *Denise Young,*
Community College Student Success Coordinator

College Access Collaborative Team

External Partnerships



Admissions Strategy



Evolving Recruitment and Holistic Review



- *Expanded territories and assigned personnel*
- *Expanded outreach and programming*
- *Expanded department participation in holistic review*

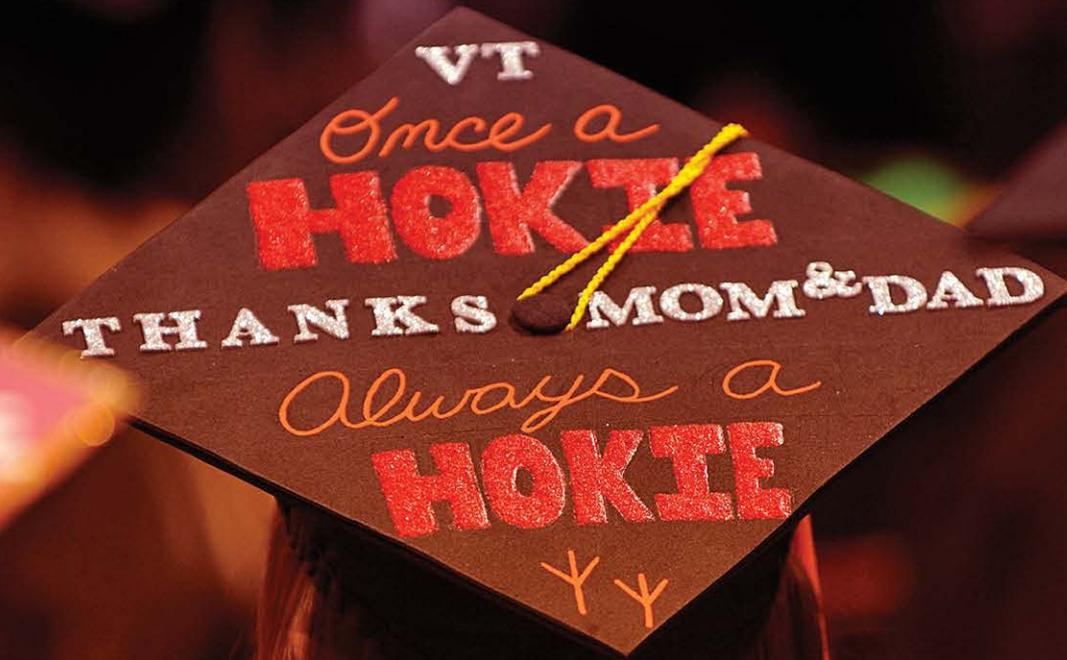
A group of approximately ten students and one professor are gathered around a long, dark grey table in a classroom or meeting room. They are all looking towards the center of the table, engaged in a discussion. The professor, a man with grey hair and glasses wearing a maroon and white striped polo shirt, stands at the head of the table. The students are seated around the table, some with their hands clasped, others with notebooks or water bottles. In the background, there is a large whiteboard and a projector mounted on the wall. The overall atmosphere is collaborative and focused.

***At Virginia Tech,
you'll master
the subjects you're
most passionate about,
collaborate closely with
others, use technology to
expand your impact, and—above all—
harness your skills in service to others.***

2016 Printed Materials



You're more than a GPA or a SAT score...





***“There are many ways to succeed
and even more ways to excel.”***

— Dr. Thanassis Rikakis, Provost, Virginia Tech

Connecting with Gen Z

ZEE MEE

Taelor Ford

Florissant, Missouri
Hazelwood Central Highschool
Class of 2016
Elementary Education

SHOUTOUTS

- Creative (11)
- Driven (4)
- Team Player (0)

MEET ME VIDEO

MY STORY

So here's a little about myself I live in St.Louis, (Missouri) and currently attend Hazelwood Central High where I'm a dedicated musician, I've always loved to learn new things and help people along the way. love spending my free time reading, playing my violin, or researching a new recipe to master!

Coalition Apps - Home

CollegE.NET [US] <https://www.mycoalition.org/app#/home/overview>

COALITION

Home Profile Locker Colleges

Home

Profile

Work on your Profile

Locker

Search media

Media (2)

- FWII-GreenArrow.jpg
- Jeepers_anotheressay.doc

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Understanding Demographics in the Commonwealth of Virginia

*State-Level Cohort Report, Four-Year Rate
Class 2015 (First-time 9th Grade Cohort in 2011-2012)*

Student Subgroup	Cohort	Advanced Diplomas
African American	21,720	7,333
American Indian	297	128
Hispanic of Any Race	10,453	4,167
Two or More Races	3,792	2,170
All Students	93,142	47,945

Source: www.schev.edu

Investing in Scholarship Resources *Centrally + College + Advancement*



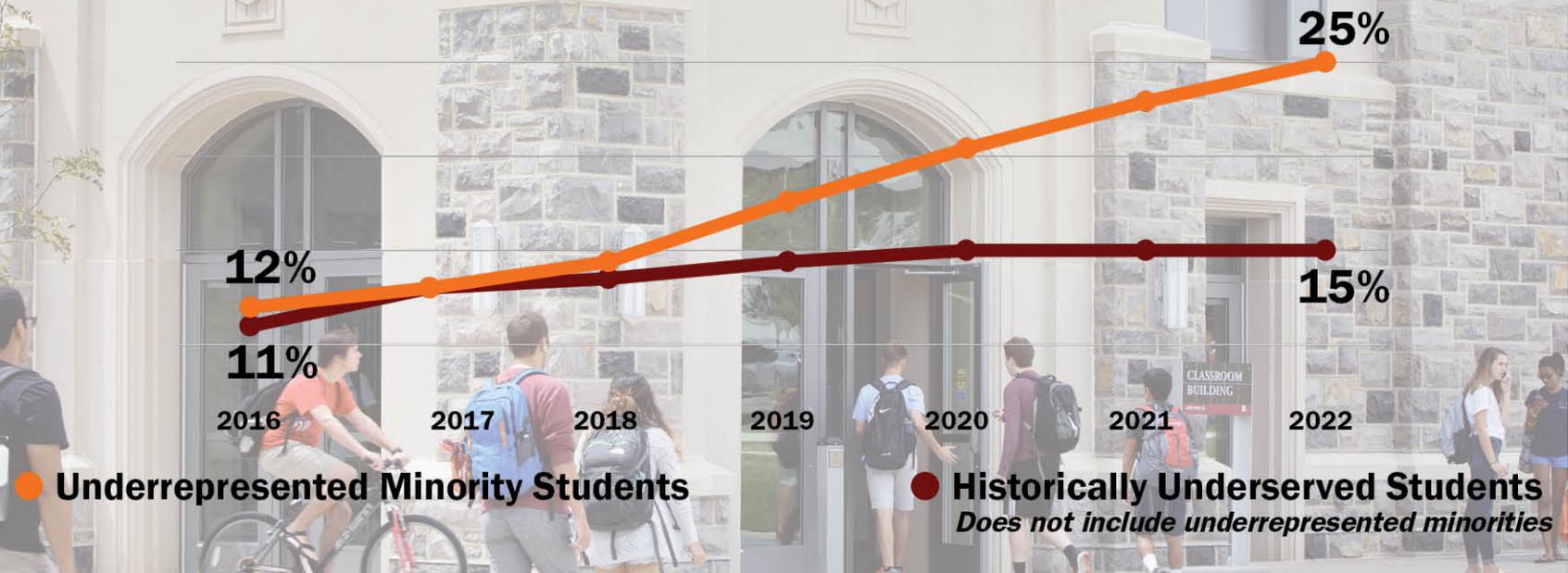


Underrepresented Minorities are federally recognized racial and ethnic populations who are underrepresented at Virginia Tech relative to their total numbers in the Commonwealth. Underrepresented minorities at Virginia Tech include students who are African American or Black; American Indian or Alaskan Native; Hispanic, Latino or of Spanish Origin; and Native Hawaiian or other Pacific Islander.

Historically Underserved populations at Virginia Tech include students who are first-generation and are of lower socioeconomic status.

2022 goals for a more expansive and diverse student body.

Achieving Inclusive Excellence | 2016–2022 Growth Goals Entering Cohort: Underrepresented Students



2016 Actual:
23%

2022 Goal:
40%

Questions?

UNIVERSITY ADVANCEMENT UPDATE

Presentation to the Board of Visitors
Sunday, November 6, 2016

Charles D. Phlegar
Vice President for Advancement

A Year of Change

- New Division
- New Leadership
- New Programs
- New Mission and Values
- New Moves
- New Goals

New Division and Leadership

- **Integration**

- Alumni Relations
- University Relations
- University Development

- **Leadership Changes**

- Tracy Vosburgh, Senior Assoc. VP for University Relations
- Matt Winston, Senior Assoc. VP for Alumni Relations
- Monecia Taylor, Associate VP for Principal Gifts
- Mike Moyer, Associate VP for Colleges
- John Torget, Assistant VP for Leadership Gifts & Annual Giving

New Programs

- **Principal Gifts**

- Portfolio consists of significant percentage of Top 300 prospects
- Focus on 7-figure prospects (generally \$5M+)
- 35% - 50% of annual gift income and campaign revenue from this group

- **Leadership Gifts**

- Highlight ANNUAL participation
- Emphasis on Current-Use Gifts
- 1872 Society

- **Research**

- GG+A Review
- Evertrue
- Address Marketing

New Mission

The Division of University Advancement is committed to **informing, engaging, partnering** with, and securing **financial support** from a diverse spectrum of audiences through **integrated, strategically aligned communications, engagement programs, and philanthropic opportunities.**

We build lifelong relationships that engage the time, loyalty, and intellectual and financial resources of individuals in support of Virginia Tech's aspirations, goals, and broader land-grant mission to serve society.

New Values

The Division of University Advancement endorses and is **guided by the Principles of Community**.

- We are committed to transparency, collaboration, and consistency in operations between the central offices and those in the colleges and units
- We are firmly committed to an audience-centered approach in our communications, engagement, and philanthropic activities
- We are committed to a performance-based culture of excellence and accountability as a means of reaching our organizational goals and the personal and professional development goals of our staff
- We will strive for continuous program innovation that will support the university's goals and leadership position in higher education

Five Advancement Questions

1. How does this project/process align with the mission and values of the Advancement Division?
2. Which key Advancement audiences will this project/process reach?
3. Which strategic Advancement goals does this help achieve?
4. Does the return on investment (including budget dollars and employee time) justify the allocation of Advancement resources on this effort?
5. Who in the Advancement division should be lead on this and who else should be involved based on the strategic goals this is helping accomplish?

ADVANCEMENT DIVISION PROGRESS

YEAR ONE
(July 2015-June 2016)

- **Exceeded the \$100M mark** in both Private Gift Income (Cash) and in New Gifts and Commitments
- \$101.5M in Cash
- \$100.4M in New Gifts and Commitments

RETURN ON INVESTMENT

TOTAL PRIVATE SUPPORT (CASH, FY13-FY15 AVERAGE)

	Total Private Support (Cash)	Total Advancement Expenditures	Total Advancement FTE	Total Advancement Cost per Dollar Raised	Return on Investment	Net Yield
Florida	\$213.89M	\$35.29M	287.8	\$0.16	\$6.06	\$178.60M
North Carolina	\$292.09M	\$40.82M	300.0	\$0.14	\$7.16	\$251.27M
Ohio State	\$329.80M	\$58.23M	419.8	\$0.18	\$5.66	\$271.57M
Penn State	\$209.20M	\$53.99M	386.9	\$0.26	\$3.87	\$155.21M
Toronto	\$170.23M	\$44.24M	302.4	\$0.26	\$3.85	\$126.00M
UCLA	\$441.04M	\$82.02M	584.1	\$0.19	\$5.38	\$359.02M
Virginia	\$230.13M	\$57.26M	403.5	\$0.25	\$4.02	\$172.87M
Washington	\$423.27M	\$57.78M	504.7	\$0.14	\$7.33	\$365.50M
Mean	\$288.22M	\$55.54M	398.6	\$0.20	\$5.17	\$232.68M
Virginia Tech	\$83.83M	\$24.31M	198.67	\$0.29	\$3.45	\$59.52M

Source: Self reported

Notes: North Carolina did not report Alumni Association dollars or FTE, resulting in lower expenditures and FTE. They have been removed from the means on this chart.

Key Advancement Priorities

CURRENT PRIORITIES

Health Sciences & Technology Corridor (\$100M)

Intelligent Infrastructure (\$25M)

Global Business Analytics Complex (\$75M)

Honors College (\$100M)

Inclusion & Diversity Scholarships (130 @ \$6,000 | \$5,000 | \$3,000 annually)

Honors College Scholarships (200 @ \$13,000 | \$7,000 | \$4,000 annually)

Short-Term Goals

- Raise \$100M in cash and \$115M in NG&C
- Open Advancement Office in Northern Virginia/DC Area
- Complete Office Moves (Univ. Relations to UGC; Special Events to Alumni Center)
- Develop College/Unit Goals and Priorities and write case for support
- Advancement Advisory Boards (12-24 members; 100% participation)
- Crowdfunding Program
- Tiered Chapters Program
- Launch Blackbaud CRM Database

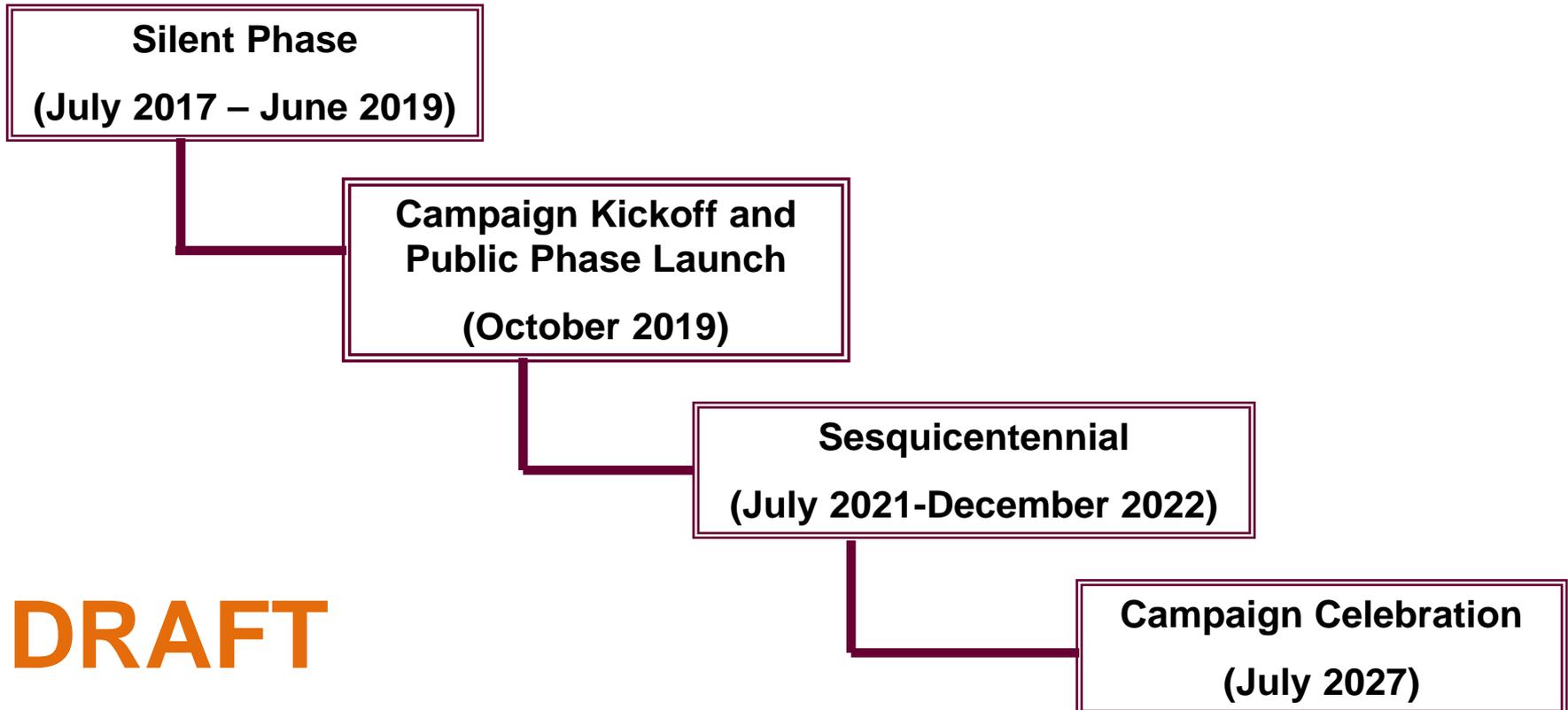
Short-Term Goals, continued

- Brand Refresh
- Expand Culture of Philanthropy
- Grow Young Alumni Engagement
- Portfolio Review and Market Segmentation Strategies
- 22% Participation by 2022: Annual fund asks, athletic support, senior gift, young alumni, RSOs
- Finalize Campaign Plan

DRAFT

CAMPAIGN TIMELINE

July 2017 – July 2027



DRAFT

Questions??

Charlie Phlegar
Vice President for Advancement
540-231-7676
cphlegar@vt.edu



Safety, Security and Preparedness at Virginia Tech

Virginia Tech Police Department



Our mission is to enhance the safety and quality of life for students, faculty, staff, and visitors through:

- » Effective law enforcement
- » Proactive crime prevention
- » Partnership with the university community.



CONNECT WITH US



www.police.vt.edu

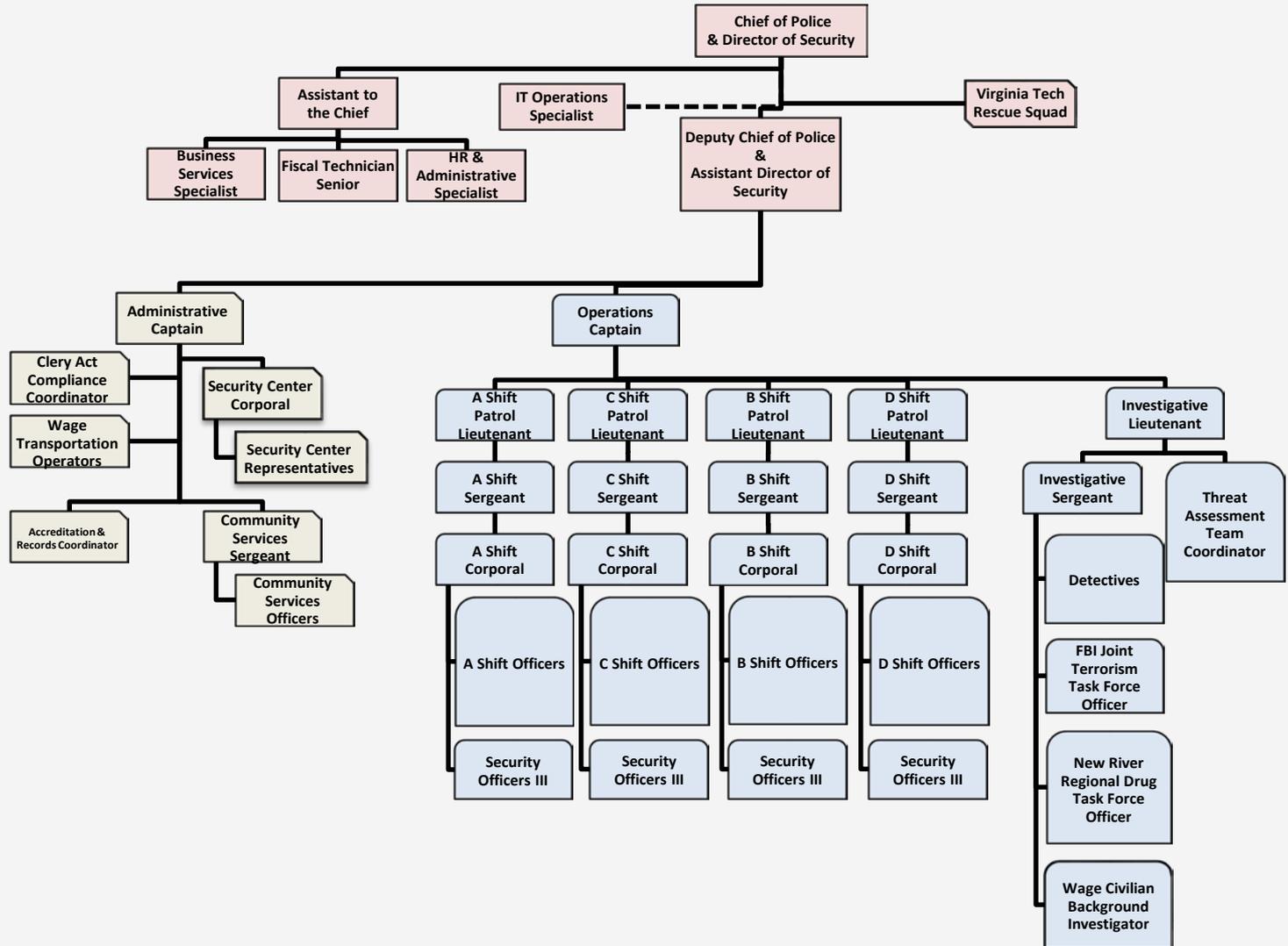


facebook.com/VirginiaTechPolice



[@VaTechPolice](https://twitter.com/VaTechPolice)

VTPD Organizational Structure



Accreditation

CALEA: The Commission on Accreditation for Law Enforcement Agencies.

IACLEA: International Association of Campus Law Enforcement Administrators.

VTPD first accredited by CALEA in 1995; most recent reaccreditation in 2015, obtained the highest standard, Accreditation with Excellence.

VTPD first accredited by IACLEA in 2013, most recent reaccreditation in 2016.



Outreach efforts

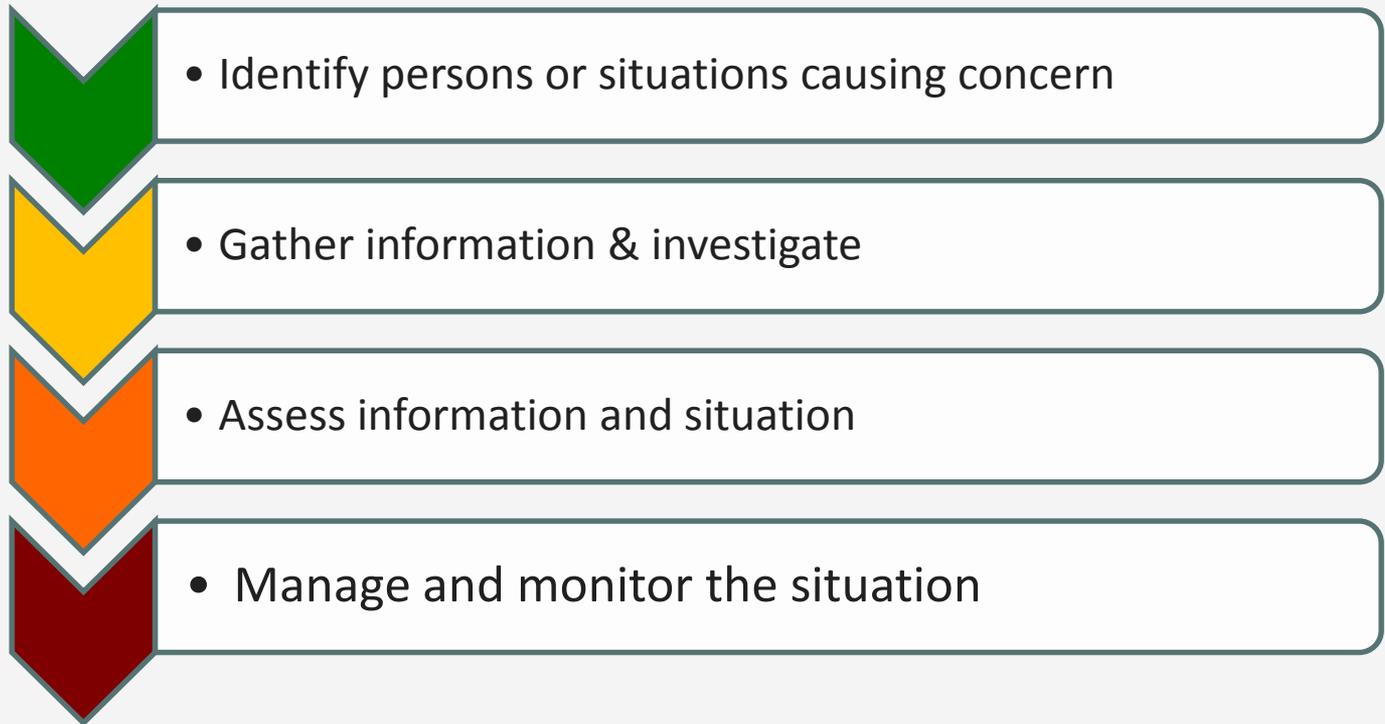


Virginia Tech

Threat Assessment Team

Threat Assessment and Management:

A systematic process with a broad representation from key areas of the university designed to:



Threat Assessment

Report and Consult:

The Threat Assessment Team regularly reviews and manages concerns such as:

- Communicated threats,
- Stalking or obsessive pursuit / contact,
- Domestic / interpersonal violence,
- Harassment,
- Bullying / intimidation,
- Unusual or inappropriate correspondence or communication,
- Unusual or disruptive behavior,
- Concerns for the safety & well-being of others, or
- Any other potentially *threatening* or *disruptive* behavior or situation

“This may be nothing, but . . .”

Case Information

Total Cases Reviewed

	2012	2013	2014	2015
Total cases reviewed	362	406	524	447
Carry-over cases	58	56	93	90
New cases	304	350	431	357
Staffed by TAT	45	80	103	66
Triaged to other office	259	326	328	291

Security Cameras

In excess of 500 currently in use.

Coverage at Falls Church site.

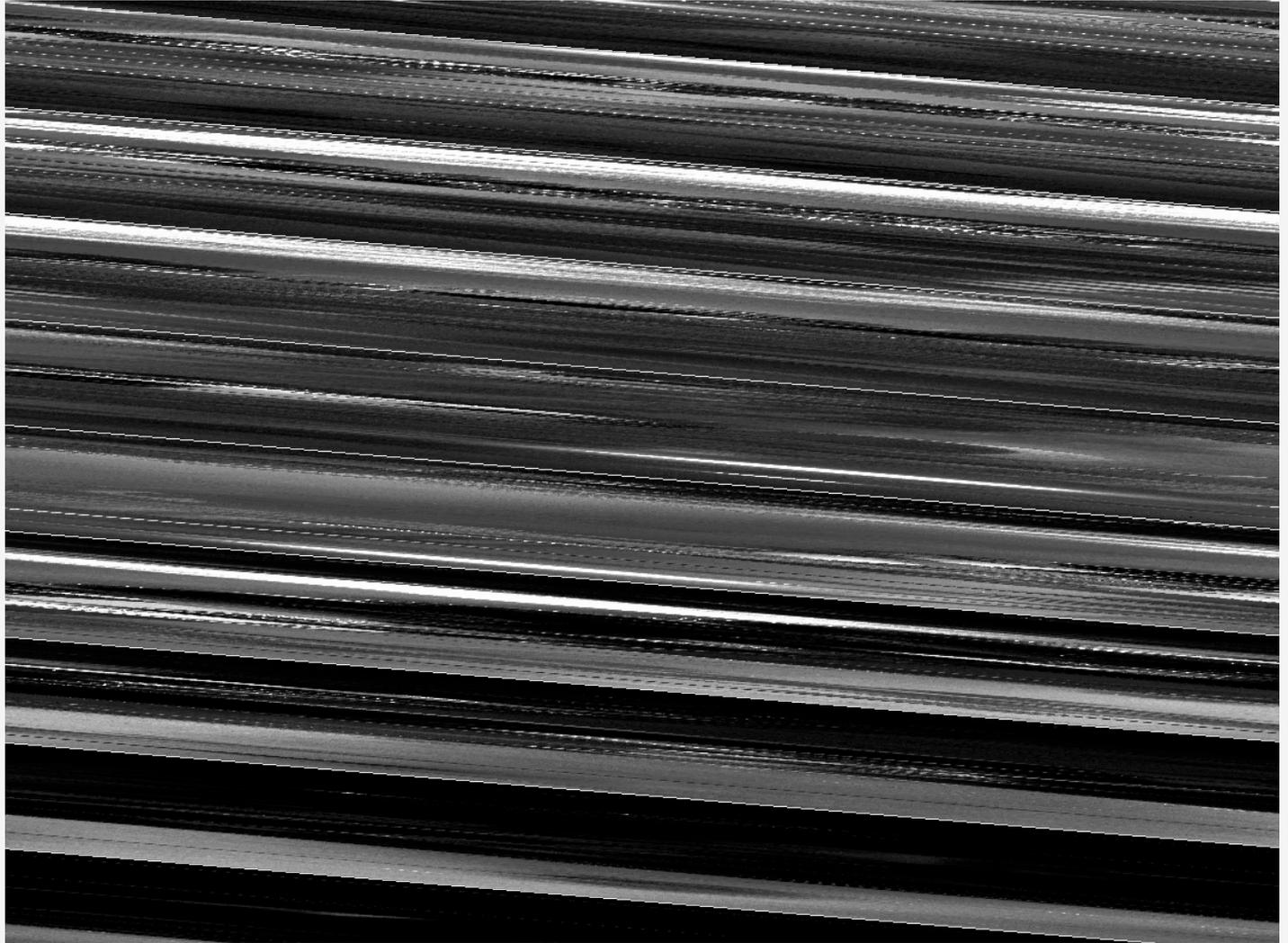


Move to Security Center in Public Safety Building in December will allow for more “real time” coverage.

Used extensively for special events such as home football games.

A number of crimes have been solved thus far utilizing the camera system in conjunction with requests for assistance from the community.

Security Cameras



Clery – Crime Alerts

Also known as “Timely Warning”, must be issued per the Clery Act for all Clery Act crimes that occur within Tech’s Clery Act geography that are:

1. “Reported to campus security authorities or local police agencies; and”
2. “Considered by the institution to represent a serious or continuing threat to students and employees”.

Accomplished via a blast e-mail to the campus community as opposed to utilizing the Emergency Notification System (ENS) which is used to distribute VT Alerts.

Clery – Crime Alerts

36 issued since January 2013

Thefts/Burglaries/Larcenies: 12

Sexual Assaults: 9

Robbery: 3

Threats: 3

Scams: 3

Gas leak: 1

Road flooding/closure: 1

Situational Awareness: 1

Homicide in Blacksburg: 1

Request for assistance: 1

Assault (non-sexual): 1



Key Partnerships

Title IX partnerships.

Emergency Management.

Residence Life Resource Officer program.

FBI's Joint Terrorism Task Force.

New River Valley Drug Task Force.

Blacksburg Police Department.

All federal, state, local partners in NRV.



Virginia Tech Emergency Management



Our mission is to build, sustain, and improve:

- University resiliency.
- Departmental readiness.
- Individual preparedness.



Principles of Emergency Management:

- Mitigation — Changing the environment or behaviors
- Preparedness — Planning for things you cannot control
- Response — Managing the incident
- Recovery — Returning to normalcy

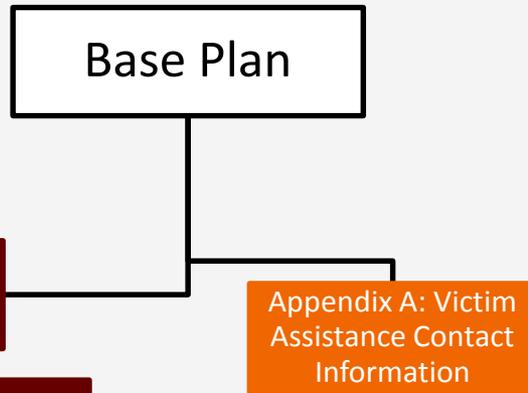
University Resiliency; Safety and Security Policy 5615



University Safety and Security Policy 5615

- Describes authorities, responsibilities for safety and security programs and operations
- Establishes an operational committee for coordination and oversight of university safety and security policies, procedures
- Safety Security Policy Committee
 - Reviews, evaluates, and determines requirements for safety and security programs
 - Ensures sufficient resources available to perform emergency management, safety, and security functions
 - Provides senior leadership support to the President during an emergency

University Resiliency; Crisis Emergency Management Plan



- Quadrennial review by the BOV
- All Hazard Plan
- Base Plan and Supporting Annexes
- Identifies operational responsibilities

University Resiliency; Incident (Event) Management

Event Management:

- Football games
- Commencement
- April 16th Remembrance
- GobblerFest
- Relay for Life
- Other large campus events



University Resiliency; VT Alerts



- VT Alerts is Virginia Tech's Emergency Notification System
- VT Phone Alerts is the delivery channel all students must opt-in to before registering for classes

Automatic Alert Channels

- Virginia Tech homepage
- Electronic message boards
- Campus sirens and loudspeakers
- Virginia Tech (@vt.edu) emails

Opt-in Alert Channels

- VT Phone Alerts – text message, non-Virginia Tech email, phone
- VT Desktop Alerts
- Social media –Twitter(@vtaalerts)

University Resiliency; VT Alerts Protocols



EMERGENCY NOTIFICATION SYSTEM PROTOCOLS

Annex A to Crisis and Emergency Management Plan

Virginia Polytechnic Institute and State University
Office of Emergency Management
201 Burruss Hall, Mail Code 0195
Blacksburg, Virginia 24061
(540) 231-2438 (Office)
(540) 231-1401 (Fax)
www.emergency.vt.edu

- Formalizes intent of the ENS
- Provides an Operating Procedure
- Authorizes decision-making at the operational/response level when needed
- VT Alert message criteria:
 - What happened
 - Where it happened
 - Action to be taken

University Resiliency; VT Alerts Message Characteristics

All VT ENS messages will contain at minimum the following information, in this order:

- Nature of the incident
- Location
- Actions to be taken

SCENARIO	NOTIFICATION LEVEL		
	IMMEDIATE	URGENT	ALL CLEAR
Fire	Fire-Evacuate (<i>LOCATION</i>) immediately-Follow instructions from authorities-Avoid elevators-Call 911 if you need help-All others avoid area (138)	Fire at (<i>LOCATION</i>)-Follow instructions from authorities- Call 911 if you need help-All others avoid area (105)	This is an all clear notification-The emergency at (<i>LOCATION</i>) has ended-For more information visit www.vt.edu (110)
Hazmat Spill or Leak	Hazardous spill in (<i>LOCATION</i>)-Evacuate immediately-Follow instructions from authorities-Call 911 if you need help-All others avoid area (136)	Hazardous spill in (<i>LOCATION</i>)-Follow instructions from authorities-Call 911 if you need help-All others avoid area (116)	This is an all clear notification-The emergency at (<i>LOCATION</i>) has ended-For more information visit www.vt.edu (110)
Bomb or Explosive Device	Suspected explosive device at (<i>LOCATION</i>)-Evacuate immediately-Follow instructions from authorities-Call 911 if you need help-All others avoid area (147)	Suspected explosive device at (<i>LOCATION</i>)-Follow instructions from authorities-Call 911 if you need help-All others avoid area (126)	This is an all clear notification-The emergency at (<i>LOCATION</i>) has ended-For more information visit www.vt.edu (110)

University Resiliency; Trainings and Exercises



Trainings

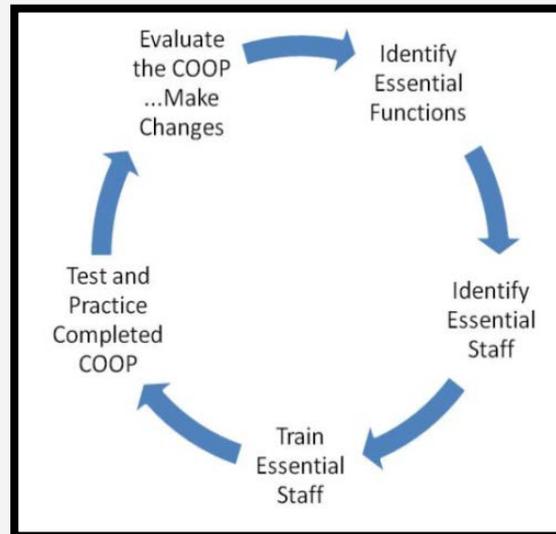
- Campus Community Emergency Response Team (C-CERT)
- Safety, Security and Preparedness
- Building Emergency Coordinator
- Incident Command System
- SKYWARN Severe Weather Spotter

Exercises

- Reinforce a culture of preparedness on campus
- Identify areas for improvement in departmental and university-wide plans, protocol, and procedures

Departmental Readiness; Continuity of Operations

- Objective — *Ensure continued performance of departmental functions*
- 228 total Departmental COOPs
- Provide web portal to improve program oversight, access and ease of departmental revisions



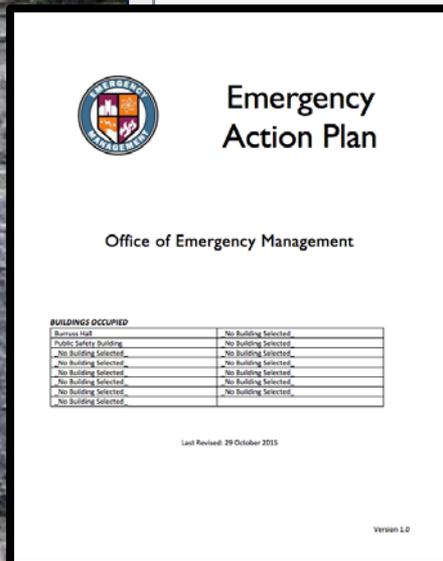
Departmental Readiness; Emergency Action Planning

Emergency Action Plans

- What to do in an Emergency
- Department/Building Specific
- 181 Department plans

Building Coordinator Program

- 150 Building Emergency Coordinators (BECs)
- 133 Alternate Building Emergency Coordinators (ABECs)



Individual Preparedness; Campus Engagement

Encourage campus populations to “Be Hokie Ready” by:

- Participating in campus events
- Attending student and employee orientations
- Presenting to departments and student groups
- Publishing public information and guides
- Creating audience-specific resources



Individual Preparedness; Information

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Get Training

76°F

High: 79°F / Low: 59°F

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Contact

Office of Emergency Management
(0143)
148 Public Safety Building,
Virginia Tech
330 Starrett Drive
Blacksburg, VA 24060

Phone
540-231-4873
540-231-1401 (fax)

Email
oem@vt.edu

f Like OEM on Facebook

t Follow OEM on Twitter

Download the LiveSafe mobile safety app

Learn about available training opportunities

Request radio support for campus events

Individual emergency preparedness is the first and most important step in creating a resilient university environment.

That is why Emergency Management calls on all members of the Virginia Tech community to **Be Hokie Ready** -- or to actively engage in basic emergency preparedness, response, and recovery efforts as an extension of the university motto *Ut Prosim* (That I May Serve).

Small preparations, such as making an emergency kit, creating an emergency plan, and practicing emergency response procedures, help to not only keep individual Hokies safe and secure, but also contribute to the well-being of everyone around them.

All together, these small preparedness efforts allow Virginia Tech to continue its mission of learning, discovery, and engagement for generations to come.

Getting Started

Be Hokie Ready for whatever life throws your way by following these five easy steps:



1. Stay informed

Make sure that you know how to get accurate and timely information before, during, and after an emergency. »



2. Know how to report an emergency

Review how to report an emergency on- and off-campus. »

SECURE-IN-PLACE





WHAT TO DO IF A SECURE-IN-PLACE ALERT IS ISSUED WHILE ON A BT BUS*

*Remember, always use common sense. There are exceptions to all guidelines and procedures described.

on-campus



off-campus



off-campus



1. BT operators will make an announcement that a secure-in-place alert has been issued.

2. **REMAIN CALM.** Be cautious and aware of your surroundings.

3. Do not get off the bus unless instructed to do so by the BT operator or emergency personnel.

4. The transit service will board all passengers at the current stop and then leave campus. No other on-campus stops will be made.

5. The transit service will proceed to the next scheduled off-campus transit stop or designated holding location.

6. Passengers will be able to exit. Transit service will be suspended until the secure-in-place event has been cleared.

7. Find a safe location, away from the danger and lock your doors.




VT OFFICE OF EMERGENCY MANAGEMENT

540-231-2438 | oem@vt.edu | www.emergency.vt.edu



FACULTY PREPAREDNESS

The Hokie Ready is a program designed to promote basic skills in emergency preparedness, response, and recovery. Use this guide to help you become better prepared to provide guidance for your students. If you have any questions about preparedness, contact the Virginia Tech Office of Emergency Management. 540-231-2438 | oem@vt.edu | www.emergency.vt.edu

- WHAT IS THE ROLE OF AN INSTRUCTOR DURING AN EMERGENCY?**

Instructors, much as the university environment, look to the person at the front of the class for leadership, inspiration and recovery. Use this guide to help you become better prepared to provide guidance for your students. If you have any questions about preparedness, contact the Virginia Tech Office of Emergency Management. 540-231-2438 | oem@vt.edu | www.emergency.vt.edu

 - Clearly and briefly emergency procedures to be taken during the time work - 10 minutes of your planning can save lives. Contact the Office of Emergency Management at 540-231-2438 or oem@vt.edu if you need assistance. Visit www.emergency.vt.edu for additional resources.
 - Remind students to update their emergency contact information on Hokie SPN and to sign up for VT Alerts at www.alerts.vt.edu.
 - Know how to report any emergency from your classroom or lab.
 - Individuals with disabilities - who voluntarily - should be able to provide information on special assistance needs if an emergency occurs. They may need help leaving the building during an evacuation.
 - Provide leadership if an emergency occurs, but be examples and follow emergency procedures.
- HOW DO I REPORT AN EMERGENCY?**

Dial 911 from your cell phone or campus phone when you need Police, Fire, or Emergency Medical Services. Remember - cover your mouth when calling.

 - Call the dispatcher first and give the exact address or building.
 - Give your full name and the telephone number from which you are calling, in case you are disconnected.
 - Describe the nature of the emergency (describe clearly and accurately).
 - Remain calm and do not hang up an additional information may be needed. If possible, have someone meet emergency personnel outside of the building.

- WHAT SHOULD I CARRY WITH ME TO CLASS?**

In addition to your daily class materials, you should also include:

 - A charged cell phone. Make sure you have signal for VT Alerts in advance.
 - A list of important telephone numbers (i.e. Department leadership, lab supervisors if applicable, etc.)
- WHAT IF THERE IS A MEDICAL EMERGENCY DURING CLASS TIME?**

Provide plenty of space for the victim and emergency personnel.

 - Call 911. Try to have someone else report emergency medical personnel to the scene.
 - Unless they are in immediate danger, do not move any victims until emergency personnel arrive.
 - If properly trained, give appropriate first aid and CPR until emergency personnel arrive.

STUDENT PREPAREDNESS

The Hokie Ready is a program designed to promote basic skills in emergency preparedness, response, and recovery. Use this guide to help you become better prepared to provide guidance for your students. If you have any questions about preparedness, contact the Virginia Tech Office of Emergency Management. 540-231-2438 | oem@vt.edu | www.emergency.vt.edu

- GENERAL PREPAREDNESS AND SAFETY TIPS**

Being prepared is every Hokie's responsibility. Here are some tips to help you be Hokie Ready!

 - Remember to sign up for VT Alerts (text or e-mail alerts). Download VT Emergency apps to your personal computer.
 - Always keep your door to personal property and your property.
 - Create a contact in your cell phone called E.C. (in case of emergency with your emergency contact information downloaded at E.C. applications for your phone).
 - Get to know where the fire light phones are located - they connect directly to the Virginia Tech Police.
 - Use Virginia Tech mobile number to call other departments. Call 540-231-5435 (TTS).
 - Call 911, not 911 text phone, and stay connected. You will hear a recording of your call.
 - Print your contact lists, already built by purchasing your HokieReady number, carrying your personal, and using HokieReady mobile apps.
- HOW DO I REPORT AN EMERGENCY?**

Dial 911 from your cell phone or campus phone when you need Police, Fire, or Emergency Medical Services. Remember - cover your mouth when calling.

 - Call the dispatcher first and give the exact address or building.
 - Give your full name and the telephone number from which you are calling, in case you are disconnected.
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- WHAT IF THERE IS A MEDICAL EMERGENCY?**

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 - Call 911. Try to have someone else report emergency medical personnel to the scene.
 - Unless they are in immediate danger, do not move any victims until emergency personnel arrive.
 - If properly trained, give appropriate first aid and CPR until emergency personnel arrive.

Individual Preparedness; “Safety, Security, & Preparedness”

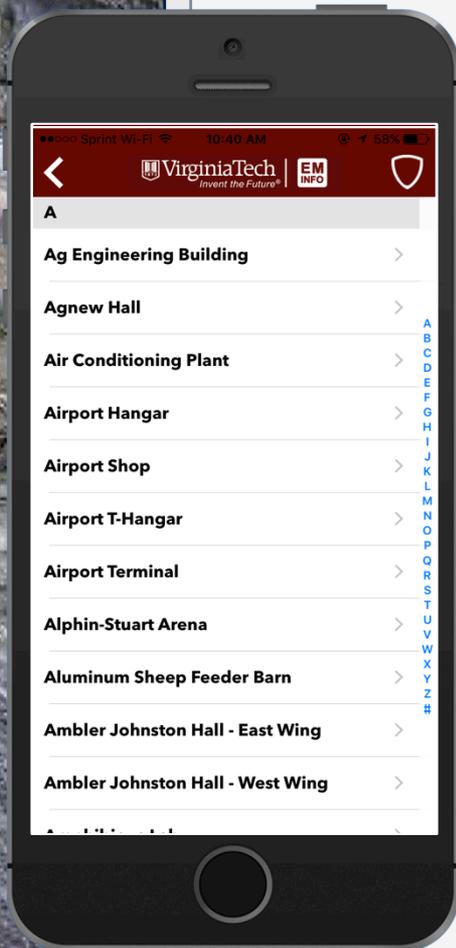


Campus Safety, Security, and Preparedness presentations for the Blacksburg and satellite campuses, included in on-boarding of new employees and incoming student orientation:

- Campus emergency partners
- VT Alerts and Emergency Notification Channels
- Secure-in-Place
- Shelter-in-Place
- Active Shooter
- Building Fire/Evacuation
- Personal Preparedness



Individual Preparedness; Virginia Tech LiveSafe



- **EMERGENCY QUICK REFERENCE:** Guides for how to act in emergency situations (*“Just in Time Information”*), embedded in app and can be accessed without internet connection.
- **CONTACT VTPD DISPATCH:** Send tips to dispatch (if it is an emergency, call 911).
- **EMERGENCY BLUE-LIGHT CALLBOX:** Displays the location of emergency callboxes on campus. Using GPS technology, displays the location and directions of emergency callboxes on campus.
- **SAFEWALK:** Uses GPS technology to allow friends to watch each other get around safely.
- **BUILDING LOCATIONS:** Displays a list of Virginia Tech buildings, their location, and provides directions.