BOV Meeting Electronic via Zoom Friday, December 11 at 8:00 am

Please note that these times are approximate. The reports may begin either before or after the listed approximate start times as Board members are ready to proceed.

8:00 am – 8:45 am (45 min)	Governance and Compensation
8:45 am – 10:30 am (1 hr 45 min)	Academic and Health Affairs
10:30 am – 11:00 am (30 min)	State of Research Presentation, Srirama Rao
11:00 am - 11:05 am (5 min)	5 minute break
11:05 am – 11:50 am (45 min)	Audit, Integrity and Compliance
11:50 am – 12:50 pm (1 hr)	University Resources
12:50 pm – 1:05 pm (15 min)	15 minute break
1:05 pm – 1:50 pm (45 min)	Finance, Budget and Investment
1:50 pm – 2:20 pm (45 min)	Intercollegiate Athletics Committee



VIRGINIA COMMONWEALTH **BOARD OF VISITORS DECEMBER 11, 2020** 8:00 AM **Electronic** and **James Branch Cabell Library** 901 Park Avenue – Room 303 RICHMOND, VIRGINIA **AGENDA**

DRAFT

1. CALL TO ORDER & OPENING COMMENTS Mr. Keith Parker, Rector 2. PRESIDENT'S REPORT Dr. Michael Rao, President 3. APPROVAL OF MINUTES Mr. Keith Parker, Rector September 17-18, 2020 BOV meeting October 30, 2020 BOV Retreat 4. PUBLIC COMMENT PERIOD Ms. Chelsea Gray, Assistant Secretary & Board Liaison 5. STRATEGIC TASK FORCE UPDATE Rector 6. GOVERNANCE AND COMPENSATION Mr. Keith Parker, Rector

a. ACTION ITEMS, **RECOMMENDATION FOR:**

i. Governance and Compensation Committee Dashboard

b. **CLOSED SESSION** – *Freedom of Information* Act Sections 2.2-3711 (A) (1), (23)

- i. President's Report
- ii. Faculty Tenure Appointments, Changes in Status and Other Personnel Actions

c. RETURN TO OPEN SESSION AND CERTIFICATION

Resolution and Certification

Mr. H. Benson Dendy, III, Vice

Ms. Chelsea Gray, Board Liaison and Assistant Secretary Mr. H. Benson Dendy, III, Vice Rector

Mr. H. Benson Dendy, III, Vice Rector

Dr. Michael Rao, President Dr. Michael Rao, President

Mr. H. Benson Dendy, III, Vice Rector

Action Item:

Approval of items discussed in closed session if necessary

7. ACADEMIC & HEALTH AFFAIRS

Mr. Keith Parker, Rector

a. ACTION ITEMS, RECOMMENATION FOR: **Dr. Gail Hackett**, Provost and Senior Vice President for Academic Affairs

Mr. G. Richard Wagoner, Jr. & Ms. Coleen Santa Ana

- i. New Certificate Program Proposals:
 - 1. Proposal to create a Graduate Certificate in Media and Culture
 - 2. Proposal to create a Post-Professional Certificate in Adult-Gerontology Acute Care Nurse Practitioner
 - 3. Proposal to create a Post-Professional Certificate in Family Nurse Practitioner
 - 4. Proposal to create a Post-Professional Certificate in Psychiatric Mental Health Nurse Practitioner
- ii. Modifications to Existing Certificate Programs:
 - 1. Proposal to request a credit hour reduction to the Master of Science in Human Genetics in the School of Medicine
 - 2. Proposal to reduce the credit hours for the Master of Science in Anatomy and Neurobiology
 - 3. Proposal to reduce the credit hours for the Master of Science in Biostatistics
- iii. Discontinuance of Degree Programs or Certificates:
 - 1. Proposal to discontinue the Master of Science in Nurse Anesthesia in the College of Health Professions
- iv. Organizational Changes:
 - 1. Proposal to create the Center for Biological Date Science
- v. Policy Proposals:
 - 1. Revised Honor and Standards of Academic Conduct Policy
 - 2. Revised Additional Sources of Academic Credit Policy

b. REPORT FROM PROVOST

Dr. Gail Hackett, Provost and Senior Vice President for Academic Affairs

c. REPORT FROM THE SENIOR VICE PRESIDENT FOR HEALTH SCIENCES/CEO VCU HEALTH **Dr. Arthur Kellermann**, Senior Vice President for Health Sciences/ CEO VCU Health

d. REPORT FROM THE VICE PRESIDENT FOR INSTITUTIONAL EQUITY, EFFECTIVENESS AND SUCCESS **Dr. Aashir Nasim**, Vice President for Institutional Equity, Effectiveness and Success

- e. PRIORITIES AND INITIATIVES
 - i. VCU Career Readiness: A Holistic

Dr. Gail Hackett, *Provost and*

Model for Success	Senior Vice President for Academic
ii. Report on Student Athletes	Affairs Dr. D'Arcy Mays , Faculty Athletics Representative Chair, Department of Statistical Sciences and Operations Research
f. CONSTITUENT REPORTS	
i. Student Representatives	Kristen Richey , <i>Graduate Student</i> <i>Representative</i>
ii. Faculty Representatives	Elisa Maurice, Undergraduate Student Representative Dr. Scott Street , Faculty Senate Board of Visitors Representative Dr. Nancy Jallo , alternate and president, VCU Faculty Senate
iii. Staff Representatives	Saher Randhawa, Staff Senate Board of Visitors Representative, VCU Staff Senate Alex McWhorter, alternate, VCU Staff Senate
g. MISCELLANEOUS REPORTS	Dr. Gail Hackett , Provost and Senior Vice President for Academic Affairs
i. AHAC Dashboard	1 gjewi s
8. VCU STATE OF RESEARCH	Dr. Srirama Rao, Vice President for Research and Innovation
9. BREAK	
10. AUDIT, INTEGRITY AND COMPLIANCE	Mr. Keith Parker, Rector
FOR INFORMATION:	Dr. Shantaram Talegoankar
a. AUDITOR OF PUBLIC ACCOUNTS (APA) REPORTS FOR THE FISCAL YEAR ENDING JUNE 30, 2020	Mr. Mike Reinholtz, Director, Auditor of Public Accounts
b. DATA GOVERNANCE	Ms. Monal Patel, Associate Vice

Provost Institutional Research and

Decision Support

c. REPORT FROM EXECUTIVE DIRECTOR OF AUDIT AND COMPLIANCE SERVICES

- Audit, Integrity and Compliance Committee Dashboard
- ii. Status Report on Prior Findings
- iii. Department of Athletics Audit Report

Ms. Karen Helderman, Executive Director, Audit and Compliance Services

d. **CLOSED SESSION -** Freedom of Information Act Section 2.2-3711 (A) (1) (7) and (8), specifically:

i. Audit Reports for Discussion

Dr. Shantaram Talegoankar

Ms. Karen Helderman, Executive Director, Audit and Compliance Services

- 1. Review of President's Discretionary Funds and Travel
- 2. Human Subjects Research Data Security
- ii. University Counsel Update

Mr. Jake Belue, Associate University Counsel

Dr. Shantaram Talegoankar

e. RETURN TO OPEN SESSION AND CERTIFICATION

Resolution and Certification

Action Item:

Approval of items discussed in closed session if necessary

11. UNIVERSITY RESOURCES

Mr. Keith Parker, Rector

- a. **DEVELOPMENT AND ALUMNI RELATIONS UPDATE**
 - i. Make It Real Campaign Final Report

Mr. Jay Davenport, Vice President for Development and Alumni Relations

- b. **CLOSED SESSION** Freedom of Information Act Sections 2.2-3711 (A) (9)
 - i. Named Fund and Spaces Report
 - ii. Approved Named Funds Under \$50,000

Ms. Carolina Espinal

Ms. Carolina Espinal

Mr. Jay Davenport, Vice President for Development and Alumni Relations Mr. Jay Davenport, Vice President for Development and Alumni Relations

c. RETURN TO OPEN SESSION AND CERTIFICATION

Resolution and Certification

Action Item:

Approval of items discussed in closed session if necessary

d. GOVERNMENT RELATIONS UPDATE

Mr. Matthew Conrad, Executive Director of Government Relations

Ms. Karah Gunther, Executive Director Government Relations and Health Policy

e. VCU'S IMPACT ON RICHMOND

Mr. Matthew Conrad, Executive Director of Government Relations

f. PUBLIC RELATIONS AND MARKETING **UPDATE**

Ms. Pamela Lepley, Vice President for University Relations

12. BREAK

13. FINANCE, BUDGET & INVESTMENT

Mr. Keith Parker. Rector

a. ACTION ITEMS, **RECOMMENDATION FOR:**

- i. Resolution Authorizing the Restructuring of Indebtedness with the Virginia College Building Authority
- ii. Resolution Approving Crisis and **Emergency Preparedness Plan**

Ms. Karol Kain Gray, Senior Vice and CFO

Dr. Meredith Weiss. Vice President for Administration Mr. Stuart Siegel

- b. **CLOSED SESSION** Freedom of Information Act Section 2.2-3711 (A) (5), (6), (29), specifically:
 - i. Real Estate Acquisition

Mr. Stuart Siegel

Dr. Meredith Weiss, Vice President for Administration

c. RETURN TO OPEN SESSION AND CERTIFICATION

Resolution and Certification

Action Item:

Approval of items discussed in closed session if necessary

d. REPORT FROM SENIOR VICE PRESIDENT FOR FINANCE AND BUDGET

- i. Update on State Bonds
- ii. University's Cash Position
- iii. Related Entity Financial Statements
- iv. Budget Update
- v. Treasurer's Report
- vi. SWAM Report

Mr. Stuart Siegel

Ms. Karol Kain Gray, Senior Vice President and CFO

e. REPORT FROM VICE PRESIDENT FOR ADMINISTRATION

Dr. Meredith Weiss, Vice President for Administration

i. One VCU Responsible Together

f. MISCELLANEOUS REPORTS:

Mr. Stuart Siegel

For Informational Purposes Only:

- i. Revenue and Expense Summary
- ii. Sources and Uses Funding
- iii. VCU Health System and Financial Operations
- iv. Capital Projects Update

14. INTERCOLLEGIATE ATHLETICS

Mr. Keith Parker, Rector

a. VICE PRESIDENT AND DIRECTOR OF ATHLETICS REPORT

- i. Athletics DEI Committee
- ii. Athletics Governance Overview

Mr. Ed McLaughlin, Vice President and Director of Athletics

- b. **CLOSED SESSION -** Freedom of Information Act Sections 2.2-3711(A) (3) specifically:
 - i. Athletics Village

Mr. Todd Haymore

Mr. Todd Haymore

Mr. Ed McLaughlin, Vice President and Director of Athletics

c. RETURN TO OPEN SESSION AND CERTIFICATION

Resolution and Certification

Action Item:

Approval of items discussed in closed session if necessary

15. OTHER BUSINESS

Mr. Keith Parker, Rector

16. ADJOURNMENT

Mr. Keith Parker, Rector

** The start time for the Board of Visitors meeting is approximate only. The meeting may begin either before or after the listed approximate start time as Board members are ready to proceed.

NOTE: In accordance with the Board's operating procedures and in compliance with the Virginia Freedom of Information Act, there will be no opportunity for public comment at this meeting.

Pending internal approval:

• University Council -12/3/20

• Cabinet - 12/7/20

Virginia Commonwealth University Proposed Program Brief

Proposal to create a Graduate Certificate in Media and Culture

Overview

Virginia Commonwealth University (VCU) requests approval to create a 12-credit hour Graduate Certificate in Media and Culture. The purpose of the certificate program in Media and Culture is to advance the knowledge, skills and abilities of communication professionals, and those seeking to lead communication organizations in new roles. Students will be trained to understand the legal and ethical issues affecting media industries and develop innovative solutions to communication issues. Students will also take elective courses to develop new skills and best practices in the field. Upon completion of this certificate, graduates will be able to demonstrate higher level skills in communication practice such as contemporary leadership skills, mastery in legal and ethical communication issues, and media diversity adeptness, and depending on their focus area, media economics, news analytics, data journalism, strategic communication writing and/or public relations skills, giving them the ability to be competitive for leading roles in various communication positions.

Method of Delivery

Traditional face-to-face classroom format and fully online.

Target Implementation Date

Fall 2021

Target Population

The intended target audience for the proposed certificate program include professionals with a background in mass media, journalism and strategic communication. This certificate is primarily targeted toward prospective students with academic and practical background in communication or a closely related field.

Impact on Faculty

Full-time faculty and adjunct faculty in the Richard T. Robertson School of Media and Culture will be the primary instructors in the proposed program and one of the faculty will serve as Program Director. No new positions will be created to initiate and sustain this certificate program.

Funding

Resources required to support the certificate program are met by existing resources to support current programs. These include student support services (enrollment, help desk, and library), faculty support services, and general administration (budgeting, forecasting, and enrollment management). The School of Nursing has adequate resources to initiate and sustain this certificate program.

Next Steps

November 19 - University Committee on Academic Affairs and University Policies (UCAAUP) Meeting

December 3 - University Council Meeting

December 7 - President's Cabinet Meeting

December 11 - Board of Visitor's Meeting

Full Proposal

Pending internal approval:

- University Council -12/3/20
- Cabinet 12/7/20

Virginia Commonwealth University Proposed Program Brief

Proposal to create the Post-Professional Certificate in Adult-Gerontology Acute Care Nurse Practitioner

Overview

Virginia Commonwealth University (VCU) requests approval of to create a 21-credit hour Post-Professional Certificate in Adult-Gerontology Acute Care Nurse Practitioner (AGACNP).

Adult-Gerontology Acute Care Nurse Practitioner certificate is designed to provide registered nurses (RN's) with new skills and knowledge to care for individuals from adolescents to geriatrics with acute and chronic illnesses. Students will develop knowledge in the diagnosis and management of an illness. Students will learn to provide advanced nursing care to patients from adolescents to geriatrics. Graduates will be prepared to obtain a health history, conduct physical examinations, order and interpret diagnostic studies (e.g. lab tests, scans, x-rays), make a differential diagnosis, prepare a case management plan, prescribe medications and treatments, collaborate with physicians and other health professionals, and counsel patients on health behaviors and treatment options. Upon completion of the certificate program, graduates will be able to sit for the adult-gerontology acute care nurse practitioner certification, which is a prerequisite for Virginia state licensure application. Certification is offered by the American Nurses Certification Center (ANCC) and the American Association of Critical Care Nurses (AACN).

Method of Delivery

Traditional face-to-face classroom and web-based formats.

Target Implementation Date

Fall 2021

Target Population

The target audience consists of master's or Doctor of Nursing Practice (D.N.P.) prepared licensed registered nurses who wish to gain new skills and knowledge for board certification to provide advanced practice care in their chosen certificate area.

Impact on Faculty

Full-time faculty in the School of Nursing will be the primary instructors in the proposed program and one of the faculty will serve as Program Director. No new positions will be created to initiate and sustain this certificate program.

Funding

Resources required to support the certificate program are met by existing resources to support current programs. These include student support services (enrollment, help desk, and library), faculty support services, and general administration (budgeting, forecasting, and enrollment management). The School of Nursing has adequate resources to initiate and sustain this certificate program.

Next Steps

November 19 - University Committee on Academic Affairs and University Policies (UCAAUP) Meeting

December 3 - University Council Meeting

December 7 - President's Cabinet Meeting

December 11 - Board of Visitor's Meeting

Full Proposal

Virginia Commonwealth University Proposed Program Brief

Pending internal approval: • University Council -12/3/20

• Cabinet - 12/7/20

Proposal to create the Post-Professional Certificate in Family Nurse Practitioner

Overview

Virginia Commonwealth University (VCU) requests approval to create a 21-credit hour Post-Professional Certificate in Family Nurse Practitioner (FNP).

The Family Nurse Practitioner certificate is designed to provide registered nurses (RN's) with new skills and knowledge to care for individuals across the lifespan with common acute and chronic illnesses. The program will educate students in the concepts of health maintenance across the lifespan. Students will develop knowledge in the diagnosis of illnesses, and in the management of illness. Students will learn to provide advanced nursing care to patients from infancy to geriatrics. Graduates will be prepared to obtain a health history, conduct physical examinations, order and interpret diagnostic studies (e.g., lab tests, cans, x-rays), make a differential diagnosis, prepare a case management plan, prescribe medications and treatments, collaborate with physicians and other health professionals, and counsel patients on health behaviors and treatment options.

Upon completion of the certificate program, graduates will be able to sit for the family nurse practitioner certification, which is a prerequisite for Virginia state licensure application. Certification is offered by the American Nurses Certification Center (ANCC) and the American Academy of Nurse Practitioners (AANP).

Method of Delivery

Traditional face-to-face classroom and web-based formats.

Target Implementation Date

Fall 2021

Target Population

The target audience consists of master's or Doctor of Nursing Practice (D.N.P.) prepared licensed registered nurses who wish to gain new skills and knowledge for board certification to provide advanced practice care in their chosen certificate area.

Impact on Faculty

Full-time faculty in the School of Nursing will be the primary instructors in the proposed program and one of the faculty will serve as Program Director. No new positions will be created to initiate and sustain this certificate program.

Funding

Resources required to support the certificate program are met by existing resources to support current programs. These include student support services (enrollment, help desk, and library), faculty support services, and general administration (budgeting, forecasting, and enrollment management). The School of Nursing has adequate resources to initiate and sustain this certificate program.

Next Steps

November 19 - University Committee on Academic Affairs and University Policies (UCAAUP) Meeting

December 3 - University Council Meeting

December 7 - President's Cabinet Meeting

December 11 - Board of Visitor's Meeting

Full Proposal

Pending internal approval:

- University Council -12/3/20
- Cabinet 12/7/20

Virginia Commonwealth University Proposed Program Brief

Proposal to create the Post-Professional Certificate in Psychiatric Mental Health Nurse Practitioner

Overview

Virginia Commonwealth University (VCU) requests approval to create a 21-credit hour Post-Professional Certificate in Psychiatric Mental Health Nurse Practitioner.

The Psychiatric Mental Health Nurse Practitioner (PMHNP) certificate is designed to provide registered nurses (RN's) with new skills and knowledge to care for individuals across the lifespan with common acute and chronic mental health illnesses. The program will educate students in the concepts of the maintenance of mental health across the lifespan. Students will develop knowledge in the diagnosis and management of mental health illnesses. Students will learn to provide advanced nursing care to patients from infancy to geriatrics. Graduates will be prepared to obtain a health history, conduct physical examinations, order and interpret diagnostic studies (e.g., lab tests), make differential diagnoses, prepare a case management plan, prescribe medications and treatments, provide psychotherapy, collaborate with physicians and other health professionals, and counsel patients on health behaviors and treatment options. Upon completion of the certificate program, graduates will be able to sit for the psychiatric mental health nurse practitioner certification, which is a prerequisite for Virginia state licensure application. Certification is offered by the American Nurses Certification Center (ANCC).

Method of Delivery

Traditional face-to-face classroom and web-based formats.

Target Implementation Date

Fall 2021

Target Population

The target audience consists of master's or Doctor of Nursing Practice (D.N.P.) prepared licensed registered nurses who wish to gain new skills and knowledge for board certification to provide advanced practice care in their chosen certificate area.

Impact on Faculty

Full-time faculty in the School of Nursing will be the primary instructors in the proposed program and one of the faculty will serve as Program Director. No new positions will be created to initiate and sustain this certificate program.

Funding

Resources required to support the certificate program are met by existing resources to support current programs. These include student support services (enrollment, help desk, and library), faculty support services, and general administration (budgeting, forecasting, and enrollment management). The School of Nursing has adequate resources to initiate and sustain this certificate program.

Next Steps

November 19 - University Committee on Academic Affairs and University Policies (UCAAUP) Meeting

December 3 - University Council Meeting

December 7 - President's Cabinet Meeting

December 11 - Board of Visitor's Meeting

Full Proposal

Virginia Commonwealth University Proposed Program Brief

Proposal to modify the Master of Science in Human Genetics

Overview

The School of Medicine requests approval to modify the Master of Science (M.S.) degree program in Human Genetics. The modification includes a reduction in the total credit hours required for the degree from 59 credit hours to 36 credit hours. The reduction in credit hours will apply to the research requirement for the degree program. The proposed modified program will bring the total number of credit hours for the M.S. in Human Genetics into alignment with State Council of Higher Education for Virginia (SCHEV) peer institutions. The credit hour reduction will also yield a tuition savings to both part-time and full-time students of at least \$3,502.

Method of Delivery

Traditional face-to-face classroom format.

Target Implementation Date

Fall 2021

External Competition

There are no public universities in Virginia that offer a similar degree program to the proposed modified M.S. in Human Genetics.

Impact on Existing Programs

The proposed program will not impact other programs offered by Virginia Commonwealth University.

Impact on Faculty

Faculty appointments in the M.S. degree program in Human Genetics are established by recommendation of the chair of the Department of Human and Molecular Genetics in consultation with the Graduate Program Director for the degree program. All courses will continue to be taught by faculty in the department.

Funding

No additional resources are needed for the proposed change. No new positions will be created as a result of the proposed change. The university has adequate resources to offer and sustain this certificate program.

Next Steps

October 29 - University Committee on Academic Affairs and University Policies (UCAAUP) Meeting

November 5 - University Council Meeting, University Student Commons

November 30 - President's Cabinet Meeting

December 11 - Board of Visitor's Meeting

Full Proposal

Pending internal approval:

Virginia Commonwealth University **Proposed Program Brief**

• University Council -12/3/20

• Cabinet - 12/7/20

Proposal to Modify the Master of Science in Anatomy and Neurobiology

Overview

The School of Medicine requests approval to modify the Master of Science (M.S.) degree program in Anatomy and Neurobiology. The modification includes a reduction in the total credit hours required for the degree from 66 credit hours to 37 credit hours. The reduction in credit hours will apply to the research requirement for the degree program. The proposed modified program will bring the total number of credit hours for the M.S. in Anatomy and Neurobiology into alignment with similar thesis-based MS programs in the School of Medicine at VCU, in Virginia, and with State Council of Higher Education for Virginia (SCHEV) peer institutions. The credit hour reduction will also will yield a tuition savings to part-time students of up to \$42,000.

Method of Delivery

Traditional face-to-face classroom format.

Target Implementation Date

Fall 2021

Impact on Existing Programs

The proposed program will not impact other programs offered by Virginia Commonwealth University.

Impact on Faculty

Faculty appointments in the M.S. degree program in Anatomy and Neurobiology are established by recommendation of the chair of the Department of Anatomy and Neurobiology in consultation with the Graduate Program Director for the degree program. All courses will continue to be taught by faculty in the department.

Funding

No additional resources are needed for the proposed change. No new positions will be created as a result of the proposed change. The university has adequate resources to offer and sustain this certificate program.

Next Steps

November 19 - University Committee on Academic Affairs and University Policies (UCAAUP) Meeting

December 3 - University Council Meeting

December 7 - President's Cabinet Meeting

December 11 - Board of Visitors' Meeting

Full Proposal

Pending internal approval:

- University Council -12/3/20
- Cabinet 12/7/20

Virginia Commonwealth University Proposed Program Brief

Proposal to modify the Master of Science in Biostatistics

Overview

The School of Medicine requests approval to modify the Master of Science (M.S.) degree program in Biostatistics. The modification includes a reduction in the total credit hours required for the degree from 42 credit hours to 33 credit hours and the addition on an online modality. The proposed modified program will bring the total number of credit hours for the M.S. in Biostatistics into alignment with similar thesis-based MS programs in the School of Medicine at VCU and with State Council of Higher Education for Virginia (SCHEV) peer institutions. The credit hour reduction will also will yield an annual tuition savings of \$7,272 (in-state) and \$14,211(out-of-state).

Method of Delivery

Traditional face-to-face classroom format.

Target Implementation Date

Fall 2021

Impact on Existing Programs

The proposed program will not impact other programs offered by Virginia Commonwealth University.

Impact on Faculty

Faculty appointments in the M.S. degree program in Biostatics are established by recommendation of the chair of the Department of Biostatistics in consultation with the Graduate Program Director for the degree program. All courses will continue to be taught by faculty in the department.

Funding

No additional resources are needed for the proposed change. No new positions will be created as a result of the proposed change. The university has adequate resources to offer and sustain this certificate program.

Next Steps

November 19 - University Committee on Academic Affairs and University Policies (UCAAUP) Meeting

December 3 - University Council Meeting

December 7 - President's Cabinet Meeting

December 11 - Board of Visitors' Meeting

Full Proposal

Proposal to discontinue the Master of Science in Nurse Anesthesia

Table of Contents

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Proposed Intent to Discontinue

Virginia Commonwealth University (VCU) requests approval to discontinue the Master of Science in Nurse Anesthesia (51.3804) degree program. The program is located in the College of Health Professions, Department of Nurse Anesthesia.

Background

The VCU College of Health Professions, Department of Nurse Anesthesia has offered the Master of Science in Nurse Anesthesia program since fall of 1979. In January 2015, the Council on Accreditation of Nurse Anesthesia Educational Programs, Standards for Accreditation of Nurse Anesthesia Programs¹ mandated that all students accepted into accredited entry-level programs on or after January 1, 2022 must graduate with a doctoral degree. Admission to the program was suspended in summer 2019. In the fall 2019 faculty and administration agreed unanimously to discontinue the Master of Nurse Anesthesia degree program.

Rationale for Intent to Discontinue

The VCU College of Health Professions, Department of Nurse Anesthesia is seeking closure of the Master of Science in Nurse Anesthesia program to comply with accreditation standards of the Council on Accreditation of Nurse Anesthesia Educational Programs. The Master of Science in Nurse Anesthesia Program is no longer needed to meet the minimum requirements for licensure as a Certified Registered Nurse Anesthetist (CRNA) effective January 1, 2022.

Teach-Out Plan

No students are enrolled in the Master of Science in Nurse Anesthesia program. No teach-out plan is needed.

"Stopped Out" Students

Institutional records do not indicate that any students have "stopped out" of the certificate program. No plan is needed to notify students.

⁻

¹ Standards for Accreditation of Nurse Anesthesia Programs, Council on Accreditation of Nurse Anesthesia Educational Programs, Revised October 11, 2019. Park Ridge, Illinois. https://www.coacrna.org/wp-content/uploads/2020/01/Standards-for-Accreditation-of-Nurse-Anesthesia-Programs-Practice-Doctorate-revised-October-2019.pdf.

Pending internal approval:

- University Council -12/3/20
- Cabinet 12/7/20

Proposal

Virginia Commonwealth University (VCU) requests approval to establish the Center for Biological Data Science within VCU Life Sciences.

Virginia Commonwealth University

Proposed Organizational Change Brief

Overview

The Center for the Study of Biological Complexity was initially established as research entity within VCU Life Sciences in 2001. The center has served as the unit responsible for the organization and running of the bioinformatics degree programs at VCU for 17 years. The purpose of the proposal is to establish the Center for Biological Data Science as an academic unit responsible for overseeing academic curricula in bioinformatics with the State Council of Higher Education for Virginia (SCHEV). The proposed Center for Biological Data Science will continue to support bioinformatics programming at the institution. *Biological Data Science* is a new and more forward-looking term than related older terms such as *Computational Biology*, *Biostatistics*, *Biological Informatics*, or *Bioinformatics*, and can be viewed as encompassing each of these in some form without carrying the historical baggage associated with these other names. Biological Data Science encompasses all of biology and the life sciences, not just the molecular or genetic subdisciplines, with which "informatics" is largely associated.

Impact on Existing Programs/Policies

There is no impact on existing programs and policies. The center has previously operated under the VCU Life Sciences academic policies and will continue to do so.

Impact on Faculty

There is no impact on faculty.

Funding

No additional expenses are required to implement the name change. Center administration, administrative support, faculty, and space will not be changed by the proposed name change.

Next Steps

November 19 - University Committee on Academic Affairs and University Policies (UCAAUP) Meeting

December 3 - University Council Meeting

December 7 - President's Cabinet Meeting

December 11 - Board of Visitors' Meeting

Full Proposal



EXECUTIVE SUMMARY OF PROPOSED POLICY: VCU Honor System and Standards of Academic Conduct

New Policy □ or **Substantive Revision** ⊠

Policy Type: Board of Visitors

Responsible Office: Student Conduct and Academic Integrity

Draft Date: 10/17/2019

Interim Policy Approved: 07/29/2020

Revision History: 08/12/2015 (and multiple years previously)

Governance Process Tracking:

If $\underline{\text{new}}$ BOV policy, enter date and name of President (or designee) approving development of

policy: MM/DD/YYY - Name

If <u>new</u> Administrative policy, enter date and name of President's Cabinet member approving

development of policy: MM/DD/YYYY - Name

Integrity & Compliance Office Review: 03/31/2020

University Counsel Review: 05/01/2020 Public Comment Posting: 05/04-19/2020

University Council Academic Affairs and University Policy Committee Review: 09/24/2020

University Council Review: 11/05/2020 President's Cabinet Approval: 11/30/2020

Board of Visitors Approval (if applicable): MM/DD/YYYY

1. Why is this policy being created □ <u>or</u> revised ⊠?	Usual cycle of revision.
2. New policy □: What are the general points or requirements covered in this policy? or Revised policy ⊠: What are the substantive differences between this draft and the current policy?	FAR process The Faculty Administrative Resolution broadens participation in resolving allegations of academic misconduct to include faculty. Faculty may be offered the chance to directly engage with respondents and arrive at an

1

Template Revised: 10/26/2017

	appropriate sanction for minor violations of the Honor System. On the whole, the committee believes FAR will enable greater faculty input while promoting outcomes that serve the pedagogical objectives of the course and the University. • Changes in sanctions This draft expands the menu of available sanctions to reflect the range of violations historically submitted to Student Conduct and Academic Integrity, alongside revisions made to the definitions of academic misconduct by this draft. The proposed menu of sanctions also aligns with the committee's charge to enhance the educational role of the University's Honor System. • Changes in possible violations Responding to input from Student Conduct and Academic Integrity and the university community, the committee revised the definitions of academic misconduct. These changes address concerns about clarity and scope so as to aid students and faculty in abiding by the Honor System as well as identifying misconduct when it occurs.
3. Which stakeholder offices or personnel have provided input into this policy draft?	Student Conduct and Academic Integrity
4. Which other universities' policies or resources (e.g., laws, regulations, etc.) did you consider when preparing this draft?	Student Code of Conduct
5. What is your general assessment of this policy's impact on the university community?	Academic integrity is one of the major underpinnings of the university's mission.



Honor System and Standards of Academic Conduct (Interim)

Policy Type: Administrative

Responsible Office: Student Conduct and Academic Integrity, Office of the Provost

Initial Policy Approved: 08/27/2016 Current Revision Approved: 07/29/2020

Policy Statement and Purpose

Academic honesty, truth and integrity are vitally important to advancing knowledge and promoting student success. All students and employees (including faculty) of the university must conduct themselves according to the highest standards of academic integrity. This is first achieved through education and awareness. Faculty, university and academic professionals, classified staff and students are expected to learn and understand the Honor System and Standards of Academic Conduct, promote awareness of its provisions, and proactively explain how the policy applies to their courses and activities. Students are expected to inquire about how to complete their work in order to conform with this policy.

This policy enumerates the types of academic misconduct that contradict the university's values and detract from its shared objective of a high quality education. It defines the rights, obligations and processes that support a fair and effective Honor System. It also details what happens when allegations of misconduct arise, how allegations are investigated and resolved, and the range of possible sanctions for misconduct. The Honor System and Standards of Academic Conduct aims to ensure the fair resolution of allegations and the appropriate sanction of violations so as to hold students justly accountable, remedy the effects of misconduct, and encourage future behavior that meets the university's standards of academic honesty, ethics and integrity.

This policy sets forth the university's process for adjudicating allegations of academic misconduct, as established by the provost through the Division of Student Affairs. In addition to any sanction imposed under this policy, certain academic programs may determine that academic misconduct violates applicable technical or professional standards and take action accordingly. Students charged with academic misconduct under this policy are responsible for seeking guidance from their academic program about the potential application of any program standards to a particular violation in the event they are found responsible through this process.

Noncompliance with the Honor System and Standards of Academic Conduct may result in disciplinary action for students, university and academic professionals, classified staff or faculty. VCU supports an environment free from retaliation. Retaliation against anyone who brings forth a good faith concern, asks a

clarifying question, or participates in an investigation is prohibited by VCU policy in accordance with federal and state law.

This policy applies to all academic misconduct reported on or after the current approval date of this policy. Where the date of the academic misconduct precedes the current approval date of this policy, the definitions of academic misconduct in existence at the time of the alleged incident(s) will be used, and the procedures in this policy will govern the adjudication of any open matter involving academic misconduct. The university will provide specific written notice directly to each respondent of the procedures applicable to an open matter.

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Who Should Know This Policy_____

All students and employees (including faculty) are responsible for knowing this policy and familiarizing themselves with its contents and provisions.

Definitions

This policy defines additional terms, including "academic misconduct," in the applicable policy sections in order to aid in comprehension and avoid repetition.

Academic Integrity Administrator ("Administrator")

The university official or designee who administers the Honor System for a particular case as authorized by the director of Student Conduct and Academic Integrity (SCAI).

Adviser

A person who has been asked by the respondent to attend any part of the adjudication process to provide support and assistance directly to the respondent but not to participate in the process on the respondent's behalf.

Clear and Convincing Evidence

"Clear and convincing evidence is not as stringent a standard as proof beyond a reasonable doubt, as required in the criminal context, but is a degree of proof higher than a mere preponderance of the evidence. Clear and convincing evidence is that degree of proof that will produce a firm conviction or a firm belief as to the facts sought to be established." Under this policy, the facts sought to be established correspond to a charge of academic misconduct.

Director of Student Conduct and Academic Integrity ("Director")

The university official responsible for the administration of the Honor System and Standards of Academic Conduct, including the selection of members of the Honor Council, as authorized by the Senior Vice Provost for Student Affairs, or designee.

Expulsion

As used in this policy, termination of student status at the university.

Faculty

Designated VCU employee with principal and regularly assigned responsibilities that include a significant commitment to teaching that includes the development and delivery of the university curriculum for students enrolled at VCU and/or a significant commitment to original research and scholarship that includes the creation, dissemination and application of new knowledge and/or artistic expression.

Honor Council

The pool of students, faculty, university and academic professionals, and classified staff, who are selected, trained and authorized by the director or designee to serve on a Decision or Sanction Review Board and to determine whether a student has violated the Honor System and Standards of Academic Conduct and recommend sanctions, where appropriate.

Honor Council Decision Board ("Decision Board")

The panel of four Honor Council members selected by the director of SCAI or designee to determine whether a student has violated the Honor System and Standards of Academic Conduct and impose other sanctions, where appropriate. A Decision Board is comprised of: one undergraduate student; one graduate or professional student; one university and academic professional, classified staff or faculty member; and one non-voting chairperson (selected from any of these groups).

Honor Council Sanction Review Board ("Sanction Review Board")

The panel of three Honor Council members selected by the director of SCAI or designee to review the sanctions recommended by an administrator or a Decision Board for an individual respondent and modify, where appropriate. A Sanction Review Board is comprised of: one undergraduate student, one graduate or professional student, and one university and academic professional, classified staff or faculty member.

Honor Probation

A status in which a student is placed once there has been a finding that the student violated the Honor System and which increases the likelihood of a more severe sanction, including suspension or expulsion, for any subsequent violation.

¹ State Council of Higher Education for Virginia, "Domicile Guidelines" (October 25, 2016), 5.

Notification E-mail

The official university communication sent to the respondent via their VCU e-mail address informing them of the specific violation that has been charged and instructing them to contact the administrator to schedule a meeting.

Reporting Party

Any person who submits a report alleging that a student has violated the Honor System and Standards of Academic Conduct.

Respondent

Any student reported to have violated the Honor System and Standards of Academic Conduct.

Student

As used in this policy, any person enrolled in or applying to enroll in undergraduate, graduate, or professional courses at VCU, on a full-time or part-time basis, including any person who withdraws while adjudication of charges is pending or has been awarded a degree by VCU.

Suspension

As used in this policy, temporary loss of student status, including exclusion from classes and all university student privileges or activities, for a definite period of time. This may also involve a full ban from campus.

University and Academic Professionals

Employees who support the mission of the university in nonfaculty roles. This group includes salaried employees hired after July 1, 2016; those classified staff who have elected to participate in this employee group; and those who were formerly administrative and professional faculty.

University Official

Any person employed by the university, including faculty, university and academic professionals, and classified staff, who performs assigned administrative or professional responsibilities.

Contacts

SCAI officially interprets this policy and is responsible for obtaining approval through the appropriate governance structures for any revisions as required by the policy *Creating and Maintaining Policies and Procedures*. Please direct policy questions to the director of SCAI.

Policy Specifics and Procedures_____

I. Honor System Authority

The director of SCAI or designee will develop procedures for the administration of the Honor System and Standards of Academic Conduct, including procedural rules for conducting hearings. They will select the membership of the Honor Council and individual Decision Boards and Sanction Review Boards. They will appoint an administrator or board from among eligible Honor Council members to adjudicate matters as appropriate. If an appropriate board cannot be convened within a reasonable

period of time, the director will establish an ad hoc committee of appropriately trained students and employees (including faculty) of the university to adjudicate the matter. The director or designee is the final authority for questions involving interpretation or application of the Honor System and Standards of Academic Conduct.

II. Academic Misconduct

The academic misconduct prohibited by this policy includes the following conduct defined below: cheating, deception, exploitation, facilitation, plagiarism, sabotage, and stealing.

1. Cheating

Cheating is gaining or attempting to gain an unfair advantage in an academic exercise usually to avoid doing original work or to make up for lack of preparation. Examples of cheating include, but are not limited to:

- a. Copying or attempting to copy homework, evaluations, tests, exams or other academic materials without instructor approval and without acknowledging the help one has received
- b. Unauthorized collaboration on homework or other assignments
- c. Unauthorized possession of, or access to academic materials with the intent to gain an unfair advantage
- d. Submission of the same work for credit in two or more courses, or resubmission of work from previous semesters, without instructor approval

2. Deception

Deception is causing or attempting to cause someone to believe something that is not true. In an academic context, this includes, but is not limited to:

- a. Falsification: Inventing or altering without instructor permission any information, citations, data, quotations, statistics, attendance records, assignments or other academic endeavors. Other examples of falsification include, but are not limited to: signing attendance on behalf of oneself when one is not present; signing attendance on behalf of other students when they are not present; altering excuses for class attendance or assignments, including examinations; altering letters of permission; presenting invented or inappropriately changed data (for example, deleting outliers); inventing or altering clinical records; fabricating citations or quotations; or changing academic records or other documents without expressed permission.
- b. **Forgery**: Imitating or counterfeiting of images, documents, signatures or similar documents and representing them as true. Forgery also includes the misrepresentation of credentials,

including but not limited to official academic documents, records, identifying documents, certifications or licenses.

- c. Grade Alteration: Attempting to or successfully changing a grade to benefit an individual or individuals. Grade alteration also includes presenting without authorization an alternate or newly completed assignment in place of an already graded assignment in order to receive a different grade.
- d. **Lying**: Making false statements, verbal or written, about academic matters, such as making false statements to justify missing class(es) or assignment(s), or knowingly providing false information in an academic integrity investigation.
- e. **Omission**: Deliberately leaving relevant facts out of a full account of the truth in response to a direct question.

3. Exploitation

Exploitation is coercing another person to commit an act of academic misconduct, whether for their own benefit or the benefit of another person, through threats, intimidation, blackmail, extortion, bribery, offers of favors, or some other means.

4. Facilitation

Facilitation is providing assistance in committing or attempting to commit an act of academic misconduct, or providing resources that could be reasonably expected to lead to an act of academic misconduct. Facilitation can occur regardless of whether the facilitator gains an academic advantage. Examples of facilitation include, but are not limited to:

- a. Unauthorized distribution or sharing of academic material in the form of hard copies, physical objects, digital files, or electronic materials. Other examples of facilitation include: contributing materials to online file-sharing services and question-and-answer websites; selling copies of exams or answer keys; selling papers or offering to write papers with the intent to sell them.
- b. Allowing someone to copy ones work on an exam or other assignment.
- c. Completing work for another VCU student(s), or student(s) in attendance at another educational institution. This includes, but is not limited to, taking an exam in someone else's place.

5. Plagiarism

Plagiarism is falsely claiming ownership or misrepresenting the origins of work submitted for publication or an assignment. In other words, plagiarism occurs when an individual takes credit for work that is not their own without giving proper acknowledgement to the creator. Plagiarism can

include the uncited use of someone else's words, ideas, facts, opinions, theories, illustrations, tables, figures, text, images, source code, and/or other intellectual work, even if the material is located in the public domain and can be freely shared.

6. Sabotage

Sabotage is deliberately interfering or attempting to interfere with one or more students' academic work through, but not limited to: tampering with, altering, damaging or destroying personal or institutional academic materials. Sabotage may also involve interfering with a learning experience including, but not limited to, obstructing or willfully disrupting class, laboratory, formal testing or examination times, proceedings or experiences, or other classroom or academic environments.

7. Stealing

Stealing is deliberately taking or attempting to take, without permission, any form of academic property or material so as to permanently or temporarily deprive others of access or use.

III. Rights and Responsibilities

1. Shared Rights and Responsibilities of Students and Employees (including faculty) of the University

All students and employees (including faculty) of the university are required to:

- a. Adhere to the Honor System and Standards of Academic Conduct and its procedures.
- b. Report any suspicion or knowledge of possible violations of the Honor System and Standards of Academic Conduct.
- c. Answer truthfully during any part of the adjudication under the Honor System and Standards of Academic Conduct.
- d. Maintain appropriate confidentiality related to matters involving the Honor System and Standards of Academic Conduct.
- e. Refrain from harassing, pressuring, or intimidating any reporting party, respondent, or other party involved in a pending matter.
- 2. Faculty, University and Academic Professionals, Classified Staff and Student Instructors
 Faculty, university and academic professionals, classified staff and student instructors who oversee
 academic activities must discuss the Honor System and Standards of Academic Conduct and
 describe its requirements in course syllabi and/or other relevant materials. Faculty, university and
 academic professionals, classified staff and student instructors must report suspected violations to
 SCAI as provided in this policy. Pending resolution of the matter under this policy, the specific

assignment and remaining assignments must be administered, assessed or graded as if no violation of the Honor System and Standards of Academic Conduct has occurred and in accordance with relevant academic policies.

3. Students

All students must know and understand the Honor System and Standards of Academic Conduct, particularly the types of misconduct prohibited by this policy. Students are expected to ask for clarification from their instructors if they are uncertain about how the Honor System and Standards of Academic Conduct impacts their work or the completion of an assignment. Students may also bring questions involving the interpretation and application of the Honor System and Standards of Academic Conduct to SCAI.

4. Parties Involved in Resolution

- a. Any respondent has a right to the following:
 - i. Notice of any charges concerning the respondent, including the specific alleged violation and the source of any such allegation
 - ii. Notice of possible sanctions for the alleged violation
 - iii. The option to refrain from admitting responsibility for alleged violations of the Honor System and Standards of Academic Conduct
- b. Both reporting parties and respondents will have the opportunity to do the following:
 - i. Present information germane to the allegation.
 - ii. Provide witnesses.
 - iii. Be accompanied by an adviser of their choice at their own time and expense during the adjudication process. Advisers are not permitted to speak or participate directly in the adjudication process unless authorized by the administrator or chairperson. It is the respondent's responsibility to ensure that their advisor can attend any scheduled meetings or hearings. An adviser's scheduling conflict is not a valid excuse to delay the resolution process.
- c. When alleged violations qualify for Faculty Administrative Resolution (FAR), the reporting party may also assume the responsibility of resolving allegations of misconduct, as detailed below. When this occurs, the rights of the reporting party and the respondent(s) are unaffected.

IV. Referral, Review, Investigation, and Resolution

1. Referral

All students and employees (including faculty) are expected to actively monitor academic conduct and notify SCAI of potential misconduct. Apathy or acquiescence in the presence of academic misconduct is not permitted because it detracts from a community of trust and the quality of the educational experience. Furthermore, it is imperative to report observations of potential academic misconduct to ensure consistent response across courses and departments, fair resolution, appropriate consideration for repeated academic misconduct, and protection from unfounded allegations of misconduct.

a. Self-Referral

Students who believe they have committed an act or acts of academic misconduct may refer themselves in writing to SCAI. Though sanctions still apply to the act, or acts, of academic misconduct, a decision to self-refer will be taken into consideration when determining the severity of the sanction.

Students may not self-refer if a third party has already brought an allegation of academic misconduct for the act or acts in question to the attention of the student or SCAI.

A student reporting their own violation will be considered both the reporting party and the respondent.

b. Standard Referral

Anyone, including persons outside of the university community, may refer alleged violations of the Honor System and Standards of Academic Conduct to SCAI. The referral must clearly and precisely describe the alleged violation. SCAI encourages the reporting party to submit the referral within 30 calendar days of having substantial evidence of the alleged violation. Referrals submitted beyond 90 days from the date of discovery will generally be recorded by SCAI without further action unless the Senior Vice Provost for Student Affairs determines that the university must pursue the matter in order to protect the academic integrity of the university community.

If a reporting party determines that their referral was improper at any time before the respondent is found responsible under this policy, they may inform SCAI of their belief and request withdrawal of the referral. SCAI will determine if the university will pursue the matter based on all available evidence and information provided by the reporting party, including their determination that the referral was improper.

2. Initial Review

Upon receipt, the director of SCAI, or designee, will review the referral to determine whether there are grounds to proceed with an investigation and administrative resolution. If affirmative, SCAI will

send a notification e-mail to the respondent to make the respondent aware of the specific prohibited academic misconduct charged, describes the alleged acts constituting misconduct, specifies their rights and obligations and explains the next steps in the process. SCAI will thereafter provide all official correspondence to the respondent, even when involving FAR.

In the event the reporting party is a faculty member, SCAI will also confer with the reporting party to determine whether the allegation qualifies for FAR or a SAR, described below.

The respondent must contact the appointed administrator or faculty member within five (5) business days of receiving the Notification Email to schedule a meeting with the administrator or faculty member.

- a. If the respondent fails to respond to the notice, does not schedule a meeting or does not attend the scheduled meeting, the resolution of the allegation will proceed without the benefit of their participation. Failure to respond to the notice may be deemed acceptance of any finding of responsibility as well as the corresponding sanction(s), with no right to invoke a Decision Board or a Sanction Review Board, as detailed by this policy.
- b. The Honor System and Standards of Academic Conduct resolution process will proceed regardless of a respondent's decision to discontinue attending a course or withdrawal from the course. A student should meet with an academic adviser to discuss the potential academic or enrollment consequences of a decision to discontinue attendance or withdrawing from a course in which the alleged violation has occurred.

3. Investigation and Administrative Resolution

The university will presume that a respondent is not responsible for an alleged violation of the Honor System and Standards of Academic Conduct unless and until the university makes a determination through the adjudication process outlined in this policy, including a completed investigation, resolution, and any review by a Decision Board and/or Sanction Review Board. The university will find a respondent responsible for academic misconduct only if clear and convincing evidence shows that the student is responsible for the particular violation charged.

VCU will not issue a degree to any student charged with violating the Honor System and Standards of Academic Conduct until an allegation has been completely investigated and resolved. SCAI will place a temporary administrative hold on the respondent's record pending resolution and notify the graduation coordinator and the respondent's school or college.

The investigation and resolution of alleged academic misconduct violations will proceed according to one of the following processes:

a. Faculty Administrative Resolution (FAR)

FAR enables greater faculty input and promotes outcomes that serve the pedagogical objectives of the course and the university. Through FAR, faculty may engage directly with respondents and determine an appropriate sanction for violations of the Honor System and Standards of Academic Conduct. FAR is designed for allegations that qualify for Class-A sanctions based upon the severity of the infraction and whether the respondent has a prior history of academic misconduct.

FAR is limited to cases when the faculty member and the respondent agree to participate in FAR, the respondent does not have a prior history of academic misconduct, and SCAI determines during the initial review that a Class-A sanction would be appropriate for the alleged infraction. If these conditions are met, then the faculty member will complete the investigation and administrative resolution process as follows.

The faculty member:

- i. Meets with the respondent to provide the respondent with the information that warranted the notice of allegations, and offer the opportunity for the respondent to address the allegations and provide additional information.
- ii. Determines whether the available information and statements provide clear and convincing evidence that the respondent violated the Honor System and Standards of Academic Conduct, or whether the matter can be closed without a finding of responsibility. In the event the faculty member finds the respondent responsible, the faculty member will also recommend an appropriate Class-A sanction(s), at which point they will notify SCAI.

SCAI will support the faculty member during this process by sending any and all written and electronic communications regarding the referral, investigation and resolution to the respondent. This includes contacting the respondent to arrange the meeting described in IV.3.a.i, as well as notification of findings and sanctions, where appropriate. In the event the sanction requires a change of grade on an assignment or a new opportunity to complete the assignment (or comparable alternative), then the faculty member must also provide documentation of the change of grade or assignment completion to SCAI.

b. Student Conduct and Academic Integrity Administrative Resolution (SAR)

If the reported violation qualifies for a Class-B sanction based upon its severity, if the respondent has a prior history of academic misconduct, or if the faculty member or respondent declines to participate in FAR, then SCAI completes the investigation and administrative resolution process as follows.

SCAI:

- i. Investigates the allegations detailed in the notice and examines all available information provided by the reporting party and witnesses, where applicable. SCAI will also offer to meet with the respondent to provide them with the information that warranted the notice of charges, and an opportunity to address the allegations and provide additional information.
- ii. Determines whether the available information and statements provide clear and convincing evidence that the respondent violated the Honor System and Standards of Academic Conduct, or whether the matter can be closed without a finding of responsibility. In the event the respondent is found responsible, SCAI will also recommend an appropriate sanction or sanctions.

Upon conclusion of either FAR or SAR, the director of SCAI, or designee, will review the finding and recommended sanction(s), where applicable, for compliance with VCU policies and notify the respondent in writing within five (5) business days of the decision.

The respondent may either agree with the administrative resolution (3.a.ii or 3.b.ii) or request a Decision Board or Sanction Review Board, where appropriate (described below). By agreeing with the administrative resolution, the respondent acknowledges responsibility for the violation and accepts the sanctions. This outcome cannot be appealed, and the adjudication process is complete. If the respondent challenges the finding of responsibility, a Decision Board will review the matter. If the respondent challenges the assigned sanction(s), a Sanction Review Board will review the sanction(s) only.

If no violation is found, the administrator will notify the respondent that the university will take no action concerning the allegations. SCAI will then remove the temporary administrative hold, where applicable, and notify the graduation coordinator and the respondent's school or college, if necessary.

4. Honor Council: Decision Boards and Sanction Review Boards

The respondent may challenge an administrative resolution before the Honor Council in one of two respects: the respondent may dispute the finding of responsible for violating the Honor System and Standards of Academic Conduct; or, the respondent may dispute the sanctions. **Any challenge of an administrative resolution must be submitted to SCAI in writing within five (5) business days of the date of notification of the outcome of the administrative resolution.**

a. A challenge to the finding of responsible will be heard by a **Decision Board**. Decision Boards review the information that warranted the allegation of academic misconduct and arrive at a decision regarding responsibility. Decision Boards may uphold the initial administrative findings, reject the initial findings or uphold some and reject some initial findings, where a

respondent was charged with multiple violations. Further, if a Decision Board determines that the reported allegations do not constitute the particular violation charged but may constitute another violation of the policy, the Decision Board may refer the matter to SCAI to initiate new charges.

If a Decision Board upholds the initial finding of responsible, the sanctions assigned by administrative resolution remain in effect.

Decision Board Procedures

- Decision Boards proceed as follows:
 - 1. Introductions and explanation of procedural rules by the chairperson
 - 2. Introductory statements and presentation of any evidence, information, and witnesses by participants in the following order: the administrator, the reporting party, and the respondent
 - 3. Questions from the Decision Board to the administrator, the reporting party, the respondent and witnesses, where applicable
 - 4. Closing statements by participants in the following order: the administrator, the reporting party, and the respondent
- ii. The following rules of decorum govern Decision Boards:
 - 1. All participants will treat each other with respect and common courtesy. It is vital that Decision Boards preserve a collegial and educational tone that encourages sharing information, honest responses to questions and careful consideration of the case at hand. In the event of personal attacks and/or aggressive, adversarial questioning, the chairperson will intervene and may impose restrictions on further participation to preserve effective communication, including requiring parties to submit additional questions and/or responses in writing.
 - 2. Direct questions from anyone other than a member of the Decision Board to the reporting party, the administrator, witnesses or a member of the Decision Board are at the discretion of the chairperson.
 - 3. If a member of the Decision Board becomes aware of new information about the alleged offense(s), they must provide it to the director of SCAI or designee prior to the hearing. If the director or designee determines the new information is relevant to the

Decision Board's deliberations, they will then ensure the respondent has the opportunity to review and respond to it.

- 4. The chairperson of the Decision Board is the final arbiter of all procedural questions.
- 5. There will be a single verbatim record of the Decision Board hearing, excluding deliberations. The record shall be the property of the university.
- iii. After the hearing, the Decision Board will hold a closed-session, confidential deliberation to determine if clear and convincing evidence shows the respondent violated the Honor System and Standards of Academic Conduct. In the case of multiple alleged violations, the Decision Board shall determine if clear and convincing evidence shows the respondent is responsible for each individual violation. Establishing the respondent violated the Honor System and Standards of Academic Conduct requires the majority vote of at least two of the three voting members of the Decision Board. If the Decision Board finds the respondent responsible for the violation(s), the Decision Board will either confirm or amend sanctions in accordance with IV.4.a.
- b. Sanction Review Boards review challenges to sanctions assigned through administrative resolution and, where appropriate, as a result of a Decision Board. Sanction Review Boards do not have the authority to review findings of responsibility; furthermore, requesting review by a Sanction Review Board constitutes an acknowledgement of responsibility by the respondent. Challenges to sanctions must be made in writing and articulate a compelling reason why the assigned sanctions are disproportionate to the offense.

Upon the receipt of a notification to challenge any sanction, SCAI will schedule a Sanction Review Board.

Sanction Review Board Procedures

- i. The Sanction Review Board will review any written statements concerning the sanctions submitted by the respondent, administrator, and the reporting party.
- ii. Based upon review of the written documentation, statements and case file, the Sanction Review Board will decide, by a majority vote, whether to uphold or amend the sanction(s) proposed by the administrator. The Sanction Review Board will determine the most appropriate sanction(s), which may be more or less severe than that assigned by administrative resolution.

Approved: MM/DD/YYYY

c. After its review, either board will notify the director of SCAI of the board's recommendation. The director will review the board's recommendation and notify the respondent and school

officials, as needed, of the university's decision within five (5) business days of the board's review.

V. Sanctions

In support of its educational mission, the university imposes sanctions for academic misconduct designed to educate a respondent about avoiding future academic misconduct, hold them individually accountable for their prior misconduct, remedy the effects of prior misconduct and deter other students from committing academic misconduct. Sanctions may include educational, restorative, rehabilitative, and punitive components.

In keeping with the university's commitment to foster an environment of academic integrity, this policy authorizes the administrator, Decision Boards and Sanction Review Boards to tailor sanctions to the facts and circumstances of each case, including the nature of the misconduct and the context in which it occurred, consistent with training and guidance provided by SCAI. The recommendation of appropriate sanction(s) may depend on the following factors, which are not relevant to the underlying finding that the respondent is responsible for the alleged misconduct:

- The severity, persistence, or pervasiveness of the academic misconduct
- The impact of the academic misconduct on the community
- Prior academic misconduct and compliance with previous sanctions
- Any other reasonable mitigating or aggravating factors

The minimum sanction for a violation of the Honor System and Standards of Academic Conduct is Honor Probation lasting one year. An administrator, Decision Board or Sanction Review Board may lengthen the period of Honor Probation and/or assign additional sanctions, where appropriate, from the following menu.

Class-A Sanctions:

- Grade of '0' on an assignment if academic misconduct influenced originally-assigned grade
- A grade reduction on the assignment if the academic misconduct influenced only a portion of the assignment grade
- A new opportunity to complete the assignment or a comparable alternative

Class-A Sanctions automatically include Honor Probation lasting for a minimum of one year and a maximum of three years (or until graduation, whichever comes first). Class-A Sanctions do not result in a notation on the respondent's transcript.

Any grade of '0' assigned for a test, paper, or other assignment shall be factored into the course grade, and not be dropped or replaced even if the applicable course syllabus generally permits dropping or replacing such a grade.

Class-B Sanctions:

- A grade of 'F' in the course
- Suspension
- Expulsion

Class-B Sanctions result in a notation on the respondent's transcript. For suspension and expulsion, the transcript notation is permanent. For a grade of 'F' in the course, the transcript notation shall appear for a period of three (3) years. In addition, a grade of 'F' in the course that results from a sanction may not be voided in any way, including by withdrawal from a course or from VCU, use of the Historical Repeat Course Option, or through the Grade Appeal Procedure.

Respondents may apply to the Senior Vice Provost for Student Affairs, or designee, to have any transcript notation period reduced due to compelling mitigating circumstances. With the exception of expulsion, Class-B Sanctions automatically include Honor Probation, which will remain in effect until the respondent has completed their current degree program. If a respondent's degree program is interrupted, including by suspension, then Honor Probation will continue upon re-enrollment until completion of their degree program.

Additional Education Requirements:

An administrator, Decision Board or Sanction Review Board may also assign additional education requirements supplemental to Class-A and Class-B sanctions. Additional education requirements are intended to prevent recurrence of misconduct by helping respondents with personal and ethical decision-making in accordance with the Honor System and Standards of Academic Conduct. Examples of additional education requirements include RAMS L.E.A.D and Writing with Integrity.

Sanctions for Violations while on Honor Probation:

Honor Probation is a mandatory sanction for any violation of the Honor System and Standards of Academic Conduct. SCAI maintains a record of students on Honor Probation. If a student on Honor Probation is found responsible for a subsequent violation, the sanction shall generally be Suspension in the first instance, or Expulsion in the second instance.

Other Possible Consequences and Outcomes:

Sanctions affecting a respondent's academic record (such as a grade change for an assignment or course) may have additional consequences for the respondent's academic status, such as lowering of a cumulative grade point average, loss of a graduate assistantship, and dismissal from an academic program.

Violations of the Honor Code and Standards of Academic Conduct may also lead to outcomes beyond the sanctions assigned by SCAI and in accordance with other university policies and procedures. These outcomes may include:

- Termination or suspension of university employment or assistantships
- Academic consequences, including suspension or dismissal, under applicable technical or professional standards of an academic program
- Recommendation of revocation of a degree or certificate, such as when a violation invalidates a degree requirement²

VI. Records

Records of sanctions and other information related to academic integrity adjudication processes are part of the education record of the respondent and are generally protected from release to third parties under applicable state and federal law, including the federal Family Educational Rights and Privacy Act (FERPA), and VCU's policy *Release of the Educational Record of a Dependent Student*. SCAI will provide notice as needed to university officials with a legitimate educational interest in knowing that particular information. This notice will include those officials responsible for implementing sanctions that change a respondent's grade or academic record.

SCAI routinely receives requests for student disciplinary history from other institutions of higher education where a student seeks to enroll or from potential employers. However, SCAI generally provides student records in response to such requests only if authorized by the individual respondent whose records are requested or as required by law, such as in response to a lawfully issued subpoena or court order. SCAI will provide confirmation of a transcript notation that involves a respondent's disciplinary history and disclose other information, as needed, consistent with FERPA's requirements for protecting student privacy, to other institutions of higher education where a student seeks to enroll.

All records shall be maintained with sufficient safeguards to ensure confidentiality. An annual summary report of all cases, with identifying information removed, shall be made available upon request. Deidentified cases and composite data will serve the purpose of honor education for the university community.

All records related to honor proceedings will be kept or destroyed in accordance with the Library of Virginia Records and Retention Disposition Schedule.

VII. Regular Review of the Honor System and Standards of Academic Conduct

All Honor Council members participate in annual training on topics related to confidentiality and adjudication procedures.

The director of SCAI will oversee a regular review of the Honor System and Standards of Academic Conduct. The director will also administer and review regular surveys of reporting parties and

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² http://bulletin.vcu.edu/academic-regs/university/right-to-revoke/

respondents to determine the level of satisfaction with the content and procedures of this policy and to identify recommendations for possible changes.

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1. Academic Integrity Reporting Form

Related Documents

1. VCU Policy: Procedures for Degree Revocation

2. VCU Policy: Release of the Educational Record of a Dependent Student

3. VCU Policy: Student Code of Conduct

Revision History_____

This policy supersedes the following archived policies:

Approval/Revision Date Title

November 16, 2006 (effective fall 2007) VCU Honor System

December 12, 2013 Honor System

August 12, 2015 Honor System-Interim

August 27, 2016 Honor System

FAQ

1. Is this policy the only policy that governs academic conduct at VCU?

Certain academic programs have technical or professional standards that govern the conduct of students in those programs. These academic programs may take additional action if a student is found responsible for violating the university's Honor System and Standards of Academic Conduct and if that finding is evidence of a violation of applicable technical or professional standards. Academic programs that impose technical or professional standards on student conduct may include, but are not limited to, dentistry, medicine, nursing, pharmacy, social work, and others. Students are responsible for knowing the standards that govern their conduct and seeking guidance from their academic programs on the potential application of those standards if a student is found responsible for academic misconduct under this policy.

2. Are students able to report violations to Student Conduct and Academic Integrity? Is it anonymous? What happens after a student reports a violation?

If a student is aware of a violation, then they should report the violation to SCAI using the <u>Academic Integrity Reporting Form</u>. They should try to remember as much as they can about the nature of the violation so the information they provide is clear and precise. Students **cannot** submit a report anonymously because SCAI will need to contact them about the violation they witnessed. If a student has a question about whether they should report a violation or how to report a violation, they can find additional information on the <u>website</u> for SCAI, including ways to contact the office directly.

After a student reports a violation, their involvement in the resolution of the allegation(s) is limited to serving as a witness. They will not receive additional information about the resolution of the allegation due to university policies regarding information privacy.

3. Are students able to ask members of the faculty to submit violations on their behalf? A student who is aware of a violation or believes a violation may have taken place may ask a member of the faculty to submit a violation on their behalf. They should provide the faculty member with as much information as possible about the nature of the violation because the faculty member will have to complete a detailed report of the incident. Though the student will not be identified as the reporting party, they will be a witness and, as a result, may be contacted by SCAI when the allegation is investigated.

4. Is there a pledge I should include on submitted work?

The following pledge applies to EVERY examination, paper, or academic exercise:

"On my honor, I pledge that I am in compliance with the VCU Honor System and Standards of Academic Conduct."

Neither the presence nor the absence of a signed pledge statement shall exempt a student from the requirements of the Honor System.

5. Do I need to actually sign the pledge by hand on my work?

No. Pledges may be acknowledged digitally in addition to being signed by hand. For example, it is acceptable to type the pledge followed by your name or initials.

6. What kinds of Honor Code violations qualify for FAR?

A primary consideration is whether a respondent would remain part of the class in question if the respondent is found responsible. FAR is therefore limited to allegations that qualify for Class-A sanctions based upon the severity of the infraction and if the respondent does not have a prior history of academic misconduct.

7. Who decides if an alleged violation is appropriate for FAR?

SCAI decides if an alleged violation is appropriate for FAR based upon their close familiarity and experience with the Honor System and Standards of Academic Conduct. SCAI will take account of the nature of the alleged violation as compared to other violations where other, more severe sanctions applied. SCAI will also take account of faculty assessment of the severity of the alleged violation in addition to whether the respondent has a history of prior academic misconduct. If a respondent has a history of prior academic misconduct, then SCAI will conduct the investigation and resolution of the alleged violation.

8. Can a student opt out of FAR and choose Administrative Resolution conducted by SCAI?

Yes, both faculty and students must agree to FAR, if it is offered. Should either the student or the faculty member opt out, then SCAI will conduct the investigation and resolution of the alleged violation.

9. Does SCAI influence the outcome of FAR?

The director of SCAI, or a designee, will review the outcomes of FAR for compliance with VCU policies, but the responsibility to conclude FAR falls upon the faculty member.

10. For Class-A Sanctions, who determines the length of Honor Probation?

The length of Honor Probation for Class-A Sanctions is determined by the administrator based upon the severity of the violation and in consideration of other similar violations that have been previously resolved. Decision Boards and Sanction Review Boards may also determine the length of Honor Probation when alleged violations are submitted for additional review.

11. What happens if someone is found responsible for academic misconduct while on Probation?

According to Section V - Sanctions under Policy Specifics and Procedures, respondents who are found responsible for academic misconduct while on Honor Probation may be suspended or expelled from the university.

12. Can members of a Decision Board also serve on a Sanction Review Board for the same alleged violation?

No. Sanction Review Boards are always chosen from members of the Honor Council who have **not** previously participated in the investigation, resolution, and/or Decision Boards for the alleged violation under consideration. No individual serves as a decision-maker at more than one stage of the adjudication process for a particular charge.

13. Are respondents able to attend Sanction Review Boards?

No. Sanction Review Boards do not meet with a respondent in person. Instead, the board considers only written evidence, including the reasons why a respondent has asked for sanctions to be reviewed.

14. Can a respondent request a Decision Board and a Sanction Review Board?

Not at the same time. Respondents may request a Decision Board when they do not agree with the finding of responsible. Sanction Review Boards, however, consider sanctions only when responsibility is no longer disputed. A respondent cannot, therefore, request both at the same time. A respondent can, however, request a Sanction Review Board after a Decision Board has delivered its findings because responsibility is no longer open to dispute.

15. Can a respondent ask a Decision Board to review sanctions and a finding of responsibility?

No. Respondents are able to request a Decision Board when they disagree with the finding of responsibility. Therefore, they must present a case to the Decision Board that explains why they are not actually responsible for an alleged violation. Respondents can only challenge a sanction when they accept responsibility for the violation.

16. What are my rights under a Decision Board hearing? Can I bring someone along?

Respondents may present relevant information to the alleged violation and explain why they disagree with the finding of responsible. Respondents may bring an adviser of their choice, such as for moral support, but the adviser is not allowed to participate in the hearing on the respondent's behalf.

In the event English is not the respondent's first language, the respondent may ask to bring a translator who may assist the respondent in communicating. However, SCAI will require the respondent to participate directly in all stages of the process. SCAI may also arrange for a translator if the respondent is unable to provide one or if a translator is deemed beneficial.

17. Are witnesses able to provide information about alleged offenses?

Yes, witnesses may provide information on behalf of the reporting party or the respondent about an alleged offense during administrative resolution and Decision Boards.

18. Who is eligible to serve on the Honor Council?

Undergraduate, graduate and professional students, university and academic professionals, classified staff and members of the faculty may serve on the Honor Council after completing the required training.

19. Is it a violation of the Honor System to take extra time on an exam or an assignment without permission from the instructor?

It depends. Taking extra time on an exam or an assignment without permission is a form of cheating because it leads to an unfair advantage. However, students with disabilities may register with SAEO in order to receive accommodations that include extra time.

20. Is it a violation of the Honor System to use a file-sharing or a question-and-answer website?

Yes, depending on the circumstances. Sometimes instructors may encourage the use of online resources like file-sharing or question-and-answer websites, but when an instructor has not given express permission to use these sites, students should be cautious about their use and check with faculty first. In general, websites that enable students to break the rules should be avoided, even if this is not what you intend.

21. The policy explains unauthorized possession of or access to academic materials is a form of cheating. What are examples of academic materials?

Examples of academic materials include, but are not limited to: answer keys, grading rubrics, old exams, old assignments, question banks and laboratory reports.

22. What are examples of "mitigating circumstances" that might justify having a transcript notation period reduced?

A respondent can apply to the Senior Vice Provost for Student Affairs, or designee, to have any transcript notation period reduced for "mitigating circumstances". Examples include academic achievement, no additional misconduct, demonstration of remorse and/or lessons learned, and letters of support from a program or faculty.

Acknowledgements

This Honor System has drawn material from Edward N. Stoner's and John Wesley Lowery's A Twenty-First Century Model Student Code of Conduct and a review of other universities' policies, including Boston University; Carnegie Mellon University; Duke University; George Mason University; Georgia Institute of Technology (Georgia Tech); College of William & Mary; University of Colorado, Boulder; University of Maryland; University of Massachusetts, Boston; University of New Hampshire; University of Virginia; and Virginia Polytechnic Institute and State University (Virginia Tech).



EXECUTIVE SUMMARY OF PROPOSED POLICY: Additional sources of academic credit

New Policy □ or **Substantive Revision** ⊠

Policy Type: Board of Visitors

Responsible Office: Office of the Provost

Draft Date: 06/06/2019

Initial Policy Approved: MM/DD/YYYY

Revision History: 11/10/2016

Governance Process Tracking:

If new BOV policy, enter date and name of President (or designee) approving development of

policy: MM/DD/YYYY - Name

If new Administrative policy, enter date and name of President's Cabinet member approving

development of policy: MM/DD/YYYY

Integrity & Compliance Office Review: 07/03/2019

University Counsel Review: 01/09/2020 Public Comment Posting: 02/14/2020

University Council Academic Affairs and University Policy Committee Review: 02/27/2020

University Council Review: 03/05/2020

President's Cabinet Approval: 03/09/2020

Board of Visitors Approval (if applicable): MM/DD/YYYY

1. Why is this policy being created □ <u>or</u> revised ⊠?	The former policy needed to clarify the roles/responsibilities and steps for VCU stakeholders involved in reviewing and approving additional sources of academic credit.
2. New policy □: What are the general points or requirements covered in this policy? or Revised policy ⊠: What are the substantive differences between this draft and the current policy?	The revision significantly clarified all language, added explicit steps in the specifics and procedures section and included FAQ.

1

Template Revised: 10/26/2017

3. Which stakeholder offices or personnel have provided input into this policy draft?	Office of the Provost
4. Which other universities' policies or resources (e.g., laws, regulations, etc.) did you consider when preparing this draft?	Virginia Tech; UVa; William & Mary
5. What is your general assessment of this policy's impact on the university community?	This policy's impact on the university community is significant as it codifies the process of how credit coming from "additional sources" should be determined and awarded to incoming students.



[DRAFT] Additional Sources of Academic Credit

Policy Type: Board of Visitors

Responsible Office: Transfer Center, Student Success, Office of the Provost

Initial Policy Approved: 11/10/2011

Current Revision Approved: MM/DD/YYYY

Policy Statement and Purpose

In support of increased student access and lower student costs, Virginia Commonwealth University awards course credit and advanced standing for additional sources of academic credit with qualifying scores or grades. Additional sources of academic credit include Advanced Placement (AP), Cambridge Advanced (A/AS), College Level Examination Program (CLEP), International Baccalaureate (IB), military service credit recommended by the American Council on Education (ACE) and the DANTES Subject Standardized Test Program (DSST). The purpose of this policy is to establish procedures for approving, reviewing and awarding additional sources of academic credit, while ensuring university compliance with the Code of Virginia §23.1-906 and the State Council of Higher Education for Virginia (SCHEV) Virginia Public Higher Education Policy on Course Credit for AP, Cambridge, CLEP, and IB (March, 2016).

The VCU Board of Visitors reviews and approves any new additional source of academic credit before course credit can be awarded from that source. The Board of Visitors does not review and approve specific examinations or course equivalences within additional sources, as this is the responsibility of the VCU faculty.

VCU faculty determines the standards for awarding course credit from Board of Visitors-approved additional sources. Faculty is responsible for ensuring the credit awarded from additional sources is comparable to a specific VCU course(s), aligned with the VCU course learning outcomes and consistent with the university's mission.

For quality assurance, the university conducts two types of review of the VCU Transfer Tables: new examinations and periodic comprehensive review.

The VCU Transfer Center coordinates with faculty in academic departments, the University Undergraduate Curriculum Committee (UUCC), the Bulletin Editor, the Office of the Provost and the Board of Visitors, as needed, in order to publish VCU Transfer Tables in the Undergraduate Bulletin containing the faculty-determined course equivalencies.

Noncompliance with this policy may result in disciplinary action up to and including termination. VCU supports an environment free from retaliation. Retaliation against any employee who brings forth a good faith concern, asks a clarifying question, or participates in an investigation is prohibited.

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Policy Specifics and Procedures	#
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	#
Revision History	#
FAQ	#

Who Should Know This Policy_____

All university members responsible for reviewing additional sources of academic credit and/or awarding credit to students are responsible for knowing this policy and familiarizing themselves with its contents and provisions.

Definitions

Advanced Placement

Advanced Placement (AP) is a program created by the College Board which offers college level curricula and examinations to high school students.

Cambridge Advanced

The Cambridge Advanced is either a one-year (AS-level) or two-year (A-level) educational program for high school students that culminate with final examinations.

College Level Examination Program

The College Level Examination Program (CLEP) is a group of standardized tests created and administered by College Board. The tests assess college-level knowledge in many subject areas.

DANTES Subject Standardized Test Program

The Defense Activity for Non-Traditional Education Support (DANTES) agency is a Department of Defense agency that provides opportunities for service members and veterans to earn credit by means of DANTES Subject Standardized Test Program (DSST) examinations. The DSST program is an extensive series of examinations in college subject areas that are comparable to the final or end-of-course examinations in undergraduate courses

International Baccalaureate

The International Baccalaureate (IB) diploma program is a two-year educational program for high school students that culminates with final examinations. The examinations consist of two levels: the standard level (SL) and higher level (HL).

Military Service Credit

College credit awarded for military experiences and training as recorded on the Joint Service Transcript based on faculty review of recommendations from the American Council on Education (ACE).

VCU Transfer Tables

The VCU Transfer Tables indicate the name of the examination, required minimum score or grade on the examination, VCU course equivalent and number of credits awarded.

Contacts

The Office of the Provost officially interprets this policy. The Office of the Provost is responsible for obtaining approval for any revisions as required by the policy *Creating and Maintaining Policies and Procedures* through the appropriate governance structures. Please direct policy questions to the Office of the Provost, senior vice provost for academic affairs.

Policy Specifics and Procedures_____

VCU requires two types of review to ensure the quality and relevance of academic credit awarded from additional sources.

1. Review of New Examinations

Before accepting scores for any examination(s) not currently listed on the VCU Transfer Tables, the university reviews subject curricula and learning outcome(s).

Step One: The VCU Transfer Center initiates a departmental faculty review of the subject curricula and learning outcome(s). The departmental faculty reviewers determine the standards for awarding academic credit for additional sources of academic credit in accordance the guidelines in SCHEV's *Virginia Public Higher Education Policy on Course Credit for AP*, *Cambridge, CLEP, and IB*. The departmental faculty reviewers review the subject curricula and learning outcomes, subject examinations, grade distributions and marking schemes provided by the examination agencies. After reviewing such materials and drawing comparisons with a specific VCU course(s), departmental faculty reviewers decide what credit, if any, is to be awarded based upon comparability. Departmental faculty reviewers verify such decisions through feedback provided from student performance in more advanced related courses at VCU.

Step Two: The VCU Transfer Center submits the results of the departmental faculty review, with proposed changes to the transfer tables in the Undergraduate Bulletin, to the UUCC for approval. The UUCC acts as a check and balance to ensure alignment with the university mission, learning outcomes and curricular comparability.

Step Three: Following UUCC approval, the VCU Transfer Center coordinates with the Bulletin Editor to update the credit transfer tables in the VCU Undergraduate Bulletin. The VCU Transfer Center also reports any changes to the transfer tables to the State Council of High Education for Virginia.

2. Periodic Comprehensive Review

The university conducts a comprehensive review of the VCU transfer tables every three years. The VCU Transfer Center works with the Office of the Provost to initiate the review process with each academic discipline represented on the transfer tables. The VCU Transfer Center collects and submits the results of the comprehensive departmental review, complete with updated transfer tables, to the UUCC for review and approval. Once approved by the UUCC, the VCU Transfer Center updates the State Council of Higher Education for Virginia of any changes to the transfer tables.

Role of VCU Board of Visitors

The UUCC and VCU Transfer Center reports UUCC approval of new sources of academic credit to the VCU Board of Visitors for final review and approval.

Forms

There are no forms associated with this policy and procedures.

Related Documents

- The Undergraduate Bulletin section on "Additional sources of academic credit," including transfer tables, is available at: http://bulletin.vcu.edu/undergraduate/undergraduate-study/admission-university/additional-sources-of-credit/.
- 2. Code of Virginia §23.1-904 (2017). Course credit; veterans; active duty military students.
- 3. Code of Virginia §23.1-906 (2017). Course credit; Advanced Placement, Cambridge Advanced, College Level Examination Program, and International Baccalaureate examinations.
- 4. State Council of Higher Education for Virginia. Guidelines on Award of Academic Credit for Military Education, Training and Experience by Virginia Public Higher Education Institutions (approved by Council July 16, 2013): http://www.schev.edu/docs/default-source/students-section/military-education/guidelines-on-award-of-credit-for-military-training-education-and-experience.pdf
- 5. State Council of Higher Education for Virginia. Virginia public higher education policy on course credit for AP, Cambridge, CLEP, and IB (approved by Council March 21, 2016): http://www.schev.edu/docs/default-source/institution-section/GuidancePolicy/policies-and-guidelines/virginiapolicyoncoursecredit.pdf

Revision History	1	
•		

This policy supersedes the following archived policies:

Approval/Revision Date

Title

November 10, 2016 Proposal to Approve VCU Policies on Other Sources of Academic Credit

FAQ

1. What is an example of an additional source of academic credit?

Currently, additional sources of academic credit include Advanced Placement, Cambridge Advanced, College Level Examination Program, International Baccalaureate, military service credit recommended by the American Council on Education and the DANTES Subject Standardized Test Program.

2. What is an example of a "new examination" that might be reviewed and approved by faculty for inclusion on the VCU transfer tables?

An example would be a specific IB subject examination (e.g., IB Language A: Literature and Performance). The Board of Visitors has already approved IB examinations as an additional source of academic credit, but the faculty may not have reviewed and approved scores for all available IB subjects. Award of credit for new subject scores requires approval by the UUCC, but does not require BOV approval.

3. What is the process for posting credits on the VCU transcript?

Upon receipt of an official record or transcript, the VCU Transfer Center will evaluate the exam scores or grades according to the transfer tables to determine whether the student is eligible to receive credit. The Transfer Center will then post the equivalent course and the number of credits onto the student's VCU transcript.

4. Are there any limits on the number of credits earned through this policy that students can apply to their degree at VCU?

Students may not apply more than 54 CLEP credits to their degree at VCU (https://clc.vcu.edu/campus-testing-center/clep/). VCU does not place limits on credits earned from other sources outlined in this policy.









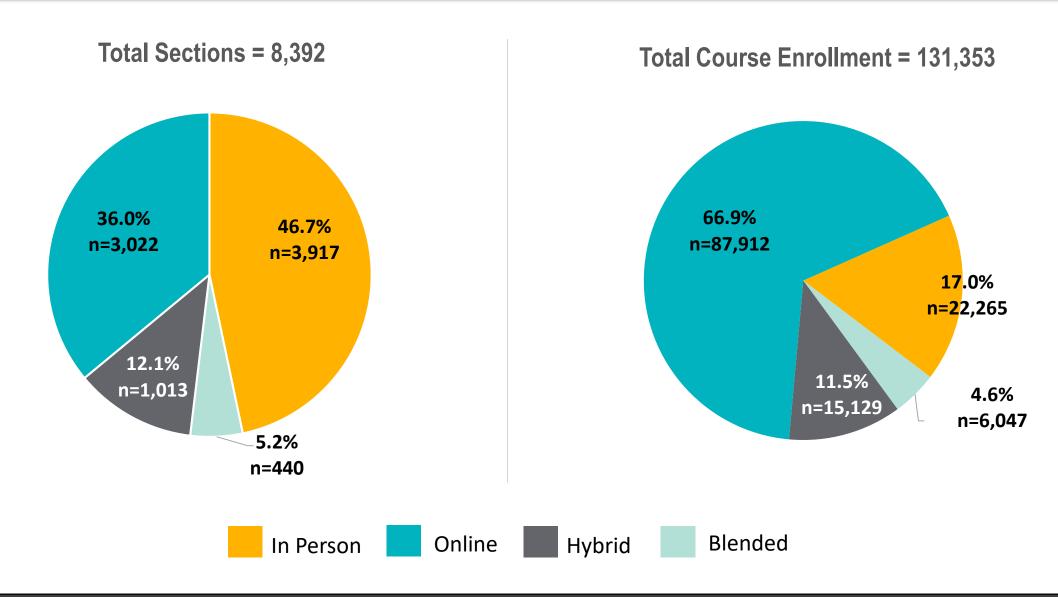
Provost Report

VCU Board of Visitors Academic and Health Affairs Committee Dec 11, 2020 Gail Hackett, Ph.D.

Provost and Senior Vice President for Academic Affairs



Fall 2020 Course Sections by Modality and Enrollment





Student Sentiments of Online/Remote Instruction

Not surprisingly, some VCU students reported less favorable experiences

- Freshmen and sophomore students
- First-generation
 - First-generation students living on-campus reported much more favorable experiences with online / remote instruction
- Pell-eligible
 - Pell-eligible students living on-campus reported slightly more favorable sentiment than those living off-campus



Student perceptions about online/remote instruction appeared relatively consistent and favorable across racial/ethnic groups and gender.

CA 2020-06, September 28, 2020



VCU faculty have displayed flexibility and compassion for students during this difficult semester

Early alerts and midterm grades provided meaningful advising interactions to better support and guide students.



Early Alerts

• 5,732 early alerts provided to students

Midterm Grades

- 78,469 midterm grades submitted in fall 2020
- 82.2% of undergraduate courses provided midterm grades – the highest submission rate in VCU history!



Faculty Experience: Flexibility and Compassion

Faculty demonstrated flexibility in quickly learning a new Learning Management System as VCU transitions from the use of Blackboard to Canvas.

For Fall 2020 courses were delivered via:

- Blackboard 30% of all sections
- Canvas- 70% of all sections





Pursuing Excellence in the Pandemic

- Faculty continued to work hard on curriculum reform. In Fall 2020, a total of 168 degree programs were revised in preparation of the new General Education requirements.
- Faculty continued to prepare for academic program review (22 programs under review).
- 640 faculty have participated in one of the writing retreats or writing workshops in Fall 2020 sponsored by the Center for Teaching and Learning Excellence.
- Website resources were created and faculty development sessions were held to help faculty prepare for the Fall 2020 political elections.
- Website resources were created and faculty development sessions were held to help faculty develop antiracism curriculum and develop culturally relevant pedagogy.
- Faculty development and celebrations moved online: new faculty orientation, training program for new
 department chairs, training program for new deans, monthly Faculty Club, Promotion and Tenure
 Celebration (recognizing 182 promoted/tenured faculty members), monthly professional development
 sessions for department chairs,
- 64 VCU faculty and staff enrolled in the Recruitment Inclusive Champions training program designed to provide guidance to search committees for hiring a talented and diverse faculty.



A different student experience but just as valuable



A different student experience but just as valuable

Weeks of Welcome (first four weeks of the semester)

- 116 events
- Events intended to 89% overall satisfaction rating
- Survey respondents reported higher levels of a sense of belonging and community as a result of attending events

Recreation Sports

- 69,040 visits
 - 5,277 unique visitors
- Outdoor Adventure Trips:105 participants
- Virtual Escape Room program- 108 participants
- Group Exercise Program 789 participants
- eSports 95 participants
- Intramurals (in person)298 participants

Leadership Development

- Leaders UnLeashed Conference, a one-day leadership conference hosted by VCU LEAD.
 - 159 participants

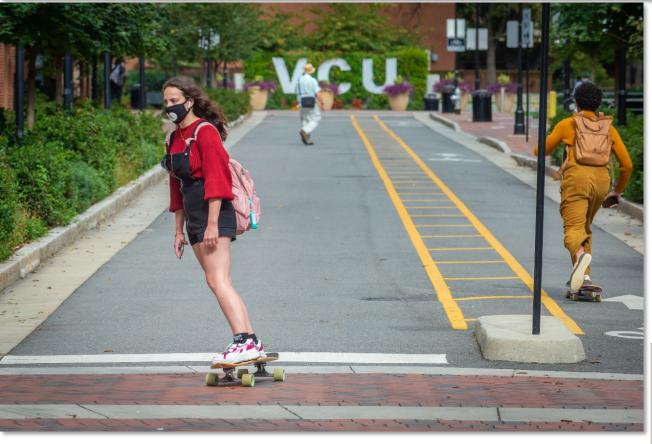
"The conference as a whole was really valuable. Since COVID has started, I have not felt connected with a large group of people until this conference." - Caleb Rivera

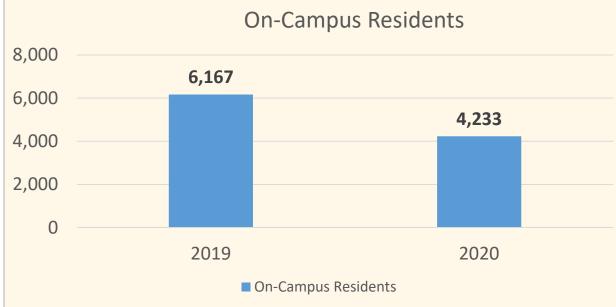
"The Well"

Health Promotion and Well-Being Center

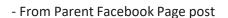
- Podcasts
- Delivery of 397 Very
 Caring University COVID
 Care Kits to students in isolation/quarantine
- Development of Very Caring University COVID-19 Learning Module for COVID violations
 - 214 students
- Guided meditations and mindfulness stress reduction programs offered

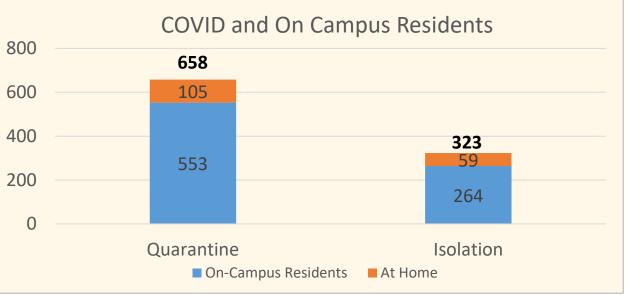
Residential Experience





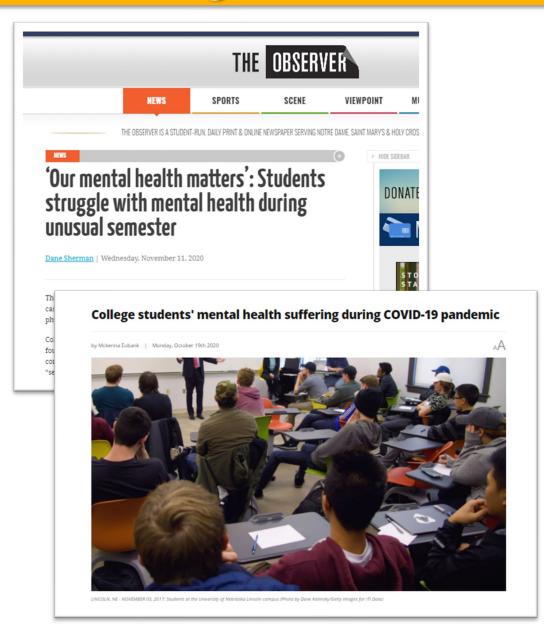
Would like to applaud VCU . My daughter was tested for Covid yesterday, had to spend the day and night in isolation. Her results came back negative this morning, thankfully . Thank you to VCU health services that tested her, the staff that helped her gather the things she would need for a possible quarantine, and the food service group. FaceTimed with her last night. GRC III looked really clean, and the food looked pretty good. It's also great how they were attentive to her roommates.





Student mental health continues to be of great concern

- Anxiety and stress presented as top concerns
- University Counseling sees students within week of request for assistance
 - 3,857 attended overall appointments
 - Individual appointments up 15%
 - Crisis appointments down 87%
 - Offer COVID support groups
- Faculty supported flexible new policies and guidelines for Fall 2020



Other Actions Taken to Support Students' Mental Health and Success

Faculty supported flexible new policies and guidelines for Fall 2020

- Revised academic calendar with truncated semester and short final exam week
- Extension of course withdrawal period
- Revised pass/fail grading policy
- New student absence guidelines
- Alternative course evaluation questions
- Final Exams 3 in 24 accommodation new final exams guidelines
- Temporary suspension of academic standing for struggling students

Regular communication to faculty and students



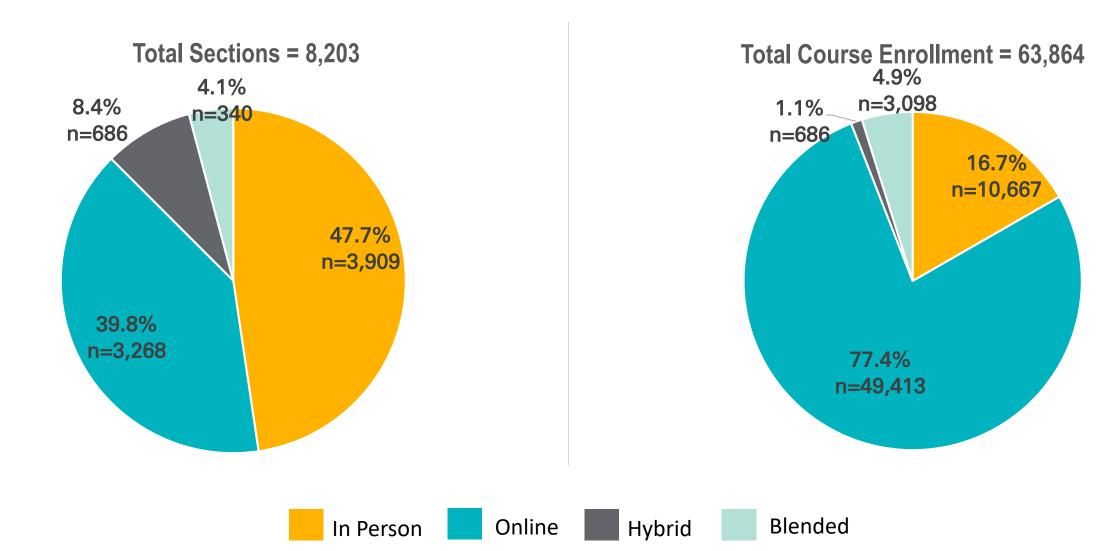
Spring 2021 Expectations and Plans

- Academic Calendar Adjustments
 - Delayed first day of class: Jan 25
 - Spring break eliminated
 - Several reading days added
- Continue to improve quality of online courses
 - Faculty development/workshops

- Instructional Flexibility
 - anticipating impact of COVID surge



Spring 2021 Course Sections by Modality and Enrollment







2.45 (14)

EXECUTIVE OVERVIEW

IES Strategic Priorities Update June 2020 - December 2020

I. Organizational Culture and Climate

- a. Presidential Forums
- b. Climatext and Climate Advisories
- c. Employee Culture and Climate Survey and Dashboard

II. Strategic Policy and Program Reforms

- a. Title IX Interim Policies
- b. Preventing and Responding to Discrimination Interim Policy
- c. Bias-Related Incidents Policy
- d. Bias Response Team
- e. Equity and Employment Opportunities Office
- f. Affirmative Action Planning Executive Dashboard

III. Compliance, Education and Success

- a. Mandatory Employee Non-Discrimination Training
- b. Diversity and Inclusion Leadership Certificate Program
- c. Psychological Readiness Training (Employees)
- d. A New Start Training (Students)

IV. Recruitment and Retention Data and Guidelines and Procedures Reform

- a. Faculty Demographic Data and Trends
- b. Faculty Search Diversity Statement
- c. Staff Diversity and Inclusion Competency Items

V. University Strategic Initiatives

- a. VCU Commemorations and Memorials Committee
- b. Call Me by My Name

VI. National Media Mentions and Recognitions

- a. VCU's Confederate Decommemoration
- b. INSIGHT into Diversity
- c. EDUCAUSE

VII. Future Directions

a. Theme III: Collective Urban and Regional Transformation

VCU Career Readiness: A Holistic Model for Success

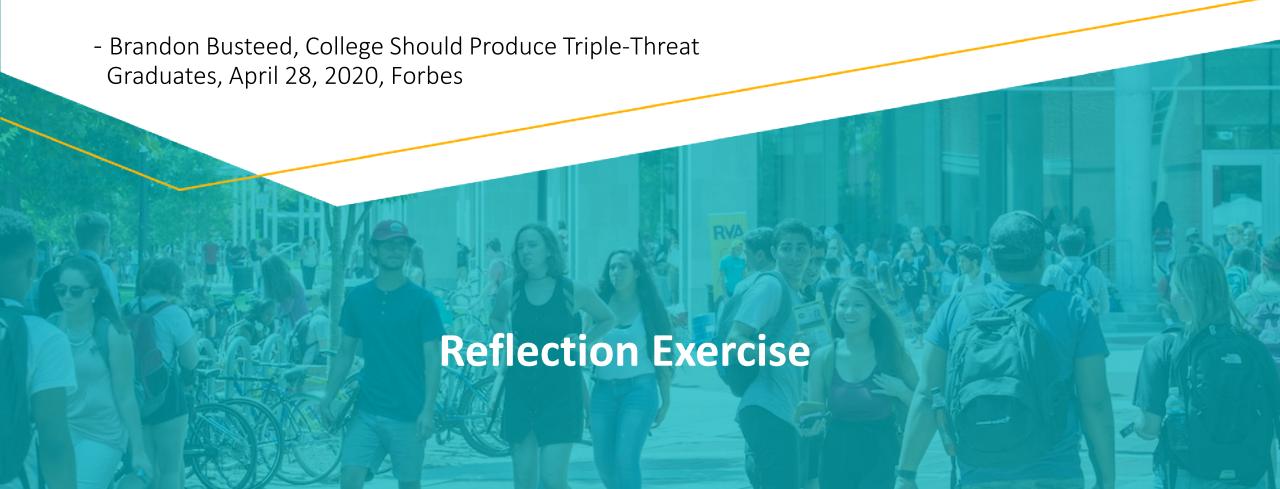
VCU Board of Visitors, December 2020
Gail Hackett, Ph.D.
Provost and Senior Vice President for Academic Affairs



"Colleges that embrace the [career readiness] challenge can help blunt the worst effects of disruptions and secure the economic future of millions of people and the nation as a whole."

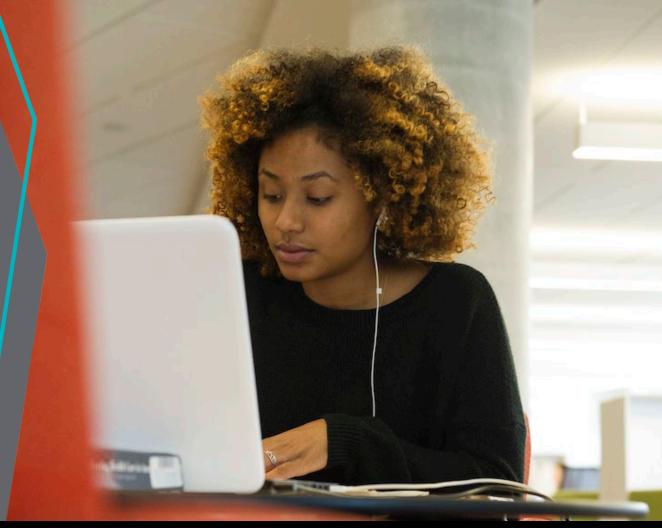
Goldy Blumenstock, Career-Ready Education: What's Ahead

"Think of both the real experiential value and the marketability of a graduate who leaves college with a degree plus demonstrable long-term projects, real work experience and an industry-recognized credential. It's a serious triple-threat that will dramatically improve the real and perceived value proposition of higher education for students, parents, employers and taxpayers. It will go a long way toward eliminating the greatest critique of higher education today which is the belief that graduates are not well prepared for the workplace."



National Challenge to Career Readiness

- Existing barriers:
 - Information inequity
 - Financial insecurity
 - Disconnection between academic studies and knowledge of career options
- Barriers have a disproportionate impact on first-generation and Pell-eligible students.
- VCU has developed a holistic and innovative approach to addressing these barriers.



Degree-seeking undergraduates, Fall 2020

54% Minority

32%

Pell-eligible

34%

First Generation (incoming cohort only)

62%

Female

38%

Male

Source: Census 2 data. Excludes Qatar.

What do VCU students need to be career ready?

VCU students need a student-centered, holistic, customizable experience:



Brightly lit educational **pathways** connecting classroom experiences to career exploration.



Community invested in their success and a comprehensive experience that reinforces real-world skills valued by employers.

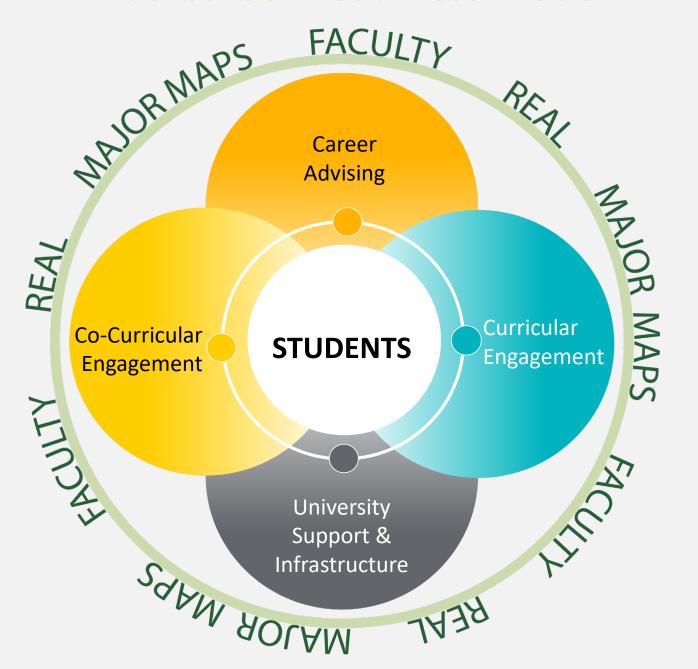


Campus **infrastructure** to support collaboration, innovations in programming, and analytics to develop new models for work-based learning.



Strategic action to address socio-economic disparities by providing financial support and building social capital.

VCU Career Readiness Model



CAREER ADVISING: Career exploration, major selection or change, job search or graduate program application support, training campus career champions (faculty/staff advisors)

CO-CURRICULAR ENGAGEMENT: Undergraduate research, study abroad, service learning, clubs and organizations, campus leadership and involvement, federal work-study

CURRICULAR ENGAGEMENT: Career development courses, internship courses, co-op, University College career minor

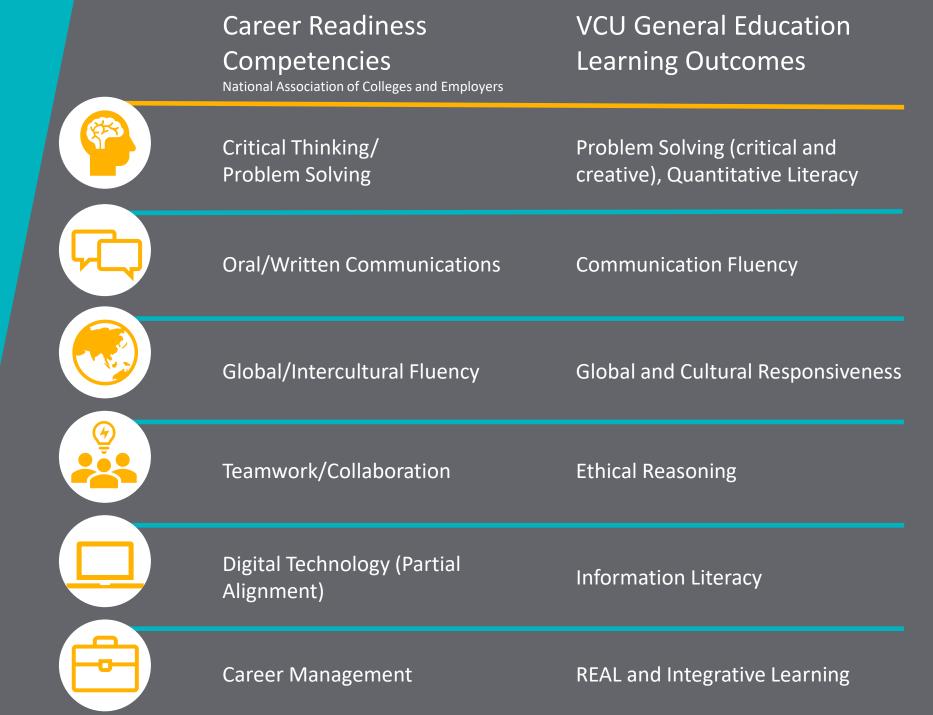
UNIVERSITY SUPPORT & INFRASTRUCTURE: REAL academic regulation, funding for experiential learning, data and resources on internships/ experiential learning and graduate outcomes, administrative support structures, and career audit.

Curricular Engagement

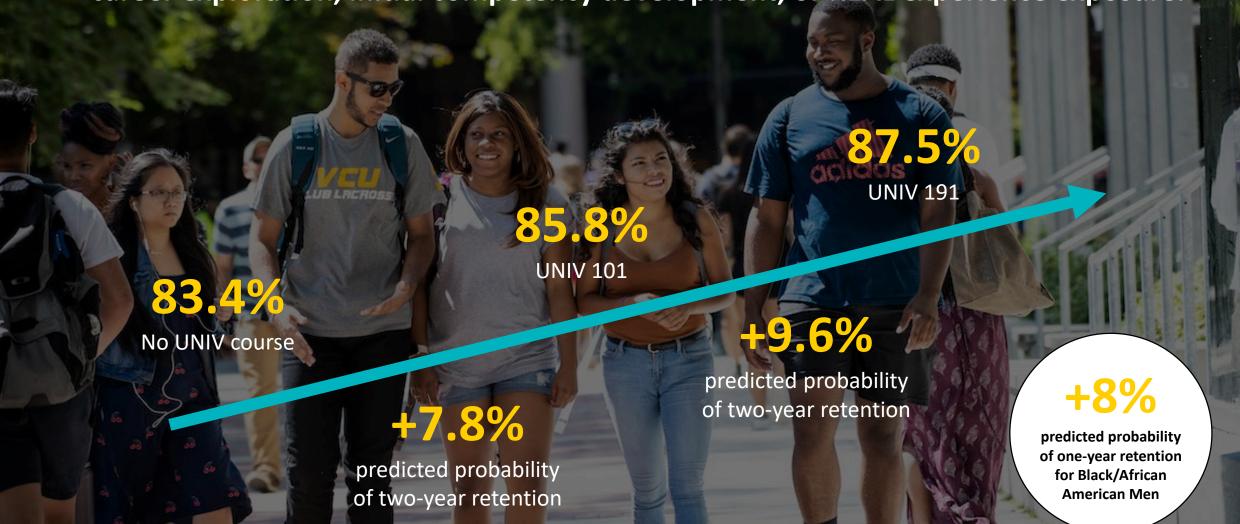
- Current curricular career readiness efforts and opportunities include: General education redesign; career development and planning courses; embedded internship and practicum courses; digital credentialing; College of Engineering Co-Op program.
- Efforts and opportunities that will be implemented in Fall 2021: "College to Career" SCHEV grant; REAL undergraduate graduation requirement; University College's new Interdisciplinary Career Readiness Skills (ICRS) Minor.



VCU General Education
learning outcomes
align with the
competencies
employers desire in
college graduates.



VCU offers introductory topic-based Student Success courses (UNIV courses) that lead to greater retention. Approximately 92% of these courses have topics that focus on career exploration, initial competency development, or REAL experience exposure.



Source: Institutional Research and Decision Support, Advisor-led UNIV Course Outcome Report, 16 April 2020

Co-Curricular Engagement

(Listed in developmental order to mirror the pillars of major maps, which guide students through progressive experiences to prepare them for life after college.)

- Campus life: Living-learning communities; student leadership experiences; clubs and organizations
- REAL high impact practices: Undergraduate research (largest on and off-campus Federal Work-Study employer Fall 2020); service learning; study abroad (23% increase in participation from 2014-2019)
- Work-based learning: Federal Work-Study; internships with employers across industries; micro-internships; project-based work; shadowing opportunities



We've invested in technology to increase student access and opportunity, and we're gaining a clearer picture of student behavior and demand.

The most searched for experiences on the Student Opportunity Center platform were internships, research, volunteering, and study abroad. Search terms indicate financial need and geographic region are important factors.

3,000

searches since August 2020 380

unique search terms used since August 2020.
A number were combinations (Study Abroad + Internship + Research) indicating that students are looking for tailored experiences.

3,118

students enrolled in service-learning courses in the 2019-2020 academic year, a 3.5% increase over the year prior.

(Source: Institutional Research Service Learning Analysis)

From the 2018-2019 to 2019-2020 fiscal year, the following increases were noted in VCU's Handshake platform

64%

increase in the number of internships posted

21%

increase in the number of student applications submitted

We now have baseline data to utilize when evaluating progress.

According to the 2019 VCU First Destination Survey, graduating seniors reported

56%

participated in internships while at VCU.

These students were 16% more
likely to be employed full-time within six months.

81%

engaged in experiential learning while at VCU

As a result of strategic collaborations, streamlined processes, and investment

768

students placed in Federal Work-Study positions in FY20. VCU maximized federal funds (nearly \$2M) for students in need of assistance, a 23% increase in FWS student placements from FY19.

(Source: VCU Student Financial Services)

200K

pageviews of the major maps, in FY20, a 167% increase from FY19, which is when transfer maps were added to major maps.

(Source: Google Analytics)

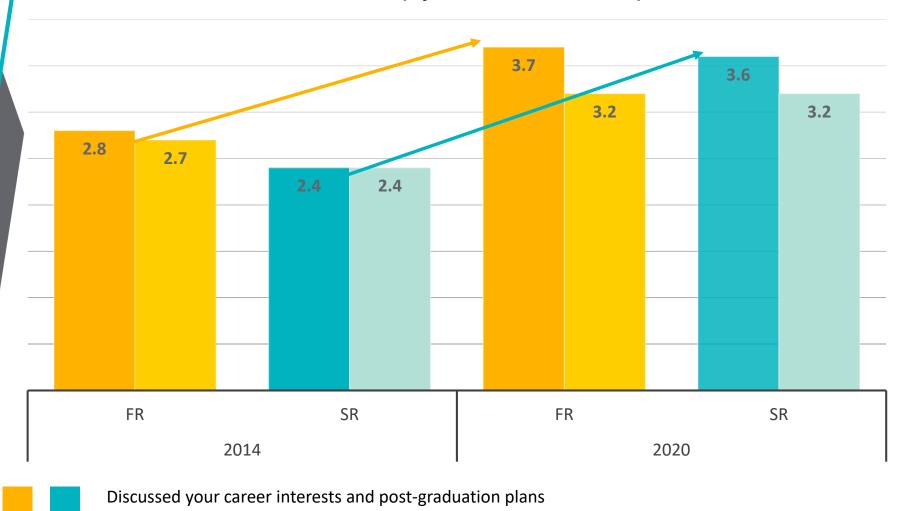


Career Advising

- Career Advice & Mentorship: Career service offices provide advising, programming, career fairs and networking, career development courses, internship support; the Career Leadership Council provides thought leadership and campuswide collaboration for engaging faculty and developing campus career champions.
- Access & Opportunity: The VCU First Destination Survey informs diversity, equity & inclusion efforts, including specialized programs (Lumina grant-funded Men of Color Initiative), gap analysis, and staff training.
- **Professional Connections & Mentorship:** VCUAlumni created VCULink to inspire networking and flash mentoring between students and alumni. The platform now houses all mentoring programs.

Since 2014, we've advising experienced between freshmen and seniors, and advising strength with students on careerrelated and high impact practice topics.

VCU Advisor Career Helpfullness 2014 v. 2020 (by Freshmen & Seniors)

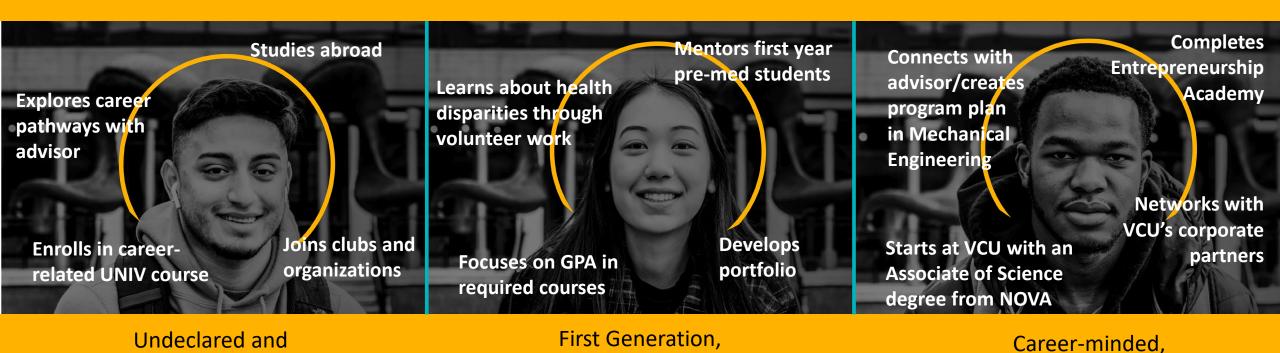


Helped you get information on special opportunities (study aboard, internships, research projects, etc.)

VCU's career readiness model is translating to full-time employment for grads

	Employed Full-time	Continuing Education	Still Seeking
VCU Undergraduates (May 2019, within six months of graduation)	53%	16%	19%
Undergraduates All R1 Institutions	51%	22%	15%
Undergraduates All Public Institutions	51%	19%	10%
Undergraduates Nationally	54%	19%	14%

In Practice: The Student Experience in VCU's Career Readiness Model



Students can design their own experience that reflects their individuality.

pre-med

transfer student

exploring

While our career readiness model is designed to serve everyone, we know gaps exist.

As our efforts evolve, we must remain vigilant and proactively address disparities in access, opportunity, and participation.

VCU Career Readiness Priorities



REAL Experience (internships, practicum, undergraduate research, study abroad, etc.)

REAL undergraduate graduation requirement was approved November 2020 and will be implemented in Fall 2021.



Outcomes survey

Increase participation rates from 54% to 65% and analyze employment at education level by May 2021. Improve placement outcomes (employed full-time and continuing education) to comparable to all R1 institutions by 2025.



Advising & Support

Launch first-of-its-kind career audit by 2023.



Major Maps

Automate for building plans by 2024.



Graduation

Reduce debt by 2025.

Achieve Career Readiness Priorities while Addressing Social and Economic Mobility

We must invest in the future so VCU students can invent their futures. To ensure all students have access and opportunity to cultivate the skills they need, VCU needs targeted investments in:

Bolstering initiatives with demonstrated impact, including student success courses, high impact practices, and lower career advisor to student ratios.

Providing funding to students who want and need to engage in internships and experiential learning but are unlikely to have access without direct support.

Developing new curricular learning models based on workforce demands, in partnership with faculty, community, and industry partners.

Measuring, monitoring, and promoting experiential learning and career readiness through set metrics, streamlined processes, and innovative systems.

Securing internal and external resources through leaning into our strengths as educational leaders in actively promoting diversity, equity, and inclusion.







Report to Board of Visitors

December 11, 2020

Dr. Darcy Mays, Faculty Athletics Representative

Chair, Department of Statistical Sciences and Operations Research College of Humanities and Sciences

All NCAA Division I institutions are eligible for an Academic Unit, money distributed to conferences and allocated to institutions in accordance with conference policies.

The funds are distributed from Division I basketball revenue based on academic performance as opposed to only participation and advancement in the NCAA Men's Basketball Tournament.



There are three ways for an institution to earn an Academic Unit, they must satisfy at least one of the following:

- 1. The Graduation Success Rate for the most recently available year is equal to or greater than 90% based on the single-year rate of all student-athletes at the individual level. The current cohort year is 2014-15.
- 2. The difference between the student-athlete and student body percentages in the most recently published Federal Graduation Rate is equal to or greater than 13 percentage points. The current cohort year is 2014-15.
- 3. Division I Academic Progress Rate (APR) for the previous year is equal to or greater than 985. Calculated as the average of single-year APR for all teams. The current cohort year is 2019-20.

So how does VCU stack up?



1. The Graduation Success Rate for the most recently available year is equal to or greater than 90% based on the single-year rate of all student-athletes at the individual level. The current cohort year is 2014-15.

For 2014-15, the Graduation Success Rate was 92%, so this requirement is met.



2. The difference between the student-athlete and student body percentages in the most recently published Federal Graduation Rate is equal to or greater than 13 percentage points. The current cohort year is 2014-15.

For 2014-15 cohort, the difference between the student-athlete Federal Graduation Rate and the student body Federal Graduation Rate is - 11%. So this requirement is not met.



3. Division I Academic Progress Rate (APR) for the previous year is equal to or greater than 985. Calculated as the average of single-year APR for all teams. The current cohort year is 2019-20.

For 2019-20, VCU has 15 teams. Averaging the APR's of the 15 teams, average APR = 989. This **requirement is met.**



Academic Unit Eligibility Report: Individual Teams

Sport	APR Multiyear (N)	APR 2019- 20 (N)	Eligibility/Grad Multiyear	Eligibility/Grad 2019-20	Retention Multiyear	Retention 2019-20
Men's Basketball	971 (52)	962 (13)	981	923	951	1,000
Men's Cross Country	989 (24)	1,000 (7)	978	1,000	956	1,000
Men's Golf	980 (26)	1,000 (6)	980	1,000	980	1,000
Men's Soccer	989 (81)	985 (18)	986	1,000	985	970
Men's Tennis	990 (29)	1,000 (7)	1,000	1,000	958	1,000
Men's Track	986 (90)	1,000 (23)	971	1,000	971	1,000
Women's Basketball	977 (57)	964 (14)	982	964	962	964
Women's Cross Country	1,000 (24)	1,000 (5)	1,000	1,000	1,000	1,000
Field Hockey	993 (71)	1,000 (14)	993	1,000	985	1,000
Women's Lacrosse	998 (114)	1,000 (27)	1,000	1,000	995	1,000
Women's Soccer	995 (115)	991 (29)	1,000	1,000	986	981
Women's Tennis	981 (30)	966 (8)	1,000	1,000	961	929
Women's Track	991 (112)	991 (27)	986	981	991	1,000
Women's Volleyball	989 (49)	979 (13)	1,000	1,000	978	958

Processed Grade Changes

Each month, I receive the number of grade changes for all VCU students, and a detailed report of the grade changes for student athletes.

From the student athlete report, I can track the number of grade changes per team, and by course/discipline.

From all the data, I can track the percentage of all grade changes that are for student athletes.



Processed Grade Changes

Year	Student-athletes	Overall	Percentage		
2017	42	4,246	0.99%		
2018	39	4,794	0.81%		
2019	68	5,126	1.33%		
2020	57	5,898	0.97%		
Overall	206	20,064	1.03%		

Processed Grade Changes

There are no patterns by team or by course that are of concern.

By team, the largest numbers are women's track (32), men's track (26), men's soccer (18), men's cross-country (16), lacrosse (14) and women's soccer (14). These are mostly the teams with the largest squad sizes.

By team, the lowest numbers are men's tennis (3), women's tennis (3), golf (4) and men's basketball (5). These are mostly the teams with the smallest squad sizes.





Faculty Senate 2020 Fall Semester Report

Faculty at VCU have performed exceptionally well for our students during these COVID-19 times. They have moved courses to remote or online instruction, they have adjusted procedures in labs and studios, and they have even taken on extra courses in order to accommodate the fewer-than-normal limits on student enrollment per course section due to social distancing requirements. All of this has occurred while still maintaining the high-quality of instruction and mentorship that VCU is accustomed to. Of course, many of our faculty have also been dealing with the extra burden of caring for family and friends and working with children who have been at home instead of in school each day.

All of this work by our faculty has been performed out of a sense of duty and responsibility and not for any extra compensation or reward. However, there have been costs to faculty activity related to COVID-19 consequences. Faculty research has been stunted or stalled in some cases due to priority for resources to go towards COVID-19 related projects (some of which have been under the direction of our outstanding faculty). Time that would have otherwise been spent on academic pursuits in labs, studios, etc. has been spent with students ensuring their success or spent caring for others in need (or caring for themselves). Because of this, Faculty Senate is taking a pro-active stance towards ensuring that Annual Faculty Performance Reviews are adjusted/modified accordingly. Faculty Senate is collaborating with the Faculty Affairs committee of University Council to seek support from schools, colleges, and departments in adopting evaluation practices that recognize the impact of COVID-19 on faculty and their workloads. In addition, we have been in discussions with the Provost's Office regarding adjustments to the 6-year tenure clock to protect our faculty during this time and provide them with reasonable extensions, when requested, to enable our tenure track faculty to grow and thrive as is expected of them. We have been encouraged by the support received from units across the University and look forward to when such efforts will no longer be needed.

At the September 2020 Board of Visitors meeting, we reported that one of our 2020-2021 Faculty Senate goals is to "learn about, develop, and engage in concrete anti-racist work at both individual and collective levels to support our students, faculty, and staff, and to promote real and lasting change." Earlier this semester, an interdisciplinary group of students from across the University presented a proposal for a course on racism and racial injustice to be added to the VCU General Education curriculum as a required course for all students. At our last Faculty Senate meeting, we passed the following statement of support:

"We endorse the CORE/SAG proposal for the required course on racism as a well-conceived, thoughtful, faculty and student led effort to confront systemic racism at the university level. We

see efforts like this as both a core component of faculty governance, and the academic freedom of the collective faculty to shape and adapt the general curriculum of our university. While we understand that there may be institutional hurdles and important administrative details to work through, we welcome the Faculty Senate's involvement in this important initiative."

Finally, we would be remiss if we did not make mention of Provost Gail Hackett's announcement of her retirement after this academic year. Faculty Senate has enjoyed a strong working relationship with Dr. Hackett, and although at times we did not agree, we always were able to have a collegial discussion on matters and no one ever departed without a clear understanding and acceptance of each other's position. This mutual respect has been greatly appreciated, and it is something that we hope can continue with the next provost. We would also like to thank President Michael Rao for including Faculty Senate President Nancy Jallo and myself on the search committee for the next provost. Dr. Rao's charge to the search committee was inspirational and motivational, and we look forward to the important work ahead of us during this search.

On behalf of Nancy Jallo and myself, we thank the Board for their time receiving our report.

Presented to the Academic and Health Affairs Committee of the VCU Board of Visitors on Friday, December 11, 2020.

W. Scott Street IV, PhD Faculty Representative to the Board of Visitors

Nancy Jallo, Ph.D., RNC, FNP-BC, WHNP-BC, CNS, FAAN Faculty Senate President and Alternate Faculty Representative to the Board of Visitors



BOV Constituent Report – December 2020

By: Saher Randhawa – President – VCU Staff Senate <u>staffsenate.vcu.edu</u>

The Fall 2020 semester has kept Staff Senate busy with various committee's and planning for events during the Spring 2021 semester. Currently members are serving on committee's all across VCU; from Safety & Well-Being, to University Council, to serving as members of various hiring committee's such as the Provost search, and many, many more. Staff Senate also held a virtual event with the Virginia Retirement System (VRS) on information and options for staff on their retirement. Staff Senate has held monthly full-senate meetings with various guest speakers across the university from departments such as: human resources, VCU Police, community engagement, career development, and more. The following are the committee's that Staff Senator's serve on within Staff Senate and the goals and projects they've been working on:

Accessibility & Inclusion Working Group (AaIWG):

AalWG focused its efforts on supporting policy initiatives in the calendar year 2020. We partnered with Crystal Coombes and the Accessibility Policy Review Workgroup to recommend community-identified policy changes, support policy benchmarking with peer universities, and offer material support to the committee.

AaIWG serves on the following committees to provide staff-centric concerns and perspectives, as well as support accessibility on campus:

- Accessibility Policy Review Workgroup
- Physical Accessibility Workgroup
- Web Accessibility Team

Additionally, AaIWG developed multiple resources for staff:

- Staff Accompaniment in collaboration with the ADA office, AaIWG is working to develop and offer trained accompaniment for employees who request a knowledgeable staff companion to initial ADA meetings. We created this resource in response to high levels of anxiety experienced by staff as they approach the ADA process and to advocate for VCU processes (which we have great deal of faith and confidence in)
- Employee FAQs to benefit understanding of ADA processes (to be included in final policy version)
- Updated our website to provide additional resources and a confidential contact point for staff

Lastly, AaIWG formally recognized Crystal Coombes, VCU's ADA/504 Coordinator, for her principled leadership and effective administration of ADA during the immensely difficult COVID-19 crisis.

Moving forward, we hope to celebrate October as National Disability Employment Awareness month, which we could not this year due to COVID, partner with HR to support university disability employment initiatives, continue partnering with the ADA office, and collaborate with university administrators and leaders to support employee access to established university processes through accompaniment and similar initiatives.



Awards & Recognition Committee:

- Currently working on planning various employee appreciation events for Employee Appreciation Month
 (previous employee appreciation week) in March 2021. Events will possibly include partnerships with local
 venues such as Lewis Ginter, the VMFA and more to hold socially distanced ticketed events for employees to
 enjoy throughout the month of March after work or on the weekends. Discounts will also be offered with
 vendors on campus and local vendors around campus, such as local food establishments. More information may
 be found here: https://staffsenate.vcu.edu/employee-appreciation-week/.
- We are also gearing up to start the nomination process for the annual Staff Senate Award for Excellence that are given by staff to staff in the categories of: new employee, integrity, staff advocacy, champion of diversity and inclusion and career achievement. This year we will also be adding the Customer Service Award that will go to those that show extraordinary customer service in their roles. There is an award winner for each campus in each category. More information may be found here: https://staffsenate.vcu.edu/awards/.

Career Development Committee:

• This committee is partnering with VCU Human Resources to put on the annual Career Development Conference which takes place during employee appreciation month. This year the fully virtual conference will be spread out throughout the month to offer flexibility for staff to attend sessions that are most convenient. The theme for this year's conference will be 'Together We Transform', focusing on career/professional development, diversity and inclusion and job skills growth and training. Each week will focus on an area of the conference such as diversity and inclusion, and we will have an internal keynote speaker kick off the week with the theme. Sessions during that week will emulate the theme of the conference and the focus of the week.

Shared Governance Committee:

In the 2019-20 academic year, the shared governance committee retooled the Senate constitution to accommodate the HR redesign and lay the groundwork for our first elections. This year the committee is focused on implementing the mechanics of that election, according to the following timeline:

- Currently: drafting elections info page for Staff Senate website (this will be important to link to in later communications)
- Have HR pull meta-unit report to determine number of senators in each: Spring 2021.
- Formally open the field for nominations: 6/1/2021
- Nomination deadline: 6/25/2021
- Redcap poll open for voting: 7/19 7/30

VCU Health Committee:

- This is a new committee and currently it is focusing on establishing a relationship with the new VCU Health CEO,
 Dr. Art Kellerman, and finding ways to collaborate with VCU Health leadership to bring both campuses and staff together to serve the university as one.
- The mission of the VCUH Staff Senate committee seeks to strengthen the relationship between the staff, University, and VCU Health System; increasing transparency by collaborating with key stakeholders on decision making that impact VCU Health System team members.

Academic and Health Affairs (AHAC) Metrics



Admissions Retention



Academic Quality

Degrees
Academic Programs
Online Education
SACS/Accreditation



Student Experience

Academic Success
Rights and
Responsibilities
Concerns
Safety, Satisfaction &
Engagement



Faculty

Rights &
Responsibilities
Salaries
Recruitment
Retention



Other

Athletics
Research
Inclusive
Excellence
Health Science

Office of the Provost December 11, 2020



Enrollment Metrics

												$\overline{}$
		VC	U				VA In	stitution	15	Peer	Institut	ions
Metrics	Base Year 2009-2010 (FY 10)	2017-18 (FY 18)	2018-19 (FY 19)	2019-20 (FY20)	2020-21 (FY21)	Quest 2025 Goal	UVA	VTECH	GMU	UAB	USC-C	USF
		IPEC	DS					IP	PEDS Fall	2018		
Total Fall												
Enrollment	32,172	30,675	30,697	29,757	29,070 ^	31,000	24,639	34,683	37,316	21,923	34,795	43,846
UG Fall Enrollment	22,886	23,663	23,693	22,837	21,943 ^		16,777	27,811	26,192	13,836	26,733	32,240
Freshmen O/S Fall Enrollment	NA	240 (6%)	257 (6%)	285 (6%)	280(7%) ^		1,185 (31%)	1,469 (23%)	658 (18%)	353 (15%)	2,765 (47%)	388 (9%)
Online Fall Enrollment	NA	939	1,048	819*	10,388** ^		1,038	1,019	2,164	5,603	1,609	5,468
		US News	Metric					US N	ews 202	21 Metric	ε	
Freshman in Top 10%	15%	19%	17%	17%	18%		90%	29%	15%	29%	28%	34%
SAT 25th - 75th			1076-					1180-	1110-	1090-	1180-	1170 -
percentile	960-1170	980-1200	1292	1070-1260	1070-1260		1340-1520	1390	1320	1365	1370	1330

^{*}UG non-degree online enrl decreased by 257. UG degree-seeking decreased by 21. Graduate enrl increased by 49. For a total decrease of 229 from Fall 2018.

NOTE: IPEDS data does not include Qatar.

Focused effort to balance enrollment increase with excellence

^{**}COVID switch to online instruction

[^] Pre-IPEDS submission data

Student Success Metrics

		VC	U				VA	Institutio	ns	Peei	Institutio	ns
Metrics	Base Year 2009-2010 (FY 10)	2017-18 (FY 18)	2018-19 (FY 19)	2019-20 (FY20)	2020-21 (FY21)	Quest 2025 Goal	UVA	VTECH	GMU	UAB	USC-C	USF
	IPEDS							IPEDS 20	18 (Fall 2	017 Entry	Cohort)	
1 YR Retention Rate	83.5%	82.8%	84.5%	83.0%	83.1%^	90.0%	96.9%	92.8%	86.7%	81.9%	88.0%	91.3%
		IPEI	DS				IPEDS 2019 (Fall 2013 Entry Cohort)					
4 YR Grad Rate	26.3%	45.0%	44.1%^	47.8%^	43.8%^	58.0%	89.2%	64.8%	49.5%	40.2%	64.3%	59.7%
6 YR Grad Rate	50.1%	62.6%	67.1%	67.2%	66.1%^	78.0%	94.6%	85.8%	70.7%	63.3%	76.5%	75.1%
6 YR Grad Rate Pell Recipients	NA	59.9%	63.1%	63.2%	62.0%^	78.0%	93.3%	82.9%	67.0%	53.9%	66.8%	72.1%
	VCU Internal											
URM 6 YR Grad Rate	51.5%	60.1%	63.4%	63.9%	63.4%	78.0%						
Transfers 5 YR Grad Rate	57.1%	67.1%	67.6%	67.2%	71.9%							

^ Pre-IPEDS submission data NOTE: IPEDS data does not include Qatar.

Student Success Metrics

		VCU					VA	Institution	S	Peer Institutions		
Metrics	Base Year 2009-2010 (FY 10)	2017-18	2018-19 (FY 19)	2019-20 (FY20)	2020-21 (FY21)	Quest 2025 Goal	UVA	VTECH	GMU	UAB	USC-C	USF
	* Fi	rst Destina	tion Surv	ey								
UG Working or Continuing Education after Graduation	NA	78%	78%									
GR Working or Continuing Education after Graduation	NA	84%	79%									
		Common [Data Set					Common	Data Set 2	2018-19 d	egrees	
UG Student Debt at Graduation	NA	\$32,618	\$32,163	\$33,031			\$26,023	\$33,312	\$33,362	\$29,941	\$30,449	\$21,46 3

^{*}Percentages represent the following categories: Employed Full-time, Employed Part-time, Continuing Education, Seeking Further Education

Faculty Metrics

		V	VCU				VA Ir	nstitution	IS	Peer	Instituti	ions
Metrics	Base Year 2009- 2010 (FY 10)	2017-18 (FY 18)	2018-19 (FY 19)	2019-20 (FY20)	2020-21 (FY21)	Quest 2025 Goal	UVA	VTECH	GMU	UAB	USC-C	USF
		US Nev	ws Metrics					US No	ews 202	21 Metric	:S	
UG Student-to-Faculty Ratio	18	18.4	17.7	17.6	17.2	Steady	14	14	16.5	19	17	23
Faculty Compensation Rank	89	178	170	184	190	Ţ	32	51	249	81	113	135
		IF	PEDS						IPEDS 2	.018		
FT Instructional with Faculty Status	1,906	2,127	2,187	2,182			2,305	1,938	1,345	2,444	1,667	1,822
Minority FT Instructional with Faculty Status	329 (17.3%)	511 (24.0%)	542 (24.8%)	543 (24.9%)			416 (18.0%)	390 (20.1%)	291 (21.6%)	623 (25.5%)	362 (21.7%)	545 (29.9%)
		VCU	Internal									
Faculty Turnover Rate	7.8%	7.1%	7.8%	7.6%								

Faculty compensation rank is affected by VCU's average salary of \$27K lower than other VA R1 peers. FT Instructional with Faculty Status includes medical school employees.

Academic Programs and Research Metrics

	i						i					
		VC	U				VA	Institutio	ns	Peer Institutions		
Metrics	Base Year 2009- 2010 (FY 10)	2017-18 (FY 18)	2018-19 (FY 19)	2019-20 (FY20)	2020-21 (FY21)	Quest 2025 Goal	UVA	VTECH	GMU	UAB	USC-C	USF
		US News	s Metric					U	S News 2	2021 Metr	ic	
Educational expenditure per student	\$21,959	\$27,747	\$28,983	\$30,300	\$31,404	Î	\$58,785	\$33,141	\$23,258	\$ 64,295	\$26,097	\$26,367
Number of Programs in US News Top 100	NA	NA	8	35			63	31	45	33	54	40
		VCU In										
No. of degree programs	NA	179	179	184								
No. of certificate programs	NA	42	48	49								
		HERD S	Survey	•			HERD Survey FY18					
Federal Research Expenditures	NA	\$140.8	\$142.3	\$170.5			\$250.2	\$199.9	\$69.5	\$373.4	\$94.1	\$263.4
		VCU In	ternal									
Federal Research Awards	NA	\$140.9	\$159.8	\$169.2								
	VCU Internal					_						
Invention Disclosures	NA	134	114	133								

^{*} UAB's higher expenditure per students is a result of their high research expenditures (~ 3 times more than VCU) and relatively low student FTE (half as many as VCU).

Focused effort on these metrics

AHAC Dashboard Definitions - Dec 2020

<u>Metric</u>	<u>Definition</u>
Total enrollment	Source: IPEDS
	Total men and women enrolled for credit in the fall of the academic year.
	2009-10 (FY10) = Fall 2009 enrollment
	2016-17 (FY17) = Fall 2016 enrollment
	2017-18 (FY18) = Fall 2017 enrollment
	2018-19 (FY19) = Fall 2018 enrollment
	2019-20 (FY20) = Fall 2019 enrollment
	2020-21 (FY21) = Fall 2020 enrollment (Preliminary from internal data based on IPEDS methodology. Will be converted to official release in Feb 2021)
	Credit - Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal
	award.
	Note: Enrollment reported is of the institution's official fall reporting date or October 15.
UG enrollment	Source: IPEDS
	Total undergraduate men and women enrolled for credit in the fall of the academic year.
	See Total Enrollment definition, for enrollment years mapped to FY.
	Credit - same as above
5 1 00 5 11 1	<u>Undergraduate</u> - A student enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate.
Freshmen OS Enrollment	Source IPEDS (Collections started in Fall 2012)
	Number of first-time degree/certificate seeking undergraduate students who reside from a different state than that of the institution.
	See Total Enrollment definition, for enrollment years mapped to FY.
	Out-of-state enollment = US state not in the instution's state and not a foreign country
	<u>First-time student</u> (undergraduate degree/certificate seeking) A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level.
	This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school). Student is enrolled in courses for credit and recognized by the institution as seeking a degree, certificate, or other
	formal award. High school students also enrolled in postsecondary courses for credit are not considered degree/certificate-seeking.
	,
	State of residence - the state identified by the student as his/her permanent address at the time of application to the institution. This may be the legal residence of a parent or guardian, or the state in which a
	student has a driver's license or is registered to vote. It is not necessarily the state in which the student's high school is located.

Online Fall Enrollment	Source: IPEDS (Collection started in Fall 2012)
	Students who are enrolled only in courses that are considered distance education courses. (Exclusively online enrollment does not include 0 credit courses)
	See Total Enrollment definition, for enrollment years mapped to FY.
	<u>Distance education course</u> - A course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education.
	Includes only students enrolled for credit as of the institution's official fall reporting date or October 15.
	<u>Distance education</u> - Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously.
	Technologies used for instruction may include the following: Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices; audio conferencing; and video cassette, DVDs, and CD-ROMs, if the cassette, DVDs, and CD-ROMs are used in a course in conjunction with the technologies listed above.
Freshmen in Top 10%	Source: US News
	% of all degree-seeking, first-time, first-year (freshman) students who had a high school rank within the top tenth of their high school graduating class. "Freshman" includes all full- and part-time, first-time, first-time
SAT 25th to 75th Percentile	Source: US News
4 1 1	Include all enrolled firstt-stime, first-year (freshman) degree-seeking students who submitted SAT scores
1yr retention rate	Source: IPEDS The retention rate is the percent of the (fall cohort from the prior year minus exclusions from the fall cohort) that re-enrolled at the institution as either full- or part-time in the current year.
	2009-10 (FY10) = Fall 2008 Cohort
	2016-17 (FY17) = Fall 2015 Cohort 2017-18 (FY18) = Fall 2016 Cohort
	2018-19 (FY19) = Fall 2017 Cohort
	2019-20 (FY20) = Fall 2018 Cohort
	2020-21 (FY21) = Fall 2019 Cohort (Preliminary from internal data based on IPEDS methodology. Will be converted to official release in Feb 2021)
4yr graduation rate	Source: IPEDS This rate is calculated as the total number of students completing a bachelor degree or equivalent within 4-years (100% of normal time) divided by the revised bachelor subcohort minus any allowable exclusions.
	2009-10 (FY10) = Fall 2005 Cohort (GR2011) 2016-17 (FY17) = Fall 2012 Cohort (GR2018)
	2017-18 (FY18) = Fall 2013 Cohort (GR2019)
	2018-19 (FY19) = Fall 2014 Cohort (GR2020) Prelim based on internal data based on IPEDS methodology. Will be converted to official release in Feb 2021.
	2019-20 (FY20) = Fall 2015 Cohort (GR2021) Prelim based on internal data based on IPEDS methodology. Will be converted to official release in Feb 2022. 2020-21 (FY21) = Fall 2016 Cohort (GR2022) Prelim based on internal data based on IPEDS methodology. Will be converted to official release in Feb 2023.
	Allowable exclusions - Those students who may be removed (deleted) from the GRS cohort according to the Student Right-to-Know legislation. These include students who died or were totally and permanently disabled; those who left school to serve in the armed forces; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on official church mission.

6yr graduation rate	Source: IPEDS This rate is calculated as the total number of students completing a bachelor degree or equivalent within 6-years (150% of normal time) divided by the revised bachelor subcohort minus any allowable exclusions. Note Preliminary numbers are from INSIGHTS excluding Qatar. 2009-10 (FY10) = Fall 2003 Cohort (GR2009) 2016-17 (FY17) = Fall 2010 Cohort (GR2016)
	2017-18 (FY18) = Fall 2011 Cohort (GR2017) 2018-19 (FY19) = Fall 2012 Cohort (GR2018) 2019-20 (FY20) = Fall 2013 Cohort (GR2019) 2020-21 (FY21) = Fall 2014 Cohort (GR2020) Prelim based on internal data based on IPEDS methodology. Will be converted to official release in Feb 2021. Allowable exclusions - same as above
6yr graduation rate Pell Recipient	Source: IPEDS This variable is generated by dividing the number of full-time, first-time, bachelor's degree seeking Pell grant recipients who completed a bachelor's degree divided by the adjusted cohort of full-time-first-time bachelor's degree-seeking Pell grant recipients.
	See the 6yr graduation rate definition, for cohort years mapped to FY. Pell Recipients - defined as those students receiving and using their Pell Grant. These students must receive the award upon entry into the institution. Students that are recipients of an award at a later point after entry, are not included. Allowable exclusions - same as above
URM 6yr Graduation Rate (FT Freshmen)	Source: VCU Internal. Latest data is for the Fall 2013 entry cohort. The percentage of students in a first-time full-time entering cohort who have completed their degree by 6 years later. See the 6yr graduation rate definition, for cohort years mapped to FY.
	URM - American Indian/Alaskan, Black/African American, Hispanic/Latino, Hawaiian/Pacific Islander
5yr Graduation rate (Transfer)	Source: VCU Internal The percentage of students in a an entry cohort who transferred from another post-secondary institution and who have completed a VCU degree 5 years later. 2009-10 (FY10) = Fall 2004 Cohort 2016-17 (FY17) = Fall 2011 Cohort 2017-18 (FY18) = Fall 2012 Cohort 2018-19 (FY19) = Fall 2013 Cohort 2019-20 (FY20) = Fall 2014 Cohort
UG and GR Working Full-time and Continuing Education after Graduation	Source: VCU First Destination Survey (HandShake) (2018-19 and 2019-20), VCU SERL (2016-17 and 2017-18) Students who responded as Employed Full-Time, Employed Part Time, Continuing Education, or Seeking Further Education are included in this percentage. The survey is administered to all students identified as graduating at the end of the semester in which the survey is administered. Survey is open for six months after graduation and above seven email reminders throughout the six months. Peers: Source from peers' website. UVA 2018-19; VA Tech 2018-19; GMU 2019-20 Preliminary; UAB 2017-18

All UG Student Debt at Graduation	Source: Common Data Set (Section H5) The number of students in the undergraduate class who started at your institution as first-time students and received a bachelor's degree in the fiscal year (July to June). Exclude students who transferred into your institution. The "Average per-undergraduate-borrower cumulative principal borrowed," is designed to provide better information about student borrowing from federal and nonfederal (institutional, state, commercial) sources. Any loan program: Federal Perkins, Federal Stafford Subsidized and Unsubsidized, institutional, state, private loans that your institution is aware of, etc. Include both Federal Direct Student Loans and Federal Family Education Loans.
	2009-10 (FY10) = Not available 2016-17 (FY17) = UG who started as first-time students and received a degree between July 1, 2016 and June 30, 2017 2017-18 (FY18) = UG who started as first-time students and received a degree between July 1, 2017 and June 30, 2018 2018-19 (FY19) = UG who started as first-time students and received a degree between July 1, 2018 and June 30, 2019 2019-20 (FY20) = UG who started as first-time students and received a degree between July 1, 2019 and June 30, 2020
	Common Data Set 2019-20 submission which has 2018-19 degree data -USF, USC, UAB, GMU, UVA and VATech
UG Student to Faculty Ratio	Souce: US News uses IPEDS Total FTE students not in graduate or professional programs divided by total FTE instructional staff not teaching in graduate or professional programs. Graduate or first-professional programs such as medicine, law, veterinary, dentistry, social work, or public health, in which students are enrolled or faculty teach are excluded from both full-time and part-time counts.
	Total FTE students - the number of full-time students plus 1/3 the number of part-time students (Fall enrollment component). Total FTE instructional staff - the number of full-time instructional staff to 1/3 the number of part-time instructional staff (Human Resource Component, EAP section). Instructional staff - include employees whose primary function/occupational activity is primarily instruction or instruction/research/public service and are not medical school employees.
Faculty Compensation Rank	Souce: US News The average faculty pay and benefits are adjusted for regional differences in cost of living. This includes full-time assistant, associate and full-time professors. A two-year average salary is computed (for example for the 2019-20 rank the years 2017-18 and 2018-19 academic years were used). The regional differences in cost of living are taken from the latest update to the Regional Price Parities by State and Metro Area indexes from the U.S. Department of Commerce's Bureau of Economic Analysis (BEA).
	Higher average faculty salaries after adjusting for regional cost of living, score better than lower average faculty salaries in the rankings.
FT Instructional with Faculty Status	Source: IPEDS Number of instructional staff with faculty status (Tenured, on tenure track, not on tenure tack/no tenure system) as of November 1. Includes Medical school staff.
	2009-10 (FY10) = Fall 2009 2016-17 (FY17) = Fall 2016 2017-18 (FY18) = Fall 2017 2018-19 (FY19) = Fall 2018 2019-20 (FY20) = Fall 2019 2020-21 (FY21) = Fall 2020 (Preliminary from internal data based on IPEDS methodology. Will be converted to official release in Feb 2021)
	Instructional Staff - An occupational category that is comprised of staff who are either: 1) Primarily Instruction or 2) Instruction combined with research and/or public service. The intent of the Instructional Staff category is to include all individuals whose primary occupation includes instruction at the institution. Instructional Faculty is defined as those members of the instructional-research staff whose major regular assignment is instruction, including those with released time for research.
	Full-time staff (employees) - As defined by the institution. The type of appointment at the snapshot date determines whether an employee is full-time or part-time. The employee's term of contract is not considered in making the determination of full- or part-time.
	Faculty status - designated by the institution according to the institution's policies. The IPEDS HR survey includes the ranks of Professor, Associate Professor, Associate Professor, Associate Professor, Instructor, and Lecturer.

Minority FT Faculty	Source: IPEDS Same as above
	Minority - American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, Two or more races.
Faculty Turnover Rate	Source: IRDS The number of faculty terminations divided by the average T&R faculty headcount. The average faculty headcount is the average of the Fall Census II faculty headcount and the previous Fall Census II faculty headcount. The year represents the ending Fall year. For example, a rate in the 2014 column defines Fall 2013 to Fall 2014 turnover of faculty.
Educational expenditure per student	Source: US News Financial resources are measured by the average spending per full-time-equivalent student on instruction, research, public service, academic support, student services and institutional support during the latest two fiscal years (for example, for the 2019-20 rank, 2017 and 2018 fiscal years were used). Higher average expenditures per student, score better than lower expenditures in the ranking model.
	Full-time equivalent - The number of full-time students plus one-third the number of part-time students.
Top 100 US News ranked programs	Source: US News these numbers include programs and specialities Graduate Programs VCU academic programs that rank in the top 100.
Academic Programs	Source: IPEDS The number of programs (measured in contact or clock hours) are offered at your institution.
	Program - A combination of courses and related activities organized for the attainment of broad educational objectives as described by the institution. Contact Hour - A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as clock hour
Federal Research Awards	Source: VCU Internal Funds (in milliions) that have been obligated by an agency or organization for a particular sponsored project or NIH related. Usually released in October.
Federal Research Expenditures	Source: HERD Survey The total amount of R&D expenditures reported to the NSF in their annual Higher Education and Research Development (HERD) survey.
Invention Disclousers	Source: OVPRI (Innovation Gateway office.) Invention disclosure forms are a summarized data sheet of the inventions created by VCU faculty and staff. These forms contain multiple questions that include a summary of the invention, funding sources, inventors who have contributed towards the creation of the invention, upcoming publications, etc. All of this information is docketed and used to generate patent applications with the inventor's input, as well as, keep a detailed record of university generated inventions. Usually released soon after June 30th.

Originial

AUDIT, INTEGRITY, AND COMPLIANCE COMMITTEE DASHBOARD MEASURES

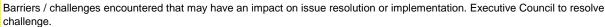
INFORMATION TECHNOLOGY GOVERNANCE - DATA INTEGRITY



DATA GOVERNANCE PROGRAM (development of program)



Program progressing successfully





Significant challenge encountered; will require decision from Executive Leadership Team to resolve

Note: Due to our past successful projects, namely the Data Portal (data.vcu.edu), Data Steward Toolkit, and the new Data Governance website, DIMC will now lead the effort to build a data warehouse for VCU. DIMC has acquired executive approval and is currently working on a project plan toward a successful launch in mid 2021.



DATA SECURITY (number of security incidents / breaches)



No data breaches have occurred or seem likely to occur; security risks are well understood and being mitigated; resources viewed as aligned with threat and risk environment



No breach has occurred, but minor security incidents or near-misses have occurred; significant audit findings have occurred but are being mitigated; some overload or barriers / challenges encountered that may require adjustment or reallocation of resources

Significant breach requiring notification has occurred or conditions exist where significant barriers/challenges are likely to produce unacceptably high levels of risk

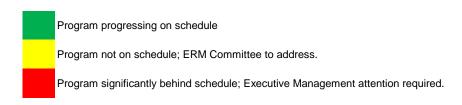
VCU continues to detect and respond to security incidents primarily involving targeted phishing scams, human errors that could potentially expose data, and occasional malware infections. There are currently no signs of compromise or malicious activities specifically targeting VCU.

In order to further reduce potential vulnerabilities and mitigate the risk of cyber-attacks, progress continues to be made in removing legacy technology such as Windows 7 in the University environment. Increased patching capabilities and continuous monitoring of the threat environment have allowed VCU to quickly respond to several critical security vulnerabilities over this year. However, an elevated risk related to continued teleworking is still present, as network-level defenses typically cannot be extended to homes of employees.

ERM PROGRAM



Status of ERM mitigation plans



The ERM Steering Committee met in February and December of 2020. Due to COVID-19 response a significant portion of the staff of Safety and Risk Management have been re-assigned to providing support for that effort. The other two required meetings were not held as a result. One December 8, 2020 the ERM Steering Committee met to discuss and review our Emergency Response protocols. Specifically, the committee's intention was to review our infectious disease protocols. The University's Comprehensive Emergency Management Plan has been updated to include lessons learned from our current COVID response.

PLANNED AUDIT STATUS



PLANNED AUDITS (status of audits - planned and unplanned to available resources)



SPECIAL PROJECTS (status of special projects - planned and unplanned to available resources)



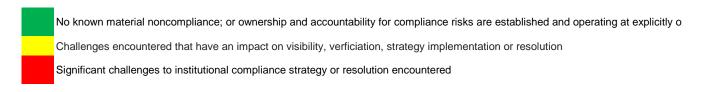
Progressing as planned and within overall budget

Some overload or barriers / challenges encountered that may require adjustment or reallocation of resources to resolve

Significant overload or barriers / challenges encountered resulting in major delays or changes to scheduled work plan

INSTITUTIONAL COMPLIANCE PROGRAM





Notes: There are no known material compliance violations as related to regulatory, legal or univerity policies.

Audit and Management Services Status of Fiscal Year 2020-2021 Audit Work Plan November 30, 2020

Area	Status	
Risk-based Audits/Other Reviews		
Prior Work plan: Athletics Auxiliary and Fiscal Processes	Completed	
Prior Work plan: IT - Human Subject Research Data Security	Completed	
Active Directory Management and Server Ransomware Controls	In Progress	
Federal/State Compliance Regulations	In Progress	
Office of Research & Innovation: Integrity & Ethics	In Progress	
Outside Professional Activities	In Progress	
School of Medicine	In Progress	
VCU Life Sciences	In Progress	
ERM Risk Program	Not Started	
Grants and Contracts	Not Started	
Identity Access Management System	Not Started	
Procurement and Payment	Not Started	
Remote Learning and Work Security	Not Started	
Social Media	Not Started	
VCU Jobs and Cornerstone Application System	Not Started	

Audit and Management Services Status of Fiscal Year 2020-2021 Audit Work Plan November 30, 2020

Annual Engagements and Activities				
Annual Review of Audit Recommendations Outstanding – FY20	Completed			
President's Discretionary Fund and Travel Activity Review – FY20	Completed			
VCU Police Department – Unannounced Property Inspection – Part 1	Completed			
Audit Risk Assessment – FY22	Not Started			
VCU Police Department – Unannounced Property Inspection – Part 2	Not Started			

Special Project	Status			
Continuing Projects				
State Employees Fraud, Waste, and Abuse Hotline	In Progress – 0; Closed – 3			
Other Projects				
Police Non-evidentiary Inventory Review	Completed			

Audit and Management Services Quality Assurance and Improvement Program

December 2020 Update

Within Audit and Compliance Services, Audit and Management Services (AMS) is responsible for providing internal audit services to both the Virginia Commonwealth University (VCU) and VCU Health System. The department has identified the International Professional Practices Framework (IPPF) as its conceptual framework. The IPPF represents authoritative guidance by the Institute of Internal Auditors (IIA) and mandates conformance with the following elements.

- Core Principles for the Professional Practice of Internal Auditing
- Definition of Internal Auditing
- · Code of Ethics
- International Standards for the Professional Practice of Internal Auditing (Standards)

AMS maintains a quality assurance and improvement program to provide continual evaluation of conformance with the IPPF, to assess the efficiency and effectiveness of the internal audit activity and to identify opportunities for improvement. This evaluation is done through internal and external assessments.

Internal assessments of the AMS internal audits are conducted through ongoing monitoring by the audit management team as part of their supervisory review and through periodic self-assessments by the Special Projects and Quality Assessment Coordinator. A summary of the most recent periodic self-assessment review is provided on the following page.

An external quality assessment report (dated October 2019) was issued by Dixon Hughes Goodman LLP and presented to the board in December 2019. The highest rating of generally conforms was received. As stipulated by the *Standards*, the next external assessment is due in four years or 2024. External quality assessors are to be independent and objective. The board is encouraged to provide oversight during the external quality assessment process to reduce perceived or potential conflicts of interest.

Audit and Management Services Quality Assurance and Improvement Program December 2020 Update

Internal Periodic Self-Assessment Results

The most recent periodic internal audit assessment was performed by Donna Crawford (Special Projects and Quality Assessment Coordinator) and was communicated to the Executive Director. Overall, the internal assessment was rated as "generally conforms," the highest assessment scale rating listed in the IIA *Quality Assessment Manual*. This assessment included a follow up of recommendations presented by Dixon Hughes Goodman LLP during 2019's External Quality Assessment. The 2020 internal assessment results indicate that AMS has taken corrective actions and the following statements can be made:

- Audit findings are properly reflected in the conclusion section of the audit report and the conclusion agrees with the test work completed.
- AMS management shares summary post-audit survey results with AMS staff.

During the review period, Donna Crawford has participated in departmental meetings and trainings, observed the continuous improvement of audit reporting and reviewed board and other audit supporting documentation. Based on such exposure during fiscal year 2020 to date, the following statements can be made:

- AMS is effectively achieving the IIA Core Principles.
- AMS is considered to be in conformance with the definition of Internal Auditing.
- The internal auditors of AMS are in conformance with the IIA Code of Ethics.
- AMS is independent and objective.

This assessment did not identify any significant areas of nonconformance with the IPPF.

Audit and Management Services November 2020 Status of Outstanding Audit Recommendations Reported to BOV in September 2020

Report Date	Audit	Board Level Recommendations	Target Date						Management-Reported Status as
			Original	Revised	Second Revised Target Date	Target Date as of September Meeting	Date Management Reported as Resolved	Date Audit Validated Completion	of November 11, 2020
Jul-18	School of Dentistry	Improve Physical Access Management	Jul-19	Dec-19	Dec-20	Dec-20	N/A	N/A	Most recent target date has not yet passed. Management created a Physical Security policy and is developing a database to review all employee's physical access to buildings, classrooms, and office space.
		Management Level Recommendations							
Feb-18	College of Humanities and Sciences	Improve Record Management Processes	Dec-18	Sep-19	Jan-21	Jan-21	N/A	N/A	Most recent target date has not yet passed. Management has developed a strategy to accomplish through training, identifying record coordinators and holding these coordinators accountable as part of their job responsibility. However full completion to meet the Jan 2021 target date is expected to be delayed due to the remote work environment for many due to the pandemic onsite restrictions and the need to review hard copy records for potential destruction.
Feb-18	College of Humanities and Sciences	Perform Banner Reconciliations and Close Inactive Indexes	Dec-18	Dec-19	Jan-21	Jan-21	N/A	N/A	Most recent target date has not yet passed. Management has developed a strategy to accomplish through reorganizing index data, identifying recon coordinators and facilitating electronic signoffs. While some progress is being made, delay is being experienced since their finance director position is open at this time and this position has primary coordination responsibility over this function for the college. In addition, there are other positions across the college that are not filled who are to perform this function.
Mar-18	School of the Arts in Qatar	Perform Monthly Banner Reconciliations Timely and Ensure Departments Review for Propriety	Mar-18	Dec-19	May-20 3rd revised date: Feb-21	Feb-21	N/A	N/A	Most recent target date has not yet passed.
Mar-18	School of the Arts in Qatar	Request IT Risk Assessment and Coordinate Server Vulnerability Assessments and Scans with VCU Technology Services Information Security Office	Jun-18	Sep-19	Dec-20	Dec-20	N/A	N/A	Most recent target date has not yet passed. VCUQ is working with the VCU Information Security Office to conduct server vulnerability scans and perform IT Risk Assessments.

Past due, most recent target date has passed.
Past due, most recent target date has not yet passed.
Cleared.



Department of Athletics Auxiliary Forecasting and Reserves and Fiscal Processes

Final Report November 17, 2020

Overview

The Department of Athletics (Athletics) is VCU's largest auxiliary operation based on fiscal year (FY) 2020 operations. Athletics offers a variety of sports programs, including men and women's basketball, cross country, tennis, track and field, soccer; men's baseball and golf; and women's lacrosse, volleyball and field hockey. VCU is a National Collegiate Athletic Association (NCAA) Division I school that participates in the Atlantic 10 (A-10) conference.

Financial Operations

As shown in Table 1, the majority of Athletics' revenue was received from a university fee (UFee). Students pay this fee to support the university in the following areas: recreational sports facilities; University Student Commons; campus development; career and counseling centers; student disability and student services center; intercollegiate athletics; and other programs. From FYs 2016 through 2020, the Office of Budget and Resource Analysis (Budget Office) indicated that approximately 42% of the UFee revenue received is attributed to Athletics. Some of this UFee revenue is allocated annually to Athletics whereas some is retained centrally by the university and is available only upon a formal request that must be approved by the Budget Office.

Athletics' next largest revenue source is sales and services, which includes tickets sales, game guarantees, advertising, royalties and special events. The sales and services decline in FY 2020 was primarily due to the cancellation of the 2020 A-10 Men's Basketball Tournament because of COVID-19. Athletics increased their fund raising efforts and was able to recognize a 52% increase from FY 2016 to 2020 in the gifts and foundation revenue line item.

Men's basketball generated total revenue of \$9 million in FY 2019, \$2.5 million from ticket sales and the remainder from gifts, royalties, licensing, advertisements and sponsorships. By comparison, the remaining sports contributed less than \$300,000 in total.

Athletics Revenue (000's)

Table 1

	FY 16	FY 17	FY 18	FY 19	FY 20
Revenue					
University Fee	\$ 19,796	\$ 19,949	\$ 20,650	\$ 21,247	\$ 22,056
Sales and Services	7,002	7,326	8,128	7,852	6,375
Gifts and Foundation Support	3,998	4,890	5,129	4,729	6,079
Total Revenue	\$ 30,796	<u>\$ 32,165</u>	\$ 33,907	\$ 33,828	\$ 34,510

Source: Banner - auxiliary fund

Athletics' total expenditures each year have increased as demonstrated in Table 2. This overall increase is primarily attributed to the rise in personnel costs and scholarships.

In FY 2016, Athletics reduced its debt service by paying \$1.1 million for the Siegel Center. Debt service was increased for FY 2019 and FY 2020 with the issuance of \$774,000 in new debt to finance the Basketball Practice Facility and with an internal loan payment of \$699,000 for a new

chiller, respectively. Athletics annually receives a transfer from Business Services to service debt that represents revenue received from the exclusive pour contract with PepsiCo, Inc. to serve only Pepsi branded refreshments at athletic venues. This transfer was increased from \$686,000 to \$886,000 in FY 2019.

Athletics Expenditures (000's)

Table 2

	•	•	•		
	FY 16	FY 17	FY 18	FY 19	FY 20
Expenditures					
Personnel	\$ 9,587	\$ 10,459	\$ 11,002	\$ 11,316	\$ 12,450
Non-Personnel	12,969	13,475	14,378	14,071	12,832
Scholarships	5,139	5,810	6,169	6,654	6,737
Debt Service	2,213	1,034	1,041	1,815	2,444
Other – Net	(246)	1,331	(65)	(312)	633
Total Expenditures	\$ 29,662	\$ 32,109	\$ 32,525	\$ 33,544	\$ 35,096

Source: Banner - auxiliary fund

Forecasts

Athletics works with the Budget Office to obtain their long-term business plan. This plan serves as a multiyear financial forecasting tool to project operating sources and uses, including debt service; capitalization needs; and fund (or reserve) balances.

Reserves

In order to be self-supporting as an auxiliary, Athletics is required to accumulate, or reserve, cash for contingencies and to pay for future repairs and renovations. The State Council of Higher Education for Virginia (SCHEV) provides guidance about recommended reserve levels in the following three categories: 1) operating; 2) renewal and replacement; and 3) major renovation or acquisition reserves.

Operating

Operating reserves are expected to provide for reasonable cash flows to support a working capital component to meet seasonal operating expenditures and a contingency component to withstand dramatic financial events that were not anticipated. SCHEV recommends working capital equal of 6 to 18 percent of annual expenses, plus a 4 percent contingency.

Renewal and Replacement

Renewal and replacement reserves are to be established in order for an auxiliary to have a long-term strategy in place to maintain its service. Amounts to be set aside should cover repair, improvement, renovation and replacement needs of long-lived assets.

- SCHEV recommends a renewal and replacement reserve of 10 percent of equipment, such as heating and ventilation systems, replacement value.
- SCHEV does not recommend a specific percent for facility maintenance; however, the National Association of College and University Business Budget Officers (NACUBO) recommends 1.5 to 3.5 percent for such maintenance. One and one-half percent approximates the university's depreciation rate for buildings and their improvements.

Major Renovation or Acquisition

Major renovation or acquisition reserves can be established to provide funding for new facilities or equipment and to reduce reliance on debt financing. SCHEV recognizes that this type of reserve balance would be based on the individual needs of each institution and does not designate a required amount. VCU does not accumulate reserves for major renovation or acquisition.

VCU requires that each auxiliary maintain their reserves in accordance with the above defined SCHEV guidance as prescribed for both the operating and renewal and replacement reserves. Athletics relies on reserves generated through their own operations and revenue generated by the university fee portion that is attributed to Athletics.

Purpose

The objectives of the audit were to determine whether:

- Forecasting was adequate
- Reserves balances were adequate
- Fiscal and administrative processes were adequate

Scope and Audit Procedures

Our scope of the Department of Athletics encompassed a review of FY 2019 and 2020 auxiliary forecasts and reserves and select fiscal and administrative processes that were in place at the time of the audit. This audit was performed based on evidence available prior to COVID-19 and did not review assumptions made by Athletics after knowledge of the pandemic. Additionally, the scope of our journal vouchers (JV) testing was limited since support for the selected transactions was stored in a paper format that was not electronically available and could not be accessed due to the COVID-19 campus closure.

Our audit procedures included the following:

- Interviews with Athletics' management and staff to gain an operational understanding of processes and practices
- Inquiry with Budget Office management
- A review of FY 2019 and FY 2020 projected budgets
- A review of Athletics' business plan for FY 2019 and 2020

- Evaluation of Athletics' reserves against SCHEV and University Controller Office's expectations in the application of the SCHEV guidance
- Review of select fiscal and administrative processes which included banner index reconciliations, purchase card process, JVs, fixed asset listing, record retention forms and ARMICS documentation

Conclusion

In our opinion, based on the results of our audit, we determined forecasting; reserve balances; and fiscal and administrative processes were adequate. Recommendations to gain an understanding about reserve requirements and strengthen fiscal processes were included in a separate report furnished to management.

Prior to releasing this report in final form, the draft report was reviewed by, and management's action plans were provided or approved by, the following officials:

Michael Sanders

Timothy Lampe

Senior Associate Athletic Director/CFO

Senior Associate Athletic Director

Deputy Director of Athletics

Ed McLaughlin

Director of Athletics

Our audit was conducted in conformance with the *International Standards for the Professional Practice of Internal Auditing* and included an evaluation of internal controls and such procedures as we considered necessary in the circumstances.

Executive Director

Audit and Compliance Services



Audit and Compliance Services

918 West Franklin Street Box 842503 Richmond, Virginia 23284-2503

Phone: (804) 828-2336 Fax: (804) 828-2356

To: John Venuti

Associate Vice President for Public Safety, VCU and VCU Health and Chief of Police

VCU Police Department

From: Anne Sorensen

Deputy Director, University Audit

Date: November 4, 2020

Subject: Unannounced Inspection of Property - Evidentiary and Non-evidentiary Inventory

Summary

The International Association of Law Enforcement Administrators (IACLEA) requires an annual unannounced inspection of the property and evidence inventory. The VCU Police Department (VCUPD) Property and Evidence Management policy provides further inspection instruction. Audit and Management Services (AMS) conducted an unannounced inspection in accordance with both IACLEA and VCUPD policy requirements on October 22, 2020 without exceptions.

Purpose

The objectives of this review were to determine whether:

- Police evidentiary and non-evidentiary inventory was securely stored and tracked.
- Property management followed applicable IACLEA procedures including the unannounced inspection requirement.
- The property areas were maintained in a clean and orderly fashion.
- The integrity of the property was maintained.
- Property was adequately protected from damage and deterioration.

Procedures

We performed the following.

- Determined the unannounced inspection procedures AMS was to perform to meet the IACLEA standard requirements
- Interviewed VCUPD personnel supporting this function
- Observed the operation of controls surrounding the security, integrity and condition of the storage areas

John Venuti, AVP for Public Safety, VCU and VCU Health and Chief of Police VCU Police Department November 4, 2020 Page 2

- Confirmed inventory item to and from the Tracker inventory system by performing the following
 - Evidentiary inventory:
 - Floor to Tracker test: Haphazardly selected 10 items from the evidence room
 - Tracker to floor test: Randomly selected 15 items from drugs, guns and bin categories and one each from the Table/Floor and Perk Kits
 - Non-evidentiary inventory:
 - Tracker to floor test: Haphazardly selected three items and confirmed that correspondences were sent timely to identified owners

Conclusion

Based on the work performed, police evidentiary and non-evidentiary inventory was securely stored and tracked; property management followed the applicable procedures requiring the unannounced inspection; the property areas were maintained in a clean and orderly fashion; the integrity of the property was maintained; and property was adequately protected from damage and deterioration.

cc: Meredith Weiss - Vice President of Administration
Nicole Dailey - Assistant Chief of Police
David Litton - Director of Audit and Management Services
Karen Helderman - Executive Director of Audit and Compliance Services

University Resources Agenda

1. WELCOME

2. DEVELOPMENT AND ALUMNI RELATIONS UPDATE

- a. Make It Real Campaign Final Report
- b. Named Fund and Spaces Report
- c. Approved Named Funds Under \$50,000

3. GOVERNMENT RELATIONS UPDATE

4. PUBLIC RELATIONS AND MARKETING UPDATE

5. ADJOURNMENT

Ms. Carolina Espinal, Chair

Mr. Jay Davenport, Vice President for Development and Alumni Relations

Mr. Matthew Conrad, Executive
Director of Government Relations and Board Relations
Ms. Karah Gunther, Executive Director Government
Relations and Health Policy

Ms. Pamela Lepley, Senior Advisor to the President and Vice President for University Relations

Mr. Keith Parker, Rector







Board of Visitors

Post-Campaign Analysis Jay Davenport, Vice President, Development and Alumni Relations December 11, 2020



\$841,606,60



Make it real.



Campaign Overview



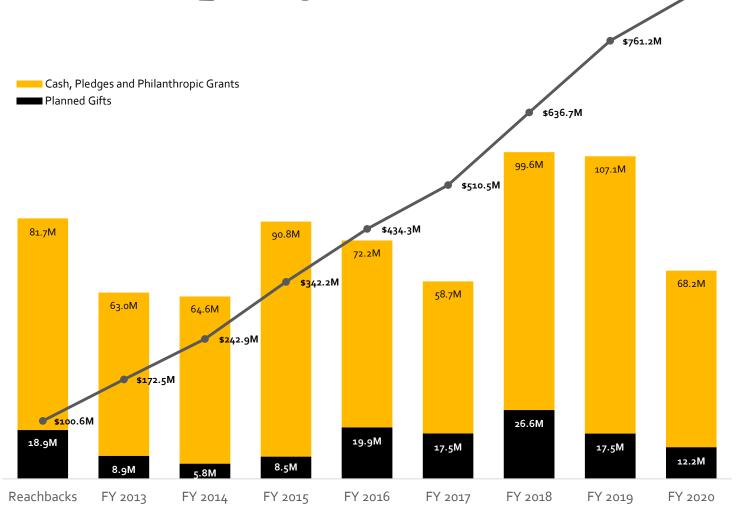
VCU Campaign History

Name of Campaign	Dates of Campaign	Dollar Goal	Amount Raise d
Making a Difference	1984 - 1990	\$52 Million	\$62 Million
Partners for Progress	1992 - 1999	\$125 Million	\$168 Million
The Campaign for VCU	2000 - 2007	\$330 Million	\$410 Million
Make It Real Campaign for VCU	2013 - 2020	\$750 Million	\$841.6 Million





Campaign Totals



 $$705.8\,M\ (84\,\%)$ cash, pledges and philanthropic grants$

\$841.6M

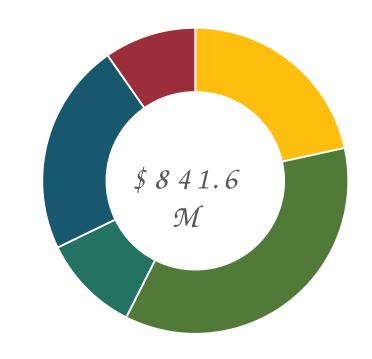
 $\$135.8\,M\ (16\,\%)$ planned gifts





Campaign Totals - Sources

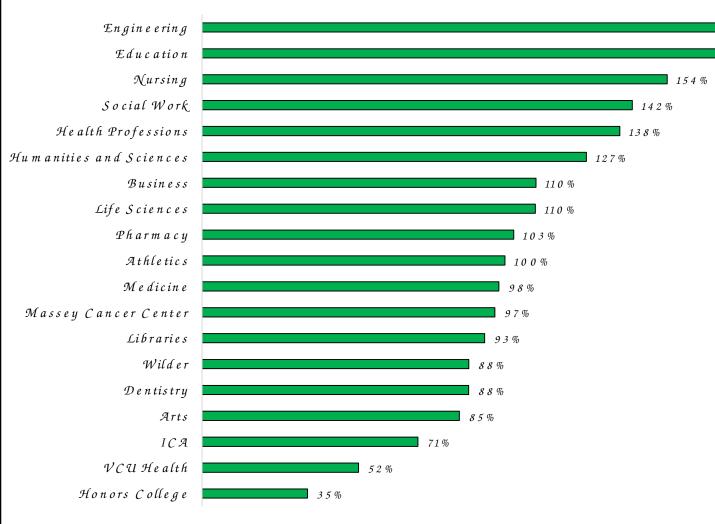
22%	Alumni	\$181.4M
36%	Friends	\$302.2M
10%	Corporations	\$87.2M
22%	Foundations	\$189.2M
10%	Organizations	\$81.7M







School/Unit Totals



10 schools and units exceeded their individual campaign fundraising goals

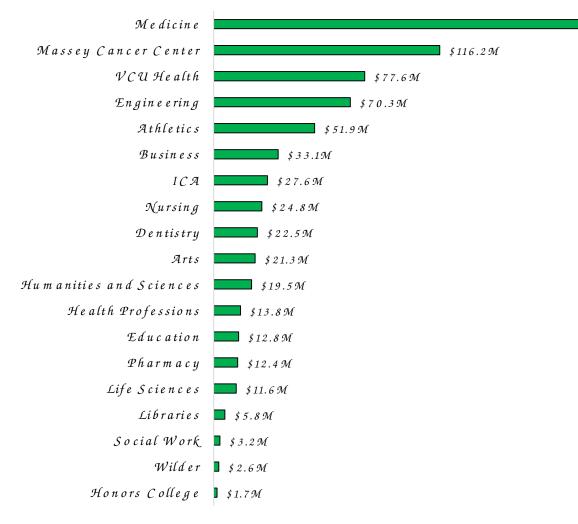
201%

In addition, 6 raised 85% or more of their goal



Make it real.

School/Unit Totals



73% of total dollars raised came from the top 5 schools and units:

School of Medicine

\$294.7M

- 2. Massey Cancer Center
- 3. VCU Health
- 4. College of Engineering
- 5. VCU Athletics



Make it real.

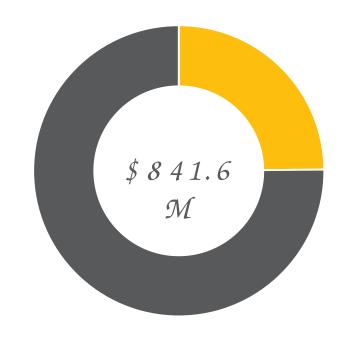
Top 10 Gifts

Commitment Amount	Source	C a m p aign I m p a c t	S c h o o l / Unit
\$46,782.121	Friend	Faculty, Research, Programs	Medicine, Massey, Health Professions, VCU Health
\$30,000,000	Foundation	Facilities	VCU Health
\$28,000,000	Foundation	Faculty, Programs	Medicine, VCU Health
\$25,000,000	Friend	Research	Engineering
\$25,000,000	Friend	Facilities	Medicine
\$16,000,000	Friend	Students, Faculty	Medicine
\$10,000,000	Friend	Students, Faculty, Programs, Unrestricted	Engineering
\$10,000,000	Alumni	Programs	Medicine
\$9,500,000	Corporation	Facilities	Medicine
\$9,000,000	Alumni	Students, Programs, Unrestricted	Business, Athletics, Massey





Top 10 Gifts



25% Top 10 Gifts \$209.3M

75% All Other Giving \$632.3M

The top 10 gifts totaled $$209.3 \mathcal{M}$$

This represents 25% of all campaign giving





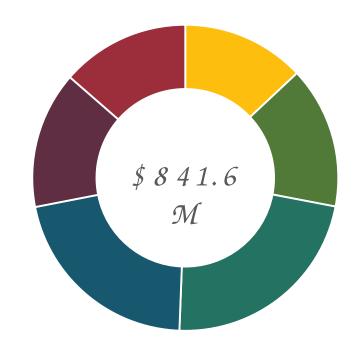


Campaign Impact



Campaign Impact

13%	Students	\$109.5M
15%	Faculty	\$126.2M
23%	Research	\$190.2M
21%	Programs	\$179.4M
14%	Facilities	\$121.9M
14%	Unrestricted	\$114.3M

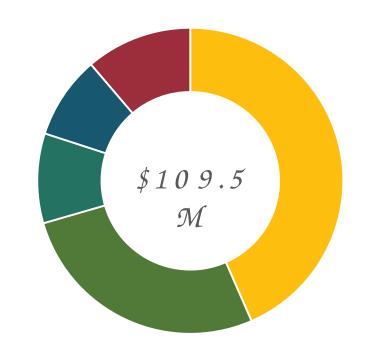






Campaign Impact on Students – Sources

43%	Alumni	\$47.6M
27%	Friends	\$29.7M
9%	Corporations	\$10.4M
9%	Foundations	\$9.6M
11%	Organizations	\$12.3M

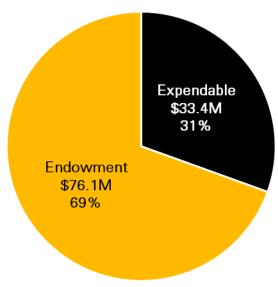


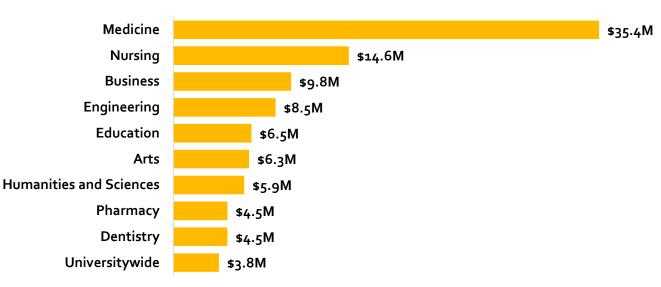




Campaign Impact on Students





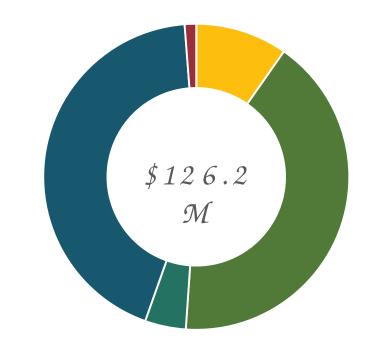






Campaign Impact on Faculty – Sources

10%	Alumni	\$12.3M
41%	Friends	\$52.2M
4%	Corporations	\$5.5M
43%	Foundations	\$54.7M
1%	Organizations	\$1.5M

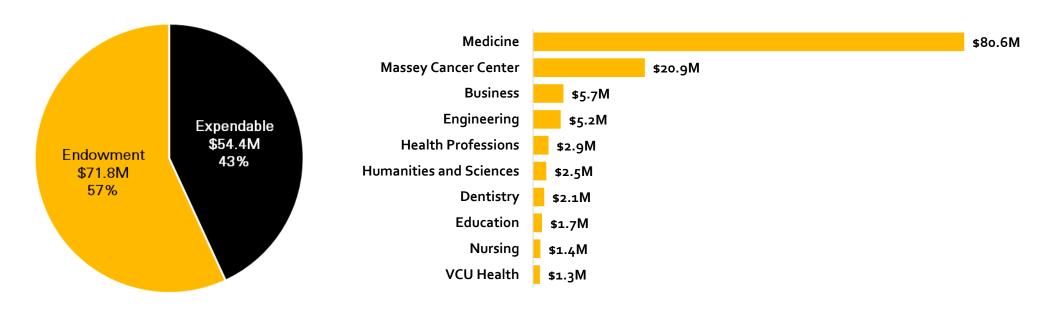






Campaign Impact on Faculty



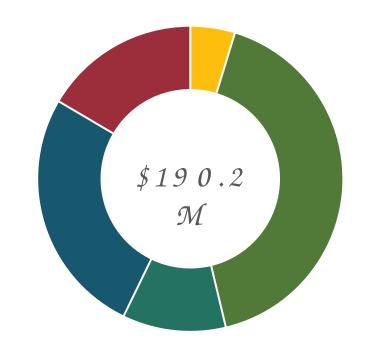






Campaign Impact on Research - Sources

5%	Alumni	\$9.0M
42%	Friends	\$79.0M
11%	Corporations	\$20.8M
26%	Foundations	\$50.0M
17%	Organizations	\$31.4M



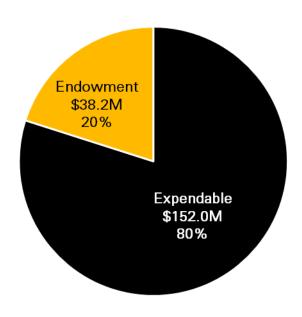


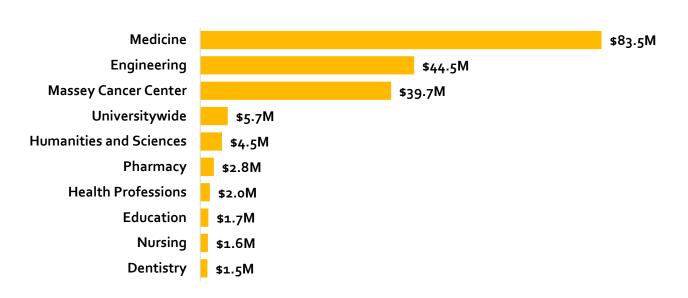


Campaign Impact on Research







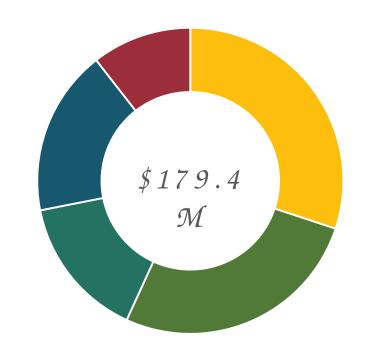






Campaign Impact on Programs – Sources

30%	Alumni	\$54.0M
27%	Friends	\$48.oM
15%	Corporations	\$27.1M
18%	Foundations	\$31.5M
11%	Organizations	\$18.9M

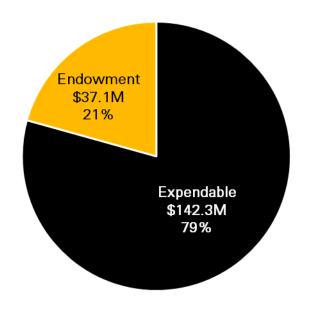


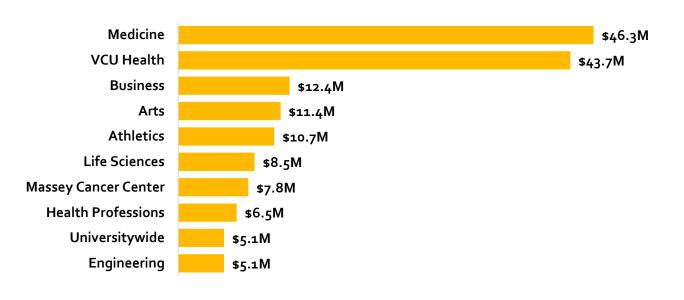




Campaign Impact on Programs





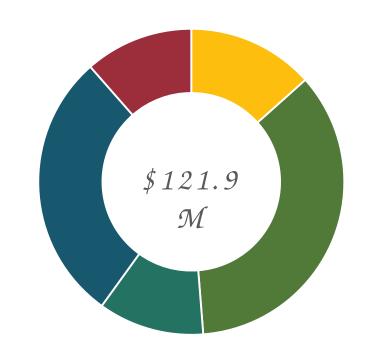






Campaign Impact on Facilities – Sources

13%	Alumni	\$16.3M
35%	Friends	\$43.1M
11%	Corporations	\$13.6M
29%	Foundations	\$34.8M
11%	Organizations	\$14.0M



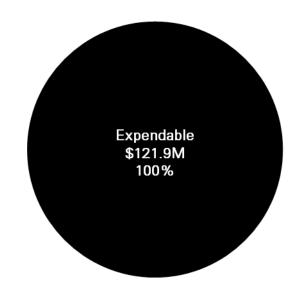


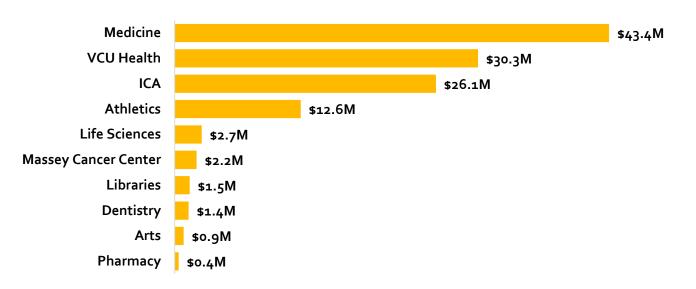


Campaign Impact on Facilities

Monroe Park \$44.0M 36%

MCV \$77.9M 64%











Campaign Giving by Gift Size



Campaign Giving by Gift Size

Gift Sizes	Number of Gifts	Value of Gifts
\$25,000,000+	5	\$154,782,121
\$10,000,000 - \$24,999,999	3	\$36,000,000
\$5,000,000 - \$9,999,999	7	\$47,928,557
\$2,500,000 - \$4,999,999	22	\$68,127,949
\$1,000,000 - \$2,499,999	94	\$123,269,073
\$500,000 - \$999,999	120	\$74, 670 , 769
\$250,000 - \$499,999	190	\$61,108,427
\$100,000 - \$249,999	585	\$80,591,684
\$50,000 - \$99,999	734	\$45,588,570
\$25,000 - \$49,999	1,158	\$35,386,818
\$1,000 - \$24,999	28,186	\$91,743,153
< \$1,000	219,516	\$22,409,482
Total	250,620	\$841,606,604

Giving Levels	Range
Principal Giving	\$1,000,000+
Major Giving	\$25,000-\$999,999
Leadership Annual Giving	\$1,000-\$24,999
Annual Giving	<\$1,000

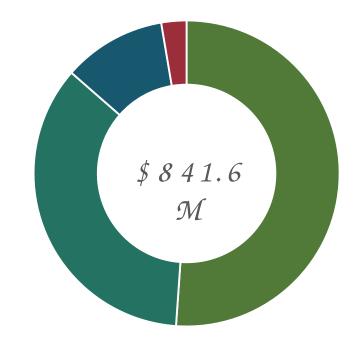




Campaign Giving by Gift Size

250,620 Total Gifts

51%	Principal Giving	\$430.1M
35%	Major Giving	\$297.3M
11%	Leadership Annual Giving	\$91.7M
3%	Annual Giving	\$22.4M



Giving Levels	Range
Principal Giving	\$1,000,000+
Major Giving	\$25,000-\$999,999
Leadership Annual Giving	\$1,000-\$24,999
Annual Giving	<\$1,000

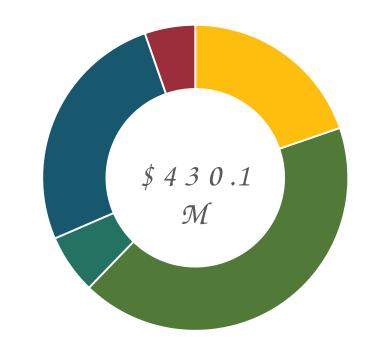




Principal Giving - Sources

131 Principal Gifts

20%	Alumni	\$84.8M
43%	Friends	\$182.8M
6%	Corporations	\$27.0M
26%	Foundations	\$112.4M
5%	Organizations	\$23.0M



Giving Levels	Rang e
Principal Giving	\$1,000,000+
Major Giving	\$25,000-\$999,999
Leadership Annual Giving	\$1,000-\$24,999
Annual Giving	<\$1,000

Due to rounding, some totals may not correspond with the sum of the separate figures.



Principal Giving – Impact

Due to rounding, some totals may not correspond with the sum of the separate figures.

Major Giving

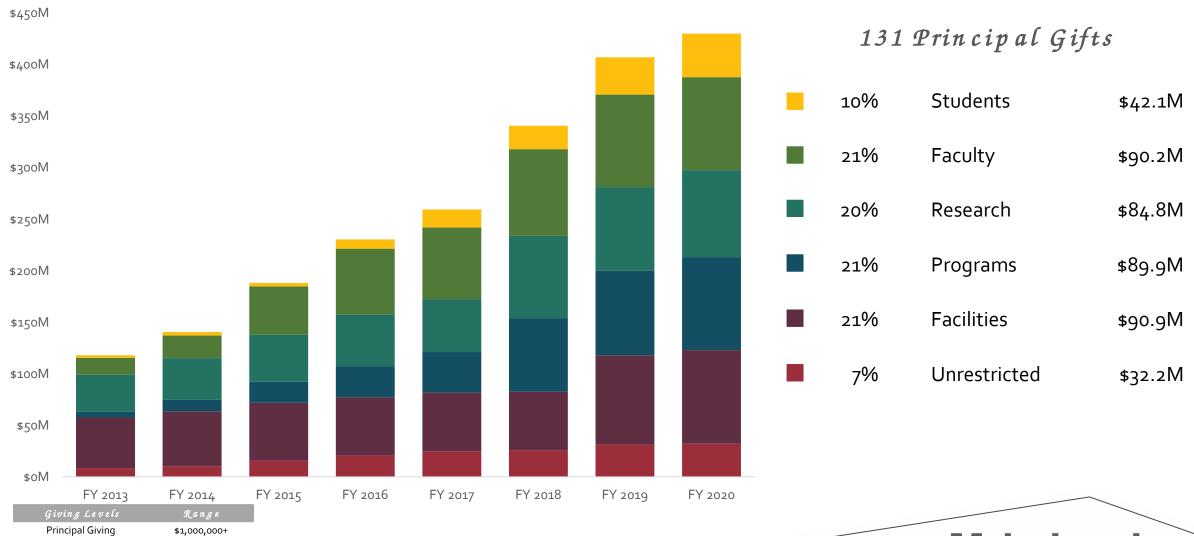
Leadership Annual Giving

Annual Giving

\$25,000-\$999,999

\$1,000-\$24,999

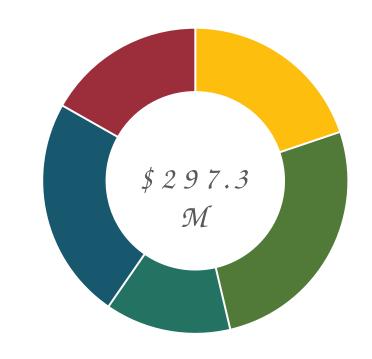
<\$1,000



Major Giving - Sources

2,787 Major Gifts

20%	Alumni	\$58.9M
26%	Friends	\$78.8M
13%	Corporations	\$39.6M
24%	Foundations	\$70.1M
17%	Organizations	\$49.9M



Giving Levels	Range
Principal Giving	\$1,000,000+
Major Giving	\$25,000-\$999,999
Leadership Annual Giving	\$1,000-\$24,999
Annual Giving	<\$1,000





Major Giving – Impact

Due to rounding, some totals may not correspond with the sum of the separate figures.

Principal Giving

Major Giving

Leadership Annual Giving

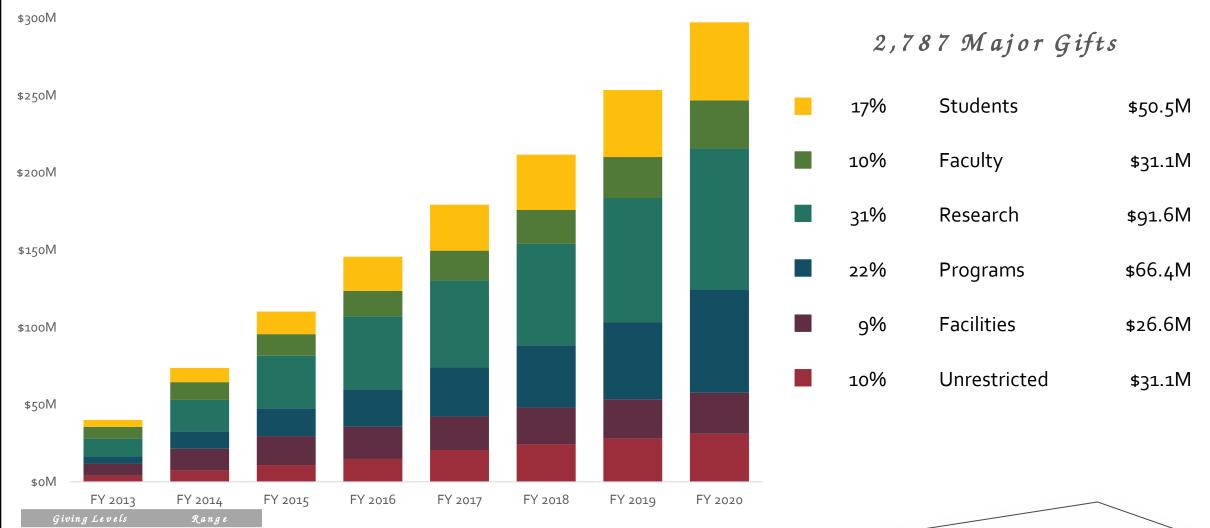
Annual Giving

\$1,000,000+

\$25,000-\$999,999

\$1,000-\$24,999

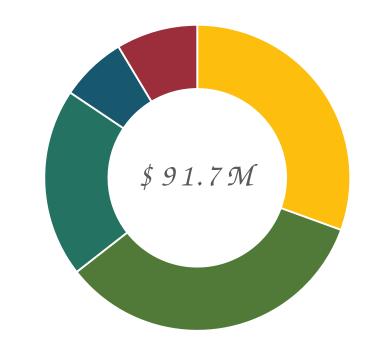
<\$1,000



Leadership Annual Giving - Sources

28,186 Leadership Annual Gifts

31%	Alumni	\$28.0M
34%	Friends	\$31.1M
20%	Corporations	\$18.3M
7%	Foundations	\$6.4M
9%	Organizations	\$7.9M

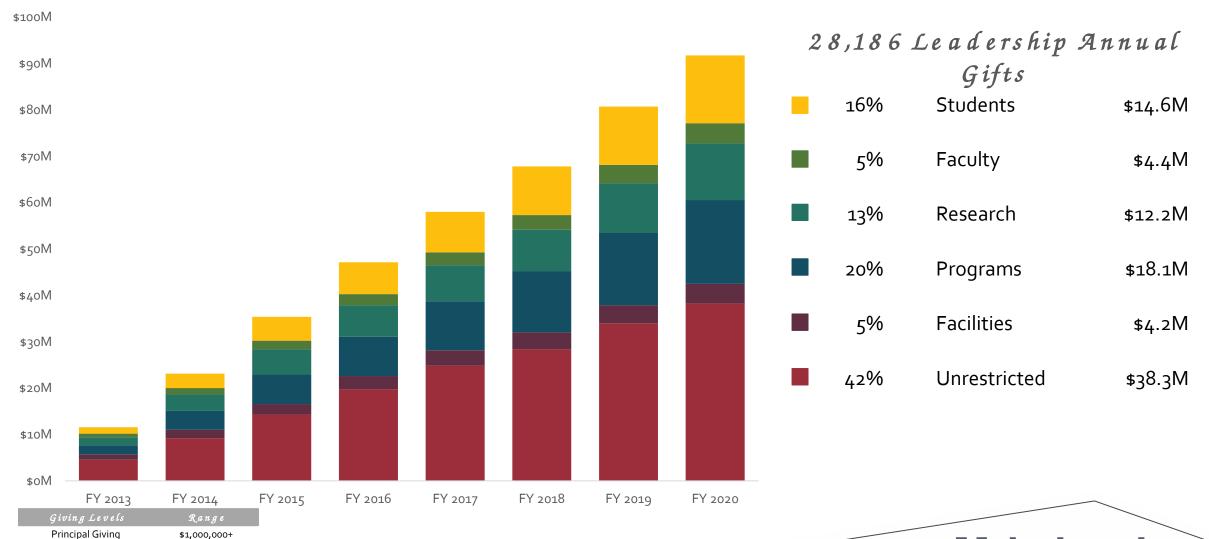


Giving Levels	Range
Principal Giving	\$1,000,000+
Major Giving	\$25,000-\$999,999
Leadership Annual Giving	\$1,000-\$24,999
Annual Giving	<\$1,000

Due to rounding, some totals may not correspond with the sum of the separate figures.



Leadership Annual Giving – Impact



Due to rounding, some totals may not correspond with the sum of the separate figures.

Major Giving

Leadership Annual Giving

Annual Giving

\$25,000-\$999,999

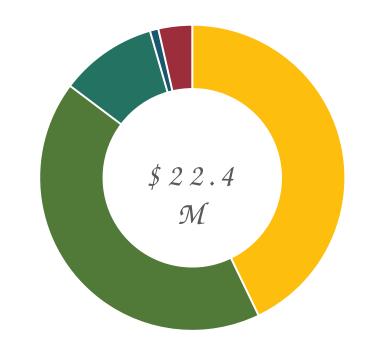
\$1,000-\$24,999

<\$1,000

Annual Giving - Sources

219,516 Annual Gifts

43%	Alumni	\$9.6M
42%	Friends	\$9.5M
10%	Corporations	\$2.3M
1%	Foundations	\$0.2M
4%	Organizations	\$o.8M



Giving Levels	Rang e
Principal Giving	\$1,000,000+
Major Giving	\$25,000-\$999,999
Leadership Annual Giving	\$1,000-\$24,999
Annual Giving	<\$1,000

Due to rounding, some totals may not correspond with the sum of the separate figures.



Annual Giving – Impact

Due to rounding, some totals may not correspond with the sum of the separate figures.

Major Giving

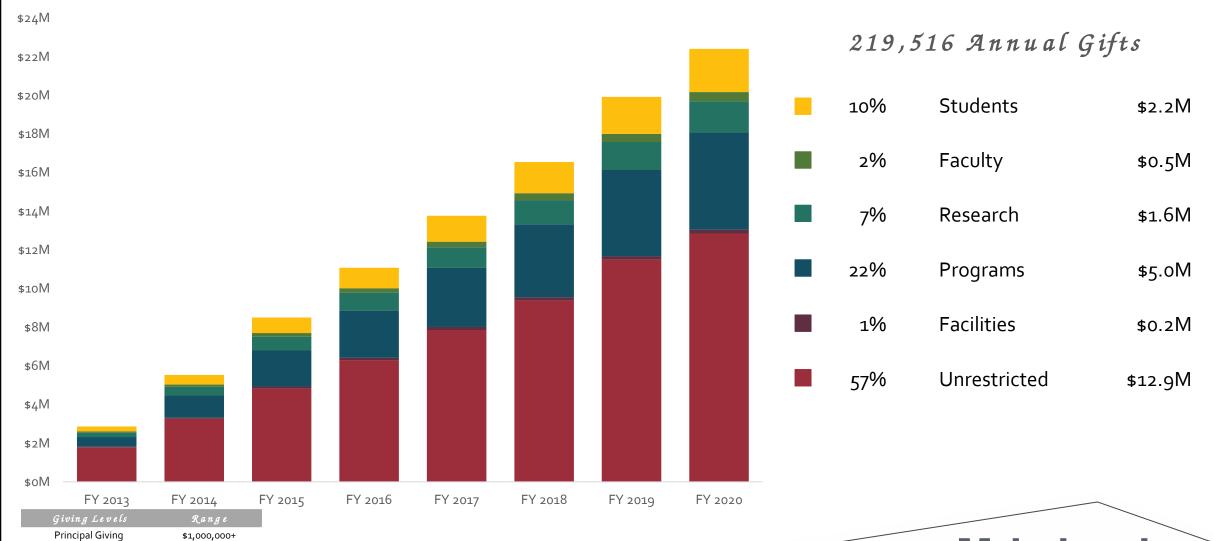
Leadership Annual Giving

Annual Giving

\$25,000-\$999,999

\$1,000-\$24,999

<\$1,000

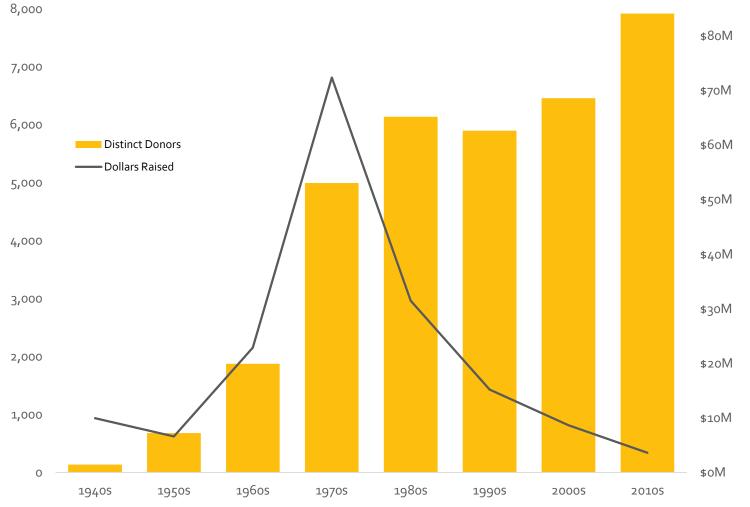




Campaign Giving by Alumni Decade



Campaign Giving by Alumni Decade



33,601 alumni donated to VCU during the campaign

Alumni graduating in the 2010 s made the most gifts (7,917), while alumni from the 1970 s donated the most dollars $(\$72.4 \, \mathcal{M})$



Due to rounding, some totals may not correspond with the sum of the separate figures.

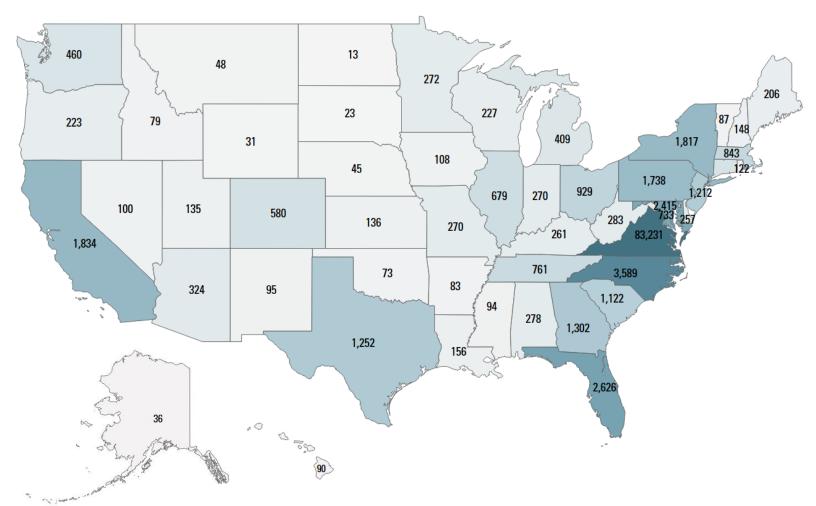




Campaign Giving by Geography



Campaign Giving by Geography

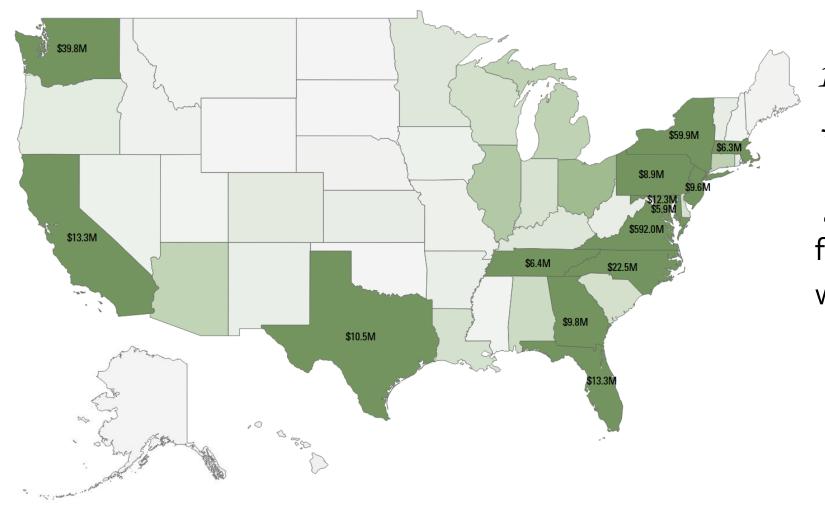


The Make It Real Campaign for VCU had donors in every US state

83,231 donors live in Virginia representing 74% of all campaign donors



Campaign Giving by Geography

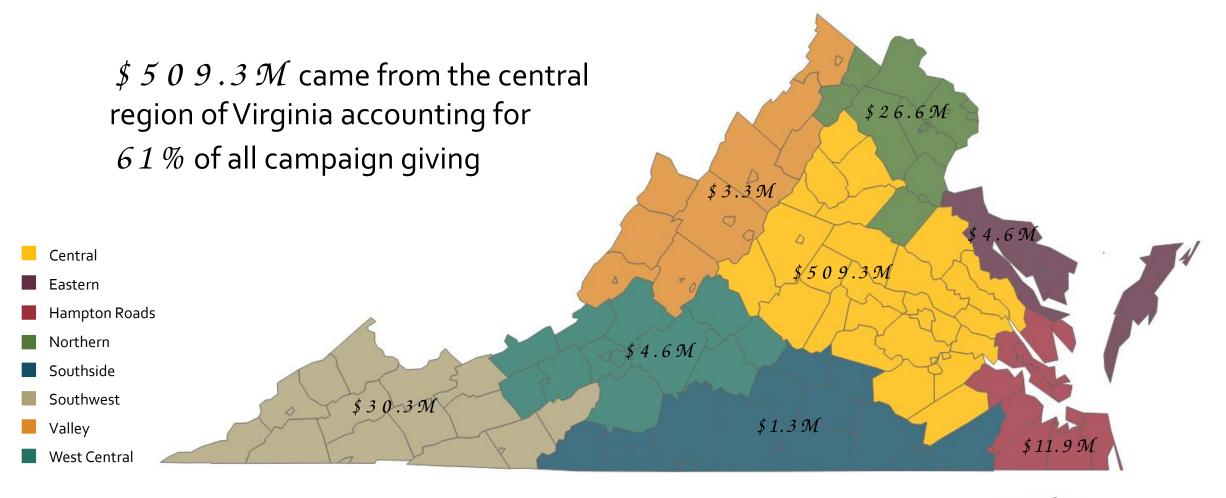


13 states and DC had $$5.0 \mathcal{M}+$$ giving

7~0~% of campaign giving came from donors living in Virginia with gifts totaling \$5~9~2.0~%



Campaign Giving by Geography





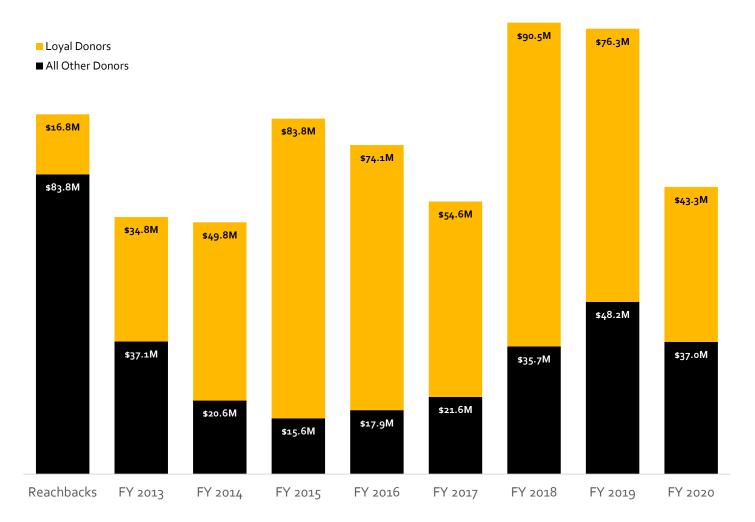




Campaign Donors



Loyal Donors



Loyal donors are donors who gave for 3+ consecutive years during the campaign

14,258 loyal donors contributed $$524.0\,\mathcal{M}$$

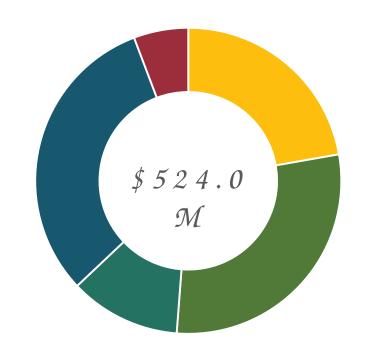
This represents 62% of all campaign giving





Loyal Donors - Sources

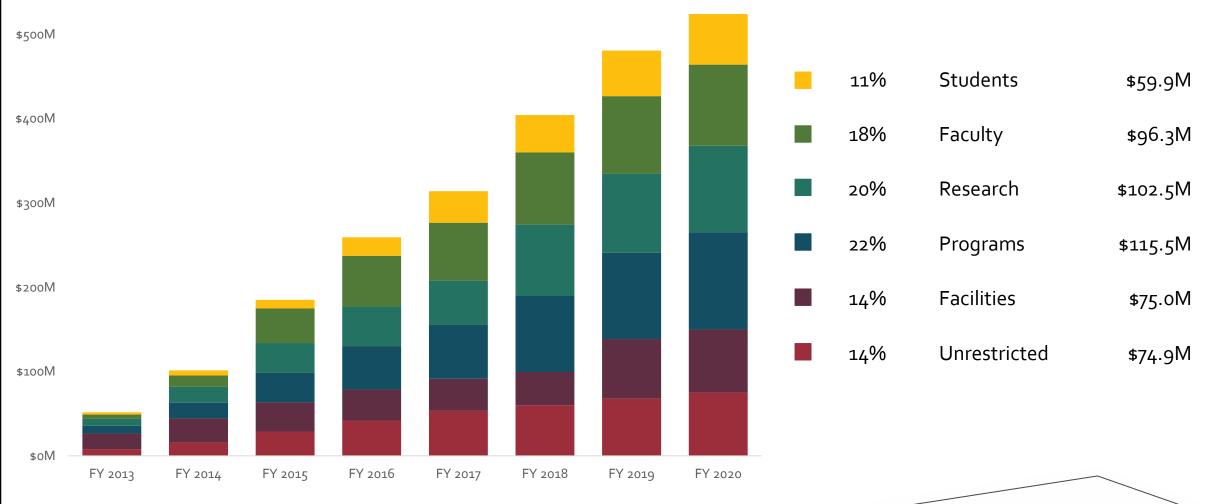
22%	Alumni	\$116.5M
29%	Friends	\$151.9M
12%	Corporations	\$61.5M
31%	Foundations	\$164.0M
6%	Organizations	\$30.2M





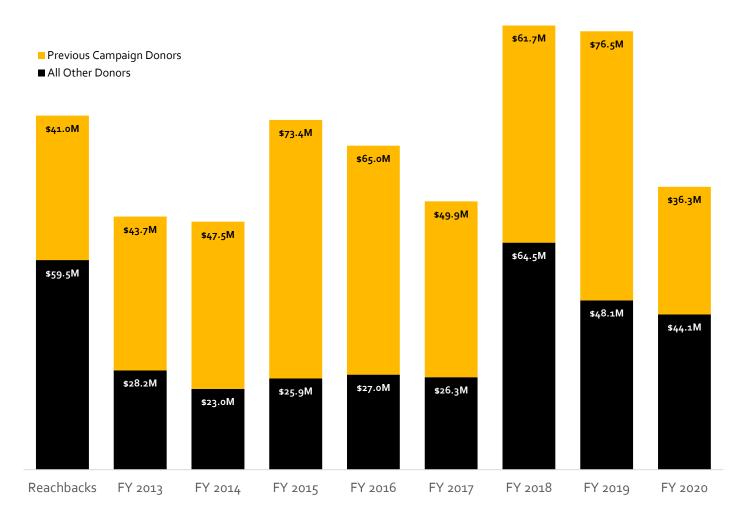


Loyal Donors - Impact





Previous Campaign Donors



Previous campaign donors are donors who gave to The Campaign for VCU (FY 2000 - FY 2007)

16,738 previous campaign donors contributed $\$495.0\,\mathcal{M}$

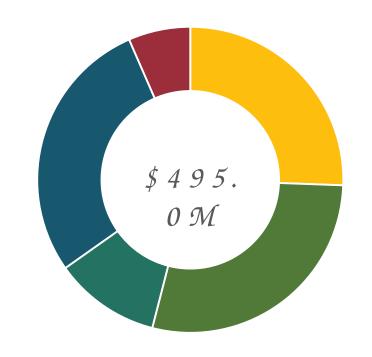
This represents 5 9 % of all campaign giving





Previous Campaign Donors - Sources

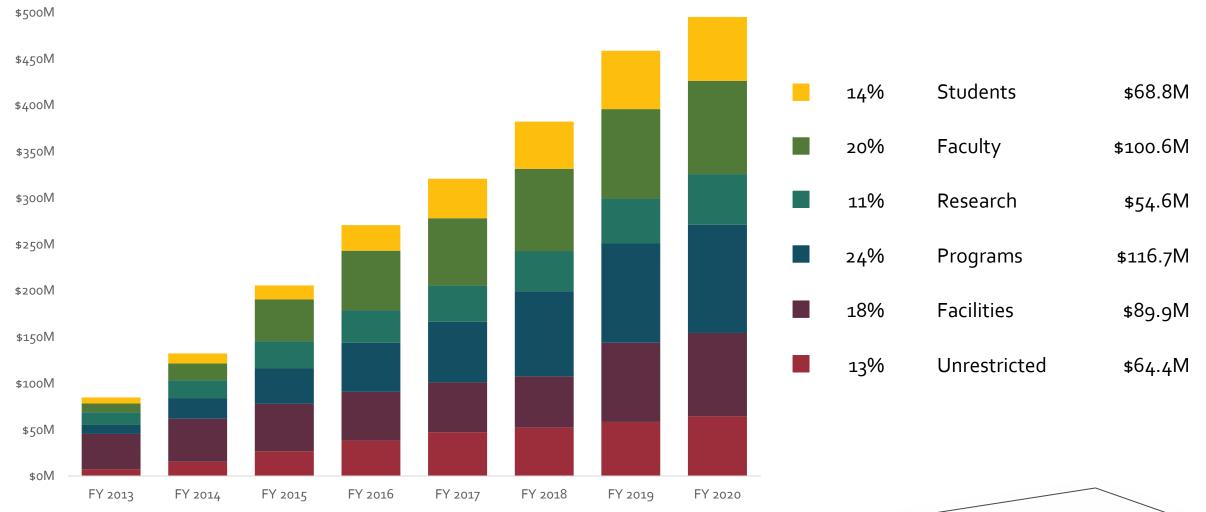
26%	Alumni	\$126.6M
28%	Friends	\$140.7M
11%	Corporations	\$55.5M
28%	Foundations	\$139.8M
7%	Organizations	\$32.4M







Previous Campaign Donors – Impact

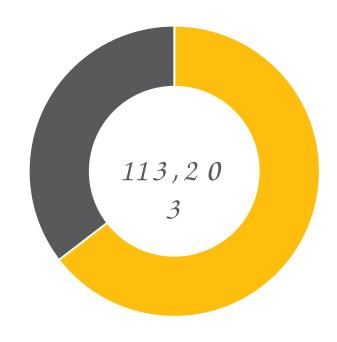




Due to rounding, some totals may not correspond with the sum of the separate figures.



First-time Donors



65% First-time Donors

73**,**100

35%

All Other Donors

40,103

73,100 first-time donors contributed $$190.3\,\mathrm{M}$$

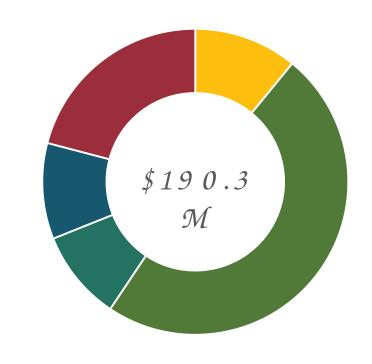
This represents 6.5% of total donors and 2.3% of all campaign giving





First-time Donors – Sources

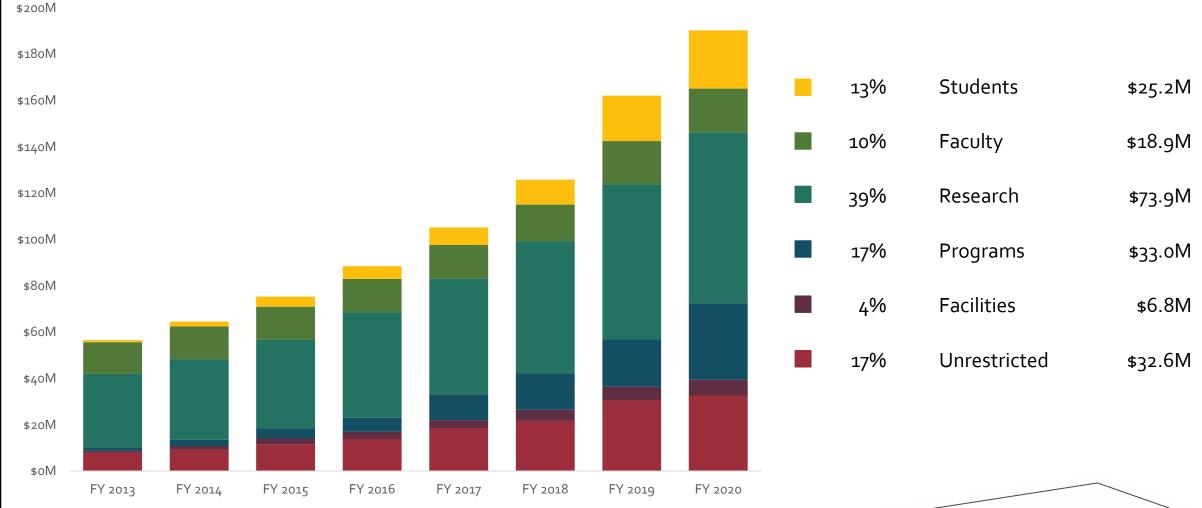
11%	Alumni	\$20.8M
48%	Friends	\$92.2M
10%	Corporations	\$18.2M
10%	Foundations	\$19.3M
21%	Organizations	\$39.8M







First-time Donors – Impact





 $\label{prop:condition} \textit{Due to rounding, some totals may not correspond with the sum of the separate figures.}$

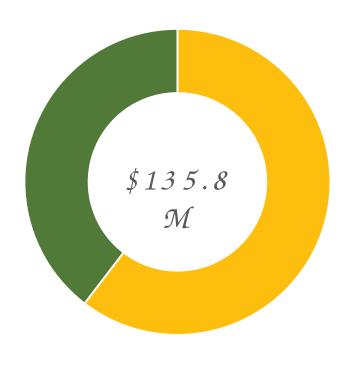




Opportunities for the Future



Planned Giving - Sources



60% Alumni \$82.0M

■ 40% Friends \$53.8M

 $$135.8\,M\ (16\,\%)$$ was secured in planned gift commitments during this campaign

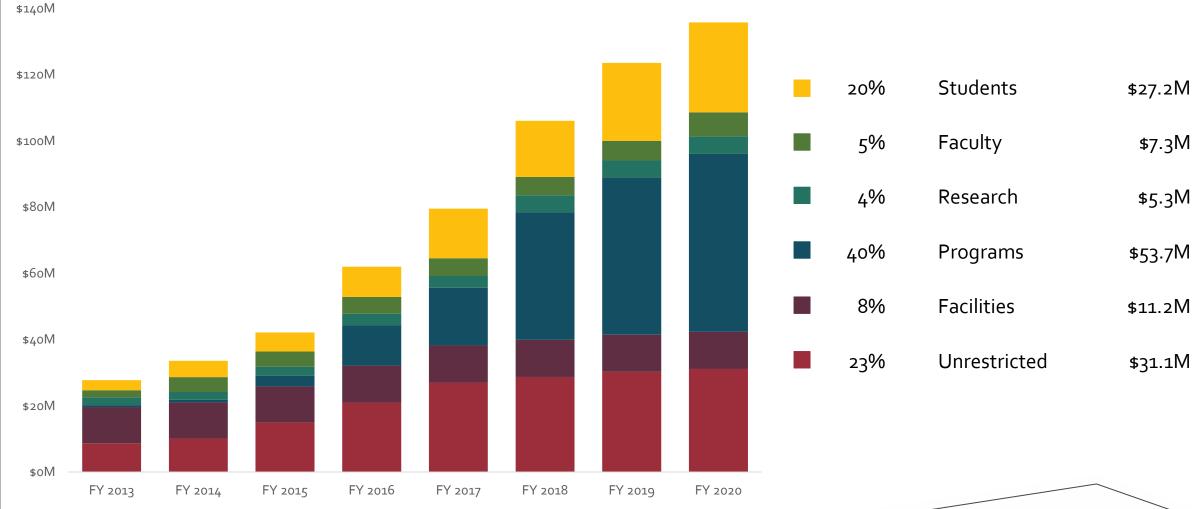
 $3\ 3\ 4$ commitments were revocable gifts totaling $$12\ 9.9\ \mathcal{M}$$

29 commitments were irrevocable gifts totaling $$5.9\,\mathcal{M}$$





Planned Giving – Impact

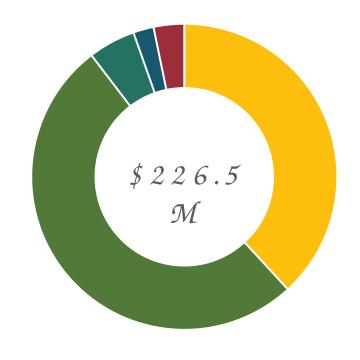




Due to rounding, some totals may not correspond with the sum of the separate figures.

Endowment - Sources

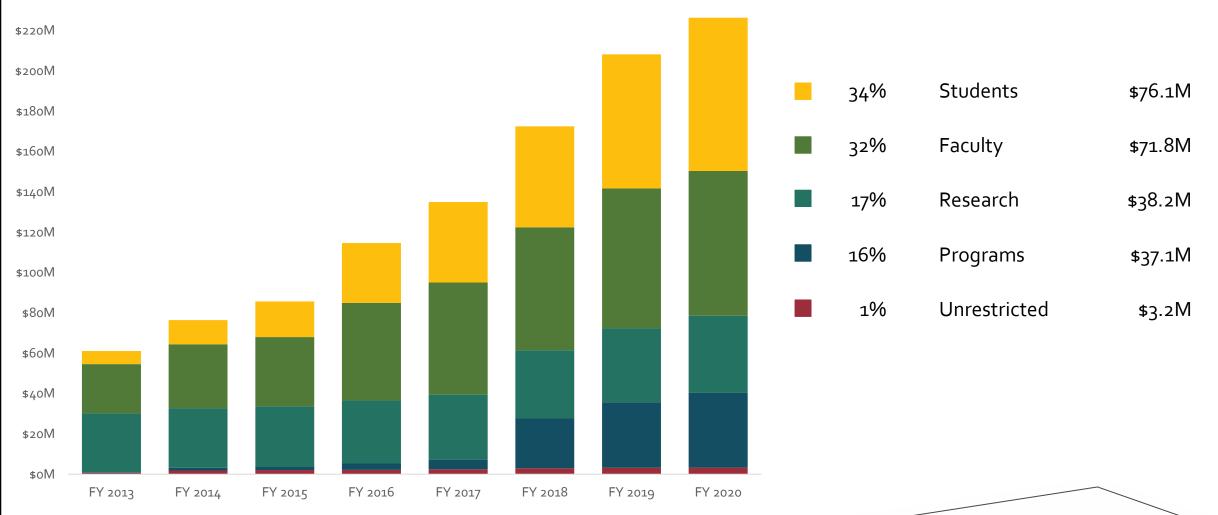
38%	Alumni	\$86.4M
51%	Friends	\$116.5M
5%	Corporations	\$11.3M
2%	Foundations	\$4.9M
3%	Organizations	\$7.3M







Endowment – Impact





Due to rounding, some totals may not correspond with the sum of the separate figures.





Campaign Volunte er Le a dership



Campaign Steering Committee

Lisa (M.D.'01/M) and Zach Ellis

Darlene and George (B.S.'78/B)

Em erson

Marsha and Bill (B.S.'69/B;

M.S.'74/B) Ginther

Terrell (B.F.A.'87/A) and Elliott

Harrig an

Kathleen and John Luke

Kathie and Steve Markel

Nancy (B.S.'80/P) and Ron (B.S.'80/P)

McFarlan e

Elaine and Baxter (D.D.S. '70/D) Perkinson

Vickie (B.S.'76/B) and Tom (B.S.'76/B;

H.L.D.'12) Snead

Jackie Stone and B.K. Fulton

Kathy and Rick Wagoner





Campaign Cabinet

Arts: Freddie Jacobs

Athletics: Natalie Newfield

Business: Mark Newfield

(B.S.'87/B)

Dentistry: Jerry Kluft

(D.D.S.'73/D)

Education: Brian White

Engineering: Mary Doswell

Honors College: Trevor Cox

H&S: Bill Mattox

(B.A.'80/H&S)

ICA: Abby Moore

Libraries: Stephanie Holt

(B.S.'74/E)

Life Sciences: Pam Faggert

(M.B.A.'86/B)

Massey: Mike Gracik

MCV Foundation: Gail Johnson (B.S.'67/N; M.S.'76/N)

Medicine: Bert Wellons (M.D.'61/M)

Nursing: Wilsie Bishop (B.S.'70/N; M.S.'78/N)

Pharmacy: Ron Davis (B.S.'73/P)

Social Work: Sherry Peterson (M.S.W.'73/SW)

Social Work: Katie Webb (M.S.W.'73/SW)

VCU Alumni: Dale Kalkofen (M.A.E.'76/E)

VCU Foundation: Patty Wilkerson (B.S.'77/MC)

VCU Foundation: Tracy Kemp Stallings (B.S.'85/N;

м.н.я**.'95/АНР**)





Campaign Senior Advisory Council

Margaret and Al Broaddus

Lou Harris

Kay and Charles James

Fran and Jim McGlothlin

Ramona and Jim Neifeld

(M.D.'72/M)

Susan and Randy Reynolds

Inger Rice

Dawn and Stuart Siegel

Carolyn and John Snow

Lois and Eugene Trani

(H.L.D.'09)

Bobbie and Jim Ukrop

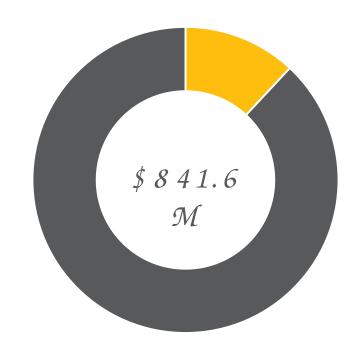
Doug Wilder (H.L.D.'93)

Ken Wright (H.L.D.'11)





Campaign Volunte er Le a dership



Campaign volunteer leaders collectively contributed over $\$\,1\,0\,0.6\,\mathcal{M}$

This represents 12~% of all campaign giving

12% Campaign Leadership Giving \$100.6M

88% All Other Giving \$741.1M









ONCUCU RESPONSIBLE TOGETHER

Public Relations and Marketing Report
University Resources Committee
December 2020

FY 2021 Metrics Dashboard YTD - on track

	METRIC	FY 20 ACTUAL	FY21 GOAL	FY21 ACTUAL	% GOAL
	Top Tier National Hits	243	290	110	37.9 %
Earned Media Hits	National Hits	20,000	20,000	6,342	31.7%
	Total Hits	28,900	29,000	10030	34.6%
Earned Media Impressions (billions)*		42.3B	53B	28.1B	53%
Media Coverage Tone (positive/neutral/balanced)		91.5%	92%	92.7%	Exceeding goal
Social Media Engagement (millions)		10.1M	10.6M	4.9M	46%
Owned Media-NewsCenter (visits)		991,001	992,000	294,711	29.7%
Paid	Out-of-State Conversions**	N/A	7,900	2,666	34%
Advertising Campaign	Total Conversions	N/A	16,800	7,700	46%

^{*} Hits/impressions do not include Athletics coverage, except where Athletes become news in itself

Definitions: Impressions are the number of times content is displayed. Engagement is the number of interactions people have with content (e.g. likes, comments, shares, retweets, etc.). Media hits are content passed by an editorial filter that is published/broadcast in traditional and digital media. Owned media are communications channels under VCU's central control (VCU News Center).

^{**}Conversions are the number of qualified hits from our advertising website landing page, to a call to action page in the recruitment process. This includes hits to the application page, registering for events or requesting information.

August 2020 – Present Internal and external COVID-19 Communication

University Relations leads a team of communicators across campuses to keep the VCU and VCU Health System community up-to-date on COVID-19 response and operational impacts. Of particular note this past quarter:

- Communications support to increase prevalence testing turnout
- Promotion of testing availability, exit and entry testing
- Promotion of daily health survey completion requirement
- Response to rumors of impending building or campus shutdown
- Virtual fall commencement announcement
- Spring semester calendar announcement



RESPONSIBLE TOGETHER







Together@VCU Website/Email/Dashboard Statistics

Website & Email account June 3-Oct. 31, 2020

- Website users: 171,477
- Pageviews: 622,485
- Email account: Resolved 1,200 inquiries
- Open rate for mass mails: ~40%
- 8% of users referred from social media

Dashboard Aug. 20 - Oct. 31

296,699 pageviews





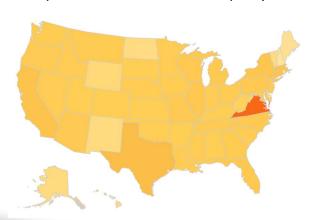
Earned, owned, shared and paid media highlights

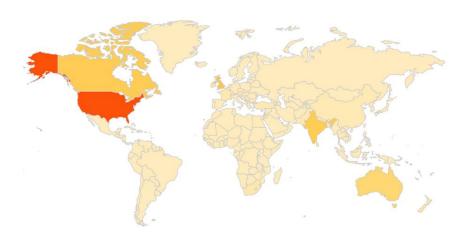


Earned Media 10,137 hits, 28.3B impressions

July 1 - Oct. 31

Tier One Outlets: The New York Times, The Washington Post, USA Today, Associated Press, ABC News, Business Insider, NPR, Bloomberg, Vox, British Medical Journal, Medscape, CNN, Forbes, Yahoo!, NBC News, CNBC, Fox News, U.S. News & World Report, TIME, Los Angeles Times, Huffington Post, Inside Higher Ed, Becker's Hospital Review, Fast Company.





Location	Impressions	Hits
Virginia	9.7B	2,171
Other U.S.	20.8B	6,328
Global	5.4B	1,574

Note: Deeper colors indicate more frequent coverage in a state or nation



COVID-19 Expertise - Earned Media Highlights

Steven Woolf/JAMA COVID-19 study

- Covered in The Washington Post, Business Insider, The New York Times, USA Today, NPR, Bloomberg, Vox, British Medical Journal, Medscape among others
- 706 hits, 3.7B potential reach

Judy Twigg Op-Ed/COVID-19 Vaccine

- Judy Twigg, professor of Russian studies
- New York Times, 119M potential reach



The coronavirus pandemic has caused nearly 300,000 more deaths than expected in a typical year



The New York Times

Opinion

Vladimir Putin Has a Vaccine, and He's Rushing to Share It

As America retreats from world affairs, Russia is promising other nations help on the pandemic.

By Judyth Twigg



Owned Media Metrics/Highlights

119.4K viewers, 163.9 pageviews

Top stories

- Woolf JAMA release 5,541 views
- What's new at VCU in 2020-21— 2,774 views
- Campus on Camera -- 2,353 views
- VCU BOV votes to de-commemorate buildings named after Confederates— 2,313 views
- Spring semester announcement 1,932 views
- Eight things to know about COVID testing 1,794 views

Recent stories gaining viewers reinforce how VCU has adapted to offer a quality education and support students during the pandemic









Student Success - Earned Media Highlights

VCU School of Business — Forbes

- VA Chief Data Officer Carlos Rivero mentions VCU School of Business students who participated in the Commonwealth Data Internship Program in op/ed.
- 65.4M potential reach
- VCU Votes CNS
 - Capital News Service article mentioning VCU Votes program picked up by local outlets
 - 3 hits, 752K potential reach
- Bryce Cobbs Wash Post, Roanoke Times
 - The Washington Post and The Roanoke Times profile senior VCUArts student whose work has been used by musicians Nipsey Hussle and Wale.
 - 29 hits, 149M potential reach

How The Commonwealth Of Virginia Uses Data And AI To Enhance Operations: Interview With Carlos Rivero, Chief Data Officer At Commonwealth Of Virginia

Virginia voter registration continues to climb as deadline looms







Student Success-Social Media Highlights

- Major announcements include spring semester decision, August- December virtual commencement celebration
- New tactic: Reproducing Responsible
 Together e-newsletter in Instagram Stories
- Support search for a student commencement speaker
- Promote SEM Fall Open Week Nov. 2-9
- Increase awareness of intersession and new J-term courses among VCU undergraduate students





Intersession, new J-Term and spring 2021 courses

The Spring 2021 Schedule of Classes is now available and is searchable by course modality.

Check out the Intersession and new J-Term courses that are offered during the winter break.

These two- and three-week courses count toward your spring enrollment and provide flexibility for students to earn credit hours in order to catch up, stay on track or get ahead.



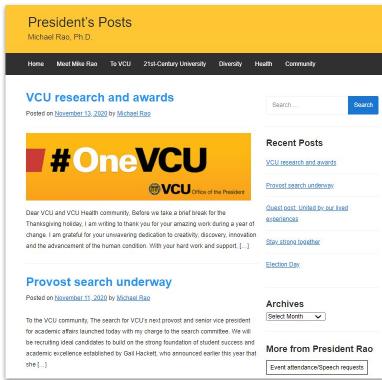


Executive Communications

Leverage the president's voice to advance diversity, inclusion, and equity

- Increase quantity and quality of presidential communications of diversity, inclusion, and equity.
 - 45 out of 100 (FY 21 projected goal)
- Social media impressions and president's social media
 - o 167,000 out of 700,000
- President's blog posts, forums, and university messages
 - 19 out of 45







Adult Learner Ad Campaign Metrics (6/14 thru 11/01)

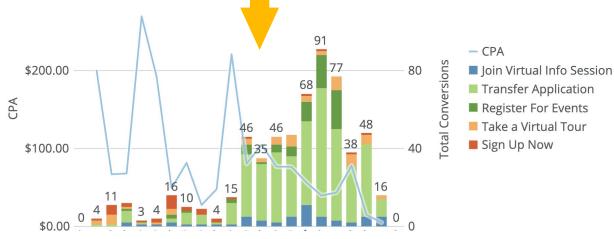
UR Marketing and SEM partnered this summer to develop and launch a recruitment campaign to drive applications from Richmond area adults with some college but no degree.

- The campaign utilized direct mail, digital display, paid search and LinkedIn.
- Campaign started mid-June 2020 and ended late October (search to run through EOY)
- Marketing Goal: drive conversions (clicks to action pages) to application, mailing list or event sign-up pages
- Enrollment Goal: 150 new adult learner students for Spring 2021 semester

Campaign delivered 600 conversions through November 1st (393 hits to Transfer Application page)



JUNE 15



November 01



12

FY 21 Undergrad Recruitment and Awareness Ad Campaign

OOS

34.6%

Phase One complete: (9/7/20 - 10/11/20). Phase Two underway.

• PHASE ONE: Drive conversions to Virtual Info Session sign up page

PHASE TWO: Drive conversions to Application page (metrics due December 1)

Conversions to Freshman Application Page are up 250% over 2019

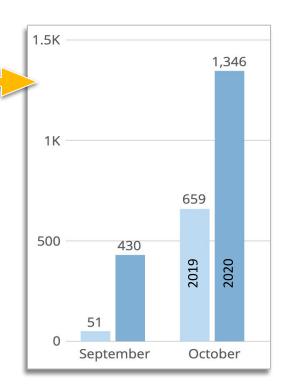
YTD Total conversions: 7,700

Out-of-state conversions: 2,666

CONVERSIONS ARE DEFINED AS CLICKS TO:

- Freshman Application Page
- International Freshman Application Page
- Join Our List Undergrad Page
- Join Virtual Info Session Page
- Register For Events Page
- Transfer Application Page
- Take a Virtual Tour Page





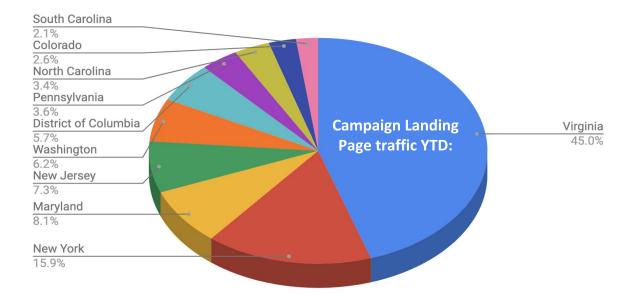
FY 21 Undergrad Recruitment and Awareness Ad Campaign

Paid Search: (Sept - Oct)

- Click thru rates are up 108% YOY
- <u>Total conversions up 223% YOY</u> with Freshman Application conversions (hits to application page) up 385%

Google Analytics: (VCU web traffic related to ad campaign)

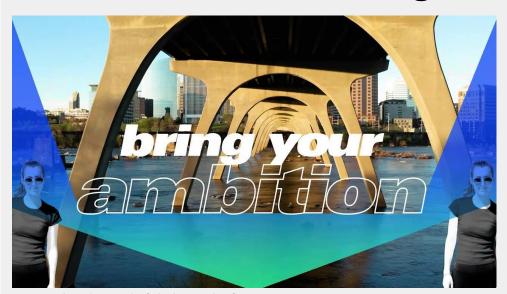
- 55% of campaign landing page traffic originated out of Virginia
- District of Columbia, Maryland, North Carolina and New York were top states to hit vcu.edu YTD



vcu.edu Homepage traffic YTD:

Region	Sessions
Virginia	5,359,887
District of Columbia	140,384
Maryland	129,797
North Carolina	94,910
New York	89,648
Pennsylvania	53,400
California	52,371
New Jersey	47,931

Creative: Print, Digital Video & RVA Airport



Digital Video Ads (click to play)



The Chronicle print ad (diversity issue)

Richmond Airport Spectacular Mural Ad



RESOLUTION OF THE BOARD OF VISITORS OF VIRGINIA COMMONWEALTH UNIVERSITY AUTHORIZING THE RESTRUCTURING OF INDEBTEDNESS WITH THE VIRGINIA COLLEGE BUILDING AUTHORITY

WHEREAS, VIRGINIA COMMONWEALTH UNIVERSITY, in furtherance of its educational purposes, has borrowed funds from the Virginia College Building Authority (the "Authority") through the Authority's Public Higher Education Financing Program,

WHEREAS, the Governor of the Commonwealth of Virginia (the "Commonwealth") has recognized that the COVID-19 pandemic has had, and continues to have, a tremendous adverse impact on higher education, including the fiscal health of the Commonwealth's colleges and universities, and in response to financial conditions created by the pandemic, the Governor has proposed a debt restructuring plan for debt-funded capital projects of higher educational institutions which will defer debt service payments on certain indebtedness obtained through or with the assistance of the Commonwealth, including debt obtained through the Authority (the "Debt Restructuring Program");

WHEREAS, the Board of Visitors (the "Board") of the VIRGINIA COMMONWEALTH UNIVERSITY (the "Institution") desires to participate in the Debt Restructuring Program to restructure all or a portion of its indebtedness to the Authority (the "Authority Debt") and desires to delegate to certain officers of the Institution the authority (i) to select the Authority Debt to be restructured and to establish and agree to the terms of such restructuring, (ii) to approve the forms of, and execute and deliver, any and all, documents, instruments and agreements required by the Authority in connection therewith, including any modifications or amendments of loan or other documentation evidencing the Authority Debt (the "Restructuring Documents"), and (iii) to take any and all other action required to effect and implement such debt restructuring, including any post-issuance or post-closing monitoring or compliance requirements.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD:

Section 1. The Institution is authorized to participate in the Debt Restructuring Program and, accordingly, (1) the Senior Vice President of Finance and Budget and Chief Financial Officer and (2) the Treasurer (the "Authorized Officers") are each hereby delegated and invested with full power and authority, subject to the provisions of Section 2 hereof, (i) to select the Authority Debt to be restructured and to establish and agree to the terms of such restructuring, including extending the term of payment and the modification of other terms thereof, (ii) to pledge as required by the Authority the general revenues of the Institution as security to the extent not prohibited by law or otherwise restricted, (iii) to approve the forms of the Restructuring Documents required by the Authority and any subsequent amendments thereto, (iv) to execute and, deliver, on behalf of the Institution such Restructuring Documents, with approval of the terms thereof being evidenced conclusively by the execution and delivery thereof, and (v) to do and perform such other acts, and execute and deliver such other documents and agreements as may be necessary or appropriate to carry out the intent of this Resolution.

Section 2. In connection with the authorization herein provided the Authorized Officers may, in connection with any debt restructuring obligation, provide for (i) the funding of reserves if required, and (ii) the funding of issuance costs and other financing expenses related to such restructuring; provided (a) the principal amount of any such obligation shall not exceed the amount required to cover the principal of and interest on the indebtedness to be restructured plus amounts permitted by clauses (i) and (ii) above, (b) the interest rate on any such obligation shall be as determined by the Authority, and (c) the restructuring terms, including the rate of interest on any such obligation or method of determining such rate, shall be approved by the Treasury Board of the Commonwealth.

Section 3. If it is determined by the Authority in connection with any Authority Debt restructuring that the Institution is subject to continuing disclosure obligations under Rule 15c2-12 of the federal Securities and Exchange Commission an Authorized Officer is hereby authorized and directed to, enter into a continuing disclosure undertaking in form and substance reasonably satisfactory to the Authority, and the Institution will comply with the provisions and disclosure obligations contained therein.

Section 4. The Board designates the Treasurer to be responsible for implementing procedures to monitor post-issuance compliance with covenants in any Restructuring Document and any amendments thereto, if required in connection with federal tax law or federal securities law requirements.

	Section 5.	This resolution shall take effect immediately upon its adoption.
Adopted: _	, 20	
		, Secretary
		BOARD OF VISITORS OF
		VIRGINIA COMMONWEALTH UNIVERSITY



CRISIS and EMERGENCY MANAGEMENT PLAN (CEMP)

November 2020

Preface

Virginia Commonwealth University (VCU) faces a broad range of hazards from disruptive events, such as flooding, active shooters, event management, technology failures, etc. A coordinated and organized response effort could save lives, protect property and ensure an efficient short-term restoration of basic operations.

The VCU Crisis and Emergency Management Plan (CEMP) creates a flexible framework for the coordination of the University's effort in assisting impacted people, physical assets and operations on campus. This plan is structured following guidelines from the National Incident Management System (NIMS) and National Response Framework (NRF) and provides flexibility to adapt to different disruptive events and for interacting with local and state entities to coordinate large-scale, multijurisdictional responses. The succession of events in a disruptive event are not predictable; therefore, this plan serves as a basic framework and may require changes to meet the challenges of each emergency.

Components of the Crisis and Emergency Management Plan

Basic Plan:

This portion of the plan comprises all the phases of an emergency and how the various departments may respond during the various phases. Utilizing information gathered from the 2020 VCU Hazard Vulnerability Assessment (HVA), the plan responds with an all-hazard approach to describe the operations of VCU during a disruptive event.

Incident Command Structure and Response Framework:

The Incident Command System (ICS) is a management system designed to enable effective and efficient domestic incident management by integrating a combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure. ICS is normally structured to facilitate activities in six major functional areas: command, operations, planning, logistics, intelligence and investigations, finance and administration. It is a fundamental form of management, with the purpose of enabling incident managers to identify the key concerns associated with the incident, often under urgent conditions, without sacrificing attention to any component of the command system.

Department Work Groups:

Department work groups coordinate the response to a disruptive event within each department to address related support activities and continuity of operations.

Annexes:

These annexes detail specific response measures taken for various disruptive events (ex: HAZMAT, infectious disease, etc.). These scenarios are high probability and potentially maximum devastation events given their severity and complexity. As such, they warrant additional frameworks to coordinate the response effort in those instances.

SUMMARY OF CHANGES

Modifications and/or revisions to the Virginia Commonwealth University (VCU) Crisis and Emergency Management Plan (CEMP) are recorded in the table below.

REFERENCE	DESCRIPTION	CHANGED BY	EFFECTIVE DATE
2020.1	Review, and revision of all sections of the CEMP.	Lori Dachille	2020-Jul-28
2020.2	Updated the VCU Planning Situation to reflect Fall 2019-2020 data.	Lori Dachille	2020-Jul-28
2020.3	Created new Department Annexes, and Hazard Specific Annexes containing job aids and check lists.	Lori Dachille, Darshan Parikh	2020-Jul-28
2020.4	Targeted review and update of the Organization and Assignment of Responsibilities section to reflect updated ICT and response structure.	Lori Dachille	2020-Jul-28
2020.5	Included new 2020 Hazard Vulnerability Assessment.	Darshan Parikh	2020-Jul-28
2020.06	Renamed the Student Group to Academic Affairs and Student Group.	Lori Dachille	2020-Jul-28
2020.07	Revised the VCU Incident Coordination Team (ICT) Organization Chart to include VCU Governance.	Lori Dachille	2020-Jul-28
2020.08	Added Inclusive Excellence-VP of Institutional Equity, Effectiveness and Success to ICT Membership table.	Lori Dachille	2020-Jul-28
2020.09	Added the COVID-19 ICT Executive Committee organizational chart, and roles and responsibilities to the Infectious Disease Annex.	Lori Dachille	2020-Jul-28

INTRODUCTION

Purpose

The Crisis and Emergency Management Plan (CEMP) provides for emergency operations in response to any type of disaster or large-scale emergency affecting VCU. A disruptive event may occur with little or no warning; the CEMP is designed through an all-hazards perspective to allow for flexibility and scalability of the response. It assigns duties and responsibilities to departments for disaster mitigation, preparedness, response, and recovery. It also provides the framework within which more detailed emergency plans and procedures can be developed and maintained. Activation of this plan reduces the vulnerability of people and property to a disaster and establishes a means to respond effectively to planned or unplanned incidents that have varying degrees of early warning.

This plan is intended to establish organizational structure for responses to emergencies that are of sufficient magnitude to cause a significant disruption of the functioning of all, or portions, of VCU. This plan describes the roles and responsibilities of individual units, departments, and personnel during emergency situations.

Scope & Applicability

The plan covers a range of complex and constantly changing requirements in anticipation of, or in response to, threats or acts of terrorism, major disasters, and other emergencies within or affecting VCU. Therefore, this plan is applicable to all departments and individuals within the VCU community, each of which may be requested to provide assistance or emergency action when broad coordination is required to save lives, minimize damage, or otherwise assist in response. Moreover, this plan also provides the foundation for the organization and coordination of recovery and mitigation functions. It focuses on emergency planning functions at the academic and MCV campuses, but functions separately from VCU Health System. Other campuses, not located in downtown Richmond, develop site-specific annexes, consistent with lines of authority, notification procedures, and other policies outlined within this plan.

Goals & Objectives

Goals and objectives

VCU will respond to a disruptive situation like an emergency or disaster in a safe, effective, and timely manner. University personnel, resources, and equipment will be utilized to accomplish the following priorities:

- 1. The protection of human life from natural and human-caused hazards.
- 2. The maintenance of quality-of-life conditions and environment during disruptive events.
- 3. The continued operations of critical VCU resources and facilities during disruptive events.
- 4. The quick and efficient assessment of damage and institutional impact after a disruptive event.
- 5. The quick and efficient short-term restoration of general campus operations.

Planning Situation

The following situations impact VCU's operational planning efforts for Fall 2019-2020:

- 1. VCU's two primary campuses are located in the urban environment of downtown Richmond, Virginia.
- 2. The 98.7 acre Monroe Park Campus is located in Richmond's Fan District and the 70.5 acre MCV Campus is adjacent to the Virginia State Capitol. The institution also owns 582 acres located in Hanover County, and Charles City County.
- 3. VCU occupies 271 buildings housing undergraduate, graduate, and professional studies. Of those buildings 48 were built prior to 1900, and 48 are designated historic, or lie in a historic district.
- 4. The estimated capital replacement cost is \$4.2 billion.
- 5. The population breakdown at VCU is as follows:
 - 23,172 undergraduate students
 - 5,292 graduate students
 - 1,639 first professional students
 - 3,834 full-time faculty members
 - 24,234 employees (including VCU Health System)

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- 6. The VCU Resident Hall capacity is 6,234 students for academic year 2019-2020.7. Both campuses are located in proximity to Interstates 64 and 95 as well as to railroad tracks, which all carry hazardous materials.
- 8. Special events occur frequently at VCÚ and include sporting, entertainment, conference, academic, commemorative, and high-profile political, celebrity, and civil unrest gatherings.
- 9. VCU maintains \$310 million in FY 2019 for sponsored research and direct connectivity to VCU Health operations in and around Richmond.

Planning Assumptions

This Plan is based on the following planning assumptions and considerations presented below:

- 1. A disruptive event may occur at any time of the day or night, weekend or holiday, with little or no warning.
- 2. The succession of events in a disruptive event is not predictable; therefore, published plans, such as this one, serve as a framework and may require improvisation to meet the requirements of the emergency.
- 3. VCU may be impacted by an event which occurs in the community adjacent to the campus or at off-site facilities, necessitating resources and personnel being mobilized to respond.
- 4. Disasters affecting the University may affect the surrounding community. Therefore, it is necessary for the University to prepare for and carry out disaster response and short-term recovery operations in conjunction with local resources.
- 5. Based on the event, outside resources may not be readily available to assist VCU.
- 6. Departments should maintain standard operations plans or guides relevant to their areas and operations and ensure that all personnel are trained and familiar with the Plan and are capable of implementing emergency procedures in a timely and effective manner.
- 7. Incidents including major emergencies or catastrophic events will require full coordination of operations and resources and may:
 - · Involve single or multiple geographic areas;
 - · Require significant resource coordination or assistance;
 - Result in numerous casualties, fatalities, displaced people, property loss, significant damage to the environment, and disruption of economy and normal life support system such as public services and basic infrastructure;
 - Overburden VCU resources and capabilities;
 - · Require extremely short notice asset coordination and response timelines; and
 - Require prolonged, sustained incident management operations and support activities requisite to long-term community recovery and mitigation.
- 8. Incident management activities will be initiated and conducted using the principles contained in the National Incident Management System (NIMS) and with Incident Command Structure (ICS).
- 9. VCU Police are responsible for compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), specifically issuing emergency alerts for situations involving imminent threat or danger to the VCU community, and timely warning notifications for reported Clery crimes when ongoing risk and danger exist for the community.
- 10. This plan requires that the Department of Criminal Justice Services (DCJS) and the Virginia Criminal Injuries Compensation Fund (CICF) will be contacted immediately to deploy when there are victims as defined in § 19.2-11.01 Crime Victim and Witness Rights, including, but not limited to victim and witness protection, and cases where there are victims of crime in need of financial or advocacy assistance. The current contact information for the CICF program is: CICF P.O. Box 26927, Richmond, Virginia 23261, phone: Toll Free: (800) 552-4007, email: info@virginiavictimsfund.org. The current contact information for DCJS is: Virginia Department of Criminal Justices Services, 1100 Bank Street, 12th Floor Richmond, Virginia 23219, phone: 804.786.4000.

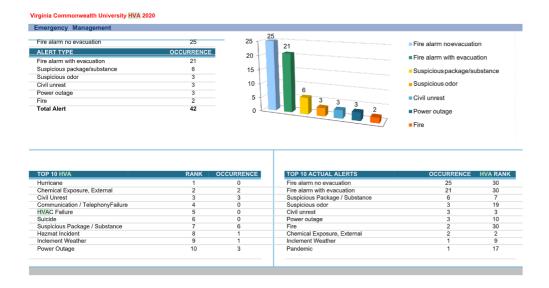
HAZARD & VULNERABILITY ASSESSMENT (HVA)

Hazard Vulnerability Assessment (HVA)

The day-to-day functions of Virginia Commonwealth University (VCU) are complex during normal operations; however, there are a variety of hazards and additional risks which may create additional complexity to VCU's preparedness and response.

The following chart was created using the Kaiser Permanente Hazard Vulnerability Assessment (HVA) tool which systematically evaluates risks and vulnerability to specific hazards, and prioritizes the overall likelihood of occurrence and severity of impacts. The VCU HVA is revised annually in January through collaboration with the ICT workgroups.

Virginia Commonwealth University 2020 HVA



Organization & Assignment of Responsibilities

Virginia Commonwealth University (VCU) coordinates emergency preparedness planning efforts with the Virginia Department of Emergency Management (VDEM), City of Richmond, and other regional agencies and organizations to ensure that policies and procedures are consistent with current best practices and to ensure VCU can maintain effective communication and coordination during an emergency or disaster. The following table contains the organizational breakdown and assignment of responsibilities.

Unit	Responsibility
<u>President</u>	 Support VCU's emergency management program. May declare a campus emergency and if necessary, authorize temporary suspension of university operations and activities. Provide leadership and plays a key role in communicating to the public, and in helping faculty, staff and students cope with the consequences of any type of incident impacting the institution. Oversee the coordination of VCU's Senior Administration. Communicate with the Board of Visitors, Mayor, and Governor should the disaster event dictate.
Incident Coordination Team (ICT)	 Evaluate the institutional effects of the emergency. Determine business recovery and resumption priorities. Overseen by the ICT Leader. Execute the Crisis and Emergency Management Plan (CEMP). Consist of senior management from Academic Affairs, Athletics, Business Services, Facilities Management, Finance & Administration, Health Sciences, Human Resources, Health System, Libraries, Police, Research, Risk Management, Student Affairs, Technology Services, and University Relations.
Director of Emergency Preparedness	 Serve as the lead for Emergency Management. Develop and maintains plans and procedures the CEMP Business Continuity Plans, and state level Continuity of Operations Plan (COOP). Coordinate resources to address the full spectrum of actions to prevent, prepare for, respond to, and recover from the incidents involving all hazards. Activate and manage the Emergency Operations Center (EOC) to help coordinate response to disasters and ensure the most effective and efficient integration and utilization of activated assets to address the current situation. Develop standard operating procedures to facilitate the communications and operational interface during all phases of disaster management. Develop and maintain plans and procedures to address the full spectrum of hazards. Request assistance when VCU capabilities have been exceeded or exhausted. Coordinate with local, state, and federal officials after a disaster to implement recovery strategies and programs. Conduct incident and needs assessments during and after a disaster. Develop and implements a training, testing and exercise schedule to assure all parties involved in emergency response and recovery are fully prepared to fulfill their tasks.
Academic Affairs	 Serves as the lead for the Planning & Logistics Section, Academic Affairs and Student Group. To promote the protection and preservation of academic integrity before, during, and after a major emergency or disaster. To ensure the availability and management of academic spaces before, during, and after a disruptive event. To protect the physical and virtual academic records for previous and current VCU students.
<u>Athletics</u>	 Serves as a support agency for the Planning & Logistics Section, Academic Affairs and Student Group. To promote the protection and preservation of the staff and resources involved in official athletic department activities. To support the execution of an activated State Managed Shelter at the Siegel Center (as needed).
Business Services	 Serves as a support agency for the Finance and Administration Section, Business Group. Develop and maintain plans and procedures to support ICT response, and recovery operations. To the extent feasible, continue to provide dining services during disruptive events.

Facilities Management	 Serves as a support agency for the Operations Section, Facilities group. Develop and maintain plans and procedures to support ICT response, and recovery operations. Support the implementation of traffic control measures in conjunction with the Transportation Group. Support initial and, as necessary, more detailed damage assessments. Provide emergency engineering services. Coordinate and provide debris clearance and removal. Coordinate the conservation of resources (as necessary). Coordinate with private companies to maintain and restore electrical, water, sewer and natural gas utilities. Provide available building plans of all facilities (as necessary) to all other support agencies and ICT groups. Coordinate with Safety and Risk Management (Public Safety Group) for health and Safety efforts on campus including, but not limited to on campus laboratories, radiation, regulated waste and hazardous materials.
Finance and Budget	 Serves with Human Resources as the lead for the Finance and Administration Section. Develop and maintains plans and procedures to support the Finance and Administration Section, and Business group. Coordinate the framework for resource management activities. Activate contracts with internal and external agencies to provide resources. Assist in overseeing and expediting the purchase of disaster-related equipment & services. To ensure that all accurate information is collected and transmitted for insurance and reimbursement purposes.
<u>Health Sciences</u>	 Serves as a support agency for the Planning & Logistics Section, Student Group. To promote the protection and preservation of academic integrity within health sciences programing before, during, and after a major emergency or disaster. To ensure the availability and management of academic spaces for health sciences programs before, during, and after a disruptive event To protect the physical and virtual academic records for previous and current VCU Health Sciences students
VCU Health	 Serve as the lead for the Operations Section, Hospital Group. Develop and maintain plans and procedures to the Hospital Group. Provide for the prevention of disease to include surveillance and investigation of diseases. Assist Fatality Management operations and coordination. Provide guidance and technical assistance regarding emergency evacuation of people with functional needs. Coordinate medical support for State Management Shelter (SMS) operations. Oversee the dispensing of life-saving pharmaceuticals and medical supplies (as necessary). Work closely with relevant state and local health departments, health and mental health community agencies and other medical services (as necessary). Coordinate release of information pertaining to student, faculty, and staff injuries, including next of kin notification, with the Student Group, Public Safety Group, Public Information Group, and University legal counsel (as needed).
Human Resources	 Serves with Finance as the lead for the Finance and Administration Section, as well as a lead for the Planning & Logistics Section, Employee Group. To promote the protection and preservation of VCU's human resources before, during, and after a major emergency or disaster. To protect the physical and virtual human resources records for previous and current VCU employees (including staff and faculty)
<u>Libraries</u>	 Serves as a support agency for the Planning & Logistics Section, Student Group. To promote the protection and preservation of library functions, space and material availability before, during, and after a major emergency or disaster.

Police	 Serve as the lead for the Intel & Investigation's Section, Public Safety Group Develop and maintain plans and procedures to support the Transportation Group, and Facilities Group. Provide for the management and coordination of all public safety and fire safety guidelines and policies. Assist with damage assessment. Assist in evacuating areas at risk in coordination with other law enforcement authorities and emergency support functions. Implement traffic control actions in and around site Establish the necessary security and accessibility policies around incident and evacuated areas. Coordinate the collection and preservation of evidence to support a criminal investigation during the response and recovery phase of the incident Provide security services at emergency shelters (as necessary) Coordinate release of information pertaining to student, faculty, and staff injuries, including next of kin notification, with the Student Group, Hospital Group, Public Safety Group, Public Information Group, and University legal counsel (as needed). Work closely with the City of Richmond Office of Emergency Management, Fire and Police Departments, Public Works, the Facilities Management Group during hazard materials events or other public safety threats.
<u>Research</u>	 Planning & Logistics Section, Research Group (Animal Safety) To promote the protection and preservation of VCU's research resources, functions, and personnel before, during, and after a major emergency or disaster.
Safety & Risk Management	 Serve as the lead for the Public Safety Group with regards to Fire Safety/response and Hazardous Materials incidents. To promote the protection and preservation of all VCU resources from fire, chemical or other containments. Development, adoption, and maintenance of a current written Occupant Emergency Action Plan with respect to executive branch agencies, consisting 4 of building evacuation, shelter-in-place, active threat, and other hazards or emergencies as deemed appropriate; The Office of Environmental Health & Safety within the Office of Safety & Risk Management oversees the fire safety program for every building on campus. This program includes plans that address the following issues: Procedures for reporting a fire or other emergency. Procedures for emergency evacuation, including type of evacuation and exit route assignments. Procedures to be followed by employees who remain to operate critical operations before they evacuate. Procedures to account for all employees and students after evacuation. Procedures to be followed by employees performing rescue or medical duties.
Technology Services	 Serve as the lead for the Operations Section, Information Technology Group for the response to and recovery from incidents impacting Technology & Communications. Develop and maintain plans and procedures to ensure the continuation and restoration of information services and telecommunications infrastructure. Provide support for VCU's computing and networking infrastructure, data networks, and telecommunications infrastructure during emergency or disaster situations
University Counsel	 Support the Incident Commander with legal advice during incidents and events requiring the activation of the Incident Coordination Team. To provide legal awareness, advice, and interpretation related to VCU's emergency capabilities before, during, and after a major emergency or disaster.
University Relations	 Serve as the lead for the Intel & Investigation's Section, Public Information Group (Emergency Public Information). Develop and maintain plans and procedures to support emergency communications and public outreach during emergencies. Serve as the Public Information Officer in the Emergency Operations Center (EOC) Serve as a liaison between the ICT and university Administration. Coordinate the dissemination of information to students, staff, faculty, visitors, and the public during emergencies or disasters. Ensure accurate and factual information concerning an emergency involving VCU and its personnel is provided to the news media. Serve as the only authorized representative to release information to the media Set up a Joint Information Center (JIC) (as necessary). Coordinate release of information pertaining to student, faculty, and staff injuries, including next of kin notification, with the Student Group, Hospital Group, Public Safety Group, and University legal counsel (as needed).

Students, faculty and staff	Students, faculty, and staff should be familiar with applicable emergency plans and protocols as well as evacuation routes for the buildings they work and reside in on a regular basis. Prepared students, faculty, and staff are a priority of VCU. When available, outreach programs will be used to promote awareness of personnel and community risks and also the principle of individual preparedness. Preparedness information is made available on various VCU safety websites while crisis emergency information is disseminated immediately when a threat or incident occurs via the VCU Alert system.
Non- governmental and volunteer organizations (NGOs)	NGOs collaborate with first responders, governments at all levels, and other agencies and organizations providing relief services to sustain life, reduce physical and emotional distress, and promote recovery of disaster victims. NGOs, in cooperation with VCU departments, may provide specific disaster relief services during response and recovery efforts. The Virginia Voluntary Organizations Active in Disaster (VA-VOAD) is a statewide consortium of faith-based and non-profit organizations that are active in disaster relief. The VA-VOAD communicates with many voluntary organizations that provide significant capabilities to incident management and response and recovery efforts at all levels. The VCU Office of Emergency Preparedness in partnership with the Student Group will coordinate VA-VOAD activities to address unmet needs during a declared campus emergency.
Private Sector	The roles, responsibilities, and participation of the private sector during major incidents that impact VCU vary based on the nature of the organization and the type and impact of the incident. They support this plan by sharing information with the University, identifying risks, performing vulnerability assessments, developing emergency response and business continuity plans, enhancing their overall readiness, implementing appropriate prevention and protection programs, and donating or otherwise providing goods and services through contractual arrangement or purchases to assist in response to and recovery from an incident.

CONCEPT OF OPERATIONS

General

This section describes coordinating structures, processes, and protocols employed for incident management by VCU. These coordinating structures and processes are designed to enable execution of the responsibilities of the President through the appropriate departments and to integrate local, state, Federal, non-governmental agencies and organizations, and private-sector efforts into a comprehensive approach to emergency management.

This plan was founded upon the concept that emergency operations begin with VCU and that outside assistance from the City of Richmond will be requested when an emergency or disaster exceeds institutional capabilities. Therefore, this plan identifies the role of the University before, during and after a disaster or major emergency. It establishes the concepts and policies under which all elements of VCU will operate during emergencies.

Additionally, it provides a basis for the preparation of more detailed plans and procedures and for emergency management training programs. Units with primary emergency duties and responsibilities are also expected to develop and maintain separately published and more detailed standard operating procedures.

In the event an incident exceeds VCU's emergency response capabilities, outside assistance may be available, either through mutual support agreements with nearby jurisdictions, other institutions of higher education, or volunteer organizations. VCU resources must be fully committed before assistance is required from the adjacent jurisdictions.

The following general principles apply to all parts of VCU's operation Plan:

- On-scene coordination of emergency response will be accomplished within the Incident Command System (ICS) framework allowing for the incorporation of local, state, and federal agencies.
- The Emergency Operations Center (EOC) is the central location from which off-scene activities and resource management are coordinated.
- The EOC may be virtually, partially or fully activated.
- All appropriate available forces and resources will be fully committed before requesting assistance.

Overall Incident Management

During normal operations, the Director of Emergency Preparedness develops detailed procedures for EOC operations, manages an ongoing training program and maintains adequate facilities and equipment for EOC operations. Departments assigned responsibilities in the EOC designate staff to respond to the EOC and to participate in training.

In a time of emergency, the Director of Emergency Preparedness manages centralized emergency operations in order to coordinate resources, advice and counsel to the ICT Leader (or designee) to formulate policy, establish priorities, collect and analyze information and disseminate information and communications with the City of Richmond related to conditions or developing situations associated with the emergency.

While the ICT is led by the ICT Leader, the Director of Emergency Preparedness oversees the function of the EOC. The EOC is ultimately supported by members of the Incident Coordination Team. As the situation warrants, local, state and federal agencies may also have representatives in the EOC during emergencies

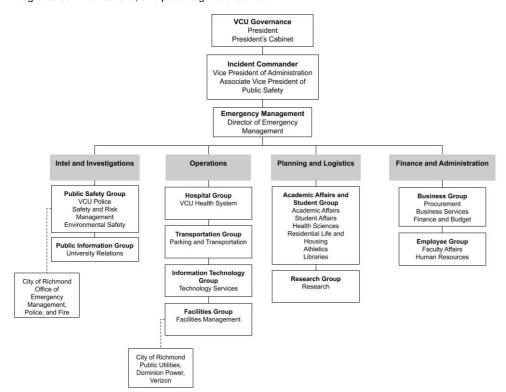
Activation of the Emergency Operations Center (EOC)

The Emergency Operations Center may be activated by the Director of Emergency Preparedness at the direction of the ICT Leader or in proactive readiness for a projected or forecasted event. The EOC will be utilized to manage events that are an imminent threat to public safety or health or as needed to managed an extensive response and coordination to a large emergency or disaster. Additionally, the EOC may also be activated for a planned event.

The availability of staff and operational needs may allow or require positions to be expanded or combined to meet event priorities and needs. Upon notification, identified ICT representatives will report to the EOC at the appointed time and be prepared to carry out their roles and responsibilities. The full procedure for activation and support of the EOC is found in the Emergency Operations Center (EOC) Guide maintained separately by the Director of Emergency Preparedness.

VCU Incident Command Structure

The National Incident Management System (NIMS) will be applied to operational response to ensure efficient and effective operations. In addition to multi-agency coordination through the Emergency Operations Center (EOC), VCU's response will utilize NIMS concepts including modular organization, unified command, span of control, common terminology, action-based planning processes, comprehensive resource management, integrated communications, and pre-designated facilities.



Phase of Emergency

There are three levels of or categories of emergency for VCU. These levels are scalable and, as a situation develops, may escalate or de-escalate as necessary. These levels are defined below:

Level	Description
1	Steady State Operations (Green) - Normal operations are occurring without limitation.
2	Increased Readiness (Yellow) –This level references a situation when there is a potential or likelihood of an emergency developing or worsening. ICT staff are performing more frequent monitoring. Normal, routine daily activities are occurring but ongoing or forecast events include a potential or actual threat or requirement for coordinated assistance. Severe weather or other events may be occurring, causing damage or effects to power, transportation, communications and other infrastructure sectors requiring some limited form of assistance. Individual departments continue to perform assistance under their normal procedures.
3	Partial Activation (Orange) – A disruptive event that has a real or potential impact on the overall capability of VCU to fulfill its academic, operational, and research mission, but may not necessitate, justify, or allow for the full operational phase.
4	Full Activation (Red) – A large scale, long lasting event that has a negative impact on the overall capability of VCU to fulfill it's academic, operational, and research mission. The disaster would be one of great magnitude, and deaths will probably have occurred or the potential is very high. All ICT staff and Response groups are activated and required to report to the VCU EOC.

Declaration of Emergency

An emergency declaration may be based upon reports of an actual event or on the forecast or prediction of disruptive conditions. The ICT Leader has the ultimate authority to declare an emergency and ultimately notify the President.

The Director of Emergency Preparedness is responsible for monitoring incidents and events and providing information and support to the Incident Commander and Vice President of Public Safety. When an emergency is declared, the Director of Emergency Preparedness will immediately notify the City of Richmond Office of Emergency Management.

The ICT Leader, or designee, may re-direct and deploy University resources and assets as necessary to prevent, prepare for, adequately respond to, and quickly recover from an incident. For significant events impacting the University or a neighboring jurisdiction, the EOC may be activated to monitor the situation and coordinate activities among departments to ensure that the University is positioned to rapidly respond in the event of an incident

In case of any type of campus emergency, the authority to activate emergency notification systems and begin the emergency declaration process is deferred by the Chief of Police to the highest ranking personnel (up to and including the Shift Supervisor) to ensure minimal bureaucratic or logistical delay in addressing emergency or disaster needs that might be impacting campus.

Plan Development & Maintenance

The Virginia Commonwealth University (VCU) Crisis and Emergency Management Plan (CEMP) provides the structures and processes for coordinating incident management activities for natural and human caused emergencies and disasters. Following the guidance provided by the National Response Framework (NRF), National Incident Management System (NIMS), and other supporting documents, the Plan creates an umbrella configuration for existing department emergency and incident management plans.

This plan complies with the National Incident Management System (NIMS), which facilitates VCU's ability to communicate and coordinate response actions with other jurisdictions and external emergency response agencies. Under NIMS, VCU responds to disruptive events using the Incident Command System (ICS) which is the model tool for command, control, and coordination of response and helps coordinate response toward a common goal of stabilizing an incident and protecting life, property, and the environment.

The Director of Emergency Preparedness maintains the VCU CEMP which is reviewed continually and updated periodically to incorporate policy changes, new directives, legislative changes, and procedures changes based on lessons learned from exercises and actual disruptive events. The Plan will be reviewed and updated annually, and revised and adopted in its entirety by the President and Board of Visitors every four years in compliance with state law.

Logistics & Resources

VCU maintains a comprehensive resource management program that helps manage and efficiently maintain all personnel, materials, equipment, and resources that may be leveraged during a disruptive event to address the mission and purpose of this plan.

Training, Testing & Exercises

Trained and knowledgeable personnel are essential for the prompt and proper execution of VCU's Crisis and Emergency Management Plan (CEMP). The Director of Emergency Management is responsible for the development, administration, and maintenance of comprehensive training and exercise program. Departments with assigned responsibilities with participate in training and exercises to ensure the Plan may be implemented in accordance with recommended procedures and guidelines.

Training will be based on federal and state guidance as well as professional best practices. Training needs will be identified and records maintained for all personnel assigned emergency response duties in a disaster.

The Director of Emergency Preparedness will conduct no less than one exercise of the Plan each year to improve the overall emergency response organization and capability of the University. The exercise will test not only the Plan but also train the appropriate officials, emergency response personnel and VCU employees. When appropriate, local response organizations, private partners, and NGOs will be encouraged to participate. City of Richmond emergency services personnel from fire, police, and emergency services personnel will also be invited to ensure interoperability and efficient response during shared events.

Authorities & References

Federal

- Robert T. Stafford Disaster Relief and Emergency Assistance Act (Public Law 93-288), as amended
- · Homeland Security Act of 2002
- FEMA National Incident Management System (NIMS)/Incident Command System (ICS)
- National Response Framework
- National Recovery Framework
- Comprehensive Preparedness Guide 101

State

- Commonwealth of Virginia Emergency Services and Disaster Law of 2000 (as amended)
- Code of Virginia, Chapter §23.1-804
- Commonwealth of Virginia Emergency Operations Plan (COVEOP) 2019
- Executive Order 41 (2019)

Local

• City of Richmond Comprehensive Emergency Management Plan (CEMP)

VCU

- Building Emergency Action Plans
- Continuity of Operations Plan (2020)
- VCU Recovery Guide (2014)
- Jeanne Clery Act
- Code of Virginia §22.1-79.4 Threat Assessment Teams and Oversight Committees

VCU will adopt the 4 general staff positions, and 10 department work groups utilized in the National Response Framework. Regardless of format, Incident Command should be organized to facilitate effective incident response, coordination and support in accordance with applicable laws, policies, ordinances, and statutes that govern incident management and coordination with local, federal and state partners, as well as the community it serves. It is this non-standard approach that makes VCU's incident response and recovery flexible and effective. The VCU ICT's seasoned cadre stands ready to respond to the unique needs of the VCU community.

SECTION	WORK GROUP	RESPONSIBLE DEPARTMENTS	CROSS FUNCTIONAL TEAM	DESCRIPTION
Intelligence and Investigations	Public Safety Group	VCU Police Safety and Risk Management Environmental Safety	City of Richmond OEM City of Richmond Police City of Richmond Fire ICT Academic Affairs and Student Group Hospital Group Transportation Group Facilities Group University Relations	This work groups provides coordination for public safety and law enforcement activities during emergencies or disaster. This work group will provide search and rescue needed for emergency or disaster response. Additionally, this group will be the lead on providing operational response to hazardous materials spills and exposure during an emergency or disaster. Group components focuses on the management of fire suppression, safety, response, and protection activities needed during emergency response.
Intelligence and Investigations	Public Information Group	University Relations	Public Safety Group Academic Affairs and Student Group Hospital Group	This work group provides coordination for emergency public information needed during an emergency or disaster.
Operations	Hospital Group	VCU Health System	Public Safety Group Academic Affairs and Student Group Public Information Group	This work group focuses on providing health and medical services including the oversight of fatality and mortuary services during an emergency or disaster.
Operations	Transportation Group	Parking & Transportation	Public Safety Group Academic Affairs and Student Group Employee Group Public Information Group	This work groups focuses on the transportation systems and resources needed during an emergency or disaster.
Operations	Information Technology Group	Information Technology Telecommunications Services	Facilities Group Public Information Group Public Safety Group	This work group focuses on the management of communication and information technology systems needed during an emergency or disaster, as well as the recovery and restoration of critical IT systems.
Operations	Facilities Management Group	Facilities Management Division	City of Richmond Public Works Verizon Dominion Power Academic Affairs and Student Group Employee Group Public Safety Group Public Information Group Finance and Administration Section	This work group provides coordination for the restoration and recovery of energy and utility management services disrupted or impacted during emergencies or disasters, and focuses on the management of facilities and infrastructure needed during emergency or disaster response. There is a particular focus on critical infrastructure and key resources needed or impacted during the disruptive event. Additionally, the Facilities group provides coordination for damage assessment, debris removal and short-term recovery services and activities immediately following an emergency or disaster.
Planning & Logistics	Academic Affairs and Student Group	Student Affairs Academic Affairs Health Sciences Residential Life and Housing Athletics Library	ICT Incident Commander Finance and Administration Section Director of Emergency Preparedness Facilities Management Group	This work group focuses on providing mass care, sheltering and the provision of food, water, and commodities distribution to students, rescheduling of classes, and monitoring credit hours lost due to university closings.

Planning & Logistics	Employee Group	Human Resources	ICT Incident Commander Finance and Administration Section Director of Emergency Preparedness	This section/work group works closely with the Finance and Administration Section, and focuses on the management and administration of resources and financial services needed during emergency response. Provides coordination for the receipt and management of external resources include mutual aid, private sector coordination, volunteer management, and donations management.
Planning & Logistics	Research Group	Office of Research	Academic Affairs and Student Group Facilities Group Public Information Group	This work group provides emergency response services and resources needed to address research animal safety and well-being during an emergency or disaster.
Finance & Administration	Business Group	Procurement Business Services Budget	ICT Incident Commander Employee Group Director of Emergency Preparedness	This section/work group works closely with the Employee Group, and focuses on the management and administration of resources and financial services needed during emergency response. Provides coordination for the receipt and management of external resources include mutual aid, private sector coordination, volunteer management, and donations management.

APPENDIX A – INCIDENT COORDINATION TEAM (ICT) REPRESENTATION

Department	Primary ICT Representative
Academic Affairs	Vice Provost - Academic Affairs
Athletics	Director of Siegel Center Operations
Business Services	AVP - Business Services
Facilities Management	AVP - Facilities Management
Finance & Budget	VP - Finance
Health Services	AVP - Health Sciences / Academic Affairs
Inclusive Excellence	VP-Institutional Equity, Effectiveness and Success
VCU Health	VP - Support Services
Libraries	Associate University Library
Police	Chief of Police
Research	VP - Research & Innovation
Student Affairs	VP - Student Affairs
Technology Services	Chief Information Officer
University Counsel (Ex Officio Capacity - Legal Advisor)	University Counsel
University Relations	VP - University Relations

APPENDIX B – ESSENTIAL ELEMENTS OF INFORMATION(EEIs)

ICT Dept / Staff	EEIs - For Immediate Response Actions
Safety & Risk Management	 If a Chemical, Biological, Radiological, Nuclear, and Explosive (CBRNE): what is the status of the facility/building? Is there an evacuation? Are there employees on scene monitoring the status/response? Have occupants been accounted for? Are there employees performing rescue or medical duties? For weather event: general building status? Any dangerous conditions?
Academic Affairs	 Will this event/incident impact the availability and management of academic spaces? Will class schedules, exam schedules be disrupted? Can other arrangements for space, exams classes be made?
<u>Athletics</u>	 Will facilities such as the Siegel Center, Cary Street Field or Sportsbackers Stadium be impacted? Do those facilities need to be evacuated? Are there any events, practices, games that will be impacted? Are there visiting team staff/students/guests that are arriving or on campus?
Business Services	 Are dining services still available to students? If not what are the disruptions? How I will students be fed? What is the unmet need? What resources do you need?
Facilities Management	 What is the status of roads, and sidewalks? What is the power status? Has Dominion been contacted, Are there restoration times? What is the status of generators and fuel? Are there any transportation impediments, i.e. road closures, construction? What is the status of road/sidewalk clearing operations (winter weather), sand, and salt supplies?
Finance & Budget	 Are any procurement or purchase needs related to the event/incident? Are contracts being activated? Any anticipated expenses?
<u>Health Sciences</u>	 To promote the protection and preservation of academic integrity within health sciences programing before, during, and after a major emergency or disaster. To ensure the availability and management of academic spaces for health sciences programs before, during, and after a disruptive event To protect the physical and virtual academic records for previous and current VCU Health Sciences students
VCU Health	 What is the status of hospital operations? Will this event impact clinic schedules? Will this event require coordination with hospital?
<u>Human Resources</u>	 What are the impacts to staffing schedules? What (if any) leave policies should be activated? Telework option? Have physical and virtual human resources VCU employees (including staff and faculty) been compromised? What are some short and long term human resources issues are possible?
<u>Libraries</u>	 Is the library still accessible? Have library functions, space and material been compromised or unavailability? Will the library remain accessible if VCU closes?
<u>Police</u>	 Is this or could this become a life threatening situation? Are additional or outside resources needed? Has command structure on the scene been established?
Research	 What is the status of research facilities? Air Circulation, power, etc.? Are research resources, functions, and protected?
Student Affairs	 Are student housing/residences impacted? Does anyone need to be relocated? Are there any injuries?

Technology Services	 Are there any current outages? What is the status of the network? Wi-Fi? Communications? What steps are being taken to restore connectivity? What unmet needs do you have?
<u>Transportation</u>	 How does this incident impact transportation? Does this incident impact and requires alternate or relocated parking facility of for VCU and VCU Health employees? If VCU is closed, and VCU Health is open, is it necessary to relocated VCU Health Subscribers closer to the hospital?
University Counsel	 Are there any legal considerations pertaining to this event? Is there a legal nexus to criminal/terrorism laws or issues involving crime victim laws, status or arrest, or prosecution of attacker? For protest activity, are civil rights or civil liberties being protected? Are there unusual circumstances relevant to legal concerns?
University Relations	 How is information being disseminated to students, staff, faculty, visitors, and the public during the event/emergency? How are updates being handled? How are you coordinating with the media (if applicable) Will a Joint Information Center (JIC) be set up? Virtual or Physical?

Emergency Management

Introduction

The VCU Emergency Management Function is designed to provide support for VCU emergency and disaster operations by providing incident and information management needed or impacted during a disruptive event.

Primary Agencies	Support Agencies & Organizations
Division of Emergency Preparedness	VCU Incident Response Team City of Richmond Office of Emergency Management Virginia Department of Emergency Management

Purpose Scope

The Emergency Management Function coordinates the response of all departments within VCU and the use of University resources to provide emergency response.

Coordination can include the following:

The Emergency Management Function directs, controls, and manages emergency operations to include coordinating with neighboring or superior jurisdictions as needed and facilitating information collection, analysis, and dissemination.

- Identifying actions to be taken in the pre-incident prevention phase
- Communication with additional internal and outside agencies and organizations when capabilities are exceeded.
- Identifying post-incident response phase activities.
- Facilitating information management and requests for assistance.
- Identify methods for the distribution of protection action directives through emergency alerting and notification.

Concept of Operations

- VCU must be prepared to bear the initial impact of a disaster on its own. Help may not be immediately available from local, state, or federal governments after a disruptive event.
- Emergency Management Function will act as the liaison for VCU between local, state, and federal emergency management agencies.
- In the event of a disaster at VCU where incident management is no longer capable of managing the incident, Emergency Management
 Function will support the overall coordination of resources through the activation and support of the Emergency Operations Center (EOC)
- All reasonable attempts will be made to use any available warnings to prepare the community, and property from the effects of an impending disruptive event. As well as preposition supplies in anticipation of impacts.
- Day to day functions that do not contribute directly to the response to or recovery from the emergency may be suspended for the duration of the event.
- Requests for assistance will be made through the Emergency Operations Center (EOC).

Organization & Assignment of Responsibilities

- Maintain a notification roster of EOC personnel and their alternates.
- · Establish a system and procedures for notifying EOC personnel.
- Coordinate mutual aid agreements with neighboring jurisdictions, organizations, or state EOC.
- Test and exercise the Plan and associated procedures.
- Conduct outreach and mitigation programs for the University.

ACTION CHECKLIST Emergency Management

ROUTINE OPE	RATIONS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Mange training and disaster preparedness activities.	Emergency Management	
2.	Develop mutual support agreements with adjacent jurisdictions and with relief organizations (ex: non-governmental organizations or state EOC).	Emergency Management	
3.	In collaboration with the Public Information Group, develop plans and procedures for providing timely information and guidance to the public in time of emergency.	Emergency Management	
4.	Test and exercise plans and procedures with periodic exercises and drills. Review plans and provide training as indicated by test or exercise results.	Emergency Management	
INCREASED R	EADINESS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Brief the Incident Commander and Incident Coordination Team (ICT).	Emergency Management	
2.	Setup EOC as necessary	Emergency Management	
3.	Review emergency plans and procedures and update if necessary	Emergency Management	
4.	Ensure the operational capability of the EOC facility and alert on-duty personnel.	Emergency Management	
5.	Alert appropriate department heads and/or designated department representatives of the situation and assure that appropriate mitigation and preparedness measures are being taken.	Emergency Management	
6.	Begin to provide periodic reports internal and external via conference calls and emails.	Emergency Management	
RESPONSE O	PERATIONS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Brief the Incident Commander and Incident Coordination Team	Emergency Management	
2.	Activate the EOC and staff it as necessary	Emergency Management	
3.	Provide logistical support to on-site emergency response personnel.	Emergency Management	
4.	Conduct a meeting of the Incident Coordination Team (ICT) to review actions already taken and expedite those necessary to conduct in-the-field mitigation and preparedness activities.	Emergency Management	
5.	Establish and maintain communication with the Virginia EOC and neighboring jurisdictions and as necessary provide daily situation reports to the Virginia EOC.	Emergency Management	
6.	If situation warrants, assist with emergency		
	declaration.	Emergency Management	
1.	,	Emergency Management Emergency Management	
1. 2.	declaration.		
	declaration. Support the coordination of emergency operations. Provide situational awareness to the Incident	Emergency Management	
2.	declaration. Support the coordination of emergency operations. Provide situational awareness to the Incident Coordination Team (ICT) Provide situation reports and requests for assistance to neighboring jurisdictions and the	Emergency Management Emergency Management	
2. 3.	declaration. Support the coordination of emergency operations. Provide situational awareness to the Incident Coordination Team (ICT) Provide situation reports and requests for assistance to neighboring jurisdictions and the Virginia EOC as the situation requires. Ensure that an accurate record of expenses and	Emergency Management Emergency Management Emergency Management	
2. 3. 4.	declaration. Support the coordination of emergency operations. Provide situational awareness to the Incident Coordination Team (ICT) Provide situation reports and requests for assistance to neighboring jurisdictions and the Virginia EOC as the situation requires. Ensure that an accurate record of expenses and assisting resources is maintained. As appropriate, ensure that an initial damage assessment is completed and forwarded to the Virginia EOC within established timelines.	Emergency Management Emergency Management Emergency Management Emergency Management	
2. 3. 4. 5.	declaration. Support the coordination of emergency operations. Provide situational awareness to the Incident Coordination Team (ICT) Provide situation reports and requests for assistance to neighboring jurisdictions and the Virginia EOC as the situation requires. Ensure that an accurate record of expenses and assisting resources is maintained. As appropriate, ensure that an initial damage assessment is completed and forwarded to the Virginia EOC within established timelines.	Emergency Management Emergency Management Emergency Management Emergency Management	Additional Information
2. 3. 4. 5. RECOVERY O	declaration. Support the coordination of emergency operations. Provide situational awareness to the Incident Coordination Team (ICT) Provide situation reports and requests for assistance to neighboring jurisdictions and the Virginia EOC as the situation requires. Ensure that an accurate record of expenses and assisting resources is maintained. As appropriate, ensure that an initial damage assessment is completed and forwarded to the Virginia EOC within established timelines.	Emergency Management Emergency Management Emergency Management Emergency Management Emergency Management	Additional Information

3.	Identify needs of the community and provide assistance as required.	Emergency Management			
4.	Continue to maintain a record of disaster-related expenditures.	Emergency Management			
5.	Coordinate activities with Virginia EOC. Provide supplementary damage assessment information as required. Request post-disaster assistance as necessary.	Emergency Management			
MITIGATION C	MITIGATION OPERATIONS				
Priority/Order	Action/task	Owner/Assigned to	Additional Information		
	TBD	Emergency Management			

Emergency Management - Damage Assessment & Recovery

Introduction

Emergency Management-Damage Assessment & Recovery is designed to provide support for VCU damage assessment, debris removal and short-term recovery services and resources needed during an emergency or disaster.

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Primary Agencies	Support	Ager	ncies & Organizations
		_	-

Primary Agencies VCU Division of Emergency Management VCU Police Department VCU Facilities Management

City of Richmond Public Works VCU Police Virginia Department of Emergency Management

Purpose Scope

Emergency Management-Damage Assessment & Recovery provides a framework to facilitate damage assessment and short-term recovery from a disaster. The recovery process begins with an impact analysis and damage assessment of the incident and support for available programs and resources.

Emergency Management-Damage Assessment & Recovery support will vary depending on the magnitude and type of incident and the potential for long-term and severe consequences. VCU may collect damage assessment for public buildings and utilities, but will primarily focus on damage and recovery to VCU controlled assets, resources, and facilities. A separate plan exists to address Long-term recovery efforts.

Concept of Operations

- The President, in collaboration with the Incident Response Team, will direct short and long-term recovery efforts for the University.
- Emergency Management-Damage Assessment & Recovery will begin the recovery process for any disaster with the implementation of short term disaster relief programs.
- The strategy for long-term recovery should encompass, but not be limited to, land use, public safety, housing, transportation services, education, natural and cultural resources, and financial continuity and accountability.
- Long-term recovery and mitigation efforts are forward-looking and market-based, focusing on permanent restoration of infrastructure, housing, and the local economy and are addressed in separate plans.
- Partnership with local, state, and federal agencies will be based on the type, extent, and duration of the event and recovery period.
- Federal agencies may be requested to continue to provide recovery assistance under independent authorities to the state and local
 governments; the private sector; and individuals, while coordinating activities and assessments of need for additional assistance.

Organization & Assignment of Responsibilities

- Assess the social and economic consequences and coordinate local, state, and Federal efforts to address damage assessment and recovery efforts.
- Partner with disaster assistance agencies to implement short-term recovery programs.
- Advise on recovery implications of response activities and coordinate the transition from response to recovery.
- · Work with non-governmental organizations and private sector organizations to conduct comprehensive community impact assessments.
- · Identify appropriate programs and agencies to support implementation of recovery, ensure coordination and identify gaps in resources.
- Determine and identify responsibilities for recovery activities.

ACTION CHECKLIST Emergency Management - Damage Assessment & Recovery

ROUTINE OPE	RATIONS		
Priority/Order		Owner/Assigned to	Additional Information
1.	Participate in related training and exercises to assist in the development and maintenance of disaster response capabilities.	EM - Damage Assessment & Recovery	Additional information
INCREASED R	READINESS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Alert key personnel.	EM - Damage Assessment & Recovery	
2.	Anticipate initial requirements based on hazard analysis, historical data and forecasted intelligence.	EM - Damage Assessment & Recovery	
RESPONSE O	PERATIONS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Transition to Emergency Operations Center for Emergency Management-Damage Assessment & Recovery operations.	EM - Damage Assessment & Recovery	
2.	Expedite administrative procedures to allow rapid deployment of personnel and resources when needed.	EM - Damage Assessment & Recovery	
3.	Begin tracking all disaster-related expenditures and continue to do so for the duration of the event.	EM - Damage Assessment & Recovery	
4. RECOVERY O	Assign additional staff and resources as needed. PERATIONS	EM - Damage Assessment & Recovery	
Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	As needed, plan for transition to long-term recovery strategies	EM - Damage Assessment & Recovery	
2.	Fully document all recovery actions.	EM - Damage Assessment & Recovery	
3.	Residential Classification - A - Residential/Personal Property – Damage to residence halls, faculty/staff offices	EM - Damage Assessment & Recovery	
4.	University Property Classification - A - Debris Clearance – Debris on roads and streets, on University property, and structure demolition.	EM - Damage Assessment & Recovery	
5.	University Property Classification - B - Protective Measures – Public safety costs as well as barricading, sandbagging, and rodent/insect control.	EM - Damage Assessment & Recovery	
6.	University Property Classification - C - Road Systems – Damage to roads, streets, bridges, culverts, sidewalks, and traffic control systems.	EM - Damage Assessment & Recovery	
7.	University Property Classification - D - Water Control Facilities – Damage to water drainage or retention systems.	EM - Damage Assessment & Recovery	
8.	University Property Classification - E - Public Buildings and Equipment – Damage to buildings, inventory, vehicles and equipment.	EM - Damage Assessment & Recovery	
9.	University Property Classification - F - Utility Systems – Damage to water process, sewage systems, and/or storm drainage systems.	EM - Damage Assessment & Recovery	
10.	University Property Classification - G - Recreational Facilities – Damage to recreational areas, outdoor lighting, and equipment.	EM - Damage Assessment & Recovery	
MITIGATION C	PERATIONS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
	TBD	EM - Damage Assessment & Recovery	

Facilities Management Group

Introduction

The Facilities Management Group (Facilities & Infrastructure), under the Operations Section, is designed to provide support for VCU emergency and disaster operations by providing management of facilitates and infrastructure needed or impacted during a disruptive event. Additionally, this group is designed to provide support for VCU emergency and disaster operations by providing energy and utility management services and resources needed during an emergency or disaster.

Primary Agencies

Support Agencies & Organizations

VCU Facilities Management

City of Richmond Public Works, Verizon, Dominion Power, Student Group, Employee Group, Public Safety Group, Public Information Group, Finance and Administration Section

Purpose

Scope

The Facilities Management Group coordinates and organizes the capabilities and resources of VCU to facilitate the delivery of essential services technical assistance, engineering expertise, construction management and operation of the Physical Plant to prevent, prepare for, respond to, and/or recovery from a disruptive event. This group coordinates the procurement of necessary resources, to include the contracting of specialized services and the hiring of additional personnel, to effectively respond to and recover from an emergency.

The Facilities Management Group is structured to provide support for the changing requirements of all-hazards incident management. Activities include, but are not limited to, conducting pre and post incident assessments of facilities and infrastructure; executing emergency contract support for life- saving and life-sustaining services; activating shelters for state operation if disruptive event requires temporary sheltering; providing technical assistance (ex: engineering expertise, construction, real estate, repair to damage, etc.); monitoring critical infrastructure and key resource restoration.

The Facilities Management Group collects, evaluates and shares information on energy and utility system outages on the VCU campuses. Additionally, this group provides information concerning the energy restoration process such as projected schedules, percent completion of restoration, geographic information on the restoration, and other information as appropriate.

Concept of Operations

- VCU Facilities Management maintains a list of critical facilities and continuously monitors those resources to identify vulnerabilities.
- · Restoration of normal operations at critical facilities will be a priority.
- The supply of electric power may be cut off due to either generation capacity shortages and/or transmission/distribution limitations. Other energy shortages, such as interruptions in the supply of natural gas or other petroleum products may result from extreme weather, strikes, international embargoes, disruption of pipeline systems, or terrorism.
- The suddenness and devastation of a catastrophic disaster or other significant event can sever key
 energy lifelines, constraining supply in impacted areas, or in areas with supply links to impacted areas, and can also affect transportation,
 communication, and other critical functions. Any disruptive event may cause severe property damage. Buildings and other facilities may have
 to be reinforced or demolished to ensure safety.
- VCU resources may not be sufficient to meet emergency requirements. VCU may need assistance with damage assessments, structural
 evaluations, emergency repairs, and the stabilizing or demolishing of damaged structures.
- Professional engineering, architectural and preservation organizations may be available to assist. Statewide Mutual Aid (SMA), Emergency Management Assistance Compact (EMAC) and Virginia
- Water/Wastewater Agency Response Network (WARN) will be used to require additional assistance.
- Debris clearance will be given top priority to ensure access to impacted areas.

Organization & Assignment of Responsibilities

The primary agencies will provide the following services as appropriate. They will perform tasks as requested by the EOC and under their own initiative and authorities as applicable:

- · Comply with local and state actions to conserve fuel and power, if needed.
- Coordinate with the Public Affairs Group to provide energy and utility emergency information, education and conservation guidance to the community as needed.
- · Coordinate with local, state, and federal officials and energy suppliers about available utility and energy supply assistance.
- Provide utility companies with a restoration priority list for utilities prior to and/or following a major disaster.
- Work with utility companies to restore all affected utility capabilities and services.

Relay information regarding impacted customers and restoration timelines to the Director of Emergency Preparedness.

- Provide the necessary equipment and resources needed to address the incident.
- · Identify and prioritize debris removal.
- Post appropriate signage to address road closures and closed buildings.
- Provide technical assistance in the identification, evaluation, stabilization, rehabilitation and/or demolition of buildings and facilities.
- · Assist the management and coordination of emergency contracting services.
- Ensure that all construction and redevelopment complies with the appropriate building codes, zoning
- and land use regulations, as well as the University's Master Plan.

ACTION CHECKLIST Facilities Management Group

ROUTINE OPE	RATIONS		
Priority/Order		Owner/Assigned to	Additional Information
1.	Prepare and maintain resource listings.	Facilities Management Group	
2.	Designate individuals to serve on needs assessment teams and damage assessment teams	Facilities Management Group	
3.	Pre-identify critical facilities	Facilities Management Group	
4.	Ensure that field personnel have training, proper protection and equipment necessary for response to an emergency or disaster.	Facilities Management Group	
5.	Maintain liaison with the City of Richmond Public Works.	Facilities Management Group	
6.	Establish pre-designated sites for debris removal.	Facilities Management Group	
7.	Plan for emergency operations.	Facilities Management Group	
8.	Train personnel to quickly coordinate the repair of damages to VCU's systems.	Facilities Management Group	
9.	Participate in mitigation and preparedness activities.	Facilities Management Group	
INCREASED R	EADINESS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Review plans, resource listings, and procedures. Update as needed and review applicable codes and regulations.	Facilities Management Group	
2.	Establish liaison with the EOC.	Facilities Management Group	
3.	When requested, provide persons to staff needs assessment teams and damage assessment teams.	Facilities Management Group	
4.	Assure that personnel and equipment are operationally read and available	Facilities Management Group	
5.	Start documenting all actions.	Facilities Management Group	
6.	Identify key personnel for assignment to response and assessment duties.	Facilities Management Group	
7.	Provide technical advice as requested for the protection of the utility system(s).	Facilities Management Group	
8.	Review emergency response plans.	Facilities Management Group	
RESPONSE O	PERATIONS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Assemble teams and prepare for deployment	Facilities Management Group	
2.	Prioritize the deployment of personnel and equipment based on available resources and critical needs	Facilities Management Group	
3.	Procure needed supplies and arrange for logistical support and designate potential staging areas	Facilities Management Group	
4.	Encourage mitigation efforts such as the movement of essential equipment to high ground.	Facilities Management Group	
5.	Dispatch team to the disaster area(s) as needed and as required by the EOC.	Facilities Management Group	
6.	Maintain communications and operational control.	Facilities Management Group	
7.	Analyze needs assessment and initial damage assessment to determine the extent of damage to facilities and equipment.	Facilities Management Group	
8.	Clear debris from roads and other essential facilities	Facilities Management Group	
9.	Coordinate with state and federal officials to provide additional manpower and equipment as needed	Facilities Management Group	
10.	Provide debris clearance, emergency protective measures, emergency and temporary repairs and /or construction on VCU property, roads, drainage, wastewater and water systems.	Facilities Management Group	
11.	Place personnel on emergency shifts.	Facilities Management Group	
12.	Check equipment and supplies.	Facilities Management Group	
13.	Respond to utility calls.	Facilities Management Group	

14.	Bring damaged facilities back on line as soon as possible.	Facilities Management Group	
15.	Assist with clean-up operations when possible.	Facilities Management Group	
RECOVERY O	PERATIONS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Provide appropriate oversight to emergency repairs to critical infrastructure and to debris clearance and management.	Facilities Management Group	
2.	Assist in clearing debris and restoring public works facilities and equipment.	Facilities Management Group	
3.	Facilitate contract arrangements	Facilities Management Group	
4.	Assure the implementation of codes and regulations as required.	Facilities Management Group	
5.	Make permanent repairs to damaged facilities, implementing improvements and mitigation measures, if appropriate.	Facilities Management Group	
6.	As needed, plan for long-term recovery and restoration of services to pre-disaster levels.	Facilities Management Group	
7.	Continue to provide technical support in the recovery of facilities and services.	Facilities Management Group	
8.	Fully document all recovery actions.	Facilities Management Group	
MITIGATION C	PERATIONS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
	TBD	Facilities Management Group	

Finance & Administration Section - Business Group

Introduction

The Finance and Administration Section-Business Group is designed to provide support for VCU emergency and disaster operations by providing resource management and financial services needed or impacted during an emergency or disaster.

Primary Agencies

Support Agencies & Organizations

VCU of Emergency Preparedness, Procurement, Business Services, Budget

VCU Office of Emergency Preparedness VCU Human Resources City of Richmond Office of Emergency Management

Purpose

Scope

The Finance and Administration Section-Business Group assists in the procurement of necessary resources, to include the contracting of specialized services and the hiring of additional personnel, to effectively respond to and recover from an emergency.

This section will also manage External Resources by providing oversight, management, and processing of external resources used during an emergency or disaster. Resource management consists of the administration and financial support of emergency relief supplies, facility space, office equipment, office supplies, telecommunications, contracting services, transportation services, security service, and personnel required to supports immediate response activities. Under the direction of the Director of Emergency Management, the Business Group provides response to resource needs by looking to the resources of neighboring jurisdictions, institutions the State and then commercial providers. Additionally, the Finance and Administration Section tracks how finances are managed during and following emergencies or disasters.

This group coordinates actions to provide the management of external resources to include mutual aid and private sector coordination as well as solicited and unsolicited volunteers and donations during an emergency or disaster.

Concept of Operations

- The lead and support departments and act as a team to address the resource needs of disaster victims and responders following an emergency on campus.
- VCU will use its own resources and equipment during incidents and will maintain control over the management of the resources as needed
 as needed to respond to the situation. If additional assistance is required, the University will request assistance from neighboring jurisdictions
 through the City of Richmond Office of Emergency Management.
- Each department with an emergency function is responsible for identifying its resources, including human resources that could be used in an emergency and conducting activities based on VCU policies and guidelines.
- Individuals involved in distributing and/or obtaining resources will be aware of emergency procurement policies and have the authority to do so in an emergency situation.
- Priorities will be set regarding the allocation and use of available resources.
- The temporary utilization and re-assignment of any non-essential employees will be allowed during emergency activation.

External Resource Management:

- The utilization of mutual aid will be accomplished through pre-event planning agreements, a disaster request for support, demobilization of the materials, and financial processing of all materials and related agreements.
- Private sector coordination may or may not be accomplished through pre-event relationships, but can be processed during and after disruptive events to provide operational, communication, or financial support in a manner that integrates into components of this plan and overall policies and laws that govern VCU's operation.
- Volunteers may be solicited by VCU for support during an emergency or disaster in a variety of capacities that will support overall efforts to lessen the impacts of the event. These volunteers will be vetted prior to an event to ensure their skillset is appropriate and there are no personal or legal limitations to their involvement.
- Unsolicited volunteers may also arrive at VCU to provide support to disaster response and recovery. These individuals will be vetted prior to
 deployment by VCU and/or may be assigned tasks or responsibilities in low risk areas.
- In some circumstances, donations will be collected in response to a VCU emergency or disaster with or without the knowledge of local administration. Managing these donations will ensure they are handled efficiently and effectively and do not become a burden on response and recovery efforts.

Organization & Assignment of Responsibilities

The primary agencies will provide the following services as appropriate. They will perform tasks as requested by the EOC and under their own initiative and authorities as applicable:

- Coordinate the framework for University resource management activities that includes logistics planning, preparedness, implementation and evaluation in support of disaster operations.
- Develop standard operating procedures (SOPs) to manage the processing, use, inspection and return of resources coming to the University.
- Identify actual or potential facilities and ensure they are ready and available to receive, store, and distribute resources (government, private, donated, etc.)
- Develop internal training and exercises to test the plan and to ensure maximum use of available resources and understanding of policies to obtain resources from outside the University.
- Develop and maintain a detailed list of available community resources.
- · Identify policies and personnel responsible for obtaining resources.

External Resource Management

- Mutual aid agreements will be established with other public or non-governmental organizations by the Director of Emergency Preparedness to address specifically identified preparedness gaps.
- Private sector coordination will occur as needed and may be identified by any senior VCU administrator and executed through legal and planning agreements.
- The Director of Emergency Preparedness will work with voluntary organizations to ensure expectations are set and clear before a disaster.
- The Director of Emergency Preparedness in conjunction with University Relations will monitor the establishment of emergency volunteerism and donations management groups during an event to respond accordingly.

ACTION CHECKLIST Finance & Administration Section - Business Group

ROUTINE OPE	RATIONS		
		Owner/Assigned to	Additional Information
1.	Identify actual or potential facilities and ensure they are ready and available to receive, store, and distribute resources.	F&A Section - Business Group	Additional information
2.	Identify common resources the University maintains on hand.	F&A Section - Business Group	
3.	Develop processes and procedures for emergency procurement.	F&A Section - Business Group	
4.	Obtain pre-disaster contracts for on campus services (as appropriate).	F&A Section - Business Group	
INCREASED R	EADINESS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Confirm task assignments and alert key personnel.	F&A Section - Business Group	
2.	Anticipate initial requirements based on hazard analysis, historical data and forecasted intelligence.	F&A Section - Business Group	
RESPONSE OF	PERATIONS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Transition to the EOC for Finance and Administration activities.	F&A Section - Business Group	
2.	Expedite administrative procedures to allow rapid deployment of personnel and resources when needed.	F&A Section - Business Group	
3.	Begin tracking all disaster-related expenditures and continue to so for the duration of the event.	F&A Section - Business Group	
4.	Logistics providers are formally activated. The field infrastructure for receiving personnel and goods will be developed, with distribution and staging area centers being identified or established and property management personnel identified and notified if needed.	F&A Section - Business Group	
5.	Assign additional staff and resources as needed.	F&A Section - Business Group	
6.	All departments should exhaust their own channels of support before turning to the resource management function.	F&A Section - Business Group	
7.	Ensure that the essential information is extracted from those who report a need. This information uses the CSALTT principle (Capability, Size, Amount, Location, Type needed, Time needed) to determine what is needed and why.	F&A Section - Business Group	
8.	If emergency procurement is needed, the process, justification, and documentation will follow all internal protocols.	F&A Section - Business Group	
RECOVERY O	PERATIONS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Upon standing down, the resource requester and provider are responsible for coordination of the demobilization of the resource.	F&A Section - Business Group	
2.	Fully document all recovery actions and costs.	F&A Section - Business Group	
MITIGATION O	PERATIONS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
	TBD	F&A Section - Business Group	

Hospital Group

Introduction

The Hospital Work Group, under the Operations Section is designed to provide support for VCU emergency and disaster operations by providing health and medical services and resources needed or impacted during an emergency or disaster.

Primary Agencies	Support Agencies & Organizations
VCU Health System VCU Student Affairs – University Counseling	Richmond Ambulance Authority Richmond City Health District VCU Student Affairs Student Health Services
Purpose	Scope
The Hospital Work Group provides the mechanism for coordinated assistance in response to public health, mental health, more medical care needs. Coordination of fatality and mortuary management operations is included, when appropriate.	The Hospital Work Group provides guidance on comprehensive public health and medical response following an emergency/disaster ensures the continuance of medical care services, continued availability of medical supplies, support for emergency medical treatment for disaster casualties and detects mental health issues in the University population.

Concept of Operations

- Student Affairs provides direction and coordination for public and mental health activities performed under the Hospital Work Group.
- VCU Health provides direction and coordination for all medical activities performed under the Hospital Work Group.
- During a threatened or actual emergency, public health and medical care needs will be coordinated through the EOC with local assistance being requested when emergency or disaster needs exceed VCU's capabilities.
- The VCU Health in conjunction with the Richmond City Health District and Richmond Ambulance Authority
 will address medical surge as a product of a disaster or emergency resulting in a large number of casualties.
- The VCU Health will coordinate fatality management operations as needed.

Organization & Assignment of Responsibilities

- VCU Health
 - 1. Prevention of disease, to include surveillance and investigation of diseases and other conditions, and implementation of intervention measures.
 - 2. Coordinate the provision of medical supplies, equipment and dispensing of life-saving pharmaceuticals
 - 3. Mass patient care and coordination of medical control for pre-hospital emergency medical services.
 - 4. Provide guidance and technical assistance regarding the evacuation of people with special needs.
- VCU University Counseling
 - 1. Provide personnel, equipment, supplies and other resources necessary to coordinate plans and programs for mental health activities during an incident.
 - 2. Coordinate behavioral health activities among emergency responders.
 - Provider crisis counseling as needed.

ACTION CHECKLIST Hospital Group

	RATIONS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Develop and maintain procedures for providing coordinated response.	Hospital Group	
2.	Maintain a roster of key officials in each health and medical support area.	Hospital Group	
3.	Establish a working relationship and review emergency roles with the local hospital and emergency medical services providers.	Hospital Group	
NCREASED R	EADINESS		
riority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Start documenting all actions	Hospital Group	
2.	Review and update emergency response plans.	Hospital Group	
ESPONSE O	PERATIONS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Alert personnel.	Hospital Group	
2.	Implement mutual aid agreements, if necessary.	Hospital Group	
3.	Aid in the development of the Incident Action Plan by providing timely information to the Director of Emergency Preparedness	Hospital Group	
4.	Begin tracking all disaster-related expenditures and continue to do so for the duration of the event.	Hospital Group	
5.	Coordinate medical, health, mental health, and emergency medical services with the EOC.	Hospital Group	
6.	Provide mental health crisis intervention for students, faculty, and staff as needed.	Hospital Group	
7.	Assist the EOC in obtaining appropriate resources to restore services.	Hospital Group	
8.	Provide health services, as needed.	Hospital Group	
ECOVERY O	PERATIONS		
riority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Maintain records and monitor the status of persons injured during the emergency.	Hospital Group	
2.	Assist the State Medical Examiner's Office in the identification and disposition of the deceased.	Hospital Group	
3.	Determine short-term and long-term mental health and medical needs for VCU.	Hospital Group	
4.	Continue to provide technical support in the recovery of facilities and services.	Hospital Group	
5.	Fully document all recovery actions.	Hospital Group	
6.	Continue mental health crisis intervention for students, faculty, and staff.	Hospital Group	
AITIGATION O	PERATIONS		
IIIIOAIIOII C			
riority/Order	Action/task	Owner/Assigned to	Additional Information

Information Technology Group: Communications & Technology

Introduction

The Information Technology Group (Communications & Technology), under the Operations Section, is designed to provide support for VCU emergency and disaster operations by providing management of communication and information technology systems needed or impacted during a disruptive event.

Primary Agencies	Support Agencies & Organizations
Information Technology, Telecommunications Services	City of Richmond, Department of Emergency Communications, Commercial Mobile Phone Providers Verizon
Purpose	Scope
The Information Technology Group organizes, establishes, and maintains the telecommunications, information systems, and resource capabilities necessary to meet the operational requirements of VCU to respond, recover from, and sustain essential functions during disruptive events.	The scope of the Information Technology Group provides information technology systems involved with the representation, transfer, interpretation and processing of data among persons, places and machines. Likewise, the scope of communication includes transmission, emission, or reception of signs, signals, writing, images, and sounds or intelligence of any nature.

Concept of Operations

- Communication is dependent upon the availability of resources and assets, including personnel.
 Communications at a high level within VCU are dependent upon Information Technology and Emergency Communication assets, users, commercial telephone lines, internet service providers, broadband providers, and technology networks.
- The VCU Police Emergency Communications Center (ECC), which operates 24/7 is VCU's warning point
 (point of contact for receipt of all warnings and notification of actual or impending disruptive events).
- To support interoperable communications with the City of Richmond, VCU uses a shared CAD system with City Emergency Communications (9-1-1 operations).
- In the event of a campus-wide emergency, VCU has a comprehensive emergency notification system in place (VCU Alert) to send
 emergency messages via text, email, digital signage, indoor alert beacon, and social media to the VCU community
- VCU maintains an Outdoor Warning Siren System that consists of six sirens on the Monroe Park Campus and four sirens on the MCV Campus that are all capable of playing audible tones to alert the public. These sirens are tested at regular intervals.

Organization & Assignment of Responsibilities

- · Maintain the technical capacity of the emergency notification and warning system
- Support VCU with the restoration of Information Technology and telecommunication equipment.
- Integrate the communications capabilities of available federal, state, and private organization capabilities into a viable communication system
 to support disaster response & recovery.
- Work with commercial communication companies to restore communications capabilities and services.
- Identify critical communications equipment and personnel to ensure primary duties are met.
- Identify non-critical communications assets that could be re-purposed for response operations.

ACTION CHECKLIST Information Technology Group: Communications & Technology

DOUTING ORE	PATIONS		
ROUTINE OPE			
Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Develop and maintain this annex in coordination with all primary and support agencies.	IT Group: Comms & Tech	
2.	Prepare and maintain resource listings.	IT Group: Comms & Tech	
3.	Participate in mitigation and preparedness activities.	IT Group: Comms & Tech	
4.	Develop and maintain an emergency communications program and plan.	IT Group: Comms & Tech	
5.	Encourage and promote interoperability among VCU departments.	IT Group: Comms & Tech	
6.	Conduct regularly scheduled communications tests and drills to ensure operational readiness and procedural familiarity.	IT Group: Comms & Tech	
7.	Prepare and maintain resource listings including equipment types and common frequencies.	IT Group: Comms & Tech	
8.	Develop mutual aid agreements with surrounding localities.	IT Group: Comms & Tech	
INCREASED R	READINESS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Review plans, resource listings, and procedures. Update as required.	IT Group: Comms & Tech	
2.	Assure that personnel and equipment are operationally ready and available.	IT Group: Comms & Tech	
3.	Check equipment and systems in critical communication areas.	IT Group: Comms & Tech	
RESPONSE O	PERATIONS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Procure needed supplies and arrange for logistical support.	IT Group: Comms & Tech	
2.	Encourage mitigation efforts	IT Group: Comms & Tech	
3.	Coordinate communication support to all VCU units and departments as required.	IT Group: Comms & Tech	
4.	Assign additional staff and resources as needed	IT Group: Comms & Tech	
5.	Provide technical advice and resource coordination	IT Group: Comms & Tech	
6.	Support the EOC with communication needs, as necessary	IT Group: Comms & Tech	
7.	Coordinate the acquisition and deployment of communications equipment, personnel, and resources to establish temporarily communications capabilities within the affected areas.	IT Group: Comms & Tech	
8.	Identify the actual and planning actions of commercial communications companies to restore services.	IT Group: Comms & Tech	
9.	Compile information about communications system damage.	IT Group: Comms & Tech	
10.	Assess the need for and obtain communications industry support, as required.	IT Group: Comms & Tech	
RECOVERY O	PERATIONS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	As needed, plan for long-term recovery and restoration of services to pre-disaster levels.	IT Group: Comms & Tech	
2.	Continue to provide technical support in the recovery of facilities and services.	IT Group: Comms & Tech	
3.	Fully document all recovery actions.	IT Group: Comms & Tech	
٠.			
MITIGATION C	PERATIONS		
	PERATIONS Action/task	Owner/Assigned to	Additional Information

Public Information Group

Introduction

The Public Information Group, under the Intelligence and Investigations Group is designed to provide support for VCU emergency public information needed during an emergency or disaster.

Primary Agencies	Support Agencies & Organizations	
VCU University Relations	Virginia Department of Emergency Management City of Richmond Office of Emergency Preparedness VCU Provost Office	
Purpose	Scope	
The Public Information Group provides accurate, coordinated, and timely information to affected stakeholders including media and all members of the VCU community.	The Public Information Group coordinates actions to provide emergency public information support to incident management prior to, during, and following an emergency or disaster.	

Concept of Operations

- As the primary agency, University Relations is the lead for emergency public information.
- During normal operations, University Relations in conjunction with the Director of Emergency Preparedness will coordinate the release of information to promote emergency preparedness.
- In time of emergency, University Relations will coordinate the release of information on emergencies and disasters with oversight from the Incident Commander
- When a disaster is impending or occurs, the augmented University Relations staff will be positioned in the University Relations operations
 center while a representative will be placed in the Emergency Operations Center.
- All agencies and organizations are responsible for providing University Relations with appropriate timely information about the incident and
 actions needed to save lives and protect property.
- A Joint Information Center (JIC) may be activated if the situation warrants. Agencies involved will staff telephones and coordinate media
 activities under the supervision of University Relations.

Organization & Assignment of Responsibilities

- Develop and conduct public information programs for community awareness of potential disasters, as well as personal protection measures for each hazard.
- Develop rumor control processes.
- Prepare advance copies of emergency information packages for release through news agencies.
- · Maintain current list of traditional media contacts.
- Maintain arrangements to provide a briefing room for the media in the vicinity of the EOC or disaster location.
- Disseminate news releases and social media information
- · Monitor the media, to include social media, ensuring accuracy of information and correcting misinformation as quickly as possible.
- Establish a phone number(s) and personnel to handle student, staff, faculty, and parent requests for information.

ACTION CHECKLIST Public Information Group

Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Establish a working arrangement with local radio and TV stations and the newspapers.	Public Information Group	
2.	Prepare and provide general information as appropriate to special needs groups.	Public Information Group	
3.	Develop and review pre-scripted emergency alert messages.	Public Information Group	
4.	Regularly post emergency preparedness information on VCU website(s).	Public Information Group	
5.	Distribute emergency information via VCU's social media site(s).	Public Information Group	
INCREASED R	EADINESS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	If applicable, monitor national and state level news coverage of the situation.	Public Information Group	
2.	Prepare locally unique, supplementary published informational news releases and keep them updated to reflect the current emergency situation.	Public Information Group	
3.	Evaluate the situation and release additional information when it is determined the community as a "need to know".	Public Information Group	
RESPONSE O	PERATIONS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Disseminate emergency public information to the local news media.	Public Information Group	
2.	Confirm activation of the designated phone number and personnel to handle the inquiries.	Public Information Group	
3.	Begin tracking all disaster-related expenditures and continue to do so for the duration of the event.	Public Information Group	
4.	Develop accurate and complete information regarding incident cause, size, current situation and resources committed.	Public Information Group	
5.	Continue to keep the community information and recommend protective actions.	Public Information Group	
6.	Handle rumor control if necessary.	Public Information Group	
RECOVERY O	PERATIONS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Keep the community informed about local recovery operations.	Public Information Group	
2.	Assist in the dissemination of public health notices (if necessary)	Public Information Group	
3.	Assist state and federal officials in disseminating information concerning relief assistance.	Public Information Group	
MITIGATION O	PERATIONS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
		Public Information Group	

<u>Public Safety Group - Hazardous Materials</u>

Introduction

The Public Safety Group- Hazardous Materials is designed to provide support for VCU emergency and disaster operations by providing hazardous materials response services and resources needed during an emergency or disaster.

Primary Agencies Support Agencies & Organizations

VCU Police

The Student Group

Risk Management & Safety Environmental Safety

City of Richmond Fire Department City of Richmond HAZMAT Team

City of Richmond Office of Emergency Management

Purpose Scope

Public Safety Group- Hazardous Materials provides for coordinated and directed support in response to an actual or potential discharge and/or uncontrolled release of hazardous materials and/or during an incident.

Public Safety Group- Hazardous Materials includes the appropriate response and recovery actions to prepare for, prevent, minimize or mitigate a threat to public health, welfare, or the environment caused by actual or potential hazardous materials incidents.

Appropriate response and recovery actions can include efforts to detect, identify, contain, cleanup or dispose of related hazardous materials.

Concept of Operations

- Under Virginia Code Section 44-46.34, hazardous materials are defined as substances or materials which may pose unreasonable risks to
 health, safety, property, or the environment when used, transported, stored or disposed of, which may include materials which are solid,
 liquid, or gas. Hazardous materials may also include toxic substances, flammable and ignitable materials, explosives, corrosive materials and
 radioactive materials.
- The Office of Environment Health & Safety provides the guidance for managing a hazardous materials incident on campus.
- The Superfund Amendments and Reauthorization Act of 1986 (SARA Title III) requires the development of detailed procedures for identifying
 facilities with extremely hazardous materials and for assuring an adequate emergency response capability by these facilities and local
 emergency services.
- All hazardous materials released will be reported to local, state, and federal authorities in compliance with all applicable laws and regulations.
- Should an evacuation become necessary, warning and directions for evacuation and/or shelter-in-place is disseminated via all appropriate means.

Organization & Assignment of Responsibilities

- Compile hazardous chemicals list, obtaining appropriate Material Safety Data Sheets (MSDS), ensuring containers are labeled, and providing training to employees.
- Provide personnel, equipment, supplies and other resources necessary to coordinate hazardous materials plans and procedures.
- Develop procedures aimed at minimizing the impact of an unplanned release of a hazardous material to protect life and property.
- Conduct training for personnel in hazardous materials response and mitigation.
- Follow established procedures in responding to hazardous materials incidents.
- Provide technical information as needed.
- Coordinate control and mitigation efforts with local, state, and federal agencies.

ACTION CHECKLIST Public Safety Group - Hazardous Materials

Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Develop and maintain plans and procedures to implement HAZMAT response in a time of emergency.	Public Safety Group - HazMat	
2.	Train personnel to quickly coordinate a HAZMAT response.	Public Safety Group - HazMat	
INCREASED R	EADINESS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Review and update plans and procedures.	Public Safety Group - HazMat	
2.	Alert personnel to stand-by status.	Public Safety Group - HazMat	
RESPONSE O	PERATIONS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Contact and coordinate with outside agencies for assistance if needed.	Public Safety Group - HazMat	
2.	Begin tracking all disaster-related expenditures and continue to do so for the duration of the event.	Public Safety Group - HazMat	
3.	Follow established procedures in coordinating HAZMAT response.	Public Safety Group - HazMat	
4.	Continue to assist with warning and alerting, evacuation, communications as well as any other emergency response operations, as needed.	Public Safety Group - HazMat	
RECOVERY O	PERATIONS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Determine short-term and long-term effects of the hazardous materials incident for VCU.	Public Safety Group - HazMat	
2.	Assist with the inspection of damaged facilities, if needed.	Public Safety Group - HazMat	
3.	Compile and submit records of incurred disaster related expenses.	Public Safety Group - HazMat	
MITIGATION O	PERATIONS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
	TBD	Public Safety Group - HazMat	

Public Safety Work Group

Introduction

Public Safety Group, under the Intelligence and Investigation Section This work groups provides coordination for public safety and law enforcement activities during emergencies or disaster. This work group will provide search and rescue needed for emergency or disaster response. Additional, this group will be the lead on providing operational response to hazardous materials spills and exposure during an emergency or disaster. Group components focuses on the management of fire suppression, safety, response, and protection activities needed during emergency response.

Primary Agencies

Support Agencies & Organizations

VCU Police Safety and Risk Management Environmental Safety Fire Safety/Risk Management & Safety

City of Richmond Fire Department

City of Richmond Office of Emergency Management

Purpose

Scope

The Public Safety Group provides public safety capabilities as well as necessary resources to support the full range of incident management associated with potential or actual events. It identifies VCU's interaction with and need for emergency support such as law enforcement, fire suppression, search & rescue and other technical services like water rescue from adjacent localities.

The Public Safety Group provides logistical support to law enforcement response, the firefighting and fire protection, suppression, and safety operations provided by the City of Richmond and the Office of Fire Safety at VCU. This group coordinates and provides law enforcement, public safety, and emergency services capabilities and resources during potential or actual disruptive events, supports incident management requirements including personnel and critical infrastructure protection, security planning and technical assistance in pre and post event situations.

Additionally, this groups provides support for support agencies using capabilities or resources to support structural collapse search and rescue, waterborne search and rescue or land search and rescue. Specific services include distress monitoring, incident communications, locating distressed personnel, coordination, and execution of rescue operations including extrication and/or evacuation.

Concept of Operations

- State or federal law enforcement resources when needed or required are integrated into the incident command structure using the National Incident Management System (NIMS).
- There is sufficient latitude to allow the on-site supervisor to tailor the emergency operational plan to a specific operation. If needed, other law enforcement agencies will supplement personnel and resources.
- The City of Richmond Fire Department provides firefighting equipment, personnel, resources and technical expertise to prevent, control and suppress structure fires on VCU campuses.
- The Incident Commander in coordination with primary and support agencies will determine the need to evacuate and/or issue orders of
 evacuation as needed.
- The primary agency will maintain planning, procedures, equipment, resources, and personnel in a manner to mitigate the impact of risk on residential, academic, and support buildings on campus.
- Coordinate planning and operations between primary and support agencies.
- Coordinate resolution of conflicting operational demands for search and rescue response resources.
- Coordinate logistical support for search and rescue resources.
- · Coordinate the provisioning of additional resources as needed.
- Provide incident reports, assessments, and situation reports as required.

Organization & Assignment of Responsibilities

The primary agencies will provide the following services as appropriate. They will perform tasks as requested by the EOC and under their own initiative and authorities as applicable:

For Law Enforcement:

- Maintain police intelligence capability to alert the community to potential threats.
- Develop strategies to effectively address special emergency situations that may require distinct law
 enforcement procedures, such as civil disorders, hostage taking, weapons of mass destruction, terrorist situations, and
 bomb threats/detonations.
- Test primary communications systems and arrange for alternate systems, if needed.
- · Assist with the implementation of the evacuation procedures for the threatened areas, if needed
- Provide traffic and crowd control as required.
- · Provide security to critical facilities and supplies as well as the Emergency Operations Center, evacuated areas and shelters.
- Implement existing mutual aid agreements with neighboring jurisdictions, if necessary.
- Document expenses during and after response.
- Evacuation ad access control of threatened areas.
- · Assist with identification of the dead.

For Firefighting:

- Coordinate with City of Richmond Fire Department when they respond to a VCU campus.
- Assist with any needed evacuations.
- Follow established procedures in responding to fire incidents.

For Search and Rescue:

- Identify location or event needing search and rescue resources and request immediate deployment.
- Liaise with search and rescue command officer(s) to facilitate support and resource allocation.
- Facilitate area support for crowd and vehicular control to search and rescue operations.
- Report to Incident Response Team and other public safety entities regarding focus and progress of search and rescue operations.

ACTION CHECKLIST Public Safety Work Group

ROUTINE OPE	RATIONS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Develop and maintain Emergency Action Plans for each building on campus.	Public Safety Work Group	
2.	Test fire-warning systems at regular intervals	Public Safety Work Group	
3.	Develop and deliver a fire safety program to faculty, students, and staff.	Public Safety Work Group	
4.	Inspect fire suppression equipment for serviceability.	Public Safety Work Group	
5.	Train and exercise with local search & rescue capabilities.	Public Safety Work Group	
6.	Identify third-party resource suppliers (ex: weather forecasting) to utilize when responding to an event.	Public Safety Work Group	
7.	Develop and maintain plans and procedures to provide for effective law enforcement, prompt warning and evacuation, traffic and crowd control, and the security of vital facilities and supplies.	Public Safety Work Group	
8.	Develop procedures for promptly warning the community of an emergency, using any means necessary and available.	Public Safety Work Group	
9. INCREASED R	Identify potential evacuation routes in the event of a major emergency situation.	Public Safety Work Group	
	Action/task	Owner/Assigned to	Additional Information
1.	Identify key personnel for assignment to response and assessment duties.	Public Safety Work Group	
2.	Review Emergency Actions Plans.	Public Safety Work Group	
3.	Contact Building Emergency Coordinators and Floor Monitors.	Public Safety Work Group	
4.	Identify key personnel for assignment to response and assessment duties.	Public Safety Work Group	
5.	Review Emergency Actions Plans.	Public Safety Work Group	
6.	Coordinate with Virginia Department of Emergency Management and Virginia State Police for the staging areas of S&R assets.	Public Safety Work Group	
7.	Assign emergency duties and provide specialized training as needed.	Public Safety Work Group	
8.	Delineate the specific areas which may need to be evacuated and designated evacuation routes.	Public Safety Work Group	
9.	Alert personnel to standby status.	Public Safety Work Group	
RESPONSE O	PERATIONS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Begin tracking all disaster-related expenditures and continue to do so for the duration of the event.	Public Safety Work Group	
2.	Assist in the identification of potential fire hazards, such as damaged gas lines.	Public Safety Work Group	
3.	Support damage and needs assessment.	Public Safety Work Group	
3.	Assist the EOC in obtaining appropriate resources to restore services.	Public Safety Work Group	
4.	Formally request local search and rescue resources.	Public Safety Work Group	
5.	Secure area for search and rescue resource deployment.	Public Safety Work Group	
6.	Deploy search and rescue resources.	Public Safety Work Group	
7.	Continue to maintain control area to maximize impact of search and rescue operations.	Public Safety Work Group	
8.	Alert all personnel and special facilities as required.	Public Safety Work Group	
9.	Test primary communication systems and arrange for alternate systems if needed.	Public Safety Work Group	
10.	Implement evacuation procedures for the threatened areas, if necessary.	Public Safety Work Group	

11.	Provide traffic and crowd control, as required.	Public Safety Work Group	
12.	Implement necessary security.	Public Safety Work Group	
13.	Begin tracking all disaster-related expenditures and continue to do so for the duration of the event.	Public Safety Work Group	
14.	Dispatch teams to the disaster area as needed and as requested by the EOC. Maintain communications and operational control.	Public Safety Work Group	
15.	Secure all response sites.	Public Safety Work Group	
16.	Implement mutual aid agreements if necessary.	Public Safety Work Group	
17.	Provide traffic and crowd control.	Public Safety Work Group	
18.	Assist with providing protective action guidance.	Public Safety Work Group	
RECOVERY O	PERATIONS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Continue to provide technical support in the recovery of facilities and services.	Public Safety Work Group	
2.	Provide decontamination functions, as needed.	Public Safety Work Group	
3.	Fully document all recovery actions.	Public Safety Work Group	
4.	Work with Emergency Management-Damage Assessment & Recovery to facilitate the removal of debris in areas impacted by the disaster that may have human remains and/or other evidence related to the event.	Public Safety Work Group	
5.	Activate Reception Center or Family Assistance Center as applicable.	Public Safety Work Group	
6.	Complete necessary post-even investigations.	Public Safety Work Group	
7.	Support clean up and recovery operations as required.	Public Safety Work Group	
8.	Assist with identification of the dead if necessary.	Public Safety Work Group	
9.	Complete disaster related expense records for services provided.	Public Safety Work Group	
MITIGATION C	PERATIONS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
	TBD	Public Safety Work Group	

Academic Affairs & Student Group

Introduction

The Academic Affairs and Student Group, under Planning & Logistics designed to provide support for VCU emergency and disaster operations by providing mass care, sheltering, and commodities distribution needed or impacted during an emergency or disaster.

Primary Agencies	Support Agencies & Organizations
Student Affairs Academic Affairs Health Sciences Residential Life and Housing Athletics Library	ICT Incident Commander, Finance and Administration Section, Director of Emergency Preparedness, Facilities Management Group
Purpose	Scope

The Academic Affairs and Student Group addresses the non-medical mass care, housing, and human services needs of individuals impacted by natural and/or technological

The Academic Affairs and Student Group promotes the delivery of services and the implementation of programs to assist individuals impacted by potential or actual incidents. This service delivery includes immediate relief, short- term housing, relocation assistance, and other basic human commodities. The three primary components of The Student Group are mass care, housing, and human services.

Concept of Operations

incidents

- Residence Life maintains an overview of activities related to mass care and sheltering.
- Dining Services maintains an overview of activities related to mass feeding.
- VCU may request assistance from non-governmental organizations or neighboring jurisdictions or entities when resources are exceeded.
- Recovery efforts are initiated concurrently with response activities. Close coordination is required among those agencies responsible for
 response operations and recovery activities, and other non-governmental organizations providing assistance.
- Initial response activities focus on meeting urgent mass care needs of victims.
- Recovery activities are initiated concurrently with response activities. Close coordination is required among those agencies responsible for
 response operations and recovery activities and other non- governmental organizations providing assistance.

Organization & Assignment of Responsibilities

- 1. Residence Life will develop, maintain, and update plans and procedures for use
 - 1. Develop, maintain and update plans and procedures for use in an emergency
 - 2. Maintaining education and training for personnel assigned to staff shelters
- 2. Dining Services
 - 1. Maintaining education and training for personnel
 - 2. Support food and water distribution throughout campus
- 3. VCU Police
 - 1. Provide security to shelter sites to restrict and control access
 - 2. Maintain education and training for personnel

ACTION CHECKLIST Academic Affairs & Student Group

Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Develop plans and procedures to receive and care for evacuees.	Academic Affairs & Student Group	
2.	Designate shelter(s). Determine maximum capacities for each.	Academic Affairs & Student Group	
3.	Designate and shelter manager(s) and other key personnel.	Academic Affairs & Student Group	
4.	Review and update plans and procedures.	Academic Affairs & Student Group	
INCREASED R	READINESS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Confirm task assignment and alert key personnel to stand-by status	Academic Affairs & Student Group	
2.	Prepare the necessary forms.	Academic Affairs & Student Group	
3.	Anticipate and resolve problems to include identifying which shelter(s) will be open and/or which buildings will shelter-in-place.	Academic Affairs & Student Group	
4.	Begin record keeping of disaster related expenses and continue for the duration of the event.	Academic Affairs & Student Group	
RESPONSE O	PERATIONS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Activate the shelter or advise individuals to shelter-in-place, as required.	Academic Affairs & Student Group	
2.	Receive and care for displaced persons.	Academic Affairs & Student Group	
3.	Register and maintain accurate records on their status.	Academic Affairs & Student Group	
4.	Provide mass feeding (as needed)	Academic Affairs & Student Group	
5.	Provide status reports to the EOC	Academic Affairs & Student Group	
6.	Continue to receive and care for displaced persons until re-entry to the impacted area(s) is granted.	Academic Affairs & Student Group	
7.	Provide mass feeding as needed.	Academic Affairs & Student Group	
RECOVERY O	PERATIONS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Provide long-term housing and care as needed.	Academic Affairs & Student Group	
2.	Consolidate and report disaster-related expenses.	Academic Affairs & Student Group	
MITIGATION C	PERATIONS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information

Transportation Group

Introduction

The Transportation Group, under the Operations Section, is designed to provide support for VCU emergency and disaster operations by providing management of transportation systems and resources needed or impacted during a disruptive event.

Primary Agencies

Support Agencies & Organizations

Parking & Transportation (in coordination with the VCU Chief of Police)

Groome Transportation Greater Richmond Transit Company (GRTC) (Plans)

Purpose

Scope

The Transportation Group coordinates Virginia Commonwealth University's transportation resources during the response and recovery phase of a disruptive event. This group will also assist with parking logistics for outside resources responding to an event at VCU and/or VCU Health System.

The scope of the Transportation Group is to provide transportation support to assist in incident management with specific, but not limited, support for the following:

- Reporting damage to transportation infrastructure as a result of the incident.
- Coordinating alternate transportation services
- Coordinating the restoration and recovery of transportation infrastructure.
- Assisting the Public Safety Group with evacuation and traffic control

Concept of Operations

- Any parts of the transportation network or any facilities not fully operational due to the emergency or disaster situation should be reported. Any existing or potential factors or conditions impairing efficient operations should be identified.
- Departments shall advise this group of all transportation movements independently arranged.
- · Access routes should remain clear to permit a sustained flow of emergency relief and the steady flow of evacuation processes.
- All requests for transportation support will be submitted to the Emergency Operations Center (EOC) for coordination, validation, and/or action.
- For purposes of coordination,RMA, GRTC and/or other support organizations may need to be integrated into the Transportation Group
 response to fully coordinate activities and responsibilities.

Organization & Assignment of Responsibilities

- Development, maintenance, and updates to plans and procedures for use during an emergency.
- Maintaining education and training for personnel to ensure a safe and efficient response to an incident
- Following emergency policies and procedures for evacuation, including the identification of pre- designated transportation sites.
- Identifying viable transportation routes to, from and within the emergency or disaster area.

ACTION CHECKLIST Transportation Group

Priority/Orde-	Action/tack	Owner/Assigned to	Additional Information
Priority/Order		Owner/Assigned to	Auditional information
1.	Develop and maintain this planning guide in coordination with all primary and support agencies.	Transportation Group	
2.	Prepare and maintain resource listings.	Transportation Group	
3.	Develop and maintain plans, policies, and procedures.	Transportation Group	
4.	Educate drivers, staff and the public on pre-planned and emergent evacuation routes.	Transportation Group	
5.	Maintain and update GIS maps.	Transportation Group	
NCREASED R	EADINESS		
riority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Review plans, resource listings, and procedures. Update as needed.	Transportation Group	
2.	Review all applicable codes and regulations.	Transportation Group	
3.	Assure that personnel and equipment are operationally read and available.	Transportation Group	
RESPONSE O	PERATIONS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Procure needed supplies and arrange for logistical support.	Transportation Group	
2.	Designate potential staging areas for material.	Transportation Group	
3.	Encourage mitigation efforts (ex: movement of essential equipment to high ground	Transportation Group	
4.	Begin tracking all disaster-related expenditures and continue to do so for the duration of the event.	Transportation Group	
5.	Institute all contracts or agreements needed to supplement response activities.	Transportation Group	
6.	Dispatch personnel to the impacted area as needed and as requested by the EOC.	Transportation Group	
7.	Maintain communications and operational control.	Transportation Group	
8.	Coordinate and provide for the placement of traffic control signs and barricades.	Transportation Group	
9.	Analyze needs assessment and initial damage assessment to determine the extent of damage to transportation infrastructure and equipment.	Transportation Group	
RECOVERY O	PERATIONS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
1.	Determine re-entry routes.	Transportation Group	
2.	Provide traffic control support on re-entry routes.	Transportation Group	
3.	Facilitate contract agreements.	Transportation Group	
MITIGATION C	PERATIONS		
Priority/Order	Action/task	Owner/Assigned to	Additional Information
	TBD	Transportation Group	<u> </u>

Hazard Specific Annex

Hazard

Hazard Specific Annex 1: Infectious Disease

Purpose, Scope, and Assumptions

Purpose

Scope

This document is an annex to Virginia Commonwealth University's Crisis and Emergency Management Plan (CEMP). The Infectious Disease Annex provides a framework for infectious disease-specific preparedness and response activities and serves as a foundation for further planning, drills, and emergency preparedness activities. The information in this document serves as a supplement to, and not replacement for, the information in the Crisis and Emergency Management Plan. This document addresses information specific to infectious disease-related emergencies that are not covered in the Crisis and Emergency Management Plan. Additionally, this annex does not replace the responsibility for specific departments involved in responding to an infectious disease emergency to develop appropriate policies and procedures for that response.

This annex is limited to mitigation, preparedness, response, and recovery for the Monroe Park Campus (MPC), Medical Education Campus, and satellite campuses and facilities as appropriate.

Situation

Threat and Vulnerability

The City of Richmond and Virginia Commonwealth University closely monitor several infectious diseases that occur or have occurred in the area, including:

- Coronavirus (COVID-19)
- Human Immunodeficiency Virus
- Foodborne diseases such as Salmonellosis and E Coli
- Vectorborne diseases (diseases that are transmitted by an animal or insect) such as West Nile, Influenza A (H1N1), and H5N1 Avian Flu

An infectious disease is a clinically evident disease resulting from the presence of pathogenic microbial agents. Infectious disease can be transmitted through several methods, including physical contact with infected individuals, airborne inhalation, and contaminated objects.

University Student Health Services also monitors cases of certain illnesses that present among students seeking treatment including influenza and mumps, among others.

Pandemic influenza, or a global outbreak of a new influenza virus, could also impact the University. The impact of a pandemic influenza outbreak could be significant, but the occurrence of such an outbreak cannot be predicted with certainty.

Students are the largest group in the University community and are at a particular risk for contracting infectious diseases. Infectious diseases may also spread rapidly among student populations due to living in close quarters such as in dormitories.

Capability and Mitigation Overview

Planning Assumptions

The University has certain capabilities and resources that are available for

University Student Health Services staff and resources

any emergency but are likely to be used in an infectious disease

VCU School of Medicine

emergency, including:

- · VCU School of Nursing faculty, staff, and resources
- VCU Health System staff and resources
- VCU Office of Resource and Innovation
- · University Counseling Services staff and resources
- Safety and Risk Management staff and resources

The University conducts a variety of infectious disease hazard mitigation activities including tracking and testing for certain infectious diseases and conducting educational campaigns regarding habits that discourage the spread of disease.

The planning assumptions below are based on the CDC's 2017 Update to the Pandemic Influenza Plan and lessons learned from the COVID-19 response. Although these assumptions represent the conditions that may occur during a pandemic influenza event, many of the assumptions would also apply should a non-influenza pandemic occur.

- Delays in the availability of vaccines and shortages of antiviral drugs are likely, particularly in the early phases of the pandemic.
 - Non-Pharmaceutical Interventions (NPI's) will be the principal means of disease control until adequate supplies of vaccines and/or antiviral medications are available. NPI's that all people should practice at all times are particularly important during a pandemic and include: staying home when sick, covering coughs and sneezes, frequent and appropriate hand washing, and routine cleaning of frequently touched surfaces.
- The seasonality of a pandemic cannot be predicted with certainty. Although seasonal, non-pandemic influenza typically peaks in winter, cases of pandemic flu have been observed year round.
- The virus will have the ability to spread rapidly worldwide.
- If the pandemic is characterized by severe disease, it will have
 the potential to disrupt national and University community
 infrastructures (including health care, transportation, commerce,
 utilities, and public safety) due to widespread illness,
 absenteeism, death among employees and their families, as well
 as concern about ongoing exposure to the virus.
- During a pandemic, infection in a localized area (such as the University) can last about six to eight weeks. It is likely that at least two pandemic disease waves will occur.
- The percentage of the population that becomes infected could range from 20% to 30% of the population, but rates will vary.
 The number of infected persons in the University community could therefore range from 11,000 to 17,000, based on 2019 estimates of the number of University community members.
- The symptoms and rate of symptomatic persons will vary across each outbreak
- The typical incubation period (the time between acquiring the
 infection and becoming ill) for seasonal influenza averages two
 days (but can range from one to four days). However, as
 evidenced during the COVID-19 outbreak, the incubation period
 can be as long as two weeks.
- Of those who become ill with seasonal influenza, up to 50% will seek outpatient medical care. This could significantly tax the available resources of University Student Health Services and other local providers.
- Risk groups for severe and fatal infections cannot be predicted
 with certainty. Although certain groups such as small children
 and the elderly are more likely to have complications due to
 seasonal influenza, pandemic influenza may disproportionately
 affect a different demographic. During the 1918 pandemic,
 deaths were notably evident among young, previously healthy
 adults and in 2009, elderly people experienced a lower infection
 rate. However, in 2020, elderly people experienced a much
 higher infection and mortality rate than younger persons.
- Infected persons, whether they are symptomatic or not, may shed the virus and transmit it to others.
- One or two secondary infections will occur as a result of transmission from someone who is ill.
- Behavioral health and stress reactions are health risks in a pandemic that must be integrated into messages to mitigate individual psychological impact, increase compliance with public health directives, and promote the resilience of the community population.

Concept of Operations

Concept of Operations

University Responsibilities

The University utilizes the Incident Command System and the National Incident Management System to manage infectious disease incidents.

The University's response to the event will be under the direction of the Incident Commander in collaboration with the Incident Coordination Team (ICT).

Non-tasked departments may be called upon to provide assistance where needed

The University is responsible for protecting life and property from the effects of an infectious disease emergency on campus. The University has the primary responsibility for the management of an infectious disease emergency that occurs on campus or impacts the University community. The University is responsible for coordinating amongst external agencies that also respond to an infectious disease emergency on campus. The University is also responsible for coordinating with local public health and emergency officials as part of the response to an infectious disease emergency.

The University's top priorities during an emergency are to:

- Protect the lives, health, and safety of students, faculty, staff, visitors, and emergency responders
- · Ensure the security of the University
- Protect and restore critical infrastructure and key University resources
- Protect University property and mitigate damage to the University
- · Facilitate the recovery of University individuals
- Restore University operations
- Share actionable information with partner agencies

Key Areas of Emergency Planning and Incident Management

Description

The University's Crisis and Emergency Management Plan notes the various activities the University conducts before, during, and after an emergency. Examples of the specific activities that the University conducts regarding an infectious disease emergency are:

Mitigation

The University conducts mitigation activities to lessen the impact of an infectious disease emergency. Some of those activities are listed below.

- University Student Health Services, and Employee Health Services conduct a Flu Shot Campaign and educational campaigns to promote
 vaccination and personal habits that help reduce the spread of disease.
- University Student Health Services conducts infectious disease monitoring and testing among students.
- · Coordinating with local health officials to report instances of infectious diseases including influenza and influenza-like illnesses.

Preparedness

The University conducts preparedness activities to develop the response capabilities needed in the event of an infectious disease emergency. Some of those activities are listed below:

- · Emergency planning, including maintaining this annex and associated procedures, and
- Conducting and participating in tests, training, and exercises related to infectious disease emergencies.

Response

The University will respond to an infectious disease emergency that affects its community. Response activities may include, but are not limited to:

- Activation of the Incident Coordination Team (ICT);
- Distributing drugs and vaccines, including those obtained from the Richmond Health District;
- Conducting disease surveillance activities including monitoring and testing possibly infected persons;
- · Using containment strategies to discourage the spread of the disease, including quarantine, class cancellation, and social distancing;
- Providing ongoing communication to the University community regarding the impact of and response to the infectious disease emergency on campus;
- · Providing psychological and social support services to the campus community, including to emergency responders and other staff; and
- Coordinating among University departments involved in the response and with outside agencies, including the VCU Health System.
- Activation of continuity of operations plans as needed.

Recovery

The University will conduct recovery activities in the aftermath of an infectious disease emergency or a pandemic event. Recovery activities will focus on returning the University to normal operations as well as developing any Corrective Action Plans to improve preparedness and response capabilities.

Levels of Readiness and Activation

Level I - Steady State Operations (Green)

Level II - Increased Readiness (Yellow)

Infectious diseases or pandemic events pose a minimal immediate risk to students, faculty, and staff. The University continues to conduct normal business and monitors threats. University Student Health Services an VCU Health System track infectious diseases and influenza like illnesses that are present among students seeking treatment.

This is the default level of readiness and activation for the University. The University emphasizes prevention and preparedness activities.

Typical activities:

- Monitoring local and global news for information regarding infectious disease emergency
- Planning, organizing, exercising, and training across University departments and units, including the Incident Coordination Team.

Infectious diseases or pandemic events pose an increased risk to students, faculty, and staff.

Actions may include developing coordination meetings or conference calls as well as increased health monitoring and education activities.

Typical activities:

- Conducting meetings with the Incident Coordination Team, VCU Health System infectious disease experts, and local partners.
- Increasing health monitoring and education activities.

Level III - Partial Activation (Orange)

Infectious diseases or pandemic events pose a significant risk to students, faculty, and staff. The University has most if not all of the resources required to respond to the event although increased coordination among University departments and outside agencies may occur. University operations and activities may be impacted or canceled due to absenteeism or to prevent the spread of disease.

Typical activities:

- Implementation of social distancing guidelines.
- Modification of operations that may include shift work, teleworking, and changes to class delivery routes and times.

Level IV - Full Activation (Red)

Infectious disease or pandemic events pose a major risk to students, faculty, and staff. The University may not have all of the resources required to respond to the event and significant coordination among University departments and outside agencies is required. University operations will be impacted or canceled due to absenteeism or to prevent the spread of disease. Classes, student activities, and some non-essential functions may be ceased for a period of time.

Typical activities:

- · Cancellation of classes and other activities
- Distribution of food, medicine, and personal protective equipment as needed.

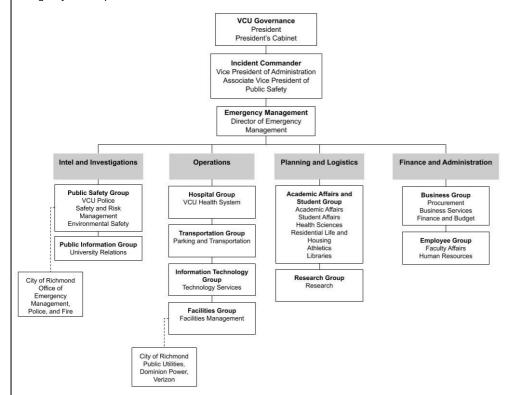
Hazard Response Activation

The response activities detailed in this annex will be activated in accordance with needs, available resources, and the declared readiness level. The Associate Vice President for Public Safety and Vice President for Administration will determine if this annex needs to be activated. Activation will follow the guidelines set forth in the Crisis and Emergency Management Plan.

Direction, Control, Organization, and Coordination

Command and Control

The same command and control structure detailed in the Crisis and Emergency Management Plan will be used during an infectious disease emergency. The depiction below summarizes that command structure.



Communications

The University will employ the communications measures determined by University Relations and University leadership during an infectious disease emergency.

These communications measures include emergency notifications and interoperable radio communications for first responders. Per the incident command structure detailed above, University Relations will coordinate external communications.

Work Group Responsibilities

Public Safety

- Provide personal protective equipment to community members.
- Serve as a resource for University units with cleaning/disinfecting questions and concerns.
- · Stand up contact tracing operations as necessary.
- · Consider the needs of community members returning from overseas and hotspot travel.
- Ensure community members follow gubernatorial executive orders and University social distancing policies.

Public Information

- In conjunction with Information Technology, develop a VCU disease specific website which will serve as a hub for all disease related information including class status, faculty and staff work locations, and other University operations.
- · Consider the need for emergency notifications.
- . Monitor social media for potential outbreaks in the University community, and for any frequently asked questions or concerns from the public.

Hospital

- Provide subject matter expertise to the Incident Coordination Team.
- · Provide regular updates to the ICT.
- · Assist in the testing of community members.
- Assist in contact tracing.
- Prepare for patient surge as necessary.

Transportation

- · Consider temporarily waiving parking rates based on the University's work from home policy.
- Determine if specific parking decks/areas should be temporarily closed.

Information Technology

Ensure the VCU website is capable of handling higher demand.
 Develop guidance for the use of distance learning and teleworking technologies.

Facilities

Assist University partners in converting residence halls and other facilities to hospital annexes.

Academic Affairs & Student Group

- Ensure the continuity of the Ram Pantry service.
- · Maintain contact with students currently oversees and those in disease hotspots.
- Make residence halls available to on-campus residents unable to return home during a cessation of classes.
- Consider implementing a pass/fail option for students.
- Determine if the academic calendar should be modified.

Employee Group

- Determine if disaster leave has been made available by the Governor.
- Determine if COVID leave has been made available by the Governor.
- · Provide guidance to University departments and units with questions regarding reopening non-essential offices.

Research

• Activate internal emergency operations procedures as necessary.

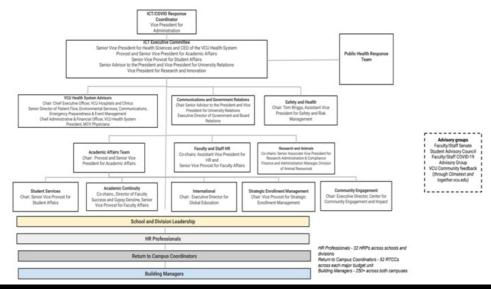
Business

- Track all pandemic related expenditures in anticipation of a state and/or federal disaster declaration.
- · Coordinate donations management.

Infectious Disease Continuity of Operations Plan Activation and Transition

Infectious Disease COOP Organizational Structure

The same command and control structure detailed in the Crisis and Emergency Management Plan will be used during an infectious disease emergency. The work groups outlined in the response command structure will transition to the below continuity structure for the purpose of continuing VCU's ability to deliver its essential functions to faculty, staff, students, patients, and visitors. Both organizational charts illustrate the connections and interdependencies between response and business continuity, so there is a need for both pre-disaster and post-disaster coordination, and some entities may have overlapping responsibilities during this transition. Given the unexpected duration and potential multiple waves of pandemic outbreaks, the VCU ICT Executive Committee must review the process involved in carrying out essential functions and services in order to develop policies that mitigate the effects of the pandemic while simultaneously allowing the continuation of operations which support essential functions.



ICT Executive Committee

- · Overseen by the ICT Leader
- Consists of the following Cabinet members: Vice President of Administration, Provost and Senior Vice President of Academic Affairs, Vice
 President of Research and Innovation, Vice Provost of Student Affairs, Vice President of University Relations and Senior Vice President for
 Health Sciences and CEO of the VCU Health System
- Sets incident objectives, approves recommendations from the ICT or Public Health Response Team

VCU Health System Advisors

- · Provide information about current health conditions and hospital resources and capacity and a local, regional and national level
- Advise and consult on of protocols and recommendations from the PHRT
- Collaborate with the ICT leader to implement recommendations from the PHRT

Communications and Government Relations

- Develop and maintain plans and procedures to support emergency communications and public outreach during emergencies.
- Coordinate the dissemination of information to students, staff, faculty, visitors, and the public during emergencies or disasters.
- Ensure accurate and factual information concerning an emergency involving VCU and its personnel is provided to the news media.
- Serve as the only authorized representative to release information to the media
- · Liaises with city and state officials, VCH and SCHEV on behalf of the university

Safety and Health

• Develop safety protocols for the university, including call center operations and contact tracing team

Public Health Response Team

- Consists of a cross functional team from VCU, VCU Health and the Virginia Department of Health
- · Monitor the prevalence of communicable disease in the VCU community and develop protocols for response to rise in incidence rate
- Develop protocols for call center operations and contact tracing team
- Manage response to local outbreaks of communicable disease
- Make recommendations to VCU administration regarding local and general closure

Faculty and Staff HR

- To promote the protection and preservation of VCU's human resources before, during, and after a major emergency or disaster
- · To promote continuity of operations and the management of essential staff
- Coordinates employee health care and consultation through Employee Health Services.

Academic Affairs Team

- · This work group focuses on the academic calendar and academic policies and procedures to ensure continuity of academic operations
- Prepare and support students and faculty for changes in modality due to an emergency event.

Research and Animals

• To promote the protection and preservation of VCU's research resources, functions, and personnel before, during, and after a major emergency or disaster.

Student Services

- This committee focuses on providing mass care, sheltering and the provision of food, water, and commodities distribution to students.
- Provides medical care and consultation through student health services.

Academic Continuity

- This work group focuses on the academic calendar and academic policies and procedures to ensure continuity of academic operations
- Prepare and support students and faculty for changes in modality due to an emergency event

International

- Focuses on international students and crisis related legal and policy changes that may impact their study at VCU
- · Reviews and recommends travel policies as related to international travel of faculty and students.
- Oversee study abroad programming and make adjustments as needed in response to emergency event.

Strategic Enrollment Management

· Support student success by ensuring continuity of student support services during an emergency event

Community Engagement

· Liaises with community and experiential learning partners. Communicates updates and changes to those partners.

Hazard Subsets

A significant and recurring risk to the University is that of an infectious disease emergency. One common example, influenza, also known as the flu, is a disease that infects the respiratory tract (nose, throat, and lungs). Although the seasonal flu is not usually fatal, complications can arise. The seasonal flu kills an average of over 50,000 U.S. citizens every year, sends some 700,000 to the hospital, and causes countless lost days of school and work. Pandemic influenza occurs when a novel influenza virus appears that causes readily transmissible human illness.

Phases of the Hazard

World Health Organization phases	CDC intervals	Federal indicators for CDC intervals	State/Local indicators for CDC intervals
Phase IV: Human to human transmission of an animal or human-animal influenza virus able to sustain community-level outbreaks has been verified.	Initiation of a pandemic wave	Confirmation of human cases of a pandemic influenza virus anywhere in the world with demonstrated efficient and sustained human-to-human transmission.	Confirmation of human cases of a pandemic influenza virus in the United States with demonstrated efficient and sustained human-to-human transmission.
Phase V: The same identified virus has caused sustained community-level outbreaks in two or more countries in one WHO region.	Acceleration of a pandemic wave	Consistently increasing rate of pandemic influenza cases identified in the United States, indicating established transmission.	Consistently increasing rate of pandemic influenza cases identified in the state, indicating established transmission.
Phase VI: In addition to criteria in Phase V, the same virus has caused sustained community-lelve outbreaks in at least one other country in another WHO region.	Deceleration of a pandemic wave	Consistently decreasing rate of pandemic influenza cases in the United States.	Consistently decreasing rate of pandemic influenza cases in the state.
Post Peak Period: Levels of pandemic influenza in most countries with adequate surveillance have dropped below peak levels.	Preparation for future pandemic waves	Low pandemic influenza activity with possible continued outbreaks in certain jurisdictions.	Low pandemic influenza activity with possible continued outbreaks in the state.

Annex Maintenance

This annex will be developed and maintained in accordance with the procedures detailed in the Crisis and Emergency Management Plan.

Hazard Specific Annex

Hazard

Hazard Specific Annex 2: Active Threat

Purpose, Scope, and Assumptions

Purpose

Scope

This document is an annex to Virginia Commonwealth University's Crisis and Emergency Management Plan (CEMP). The Active Threat Annex provides a framework for preparedness and response activities and serves as a foundation for further planning, drills, and emergency preparedness activities. The information in this document serves as a supplement to, and not replacement for, the information in the Crisis and Emergency Management Plan. This document addresses information specific to active threat-related emergencies that are not covered in the Crisis and Emergency Management Plan. Additionally, this annex does not replace the responsibility for specific departments involved in responding to an active threat emergency to develop appropriate policies and procedures for that response.

An active threat situation is one is which one or more persons are using

weapons, including but not limited to knives, firearms, and chemical agents

to kill other persons in a populated area. The key component to an active

According to the Federal Bureau of Investigation 28 incidents met active

states the majority of active threat incidents have a duration of less than

five minutes, with nearly a quarter lasting less than two minutes. Although

the length of the active threat may be minimal, recovering from this type of

shooter criteria in 2019 resulting in 97 deaths and 150 injuries. The FBI also

threat situation is the unimpeded and ongoing threat to human life.

This annex is limited to mitigation, preparedness, response, and recovery for the Monroe Park Campus (MPC), Medical Education Campus, and satellite campuses and facilities as appropriate.

Situation

Threat and Vulnerability

The VCU Police Department, City of Richmond Police Department, Virginia State Police, and Virginia Department of Emergency Management monitor potential and ongoing threats across the nation and commonwealth. Most active threat incidents fit into the following categories:

- Conventional attack violent acts carried out by one of more persons. These attacks typically occur at soft targets and involve widely available weapons, but are not complex.
- Complex Coordinated Attack A complex coordinated attack (or complex coordinated terrorist attack) is a violent assault or series of assaults that employs one or more types of weapons, intends to injure or kill large numbers of people, and meets the following two criteria:
 - Criterion 1: The attack is multi-phased or takes place at multiple sites, or both.
 (Phases can include assault phases, such as shootings, bombings, and arson; and/or non-assault phases such as hostages, car chases, sieges, barricades, kidnappings, and manhunts, etc.)
 - Criterion 2: The attack must take place within geographic and temporal circumstances that result in unusual strain on command, information sharing/situational awareness, and/or resource allocation.

Note - the FBI and Virginia State Police will determine if an act is considered terrorism.

Both types of attacks listed above target soft targets, or those which have minimal to no security, entry screening, and unrestricted access. As such, most VCU buildings are vulnerable to an active threat incident. However, the most vulnerable facilities may be the student commons, university academic buildings, university administrative buildings, and university student housing.

Capability and Mitigation Overview

incident may take months or years.

Planning Assumptions

The University has certain capabilities and resources that are available for any emergency but are likely to be used in an active shooter incident, including:

- VCU Police Department
- Space Management/Facilities Management
- · University Student Health Services
- · Environmental Health and Safety staff and resources
- VCU Health System staff and resources
- University Counseling Services staff and resources

The University conducts a variety of active threat mitigation activities including law enforcement response training, mental health counseling, outreach to building managers, and placing easily accessible signs/placards in buildings.

The planning assumptions below are based on guidance from the Federal Bureau of Investigation and After Actions Reports from various active threat incidents.

- Geopolitical events and tensions may impact the risk of an active threat incident.
- The true number of assailants may be unknown throughout the incident, even if one or more are neutralized.
- An off campus active threat incident may impact the University community if the assailants move onto campus.
- The location of casualties will be unknown until a detailed sweep of the area is conducted.
- The size and speed of the public safety response will depend on other active incidents.
- A conventional attack has a high probability of lasting less than five minutes from the first attack.
- Key university decision making personnel may be incapacitated.
- There may be conflicting reports from those on scene, whether first responders, community members, or media.
- Facilities may be inaccessible for days, weeks, or months while law enforcement conducts an investigation.
- VCUHS may be overwhelmed due to the number of patients. As such, patients, including university community members, may be transported to other trauma centers in the Commonwealth.

Concept of Operations

Concept of Operations

The University utilizes the Incident Command System and the National Incident Management System to manage active threat incidents.

The University's response to the event will be under the direction of the Incident Commander in collaboration with the Incident Coordination Team (ICT).

Non-tasked departments may be called upon to provide assistance where needed.

University Responsibilities

The University is responsible for protecting life and property from the effects of an active threat incident on campus. The University has the primary responsibility for the management of an active threat incident that occurs on campus or impacts the University community. The University is responsible for coordinating amongst external agencies that also respond to active threat incidents on campus.

The University's top priorities during an active threat incident are to:

- Protect the lives, health, and safety of students, faculty, staff, visitors, and emergency responders.
- · Ensure the security of the university.
- Account for known community members.
- Protect and restore critical infrastructure and key University resources.
- · Facilitate the recovery of University individuals.
- Protect University property and mitigate damage to the University.
- Restore University operations.
- Share actionable information with partner agencies.

Key Areas of Emergency Planning and Incident Management

Description

The University's Crisis and Emergency Management Plan notes the various activities the University conducts before, during, and after an emergency. Examples of the specific activities that the University conducts regarding an active threat emergency are:

Mitigation

The University conducts mitigation activities to lessen the impact of an active threat incident. Some of the mitigation activities related to an active threat incident are listed below.

- University Student Health Services and the employee assistance program make counseling services available to students, faculty, and staff.
- Flyers and other informational material including "run, hide, fight" are strategically placed throughout campus.
- VCU Police conduct building walkthroughs and offer suggestions to enhance physical and technological security.
- Widespread availability of technologies such as the desktop red "emergency button" and the Emergency Reporting Telephone System (ERTS).

Preparedness

The University conducts preparedness activities to develop the response capabilities needed in the event of an active threat incident. Some of those activities are listed below:

- Emergency planning, including maintaining this annex and associated procedures, and
- VCU Police and local/regional public safety partners conduct and participate in tests, training, and exercises related to active threat incidents.
- VCU Emergency Preparedness maintains relationships with state, local, and non-governmental partners in the event a Family Assistance Center (FAC) is needed.
- University departments and units maintain all-hazards continuity of operations plans.

Response

The University will respond to an active threat incident that affects its community. Response activities may include, but are not limited to:

- VCU Police and other law enforcement response to the scene(s) of the incident.
- Multiagency Fire/EMS response to the incident.
- Activation of campus emergency notification systems.
- VCUHS mass casualty incident procedures are activated.
- Activation of the Incident Coordination Team (ICT).
- Notification to the City of Richmond Office of Emergency Management and Virginia Department of Emergency Management (VDEM).
- VDEM may activate a Family Assistance Center if warranted.
- Activation of continuity of operations plans as needed.

Recovery

The University will conduct recovery activities in the aftermath of an active threat incident. Recovery activities will focus on returning the University to normal operations as well as developing any Corrective Action Plans to improve preparedness and response capabilities.

- A continuation of FAC services as needed.
- · After action reporting.

Levels of Readiness and Activation

Level I - Steady State Operations (Green)

Active threat incidents pose a moderate to minimal risk to students, faculty, and staff. The University continues to conduct normal business and the VCU Police Department, in coordination with outside law enforcement partners, tracks threats.

This is the default level of readiness and activation for the University. The University emphasizes prevention and preparedness activities.

Typical activities:

- · Tracking threats
- · Public awareness and information campaigns.
- Planning, organizing, exercising, and training across University departments and units, including the Incident Coordination Team.

Level II - Increased Readiness (Yellow)

Active threat incidents pose an increased risk to students, faculty, and staff

Actions may include more frequent coordination between law enforcement and public safety partners, and increased police patrols.

Typical activities: The Incident Coordination Team may meet to discuss the increased threat level.

Level III - Partial Activation (Orange)

Active threat incidents pose a significant risk to students, faculty, and staff. Although an incident may not have occurred, University operations will be impacted or cancelled due to the potential for an incident. Classes, student activities, and some non-essential functions may be ceased for a period of time.

Typical activities:

- More frequent coordination between law enforcement and public safety partners.
- Increased police patrols.
- More frequent Incident Coordination Team meetings to discuss the evolving situation.

Level IV - Full Activation (Red)

Active threat incidents pose a major and/or confirmed risk to students, faculty, and staff. An incident may have occurred on campus. The University does not have most, if not all, of the resources required to respond to the incident. University operations and activities may be impacted or cancelled.

Typical activities:

- Active and ongoing, on scene, coordination between public safety partners.
- More frequent Incident Coordination Team meetings to discuss the evolving situation.
- Coordination with state agency partners to determine the need for a Family Assistance Center.

Hazard Response Activation

The response activities detailed in this annex will be activated in accordance with needs, available resources, and the declared readiness level. The Associate Vice President for Public Safety and Vice President for Administration will determine if this annex needs to be activated. Activation will follow the guidelines set forth in the Crisis and Emergency Management Plan.

Direction, Control, Organization, and Coordination

Command and Control

The same command and control structure detailed in the Crisis and Emergency Management Plan will be used during an active threat incident. The depiction below summarizes that command structure. VCU Governance President President's Cabinet Incident Commander Vice President of Administration Associate Vice President of Public Safety **Emergency Management** Director of Emergency Management Intel and Investigations Operations Planning and Logistics Finance and Administration Public Safety Group VCU Police Safety and Risk Management Environmental Safety ademic Affairs and Student Group **Hospital Group Business Group** VCU Health System Procurement Academic Affairs Student Affairs **Business Services** Finance and Budge Health Sciences Transportation Group Residential Life and Parking and Transportation Housing Athletics Employee Group Faculty Affairs Public Information Group University Relati Libraries Information Technology Group Technology Services City of Richmond Office of Research Group Emergency Management Facilities Group Facilities Management Police, and Fire City of Richmond

Communications

The University will employ the communications measures determined by University Relations and University leadership during an active threat incident.

These communications measures include emergency notifications and interoperable radio communications for first responders. Per the incident command structure detailed above, University Relations will coordinate external communications.

Work Group Responsibilities

Public Safety

- · Respond to the threat.
- Provide real time updates to the ICT from the incident command post.

Public Utilities, Dominion Power Verizon

- Provide security and traffic control measures at the scene of the incident and the Family Assistance Center if necessary.
- Coordinate with external emergency management and public safety partners during the response and recovery phases.
- Determine if VCU community members have been transported to hospitals other than VCUHS. If this is the case, the Public Safety Workgroup will track these persons.
- Activate campus emergency notification systems throughout the incident as necessary.

Public Information

- In conjunction with Information Technology, develop a VCU incident website which will serve as a hub for all incident related information including class status, changes to work locations, and other University operations.
- Consider the need for emergency notifications.
- Monitor social media for information regarding assailants and frequently asked questions.
- In coordination with the Public Safety Workgroup, determine if Virginia 2-1-1- should be activated.

Hospital

- Provide real time updates to the ICT including triage counts.
- Contact hospital emergency management partners for assistance.

Transportation

- Make buses and other forms of transportation available should they be needed.
- In coordination with the Public Safety and Public Information Workgroups, select parking lots that are capable of holding media and friends/family of community members.

Information Technology

- Ensure the VCU website is capable of handling higher demand.
- Develop guidance for the use of distance learning and teleworking technologies if needed.

Facilities

- · Provide facility blueprints/maps to assist responding agencies.
- Assist the Public Safety Workgroup/VDEM in selecting a suitable Family Assistance Center location. As the Commonwealth's FAC lead agency, VDEM may choose a location that is not VCU property.

Academic Affairs and Student Group

- In coordination with the Public Safety Workgroup, begin accounting for known community members.
- In coordination with the Public Safety Workgroup, begin contacting casualty family members/emergency contacts.
- Consider implement a pass/fail option for students.
- Determine if the academic calendar should be modified.
- Provide mental health services to community members.

Employee Group

- Notify the Employee Assistance Program representative.
- In coordination with the Public Safety Workgroup, begin contacting casualty family members/emergency contacts.
- In coordination with the Public Safety Workgroup, begin accounting for known community members.

Research

• Activate internal emergency operations plans as needed.

Business

- · Track all incident related expenditures.
- Coordinate donations management.

Hazard Subsets	
Conventional Attack	Complex Coordinated Attack
Carried out by one or more persons	Carried out by one or more persons
Typically occur at soft targets	Can occur at soft targets or critical infrastructure
Violent and intends to injure or kill large numbers of people	Violent and intends to injure or kill large numbers of people
Involves widely available weapons	Involves one or more weapons such as firearms, improvised explosive devices, and vehicles
	Occurs in more than one phase or more than one location
	Takes place within a geographic or temporal circumstance that results in unusual strain on resources.

Phases of the Hazard

Pre-Incident	 University engages in threat monitoring and public education. Potential actors may be planning their attack, choosing soft targets and/or specific individuals, and obtaining weapons.
Initial and Subsequent Attacks	 An actor(s) carries out the initial attack causing casualties. This initiates a public safety response. An actor may conduct secondary attacks against responders, or other complex-coordinated attacks, causing an increased demand for public safety resources. Emergency notification systems are activated. Those in the vicinity of the shooter are urged to run, hide, or fight as deemed appropriate by the situation. Local and regional public safety partners are requested to respond.
Response	 Law enforcement responds to the incident and attempts to neutralize the active threat. Fire and EMS respond to the incident to triage and treat casualties. The Virginia Department of Emergency Management activates a Family Assistance Center, in conjunction with VCU, applicable state agencies, and non-governmental partners.
Recovery	 FAC operations include other services as needed, including mental health and donations management support. Depending on the time of year, classes and University operations may be shifted to alternate locations or delayed/cancelled.

Annex Maintenance

This annex will be developed and maintained in accordance with the procedures detailed in the Crisis and Emergency Management Plan.

Hazard Specific Annex

Hazard

Hazard Specific Annex 3: Severe Winter Weather

Purpose, Scope, and Assumptions

Purpose

This document is an annex to Virginia Commonwealth University's Crisis

and Emergency Management Plan (CEMP). The Winter Weather Annex provides a framework for preparedness and response activities and serves as a foundation for further planning, drills, and emergency preparedness activities. The information in this document serves as a supplement to, and not replacement for, the information in the Crisis and Emergency Management Plan. This document addresses information specific to winter weather-related emergencies that are not covered in the Crisis and Emergency Management Plan. Additionally, this annex does not replace the responsibility for specific departments involved in responding to winter weather to develop appropriate policies and procedures for that response.

Severe winter weather typically occurs between December 1 and February

1981-2010 average of 8°F. That same season also saw only 1.5" of snow,

28 of each year, however, impacts are highly variable and difficult to

predict. For example, the 2019-2020 season saw the highest minimum

temperature (20°F) on record since 1908-1909 (18°F), higher than the

significantly less than the 1981-2010 average of 10.3". In contrast, the

2018 and 2017 winter weather seasons saw a total of 13.1" and 12.4" of

Scope

This annex is limited to mitigation, preparedness, response, and recovery for the Monroe Park Campus (MPC), Medical Education Campus, and satellite campuses and facilities as appropriate.

Situation

snow respectively.

Threat and Vulnerability

The VCU Police Department Office of Emergency Preparedness, City of Richmond Office of Emergency Management, and Virginia Department of Emergency Management monitor potential winter weather systems that may impact Virginia and the Richmond area.

Severe winter weather can include the following threats:

- Snowfall
- Freezing rain occurs when the layer of freezing air is so thin that the raindrops do not have enough time to freeze before reaching the ground. Instead, the water freezes on contact with the surface, creating a coating of ice on whatever the raindrops contact.
- Sleet frozen raindrops that accumulate on cold surfaces.
- Damaging winds severe winter weather may include strong wind gusts and sustained winds. Winds impact visibility and can cause power outages.
- Accumulated ice can cause power outages if left untreated on
- Cold weather injuries occur when there is an imbalance of body temperature regulation, or where heat loss is greater than heat production in an area of the body (or the body core). There are 4 primary types of cold injuries: hypothermia, frostbite, nonfreezing cold injuries, and injuries related to cold exposure.
- Power outages can be caused by a combination of the above associated hazards

Blizzards are a specific form of severe winter weather that meet the following three criteria:

- The system has sustained or frequent wind gusts of 35 mph or
- Falling/blowing snow reduces visibility to less than a quarter of a
- These conditions exist for at least three consecutive hours.

Unlike tropical cyclones, winter weather rarely damages the exterior of buildings and facilities. Because VCU is located in an urban setting, impacts are primarily seen on walkways, stairs, and streets due to unnavigable snow and ice accumulation. Areas of campus most vulnerable to these threats and subsequent issues are sloped areas and walkways and streets which have not been treated and plowed. Members of the VCU community most vulnerable to these hazards are those who may attempt to walk/bike without proper clothing and those whose vehicles have difficulty navigating through snow and over ice.

Capability and Mitigation Overview

Planning Assumptions

The University has certain capabilities and resources that are available for any emergency but are likely to be used for severe winter weather, including:

- · VCU Police Department
- · Facilities Management
- VCU Parking and Transportation

The University, and the City of Richmond, conduct a variety of threat mitigation activities including improving, pre-treating, and plowing roadways. Additionally, both the University and the City conduct public education campaigns.

The planning assumptions below are based on guidance from the Virginia Department of Emergency Management, Federal Emergency Management Agency, National Weather Service, and lessons learned from various severe winter weather incidents.

- Public warning and communications systems may be disrupted due to high winds and accumulated ice/snow.
- Pre-disaster warning time will be abundant.
- There may be conflicting forecasts from different weather agencies and organizations.
- There may be conflicting reports from those on scene of the incident.
- Due to the geographic scale of severe winter weather, assistance from surrounding jurisdictions may not be immediately available.
- Facilities may be inaccessible for days while walkways and roadways are cleared, while damage assessments, and repairs are made.
- The City of Richmond has the primary responsibility to pre-treat and plow roadways.

Concept of Operations

Concept of Operations

The University utilizes the Incident Command System and the National Incident Management System to manage the effects of severe winter weather

The University's response to the event will be under the direction of the Incident Commander in collaboration with the Incident Coordination Team (ICT).

Non-tasked departments may be called upon to provide assistance where needed.

University Responsibilities

The University is responsible for protecting life and property from the effects of severe winter weather on campus. The University has the primary responsibility for the management of a winter weather system that impacts the University community. The University is responsible for coordinating amongst external agencies that also respond to the effects of severe winter weather on campus.

The University's top priorities during a severe winter weather response are to:

- Protect the lives, health, and safety of students, faculty, staff, visitors, and emergency responders.
- · Ensure the security of the University.
- · Account for known community members.
- Protect and restore critical infrastructure and key University resources.
- · Facility the recovery of University Individuals.
- Protect University property and mitigate damage to the University.
- Restore University operations.
- Share actionable information with partner agencies.
- Conduct a damage assessment to begin the state and federal reimbursement processes.

Key Areas of Emergency Planning and Incident Management

Description

The University's Crisis and Emergency Management Plan notes the various activities the University conducts before, during, and after an emergency. Examples of the specific activities that the University conducts regarding severe winter weather are:

Mitigation

The University conducts mitigation activities to lesson the impact of severe winter weather. Some of those activities are listed below:

- Building and maintaining walkways, stairs, and roadways that are disaster resilient.
- Conducting public awareness campaigns prior to the winter season.
- · Ensuring the readiness of alerting technologies.

Preparedness

The University conducts preparedness activities to develop the response capabilities needed in the event of severe winter weather impact the University. Some of those activities are listed below:

- Emergency planning, including maintaining this annex and associated procedures,
- VCU Emergency Preparedness and local/regional public safety partners conduct and participate in tests, training, and exercises related to severe winter weather.
- University departments and units maintain all-hazards continuity of operations plans.

Response

The University will respond to a severe winter weather emergency that affects its community. Response activities may include, but are not limited to:

- · Activation of campus emergency notification systems as needed.
- · Activation of the Incident Command Team (ICT).
- · Activation of continuity of operations plans as needed.
- Facilities Management response to damaged buildings.
- · Facilities Management response to clear and treat walkways.
- VCU Police response to impassable roadways to divert traffic as needed.
- Delivering necessary supplies to those in on-campus housing should roadways and sidewalks be impassable.

Recovery

The University will conduct recovery activities in the aftermath of severe winter weather. These activities will focus on returning the University to normal operations as well as developing Corrective Action Plans to improve preparedness and response capabilities.

- Conducting a damage assessment which will be sent to the City of Richmond Office of Emergency Management and Virginia Department of Emergency Management. This initiates the state/federal reimbursement process for damages and emergency expenditures.
- · After action reporting.

Levels of Readiness and Activation

Level I - Steady State Operations (Green)

Winter weather poses a moderate risk to students, faculty, and staff. The University continues to conduct normal business and VCU Emergency Preparedness, in coordination with external emergency management and weather partners, tracks winter weather systems.

This is the default level of readiness and activation for the University. The University emphasizes prevention and preparedness activities.

Typical activities:

- · Weather tracking
- Public awareness and information campaigns.
- Planning, organizing, exercising, and training across University departments and units, including the Incident Coordination Team.

Level II - Increased Readiness (Yellow)

Winter weather poses a increased risk to the VCU community. National Weather Service (NWS) Wakefield has disseminated suggesting the University may be in the path of a winter weather system, or may be threatened by associated hazards such as high winds.

Actions may include more frequent coordination between emergency management and weather partners.

Typical activities: The Incident Coordination Team may meet to discuss the increased threat level.

Level III - Partial Activation (Orange)

Severe winter weather posed a significant risk to the University community. National Weather Service Wakefield has disseminated guidance suggesting the University will more likely be directly impacted by a severe winter weather system. University operations will be impacted or cancelled due to the potential of inclement weather and classes, student activities, and some non-essential functions may cease for a period of time.

Typical Activities:

- More frequent coordination between emergency management and weather partners.
- · Facilities Management pretreating frequented walkways.
- More frequent Incident Coordination Team meetings to discuss the evolving situation.

Level IV - Full Activation (Red)

Severe winter weather poses a major and/or confirmed risk to the University community. The University does not have most, if not all, the resources required to respond to the incident. University operations and activities may be impacted or cancelled.

Typical activities:

- More frequent coordination between emergency management and weather partners.
- Active and ongoing, on scene, coordination between public safety partners.
- More frequent Incident Coordination Team meetings to discuss the evolving situation.

Hazard Response Activation

The response activities detailed in this annex will be activated in accordance with needs, available resources, and the declared readiness level. The Associate Vice President and Vice President for Administration will determine if this annex needs to be activated. Activation will follow the guidelines set forth in the Crisis and Emergency Management Plan.

Direction, Control, Organization, and Coordination

Command and Control

The same command and control structure detailed in the Crisis and Emergency Management Plan will be used in response to severe winter weather. **VCU Governance** President's Cabinet Incident Commander Vice President of Administration Associate Vice President of Public Safety **Emergency Management** Director of Emergency Management Intel and Investigations Operations Planning and Logistics Finance and Administration Public Safety Group VCU Police Safety and Risk Management Environmental Safety **Hospital Group Business Group** Student Group VCU Health System Procurement **Business Services** Student Affairs Finance and Budge Health Sciences Transportation Group Residential Life and Parking and Transportation Housing Athletics Employee Group Faculty Affairs Public Information Group University Relation Libraries Information Technology Group Technology Services City of Richmond Office of Research Group Emergency Management Facilities Group Facilities Management Police, and Fire City of Richmond Public Utilities Dominion Power Verizor

Communications

The University will employ the communications measures determined by University Relations and University leadership during severe winter weather.

The communications measures include emergency notifications and interoperable radio communications for first responders. Per the incident command structure detailed above, University Relations will coordinate external communications.

Work Group Responsibilities

Public Safety

- Participate in National Weather Service and emergency management conference calls.
- Request resources from the City of Richmond and Virginia Department of Emergency Management.
- Provide real time updates to the ICT.
- Provide security and traffic control measures before, during, and after system impacts.
- · Coordinate with external emergency management and public safety partners during the response and recovery phases.

Public Information

• Monitor social media for information regarding storm impacts and frequently asked questions.

Hospital

• Contact hospital emergency management partners for assistance.

Transportation

Select parking lots that are capable of holding equipment, vehicles, and resources that may be needed throughout the incident. The request
for staging areas may come from the University, state agencies, or City partners.

Information Technology

- · Should academic facilities and offices be damaged, develop guidance for the use of distance working and teleworking technologies.
- Coordinate the restoration of communications and information technology systems.

Facilities

- Implement protective measures for University facilities including clearing and treating walkways.
- Conduct and Initial Damage Assessment (IDA).

Academic Affairs and Student Group

- Determine if the academic calendar should be modified.
- Assist University Relations in disseminating messages to students.
- Should the system have extreme or crippling impacts on the Richmond area, provide food, water, and other necessities to those in University housing.

Employee Group

Assist University Relations in disseminating messages to faculty and staff.

Research

• Activate internal emergency operations plans as needed.

Business

• Track all incident related expenditures in anticipation of a state and/or federal disaster declaration.

Hazard Subsets

The Northeast Snowfall Impact Scale (NESIS) characterizes and ranks high-impact Northeast snowstorms. These storms have large areas of 10 inch snowfall accumulations and greater. NESIS has five categories: Extreme, Crippling, Major, Significant, and Notable. The index differs from other meteorological indices in that it uses population information in addition to meteorological measurements. Thus NESIS gives an indication of a storm's societal impacts. This scale was developed because of the impact Northeast snowstorms can have on the rest of the country in terms of transportation and the economy.

CATEGORY	NESIS VALUE	DESCRIPTION
1	1—2.499	Notable
2	2.5—3.99	Significant
3	4—5.99	Major
4	6—9.99	Crippling
5	10.0+	Extreme

Phases of the Hazard

Example Actions by Hours Before Arrival of Severe Winter Weather									
-48 hours	-24 hours	Storm Arrival	+12 hours	+24 hours					
University Units ensure business continuity plans have been reviewed. The University determines if academic operations will be impacted. VCU Emergency Preparedness participates in NWS calls. The Governor may declared a state of emergency.	The University decides whether or not to cancel or delay classes in anticipation of storm arrival. Campus emergency alerts are issued. The University continues to monitor the projected storm path and begins implementing protective measures. University response assets are prepositioned. VCU Emergency Preparedness participates in NWS calls.	Preparedness participates in NWS calls. If safe to do so, VCUPD	The City of Richmond continues to clear and treat roadways. Facilities Management continues to clear and treat walkways.	An Initial Damage Assessment (IDA) is conducted within 72 hours of the end of the hazard period.					

Annex Maintenance

The annex will be developed and maintained in accordance with the procedures detailed in the Crisis and Emergency Management Plan.

Hazard Specific Annex

Hazard

Hazard Specific Annex 4: Tropical Cyclones

Purpose, Scope, and Assumptions

Purpose

Scope

This document is an annex to Virginia Commonwealth University's Crisis and Emergency Management Plan (CEMP). The Tropical Cyclone Annex provides a framework for preparedness and response activities and serves as a foundation for further planning, drills, and emergency preparedness activities. The information in this document serves as a supplement to, and not replacement for, the information in the Crisis and Emergency Management Plan. This document addresses information specific to tropical cyclone-related emergencies that are not covered in the Crisis and Emergency Management Plan. Additionally, this annex does not replace the responsibility for specific departments involved in responding to a tropical cyclone to develop appropriate policies and procedures for that response.

This annex is limited to mitigation, preparedness, response, and recovery for the Monroe Park Campus (MPC), Medical College of Virginia (MCV), and satellite campuses and facilities as appropriate.

Situation

Threat and Vulnerability

The VCU Police Department Office of Emergency Preparedness, City of Richmond Office of Emergency Management, Virginia Department of Emergency Management, and National Weather Service monitor cyclone activity in the Gulf of Mexico and Atlantic Ocean.

Three primary treats to VCU exist related to tropical systems:

- Damaging winds and tornadoes: Tropical cyclones often produce high sustained winds and wind gusts that can damage physical structures, damage property, and disrupt utility services. Tornadic activity associated with tropical cyclones is also a threat to the Richmond area as evidenced during Hurricane Florence's impacts in September, 2018. Tornadoes also disrupt utilities and damage property, but are much more difficult to predict and can spawn without little to no warning.
- Rainfall and inland flooding: Intense rainfall is not directly related
 to the wind speed of the hurricane. Some of the greatest rainfall
 amounts occur from weaker storms that drift slowly or stall over
 an area. Inland flooding can be a major threat to communities
 hundreds of miles from the coast as intense rain falls from these
 large tropical air masses. Inland flooding is responsible for more
 than half of the deaths associated with hurricanes.
- Flash floods: Flash flooding, defined as a rapid rise in water levels, can occur quickly due to rainfall. Longer term flooding on rivers and streams can begin and persist several days after the storm
- Storm Surge: Storm surge is an abnormal and dangerous rise of water pushed onto the shore by strong winds from a hurricane or tropical storm. A storm surge can increase the normal high tide by 15 feet or more and is the main reason why evacuations are ordered. Although it is highly unlikely for VCU to be directly affected by storm surge, the community may see hundreds or thousands of evacuees in our footprint and facilities, including the Siegel Center, which has been designated a State Coordinated Regional Shelter.

VCU facilities and properties most vulnerable to flash flooding and inland flooding are those that have below ground components, those which lie at the bottom of hills, and those which have poor drainage surrounding them. Students, faculty, staff, and emergency responders may also have difficulty traversing campus due to flooded streets and walkways.

A tropical cyclone is a rotating, organized system, of clouds and thunderstorms that originates over tropical or subtropical waters and has a closed low-level circulation. Tropical cyclones rotate counterclockwise in the Northern Hemisphere and are classified as tropical depressions,

tropical storms, hurricanes, or major hurricanes.

In 2019, the National Hurricane Center (NHC) reported a total of 20 tropical cyclones in the North Atlantic. Although no named hurricanes made landfall in 2019, it is estimated that the U.S. suffered approximately \$22 billion in direct damages in economic impacts. Between 1981 and 2010 there have been an average of 12.1 named storms, 6.4 hurricanes, and 2.7 major hurricanes each year.

Capability and Mitigation Overview

Planning Assumptions

The University has certain capabilities and resources that are available for any emergency but are likely to be used for a tropical cyclone incident, including:

- VCU Police Department
- Space Management/Facilities Management
- Environmental Health and Safety staff and resources
- VCU Parking and Transportation
- VCU Health System staff and resources

The University, and the City of Richmond, conduct a variety of threat mitigation activities including water management, improving streets and walkways, improving natural drainage, and building resilient facilities.

The planning assumptions below are based on guidance from the Virginia Department of Emergency Management, Federal Emergency Management Agency, National Weather Service, and lessons learned from various tropical cyclone incidents.

- Public warning and communications systems may be disrupted due to high winds and flooding.
- Pre-disaster warning time will vary; however, the National Weather Service will detect and track a tropical cyclone in time for effective action to be taken.
- The impact to VCU's campuses may be determined by evacuations from coastal Virginia.
- There may be conflicting reports from those on scene of the incident/incidents.
- There may be delays in collecting, assimilating, and disseminating information.
- Due to the geographic scale of tropical cyclones, assistance from surrounding jurisdictions may not be immediately available.
- Facilities may be inaccessible for days, weeks, or months while damage assessments are conducted and repairs are made.

Concept of Operations

Concept of Operations

The University utilizes the Incident Command System and the National Incident Management System to manage active threat incidents.

The University's response to the event will be under the direction of the Incident Commander in collaboration with the Incident Coordination Team (ICT).

Non-tasked departments may be called upon to provide assistance where needed

An effective response to a tropical cyclone is dependent on the development of plans, programs, and procedures, which will provide for the rapid mobilization and effective use of the resources, capabilities, and support from adjacent localities.

University Responsibilities

The University is responsible for protecting life and property from the effects of a tropical cyclone on campus. The University has the primary responsibility for the management of a tropical cyclone that impacts the University community. The University is responsible for coordinating amongst external agencies that also respond to the effects of a tropical cyclone on campus.

The University's top priorities during a tropical cyclone response are to:

- Protect the lives, health, and safety of students, faculty, staff, visitors, and emergency responders.
- · Ensure the security of the university.
- Account for known community members.
- Protect and restore critical infrastructure and key University resources.
- · Facilitate the recovery of University Individuals.
- Protect University property and mitigate damage to the University.
- Restore University operations.
- Share actionable information with partner agencies.
- Conduct a damage assessment to begin the state and federal reimbursement processes.

Key Areas of Emergency Planning and Incident Management

Description

The University's Crisis and Emergency Management Plan notes the various activities the University conducts before, during, and after an emergency. Examples of the specific activities that the University conducts regarding tropical cyclones are:

Mitigation

The University conducts mitigation activities to lessen the impact of a tropical cyclone. Some of those activities are listed below:

- Building and maintaining facilities that are disaster resilient.
- Conducting a public awareness campaign prior to hurricane season.
- · Ensuring the readiness of alerting technologies should associated hazards develop.

Preparedness

The University conducts preparedness activities to develop the response capabilities needed in the event of a tropical cyclone. Some of those activities are listed below:

- Emergency planning, including maintaining this annex and associated procedures.
- VCU Emergency Preparedness and local/regional public safety partners conduct and participate in tests, training, and exercises related to tropical cyclone incidents.
- University departments and units maintain all-hazards continuity of operations plans.

Response

The University will respond to a tropical cyclone that affects its community. Response activities may include, but are not limited to:

- · Activation of campus emergency notification systems as needed.
- Activation of the Incident Coordination Team (ICT).
- Activation of continuity of operations plans as needed.
- Facilities Management response to damaged buildings.
- VCU Police response to flooded roadways to divert traffic in a safe direction.

Recovery

The University will conduct recovery activities in the aftermath of a tropical cyclone. These activities will focus on returning the University to normal operations as well as developing Corrective Action Plans to improve preparedness and response capabilities.

- Conducting a damage assessment which will be sent to the City of Richmond Office of Emergency Management and Virginia Department of Emergency Management. This initiates the state/federal reimbursement process for damages and emergency expenditures.
- · After action reporting.

Levels of Readiness and Activation

Level I - Steady State Operations (Green)

Tropical cyclones pose a moderate risk to students, faculty, and staff. The University continues to conduct normal business and VCU Emergency Preparedness, in coordination with external emergency management and weather partners, tracks cyclonic activity.

This is the default level of readiness and activation for the University. The University emphasizes prevention and preparedness activities.

Typical activities:

- Weather tracking.
- Public awareness and information campaigns.
- Planning, organizing, exercising, and training across University departments and units, including the Incident Coordination Team.
- Applying for and using mitigating grant funds.

Level II - Increased Readiness (Yellow)

Tropical systems pose an increased risk to students, faculty, and staff. National Weather Service (NWS) Wakefield has disseminated guidance suggesting the University may be in the direct path of a tropical cyclone, or may be threatened by associated hazards.

The ICT may also activate to Increased Readiness in advance of a coastal evacuation order in which the Siegel Center is named as a State Coordinated Regional Shelter.

Actions may include more frequent coordination between emergency management and weather partners.

Typical activities: The Incident Coordination Team may meet to discuss the increased threat level.

Level III - Partial Activation (Orange)

Tropical systems pose a significant risk to students, faculty, and staff. National Weather Service Wakefield has disseminated guidance suggesting the University will most likely be directly impacted by a tropical cyclone. University operations will be impacted or cancelled due to the potential for an incident and classes, student activities, and some non-essential functions may be ceased for a period of time.

The ICT may also activate to Partial Activation should the Governor order a coastal evacuation in which the Siegel Center is named a State Coordinated Regional Shelter.

Typical activities:

- More frequent coordination between emergency management and weather partners.
- Facilities Management placing sandbags at flood prone facilities.
- More frequent Incident Coordination Team meetings to discuss the evolving situation.

Level IV - Full Activation (Red)

Tropical systems pose a major and/or confirmed risk to students, faculty, and staff. The University does not have most, if not all, of the resources required to respond to the incident. University operations and activities may be impacted or cancelled.

Actions will include more frequent coordination between emergency management and weather partners.

Typical activities:

- Active and ongoing, on scene, coordination between public safety partners.
- More frequent Incident Coordination Team meetings to discuss the evolving situation.
- Coordination with state agency partners to determine the need for a Family Assistance Center.

Hazard Response Activation

The response activities detailed in this annex will be activated in accordance with needs, available resources, and the declared readiness level. The Associate Vice President for Public Safety and Vice President for Administration will determine if this annex needs to be activated. Activation will follow the guidelines set forth in the Crisis and Emergency Management Plan.

Direction, Control, Organization, and Coordination

Command and Control

The same command and control structure detailed in the Crisis and Emergency Management Plan will be used during a tropical cyclone. The depiction below summarizes that command structure. VCU Governance President President's Cabinet Incident Commander Vice President of Administration Associate Vice President of Public Safety **Emergency Management** Director of Emergency Management Intel and Investigations Operations Planning and Logistics Finance and Administration Public Safety Group VCU Police Safety and Risk Management Environmental Safety ademic Affairs and Student Group **Hospital Group Business Group** VCU Health System Procurement **Business Services** Student Affairs Finance and Budge Health Sciences Transportation Group Residential Life and Parking and Transportation Housing Athletics Employee Group Faculty Affairs Public Information Group University Relation Libraries Information Technology Group Technology Services City of Richmond Office of Research Group Emergency Management Facilities Group Facilities Management Police, and Fire City of Richmond Public Utilities Dominion Power

Communications

The University will employ the communications measures determined by University Relations and University leadership during a tropical cyclone.

These communications measures include emergency notifications and interoperable radio communications for first responders. Per the incident command structure detailed above, University Relations will coordinate external communications.

Work Group Responsibilities

Public Safety

- Participate in National Weather Service and emergency management conference calls.
- Request resources from the City of Richmond and Virginia Department of Emergency Management.
- Provide real time updates to the ICT.

Verizor

- Provide security and traffic control measures before, during, and after system impacts.
- Coordinate with external emergency management and public safety partners during the response and recovery phases.
- · Activate campus emergency notification systems throughout the incident as necessary.
- Maintain situational awareness of evacuees in the City of Richmond, and Siegel Center operations should a State Coordinated Regional Shelter be activated.

Public Information

• Monitor social media for information regarding storm impacts and frequently asked questions.

Hospital

- Contact hospital emergency management partners for assistance.
- Prepare for patient surge as necessary.

Transportation

- Make buses and other forms of transportation available should they be needed.
- Select parking lots that are capable of holding equipment, vehicles, and resources that may be needed throughout the incident. The request for staging areas may come from the University, state agencies, or City partners.

Information Technology

- · Should academic facilities and offices be damaged, develop guidance for the use of distance working and teleworking technologies.
- Coordinate the restoration of communications and information technology systems.

Facilities

- Implement protective measures for University facilities.
- Conduct an Initial Damage Assessment (IDA).
- Serve as a resource for state agency partners should a State Coordinated Regional Shelter be stood up in the Siegel Center.

Academic Affairs and Student Group

- Determine if the academic calendar should be modified.
- In coordination with the Public Safety Workgroup, begin accounting for known community members.

Employee Group

• In coordination with the Public Safety Workgroup, begin accounting for known community members.

Research

• Implement internal emergency plans as warranted.

Business

- Track all incident related expenditures in anticipation of a state and/or federal disaster declaration.
- Coordinate donations management.

Hazard Subsets

Tropical Cyclone Classifications								
Tropical Depression Tropical Storm Hurricane (cat 1-2) Major Hurricane (cat 3-5)								
Sustained Wind Speed	<38 mph	39-73 mph	74-110 mph	>110 mph				
Associated Hazards	Damaging winds Inland flooding Flash flooding Tornadoes	Damaging winds Storm surge Inland flooding Flash flooding Tornadoes	Damaging winds Storm surge Inland flooding Flash flooding Tornadoes	Damaging winds Storm surge Inland flooding Flash flooding Tornadoes				

Phases of the Hazard

Example Actions by Hours Before Arrival of Tropical Storm/Hurricane Force Winds									
-72 hours	-48 hours	-24 hours	Wind Arrival	+12 hours	+24 hours				
University units ensure business continuity plans have been reviewed. The University determines if academic operations will be impacted. VCU Emergency Preparedness Participates in NWS calls.	The University makes a decision on the academic schedule to allow students to either shelter in place or evacuate. Campus emergency alerts are issued. The Governor may implement a mandatory coastal evacuation at this time. VCU Emergency Preparedness Participates in NWS calls.	The University continues to monitor the projected storm path and begins implementing protective measures such as sandbagging. University response assets are prepositioned. VCU Emergency Preparedness Participates in NWS calls.	Campus emergency alerts continue to be disseminated as necessary. VCU Emergency Preparedness participates in NWS calls. If safe to do so, VCUPD conducts patrols to assess damage and responds to storm related calls for service.	Campus emergency alerts continue to be disseminated as necessary.	An Initial Damage Assessment (IDA) is conducted within 72 hours of the end of th hazard period.				

Annex Maintenance

This annex will be developed and maintained in accordance with the procedures detailed in the Crisis and Emergency Management Plan.

Hazard Specific Annex

Hazard

Hazard Specific Annex 5: Hazardous Materials Incidents

Purpose, Scope, and Assumptions

Purpose

Scope

This document is an annex to Virginia Commonwealth University's Crisis and Emergency Management Plan (CEMP). The Hazardous Materials Incident Annex provides a framework for preparedness and response activities and serves as a foundation for further planning, drills, and emergency preparedness activities. The information in this document serves as a supplement to, and not replacement for, the information in the Crisis and Emergency Management Plan. This document addresses information specific to hazardous materials related emergencies that are not covered in the Crisis and Emergency Management Plan. Additionally, this annex does not replace the responsibility for specific departments involved in responding to a hazardous materials incident to develop appropriate policies and procedures for that response.

This annex is limited to mitigation, preparedness, response, and recovery for the Monroe Park Campus (MPC), Medical College of Virginia (MCV), and satellite campuses and facilities as appropriate.

Situation

Threat and Vulnerability

The VCU Police Department, Safety and Risk Management, City of Richmond Department of Fire and Emergency Services, and Virginia Department of Emergency Management routinely prepare for, and respond to, hazardous materials incidents.

The most vulnerable segment of the University community are those who frequently use hazardous materials for research and testing, and those who study and work in those same facilities. However due to their proximity to railways and major highways, off-campus students and satellite offices are also vulnerable to hazardous materials incidents. The primary hazards associated with hazardous materials incidents are:

- Thermal harm results from exposure to extreme temperatures.
 Thermal injuries can be external (from contacting, or being in close proximity to, a fire or other heat source) or internal (from inhaling fumes or heated air). Thermal injuries can also include frostbite from contact with low-temperature hazardous materials.
- Radiological harm results from exposure to radioactive materials. The most harmful types of radiation cannot be seen, felt, or smelled. Special detection devices are required to monitor and measure levels of radiation. The radiation that poses a threat to humans in ionizing radiation, which can remove electrons from atoms and cause damage to living cells and DNA.
- Asphyxiation results from exposure to materials that reduce oxygen to levels that may cause suffocation. This typically occurs in confined spaces or with extremely concentrated forms of simple asphyxiants.
- Chemical harm results from exposure to chemicals, including poisons and corrosives. Injuries and illness vary by material.
 Chemical agents are classified according to the potential severity of their effects.
- Etiological (biological) harm results from exposure to biochemical materials, which include bacteria, viruses, and biological toxins. Symptoms of etiological harm are often delayed, because the pathogens often require time to multiply sufficiently to cause illness in the person carrying the pathogen.
- Mechanical harm results from exposure to, or contact with, fragmentation or debris scattered because of a pressure release, explosion, or boiling liquid expanding vapor explosion. The degree of harm is closely related to the size of the explosion and proximity to the device.

capable of creating harm to people, the environment, and property, including weapons of mass destruction as well as any other criminal use of hazardous materials, such as illicit labs, environmental crimes, or industrial sabotage.

A hazardous material is defined as matter or energy that when released is

Hazardous materials are categorized in several ways. The Department of Transportation (DOT) organizes substances into nine classes. Another system, outlined in NFPA 704: Standard System for the Identification of the Hazards of Materials for Emergency Response identifies hazards by the severity of the hazard in three principal categories: health, flammability, and instability.

Capability and Mitigation Overview

Planning Assumptions

The University has certain capabilities and resources that are available for any emergency but are likely to be used during a hazardous materials incident, including:

- VCU Police Department
- Spacement Management/Facilities Management
- · Research staff
- University Student Health Services
- Environmental Health and Safety staff and resources
- VCU Health System staff and resources

The University conducts a variety of mitigation activities including fire department and emergency medical services response training, outreach to building managers, and placing easily accessible hazard and exit signs in buildings.

The planning assumptions below are based on guidance from the Federal Emergency Management Agency and After Action Reports from various hazardous materials incidents.

- Facilities may be inaccessible for days, weeks, or months while decontamination and investigation occurs.
- The size and speed of the public safety response will depend on other active incidents.
- Key University decision makers may be incapacitated.
- There may be conflicting reports from those on scene, whether first responders, community members, or media.VCUHS may be overwhelmed due to the number of patients. As such, patients, including university community members, may be transported to other appropriate hospitals in the Richmond area and the Commonwealth.
- An incident may have an impact on the University community even if it occurs outside of the University's footprint

Concept of Operations

Concept of Operations

The University utilizes the Incident Command System and the National Incident Management System to manage hazardous materials incidents.

The University's response to the event will be under the direction of the Incident Commander in collaboration with the Incident Coordination Team (ICT).

The Office of Environmental Health & Safety will provide subject matter expertise on the handling of hazardous materials incidents on campus.

Non-tasked departments may be called upon to provide assistance where needed.

University Responsibilities

The University is responsible for protecting life and property from the effects of a hazardous materials incident on campus. The University is responsible for coordinating amongst external agencies that also respond to hazardous materials incidents on campus.

The University's top priorities during a hazardous materials incident are to:

- Protect the lives, health, and safety of students, faculty, staff, visitors, and emergency responders
- · Ensure the security of the university
- Account for known community members
- Protect and restore critical infrastructure and key University resources
- Facilitate the recovery of University individuals
- Protect University property and mitigate damage to the University
- Restore University operations
- Share actionable information with partner agencies

Key Areas of Emergency Planning and Incident Management

Description

The University's Crisis and Emergency Management Plan notes the various activities the University conducts before, during, and after an emergency. Examples of specific activities that the University conducts regarding a hazardous materials incident are:

Mitigation

The University conducts mitigation activities to lessen the impact of a hazardous materials incident. Some of those activities are listed below:

- Widespread availability of technologies such as the desktop red "emergency button" and the Emergency Reporting Telephone System (ERTS).
- Safety and Risk Management and VCU Police conduct building walkthroughs and offer suggestions to enhance physical and technological security.
- Regularly test and maintain ventilation systems in vulnerable University facilities.

Preparedness

The University conducts preparedness activities to develop the capabilities needed in the event of a hazardous materials emergency. Some of those activities are listed below:

- Emergency planning, including maintaining this annex and associated procedures.
- Train personnel to coordinate a hazardous materials incident response.

Response

The University will respond to an hazardous materials incident that affects its community. Response activities may include, but are not limited to:

- VCU Police and other law enforcement response to the scene(s) of the incident.
- Multiagency Fire/EMS response to the incident. Activation of campus emergency notification systems.
- VCUHS mass casualty incident procedures are activated.
- · Activation of the Incident Coordination Team (ICT).
- Notification to the City of Richmond Office of Emergency Management and Virginia Department of Emergency Management (VDEM).
- VDEM may activate a Family Assistance Center if warranted.
- · Activation of continuity of operations plans as needed.

Recovery

The University will conduct recovery activities in the aftermath of a hazardous materials incident. These activities will focus on returning the University to normal operations as well as developing Corrective Action Plans to improve preparedness and response capabilities.

- · A continuation of FAC services as needed.
- · After action reporting.
- Determining the short and long term effects of the incident on the University.

Levels of Readiness and Activation

Level I - Steady State Operations (Green)

Hazardous materials incidents pose a significant risk to students, faculty, and staff. The University continues to conduct normal business and the VCU Police Department, in coordination with outside law enforcement and emergency management partners, tracks threats.

This is the default level of readiness and activation for the University. The University emphasizes prevention and preparedness activities.

Typical activities:

- · Tracking threats
- · Public awareness and information campaigns
- Planning, organizing, exercising, and training across University departments and units, including the Incident Coordination Team.

Level II - Increased Readiness (Yellow)

Hazardous materials incidents pose an increased risk to the University community.

Actions may include more frequent coordination between law enforcement and public safety partners, and increased police patrols.

Typical activities: the potential for Incident Coordination Team meetings and conference calls to discuss the increased threat level

Level III - Partial Activation (Orange)

Hazardous materials incidents pose a significant risk to the University community. Although an incident may not have occured, University operations will be impacted or cancelled due to the potential for an incident Classes, student activities, and some non-essential functions may cease for a period of time.

Typical activities:

- More frequent coordination between law enforcement and public safety partners.
- Safety and Risk Management staff placed on standby status.
- More frequent Incident Coordination Team conference calls.

Level IV - Full Activation (Red)

Hazardous materials incidents pose a major and/or confirmed risk to the University community. The University does not have most, if not all, of the resources required to respond to the incident. University operations and activities may be impacted or cancelled.

Typical activities:

- Active and ongoing, on scene, coordination between public safety partners.
- Deployment of Safety and Risk Management staff and resources.
- More frequent Incident Coordination Team meetings to discuss the evolving situation.

Hazard Response Activation

The response activities detailed in this annex will be activated in accordance with needs, available resources, and the declared readiness level. The Associate Vice President for Public Safety and Vice President for Administration will determine if this annex needs to be activated. Activation will follow the guidelines set forth in the Crisis and Emergency Management Plan.

Direction, Control, Organization, and Coordination

Command and Control

The same command and control structure detailed in the Crisis and Emergency Management Plan will be used during a hazardous materials incident. The depiction below summarizes that command structure. VCU Governance President's Cabinet Incident Commander Vice President of Administration Associate Vice President of Public Safety **Emergency Management** Director of Emergency Management Operations Intel and Investigations Planning and Logistics Finance and Administration Public Safety Group VCU Police Safety and Risk Management Environmental Safety ademic Affairs and Student Group **Hospital Group Business Group** VCU Health System Procurement Academic Affairs Student Affairs **Business Services** Finance and Budge Health Sciences Transportation Group Residential Life and Parking and Transportation Housing Athletics Employee Group Faculty Affairs Public Information Group University Relati Libraries Information Technology Group Technology Services City of Richmond Office of Research Group Emergency Management Facilities Group Facilities Management Police, and Fire City of Richmond Public Utilities Dominion Power Verizor

Communications

The University will employ the communications measures determined by University Relations and University leadership during a hazardous materials incident.

These communications measures include emergency notifications and interoperable radio communications for first responders. Per the incident command structure detailed above, University Relations will coordinate external communications.

Work Group Responsibilities

Public Safety

- · Respond to the threat
- · Notify the appropriate local, state, and federal authorities of the incident.
- Provide real time updates to the ICT from the incident command post.
- Maintain situational awareness of incident if it occurs outside VCU core campuses but may have impacts on the University community.
- Provide security and traffic control measures at the scene of the incident and the Family Assistance Center is needed.
- · Coordinate with external emergency management and public safety partners during the response and recovery phases.
- Determine if VCU community members have been transported to hospitals other than VCUHS. If this is the case, the Public Safety Workgroup will track these persons.
- Activate campus emergency notification systems throughout the incident as necessary.

Public Information

- If the situation warrants in conjunction with Information Technology, develop a VCU incient website which will serve as a hub for all incident related information including class status, changes to work locations, and other University operations.
- Consider the need for emergency notifications.
- Monitor social media for information and frequently asked questions.
- In coordination with the Public Safety Workgroup, determine if Virginia 2-1-1 should be activated.

Hospital

- Provide real time updates to the ICT including triage counts.
- · Contact hospital emergency management partners for assistance.

Transportation

- Make buses and other forms of transportation available should they be needed.
- In coordination with the Public Safety and Public Information Workgroups, select parking lots that are capable of holding media and friends/family of community members.
- Should road and walkway closures be implemented for a significant duration, provide signage to the Public Safety Workgroup.

Information Technology

- Ensure the VCU website is capable of handling higher demand.
- Develop guidance for the use of distance learning and teleworking technologies if needed.

Facilities

- Provide facility blueprints/maps to assist responding agencies.
- Assist the Public Safety Workgroup/VDEM in selecting a suitable Family Assistance Center location. As the Commonwealth's FAC lead agency, VDEM may chose a location that is not VCU property.

Academic Affairs and Student Group

- In coordination with the Public Safety Workgroup, begin accounting for known community members.
- In coordination with the Public Safety Workgroup, being contacting casualty family members/emergency contacts.
- Determine if the academic calendar should be modified.
- Provide mental health services to community members.

Employee Group

- Notify the Employee Assistance Program representative if necessary.
- In coordination with the Public Safety Workgroup, begin contact casualty family members/emergency contacts.
- In coordination with the Public Safety Workgroup, being accounting for known community members.

Research

- If the incident occurred at a Research facility, provide a point of contact to the Public Safety Workgroup.
- · Provide subject matter expertise to the ICT.
- · Activate internal emergency operations plans as needed.

Business

• Track all incident related expenditures.

Hazard Subsets

Physical Effects of Haz	ardous Materials Incidents
Туре	Description
Thermal Harm	Results from exposure to extreme temperatures. Thermal injuries can be external (from contacting, or being in close proximity to, a fire or other heat source) or internal (from inhaling fumes or heated air). Thermal injuries can also include frostbite from contact with low-temperature hazardous materials.
Radiological Harm	Results from exposure to radioactive materials. The most harmful types of radiation cannot be seen, felt, or smelled. Special detection devices are required to monitor and measure levels of radiation. The radiation that poses a threat to humans in ionizing radiation, which can remove electrons from atoms and cause damage to living cells and DNA.
Asphyxiation	Results from exposure to materials that reduce oxygen to levels that may cause suffocation. This typically occurs in confined spaces or with extremely concentrated forms of simple asphyxiants.
Chemical Harm	Results from exposure to chemicals, including poisons and corrosives. Injuries and illness vary by material. Chemical agents are classified according to the potential severity of their effects.
Etiological (Biological) Harm	Results from exposure to biochemical materials, which include bacteria, viruses, and biological toxins. Symptoms of etiological harm are often delayed, because the pathogens often require time to multiply sufficiently to cause illness in the person carrying the pathogen.
Mechanical Harm	Results from exposure to, or contact with, fragmentation or debris scattered because of a pressure release, explosion, or boiling liquid expanding vapor explosion. The degree of harm is closely related to the size of the explosion and proximity to the device.

Phases of the Hazard

Hazardous materials incidents by nature span a wide gamut of possible materials, scenarios, and response strategies. As such, there are no predetermined phases other than preventing harm to persons, mitigating the threat, and assisting in environmental recovery.

Annex Maintenance

This annex will be developed and maintained in accordance with the procedures detailed in the Crisis and Emergency Management Plan.

VIRGINIA COMMONWEALTH UNIVERSITY RESOLUTION REGARDING CRISIS AND EMERGENCY PREPAREDNESS PLAN ADOPTION

WHEREAS, the Board of Visitors of Virginia Commonwealth University is concerned with the health and well-being of its students, faculty and staff, and desires that the best possible emergency services be available to them; and, the President of the University similarly is concerned with the health and well-being of its students, faculty and staff, and desires that the best possible emergency services be available to them; and

WHEREAS, the Code of Virginia, Chapter 8 of Title 23.1, Section 23.1-804, provides that the governing board of each public institution of higher education in Virginia shall develop, adopt, and keep current a written crisis and emergency management plan; that every four years, each public institution of higher education shall conduct a comprehensive review and revision of its crisis and emergency management plan to ensure that the plan remains current, and the revised plan shall be adopted formally by the governing board and that such review shall also be certified in writing to the Virginia Department of Emergency Management; and

WHEREAS, such a plan has been developed by Virginia Commonwealth University staff, in coordination with the Virginia Department of Emergency Management, and with input from, Virginia Commonwealth University Incident Coordination Team Departments and the City of Richmond Office of Emergency Management;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF VISITORS OF VIRGINIA COMMONWEALTH UNIVERSITY

Section 1. The Board hereby officially adopts the Virginia Commonwealth University Crisis and Emergency Preparedness Plan, to include plans and procedures for both natural and man-made disasters.

Section 2. This resolution shall take effect immediately upon its adoption.

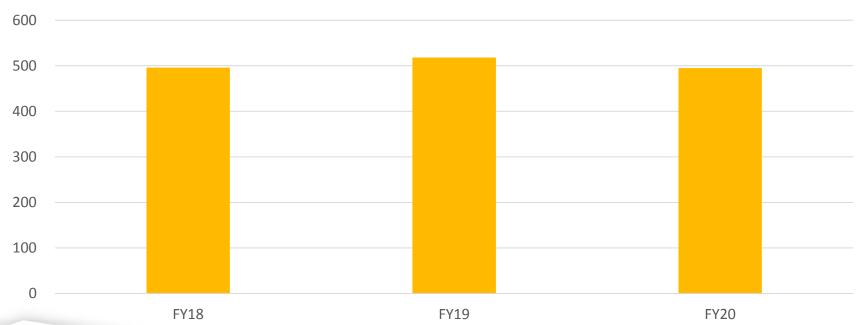
Summary of Refinancing Actions

ISSUER	VCU	The Commonwealth of Virginia						
DATE	6/18/2020	11/5/2020 TBD						
REFUNDING	9d Bonds	9c Bonds VCBA 9d Bonds						
AMOUNT	\$71.3M	\$20.4M \$35.2M						
UNIT	School of the Arts School of Business Athletics Housing Parking VCU Real Estate Fdn. University Reserves	Housing	College of Health Professions School of Medicine Biotech Massey Cancer Center Housing Parking Student Recreation Life Sciences (Rice River Center)					
SAVINGS	\$3.1M NPV	\$4.1M NPV \$NPV to be determined						



VCU Cash and Investments – Three Year Trend

(in Millions)





FY 20 VCU Related Entities Financial Statements

Karol Kain Gray, SVP and CFO

December 11, 2020



Financial Statement Summary

VCU Related Entities as of June 30, 2020 (in Millions)

	(111 14111110113)				VCU								
					VC	U Real	VCU	School	Col	lege of			
		MCV		VCU	E	state	of B	usiness	Engi	ineering	Dei	ntistry	
	Fou	ındation	Fou	ındation	Fou	ndation	Four	ndation	Fou	ndation	@	VCU	Total
Assets:							_		_				
Cash	\$	31.4	\$	24.1	\$	6.5	\$	8.9	\$	4.5	\$	6.6	\$ 82.0
Investments & Endowments		581.3		85.3		0.0		46.6		70.6		9.8	793.6
PPE		2.0		0.0		76.9		23.5		36.9		0.0	139.3
Receivables and Other		31.2		7.8		8.3		5.9		1.0		2.8	57.0
Total Assets		645.9		117.2		91.7		84.9		113.0		19.2	1,071.9
Liabilities		10.3		36.9		50.6		38.4		60.8		9.5	206.5
Net Position		635.6		80.3		41.1		46.5		52.2		9.7	865.4
Total Liabilities and Net Position	\$	645.9	\$	117.2	\$	91.7	\$	84.9	\$	113.0	\$	19.2	\$ 1,071.9
Beginning Net Position		611.8		81.1		38.5		46.3		51.9		9.2	838.8
Revenues		55.3		11.2		9.1		7.0		9.4		16.0	108.0
Expenses		31.5		12.0		6.5		6.8		9.1		15.5	81.4
Change in Net Position	\$	23.8	\$	(0.8)	\$	2.6	\$	0.2	\$	0.3	\$	0.5	\$ 26.6



General Comments

- All foundations received unmodified opinions
- No material adjustments to financial statements
- No management letter comments



Finance, Budget and Investment December 11, 2020



Cost Savings

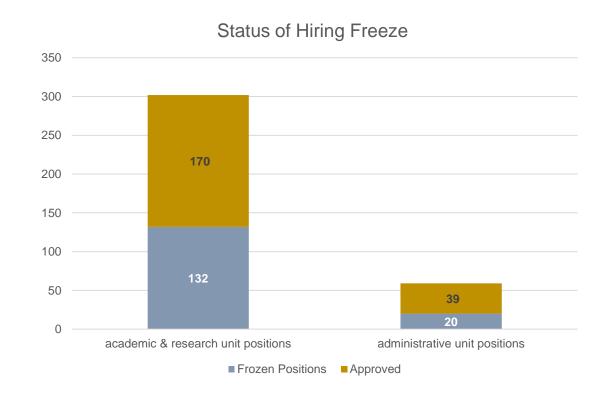
Even prior to the pandemic, the university had taken action to reduce costs and enable unit savings:

- Savings and efficiencies from the new procure-to-pay system
 - The 5-year investment cost of \$3.2M, which included licensing and implementation, was paid back in the first 6.3 months of operation.
 - Over the next 5 years, additional hard cost savings of \$16.8M are expected through improved sourcing and contracting, as well as, early payment discounts and electronic payments.
- Bond refinancing savings of \$10.8M in 2021 and \$37M in the first 5 years
- Spending freeze continued (impact in FY2021 for travel = \$5.4M)



Hiring Freeze

 Hiring freeze started March 31st, 2020, is forecast to save a minimum of \$5M through December and will contribute to overall unit reduction plans to meet current 4% targets.





FY2021 E&G Financial Plan

	2021 Adopted	2021 Fall
<u>University Tuition Revenue</u>		
Adopted 10% Decline Vs. Fall 3% Decline	(41,546)	(9,234)
Total University Revenue	(41,546)	(9,234)
Projected Expenses		
Adopted New Needs	(14,296)	(14,296)
Projected Total University Expenses	(14,296)	(14,296)
Total University Shortfall	(55,842)	(23,530)
Actions Required To Balance 2021		
CARES Funding (Retained by Auxiliaries)	10,177	-
Strategic School and Admin Reductions (8.7% to 4%)	29,234	17,204
One Time Use of Contingency Funds	16,431	6,326
Total 2021 Actions	55,842	23,530
University Net Position	-	-
State and Federal Funding Update		
Student Scholarship CARES and GEERF	\$10M	\$12.4M
COVID PPE Reimbursement and CARES Aux	\$10M	\$24.5M
New State Funding	\$25M Proposed	\$10M Final



FY2021 Auxiliary Impact

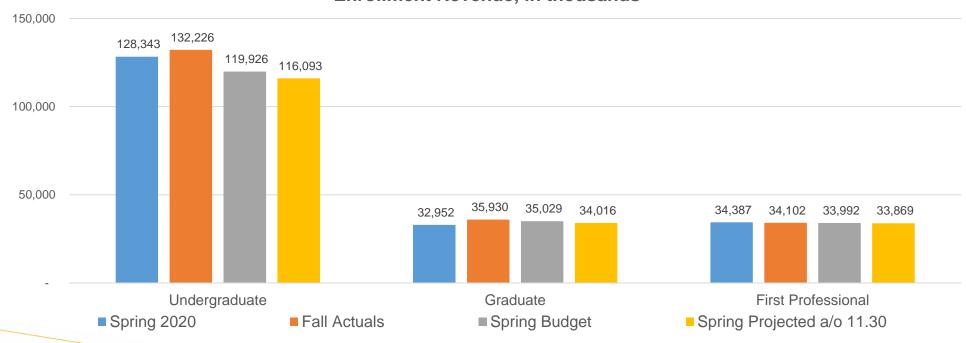
	FY2019 Year-End	FY2020 Year-End	Current FY21	Projection vs	s FY19	Projection vs FY20			
	Actual	Actual	Projection	Actual		Actual			
Housing Revenue	32,490,336	24,969,140	19,509,453	(12,980,883)	-40.0%	(5,459,687)	-21.9%		
Dining Revenue	27,285,865	21,507,248	15,877,252	(11,408,613)	-41.8%	(5,629,996)	-26.2%		
Parking Revenue	19,709,623	17,474,966	11,660,934	(8,048,689)	-40.8%	(5,814,032)	-33.3%		
Total	79,485,824	63,951,353	47,047,639	(32,438,186)	-41%	(16,903,714)	-26%		



Spring 2021 Preliminary Discussion

	Spring 2020	Spring Budget	Spring Projected a/o 11.30	Variance to Bud	dget
Undergraduate	128,342,987	119,926,310	116,092,979	(3,833,331)	-3.2%
Graduate	32,952,293	35,028,518	34,016,427	(1,012,091)	-2.9%
First Professional	34,386,815	33,991,828	33,868,695	(123,133)	-0.4%
Total	195,682,095	188,946,657	183,978,101	(4,968,556)	-2.6%

Enrollment Revenue, in thousands





Questions?



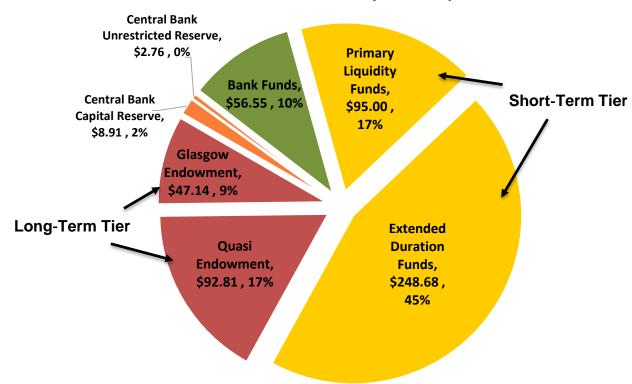
Treasurer's Report As of September 30, 2020

Finance and Budget, Karol Kain Gray, December 11, 2020

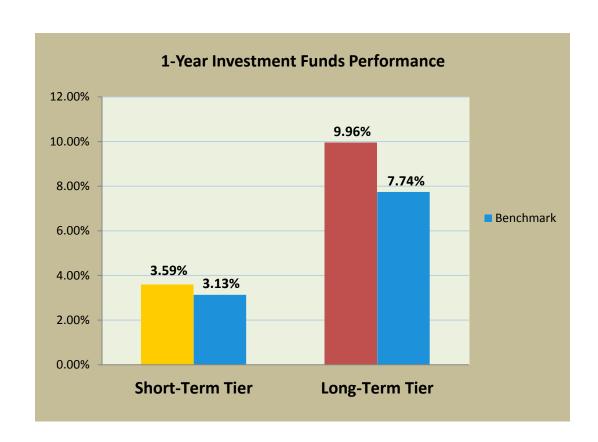


Total University Funds Overview for the Period Ending September 30, 2020

University Funds Market Value (Millions)



Total University Funds \$551.85M





Short-Term and Long-Term Tier Performance and Asset Allocation as of September 30, 2020

•						•		•
	Current					Annualized		
Short-Term Tier	Market Value	Allocation		QTD	1 Year	3 Years	5 Years	Since 7/2009
Primary Liquidity Funds / Payden & Rygel	\$95,003,048	27.6%	Total Return	0.06%	1.35%	1.76%	1.30%	0.66%
iMoneyNet MM All Taxable				0.01%	0.72%	1.35%	0.91%	0.41%
			Price Return	-0.03%	0.06%	0.01%	-0.03%	-0.14%
			Income Return	0.09%	1.29%	1.75%	1.33%	0.80%
Extended Duration Funds / Merganser	\$248,684,084	72.4%	Total Return	0.39%	3.98%	3.02%	2.25%	1.86%
BofA ML US Corp & Govt 1-3 Year Blended ¹				0.27%	3.74%	2.87%	2.11%	4.15%
			Price Return	-0.15%	1.54%	0.68%	0.12%	-0.29%
			Income Return	0.54%	2.44%	2.34%	2.13%	2.15%
Total Operating Funds	\$343,687,131	100.0%	Total Return	0.38%	3.59%	2.84%	2.04%	1.48%
Short-Term Tier Composite ²				0.27%	3.13%	2.59%	1.80%	1.70%
			Price Return	-0.20%	1.18%	0.58%	0.15%	-0.21%
			Income Return	0.58%	2.41%	2.26%	1.89%	1.69%
		Current	VCII Strategic				Annualized	

Long-Term Tier		Current Allocation	VCU Strategic Allocation	QTD	1 Year	Annualized		
	Market Value					3 Years	5 Years	Since 4/2012
Equity	94,571,209	67.5%	65%	8.35%	13.00%	5.86%	7.90%	7.08%
MSCI All Country World				8.13%	10.44%	7.12%	10.37%	9.11%
VCIMCO Equity	94,376,491	67.4%						
JP Morgan Equity	194,718	0.1%						
Real Assets	6,013,634	4.3%	10%	-2.71%	-17.62%	-4.50%	-0.42%	0.51%
MSCI All Country World Real Estate				2.00%	-11.16%	0.77%	3.93%	5.03%
VCIMCO Real Assets	5,275,081	3.8%						
JP Morgan Real Assets	738,553	0.5%						
Fixed Income and Cash	39,506,112	28.2%	25%	2.68%	1.34%	0.78%	0.51%	0.61%
Bloomberg Barclays US Aggregate				0.61%	6.98%	5.24%	4.18%	3.39%
VCIMCO Fixed Income and Cash	39,318,703	28.1%						
JP Morgan Fixed Income and Cash	187,409	0.1%						
Total Investments	140,090,954	100.0%	100%	6.13%	9.96%	4.96%	5.83%	5.06%
VCIMCO Long-Term Benchmark				5.65%	7.74%	6.32%	7.50%	5.45%
VCIMCO Total	138,970,274							
JP Morgan Total	1,120,680							
VCIMCO Funds Net Liabilities	(138,594)							
Long-Term Tier Net Asset Value	139,952,360							
Total Long-Term and Short-Term Tiers	\$483,639,492							



Note: The table above includes assets still held in custody by JPMorgan, some of which will be transferred into The Ram Fund upon liquidation. These assets are not managed by VCIMCO but are included above at the request of VCU and for completeness of the Long-Term Tier.

Central Bank Performance and Asset Allocation as of September 30, 2020

Asset Class	Market Value	%	3Q 2020	Since Inception
Capital Reserve (VCIMCO)				
Equity	\$5,884,092	50.4%	9.21%	11.51%
MSCI All Country World			8.13%	8.59%
Real Assets	\$330,121	2.8%	-3.61%	-21.15%
MSCI All Country World Real Estate			2.00%	-7.60%
Fixed Income and Cash	\$2,703,555	23.1%	2.69%	1.91%
Barclays US Aggregate			0.61%	7.81%
Capital Reserve (VCIMCO)	\$8,917,769	76.4%	6.64%	8.99%
Composite Benchmark*			5.65%	7.14%
Unrestricted Reserve (Payden & Rygel)	\$2,761,284	23.6%	0.00%	0.88%
iMoneyNet MM All Taxable			0.01%	0.87%
Grand Total Net Liabilities - VCIMCO Funds Central Bank (Net)	\$11,679,053 (\$9,546) \$11,669,507	100.0%	4.99%	6.86%

^{*} Composite Benchmark comprises 65% MSCI All Country World, 25% Barclays US Aggregate, 10% MSCI All Country World Real Estate.



Reserve for the Monitoring Report as of 12/4/2020





Small, Women-Owned, Minority-Owned (SWaM) Results Q1 of FY21



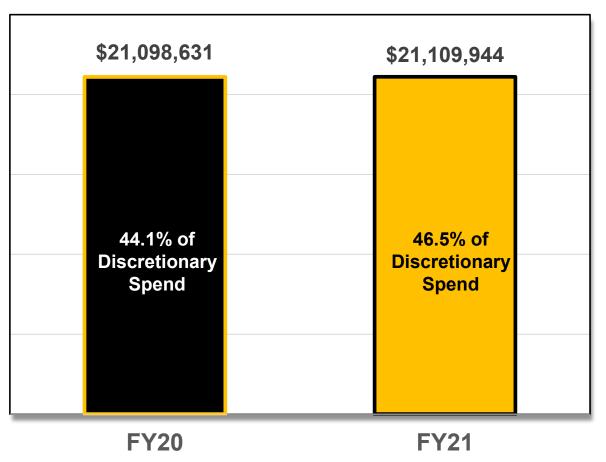
VCU Accomplishments Q1

- Build Capacity: SWaM Spot Awards program issued \$386K in SWaM awards during Q1 of FY21 compared to \$176K in Q1 of FY20
- Educate: Hosted several virtual SWaM Connections to provide learning opportunities, develop relationships and connect SWaM's with VCU
- <u>Leadership:</u> VCU partnered with SBSD and BBC on Public Virtual Meetings for the Commonwealth's Disparity Study and SBSD's New Virginia: Scaling4Growth event
- Resources: Implemented a web-based <u>SWaM</u>
 <u>Search</u> for sourcing from certified suppliers



SWaM Spend Q1 Comparison

(FY20 to FY21)



SWaM spend in Q1 of FY20 and FY21 remained the same and discretionary spend decreased by \$2.3M



FY21 SWaM Goals

VCU anticipates lower SWaM spend in FY21 due to COVID-19 expenditure reductions and has established a goal aligned with the Commonwealth's 42% SWaM goal.





ONCVCU RESPONSIBLE TOGETHER

December 11, 2020

Our students







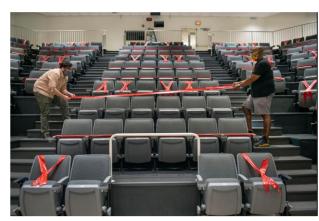




Our faculty and staff









Our partnerships









Feedback

"I am personally impressed with the level of detail that VCU has provided to families and students...we are very proud to be part of the RAMily!"

"Thanks for pulling off a successful semester. I am sure it wasn't easy."



Looking ahead: spring semester

- Finalize the spring return to campus plan
- Entry testing for residential students
- Surveillance testing
- Monitor community health
- Communicate often
- Remain flexible
- Adjust to new information



Quarterly Report FY2021 1st Quarter Report

Dollars in Thousands

			Actu	als	Budget	Actuals	Pro-Rated	
		FY20 Q1	FY21 Q1	\$ Change	% Change	BoV Book	FY20 YE	YE
1	Revenue							
2	Tuition and Fees E&G	212,445	207,764	(4,680)	-2.2%	401,979	406,947	397,982
3	State General Fund E&G	54,236	49,401	(4,836)	-8.9%	195,225	195,185	177,782
4	Other Income E&G	9,864	11,977	2,113	21.4%	21,732	97,673	118,598
5	Educational and General Programs	276,545	269,142	(7,402)	-2.7%	658,926	699,805	681,072
6	University and Student Health Fee	23,510	23,824	314	1.3%	54,819	47,461	48,095
7	Other Auxiliary Income	46,837	32,840	(13,996)	-29.9%	90,660	84,354	59,146
8	Auxiliary Enterprises	70,347	56,664	(13,683)	-19.5%	145,479	131,815	106,177
9	Sponsored Programs	60,364	58,912	(1,452)	-2.4%	288,429	228,632	223,131
10	FACR	12,881	12,132	(750)	-5.8%	32,974	33,911	31,938
11	University Funds	15,970	16,356	386	2.4%	53,584	69,168	70,838
12	Student Financial Assistance	32,542	32,556	14	0.0%	76,056	85,672	85,708
13	Hospital Services	7,417	12,103	4,686	63.2%	35,540	46,627	76,087
14	Total Revenue	476,066	457,865	(18,201)	-3.8%	1,290,988	1,295,629	1,274,951
4 =	Evnance							
15 16	Academia Programa F 9 C	110.062	100.660	(7.402)	-6.7%	204 500	406 004	270 607
17	Academic Programs E&G	110,063	102,660	(7,403)		381,588	406,981	379,607
	Support Programs E&G	85,235	89,031	3,797	4.5%	277,338	294,447	307,564
18	Educational and General Programs	195,298	191,692	(3,606)	-1.8%	658,926	701,428	688,476
19	Auxiliary Enterprises	43,229	35,401	(7,829)	-18.1%	145,479	135,192	110,709
20	Sponsored Programs	64,500	62,247	(2,254)	-3.5%	288,429	222,114	214,354
21	FACR	10,908	10,517	(392)	-3.6%	32,974	32,885	31,704
22	University Funds	17,947	16,213	(1,734)	-9.7%	53,584	69,424	62,715
23	Student Financial Assistance	37,318	36,276	(1,042)	-2.8%	76,056	85,870	83,472
24	Hospital Services	8,287	8,365	78	0.9%	35,540	49,001	49,464
25	Total Expenses	377,488	360,709	(16,779)	-4.4%	1,290,988	1,295,916	1,240,894
26	Net	98,578	97,155	(1,423)	-1.4%	-	(286)	34,056

Virginia Commonwealth University FY 2019-2020 University Budget Plan Sources and Uses Summary (in thousands)

FY 2019-2020 Sources	&	lucational General Programs	•	oonsored rograms		Auxiliary nterprises	Qatar	Universi Funds	•	Student Financial Assistance		Total University	Change from 2018-19 Budget Plan
State General Fund		Tograms		rograms	10.	incipiises	Quiui	1 unus	, 1	ISSISTATION	Bervices	Omversity	Baaget I laif
Direct Appropriations	\$	193,273	\$	14,013	\$	-	\$ -	\$ -		\$35,196	\$ -	\$ 242,482	13.2%
Central Transfers	Ф.	102.072	Ф	14012	Ф	-	-	Ф	_	Φ25.106	<u>-</u>	\$	-100.0%
State General Fund		193,273	\$	14,013	\$	-	\$ -	\$	-	\$35,196	\$ -	\$ 242,482	11.2%
Nongeneral Funds		450.620				5 0.66 2						5 10 2 01	2.50/
Student Tuition and Fees		458,638		-		59,663	-		-	-	-	518,301	2.7%
Grants and Contracts		-		293,688		-	-		-	33,703	-	327,391	26.0%
Federal Stimulus		-		-		-	-		-	-	-	-	0.0%
Gifts and Investment Earnings		100		-		5,158	-	46,87	9	-	-	52,137	7.9%
Sales and Services		9,282		-		90,282	40,096		-	-	30,416	170,076	1.9%
Other Sources		4,969		-		8,353	-	5,24	6	-	-	18,568	67.2%
Total Nongeneral Funds		472,989		293,688		163,456	40,096	52,12	5	33,703	30,416	1,086,473	9.6%
Transfers (in) out		10,025		(10,025)		-	-	-		-	-	-	n/a
Total University Sources	\$	676,287	\$	297,676	\$	163,456	\$40,096	\$52,12	5	\$68,899	\$30,416	\$ 1,328,955	9.9%
FY 2019-2020 Uses													
Instruction	\$	332,224	\$	_	\$	_	\$40,096	\$ 4,97	3	\$ -	\$ -	\$ 377,293	0.9%
Research		15,991		288,503		-	-	10,56	4	-	-	315,058	27.8%
Public Service		4,980		-		-	-	1,91	2	-	-	6,892	0.6%
Academic Support		111,579		729		_	_	12,32	7	_	_	124,635	11.8%
Student Services		15,022		_		_	_	70.	5	_	_	15,727	-4.8%
Institutional Support		103,805		1,178		_	_	9,85	4	_	_	114,837	19.6%
Operation and Maintenance of Plant		59,786		3,870		_	_	1,18		_	1,000	65,839	1.8%
Scholarships and Fellowships		5,446		1,716		_	_	10,60		101,688	, -	119,457	12.2%
Auxiliary Enterprises						161,399	_	,	_	´ -	_	161,399	5.7%
Hospital Services		_		_		-	_		_	_	29,416	29,416	25.9%
Subtotal Uses		648,833		295,996		161,399	40,096	52,12	5	101,688	30,416	1,330,553	11.0%
Transfers (in) out (1)		28,661		-		4,128	-	-		(32,789)	-	-	n/a
Addition to Reserves		(4,544)		_		(6,748)	_	_		_	_	(11,292)	187.0%
Contingencies		3,337		1,680		4,677	_	_		_	-	9,694	-3.3%
Subtotal Contingencies and Transfers		27,454		1,680		2,057	-	_		(32,789)	-	9,694	-3.3%
Total University Uses	\$	676,287	\$	297,676	\$	163,456	\$40,096	\$52,12	5	\$68,899	\$30,416	\$ 1,328,955	9.9%

⁽¹⁾ Per the state budget, nongeneral fund appropriation from E&G programs and from Auxiliary Services was required to be transferred to Student Financial Assistance to more accurately reflect aid to

VCU Health System
FY 2021 Financial Report for the
Four Months Ending
October 31, 2020

Operating Results: For four months ending October 31, 2020

(\$ in thousands)

	FYTD 2021	FYTD 2021 Q2 Plan	FYTD 2020			
Clinical	\$ 53,391	\$ 35,483	\$ 33,861			
Enterprise	6.4%	4.3%	4.3%			
Aries	\$ 1,313	\$ 945	\$ 5,523			
	36.6%	26.3%	86.4%			
VPHP	\$	\$	\$ 9,594 1.4%			
VCU Health	\$ 54,704	\$ 36,428	\$ 48,978			
System	6.5%	4.4%	3.4%			



VCUHS Balance Sheet (\$ in thousands)

October 31, 2020

ASSETS & DEFERRED OUTFLOWS	<u>O</u>	ct 31, 2020	<u>Ju</u>	ne 30, 2020
CURRENT ASSETS				
Cash and cash equivalents	\$	154,522	\$	602,209
Short-term investments	Ψ	385,865	Ψ	1,508
Patient accounts receivable, net		372,506		340,255
Other current assets		237,287		167,834
	\$	1,150,180	\$	1,111,806
ASSETS WHOSE USE IS LIMITED & LT INVESTMENTS		1,698,466		1,621,107
CAPITAL ASSETS		1,207,318		1,136,815
OTHER ASSETS		81,100		81,549
DEFERRED OUTFLOWS		57,411		58,356
TOTAL ASSETS & DEFERRED OUTFLOWS	\$	4,194,475	\$	4,009,633
LIABILITIES, DEFERRED INFLOWS & NET POSITION				
CURRENT LIABILITIES				
Current portion of long-term debt and capital leases	\$	12,204	\$	12,360
Settlements due to Third Parties		138,759		76,244
Trade accounts payable		75,177		111,213
Accrued salaries, wages, and fringe benefits, leave		140,278		136,639
Other current liabilities		211,434		213,607
	\$	577,852	\$	550,063
OTHER LIABILITIES				
Long-term debt and capital leases, less current portion	\$	656,572	\$	670,183
Other liabilities		166,816		145,327
	\$	1,401,240	\$	1,365,573
DEFERRED INFLOWS	\$	14,435	\$	14,435
NET POSITION	\$	2,778,800	\$	2,629,625
TOTAL LIABILITIES, DEFERRED INFLOWS & NET POSITION	\$	4,194,475	\$	4,009,633

Key Changes:

 In FY20, \$171.6M was received for Medicare Accelerated payments, repayment terms are currently under discussion at the federal government.



VCUHS Consolidated Income Statement (\$ in thousands)

October 31, 2020 Year to Date (4 months)

	<u>Percent</u>	FYTD 2021 <u>Actual</u>		FYTD 2020 <u>Q2 Plan</u>			YTD 2020 Actual	Variance <u>Percent</u>
Operating Revenues		_				_		
Net patient service revenue	1.9%	\$	820,602	\$	805,546	\$	741,706	10.6%
Premiums earned			-		-		673,643	-100.0%
Contract and Other revenue	6.4%		19,706		18,519		14,915	32.1%
Total Operating Revenues	2.0%	\$	840,308	\$	824,065	\$	1,430,264	-41.2%
Operating Expenses								
Salaries, Wages and Benefits	1.2%	\$	463,530	\$	469,195	\$	479,620	3.4%
Medical claims expense	15.1%		2,191		2,580		590,181	99.6%
Purchased services	0.4%		52,764		52,956		50,533	-4.4%
Supplies	-2.1%		101,795		99,717		97,773	-4.1%
Drugs	-3.1%		68,048		65,989		65,331	-4.2%
Other expenses	-0.9%		58,439		57,931		53,930	-8.4%
	0.2%	\$	746,767	\$	748,368	\$	1,337,368	44.2%
Operating EBIDA	23.6%	\$	93,541	\$	75,697	\$	92,896	0.7%
EBIDA (%)			11.1%		9.2%		6.5%	
Interest, Taxes, Depreciation and Amortization	1.1%	\$	38,837	\$	39,269	\$	43,918	11.6%
Total Operating Expenses	0.3%		785,604		787,637		1,381,286	43.1%
Total Operating Excess/(Loss)		\$	54,704	\$	36,428	\$	48,978	
Operating Margin (%)			6.5%		4.4%		3.4%	
Nonoperating revenues and expenses:								
Investment income	11.4%	\$	84,898	\$	76,199	\$	19,142	343.5%
Other non-operating income(expense)	-470.2%		4,842		(1,308)		(1,452)	433.5%
Donations and gifts			6,131		2,002		394	
		\$	95,871	\$	76,892	\$	18,084	
Excess of rev. over exp. before transfers	3	\$	150,575	\$	113,320	\$	67,062	
Total Margin (%)			16.1%		12.6%		4.6%	

Highlights:

- Volumes continued to be challenged while cost structure remains on plan.
- \$10.9M in Cares Act funding included in October.
- \$34.8M of Cares Act funding received for FY20 was recorded through October.
- Prior year includes \$9.6M operating gain for Virginia Premier.



Virginia Commonwealth University December 2020 Summary of Major Capital Projects

	Funding							
Project	Amount Source	Completion	Comments					
Completed Projects:								
Construction Underway:			Unforeseen structural conditions have caused significant delays to the project. The project is currently scheduled					
D Parking Deck Restoration	\$8,000,000 University-Supported Debt \$4,500,000 Auxiliary Enterprise \$12,500,000 Total	Spring 2021	to be complete in late Spring 2021.					
Engineering Research Building	\$41,341,000 State-Supported Debt \$49,000,000 University-Supported Debt \$10,300,000 General Funds \$100,641,000 Total	Winter 2020	We have received our temporary certificate of occupancy from the state on 11/19/2020. Furniture is currently being installed. Building is on schedule for full use for the spring semester.					
Trani Life Sciences Roof & Heating, Ventilating and and Air Conditioning Replacement	\$7,114,000 State-Supported Debt \$7,114,000 Total	Spring 2021	Fire emergency on roof will result in schedule delays. The assessment of damage and resulting impact on building operations is underway. Portions of the building are closed until the mechanical epuipment has been repaired.					
Rice Center Research Facility	\$5,500,000 Private Funds \$1,100,000 Life Sciences Funds \$1,000,000 Internal Loan \$7,600,000 Total	May 2021	No issues					
STEM Teaching Laboratory Building	\$113,505,000 State-Supported Debt \$10,967,000 General Fund \$124,472,000 Total	Dec 2022	No issues					
Sanger 9 Surgery Innovation Suite	\$6,187,800 School of Medicine Funds \$6,187,800 Total	Feb 2021	No issues.					
Planning Underway:								
		,						
On Schedule	Delay	Significant Delay						
On Gondale	Dolay	Olymnicant Delay						