INSTRUCTIONS FOR SUBMITTING 2021 INSTITUTIONAL SIX-YEAR PLAN
Due Date: July 1, 2021
PLEASE READ INSTRUCTIONS CAREFULLY

Six-year Plan Requirement

The Higher Education Opportunity Act of 2011 (TJ21) requires Virginia's public institutions of higher education to prepare and submit six-year plans. (See below for complete code reference.) During the 2015 General Assembly session, joint resolutions approved by the House (HJR 555) and Senate (SJ 228) also require that the mission, vision, goals, and strategies expressed in the Virginia Plan, the statewide strategic plan, guide the development of the strategic plan and six-year plan at each public institution of higher education, as well as the agency plan for SCHEV, and that SCHEV report annually on the Commonwealth's progress toward achieving these goals and targets to the Governor, General Assembly, institutions of higher education and the public.

2021 Six-year Plan Format

The 2021 Six-Year Plan consists of a workbook and an accompanying narrative. The workbook has an Instructions page, Institution ID page and five parts/worksheets: In-state undergraduate Tuition and Fee Increase Rate,Tuition and Other Nongeneral Fund Revenue, Academic-Financial, General Fund (GF) Request, and Financial Aid. **Note: Shaded cells contain formulas.** Instructions for the narrative are provided in a separate attachment. The Enrollment/Degree Projections are being developed in a separate process, but will be incorporated into the six-year plan review.

The 2021 Six-Year Plans are due July 1, 2021. The review group (referred to as Op Six) as outlined in § 23.1-306 - see Legislative Reference section below - will meet with each institution during the months of July and August to review the institution's plan and provide comments. If changes to the plans are recommended, revised institutional submissions are due no later than October 1 or immediately following an institution's Board of Visitors' meeting, if it is later than October 1.

INSTRUCTIONS FOR SECTIONS

1. In-state Undergraduate Tuition and Fee Increase Rate Plan

Provide annual planned increases in in-state undergraduate tuition and mandatory E&G fees and mandatory non-E&G fees in 2022-24 biennium. The tuition and fee charges for in-state undergraduate students should reflect the institution's estimate of reasonable and necessary charges to students based on the mission, market capacity and other factors with the assumption of no new state general fund support.

2. Tuition and Other Nongeneral Fund Revenue

Based on assumptions of no new general fund, enrollment changes and other institution-specific conditions, **provide total collected or projected to collect revenues (after discounts and waivers)** by student level and domicile (including tuition revenue used for financial aid), and other NGF revenue for educational and general (E&G) programs; and mandatory non-E&G fee revenues from in-state undergraduates and other students as well as the total auxiliary revenue. DO NOT INCLUDE STIMULUS FUNDS.

3. Academic-Financial Plan

The Academic Plan, (3A), of this worksheet should contain academic, finance, and support service strategies the institution intends to employ in meeting state needs/goals as found in the Virginia Plan. Information related to the Virginia Plan and more specific state priorities is provided below. Provide a short title for each strategy. Indicate the total amount for the strategy, any internal reallocation to support the strategy and the amount of tuition revenue that will be used to support the strategy. Provide a short description of the strategy, including a specific reference as to where more detailed information about the strategy can be found in the Narrative document, in column J. Provide any pertinent information for consideration in 2024 through 2028 in column K. **All salary information must be provided in 3B. No salary information should be included in 3A. Strategies for student financial aid, other than those that are provided through tuition revenue, should not be included on this table; they should be included in Part 4 of the plan, General Fund Request.** Funding amounts in the first year should be incremental. However, if the costs continue into the second year, they should be reflected cumulatively. **Institutions that submit strategies that reflect incremental amounts in both years will have their plans returned for revision.** If you add rows for additional strategies, please update the total cost formulas. **Institutions should assume no general fund (GF) support in the Academic-Financial Worksheet. A separate worksheet (Part 4) is provided for institutions to request GF support. IF ANY STRATEGIES WILL BE FUNDED WITH STIMULUS FUNDS,**

Pathways to Opportunity: The Virginia Plan for Higher Education. In the column labeled "VP Goal," identify the goal of the The Virginia Plan (VP) that applies to each institutional strategy using the appropriate number (i.e., 1, 2, or 3). The three VP goals are listed below. In the Narrative document (Section B), institutions should provide more detailed information.

The Virginia Plan has three major goals (please refer to the Plan at *https://www.schev.edu/index/statewide-strategic-plan/virginia-plan-overview* **for more information about the strategies under each goal):**

GOAL 1 EQUITABLE: CLOSE ACCESS AND COMPLETION GAPS.

GOAL 2 AFFORDABLE: LOWER COSTS TO STUDENTS.

GOAL 3 TRANSFORMATIVE: EXPAND PROSPERITY.

The Financial Plan, 3B, of this worksheet pertains to the 2022-24 biennium. Complete the lines appropriate to your institution. **As completely as possible, the items in the academic plan and financial plan should represent a complete picture of the institution's anticipated use of projected tuition revenues. For every strategy in 3A and every item in 3B of the plan, the total amount and the sum of the reallocation and tuition revenue should equal one another.** Two additional rows, "Anticipated Nongeneral Fund Carryover" and "Nongeneral Fund for Current Operations" are available for an institution's use, if an institution cannot allocate all of its tuition revenue to specific strategies in the plan. Given the long standing practice that agencies should not assume general fund support for operation and maintenance (O&M) of new facilities, O&M strategies should not be included in an institution's plan, unless they are completely supported by tuition revenue. **All salary information is included in this section, 3B. There should be no salary information included in section 3A.**

4. General Fund (GF) Request

indicate items for which you anticipate making a request for state general fund support in the 2022-24 biennium. The item can be a supplement to a strategy or item from the academic and financial plan or it can be a free-standing request for which no tuition revenue would be used. If it is a supplement to a strategy or item from the academic and financial plan, use the same title used in Part 3 and place it in bold print to draw attention to it's connection to Part 3. Also, describe in the Notes column how additional general fund will enhance or expand the strategy. Requests for need-based financial aid appropriated in program 108 should be included here. If additional rows are added, please update the total costs formulas

5. Financial Aid

Provide a breakdown of the projected source and distribution of tuition and fee revenue redirected to financial aid. To ensure compliance with the state prohibition that in-state students not subsidize out-of-state students and to provide the review group with a scope of the strategy, projections must be made for each of the indicated categories. Please be aware that this data will be compared with similar data provided by other institutional offices in order to ensure overall consistency. (Please do not alter shaded cells that contain formulas.) **"Other Discounts and Waiver"** means the totals of any unfunded full or partial tuition waiver reducing the students' charges, including Virginia Military Survivors and Dependent Education Program and the Senior Citizens Tuition Waiver. Do not include the tuition differential for the tuition exceptions. **Note: If you do not have actual amounts for Tuition Revenue for Financial Aid by student category, please provide an estimate. If values are not**

Special Notes:

Enrollment/Degree Projections: Detailed six-year enrollment/degree projections are being collected through a separate process. These projections will be incorporated in the Six-Year Plan as part of the July and August institutional meetings with the Op Six.

BOV Approval: Final board approval of the Six-Year Plan should be done at the earliest possible fall meeting. HB 897 (2018) specified that initial plans do not get posted on the General Assembly's website and that final plans should be submitted to DLAS no later than December 1. However, we are requesting that institutions submit final plans with their responses to Op Six Comments on October 1 (or as soon after fall board meetings as possible) as has been done in the past. We post the responses and final plans for review by the Op Six for a period of time prior to posting to SCHEV's website.

Accessibility: All files need to be checked for accessibility prior to submitting them. Information on accessibility is provided at this link on SCHEV's website: http://schev.edu/index/accessiblity/creating-accessible-content. The first link, "How to Make Your MS Office Documents Accessible" can be used to learn how to check documents. Only errors, not warnings, must be addressed.

Contacts for Questions:

General Questions - Jean Huskey (jeanhuskey@schev.edu)

Academic - Beverly Rebar (beverlyrebar@schev.edu)

Finance - Yan Zheng (yanzheng@schev.edu)

Financial Aid - Lee Andes (leeandes@schev.edu)

Enrollment/Degree Projections - Tod Massa (todmassa@schev.edu)

Legislative Reference:
§ 23.1 - 306. Institutional Six-Year Plans.
A. The governing board of each public institution of higher education shall (i) develop and adopt biennially and amend or affirm annually a six-year plan for the institution;

A. The governing board of each public institution of higher education shall (i) develop and adopt biennially and amend or affirm annually a six-year plan for the institution;

(ii) submit such plan to the Council, the General Assembly, the Governor, and the Chairmen of the House Committee on Appropriations, the House Committee on Education, the Senate Committee on Education and Health, and the Senate Committee on Finance no later than July 1 of each odd-numbered year; and (iii) submit amendments to or an affirmation of that plan no later than July 1 of each even-numbered year or at any other time permitted by the Governor or General Assembly to the

Council, the General Assembly, the Governor, and the Chairmen of the House Committee on Appropriations, the House Committee on Education, the Senate Committee on Education and Health, and the Senate Committee on Finance. Each such plan and amendment to or affirmation of such plan shall include a report of the institution's active contributions to efforts to stimulate the economic development of the Commonwealth, the area in which the institution is located, and, for those institutions subject to a management agreement set forth in Article 4 (§ 23.1-1004 et seq.) of Chapter 10, the areas that lag behind the Commonwealth in terms of income, employment, and other factors.

B. The Secretary of Finance, Secretary of Education, Director of the Department of Planning and Budget, Executive Director of the Council, Staff Director of the House Committee on Appropriations, and Staff Director of the Senate Committee on Finance, or their designees, shall review each institution's plan or amendments and provide comments to the institution on that plan by September 1 of the relevant year. Each institution shall respond to any such comments by October 1 of that year.

C. Each plan shall be structured in accordance with, and be consistent with, the objective and purposes of this chapter set forth in § 23.1-301 and the criteria developed pursuant to § 23.1-309 and shall be in a form and manner prescribed by the Council, in consultation with the Secretary of Finance, the Secretary of Education, the Director of the Department of Planning and Budget, the Director of the Council, the Staff Director of the House Committee on Appropriations, and the Staff Director of the Senate Committee on Finance, or their designees.

D. Each six-year plan shall (i) address the institution's academic, financial, and enrollment plans, including the number of Virginia and non-Virginia students, for the six-year period; (ii) indicate the planned use of any projected increase in general fund, tuition, or other nongeneral fund revenues; (iii) be based upon any assumptions provided by the Council, following consultation with the Department of Planning and Budget and the staffs of the House Committee on Appropriations and the Senate Committee on Finance, for funding relating to state general fund support pursuant to §§ 23.1-303, 23.1-304, and 23.1-305 and subdivision 9; (iv) be aligned with the institution's six-year enrollment projections; and (v) include:

1. Financial planning reflecting the institution's anticipated level of general fund, tuition, and other nongeneral fund support for each year of the next biennium;

2. The institution's anticipated annual tuition and educational and general fee charges required by (i) degree level and (ii) domiciliary status, as provided in § 23.1-307;

3. Plans for providing financial aid to help mitigate the impact of tuition and fee increases on low-income and middle-income students and their families as described in subdivision 9, including the projected mix of grants and loans;

4. Degree conferral targets for undergraduate Virginia students;

5. Plans for optimal year-round use of the institution's facilities and instructional resources;

6. Plans for the development of an instructional resource-sharing program with other public institutions of higher education and private institutions of higher education;

7. Plans with regard to any other incentives set forth in § 23.1-305 or any other matters the institution deems appropriate;

8. The identification of (i) new programs or initiatives including quality improvements and (ii) institution-specific funding based on particular state policies or institution-specific programs, or both, as provided in subsection C of § 23.1-307;and

9. An institutional student financial aid commitment that, in conjunction with general funds appropriated for that purpose, provides assistance to students from both low-income and middle-income families and takes into account the information and recommendations resulting from the review of federal and state financial aid programs and institutional practices conducted pursuant to subdivisions B 2 and C 1 of § 23.1-309.

E. In developing such plans, each public institution of higher education shall consider potential future impacts of tuition increases on the Virginia College Savings Plan and ABLE Savings Trust Accounts (§ 23.1-700 et seq.) and shall discuss such potential impacts with the Virginia College Savings Plan. The chief executive officer of the Virginia College Savings Plan shall provide to each institution the Plan's assumptions underlying the contract pricing of the program.

F. 1. In conjunction with the plans included in the six-year plan as set forth in subsection D, each public institution of higher education, Richard Bland College, and the Virginia Community College System may submit one innovative proposal with clearly defined performance measures, including any request for necessary authority or support from the Commonwealth, for a performance pilot. If the General Assembly approves the proposed performance pilot, it shall include approval language in the general appropriation act. A performance pilot shall advance the objectives of this chapter by addressing innovative requests related to college access, affordability, cost predictability, enrollment management subject to specified commitments regarding undergraduate in-state student enrollment, alternative tuition and fee structures and affordable pathways to degree attainment, internships and work study, employment pathways for undergraduate Virginia students, strategic talent development, state or regional economic development, pathways to increase timely degree completion, or other priorities set out in the general appropriation act.

2. A performance pilot may include or constitute an institutional partnership performance agreement, which shall be set forth in a memorandum of understanding that includes mutually dependent commitments by the institution, the Commonwealth, and identified partners, if any, related to one or more of the priorities set forth in subdivision 1 or set forth in a general appropriation act. No such institutional partnership performance agreement shall create a legally enforceable obligation of the Commonwealth.

3. No more than six performance pilots shall be approved in a single session of the General Assembly.

4. Development and approval of any performance pilot proposal shall proceed in tandem with consideration of the institution's six-year plan, as follows:

a. An institution that intends to propose a performance pilot shall communicate that intention as early as practicable, but not later than April 1 of the year in which the performance pilot will be proposed, to the reviewers listed in subsection B, the co-chairmen of the Joint Subcommittee on the Future Competitiveness of Virginia Higher Education, and the Governor. In developing a proposed performance pilot, the institution shall consider the Commonwealth's educational and economic policies and priorities, including those reflected in the Virginia Plan for Higher Education issued by the Council, the economic development policy developed pursuant to § 2.2-205, the strategic plan developed pursuant to § 2.2-2237.1, relevant regional economic growth and diversification plans prepared by regional councils pursuant to the Virginia Growth and Opportunity Act (§ 2.2-2484 et seq.), and any additional guidance provided by the Joint Subcommittee on the Future Competiveness of Virginia Higher Education.

b. An institution that submits a performance pilot shall include the one innovative proposal with clearly defined performance measures, and any corresponding authority and support requested from the Commonwealth, with its submission of the preliminary version of its six-year plan pursuant to clause (ii) of subsection A or with its preliminary amendment or affirmation submission pursuant to clause (iii) of subsection A.

c. The reviewers listed in subsection B, or their designees, shall review and comment on any proposed performance pilot in accordance with the six-year plan review and comment process established in subsection B and may expedite such review and comment process to facilitate the executive and legislative budget process or for other reasons. No later than October 15 of the relevant year, the reviewers shall communicate to the Governor and the Chairmen of the House Committee on Appropriations and the Senate Committee on Finance their recommendations regarding each performance pilot proposal. Such recommendations shall include the reviewers' comments regarding how the proposed performance pilots, individually and collectively, support the strategic educational and economic policies of the Commonwealth.

d. Each performance pilot proposal shall include evidence of its approval by the institution's governing board and, if accepted, shall be referenced in the general appropriation act.

Six-Year Plans - Part I (2021): 2022-23 through 2027-28

Due: July 1, 2021

Institution: | Virginia Tech

Institution UNITID: | 208

Individual responsible for plan

Name: Tim Hodge

Email address: tlhodge@vt.edu

Telephone number: 540-231-6419

Part 1: In-State Undergraduate Tuition and Mandatory Fee Increase Plans in 2022-24 Biennium
Virginia Tech

Instructions: *Provide annual planned increases in in-state undergraduate tuition and mandatory E&G fees and mandatory non-E&G fees in 2022-24 biennium. The tuition and fee charges for in-state undergraduate students should reflect the institution's estimate of reasonable and necessary charges to students based on the mission, market capacity and other factors with the assumption of no new state general fund support.*

In-State Undergraduate Tuition and Mandatory E&G Fees

2021-22	2022-23		2023-24	
Charge (BOV approved)	Planned Charge	% Increase	Planned Charge	% Increase
$11,931	$12,516	4.9%	$13,129	4.9%

In-State Undergraduate Mandatory Non-E&G Fees

2021-22	2022-23		2023-24	
Charge (BOV approved)	Planned Charge	% Increase	Planned Charge	% Increase
$2,244	$2,332	3.9%	$2,422	3.9%

Part 2: Tuition and Other Nongeneral Fund (NGF) Revenue
Virginia Tech

Instructions: Based on assumptions of no new general fund, enrollment changes and other institution-specific conditions, provide total collected or projected to collect revenues (after discounts and waivers) by student level and domicile (including tuition revenue used for financial aid), and other NGF revenue for educational and general (E&G) programs; and mandatory non-E&G fee revenues from in-state undergraduates and other students as well as the total auxiliary revenue. DO NOT INCLUDE STIMULUS FUNDS.

Items	2020-2021 (Actual) Total Collected Tuition Revenue	2021-2022 (Estimated) Total Collected Tuition Revenue	2022-2023 (Planned) Total Projected Tuition Revenue	2023-2024 (Planned) Total Projected Tuition Revenue
E&G Programs				
Undergraduate, In-State	$237,737,365	$234,289,752	$242,262,291	$253,017,018
Undergraduate, Out-of-State	$257,417,242	$269,230,532	$286,647,730	$297,885,637
Graduate, In-State	$17,385,990	$17,685,398	$18,473,722	$19,415,287
Graduate, Out-of-State	$32,611,325	$34,397,869	$36,667,471	$38,014,587
Law, In-State	$0	$0	$0	$0
Law, Out-of-State	$0	$0	$0	$0
Medicine, In-State	$2,397,742	$2,481,620	$2,553,587	$2,627,641
Medicine, Out-of-State	$6,846,233	$6,971,987	$7,174,175	$7,382,226
Dentistry, In-State	$0	$0	$0	$0
Dentistry, Out-of-State	$0	$0	$0	$0
PharmD, In-State	$0	$0	$0	$0
PharmD, Out-of-State	$0	$0	$0	$0
Veterinary Medicine, In-State	$7,490,759	$7,245,440	$7,455,558	$7,671,769
Veterinary Medicine, Out-of-State	$8,115,251	$8,262,240	$8,501,845	$8,748,398
Other NGF	$86,401,495	$100,869,654	$100,869,654	$100,869,654
Total E&G Revenue	$656,403,402	$681,434,492	$710,606,032	$735,632,217

Non-E&G Fee Revenue	2020-2021 (Actual) Total Auxiliary Revenue	2021-2022 (Estimated) Total Auxiliary Revenue	2022-2023 (Planned) Total Auxiliary Revenue	2023-2024 (Planned) Total Auxiliary Revenue
In-State undergraduates	$39,135,788	$43,773,377	$45,305,445	$46,891,136
All Other students	$29,474,193	$32,966,883	$34,120,724	$35,314,949
Total non-E&G fee revenue	$68,609,981	$76,740,260	$79,426,169	$82,206,085
Total Auxiliary Revenue	$281,270,190	$355,917,943	$367,932,275	$380,358,603

3A: Six-Year Plan for Academic and Support Service Strategies for Six-year Period (2022-2028)

Instructions for 3A: The Academic Plan should contain academic, finance, and support service strategies the institution intends to employ in meeting state needs/goals as found in the Virginia Plan. (Please see the main instructions sheet in this workbook for more detailed information about The Virginia Plan. Please provide short titles to identify institutional strategies. Provide a concise description of the strategy in the Description of Strategy column (column J). Within this column, provide a specific reference as to where more detailed information can be found in the Narrative document. Note the goal(s) with which the strategy is aligned with the Virginia Plan (in particular, the related priority areas) in the VP Goal column and give it a Priority Ranking in column A. Additional information for 2024-2028 should be provided in column K (Two Additional Biennia). Strategies for student financial aid, other than those that are provided through tuition revenue, should not be included on this table; they should be included in Part 4, General Fund Request, of the plan. **All salary information must be provided in section 3B. No salary information should be included in 3A.** Funding amounts in the first year should be incremental. **However, if the costs continue into the second year, they should be reflected cumulatively.** Please update total cost formulas if necessary. **Institutions should assume no general fund (GF) support in this worksheet. A separate worksheet (Part 4) is provided for institutions to request GF support. IF ANY STRATEGIES WILL BE FUNDED WITH STIMULUS FUNDS, PLEASE INCLUDE THOSE FUNDS IN THE REALLOCATION COLUMNS.**

ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2022-2028)

Priority Ranking	Strategies (Short Title)	VP Goal	Biennium 2022-2024 (7/1/22-6/30/24)						Description of Strategy	Two Additional Biennia
			2022-2023			2023-2024			Concise Information for Each Strategy	Information for 2024- 2028
			Total Amount	Reallocation	Amount From Tuition Revenue	Total Amount	Reallocation	Amount From Tuition Revenue		
3	Advance Regional, National, and Global Impact	1,3	$4,047,511		$4,047,511	$5,217,663		$5,217,663	To continue to leverage our strengths in research and academics, Virginia Tech will implement new initiatives to bolster recruitment of mid-career faculty and retention of early-career faculty, advancement of student-centered experiential learning, and expansion of graduate enrollment in high demand disciplines. More information can be found in Part 3 of the narrative, page 3.	Exploration of additional opportunities to advance these initiatives will continue. The university will carefully monitor progress towards achieving these strategic objectives, including the university's Tech Talent Investment Program agreement with the Commonwealth.
4	Elevate the Ut Prosim Difference	1,2	$3,000,000		$3,000,000	$5,500,000		$5,500,000	Virginia Tech will build and support communities of discovery to facilitate engagement with diverse ideas, backgrounds, and culture. Initiatives include enhancements in academic advising and degree completion, increased financial aid for low- and middle-income Virginia undergraduates. More information can be found in Part 3 of the narrative, page 4.	Continue investments in student financial aid to reduce student financial need and enhance university efforts to accelerate degree completion and retention, both contributing to reduced student debt burden, as resources allow.
5	Be a Destination for Talent	1,3	$2,250,000		$2,250,000	$2,756,510		$2,756,510	Virginia Tech will attract and empower a diverse and talented workforce who will champion our vision for the future. Initiatives include efforts to boost recruitment of diverse faculty and staff, support of faculty start-up packages, and enhance our support of the university's human capital. More information can be found in part 3 of the narrative, page 5.	Continue to develop and attract diverse talent across all roles of the university; Support faculty recruitment through competitive start-up packages.
6	Ensure Institutional Excellence	3	$1,350,000		$1,350,000	$1,770,832		$1,770,832	Virginia Tech will optimize efficiency and effectiveness of administrative functions to ensure alignment of fiscal resources and processes in support of strategic goals. The university will ensure compliance with federal and state mandates, and bolster information security needs. More information can be found in part 3 of the narrative, page 6.	Continue implementation of best practices to enhance culture of continuous improvement and maximize cost savings to the university.
7	Reallocate Existing Resources to Support Critical Needs	3	$0	$1,348,343	-$1,348,343	$0	$2,674,280	-$2,674,280	Implement strategic reallocation of existing resources and identify cost-savings to support university strategic priorities.	Continued redeployment of existing resources to high priority needs.
			$0	$0	$0	$0	$0	$0		
			$0	$0	$0	$0	$0	$0		
			$0	$0	$0	$0	$0	$0		
			$0	$0	$0	$0	$0	$0		
			$0	$0	$0	$0	$0	$0		
			$0	$0	$0	$0	$0	$0		
			$0	$0	$0	$0	$0	$0		
	Total 2022-2024 Costs (Included in Financial Plan 'Total Additional Funding Need')		$10,647,511	$1,348,343	$9,299,168	$15,245,005	$2,674,280	$12,570,725		

3B: Six-Year Financial Plan for Educational and General Programs, Incremental Operating Budget Need 2022-2024 Biennium

Instructions for 3B: Complete the lines appropriate to your institution. As completely as possible, the items in the Academic Plan (3A) and Financial Plan (3B) should represent a complete picture of the institution's anticipated use of projected tuition revenues. For every strategy in 3A and every item in 3B of the plan, the total amount and the sum of the reallocation and tuition revenue should equal one another. Two additional rows, "Anticipated Nongeneral Fund Carryover" and "Nongeneral Fund Revenue for Current Operations" are available for an institution's use, if an institution cannot allocated all of its tuition revenue to specific strategies in the plan. Also, given the long standing practice that agencies should not assume general fund support for operation and maintenance (O&M) of new facilities, O&M strategies should not be included in an institution's plan, unless they are completely supported by tuition revenue. Please do not add additional rows to 3B without first contacting Jean Huskey. **All salary information should be included in this section. No salary information should be included in 3A.**

	Assuming No Additional General Fund	2022-2023			2023-2024		
		Total Amount	Reallocation	Amount From Tuition Revenue	Total Amount	Reallocation	Amount From Tuition Revenue
	Items						
	Total Incremental Cost from Academic Plan[1]	$10,647,511	$1,348,343	$9,299,168	$15,245,005	$2,674,280	$12,570,725
1	Increase T&R Faculty Salaries ($)	$8,369,521	$0	$8,369,521	$16,956,985	$0	$16,956,985
	T&R Faculty Salary Increase Rate(%)[2,4]	2.60%		2.60%	2.60%		2.60%
1	Increase Admin. Faculty Salaries ($)	$3,756,933	$0	$ 3,756,933	$7,611,696	$0	$7,611,696
	Admin. Faculty Salary Increase Rate (%)[2,4]	2.60%		2.60%	2.60%		2.60%
	Increase Classified Staff Salaries ($)	$0	$0	0.00%	$0	$0	$0
	Classified Salary Increase Rate (%)[2]	0.00%		0.00%	0.00%		0.00%
2	Increase University Staff Salaries ($)	$1,509,367	$0	$1,509,367	$3,046,809	$0	$3,046,809
	University Staff Salary Increase Rate (%)[2,5]	1.86%		1.86%	1.86%		1.86%
	Increase Number of Full-Time T&R Faculty($)[3]	$0	$0	$0	$0	$0	
10	O&M for New Facilities	$2,146,542	$0	$2,146,542	$5,971,205	$0	$5,971,205
8	Addt'l In-State Student Financial Aid from Tuition Rev	$159,091	$0	$159,091	$363,805	$0	$363,805
8	Addt'l Out-of-State Student Financial Aid from Tuition Rev	$1,949,960	$0	$1,949,960	$3,843,863	$0	$3,843,863
	Anticipated Nongeneral Fund Carryover	$0	$0	$0	$0	$0	$0
11	Nongeneral Fund for Current Operations (Safety & Security; Fringe Benefits)	$787,958	$0	$787,958	$1,446,637	$0	$1,446,637

Part 3: ACADEMIC-FINANCIAL PLAN
Virginia Tech

3A: Six-Year Plan for Academic and Support Service Strategies for Six-year Period (2022-2028)

Instructions for 3A: The Academic Plan should contain academic, finance, and support service strategies the institution intends to employ in meeting state needs/goals as found in the Virginia Plan. (Please see the main instructions sheet in this workbook for more detailed information about The Virginia Plan. Please provide short titles to identify institutional strategies. Provide a concise description of the strategy in the Description of Strategy column (column J). Within this column, provide a specific reference as to where more detailed information can be found in the Narrative document. Note the goal(s) with which the strategy is aligned with the Virginia Plan (in particular, the related priority areas) in the VP Goal column and give it a Priority Ranking in column A. Additional information for 2024-2028 should be provided in column K (Two Additional Biennia). Strategies for student financial aid, other than those that are provided through tuition revenue, should not be included on this table; they should be included in Part 4, General Fund Request, of the plan. **All salary information must be provided in section 3B. No salary information should be included in 3A.** Funding amounts in the first year should be incremental. **However, if the costs continue into the second year, they should be reflected cumulatively.** Please update total cost formulas if necessary. **Institutions should assume no general fund (GF) support in this worksheet. A separate worksheet (Part 4) is provided for institutions to request GF support. IF ANY STRATEGIES WILL BE FUNDED WITH STIMULUS FUNDS, PLEASE INCLUDE THOSE FUNDS IN THE REALLOCATION COLUMNS.**

Priority Ranking	Strategies (Short Title)	VP Goal	ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2022-2028)						Description of Strategy	Two Additional Biennia
			Biennium 2022-2024 (7/1/22-6/30/24)						Concise Information for Each Strategy	Information for 2024- 2028
			2022-2023			2023-2024				
			Total Amount	Reallocation	Amount From Tuition Revenue	Total Amount	Reallocation	Amount From Tuition Revenue		
9	Library Enhancement		$250,000	$0	$250,000	$500,000	$0	$500,000		
12	Utility Cost Increase		$943,000	$0	$943,000	$1,886,000	$0	$1,886,000		
	Total Additional Funding Need		**$30,519,883**	**$1,348,343**	**$29,171,540**	**$56,872,005**	**$2,674,280**	**$54,197,725**		

Notes:
(1) Please ensure that these items are not double counted if they are already included in the incremental cost of the academic plan.
(2) If planned, enter the cost of any institution-wide increase.
(3) If planned, enter the cost of additional FTE faculty.
(4) Represents the nongeneral fund cost (62%) of increasing faculty salaries 4.2% per year to enhance competitiveness over time.
(5) Represents the nongeneral fund cost (62%) of increasing staff salaries 3.0% to maintain market competitiveness.

Auto Check (Match = $0)

Match Incremental Tuit Rev in Part 2		If not matched, please provide explanation in these fields.	
2022-2023	2023-2024	2022-2023	2023-2024
$0	$0		

Part 4: General Fund (GF) Request
Virginia Tech

Instructions: Indicate items for which you anticipate making a request for state general fund in the 2022-24 biennium. The item can be a supplement to a strategy or item from the academic and financial plan or it can be a free-standing request for which no tuition revenue would be used. If it is a supplement to a strategy or item from the academic and financial plan, use the same title used in Part 3 and place it in bold print to draw attention to it's connection to Part 3. Also, describe in the Notes column how additional general fund will enhance or expand the strategy. Requests for need-based financial aid appropriated in program 108 should be included here. If additional rows are added, please update the total costs formulas.

Priority Ranking	Strategies (Match Academic-Financial Worksheet Short Title)	VP Goal	Initiatives Requiring General Fund Support				Notes
			Biennium 2022-2024 (7/1/22-6/30/24)				
			2022-2023		2023-2024		
			Total Amount	GF Support	Total Amount	GF Support	
	Moderate In-state Tuition Increases - *Reduce planned increase of 4.9% to 2.9%.*		$4,618,919	$4,618,919	$9,555,959	$9,555,959	Incremental state investment will enable the university to hold in-state tuition and fees to inflationary levels while positioning the university to continue progress towards shared state and university goals
	Advance Research Frontiers - *Build capacity in transformative research domains including health, security, artificial intelligence, and quantum.*		$3,750,000	$3,750,000	$7,500,000	$7,500,000	State investment into targeted research will position Virginia Tech to compete for a share of the largest federal research budget in history. Strategic growth of Virginia Tech's research program will attract talent to Virginia, seed new partnerships with industry, and grow Virginia's startup-ecosystem.
	Increase Need-based Student Financial Aid for Virginia Undergraduates		$1,000,000	$1,000,000	$2,000,000	$2,000,000	Investment in student financial aid will reduce the net price for Virginia residents in the first through third income quintiles. Reducing financial barriers for underrepresented Virginia undergraduates will enhance social and economic mobility for those Virginians most in need.
	Equalize Support for Unique Military Activities		$386,368	$386,368	$772,736	$772,736	Equalizing the level of support with other military programs in the Commonwealth will allow the Corps to address mandatory cost increases and make progress on programmatic enhancements.
			$9,755,287	$9,755,287	$19,828,695	$19,828,695	

Part 5: Financial Aid Plan
Virginia Tech

Instructions: Provide a breakdown of the projected source and distribution of tuition and fee revenue redirected to financial aid. To ensure compliance with the state prohibition that in-state students not subsidize out-of-state students and to provide the review group with a scope of the strategy, projections must be made for each of the indicated categories. Please be aware that this data will be compared with similar data provided by other institutional offices in order to ensure overall consistency. (Please do not alter shaded cells that contain formulas.)

"*Other Discounts and Waiver*" means the totals of any unfunded full or partial tuition waiver reducing the students' charges, including Virginia Military Survivors and Dependent Education Program and the Senior Citizens Tuition Waiver. Do not include the tuition differential for the tuition exceptions.

Note: If you do not have actual amounts for *Tuition Revenue for Financial Aid* by student category, please provide an estimate. If values are not distributed for *Tuition Revenue for Financial Aid*, a distribution may be calculated for your institution.

Allocation of Tuition Revenue Used for Student Financial Aid

*2020-21 (Actual) Please see footnote below

T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers[1]	Gross Tuition Revenue (Cols. B+F+G)	Compliance with § 4-5.1.a.i
Undergraduate, In-State	$237,737,365	$2,349,071	1.0%	$2,349,071	$11,401,233	$3,205,352	$252,343,951	$0 Compliant
Undergraduate, Out-of-State	$257,417,242	$5,212,526	2.0%	$5,212,526	$7,480,796	$69,800	$264,967,838	
Graduate, In-State	$17,385,990	$237,203	1.4%	$237,203	$10,468,329	$0	$27,854,318	
Graduate, Out-of-State	$32,611,325	$244,794	0.8%	$244,794	$14,745,288	$0	$47,356,613	
First Professional, In-State	$9,888,501	$644,165	6.5%	$644,165	$0	$0	$9,888,501	
First Professional, Out-of-State	$14,961,484	$1,288,330	8.6%	$1,288,330	$0	$0	$14,961,484	
Total	$570,001,907	$9,976,089	1.8%	$9,976,089	$44,095,645	$3,275,152	$617,372,704	

2021-22 (Estimated)

T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers[1]	Gross Tuition Revenue (Cols. B+F+G)	Compliance with § 4-5.1.a.i
Undergraduate, In-State	$234,289,752	$3,372,715	1.4%	$3,372,715	$14,760,490	$3,402,612	$252,452,854	$0 Compliant
Undergraduate, Out-of-State	$269,230,532	$7,273,644	2.7%	$7,273,644	$8,594,554	$22,723	$277,847,809	
Graduate, In-State	$17,685,398	$581,429	3.3%	$581,429	$11,030,263	$0	$28,715,661	
Graduate, Out-of-State	$34,397,869	$98,571	0.3%	$98,571	$15,536,806	$0	$49,934,675	
First Professional, In-State	$9,727,060	$634,672	6.5%	$634,672	$0	$0	$9,727,060	
First Professional, Out-of-State	$15,234,227	$1,367,828	9.0%	$1,367,828	$0	$0	$15,234,227	
Total	$580,564,838	$13,328,858	2.3%	$13,328,858	$49,922,113	$3,425,334	$633,912,286	

2022-23 (Planned)

T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers[1]	Gross Tuition Revenue (Cols. B+F+G)	Compliance with § 4-5.1.a.i

T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers[1]	Gross Tuition Revenue (Cols. B+F+G)	Compliance with § 4-5.1.a.i
Undergraduate, In-State	$242,262,291	$3,487,484	1.4%	$3,487,484	$15,277,304	$3,521,748	$261,061,344	$0 Compliant
Undergraduate, Out-of-State	$286,647,730	$9,177,433	3.2%	$9,177,433	$9,118,015	$24,107	$295,789,851	
Graduate, In-State	$18,473,722	$607,346	3.3%	$607,346	$12,615,542	$0	$31,089,264	
Graduate, Out-of-State	$36,667,471	$105,075	0.3%	$105,075	$17,922,207	$0	$54,589,678	
First Professional, In-State	$10,009,144	$653,077	6.5%	$653,077	$0	$0	$10,009,144	
First Professional, Out-of-State	$15,676,020	$1,407,495	9.0%	$1,407,495	$0	$0	$15,676,020	
Total	$609,736,378	$15,437,910	2.5%	$15,437,910	$54,933,067	$3,545,855	$668,215,301	

2023-24 (Planned)								
T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers[1]	Gross Tuition Revenue (Cols. B+F+G)	Compliance with § 4-5.1.a.i
Undergraduate, In-State	$253,017,018	$3,642,304	1.4%	$3,642,304	$15,955,508	$3,678,089	$272,650,615	$0 Compliant
Undergraduate, Out-of-State	$297,885,637	$11,026,659	3.7%	$11,026,659	$9,475,483	$25,052	$307,386,172	
Graduate, In-State	$19,415,287	$638,301	3.3%	$638,301	$13,258,529	$0	$32,673,815	
Graduate, Out-of-State	$38,014,587	$108,935	0.3%	$108,935	$18,580,646	$0	$56,595,233	
First Professional, In-State	$10,299,410	$672,016	6.5%	$672,016	$0	$0	$10,299,410	
First Professional, Out-of-State	$16,130,624	$1,448,312	9.0%	$1,448,312	$0	$0	$16,130,624	
Total	$634,762,563	$17,536,528	2.8%	$17,536,528	$57,270,165	$3,703,141	$695,735,869	

* Please note that the totals reported here will be compared with those reported by the financial aid office on the institution's annual S1/S2 report. Since the six-year plan is estimated and the S1/S2 is "actual," the numbers do not have to match perfectly but these totals should reconcile to within a reasonable tolerance level. Please be sure that all institutional offices reporting tuition/fee revenue used for aid have the same understanding of what is to be reported for this category of aid.

(1) At the direction of SCHEV, select waivers reported on the S1/S2 have been excluded from this category. For a complete picture for FY21, the out-of-state differential of $35,063,409, Employed in VA waiver of $380,770, Federal military waivers of $218,448, and State military waivers of $41,720 must be added to this total. Future year projected exclusions are escalated accordingly.

2021 SIX-YEAR PLAN NARRATIVE (Part II)

INSTITUTION: Virginia Tech (Agency 208)

OVERVIEW

The totality of the six-year plan should describe the institution's goals as they relate to state goals found in the *Pathways to Opportunity: The Virginia Plan for Higher Education*; the Higher Education Opportunity Act of 2011 (TJ21); and the Restructured Higher Education Financial and Administrative Operations Act of 2005.

The instructions under institutional mission and alignment to state goals, below, ask for specific strategies, in particular related to equity, affordability and transformative outcomes. Other sections will offer institutions the opportunity to describe additional strategies to advance institutional goals and state needs. ***Please be as concise as possible with responses and save this narrative document with your institution's name added to the file name.***

SECTIONS

Section A. Pandemic Impact: Briefly discuss, in one to two paragraphs, how the pandemic has impacted your institution. What things did your institution already have in place that proved helpful? What lessons were learned? What short-term changes have been made? What long-term changes will be made? What are the concerns moving forward?

RESPONSE:
The COVID-19 pandemic created unprecedented fiscal and operating challenges which impacted every facet of the university enterprise. With only a tentative and working understanding of the potential impacts of the virus, university leaders realized quickly that the accurate collection and sharing of data would be critical not only for tracing and isolating transmission, but for key decisions on university operations. Collaboration with regional partners, including the Town of Blacksburg and the New River Valley Public Health Task Force, positioned the university to monitor community spread, trace sources of infection, coordinate case management services, and support community outreach. The rapid creation of the Fralin Biomedical Research Institute's testing and analysis lab enabled the university to implement a comprehensive prevalence and surveillance testing regimen, providing university leadership with accurate data on disease-spread indicators. Instructional and service delivery modalities were adapted to best serve students in a way that promoted community health and safety and maintained progress towards degree. The university implemented hybrid and on-line courses, and underwent significant efforts to ensure classrooms, laboratories, and shared campus spaces were sanitized and organized for safe use.

In order to manage the financial uncertainty created by the pandemic, the university implemented a portfolio of cost-savings strategies, including a hiring freeze, travel moratorium, and limits on discretionary spending. Senior management areas also engaged in a planning exercise to develop budget reduction scenarios of 5 percent and 10 percent. University leadership ultimately settled on a 5 percent revenue hedge in its preliminary FY21 budget. As a result of continued strength in undergraduate resident enrollment in Fall 2020 combined with federal and state support, the university was able to restore 2 percent of that hedge to individual college budgets. An average 5 percent reduction in other E&G areas was maintained with a

portion of these funds subject to reallocation in support of the critical needs of the university. This approach allowed the university to address the 2020-21 budget gap with minimal permanent drawdown on the university's balance sheet.

As the public health crisis begins to recede, the university continues to assess its response and to consider the likely short-term and long-term implications for the university and more broadly, higher education. The Commonwealth's support, including investment to address access, affordability, and unbudgeted cost increases, enhanced financial flexibility, and the modification of reporting requirements, provided the university valuable tools to mitigate revenue shortages. Prior to the pandemic, the university launched an administrative transformation initiative designed to leverage technology and automation, improve service delivery, and eliminate redundancies and inefficiencies. This process further cultivated the university's culture of continuous improvement and problem solving, empowering university faculty and staff to maintain vital operations and services with only minimal disruption.

While undergraduate resident demand remains robust, the university will continue to monitor enrollment trends of out-of-state and international students. Speculation over the staying power of remote learning is likely to further charge the already highly competitive market for talented, out-of-state and international students. Finally, Virginia Tech, consistent with the long-range goals envisioned in its Advancing Beyond Boundaries Strategic Plan, will continue to challenge traditional assumptions and expectations about higher education with innovative programs, including inter-disciplinary pathways to degree completion and non-linear, lifelong learning.

Section B. Institutional Mission, Vision, Goals, Strategies, and Alignment to State Goals: Provide a statement of institutional mission and indicate if there are plans to change the mission over the six-year period.

Provide a brief description of your institutional vision and goals over the next six years, including numeric targets where appropriate. Include specific strategies (from Part 3 – Academic-Financial Plan and Part 4 – General Fund Request) related to the following state themes and goals:

- **Equitable:** Close access and completion gaps. Remove barriers to access and attainment especially for Black, Hispanic, Native American and rural students; students learning English as a second language; students from economically disadvantaged backgrounds; and students with disabilities.
- **Affordable:** Lower costs to students. Invest in and support the development of initiatives that provide cost savings to students while maintaining the effectiveness of instruction.
- **Transformative:** Expand prosperity. Increase the social, cultural and economic well-being of individuals and communities within the Commonwealth and its regions. This goal includes efforts to diversify staff and faculty pools.

Strategies also can cross several state goals, notably those related to improved two-year and four-year transfer, and should be included here. If applicable, include a short summary of strategies related to research. The description of any strategy should be one-half page or less in length. Be sure to use the same short title as used in the Part 3 and Part 4 worksheets. If federal stimulus funds will fund activities and are included in Part 3 as reallocations, please note how they will be used.

RESPONSE:

Mission Statement: *Inspired by our land-grant identity and guided by our motto, Ut Prosim (That I May Serve), Virginia Tech is an inclusive community of knowledge, discovery, and creativity dedicated to improving the quality of life and the human condition within the Commonwealth of Virginia and throughout the world.*

In the fall of 2020, Virginia Tech completed revisions to its long-term strategic plan: **The Virginia Tech Difference: Advancing Beyond Boundaries.** Based on the university's vision, motto, and core values, the framework of the plan is centered around four strategic pillars:

1) Advance Regional, National, and Global Impact
2) Elevate the Ut Prosim (That I May Serve) Difference
3) Be a Destination for Talent
4) Ensure Institutional Excellence

The university's Academic-Financial Plan and General Fund requests support these key areas.

Strategies: Part 3 – Academic-Financial Plan

1) Advance Regional, National, and Global Impact

Facilitate Recruitment of Talented and Diverse Mid-Career Faculty and Bolster Retention of Promising Early-Career Faculty
Critics of the modern university often lament the rise of disciplinary specialization, the tendency of scholars to isolate knowledge production within disciplinary boundaries and constrictive paradigms of understanding. Working with leaders spanning several academic departments, Virginia Tech launched the 'Destination Areas' initiative to develop a framework for transdisciplinary learning with an overarching goal of discovering holistic and novel solutions to complex problems. In 2020-21, over 27,000 hours of student credit hours were delivered in Destination Area related courses in emerging fields such as Adaptive Brain and Behavior, Data and Decisions, and Climate and Society. The Destination Areas initiative has also spawned partnerships with university Research Institutes and other prominent industry partners, providing students with externally funded experiential learning opportunities in specially equipped, advanced laboratories like the Oak Ridge National Laboratory.

The university's commitment to transdisciplinary learning will enhance its ability to attract and retain scholars who seek the autonomy and flexibility to pursue groundbreaking scholarship beyond traditional disciplinary boundaries. While the university has been successful in the recruitment of early-career faculty, additional investment is needed to bolster early-career strength with targeted recruitment of mid-career faculty and the retention of promising early-career scholars. The university will target professional development opportunities and scholarship support to assist mid-career faculty as they ascend the promotion and tenure career ladder. Resources will be allocated to support retention packages and provide shared infrastructure.

Advance Evidence-Based, Student Centered Learning
Nourishing an active commitment to solve complex problems requires engagement with the world beyond the confines of the classroom and traditional degree pathways. VT-shaped Learning is a unique

pedagogical approach which integrates practical and liberal education by complementing disciplinary depth with experiential learning, interdisciplinary collaboration, and engagement with multiple stakeholders inside and outside the university. The university continues to explore strategies that will enable students to explore career opportunities and apply skills in a professional setting while maintaining progress toward degree completion. This VT-shaped learning approach also cultivates critical values like curiosity, empathy, civility, adaptability, and resiliency which prepare students not only for meaningful careers, but also for the role of engaged citizen, neighbor, and community leader. In addition, a strong emphasis on cultural competency positions students for success in an increasingly diverse and pluralistic world. The university plans to enhance and expand VT-shaped learning opportunities in the 2022-24 biennium with nongeneral funds and the reallocation of existing resources. Support from partnerships in the public and private sector will also facilitate a robust exchange of ideas and help the university advance opportunities for life-long learning.

Expand Graduate Enrollment in High Demand Disciplines
The university aspires to increase graduate student enrollment with an emphasis on providing degrees with market demand that support the Commonwealth's workforce needs. Key among these initiatives is achieving the strategic objectives included in the university's Tech Talent Investment Program agreement with the Commonwealth. In the fall of 2020, Virginia Tech welcomed its inaugural class to the Innovation Campus with the launch of its new Master of Engineering in Computer Science. Recently, Boeing pledged a multi-year, $50 million commitment to provide scholarships, enhance faculty recruitment, and support STEM pathway programs at Virginia Tech's Innovation Campus. In addition, the university is leveraging growing market demand for virtual MBA programs with a new online MBA program beginning in the summer of 2021. Graduate education is a key component of the university research mission and supports university efforts to remain a leader in innovation, technological development and entrepreneurship. Enrollment growth and externally sponsored research revenue will be utilized to support the instructional needs of this initiative.

2) Elevate the Ut Prosim Difference

Academic Advisement & Enhancements that Reduce Time-to-Degree
As part of a holistic approach to student advising, the university has partnered with the Education Advisory Board to utilize [Navigate](#), a platform that brings together predictive analytics and communications to support academic advising and tutoring. Navigate helps advisors provide students with a degree roadmap designed around their unique academic strengths and past successes. This process also helps identify areas of additional support, ultimately improving retention and graduation rates. Through continued investment in jobs market analytics software, students and advisors have the ability to access data-driven information on desired skill sets, experiential learning experiences and potential earnings by discipline. This data-driven approach promotes efficacy in the advising process and empowers students to draw connections between their pathway-to-degree and potential career paths.

To accelerate degree completion, the university is developing course offerings in formats that support reduced time-to-degree and contribute to the sticky pathways that grow the state's talent pipeline. In parallel, the university will continue its expansion of on-campus, on-line, and hybrid course offerings during summer and winter that provide students with additional opportunities to complete degree requirements and participate in experiential learning opportunities. Virginia Tech is also working with faculty to incorporate research-based approaches to course design and delivery that facilitate a personalized adaptive learning experience, allowing students to learn in ways that suit their individual strengths. This will be accomplished

through the combined use of multi-modal course design (allowing multiple ways to engage learners) with learning technologies designed to help both learners and instructors more fully understand learning progress through the use of learning analytics.

<u>Increase student financial aid for low- and middle-income state undergraduates.</u>
As a modern land grant institution, Virginia Tech remains very sensitive to student access to higher education, including student cost and borrowing levels. As a Restructured Level III institution, the university takes seriously it's Management Agreement commitment to mitigate tuition increases and reduce the unmet need for Virginia residents. These goals are also enshrined in the university's *Advancing Beyond Boundaries* strategic plan which calls on the university to grow enrollment of underrepresented and underserved students. In addition, the university maintains the powerful Funds for the Future scholarship program, which protects most returning students with financial need from tuition rate increases, and the Virginia Tech Grant, which seeks to further reduce student need. Virginia Tech's multi-faceted approach to reducing financial barriers will further enhance its status as an engine of social and economic mobility for all Virginians.

The primary goal of investment in student financial aid is to reduce the net price for Virginians in the first through third income quintiles, ensuring that financial obstacles are mitigated for low- and middle-income students. A family's socioeconomic status should not be a constraint on a student's educational outcomes, including enrollment decisions and progress toward degree completion. Achievement of the university's access and affordability goals will require investment from multiple fund sources including federal, state, private, and institutional support.

3) Be a Destination for Talent

<u>Enhance Recruitment Efforts of Talented, Diverse Faculty and Staff</u>
Awakening intellectual curiosity and humility is a critical first step for nurturing understanding and recognition of racial, ethnic, religious, and socioeconomic differences, an important disposition for success in an increasingly globalized and interconnected world. While the university has experienced significant momentum in diversifying its student population, progress in recruiting a more diverse faculty and staff remains a top priority moving ahead. As part of the university's recent administrative transformation initiative, the Division of Human Resources developed new guidelines, resources, and processes for recruiting and hiring diverse candidates for faculty positions. The university's Future Faculty Diversity Program, an annual four-day conference designed to increase faculty representation from traditionally underrepresented populations, has enhanced the faculty pipeline by cultivating meaningful relationships with prospective scholars, particularly in high priority research areas. The university also continues to work closely with its colleges to design an incentive and partnership structure to advance faculty diversity. Additional examples of university strategies to advance hiring and retention goals for diverse faculty and staff are contained in the *ONE Virginia Strategic Plan for Inclusive Excellence in Higher Education* plan attached to this document. Undergirding all of these efforts is the ability to offer competitive compensation packages to highly sought-after faculty.

<u>Support Faculty Startup</u>
Establishing and setting up a research facility or lab for a newly hired faculty member typically costs millions of dollars. Investment in advanced facilities and equipment is essential for faculty to successfully compete for research funding from the federal government and other private sources. For fiscal year 2020, 14 Virginia Tech early career scientists and engineers were granted National Science Foundation Early Career

Development Awards (CAREER) awards, totaling more than $4 million in research funding for a diverse range of projects. Talented early career faculty, supported by the university and the Commonwealth, can continued to facilitate the development of research platforms and enhance the foundation of the university's overall research enterprise.

Human Resources Enhancements

In 2019, the Division of Human Resources began a comprehensive review process to improve communication and transactions with its internal and external stakeholders. This review process has led to the continued implementation of the following improvements and efficiencies:

- *Job Architecture Review* – The HR Division conducted a comprehensive review of job levels, titles, pay grades, and career paths. This development of a single job architecture framework will enable successful enterprise-wide talent engagement, consistent compensation practices, and increased accuracy in HR data reporting and strategic planning and forecasting. Ultimately, an effective job architecture will lead to increased retention and job satisfaction for the university's talented workforce.
- *Streamlined Processes and Practices* – The HR Division continues to assess, validate, and improve its policies and procedures in alignment with university mission and vision, to clarify roles and responsibilities related to compliance, and to increase opportunities to shift to electronic workflows.
- *Technology Roadmap* – a cohesive plan to incorporate technologies consistently across campus and departments. As a result of this effort, the HR division is developing a new One-Stop Shop with enhanced functionality that will allow managers, supervisors, and employees to find answers and forms for all of their HR transactions.
- *Realignment* – to provide a more effective structure to complete work across the university, HR partners are being deployed to departments to assist with human capital decisions and the development of departmental systems and protocols. The HR partners also collaborate with the newly aligned HR Centers of Expertise designed around employee relations, total rewards, talent management, and policy and compliance.

The university's human capital is its most vital resource. Continued implementation of these HR strategies is a university-funded initiative that will enhance the university's ability to effectively steward Virginia Tech Talent and promote a diverse and inclusive workforce.

4) Ensure Institutional Excellence

Enhance Institutional Transformation and Effectiveness through Investments in Technology and Critical Support Services

While the university ranks well below most peers in terms of administrative spending per student, we continue to explore opportunities to reduce the cost of the administrative enterprise and enhance the effectiveness of support functions across campus. In April 2019, the university launched an administrative transformation initiative to more effectively align its financial and operation resources towards the achievement of the aspirational vision outlined in the university's Advancing Beyond Boundaries strategic plan. This ambitious process began with the management consulting firm Deloitte initiating a comprehensive administrative and operations analysis, including a review of current work processes to identify opportunities for improvement. The results of the review led to the ongoing implementation of best practices to deliver services, the leveraging of technology to automate and simplify processes and reduce transaction times, the professionalization of workplaces, and the development and use of cost-effective and administrative-efficient operating principles. This initiative has bolstered the existing culture of continuous improvement, empowering employees to identify and adopt innovative approaches, systems, processes,

and structures that will ensure administrative and operations work is aligned with the university's strategic priorities. These processes are university-funded initiatives that are expected to reduce long-term costs and increase efficiencies, allowing resources to be recycled into a continuous improvement process.

Compliance

In addition to the efficiency initiative described above, the university will continue to allocate funding to ensure compliance with federal and state mandates, including obligations related to Title IX, the Americans with Disabilities Act, the Freedom of Information Act and online-security (OARC). Funding will be used to hire additional compliance officers and safety personnel, as well as enhancing accessibility both in the physical and virtual space. In addition, the university must provide resources for the phased implementation of the U.S. Department of Education's Campus Cybersecurity Program advancing compliance with NIST800.171 Information Security Standards for Controlled Unclassified Information (CUI) to protect data used in the administration of federal student aid programs.

Strategies: Part 4 – General Fund Requests

Support Research in Frontier Areas

In partnership with the Commonwealth, Virginia Tech's research enterprise has grown prominently compared to the most competitive Research Intensive (R1) universities in the United States over the past two decades. With total annual research expenditures of over $535 million from federal, state, private, and institutional sources, Virginia Tech currently ranks #48 nationally in the latest NSF Higher Education Research and Development (NSF HERD) survey. Sponsored research awards increased 15% in fiscal year 2020. As a leading comprehensive land-grant university, Virginia Tech has a diverse and balanced portfolio of competitively funded programs that align with its well-established strengths in engineering and technology, agriculture and life science, computational and data sciences together with its more recent growth in health sciences and technology. Virginia Tech's portfolio includes programs that span from basic discovery-driven science to applied use-inspired research that often engages industry partners. This research has produced transformative advances in the health, well-being, safety and security of the citizens of the Commonwealth and beyond.

To advance promising areas of university research and position Virginia Tech to compete for a growing federal research allocation, direct state investment remains crucial for the strategic growth of research infrastructure and capacity as well as new partnerships with industry. The university envisions targeted opportunity for investment in the following research initiatives:

o   National Security Institute – Bringing together faculty, programs, and resources from the Virginia Tech Applied Research Corporation, the Hume Center for National Security, and other related entities including the Innovation Campus, the envisioned National Security Institute (NSI) would serve both undergraduate and graduate students, including the university's Corps of Cadets, providing research, internship, seminars and symposia, and other experiential learning opportunities within the security, defense, and intelligence communities. The NSI will also leverage growing demand for national defense related research and further catalyze the Commonwealth's fertile start-up eco-system for defense-oriented companies and affiliates in commercial non-defense sectors, including cyber security of autonomous vehicles and remote sensing from small satellites. As a thematic research institute, the NSI will be funded primarily through federal research contracts and grants, particularly applied research grants. Additional investment will come from industry partners and individual philanthropists who support the NSI's mission, vision, and research.

o <u>Virginia Tech Transportation Institute</u> – As one of the nation's leading transportation research hubs, VTTI conducts pioneering research on roadway safety and the advancement of automated driving systems through its unique ability to conduct large-scale naturalistic driving studies. Currently, VTTI's portfolio includes more than 300 active projects with over 100 partners in the public and private sectors. In fiscal year 2020, VTTI secured more than $50 million in externally sponsored awards, including two external awards totaling $15 million from the U.S. Department of Transportation Automated Driving Automated Driving System Demonstration. With General Assembly support, VTTI is collaborating with the City of Falls Church to develop a Smart City test bed to support autonomous vehicle, adaptive lighting, and parking garage utilization indicators. Utilizing several components of smart technology, these initiatives are designed to reduce pollution and traffic congestion and ultimately lead to improvements in public safety.

o <u>Center for Emerging, Zoonotic, and Arthropod-borne Pathogens</u> – Housed within the Fralin Life Sciences Institute, the new Center for Emerging, Zoonotic, and Arthropod-borne Pathogens (Center) includes faculty from seven colleges and more than 25 departments on campus. The Center's focus is on critical infectious disease issues impacting the region and state, including drinking water contamination in Appalachia, Lyme diseases, and microbe-related food safety. Consistent with the university's land-grant mission, the Center will also educate graduate students to effectively communicate their research findings to policymakers and the general public.

As the risk assessment for the novel COVID-19 grew increasingly dire in the early spring of 2020, scientists at Virginia Tech were finalizing their vision for a new infectious disease center. The fortuitous planning efforts positioned the university to immediately contribute to critical global research on animal-to-human transmission and the development of effective countermeasures against the virus. Since its establishment in 2020, the Center has already produced a number of notable achievements.
- Working with colleagues across the state, Center virologists have [developed a promising candidate vaccine](#) that provides protection against the COVID-19 virus and other coronaviruses.
- During the early phases of the COVID-19 pandemic, Dr. Linsey Marr, an affiliated faculty member of the Center, used her extensive expertise on the spread of pathogens through aerosols to [upend the initial scientific consensus](#) that the virus spread through droplets, prompting a change in World Health Organization and Center for Disease Control guidance on transmission.

o <u>Quantum Research</u> – Virginia Tech continues to push boundaries in quantum research with an extensive and diverse portfolio in quantum sciences and engineering and cross-cutting strengths in related disciplines and applications including computational chemistry, nanoelectronics, cryptography, neural networks, and communications across the depths of space. As the leader of the Commonwealth Cyber Initiative (CCI) Hub and its Southwest Virginia node, Virginia Tech oversees groundbreaking research in quantum sciences and its interface with security, autonomous systems, and data. In addition to its role in advancing quantum research through CCI, Virginia Tech is pursuing groundbreaking quantum research and discovery through the following:
  o Virginia Tech Quantum Collaboratory is developing a strategic plan to advance the growth and health of quantum research and education with an emphasis on faculty collaboration, degree development in quantum disciplines, and building a pipeline for the an emerging quantum workforce.
  o The Hume Center's quantum workforce initiative is focused on the development of the next generation of computer scientists, physicists, and engineers to study the impacts of quantum computing on national security.
  o Virginia Tech is a contributing member of The Quantum Economic Consortium, a diverse consortium of industry, academic, and other stakeholders working to grow the quantum industry in the United States.

    o   Students and faculty in quantum disciplines also partner with Virginia Tech's Link: Center for Advancing Partnerships to expand and strengthen connections with industry partners across the Commonwealth to fill workforce needs, solve development challenges, promote innovation, and develop breakthrough technologies.

Continued leadership in quantum research and the development of quantum technologies remains a priority for Virginia Tech and of strategic importance for economic growth and national security.

    o   <u>Fralin Biomedical Research Institute (FBRI)</u> - During the initial stages of the COVID-19 outbreak, the dedicated team of scientists and researchers at the Virginia Tech Molecular Diagnostics Laboratory at the Fralin Biomedical Research moved quickly to repurpose laboratory space and navigate regulatory hurdles in the development of a reliable PCR-based testing process that would meet FDA certification. Earlier this year, the lab processed its 100,000th COVID-19 sample, an impressive milestone that has helped regional health departments trace and contain transmission of the virus. As one of only three certified OneLab Network Tier 2 Laboratories in the Commonwealth, FBRI's ability to process thousands of tests per week provided confidence not only to the university, but also to K-12 schools, businesses, and assisted living facilities that the virus could be monitored and isolated. As the threat of COVID-19 pandemic recedes, the Molecular Diagnostics Lab will continue critical interdisciplinary research and education on the long-term impacts of COVID-19 and the prevention of other infectious disease.

In addition to their critical work on COVID-19, scientists at the FBRI continue to conduct groundbreaking research on brain function and brain disorders. Scientists recently received a $2.4 million grant from the National Institute of Biomedical Imaging and Bioengineering to conduct research on the rich complexity of the brain's submagnetic signals. This cutting edge project will advance discovery on decision-making, social interactions, addition, mother-baby interactions, and neuromoter rehabilitation. Currently, the FBRI has 33 core lab teams, exploring biomaterials, body device interfaces, brain research, cancer, cardiovascular science, infectious diseases and immunity, metabolism and obesity, addiction recovery, and children's health. As its research portfolio continues to expand, significant growth in the Roanoke region's health sciences start-up eco-system and accompanying service providers has followed, attracting both angel and institutional investment. This environment, conducive for basic research and commercialization, led to the recent emergence of five research and drug-delivery start-ups.

<u>Provide Additional General Fund to Moderate In-State Undergraduate Tuition (From 4.9% to 2.9%)</u>
In order to support inflationary costs and make modest progress towards university initiatives, a 4.9% annual increase to in-state undergraduate tuition and fees is assumed in this plan. This strategy will ensure that the university does not lose overall purchasing power, and provides incremental resources available to support shared state and university goals such as faculty and staff compensation. In order to hold in-state tuition and fees to inflationary levels and continue to make progress towards these goals, incremental state support is requested to fund the difference. For the purposes of this request, inflation is assumed to be 2.9%, resulting in a request for state support of the equivalent of 2% of in-state undergraduate tuition and fees.

<u>Increase Student Financial Aid Support for Need-Based Virginia Undergraduates</u>
The primary goal of investment in student financial aid is to reduce the net price for Virginians in the first through third income quintiles, ensuring that financial obstacles are mitigated for low- and middle-income students. Additional General Fund support of student financial aid will allow the university to make a greater

impact on student access and affordability, reducing financial barriers and improving social and economic mobility for all Virginians.

Equalize Support for Unique Military Activities
Virginia Tech's Corps of Cadets is one of six Senior Military Colleges in the United States, established by law, and one of only two within a public tier-one research university. The mission of the Corps, established in 1872, is to develop leaders of character for the Commonwealth and the country. The Corps' ability to fulfill its mission is predicated on an equitable population-based level of support as other military programs in the commonwealth. As compared to VMI, Virginia Tech's Corps has a current shortfall of $1,156,105 GF. Addressing this shortfall over three years results in an annual incremental General Fund increase of $385,368 per year. This critical request allows the Corps to address mandatory cost increases and make critical programmatic enhancements to ensure mission success.

Section C. In-state Undergraduate Tuition and Fee Increase Plans: Provide information about the assumptions used to develop tuition and fee information the institution provided in the Excel workbook Part 1. **The tuition and fee charges for in-state undergraduate students should reflect the institution's estimate of reasonable and necessary charges to students based on the institution's mission, market capacity and other factors.**

RESPONSE:

Providing an affordable education and predictable pricing for Virginia's families is a fundamental component of Virginia Tech's land grant mission. Of the Commonwealth's 15 public four-year institutions, Virginia Tech's total cost for in-state undergraduates ranks 10th. Virginia Tech held in-state undergraduate tuition and fee increases to no more than 2.9 percent since 2016-17, including freezes of tuition in 2019-20 and 2020-21.

As detailed on schedule 1 of the attached Six-Year Plan, the university is instructed to project future in-state tuition and fee increases assuming no new General Fund. Based on the university's financial needs including inflationary cost increases, continued progress towards established faculty compensation goals, and the implementation of academic initiatives that will enhance the availability and quality of a Virginia Tech education, the university can reasonably expect in-state tuition and fees to increase at an annual pace of inflation plus one to two percent (an estimate of 4.9 percent is used for planning purposes). This allows the university to address fixed and inflationary costs and make modest progress on strategic initiatives and quality enhancement. Due to the university's consistently below average tuition for Virginia residents and the statewide trend of increases, an annual increase of 4.9 percent should maintain the university's position as a substantial value for Virginia residents.

Section D. Tuition and Other Nongeneral Fund (NGF) Revenue: Provide information about factors that went into the calculations of projected revenue, including how stimulus funds may mitigate tuition increases.

RESPONSE:

Nonresident undergraduates are not subsidized by the Commonwealth; therefore, ultimate decisions will be guided by market competition and enrollment demand. As they must cover the cost of their education, an inflationary increase of 2.9% has been used as a placeholder for planning purposes. The same 2.9% placeholder is used for graduate tuition. Federal stimulus support is one-time, and is therefore not a replacement for base revenue or tuition increases.

Section E. Other Budget Items: This section includes any other budget items for which the institution wishes to provide detail. Descriptions of each of these items should be one-half page or less.

RESPONSE:

Other Budget Items:

Advance Faculty Salary Competitiveness

Although compensation is only one factor that contributes to the university's ability to attract and retain the best faculty, it remains the predominant consideration, particularly as Virginia Tech seeks to be a destination for talent. While the recently enacted 5.0% statewide compensation process should improve the university's relative position relative to our peer institutions, a sustained annual merit program is required for Virginia Tech to achieve the state's shared goal of reaching competitive compensation of peer institutions. The latest data shows that the university's actual faculty salary currently ranks at the 30th percentile. The university plans to make limited progress with nongeneral funds alone, and partner with the Commonwealth when statewide programs are implemented.

Increase Staff Salaries

As the post-pandemic economic recovery continues, the pace of hiring in the local labor market continues to increase. Competitively compensating the hard-working support staff at the university is a key factor in ensuring a highly productive and innovative organization. The university implemented the state's 5% statewide compensation process in 2021, which will help ensure competitive staff compensation. Sustained annual merit processes will support a multi-year strategy to position the university at the median of the competitive market, enabling the university to compete for talented staff that support continued university excellence.

Library Inflation

Addressing the rising costs of journals and other library materials is central to maintaining and enhancing the value of the university's library collection to both students and researchers. Additional investment is needed to offset the increasing costs of subscription based resources and information platforms, ensuring continued access to information on cutting-edge research across a variety of subject areas. The university's expanding research programs require access to new resources, journals and other databases outside the current collection. These costs will be managed by the university.

Utility Cost Increases

Rising costs of utility service must be addressed to maintain consistent delivery of institutional services. This is a university-funded initiative.

Section F. Enrollment Projections: Include in this section information about how your institution developed its enrollment projections, whether your institution is concerned about future enrollment trends, and, if so, what planning is underway to address this concern. How have enrollment plans been impacted by the pandemic? For example, does your institution plan on enrolling more online students?

RESPONSE:

Development of Enrollment Projections

Enrollment projections at Virginia Tech consist of two primary components: predicting continuing student enrollment and estimating new student yield. Continuing student enrollment is forecasted based on the current student body composition and the persistence and matriculation patterns of recent cohorts. The model parameters are estimated via longitudinal tracking of individual students over time and summarizing the data by cohort, tuition status, student type, and student level. This permits an analysis of sufficient granularity for informing high level institutional management strategies.

New undergraduate student and transfer enrollments are estimated after continuing student models are completed and are adjusted to support the university's goal of 30,000 undergraduate students. The number of offers required to achieve the desired yield is determined via predictive models trained with historical data. Similarly, new graduate student enrollments are forecasted in alignment with strategic plan initiatives. Namely, the goals to increase total graduate student enrollment to 7,900 by 2024 and meet obligations for the Tech Talent Investment Program.

Impact of Pandemic and Future Planning

Virginia Tech experienced a dramatic increase in the number of undergraduate applications received for the fall of 2021 due to enhanced recruitment and marketing efforts and the adoption of an additional admission application platform. There is no immediate concern about future enrollment trends in regards to volume. The most notable enrollment challenge during the pandemic has been the recruitment of students with demonstrated financial need and out-of-state and international students. Decreases in yield for these student types required broad adaptive strategies, especially in terms of fiscal management. As we move out of the pandemic, plans have been modified and are aimed at recovering enrollments of those student types. Generally speaking, the university does not intend to use online students to augment undergraduate enrollment. However, online and hybrid programming may play a key role in increasing graduate student enrollment, particularly professionally-oriented masters programs.

Section G. Programs and Instructional Sites: Provide information on any new academic programs, including credentials and certificates, new instructional sites, new schools, or mergers supported by all types of funding, that the institutions will be undertaking during the six-year period. Note that as part of the revised SCHEV program approval process, institutions will be asked to indicate if a proposed new program was included in its six-year plan. Also, provide information on plans to discontinue any programs.

RESPONSE:

Virginia Tech will continue to provide innovative academic programming at the undergraduate and graduate levels. Undergraduate planning includes programming in the fields of behavior decision science and plant science (program merger). Graduate program planning includes the fields of data science, environmental security, neuroscience, global sustainability, human-centered technology design, and water resources science. Graduate certificate programming plans include fields such as macromolecular science and engineering, mechanical engineering, geo-energy, religion, and disaster resilience. The institution plans to discontinue academic programming in the fields of biomedical technology design, career and technical education, and educational research. Additionally, stand-alone undergraduate academic programming in horticulture and crop and soil environmental science will be discontinued as part of the aforementioned program merger. New schools are under development in the areas of environmental security and in animal science. Virginia Tech also continues to engage in plans to establish the Innovation Campus as a new instructional and research site in northern Virginia.

Section H. Financial Aid: Discuss plans for providing financial aid, not including stimulus funds, to help mitigate the impact of tuition and fee increases on low-income and middle-income students and their families, including the projected mix of grants and loans. Virginia's definitions of low-income and middle-income are based on HHS Poverty Guidelines. A table that outlines the HHS guidelines and the definitions is attached.

RESPONSE:

Virginia Tech's student financial aid programs are designed to support student access, enrollment, retention and graduation goals. The university provides access to low and middle income students with demonstrated financial need through multiple funding sources, including the use of unfunded scholarships as prescribed in §23.1-612 of the Code of Virginia, and as required by the university's management agreement.

A key innovation in meeting this need is the university's Funds for the Future program, which ensures a predictable tuition rate for returning students. Starting with the incoming class of 2005, the university has protected continuing students with financial need from tuition and fee increases with the Funds for the Future program. The program provides tuition increase protection for families with adjusted gross incomes to $100,000, capturing both low and middle-income students with need.

Additionally, the Virginia Tech Grant has been retooled to better support low and middle-income students with the greatest financial need. The university also supports other, smaller programs that assist low and middle-income students. The university's Virginia resident graduates continue to track lower than their national peers in the percentage who take out student loans and their average debt at graduation. And, as an indicator of debt moderation and employment success of Virginia Tech graduates, the university's 3-year Cohort Default Rate is 1.6%; the third lowest of all Virginia public four-year institutions and the fifth lowest of the university's national SCHEV peer group.

This six-year plan includes strategies to increase the need-based financial aid for Virginia undergraduates, with the goal of reducing student indebtedness and expanding access and affordability. Making progress towards this goal will require incremental resources from a variety of sources. State support for student financial aid has been extremely helpful in supporting access and affordability for Virginia residents, and the university plans to continue to support the goal of reducing the net price for Virginia residents in the first through third income quintiles.

Section I. Capital Outlay: Discuss the impact, if any, that the pandemic has had on capital planning, such as decreasing the need for space or other aspects. Provide information on your institution's main Education and General Programs capital outlay projects, including new construction as well as renovations that might be proposed over the Six-Year Plan period that could have a significant impact on strategies, funding, student charges, or current square footage. Do not include projects for which construction (not planning) funding has been appropriated. Special Note: The requested information is for discussion purposes only and inclusion of this information in the plans does not signify approval of the projects.

RESPONSE:

Like other institutions across the Commonwealth and the nation, Virginia Tech responded to the COVID-19 pandemic by temporarily shifting nearly all instruction and administrative functions to remote learning and work. While students, faculty, and staff adapted to and tolerated this unprecedented change, the pandemic related restrictions imposed severe compromises to learning experiences which were especially impactful for science, engineering, and other disciplines that are laboratory intensive. There are examples of academic programs that could meet expectations with a high amount of remote instruction. However, overall and for the vast majority of programs at Virginia Tech, students and faculty are not satisfied with a large portion of instruction in a remote environment. Thus, Virginia Tech's plans call for a return to in person instruction and the use of facilities to support instruction. The university gained valuable experience and learned new ways to augment instruction with remote learning techniques. These will be woven into the instructional methods, technology infrastructure, and building designs that support the instruction program.

In recognition of the COVID-19 experience and the university's growing engineering and science programs, the university's top priority capital outlay plans call for a replacement and expansion of a major engineering building, Randolph Hall, and the renovation and expansion of a major chemistry and physics building, Hahn Hall, are more important than ever. A brief description of each project is listed below.

The university's top priority request is to replace the largest, and one of the oldest, engineering buildings, Randolph Hall, with a new and expanded facility containing high quality academic and research space appropriate to the needs of the students and faculty. The proposed replacement building will house five major departments including Computer Science, Aerospace and Ocean Engineering, Chemical Engineering, Mechanical Engineering, and Engineering Education. These five departments in the college serve more than 6,106 undergraduate majors and 951 graduate students and award more than 1,200 degrees each year. The 168 tenure-track faculty who teach and perform research in these departments oversee sponsored research programs that account for $79 million in annual research expenditures. The project will also provide additional space for student team research projects, including team-based research and development competitions draw national attention to the Commonwealth's leadership in science, technology, engineering, and math education.

The university's second priority request includes a renovation and expansion of chemistry facilities and physics facilities. Virginia Tech leads the state in STEM-H degree production with over 5,550 degrees awarded annually. This represents 58 percent of Virginia Tech's total degree production and 26 percent of the statewide STEM-H degree production in public universities. In addition to the Engineering Department, the Chemistry and Physics Departments contribute heavily to this. This project will help prepare Virginians for a knowledge-based economy by providing STEM-H instructional excellence, accomplished through cost efficient operation and technological and pedagogical innovation. These departments also promote university-based research that produces outside investment in the Commonwealth. In the 2019 fiscal year, the Chemistry Department had approximately $12 million in extramural research expenditures. The Physics Department's sponsored research activity has grown to $6.4 million annually as of 2020. Hahn Hall South, constructed in 1988, is a heavily used chemistry laboratory whose program exceeds the capabilities of the existing infrastructure; and Robeson Hall, constructed in 1960 as the flagship building for the Physics Department, no longer accommodates the demand for physics instruction. This project will bring the Chemistry department and Physics department up to contemporary standards, provide sufficient research and instructional space, promote additional university-based research and outside investment in the Commonwealth, and provide additional opportunities for the College of Science.

To continue producing successful graduates and meet the expectations of students and faculty for an education from Virginia Tech, the university requires improved and expanded spaces to support in-person and hands-on learning of certain skills, techniques, and topics. The pandemic has emphasized the need for these spaces and strengthen the university's priority to advance these capital projects. In accordance with the state's traditional capital budget processes, the university anticipates submitting these projects as part of the 2022–2028 Capital Outlay Plan later this summer.

Section J. Restructuring: Provide information about any plans your institution has to seek an increased level of authority, relief from administrative or operational requirements, or renegotiation of existing management agreements.

RESPONSE:

In the sixteen years since the General Assembly passed the Restructured Higher Education Financial and Administrative Operations Act of 2005, Virginia Tech has experienced significant benefits through its ability to locally manage university processes and resources, which translate into benefits for the Commonwealth. Particularly in a period of constrained resources and growing fixed costs, the flexibility provided through Restructuring has allowed the university to make progress in important strategic areas. The benefits of the Restructuring Act permeate the operating culture of the university and facilitate decision-making at the ground level where the university can deploy efficient and specialized solutions to meet our management needs. More recently, enhanced flexibility on the fixed enrollment cap of non-resident undergraduates will allow the university to strengthen revenues and continue momentum on the implementation of innovative academic programs and the development of human capital to meet evolving market demand.

Ensuring the continuation of existing tenets of the Restructuring partnership, as well as opportunities for enhancements, can further bolster the operational environment and lead to greater outcomes for the Commonwealth and institutions. These include:

- Retention of E&G interest earnings: existing benefit, yet elimination of the escrow requirement can ensure that university resources can be reliably budgeted and reduce pressure on other nongeneral fund sources (i.e. tuition).
- Talent recruitment and retention: university management of compensation and benefit programs for faculty and university staff (existing benefit, occasionally limited by state compensation restrictions).
- Resource planning: Assurance that nongeneral fund balances (e.g. rate savings) will remain with Virginia Tech.
- Additional Procurement Authority: Reconsider daily eVA transactional posting, moving to an annual fee if necessary. Ability to implement and maintain university small purchase and travel Pcard program.
- Equipment Trust Fund: conduct a review of the ETF process to streamline, expedite, and loosen restrictions. This could include moving to a post-audit rather than pre-approval process, among other potential enhancements.
- Tuition and Fee Authority: Ensure Board of Visitors authority over tuition and fee decisions. Simplify the calculation of athletic fee compliance by eliminating annual increase calculation, avoiding unintended consequences of annual volatility in athletic revenue.
- Increased Flexibility over Academic Program Approval: Increased flexibility regarding academic program approval is especially critical in rapidly developing research and industry domains such as computer and data science and biomedical research. The current program approval process can be cumbersome, and in some cases, the process is derailed for seemingly minor details. Our faculty are committed to delivering academic programs that meet the needs of students and

employers, and any delay in the offering of these programs risks losing Virginia's competitive advantage in recruiting talented students and faculty as well as industry investment. To position the program approval process to more effectively meet the needs of future students, representation from SCHEV can collaborate with IPCA to work towards a mutual consensus on principles of redesign of a more responsive academic program approval process. This is an opportune time to redesign the program approval as we reconsider how higher education operates on the other side of the pandemic.

Section K. Evaluation of Previous Six-Year Plan: Briefly summarize progress made in strategies identified in your institution's previous six-year plan. Note how additional general fund support and reallocations were used to further the strategies.

RESPONSE:

Disrupted by the pandemic, the university's progress towards many of the goals enumerated in the 2019 six-year plan was impacted. Yet with the Commonwealth's continued support, including the avoidance of budget reductions and the incremental support for pandemic-related costs, the university was able to make positive contributions towards several major initiatives outlined in our previous Six-Year Plan. A fundamental goal of the 2019 six-year plan was expanding affordability and access to Virginia undergraduate students, and to that end the university was able to freeze tuition and E&G fees in both 2019-20 and 2020-21. This was possible with the support of the Commonwealth and sustained enrollment demand. Enhanced flexibility to manage out-of-state enrollment, granted by the 2020 General Assembly, has also contributed to the university's ability to address costs while mitigating in-state tuition increases. Additional General Fund investment for undergraduate student financial aid was leveraged with increased institutional support to expand access to low- and middle-income Virginia students. In addition, the state's 2021-22 support for faculty and staff salary increases allowed the university to take steps towards addressing a top priority of retaining and attracting a talented workforce.

Other significant progress includes:
- Enrollment Growth and Access
  - In fall 2020, total enrollment included a record 21,441 Virginia undergraduates; an increase of 6,197 students over the university's pre-Restructuring level of fall 2004.
  - Demand for a Virginia Tech education continues to grow. Applications exceeded 40,000 this year; more than double those received for fall 2014.
  - For fall 2020, underrepresented and underserved students, including low income, first-generation, veteran and underrepresented minority students, comprised 39% of the entering class; The overall percentage of underrepresented minority students in the entering class increased from 15% in fall 2019 to 19% in fall 2020.
- Research
  - Estimated total FY20 research expenditures totaled $555 million with $340 million coming from external sources, a more than 6% increase over the prior year; Sponsored projects awards increased by 15%.
  - Progress continued for the Virginia Tech Commonwealth Cyber Initiative with $85 million in active research grants in cyber related areas; Researchers are building an AI and 5G testbed that will support advanced research and development in the cyber realm.
  - Virginia Tech's Link+License+Launch, a team of scientists, engineers, business developers, consultants, entrepreneurs, intellectual property attorneys, and technology

transfer professions, executed more than 30 licenses in 2020, including several faculty-led startups.
- o Notable examples of translational research include:
  - Drucker Film Technologies – surface coating that inactivates viruses, including COVID-19.
  - Dive Technologies – with faculty and students in Electrical and Computer Engineering, developed autonomous underwater vehicles.
  - Mayfair Group – working with Computer Science, developed an AI platform to analyze legal trends and risks.
- o Fralin Biomedical Research Institute (FBRI)
  - FRBI scientists joined a collaborative team at the Children's National Research and Innovation Center in the fight to stop pediatric cancer;
  - In 2020, the Fralin Institute opened its new 139,000 sq. ft. research facility in Roanoke;
  - Currently, there are 33 faculty research teams at FBRI with 100 active grants totaling over $120 million.
- Academic Initiatives
  - o Recognized by industry for its impact across several research areas, Virginia Tech's College of Engineering recorded three top 10 placements and eight total placements in the top 20 in the 2021 U.S. News and World Report's graduate program rankings.
  - o The university continues to develop and implement an education model which seeks to integrate disciplinary concepts and skills with interdisciplinary capacities though embedded experiential learning opportunities. Matching appropriate experiential learning opportunities to Virginia's Tech diverse disciplines requires careful design. Opportunities include:
    - Undergraduate Research – courses and outside experiences connect key course concepts and questions to systematic investigation and research.
    - Internships – provides students with direct experience in a professional setting.
    - Study Abroad – provides educational opportunities abroad including field research, internship programs, and study overseas.
    - Service Learning – designs experiences that position the student to perform a sustained task in the community and reflect on their contribution and impact.

Section L. Diversity, Equity and Inclusion (DEI) Strategic Plan: Provide an update on the completion status of your institution's plan that is being coordinated with the Governor's Director of Diversity, Equity and Inclusion. If a copy of the plan is available, please include it when your institution submits its initial plan. If a copy of the plan is not available for July 1 or if changes are made, please provide a copy with your institution's final plan submission on October 1.

RESPONSE:

Diversity, inclusion, and equity are central to Virginia Tech's strategic plan, The Virginia Tech Difference: Advancing Beyond Boundaries. Developed in collaboration with the Virginia Tech community, the strategic plan guides steps toward achieving our Beyond Boundaries (https://beyondboundaries.vt.edu/) vision and actualizing InclusiveVT – the institutional and individual commitment to Ut Prosim (That I May Serve) in the spirit of community, diversity, and excellence. The strategic plan at Virginia Tech incorporates and embeds

diversity, equity, and inclusion goals and aspirations as an integral part of the institution's vision. It reflects a holistic approach and integration.

An overview of Virginia Tech's ONE Virginia Strategic DEI Plan is attached to this submission.

Section M. Economic Development Annual Report: Provide a copy of any report your institution has produced about its economic development contributions.

RESPONSE:

The ongoing work of implementing Virginia Tech's Beyond Boundaries vision has shaped important institutional contributions over the last year that are stimulating economic development across the commonwealth. Key goals and themes connecting these efforts include:

Increasing Virginia Tech's regional, national, and global *Impact*.

Elevating the *Ut Prosim Difference* by addressing the current interconnected crises in public health, social equity, and economic vitality, along with longer-term post-COVID restructuring and building more resilient systems.

Bringing a uniquely *Transdisciplinary*, high-impact approach to engagement, discovery, and learning.

Building on the university's unique position to respond to the state's challenging *Urban-Rural Divide*.

A sampling of projects and initiatives advancing the vision include university-led, public-private partnerships in community development and real estate; research activities with direct relevance to key state industries; and high impact programs designed to meet the needs of local families, community partners, and business.

Innovation Campus

Virginia Tech continues work on the Innovation Campus, focusing on graduate education in computer science and computer engineering, in partnership with the Commonwealth of Virginia and the private sector. Located near Amazon's HQ2 in Northern Virginia, the Innovation Campus is already bringing industry, government, and academia together to develop a dynamic approach to project-based learning and research that will shape the region and the state's future innovation economy.

The first Innovation Campus Class, about 75 students, started in the fall of 2020. Classes were online because of the COVID-19 pandemic. Virginia Tech recently opened its Innovation Campus HQ adjacent to the future Innovation Campus location. This space houses the campus executive offices and features a café-style area where student workgroups, seminars, and community engagement will take place after the pandemic.

Also, this year Boeing has been named as the first foundational partner of the Virginia Tech Innovation Campus in Alexandria, Virginia. A $50 million, multiyear commitment from the company will help jump-start Virginia Tech's effort to create the most diverse graduate technology campus in the United States. Boeing's commitment will provide student scholarships, foster the recruitment of world-class faculty and researchers, and fund STEM pathway programs for underserved K-12 students looking to pursue a college degree and enter high-tech career sectors.

The Innovation Campus will eventually make its home on 3.5 acres in the first phase of a new mixed-use development and innovation district JBG Smith is developing near the future Potomac Yard Metrorail Station. Construction of the first academic building, an 11-story, 300,000 square-foot structure, is on track to start this summer and open to students in 2024. Plans call for two additional buildings, each about 150,000 square feet, as the campus grows. At its full build-out, the Innovation Campus will host approximately 750 master's and 200 doctoral students and graduate 550 master's and 50 doctoral candidates annually.

Smart Farm Innovation Network™

Virginia Tech launched a community-based agricultural research network throughout Virginia. The Smart Farm Innovation Network™ connects Virginia Tech's interdisciplinary researchers and Virginia Cooperative Extension specialists and agents to producers and the commercial sector to develop and deploy a wide array of innovative technologies that will increase overall efficiency, resilience, and sustainability of agricultural and natural resources production systems.

The network is made up of about 120 interconnected locations — the Blacksburg campus, 11 Agricultural Research and Extension Centers (AREC), and 108 Virginia Cooperative Extension local unit offices. The network leverages the university's existing infrastructure to capitalize on its proximity to agricultural and natural resources industries around the commonwealth and on the state's soil, climate, and geographic diversity.

The Controlled Environment Agriculture Innovation Center (CEA-IC) is one of the key nodes on the network. The center is a newly established joint initiative between Virginia Tech School of Plant and Environmental Sciences, Virginia Seafood AREC, and the Institute for Advanced Learning and Research, in Danville, Virginia. This testbed attracts domestic and international partnership industries, including controlled environment agriculture and aquaculture producers, energy, materials, cyber-biosecurity, and others. CEA-IC is working with multiple private partners including hydroponic greenhouse startup Sunny Farms -- which just announced plans to build a 1.2 million square foot greenhouse in Virginia Beach, among the largest on the East Coast -- and AeroFarms, which is located in Pittsylvania County and is building a $53 million indoor vertical farm.

Responding to COVID and related crises

All parts of the university worked hard to come to terms with the health, social, and economic crises of the last year. Pivoting to share the intellectual capital of the university with community partners, including research and testing equipment, faculty expertise, and student talent, was an important part of Virginia Tech's contribution to the commonwealth's effort to find a pathway to economic recovery.

The Molecular Diagnostics Lab at the Fralin Biomedical Research Institute at VTC worked to improve COVID-19 testing efficiency and effectiveness. They made it possible for Virginia Tech to detect and trace COVID infections early in the pandemic, providing a reliable testing resource that made it possible to continue university operations and keep our campus and community safe. Their COVID-19 lab analysis, in collaboration with Schiffert Health Center, analyzed over 100,000 tests, 40 percent of which were completed for local health districts outside of the university community. This played an important role in reopening the regional economy, garnering support from GO Virginia, a state economic development program, among others.

The Big Event at Virginia Tech, a student run service program, teamed up with Downtown Blacksburg, Inc. to support local businesses. Students are matched with companies for mini-internships, providing technical assistance with marketing, e-commerce, and other areas where small business needed help pivoting to the challenges created by the crisis.

Virginia Tech's Center for Economic and Community Engagement received support from the US Economic Development Administration through the CARES Act. These funds are used to assist Virginia communities with economic recovery planning. The Center for Economic and Community Engagement's researchers have worked in places ranging from Wytheville and Blacksburg to Roanoke County and Newport News, assisting communities that were changed by the pandemic in building new visions and opportunities. Some of the economic recovery work includes exploring technology-focused opportunities in the Hampton Roads region's robotics sector and conducting strategic planning for two regional economic development organizations in far Southwest Virginia — the Virginia Coalfields Economic Development Authority and Virginia Industrial Advancement Alliance.

ONE Virginia Strategic Plan for Inclusive Excellence in Higher Education

JULY 1, 2021

Contents

Overview: Diversity, Equity, and Inclusion and the Virginia Tech Strategic Plan

Diversity, inclusion, and equity are central to Virginia Tech's strategic plan, The Virginia Tech Difference: Advancing Beyond Boundaries. Developed in collaboration with the Virginia Tech community, the strategic plan guides steps toward achieving our Beyond Boundaries (https://beyondboundaries.vt.edu/) vision and actualizing InclusiveVT – the institutional and individual commitment to Ut Prosim (That I May Serve) in the spirit of community, diversity, and excellence. The strategic plan at Virginia Tech incorporates and embeds diversity, equity, and inclusion goals and aspirations as an integral part of the institution's vision. It reflects a holistic approach and integration.

The university strategic plan, The Virginia Tech Difference: Advancing Beyond Boundaries, (https://strategicaffairs.vt.edu/StrategicPlanning/the-vt-difference-advancing-beyond-boundaries.html) was unanimously approved by the Board of Visitors in June 2019. Following its approval, Virginia Tech moved into the continuous planning process. The Office for Strategic Affairs and Office for Inclusion and Diversity continue to collaborate and partner with colleges, institutes, offices, and units across the university in the development of unit-level plans and diversity implementation and action plans as part of the continuous planning process.

Based on the foundation of Beyond Boundaries vision, the strategic planning process developed priorities, goals, metrics and milestones. There are four strategic priorities areas and diversity is integrated and embedded throughout the priorities. The Virginia Tech Strategic Plan: Advancing Beyond Boundaries four priority areas are:

- Advance Regional, National, and Global Impact
- Elevate the Ut Prosim (That I May Serve) Difference
- Be a Destination for Talent
- Ensure Institutional Excellence

Each of these priority areas includes three goals. In addition, there are 43 metrics and milestones associated with the priority areas which are tracked in a public dashboard, University DataCommons (https://udc.vt.edu/spm).

Many of the metrics and milestones are associated with diversity, equity, and inclusion and reflect the institution's diversity, equity, and inclusion commitment and framework – InclusiveVT. This institutional commitment and philosophy are supported and undergirded by four institutional goals that advance the framework:

- Institutionalizing structures to promote sustainable transformation
- Increasing faculty, staff, and student diversity
- Ensuring a welcoming, affirming, safe, and accessible campus climate
- Advancing the research, teaching, and service mission through inclusive excellence

The Office of Inclusion and Diversity leads, manages, and coordinates the institution's diversity and inclusion portfolio through a decentralized, but centrally coordinated structure. Diversity directors and representatives from each college and units across the campus partner with the Office for Inclusion and Diversity to

collaborate and share ideas for diversity implementation and action plans, education, initiatives, and programs. Every academic college has or is hiring a Diversity Director whose position description is at least 50% dedicated to diversity and inclusion which include liaisons with the Office for Inclusion and Diversity.

Since its inception in 2015, Virginia Tech has approximately 100 InclusiveVT representatives that promote inclusive climates, share information and resources, and highlight events with their units, working collaboratively with unit-level Diversity Directors. In addition, the diversity, equity, and inclusion commitment is also supported by the President's InclusiveVT Executive Council, unit level Diversity Committees, the InclusiveVT Faculty Diversity Committee, caucuses and alliances, and the Commission on Equal Opportunity and Diversity. The Office for Inclusion and Diversity offers guidance to all colleges and units across the university on a continuous basis to assist with review of their respective diversity implementation and action plans for alignment, effectiveness, and new opportunities.

Virginia Tech has received national reflection for its leadership in diversity, equity, and inclusion. Virginia Tech has received the Insight for Diversity HEED (Higher Education Excellence in Diversity) Award, (https://www.insightintodiversity.com/about-the-heed-award/), for three consecutive years (2018, 2019, 2020) under the direction of Dr. Menah Pratt-Clarke, Vice President for Strategic Affairs and Diversity, and Professor of Education. The INSIGHT Into Diversity HEED Award, open to all colleges and universities across the U.S. and Canada, measures an institution's level of achievement and intensity of commitment in regard to broadening diversity and inclusion on campus through initiatives, programs, and outreach; student recruitment, retention, and completion; and hiring practices for faculty and staff.

Dr. Pratt-Clarke also received the 2021 NADOHE Individual Leadership Award, (https://www.nadohe.org/index.php?option=com_content&view=article&id=349:past-inclusive-excellence-award-recipients&catid=19:site-content). The Individual Leadership Award is presented to a NADOHE member for outstanding contributions to research, administration, practice, advocacy and/or policy, and whose work informs and advances the understanding of diversity, equity, and inclusive excellence in higher education for a minimum of ten years.

Equity, Accessibility, and Compliance

The Office for Equity and Accessibility (OEA), (https://oea.vt.edu/) promotes a learning and working environment free from harassment and discrimination for employees and students. We strengthen the university's core institutional values of equitable practices through civility, compliance and education while mitigating risks. This office is responsible for the following responsibilities of the university:

- Americans with Disability Act and section 504 compliance
- Affirmative action program and section 503 compliance
- Compliance related trainings and conflict resolution program
- Prevention efforts; as well as response to discrimination, harassment and sexual misconduct.

In an effort to comply with new federal regulations on Title IX, the Executive Committee of the Virginia Tech Board of Visitors (BOV) at a special session on Aug. 13, 2020 adopted new Title IX policies that were developed by a work group with university-wide representation. The board did so while remaining committed to upholding Virginia Tech's Principles of Community and maintaining a campus environment that is safe and inclusive for every member of the university community.

To effectively address these wide-ranging regulatory changes, President Tim Sands appointed a Title IX Policy Work Group to review the changes and propose recommendations. Led by Katie Polidoro, the university's Title IX coordinator, the work group developed a comprehensive set of recommendations over the summer months. To ensure that community voices were heard, representatives from student and employee leadership organizations were identified to serve on the work group.

OEA resources include learning more about how to request assistance (https://oea.vt.edu/about/requesting-assistance.html) for concerns relating to harassment and discrimination (https://oea.vt.edu/harassment-discrimination.html) or for ADA accommodations (https://oea.vt.edu/ada-accessibility-services.html), including learning about the federal laws, state laws and executive orders (https://oea.vt.edu/affirmative-action/federal-state-executive.html) that help Virginia Tech create a community free from discrimination and harassment.

Through our functional affirmative action program structure, each senior management and functional area has an affirmative action plan. Affirmative action is a management tool that allows federal contractors to analyze personnel practices and identify barriers to recruiting, promoting and retaining women, minorities, covered veterans and individuals with disabilities. Affirmative action requires good faith efforts and action-oriented programs to address barriers to equal employment opportunity.

The Office for Inclusion and Diversity (https://www.provost.vt.edu/who_we_are/inclusion_diversity.html) has many initiatives and programs that promote diversity and equity in hiring, promotion, retention, succession planning, and agency leadership opportunities.

The Future Faculty Diversity Program (https://www.inclusive.vt.edu/Programs/FFDP.html) is an exciting and rewarding four-day program designed to increase the representation of faculty traditionally underrepresented in strategic priority populations in the United States, including American Indian/ Alaska Native, African American/Black, Hispanic/Latinx, and Native Hawaiian/ Pacific Islander.

The Target for Talent Program provides an incentive for hiring strategic priority candidates into academic faculty positions.

The Conference Recruitment initiative is utilized to recruit at professional conferences and professional organizations.

The Faculty Diversity Committee (group of full professors representing different colleges), work with their colleges to support diversity agenda in the areas of faculty recruitment and retention. This past year the committee led the Faculty Diversity Retention Initiative. Diversity Directors are working in their respective colleges to incorporate diversity initiatives into strategic planning.

Search Committee Charge Workshops are required every 2 years for search committee members. Learning objectives are to provide an overview of the university's search and selection process, comply with university and federal equal opportunity and affirmative policies and regulations, and manage a fair and equitable search process for the best qualified candidates.

Additional initiatives that support diversity by promoting diversity and equity are highlighted below:

- Hiring
    - For senior administrator searches, we collaborate with external search firms and the diversity of the pool is the top priority for these searches. Searches are left open to applicants throughout the process to allow for continued recruitment of diverse applicants.
    - During the hiring freeze last year, priority for exceptions was given to Target of Talent hires.
    - We are part of the newest cohort of the IChange Network, a program to assess and implement an action plan related to the ongoing recruitment, hiring, and retention of STEM faculty from underrepresented groups.
- Promotion
    - Diversity and equity are part of the discussions in our annual promotion and tenure committee workshop.
    - Our faculty cohort study provides information to the campus community about departures and movement of faculty through their pre-tenure years to promotion by demographic characteristics.
- Retention

- VT has participated in the COACHE Faculty Exit & Retention Study for the last 3 years and will begin receiving outcome data on these surveys this year. This survey will provide valuable qualitative data, by demographic category, about the reason's faculty leave and stay.
- Agency leadership opportunities
    - Our Academic Leaders Program provides a cohort-based series of workshops for new and aspiring leaders on campus. Participants are nominated and can self-nominate. Diversity discussions infuse each workshop in the series.

The Division of Human Resources has partnered with the Office for Inclusion and Diversity and the Office for Equity and Accessibility on a campus-wide initiative entitled Reimagining Diversity Recruitment. The goal of the initiative is to build diverse, high performing teams and to focus on reaching all available and qualified candidates enabled by both short term (open positions) and long term (relationship) elements in order to create a best-in-class talent pipeline. Phase I of this work encompassed a faculty-focused plan that drove the creation of resources and evaluation tools facilitating the early identification of diversity goals through Functional Affirmative Action Plans (or FAAPs) as part of a more streamlined pool certification process. Additionally, such work culminated in the launch a new website, (https://www.hr.vt.edu/hiring-employee-transactions/hire/resources/recruiting-guidelines.html), showcasing updated resources surrounding the reimagined recruiting process, guidelines, and helpful tools. Lastly, bi-annual reports providing diversity data and other metrics throughout recruiting processes from each Senior Management Area will supply the needed measures of success and accountability information to evaluate accomplishment of the listed goals. Identification of the scope, timeline, and team for Phase 2 of this work is in the development stage.

Employee Engagement and Education

The Office for Inclusion and Diversity offers a diversity course to the entire full and part time benefited faculty and staff at the university. This course is administered and supported by both Human Resources and the Office for Inclusion and Diversity collectively as a mandatory course both for currently employed faculty and staff and offered as part of the onboarding process. This course was deployment in January 2021, with over 68% of the faculty and staff have completions to date.

Virginia Tech has implemented many diversity initiatives and programs across the university. A few of these are identified below:

- Principles of Community (https://www.inclusive.vt.edu/Programs/vtpoc0.html) committed to teaching and learning, research, and outreach to the Commonwealth of Virginia, the nation, and the world community.
- Faculty & Staff Caucuses and Alliances (https://www.inclusive.vt.edu/Initiatives/FS-Caucuses.html) represent ten of the differing communities at the university.
- DEI Digital Badges (https://www.inclusive.vt.edu/Initiatives/DiversityEducationandPrograms/dei-digital-badges.html) in five digital Badge professional development courses have been implemented and have yielded a total of 880 enrollments.
- White Allies as Transformational Leaders (https://www.inclusive.vt.edu/Initiatives/DiversityEducationandPrograms/white-allies-as-transformational-leaders.html) strategic and responsive education initiative builds capacity of effective white allyship by emphasizing best practices for inclusive leadership. A cohort of 21 department heads / chairs from every college and three mentor faculty participate each academic year.
- Unfinished Conversations about Race (https://www.inclusive.vt.edu/index/VT_UCOR.html) is a webinar series dedicated to adhering to and promoting our institutional and individual commitment to Ut Prosim (that I may serve) in the spirit of community, diversity, and excellence.
- Making the Chair Fit (https://www.inclusive.vt.edu/index/Making_The_Chair_Fit.html) is a webinar series offered as an entertaining and informational look at many of the people and programs that are dedicated to serving underrepresented and underserved students, as well as faculty and staff at Virginia Tech. The series has offered 8 webinars including conversations with DEI team members, VT alumnae, and others, yielding 2483 views to date.
- Curated a Diversity Committee Toolkit that currently has 115 subscribers consisting of Diversity Committee members, Diversity Directors, Inclusive VT Representatives.
  Virginia Tech has offered other areas of diversity engagement across the university.
- Summer 2020 Diversity Summit (https://www.inclusive.vt.edu/Programs/annual-diversity-summit.html) virtual event yielded 905 participants.
- Advancing Diversity (https://www.inclusive.vt.edu/Programs/advancing-diversity-gathering.html) 2021 mid-year gathering yielded 633 participants.

The Diversity Summit, which explores critical objectives and new strategic initiatives, and the Advancing Diversity Program, which showcases successful initiatives and offers professional development opportunities

are annual programs that support InclusiveVT. Additionally, unit-level community building programming occurs during InclusiveVT Week to welcome new employees and students, and Principles of Community Week promotes inclusion and reaffirms Virginia Tech's commitment to the Principles of Community.

Training across the university also integrates diversity:

- The Search Charge Workshop (https://virginiatech.pageuppeople.com/learning/6438) is for members of search committees and other Virginia Tech stakeholders who may participate in a search and selection process.
- Student Advocacy Trainings (https://dos.vt.edu/training.html) organized by the Dean of Students Office aim to develop knowledge, skills, and resources around an advocacy issue or trend, besides building relationships among faculty and staff across university divisions.
- The Interfaith Program at Virginia Tech (https://blogs.lt.vt.edu/interfaithprogram/events/) hosts monthly brown bag lunch discussions to build understanding around religious diversity and students' holistic development.
- The Office for Equity and Accessibility (https://oea.vt.edu/workshops.html) delivers workshops and trainings designed to assist members of the university in their efforts to fulfill the university's policy on discrimination, harassment, sexual assault, and Virginia Tech's Principles of Community.
- The Office of Accessible Technologies (https://www.assist.vt.edu/teaching.html) delivers workshops and lectures on tools and techniques for creating accessible instructional materials and activities.
- Hokie Wellness (https://hokiewellness.vt.edu/collective.html).html) offers Hokie Collective, a program that provides ongoing opportunities for student education at the organization or individual level on topics related to actively caring for their community. OID partners with the Hokie Collective to offer workshops on microaggression and bystander training for students.

Virginia Tech has managed the unprecedented circumstances of the past year which has significantly shaped Diversity Education. The demands of social distancing required that all the trainings be shifted to online formats. This resulted in a complete redesign of eight courses from two-hour classroom deliveries to online Canvas courses comprised of multiple modules and discussion boards. Each of the courses offered a more robust, content-rich curriculum than the live sessions, and enabled higher levels of participation. Further, the Canvas-based course delivery integrated well with digital badging, which provides a system for measuring outcomes beyond simple enrollment counts. Consequently, this format will continue once we return to in-person delivery for most of the inclusive pedagogy offerings.

In addition to the shift in delivery format, the increased interest in anti-racism across the university led to the creation of new content:

- Pre-Semester Workshops + Norm of Inclusion Handout: Responded to concerns from faculty for how to prepare for an unprecedented fall semester by (i) writing and distributing to all Department Chairs / Heads the handout, "Creating a Norm of Inclusion" now available on the Diversity Education Digital Library subsite; and (ii) designing an online "Inclusive Pedagogy Pre-Semester Workshop" that served 443 faculty.

- Anti-Racist Teaching course (a redesign of Courage to Teach: Race in the Classroom that doubled the content provided to participants).

- Unfinished Conversations (https://www.inclusive.vt.edu/index/VT_UCOR.html) about Race webinar series: Nine webinars with 8,671 views (to date)

- What is Privilege and Why Does it Matter course (131 enrolled)

- Stop AAPI Hate guide (https://www.inclusive.vt.edu/content/dam/inclusive_vt_edu/inclusive_documents/StopAAPIHate_v2.pdf)

- The Diversity Director in CAUS used elements of the Anti-Racist Teaching course to establish the Instructional Innovation Challenge grant program for faculty in the college, to be implemented in the Fall 2021.

- Responsive programming: Finding Common Ground video conversations and guide on Viewpoint Diversity was prompted by the Presidential election.

Conclusion

The Office for Inclusion and Diversity closely partners with the Office for Strategic Affairs, and all university colleges and units to offer guidance and feedback for diversity action plans, programs, and initiatives as a continuous process effort. As the landscape and environment changes, Virginia Tech's continuous planning approach has the flexibility to respond positively and quickly to changes that arise, to ensure the advancement of InclusiveVT, and our university mission, vision, and core values.