



OFFICE OF
EMERGENCY
PREPAREDNESS

To all RU Faculty and Staff

IMPORTANT DATE
October 22, 2008

RU Ready Regional Exercise/Drill **October 22, 2008**

The Virginia Department of Emergency Management (VDEM) Region 4 and the City of Radford will be conducting the **RU Ready full-Scale Exercise (FSE)** on **October 22, 2008 that will impact the normal operations of Radford University.**

This exercise will commence sometime around 9:30 to 10:00AM on Wednesday, October 22nd, 2008, and will last approximately 4 hours. This exercise will examine policies, procedures, and coordination of response efforts between the City of Radford, Radford University (RU), and Virginia State and local emergency agencies in response to a large scale emergency event and will include many state and regional police, fire, rescue, EMS, health, and Red Cross agencies including Radford University Police, Emergency Preparedness Office, and RU administration, faculty, staff, and students.

Radford University Alert Notification Technologies will be activated and used during the exercise. Students, Faculty, and Staff will be receiving alert messages throughout the day and, although this is only an exercise, please follow the message instructions as if this were an actual emergency event. When the RU campus portion of the drill has ended a notice will be sent through the Alert Notification System including email and RU web page stating the drill is completed..

In the event of an actual emergency, the exercise will be stopped and notifications will indicate that an actual situation has developed. The campus siren will sound 3 consecutive high low tones with a following audio announcement over the siren speaker system terminating the drill. A message will also be sent through the alert notification system stopping the drill.

All classes on campus must be held as normal but, depending on the location on campus, some will experience disruptions. It is recommended that special meetings, guest speakers, or off campus visits planned for this date be rescheduled, and that major in-class assignments such as tests not be scheduled on October 22 if at all possible.

Additional notices and information will follow in the next thirty days. If you have any questions please check with the Office of Emergency Preparedness 831-7155 or Radford University Police Department, 831-5500.



PRESENTATION TO THE FACULTY SENATE

September 11, 2008

Since we last met...



- Motion passed on April 17, 2008
 - ▣ The Faculty Senate instructs GECAC to continue through this summer to work with individual academic departments that would expect to be involved in teaching courses comprising the new general education curriculum [...]
 - ▣ and to afford those departments the opportunity to include their own views in any subsequent GECAC report to the Senate [...]

What was accomplished over the summer?

- Work with individual departments likely to be involved in teaching courses...
 - ▣ GECAC met with department representatives relative to learning outcomes in University Core A and University Core B
 - ▣ Additional open forums were held for U. S. and Global Perspectives to determine learning outcomes for College Core A
 - ▣ Department Chairs from foreign languages and health and wellness were consulted regarding learning outcomes

What was accomplished over the summer?

- Afford those departments the opportunity to include their views in any subsequent GECAC report...
 - ▣ GECAC revised the framework including the change from 11 to 12 SH in University Core A, elimination of the college seminar, and redistribution of areas in College Core B.
 - ▣ Characteristics of the core curriculum were debated and revised based upon faculty input.
 - Characteristics are now related to advising issues, course designations, and program organization.
 - Changes include an exception allowing one major course to fulfill core requirements and guidelines for College Core B.

But we didn't stop there...

- University Core A subcommittee was formed with faculty from English, Communications, Philosophy, Information Technology, and the Library.
 - ▣ Developed a proposal that will define a Radford University education in the 21st Century
 - ▣ Includes four sequenced courses that will introduce and emphasize the skills we want all RU students to possess.
- We also enlisted “area coordinators” to help develop an initial set of proposed courses in University Core B, College Core A, and College Core B.



Now for the “big picture” & preview of things to come...

Revised Core Framework (43-44 SH)

University Core A
12 SH

Essentials of
Written & Oral
Communication

Persuasive
Communication

Rhetoric

Ethical
Reasoning

University Core B
16 SH

Mathematical
Sciences

Natural
Sciences

Humanities

Fine Arts

Social/
Behavioral
Sciences

College Core A
6 SH

Global
Perspectives

U. S.
Perspectives

Courses Transferable Across Colleges

College Core B
9-10 SH

Natural Sciences
or Mathematical
Sciences

Humanities,
Fine Arts, or
Foreign
Languages

Social/Behavioral
Sciences or
Health & Wellness

College-Specific Requirements

Base Budget Adequacy Metrics

Background Information/Summary of Major Elements:

- Item 1H, Chapter 1, 1998 Acts of Assembly, established the Joint Subcommittee on Higher Education Funding Policies to develop funding guidelines. The Joint Subcommittee adopted higher education funding guidelines for Virginia public institutions in December 2000. The funding guidelines for operation and maintenance of plant were developed and added to the higher education funding guidelines in 2001.
- In addition, the Joint Subcommittee on Higher Education Funding Policies adopted a fund share policy of 67/33 between general fund support and tuition revenue for in-state students in base funding estimates derived by the funding guidelines in 2003.
- The staff of the Joint Subcommittee on Higher Education Funding Policy estimated that there was a funding shortfall of over \$400 million in base operations across the public institutions in FY04.
- Between 2004 and 2008, the General Assembly appropriated \$499 million in additional general fund and \$680 million in additional nongeneral funds for higher education base operations. The additional general fund appropriations represented a serious commitment to higher education and a significant step in addressing the identified funding deficiency in higher education base operations. However, a state budget shortfall necessitated a reduction of \$84 million in general fund support to higher education last fall, a cut of more than 5%.
- The 2007 General Assembly directed SCHEV to review the funding guideline methodologies and processes related to base adequacy and report the findings by September 1. Staff held a series of meetings with institution fiscal analysts and representatives from the related state agencies regarding the scope of the review and recommendations in the spring and summer. It was decided that the review should focus on (1) input data and frequency of the data updates; (2) frequency of the base adequacy calculations; (3) treatment of enrollment; and (4) phasing in of the realignment of the fund shares in base adequacy. Staff presented the report and findings to the Council at its September meeting.
- The Council approved the staff report and adopted the funding methodology that would use actual enrollment rather than projected enrollment in the guideline calculation. The Council also approved that the base adequacy calculation shall be run with complete updated data biennially prior to the even year legislative session. For the short legislative session in the odd year, the base adequacy calculation is only updated to include the latest actual enrollment on the need side of the equation and the latest operating appropriations on the available resources side.
- Based on the Council resolution, staff recalculated base adequacy by using 2007-08 projected enrollment as a proxy for this meeting only. Staff will rerun the guideline calculation next month when the 2007-08 actual enrollment is available. It is estimated that at the system level, higher education is currently funded at 94% of guidelines. A total of \$234.2 million (\$124.9 million from the general fund) is necessary to reach full funding under the guidelines.

- Staff currently is working on another funding option that focuses on enrollment growth between FY07 and FY08. Staff will present the information at the September meeting.

SOURCE: SCHEV Council Agenda Book, Item: Item #6.c.1. – Discussion of 2008-10 System-wide Operating Budget, Amendment Items: Base Adequacy, Date of Meeting: September 9, 2008, page 10. <http://www.schev.edu/SCHEV/AgendaBooks/2008Sept/AgendaBook0908.pdf>

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**FINAL REPORT AND RECOMMENDATIONS
TO THE JOINT SUBCOMMITTEE ON
HIGHER EDUCATION FUNDING POLICIES**



submitted to:

**Joint Subcommittee on Higher Education
Funding Policies
of the
Virginia General Assembly**

submitted by:

**MGT of America, Inc.
2123 Centre Pointe Boulevard
Tallahassee, Florida 32308**

January 10, 2001

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EXECUTIVE SUMMARY

FINAL REPORT AND RECOMMENDATIONS TO THE JOINT SUBCOMMITTEE ON HIGHER EDUCATION FUNDING POLICIES

EXECUTIVE SUMMARY

Introduction

This final report to the Virginia General Assembly's Joint Subcommittee on Higher Education Funding policies summarizes the work MGT of America, Inc. completed in conjunction with the staffs of the Senate Finance Committee and House Appropriations Committee in developing a set of base funding guidelines for Virginia's public colleges and universities. It includes a description of the proposed base funding guidelines for instruction (both for faculty and non-faculty instructional costs) and support services (academic support, institutional support, and student services), and related recommendations. It also includes an outline of issues for further discussion and review by the Subcommittee, including the funding of plant operations and maintenance, as well as enrollment growth funding.

Overview of Study

MGT's initial report to the Joint Subcommittee in October, 1999 provided an overview of desired characteristics for base funding guidelines, an overview of guideline usage, design features, and trends among the states, and outlined the proposed framework for Virginia's base funding guidelines. There are three underlying assumptions inherent in this framework¹:

- The new base funding guidelines should complement, and not replace the Commonwealth's existing higher education funding policies (e.g., the faculty salary benchmark process).
- To the extent possible, the guideline factors would be developed through an assessment of actual experience or "best practices" nationally (e.g., national data sources, standards).
- Not all institutional resource requirements will, or should, be met through these base funding guidelines (e.g., unique institutional activities, medical education).

After first meeting with the Subcommittee in October 1999, MGT and legislative staff conducted various research activities in reference to the initial proposed framework for the base funding guidelines. The results and implications of these research activities were shared and discussed with institutional representatives at various meetings during the past year for the purpose of getting guidance on various guideline design issues and

¹ See Exhibit 3 on page 5 of full report for overview of framework.

other technical issues. In addition, during the latter stage of the study, legislative staff met with each institution to review and discuss the results of the guideline estimates, and related assumptions.

Findings and Guideline Recommendations

The following funding guideline recommendations are presented to the Subcommittee, based on the results of the research activities and discussions with legislative staff and institutional representatives:

- ***Instruction*** – There are two sub-areas within the instruction program for which guidelines were developed: instructional faculty costs and non-faculty instructional costs (support staff and non-personal services)²:
 - Instructional Faculty Costs – The recommended approach for calculating instructional faculty costs is through the use of student/faculty ratios (differentiated by discipline and instructional level) and institution-specific faculty salary averages. The discipline groupings should be based on instructional intensity.³
 - Non-Faculty Instructional Costs – Given that there are no nationally collected data on this issue, a special survey was developed and distributed to selected public university and community college systems to collect comparative data on non-faculty instructional support staffing and costs. These systems included institutions that are current peers of Virginia's four-year institutions and community colleges. After analyzing the survey results, a guideline rate of 40 percent (added on to the guideline estimate for instructional faculty salaries) is recommended.
- ***Support Services (Academic Support, Institutional Support, and Student Services)*** – The general methodology used to research the development of guidelines in these three support areas was to conduct statistical analyses of the relationship between institutional costs in each of the three program areas and potential “cost drivers” (e.g., institutional type, enrollment). These analyses resulted in the following recommended guideline approaches:

² To recognize all elements of instructional cost, fringe benefit rates were also applied to the sum of the calculated faculty instructional salaries and the non-faculty instructional costs. Institution-specific rates were developed from actual FY 2000 expenditure data by calculating fringe benefits as a percent of all expenditures in the instruction program, excluding fringe benefits. This approach recognizes fringe benefit costs for faculty and for the personal services component of non-faculty instructional costs, based on actual institutional patterns. Note: For the support programs, the calculations assume that any fringe benefits associated with personal services in these programs are covered by the guideline-generated calculation.

³ See Exhibits 4 and 5 on pages 10 and 11 of full report for overview of taxonomy.

- Academic Support – a percentage of instruction, research, and public service guideline requirements, plus an adjustment factor.
- Institutional Support – a percentage of total educational and general budget guideline requirements, plus an adjustment factor.
- Student Services – a per capita (student headcount) amount, plus an adjustment factor.

In all cases, the research also supported the need for these guidelines to be differentiated by institutional type (research, doctoral, masters/comprehensive, baccalaureate, and two-year).

Exhibit A presents the results of the guideline estimates compared to the FY 2001 appropriated funding level for those institutions where the current funding level is less than that generated by the guidelines. As indicated, in total, appropriated funding is \$187 to \$206 million below the guideline estimate, or a nine to ten percent deficit. Twelve of the 15 four-year institutions and both two-year institutions appear to have funding below the guideline calculation estimates.

EXHIBIT A
COMPARISON OF BASE FUNDING GUIDELINES CALCULATION ESTIMATE
AND ACTUAL FY 2001 BASE FUNDING
(**\$ in millions**)

Institution ¹	Guideline Estimate	Current Funding	Dollar Range of Variance		Percentage Variance	
Four-Year Institutions						
James Madison University	\$ 141.4	\$ 116.2	\$ 24.0	- \$ 26.0	20.7	- 22.4
Virginia Tech	355.0	334.9	19.0	- 21.0	5.7	- 6.3
George Mason University	204.5	184.4	19.0	- 21.0	10.3	- 11.4
University of Virginia	340.8	323.1	17.0	- 18.5	5.3	- 5.7
Old Dominion University	162.4	147.0	14.5	- 16.0	9.9	- 10.9
Radford University	72.1	62.0	9.5	- 10.5	15.3	- 16.9
Virginia Commonwealth University	284.6	275.2	9.0	- 9.9	3.3	- 3.6
College of William and Mary	99.2	92.7	6.0	- 6.7	6.5	- 7.2
Christopher Newport University	36.1	33.3	2.5	- 3.0	7.5	- 9.0
Longwood College	32.7	30.0	2.5	- 3.0	8.3	- 10.0
Mary Washington College	36.5	34.0	2.3	- 2.5	6.8	- 7.4
Virginia State University	39.3	38.5	0.5	- 1.0	1.3	- 2.6
Four-Year Institutions Subtotal	\$ 1,804.6	\$ 1,671.3	\$ 125.8	- \$139.1	7.5	- 8.3
Two-Year Institutions						
VCCS	\$ 484.8	\$ 421.0	\$ 61.0	- \$ 67.0	14.5	- 15.9
Richard Bland College	7.0	6.8	0.1	- 0.2	1.5	- 2.9
Two-Year Institutions Subtotal	\$ 491.8	\$ 427.8	\$ 61.1	- \$ 67.2	14.3	- 15.7
Total, All Institutions	\$ 2,296.4	\$ 2,099.1	\$ 186.9	- \$206.3	8.9	- 9.8

¹The base funding guideline analysis indicated that Norfolk State University, UVa - Wise, and VMI appear to have adequate funding for their current mission and curriculum; therefore, these three institutions are not included in the table.

Issues for Further Review and Discussion

The study process also dealt with issues for which there are no definitive recommendations at this point, but which will be important for further review and discussion by the Subcommittee. The first is the development of a guideline for funding plant operations and maintenance costs which is flexible enough to recognize the wide-ranging diversity in physical plant among Virginia's institutions of higher education, while equitably funding similar O&M costs. The second issue is the funding of future enrollment growth. The preliminary recommendation is to fund enrollment at a set dollar amount per student that would be less than the average appropriation per student at each institution, adjusted to recognize marginal costs, particularly in the administrative areas.

The application of these base funding guidelines should provide a level of base funding adequacy for every Virginia public college and university, provided that the necessary funding is allocated to meet the identified shortfalls in a timely and systematic manner. At the same time, however, it should be recognized that these guidelines will need to be revisited periodically (perhaps every four years) to reflect instructional and other program changes at the institutions that have taken place in the interim, as well as other more technical adjustments that may need to be addressed (e.g., inflation). As such, the Subcommittee may wish to convene periodically in the interim to review and discuss issues regarding base funding adequacy and the recommended funding guidelines.

***FINAL REPORT AND
RECOMMENDATIONS
TO JOINT SUBCOMMITTEE***

FINAL REPORT AND RECOMMENDATIONS TO THE JOINT SUBCOMMITTEE ON HIGHER EDUCATION FUNDING POLICIES

1.0 Introduction

This final report to the Joint Subcommittee on Higher Education Funding Policies summarizes the work completed by MGT of America, Inc. in conjunction with the staffs of the Senate Finance Committee and House Appropriations Committee in developing a set of base funding guidelines for Virginia's public colleges and universities. This report includes the following:

- an overview of issues considered in the development of the base funding guidelines, including a description of the proposed guideline framework;
- a summary of work activities completed as part of this study;
- a description of the proposed base funding guidelines for instruction, academic support, institutional support, and student services and related recommendations; and,
- an outline of issues for further discussion and review by the Joint Subcommittee, including the funding of plant operations and maintenance, as well as enrollment growth funding.

2.0 Base Funding Guidelines: Issues and Proposed Framework

In October 1999, MGT presented a paper to the Subcommittee entitled *A Framework for Virginia Higher Education Base Funding Guidelines: Concepts, Structural Issues, and Alternatives*. Major topics of the paper included the following:

- desired characteristics of base funding guidelines;
- an overview of guideline usage, design, and trends among the states;
- an overview of the program areas to be covered by Virginia's base funding guidelines; and
- the proposed framework for the base funding guidelines.

Each of these topics is briefly highlighted below.

2.1 *Desired Characteristics of Base Funding Guidelines*

Over time, a number of researchers in the area of higher education finance have offered their concepts regarding desired characteristics in state higher education funding

models. Frequently, what is offered as the “desired characteristic” is in direct response to a perceived shortcoming of a particular state’s funding model.

Fourteen characteristics, listed and summarized in Exhibit 1 in no particular order of importance, often tend to be in opposition to one another. For instance, the desire to have a simple-to-understand funding formula may preclude features that might contribute to a greater degree of equity (e.g., more detailed sub-categories to reflect institutional differences). Similarly, a formula that is responsive to changes in enrollment levels may not be able at the same time to provide the desired level of stability. In keeping with these characteristics, one of the Subcommittee’s goals through this process is to attempt to establish an equitable funding model for all of Virginia’s public colleges and universities, while recognizing the unique aspects of the institutions.

**EXHIBIT 1
DESIRED CHARACTERISTICS OF FUNDING GUIDELINES**

Desired Characteristics	
Goal-Based	Simple to Understand
Mission-Sensitive	Equitable
Adequacy-Driven	Adaptable to Special Situations
Size-Sensitive	Reliant on Valid Data
Responsive	Flexible
Adaptable to Economic Conditions	Incentive-Based
Concerned with Stability	Balanced

2.2 *Trends in Funding Guideline Usage and Design*

MGT’s review of current higher education funding guideline usage and design across the states indicates the following:

- more than one-half of the states (27) currently use funding guidelines or formulas;
- states may use funding guidelines for only one or several different program areas; and,
- while there are broad similarities in guideline design among the states, each state’s methodology reflects its own specific situation or needs.

This last point is especially relevant for the Subcommittee’s work in developing base funding guidelines for Virginia’s public institutions of higher education. States may borrow basic guideline design features from other states, however in the end, there is no one best funding guideline methodology. Rather, it is more critical that a state’s guidelines reflect its own context and funding policy goals.

Some emerging trends in funding guideline design and usage among the states include the following:

- a search for more simplified and streamlined approaches to funding models
- greater use of non-guideline funding categories; and
- an increasing focus on quality and performance.

The second trend indicated (i.e., greater use of non-guideline funding categories) reflects a realization that, increasingly, there are unique programs and state policy priorities that cannot be adequately funded solely through the use of mathematical guidelines.

2.3 *Overview of Program Areas Covered by Base Funding Guidelines*

Four educational and general (E&G) program areas were ultimately included in the base funding guideline development process.¹ They are as follows:

- Instruction
- Academic Support
- Institutional Support
- Student Services

Exhibit 2 below provides examples of the types of activities and other expenditures covered under each of these five programs.

EXHIBIT 2 EXAMPLES OF GUIDELINE PROGRAM ACTIVITIES AND EXPENDITURES

Instruction	Academic Support	Student Services	Institutional Support
Faculty salaries	Academic administration (deans and below)	Admissions officers and registrars	Executive management and planning
Academic department operations	Libraries	Guidance and counseling	Fiscal, legal, and personnel operations
	Academic computing	Financial aid administration	Public relations and development
	Instructional technology	Student activities & organizations	Campus safety and security

¹ Note: Plant Operations and Maintenance was initially considered as part of this process, but action was deferred in order to allow for more review and discussion (see Section 5.1 of report).

2.4 Proposed Framework for Base Funding Guidelines

The process of designing a set of higher education funding guidelines is not unlike the process an architect goes through in designing a building for a client. There are some basic structural issues common to all funding guidelines (and buildings), which can be taken as a given by the designer. For example, all building designs need to consider the basic laws of physics to ensure structural soundness for the facility. Likewise, the design of funding guidelines needs to consider both the technical (e.g., data systems availability) and practical (e.g., political) considerations (and limitations) within the state to ensure that the guidelines are ultimately workable.

Beyond that, however, there is a gray area where the designer and client must work through an iterative process in order to "flesh out" the details. As indicated earlier, there is no one "right" funding guideline methodology just as there is no one "right" building design. As such, the designer must first consult with the client to determine the desired outcome before putting an initial proposal together for review. From that point on, the proposed structure is refined until it becomes a completed product in the eyes of the client and designer.

Exhibit 3 presents the initial framework for Virginia's higher education base funding guidelines first proposed in October 1999. This framework is based on our discussions with legislative staff as well as our own experience. The purpose for such a framework is to provide that starting point for the funding guidelines from which to "flesh out" and refine. There are three underlying assumptions inherent in this framework:

1. *The new base funding guidelines should complement, and not replace the Commonwealth's existing funding policies for higher education (e.g., the faculty salary benchmark process).* The Commonwealth has invested considerable time and effort in developing and refining its existing higher education funding policies over the past several years. Thus, any new policy initiative should build upon and not eliminate the prior accomplishments of the state.
2. *To the extent possible, the guideline factors would be developed through an assessment of actual experience or "best practices" nationally.* Given that Virginia's colleges and universities compete in a national marketplace for students, faculty, and staff, institutional funding factors should reflect "industry standards" nationally as well.
3. *Not all institutional resource requirements will, or should, be met through these base funding guidelines.* For example, unique institutional programs (e.g., VIMS at the College of William and Mary, Agricultural Extension at Virginia Tech and Virginia State University), first professional medical education, hospitals, and other areas with special funding needs would continue to be funded outside of the base funding guidelines.

Further discussions with Subcommittee members, staff, and institutional officials during the study process have reinforced the importance of these assumptions.

EXHIBIT 3
INITIAL PROPOSED FRAMEWORK FOR BASE FUNDING GUIDELINES

Program Area	Proposed Guideline Factor
Instruction Instructional Faculty Costs Non-Faculty Instructional Costs (e.g., support staff, supplies, travel)	Student/Faculty Ratios by Discipline and Level Add-on rate to instructional faculty cost amount
Academic Support	A model that recognizes the link between academic support costs and instruction, research, and public service activities
Student Services	Base amount plus \$ per headcount student
Institutional Support	A model that recognizes the link between institutional support costs and all other institutional activities

3.0 Overview of Work Activities Completed

During this project, MGT and legislative staff conducted various research activities in reference to the development of base funding guidelines for Virginia's public colleges and universities using the framework that was described previously. Specifically, we have:

- gathered information on student/faculty ratios by discipline and level used by other states in their funding formulas or generated as the result of a special data collection, as well as actual Virginia data and "optimal" student/faculty ratios (i.e., as recommended by academic program accrediting bodies and institutional chief academic officers);
- conducted several statistical analyses of national data on the relationship between institutional expenditures in academic support, institutional support, and student services and related cost drivers for each area (e.g., enrollment levels, academic program array, etc.);
- developed a data request instrument in order to gather supplemental information on "non-faculty" instructional costs from other states;

- held several meetings with institutional representatives (both fiscal and academic officers) in order to review and discuss the results; and
- refined the analyses and guideline framework based on the results of the research and input from institutional representatives to arrive at estimated levels of base funding adequacy for each institution.

The next section of this report presents more detailed descriptions of our work on the guidelines for each of the program areas.

4.0 Base Funding Guidelines: Process and Recommendations

This section of the paper presents an overview of the work completed in developing the base funding guidelines and related recommendations for each of the four E & G program areas:

- Instruction
- Academic Support
- Institutional Support
- Student Services

Because the methodology for addressing the development of guidelines for academic support, institutional support, and student services was similar, these three program areas will be discussed together as “support services”.

4.1 Instruction

As indicated earlier in section 2.3 of this report, there are two sub-areas within the instruction program for which base funding guidelines were developed: instructional faculty costs and support staff salaries/non-personal services expenses. Both are discussed below.

Instructional Faculty Costs. As indicated earlier, the proposed methodology for funding instructional faculty costs for each Virginia institution is as follows:

*Sum of (3-year average distribution of student FTE enrollment by Discipline and Level projected forward to 2000-01/
Student/Faculty Ratios by Discipline and Level)²*

Multiplied by

Institution-specific Faculty Salary Averages³

This approach results in an instructional faculty FTE staff number for each Virginia institution (based on its individual mission and program mix) that can be multiplied by the institution's specific faculty salary rate to arrive at an instructional faculty salary base for the institution.

From the beginning, a guiding principle for this approach was that it would recognize differences in instructional staffing needs among the different academic disciplines and levels of instruction (e.g., lower division, upper division, masters, doctoral, first professional). As such, we looked for potential taxonomies of academic disciplines by level used by other states that would help to inform the design process. The initial models included for analysis included both states where pre-determined student/faculty ratios for different disciplines and levels were used in funding formulas (e.g., Connecticut) as well as states that regularly collected data on actual student/faculty ratios by discipline and level (e.g., Wisconsin). In total, there were almost 50 separate discipline areas represented (see data in Appendix A).

We also reviewed the related accreditation standards on instructional staffing requirements set forth by several programmatic accreditation organizations, representing the following areas:

- Allied Health
- Architecture
- Business
- Engineering
- Law
- Teacher Education

The purpose of this review was to determine whether there were minimum student/faculty ratios that were viewed as "industry standards" for certain fields of study (particularly the professional programs). The relevant accreditation standards of those organizations are shown in Appendix B. In general, while some allied health fields have

² The methodology used for projecting forward enrollment to 2000-01 was to allocate each institution's actual 1999-2000 FTE enrollment according to the three-year average (1997-98, 1998-99, 1999-00) proportional distribution of FTE enrollment by discipline group and level, and then project the allocated amount forward according to the SCHEV-projected enrollment change rate for each institution from 1999-00 to 2000-01. This approach helped to smooth the year-to-year enrollment fluctuations experienced by institutions among disciplines and levels.

³ Institution-specific salary averages reflect the weighted salary of full-time and part-time faculty and graduate teaching assistants. Calculations of the salary averages use dollars and full-time equivalent positions as reported in the institutions' FY 2001 operating plans.

specific recommended ratios, most accrediting organizations seem to afford institutions a high degree of discretion in staffing their programs, provided that academic quality is maintained.

The materials in Appendix A were reviewed with the various institutional representatives early in the study process. The consensus of the group was that the instructional staffing guidelines for Virginia should be based on a more aggregated grouping of disciplines (i.e., fewer) to reduce complexity in the usage and application of the guidelines. However, the group also desired to maintain discrete levels of instruction in the guidelines (i.e., lower division, upper division, master's, doctoral, and first professional).

Further research found two examples of more aggregated discipline groupings in use in Georgia and Wisconsin (see Appendices A-5 and A-6). As indicated, the Georgia taxonomy has three discipline groupings (plus one for remedial programs), while the Wisconsin taxonomy has six discipline groupings. Further, the Wisconsin taxonomy recognizes the full range of instructional levels (i.e., lower division, upper division, master's, doctoral, and first professional), while the Georgia approach has only three instructional levels (lower division, upper division, and graduate).

The overall results of the research suggested a wide array of possible options, both in terms of discipline groupings and actual ratios. In order to assess the relative appropriateness of these options and also solicit campus input, there was consultation with campus academic officers over several weeks beginning in late spring 2000. Consistent with the previous work conducted, this group was guided by the following principles:

- Discipline groupings and levels are a key component of the guidelines, and the best way to recognize the costs of instruction at each institution.
- The ratios are norms and are not meant to be prescriptive – institutions can use the resources allocated through the guidelines to best meet their individual course delivery needs as well as other faculty responsibilities (e.g., departmental research, service).
- The overall number of discipline groups should be limited.

As opposed to a focus on grouping by discipline type, the campus academic officers recommended that the discipline groups should be developed based on similarities in the intensity of faculty resources needed to deliver instruction as opposed to similarities in content. For example, while the fields of Foreign Language and Computer and Information Sciences are clearly different in terms of content, they are quite similar in the way instruction is delivered (e.g., smaller class sizes paired with intensive laboratory experiences). The discipline groupings would thus range from the less intense (e.g., large lecture experiences) to the more intense (e.g., one-on-one instruction).

Based on this initial guidance, MGT and legislative staff developed an initial array of discipline groupings and range of student/faculty ratios according to instructional

intensity. These ratios and groupings were based on the data from other states shown in Appendix A, the ratios from the original “Appendix M” guidelines, recommendations and actual data submitted by Virginia institutions, and accreditation standards on staffing requirements. These initial groupings and ratios were then shared with the campus academic officers for further review and input.

Based on this further consultation, a final set of discipline groupings was prepared as well as recommended ratios. The final recommended discipline groupings, ranges, and recommended ratios for the public four-year institutions and the public two-year institutions (VCCS and Richard Bland College) are shown in Exhibits 4 and 5 below. As indicated, the disciplines are grouped according to the level of instructional intensity, with Group 1 being less intensive and Group 4 being more intensive. A few program areas (Pharmacy – First Professional, Law – First Professional, and some technological fields) are unique in their instructional needs and required individual consideration.

EXHIBIT 4
DISCIPLINE GROUPINGS AND RECOMMENDED STUDENT/FACULTY RATIOS
FOR FUNDING INSTRUCTIONAL COSTS AT VIRGINIA'S
PUBLIC FOUR-YEAR INSTITUTIONS

Group 1 Disciplines: Area Studies, Business & Management, Interdisciplinary Studies, Library Science, Military Science, Public Affairs, Social Sciences, Study Abroad, Theology

Level	Range	Recommendation
Lower	22 to 28	24
Upper	14 to 18	18
Masters	10 to 13	11
Doctoral	8 to 10	9

Group 2 Disciplines: Communications, Education, Home Economics, Letters, Math, Psychology

Level	Range	Recommendation
Lower	18 to 24	20
Upper	13 to 14	14
Masters	8 to 11	10
Doctoral	8 to 8	8

Group 3a Disciplines: Agriculture & Natural Resources, Architecture & Environmental Design, Computer & Information Sciences, Fine & Applied Arts, Foreign Languages, Health Services and Paramedical Technologies

Level	Range	Recommendation
Lower	13 to 21	18
Upper	11 to 12	11
Masters	7 to 9	9
Doctoral	6 to 7	7

Group 3b Disciplines: Biological Sciences, Engineering, Physical Sciences

Level	Range	Recommendation
Lower	13 to 21	18
Upper	11 to 12	11
Masters	6 to 8	8
Doctoral	6 to 7	6

Group 4 Discipline : Health Professions¹

Level	Range	Recommendation
Lower	8 to 15	12
Upper	8 to 11	10
Masters	6 to 7	7
Doctoral	2 to 7	5

Pharmacy (Pharm. D): 6 (Recommended)

Law: 17 (Recommended)

¹Excludes medicine, dentistry, and veterinary medicine.

EXHIBIT 5
DISCIPLINE GROUPINGS AND RECOMMENDED STUDENT/FACULTY RATIOS
FOR FUNDING INSTRUCTIONAL COSTS AT VIRGINIA'S
PUBLIC TWO-YEAR INSTITUTIONS

Group 1 Disciplines: Area Studies, Business & Management, Interdisciplinary Studies, Library Science, Military Science, Public Affairs, Social Sciences, Study Abroad, Theology		
Level	Range	Recommendation
Lower	22 to 28	24
Group 2 Disciplines: Communications, Education, Home Economics, Letters, Math, Psychology		
Level	Range	Recommendation
Lower	18 to 24	20
Group 3 Disciplines: Agriculture & Natural Resources, Architecture & Environmental Design, Biological Sciences, Business & Commerce Technologies, Computer & Information Sciences, Data Processing Technologies, Foreign Languages, Physical Sciences, Public Service Technologies, Remedial Education		
Level	Range	Recommendation
Lower	13 to 21	18
Group 4 Discipline : Health Services and Paramedical Technologies		
Level	Range	Recommendation
Lower	8 to 15	10
Mechanical and Engineering Technologies: 13 (Recommended)		
Natural Science Technologies: 14 (Recommended)		

Non-Faculty Instructional Costs. As discussed earlier, the recommendation to fund instructional faculty costs within the base funding guidelines for Virginia's public colleges and universities is through a combination of student/faculty ratios and blended faculty salary averages. However, the process for funding instructional support staff salaries and instructional non-personal services expenses (referred to as "non-faculty instructional costs" in this paper) proved to be more ambiguous. This is a particular issue of concern to Virginia's public colleges and universities who feel that these costs have been underfunded in recent years. There is also a belief among these institutions that these costs will continue to grow in the future, driven primarily by a rapidly increasing use of technology in instructional delivery.

There are at least six different methods that could be used as guidelines for funding non-faculty instructional costs (none of which are necessarily mutually exclusive):

1. An add-on percentage to total instructional faculty cost requirements generated for the institution (i.e., X% of faculty salary base).
2. Staffing ratios driven by the number of instructional faculty generated through the student/faculty ratios (e.g., 1 support staff FTE for every 4 faculty FTE).

3. A dollars per FTE student approach.
4. A dollars per student credit hour approach.
5. A “base-plus” approach which adjusts the previous year’s non-faculty instructional cost base by an inflation and/or enrollment growth factor.
6. A “zero-based” approach for non-faculty instructional cost components.

Further, from a conceptual standpoint, Methods #1 through #4 could potentially be differentiated by discipline area and/or institutional type, and or include a recognition of fixed costs/economies of scale.

Each method has its own relative advantages and disadvantages. Method #1 is quite straightforward, although it suffers from having no direct linkage to instructional workload at an institution. Among Methods #2 - #4 however, the primary advantage is a direct link to instructional workload. However, these methods suffer from a lack of existing actual data with which to calibrate the guidelines.

While Methods #5 and #6 are not “guidelines” in the strictest sense of the term, they are alternative budgeting methodologies that the General Assembly could choose to adopt for funding non-faculty instructional costs. There are significant disadvantages inherent in each approach, however. The primary disadvantage in Method #5 is that it may serve to perpetuate past funding inequities and inadequacies among and within institutions. The primary disadvantage to Method #6 is that any “zero-based” budget approach is very time consuming to implement and maintain.

An equally important issue to be resolved in establishing base funding guidelines for non-faculty instructional costs is the data to be used in calibrating the guideline. Because there is no central source of data nationally, there are essentially three data sources available in establishing the guideline:

1. Obtain relevant historical data from Virginia’s public colleges and universities.
2. Borrow/adapt guideline factors used by other states
3. Conduct a special survey of institutions and/or systems in other states to collect relevant actual data (or survey current peers)

As with the guideline methods discussed in the previous section, these three data sources are not mutually exclusive (i.e., different data sources could potentially be used for different cost components).

The primary advantage of the first two data sources is their availability. Their disadvantages are that they may serve to perpetuate funding inadequacies and inequities (#1), and may not be relevant to the unique needs of Virginia’s public colleges and universities (#2). The primary advantage of the third potential data source is the ability to tailor the data to a desired guideline method, as opposed to “fitting” the

guideline method to available data. Its primary disadvantages are the time involved in data collection (significant), and the ultimate risk of a low response rate from those institutions and systems that are surveyed.

After considering the various pros and cons of each alternative, and consulting with institutional representatives, a decision was made to survey other states regarding current funding patterns relative to non-faculty instructional costs. The survey was developed and sent to selected public university and community college systems nationally in February – March, 2000, and collected comparative data on non-faculty instructional support staffing and costs. The systems included institutions that are current peers of Virginia's four-year institutions and community colleges. Responses were received from nine systems, representing 168 four- and two-year institutions.⁴

Initial analyses of the survey data indicated a wide range among respondents as to the relationship between non-faculty instructional costs and faculty instructional costs. In order to minimize the impact of outliers in the analyses, the data were further refined to exclude those institutions that were more than one standard deviation (plus/minus) from the mean of the institutions within the data set. The results showing both the total set of institutions and those within the one standard deviation band are shown in Exhibit 6 below.

EXHIBIT 6
NON-FACULTY INSTRUCTIONAL COSTS AS A PERCENT OF
FACULTY INSTRUCTIONAL COSTS
ALL SURVEY RESPONDENTS

Variable	All Institutions	Filtered*
Number of Institutions	168	121
Mean: Non-Faculty Instructional Costs as a % of Instructional Faculty Costs	46.1%	42.1%
Median: Non-Faculty Instructional Costs as a % of Instructional Faculty Costs	47.3%	31.5%
Standard Deviation	42.1%	22.8%
Mean plus one standard deviation	88.2%	
Mean less one standard deviation	3.9%	

*Filtered those institutions for which the value of *Non-faculty Instructional Costs as a Percent of Faculty Instructional Costs* fell above/below one standard deviation of the mean for this value for all public institutions included in the survey.

Source: MGT Survey on Non-faculty Instructional Costs, 2000.

Based on the survey findings and refined analyses as shown above in Exhibit 7, and discussions with the technical advisory group, it was determined that an initial guideline rate of 40 percent should be used in calculating non-faculty instructional costs. At the

⁴ The responding systems included: the Arizona University System, the California State University System, the Illinois Community College Board, the North Carolina Community College System, the State University System of Florida, the University of North Carolina System, the University and Community College System of Nevada, the University of Tennessee System, and the University of Wisconsin System.

same time, it was also recognized that additional work may be needed to further refine and validate this guideline, perhaps through another survey in the future.

Fringe Benefit Costs. To recognize all elements of instructional cost, fringe benefit rates were also applied to the sum of the calculated instructional faculty salaries and the non-faculty instructional costs. Institution-specific rates were developed from actual FY 2000 expenditure data by calculating fringe benefits as a percent of all expenditures in the program of instruction, excluding fringe benefits. This approach recognizes fringe benefit costs for faculty and for the personal services component of non-faculty instructional costs, based on actual institutional patterns. (Note: For the support programs, discussed in the next section of this report, the calculations assume that any fringe benefits associated with personal services in those programs would be covered by the guideline-generated calculation.)

4.2 Support Services

As indicated earlier, MGT used a similar methodology to research the development of base funding guidelines for academic support, institutional support, and student services. The general methodology used was a statistical analysis of the relationship between unrestricted institutional costs in each of the three support program areas and potential “cost drivers” through linear regression modeling. The cost drivers explored for the three program areas through these models are shown in Exhibit 7. The focus was on unrestricted expenditures in order to exclude those costs that are generally outside of the institution’s discretion (e.g., grant-funded activities). Multiple, iterative regression analyses were conducted during the study process. The ultimate goal in working through the various regression analyses was to generate funding factors that have demonstrated a statistical relationship with each of the three program areas.

The data source used for the statistical analyses was the National Center for Education Statistics’ (NCES) Integrated Postsecondary Education Data System (IPEDS). Through IPEDS, NCES surveys approximately 11,000 institutions nationally through a regular data collection cycle on institutional characteristics, student enrollment, staffing, finances, and degrees granted, among others.

The data analyses initially focused on two populations of institutions. The first population included all public colleges and universities in the IPEDS universe, excluding specialized institutions such as stand-alone medical schools (approximately 1,300). The second population included all public colleges and universities that are considered “official peers” of Virginia institutions for salary comparison purposes (approximately 370). The reason for looking at the public peers separately was to determine if there were materially different results from all public institutions as a whole.

The overall methodology employed involved a three-stage process. The initial stage was to run several different models with various combinations of “cost driver” variables to determine which cost drivers showed up as having the strongest statistical relationships and predictive value in each of the three program areas using the most recent year’s available IPEDS data (1996-97) at the time. The list of initial cost drivers included in the regression analyses for each program area is shown in Exhibit 8. The results of these initial analyses were shared and discussed with the technical advisory group in November 1999.

The second stage was to narrow further analysis to those cost driver variables that appeared the most defensible through the results of the initial statistical analyses, as indicated below:

- Academic Support: Unrestricted Instruction, Research, and Public Service Expenditures.
- Institutional Support: Unrestricted E&G Expenditures (Less Institutional Support).
- Student Services: Total Student Headcount.

Also, these analyses were conducted using the two most recent years worth of data available at the time (1995-96 and 1996-97) in order to see if the initial relationships were consistent across both years.

EXHIBIT 7
**COST DRIVERS INCLUDED IN INITIAL STATISTICAL ANALYSES FOR ACADEMIC SUPPORT,
INSTITUTIONAL SUPPORT AND STUDENT SERVICES**

Support Program Area	Organizational Characteristics	Financial Characteristics	Faculty/Staff Demographics	Student Demographics
Academic Support	Carnegie Classification Land Grant Institution (Y/N) Number of Academic Programs by Level	Unrestricted Instruction, Research, and Public Service Expenditures	Total Number of Faculty Number of Full-time Faculty Number of Part-time Faculty	Total Student Headcount
Institutional Support	Carnegie Classification Land Grant Institution (Y/N) Medical School (Y/N) Teaching Hospital (Y/N)	Total Unrestricted Educational and General Expenditures (Less Institutional Support)	Total Faculty and Staff Headcount Number of Full-time Faculty and Staff Number of Part-time Faculty and Staff	
Student Services	Carnegie Classification			Total Student Headcount Number of Full-time Students Number of Part-time Students

The third stage was to further disaggregate the analyses by institutional type. That is, separate regression models were run for the following broad groups of institutions for each of the three support program areas:

- Research
- Doctoral
- Masters/Comprehensive
- Baccalaureate
- Two-year

Institutions were generally assigned to each of these groups based on their current Carnegie classification. The purpose of this step was to determine if different funding factors might be justified for the different types of institutions in Virginia. Exhibit 8 below shows the category for each Virginia institution. The results of these analyses indicated that there are statistically significant differences among the various institutional types that should be recognized in developing funding guidelines.

EXHIBIT 8
CLASSIFICATION OF VIRGINIA PUBLIC INSTITUTIONS BY
BROAD CARNEGIE TYPE

Institutional Type	Virginia Institutions
Research	UVa, VCU, VPI
Doctoral	CWM, ODU, GMU
Masters/Comprehensive	JMU, RU, NSU, VSU, LC, CNU
Baccalaureate	VMI, MWC, UVa - Wise
Two-Year	RBC, VCCS

The second and third stage results were discussed with the technical advisory group during the early spring 2000. There was consensus within the group based on the regression results, that:

- the appropriate academic support guideline would be academic support as a percent of instruction, research, and public service expenditures (as generated by the base funding guidelines) plus an adjustment factor⁵, differentiated by institutional type;
- the appropriate institutional support guideline would be institutional support as a percent of total E&G expenditures less institutional support and scholarships & fellowships (as generated by the base funding guidelines) plus an adjustment factor, differentiated by institutional type; and
- the appropriate student services guideline would be a model where each institution received a per capita amount to be applied to the

⁵ The “adjustment factor” is the result of a statistical function that improves the relationship between the values being measured and predicted. It is also referred to as the “constant” in a linear regression model.

institution's total headcount enrollment, plus an adjustment factor, differentiated by institutional type.

It was also the consensus of the technical advisory group that the statistical analyses should include all public institutions, and not just the public peers of the Virginia institutions. This is because a larger number of observations generally improves the stability and applicability of the statistical analyses. Further, the statistical analyses generally did not indicate wide disparities in the results for the two groups. The recommended base funding guideline methodology recommendations for the three support program areas are outlined in Exhibit 9 below.

EXHIBIT 9
PROPOSED SUPPORT PROGRAM BASE FUNDING GUIDELINE METHODOLOGIES

Support Program Area	Recommended Guideline Approach	Differentiation by Institutional Type
Academic Support	A Percentage of Unrestricted Instruction, Research, and Public Service Guideline Requirements, plus an Adjustment Factor	Yes ¹
Institutional Support	A Percentage of Total Educational and General Budget Guideline Requirements (less institutional support), plus an adjustment factor. ²	Yes ¹
Student Services	Dollar amount per headcount student, plus an adjustment factor.	Yes ¹

¹Research, Doctoral, Master's/Comprehensive, Baccalaureate, and Two-Year.

²For purposes of calculating total E&G budget guideline requirements for the institutional support guideline, the methodology included actual FY 2000 expenditures for operation and maintenance of plant. When a guideline for operation and maintenance of plant is developed, the results of that guideline would be included in the institutional support guideline.

Further analyses were conducted throughout the course of the study in order to refine the guideline rates for each of the three program areas, including the replication of the three relevant regression models using the most recent IPEDS data (1997-98). Further adjustments were also made during these regression analyses to improve the "fit" of the model by excluding outliers from the data set. The final regression results for 1997-98 used for the support services guideline rates are included in Appendix C at the end of this report.

4.3 Recommended Base Funding Adjustments

The ultimate goal for the development of the base funding guidelines is to compare the current level of appropriated funds received by Virginia's public colleges and universities with the amount generated by the guidelines. The amounts generated by the guidelines represent, in theory, a minimum level of base funding adequacy for Virginia's institutions of higher education, relative to their individual mission and program array.

To develop this comparison, the guideline estimate was calculated for each institution using 2000-01 projected enrollments for instruction (both faculty and non-faculty costs), academic support, institutional support, and student services. The guideline estimates were adjusted for each institution to arrive at a figure that would provide an "apples to apples" comparison with the FY 2001 appropriation. Examples of these adjustments included adding back in the appropriated amounts for medical, dental, and veterinary medicine for the University of Virginia, Virginia Commonwealth University, and Virginia Tech, given that the instructional guidelines did not address those particular program areas. Legislative staff then met with representatives from each institution to review the estimates and the assumptions used in the calculations, and refine the assumptions if justified.

Exhibit 10 presents the results of the guideline estimates and the FY 2001 appropriated funding level for those institutions where the current funding level is less than that generated by the guidelines. As indicated, in total, appropriated funding is \$187 to \$206 million below the guideline estimate, or a nine to ten percent deficit. Twelve of the 15 four-year institutions and both two-year institutions appear to have funding below the guideline calculation estimates.

The wide differences in the percentage variances shown for the individual institutions is reflective of the fact that Virginia has not had funding guidelines for higher education in effect for several years, as well as the fact that enrollment growth at some institutions has been much greater than at other institutions. Funding has not been allocated on the basis of curricular needs or changes in program mix over time, which when combined with varying rates of enrollment growth (or decline), leads to a structural imbalance in institutional funding needs and base budgets. At the same time, however, the analysis indicated that three of the four-year institutions (Norfolk State University, UVa – Wise, and VMI), appear to have adequate funding for their current mission and curriculum.

EXHIBIT 10
COMPARISON OF BASE FUNDING GUIDELINES CALCULATION ESTIMATE
AND ACTUAL FY 2001 BASE FUNDING
(*\$* in millions)

Institution ¹	Guideline Estimate	Current Funding	Dollar Range of Variance	Percentage Variance
Four-Year Institutions				
James Madison University	\$ 141.4	\$ 116.2	\$ 24.0 - \$ 26.0	20.7 - 22.4
Virginia Tech	355.0	334.9	19.0 - 21.0	5.7 - 6.3
George Mason University	204.5	184.4	19.0 - 21.0	10.3 - 11.4
University of Virginia	340.8	323.1	17.0 - 18.5	5.3 - 5.7
Old Dominion University	162.4	147.0	14.5 - 16.0	9.9 - 10.9
Radford University	72.1	62.0	9.5 - 10.5	15.3 - 16.9
Virginia Commonwealth University	284.6	275.2	9.0 - 9.9	3.3 - 3.6
College of William and Mary	99.2	92.7	6.0 - 6.7	6.5 - 7.2
Christopher Newport University	36.1	33.3	2.5 - 3.0	7.5 - 9.0
Longwood College	32.7	30.0	2.5 - 3.0	8.3 - 10.0
Mary Washington College	36.5	34.0	2.3 - 2.5	6.8 - 7.4
Virginia State University	39.3	38.5	0.5 - 1.0	1.3 - 2.6
Four-Year Institutions Subtotal	\$ 1,804.6	\$ 1,671.3	\$ 125.8 - \$139.1	7.5 - 8.3
Two-Year Institutions				
VCCS	\$ 484.8	\$ 421.0	\$ 61.0 - \$ 67.0	14.5 - 15.9
Richard Bland College	7.0	6.8	0.1 - 0.2	1.5 - 2.9
Two-Year Institutions Subtotal	\$ 491.8	\$ 427.8	\$ 61.1 - \$ 67.2	14.3 - 15.7
Total, All Institutions	\$ 2,296.4	\$ 2,099.1	\$ 186.9 - \$206.3	8.9 - 9.8

¹The base funding guideline analysis indicated that Norfolk State University, UVa - Wise, and VMI appear to have adequate funding for their current mission and curriculum; therefore, these three institutions are not included in the table.

5.0 Issues For Further Review and Discussion

The study process also dealt with issues for which there are no definitive recommendations at this point, but which will be important for further review and discussion by the Subcommittee. These include the funding of plant operations and maintenance as well as the funding of enrollment growth for the future. Both issues are outlined below, with recommendations for future action.

5.1 Plant Operations and Maintenance

The development of base funding guidelines for plant operations and maintenance poses a number of complexities when compared to the other support program areas previously described. First, perhaps more than other support areas, Virginia's public colleges and universities are exceptionally diverse in their physical plants, in terms of structure, utilization, and operating costs (e.g., utilities). Secondly, compared to funding the support program areas described in the previous section, national data on specific costs and cost drivers related to plant operations and maintenance is relatively sparse.

Different strategies were employed in an attempt to develop initial base funding guidelines for plant operations and maintenance. One approach was a proposal from the institutional representatives based on a number of factors, including plant replacement value and staffing ratios related to total space and acreage. Another approach involved the application of norms from an annual survey conducted by the Association of Physical Plant Administrators (APPA). Both approaches resulted in widely divergent funding needs depending on the institution when compared to current funding levels, suggesting that a purely formulaic approach similar to those used in the other guideline areas may not fully account for the unique needs related to each campus' physical plant.

Recommendation for Future Action. Legislative staff should continue to work with the technical advisory group over the next several weeks to develop a guideline for plant operations and maintenance. This guideline should be based on national norms where applicable and appropriate to provide equitable funding of similar costs, but should also allow for significant flexibility in order to capture the key factors that are unique to each institution.

5.2 Enrollment Growth Funding

As noted previously, part of the reason that the results of the base funding guideline calculations varied greatly by institution was that there have been no guidelines in place to recognize enrollment growth during the past several years. Thus, it is important that a mechanism to fund enrollment growth for Virginia's public colleges and universities be established for future years in order prevent further erosion of base funding adequacy.

At its October 2000 meeting, the Joint Subcommittee directed MGT and legislative staff to develop an enrollment growth funding guideline based on the following principles:

- the guideline should recognize enrollment growth, but should not provide incentives to grow merely for more funding; and,
- the guideline should recognize the concept of “marginal cost” in providing funding for additional students.

The latter principle reflects the phenomenon that as enrollment grows at an institution, the overall unit costs borne by the institution are generally less than the average cost per student, especially in the short run. This is due to the fact that there are economies of scale and other efficiencies that can be realized as enrollment grows, particularly in administrative and other support areas.

MGT conducted a search of the literature to determine if there was any guidance in past research or any other models to inform the development of an enrollment growth funding guideline. There is very little published research on this topic, due in part to the technical and practical difficulties of deriving marginal costs in an educational setting. Perhaps the only consistent and applicable finding of the research is that the ratio of marginal cost/average cost is typically higher for instructional and related programs than it is for administrative support programs. The California State University (CSU) System currently utilizes this principle in funding enrollment growth, by funding each additional student at a set dollar amount with varying discount factors in place depending on the program to recognize marginal costs as follows:

- Instruction – Fully Funded
- Academic Support – Discounted by 15 percent
- Student Services – Discounted by 20 percent
- Institutional Support – Discounted by 35 percent

It should be noted, however, that these discount rates were developed in negotiation between the CSU System, the California legislature, and the governor's office, rather than a purely empirical approach, perhaps reflecting the inherent imprecision in calculating marginal costs.⁶

Recommendation for Future Action. Enrollment growth should be funded at a set dollar amount per student, based on the average appropriation per student at each institution (post-base funding adequacy adjustment). This amount should also be adjusted to recognize marginal cost. Further, not all programs (instruction, academic support, institutional support, and student services) should be funded at the same relative level. Funding should be concentrated on those programs where the impact of additional enrollment is most apparent (i.e., instruction, academic support, student services), with more significant discount factors applied to institutional support and plant operations and maintenance. Legislative staff should work with the technical advisory group over the next several weeks to develop the relative discount factors for each program area.

⁶ Source: *California State University 2000-01 Support Budget Documentation*, www.calstate.edu/tier3/Budget/2000_01BudIndex

6.0 Summary and Conclusions

This report has presented base funding guideline recommendations for the Joint Subcommittee on Higher Education Funding Policies relative to the funding of Virginia's public colleges and universities. The guidelines encompass four E & G program areas: instruction, academic support, institutional support, and student services. The results of the recommended guideline estimates indicate that, in total, appropriated funding for Virginia's public colleges and universities is \$187 to \$206 million below the guideline estimate, or a nine to ten percent deficit. Twelve of the 15 four-year institutions and both two-year institutions appear to have funding below the guideline calculation estimates. At the same time, however, the analysis indicated that three of the four-year institutions (Norfolk State University, UVa-Wise, and VMI) appear to have adequate funding for their current mission and curriculum.

There are two related areas that will require further review and consideration by the Subcommittee. The first is the development of a guideline for funding plant operations and maintenance costs that should be flexible enough to recognize the wide-ranging diversity in physical plant among Virginia's institutions of higher education, while equitably funding similar O & M costs. The second issue is the funding of future enrollment growth. The preliminary recommendation is to fund enrollment at a set dollar amount per student that would be less than the average appropriation per student at each institution, adjusted to recognize marginal costs, particularly in the administrative areas.

In conclusion, the application of these base funding guidelines should provide a level of base funding adequacy for every Virginia public college and university, assuming that the necessary funding is allocated to meet the identified shortfalls in a timely and systematic manner. At the same time, however, it should be recognized that these guidelines will need to be revisited periodically (perhaps every four years) to reflect instructional and other program changes at the institutions that have taken place in the interim, as well as other more technical adjustments that may need to be addressed (e.g., inflation). As such, the Subcommittee may wish to convene periodically in the interim to review and discuss issues regarding base funding adequacy and the recommended funding guidelines.

APPENDICES

- APPENDIX A: STUDENT/FACULTY RATIOS BY ACADEMIC DISCIPLINE AND INSTRUCTIONAL LEVEL – SELECTED STATES AND APPENDIX M**
- APPENDIX B: INSTRUCTIONAL STAFFING LEVEL STANDARDS FROM SELECTED ACCREDITING ORGANIZATIONS**
- APPENDIX C: REGRESSION MODEL RESULTS RELATED TO PRELIMINARY RECOMMENDATIONS FOR ACADEMIC SUPPORT, INSTITUTIONAL SUPPORT, AND STUDENT SERVICES GUIDELINES**

APPENDIX A-1
LEVEL 1 (FRESHMAN-SOPHOMORE) STUDENT-FACULTY RATIOS BY DISCIPLINE AREA
SELECTED STATES

Discipline Area	UW System ¹	PSSHE ²	Connecticut ³	Mississippi ⁴	Illinois ⁵	Average	Median	Virginia (Appendix M) ⁶
AGR. BUSINESS AND PRODUCTION			19	16	27	21	19	16
AGRICULTURE/AGR. SCIENCES			19	16	27	21	19	16
AGRICULTURE/NATURAL RESOURCES	23		19	16	27	21	21	16
ARCHITECTURE/ENV. DESIGN	16		19	14	16	16	16	16
AREA/ETHNIC STUDIES	22		26		17	22	22	
COMMUNICATION/JOURNALISM	21		20	23	21	21	21	22
COMPUTER SCIENCE	16		18	14	23	18	17	22
EDUCATION	27		20	23	19	22	21	22
TEACHER EDUCATION					21	21	21	22
ENGINEERING	16		19	14	17	17	16	16
ENGINEERING TECHNOLOGY			15	14	13	14	14	12/16
FOREIGN LANGUAGES	17		20	23	21	20	20	16
HOME ECONOMICS	28		20	16	27	23	23	22
LAW/LEGAL STUDIES				23	15	19	19	22
ENGLISH	18			23		20	20	22
LETTERS					18	18	18	22
LIBERAL ARTS			18		15	16	16	22
LIBRARY SCIENCE	33		18	20	10	20	19	22
BIOLOGY/LIFE SCIENCES	24		19	22		22	22	22
LIFE SCIENCES					23	23	23	22
MATH/STATISTICS	23		19	23	23	22	23	22
MILITARY TECHNOLOGIES			26			26	26	22
INTERDISCIPLINARY STUDIES	49		26		24	33	26	22
LEISURE STUDIES/RECREATION				23	27	25	25	
PHYSICAL EDUCATION	22					22	22	22
PHILOSOPHY & RELIGION	26		26	23	26	25	26	22
PHYSICAL SCIENCES				26	34	30	30	22
CHEMISTRY	17				22	20	20	22
GEOLOGY	25				25	25	25	22
PHYSICS	18			22	17	19	18	22
PSYCHOLOGY	32			23	37	30	32	22
PROTECTIVE SERVICES					14	28	21	
PUBLIC AFFAIRS	27		26	23	22	24	24	22
SOCIAL WORK			18			18	18	22
SOCIOLOGY/ANTHROPOLOGY	30			23	31	28	30	22
ECONOMICS	27				30	28	28	22
GEOGRAPHY	29				39	34	34	22
HISTORY	24				28	26	26	22
INTERNATIONAL RELATIONS			20			20	20	22
POLITICAL SCIENCE/URBAN STUDIES	26		19		25	23	25	22
INDUSTRIAL TECHNOLOGY	23		20		8	17	20	12
THEATRE ARTS	12				11	19	14	16
ART/FINE & STUDIO	19		18	11	20	17	19	16
MUSIC	12		22		13	16	13	16
HEALTH SCIENCES	11		19	8	26	16	15	10
NURSING					8	13	10	10
PHARMACY			8	8		8	8	10
BUSINESS	27		26	23	37	28	27	22
ALL LOWER DIVISION		22			23	22	22	
OTHER			26			26	26	

¹Source: University of Wisconsin System, 1997-98. Report CS0611 (Actual data)

²Source: Pennsylvania State System of Higher Education formula (Formula rates)

³Source: Connecticut Department of Higher Education formula (Formula rates)

⁴Source: Mississippi Institutions for Higher Learning formula (Formula rates)

⁵Source: Illinois Board of Higher Education 1997-98 Public University Cost Study (Actual data)

⁶Note: Ratios shown for comparison purposes only for actual or similar discipline areas.

APPENDIX A-2
LEVEL 2 (JUNIOR-SENIOR) STUDENT-FACULTY RATIOS BY DISCIPLINE AREA
SELECTED STATES

Discipline Area	UW System ¹	PSSHE ²	Connecticut ³	Mississippi ⁴	Illinois ⁵	Average	Median	Virginia (Appendix M) ⁶
AGR. BUSINESS AND PRODUCTION			12	13	21	15	13	11
AGRICULTURE/AGR. SCIENCES			12	13	23	16	13	11
AGRICULTURE/NATURAL RESOURCES	14		12	13	23	15	14	11
ARCHITECTURE/ENV DESIGN	13		12	12	11	12	12	11
AREA/ETHNIC STD	20				10	15	15	14
COMMUNICATION/JOURNALISM	13		14	13	19	15	14	14
COMPUTER SCIENCE	16		16	12	21	16	16	14
EDUCATION	16		14	21	19	17	17	14
TEACHER EDUCATION					18	18	18	14
ENGINEERING	11		12	12	13	12	12	11
ENGINEERING TECHNOLOGY			12	12	14	13	12	11
FOREIGN LANGUAGE	14		14	13	17	15	14	11
HOME ECONOMICS	15		14	14	18	15	15	14
LAW/LEGAL STUDIES				23	13	18	18	14
ENGLISH	15			13		14	14	14
LETTERS			14		17	16	16	14
LIBERAL ARTS			14		13	13	13	14
LIBRARY SCIENCE	19			20	10	16	19	14
BIOLOGY/LIFE SCIENCES	14		12	11		12	12	14
LIFE SCIENCES			12		16	14	14	14
MATH/STATISTICS	17		16	13	20	17	17	14
MILITARY TECHNOLOGY				26		25	25	14
INTERDISCIPLINARY STUDIES	24				22	20	22	
LEISURE STUDIES/RECREATION			16	22				
PHYSICAL EDUCATION	15		16		22	18	16	14
PHILOSOPHY & RELIGION	19		16	13	21	17	18	14
PHYSICAL SCIENCES			12		24	18	18	14
CHEMISTRY	12			11	15	13	12	14
GEOLOGY	13				17	15	15	14
PHYSICS	14			11	17	14	14	14
PSYCHOLOGY	17		16	13	23	17	17	14
PROTECTIVE SERVICES			16	14	23	18	16	
PUBLIC AFFAIRS	18		16	13	18	16	17	14
SOCIAL WORK			16	13		14	14	14
SOCIAL SCIENCES					15	15	15	14
SOCIOLOGY/ANTHROPOLOGY	20		16	13	23	18	18	14
ECONOMICS	18			13	22	18	18	14
GEOGRAPHY	18			13	23	18	18	14
HISTORY	18			13	22	18	18	14
INTERNATIONAL RELATIONS								
POLITICAL SCIENCE/URBAN STUDIES	19			13	17	16	17	14
INDUSTRIAL TECHNOLOGY	17		14		6	12	14	
TRANSPORTATION								
THEATRE ARTS	9		11	8	14	11	10	11
ART/FINE & STUDIO	12		11	8	13	11	12	11
MUSIC	8				10	9	9	11
HEALTH SCIENCES	11		12	8	17	12	12	8
SPEECH/LANGUAGE PATHOLOGY			12			12	12	
NURSING			8	8	10	9	8	8
PHARMACY			8			8	8	8
BUSINESS	21		16	20	24	20	20	14
ALL UPPER DIVISION		19			18	18	18	

¹Source: University of Wisconsin System, 1997-98. Report CS0611 (Actual data)

²Source: Pennsylvania State System of Higher Education formula (Formula rates)

³Source: Connecticut Department of Higher Education formula (Formula rates)

⁴Source: Mississippi Institutions for Higher Learning formula (Formula rates)

⁵Source: Illinois Board of Higher Education 1997-98 Public University Cost Study (Actual data)

⁶Note: Ratios shown for comparison purposes only for actual or similar discipline areas.

APPENDIX A-3
LEVEL 3 (MASTER'S) STUDENT-FACULTY RATIOS BY DISCIPLINE AREA
SELECTED STATES

Discipline Area	UW System ¹	PSSHE ²	Connecticut ³	Mississippi ⁴	Illinois ⁵	Average	Median	Virginia (Appendix M) ⁶
AGR. BUSINESS AND PRODUCTION				10	9	13	11	10
AGRICULTURE/AGR. SCIENCES				10	9	12	10	10
AGRICULTURE/NATURAL RESOURCES	9			10	9	12	10	7
ARCHITECTURE/ENV. DESIGN	10			10	8	10	9	10
AREA/ETHNIC STUDIES	7			16		10	11	10
MARKETING				16	13		15	10
COMMUNICATION/JOURNALISM	9			12	13	18	13	10
COMPUTER SCI	11			14	8	13	12	10
EDUCATION	12			12	15	18	14	10
TEACHER EDUCATION						17	17	10
ENGINEERING	7			10	8	13	9	7
ENGINEERING TECHNOLOGY				10	8	12	10	7
FOREIGN LANGUAGE	7			12	13	12	11	7
VETERINARY MEDICINE						8	8	7.8
HOME ECONOMICS	7			12	11	14	11	10
LAW/LEGAL STUDIES				16	21	20	19	10/20
ENGLISH	8					13	11	10
LETTERS				16	13	13	14	10
LIBERAL ARTS				16	13	9	13	10
LIBRARY SCIENCE	14					11	12	10
BIOLOGY/LIFE SCIENCES	9			10	8		9	7
LIFE SCIENCES						11	11	7
MATH/STATISTICS	10			14	13	14	13	10
MILITARY TECHNOLOGY								10
INTERDISCIPLINARY STUDIES	19			16		16	17	10
LEISURE STUDIES/RECREATION				16	15	13	15	
PHYSICAL EDUCATION	8			16	15	13	13	10
PHILOSOPHY & RELIGION	6			16	13	9	11	10
PHYSICAL SCIENCES				10	8	11	10	7
CHEMISTRY	11					8	11	7
GEOLOGY	4					5	6	5
PHYSICS	4					8	7	7
PSYCHOLOGY	10			14	13	13	13	10
PROTECTIVE SERVICES				16	14	15	15	
PUBLIC AFFAIRS	13					16	15	10
SOCIAL WORK				16	13	10	13	10
SOCIOLOGY/ANTHROPOLOGY	7			16	13	13	12	10
ECONOMICS	14					13	15	10
GEOGRAPHY	9					13	12	10
HISTORY	9					13	12	10
INTERNATIONAL RELATIONS								
POLITICAL SCIENCE/URBAN STUDIES	9					13	10	10
INDUSTRIAL TECHNOLOGY	15			12		1	9	12
TRANSPORTATION								
THEATRE ARTS	6			9	8	10	8	7
ART/FINE & STUDIO	8					9	9	7
MUSIC	4			9	8	7	8	7
HEALTH SCIENCES	7			16	7	15	11	
SPEECH/LANGUAGE PATHOLOGY						10	10	
NURSING				8	7	9	8	6
PHARMACY						7	7	6
BUSINESS	15						16	
ALL MASTER'S LEVEL				17		13	14	
OTHER							16	
THESIS/DISSERTATION SUPERVISION					8		8	

¹Source: University of Wisconsin System, 1997-98. Report CS0611 (Actual data)

²Source: Pennsylvania State System of Higher Education formula (Formula rates)

³Source: Connecticut Department of Higher Education formula (Formula rates)

⁴Source: Mississippi Institutions for Higher Learning formula (Formula rates)

⁵Source: Illinois Board of Higher Education 1997-98 Public University Cost Study (Actual data)

⁶Note: Ratios shown for comparison purposes only for actual or similar discipline areas.

APPENDIX A-4
LEVEL 4 (DOCTORAL) STUDENT-FACULTY RATIOS BY DISCIPLINE AREA
SELECTED STATES

Discipline Area	UW System ¹	PSSHE ²	Connecticut ³	Mississippi ⁴	Illinois ⁵	Average	Median	Virginia (Appendix M) ⁶
AGR. BUSINESS AND PRODUCTION			8	9	15	11	9	7
AGRICULTURE/AGR. SCIENCES			8	9	16	11	9	7
AGRICULTURE/NATURAL RESOURCES	9		8	9	16	10	9	7
ARCHITECTURE/ENV. DESIGN	7		8	8	5	7	8	7
AREA/ETHNIC STUDIES	4		8		5	6	5	8
ART/FINE & STUDIO	12		7	8	10	9	9	7
BIOLOGY/LIFE SCIENCES	11		8	8		9	8	7
BUSINESS	5		16	13	11	11	12	8
CHEMISTRY	10			8	21	13	10	7
COMMUNICATION/JOURNALISM	10		8	13	10	10	10	8
COMPUTER SCIENCE	12		8	8	18	12	10	8
ECONOMICS	6			13	9	9	9	8
EDUCATION	8		8	15	13	11	11	8
TEACHER EDUCATION					12	12	12	8
ENGINEERING	7		8	8	13	9	8	7
ENGINEERING TECHNOLOGY			8	8	14	10	8	7
ENGLISH	7			13		10	10	8
FOREIGN LANGUAGE	6		8	13	9	9	9	7
GEOGRAPHY	7			13	9	10	9	8
GEOLOGY	8			8	9	8	8	7
HEALTH SCIENCES	6		8	7	6	7	7	6
HISTORY	9			13	11	11	11	8
HOME ECONOMICS	6		8	11	12	9	10	8
INDUSTRIAL TECHNOLOGY			8		10	9	9	
INTERDISCIPLINARY STUDIES	27				3	15	15	8
INTERNATIONAL RELATIONS								
LETTERS			8	13	11	11	11	8
LIBERAL ARTS			8	13	3	8	8	8
LAW/LEGAL STUDIES			18	21	0	13	18	8
LIBRARY SCIENCE	18			11	4	11	11	8
LIFE SCIENCES					14	14	14	7
MARKETING			16	13		15	15	8
MATH/STATISTICS	8		8	13	9	10	9	8
MILITARY TECHNOLOGIES								
MUSIC	7		7	8	8	8	8	7
NURSING			8	7	8	8	8	6
LEISURE STUDIES/RECREATION				15	6	11	11	
PHARMACY				7		7	7	6
PHILOSOPHY & RELIGION	10		12	13	8	11	11	8
PHYSICAL EDUCATION	7		16	15	6	11	11	8
PHYSICAL SCIENCES			8	8	7	8	8	7
PHYSICS				8	9	8	8	
POLITICAL SCIENCE/URBAN STUDIES	4		12	13	9	9	10	8
PSYCHOLOGY	7			13	10	10	10	8
PROTECTIVE SERVICES				14	8	11	11	
PUBLIC AFFAIRS	7			13	15	12	13	8
SOCIAL WORK			12	13		13	13	8
SPEECH/LANGUAGE PATHOLOGY								
OTHER								
SOCIOLOGY/ANTHROPOLOGY	11			13	9	11	11	8
TRANSPORTATION								
THEATRE ARTS	14		7	8	8	9	8	7
VETERINARY MEDICINE					2	2	2	
ALL DOCTORAL LEVEL		12		8	11	11	11	
THESIS/DISSERTATION SUPERVISION						8	8	

¹Source: University of Wisconsin System, 1997-98. Report CS0611 (Actual data)

²Source: Pennsylvania State System of Higher Education formula (Formula rates)

³Source: Connecticut Department of Higher Education formula (Formula rates)

⁴Source: Mississippi Institutions for Higher Learning formula (Formula rates)

⁵Source: Illinois Board of Higher Education 1997-98 Public University Cost Study (Actual data)

⁶Note: Ratios shown for comparison purposes only for actual or similar discipline areas.

APPENDIX A-5
ACTUAL FTE STUDENT/FTE INSTRUCTIONAL STAFF RATIOS BY DISCIPLINE
UNIVERSITY OF WISCONSIN SYSTEM, WEIGHTED AVERAGE OF FALL 97 AND 98

Discipline Grouping	Level I (Fr.-So.)	Level II (Jr.-Sr.)	Level III (Masters)	Level IV (Doctoral)	First Professional (Law)
Social and Behavioral Sciences	27	18	12	10	13
Humanities	20	13	8	9	---
Engineering and Physical Sciences	21	14	8	10	---
Agricultural and Life Sciences	25	14	8	14	---
Non-Clinical Health Sciences	20	12	6	7	---
Clinical Health Sciences	13	10	8	7	---
Health Sciences Blended Average	15	11	7	7	---

Source: University of Wisconsin System Administration.

APPENDIX A-6
UNIVERSITY SYSTEM OF GEORGIA INSTRUCTIONAL
PRODUCTIVITY RATIOS USED IN INSTRUCTIONAL FORMULA
(Annualized and Converted to FTE Student Equivalent)

Discipline Group	Lower	Upper	Graduate
Group 1 ^a	37	28	19
Group 2 ^b	34	27	17
Group 3 ^c	26	18	9
Group 4 ^d	26	---	---

^aLaw, Letters, Library Science, Psychology, and Social Sciences.

^bArea Studies, Business, Communications, Education, Home Economics, Mathematics, Public Affairs, and Interdisciplinary Studies.

^cAgriculture, Architecture, Biological Sciences, Computer Science, Engineering, Fine and Applied Arts, Foreign Languages, Health Professions, Physical Sciences, and Technologies.

^dRemedial and Developmental Programs.

Source: University System of Georgia.

**APPENDIX B
INSTRUCTIONAL STAFFING LEVEL STANDARDS
FROM SELECTED ACCREDITING ORGANIZATIONS**

Key: NLNAC – Nursing; AACSB – Business; ABET – Engineering; ABA – Law; CAAHEP – Health; NAAB - Architecture; NCATE - Education

A. NLNAC

- Number and utilization of full- and part-time faculty meet the needs of the nursing unit to fulfill its purposes.

From National League for Nursing – Standards & Criteria – Standard II: Faculty

http://www.nlnac.org/am_page3.htm

B. AACSB

- IN.1: The school should provide and manage resources to meet the instructional responsibilities created by the programs offered.

From AACSB – Business Accreditation Standards – Instructional Resources & Responsibilities

<http://www.aacsb.edu/stand6.html>

- FD.4.a: The school should maintain a full-time faculty sufficient to provide stability and ongoing quality improvement for the degree programs offered.

FD.4.b: The deployment of faculty resources should reflect the school's mission and degree programs. Students in all programs, majors, areas of emphasis, and locations should have the opportunity to receive instruction from appropriately qualified faculty.

From AACSB – Business Accreditation Standards – Faculty Composition & Development – FD.4 Faculty Size, Composition, & Deployment

<http://www.aacsb.edu/stand4.html>

C. ABET

- c.)A program at the basic level must have no fewer than three-full-time faculty members (i.e., the fractions of time devoted to the basic-level program by each faculty member must add to at least three.) This statement shall not be interpreted to preclude the accreditation of programs offered primarily by part-time faculty members. The institution must demonstrate that effective mechanisms are in place to assure adequate levels of student-faculty interaction, student

advising, and faculty concern for and control over the curriculum, as would be expected in programs offered primarily by full-time faculty members. If the faculty has additional obligations, such as graduate teaching and/or research, additional faculty members must be present to ensure that at least three full-time-equivalent faculty members are devoted to each basic-level program. Under no circumstances should a program be critically dependent on one individual.

e.) *Teaching loads* must be consistent with the stated program objectives and expectations for research and professional development. Engineering faculty members, regardless of their individual capabilities, cannot function effectively either as teachers or seekers of new understanding if they are too heavily burdened with classroom assignments. Stimulation of student minds presupposes continuing professional growth of the faculty through study of new developments in areas of technology and science and in areas of instructional innovation.

From ABET – EAC Criteria for 1999 – General Basic Level Criteria – Section I - Faculty

http://www.abet.org/eac/EAC_99-00_Criteria.htm

D. ABA

- ***Interpretation 402-2:***

Student/faculty ratios are considered in determining a law school's compliance with the Standards.

(1) A ratio of 20:1 or less presumptively indicates that a law school complies with the Standards. However, the educational effects shall be examined to determine whether the size and duties of the full-time faculty meet the Standards.

(2) A ratio of 30:1 or more presumptively indicates that a law school does not comply with the Standards.

(3) At a ratio of between 20:1 and 30:1 and to rebut the presumption created by a ratio of 30:1 or greater, the examination will take into account the effects of all teaching resources on the school's educational program, including such matters as quality of teaching, class size, availability of small group classes and seminars, student/faculty contact, examinations and grading, scholarly contributions, public service, discharge of governance responsibilities, and the ability of the law school to carry out its announced mission. (August 1996)

From ABA Standards for Approval of Law Schools – Chapter 4: The Faculty

<http://www.abanet.org/legaled/chapter4.html>

E. CAAHEP

- *Supervised clinical experiences should involve daily personal contact between the clinical instructor and the student in the same clinical setting. Clinical instructors should be readily accessible to students for on-going instruction and guidance on a daily basis. An effective ratio of students to clinical instructors should be maintained. Determination of an effective student-clinical instructor ratio should be based upon consideration of the total work load of clinical instructors, availability and adequacy of clinical facilities, and the number and nature of athletic programs being covered. A ratio that does not exceed eight (8) students to one (1) clinical instructor during the course of an academic year is recommended*

From Allied Health – Athletic Trainer
<http://www.caahep.org/standards/at-st.htm>

- Resources must be adequate to support the number of students who are admitted to the program. The instructor/student ratio shall be adequate to achieve the stated objectives of the curriculum.

Clinical training should, wherever possible, be on a one-to-one ratio. Clinical faculty should be responsible for scheduling, supervising, and testing of no more than 10 students per instructor per course of instruction.

From Allied Health – Cardiovascular Technologist
<http://www.caahep.org/standards/cvt-st.htm>

- Resources shall be adequate to support the number of students admitted to the program. Maximum student enrollment shall be commensurate with the volume and variety of sonographic procedures, equipment, and personnel available for educational purposes. The instructor/student ratio shall be adequate to achieve the stated objectives of the curriculum...

The number of students assigned to the clinical education center should be determined by a student/clinical staff ratio not greater than one-to-one.

From Allied Health – Diagnostic Medical Sonographer
<http://www.caahep.org/standards/dms-st.htm>

- (3) Number
There shall be sufficient faculty to provide students with adequate attention, instruction, and supervised practice to acquire the knowledge and competence needed for entry to the occupation. Resources must be adequate to support the number of students admitted to the program. The instructor/student ratio shall be adequate to achieve the stated objectives of the curriculum.

From Allied Health – Electroneurodiagnostic Technology
<http://www.caahep.org/standards/end-st.htm>

■ **d. Supervision**

Supervision shall be provided by program instructors or medical preceptors, such as physicians or nurses, if they have been trained and approved by the program to function in such roles. The ratio of students to instructors shall be adequate to assure effective learning.

From Allied Health – Emergency Medical Technician – Paramedic
http://www.caahep.org/standards/emtp-st_99.htm

- *The instructor ratio should be adequate to achieve the stated objectives of the curriculum. Class sizes can differ widely depending upon the instructional methodology employed; however, the school must be able to justify class size as conducive to effective student learning. The student must be able to maintain personal contact with instructors when needed.*

From Allied Health – Medical Assistant
http://www.caahep.org/standards/ma-st_99.htm

- *The instructor ratio should be adequate to achieve the stated objectives of the curriculum.*

From Allied Health – Ophthalmic Medical Technician / Technologist
<http://www.caahep.org/standards/omt-st.htm>

■ General Resources

Resources must be adequate to support the number of students admitted to the program. The instructor/student ratio shall be adequate to achieve the stated objectives of the curriculum.

From Allied Health – Perfusionist
<http://www.caahep.org/standards/perf-st.htm>

- *The number of students enrolled in each class should be commensurate with effective learning and teaching practices, and should be consistent with appropriate student/instructor ratio for respiratory care education.*

From Allied Health – Respiratory Therapy Technician and Respiratory Therapist
<http://www.caahep.org/standards/rt-st.htm>

- *The ratio of students to faculty will vary according to the learning objectives and teaching methods used in any given instructional period. Of principle concern is that the students receive not only the group and individualized instruction required to accomplish the defined learning opportunities, but also that tutorial/ individualized*

instructional services should be available for students requiring assistance in attaining the stated objectives of the program.

Determination of faculty teaching loads should be consistent with institutional policy for other faculty.

From Allied Health – Surgical Technology
<http://www.caahp.org/standards/st-st.htm>

F. NAAB

■ Condition 5: Human Resources

The program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, administrative and technical support staff, and faculty support staff. Student enrollment in, and scheduling of, design studios must assure adequate time for an effective tutorial exchange between the faculty member and the student. The total teaching load should be such that faculty members have adequate time to pursue research, scholarship, and practice to enhance their professional development.

From NAAB – The Conditions for Accreditation
http://www.naab.org/information1726/information_show.htm?doc_id=15290

G. NCATE

■ Standard III.C: Professional Assignments of Faculty

The unit ensures that policies and assignments allow faculty to be involved effectively in teaching, scholarship, and service.

From NCATE Standards – Professional Education Faculty
<http://www.ncate.org/about/stdiii.html>

APPENDIX C

REGRESSION MODEL RESULTS RELATED TO PRELIMINARY RECOMMENDATIONS ON ACADEMIC SUPPORT, INSTITUTIONAL SUPPORT, AND STUDENT SERVICES BASE FUNDING GUIDELINES

This section includes the regression model results related to the final recommendations on base funding guidelines for the three support areas. Three tables are included, one each for academic support, institutional support, and student services. The tables are similar in structure and include the regression results for the FY 1997-98 data set for all public institutions by institutional type.

MGT used standard linear regression modeling techniques for each of the three support areas. As such, the basic model estimated was:

$$Y = B_1 + B_2X_2 + \dots + B_iX_i + e$$

where Y is the dependent variable, B_1 is the constant or intercept of the model, B_2 and B_i are the estimated regression coefficients for independent (or predictor) variables X_2 and X_i respectively, and e is the error term for the model. The notation “ i ” refers to the fact that there can be multiple or “ i ” numbers of independent variables in a model. As described in section 4.2 of the report, some of the initial models tested included more than one independent variable in the equation, although the recommended models only include one variable. In the case of the models developed for the three support areas, “unrestricted academic support expenditures”, “unrestricted institutional support expenditures”, and “unrestricted student services expenditures” were the dependent variables.

The regression results in each table include the following statistics for each of the different models tested:

- the number of institutional observations included in each model (“n”);
- the constant
- the estimated coefficient value for the relevant predictor variable; and
- the R-square of the model.

The “R-square” indicates the extent to which the variance in the dependent variable is explained by the independent variable(s); or in other words the “goodness of fit” of the model. For example, an R-square of 0.745 means that 74.5 percent of the variance in the dependent variable is explained by the model. In general, higher R-square values indicate a better fit than lower R-square values.

**APPENDIX C-1
REGRESSION RESULTS
UNRESTRICTED ACADEMIC SUPPORT EXPENDITURES AS
DEPENDENT VARIABLE
UNRESTRICTED INSTRUCTION, RESEARCH, AND PUBLIC SERVICE
EXPENDITURES AS PREDICTOR VARIABLE**

Institution Type	\$ Qualifiers	1997-98 Results
Research		
Constant	Unr. Academic Support < \$80M	n=64
Coefficient	I,R,PS < \$300M	5,043,897
R-square		0.178
		0.494
Doctoral		
Constant	Unr. Academic Support < \$30M	n=54
Coefficient	I,R,PS < \$100M	-1,745,972
R-square		0.250
		0.748
Comprehensive		
Constant	Unr. Academic Support < \$20M	n=244
Coefficient	I,R,PS < \$55M	481,711
R-square		0.196
		0.665
Baccalaureate		
Constant	Unr. Academic Support < \$4M	n=67
Coefficient	I,R,PS < \$15M	-16,296
R-square		0.218
		0.625
Two-Year		
Constant	No Qualifiers	n=780
Coefficient		243,534
R-square		0.152
		0.570

APPENDIX C-2
REGRESSION RESULTS
UNRESTRICTED INSTITUTIONAL SUPPORT EXPENDITURES
AS DEPENDENT VARIABLE
UNRESTRICTED EDUCATIONAL & GENERAL (LESS INSTITUTIONAL SUPPORT
AND SCHOLARSHIPS & FELLOWSHIPS) EXPENDITURES AS
PREDICTOR VARIABLE

Institution Type	\$ Qualifiers	1997-98 Results
Research		n=50
Constant	Unr. Institutional Sppt. < \$40M	9,492,698
Coefficient	E&G less Inst. Sppt. < \$400M	0.061
R-square		0.305
Doctoral		n=58
Constant	Unr. Institutional Sppt. < \$30M	1,399,141
Coefficient	E&G less Inst. Sppt. < \$200M	0.117
R-square		0.728
Comprehensive		n=245
Constant	Unr. Institutional Sppt. < \$20M	791,554
Coefficient	E&G less Inst. Sppt. < \$100M	0.144
R-square		0.691
Baccalaureate		n=55
Constant	Unr. Institutional Sppt. < \$4M	82,903
Coefficient	E&G less Inst. Sppt. < \$25M	0.148
R-square		0.776
Two-Year	No Qualifiers	n=780
Constant		-40,729
Coefficient		0.202
R-square		0.716

**APPENDIX C-3
REGRESSION RESULTS
UNRESTRICTED STUDENT SERVICES EXPENDITURES AS
DEPENDENT VARIABLE
TOTAL STUDENT HEADCOUNT AS PREDICTOR VARIABLE**

Institution Type	\$ Qualifiers	1997-98 Results
Research		n=64
Constant	Unr. Student Services < \$25M	5,900,898
Coefficient	Total Headcount < 40k	349.20
R-square		0.241
Doctoral		n=59
Constant	Unr. Student Services < \$25M	2,674,468
Coefficient	Total Headcount < 28k	393.63
R-square		0.303
Comprehensive		n=229
Constant	Unr. Student Services < \$10M	982,050
Coefficient	Total Headcount < 15k	463.49
R-square		0.416
Baccalaureate		n=63
Constant	Unr. Student Services < \$3M	757,128
Coefficient	Total Headcount < 5k	337.05
R-square		0.334
Two-Year	No Qualifiers	n=782
Constant		354,144
Coefficient		278.35
R-square		0.743

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Radford University Sustainability Steering Committee – 2008-09

Administration:

Dennis Grady – Dean, Graduate School – Chairing Committee

Faculty:

Judy Guinan – Biology Department and Director of the RU Environmental Center

Lennie Scott-Webber – Chair of Interior Design

Buildings, grounds, motor fleet:

Tommy Manning – Facilities Management

Roy Saville – Facilities Planning and Construction

Resident Life:

Trae Cotton – Dean of Students

Katherine Lavender - Residence Life Office

Students:

Brittany Christian - Undergraduate

Sarah Heintzelman - Graduate

Business Affairs:

Gary Tilley - Purchasing

Bill Dalton - Auxiliary Services

Institutional Research:

Debra Templeton – Director, IR & Planning

Staffing the Committee:

Julio Stephens – Sustainability Coordinator

I. Introduction Plan Documentation

Promulgation Document

The promulgation document puts the plan “in force”. It announces the plan and makes it official; giving both authority and responsibility to those organizations identified within it to perform their given tasks. It should describe the process and responsibilities for those tasked with identifying, preparing and maintaining standard operating procedures that explain “how” the tasks will be completed. It should also commit those organizations tasked to train and exercise as appropriate to successfully be able to implement the plan.

Promulgation of the Radford University Emergency Operations Plan

By virtue of the authority vested in me by the Board of Visitors as President of Radford University and as the administrator ultimately responsible for emergency management on campus, I hereby promulgate and issue the Radford University Emergency Operations Plan (“EOP”) dated September 2008. The Plan provides for the university’s response to emergencies and disasters in order to save lives; to protect public health, safety, and property; to restore essential services; and to enable and assist with economic recovery.

The Plan is consistent with the Code of Virginia Chapter 1 of Title 23 and the National Incident Management System as implemented in the National Response Plan adopted December 2004.

The University Coordinator of Emergency Preparedness, on behalf of the President, is hereby authorized to activate the Emergency Operations Center (“EOC”) in order to direct and control emergency operations that affect Radford University. Augmentation of the EOC shall constitute implementation of the Plan.

Furthermore, the Coordinator of Emergency Preparedness is hereby authorized, in coordination with the President’s Office, to amend this plan as necessary to ensure the continued health and safety of the students, faculty, staff and property of Radford University.

In accordance with the duties and responsibilities assigned in the EOP, the head of each designated university department or program shall appoint a lead and at least one alternate Emergency Coordination Officer for the department or program. The Emergency Coordination Officer is assigned the following responsibilities:

1. Coordinate with the Coordinator of Emergency Preparedness on emergency prevention, preparedness, response, and recovery issues;
2. Prepare and maintain designated parts of the Plan for which the department or program is responsible;

3. Prepare and maintain internal plans and procedures to fulfill the responsibilities designated in the Plan;
4. Maintain a roster of department or program faculty and staff to assist in disaster operations and ensure that persons on the roster are accessible and available for training, exercises, and activations of the Plan;
5. Coordinate appropriate training for department of program personnel assigned to disaster operations;
6. Prepare and maintain internal emergency preparedness, response, and recovery plans for the department or program's resources (facilities, personnel, and assets) that outline a comprehensive and effective program to ensure continuity of essential functions under all circumstances;
7. Assure the Coordinator of Emergency Preparedness that preparedness plans for its department facilities are coordinated with the applicable local emergency management agency.

This Promulgation shall be effective upon its signing and shall remain in full force and effect until amended or rescinded by further promulgation.

Given under my hand and under the Seal of Radford University, this **date** day of September, 2008 .

Penelope W. Kyle
President Radford University

Attest:
Witness

Approval and Implementation

This document introduces the plan, outlines its applicability, and indicates that it supersedes all previous plans. It must include a date and be signed by the senior elected official(s).

RESOLUTION OF ADOPTION

WHEREAS, the Board of Visitors of Radford University is concerned with the health and well-being of its students, facility and staff and desires that the best possible emergency service be available to them; and, the President is concerned with the health and well-being of its students, facility and staff and desires that the best possible emergency service be available to them; and

WHEREAS, the Code of Virginia Chapter 1 of Title 23 states that all public institutions of higher education shall develop, adopt, and keep current a written crisis and emergency management plan; and every four years, each institution shall conduct a comprehensive review and revision of its crisis and emergency management plan to ensure the plan remains current, and the revised plan shall be adopted formally by the board of visitors or other governing body. Such review shall also be certified in writing to the Department of Emergency Management; and

WHEREAS, such a plan has been developed by Radford University Staff in coordination with the Virginia Department of Emergency Management with input from university departments and the City of Radford Emergency Management Agency;

NOW THEREFORE BE IT RESOLVED that the Radford University Board of Visitors, on this # day of September, 2008, does hereby officially adopt the Radford University Emergency Operations Plan, to include plans and procedures for both peace time and war-caused disasters. * * * * *

I, [name], do hereby certify that the foregoing writing is a true, correct copy of a resolution unanimously adopted by the Board of Visitors of Radford University at a meeting held on September Day, 2008.

SIGNED

Name

Title, Board of Visitors

Record of Changes

All updates to this document must be tracked. This section should include some format in which to do this. It should at minimum contain: date of change, page or section of change, name and title of person making the change.

Change Number	Date of Change	Page or Section Changed	Summary of Change	Name of Person Authorizing Change
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Record of Distribution

The record of distribution can be used to prove that those tasked within the plan have acknowledged receipt, reviewed and accepted the plan. Distribution to the public can also be listed, but the plan should be “clean” or without any sensitive or personal information.

Group	Agency/Department	Title of Recipient	How Distributed (electronic or hard-copy)
College/University			
Locality	Emergency Management	Emergency Manager	
State Agencies	Virginia Department of Emergency Management, Planning Division	Local Planning Assistance Program Manager	Electronic
Volunteer Organizations			
Support Agencies			

Group	Agency/Department	Title of Recipient	How Distributed (electronic or hard-copy)

II. Introduction

Radford University is vulnerable to a variety of hazards such as flash flooding, major river flooding, hurricanes, winter storms, tornadoes, hazardous materials incidents, resource shortages and terrorism. To respond effectively to any emergency of a size or complexity beyond routine response systems, it is critical that all University staff, City of Radford public officials, departments and agencies, non-governmental emergency organizations, students, and the public understand their roles and responsibilities. These non-routine responsibilities begin as the incident is recognized and response ensues, and become particularly important as command organizes beyond the initial reactive phase of first responders.

A planned-for and coordinated response on the part of state and local officials in support of in-the-field emergency responders can save lives, protect property, and more quickly restore essential services. The foundation for this coordinated response is established through the Radford University Emergency Operations Plan. The "Commonwealth of Virginia Emergency Services and Disaster Laws of 2000" (Code of Virginia, § 44-146.13 to 44-146.29:2 requires that state and local governments develop and maintain current Emergency Operations Plans (EOP) in order to be prepared for such events.

The Radford University Emergency Operations Plan (EOP) consists of a basic plan followed by the Emergency Support Functions, Incident Annexes, and finally Support Annexes.

Purpose

The purpose of the Basic Plan is to establish the legal and organizational basis for operations at Radford University to effectively respond to and recover from all-hazards disasters and/or emergency situations. It assigns broad responsibilities to University Departments and support organizations for all-hazards disaster prevention, preparedness, response, and recovery. These responsibilities are generally extensions of normal, day-to-day functions involving the same personnel and material resources. Supporting plans for all-hazards disasters set forth the concepts and procedures whereby the university can effectively apply available resources to insure that casualties and property damage will be minimized and that essential services will be restored as soon as possible following an emergency or disaster situation.

Scope and Applicability

The Emergency Operations Plan identifies a range of disasters that could possibly occur on or near this campus. The EOP works to anticipate the needs that the university might experience during an incident and provides guidance across campus departments, agencies, and response organizations by describing an overall emergency response system:

- How University Staff will be organized during response to an event including command authorities
- Critical actions and interfaces during response and recovery
- How the interaction between the University and local, regional, state, and federal authorities is managed
- How the interaction between the University and its private partner organizations (hospitals, non-governmental emergency organizations and others) is managed during emergencies
- How to handle and manage needs with the resources available.

The plan is applicable to all Radford University departments that may be requested to provide support.

Incident Management Activities

This plan addresses the full spectrum of activities related to local incident management including prevention, preparedness, response, and recovery actions. This plan focuses on those activities that are directly related to an evolving incident or potential incident.

Examples of incident management actions include:

- Emergency Levels for Radford University (See ESF#5 Tab 1)
- Increasing public awareness;
- Coordinating protective measures across the campus;
- Increasing countermeasures such as inspections, security, and infrastructure protection;
- Conducting public health assessments and conducting a wide range of prevention measures to include, but not limited to immunizations;
- Providing immediate and long-term public health and medical response assets;
- Coordinating support in the aftermath of an incident;
- Providing strategies for coordination of resources;
- Enabling immediate recovery activities, as well as addressing long-term consequences in the impacted area.

Key Concepts

- A. Systematic and coordinated incident management, including protocols for:
 - Incident reporting;
 - Coordinated action;
 - Alert and Notification;
 - Mobilization of resources
 - Operating under differing threats; and
 - Integration of crisis and consequence management functions.
- B. Proactive notification and deployment of resources in anticipation of or in response to catastrophic events including coordination and collaboration with Federal, State, private entities, and other local governments when possible.
- C. Organizing interagency efforts to minimize damage, restore impacted areas to pre-incident conditions if feasible, and/or implement programs to mitigate vulnerability to future events
- D. Coordinate incident communication, worker safety and health, private-sector involvement, and other activities that are common to the majority of incidents.
- E. Organizing Emergency Support Functions (ESF's) to facilitate the delivery of critical resources, assets, and assistance. Departments and agencies are assigned to lead or support ESFs based on authorities, resources, and capabilities.
- F. Providing mechanisms for coordination, communications, and information sharing in response to threats or incidents. These mechanisms facilitate coordination between Federal, State, local, and tribal entities of government, as well as between the public and private sectors.
- G. Facilitating support to departments and agencies acting under the requesting departments or agency's own authorities.
- H. Developing detailed supplemental operations, tactical, and hazard-specific contingency plans and procedures.
- I. Providing the basis for coordination of interagency and intergovernmental planning, training, exercising, assessment, coordination, and information exchange.

III. Planning Assumptions & Considerations

- A. Incidents are typically managed at the lowest possible level of Management.
- B. Incident Management activities will be initiated and conducted using the principles/directives contained in the National Incident Management System (NIMS).
- C. The combined expertise and capabilities of government at all levels, the private sector, and nongovernmental organizations will be required to prevent, prepare for, respond to, and recover from disasters.
- D. Incidents require University Staff to coordinate operations and/or resources that may:
 - Occur at any time with little or no warning;
 - Require significant information sharing across multiple departments and jurisdictions and between the public and private sectors;
 - Involve single or multiple geographic areas;
 - Have significant impact and/or require resource coordination and/or assistance;
 - Span the spectrum of incident management to include prevention, preparedness, response, and recovery'
 - Involve multiple, highly varied hazards or threats on a local or regional scale;
 - Result in numerous casualties; fatalities; displaced people; property loss; disruption of normal life support systems, essential public services and basic infrastructure; and significant damage to the environment.
 - Attract a sizeable influx of independent, spontaneous volunteers and supplies;
 - Require short notice State and Federal asset coordination;
 - Require prolonged, sustained incident management operations and support activities.
- E. The top priorities for the University are to:
 - Save lives and protect the health and safety of the students, staff, responders, and recovery workers;
 - Ensure security of the campus;
 - Prevent an imminent incident from occurring;
 - Protect and restore critical infrastructure and key resources;
 - Ensure the University continues to function throughout the incident;
 - Protect property and mitigate damages and impacts to individuals, communities, and the environment; and
 - Facilitate recovery of individuals, staff, and the environment.

III. Roles and Responsibilities

University President

The University President, serving as the campus's chief executive, is responsible for the public safety and welfare of the people of the University. The President:

- Is responsible for coordinating university resources to address the full spectrum of actions to prevent, prepare for, respond to, and recover from incidents involving all hazards including terrorism, natural disasters, accidents, and other contingencies;
- Dependent upon state and local laws, has extraordinary powers to suspend local laws and ordinances, such as to establish a curfew, direct evacuations, and in coordination with the District Health Director , to order a quarantine;
- Provides leadership and plays a key role in communicating to the public, and in helping people, businesses, and organizations cope with the consequences of any type of incident within the campus.

University Provost

The University Provost is responsible for all Academic Programs and Faculty Management. The Provost:

- Is responsible for assuring that all academic studies continue as uninterrupted as possible;
- Maintains the quality of instruction through alternative delivery methods;
- Schedules of all academic instruction during emergencies;
- Serves as Chief Executive Officer due to an unavailability of the President with all the authorities granted.

Vice President of Finance and Administration

The Vice President of Finance and Administration serves as the Chief Financial Officer for the University. The Vice President:

- Is responsible for maintaining the financial records of the University;
- Authorizes emergency expenditures and maintaining accurate records of expenses related to the emergency;
- Receives monetary donations to the University in times of emergencies;
- Serves as the Chief Executive Officer due to the unavailability of the President and Provost with all authorities granted.
- Communicates with the Cabinet to coordinate response affects
- Provides administrative support to continue as uninterrupted as possible.

Vice President of Student Affairs

The Vice President of Student Affairs serves as the Chief Student Affairs Officer. The VP oversees all aspects of student life while on campus.

The Vice President:

- Is responsible for all aspects of student life on campus
- Serves as Cabinet Level Administrator for the RU Police Department
- Provides administrative support to continue the Academic mission as uninterrupted as possible

Vice President of Information Technology

The Vice President of Information Technology serves as the Chief Information Officer for the University. The Vice President:

- Is responsible for maintaining the data and voice network infrastructure in times of emergencies;
- Maintains operations of critical information systems;
- Provides technology assistance and support to continue as uninterrupted as possible.

University departments and agencies participate in the Emergency Support Function (ESF) structure as coordinators, primary response agencies, support agencies, and/or as required to support incident management activities.

Emergency Support Functions

The Emergency Support Function is a grouping of government and certain private-sector capabilities into an organizational structure to provide support, resources, program implementation, and emergency services that are most likely to be needed during incidents.

Each ESF is composed of primary and support agencies. The University identifies primary agencies on the basis of authorities, resources, and capabilities. Support agencies are assigned based on resources and capabilities in a given functional area. (See Tab 4 – Matrix of Responsibilities). ESFs are expected to support one another in carrying out their respective roles and responsibilities. Additional discussion on roles and responsibilities of ESF coordinators, primary agencies, and support agencies can be found in the introduction to the ESF annexes.

Note that not all incidents result in the activation of the ESFs. It is possible an incident may be addressed without activating the ESFs.

Nongovernmental and Volunteer Organizations

Nongovernmental organizations collaborate with first responders, governments at all levels, and other agencies and organizations providing relief services to sustain life, reduce physical and emotional distress, and promote recovery of disaster victims when assistance is not available from other sources. For example, a local American Red Cross chapter provides relief at the local level and also provides staffing of ESF #6 – Mass Care. The Virginia Voluntary Organizations Active in Disaster (VVOAD) is a group of recognized local, state, and national organizations that provide disaster relief. VVOAD provides significant capabilities to incident management and response efforts.

Local Disaster Recovery Task Forces also provide for individuals, families, and businesses who have applied for available state and federal assistance but who may still have unmet needs.

Private Sector

Primary and support agencies coordinate with the private sector to effectively share information, form courses of action, and incorporate available resources to prevent, prepare for, respond to, and recover from disasters.

The roles, responsibilities and participation of the private sector during disaster vary based on the nature of the organization and the type and impact of the disaster. The roles of the private sector organizations are summarized below.

Type of Organization	Role
Impacted Organization or Infrastructure	Private sector organizations may be affected by direct or indirect consequences of the incident, including privately owned critical infrastructure, key resources, and those main private sector organizations that are significant to local economic recovery. Examples of privately owned infrastructure include transportation, telecommunications, private utilities, financial institutions, and hospitals.
Response Resource	Private sector organizations provide response resources (donated or compensated) during an incident—including specialized teams, equipment, and advanced technologies—through local public-private emergency plans, mutual aid agreements, or incident specific requests from local government and private sector volunteered initiatives.
Regulated and/or Responsible Party	Owners/operators of certain regulated facilities or hazardous operations may bear responsibilities under the law for preparing for and preventing incidents from occurring, and responding to an incident once it occurs.
Local Emergency Organization Member	Private sector organizations may serve as an active partner in local emergency preparedness and response organizations and activities, such as membership on the Local Emergency Planning Committee (LEPC).

Private sector organizations support emergency management by sharing information with the local government, identifying risks, performing vulnerability assessments, developing emergency response and business continuity plans, enhancing their overall readiness, implementing appropriate prevention and protection programs, and donating or otherwise providing goods and services through contractual arrangement or government purchases to assist in response and recovery activities.

Private sector organizations are encouraged to develop and maintain capabilities to respond and to manage a complete spectrum of incidents and emergencies. Radford University and the City of Radford maintain ongoing interaction with the critical infrastructure and key resources and industries to provide coordination of prevention, preparedness, response and recovery activities. Private sector representatives should be included in planning and exercises.

Citizen Involvement

Strong partnerships with citizen groups and organizations provide support for incident management prevention, preparedness, response, recovery, and mitigation.

The Citizen Corps brings these groups together and focuses efforts of individuals through education, training, and volunteer services to help make communities safer, stronger, and better prepared to address all-hazards incidents. The Citizen Corps works through a national network of state and local Citizen Corp Councils, which bring together leaders from law enforcement, fire, emergency medical, and other emergency management volunteer organizations, local elected officials, the private sector, and other community stakeholders.

The Citizen Corps Council implements the Community Emergency Response Teams (CERT), Medical Reserve Corps (MRC), Neighborhood Watch, Volunteers in Police Service, and the affiliate programs and provides opportunities for special skills and interests. These programs develop targeted outreach for special needs groups and organize special projects and community events.

Radford University and the City of Radford currently have 0 CERT teams, with approximately 0 volunteers available to assist with emergency preparedness, response and recovery activities.

IV. Concept of Operations

General

This section describes the local coordinating structures, processes, and protocols employed to manage incidents. These coordinating structures and processes are designed to enable execution of the responsibilities of local government through the appropriate departments and agencies, and to integrate State, Federal, nongovernmental organizations and private sector efforts into a comprehensive approach to incident management.

1. *The Commonwealth of Virginia Emergency Services and Disaster Law of 2000*, as amended, provides that emergency services organizations and operations will be structured around existing constitutional government. Radford University's organization for emergency operations consists of existing university departments, nongovernmental, and private sector emergency response organizations.
2. The Coordinator of Emergency Preparedness is a designated University Employee. The day-to-day activities of the emergency preparedness program have been delegated to him/her. The Coordinator of Emergency Preparedness will direct and control emergency operations in time of emergency and issue directives to other services and organizations concerning disaster preparedness. The Vice President for University Relations will be responsible for emergency public information.
3. The Coordinator of Emergency Preparedness, assisted by department heads, will develop and maintain a primary Emergency Operations Center (EOC) from which to direct operations in times of emergency. The primary EOC is currently located in the Allen Building. The alternate EOC facilities are located in the Fraternal Order of Police (FOP) building on Pulaski St. and Calhoun Hall.
4. The day-to-day activities of the emergency preparedness program, for which the Coordinator is responsible, include developing and maintaining an Emergency Operations Plan along with other responsibilities as outlined in the employment Scope of Work.
5. The Coordinator of Emergency Preparedness or, in his/her absence, the Director of Emergency Preparedness, President, and or Chief of Police will determine the need to evacuate large areas and will issue orders for evacuation or other protective action as needed. Radford University Police will implement evacuation and provide security for the evacuated area. In the event of a hazardous materials incident, the Radford City Fire Chief or his representative on the scene should implement immediate protective action to include evacuation as appropriate.
6. Succession to the Coordinator of Emergency Preparedness will be the Director of Emergency Preparedness, University Police Chief, Police Captain, and the Commander of Patrol & Administration.

7. The Department Managers will maintain plans and procedures in order to be prepared to effectively accomplish their assigned responsibilities.
8. The Coordinator of Emergency Preparedness will assure compatibility between the University's Emergency Operations Plan and the plans and procedures of key facilities and private organizations within the city as appropriate.
9. Radford University must be prepared to bear the initial impact of a disaster on its own. Help may not be immediately available from the local, state, or federal government after a natural or man-made disaster. All appropriate locally available forces and resources will be fully committed before requesting assistance from the state. Requests for assistance will be made through the Radford City EOC and/or State EOC to the State Coordinator.
10. The Coordinator of Emergency Preparedness or, in his absence, the Director of Emergency Preparedness with support from designated local officials, will exercise direction and control from the EOC during disaster operations. The EOC may be partially or fully staffed depending on type and scope of the disaster. The EOC will provide logistical and administrative support to response personnel deployed to the disaster site(s). Available warning time will be used to implement increased readiness measures, which will insure maximum protection of the population, property, and supplies from the effects of threatened disasters.
11. Department Managers will develop and maintain detailed plans and standing operating procedures necessary for their departments to effectively accomplish their assigned tasks. Department Managers will identify sources from which emergency supplies, equipment, and transportation may be obtained promptly when required. Accurate records of disaster-related expenditures will be maintained. All disaster-related expenditures will be documented to provide a basis for reimbursement if federal disaster assistance is needed. In time of emergency, the heads of university offices, departments, and agencies will continue to be responsible for the protection and preservation of records essential for the continuity of government operations. Department and agency heads will establish lists of succession of key emergency personnel.
12. Day-to-day functions that do not contribute directly to the emergency response may be suspended for the duration of any emergency. Efforts that would normally be required of those functions will be redirected to accomplish the emergency task by the agency concerned.
13. Declaration of a Local Emergency
 - a. The City Council of the City of Radford by resolution, should declare an emergency to exist whenever the threat or actual occurrence of a disaster is, or threatens to be, of sufficient severity and magnitude to require significant expenditures and a coordinated response in order to prevent or alleviate damage, loss, hardship, or suffering.
 - b. A local emergency may be declared by the Director of Emergency Management with the consent of the City Council of the City of Radford (see Section 44-146.21, Virginia Emergency Services and Disaster Law). The

declaration of a local emergency activates the City of Radford Emergency Operations Plan and authorizes the provision of aid and assistance there under. It should be declared when a coordinated response among several local agencies/organizations must be directed or when it becomes necessary to incur substantial financial obligations in order to protect the health and safety of persons and property or to provide assistance to the victims of a disaster.

- c. A declaration of a local emergency activates the response and recovery programs of all applicable local and inter-jurisdictional Emergency Operations Plans and authorizes the furnishing of aid and assistance in accordance with those plans. In the event the City Council cannot convene due to the disaster, the Director of Emergency Management, or any other Emergency Management staff in his absence, may declare a local emergency to exist subject to confirmation of the entire City Council within fourteen days. The Director of Emergency Management or, in his absence, the Coordinator will advise the Virginia EOC immediately following the declaration of a local emergency. All disaster-related expenditures must be documented in order to be eligible for post-disaster reimbursement should a federal disaster be declared.
 - d. When local resources are insufficient to cope with the effects of a disaster and the county requests state assistance, the following procedures will apply. The Director of Emergency Management, by letter to the State Coordinator of Emergency Management, will indicate that a local emergency has been declared, the local Emergency Operations Plan has been implemented, available resources have been committed and state assistance is being requested. A copy of the resolution declaring a local emergency to exist should accompany this letter.
14. The Virginia Emergency Operations Plan requires the submission of the following reports by local government in time of emergency. These reports are available using the online Emergency Operations Center (EOC).
- Daily Situation Report
 - Initial Damage Assessment Report
 - Request for Assistance Form
15. Support by military units may be requested through the State EOC. Military forces, when made available, will support and assist local forces and may receive from the local Director of Emergency Management or his designated representative, mission-type requests, to include objectives, priorities, and other information necessary to accomplish missions.
16. Emergency assistance may be made available from neighboring jurisdictions in accordance with mutual aid agreements. Emergency forces may be sent from the City and/or County to assist adjoining jurisdictions. Such assistance will be in accordance with existing mutual aid agreements or, in the absence of official agreements, directed by the Director of Emergency Management or, in his absence, the Coordinator of Emergency Management determines that such assistance is necessary and feasible.

17. The City Director of Emergency Management, the Coordinator of Emergency Management, and the Department of Social Services will assist disaster victims in obtaining post-disaster assistance, such as temporary housing and low-interest loans.
18. This plan is effective as a basis for training and pre-disaster preparedness upon receipt. It is effective for execution when:
 - a. Any disaster threatens or occurs in the city and a local disaster is declared under the provisions of Section 44-146.21, the Commonwealth of Virginia Emergency Services and Disaster Law of 2000, as amended.
 - b. A State of Emergency is declared by the Governor.
19. The Coordinator of Emergency Preparedness has overall responsibility for maintaining and updating this plan. It should be updated, improved based on lessons learned, and republished following an actual emergency situation. In the absence of such a situation, it should be updated annually, preferably after a training exercise or drill, as needed. The Emergency Coordinator is responsible for review and submission and to have the EOP readopted every four years. The Virginia Department of Emergency Management provides guidance and assistance. A plan distribution list must be maintained. Responsible individuals and officials should recommend to the Coordinator of Emergency Preparedness appropriate improvements and changes as needed based on experiences in emergencies, deficiencies identified through drills and exercises, and changes in government structure.

Concurrent Implementation of Other Plans

The Radford University Emergency Operations Plan is the core plan for managing incidents and details the campus coordinating structures and processes used during incidents. Other supplemental agency and interagency plans provide details on the authorities, response protocols, and technical guidance for responding to and managing specific contingency situations (such as hazardous materials spills, wild land fires, etc.). In many cases these local agencies manage incidents under these plans using their own authorities. These supplemental agency or interagency plans may be implemented concurrently with the Emergency Operations Plan (EOP) but are subordinated to the overarching core coordinating structures, processes, and protocols detailed in the EOP.

Organizational Structure

In accordance with the NIMS process, resource and policy issues are addressed at the lowest possible organizational level. If issues cannot be resolved at that level, they are forwarded up to the next level. Reflecting the NIMS construct and in alignment with the National Response Plan, the Emergency Operations Plan includes the following command and coordination structures:

- Incident Command Posts, on-scene using the Incident Command System;
- Area Command (if needed);
- Emergency Operations Centers;
- Joint Field Office, which is responsible for coordinating Federal assistance and supporting incident management activities locally;
- Local Department of Emergency Management;
- Director of Emergency Preparedness;
- Coordinator of Emergency Preparedness and
- Incident Commander.

V. Incident Management Actions

Actions

This section describes incident management actions ranging from initial threat notification to early coordination efforts to assess and disrupt the threat, to preparatory activation of the ESF structure, to deployment of resources in support of incident response and recovery operations. These actions do not necessarily occur in sequential order and many may be undertaken concurrently in response to single or multiple threats or incidents.

Notification and Assessment

University and nongovernmental organizations report threats, incidents, and potential incidents using established communications and reporting channels. Once a threat or incident has occurred, University Staff, through the Coordinator of Emergency Preparedness, makes an initial determination to initiate the coordination of information-sharing and incident management activities.

Reporting Requirements

Local Emergency Management is required to report a Declaration of Emergency to the Virginia EOC and encouraged to report all incidents of significance to the VEOC. In most situations, incident information is reported using existing mechanisms to the VEOC. This information may include:

- Implementation of an incident management or emergency operations plan or action to prevent, respond to, or recover from an incident; and

- Activation of local and state mutual-aid agreements in response to incidents resulting in emergency proclamation or declarations, or requiring Federal assistance.

Dissemination of Warnings and Bulletins

Watches, warnings, and other emergency bulletins are issued by various agencies based on their statutory missions and authorities. Information on dissemination of public information can be found in the Public Affairs Support Annex and ESF # 15. A variety of communications systems may be used at the Federal level to disseminate information, such as:

- National Warning System (NAWAS): NAWAS is the primary system for emergency communications from the Federal Government to both State and local warning points;
- Washington Area Warning System (WAWS): Although not directly tied to the NAWAS circuits, WAWS is a mechanism for providing emergency communications to Washington, D.C. area officials in the event of an emergency;
- National Emergency Alert System (National EAS): Formerly known as the Emergency Broadcast System, the National EAS is a nationwide network of readily available and reliable means to communicate emergency information to the American people; and
- State and Local EAS: State and local authorities have their own EAS which may be used to broadcast information on major disasters or emergencies.

Pre-Incident Actions

The majority of initial actions in the threat or hazard area is taken by first responders and local government authorities, and includes efforts to protect the public and minimize damage to property as follows:

- **Public Health and Safety:** Initial Safety efforts focus on actions to detect, prevent, or reduce the impact to public health and safety. Such actions can include environmental analysis, plume modeling, evacuations, emergency sheltering, air monitoring, decontamination, emerging infectious disease tracking, emergency broadcasts, etc. These efforts may also include public health education; site and public health surveillance and testing procedures; and immunizations; prophylaxis, and isolation or quarantine for biological threats.
- **Responder Health and Safety:** The safety and health of responders is also a priority. Actions essential to limit their risks include full integration of deployed health and safety assets and expertise; risk assessments based upon timely and accurate data, and situational awareness that considers responder and recovery worker safety.
- **Property and Environment:** Responders may also take incident management actions to protect public and private property and the environment. Such actions may include sandbagging in anticipation of a flood, or boozing of environmentally sensitive areas in response to a potential oil spill.

Response Actions

Once an incident occurs, the priorities shift from prevention, preparedness, and incident mitigation to immediate and short-term response activities to preserve life, property, the environment, and the social, economic, and political structure of the university.

Response actions include immediate law enforcement, fire, emergency medical services; emergency flood fighting; evacuations; transportation system detours; emergency public information; actions taken to minimize additional damage; urban search and rescue; the provision of public health and medical services, food, ice, water, and other emergency essentials; debris clearance; the emergency restoration of critical infrastructure; control, containment, and removal of environmental contamination; and protection of responder health and safety.

In the context of a single incident, once immediate response missions and life-saving activities conclude, the emphasis shifts from response to recovery operations, and if applicable, hazard mitigation. The Planning Section develops a demobilization plan for the release of appropriate resources.

Recovery Actions

Recovery involves actions needed to help individuals and communities return to normal when feasible. The Joint Field Office (JFO) is the central coordination point among Federal, State and Local agencies and voluntary organizations for delivering recovery assistance programs.

The JFO Operations Section includes the Human Services Branch, the Infrastructure Support Branch, and the Community Recovery and Mitigation Branch. The Human Services and Infrastructure Support Branches assess state and local recovery needs at the outset of an incident and develop relevant timeframes for program delivery. The Community Recovery and Mitigation Branch works with the other Operations branches and state and local officials to assess the long-term impacts of an incident, define available resources, and facilitate the development of a course of action to most efficiently apply available resources to restore and revitalize the community as well as reduce the impact from future disasters.

The above branches coordinate with one another to identify appropriate agency assistance programs to meet applicant needs. Hazard Mitigation measures are identified in concert with congressionally mandated, locally developed plans. Hazard Mitigation Risk Analysis; technical assistance to state and local governments, citizens, and businesses; and grant assistance are included with the mitigation framework. These branches work in tandem to track overall progress of the recovery effort, particularly noting potential program deficiencies and problem areas.

Long-term environmental recovery may include cleanup and restoration of public facilities, businesses, and residences; re-establishment of habitats and prevention of subsequent damage to natural resources; protection of cultural or archeological sites; and protection of natural, cultural, and historical resources from intentional damage during other recovery operations.

Mitigation Actions

Hazard Mitigation involves reducing or eliminating long-term risk to people and property from hazards and their side effects. The JFO is the central coordination point among Federal, State and Local agencies and nongovernmental organizations for beginning the process that leads to the delivery of mitigation assistance programs.

The JFO's Community Recovery and Mitigation Branch is responsible for coordinating the delivery of all mitigation programs within the affected area, including hazard mitigation for:

- Grant programs for loss reduction measures (if available);
- Delivery of loss reduction building-science expertise;
- Coordination of Federal Flood Insurance operations and integration of mitigation with other program efforts;
- Conducting flood recovery mapping to permit expedited and accurate implementation of both recovery and mitigation programs;
- Predictive modeling to protect critical assets;
- Early documentation of losses avoided due to previous hazard mitigation measures; and
- Community education and outreach necessary to foster loss reduction.

The Community Recovery and Mitigation Branch works with the Infrastructure and Human Services Branches and with state and local officials to facilitate the development of a long-term recovery strategy for the impacted area.

VI. Ongoing Plan Management and Maintenance

Coordination

The university should conduct a comprehensive plan review and revision, and exercise prior to formal adoption by the President and the Radford University Board of Visitors every four years in order to maintain plan currency. It is also suggested that plans be updated and reviewed yearly.

- *The Virginia Emergency Services and Disaster Law of 2000*, as amended, requires that each town and county prepare and keep current an emergency operations plan.
- The Coordinator of Emergency Preparedness will update the Emergency Operations Plan annually in conjunction with the LEPC. The Coordinator will coordinate with each emergency resource organization and assure the development and maintenance of an appropriate emergency response capability.

In the event an incident exceeds local emergency response capabilities, outside assistance is available, either through mutual support agreements with nearby jurisdictions and volunteer emergency organizations or, through the Virginia Emergency Operations Center (VEOC). A local emergency must be declared and local resources must be fully committed before state and federal assistance is requested.

Tab 1 – Glossary of Key Terms

Amateur Radio Emergency Services

A public service organization of licensed amateur radio operators who have voluntarily registered their qualifications and equipment to provide emergency communications for public service events as needed

American Red Cross

An organization charged by statute and agreements with the responsibility of helping meet the human needs of disaster victims.

Command Section

One of the five functional areas of the Incident Command System. The function of command is to direct, control, or order resources, including people and equipment, to the best possible advantage.

Command Post

That location at which primary Command functions are executed; usually collocated with the Incident Base. Also referred to as the Incident Command Post.

Comprehensive Resource Management

Maximizes the use of available resources, consolidates like resources and reduces the communications load on the Incident Command Operation.

Coordination

The process of systematically analyzing a situation, developing relevant information, and informing appropriate personnel of viable alternatives for selection of the most effective combination of available resources to meet specific objectives.

Declaration of Emergency

Whenever, in the opinion of the Governor, the safety and welfare of the people of the state require the exercise of extreme emergency measures due to a threatened or actual disaster, he may declare a state of emergency to exist.

Decontamination

The process of making people, objects, or areas safe by absorbing, destroying, neutralizing, making harmless, or removing the Hazardous Materials/HAZMAT

Emergency/Disaster/Incident

An event that demands a crisis response beyond the scope of any single line agency or service and that presents a threat to a community or larger area. An emergency is usually an event that can be controlled within the scope of local capabilities; a major emergency or disaster usually requires resources beyond what is available locally.

Emergency Alert System

A network of broadcast stations interconnecting facilities authorized by the Federal Communications Commission (FCC) to operate in a controlled manner to warn and inform the public of needed protective actions in the event of a disaster or emergency situation.

Emergency Operations Center

A facility from which government directs and controls its emergency operations; where information about the status of the emergency situation is officially collected, assimilated, and reported on; where coordination among response agencies takes place; and from which outside assistance is officially requested.

Emergency Response Plan

A document which provides for a preplanned and coordinated response in the event of an emergency or disaster situation.

Emergency Management

The preparation for and the carrying out of functions (other than functions for which military forces are primarily responsible) to prevent, minimize, and repair injury and damage resulting from natural or manmade disasters. These functions include fire-fighting, police, medical and health, rescue, warning, engineering, communications, evacuation, resource management, plant protection, restoration of public utility services, and other functions related to preserving the public health, safety, and welfare.

Emergency Support Function

A function which takes agencies to provide or to coordinate certain resources in response to emergencies or disasters.

Exercise

An activity designed to promote emergency preparedness; test or evaluate emergency operations plans, procedures, or facilities; train personnel in emergency response duties, and demonstrate operational capability. There are three specific types of exercises: tabletop, functional, and full scale.

Evacuation

Assisting people to move from the path or threat of a disaster to an area of relative safety.

Federal Disaster Assistance

Aid to disaster victims and/or state and local governments by federal agencies under provisions of the Booker T. Stafford Relief and Emergency Assistance Act of 1988 (PL 93-288).

National Response Plan

Establishes a process and structure for the systematic, coordinated, and effective delivery of federal assistance to address the consequences of any major disaster or emergency.

Geographic Information System

A computer system capable of assembling, storing, manipulating, and displaying geographically referenced information, i.e.-data identified according to their locations.

Hazardous Materials

Substances or materials which may pose unreasonable risks to health, safety, property, or the environment when used, transported, stored or disposed of, which may include materials which are solid, liquid, or gas. Hazardous materials may include toxic

substances, flammable and ignitable materials, explosives, or corrosive materials, and radioactive materials.

Hazardous Materials Emergency Response Plan

The plan was developed in response to the requirements of Section 303 (a) of the Emergency Planning and Community Right-to-Know Act (Title III) of Superfund Amendments and Reauthorization Act of 1986. It is intended to be a tool for our community's use in recognizing the risks of a hazardous materials release, in evaluating our preparedness for such an event, and in planning our response and recovery actions. This plan is separate from the county's Emergency Operations Plan.

Incident Command System

A model for disaster response that uses common terminology, modular organization, integrated communications, unified command structure, action planning, manageable span or control, pre-designed facilities, and comprehensive resource management. In ICS there are five functional elements: Command, Operations, Logistics, Planning and Finance/Administration.

Incident Commander

The individual responsible for the management of all incident operations.

Initial Damage Assessment Report

A report that provides information regarding overall damage to public and private property, thereby providing a basis for emergency declaration and/or disaster assistance.

Integrated Communications Plan

This plan coordinates the use of available communications means and establishes frequency assignments for certain functions.

Joint information Center

A collocated group of representatives from agencies and organizations involved in an event that are designated to handle public information needs. A JIC is a centralized "communication hub" that serves to achieve that information flow.

Local Emergency

The condition declared by the local governing body when, in its judgment, the threat or actual occurrence of a disaster is or threatens to be of sufficient severity and magnitude to warrant coordinated local government action to prevent, or alleviate loss of life, property damage, or hardship. Only the Governor, upon petition of a local governing body, may declare a local emergency arising wholly or substantially out of a resource shortage when he deems the situation to be of sufficient magnitude to warrant coordinated local government action to prevent or alleviate the hardship or suffering threatened or caused thereby.

Local Emergency Planning Committee

Appointed representatives of local government, private industry, business, environmental groups, and emergency response organizations responsible for ensuring that the hazardous materials planning requirements of the Superfund Amendments and Reauthorization Act of 1986 (SARA Title III) are complied with.

Mitigation

Activities that actually eliminate or reduce the chance occurrence or the effects of a disaster. Examples of mitigation measures include, but are not limited to, the development of zoning laws and land use ordinances, State building code provisions, regulations and licensing for handling and storage of hazardous materials, and the inspection and enforcement of such ordinances, codes and regulations.

Mobile Crisis Unit

A field response team staffed and operated by mental health professionals specially trained in crisis intervention. The Mobile Crisis Unit is available to provide on-scene crisis intervention to incident victims and to follow up work with victims and formal Critical Incident Stress Debriefings for service providers after the incident has been brought under control.

Mutual Aid Agreement

A written agreement between agencies and/or jurisdictions in which they agree to assist one another, upon request, by furnishing personnel and equipment in an emergency situation.

National Weather Service

The federal agency which provides localized weather information to the population, and during a weather-related emergency, to state and local emergency management officials.

Preparedness

The development of plans to ensure the most effective, efficient response to a disaster or emergency. Preparedness activities are designed to help save lives and minimize damage by preparing people to respond appropriately when an emergency is imminent. Preparedness also includes establishing training, exercises and resources necessary to achieve readiness for all hazards, including Weapons of Mass destruction incidents.

Presidential Declaration

A presidential declaration frees up various sources of assistance from the Federal government based on the nature of the request from the governor.

Primary Agency

While several University departments will be performing varied and critical tasks during a disaster, in most cases only one agency will be considered the 'primary agency.' The primary agency shall be responsible for detailed planning, testing, and evaluation of their respective emergency support function. The Department Director of the primary agency shall serve as the principle advisor to the University President during the response and recovery phase. In addition, the Department Director or the primary agency must assure that essential operations of his/her agency will continue, unless otherwise directed by the University President, or his/her designee.

Regional Information Coordination Center

The center facilitates communications and coordination among local, state, and federal government authorities to ensure an effective and timely response to regional emergencies and incidents, including coordination of decision-making regarding events such as closings, early release of employees, evacuation, transportation decisions, health response, etc.

Situation Report

A form which, when completed at the end of each day of local Emergency Operations Center operations, will provide the University with an official daily summary of the status of an emergency and of the local emergency response. A copy should be submitted to the State EOC via fax or submitted through the Virginia Department of Emergency Management website.

Span of Control

As defined in the Incident Command System, Span of Control is the number of subordinates one supervisor can manage effectively. Guidelines for the desirable span of control recommend three to seven persons. The optimal number of subordinates is five for one supervisor.

State of Emergency

The condition declared by the Governor when, in his judgment, a threatened or actual disaster in any part of the State is of sufficient severity and magnitude to warrant disaster assistance by the State to supplement local efforts to prevent or alleviate loss of life and property damage.

Superfund Amendments and Reauthorization Act of 1986

Established Federal regulations for the handling of hazardous materials.

Unified Command

Shared responsibility for overall incident management as a result of a multi-jurisdictional or multi-agency incident. In the event of conflicting priorities or goals, or where resources are scarce, there must be a clear line of authority for decision-making. Agencies contribute to unified command by determining overall goals and objectives, jointly planning for tactical activities, conducting integrated tactical operations and maximizing the use of all assigned resources.

Weapons of Mass Destruction

Any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than 4 ounces, or a missile having an explosive incendiary charge of more than 0.25 ounce, or mine or device similar to the above; poison gas; weapon involving a disease organism; or weapon that is designed to release radiation or radioactivity at a level dangerous to human life. (Source: 18 USC 2332a as referenced in 18 USC 921).

Tab 2 – List of Acronyms

APHIS	Animal and Plant Health Inspection Service
CERT	Community Emergency Response Team
CFO	Chief Financial Officer
CR	Community Relations
DSCO	Deputy State Coordinating Officer
DHS	Department of Homeland Security
DRC	Disaster Recovery Center
DMME	Department of Mines, Minerals, and Energy
DRM	Disaster Recovery Manager
EAS	Emergency Alert System
EOC	Emergency Operations Center
ESF	Emergency Support Function
EPA	Environmental Protection Agency
ERT-A	Emergency Response Team – Advance Element
FBI	Federal Bureau of Investigation
FCO	Federal Coordinating Officer
FEMA	Federal Emergency Management Agency
ICS	Incident Command System
JIC	Joint Information Center
JFO	Joint Field Office
MACC	Multi-agency Command Center
MOA	Memorandum of Agreement
MOU	Memorandum of Understanding
NAWAS	National Warning System
NCR	National Capital Region
NGO	Nongovernmental Organization
NIMS	National Incident Management System

NOAA	National Oceanic and Atmospheric Administration
NRC	Nuclear Regulatory Commission
NRP	National Response Plan
NWS	National Weather Service
PDA	Preliminary Damage Assessment
PIO	Public Information Officer
POC	Point of Contact
RACES	Radio Amateur Civil Emergency Services
SAR	Search and Rescue
SCC	State Corporation Commission
SOP	Standard Operating Procedures
USACE	U.S. Army Corps of Engineers
USCG	U.S. Coast Guard
USDA	U.S. Department of Agriculture
VOAD	Voluntary Organizations Active in Disaster
WAWAS	Washington Area Warning System
WMD	Weapons of Mass Destruction

Tab 3 – Authorities and References

Federal

1. The Robert T. Stafford Disaster Relief and Emergency Assistance Act, Public Law 93-288, as amended
2. The Homeland Security Act/National Response Plan, December 2004

State

1. Commonwealth of Virginia Emergency Services and Disaster Law of 2000, as amended.
2. The Commonwealth of Virginia Emergency Operations Plan:
 - a. Volume I, Basic Plan, April 2004.
 - b. Volume II, Disaster Recovery Plan, March 1999 (under revision)
 - c. Volume III, Radiological Emergency Response Plan, May 2004.
 - d. Volume IV, Oil and Hazardous Materials Emergency Response Plan, December 2001.
 - e. Volume V, Virginia Hurricane Emergency Response Plan, August 2001
 - g. Volume VI, Hazard Mitigation Management Plan, July 2001
 - h. Volume VII, Transportation Plan, July 2000, (limited distribution)
 - i. Volume VIII, Terrorism Consequence Management, August 2005 (limited distribution)

Local

1. Radford University Emergency Operations Plan
2. City of Radford Emergency Operations Plan

Tab 4 – Matrix of Responsibilities

Agency	TransportationESF #1	CommunicationsESF # 2	Public WorksESF # 3	Fire FightingESF #4	Emergency ManagementESF #5	Mass CareESF #6	Resource SupportESF #7	Health & MedicalESF #8	Search & RescueESF #9	Hazardous MaterialsESF #10	Agriculture & Natural ResourcesESF #11	EnergyESF #12	Public SafetyESF # 13	Long-Term RecoveryESF #14	External AffairsESF #15
Emergency Management	●	○		●	○	●				○			○		
Fire				●	○				●	●					
EMS/Health	○			○				●	○	○			○		
Law Enforcement	○	○			●	○			○	○			●		
Facilities Management	●	●	●			○	○					●			
Construction and Planning									○					●	
City Government	●	○						○	○	○		○			
Red Cross		○				●		○	○	○					
Information Technology	○				○		○	○	○				○		
Social Services						●									
Finance							○							○	
Parking Services		●													
Student Affairs		○			○								○		
Finance and Administration					○	○							●	●	
Safety Office					○					●		○			
University Attorney		○										○			
University Relations		●										○		○	
VVOAD	○	○			○	○							○		
Human Resources		○					○						○		

- Primary Role
- Support Role

Tab 5 – Succession of Authority

Continuity of emergency operations is critical to the successful execution of emergency operations. Therefore, the following lines of succession are specified in anticipation of any contingency, which might result in the unavailability of the ranking member of the administrative hierarchy. The decision-making authority for each organization or service function is listed below by position in decreasing order.

<u>Organization/Service Function</u>	<u>Authority in Line of Succession</u>
Direction and Control	<ol style="list-style-type: none">1. University President2. University Provost3. VP Finance and Administration4. VP of Student Affairs
Office of Emergency Preparedness	<ol style="list-style-type: none">1. Director2. Coordinator
Emergency Public Information	<ol style="list-style-type: none">1. Vice President for University Relations2. Director of Communications3. Director of Emergency Preparedness4. Coordinator of Emergency Preparedness

- | | |
|-------------------|---|
| University Police | 1. Chief
2. Captain
3. Commander of Patrol and Administration |
| Fire Department | 1. Fire Chief
2. Assistant Chief
3. Captain |
| Rescue Squads | 1. Captain
2. First Lieutenant
3. Second Lieutenant |

Safety Office	1. Safety Director 2. Environmental Specialist 3. Fire Safety Inspector
Facilities Management	1. Director 2. Assistant Director 3. Building Trades Manager
Planning and Construction	1. Director 2. Capital Project Manager 3. Contracts Manager
Health Department	1. District Health Director 2. District Nurse Manager 3. District Environmental Health Manager
VPI-SU Extension Service	1. Unit Director 2. Extension Agent 3. Senior Secretary
Social Services	1. Director 2. Office Manager 3. Social Work Supervisor

4. Eligibility Supervisor

City of Radford

1. City Manager
2. Cood. of Emergency Services
3. Asst. City Manager/PIO

Tab 6 – Emergency Operations Plan Distribution List

University President
University Cabinet
Coordinator of Emergency Preparedness
Radford University Police Department
Radford City Police Department
Fire Departments
Facilities Management
Construction and Planning
Dedmon Center
Safety Office
Director of Social Services
County Administrator/City Manager
Unit Director - Extension Service
Health Department
Student Services
Communications Center
Board of Supervisors/ City Council
Public School System
Public Information Office
Rescue Squads
Virginia Department of Emergency Management
Damage Assessment Team

Tab 7 – Continuity of Government

See COOP Plan ESF # 14. This section will also contain a link to the Business Impact Analysis (BIA) for the University.

The COOP Plan is a separate document as is the BIA and Disaster Recovery Plans.

Tab 8 – Sample NIMS Resolution

Declaration of Adoption National Incident Management System

BE IT RESOLVED by the Council of _____ Department of Emergency Management as follows:

WHEREAS, at the request of the President, the Department of Homeland Security has developed the National Incident Management System (NIMS) for the purpose of unifying and coordinating all emergency responders' efforts during disasters; and

WHEREAS, the Department of Homeland Security has directed all Federal, State, Territorial, Tribal, and local entities involved in emergency response to adopt NIMS; and Whereas the Governor of the State of Virginia has similarly endorsed NIMS by proclaiming it the official basis for management of incident response in Virginia; and

WHEREAS, the NIMS will enable responders at all levels to work together more effectively and efficiently to manage domestic incidents no matter what the cause, size or complexity, including catastrophic acts of terrorism and natural disaster; and

WHEREAS, _____ Department of Emergency Management currently uses the Incident Command System (ICS) as referred to in NIMS; and

WHEREAS, _____ Department of Emergency Management recognizes the need for a single Incident Management System to be used by all local agencies and disciplines;

BE IT THEREFORE RESOLVED, that _____ Department of Emergency Management (DEM) adopts the National Incident Management System. That this system will be used at all incidents and drills, taught in all _____ local DEM training courses, and reflected in all DEM emergency mitigation, preparedness, response and recovery plans and programs.

Chairman, Board of Supervisors/City Council

Tab 9 – Sample Declaration of Local Emergency

Resolution Emergency Operations Plan

WHEREAS the Board of Supervisors/City Council of _____, Virginia recognizes the need to prepare for, respond to, and recover from natural and manmade disasters; and

WHEREAS _____ City/County has a responsibility to provide for the safety and well being of its citizens and visitors; and

WHEREAS _____ City/County has established and appointed a Director and Coordinator of Emergency Management.

NOW, THEREFORE, BE IT RESOLVED by the Board of Supervisors/City Council of _____ Virginia, this Emergency Operations Plan as revised is officially adopted, and

IT IS FUTHER RESOLVED AND ORDERED that the Director of Emergency Management, or his/her designee, are tasked and authorized to maintain and revise as necessary this document over the next four (4) year period or until such time be ordered to come before this board.

Chairman, County Board of Supervisors
Mayor, City Council

ATTEST:

Clerk
County Board of Supervisors

Adopted this ____ day of _____ 2005

Emergency Support Function #1 - Transportation

Primary Agency

Facilities Management

Parking Enforcement

Secondary/Support Agencies

Law Enforcement

Office of Emergency Preparedness

City of Radford Public Schools

City of Radford Public Works

Virginia Department of Transportation

Private Contractors

Introduction

Purpose:

Emergency Support Function (ESF) #1 – Transportation assists local, federal, and state government entities and voluntary organizations requiring transportation capacity to perform response missions following a disaster or emergency. Emergency Support Function #1 will also serve as a coordination point between response operations and restoration of the transportation infrastructure.

Scope:

Assistance provided by ESF #1 includes, but is not limited to:

- Coordinating transportation activities and resources during the response phase immediately following an emergency or disaster;
- Facilitating damage assessments to establish priorities and determine needs of available transportation resources;
- Prioritization and/or allocation of all government transportation resources;
- Processing all transportation requests from university departments and emergency support functions. This ESF will coordinate evacuation transportation as its first priority; and
- Facilitate movement of the campus in coordination with other transportation agencies.

Policies:

- Local transportation planning will use the most effective means of transportation to carry out the necessary duties during an incident;
- Local transportation planning will recognize State and Federal policies, regulations, and priorities used to control movement of relief personnel, equipment, and supplies;

- To facilitate the prompt deployment of resources, priorities for various incidents are developed and maintained through an interagency process led by local government prior to an incident. Each ESF is responsible for compiling, submitting, and updating information for inclusion in the ESF #1 prioritized shipments.

Concept of Operations

General:

The Emergency Operations Plan provides guidance for managing the use of transportation services and deployment of relief and recovery resources.

A disaster may severely damage the transportation infrastructure and interrupt transportation services. Most localized transportation activities will be hampered by lack of useable surface transportation infrastructure.

The damage to the transportation infrastructure may influence the means and accessibility level for relief services and supplies.

Disaster responses, which require usable transportation routes, will be difficult to coordinate effectively during the immediate post disaster period.

Clearing access routes will permit a sustained flow of emergency relief, although localized distribution patterns may be disrupted for a significant period.

All government transportation resources not being used for the emergency/disaster will be available for use.

All requests for transportation support will be submitted to the Emergency Operations Center for coordination, validation, and/or action in accordance with this Emergency Support Function.

Organization:

Radford University, in conjunction with the City of Radford, is responsible for coordinating resources needed to restore and maintain transportation routes necessary to protect lives and property during an emergency or disaster.

The City of Radford will provide a liaison and provide information on road closures, alternate routes, infrastructure damage and debris removal, rail and bus transit and restoration activities.

The City of Radford in conjunction with support agencies will assess the condition of highways, bridges, signals, rail and bus transit and other components of the transportation infrastructure and where appropriate:

- Close infrastructure determined to be unsafe;
- Post signing and barricades; and
- Maintain and restore critical transportation routes, facilities, and services.

Actions

- ESF #1 will develop, maintain, and update plans and procedures for use during an emergency;
- The personnel will stay up to date with education and training that is required for a safe and efficient response to an incident;
- Alert local primary agency representative of possible incident, and begin preparations for mobilization of resources;
- If necessary contact state or federal agencies and alert Secondary Agencies. Assess initial damage and work to decide on the priorities for reconstruction and restoration of critical transportation facilities;
- Keep record of all expenses, and continue through the duration of the emergency;
- Prepare appropriate facilities for possible use;
- Locality will communicate and inform the State EOC of actions and intentions;
- ESF #1 staff coordinates the use of transportation resources to fulfill mission assignments and follow established practices and procedures; and
- Continue to provide support where needed.

Responsibilities

Primary Agency:

- Partners with State and Federal departments as well as local industry to assess damage and impact on transportation and infrastructure;
- Coordinates and implements, response and recovery functions under Primary agency statutory authorities;
- Assists with determining the most viable transportation networks to, from and within the emergency or disaster area and regulates the use of these transportation networks; and
- Identifies resource requirements for transportation and coordinates their allocation.

Emergency Support Function #2 - Communication

Primary Agency

Office of Emergency Preparedness
Information Technology
University Relations
911 Centers

Secondary/Support Agencies

Law Enforcement
Local Telephone Service Provider
Wireless Providers
Amateur Radio
Campus Radio Station

Introduction

Purpose:

The purpose of Emergency Support Function #2 – Communication is to support public safety and other university departments by maintaining continuity of information and telecommunication equipment and other technical resources. ESF #2 in conjunction with ESF #15 is responsible for keeping faculty, staff, and students informed in regards to an emergency situation, provide guidance when appropriate to help save lives and protect property, and support university agencies with the restoration and reconstruction of telecommunications equipment, computers, and other technical resources. This section describes the university's emergency communications, notification, and warning systems. The university will coordinate with the City of Radford Emergency Operations Center should outside assistance be required.

Scope:

ESF #2 works to accurately and efficiently transfer information during an incident. This ESF is also responsible for the technology associated with the representation, transfer, interpretation, and processing of data among people, places, and machines. Communication includes transmission, emission, or reception of signs, signals, writing, images, and sounds or intelligence of any natures by wire, radio, optical, or other electromagnetic systems.

Policies:

- The Emergency Communications Center (ECC) operates 24 hours a day, 7 days a week and serves as the 911 center and the university warning point;
- The ECC is accessible to authorized personnel only;
- The ECC staff will consist of the Communications Supervisor, Dispatchers, and other designated representatives. Support personnel to assist with communications, designated logistics, and administration will also be designated. The Communications Supervisor will be available for decision-making as required; and
- The ECC will initiate notification and warning to appropriate personnel.

Concept of Operations

General:

The Emergency Operations Plan provides guidance for managing emergency communications resources.

The University's Communications Center is the point of contact for receipt of all warnings and notification of actual or impending emergencies or disaster. The dispatcher on duty will notify other key personnel, chiefs, and department heads as required by the type of report and standard operating procedures (SOP).

The Emergency Communications Center (ECC) is accessible to authorized personnel only. The ECC is most often the first point of contact for the campus. The ECC has the capability to access the University Emergency Alert Systems to deliver warnings to the campus community and the public. Use of all available forms of warning and notification will provide warning to the general public and special needs population.

The telephone companies will ensure that communications essential to emergency services are maintained. During a major disaster, additional telephone lines may be installed in the Emergency Operations Center (EOC) to coordinate emergency operations. At least one phone with a special publicized number will be reserved for "rumor control" to handle citizen inquiries. The Coordinator of Emergency Preparedness will coordinate with Information Technology to provide these services.

Amateur radio operators may provide emergency backup radio communications between the EOC and the State EOC, should normal communications be disrupted. They may also provide communications with some in-field operators.

It is important that while communicating, standard or common terminology is used so that multiple agencies are better able to interact and understand each other.

Should an evacuation become necessary, warning and evacuation instructions will be put out via the university mass notifications system, siren system, email, radio and TV. The Office of Emergency Preparedness and University Relations will develop and provide public information announcements and publications regarding evacuation procedures to include recommended primary and alternate evacuation routes, designated assembly points for those without transportation, rest areas and service

facilities along evacuation routes, if appropriate, as well as potential health hazards associated with the risk.

Organization:

The Coordinator of Emergency Preparedness will assure the development of SOPs on the part of each major emergency support service. Generally, each designated agency should maintain current notification rosters, designate and staff an official emergency control center, and establish procedures for reporting appropriate emergency information, and provide ongoing training to maintain emergency response capabilities. When an emergency threatens, available time will be used to implement increased readiness measures as listed in each annex to this plan. The Coordinator of Emergency Preparedness will assure that all actions are completed as scheduled. University Relations will represent and advise the Incident Commander on all public information. This includes rumors that are circulating the area, what local media are reporting, as well as warnings and emergency public information.

The EOC support staff will include a recorder, message clerk, and other support personnel as required relieving the decision-making group of handling messages, maintaining logs, placing maps, etc. An EOC wall map should be prepared and be readily accessible. A separate Reports Section should also be established as an adjunct to the EOC staff.

Radford University emergency communications are heavily dependent on the commercial telephone network. The telephone system is vulnerable to the effects of emergencies and disasters and to possible system overload due to increased usage. Technical failure, damage, or loss of telecommunications equipment could hamper communications or the ability to communicate with emergency personnel and the public throughout the campus. Mutual aid repeaters may not be available or may not be able to provide sufficient coverage or channel loading to compensate for technical failure or damage to telecommunications resources on the campus during an emergency.

Amateur radio operators and other nongovernmental volunteer groups used to assist with emergency radio communications support will be under the authority of the Director of Emergency Preparedness or the Coordinator of Emergency Preparedness. The amateur radio and other nongovernmental volunteer operators will be required to actively participate in regular training and exercises established by the Office of Emergency Preparedness.

Actions

- ESF #2 will establish a working arrangement between the Primary Agencies, the local Emergency Operations Center, and local news media;
- The ECC will initiate notification and warning of appropriate personnel. Landline telephones, mass notification systems, 2 way radio, and wireless telecommunications devices may be utilized to notify public officials, EOC staff, emergency personnel and others, as required;
- Emergency service vehicles equipped with public address systems may be used to warn the campus community;

- The Coordinator of Emergency Preparedness, Director of Emergency Preparedness, Police Supervisor, or his/her designee must authorize the use of the Emergency Alert System; and
- Emergency warning may originate at the federal, state, or local level of government. Timely warning requires dissemination to the campus by all available means:
 - a. Emergency Communications Center
 - b. Emergency Alert System
 - c. Local radio and television stations
 - d. NOAA Weather Radio – National Weather Service
 - e. Mobile public address system
 - f. Telephone
 - g. General broadcast over all available radio frequencies
 - h. Newspapers
 - i. Amateur Radio Volunteers
 - j. Mass Notification Systems
 - k. Siren Systems

Responsibilities

- Develop and maintain primary and alternate communications system for contact with local jurisdictions, state agencies, nongovernmental and private sector agencies required for mission support;
- Ensure the ability to provide continued service as the Public Safety Answering Point (PSAP) for incoming emergency calls;
- Ensure communication lines and equipment essential to emergency services are maintained by the appropriate vendor;
- Provide additional staffing in the EOC to assist with communications functions;
- Develop and maintain an emergency communications program and plan;
- Provide telephone service providers with a restoration priority list for telephone service prior to and/or following a major disaster; and
- Maintain records of cost and expenditures and forward them to Finance Section Chief.

Tab 1 to Emergency Support Function #2

EMERGENCY NOTIFICATION PROCEDURES

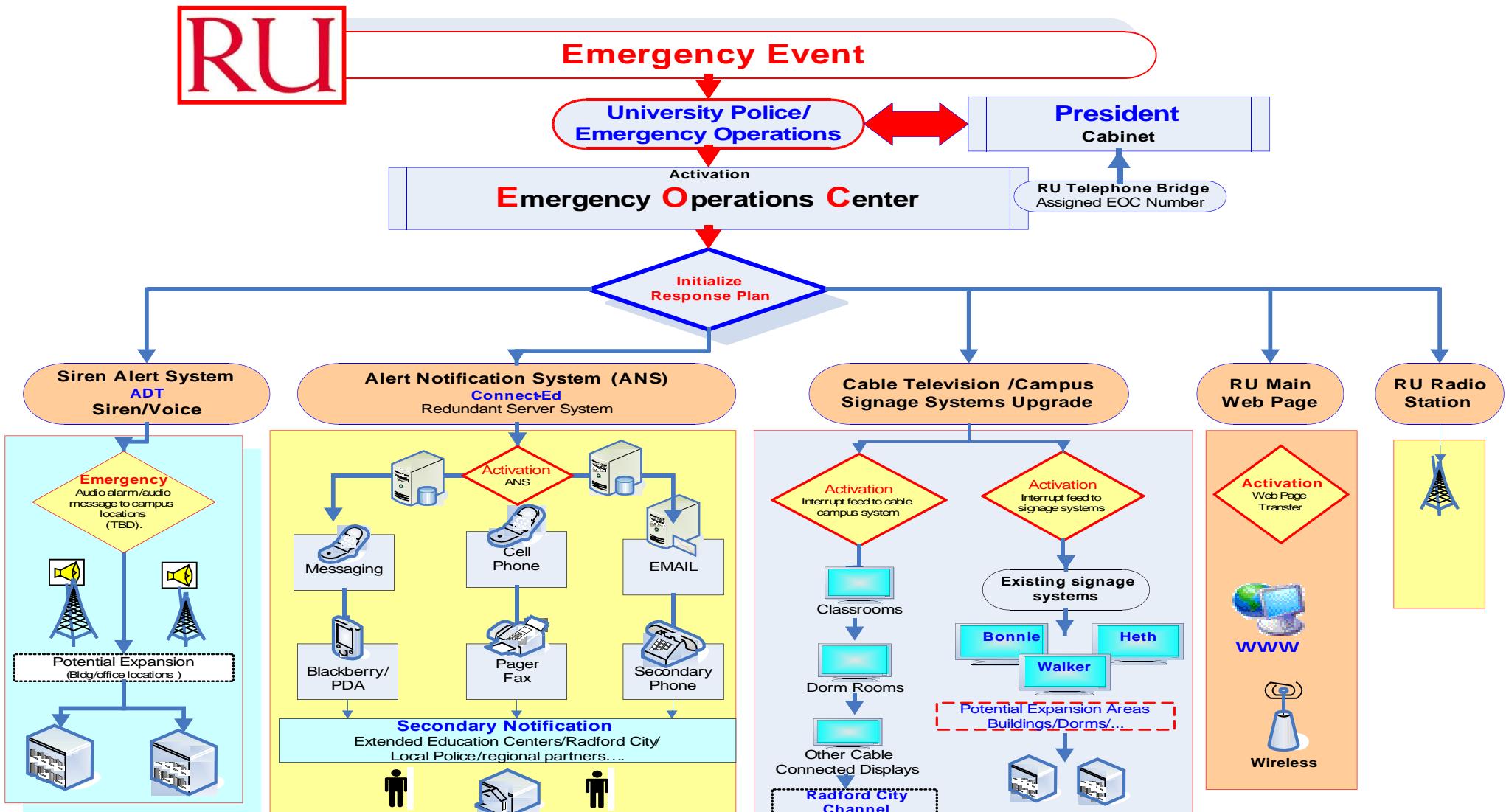
Until the EOC is activated, the Radford University Dispatch Center will notify the following officials upon receipt of severe weather warnings, building fires, Active Threats, or when directed by an on-scene incident commander:

Official	Home Phone	Work Phone
Director of Emergency Preparedness	540-731-0224	540-831-6696
Coordinator of Emergency Preparedness	276-699-1689	540-831-7155
Chief of Police		540-831-5500
Communications Supervisor		540-831-5500
Vice President of University Relations	540-257-0795	540-831-5083

Depending on the incident, the Director and/or Coordinator will notify the Provost, VP of Finance and Administration, and VP of Student Affairs. Once operational, the EOC will receive messages from the University Police, City 911 Center, and/or State EOC. It is then the responsibility of the Communications Center of the university to monitor message traffic and ensure that messages reach the Director of Emergency Preparedness or their designee.

Tab 2 to Emergency Support Function #2

EMERGENCY NOTIFICATION TECHNOLOGY AND FLOW CHART



USAGE MATRIX

Level One Emergency

If the need has arisen to notify faculty, staff, and students to an emergency situation the following should be used:

Mass Notification System

Signage System

Cable Television if the emergency occurs after dark or during the weekends.

Level Two Emergency

Mass Notification System

Siren/PA System

Cable Television/Campus Radio Station

Signage system and Web Site to keep the campus updated to events and responses

Level Three Emergency

In the event of a Level Three Emergency, all methods of communication will be utilized to warn and update the campus community. Some system may be activated at a later time as information is obtained.

Siren/PA System

Mass Notification System

Cable Television/Campus Radio Station

Signage System and Web Sites along with internal emails

During the initial phase of the emergency, University Police and/or the Office of Emergency Preparedness will initiate all life safety and emergency communications as necessary for the immediate protection of the campus community. The University Police Department has the authority to change or modify the above recommendations for all warning systems initializations depending on conditions and time constraints presented until the Coordinator and/or Director of Emergency Preparedness arrives.

It is essential that information being sent to the campus community and the public should be coordinated and consistent. Once a representative from University Relations arrives at the EOC or Police Department, all following event public information will be communicated through this office. University Relations will work with the Office of Emergency Preparedness and/or the University Police Department to disseminate information to the campus community and the local media.

All University Emergency Systems can be activated by the Radford University Police, Office of Emergency Preparedness, and approved departments who may be needed to help in the dissemination of emergency information.

Tab 3 to Emergency Support Function #2

Department Personnel who can activate the Warning Systems

Name	Office	Systems Used	Office Phone	Cell Phone
Todd Branscome	OEP	All	540-831-7155	540-257-0371
Dennie Templeton	OEP	All	540-831-6696	540-257-0699
John Crocker	Safety	Mass Notification	540-831-7791	
Colleen Roberts	RUPD	Mass Notification Siren	540-831-5500	
Larry Brown	RUPD	Mass Notification Siren	540-831-5500	
Mike Baker	RUPD	Mass Notification Siren	540-831-5500	
Scott Shaffer	RUPD	Mass Notification Siren	540-831-5500	
Dispatchers	RUPD	Mass Notification Siren	540-831-5500	
Randy McCallister	SR. Eng.	Cable Television Signage System	540-831-7514	540-980-4251

Emergency Support Function #3 – Facilities Management

Primary Agencies

Facilities Management

Facilities Planning and Construction

Secondary/Support Agencies

Office of Emergency Preparedness

City of Radford Public Works

City of Radford Water Authorities

Fire and EMS

Law Enforcement

Virginia Department of Transportation

Virginia Department of Environmental Quality

American Red Cross

Introduction

Purpose:

Emergency Support Function (ESF) #3 – Facilities Management will assess the overall damage to university property. ESF #3 will also conduct necessary inspections to ensure the integrity of buildings, assist with debris removal and ensure that any rebuilding complies with existing zoning and land-use regulations.

Scope:

ESF #3 is structured to provide public works and engineering-related support for the changing requirements of incident management to include preparedness, prevention, response, recovery, and mitigation actions. Activities within the scope of this function include:

- Conducting pre-and post-incident assessments of university infrastructure;
- Executing emergency contract support for life-saving and life-sustaining services;
- Providing technical assistance to include engineering expertise, construction management, and contracting and real estate services; and
- Providing emergency repair of damaged infrastructure and critical facilities.

Policies:

- Personnel will stay up to date with procedures through training and education;
- The Primary Agencies will develop work priorities in conjunction with other agencies when necessary; and
- Local authorities will obtain required waivers and clearances related to ESF #3 support.

Concept of Operations

General:

In a disaster, buildings and structures may be destroyed or severely damaged. Residences, public buildings, bridges, and other facilities may need to be reinforced or demolished to ensure safety. Public utilities may be damaged and be partially or fully inoperable. Access to the disaster areas may be dependent upon debris clearance and roadway repairs. Debris clearance and emergency road repairs will be given top priority to support immediate lifesaving emergency response activities.

Prompt assessment of the disaster area is required to determine critical response times and potential workloads. Early damage assessment must be made rapidly and be general in nature. Following an incident, a multitude of independent damage assessment activities will be conducted by a variety of organizations including the locality damage assessment teams, insurance companies, Virginia Department of Emergency Management, utility companies and federal agencies.

Organization:

The Coordinator of Emergency Preparedness will be responsible for deploying damage assessment teams, consolidating damage data and compiling reports. At the Incident Commander's request, the Damage Assessment Teams' first priority will be to assess the structural damage.

Local Damage Assessment Teams will assess damage to the extent of their resources and in their areas of expertise. The Health Department and the Safety Office may assist the Facilities Management Department with damage assessments related to health and safety hazards that may be caused by the disrupted disposal of sanitary wastes.

An Initial Damage Assessment Report will be completed by Coordinator of Emergency Preparedness and submitted to the Virginia Department of Emergency Management within 72 hours of the event, outlining the severity of the problems and the determination of need for further assistance. Federal/State supported damage assessment precedes delivery of a Presidential Disaster Declaration and defines the specific needs for a long-term recovery.

To minimize threats to public health, the Department of Public Works will serve as liaison with the Virginia Department of Environmental Quality (DEQ) and the County/Town Attorney to secure the necessary emergency environmental waivers and legal clearances that would be needed to dispose of emergency debris and materials from demolition activities. The Facilities Management Department will coordinate with DEQ to monitor disposal of debris materials.

The university departments mentioned will inspect all buildings for structural, electrical, gas, plumbing and mechanical damage following a disaster situation. They will ensure that any repairs or rebuilding that occurs following the incident will comply with the city and state building codes, zoning and land-use regulations and comprehensive plan.

The Local Building Official is responsible for determining the state of a building and placing notification on the facility. The building owner retains responsibility for deciding whether to demolish or restore the structure. During the recovery phase the Building

Official is responsible for the facilitation of the building permit issuance process and for the review and approval of the site-related and construction plans submitted for the rebuilding/restoration of residential and commercial buildings.

Actions

- Alert personnel to report to the EOC;
- Review plans;
- Begin keeping record of expenses and continue for the duration of the emergency;
- Prepare to make an initial damage assessment;
- Activate the necessary equipment and resources to address the emergency; and
- Coordinate response with local, state, federal departments and agencies.

Responsibilities

- Assist in conducting initial damage assessment;
- Submit initial damage assessment to EOC;
- Assist in coordinating response and recovery;
- Prioritize debris removal;
- Inspect buildings for structural damage; and
- Ensure all repairs comply with local building codes, zoning, land-use regulations and comprehensive plan.

Tab 1 for Emergency Support Function #3

BUILDING POSTING GUIDE

1. All buildings within the area, regardless of damage are to be POSTED by the Damage Assessment Team members at the site.
2. One of the following three posters is to be used
 - A. "SAFE FOR OCCUPANCY" GREEN POSTER
 - No damage to structural elements.
 - No damage to utilities.
 - There is only minor damage to walls or roof affecting weather resistance.
 - Generally 10% or less damage.
 - B. "LIMITED ENTRY" YELLOW POSTER
 - There is structural damage to a portion of the building.
 - The building needs utility or weather resistance repairs.
 - The building may be occupied safely.
 - Generally greater than 10% and less than 50% damage.
 - C. "THIS BUILDING IS UNSAFE" RED POSTER
 - There is major structural damage.
 - No occupancy is allowed.
 - May or may not need to be demolished.
 - Generally more than 50% damage.
3. If there is immediate danger to life from failure or collapse, the team leader should inspect and, as appropriate sign or have Building Official sign condemnation order or call the appropriate entities to shore-up structure.

**NOTE: CHECK ON CODE FOR DEMOLITION OF PROPERTY
DURING/AFTER DISASTER**

Tab 2 to Emergency Support Function #3
Damage Assessment Teams

DISASTER ASSESSMENT AND RECOVERY TEAM (DART)			
NAME	TITLE	OFFICE PHONE	HOME PHONE
Lou Ferguson – Team Leader	Project Manager	831-7781	953-0607
John Crocker	Environmental Specialist	831-7791	633-6232
Larry Donathan	Fire Safety Inspector	831-7792	540-626-3286
Eric Vest	Supt, Landscape	831-7799	
James Blevins	Housekeeping Manager	831-7786	382-8222
Mike Morrison	Boiler Plant	831-7805	381-1044
Doug Gardner Alt. Team Leader	Manager, Building Trades	831-7807	639-4138
Randa McDonald	Information Technology	831-5173	
Randy McCallister	Sr. Engr,	831-7514	540-980-4251
Rich Rittenhouse	Project Eng	831-7817	268-5357
Bobby Dunn	Project Manager	831-7815	

Emergency Support Function #4 - Fire Fighting and Emergency Medical Services

Primary Agency

Radford City Fire Departments

Emergency Medical Services (Campus and City)

Secondary/Support Agencies

Virginia Department of Forestry

Private Ambulance Services

Virginia Department of Emergency Management

Office of Emergency Preparedness

Introduction

Purpose:

Emergency Support Function (ESF) #4 – Fire Fighting and Emergency Medical Services directs and controls operations regarding fire prevention, fire detection, fire suppression, rescue, and hazardous materials incidents; as well as to assist with warning and alerting, communications, evacuation, and other operations as required during an emergency.

Scope:

ESF #4 manages and coordinates fire-fighting and emergency medical activities including the detection and suppression of fires, treatment and transport of injured victims, and provides personnel, equipment, and supplies to support the agencies involved in the firefighting and emergency medical operations.

Policies:

- Priority is given to public, fire fighter, and emergency medical safety and protecting property (in that order).
- For efficient and effective fire suppression and/or treatment and transport of the injured, mutual aid may be required from various local fire fighting and rescue agencies. This requires the use of the Incident Command System together with compatible equipment and communications.
- Personnel will stay up to date with procedures through education and training.

Concept of Operations

General:

The City of Radford Fire Department and Carillion Rescue Services are prepared to assume primary operational control in fire prevention strategies, fire suppression, patient management, and hazardous material incidents. (See ESF #10.) Fire department and rescue personnel who are not otherwise engaged in emergency response operations will assist other university agencies in warning and alerting the public, evacuation, and communications as is necessary and appropriate during an emergency situation.

When the Emergency Support Function is activated all requests for fire fighting and emergency medical support will, in most cases, be submitted to the 9-1-1 Center for coordination, validation, and/or action.

The Coordinator of Emergency Preparedness or his/her designee will determine the need to evacuate large areas and will issue orders for evacuation or other protective action as needed. However, the incident commander may order an immediate evacuation prior to requesting or obtaining approval, if in his/her judgment this action is necessary in order to safeguard lives and property. Should an evacuation become necessary the warning and instructions will be communicated through all appropriate means. In addition, Law Enforcement and Residential Life will use mobile loudspeakers or bullhorns, or go door to door to ensure that all affected residents have received the warning.

During an evacuation in which a large number of citizens are sheltered, the local Rescue Agency may coordinate the positioning of an on site EMS basic life support unit to support the shelter operation.

Organization:

A fire and ems representative will be assigned to the EOC in order to coordinate the fire and rescue service response. These representatives will be a part of the EOC staff and will assist with the overall direction and control of emergency operations.

The Fire and EMS Departments will implement evacuations and the Police Departments will assist and provide security for the evacuated area. In the event of a hazardous materials incident, the Incident Commander should implement immediate protective actions to include evacuation as appropriate.

The Fire Departments have 11 paid fire-fighters and approximately 30 volunteer fire-fighters.

The Emergency Medical Services are contracted through Carillion. Radford University EMS is a student organization with 26 members and will assist as able.

Actions

- Develop and maintain plans and procedures to provide fire and rescue services in time of emergency;

- Document expenses and continue for the duration of the emergency;
- Check fire fighting, rescue, and communications equipment;
- Fire and EMS Service representatives should report to the Local Emergency Operations Center to assist with operations;
- Fire and EMS department personnel may be asked to assist with warning and alerting, evacuating, communications, and emergency medical transport; and
- Follow established procedures in responding to fires and hazardous materials incidents and in providing rescue services; and
- Requests mutual aid from neighboring jurisdictions.

Responsibilities

- Fire prevention and suppression;
- Emergency medical treatment;
- Hazardous materials incident response and training;
- Radiological monitoring and decontamination;
- Assist with evacuation;
- Search and rescue;
- Temporary shelter for evacuees at each fire station;
- Assist in initial warning and alerting;
- Provide qualified representative to assist in the Local EOC;
- Requests assistance from supporting agencies when needed;
- Arranges direct liaison with fire chiefs in the area;
- Implements Mutual Aid.

Fires Incident Annex

Primary Agency

Radford City Fire Department
Radford University Police

Cooperating Agencies

Facilities Management
EMS
Safety Office
Residential Life
Office of Emergency Preparedness

Introduction

Purpose:

To protect students, visitors, staff, and faculty in the event of a fire affecting Radford University Campus.

Scope:

A fire can develop through a variety of causes. This annex works to describe some general ways to handle and deal with these various kinds of situations. Fire extinguishers are provided in every building on campus and training is done throughout the year in their use. All residence halls perform fire drills on a monthly basis. Evacuation signs are posted in hallways and areas of refuge are clearly marked by lighted signs.

Procedures:

- If smoke or fire is detected in a building, pull the nearest fire alarm to warn other occupants. If there is no fire alarm, warn all occupants to leave.
- Dial 9-911 or 831-5500 to contact the fire department.
- If the fire is small and can be safely extinguished, fire extinguishers are located throughout all buildings. Fire extinguisher procedures are located in Appendix A.
- Evacuate the building as quickly and calmly as possible.
- Some stairwells serve as areas of refuge if you cannot exit the building or if a disabled person cannot be removed.
- Conduct a headcount of all persons to ensure that no one remains inside.

- The Campus Police will assist in evacuation and security of the building.
- The Emergency Operations Center may be activated.
- No one should re-enter the building until authorized to do so by the fire department or Safety Office.

Concept of Operations

General:

In order to protect the students, faculty, and staff at Radford University it is necessary to develop and practice evacuation and fire drills. All persons working, attending classes, or living on campus will be made aware of this annex and in the event of a Fire, follow the directions of the police department, Fire Department, Safety Office, and procedures outlined in this Annex.

Organization:

The Radford City Fire Chief or, in his absence, the Ranking Officer of the Radford City Fire Department, is responsible for making the decision to re-enter a building after a building fire. The Radford University Police Department will assume direction and control until the fire department arrives.

The Emergency Response Guide provides a checklist of actions to take in the event of a fire. Additional information will be provided as necessary to occupants on campus by all means available at the time.

TAB 2 to ESF #4

Fire Extinguisher Procedures

1. Fire extinguishers should only be used by properly trained personnel. If you have the slightest doubt, leave the area and call the fire department.

2. Fight the fire only if:

- The Fire Department and University Police has been notified.
- Evacuation has started.
- The fire is small and confined to its immediate area of origin (wastebasket, sofa, etc.).
- You have a way out and can fight the fire with your back to an exit.
- You have the proper extinguisher and have been properly trained.
- You use careful judgment and get out fast if the fire starts to spread.

3. To operate a fire extinguisher, remember the word **PASS**:

- **PULL** the pin by grasping the extinguisher neck and removing the pin.
- **AIM** the nozzle, hose, or horn at the base of the fire.
- **SQUEEZE** the handle to release the extinguishing agent.
- **SWEEP** from side to side at the base of the fire until it is out.

4. Call the Safety Office to replace the used fire extinguisher.

Fire Evacuation Procedures

Non Residential Buildings

1. If you choose not to fight the fire, quickly shut all file cabinets and drawers, turn off all electrical equipment and shutdown your computer. Exit the building as calmly and quickly as possible using the nearest safe exit. If readily available, grab the AED and first aid kit as you leave (it may be needed in the assembly area). Close all windows and doors on the way out (do not lock doors). **Do not use elevators.** Stay low to the floor if there is a lot of smoke.
2. Go to the assigned assembly area and keep well away from the building. Building Managers will conduct a head count to determine if anyone is missing. Do not reenter the building until authorized by University Police.
3. Facilities Management, Housekeeping, University Police, and Building Managers will assist in the evacuation of the building by directing occupants to the nearest safe exit, ensuring that all personnel have exited, and evacuating disabled persons to the nearest stairwell or exit.
4. The City Fire Department will assume control of the building when they arrive. Give full cooperation to the Fire Department and Police Department.
5. Inform University Police or the Fire Department of missing people and disabled people who were placed in stairwells.
6. All elevators will be recalled to the ground floor when the alarm sounds.

Residence Halls

1. Resident Directors, Resident Assistants, and Residence Hall Fire Marshals will assist in the evacuation.
2. Wear a coat and shoes, and take a wet towel to place over your face in case of smoke. Before opening any door, feel the door knob with the back of your hand. Do not open the door if it is hot. Brace yourself behind the door, crouch low, and open the door slightly if it is warm. Stay low if the area is smoky. If heat or heavy smoke is present, close the door and stay in your room.
3. Proceed to the assigned assembly area. RA's and RD's will conduct a head count to see if anyone is missing. Remain outside until the appropriate signal is given to re-enter.

4. If all exits are blocked:

- Go back to your room, close the door and call the University Police to report your location.
- Seal the cracks around the door with tape and wet towels to prevent smoke from entering.
- Open the window a few inches for fresh air and hang a brightly colored cloth or bed sheet out the window to alert the Fire Department of your location. If you have a flashlight use it to signal with at night.
- If smoke gets in your room, keep low and dampen a cloth with water, place it over your nose and breath lightly through it.
- Stay calm. Do not jump from windows above the second floor. Rescue personnel have the proper equipment to get to you quickly.

5. All elevators are recalled to the ground floor when the alarm sounds except those located in the following buildings:

- Muse, B-wing & C-wing
- Madison
- Jefferson
- Washington
- Moffett
- Perry
- Trinkle
- Floyd
- Stuart

Responsibilities of University Police

1. Dispatch officers to the building to assist in the evacuation. Ensure that all occupants have left the building.
2. Set up a command post and activate the Emergency Operations Plan if necessary.
3. Control the scene until the Fire Department arrives.
4. Locate the fire if possible and direct the Fire Department to it.
5. Attempt to put out the fire if it is small and does not put police officers at undue risk.
6. Render first aid and move injured persons to safe areas.
7. In resident halls notify the Area Coordinator/Assistant Director, Director, or Associate Director as soon as possible.

8. Prevent unauthorized personnel from entering the building and control traffic.
9. Ensure that all personnel have been evacuated and check stairwells and porches for handicapped students. Check with the University Police Dispatcher for the location of handicapped students in the building.
10. Notify the Fire Department of the location of handicapped students in stairwells.
11. Recall elevators to the ground floor.

Responsibilities of Resident Director/Assistant

1. Confirm that the University Police have been called.
2. Notify an Assistant Director/Area Coordinator as soon as possible. The Assistant Director will notify the Director and/or Associate Director.
3. Assist in evacuating residents from the building using the nearest safe exit. **Do not use elevators.** The elevator shaft can fill with smoke very easily and there may be a power outage which could trap people in the elevator.
4. Assist in evacuating handicapped students to stairwells and notify emergency personnel of the location of handicapped individuals if they cannot be removed.
5. Ensure that Fire Marshal(s) and/or staff check each door to awaken sleeping students.
6. Direct the Fire Department to the fire if University Police is not on the scene.
7. When the evacuation has been completed, maintain order, prevent anyone from reentering, and keep all people a safe distance from the building.
8. Account for students who evacuated the building. Head counts should be reported to the Resident Director or person in charge. Residents unaccounted for should be reported to the senior officer at the scene.
9. Submit a report of the fire to the Director of Housing and the Safety Office within 24 hours.
10. Maintain a current list of all disabled students in the building noting the room number and the type of disability. Ensure that a copy of the list is sent to the RU Police Department.
11. In case of a major fire when the building cannot be occupied, the Office of Residential Life will help students make arrangements for relocation.

Responsibilities of Resident Hall Fire Marshals

1. Get the roster and knock on each door in your designated area of responsibility and have residents evacuate immediately.
2. Stay in designated area during the evacuation to assure that procedures are followed in a safe and orderly manner.
3. Take roll at the evacuation point and ask residents who are present to help account for absentees.
4. Stay with the occupants of your floor/wing until time to re-enter the building.
5. Immediately report students not accounted for and any problems to the nearest staff member.

Emergency Medical Services Incident Annex

Primary Agency

Radford University EMS
Carillion Patient Transport Services

Cooperating Agencies

Facilities Management
Radford University Police Department
Safety Office
Residential Life
Office of Emergency Preparedness

Introduction

Purpose:

To protect students, visitors, staff, and faculty in the event of a medical emergency while on the Radford University Campus.

Scope:

Medical Emergencies can develop through a variety of causes. This annex works to describe some general ways to handle and deal with these various kinds of situations. Radford University has an EMS agency that responds to all calls on campus. Transport to a local hospital is provided by Carillion Patient Transport Services

Procedures:

- Dial 9-911 or 831-5500 to contact the EMS department.
- Do not move the victim if you suspect spinal damage or neck trauma.
- In the event of cardiac arrest, AED's are located in several places on the University. See Tab
- Keep the victim calm until help arrives.
- Do not move seriously injured person unless they are in further danger of injury or death.
- Radford University maintains a Student Health Clinic in Moffet Hall for illness and injury.
- The Emergency Operations Center may be activated depending on the scope and nature of the injury or illness.

Concept of Operations

General:

In the event of a medical emergency act immediately, keep calm, and reassure the victim. Assist injured personnel and remove them from the hazard if injuries are minor. Do not move seriously injured persons unless they are in danger of further injury. Notify personnel in adjacent areas of potential hazards. Render appropriate first aid to accident victims and summon medical help as soon as possible. Be prepared to give the following information: what happened, number of victims, kind of injury, exact location of the emergency, what help is being given, and your name and phone number. Do not transport seriously injured persons to the hospital and do not hang up until the dispatcher hangs up.

Organization:

The Radford University EMS is responsible for responding to and treating sudden illness and injury on the campus. Carillion Patient Transport is responsible for transportation to the local hospital. The Radford University Police Department will assume direction and control until the EMS department arrives.

The Emergency Response Guide provides a checklist of actions to take in the event of a medical emergency.

TAB 1 to EMS Annex

General Guidelines for Medical Emergencies

Life Threatening Conditions

1. Check the scene for safety. Check the victim for consciousness, breathing, and severe bleeding.
2. Immediately call 9-911 then the University Police (when time allows) if the victim:
 - Is unconscious.
 - Has trouble breathing or is breathing in a strange way.
 - Has chest pain or pressure that lasts longer than 3-5 minutes.
 - Is bleeding severely.
 - Has pressure or pain in the abdomen that does not go away.
 - Is vomiting or passing blood.
 - Has repeated seizures or a seizure that lasts for more than a few minutes.
 - Has a severe headache or slurred speech.
 - Appears to have been poisoned.
 - Has injuries to the head, neck, or back.
 - Has possible broken bones.
 - Has a critical burn.
 - Is having a severe allergic reaction.
3. Do not move the victim unless absolutely necessary. Watch for signs of shock.
4. Provide care if you have the proper training.
5. If it is necessary to use a helicopter to transport a victim to the hospital, the helicopter will land at the Dedmon Center in an area determined by the University Police Department. The hospital EMS squad will transport the victim to the landing site.

Non Life Threatening Conditions

1. If there are no life threatening conditions:
 - Watch for changes in breathing and consciousness.
 - Help the victim rest comfortably.
 - Keep the victim from getting chilled or overheated.
 - Reassure the victim.
2. Call University Police for serious injuries that are not life-threatening. University Police will assess the situation, provide first aid and call EMS if necessary. University Police will not transport the victim to the hospital.

3. Departments are responsible for providing first aid for minor conditions such as cuts and scrapes.

Outside Agencies

1. If a student is treated at the Student Health Center or a regional hospital, and the news media and/or law enforcement agencies may be involved, the Director of Health Services will notify the University Police. This notification will consist of the circumstances surrounding the emergency, but not privileged information unless a waiver has been obtained.
 2. The University Police will immediately notify the Vice President for Business and Governmental Affairs, Assistant Vice President for Communications, Safety Manager and other appropriate university officials. The Vice President for Student Affairs will contact the student's parents. If appropriate, the Vice President for Business and Governmental Affairs will notify the President.
- 3 Injuries or illnesseses resulting in the in-patient hospitalization of three or more employees must be reported to the Safety Office within 8 hours. The Safety Office will investigate the incident and notify the local OSHA office.

Tab 2 to EMS Annex

Specific Procedure for Medical Emergencies

Life Threatening Conditions

1. Checking the victim:

- Check the scene to make sure it is safe to enter.
- Tap and shout to see if the person responds.
- If no response, call 9-911.
- Position victim on back while supporting the head and neck.
- Tilt head back and lift chin.
- Look, listen, and feel for breathing for about 10 seconds.
- If no breathing give 2 breaths. Each breath should last 1 second.
- Start CPR.

2. If air doesn't go in:

- Re-tilt person's head.
- Give 2 more breaths.
- If air still won't go in give 30 chest compressions on the center of the breastbone.
- Check the mouth for a foreign object.
- Remove object and give 2 breaths.
- If breaths go in, check for breathing and start CPR if necessary.

3. If no breathing start CPR:

- Find hand position on center of breastbone.
- Position shoulders over hands keeping arms straight.
- Compress chest 30 times in about 18 seconds, pressing down about 2 inches.
- Give 2 breaths.
- Continue compressions and breaths until an ambulance or AED arrives.

4. If you suspect a conscious victim is choking:

- Bend the victim forward and give 5 back blows between the shoulder blades.
- Place fist about 1-2 inches above the naval.
- Grasp fist with other hand.
- Give 5 quick inward and upward thrusts.
- Repeat back blows and abdominal thrusts until object is removed.

Inhalation Exposure

- Check the scene.

- Remove the victim as quickly as possible to fresh air if it can be done safely.
- In most situations rescue personnel should wear proper respiratory equipment and protective clothing.
- Never enter a confined space to attempt a rescue.
- Keep the victim at rest and warm.
- If the patient is unconscious, keep the airway clear.
- Start CPR if breathing has stopped.

Skin Exposure

- Act quickly; corrosive chemicals can damage the skin very rapidly.
- If only a small area of the skin is exposed flood promptly with water and wash gently with soap.
- Go to the nearest emergency shower and flood with large amounts of water for 15 minutes if large areas of the skin are involved.
- Remove clothing while standing in the shower.
- If chemicals are splashed on the head, eye protective equipment should be left on until the chemical has been washed away.
- Do not use chemical neutralizers on the skin.

Eye Exposure

- If a chemical is splashed into the eye go immediately to the nearest eye wash fountain.
- Spread the eyelid open with the fingers and wash the eye for at least 15 minutes.
- Flood all surfaces of the eye and the underside of the eyelids with water.
- If no eye wash station is available, lay the victim on his/her back, turn the head, and pour water into the eye, directing the stream to the side of the head. Ensure that the injured eye is below the good eye.
- Do not attempt to remove foreign objects from the eye, cover the eye with a sterile pad and seek medical care immediately.

Poisoning

- Quickly take the container to the phone and call the Poison Control Center at 1-800-222-1222 and follow their instructions.
- Care for shock and monitor breathing while waiting for emergency help.
- Do not give anything by mouth unless instructed to do so by medical personnel.

External Bleeding

- Put on a pair of disposable nitrile or latex gloves.
- Cover wound with sterile gauze and press firmly against the wound with your hand for several minutes.
- Apply a pressure bandage snugly over the wound.

- If bleeding doesn't stop, apply additional dressings. Do not remove blood soaked bandages.
- Carefully wash small cuts with soap and water, apply an antiseptic and bandage.

Shock

Following a severe injury the victim may go into shock. Shock is life threatening. Signs of shock include restlessness or irritability, an altered state of consciousness, extreme paleness, cold and clammy skin, perspiration on the forehead or hands, weakness, nausea, vomiting, shallow breathing and a weak rapid pulse. Caring for shock involves the following steps:

- Have the victim lie down.
- Control external bleeding.
- Maintain normal body temperature.
- If there are no head or neck injuries elevate the legs about 12 inches.
- Do not give the victim anything to eat or drink.
- Call an ambulance.

Cryogenic Burns

- For short contact, immediately flush the area with large quantities of water.
- For prolonged exposure or if visible tissue damage is apparent seek medical help immediately to restore tissue to normal temperature.

Fractures

- Do not move the patient unless it is necessary to prevent further injury.
- Splint the body part if the patient must be moved and you can do it without causing more pain.
- Check for proper circulation before and after splinting.
- Treat for bleeding and shock.

Strains and Sprains

- Have the victim lie down.
- Place a clean cloth over the injured area.
- Apply ice to the injured area (20 minutes on, 20 minutes off for 1-2 hours).
- Elevate the injured area.

Electrical

- Disconnect the power and cautiously remove the current source with an insulator such as a dry stick or board.
- Do not use metal or anything that is wet.
- Do not touch the victim until he/she has been removed from the electrical circuit.

- Apply water to the burn until the pain subsides.
- Check for breathing and start CPR if necessary.

Clothing Fire

- Proceed to a safety shower if immediately available.
- If not, fall to the floor and roll to smother the flames.
- Fire blankets should only be used as a last resort, because they may hold heat in and increase the severity of burns.
- Fire extinguishers should not be used on the skin because they can freeze the skin or increase the likelihood of infections.
- Do not remove clothing that adheres to burnt skin.

Thermal Burns

- Cool the burned area with large amounts of cool water.
- Cover the burn with a dry, clean dressing.
- Do not use ointments on a severe burn.
- Don't apply ice to a burn unless it is very minor.
- Watch for signs of shock.
- Call an ambulance if there is breathing difficulty, burns covering more than one body part, burns to the head, neck, hands, feet, or genitals, burns resulting from chemicals, explosion, or electricity.

Sudden Illnesses

- Care for life threatening conditions first.
- Help the victim rest comfortably.
- Keep the victim from getting chilled or overheated.
- Reassure the victim and stay calm.
- Watch for changes in consciousness and breathing.
- Do not give anything to eat or drink unless the victim is fully conscious.
- Place on side if the victim vomits.
- Position victim on back and elevate legs if no head or spine injury is suspected.

Seizure

- Do not hold or restrain the victim or place anything between the teeth.
- Remove any objects that may cause injury.
- Cushion the victim's head.
- Call an ambulance if seizure lasts more than a few minutes or victim has multiple seizures.

Diabetic Emergency

- Give the victim some kind of real sugar.

- Call an ambulance if victim doesn't get better in about 5 minutes.

Heat Related Illness

- Get the victim out of the heat.
- Loosen tight clothing.
- Remove perspiration soaked clothing.
- Apply cool, wet cloths to the skin.
- Fan the victim.
- If victim is conscious give cool water to drink.
- Call for an ambulance if the victim refuses water, vomits, or starts to lose consciousness.

Hypothermia

- Call an ambulance.
- Care for life threatening conditions.
- Move the victim to a warm place.
- Remove any wet clothing and dry the victim.
- Warm the victim slowly by wrapping in blankets or putting on dry clothes.
- Apply other sources of heat if they are available.

INFECTIOUS DISEASES

Students

1. Students should report to Student Health Services to assess the severity of the disease.
2. If the disease is potentially life threatening and presents an immediate risk to others, Student Health will isolate the student and contact the Emergency Room at the Carilion New River Valley Medical Center.
3. Student Health Services will call an ambulance for transportation to the hospital.
4. Student Health Services will notify the University Police Chief. The Police Chief will notify the Vice President for Business and Governmental Affairs, Assistant Vice President for Communications, Safety Manager and other appropriate university officials. The Vice President for Business and Governmental Affairs will notify the President, if appropriate.
5. Student Health Services will call the hospital for updates and inform the Police Chief. The Police Chief will keep appropriate university officials informed.
6. The Emergency Room at the hospital will call the local Health Department, if appropriate.
7. To report a student with a potentially infectious disease that could impact university operations, the hospital should contact the University Police. The Police Chief will contact other appropriate university officials and set up the EOC, if necessary.
8. The Health Department, Student Health Services, and University Police will attempt to find individuals who may have come in contact with the victim.
9. The Health Department and Student Health Services will make arrangements to give prophylaxis to those who may have come in contact with the victim at the university.
10. Contacts will be trained or given handouts describing signs and symptoms of the disease and told to contact Student Health Services if they have any of these symptoms. Training and handouts will be given by the Health Department, Student Health Services or the Safety Manager.
11. The Safety Office in consultation with Student Health Services and the Department of Health will determine appropriate decontamination procedures for the room and personal belongings.

12. If the student lived in the Residence Halls, the Police Department will quarantine the room. The quarantine will be released upon orders of the Police Chief in consultation with the Safety Manager.

Non-Students

1. Employees and visitors should call an ambulance for transportation to the Carilion New River Valley Medical Center.
2. Report the incident to the University Police. University Police will notify the Vice President for Business and Governmental Affairs, Assistant Vice President for Communications, and the Safety Manager. If appropriate, the Vice President for Business and Governmental Affairs will notify the President.
3. The Emergency Room at the hospital will call the local Health Department, if required. To report an employee or visitor with a potentially infectious disease that could impact university operations, the hospital should contact the University Police. The Police Chief will contact other appropriate university officials and set up the EOC, if necessary.
4. University Police will call the hospital for updates and keep appropriate university officials informed.
5. The Safety Office in consultation with the Department of Health will determine appropriate decontamination procedures.
6. The Health Department and University Police will attempt to find individuals who may have come in contact with the victim.
7. The Health Department and Student Health Services will make arrangements to give prophylaxis to those who may have come in contact with the victim at the university.
8. Contacts will be trained or given handouts describing signs and symptoms of the disease and told to contact Student Health Services or their local Physician if they have any of these symptoms. Training and handouts will be given by the Health Department, Student Health Services or the Safety Manager.

Emergency Support Function #5 – Emergency Management

Primary Agency

Radford University Office of Emergency Preparedness

Radford City Emergency Management

Secondary/Support Agencies

Fire

Police

Department of Information and Technology

Facilities Management

Safety Office

Red Cross

City Attorney

City Manager

Finance

Logistics

Virginia Department of Emergency Management

Introduction

Purpose:

Emergency Support Function (ESF) #5 - Emergency Management directs, controls, and coordinates emergency operations from the University's Emergency Operation Center utilizing an incident command system. ESF #5 must ensure the implementation of actions as called for in this plan, coordinate emergency information to the public through ESF #2, and coordinate with the Radford City Emergency Operation Center should outside assistance be required.

Scope:

ESF #5 serves as the support for all university departments across the spectrum of incident management from prevention to response and recovery. ESF #5 facilitates information flow in the pre-incident prevention phase in order to place assets on alert or to pre-position assets for quick response. During the post-incident response phase, ESF #5 activities include those functions that are critical to support and facilitate multi-agency planning and coordination. This includes alert and notification, deployment and staffing of emergency response teams, incident action planning, coordination of operations, logistics and material, direction and control, information management, facilitation of requests for assistance, resource acquisition and management (to include allocation and tracking), worker safety and health, facilities management, financial management, and other support as required.

Policies:

- Emergency Support Function #5 provides an overall university wide multi-agency command system implemented to manage operations during a disaster.
- The Incident Command System can be used in any size or type of disaster to control response personnel, facilities, and equipment.
- The Incident Command System principles include use of common terminology, modular organization, integrated communications, unified command structure, coordinated action planning, manageable span of control, pre-designated facilities, and comprehensive resource management.
- ESF #5 staff supports the implementation of mutual aid agreements to ensure seamless resource response.
- Provides representatives to staff key positions on Emergency Response Teams.
- Departments and agencies participate in the incident action planning process, which is coordinated by ESF #5.

Concept of Operations

General:

The Coordinator of Emergency Preparedness will assist in the development and maintenance of SOPs on the part of each major emergency support service. Generally, each service should maintain current notification rosters, designate and staff an official emergency operations center, designate an EOC representative, establish procedures for reporting appropriate emergency information, and provide ongoing training to maintain emergency response capabilities. Emergency Preparedness officials and departments assigned responsibilities by this plan should be aware of the hazards that have the greatest potential for a local disaster and are most likely to occur.

When an emergency threatens, available time will be used to implement increased readiness measures. The Coordinator of Emergency Preparedness will assure that all actions are completed as scheduled.

The EOC support staff will include a recorder, message clerk, and other support personnel as required in order to relieve the decision-making group of handling messages, maintaining logs, placing maps, etc. Procedures for these support operations should be established and maintained. An EOC wall map should be prepared and be readily accessible.

The Planning Section, when activated, will produce situation reports which will be distributed to the EOC staff, on-scene incident command staff, and the VEOC. The staff of the EOC will support short term and long term planning activities. Plans will be short and concise. The EOC staff will record the activities planned and track their progress. The response priorities for the next operational period will be addressed in the Incident Action Plan (IAP).

Organization:

Emergency operations will be directed and controlled from the Emergency Operations Center (EOC). The EOC staff will consist of the Director and Coordinator of Emergency Preparedness, Chief of Police, Director of Facilities Management, Director of Construction and Planning, Dean of Students, University Relations, Division of Information Technology, and key department heads or their designated representatives. The succession of authority within these key departments should be available in the EOP or Continuity of Operations Plan (COOP). The list should include information on both elected and designated positions; other positions may be outlined in state or local statutes. EOC support personnel to assist with communications, internal logistics, finance, external affairs and administration will also be designated. The Director of Emergency Preparedness will be available for decision-making as required. The Director of Emergency Preparedness is also responsible for coordinating the development and implementation of hazard mitigation plans. The chiefs of regulatory agencies or designees are responsible for enforcing compliance with rules, codes, regulations, and ordinances.

The Incident Commander will utilize the Incident Command System. Depending on the nature and scope of the incident it may be handled solely by the Incident Commander, or it may require coordination with the Emergency Operations Center. In major disasters there may be more than one incident command post. The Incident Commander will generally be the Coordinator of Emergency Preparedness, Director of Emergency Preparedness, or a representative from the Primary Agency.

The regulatory agencies and governing bodies play an important role as they must pass and implement the rules, regulations, codes, and ordinances, which would reduce the impact of a disaster. Local government agencies and volunteer emergency response organizations assigned disaster response duties are responsible for maintaining plans and procedures. These agencies are also responsible for ensuring that they are capable of performing these duties in the time of an emergency. In addition, these agencies are responsible for bringing any areas where new/revised codes, regulations, and ordinances may mitigate a particular hazard to the attention of the University President and the Cabinet, in coordination with the Coordinator for Emergency Preparedness.

The Coordinator of Emergency Preparedness will assist in the development and maintenance of established procedures on the part of each major emergency support function. Generally, each department should maintain current notification rosters, designate staffing as appropriate for an official agency operation center, if applicable, designate EOC representatives, establish procedures for reporting appropriate emergency information, and provide ongoing training to maintain emergency response capabilities.

The Coordinator of Emergency Preparedness will assure that all actions are completed as scheduled. The President may close facilities, programs, and activities in order that employees who are not designated "emergency service personnel" are not unnecessarily placed in harms way.

The Coordinator of Emergency Preparedness will coordinate training for this emergency support function and conduct exercises involving the EOC.

Actions

- Develop and maintain a capability for emergency operations and reflect it in the Emergency Operations Plan.
 - a. Make individual assignments of duties and responsibilities to staff the EOC and implement emergency operations;
 - b. Maintain a notification roster of EOC personnel and their alternates;
 - c. Establish a system and procedure for notifying EOC personnel;
 - d. Identify adequate facilities and resources to conduct emergency operations at the EOC;
 - e. Coordinate Emergency Management mutual aid agreements dealing with adjunct jurisdictions and relief organizations, such as the American Red Cross;
 - f. Develop plans and procedures for providing timely information and guidance to the campus in times of emergency through ESF #2;
 - g. Identify and maintain a list of essential services and facilities, which must continue to operate and may need to be protected;
 - h. Test and exercise plans and procedures; and
 - i. Conduct campus outreach/mitigation programs.
- Ensure compatibility between this plan and the emergency plans and procedures of the City of Radford;
- Develop accounting and record keeping procedures for expenses incurred during an emergency;
- Define and encourage hazard mitigation activities, which will reduce the probability of the occurrence of disaster and/or reduce its effects
- Provide periodic staff briefings as required;
- Prepare to provide emergency information to the public in coordination with ESF #2;
- Provide logistical support to on scene emergency response personnel;
- Maintain essential emergency communications through the established communications network;
- Provide reports and requests for assistance to the Virginia EOC;
- Compile an initial damage assessment report and send to the Virginia EOC; and
- Coordinate requests for non-mutual aid assistance.

Responsibilities

- Activates and convenes local emergency assets and capabilities;
- Coordinates with law enforcement and emergency management organizations;
- Coordinates short and long term planning activities;
- Maintains continuity of government;
- Directs and controls emergency operations;
- Submits state required reports and records;
- Conducts initial warning and alerting; and
- Provides emergency public information.

Tab 1 to Emergency Support Function #5

Radford University Emergency Levels: Defined

The following information for Radford University Emergency Levels 1, 2, and 3 under the RU Emergency Operations Plan is intended as a general guideline to responding to Radford University campus emergencies and events. It is not intended to represent all possible campus event scenarios that may take place on or adjacent to the RU campus.

Emergency Event Level 1

A ER Level 1 event is normally a minor or isolated event that can be responded to or quickly resolved by campus police, regional law enforcement, and or fire department using internal resources or limited external assistance.

A *Level 1* event will not, in most instances, impact life, campus property, or the health and safety of the RU campus community. Although a level 1 event may require response from the RU Police Department, Radford Fire Department, RU Facilities, Emergency Coordinator, Emergency Management Team, or other campus departments it will normally have little or no impact on normal operations on the RU campus and will not require activation of the RU Emergency Operations Pan or RU Emergency Response Team

A *Level 1* event will not normally require activation of any campus wide early alert notification telecommunications and/or campus siren systems. Administrative and department notifications may be activated to notify the administrative and operations groups including the President, Cabinet, Facilities, and ER Management personnel through the campus police department communications center.

Examples of Level One events include but are not limited to: Localized building fire or fire alarm activation, chemical spill, electrical or plumbing failure, a water main break involving a building or one which threatens critical services, a construction incident, an odor or smoke requiring a building evacuation, loss of heat or power to a building. Actual or perceived threats or problems isolated to a small area or building, a suicide, domestic threats or violence that are controlled within a confined zone or area and are a short in duration.

NOTE: Not all scenarios can be listed and or addressed. The RU Police Chief, Health Services, Emergency Coordinator, or President or designated administrator may determine the need to move from an Event Level 1 to another level if the event escalates.

Event Level 2 are events or emergencies that have or may have the potential to affect all or part of the RU campus and may require assistance from off campus agencies such as fire department, police, city, state, or federal departments.

Level 2 events usually will dictate activation of the Radford University Emergency Operations Center (EOC) and assigned EOC team members recalled and convened to coordinate campus responders including communications with required external emergency support services.. The President, cabinet and identified senior administration and personnel will receive alert notification through multiple communications channels and kept apprised of the event through the EOC and Emergency Coordinator.

Examples of a Level 2 include but are not limited to: building fires that may impact or become a threat to other facilities or have structural damage, major chemical spills, rail accidents adjacent to the university, long utilities outages, water main breakage, and river flooding near Dedmon Center. Additional scenarios include evaluation of buildings due to fire, threats, or civil unrest, terrorism, or acts of violence on or near the campus including severe weather or regional emergencies that may impact operations or threaten RU students and personnel.

Note: The President, Police Chief, Health Services, Emergency Coordinator, Director or designated administrator may determine the need to move from an Event Level 2 to a Level 3 other level if the event warrants.

Event Level 3 may be classified as a campus, regional, state, or national emergency that affects the campus and surrounding community and has the capacity to threaten or adversely affect life, health, and or property on or near the Radford University Campus.

In all instances of a *Level 3 event* the Emergency Operations Center will be activated and the EOC Team personnel recalled. The EOC command post will be manned and all administrative emergency contact channels notified. Both long term interruption of normal operations and implementation of a recovery phase are expected.

In most instances a Level 3 emergency will require assistance with multiple agencies including establishment of a cooperative communications model for RU operations responders, administrators, and emergency support agencies. Scenarios may also include physical injury or death, criminal assault, including potential threats to multiple persons, hostage situations, or violent protests on campus. Extreme weather conditions or pending weather related conditions may cause a level 3 event call or move from lower level to level 3.

National emergencies or Homeland Security related disasters or events that impact or affect significant portions of the region, state. In some instances campus efforts and responses may be dictated by regional, state, and federal authorities requiring coordination between RU and outside agencies.

Examples for a Level 3 event are instances that pose a significant hazard or threat to life, health, and property usually involving multiple agency and multiple RU departments including a major campus evaluation and/or implementation of the relocation plan of students, faculty, administration and staff.

In the event of a Homeland Security, pandemic, weather, or other Emergency Response (ER) event that may disrupt normal academic operations and result in long term campus closing, the EOC and recovery plan will be maintained as necessary to support the operations and safety of RU students and personnel. Radford University will [continue to keep communication and instructional options available to RU faculty](#), students, and staff and provide collaborative communication links with RU planning teams and city, regional educational institutions, state, and national Emergency Response efforts.

Tab 2 to Emergency Support Function #5

**EMERGENCY MANAGEMENT ORGANIZATION AND
TELEPHONE LISTING**

<u>Position</u>	<u>Name</u>	<u>Work Phone</u>	<u>Home Phone</u>
Emergency Preparedness Director	Dennie Templeton	831-6696	731-0224
Emergency Preparedness Coord.	Todd Branscome	831-7155	699-1689
Police	Granville Hampton	831-5500	-
Facilities Management Director	Tommy Manning	831-7800	674-4259
Red Cross	Paula Downs	639-2140	639-6296
New River Emergency Planner	Grady Devillibis	381-7100	320-0320
District Health Director	Dr. Jody Hersey	381-7100	
Dean of Students	Trae Cotton	831-5321	230-2276
University Relations	Bill Dalton	831-5760	633-5890
Facilities Planning and Construction	Roy Saville	831-7810	552-1793
Director of Safety	Tom Smithwick	831-7790	381-1633
Information Technology	Danny Kemp	831-5173	
Network Services	Jim Brogden	831-7776	989-3950
Public Information Officer	John Hachtel	831-5182	

Tab 3 to Emergency Support Function #5

PRIMARY EOC STAFFING

Skeletal Staffing

Coordinator of Emergency Preparedness
Director of Emergency Preparedness
Police Chief

Full Staffing

Coordinator of Emergency Preparedness
Director of Emergency Preparedness
Chief of Police
Director of Safety
Facilities Planning and Construction Director
Facilities Management Director
Residential Life
University Relations
Network Services
Fire and Rescue representative or Designated Person
Message Clerks (2)
PIO Officer
Information Technology Representative
City Personnel as needed

Messengers (2)

Status Board/Map Assistants (2)
Facility Security
Phone Operators (2)

Public Information/Rumor Control

Public Information Officer
Phone Operators
Message Clerk
Messenger
Security

ALTERNATE EOC STAFFING (To be completed during Increased Readiness.)

Tab 4 to ESF #5

Joint EOC Protocols and Liasons

Radford City Event

For disaster events that affect the entire City of Radford including Radford University the primary Emergency Operations Center (EOC) will be the City of Radford. Radford University will send appropriate personnel, as requested by the city, to the Radford City EOC.

The Radford University EOC will be activated and coordinate actions with the City EOC. A Joint Information Center will be set up to coordinate all communications with the media.

Radford University Event

For disaster events that affect the university but have a limited impact to the city, the Radford University EOC will be the primary. City personnel will report to university EOC as requested to assist with response and recovery actions.

The city EOC may activate to assist with resource coordination. A Joint Information Center may be activated to coordinate public information.

Radford University Liasons

Direction and Control	Director of Office of Emergency Preparedness Coordinator of Emergency Preparedness Cabinet Level VP Member of the EOC Staff
EMS	RUEMS will respond to the initial call. After Carilion Patient transport arrives, RUEMS personnel will serve as Staging Officers, Patient Transport Liasons, and the Liaison to the Radford University EOC.
Facilities Maintenance	Personnel will be assigned to assist Radford City Public Works as needed. Radford University equipment will be coordinated through this Liaison.

Law Enforcement	Personnel will be assigned to assist Radford City Police. This assignment can include Parking Enforcement Personnel from Radford University to help with road closures and routing.
Mass Care	Personnel from University Services, Dean of Students, and Dining Services may be called to assist with sheltering, feeding, or registering persons during an emergency event. Residential Life staff will accompany students to shelters and will provide a representative at all area hospitals to which students have been transported to help coordinate with the EOC.

Emergency Support Function #6 – Mass Care, Housing, Human Resources

Primary Agency

Dean of Students
Residential Life
Department of Social Services

Secondary/Support Agencies

Office of Emergency Preparedness
Radford University Police
Disability Resource Office
Red Cross
Public Schools
Emergency Management
Virginia Voluntary Organizations Active in Disaster (VVOAD)
Virginia Department of Health – Local Health Department
Virginia Department of Mental Health, Mental Retardation and Substance Abuse Services, Mount Rogers Community Services Board
Southwest Medical Reserve Corps

Introduction

Purpose:

Emergency Support Function (ESF) #6 receives and cares for persons who have been evacuated, either from a high-risk area in anticipation of an emergency or in response to an actual emergency.

Scope:

ESF #6 promotes the delivery of services and the implementation of programs to assist individuals, households, and families impacted by an incident. This includes economic assistance and other services for individuals. ESF #6 includes three primary functions: Mass Care, Housing, and Human Services.

- **Mass Care** involves the coordination of non medical mass care services to include sheltering of victims, organizing feeding operations, providing emergency first aid at designated sites, collecting and providing information on victims to family members, and coordinating bulk distribution of emergency relief items.
- **Housing** involves the provision of assistance for short- and long-term housing needs of victims.
- **Human Services** include providing victim related recovery efforts such as counseling, identifying support for persons with special needs, expediting processing of new benefits claims, assisting in collecting crime victim

compensation for acts of terrorism, and expediting mail services in affected areas.

Policies:

Potential hazards may require an evacuation. The actual situation will determine the scope of the evacuation and the number of evacuees who will utilize a shelter.

The Coordinator for Emergency Preparedness and/or Residential Life will determine if a shelter is to be opened and will also select the shelter site(s) in coordination with the primary response agency and the agency that is the provider of the site.

All government/volunteer/private sector resources will be utilized as necessary.

As needed, sheltering, feeding and emergency first aid activities will begin immediately after the incident. Staging of facilities may occur before the incident when the incident is anticipated.

Information about persons identified on shelter lists, casualty lists, hospital admission, etc., will be made available to family members to the extent allowable under confidentiality regulations.

Efforts will be made to coordinate among agencies providing information to minimize the number of inquiry points for families.

Concept of Operations

General:

In the event of a small-scale incident, a temporary place of refuge may be provided at the nearest facility, which could include university buildings, public schools, fire or EMS stations. Local motels and local churches may also be used to house affected persons.

In the event of a large-scale evacuation/displacement of residents, or when the Coordinator along with the Incident Commander decides that a larger facility is required, he will advise Radford City Emergency Coordinator who may call the Superintendent of Schools and the Department of Social Services. The Superintendent of Schools will then activate one or more of the schools in the city as shelter center(s) and will designate a manager to be responsible for operations at the facility. The Department of Social Services will be responsible for registration and record keeping. The American Red Cross will assist with operations at each facility.

Evacuees will be advised to bring the following items with them if time and circumstances permit: one change of clothing, medicines, and sleeping bags or blankets.

Upon arrival, registration forms will be completed for each person. Records will be maintained on the whereabouts of all evacuees throughout emergency operations. The American Red Cross and the Salvation Army may provide food and clothing, and assist in shelter operations in accordance with Statement of Understanding with the Commonwealth of Virginia.

The Department of Social Services will assure that handicapped and other special needs populations are provided for in the time of an emergency. A current roster and a resources list should be maintained. Public information materials should be modified for these populations so that they will be aware of the primary hazards and of mitigation and response actions to be taken.

Should crisis-counseling services be required, trained mental health professionals will be provided by local Community Services Boards, in conjunction with the Department of Mental Health, Mental Retardation and Substance Abuses Services (DMHMRSAS), and Radford University Counseling Services.

Daily situation reports should be provided to the Local Emergency Operations Center (EOC) about the status of evacuees and of operations at the shelter center(s). The Local EOC will then relay information to the Virginia EOC. Adequate records must be maintained for all costs incurred in order to be eligible for post-disaster assistance.

Organization:

The Superintendent of Schools, assisted by the Department of Social Services and the American Red Cross, is responsible for the reception and care of evacuees. Public school employees will be assigned support tasks. Local law enforcement or a private security company will provide security. The local health department along with EMS and the Medical Reserve Core will provide first aid and limited medical care service at the shelter center.

Actions

- Identify shelter facilities and implement MOA and other agreements;
- Develop plans and procedures to transport, receive, and care for an indeterminate number of evacuees;
- Determine the maximum capacities for each potential shelter;
- Designate managers and other key staff personnel;
- Develop plans and procedures to receive and care for persons with disabilities evacuated from residential dorms;
- Develop plans and procedures to receive and care for the animals of the evacuees;
- Provide mass transportation as required;
- Provide mass feeding as required; and
- Document expenses.

Responsibilities

- Activates support agencies.
- Coordinates logistical and fiscal activities for ESF #5.
- Plans and supports meetings with secondary agencies, and ensures all agencies are informed and involved.
- Coordinates and integrates overall efforts.
- Provides registration and record keeping.
- Provides crisis-counseling services as required.
- Provides emergency welfare for displaced persons.
- Coordinates release of information for notification of relatives.
- Provides assistance for special needs population.
- Assists in provisional medical supplies and services.
- Provides available resources such as cots and ready to eat meals.

Tab 1 to Emergency Support Function #6

SHELTER CENTER REGISTRATION FORM

American Red Cross			DISASTER SHELTER REGISTRATION	
Family Last Name			Shelter Location	
Names	Age	Medical Problem ° Killed ° Injured ° Hospitalized	Shelter Telephone No.	Date of Arrival
			<input type="checkbox"/>	<input type="checkbox"/>
			Predisaster Address and Telephone No.	
Man				
Woman (Include Maiden Name)			I do, do not, authorize release of the above information concerning my whereabouts or general condition: -----	
Children in Home			Signature _____	
			Date Left Shelter	_____
			Time Left Shelter	_____
Family Member not in Shelter (Location if Known)			Postdisaster Address and Telephone Number	
SHELTER MASTER FILE			AMERICAN RED CROSS FORM 5972 (5-79)	

This "Disaster Shelter Registration" form (#5972) is the standard form used by all American Red Cross Shelter Centers. It is a four-part form with the back copy made of card stock. Copies are distributed within the Shelter Center for various functions such as family assistance and outside inquiry. This form should be kept on hand locally in ready-to-go Shelter Manager Kits. It is available from the American Red Cross National Office through local chapters. They recommend keeping 150 forms for every 100 expected evacuees.

Tab 2 to Emergency Support Function #6

SPECIAL NEEDS PEOPLE WHO REQUIRE ASSISTANCE IN TIME OF EMERGENCY

A listing of special needs persons is maintained by the Residential Life. Whenever the Emergency Operations Center (EOC) is in operation, this listing will be on hand with the Residential Lifes' representative.

It will be the responsibility of Residential Life to prepare, maintain, and exercise an evacuation plan that is specific to the residence halls and to keep current rosters of residents that can be faxed or sent to the EOC during a disaster situation. The Disability Resource Office will also ensure that all special needs populations have been accounted for. These plans will be on file with the Coordinator of Emergency Preparedness and serve as appendices to this ESF.

Residence Halls

Tyler Hall	84 rooms
Norwood Hall	120 persons
Washington Hall	200 persons
Ingles Hall	140 persons
Draper Hall	130 persons
Moffet Hall	360 persons
Bolling Hall	130 persons
Pocahontas Hall	130 persons
Madison Hall	175 persons
Jefferson Hall	175 persons
Trinkle Hall	150 persons
Stuart Hall	150 persons
Perry Hall	150 persons
Floyd Hall	150 persons
Muse Hall	950 persons

Tab 3 to Emergency Support Function #6

SHELTER LOCATIONS AND ADDRESSES

Name / Location	Address
Radford City High School	50 Dalton Drive, Radford, VA
Dalton Intermediate School	
McHarg Elementary School	700 12 th street, Radford, VA
Dedmon Center (Unavailable until January 2009 due to construction)	University Drive, Radford, VA
ALTERNATE SHELTER	LOCATIONS LISTED BELOW
St. Judes Roman Catholic Church	1740 Tyler Road, Christiansburg, VA
Radford Presbyterian Church	201 4 th street, Radford, VA
Radford Christian Church	1300 2 nd Street, Radford, VA
First Baptist Church	215 3 rd Avenue, Radford, VA
Recreation Hall	
CAMPUS SHELTERS	SHORT TERM EVENTS
Preston Hall Auditorium	1500 seats
Hulbert Center Auditorium	250 seats
Pridemore Playhouse Auditorium	490 seats
Cook Hall room 107	299 seats 144 with tables
Peters Hall Gymnasium	400 total with 169 seats

Emergency Support Function #7 - Resource Support

Primary Agency

Facilities Management Warehouse
Facilities Management Storeroom
University Services

Secondary/Support Agencies

Budget and Financial Manager
American Red Cross
Office of Emergency Preparedness
Facilities Management
Department of Social Services
Virginia Department of Emergency Management
Radford University Materials Management and Procurement

Introduction

Purpose:

Emergency Support Function #7 will identify, procure, inventory, and distribute critical resources, in coordination with other local and state governments, the federal government, private industry, and volunteer organizations, to effectively respond to and recover from the effects of a disaster. ESF #7 functions with the Logistics Support Annex.

Scope:

ESF #7 provides support for requirements not specifically identified in other ESFs. Resource support may continue until the disposition of excess and surplus property is completed. The university will determine what resources are needed and then ESF #7 will collect and distribute those goods by means of a distribution center. Goods that may be needed could include, ice, water, tarps, blankets, clothes, and non-perishable foods.

Policies:

- The initial emergency response will be dependent upon local public and private resources;
- Adequate university resources do not exist to cope with a catastrophic incident;
- Identified public and private sector resources will be available when needed for emergency response;
- Necessary personnel and supplies will be available to support emergency resource response;
- If local resources are depleted, assistance may be requested through the Virginia Emergency Operations Center (EOC);

- University departments and agencies will use their own resources and equipment during incidents and will have control over the management of the resources as needed to respond to the situation;
- The Coordinator of Emergency Preparedness will initiate the commitment of resources from outside government with operational control being exercised by the on-site commander of the service requiring that resource; and
- All resource expenditures will be reported to the VP of Finance and Administration

Concept of Operations

General:

The Warehouse will identify sites and facilities that will be used to receive, process, and distribute equipment, supplies and other properties that will be sent to the disaster area. University Relations will coordinate all food items received or required for the immediate disaster. The necessary equipment, staff, communications, and security support to these facilities and sites will be provided by local, state, federal governments, volunteer organizations, and private security as required. This process must be closely coordinated with state and federal emergency management officials, local governments in the region, and the media.

The Warehouse and/or University Relations will be responsible for securing and providing the necessary resource material and expertise in their respective areas, through public as well as private means, to efficiently and effectively perform their duties in the event of an emergency. Resource lists will be developed and maintained that detail the type, location, contact arrangements, and acquisition procedures of the resources identified as being critical. Mutual aid agreements will be developed and maintained with adjacent jurisdictions, private industry, quasi-public groups, and volunteer groups, as appropriate, to facilitate the acquisition of emergency resources and assistance.

The Director and Coordinator of Emergency Management, in coordination with the Director of Materials Management and Vice President of Finance and Administration, will assist university departments in the procurement of the necessary resources, to include the contracting of specialized services and the hiring of additional personnel, to effectively respond to and recover from the emergency at hand. Records of all expenditures relating to the emergency/disaster will be maintained in a separate budget code assigned by the Budget and Financial Manager.

Potential sites for local and regional resource distribution centers will be identified, if necessary, and strategically located to facilitate recovery efforts. Priorities will be set regarding the allocation and use of available resources.

Organization:

All departments will be responsible for identifying essential resources in their functional area to successfully carry out their mission of mitigating against, responding to, and

recovering from the devastating effects of disasters that could occur within campus. All departments will coordinate their resource needs with the VP of Finance and Administration and Director of Materials Management.

The Director Residential Life or his/her designee, assisted by public relief organizations, will be in charge of coordinating the relief effort to meet the immediate needs of the student population in terms of food, water, housing, medical, and clothing. (See ESF #6 and #11)

Actions

- Identify essential resources to carry out mission in each functional area and to support operation of critical facilities during the disaster;
- Designate university department(s) responsible for resource management;
- Develop contingency plans to provide emergency lighting, procure and distribute emergency water and provide sewage disposal, if necessary;
- Identify personnel requirements and training needs to effectively carry out mission;
- Develop resource lists that detail type, location, contact arrangements, and acquisition procedures for critical resources;
- Prepare mutual aid agreements with surrounding jurisdictions to augment local resources;
- Review compatibility of equipment of local departments and surrounding jurisdictions and identify specialized training or knowledge required to operate equipment;
- Develop SOPS to manage the processing, use, inspection, and return of resources coming into area;
- Identify actual or potential facilities and ensure they are ready and available to receive, store, and distribute resources (government, private, donated);
- Develop training/exercises to test plan, and to ensure maximum use of available resources;
- Coordinate and develop prescript announcements with Public Information Office regarding potential resource issues and instructions (e.g., types of resources required, status of critical resource reserves, recommended contingency actions, etc.); and
- Contract with federal and state agencies, as well as private industry for additional resources, equipment, and personnel, if necessary.

Responsibilities

- Locates, procures, and issues resources to other agencies to support the emergency response or to promote public safety.
- Locates and coordinates the use of available space for incident management activities.
- Coordinates and determines the availability and provision of consumable supplies.

Tab 1 to ESF #7

RESOURCE STORAGE AND RECEIVING

Facilities Management has both a warehouse and storage facility located in the Armstrong Building. A secondary site is located in the Old Burlington Building.

The warehouse will receive all donated or requested resource during emergency events. The location is at 501 Stockton Street.

Donated items that require refrigeration will be coordinated with University Services to use available space in the freezers located in Dalton Hall.

Tab 2 to ESF #7

CURRENT EQUIPMENT

Vehicles

Cars:	19	includes police cruisers
Pickup Trucks:	35	
Trucks:	14	
Vans:	40	
Buses:	6	
Golf Carts:	41	(3 six seat, 2 four seat, 3 open beds, 6 electric)
Utility Vehicles:	7	(4 gators, 3 Toros)

Emergency Support Function #8 – Public Health and Medical Services

Primary Agency

Radford University Student Health Services
Health Department

Secondary/Support Agencies

Department of Social Services
Department of Environmental Services
Water /WasteWater Director
Community Services Board
Fire and EMS Departments
Radford University and Radford City Police
Hospital Systems
American Red Cross
Virginia Department of Environmental Quality
Virginia Department of Health
Virginia Department of Agriculture and Consumer Services

Introduction

Purpose:

Emergency Support Function (ESF) #8 – Health and Medical provides for coordinated medical, public health, mental health, and emergency medical services to save lives in the time of an emergency. These health and medical needs are to include veterinary and/or animal health issues when appropriate.

Scope:

ESF #8 meets public health and medical needs of victims affected by an incident. This support is categorized in the following way:

- Assessment of public health/medical needs;
- Public health surveillance;
- Medical care personnel and medical equipment and supplies; and
- Detect mental health issues and prevent harmful stress levels in the general public.

Policies:

- The Health Department coordinates all ESF #8 response actions using its own internal policies and procedures;
- Each ESF #8 organization is responsible for managing its respective response assets after receiving coordinating instructions;

- The Joint Information Center (JIC see Basic Plan pg 26) is authorized to release general medical and public health response information to the public after consultation with the Health Department.
- If Joint Information Center (JIC) is not employed, the Public Information Officer for the Health Department is authorized to release general medical and public health response information to the public after consultation with the Health Department.
- The Health Department determines the appropriateness of all requests for public health and medical information; and
- The Health Department is responsible for consulting with and organizing public health and subject matter experts as needed.

Concept of Operations

General:

During a threatened or actual emergency, the Director of Student Health or his/her designated representative will direct coordinated health, medical, and rescue services from the Emergency Operations Center (EOC). Coordination will be effected with adjacent jurisdictions as required.

Should a disaster substantially overwhelm local medical and rescue resources, support and assistance will be requested from medical institutions and emergency medical service (EMS) providers in neighboring jurisdictions. The crisis augmentation of trained health and medical volunteers may also be appropriate. Essential public health services, such as food and water inspections, will be provided by the Health Department as augmented by state-level resources and manpower. Public health advisories will be issued only after coordination with the EOC.

During an evacuation in which a large number of evacuees are sheltered in the shelter center, local EMS providers and/or the local Health Department will set up and staff an emergency medical aid station in the shelter center. The Police and or Sheriff's Department will provide security and the Health Department will monitor food safety and shelter sanitation and provide disease surveillance and 'contact' investigations if warranted. The Community Services Board will provide mental health services.

In disasters involving a large number of casualties, the Office of the Chief Medical Examiner (OCME) may request assistance from local funeral directors. The OCME must identify the deceased before they are released to funeral homes. A large building may need to be designated to serve as a temporary morgue. The Virginia Funeral Directors Association will provide equipment, supplies, and manpower as needed for such a localized disaster (See Tab 4).

Organization:

A rescue/emergency medical service representative will be assigned, as determined by the Director of Emergency Management or his/her designee, to the Emergency Operations Center (EOC) in order to coordinate the rescue squad response. The rescue squad representative will be a part of the EOC staff and will assist with the overall

direction and control of emergency operations. All of the emergency medical service vehicles are dispatched through their squad station or through the City Communications Center.

The locality is also served by Medflight and Lifeguard MEDEVAC services operating out of Roanoke Hospital (See Tabs 1 and 3).

Because of their speed, vertical flight, and minimal landing requirements, MEDEVAC helicopters are able to respond quickly to emergency situations and provide rapid evacuation of seriously injured and, in some cases, critically ill patients to specialty care centers (e.g., trauma centers). Each MEDEVAC helicopter consists of a specialty pilot and crew in addition to the latest life support and communications equipment.

There are 2 EMS providers serving the university, which will provide emergency medical transportation. Local funeral homes will assist the Health Department and the Chief Medical Examiner's Office in disasters involving mass casualties.

The following organizations provide emergency health services to the university:

Health Department: New River Valley Health District

Emergency Medical Services Providers (EMS) RUEMS (First Responder non transport), Carilion Ambulance, Lifeline Ambulance Services

Radford University Student Health Services

Hospital: New River Valley Medical Center

Actions

- Designate an individual to coordinate medical, health, and rescue services;
- Develop and maintain procedures for providing a coordinated response;
- Maintain a roster of key officials in each medical support area.
- Establish a working relationship and review emergency roles with the local hospital and emergency medical services providers;
- Activate the agency emergency response plan;
- Implement mutual aid agreements as necessary;
- The Student Health representative will report to the Emergency Operations Center;
- Coordinate medical, public health, and mental health services;
- Provide laboratory services to support emergency public health protection measures;
- Obtain crisis augmentation of health/medical personnel (e.g., physicians, nurse practitioners, laboratory technicians, pharmacists, and other trained volunteers) and supplies as needed;

- Maintain records and monitor the status of persons injured during the emergency;
- Assist the Office of Chief Medical Examiner's in the identification and disposition of the deceased;
- Consolidate and submit a record of disaster-related expenses incurred by Health Department personnel; and
- Assist with the damage assessment of water and sewage facilities, as required.

Responsibilities

- Provide personnel, equipment, supplies and other resources necessary to coordinate plans and programs for public health activities during an incident;
- Inspect and advise on general food handling and sanitation matters;
- Establish communications with ESF # 5 to report and receive assessments and status information;
- Coordinate through the Public Information Officer dissemination of disaster related public health information to the public;
- Provide preventive health services;
- Coordinate with hospitals and other health providers on response to health needs;
- Provide investigation, surveillance, and take measures for containments of harmful health effects;
- Provide coordination of laboratory services;
- Coordinate with hospital medical control on patient care issues and operations;
- Coordinate transportation of the sick and injured with area hospitals or receiving facilities and other EMS agencies;
- Coordinate behavioral health activities among response agencies;
- Assess behavioral health needs following an incident, considering both the immediate and cumulative stress resulting from the incident.
- Coordinate through the Public Information Officer the dissemination of public education on critical incident stress and stress management techniques;
- Provide outreach to serve identified behavioral health needs;
- Coordinate with ESF # 6 to identify shelter occupants that may require assistance;
- Provide water control assistance;
- Local/Regional hospitals will provide medical care for those injured or ill;
- Assist in expanding medical and mortuary services to other facilities, if required; and
- Identify deceased with assistance from local law enforcement and Virginia State Police.

Tab 1 to Emergency Support Function #8

HEALTH AND MEDICAL RESOURCES

New River Valley Medical Center

1. Number of Physicians - 206 active; 130 with privilege, including the
76 Consulting active
2. Number of RNs - 201 Part Time - 53
3. Number of LPNs - 19 Part Time - 2
4. Number of Nursing Assistants - 27 Part Time - 13
5. Number of Nurse Practitioners - 16
6. Number of Physicians Assistants - 6

Montgomery Regional Hospital

1. Number of Physicians - staff; interns
2. Number of RNs -
3. Number of LPNs -
4. Number of Nursing Assistants -

Pulaski Community Hospital

1. Number of Physicians -
2. Number of RNs -
3. Number LPNs -
4. Number of Nursing Assistants -

County Health Department

Environmental Health Supervisor:

Sanitarians:

Nursing Supervisor:

Public Health Nurses:

Office Support Supervisors (Clerical):

MEDEVAC

In the event that MEDEVAC transport is required, this locality uses service from Lifeguard, which is approximately 15 minutes from the requesting hospital.

Tab 2 to Emergency Support Function #8

EMERGENCY MEDICAL SERVICES PROVIDERS

Provider	Location	Number of Trucks
Radford University Emergency Medical Service	On Campus only (non transport)	1
Carillion New River Valley	City of Radford	3
Lifeline Ambulance Service	Christiansburg, VA Regional Private Service	3 plus

Tab 3 to Emergency Support Function #8

**COMMONWEALTH OF VIRGINIA
EMERGENCY MEDEVAC SERVICES**

HELICOPTER MEDEVAC	ALERT	NON-EMERGENCY
ARIES – (Fairfax County Police)	(703) 280-0840/WAWAS	(703) 830-3015
EAGLE – 182 – (U.S. Park PD, D.C.)	(202) 619-7310/WAWAS	(202) 426-6969
LIFEGUARD 10 (Carilion Health Systems)	(540) 344-4357	(540) 342-7503
MEDEVAC (Ft. Belvoir)	(703) 664-6565	(703) 664-4401
MED-FLIGHT-1 (VSP Chesterfield)	(800) 468-8892	(804) 674-2089
MED-FLIGHT – 2 (VSP Abingdon)	(800) 433-1028	(276) 466-3188
MEDICAL AIR CARE (INOVA-Fairfax)	(800) 258-8181	(703) 698-2930
MED STAR (Com., D.C.)	(800) 824-6814	(202) 877-7234
NIGHTINGALE (Norfolk General)	(800) 572-4354	(757) 628-2435
986 th MEDEVAC (VNG – Richmond)	(804) 222-4580	(804) 222-4580
PEGASUS (UVA Charlottesville)	(434) 522-1826	(434) 924-9287

Tab 4 to Emergency Support Function 8

**VIRGINIA FUNERAL DIRECTORS ASSOCIATION, INC.
MORTUARY DISASTER PLAN ORGANIZATION**

Mission:

To develop an efficient and effective management response system in mass fatality disaster situations to facilitate the preparation, processing, and release of deceased human remains to the next of kin or family representative.

Concept of Operations:

In the event of a mass fatality disaster situation, the State EOC will contact the Office of the Chief Medical Examiner (OCME), who will notify the Virginia Funeral Directors Association (VFDA). Once contacted by the OCME, the VFDA will activate the Mortuary Response Plan and response teams. The VFDA Response Teams will operate under the direction of the District Medical Examiner of the district in which the incident occurred.

In order to ensure a prompt and professional response, the Virginia Funeral Directors Association maintains a resource manual of needed supplies, equipment, and vehicles. If additional resources are necessary to effectively respond to a disaster, the VFDA Executive Director has emergency purchasing authority up to a specified limit. The VFDA also has a specially equipped disaster trailer to assist the State Medical Examiner's Office and other funeral directors in the state with disaster field response.

Organization:

The Virginia Funeral Directors Association (VFDA) is responsible for the statewide coordination of the mortuary activities in the state. Each district has a response team comprised of members who have completed training in the VFDA-approved program that qualifies them as certified disaster coordinators. The VFDA response teams will provide support in recovery, evacuation, and identification of the remains.

The OCME is by law responsible for the deceased. Virginia is divided into four medical examiner districts that include the Northern Virginia District based in Fairfax, the Western District based in Roanoke, the Central District based in Richmond, and the Tidewater District based in Norfolk (See Attachment 1).

Tab 5 to Emergency Support function 8

RU Student Health Call List

Jenie Seay	540-366-7633 540-798-5082 (cell)
Megan McKewan	540-651-8488 540-557-7685 (cell)
Judy Collins-Cox	540-392-7471 (cell)
Dr. Stephen A. Beese	366-406-9317 (cell)
Shirley Perry	540-639-1541 540-577-2606 (cell)
Wendy Gilmore	540-552-2762 Cell: 540-605-0452
Libby Runions	276-637-3238 540-599-5593 (cell)

OTHER

24/7 Nurse Line	1-866-205-2164
Community Pharmacy	540-639-1674
Judy Harrison, Carilion contact for Student Health Center	540-224-5180 540-520-8429 (cell)

Emergency Support Function #9 - Urban Search and Rescue

Primary Agency

Campus Police
Radford University EMS (non transport)
Radford City Fire Department

Secondary/Support Agencies

Radford City Police Department
Radford University Office of Emergency Preparedness
Carillion Patient Transport Service
Volunteer Search and Rescue Groups
Virginia Department of Emergency Management

Introduction

Purpose:

Emergency Support Function (ESF) #9 – Urban Search and Rescue provides for the coordination and effective use of available resources for urban search and rescue activities to assist people in potential or actual distress.

Scope:

Radford University is susceptible to many different natural and technical hazards that may result in the damage or collapse of structures within the campus. Search and Rescue must be prepared to respond to emergency event and provide special life saving assistance. Their operational actives include locating, extricating, and providing on site medical treatment to victims trapped in collapsed structures. In addition to this, people may be lost, missing, disoriented, traumatized, or injured in which case the search and rescue agency must be prepared to respond to these incidents and implement search and rescue tactics to assist those who are, or believed to be, in distress or imminent danger. Predominately, these search operations occur in “open field” situation, such as parks, neighborhoods, or other open terrain.

Policies:

- The EOP provides the guidance for managing the acquisition of Search and Rescue resources;
- All requests for Search and Rescue will be submitted to the Radford University EOC for coordination, validation, and/or action in accordance with this ESF;
- Communications will be established and maintained with ESF #5 – Emergency Management to report and receive assessments and status information;

- Will coordinate with locality, state, and federal agencies when necessary;
- Personnel will stay up to date with procedures through training and education; and
- Search and rescue task forces are considered Federal assets under the Robert T. Stafford Act only when requested for a search and rescue for a collapsed structure.

Concept of Operations

General:

During a search and rescue operation after an emergency, the University will call upon the local fire and law enforcement departments to assist in the operation. The Emergency Medical Services (EMS) providers will also assist with other functions to search and rescue as set forth in the Virginia Association of Volunteer Rescue Squad's Operation Plan.

Organization:

The Fire Department will be the primary agency in any urban search and rescue operation. The local EMS, law enforcement, and facilities management will assist when required for structural evaluation of buildings and structures (ESF #3). Local Law Enforcement will be the primary agency in any ground searches. The local chapter of the American Red Cross will assist with support efforts during searches such as mass care feeding; sheltering; bulk distribution; logistics; and health and mental health services for rescue workers, support personnel, and the victims. The Health Department will advise search and rescue medical teams on industrial hygiene issues as they become apparent. Facilities Management will assist with any equipment, maps, staff, and vehicles. In a secondary role local law enforcement will assist with perimeter security, communications, and assistance as required. The Fire Department and EMS as a secondary role will provide medical resources, equipment and expertise.

Communications will be established and maintained with ESF #5 – Emergency Management to report and receive assessments and status information.

Actions

- Develop and maintain plans and procedures to implement search and rescue operations in time of emergency;
- Provide emergency medical treatment and pre-hospital care to the injured;
- Assist with the warning, evacuation and relocation of citizens during a disaster;
- The designated representatives should report to the Emergency Operations Center (EOC). When necessary assign duties to all personnel;

- Follow established procedures in responding to urban search and rescue incidents; and
- Record disaster related expenses.

Responsibilities

- Manages search and rescue task force deployment to, employment in, and redeployment from the affected area;
- Coordinates logistical support for search and rescue during field operations;
- Develops policies and procedures for effective use and coordination of search and rescue;
- Provides status reports on search and rescue operations throughout the affected area; and
- Request further assistance from the local jurisdiction and Virginia Department of Emergency Management for additional resources.

Emergency Support Function #10 - Oil and Hazardous Materials

Primary Agency

Radford City Fire Department

Safety Office

Secondary/Support Agencies

Virginia Department of Emergency Management

Virginia Department of Environmental Quality

Health Department

Law Enforcement

EMS

Office of Emergency Preparedness

Introduction

Purpose:

This section provides information for response to hazardous materials incident and assists the Local Emergency Planning Committee (LEPC) in meeting its requirements under the Emergency Planning and Community Right to Know Act – SARA Title III.

Scope:

The threat of an incident involving hazardous materials has escalated due to the increase in everyday use and transportation of chemicals by the various segments of our population. Hazardous Materials incidents can occur without warning and require immediate response to mitigate the effects of the release and protect the public.

Hazardous materials may be released into the environment from a variety of sources including, but not limited to:

- Fixed facilities that produce, generate, use, store or dispose of hazardous materials;
- Transportation accidents, including rail, aircraft, and waterways; and
- Abandoned hazardous waste sites; and
- Terrorism incidents involving Weapons of Mass Destruction.

Evacuation or sheltering in place may be required to protect portions of the university. If contamination occurs, victims may require special medical treatment requiring outside assistance from local and state resources.

The release of hazardous materials may have short and/or long health, environmental and economic effects depending upon the type of product.

Policies:

- Personnel who use, handle, or respond will be properly trained;
- Fixed Facilities will report annually under SARA Title III;
- Fire Chief or his/her designee will assume primary operational control of all hazardous materials incidents that are beyond the capabilities of University personnel;
- Determine the need to evacuate or shelter in place;
- Mutual aid agreements will be implemented; and
- Establish communications with ESF # 5 and ESF #15.

Concept of Operations

General:

The EOP and the Hazardous Materials Response Plan provide the guidance for managing hazardous materials incidents. All requests for hazardous materials support will be submitted to the EOC for coordination, validation, and/or action in accordance with this ESF.

Organization:

The Superfund Amendments and Reauthorization Act of 1986 (SARA Title III) requires the development of detailed procedures for identifying facilities with extremely hazardous materials and for assuring an adequate emergency response capability by these facilities and by local emergency services. A separately published Hazardous Material Emergency Response Annex has been developed for the university. This plan is considered to be a part of the University's Emergency Operations Plan (EOP).

The Fire Chief or designee will assume primary operational control of all hazardous materials incidents that are beyond the ability of University Staff to contain.

Mutual aid agreements will be implemented should the incident demand greater resources than are immediately available. The Virginia Department of Emergency Management's (VDEM) Regional Hazardous Materials Officer and Hazardous Materials Response Team may be requested through the Virginia Emergency Operations Center.

The Coordinator of Emergency Preparedness, in conjunction with the Fire Chief and VDEM Regional Hazardous Materials Officer, will determine the need to evacuate a large area. Evacuation orders or other protective actions will be issued as needed. However, the on-scene commander may order an immediate evacuation prior to requesting or obtaining approval, if this action is necessary to protect life and property. Residential Life, Fire, EMS, and Law Enforcement will coordinate the evacuation of the area. Law Enforcement is responsible for providing security for the evacuated area.

Should an evacuation become necessary, warning and directions for evacuation and/or protect in place will be disseminated via all appropriate means. Responding agencies will use mobile loudspeakers, Radford University Siren System, Mass Notification System, bull horns, and/or go door-to-door to ensure that residents in the threatened areas have received evacuation warning.

Actions

- Respond to the incident;
- Assess the situation;
- Determine the need for immediate evacuation or sheltering in place;
- Coordinate with the EOC;
- Request assistance through the VEOC; and
- Implement Mutual Aid agreements.

Responsibilities

- Develop and maintain the Hazardous Materials Emergency Response Annex;
- Develop procedures aimed at minimizing the impact of an unplanned release of a hazardous material to protect life and property;
- Conduct training for personnel in hazardous materials response and mitigation;
- Follow established procedures in responding to hazardous materials incidents;
- Provide technical information;
- Coordinate control/mitigation efforts with other local, state, and federal agencies; and
- Record expenses
- Safety Department will maintain and update the SPCC & ODC Plan for the University

Emergency Support Function #12 - Energy

Primary Agency

Office of Emergency Preparedness
Facilities Management

Secondary/Support Agencies

Virginia Department of Emergency Management
State Corporation Commission
City of Radford
Department of Mines, Minerals, and Energy
Appalachian Electric Power Company
Atmos Energy

Introduction

Purpose:

Describe procedures to restore the public utility systems critical to saving lives, protecting health, safety, and property, and to enable ESFs to respond.

Scope:

ESF #12 will collect, evaluate, and share information on energy system damage. It will also estimate the impact of energy system outages within the affected area. According to the National Response Plan the term "energy" includes producing, refining, transporting, generating, transmitting, conserving, building, distributing, and maintaining energy systems. Additionally ESF #12 will provide information concerning the energy restoration process such as projected schedules, percent completion of restoration, and other information as appropriate.

Policies:

- Will work to provide fuel, power, and other essential resources to the university;
- Will work with utility providers to set priorities for allocating commodities;
- Personnel will stay up to date with procedures through education and training;
- Restoration of normal operations at critical facilities will be a priority; and

Concept Of Operations

General:

The supply of electric power to customers may be cut off due to either generation capacity shortages and/or transmission/distribution limitations. Generation capacity shortfalls are more likely to result from extreme hot weather conditions or disruptions to

generation facilities. Other energy shortages, such as interruptions in the supply of natural gas or other petroleum products for transportation and industrial uses, may result from extreme weather, strikes, international embargoes, disruption of pipeline systems, or terrorism.

The suddenness and devastation of a catastrophic disaster or other significant event can sever key energy lifelines, constraining supply in impacted areas, or in areas with supply links to impacted areas, and can also affect transportation, communications, and other lifelines needed for public health and safety. There may be widespread and prolonged electric power failures. Without electric power, communications will be interrupted, traffic signals will not operate, and surface movement will become grid locked. Such outages may impact public health and safety services, and the movement of petroleum products for transportation and emergency power generation. Thus, a major, prolonged energy systems failure could be very costly and disruptive.

Organization:

In the wake of such a major disaster, Local Emergency Operations Centers (EOC) will be assisted by state-level assets to help in the emergency efforts to provide fuel and power and other essential resources as needed. The priorities for allocation of these assets will be to:

- Provide for the health and safety of individuals and families affected by the event;
- Provide sufficient fuel supplies to local agencies, emergency response organizations, and service stations in critical areas;
- Help energy suppliers obtain information, equipment, specialized labor, fuel, and transportation to repair or restore energy systems;
- Recommend / comply with local and state actions to conserve fuel, if needed;
- Coordinate with local, state, and federal agencies in providing energy emergency information, education, and conservation guidance to the public;
- Coordinate information with local, state, and federal officials and energy suppliers about available energy supply recovery assistance;
- The Emergency Operations Center (EOC) will send requests to the State EOC for fuel and power assistance.

Additional supporting information, such as key contacts, recommended conservation measures, and pre-scripted press releases, can be found in the "Electric Power and Natural Gas Energy Emergency Handbook," maintained by the State Corporation Commission (SCC), and in the "Petroleum and Solid Fuels Energy Emergency Handbook," maintained by the Department of Mines, Minerals, and Energy (DMME).

The State Corporation Commission (SCC) is the designated commodity manager for natural gas and electric power. The Virginia Department of Mines, Minerals and Energy (DMME) is the commodity manager for petroleum products and for solid fuels.

Following a catastrophic disaster, the Virginia Emergency Operations Center (VEOC), with staff support from SCC and DMME, will coordinate the provision of emergency

power and fuel to affected jurisdictions to support immediate response operations. They will work closely with federal energy officials (ESF 12), other Commonwealth support agencies, and energy suppliers and distributors. The university will identify the providers for each of their energy resources.

Actions

- Identify, quantify, and prioritize the minimum essential supply of fuel and resources required to ensure continued operation of university facilities
- Monitor the status of all essential resources to anticipate shortages;
- Maintain liaison with fuel distributors and local utility representatives;
- Implement local conservation measures;
- Keep the university community informed;
- Implement procedures for determining need and for the distribution of aid;
- Allocate available resources to assure maintenance of essential services;
- Consider declaring a local emergency; and
- Document expenses.

Responsibilities

- Review plans and procedures. Review procedures for providing lodging and care for displaced persons (see ESF #6);
- In the event of a fuel shortage, establish procedures for local fuel suppliers/distributors to serve customers referred to them by local government;
- Keep the university informed and aware of the extent of the shortage, the need to conserve the resource in short supply, and the location and availability of emergency assistance;
- Provide emergency assistance to individuals as required;
- Enforce state and local government conservation programs; and
- Identifies resources needed to restore energy systems.

Emergency Support Function #13 - Public Safety and Security

Primary Agency

Radford University Police
Radford City Police

Secondary/Support Agencies

Office of Emergency Preparedness
Facilities Management
Parking Services
Fire Department
Virginia State Police
Virginia Department of Transportation

Introduction

Purpose:

Emergency Support Function (ESF) #13 – Public Safety and Security is to maintain law and order, to provide public warning, to provide for the security of critical facilities and supplies, to provide a "safe scene" for the duration of a traffic disruptive incident, to effect the evacuation of threatened areas, to provide access control to evacuated areas or critical facilities, to assist with search and rescue operations, and to assist with identification of the dead.

Scope:

ESF #13 is designed to respond during a time of emergency using existing procedures. These procedures are in the form of department directives that cover all types of natural disasters, technological hazards, and acts of terrorism; incidents include flooding, hazardous materials spills, transportation accidents, search and rescue operations, traffic control, and evacuations.

In the event of a state or federally declared disaster, the Governor can provide National Guard personnel and equipment to support local law enforcement operations.

Policies:

- Radford University Police will retain operational control;
- The Incident Commander will determine the need for security at the scene;
- University Police in coordination with the Coordinator of Emergency Preparedness will identify areas of potential evacuation;
- The concentration of large numbers of people in shelters during an evacuation may necessitate law enforcement presence to maintain orderly conduct; and

- Law enforcement will be needed in evacuated areas to prevent looting and protect property;

Concept of Operations

General:

Existing procedures in the form of department directives provide the basis for a law enforcement response in time of emergency. The mission of the Public Safety and Security function is to maintain law and order, protect life and property, provide traffic control and law enforcement support, guard essential facilities/supplies and coordinate mutual aid.

The Communications Center is the point of contact for the receipt of all warnings and notification of actual or impending emergencies or disasters.

If the National Guard is called in for a state or federally declared disaster they may only be used for low-risk duties such as security and traffic control. A hazard or potential hazard situation could justify the need for evacuation for a short period of a few hours to several days or weeks, depending on the hazard and its severity. In order to limit access to the hazard area, various personnel and devices will be required, such as the following:

- Personnel to direct traffic and staff control points;
- Signs to control or restrict traffic;
- Two-way radios to communicate to personnel within and outside the secured area;
- Control point(s);
- Adjacent highway markers indicating closure of area;
- Markers on surface roads leading into the secured areas;
- Patrols within and outside the secured areas; and
- Established pass system for entry and exit of secured areas.

The Virginia Department of Transportation Residency Shop and Private Contractors have general responsibility for signing and marking.

Organization

Radford University Police will utilize their normal communications networks during disasters. The Emergency Coordinator, in coordination with local law enforcement and the fire departments, should delineate areas that may need to be evacuated. Law Enforcement will set up control points and roadblocks to expedite traffic to reception centers or shelters and prevent reentry of evacuated areas. They will also provide traffic control and security at damaged public property, shelter facilities and donations/distribution centers. Should an evacuation become necessary, warning and evacuation instructions will be put out via radio and television. Also local law enforcement and fire departments will use mobile loudspeakers to ensure that all residents in the threatened areas have received the evacuation warning.

Actions

- Identify essential facilities and develop procedures to provide for their security and continued operation in the time of an emergency;
- Maintain police intelligence capability to alert government agencies and the university to potential threats;
- Maintain a Special Weapons and Tactics Team. (SWAT)
- Develop procedures and provide training for the search and rescue of missing persons;
- Develop strategies to effectively address special emergency situations that may require distinct law enforcement procedures, such as civil disorders, hostage taking, weapons of mass destruction, terrorist situations, and bomb threats/detonations;
- Test primary communications systems and arrange for alternate systems, if necessary;
- Assist with the implementation of the evacuation procedures for the threatened areas, if necessary;
- Provide traffic and crowd control as required;
- Implement existing mutual aid agreements with other jurisdictions, if necessary; and
- Document expenses.

Responsibilities

- Law enforcement;
- Crowd control;
- Conducts evaluation of operational readiness;
- Resolves conflicting demands for public safety and security resources;
- Coordinates backup support from other areas;
- Initial warning and alerting;
- Security of emergency site, evacuated areas, shelter areas, vital facilities and supplies;
- Traffic control;
- Evacuation and access control of threatened areas; and
- Assist the Medical Examiner with identification of the dead.

Tab 1 to Emergency Support Function #13

ENTRY PERMIT TO ENTER RESTRICTED AREAS

1. Reason for entry (if scientific research, specify objectives, location, length of time needed for study, methodology, qualifications, sponsoring party, NSF grant number and date on separate page). If contractor/agent--include name of contractual resident party, attach evidence of right of interest in destination. Resident: Purpose.

2. Name, address, and telephone of applicant, organization, university, sponsor, or media group. Also contact person if questions should arise.

3. Travel (fill out applicable sections; if variable call information to dispatcher for each entry)

Method of Travel (vehicle, aircraft)

Description of Vehicle/Aircraft Registration _____

Route of Travel if by Vehicle _____

Destination by legal location or landmark/E911 address _____

Alternate escape route if different from above _____

4. Type of 2-way radio system to be used and your base station telephone number we can contact in emergency (a CB radio or radio telephone will not be accepted). Resident: cellular or home number. _____

Entry granted into hazard area.

Authorizing Signature _____ Date _____

The conditions for entry are attached to and made a part of this permit. Any violation of the attached conditions for entry can result in revocation of this permit.

The Waiver of Liability is made a part of and attached to this permit. All persons entering the closed area under this permit must sign the Waiver of Liability before entry.

Tab 2 to Emergency Support Function #13

WAIVER OF LIABILITY

(TO BE SIGNED AND RETURNED WITH APPLICATION FORM)

I, the undersigned, hereby understand and agree to the requirements stated in the application form and in the safety regulations and do further understand that I am entering a (high) hazard area with full knowledge that I do so at my own risk and I do hereby release and discharge the federal government, the Commonwealth of Virginia and all its political subdivisions, their officers, agents and employees from all liability for any damages or losses incurred while within the Closed Area.

I understand that the entry permit is conditioned upon this waiver. I understand that no public agency shall have any duty to attempt any search and rescue efforts on my behalf while I am in the Closed or Restricted Area.

Signatures of applicant and members of his field party

Date

Print full name first, then sign.

I have read and understand the above waiver of liability.

I have read and understand the above waiver of liability.

I have read and understand the above waiver of liability.

I have read and understand the above waiver of liability.

I have read and understand the above waiver of liability.

I have read and understand the above waiver of liability.

Emergency Support Function #14 – Long Term Community Recovery and Mitigation

Primary Agency

FEMA
Board of Visitors
Radford University Cabinet

Secondary/Support Agencies

Radford University Office of Emergency Preparedness
Virginia Department of Housing and Community Development
Virginia Department of Health
American Red Cross
Virginia Voluntary Organizations Active in Disaster (VVOAD)
Southwest Medical Reserve Corp
Virginia Department of Emergency Management

Introduction

Purpose:

Emergency Support Function (ESF) #14 – Long Term Community Recovery and Mitigation develops a comprehensive and coordinated recovery process that will bring about the prompt and orderly restoration of community facilities and services, infrastructure, and economic base, while providing for the health, welfare and safety of the population.

Scope:

ESF #14 support may vary depending on the magnitude and type of incident and the potential for long term and severe consequences. ESF #14 will address significant long-term impacts in the affected area on housing, business and employment, community infrastructure, and social services.

Policies:

- Long term university recovery and mitigation efforts are forward looking and market based, focusing on permanent restoration of infrastructure, housing and the local economy, with attention to mitigation of future impacts of a similar nature when feasible;
- Use the post-incident environment as an opportunity to measure the effectiveness of previous recovery and mitigation efforts;
- Facilitates the application of loss reduction building science expertise to the rebuilding of critical infrastructure; and
- Personnel will stay up to date with policies and procedures in the COOP Plan through training and education.

Concept of Operations

General:

The recovery phase is characterized by two components: the emergency response phase which deals primarily with life saving and emergency relief efforts (i.e., emergency food, medical, shelter, and security services); and the broader recovery and reconstruction component which deals with more permanent and long-term redevelopment issues.

Although all university departments are involved in both components, the emphasis and focus changes among departments as they shift from one component to the other. In the emergency response and relief recovery component, the primary local departments involved include fire and rescue, law enforcement, health, social services, education, and public works departments; whereas in the recovery and reconstruction component, the emphasis shifts to university departments dealing with housing and redevelopment, public works, economic development, land use, zoning, and government financing. The two components will be occurring simultaneously with the emergency relief component taking precedence in the initial stages of recovery, and the recovery and reconstruction component receiving greater attention as the recovery process matures.

The Office of Emergency Preparedness will be the lead coordinating department in the life-saving and emergency relief component of the recovery process and the **Director of Planning and Construction** will take the coordinating lead during the reconstruction phase.

The recovery analysis process is comprised of the following phases: reentry, needs assessment, damage assessment, the formulation of short- and long-term priorities within the context of basic needs and available resources, and the identification and implementation of appropriate restoration and development strategies to fulfill priorities established, as well as bring about an effective recovery program.

The damage assessment process for the university is described in the Continuity of Operations (COOP) Annex of the EOP. Team leaders for the Damage Assessment Teams have been identified and the necessary forms included within this support annex. Although damage assessment is primarily a local government responsibility, assistance is provided by state and federal agencies, as well as private industry that have expertise in specific functional areas such as transportation, agriculture, forestry, water quality, housing, etc.

The process to request and receive federal assistance will be the same as all other natural or man-made disasters. The Virginia Department of Emergency Management will be the coordinating state agency in the recovery process, and FEMA will be the coordinating federal agency. Utilizing the preliminary damage assessment information collected, short-term and long-term priorities are established and recovery strategies developed in coordination with other state agencies, local governments, the federal government, and private industry.

Short-term recovery strategies would include:

- Emergency Services;
- Communications and IT networks;
- Transportation networks and services;
- Potable water systems;
- Sewer systems;
- Oil and natural gas networks;
- Electrical power systems;
- Initial damage assessment;
- Emergency debris removal;
- Security of evacuated or destroyed area; and
- Establishing a disaster recovery center and joint field office

Long-term strategies would strive to restore and reconstruct the post-disaster environment to pre-existing conditions. Federal and state agencies will provide technical assistance to localities in the long-term planning and redevelopment process. Economic aid will be provided to assist localities and states in rebuilding their economic base, replacing and restoring their housing inventory, and ensuring that all construction and development complies with building codes and plans. Regional cooperation and coordination will be stressed and promoted at all levels of government in order to achieve the priorities established and facilitate recovery efforts. The locality will develop strategies in coordination with regional local governments and New River Planning District Commission. Federal and state catastrophic disaster plans will support this effort. Items or actions to be focused on in this phase include:

- Completion of the damage assessment;
- Completion of the debris removal;
- Repairing/rebuilding the transportation system;
- Repairing/rebuilding of private homes and businesses; and
- Hazard Mitigation projects.

Organization:

The Director of Emergency Management will direct response, recovery, and reconstruction efforts in the disaster impacted areas of the university, in coordination with the Coordinator of Emergency Management, all local departments, and the appropriate state and federal agencies.

A Presidential Declaration of Disaster will initiate the following series of events:

- Federal Coordinating Officer will be appointed by the President to coordinate the federal efforts;
- State Coordinating Officer will be appointed by the Governor to coordinate state efforts;
- A Joint Field Office (JFO) will be established within the state (central to the damaged area) from which the disaster assistance programs will be coordinated; and

- A Disaster Recovery Center (DRC) will be established in the affected areas to accommodate persons needing individual assistance after they have registered with FEMA.

A Presidential Declaration of Disaster may authorize two basic types of disaster relief assistance:

- **Individual Assistance** – Supplementary Federal Assistance provided under the Stafford Act to individuals and families adversely affected by a major disaster or emergency. Such assistance may be provided directly by the Federal government or through State or local governments or disaster relief organizations.
- **Public Assistance** – Supplementary Federal Assistance provided under the Stafford Act to State and Local governments or certain private, non-profit organizations other than assistance for the direct benefit of families and individuals.

As potential applicants for Public Assistance, Radford University must thoroughly document disaster-related expenses from the onset of an incident.

Mitigation has become increasingly important to local officials who must bear the agony of loss of life and property when disaster strikes. The Director of Emergency Management will take the lead in determining mitigation projects needed following a disaster and make applications for available mitigation grants.

Actions

- In cooperation with other ESFs, as appropriate, use hazard predictive modeling and the university COOP Plan to ascertain vulnerable critical facilities as a basis for identifying recovery priorities;
- Gather information to assess the scope and magnitude of the social and economic impacts on the campus;
- Coordinate and conduct recovery operations;
- Conduct initial damage assessment;
- Coordinate early resolution of issues and delivery of assistance to minimize delays for recipients;
- Coordinate assessment of accuracy and recalibration of existing hazard, risk, and evacuation modeling;
- Facilitate sharing of information and identification of issues among agencies and ESFs;
- Facilitate recovery decision making across ESFs;
- Facilitate awareness of post incident digital mapping and pre-incident hazard mitigation and recovery planning;

Responsibilities

- Develop plans for post-incident assessment that can be scaled to incidents of varying types and magnitudes;

- Establish procedures for pre-incident planning and risk assessment with post incident recovery and mitigation efforts;
- Develop action plans identifying appropriate agency participation and resources available that take into account the differing technical needs for risk assessment and statutory responsibilities by hazards;
- Ensure participation from primary and support agencies;
- Lead planning;
- Lead post-incident assistance efforts; and
- Identify areas of collaboration with support agencies and facilitate interagency integration.

Tab 3 to Emergency Support Function #14

DISASTER RECOVERY CENTERS

(Identified or potential sites)

Name	Location
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Tab 4 to Emergency Support Function #14

JOINT FIELD OFFICE LOCATIONS
(Identified or potential sites)

Name	Location
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Emergency Support Function #15 - External Affairs

Primary Agency

Vice President of University Relations
President and Cabinet

Secondary/Support Agencies

Office of Emergency Preparedness
City of Radford Fire Department
Radford University Police Department
Information Technology Departments
Student Health Services
Health Department
Department of Social Services
Virginia Department of Emergency Management
Local Print and Media Outlets
Joint Information Center (JIC)

Introduction

Purpose:

Emergency Support Function (ESF) #15 – External Affairs is responsible for keeping the public informed concerning the threatened or actual emergency situation and to provide protective action guidance as appropriate to save lives and protect property. University Relations will be responsible for all communications after the initial crisis message(s) from the police or Office of Emergency Preparedness. The Radford University Police or Office of Emergency Preparedness may send additional critical messages in order to protect the campus community. These messages will be sent to University Relations so that following releases can be communicated to the public with a consistent theme.

Scope:

To manage information during an incident so that the most up to date and correct information is used to inform the public. This emergency support function will use media reports to support the overall strategy for managing the incident. This function will coordinate with all agencies involved with the incident so that one message is used for public information to avoid any conflicts of released information. This may require the formation of a Joint Information Center. The location of this center will be determined by the emergency type and location. This emergency support function is organized into the following functional components:

- Public Affairs
- Community Relations
- Legislative Affairs
- International Affairs

Policies:

During an emergency the Public Information Officer will:

- Disseminate information by appropriate means, to include any university and local alert systems, media outlets, cable channel, the Emergency Alert System, NOAA All-hazards radio, and the locality's website;
- Clear news releases with the EOC before releasing them to the media;
- Encourage news media to publish articles to increase public awareness; and
- Ensure information is accurate and released in a timely manner.

Concept of Operations

General:

In an emergency or disaster it is important to provide timely and accurate information to the public and to the media outlets. News coverage must be monitored to ensure that accurate information is being disseminated. The locality needs to be prepared to keep local legislators and other political figures informed.

Organization:

Public Affairs is responsible for coordinating messages from the various agencies and establishing a Joint Information Center. University Relations will gather information on the incident and provide incident related information through the media and other sources to keep the public informed. Public Affairs will monitor the news coverage to ensure the accuracy of the information being disseminated. Public Affairs will handle appropriate special projects such as news conferences and press operations for incident area tours. The Public Affairs Support Annex provides additional details on responsibilities.

Community Relations will prepare an initial action plan with incident-specific guidance and objectives, at the beginning of an actual or potential incident. They will identify and coordinate with the community leaders and neighborhood groups to assist in the rapid dissemination of information, identify unmet needs, and establish an ongoing dialogue and information exchange. The Commonwealth and FEMA deploy a joint Community Relations Team to the locality to conduct these operations.

Legislative Affairs will establish contact with the state legislative and congressional offices representing the affected areas to provide information on the incident. The locality should be prepared to arrange an incident site visit for legislators and their staffs. Legislative Affairs will also respond to legislative and congressional inquiries.

International Affairs, if needed, will work with the Department of State to coordinate all matters requiring international involvement.

Actions

- Evaluate the situation;
- Monitor national and state level news coverage of the situation (if applicable);
- After coordination with the University EOC, time permitting, the PIO will begin to disseminate emergency public information via news releases to the local news media;
- The content should be coordinated with adjacent jurisdictions and the City EOC;
- Emphasize citizen response and protective action;
- Develop accurate and complete information regarding incident cause, size, current situation, and resources committed;
- Continue to keep the public informed concerning local recovery operations;
- Assist the Health Department in disseminating public health notices, if necessary;
- Assist state and federal officials in disseminating information concerning relief assistance; and
- Document expenses.

Responsibilities

- Establish a working arrangement between the City PIO, the local EOC and local radio stations, television stations, and newspapers;
- Encourage local newspapers to periodically publish general information about those specific hazards, which are most likely to occur, such as flooding and industrial accidents;
- Prepare and provide general information as appropriate to special groups such as the visually impaired, the elderly, etc.;
- If necessary, designate a phone number and personnel to handle citizen inquiries;
- Assure the availability of back-up generators at local EAS radio stations;
- Arrange regular press briefings;
- Coordinate the release of information through public broadcast channels, and written documents; and
- Maintain an up-to-date telephone and fax number list for all local news organizations.