

WILLIAM & MARY

BOARD OF VISITORS

RICHARD BLAND COLLEGE COMMITTEE

DRAFT MINUTES

SEPTEMBER 22, 2022

ALUMNI HOUSE – HUNTER HALL

COMMITTEE MEMBERS PRESENT

Mr. John P. Rathbone, Chair
Mr. Stephen J. Huebner
Ms. Barbara L. Johnson
Ms. Anne Leigh Kerr

Ms. Ardine Williams
Dr. David McCarthy, Faculty Representative
Mr. Noah Wilson, Student Representative

COMMITTEE MEMBERS ABSENT

Mr. Brian P. Woolfolk, Vice Chair

Mr. J.E. Lincoln Saunders

OTHER BOARD MEMBERS PRESENT

Hon. Mari Carmen Aponte
Mr. Kendrick F. Ashton, Jr.
Hon. John E. Littel

Hon. Charles E. Poston, Rector
Dr. Karen Kennedy Schultz

OTHERS PRESENT

Dr. Debbie L. Sydow, RBC President
Dr. Kim Boyd, RBC Vice President
Dr. Tiffany Birdsong, RBC Chief Academic Officer
Dr. Thom Addington, RBC Chair of the Languages & Humanities Department
Mr. Paul Edwards, RBC Chief Business Officer
Mr. Eric Kondzielawa, RBC Chief Operating Officer
Ms. Stacey Sokol, RBC Director of Compliance & Institutional Effectiveness
Mr. Jeffery Brown, RBC Director of Special Projects & Operations
Ms. Ramona Taylor, RBC Legal Counsel
Ms. Carrie Nee, W&M University Counsel
Mr. Michael J. Fox, Secretary to Board of Visitors
Ms. Jessica Walton, Deputy Secretary to Board of Visitors
RBC Administrators

INTRODUCTORY REMARKS

Mr. John P. Rathbone, Chair, called the Richard Bland College (RBC) Committee meeting to order at 10:35 a.m. Mr. Rathbone made opening remarks, welcomed participants and board members.

APPROVAL OF MINUTES

Recognizing that a quorum was present, Mr. Rathbone made a motion to approve the minutes of the April 20, 2022 meeting. The motion was seconded by Ms. Ardine Williams and approved by voice vote.

GENERAL REPORTS

Dr. Debbie L. Sydow, President of RBC, provided an update on student enrollment, credit hours, student demographics for the fall semester, and then gave an overview of action items before the Committee.

President Sydow introduced Dr. Kim Boyd, RBC Vice President. Dr. Boyd reported on RBC's STEM Lab School proposal. She said the Lab School aims to: Provide a collaborative STEM training program with a residential option, establish an intensive and immersive 9-12th grade STEM focus, establish an innovative hub for new strategies for teaching STEM content and applied learning and provide a guided pathway to STEM careers.

A discussion ensued regarding the grades expected to be served by the STEM Lab School.

Dr. Tiffany Birdsong, RBC Chief Academic Officer, reported on academic affairs, providing an overview of faculty development initiatives that include critical thinking, cultural competency and the collegiate instructional environment, working with students in an endemic pandemic, emotional intelligence, student efficacy and the growth mindset, and instructional design. Dr. Birdsong also announced the addition of three new faculty members: Dr. M. Adnan Shahid, Dr. Damien Westfield and Dr. Tamara Williams.

Dr. Thom Addington, RBC Chair of the Languages & Humanities Department, reported on the student experience, providing an update on the Promise Scholars Program for the 2022-23 academic year and discussing Statesman Steps, a guided pathways approach to learning. Next, Dr. Addington provided an update on athletics and facility improvements. Women's Basketball and Women's Track have been added to the roster of sports this year, and the total number of student-athletes continues to grow.

Mr. Paul Edwards, RBC Chief Business Officer, provided an update on financial affairs, reviewing a comparison of state appropriations, tuition and fees, and auxiliary revenue from FY13 to FY23, and he provided an update on the FY23 budget. Mr. Edwards also highlighted new funding for FY23.

Mr. Eric Kondzielawa, RBC Chief Operating Officer, reported on buildings and grounds, providing updates on the Academic Innovation Center, the Innovation Park, and DroneUp.

Ms. Stacey Sokol, RBC Director of Compliance & Institutional Effectiveness, reported on risk and compliance, updating the board on SACSCOC compliance and the Fifth-Year interim report timeline. Ms. Sokol also provided evidence of the College's Prong 1 (substantial proportionality) Title IX compliance due to the addition of female sports and roster management for male sports.

Dr. Boyd provided an update on grants and sponsored programs, reporting \$22 million in submitted grant applications and a current potential of \$1.2 million awarded, to include \$300,000 from the Office of Violence Against Women (September 2022) and \$964,000 from COVID Traumatized Students (January 2023).

Mr. Jeffrey Brown, RBC Director of Special Projects & Operations, reported on development, updates on the RBC Foundation annual fund and action plan, and the Reintroduction to RBC campaign that began over the summer and included meetings with local government and school board officials. Mr. Brown also reviewed RBC's 2022-23 General Assembly Budget Requests that includes the following five strategies: RBC Lab School, Compliance Personnel, Student Success, RBC/VSU School of Technical and Professional Studies, and a Shared Services Consortium.

A discussion ensued regarding the Six-Year Plan and **Resolution 3**, Approval of Revisions to Richard Bland College's 2022-2028 Six-Year Plan.

Dr. David McCarthy, faculty representative, invited Mr. Jesse Vaughan, RBC Chief Communications & Marketing Officer, to introduce and share the film series “Study with Me,” a new project undertaken by the Office of Marketing and Communications to highlight RBC faculty. The videos presented featured Dr. Eric Miller, Biology Professor; Ashley Fuller, Assistant Professor of Mathematics; and Dr. David Morgan, Professor of Physics & Chair of Natural Sciences & Mathematics. Mr. Vaughan said there will be a total of twelve videos in the series.

Mr. Noah Wilson, student representative, introduced himself to the board and provided an overview of campus life.

ACTION MATERIALS

President Sydow brought forth **Resolution 2**, Approval of Revised FY 2022-2023 Tuition and Fees, and provided an overview of the revision. Mr. Rathbone asked for a motion to approve Resolution 2. Motion was made by Ms. Williams, seconded by Ms. Barbara L. Johnson and approved by voice vote.

President Sydow brought forth **Resolution 3 as amended (appended)**, Approval of Revisions to Richard Bland College’s 2022-2028 Six-Year Plan, and provided an overview revision. Mr. Rathbone asked for a motion to approve Resolution 3. Motion was made by Ms. Karen Kennedy Schultz, seconded by Ms. Williams and approved by voice vote.

President Sydow brought forth **Resolution 4**, Appointment to Fill Vacancy in the Instructional Faculty; **Resolution 5-R (appended)**, Approval to Fill Vacancies in the Professional Faculty; **Resolution 6**, Retirement of Karen Henley, Student Services Specialist. Mr. Rathbone asked for a motion to move Resolution 4, 5-R, and 6 as a block. Motion was made by Mr. Stephen J. Huebner, seconded by Ms. Williams, and approved by voice vote.

Mr. Rathbone then moved that the RBC Committee convene in closed session pursuant to Virginia Code Sections: for the following reasons: §2.2-3711.A.1 for discussion of the appointment of the President and evaluation of the performance of schools and departments, which will necessarily involve discussion of the performance of the President, Chief Business Officer, Provost and other RBC senior leaders; §2.2-3711.A.3 for discussion of the disposition of publicly held real property where discussion in open session would adversely affect the college’s bargaining position or negotiating strategy; and §2.2-3711.A.8 for consultation with legal counsel regarding RBC regulatory compliance. Motion was seconded by Ms. Williams and approved by roll call vote – 5-0 – conducted by Mr. Michael J. Fox, Secretary to the Board of Visitors. Mr. Brian P. Woolfolk and Mr. J.E. Lincoln Saunders were absent from the meeting.

At that time the Committee and Board members, and University Counsel entered to the closed session at 11:59 a.m.

RECONVENED OPEN SESSION

Following closed session, the Committee returned to open session at 12:29 p.m. Mr. Rathbone moved that the Committee certify by roll call vote that, to the best of each member’s knowledge, only matters lawfully exempted from the open meeting requirements under the Freedom of Information Act were discussed, and only matters identified in the motion to have the closed session were discussed. Motion was seconded by Ms. Johnson, and approved by roll call vote – 5-0 – conducted by Mr. Fox. Mr. Woolfolk and Mr. Saunders were absent from the meeting.

ADJOURNMENT

There being no further business, Mr. Rathbone adjourned the meeting at 12:30 p.m.



Richard Bland College
of WILLIAM & MARY

**APPROVAL OF REVISIONS TO
RICHARD BLAND COLLEGE'S 2022-2028 SIX-YEAR PLAN**

WHEREAS, the Commonwealth of Virginia requires public colleges and universities submit a six-year plan approved by its Board of Visitors by October 1 of each odd numbered year and to provide revisions to the plan, if approved by the Board of Visitors, in each even numbered year;

WHEREAS, the Commonwealth of Virginia requires the administration of each college and university to provide a draft plan or draft revisions in advance of the final submission in July of each year; and

WHEREAS, the revised six-year plan incorporates the following update:

- the establishment of an ~~11th and 12th grade high school~~ residential, Science, Technology, Engineering and Applied Mathematics (STEAM)-focused college laboratory school

THEREFORE, BE IT RESOLVED, That upon recommendation of the President, the William & Mary Board of Visitors approves Richard Bland College's 2022-2028 Revised Six-Year Plan in accordance with the requirements of the Higher Education Opportunity Act of 2011 and subsequent guidance from the State Council of Higher Education.

2021 SIX-YEAR PLAN NARRATIVE (Part II)

INSTITUTION: Richard Bland College of William and Mary

OVERVIEW

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

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

SECTIONS

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

RESPONSE:

Before the issuance of the Governors Executive Order on March 12, 2020, Richard Bland College had already activated its emergency management team (EMT) for the purpose of assessing the circumstances and developing recommendations to the President in a timely manner. The EMT, which is appointed by the President on an annual basis, operated in a manner consistent with the National Incident Management System (NIMS) to work together to prevent, protect against, mitigate, respond to and recover from the pandemic. The EMT was expanded to include additional stakeholders and weekly meetings were scheduled to examine issues, develop solutions, and issue directives and public communications. The EMT developed a reopening plan that was submitted and approved by SCHEV in July, 2020. This plan established several mitigation strategies to keep the campus community safe; they included dedensification, social distancing, wearing of face coverings, and the interruption of the intercollegiate athletic program. Since RBC does not have an infirmary or any related health care support, a tele-med agreement for COVID-19 care was established with Virginia Commonwealth University (VCU) and a testing agreement was established with Virginia State University (VSU). Isolation and quarantine facilities were established on campus for positive cases and cases of exposure, and case managers tracked and supported those affected individuals.

During academic year 2020-21, there were significant operational changes in response to the COVID-19 pandemic. This included a substantial shift of academic teaching modes from a baseline of approximately 80% of all classes being conducted in a traditional in-seat format to the majority of classes being conducted via some form of remote instruction with a significant increase in online courses. The academic team worked to develop four course modes to meet the needs of our students which included: (1) asynchronous online, (2) synchronous online, (3) fully in-seat (at reduced classroom capacity to remain in compliance with social distancing), and (4) in-seat with a remote option. Information Technology Services collaborated with the

academic team to enhance classroom technology to support concurrent remote and in-seat instruction through video conferencing. Faculty participated in training on new technology and best pedagogical practices for online instruction. Laboratory classes were offered in person with some lower level labs offered with reduced hours to accommodate social distancing. For international students, the academics team created online sections in math, computer science, and physics to meet the guidelines established for remote education for students abroad. From a student support perspective, there was a shift towards offering online tutoring, advising, and access to the bookstore. The Registrar also transitioned to a fully online service. For students, faculty and staff on-campus we established protocols for safe access to public spaces and hired staff to enforce adherence to the mask mandate and other safety protocols. In FY '22, we anticipate a return to a largely on-campus schedule of instruction; however, we will continue to offer more asynchronous and synchronous online offerings that are designed to meet an increased student demand for flexibility in instruction. If necessary, online courses for international students may need to continue.

Lessons learned are many. From a student success perspective, we learned that most student support services should be available in person and online. We learned that there is a substantial need for internet access at a student's home in order for them to be successful and that additional support from counseling services may be necessary. From an academic perspective, we learned that hybrid courses offer increased flexibility but that it may not be the best option for first-year students who are more accustomed to directive teaching modalities. We further learned that ongoing training in alternate teaching modes and best practices should be mandatory for all full-time and adjunct faculty.

A more detailed response is provided in the **Survey of Use of Federal Pandemic Funding**.

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

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

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

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

RESPONSE:

In February, 2020, the William and Mary Board of Visitors, in its oversight role for Richard Bland College (RBC), approved the College's 2020-2025 strategic plan, "Seize Your Potential." The Plan contains well-defined core values and a revised mission statement, and it sets forth goals, objectives, and performance indicators that will provide focus and direction for the future success of the College. The mission is:

To prepare our students for a lifetime of endless potential. This is accomplished by preparing students for university transfer through academically rigorous programs grounded in the liberal arts tradition of William & Mary and by expanding access to college credentials through strategic partnerships, specialized programming, and scalable innovation.

To achieve the mission, the College has developed five strategies:

Strategy 1
RBC Lab School

Richard Bland College seeks to establish an ~~11th and 12th grade~~ high school residential, Science, Technology, Engineering and Applied Mathematics (STEAM)-focused college laboratory school specializing in computer science, unmanned aerial systems, and logistics. The RBC College Lab School, in partnership with CodeRVA, will offer innovative, immersive learning experiences that help prepare high-ability students, teachers, and teachers-in-training for high-demand STEAM disciplines.

The Lab School will serve three key Virginia constituencies: students and families, high school teachers and teachers in training, and STEAM industry leaders. High school students with a STEAM interest will receive:

- enhanced and targeted curriculum and training
- experiential learning
- leadership training

High school students will take their core courses with RBC faculty as part of the Early College and dual enrollment programs. Through collaboration with business and industry partners in the College's Federation of Advanced Manufacturing Education Chapter (FAME) and new partner, DroneUp, an unmanned aerial system (UAS) business, students will apply their content knowledge to technical and experiential learning modules in such STEM fields as computer science, data science, advanced manufacturing, unmanned aerial systems, and logistics. Students will also participate in leadership training to prepare for college and career success.

This unique model will give students a competitive edge. Students will graduate from the college lab school with their high school diploma (Standard or Advanced), at least 60 hours of transferable college credits, stackable credentials in UAS, Geographic Information Systems (GIS), logistics, and a STEAM associate's degree in Computer Science.

Through this model, the RBC Lab School will be part of a network of CodeRVA schools that supports teacher training in middle and high school STEAM instruction, applied learning, and capstone project demonstration. By reaching back to middle schools and strengthening 9th and 10th grade STEAM instruction, RBC will contribute to the fund of knowledge and best practices that will inspire and expose

young students to computer science and data science. New problem-based learning curricula and leadership designs will be field-tested, evaluated, and refined in classroom settings. This model will support teachers to develop new pedagogies for teaching STEAM content and applied learning concepts to high-performing high school students.

Virginia employers will benefit from the college lab. Early access to the next generation of high-performing, exceptionally well-prepared STEAM leaders will give businesses and industries a competitive advantage.

The RBC Lab School Plan proposes educating 112 students, 56 commuters, and 56 residential students. After the first year, the proposal is projected to generate over \$1,200,000 in revenue, based upon an \$8,000 per student tuition charge and administrative fees. The start-up cost of the program is estimated at \$1,180,000 for the first year. This cost includes personnel and related software expenses, as described:

Positions	Full Time Equivalent	Cost
Faculty	7	\$450,000
Administrators	3	\$285,000
Support Staff	9	\$430,000
Assessment		\$20,000
TOTAL		\$1,185,000.00

The RBC Lab School is unique as it offers a STEAM emphasis, a residential component, and an innovation hub for teacher training in STEAM disciplines, particularly computer and data science. Further, the Lab School plans on utilizing existing relationships with local school divisions (Hopewell, Petersburg, Prince George, and Sussex) and current industry partners.

Requested funds for Compliance strategy: \$1,185,000 (year 2)

Strategy 2 Compliance

Compliance and institutional improvement continue to be a priority for Richard Bland College. The intense level of scrutiny by oversight agencies and auditors continues, placing substantial pressure on monetary and human resources at the College.

Over the past two years, issues related to separation of duties and change management in both Information and Technology Services (ITS) and Human Resources (HR) have been addressed through partial funding from the General Assembly. Unfulfilled needs and compliance issues continue to exist. Having received \$325,000 in FY 22, there remain two additional compliance initiatives for funding.

To fulfill the College's compliance plan, additional funding for a Director of Compliance (\$125,000) and program support technician (\$75,000) is requested to oversee the maintenance of the RBC policy manual, ongoing compliance training for personnel, management of SACS-COC standards and principles, Title IX and Clery Act operations, and other compliance-related matters. Centralization of these key processes is essential for compliance effectiveness as all of these tasks are currently spread across multiple, disparate and over-burdened functional units.

Recent cyberattacks on Colonial Pipeline, JBS Foods, and Brenntag Chemical have brought to attention the growing number of cybersecurity threats and the risks posed to industry and institutions of higher education are considered highly vulnerable. To effectively mitigate against expanding technology risks, RBC's Information and Technology Services (ITS) department requests funding for an incremental Information Technology position (\$125,000). This IT security resource allows proactive steps to protect critical infrastructure against malware, computer viruses, worms, Trojan horses, ransomware, spyware, adware, rogue software, wiper and scareware. This resource will facilitate establishing policy in alignment with policies of the Commonwealth. Additionally, the ITS unit will be better positioned for security compliance and enforcement through role-based security and expanded security awareness training.

Requested funds for Compliance strategy: \$1,050,000 (year 1 and 2)

Compliance Manager Initiative

Compliance Program Manager	
FY23: \$125,000 / FY24: \$125,000	\$ 250,000

Compliance Program Support Tech	
FY23: \$75,000 / FY24: \$75,000	\$ 150,000

Cybersecurity Infrastructure Initiative

Incremental IT Security Resource	
FY23: \$125,000 / FY24: \$125,000	\$ 250,000

Strategy 3

Student Success

Student success programs promote student engagement, learning and progress toward the student's own goals. Over the past several years, student success has been firmly cemented as a priority for Richard Bland College. There are four student success initiatives proposed for funding:

Guided Pathways for Success (GPS@RBC)

Since RBC's 2016 pilot project to test capacity for data-driven approaches to student retention and success, the College has experienced a fundamental cultural shift resulting in a commitment to comprehensive guided pathways reform. RBC has historically based development strategies around the four key principles found in the American Association of Community Colleges (AACC) Pathways Project: (1) map pathways to student end goals, (2) help students choose and enter a program pathway, (3) keep students on path, and (4) ensure that students are learning. RBC's previous Exceptional Student Experience framework was adapted from these principles, but exigencies and resource limitations led to the delay of important aspects of the pathways work of ESE@RBC. Its successor, the Guided Pathways for Success (GPS@RBC) framework, is the primary focal point of the RBC six-year plan and the future-sighted strategic plan of the College. It commits to comprehensive guided pathways reforms through the following student value propositions:

- easy to navigate onboarding,
- clearly defined pathways that outline workforce-friendly majors and credentials, and effective processes for entering a pathway,

- a work-integrated curriculum focusing on required soft skills,
- fast track programs to get academically underprepared students into and through crucial English and math courses,
- high-touch, intensive student-centric support across the college, and
- tools for faculty, staff and students that provide useful information about assessment and progress.

A report from the Community College Resource Center (CCRC) at Columbia University Teachers College on “The Economics of Guided Pathways: Cost, Funding, and Value” (October 2020) estimates the Implementation Total Resource Cost (ITRC) of comprehensive guided pathways reforms at small colleges (under 2,000 FTEs) as \$670 per FTE per year over four years.

SCHEV’s E05 reporting shows an annual average of 1,257 FTEs for Richard Bland College over the last five years (2015/2016-2019/2020). Calculated accordingly, the resulting Implementation Total Resource Cost (ITRC) of guided pathways reforms at RBC would amount to \$842,190.00 per year over four years at a total cost of \$3,368,760.00.

The CCRC estimates the implementation costs by category in undiscounted 2020 dollars for a small college of 1,257 FTEs as follows in Table 1:

Category	Dollar Amount	Approx. % of Annual Budget
Program mapping	\$581,190	17%
Student success courses	\$54,741	2%
Student advisement	\$1,662,891	49%
Teaching and learning	\$114,760	3%
Governance and management	\$410,181	12%
IT investments	\$115,891	3%
Professional development	\$367,353	11%
Other direct costs	\$61,753	2%
Total resource cost (four years)	\$3,368,760	100%
Total cost per FTE	\$670	

Table 1. Implementation Costs for Guided Pathways for Small Colleges Adjusted for 1,257 FTEs (modified from “The Economics of Guided Pathways” 11)

Operational Total Resource Cost (OTRC) for guided pathways after implementation remains significant at about \$450 per FTE annually, which largely represents ongoing investment in student advising personnel costs, but this cost is offset by tuition dollars gained through higher retention rates. Once implemented, guided pathways practices also result in significant gains in value for students who, thanks to better advising

and being able to build momentum toward completion of their end goal, ultimately take fewer surplus credits, make faster academic progress, and experience higher rates of degree completion. According to the CCRC, this approach reduces the total cost of college even when tuition was raised to offset comprehensive guided pathways reforms which “were sometimes either short-run or postponed until guided pathways was partially implemented (and most were below 5%)” (“Economics of Guided Pathways” 17).

RBC has demonstrated a commitment to comprehensive guided pathways reform through (1) its efforts to begin implementation of pathways principles in ESE@RBC, (2) its recent work in the inaugural cohort of the American Council on Education’s (ACE) Learner Success Lab, a far-reaching, 18-month self-assessment structured around ACE’s Comprehensive Model for Learner Success and RBC’s vision for a guided pathways framework, and (3) its admission into the Community College Research Center’s (CCRC) summer institute on “Guided Pathways at Rural Colleges: Using Data to Launch Large-Scale Reform” (June 14-June 24, 2021).

As a result, RBC received assistance in identifying opportunities for investment in order to realize its vision and SCHEV’s vision for affordable, equitable, and transformative postsecondary education using a guided pathways framework. They include (1) the hiring of a director of Guided Pathways for Success and of additional learner mentors and their certification as career coaches and/or their training in guided pathways methods of creating individualized education plans based on academic and career interests, (2) investment in a concerted faculty initiative to complete comprehensive program mapping and meta-major creation that effectively identifies pathways and develops/identifies workforce competencies within the curriculum while fostering academic/career communities with partners, (3) supporting interactive and experiential learning opportunities and professional development for faculty teaching crucial English and Math courses as well as “light-the-fire” learning experiences in topics of student interest in their first term, and (4) investing in personnel and digital resources to optimize advisor case management and to support data-informed decision making across units of the College.

RBC received \$300,000 in FY 23, and is requesting full funding to implement the remainder of the guided pathways to avoid passing on the costs to students. Resource reallocation could absorb about 25% of the \$842,190.00 annual costs of guided pathways implementation over the next four years through the placement of current personnel in new roles, leaving 75% of implementation costs remaining: \$631,642.00 per year for four years.

GPS Program Components - Diversity, Equity and Inclusion Student Program

Mark Akiyama, a Research Associate at the Community College Research Center (CCRC) of Columbia University Teachers College, conveyed to representatives from RBC at the June 2021 CCRC Summer Institute that Guided Pathways is a means to make a college equitable. As K. M. McClenney wrote in “Guided Pathways to College Completion and Equity” in 2019, “At the heart of the guided pathways reform is a passionate commitment to achieving equity in college access and outcomes for students. As colleges fundamentally redesign students’ educational experiences, they assume the professional and moral obligation to ensure that institutional policies and practices are specifically designed to promote equity—and conversely, to eliminate unintentional barriers, unconscious bias, and institutional racism. Ideally, every design decision is made with equity in mind” (qtd. in Bragg et al., “[Integrating Racial Equity into Guided Pathways](#)” 1).

GPS Program Components - Center for Teaching and Learning

Institutions of higher learning “require multiple teams of cross-unit expertise in order to make progress” (Schroeder 2011, 202). D’Avanzo (2009) identifies the Center for Teaching and Learning (CTL) as one such team, presenting the CTL as a nexus for cross-college communication as well as the refining of assessment and evaluation practices. Investment in a CTL – particularly one invested in the development of instructional technology and/or distance education – can prove a financial boon to institutions (Kelly et. al. 2017). Finally, a CTL grounded in DE&I principles will enable RBC to directly link the goals of Governor Northam’s ONE Virginia strategic plan with his mission to make Virginia the most educated state by 2030.

We are requesting:

- \$50,000 to institute the Center for Teaching and Learning, including furniture, technology, and the displacement of other areas due to the CTL’s stationing in the College’s library.

GPS Program Components - Life Coaches

Life Coaches will provide tier-1 counseling, life skills, and resilience training grounded in culturally responsive pedagogies and person-first practice cultivated in fields such as social work through mental health skill building.

These positions will fill a desperate need at RBC for student mental health and general wellness support, particularly support that addresses the diverse needs of our multiply diverse student body. Indeed, Abrams (2020) points out that in the wake of COVID-19, colleges and universities will need to invest more heavily in mental health and crisis services with the understanding that the college experience will look and feel very different from the way it did before.

Finally, the addition of a Life Coach position to the Student Success team (and student support services more broadly) serves to differentiate mental health and general wellness support from the work of Learner Mentors as coordinators of students’ guided path through RBC including academic advising, career counseling, and transfer counseling.

We are requesting:

- \$162,000 to fund Life Coach positions (\$40,000 salaries with 35% added to account for fringe benefits – \$54,000 total – for three life coaches).

GPS Program Components - Course Redesign for DE&I

Richard Bland College of William & Mary offers courses in over 30 different areas of academic focus ranging from Art to Theatre, all transferrable to four-year Virginia institutions.

Over 70% of student respondents to the TOCAR survey administered by the Racial Justice & Equity task force agreed or strongly agreed that RBC should offer more courses focused on racial issues, while 63% of student respondents agreed or strongly agreed that all students at RBC should be required to complete at least one course that includes analysis and skills needed for dismantling racism.

Following the Modern Language Association’s model for Humanities Innovation Grants – \$3,000 grants that support the development of courses and other educational programs aimed at building enrollments and

September 21-23, 2022

Page 10 of 26

revitalizing students' interest in the humanities – Richard Bland will offer \$3,000 grants to support faculty development and the offering of courses that address issues of diversity, equity, and inclusion.

We are requesting:

- \$90,000 to provide these faculty grants (\$3,000 per course at one course per area of academic focus, 30 total).

These requests total \$302,000 for the first year. After the establishment of the Center for Teaching and Learning and course re-designs, the requests will be reduced to \$162,000 for subsequent years.

Student Health Program Expansion

Richard Bland College does not have an infirmary and did not have any related health care support prior to the COVID-19 pandemic. As a result of the pandemic and the need to develop health care strategies, RBC entered into an agreement with Virginia Commonwealth University to provide virtual health care for our rural, first generation, residential community. A VCUHealth physician would virtually meet with a student exhibiting symptoms and develop a treatment plan. This program was a success for the College and was extremely helpful in the management of COVID cases on campus. It was an important strategy for determining isolation and quarantine protocols to keep the community safe. The tele-med health program was expanded in the second semester to include follow up appointments at local VCUHealth clinics.

Student mental health in higher education has been an increasing concern. The pandemic has brought this vulnerable population into renewed focus. The College is requesting funds to expand the program with VCUHealth to include virtual mental health support. Over 90% of college students experience negative mental health symptoms due to the pandemic, according to a recent BestColleges.com survey. Nearly half of students struggle with isolation, anxiety and a lack of focus. Students have also found it difficult to participate in online classes and complete homework. A request of \$125,000 per fiscal year is requested to provide virtual health care.

Student Employment

Student employment has proven to be an effective way for students to earn money and gain valuable experience while becoming more connected with their campus community. In 2020 RBC worked to develop and apply learning outcomes to all campus jobs that help students understand what they will learn on the job and to be able to apply these skills in future employment experiences. We plan to continue to expand student employment opportunities to include additional departments on campus; therefore, additional funding is requested to facilitate this expansion and meet the statewide increase in the minimum wage rate. A request of \$150,000 for student employment is requested.

Requested funds for Student Success strategy: \$2,063,284 (year 1 and 2)

Guided Pathways Implementation

FY23: \$631,642 / FY24: \$631,642	\$ 1,263,284
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Diversity, Equity and Inclusion Student Program

FY23: \$125,000 / FY24: \$125,000	\$ 250,000
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Health Program Expansion

FY23: \$125,000 / FY24: \$125,000	\$ 250,000
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Student Employment

FY23: \$150,000 / FY24: \$150,000	\$ 300,000
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Strategy 4**RBC/VSU School of Technical and Professional Studies (formally known as RBC Online)**

Following an extensive feasibility study by Huron Consulting, Richard Bland College and Virginia State University have partnered to jointly establish an online school of technical and professional studies to meet market demands of the Petersburg region and the state. Specifically, the RBC/VSU School of Technical and Professional Studies (Virtual TPS School) aims to serve the adult learner market, including degree completers, those seeking career changes, military personnel, and students seeking educational flexibility. The Virtual TPS School will focus on teaching excellence, small class sizes, and a dynamic classroom environment with an emphasis on critical thinking and real-world applications.

The Virtual TPS School will provide courses directly connected to labor market demand for occupations expected to grow in the Commonwealth of Virginia. The Virtual TPS School will offer competitively priced degrees and non-traditional offerings such as certificates and micro-credentials to provide options for students who hope to obtain necessary credentials as quickly and cost-effectively as possible to accelerate entry to high-paying jobs.

As a diverse residential two-year college and an HBCU, RBC and VSU have solid track records of delivering high-quality education to historically underserved audiences. The student's experience will be enhanced through the use of RBC's Guided Pathways for Success (GPS@RBC) model, which offers non-traditional students personalized, data informed academic advising through the use of learner mentors and individualized education plans.

The Virtual TPS School will continue to focus on the underserved while broadening the audiences that each partner institution currently addresses. This partnership can potentially be a significant new source of revenue for RBC after the first six years of operation.

Requested funds for Student Success strategy: \$635,000 (year 2)

Associate Director of Online Programs (1)

FY23: \$0 / FY24: \$90,000	\$ 90,000
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Faculty Curriculum Developers (3)

FY23: \$0 / FY24: \$285,000	\$ 285,000
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Instructional Designer (1)

FY23: \$0 / FY24: \$110,000	\$ 110,000
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IT Support Specialist (1)

FY23: \$0 / FY24: \$80,000

\$ 80,000

Admissions support/Enrollment Counselor (1)

FY23: \$0 / FY24: \$70,000

\$ 70,000

Strategy 5 Shared Services Consortium

Richard Bland College will implement a shared services consortium to produce new revenue, gain efficiencies, and decrease cost associated with non-core business functions at the College. The shared services consortium development and implementation is broken up in three distinct phases: (1) build infrastructure and revenue capabilities, (2) establish technology and initiate services with pilot college, and (3) expand platform of services and consortium partners. While more detail may be available for Phase I, specifics related to Phase II & III will be developed as we move closer to each respective phase.

Phase I will be focused on designing and implementing the building blocks of the client partner consortium and host college revenue capabilities. Revenue capabilities in Phase I will focus on a collection service offering for the host college and expand to additional consortium colleges/clients as able. Revenue captured in Phase I will be used to help fund staffing and technology capabilities required to implement later phases of this initiative. Opportunities for quick wins identified in Phase I will be provided to the RBC Chief Business Officer for approval and implementation as appropriate.

Phase I deliverables will include:

- Consortium Governance Model
- Key Performance Indicator (KPI) Monthly Reporting
- Service Level Agreements (SLAs)
- Client Marketing Approach.
- Phase II Strategic Roadmap
- Collection Service Offering & Fee Structure

Phase II will be focused on designing and implementing the ERP capabilities and onboarding the host college into the new service model. Services will initially focus on fiscal services and expand to human capital management & facilities as appropriate and approved by the RBC Chief Business Officer. All processes and services will be compliant with state policies and rules as established by the Commonwealth of Virginia and host college. Opportunities for quick wins identified in Phase II will be provided to the RBC Chief Development Officer for approval and implementation as appropriate.

Phase II deliverables will include:

- ERP Implementation & Configuration for Host College
- Fiscal / HCM Services Established
- Key Performance Indicator (KPI) Monthly Reporting
- Service Level Agreements (SLAs)

- Client Marketing Approach.
- Phase III Strategic Roadmap

Phase III will be focused on expanding the ERP client base and services offered to consortium partners. All processes will be compliant with state policies and rules as established by the Commonwealth of Virginia and the host college, and those policies and rules approved by consortium partners within the governance structure. Opportunities for quick wins identified in Phase III will be provided to the RBC Chief Business Officer for approval and implementation as appropriate. Phase III deliverables will be developed with the host college and consortium partners as appropriate and able.

Director of Shared Services

Develops and manages the client partner consortium and establishes the revenue capabilities. Revenue capabilities in Phase I will focus on a collection service offering for the host college and expand to additional consortium colleges/clients as able. Revenue captured in Phase I will be used to help fund staffing and technology capabilities required to implement later phases of this initiative. Opportunities for quick wins identified in Phase I will be provided to the RBC Chief Business Officer for approval and implementation as appropriate.

Requested funds for shared services: \$200,000 (year 1 and 2)

FY23: \$0 / FY24: \$125,000	\$	125,000
FY23: \$0 / FY24: \$75,000	\$	75,000

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

RESPONSE:

Given the additional funds allocated by the General Assembly in the FY 22 budget, and the current political environment, annual tuition is not expected to increase more than 3%-5% for each year of the next biennium. Of course, such expectations depend on the level of state funding received for key initiatives and maintenance of current services at the level of quality necessary for sustainability. This represents approximately \$8 per credit hour at 3% and approximately \$10 per credit hour at 5%. Furthermore, RBC intends to revisit the distribution of student charges between tuition and mandatory fees to more appropriately align between Educational & General fund and Auxiliary uses.

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

RESPONSE:

September 21-23, 2022

Page 14 of 26

Richard Bland College projects revenue based on the current and anticipated future economic and political environment. In considering a post-pandemic environment, the College projects a moderate rebound in enrollment for the Fall 2021 and will continue to use stimulus funds, while available and provided, to mitigate lost revenue and to discharge student debt.

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

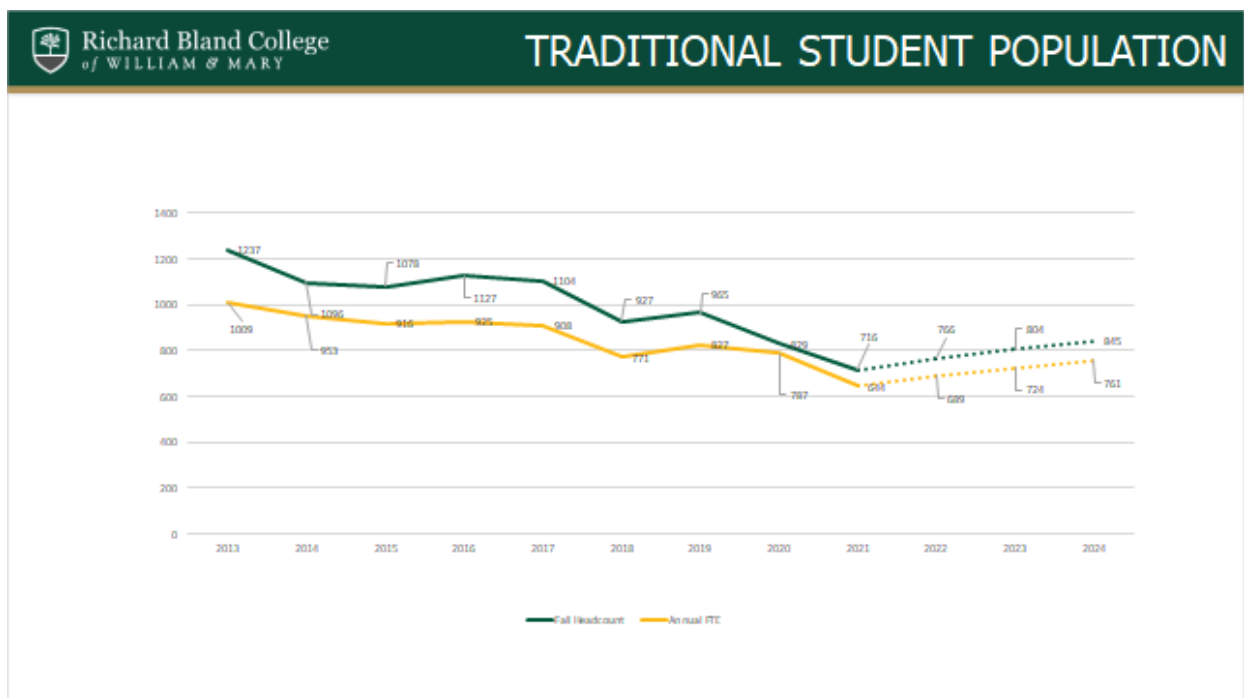
RESPONSE:

Richard Bland College has no additional budget items to add.

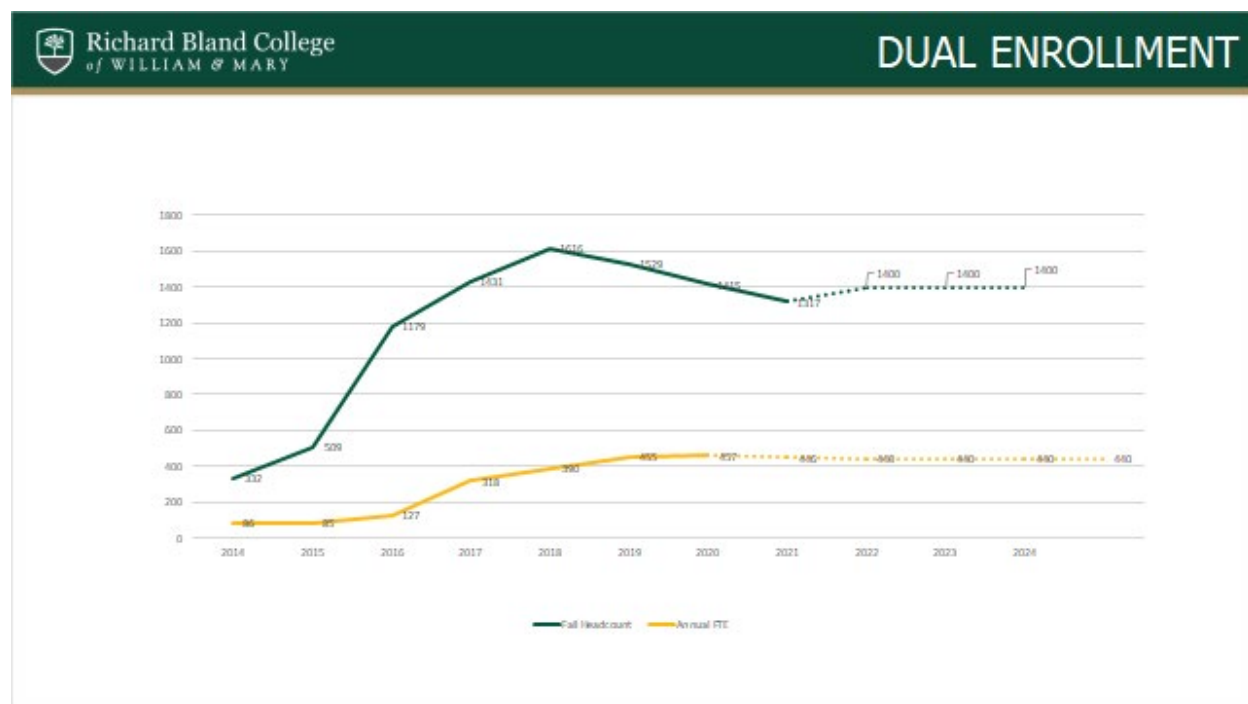
Section F. Enrollment Projections: Include in this section information about how your institution developed its enrollment projections, whether your institution is concerned about future enrollment trends, and, if so, what planning is underway to address this concern. How have enrollment plans been impacted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

RESPONSE:

Richard Bland College has had some difficulties in making enrollment projections historically; therefore, we have remained relatively conservative with our enrollment projections. We experienced a 25% decrease in our traditional-aged core population.



We anticipate that post COVID-19 and with our return to almost normal operations in the fall 2021, that we can rebound from this trough and realize a three to five percent (3-5%) increase in this population of students over the next few years. We expect to maintain Dual Enrollment populations at current levels.



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

RESPONSE:

Richard Bland College is working on multiple new programs to advance the mission and vision outlined in our Strategic Plan, [Seize Your Potential](#), and to increase accessibility to the College, consistent with the Virginia Plan for Higher Education. RBC was recently approved to add an instructional site at Rock Ridge High School in Loudoun County Virginia. This site is strictly for dual enrollment because RBC offers 49% of its degree program to students as dual enrollment. In a new, similar agreement with Hopewell City School Division, RBC will be seeking to add an additional instructional site at Hopewell High School and establish an Early College.

RBC worked with Commonwealth Center for Advanced Manufacturing (CCAM) and GO Virginia in 2021 to create the Federation of Advanced Manufacturing Education (FAME) Academy of Central Virginia. This apprenticeship model combines classroom learning with paid, on-the-job experience and skill development in high demand fields across industry sectors. The Advanced Manufacturing Technician (AMT) program administered under the FAME model is the country's premier advanced manufacturing education and

development program. It is managed and supported by the Manufacturing Institute, serving over 400 companies and 34 chapters nationally.

FAME has already expanded from nine local manufacturing partners to twelve partners. Industry partners include Amsted Rail, AMPAC Fine Chemicals, BluePrint Automation, Civica Rx, Coesia, EPT Connectors, Niagara Bottling, Phlow, and Sabra Dipping Company, Jewett Automation, Phillip Morris USA, and Concrete Pipe & Precast. Through the FAME Chapter, RBC's partnership with CCAM helps local manufacturers by hiring competent local students, and it helps students by providing them good-paying jobs that result in little to no college debt, and accelerating their careers in high-demand fields. RBC's FAME partnership also connects businesses to higher education in a meaningful way, attracting technically skilled students who bring unique life experiences that add to the diversity of the campus and the workforce.

RBC is not seeking additional state support for these programs.

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

RESPONSE:

RBC provides financial help to students for whom the rising cost of education is particularly challenging. This financial aid comes in the form of institutional, state, endowment and federal funding to help low and middle-income families afford college. RBC uses unfunded scholarships (e.g., Statesmen Scholars) to assist more students with bridging the gap.

RBC awards financial aid based on the U.S. Department of Education Federal Methodology (FM) formula in calculating a student's Expected Family Contribution (EFC). The EFC determines a student's eligibility for financial aid. The FM formula is used in all of RBC's financial aid packages, including institutional, state, and federal funding. This formula takes into consideration the student's household size, number in college, Adjusted Gross Income, etc., to determine the amount of financial aid to award.

Awarding criteria focus on the neediest of students who are awarded the highest overall financial aid offer. This financial aid offer generally includes state, institutional and federal dollars.

RBC's definition of middle-income and low-income within the financial aid plan is as follows:

- A. Low Income Students in 2019-20 (In-State): Definition = Expected Family Contribution (EFC) of \$0 - \$5,486 (Pell Grant eligible students)
- B. Middle Income Students in 2019-20 (In-State): Definition = Expected Family Contribution (EFC) of \$5,487 - \$16,000

For 2019-2020, the EFC cut-off for awarding Virginia Student Financial Assistance Program (VSFAP) and college grants and waivers to on-time, in-state, financial aid filers is \$16,000. RBC's goal for the future is to continue awarding student financial aid at this trajectory to further increase enrollment and improve retention rates. In order to achieve this, the College is asking for an additional \$500,000 to add incremental awards to further decrease the cost of education for our high-need student population. In addition, and as

outlined in Section A, Strategy 4, the College is requesting \$150,000 to be used for expanded institutional work study to pilot the work-curriculum initiative.

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

RESPONSE:

The 2022-2028 Capital Plan was developed and informed by application of the 2014 Campus Facilities master Plan, which itself reflects the thorough and robust review of programs, facilities, infrastructure, adaptability, replacement and highest and best use as determined by RBC faculty and staff in collaboration with a professional architectural firm. The 2022-2028 Capital Plan was approved by the William and Mary Board of Visitors in February 2014.

Biennium 2022-2024 will be the focus of potential action by the 2022 legislature, and thus reflects the priorities of the College as well as the success of initiatives that were funded by the 2020-2021 General Assembly.

The College expects to make submittals on the 2022-2028 Capital Outlay Plan to the Department of Education (DOE), the Department of Planning and Budget (DPB), the Department of Treasury (TRS), and the State Council of Higher Education (SCHEV) through September 2021. In the course of that process, College staff will develop and refine project budgets, which may adjust the estimates reflected in this plan.

The impact of the COVID-19 pandemic on RBC's capital planning has been substantial, both negatively and positively. Consistent with many colleges and universities in the Commonwealth, RBC experienced enrollment declines throughout the academic year. As faculty were required to teach classes online instead of in person, additional space for producing online classes became necessary. There were limited resources, to include space, for computer labs and science labs resulting in the need for additional space to accommodate the same number of students. Student events and activities were cancelled due to inadequate space for functions. Due to old and inefficient mechanical systems, concerns related to adequate filtered air surfaced and many student services, normally provided to the community, were compromised.

On the positive side, RBC sees opportunities to improve services and, thereby, student outcomes, as a result of lessons learned during the pandemic. By making several strategic shifts in space use, RBC can initiate changes that otherwise would not have occurred for many years. For example, in the most recent General Assembly session, the College received Education and General program funds to transition a small residential building (70 beds) that was designated for use as a quarantine and isolation facility during the pandemic to an admissions and student service center. In doing so, the RBC will be able to offer all of the traditional student service functions associated with admissions, registration, and financial aid in a single location. This "one-stop shop" configuration will streamline the new student's experience, making it easier and more convenient to pay tuition and fees and enroll in classes. Colleges have found a greater number

of prospective student follow through and enroll resulting in higher retention rates. Additional funds are not being requested for this project.

The pandemic accelerated the adoptions of new technologies and pedagogies and the need for additional academic support spaces. The following capital requests allow RBC to take advantage of freed up spaces to offer an exciting new student development initiative and consolidate administrative functions to one location. These minor shifts in space functions will result in significant improvements to the College functions and student outcomes. The request includes:

Statesman Hall HVAC Improvements

Statesman Hall is the main indoor athletic facility at Richard Bland College that hosts competitions for RBC's indoor sports teams and serves as a primary emergency disaster center as part of the State Managed Shelter (SMS) Plan for the Commonwealth.

The facility was originally constructed in 1974 and mostly consists of a 2-story area that includes the large competition Gym space with an extended 1-story area on the east side. On each side of the Gym, in the 2-story space to the north and south are men's and women's locker rooms on the bottom level, with classrooms, weight room, storage rooms, etc. above the locker rooms on the second level. The main public area is the 1-story portion to the east, which is the front of the building and houses the main lobby and corridor, public restrooms, main mechanical room, etc. The space to the west side of the Gym is a narrow corridor allowing egress to the exterior doors out of the back of the building.

The primary reason for moving forward with upgrades to the HVAC system now is due to a problem that RBC experienced in the summer of 2021 with buckling of the wood floor, which has been attributed to high humidity in the space that the HVAC system has not been able to properly control.

The current HVAC system at Statesman Hall is a mixture of original 1974 equipment, namely the air handlers and duct work, and newer boilers, air-cooled chillers, and pumps. The boilers were replaced in 2009, the chillers were replaced during the 2014-15 school year, and the hydronic water pumps were replaced early 2021.

Existing HVAC systems serving the gymnasium are dated and lack current technology utilized to maintain active temperature and humidity control for all operational applications. Specifically, existing air handling systems are controlled to primarily control space temperature and lack the sequences and controls to enable dehumidification operation.

<u>CATEGORY</u>	<u>BASIS</u>	<u>ESTIMATED COST</u>
<u>HARD COSTS</u>		
GENERAL CONDITIONS	LUMP SUM	\$75,000
EXISTING CONDITIONS DEMOLITION	LUMP SUM	\$40,000
FINISHES	ALLOWANCE	\$30,000
ROOFING REPAIRS	ALLOWANCE	\$20,000
STRUCTURAL SUPPORT - ROOF CURBS	ALLOWANCE	\$50,000
HVAC EQUIPMENT - GYM AHU'S	BUDGET PRICING	\$110,000
HVAC EQUIPMENT - LOCKER ROOM AHU'S	BUDGET PRICING	\$22,000
HVAC MATERIAL - ALL (DUCTWORK, INSULATION, PIPING, SUPPORTS, ETC.)	LUMP SUM	\$70,000
HVAC LABOR - HVAC INSTALLATION	LUMP SUM	\$230,000
HVAC - CONTROLS	ALLOWANCE	\$36,000
HVAC - TESTING, ADJUSTING & BALANCING	ALLOWANCE	\$25,000
ELECTRICAL - SUPPORT OF HVAC REPLACEMENTS	LUMP SUM	\$56,000
SUBTOTAL		\$764,000
GC OVERHEAD & PROFIT	10%	\$76,400
SUBTOTAL		\$840,400
CONTINGENCY	10%	\$84,040
SUBTOTAL		\$924,440
ESCALATION	7.5%	\$69,333
TOTAL HARD COSTS		\$993,773
<u>SOFT COSTS</u>		
AE DESIGN & CONSTRUCTION FEES	10% OF HARD COSTS	\$99,377
PERMIT FEES	2% OF HARD COSTS	\$19,875
TOTAL SOFT COSTS		\$119,253
TOTAL HARD AND SOFT COSTS		\$1,113,026

Total soft and hard costs to support work for HVAC replacement is estimated at \$1,113,026.

Center for Experiential Learning and Student Success (CELSS)

Current spaces are inadequate for robust career and student success programming. The Center for Experiential Learning and Student Success (CELSS) will be housed in Pecan Hall once the offices of Admission, Financial Aid and Human Resources transition to Commerce Hall. The addition and renovation to Pecan Hall will allow RBC to consolidate and increase student programming that better prepares students for the world of work and/or upper level college or university coursework. Development of the CELSS program is an outgrowth of an analysis of the most recent RBC student demographics, graduation rates, and offerings that have proven effective for student engagement and retention.

The CELSS programs will enhance student success through preparation of students for the world of work and/or transition to senior level higher education institutions. Given the changes in the workplace as a result of the pandemic and new workplace environments resulting from increased inclusion of technology, artificial intelligence and workflow systems, students need more than traditional academic and student development services. The CELSS programs will complement traditional student development through programs such as mentoring (with professionals in a chosen field, with an emphasis on RBC alumni), tutoring, career planning, internships (cultivated with local businesses), service learning, leadership training (including development of a stronger and broader student government component), and simulated workplace tasks/experiences. Housed in a single location, Pecan Hall, the CELSS will allow the College to offer a comprehensive student focused program that will result in graduates who are better prepared for their future. Specific spaces and/or activities to be housed in Pecan Hall include:

- Career Services Center
- Mentoring Center
- Social resources office to provide students with assistance related to food insecurity and related social and financial challenges.
- Honors program
- Tutoring Center
- Flex space for simulated work experience/simulations
- Student Clubs/Organizations
- Social Justice Center in support of diversity, equity and inclusion
- Student Conduct Review Board
- Study rooms/areas
- Collaboration spaces
- Multi-purpose room for student centric activities
- Conference and Meeting rooms

Through the initial work of RRMM Architects, PC, it is estimated that the cost to renovate and add an additional 3,000 square feet (10,273 total square feet @ \$285.99/sq ft) is \$2,938,219.

Maze Hall Renovation

As a small campus that has evolved and grown since its founding, numerous spaces were created out of necessity and availability of space, without regard to a preferred size or location. This century has seen a gradual shift in pedagogy practices as a result of advances in technology and an emphasis on an active learner. The advent of the COVID-19 pandemic accelerated changes in academic delivery methods with an increased emphasis on online learning, hybrid classes and other forms of student engagement. Full return to a traditional academic schedule and lecture format is unlikely. With students returning to campus, there is an increased need for collaboration spaces, study spaces, hybrid learning environments, and academic content development areas. The library, academic classrooms, science labs and other instructional labs and spaces are clustered on the west campus.

Renovation of Maze Hall provides several benefits to the RBC.

A recent Facility Assessment found Maze Hall, built in 1935, in need of façade repairs to stop water infiltration to the basement and other areas, updates to meet various code and ADA deficiencies, and

mechanical system upgrades to improve make up air, ventilation and filtering. A complete renovation will allow all building systems (except roof and windows) to be upgraded to provide state-of-the-art assets found in the new and recently renovated buildings on the academic (west) side of the campus.

Movement of student related functions out of Maze Hall to the adjacent Commerce Hall building will provide space to move executive level administrators from multiple buildings and create an administrative core space. The continued success of RBC has amplified the need for more administrative personnel, which in turn requires additional spaces. Co-locating these administrative offices in a single building will improve work efficiencies and create a more synergistic environment for the benefit of the College. Renovation of Maze Hall will allow design of the administrative core spaces to reflect contemporary leadership and management practices and office work environments. In addition, it will allow RBC to take advantage of an integrated technology environment that supports both individuals and groups.

Through the initial work of RRMM Architects, PC, it is estimated that the cost to renovate Maze Hall (9,946@ \$180 sq/ft) is \$1,793,439.

Requested funds for Center for Experiential Learning and Maze Hall: \$5,914,571

Statesman Hall HVAC Improvements

FY23: \$1,113,026

Center for Experiential Learning

FY23: \$3,672,773 (includes 15% general conditions and 10% market factor)

Maze Hall Renovation

FY 23: \$2,241,798 (includes 15% general conditions and 10% market factor)

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

RESPONSE:

Richard Bland College has initiated the process to pursue Tier 2 status to relieve the institution of the burden of resources necessary to comply with restrictions in Information Technology and Procurement functions that come with the designation of Tier 1.

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

RESPONSE:

The Commonwealth of Virginia has defined a vision to be the "Best State for Education," with an overall target of 70% educational attainment of all 25 to 64-year old working aged Virginians. To achieve this, three goals are defined as part of the framework for identifying key areas of focus:

Equitable – close access and completion gaps by removing barriers to access and attainment especially for Black, Hispanic, Native American and rural students.

Affordable – lower costs to students, through investing in and supporting the development of initiatives that provide cost savings to students while maintaining the effectiveness of instruction.

Transformative – Expanding prosperity through increased social, cultural and economic well-being of individuals and communities within the Commonwealth and its regions.

Richard Bland College is positioned well to support this effort. The College's innovative program (ESE@RBC) has been used to remove barriers to education and is established, but new, student-centric strategies based on comprehensive guided pathways reforms can improve outcomes around degree completion, student retention, workforce readiness, equity, and time-to-degree (including affordability and transferability of credits in a major), among others.

Research and data collection done in support of our current strategic planning cycle strongly suggests that RBC should evolve ESE@RBC into a fully implemented guided pathways framework as it provides a well-defined **student value proposition** (*i.e.*, a measurable return on the student's investment in college). This framework is composed of:

- easy to navigate onboarding;
- clearly defined pathways that outline workforce-friendly majors and credentials, and effective processes for entering a pathway;
- a work-integrated curriculum focusing on required soft skills;
- fast track programs that enable academically underprepared students to achieve, in a timely manner, expected learning outcomes in crucial English and math courses;
- high-touch, intensive, student-centric support across the college; and
- tools for faculty, staff and students that provide useful information about assessment and progress

The design and implementation of this comprehensive program, **Guided Pathways for Success at Richard Bland College (GPS@RBC)**, is the primary focal point of the future-sighted strategic plan of the College.

This is an initiative that redesigns the entire College to improve the educational experience for every student, from admission through graduation, and deliberately aligns faculty and staff around a clear, laser-focused purpose. The primary directives involve reforms in advising and registration processes to help all students identify realistic and relevant goals as early as possible in their academic career. Well-defined and easy to follow program maps are developed to meticulously guide students in each program through the academic journey with the primary objective of avoiding as much wasted time as possible resulting in a cost savings for the student.

There is also a strong focus on how students are supported, monitored and tracked throughout their courses of study. The program's focus is a full redesign of academic programs, student services, administrative services, recreational services, and all other services that touch the student in order to meet their needs. The objective is to end the confusion that is created through acronym-filled lingo and ambiguous, bureaucratic processes.

Finally, alignment with local and other high-need labor markets is a major principle, ensuring that value exists as students leave with a defined credential and the skills to succeed in a rapidly changing workforce.

The Richard Bland College Student Value Proposition consists of two primary elements. These are defined as our strategic goals:

Strategic Goal: An educational product of high-value with streamlined pathways

Richard Bland College will provide access to educational programs that are streamlined and well-defined, thereby allowing learners to proceed deliberately and efficiently. These programs will be carefully vetted for transferability, academic rigor and relevance to the current market. They will provide unique experiences, including opportunities for research, internships and work experiences that cultivate in-demand technical and soft skills.

Strategic Goal: An unmatched student experience

Richard Bland College will provide a student-centric experience unlike any other in the Commonwealth of Virginia. Support and guidance at every stage of the student lifecycle will be provided enthusiastically with processes and procedures that are user-friendly. We will remove barriers. Through this focused service, RBC will ensure that learners have a clear path to graduation, transfer and beyond. When students reflect back on their time at RBC, the only acceptable memory will be how amazing the experience was and how it helped them to reach their potential.

In order to execute our core mission and provide a unique **student value proposition**, resources are required to fund and support the operations and infrastructure of the college. The Richard Bland Core Promise states that:

All employees and students will support the success of our learning community by aggressively pursuing fiscal stability, operational efficiency and a culture of excellence and innovation.

Strategic Goal: Sustainability in operation

As highlighted in a February 22, 2022, Richmond Times-Dispatch article, Richard Bland College's student enrollment has grown twenty-one percent (21%) over the last four years (2017-2021). The article notes that this growth is in stark contrast with the unprecedented fourteen percent (14%) decline in Virginia's community colleges and significant enrollment decline among nine (9) of the Commonwealth's seventeen (17) public four-year colleges over the same time period.

Bucking the enrollment trend is just one way that RBC stands apart from other institutions of higher education in Virginia. By being entrepreneurial and establishing strategic partnerships, as appropriate, to achieve its mission and strategic goals, RBC has managed not only to survive, but to thrive, in the challenging fiscal landscape of the last decade. Step by careful step, RBC has painstakingly evolved as a new model of higher education in the Commonwealth, restructuring to ensure that all resources are directly aligned with student success and employment.

Today, RBC is a selective, residential two-year institution that is dedicated to providing each student a personalized Guided Pathway to Success (GPS) and to connecting each student to meaningful work experience through an innovative "earn and learn" model offered in partnership with the Commonwealth Center for Advanced Manufacturing (CCAM).

As higher education costs increase, and the number of high school graduates continue to decline, institutions traditionally depend on tuition and auxiliary revenue to cover expenses. To prevent unduly shifting the financial burden to students, RBC is committed to identifying alternative funding streams,

through strategic partnerships, improving internal financial management tools, such as initiating the shared services consortium, and using all available resources in a sustainable and responsible manner.

To ensure a more robust endowment, philanthropic giving and alumni engagement will be invigorated with a focus on student success. Current trends in fundraising highlight interest in one-to-one giving, making appeals for more and varied scholarships a smart strategy. Leveraging the gift of alumni time and talent for program development, internship support, and job placement builds relationships and creates support systems beyond financial gifts. To ensure clarity of goals, targeted giving and legacy campaigns will be established.

RBC has ample opportunity to innovate internally. Automating systems has freed up staff to manage more strategically important challenges. Expansion of data dashboards that are transparent and adaptable clarify expectations and push accountability to drive continuous improvement.

Making the most of every available resource is paramount. We will continue to pursue initiatives in environmental sustainability and recycling. Lower operating costs result in more funds that can be applied to the student value proposition.

These are the tenets that will drive the resource engine at RBC.

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

RESPONSE:

Richard Bland College of William & Mary's Diversity, Equity, and Inclusion Plan emerges from the work of its Racial Justice & Equity task force. President Sydow convened the task force in June 2020, to actively identify, confront, and alleviate racism and discrimination at RBC. Three questions, grounded in the College's stated values, guided the work of the task force (and, indeed, forms the foundation of its DEI plan):

1. How have equity and inclusion been fostered in the structures, systems, policies, and procedures within and across departments at RBC?
2. If nurturing students' potential demonstrates enthusiastic, student-focused service, how are retention and achievement of students of color impacted on RBC's richly diverse campus, one in which a disproportionate number of employees represent their race and culture?
3. What are the appropriate steps required to build an anti-racist learning and working environment in which equity and inclusion serve as core values that inform and inspire RBC's transformation into a multi-cultural, student-centric, and family-friendly campus?

These questions established the tenor for RBC's racial justice work while adumbrating conditions for enabling campus community members to become cross-cultural allies. They also encouraged the task force's development of an explorative protocol that began with the collection of data from each of the campus' functional units through the validated Teaching Our Campus Anti-Racism (TOCAR) instrument. Task force members collected survey data, held listening sessions, and conducted programming to engage employees and students in fostering inclusion on campus. The task force co-chairs detailed these initiatives

in fall and spring semester progress reports. In collaboration with the Office of Communications, the task force promoted its work to the community through its interim reports and on the College's website.

The task force's June 2021 final report contextualizes the body's work in the history of the College, summarizes its operations, and provides recommendations that address the charges provided by President Sydow. The report also delineates an assessment plan to ensure RBC's overall conformation with its articulated anti-racist, multicultural identity and the progress of the faculty, staff, and administration toward the continuous manifestation of this identity.

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

RESPONSE:

Richard Bland College of William & Mary is located in the Petersburg community, and more than 90% of its student body resides in the tri-cities region (Petersburg, Hopewell and Colonial Heights). The city of Petersburg has one of the highest unemployment rates, the lowest health ranking, and one of the poorest performing school systems in the Commonwealth. All Petersburg students (100%) qualify for the free lunch program. The City has been financially unstable and deeply in debt for more than a decade. The median household income is approximately \$33,000. The largest industries are health care and social assistance. With Petersburg as the center city for the region, bordering localities (excluding Chesterfield County) are experiencing economic depression.

RBC is an important economic driver for the region. A Weldon Cooper Center report estimates the following RBC expenditures in FY17:

- Employment Effect – 255 positions;
- \$14M State GDP & \$1M State Revenues, and
- Human Capital Improvements Value - \$7M GDP and \$1M State Tax Revenue.

RBC's total economic contribution equals \$21 million in GDP and State Tax revenues.

Official Commitment and Policies and Practices to support Freedom of Expression, and Inquiry, Free Speech, Academic Freedom and Diversity of Thought

As part of the biennial six-year financial plan required in the provisions of § 23.1-306, Code of Virginia, each public four-year institution of higher education, Richard Bland College, and the Virginia Community College System shall include in its six-year plan and amendments to its plan submitted to the State Council of Higher Education for Virginia (SCHEV) an official commitment and set of policies and practices to support freedom of expression and inquiry, free speech, academic freedom, and diversity of thought.

Richard Bland College takes its commitment to constitutional principles of free expression and open exchange of ideas seriously. This includes the principles of free inquiry, free speech, academic freedom and diversity of thought. The College believes that it demonstrates these ideals through a variety of resources, trainings and programs for our students, staff, faculty and community. After all, this College, named for one of our founding fathers, rests on the very shoulders of those committed to protect the precepts of the Constitution.

The College demonstrates this commitment through various webpages, including its free speech notification page. The College provides several links to its various policies, practices, and state regulations impacting free assembly on campus, public demonstration, free speech, dissemination of information, and academic freedom.

Our College's webpage includes guidance on how to report incidents of infringements upon free speech, freedom of expression, academic freedom and diversity of thought. The College's Office of Student Success presents these policies and protocols during its standard orientation program and as a supplement for incoming and returning students.

Over the next several months, the College plans, through collaboration with the Student Success and Academic Divisions, to provide education to faculty and staff on freedom of expression, freedom of inquiry, free speech, academic freedom and diversity of thought. In addition, the College will add a frequently asked questions resource for students, staff, faculty and others who wish to understand the College's policies and practices. The College will also plan to form a stakeholder committee to review current policies and practices to ensure compliance and consistency regarding these precepts.

0200 Free Speech Notification Policy:

<https://www.rbc.edu/policy-manual-2019/free-speech-notification/>

5080 Freedom of Speech and Assembly on Campus Policy:

<https://www.rbc.edu/policy-manual-2019/campus-safety-and-police-policies/>

Report on Compliance:

<https://www.rbc.edu/wp-content/uploads/2018/12/Freedom-of-Speech-Compliance-2018-RichardBlandCollege-Virginia-Code-Section-23-1.pdf>

4000 Communication Policies:

<https://www.rbc.edu/policy-manual-2019/communications-policies/>

Academic Freedom Policy:

<https://www.rbc.edu/faculty-handbook/iv-academic-freedom-professional-ethics/>



Richard Bland College
of WILLIAM & MARY

APPROVAL TO FILL VACANCIES IN THE PROFESSIONAL FACULTY

Vacancies in the Professional Faculty of Richard Bland College of William & Mary have resulted because of a retirement, a vacancy, or a newly created position.

THEREFORE, BE IT RESOLVED, that upon recommendation of the President, the William & Mary Board of Visitors approves the appointment of the following individuals to fill these positions:

CHRISTIE, CLARKE, Dual Enrollment Program Director, effective April 10, 2022:

M.S., Administration and Supervision, Virginia State University, 2003
B.S., Liberal Studies/Elementary Education, Longwood College, 1997
A.S., General Studies, Southside Virginia Community College, 1995

Dinwiddie County Public Schools

Director of School & Community Relations, 2018 – 2022
Director of Staff Development, 2014 – 2018
Coordinator of Instructional Technology, 2005 – 2014
Principal, 2003 – 2005

Sunnyside Elementary School

Teacher, 1997 - 2003

BIRDSONG, TIFFANY, Chief Academic Officer, effective May 10, 2022:

PsyD., La Salle University, 2011
M.A., La Salle University, 2008
B.S., Manhattan College, 2006

Richard Bland College

Director of Academics, 2021 - 2022
Associate Professor of Psychology, 2021 - present
Assistant Professor of Psychology, 2015 – 2021

September 21-23, 2022

Page 2 of 6

Discovery Counseling and Consulting
Clinical Psychologist, 2013 - 2015

Poplar Springs Hospital
Clinical Psychologist, 2013

Good Neighbor Outpatient Services
Outpatient Clinician, August 2011- March 2013

BOYD, KIMBERLY, Vice President, effective July 1, 2022:

Ph.D., Social Psychology, Virginia Commonwealth University, 2003
M.S., Psychology, Virginia Commonwealth University, 2002
M.A., Counseling Psychology, GA School of Professional Psychology, 1996
B.A., Psychology, Spelman College, 1991

Richard Bland College
Chief Research Officer, 2021 – 2022

Hampton University,
Chairperson, Psychology Department, 2003 – 2005

Virginia State University
Interim Assistant Dean, College of Natural and Health Sciences, 2019 - 2021
Chair and Professor, Psychology Department, 2018 – 2021
Professor, 2005 – 2015
Associate Chair, 2012 – 2015

Eastern Virginia Medical School (EVMS),
Research/Community Professor, Department of Psychology, 2003 – 2005

Centers for Disease Control and Prevention (CDC)
Behavioral Scientist, 2002 – 2003
Deputy Branch Chief, 2000 – 2001
Research Psychologist, 1999 – 2002
Public Health Analyst, 1997 – 1999
Grants Management Specialist, 1991 – 1997

Experiment in International Living (EIL)
Government Scholar, 1987 – 1987

September 21-23, 2022

Page 3 of 6

Virginia Medical Center
Government Scholar, 1995 – 1995

Decatur Hospital, Addiction Recovery Resources
Psychology Intern, 1996 - 1996

MAY, JUSTIN, Chief Enrollment Officer, effective July 1, 2022:

M.S., Management Strategy, and Leadership Michigan State University
B.S., Bachelor of Science, Walden university

Richard Bland College
Director of Admissions, 2021 - 2022

ECPI University School of Technology
Director of Enrollment, 2012 – 2021

Advance Care Pharmacy
Vice President of Sales, 2013 - 2016

Medical Careers Institute, School of Health Science
Director of Enrollment, 2007 - 2012

Beta Tech
Director of Recruitment and Sales, 2003 - 2007

SOKOL, STACEY, Director of Institutional Effectiveness & Compliance, effective July 1, 2022

M.B.A., Virginia Commonwealth University, School of Business, 2012
M.Ed., Adult Learning, Virginia Commonwealth University, School of Education, 2008
B.B.A, *Cum Laude*, Hospitality & Tourism Management, James Madison University, School of Business, 1995

Richard Bland College
Director of Online & Strategic Partnerships, 2021 – 2022
Director of Online & Continuing Education, 2020 – 2021
Program Manager for Strategic Initiatives, 2018 – 2020

Virginia Commonwealth University
Director of Executive MBA, 2013 - 2018
Assistant Executive MBA Director, 2004 – 2013

September 21-23, 2022

Page 4 of 6

MIDGETTE, THOMAS, Director of Industry Partnerships & Workforce Initiatives, effective July 1, 2022:

Ed. S., Educational Leadership, Liberty University, 2018
M.S., Education, Old Dominion University, 2015
B.S., Engineering Technology, Old Dominion University, 2013

Richard Bland College
FAME Director, 2021- 2022

Petersburg High School
Assistant Principal, 2014 – 2019
CTE Department Chair, 2017
Tech. Ed Instructor, 2014 – 2017

Vernon Johns Middle School
Summer School, Instructional Coach
Dean of Students, 2017 – 2019

U. S. Navy
Petty Officer Second Class – Aviation Electrician Mate, 2007 – 2011

JACOBSON, MARK, Controller, effective July 1, 2022:

B.A., Finance, The College of William & Mary, 1990
A.S., Richard Bland College, 1987

Richard Bland College
Director of Accounting & Financial Reporting, 2019 – 2022

Virginia State University:
Assistant Controller, 2006 – 2019
Cost Accounting Manager, 2005 – 2006
Financial Reporting Analyst, 2005

UNICOR Federal Prison Industries:
General Business Manager, 2001 – 2002
Supervisory Accountant, 1999 – 2002
Cost Accountant, 1996 – 1999
Contract Specialist Trainee, 1992 - 1995

September 21-23, 2022

Page 5 of 6

Butner Correctional Institute:
Contract Specialist, 1995 - 1996

Peaches Music and Video:
Shipping and Receiving Clerk, 1991 – 1992

Bond True Value Hardware:
Sales Clerk, 1983 - 1990

IFEKWUNIGWE, ANN MARY, Program Director, University Center, effective August 25, 2022:

Ph.D., Harvard Graduate School of Education, 2014
M.B.A, Massachusetts Institute of Technology, 2007
M.Ed., Education Policy and Management, Harvard University, 2005
M.S., Administration and Administrative Services Credential, Pepperdine University, 2002
M.Ed., Multiple Subject Professional Clear Teaching Credential, UCLA, 1990
B.A., Human Development, UC Riverside, 1988

Richmond Public Schools
Teacher, 2008

Petersburg Public Schools
Director of College and Career Readiness, 2016 – 2020

Newport News Public Schools
Program Administrator, 2005 – 2016

ASCD
Director of UCLA National Board for Professional Development, 2000 - 2005

Los Angeles School District,
Teacher, 1991 – 2004