



Richard Bland College

BOARD OF VISITORS

MEETING SCHEDULE

September 23 – 24, 2025

All meetings will be held in the AIC Boardroom unless otherwise noted.

Tuesday, September 23

6:00 p.m. Rector's Dinner – Hotel Petersburg
(Voting Board members, President, and Counsel)

Wednesday, September 24

9:00 - 10:30 a.m. Finance, Audit and Compliance Committee*

10:30 - 11:30 a.m. College Assets: Opportunity and Innovation

12:00 p.m. Higher Education Consolidation: An Overview (lunch meeting)

12:45 - 1:15 p.m. Academics and the Student Experience - Guided Pathways to Success

1:30 p.m. Action Items

3:00 p.m. Adjournment

* All members of the board were invited to participate in this committee meeting, making it a committee of the whole. Nevertheless, procedural rules are based on those of the committee. The meeting times of the committees and full board are approximate; the board cannot always anticipate changes in the length of its meetings.



Richard Bland College

BOARD OF VISITORS

BOARD MEETING AGENDA

September 24, 2025 | AIC Boardroom | 10:30 a.m. – 3:00 p.m.

10:30 a.m. **Welcome and Introductory Remarks - John Rathbone, Rector**

Approval of August 27, 2025 Minutes

10:45 **President's Report – Debbie Sydow, President**

College Assets: Opportunity and Innovation

Part I. Research and Grants – Dr. Kimberly Boyd, VP & Chief Research & Innovation Officer

Part II. Technology Strategic Plan – Charita Johnson, College CIO, Ellucian

Part III. Campus Master Plan – Eric Kondzielawa, Chief Operating Officer

11:45 **BREAK**

12:00 p.m. **Working Lunch: Higher Education Consolidation: An Overview – A conversation with John MacIntosh, Managing Partner, SeaChange Capital, facilitated by Dr. Eileen Strempel**

12:45 **Academics and the Student Experience – Guided Pathways to Success**

Part I. Academic Programs Presentation – Dr. Adam Zucconi, Chief Academic Officer

Part II. Student Success Presentation – Ben Thoreson, Director of Student Success

1:30 **BREAK**

1:45 p.m. **I. Committee Reports**

Finance, Audit and Compliance Committee – Chuck Patton, Chair

II. Action Items

Resolution 1 – Appointment to Fill Vacancies in the Instructional Faculty

Resolution 2 – Award of Academic Promotion

Resolution 3 – Approval to Fill Vacancies in the Professional Faculty

Resolution 4 – Resolution to Approve the College Workforce Plng. and Develop. Report

Resolution 5 – Resolution to Approve 2026-2032 Capital Outlay Plan

Resolution 6 – 2026-32 Six-Year Plan

Resolution 7 – Approval of BOV Status Update Report

III. Closed Session is Anticipated

3:00 p.m. Adjournment



Richard Bland College BOARD OF VISITOR

ORIENTATION AND INAUGURAL BOARD MEETING MINUTES

Wednesday, August 27, 2025 | 10:00 a.m. - 3:30 p.m. | AIC Boardroom

Presiding Officer(s) - Honorable James Dyke, Jr. (prior to election of officers) and Rector John Rathbone

I. ORIENTATION

The Richard Bland College (RBC or College) Board of Visitors (Board) held its orientation and inaugural Board meeting on Wednesday, August 27, 2025, on campus at the Academic Innovation Center Boardroom.

The orientation began at 10:00 a.m. with Petersburg Mayor Sam Parham '96 welcoming the new Board members to RBC and the Petersburg area. He then recognized Dr. Debbie Sydow, President of RBC, to deliver remarks. President Sydow reflected on the momentous occasion of welcoming the newly appointed Board members to the College and the significance of the inaugural Board meeting. She shared that the theme for today's meeting is "advancing and measuring excellence" and then asked staff in attendance to introduce themselves.

President Sydow then introduced Mr. John Rathbone, immediate past chair of the RBC Committee of the William & Mary Board of Visitors (2022-25). Mr. Rathbone, as an icebreaker, asked the Board members in attendance to share a word that best describes what they want to achieve for RBC students during their time on the Board and to share a story from their time as a student. Besides Mr. Rathbone, Board members in attendance were Mr. Charles Patton, Mr. Sam Parham, Ms. Bouwien Smits, Ms. Vickie Schray, and Mr. Albert Poole. [Mr. James Dyke arrived at approximately noon.] President Sydow then gave a brief overview of the objectives of the day.

At 10:15 a.m., Dr. Eileen Stremmel, Strategic Planning and Governance Consultant, discussed key components of the Evaluation and Recommendations for Richard Bland College report released on August 15, 2024, that charged the RBC Board with 1) improving key performance indicators in the areas of enrollment, student outcomes, and financial sustainability, and 2) exploring options for consolidation. She also noted the reporting deadlines that were included in the report and established in Code. Dr. Stremmel then introduced Dr. Tiffany Birdsong, Chief of Staff, and Ms. Ashley Fuller, Data and Compliance Officer to speak to RBC's progress on key performance indicators.

Dr. Birdsong provided an overview of the College, noting the impact parental wealth and income have on college completion and the positive impacts of higher education on the upward mobility of lower-income students like those who enroll at RBC. Dr. Birdsong pointed out that approximately 40 percent of RBC students are first generation college students.

Prof. Fuller provided information about RBC enrollment and the College's dual enrollment program. She also discussed the large number of transfer partnerships RBC has with four-year colleges and universities throughout Virginia. Currently the top three transfer schools for RBC students are Virginia Commonwealth University, Old Dominion University, and Virginia State University. Prof. Fuller shared that RBC students recently also transferred to elite schools, such as Amherst College, Princeton University, and the University of North Carolina at Chapel Hill. She also noted that the number of degrees and certificates conferred since 2021-22 has steadily increased.

Dr. Birdsong then discussed how RBC provides an on-campus experience similar to a four-year experience, but at a reduced cost. She shared that RBC's average tuition and mandatory fees is currently \$9,330, which compares favorably to that of \$15,455 for the average public 4-year institution. Dr. Birdsong provided information about innovative programming that the College uses to reduce the cost of education for students, including the Promise Scholars and Honors programs, scholarships, and institutional work-study opportunities, among others.

Following a break at 11:00, orientation resumed at 11:15 with a working lunch and a presentation about higher education governance and optimizing board performance by Dr. Sandra Jordan, Chief of Staff at the Southern Association of College and Schools Commission on Colleges (SACSCOC). Dr. Jordan emphasized best practices for effective governance and highlighted five key areas, including 1) board composition and structure, 2) clear distinctions between governance and management, 3) strategic planning, 4) financial oversight and risk management, and 5) continuous board assessment. She discussed how strategic planning should be prioritized with regular reviews of the institution's mission. Dr. Jordan also encouraged ongoing board development and noted that boards should adapt to the evolving governance landscape while safeguarding the institution's mission and protecting its chief executive officer.

Nathan Moberley, RBC College Counsel from the Virginia Office of the Attorney General, provided an overview of the legal and ethical responsibilities of Board members. Mr. Moberley outlined the Board's duties as defined by Virginia Code and emphasized its governance responsibilities. He highlighted the importance of Board compliance with the Virginia Freedom of Information Act, detailing open meeting requirements, electronic participation rules, and procedures for closed sessions. Mr. Moberley discussed the members' duties under the Virginia Conflict of Interests Act and emphasized the need for ethical conduct to maintain public trust and avoid the appearance of impropriety.

II. BOARD MEETING

At 12:50 p.m. the full Board convened. The member whose last name appears first in alphabetical order was selected to oversee the discussion and vote of the Board's initial action items.

BOARD MEMBERS PRESENT: Hon. James Dyke, Jr.; Hon. Samuel Parham; Mr. Charles Patton; Mr. Albert Poole; Mr. John Rathbone; Ms. Vickie Schray; Ms. Bouwien Smits

OTHERS PRESENT: Dr. Debbie L. Sydow, President; Dr. Kim Boyd, Vice President and Chief Research & Innovation Officer; Dr. Tiffany Birdsong, Chief of Staff; Stacey Sokol, Chief Business Officer; Eric Kondzielawa, Chief Operations Officer; Jesse Vaughan, Chief Marketing and Communications Officer; Justin May, Chief Enrollment Management Officer; Charita Johnson, Chief Information Officer; Vicki

Humphreys, Chief Development Officer; Dr. Adam Zucconi, Chief Academic Officer; Ashley Fuller, Data and Compliance Officer; Dr. Evanda Watts-Martinez, Director of Counseling Services and Asst. Prof. of Education; Terelle Robinson, Associate Director of Government Relations; Nathan Moberley, College Counsel, Virginia Office of the Attorney General; Dr. Eileen Stremmel, Strategic Planning and Governance Consultant; Dr. Sandra Jordan, Chief of Staff, SACSCOC; Jeff Palmore, Principal at Capitol Square Strategies; Shion Michael, Ellucian Junior I.T. Administrator; Gerrit Smith, Senior Executive Administrator and Clerk to the Board of Visitors
RBC Students & Staff

Mr. James Dyke called the Board meeting to order at 12:50 p.m. and recognized that a quorum was present.

Mr. Dyke requested a motion to approve **Resolution 1**, Bylaws of the Richard Bland College Board of Visitors as amended. The motion was made by Mr. Sam Parham, seconded by Ms. Vickie Schray, and the Clerk to the Board, Gerrit Smith, was asked to call the roll. The motion passed 7-0.

Resolutions 2, Electronic Participation Policy; **Resolution 3**, Conflict of Interest Policy; and **Resolution 4**, FOIA Policy of the Board of Visitors (BOV 001- 003) were voted on by block. Mr. Dyke requested a motion to approve Resolutions 2 through 4. The motion was made by Mr. Albert Poole, seconded by Ms. Schray. Mr. Smith was asked to conduct the vote, and the motion passed 7-0.

The Board then discussed nominations for Officers. Mr. Charles Patton nominated John Rathbone for Rector. The motion to nominate Mr. Rathbone was made by Mr. Poole, seconded by Ms. Schray, and approved by voice vote. Mr. Rathbone accepted the nomination.

Mr. Patton nominated Mr. Poole for Vice Rector. The motion to nominate Mr. Poole was made by Mr. Rathbone, seconded by Mr. Parham, and approved by voice vote. Mr. Poole accepted the nomination.

Mr. Rathbone nominated Ms. Schray for Secretary. The motion to nominate Ms. Schray was made by Mr. Patton, seconded by Mr. Poole, and approved by voice vote. Ms. Schray accepted the nomination.

There being no other nominations, Mr. Dyke requested a motion to approve **Resolution 5**, Election of 2025-26 Board Officers. The motion was made by Mr. Parham, seconded by Mr. Poole, and approved by voice vote.

Following votes on the first five resolutions, Mr. Jesse Vaughan, Chief Marketing & Communications Officer provided an update of the College's rebranding efforts over the summer, with prioritization given to re-introducing RBC's core essence and messaging separate and apart from W&M. Mr. Vaughan shared with members that one of the immediate challenges was to change the public facing logos and images that included W&M. He then discussed the contributions that Ms. Julia Yager, brand consultant, made over the spring and summer months to lead the development of RBC's new brand identity, values and messaging, which will be used to guide future marketing campaigns. He then shared the most successful video the RBC marketing team has developed, with over four million views on social media. Mr. Vaughan introduced Mr. Justin May, Chief Enrollment Management Officer.

Mr. May provided an overview of RBC demographics, current enrollment trends and the College's enrollment strategy. He shared that approximately 58 percent of students are students of color with an

estimated 40 percent of students identifying as first-generation college students, and there is a 32 percent graduation rate (which doesn't fully account for those who transfer before graduating). Mr. May discussed the upcoming so-called "enrollment cliff," which will lead to fewer students attending college, and targeted strategies to mitigate this decrease in college-aged students. He described the six (6) typologies or "personas" of the RBC student population and then introduced four RBC students: Richard Agbo, RBC Student Assembly International Representative; Lilli Brown, RBC Student Assembly President; Zuyemi Cortez-Cardenas, RBC Admissions work-study student; and Kaya Pope, RBC Admissions work-study student. The students introduced themselves, stated why they decided to attend RBC, shared their experiences at the college, and talked about their post-graduation plans.

Following a fifteen-minute break, the Board reconvened at 2:45 p.m. Rector Rathbone requested a motion to pass **Resolution 6**, Board of Visitors Meeting Calendar 2025-26. The motion was made by Mr. Patton, seconded by Mr. Parham and approved by voice vote.

Rector Rathbone requested a motion to pass **Resolution 7**, Transfer of the James W. and Carolyn M. Sutherland Fund. The motion was made by Mr. Dyke, seconded by Mr. Patton and approved by voice vote.

Rector Rathbone requested a motion to move the Board meeting into **closed session** for the purposes of Virginia Code §2.2-3711.A.1 to discuss personnel matters pertaining to President Sydow's salary adjustment. The motion was made by Mr. Dyke, seconded by Mr. Parham and approved by voice vote. The Board went into closed session at 2:50 p.m.

The Board reconvened in **open session** at 3:20 p.m.

Rector Rathbone requested a motion that members of the Board certify by roll call vote that, to the best of each member's knowledge, only matters lawfully exempted from the open meeting requirements and the Virginia Freedom of Information Act were discussed, and only matters identified in the motion to have a closed session were discussed. The motion was made by Mr. Dyke, seconded by Mr. Parham, and was certified by roll call vote, 7-0 by Clerk Smith.

Rector Rathbone requested a motion to pass **Resolution 8**, Presidential Salary Adjustment. The motion was made by Mr. Patton, seconded by Mr. Parham, and passed by voice vote.

There being no further business, Rector Rathbone adjourned the meeting at 3:25 p.m.



Richard Bland College

SACSCOC Substantive Change On-site Visit

October 28, 2025

Who:	SACSCOC On-site Committee and Richard Bland College Board of Visitors (BoV)
What:	On-site Visit as part of the SACSCOC Substantive Change Review process
Where:	Academic Innovation Center (AIC) Board Room
When:	October 28, 2025 (10am-Noon)
Why:	SACSCOC Compliance relative to Section 4 (see details below)

SACSCOC Standards Summary (Section 4)

Standard 4.1	Governing board structure and authority
Standard 4.2b	Distinction between board and administration roles
Standard 4.2c	Conflict of interest policy for board members
Standard 4.2d	Policy for dismissal of board members
Standard 4.2e	Board control over institutional operations
Standard 4.2f	Protection from external influence
Standard 4.2g	Board self-evaluation practices
Standard 4.3	Multi-Level Governance N/A

Executive Summary: SACSCOC Governance Change Report

This executive summary is tailored for the Richard Bland College (RBC) Board of Visitors in preparation for the upcoming SACSCOC on-site visit scheduled for October 28, 2025. This executive summary highlights key governance changes and compliance areas aligned with the Principles of Accreditation.

Purpose and Scope

This document serves as formal documentation for the Substantive Change Committee regarding a change in governance at Richard Bland College. It outlines the institution's compliance with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Principles of Accreditation, specifically those affected by the governance change. The submission includes supporting evidence and narratives regarding the standards.

Institutional Overview

Richard Bland College (RBC) affirms its commitment to integrity, mission alignment, and eligibility standards. The governance structure is designed to ensure transparency, accountability, and alignment with state and federal responsibilities. The institution's mission and strategic goals are clearly articulated and supported by qualified leadership and administrative oversight.

Governance Structure and Board Compliance

The Board of Visitors at RBC consists of nine members appointed by the Governor of Virginia, as stipulated in the Code of Virginia §23.1-2106. The Board exercises fiduciary oversight and maintains independence from institutional management. It is not presided over by the Chief Executive Officer and is free from conflicts of interest, ensuring compliance with SACSCOC Standard 4.1.

Key governance practices include:

- Clear distinction between board and administrative roles.
- Mechanisms for CEO evaluation and board self-assessment.
- Policies addressing conflict of interest, board dismissal, and external influence.

Shared Governance and Faculty Participation

At Richard Bland College, shared governance is not merely a structural framework - it is a guiding philosophy that ensures inclusive, transparent, and collaborative decision-making between the President, Board of Visitors, and faculty. Faculty engagement is multi-tiered through the Faculty Assembly, departmental leadership, and service on standing and ad-hoc committees. These include the Academic Council, President's Council, and specialized bodies such as the Peer Review and Appeals Committees. The Report references updates to the Faculty Handbook (Fall 2025) to reflect current committee structures.

Compliance and Accreditation Standards

The document affirms RBC's adherence to SACSCOC policies, including:

- Publication of accreditation status.
- Control of finances and student complaint procedures.
- Compliance with federal and state responsibilities.
- Policy statements on reaffirmation and separate accreditation for autonomous units.

Conclusion

Richard Bland College has demonstrated a comprehensive and transparent approach to governance reform. The institution's documentation reflects a commitment to SACSCOC standards and readiness for the upcoming on-site visit. The Board of Visitors will be provided with the full report and supporting materials to ensure alignment with accreditation expectations prior to the on-site visit.



Richard Bland College

Technology
Strategic
Plan
2025-2028



A LETTER FROM THE CIO

Colleagues and Community,

This Technology Strategic Plan represents a pivotal step forward for Richard Bland College. As a two-year, residential liberal arts institution with a strong tradition of student-centered support and academic excellence, RBC is embracing a new digital future—one that builds on our mission to prepare students for a lifetime of endless potential.

Technology is no longer simply a back-office function. It is the connective tissue of every modern educational experience. Through this plan, we are advancing a digital strategy that puts students first, empowers faculty and staff, and supports innovation through infrastructure and data.

Our priorities reflect the strategic goals of the institution: delivering high-value pathways, ensuring unmatched student experiences, and creating operational sustainability. We are focused on practical, inclusive, and resilient technology that delivers results.

This plan is the product of cross-campus collaboration and forward-thinking leadership. It outlines our shared direction, but the outcomes will depend on all of us. Technology evolves quickly—and so must we.

Let's lead boldly.

Charita Johnson
Chief Information Officer

On behalf of Richard Bland College – Ellucian Managed Services

2025-2028 TECHNOLOGY MASTER PLAN

In June 2024, Richard Bland College launched its Technology Strategic Planning process with a kickoff session led by President Dr. Debbie Sydow. Dr. Sydow emphasized the importance of this work, underscoring its role in advancing the mission and impact of the college across the campus community.

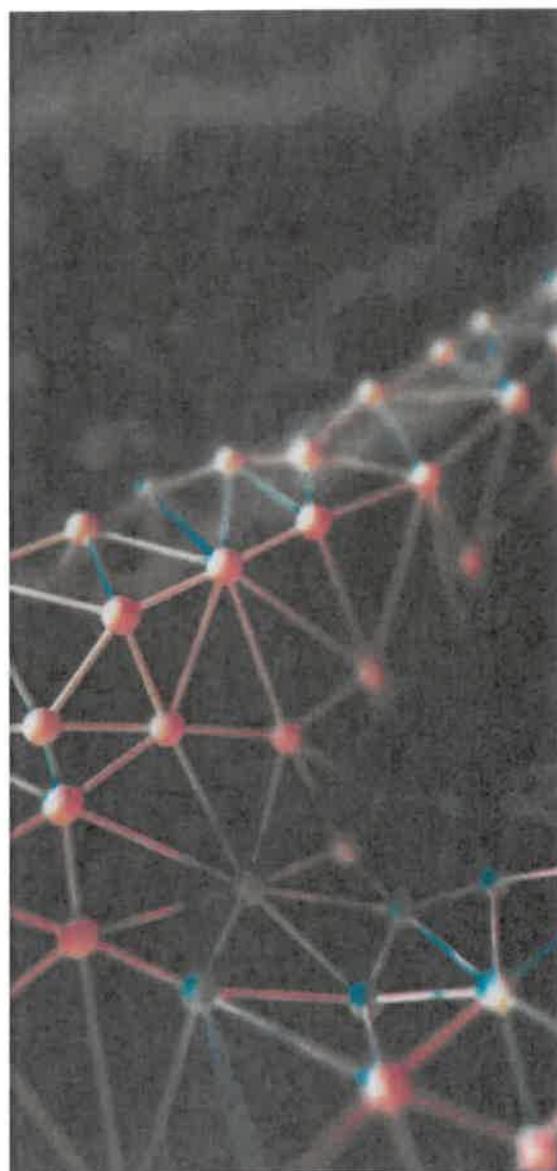
Under the leadership of CIO Charita Johnson, a core group was assembled known as the Technology Strategic Planning Core Group. This team functioned within the college's existing technology governance structure and included broad representation from faculty, staff, and leadership. Their charge: help envision the future of technology at RBC in alignment with the college's institutional strategic plan.

Input was collected through a combination of planning workshops, campus meetings, and a student survey to ensure the voice of the learner played a central role. Each focus area was assigned a Goal Champion who coordinated the development of Objectives and Key Results (OKRs) for their respective domains.

Informed by RBC's 2020–2025 Strategic Plan, this technology roadmap serves as both a reflection of institutional priorities and a forward-looking commitment to innovation, equity, and student success.



eci

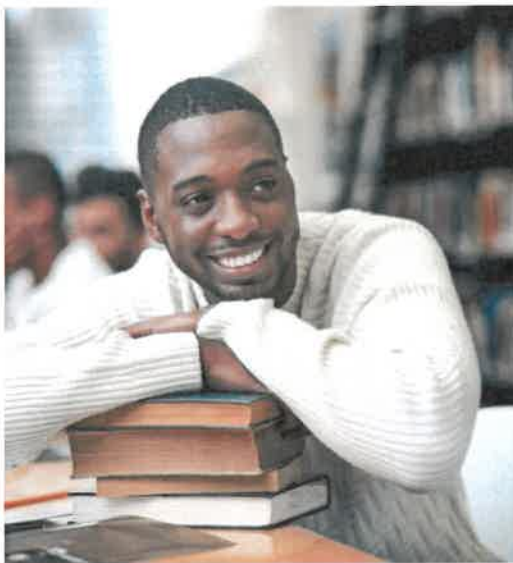


CHARTING A BOLD FUTURE

Advancing Richard Bland College's Mission Through
Strategic, Innovative Technology Leadership

STRATEGIC FOCUS AREAS

To ensure alignment with Richard Bland College's mission, institutional priorities, and the evolving needs of students, faculty, and staff, six strategic focus areas have been identified. These areas form the foundation of the Technology Strategic Plan and will guide ongoing investments, decision-making, and service delivery across campus.



Enhancing Data-Driven Decision Making

*Empowering stakeholders
with timely, actionable
insights.*

Harnessing Artificial Intelligence for Teaching and Learning

*Piloting AI-driven tools and
resources that enrich
education and
engagement.*

Enhancing Student Support Systems

*Holistic support from
enrollment to graduation.*

Strengthening Cybersecurity

*Protecting institutional and
personal data with
modern defense
strategies.*

Expanding Online and Hybrid Learning

*Scaling access through
innovative digital
platforms and flexible
credentialing.*

Improving Communication and Collaboration Tools

*Reconnecting RBC with
streamlined tools and
internal communications
ownership.*

Enhancing Data-Driven Decision Making

As RBC seeks to improve retention, performance, and resource alignment, creating a unified analytics ecosystem will empower stakeholders with timely, actionable insights. This focus area supports the College's shift toward a more data-informed culture—where decisions are guided by integrated reporting and predictive analytics across academics, operations, and student support.

Goal: *Establish a unified analytics ecosystem that integrates academic, operational, and student support data to empower stakeholders with timely, actionable insights for improving student retention, success, and institutional performance.*

Opportunities and Key Results (OKR)	Support Rationale
Implement a centralized data warehouse that combines academic, student success, and operational data.	Supports integrated reporting and real-time decision-making; aligns with institutional effectiveness goals.
Launch ARGOS dashboards for department leads to monitor KPIs tied to enrollment, retention, and resource allocation.	Builds transparency and ownership of outcomes; addresses stakeholder requests during strategic planning kickoff.
Provide faculty and staff training on interpreting and using data in daily operations and planning.	Supports cultural shift toward data-informed decision-making; raised during committee feedback.
Develop predictive models to identify at-risk students and automate alerts to advising and support teams.	Improves early intervention efforts; aligns with student success and retention strategies.
Establish governance structure to ensure data accuracy, privacy, and reporting consistency across departments.	Promotes accountability and reduces conflicting data sources; required for sustainable analytics practices.

Harnessing Artificial Intelligence for Teaching and Learning

This focus area explores the responsible use of AI to enrich the teaching and learning environment at Richard Bland College. By integrating AI into instruction, student support, and institutional processes, RBC seeks to foster innovation, improve efficiency, and ensure equitable access to personalized learning experiences.

Goal: *To foster campus-wide engagement around the topic of AI and to develop faculty and student fluency, in both the current state and future potential for AI in learning, pedagogy, assessment and the workforce of the future.*

Opportunities and Key Results (OKR)	Support Rationale
Encourage RBC instructors to make their courses “AI Aware” beginning in Fall 2025	Encouraging faculty to understand AI technologies, monitor student use, and stay current with rapid developments in the field will allow RBC to have ongoing meaningful conversations about AI in education.
Provide faculty with tools and resources on AI in education in a regular, organized, and easy-to-access format.	Equipping the community with foundational understanding ensures ethical use and builds confidence in new tools.
Launch Ameca as a student-facing AI resource in orientation, first-year experience programs, and RBC courses by Fall 2026.	As a conversational tool, Ameca can build familiarity with AI and serve as a tangible focal point for conversations about the future of AI and robotics in society.

Enhancing Student Support Systems

This focus area centers on building a comprehensive support network that meets students where they are—academically, emotionally, and professionally. By integrating systems, reducing friction points, and proactively engaging students through modern technology, RBC aims to strengthen retention and help each student succeed both in and beyond the classroom.

Goal: *Deploy an integrated, student-centric support platform that unifies advising, career services, mental health resources, and campus engagement to ensure holistic student success and well-being.*

Opportunities and Key Results (OKR)	Support Rationale
Launch a unified student support portal that integrates advising, career services, mental health, and engagement tools by Fall 2026.	Students cited confusion navigating siloed services; integration ensures a streamlined, frictionless experience.
Implement a proactive alert and nudging system that automates outreach based on behavioral triggers by Fall 2026.	Automated nudges will help identify and support students before issues escalate, directly influencing retention.
Achieve 80% student satisfaction with Student Hub as a platform where all resources will be connected by end of Year 2, as measured through regular pulse surveys.	Continuous feedback will ensure support tools are responsive to evolving student needs and preferences.
Increase first-year retention by 5% over three years through coordinated student interventions and technology-enabled engagement.	Holistic support systems that include career, academic, and emotional tools improve persistence and outcomes.

Strengthening Cybersecurity

As digital reliance grows, strengthening cybersecurity is critical to protecting student data, maintaining operational continuity, and building institutional trust. RBC is committed to a proactive, community-focused approach—balancing modern threat detection with campus-wide awareness and forward-looking AI governance.

Goal: *Implement a modern cybersecurity framework that ensures robust protection of student and institutional data, with continuous monitoring, threat detection, and community training.*

Opportunities and Key Results (OKR)	Support Rationale
Launch the “RBC Secure” program with student orientation, Cybersecurity Month events, and KnowBe4 training.	Engage students through hands-on learning; aims to reduce phishing/smishing-related account breaches.
Transition faculty/staff training to a quarterly schedule aligned with VITA SEC 527 standards.	Improves participation and training relevance while reducing fatigue; supported by poll and feedback plans.
Develop and implement an AI cybersecurity strategy using NIST, OWASP, and SIEM/SOAR frameworks.	Prepares RBC for emerging AI risks; supports governance, inventory, and risk assessment for AI tools.
Inventory AI use cases across campus and establish governance controls for procurement and access.	Ensures visibility and responsible AI adoption; prevents vulnerabilities tied to shadow IT or unregulated use.

Expanding Online and Hybrid Learning

This focus area supports RBC's goal to expand flexible, workforce-ready learning through a modern digital strategy. By launching short-term credentials, upgrading platforms, and increasing support for faculty and students, RBC will better serve non-traditional learners and improve student success.

Goal: *Develop a comprehensive digital learning that expands RBC's online and hybrid course offerings while strengthening faculty development and ensuring students have the necessary technology access to succeed.*

Opportunities and Key Results (OKR)	Support Rationale
Select and deploy a modern digital learning platform with full integration into the institution's LMS, CRM, and student systems.	Central to establishing a scalable online presence and seamless user experience across digital tools.
Launch 10- to 12-week short-term, stackable credential programs aligned with workforce needs.	Supports access for working adults and non-traditional learners; improves time-to-completion and job alignment.
Increase percentage of faculty trained in online pedagogy and supported through a faculty support center.	Ensures quality digital instruction and long-term faculty engagement with online delivery methods.
Implement 24/7 virtual helpdesk services and expand student access to digital advising, tutoring, and tech support.	Addresses equity gaps between in-person and online students; improves satisfaction and support outcomes.
Build real-time dashboards to track online engagement and deploy targeted interventions for at-risk students.	Empowers data-informed decisions and early outreach to increase online student retention and success.

Improving Communication and Collaboration Tools

This focus area ensures that students, faculty, and staff at RBC have seamless access to reliable platforms for sharing information, working together, and staying engaged. By modernizing collaboration tools and restoring internal control of digital communications, RBC will strengthen transparency, institutional voice, and community connection.

Goal: *Adopt a campus-wide collaboration platform and reestablish internal ownership of digital communications (e.g., the website) to strengthen institutional transparency, knowledge sharing, and community connection.*

Opportunities and Key Results (OKR)	Support Rationale
Launch a centralized collaboration platform for internal communications and file sharing by Summer 2026.	Disconnected systems currently impede collaboration; a unified platform increases speed, access, and alignment.
Redesign and transition ownership of RBC's website from William and Mary.	RBC vendor hosted and website controls to enables timely updates and enhances trust through accurate, institutionally aligned messaging.
Reduce internal communication response times by 50% through adoption of modern messaging and workflow tools.	Faculty and staff report delays due to fragmented tools; streamlining platforms will drive timely decision-making.

ANNUAL TARGETS AND ONGOING ASSESSMENT

The strategic technology goals outlined in this plan are designed to support Richard Bland College's institutional mission and long-term priorities. Each focus area includes key performance indicators that will be used to monitor progress, evaluate alignment with college-wide objectives, and guide future decision-making. As with the development of this plan, successful execution will require continued collaboration across academic departments, administrative units, and leadership teams throughout the institution.

The Office of Information Technology, in coordination with the Technology Advisory Committee and other campus stakeholders, will engage in an annual planning and review cycle to assess progress toward these goals. Feedback from the campus community—including students, faculty, and staff, will remain a vital part of this process. Input will be gathered through surveys, focus groups, and engagement sessions to ensure that technology services continue to meet evolving needs.

Annual progress reporting will be led by the Chief Information Officer and integrated into the college's broader planning and budgeting cycles. These reports will highlight key accomplishments, identify priorities for the coming year, and document any needed adjustments in response to changes in the academic, operational, or technology landscape. The flexibility built into this plan ensures that Richard Bland College can remain agile and forward focused while staying aligned with long-term strategic outcomes.

2025

What initiative(s) is/are planned for this year

2026

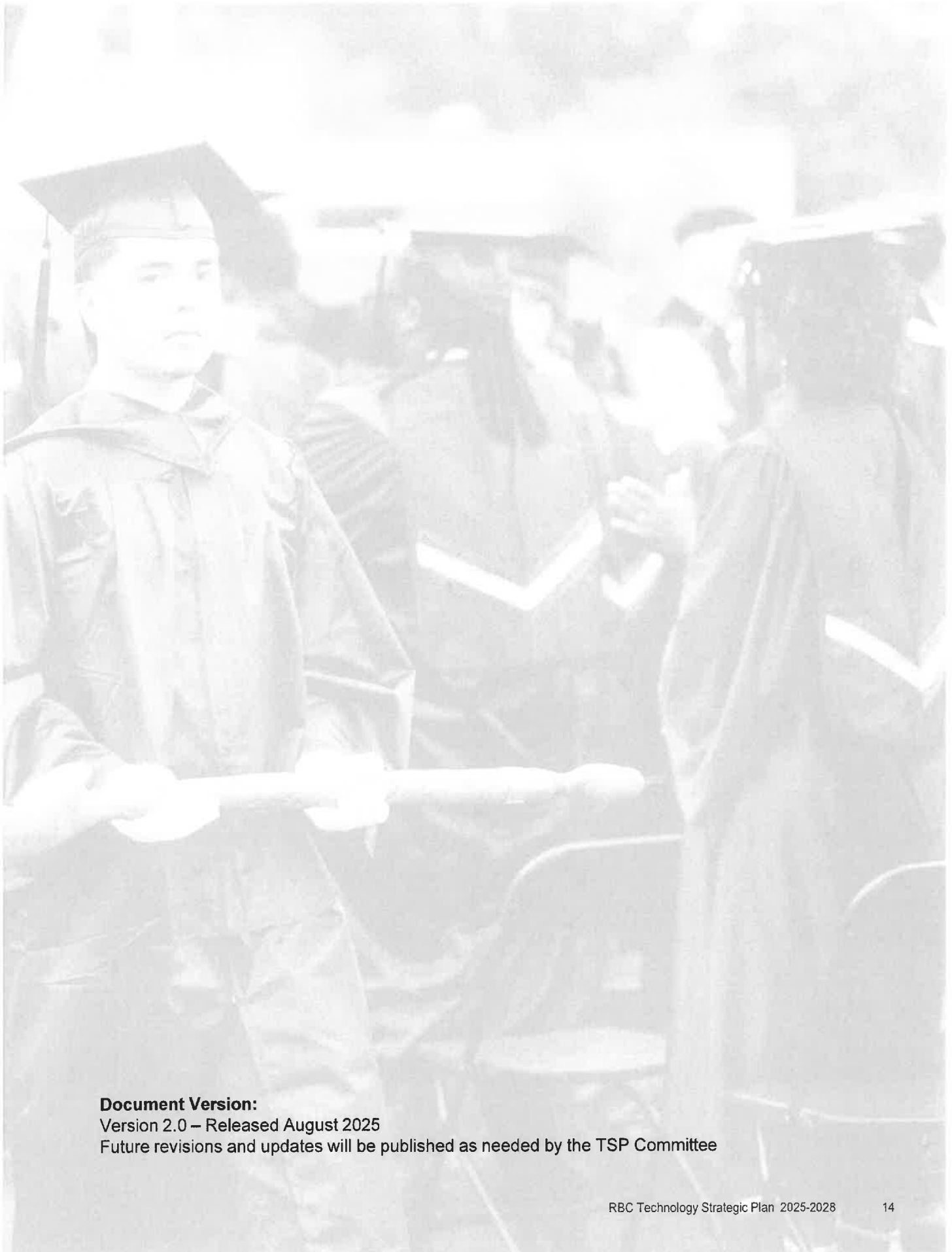
What initiative(s) is/are planned for this year

2027

What initiative(s) is/are planned for this year

2028

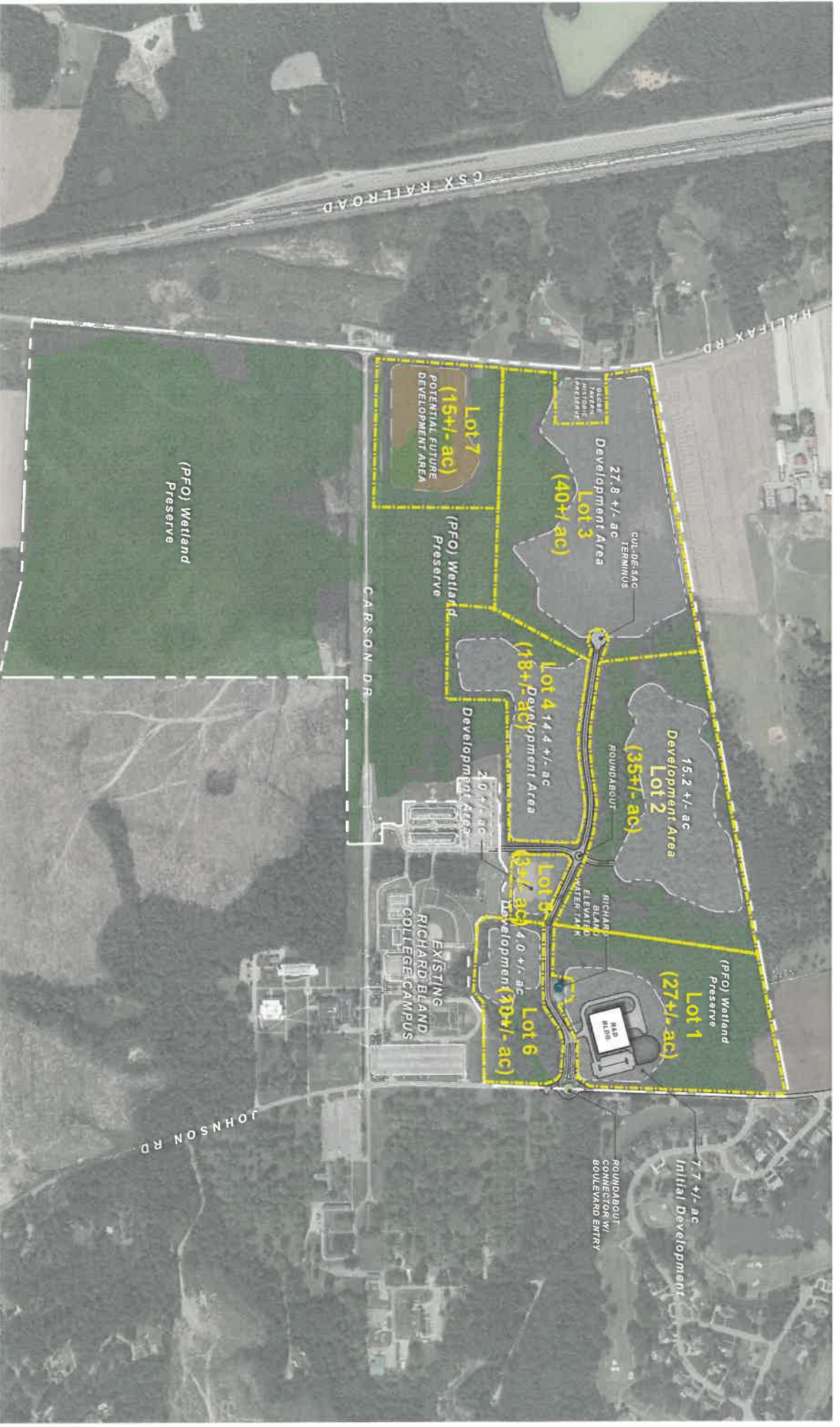
What initiative(s) is/are planned for this year



Document Version:

Version 2.0 – Released August 2025

Future revisions and updates will be published as needed by the TSP Committee



RICHARD BLAND COLLEGE

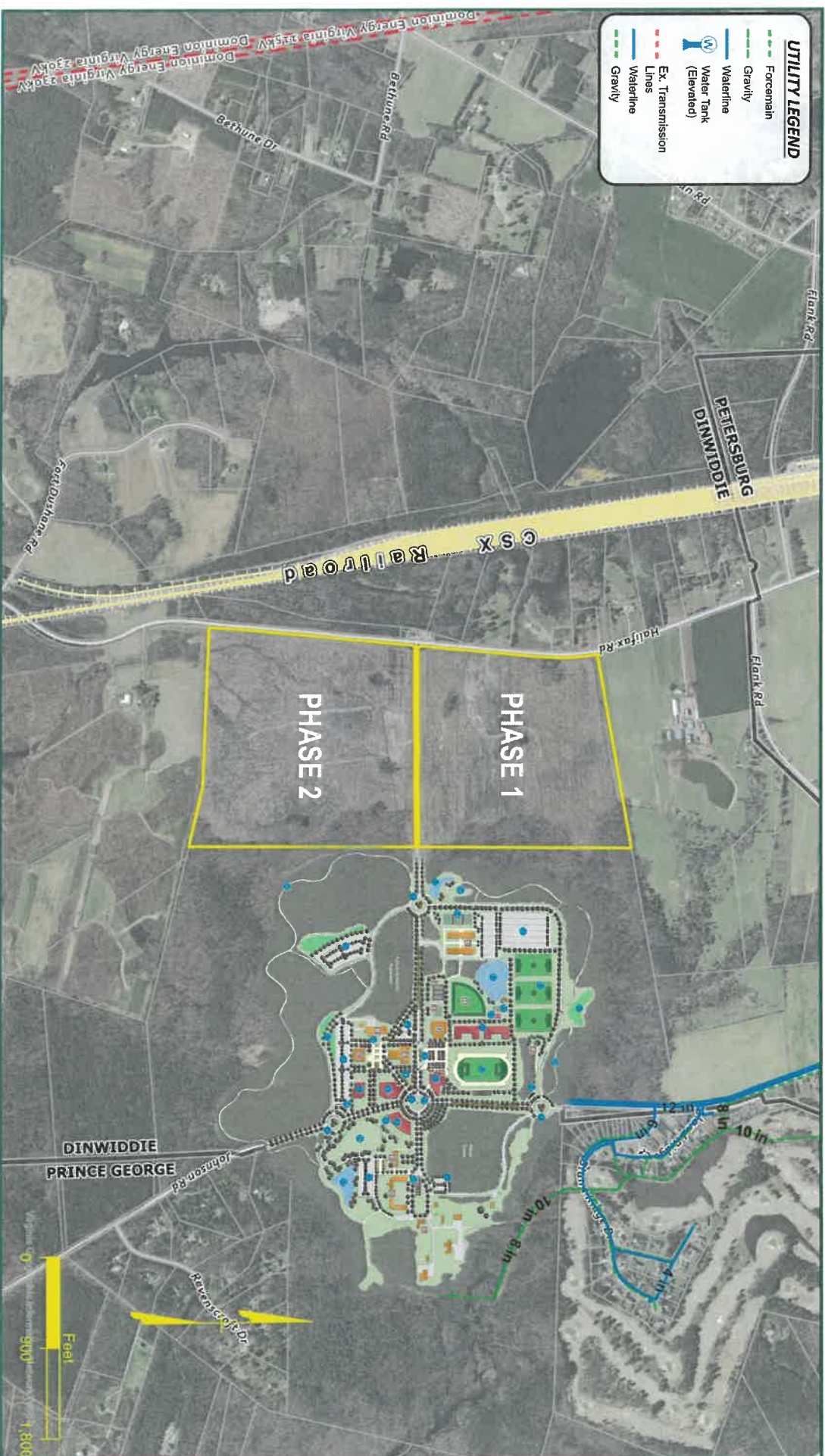
Innovation Park Master Plan



SCALE 1" = 250'



Richard Bland College Site Concept Plan





Richard Bland College

Excerpts of 2021 Building Conditions Assessment Report

Pre-read for September 24, 2025, meeting of the

Richard Bland College Board of Visitors



Asset List Report

By Name

DRAFT

Richard Bland College of William & Mary - 20210702

Table of Contents

Region: Richard Bland College of William & Mary

 Campus: Buildings 1

 Campus: Site Infrastructure 4








Richard Bland College
of WILLIAM & MARY

Asset List Report By Name

Reporting Currency: USD
Adjustment Factor: 0%

Region Name: Richard Bland College of William & Mary

Campus Name: Buildings







Asset	Number	Age	Use	Size	Replacement Value	Cost/ Unit	FCI Cost	FCI	RI Cost	RI	Asset Primary Photo
Asset Type: Building											
Barn Theatre	14	81	Assembly (Auditorium, Theater)	6,630	1,526,448	230	398,436	0.26	398,436	0.26	
Campus Police Department	12	86	Office	1,349	392,849	291	44,784	0.11	44,784	0.11	
Center for Student Affairs	98	87	Academic	7,274	2,213,556	304	353,475	0.16	353,475	0.16	
Ernst Hall	99	53	Academic	33,324	9,765,831	293	1,012,943	0.10	1,012,943	0.10	
Freedom Hall	1	13	Housing - Dormitory	63,319	19,103,091	302	1,852,807	0.10	1,852,807	0.10	



Richard Bland College
of WILLIAM & MARY

Asset List Report




By Name

Asset	Number	Age	Use	Size	Replacement Value	Cost/Unit	FCI Cost	FCI	RI Cost	RI	Asset Primary Photo
Hospitality House	15	96	Housing - Single Family	2,343	801,876	342	66,029	0.08	66,029	0.08	
Humanities and Social Sciences Building	7	86	Academic	24,060	8,328,452	346	755,928	0.09	755,928	0.09	
James B. McNeer Hall - Science & Technology	4	11	Academic	53,550	20,922,871	391	739,789	0.04	739,789	0.04	
Library/Student Commons	6	52	Library	36,651	9,361,242	255	2,707,668	0.29	2,707,668	0.29	
Maintenance Building	13	26	Maintenance Shops	7,251	1,019,009	141	338,806	0.33	338,806	0.33	
Maze Hall	8	86	Academic	8,960	2,786,938	311	546,966	0.20	551,413	0.20	



Richard Bland College
of WILLIAM & MARY

Asset List Report By Name

Asset	Number	Age	Use	Size	Replacement Value	Cost/Unit	FCI Cost	FCI	RI Cost	RI	Asset Primary Photo
Patriot Hall	2	13	Housing - Dormitory	63,319	19,155,510	303	1,913,563	0.10	1,913,563	0.10	
President's Residence	18	96	Housing - Single Family	2,890	1,052,907	364	144,280	0.14	144,280	0.14	
Statesman Hall	3	50	Athletic Facility / Gymnasium	33,620	13,009,246	387	4,508,500	0.35	4,533,499	0.35	
Subtotal for Building				344,540	109,439,825	318	15,383,973	0.14	15,413,419	0.14	
Campus Name: Buildings					109,439,825		15,383,973	0.14	15,413,419	0.14	



Asset Overview Report

By Asset Name

Region: Richard Bland College of William & Mary
Asset: Campus Police Department
Campus: Buildings
Asset Number: 12

Assets are ordered by Asset Name Currency: USD

Statistics

FCI Cost:	44,784	FCI:	0.11
RI Cost:	44,784	RI:	0.11
Total Requirement Cost:	44,784	Size:	1,349 SF
Current Replacement Value:	392,849		

Address 1 Address 2
City State/Province/Region
Petersburg - Virginia

Asset Overview Report

By Asset Name

Photo



B10 - Single-Story - Steel Framed Roof on Columns

Asset Description

ARCHITECTURAL

The Campus Police Department is located at 11301 Johnson Road, Petersburg, Virginia. This single story steel structure was built in 1935 and has 1,349 SF of space. The building consists of offices. Per the International Building Code (IBC 2018), the building is classified as Business, Use Group B, and Construction Type II.

STRUCTURE

SUBSTRUCTURE

The substructure consists of cast in-place concrete foundation walls with spread footings, and a cast-in-place concrete slab-on-grade as well as a crawl space at the addition.

SUPERSTRUCTURE

Asset Overview Report

By Asset Name

The building superstructure is a steel framed building with wood framed beams and roof deck.

BUILDING EXTERIOR

EXTERIOR WALLS

The exterior walls are vinyl siding.

EXTERIOR WINDOWS

The windows consist of double hung vinyl units, with insulating glazing.

EXTERIOR DOORS

The exterior doors consist of metal units set in metal frames.

ROOFING

The roofing assembly is a sloped metal roof.

BUILDING INTERIOR

PARTITIONS

Interior walls consist primarily of painted gypsum wall board.

INTERIOR DOORS

Interior doors consist of wood in a wood frames, with lever-type hardware.

WALL FINISHES

Interior wall finishes consist primarily of painted gypsum wall board.

FLOOR FINISHES

The floor finishes are primarily VCT and carpet.

CEILING FINISHES

The ceilings consist of painted gypsum wall board.

Asset Overview Report

By Asset Name

MECHANICAL

HVAC

The HVAC system consists primarily of an air handler supported by a 2 ½ remote DX heat pump condensing unit. Ventilation is provided by a ceiling mounted restroom exhaust fan.

CONTROLS

The HVAC equipment is controlled by electric wall thermostats.

PLUMBING

Domestic water is provided by the utility to the building via copper piping. Water is distributed through the building by copper piping to restroom fixtures, and sanitary waste is conveyed from the building by PVC piping.

CONVEYANCE

N/A

FIRE PROTECTION

Fire protection is provided by hand held fire extinguishers.

ELECTRICAL

MAIN ELECTRICAL SERVICE AND DISTRIBUTION

The building received power from an underground feeder to a 100 Amp main distribution panels and then via branch wiring to outlets and lighting throughout the building.

LIGHTING

The lighting systems consist of surface mounted T-8 and compact fluorescent and incandescent light fixtures.

EMERGENCY LIGHTING AND POWER

The building is equipped with illuminated exit signs and emergency egress wall pack fixtures with battery back up.

FIRE ALARM SYSTEMS

N/A

COMMUNICATIONS & SECURITY

Asset Overview Report

By Asset Name

Communication equipment is provided by a wired and wireless LAN system and VOIP telephone system.

Asset Replacement Value Based on System Costs with Overheads

Uniformat	System Name	Lifetime (Years)	% Renew	Year Installed	Next Renewal Year	Renewal Cost	Replacement Cost
A - Substructure	Structural Slab on Grade - Non-Industrial - 4-In.	75	6	1935	2031	927	14,832
A - Substructure	Foundation Wall and Footings - No Basement	75	6	1935	2031	1,846	30,762
B10 - Superstructure	Single-Story - Steel Framed Roof on Columns	75	6	1935	2031	1,529	24,464
B2010 - Exterior Walls	Vinyl Siding	40	12	1995	2035	4,084	32,670
B2020 - Exterior Windows	Windows - Vinyl	30	125	1995	2025	194	155
B2030 - Exterior Doors	Door Assembly - 6 x 7 HM	30	125	1995	2025	20,085	16,068
B30 - Roofing	Metal Roofing - High End	65	125	1995	2060	98,111	78,489
C1010 - Partitions	GWB Partitions On Furring (Non-Painted)	50	62	2010	2060	3,653	5,844
C1010 - Partitions	GWB Partitions - Standard (Non-Painted)	50	62	2010	2060	16,436	26,298
C1017 - Interior Windows and Storefronts	Counter Window - Sliding	50	125	2010	2060	660	528
C1020 - Interior Doors	Swinging Doors - 3 x 7 Wd - NR	50	125	2010	2060	41,866	33,493
C3010 - Wall Finishes	Painted Finish - (1 Coat Prime - 2 Coats Finish)	10	125	2015	2025	4,950	3,960
C3020 - Floor Finishes	Carpet - Broadloom - Medium Range	10	125	2017	2027	5,138	4,110
C3020 - Floor Finishes	Vinyl Composition Tile - Quality	20	125	2017	2037	2,447	1,958
C3030 - Ceiling Finishes	GWB Taped and Finished	30	125	2010	2040	10,269	8,215

Asset Overview Report

By Asset Name

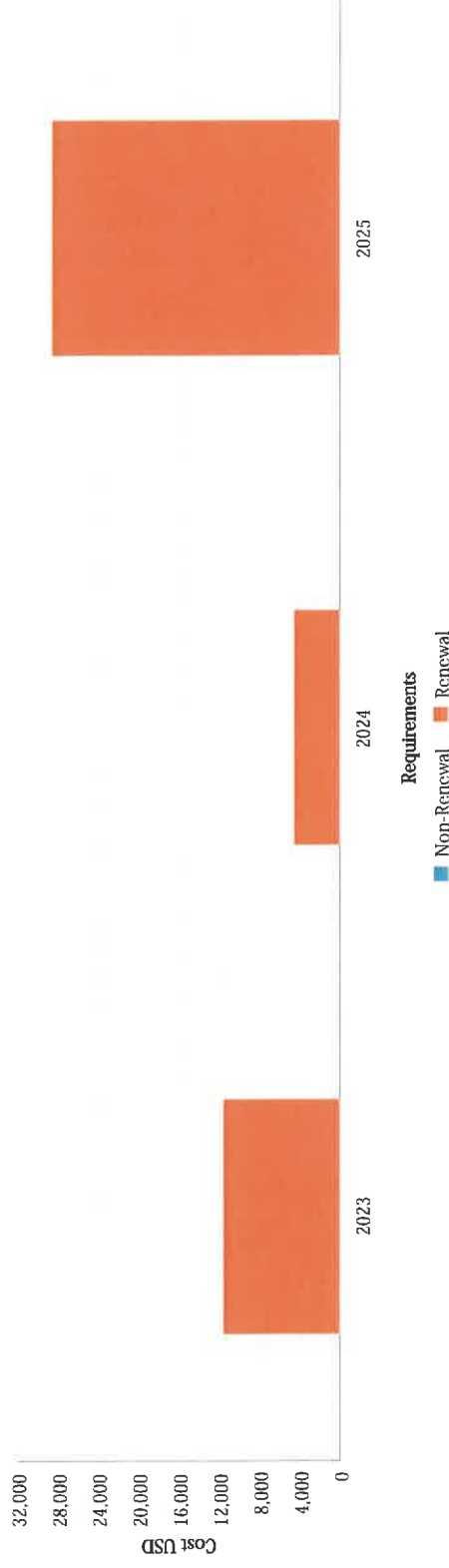
Uniformat	System Name	Lifetime (Years)	% Renew	Year Installed	Next Renewal Year	Renewal Cost	Replacement Cost
D2010 - Plumbing Fixtures	Restroom Fixtures	30	125	2008	2038	5,446	4,357
D3030 - Cooling Generating Systems	Heat Pump DX Condensing Unit - 2 1/2 Ton	15	125	2020	2035	4,690	3,752
D3040 - Distribution Systems	Exhaust System - Restroom Ceiling Fan	20	125	2008	2028	773	619
D3040 - Distribution Systems	Central AHU - Const Volume w/Distribution	25	125	2008	2033	45,151	36,121
D3050 - Terminal and Package Units	Window AC Units	10	105	2015	2025	3,429	3,266
D40 - Fire Protection	Fire Extinguishers - Dry Chemical	30	105	2021	2051	512	488
D5012 - Low Tension Service and Dist.	Main Electrical Service - 100A 208Y/120V	30	125	2008	2038	9,397	7,518
D5020 - Lighting and Branch Wiring	Lighting - Exterior - LED Fixtures	20	125	2008	2028	2,282	1,826
D5021 - Branch Wiring Devices	Branch Wiring - Equipment & Devices	30	125	2008	2038	6,089	4,871
D5022 - Lighting Equipment	Lighting Fixtures	20	125	2008	2028	7,355	5,884
D5039 - Local Area Networks	LAN System	15	106	2008	2023	7,561	7,133
D5092 - Emergency Light and Power Systems	Emergency Battery Pack Lights	10	125	2008	2024	4,560	3,648
D5092 - Emergency Light and Power Systems	Exit Signs	10	125	2008	2023	4,005	3,204
D5092 - Emergency Light and Power Systems	Emergency Generator	20	125	2009	2029	35,396	28,316
Subtotal							392,849
Overhead:							0
Subtotal							0
Total Replacement Value Based on System Costs with Overheads							392,849

Asset Overview Report

By Asset Name

Requirements including Renewals

Costs by Requirement Type



Requirement Name	Renewal	Prime System	Category	Priority	Action Date	Estimated Cost
Door Assembly - 6 x 7 HM Renewal	Yes	B2030 - Exterior Doors	Lifecycle	3- Due within 5 Years of Inspection	Apr 26, 2025	20,085
Emergency Battery Pack Lights Renewal	Yes	D5092 - Emergency Light and Power Systems	Lifecycle	3- Due within 5 Years of Inspection	Apr 26, 2024	4,560
Exit Signs Renewal	Yes	D5092 - Emergency Light and Power Systems	Lifecycle	2- Due within 2 Years of Inspection	Apr 26, 2023	4,005
LAN System Renewal	Yes	D5039 - Local Area Networks	Lifecycle	2- Due within 2 Years of Inspection	Apr 26, 2023	7,561
Painted Finish - (1 Coat Prime - 2 Coats Finish) Renewal	Yes	C3010 - Wall Finishes	Lifecycle	3- Due within 5 Years of Inspection	Apr 26, 2025	4,950
Window AC Units Renewal	Yes	D3050 - Terminal and Package Units	Lifecycle	3- Due within 5 Years of Inspection	Apr 26, 2025	3,429
Windows - Vinyl Renewal	Yes	B2020 - Exterior Windows	Lifecycle	3- Due within 5 Years of Inspection	Apr 26, 2025	194
Total						44,784

Asset Overview Report

By Asset Name

ELECTRICAL

The site electrical systems include site lighting throughout the campus. There are a variety of light poles and fixtures used, typically specific to the buildings they serve, and general site lighting. These are grouped together by common type / area.

Asset Replacement Value Based on System Costs with Overheads

Uniformat	System Name	Lifetime (Years)	% Renew	Year Installed	Next Renewal Year	Renewal Cost	Replacement Cost
D2090 - Other Plumbing Systems	Natural Gas - Site Distribution	40	125	1995	2035	828,559	662,847
G2011 - Bases and Sub-Bases	Roadway Flexible Pavement - Base Course - Freedom/Patriot Hall	65	12	2008	2073	3,442	28,688
G2011 - Bases and Sub-Bases	Roadway Flexible Pavement - Intermediate Course - Statesman Hall	25	62	2008	2033	11,884	19,168
G2011 - Bases and Sub-Bases	Roadway Flexible Pavement - Base Course - SSHE	65	12	2008	2073	1,683	14,025
G2011 - Bases and Sub-Bases	Roadway Flexible Pavement - Base Course - Statesman Hall	65	12	2008	2073	1,071	8,925
G2011 - Bases and Sub-Bases	Roadway Flexible Pavement - Intermediate Course - SSHE	25	62	2008	2033	18,675	30,121
G2011 - Bases and Sub-Bases	Roadway Flexible Pavement - Intermediate Course - Freedom/Patriot Hall	25	62	2008	2033	38,189	61,612
G2011 - Bases and Sub-Bases	Roadway Flexible Pavement - Base Course - Barn Theater	65	12	2008	2073	842	7,012
G2011 - Bases and Sub-Bases	Roadway Flexible Pavement - Intermediate Course - Barn Theater	25	62	2008	2033	9,338	15,061
G2012 - Paving and Surfacing	Roadway Flexible Pavement - Surface Course - Statesman Hall	25	125	2008	2033	16,552	13,242



Asset Overview Report

By Asset Name

Uniformat	System Name	Lifetime (Years)	% Renew	Year Installed	Next Renewal Year	Renewal Cost	Replacement Cost
G2012 - Paving and Surfacing	Roadway Flexible Pavement - Surface Course - SSHE	25	125	2008	2033	26,010	20,808
G2012 - Paving and Surfacing	Roadway Flexible Pavement - Surface Course - Freedom/Patriot Hall	25	125	2008	2033	53,203	42,562
G2012 - Paving and Surfacing	Roadway Rigid Pavement (Concrete) - Surface Course - McNeer Hall	25	125	2008	2033	217,312	173,850
G2012 - Paving and Surfacing	Roadway - Gravel	65	12	2010	2075	6,120	51,000
G2012 - Paving and Surfacing	Roadway Flexible Pavement - Surface Course - Barn Theater	25	125	2008	2033	13,005	10,404
G2021 - Bases and Sub-Bases	Parking Lot Flexible Pavement - Intermediate Course - Statesman Hall	25	62	2005	2030	27,807	44,850
G2021 - Bases and Sub-Bases	Parking Lot Flexible Pavement - Base Course - Statesman Hall	65	12	1960	2025	2,754	22,950
G2021 - Bases and Sub-Bases	Parking Lot Flexible Pavement - Base Course - Maintenance	65	12	1960	2025	1,836	15,300
G2021 - Bases and Sub-Bases	Parking Lot Flexible Pavement - Intermediate Course - Freedom/Patriot Hall	25	62	2005	2030	154,482	249,164
G2021 - Bases and Sub-Bases	Parking Lot Flexible Pavement - Base Course - Freedom/Patriot Hall	65	12	1960	2025	15,300	127,500
G2021 - Bases and Sub-Bases	Parking Lot Flexible Pavement - Intermediate Course - Enrollment Services Center	25	62	2005	2030	9,269	14,950
G2021 - Bases and Sub-Bases	Parking Lot Flexible Pavement - Base Course - Enrollment Services Center	65	12	1960	2025	918	7,650
G2021 - Bases and Sub-Bases	Parking Lot Flexible Pavement - Intermediate Course - Commerce Hall	25	62	2010	2035	8,805	14,202
G2021 - Bases and Sub-Bases	Parking Lot Flexible Pavement - Base Course - Commerce Hall	65	12	2010	2075	872	7,268



Asset Overview Report

By Asset Name

Uniformat	System Name	Lifetime (Years)	% Renew	Year Installed	Next Renewal Year	Renewal Cost	Replacement Cost
G2021 - Bases and Sub-Bases	Parking Lot Flexible Pavement - Intermediate Course - Maze Administration	25	62	2005	2030	177,654	286,539
G2021 - Bases and Sub-Bases	Parking Lot Flexible Pavement - Base Course - Maze Administration	65	12	1960	2025	17,595	146,625
G2021 - Bases and Sub-Bases	Parking Lot Flexible Pavement - Intermediate Course - Athletic Fields	25	62	2005	2030	139,034	224,248
G2021 - Bases and Sub-Bases	Parking Lot Flexible Pavement - Base Course - Athletic Fields	65	12	1960	2025	13,770	114,750
G2021 - Bases and Sub-Bases	Parking Lot Flexible Pavement - Intermediate Course - Maintenance	25	62	2005	2030	18,538	29,900
G2021 - Bases and Sub-Bases	Parking Lot Flexible Pavement - Intermediate Course - The Commons	25	62	2005	2030	15,448	24,916
G2021 - Bases and Sub-Bases	Parking Lot Flexible Pavement - Base Course - The Commons	65	12	1960	2025	1,530	12,750
G2021 - Bases and Sub-Bases	Parking Lot Flexible Pavement - Intermediate Course - SSHE	25	62	2005	2030	12,359	19,933
G2021 - Bases and Sub-Bases	Parking Lot Flexible Pavement - Base Course - SSHE	65	12	1960	2025	1,224	10,200
G2021 - Bases and Sub-Bases	Parking Lot Flexible Pavement - Intermediate Course - Barn Theater	25	62	2005	2030	30,896	49,833
G2021 - Bases and Sub-Bases	Parking Lot Flexible Pavement - Base Course - Barn Theater	65	12	1960	2025	3,060	25,500
G2022 - Paving and Surfacing	Parking Lot Flexible Pavement - Surface Course - Athletic Fields	25	125	2005	2030	308,062	246,450
G2022 - Paving and Surfacing	Parking Lot Flexible Pavement - Surface Course - SSHE	25	125	2005	2030	27,383	21,907
G2022 - Paving and Surfacing	Parking Lot Pavement (Concrete) - Surface Course - McNeer	25	125	2008	2033	150,911	120,729

Asset Overview Report

By Asset Name

Uniformat	System Name	Lifetime (Years)	% Renew	Year Installed	Next Renewal Year	Renewal Cost	Replacement Cost
G2022 - Paving and Surfacing	Parking Lot Flexible Pavement - Surface Course - Maze Administration	25	125	2005	2030	393,635	314,908
G2022 - Paving and Surfacing	Parking Lot Flexible Pavement - Surface Course - The Commons	25	125	2005	2030	34,229	27,383
G2022 - Paving and Surfacing	Parking Lot Flexible Pavement - Surface Course - Enrollment Services Center	25	125	2005	2030	20,538	16,430
G2022 - Paving and Surfacing	Parking Lot Flexible Pavement - Surface Course - Barn Theater	25	125	2005	2030	68,458	54,767
G2022 - Paving and Surfacing	Parking Lot Flexible Pavement - Surface Course - Maintenance	25	125	2005	2030	41,075	32,860
G2022 - Paving and Surfacing	Parking Lot Flexible Pavement - Surface Course - Commerce Hall	25	125	2010	2035	19,511	15,608
G2022 - Paving and Surfacing	Parking Lot Flexible Pavement - Surface Course - Freedom/Patriot Hall	25	125	2005	2030	342,292	273,833
G2022 - Paving and Surfacing	Parking Lot Flexible Pavement - Surface Course - Statesman Hall	25	125	2005	2030	61,612	49,290
G2023 - Curbs, Rails and Barriers	Parking Lot - Curbs, Rails and Barriers - Cast-In-Place Concrete - Freedom/Patriot Hall	25	125	2008	2033	164,936	131,949
G2025 - Markings and Signage	Parking Lot - Traffic Control - Painted Pavement Markings - Athletic Fields	10	115	2015	2025	27,058	23,528
G2025 - Markings and Signage	Parking Lot - Traffic Control - Painted Pavement Markings - Maze Administration	10	115	2015	2025	23,192	20,167
G2025 - Markings and Signage	Parking Lot - Traffic Control - Painted Pavement Markings - Commerce Hall	10	115	2010	2026	3,092	2,689
G2025 - Markings and Signage	Parking Lot - Traffic Control - Painted Pavement Markings - Enrollment Services Center	10	115	2015	2025	1,160	1,008

Asset Overview Report

By Asset Name

Uniformat	System Name	Lifetime (Years)	% Renew	Year Installed	Next Renewal Year	Renewal Cost	Replacement Cost
G2025 - Markings and Signage	Parking Lot - Traffic Control - Painted Pavement Markings - Maintenance	10	115	2015	2025	1,160	1,008
G2025 - Markings and Signage	Parking Lot - Traffic Control - Painted Pavement Markings - Statesman Hall	10	115	2015	2025	4,252	3,697
G2025 - Markings and Signage	Parking Lot - Traffic Control - Painted Pavement Markings - McNeer Hall	10	115	2015	2025	3,865	3,361
G2025 - Markings and Signage	Parking Lot - Traffic Control - Painted Pavement Markings - Barn Theater	10	115	2015	2025	3,170	2,756
G2025 - Markings and Signage	Parking Lot - Traffic Control - Painted Pavement Markings - SSIII	10	115	2015	2025	3,865	3,361
G2025 - Markings and Signage	Parking Lot - Traffic Control - Painted Pavement Markings - Freedom/Patriot Hall	10	115	2015	2025	21,260	18,487
G2025 - Markings and Signage	Parking Lot - Traffic Control - Painted Pavement Markings - The Commons	10	115	2015	2025	2,474	2,151
G2031 - Paving and Surfacing	Pedestrian Pavement - Concrete - 2000	25	125	2000	2031	977,991	782,393
G2031 - Paving and Surfacing	Pedestrian Pavement - Concrete - 2008	25	125	2008	2033	427,871	342,297
G2031 - Paving and Surfacing	Plazas and Patios - Precast Concrete Pavers - Freedom/Patriot Hall	25	125	2008	2033	215,968	172,774
G2031 - Paving and Surfacing	Plazas and Patios - Stamped Concrete - Enrollment Services Center	25	125	2011	2036	45,815	36,652
G2034 - Pedestrian Bridges	Pedestrian Pavement - Pedestrian Bridge - Wood - Water Garden	30	125	2010	2040	13,430	10,744
G2034 - Pedestrian Bridges	Pedestrian Pavement - Pedestrian Bridge - Wood - Maze Hall	30	125	2000	2030	22,384	17,907
G2034 - Pedestrian Bridges	Pedestrian Pavement - Pedestrian Bridge - Wood - Patriot Hall	30	125	2000	2030	22,384	17,907

Asset Overview Report

By Asset Name

Uniformat	System Name	Lifetime (Years)	% Renew	Year Installed	Next Renewal Year	Renewal Cost	Replacement Cost
G2041 - Fences and Gates	Site Development - Fencing - 10' High Chain Link - Old Tennis Courts	20	125	1990	2024	15,919	12,735
G2041 - Fences and Gates	Site Development - Fencing - Vinyl	25	125	2015	2040	39,466	31,573
G2041 - Fences and Gates	Site Development - Fencing - 5' High Chain Link - Athletic Fields	20	125	1990	2024	31,838	25,470
G2041 - Fences and Gates	Site Development - Fencing - Wood - Freedom/Patriot Hall	20	125	2008	2028	60,169	48,135
G2042 - Retaining Walls	Site Development - Retaining Wall - Concrete	40	125	1960	2026	51,578	41,262
G2047 - Playing Fields	Site Development - Softball Field	25	125	2010	2035	174,948	139,958
G2047 - Playing Fields	Site Development - Tennis Courts	20	93	2010	2030	437,116	470,017
G2048 - Flagpoles	Site Development - Flagpoles - Aluminum	25	125	2010	2035	31,612	25,290
G3014 - Fire Protection Distribution and Storage	Water Distribution Piping - Site General	40	105	1995	2035	579,677	552,073
G3022 - Manholes and Cleanouts	Sanitary Sewer - Manhole - Patriot and Freedom Halls	40	105	2008	2048	6,607	6,292
G3022 - Manholes and Cleanouts	Sanitary Sewer - Manhole - Site General	40	105	1995	2035	72,674	69,213
G3031 - Piping	Storm Sewer - Piping - Patriot and Freedom Halls	50	125	2008	2058	306,109	244,887
G3031 - Piping	Sanitary Sewer - Piping - Site General	50	125	1995	2045	1,228,878	983,103
G3031 - Piping	Storm Sewer - Piping - McNeer Hall	50	125	2008	2058	57,719	46,175
G3031 - Piping	Sanitary Sewer - Piping - Patriot and Freedom Halls	50	125	2008	2058	191,645	153,316
G3032 - Manholes	Storm Sewer - Area Drains/Catch Basins - Patriot and Freedom Halls	40	105	2008	2048	52,854	50,337

Asset Overview Report

By Asset Name

Uniformat	System Name	Lifetime (Years)	% Renew	Year Installed	Next Renewal Year	Renewal Cost	Replacement Cost
G3032 - Manholes	Storm Sewer - Area Drains/Catch Basins - McNeer Hall	40	105	2009	2049	33,034	31,461
G4021 - Fixtures and Transformers	Site Lighting - Fixtures & Transformers - Parking Lot - LED (2-Fixture) - Patriot and Freedom Halls	20	125	2008	2028	12,974	10,379
G4021 - Fixtures and Transformers	Site Lighting - Fixtures & Transformers - Parking Lot - HPS (1-Fixture) - Roadway to Maintenance	20	125	1995	2024	3,851	3,081
G4021 - Fixtures and Transformers	Site Lighting - Fixtures & Transformers - Parking Lot - LED (1-Fixture) - Statesman Hall	20	125	2011	2031	30,272	24,217
G4021 - Fixtures and Transformers	Site Lighting - Fixtures & Transformers - Parking Lot - LED (1-Fixture) - Patriot and Freedom Hall	20	125	2008	2028	71,354	57,083
G4021 - Fixtures and Transformers	Site Lighting - Fixtures & Transformers - Parking Lot - LED (1-Fixture) - McNeer Hall	20	125	2010	2030	41,083	32,866
G4021 - Fixtures and Transformers	Site Lighting - Fixtures & Transformers - Parking Lot - LED (1-Fixture) - Earnst Hall	20	125	2014	2034	43,245	34,596
G4021 - Fixtures and Transformers	Site Lighting - Fixtures & Transformers - Parking Lot - LED (2-Fixture) - McNeer Hall	20	125	2010	2030	8,649	6,919
G4021 - Fixtures and Transformers	Site Lighting - Fixtures & Transformers - Parking Lot - LED (2-Fixture) - Student Affairs Parking	20	125	2006	2026	30,272	24,217
G4021 - Fixtures and Transformers	Site Lighting - Fixtures & Transformers - Parking Lot - LED (1-Fixture) - Site General - Brown Acorn Light Poles	20	125	2009	2029	116,762	93,409
G4021 - Fixtures and Transformers	Site Lighting - Fixtures & Transformers - Parking Lot - LED (1-Fixture) - Track and Track Parking Lot	20	125	2011	2031	10,811	8,649

Asset Overview Report

By Asset Name

Uniformat	System Name	Lifetime (Years)	% Renew	Year Installed	Next Renewal Year	Renewal Cost	Replacement Cost
G4021 - Fixtures and Transformers	Site Lighting - Fixtures & Transformers - Flood Light - Softball Field	20	125	2010	2030	96,344	77,075
G4021 - Fixtures and Transformers	Site Lighting - Fixtures & Transformers - Flood Light - Volleyball Courts	20	125	2010	2030	48,172	38,538
G4021 - Fixtures and Transformers	Site Lighting - Fixtures & Transformers - Parking Lot - LED (2-Fixture) - Old Tennis Court	20	125	1995	2024	17,298	13,838
G4021 - Fixtures and Transformers	Site Lighting - Fixtures & Transformers - Parking Lot - LED (2-Fixture) - Track Parking Lot	20	125	2011	2031	34,596	27,677
G4021 - Fixtures and Transformers	Site Lighting - Fixtures & Transformers - Parking Lot - HPS (1-Fixture) - Barn Bldg.	20	125	1995	2024	3,851	3,081
G4021 - Fixtures and Transformers	Site Lighting - Fixtures & Transformers - Parking Lot - LED (1-Fixture) - Student Affairs Parking	20	125	2006	2026	12,974	10,379
G4021 - Fixtures and Transformers	Site Lighting - Fixtures & Transformers - Parking Lot - LED (1-Fixture) - Humanities and Social Sciences Bldg	20	125	2017	2037	6,487	5,189
G4022 - Poles	Site Lighting - Poles - Steel - Humanities and Social Sciences Bldg	40	125	2017	2057	6,266	5,013
G4022 - Poles	Site Lighting - Poles - Steel - Earnst Hall	40	125	2014	2054	41,774	33,419
G4022 - Poles	Site Lighting - Poles - Steel - Student Affairs Parking Lot	40	125	2006	2046	27,153	21,722
G4022 - Poles	Site Lighting - Poles - Steel - Old Tennis Courts	40	125	1995	2035	8,355	6,684
G4022 - Poles	Site Lighting - Poles - Steel - McNeer Hall	40	125	2010	2050	43,863	35,090
G4022 - Poles	Site Lighting - Poles - Steel - Site General - Brown Acorn Light Poles	40	125	2009	2049	112,789	90,232

Asset Overview Report

By Asset Name

Uniformat	System Name	Lifetime (Years)	% Renew	Year Installed	Next Renewal Year	Renewal Cost	Replacement Cost
G4022 - Poles	Site Lighting - Poles - Softball Field	40	125	2010	2050	21,900	17,520
G4022 - Poles	Site Lighting - Poles - Wood - Barn Bldg.	40	125	1995	2035	4,177	3,342
G4022 - Poles	Site Lighting - Poles - Steel - Roadway to Maintenance	40	125	1995	2035	14,621	11,697
G4022 - Poles	Site Lighting - Poles - Steel - Track and Track Parking Lot	40	125	2011	2051	27,153	21,722
G4022 - Poles	Site Lighting - Poles - Steel - Patriot and Freedom Halls	40	125	2008	2048	77,282	61,825
G4022 - Poles	Site Lighting - Poles - Steel - Statesman Hall	40	125	2011	2051	29,242	23,393
G4022 - Poles	Site Lighting - Poles - Volleyball Court	40	125	2010	2050	14,600	11,680
G4023 - Wiring Conduits and Ductbanks	Site Lighting - Wiring Conduits and Ductbanks - Light Fixture Wiring - McNeer Hall	50	125	2010	2060	36,686	29,349
G4023 - Wiring Conduits and Ductbanks	Site Lighting - Wiring Conduits and Ductbanks - Light Fixture Wiring - Student Center Parking Lot	50	125	2006	2056	22,710	18,168
G4023 - Wiring Conduits and Ductbanks	Site Lighting - Wiring Conduits and Ductbanks - Light Fixture Wiring - Barn Bldg.	50	125	1995	2045	3,494	2,795
G4023 - Wiring Conduits and Ductbanks	Site Lighting - Wiring Conduits and Ductbanks - Light Fixture Wiring - Track and Track Parking Lot	50	125	2011	2061	22,710	18,168
G4023 - Wiring Conduits and Ductbanks	Site Lighting - Wiring Conduits and Ductbanks - Light Fixture Wiring - Volleyball Courts	50	125	2010	2060	6,988	5,590
G4023 - Wiring Conduits and Ductbanks	Site Lighting - Wiring Conduits and Ductbanks - Light Fixture Wiring - Patriot and Freedom Halls	50	125	2008	2058	64,637	51,710

Asset Overview Report

By Asset Name

Uniformat	System Name	Lifetime (Years)	% Renew	Year Installed	Next Renewal Year	Renewal Cost	Replacement Cost
G4023 - Wiring Conduits and Ductbanks	Site Lighting - Wiring Conduits and Ductbanks - Light Fixture Wiring - Roadway to Maintenance	50	125	1995	2045	12,229	9,783
G4023 - Wiring Conduits and Ductbanks	Site Lighting - Wiring Conduits and Ductbanks - Light Fixture Wiring - Site General Brown Acorn Light Poles	50	125	2009	2059	94,336	75,469
G4023 - Wiring Conduits and Ductbanks	Site Lighting - Wiring Conduits and Ductbanks - Light Fixture Wiring - Farnst Hall	50	125	2011	2061	34,939	27,951
G4023 - Wiring Conduits and Ductbanks	Site Lighting - Wiring Conduits and Ductbanks - Light Fixture Wiring - Patriot and Freedom Halls	50	125	2010	2060	12,229	9,783
G4023 - Wiring Conduits and Ductbanks	Site Lighting - Wiring Conduits and Ductbanks - Light Fixture Wiring - Softball Field	50	125	2011	2061	34,939	27,951
G4023 - Wiring Conduits and Ductbanks	Site Lighting - Wiring Conduits and Ductbanks - Light Fixture Wiring - Statesman Hall	50	125	2011	2061	24,457	19,566
G4023 - Wiring Conduits and Ductbanks	Site Lighting - Wiring Conduits and Ductbanks - Light Fixture Wiring - Humanities and Social Sciences Bldg	50	125	2017	2067	5,241	4,193
G4023 - Wiring Conduits and Ductbanks	Site Lighting - Wiring Conduits and Ductbanks - Light Fixture Wiring - Old Tennis Courts	50	125	1995	2045	6,988	5,590
	Subtotal						9,429,255

Asset Overview Report

By Asset Name

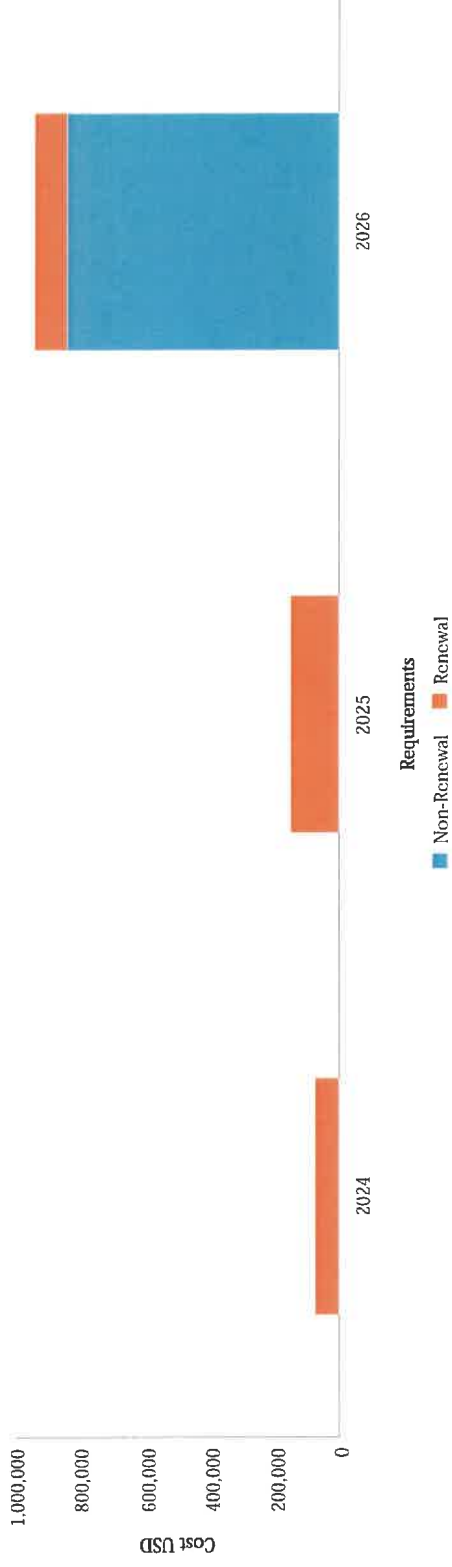
Overhead:	0
Subtotal	0
Total Replacement Value Based on System Costs with Overheads	9,429,255

Requirements including Renewals

Asset Overview Report

By Asset Name

Costs by Requirement Type



Requirement Name	Renewal	Prime System	Category	Priority	Action Date	Estimated Cost
Asphalt Paving: Cracks Asphalt Pavement	No	G2022 - Paving and Surfacing	Reliability	3- Due within 5 Years of Inspection	Apr 26, 2026	843,000
Parking Lot - Traffic Control - Painted Pavement Markings - Athletic Fields Renewal	Yes	G2025 - Markings and Signage	Lifecycle	3- Due within 5 Years of Inspection	Apr 26, 2025	27,058
Parking Lot - Traffic Control - Painted Pavement Markings - Barr Theater Renewal	Yes	G2025 - Markings and Signage	Lifecycle	3- Due within 5 Years of Inspection	Apr 26, 2025	3,170
Parking Lot - Traffic Control - Painted Pavement Markings - Commerce Hall Renewal	Yes	G2025 - Markings and Signage	Lifecycle	3- Due within 5 Years of Inspection	Apr 26, 2026	3,092
Parking Lot - Traffic Control - Painted Pavement Markings - Enrollment Services Center Renewal	Yes	G2025 - Markings and Signage	Lifecycle	3- Due within 5 Years of Inspection	Apr 26, 2025	1,160
Parking Lot - Traffic Control - Painted Pavement Markings - Freedom/Patriot Hall Renewal	Yes	G2025 - Markings and Signage	Lifecycle	3- Due within 5 Years of Inspection	Apr 26, 2025	21,260

Asset Overview Report

By Asset Name

Requirement Name	Renewal	Prime System	Category	Priority	Action Date	Estimated Cost
Parking Lot - Traffic Control - Painted Pavement Markings - Maintenance Renewal	Yes	G2025 - Markings and Signage	Lifecycle	Inspection	2025	
Parking Lot - Traffic Control - Painted Pavement Markings - Maze Administration Renewal	Yes	G2025 - Markings and Signage	Lifecycle	3- Due within 5 Years of Inspection	Apr 26, 2025	1,160
Parking Lot - Traffic Control - Painted Pavement Markings - McNeer Hall Renewal	Yes	G2025 - Markings and Signage	Lifecycle	3- Due within 5 Years of Inspection	Apr 26, 2025	23,192
Parking Lot - Traffic Control - Painted Pavement Markings - SSHE Renewal	Yes	G2025 - Markings and Signage	Lifecycle	3- Due within 5 Years of Inspection	Apr 26, 2025	3,865
Parking Lot - Traffic Control - Painted Pavement Markings - Statesman Hall Renewal	Yes	G2025 - Markings and Signage	Lifecycle	3- Due within 5 Years of Inspection	Apr 26, 2025	3,865
Parking Lot - Traffic Control - Painted Pavement Markings - The Commons Renewal	Yes	G2025 - Markings and Signage	Lifecycle	3- Due within 5 Years of Inspection	Apr 26, 2025	4,252
Parking Lot Flexible Pavement - Base Course - Athletic Fields Renewal	Yes	G2021 - Bases and Sub-Bases	Lifecycle	3- Due within 5 Years of Inspection	Apr 26, 2025	2,474
Parking Lot Flexible Pavement - Base Course - Barn Theater Renewal	Yes	G2021 - Bases and Sub-Bases	Lifecycle	3- Due within 5 Years of Inspection	Apr 26, 2025	13,770
Parking Lot Flexible Pavement - Base Course - Enrollment Services Center Renewal	Yes	G2021 - Bases and Sub-Bases	Lifecycle	3- Due within 5 Years of Inspection	Apr 26, 2025	3,060
Parking Lot Flexible Pavement - Base Course - Freedom/Patriot Hall Renewal	Yes	G2021 - Bases and Sub-Bases	Lifecycle	3- Due within 5 Years of Inspection	Apr 26, 2025	918
Parking Lot Flexible Pavement - Base Course - Maintenance Renewal	Yes	G2021 - Bases and Sub-Bases	Lifecycle	3- Due within 5 Years of Inspection	Apr 26, 2025	15,300
Parking Lot Flexible Pavement - Base Course - Maze Administration Renewal	Yes	G2021 - Bases and Sub-Bases	Lifecycle	3- Due within 5 Years of Inspection	Apr 26, 2025	1,836
Parking Lot Flexible Pavement - Base Course - SSHE Renewal	Yes	G2021 - Bases and Sub-Bases	Lifecycle	3- Due within 5 Years of Inspection	Apr 26, 2025	17,595
Parking Lot Flexible Pavement - Base Course - Statesman Hall Renewal	Yes	G2021 - Bases and Sub-Bases	Lifecycle	3- Due within 5 Years of Inspection	Apr 26, 2025	1,224
Parking Lot Flexible Pavement - Base Course - Statesman Hall Renewal	Yes	G2021 - Bases and Sub-Bases	Lifecycle	3- Due within 5 Years of Inspection	Apr 26, 2025	2,754

Asset Overview Report

By Asset Name

Requirement Name	Renewal	Prime System	Category	Priority	Action Date	Estimated Cost
Parking Lot Flexible Pavement - Base Course - The Commons Renewal	Yes	G2021 - Bases and Sub-Bases	Lifecycle	3- Due within 5 Years of Inspection	Apr 26, 2025	1,530
Site Development - Fencing - 10' High Chain Link - Old Tennis Courts Renewal	Yes	G2041 - Fences and Gates	Lifecycle	3- Due within 5 Years of Inspection	Apr 26, 2024	15,919
Site Development - Fencing - 5' High Chain Link - Athletic Fields Renewal	Yes	G2041 - Fences and Gates	Lifecycle	3- Due within 5 Years of Inspection	Apr 26, 2024	31,838
Site Development - Retaining Wall - Concrete Renewal	Yes	G2042 - Retaining Walls	Lifecycle	3- Due within 5 Years of Inspection	Apr 26, 2026	51,578
Site Lighting - Fixtures & Transformers - Parking Lot - HPS (1-Fixture) - Roadway to Maintenance Renewal	Yes	G4021 - Fixtures and Transformers	Lifecycle	3- Due within 5 Years of Inspection	Apr 26, 2024	3,851
Site Lighting - Fixtures & Transformers - Parking Lot - HPS (1-Fixture) - Barn Bldg. Renewal	Yes	G4021 - Fixtures and Transformers	Lifecycle	3- Due within 5 Years of Inspection	Apr 26, 2024	3,851
Site Lighting - Fixtures & Transformers - Parking Lot - LED (1-Fixture) - Student Affairs Parking Renewal	Yes	G4021 - Fixtures and Transformers	Lifecycle	3- Due within 5 Years of Inspection	Apr 26, 2026	12,974
Site Lighting - Fixtures & Transformers - Parking Lot - LED (2-Fixture) - Old Tennis Court Renewal	Yes	G4021 - Fixtures and Transformers	Lifecycle	3- Due within 5 Years of Inspection	Apr 26, 2024	17,298
Site Lighting - Fixtures & Transformers - Parking Lot - LED (2-Fixture) - Student Affairs Parking Renewal	Yes	G4021 - Fixtures and Transformers	Lifecycle	3- Due within 5 Years of Inspection	Apr 26, 2026	30,272
Total						1,163,116

As the agency tasked, by the Code of Virginia, with the proper use and management of the forest resources of the Commonwealth, the Department of Forestry has developed and maintained a written Multi-use Forest Management Plan on the forestland on the campus of Richard Bland College.

The current plan was based on the goals and input provided in Richard Bland College's publications "Goals for Sustainable Use & Management of Campus Property" and "RBC-19", along with the growth and financial goals of the College Leaders. Amendments have been, and will be, made to this plan as the college's goals and needs evolve. The areas to be harvested were chosen based on the health, species and maturity of each stand, while considering the above mentioned guidance by the college. These stands were then scheduled on a flexible harvest/regeneration rotation to promote a sustainable income for the college while providing a diversity of stand types and ages on campus.

Recent Management History:

- Approximately 172 acres were harvested in 2014/2015 on the Western end of campus.
- It is now proposed that 148 acres be harvested on the Southern/Eastern side of the property.



Approximate location of proposed harvest

Harvest location:

The proposed harvest will include the 35 acres of Pine on the West side of Johnson Road (Stand "A" on the attached Map) and the 36 acres on the East side of Johnson Road (Stand "B") along with approximately 77 acres of the remaining timber on the South side of Carson Drive. (Stand "C")

A buffer would be left on the manicured part of campus and along the stream which runs through this area.

Pros:

- Stand A is the oldest stand of pine and least healthy stand of timber on the property. This stand is overstocked and mortality is greater than growth. A harvest will allow this stand to be replaced with a healthier stand that is less susceptible to insect and disease issues.
- A new, healthy stand will be visible from certain parts of campus.
- Increased safety as the threat of dead trees falling on Johnson Road is removed.
- Harvest traffic will be confined to the area of Johnson Road on the Southern end of campus and Carson Drive.
- Buffers will serve as wildlife travel corridors

Cons:

- The logger may need two to three access points, one or two on Johnson Road and one on Carson Drive, due to the streams within these parcels.
 - Access to the East side of campus is dependent upon good weather
 - Entrance on East side may be fairly close to the Pecan Grove
 - Wet soils near the entrance may lead to harvesting difficulties.
- Diversity of stand age and condition on the South side of campus will be diminished.
- Silviculturally, having adjacent stands so close in age may not be the best long term plan on such a large property.

Discussion:

The areas that were recommended for harvest along Johnson Road were chosen based on the health and vigor of the trees. The trees are, for the most part, pines that are over-mature, stressed, insect infested and/or in declining in health. Removing these stands will not only improve the overall health of the forest on the entire campus, but will provide the potential opportunity for students to track the life and growth of a stand from reforestation onward. The benefits of removing these unhealthy stands (and the subsequent reforestation) will provide for both income and increased safety.

The area along Carson Road to be harvested is similar to areas of the previous harvest, but appears to contain more hardwood timber. This harvest will be very close in age and proximity to the 2015 harvest. This decrease in spacing between harvests will lead to less age diversity in the stands on campus. This lack of age diversity will mean that the buffers and uncut timber on the property may be relied upon more heavily as wildlife travel corridors until these stands matures.

There was also much concern over the protection of historical sites in the areas of the previous harvest. As with the area harvested on the Northern side of Carson Drive, Parcels A and B were agricultural field in 1954. (See attached photos) As such, there is likely very little left to be preserved of the historic resources found in these areas, due to past farming practices. However with that said, the harvesting operation can be done so as not to destroy the historic resources, the soils or the environment in general. The timber harvesting goal is to remove old trees that are no longer healthy and replace them with a new stand of trees that are not only healthy, but are growing a profit for the college.

Finally, with the last harvest, there was some concern over wetlands that might be disturbed by harvesting operations. The U. S. Fish and Wildlife Service (USFWS) categorizes the area in question as a palustrine wetland meaning that it could be determined to be an inland wetland that lacks flowing water and is non-tidal in nature. This categorization by USFWS is done by remote sensing and not necessarily field checked. Although wetlands are federally regulated, normal, "on-going" forestry operations in wetlands – including but not limited to site preparation, harvesting and minor drainage – are exempt from permit requirements under Section 404 of the Clean Water Act, as long as the activity:

- Qualifies as normal silviculture;
- Is part of an established silvicultural operation;

- Does not support the purpose of converting a water of the United States to a use to which it was not previously subject;
- Follows the 15 mandatory BMPs for road construction, and the six mandatory BMPs for site preparation, and
- Contains no toxic pollutant listed under Section 307 of the Clean Water Act in discharge of dredge or fill materials into waters of the United States.

Additional information on BMPs for Wetland operations can be found in the publication “Virginia’s Forestry Best Management Practices for Water Quality Technical Manual, 2011” in Chapter 9.

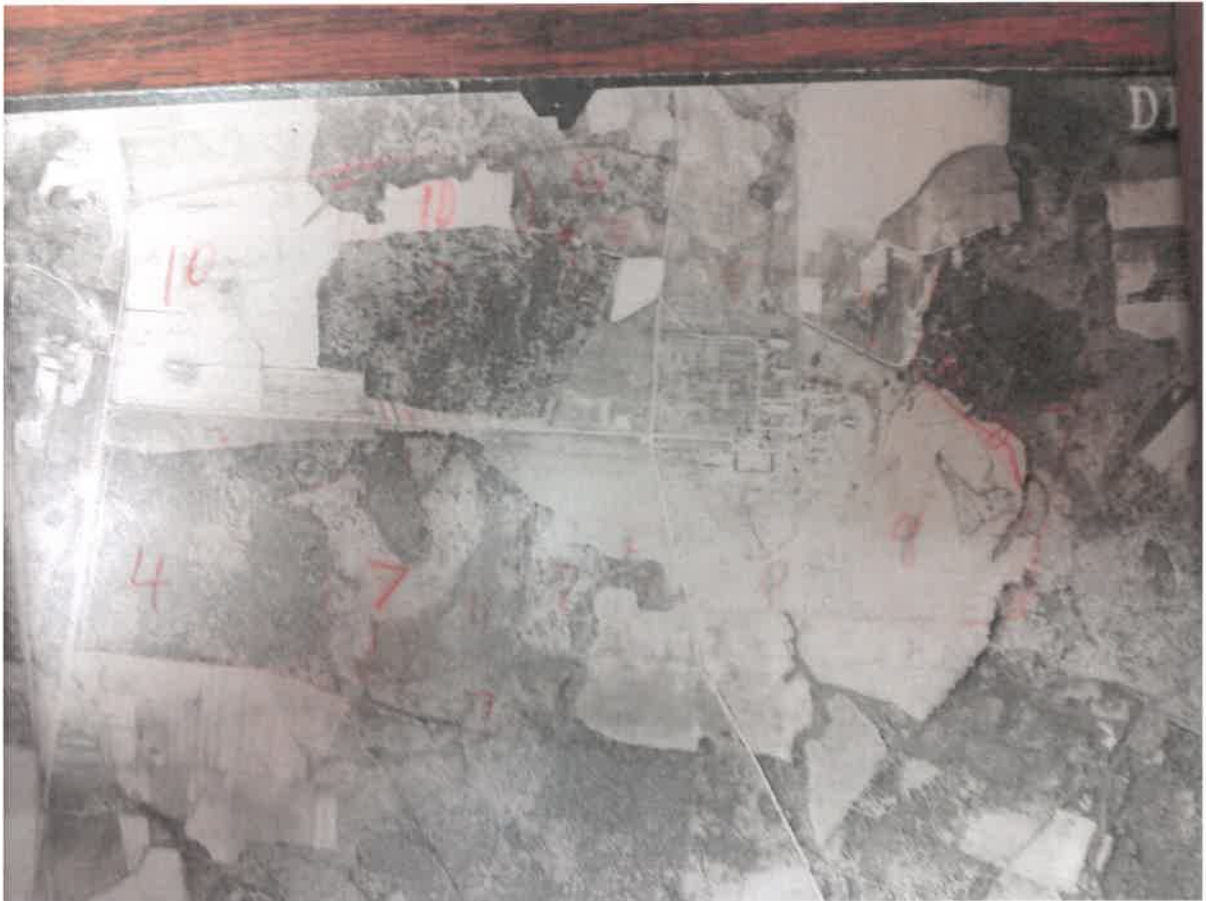
Buffers will be left on streams and areas of wet soils, which are considered “occasionally flooded” by their classification. This should alleviate some of the concerns over wetlands protection. An aesthetic buffer will also be left surrounding the manicured portion of campus.

Attachment 1:



Map of Parcels for harvest proposals

Attachment 2:

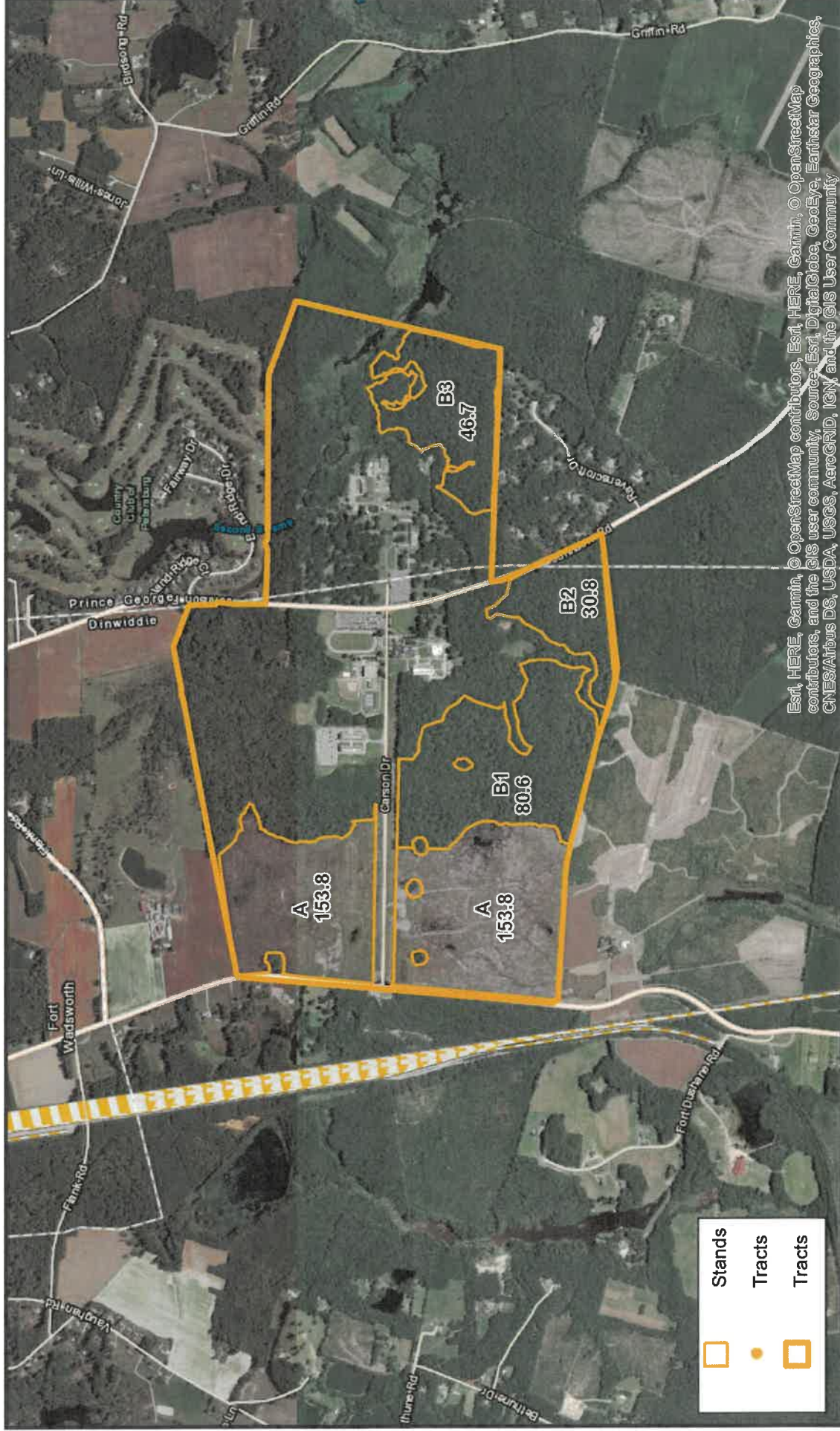


1954 Aerial Photo of Richard Bland College Property



Richard Bland College Timber Sale Map

Heather Dowling
(804)469-7343
heather.dowling@dof.virginia.gov
4/22/2019



Parcel A: 153 acres; Harvested 2014/2015, planted 2016
Parcels B1, B2, B3: 158 acres; to be harvested 2019/2020 and then replanted



While VDOF has attempted to ensure that the features shown on this map are accurate, VDOF did not perform survey work or otherwise verify information provided to it in preparing this map and all features and acreages shown are approximate. VDOF expressly disclaims all warranties of any type concerning this map, and any use of the map assumes you understand and agree with this disclaimer.





Richard Bland College
Board of Visitors

Resolution: No. 1 – APPOINTMENT TO FILL VACANCIES IN THE INSTRUCTIONAL FACULTY

Date: September 24, 2025

A vacancy in the Instructional Faculty of Richard Bland College has resulted because of a retirement, a vacancy, or a newly created position.

THEREFORE, BE IT RESOLVED, that upon recommendation of the President, the Board of Visitors of Richard Bland College approves the appointment of the following individuals to fill faculty positions:

OLIVIA BURGESS, Associate Professor of English, effective August 10, 2025

Education

Ph.D., English, Texas A&M University, 2010

M.A., English, Texas A&M University, 2005

B.A., English, Texas State University 2002

Previous Experience

Texas A&M University, Editor/Senior Communications Specialist, 2024-2025

Southern New Hampshire University, Literature Faculty, 2022-2025

STACY SALERNO-KNOP, Assistant Professor of Sociology, effective August 10, 2025

Education

Ph.D., Sociology, Florida State University

M.A., Sociology, Florida Atlantic University

B.A., Sociology, Florida Atlantic University

A.S., Psychology, Broward College

Previous Experience

Broward College, Assistant Professor of Sociology, 2019-2025

Florida Atlantic University, Instructor, 2016-2018

ABBIGAYLE POIRIER, Assistant Professor of Art, effective August 10, 2025

Education

M.F.A., Painting, Indiana University Bloomington, 2024

B.A., Studio Arts/Art History, College of William & Mary, 2020

Previous Experience

Richard Bland College, Adjunct Professor of Art, 2024-2025

Indiana University Bloomington, Associate Instructor, Instructor of Record, 2021-2024



Richard Bland College
Board of Visitors

Resolution: No. 2 – Award of Academic Promotion

Date: September 24, 2025

The following member of the instructional faculty of Richard Bland College has been recommended for promotion by the Chief Academic Officer.

THEREFORE, BE IT RESOLVED, that upon recommendation of the President, the Board of Visitors of Richard Bland College approves the promotion to the following faculty member, effective with the beginning of the 2025-2026 academic year:

LEE H. SMITH, from Instructor of English to Assistant Professor of English

Education

M.F.A., Creative Writing – Fiction, Old Dominion University, 2021

B.A., English – Creative Writing, Old Dominion University, 2016

A.A., Tidewater Community College, Liberal Arts, 2014

Previous Experience

Richard Bland College, Instructor of English, 2024-2025

Manchester High School, Midlothian, Virginia, English Teacher, 2023-2024



Richard Bland College
Board of Visitors

Resolution: No. 3 – APPROVAL TO FILL VACANCIES IN THE PROFESSIONAL FACULTY
Date: September 24, 2025

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

THEREFORE, BE IT RESOLVED, that upon recommendation of the President, the Board of Visitors of Richard Bland College approves the appointment of the following individuals to fill these positions:

TIFFANY BIRDSONG, Chief of Staff, effective May 25, 2025

Education

PsyD, Clinical Psychology, La Salle University, 2011

M.A., Clinical Psychology, La Salle University, 2008

B.S., Psychology, Manhattan College, 2006

Previous Experience

Richard Bland College

Chief Academic Officer, 2021-2025

Associate Professor of Psychology, 2015-2024

KYLE DOBRY, Director of Admissions, effective November 25, 2024

Education

B.A., Political Science and Government, Longwood University, 2017

Previous Experience

Richard Bland College

Associate Director of Admissions 2022-2024

Lead Enrollment Counselor 2020-2022

TIMOTHY HURLEY, Director of Library Services, effective June 10, 2025

Education

M.L.I.S., Library and Information Science, Syracuse University, 2021

B.A., Mass Communication, Virginia Commonwealth University, 2010

Previous Experience

Richard Bland College, Head Librarian, 2021-2025

Virginia Commonwealth University Health Sciences Library, Evening and Sunday
Supervisor, 2013-2021



Richard Bland College
Board of Visitors

Resolution: No. 4 – RESOLUTION TO APPROVE THE COLLEGE WORKFORCE PLANNING AND DEVELOPMENT REPORT

Date: September 24, 2025

§2.2-1209 of the Code of Virginia (Code of Virginia) directs public institutions of higher education to prepare workforce planning, development, and succession plans for presentation to their Boards of Visitors and to share copies with the Commonwealth Department of Human Resource Management (DHRM).

The succession plan template developed by DHRM is focused on organizational resilience, recruitment, retention, engagement, and workforce development. The template also incorporates reporting for Employment Opportunities Plan, Diversity, Opportunity and Inclusion plans. Data gathering is focused on key personnel and executive positions. Some interpretation is required to comply with a template and process that is focused primarily on state agencies instead of institutions of higher education. Even so, the planning exercise is useful in prompting the institution to evaluate key positions and aspects of operations that warrant contemplation and succession planning considerations.

The report provides a dashboard of information that is useful for institutional workforce planning with key findings as follows:

- Twelve (12) of RBC's total employees are eligible for retirement within the next five years. Three (3) of the positions identified are classified, three (3) are instructional faculty, five (5) are administrative professionals, and one (1) is the agency head.
- The average time to fill vacant positions is less than the statewide average. Process changes and training of our stakeholders has led to a dramatic decrease in the time to fill positions.
- Three percent (3%) of college employees report being veterans. There are no disparate impact indicators related to minority employees. Thirty-six (36) percent of new hires were minorities.
- The Workforce Planning and Development process continues to help identify gaps involving staff shortages, critical positions, retention, and areas of employee engagement. A continued review is warranted. Utilization of technology for automation and process improvements is currently being pursued, along with other HR-related activities to enhance the HR function and employee work experience.

The College's Office of Human Resources continues to collaborate with executive leaders to identify factors that may have an impact on talent requirements and operational continuity.

THEREFORE, BE IT RESOLVED, that upon the recommendation of the President, the Board of Visitors of Richard Bland College approves timely submission of the Richard Bland College 2025 Workforce Planning and Development report to DHRM; and

BE IT FURTHER RESOLVED, pursuant to Virginia Code 2.2-1209(C), that a copy of the approved plan shall be provided to the Department of Education; and

BE IT FURTHER RESOLVED, that the Board of Visitors requests periodic updates to the College's workforce development and planning process.

Richard Bland College

Agency Number: 241

Agency Workforce Plan Executive Summary

As of: 06/30/2025

Richard Bland College (RBC) continues to expand its workforce to meet the needs of a growing student population. In support of this growth, the Human Resources department has enhanced its role in attracting and retaining highly qualified candidates. HR is actively partnering with institutional leadership and campus stakeholders to assess recruitment needs and facilitate the hiring of skilled professionals. Additionally, HR provides ongoing training opportunities to faculty and staff to strengthen their understanding of human resources policies and practices.

RBC remains committed to fostering an inclusive campus environment through the continued efforts of the Inclusive Excellence Committee, which addresses concerns raised by underrepresented groups.

The Foundational Analysis revealed that 26% of employees are in their first year of service, and 55% are within their first five years. This trend raises concerns about the potential loss of institutional knowledge as positions are vacated and refilled. Furthermore, voluntary separation rates are highest among employees with five years or less of service, at 5.3%, compared to an overall rate of 3.6%. The low response rate to exit surveys—currently at 13%—limits the college's ability to gather meaningful data for trend analysis and improvement.

Agency Workforce Plan At a Glance

Metrics in this workforce plan reflect only the following classifications: Classified, Wage, Faculty, Adjunct, Administrative & Professional Faculty.

Agency Workforce

274

Total Employees

Organizational Entry

22.3%

Hire Rate

Internal Mobility

7.3%

Internal Mobility Rate

Organizational Exits

3.6%

Voluntary Separation Rate

2

Total Critical Roles

0.7%

Critical Role Hire Rate

0.0%

Critical Role Internal Mobility Rate

0.0%

Critical Role Separation Rate

Workforce SWOT Analysis

Strengths

HR Staff
Cross Training
Employee Count

Weaknesses

Communication
Policy
Processes

Opportunities

COVLC
Engagement

Threats

Applicants
HRIS

Risk to Top Agency Priorities

From the Employment Opportunities Plan: Continue to partner with Stakeholders to assess recruitment needs

Low Risk

From the Employment Opportunities Plan: Continue to engage outside vendors for Recruitment Advertising to attract the most qualified faculty and staff

Low Risk

From the Employment Opportunities Plan: Partner with local entities to schedule and attend Job Fairs

Low Risk

Agency Workforce Strategy Objectives

Objective 1: Recruitment and Retention

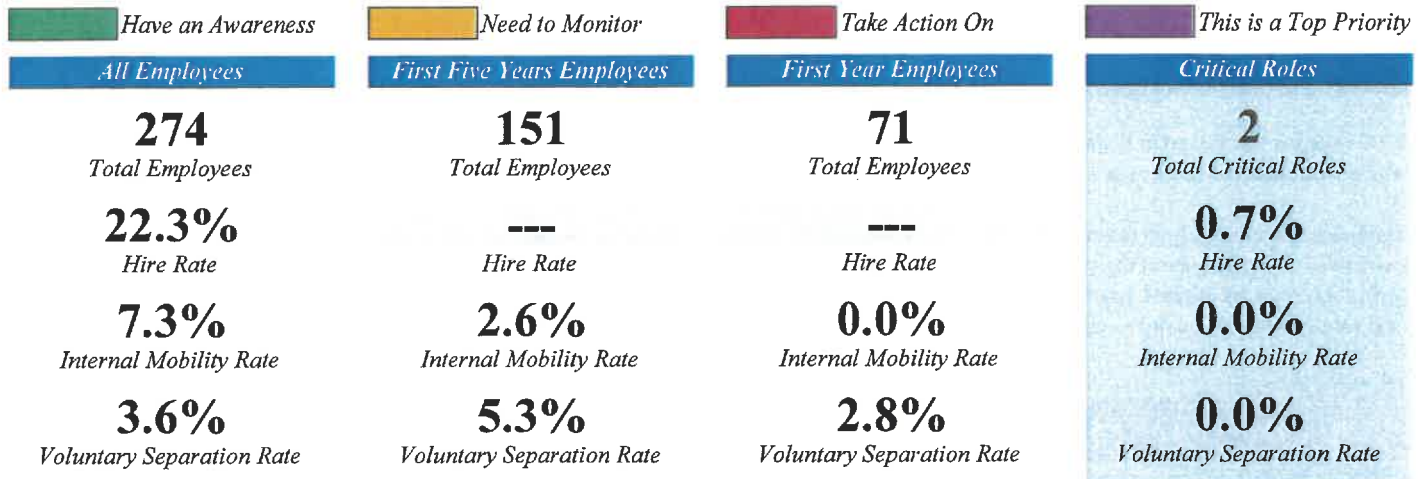
Objective 2: Salary Administration

Objective 3: Inclusion

Additional information, details, and explanations found on the subsequent pages of this workforce plan summary.

Key Observations and Highlights

55 % Richard Bland College's workforce has 5 years or less of service. The retirement eligibility in the next 5 years remains relatively low. Voluntary separations remain low at 3.6%.



Commonwealth Exit Survey*

1
Total Responses
13%
Response Rate
N/A
Net Promoter Score
*Only classified employees are invited to participate.

Definitions

Total Employees Total Employees include the following classifications: Classified, Wage, Faculty, Adjunct, Administrative & Professional Faculty.

Hire Rate The Hire Rate is the total number of hires during the fiscal year divided by the total number of employees.

Internal Mobility Rate The Internal Mobility Rate is the total number of internal promotions and transfers divided by the total number of employees.

Voluntary Separation Rate The Voluntary Separation Rate is the total number of external transfers and voluntary separations divided by the total number of employees.

Critical Roles Definition and/or Identification Process Critical positions are those deemed essential to the ongoing success and operational continuity of the College. These roles are considered vital by Human Resources, as the College would be unable to function effectively for an extended period without them.

Agency Current & Upcoming Retirements



Executive Team

Executive Team Definition

The Executive Team consists of the President of the College and Cabinet Members

9
Total Positions
9
Appointed Positions
2
Executive Critical Roles

Executive Retirements



Agency Workforce S.W.O.T. Analysis

As of: 06/30/2025

Fully Staffed

Coverage Multiple Jobs

Small Population



Strengths

Elements **INTERNAL** to the Agency (those within control of the Agency) that **ENHANCE** the workforce in achieving strategic priorities.

Elements **EXTERNAL** to the Agency (those within control of the Agency) that **ENHANCE** the workforce in achieving strategic priorities.

Opportunities

Training

Campus Events



Internal Communication

Policy Application

Internal Process Flow



Weaknesses

Elements **INTERNAL** to the Agency (those within control of the Agency) that **INHIBIT** the workforce in achieving strategic priorities.

Elements **EXTERNAL** to the Agency (those within control of the Agency) that **INHIBIT** the workforce in achieving strategic priorities.

Threats

Applicant Pool

Use of HRIS Systems owned by DHRM



Risk Associated with Agency Strategic Priorities

Significant Risk

High Risk

Medium Risk

Low Risk

Continue to partner with Stakeholders to assess recruitment needs

Continue to engage outside vendors for Recruitment Advertising to attract the most qualified faculty and staff

Partner with local entities to schedule and attend Job Fairs

Utilize DHRM Pay Structure for Classified Positions

Utilize CIPA and AAUP data in addition partner with independent consultants when necessary to design Faculty and Administrative and Utilize Federal and State Wage rates along with Market Value for Wage Structure

Participate Fully with the Inclusive Excellence Committee

Very Prepared

Prepared

Somewhat Prepared

Not Prepared At All

Objective 1: Recruitment and Retention

Build and sustain a workforce of well-qualified individuals committed to advancing the agency's mission and strategic objectives.

Objective 2: Salary Administration

Implement equitable and consistent compensation practices in compliance with State and Federal regulations, and develop a comprehensive Salary Administration Plan for Faculty and Administrative/Professional Faculty.

Objective 3: Inclusion

Provide opportunities to engage and support the RBC Community.

Signatures

As of: 06/30/2025

2.2-1209. Policy of the Commonwealth regarding workforce planning issues with a submission of a succession plan for agency/institution in alignment our annual strategic planning cycle. To ensure that workforce planning is occurring in tandem with agency strategic planning, and to support the acquisition and sustainment of a resilient workforce, agencies and institutions of higher education must execute, continuously evaluate, and submit an annual workforce planning and development report to executive leadership. The plan template was designed by the Department of Human Resources Management and vetted by a state human resources advisory committee. As directed by the legislative mandate, the plan has a threefold focus: mission critical positions, employees nearing retirement, and executive positions.

This Workforce Planning and Development Summary serves as a continual assessment of workforce risks and accomplishments surrounding the areas of continuity of operations, recruitment, retention and engagement, and workforce development. It will enable informed executive-level workforce decisions. Plans must be submitted to an agency's Cabinet Secretary or Board of Visitors annually, no later than September 30th of each year.

Statement of Commitment

Richard Bland College is committed to the Commonwealth's policy and efforts to submit a work plan summary annually to ensure adequate workforce planning alignment with the agency's or institution's strategic plans.

Dianna Banks_____
Agency Head Signature_____
Human Resources Director



Richard Bland College

BOARD OF VISITORS

Resolution: No. 5 – Resolution to Approve 2026-2032 Capital Outlay Plan

Date: September 24, 2025

In the late spring of each odd numbered year, the Governor, through the Department of Planning and Budget (DPB), requests that higher education institutions develop their next (rolling) six-year capital outlay plan.

The College has developed its proposed six-year plan for the biennia 2026-2032 based on the Governor's historical guidance.

The 2026-2032 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 2014 Campus Facilities Master Plan was approved by the William & Mary Board of Visitors in February 2014.

Biennium 2026-2028 will be the focus of potential action by the 2026 legislature and thus reflects the priorities of the college as well as the success of initiatives that were funded by the 2022-2023 General Assembly.

The college expects to make submittals for the 2026-2032 Capital Outlay Plan to the Department of Education, the Department of Planning & Budget (DPB), the Department of Treasury (TRS), and State Council of Higher Education (SCHEV) through October of 2025.

In the course of that process, College staff will develop and refine project budgets, which may adjust the estimates reflected in this resolution.

THEREFORE, BE IT RESOLVED, that upon the recommendation of the President, the Board of Visitors approves the 2026-2032 Capital Outlay Plan as recommended; and

BE IT FURTHER RESOLVED, that the Board authorizes the President to take the actions necessary to fulfill Richard Bland College's response to the Governor and supporting agencies with respect to the 2026-2032 submittal.

Priority I. Public Safety and Emergency Operations Center

\$971,270

Richard Bland College has requested funding for the construction of a 22,500-squarefoot Public Safety and Emergency Operations Center (\$971,270- Planning Dollars), a critical infrastructure investment to enhance campus safety, emergency preparedness, and operational resilience. This facility will address current deficiencies and align with best practices in campus security and emergency management. Key features include:

- **Strategic Centralized Location** positioned for optimal accessibility, the facility will enable rapid response to campus-wide emergencies and serve as a central hub for coordinated safety operations.
- **Dual-Use, Resource-Efficient Design** The building will co-locate the Campus Safety & Police Department and the Information Technology Department, promoting operational efficiency, cross-functional coordination, and cost-effective use of space and infrastructure.
- **Modern Safety and Technology Systems** equipped with state-of-the-art fire alarms, sprinkler systems, and integrated technology platforms to ensure seamless communication, monitoring, and emergency response capabilities.
- **Victim-Centered and Trauma-Informed Spaces** which include private, secure, and welcoming areas designed to support confidential interactions and provide a safe environment for individuals in crisis.
- **Full ADA Compliance** The facility will be fully accessible to individuals with disabilities, ensuring equitable access and adherence to federal and state accessibility standards. This proposed center is a vital component of RBC's broader commitment to campus safety, student well-being, and institutional resilience. It will also serve as a model for cost-effective, multi-functional public safety infrastructure in the Commonwealth's higher education system.

Priority II. Center for Teaching, Learning, and Leadership

\$359,674

Richard Bland College (RBC) is committed to equipping educators with tools to integrate life design and experiential learning into the curriculum, aiming to improve student retention, persistence, and graduation rates. To support this effort, RBC has requested \$359,674 in planning dollars to renovate Pecan Hall and establish the Center for Teaching, Learning, and Leadership (CTLL).

As a small but growing campus, many existing spaces were created out of necessity rather than design, resulting in facilities that require reenvisioning for robust learning and leadership programming. The renovated Pecan Hall will house both CTLL and Human Resources, enabling RBC to consolidate and expand programming that prepares students for the workforce and supports their transition to senior-level higher education.

CTLL will offer enhanced student development through mentoring (with an emphasis on RBC alumni), tutoring, career planning, internships with local businesses, service learning, leadership training (including a stronger student government), and simulated workplace experiences. It will also serve as a hub for faculty and staff professional development, supporting talent growth and retention. By centralizing these initiatives in Pecan Hall, RBC will deliver focused, comprehensive programs that better prepare graduates for their future.

Priority III. Maze Hall Renovations

\$328,571

Richard Bland College has requested funding for the renovation of Maze Hall (\$328,571 - Planning Dollars). RBC has a documented history of adapting existing physical spaces to meet the evolving needs of a 21st century campus, and the renovation of Maze Hall will deliver several key benefits:

- **Facility Modernization:** Built in 1935, Maze Hall requires façade repairs to prevent water infiltration, updates for code and ADA compliance, and mechanical upgrades to improve ventilation and air quality. A full renovation will bring the building up to the standards of recently updated facilities on the academic side of campus.
- **Space Optimization:** Repurposing Maze Hall will allow RBC to consolidate executive-level administrative offices currently spread across multiple buildings, creating a centralized administrative core. This strategic move will enhance operational efficiency and foster a more collaborative and cohesive leadership environment.
- **Contemporary Work Environment:** The redesigned administrative spaces will reflect modern leadership and management practices, featuring integrated technology and AI-focused resources that support both individual and collaborative work.



Richard Bland College
Board of Visitors

Resolution: No. 6 – 2026-32 SIX-YEAR PLAN

Date: September 24, 2025

The mission of Richard Bland College is to prepare students for a lifetime of endless potential. We accomplish this by preparing students for university transfer through academically rigorous programs and by expanding access to college credentials through strategic partnerships, specialized programming, and scalable innovation.

The College's Six-Year Plan, attached to this document, is rooted in its 2020-2025 Strategic Plan and incorporates the goals set forth in the Governor's priorities for the Commonwealth, the Higher Education Opportunity Act, the Growth4VA campaign and SCHEV's Virginia Plan for Higher Education.

It is important to the vitality of the Commonwealth and the diversity of its higher education system for the College to continue to provide a distinctive higher education option, while ensuring that access to its programs and services remains accessible and affordable to the citizens of the Commonwealth.

The College has determined those expenditures necessary to support and enhance its instructional, student service, and administrative operations; prioritized those expenditures; and recommended funding through a combination of Commonwealth, College, and reallocated funds.

The College continues to evaluate opportunities to improve the effectiveness and efficiency of its academic and administrative programs and activities, aware that fulfilling the goals of the Plan will require a combination of tuition revenue, state support, and generated revenue.

THEREFORE, BE IT RESOLVED, that upon recommendation of the President, the Richard Bland College Board of Visitors approves expenditures proposed in the Richard Bland College 2026-32 Six-Year Plan and that the 2026-32 Six-Year Plan be prepared and submitted according to the requirements of the Higher Education Opportunity Act of 2011 and subsequent guidance from the State Council of Higher Education.

2025 Six-Year Plan Narrative (Part I)

Part 4: ACADEMIC-FINANCIAL PLAN: 2026-27 through 2031-33
Richard Bland College

Instructors: The Academic Plan should contain academic, finance, and support service strategies the institution intends to employ in meeting state needs/goals as found in the Virginia Plan. (Please see the main instructions sheet in this workbook for more detailed information about The Virginia Plan. Please provide short titles to identify institutional strategies and other expenditure increases. Provide a concise description in the "Notes" column (column Q), including a 2% salary increase and 1% health insurance premium increase where relevant and a specific reference as to where more detailed information can be found in the Narrative document.

Complete the lines appropriate to your institution, adding lines within the relevant categories as needed. As completely as possible, the items should represent a complete picture of your anticipated use of projected tuition revenues and strategic focus areas. Categories are listed in bold; you may not change the categories but you may add lines where indicated. Please update total cost formulas if necessary. For every line, the total amount and the sum of the reallocation and tuition revenue should equal one another.

Funding amounts in the first year should be incremental. However, if the costs continue into the second year and beyond, they should be reflected cumulatively, not an annual increase. Please update total cost formulas if necessary. Institutions should assume no general fund (GF) support in 2026-28 in this tab aside from the instructed assumptions for salary and health insurance premium increases. A separate tab (Tab 9) is provided for institutions to request additional GF support for 2026-28. Strategies for student financial aid, other than those that are provided through tuition revenue, should not be included on this tab; they should be included in Part 6, General Fund Required, of the plan.

Also, given the long standing practice that agencies should not assume general fund support for operation and maintenance (O&M) of new facilities, O&M strategies should not be included in an institution's plan, unless they are completely supported by tuition revenue.

Lines 5 and 6 collect the estimated E&G expenditures of 2024-26 and 2025-26 as baselines for Tab 5 Pro Forma.

For the 2028-30 biennium and 2030-2032 biennium, total amounts should be provided as estimates of future expenditures on these items but delineation of reallocation vs. tuition revenue vs. GF does not need to be provided by the institution.

Funding amounts shall assume an annual 2% salary increase for each year from FY2027 to FY2032 for those employees eligible for the state-sponsored salary increases in the 2024-2026 biennium. In columns H and L, institutions should use the estimated GF share of these increases provided in the salary and health insurance calculator file. If an institution plans to use its own funds to provide additional salary increases, add lines below the "increased state health insurance cost" and specify salary amount by employee type and associated fringe benefit costs, but do not put any dollar amount in Columns H and L.

Please estimate total E&G expenditures for 2024-26 and 2025-26	
Total Estimated 2024-26 E&G Expenditures	\$20,757,502
Total Estimated 2025-26 E&G Expenditures	\$21,280,844

2026-2027 (Auto-calculated) Implied GF share 82.1%	
Incremental amounts relative to 2025-26 estimated baseline	
2027-2028 (Auto-calculated) Implied GF share 82.1%	

	Virginia Strategic Plan Goal(s)	2026-2027		2027-2028		2028-2029		2029-2030		2031-2032		Explanation Please be brief; reference specific narrative question for more detail.
	Short Title	Total Amount	Reallocation	Amount from Tuition Revenue	Amount from GF (Salaries & benefits only)	Total Amount	Reallocation	Amount from Tuition Revenue	Amount from GF (Salaries & benefits only)	Total Amount (Pro Forma)	Total Amount (Pro Forma)	
Salary & benefit increases for existing employees	2% annual state salary increase cost	\$214,945		\$0	\$80,174	\$434,188		\$0	\$161,854	\$857,616	\$1,118,581	figures from salary/health insurance calculator
	1% annual state health insurance increase cost	\$17,412		\$0	\$7,775	\$34,824		\$0	\$15,549	\$52,674	\$68,911	figures from salary/health insurance calculator
	[Add lines & descriptions here]	\$0		\$0	\$0	\$0		\$0	\$0	\$0	\$0	
	[Add lines & descriptions here]	\$0		\$0	\$0	\$0		\$0	\$0	\$0	\$0	
	[Add lines & descriptions here]	\$0		\$0	\$0	\$0		\$0	\$0	\$0	\$0	
Inflationary non-personnel cost increases	Contractual services	\$0		\$0	\$0	\$0		\$0	\$0	\$0	\$0	
	Utilities	\$0		\$0	\$0	\$0		\$0	\$0	\$0	\$0	
	[Add lines & descriptions here]	\$0		\$0	\$0	\$0		\$0	\$0	\$0	\$0	
	[Add lines & descriptions here]	\$0		\$0	\$0	\$0		\$0	\$0	\$0	\$0	
	[Add lines & descriptions here]	\$0		\$0	\$0	\$0		\$0	\$0	\$0	\$0	
Financial aid expansion	Adopt In-State Student Financial Aid from Tuition Rev	\$0		\$0	\$0	\$0		\$0	\$0	\$0	\$0	
	Adopt Out-of-State Student Financial Aid from Tuition Rev	\$0		\$0	\$0	\$0		\$0	\$0	\$0	\$0	
	[Add lines & descriptions here]	\$0		\$0	\$0	\$0		\$0	\$0	\$0	\$0	
	[Add lines & descriptions here]	\$0		\$0	\$0	\$0		\$0	\$0	\$0	\$0	
	[Add lines & descriptions here]	\$0		\$0	\$0	\$0		\$0	\$0	\$0	\$0	

Part 4: ACADEMIC-FINANCIAL PLAN: 2026-27 through 2031-33

Richard Bland College

Short Title	2026-2027		2027-2028		2028-2029		2029-2030		2030-2031		2031-2032		Explanation Please be brief; reference specific narrative question for more detail.
	Total Amount	Reallocation	Amount from Tuition Revenue	Amount from GF Reserves & benefits	Total Amount	Reallocation	Amount from Tuition Revenue	Amount from GF Reserves & benefits	Total Amount (Pro Forma)	Total Amount (Pro Forma)	Total Amount (Pro Forma)	Total Amount (Pro Forma)	
New/expanded academic programs													
(Add lines & descriptions here)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(Add lines & descriptions here)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(Add lines & descriptions here)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(Add lines & descriptions here)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(Add lines & descriptions here)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Other academic & student support strategies & initiatives													
(Add lines & descriptions here)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(Add lines & descriptions here)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(Add lines & descriptions here)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(Add lines & descriptions here)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(Add lines & descriptions here)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Other non-academic strategies & initiatives													
(Add lines & descriptions here)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(Add lines & descriptions here)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(Add lines & descriptions here)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(Add lines & descriptions here)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(Add lines & descriptions here)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Total Additional Funding Need	\$232,337	\$0	\$87,648	\$144,688	\$489,973	\$0	\$177,653	\$291,320	\$718,000	\$936,620	\$1,307,692	\$1,463,309	

Auto Check Matching (Must not be greater than amount in column 12; if not match, please provide explanation)

2026-2027	2027-2028
\$359,405	\$518,757

2025 SIX-YEAR PLAN NARRATIVE (Part II)

INSTITUTION: Richard Bland College

OVERVIEW

The six-year plan should describe the institution's goals as they relate to the Commonwealth's goals which are articulated in the *Pathways to Opportunity: The Virginia Plan for Higher Education*; the Higher Education Opportunity Act of 2011 (TJ21); the Restructured Higher Education Financial and Administrative Operations Act of 2005; and the Governor's objectives to prepare every graduate for success in life. Please use this opportunity to outline your institution's plans and objectives.

The instructions within the institutional mission and priorities section below ask for specific strategies related to affordability and access to quality postsecondary education that prepare students for success in life. Other sections offer institutions the opportunity to describe additional strategies to advance institutional goals and Commonwealth needs.

The intent of this process is for each of the commonwealth's higher education institutions to complete a consistent, detailed biennial strategic plan, with an update to that plan in the second year of the biennium. This process should coincide with any planning processes completed by the institution and presented to their board of visitors. It is also expected that the plans rely on the fact packs maintained by SCHEV for key statistics and financial metrics.

Please be comprehensive but as concise as possible with responses; you are encouraged to use bullet points vs. prose. Consider this a starting point for the dialogue with OpSix; you will have the opportunity to further elaborate on the narrative in your review session later this summer.

Please save this narrative document with your institution's name added to the file name.

SECTION A: MISSION & PRIORITIES

Key question: What are your institution's unique strengths and how do those inform your strategic priorities?

A1. Describe how your institutional strategic plan goals align to your institutions mission. Please share any plans you have to change your mission over the six-year period.

Richard Bland College's Current Mission:

To prepare our students for a lifetime of endless potential.

We accomplish this by:

- Preparing students for university transfer through academically rigorous programs grounded in the liberal arts tradition of William & Mary.
- Expanding access to college credentials through strategic partnerships, specialized programming, and scalable innovation.

As Richard Bland College (RBC) advances as a forward-thinking model for higher education, its mission continues to emphasize priorities related to workforce development, educational equity, and economic growth. Central to this evolution is a strategic focus on leveraging the College's underutilized assets to serve as a catalyst for cross-sector collaboration. RBC is committed to:

- **Establishing high-impact partnerships** with K-12 school divisions, public and private higher education institutions, economic development agencies, employers, and nonprofit organizations to drive innovation and regional alignment.
- **Streamlining educational and workforce pathways**—from high school through work-based learning to postsecondary credentials assuring that all students, including nontraditional learners and veterans, are equipped for success in STEM-H and other high-demand sectors.
- **Advance educational attainment, economic opportunity, and regional development** by serving as a hub for talent development and opportunity creation.

Our institutional strategic plan centers around three core areas of focus:

1. Providing **an educational product of high value with streamlined pathways.**
2. Offering **an unmatched student experience** for our campus community.
3. Ensuring **sustainability in operation.**

As RBC prepares to welcome a newly appointed Board of Visitors, the institution is entering a pivotal period of reflection and forward planning. Over the next six-year horizon, we

anticipate dialogue around RBC’s mission, vision, and strategic priorities—ensuring alignment with the evolving needs of the Commonwealth and the students we serve.

This governance transition will coincide with the scheduled Strategic Plan refresh in Fall 2025, providing a timely opportunity to reaffirm institutional values, assess progress toward key performance indicators, and chart a bold path forward. The process will be inclusive, data-informed, and aligned with statewide goals for access, affordability, student success, and workforce readiness.

A2. What are your institution’s greatest strengths and areas of distinctiveness that it should continue to invest in? Looking ahead, what are your institution’s greatest opportunities for improvement?

1. University-Parallel Experience for the Two-Year Student

The student experience at Richard Bland College (RBC) stands apart from other two-year institutions, offering a comprehensive, university-parallel education at an accessible cost, via residential or non-residential options. Through its innovative Guided Pathways for Success (GPS@RBC) initiative, rooted in best practices from the American Council on Education (ACE), the College is transforming the student journey with a clear, structured, and supportive approach to academic and career success.

GPS@RBC is built around a set of student-centered value propositions that ensure every learner is equipped to thrive via:

- Streamlined onboarding which simplifies the transition into college and establishes a foundation for early student success.
- Clearly defined academic and career pathways that align with workforce needs, featuring paths of study and credentials designed to lead directly to high demand fields.
- Accelerated support for underprepared students, including fast-track summer bootcamp programs that help learners quickly master foundational skills needed for success in a postsecondary environment.
- High-touch, holistic support services that provide personalized guidance and proactive interventions throughout the student life cycle.
- Integrated tools and technologies that empower students, faculty, and staff with real-time insights into academic progress, performance, and planning.

University College (UC) and Transfer Scholars Network (TSN) Partnership: Expanding Transfer Access and Opportunity

The University College continues to serve as an innovative model for expanding transfer options for RBC graduates through strategic partnerships with four-year institutions and the Transfer Scholars Network (TSN).

- RBC became a full member of the Transfer Scholars Network (TSN)—a national initiative led by the Aspen Institute—in Summer 2023, following a successful pilot phase. recognizing RBC’s commitment to high-achieving, transfer-bound students.
- This partnership aligns with RBC’s mission to prepare students for a lifetime of opportunity by expanding access to selective four-year institutions, particularly for first-generation and low-income students. TSN connects eligible students (GPA 3.5+) with top-tier colleges and universities, offering personalized support and pathways to institutions that were previously perceived as out of reach.
- **Strategic Impact and Student Outcomes**
 - **2023–2024:** 10 applicants; 1 student admitted to Amherst College with full tuition and a Jack Kent Cooke Foundation (JKCF) scholarship.
 - **2024–2025:** 144 students met TSN criteria; 25 submitted interest forms.
 - Admissions included: Williams, Yale, Princeton, and Johns Hopkins.
 - Student admitted to Grinnell College outside of TSN via JKCF semifinalist status.
 - Other TSN Scholars gained admission to top public institutions (e.g., UVA, Virginia Tech, William & Mary, UNC Chapel Hill).

By embedding structure, support, purpose, and streamlined pathways into every stage of the student journey, RBC redefines what’s possible at a two-year college—setting a new standard for student success. Programs such as GPS 101 and partnerships like TSN exemplifies RBC’s strategic commitment to equity, excellence, and upward mobility—ensuring that high-achieving students from all backgrounds have access to the nation’s most selective institutions.

2. Early Access and Completion

RBC prides itself on its ability to make a high-value college credential affordable and accessible to traditional and non-traditional students in the local region and across the Commonwealth. Early completion at RBC has been hailed as a model for dual enrollment, enabling more than 2,000 high school students annually to complete rigorous college coursework.

- RBC strategically partners with dozens of public and private high schools across Virginia with a focus on expanding access to college coursework and credentials. These communities include: Petersburg, Hopewell, Dinwiddie, Colonial Heights, Sussex, and Prince George County Public Schools. Since 2023 RBC has increased the number of approved Off-Campus Instructional Sites for Dual Enrollment Academies from two locations to five.
- RBC Dual Enrollment Academies enable dozens of students to complete a high school diploma and a two-year college degree simultaneously. Since 2023 the number of Dual Enrollment students earning a two-year college degree has increased from 23 graduates in the Spring of 2023 to 89 graduates in the Spring of 2025 with an anticipated increase to approximately 100 graduates in Spring 2026.

3. RBC Works!: Workforce Preparedness and Pathways to Career Success

RBC is advancing a comprehensive workforce development strategy that aligns with the Commonwealth's goals for talent development, economic mobility, and educational equity. Through a combination of internal student employment, experiential learning, and community-based training, RBC prepares students and community members for success in high-demand career pathways.

- **Integrated Student Employment and Internship Model** RBC provides structured on-campus employment and internship opportunities that are intentionally aligned with students' academic and career goals. A distinctive feature of this initiative is its internship-style model, integrating mentorship and skill development from within campus departments. This approach ensures that student employees are not only contributing to the College's operations but are also gaining hands-on experience, personalized guidance, and transferable skills that support their academic persistence and career progression.
 - By embedding intentional learning outcomes into on-campus employment, RBC is creating a high-impact practice that strengthens student retention, enhances workforce preparedness, and supports broader statewide goals for talent development.
- **Back on Track Workforce Reentry Initiative**
Launched in FY25 with support from a \$694,000 U.S. Department of Labor grant, the *Back on Track* program is a three-year initiative designed to re-engage disconnected learners and community members—particularly those impacted by trauma or educational disruption—into higher education and the workforce.
Key components include:
 - Career readiness workshops and soft skills bootcamps
 - Pathways to credentials in high-demand sectors with an emphasis on STEM-H
 - Wraparound support services including expanded access to mental health services, advising, and financial aid navigation

This initiative positions RBC as a regional hub for workforce reentry and credential attainment.

- **Strategic Partnerships and Future Growth**
RBC is actively expanding partnerships with local employers, regional economic development agencies, and community-based organizations to:
 - Align training with labor market needs
 - Support seamless transitions from education to employment
 - Scale credentialing and internship opportunities.

Future goals include securing additional funding to expand employer-sponsored training, increase student access to paid internships, and enhance community engagement in workforce pathways.

4. An Incubation Hub for Mission-Aligned Innovation and Research Since its establishment in 2022, the Office of Research and Innovation (ORI) at RBC has become a key driver of institutional advancement and strategic growth. ORI was created to expand capacity

and support initiatives aligned with student success, workforce development, and academic innovation.

In just three years, ORI has secured over \$9.4 million in competitive grant funding—far exceeding initial projections. Highlights include:

- FY23: \$3.2M awarded (goal: \$1M)
- FY24: \$4.5M awarded from \$12M in proposals (goal: \$1.5M)
- FY25: \$1.7M awarded (goal: \$1M)

Key partners include the State Council of Higher Education for Virginia (SCHEV), the U.S. Department of Agriculture, and The Cameron Foundation, whose support has expanded health careers programming and student access to high-demand fields.

Regarding greatest strengths, RBC offers a high-impact, affordable educational experience that mirrors the academic rigor, student engagement, and residential life opportunities typically found at four-year institutions—while maintaining the accessibility and flexibility of a two-year college.

Opportunities for Improvement:

1. Diversify and Expand Enrollment Pipelines: To ensure long-term enrollment sustainability, RBC is focused on expanding access through flexible, high-impact learning models. This includes offering online and hybrid options to better serve Dual Enrollment (DE) students, adult learners, and individuals with some college but no degree. Strengthening conversion pathways for DE students and re-engagement strategies for near-completers to return and earn credentials are areas for opportunity.

2. Advance Student Success Metrics: RBC is committed to improving key performance indicators including retention, persistence, and graduation rates. Enhanced student support services with an emphasis on mental health promotion, data-informed advising, and targeted programming that supports student belonging and academic momentum are critical to making advancements in these areas.

3. Expand Workforce-Aligned Academic Programs: To meet labor market demands, RBC will continue to partner with the community to develop programs that support career attainment and advancement in high-demand sectors. Areas for opportunity include healthcare, cybersecurity, and data science, with a focus on short-term credentials and stackable certificates. Employer partnerships and work-based learning opportunities that provide students with real-world experience and clear career pathways will remain areas of focus.

4. Strengthen Operational Sustainability: As a central tenet of the Strategic Plan, RBC remains committed to taking measures that ensure financial resilience and institutional agility. RBC intends to improve operational efficiency through data-driven budgeting, and exploration of shared services or consortium models to reduce costs and increase capacity. RBC will also

continue to pursue growth in grant activity, corporate partnerships, and philanthropic support to advance institutional priorities and sustainability.

A3. What are the top 3-5 strategic priorities you are currently pursuing or planning to pursue in the next six years? Please explain how each strategy relates to the statewide strategic plan for higher education, to the strengths and/or opportunities for improvement mentioned above, and will ultimately drive better outcomes for students. If the strategy has a general fund component (operating and/or capital, equipment, renovation) please include the operating request in the “General Fund Request” tab and the capital or equipment request in the “Capital” tab of the excel file.

1. Ensure Richard Bland College’s (RBC) successful transition to independent board governance, focus on financial health and sustainability of operation, and preparation for Level Two authority

As RBC enters a new chapter, special focus will be given to transitioning our newly appointed Board of Visitors, focused on advancing RBC’s vision, institutional strengths, and long-term impact within the Commonwealth. A top priority for the College remains ensuring operational sustainability to support student success and institutional resilience. In the upcoming biennium, RBC will continue to strengthen its financial health by:

- Diversifying revenue streams,
- Optimizing enrollment and retention strategies,
- Expanding advancement and philanthropic efforts, and
- Aligning academic programs with labor market demand.

Additionally, RBC will continue to pursue greater operational efficiency through data-informed budgeting and the exploration of shared services and consortium models. These efforts reflect the College’s commitment to fiscal responsibility, affordability, and operational excellence.

Looking ahead, RBC will evaluate the feasibility of pursuing expanded operational authority under Virginia’s Restructured Higher Education Financial and Administrative Operations Act. Currently the only institution in the Commonwealth operating at Level One authority, RBC intends to explore one or more memoranda of understanding (MOUs) over the next six years to advance to Level Two status. Priority areas for expanded autonomy include:

- Information Technology – to enhance digital infrastructure, cybersecurity, and service delivery;
- Procurement – to streamline processes, reduce costs, and align purchasing with institutional priorities.

Together, these strategic efforts position Richard Bland College to deliver on its mission with greater agility, impact, and alignment with statewide goals for higher education and workforce development.

2. Unmatched Student Services and Support via Guided Pathways for Success (GPS) (GF FY27 \$499,750/FY28 \$499,750, Capital FY27 \$359,674)

Student success is more than a goal—it's a comprehensive, institution-wide commitment. Through innovative programs, personalized support, and a future-focused approach, RBC delivers a student experience that is both transformative and accessible.

Guided Pathways for Success (GPS@RBC) and the work done via the American Council on Education (ACE) Learner Success Lab are central to this vision, offering a structured, student-centered framework that supports academic achievement, career readiness, and personal development including:

- Holistic advising and life design, which integrates academic planning with career exploration and experiential learning—ensuring students see clear connections between educational goals and their everyday lives.
- Expansion of RBC Works! programs, including development of program infrastructure and increased staffing that supports career readiness through meaningful experiences that combine a liberal arts foundation with tangible skills for the workforce.
- Faculty and staff development, via the establishment of the Center for Teaching, Learning, and Leadership, equipping educators with the tools needed to embed life design and experiential learning into the curriculum, increasing student engagement, and improving retention, persistence, and graduation rates. RBC has requested funds to support the renovation of existing space on campus to establish this Center (\$359,674).
- Given the growing mental health needs of students, RBC is committed to expanding mental health services and has requested funding to support this area (\$499,750). This includes additional staff in the form of licensed counselors and life coaches, as well as programming and support services for neurodivergent learners. SCHEV recently reported that emotional stress and personal mental health are barriers to college enrollment and completion. RBC has identified reaching near-completers as a target market for enrollment and sees increased mental health services as a fundamental component of being able to successfully access and support these students. In response to national trends and rising demand on campus, the College seeks to provide resources that are on par with premier universities and best practices nationwide. This includes increasing access to counseling, disability services, wellness programming, and proactive mental health support to ensure students are equipped to thrive both academically and personally.

Together, these initiatives reflect RBC's commitment to delivering an unmatched student experience—one that is inclusive, innovative, and deeply aligned with broader goals for educational equity, workforce development, and a transformative student experience. This approach reflects RBC's focus on improving rates of retention, persistence, graduation, and thriving post-completion.

3. Drive High-Performance, High-Impact Practices with an emphasis on the integration of Artificial Intelligence (AI) into academic program delivery and appropriate campus functions (GF: FY27 \$477,000/FY28 \$477,000)

- **RBC Online**

The launch of RBC Online will represent a bold step forward in Richard Bland College's values of being a forward-thinking model of higher education—one that emphasizes flexibility, accelerated learning, and market-driven credentials to meet the evolving needs of today's learners and tomorrow's workforce.

Key features of RBC Online include:

- Career-aligned programs offering in-demand certifications and degrees in high-growth fields such as cybersecurity, cloud computing, and data science—directly addressing regional workforce gaps and supporting local economic development.
 - Expanded access to education for a diverse student population, including working professionals, adult learners, and K–12 students, thereby broadening RBC's reach and impact.
 - Dual enrollment and preparatory coursework for high school students, providing early exposure to college-level learning and fostering postsecondary readiness along with improvement in pass-through rates.
 - Curriculum aligned with national industry standards and certifications, ensuring graduates are competitive in both local and national job markets.
 - Agile, technology-driven delivery, allowing for rapid updates and integration of emerging tools and methodologies to keep pace with industry trends.
 - With its scalable, future-ready platform, RBC Online will not only expand access to high-quality education and improve affordability—but will position the College as a leader in workforce innovation and digital transformation.
- **Learning Excellence and Integration of Artificial Intelligence**
 - RBC is focused on integrating Artificial Intelligence (AI) across college operations, encompassing administrative, academic, and student support functions, in alignment with AI Guidelines and prioritizing curricular innovation and agility in response to market needs.
 - Curricular enhancement and personalized learning support will be a primary focus, ensuring that faculty and students have access to the tools needed to be successful.
 - Increasing administrative efficiency to expand our capacity for scalable innovation and strategic partnerships will also be a primary focus.

In the upcoming biennium, RBC will build on the success of its current online offerings by fully developing the integrated RBC Online degree-completion program. RBC has requested funding to support the launch of this program including partnering with learning experience design experts and specialized marketing outreach to identified student populations (\$477,000). This initiative is designed to expand access to high-quality, flexible academic pathways—particularly for adult learners, working professionals, Dual Enrollment students

and those with some college but no degree. RBC Online directly supports statewide strategic priorities around educational equity, credential attainment, and talent pipeline development

A4. Please explain how your institution has engaged your Board of Visitors and institution leadership in the mandatory review of the Pell Initiative for Virginia.

Richard Bland College (RBC) has fully integrated the Institution-Wide Barrier Review (IwBR) into its strategic planning and governance processes, in alignment with the SCHEV Pathways to Opportunity framework.

Board and Leadership Engagement

- In January 2025, President Sydow formally charged the institution to embed the IwBR into both the six-year plan and governance structure, ensuring sustained focus and accountability.
- The President's Cabinet and Council led early-stage policy reviews and barrier identification, followed by structured engagement with faculty, staff, and students.
- The Office of Research and Innovation has briefed the Board of Visitors on updates from major grant initiatives related to strategic goals and performance metrics.

Inclusive and Data-Informed Process

- RBC launched a comprehensive review process that included:
 - Qualtrics surveys of faculty and staff
 - Focus groups with students and faculty

Strategic Priorities Under Review

The IwBR has focused on identifying and addressing barriers in:

- Health Careers Pathways
- Drone and Aviation Programs
- Student Support Services (mental health, scholarships, paid internships, experiential learning)

Governance and Continuous Improvement

- Barriers are categorized into two strategic areas:
 1. Immediate – actionable within the current fiscal year
 2. Complex – requiring long-term planning and resource alignment
- A continuous improvement self-assessment function is now embedded in institutional operations, ensuring that findings inform both policy and practice.

SECTION B: STRATEGIC DEEP DIVE – ENROLLMENT VOLUME & COMPOSITION

Key question: How is your institution managing enrollment in light of state and national trends, and what are the financial implications?

B1. What do you see as the primary drivers of recent enrollment trends for your institution? Further, describe your 2023 enrollment projections and explain why those projections have (or have not) resulted as projected. Please reference any specific academic programs that have had a significant (positive or negative) effect on enrollment, if relevant. When responding to this question please consider data under the “Enrollment” section of your institution’s fact pack ([linked here](#)).

1. Recent Enrollment Growth at Richard Bland College: Key Drivers and Strategic Impact

Richard Bland College (RBC) has experienced sustained enrollment growth in recent years, driven by a combination of strategic initiatives and evolving market dynamics. The following factors have been instrumental in shaping this positive trajectory:

- **Strategic Expansion of Recruitment Territories**

RBC has significantly broadened its geographic reach, particularly in Northern Virginia and the Tidewater region. The deployment of dedicated recruitment staff and consistent engagement with high schools in these areas has led to a measurable increase in application volume and improved yield rates.

- **Robust Growth in Dual Enrollment**

The College’s dual enrollment program continues to thrive, reflecting strong demand across the Commonwealth. In 2023, dual enrollment students comprised 68% of total headcount—a 26% increase over the previous year. RBC is actively working to convert these students into full-time, degree-seeking enrollers through targeted pipelines, incentive programs, and personalized outreach.

- **Athletics as a Catalyst for Residential Enrollment**

RBC’s athletics program has emerged as a key driver of residential enrollment, currently supporting approximately 200 student-athletes, over 80% of whom reside on campus. The program has grown from six athletic teams to fifteen in three years, including an increase in student athletes from 125 to nearly 200 in the same time frame. This has enhanced RBC’s visibility both regionally and out-of-state, enriched campus life, and contributed to higher referral and yield rates among first-time-in-college (FTIC) applicants.

- **Increased Peer and Family Referrals**

Positive student experiences have translated into stronger word-of-mouth recruitment. In Fall 2024, 24% of new students reported learning about RBC through a friend or family member, underscoring the value of community trust and satisfaction.

- **Data-Driven Marketing and Personalization**

RBC has adopted a sophisticated, data-informed marketing strategy that leverages geo-targeting, storytelling, and digital engagement. Campaigns highlight affordability, guaranteed transfer pathways, and student success stories. CRM-driven workflows enable personalized communication based on prospective student behavior and interests, significantly improving conversion rates.

- **Enhanced Admissions Operations and Communication**

Operational improvements have streamlined the admissions process, including same-day application processing, 24-hour follow-ups, and multichannel communication (text, email, phone). Integration with the Element451 platform has enabled automation, increased counselor efficiency, and ensured sustained student engagement from application through enrollment.

- **A Compelling Value Proposition Amid Rising Costs**

As families increasingly scrutinize the return on investment in higher education, RBC's affordable tuition and guaranteed transfer agreements offer a compelling value proposition. These attributes resonate strongly with cost-conscious students and families seeking quality education without sacrificing future opportunity.

2. **2023 Enrollment Projections vs. Actual Outcomes**

Based on the 2023 enrollment projections, RBC has exceeded headcount numbers for the 2024-25 Academic Year, because of the efforts described above. The current 2B response incorporates updated internal data, accurately reflects enrollment trends and informs strategic planning efforts moving forward.

Richard Bland College experienced a 7% year-over-year increase in first-time-in-college (FTIC) students from Fall 2022 to Fall 2023, as documented in the RBC Fact Pack.

3. **Enrollment Performance Highlights**

- **Traditional First-Time Enrollment**

Projections for 2023 anticipated modest growth in traditional FTIC enrollment. Actual outcomes slightly exceeded expectations, driven by a comprehensive and data-informed recruitment strategy that included:

- **Geographic Expansion:** Increased outreach in Northern Virginia and Tidewater through targeted high school visits and strengthened counselor engagement.
- **Personalized Communication:** Enhanced follow-up efforts via text, phone, and email, supported by behavior-based CRM workflows.
- **Strategic Marketing:** Digital campaigns highlighting RBC's affordability, residential experience, and guaranteed transfer pathways.
- **Financial Support:** Foundation- and grant-funded scholarships that reduced summer melt by addressing unmet financial need.

- **Dual Enrollment**

Dual enrollment significantly outperformed projections, with 1,888 students enrolled compared to the anticipated 1,400. This growth reflects heightened interest from high schools seeking affordable college credit opportunities for their students.

While this surge has not yet translated into increased post-secondary matriculation at RBC, the College has implemented new strategies to improve conversion. These include:

- Streamlined admissions processes
- Incentive-based enrollment initiatives
- Targeted messaging to dual-enrollment students

Early indicators suggest these efforts are beginning to yield positive results.

4. Program-Level Impact

- Specialized Liberal Arts Transfer Pathways continue to attract students focused on transferring, by offering high-impact, affordable educational experiences that mirror the academic rigor and student engagement of a four-year institution.
- Athletics remains a consistent enrollment stabilizer where recruitment pipelines are strong.
- Flexible learning modalities including online and hybrid delivery continue to draw students who are balancing employment obligations with their educational goals.

B2. Please summarize your institutions enrollment management strategy to align with recent demographic and enrollment trends. Consider online education enrollment in your response. What is the level of confidence in your 2025 enrollment projections, considering potential risks and unknowns such as economic factors, shifting student preferences, and regional demographic changes? Please reference national and statewide enrollment trends/projections and cite any other data (e.g. regional trends, performance of prior enrollment strategies) that informed your projections.

Richard Bland College's (RBC) enrollment management strategy is intentionally designed to address the challenges facing higher education, including shifting demographics, increasing skepticism toward higher education, and intensifying competition from both traditional and online institutions. Our approach emphasizes **market expansion, student success, and program accessibility**, while maintaining fiscal and operational discipline by avoiding overreliance on unproven initiatives.

Strategic Alignment with Demographic and Enrollment Trends

1. Territory Expansion

In response to projected declines in high school graduates across Southside and rural Virginia—estimated at a 10% decrease from 2025 to 2032 (WICHE)—RBC has strategically expanded recruitment efforts into more demographically stable regions such as Northern Virginia and Tidewater. These areas not only offer a consistent pipeline of prospective students but also align with RBC's residential model, appealing to students seeking a balance between independence and proximity to home.

- **Northern Virginia:** Produces approximately 42,000–43,000 high school graduates annually, with projections remaining stable through the early 2030s.
- **Tidewater (Hampton Roads):** Generates 11,500–12,000 graduates annually across divisions including Virginia Beach, Norfolk, Chesapeake, and Newport News, with minimal fluctuation expected through 2031.

This expansion supports RBC's dual-market strategy, targeting:

- **High-achieving students** leveraging guaranteed transfer pathways to reduce cost and build academic confidence.
- **Mid-range GPA students (2.0–3.0)** seeking a supportive, university-parallel environment to improve academic standing before transferring.

2. Dual Enrollment as a Strategic Pipeline

Dual enrollment now comprises 68% of RBC's total headcount, serving as a critical early-access platform for brand exposure and student engagement. While not yet a direct FTIC pipeline, RBC is implementing strategies to improve post-graduation yield through:

- Personalized outreach to dual-enrollment seniors
- Seamless admissions processes
- Targeted messaging to encourage matriculation

3. Support for Underserved Populations

RBC remains committed to expanding access for first-generation, rural, and underrepresented students. In Fall 2024, 51% of the incoming class identified as first-generation, a significant increase from 33% in Fall 2021. RBC's affordability, residential experience, and guided pathways model, including summer bootcamps, directly address the barriers these students face.

To further reduce access gaps, RBC has launched a mobile recruitment van equipped with virtual reality campus tours, bringing the college experience to remote and socioeconomically disadvantaged communities.

4. Modernized Marketing Strategy

RBC's marketing efforts have evolved to focus on geo-targeted digital campaigns that reach students and families most aligned with the College's mission. Key components include:

- Digital storytelling and paid social media
- Programmatic ad targeting emphasizing affordability, transfer pathways, and student success
- CRM-driven communications (Element451) that deliver behavior-based, personalized messaging from inquiry through enrollment

These efforts contributed to a 9% increase in FTIC enrollment in Fall 2024 and have significantly expanded RBC's brand presence in Northern Virginia and Tidewater.

5. Online Learning Development

The RBC Online initiative continues to evolve, with initial enrollment projected for 2026. Rather than overestimating early impact, RBC is prioritizing workforce-aligned, transferable offerings such as stackable certificates. The online platform will initially serve adult learners and credential-seekers, with modest enrollment goals set for 2027. While the current 2B Report references modest growth based on existing institutional infrastructure and capacity, we anticipate updates to the 2B Report for the 2027-28 academic year that reflects growth in the number of distance learners once this platform is adopted.

Enrollment Outlook for 2025: Sustained Growth and Strategic Alignment

We are confident in our 2025 enrollment projection of 429 first-time-in-college (FTIC) students and a total student body of 2,431, grounded in both recent performance trends and the continued impact of our strategic initiatives.

Key Drivers Supporting Our Projection:

- **Sustained Enrollment Momentum:**

Richard Bland College has experienced consistent year-over-year growth. Our Fall 2024 FTIC enrollment increased by 9%, while total enrollment exceeded projections by 16% (2,787 actual vs. 2,385 projected). This follows a 7% increase in Fall 2023 and a 30% surge in Fall 2022, underscoring the effectiveness of our enhanced outreach efforts and student-centered service improvements.

- **Strategic Responsiveness to National Trends:**

Our projections are informed by broader demographic and behavioral shifts, including the anticipated 10% decline in high school graduates through the early 2030s—commonly referred to as the “demographic cliff.” Additionally, we have accounted for the decline in Virginia’s immediate college-going rate, which has dropped from 71% to 65% in recent years. Despite these headwinds, our proactive strategies continue to yield positive enrollment outcomes.

B3. Explain the implications of your enrollment strategy on your institution’s financials. Please consider impacts on both revenues (e.g., discounting, financial aid, net tuition revenue) and expenditures (e.g., costs to implement enrollment management strategies, costs of enrolling more students or students with different needs, cost-per-student impact of flat/decreased enrollment).

Richard Bland College’s enrollment strategy is designed to balance growth with fiscal responsibility, ensuring that both revenue generation and expenditure management align with institutional goals. The following outlines key financial impacts across revenue streams and cost structures:

Revenue Implications:

- **Dual Enrollment Programs**

Dual enrollment continues to be a cost-effective revenue stream with varying financial models based on program agreements:

- **Minimal Direct Costs:** Courses taught by qualified high school instructors credentialed as RBC adjunct faculty incur little to no cost for RBC.
- **Revenue from Instructional Gaps:** When RBC provides instructors for courses not offered by partner high schools, the College captures additional tuition revenue that would otherwise be unrealized.
- **Partner Contributions:** High school partners often cover tuition and/or instructor compensation for online or on-campus courses taught by RBC faculty.
- **Post-COVID Growth:** Enrollment of dual enrollment students attending courses on RBC’s campus has surpassed pre-pandemic levels, generating full tuition revenue and increasing overall enrollment efficiency.

- **Student-Athlete Enrollment**

Student-athletes represent a significant portion of full-time enrollment (~200 students annually), with approximately 80% residing in on-campus housing, accounting for 50% of housing capacity. This contributes meaningfully to both tuition and auxiliary revenue streams, as well as providing the university parallel experience at an affordable rate for many students.

- **Grant Support**

- Department of Labor Grant: RBC received a Department of Labor grant (award date January 2024, effective FY25). These funds support our “Back on Track” program to support the development of a comprehensive back-to-education task force designed to effectively provide pathways for traumatized college and high school students to return to educational environments. This 3-year funded program (\$694,000) is linked to increasing student outcomes (admission, enrollment, retention and workforce development).
- State Council of Higher Education in Virginia: RBC received a 3.4 million dollar REACH grant designed to support students in rural areas. The program includes STEM activities, dual enrollment opportunities, scholarships, paid internships and programming.
- In January 2024, RBC was awarded a \$694,000 Department of Labor grant to launch the “Back on Track” initiative. This three-year program supports re-engagement pathways for students impacted by trauma and disruption, with a focus on improving admission, enrollment, retention, and workforce outcomes. The grant offsets programmatic costs while enhancing long-term enrollment and student success metrics.

Expenditure Implications:

- **Strategic Enrollment Management Costs**

Investments in outreach, student services, and instructional capacity have been essential to recent enrollment gains. These include:

- Expanded recruitment and marketing efforts
- Enhanced academic advising and support services
- Increased instructional staffing for dual enrollment and high-demand courses

- **Cost of Serving a Growing and Diverse Student Body**

As enrollment grows—particularly among dual enrollment, first generation, and student-athlete populations—RBC must continue to invest in:

- Scalable academic and residential support services
- Technology infrastructure for hybrid and online learning
- Faculty and staff development to meet evolving student needs

Cost Efficiency Considerations:

- While flat or declining enrollment typically increases per-student costs, RBC’s recent growth has improved economies of scale. Strategic use of dual enrollment and grant-funded initiatives helps mitigate cost pressures and supports long-term financial sustainability.

SECTION C: STRATEGIC DEEP DIVE – PROGRAM ALIGNMENT & PERFORMANCE

COMPLETION OUTCOMES

Key question: *How is your institution supporting all students to succeed in completing their degree or credential in a timely manner?*

C1. What are your highest-priority completion outcomes targets, both overall and for particular student segments? Please include aspirational targets, realistic expectations, and qualitative targets and specify by when and how you are aiming to meet those targets (e.g., X% 6-year graduation rate for Pell students by 2030). Also include information on recent changes in completion outcomes. When responding please reference the “Completion” section of your institution’s fact pack data ([linked here](#)).

Priority Completion Outcome Targets

Richard Bland College (RBC) is committed to continuous improvement and student success, guided by a focused set of performance metrics that align with statewide priorities. These completion outcomes are used to monitor progress, inform strategic decisions, and ensure equitable outcomes across student populations. RBC’s high priority completion outcomes and targets include:

- A 35% graduation rate (150%) by Fall Cohort. For the 2020-2021 cohort, RBC maintained a 26% graduation rate based on Fact Pack data.
- 65% Fall to Fall retention by Fall Cohort. For the 2023 Fall cohort RBC maintained a 54% retention rate based on Fact Pack Data
- A 55% Persistence by Fall Cohort. Using internal data RBC maintains a 52% persistence rate as a 3-year average.
- 70 % 4-year baccalaureate completion. Based on Fact Pack Data 72% of those transferring to public schools complete a baccalaureate degree and 78% of those transferring to private schools
- Dual enrollment measures—In response to significant growth of Dual Enrollment programs, the Institutional Effectiveness Committee is currently reviewing preliminary performance data to guide the establishment of meaningful benchmarks aligned with the strategic goals for these programs.
 - o Percentage of DE students earning a C or better in classes (currently 94%)
 - o Number of DE students earning an associate degree (currently 65 completers in 2024)

Student Segment Focus:

To ensure equity in outcomes, RBC monitors performance across key student populations:

- Students of Color
- First-Generation Students

Performance Analysis and Institutional Targets

- **150% Graduation Rate**

Graduation rates, as stated in the Fact Pack, have declined beginning with the 2019 cohort, largely due to pandemic-related disruptions at both the secondary and postsecondary levels. According to IPEDS, students of color averaged a 22% graduation rate across the 2017–2019 cohorts, highlighting the need for targeted support strategies. RBC plans to raise total graduation rates to 32% for the Fall 2027 Cohort.

- **Fall-to-Fall Retention**

RBC's retention rates experienced a post-pandemic decline, reaching a low of 45% in 2021 as reported in the SCHEV Retention Report (RT01). However, recent cohorts have shown improvement, with rates approaching 60% and trending toward the institutional target of 65%. RBC plans to achieve a 60% fall to fall retention rate by 2027.

- **Persistence by Fall Cohort**

Using National Student Clearinghouse data, RBC tracks persistence as the percentage of students who graduate, remain enrolled, or transfer to another institution. The three-year average remains near the 55% target, with a slight post-pandemic decline but remains above the institutionally established minimum threshold. RBC aims to increase persistence rates to 60% in the Fall 2027 Cohort.

RBC views the above priority outcomes as measures of progress towards completion. We are aiming to improve upon these targets through campuswide efforts as discussed in the response to C2 below.

C2. Please describe efforts at your institution to ensure all students are graduating in a timely manner. Reference data from the “Program Alignment and Performance” section of your fact pack [\(linked here\)](#).

Addressing Graduation Rate Challenges Through Equity-Focused Student Success Initiatives

Since 2019, Richard Bland College's 150% graduation rate has fallen below the institutional target threshold as referenced in the Fact Pack. While recent trends show signs of recovery, the College remains focused on addressing persistent equity gaps—particularly among male students of color, who have been disproportionately impacted.

To reverse these trends and promote inclusive student success, RBC has implemented a comprehensive suite of initiatives designed to support all students, with targeted strategies for historically underserved populations:

Strategic Interventions to Foster Belonging and Access-Driven Programs

- **Guided Pathways for Success**

Informed by the *American Council on Education's Learner Success Lab*, RBC expanded its Guided Pathways model through redesigned freshman orientation courses, dedicated learner mentors, and enhanced transition support for incoming students.

- **Inclusive Excellence Framework**
Following the completion of the *Racial Justice and Equity Report*, RBC established the *Inclusive Excellence Committee* to identify and close equity gaps in student outcomes through data-informed strategies and inclusive practices.
- **Academic Support Infrastructure**
The *MySTiC Tutoring Center* was launched to provide targeted academic support in mathematics and science, combining peer tutoring with faculty engagement in a collaborative learning environment.
 - **Culturally Responsive Engagement**
 - *Barbershop Talks* offer a safe, authentic space for men of color to engage in open dialogue and build community.
 - *R.I.C.H. Men of RBC* (Respect, Integrity, Character, and Honor) fosters leadership and belonging among male students through mentorship and peer support.
- **First-Generation Student Success**
In 2023, RBC joined the *First Scholars Network*, aligning with national best practices to improve outcomes for first-generation students—who comprise nearly half of the College’s population.
 - *Summer Bootcamps* for both dual enrollment and first-generation students help ease the transition to college and improve early academic success.
 - First-Generation student recognition includes First Generation Declaration Day for students, faculty and staff, first-generation graduate celebration, and graduation stoles commemorating first-generation status.
- **Emergency Financial Support**
The *Save Our Students (SOS) Fund* was established to address urgent financial barriers that threaten students’ academic continuity, reinforcing RBC’s commitment to holistic student support.

POST-COMPLETION OUTCOMES

Key question: How is your institution preparing all students for success beyond completion (e.g., career preparation)?

C3. Please explain how you monitor post-completion outcomes (e.g., employment rates, wage attainment, debt load, upward mobility). What data do you collect? What metrics are you monitoring most closely? What does the data reveal about your institution's greatest strengths and areas for improvement with respect to post-completion outcomes? Please include any relevant data/reports in the appendix or as a separate attachment, including any data that captures outcomes by school/department/program. When responding please reference the "Post Completion" section of your institution's fact pack data ([linked here](#)).

Monitoring Post-Completion Outcomes: Strengthening Data to Demonstrate Long-Term Impact

Richard Bland College (RBC) is committed to understanding and improving the long-term success of its graduates. As a transfer-oriented institution, RBC's post-completion outcomes are closely tied to students' continued academic progress and eventual entry into the workforce. To that end, the College is actively enhancing its capacity to track and analyze post-graduation outcomes through both internal and external data sources.

Current Monitoring Practices

- **Graduation Survey (Administered by the RBC Foundation)**
In partnership with the Richard Bland College Foundation, RBC administers a graduation survey that captures students' immediate post-completion plans, including:
 - Intent to transfer to a four-year institution
 - Entry into the workforce
 - Career interests and satisfaction with their RBC experience
- **National Student Clearinghouse (NSC)**
RBC uses NSC data to monitor:
 - Transfer rates to four-year institutions
 - Baccalaureate degree completion
 - Time-to-degree metrics
- **State Council of Higher Education for Virginia (SCHEV)**
SCHEV provides data on:
 - Median income levels three years post-graduation
 - Employment rates by program of study
 - Student debt levels and repayment trends
 - Baccalaureate Completion Rates

Strategic Enhancements in Progress

To improve the accuracy, timeliness, and comprehensiveness of post-completion data, RBC is finalizing a **data-sharing agreement** with the RBC Foundation. This agreement will enable:

- Longitudinal tracking of alumni employment outcomes
- Collection of wage data and job placement rates

- Analysis of graduate satisfaction and upward mobility

These efforts are aligned with RBC's strategic goal to better demonstrate the value of an RBC education and to inform continuous improvement in academic programming and student support services.

Key Metrics Monitored

- Transfer and Baccalaureate Completion Rates
- Employment Status and Industry Alignment
- Median Earnings Three Years Post-Graduation
- Student Debt Load and Repayment Trends
- Graduate Satisfaction and Career Readiness

Preliminary Insights and Areas for Growth

- **Strengths:**
RBC continues to perform well in transfer outcomes, with a significant proportion of graduates successfully enrolling in and completing degrees at four-year institutions. SCHEV data also indicates competitive earnings for RBC alumni relative to peers at similar institutions.
- **Opportunities for Improvement:**
More robust employment and wage tracking is needed to fully capture the workforce outcomes of students who do not pursue immediate transfer. Additionally, disaggregated data by program, race/ethnicity, and first-generation status will be critical in identifying equity gaps and tailoring support services.

C4. What specific strategies/actions, including potential changes to your program portfolio or curriculum, are you planning to take to maximize the career readiness and job attainment of all students across programs of study, including increasing early career exposure for students (e.g., internships, work-based learning) during their time at your institution? How will you draw on successes/challenges from prior initiatives? Please describe how you intend to use existing/provided resources to execute the strategies.

Strategic Alignment of Academic Excellence and Workforce Readiness at Richard Bland College

Richard Bland College is committed to aligning the strengths of its academic programs with the dynamic needs of today's evolving industries. Our academic portfolio is anchored in a broad, transferable liberal arts foundation that cultivates the core competencies essential for long-term career success—critical thinking, effective communication, analytical and ethical reasoning, and cultural and historical literacy. Through our RBC Works! framework, we intentionally bridge academic learning with real-world application. By integrating career-aligned pathways and work-based learning opportunities into the student experience, we ensure that graduates are not only well-educated but also workforce-ready:

1. RBC Works! — A Strategic Workforce Development Initiative at Richard Bland College

Richard Bland College is advancing a forward-looking, integrated approach to workforce development that aligns the strengths of its liberal arts and STEM academic programs with the Commonwealth's goals for talent development, economic mobility, and educational equity. Through the RBC Works! initiative, the College is building a scalable model that connects education to employment by embedding experiential learning, community partnerships, and innovation-driven infrastructure into the student experience and regional workforce ecosystem including:

- **Integrated Student Employment & Internship Model:** RBC offers a structured, on-campus employment and internship program that is intentionally aligned with students' academic and career trajectories. This internship-style model incorporates mentorship, professional skill-building, and departmental collaboration, transforming campus employment into a high-impact learning experience that prepares students for Virginia's workforce needs. Since 2022 RBC has more than tripled the number of student workers on campus and quadrupled the institutional funds awarded to student workers since the program's relaunch.
- **2025 RBC Works! Grant Support:** In alignment with RBC's priorities for workforce development and career readiness, the Office of Research and Innovation (ORI) has prioritized the pursuit of grant opportunities that directly support the goals of the RBC Works! initiative. This program is designed to enhance career pathways, expand work-based learning opportunities, and strengthen the infrastructure necessary to prepare students for high-demand careers.

In 2025, ORI secured key external funding to advance these objectives:

- **SCHEV Work-Based Learning Grant – \$150,000**

Through the Virginia Talent + Opportunity Partnership (V-TOP), this grant

supports the development and delivery of structured work-based learning experiences. Funding is being used to expand training modules, employer engagement strategies, and student readiness programs that align with regional workforce needs.

- **Cameron Foundation Health Careers Grant – \$644,000**

This transformative grant supports the creation of 100 health career internships and apprenticeships through a partnership with Riipen a leading platform for experiential learning. The initiative targets critical shortages in the healthcare workforce by providing students with real-world, mentored experiences in clinical and allied health settings.

- **Community Workforce Partnerships:** RBC has cultivated strategic partnerships with regional employers to create career-aligned educational pathways that serve both students and the broader community. These partnerships have included Advanced Manufacturing and Uncrewed Aerial Systems and currently are focused on Pre-Nursing Pathways in collaboration with Bon Secours and the RBC Dealer Institute, launched in partnership with Live! Casino in Petersburg, offering zero-credit training and direct employment opportunities for residents. RBC was awarded an NSF Enabling Partnerships to Increase Innovation Capacity (EPIIC) grant for the work being done to expand opportunities for workforce collaboration in rural communities.
- **Business Innovation Park: A Vision for Economic and Educational Synergy**
RBC's Business Innovation Park—a 180-acre undeveloped parcel adjacent to the main campus—represents a bold opportunity to attract emerging industries and support statewide economic development. Under a ground lease model, the Business Innovation Park will host businesses that commit to providing RBC students with internships, apprenticeships, and workforce training. This space will also serve as a Research and Development Hub for faculty innovation, collaboration, and professional development. This initiative will:
 - Stimulate regional job creation
 - Foster public-private collaboration
 - Serve as a living laboratory for applied learning and innovation

RBC Works! is a strategic framework that bridges the gap between academic preparation and economic opportunity. These initiatives exemplify RBC's commitment to inclusive workforce development and its role as a catalyst for regional economic advancement.

2. Academic Innovation: Expanding Experiential Learning for Workforce Readiness

In alignment with the RBC Works! framework, RBC is advancing academic innovation by embedding credit-bearing internship and research experiences into the curriculum. Faculty, in collaboration with academic leadership, are developing structured courses that allow students to earn academic credit for supervised, career-relevant work experiences. These opportunities are designed to:

- Deepen student engagement through real-world application of academic concepts
- Strengthen career readiness by aligning experiential learning with students' fields of study

- Foster early exposure to professional environments, enhancing both academic and workforce outcomes

This model reflects a growing recognition that experiential learning is essential to 21st-century education, particularly for students navigating the transition from college to career.

Strategic Capacity Building: Addressing Implementation Challenges To scale this initiative effectively and equitably, RBC recognizes the need for dedicated institutional capacity. Key requirements include:

- **Workforce Partnerships Coordinator:** A full-time staff member to manage external relationships with industry partners, coordinate internship placements, and ensure alignment with academic standards and student learning outcomes.
- **Curriculum and Assessment Oversight:** Centralized coordination to maintain academic rigor, monitor student progress, and integrate feedback from employers and faculty.
- **Infrastructure and Funding:** Investment in staffing, physical space, and operational support to sustain and expand experiential learning opportunities across disciplines.

RBC's overarching approach to maximizing the career readiness and job attainment of all students is clear: empower students with a timeless academic core while equipping them with the tools, experiences, and connections necessary to thrive in a modern economy. As part of the institution's ongoing academic program review process, consideration is being given to phasing out certificate programs that have experienced persistent under-enrollment, while adding certificates that align with high demand fields in the areas of business communication and leadership, AI and computer information systems, data science, and health professions. With targeted investment and cross-sector collaboration, RBC is well-positioned to serve as a statewide model for integrating academic innovation with workforce development.

WORKFORCE ALIGNMENT

Key question: How are your institution's programs of study and degree conferrals aligned with the evolving talent needs of the Commonwealth?

C5. For which specific workforce needs is your institution best positioned to supply talent, based on regional, industry, or occupation alignment? When responding please reference the "Workforce Alignment" section of your institution's fact pack data ([linked here](#)).

Through the American Council on Education's (ACE) Learner Success Lab, RBC consulted with local industry partners and community stakeholders to reconfigure its degree offerings to be responsive to these partners'/stakeholders' personnel needs. RBC thus offers the following specialized "career tracks" as concentrations of their foundational associate degree programs:

- Behavioral Sciences
- Business Administration
- Clinical Lab Sciences
- Life Science
- Math/Computer Science
- Physical Science

As noted in the response to C4, faculty in collaboration with academic leadership are developing structured courses that allow students to earn academic credit for supervised, career-relevant work experiences. In addition, concerted effort is being put forth to develop additional stackable micro credentials in the form of Certificates that align with specific workforce needs and partnerships and allow students to earn relevant credentials along their journey towards earning their two-year degree. As part of the institution's ongoing academic program review process, conducted in close collaboration with faculty, consideration is being given to phasing out certificate programs that have experienced persistent under-enrollment or no longer align with current student demand and institutional priorities.

The above offerings paired with strategic expansion of micro credentials suggest institutional strength in meeting personnel needs in mental health, medical/STEM, and commerce sectors for the Virginia Gateway Region including

- Uncrewed Aerial Systems
- Pre-Nursing Pathway (launched in partnership with Bon Secours)
- RBC Dealer Institute, (launched in partnership with Live! Casino)

C6. Explain any additional initiatives or partnerships the institution is currently involved in to improve workforce alignment of academic programs.

Expanding Micro-Credentials and Workforce-Aligned Pathways

A central pillar of this strategy is the continued development of stackable micro-credentials and certificate programs that equip learners with tangible, job-ready skills while they pursue their associate degrees. These short, focused credentials are designed to:

- Accelerate entry into high-demand, high-wage careers
- Provide flexible, modular learning options for traditional and non-traditional students
- Complement a broad liberal arts foundation that fosters critical thinking, communication, and ethical reasoning—skills essential for long-term career adaptability

These credentials will be developed in close consultation with industry partners to ensure relevance and impact.

Priority Areas for Credential Development

RBC will prioritize credential development in sectors that are critical to regional and statewide economic growth, including:

- Business Communication and Leadership
- AI and Computer Information Systems
- Data Science
- Health Professions

Richard Bland College is committed to serving as a strategic partner in Virginia's workforce development ecosystem. Through intentional program design, industry collaboration, and a focus on equity and access, RBC is building a scalable model that prepares students for meaningful careers while strengthening the Commonwealth's economic resilience. As noted in the response to C5, as part of the ongoing academic program review process, consideration is being given to phasing out certificate programs that have experienced persistent under-enrollment or no longer align with current student demand and institutional priorities.

SECTION D: STRATEGIC DEEP DIVE – FINANCIAL EFFECTIVENESS & SUSTAINABILITY

AFFORDABILITY FOR STUDENTS & FAMILIES

Key question: How is your institution accounting for and improving affordability for students and families?

D1. What specific strategies/actions do you plan to take to improve affordability moving forward across your overall student body and priority subpopulations, and what is the expected impact? Please account for a broad range of factors including the full cost of attendance, net price, time to degree, debt load, etc. When responding please reference the “Financial Effectiveness & Sustainability: Affordability” and “Financial Health” section of your institution’s fact pack data ([linked here](#)).

Affordability as a Strategic Imperative

Affordability remains a priority for Richard Bland College and a key pillar of its strategic plan. RBC is committed to reducing financial barriers to access and completion of a degree—particularly for first-generation, Pell-eligible, and rural students—through a comprehensive, equity-focused affordability strategy. As an institution that primarily serves Virginia residents (96% in-state), RBC’s is committed to providing as much need-based financial aid as possible to in-state students.

Strategic Affordability Initiatives

- **Tuition Stability as a Competitive Advantage**
RBC will continue to limit tuition increases to at or below the rate of inflation. With current in-state tuition and fees at approximately **\$8,850**, RBC offers one of the most affordable pathways to a bachelor’s degree in Virginia—roughly half the cost of many public four-year institutions. This pricing strategy supports long-term financial planning for students and families.
- **Targeted Institutional Aid to Bridge Financial Gaps**
RBC is scaling up institutional aid to address small but critical financial shortfalls—particularly for students nearing degree completion or facing financial holds. These micro-grants are designed to reduce dropout risk, accelerate time to degree, and support persistence among financially vulnerable populations.
- **FAFSA Completion as a Lever for Equity**
Recognizing FAFSA completion as a key driver of affordability, RBC offers ongoing workshops and one-on-one support to ensure students maximize access to federal and state aid. Increasing FAFSA completion rates—especially among first-generation and rural students—is a top priority to reduce net price and borrowing.
- **Dual Enrollment and Transfer Pathways to Reduce Total Degree Cost**
Many RBC students enter with dual enrollment credits, and the College’s guaranteed transfer agreements enable students to complete a bachelor’s degree with just two

additional years at a four-year institution. This “2+2” model significantly lowers the total cost of a degree and will be emphasized in outreach to students and families.

- **Streamlined Advising and Academic Pathways**

RBC has enhanced its advising model and implemented structured course pathways to help students complete their associate degrees within two years. By minimizing excess credits, the College reduces both tuition costs and opportunity costs for students.

Expected Impact

- **Lower Net Price and Unmet Financial Need** Especially for Pell-eligible and first-generation students, through increased aid and FAFSA engagement.
- **Reduced Student Loan Debt** By maximizing grant and scholarship use and minimizing time to degree.
- **Improved Retention and Completion** Through targeted financial interventions and clear academic pathways.
- **Sustained Affordability Leadership** Maintaining RBC’s strong standing on affordability metrics relative to peer institutions across the Commonwealth.

Grant Support

In January 2024, RBC was awarded a \$694,000 Department of Labor grant to launch the “Back on Track” initiative. This three-year program supports re-engagement pathways for students impacted by trauma and disruption, with a focus on improving admission, enrollment, retention, and workforce outcomes. The grant offsets programmatic costs while enhancing long-term enrollment and student success metrics.

REVENUE

Key question: How is your institution approaching pricing and revenue management? What are the implications on long-term top-line financial health?

D2. Please explain the rationale behind your full pricing (i.e. published tuition & fees, including mandatory non-E&G fees) and financial aid award strategy (i.e. net tuition revenue projections). What data informed your assessment of T&F increase feasibility (e.g., market comparisons, student capacity to pay) and estimates of discounts/waivers/unfunded scholarships? What informed your strategy around financial aid awards, merit and need-based, particularly for various student segments by income level and academic preparation? Further describe your institution's discounting by type and if this is sustainable in future years. Please reference the "Revenue" and "Financial Health" slides of your institution's fact pack [\(linked here\)](#).

Affordability and FY26 Pricing Strategy: Advancing Access While Managing Inflationary Pressures

Affordability remains a foundational pillar of Richard Bland College's mission and strategic plan. With a student population that includes a high percentage of first-generation, Pell-eligible, and rural students, RBC is committed to maintaining access to high-quality education while responsibly managing operational costs. With a modest endowment, RBC relies heavily on state, federal, and institutional aid to meet the needs of its students.

Student Financial Profile: Fall 2023 First-Time, Full-Time Students

(Source: IPEDS Financial Aid Report)

- **40%:** At or below the Federal Poverty Level (\$0–\$30,000)
- **15%:** 101%–160% of FPL (\$30,001–\$48,000)
- **16%:** 161%–250% of FPL (\$48,001–\$75,000)
- **13%:** 251%–366% of FPL (\$75,001–\$110,000)
- **15%:** Above 366% of FPL (>\$110,000)

This data underscores RBC's critical role in serving economically vulnerable populations and reinforces the importance of a pricing strategy that protects affordability.

FY26 Tuition and Fee Strategy: Balancing Affordability and Sustainability

To maintain affordability while addressing inflationary pressures and state-mandated cost increases, the William & Mary Board of Visitors approved the following FY26 pricing model:

- **Tuition and Fee Adjustments:**
 - **2.5% increase** for in-state tuition
 - **5.0% increase** for out-of-state tuition
 - **3.0% increase** in mandatory fees
- **Annual Cost Impact (In-State):**
 - Total increase of **\$270 YoY** from FY25
 - Equivalent to **\$9 per credit hour**
- **Inflation Context:**
 - May 2024–May 2025 CPI: 2.4%

- December 2023–December 2024 CPI: 2.9%
- HEPI FY25 forecast: 3.7%
- Increases are aligned with inflation and help offset:
 - Rising operational costs
 - The unfunded portion of the state’s 3% salary increase (effective June 10, 2025)

Affordability for Pell-Eligible Students

- **FY26 Pell Grant:** Remains unchanged from FY25
- **Remaining Tuition Gap:**
 - For fully Pell-eligible students, the average annual tuition gap is **\$1,965**
 - This gap can be fully or partially covered through:
 - Commonwealth State Grant (CSG)
 - Virginia Guaranteed Assistance Program (VGAP)
 - RBC Foundation awards
 - Federal/state grants, outside scholarships, and third-party payments

Strategic Impact

- Preserves affordability for low-income and first-generation students
- Maintains RBC’s competitive advantage as one of Virginia’s most affordable public institutions
- Supports financial sustainability amid rising costs and inflation
- Aligns with state affordability metrics and equity goals

Strategic Financial Stewardship and Affordability Commitment

Over the past decade, Richard Bland College (RBC) has demonstrated disciplined financial stewardship while navigating long-deferred investments in critical infrastructure—particularly in financial systems, IT security, and compliance staffing to meet evolving state and federal regulatory requirements.

E&G Funding and Strategic Investment

- Since FY15, RBC’s **Education and General (E&G) funding**—excluding direct student financial aid—has increased by **\$10 million**, enabling the College to begin addressing essential infrastructure needs that had been postponed due to resource constraints.
- These investments have been strategically prioritized to modernize operations, strengthen institutional resilience, and ensure compliance with cybersecurity and financial accountability standards.

Diversified Revenue Streams and Operational Efficiency

- RBC has proactively expanded **non-tuition revenue streams** to reduce reliance on student tuition and fees, thereby preserving affordability:

- o In **FY25**, **auxiliary and other revenues** are projected to generate **\$7.7 million**, surpassing the **\$6 million** expected from tuition and fees.
- The College maintains **lean and flexible operations**, with **salary and wages accounting for just 50%** of projected FY25 expenditures (**\$15.68 million**), well below sector norms. This operational model allows RBC to remain agile while directing resources toward student success and institutional priorities.

Foundation Support and Affordability Strategy

- The Richard Bland College Foundation plays a vital role in supporting affordability through annual scholarship awards totaling approximately **\$300,000**, with similar levels anticipated in FY26.
- These need-based scholarships with a merit component are awarded based on FAFSA results and academic performance, complementing federal and state aid programs such as the Pell Grant and Virginia State Grant.
- This layered approach to financial aid ensures that students—particularly those from low-income and first-generation backgrounds—can access and persist through college with minimal financial burden.

This integrated financial strategy reflects RBC’s commitment to:

- Maintaining affordability for Virginia families
- Investing in institutional capacity to support long-term sustainability
- Aligning with statewide goals for access, equity, and student success

FY27 and FY28 Tuition and Fees Proposal

The College maintains its commitment to access and affordability in future years with projected tuition and fees increases remaining low:

- 3 – 5% In-state tuition YoY increases
- 5% Out-of-state tuition YoY increases
- 3% Mandatory E&G fees YoY increases
- 3 – 5% Mandatory auxiliary comprehensive fees YoY increases

Strategic Financial Aid Framework: Advancing Access and Affordability

Richard Bland College (RBC) leverages a comprehensive, policy-aligned financial aid strategy to ensure that students—particularly those from underserved backgrounds—have access to the resources they need to enroll, persist, and complete their degrees. The College’s financial aid awarding process is grounded in federal, state, and institutional policy, and is supported by an automated, policy-driven infrastructure within the Financial Aid Management (FAM) system.

Core Financial Aid Components

RBC’s financial aid packages are composed of multiple funding sources, including:

- **Federal Aid:** Pell Grant, Supplemental Educational Opportunity Grant (SEOG)
- **State Aid:** Virginia Guaranteed Assistance Program (VGAP), Commonwealth State Grant (CSG)

- **Institutional Aid:** Merit-based and need-based scholarships administered through the RBC Foundation

Aid is awarded based on the Free Application for Federal Student Aid (FAFSA), which calculates an Expected Family Contribution (EFC). Students with lower EFCs receive higher levels of need-based aid. Awards are also contingent on full-time enrollment status, with adjustments made for students who fall below full-time thresholds.

Tuition Discounting and Institutional Aid Strategies

To further enhance affordability and reduce out-of-pocket costs, RBC employs targeted tuition discounting strategies aligned with institutional priorities:

- **Statesman Scholars:** Merit-based, unfunded scholarships awarded to high-achieving students based on GPA and academic performance.
- **Virginia Military Survivors and Dependents Education Program (VMSDEP):** RBC's proximity to Fort Lee (formerly Fort Gregg-Adams) makes the College a natural choice for military dependents. RBC supports eligible students through this state-funded program, which continues to see exponential growth in utilization and impact. However, without additional state-supported funding to cover the program, overall tuition and fee increases may be necessary to offset the VMSDEP waivers.
- **Student-Athlete Scholarships:** As a member of the NJCAA Division II and III, RBC provides tuition scholarships to student-athletes, supporting access and retention through athletic engagement.
- **Housing Waivers:** Offered to resident assistants and Residence Life Coordinators, as well as student-athletes, to reduce total cost of attendance and support the growing residential student population.

Because of RBC's current out-of-state tuition, the College is priced out of the market outside of the Commonwealth, where the price is too high and requires substantial discounting. Beyond athletics, the College is unable to sustain this model. Reducing out-of-state tuition is a critical strategy that RBC will be proposing that will not only positively impact the College's enrollment but also the Commonwealth's growth.

Foundation Support and Strategic Alignment

The RBC Foundation plays a critical role in advancing the College's affordability mission. Each year, the Foundation awards approximately \$300,000 in scholarships, with similar levels projected for FY26. These awards are:

- Need-based with a merit component
- Determined through FAFSA data and academic eligibility
- Designed to complement federal and state aid, reducing unmet financial need

Strategic Impact

- Expands access for low-income, first-generation, and rural students
- Reduces student debt by maximizing grant and scholarship support
- Supports retention and completion through targeted financial interventions

- Aligns with state affordability and equity goals, reinforcing RBC’s role in advancing educational opportunity across the Commonwealth

D3. What do you expect to be the impact of your pricing/discounting approach on enrollment numbers/mix (if any) and net tuition revenue moving forward and why? Please reference the “Financial Health” slides of your institution’s fact pack ([linked here](#)).

As a regional public institution located in a central yet rural area, Richard Bland College remains deeply intentional in shaping an affordable and high-impact student experience. The College’s tuition model is most effective when students can fully leverage both federal and state grant programs, significantly reducing their out-of-pocket costs. This approach not only minimizes student borrowing but also alleviates pressure on institutional resources. In addition, the RBC Foundation’s donor-funded scholarship program complements public grant aid, creating a layered financial support structure. This integrated discounting strategy benefits students by lowering financial barriers while also supporting the College’s long-term net tuition revenue goals.

Enrollment Strength and Strategic Growth at Richard Bland College

Richard Bland College continues to demonstrate strong in-state enrollment performance, with over 90% of first-time, full-time students classified as Virginia residents. This trend is projected to remain stable, with in-state full-time enrollment expected to exceed 91% over the next six years. With fewer than 10% of traditional students classified as out-of-state, RBC’s limited tuition discounting model ensures that fluctuations in non-resident enrollment will have minimal impact on net tuition revenue, supporting long-term financial sustainability.

Athletics as a Strategic Enrollment and Revenue Driver

RBC’s athletic programs have emerged as a key contributor to enrollment growth, student engagement, and institutional revenue. As the College maintains and strategically expands its athletic offerings, it has seen a consistent rise in student-athlete enrollment. This growth generates significant auxiliary revenue through tuition, fees, housing, and meal plans. A comprehensive cost-benefit analysis conducted in FY21 by the College’s finance department confirmed that the athletics program is net revenue positive. With a current goal of enrolling 200 student-athletes, the program is projected to generate over \$200,000 in additional annual revenue. Moreover, with 90% of student-athletes expected to reside on campus by FY26, the program also supports the vitality of the College’s residential life and campus community.

Beyond financial impact, athletics enhances the College’s visibility and reputation. RBC teams are increasingly competing—and succeeding—at the regional and national levels, elevating the institution’s profile and contributing to a vibrant, engaged student body.

Richard Bland College's enrollment strategy is grounded in strong in-state demand, prudent financial planning, and innovative programmatic growth. The integration of athletics as a strategic lever for enrollment and engagement, combined with a stable tuition model and high in-state participation, positions RBC as a resilient and forward-looking institution within Virginia's higher education landscape.

COST EFFECTIVENESS

Key question: How has your institution maintained bottom-line financial health and focused investment on the levers that will drive improvements in student outcomes?

D4. Reflect on the categories/subcategories of cost that have recently experienced the most significant increases on an absolute or per-student basis. What have been the primary drivers of those increases? Please be specific and include supporting data using the "Expenditures by Category" and "Financial Health" slides from your institution's fact pack data ([linked here](#)).

Cost Drivers and Budgetary Pressures at Richard Bland College

Over the past fiscal years, Richard Bland College has experienced notable increases in several cost categories—both on an absolute and per-student basis—driven by a combination of salary and fringe benefit increases mandated by the Commonwealth, structural investments, inflationary pressures, and strategic growth initiatives. The most significant areas of cost escalation include:

1. Instructional Costs

- **Faculty Compensation:** Implementation of a faculty salary parity and talent retention study has led to targeted pay increases to ensure competitive compensation and retention.
- **Benefits and Fringe Costs:** Rising healthcare and retirement benefit expenses have contributed to overall instructional cost growth.
- **Per-Student Impact:** While total instructional costs have increased, per-student costs have slightly decreased due to enrollment growth and reflecting improved instructional efficiency.

2. Institutional Support and Executive Leadership

- **Strategic Leadership Expansion:** The addition of executive-level positions has been necessary to support institutional transformation, strategic planning, and compliance with evolving state and federal mandates.
- **Finance and Compliance:** Increased staffing in finance and administrative functions has been essential to meet heightened audit and reporting requirements, including those from the Auditor of Public Accounts (APA).

3. Student Services and Enrollment Management

- **Admissions and Financial Aid:** There has been an approximately 11% increase in total classified undergraduates from 2023 to 2024. This growth has necessitated

expanded staffing and services in admissions, financial aid, and student records. RBC has also outsourced student records management to improve efficiency and compliance.

- **Student Engagement:** Investments in student support services have been critical to improving retention and student success outcomes.

4. Auxiliary Services and Plant Operations

- **Increase in residential students:** Doubling the capacity of on-campus housing has increased plant operations costs, including utilities, maintenance, and custodial services—particularly given the aging infrastructure. Since 2019, utility expenses have increased by approximately 38%, from \$611,140 in 2019 to approximately \$842,000 in 2025.
- **Athletics:** While athletics remains a net revenue-positive program, associated operational costs (e.g., travel, staffing, facilities) have grown in tandem with program expansion.

5. Technology and Logistical Services

- **IT and Campus Safety:** Investments in cybersecurity, IT infrastructure, and campus police services have increased to meet modern standards for digital learning and campus security.

6. Research and Academic Innovation

- **Research Investment:** The FY25 budget reflects a **58% increase in research expenditures**, supporting faculty-led initiatives, student research opportunities, and academic innovation aligned with workforce development.

These cost adjustments represent a thoughtful and strategic investment in advancing the College's institutional priorities. They are designed to support the delivery of a high-value educational experience through streamlined academic pathways, an exceptional student experience, and enhanced institutional capacity. These efforts are aimed at improving student outcomes while aligning with the Commonwealth's broader goals for talent development and educational equity.

To maintain affordability, RBC relies on full-time employee positions to assume the duties of multiple fractional employees in mission-critical areas while relying on part-time employees to assume operational and auxiliary-related duties. Wage employees comprise 26% of RBC's workforce with 57% of wage employees working in food service, grounds, custodial, and police/campus security positions.

D5. What specific strategies/actions do you plan to take to contain/reduce key costs and improve fiscal health going forward while improving student outcomes? What are your objectives and what have been your results to date of any already-launched initiatives? What is the expected impact and timeframe of these strategies? Include any short-term costs that would need to be incurred to implement the strategies. Include the costs with a general fund request in the Excel file in the “GF Request” tab. Please reference the “Fastest Growing Expenditures” and “Financial Health” tables in your institution’s fact pack data ([linked here](#)).

1. Innovation Park at Richard Bland College: A Catalyst for Regional Growth and Workforce Development

Richard Bland College has received formal authorization from the Virginia General Assembly and the William & Mary Board of Visitors to pursue a transformative economic development initiative: the creation of Innovation Park, a 333-acre business and research park located on underutilized campus property.

This initiative, led by the RBC Foundation Board, is designed to align with regional and statewide economic development priorities by attracting businesses in emerging and high-growth industries that will benefit from a direct partnership with the College. In return, RBC will serve as a talent pipeline, providing student interns and workers to support these industries—creating a mutually reinforcing ecosystem of education and innovation.

Strategic Design and Development

- **Master Plan Complete:** The Innovation Park master plan has been finalized, and the site is certified for **Tier 4 construction**, signaling readiness for advanced development.
- **Architectural Design:** A comprehensive site design includes parcel layouts, road infrastructure, access points, and construction standards to support long-term growth.
- **Ground Lease Model:** Businesses will enter into long-term ground leases, ensuring the property remains state-owned while generating sustainable revenue for the College.

Institutional and Regional Impact

- **Workforce Integration:** All tenant businesses will be required to establish formal partnerships with RBC, offering internships, apprenticeships, and work-based learning opportunities for students pursuing associate degrees.
- **Revenue Generation:** In addition to lease income, RBC will benefit from increased demand for on-campus housing, dining, and classroom rentals—strengthening the College’s financial position.
- **Economic Development:** Innovation Park is projected to create **high-paying jobs** in Dinwiddie and Prince George Counties and across the Petersburg metropolitan region, supporting the Commonwealth’s broader goals for economic mobility and regional revitalization.

2. Office of Research and Innovation (ORI): Advancing Strategic Growth Through External Funding

Richard Bland College's Office of Research and Innovation (ORI) continues to play a pivotal role in advancing the institution's strategic priorities through aggressive pursuit of external funding. In alignment with the College's mission to expand access, improve student outcomes, and strengthen workforce readiness, ORI has secured a series of competitive federal grants that directly support institutional transformation and regional impact.

Recent Grant Awards and Strategic Impact:

- **U.S. Department of Labor – “Back on Track” Initiative**
Awarded in January 2024, this 3-year, \$694,000 grant supports a comprehensive re-engagement strategy for high school and college students who have experienced trauma or disruption in their educational journeys. The initiative is designed to improve key student success metrics—admissions, enrollment, retention, and workforce placement—through targeted support and pathway development.
- **U.S. Department of Justice – Campus Safety and Prevention**
In 2023, RBC received a \$300,000, 3-year grant from the Office on Violence Against Women (OVW) to implement a campus-wide violence prevention and awareness program. This initiative enhances student safety, engagement, and well-being through education, outreach, and community-building events.
- **National Science Foundation – Innovation Capacity Building**
RBC was awarded \$400,000 through the NSF's Enabling Partnerships to Increase Innovation Capacity (EPIIC) program. This funding supports the development of academic-industry partnerships, expanding student access to internships, practicums, and applied workforce experiences in high-demand sectors.
- **FY25 Awards – Strategic Expansion**
RBC has been notified of two major awards for FY25:
 - \$1 million** to establish a centralized marketing and engagement unit to support enrollment growth and institutional visibility.
 - \$3.4 million** to launch the Rural Student Success Initiative, aimed at improving access, persistence, and completion for students from rural communities.

Grant Activity and Projections:

In FY24, ORI submitted 14 competitive grant proposals totaling over \$12 million. As a result, RBC has secured \$5.9 million in confirmed funding to date, with an additional \$6 million projected for FY25 under the College's "Exploring and Expanding Partnership Opportunities" initiative

3. Strategic Outsourcing to Enhance Institutional Focus and Operational Efficiency:

As part of its ongoing commitment to operational excellence and mission-centered growth, Richard Bland College has strategically outsourced select administrative and student support functions. These decisions are designed to optimize institutional resources, improve service delivery, and allow the College to focus more intensively on its core mission of academic instruction, student success, and workforce development.

Key areas of strategic outsourcing include:

- **Virtual Registrar Services:** By transitioning registrar functions to a virtual model, RBC has enhanced service accessibility, streamlined transcript and enrollment processes, and ensured compliance with academic records standards—while reducing administrative overhead.
- **Managed IT Services:** Outsourcing IT operations has enabled the College to maintain a secure, modern, and scalable technology infrastructure. This model ensures 24/7 support, cybersecurity compliance, and cost-effective access to specialized technical expertise.
- **Online Counseling Services:** To meet growing student demand for mental health and wellness support, RBC has partnered with a virtual counseling provider. This approach expands access to licensed professionals, offers flexible scheduling, and supports student well-being as a critical component of academic success.

RBC will continue to explore opportunities to engage in shared services agreements and/or outsourcing for back-end functions that would benefit the campus community. These strategic outsourcing initiatives reflect Richard Bland College's commitment to fiscal stewardship, service innovation, and mission alignment. By reallocating internal capacity toward high-impact academic and student success initiatives, RBC is positioning itself for sustainable growth and enhanced institutional effectiveness.

4. Operations and Facilities: Aligning Resources with Core Mission

Richard Bland College continues to pursue operational strategies that prioritize instructional quality and student support while ensuring fiscal responsibility. In non-instructional areas, the College has adopted a flexible staffing model that emphasizes part-time employment for non-core functions. This approach reduces benefit-related expenditures and allows the College to reallocate resources toward full-time positions in instruction and student services, directly supporting its academic mission.

Additionally, RBC is actively evaluating the cost-effectiveness of managing retail and dining services in-house versus outsourcing. This analysis is focused on identifying the most efficient and sustainable model for delivering high-quality services to students while maintaining operational agility.

5. Auxiliary Services: Supporting Institutional Sustainability

RBC operates a self-sustaining auxiliary services enterprise that plays a critical role in supporting the College's financial health and student experience. The enterprise's primary revenue-generating functions—dining, catering, and student housing—account for 98% of its activity. These services are essential to the residential campus model and contribute significantly to student satisfaction and retention.

Additional auxiliary revenue is generated through:

- Cash sales and facility rentals
- Campus market operations
- Vending commissions

These diversified revenue streams help offset operational costs and reduce the financial burden on the institution's core academic functions.

D6. Please describe the data in your fact pack ([linked here](#)) under “Expenditures by Category” and “Personnel”. Provide an overview of any challenges present and what your institution is doing to get ahead of any anticipated challenges.

Strategic Considerations and Anticipated Fiscal Challenges:

1. Full State Funding for VMSDEP Waivers (GF FY27 \$300,000/FY28 \$300,000): The College respectfully requests full funding for the Virginia Military Survivors and Dependents Education Program (VMSDEP).

- Estimated unfunded cost for FY26: \$416,262
- While one-time funding was provided in FY25 based on historical waiver levels, this approach is neither sufficient nor sustainable for future years.
- FY24 actuals: \$327,407 (waivers) and \$37,560 (stipends)

2. Fully Fund Mandated Compensation Increases: RBC is committed to competitive compensation but faces structural challenges due to the lag in cost-sharing allocations:

- Cost-sharing is based on the prior year’s base budget, creating a funding gap when increases are implemented.
- With a cost share of 37.85%, RBC must allocate non-general fund (NGF) resources—including operating and auxiliary revenues—to meet mandated salary increases, placing pressure on core services.

3. Anticipated Reduction in Federal Pell Grant Funding: The proposed 23% reduction in full Pell Grant awards (from \$7,395 to \$5,710) would have a disproportionate impact on RBC students:

- Approximately half of degree-seeking students in Fall 2023 received full Pell funding (IPEDS).
- 40% of the student population is at or below the Federal Poverty Level.
- This reduction would significantly affect enrollment, affordability, and student success, particularly for low-income and first-generation students.

4. Housing Capacity and Affordability: RBC has experienced higher-than-anticipated housing demand due to recent enrollment growth:

- In FY24 and FY25, the College partnered with Virginia State University to provide surplus housing.
- To accommodate overflow in FY25, RBC secured off-campus housing, resulting in additional auxiliary costs.
- With housing projected to be at or near capacity in FY26, RBC has opted not to renew the VSU contract to reduce costs, but long-term housing solutions will be needed to support continued enrollment growth.

5. Personnel Cost Management

To maintain fiscal discipline, RBC is:

- Closely monitoring all hiring requests,
- Prioritizing essential roles only,
- Ensuring that personnel decisions align with strategic priorities and budget constraints.

D7. Please discuss how statewide salary and health insurance premium increases impact your institution (please reference your institution's estimated cost impact from the salary and health insurance calculator file). Further describe any challenges or the ability to support the NGF portion of the statewide increases. If statewide salary and health insurance premium increases occur and you do not receive additional state support above the general fund share, please describe how you will manage the NGF portion of these increases.

The impact of estimated increases to salary and health insurance will greatly impact the amount the College will have to address cost increases related to inflation for services already being paid. The increase will use 31% of any additional tuition and fee increases approved by the Board. The projected increases may cause the College to decrease personnel, reduce budget to College departments for travel and other expenditures, and put projects planned being put on hold. The college may also need to develop other non-general fees to help offset the cost. This will be a direct impact on student cost.

D8. Using the information from the ProForma tab of the Excel file please describe any present funding concerns (if relevant) and how your institution plans to address any potential concerns.

The pro-forma does not reflect any concerns presently, but any potential concerns will have to be addressed by increasing the cost to students through increased tuition and fees, as well as requesting additional funding from the state. The pro-forma assumes flat state appropriations. Any state-mandated increases – to include employee raises and/or bonuses – would have to be funded through College-generated funds. RBC prides itself on keeping student tuition and fees low. As noted in D7, the increase in salary and health insurance alone will use 31% of the College's increased revenue that is generated from Board-approved tuition and fees. The College is in a state of growth and change which may bring unexpected challenges.

SECTION E: ECONOMIC DEVELOPMENT ANNUAL REPORT

E1. Provide a link to any report your institution has produced about its economic development contributions. You may also share it in the appendix or as an attachment

The Virginia Business Higher Education Council / Weldon Cooper Center provided economic development report in July 2023. Highlights of that report are available [here](#)

SECTION F: FREEDOM OF EXPRESSION AND INQUIRY, FREE SPEECH, ACADEMIC FREEDOM AND DIVERSITY OF THOUGHT

F1. Provide a copy of any policy or reports your institution has produced and provide information about annual training or orientation related to this topic.

Vision Statement: Advancing Intellectual Freedom and Inclusive Dialogue

Richard Bland College envisions a campus community where freedom of expression and academic inquiry are foundational to the educational experience. RBC is committed to fostering an environment that upholds academic freedom, encourages diverse perspectives, and promotes constructive dialogue as essential to discovery, innovation, and civic engagement.

By empowering students, faculty, and staff to question, challenge, and contribute without fear, we cultivate a culture of critical thinking, respectful engagement, and ethical leadership—preparing graduates to navigate and lead in a complex, pluralistic society.

1. Strategic Partnership: Constructive Dialogue Institute

In partnership with the State Council of Higher Education for Virginia (SCHEV) and the Constructive Dialogue Institute, Richard Bland College joins a statewide coalition of 12 institutions committed to advancing inclusive dialogue and civil discourse across higher education.

This initiative supports RBC's strategic goal of fostering a campus culture rooted in intellectual diversity and mutual respect. Through this collaboration, we are embedding dialogue-based learning into:

2. Student life programming

- Leadership development initiatives
- Curricular experiences

These efforts are designed to equip students with the skills to engage across differences, build community, and contribute meaningfully to democratic society.

This vision and partnership reflect Richard Bland College's broader commitment to academic excellence, civic responsibility, and inclusive campus culture—core pillars of our strategic plan and our contribution to the Commonwealth's higher education mission.

3. The Campus Belonging Campaign, launching Fall 2025, represents a strategic institutional commitment to fostering a more connected and supportive campus environment. Grounded in national best practices and emerging research, this initiative will serve as a comprehensive framework to assess the current state of student belonging at RBC and guide the development of targeted programs, initiatives, and physical spaces that promote a sense of belonging and community for all students. Recent national studies underscore the critical role of belonging in student success, with research indicating that students who feel a strong sense of belonging are significantly more likely to persist, engage academically, and graduate on time and RBC is embracing this model as method for improving student outcomes.

4. Annual Training and Development Initiative: *Advancing Campus Inclusion and Belonging*. Beginning in Fall 2025, Richard Bland College will launch a comprehensive series of voluntary professional development and training opportunities for faculty, staff, and students. This initiative reflects the College's ongoing commitment to cultivating a welcoming, inclusive, and culturally responsive campus environment—a key pillar of our strategic plan.

Training topics include:

- Unconscious Bias Awareness
- Cultural Competence and Responsiveness
- Harassment Prevention and Response
- Navigating and Addressing Microaggressions

To ensure broad accessibility and participation, sessions will be delivered in a hybrid format, offering both in-person and virtual options. Participants who complete the full training series will earn a *Campus Belonging Certification*, recognizing their commitment to fostering inclusive excellence and contributing to a respectful, engaged campus community.

Strategic Impact:

These initiatives support RBC's broader goals of:

- Enhancing campus climate and student success, aligned with RBC's Strategic Priority of delivering an unmatched student experience.
- Strengthening employee engagement and retention.
- Aligning with statewide priorities for increasing access and workforce readiness.

SECTION G: NEW SCHOOLS, SITES, AND MERGERS

G1. Provide information on any new instructional sites, schools, or mergers supported by all types of funding that your institution is considering or planning to undertake during the six-year period.

Expansion of Instructional Sites and Dual Enrollment Pathways:

As part of its six-year strategic vision, Richard Bland College (RBC) is expanding its instructional footprint through a robust and equity-driven dual enrollment strategy. This expansion is designed to increase early college access, accelerate degree attainment, and strengthen regional talent pipelines—particularly in underserved and rural communities across the Commonwealth.

Approved Off-Campus Instructional Sites

RBC has received approval from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to offer more than 50% of a degree program at the following high schools:

- Rock Ridge High School – Loudoun County
- Hopewell High School – Hopewell City
- Dinwiddie High School – Dinwiddie County
- Prince George High School – Prince George County
- Colonial Heights High School – Colonial Heights City (approved and implemented January 2025)

These partnerships reflect RBC’s commitment to localized, flexible delivery models that meet the unique needs of each school division.

Dual Enrollment Growth and Projections

- Fall 2024 Dual Enrollment Headcount: 1,888 students
- Projected Growth: 2% increase in Fall 2025, followed by 1% annual growth through FY30
- On-Campus Dual Enrollment:
 - Average of 55 students annually since 2022
 - Fall 2025 enrollment: 83 students (a 50% increase over Fall 2024)

As on-campus participation grows, RBC is scaling academic support services—including Learner Mentors and ADA accommodations—to ensure a high-quality, inclusive student experience.

Strategic Model for Dual Enrollment Delivery:

RBC’s dual enrollment program is recognized for its customized, partnership-driven approach, rather than a one-size-fits-all model. Key elements include:

- Associate Degree Pathways delivered at high schools through a blend of qualified high school instructors and asynchronous RBC faculty
- Expanded course offerings tailored to each school’s capacity and student interest
- Credentialing support for high school teachers to become dual enrollment instructors

- Ongoing advising and eligibility guidance to ensure instructional quality and compliance

Outcomes and Impact: RBC’s intentional strategy has led to a dramatic increase in the number of high school students earning associate degrees:

- Spring 2023: 23 graduates
- Spring 2024: 64 graduates
- May 2025: 89 graduates
- Projected May 2026: ~120 graduates
- Projected May 2027: ~130 graduates

As partnerships mature, RBC anticipates a leveling of growth, with sustained high-impact outcomes across participating districts.

Strategic Alignment: This expansion supports the Commonwealth’s goals for:

- Accelerated credential attainment
- Improved college affordability
- Stronger K–12/higher education alignment
- Workforce readiness and regional economic development

[OPTIONAL] SECTION H: RESEARCH

H1. [OPTIONAL] Highlight any strategic research priorities, programs, or key areas of investment (e.g., hiring plans, critical research agendas, interdisciplinary centers, business partnerships, commercialization efforts) and IP dissemination and commercialization priorities you intend to pursue over the next 6 years that have not already been mentioned in this narrative. What are the anticipated benefits to your faculty attraction/retention strategy, student value proposition, and the economic competitiveness of the Commonwealth?

Strategic Initiatives in Advanced Technology Education and Global Workforce

Development: Richard Bland College is advancing a multi-pronged strategy to strengthen regional workforce pipelines and global learning opportunities through its Advanced Technology Education and International AI Collaborations.

1. Advanced Technology Education & UAS Workforce Development

As part of its commitment to regional economic development, RBC is launching a targeted initiative to expand access to technical education and STEM career pathways. The program focuses on:

- Improving math efficacy and STEM performance in surrounding communities,
- Closing curriculum gaps in Uncrewed Aircraft Systems (UAS),
- Recruiting and retaining students in the newly launched UAS Certificate Program.

This initiative positions UAS as a gateway to STEM degrees and responds directly to growing workforce demand in aviation, logistics, and geospatial technologies.

2. Global AI Engagement through the IDEAS Project

In partnership with the U.S. Department of State's World Learning IDEAS Project, RBC is developing two innovative global programs that integrate artificial intelligence, ethics, and international study:

- **AI London:** This program introduces students to global AI innovation through a study abroad experience anchored by OMNI, RBC's new 6-foot AI robot (acquired in 2025 from Engineered Arts). Students will engage in pre-departure learning with OMNI, followed by immersive visits to:
 - Engineered Arts in London (software and programming development),
 - California AI Assembly Plant, exploring AI design, ethics, and global applications.
- **AI South Africa & Data Science Center Operations:** In collaboration with Cape Town University and the University of Johannesburg, this initiative explores the use of AI in data center operations. Students will engage with:
 - South African universities, government agencies, and private sector leaders,
 - Training in machine learning, algorithm development, and open-source platforms.

This program supports the U.S. goal of modernizing digital infrastructure and highlights AI's strategic role in operational resilience and global competitiveness.

[OPTIONAL] SECTION I: COLLABORATION

I1. [OPTIONAL] Outline any existing or potential initiatives you have not already highlighted in this narrative that feature collaboration across public higher education institutions and the K-12 sector (and other state agencies as appropriate) in furthering the goals outlined in sections B-D. What is the expected impact and in what timeframe? What is the timeline for the initiative and how far along is it? What (if anything) would be required from a budget or policy perspective to facilitate the success of the initiative?

Cross-Sector Collaboration with K-12 and Public Higher Education Partners:

Richard Bland College is actively engaged in initiatives that strengthen the educational continuum from high school through postsecondary education, with a focus on college readiness, dual enrollment, and faculty development. These efforts reflect the College's commitment to building **collaborative, scalable models** that support student success and align with the Commonwealth's strategic goals for educational equity and workforce development.

1. Summer Bridge Program with Petersburg High School: In partnership with Petersburg High School, RBC developed and hosted a week-long summer boot camp for Middle College students. This program is designed to ease the transition from high school to college, particularly for students from historically underserved communities.

This initiative includes:

- A comprehensive new student orientation
- Academic readiness sessions in Mathematics and English, taught by RBC faculty and Student Success staff
- Early exposure to college expectations and campus resources

2. Dual Enrollment Faculty Development and Support: To ensure instructional quality and alignment with college-level standards, RBC's Director of Academics/Chief Academic Officer and Director of Dual Enrollment conduct faculty development workshops at partner high schools. This model strengthens instructional consistency and fosters a professional learning community across institutions. These sessions include:

- Orient credentialed high school instructors to RBC's academic expectations and course learning outcomes
- Connect dual enrollment instructors with on-campus subject matter experts who serve as ongoing academic liaisons and instructional resources

3. Student Recruitment and Enrichment through Research and Innovation

The Office of Research and Innovation collaborates with the Director of Dual Enrollment to promote and recruit students for summer enrichment camps. These camps are designed to:

- Introduce students to high-impact learning experiences
- Build early interest in STEM, liberal arts, and workforce-aligned pathways
- Strengthen the pipeline from high school to college and beyond

4. RBC Health: University-Led Telehealth & STEAMh Expansion : In FY25, Richard Bland College advanced its regional impact through RBC Health, a grant-funded initiative delivering mobile telehealth services, mental health education, and STEAMh learning to 12 underserved school communities across southern Virginia.

Funded by the USDA Rural Development Program, this initiative demonstrates how university-led partnerships can bridge health and education equity gaps in medically underserved areas.

Key partners include:

- Virginia Commonwealth University – Health
- Virginia State University Public Health Institute
- The College of William & Mary
- New College Institute
- Bon Secours Southside Medical Center

Together, these STEAMh partners are working to expand access and equity by equipping K–12 schools with telehealth and distance learning tools, delivering mental health and community health programming, expanding dual enrollment and STEAMh research opportunities, and supporting mentoring and professional development for both students and educators.

These initiatives exemplify Richard Bland College’s role as a collaborative partner in Virginia’s public education ecosystem. By aligning efforts across K–12 and higher education, RBC is advancing a shared vision of student-centered, access-driven, and outcomes-focused education that prepares learners for success in college, career, and civic life.

[OPTIONAL] SECTION J: STATE POLICY

J1. [OPTIONAL] Use this section to outline any state policy changes you have not already mentioned in this narrative that would enhance your ability to achieve greater success on the topics, strategies, and initiatives referenced in this narrative. What existing policies, if any, are hindering your ability to maximize outcomes and value for students? What new policies might create conditions that are more conducive to achieving those goals? What strategies or initiatives would these policy changes enable your institution to do or try that you are not yet able to do today? Please be as specific as possible.

Policy change recommendations for improved efficiency and minimization of cost:

Operational Authority: Under the provisions of Virginia’s Restructured Higher Education Financial and Administrative Operations Act, Richard Bland College is currently operating with Level One authority. Over the next six-year planning period, the College will evaluate the feasibility of pursuing expanded operational autonomy through one or more memoranda of understanding (MOUs). Specifically, RBC is exploring opportunities to obtain enhanced authority in the areas of information technology and procurement. These areas have been identified as strategic priorities for improving institutional efficiency, responsiveness, and alignment with the College’s long-term operational goals.

VMSDEP:

- Support for unfunded mandates:
 - Full state funding for VMSDEP waivers
 - Fully fund mandated compensation increases
 - Cost Sharing funding lags one year. As such, base budget increases are based on a lower base than the year in which they are executed.

Maintenance Reserve: At present, the minimum threshold for accessing maintenance reserve funds is set at \$25,000. Given RBC's relatively small size, this restricts the College's ability to utilize these funds for essential, smaller-scale projects.

[OPTIONAL] SECTION K: ADDITIONAL INFORMATION

K1. [OPTIONAL] Use this final section to provide any additional context and/or supporting materials you feel should be incorporated into the six-year planning process.

Proposed Public Safety and Emergency Operations Center(Capital FY27\$971,270)

Richard Bland College respectfully requests funding for the construction of a 22,500-square-foot Public Safety and Emergency Operations Center (\$971,270—Planning Dollars)—a critical infrastructure investment to enhance campus safety, emergency preparedness, and operational resilience.

This facility will address current deficiencies and align with best practices in campus security and emergency management. Key features include:

1. **Strategic Centralized Location** positioned for optimal accessibility, the facility will enable rapid response to campus-wide emergencies and serve as a central hub for coordinated safety operations.
2. **Dual-Use, Resource-Efficient Design** The building will co-locate the Campus Safety & Police Department and the Information Technology Department, promoting operational efficiency, cross-functional coordination, and cost-effective use of space and infrastructure.
3. **Modern Safety and Technology Systems** equipped with state-of-the-art fire alarms, sprinkler systems, and integrated technology platforms to ensure seamless communication, monitoring, and emergency response capabilities.
4. **Victim-Centered and Trauma-Informed Spaces** which include private, secure, and welcoming areas designed to support confidential interactions and provide a safe environment for individuals in crisis.
5. **Full ADA Compliance** The facility will be fully accessible to individuals with disabilities, ensuring equitable access and adherence to federal and state accessibility standards.

This proposed center is a vital component of RBC's broader commitment to campus safety, student well-being, and institutional resilience. It will also serve as a model for cost-effective,

multi-functional public safety infrastructure in the Commonwealth's higher education system. Additional details regarding this request can be found at the link below.

The following link provides access to supporting materials that are relevant to RBC's Six-Year planning process: <https://www.rbc.edu/six-year-plan-supplemental-documents/>.



Richard Bland College

BOARD OF VISITORS

Resolution: No. 7 – Resolution to Approve a Report to the Virginia General Assembly Regarding Status of the Governance Transition to the Richard Bland College Board of Visitors

Date: September 24, 2025

WHEREAS, Chapter 607, Chapter 21.1 of the Virginia Acts of Assembly, enacted by the Virginia General Assembly on April 2, 2025, authorized the separation from William and Mary Board governance and the establishment of an independent Board of Visitors for Richard Bland College, effective July 1, 2025; and

WHEREAS, seven (7) of the nine-member Richard Bland Board of Visitors was appointed by July 1, 2025, and all were duly sworn-in; and

WHEREAS, at the August 27, 2025 orientation and inaugural meeting of the Richard Bland College Board of Visitors, bylaws were adopted, pertinent board policies were approved, 2025-26 meeting dates were established, and Board officers were elected; and

WHEREAS, the President of Richard Bland College has prepared a detailed report that contains an update on the status of and remaining steps for completion of the governance transition; and

WHEREAS, the report will be submitted to the Virginia General Assembly no later than December 31, 2025;

NOW, THEREFORE, BE IT RESOLVED, that the Richard Bland College Board of Visitors hereby approves the submission of a status report on the governance transition to the Richard Bland College Board of Visitors as prepared by President Sydow; and

BE IT FURTHER RESOLVED, that the Board affirms its commitment to completing all remaining steps in the governance transition; and

BE IT FURTHER RESOLVED, that the Board directs President Sydow to transmit the status report to the Virginia General Assembly on or before December 31, 2025; and

BE IT FINALLY RESOLVED, that the Board authorizes the Rector of the Board to sign and attest this resolution on behalf of the Board of Visitors.



Richard Bland College

OFFICE OF THE PRESIDENT

A REPORT TO THE VIRGINIA GENERAL ASSEMBLY

Status Update for Governance Transition to the Richard Bland College Board of Visitors

Prepared by: Dr. Debbie L. Sydow, President, for submission by December 31, 2025

Executive Summary

In accordance with Chapter 607, Chapter 21.1, of the Virginia Acts of Assembly, Richard Bland College (RBC) has initiated a comprehensive transition to independent governance under its newly established Board of Visitors (BoV). This report outlines the status of the transition, key accomplishments to date, and remaining steps necessary to ensure full implementation and operational excellence.

I. Governance Transition Team and Planning

The President's Council has served as the Governance Transition Team since Senate Bill 742 was approved on April 2, 2025, overseeing the development and execution of a detailed Transition Plan. This team has:

- Drafted and monitored the Transition Plan.
- Assumed responsibility for task execution and progress reporting.
- Acted as internal and external influencers to build understanding and support.
- Communicated progress to stakeholders throughout the 2025–26 academic year.

II. Board Infrastructure and Effectiveness

To support the inaugural BoV, Richard Bland College has:

- Prepared a robust Board orientation program held on August 27, 2025.
- Engaged with AGB, SACSCOC, and AG college counsel to define board roles and responsibilities as part of the Board orientation program.
- Created a BoV webpage and email (bov@rbc.edu).
- Scheduled regular 2025-26 board meetings (8/27/25, 9/24/25, 1/28/26, 4/22/26).
- Hired a Chief of Staff and a part-time Strategic Planning and Governance Specialist.
- Adopted Bylaws via Board action on August 27, 2025.

III. Institutional Identity and Messaging

As Richard Bland College separates from more than six decades of governance by the W&M Board of Visitors, the College is reintroducing its identity, values and brand:

- Engaged brand consultant Julia Yager to advise on rebranding and core messaging from April to August, 2025.
- Created core messaging and transitional logo, and began utilizing new branding for marketing and communications.
- Phased removal of W&M branding from materials and platforms in process.
- Developed messaging to explain the governance change to stakeholders.

IV. Legal, Logistical, and Compliance Measures

Key legal and operational steps include:

- Secured SACSCOC approval for substantive change at June 2025 SACSCOC Board meeting. Required SACSCOC onsite visit is scheduled for October 28, 2025.
- Reviewed enabling legislation with legal counsel.
- Confirmed Commonwealth liability coverage for BoV members.
- Included a line item for Board of Visitors expenses in FY26 budget and hired a fractional internal auditor, Baker-Tilly.
- Reviewed implications for Foundation contracts and state systems.
- Updated EIN, Cardinal classification, and federal registrations.

V. Cultural Realignment and Traditions

RBC is aligning campus culture and traditions with its new governance structure:

- Reset commencement dates (May 16 @ 2:00 p.m. / May 17 @ 2:00 rain date) to align with Richard Bland College—not W&M—schedule and redesigned diplomas and transcripts.
- Established new traditions, e.g., 2025 convocation ceremony.
- Updated library consortium agreement, academic calendars, etc.

VI. Foundation Board Integration

Efforts to align the RBC Foundation with the new Board of Visitors include:

- Foundation Board retreat on September 3, 2025 included invitations to Visitors with a focus on roles and responsibilities of each board.
- Scheduled joint social events to foster collaboration, including September 3, 2025 Foundation Board retreat, Pecan Festival, Awards of Distinction event, etc.
- Board of Visitors adopted a resolution on August 27, 2025 to authorize the president to request that the W&M Foundation transfer the Sutherland Fund to RBC's Foundation.

Guiding Philosophy

Inspired by advice from Mike Pedders (William & Mary BoV), RBC views its inaugural Board of Visitors as the “first crew of the ship,” setting the tone, culture, and standards for generations to come. Every aspect of their integration is being prioritized to ensure they enthusiastically embrace RBC’s mission, values, and promise to the Commonwealth.

Remaining Steps

- Complete presidential search and appointment by July 1, 2026.
- Design and evaluate board evaluation program to measure performance relative to role and responsibilities.
- Continue rebranding and trademarking of new RBC logo, mascot, etc.
- Finalize updates to contracts, systems, and compliance documentation.
- Continue stakeholder engagement and cultural integration.

Conclusion

Richard Bland College is committed to a successful transition to independent governance. The College is grateful for the support of the General Assembly and remains focused on building a high-performing Board of Visitors that reflects the institution’s mission and values.



Richard Bland College
OFFICE OF THE PRESIDENT

AGENDA

Richard Bland College Board of Visitors Organization and Orientation

Wednesday, August 27, 2025 | Academic Innovation Center (AIC) Boardroom | 10:00 AM - 3:30 PM

Dress Code is Business Casual

9:30 - 10:00 AM Coffee & Refreshments

Guests arrive, enjoy light refreshments, and settle in before the program begins

10:00 - 10:15 Welcome and Introductions

- Welcome - Debbie Sydow, Richard Bland College President
 - Introductions and Ice Breaker - John Rathbone, Chair, RBC Committee of W&M BoV (2022-25)
 - Overview of the Day's Objectives - President Sydow
-

10:15 - 11:00 Richard Bland College: Six-Year Plan and Key Performance Indicators

Facilitators: Dr. Eileen Strempe, Strategic Planning and Governance Consultant; Dr. Tiffany Birdsong, Chief of Staff, and Ashley Fuller, Data and Compliance Officer

Presentation: *Richard Bland College 2025: Strategic Objectives and Outcome Measurements*

*****FORMAL BOARD PHOTOS TAKEN, BOTH INDIVIDUAL AND GROUP*****

11:00 - 11:15 Break

11:15 - 1:00 PM Board of Visitors: Role, Responsibilities and Duties (working lunch)

Part I. Standards of Excellence for Board Governance [11:15 - NOON]

Facilitator: Dr. Sandra Jordan, Chief of Staff, Southern Association of Colleges and Schools Commission on Colleges

Presentation: *Effective Higher Education Governance: How to Optimize and Measure Board Performance*

Part II. Richard Bland College Board of Visitors: Bylaws and Code of Virginia (12:00 - 1:00 PM)

Facilitator: Nathan Moberley, Office of the Attorney General, College Counsel

Presentation: *Virginia Code Pertaining to Higher Education Governance and Richard Bland College Bylaws*

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- ✓ **Resolution 1 - Richard Bland College Board of Visitors Bylaws**
- ✓ **Resolution 2 - Electronic Participation Policy**
- ✓ **Resolution 3 - Conflict of Interest Policy**
- ✓ **Resolution 4 - FOIA Policy**

Board action will be overseen by the Visitor whose last name appears first in alphabetical order.

1:00 - 1:30 Board Deliberation of the 2025-26 Slate of Officers

- ✓ **Resolution 5 - Election of 2025-26 Board Officers**

1:30 - 2:30 Brand, Image and Strategic Enrollment Management Plan (SEM)

Part I – Post W&M Brand and Core Messaging [1:30 - 1:50]

Facilitator: President Sydow

Presentation: *Richard Bland College Brand Refresh*

Part II – Changing Student Demographics, Competition, and Enrollment Patterns [1:50 - 2:30]

Facilitator: Justin May, Chief Enrollment Officer

2:30 - 2:45 Break

2:45 - 3:30 Board Meeting

General Meeting

- ✓ **Resolution 6: Board of Visitors Meeting Calendar 2025-26**
- ✓ **Resolution 7: Transfer of James W. and Carolyn M. Sutherland Fund**

Closed Session

General Meeting resumes

- ✓ **Resolution 8: Presidential Salary Adjustment**

3:30 PM Social Hour



Richard Bland College
Board of Visitors

Resolution: No. 1 – Bylaws of the Richard Bland College Board of Visitors

Date: August 27, 2025

WHEREAS, Richard Bland College (the “College”) is established under the authority of the Commonwealth of Virginia and governed by the Board of Visitors pursuant to **Virginia Code §§ 23.1-2105 through 23.1-2109**, which confer upon the Board the powers and duties necessary to direct the affairs of the College, including the authority to adopt regulations and policies for its governance; and

WHEREAS, the Board of Visitors recognizes the importance of codifying its governance structure, responsibilities, and procedures to ensure transparency, accountability, and alignment with the College’s mission and statutory obligations; and

WHEREAS, the proposed Bylaws have been reviewed and reflect the Board’s commitment to ethical leadership, sound governance, and the advancement of the College’s academic and operational goals, as outlined in the document titled Board of Visitors bylaws;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors of Richard Bland College hereby adopts the Bylaws as attached to this document, effective immediately, to govern its operations and responsibilities in accordance with the Code of Virginia and institutional best practices; and

BE IT FURTHER RESOLVED, that the Bylaws shall be published and made accessible to all members of the College community, and any future amendments shall be subject to formal review and approval by the Board; and

BE IT FINALLY RESOLVED, that the Secretary of the Board is directed to record this resolution in the official minutes and ensure the Bylaws are disseminated through appropriate institutional channels.

BYLAWS OF THE RICHARD BLAND COLLEGE BOARD OF VISITORS

Article I. Name and Authority

The governing body of Richard Bland College shall be known as **The Rector and Visitors of Richard Bland College**, established under the authority of the Commonwealth of Virginia [See Virginia Code §23.1-2105 through §23.1-2109.]

Article II. Membership

- The Board shall consist of nine (9) members appointed by the Governor of Virginia and confirmed by the General Assembly.
- Members shall serve terms as defined by state law, 4 years, with eligibility for reappointment for a second term.

Article III. Advisory Representatives to the Board

1. **Purpose** - To promote shared governance and ensure diverse perspectives in institutional decision-making, the Board will include nonvoting, advisory representatives from the faculty and student body.
2. **Faculty Advisory Representative:**
 - a. The Board will appoint one nonvoting, advisory faculty representative.
 - b. The president will, in consultation with faculty leadership, recommend to the rector a faculty representative on or before August 31 annually.
 - c. The term of service shall be no less than twelve months and no more than twenty-four months.
 - d. The faculty representative may be excluded from discussions involving personnel matters, including grievances, disciplinary actions, and compensation.
3. **Student Advisory Representative:**
 - a. The Board will appoint one non-voting, advisory student representative.
 - b. The president will, in consultation with student leadership, recommend to the rector a student representative on or before August 31 annually.
 - c. The term of service shall be for one academic year.

d. The student representative may be excluded from discussions involving sensitive personnel matters or other topics deemed confidential by the Board.

Article IV. Officers of the Board (Executive Committee)

4. **Officers:** At the first meeting after July 1 in every even-numbered year, the Board shall elect from its membership a rector to preside at its meetings, a vice rector to preside at its meetings in the absence of the rector, and a secretary to preside at its meetings in the absence of the rector and vice-rector. The Board *may* appoint a pro tempore officer to preside at its meetings in the absence of the rector, vice-rector, and secretary. The rector or vice-rector of the governing board must be a resident of Virginia. These officers shall constitute the Executive Committee.
5. **Duties:**
 - a. **Rector** - Presides at meetings, appoints committees, and acts as Board leader and spokesperson.
 - b. **Vice Rector** - Assists the Rector and assumes duties of the Rector in his or her absence, including presiding at meetings.
 - c. **Secretary** - Presides at meetings in the absence of rector and vice rector. Maintains official board records and minutes of Board proceedings and ensures legal compliance with open meetings and documentation requirements.
 - d. **Pro Tempore (optional)** - Presides at meetings in the absence of the rector, vice-rector, and secretary.
6. **Term:** Officers may serve no more than two consecutive terms in the same role.
7. **Vacancies:** Vacancies in the offices of rector, vice-rector, and secretary may be filled by the board for the unexpired term.
8. **Authority:** The Executive Committee may act on behalf of the full Board between meetings, subject to ratification by the full Board at its next meeting.

Article V. Meetings

- The Board shall meet at the College at least once a year and at such other times as it determines, including one **annual meeting** for officer elections. A schedule shall be set at the beginning of each year.

- **Special meetings** may be called by the rector or any three members. The secretary shall provide notice of any special meeting to each member; notice must be provided to all members at least 72 hours in advance.
- The Board may conduct **electronic meetings** and allow members to participate remotely in accordance with the requirements of the law governing meetings of public bodies and the Board's Policy on Conducting Meetings through Electronic Communications Means.
- A majority of members shall constitute a **quorum**.
- All actions shall require a **simple majority** vote of members present.
- All meetings shall comply with applicable Virginia Open Meetings Act requirements.
- The Board shall notify and invite the Attorney General's appointee or representative to all meetings of the Board, including committee meetings.

Article VI. Committees

- The Board shall operate as a **committee of the whole** to collectively deliberate matters related to academic programs, personnel, physical facilities, and other responsibilities assigned to the Board by Virginia Code.
- The **executive committee** is composed of the elected Board officers: the rector, vice rector and secretary.
- The rector will appoint a **finance, audit and compliance committee** to:
 - Review and approve the annual operating budget, including student tuition and fees.
 - Review and approve the Internal Audit annual plan, including scope and priorities.
 - Monitor the implementation of corrective actions.
- The rector will appoint a **nominating committee** to propose candidates for Board officers at the annual meeting.
- At the commencement of any meeting at which the rector has not yet been elected, the Visitor whose last name appears first in alphabetical order shall oversee the election of officers.

- The rector will appoint a **special ad hoc presidential search committee** of at least three Board members when the presidency is vacant or a vacancy is anticipated.
- The rector will appoint other **ad hoc committees** as deemed necessary and appropriate.
- Committees may make recommendations but shall not act on behalf of the full Board unless specifically authorized.
- In consultation with the Board, the rector may appoint such other standing committees as necessary.

Article VII. Duties and Responsibilities

The Board shall:

- Appoint and evaluate the **president** of the College, who shall serve as the chief executive and administrative officer of the College.
- Approve the College's **strategic plan, budget, and tuition and fees**.
- Ensure **compliance** with applicable state and federal laws and policies.
- Promote academic excellence, fiscal responsibility and sustainability, and institutional integrity.
- **Evaluate** the performance of its duties and responsibilities on a regular basis, but not less than every two years.

Article VIII: Role of the President

1. Chief Executive Officer: The President of Richard Bland College shall serve as the chief executive officer of the College and shall be responsible for the overall administration and operation of the institution, subject to the policies and oversight of the Board of Visitors.
2. Duties and Responsibilities: The President shall report directly to the Board of Visitors and shall:
 - a. Provide leadership in academic, administrative, financial, and strategic matters.
 - b. Prepare and submit the annual budget and six-year plan for Board approval.
 - c. Serve as the official representative of the College in external affairs.
 - d. Promote the principles of shared governance through collaboration with the board, faculty, and other stakeholders.

- e. Ensure compliance with applicable laws, regulations and accreditation standards.
- f. Implement policies of the Board of Visitors.
- g. Oversee the internal audit function and support its independence.
- h. Attend all regular and special meetings of the Board, unless excused.
- i. Provide timely reports and recommendations to the Board.

Article IX. Internal Audit Function

1. The Internal Audit function at Richard Bland College shall serve as an independent and objective assurance and advisory activity. Its purpose is to evaluate and enhance the effectiveness of governance, risk management, and internal control processes across the College.
2. Internal Audit shall report:
 - a. Functionally to the Finance, Audit and Compliance Committee of the Board of Visitors.
 - b. Administratively to the President of the College or designee.
3. Internal Audit shall have unrestricted access to the Finance, Audit and Compliance Committee Chair.

Article X- Amendments

These bylaws may be amended at any regular or special meeting of the Board by a **two-thirds (2/3)** vote of all appointed members, provided that written notice of the proposed amendment has been sent to each member at least **30 days** prior to the meeting.


Article XI - Conflict of Interest

All Board members shall disclose any actual or potential conflicts of interest and abstain from participation in related decisions. The Board shall annually review and adopt a **Conflict of Interest Policy** in compliance with Virginia ethics laws.


Article XII - Removal

The Governor may remove any Board member from office for malfeasance, misfeasance, incompetence, or gross neglect of duty. If any member of the Board fails to attend (i) the meetings of the Board for one year without sufficient cause, as determined by a majority vote of the Board, or (ii) the educational programs required by Virginia Code § 23.1-1304 in his first two years of membership without sufficient cause, as determined by a majority vote of the Board, the remaining members of the Board shall record such failure in the

minutes at its next meeting and notify the Governor, and the office of such member shall be vacated.


John Rathbone, Rector

8/27/25
Date


Vickie Schray, Secretary

8/27/2025
Date



Richard Bland College
Board of Visitors

Resolution: No. 2 - Policy for Participation of Board of Visitors Members in Meetings by Electronic Means of Communication (BOV-001)

Date: August 27, 2025

WHEREAS, Virginia law permits certain public bodies, including governing boards of institutions of higher learning, to hold all-virtual meetings in which all members participate remotely provided electronic access is made available to the public and certain conditions are met; and

WHEREAS, enacted legislation requires public bodies to annually adopt a policy by recorded vote at a public meeting for the conduct of all-virtual meetings and remote participation by individual Board members;

NOW, THEREFORE, BE IT RESOLVED that the Board of Visitors adopts BOV-001 “Policy for Participation of Board of Visitors Members in Meetings by Electronic Means of Communication” as attached to this document; and

BE IT FURTHER RESOLVED that in accordance with § 2.2-3708.3.D of the Virginia Code, the Board at least once annually will continue to affirm or adopt a policy for participation of Board members in meetings by electronic means of communication.

POLICY FOR PARTICIPATION OF BOARD OF VISITORS MEMBERS IN MEETINGS BY ELECTRONIC MEANS OF COMMUNICATION (BOV-001)

This policy shall be applied strictly and uniformly, without exception, to the entire membership and without regard to the identity of the member requesting remote participation or the matters that will be considered or voted on at a meeting.

Participation by members of the Board of Visitors in meetings through electronic means of communication may occur in the following ways:

- A. The Board and any of its committees separately may conduct all-virtual public meetings in which all who participate do so remotely, provided that the following requirements are met:
 1. Designation of an all-virtual meeting and the electronic communication means by which members of the public may access the meeting are disclosed in the public notice of the meeting, as well as a statement that the method by which the Board or committee of the Board chooses to meet shall not be changed unless the Board or committee of the Board provides a new meeting notice that complies with the provisions of Va. Code § 2.2-3707.
 2. The electronic communication means used for an all-virtual meeting must allow the public to hear all members of the Board or committee participating in the meeting and, when audio-visual technology is available, to see the members of the Board or committee as well.
 3. Any interruption of audio or video in the means of electronic communication shall result in a suspension of action at the meeting until repairs are made and public access is restored. The public notice of the meeting shall include a telephone number or other live contact information to alert the Board or committee if the audio or video transmission fails.
 4. A copy of the proposed agenda and all agenda packets and, unless exempt, all materials furnished to members of a public body for a meeting shall be made available to the public in electronic format at the same time that such materials are provided to members of the public body.
 5. If the all-virtual meeting is a meeting in which public comments are customarily received, the public must be afforded the opportunity to comment through electronic means, including by way of written comments.

6. The minutes of an all-virtual meeting specify that the meeting was held by electronic communication means and the type of electronic communication means by which the meeting was held.
7. No more than two members of the Board or committee may be together in one remote location unless that remote location is open to the public to physically access it.

The Board or any individual committee may not convene an all-virtual meeting i) more than two times per calendar year or 50% of the meetings held per calendar year rounded up to the next whole number, whichever is greater; or ii) consecutively with an all-virtual meeting.

B. Additionally, and subject to the requirements below and in Section C, an individual member may participate in a Board or committee meeting by electronic communication means if in advance of the meeting the member notifies the Rector or respective committee chair and the Secretary to the Board that he or she is unable to attend the meeting due to i) the member's own disability or medical condition, or the member's need to care for a family member due to the family member's medical condition; or ii) the member's principal residence is located more than 60 miles from the meeting location; or iii) a personal matter.


1. The Board or committee member's location need not be open to the public; however, when requesting remote participation, the member must identify with specificity the reason for not attending in person and the remote location for participation.
2. The Rector or committee chair must approve the request to participate by electronic communication means.
3. The Board or committee shall record in its minutes the reason for not attending the meeting in person and the remote location from which the member participated. The location may be described in the minutes in general terms. If participation is approved pursuant to a medical condition or to take care of a person with a disability, the Board or committee shall also include in the meeting minutes the fact that the member participated through electronic communication means due to a (i) temporary or permanent disability or other medical condition that prevented the member's physical attendance, or (ii) family member's medical condition that required the member to provide care for such family member, thereby preventing the member's physical attendance. If participation is approved because of distance from the meeting location, the Board or committee shall

include in the meeting minutes the fact that the member participated through electronic communication means due to the distance between the member's principal residence and the meeting location. If participation is approved because of a personal matter, the minutes shall specify the nature of the personal matter cited by the member. If the request to participate by electronic communication means is disapproved by the Rector or relevant committee chair, such disapproval shall be recorded in the minutes with specificity. Remote participation by a member for a personal matter shall be limited each calendar year to two meetings or 25% of the meetings held per calendar year, rounded up to the next whole number, whichever is greater.

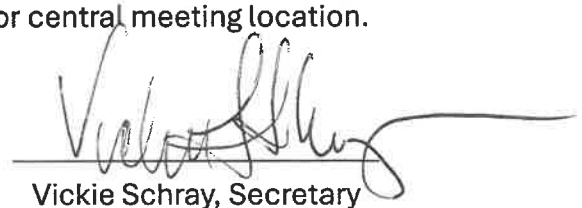
These provisions regarding remote participation of individual Board members apply to meetings of the full Board and to each of its committees separately.

C. Participation by a member of the Board of Visitors under Section B shall be authorized only under the following conditions:

1. A quorum of the Board is physically assembled at the primary or central meeting location. For purposes of determining whether a quorum is physically assembled, an individual member who is a person with a disability as defined in Va. Code § 51.5-40.1 or is a "caregiver" as defined in Va. Code §2.2-3701 who must provide care for a person with a disability at the time the public meeting is being held and uses remote participation, counts toward the quorum as if the individual was physically present; and
2. The Board has made arrangements for the voices of the remote participants to be heard by all persons at the primary or central meeting location.


John Rathbone, Rector

8/27/25
Date


Vickie Schray, Secretary

8/27/2025
Date



Richard Bland College
Board of Visitors

Resolution: No 3 – Conflict of Interest Policy (BOV-002)

Date: August 27, 2025

WHEREAS, the Richard Bland College Board of Visitors recognizes the importance of maintaining the highest standards of integrity and public trust in its governance and decision-making processes; and

WHEREAS, the Board affirms its commitment to comply with the Commonwealth of Virginia’s State and Local Government Conflict of Interest Act (Va. Code §2.2-3100 et seq.), and to avoid both actual and perceived conflicts of interest in all matters pertaining to the College; and


WHEREAS, the Board acknowledges that each member has a duty to act solely in the best interest of the institution and the public good, and that any direct or indirect interest that may impair or appear to impair a member’s independent judgment must be disclosed in accordance with the policy; and

NOW, THEREFORE, BE IT RESOLVED that the Board of Visitors adopts BOV-002 “Conflict of Interest Policy” as attached to this document.

CONFLICT OF INTEREST POLICY (BOV-002)

Members of the Richard Bland College Board of Visitors shall abide by the Commonwealth of Virginia's State and Local Government Conflict of Interest Act (Va. Code §2.2-3100, et seq.). This includes avoiding both conflicts of interest as defined by law and also the appearance of such conflicts. All decisions of the Board of Visitors are to be made solely to advance the best interest of the College and the public good. The integrity of Richard Bland College must always be protected.

- A. This policy applies to each member of the Board of Visitors, and every Visitor has the responsibility to be familiar with the terms of the policy.
- B. A Board member shall be considered to have a conflict of interest if he or she, or persons or entities with which he or she is affiliated, has a direct or indirect interest that may impair or may appear to reasonably impair the member's independent, unbiased judgment in their decision-making responsibilities to the institution.
- C. It is the responsibility of each Board member to promptly report any potential or existing conflict to the Rector and College Counsel, providing details about the nature of the interest and how it might create a conflict. Board members who have declared a conflict of interest, or who have been found to have a conflict of interest, shall withdraw from any discussion or voting on the matter that gives rise to the conflict.
- D. Board members shall file their annual Financial Disclosure Statement in a timely manner, but no later than February 1 for the preceding calendar year pursuant to Va. Code § 2.2-3118.2. Members shall also complete their Conflict of Interest training offered by the Ethics Advisory Council every two years.


John Rathbone, Rector

8/27/25
Date


Vickie Schray, Secretary

8/27/2025
Date



Richard Bland College
Board of Visitors

Resolution: No 4 – FOIA Policy (BOV-003)

Date: August 27, 2025

WHEREAS, the Richard Bland College Board of Visitors supports transparency and public access to its records as guaranteed by the Virginia Freedom of Information Act (FOIA), § 2.2-3700 et seq.; and

WHEREAS, the Virginia FOIA defines public records broadly and presumes access unless exempted by law, and citizens may inspect or request copies of public records; and

NOW, THEREFORE, BE IT RESOLVED, that the Board adopts FOIA Policy BOV-003 as attached to this document; and

BE IT FURTHER RESOLVED, that the Board commits to maintaining compliance with FOIA and, thereby, ensuring public trust through consistent and lawful handling of records requested.

FOIA POLICY (BOV-003)

The Richard Bland College Board of Visitors embraces the principles of openness and transparency as outlined in the Commonwealth of Virginia's Freedom of Information Act (FOIA), § 2.2-3700 et seq. of the Code of Virginia. FOIA guarantees citizens of the Commonwealth access to public records held by public bodies, officials, and employees.

The Virginia FOIA broadly defines a public record to include any writing or recording, regardless of its format. This includes physical documents, electronic files, audio/video recordings that are prepared, owned, or possessed by a public body or its agents in the transaction of public business. All public records are presumed open unless a specific statutory exemption applies.

A. The public's FOIA rights include the following:

1. You may inspect or receive copies of public records, including Board of Visitors records.
2. You are entitled to receive an estimate in advance of any charges for the records you request (please note that most requests will not incur a charge).
3. You may file a petition in court if you believe your FOIA right have been violated.

B. To request records from the Richard Bland College Board of Visitors, please direct your request to:

Gerrit Smith
Clerk to the Board of Visitors
Richard Bland College
11301 Johnson Road
South Prince George, VA 23805
Phone: (804)862-6221
Email: gsmith@rbc.edu or foia@rbc.edu

C. Your request must include the following:

1. Identify the records sought with reasonable specificity.
2. Request existing records or documents (please note that FOIA does not require the Board of Visitors to create new records or responses to general questions).
3. You may choose to receive records electronically or in printed form, depending on how the records are maintained.

D. Richard Bland College must respond to your request within five (5) working days of receiving your request. The response may be as follows:

1. Provide the requested records.
2. Withhold all or part of the records, citing specific exemptions.
3. Inform you if more time is needed (up to twelve (12) working days total).
4. Seek a court extension for large or complex requests, after attempting to reach an agreement with you.


E. You may be charged for the actual costs of responding to your request, including staff time and copying. If estimated costs exceed \$200, a deposit may be required. You may request an advance estimate to modify your request if needed.

If you owe payment from a previous FOIA request that is more than 30 days overdue, the College may require payment before responding to new requests.

F. Common exemptions that allow Richard Bland College to withhold records include the following:


1. Personnel records.
2. Documents subject to attorney-client privilege or work product.
3. Contract negotiation records prior to award.

G. For questions about FOIA you may contact the Virginia Freedom of Information Advisory Council at (804)698-1810 or foiacouncil@dls.virginia.gov. The Council's website at <https://foiacouncil.dls.virginia.gov/foiacouncil.htm> provides a number of FOIA resources.


John Rathbone, Rector

8/22/25

Date


Vickie Schray, Secretary

8/27/2025

Date



Richard Bland College
Board of Visitors

Resolution: No. 5 – Election of 2025-26 Officers of the Board of Visitors

Date: August 27, 2025

WHEREAS, Article III of the Bylaws of the Richard Bland College Board of Visitors stipulates that at the first meeting after July 1 in every even-numbered year, the Board shall elect from its membership a **Rector**, **Vice Rector**, and **Secretary**, and may appoint a **Pro Tempore Officer** as needed; and

WHEREAS, The Richard Bland College Board of Visitors assumed governance responsibility for the College on July 1, 2025, hence the need to elect officers for the 2025-26 inaugural year; thereafter, at the first meeting after July 1 in every even-numbered year, officers will be elected in accordance with Bylaws; and

WHEREAS, Elected officers shall constitute the **Executive Committee** of the Board and are empowered to act on behalf of the full Board between meetings, subject to ratification at the next full Board meeting;

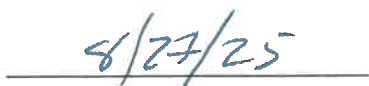
NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors of Richard Bland College hereby elects the following officers for the term beginning August 27, 2025.

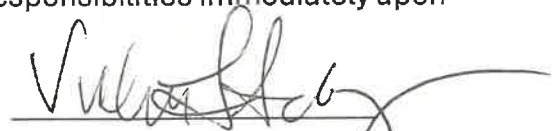
- **Rector:** John Rathbone
- **Vice Rector:** Albert Poole
- **Secretary:** Vickie Schray

BE IT FURTHER RESOLVED, that officers may serve no more than **two consecutive terms** in the same role, and any **vacancies** may be filled by the Board for the unexpired term; and

BE IT FINALLY RESOLVED, that this resolution shall be recorded in the official minutes of the Board, and the elected officers shall assume their responsibilities immediately upon adoption.


John Rathbone, Rector


Date


Vickie Schray, Secretary


Date



Richard Bland College
Board of Visitors

Resolution: No. 6 –Calendar of 2025-2026 Meeting Dates

Date: August 27, 2025

WHEREAS, Richard Bland College is governed by the Board of Visitors pursuant to the authority granted by the Commonwealth of Virginia under Virginia Code §§ 23.1-2105 through 23.1-2109; and

WHEREAS, the Board of Visitors is required to conduct regular meetings to fulfill its oversight responsibilities, including fiduciary, planning, academic programming, and student support; and

WHEREAS, the proposed calendar of meeting dates for 2025-2026 has been developed in consultation with the President and the Clerk to the Board to optimize board engagement and effectiveness;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors of Richard Bland College hereby approves the following meeting dates for 2025-2026:

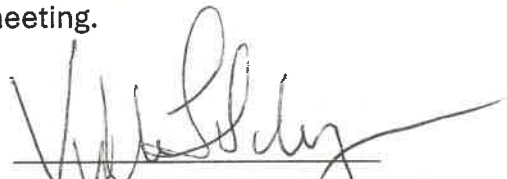
August 27, 2025 – Organization and Orientation
September 24, 2025
January 28, 2026
April 22, 2026


BE IT FURTHER RESOLVED, that board meetings shall begin in the afternoon, typically at 1:30 or 2:00 p.m., depending on the agenda, and may be preceded by college events, activities, or special programming; and

BE IT FINALLY RESOLVED, that the approved calendar shall be published on the Board page of the College website, and any changes to the schedule shall be communicated promptly and approved by the Board at a subsequent meeting.


John Rathbone, Rector


Date


Vickie Schray, Secretary


Date



Richard Bland College
Board of Visitors

Resolution: No. 7 – Transfer of the James W. and Carolyn M. Sutherland Fund to the Richard Bland College Foundation

Date: August 27, 2025

WHEREAS, In a document dated August 31, 1980, the W&M Endowment Association set forth details related to the James W. and Carolyn M. Sutherland Fund, a quasi-endowment established in 1974 and restricted for the support of Richard Bland College; and

WHEREAS, The Board of Trustees of the W&M Endowment Association adopted a resolution on October 3, 1975 accepting the residuary bequest under the will of Carolyn M. Sutherland and agreeing to administer the fund in accordance with the donor's wishes; and

WHEREAS, Carolyn M. Sutherland's Last Will and Testament expressed her intent that, "Should Richard Bland College become an independent institution governed by its own board of visitors ... the residue of my estate shall be paid over and delivered to such board of visitors ... for such uses and purposes as they may deem appropriate or advisable;" and

WHEREAS, Richard Bland College became an independent institution governed by its own Board of Visitors effective July 1, 2025; and

WHEREAS, the William & Mary Foundation's legal counsel has recommended that the College formally request the transfer of the Sutherland Fund to the Richard Bland College Foundation, which is the designated entity responsible for managing all philanthropic gifts directed to the College; and

WHEREAS, the Board of Visitors concurs that the management of endowed funds is not a function of the Board itself, but rather of the College's affiliated foundation;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors of Richard Bland College hereby authorizes the President of the College to issue a formal letter to the William & Mary Foundation requesting the transfer of the James W. and Carolyn M. Sutherland Fund to the Richard Bland College Foundation, in accordance with the donor's intent and current institutional governance; and

BE IT FURTHER RESOLVED, that the Board affirms its commitment to honoring donor intent and ensuring the responsible stewardship of philanthropic assets through the College's established foundation.



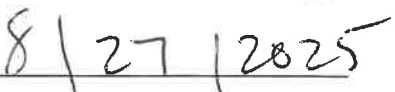
John Rathbone, Rector



Date



Vickie Schray, Secretary



Date



Richard Bland College
Board of Visitors

Resolution: No. 8 – Presidential Salary Adjustment

Date: August 27, 2025

WHEREAS, the Board of Visitors of Richard Bland College is vested with the authority to appoint, remove, and evaluate the performance of the chief executive officer of the College pursuant to the Code of Virginia §23.1-2802 and §23.1-2806; and

WHEREAS, for the 2025-2026 fiscal year, the Appropriations Act included a 3% salary increase for state employees; and

WHEREAS, based upon her status as a state employee and an evaluation of her 2024-25 job performance by the W&M Board of Visitors, President Debbie Sydow is eligible to receive a 3% increase to her 2024-25 base salary of \$455,175; and

WHEREAS, it is the practice of the W&M Board of Visitors to act upon annual presidential salary adjustments only after the new fiscal year begins (July 1), which due to the governance change that went into effect on July 1, 2025, had the unintended consequence of leaving President Sydow's 2025-26 base salary unadjusted for the 3% increase; and

WHEREAS, historically, the W&M Board elected to raise President Sydow's salary in lockstep with the salary increases approved in the Appropriations Act; and

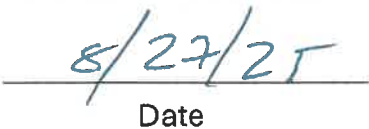
WHEREAS, funds are available to support a 3% salary adjustment to President Sydow's 2024-25 base salary;

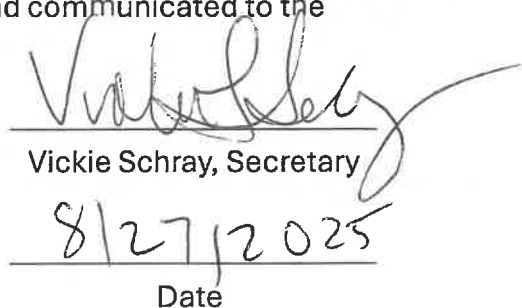
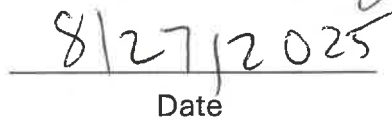
NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors hereby sets President Debbie Sydow's 2025-26 base salary at \$468,830, retroactive to July 1, 2025; and

BE IT FURTHER RESOLVED, that deferred compensation remains at the same level as for FY25; and

BE IT FINALLY RESOLVED, that action taken regarding the President's salary shall be formally recorded in the minutes of the open session and communicated to the appropriate administrative offices for implementation.


John Rathbone, Rector


Date


Vickie Schray, Secretary

Date

Report from the Faculty Representative to the Board of Visitors

September 2025

Submitted by Prof. Jason Pode, Associate Professor of Mathematics and Faculty Representative to the Richard Bland College Board of Visitors

Faculty Development Week (August 11-15)

Dr. Adam Zucconi welcomed new faculty and coordinated the August 11-15 Faculty Development Week to launch the new semester and 2025-26 academic year. Two lunch and learn sessions were held, the first by Dr. Dan Franke, Associate Professor of History, and Dr. Tiffany Birdsong, Chief of Staff, on a fellowship and sabbatical review; and the second led by Dr. David Morgan, Professor of Physics and Astronomy, on Gen-AI and Pedagogy. Faculty also attended a workshop on crafting multimedia assignments, hosted by Tim Hurley, Director of Library Services, and received training and updates on assessment from Ashley Fuller, Data and Compliance Officer.

Faculty

The Natural Sciences and Mathematics Department welcomed Dr. Kevin Peters, Professor of Biology, as their new department chair. Dr. Jena Zarling, Associate Professor of Psychology and Sociology, has graciously volunteered to serve as the new department chair this year for both the Languages & Humanities and Behavioral & Social Sciences departments.

Dr. Eric Miller, Associate Professor of Biology, led six RBC students in early June on a weeklong, immersive, hands-on learning experience for his annual BIO 291 stream ecology course. The course teaches students how to measure attributes of streams from the physical, chemical, and biological standpoint. During the week, Dr. Miller and the students spent time in Upper Shavers Fork examining the benefits of stream restoration projects; doing physical measurements throughout the Greenbrier watershed; analyzing water samples from all over Pocahontas County, WV; collecting macroinvertebrates from Knapps Creek; and getting up close and personal with fish as they snorkeled Senesce Creek. The students have a capstone project in the class that requires them to do an in-depth presentation about one of the topics covered during the week. A special thanks to Anne-Leigh Kerr, President at Kerr Government Strategies, LLC, who graciously covered the tuition for two students who couldn't afford to go without financial support.

Dr. Katie Heffernan, Associate Professor of Biology, once again led four RBC students and one faculty member on a weeklong trip in May to the Hanksville-Burpee Dinosaur Quarry in Utah. During the week, both students and faculty worked 8am-5pm days in the Utah desert excavating Jurassic era fossils, learning how to map excavation sites, and serving as impromptu tour guides for curious visitors. Everyone was delighted to have uncovered and catalogued at least one dinosaur fossil.

Prof. Jason Pode accompanied Dr. Heffernan and the RBC students on the dinosaur dig in Hanksville, Utah. He was delighted to work with the students and fulfill a childhood dream of excavating dinosaur fossils.

Dr. Andrea Beyer, Associate Professor of Biology, attended the Science Education Alliance Faculty meeting held over three days in June at the Howard Hughes Medical Institute's headquarters. This meeting gathered

faculty from various undergraduate schools to share updates and resources concerning the SEA-PHAGES undergraduate research program. She also served as a faculty facilitator at the Howard Hughes Medical Institute's Phage Discovery workshop, held over nine days at the University of Maryland-Baltimore County campus where she assisted in the training of 26 faculty from across the U.S. and Puerto Rico in how to implement research into undergraduate biology laboratories. Dr. Beyer also served as a reviewer for scholarship applications for the Richmond Road Runners Club and for abstracts to be presented at the American Society for Microbiology's fall Conference for Undergraduate Educators.

Dr. Dan Franke, Dr. Andrea Beyer, Dr. Katie Heffernan, Dr. David Morgan, Prof. Abbigayle Poirier, Assistant Professor of Art and Prof. Jason Pode began work with the Immersive Learning Lab headed by the RBC Office of Research and Innovation. They look forward to continuing to bring innovative uses of VR and AI technology to their classrooms and the campus.

Dr. David McCarthy, Associate Professor of History, attended the Society for Historians of American Foreign Relations (SHAFR) conference in Arlington, VA this June.

Dr. Linda Pittman, Professor of Geography and Religion, began her sabbatical for the 2025-26 academic year with a focus on how location-based games like Pokémon Go, geocaching, and urban scavenger hunts can be used as educational tools for teaching geography. Her project involves researching these gaming approaches and then applying this knowledge to create two practical applications: a campus-wide game for Richard Bland College that would serve as both a team-building activity and campus orientation for new students, and a course module that uses nearby Blandford Cemetery as a site for geographic learning through gaming. The sabbatical would combine research into educational gaming with the development of hands-on learning that connects students to their local environment.

Report from the Student Representative to the Board of Visitors

September, 2025

Submitted by Lilli Brown, President of RBC Student Assembly and Student Representative to the Richard Bland College Board of Visitors

Introduction

Hello, my name is Lilli Brown. I am a second-year student-athlete on the Richard Bland College Women's Soccer team, and I am also President of the RBC Student Assembly. I am currently in pursuit of my degree in Kinesiology. Upon graduating, I plan to transfer to William and Mary to continue my academic career to become a Physical Therapist.

I chose to attend Richard Bland College for the close-knit community and small campus size, having always gravitated toward smaller classrooms because they allow for personal connections with professors and classmates. I knew my voice would be amplified at a smaller school rather than at a four-year institution where I would be drowned out in the crowd, potentially shying away from putting myself "out there."

When I first arrived at Richard Bland, I grabbed onto the first opportunity I was presented with. I saw an email that the Women's soccer team was hosting tryouts and in need of numbers, so there my story began. It didn't matter that I had little prior experience (and had not touched a ball during high school), my drive to be a part of a program that would build me not only as a player, but as a person, ignited the incentive within me to become a better version of myself. My experience—in other words, how I got on the team—was exactly what I came to RBC expecting. Opportunities would pass me by left and right if I failed to pay attention. That is what is so great about Richard Bland, and in this period of time, things are constantly changing for the school. Fast-paced, vibrant, and dynamic energy is exactly what I hope for other students to experience, just like how it has been for me. Being a part of the Student Assembly, I hope to further develop that positive environment for the school.

Campus Atmosphere and *Week of Welcome*

As students settle into the new school year, they are hungry for opportunity and leadership roles. Students now more than ever are looking for ways to occupy their time and branch out. One major event as part of our Week of Welcome has provided just that. The RBC Family Reunion connected students with job opportunities, provided information on voter registration and the upcoming primaries, promoted campus events such as the Women's Soccer scrimmage, and spotlighted organizations like Student Assembly—all while engaging the campus community in festivities with music and food.

Student Assembly

The Student Assembly is in the middle of election season to fill seven (7) vacant seats. Seventeen (17) student leaders stepped up to run for a position. Election day is on September 15, and the first official meeting for Student Assembly will be held the week of September 22. Also, this academic year, the RBC Student Assembly will focus on building on the legacy of last year's group to expand student resources and campus opportunities. Below are three main goals the Student Assembly plans to pursue:

- Provide more student leadership opportunities
- Increase the number of campus clubs and student activities
- Champion mental health resources on campus through awareness campaigns

New RBC Cafe/Coffee Shop

RBC has opened the RBC Cafe in the Academic Innovation Center! Students and faculty can purchase coffee and bakery items with their Dining Dollars. This adds a noticeable difference to the campus experience, and it has been met with very positive feedback among students.

Indy, RBC Police Department's Therapy Dog

In consideration of expanding mental health services, the Richard Bland College Police Department has introduced a new member of the RBC family: Indy, the Therapy Dog. Since college students are one of the most vulnerable groups, especially susceptible to mental health struggles, Indy is a vital resource to the campus for students when the stress of college starts to arise.

Fall Sports Update

After our Fall sports team survived a pre-season full of blood, sweat, and tears, their hard work has certainly been evident in their games. The scores of wins/losses so far are as follows:

- Men's Soccer: 2-0
- Women's Soccer: 2-1
- Women's Volleyball: 7-2

I am truly honored to be selected as the inaugural Student Representative to the Richard Bland College Board of Visitors. I hope to see some familiar faces at our 10th annual Pecan Festival on October 25.

Go Statesmen!