

# WILLIAM & MARY

Board of Visitors

Richard Bland College Committee

---

February 23, 2021 via Zoom

Victor K. Branch, Chair  
Barbara L. Johnson, Vice Chair

RICHARD BLAND COLLEGE COMMITTEE  
BOARD BOOK AND PRE-READS  
FEBRUARY 23, 2021

## Table of Contents

<b>RBC Board Book.....</b>	<b>3</b>
Agenda.....	4
November 17, 2020 Minutes.....	5
Report of the RBC Faculty Representative .....	17
Report of the RBC Student Representative .....	19
<b>Pre-Reads .....</b>	<b>21</b>
Richard Bland College Operating Budget Summary FY21 (Through 12/31/20).....	22
Richard Bland College’s Proposed Faculty Early Retirement Incentive Program .....	23
Richard Bland College of William & Mary Racial Justice & Equity Task Force Fall Report.....	24
President’s 2020-2021 Goals.....	38



## **RBC BOARD BOOK**

**RICHARD BLAND COLLEGE COMMITTEE**

**FEBRUARY 23, 2021**

**9:00 – 11:00 A.M.**

**ELECTRONIC VIA ZOOM**

**VICTOR K. BRANCH, CHAIR**

**BARBARA L. JOHNSON, VICE CHAIR**

- |      |  |                       |
|------|--|-----------------------|
| I.   | Introductory Remarks                                     | Victor K. Branch      |
| II.  | Approval of Minutes                                      |                       |
|      | A. November 17, 2020                                     |                       |
| III. | General Reports  |                       |
|      | A. Report from President and Administration              | Debbie L. Sydow       |
|      | i. Shared Services Consortium                            | Tyler Hart            |
|      | ii. Education Advisory Board                             | Christina Hubbard     |
|      | iii. Academic Innovation Center                          | Eric Kondzielawa      |
|      | iv. Racial Justice & Equity Task Force                   | Evanda Watts-Martinez |
|      |  | Thom Addington        |
|      | v. Statesman Safe & Secure Update                        | Jeff Brown            |
|      | B. Report from Faculty Representative - <i>enclosure</i> | Tiffany Birdsong      |
|      | C. Report from Student Representative - <i>enclosure</i> | Sarah Moncure         |
| IV.  | Action Materials   |                       |
| V.   | Closed Session (if necessary)                            |                       |
| VI.  | Discussion   |                       |
| VII. | Adjourn  |                       |

# WILLIAM & MARY

BOARD OF VISITORS  
RICHARD BLAND COLLEGE COMMITTEE  
DRAFT MINUTES  
ELECTRONIC MEETING VIA ZOOM  
NOVEMBER 17, 2020

## **COMMITTEE MEMBERS PRESENT ELECTRONICALLY**

Mr. Victor K. Branch, Chair  
Ms. Barbara L. Johnson, Vice Chair  
Ms. Cynthia E. Hudson  
Hon. Charles E. Poston  
Ms. Lisa E. Roday  
Dr. Karen Kennedy Schultz  
Mr. Brian P. Woolfolk  
Dr. Tiffany R. Birdsong, Faculty Representative  
Ms. Sarah Moncure, Student Representative

## **OTHER BOARD MEMBERS PRESENT ELECTRONICALLY**

Mr. John Littel, Rector

## **OTHERS PRESENT ELECTRONICALLY**

Dr. Debbie L. Sydow, RBC President  
Ms. Ramona Taylor, RBC Counsel  
Ms. Stacey Sokol, Program Manager for Strategic Initiatives  
Dr. Tyler Hart, Chief Administrative Officer  
Mr. Jeff Brown, Director of Campus Safety and Police Chief  
Ms. Carrie Nee, University Counsel  
Mr. Lorin Sodell, Business Process Lead, CCAM  
Ms. Betsey Odell, Director of Development, CCAM  
Mr. Terry McDonough, President, Alternative Learning, SEI  
Dr. Evanda Watts-Martinez, Director of Counseling Services  
Dr. Thomas Addington, Instructor of English  
Mr. Michael J. Fox, Secretary to the Board of Visitors  
Ms. Jessica L. Walton, Deputy Secretary to the Board of Visitors  
Members of the President's Council  
RBC and W&M students, faculty and staff, and members of the public via YouTube livestream

## **CALL TO ORDER**

Mr. Victor Branch, Chair, called the Committee meeting to order at 9:01 a.m.

The meeting was held in accordance with Item 4-0.01.g of the 2020 Appropriation Act, which provides governing boards with the ability to hold meetings electronically without a quorum present while the Commonwealth is under a State of Emergency.

## **APPROVAL OF MINUTES**

Recognizing that a quorum was present, Mr. Branch asked for a motion to approve the minutes of the electronic meeting of September 22, 2020. Motion was made by Ms. Lisa Roday, seconded by Ms. Cynthia Hudson, and approved by roll call vote conducted by Mr. Michael J. Fox, Secretary to the Board.

### **CHAIRMAN BRANCH'S REMARKS**

Chairman Branch thanked Dr. Sydow and her administrative team for rising to the leadership challenge this semester, and the faculty and staff for their flexibility and adaptability during these tumultuous, ever-changing times. Chairman Branch thanked students for their resilience and their continued adherence to the Statesman Safe & Secure Plan as RBC approaches the close of a successful fall semester.

### **PRESIDENT'S REMARKS**

President Sydow thanked Chairman Branch and the Board for their support and consistent recognition of the efforts of faculty, staff and students to keep our campus safe that have been underway since March. She stated that despite the operational challenges brought about by the pandemic, Richard Bland College continues to vigorously pursue priority strategic goals. Importantly, strategic partners with aligned missions like CCAM and SEI Ventures are enabling the College to better serve the academic needs of an expanded population of students and the economic needs of the region.

### **REPORT FROM THE PRESIDENT and ADMINISTRATION**

Two RBC partners, CCAM and SEI Ventures, detailed two new business relationships. Lorin Sodell and Betsey Odell with the Commonwealth's Center for Advanced Manufacturing (CCAM) and Terry McDonough with SEI Ventures outlined new and innovative programs that will prepare students in the Tri-Cities region for high-paying jobs. Importantly, multiple new delivery methods will make an RBC education, and workforce credentials, available to a new population of working adults.

As RBC Online launches in the spring, there is a great deal of excitement about the expansion of RBC's reach to serve the needs of non-traditional students.

Drs. Evanda Watt-Martinez and Thom Addington provided an update on the RBC Racial Justice & Equity Task Force. Early findings make it clear that systemic change is needed to combat racism on campus. Both believe RBC is facing the challenge head-on and with complete transparency.

Jeff Brown provided an update on the Statesman Safe & Secure Plan. The fall semester has gone according to plan. All courses will resume in a virtual format after Thanksgiving, ending on December 4. The semester that has been successful by all critical measures. Moving into the spring semester, which will continue to be guided by Statesman Safe & Secure protocols, class delivery will largely mirror the fall, with 33% asynchronous online classes, 13% synchronous online, 35% blended online and in person, and 19% fully in person.

Dr. Thomas Addington provided a review and recommendations for the Honors Program.

### **FACULTY REPRESENTATIVE REPORT**

Dr. Birdsong highlighted a collaborative initiative between the Languages & Humanities and Behavioral Sciences departments will attempt to capture "The College Student Experiences Amid COVID-19." The study addresses the need to understand how the pandemic has impacted college students.

### **STUDENT REPRESENTATIVE REPORT**

Sarah Moncure highlighted the Promise Scholars, Bridge and Honors programs, a series of collaborative efforts between W&M and RBC, all of which greatly benefit the student body, and reflect on the cooperation and close relationship between both institutions.

### **ACTION ITEMS**

- **Resolution 1:** Resolution to Approve FY21 Revised Operating Budget
- **Resolution 2-R (appended):** Resolution to Approve FY21 Revised Tuition & Fees
- **Resolution 3-R (appended):** Resolution to Approve FY22 Operating and Capital Budget Requests
- **Resolution 4:** Resolution to Approve the Faculty Early Retirement Incentive Plan (FERIP) Policy
- **Resolution 5:** Retirement of Stephen Jenkins, Maintenance Crew Member
- **Resolution 6:** Retirement of Joanne Williams, Director of Government Relations and Communications

Mr. Branch asked for a motion to approve all action items as a block. The motion was made by Barbara Johnson, seconded by Lisa Roday, and approved by roll call vote conducted by Mr. Fox.

### **CLOSING REMARKS**

Rector Littell thanked President Sydow and her team for doing a great job in preparing and guiding everyone through this semester and for ensuring that students continue to have access to quality education regardless of the circumstances.

Chairman Branch closed by thanking President Sydow and the extraordinary leadership team for adhering to the Safe & Secure Plan and for advancing the Strategic Plan to ensure that the College fulfills its mission and meets its strategic goals. He thanked the students for their vigilance, resilience and adherence to the Safe & Secure Plan.

### **ADJOURNMENT**

There being no further business, Mr. Branch adjourned the meeting at 10:58 a.m.



**Richard Bland College**  
*of WILLIAM & MARY*

**RESOLUTION TO APPROVE REVISED FY 2020 - 2021 TUITION AND FEES**

The following Tuition and Fees are recommended by the administration to meet the 2020 – 2021 funding requirements for academic programs, student support services, and auxiliary services. The funding enables the College to continue to advance its mission and the 2020-2025 strategic plan (RBC-25) goals. This represents a pricing strategy that is intended to optimize affordability and educational excellence for students.

The proposed FY 2021 in-state Tuition and Mandatory E&G Fees per credit hour rate of \$200 constitutes no increase to the current FY20 rates and remains one of the lowest in the Commonwealth. To remain competitive and to more appropriately align out of state Tuition and Mandatory E&G Fees with that of in-state Tuition and Mandatory E&G Fees, the out of state Tuition per credit hour rate will be reduced to \$386. Further, to separate the College's online course offerings from the traditional on-campus courses and then to expand upon those offerings, distinct online Tuition and Mandatory E&G Fees categories were established with a proposed per credit hour rate of \$199. Additionally, a new rate of \$333 per credit hour is being added for the new Verto program.

For FY 2021, it is recommended that mandatory Auxiliary Comprehensive fees for in-state and out-of-state students also remain constant with no increase to the current FY20 rates.

For FY 2021, pricing for all residential rooms will remain equal to the current FY20 rates. All residents will be required to purchase a meal plan. The meal plan cost will remain unchanged as well.

A proposed FY 2021 tuition and fee summary sheet is attached.

RBC's goal remains to deliver high quality educational programming, high-value university pathways and innovative education models to students while minimizing student cost.

**WHEREAS**, that the William & Mary Board of Visitors, on the recommendation of the President, recognizes the unforeseen financial circumstances impacting our students and their families, may require the College to adjust or reconsider non-mandatory fees and charges,



**WHEREAS**, maintaining FY 2021 tuition and mandatory fees at current FY 2020 levels will result in no significant increase in these charges for the College's returning or incoming students;

**THEREFORE BE RESOLVED**, that the President and the Chief Business Officer are granted the authority and the discretion to determine whether non-mandatory fees will be waived or applied for courses, programs, and activities; and

**BE IT FURTHER RESOLVED**, that upon recommendation of the President, the William & Mary Board of Visitors approves the revised FY 2020- 2021 Tuition and Fee Summary as presented for Richard Bland College for the 2020 - 2021 fiscal year.

**RICHARD BLAND COLLEGE**  
**FY 2020-2021 TUITION AND FEE SUMMARY**

	ACTUAL FY20	PROPOSED FY21	PERCENT CHANGE	DOLLAR CHANGE
<b>IN-STATE<sup>1</sup></b>				
Per Credit Hour Taken				
Tuition	\$ 193	\$ 193		
E&G Technology Fee	\$ 7	\$ 7		
<b>Total Tuition and E&amp;G Fees</b>	<b>\$ 200</b>	<b>\$ 200</b>	0.00%	\$ -
 Auxiliary Comprehensive Fee	 \$ 70	 \$ 70		
<b>Total In-State Tuition &amp; Mandatory Fees</b>	<b>\$ 270</b>	<b>\$ 270</b>	0.00%	\$ -
 <b>OUT-OF-STATE (domestic)<sup>1</sup></b>				
Per Credit Hour Taken				
Tuition	\$ 650	\$ 386		
E&G Technology Fee	\$ 7	\$ 7		
<b>Total Tuition and E&amp;G Fees</b>	<b>\$ 657</b>	<b>\$ 393</b>	-40.18%	\$ (264)
 Auxiliary Comprehensive Fee	 \$ 70	 \$ 70		
<b>Total In-State Tuition &amp; Mandatory Fees</b>	<b>\$ 727</b>	<b>\$ 463</b>	-36.31%	\$ (264)
 <b>OUT-OF-STATE (international)<sup>1</sup></b>				
Per Credit Hour Taken				
Tuition	\$ 650	\$ 650		
E&G Technology Fee	\$ 7	\$ 7		
<b>Total Tuition and E&amp;G Fees</b>	<b>\$ 657</b>	<b>\$ 657</b>	0.00%	\$ -
 Auxiliary Comprehensive Fee	 \$ 70	 \$ 70		
<b>Total In-State Tuition &amp; Mandatory Fees</b>	<b>\$ 727</b>	<b>\$ 727</b>	0.00%	\$ -
 <b>ONLINE<sup>2</sup></b>				
Per Credit Hour Taken				
Tuition	\$ 193	\$ 192		
E&G Technology Fee	\$ 7	\$ 7		
<b>Total Tuition and E&amp;G Fees</b>	<b>\$ 200</b>	<b>\$ 199</b>	-0.50%	\$ (1)
 <b>Total Online Tuition &amp; Mandatory Fees</b>	 <b>\$ 200</b>	 <b>\$ 199</b>	-0.50%	\$ (1)
 <b>VERTO PROGRAM<sup>3</sup></b>		<b>\$ 333</b>		

**OTHER FEES**

Application Fee	\$ 50	\$ 50	0.00%	\$ -
Blended Room Average	\$ 7,799	\$ 7,799	0.00%	\$ -
Room Change Fee	\$ 50	\$ 50	0.00%	\$ -
Room Damage Deposit	\$ 150	\$ 150	0.00%	\$ -
Basic Residential Meal Plan annual <sup>4</sup>	\$ 2,240	\$ 2,240	0.00%	\$ -
Transcript Fee	\$ 7	\$ 7	0.00%	\$ -
Late Fee	\$ 50	\$ 50	0.00%	\$ -
Returned Check Fee	\$ 50	\$ 50	0.00%	\$ -
Parking Ticket (Per Violation)	\$ 30	\$ 40	33.33%	\$ 10
Lab Material Fee (Science)	\$ 48	\$ 60	25.00%	\$ 12
Art Fee	\$ 35	\$ 35	0.00%	\$ -
Math Fee	\$ 75	\$ 75	0.00%	\$ -
Distance Education Fee (per credit hr)	\$ 25	\$ 25	0.00%	\$ -
Capital Outlay Fee (out of state only) <sup>5</sup>		\$ 90	100.00%	\$ 90

<sup>1</sup> In state/out of state applies to on campus, in-seat courses.

<sup>2</sup> Online rate applies to online only courses taken by any student type

<sup>3</sup> Reflects the rate charged by Verto Education to students who enroll in Verto programs for which Richard Bland serves as the credit-granting institution and school of record for transcript and financial-aid purposes.

<sup>4</sup> Mandatory for all residential students, includes dining dollars

<sup>5</sup> State mandated E&G fee required of OS students to support costs associated with capital projects funded by the Commonwealth



## **RESOLUTION TO APPROVE FY22 OPERATING AND CAPITAL BUDGET REQUESTS**

In anticipation of the 2021 General Assembly session and consistent with guidance from the Governor's Office on the administration's priorities, for the upcoming 2020-2022 Appropriation Act, Richard Bland College (RBC) will seek funding support for four priorities during the upcoming session. These priorities are outlined below.

### **PRIORITY 1: COMPLIANCE**

<b>Proposed Request:</b>	<b><u>FY22</u></b>	<b><u>FY23</u></b>
	\$708,400 GF	\$708,400 GF

Through a previous budget allocation, Richard Bland College responded well to the recurring APA (Auditor of Public Accounts) findings of non-compliance as well as the recent SACSCOC (Southern Association of Colleges and Schools Commission on Colleges) finding of non-compliance related to financial resources. Enhanced administrative infrastructure (technology solutions and adequate RBC staffing) remains necessary to achieve 100% compliance and to minimize risk to the College and the Commonwealth.

#### **Two (2) ITS Resources Staff Members**

Internal audits and APA identified issues related to separation of duties and change management. These are a direct result of too few resources with specific skill sets limiting the team's ability to distribute workload and responsibility given NIST/VITA standards.

FY22: \$258,000 / FY23: \$258,000 \$ 516,000

#### **Two (2) HR Resources Staff Members**

Resources needed for compliance in employee recruitment/onboarding and training.

FY22: \$130,600 / FY23: \$130,600 \$ 261,200

#### **One (1) Financial Aid Staff Member**

Resources needed for compliance management.

FY22: \$74,800 / FY23: \$74,800 \$ 149,600

**Technical Systems**

Additional and/or expanded for Personal Management, Financial Reporting and Security Monitoring are needed to ensure compliance with required standards.

FY22: \$120,000 / FY23: \$120,000 \$ 240,000

**Compliance Manager**

Oversees maintenance of policy manual, ongoing compliance training for personnel, SACSCOC standards, Title IX and Clery Act management and training responsibilities and other compliance-related matters.

FY22: \$125,000 / FY23: \$125,000 \$ 250,000

**PRIORITY 2: COMMERCE HALL HYBRID CLASSROOM CONVERSION**

**Proposed Request:**

**FY22**  
\$299,000 GF

**FY23**  
\$299,000 GF

With demand for residential housing steadily increasing beyond original capacity (250) and reaching an all-time high (400 occupied beds + 50 students housed at VSU) in 2015, plans and funding were sought to repurpose and fully renovate Commerce Hall, taking it from an outdated amalgamation of offices and classrooms to a modern dormitory. The building reopened as a residential facility in the fall of 2018. This project was funded with 9(C) and 9(D) general obligation bonds in the amount of \$4.2 million with an annual debt service of \$299,000.

In the spring semester of 2019, COVID-19 forced the move to fully online instruction. By the fall semester of 2020, faculty offered a full range of teaching formats, including asynchronous (no set meeting times), synchronous (specific meeting times) and blended (half students in class and half virtual) instruction. COVID-19 has compelled the acceleration of blended instruction, and research indicates that blended delivery is here to stay. The quick shift to combined online and in-seat educational modalities—blended classes—requires new instructional spaces to ensure the best learning outcomes for RBC students now and for the foreseeable future. This unanticipated shift, combined with the pre-COVID strategic priority to develop and advance a fully online program to serve the needs of non-traditional students, requires additional reconfigured academic space.

Space in Commerce Hall will be modified to accommodate small, hybrid classrooms to better accommodate blended instructional formats and to provide online faculty with an area for the delivery of virtual instruction and student meetings.

Board of Visitors  
November 17, 2020

Resolution 3-R  
Page 3 of 5

The repurposing of Commerce Hall, from a revenue-generating dormitory (auxiliary funds) to an academic building that will house classrooms and faculty offices (E&G funds), requires a change in the source funding.

**Debt Service**

The total debt service for the original renovation is \$2.4 million. The annual debt service on the 9(C) bond is \$185,000 and the annual debt service on the 9(D) bond is \$114,000.

FY22: \$299,000 / FY23: \$299,000 \$ 598,000

**PRIORITY 3: FINANCIAL AID**

<b>Proposed Request:</b>	<b><u>FY22</u></b>	<b><u>FY23</u></b>
	\$650,000 GF	\$650,000 GF

Richard Bland College is located in the Petersburg community, an economically depressed region whose ongoing challenges are well documented. The College serves a large number of at-risk, low income and first-generation Virginia students, many of whom cannot attend and complete a college credential without strong financial support.

**Financial Aid Support**

500 students at \$1,000 each per year

FY22: \$500,000 / FY23: \$500,000 \$ 1,000,000

**Institutional Work Study**

Institution-based work study to pilot work-service-learning programming supporting 55 students

FY22: \$150,000 / FY23: \$150,000 \$ 300,000

**Priority 4: GUIDED PATHWAYS FOR SUCCESS AT RICHARD BLAND COLLEGE (GPS@RBC)**

<b>Proposed Request:</b>	<b><u>FY22</u></b>	<b><u>FY23</u></b>
	\$1,252,000 GF	\$1,252,000 GF

**Supports Access and Enrollment; Retention, Completion and Time to Degree; and Workforce Alignment and Retention of Graduates**

In 2015, Richard Bland College launched a pilot program, ESE@RBC (Exceptional Student Experience), in support of the College's aspirational goal of 100% student success. As a means of

addressing the needs of its largely first generation and socio-economically disadvantaged student body, ESE@RBC utilizes predictive analytics tools to improve student retention and on-time completion of degrees. Each student is assigned a Learner Mentor who uses real-time information to keep students on track, providing a one size fits one solution for each student's personal success. The pilot program has yielded positive results. Retention is up by 14.6% since 2016 (fall to fall, first time student, graduates, excluded).

Research strongly suggests that the ESE@RBC pilot program should evolve into a fully implemented guided pathways framework that provides a clear and compelling student value proposition. This framework is comprised of 1) easy to navigate onboarding, 2) clearly defined pathways that outline workforce-friendly majors and credentials, and effective processes for entering a pathway, 3) fast track programs to get academically underprepared students into and through crucial English and math courses, 4) high-touch, intensive student-centric support across the College, and 5) tools for faculty, staff and students that provide useful information about assessment and progress. The design and implementation of this comprehensive program, Guided Pathways for Success at Richard Bland College (GPS@RBC), is the primary focal point of the RBC six-year plan and the future-sighted strategic plan of the College that will continue to advance 100% student success as a primary goal.

The new paradigm combines the benefits of the Learner Mentor, one size fits one culture with the research-proven effectiveness of the guided pathway tenants. Additionally, a work-curriculum integration component will integrate the academic experience with key career-building skills, job/internship experience and beneficial career services.

#### **Four (4) Additional Learner Mentors**

Reduce case load to approximately 125 students per Learner Mentor.

FY22: \$326,500 / FY23: \$326,500 \$ 653,000

#### **Student Success Program Manager**

Provides leadership and direction to GPS@RBC, including supervising Learner Mentors and student success staff. This crucial position ensures the student value proposition is properly provided and that all students have an exceptional experience.

FY22: \$125,000 / FY23: \$125,000 \$ 250,000

#### **Case Management System**

Complete implementation of central case management system that provides real-time activity and 360-degree view of students throughout lifecycle. This includes integration, development, and licensing costs.

FY22: \$290,000 / FY23: \$290,000 \$ 580,000

Board of Visitors  
November 17, 2020

Resolution 3-R  
Page 5 of 5

**Predictive Modeling Technology**

Research and development necessary to expand the use of predictive modeling as an early warning system as students' progress through their defined pathway.

FY22: \$150,000 / FY23: \$150,000 \$ 300,000

**Online/Dual Enrollment Support**

Coordinator (1) and dedicated Learner Mentor (1)

FY22: \$150,000 / FY23: \$150,000 \$ 300,000

**Online/Dual Enrollment Integration**

Licensing costs required to bring students onto existing platforms.

FY22: \$75,000 / FY23: \$75,000 \$ 150,000

**Work-Curriculum Integration Pilot Program Director**

Integrate work-curriculum component into the student experience with focus on business/industry partnership development.

FY22: \$135,500 / FY23: \$135,500 \$ 271,000

**\*All costs for staff positions includes salary + benefits**

**TOTAL INCREASE REQUESTED FOR GENERAL OPERATING FUNDS FOR FY22/FY23:**

**\$ 5,818,800**

**Richard Bland College requests approval by the Board of Visitors to pursue these funding priorities as part of the College's 2020 legislative strategy.**

**WHEREAS**, the Board of Visitors recognizes the Commonwealth's interest in growing the number of citizens with higher education credentials; and

**WHEREAS**, the College has demonstrated the effectiveness of its unique retention program that utilizes predictive analytics and personalized support; and

**WHEREAS**, the Board of Visitors recognizes the importance of preparing students, particularly in the Petersburg area, for academic and career success through higher education;

**THEREFORE, BE IT RESOLVED**, that upon the recommendation of the President of Richard Bland College, the William & Mary Board of Visitors approves the administration's proposed 2022 legislative budget priorities.



February 23, 2021

Page 1 of 2

Richard Bland College  
*of WILLIAM & MARY*

**REPORT OF THE RBC FACULTY REPRESENTATIVE**  
**February 2021**

**Dr. Tiffany Birdsong**

**W&M Board of Visitors, RBC Faculty Representative**

**Faculty Supporting Student Engagement and Success**

*"Education is for improving the lives of others." – Marian Wright Edelman*

Over the last year, faculty have dedicated significant time to adjusting their pedagogy and acclimating to different teaching modes to meet the academic needs of our students, while prioritizing health and safety. As the spring 2021 semester began, there was a sense on campus that faculty and students alike were beginning to adjust to the new normal in which we all find ourselves. In this spirit, many faculty members have refocused their energies on creating programming for students outside of the classroom that supports student success and the overall student experience at RBC. While teaching remains the primary focus of the faculty, there has been an increased energy aimed at creating exciting learning opportunities to engage students in innovative ways and further explore relevant topics such as mental health and wellness, current events and career-readiness. Below is a selection of some of the ways the faculty have sought to engage our students and campus community at large.

**Innovative Educators: Supporting Staff and Student Mental Health**

In January, Dr. Jena Morrison hosted an internationally broadcasted Innovative Educators workshop focused on sharing how to support the mental health of students, faculty and staff. The goal of this presentation was to offer tangible practices to apply in 2021 to promote mental health and overall wellness. This also provided an opportunity for Dr. Morrison to share with a large audience the resources that have been effective on our own campus, including meditation, yoga and other stress management practices.

February 23, 2021

Page 2 of 2**RBC Lunchtime Chats: Politics, History, and Current Events**

Dr. Dan Franke and Dr. Adam Zucconi host virtual weekly talks each Monday at noon to encourage students to expand learning beyond the classroom via informal discussions about the current political environment and historical debates that are unfolding across the nation. These sessions offer students the opportunity to hear from experts in the field as they engage in analysis of the past, present, and future, and the impact of these events and debates on the nation. RBC Lunchtime Chats are open to all students, staff, and faculty, enhancing the sense of community on campus. Students have consistently attended these sessions and have been actively engaged and enthusiastic about topics discussed.

**Cross-Campus Collaboration: The Bland Blast**

In the fall of 2020, Dr. Tiffany Birdsong worked closely with Student Success Coordinator, Ben Thoreson, to create a virtual newsletter to reach all students in a new format. *The Bland Blast* focuses on sharing information about campus events, articles about how to manage stress and the importance of balancing academics with other responsibilities. A special focus on career readiness and employment opportunities is central to the mission of *The Bland Blast*. In February's issue there were several local internship opportunities advertised, in addition to a STEM fair and a VSU sponsored Virtual Internship and Career Expo. This publication allows students to obtain information about important internship and employment opportunities, as well as information about how to become more engaged with their campus community, which is an essential component to overall academic success!

**Community Conversations Series**

This semester the RBC Library has launched the Community Conversations Series, an exciting new way for the entire RBC community to engage in a dialogue about a common resource. This series is a book club with a *twist* in that special effort was made to choose works that can be accessed in different modalities. The Community Conversation series launched in January with *Just Mercy*, by Bryan Stevenson. The February conversation centers on *Parable of the Sower* by Octavia Butler, which is available to the campus community in paperback, audiobook, and graphic novel. Carly Baskerville, Head Librarian, and Kyle Binaxis, Student Success Librarian, have created wonderful digital resources to support the Community Conversations Series via blog posts and other engaging resources. Instructor of English, Thom Addington, will co-host February's conversation with Kyle Binaxis to discuss *Parable of the Sower*.

February 23, 2021

Page 1 of 2

**Richard Bland College**  
of WILLIAM & MARY

**REPORT OF THE RBC STUDENT REPRESENTATIVE**  
**February 2021**

**Sarah Moncure**

W&M Board of Visitors, RBC Student Representative

**A New Semester and Things Look Different**

The effects of COVID-19 on the student population became more evident at the start of the spring semester. As more information about the pandemic became available, many students decided to pursue online learning from home until the vaccine becomes more widely available. Second-year student Noah Muscott shared that he decided to move off-campus and take classes online since he has newfound responsibilities at home due to COVID-19. The need to adapt is a common theme as everyone adjusts to life in the pandemic and navigates what works best for them. However, students are joining the residential community as well. Tamirah Leatherbury, a first-year student who was home-based last semester, says "I struggled with online classes because I am a better face-to-face learner. I decided to live on campus this semester to be in a more focused learning environment."

**Students Plan to Get Outside this Spring**

Although the past year has been a sobering and unprecedented time for everyone, many students are creating things to look forward to this semester. In a time of so much online work, there has been a huge effort made by everyone to get students outside where they can connect with each other and nature. Following a successful social event last fall, a bonfire pit with socially-distanced seating has been constructed outside the residence halls, and as requested by the students, there are plans to get hammocks. New tables and seating have been placed in the residential courtyard so that students can take online courses and do homework while enjoying the upcoming spring weather. ASPIRE program student leaders are working with the administration to coordinate student community service opportunities that will bond participants and improve the look and feel of the campus. One idea is for Honors and ASPIRE students to earn community service hours for re-painting fencing and similar projects around campus.

February 23, 2021

Page 2 of 2**The RBC Community Comes Together**

In the wake of a nationally divisive and tumultuous 2020, students have come together in many ways to discuss, process and problem solve. This semester, a student racial justice task force has been created to facilitate discussion and accountability in the RBC community. The task force will gauge student experiences, concerns and ideas regarding the climate of the college, and make recommendations on improvements. On a somber note, there are plans to plant a memorial fruit tree to honor the late former Resident Assistant Daijyonna Long whose passing shortly before winter break greatly impacted the campus community. Second-year student Cassidy Richardson, who knew and worked with Ms. Long, says “Daijyonna Long was an extraordinary woman, dedicated worker and dear friend to all. RBC students believe it is important to memorialize her and recognize the impact she had on our community.” Student participation in organizing and attending Black History Month programs such as documentary showings, information sessions, lectures, and faculty-led discussions have been impressive. Planning has been developed to celebrate women’s history month and Valentines day.

**Looking Forward**

Students are looking ahead to the future and the spring semester with hope, optimism and resilience. They are creating events to look forward to while honoring and acknowledging the trials of this past year. Each individual member of the student body has navigated higher education during the COVID-19 pandemic in ways that work best for them. Most importantly, my fellow students and I are excited about the prospect of having a normal campus experience as soon as possible.



## PRE-READS

**Richard Bland College**  
**Operating Budget Summary**  
**FY21 (Through 12/31/20)**

	FY21 Budget	FY21 Actuals	Percent of Budget
<b>Operating Revenue</b>			
State General Fund	11,128,294	4,846,003	43.55%
Tuition and E&G Fees	5,005,558	2,608,889	52.12%
Auxiliary Revenue	2,103,912	1,063,066	50.53%
Other Revenue	603,150	386,794	64.13%
<b>Total Revenue</b>	<b>18,840,914</b>	<b>8,904,753</b>	<b>47.26%</b>

	FY21 Budget	FY21 Actuals	Percent of Budget
<b>Operating Expenditures</b>			
<b>Personnel</b>			
Instruction	3,662,956	2,073,116	56.60%
Academic Support	202,176	116,769	57.76%
Student Services	1,736,888	782,088	45.03%
Institutional Support	3,337,545	1,984,022	59.45%
Plant Operations	1,097,531	527,431	48.06%
Auxiliary Services	558,019	232,680	41.70%
Athletics	459,552	231,478	50.37%
Total, Personnel	11,054,667	5,947,585	53.80%
Total, Non-Personnel Services	7,033,983	3,744,435	53.23%
Financial Aid	752,264	169,644	22.55%
<b>Total Expenditures</b>	<b>18,840,914</b>	<b>9,861,664</b>	<b>52.34%</b>



**COMMONWEALTH of VIRGINIA**  
*Office of the Governor*

Ralph S. Northam  
Governor

February 4, 2021

**Re: Richard Bland College's Proposed Faculty Early Retirement Incentive Program**

Dear President Sydow:

This letter is written in response to a request for approval for an early faculty retirement plan at Richard Bland College which was approved on February 20, 2020 by William and Mary's Board of Visitors.

The Code of Virginia § 23.1-1302 and 2020 Appropriation Act §2-6.01, paragraph m. 1. require me to review and approve the proposed Plan prior to execution. The Plan complies with the limitations set out in the Code and the Appropriations Act and is similar to faculty retirement incentive plans utilized by other institutions in previous years.

As required by the Code of Virginia, I have reviewed the proposal and hereby grant approval for Richard Bland College to implement the plan. I ask that you provide periodic updates to the Secretary of Administration, the Secretary of Education and the State Council of Higher Education for Virginia through the duration of the plan.

Sincerely,

A handwritten signature in black ink, reading "Ralph S. Northam".

Ralph S. Northam

cc: The Honorable Janet D. Howell, Chair, Senate Finance and Appropriations Committee  
The Honorable Luke Torian, Chair, House Appropriations Committee

Richard Bland College of William & Mary  
Racial Justice & Equity Task Force  
Fall Report



December 16, 2020

Evanda Watts-Martinez, Co-Chair  
Thom C. Addington, Co-Chair  
Richard Bland College of William & Mary  
Racial Justice & Equity Task Force



The mark of an ideologically and operationally solid institution is its ability to respond to its community's concerns in ways that encourage an inward look at its values, policies, procedures, and systems. Such institutions tend to focus on the concerns and listen to the voices of employees while allowing an experience of awakening to expand the scope of its organizational thinking around transformation. During the Fall 2020 semester, the global concerns brought on by the COVID-19 Pandemic along with our nation's perceptions of racial justice, equity, and inclusion during a controversial, and often times, confounding election year have brought forth unprecedented realities and undue stress to our nation, localities, communities, and to our campus. Richard Bland College is among the higher education institutions in our country that has positioned itself to deal with layers of complex social issues through the utilization of campus experts and members who worked diligently to ensure that its operations function in alignment with the vision of helping students seize their potential. Along with other committees on campus, the College created two task forces in response to the changes in the world by modifying its learning environment and academic spaces to deliver on its promise to provide a quality education in inclusive and safe locations. This was Richard Bland College's acknowledgement of the existing dual pandemics—the Coronavirus and racism.

As Racial Justice and Equity Task Force members, we were tasked to take an internal look at the ways racism existed in the past and present in the systems and structures of Richard Bland College. In our exploration of the historical and current structure, policies, procedures, and systems of the College, the perceptions and the voices of the past and present campus members were captured using qualitative questionnaires, quantitative survey instruments, listening sessions, and personal interviews. It was, indeed, these voices that have led to a campus awakening. Although much of the preliminary findings were, at times, difficult to digest, these exploratory steps are indicative of the courage and strength of our college community and its desire to discover solutions leading to endless possibilities for an optimistic institutional future.

The purpose of this report is to summarize the task force's member and non-member contributions, current progress, and the data collection steps that occurred during the Fall 2020 semester. The Fall 2020 semester has been productive for members of the Richard Bland College Racial Justice & Equity Task Force. As co-chairs, we are proud of the positive impact that has already been made on campus. The progress of the Richard Bland College Racial Justice & Equity Task Force could not have been made without a committed and collaborative team of campus and community leaders who are connected by a shared vision of multiculturalism, inclusion, and equity. The work of each task force member continues to be informed by life experiences, scholarly research, and a lexicon of anti-racism terminologies, which have been highlighted and discussed at the beginning of our meetings. The growth-oriented experiences occurring during the team's monthly gatherings have led to recognizable and meaningful

progress among members, as can be seen in Section A of this report. The Co-Chairs of the Racial Justice and Equity Task Force express their gratitude for being selected to carry out President Sydow's bold vision in partnership with intelligent and resilient colleagues and community members who value people's differences. The members of the RJ&E Task Force stand in solidarity with those who refuse to remain silent as actions of injustice exclude, negate, or nullify individuals or add names to the list of fatal hashtags on social media. In the words of Dr. Martin Luther King Jr., "Justice anywhere is a threat to justice everywhere. We hope that our work will play a major role in eradicating all forms of existing overt and aversive racist behaviors and injustices. We also hope that our sphere of influence can lead to reform, healing, and transformation within the systems and structures of Richard Bland College.

### **Section A: Member Progress Updates**

<p>Dr. Sydow President</p> <p>Chief Student Advocate &amp; RJ&amp;E Visionary</p>	<p>As co-chairs, we remain passionate about the direction that the Racial Justice &amp; Equity Task Force is moving and realize that there would be no campus evolution without the vision, strength in leadership, support, and the continued reassurance of President Debbie Sydow. In June 2020, Dr. Sydow established the task force and has continued to funnel research and relevant information that enabled members to connect with community-oriented groups such as the Heights Baptist Church's LOVE 804 Project. This organization aids and provides humanitarian services to agencies and the community, including local college students. Dr. Sydow's thoughtful approach to and passion for humanitarian service in all communities encouraged the Racial Justice and Equity's indefinite partnership with LOVE 804. Our gratitude for this beneficial community connection is extended to President Sydow for her intentions to dismantle any and all forms of discrimination and disparities that hinder the growth and reduces the value of difference on the RBC campus. We are appreciative of her infectious optimism, passion for inclusion, and generosity throughout this busy semester.</p>
<p>Del. Lashrecse Aird</p> <p>Richard Bland College Chief of Staff</p> <p>Virginia House of Delegates 63<sup>rd</sup> District</p>	<p>Since the inception of the Racial Justice &amp; Equity Task Force Ms. Lashrecse Aird played a vital role in conceptualizing the framework of our exploration. Her service as liaison has been much appreciated especially considering her daily balance of a demanding professional schedule and attention to her civic responsibilities as a Virginia State Delegate. Delegate Aird's focus on many issues affecting the Commonwealth, including those aligned with social justice, has led to much needed changes in the State of Virginia. At the end of October 2020, Governor Ralph Northam officially signed the Breonna's Law which was passed in response to Breonna Taylor, an Emergency Technician who was fatally shot in her home by police in Louisville, Kentucky. Delegate Aird supported the bill that bans no-knock warrants. The adoption of law provides some assurance that other families do not experience the loss of life that Breonna's family has suffered. Del. Lashrecse Aird's contributions to the Commonwealth and to the RBC Racial Justice &amp; Equity Task Force at Richard Bland College have been invaluable.</p>
<p>Cassandra Standberry</p> <p>Director of Human Resources &amp; Chief Diversity Office</p>	<p>Ms. Cassandra Standberry has provided excellent and insightful information that clarified and added depth to our understanding of Richard Bland College's anti-discrimination policies from the standpoint of Human Resources. Our work with Cassandra has been rewarding throughout the review of procedures, structure, and systems of RBC. We remain enthusiastic about working with a Human Resources Director whose advanced competence and intuitive sense of fairness add value to the racial justice momentum as we work to level the playing field and mobilize and retain members of the campus community. Ms. Standberry has inspired a deeper sense of purpose within the task force through a draft of an in-depth diversity statement that will poised us to focus on identifying the implicit blind</p>

	spots and addressing the perceptions of discrimination while educating the Richard Bland College community on components of anti-racism, inclusion, and equity in the academic and workplaces.
Lisa Pond  Executive Assistant to the President & RBC FOIA Officer	The work of the Racial Justice & Equity Task Force has been ongoing and having Ms. Lisa Pond as a team member continues to be pleasure. Lisa's willingness to fully utilize her artful communication skills and savvy technological talents to move us forward has been beneficial. The information coming to the task force is often funneled to Lisa. She continues to have keen eye for detail and accuracy, and her data organization skills have allowed the task force to develop an effective system for archiving data and information relative to our exploration on the task force's TEAMS site. Ms. Pond continues to contribute to the team in remarkable ways by providing advice and direction during times when formatting reports and organizing information flowing to campus leaders and stakeholders become our first priority. Ms. Pond's work on the Racial Justice & Equity Task Force supported the efficiency of the presentations delivered to top-level campus administrators and the William & Mary Board of Visitors.
Dr. Earnhardt  Assistant Professor of English and Chair of Languages and Humanities	Dr. Earnhardt went beyond the call of duty as a task force member and a workgroup leader. He created a qualitative instrument designed to solicit faculty perspectives on diversity in the academic setting. Further, Eric encouraged faculty engagement in the task force experience on campus. His continued commitment to racial justice and inclusion was reflected in a recent presentation to faculty on <i>Ways to Engage in Antiracist Classroom Writing Assessment</i> . His presentation of Arizona State University's Dr. Asao B. Inoue writing assessment model considered seven ecological components of writing that can be re-envisioned in writing courses. Shared in the presentation of Inoue's model were views of writing assessments that move the learning ecology toward an anti-racist experience. An observation of a labor-based grading contract system was shared with our faculty who became familiar with an assessment of writing using the Labor-Based Grading Model, which reduces unequal racialized power dynamics. This model facilitates a writing ecology with more than one dominant set of language standards, thus allowing students to more fully exercise their own language in the classroom that requires more negotiating language differences in student writing. As our nation focuses on inclusion, it will be no surprise to discover how this labor-based anti-racist model catches on college and university campuses that are re-thinking how dimension-based rubrics, opposed to standard based models, may be included in the curriculum.
Nate Jellerson  Manager of Projects & Telecommunications	Nate Jellerson's impressive contributions to the Racial Justice & Equity Task Force led to a Teams site, which houses much of our information and posts that keep us growth-oriented as a group. He has been a viable team member who continues to show his commitment to social justice work through his faithful attendance and engagement in all meeting and programs. Nate's loyalty to the RJ& E charge is demonstrated through his knowledge and high-ability levels in the area of IT. This fall he collaborated with Eric Earnhardt on the faculty questionnaire through the creation of a Formstack online document, which allowed for the collection of qualitative data from faculty. This collaborative leadership effort has allowed us to better understand how faculty define diversity (and its value) and the level of diversity existing in professors' curricula. We were also able to determine the extent to which issues of race and ethnicity in their courses have been discussed, the ways issues of racism have been handled, and the degree to which students of different races and ethnicities needed and have sought academic support to-date. The ability to create a mechanism for collecting qualitative data collection was time consuming and enormous. Therefore, we are grateful to Nate for utilizing his remarkable expertise, patience, and flexibility throughout this process.

<p>Candi Pearson</p> <p>Accounts Payable Manager</p>	<p>Ms. Candi Pearson served as the workgroup leader for the area of business and finance. Her outstanding oversight of data collection from the Business and Finance Departments on campus has enabled an expanded view of the ways that future budget considerations may support the cause and continue the momentum of the Racial Justice &amp; Equity Task Force. We are looking forward to working with Candi and further tapping into her wisdom and utilizing her observation skills we move forward with identifying racial and other forms of disparities among groups on the campus of Richard Bland College.</p>
<p>Jeff Brown</p> <p>Director of Special Projects and Operations</p> <p>Thomas Travis</p> <p>Director of Campus Safety &amp; Chief of Police</p>	<p>We extend our gratitude to Mr. Jeff Brown and Chief Thomas Travis for their leadership in the Department of Campus Safety and Police. Without the significant contributions of Mr. Brown who chaired the Richard Bland College Safe &amp; Security Task Force, the work of the Racial Justice and Equity Task Force could not have advanced in a safe and healthy environment. Both Mr. Jeff Brown and Chief Thomas Travis were appointed to the task force in their roles as law enforcement experts. With policing being at the core of today's racial justice concerns, their phenomenal contributions to our team have led to discussions on the community policing, which has been the model followed for several years at Richard Bland College. Their community-oriented safety and law-enforcement approaches have established trusting relationships between campus officers and the community at a time that calls for a cultural shift in law-enforcement agencies. The approaches of the RBC Safety and Police Department are grounded in a strong human diversity statement that empowers officers to use their diversity and inclusion training, empathy, emotional intelligence, bias awareness, and knowledge of equitable and moral treatment of community members on a campus that is closely following a Safe &amp; Security Plan during the COVID-19 Pandemic. Mr. Jeff Brown and Chief Thomas Travis have gracefully shared their remarkable expertise and views on contextualizing transformational policing during and beyond the current global pandemic. We will work with Chief Travis to hold campus trainings on community and transformational policing during the upcoming semesters.</p>
<p>Dr. Maria Dezenburg</p> <p>Provost</p>	<p>With the rising importance of Covid-19 awareness and human activism, it has been rewarding to have professionals to encourage us to thrive while moving through our exploration. Maria has extended her meaningful support and often shared words of encouragement to the members of the Racial Justice &amp; Equity Task Force at every stage of our campus study. She has been receptive and focused on our efforts while offering sincere praise for the direction and pace of our work. We greatly appreciate her support, openness, and flexibility.</p>
<p>Shawn Holt</p> <p>Workgroup Member</p> <p>Professor of Biology</p>	<p>As a workgroup participant in the Racial Justice &amp; Equity Task Force, Dr. Shawn Holt has taken interest and became aligned with the cause of the task force since July 2021. He has not only provided support through his wisdom and efforts, but also revealed why this work is important to him. We are most appreciative for the time he has taken to research a survey instrument for our exploration and to establish a connection with Ms. Danielle Fitz-Hugh, President of the Chesterfield County Chamber of Commerce.</p>
<p>Jamia Hines</p> <p>Workgroup Member</p> <p>Instructor of Communication</p>	<p>Dr. Eric Earnhardt invited Professor Jamia Hines into the racial justice process. She has created a Diversity, Equity, and Inclusion Toolbox, which was uploaded by Shelly Gresham, to Canvas—the College's Learning Management System. The Diversity, Equity, and Inclusion or DEI toolbox includes a training slide-deck with audio support for instructors in search of Diversity, Equity, and Inclusion strategies that respond to the needs of all learners, particularly students of color. Jamia's background knowledge on learning diversity in education has added another lens to our study.</p>
<p>Ramona Taylor</p> <p>Legal Counsel</p>	<p>As the College's Legal Counsel, Attorney Ramona Taylor has served as an important part of the Racial Justice &amp; Equity Task Force's foundation. She reviewed documents pertinent to our exploration including the TOCAR information and the Informed Consent Form that was</p>

Senior Assistant Attorney General Office of Attorney General	forwarded to participants of the exploration. In addition, Ramona has kept her “ears to the ground” and observant as streams of federal and state legislation were created to impact racial justice work. Specifically, she forwarded, shared, reviewed, and discussed the White House’s September 22, 2020 Executive Order on Combating Race and Sex Stereotyping that covered government contractors and specific grant recipients which established that contractors and grant recipients could not use workplace training that “inculcates in its employee” forms of race or sex stereotyping or scapegoating. The Order also prohibits the sharing of concepts that one race or sex is inherently superior to another or by virtue of his or her race, an individual is inherently racist, sexist, oppressive, whether consciously or unconsciously and other related or similar ideologies.
Kevin Massengill	It has been an honor to have Mr. Kevin Massengill on the Racial Justice & Equity Task Force. This semester, he has worked around a difficult schedule to regularly engaged in our process. Further, he brought his personal and professional thought-provoking insight into our work as a team. In his role of County Administrator in Dinwiddie, Virginia, Kevin is currently overseeing the Task Force for Racial Reconciliation, which functions on an advisory level and includes a cross-section of county and community leaders. Kevin has already created spaces for genuine conversations about racial reconciliation and developed actionable recommendations that would assist with the development of individual and community accountability. We are delighted that Kevin will continue to share his knowledge, experiences, and expertise with us. Given his professional background, we will rely on him to recommend ways to bring in the spirit of inclusion and the reality of equity into our campus policies, procedures, and systems. We are also looking forward to working with Kevin during the planning phase of our campus study and tapping into his network to bring speakers on the Richard Bland College campus.
Lucious Edwards	Having Mr. Lucious Edwards’ archival, special collections, and historical knowledge and expertise with us on Racial Justice & Equity Task Force is advantageous to our team and to this campus study that as understanding more about the life of Statemen Richard Bland and the historical account of his namesake college would add substance and extra layers of substantial information to our final report. Mr. Lucious Edwards will lead us to a collection of information and provide reference services necessary to again access to some of the obscure historical account of Richard Bland College.
Thomas Addington Instructor of English & Coordinator of the Honors, Promise, and PTK Programs Co-Chair, Racial Justice & Equity Task Force  Evanda Watts-Martinez Director of Counseling Services Co-Chair, Racial Justice & Equity Task Force	<p>Dr. Thomas Addington and Dr. Evanda Watts-Martinez accepted the appointment as Co-Chairs of the Racial Justice &amp; Equity Task Force in July 2020. We understand that our leadership role on the task force is in response to President Sydow’s charge to identify, confront, and alleviate racism and discrimination through a process that positions the College to articulate and communicate a multicultural institutional identity that values, supports, and uplift every member of the campus community.</p> <p><b>The Phases of the Campus Study</b></p> <p>As co-chairs, we established the conditions and structure needed to begin the assessment of RBC’s historical and present record of racial inequality and began to unpack elements of oppression and privilege through a seven-phase process that includes:</p> <p>Phase 1-<u>The Exploratory</u> or the examination of policies, procedures, and practices of all campus departments.</p> <p>Phase 2 <u>Planning</u> – Sequencing action steps toward the RJ&amp;E charge.</p> <p>Phase 3: <u>Implementation/Monitoring</u>- A focused execution and observation of the RJ&amp;E initiatives.</p> <p>Phase 4: <u>Assessment</u> – Evaluating progress linked to program execution</p> <p>Phase 5: <u>Administrative Review</u> – Submission of drafts to campus leaders for review</p>

	<p>Phase 6: <u>Final Draft Update</u> – Adjust documents based on feedback from campus leaders</p> <p>Phase 7: <u>Submission of Final Report</u></p> <p>Prior to moving into Phase 1, the co-chairs articulated a vision deriving from the purpose and goals established for the RJ&amp;E Task Force. From the vision, three questions were posed to guide the exploration in Phase I.</p> <p><b>Vision of the Racial Justice &amp; Equity Task Force</b>  The vision of the Racial Justice &amp; Equity Task Force is:</p> <p><i>In response to various concerns regarding racial inequality including the lack of representation of color at Richard Bland College of William and Mary, the Racial Justice &amp; Equity Task Force will determine instances in which persistent inequities and lack of inclusiveness may have been carried out within each College department's policies, procedures, and structures. With students as RBC's priority, it is necessary to examine whether learners of color feel equitably supported in the classroom and their experiences of accessing and receiving academic support services. In consideration of these concerns, it is important to explore the impact on the retention and achievement of students of color these inequities may have had.</i></p> <p><b>Population &amp; Units of Analysis</b> = Group Experiences in the RBC Environment</p> <ul style="list-style-type: none"> <li>• Former RBC Students of Color</li> <li>• Present RBC Students of Color</li> <li>• Former RBC Employees of Color</li> <li>• Present RBC Employees of Color</li> </ul> <p>The historical assessment involves soliciting the perspectives of the former students and employees of RBC. The present assessment entails capturing the learning and workplace experiences of current students and employees. To-date, data have been collected from former and current RBC employees. Survey administration is in process for current and former RBC students. It is expected this process will be completed by April 2, 2020.</p> <p><b>Guiding Questions</b>  The task force co-chairs entered into the Phase I Exploration with three questions guiding their study. The questions considered provided focus and a scope for our study.</p> <p><u>Question 1:</u> How have equity and inclusion been fostered in the structures, systems, policies, and procedures within and across departments on the Richard Bland College Campus?</p> <p><u>Question 2:</u> If nurturing students' potential demonstrates enthusiastic, student-focused service, how are retention and achievement of students of color impacted on RBC's richly diverse campus, in which a disproportionate number of employees represent their race and culture?</p> <p><u>Question 3:</u> What are the appropriate steps to build an anti-racist learning and working environment in which equity and inclusion serve as core values that inform and inspire Richard Bland College's transformation into a multicultural, student-centric, and family-friendly campus?</p>
--	---

	<p><b>Exploration Approaches and Instruments</b></p> <p>The co-chairs and members of the RBC Racial Justice &amp; Equity Task Force began responding to the guiding questions using exploratory approaches for information gathering including:</p> <ul style="list-style-type: none"> <li>• <i>Departmental Questionnaire</i> A campus questionnaire inclusive of points of interest that prompt a reflection on and response to departments' procedure, policies, and systems.</li> <li>• <i>TOCAR Survey - Quantitative Measure</i> The Training Our Campus Against Racism (TOCAR) survey was used to capture current and former students and employees' perceptions of racism, discrimination, equity, and inclusion on campus.</li> <li>• <i>RBC Faculty Questionnaire – Qualitative Measure</i> This instrument gauges the sense that faculty have about the level of success, hardship, interaction, etc., experienced by students of various ethnicities and enables an understanding of the levels to which student achievement tracking existed. The tracking would help with determining whether specific data for students of color could be retrieved and studied.</li> </ul> <p>A measure was created to assess professors':</p> <ul style="list-style-type: none"> <li>○ Definition of diversity and its value</li> <li>○ Diversity of curriculum</li> <li>○ Discussion and experiences of confronting and addressing forms of discrimination</li> <li>○ Confrontation with racism within the academic setting. (Have student confided in the professor?)</li> <li>○ Do professor account for differences in dialect based on a student's ethnic or national identity when assessing student writing?</li> <li>○ Professor's view of the goal or meaning of both the phrase and the organization of Black Lives Matter?</li> <li>○ How much flexibility for events in students' lives do professors build into their course policies?</li> <li>○ The ethnicity of students referred to tutoring in the professor's course</li> <li>○ The ethnicity of students' and in-class behavior</li> <li>○ Opportunity for professors to provide additional comments relevant to how race and ethnicity may relate to student success.</li> </ul> <p><i>Virtual Listening Sessions</i> Faculty Dr. Eric Earnhardt Summer 2020</p> <p>Productive listening sessions were hosted by Dr. Eric Earnhardt for faculty to evaluate how they provide an inclusive, anti-racist environment and to discuss how they could improve in this area.</p> <p>The goals for the listening sessions were to:</p> <ul style="list-style-type: none"> <li>• Discuss how well or poorly RBC has done in being anti-racist institution</li> <li>• Consider the integration of a Common Read Program for freshman on the topic of racial justice and equity.</li> <li>• Consider elaboration on/revision of Values of "Diversity &amp; Openness."</li> <li>• Share ideas for next steps and for faculty development focusing on inclusive, anti-racist pedagogy.</li> </ul>
--	---



	<p>Continued dialogue among faculty highlights the consideration of language in and or around the RBC Strategic Plan's "Power of Difference" platform and consideration of drafting syllabus and Faculty Handbook language addressing diversity and inclusion.</p> <ul style="list-style-type: none"> <li>• <i>Virtual Listening Session</i> – RBC Faculty and Staff of Color Dr. Evanda Watts-Martinez</li> </ul> <p>During the months of September and October, seven small-group listening sessions were held to provide employees of color the opportunity to respond to the questions leading back to our guiding inquiries. The goal of the session was to give the participants the opportunity and space to express where and in what situations they perceive racism, discrimination, and exclusion to exist within the procedures, structures, and systems. These sessions were also opportunities to discuss whether equity is carried out in the treatment of people of color on the RBC campus.</p> <p>In addition, listening session participants engaged in dialogue on the issues surrounding the disproportionate number of Black faculty and faculty of color on a campus in which a large proportion of students are Black and of color. Suggestions for actionable steps were also shared (See the summary of results section).</p> <p>The sessions, surveys, questionnaires, and virtual sessions completed by RBC employees were some streams of data that brought forth enlightening information that will continue to set the course of the RJ&amp;E's campus study. Additional data flowed from the resources in the Library, the digital visions of the RBC Handbooks, and other relevant sources and materials.</p>
--	--

## Section B: Meetings & Programming

### Racial Justice & Equity Meetings - Invited Guests

This semester the Racial Justice & Equity Task Force invited guests to join them in the open session of its meetings.

- In early October Dr. Randall Hahn
- and Mr. Michael Shriver spoke shared the mission of LOVE 804 with members of the task force and provided details on ways they are able to meet their mission through service to students on our campus.
- Richard Bland College Student, Faith Simms
- Old Dominion University student, Tequida Simmons

During the spring semester, we extended an invitation to Dr. Fanchon Glover, the Assistant to the President for Diversity & Community Initiatives and Chief Diversity Officer at William and Mary to join us to share her experiences with the Diversity work on that campus.



## **RJ&E Programming**

### **Faculty**

- August 18, 2020 - Understanding Underepresented Students@RBC

The Co-Chairs of the Racial Justice & Equity Task Force focused on faculty behaviors that contribute to disparity of underrepresented students. The conceptions explored were:

- Stereotype Threats
- Stereotype Lift
- Stereotype Boost
- Types of Bias
- Types of Microaggression
- Student Realities
- Microaffirmations
- Helping Underrepresented Students

### **Speaker Series**

For the Fall 2020 semester, the Racial Justice & Equity Task Force's goal was to bring the issues impacting the Black community to the forefront of discussion on campus. Presentation series were held during the month of November along with an additional presentation for the GSSP students. The speaker series offered were:

- November 4, 2020 The Ways Black Lives Matter to Black People – Dr. Evanda Watts-Martinez

#### **Program Description**

The founders of the Black Lives Matter Movement remind us that Black people continue to be targets for intentional and systematic racism and demise. These realities challenge the community to focus closely on the Black Lives Matter mantra, which expresses self-love, inspires a sense of social justice, and sends an energizing message fueling the fight for its overall health, stability, and humanity. To fully understand the Black Lives mantra, it is beneficial to open up a conversation concerning the ways Black lives matter to Black people. A discussion focused on "Mattering" is important for understanding how it looks and what it means when Black people strive to embrace each other and articulate their value as people during the COVID-19 pandemic.

- November 9, 2020 Racial Bias in Action – Ms. Kyle Binaxas

#### **Program Description**

What is bias? What are the different types of biases? How is bias lived out in action? What are the effects and consequences of today's marginalized groups in our complex and uncertain society? Please join us in a discussion around these questions along with the steps we can take to address, reduce and eliminate bias.

- November 11, 2020 The Cost of Exclusion – Dr. Thomas L. Nins

#### **Program Description**

The act of exclusion relates to the denial of opportunities and resources for specific groups. Some individuals argue that exclusion brings on distress for those who are being targeted and is detrimental to those who are targeting others. The action of being exclusive has been linked to removing people who were deemed undesirable or a threat to perceived superior group. Unfortunately, exclusion continues to occur in our society to the detriment of those facing threats to their basic needs. In these instances, we ask: Is justice REALLY for all? What groups of people feel excluded in our society? Who, in particular, is left out? In what ways are people's differences being diminished? Whose input is not being considered? Is our society truly benefiting and progressing when groups of people are excluded? What is the cost exclusion?

- November 18, 2020 Black Hair Politics – Dr. Latasha Eley

#### **Program Description**

The presence and visibility of Black women's natural hair has become a topic leading to their conscious decision to vocalize the social experiences related to hair texture, styling, and the aesthetics connected with the politics of skin color. Dr. Latasha Eley, a leading expert on Black hair and hue politics, discusses the perceptions of the ways in which hair and hue politics manifest itself in our society. She will also focus on how Black hair and hue impact Black women's emotional and psychological wellbeing along with the contributing factors which place the onus Black women to educate others regarding their physical attributes and personal appearance.

- November 18, 2020 Social Justice for All – Dr. Evanda Watts-Martinez to students in the Global Student Success Program (GSSP)

#### **Program Description**

Social justice for all makes the connection between global education and human uplift and mobility. The links between worldwide learning and its role in reducing and ultimately eliminating poverty are the highlights of this discussion. Global models for education and humanitarian efforts were brought forward and applied to students' interests and refashioned to provide them with ways to understand how they could make room for and contribute to the forward movement of global society in their future professions.

During the Spring 2021 semester, Dr. Thom Addington will bring the conception of White Allyship to the Richard Bland College Campus through a series of trainings. More information will be provided by the end of January. Additional presentations and community dialogues will be held by:

- Ms. Cassandra Standberry - Black Employees Matter at RBC and similar topics for the campus community at large.
- Mr. Kevin Massengill - The Dynamics of Inclusion
- Ms. Candi Pearson – Financial planning and economic mobility seminars for students

### **Diversity Audit – Takeya McLaurin, Karen Belanger, and Sara Rafuse**

A diversity audit was conducted by Ms. Takeya McLaurin, Ms. Karen E. Belanger, and Ms. Sara E. Rafuse of Virginia Commonwealth University. They presented their results to the President and the Task Force Co-Chairs on December 4, 2020. The purpose of the audit was to identify RBC's most critical diversity concerns. The VCU team interviewed three RBC employees respectively representing the College's top-level, mid-level, and staff personnel leadership. Using tenets outlined in Taylor Cox's *Creating the Multicultural Organization*, the interviews enable the identification of the most pressing issues for growth pertaining to inequity unique to RBC. The audit has been provided to the RBC Racial & Justice Task Force as an attachment to this report. The audit made observations and determined areas of need based on data collected along five interrelated axes: Leadership, Research and Management, Education, Alignment of Management Systems, and Follow-Up.

The findings of the VCU team's audit aligned with those detailed in the TOCAR survey results as well as in the faculty data collected from the listening session and survey. The audit's "Most Critical Problem(s)" section indicates three areas especial to the work of the Task Force, areas affirmed by the aforementioned data sources:

- A "lack of strong leadership on the issue of diversity from the top of the College's leadership down to middle management" (26).
- A "limited" or "narrow" understanding of what constitutes diversity (27).
- A "lack of diversity among faculty" whose composition "does not mirror [RBC's] diverse student population" (27).

Ms. McLaurin, Ms. Belanger, and Ms. Rafuse's (2020) audit also provided short-term, mid-term, and long-term action steps in its "Recommendations" section. These action steps – particularly the mid-term and long-term steps – echo those found in the Vision and Mission Statements of the Racial Justice & Equity Task Force as well as in its Work Plan. The majority of the short-term action steps suggested in the audit across all five axes of interest have either been completed by the Task Force in its inaugural semester or are slated for completion in Spring 2021 and forthcoming.

### **Section C: Conclusion**

The work of the Richard Bland College Racial Justice & Equity Task Force will continue during the Spring 2021 semester. We will proceed with a focus on policies addressing any existing inequities within the systems and procedures of the College's functional units. The operational, academic, and social structures of the campus environment will also continue to

receive attention. Working with the Human Resources Director and top campus administrators will be critical as we move forward with outlining clear procedures for reporting actions of racial, gender, ableism discrimination in specific, multiple, intersectional, and combined forms, as such actions undermine the achievement of diversity, inclusion, and equality, which are fundamental for supporting human rights on campus.

The Racial Justice & Equity Task Force will also develop a communications plan to include a digital space for public comment on its expanding webpage that will further articulate the Richard Bland College's identity as a multicultural institution committed to an anti-racist organizational development, per the recommendation of the Mc Laurin, Belanger, and Rafuse's Diversity Audit (2020). The TOCAR survey administration and Listening Sessions will continue as it is imperative to solicit the perspectives of current and former RBC students. An analysis of descriptive data will ensue.

The task force will move into its third phase, which includes program planning, implementation, and monitoring. Campus programming and training will be centered around the issue of White Allyship. Should the occasion arise, members will be available to assist college administrators when consideration is given to building naming projects. A spring Racial Justice & Equity Task Force report will be available by May 25, 2021, and the final report is scheduled to be completed next summer. The report will be submitted to the Task Force for feedback before the final submission to the President's Council.

The Racial Justice & Equity Task Force is enthusiastic about continuing its rewarding work on the campus of Richard Bland College. Questions regarding this report should be directed to the Racial Justice & Equity Task Force Co-Chairs, Evanda Watts-Martinez and Thom Addington at [racialjustice@rbc.edu](mailto:racialjustice@rbc.edu).

Respectfully submitted,  
Evanda Watts-Martinez  
Thomas Addington  
Co-Chairs, Racial Justice & Equity Task Force

## Reference

Mc Laurin, T., Belanger, K., Rafuse, S. (2020). *Diversity audit of Richard Bland College of William & Mary*. (Unpublished). Virginia, United States: Virginia Commonwealth University, School of Education.



## President's 2020-2021 Goals

Generated On: 02/10/2021 04:24 PM

#	Level	Name	Status	Due Date	Metric	Current Value	Last Updated	Assigned To	Last Comment
	Plan	President's 2020-2021 Goals	In Motion	6/30/2021			10/28/2020		
1	Goal	Safeguard student and employee health while fulfilling educational mission and demonstrating responsible fiscal stewardship during the COVID-19 pandemic	In Motion	6/30/2021			10/28/2020		
1.1	Tactic	In partnership with external health advisers and providers, conscientiously execute the Statesman Safe & Secure plan.	In Motion	6/30/2021			9/14/2020		Statesmen Safe and Secure implemented

## RBC Committee Pre-Read

1.1.1	Tactic	Execute on Statesmen Safe and Secure Plan	In Motion	6/30/2021	Starting at 0% and tracking to 100%	85.00%	1/6/2021	Jeffrey Brown	<p>The Safe and Secure Plan, as approved by SCHEV, was placed in operation in August, 2020, as the fall semester began. The plan requires implementation of CDC and VDH protocols across campus.</p> <p>Learning has occurred in a variety of formats - synchronous, asynchronous, hybrid, in-seat and virtual. Faculty have been trained in the use of virtual and hybrid teaching strategies.</p> <p>De-densification of academic buildings has occurred by arranging class meeting on a Monday - Wednesday and Tuesday - Thursday format with labs and exams offered on Fridays. The days have been lengthened to accommodate foot traffic and buildings have designated entrances and exits to prevent unnecessary</p>
1.1.2	Tactic	Nimbly modify delivery mode of classes, services and business functions as necessary to ensure health and safety of the campus community	In Motion	6/30/2021	Starting at 0% and tracking to 100%	50.00%	1/6/2021	Celia Brockway	<p>We continue to digitize forms and streamline processes. The next form to digitize is the Student Information Release (FERPA) form, which must be sent directly from the student. We are exploring several options. Over 70% of courses are being offered in a virtual mode for spring 2021.</p>
1.2	Tactic	Continuously monitor financial impact of COVID-19 and take appropriate action to deliver a balanced FY21 budget.	In Motion				9/14/2020		

## RBC Committee Pre-Read

1.2.1	Tactic	Model multiple budgetary scenarios in accordance with projected and actual enrollment-driven revenue and state funding, and act swiftly to reduce expenses as required	In Motion	6/30/2021	Starting at \$0.00 and tracking to \$17,673,178.00	\$8,904,753.00	2/10/2021	Paul Edwards	Ongoing proactive efforts are consistently employed to monitor actual results to our approved budget in order to adjust operations as needed to remain in budget.
1.2.2	Tactic	Optimize revenue generation through auxiliaries and other appropriate means.	In Motion	6/30/2021	Staying above	\$47,900.00	1/8/2021	Eric Kondzielaw	We are tracking to have 150+ Residential students in the Residence Halls for Spring 2021
2	Goal	Deliver an Educational Product of High Value at a Low Cost	In Motion				9/14/2020		
2.1	Tactic	3. Capture the direct effectiveness of Richard Bland College and provide an indication of preparedness for transfer:	In Motion				9/14/2020		
2.1.1	Tactic	Number of two-year credentials (degrees and certificates) achieved at RBC within three (3) years of start.	In Motion	6/30/2021	Staying above	28.00%	9/14/2020	Tyler Hart	Baseline 3-year graduation rate is 28%
2.1.2	Tactic	Number of credentials achieved from any postsecondary institution (including bachelor's degree) within 6 years of starting at RBC	In Motion	6/30/2021	Staying above	41.00%	9/14/2020	Tyler Hart	baseline 2011 cohort
2.2	Tactic	4. Pilot an online program designed to target adults and deliver marketable skills and credentials relevant to workforce preparedness.	In Motion				9/14/2020		



## RBC Committee Pre-Read

2.2.1	Tactic	Utilize findings of online program research conducted internally, the VCU report on the hybrid work college model, and SCHEV data to implement new online program	In Motion	6/30/2021	Starting at 0% and tracking to 100%	50.00%	1/6/2021	Stacey Sokol	The new online program is scheduled for soft launch on 3/1/21 with a cohort of approximately 25 students. RBC is partnering with SEI Ventures to offer episodic, documentary-style films within shelf-ready online courses that will be taught primarily by RBC adjunct instructors. Each course will be 10 weeks in length, which will allow for up to 5 entry points in a calendar year. Assuming a student enters the online program with no previous college credit, a student could take two courses per 10-week term and complete a 60 credit associate's degree within the traditional 2-year academic period. RBC is partnering with EAB for marketing and enrollment management initiatives. Draft creative content is due to RBC mid-January and the marketing launch is scheduled for the
2.2.2	Tactic	Align enrollment targets with updated SEM Plan to be delivered by the SEM Task Force on December 30, and ensure that clear metrics are in place for assessing success.	Achieved	12/31/2020	Starting at 0% and tracking to 100%	100.00%	1/6/2021	Tyler Hart	enrollment targets and plan identified and placed in SEM Plan. Shared with President's council and faculty assembly.
2.3	Tactic	5. Begin construction of the Academic Innovation Center,	Hurdle	8/13/2021	Starting at \$0.00 and tracking to \$12,800,000.00	\$0.00	1/8/2021	Eric Kondzielaw	DPB reached out to us and asked if we would update our CR-2 (Cost Review) To reflect any changes in construction costs since the old one was dated. We will be submitting revised CR-2 the week of 1/11/2021

## RBC Committee Pre-Read

3	Goal	Deliver a Student Experience that Promotes Student Persistence	In Motion	10/28/2020					
3.1	Objective	Clear pathways and meaningful college experiences will be delivered to ensure students persistence thereby reducing "swirl (transfer between and among postsecondary institutions) and time to degree.	In Motion						
3.1.1	Tactic	Utilize findings from online program research conducted internally, the VCU report on hybrid work to increase Fall to spring persistence in the first year, from semester 1 to semester 2.	In Motion	6/30/2021	Staying above	82.00%	9/14/2020	Tyler Hart	RBC baseline is 55% for the 2018 cohort moving to spring 2019
3.1.2	Tactic	Net Promoter Score for overall student satisfaction.	In Motion	6/30/2021	Staying above	5	9/14/2020	Maria Dezenberger	The Fall 2020 NPS score was 29.45 which was an improvement over the last two semesters (Spring 2020 NPS score: 4; Fall 2019 NPS score: 25).
3.2	Objective	Achieve specific, initial tasks established by the Racial Justice & Equity (RJ&E) Task Force that was launched in June	In Motion						

## RBC Committee Pre-Read

3.2.1	Tactic	Utilize guiding questions, which are linked to core institutional values, to launch the exploratory and planning phases-leading to an implementation plan- as described by the RJ&E Task Force co-chairs.	In Motion	6/30/2021	Starting at 0% and tracking to 100%	50.00%	2/9/2021	Evanda Watts-M	<p>The RJ&amp;E's work continues after completing the following:</p> <p>Fall 2020:</p> <ol style="list-style-type: none"> <li>1. Departmental and Employee of Color Surveys</li> <li>2. Faculty Qualitative and Quantitative Data Collection</li> <li>3. Data Analysis</li> <li>4. Campus Programming</li> <li>5. Fall 2020 Progress Report</li> </ol> <p>The following work is in motion:</p> <p>Spring 2021</p> <ol style="list-style-type: none"> <li>6. Campus Programming</li> <li>7. Current Student Data Collection</li> <li>8. Former Student Data Collection</li> <li>9. Spring 2021 Progress Report</li> <li>10. Final Report</li> </ol>
3.3	Objective	Administrative processes, particularly those that have a direct impact on the student will be evaluated and redesigned to provide the smoothest, most user friendly experience possible.	In Motion						
3.3.1	Tactic	Salesforce process improvement project will proceed on time and on budget	In Motion	6/30/2021	Starting at 0% and tracking to 100%	50.00%	1/6/2021	Tyler Hart	Go live for Marketing and Admissions will be on Jan 25th.
4	Goal	Maintain Sustainable Operations	In Motion				9/15/2020		

## RBC Committee Pre-Read

4.1	Objective	The Current Ratio is a measure of fiscal health, specifically liquidity, that represents the organization's ability to meet its short-term obligations given its short-term resources available. A current ratio of 1 or higher indicates the organization has the short-term resources to meet its short-term obligations. Using the accepted metric, RBC will use this ratio as one measure to gauge performance and implement strategies to maintain fiscal health.	In Motion	6/30/2021 Staying above	1.21	2/10/2021 Paul Edwards	Current ratio was at 1.21 at Dec 31, 2020.
4.2	Objective	100% of all RBC administrative units will define, execute and evaluate an effectiveness assessment annually. Continuous improvement of all operational units is critical for sustained growth, innovation, and student satisfaction.	In Motion	6/30/2021 Starting at 0	2	1/6/2021 Stacey Sokol	The institutional effectiveness committee has finalized the administrative assessment manual for presentation to PC on 1/21/21. Assuming that PC approves, the manual will be distributed to the administrative units with the evaluation period running through 6/30/21 and reports due to IEC on 9/1/21. Since the value is set at # of units complete, the # will remain the same until reports are submitted on 9/1/21.