

RADFORD UNIVERSITY

Board of Visitors

QUARTERLY MEETING

9:00 A.M.

October 3, 2018

**MARY ANN JENNINGS HOVIS MEMORIAL BOARD ROOM
THIRD FLOOR, MARTIN HALL, RADFORD, VA**

MINUTES

BOARD MEMBERS PRESENT

Mr. Mark S. Lawrence, Rector

Mr. Robert A. Archer, Vice Rector

Dr. Thomas Brewster

Dr. Jay A. Brown

Ms. Krisha Chachra

Dr. Rachel D. Fowlkes

Mr. James R. Kibler, Jr.

Ms. Karyn K. Moran

Ms. Nancy A. Rice

Ms. Georgia Anne Snyder-Falkinham

Ms. Lisa Throckmorton

Dr. Jason Fox, Faculty Representative (Non-voting Advisory Member)

Ms. Myriah Brooks, Student Representative (Non-voting Advisory Member)

BOARD MEMBER ABSENT

Mr. Gregory A. Burton

Mr. Randy Marcus

Dr. Debra K. McMahon

Dr. Susan Whealler Johnston

OTHERS PRESENT

Dr. Brian O. Hemphill, President

Ms. Karen Castele, Secretary to the Board of Visitors and Special Assistant to the President

Dr. Kenna Colley, Interim Provost and Vice President for Academic Affairs

Mr. Danny Kemp, Vice President for Information Technology

Ms. Wendy Lowery, Vice President for University Advancement

Ms. Kitty McCarthy, Vice President for Enrollment Management

Mr. Chad Reed, Vice President for Finance and Administration and Chief Financial Officer

Ms. Ashley Schumaker, Chief of Staff and Vice President for University Relations

Dr. Susan Trageser, Vice President for Student Affairs

Radford University Faculty and Staff

Mr. Allen T. Wilson, Assistant Attorney General, Commonwealth of Virginia, and Ms. Carrie Nee, Senior Assistant General, Commonwealth of Virginia, joined by telephone.

CALL TO ORDER

Rector Mark Lawrence called the quarterly meeting of the Radford University Board of Visitors to order at 9:15 a.m. in the Mary Ann Jennings Hovis Memorial Board Room on Third Floor in Martin Hall.

APPROVAL OF AGENDA

Rector Lawrence asked for a motion to approve the Board of Visitors meeting agenda for October 3, 2018, as published. Vice Rector Robert Archer so moved, Ms. Georgia Anne Snyder-Falkinham seconded, and the motion carried unanimously.

APPROVAL OF MINUTES

Rector Lawrence asked for a motion to approve the Board of Visitors minutes from the May 4, 2018 and July 11, 2018 meetings in a block vote. Mr. James Kibler so moved, Ms. Georgia Anne Snyder-Falkinham seconded and the motion carried unanimously.

RECOGNITION OF STUDENTS

Rector Mark Lawrence recognized students Brittany Metrolis and Ben Thiss for their outstanding academic achievements and successful engagement in campus activities. Both students expressed a desire to take on additional responsibility and represent all students as the Student Representative to the Board of Visitors in spring 2018. A copy of the resolutions are hereto attached as *Attachment A and B*, respectively, and is made a part hereof.

PRESIDENT'S REPORT

President Brian O. Hemphill began his report by acknowledging the newest Board of Visitors members, Dr. Thomas Brewster and Ms. Nancy Rice, who both attended the annual Summer Board Retreat, and the Student Representative to the Board of Visitors Myriah Brooks. President Hemphill highlighted the many summer accomplishment and milestones, including hosting 700 young men for the 76th session of the American Legion Boys State of Virginia, which included visits by numerous members of the Virginia's Executive Branch and General Assembly. The University also marked its 23rd year of a series of camps to enhance literacy and language skills of children and the 25th anniversary with the Scottish Rite as a partner. The University celebrated the first graduate of the IMPACT Program and welcomed new strategic partners, while working to meet the needs of tomorrow's workforce in the Commonwealth and beyond. President Hemphill highlighted the school opening activities, including several receptions for all faculty, new faculty, retired faculty, students and business leaders. A copy of the report is attached hereto as *Attachment C* and is made a part hereof.

REPORT FROM THE ACADEMIC EXCELLENCE AND RESEARCH COMMITTEE

Dr. Rachel D. Fowlkes, Vice Chair, stated that the Academic Excellence and Research Committee met on October 2, 2018 and brought forth the following action items for consideration.

ACTION ITEMS

Recommendation to Ratify Previously Approved Degree Proposal from B.S. in Computer and Cyber Science to B.S. in Cybersecurity

Dr. Fowlkes stated that the B.S. in Computer and Cyber Science was previously approved by the Board and the resolution was a name change to B.S. in Cyber Security to better align with current market needs. Ms. Georgia Anne Snyder-Falkinham made the motion to accept the resolution, Ms. Nancy Rice seconded and the motion carried unanimously. The resolution is attached hereto as *Attachment D* and is made a part hereof.

Recommendation of Resolution for Approval of changes to the Teaching and Research Faculty Handbook, Section 1.4.2 Evaluation of Department Chairs and School Directors

Dr. Fowlkes presented a resolution for changes to the Teaching and Research Faculty Handbook to eliminate the quadrennial evaluation of chairs and directors and adding two questions to the annual evaluation to maintain the faculty's voice concerning the continued leadership at the department level. Dr. Thomas Brewster made the motion to accept the resolution, Ms. Georgia Anne Snyder-Falkinham seconded and the motion carried unanimously. The resolution is attached hereto as *Attachment E* and is made a part hereof.

Dr. Fowlkes updated the Board on recent news and accomplishments in Academics Affairs, including the Venture Lab, Dalton Eminent Scholars and the new Living-Learning Communities. Dr. Fowlkes congratulated Dr. Jake Fox on his reelection to Faculty Senate President and return as Faculty Representative to the Board of Visitors. Dr. Fowlkes shared highlights of Dr. Fox's report to the Academic Excellence and Research Committee, including recent implementation of the rank of senior instructor, preliminary recommendations of the Radford Academics Exploration Team and updates to the General Education effort.

REPORT FROM BUSINESS AFFAIRS AND AUDIT COMMITTEE

Dr. Jay Brown, Vice Chair, stated that the Committee met on October 2, 2018 and reported that Ms. Margaret McManus, University Auditor, presented an oral report and reviewed a list of reports that were presented to the Committee. She also confirmed the Internal Audit department's independence and reported on the department's Quality Assurance and Improvement Program, including providing an index of enhancement actions identified in the internal review and a copy of the external Quality Assurance Review conducted in March 2018. She also reported that one hundred percent of expenditures from the University Discretionary Fund for the quarter ending June 30, 2018 were reviewed, and all were found in compliance with the Board of Visitors guidelines.

Dr. Brown also reported that Mr. Chad A. Reed presented a report of all past due accounts written off in the previous fiscal year and provided an update on the current capital projects.

ACTION ITEMS

Recommendation of Resolution to Approve the 2018 Six-Year Plan Update

Members of the Board of Visitors were presented an update to the Six-Year Plan, which reflects the status of existing strategies based on institutional priorities and legislative action during the 2018 General Assembly Session. Mr. Jim Kibler made the motion to adopt the resolution to approve the 2018 Six-Year Plan Update, Ms. Nancy Rice seconded, and the motion carried unanimously. The resolution is attached hereto as *Attachment F* and is made a part hereof.

Recommendation to Approve Radford University's 2018-19 Operating Budget

Members of the Board of Visitors were presented a review of year-end financial activity as of June 30, 2018, and the 2018-19 Proposed Operating Budget. Mr. Kibler made the motion to approve the 2018-19 Operating Budget, Ms. Rice seconded, and the motion carried unanimously. The resolution is attached hereto as *Attachment G* and is made a part of hereof.

REPORT FROM THE GOVERNANCE, ADMINISTRATION AND ATHLETICS COMMITTEE

Dr. Rachel D. Fowlkes, Chair, stated that the Governance, Administration and Athletics Committee met on October 2, 2018 with the following items to report.

Mr. Danny M. Kemp, Vice President for Information Technology and Chief Information Officer, briefed the Committee on the current information security projects, the multi-function devices, the Banner 9 updates and other recent highlights and accomplishments.

Mr. Robert Lineburg, Director of Athletics, introduced Mr. Scott Bennett, Assistant Athletics Director for Sports Performance, and Mr. Chad Hyatt, Assistant Athletics Director for Sports Medicine, who both discussed the importance of ensuring the health and safety for student-athletes and creating an environment which promotes the health, safety and well-being of the student-athlete. Mr. Lineburg highlighted the academic and competitive excellence of Radford's student-athletes and teams and the updated 2018-19 resource development goals.

REPORT FROM THE STUDENT SUCCESS COMMITTEE

Ms. Karyn Moran stated that the Student Success Committee met on October 2, 2018 with the following items to report.

Ms. Julianna Stanley, President of the Student Government Association (SGA), updated the Committee on the three pillars of the SGA's Strategic Plan for the 2018-2019 academic year and the programs to highlight each.

Dr. Susan Trageser, Vice President for Student Affairs, updated the Committee on recent activities and new initiatives in the division, including the current housing occupancy growth and the success of the two new Living-Learning Communities. She also reported on the Center for Diversity and Inclusion's new initiatives, including the Brother4Brother mentoring program and expanded the laptop loaner program. The Greek Life office has changed its name to Fraternity and Sorority Life, all Greek affiliated students will now be TIPS (Training for Intervention Procedures) trained and the event registration policy has been revised.

Ms. Angela Mitchell, Associate Vice for Student Affairs and Dean of Students, and Dr. James Penven, Assistant Vice President for Student Success and Retention, updated the Committee on current retention data and initiatives. The Committee was presented with student withdrawal data outlining reasons and timeframes that students withdraw from the University. Ms. Mitchell and Dr. Penven outlined the retention initiatives that have been implemented or continued this fall semester to include calling campaigns, developing intervention strategies based on card swipe data and the hiring of graduate students as success coaches.

REPORT FROM THE UNIVERSITY ADVANCEMENT, UNIVERSITY RELATIONS AND ENROLLMENT MANAGEMENT COMMITTEE

Ms. Krisha Chachra, Chair, stated that the University Advancement, University Relations and Enrollment Management Committee met on October 2, 2018 with the following items to report.

Ms. Kitty McCarthy, Vice President for Enrollment Management, provided an update to the Committee regarding new enrollment data reflecting the fall 2018 enrollment census taken as of September 10, 2018. The total new freshman enrollment is 1,762 with 166 out-of-state new freshman representing the largest out-of-state enrollment since 2007. The average GPA of new freshmen is 3.25 and the average SAT (math and verbal combined) score is 1,039. Ms. McCarthy shared that the Office of Admissions has created more regions within the state in order to provide greater opportunity for personal connections with territory managers and the University continues ongoing and new work to create stronger partnerships with the Virginia Community Colleges. Ms. McCarthy also shared that as

of September 30, the University has received 2,488 freshman applications for fall 2019 compared to 2,224 for fall 2018 at this time and representing an increase of 11.8% or 264 applications.

Ms. Wendy Lowery, Vice President for University Advancement, provided an overview to the Committee of the FY18 giving including: the total of \$15,257,613, an increase of 41% from FY17 and 5,262 donors with 2,018 being new supporters. Nearly 600 students received private scholarship support and over \$1.5 million was committed through estate intentions. Ms. Lowery provided a staffing update sharing that two positions, a Director for Strategic Initiatives and a Director for Advancement Communications, have been hired.

Ms. Ashley Schumaker, Vice President for University Relations, provided a report to the Committee focused on the University's marketing approach as part of a multi-year and multi-pronged effort to drive admissions activity, increase brand awareness, and build the University's reputation near and far. The highlights of last year's plan include: 99 million paid media impressions; 329,000 sessions on the University's website; 211,000 visits to marketing-based landing pages on the University's website; and 18 billion earned media impressions, totaling over \$44 million in earned media from March Madness. Ms. Schumaker shared that the plan for the upcoming year includes: traditional television exposure; streaming television exposure; digital display and video; paid social media; and retargeting.

REPORT FROM THE ADVISORY (NON-VOTING) FACULTY REPRESENTATIVE TO THE BOARD

Dr. Jake Fox, Faculty Representative to the Board of Visitors, began his report by expressing his appreciation for the opportunity to represent the faculty on the Board of Visitors and is honored to be able to do so for a second year. Dr. Fox provided highlights of Summary Results of the 2018 Faculty Morale Survey, which is conducted each spring. He stated there is an overall increase in the positive attitude regarding the collegial environment at the college level and overall state of the University. Dr. Fox reviewed the updates to the General Education Review. A copy of the handout is attached hereto as *Attachment H* and is made a part hereof.

REPORT FROM THE ADVISORY (NON-VOTING) STUDENT REPRESENTATIVE TO THE BOARD

Ms. Myriah Brooks, Student Representative to the Board of Visitors, updated the Board on her initiatives for the year, which are increasing student retention and promoting community outreach. She outlined reasons why students leave school and possible interventions. Ms. Brooks also discussed ways to reach youth at an earlier age to promote higher education. A copy of the report is attached hereto as *Attachment I* and is made a part hereof.

REPORT ON THE RADFORD UNIVERSITY FOUNDATION

Ms. Georgie Anne Snyder-Falkinham, Representative to the Radford University Foundation Board of Directors, provided an update on recent Foundation news and activities, including the Foundation held an orientation for new members in September and is awaiting the final fiscal year audit. Ms. Snyder-Falkinham distributed an asset summary report and it is attached hereto as *Attachment J* and made a part hereof.

CLOSED SESSION

Rector Lawrence requested a motion to move into closed session. Dr. Fowlkes made the motion that the Radford University Board of Visitors convene a closed session pursuant to Section 2.2-3711 (A) Items 1, 3, 7, 8 and 9 under the Virginia Freedom of Information Act for the discussion of personnel matters; the discussion or consideration of the acquisition of real property for a public purpose;

consultation with legal counsel and briefings by staff pertaining to a current EEOC complaint; consultation with legal counsel regarding specific legal matters; and discussion or consideration of matters relating to gifts, bequests and fundraising activities related to the Momentous Occasion. Ms. Snyder-Falkinham seconded the motion. The Board of Visitors went into closed session at 10:50 a.m.

RECONVENED SESSION

Following closed session, the public was invited to return to the meeting. Rector Lawrence called the meeting to order at 12:38 p.m. On motion made by Dr. Fowlkes and seconded by Ms. Lisa Throckmorton, the following resolution of certification was approved by a roll call vote.

Resolution of Certification

BE IT RESOLVED, that the Executive Committee of the Radford University Board of Visitors certifies that, to the best of each member's knowledge, (i) only public business matters lawfully exempted from open meeting requirements under this chapter were discussed in the closed meeting to which this certification resolution applies, and (ii) only such public business matters as were identified in the motion by which the closed session was convened were heard, discussed or considered by the Board.

<u>Roll Call</u>	<u>Vote</u>
Mr. Mark S. Lawrence, Rector	Yes
Mr. Robert A. Archer, Vice Rector	Yes
Dr. Thomas Brewster	Yes
Dr. Jay A. Brown	Yes
Ms. Krisha Chachra	Yes
Dr. Rachel D. Fowlkes	Yes
Mr. James Kibler	Yes
Ms. Karyn Moran	Yes
Ms. Nancy Rice	Yes
Ms. Georgia Anne Snyder-Falkinham	Yes
Ms. Lisa Throckmorton	Yes

The resolution of certification was unanimously adopted.

OTHER BUSINESS

Recommendation to Revise Mission Statement

Ms. Ashley Schumaker stated that a revision to the Radford University Mission Statement is before the Board of Visitors as a result of the Jefferson College of Health Sciences merger and consultation with Southern Association of Colleges and Schools Commission on Colleges. The teach-out of certain courses requires Radford University to change the word baccalaureate to undergraduate in the mission statement. Mr. Jim Kibler made a motion to adopt the revised Mission Statement, Ms. Snyder-Falkinham seconded, and the motion carried unanimously. A copy of the revised mission statement is hereto attached as ***Attachment K*** and is made a part hereof.

Rector Lawrence passed out copies of two presentations of interest to the Board of Visitors.

A copy of the reports are hereto attached as *Attachment L and M*, respectively, and are made a part hereof.

ADJOURNMENT

With no further business to come before the Board, Rector Lawrence thanked everyone for attending and requested a motion to adjourn. Mr. Archer so moved, Ms. Snyder-Falkinham seconded, and the motion carried unanimously. The meeting adjourned at 12:46 p.m.

Respectfully submitted,

Karen Castele
Secretary to the Board of Visitors and Special Assistant to the President



Resolution Recognizing Brittany Metrolis

WHEREAS, Brittany Metrolis is a senior at Radford University majoring in Exercise, Sports and Health Education and minoring in Dance; and

WHEREAS, Ms. Metrolis received her high school diploma from the American School of Paris in Paris, France; and

WHEREAS, Ms. Metrolis brings her international experiences to the Radford campus and shares her passions with those around her; and

WHEREAS, Ms. Metrolis has fully engaged with all opportunities Radford University has to offer and excelled in and out of the classroom; and

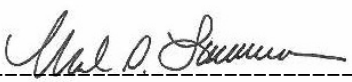
WHEREAS, Ms. Metrolis is a member of the National Society of Collegiate Scholars, a Quest Assistant and was stage manager for Dancing on the Edge; and

WHEREAS, as a Resident Assistant, Ms. Metrolis believes it is important to be able to help others and be someone others can turn to; and


WHEREAS, in Spring 2018, Ms. Metrolis expressed a desire to further her ability to help others and represent all students as the Student Representative to the Board of Visitors; and

WHEREAS, the Radford University Board of Visitors commends Ms. Metrolis for her outstanding academic achievements, successful engagement in campus activities and passion to help others; and

NOW, THEREFORE BE IT RESOLVED, that on this third day of the month of October in the year two thousand eighteen, the Radford University Board of Visitors hereby considers and passes this resolution of commendation to Brittany Metrolis for exemplifying the strong qualities of a Highlander which will enable life-long success, and furthermore that this resolution be preserved in perpetuity in permanent business records of the Radford University Board of Visitors and a copy be presented to Ms. Brittany Metrolis.



Mark S. Lawrence
Rector



Brian O. Hemphill, Ph.D.
President

RADFORD UNIVERSITY

Board of Visitors

Resolution Recognizing Benjamin George Thiss

WHEREAS, Benjamin George Thiss is a senior at Radford University majoring in Biology and minoring in Chemistry; and

WHEREAS, Mr. Thiss attended Sycamore High School in Cincinnati, Ohio; and

WHEREAS, Mr. Thiss, during his time at Radford University, has demonstrated academic excellence through placement on the Dean's List, being a Honors Academy Research Grant Recipient and engaging in Undergraduate Research; and

WHEREAS, Mr. Thiss has excelled outside of the classroom demonstrating his athletic ability as a defender on the Radford University Men's Soccer team; and

WHEREAS, Mr. Thiss further demonstrated his leadership qualities as President of Sigma Phi Epsilon, where he oversees a substantial budget, facilitates weekly meetings and communicates with alumni; and

WHEREAS, in Spring 2018, Mr. Thiss expressed a desire to accept more responsibility and represent all students as the Student Representative to the Board of Visitors; and

WHEREAS, the Radford University Board of Visitors commends Mr. Thiss for his outstanding academic achievements, successful engagement in campus activities and effective leadership positions; and

NOW, THEREFORE BE IT RESOLVED, that on this third day of the month of October in the year two thousand eighteen, the Radford University Board of Visitors hereby considers and passes this resolution of commendation to Benjamin George Thiss for exemplifying the strong qualities of a Highlander which will enable life-long success, and furthermore that this resolution be preserved in perpetuity in permanent business records of the Radford University Board of Visitors and a copy be presented to Mr. Benjamin George Thiss.



Mark S. Lawrence
Rector



Brian O. Hemphill, Ph.D.
President

MEMORANDUM

TO: Members of the Board of Visitors

FROM: Brian O. Hemphill, Ph.D.
President

DATE October 3, 2018

RE: President's Report

It is an honor to begin my report by acknowledging our three new Board of Visitors members. While this is the first quarterly meeting on campus for Dr. Thomas Brewster and Ms. Nancy Rice, both attended the annual Summer Board Retreat, which was held in early July. Ms. Rice initially became a friend and supporter of Radford University through alumna Mary Ann Jennings Hovis and is also the proud parent of a Radford University student, her son Daniel. Dr. Brewster, who also joined the Board of Visitors on July 1, 2018, is a proud Radford University graduate having received his master's degree in 1995. And, today, we are pleased to officially welcome our newest Board member, our Student Representative to the Board of Visitors Myriah Brooks. Like each of you, I look forward to the contributions and perspectives of our newest Board members.

Before beginning my report, I would like to take an opportunity to congratulate Rector Mark Lawrence and his wife Cynthia, who were honored at the National Multiple Sclerosis Society's Dinner of Champions, which was held on September 11, 2018 in Roanoke. I had the honor of being in attendance and witnessing first-hand the warm accolades extended by the Roanoke community. Again, this is a well-deserved honor for our Rector. Congratulations, Mr. Rector!

Summer Accomplishments and Milestones

Throughout the summer, students, faculty, and staff diligently worked to further the mission of Radford University, while accomplishing various individual and collective goals and milestones. At the same time, they worked together to host various groups and make preparations for the 2018-2019 academic year, which began in late August. Among the many outside groups, we hosted 700 young men for the 76th session of the American Legion Boys State of Virginia, which included visits by the numerous members of the Virginia's Executive Branch and General Assembly. This summer also marked our 23rd year of a series of camps to enhance literacy and language skills of children and our 25th anniversary with the Scottish Rite as a partner.

Throughout the summer months, Radford University students, faculty, and staff traveled to Australia, Belgium, Ecuador, England, France, Germany, Ireland, Malawi, Netherlands, Peru, Spain and Uganda. While at home, we celebrated the first graduate of the IMPACT Program, and welcomed new strategic partners as we work to meet the needs of tomorrow's workforce in the Commonwealth and beyond. And, I was fortunate to attend several Hometown Tour events, which

included 31 stops in 25 cities across four states and were hosted by University Advancement's Alumni Relations team. One of the highlights of the summer was the opportunity to welcome prospective students, freshman and transfer, and their families during Quest sessions.

Summer District Visits

Much work was accomplished over the summer in preparation for the upcoming General Assembly session and advancing two important projects: the merger with Jefferson College of Health Sciences and the planning for the Center for Adaptive Innovation and Creativity. I have traveled across the state, as well as hosted officials on our campus and at Jefferson College of Health Sciences. Over the past months, I have met with Executive Branch staff, leadership and members of the General Assembly, including the House Appropriations Committee; Capital Outlay Subcommittee; Higher Education Subcommittee; Senate Finance Committee; and House Education Committee, and SCHEV staff. Additionally, University officials have been meeting with various agencies to provide information regarding our 2019 state priorities. Our message is powerful as we promote the positive benefits this merger will bring to the Commonwealth and advocate for the replacement of aging infrastructure with the construction of the Center.

2018-2019 Academic Year

Our back-to-school activities brought much anticipated excitement to campus. As with last year's opening, I attended each college meeting and shared critical information about our continued focus on the success of our students and the University. Along with Interim Provost and Vice President for Academic Affairs Kenna Colley, I hosted Fall Convocation for faculty and staff at which time we awarded six faculty awards and recognized six inductees in the Million Dollar Circle. Provost Colley was recognized for securing a record-breaking amount of more than \$20 million in external grants for the University. Later that same weekend, we hosted New Student Convocation on the lawn in front of McConnell Library, followed by the customary class photo and picnic. Since the beginning of the academic year, the Radford family has joined together for numerous events.

- *New Faculty Reception:* On August 21, 2018, First Lady Marisela Rosas Hemphill and I welcomed the University's newest faculty members into our home and into the Radford family. This has become a special tradition at Radford University and one that begins a new faculty member's Radford journey and dedication to our students and our community.
- *Business Leaders Reception:* On August 28, 2018, the First Lady and I hosted more than 120 local and regional business leaders, along with the University's Leadership Council, at the Governor Tyler House. As part of my ongoing commitment to engage our local and regional business community, this was a great opportunity to network and update business leaders about the University's progress and future plans.
- *All-Student Cookout:* On September 6, 2018, my family and I were pleased to invite all Radford University students to our home for a picnic. This was the first time all students had been invited to the Governor Tyler House as last year's picnic was focused on freshman students.
- *All Faculty Reception:* On September 10, 2018, the First Lady and I were honored to welcome all faculty to our home for a reception. This was the first time all faculty had been invited to the Governor Tyler House and will be a tradition moving forward.

- *Retired Faculty Reception:* On September 12, 2018, the First Lady and I welcome retired faculty to the Governor Tyler House. This event represented the third Retired Faculty Reception, which began during the first year of my presidency.
- *Local Officials Gathering:* On September 20, 2018, and First Lady and I hosted a small gathering of local officials to the Governor Tyler House. This was a great opportunity to engage with the Mayor's Office, City Council, and Radford City Schools, as well as the community's first responders. This gathering was part of the University's on-going commitment to furthering the important partnership between the city and the institution.
- *Honors Student Reception:* Yesterday evening, the First Lady and I were honored to be joined by members of the Board of Visitors in hosting students from the Honors College.

Finally, in late August and early September, I hosted Open Forums for students; teaching and research faculty; administrative and professional faculty; and classified staff. The forums provided opportunities for sharing of ideas, experiences and vision for the future of the University. And, in the coming weeks, Marisela and I will host events for Diverse Professionals Network of Roanoke and New River Valley; student participants and faculty mentors participating in the Research Rookies Program; and the Class of 1968 for the Golden Reunion Reception Dinner as part of Homecoming 2018.

Strategic Planning Progress

Across our campus and the community, members of the Radford family have been diligently working on implementation of the five-year strategic plan, *Embracing the Tradition and Envisioning the Future*, through the six focal areas as defined in the plan. For the past month, individuals have been preparing and submitting progress reports, which will be reviewed, summarized, and posted on the University's website. A comprehensive update will be provided to members of the Board as part of the December meeting.

Upcoming Campus Events

I ask that you mark your calendars for Homecoming and Family Weekend to be held from October 19, 2018 through October 21, 2018. You are welcome and encouraged to attend any and all events, including the annual State of the University address to be held on October 19, 2018 beginning at 10:30 AM in Preston Hall's Bondurant Auditorium. This will be the second time the University has held this event in conjunction with Homecoming and Family Weekend providing an opportunity for our alumni and families to join students, faculty, and staff. During the annual address, I will provide an overview of our many accomplishments during the last academic year, as well as provide an update on the major goals we have set for the current academic year.

This concludes my report.

RADFORD UNIVERSITY BOARD OF VISITORS

**Resolution
October 3, 2018**

**Ratify Name Change of Previously Approved Degree Proposal
From B.S. in Computer and Cyber Science
to B.S. in Cyber Security**

WHEREAS, the Radford University Board of Visitors, on November 11, 2016, approved the proposal for a B.S. in Computer and Cyber Science in the Department of Information Technology (ITEC) in the Artis College of Science and Technology; and

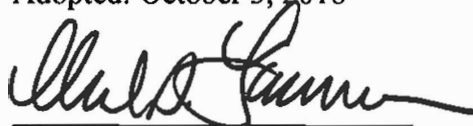
WHEREAS, since 2016, the field of Cyber Science and Cybersecurity is ever-changing; and

WHEREAS, in order to maintain relevance, the Department of Information Technology (ITEC) in the Artis College of Science and Technology proposes to change the name of the degree to B.S. in Cyber Security; and,

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors approves the name change to the Bachelor of Science in Cybersecurity, CIP 11.1003; and

BE IT FURTHER RESOLVED, that the President and/or his designee(s) are hereby authorized to continue to seek approval of approved Bachelor of Science in Cybersecurity from the State Council of Higher Education of Virginia (SCHEV) and the Southern Association of Colleges and Schools Commission on Colleges.

Adopted: October 3, 2018



Mark S. Lawrence
Rector
Radford University Board of Visitors



Karen Castele
Secretary to the Board of Visitors
Radford University

RADFORD UNIVERSITY BOARD OF VISITORS

**Resolution
October 3, 2018**

**Amendment to the
Teaching and Research Faculty Handbook**

WHEREAS, All proposed changes to the *Teaching and Research Faculty Handbook* must be managed in accord with §5.0 of that handbook, and

WHEREAS, the authority to amend or revise the Faculty Handbook lies with the Board of Visitors. However, proposals for revising the Handbook may be initiated by faculty, administrators, the President, or members of the Board of Visitors. Revisions fall into two categories: (1) those required to ensure that the University is in compliance with state policies and mandates, and (2) those within the purview of the decision-making processes within the University, and

WHEREAS, revisions required to ensure that the University is in compliance with state policies and mandates, and that do not require a decision by University personnel, will be effected through an administrative update, with faculty being informed of the change and the reasons for it, and

WHEREAS, revisions within the purview of the decision-making processes in the University Internal Governance system will be considered by appropriate committees as defined by the Internal Governance system. Proposals for changes will be made in the form of text intended to replace a portion of the Teaching and Research Faculty Handbook, noting new language and striking out the old language, and

WHEREAS, it will be the Faculty Senate's responsibility to ensure that the general faculty is provided time and opportunity to review the proposed change so faculty can communicate with their senators prior to any action by the Faculty Senate.

WHEREAS, the Faculty Senate's recommendations on proposed revisions to the Teaching and Research Faculty Handbook will be forwarded to and approved by the President. The Provost will forward the Faculty Senate's recommendations to the Academic Excellence and Research Committee who will in turn make recommendations to the member of the full Board of Visitors.

NOW, THEREFORE, BE IT RESOLVED, that the Academic Excellence and Research Committee of the Board of Visitors of Radford University hereby approve in accordance with §5.0 of the *Teaching and Research Faculty Handbook*, **Section 1.4.2: Evaluation of Department Chairs and School Directors** of the *Teaching and Research Faculty Handbook* is hereby amended to eliminate 1.4.2 regarding the quadrennial evaluation of Chairs and Directors in the Handbook. Said sections are to now read as follows (additions are in red):

1.4.2 Evaluation of Department Chairs and School Directors

A. Annual Evaluation

The Department/School Personnel Committee shall evaluate the Department Chair or School Director annually in two separate evaluations, one as a faculty member and one as chair or director. Both evaluations shall be conveyed to both the Department Chair or School Director and the College Dean. The College Dean shall review the Personnel Committee's evaluation of the Department Chair or School Director as a faculty member, and shall separately

evaluate him or her as a chair or director, subject to review by the Provost.

Evaluations of Department Chairs or School Directors shall be prepared annually in writing before the end of the spring semester. The primary purpose of the evaluation will be to provide guidance for development and to provide assessment for decisions related to merit pay and continuation in the role. These annual evaluations will be available for consideration by the Dean during the detailed review that will be conducted during the third year of each Chair's or Director's four-year term.

The annual evaluation of Department Chairs and School Directors shall be conducted as follows:

1. Evaluation as Faculty: The criteria for evaluation as a faculty member shall be the same as those for all faculty members except that the minimal weights allowable for teaching and university service shall be commensurate with their reassigned time. The Department/School Personnel Committee shall administer and collect the same data for the Department Chair or School Director as for all department faculty.

2. Evaluation as Chair or Director: The criteria for evaluation as Chair or Director shall reflect the duties and responsibilities of the chair or director as listed in section 4.2.3.1 of this Handbook. **Additionally, two questions must be added at the end of the survey: 1) Overall evaluation of the Department Chair or School Director and 2) Do you support the continued service of this person in the role of School Director or Chair?** The Department/School Personnel Committee shall circulate to all currently employed faculty of the department who reported to the Chair or Director during all or part of the evaluation period a Department Chair/School Director evaluation form based upon these evaluation criteria and shall include an appropriate place for an overall evaluation of the Chair or Director. Faculty beginning their employment during the semester in which the evaluation is conducted would not evaluate the Chair or Director since they were not employed by the University during the evaluation period. The forms will be completed and returned to the Department/School Personnel Committee.

3. Data and comments from the faculty evaluations shall be summarized by the Department/School Personnel Committee. The Department/School Personnel Committee shall then evaluate the Department Chair or School Director as a faculty member and separately as a chair, in tentative evaluations to be sent to the Department Chair or School Director.

4. If the average rating of the question about the overall evaluation of the Department Chair or School Director falls below 3.00 on a 5.00 scale, the department personnel committee will recommend a plan of improvement by the Chair/Director and Dean.

5. The results of the annual evaluation will be presented to the chairs in a numerical fashion with the exception of the last item regarding support for continued service. For this question, the results will be presented as "the majority of faculty in the department (or school) support/do not support the continued service of _____ in the role of Chair/Director."

6. Each Chair or Director will be given the opportunity to respond to both of the Personnel Committee's tentative evaluations of the Chair or Director-- as a faculty member and as a Chair or Director-- before the finalized evaluations are forwarded to the Dean. The appeal procedures shall be the same as those described for faculty.

7. The Department/School Personnel Committee's summary and overall evaluations of the Department Chair or School Director as a faculty member and as a chair or director shall be forwarded to the College Dean. All data used by the Personnel Committee shall be made available to the College Dean.

8. A minority report signed by all concurring faculty may be written if either or both of the Personnel Committee's evaluations are unacceptable to a minority of the committee members. A minority report is seen as an exception rather than standard procedure and shall include a justification for its creation. The minority report shall be submitted to the Dean as a separate document and shall be included with the Personnel Committee's evaluations. A copy shall be sent to the Chair or Director.

9. If the Dean disagrees with the Department/School Personnel Committee's evaluation of the Chair or Director as a faculty member in his or her review thereof, he or she shall give the Department Chair or School Director and Personnel Committee Chair a written statement of the reason(s) for the disagreement. The Department Personnel Committee may seek clarification from the Dean on any points of perceived disagreement.

10. The Dean shall communicate his or her evaluation of the Department Chair or School Director as a chair or director to the Department Chair or School Director in writing. The Department Chair or School Director shall have the opportunity to respond in writing to his or her evaluation as chair prior to the Dean's communication of a final evaluation to the Personnel Committee and to the Provost.

11. The College Dean shall forward her or his evaluation of the Department Chair or School Director as a chair or director, together with the evaluation of that role by the Department/School Personnel Committee, to the Provost, with copies sent to the Department Chair or School Director and to the Department/School Personnel Committee. In a case of a departure by the Dean from the evaluation by the Personnel Committee, the Committee may seek clarification from the Dean on the reason(s) for the departure.

12. The College Dean's evaluation of the Department Chair or School Director as a chair or director, and all pertinent data including any written responses from the Chair or Director and/or the Personnel Committee, shall be reviewed by the Provost, who shall provide written justification for any disagreement with the Dean's evaluation. In the event of disagreement by the Department Chair or School Director with the Dean's evaluation of him or her as chair, the Provost shall render a decision in the matter.

13. If the Chair or Director wishes to appeal his or her evaluation(s) either as faculty member or as chair, or the review(s) thereof by the Dean or the Provost, respectively, the process followed shall be consistent with that for faculty appeals. The final evaluations of the Department Chair or School Director both as a faculty member and as a chair, following any possible appeals, become part of the Department Chair's/School Director's personnel file, and shall serve as the basis for merit pay increases, for any possible reappointment, tenure, or promotion, and for decisions on retention as Department Chair or School Director.

~~B. Quadrennial Evaluation~~

~~Every four years, in spring of the third year of the Department Chair's or School Director's four-year term, in lieu of the annual evaluation as chair or director described in section A, an in-depth formal evaluation as chair or director shall be conducted by the Dean in consultation with the faculty of the department or school. (The policies and procedures affecting the annual evaluation of the Chair or Director as faculty member will not change.)~~

~~— 1. Prior to the quadrennial evaluation of the Chair or Director, each Chair or Director shall prepare and distribute to all faculty within the department or school a quadrennial report summarizing his or her accomplishments related to responsibilities as Chair or Director, and with reference to the attainment of goals established for the previous four-year period.~~

~~— 2. The criteria for evaluation as Chair or Director shall reflect the duties and responsibilities of the chair or director as listed in section 4.2.3.1 of this Handbook. The Department/School Personnel Committee shall circulate to all faculty of the department a Department Chair/School Director evaluation form based upon these evaluation criteria and shall include an appropriate place for an overall evaluation of the Chair or Director during his/her current four-year term. The forms will be completed and returned to the Department/School Personnel Committee.~~

~~— 3. Data and comments from the faculty evaluations shall be summarized by the Department/School Personnel Committee. The Department/School Personnel Committee shall then evaluate the Department Chair/School Director as a faculty member (during the current year) and separately as a chair (over the past four years), in tentative evaluations to be sent to the Department Chair or School Director. In completing the quadrennial evaluation, the Department/School Personnel Committee should take into account the Chair or School Director's annual evaluations for the previous three years. The letter or memorandum prepared by the Department/School Personnel Committee for this evaluation should be addressed to the Dean and copied to the Chair/Director.~~

~~— 4. Each Chair or Director will be given the opportunity to respond to both of the Personnel Committee's tentative evaluations of the Chair or Director — as a faculty member and as a Chair or Director — before the finalized evaluations are forwarded to the Dean. The appeal procedures shall be the same as those described for faculty.~~

~~— 5. The Department/School Personnel Committee's summary and overall evaluations of the Department Chair or Director as a faculty member and as a chair or director shall be forwarded to the College Dean. All data used by the Personnel Committee shall be made available to the College Dean.~~

—6. A minority report signed by all concurring faculty may be written if either or both of the Personnel Committee's evaluations are unacceptable to a minority of the committee members. A minority report is seen as an exception rather than standard procedure and shall include a justification for its creation. The minority report shall be submitted to the Dean as a separate document, and shall be included with the Personnel Committee's evaluations. A copy shall be sent to the Chair or Director.

—7. If the Dean disagrees with the Department/School Personnel Committee's evaluation of the Chair or Director as a faculty member in his review thereof, she or he shall give the Department Chair or School Director and Personnel Committee Chair a written statement of the reason(s) for the disagreement. The Department Personnel Committee may seek clarification from the Dean on any points of perceived disagreement.

—8. The Dean shall meet with the Chair or Director to discuss his/her accomplishments and goals as Chair or Director. At this time, the Dean and Chair or Director can initiate a preliminary discussion of the goals the Chair or Director anticipates setting for him/herself as Chair or Director and for the department or school for the next four years.

—9. The Dean shall communicate his or her evaluation of the Department Chair or School Director as a chair or director to the Department Chair or School Director in writing. Included in this evaluation shall be a recommendation to the Provost regarding reappointment of the Chair or Director for another four-year term. The Department Chair or School Director shall have the opportunity to respond in writing to his or her evaluation as chair or director prior to the Dean's communication of a final evaluation to the Personnel Committee and to the Provost.

—10. The College Dean shall forward her or his evaluation of the Department Chair or School Director as a chair or director, including the Dean's recommendation for reappointment of the chair or director for another term, together with the evaluation of that role by the Department/School Personnel Committee, to the Provost, with copies sent to the Department Chair and to the Department Personnel Committee. In a case of a departure by the Dean from the evaluation by the Personnel Committee, the Committee may seek clarification from the Dean on the reason(s) for the departure.

—11. The College Dean's evaluation of the Department Chair or School Director as a chair, and all pertinent data including any written responses from the Chair or Director and/or the Personnel Committee, shall be reviewed by the Provost, who shall provide written justification for any disagreement with the Dean's evaluation. In the event of disagreement by the Department Chair or School Director with the Dean's evaluation of him or her as chair or director or with the Dean's recommendation regarding reappointment for another term, the Provost shall render a decision in the matter.

—12. If the Chair or Director wishes to appeal either his or her annual evaluation as faculty member or his or her quadrennial evaluation as chair or director, or the review(s) thereof by the Dean or the Provost, respectively, the process followed shall be consistent with that for faculty appeals. The final evaluations of the Department Chair or School Director both as a faculty member and as a chair or director, following any possible appeals, become part of the Department Chair's or School Director's personnel file, and shall serve as the basis for merit pay increases, for any possible reappointment, tenure, or promotion, and for decisions on retention as Department Chair or School Director.

—13. Chairs/Directors who are reappointed for subsequent four-year terms must submit for the review and approval of the Dean written copies of the of the goals they have established for themselves as chairs/deans and of their departments/schools during their next term. These goals must be submitted to the Dean by May 15 of the year of the quadrennial review. The degree to which these goals are fulfilled shall be assessed as part of the Chair's/Director's next quadrennial evaluation.

Motion from Faculty Senate with Justification

17-18.29-Motion Regarding the Elimination of the Quadrennial Review of Department Chairpersons

Referred by: Governance Committee

MOTION: Faculty Senate recommends the following with regard to the quadrennial review of department chairpersons:

Eliminate 1.4.2.B regarding the quadrennial evaluation of Chairs and Directors in the Handbook.

Add language to 1.4.2.A.2

The criteria for evaluation as Chair or Director shall reflect the duties and responsibilities of the chair or director as listed in section 4.2.3. 1 of this Handbook. **Additionally, two questions must be added at the end of the survey: 1) Overall evaluation of the Department Chair or School Director and 2) Do you support the continued service of this person in the role of School Director or Chair?**

Alter 1.4.2.A. to insert:

(After #3)

New#4:

"If the average rating of the question about the overall evaluation of the Department Chair or School Director falls below 3.00 on a 5.00 scale, the department personnel committee will recommend a plan of improvement be developed by Chair/Director and Dean"

New#5:

The results of the annual evaluation will be presented to the Chair in a numerical fashion with the exception of the last item regarding support for continued service. For this question, the results will be presented as "the majority of faculty in the department (or school) support/do not support the continued service of _____ in the role of Chair/Director."

RATIONALE:

In practice, the Quadrennial Review of Chairs has not been consistently implemented. When it has been implemented, the "third year, in-depth formal evaluation as Chair or Director" has typically consisted of just the annual reports from the previous three years, making it a redundant process.

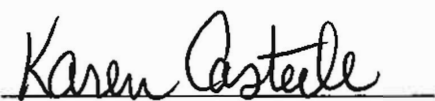
Many, but not all of the chair evaluations already have a question that asks about the overall evaluation of Chair or Director. This motion would make this question standard on all evaluations.

The proposed, new questions maintain the faculty's voice concerning the continued leadership at the departmental level while eliminating the need for the ineffective quadrennial review.

Adopted: October 3, 2018



Mark S. Lawrence
Rector
Radford University Board of Visitors



Karen Casteel
Secretary to the Board of Visitors
Radford University

RADFORD UNIVERSITY BOARD OF VISITORS

**Resolution
October 3, 2018**

Approval of Radford University's 2018 Six-Year Plan

WHEREAS, the Higher Education Opportunity Act of 2011 became effective July 1, 2011, and requires each public institution of higher education in Virginia to develop and submit an institutional six-year plan; and

WHEREAS, § 23.1-306 of the Act requires, "*The governing board of each public institution of higher education shall (i) develop and adopt biennially in odd-numbered years and amend or affirm biennially in even-numbered years a six-year plan for the institution; (ii) submit a preliminary version of such plan to the Council, the General Assembly, the Governor, and the Chairmen of the House Committee on Appropriations, the House Committee on Education, the Senate Committee on Education and Health, and the Senate Committee on Finance no later than July 1 of each odd-numbered year; and (iii) submit preliminary amendments to or a preliminary affirmation of each such plan to the Council, the General Assembly, the Governor, and the Chairmen of the House Committee on Appropriations, the House Committee on Education, the Senate Committee on Education and Health, and the Senate Committee on Finance no later than July 1 of each even-numbered year*"; and

WHEREAS, Radford University prepared a six-year plan in accordance with the requirements of the Higher Education Opportunity Act of 2011 and guidelines provided by the State Council of Higher Education for Virginia; and

WHEREAS, the University submitted the six-year plan to the State Council of Higher Education for Virginia by the stated deadline of July 12, 2018 for the 2018 submission; and

WHEREAS, the 2018 Six-Year Plan must be approved by the Board of Visitors prior to the October 1 final submission;

THEREFORE, BE IT RESOLVED the Radford University Board of Visitors approves the Radford University 2018 Six-Year Plan as presented in the format provided by the State Council of Higher Education for Virginia; and

BE IT FURTHER RESOLVED, that the University is authorized to revise the 2018 Six-Year Plan as required by State officials for final submission by the stated deadline.

Adopted: October 3, 2018



Mark S. Lawrence
Rector
Radford University Board of Visitors



Karen Casteel
Secretary to the Board of Visitors
Radford University

RADFORD UNIVERSITY BOARD OF VISITORS

**Resolution
October 3, 2018**

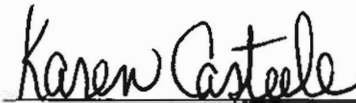
Approval of the Radford University 2018-19 Operating Budget

BE IT RESOLVED, the Radford University Board of Visitors approves the fiscal year 2018-19 operating budget as presented in Schedule A for Total Operating Budget and Schedule B for Auxiliary Enterprises.

Adopted: October 3, 2018



Mark S. Lawrence
Rector
Radford University Board of Visitors



Karen Castele
Secretary to the Board of Visitors
Radford University

**Faculty Senate President's Report to the Radford University Board of Visitors
October 2018**

I. Summary Results of the 2018 Faculty Morale Survey

A. Overview of Results and Plans for the 2018-2019 Year

B. Use of the COACHE Survey in Spring 2019

II. Update On General Education, Questions, and Answers

A. Updates on Values Exploration and Next Steps

B. Targets for General Education Review Milestones:

1. November 2018
2. March 2019
3. September (?) 2019
4. August 2020

C. Questions and Discussion

Student Representative Report

RADFORD
UNIVERSITY

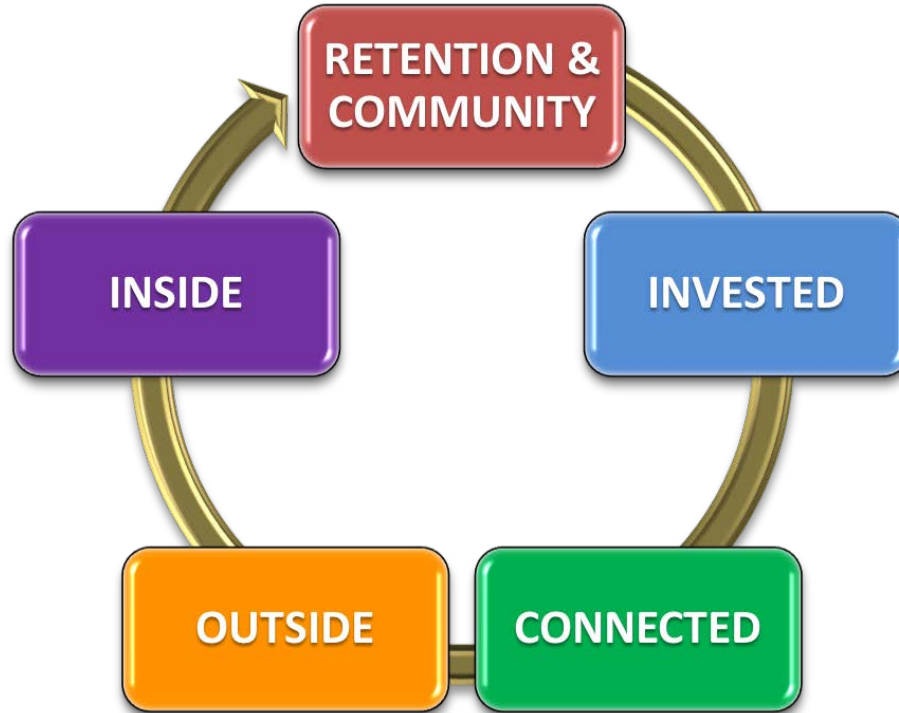
Introduction

- Increase Student Retention
- Promote Community Outreach

Research

- Student Retention Figures
- Reasons Why Students Leave A College Other Than Money
- Struggling To Balance Work And School
- Waiting Too Long To Select Required Courses
- Not Getting Involved And Connected To Other Students

Vision and Mission



Invested-Connected-Outside

Community Outreach

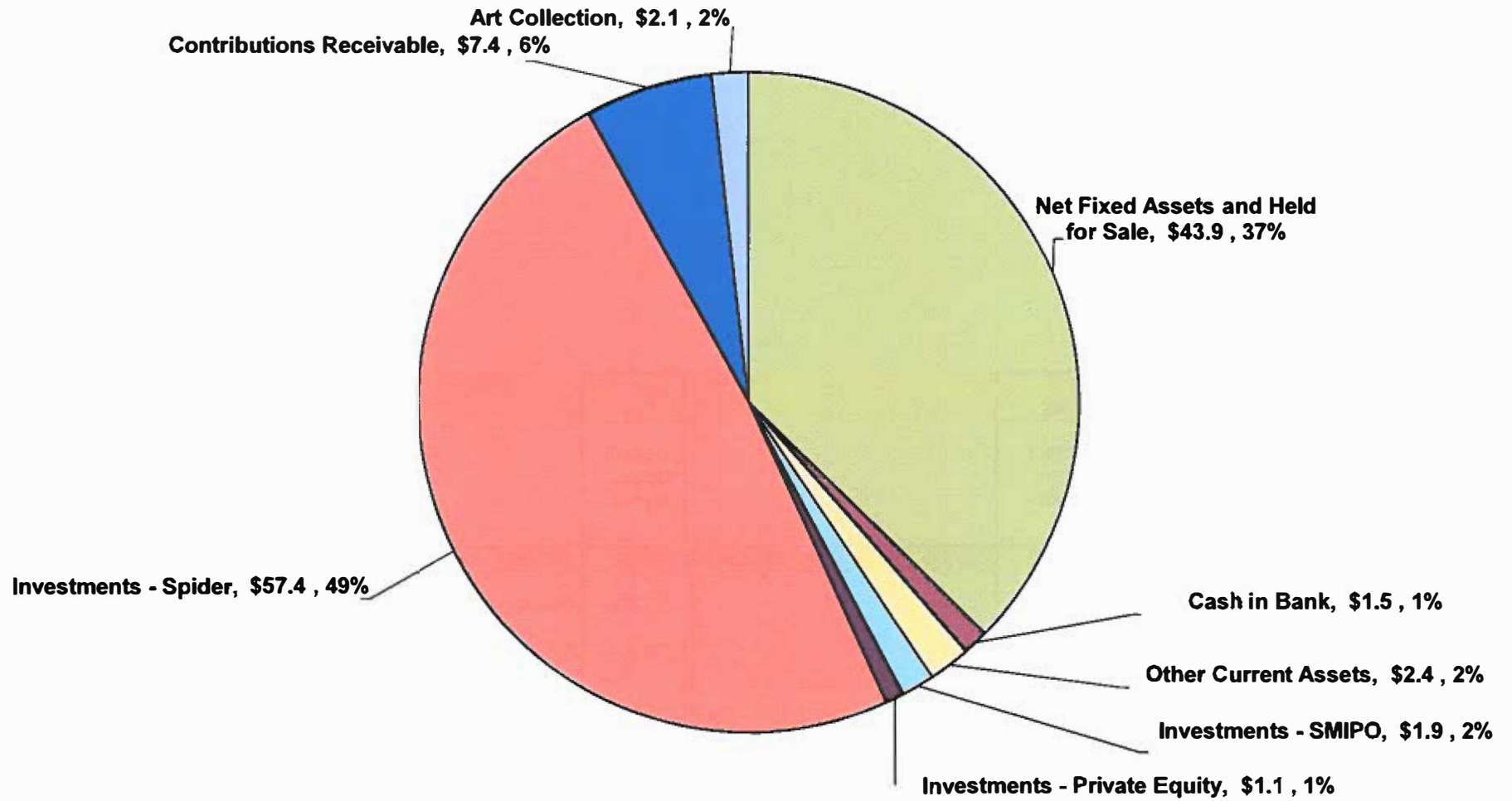
- Focus On Helping The Less Fortunate - Increase Number Of Students Working Towards A Common Goal
- Promote Higher Education To Rising Young Elementary And Middle School Students
- Promote Radford University To High School Students

Invested-Connected-Inside

Help Students Who Are Balancing Work And School

- Find Out From Them What Would Be Helpful
- Organize Study Groups With Flexible Hours
- Provide Assistance In Time Management Techniques
- Bring Working Students Together To Help Each Other

Radford University Foundation Asset Composition as of 6/30/18



(in millions)
Total Assets: \$117.7M

RADFORD UNIVERSITY BOARD OF VISITORS**Resolution
October 3, 2018****Approval of Revised Radford University's Mission Statement**

WHEREAS, the Radford University Board of Visitors approved a resolution on December 8, 2017 to move forward with partnership opportunities in accordance with Radford University's mission in order to provide greater outreach in the region and across the Commonwealth through the expansion of educational offerings and service delivery; and,

WHEREAS, officials from Carilion Clinic, Jefferson College of Health Sciences and Radford University have been working diligently to merge Jefferson College of Health Sciences into the Radford University family of colleges and departments; and,

WHEREAS, as part of the merger planning process, Radford University consulted with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in preparation of forthcoming accreditation; and,

WHEREAS, SACSCOC advised of a required modification of Radford University's mission statement to include additional programs associated with the merger, specifically the teach out of the associate degree programs; and,

WHEREAS, the required mission statement modification must be completed by the effective date of the merger; and,

WHEREAS, the following revision to the Radford University Mission Statement fulfills the requirements of SACSCOC:

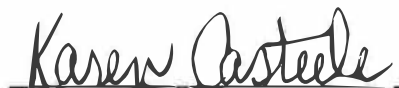
"As a mid-sized, comprehensive public institution dedicated to the creation and dissemination of knowledge, Radford University empowers students from diverse backgrounds by providing transformative educational experiences, from the ~~baccalaureate~~ undergraduate to the doctoral level, within and beyond the classroom. As an inclusive university community, we specialize in cultivating relationships among students, faculty, staff, alumni and other partners, and in providing a culture of service, support and engagement. We embrace innovation and tradition and instill students with purpose and the ability to think creatively and critically. We provide an educational environment and the tools to address the social, economic and environmental issues confronting our region, nation and the world."

NOW, THEREFORE, BE IT RESOLVED, the Radford University Board of Visitors hereby considers and passes this resolution to revise the Radford University Mission Statement for further review and subsequent consideration by the State Council of Higher Education for Virginia and/or the Virginia General Assembly.

Adopted: October 3, 2018



Mark S. Lawrence
Rector
Radford University Board of Visitors



Karen Castele
Secretary to the Board of Visitors
Radford University

Remarks of Speaker Kirk Cox
GO Virginia Foundation Board Meeting

Richmond, September 24, 2018

Good afternoon. I appreciate you all being here.

I especially want to thank Tom Farrell and the GO Virginia Foundation for making time on your annual meeting agenda for me to share some thoughts, and McGuireWoods for hosting us.

I am here today to propose a **new partnership**. Not a single partnership organization, but a whole new way of working together to get things done for Virginians ...

- A partnership with business, education, and government collaborating on our most important economic priorities, especially the **talent pipeline**.
- A partnership to ensure **affordable access** for all Virginians to a great education, a great work-study experience, and a great job.
- A partnership based on **performance**, with public funding tied to measurable outcomes, with transparency and accountability to the owners of Virginia's government, and with a business standard of performance.

Those are the three key elements of the partnership I am proposing—**talent, affordability, and accountability based on performance**—and I'll comment on each of them this morning.

But let me first say a word about why I am here.

I wanted to meet with you because so many of us have worked together successfully on important initiatives, like the Top Jobs higher ed legislation in 2011 and more recently on GO Virginia.

I know this group can get things done in this Commonwealth when you put your mind to it. And what we need now is your leadership in getting the larger business community to step up and get fully engaged on our workforce and economic initiatives.

We've seen progress on that front through the Chamber and its Blueprint process.

We've seen it in each region, as businesses have gotten involved in GO Virginia.

But if we are going to do the things I am proposing today ... if we are really going to move the needle on **talent, affordability, and performance-based accountability** ... then we need to take it to the next level and get businesses throughout Virginia actively engaged, contributing both their know-how and financial resources.

I know the people in this room can help get that done.

But there is another reason I am here—*this is my passion*.

- You don't teach young people for 30 years and then lose interest in them when you retire as a teacher.
- You don't serve as chair of the higher education subcommittee of Appropriations and accomplish all we have together, and then turn it off like a switch.

I believe deeply that education is good work ... *noble work* ... and there's no higher calling than giving all young Virginians the chance to develop their talents and pursue their dreams.

As Speaker, I will always be one of education's biggest advocates. And on higher education, which is the passion of many of you here, I will always be your committed partner.

But part of being a committed partner is being a *candid* partner. And so I'm going to very direct with you today, and I hope you will help me deliver an equally candid and direct message to our friends on college campuses. Because here's the truth: If our colleges and their leaders don't recognize the shift in public opinion on higher education ... if they don't understand how the populist message is resonating ... and if they don't come to the table seriously on the points of greatest concern—affordability and accountability—then it is very likely that the criticism will reach critical mass, and it will be impossible to maintain the progress we have made.

I believe higher education in Virginia is at a pivotal moment. We have never needed our higher ed system more than we do now ... because it is the key to the talent pipeline, and the talent pipeline is the key to our future. But, at the same time, higher ed's political position has never been shakier. At least in my recollection, the bond of trust between the people and our educational institutions—and the trust between our colleges and elected officials—has never been more at risk.

So that is why I am here today asking your help: because the business community is an indispensable partner in addressing these related issues of talent, affordability, and performance-based accountability. And there's no time to waste.

The Talent Pipeline: A New Way Forward

Let me begin with the first of those three topics—the talent pipeline—and make my central point right up front: Virginia needs a whole new way to tackle the issues of talent, innovation, and jobs.

For those of you involved in GO Virginia, this will sound familiar. Because at the heart it is creating a new and effective partnership between business, education, and government.

The old way of doing things—and here I get to use my first baseball analogy—is best described as the “build it and they will come” approach.

We design and fund our K-12 programs over here. We set up our higher ed programs and curriculum over there. We do a little bit on early childhood over that way. And we have dozens of different workforce programs tucked away in all sorts of places.

Much of this is very good work, but it occurs in silos. The educational leaders at these different levels rarely work together, let alone partner productively with business.

We are educating and training young men and women, and often doing it very well. But we are not doing a good job of connecting the dots between what these talent development programs are teaching and what it takes to get a good first job—or a series of different jobs over the course of a career—in this fast-changing economy.

We are building the talent in hope the jobs will come, and it is just not working well. At least it is not working *well enough*, and here’s the proof:

- For several years now, we’ve been among the slower growing states in the country. And what we hear from Virginia businesses, large and small, is this: *The main reasons their business is not growing is they can’t find the qualified workers.*
- There’s also the disastrous brain drain we’re experiencing. Many of the young people we’ve educated are not finding good jobs here, so they’re leaving for better opportunities elsewhere.

Think about it: Something that never happened before in Virginia (at least not since they started collecting the data) now has happened here for 4 straight years: a net loss of talent to other states.

This disconnect between talent development and job opportunities has a very negative impact on our state and its people. And it is not just the impact on businesses and economic growth—it’s also the *human* cost:

- Think of the wasted potential of young people, especially those who don’t come from traditional college-educated families, and who either can’t afford the education or can’t find the jobs to match their skills.
- Think of the impact on families when a son or daughter has to move away—not just from the country to the city, but from Virginia to a distant state—in order to get a good job.

I don't have any grandchildren yet, but when I do I'd like to see them once in a while—*all of us want that*. But splitting up families is a direct consequence of being a slow-growth state and a net-loser when it comes to talent.

The “build it and they will come” approach is not only ineffective. It costs too much ... is too resistant to innovation ... moves too slowly to keep up with the fast-changing economy ... and, frankly, is too old-school and uncool to appeal to eager, creative, tech-savvy young people.

Instead of the “build it and they will come” state, we need to be:

- **The “build strong bridges from school to jobs” state ...**
- **The “prepare resilient graduates for lifelong success and service” state ...**
- **The “provide an affordable pathway for everyone in a growing economy” state.**

Or, to put it even more simply: Virginia needs to deliver an affordable education that leads to a good-paying job in a growing economy.

We can be that kind of state—the Top State for Talent—only if we forge a real partnership among business, education, and government all across the Commonwealth.

The need for this public-private partnership should be obvious. By its very nature, the talent pipeline is a pipeline that runs from the largely *publicly* funded and managed education sector to the largely *privately* funded and managed employment sector.

So instead of politicians and educators designing education and training programs with business on the bench, let's get business people on the field playing an active role in helping to design practical pathways from school to jobs.

The fact is, on all of our talent and economic initiatives we need business, education, and government working together as a team ... crafting the programs, funding them, carrying them out, and transparently reporting the results to taxpayers and consumers.

Partnering in Practice

Let me tell you what this kind of partnership on talent can mean in practice.

It is a multifaceted opportunity, but I will touch on four key aspects of the talent pipeline:

- the competition to recruit talent ...
- matching talent with job opportunities ...
- preparing the talent needed for key growth sectors of our economy ...
- and, the development and deployment of our under-utilized talent.

First, the competition for talent.

We need to convince talented young Virginians to stay in the state and get their degree or certificate here. *And* we also need to market our top-ranked higher education system to many more talented out-of-staters.

We need to be a magnet for talented Virginians *and* non-Virginians.

And once we recruit, educate, and train them, we need to connect them to good jobs right here in the Commonwealth, *so they stay*.

One way we can do that is by dramatically increasing the work-study opportunities—internships, coop programs, and so forth—that are available with *Virginia* companies.

This will be a top priority of mine in the coming session.

- For a student, an internship provides work experience and a foot in the door toward a full-time job, plus it helps make college affordable.
- For an employer, it provides a pipeline and testing ground for potential employees.
- And for Virginia and our economy, it is a way to get talented degree and certificate holders to stay here. It gets them early onto what President Sands at Virginia Tech calls “sticky” pathways—into good job opportunities right here in the Commonwealth.

Now, this seems like an obvious tactic, so surely a leading state like Virginia is really good at it—right? Actually, no. According to the WalletHub financial website that ranks states based on student aid and work-study opportunities, Virginia ranks a dismal 42nd out of 50.¹

This past session, through the work of Delegate Rush, Delegate Ransone, and Senator Dunnivant, we took some modest first steps toward turning that ranking around. We

¹ <https://wallethub.com/edu/best-and-worst-states-for-student-debt/7520/#main-findings>

authorized use of financial aid funds for internships ... linked some student scholarships to post-graduation Virginia employment in the cyber field ... and passed a pilot program for incentivizing higher ed internships with Virginia employers.

But to move the needle on internships and work-study on a large statewide basis, we need your help in designing something practical and scalable that works well for both businesses and educational institutions.

And then after we design the program, we need the state's major business organizations helping to promote it to so that large numbers of Virginia employers sign on—not only because it's their civic duty, but because it helps them grow their business.

By the way, that part about “*promotion*” is very important, and it goes beyond internships: We need to start branding Virginia as the place where the best and brightest come to get a great education in a top-ranked higher education system and then land a great job in a dynamic innovation economy.

I'm fine with Virginia being for lovers. But we'd do more to secure a great future for our children and our state if we drove home the message nationwide that *Virginia is for Talent and Innovation*.

This branding effort cannot be done by government alone, or by our educational institutions alone. After all, the pitch is not just “come to or stay in Virginia for a great education.” The pitch is “here you'll get a great education *that leads to a great job.*”

So, that's the first thing we need to partner with business on—*competing for talent*.

Second is matching, or aligning, talent to job opportunities.

Here there are multiple needs, including:

- Getting businesses to work with high schools and colleges on curriculum alignment so that graduates emerge job-ready.
- Gearing our new workforce credentials initiative through the community college system so that it addresses the unmet employer demand in each region.
- Creating and marketing industry-specific pathways from school to the workplace,
- And providing easily accessible, user-friendly online information about internship and job availability across Virginia.

Third, and closely related, is partnering for talent development in high-demand sectors.

Stated simply, we will not attract major business investment and growth here in Virginia unless we have *the talented workforce that high-growth sectors of the economy require*.

And when that major investment does come, we need to be able to ramp up the education and training programs fast.

- This means working with public and private providers of education and training to remedy critical existing shortages, such as in healthcare and IT, that are constraining growth in key sectors.
- It also means strategic workforce development targeted at the sectors in the Virginia economy that present our best opportunities for growth, such as the new Cyber X (“Commonwealth Cyber Initiative”) initiative crafted by Appropriations Chair Chris Jones.
- And we need to continue to support GO Virginia and the effort to fill the critical workforce needs identified in each region, whether they are in the middle skills and trades, or in jobs that require undergrad and advanced degrees.

These are the very things that many folks in this room are currently working on—not only strategic workforce and talent, but also the work through VRIC on new business startups and research commercialization.

I applaud your efforts ... and we need more business executives putting their shoulders to the wheel like you are.

A fourth priority for partnering concerns our under-developed and under-utilized talent here in Virginia.

In the 2011 Top Jobs legislation, we put Virginia on course to award 100,000 more degrees by 2025, focused in the high-demand STEM and healthcare areas.

SCHEV’s version of that goal is to be the “best educated state” by 2030 through more two- and four-year degrees and more industry-recognized credentials.

We’ve made good progress, but we said from the outset that the only way to achieve these ambitious goals is to reach beyond traditional college-bound student populations. And that means conferring degrees and credentials on returning veterans ... adults with partial college credit ... working adults who are retraining for new careers ... and first-generation and under-represented student populations, especially from distressed rural and urban areas.

For many of these people, young and old, *online* programs provide an educational lifeline that did not exist even a decade ago. And we have taken steps, such as the Online Virginia Network, to increase these opportunities.

We have one the best higher ed systems is in the country, and there is no reason for us not to be the best in this *online* space as well.

We've also been focused on our veterans because they bring skills and expertise that, with the right training and support, can be transitioned into high-value post-service employment.

There is much more to do in each of these areas. And here, too, there is a crucial role for business partnerships. Because the farther away you get from the traditional, residential, full-time student model, the more necessary it is to have a cooperating employer and/or the connection to a waiting job opportunity.

If time permitted, I could go on about several other areas where business partnerships are crucial—research, K-12, and early childhood education, to be specific—but let me just say that we in the House are eager to work with you on these items, too.

- We'll be looking forward, Dubby, to the VRIC task force recommendations on next steps in research and new business startups.
- In the K-12 space, I have been talking with Jim Dyke, Barry DuVal, and others about standing up a K12-business coalition similar to what you all have done for higher ed, and I really would like to work with you on that. We need business helping us address the teacher shortage, expand career and technical education, provide internship opportunities for high school students, and other key issues.
- On early childhood, which is near and dear to many people in this room, I see an opportunity for a public-private initiative that provides vouchers to parents, and lets them choose the best program for their children.

So let's look for opportunities also to work on those additional talent pipeline items in the days ahead.

Higher Education Partnership Agreements

I've stressed the need for partnering with business on the talent pipeline, but there is another crucial issue: how to forge a stronger and more effective partnership with our higher education institutions.

The key, I believe, is crafting institutional partnership agreements with each school on important initiatives related to talent, the economy, and student outcomes.

As I said last year to both the Council of Presidents and the Higher Education Summit, a core strength of our higher ed system is that individual institutions have grown up entrepreneurially, developed their own strengths, created their own niches in the marketplace, cultivated their own strategic partnerships with business, and so forth.

Some stress liberal arts preparation, which helps develop critical-thinking, problem-solving leaders and good citizens. Others focus more on specific job-skills preparation. And many serve both of those vital missions in creative ways.

In much the same sense that every region is different, each of our higher ed institutions is different—and each has the ability to contribute something different to Virginia’s major talent and economic development initiatives.

These partnership agreements should not be “boil-the-ocean” comprehensive agreements. They should focus instead on big-ticket, high-impact items, especially those related to the talent pipeline and to state and regional economic development.

They should reflect a realistic and practical partnership, which means they should spell out (1) what the school is going to commit, (2) what the state is going to invest, and (3) how identified business partners are going to contribute.

These agreements also should be vehicles for improving college affordability in a tangible and meaningful way, and for measuring and rewarding performance, the two other core elements I want to address today.

Affordability for All Virginians

Let’s turn then to affordability, and begin by acknowledging that this is a gateway issue.

We can have the best colleges in the nation and the greatest talent recruitment, retention, and training programs in the world, but it won’t matter if students and their families can’t afford to access them.

And, as we all know, higher education clearly has an affordability problem. There is a combination of causes: institutional operating models and spending practices; state budget reductions and unpredictability; federal subsidies; the student appetite for amenities; market forces—the list goes on.

I talked about this at last fall’s Higher Ed Summit, and I encouraged us to move beyond the usual finger-pointing and get serious about solutions.

We don’t need more people playing politics with the price of education, but we also don’t need people with their heads in the sand, pretending the problem doesn’t exist. We need people partnering in practical ways to bring the price of education down!

In the Top Jobs Act seven years ago, we took a step forward by establishing an interactive six-year planning process so that the state and colleges were on the same wave-length when it came to spending priorities and funding needs. But, according to a recent House Appropriations analysis, the tuition growth rates at more than half of our

Virginia higher education institutions have been greater than necessary to fund their own six-year plans.

So either the plans are not very accurate, or the schools are spending more than they need, or both.

This is why I say some “tough love” is needed in our dealings with the colleges.

The answer plainly is not one-size-fits-all freezes, caps, or other unfunded mandates. Those are political slogans, not solutions. And our higher education system is far too valuable an asset to this Commonwealth for us to endanger it with such superficial and shortsighted approaches.

But, if the higher education institutions do not come together with the state government and the business community to address affordability in a meaningful and tangible way ... if they do not support common-sense reforms like the bill passed by the House of Delegates last session to allow public comment before raising tuition ... then I fear soon there will be little anyone can do to stop a wave of policy proposals along those very lines.

And, perhaps even worse, the public will continue to lose confidence in our institutions of higher education. The recent finding by Pew Charitable Trusts that 61% of Americans think higher education is headed in the wrong direction should be a wake-up call for everyone.

The truth—and we all know it—is that there is no silver bullet or quick fix on college affordability. We need to move forward on a range of solutions: alternative pathways; transfer programs; online options; cost-saving innovations; more efficient collaboration among institutions; more help for students through financial aid, TAG grants, and work-study opportunities; and so on.

This is where the institutional differences come in.

In the institutional partnership agreements that I envision, each college or university and the Commonwealth will agree, not just on the talent development and other key economic initiatives we just discussed, but also on key outcomes for students.

Specifically, in return for a financial commitment from the Commonwealth, each school will make transparent commitments concerning the four-year net cost of attendance for in-state undergraduates, the internship and work-study opportunities that will be provided, and the maximum student loan debt levels that any Virginia student may incur.

These plans will vary by school. Some may offer a fixed-price guarantee while others may peg prices to an index or even roll back recent increases. Some will find new and better ways to bend the cost curve, and others will find new revenue-generating services to offer. Some will offer coop programs and internships while others stress forgivable

loans and even income-sharing agreements. And some—*many*, I hope—will find businesses ready to partner entrepreneurially in ways that boost our Virginia economy and help Virginia students stay and succeed here.

But the point is, each school will make a transparent, measurable commitment to affordable access for all Virginia undergraduate students.

Notice that I said each of our schools would make these commitments “in return for a financial commitment from the Commonwealth.” We have to be talking about a real partnership here. The reality is, we cannot expect tuition predictability and restraint at the campus level if we do not provide adequate, reliable funding at the state level. So we need to tackle both simultaneously.

From time to time, the revenue situation makes it fiscally prudent for the Commonwealth to avoid new recurring spending commitments and invest instead in certain non-recurring items. This may be one of those times, and so I want us to consider how best to set aside funds for higher ed and thereby break the familiar cycle of state budget cuts and unexpected tuition spikes during economic downturns.

Coming up with these plans will not be easy. The net price charged to students is always a function of local cost-saving and revenue-generating efforts, state operating support, and state and locally funded financial aid. And the schools are in different places in terms of the state support they receive, the business partners they can attract, their ability to attract higher-paying students from out of state, and other factors. One size really does not fit all.

But I am committed to having a college affordability and predictability plan for each school that provides real relief to students and their families and is backed by a reliable funding commitment from the Commonwealth.

The people in this room have a key role to play in making this happen, and I will be asking for your help and support.

Performance Funding, Transparency, and Accountability

Finally, in all of these initiatives, we need to follow the example of the private sector by measuring and rewarding results.

An important part of this is empowering students and families as consumers. That means being transparent on graduation rates and time to completion. It means tracking student job success after graduation and reporting the numbers. It means telling students and families up-front not only on what it costs to attend an education or training program and what the resulting debt level will be, but what return on investment can be expected.

The return-on-investment information is absolutely crucial. On the one hand, the 30,000 average debt that students incur seems intolerably high, and it is. On the other hand, the

average price of a new car today is about \$32,000; and most folks buy multiple cars over their lifetimes. So it matters a lot what you get for that college investment:

- If you don't graduate, you get a lot of debt and no way to pay it back.
- If you get a degree that no one needs, you graduate into the proverbial parents' basement and a big financial hole.
- But if what you get is an in-demand degree or credential that leads to a good job and strong lifetime earnings, then the investment can pay for itself many times over.

That is the kind of information consumers need and many currently do not have.

By the way, we are not writing on a clean slate when it comes to this kind of transparency and performance funding. As Tom Farrell will recall, the higher ed commission that he and I led in 2010 recommended performance funding, and the funding model in the 2011 Top Jobs Act authorized it.

That legislation also set up a six-year planning process that has improved things, but clearly not enough. We need to take that process a step further and develop **institutional partnership agreements** that address big priorities like the talent pipeline and affordable access, and provide funding tied to performance.

Whether we need to amend the Top Jobs Act to take the important next steps I've outlined today, or whether we can accomplish them just through the budget, are details we'll be discussing in the next weeks and months. If legislation is needed, I am more than willing to sponsor it.

But here's what I need to ask of each of you: I will be working with my House colleagues, especially our Caucus leadership and Appropriations and Education committee chairs, members, and staff. And we will be reaching out across the aisle in the House, and to the Governor and key Senators, to work together on these priorities. The colleges, universities, and community colleges of course will be at the table. But what we need from you and other top business leaders in this state is hands-on engagement and support at every step of the process.

There simply is no more important work we can do in this Commonwealth than developing our talent pipeline, ensuring that every Virginian has affordable access to it, and producing measurable results for the people of Virginia.

If we can take these steps together, then we won't be wondering whether people will come to what we've built. Virginia will be a magnet for talent, and the best and brightest will be rounding the bases and heading home.

- They'll be tagging first with an excellent and affordable postsecondary education;

- They'll be touching the bag at second with a great internship and work experience;
- They'll be rounding third with a first full-time job in their chosen field;
- And they'll be crossing the plate as a star with unlimited potential—with what it takes for a resilient, rewarding career and a life of good citizenship and service right here in Virginia.

(I'd like to think they will also be wearing pinstripes, but that may be asking too much.)

This is a vision that the business people here in this room can help make a reality, and so I ask for your guidance and counsel as well as your support.

With that, I'll invite your feedback and try to respond briefly to any questions—and, again, I thank you for the opportunity to make this presentation.

BUILDING A NEW PARTNERSHIP

The Virginia Talent Pipeline, Affordability,
and Accountability for Performance

PRESENTATION TO VIRGINIA BUSINESS LEADERS

SEPTEMBER 24, 2018

A New Partnership

Current Approach:

“Build it and they will come”



A New Partnership

New Approach:

“Build strong bridges from school to jobs” ...

“Prepare resilient graduates for lifelong success and service” ...

“Provide an affordable pathway for everyone in a growing economy”

The Talent Pipeline

- 1. Competing for talent ...*
- 2. Matching talent with job opportunities ...*
- 3. Preparing talent for high-demand, high-growth sectors of our economy ...*
- 4. Developing and deploying our under-utilized talent ...*

The Talent Pipeline

- 1. Competing for talent ...***
- 2. Matching talent with job opportunities ...***
- 3. Preparing talent for high-demand, high-growth sectors of our economy ...***
- 4. Developing and deploying our under-utilized talent ...***

Competing for talent ...

- ✓ Attract talented students for education and training in Virginia
 - *Virginia resident students*
 - *Out-of-state students*
- ✓ Retain talented graduates in Virginia for work
 - *Key strategy: expand internships with Virginia employers*
- ✓ Brand Virginia as the talent and innovation state
 - *Get a great education ... that leads to an excellent job ... in a dynamic innovation economy*

The Talent Pipeline

- 1. Competing for talent ...*
- 2. Matching talent with job opportunities ...*
- 3. Preparing talent for high-demand, high-growth sectors of our economy ...*
- 4. Developing and deploying our under-utilized talent ...*

Matching talent with job opportunities ...

- ✓ *Business engagement with schools to align curriculum*
- ✓ *VCCS workforce credentialing initiative geared to unmet employer demand by region*
- ✓ *Industry-specific pathways (pipeline programs)*
 - *High school >>> college/postsecondary training >>> internship/apprenticeship experience >>> job*
- ✓ *Easily accessible online information on internship/job availability throughout Virginia*

The Talent Pipeline

- 1. Competing for talent ...*
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- 3. Preparing talent for high-demand, high-growth sectors of our economy ...*
- 4. Developing and deploying our under-utilized talent ...*

Preparing talent for high-demand, high-growth sectors ...

- ✓ *Remedying critical existing shortages that are constraining growth in key sectors (e.g., healthcare, IT)*
- ✓ *Strategic workforce development targeted at economic sectors in Virginia with best growth potential*
 - *E.g., “Cyber X” (Commonwealth Cyber Initiative) funded in 2018 session*
- ✓ *GO Virginia regional initiatives to fill current and expected skills gaps in each region*

The Talent Pipeline

- 1. Competing for talent ...*
- 2. Matching talent with job opportunities ...*
- 3. Preparing talent for high-demand, high-growth sectors of our economy ...*
- 4. Developing and deploying our under-utilized talent ...*

Developing and deploying under-utilized talent ...

- ✓ *Sustain progress toward “Top Jobs Act”/SCHEV degree and industry-recognized credential goals*
- ✓ *Focus on nontraditional student populations to achieve educational attainment goals and help meet talent needs*
 - *Returning veterans*
 - *Adults with partial college credit; retraining for new careers*
 - *First-generation/underrepresented college students*
 - *Distressed areas (urban and rural)*
- ✓ *Expand online opportunities (Online Virginia Network)*
- ✓ *Veteran-specific initiatives in partnership with business*

Building A New Partnership

Other Priorities for Business Collaboration:

- ✓ *Research and the startup ecosystem*
- ✓ *Elementary and secondary (K-12) education*
 - *Teacher shortage*
 - *Career and technical education*
 - *Internship opportunities (new “Profile of a Graduate”)*
- ✓ *Early childhood education*

The Talent Pipeline – Higher Education

Institutional Partnership Agreements

- ✓ *Focused on high-impact economic initiatives*
 - *Key talent/workforce initiatives*
 - *Key state/regional economic development initiatives*
- ✓ *Spells out mutual commitments*
 - *What institution will commit*
 - *What Commonwealth will invest*
 - *What business partners will contribute*
- ✓ *Ensures affordable access for Virginia students*
- ✓ *Measures and rewards performance*

College Affordability

- ✓ *Acknowledge the problem and seek serious solutions*
 - *Gateway issue: barrier to opportunity for many VA families*
 - *Recent tuition increases seem excessive—more than half of schools exceeded their own 6-year plans*
 - *Reject one-size-fits-all freezes, caps, unfunded mandates*
 - *Embrace common-sense reforms or face ill-advised alternatives*
- ✓ *Requires range of strategies and solutions*
 - *Alternative pathways (e.g., community college transfers; dual enrollment and advanced placement; online options)*
 - *Cost-saving innovations (e.g., reduce non-instructional personnel; institutional collaboration on back-office functions and academic programs; public-private revolving fund for new technology, process improvements)*
 - *Student financial aid, TAG grants, work-study opportunities*

College Affordability

Institutional Partnership Agreements

- ✓ *Focuses on VA student access and outcomes (in addition to the talent and economic initiatives discussed above)*
- ✓ *Reflects the institution's specific commitments on:*
 - *Four-year net cost of attendance (VA undergraduates)*
 - *Internship and work-study opportunities*
 - *Resulting student loan debt burdens*
- ✓ *Reflects the corresponding state commitments on:*
 - *Funding for operations, financial aid, etc.*
 - *Action to make state support more reliable, predictable*
- ✓ *Promotes/enables institution-specific strategies to cut costs, generate revenues, create strategic partnerships with business, etc.*

Performance-Based Accountability

Institutional Partnership Agreements

- ✓ *Ties funding and other commitments to measurable performance on agreed-upon outcomes.*
- ✓ *Provides essential consumer information on the college value proposition (cost and return-on-investment):*
 - *Four-year cost, student loan debt, and work experience information*
 - *Graduation rate and time to completion*
 - *Placement/earnings of graduates with particular degrees and credentials*
- ✓ *Implements and builds on Top Jobs Act (2011) vision of performance-based accountability.*
- ✓ *Need broad-based business engagement to achieve VA's talent and affordability goals and a business-level standard of performance.*

Building a New Partnership

Taking action this coming session ...

Business voice will be key:

We need your help.

Feedback and suggestions welcome.

Thanks for your commitment, and your time today.

End of Board of Visitors Materials

