VIRGINIA TECH BOARD OF VISITORS RETREAT
MINUTES

Sunday, August 21, 2022
Virginia Tech Hampton Roads Agricultural Research and Experiment Center
1444 Diamond Springs Road, Virginia Beach, VA 23455

Board Members Present*	**Absent**
Letitia Long (Rector)	Carrie Chenery
Ed Baine	
Shelley Barlow	
Dave Calhoun	
Sandy Davis	
Greta Harris	
C. T. Hill	
Brad Hobbs	
Anna James	
Sharon Martin	
Melissa Nelson	
L. Chris Petersen	
Jeff Veatch	

Constituent Representatives Present:
Jamal Ross, Undergraduate Representative to the Board
Anna Buhle, Graduate/Professional Representative to the Board
Serena Young, Staff Representative to the Board
Holli Drewry, Administrative/Professional Faculty Representative to the Board
Robert Weiss, Faculty Representative to the Board

Also present were: President Tim Sands, Kim O'Rourke (Secretary to the Board), Beth Armstrong, Whit Babcock, Eric Brooks, Brock Burroughs, Cyril Clarke, Jean Clarke, Al Cooper, Jack Davis, Jeff Derr, Susan Duncan, Corey Earles, Kari Evans, Luisa Havens Gerardo, Alan Grant, Kay Heidbreder, Patrick Hilt, Tim Hodge, Matt Holt, Elizabeth Hooper, Chris Kiwus, Sharon Kurek, Ross Mecham, Ken Miller, April Myers, Mark Owczarski, Charlie Phlegar, Menah Pratt-Clarke, Robin Queen, Paul Richter, Doug Shewbridge, Dan Sui, Tom Tracy, Rob Viers, Tracy Vosburgh, and Jim Phillips (Atlantic Coast Conference Commissioner).

Rector Long convened the open meeting at 9:30 a.m. and made introductory comments, explaining that following Kay Heidbreder's presentation on the board's legal responsibilities, the retreat would consist of three sessions. There was no public comment period, and the meeting was not livestreamed because it was not held at the board's usual meeting location and the retreat site was an older facility without the level of technology available at newer facilities. Rector Long thanked board members Carrie

Chenery and Sharon Martin for leading the planning committee for the retreat; regrettably, an illness prevented Ms. Chenery from attending.

Kay Heidbreder, University Legal Counsel, briefed the board members on their legal responsibilities. (Copy attached and marked Attachment A.)

Session I: Freedom of Speech/Academic Freedom

Retreat Session I focused on freedom of speech/expression and academic freedom. President Sands introduced the session, noting that free expression and academic freedom have always been at the core of the mission for public universities in the U.S. He announced that the Task Force on Freedom of Expression and Inquiry has been created to reflect on Virginia Tech's policies and positions on these two different but intersecting themes that are at the foundation of what it means to be a public university in the U.S. There are 22 members of the working group that includes faculty, staff, administrative and professional faculty, undergraduate students, graduate and professional students, two board members, and various content experts and is chaired by Robin Queen; work is expected to be completed by January 1, 2023.

Additionally, he explained that as this year's chair of the Virginia Council of Presidents, he is coordinating an effort to promote free expression and academic freedom to ensure that higher education in Virginia asserts its historical leadership role. Governor Youngkin asked the COP to craft a statement for higher education statewide on free expression and viewpoint diversity. The COP has committed to the six recommendations for Presidential Leadership Teams in the Bipartisan Policy Center's roadmap for free expression on college campuses, and the conversation with the governor and his administration continues. He noted that while we continue to align policies and statements with our values and the law, it is important to move forward actively through programs and actions.

Board members then had the opportunity to take a deep dive into two scenarios regarding free speech that are fictitious, but not unlike incidents that have happened at Virginia Tech. The board split into four groups, and each group discussed the same two scenarios, one titled "The Heckler," and the other, "The Neo-Nazi." Scenario 1 highlighted issues of free speech on campus by a sanctioned visitor, and the university's ability to set boundaries. Scenario 2 focused on issues of employee/faculty personal freedom of speech, academic freedom, and the importance of aligned leaders when addressing issues of public notoriety. Both scenarios were considered within the bounds of Virginia Tech culture.
(Copies of the scenarios are attached and marked Attachment B.)

For each scenario, groups were asked the following questions; responses are noted. Following each break-out session, there was a debriefing of the full board led by facilitator Ross Mecham.

Scenario 1 – The Heckler

1. What are the most important facts of the scenario?

Group 1	Speaker invited by student group, followed process, no evidence of violence, no threat, public space, public safety, spontaneous (not organized) protestors
Group 2	Threats – code of conduct violation; invitation to speak; location and time
Group 3	Process!
Group 4	Invited, no violence yet, specific group targeted, threats, speaker feels unsafe, public space

2. What should Virginia Tech's stance be?

Group 1	Safety! Principles of Community; threats, depends on whether there was disruption of class and whether scene occurred in a location where people could avoid it.
Group 2	Free speech vs. agreement with speech
Group 3	
Group 4	Counseling available to students; rules of engagement

3. How should this situation be handled?

Group 1	Public safety; when behavior becomes threatening/criminal, begin intervention; allow both sides to speak
Group 2	Policies? Principles of Community; Police response. VTPD trained to de-escalate.
Group 3	Principles of Community
Group 4	Safety plan; public awareness of event; police involved in planning

Scenario 2 – Neo-Nazi Faculty

1. What are the most important facts of the scenario?

Group 1	Not tenure-track, a contractual employee, did not use university resources; posted as private; no previous concerns, good teaching evaluations; students permitted to change sections
Group 2	
Group 3	President's statement; Performance? Private vs. professional lives; social media
Group 4	Investigation; private posting; not using university resources

2. What should Virginia Tech's stance be?

Group 1	VT – how does it impact the educational mission; ensure long term integrity of the university
Group 2	No proof of impact on students; how process impacts faculty; principles of community; Education how to think vs. what to think

Group 3	
Group 4	

3. How should this situation be handled?

Group 1	Perform investigation; depends on contract; modified duties; options for separation; options for students (e.g. other class sections)
Group 2	Faculty senate role; public relations vs confidentiality; court of public opinion; academic right vs academic responsibility. Use of student surveys to ascertain comfort speaking out in class, speech constrained by instructor or by other students?
Group 3	
Group 4	One official voice for the university; no firing for what was said; performance issue?

Provost Clarke noted that the task force is just beginning its work. He added that if the university merely were to affirm the Chicago Principles, we would be denying ourselves the opportunity to discuss the intersection of freedom of expression and academic freedom. Rector Long noted that today's conversations demonstrated the complexity of the issue, along with the value of expert perspectives, and the importance of Virginia Tech's Principles of Community. She reinforced the importance of communication and of the university speaking with one voice.

Following Session I, over lunch, Dr. Jeff Derr, Director of the Hampton Roads Agricultural and Experiment Center (AREC), gave a presentation about the AREC that was followed by a tour of the facility and grounds including the research under way. In addition, Tom Tracy, director of the Virginia Turfgrass Council, and Doug Shewbridge, president of the Virginia Beach Master Gardeners, spoke to the board about the AREC's impact on the surrounding community and industry. Alan Grant, Dean of the College of Agriculture and Life Sciences, and Susan Duncan and Patrick Hilt from the college participated in the tour, and several faculty from the AREC were on hand to discuss their research. (Presentation attached and marked Attachment C.)

Session II: Access and Affordability

The board then reconvened for Session II on Access and Affordability, which was facilitated by Ross Mecham. President Sands introduced the topic. In ranking possible topics for the retreat, the board rated access and affordability the highest priority. Now that we have met our 2022 milestone for access—40% underserved students in our undergraduate entering class, including transfers—it is time to set the next milestone. We have learned that the greatest obstacle to completing on time is financial. Additionally, when students work to mitigate their student debt, they will likely will not have had the experiences—networking, internships, leadership—that more economically students have used to ensure a fast start to their careers. Moreover, the demographics predict an "enrollment cliff" unless higher ed expands access.

Mecham explained that the objective of this session was to educate and engage BOV members in this critical conversation for Virginia Tech—to prime the conversation,

knowing there is more work to be done to create an ambitious model that can be communicated very simply. Board members had the opportunity to create an Ideal Experience Path for a VT student.

They also were able to glean a great deal of information from a deep dive into the affordability data provided by the Dr. Luisa Havens Gerardo, Vice Provost for Enrollment Management, who gave a presentation with statistics on the financial need of Virginia Tech's students in the context of peer institutions and the nation overall.

Challenges with access include:

- Nationally, undergraduate enrollment dropped 4.7% for spring 2022
- Undergraduate student body is 9.4% smaller than before the pandemic
- Nationwide, FAFSA submissions were down 12% compared to the prior year
- Rural schools also saw greater declines in applications than urban and suburban schools
- The Common App reported the number of applicants with incomes low enough to have the fee waived, or with parents who did not attend college, were down 2% and 3%.
- In addition to affordability, some forego attending college because they feel there is no longer a need for a four-year degree; today's students seek certificates and other types of credentials.

Challenges with affordability include:

- Rising college costs can make higher education seemingly unattainable for low-income students
- Low-income students are more likely to forgo higher education due to perceived financial constraints
- Once enrolled in college, low-income students are more likely to leave without obtaining a degree
- Insufficient funds to meet basic needs and the requirement to work more than part-time while in school contribute to the increased rate of attrition
- Low-income students often opt out of experiential learning opportunities due to the inability to forgo income from working to supplement their educational expenses

Examples of ***possible*** access and affordability initiatives and metrics were given:

1a. By 2028, close the affordability gap of entering in-state low-income students by increasing the need met with gift-aid by 20% each year
Or
1b. Decrease the net price for in-state students in the entering undergraduate cohort with family adjusted gross incomes of $48K and below to $9,500 a year by 2028

2a. Triple the number of fully funded Pell eligible in-state students in the entering undergraduate class by 2028
Or
2b. Increase the funded unrestricted need-based scholarship funds earmarked for in-state students by an additional 15.5 million dollars by 2028

The board and others present were then split into four groups for a break-out session to discuss possible goals that the university could adopt for access and affordability and metrics to be used to measure success. They were asked the following questions – complete with responses.

1. When you consider Access and Affordability, what is most important for VT?

Group 1	Serve land-grant mission. State funding, public-private partnerships; More aggressive recruitment
Group 2	Keep VA in VA; Land-grant mission, retain talent, state economic growth/workforce; Affordability #1 reason
Group 3	Both accessibility and affordability
Group 4	

2. How would you state this as an initiative?

Group 1	By 20xx, reduce unmet need by offering progressive tuition discount by AGI; Keep Virginians in Virginia.
Group 2	Lower tuition for low income student, increase out of state #s or out of state tuition Improve experience opportunities to better prepare students for good job opportunities; close gap on discount rate; high school outreach; partnership with business
Group 3	Monetary support, support pre, during and launch at VT experience; legislative
Group 4	$500 mill endowment; tuition increase (private school strategy); certificates, on-line strategies; tough financial decisions about priorities; unable to compete with peer institutions; more state grants

3. What metrics highlight our success?

Group 1	Grade ROI
Group 2	Compare peer institutions
Group 3	Maintain 40%; lower percentage of AGI
Group 4	

This was followed by a debriefing led by Ross Mecham that included several subject matter experts. The board members were asked to consider three questions:
(1) What did you hear that surprised you?
(2) What did you hear that is most important?
(3) What unanswered questions do you still have?

President Sands then spoke about next steps, which will include identifying a specific goal to adopt and the metric to be used to measure success. The value in this session is gained in the conversations, rather than the solutions. This is a critical conversation for Virginia Tech as we move forward in our strategic plan.

(Presentation attached and marked Attachment D.)

Session III: The Future of Intercollegiate Athletics

This session was introduced by Athletic Director Whit Babcock. He spoke about recent legislation and law suits that are impacting the intercollegiate athletics landscape across the nation and the challenges presented for Virginia Tech. He then discussed the new NCAA constitution and went on to discuss the exacerbation of financial pressures that are occurring and impacts on Virginia Tech. (Copy of talking points attached and marked Attachment E.)

This was followed by a presentation from the commissioner of the Atlantic Coast Conference, Jim Phillips, who was invited to speak. Dr. Phillips elaborated further on the national landscape and issues confronting the ACC and comparisons to other conferences. (Copy attached and marked Attachment F.)

The retreat was adjourned at 5:15 p.m.

Virginia Tech Board of Visitors Meeting

Retreat Agenda

Sunday, August 21, 2022
9:30 a.m. – 5:30 p.m.

Hampton Roads Agricultural Research and Extension Center
(1444 Diamond Springs Road, Virginia Beach, VA 23455)

Orientation

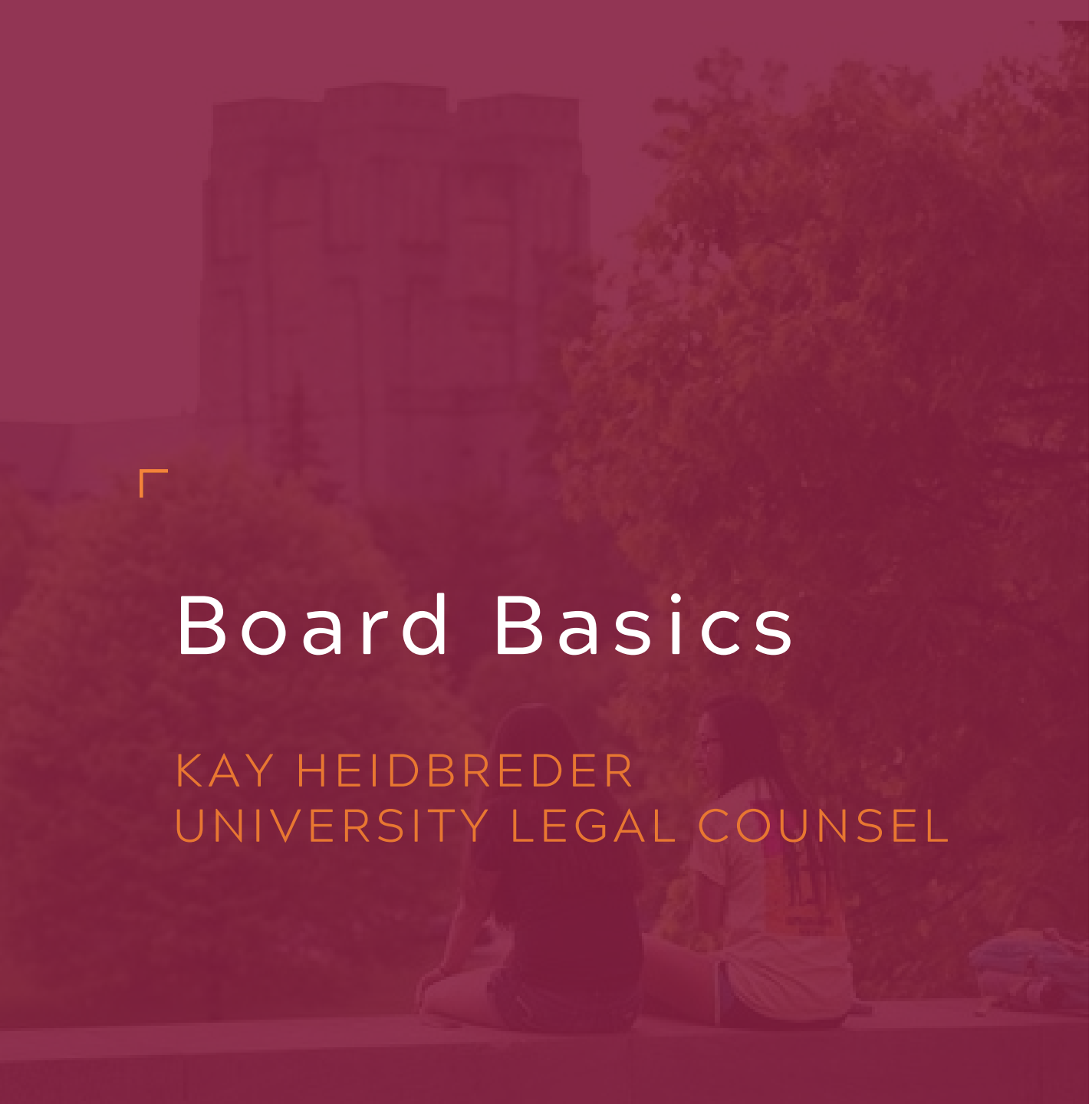
Session I – Freedom of Speech/Academic Freedom

Presentation/Tour of the Hampton Roads Agricultural Research and Extension Center

Session II – Access and Affordability

Session III – The Landscape for Intercollegiate Athletics and Implications for Virginia Tech

Attachment C
Attachment A



Board Basics

KAY HEIDBREDER
UNIVERSITY LEGAL COUNSEL

VIRGINIA TECH™

Attachment C
Attachment A

Legal Framework for Public Institutions

- Article VII of the Virginia Constitution
- Enabling legislation (Va. Code § 23.1-2600 et seq.)
- Title 23.1 of the Code of Virginia
  - Statutorily assigned powers and duties
  - Coordination by State Council of Higher Education (SCHEV)
- Restructuring Act/ Management Agreement

External Regulation

- Federal Government
  - U.S. DOE laws and regulations (Title IX, Clery, FERPA)
  - Financial Aid Participation Agreement
  - Grants Administrations (NSF, NEA)
- Accreditation by SACSCOC

Board Directives

The Board exercises its authority through collective action:

- Majority vote
- Open Session- Freedom of Information Act requirement
- Quorum Present

Attachment C
Attachment A

Freedom of Information Act

Government in the Sunshine

Attachment C
Attachment A

Board Meetings

FOIA Requirements:

- All meetings open to the public
- 3 members discussing institutional business constitutes a meeting
- Do not hit reply all on emails
- 3 day public notice must be provided
- Minutes must be taken
- Closed sessions allowed under very limited circumstances
- Public streaming of official meeting of full board

Attachment C
Attachment A

Board Records

- Default is that all records created by Board members in the transaction of public business are accessible under FOIA.
- Application of exemptions determined at the institutional level
  - Virginia Tech has a statutorily required FOIA officer
- Members are not required to create records, but once created, records must be maintained according to the Public Records Act
- Caution smartphone, texts, meeting notes, etc. are board records

Conflict of Interests Act

- Prevent accrual of personal financial interest of $ 5,000 or more
  - Members are prohibited from contracting with Virginia Tech
- Avoid appearance of impropriety
- Opportunity for opinion from Ethics Advisory Council or Attorney General

Conflict of Interests Act

Compliance Requirements

- Training to be completed within 2 months of assuming office and every 2 years thereafter
- Filing of disclosure forms upon assuming office and every February 1 thereafter

Attorney-Client Relationship

- The primary role is to advise the Board and University President on legal issues and the management of legal risk
- Reports provided under privilege in conjunction with regular meetings

The Heckler

Brother Jim is an iterant preacher who travels the college campus circuit. He has an inflammatory style, berating female students for their immodest dress, calling them whores, and railing against sinners. He sees college campuses as a haven for sex, drugs, alcohol, rock and roll, all of which lead students, especially females, to turn against God.

A VT student organization invites Brother Jim to preach on the Drillfield for a day. Initially, most students ignore Brother Jim. However, to get attention, Brother Jim increases his tirades targeting females with his whore and sinner language. Several students are offended and call campus police, asking that he be removed. The students also begin shouting over Brother Jim so that he cannot be heard. The students now start screaming threats to Brother Jim with the intention of shutting him up.

When the campus police arrive, there is no evidence of violence. It is clear however, that Brother Jim is agitated and asks the police to keep the gathered crowd from interfering with his ability to reach his intended audience.

Questions

1. What are the most important facts of the scenario?
2. What should Virginia Tech's stance be?
3. How should this situation be handled?

Neo-Nazi Faculty Member:

Jo is a Collegiate Faculty member on the second year of a five-year contract. She has been teaching a required first-year engineering course at Virginia Tech for several years and has consistently received high peer reviews and SPOT (student perception of teaching) scores. In the sixth week of the fall semester, a screenshot of a social media post allegedly authored by Jo goes viral. The post, which was intended for a private audience, espouses Neo-Nazi ideology, including xenophobia, antisemitism, and white nationalism. When confronted, Jo does not deny having authored the post, but says it is her free speech right to express opinions that may be viewed as hateful by some, and she did not physically threaten anyone.

The president issues a statement condemning the content of Jo's post, but supporting her right to free speech, however abhorrent that speech may be.

Students, faculty, alumni, and others from around the world demand that Jo be fired immediately. Some students of color, Jewish students, and international students who are enrolled in Jo's classes argue that there is no way that Jo can evaluate their performance objectively. The university performs a preliminary investigation and determines that Jo did not use university resources in engaging in the private online chat. Furthermore, the university was not able to find any evidence that Jo ever expressed her Neo-Nazi views in her role as a faculty member. There were no prior complaints registered by current or former students or colleagues.

The university decides to allow any student who wishes to change sections to do so. Nevertheless, the pressure continues to mount, with 300,000 signatures on a petition to fire Jo, pressure from elected officials and donors who claim they will withhold funding to the university, and a concerted campaign to discourage prospective faculty and students from joining Virginia Tech.

Questions

1. What are the most important facts of the scenario?
2. What should Virginia Tech's stance be?
3. How should this situation be handled?

Attachment C

Hampton Roads Agricultural Research and Extension Center

JEFFREY DERR
PROFESSOR AND DIRECTOR

AUGUST 21, 2022

VIRGINIA TECH

Attachment C

Hampton Roads Agricultural Research and Extension Center

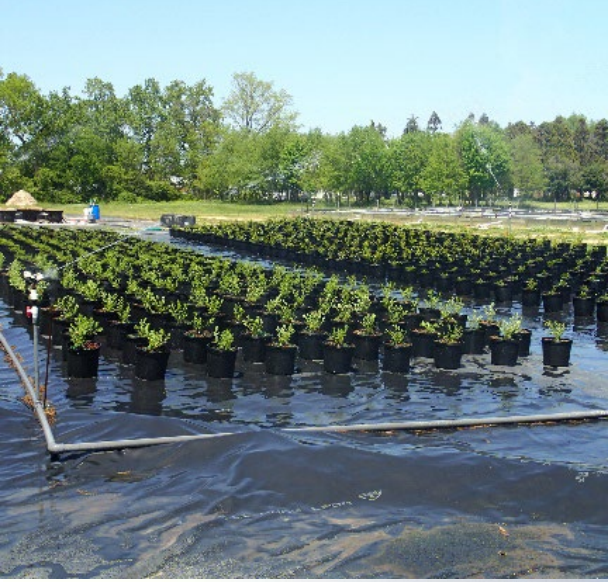
1444 Diamond Springs Road
Virginia Beach, VA 23455

One mile from the Chesapeake Bay, 11 miles from the Atlantic Ocean, close to the Norfolk line, I64, and the Chesapeake Bay Bridge Tunnel, 300 miles from Blacksburg

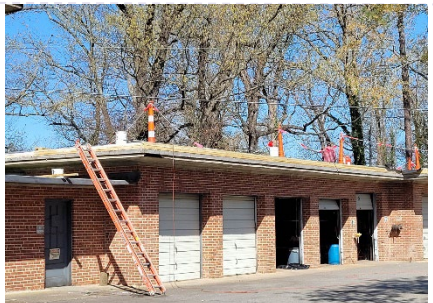
Attachment C

Hampton Roads AREC

Attachment C



About our AREC



- 50 acres container and field research
- 10 acres demonstration gardens
- 10 acres – buildings, parking, etc.
- 7 labs
- 7 greenhouses (solar, rain out, high tunnel, overwintering, 3 general)
- 3 classrooms
- grad student housing (2)

Attachment C

History of the Hampton Roads AREC

- In 1906, the Southern Produce Company, an organization of truck crop growers and marketers in the Norfolk area discussed need for an agricultural research station.
- In 1907 the Southern Produce Company purchased 59 acres six miles northeast of downtown Norfolk on Diamond Springs Road, in Princess Anne County (now Virginia Beach)
- In 1920, the Southern Produce Company leased the land to the Commonwealth, and the Virginia General Assembly established the Virginia Truck Experiment Station as a state agency
- Focus on vegetable production

Figure 1: Office and Laboratory*- 1910*

Figure 2: *Entomology Laboratory- 1910*

Attachment C

History of the Hampton Roads AREC

- Acreage increased to 107 acres, later land sales reduced to 70 acres.
- Research activities were re-directed in 1967 to reflect the emergence of the nursery industry. A name change to the Virginia Truck and Ornamentals Research Station followed.
- In 1985, the General Assembly established the Virginia Truck and Ornamentals Research Station as a component of the Virginia Agricultural Experiment Station of the Virginia Tech College of Agriculture and Life Sciences.
- renamed the Hampton Roads Agricultural Research and Extension Center in 1994.
- southern end of the building was renovated in 2003 and connects to the 1950 wing.
- Land owned by Virginia Beach, Norfolk (pond) and the state, 99 year renewable lease

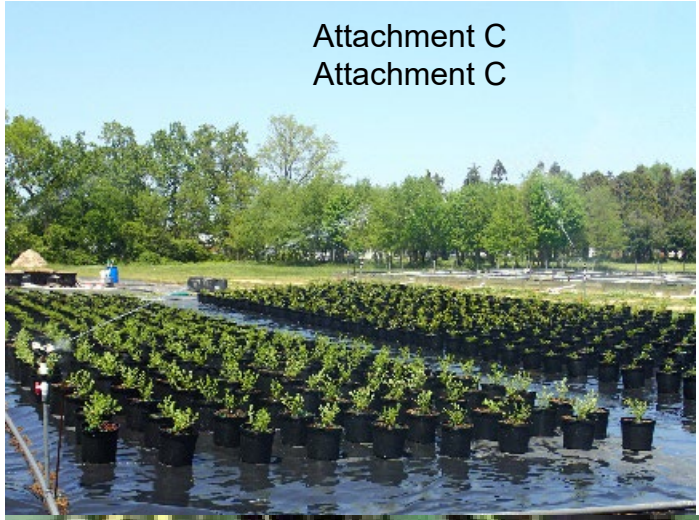
Attachment C

Hampton Roads AREC

Vision and Mission

- HRAREC known as a premier, nationally recognized center in horticultural crop production and environmentally sustainable landscape management.

- HRAREC conducts research and extension programs to support the horticulture industry in Virginia, primarily for nursery production, landscape ornamental and turfgrass maintenance, small fruit production, integrated pest management of insects, diseases, and weeds, and stormwater management in urban environments



Attachment C

Hampton Roads AREC

Value of the industry

- Nursery/greenhouse industry is the largest plant industry in Virginia (Cash receipts).
- There are approximately 1.7 million acres of managed turf in Virginia
- Virginia Green Industry economic impact estimated to be over $8 billion annually
- Virginia Beach is the largest country/city for strawberry production
- Over 1.7 million people live in Hampton Roads, stormwater management a key issue

Attachment C

Hampton Roads AREC

Stakeholders/Community

- Virginia Nursery and Landscape Association
- Virginia Horticultural Foundation
- AmericanHort/Horticultural Research Institute
- Virginia Turfgrass Council
- Virginia Turfgrass Foundation
- Turfgrass Water Conservation Alliance
- Virginia Strawberry Growers Association
- North American Strawberry Growers Association
- IR-4 Program
- Extension agents
- City governments
- Advisory Board (with ESAREC)

Hampton Roads AREC

Personnel

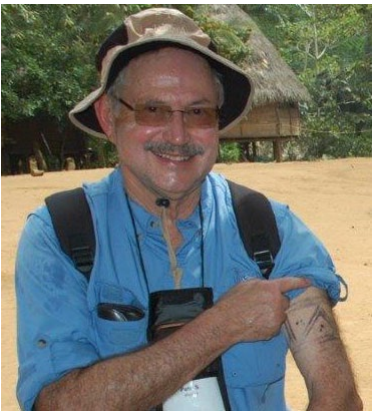
- 7 faculty (plant pathologist, entomologist, weed scientist, 2 horticulturists, water engineer, 1 research scientist) plus 1 professor emeritus/entomologist
- 8 staff (admin, mechanic, farm manager, farm worker, 4 technicians) + 1 grant-funded technician
- Currently 2 post docs, 1 PhD student, 4 MS students, plus hourly wage employees

Attachment C









Faculty

- Jeffrey Derr, Weed Scientist, Director
- Chuan Hong, Plant Pathologist
- Peter Schultz, Entomologist (retired)
- Alejandro Del Pozo Valdivia, Entomologist
- Jayesh Samtani, Small Fruit Specialist
- Laurie Fox – Sustainable Landscapes
- David Sample – Water Engineer

Attachment C

Faculty programs – Water management

- Improved urban runoff mgt – monitoring, modeling
- Improved selection and placement of BMPs
- Sustainable landscape practices
- Richmond, Fredericksburg, Virginia Beach city governments
- Floating wetlands
- Nitrogen and phosphorus leaching
- Certification program for Chesapeake Bay landscapers

Attachment C

Small fruit production

- Strawberry and blackberry cultivar evaluation
- Fertility
- Methyl bromide alternatives, anaerobic soil disinfestation
- High tunnels




Attachment C

Small fruit production

Attachment C

Small fruit production

Attachment C

Small fruit production

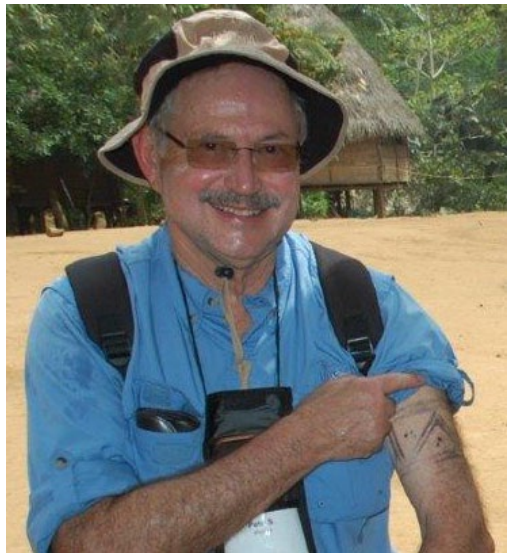
Kiwi

We are in zone 8A Average low air temperature 15-20 F

Attachment C

Faculty programs – Invasive Pest Management

- Insect and disease pests in nursery and landscape crops
- Weed species in nursery and fruit production, landscape maintenance



Attachment C

Hampton Roads AREC

Key research programs

Pest management – Diseases

- Focus on boxwood blight
- Phytophthora in irrigation water

Attachment C

Hampton Roads AREC

Key research programs

Pest management – Insect pests

- Ambrosia beetle
- Crape myrtle bark scale
- Spotted lantern fly
- Red-headed flea beetle

Attachment C

Hampton Roads AREC

Key research programs

Pest management – Weeds

- Annual broadleaf weeds container production (Phyllanthus, mulberry weed, spotted spurge, eclipta)
- Yellow nutsedge, kyllinga
- Virginia buttonweed, wild violets
- Bermudagrass, dallisgrass
- Japanese stiltgrass

Attachment C

Hampton Roads AREC

Key research programs

Turf research

- Tall fescue (1A), bermudagrass (2 A), zoysia (0.25A), St. Augustine (0.25 A)
- NTEP trials – tall fescue, zoysia, St. Augustine, low maintenance warm season, low maintenance cool season
- Drought tolerance – rain out shelter

Attachment C

Outreach

- Master Gardener training
- Student School tours (elementary - community college) and garden tours ~ 25/year
- Field days and workshops
- Pesticide applicator training
- Host events with over 40 groups/year

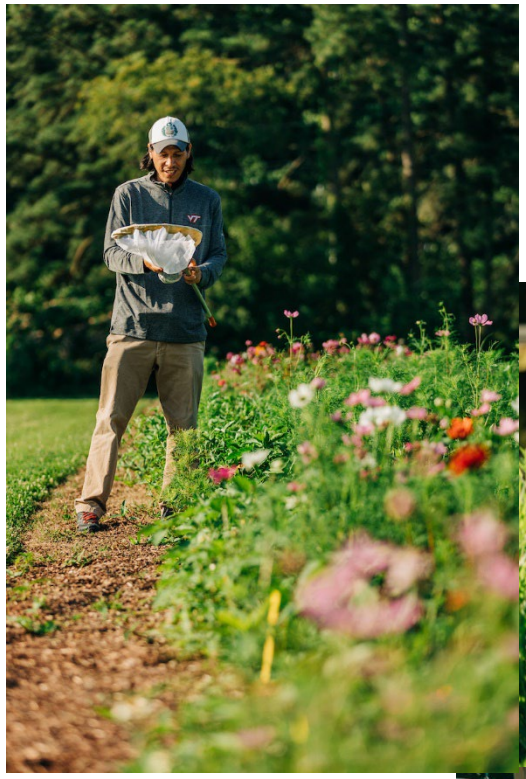
Attachment C

Gardens

- Display gardens - Sustainable, rain, buffer, utility line, composting, enabling, bayscape, butterfly, perennial, annual bedding, herb, arboretum, tree trail

- Pollinator garden

Master gardeners – over 100 work with us on the gardens



Attachment C

Hampton Roads AREC

Key events

At HRAREC

- Turfgrass field day
- Fall gardening festival
- Spring plant sale by master gardeners
- VT Alumni Association meeting
- Virginia Wesleyan soils lab
- Tidewater Community College classes

Other

- Mid-Atlantic Horticulture Short Course
- Come to the Bay turfgrass shortcourse
- Mid-Atlantic Turfgrass Expo

Attachment C

Hampton Roads AREC

Collaborations

- Boxwood blight work with an international team of scientists
- Research project with the University of Basil
- Hosted scholars from China – stormwater management
- Entomologist, weed scientist part of the VT Turf Team
- Cooperative research and extension with Virginia State University, Delaware State University
- Cooperative extension projects – Southern Nursery IPM working group
- Master gardener training with local horticulture agents

- Tom Tracy, Director, Virginia Turfgrass Council
- Doug Shewbridge, President, Virginia Master Gardeners

BBG Boxwood Blight Insight Group

Virginia Turf

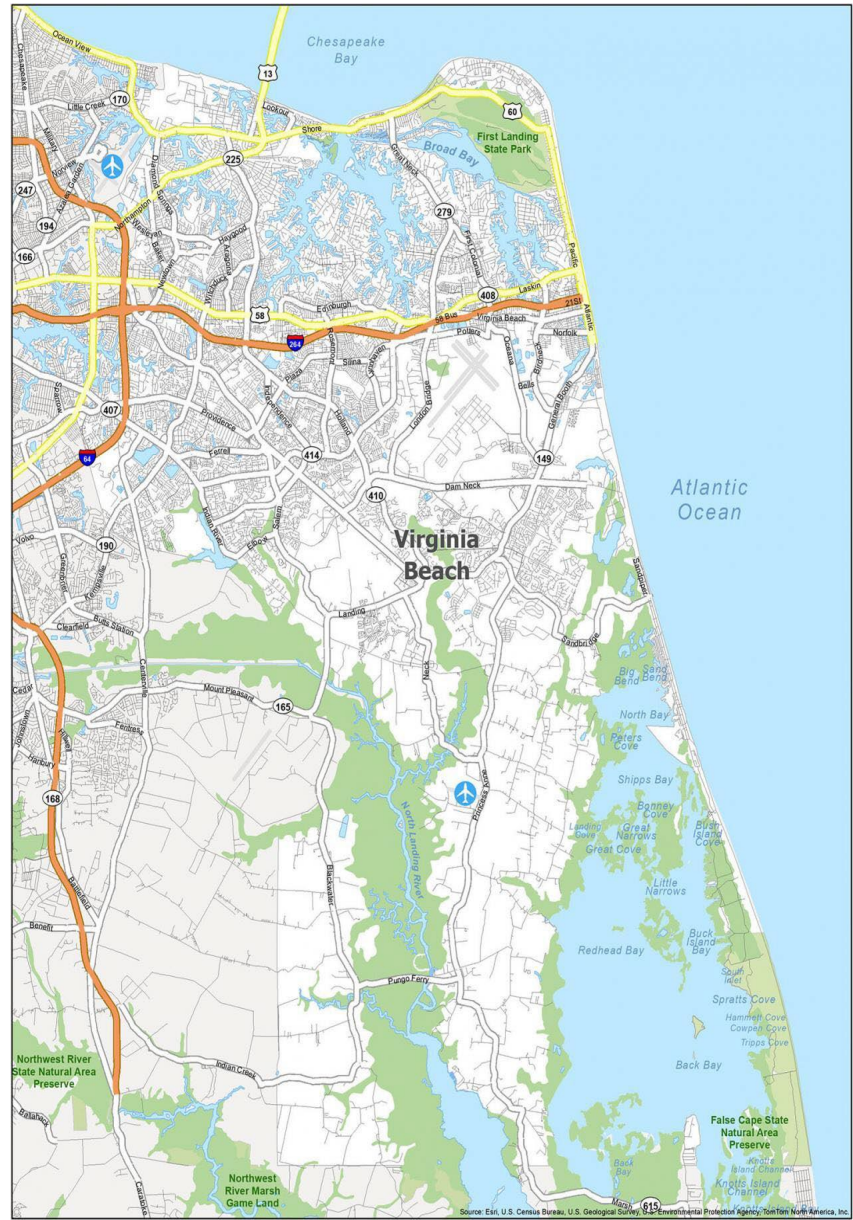
VSU Virginia State

Southern IPM Center

Attachment C

Potential Relocation of HRAREC

- $500,000 grant from the General Assembly to VT to do a feasibility study
- Outside company (AECOM) hired to do the study
- VT must report the General Assembly by December 15, 2022
- Potential sites include land near the courthouse area of Virginia Beach



Attachment C

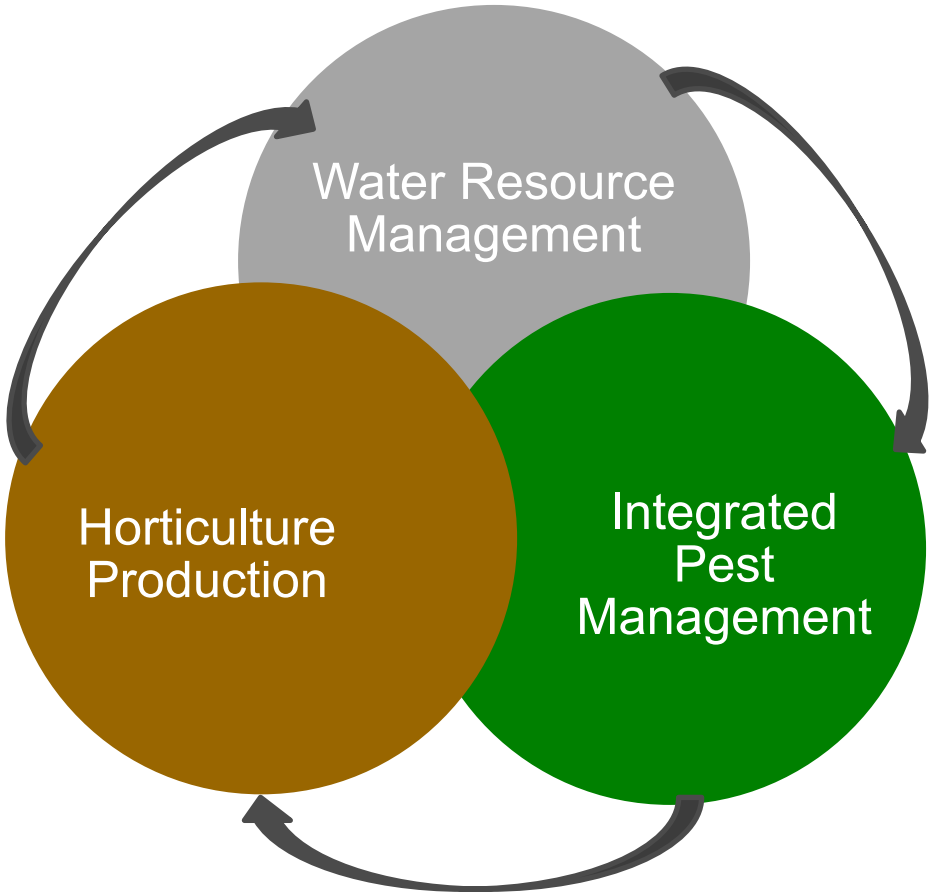
Vision for the Hampton Roads AREC

2022

Premier, nationally recognized center
Horticulture production and turf and landscape management

Focus areas:
- Nursery, small fruit production
- Water resource management
- Nutrient management
- IPM programs -insect, disease, weed management.

Research, Extension, Graduate Instruction



Attachment C

Hampton Roads Agricultural Research and Extension Center

THANK YOU FOR YOUR ATTENDANCE!

QUESTIONS?

VIRGINIA TECH

Attachment C
Attachment D

Session II: Access and Affordability

Attachment C
Attachment D

Part of the VT Mission

President Sands

What Will We Do?

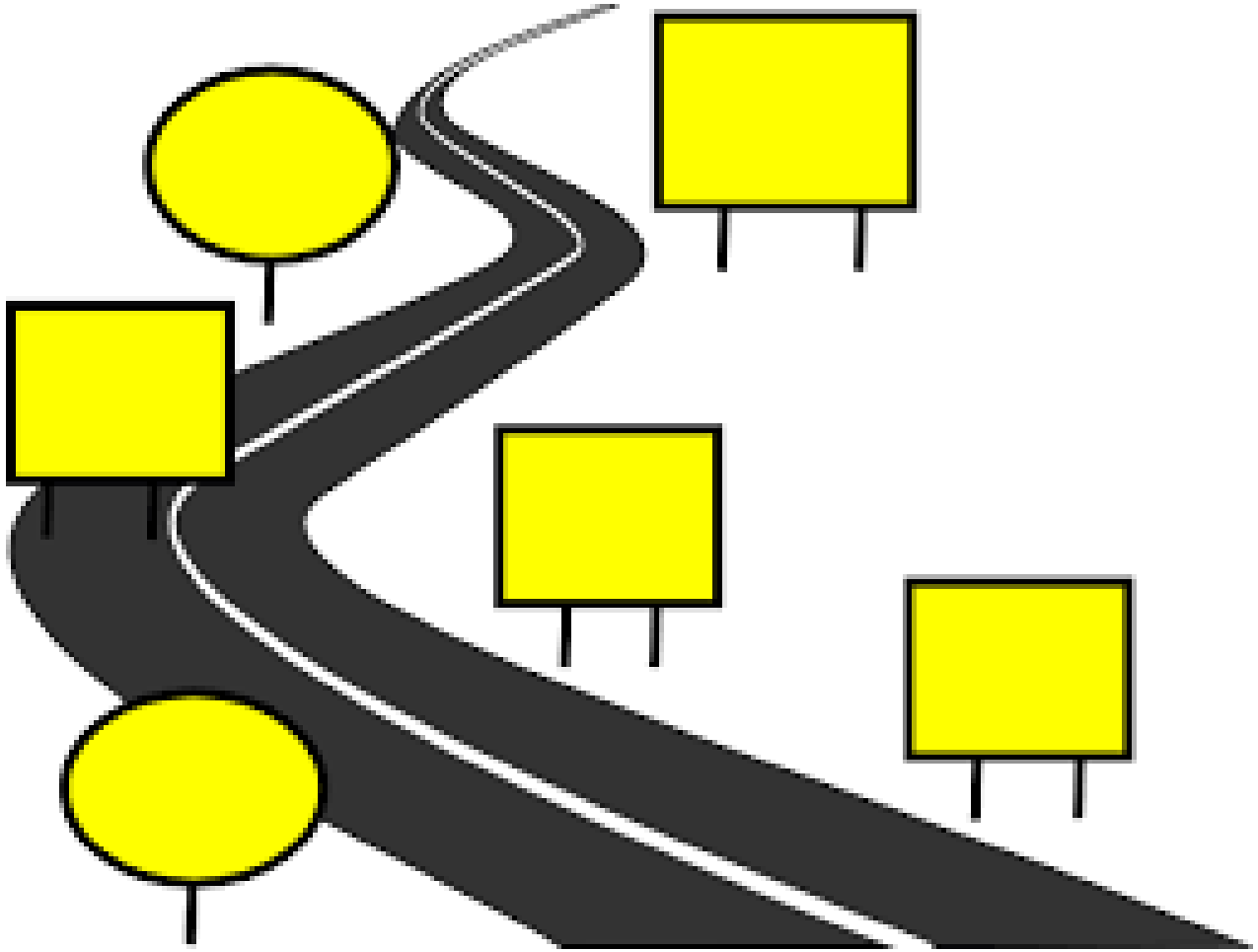
- Join the conversation
- Gather data
- Develop example goals

Attachment C
Attachment D

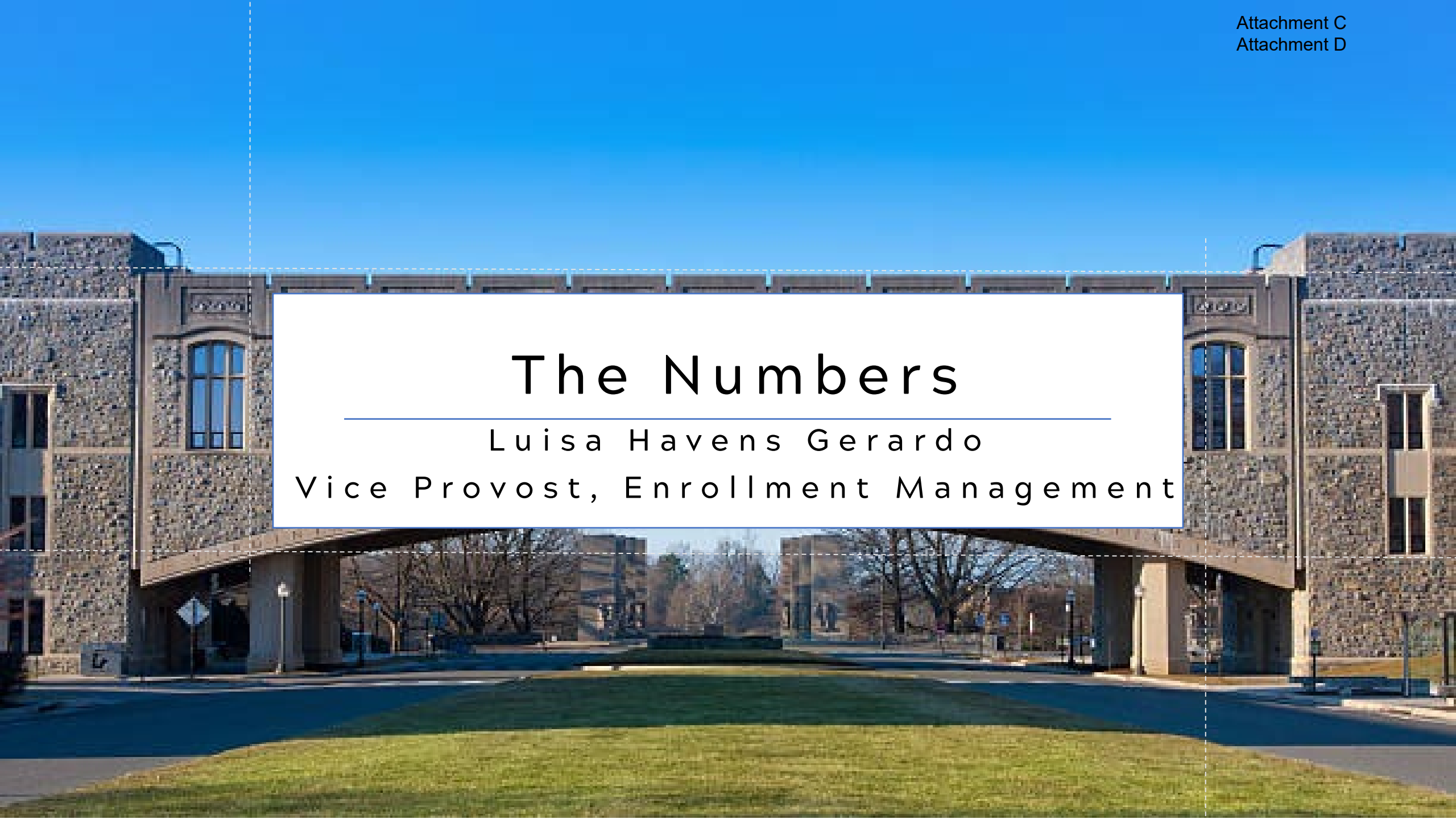
Do You Know?

Attachment C
Attachment D

IDEAL EXPERIENCE PATH



Attachment C
Attachment D



The Numbers

Luisa Havens Gerardo
Vice Provost, Enrollment Management

An Economic Imperative

- Providing expanded access to high quality education increases a state's ability to grow and attract high-wage employers.
- There is a clear and strong correlation between the educational attainment of a state's workforce and median wages in the state.
- Workers with higher incomes contribute more through taxes over the course of their lifetimes.
- The benefits of a more educated population accrue not just to the more educated workers, but to future generations and to the broader society.

Source:https://www.epi.org/publication/states-education-productivity-growth-foundations/

Attachment C
Attachment D

Access

Nationally, undergraduate enrollment dropped 4.7 percent this spring or over 662,000 students from spring 2021.

As a result, the undergraduate student body is now 9.4 percent or nearly 1.4 million students smaller than before the pandemic.

Nationwide, FAFSA submission were down 12% compared to the prior year with the highest decline amongst high schools with high low-income and/or minority enrollment.

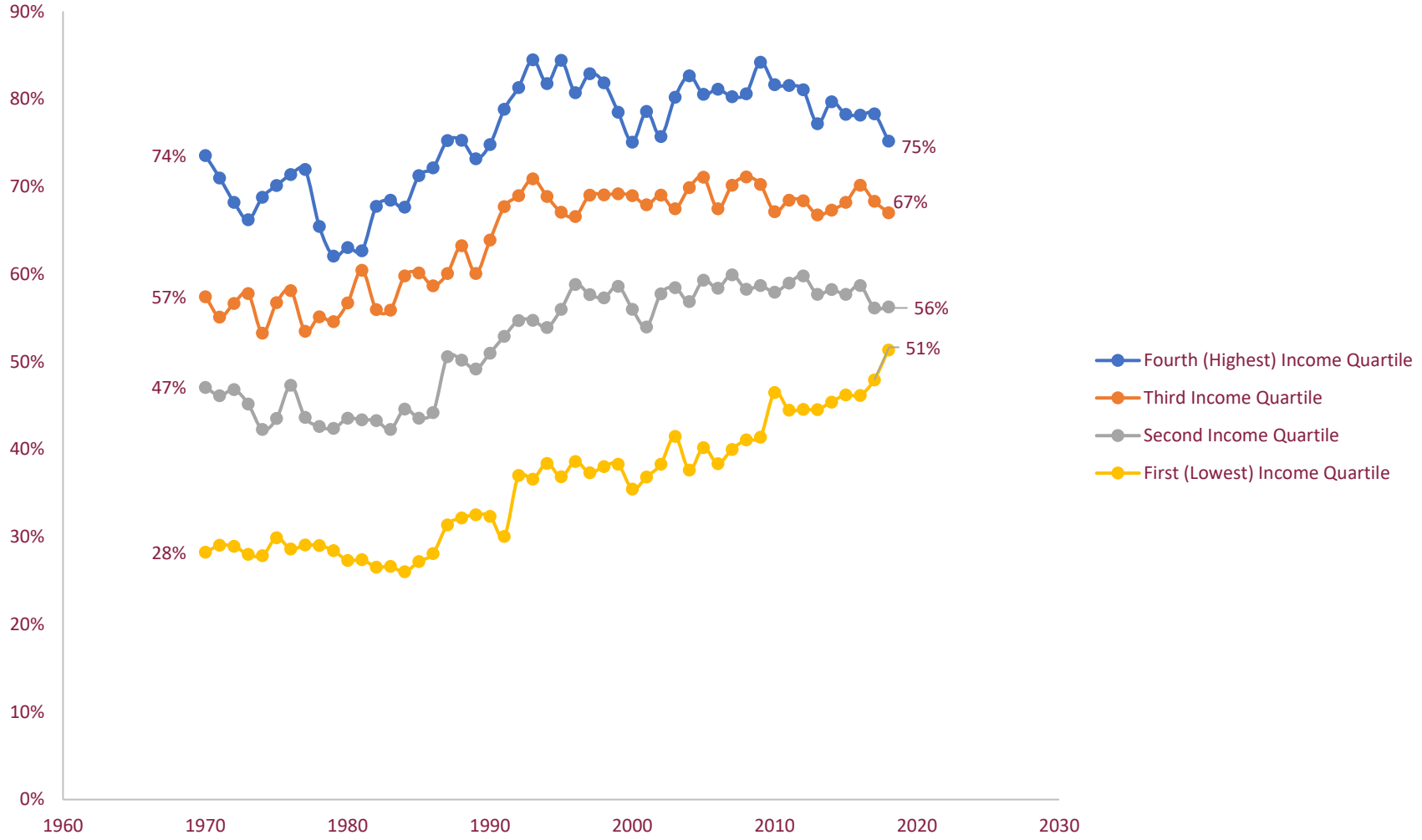
Rural schools also saw greater declines in applications than schools in urban and suburban areas.

The Common App reported the number of applicants with incomes low enough to have the fee waived, or with parents who did not attend college, were down 2% and 3% respectively.

150 years 1872-2022

Attachment C
Attachment D

College enrollment rate by family income quartile for dependent 18-24-year-olds



SOURCE: Calculated from October Current Population Survey File (formerly Table 14 in Census Bureau's School Enrollment Report), tabulated using the U.S. Census Bureau online data retrieval tool, Dataferrett, https://dataferrett.census.gov/; School Enrollment Data,

150 years 1872-2022

Attachment C
Attachment D

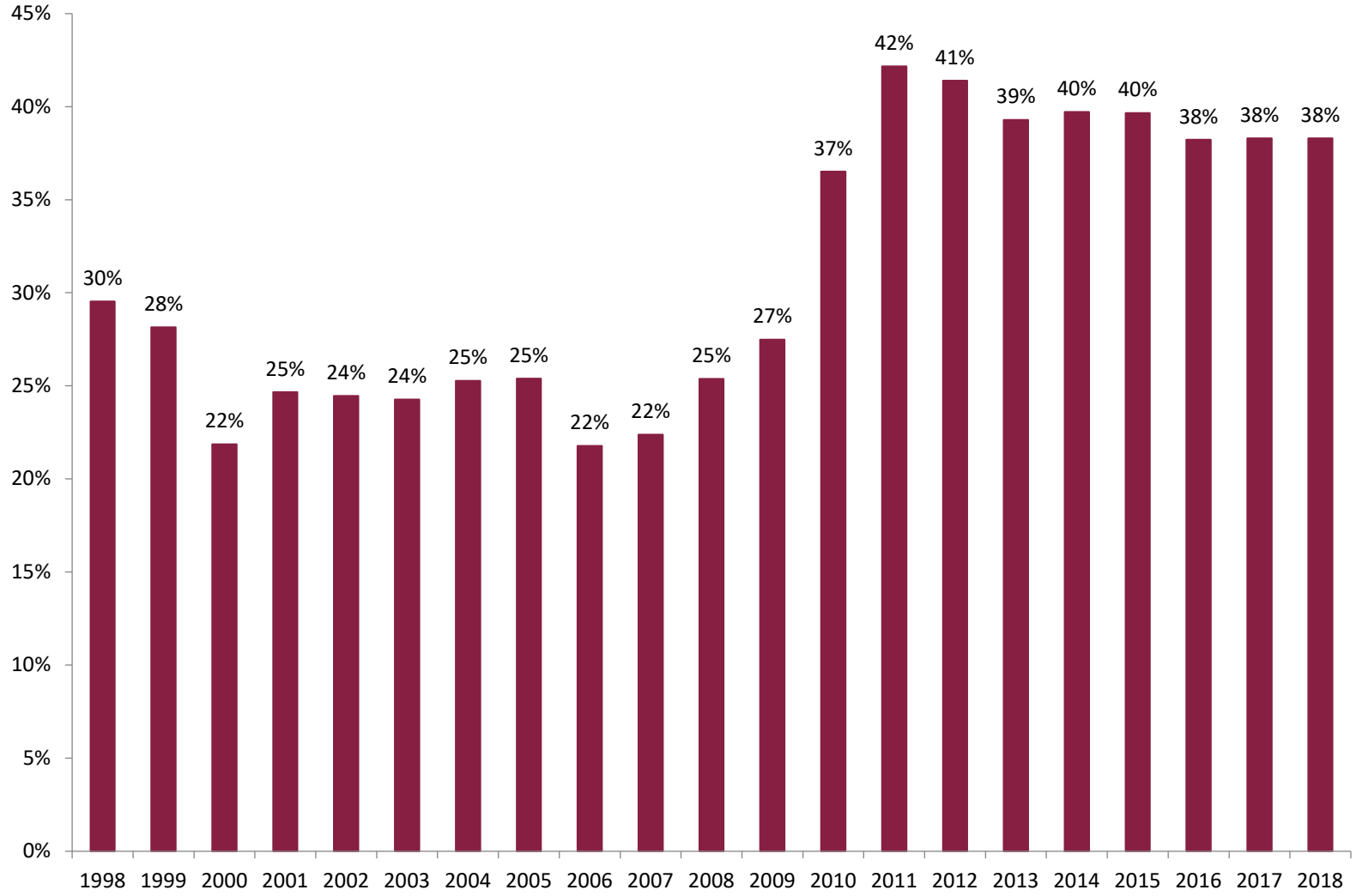
College enrollment in Virginia, 2020

- Among students enrolled full time in Virginia postsecondary institutions 76.9% were state residents and 23.1% non-residents
- 555,755 students enrolled in Virginia colleges
- 69.0% of students enrolled in Virginia postsecondary institutions attend public schools
- Enrollment declined 3.84% between 2010 and 2020
- 56.0% of full-time students- female
- Among all Virginia residents enrolled in college, 19.8% left the state to attend college

Source:https://educationdata.org/college-enrollment-statistics

Attachment C
Attachment D

College enrollment rate low-income students - Virginia



SOURCE: Mortenson, T. (2019). *College Participation Rates for Students from Low-income Families by State and Sector: 1993 to 2018*, Washington, DC: The Pell Institute for the Study of Opportunity in Higher Education. Retrieved from www.postsecondary.org.

150 years 1872-2022

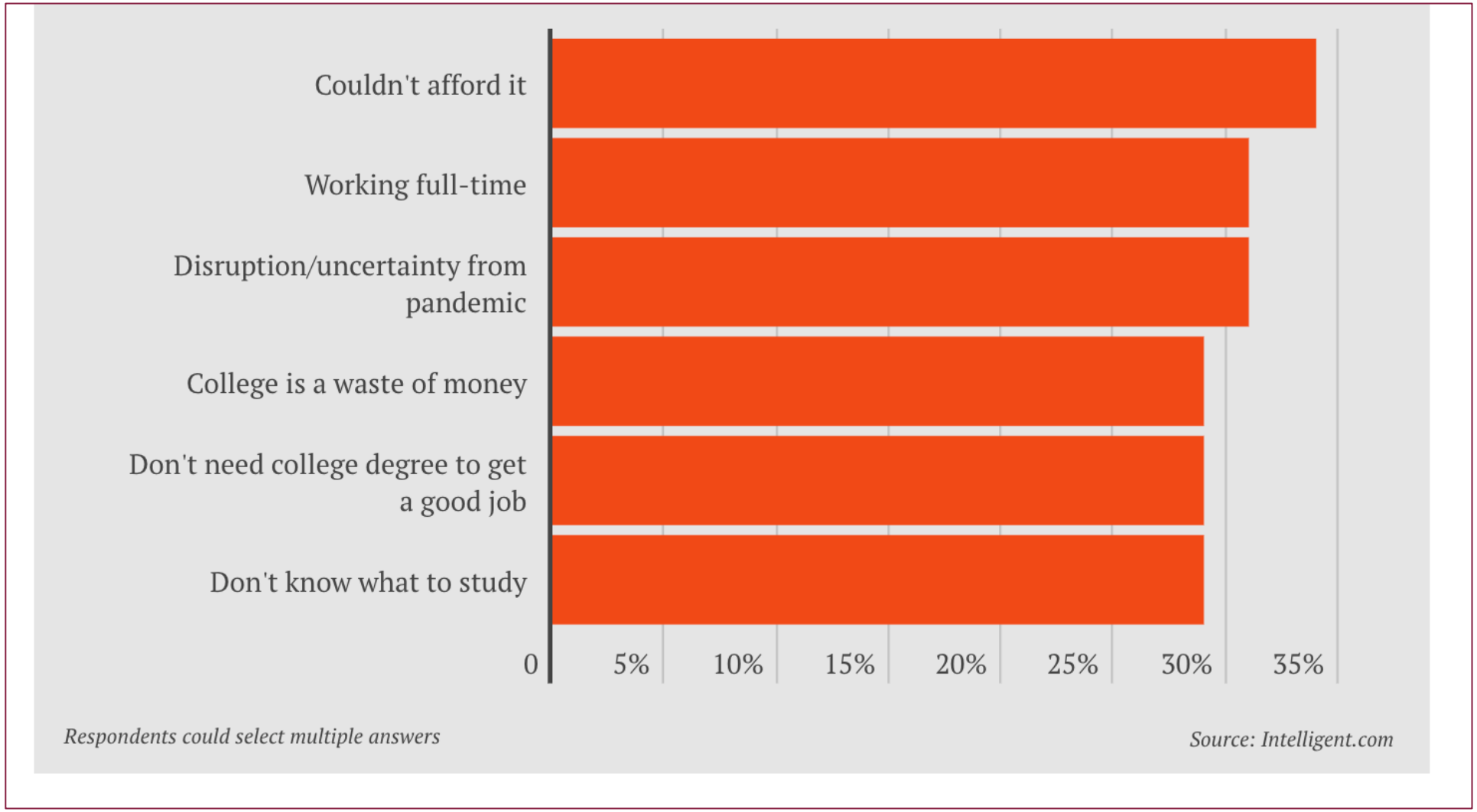
Attachment C
Attachment D

AFFORDABILITY

- Rising college costs can make higher education seemingly unattainable for low-income students.
- Low-income students are more likely to forgo higher education entirely due to perceived financial constraints.
- Once enrolled in college, low-income students are more likely to leave without obtaining a degree.
- Insufficient funds to meet basic needs and the requirement to work more than part-time while in school contribute to the increased rate of attrition.
- Low-income students often opt out of experiential learning opportunities (study abroad, internships, co-ops, etc.) due to the inability to forgo income to supplement their educational expenses.

150 years 1872-2022

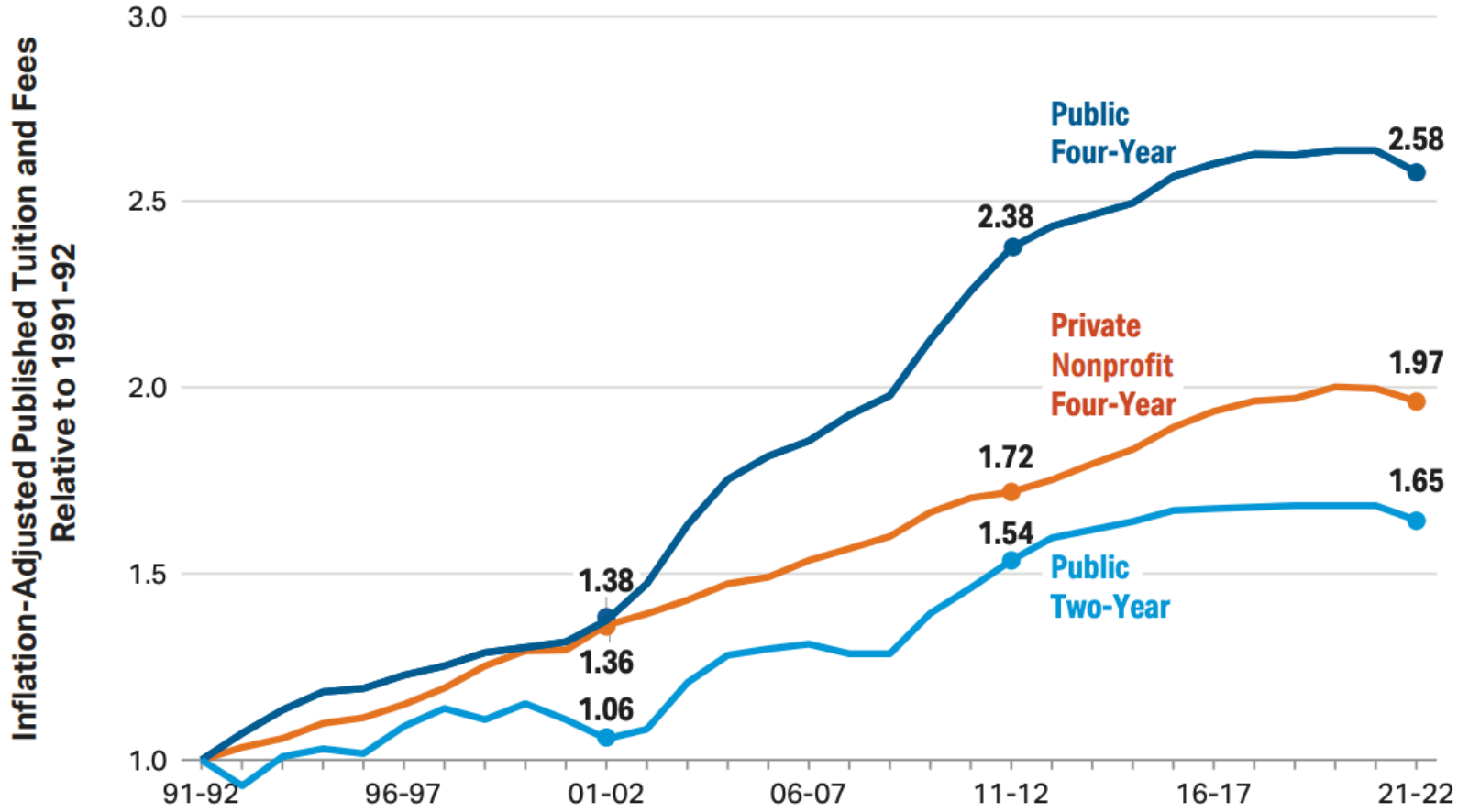
Reasons why recent high-school grads are not attending college (2021-22)



150 years 1872-2022

Attachment C
Attachment D

Inflation-adjusted published tuition and fees 1991 to 2021



SOURCE: College Board, Annual Survey of Colleges; NCES, IPEDS Fall Enrollment data.

150 years 1872-2022

Attachment C
Attachment D

Average Cost of Attendance, Net Price, and Unmet Need by VA 4-year Public Institution (2019-20)

	Average of Cost of Attendance	Average of Net Price	Average of Unmet Need
College of William and Mary	$36,591	$15,573	$4,435
Virginia Military Institute	$30,260	$15,410	$5,204
UVA-Wise	$20,203	$9,160	$5,454
University of Virginia	$31,505	$17,917	$7,390
Virginia State University	$21,209	$11,173	$8,458
Virginia Tech	$26,955	$18,607	$10,073
Christopher Newport University	$29,623	$22,333	$10,179
Christopher Newport University	$29,623	$22,333	$10,179
University of Mary Washington	$25,104	$18,478	$10,262
James Madison University	$25,580	$19,373	$10,436
Radford University	$22,793	$15,924	$10,529
Norfolk State University	$22,791	$13,858	$11,251
Longwood University	$27,579	$19,690	$11,435
Old Dominion University	$23,832	$17,309	$12,473
Virginia Commonwealth University	$27,901	$19,354	$12,608
George Mason University	$24,151	$18,845	$12,975
Overall Average	**$26,405**	**$16,867**	**$9,544**

150 years 1872-2022

Average total cost, grant and scholarship (gift) aid and net price for first-time, full-time, degree-seeking undergraduate students paying in-state tuition at Virginia Tech, 2022-23 preliminary

Term	Type	Quintile	N	Avg AGI	Min AGI	Max AGI	Avg COA	Avg VT Gift Aid	Avg Net Price	Avg net price as proportion of average AGI
202209	FTIC		742				$33,128	$410	$32,718	
202209	FTIC	0	669	$29,903	$0	$56,107	$33,273	$18,871	$14,402	48%
202209	FTIC	1	712	$82,128	$56,170	$108,522	$33,404	$8,515	$24,889	30%
202209	FTIC	2	720	$133,330	$108,762	$159,164	$33,307	$2,705	$30,602	23%
202209	FTIC	3	757	$191,631	$159,355	$229,835	$33,333	$1,688	$31,645	17%
202209	FTIC	4	803	$395,648	$229,902	$8,029,710	$33,174	$1,369	$31,804	8%
202209	Transfer		276				$33,106	$265	$32,841	
202209	Transfer	0	182	$24,020	$0	$56,000	$32,527	$12,122	$20,405	85%
202209	Transfer	1	139	$79,533	$56,791	$108,403	$32,375	$6,199	$26,176	33%
202209	Transfer	2	131	$132,130	$108,753	$159,176	$32,659	$1,566	$31,094	24%
202209	Transfer	3	94	$189,041	$160,253	$228,331	$32,594	$598	$31,996	17%
202209	Transfer	4	48	$308,954	$229,943	$894,044	$32,648	$359	$32,289	10%

Source: VT's Office of Analytics & Institutional Effectiveness, Aug 1, 2022

Example Initiatives

- By 20XX, close the affordability gap of entering in-state low-income students by increasing the need met with gift-aid by XX% each year

- Decrease the net price for in-state students in the entering undergraduate cohort with family adjusted gross incomes of $48k and below to $9,500 a year by 2028.

Breakout:

- When you consider Access and Affordability, what is most important for Virginia Tech?
- How would you state this as an initiative?
- What metrics highlight our success?

Attachment C
Attachment D

Breakout Debrief

What are you thinking?

- What did you hear that surprised you?
- What did you hear that is most important?
- What unanswered questions do you still have?

Attachment C
Attachment D

Next Steps

President Sands

Attachment C
Attachment D

Supplemental slides

Attachment C
Attachment D

Maximum Pell grant as a percentage of national average cost of attendance, in 2021 dollars, 2001-02 to 2021-22, selected years

	Public Four-Year		Private Nonprofit Four-Year	
	In-State Tuition and Fees	Tuition and Fees and Room and Board	Tuition and Fees	Tuition and Fees and Room and Board
2001-02	99%	42%	22%	16%
2006-07	70%	32%	18%	13%
2011-12	67%	32%	20%	15%
2016-17	60%	29%	17%	13%
2021-22	60%	29%	17%	13%

SOURCE: College Board, *Trends in College Pricing 2021*, Table CP-2 online. U.S. Department of Education, *Federal Pell Grant Program End-of-Year Report*, 2001-02 through 2017-18; U.S. Department of Education, Federal Student Aid Data Center, Title IV Program Volume Reports and Aid Recipients Summary; calculations by the author.

In 2021-22

Max Pell = $6,495

Average Pell = $4,220

Average Pell at VT = $4,923

Attachment C
Attachment D

Maximum Pell grant as a percentage of national average cost of attendance, in 2021 dollars, 2001-02 to 2021-22, selected years

	Public Four-Year		Private Nonprofit Four-Year	
	In-State Tuition and Fees	Tuition and Fees and Room and Board	Tuition and Fees	Tuition and Fees and Room and Board
2001-02	99%	42%	22%	16%
2006-07	70%	32%	18%	13%
2011-12	67%	32%	20%	15%
2016-17	60%	29%	17%	13%
2021-22	60%	29%	17%	13%

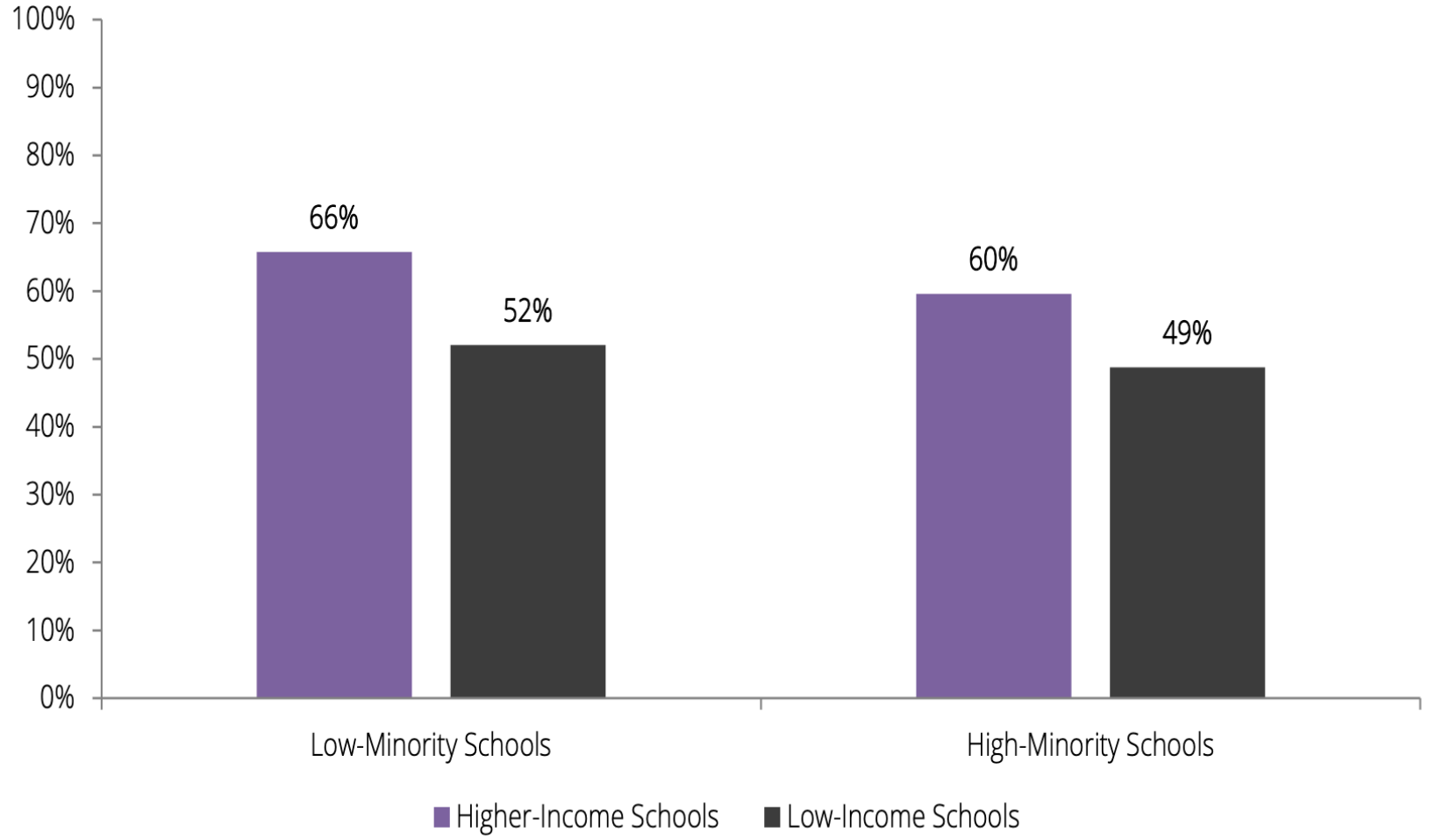
VT 35%

VT 17%

In 2021-22-- Max Pell= $6,495 Average Pell=$4,220 Average Pell at VT= $4,923

SOURCE: College Board, *Trends in College Pricing 2021*, Table CP-2 online. U.S. Department of Education, *Federal Pell Grant Program End-of-Year Report*, 2001-02 through 2017-18; U.S. Department of Education, Federal Student Aid Data Center, Title IV Program Volume Reports and Aid Recipients Summary; calculations by the author.

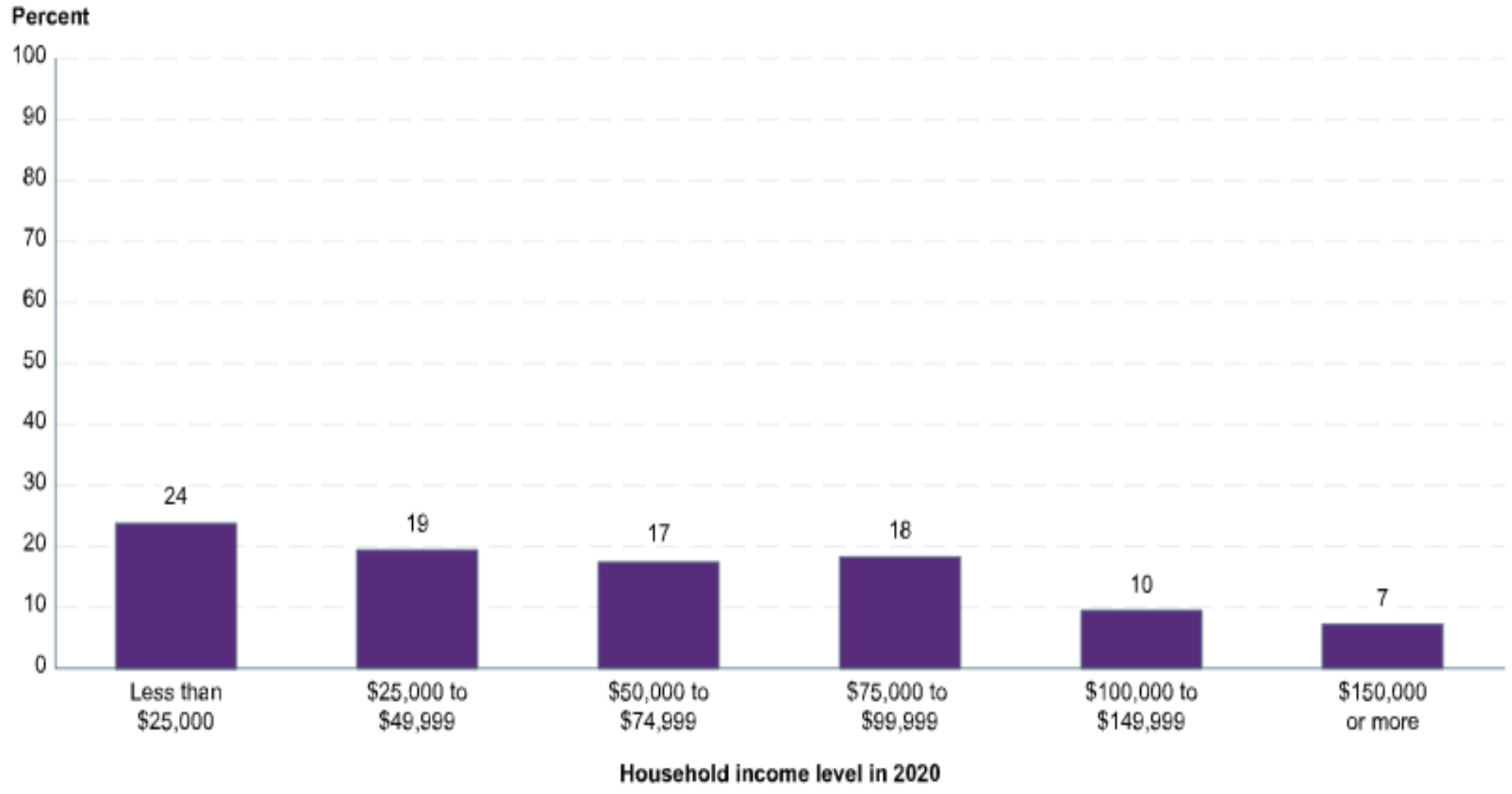
College enrollment rates in the first Fall after high school graduation, Class of 2020, by income and minority levels



Source: https://nscresearchcenter.org/wp-content/uploads/2021_HSBenchmarksReport.pdf

Attachment C
Attachment D

Percentage of adults 18 years and over who reported all plans to take classes in fall 202 have been cancelled for at least one household member; by household income



SOURCE: U.S. Department of Commerce, Census Bureau, Household Pulse Survey, August 18 to August 30, 2021. See *Digest of Education Statistics 2021*, table 302.80.

Attachment C
Attachment D

Percentage of 2009 ninth-grade students who believed in 2012 that their family could afford to send them to college?

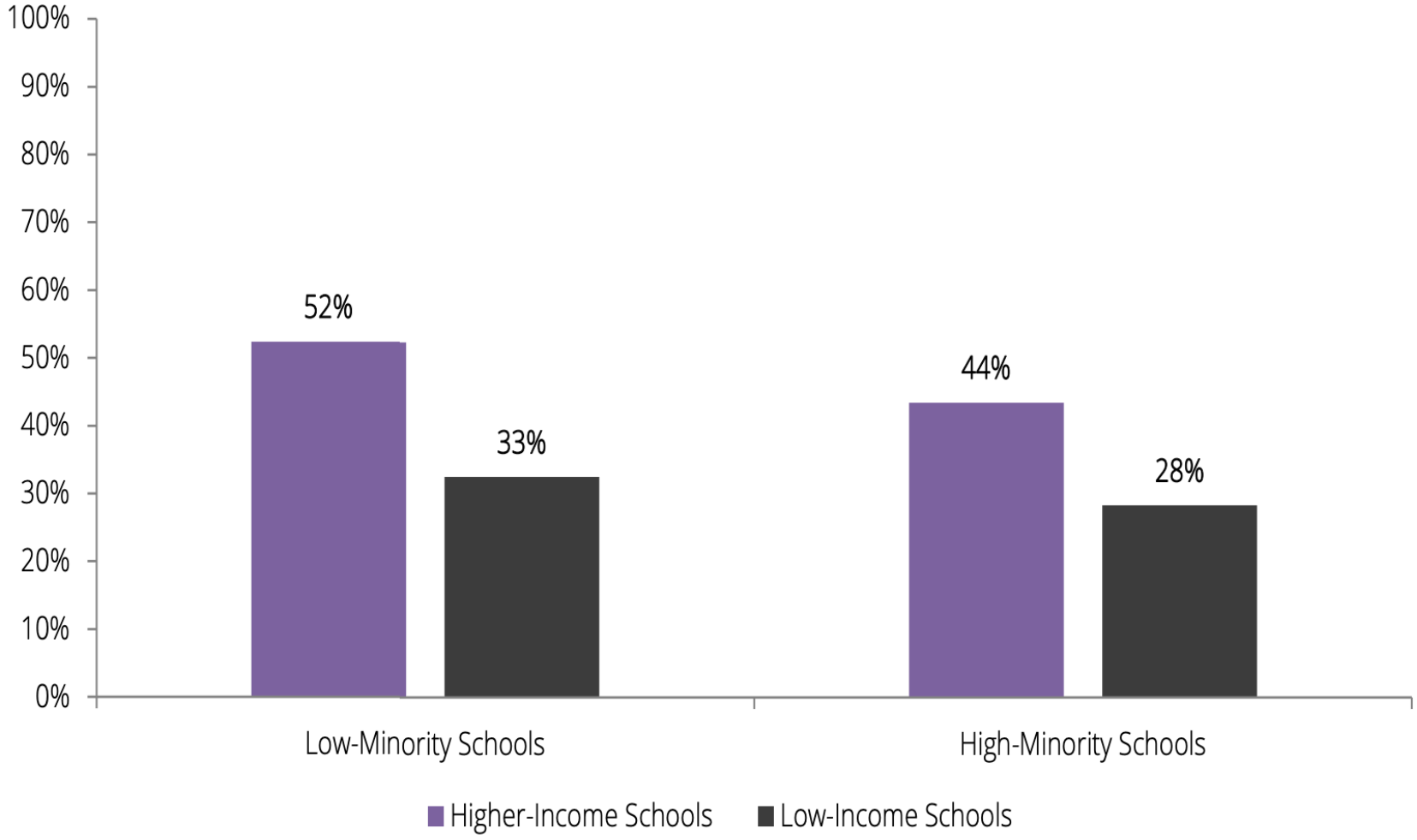
68%- YES
32%- NO

Percentage of 2009 ninth-grade students who were enrolled in college or employed in 2016, by views of college affordability in 2012

	Enrolled in college	Employed only	Not enrolled or employed
Family can afford to send student to college			
No	37.7	42.7	19.6
Yes	58.1	32.0	9.9

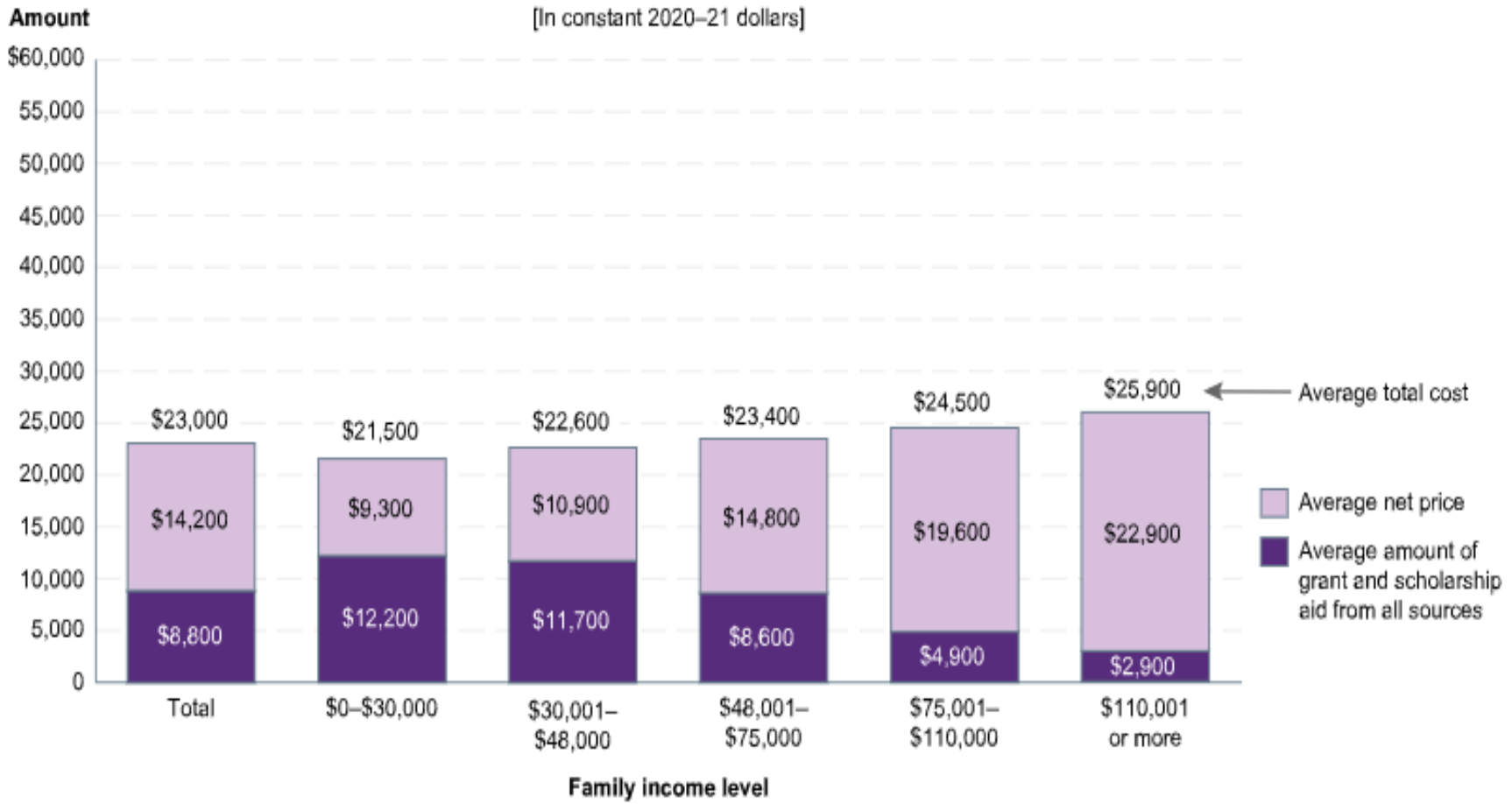
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09), "First Follow-up Public-use File."C

College Completion Rates Six Years after High School Graduation, Class of 2014, by Income and Minority Levels



Source: https://nscresearchcenter.org/wp-content/uploads/2021_HSBenchmarksReport.pdf

Average total cost, grant and scholarship aid and net price for first-time, full-time degree-seeking undergraduate students paying in-state tuition and awarded Title IV financial aid at public 4-year institutions, by family income level-AY 2019-20



SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2020–21, Student Financial Aid component. See *Digest of Education Statistics 2021*, table 331.30.

The Next 5 Years in ICA

Intro: A Transformational Paradigm Shift

The Next 5 years: What can we expect?

1. Legal Impacts have been, and will Continue to be Significant
    a. Lawsuits vs. NCAA – Legal Fees and Settlements
    b. 9th Circuit Court of California
    c. Supreme Court
    d. Congress and Politics
    e. COA, NIL, Academic Incentives, Transfer Portal and More
    f. Collectives, Third Parties, Agents and LLC's
    g. Unions and Collective Bargaining? Students Employees? Revenue Sharing?
    h. Legalized Gambling

2. A New NCAA Constitution will Exist – Too Little too Late?
    a. Legal Components Incorporated
    b. Streamline and Simplify; De-Regulate
    c. Transfers – Free Agency?
    d. Who's in Charge? Little faith in NCAA Enforcement
    e. Break Away or Re-stratification of Division 1? Football?
    f. Reactionary vs Proactive

3. Financial Pressures will be Amplified

    a. Mandated by Forces out of our Control
    b. Lawsuits and Damages
    c. Covid
    d. Conference Realignment is a Result of $ and Championship Access/F.O.M.O
    e. Scholarship Costs - “Indirect Settlements”
        i. Tuition Increase; Lack of State Funding
        ii. Cost of Attendance
        iii. Academic Incentives
        iv. $11M to $20M in a Decade
    f. Peer Conferences data – One Line Item/TV/ “The Gap”
    g. Football 95%. 365/24/7
    h. Gender Equity – Title IX
    i. Facilities vs. NIL Model
    j. Top 5; Top 35

4. Some Anticipated Impacts on our Campus

    a. Strain on University Systems: Transfers (admissions/registrar/financial aid/grad school)
    b. Third parties/Agents/Tax – Education and Monitoring
    c. Tampering
    d. NIL position(s) – FTE’s
    e. Mental Health
    f. Gambling
    g. Fan Behavior
    h. Financial Pressures – Cost to Win; Cost to Lose
    i. Pressure to Win; Compete successfully in “Tier 1”

5. How can we help ourselves? Minimize "The Gap"

    a. State Government/BOV/Scholarships
    b. ACC and ACCN – TV Contracts; Grant of Rights, New Revenue Streams
    c. Capital Campaign
    d. Campus - Our "Pit Stop" was Successful; What's Next?
    e. Apex/COB/Computer Science/Data Analytics
    f. Be Prepared for Potential "break away" or New Models of Governance and Conferences
    g. Hiring and Retention – Our People are our Greatest Assets
    h. Win

6. Student-Athlete Success and the Student-Athlete experience

    a. Support System
    b. Academic Success
    c. "Something Good is (still) in the Sauce"
    d. C – Suites
    e. GI Bill and ICA Scholarships
    f. Someone's Sons and Daughters
    g. Attractive to; Prepared for the Work Force

7. Continued Value to VT and Southwest Virginia

    a. Economic Impact
    b. Recruiting Students and Staff; Student Life
    c. Marketing Vehicle – 500k+ to Campus Annually
    d. 38%
    e. Fundraising/Alumni/Board Momentum
    f. Gallop Survey

8. Moving from a Challenger Brand to a Champion Brand!!!


ACC
TM


VT


Pitt
WF

7 NCAA TEAM TITLES

20 INDIVIDUAL NATIONAL TITLES

ACC IN THE US NEWS & WORLD REPORT 'BEST COLLEGES' RANKINGS

BEST COLLEGES U.S.News & WORLD REPORT RANKINGS

AVERAGE SCHOOL RANK IS

55 OF THE **BEST FBS**

FOR **15** **STRAIGHT YEARS**

LEADS THE FBS WITH

7 SCHOOLS IN THE **TOP 40**

11 **SCHOOLS IN THE TOP 60**

4 MORE THAN ANY PEER LEAGUE

ACCN

ESPN

THE HUDDLE

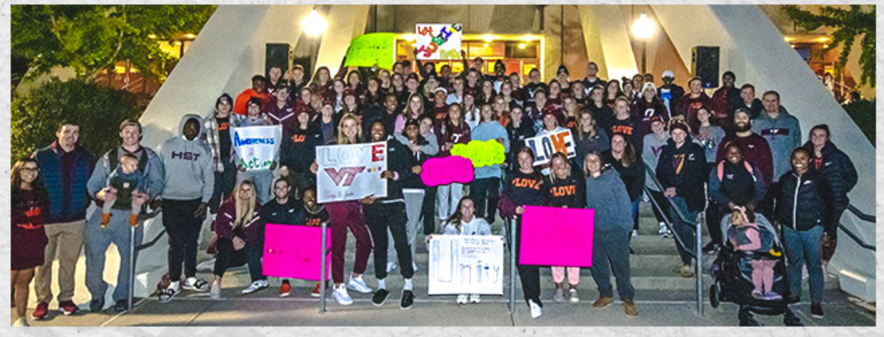
ACC FOOTBALL ROAD TRIP

ALL ACC

ACC PM

UNITE

ACC




VT
RISE & UNITE


PRESIDENT TO ASK LAW TO
END CURBS ON NEGRO VOTING


EST
1820
WELCOME TO HISTORIC
SELMA
QUEEN CITY OF THE BLACKBELT

ACC STRATEGIC PRIORITIES

- **FUTURE OF COLLEGE ATHLETICS**
  - Federal Legislation
  - NCAA Transformational Committee
  - College Football Playoff
- **REVENUE GENERATION & BUSINESS INNOVATION**
- **ACC FOOTBALL**
- **ONGOING CONFERENCE OFFICE REVIEW & ASSESSMENT**

24/7/365


ACC
TM


VT


Pitt
WF