



# PVCC COLLEGE BOARD RETREAT

Date: Tuesday, August 12, 2025

Time: 3 p.m.

Location: Classroom M811

PVCC Main Building



## PIEDMONT VIRGINIA COMMUNITY COLLEGE BOARD

### Retreat

August 12, 2025

Reception: 3 p.m.

3:30 p.m. – 5:30 p.m.

Main Building Classroom M811

Robbie Morris, Presiding

1. Call to Order
2. Welcome and Introductions
3. Overview of the Retreat
4. Virginia Community College System
  - a. Governance Structure
  - b. Piedmont Virginia Community College
  - c. Responsibilities of the President and Evaluation (*attachment #1*)
5. Chancellor's Retreat ~ Highlights
  - a. Chancellor's 2025-2026 Goals (*attachment #2*)
6. College Board's Role in Advocacy
  - a. Promoting PVCC in the Community
    - i. Momentum 2030 (*attachment #3*)
    - ii. Presentation: Student Demographics  
Brittany Resmann, Associate Vice President of Institutional Effectiveness and Research
  - b. Supporting Philanthropy
    - i. Educational Foundation
    - ii. Presentation: Role of Philanthropy  
Harry Stillerman, Vice President for Advancement and External Affairs
  - c. Articulating Legislative Priorities

7. College Leadership and College Board Engagement
  - a. College Board Management Calendar (*attachment #4*)
  - b. OnBoard Software Overview
  - c. College Board Packet (available ten days in advance via OnBoard software; hardcopies provided at each meeting upon request)
  - d. Format of meetings, including:
    - i. Data Presentation
    - ii. Showcase Presentation
    - iii. President's Report
    - iv. College Updates (available ten days in advance in via email; hardcopies provided at each meeting upon request)
    - v. Committee Reports (as scheduled)
  - e. Monthly Updates
  - f. Panther Press (accessible in Outlook ~ PVCC email account)
  - g. Additional engagement opportunities
    - i. On-campus events
    - ii. External events
    - iii. Meetings with local stakeholders by service area
  
8. Freedom of Information Act (*attachment #5*)

Upcoming events:

Momentum Summit III  
All-College Meeting  
August 19  
9 a.m. - 11:30 a.m.  
Dickinson Theatre

College Board  
September 3  
4 p.m. – 5:30 p.m.  
Bolick Building, Event Space B



# Attachment 1

## Responsibilities of the President



## Responsibilities of the President

VCCS Policy Manual: Section 2.A, 2.9, D., 2.a-j (<https://go.boarddocs.com/va/vccs/Board.nsf/Public#>)

### Responsibilities of the President

The President is responsible to the Chancellor of the Virginia Community College System for organizing and operating the community college in accordance with the policies, procedures, and regulations of the State Board for Community Colleges, and the Virginia Community College System. Specific responsibilities of the President are:

- a. **providing principle-centered leadership and supervision for the community college** including:
  - i. occupational/technical education, college transfer education, general education, and developmental education;
  - ii. continuing education, workforce education, and community services;
  - iii. **student access and student services**, including counseling programs, student admissions and records, financial aid, disability services, and student activities; budget planning and fiscal management;
  - iv. management and **development of all campus sites and facilities, and technology**
  - v. **recruitment, selection, and professional development of the college's human resources, and**
  - vi. serving as secretary to the Local College Board.
- b. assuming responsibility for **student enrollment growth** relative to the growth of the college's service area;
- c. developing **effective regional and community relations** with other organizations and individuals for the **benefit of the college** and community;
- d. providing leadership for **institutional resource development** including serving as institutional liaison to the foundation and active involvement in fundraising, grants, gifts, and other resources;
- e. serving as **legislative advocate** for the college and the Virginia Community College System;
- f. **leading an institutional effectiveness** program for the purpose of continuous improvement;
- g. **representing the college at appropriate local, state, and national events;**
- h. maintaining an active program of **professional development;**
- i. **serving as a member of the VCCS Advisory Council of Presidents** to study, analyze, and **recommend policies and procedures to the** Chancellor in the areas of budget and finance, human resources, technology, and academic and student affairs, public and governmental affairs, workforce development, and
- j. supporting the work of the Virginia Community College System by actively **participating in events and initiatives as requested by the Chancellor.**

# 2025 Local College Advisory Board Survey

---

## Start of Block: Introduction

Introduction As part of our commitment to continuous improvement and fostering a transparent and collaborative environment, the VCCS Chancellor, Dr. David Doré, is conducting an annual performance evaluation of your college president. Your feedback is invaluable in this process. We kindly request your input on your president's leadership. Your feedback will help us to identify strengths, areas for growth, and opportunities for enhancing our collective success. Please take a few moments to share your perspectives using this survey. Thank you for your participation and dedication to our institution's excellence.

## End of Block: Introduction

---

## Start of Block: College Name

College Name Please select the name of your college.

▼ Blue Ridge (1) ... Wytheville (46)

## End of Block: College Name

---

## Start of Block: Evaluation A

Leadership Please rate your college president's leadership in fulfilling the following statement:  
**The president provides principle-centered leadership and supervision for the community college.**

- Excellent.** Outcomes are clearly outstanding. Outcomes are superior; far exceeds standards or expectations. Outcomes are exceptional on a continuous basis. (1)
  - Good.** Outcomes generally meet or exceed standards or expectations. (8)
  - Satisfactory.** Attains all or nearly all of objectives. Outcomes are adequate; outcomes meet standards or expectations; the President is developing within the position. (9)
  - Needs Improvement.** Outcomes fail to meet one or a few job expectations. Outcomes are below accepted levels. (10)
  - Unacceptable.** Outcomes fail to meet most job expectations. (11)
- 

Leadership Share additional information regarding the President's responsibility for principle-centered leadership and supervision for the community college:

---

---

---

---

---

End of Block: Evaluation A

---

Start of Block: Evaluation B

Enrollment Please rate your college president's leadership in fulfilling the following responsibilities: **The President assumes responsibility for student enrollment growth relative to the growth of the college's service area.**

- Excellent.** Outcomes are clearly outstanding. Outcomes are superior; far exceeds standards or expectations. Outcomes are exceptional on a continuous basis. (1)
- Good.** Outcomes generally meet or exceed standards or expectations. (8)
- Satisfactory.** Attains all or nearly all of objectives. Outcomes are adequate; outcomes meet standards or expectations; the President is developing within the position. (9)
- Needs Improvement.** Outcomes fail to meet one or a few job expectations. Outcomes are below accepted levels. (10)
- Unacceptable.** Outcomes fail to meet most job expectations. (11)

---

Enrollment Share additional information regarding the President's responsibility for student enrollment growth relative to the growth of the college's service area.

---

---

---

---

---

End of Block: Evaluation B

---

Start of Block: Evaluation C

Effective Relations Please rate your college president's leadership in fulfilling the following responsibilities: **The President develops effective regional and community relations with other organizations and individuals for the benefit of the college and community.**

- Excellent.** Outcomes are clearly outstanding. Outcomes are superior; far exceeds standards or expectations. Outcomes are exceptional on a continuous basis. (1)
- Good.** Outcomes generally meet or exceed standards or expectations. (10)
- Satisfactory.** Attains all or nearly all of objectives. Outcomes are adequate; outcomes meet standards or expectations; the President is developing within the position. (11)
- Needs Improvement.** Outcomes fail to meet one or a few job expectations. Outcomes are below accepted levels. (12)
- Unacceptable.** Outcomes fail to meet most job expectations. (13)

---

Effective Relations Share additional information regarding the President's development of effective regional and community relations with other organizations and individuals.

---

---

---

---

---

End of Block: Evaluation C

---

Start of Block: Resource Development

Resource Development Please rate your college president's leadership in fulfilling the following responsibilities: **The President provides leadership for institutional resource development including serving as institutional liaison to the foundation and active involvement in fundraising, grants, gifts, and other resources.**

- Excellent.** Outcomes are clearly outstanding. Outcomes are superior; far exceed standards or expectations. Outcomes are exceptional on a continuous basis. (9)
- Good.** Outcomes generally meet or exceed standards or expectations. (12)
- Satisfactory.** Attains all or nearly all objectives. Outcomes are adequate; outcomes meet standards or expectations; the President is developing within the position. (13)
- Needs Improvement.** Outcomes fail to meet one or a few job expectations. Outcomes are below accepted levels. (14)
- Unacceptable.** Outcomes fail to meet most job expectations. (15)

---

Resource Development Share additional information regarding the President's for institutional resource development.

---

---

---

---

---

End of Block: Resource Development

---

Start of Block: Legislative Advocate

Legislative Advocate Please rate your college president's leadership in fulfilling the following responsibilities: **The President serves as legislative advocate for the college and the Virginia Community College System.**

- Excellent.** Outcomes are clearly outstanding. Outcomes are superior; far exceeds standards or expectations. Outcomes are exceptional on a continuous basis. (1)
- Good.** Outcomes generally meets or exceeds standards or expectations. (8)
- Satisfactory.** Attains all or nearly all of objectives. Outcomes are adequate; outcomes meet standards or expectations; the President is developing within the position. (9)
- Needs Improvement.** Outcomes fail to meet one or a few job expectations. Outcomes are below accepted levels. (10)
- Unacceptable.** Outcomes fail to meet most job expectations. (11)

---

Legislative Advocate Share additional information regarding the President's service as legislative advocate for the college and the Virginia Community College System.

---

---

---

---

---

End of Block: Legislative Advocate

---

Start of Block: Institutional Effectiveness

Inst Effectiveness Please rate your college president's leadership in fulfilling the following responsibilities: **The President leads an institutional effectiveness program for the purpose of continuous improvement.**

- Excellent.** Outcomes are clearly outstanding. Outcomes are superior; far exceed standards or expectations. Outcomes are exceptional on a continuous basis. (6)
- Good.** Outcomes generally meet or exceed standards or expectations. (9)
- Satisfactory.** Attains all or nearly all objectives. Outcomes are adequate; outcomes meet standards or expectations; the President is developing within the position. (10)
- Needs Improvement.** Outcomes fail to meet one or a few job expectations. Outcomes are below accepted levels. (11)
- Unacceptable.** Outcomes fail to meet most job expectations. (12)

---

Inst Effectiveness Share additional information regarding the President's leadership of an institutional effectiveness program.

---

---

---

---

---

End of Block: Institutional Effectiveness

---

Start of Block: Representing College

Representing College Please rate your college president's leadership in fulfilling the following responsibilities: **The President represents the college at appropriate local, state, and national events.**

- Excellent.** Outcomes are clearly outstanding. Outcomes are superior; far exceed standards or expectations. Outcomes are exceptional on a continuous basis. (1)
- Good.** Outcomes generally meet or exceed standards or expectations. (6)
- Satisfactory.** Attains all or nearly all objectives. Outcomes are adequate; outcomes meet standards or expectations; the President is developing within the position. (7)
- Needs Improvement.** Outcomes fail to meet one or a few job expectations. Outcomes are below accepted levels. (8)
- Unacceptable.** Outcomes fail to meet most job expectations. (9)

---

Representing College Share additional information regarding the President's attendance at local, state, and national events.

---

---

---

---

---

End of Block: Representing College

---

Start of Block: Professional Development

Prof Development Please rate your college president's leadership in fulfilling the following responsibilities: **The President maintains an active program of professional development.**

- Excellent.** Outcomes are clearly outstanding. Outcomes are superior; far exceed standards or expectations. Outcomes are exceptional on a continuous basis. (1)
  - Good.** Outcomes generally meet or exceed standards or expectations. (7)
  - Satisfactory.** Attains all or nearly all objectives. Outcomes are adequate; outcomes meet standards or expectations; the President is developing within the position. (8)
  - Needs Improvement.** Outcomes fail to meet one or a few job expectations. Outcomes are below accepted levels. (9)
  - Unacceptable.** Outcomes fail to meet most job expectations. (10)
- 

Prof Development Share additional information regarding the President's engagement in professional development activities.

---

---

---

---

---

End of Block: Professional Development

---

Start of Block: ACOP

ACOP Please rate your college president's leadership in fulfilling the following responsibilities: **The President serves as a member of the VCCS Advisory Council of Presidents to study, analyze, and recommend policies and procedures to the Chancellor.**

- Excellent.** Outcomes are clearly outstanding. Outcomes are superior; far exceed standards or expectations. Outcomes are exceptional on a continuous basis. (1)
- Good.** Outcomes generally meet or exceed standards or expectations. (4)
- Satisfactory.** Attains all or nearly all objectives. Outcomes are adequate; outcomes meet standards or expectations; the President is developing within the position. (5)
- Needs Improvement.** Outcomes fail to meet one or a few job expectations. Outcomes are below accepted levels. (6)
- Unacceptable.** Outcomes fail to meet most job expectations (7)

---

ACOP Share additional information regarding the President's service as a member of the VCCS Advisory Council of Presidents.

---

---

---

---

---

End of Block: ACOP

---

Start of Block: Chancellor's Events & Initiatives

Chancellor's Events Please rate your college president's leadership in fulfilling the following responsibilities: **The President supports the work of the Virginia Community College System by actively participating in events and initiatives as requested by the Chancellor.**

- Excellent.** Outcomes are clearly outstanding. Outcomes are superior; far exceed standards or expectations. Outcomes are exceptional on a continuous basis. (1)
- Good.** Outcomes generally meet or exceed standards or expectations. (4)
- Satisfactory.** Attains all or nearly all objectives. Outcomes are adequate; outcomes meet standards or expectations; the President is developing within the position. (5)
- Needs Improvement.** Outcomes fail to meet one or a few job expectations. Outcomes are below accepted levels. (6)
- Unacceptable.** Outcomes fail to meet most job expectations. (7)

---

Chancellor's Events Share additional information regarding the President's support of the work of the VCCS or participation in events and initiatives as requested by the Chancellor.

---

---

---

---

---

**End of Block: Chancellor's Events & Initiatives**

**Start of Block: Conclusion**

Conclusion Your President established agreed upon goals with the Local Board Chair and the Chancellor. As a reminder, Local Board leadership must submit a separate president's evaluation letter highlighting the President's progress toward meeting those goals. The Chancellor should receive the evaluation letter no later than May 1 of each year. Thank you for taking the time to provide feedback on the President's performance. Please click "Next" below to submit your feedback.

**End of Block: Conclusion**



# Attachment 2

## Chancellor's 2025-2026 Goals

## Chancellor's 2025 – 2026 Goals

Accelerate Opportunity <b>2025-2026 Goals</b>	<b>Definition and Comparisons for Evaluations</b>	<b>Presidents' Role</b>	<b>Proposed Target Value</b>
<p><b>Overarching goal:</b> Award 300,000 cumulative meaningful credentials by 2030 across all regions through accelerated access and success for every student.</p>	<p><u>Definition:</u> Degrees, diplomas, certificates, career studies certificates awarded, and FastForward credentials reported during specified time period</p> <p><u>Comparison for Evaluation:</u></p> <ul style="list-style-type: none"> <li>• AY 2024-25 Presidential Target vs AY 2024-25 Actual</li> <li>• AY 2025-26 Presidential Target vs Actual</li> <li>• Progress toward AY 2025-26 Annual Target</li> </ul>	Direct contributors with college-specific numeric targets	<i>TBD</i>
1.2 Increase the percentage of FastForward completers to 95% annually by 2030	<p><u>DRAFT Definitions:</u> Percentage of enrolled students in all FastForward courses who receive a passing grade (A, B, C, S) during specified terms</p> <p><u>Comparisons for Evaluation</u></p> <ul style="list-style-type: none"> <li>• AY 2025-26 Presidential Target vs Actual</li> <li>• Progress toward AY 2025-26 Annual Target</li> </ul>	Direct contributors with college-specific numeric targets	<i>TBD</i>
2.4 Increase the annual number of working-age adults enrolled by 14,000 by 2030.	<p><u>Definitions:</u> Total unduplicated headcount of students enrolled in credit and FastForward courses between the ages of 25 and 65 during specified terms</p> <p><u>Comparisons for Evaluation</u></p> <ul style="list-style-type: none"> <li>• AY 2024-25 Presidential Target vs AY 2024-25 Actual</li> <li>• AY 2025-26 Presidential Target vs Actual</li> <li>• Progress toward AY 2025-26 Annual Target</li> </ul>	Direct contributors with college-specific numeric targets	<i>TBD</i>
3.1 Increase the number of full-time faculty engaged in professional development opportunities to broaden understanding of relevant emerging topics for student success by 50% by 2030.	<p><u>DRAFT Definitions:</u> Unduplicated headcount of full-time faculty based on the IPEDS definition who participate in a professional development activity that meets the approved definition within an academic year. Definitions of approved professional development activities must be developed.</p> <p><u>Comparison for Evaluation</u></p> <p>Document a baseline participation rate for full-time faculty in at least one approved professional development opportunity on emerging topics for student success.</p> <p>Achieve a participation rate equal to at least 10% progress toward the 50% increase goal over the baseline.</p> <p>Measure of Success: Verified baseline and participation records submitted.</p>	Direct contributors with college-specific numeric targets	<i>TBD</i>

	Demonstrated increase in participation above baseline consistent with 10% of the 2030 target.		
3.3. All courses required by the Passport and UCGS will be available online asynchronously every semester by 2030	<p><b>DRAFT Definition:</b> Number of Passport and required UCGS courses are available as asynchronous online sections during a specified time period.</p> <p><b>Comparison for Evaluation</b> Ensure at least 50% of Passport and required UCGS courses are available as enrolled asynchronous online sections during Fall 2025 or Spring 2026; Submit a documented inventory identifying which required courses remain unavailable online and/or asynchronous to inform planning for subsequent years.</p>	Direct contributors with college-specific numeric targets	TBD

\*identified as a goal that requires additional state funding

Accelerate Opportunity <b>2025-2026 Goals</b>		Presidents' Role + Lead SO Staff	Proposed Expected Outcome
4.3 All front-line support staff will participate in at least one professional development opportunity on financial resources to equip them to be able to respond accurately to most student inquiries by 2030.	<p>DRAFT Comparison for Evaluation</p> <p>Each college will identify and document front-line support staff positions consistent with system definitions; Each college will submit a plan for ensuring future participation of staff in those positions in qualifying professional development by 2030.</p> <p>VCCS system office will develop or procure shared professional development opportunities that align with the defined content areas and make them available to colleges for implementation starting in FY 2025–26.</p>	<p>Presidents: Directly responsible for ensuring staff engage in training</p> <p>Lead SO staff:</p>	TBD
One System <b>2025-2026 Goals</b>		Presidents' Role + Lead SO Staff	Proposed Expected Outcome
Culture of Care: <b>Create consistent student dual enrollment experience by aligning pricing for dual enrollment</b> programs beyond those covered by CCRV legislation (executed in 2025, making select courses available at no cost) and execute by fall of 2026. Assess college-level services and support for dual enrollment learners with the intention of creating greater consistency.		<p>Presidents: Contribute to the aligned pricing structure and provide info on existing services.</p> <p>Lead SO staff: Felicia</p>	TBD
Culture of Care: <b>Create consistent adult learner experience by professionally developing faculty on andragogy</b> and assessing college-level services and supports for adult learners with the intention of creating greater consistency.		<p>Presidents: Contribute to design of PD, ensure faculty participation in PD, and provide info on existing support</p>	TBD

	Lead SO staff: Felicia	
Enhanced financial management: <b>Provide a single budgeting system for the VCCS</b> to allow for better decision-making, greater transparency, and improved efficiency by identifying systemwide requirements, issuing a request for proposals, and evaluating solutions	Presidents: Contribute to requirements, support RFP and eval.  Lead SO staff: Will	TBD
Establish a <b>consistent systemwide approach to campus safety and emergency preparedness</b> by evaluating prior audit recommendations, aligning with best practices, and documenting decision-making. Prioritize unresolved findings from the 2022 and 2024 systemwide reports to demonstrate due diligence. Support all VCCS colleges through strategic oversight, resource sharing, and the implementation of foundational training and protocols.	Presidents: contribute via intuitional accountability and team member committee participation  Lead SO staff: Tommy	TBD



# Attachment 3

Momentum 2030



PIEDMONT VIRGINIA  
COMMUNITY COLLEGE

*Opportunity. Access. Excellence.*



# PIEDMONT VIRGINIA COMMUNITY COLLEGE STRATEGIC PLAN

Momentum **2030**

*... building upon our proud legacy of  
opportunity, access and excellence.*

# Table of Contents

Momentum 2030 .....	4
A Message From President Runyon.....	5
Mission, Vision and Values .....	6
Fulfilling Our Promise as the Community’s College.....	7
Access.....	8
Strategic Goal #1.....	8
Strategic Goal #2.....	9
Strategic Goal #3.....	9
Strategic Goal #4.....	10
Completion .....	10
Strategic Goal #1.....	10
Strategic Goal #2.....	11
Strategic Goal #3.....	11
Community Impact .....	12
Strategic Goal #1.....	12
Strategic Goal #2.....	13
Strategic Goal #3.....	13
Strategic Goal #4.....	14
Strategic Goal #5.....	14
Planning and Budget Committee.....	16



Last revised April 2025

# Momentum **2030**



---

# Momentum 2030

Piedmont Virginia Community College (PVCC) opened its doors with the help of borrowed facilities at the University of Virginia and Albemarle High School. For 52 years, PVCC has been driven by a belief that education should be accessible and affordable to all who want it. The Piedmont Virginia Community College Strategic Plan – Momentum 2030 – spans the next three years and outlines an intentional vision for our future.

## Process/Development

In the fall of 2022, President Runyon conducted a series of internal and external discovery tours, gathering information from stakeholders in the internal PVCC community and the PVCC service area – City of Charlottesville and the counties of Albemarle, Buckingham, Fluvanna, Greene, Louisa and Nelson. Stakeholders included alumni, students, staff, faculty, the College Board, the Educational Foundation Board, community leaders and business partners. This information provided the framework for the development of the 2024–2030 Strategic Plan.

The PVCC Planning and Budgeting Committee developed a working planning timeline, a process to review the College mission statement and actions to develop the plan. An All-College meeting kicked off the planning process in the spring of 2023, with the entire College community participating in activities to provide input and feedback on the institution’s mission, vision and values.

A series of half-day internal tactical review sessions were held throughout the spring of 2023. Over 60 faculty, staff and students participated in at least one session. The sessions examined strategic indicators and trends affecting PVCC, and produced recommendations.

## Implementation

The Strategic Plan is the result of a powerful convergence of reflecting on our past and building on it for our future. This plan is a vital milestone which echoes the input and feedback from every entity at the College and aligns with the Virginia Community College System (VCCS) plan in key areas.

The “Piedmont Virginia Community College Strategic Plan, Momentum 2030 ... building on our proud legacy of opportunity, access and excellence,” provides a guide to keep the College strategically focused for the next three years. Operational units will address the implementation of the Plan through annual unit planning processes. Unit plans will be evaluated with mid- and end-of-year assessments. The cumulative end-of-year unit assessments will be used to evaluate progress on priorities and initiatives of the Strategic Plan. Strategic action teams will be formed to focus on cross-functional initiatives.



# A Message from President Runyon



## Momentum

: strength or force gained by motion or by a series of events  
(Merriam-Webster Dictionary)

---

Piedmont Virginia Community College has a rich history that spans more than 50 years, and our collective commitment to students and to the communities we serve has remained constant. Momentum 2030 builds on our proud legacy of opportunity, access and excellence.

Momentum 2030 is our bold commitment to our students, our stakeholders and the communities we serve. Each member of this outstanding college community uniquely contributes to momentum and success for our students.

Together, we create:

- Opportunities for students to realize their hopes, dreams and purpose;
- Opportunities for students to progress to completion through excellence in teaching and learning, engagement both in the classroom and on campus, superior support services, and a culture of care; and
- Opportunities to prepare students for today's jobs and tomorrow's possibilities through the transformative power of education.

Momentum 2030 is a framework for continuing the momentum that has made Piedmont Virginia Community College the community's college. This framework is made possible because of broad engagement from employees, external stakeholders, and the members of the College's Planning and Budgeting Committee who led this effort.

I am confident in our momentum and proud of our extraordinary College community. I look forward to what we will accomplish together.

**Jean M. Runyon, PhD**  
President



---

# Mission, Vision and Values

Piedmont Virginia Community College is a public community college that offers an affordable pathway to prepare learners for transfer and the workforce by awarding associate degrees, certificates and workforce credentials, and providing adult education. As part of the Virginia Community College System (VCCS), the College serves the city of Charlottesville and the counties of Albemarle, Buckingham, Fluvanna, Greene, Louisa and Nelson.

## Mission

We strengthen our community by empowering students to realize their full potential and achieve economic and social mobility through the transformative power of education.

## Vision

We will transform the lives of students and the communities we serve through accessible, equitable and innovative education, training and cultural enrichment.

## Values

We are committed to a welcoming, inclusive and student-centered learning environment where we prioritize student success, lifelong learning and community engagement.

- **Access:** We believe that a high-quality, affordable education should be accessible to everyone, providing students with the preparation for transfer to baccalaureate degree programs and/or to enter or advance in high-demand occupations aligned with the needs of our regional economy.
- **Community:** We take pride in developing innovative programs that meet the needs of our students and the community while contributing to the economic, civic and cultural well-being of our region and beyond.
- **Compassion:** We approach education with a culture of care, recognizing the individual needs and potential of everyone in the college community.
- **Equity:** We embrace impartial and fair policies and practices that ensure the success of all students, faculty and staff.
- **Excellence:** We strive for excellence in all aspects of education, including teaching, support services and facilities.
- **Learning:** We encourage intellectual curiosity, creative problem-solving, lifelong learning and the exchange of ideas among our students, staff and faculty.



# Fulfilling Our Promise as the Community's College

Three strategic priorities frame our work: access, completion and community impact.

**Access:** We believe in the transformative power of education. Attainment of degrees, credentials, industry certifications and upskills must be accessible to learners in the communities with a focus on increasing learner enrollment and retention. Individuals who come to PVCC have access to quality education, credentials of value and a student experience that leads to completion.

**Completion:** Student success is at the core of our existence as a community college in preparing students for today's jobs and tomorrow's opportunities. All educational and training pathways lead to high-demand jobs in our region. Students will achieve their goals to earn degrees, certificates and industry credentials that lead to quality jobs or transfer to a four-year college or university.

**Community Impact:** We are a community of practitioners, striving to create a great place to work, where colleagues lead, thrive and create positive community change. We foster shared governance, collaboration, excellence and compassion for students and the community. Our work directly impacts the economic and social mobility for our graduates and the communities where they live and work. We strengthen the communities we serve through the success of our students, graduates and employees.



# Access

To make a measurable impact toward our strategic priority on access, PVCC will see a five percent increase in enrollment from 2022/'23 by 2030.

## Strategic Goal #1

The College will build awareness, expand access and optimize support services to promote enrollment.

Strategic Actions	Measures of Progress
1.1 Develop and operationalize a strategic enrollment and retention plan to expand access and success for all learners in the College's services areas.	<ul style="list-style-type: none"><li>• Increase in student headcounts across program types and student subpopulations (including working adults, military-affiliated students, low-income students and minority students)</li><li>• Application yield across student subpopulations</li><li>• Matriculation rate from service region high schools to PVCC</li><li>• Dual-enrollment matriculation rate</li><li>• Free Application for Federal Student Aid (FAFSA), Virginia Alternative State Aid (VASA) and FastForward programs funding assistance application completion rate</li><li>• Number of students enrolled in FastForward programs</li><li>• Usage in student wrap-around student support services</li></ul>
1.2 Implement a one-door student affairs model to support all learners.	
1.3 Implement a suite of first-year momentum strategies (including the expanded use to technologies) to promote enrollment and onboarding designed to help students achieve their educational goals and build velocity toward successful degree completion and on-time graduation.	
1.4 Promote PVCC as the region's preferred workforce education provider by expanding recruitment efforts to reach adult students looking to upskill or reskill to advance their careers.	
1.5 Enhance dual enrollment outreach about community college paths to success to high school students, parents and counselors.	
1.6 Identify and address student financial, wellness and other needs that create barriers to access.	
1.7 Develop strategic partnerships, outreach and support strategies to increase enrollment of under-resourced and non-traditional learners.	



## Strategic Goal #2

The College will deliver a portfolio of programs that prepare learners for high-demand, high-skill jobs and transfer pathways.

Strategic Actions	Measures of Progress
<p>2.1 Conduct a critically reflective assessment of every academic and workforce program that the College offers, including a review of student learning outcomes and the program's contribution to the College's mission.</p>	<ul style="list-style-type: none"> <li>• Increased enrollment in high-demand fields</li> <li>• FastForward enrollments</li> <li>• Graduation ratios</li> <li>• Enrollment, retention, course completion, program completion and job placement in academic and workforce programs</li> </ul>
<p>2.2 Align curricular content with the expressed business needs of local and regional employers, including input from business advisory groups; develop methods and schedules to update all credentialing programs with a frequency that ensures consistent alignment with industry changes.</p>	
<p>2.3 Identify high-value, high-demand programs with low enrollment and develop strategies to promote program expansion and equitable enrollment representation.</p>	

## Strategic Goal #3

Elevate the College's role as the first-choice education and training partner through customized training, on-the-job training, lifelong learning and industry-recognized credential attainment.

Strategic Actions	Measures of Progress
<p>3.1 Develop and implement a vision, organizational structure and plan for workforce services to align programs and customized training with regional labor market data (including number of current and projected job vacancies by industry sector and major companies).</p>	<ul style="list-style-type: none"> <li>• Number of FastForward programs</li> <li>• FastForward enrollment</li> <li>• Number of new and retained corporate/workforce training partnerships developed annually</li> <li>• Corporate/workforce training annual revenue generated over prior year</li> <li>• Annual corporate/workforce training enrollment over prior year</li> </ul>
<p>3.2 Enhance college branding that promotes PVCC as the most efficient and responsive training solution for employers.</p>	



## Strategic Goal #4

The College will ensure that students are making timely progress toward program completion.

Strategic Actions	Measures of Progress
4.1 Implement scheduling for completion strategies through collaborative efforts of faculty and staff to meet students' scheduling needs and move them more quickly through their programs.	<ul style="list-style-type: none"> <li>• Percentage of full-time students</li> <li>• Full-time and part-time graduation rates</li> <li>• Average enrollments per student</li> <li>• Online enrollment and success</li> <li>• Faculty completing professional development for online education</li> <li>• Time to degree</li> <li>• Number of credits awarded for prior learning</li> <li>• Number of students participating in experiential learning</li> <li>• Student Learning Outcomes</li> <li>• Number of students participating in career services</li> <li>• Number of employers participating in career services</li> </ul>
4.2 Expand access to high-quality online programs and support services to meet student needs for access, flexibility and completion.	
4.3 Expand career services, credit for prior learning and opportunities for experiential learning experiences in education and training programs.	

## Completion

To make a measurable impact toward our strategic priority on completion, PVCC will see a five percent increase in the number of credentials awarded from Academic Year 2022–2023 by 2030.

## Strategic Goal #1

The College will enhance targeted, high-impact practices and sustained support for all students.

Strategic Actions	Measures of Progress
1.1 Increase student learning, success and completion rates in momentum courses to promote progression and completion.	<ul style="list-style-type: none"> <li>• First-Year Momentum: Credit Attainment</li> <li>• First-Year Momentum: Gateway Course Completion</li> <li>• First-Year Momentum: Gateway Course Student Learning Outcomes</li> <li>• College Success Skills (SDV100) Success Rates</li> <li>• Time to credential</li> <li>• Fall-to-fall and spring-to-spring retention rates</li> <li>• Graduation rates</li> <li>• Number of dual-enrollment students earning credentials</li> <li>• Community College Survey of Student Engagement (CCSSE) benchmark scores</li> </ul>
1.2 Improve program cohesion through full implementation of guided pathways, including intentional redesign of the required student development course.	
1.3 Strengthen dual and concurrent enrollment pathways in collaboration with K-12 public school partners to include consistent policies and procedures and pedagogical support to teachers through the College's faculty liaison program.	



# Strategic Goal #1, continued

Strategic Actions	Measures of Progress
1.4 Implement a suite of first-year momentum academic and student support strategies to promote student learning and completion, and build velocity toward successful degree completion and on-time graduation.	<ul style="list-style-type: none"> <li>• Course success rates</li> <li>• FastForward program completion</li> <li>• FastForward credentials earned</li> <li>• Usage of holistic student support services</li> </ul>
1.5 Identify and address student financial, wellness and other needs that create barriers to completion.	

# Strategic Goal #2

The College will foster a dynamic, effective teaching and learning environment that promotes instructional excellence and student completion.

Strategic Actions	Measures of Progress
2.1 Strengthen teaching and student learning across the College by connecting faculty with information, resources and best practice ideas that enhance learning, including the establishment of the Frank Friedman Center for Excellence in Teaching and Learning.	<ul style="list-style-type: none"> <li>• CCSSE benchmark scores</li> <li>• Disaggregated course and program outcomes</li> <li>• Number and percentage of employees who participate in professional development activities</li> <li>• Impact of faculty and staff professional development</li> <li>• End-of-course evaluations</li> <li>• Student Learning Outcomes results</li> </ul>
2.2 Develop and strengthen the skills of existing and future Student Affairs leadership and staff through professional development.	

# Strategic Goal #3

The College will increase the advancement of the talent pipeline through training in high-demand fields, transfer preparation, customized training, on-the-job training, lifelong learning and industry-recognized credential attainment.

Strategic Actions	Measures of Progress
3.1 Offer workforce programming for incumbent workers by partnering with businesses in specific industry sectors to develop career training and education pathways in the industry.	<ul style="list-style-type: none"> <li>• FastForward enrollments, completions and credentials</li> <li>• Number of students participating in credit for prior learning, paid internships, apprenticeships and earn-to-learn programs</li> <li>• Completion in high-demand programs</li> <li>• Industry credentials</li> <li>• Transfer rates</li> </ul>
3.2 Expand the use of credit for prior learning, paid internships, apprenticeships and earn-to-learn models.	
3.3 Increase the number of graduates that transfer within two years with Associate of Arts or Associate of Science degrees.	



# Community Impact

To make a measurable impact toward our strategic priority on community impact, PVCC will see a five percent increase in industry recognized credentials and graduates employed in regional high-demand areas by 2030. The College will also increase the percentage of PVCC employees that recognize the College as a great place to work by 10 percent.

## Strategic Goal #1

The College will enrich the local community by collaborating with key employment sectors to address workforce needs and connect students to high-demand, high-pay job opportunities.

Strategic Actions	Measures of Progress
1.1 Create opportunities for underemployed populations to participate in specialized skill-training and to earn a credential.	<ul style="list-style-type: none"> <li>• Number of industry-recognized credentials</li> <li>• FastForward enrollment, completion and credentials</li> <li>• Number of regional programs aligned with highest-job-growth industries</li> <li>• Graduates employed in regional high-demand areas</li> <li>• Postsecondary transition rate</li> <li>• Number of dual-enrollment students earning credentials</li> <li>• Participation in career preparation opportunities</li> <li>• Number of students participating in career services</li> <li>• Number of employers participating in career service</li> <li>• Wage data</li> </ul>
1.2 Build a pipeline of highly skilled workers aligned with local and regional business and industry needs and in targeted growth occupations.	
1.3 Develop and integrate career preparation opportunities to include adult career education, work-based learning, apprenticeships, earn-to-learn opportunities, internships and other activities that build the skills necessary to secure gainful employment in a globally competitive market.	
1.4 Promote and strengthen relationships with public school partners to prepare high school graduates for immediate postsecondary or workforce success.	

## Strategic Goal #2

The College will be a catalyst for advancing more equitable and vibrant communities.

Strategic Actions	Measures of Progress
2.1 Develop targeted marketing, recruitment and communication to increase community awareness of college programs to support economic mobility.	<ul style="list-style-type: none"> <li>• Attendance at college events and professional development opportunities</li> <li>• Number of college employees represented on community organizations and boards</li> <li>• Number of community members on advisory boards</li> <li>• Percentage of adults in service region with a postsecondary credential</li> </ul>
2.2 Strengthen partnerships with organizations and community members to deliver responsible programming.	
2.3 Be recognized as a premier educational, cultural, civic and community partner in the region.	



# Strategic Goal #3

The College will foster an exemplary work environment and a culture of belonging that empowers learning, workplace satisfaction, safety, productivity and opportunities for career success.

Strategic Actions	Measures of Progress
3.1 Implement an extended new employee onboarding experience to promote success and retention.	<ul style="list-style-type: none"> <li>• Great Colleges to Work For® survey results</li> <li>• Employee engagement survey results</li> <li>• Participation in professional development opportunities</li> <li>• Accreditation results</li> <li>• Campus safety indicators</li> <li>• Completion of space planning study (Main Building)</li> <li>• Facility optimization</li> </ul>
3.2 Engage employees in professional development and meaningful dialogue to broaden understanding of student success.	
3.3 Develop and sustain a culture of engagement, collaborative decision making and transformation throughout the College.	
3.4 Establish and maintain efficient and equitable Human Resources policies and procedures to support staff satisfaction and belonging.	
3.5 Formalize employee recognition and wellness programs.	
3.6 Align the College’s organizational structure to better support strategic priorities and future growth.	
3.7 Achieve outstanding results from accrediting agencies, audits and other reviews.	
3.8 Promote a safe learning and work environment through enhanced awareness, training and preparedness at the campus and off-site locations.	
3.9 Optimize and plan college space utilization to enhance the student and employee experience and student success.	



## Strategic Goal #4

The College will cultivate a talent pool that is reflective of the communities we serve.

Strategic Actions	Measures of Progress
<p>4.1 Attract and retain diverse talent, offer equitable and competitive compensation, and ensure that all employees have the resources, knowledge and training to do their best work at PVCC.</p>	<ul style="list-style-type: none"> <li>• Great Colleges to Work For® survey results</li> <li>• Employee engagement survey results</li> <li>• Employee demographics</li> <li>• Number of search advocates</li> <li>• Employee retention rates</li> </ul>

## Strategic Goal #5

The College will expand resources and partnerships to support PVCC's strategic goals and success.

Strategic Actions	Measures of Progress
<p>5.1 Diversify and grow revenue sources by securing external grant funding and contributions from business and corporate partners to achieve institutional priorities.</p>	<ul style="list-style-type: none"> <li>• Grants awarded (including total amount of funding)</li> <li>• PVCC Educational Foundation assets</li> <li>• Retention rate for first-time donors</li> <li>• Number of donors and amount of donations to PVCC Educational Foundation over prior year</li> </ul>
<p>5.2 Increase contributed income from individual donors to ensure the sustainability and growth of funds available to scholarships, college initiatives and programs to address student needs in achieving their academic goals.</p>	





*... building upon our proud legacy of opportunity, access and excellence.*



# Planning and Budget Committee

- **Sandra Bullins**  
Assistant Director of Student Accessibility and Accommodations
- **Tracy Cersley**  
Director of Financial Services
- **John Donnelly**  
Vice President for Instruction and Student Affairs
- **Josh Fitzpatrick**  
Associate Vice President for Technology Services, CIO
- **Krystal Green**  
Associate Professor/Program Director of Pharmacy Technician
- **Rachel Hailey**  
Director of Financial Aid
- **Christy Hawkins**  
Dean of Workforce Services
- **Scott Jefferies**  
Vice President of Finance and Administrative Services
- **Rebecca Kendall**  
Director of Grants
- **Leonda Keniston\***  
Dean of Humanities, Fine Arts and Social Sciences
- **Aaron Miller**  
Associate Professor of Art
- **Andrew Renshaw**  
Dean of Student Affairs
- **Brittany Resmann\***  
Associate Vice President of Institutional Research, Planning and Institutional Effectiveness
- **Jean Runyon**  
President
- **Harry Stillerman**  
Vice President of Institutional Advancement and Development
- **Harish Subedi**  
Assistant Professor of Chemistry
- **Kim Van Savage**  
Chief Human Resources Officer
- **Barb Warschawski**  
Associate Professor of Accounting/Business
- **Ken Welborn**  
Program Director, Advanced Manufacturing

\*Co-Chairs

---

*Piedmont Virginia Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees. Piedmont Virginia Community College also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Piedmont Virginia Community College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).*

---





# Momentum **2030**





# Attachment 4

## College Board Management Calendar



# PVCC College Advisory Board

Management Calendar  
September 2025 - August 2026

# Contents

- Standards of Good Practice.....2
- College Board Calendar Overview (September – August) .....3
  - September 2025.....3
  - October 2025 .....3
  - November 2025 .....3
  - December 2025 .....3
  - January 2026.....3
  - February 2026 .....3
  - March 2026.....4
  - March/April 2026 .....4
  - April 2026 .....4
  - May 2026 .....4
  - August 2026.....4
- College Board Committee Calendars .....5
  - Community Relations Committee .....5
  - Finance and Building Committee.....5
  - Curriculum Committee .....5
  - Ad Hoc Committees.....6
  - Ad Hoc Nominating Committee .....6
- College Board Meeting Materials Calendar .....6

# Standards of Good Practice

In support of effective community college governance, the Board believes that:

- It derives its authority from its position within the Virginia Community College System and must always function as an advocate on behalf of the entire community it serves.
- It is responsible for creating and maintaining a spirit of cooperation and a mutually supportive relationship with the President of the College.
- It speaks with one voice once a decision is made.

The Board further believes that:

- Members must come to each meeting fully prepared and ready to discuss issues fully and openly, working together in a spirit of harmony and cooperation.
- Members recognize that their authority may only be exercised as a collective Board and that individual members do not have authority to act independently.
- Members will exemplify ethical behavior and conduct that is above reproach.

Adopted by the PVCC College Board: January 3, 2024

# College Board Calendar Overview (September – August)

The PVCC College Board meets the first Wednesday of every other month, beginning in September and ending in May. A retreat is typically scheduled in the summer months.

## September 2025

- |                        |  |
|------------------------|--|
| Wednesday, September 3 | College Board meeting  |
|                        | <ul style="list-style-type: none"><li>• Data highlights (access)</li></ul> |

## October 2025

- |                       |                             |
|-----------------------|-----------------------------|
| Wednesday, October 23 | President’s Reception Event |
|-----------------------|-----------------------------|

## November 2025

- |                       |  |
|-----------------------|--|
| Wednesday, November 5 | College Board Meeting ~ Giuseppe Center, Greene County   |
|                       | <ul style="list-style-type: none"><li>• Begin review process of Policy Manual</li><li>• Data highlights (completion)</li></ul> |

## December 2025

- |               |   |
|---------------|---|
| December 19   | Practical Nurses Pinning and Awards Ceremony  |
| December 19   | Nursing Cohort Pinning and Awards Ceremony  |
| December 2025 | Vice President of Advancement and External Affairs (VPAEA) emails a formal request for College Board Service Award nominations.   |
| December 2025 | VPAEA and Community Relations Committee Chair send letters to the College Board soliciting donations for the College Board Service Award and requesting gift or commitment be made prior to February 1. |

## January 2026

- |                      |   |
|----------------------|---|
| Wednesday, January 7 | College Board Meeting   |
|                      | <ul style="list-style-type: none"><li>• Annual review and approval of changes to the Policy Manual</li><li>• Data highlights (community impact)</li></ul> |
| TBD                  | Legislative Reception (Virginia Community College System; College Board Chair and Vice Chair)   |
| TBD                  | General Assembly visit  |
| January 30           | Deadline for College Board members to confirm donation for the College Board Service Award.   |

## February 2026

- |                    |  |
|--------------------|--|
| Sunday, February 1 | Deadline to submit Financial Disclosure Statements |
|--------------------|--|

## March 2026

Wednesday, March 4

### College Board Meeting

- Vote on College Board Award recipient
- Ad hoc nominating committee selected (every other year; the next committee selection is in 2027)
- Data highlights (strategic planning dashboard and key performance indicators)

## March/April 2026

### Presidential Evaluation

- President completes self-assessment and submits it to the College Board
- College Board completes survey based on presidential responsibilities outlined in VCCS policy
- Summary survey reports distributed

## April 2026

TBD  
Saturday, TBD

Academic & Leadership Awards  
Employee Awards Banquet

## May 2026

May/June

College Board completes president's evaluation and submits it to the Chancellor.

Wednesday, May 6

### College Board Meeting

- Graduation Profile (with estimates)
- Recognition of the College Board Award recipient
- Approve Local Funds budget
- Approve Curriculum Advisory Committees
- Vote on new College Board Chair and Vice Chair (every other year; the next vote is in 2027)

TBD

### Early College Scholars Commencements

- William Monroe and Monticello High Schools

Monday, May 11

### Commencement and Pinnings

TBD

### Correctional Center Commencements

## August 2026

TBD

Annual Meeting of the Boards/Chancellor's Retreat (College Board Chair and Vice Chair)

TBD

New College Board member orientation

TBD

### College Board Retreat

- Data highlights (student demographics and county information)

# College Board Committee Calendars

Committee appointments are made at the September board meeting.

## Community Relations Committee

October 2025	The VPAEA provides committee members with the current balance of funds available for the College Board Service Award (CBSA).
November 5, 2025	At the November Board meeting, the committee confirms the College Board's commitment to award the CBSA in the upcoming year.
December 2025	VPAEA sends communication requesting nominations from the college community for the CBSA. VPAEA and committee chair send a letter to the College Board soliciting donations for the CBSA and requesting the gift or commitment be made prior to February 1, 2025.
February 2026	Committee reviews board advocacy role Deadline for nominations to be received Committee meets to review nominations and finalize recommendations for award recipient(s) and award amount(s).
March 4, 2026	Board approves award recommendations
April 2026	Recipient(s) is recognized at either the Student Academic and Leadership Awards (student award) or the Employee Awards Celebration (faculty or staff).
May 6, 2026	Board recognizes College Board Award recipient.

## Finance and Building Committee

This committee may meet more often based on building approvals and/or additional finance or administrative approvals.

January 7, 2026	Approve the MS4 Permit and the CEMP every four years (next CEMP approval is 2026).
May 6, 2026	Approve Local Funds Budget Approve Auxiliary Parking Plan (every other year; the next plan approval is in 2026)

## Curriculum Committee

This committee meets as needed to approve curriculum/academic program changes.

May 6, 2026	Approve Curriculum Advisory Committee members
-------------	---

## Ad Hoc Committees

### Ad Hoc Nominating Committee

March 2027

College Board Chair selects an ad hoc nominating committee (every other year; the next committee selection is in 2027)

May 2027

Ad hoc nominating committee provides recommendations on College Board Chair and Vice Chair. The board votes on those recommendations.

## College Board Meeting Materials Calendar

**Board members receive meeting materials 10 days prior to a scheduled meeting.**

President’s Cabinet agenda items and updates are due fourteen days before the College Board meeting.

Meeting Dates	President and Board Chair Discuss Agenda	Materials Due to President’s Office	Materials Sent to Board Members
September 3, 2025	Week of August 11 or before	August 20	August 22
November 5, 2025	Week of October 13 or before	October 22	October 24
January 7, 2026	Week of December 8 or before	December 17 (3 weeks early due to holiday)	December 19
March 4, 2026	Week of February 9 or before	February 18	February 20
May 6, 2026	Week of April 13 or before	April 22	April 24



# Attachment 5

Freedom of Information Act

# *A Guide to the Freedom of Information Act for Governing Boards of Public Institutions of Higher Education*



*Prepared by the Virginia Freedom of Information Advisory Council  
in cooperation with the State Council of Higher Education for Virginia*

## **Policy Statement of the Virginia Freedom of Information Act (FOIA)**

*By enacting this chapter, the General Assembly ensures the people of the Commonwealth ready access to public records in the custody of a public body or its officers and employees and free entry to meetings of public bodies wherein the business of the people is being conducted. The affairs of government are not intended to be conducted in an atmosphere of secrecy since at all times the public is to be the beneficiary of any action taken at any level of government.*

*Unless a public body or its officers and employees specifically elect to exercise an exemption provided by this chapter or any other statute, every meeting shall be open to the public and all public records shall be available for inspection and copying upon request. All public records and meetings shall be presumed open, unless an exemption is properly invoked.<sup>1</sup>*

## **FOIA Training Requirement**

Governing boards of public institutions of higher education are required to receive annual training on various topics, including FOIA.<sup>2</sup> To satisfy this statutory requirement, FOIA Council staff regularly participates in SCHEV's annual training presentations for board members and has developed this guidance document for reference.

## **Public Records**

### *What is a public record?*

For the purposes of FOIA, the term public record includes all writings and recordings that consist of letters, words, or numbers, or their equivalent, set down by handwriting, typewriting, printing, photostating, photography, magnetic impulse, optical or magneto-optical form, mechanical or

---

<sup>1</sup> See Subsection B of § 2.2-3700 of the Code of Virginia, the first section of the Virginia Freedom of Information Act.

<sup>2</sup> See § 23.1-1304 of the Code of Virginia.

electronic recording, or other form of data compilation, however stored, and regardless of physical form or characteristics, prepared or owned by or in the possession of a public body or its officers, employees, or agents in the transaction of public business.<sup>3</sup>

All public records are open to the public unless a specific exemption in law allows the record to be withheld and a public body invokes such exemption.

### *What about retention of public records?*

Public records must be retained according to retention schedules set by the Library of Virginia pursuant to the Virginia Public Records Act (§ 42.1-76 et seq.). The length of retention depends on the content of the record. After expiration of the applicable retention period, the records may be destroyed or discarded.

### *What about electronic mail?*

Emails that relate to public business are public records, regardless of whether a home or office computer or phone is used and regardless of whether the communication is through text or a form of social media or other electronic application. It is the content of the record, not the equipment or account that is used, that controls.

Emails that qualify as public records must be retained as required by the Virginia Public Records Act. For additional information, see the Freedom of Information Advisory Council handout entitled "Email: Use, Access, and Retention" available on the FOIA Council website.

## **Public Meetings<sup>4</sup>**

### *What is considered a meeting under FOIA for governing boards of public institutions of higher education?*

For the purposes of FOIA, a public meeting of a board is any gathering, including work sessions, of the constituent membership of the board convened physically or through electronic communication means pursuant to § 2.2-3708.2 or 2.2-3708.3 where the members discuss or transact public business of the board. This meaning applies:

- To the board or to an informal assemblage of (i) as many as three members or (ii) a quorum, if less than three, of the constituent membership;
- Wherever the gathering is held; and
- Regardless of whether minutes are taken or votes are cast.

NOTE: This requirement also applies to any meeting, including work sessions, of any subgroup of the board, regardless of how the subgroup is designated (e.g., a committee, subcommittee, task force, work group, panel, etc.).

### *What is public business under FOIA?*

For purposes of public meetings, public business means any activity a public body has undertaken or proposes to undertake on behalf of the people it represents.<sup>5</sup>

---

<sup>3</sup> See the definition of "public records" in § 2.2-3701.

<sup>4</sup> See the definition of "meeting" in § 2.2-3701.

<sup>5</sup> *Id.*

### *What is not a meeting under FOIA?*

- The gathering of employees of the board; or
- The gathering or attendance of two or more board members at:
  - Any place or function where no part of the purpose of such gathering or attendance is the discussion or transaction of any public business, and such gathering or attendance was not called or prearranged with any purpose of discussing or transacting any business of the public body, and no discussion or transaction of public business takes place among the members of the public body; or
  - A public forum, informational gathering, candidate appearance, meeting of another public body, or debate, the purpose of which is to inform the electorate or to gather information from the public and not to transact public business or to hold discussions relating to the transaction of public business, where no discussion or transaction of public business takes place among the members of the public body, even though the performance of the members individually or collectively in the conduct of public business may be a topic of discussion or, debate, or question presented by others at such public meeting.

### **Specific Aspects of Public Meetings**

**Minutes:** Minutes are required for any meeting of the board or a subgroup of the board.

**Voting:** No secret or written ballots are allowed. Votes must be taken at a public meeting conducted in accordance with FOIA.

**Polling:** Individual members may be contacted separately (one-on-one) to ascertain their positions by phone, letter, or email, so long as the contact is done on a basis that does not constitute a meeting.

**Closed Meetings:** A closed meeting is allowed only for certain limited purposes as specifically authorized by FOIA in § 2.2-3711 or other law and requires a motion stating the purpose, the subject of the closed meeting, and the specific Code section that authorizes the closed meeting. See § 2.2-3711 of FOIA for allowable purposes for closed meetings and §§ 2.2-3711 and 2.2-3712 of FOIA for procedures for holding a closed meeting.

**Electronic Meetings:** Meetings held through electronic communication means are allowed for boards under heightened procedural and reporting requirements depending on the type of electronic meeting (i.e., a meeting during a declared state of emergency, an in-person meeting with individual member(s) using remote participation, or an all-virtual public meeting). See §§ 2.2-3708.2 and 2.2-3708.3 of FOIA for specific requirements for meetings held under these circumstances.

**Email and Meetings:** The Virginia Supreme Court has held that emails may constitute a "meeting" as defined under FOIA if there is simultaneous email communication between three or more members of a public body.<sup>6</sup> Avoid "reply all" as a general rule. For additional information,

---

<sup>6</sup> See *Hill v. Fairfax Cnty. Sch. Bd.*, 284 Va. 306, 727 S.E.2d 75 (2012); *Beck v. Shelton*, 267 Va. 482, 494, 593 S.E.2d 195 (2004).

see the FOIA Council handout entitled "Email and Meetings" available on the FOIA Council's website.

\*\*\*\*\*

**Virginia Freedom of Information Advisory Council**

Alan Gernhardt, *Executive Director*  
Joseph Underwood, *Senior Attorney*  
Email: [foiacouncil@dls.virginia.gov](mailto:foiacouncil@dls.virginia.gov)  
Telephone (804) 698-1810  
Toll-Free 1-866-448-4100  
[foiacouncil.dls.virginia.gov](http://foiacouncil.dls.virginia.gov)

Updated July 2024