Minutes
GOVERNANCE AND ADMINISTRATION COMMITTEE

November 8, 2021

CLOSED SESSION

The committee met jointly with the Compliance, Audit, and Risk Committee on Sunday, November 7, in closed session to discuss matters related to IT Data Privacy.

OPEN SESSION

Committee Members: Chris Petersen (Chair), Greta Harris, Mehul Sanghani, Horacio Valeiras

Other Board Members: Tish Long (Rector), Shelley Butler-Barlow, C.T. Hill, Melissa Nelson, Jeff Veatch

Representatives to the Board: Paolo Fermin, Phil Miskovic, Robert Weiss, Serena Young

VPI&SU Staff: Janice Austin, Whit Babcock, Lynsay Belshe, Eric Brooks, Lori Buchanan, Cyril Clarke, David Crotts, Holli Drewry, Corey Earles, Alisha Ebert, Bryan Garey, Martha Glass, Ellington Graves, Debbie Greer, Rebekah Gunn, Derek Gwinn, Kay Heidbreder, Elizabeth Hooper, Byron Hughes, Chris Kiwus, Sharon Kurek, April Myers, Justin Noble, Kim O’Rourke, Charlie Phlegar, Menah Pratt-Clarke, Robin Queen, Tim Sands, Jon Clark Teglas, Tracy Vosburgh

Students: Jack Leff

The meeting was called to order at 11:07am.

1. Welcome and Opening Remarks. Chris Petersen, Chair of the Governance and Administration Committee, welcomed committee members, guests and invited participants.

2. Consent Agenda. The Committee approved the items listed on the consent agenda:
   a. Approval of Minutes of June 7, 2021, Meeting
   b. Compliance, Audit, and Risk Committee Charter*
   c. Resolution to Revise Policy 4335: Employee Awards and Recognition Programs*
   d. Resolution to Revise Bylaws of the Virginia Tech Board of Visitors*

3. Name, Image, and Likeness and Competitive Success. Athletics Director, Whit Babcock, and Assistant Athletics Director of Compliance, Derek Gwinn, updated
the committee on name, image, and likeness legislation, as well as presented on
the university’s competitive success.

There is a new normal in college athletics thanks to two factors: the new NCAA
rule allowing students to transfer one time immediately within a conference, and
Name, Image, and Likeness legislation. In August, Virginia passed House Bill 7001, making collegiate student-athletes eligible to receive compensation for the
use of their name, image, and likeness. The bill protects scholarship eligibility, but
prohibits pay-for-play. Student-athletes must also prioritize athletic and academic
activities over their brand. The bill also prohibits the utilization of logos without
proper approval, and requires that the university receive prior disclosure before
student-athletes begin any sponsored activity. Additionally, the bill states that
student-athletes cannot promote casinos and gambling, cannabis related
products, controlled substances and drug paraphernalia, weapons and fire arms,
alcohol, tobacco and e-cigarettes, and adult entertainment. Since passage of the
legislation in August, student-athletes have already taken advantage of their
eligibility through national sponsorships, partnering with local businesses and
charities, joining talent agencies, and promoting their own brands. Groups of
athletes have also received sponsorships, such as the football offensive line
partnering with Mission BBQ, a deal in which they are fed once a week by the
restaurant in exchange for promoting the business on their personal social media
accounts. Local businesses are somewhat hesitant to participate due to their
familiarity with previous rules, but Athletics has been reaching out via mailers and
other tactics to educate and assist them should they wish to participate. In order
to protect our student-athletes, Virginia Tech maintains the right to restrict third
party-conflicts, as well as carefully reviews all contracts, and ensures that students
are signing with registered, reputable talent agencies. Athletics has also partnered
with the Pamplin College of Business and the APEX Center for Entrepreneurs to
build a comprehensive education program that provides student-athletes with
resources related to brand management, marketing, and financial and tax
implications. As a result of this partnership, a four-credit course is going to be
available for all students specifically on NIL. The university has also partnered with
athletic content platforms, INFLCR and PRISM, in order to provide our student-
athletes with additional support in this area. Major concerns looking forward are
maintaining compliance in relation to recruiting incentives, and the risk of NIL
competition among football and men’s basketball programs. There is also some
concern as to how NIL earnings will affect grants and scholarships, as well as
citizenship for international student-athletes. The current bill is only in effect until
June 30, 2022, and new legislation for Virginia is in the works to further define NIL
rules effective July 1, 2022. Should that not be the case, Virginia Tech will revert
back to the policy operated on this past July after NCAA rules went into effect but
legislation was delayed. There is also hope that federal legislation will be passed,
as NCAA guidelines and rules vary on a state-by-state basis.
Competitively, Virginia Tech's athletics program ranked 32 out of the 350+ Division I programs across the nation in 2020-21, and ranked seventh among its ACC peers for the NACDA Directors’ Cup. Those ACC schools that are ranked higher, typically have a larger budget, so the hope is that as the athletics budget increases, so will the Hokies national ranking. Currently, the Hokies are ranked in the top 25 in football, wrestling, men’s and women’s soccer, men’s and women's basketball, women’s golf, and men’s and women’s swimming and diving. Virginia Tech has already pulled ahead in the Commonwealth Clash this season, seeing a win over UVA in men’s soccer, volleyball, and women’s cross-country. Among ACC peers, the program is currently tied with five teams Louisville, UNC, N.C. State, Notre Dame, and Pitt, and pulling ahead against Miami along with UVA. As of June 1, Hokies’ sponsored sports have been named ACC Champions 29 times since 2004-05. In Spring of 2021, 17 sports teams at the university maintained an overall 3.0 GPA. In regards to student-athlete scholarships, five of the 22 sports offered at the university offer full scholarships, while the rest only receive a portion. To remain competitive in this area and to further enhance recruitment efforts, Athletics is studying the North Carolina model in which out-of-state student-athletes can receive in-state benefits. Virginia Tech has maintained its record of no major NCAA infractions since 2000, despite a rise overall and amongst ACC schools in the past 10 years. Athletics has also seen a rise in donor growth this year, and currently has pledges to nearly $174 million of the $400 million goal. To further reach that goal, the department continues to focus on its capital campaign through five pillars: the drive for 25, Football, Cassel Coliseum, success across all teams, and scholarships.

4. **Inclusive VT Update: Student Diversity.** Vice President for Strategic Affairs and Diversity Menah Pratt-Clarke and Assistant Provost for Inclusion and Diversity Ellington Graves provided an update on student diversity initiatives.

As of Fall 2021, the university’s undergraduate student population identifies as 61 percent white, 12 percent Asian/Asian American, 9 percent Latinx/Hispanic, 6 percent Black, 5 percent two or more races, and 5 percent international, with 2 percent choosing not to report. Similarly, the graduate and professional student population identifies as 47 percent white, 30 percent international, 6 percent Asian/Asian American, 5 percent Black, 5 percent Latinx/Hispanic, and 3 percent two or more races, with 4 percent not reported. To welcome and support its underrepresented and underserved students, Virginia Tech’s various cultural and community centers provide education, advocacy, advising, and leadership development resources. Centers include the American Indian and Indigenous Community Center, Asian Cultural Engagement Center, Black Cultural Center, El Centro the Latinx cultural center, the LGBTQ+ Resource Center, and the Intercultural Engagement Center, along with Ujima, the four-year old Living-
Learning Community that emphasizes the Black/African-American experience. Ujima houses 115 multigenerational students including all classifications, and has seen 47 percent growth and 40 percent returning students this year. Each center has a faculty fellows' program to further enhance and foster faculty and student engagement. The university observed American Indian and Indigenous Heritage Month, Latinx/Hispanic Heritage Month, and LGBTQ+ History Month this fall, and will observe Black History Month, and Asian/Pacific Islander/Desi American History month in the spring. The university also observes Jewish, Muslim and Disability Awareness months as well. As such, Virginia Tech hosted 73 featured events in Spring and Fall of 2021, not counting the additional observances of Indigenous People's Day, International Pronoun Day, Intersex Awareness Day, and National Coming Out Day. Major commemorations also include Martin Luther King Day, Transgender Day of Remembrance, Veterans Day, the Native at VT Spring Powwow, Pride Week, and the Latinx Symposium. Intersectional and intercultural programs are offered to help bridge the gap between communities through activities such as hosting anti-blackness discussions, creating a coalition of Black and Asian Americans, and working with LGBTQ+ individuals spanning the communities. The Student Opportunities and Achievement Resources Program (SOAR) works with entities across campus to welcome and retain underrepresented and underserved students and support the university’s strategic mission. Concerns addressed via one-on-one coaching include academic support, campus resources, financial needs and jobs, as well as both professional and personal development, and advocacy. During the 2020-21 academic year, the program provided 968 one-on-one coaching sessions to 701 unique students, the majority of which were first-generation, to discuss topics such as academic support, campus resources, financial needs/jobs, personal and professional development, and advocacy. SOAR does not provide academic advising services, but instead provides resources and connects students to advisors in their respective college upon their request. Fall caseloads yielded a higher percentage of freshman coaching sessions, while spring saw a rise in sessions with sophomores, juniors, and seniors. While SOAR is mostly utilized by the black student population, an increase of 6.2 percent was seen in Latinos’ use of the resource in 2021. Overall URM student GPAs have shown a rise for the Spring 2021 term thanks to the program. SOAR also offers three signature programs, the first being the Black College Institute (BCI) which is a four-day summer program for talented, academically inclined, rising high school juniors and seniors. The Institute is a recruitment effort that specifically seeks to serve underrepresented and/or first-generation students, but is open to any student interested in Virginia Tech. BCI promotes a multicultural awareness while specifically emphasizing the Black/African-American student experience. Participants have the opportunity to experience living on campus and working in classroom environments, as well as to become familiar with learning resources available to them from departments and student organizations. During their visit, students attend workshops on applying
for college, as well as financial aid and scholarships. Participants also complete and present a research project they conduct on social justice during their time on campus. From its inception in 2017, BCI has seen a 364 percent attendance increase, with a 74 percent increase in applications. In 2021 the program hosted 520 attendees, 434 of which were high school seniors. Seventy-six percent of program alumni that apply receive offers, with 43 percent accepting and attending, increasing the percentage of black students in the entering class from 3.8 percent in 2016 to 8.9 percent for Fall of 2021. Institute alumni that attend Virginia Tech also have the opportunity to participate in SOAR’s Jumpstart program, a three-day pre-orientation designed to reacclimate them to campus, and further foster a sense of community. To gain insight and identify trends, the Office of Inclusion and Diversity has reached out to those BCI attendees that chose not to attend Virginia Tech. It has been found that those individuals are highly sought after by many top tier schools and/or cannot afford the cost of out-of-state tuition. Therefore, as student financial packages begin to expand, acceptance will likely increase. SOAR also sponsors SANKOFA in partnership with the office of Inclusion and Diversity. The program is meant to foster professional connections between black students and alumni, as well as educate, motivate, and activate artists and allies. Former board member and award-winning filmmaker, business man, and author BK Fulton was the keynote speaker at the launch of Sankofa’s: Reaching Back to the Next Generation program, during which he shared inspirational stories that led to his success and screened two of his films: Love Dot Com: The Social Experiment and One Angry Black Man. In addition to these three distinct programs, SOAR also maintains the InclusiveVT Excellence Scholarship, which committed $57,000 in 20-21, along with a small portfolio of additional scholarships. They also partnered with University Scholarships and Financial Aid and the Dean of Students to educate students on the CARES Act/HEERF funds to help support underrepresented students during the pandemic, and also began a calling campaign along with the University Bursar to combat disenrollment of underrepresented minorities due to financial need.

5. **Climate Survey and HR Update.** Vice President for Human Resources Bryan Garey reported on the most recent Campus Climate Survey.

The climate survey is conducted every two to three years in order to gauge employee perceptions related to the overall campus climate, jobs, work, and inclusion and diversity. The 2021 survey also sought to measure the impacts of the pandemic. Since last conducted in 2018, the survey has undergone a redesign. HR partnered with survey experts and data scientists across campus to create an instrument that would more accurately produce a snapshot of how Virginia Tech employees are feeling at this particular point in time. As such, it is important to note that the redesign involved the implementation of a five-point scale in lieu of the four-point scale utilized in 2018, making it difficult to directly compare the current results with those of the previous survey. However, despite this difficulty, numbers
related to satisfaction remained somewhat stagnant, fluctuating only slightly between 2018 and 2021. The climate survey was conducted in April and May of this year, receiving an overall response rate of 3,267, which is considered on target due to survey fatigue that many employees were likely feeling at that time of year. Results showed that 77 percent of participants judged the climate across campus as good, with 79 percent satisfied with their jobs, 85 percent feeling their coworkers are friendly, and 86 percent feeling their professional and academic relationships are high quality. Additionally, 70 percent of participants reported they felt they had adequate opportunities for advancement at the university, and 77 percent agreed that if asked to do it again, they would choose to work for Virginia Tech. Seventy-one percent of those surveyed also agreed that the values of InclusiveVT were reflected in their work place. This data point differs slightly from those in the past, as the survey previously measured awareness of values, not whether they were directly reflected in the employees’ work environment. Unfortunately, a majority of employees reported feeling less confident in their ability to receive help if they were to receive unfair or inequitable treatment, making it an area for improvement. Forty-two percent of those surveyed also felt their compensation was is too low; however, this is common in any climate survey. When comparing percentages of those surveyed by employee class, staff was slightly under-represented while administrative and professional, as well as teaching and research faculty, were slightly over-represented. It is important to note that the survey showed a dip in the satisfaction related to workload since 2018, which is to be expected due to the impacts that COVID-19 has had on the workforce within the last year. In regards to inclusion and diversity, 74.9 percent felt the Principles of Community are reflected in their immediate work space, while 70.6 percent felt the same about the values of InclusiveVT, and 66.2 percent reported that the buildings on campus meet their accessibility needs. However, despite 61.9 percent disagreeing that they have personally experienced exclusionary, intimidating, offensive, and/or hostile conduct from members of the university, once neutral responses were removed, the proportion dropped to 20 percent, making it another area for improvement. Mr. Garey also acknowledged that staff morale has deteriorated somewhat since the survey was administered, and is meeting monthly with the leadership of the Staff Senate. In response to the vaccination mandate issued in August, there have been resignations and terminations, but the majority of campus has remained compliant. Ninety-Four percent of employees are vaccinated, with five percent maintaining an exemption, and one percent being non-compliant. However, the one percent accounts for new members of the workforce who have not have time to report their status. The university was early in advocating the vaccine prior to the mandate and have captured data along the way. The department has been tracking retention as a whole on a monthly basis, and there has been a slight uptick in churn thought to be caused by vaccine status, as well as individuals evaluating their jobs in a post COVID environment. In response to survey feedback HR will continue to embed HR Division Directors in colleges and units, while also implementing compensation changes both to attract new and retain current employees. HR has also implemented new onboarding tools and career development training programs,
and is still working on piloting flexible work options. Next steps include releasing data to colleges and units, communicating key results and themes in a wrap-up article to be featured in the VTx daily email, offering one-on-one support for leaders as needed, and continuing work on improving morale.

6. **Introduction to Governance Video.** Vice President for Policy and Governance, Kim O'Rourke, introduced a video in which current commission chairs of shared governance reported their goals for the year.

   The video was created by the Office of Policy and Governance as an outreach tool to introduce the campus community to shared governance, as well as provide insight on the types of policies that are vetted through the system. Along with being reviewed by the Governance and Administration Committee, the video is also intended to be utilized on various websites and news outlets published across campus. The hope is that the video will not only provide insight to the community on the current work of shared governance, but also generate interest in becoming involved in system and having a role in shaping future policies. Due to time restraints, the video was not viewed during the meeting, but all Board members were encouraged to watch it via the link in their materials.

7. **Resolution to Establish an Administrative and Professional Faculty Representative to the Board of Visitors.** President of the Administrative and Professional (A/P) Faculty Senate Holli Drewry and Vice President of the A/P Faculty Senate and Chair of the Commission on A/P Faculty Affairs Janice Austin presented a resolution for committee review and approval proposing the addition of an A/P Faculty Representative to the Board of Visitors. Like the other representatives, the A/P Faculty Representative will be invited to sit with the Board and its committees during open sessions.

   The resolution is the next step in achieving equal representation for Administrative and Professional Faculty to that of their teaching and research faculty and staff peers. It follows the installation of the A/P Faculty Senate approved by the committee in March of this year. Upon review, the committee approved the resolution.

8. **Discussion on Committee Structure Review.** Chris Petersen led a discussion on Board Committee Structure Review.

   The review is in response to concerns regarding where research topics should fall in relation to committee charges. Prior to the revised committee structure implemented in 2017, there was a separate research committee. Currently, the programmatic aspects of research are covered by the Academic, Research and Student Affairs Committee, with finance, compliance, and facility issues discussed in the corresponding committees. However, due to its unique nature, there is a question of whether the topic receives enough attention and support, as it is a large component of the Beyond Boundaries strategy. As such, the Governance and
Administration committee was tasked by the Rector at the June meeting to consider the current Board Committee Structure as a whole and make suggestions on how it might be improved. The committee agreed that the best way to move forward in this assessment is to appoint an ad hoc committee. Chris Petersen will communicate with committee members individually to determine appointees.

9. **Discussion on Board Self-Assessment Process.** Chris Petersen led a discussion on topics and criteria the Board would like to measure in this year’s self-assessment.

The Board of Visitors began conducting an annual self-assessment in spring 2019, with the results of the assessment being reported at the June meeting. The instrument used was developed and is administered by the Association of Governing Boards (AGB); questions were tailored to some degree to Virginia Tech. The committee was asked to recommend what changes, if any, they would like made to the existing survey instrument, and whether they recommended continuing with the AGB survey instrument. The committee was also asked to consider what open-ended questions they would like included to augment the multiple-choice questions. To maintain consistency, the committee determined they would like to move forward with the AGB survey instrument this year. Requests related to open-ended questions are to be sent to Chris Petersen and Kim O’Rourke by November 30.

10. **Board Transparency.** Kim O’Rourke explained that in spring 2021, the General Assembly approved HB2120, which deals with transparency of university governing boards. Many of the measures contained in the bill were already in practice at Virginia Tech prior to the legislation, and others were added to the Board’s bylaws in June and implemented by the July 2021 deadline. The legislation also required SCHEV to appoint a working group to develop a minimum uniform standard for all Virginia colleges and universities to witness board meetings electronically in real time and to provide those recommendations to the legislation by November 1, 2021. She noted that both she and Elizabeth Hooper served on that 15-person working group, and its report has been submitted to the legislature. The proposed minimum uniform standard includes providing the public with real-time electronic access to regularly scheduled meetings of the full governing board, with exceptions for committee meetings and any tours or gatherings of the full board that take place outside of the usual location of the board meeting. Access would be provided by video or audio livestreaming.

11. **Future Agenda Items and Closing Remarks.** Chris Petersen asked committee members to send any future agenda item requests to him at a later date, and offered closing remarks

There being no further business, the meeting adjourned at 11:45am.
Welcome and Opening Remarks
By: Chris Petersen
Consent Agenda

a. Approval of Minutes of June 7, 2021, Meeting

b. Compliance, Audit, and Risk Committee Charter*

c. Resolution to Revise Policy 4335: Employee Awards and Recognition Programs*

d. Resolution to Revise Bylaws of the Virginia Tech Board of Visitors*
Committee Members: Chris Petersen (Chair), Tish Long

Board Members: Horacio Valeiras (Rector), Ed Baine, Shelley Barlow, Greta Harris, C.T. Hill, Anna James, Sharon Martin, Melissa Nelson, Jeff Veatch, Preston White

Board Representatives: Eric Kaufman, Camellia Pastore, Tamarah Smith, Sabrina Sturgeon

VPI&SU Staff: Mac Babb, Whit Babcock, Eric Brooks, Lori Buchanan, Cyril Clarke, Al Lance Collins, Cooper, Karen DePauw, Jon Deskins, Michele Deramo, Corey Earles, Kari Evans, Jack Finney, Ron Fricker, Mike Friedlander, Bryan Garey, Martha Glass, Derek Gwinn, Rebekah Gunn, Kay Heidbreder, Rachel Holloway, Elizabeth Hooper, Byron Hughes, Chris Kiwus, Sharon Kurek, Elizabeth McClanahan, Nancy Meacham, Scott Midkiff, Ken Miller, Laurel Miner, Mike Mulhare, April Myers, Justin Noble, Kim O'Rourke, Mark Owczarski, Dwayne Pinkney, Ellen Plummer, Menah Pratt-Clarke, Robin Queen, Chris Rahmes, Frank Shushok, Ken Smith, Daniel Sui, Tracy Vosburgh, Robert Weiss, Lisa Wilkes, Serena Young

Guests: Amy Fridenberger, Jack Leff, Phil Miskovic, Michael Nizidel, Roan Parrish

OPEN SESSION

Due to extended discussion in morning meetings, the Governance and Administration Committee meeting was called to order at 1:55 p.m.

1. Welcome and Opening Remarks. Mr. Chris Petersen served as Chair of the Governance and Administration Committee and welcomed committee members, guests, and invited participants.

2. Consent Agenda. The committee approved the items listed on the consent agenda.
   a. Minutes of the March 22, 2021, Meeting
   b. Resolution to Revise the Faculty Handbook Employment Policies and Procedures for Administrative and Professional Faculty

3. Briefing on Shared Governance Proposal. Provost Cyril Clarke and Dr. Eric Kaufman, Co-Chairs of the President’s Committee on Governance, briefed the
committee on proposed changes to the university’s shared governance structure. The committee also reviewed the Resolution to Amend in its Entirety the Constitution of the Graduate Student Assembly and Reenact as “The Constitution of the Graduate and Professional Student Senate.”

In April of 2019, the President appointed the President’s Committee on Governance to align the university’s shared governance system with the needs of a twenty-first century university and the Beyond Boundaries vision for Virginia Tech. As such, a 21-member ad hoc committee, co-chaired by the Provost and the Faculty Senate President, was charged with defining a set of guiding principles for shared governance, and to recommend any changes necessary to carry out said principles. As such, the committee focused on three core goals: 1) to create a structure that allowed for substantive engagement of the collective voices of the faculty, staff, and students; 2) maintaining a commitment to representative democratic principles; and 3) procedures that allow for streamlined management of business, with more time allotted for complex issues. Last academic year, the committee drafted a list of guiding principles and a structure proposal that was presented to University Council as a joint resolution in the Fall. The proposed Principles of Shared Governance include 1) democratic processes, 2) respect, collaboration, and trust, 3) clarity of roles and authority, 4) inclusion and diversity, 5) communication and transparency, 6) efficiency and effectiveness, 7) accountability, and 8) commitment. Upon receiving support from University Council, the committee has spent the latter part of the fall semester and all of the current spring semester working to further define the proposed structure. Currently, shared governance is comprised of 15 committees, reporting to 10 commissions that make recommendations to the University Council, which in turn advises the President. Resolutions may stop at the President, who has delegated final authority on some matters, or will move to the Board of Visitors for final approval. In the new structure, the roles of the Board and President will stay the same, and University Council will continue to serve in an advisory capacity to the president. However, commissions will no longer report directly to the council itself. In order to enhance the collective voices of faculty, staff, and students, commissions will now report to the constituency senates. This includes the Faculty Senate, Staff Senate, and newly approved A/P Faculty Senate, as well as the proposed Undergraduate Student Senate (formerly the Student Government Association) and the proposed Graduate and Professional Student Senate (formerly the Graduate Student Assembly). In addition to the name changes, new senate structures will also be put in place within the next academic year. For undergraduate students, the proposal includes the installation of five Vice Presidents under the Senate President, as well as six committees, two working groups, and the Commission on Undergraduate Student Affairs. At this time, graduate students are seeking to reestablish themselves as the Graduate and Professional Student Senate, as seen in the resolution presented to the committee regarding their revised constitution.
and bylaws. The proposed changes include the installation of the Graduate and Professional Student Senate, a senate comprised of two senators from each department/program, an Executive Board, which will include the newly created position of Chief of Staff and Director of Advocacy, and a senate cabinet comprised of the BOV Representative, the President of Extended Campus Senates, the Past Senate President, and other graduate student leaders. A question was posed as to whether or not the committee plans to specifically define what items fall within each constituency’s purview. It was noted that a University Council Cabinet will be enacted to direct and manage business, and that there will be language in place that will address the types of items that will be reviewed by each group. Changes are also not meant to create a shift power to the constituencies, but to increase their collective voice while maintaining balance by limiting the accountability and responsibility of each.

Upon hearing the presentation, the committee reviewed and accepted the Resolution to Amend in its Entirety the Constitution of the Graduate Student Assembly and Reenact as “The Constitution of the Graduate and Professional Student Senate.” It was noted that a working group for the Undergraduate Student Senate has been formed and will work over the summer to revise their respective Constitution and Bylaws, which the committee expects to review in the Fall of 2021.

4. Resolution to Revise the Bylaws of the Virginia Tech Board of Visitors. Ms. Kim O'Rourke, Vice President for Policy and Governance and Secretary to the Board of Visitors, discussed minor revisions to the Board’s Bylaws.

In an effort to enhance transparency, the Virginia General Assembly and Governor of Virginia passed new legislative requirements for public Board websites. As such, the Bylaws of the Virginia Tech Board of Visitors had to be updated to reflect the new laws. Websites must now list all Board members, the date they were appointed, the name of the governor who appointed them, and an email address at which they can be reached. Additionally, committee membership listings, a schedule of Board events, and meeting archives are also officially required. Along with public website requirements, legislation also dictates that the Board must solicit the input of the Faculty Senate Representative at least twice a year in regards to concerns of the general faculty. They must also consult with the representative in advance of a search for a new president. Educational requirements from SCHEV have also been updated, in that Board members must attend educational training as determined by SCHEV once every two years, in addition to the new board member training required within the first two years of a member’s appointment.

Upon review, the committee approved the resolution.
5. **Board Self-Assessment Results.** Ms. Kim O'Rourke shared the results of the Board's most recent self-assessment.

The Board completed its third annual self-assessment with the assistance of the Association of Governing Boards. Participants in the assessment included Board members, representatives, and university administrators who work most closely with the Board. Overall, results were favorable, with board culture ranking the highest of all categories. Among the Board's highest priorities are building financial and organizational resilience; prioritizing the deployment of resources to align with priorities; competitive salaries for faculty and staff; managing admissions and enrollment; accessibility and affordability while offering a world-class education; advancing diversity and inclusion; ensuring free speech; preparing students for real-world jobs; and establishing the Innovation Campus. In the context of assessing the Board's practices, the Research Committee was discussed. The various facets of the research mission span several of the Board's committees, but there also needs to be a mechanism for the full Board to get a holistic view of research. The Rector tasked the committee with reviewing how research should fit into the Board's committee structure, which will be an agenda item for the future.

6. **Name, Image, Likeness and Sports Wagering Update.** Director of Athletics, Whit Babcock, introduced Assistant Athletic Director of Compliance, Derek Gwinn, who provided an update on name, image, and likeness legislation, as well as briefed the committee on sports wagering.

Legislation allowing student-athletes to receive compensation for the use of their name, image, and likeness first passed in California in Fall 2019, thereby prompting the NCAA to modernize their rules on the matter shortly after. Since that time, several factors have influenced the tabling of updated guidelines, including the appeal of Alston vs. NCAA, a supreme court case in which it was ruled that student-athletes should be allowed to receive certain academic benefits for the use of their name, image, and likeness. Three bills have also been introduced to congress that should set more concrete rules on the matter nationwide. Depending on the ruling and date of signing, there is the possibility that states will operate individually on the matter for a short period of time, as some legislation will be effective as early as July 1. In response, the Division I Athletic Directors and Presidents in Virginia have sent a letter to Governor Northam requesting an Executive Order to align Virginia with other states operating on their own legislation. To prepare, Virginia Tech Athletics has formed their own eight-person Name, Image, and Likeness (NIL) committee, and there is discussion of utilizing the third-party vendor, INFLCR, to assist in maintaining compliance with disclosure requirements. Looking ahead, areas of focus include brand education, development, and management for student-athletes, introducing recruiting tools.
for coaches, and compliance maintenance for athletes who act as online influencers and partner with local entities.

Sports Wagering officially became legal in Virginia in 2020, with the first bets taken in January of this year. Currently, wagering in the state is maintained by the VA Lottery, with betting options including NCAA football, basketball, baseball, tennis, and lacrosse. However, rules state that Virginia residents cannot bet on in-state college teams, or place prop-bets on college athletics. Virginia is one of 21 states and D.C. that have officially legalized sports gambling and started taking bets, with six other states legalized but not in operation, and 13 with legislation in progress. As of March 2021, Virginia ranked seventh of the top ten states with the largest betting handle. It is estimated that more than $185 million was wagered nationwide on Hokie’s football and basketball in the 2020-21 season, with over 23.8 million wagered on the VT vs. Florida game of the NCAA Tournament alone. The biggest concerns regarding the legalization of wagering are possible outside influences placed on student-athletes, disgruntled bettors, the possibility of leaked insider information, and fraudulent activity in relation to referees. Thankfully, a lot of these concerns are mitigated by the legislation prohibiting in state bettors from betting on in state sports.

7. InclusiveVT Update: Diversity Education. Vice President for Diversity, Inclusion, and Strategic Affairs, Dr. Menah Pratt-Clarke, introduced Assistant Provost for Diversity Education, Dr. Michele Deramo, who updated the committee on diversity education initiatives.

The Office of Diversity and Inclusion focused on the four goals of ensuring a baseline understanding of diversity, equity, and inclusion among students and employees, increasing university wide diversity education, advancing inclusive pedagogy, and building the capacity of InclusiveVT stakeholders during the 2020-21 academic year. As a result, “Diversity, Equity, and Inclusion” training was made available for all first year and transfer students, with 7,926 completions, and “Inclusion in the Modern Workplace” training was completed by 2,199 Graduate/Professional Students and 5,873 Full/Part Time benefited employees. University-wide access to diversity education was also increased with online badging. Ten digital badging pathways were also offered, receiving 880 enrollments with a total of 324 badged. Digital badging helps address the complication of faculty schedules conflicting with the offered times of in-person training, as the courses are asynchronous thanks in part to the shift to on-line courses required to maintain operations during the pandemic. The badges are valid for two-years. The Intercultural Engagement Center also collaborated with the Division of Student Affairs in order to form the Hokie Collective, a program that provides student education on actively caring for their community. This year, 802 undergraduates, including six Greek organizations, the Corps of Cadets and
Regimental Band, and student-athletes, enrolled in diversity related workshops offered as part of the program. Courses are also offered through the Professional Development Network for Faculty to begin learning about inclusive pedagogy and workshop how to incorporate it in the classroom. This year the pre-semester workshop for Fall of 2020, “Creating an Inclusive Classroom” saw 443 faculty enrollments. The Norm of Inclusion Guide was presented to every Dean, Department Head, and Academic Director, who in turn shared it with T/R Faculty and Advisors in their respective areas. By-request additional workshops were also offered, with a total of 32 sessions completed across 30 units, with 876 faculty completing them. The office of Diversity and Inclusion also offered workshops such as the Diversity Summit, which focused on sharing critical objectives for the year and saw 903 registrants this year, nearly three times the average. Along with the summit, Advancing Diversity, a mid-year gathering which discussed best practices for maintaining diversity, equality, and inclusivity across campus, saw 633 registrants. Additionally, the Diversity Committee Toolkit, a group dedicated to crowd-sourcing ideas and strategies for local work, currently boasts 115 subscribers. The White Allies as Transformation Leaders program was also introduced as a leadership workshop to help build capacity for white allyship by emphasizing best practices for inclusive leadership. Twenty-one senior faculty and department heads from each college committed to the program in which they listened, reflected, read, and learned from one another over the course of the year. The initial cohort has requested to continue for a second year of the program in order to further prepare for mentoring of junior colleagues and rising leaders. A new cohort comprised of thirty new faculty members will begin the program this year. The office also introduced responsive programing such as Virginia Tech’s Unfinished Conversations on Race. Nine webinars have been released this year, which received a total of 8,671 views. Recently the office also introduced the What is Privilege and Why Does it Matter course, which has 131 enrollees, along with the Finding Common Ground Webinar, the Viewpoint Diversity guide, and the Stop AAPI Hate guide.

8. HR Update: Future Work Efforts and Talent Development Milestones. Vice President for Human Resources, Mr. Bryan Garey, presented on the future of the workforce and updated the committee on talent development initiatives.

At the height of the pandemic, 80% of VT employees were working remotely, with 55% working remotely or mostly remote by January 2021. As pandemic restrictions continue to lift, HR is preparing to support a hybrid work model that allows eligible employees to work both in the office and remotely, as studies show doing so is crucial to keeping up with the competitive market. Research shows that 80% of American workers wish to continue some level of remote work after the pandemic, with 65% wishing to become full-time remote employees. Working
remotely has proven to increase productivity up to 40%, with 75% of employees reporting that working remotely has maintained or improved their productivity. Over 75% of employers have also indicated that allowing for remote work has significantly improved employee retention, with 54% of employees reporting they would change jobs for more flexible work options. Additionally, it will enhance the attractiveness of an employer to millennial and gen Z workers, who will represent 75% of the workforce by 2025 and place high value on flexible work options. Moving to a hybrid schedule will also allow the university to better leverage its presence in the D.C. Metro Area, as the D.C. and Northern Virginia labor markets are at least 10 times larger than those in Roanoke and Blacksburg. Moving forward, models will mainly focus on administrative and academic work handled by Staff and AP Faculty. Decisions will be made with Senior Management Area Leaders based on the nature of each role and operational needs, with the understanding that arrangements may require occasional or regular on-site presence. As such, leaders will need the required tools and resources to create a productive and engaging environment, and progress must be regularly assessed. Unfortunately, this does not mean that all arrangements will be treated the same or equally, as different work needs are required based on the particular position. Four pilot programs launched in May to allow for better impact assessments, as well as to identify ways in which to maintain high levels of engagement, communicate and contribute to work teams, identify boundaries to prevent burnout, understand the resources needed, and discover surface inequities and perceived inequities. The pilots will explore the benefits of working in a fully remote environment, a one-to-two days on site environment, a three-to-four days on site environment, and a fully on-site environment. Initial testing will be conducted in the areas of Advancement, IT, the College of Engineering, Pamplin College of Business, and the President’s Office, with surveys being administered to track strengths and challenges. Guidelines and policies, as well as the roadmap for remote work, will be developed for 2021-2022 based on these pilots, and training for managers will also be provided with HR supporting partners through all phases.

Human Resources has also been working to improve talent development, having rebuilt the talent development team, which now consists of a Director, two Talent Development Specialists, a Graduate Assistant, an HR Project Coordinator, and an intern from the College of Business. The department has also worked to centralize university-wide training utilizing the Page-Up Learning Management System, one of five new systems introduced in a two-year span. Taking the place of the outdated Courseware system, the shift was largely compliance driven and has increased training completion drastically, with 18,255 compliance courses now completed. Additionally, to prepare for the launch, training.vt.edu was redesigned, university specific training aids and how-tos were introduced, and HR has been and will continue to foster relationships with stakeholders. Since the
launch of the system in September 2020, 61 new courses have been added and an average of 500 courses are completed per week. Two training programs specifically for managers and supervisors have been launched as well. Building Blocks for Managers, a site that was launched in February, helps build management techniques in areas of leadership in order to enhance managerial knowledge, skills, and abilities. The site received 587 views, 164 of which were unique, and saw a 54% completion rate of the 266 courses accessed within the first month. The Fast Track program, launched in January of 2020, addresses key leadership competencies to build better relationships with direct reports. In March of 2020, the program began hosting Fast Track Friday’s to remain connected as the university switched to a mostly remote workforce in response to COVID-19. Since that time, the 30-minute webinars have achieved an average participant rate of 35 per week for each of the 21 sessions held. HR also launched the Virtual Learning Center, an on-demand professional development resource, in March of 2020, to allow employees to gain critical skills for their jobs and prepare for future roles. The Center has seen 5,581 page views, 4,390 of which were unique, 52 curated courses with tip sheets created specifically for VT users, and a 76% completion rate of the 4,835 courses accessed. Additionally, the Professional Development Community of Practice fosters inter-organization collaboration where members can build relationships, share knowledge, and determine best practices together in order to increase employee engagement in their own areas. Members of the community participate in workshops and become aware of professional development opportunities on campus. Since its launch in December 2019, 10 meetings have been held with an average of 25 attendees per meeting.


In response to discussion regarding the Board Self-Assessment results, it was requested by the Rector of the Board that the committee review the current Board Committee Structure, specifically in relation to determining a way in which to allow the full board to get a holistic view of research, and report back next year.

There being no further business, the meeting adjourned at 4:08p.m.
Board of Visitors Meeting
November 2021

Agenda:
Update on Name, Image, Likeness (NIL)
Competitive Success
Virginia Law – House Bill 7001

Passed in August

- Student-athletes may earn compensation related to NIL and sign with agents
- Protects their scholarship and eligibility
- No pay-for-play
- May not miss official team or academically related activities
- Use of logos and facilities must go through proper channels
- Third-party conflicts may be restricted by VT
- Must disclose activity prior to NIL activity occurring
- Prohibited NIL activity:
  - Casinos/Gambling
  - Alcohol Products
  - Adult Entertainment
  - Cannabis related products
  - Dangerous/Controlled Substances
  - Performance Enhancing Drugs
  - Drug Paraphernalia
  - Tobacco/E-cigarettes
  - Weapons/Firearms
NIL Deals at VT
NIL Deals at VT

Proud to announce that I have partnered with Bob Huff Chevrolet and Huff Ford to provide a total of 325 book bags filled with school supplies for kids in my hometown of Statesville, NC and Wythe County, VA!!
Go Hokies! 🦍
#InvestInTheYouth

Amaré D. Barno
@Ayse_Barno

Hokie Nation,

I would like to introduce my personal apparel line, the AB11 brand!

Check out the site, live now!
magzsports.com/amarebarno/
NIL Deals at VT

agencyFsportsgroup • Follow
The Promise Land

agencyFsportsgroup Excited to welcome Jermaine Waller to the Agency 1 family! NIL, representation

@MissionBBQ is now THE OFFICIAL BBQ Sponsor of the ENTIRE @HokiesFB OL!! #GoHokies

Brock
@BrockHoffman76

youngacademy2010 VA

12w 1 like Reply

110 likes
JULY 12

Add a comment...
NIL Takeaways

Interest level of student-athletes

Interest level of supporters and local businesses

Contracts

- Pay for Play?
- Student-Athlete time demands/Expectations
- FMV

Agents

- Registered and Reputable
- State Regulatory Program
GOALS

Build a comprehensive program for Virginia Tech student-athletes, which provide education and resources on NIL opportunities:

- Personal Branding and Brand Management
- Business Formation & Entrepreneurship
- Opportunity Identification & Management
- Financial, Tax and Legal Literacy
- Third Party Evaluation and Education
COMPETITIVE SUCCESS
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Denotes highest ranking achieved during season
(RV) - Received votes
# Learfield Directors’ Cup

## ACC Teams (2020-21)

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as of Oct 21, 2021
Teams with 3.00 Overall GPA Per Semester

Fall 2014: 13
Spring 2015: 14
Fall 2015: 13
Spring 2016: 15
Fall 2016: 15
Spring 2017: 16
Fall 2017: 15
Spring 2018: 16
Fall 2018: 15
Spring 2019: 16
Fall 2019: 15
Spring 2020: 18
Fall 2020: 17
Spring 2021: 17
Major Infractions
Since 2000

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**Pledges to nearly $175m of the $400m goal**

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<tr>
<th>Category</th>
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<td>DRIVE FOR 25</td>
<td>$25,000 members by March 31, 2022</td>
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<td>FOOTBALL ENHANCEMENT FUND</td>
<td>$70M Economic Impact in SWVA</td>
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<td>CASSELL COLISEUM</td>
<td>Early meetings have been very productive</td>
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<td>ALL-SPORTS SUCCESS</td>
<td>Consistant sport-specific fundraising approach</td>
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<td>SCHOLARSHIP ENDOWMENTS</td>
<td>For those to come</td>
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THANK YOU
Supporting Diverse Students

Overview of the Cultural and Community Centers and the Student Opportunities and Achievement Resources Program (SOAR)
Student Diversity Fall 2021

**Undergraduate**
- 61% White
- 12% Latinx/Hisp
- 9% Asian/AA
- 5% Non-resident
- 5% Not reported
- 47% White
- 30% Latinx/Hisp
- 4% American Indian
- 6% Non-resident
- 5% Not reported

**Grad/Professional**
- 30% White
- 4% American Indian
- 6% Latinx/Hisp
- 5% Black
- 5% Non-resident
- 5% Not reported

(Attachment F)
Cultural & Community Centers

The Cultural & Community Centers support underrepresented and underserved students through education, advocacy, advising and leadership development. The centers strive to promote a welcoming campus in which students feel a sense of belonging and can find support in expressing pride in their social identities.

- American Indian and Indigenous Community Center – Victoria Ferguson, Interim Director
- Asian Cultural Engagement Center - Dr. Nina Ha, Director
- Black Cultural Center – Kimberly Clark-Shaw, Director
- El Centro (Latinx Cultural Center), Veronica Montes, Director
- LGBTQ+ Resource Center, Dr. Ashleigh Bingham, Director
- Ujima Living-Learning Community, Dalayna Gardner, Director
- Intercultural Engagement Center, Alicia Cohen, Director
Cultural and Community Centers – History and Heritage Months

- American Indian and Indigenous Heritage Month, Latinx/Hispanic Heritage Month, LGBTQ+ History Month, Black History Month, and Asian/Pacific Islander/Desi American (APIDA) History Month
- 73 feature events over 5 observances during Spring and Fall 2021
- Observance of Jewish, Muslim, and Disability Awareness Months as well
Cultural and Community Centers - Programming

- Major observations and commemorations
  - Martin Luther King Commemoration
  - Transgender Day of Remembrance
  - Veterans Day
  - Native at VT Spring Powwow
  - Pride Week
  - Latinx Symposium

- Cultural Achievement Ceremonies
- Thematic and stand-alone programs
- Intersectional and intercultural programs
- Faculty Fellows programs
- Community Kick-off, open houses, welcome back cookouts
Student Opportunities and Achievement Resources (SOAR) is a program that supports Virginia Tech’s strategic goals by working with entities across campus to welcome and retain underrepresented minority (URM) students, and to promote their success through campus collaborations.

- URM students improved their overall GPAs during the spring 2021 semester;
- Freshmen and Black students remain the largest segments of students seeking out SOAR’s assistance through 1:1 coaching;
- Latino students’ use of SOAR services saw an increase of 6.2%;
Student Opportunities & Achievement Resources Program (SOAR) Staff

Dr. Crasha Townsend, Assistant Provost for Inclusion and Diversity

Benito Nieves, Senior Associate Director

Luisa Burgos, Associate Director

Meshay Long, Assistant Director

Seth Sterlin, Assistant Director
SOAR PRODUCES 3 SIGNATURE PROGRAMS

- **Black College Institute (BCI)**: A 4-day academic summer enrichment program by Virginia Tech. It hosts talented, high-achieving and academically curious rising high school juniors and seniors.

- **JumpStart**: A recently launched, 3-day pre-college orientation program for students who successfully completed the BCI summer program, and are now entering their freshmen year here at VT.

- **Sankofa**: A recently launched program designed to create a professional connection between Black students and alumni.
SOAR: BLACK COLLEGE INSTITUTE (BCI)

- Black College Institute is a 4-day academic summer enrichment program;
- It hosts talented, high-achieving and academically curious rising high school juniors and seniors;
- The program is designed to attract underrepresented and/or first-generation students, but welcomes the participation of any student who has a potential interest in Virginia Tech;
- Program activities are planned using a multicultural perspective but places special emphasis on the African American identity.
**BENEFITS OF BLACK COLLEGE INSTITUTE**

- Student engagement with various academic disciplines through hands-on learning and workshops within the context of the African American cultural experience;
- College life experience of residential living, campus dining, collaborative projects in university classrooms and engagement with Virginia Tech’s faculty, staff, and students;
- Daily workshops on (1) navigating and completing the college application process and (2) applying for scholarships and financial aid;
- Students embrace Virginia Tech’s motto of Ut Prosim (That I May Serve) by completing a social justice research project and presentation;
- Explore Virginia Tech’s departments and organizations to build lasting connections and learn about local resources available to them;
- Engage in fun virtual team building and activities;
- All programs are FREE of cost to students.
BCI IS GROWING!

364% INCREASE IN ATTENDANCE 2017 - 2021

74% INCREASE IN APPLICATION RATE IN 4YRS

520 ATTENDEES IN 2021

434 SENIORS IN 2021

76% AVERAGE OFFER RATE

43% AVERAGE YIELD

INCREASE IN BLACK STUDENTS ENTERING CLASS FROM 3.8% (FALL 2016) TO 8.9% (2021)
SOAR: SANKOFA

- Sankofa is a new initiative introduced by SOAR and the BCI, in conjunction with the Office for Inclusion and Diversity. Sankofa was developed to create a professional connection between Black students and alumni through a series of alumni-to-student mentoring discussions;

- VT alumnus and award-winning filmmaker, businessman and author, BK Fulton launched Sankofa’s: Reaching Back to the Next Generation: The Inclusive VT Difference program in October. During his multi-day visit to campus, Fulton shared with students, inspirational stories that led to his success and screened two of his films, Love Dot Com: The Social Experiment and One Angry Black Man;

- VT’s Sankofa is part of a world-wide effort to educate, motivate, and activate artists and allies.
Quick Facts
- 115 students total
- 47% growth
- 40% returners
- Multi-generational including all classifications

Activities
- Melanin Monday
- Cultural Excursions
- Mentorship Program
- Professional Development Series
- Faculty Fellows
**SOAR Coaching Highlights – 2020-21**

968 coaching sessions, serving 701 unique students

**Sessions with Special Student Categories**

<table>
<thead>
<tr>
<th>Category</th>
<th>Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Warning</td>
<td>50</td>
</tr>
<tr>
<td>Academic Probation</td>
<td>100</td>
</tr>
<tr>
<td>First Generation</td>
<td>150</td>
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<tr>
<td>International</td>
<td>200</td>
</tr>
<tr>
<td>Transfer</td>
<td>250</td>
</tr>
<tr>
<td>Veterans</td>
<td>300</td>
</tr>
<tr>
<td>Corps of Cadets</td>
<td>350</td>
</tr>
</tbody>
</table>

**SOAR Coaching by College – 2020-21**

Coaching Sessions

- Public Health/Vet Med: 10
- Pamplin: 200
- CNRE: 150
- CLAHS: 250
- Engineering: 300
- Science: 200
- CAUS: 100
- CALS: 50
SOAR Caseload by Student Year, 20-21

SOAR Sessions by URM Population, 20-21
Student Concerns Addressed, 20-21

Percent of Sessions

- Academic Support
- Campus Resources
- Financial Need/Jobs
- Professional/Personal Dev
- Advocacy

*Sessions often address multiple concerns

SOAR Sessions by URM Population, 20-21

- Management of small scholarship portfolio
- Emergency financial support
- Administrative disenrollment partnership with USFA, Dean of Students, and the University Bursar’s Office
- Partnership with USFA and Dean of Students in disbursing CARES Act/HEERF funds
SOAR’s Role in Financial Support

- Scholarships
  - InclusiveVT Excellence Scholarship and other smaller awards
  - COVID Support – Partnership with USFA and Dean of Students to ensure that students knew about CARES Act/HEERF funds
    - Outreach to URM students to identify need in disbursing over $2 million in additional grants
- Disenrollment – Partnership with USFA, Dean of Students, and University Bursar
  - Spring 2021 – 23 URM students received $52,258 from OID and DoS
  - Fall 2021- 26 URM students received over $38,000 from OID
Questions
2021 Campus Climate Survey
Summary of Results

Bryan Garey, Vice President for Human Resources
Survey background

- Conducted to understand employee perceptions of campus climate, leadership, job and work, inclusion and diversity, and the pandemic.
- Survey redesigned with the expert guidance of data scientists across campus.
- Consistent measurement scale across questions.
- Total employee response rate: 3,267.
2021 survey highlights

• Campus climate is good according to 77% of employees.
• Employees are satisfied with their job (79%) and the people they work with are friendly (85%).
• Employees agree that the values of InclusiveVT are reflected in their workplace (71%).
• Employees feel their professional/academic relationships are high quality (86%).
• Opportunities for advancement at the university (70%).
• When asked if they would make the choice to join Virginia Tech again, 77% say they would.

If I had to do it all over again, I would still make the choice to work at Virginia Tech.
2021 survey highlights

- 76% of respondents Strongly Agree or Agree that campus climate is good.
- 73% of respondents Strongly Agree or Agree that department/unit climate is good.
2021 survey opportunities

- A majority of employees feel less confident in their:
  - Ability to get help if they feel they receive unfair or inequitable treatment (52%).
  - Compensation and that it is equivalent to the value they provide (42%).

The university has effective processes in place to help employees if they experience unfair or inequitable treatment.
### Climate survey participation by salaried employees

<table>
<thead>
<tr>
<th>Category</th>
<th>Climate Survey</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>38.8%</td>
<td>41.1%</td>
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<tr>
<td>Admin and Prof Faculty</td>
<td>33.4%</td>
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<tr>
<td>Teaching and Research Faculty</td>
<td>27.8%</td>
<td>22.7%</td>
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**Attachment F**
### Comparison of 2018 and 2021 surveys

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</thead>
<tbody>
<tr>
<td>I am satisfied with my job at the university.</td>
<td>89.0%</td>
<td>78.7%</td>
<td>75.1%</td>
<td>62.9%</td>
<td>59.8%</td>
<td>70.0%</td>
<td>76.0%</td>
<td>78.0%</td>
<td>76.0%</td>
<td>78.0%</td>
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<tr>
<td>I am satisfied with the workload in my current job.</td>
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<td>I have opportunities for career advancement within the university.</td>
<td>62.9%</td>
<td></td>
<td>59.8%</td>
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<tr>
<td>The university supports a positive work life balance.</td>
<td>70.0%</td>
<td>70.0%</td>
<td>78.0%</td>
<td>78.0%</td>
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<tr>
<td>The values of inclusiveVT are reflected in my work environment.</td>
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<tr>
<td>The Virginia Tech Principles of Community are reflected in my work environment.</td>
<td>72.8%</td>
<td>74.9%</td>
<td>70.6%</td>
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</table>

Note: The 2021 survey uses a 5-point scale, while the 2018 survey uses a 4-point scale.
2021 survey results: Campus and workplace climate

- **84.4%** • Strongly Agree or Agree that the campus is friendly.
- **84.8%** • Strongly Agree or Agree that their department/unit is friendly.
- **78.7%** • Strongly Agree or Agree that they are satisfied with their job.
- **78.0%** • Strongly Agree or Agree the university supports a positive work-life balance.
- **70.0%** • Strongly Agree or Agree that they see opportunity for career advancement.
- **62.9%** • Strongly Agree or Agree that they are satisfied with their workload.
Addressing feedback: Human Resources initiatives

1. Continue to embed HR Division Directors in colleges and units. Example: Recent hire supporting President’s Office and Athletics; currently recruiting for DC Metro Area.

2. Implement compensation practices to retain current employees and attract new hires. Example: Recent increase to $15/hour minimum in key Student Affairs and CPIF positions.

3. Implementation of new systems that provide enhanced tools and resources. Examples: Applicant tracking, onboarding portal, learning management.


5. Piloting future of work options and best practices to provide employees with flexible work alternatives, including telework and alternative scheduling.
2021 survey results: Inclusion and Diversity

- **74.9%**
  - Agree that the values of the Principles of Community are reflected in the work environment.

- **70.6%**
  - Agree that the values of InclusiveVT are reflected in their work environment.

- **66.2%**
  - Agree that the buildings on campus meet their accessibility needs.

- **69.1%**
  - Disagree that in the past year they have personally experienced exclusionary, intimidating, offensive and/or hostile conduct from members of the university.
Next steps for survey team

- Data will be released to colleges and units throughout the fall.
- Communicate key results and themes to university through wrap-up article in VTx daily email.
- Offer one-on-one support for leaders as needed.
2021 Campus Climate Survey Summary of Results

Bryan Garey, Vice President for Human Resources
Governance Video  
By: Kim O’Rourke

https://video.vt.edu/media/Commissions+of+Virginia+Tech/1_wt0njhyh

Commissions of Virginia Tech
Hear overviews from the commission chairs of the university as they tell us about what their commission's purpose and goals are for our Hokie community.
video.vt.edu
Discussion on Board Self-Assessment Criteria
By Chris Petersen
Future Agenda Items and Closing Remarks
By: Chris Petersen