

Minutes
GOVERNANCE AND ADMINISTRATION COMMITTEE

June 7, 2021

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 programming 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 work force 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 5,581page 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.

9. Future Agenda Items and Closing Remarks. Mr. Chris Petersen discussed future agenda items and offered closing remarks.

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.