**Minutes**

**GOVERNANCE AND ADMINISTRATION COMMITTEE**

**New Classroom Building 250**
**9:15 am**

**June 6, 2023**

<u>**Open Session**</u>

**Committee Members Present:** Shelley Barlow, Greta Harris, C.T. Hill

**Committee Members Absent:** Chris Petersen (Chair)

**Board Members Present:** Tish Long (Rector), Jeff Veatch

**Board Representatives Present:** Robert Weiss (Faculty Representative), Holli Drewry (A/P Faculty Representative)

**Virginia Tech Employees Present:** Janice Austin, Mac Babb, Lori Buchanan, Brock Burroughs, Allen Campbell, Sandee Cheynet, Lance Collins, David Crotts, Eric Earnhart, Kari Evans, Ron Fricker, Rachel Gabriele, Bryan Garey, Ellington Graves, Suzanne Griffin, Joe Griffith, Rebekah Gunn, Sharon Kurek, Chris Kiwus, Scott Midkiff, Mike Mulhare, April Myers, Justin Noble, Kim O'Rourke, James Perkins, Men Pratt, Tim Sands, Wayne Scales, Dee Dee Somervell, Kim Thomason, Lisa Wilkes
**Students Present:** Emily Tirrell

The meeting was called to order at 9:20 am.

1. **Welcome and Opening Remarks.** Filling in for the Chair of the Governance and Administration Committee, committee member Greta Harris welcomed fellow committee members, participants, and guests.

2. **Consent Agenda.** The committee approved the items listed on the consent agenda.
   a. Approval of Minutes of November 13, 2022, Meeting
   b. Resolution to Revise the Administrative and Professional Faculty Senate Constitution
   c. Resolution to Revise the Staff Senate Constitution and Bylaws
   d. Resolution to Appoint Representative to the NRV Emergency Communications Regional Authority
   e. Resolution on Appointment to the Virginia Tech/Montgomery Regional Airport Authority
   f. Approval of the Compliance, Audit, and Risk Committee Charter

3. **InclusiveVT Update: Diversity Education and HBCU Partnerships.** Vice President for Inclusion and Diversity, Menah Pratt, introduced Associate Vice Provost for Research and Diversity Wayne Scales and Associate Vice Provost for Diversity and Inclusion Ellington Graves provided an InclusiveVT update focused on diversity education and partnerships with historically black colleges and universities (HBCUs).

For the past two years, Virginia Tech has focused on increasing HBCU partnerships in the STEM arena, as HBCUs are a source of untapped professional talent and doing so will promote expansion and diversification in economic development. Specifically for the university, such partnerships will help diversify the graduate student pipeline and expand funding opportunities for key research. Studies predict that it will take over 250 years to reach equity in engineering, as from 1990 to 2019 the number of black students that received engineering degrees remained at four percent, and the number of black engineers entering the workforce remained at three percent from 2009 to 2019. Due to stagnant degree and workforce entry rates, HBCUs have low numbers of black engineering faculty. Virginia Tech is currently ranked 10th for black engineering faculty with 12 faculty members in the field. Only four HBCUs have more than 12, with Howard University ranked first with 24 black engineering faculty. As a result, the university is in a good position to form partnerships with many research active HBCUs. In fact, the university has a number of alumni at HBCUs that are currently considered tier two research universities, some of which are predicted to become tier one in a few years. Currently, Virginia Tech has over a dozen ongoing partnerships already in place across the country. Programs include the HBCU Research Partnership Seed Investment Program, the Graduate School HBCU Summit, the Multicultural Academic Opportunity Program, and the New Horizons Graduate Scholars Program. The institution utilizes a data analysis portal to not only form strategic partnerships, but to access longitudinal studies of HBCU graduate pipelines and ongoing partnerships. HBCUs will play a critical role in building and supporting the workforce in the emerging field of Quantum Information Science and Engineering (QISE), creating numerous funding opportunities for partnerships. As a result, the university will be establishing a replica of the VT QISE laboratory at Virginia State University, the first laboratory of its kind at any HBCU. Following the success of the VT HBCU Quantum Partnership Workshop, where Vice President and Executive Director of the Innovation Campus Lance Collins offered opening remarks, the university will be hosting a second workshop in August of this year in Arlington. There are also more funding proposals in development in QISE associated technologies. The university's proposal strategy relies strongly on the usage of project-based learning labs, such as the quantum sensing and security lab that will be a part of the Innovation Campus. By partnering with HBCUs in the QISE field, Virginia Tech also hopes to matriculate masters' students into the Innovation Campus as well.

The US Department of Education has approved Virginia Tech as an Asian American, Native American, Pacific Islander Serving Institution (AANAPISI).

Requirements set by Title III of the Higher Education Act of 2008 state that 10% of the institution's undergraduate enrollment must consist of Asian, Pacific Islander, and Desi American (APIDA) undergraduate students. For the 2022-23 academic year, APIDA undergraduate enrollment reached over 12% (more than 3,500 enrolled) and has been showing steady growth since 2018. This statistic includes domestic students only and represents the second largest student population at the university. The AANAPISI status will increase grant eligibility for both proposals and partnerships with AANAPISI community colleges, designated Title III funding, and federal research funding, as well as increase support for APIDA students. As of October 1, 2023, the University will begin receiving an AANAPISI Part A grant of $400,000 annually for the next five years from the Department of Education as part of the designation. Funds will support curricular development and faculty competency for courses addressing APIDA and Native American history, culture, and experience. This initiative will be led by Dr. Nina Ha, Director of the APIDA+ Center, and Dr. Melissa Faircloth, Director of the Indigenous Community Center. To support our AANAPISI status, a working group has been formed consisting of APIDA undergraduate and graduate students, instructional and administrative and professional faculty, and staff members. The group will also have expertise represented from Student Affairs, Undergraduate Academic Affairs, Inclusion and Diversity, and Enrollment Management. The working group will focus on the critical areas of mental health, internal diversity/disaggregation, campus climate, and recruitment and retention.

4. **Update on Job Architecture Project.** Vice President for Human Resources Bryan Garey updated the committee on the ongoing Job Architecture Project. Having seen a rise in Administrative and Professional (A/P) Faculty employees since the project began in February of 2022, there are now 2,500 A/P Faculty members with over 1,700 unique titles at the university. Reflecting both practices of higher education and industry, the job architecture project organizes these positions into functions, sub-functions, and disciplines to form a cohesive titling structure. Currently, functions are not organizational structures, as some functions are distributed across the university. The project is not meant to change the university's organizational structure, nor is it meant to change working titles. It is also not meant to increase or decrease salaries, but to provide a market range to help us remain competitive as the marketplace changes. Having completed the three research phases in April, position descriptions have been updated and job frameworks have been mapped, with 16 functional areas, 75 subfunctions, and 92 disciplines identified. Job leveling and career tracks were also identified. The career development aspect will make it possible for people in leadership positions to have good training to be managers and supervisors. The leveling of titles will enable people to understand how they fit in the organization and see a logical path for growth. Currently, we are 95% market competitive overall, and feel that we will be higher after merit increases this year. Going forward, the project will focus on implementation, which will require outreach and engagement throughout the summer months to explain the structuring. A website will be created for A/P faculty to see where they fit in the structure and how they compare to other titles and

current career pathing options. Change management is crucial and will involve outreach and engagement from the Board and senior leaders, as well as managers. The website will also allow managers to post positions quickly and pull market pay data for comparison. Human Resources will begin meeting with senior management areas to communicate and train individuals on market pay and data entry. There will be some necessary resistance management as well, as there will likely be angst from individuals who feel underpaid. However, the project has shown that a third of A/P faculty are currently salaried over market value, a third right in the market range, and a third that are slightly below market range.

5. **Discussion on Early Childhood Education.** Vice President for Strategic Initiatives and Special Assistant to the President Lisa Wilkes led a panel discussion on the university's early childcare initiative. Panelists included: Program Manager of Early Childhood Education Kim Thomason, Chief Executive Officer of the Community Foundation of the New River Valley Jessica Wirgau, Vice Provost for Faculty Affairs Ron Fricker, and Vice President for Human Resources Bryan Garey.

Following the Staff Senate report presented to the board in 2018, the Early Childhood Education Initiative was launched to identify short- and long-term strategies to address childcare challenges impacting Virginia Tech employees and students. Within its first year, the initiative saw the creation of the Early Childcare Program Manager position, currently held by Kim Thomason, and the establishment of the supplemental bonus program for lower pay band employees. This year, the university piloted a back-up care program with Care.com, but will need to evaluate furthering the partnership due to a lack of providers in the area that utilize the service. The Provost's Office also piloted a faculty travel care program for faculty members with young children that must travel for work. Since 2006, the University has maintained a partnership with Rainbow Riders, which has proven to be a very effective recruitment and retention tool. As such, the university plans to expand partnership opportunities both with Rainbow Riders and new centers alike. At this time, agreements have been reached with three additional providers, one of which will be primarily for low-income employees, and one center that is located outside of Montgomery County for employees who live in the region but commute. The university has also sponsored centers to increase quality and provide professional development opportunities as well as strategies for recruiting and retaining employees. A partnership was initiated in 2022 with the New River Valley to sponsor a New River Valley Childcare Summit with representatives from all governmental entities in the region, 50 of the top employers of the region, and our local sister institutions. Program Manager Kim Thomason has also been working with family care providers in the area to obtain childcare licenses so that the university can promote them as a childcare resource, as we do not recommend any unlicensed providers or agencies. Research has shown that local centers are only at 50% capacity due to workforce challenges, so the initiative's focus has shifted from building more centers to aiding those already established. The government relations team has also been advocating for affordable and quality

care, as well as teacher pay, as parity with pre-K salaries without outpricing families is crucial. Established in 2016, the Community Foundation/VT Partnership is a regional initiative that supports early childhood education and development in the New River Valley. Through this partnership, Virginia Tech has built local support, shared models with NRV employers, shared statewide initiatives, and created a menu of options for financial support for the workforce. Looking forward, the initiative plans to explore space share programs for infants and toddlers in Blacksburg, and to evaluate opportunities to enhance programs already provided by the university. Regionally, supporting family care programs, supporting early education career pathways in local high schools, piloting stabilization strategies with local business leaders, and creating a recruitment program for future teachers are high priorities. In doing so, the Early Childhood Education Initiative supports the university's goal of becoming a talent destination, as well as invests in mid-career faculty recruitment and retention, and ultimately helps accelerate the goal in becoming a Global Top 100 University.

6. **Results of BOV Self-Assessment.** Secretary to the Board Kim O'Rourke presented a summary of the results of the annual Board Self-Assessment. The survey was completed by 13 of the 14 board members, 4 of the 5 constituent representatives, and the 8 administrators who work most closely with the board. Items were scored on a scale of 1-5, with 5 being the most favorable. As in past years, the category rated most highly was board culture, which refers to the manner in which the board conducts itself. Among other questions receiving the highest scores were those dealing with the conduct of meetings and committee structure as well as the board's commitment to freedom of expression, inquiry, and institutional autonomy. Overall, the report was very favorable, with only one question scored as low as 3.0. This score pertained to the perceived lack of a succession plan for the president. The Rector explained that the Executive Committee has long had a succession plan for the presidency but does not discuss it publicly. Areas possibly needing attention are those that those that deal with the board's fiduciary responsibilities, such as monitoring progress on the strategic plan, budget and financial planning, educational quality, staying abreast of issues and risks, and ensuring that all perspectives are heard to inform decisions. Top challenges identified were access and affordability; becoming a top 100 global research university; aligning priorities with financial resources and building financial resilience; attracting top talent; addressing student mental health issues; and reinforcing the value proposition for four-year and advanced degrees.

7. **Future Agenda Items and Closing Remarks.** Greta Harris discussed future agenda items and offered closing remarks.

There being no further business, the meeting was adjourned at 10:44 a.m.

*(Copies of the presentations and reports are filed
with the permanent minutes and attached.)*

ATTACHMENT L

**Open Session Agenda**

**GOVERNANCE AND ADMINISTRATION COMMITTEE**
**NCB 250**
**9:15 am**
**June 6, 2023**

<u>**OPEN SESSION**</u>

| <u>**Agenda Item**</u> | <u>**Reporting Responsibility**</u> |
|---|---|
| 1. Welcome and Opening Remarks | Greta Harris |
| 2. Consent Agenda | Greta Harris |

    a. Approval of Minutes of November 13, 2022, Meeting

    b. Resolution to Revise the Administrative and Professional Faculty Senate Constitution

\*     c. Resolution to Revise the Staff Senate Constitution and Bylaws

\*     d. Resolution to Appoint Representative to the NRV Emergency Communications Regional Authority

\*     e. Resolution on Appointment to the Virginia Tech/Montgomery Regional Airport Authority

    f. Approval of the Compliance, Audit, and Risk Committee Charter

| | | |
|---|---|---|
| #+ | 3. InclusiveVT Update: Diversity Education and HBCU Partnerships | Menah Pratt<br>Ellington Graves<br>Wayne Scales |
| #+ | 4. Update on Job Architecture Project | Bryan Garey |
| | 5. Discussion on Early Childhood Education | Lisa Wilkes<br>Kim Thomason<br>Jessica Wirgau<br>Ron Fricker<br>Bryan Garey |
| # | 6. Results of BOV Self-Assessment | Kim O'Rourke |
| | 7. Future Agenda Items and Closing Remarks | Greta Harris |

**VIRGINIA TECH**™

# Minority Serving Institutions: Partnerships and Opportunities

VIRGINIA TECH.

# Section 1: STEM Research and Educational Partnerships with Historically Black Colleges and Universities (HBCUs)

## Wayne Scales

**Associate Vice Provost of Research and Diversity**
**J. Byron Maupin Professor of Engineering**
**Founding Director Center for Space Science and Engineering Research**
**Bradley Department of Electrical and Computer Engineering**
**Kevin T. Crofton Department of Aerospace and Ocean Engineering**

# Key Benefits of HBCU STEM Partnerships

- ***Source of often untapped professional talent for the STEM Workforce***
- ***Expansion and diversification of economic development opportunities***

•Increasing ***US citizens*** in key technology areas
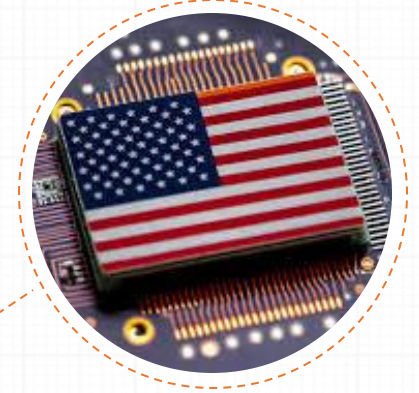


***Diverse pipeline of students*** into VT graduate programs and the professoriate



Expanded opportunities to partner on ***funding proposals in key strategic research areas***

**Specific Benefits to Virginia Tech**

# Lack of Diversity in STEM*

## Faculty

## Students and Workforce

*HBCUs have low numbers of Black faculty!*

**Black Engineering Tenure/Tenure Track Faculty by Institution (Top 20) in 2019**

| No | Institutions | Number of Faculty |
|----|-------------|-------------------|
| 1 | Howard University | 24 |
| 2 | Georgia Institute of Technology | 21 |
| 3 | University of Florida | 19 |
| 4 | North Carolina A&T State University | 18 |
| 5 | Morgan State University | 16 |
| 6 | University of Tennessee-Chattanooga | 15 |
| 7 | Abilene Christian University | 14 |
| 7 | FAMU-FSU College of Engineering | 14 |
| 7 | University of Michigan | 14 |
| 10 | Massachusetts Institute of Technology | 12 |
| 10 | Virginia Polytechnic Institute and State University | 12 |
| 12 | Cornell University | 10 |
| 12 | The Johns Hopkins University | 10 |
| 12 | University of Illinois at Urbana-Champaign | 10 |
| 12 | University of Maryland, College Park | 10 |
| 16 | Clemson University | 9 |
| 17 | North Carolina State University | 8 |
| 17 | Purdue University | 8 |
| 17 | Texas A&M University | 8 |
| 17 | Tuskegee University | 8 |

* 300 Institutions included        Yellow highlight indicates HBCU

Provided by the Academic Research Leadership (ARL) network, GA Tech

- Essentially *no change* in the *percentage* of Blacks receiving engineering degrees between 1990 and 2019 (~4%).

- Essentially *no change* in the *percentage* of Blacks in the engineering workforce between 2009 and 2019 (~3%).

- Predictions are over *250 years* to achieve equity for Black engineering degrees.

* e.g., Carnevale et al, *Mission Not Accomplished: Unequal Opportunities and Outcomes for Black and LatinX Engineers*, Georgetown University Center on Education and Workforce, 2021

*"Diversity and STEM: Women, Minorities, and Persons with Disabilities," National Center for Science and Engineering Statistics. Underrepresented undergraduates are women and underrepresented minorities—Hispanics or Latinos, Blacks or African Americans, and American Indians or Alaska Natives. National Science Foundation, 2023.

# Top Research Active HBCUs (R2 Status)

**1. Prairie View A&M University** *(VT currently developing a partnership in quantum and cyber)*

**2. Southern University and A&M College** *(Vice President of Research and Innovation is a VT Alum)*

**3. University of Maryland Eastern Shore** *(VT CoE Alum was Dean of Engineering Technology)*

**4. Tennessee State University** *(Former Chancellor's wife is a VT Alum)*

**5. North Carolina A&T State University** *(Chancellor is a VT Alum)*

**6. Morgan State University** *(VT CoE faculty member started the ECE Program)*

**7. Florida A&M University** *(VT PhD alums have been on the faculty)*

**8. Clark Atlanta University** *(VT Connection through the National Security Institute)*

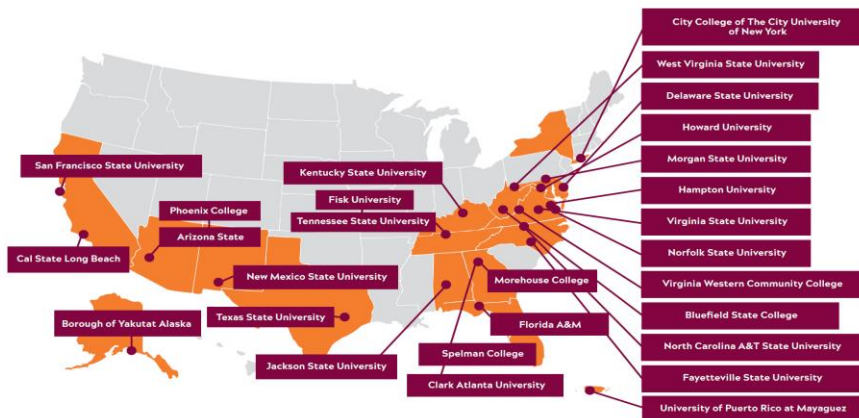**9. Jackson State University** *(VT PhD alum have been on the faculty)*

**10. Howard University** *(Currently developing a partnership in health sciences)*

**Predicted to be R1 near the end of decade**
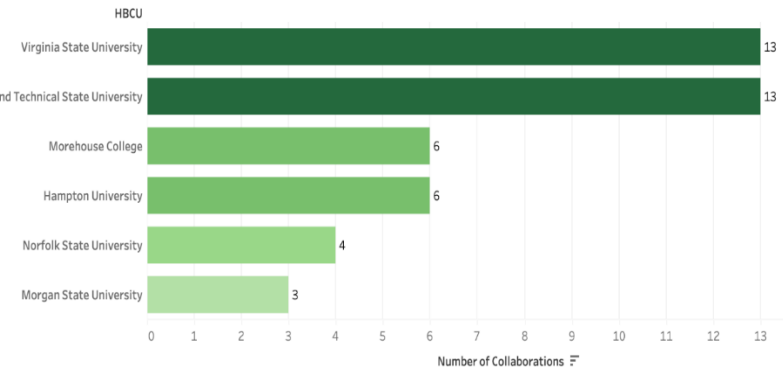
# Existing Infrastructure to Build Upon

## Existing VT Programs

- **HBCU Research Partnership Seed Investment Program**
- **Graduate School HBCU Summit**
- **Multicultural Academic Opportunities Program (MAOP)**
- **New Horizons Graduate Scholars Program**

Top 6 HBCU Collaborators Overall

| HBCU | Number of Collaborations |
|---|---|
| Virginia State University | 13 |
| North Carolina Agricultural and Technical State University | 13 |
| Morehouse College | 6 |
| Hampton University | 6 |
| Norfolk State University | 4 |
| Morgan State University | 3 |

**D&I Investment Partners**

City College of The City University of New York
West Virginia State University
Delaware State University
Howard University
Morgan State University
Hampton University
Virginia State University
Norfolk State University
Virginia Western Community College
Bluefield State College
North Carolina A&T State University
Fayetteville State University
University of Puerto Rico at Mayaguez

San Francisco State University
Kentucky State University
Fisk University
Phoenix College
Tennessee State University
Arizona State
Cal State Long Beach
New Mexico State University
Borough of Yakutat Alaska
Texas State University
Morehouse College
Florida A&M
Jackson State University
Spelman College
Clark Atlanta University

## VT HBCU Data Analysis Portal

- **Allows for *Strategic* HBCU Partnering**
- **Allows Profiling HBCUs for Research Partner Matchmaking**
- **Longitudinal Studies of HBCU Graduate Student Pipelines**
- **Longitudinal Studies of Ongoing HBCU Partnerships**

# Example: Quantum Information Science & Engineering (QISE)
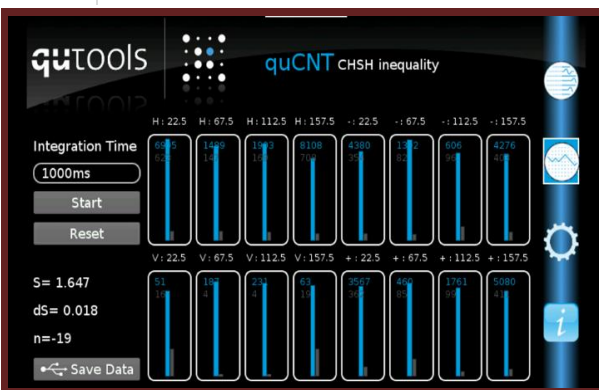






- QISE is an important emerging technology and predicted to revolutionize society
- HBCUs are expected to play a critical role in developing the QISE workforce
- Numerous funding opportunities exist for HBCU partnering in QISE

## The VT Response:

➢ Replicating the VT QISE experiential learning lab at *Virginia State University* in early 2024 (the first at any HBCU!)
➢ Holding the *second Quantum Partnership Workshop August 2023* in Arlington for mentoring HBCU faculty in QISE research and education
➢ Successful funding proposals and more are in development to partner with HBCUs in QISE associated technologies (com systems, cybersecurity, AI, ML, sensing, etc.)

# Minority Serving Institutions: Partnerships and Opportunities

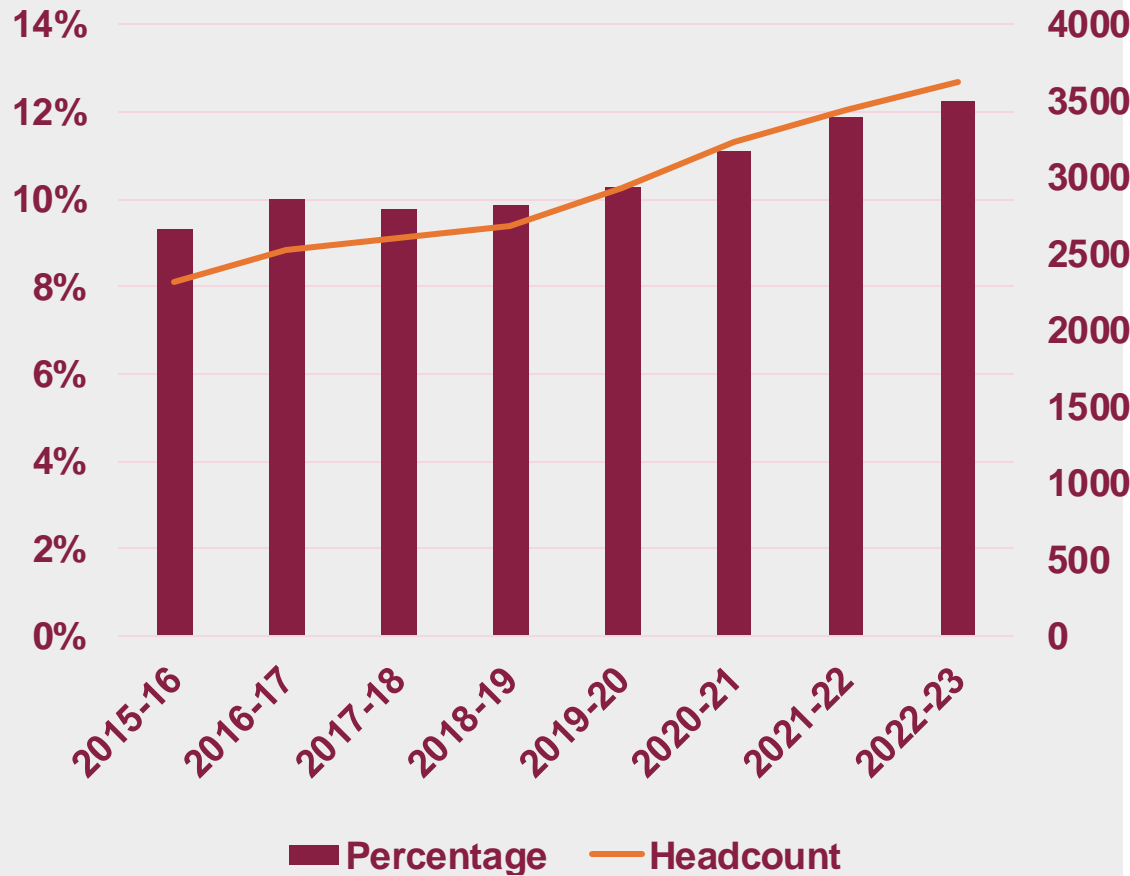# Section 2: Becoming a Minority Serving Institution

Ellington Graves

Associate Vice Provost for Inclusion and Diversity

Office for Inclusion and Diversity

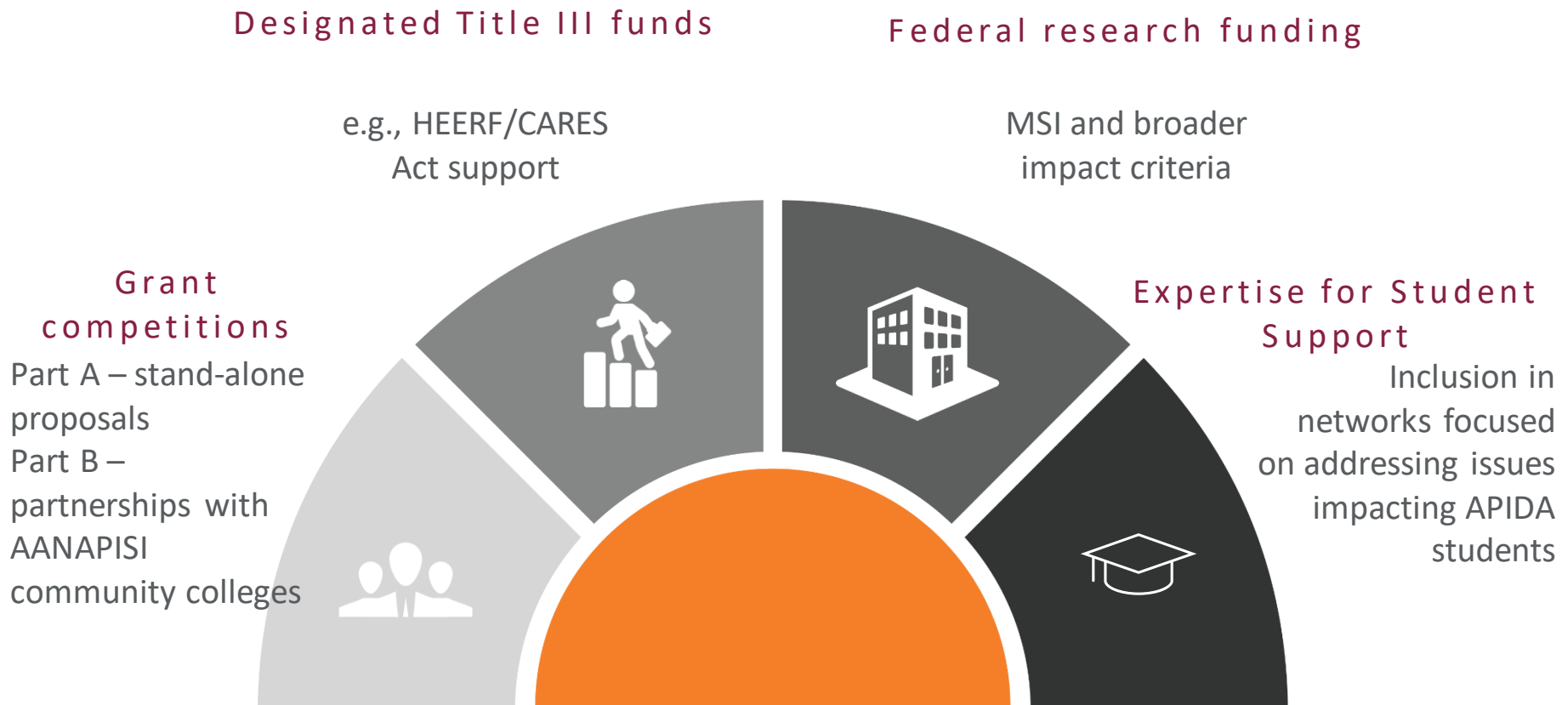# Minority Serving Institution status

Virginia Tech is approved as an Asian American, Native American Pacific Islander Serving Institution (AANAPISI) by the US Department of Education

Undergraduate enrollment of Asian, Pacific Islander, and Desi American (APIDA) students of at least 10%, under Title III of the Higher Education Opportunity Act of 2008

APIDA Undergraduate Enrollment at Virginia Tech

# Benefits of AANAPISI status

**Designated Title III funds**

e.g., HEERF/CARES
Act support

**Federal research funding**

MSI and broader
impact criteria

**Grant competitions**

Part A – stand-alone proposals
Part B – partnerships with AANAPISI community colleges

**Expertise for Student Support**

Inclusion in networks focused on addressing issues impacting APIDA students

# Grant award under AANAPISI Part A

## $400,000 annually for 5 years, beginning October 1

Proposal includes support for student development and well-being, as well as curricular development and faculty competency for additional courses addressing APIDA and Native American history, culture, and experience

Dr. Nina Ha, APIDA+ Center Director

Dr. Melissa Faircloth, Indigenous Community Center Director

# Living up to AANAPISI status

## APIDA Working Group

- APIDA undergraduate and graduate students, instructional faculty, AP faculty, and staff represented
- Expertise from Student Affairs (Cook Counseling, Inclusion and Belonging), Undergraduate Academic Affairs (Student Success Initiatives), Inclusion and Diversity, and Enrollment Management (College Access Collaborative)

# Critical areas of working group focus

1 / MENTAL HEALTH

2 / INTERNAL DIVERSITY/DISAGGREGATION
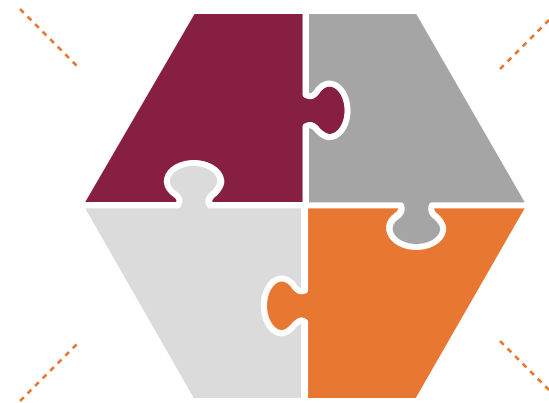


3 / CAMPUS CLIMATE

4 / RECRUITMENT & RETENTION

# A/P Faculty Job Architecture Project

Bryan Garey

Vice President & Chief Human Resources Officer

June 2023

**HUMAN RESOURCES**
VIRGINIA TECH.

## WHY IS THIS PROJECT IMPORTANT?

- Organizes **2,500+** A/P faculty positions, with **1,700+** unique titles.
  - A/P faculty positions have increased ~350 since project began in Feb. 2022.
- Staff positions have a structure established by the state.
- T&R and Research faculty positions have a structure administered by the Provost Office.
- A/P positions have **no structure or consistency in titling, job descriptions, or how pay is determined**.

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## THIS PROJECT WILL PROVIDE

- Career pathing options.
- Architectures that include functions, sub-functions, and disciplines.
- Consistent job titling methodology.
- Structure for aligning market-based compensation.
- Valid set of position summaries and related qualifications for recruitment.

# PROJECT SCOPE DOES NOT INVOLVE
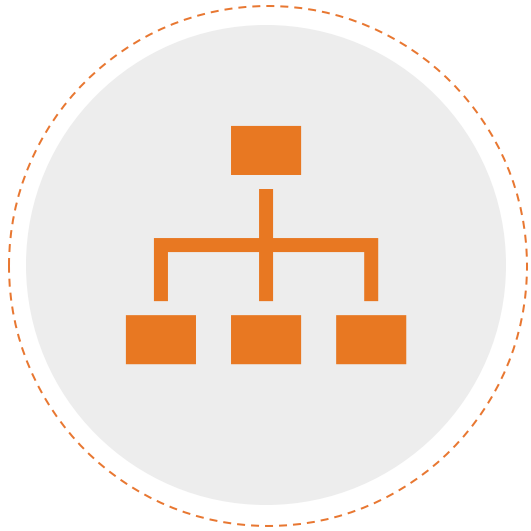
REORGANIZATIONS OR REPORTING STRUCTURES

SALARY REDUCTIONS OR INCREASES

WORKING TITLE CHANGES

STAFF POSITIONS

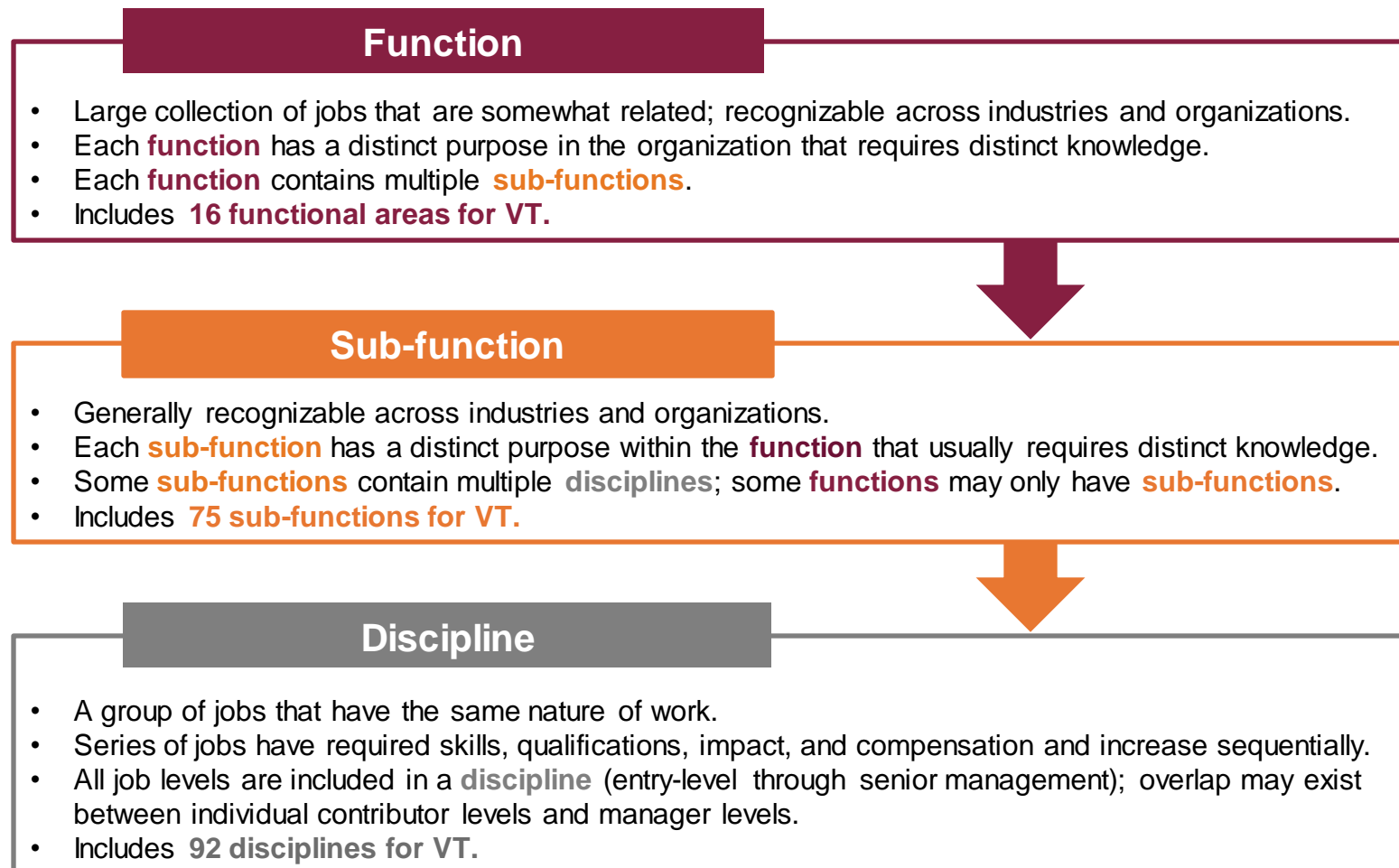# PROJECT PHASES COMPLETE
## February 2022 – April 2023

**PDQs COLLECTED**

**JOB FRAMEWORKS**

**MAPPING & VALIDATION**

**HARMONIZATION**
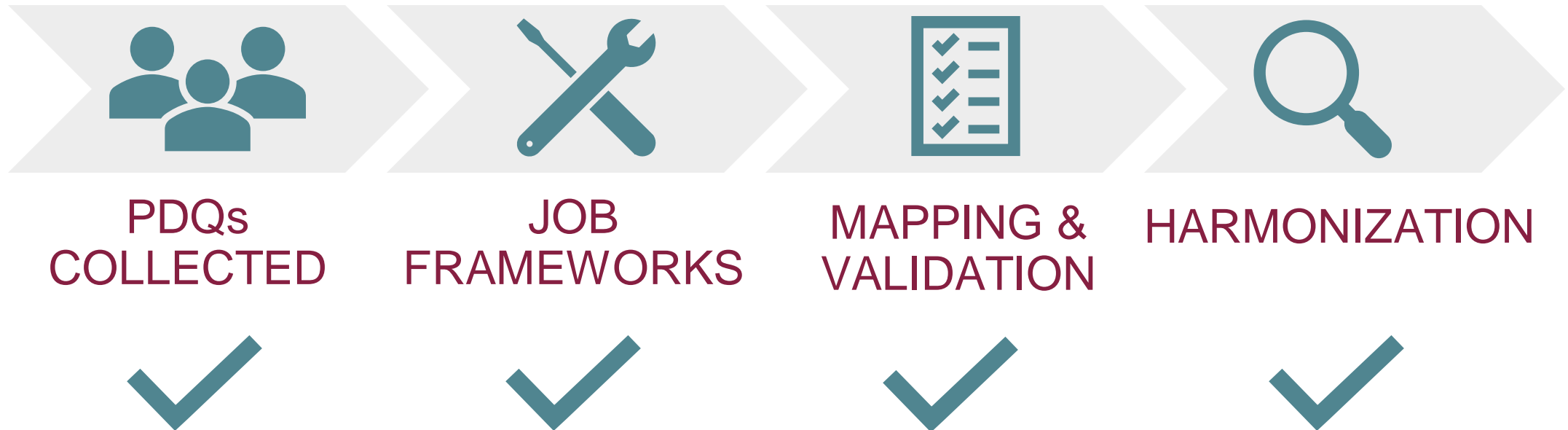
# NEXT STEPS
# April 2023 – September 2023



MARKET & COST ANALYSIS

SYSTEMS & WEBSITE

CHANGE MANAGEMENT

IMPLEMENT

# Job Architecture: Overview

- Organizes jobs into similar buckets of work:
  - o **Function** = **Information Technology**
  - o **Sub-function** = **Data Management**
  - o Discipline = Database Administration
- Links to the career tracks, providing clear career paths and progression opportunities.
  - o Structure establishes set of job expectations that are the same for roles across departments.
  - o KPIs and amount of responsibility define next steps in path.
  - o Ex: A Senior Analyst, Database Administration next career step may include Supervisor, Database Administration.

## Function

- Large collection of jobs that are somewhat related; recognizable across industries and organizations.
- Each **function** has a distinct purpose in the organization that requires distinct knowledge.
- Each **function** contains multiple **sub-functions**.
- Includes **16 functional areas for VT.**

## Sub-function

- Generally recognizable across industries and organizations.
- Each **sub-function** has a distinct purpose within the **function** that usually requires distinct knowledge.
- Some **sub-functions** contain multiple **disciplines**; some **functions** may only have **sub-functions**.
- Includes **75 sub-functions for VT.**

## Discipline

- A group of jobs that have the same nature of work.
- Series of jobs have required skills, qualifications, impact, and compensation and increase sequentially.
- All job levels are included in a **discipline** (entry-level through senior management); overlap may exist between individual contributor levels and manager levels.
- Includes **92 disciplines for VT.**

# Career Tracks: Overview

- Provide a consistent way to define and organize jobs based on the job architecture structure, while establishing career pathways and organizational hierarchy for the A/P faculty population.
- Placement of career track levels in the framework establishes the relative internal value of those levels. Two or more aligned levels in different tracks are considered to be of equivalent internal value, regardless of differences in external value.

| General Administration | Academic Administration | Technical/ STEM | Development | Clinical | Management/ Leadership |
|---|---|---|---|---|---|
| | | | | | E3 |
| | | | | | E2 |
| | | | | | E1 |
| G5: Expert Professional | A5: Expert Academic Admin | T5: Expert Technical | D5: Expert Development | C5: Advanced Clinical | M3 |
| G4: Advanced Professional | A4: Advanced Academic Admin | T4: Advanced Technical | D4: Advanced Development | C4: Advanced Clinical | M2 |
| G3: Senior Professional | A3: Senior Academic Admin | T3: Senior Technical | D3: Senior Development | C3: Senior Clinical | M1 |
| G2: Intermed. Professional | A2: Intermed. Academic Admin | T2: Intermed. Technical | D2: Intermed. Development | C2: Intermed. Clinical | |
| G1: Entry Professional | A1: Entry Academic Admin | T1: Entry Technical | D1: Entry Development | C1: Entry Clinical | |

*Track*  *Track*  *Track*  *Level*  *Level*  *Level*

[1] **Tracks** are the basic infrastructure of the career track leveling structure; they define if a level is within the General Administration, Academic Administration, Technical/STEM, Development, Clinical, Management/Leadership

[2] **Levels** are denoted by their '"track" (e.g., "G" for General Administration, "A" for Academic Administration, etc.) and provide a system of hierarchical layers and organizational structure across career tracks (e.g., G1, G2, G3, G4, G5)

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# Benchmarking Analysis: Overview and Methodology

- The market pricing analysis included 189 benchmarked jobs[1] representing:
  - **1,032 A/P faculty employees**
  - **All career tracks**
  - **15** of the **16 functional areas** (excluding Library Services)
- Overall competitiveness was calculated for each position – on average A/P faculty employees are 5% below market (95% overall competitiveness)

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**Virginia Tech Compensation Philosophy:**

- 50/50 weighting general industry/Higher Ed, for all non-Higher Ed specific positions
- Target 50th percentile for salary

**Competitive Market Analysis:**

- Market 25th, 50th (median), and 75th percentiles were collected for the analysis
- All data were aged to July 1, 2023
- Trend factors used were 3.0% for 2022, and 4.2% for 2023 (WorldatWork 2022-2023 Salary Budget Survey)

**Survey Sources:**

- **EduComp (Higher Education):** Data scoped for >1 Billion Budget Institutions peer group
- **CUPA (Higher Education):** Data scoped for >900 Million Budget Institutions peer group
- **Culpepper (General Industry):** Data scoped for all available national data
- **CompAnalyst (General Industry):** Data scoped for national data by All Industries/All Revenues and Higher Education Industry/All Revenues
- **Willis Towers Watson (General Industry):** Data scoped for national data by All Industries/All Revenues
- **Mercer (General Industry):** Data scoped for national data by All Industries/All Revenues
- **ERI (General Industry):** Data scoped for all available national data
- **Wamser (General Industry):** Data scoped for all available national data
- **Industry Specific Surveys (General Industry):** Data from specific professions

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VIRGINIA TECH.

# MANAGING THE CHANGE
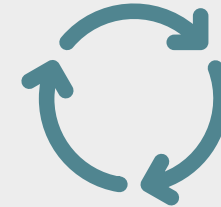## May – September 2023



| Outreach & Engagement | Sponsorship Support | Comms & Training | Resistance Management |

**Website: hr.vt.edu/compensation/job-architecture**

# Early Childhood Education Initiative Executive Summary

## June 2023

# ECEI: Select Accomplishments

- **Launched**: Fall 2018

- **Charge**: Identify short- and long-term strategies to address childcare challenges impacting Virginia Tech employees and students.

- **Established focus areas**:

  - Quality

  - Accessible

  - Affordable

  - Flexible

# ECEI: Select Accomplishments

- Created ECE Program Manager position

- Established employee supplemental bonus

- Piloting back-up care program with Care.com

- Piloting Faculty Dependent Care Travel Reimbursement

- Expanded current and established new partnerships with local centers

- Sponsored programs and implemented services for local providers

- Initiated New River Valley Regional partnership, including governmental entities, economic development offices, large employers, and higher education institutions

# ECEI: Community Engagement

- Establish partnerships with early childhood education programs.
- Provide outreach to families and communities.
- Gather data and evaluate opportunities.
- Provide professional development for early childhood educators.
- Advocacy.

# ECEI: Community Foundation/VT Partnership

- **First Steps** is a regional initiative established in 2016 to support early childhood education & development in the New River Valley.

- **Through the partnership we have**:

  - Convened business, government, and childcare leaders to build local support for ECE initiatives.

  - Shared models of how NRV employers are supporting the ECE workforce.

  - Shared statewide initiatives impacting NRV ECE providers.

  - Created a menu of options for both short-term and long-term financial and in-kind ways to support the ECE workforce.

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# ECEI: Near-Term Priorities

**Internally Focused**
- Explore a space share for a new infant & toddler program in Blacksburg.
- Evaluate opportunities to enhance ECE programs provided by the university.

**Regionally Focused**
- Identify opportunities to further support family care programs.
- Support early education career pathway with area high schools.
- Pilot childcare stabilization strategies with local business leaders.
- Create a future teacher campaign strategy to support recruitment.
- Advocate for accessible, quality care and teacher pay.

# ECEI: Alignment to VT Mission and Strategic Plan



**University Strategic Plan**: Be a Destination for Talent

**Strategic Investment Priority**: Mid-Career Faculty

**Caregiving as**:

- Part of new value proposition for faculty/staff.

- Differentiator in recruiting and retaining world-class faculty & staff.

- Accelerator in goal to become Global Top 100 university.

# Discussion & Questions

# Board of Visitors Self-Assessment Summary
## May 2023

**Respondents:** *13 BOV Members, 4 Constituent Representatives; 8 Administrators*

**Note:** *Italics indicate > 0.2 gap between overall and BOV scores.*

| Average Scores Per Category (descending order) (poor=1; excellent=5) | 2023 | |
|---|---|---|
| Category No. | BOV Score | Overall Score |
| 6. Board Culture | 4.68 | 4.70 |
| 5 Meeting Dynamics | 4.35 | 4.44 |
| 3. Finance and Risk | 4.11 | 4.23 |
| 1. Strategic Planning | 4.02 | 4.09 |
| 2. Shared Governance | 4.00 | 4.03 |
| 4. Student Experience | 3.95 | 3.92 |

| Areas Possibly Needing Attention: (poor/disagree=1; excellent/agree=5) (worst to better) | 2023 | |
|---|---|---|
| Item No. | BOV Score | Overall Score |
| 2.4 *The board has a succession plan in place to address the departure or absence of the president, whether planned or unplanned.* | *3.00* | *3.26* |
| 1.6 The board uses relevant data to monitor progress on the strategic plan. | 3.77 | 3.88 |
| 3.3 *The board holds the administration accountable for the safeguarding of university assets and ensuring that resources are utilized effectively and efficiently.* | *3.77* | *4.08* |
| 4.6 The board reviews university and college/department accreditation reports and administration's response to identified concerns or deficiencies. | 3.77 | 3.75 |
| 1.3 The board ensures that the institution has a multi-year financial plan that is aligned with strategic priorities. | 3.85 | 4.00 |
| 1.4 The board is well informed of current issues and risks facing higher education and the associated institutional impacts, e.g., debt, value of college degree, enrollment cliff, mental health, technology, etc. | 3.85 | 3.84 |
| 4.2 The board remains well informed of signature programs and the breadth of offerings available. | 3.85 | 3.84 |
| 4.4 The board ensures the recruitment and retention of high-quality faculty and staff. | 3.85 | 3.72 |

# Board of Visitors Self-Assessment Summary
## May 2023

| | | | |
|---|---|---|---|
| 2.2 | The board collaborates with the president and appropriate constituent groups to gain support for established institutional goals. | 3.92 | 4.04 |
| 2.6 | The board seeks out and considers diverse and competing points of view when discussing critical issues. | 3.92 | 3.84 |
| 4.3 | The board reviews educational quality based on current information regarding student learning outcomes, retention and graduation rates, experiential learning opportunities, first destination after graduation, etc. | 3.92 | 3.88 |

**Items receiving a score of 1 or 2 by at least two respondents (and not listed above):**

| | | | |
|---|---|---|---|
| 4.7 | The board monitors non-college-based or co-curricular activities, such as the Corps of Cadets, athletics, living/learning communities, fraternity and sorority life, etc. | 3.85 | 3.80 |
| 2.5 | The board remains informed of the ideas and perspectives of the faculty and staff (and students when appropriate) on major institutional issues. | 4.00 | 4.00 |
| 5.7 | Meeting agendas allocate the majority of time to the university's strategic priorities and most critical issues facing the university. | 4.15 | 4.16 |
| 5.5 | The board holds the administration accountable for providing balanced and complete information with meaningful data and metrics that is inclusive of all relevant perspectives to inform the board's decisions. | 4.31 | 4.16 |

| Highest-rated Items: (descending order) (poor/disagree=1; excellent/agree=5) Item No. | | 2023 | |
|---|---|---|---|
| | | BOV Score | Overall Score |
| 6.8 | The board acts in good faith with appropriate diligence, care, and skill. | 4.92 | 4.96 |
| 6.9 | The board takes reasonable care to ensure the institution is legally and ethically compliant with its mission, the law, and all institutional policies. | 4.92 | 4.96 |
| 6.4 | The board understands and respects who may speak on behalf of the board or the institution. | 4.77 | 4.76 |
| *6.6* | *The board adheres to and appropriately addresses violations of the board's Code of Ethics.* | *4.77* | *4.54* |
| 6.2 | The board respects the confidentiality of board and committee materials and discussions. | 4.69 | 4.84 |
| 6.7 | The board avoids micro-management by focusing on board-level work in lieu of that within the responsibility of the administration of the institution. | 4.69 | 4.56 |
| 6.10 | The board retains its independence from external and internal stakeholders and acts in the best interests of the institution. | 4.69 | 4.64 |
| 6.1 | The board conducts itself in ways that inspire the confidence and trust of its constituents. | 4.62 | 4.72 |

# Board of Visitors Self-Assessment Summary
## May 2023

| | | | |
|---|---|---|---|
| 6.3 | The board promotes trust among board members through a culture based on openness and respect. | 4.62 | 4.79 |
| 5.1 | Meetings encourage high-quality, respectful exchanges with robust and probing discussions. | 4.54 | 4.64 |
| 6.12 | My time, energy, and expertise are put to good use. | 4.54 | 4.56 |
| 2.7 | The board demonstrates a commitment to freedom of expression and practices civil discourse. | 4.46 | 4.52 |
| 5.6 | Members participate in the coordination of board work and shaping meeting agendas. | 4.46 | 4.52 |
| 6.5 | The board speaks with one voice and stands united behind controversial decisions. | 4.46 | 4.54 |
| 6.11 | The board focuses its time on issues of greatest consequence to the institution. | 4.46 | 4.52 |
| 4.5 | The board ensures policies and practices are in place to protect freedom of expression and inquiry and institutional autonomy. | 4.38 | 4.44 |
| 5.2 | The committees are properly structured and perform their delegated roles, reporting back clearly and fully to the board. | 4.38 | 4.64 |

**To improve board's performance:**
* Shorter presentations and more time for input and discussion.
* Opportunities to learn more about what is happening at other committees.

**Most significant accomplishment over the past two years:**
* Extending President's contract
  Setting tuition/budget in a constrained environment with extreme inflation.  Keeping tuition as low as possible.  Institution of multi-year
* "strategic investment priorities."
* Continuing to thrive in post-Covid environment.

**Top challenges facing the university:**
* Access and affordability for the full Virginia Tech student experience.
* Becoming a top 100 global research university.
* Aligning university priorities to realistic budget revenues; constrained resources.  Development of a multi-year plan for tuition.  Diversification of funding sources; increasing endowment; building financial and organizational resilience.
* Student and employee recruitment and retention.  Among specific factors are cost, housing cost, and challenges of rural area.  Work towards competitive salaries and benefits to attract/retain top talent.
* Addressing student mental health issues.
* Career-connected relevance - demonstrating the value proposition for a four-year or advanced degree.

# Board of Visitors Self-Assessment Summary
## May 2023

**Areas about which the board needs more information:**
* Financing of higher education and Virginia Tech.  Understanding of Virginia Tech budget; revenues vs. expenses.
* Research enterprise.
* Enterprise risks.
* Strategies to accomplish university's strategic plan.
* Space utilization and options for repurposing existing space as an alternative to new construction.

**Suggestions for board orientation**
* In-depth understanding of each of the university's three mission areas.
* Intricacies of tuition development process and enrollment pressures.
* How each of the board committees works, their scope.
* Shared governance model.
* Pairing with a "board buddy."