## Open Session Agenda

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

### OPEN SESSION

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Reporting Responsibility</th>
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<tr>
<td>1. Welcome and Opening Remarks</td>
<td>Greta Harris</td>
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<td>2. Consent Agenda</td>
<td>Greta Harris</td>
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<tr>
<td>a. Approval of Minutes of November 13, 2022, Meeting</td>
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<td>b. Resolution to Revise the Administrative and Professional Faculty Senate Constitution</td>
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<td>* c. Resolution to Revise the Staff Senate Constitution and Bylaws</td>
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<td>* d. Resolution to Appoint Representative to the NRV Emergency Communications Regional Authority</td>
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<td>* e. Resolution on Appointment to the Virginia Tech/Montgomery Regional Airport Authority</td>
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<td>f. Approval of the Compliance, Audit, and Risk Committee Charter</td>
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| #+ 3. InclusiveVT Update: Diversity Education and HBCU Partnerships | Menah Pratt  
Ellington Graves  
Wayne Scales |
| #+ 4. Update on Job Architecture Project | Bryan Garey |
| 5. Discussion on Early Childhood Education | Lisa Wilkes  
Kim Thomason  
Jessica Wirgau  
Ron Fricker  
Bryan Garey |
| # 6. Results of BOV Self-Assessment | Kim O'Rourke |
| 7. Future Agenda Items and Closing Remarks | Greta Harris |

* Requires Full Board Approval  
# Discusses Enterprise Risk Management Topic(s)  
+ Discusses Strategic Investment Priorities
Minutes
GOVERNANCE AND ADMINISTRATION COMMITTEE

November 13, 2022

Committee Members: Chris Petersen (Chair), Shelley Butler Barlow, Greta Harris

Committee Members Absent: C.T. Hill

Other Board Members Present: Tish Long (Rector), Ed Baine, Dave Calhoun, Carrie Chenery, Sandy Davis Cupp, Brad Hobbs, Anna James, Sharon Brickhouse Martin, Melissa Nelson, Jeff Veatch

Representatives to the Board Present: Anna Bulhe, Holli Drewry, Jamal Ross, Robert Weis, Serena Young

VPI&SU Staff Present: Eric Brooks, Mac Babb, Whit Babcock, Laura Belmonte, Lynsay Belshe, Lori Buchanan, Brock Burroughs, Allen Campbell, Sandee Cheynet, Cyril Clarke, David Crotts, John Cusimano, Corey Earles, Alisa Ebert, Jeff Early, Kari Evans, Bryan Garey, Emily Gibson, Suzanne Griffin, Rebecca Halsey, Tim Hodge, Kay Heidbreder, Travis Hundley, Frances Keene, Sharon Kurek, Evans Lusuli, Rob Mann, Elizabeth McClanahan, Scott Midkiff, Nancy Meacham, Ross Mecham, April Myers, Margaret Nagai-Singer, Justin Noble, Kelly Oaks, Kim O’Rourke, Mark Owczarski, James Perkins, Charlie Phlegar, Kevin Pitts, Katie Polidoro, John Porter, Menah Pratt, Ella Ranger, Paul Richter, Tim Sands, Amy Sebring, Dan Sui, Don Taylor, Jon Clark Teglas, Rob Viers, Tracy Vosburgh, Michael Walsh, Lisa Wilkes

Students Present: Ben Bieter, Jack Leff

1. Welcome and Opening Remarks. As the joint meeting of Building and Grounds and Finance and Resource Management ran over schedule, the meeting was called to order at 10:30 am, at which time 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. Minutes of the June 7, 2022, Meeting
   b. Compliance, Audit, and Risk Committee Charter

#+ 3. Athletics Financial Update and Five-Year Plan. Athletics Director, Whit Babcock, provided an Athletics financial update and presented the department’s five-year plan.

The Virginia Tech Athletics Department is 85% self-funded. For the current fiscal year (July 2022 – June 2023), there is a projected surplus of $1.78 million, that
will immediately be re-invested into next year’s programs. This places the university budget eighth out of 15 ACC schools for the fiscal year, and 45th out of the 69 schools in the Power 5. In the past five years, there has been a revenue increase of 17% and an expense increase of 23%, despite the dips seen in FY21 due to the COVID 19 shutdown. Looking forward over the course of the next five years, athletics predicts the increase trend to continue, with a projected five percent increase in revenues and 11% increase of expenses by FY28. This is due to an estimated decrease in revenue such as student athletic fees, ACC partnerships, ticket sales and scholarships that cannot be counterbalanced by a predicted increase in sport sponsorships. Conversely, expenses such as facilities maintenance and utilities, salaries, scholarships, and travel, are estimated to decrease, despite a small increase in administrative fees. Athletics scholarship costs have already risen with the addition of cost of attendance and academic incentive rewards to scholarship packages. Since 2012, in-state scholarship costs have increased by $21,625, and out-of-state scholarships by $27,119. This is a significant increase, as out of the 606 total student-athletes, 162 are attending on full scholarship, and 251 on partial scholarships. Additionally, it was noted that Virginia Tech grants the maximum number of athletic scholarships allowable by the Commonwealth of Virginia each year, which is 272. This means that 162 of those are distributed across the five sports that are authorized to grant full scholarships, which are football, men and women’s basketball, volleyball, and women’s tennis. The remaining 110 are shared by all other sports. Of the 606 student-athletes, 38% are underrepresented, and approximately 15% are Pell eligible. Some of peer institutions are able to classify out-of-state students as in-state for scholarship purposes, and the university plans to explore this responsibility to lower costs. Revenue from the ACC this year is approximately 38 million dollars this year. In contrast, schools that are in the SEC and Big-10 Conference will gross approximately 65 million dollars. Virginia Tech Athletics also continues to have the lowest student athletic fees in the state, and utilizes a large portion those fees to support its discounted season ticket program for students. While the department receives large amounts in donations every year, it was noted that the majority of those funds are restricted donations that mostly go to facilities. While the program is not a for-profit entity, as surplus from one year is put back into the next, with the overall increases the department is at risk for running a deficit in the future. As such, Athletics has been designated as one of the eight strategic investment priority for the University.

4. **Clery Report: Security and Fire Safety.** Vice President for Enterprise Administrative and Business Services, Lynsay Belshe, introduced Chief of Police and Director of Security, William “Mac” Bab III, who reviewed the 2021 Annual Clery and Fire Safety Reports with the committee.

Virginia Tech Police Department (VTPD) is dually accredited and reviewed regularly by the Commission on Accreditation for Law Enforcement Agencies and the International Association of Campus Law Enforcement. Consisting of 51 sworn officers, eight security officers, seven security center representatives and
two civilians, the department also oversees the Virginia Tech Rescue Squad, which is the oldest, student-run campus rescue squad in the country. VTPD provides ongoing educational programming, such as the Faculty/Staff Police Academies and the Residence Life Resource Officer Program, to name a few, and is always willing to participate in informational sessions. As required by the Clery Act, VTPD publishes the annual campus and fire safety report by September 30 of the year following the year captured in the report. Safety information is also sent out year-round via VT Alerts as events happen, and safety policies and procedures are widely disseminated year-round. The university’s annual safety report consists of information such as required policy statements; an overview of procedures, practices, and services; crime statistics, referrals, and arrests; and available resources; while the fire safety report contains information on fire safety equipment, training, drills, responses, and plans for future improvements. Crimes that must be reported according to the Clery Act include criminal offenses such as murder, manslaughter, motor vehicle theft, etc.; Violence Against Women Act related offenses such as sexual assault, stalking, and dating and domestic violence; hate crimes; and drug, weapon, and alcohol arrests and referrals. Statistics for 2021 show a general rise in crime rates for the year. While this can be partially explained by the return of students and employees to campus following COVID-19, the seriousness of the matter is not diminished by that fact. However, drug related offenses did drastically decrease in 2021 as a result of Virginia’s marijuana law. Regarding the numeric rise in sexual violence related crimes in 2021, it was noted that numbers could potentially be misleading, as they may in fact indicate the level of comfortability individuals feel reporting occurrences rather than a rise in occurrences themselves. In all instances, the VTPD continues to strive to enhance safety and life quality for the campus community through effective law enforcement and proactive crime prevention, with student safety being the first priority.

# 5. Sexual Violence Culture and Climate Group Update. Chair of the Sexual Violence Culture and Climate Group, Katie Polidoro, provided an overview of the group’s charge, work, and recommendations for the future.

Following the 2019 establishment of the End Sexual Violence Taskforce, and the addition of the Prevention Specialist role in 2020, the Sexual Violence Culture and Climate (SVCC) Work Group was charged in 2021 to develop a sustainable model for cultural transformation, assess and evaluate programs, enable transparent operations, ensure the implementation of pertinent recommendations made by the 2019 taskforce, and promote community engagement by receiving feedback on their efforts. The workgroup was divided into subcommittees that focused on each element of the group’s charge. Each subcommittee was chaired by a workgroup member, but also included individuals outside of the group based on implementation needs and subject matter expertise. The group also received 136 student applications from undergraduate and graduate students to participate on the subcommittees, and ensured that those who were not selected to serve were still informed regularly by the Student Engagement Subcommittee. Last year
the work group hosted a round-robin student engagement forum in which students could participate in conversations with each of the subcommittees for 20-25 minutes. A partnership with Residential Well Being was also formed, resulting in the doubling of response training and prevention tactics for students and employees in the program. Assessment tools are currently being piloted to assess the effectiveness of existing programs such as these. The community is also being informed of incidents more quickly thanks to the distribution of warning emails. Overall, community communication was reassessed, resulting in the removal of the Stop Abuse Website based on feedback that the information and reporting process were cumbersome and cold. As a result, the group collaborated with Student Affairs, University Relations, and Human Resources to develop the new Safe at VT website in an effort to provide a more welcoming and safe reporting environment. A sustainable model has been identified, and the proposal consists of groups that need to be formed to carry the work forward, as well as events that were felt to be pertinent to the cause. Based on the InclusiveVT model, the proposal includes the existing Sexual Violence Response Team, the formation of a Sexual Violence Climate and Culture Committee that will serve as a new permanent version of the current work group, and a Student Sexual Violence Climate Group that will provide representatives to the new committee. A Policy and Practice Work Group was also recommended to maintain clear and helpful policies and ensure compliance. An executive council made up of senior leaders of the University and the Title IX coordinator will serve as the steering committee for the four groups and will meet once a semester to assess work progress and effectiveness. Recommended events to be carried out include an annual sexual violence climate summit, a semi-annual climate survey, semester community reports, and a Sexual Assault Awareness Month event every April. For the 2022-23 Academic Year a new SVCC group with a new charge will meet to begin implementing the model. Awareness and engagement will be a major focus for the new group, with the roll out of a university-wide prevention campaign. Focus will also move from incoming first-year residential students, to upperclassmen, off-campus, and graduate and professional students. The group will also have an expanded membership including academic areas, a Graduate and Professional Student Senate member, and the Graduate BOV Representative, as well as at-large student members, as students are very interested in becoming involved. Continued assessment will be incorporated in all areas moving forward. Although it is too soon to assess the effectiveness of such efforts, it was noted that 36 sexual assaults have been reported during the Fall 2022 semester, which is lower than the 68 reported within the same time frame last year. That said, a steady 12%-16% increase of reporting continues to occur each year, which is considered a positive for the committee, as it indicates victims' feeling safe enough to file a report. Determining the actual number of occurrences in relation to occurrences reported is a difficult statistic to analyze. However, the introduction of a semi-annual climate survey should prove enlightening, as individuals who have not formally reported sexual assault have noted such in previous surveys. Of course, the end goal is to decrease sexual violence overall,
but such instances do not exist in a vacuum, and other cultural factors must be identified and understood.

6. **HR Update: Job Architecture Project and HR Transformation.** Vice President for Human Resources, Bryan Garey provided an update on the HR Transformation Project, as well as introduced Associate Vice President for Resources Talent, Sandee Cheynet, and Compensation Director, Evans Lusuli, who provided an update on the Administrative and Professional (A/P) Faculty Job Architecture Project.

Over the past four years, HR has continued to push forward in the transformation process, with a main goal of embedding HR professionals in areas across the university to provide day-to-day support to managers in those areas. Currently, there are 10 HR Divisional Directors in place, with two to three more set to be in place in the coming months. The project also proposed technology updates, and the division has made significant headway in that respect, having reduced 156 paper forms to under 90 through digital implementation. Additionally, HR has installed online management systems for applicant tracking, learning management, onboarding, performance management, and case management. The HR vision has also seen improvements through the creation of new teams that better match current HR practices in the areas of compensation, talent acquisition (which has significantly reduced the need for search firms), and a talent development platform.

Currently, Virginia Tech employees over 2,400 Administrative and Professional Faculty members with 1,600 unique job titles. This poses challenges in the areas of market-pricing, career development, retention, and a basic understanding of the types of work completed at the university. The Job Architecture Project’s goal is to create an organized system of job titling, which will then allow the university to better analyze market-based compensation, and ultimately create a structure that better aligns with the university’s strategic objective to become a “Destination for Talent.” Having launched the third stage of the three-stage analysis, the information gathering portion of the project is slated to be completed by the beginning of the 2023 calendar year. The job architecture design organizes positions into functions, sub-functions, and disciplines, which will assist in forming a cohesive titling structure, as well as depict the practices of industry and the specific needs of the university. Currently, functions are not organizational structures, as some functions are distributed across the university. For example, the Division of IT only encompasses 60% of the IT professionals employed by the university, as the other 40% are distributed across various areas. The goal of the project is to define functions that reflect the distinct purpose within the organization, sub-functions denoting distinct purposes within a function, and disciplines representing positions that complete the same nature of work, whether that be specific to the need of the area, or those commonly found in the external market. Mapping functions, sub-functions, and disciplines within each area, will aid in defining career tracks and system titles for the titling structure. System titles
are not the same as working titles, or those you see on an individual’s business card, as system titles reflect the grouping of job types. However, system titles can be the same as working titles in some cases, and while it is not the current intention to change working titles, they may shift over time as a reflection of this work. Analyzing pay structures is meant to set a pay range based on the market norm for each position; the purpose of the project is not meant to increase or decrease pay at this time. That said, denoting a pay range for each position will likely cause some friction that may have to be addressed in time in order to maintain retention. Overall, the market pay will assist in maintaining competitiveness, and aid in conducting pay studies in the future as the market changes. Implementation will begin in the spring with a website launch, communications campaign, and beginning of cost impact analysis.

7. **InclusiveVT Update: Faculty Diversity.** Due to the interest of time, this presentation was deferred to the June meeting. However, some of the information was shared as part of the Strategic Plan Update at the Full Board meeting.

8. **Future Agenda Items and Closing Remarks.** Chris Petersen made closing remarks and adjourned the meeting at 12:08 pm.
Minority Serving Institutions: Partnerships and Opportunities
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

Diverse pipeline of students into VT graduate programs and the professoriate

• Increasing US citizens in key technology areas

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

Specific Benefits to Virginia Tech
Lack of Diversity in STEM*  Students and Workforce

**HBCUs have low numbers of Black faculty!**

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

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

*300 Institutions included

Yellow highlight indicates HBCU

- 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.**
<table>
<thead>
<tr>
<th>HBCU STEM Partnerships</th>
<th>ATTACHMENT L</th>
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<tbody>
<tr>
<td><strong>Top Research Active HBCUs (R2 Status)</strong></td>
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<tr>
<td>1. Prairie View A&amp;M University (VT currently developing a partnership in quantum and cyber)</td>
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<tr>
<td>2. Southern University and A&amp;M College (Vice President of Research and Innovation is a VT Alum)</td>
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<td>3. University of Maryland Eastern Shore (VT CoE Alum was Dean of Engineering Technology)</td>
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<td>4. Tennessee State University (Former Chancellor’s wife is a VT Alum)</td>
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<td>5. North Carolina A&amp;T State University (Chancellor is a VT Alum)</td>
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<td>6. Morgan State University (VT CoE faculty member started the ECE Program)</td>
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<td>7. Florida A&amp;M University (VT PhD alums have been on the faculty)</td>
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<td>8. Clark Atlanta University (VT Connection through the National Security Institute)</td>
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<tr>
<td>9. Jackson State University (VT PhD alum have been on the faculty)</td>
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<tr>
<td>10. Howard University (Currently developing a partnership in health sciences)</td>
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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

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

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

**Designated Title III funds**
e.g., HEERF/CARES Act support

**Federal research funding**
MSI and broader impact criteria

**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. Melissa Faircloth, Indigenous Community Center Director

Dr. Nina Ha, APIDA+ 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
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.
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:
  - **Function** = Information Technology
  - **Sub-function** = Data Management
  - **Discipline** = Database Administration

- Links to the career tracks, providing clear career paths and progression opportunities.
  - Structure establishes set of job expectations that are the same for roles across departments.
  - KPIs and amount of responsibility define next steps in path.
  - Ex: A Senior Analyst, Database Administration next career step may include Supervisor, Database Administration.

- Includes 92 disciplines for VT.

- Generally 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.

- Includes 75 sub-functions for VT.

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.

<table>
<thead>
<tr>
<th>General Administration</th>
<th>Academic Administration</th>
<th>Technical/STEM</th>
<th>Development</th>
<th>Clinical</th>
<th>Management/Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>G3: Senior Professional</td>
<td>A3: Senior Academic Admin</td>
<td>T3: Senior Technical</td>
<td>D3: Senior Development</td>
<td>C3: Senior Clinical</td>
<td>E1</td>
</tr>
<tr>
<td>G1: Entry Professional</td>
<td>A1: Entry Academic Admin</td>
<td>T1: Entry Technical</td>
<td>D1: Entry Development</td>
<td>C1: Entry Clinical</td>
<td>M2</td>
</tr>
</tbody>
</table>

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)
Benchmarking Analysis: Overview and Methodology

- The market pricing analysis included 189 benchmarked jobs 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)

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
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.
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)

<table>
<thead>
<tr>
<th>Category No.</th>
<th>BOV Score</th>
<th>Overall Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Board Culture</td>
<td>4.68</td>
<td>4.70</td>
</tr>
<tr>
<td>5. Meeting Dynamics</td>
<td>4.35</td>
<td>4.44</td>
</tr>
<tr>
<td>3. Finance and Risk</td>
<td>4.11</td>
<td>4.23</td>
</tr>
<tr>
<td>1. Strategic Planning</td>
<td>4.02</td>
<td>4.09</td>
</tr>
<tr>
<td>2. Shared Governance</td>
<td>4.00</td>
<td>4.03</td>
</tr>
<tr>
<td>4. Student Experience</td>
<td>3.95</td>
<td>3.92</td>
</tr>
</tbody>
</table>

### Areas Possibly Needing Attention: (poor/disagree=1; excellent/agree=5) (worst to better)

<table>
<thead>
<tr>
<th>Item No.</th>
<th>BOV Score</th>
<th>Overall Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4</td>
<td>3.00</td>
<td>3.26</td>
</tr>
<tr>
<td>1.6</td>
<td>3.77</td>
<td>3.88</td>
</tr>
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<td>3.3</td>
<td>3.77</td>
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<td>3.85</td>
<td>3.84</td>
</tr>
<tr>
<td>4.2</td>
<td>3.85</td>
<td>3.84</td>
</tr>
<tr>
<td>4.4</td>
<td>3.85</td>
<td>3.72</td>
</tr>
</tbody>
</table>
**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):**

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.7</td>
<td>3.85</td>
</tr>
<tr>
<td>2.5</td>
<td>4.00</td>
</tr>
<tr>
<td>5.7</td>
<td>4.15</td>
</tr>
<tr>
<td>5.5</td>
<td>4.31</td>
</tr>
</tbody>
</table>

**Highest-rated Items: (descending order) (poor/disagree=1; excellent/agree=5)**

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Item</th>
<th>2023</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>BOV Score</td>
</tr>
<tr>
<td>6.8</td>
<td>The board acts in good faith with appropriate diligence, care, and skill.</td>
<td>4.92</td>
</tr>
<tr>
<td>6.9</td>
<td>The board takes reasonable care to ensure the institution is legally and ethically compliant with its mission, the law, and all institutional policies.</td>
<td>4.92</td>
</tr>
<tr>
<td>6.4</td>
<td>The board understands and respects who may speak on behalf of the board or the institution.</td>
<td>4.77</td>
</tr>
<tr>
<td>6.6</td>
<td><em>The board adheres to and appropriately addresses violations of the board’s Code of Ethics.</em></td>
<td>4.77</td>
</tr>
<tr>
<td>6.2</td>
<td>The board respects the confidentiality of board and committee materials and discussions.</td>
<td>4.69</td>
</tr>
<tr>
<td>6.7</td>
<td>The board avoids micro-management by focusing on board-level work in lieu of that within the responsibility of the administration of the institution.</td>
<td>4.69</td>
</tr>
<tr>
<td>6.10</td>
<td>The board retains its independence from external and internal stakeholders and acts in the best interests of the institution.</td>
<td>4.69</td>
</tr>
<tr>
<td>6.1</td>
<td>The board conducts itself in ways that inspire the confidence and trust of its constituents.</td>
<td>4.62</td>
</tr>
</tbody>
</table>
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.  
      6.12 My time, energy, and expertise are put to good use.  
5.1 Meetings encourage high-quality, respectful exchanges with robust and probing discussions.  
5.6 Members participate in the coordination of board work and shaping meeting agendas.  
6.5 The board speaks with one voice and stands united behind controversial decisions.  
6.11 The board focuses its time on issues of greatest consequence to the institution.  
4.5 The board ensures policies and practices are in place to protect freedom of expression and inquiry and institutional autonomy.  
5.2 The committees are properly structured and perform their delegated roles, reporting back clearly and fully to the board.

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."