Open Session Agenda

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

OPEN SESSION

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Reporting Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Welcome and Opening Remarks</td>
<td>Greta Harris</td>
</tr>
<tr>
<td>2. Consent Agenda</td>
<td>Greta Harris</td>
</tr>
<tr>
<td>a. Approval of Minutes of November 13, 2022, Meeting</td>
<td></td>
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<tr>
<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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<tr>
<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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<tr>
<td>3. Approval of the Compliance, Audit, and Risk Committee Charter</td>
<td></td>
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<tr>
<td>#+ 3. InclusiveVT Update: Diversity Education and HBCU Partnerships</td>
<td>Menah Pratt</td>
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<td></td>
<td>Ellington Graves</td>
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<td></td>
<td>Wayne Scales</td>
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<tr>
<td>#+ 4. Update on Job Architecture Project</td>
<td>Bryan Garey</td>
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<tr>
<td>5. Discussion on Early Childhood Education</td>
<td>Lisa Wilkes</td>
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<td></td>
<td>Kim Thomason</td>
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<td></td>
<td>Jessica Wirgau</td>
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<td>Ron Fricker</td>
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<td></td>
<td>Bryan Garey</td>
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<tr>
<td># 6. Results of BOV Self-Assessment</td>
<td>Kim O'Rourke</td>
</tr>
<tr>
<td>7. Future Agenda Items and Closing Remarks</td>
<td>Greta Harris</td>
</tr>
</tbody>
</table>

* Requires Full Board Approval
# Discusses Enterprise Risk Management Topic(s)
+ Discusses Strategic Investment Priorities
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>8</td>
<td>University of Michigan</td>
<td>14</td>
</tr>
<tr>
<td>10</td>
<td>Massachusetts Institute of Technology</td>
<td>12</td>
</tr>
<tr>
<td>10</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.

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* 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

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

**Top Research Active HBCUs (R2 Status)**

Predicted to be R1 near the end of decade.
Existing VT Programs

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

Existing Infrastructure to Build Upon

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
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

Percentage

Headcount

2015-16
2016-17
2017-18
2018-19
2019-20
2020-21
2021-22
2022-23

0%
2%
4%
6%
8%
10%
12%
14%

0
500
1000
1500
2000
2500
3000
3500
4000

02 / Becoming an MSI
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. 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
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.

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**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.

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**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.

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**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><strong>Track</strong></td>
<td><strong>Track</strong></td>
<td><strong>Track</strong></td>
<td><strong>Track</strong></td>
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<td><strong>Track</strong></td>
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<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>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M1</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.
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
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)

<table>
<thead>
<tr>
<th>Item No.</th>
<th>BOV Score</th>
<th>Overall Score</th>
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</thead>
<tbody>
<tr>
<td>2.4 The board has a succession plan in place to address the departure or absence of the president, whether planned or unplanned.</td>
<td>3.00</td>
<td>3.26</td>
</tr>
<tr>
<td>1.6 The board uses relevant data to monitor progress on the strategic plan.</td>
<td>3.77</td>
<td>3.88</td>
</tr>
<tr>
<td>3.3 The board holds the administration accountable for the safeguarding of university assets and ensuring that resources are utilized effectively and efficiently.</td>
<td>3.77</td>
<td>4.08</td>
</tr>
<tr>
<td>4.6 The board reviews university and college/department accreditation reports and administration's response to identified concerns or deficiencies.</td>
<td>3.77</td>
<td>3.75</td>
</tr>
<tr>
<td>1.3 The board ensures that the institution has a multi-year financial plan that is aligned with strategic priorities.</td>
<td>3.85</td>
<td>4.00</td>
</tr>
<tr>
<td>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.</td>
<td>3.85</td>
<td>3.84</td>
</tr>
<tr>
<td>4.2 The board remains well informed of signature programs and the breadth of offerings available.</td>
<td>3.85</td>
<td>3.84</td>
</tr>
<tr>
<td>4.4 The board ensures the recruitment and retention of high-quality faculty and staff.</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):

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

<table>
<thead>
<tr>
<th>Highest-rated Items: (descending order) (poor/disagree=1; excellent/agree=5)</th>
<th>BOV 2023</th>
<th>Overall Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item No.</td>
<td></td>
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</tr>
<tr>
<td>6.8 The board acts in good faith with appropriate diligence, care, and skill.</td>
<td>4.92</td>
<td>4.96</td>
</tr>
<tr>
<td>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.</td>
<td>4.92</td>
<td>4.96</td>
</tr>
<tr>
<td>6.4 The board understands and respects who may speak on behalf of the board or the institution.</td>
<td>4.77</td>
<td>4.76</td>
</tr>
<tr>
<td>6.6 The board adheres to and appropriately addresses violations of the board’s Code of Ethics.</td>
<td>4.77</td>
<td>4.54</td>
</tr>
<tr>
<td>6.2 The board respects the confidentiality of board and committee materials and discussions.</td>
<td>4.69</td>
<td>4.84</td>
</tr>
<tr>
<td>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.</td>
<td>4.69</td>
<td>4.56</td>
</tr>
<tr>
<td>6.10 The board retains its independence from external and internal stakeholders and acts in the best interests of the institution.</td>
<td>4.69</td>
<td>4.64</td>
</tr>
<tr>
<td>6.1 The board conducts itself in ways that inspire the confidence and trust of its constituents.</td>
<td>4.62</td>
<td>4.72</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.  

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.
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."