

Virginia Tech Board of Visitors Meeting

Information Session

**Sunday, November 5, 2023
1:30 p.m.**

**The Inn – Latham Ballroom
Virginia Tech Campus**

Strategic Plan Update

- Dr. Menah Pratt, Vice President for Strategic Affairs and Diversity

Enrollment Management Update

- Mr. Juan Espinoza, Interim Vice Provost for Enrollment Management
- Dr. Aimee Surprenant, Dean of the Graduate School

Innovation Campus Update

- Dr. Lance Collins, Vice President and Executive Director of Innovation Campus

Investing in Virginia's Talent

- The Honorable Kirk Cox, President of Virginia Business Higher Education Council

Constituent Reports

- Mr. William Storey, Undergraduate Student Representative to the Board
- Ms. Emily Tirrell, Graduate/Professional Student Representative to the Board
- Ms. LaTawnya Burleson, Staff Representative to the Board
- Dr. Janice Austin, Administrative and Professional Faculty Representative to the Board
- Dr. Joseph Merola, Faculty Representative to the Board



VIRGINIA TECH.[®]



Continuous Strategic Planning Annual Milestones Report

Office of Strategic Affairs

University Strategic Planning Timeline and the Strategic Planning Metrics (SPM) Dashboard

- Strategic Plan Advancing Beyond Boundaries: Approved by BOV in Summer 2019
- Continuous Strategic Planning: Updated Fall 2022
- Public Dashboard with Metrics and Milestones
- Four Strategic Priorities, each with 3 goals

ADVANCE REGIONAL, NATIONAL, and GLOBAL IMPACT

- Increase excellence in research, discovery, and creativity
- Increase teaching and learning excellence for a holistic education
- Increase institutional impact and visibility

BE A DESTINATION FOR TALENT

- Attract, retain, and develop the talents of faculty and staff
- Attract, retain, and graduate students prepared to serve a global community
- Support lifelong engagement and learning for alumni and local communities

ELEVATE THE *UT PROSIM* (THAT I MAY SERVE) DIFFERENCE

- Increase representational diversity
- Increase cultural competency
- Address critical societal issues impacting humanity and equity

ENSURE INSTITUTIONAL EXCELLENCE

- Continue to develop the physical campus and technology infrastructure
- Develop comprehensive and transparent budget and financial models with diverse and sustainable revenue sources
- Develop and launch an adaptive, inclusive process for continuous strategic planning

Top Strategic Plan Milestones

Priority 1: ADVANCE REGIONAL, NATIONAL and GLOBAL IMPACT

- **M1:** Extramural Research Expenditures
- **M6:** Graduate and Professional Student Enrollment, Postdoc Appointees
- **M7 | M 8:** Faculty Excellence (awards, publications and citations)

Priority 2: *UT PROSIM* (That I May Serve) DIFFERENCE

- **M1 | M2:** Student Representational Diversity (URM / USS undergraduate)
- **M5 | M6:** Faculty Representational Diversity

Priority 3: DESTINATION for TALENT

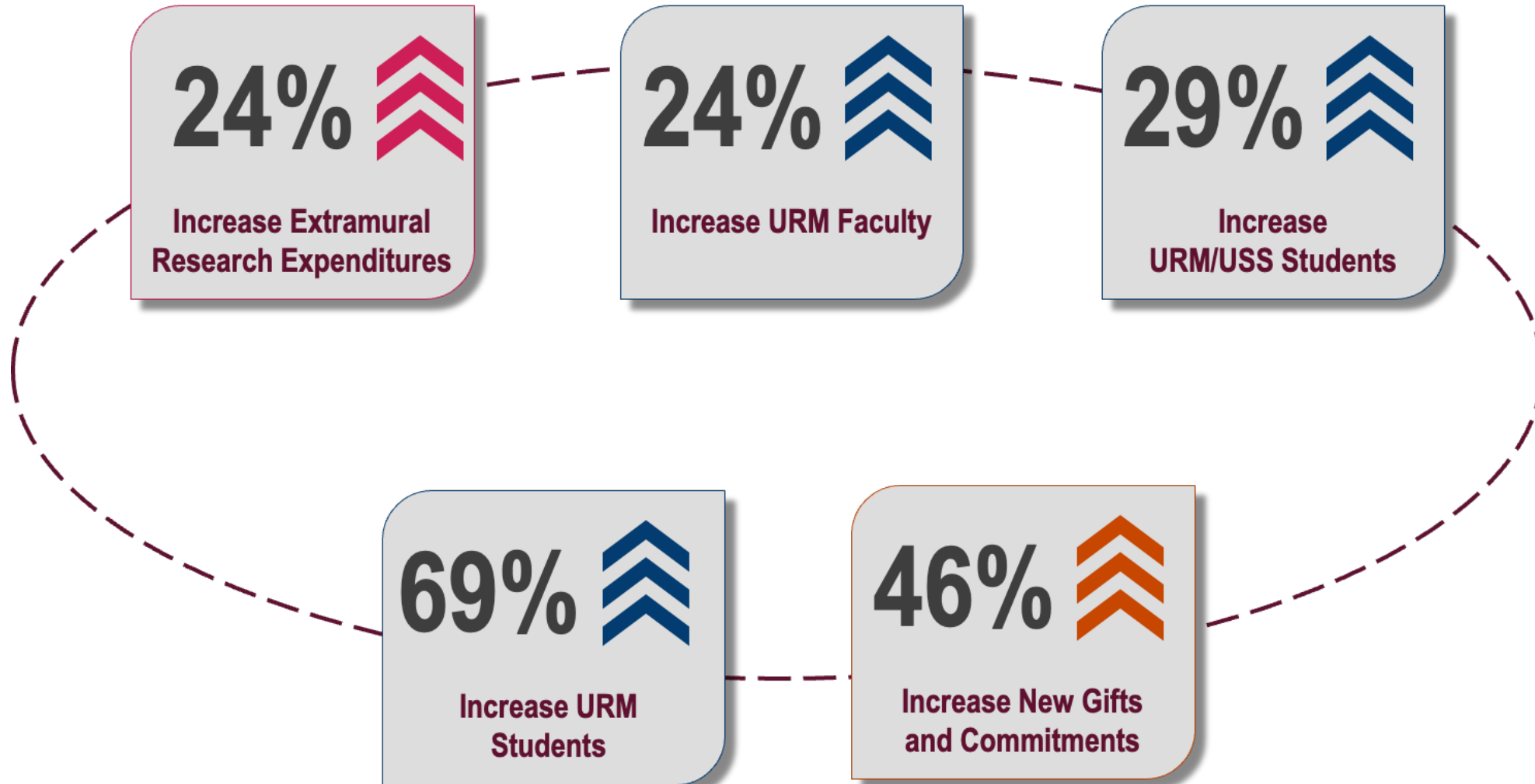
- **M1:** Instructional Faculty Salaries
- **M2 | M3:** Graduation Rates (first year and transfer students)

Priority 4: INSTITUTIONAL EXCELLENCE

- **M7 | M8 | M12:** Advancement (alumni giving, new gifts and commitments, campaign)

Key University Strategic Plan Milestone Achievements

2017/2018 - 2023



HIGHEST TOP PRIORITY METRICS OVERVIEW

Milestone Tracking Summary

- Green indicates this milestone has been achieved or is on track and good progress has been made toward being achieved.
- Yellow indicates this milestone is in process, however, may be below the established target or missing the established target and needs to be monitored.
- Red indicates this milestone is experiencing challenges.

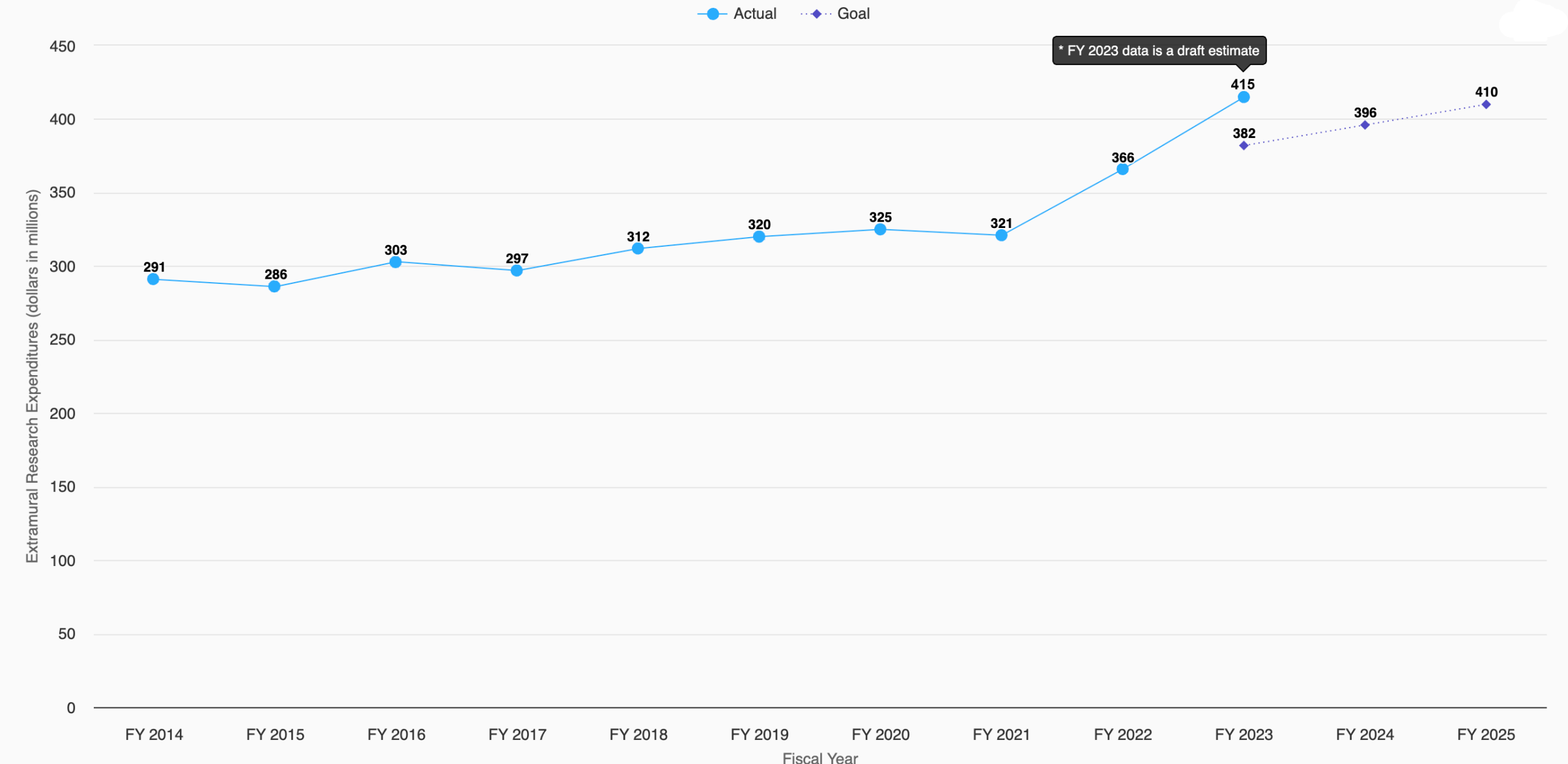
Strategic Priority 1 Progress Top Metrics Progress

Advance Regional, National, and Global Impact

Extramural Research Expenditures	FY23 (Est.): \$415M Milestone: \$410M by 2025
Undergraduate Student Enrollment	Current Actual: 30,504 Milestone: 30,000 by Fall 2023
Graduate Student Enrollment	Graduate Current Actual: 3,880 Milestone: 4,550 by 2024 PhD Current Actual: 3,220 Milestone: 3,350 by 2024
Internationally and Nationally Recognized Faculty Awards	2022 Actual: 361 Milestone: 400 Highly Prestigious and Prestigious Awards by 2028
Internationally and Nationally Recognized Faculty Publications	2022 5-yr Average: 3600.2 Milestone: 4,500 Average Publications by 2028
Internationally and Nationally Recognized Faculty Citations	2022 5-yr Average: 37,175 Milestone: 45,000 Average Citations by 2028
Postdoctoral Appointees	Current Estimated: 258 Milestone: 338 by 2028

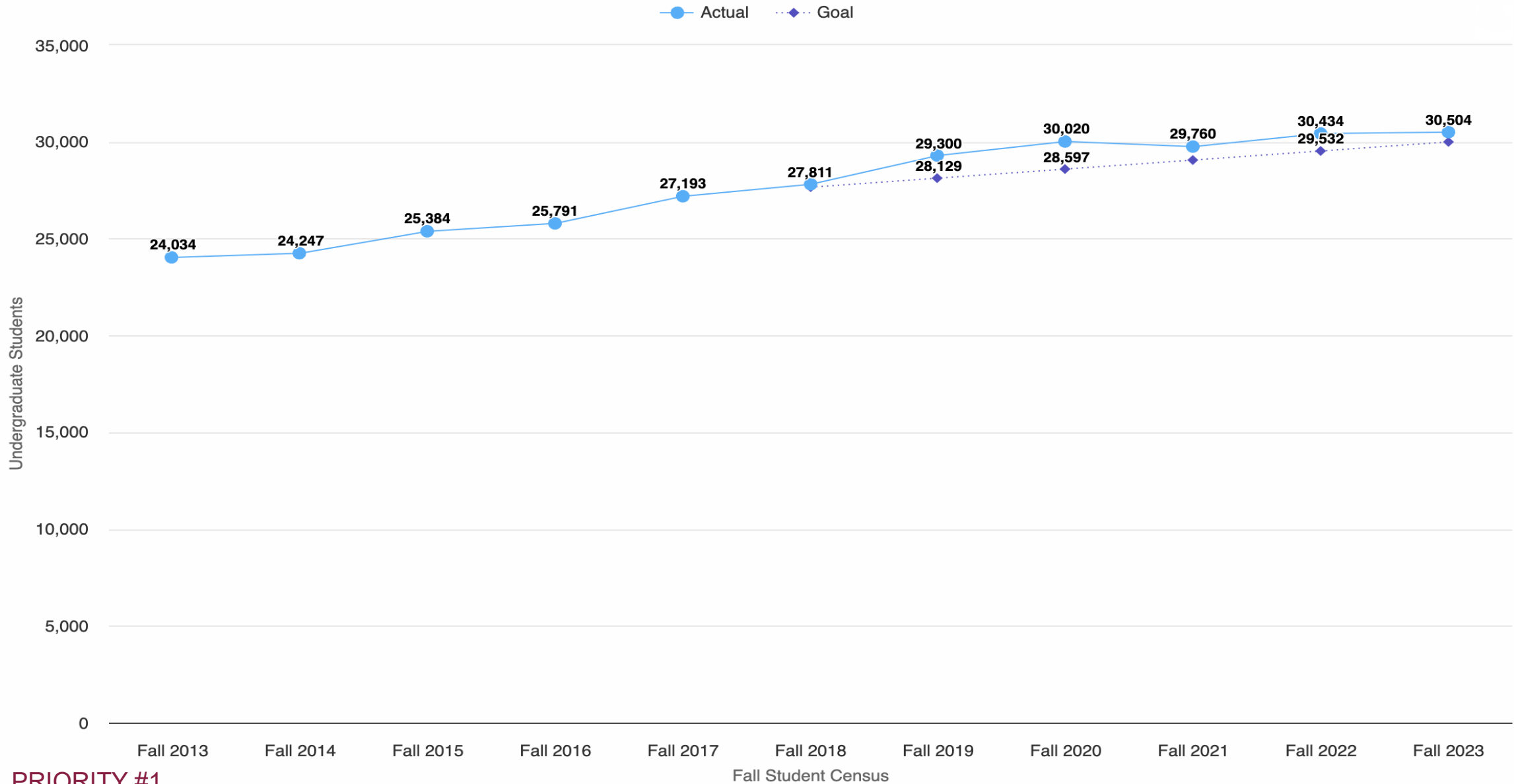
Extramural Research Expenditures

\$410M by 2025



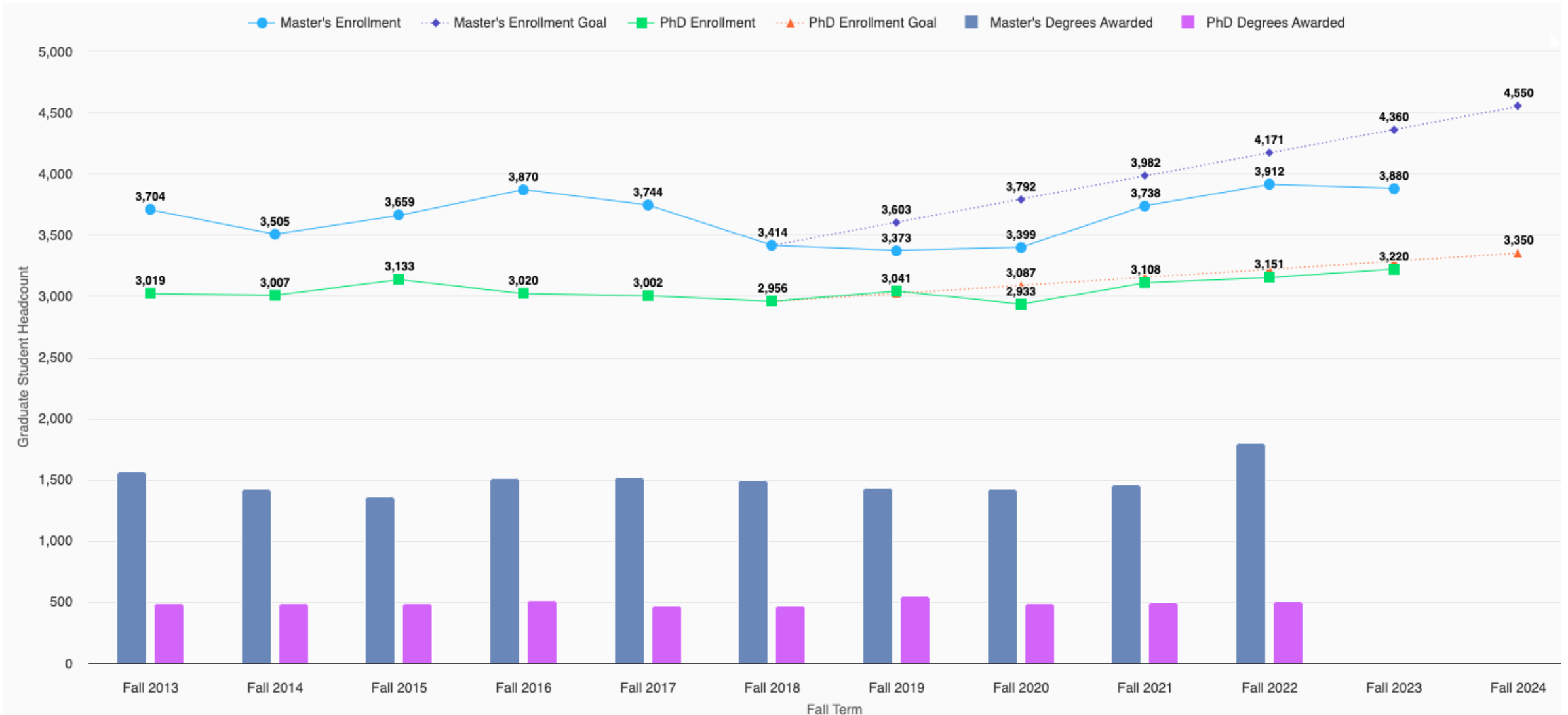
Undergraduate Student Enrollment

30,000 undergraduate students by Fall 2023



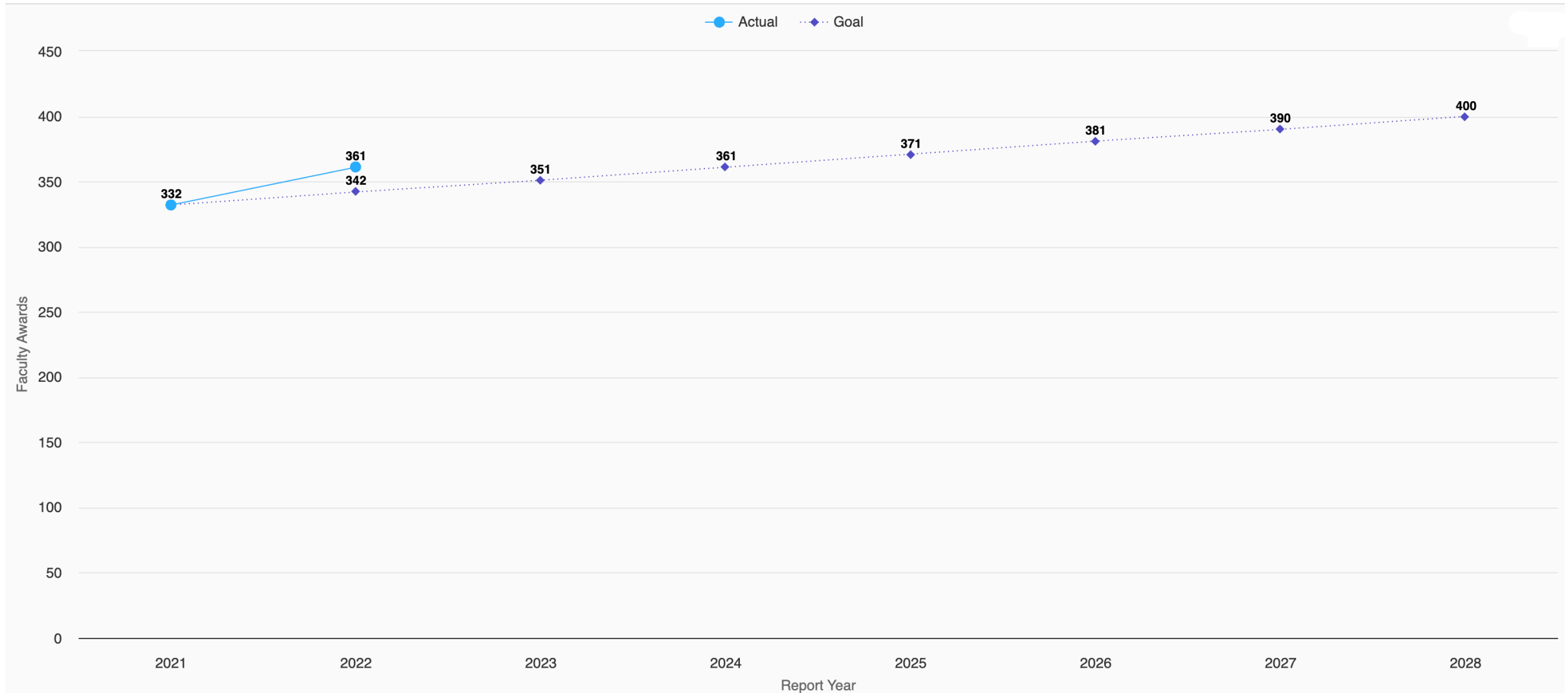
Graduate Student Enrollment

7,900 Master's and PhD students by Fall 2024, including 4,550 Master's and 3,350 PhD students



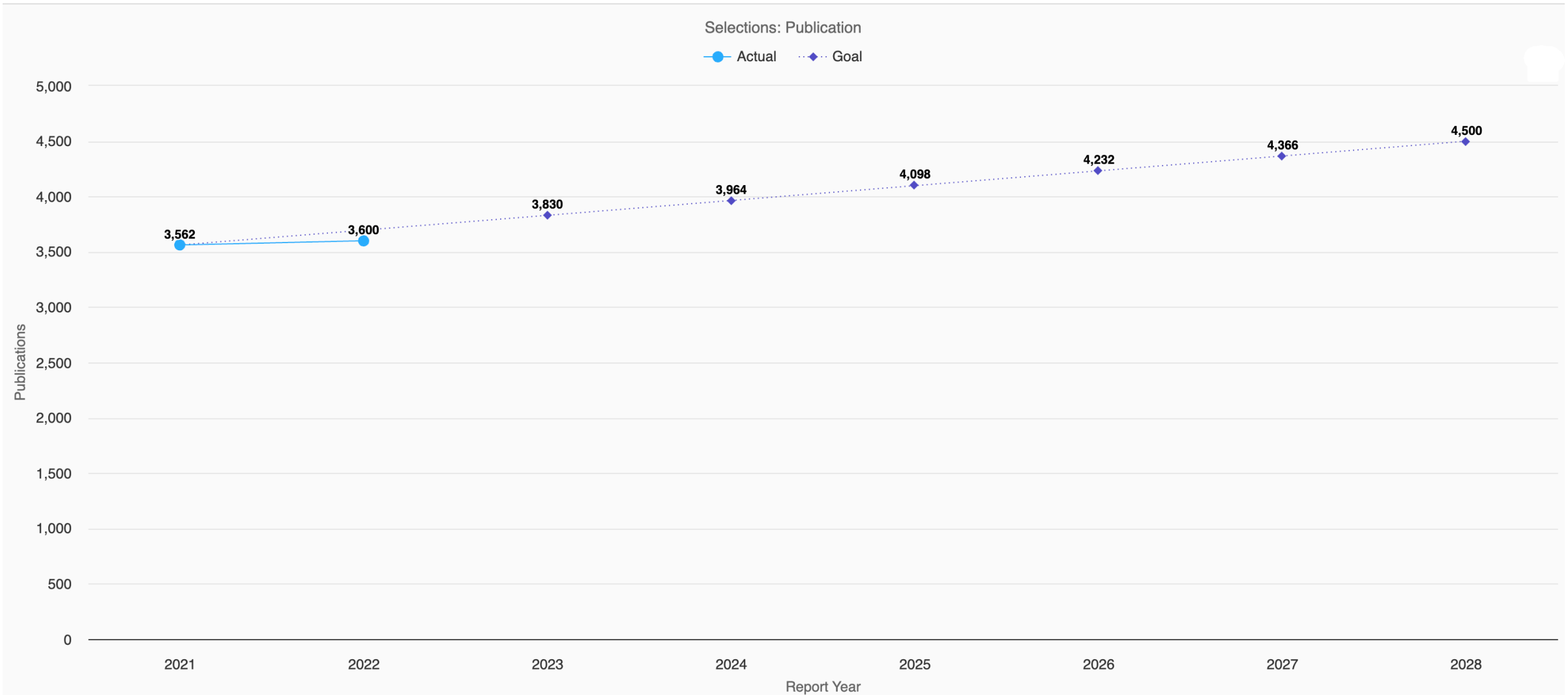
Highly Prestigious and Prestigious Awards

400 Highly Prestigious and Prestigious Awards by 2028



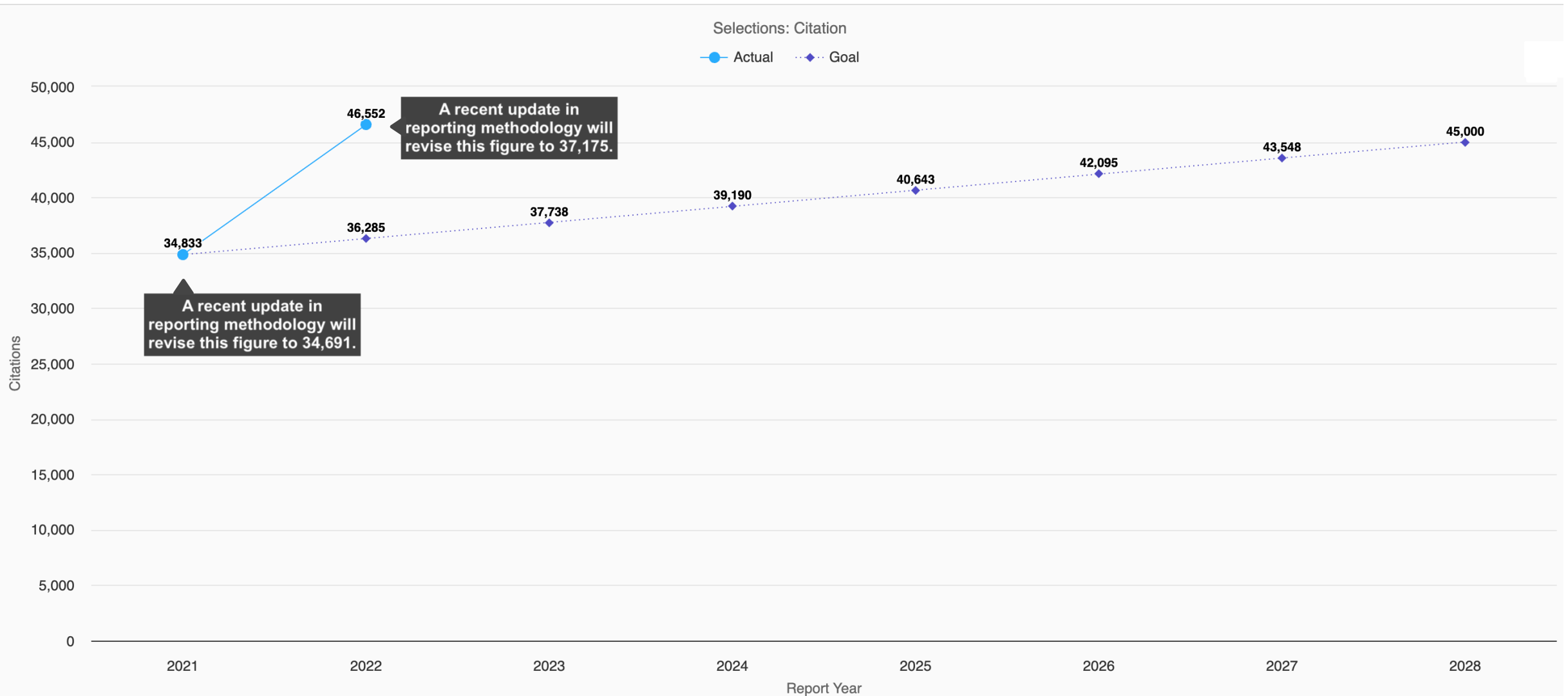
Average Faculty Publications

4,500 publications by 2028



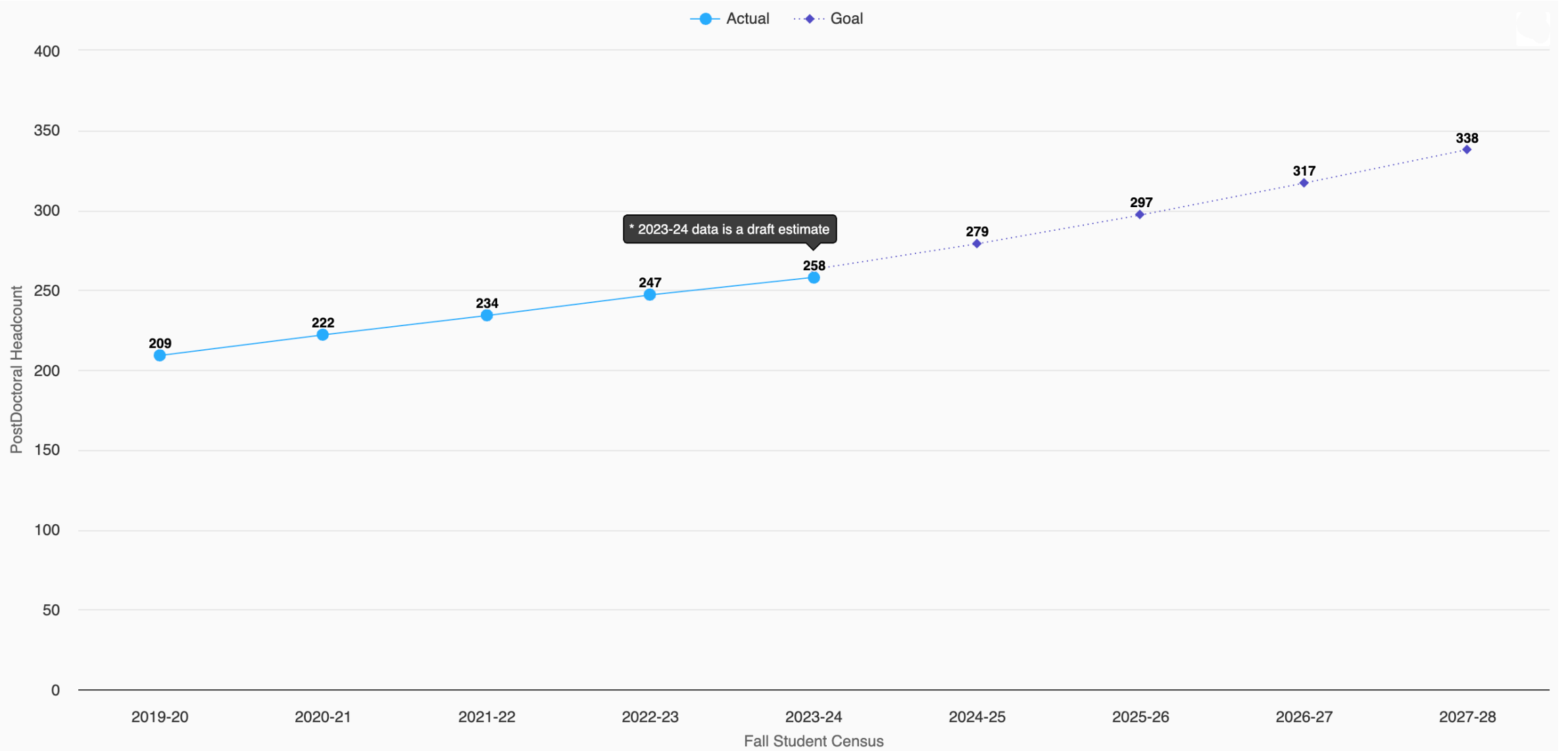
Average Faculty Citations

45,000 citations by 2028



Postdoctoral Appointees

338 Postdoctoral Appointees by 2028



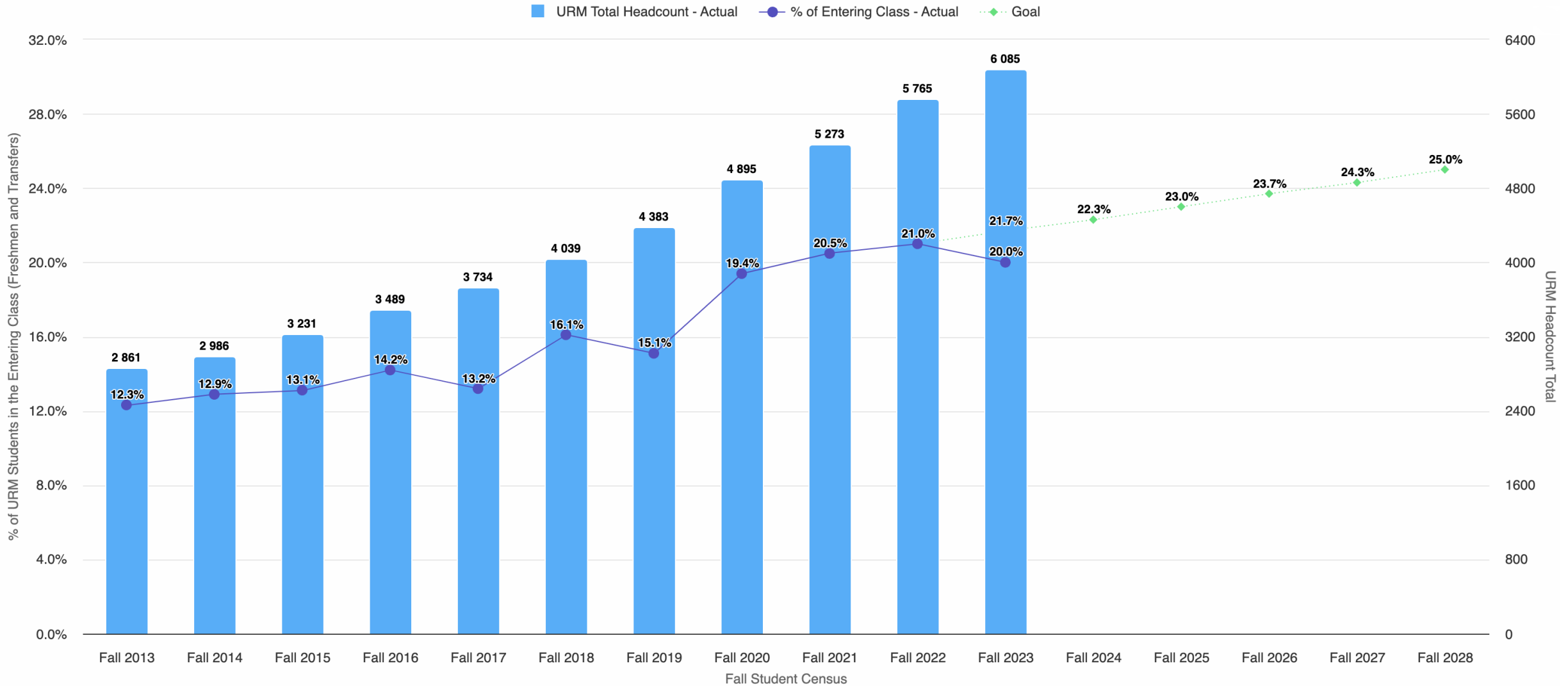
Strategic Priority 2 Progress Top Metrics Progress

Elevate the *Ut Prosim* (That I May Serve) Difference

Underrepresented Minority Students	Current Actual: 20% Milestone: 25% by 2028
Underrepresented Minority or Underserved Students	Current Actual: 39.3% Milestone: 40% through 2028
Underrepresented Minority Faculty & New Underrepresented Minority Faculty Hires	Current Total Actual: 8.7% Milestone: 12% by Fall 2028 Current New Hire Actual: 9.2% Milestone: 17% by Fall 2028
Female Faculty & New Female Faculty Hires	Current Total Actual: 38.2% Milestone: 40% by Fall 2028 Current New Hire Actual: 45.6% Milestone: 48% by Fall 2028

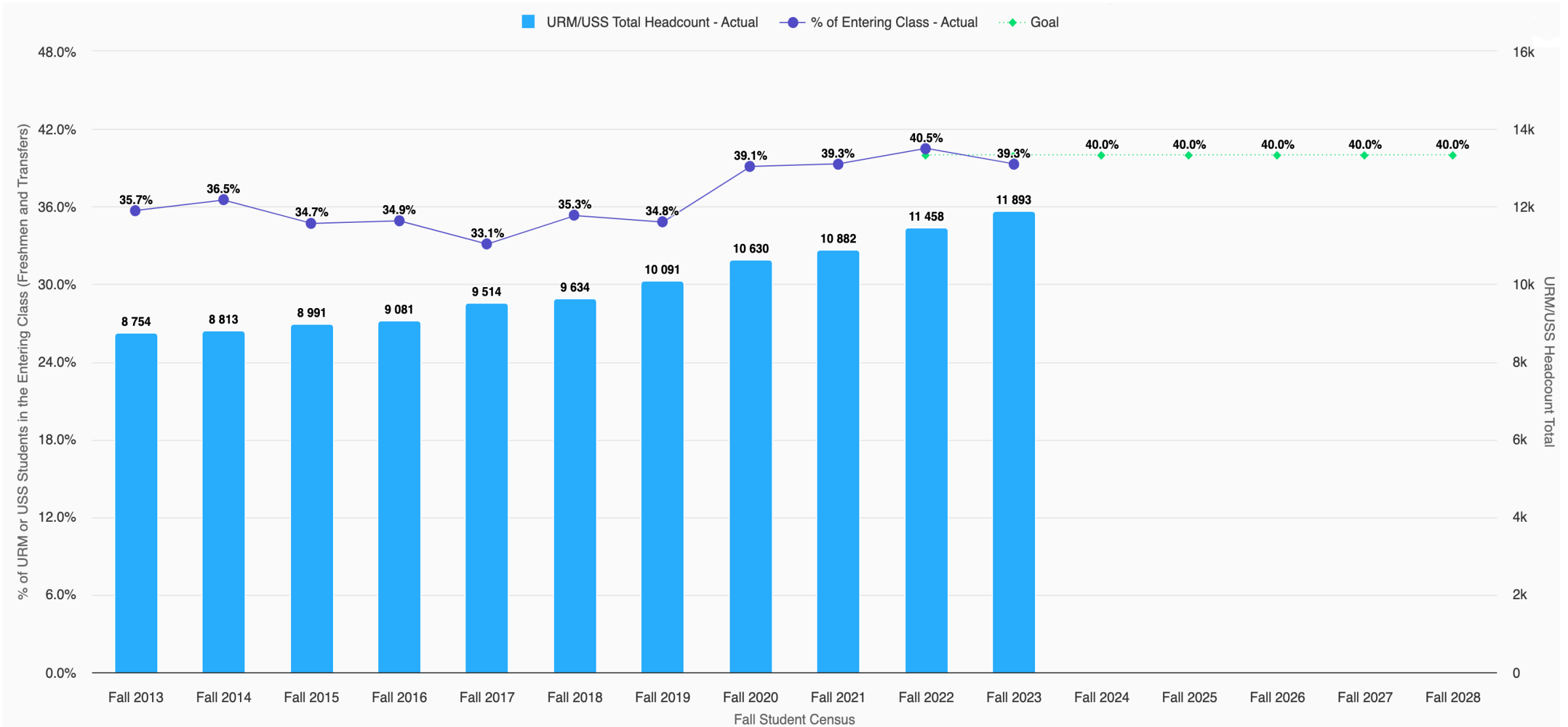
Underrepresented Minority Students

25% representation in the entering class by 2028



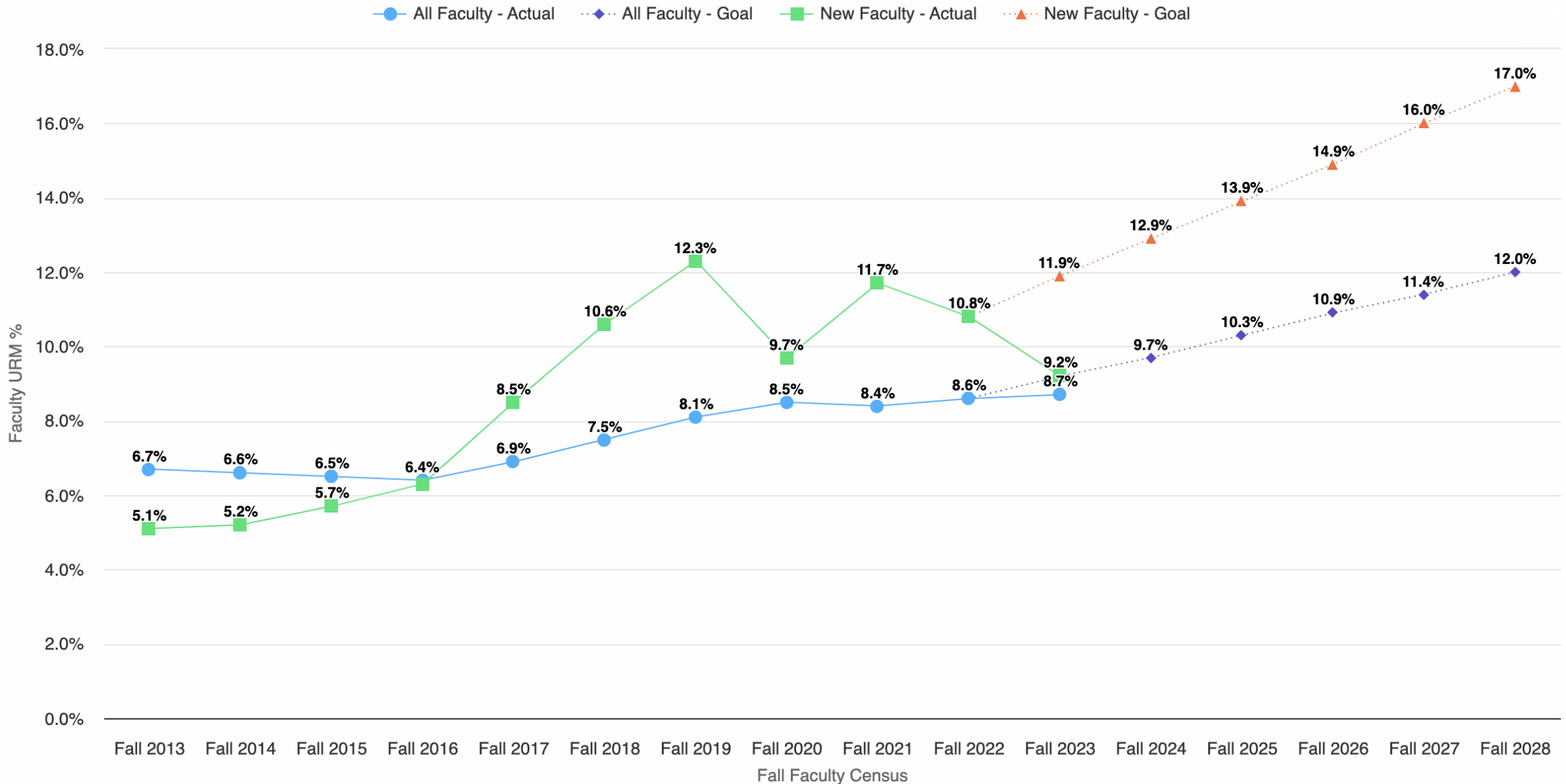
Underrepresented Minority or Underserved Students

40% representation in the entering class through 2028



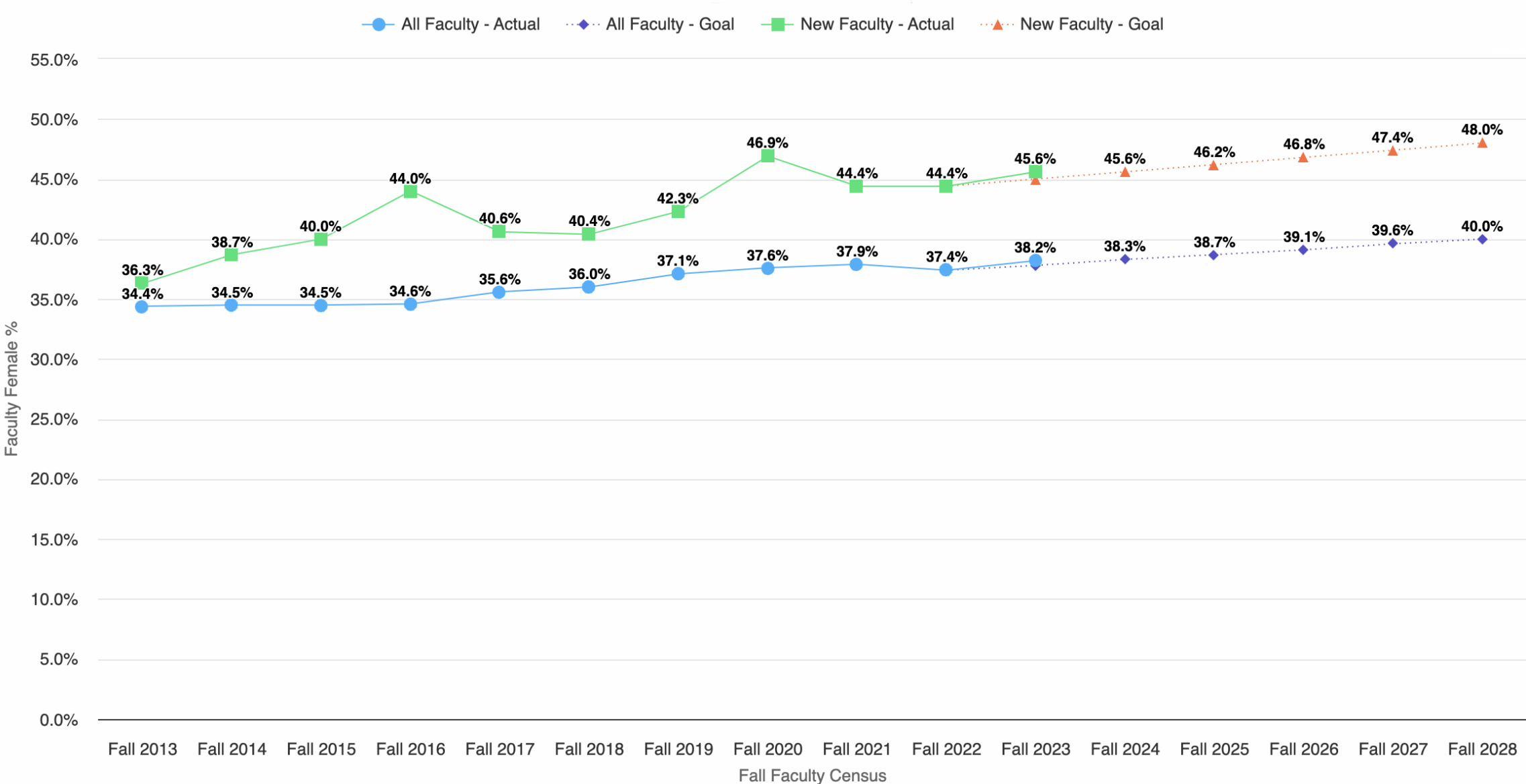
Underrepresented Minority Faculty

12% representation by 2028



Female Faculty

40% representation by 2028



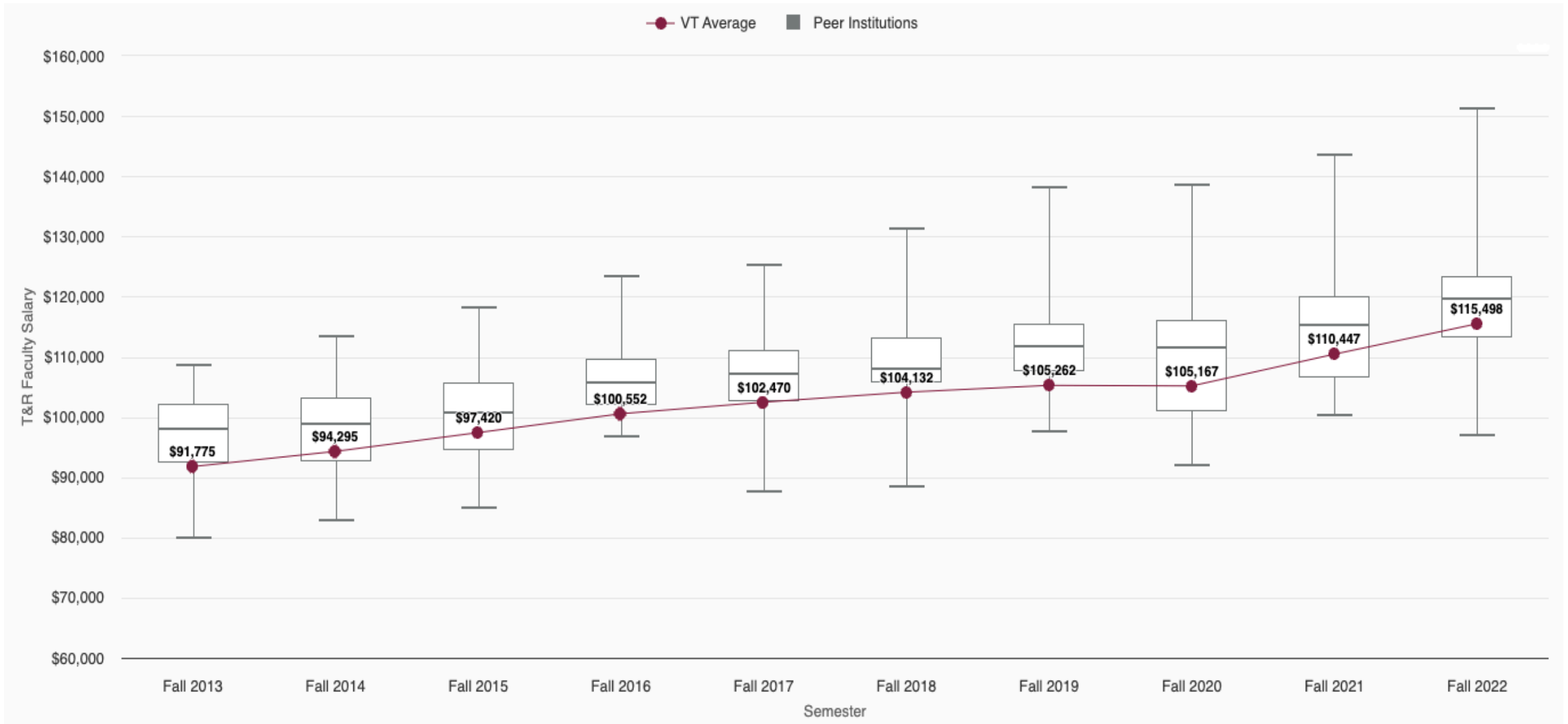
Strategic Priority 3 Progress Top Metrics Progress

Be a Destination for Talent

Instructional Faculty Salaries	Current Actual: 37th Percentile Milestone: 50th Percentile by 2024
Four-Year Graduation Rates for Entering Freshmen	Current Actual: 68.9% Milestone: 73% by 2028
Three-Year Graduation Rates for Transfer Students with at least 60 credits	Actual: 75.3% Milestone: 80% by 2028

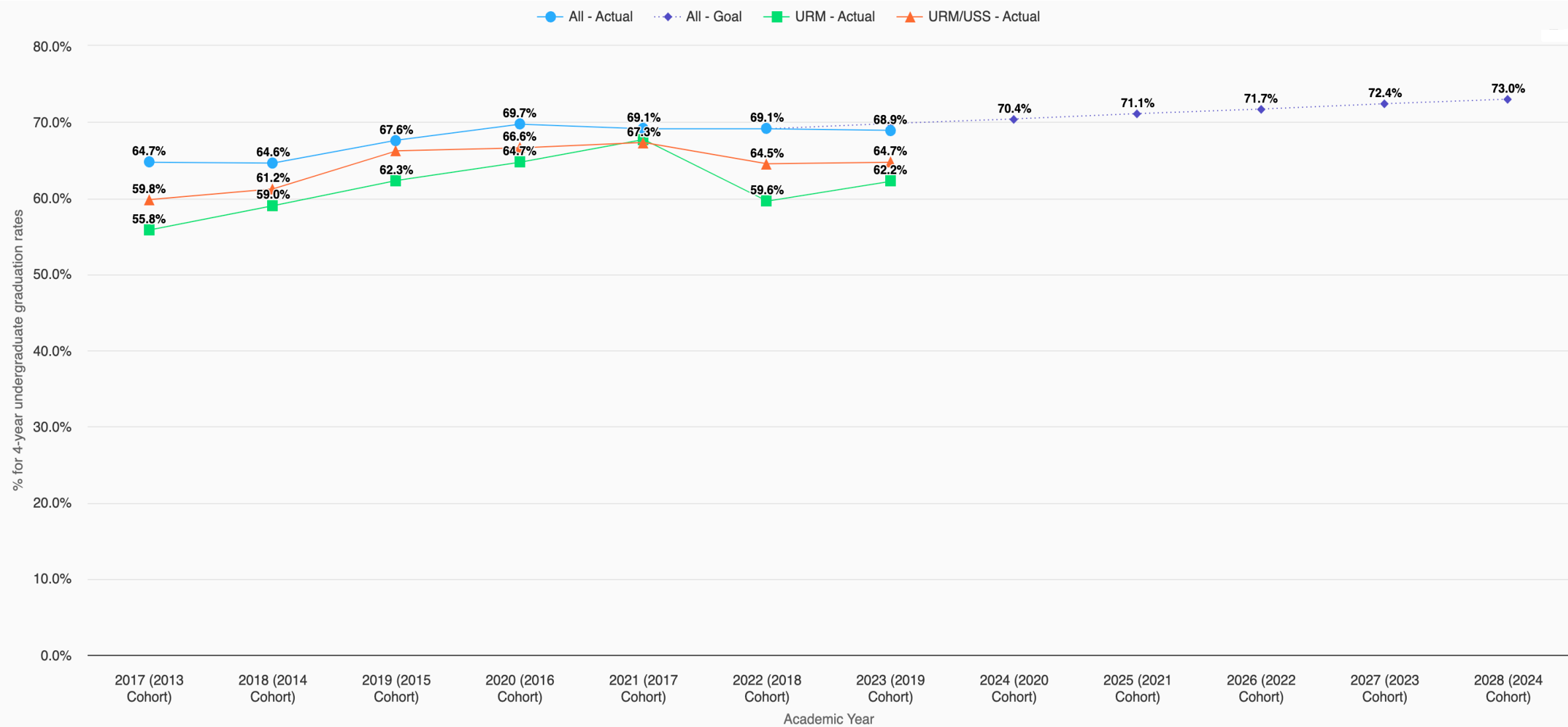
Instructional Faculty Salaries

50th percentile of the top 20 Land-Grant Universities by 2024



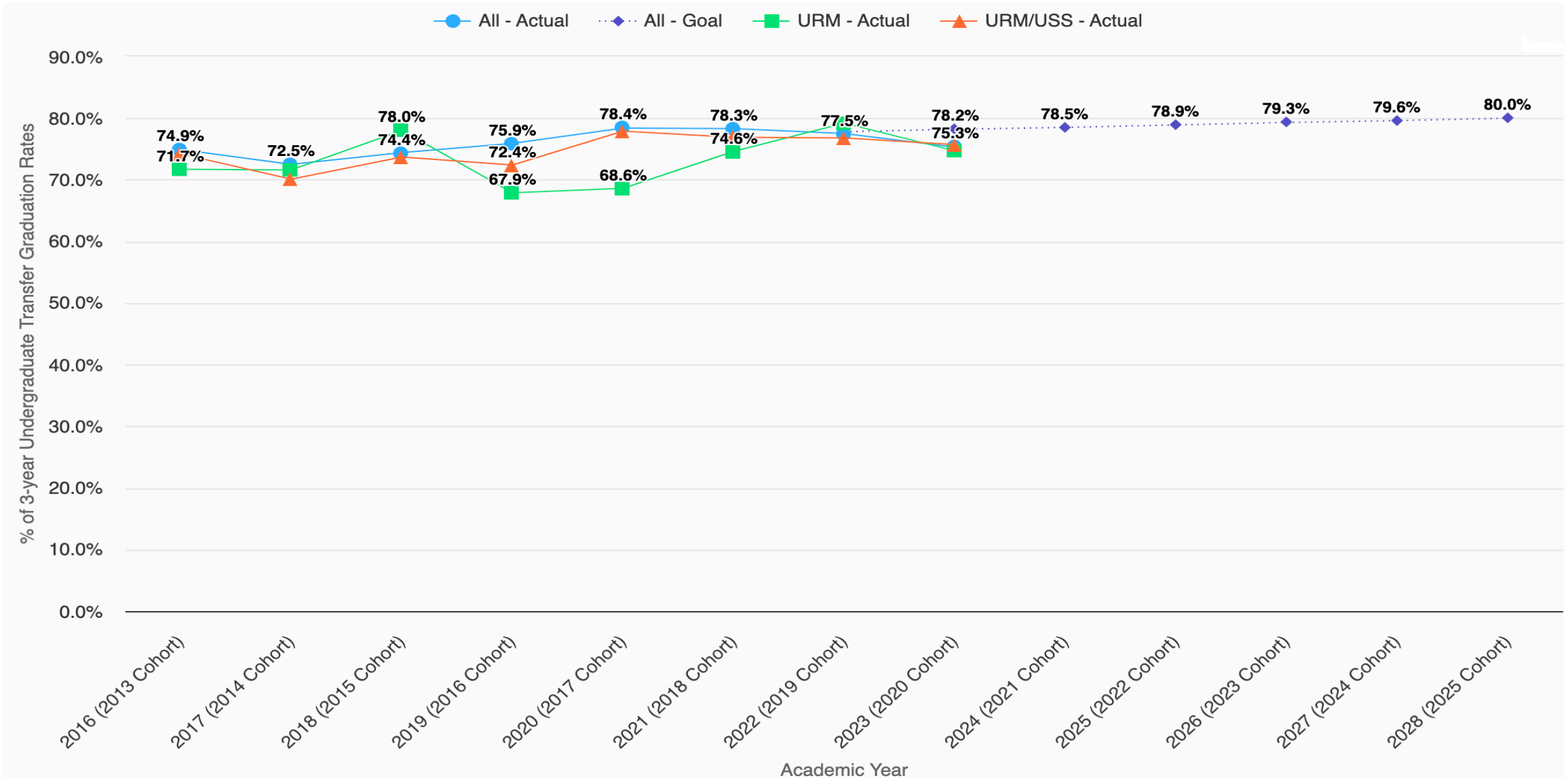
Four-year Graduation Rates for Entering Freshmen

73% by 2028 (2024 cohort)



Three-year Graduation Rates for Transfer Students

(Transfer credit >= to 60) | 80% by 2028 (2025 cohort)



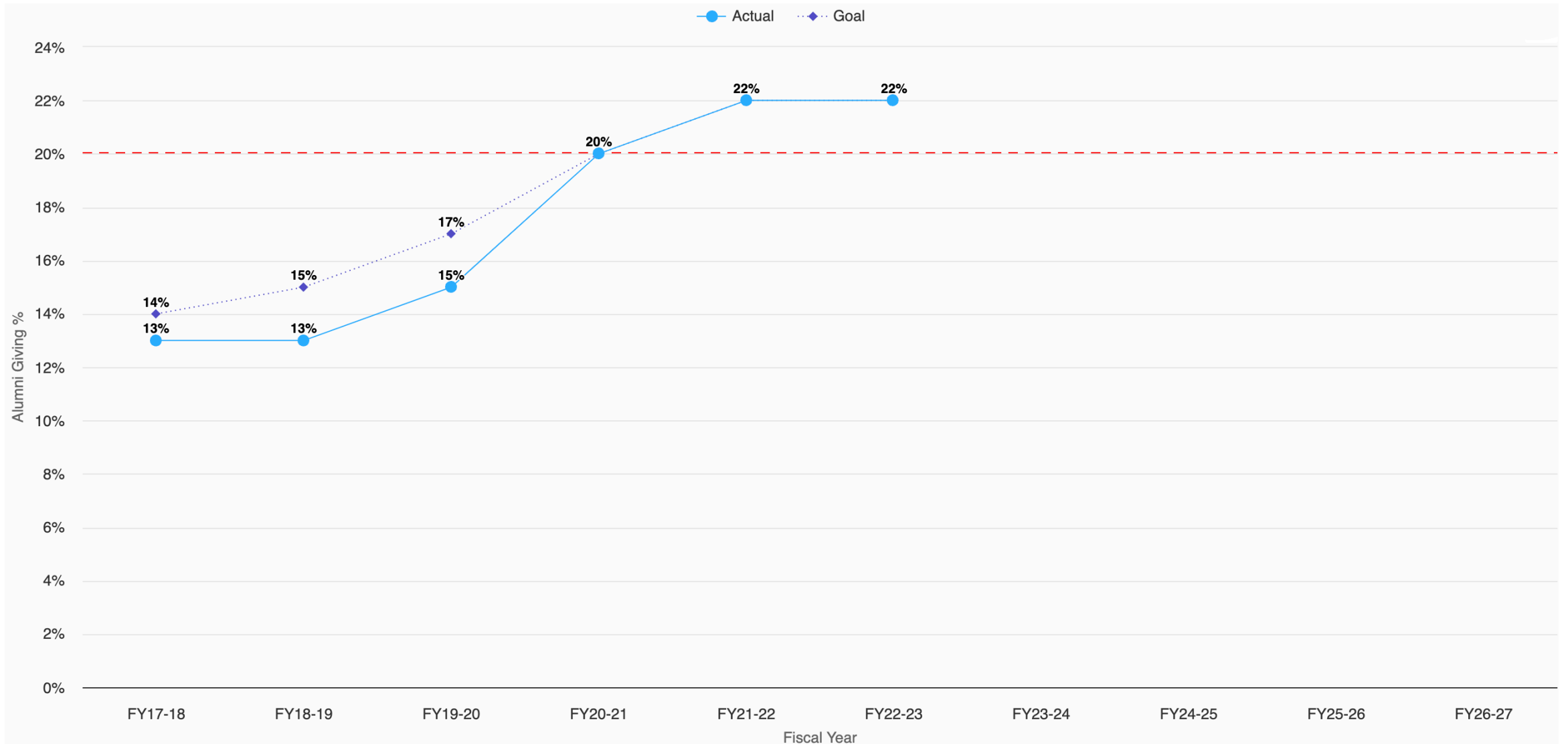
Strategic Priority 4 Top Metrics Progress

Ensure Institutional Excellence

Alumni Giving	Current Actual: 22% Milestone: Greater than 20% through FY 2027
New Gifts and Commitments	Current Actual: \$224.7M Milestone: \$300M by FY 2028
\$1.872B campaign goal by 2027	Current Actual: \$1.417B Milestone: \$1.872B by 2027

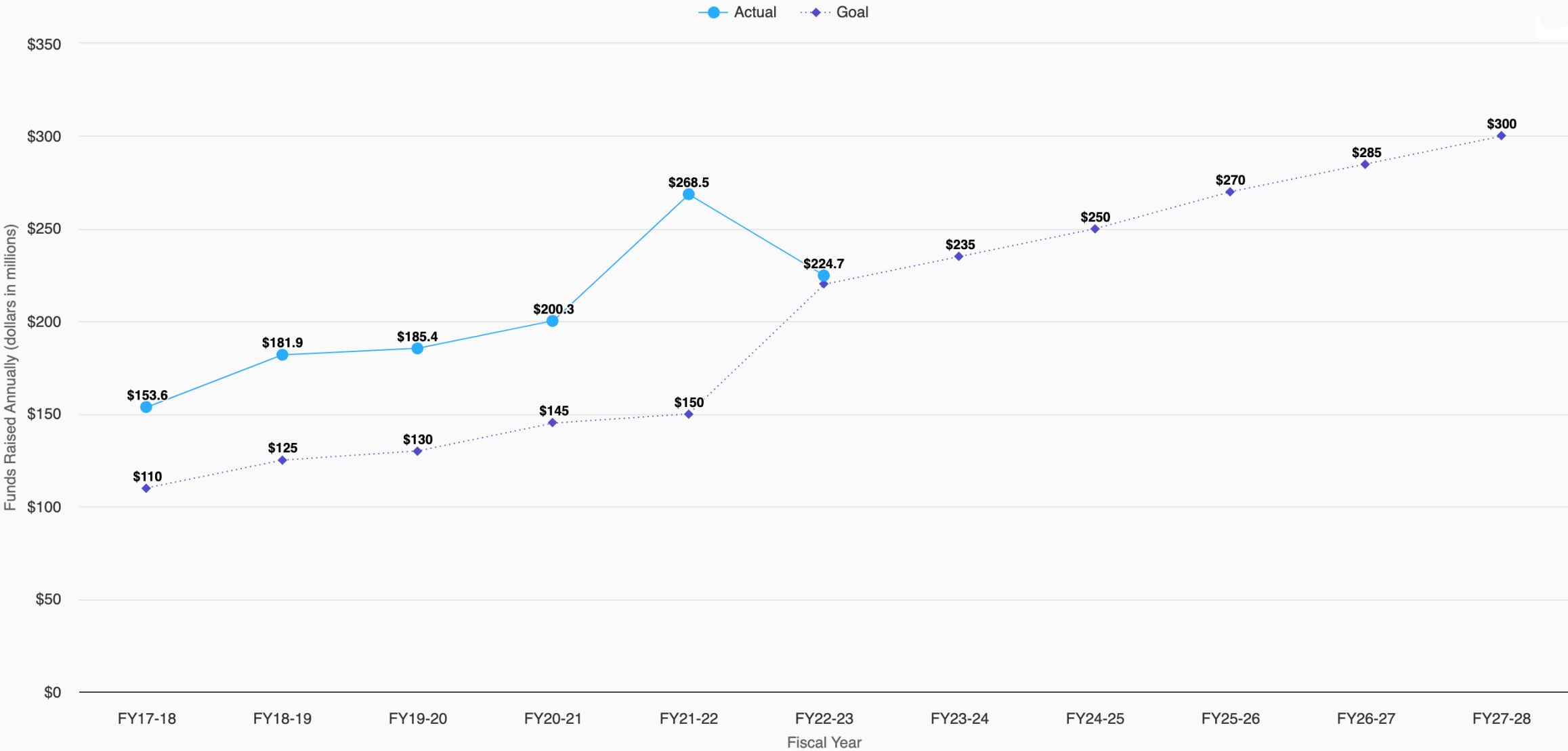
Alumni Giving

Greater than 20% each year through FY2027



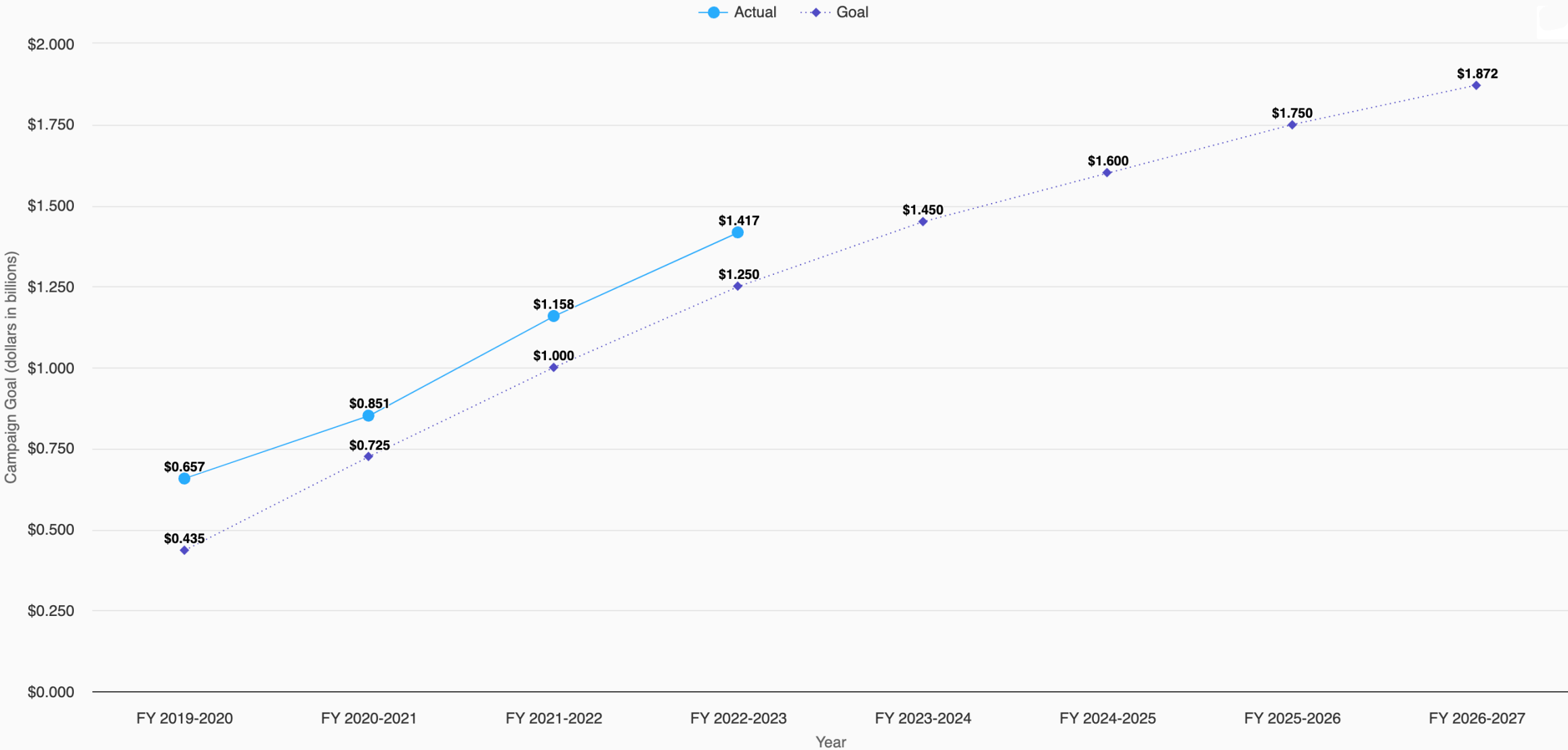
New Gifts and Commitments

\$300M by FY2028



Boundless Impact Campaign Goal

Achieve \$1.872B campaign goal by 2027



Virginia Tech Advantage Metrics

Proposed and in development

- The total affordability gap for Pell-eligible and Virginia Guaranteed Assistance Program (VGAP) resident undergraduate students toward a target gap that can be closed with 20 hours of work at prevailing wage rates.
- The total number of students with an affordability gap above the benchmarked \$9500 (20 hours work at prevailing wage rates) with a projected decreasing target.
- Total number and percent of Pell-eligible and VGAP Resident Undergraduates.
- Current use and endowment funds raised for Virginia Tech Advantage

Virginia Tech Advantage Metrics (continued)

Proposed and in development

- Time-to-degree, four-, five-, and six-year graduation rates, first to second-year retention, progression of Pell-eligible students
- Number of applied, accepted, and yield rates of Pell-eligible students as well as comparisons with non-Pell eligible students.
- Amount of emergency funds distributed.
- Pell-eligible student experience and experiential learning indicators, i.e., internships and co-ops, research experiences, and study abroad experiences as well as comparisons with non-Pell eligible students.
- Pell-eligible student success indicators including first destination outcomes and average/median starting salaries as well as comparisons with non-Pell eligible students.

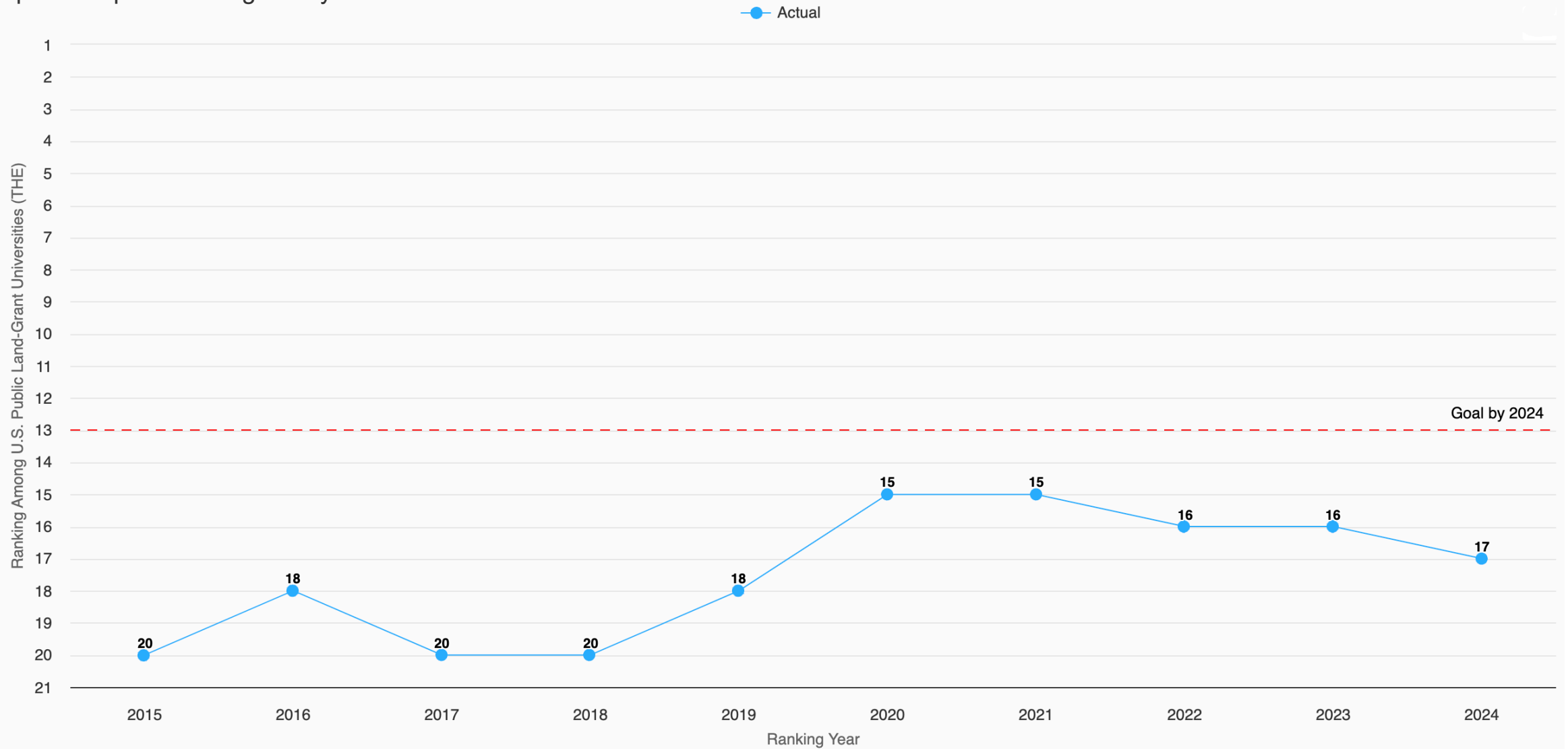
SUPPLEMENTAL MATERIALS

STRATEGIC PRIORITY 1

Advance Regional, National, and Global Impact

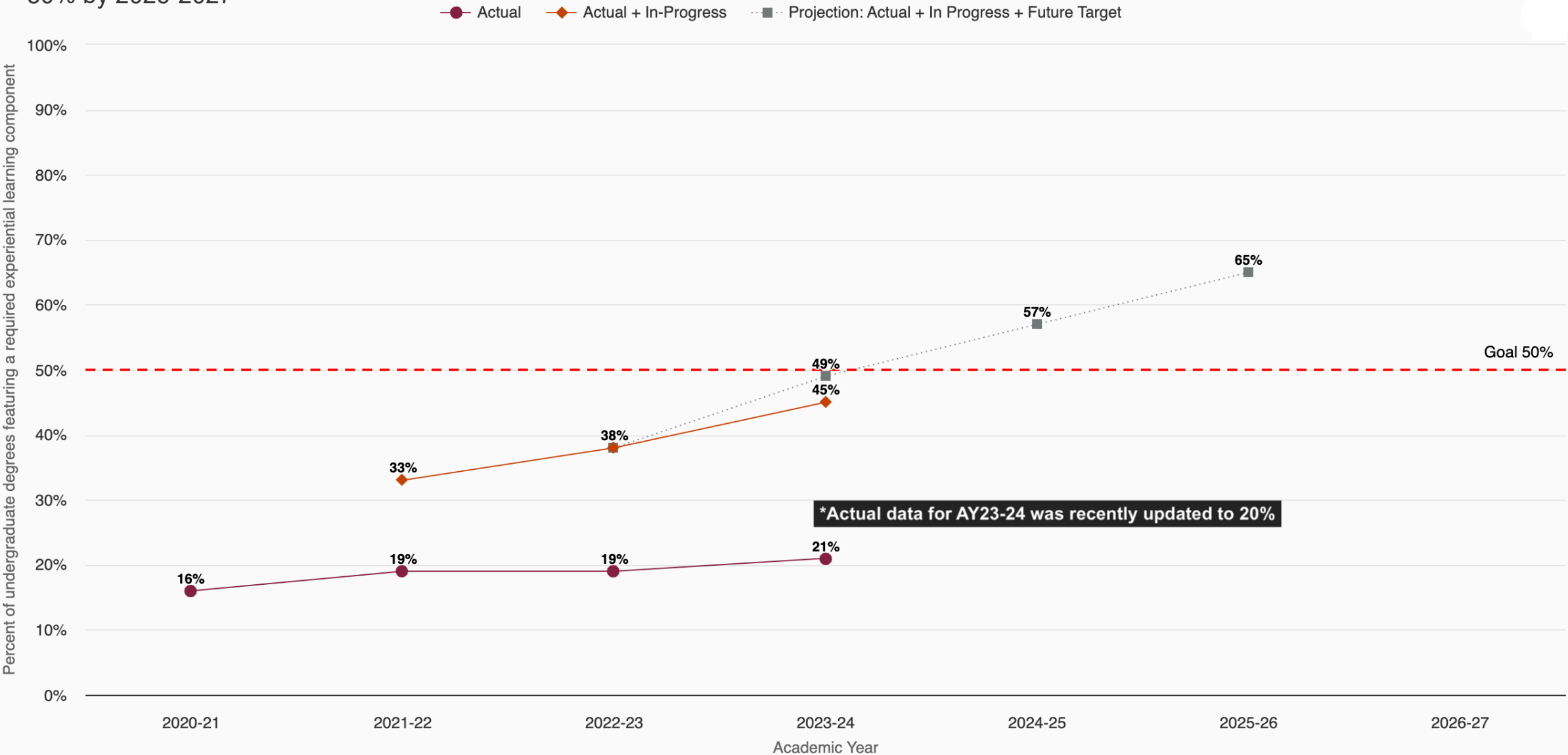
Times Higher Education (THE) World University Rankings

Top 13 US public land-grant by 2024



Undergraduate Degrees featuring a Required Experiential Learning Component

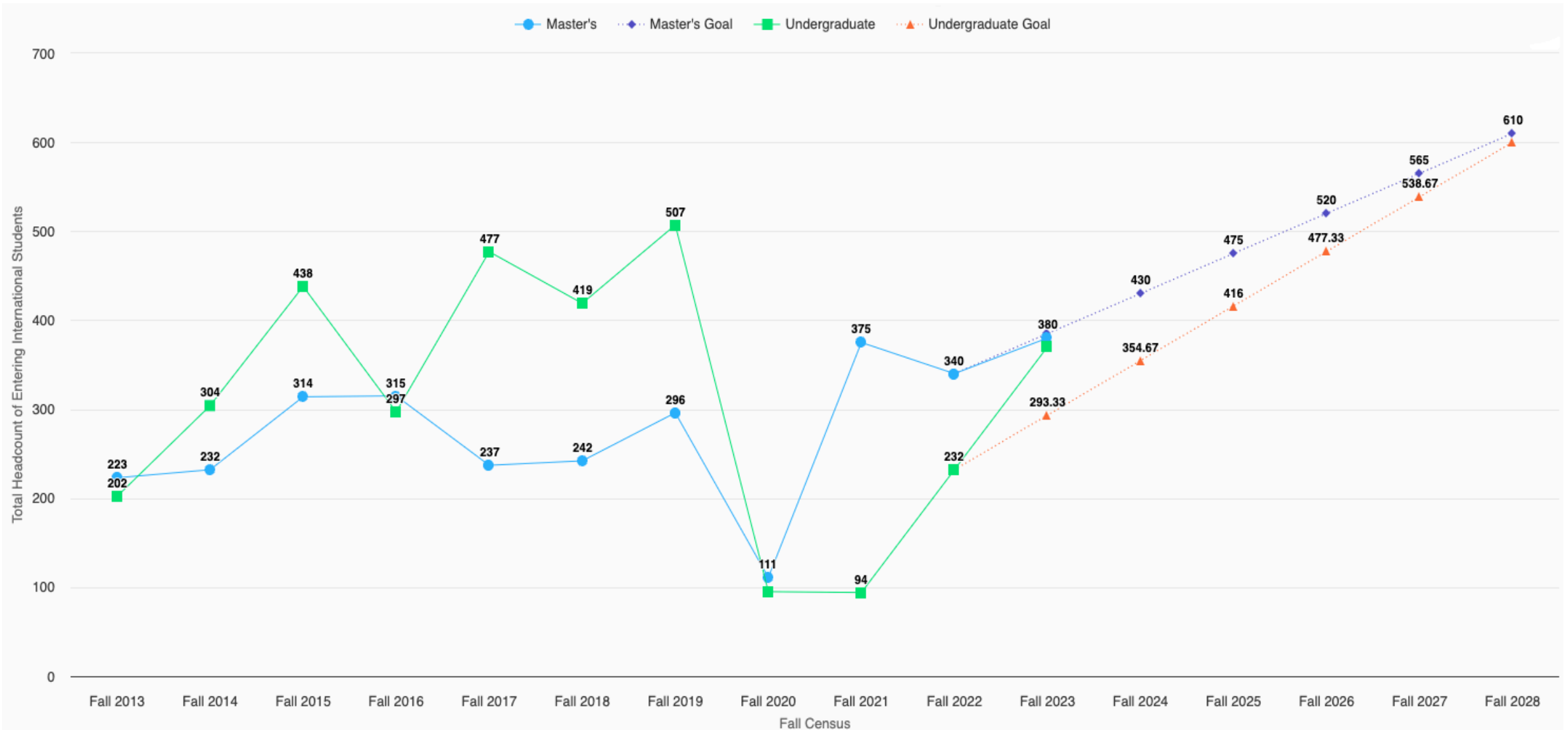
50% by 2026-2027



*Actual data for AY23-24 was recently updated to 20%

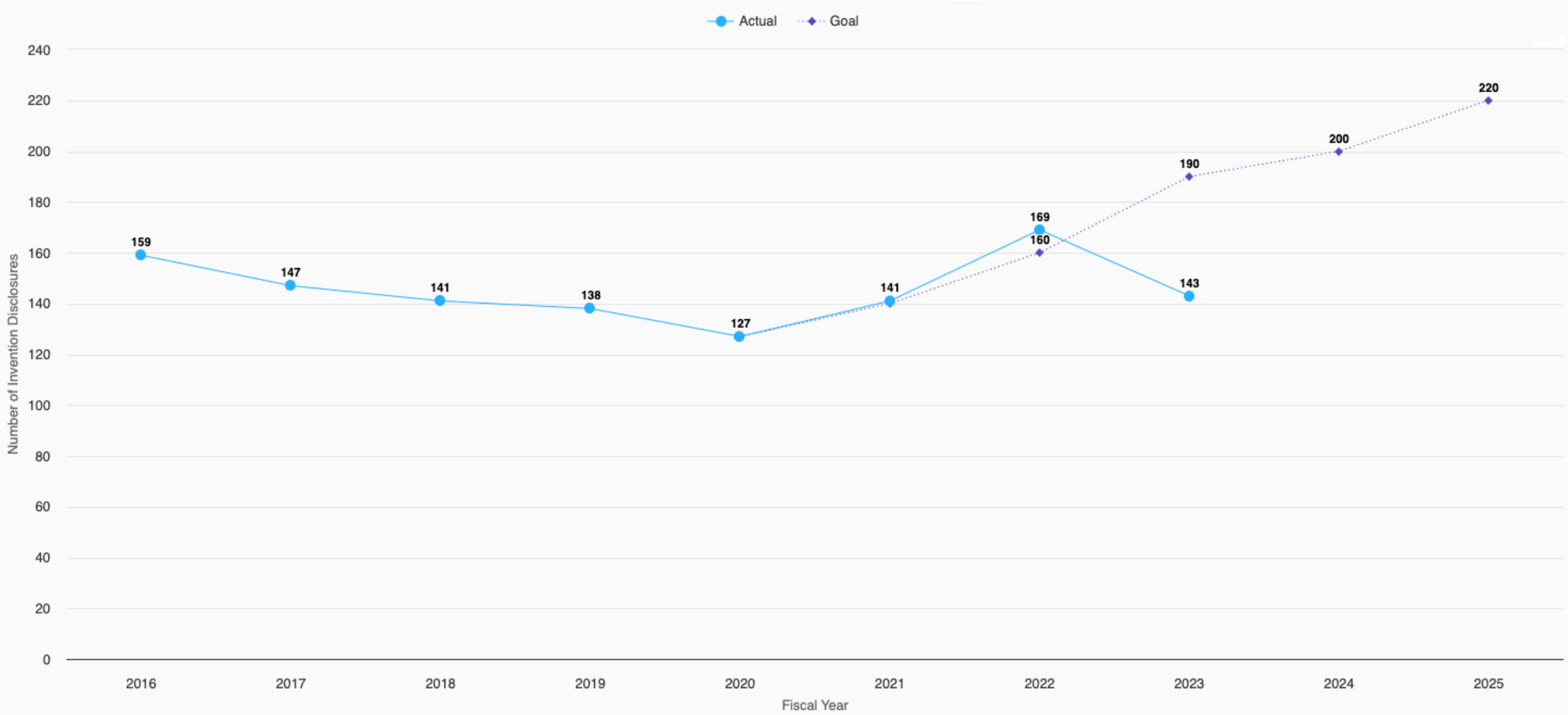
International Student Enrollment

Increase the entering cohort of international undergraduate and Master's students to 600 and 610 respectively by 2028



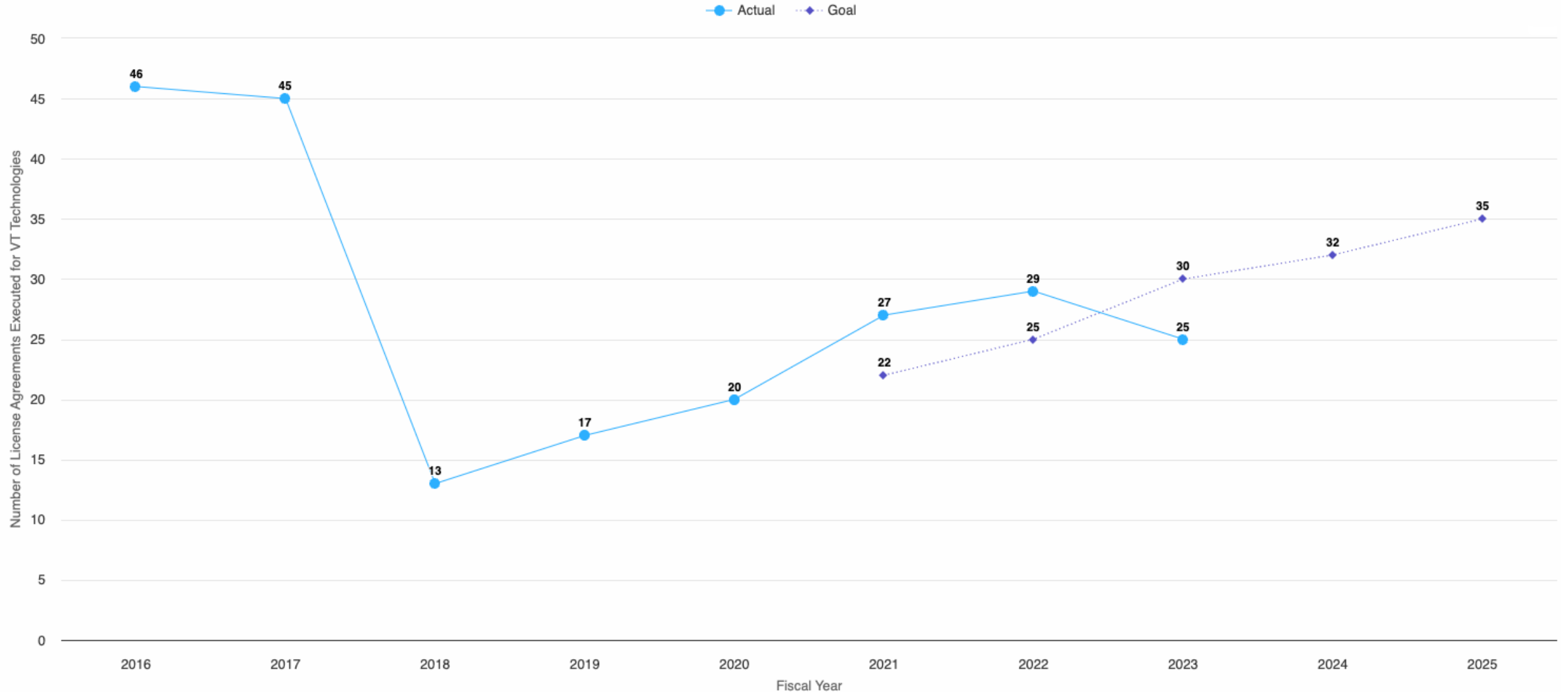
Invention Disclosures

Increase by 70% by FY2025



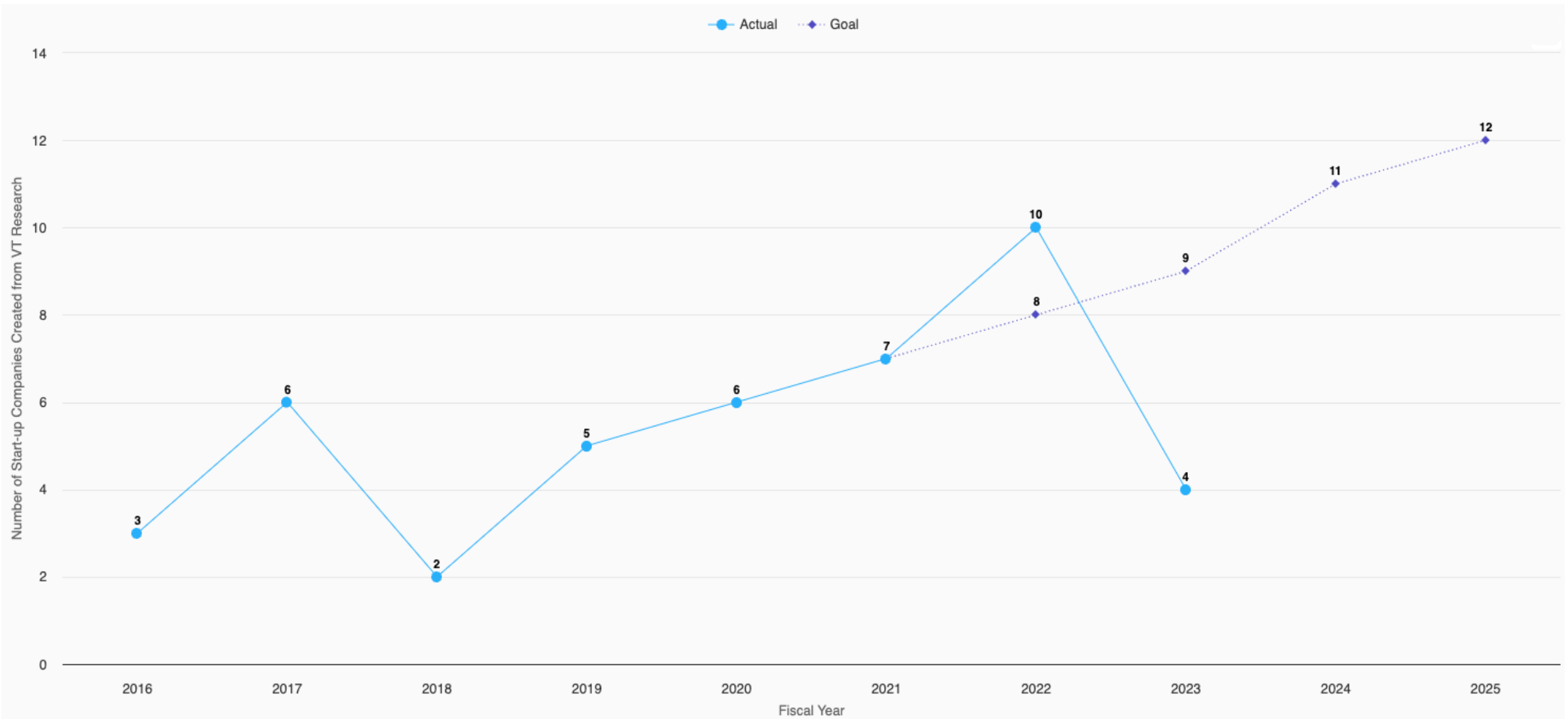
License Agreements

Increase by 75% by FY2025



Start-up Companies

Double by FY2025

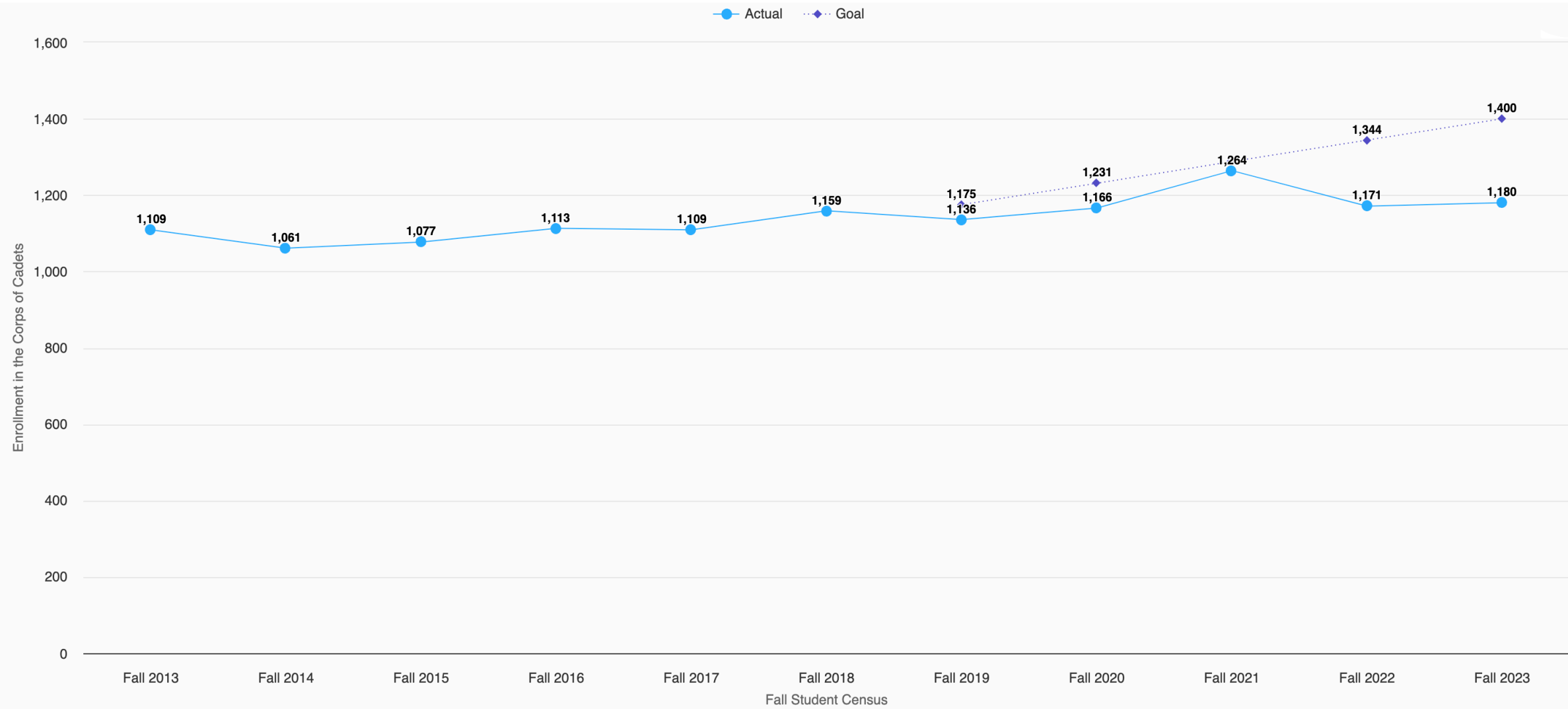


STRATEGIC PRIORITY 2

Elevate the *Ut Prosim* (That I May Serve) Difference

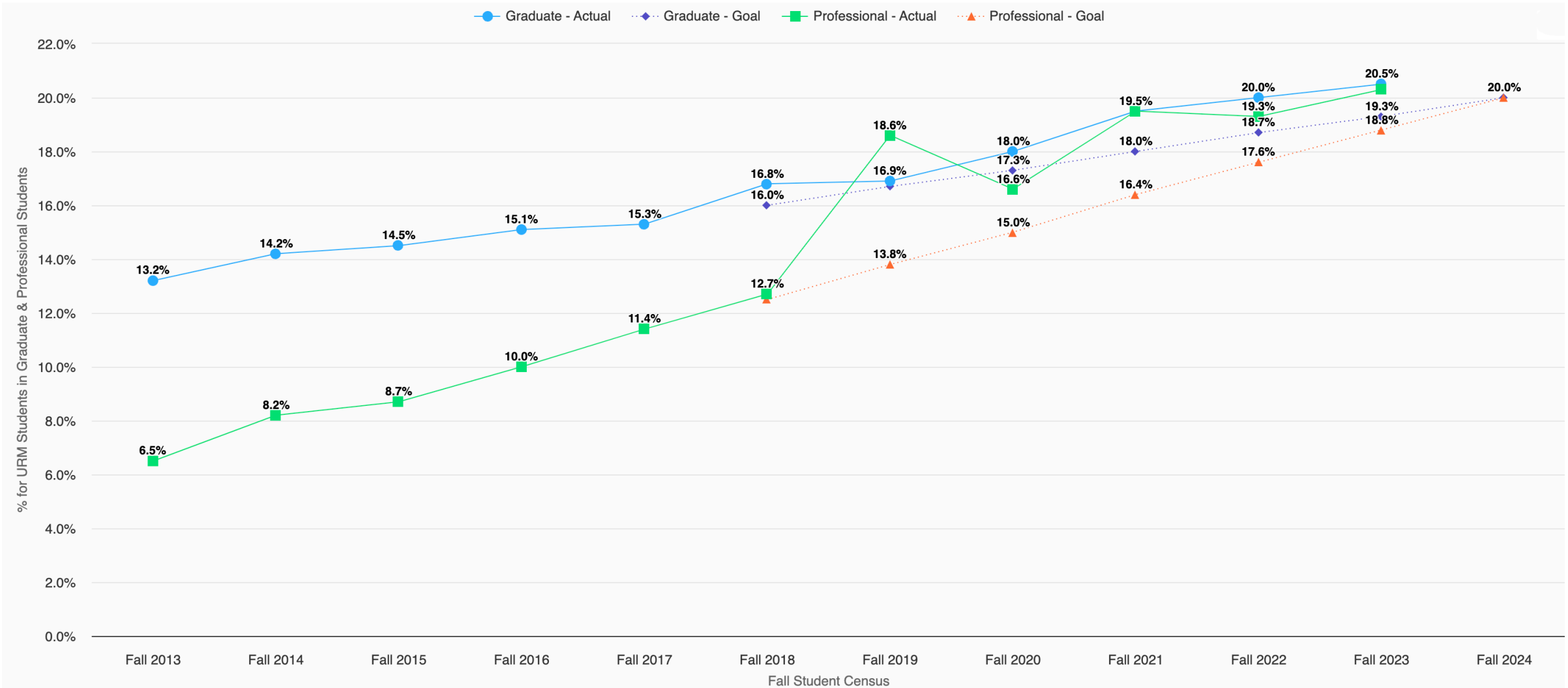
Corps of Cadets Enrollment

1,400 by 2023



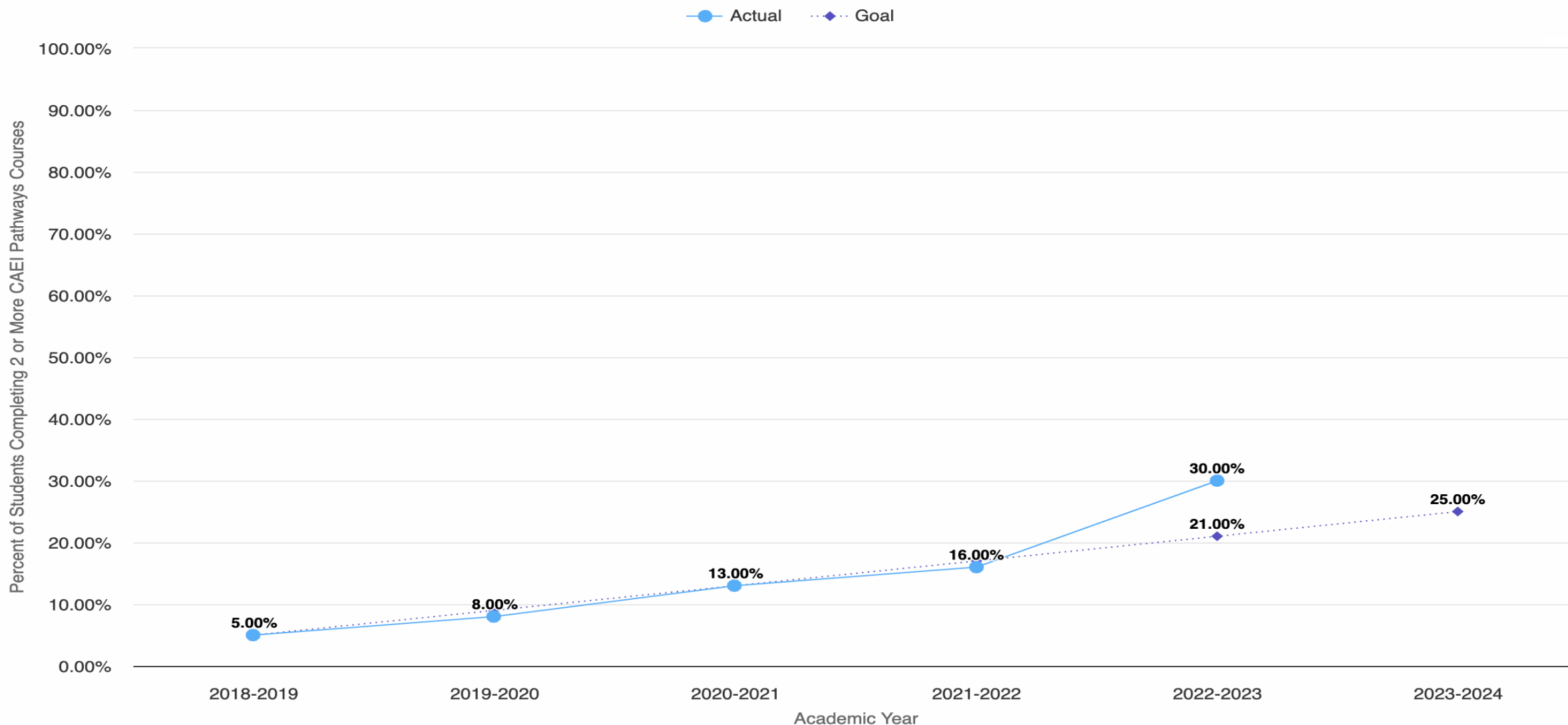
Underrepresented Minority Graduate and Professional Students

20% representation by 2024



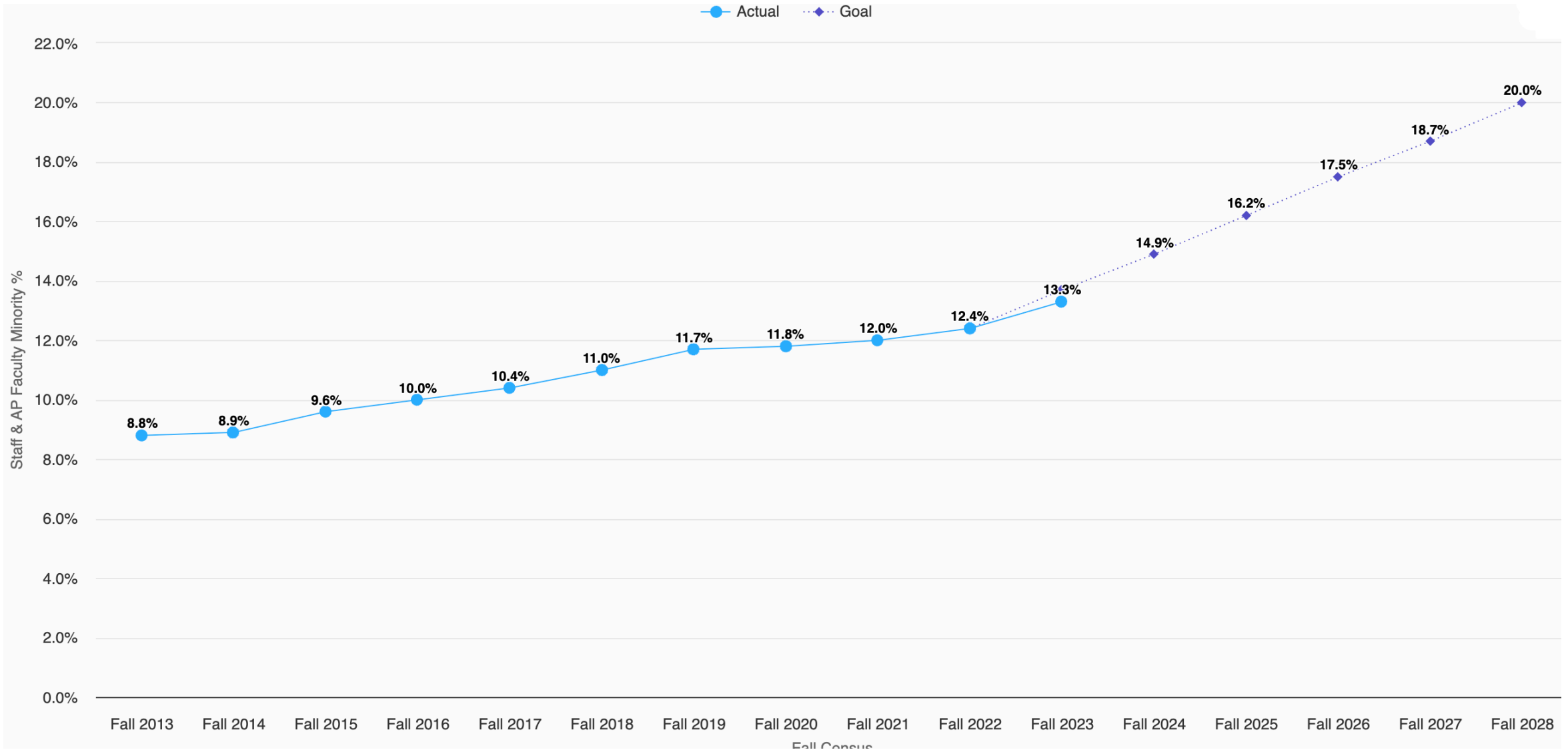
Undergraduate (enrolled by 2018) who have completed two or more Critical Analysis of Equity and Identity Pathways

25% by 2024



Increase Representation of All Minority Staff and Administrative and Professional Faculty

20% representation by 2028

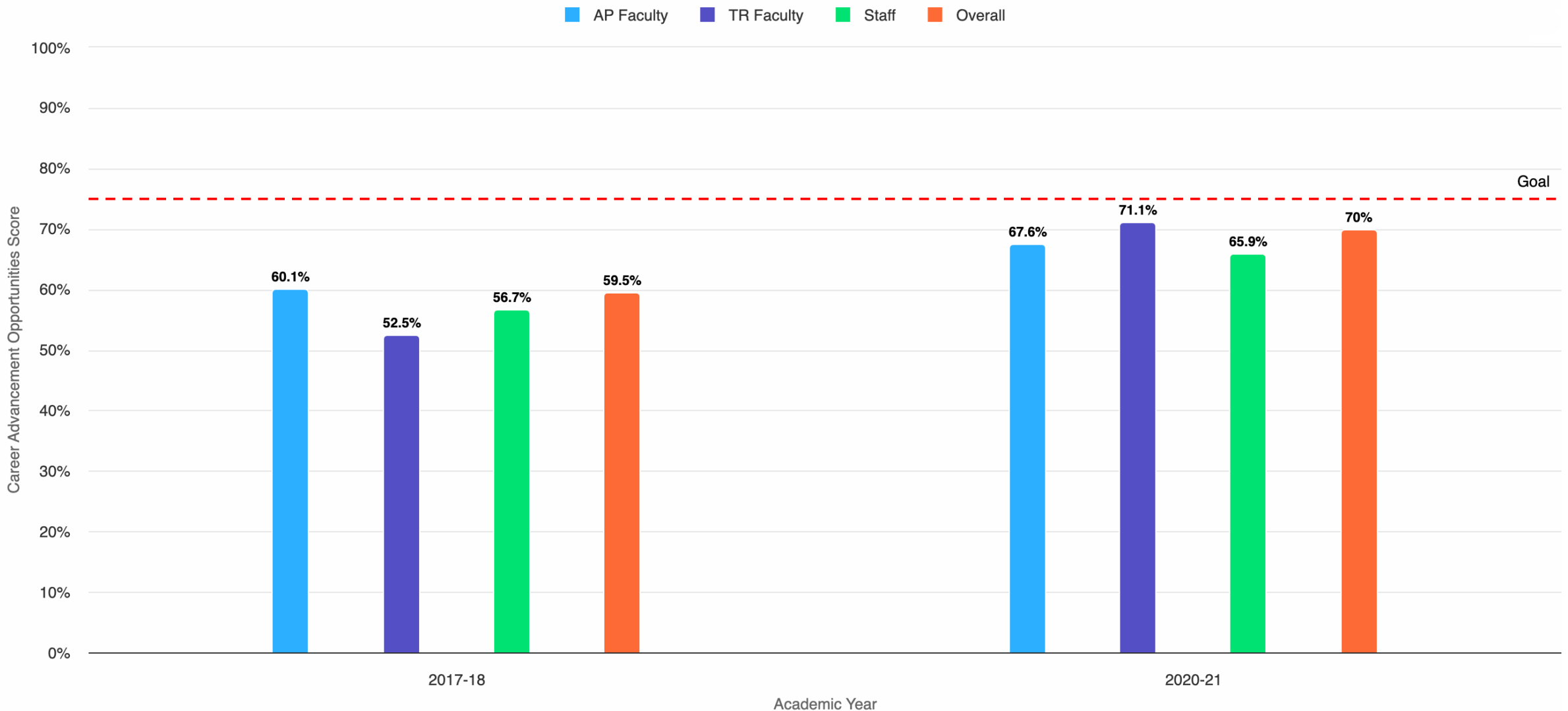


STRATEGIC PRIORITY 3

Be a Destination for Talent

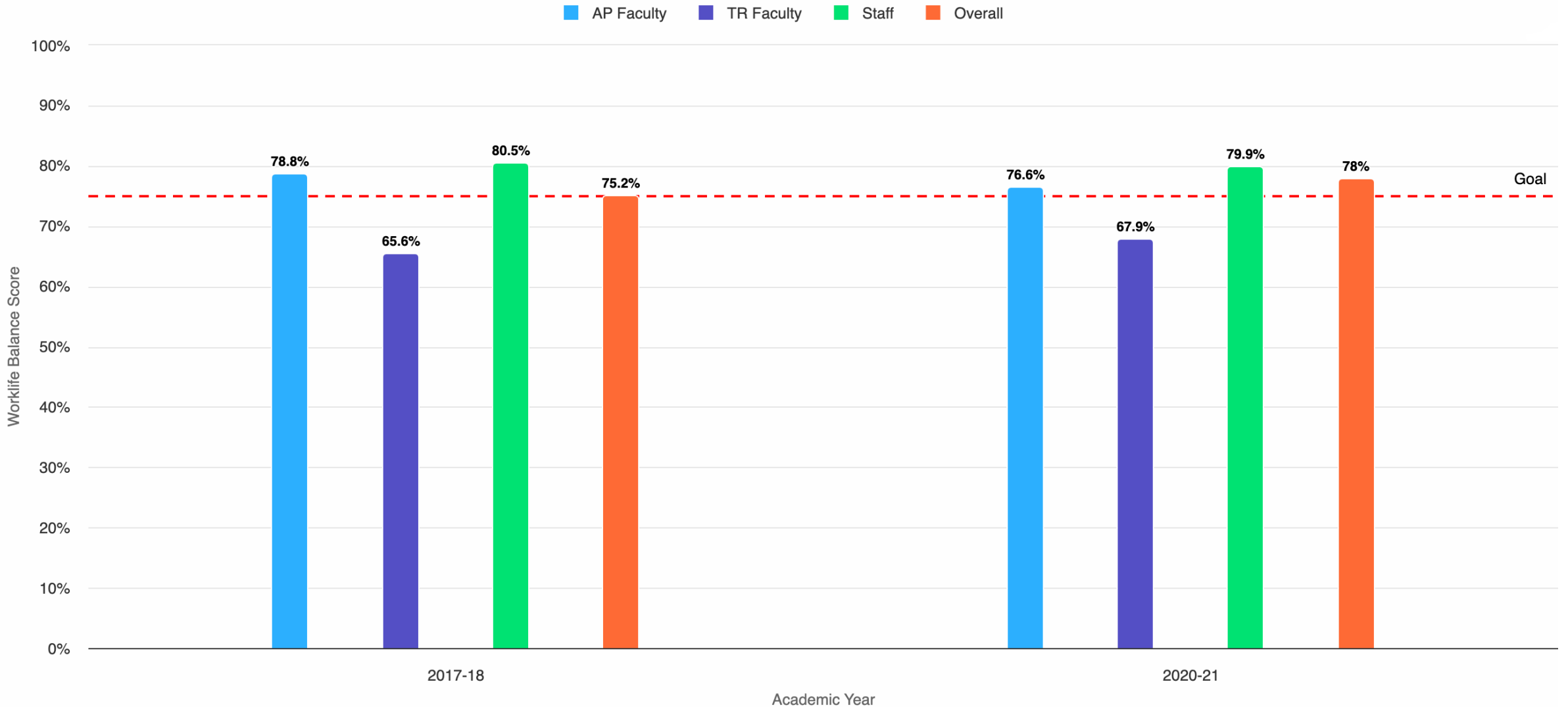
Human Resources: Career Advancement

75% by 2024



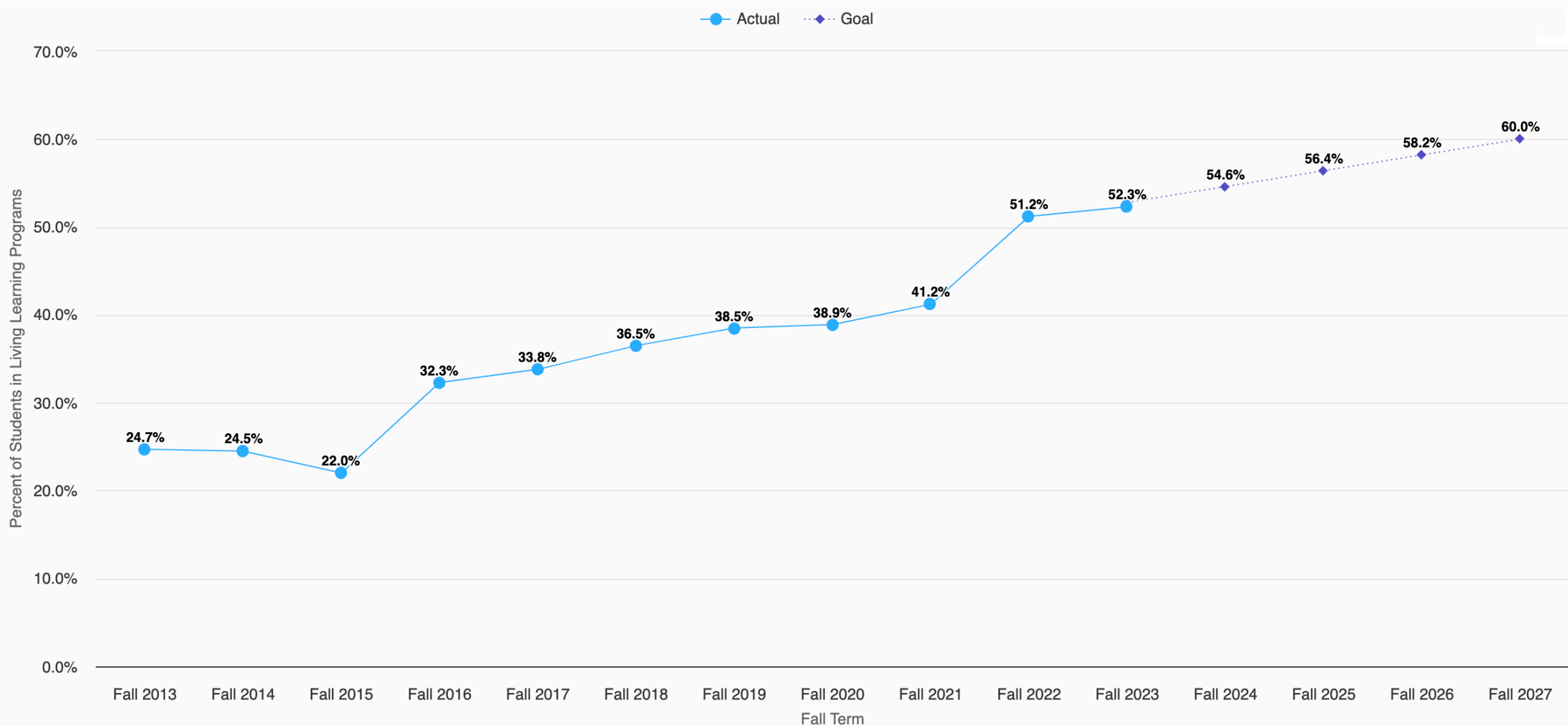
Human Resources: Work-Life Balance

75% by 2024



Students in Living Learning Programs

60% through 2028

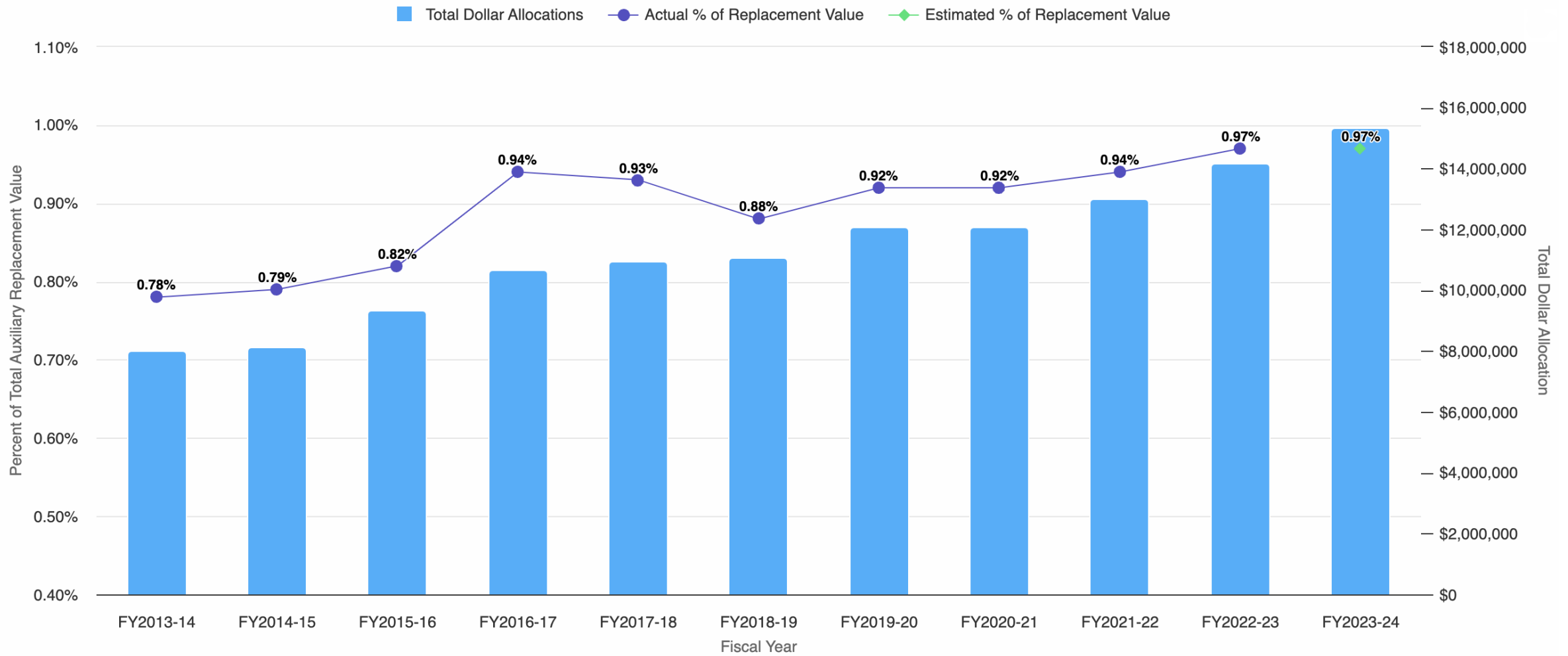


STRATEGIC PRIORITY 4

Ensure Institutional Excellence

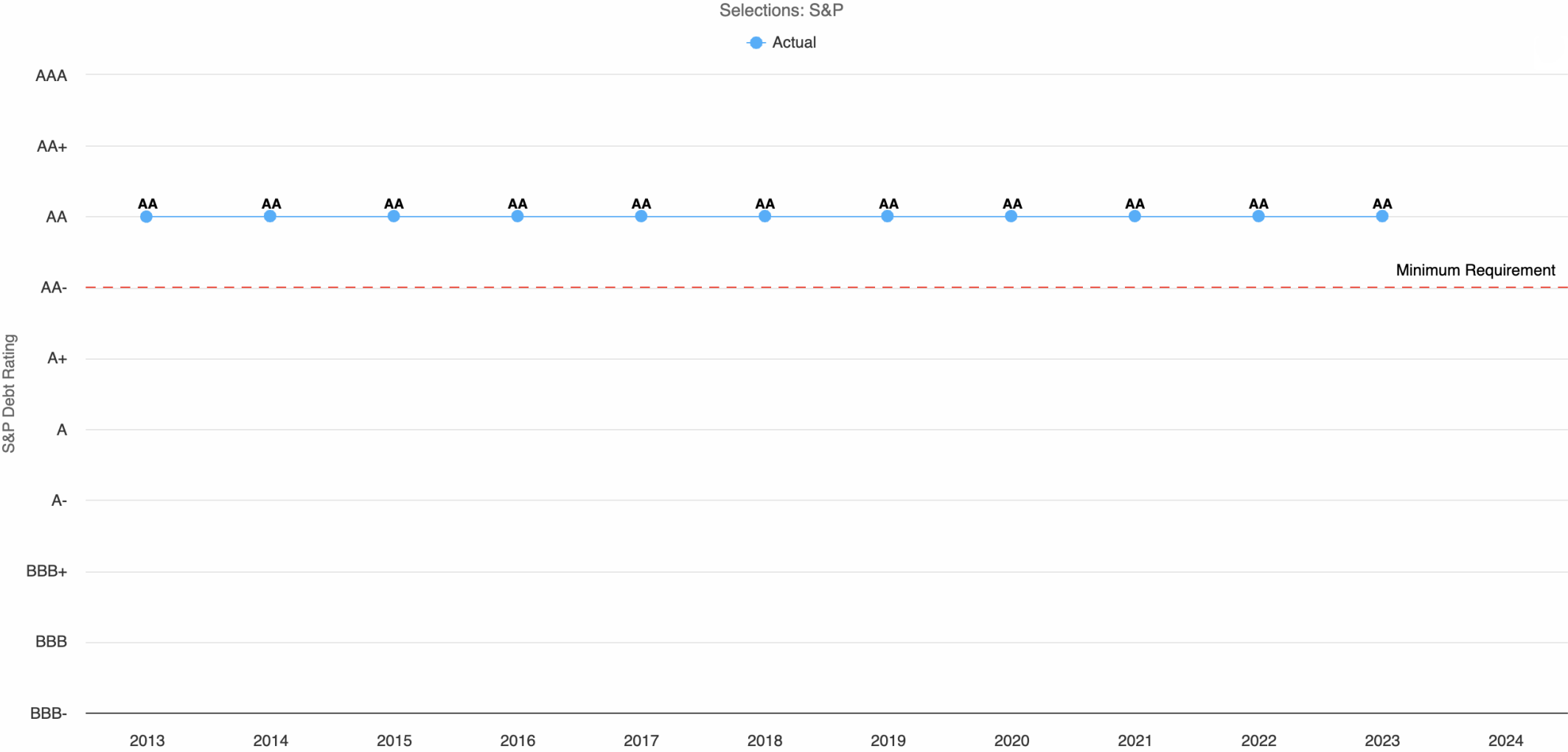
Auxiliary Maintenance Reserve Funding

Maintain range of 1-1.5% of facility replacement value



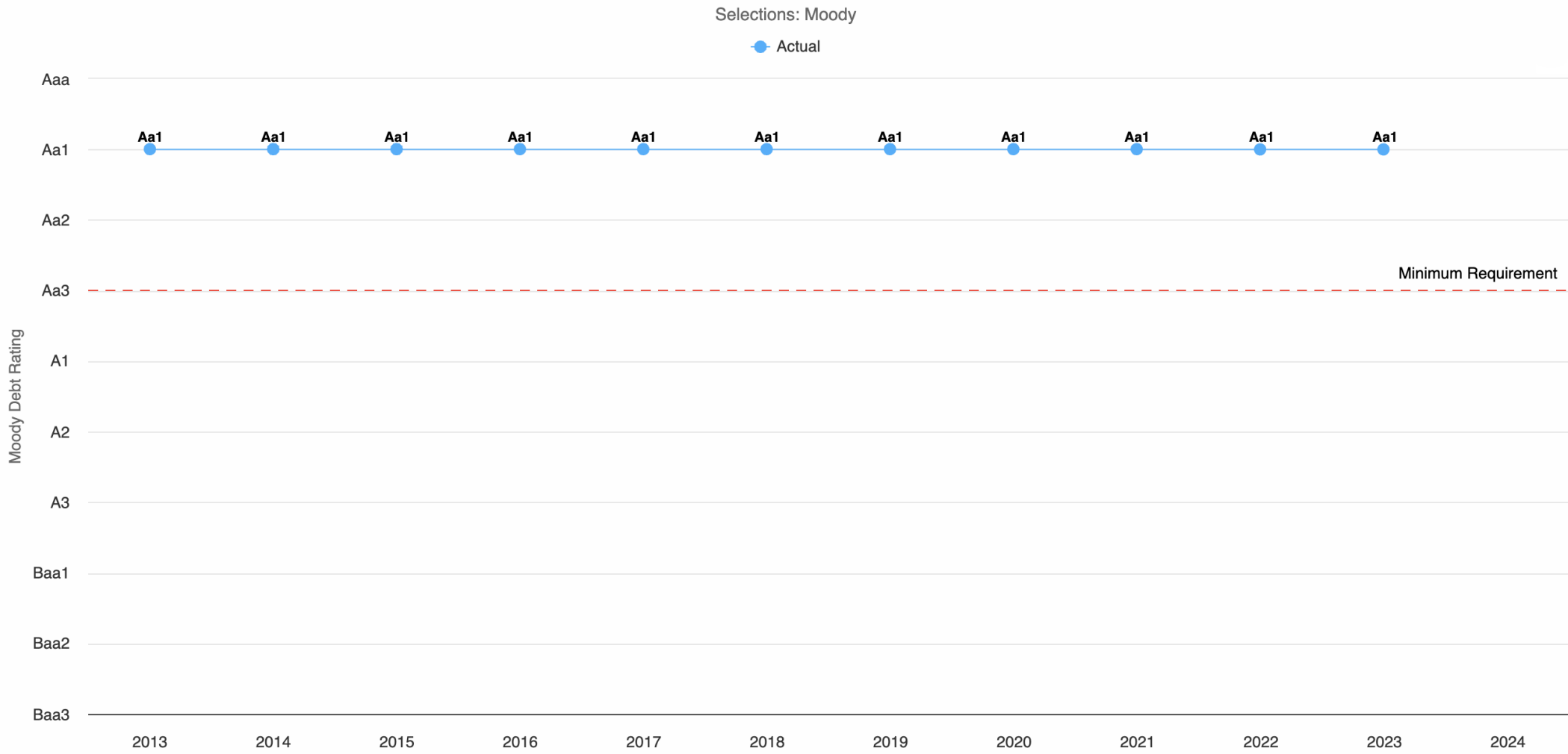
Debt Rating (Standard & Poor's)

Maintain a rating in the AA range



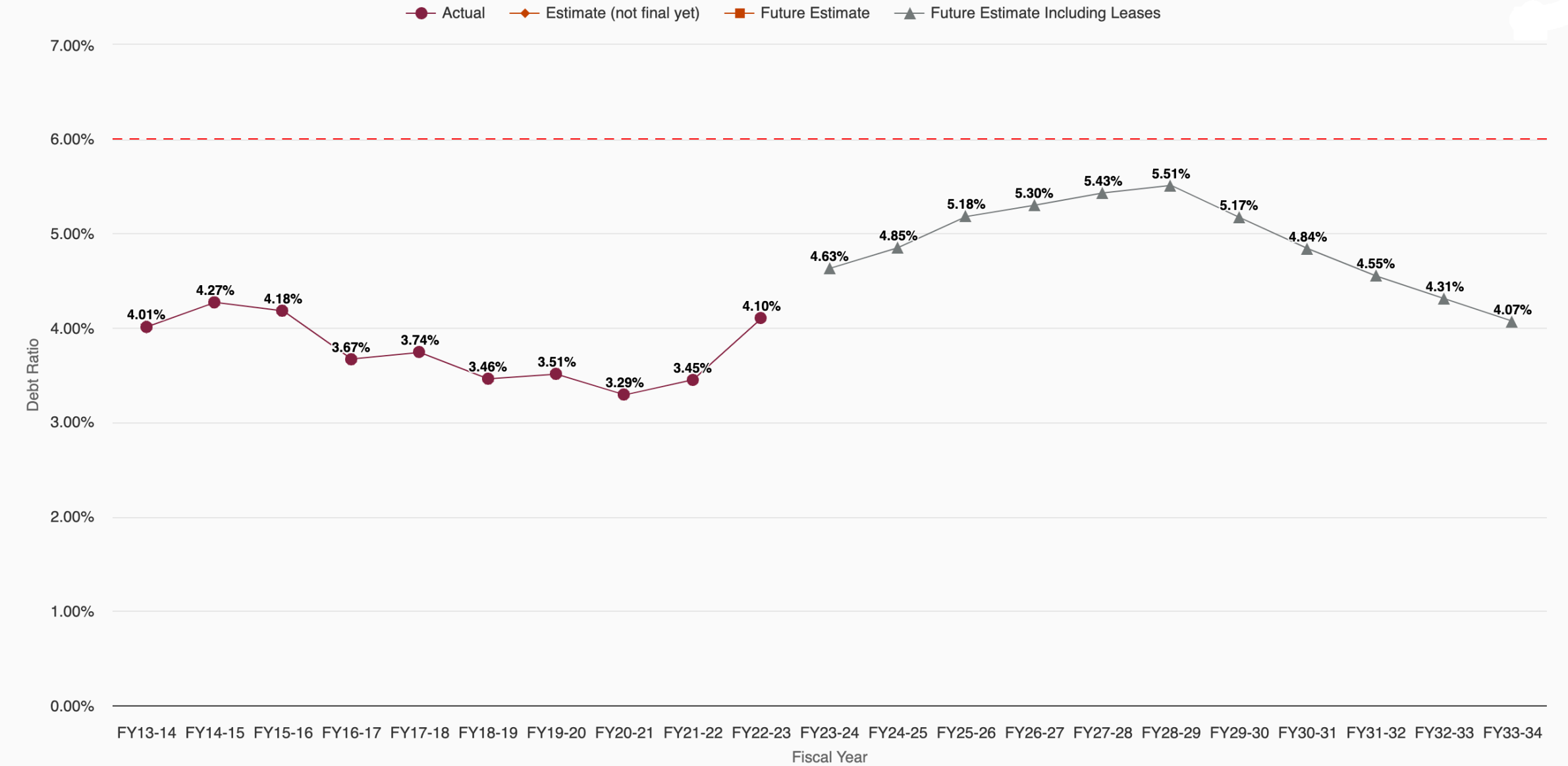
Debt Rating (Moody)

Maintain a rating in the Aa range



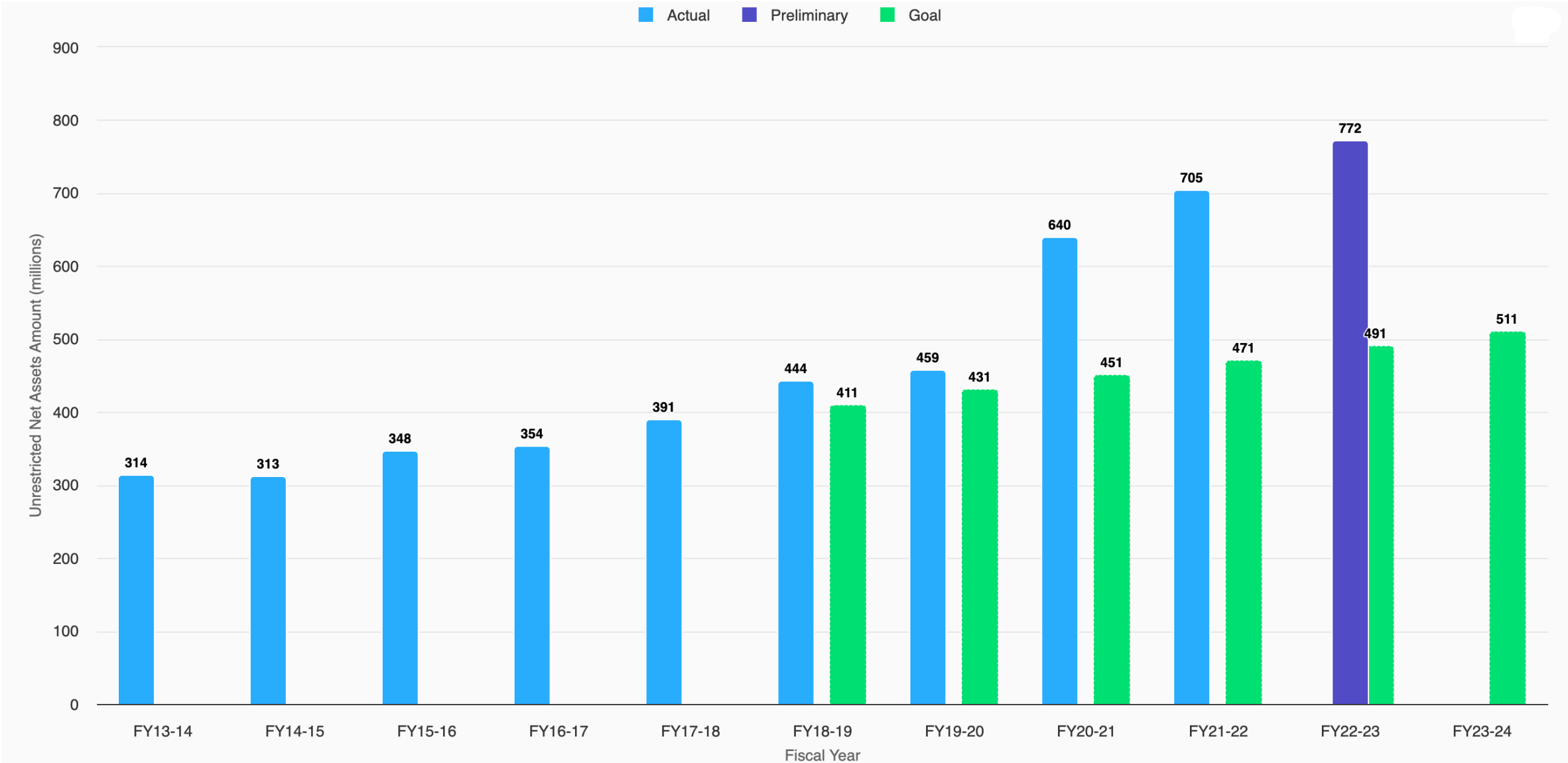
University Debt Ratio

Less than or equal to 6%



University Unrestricted Net Assets

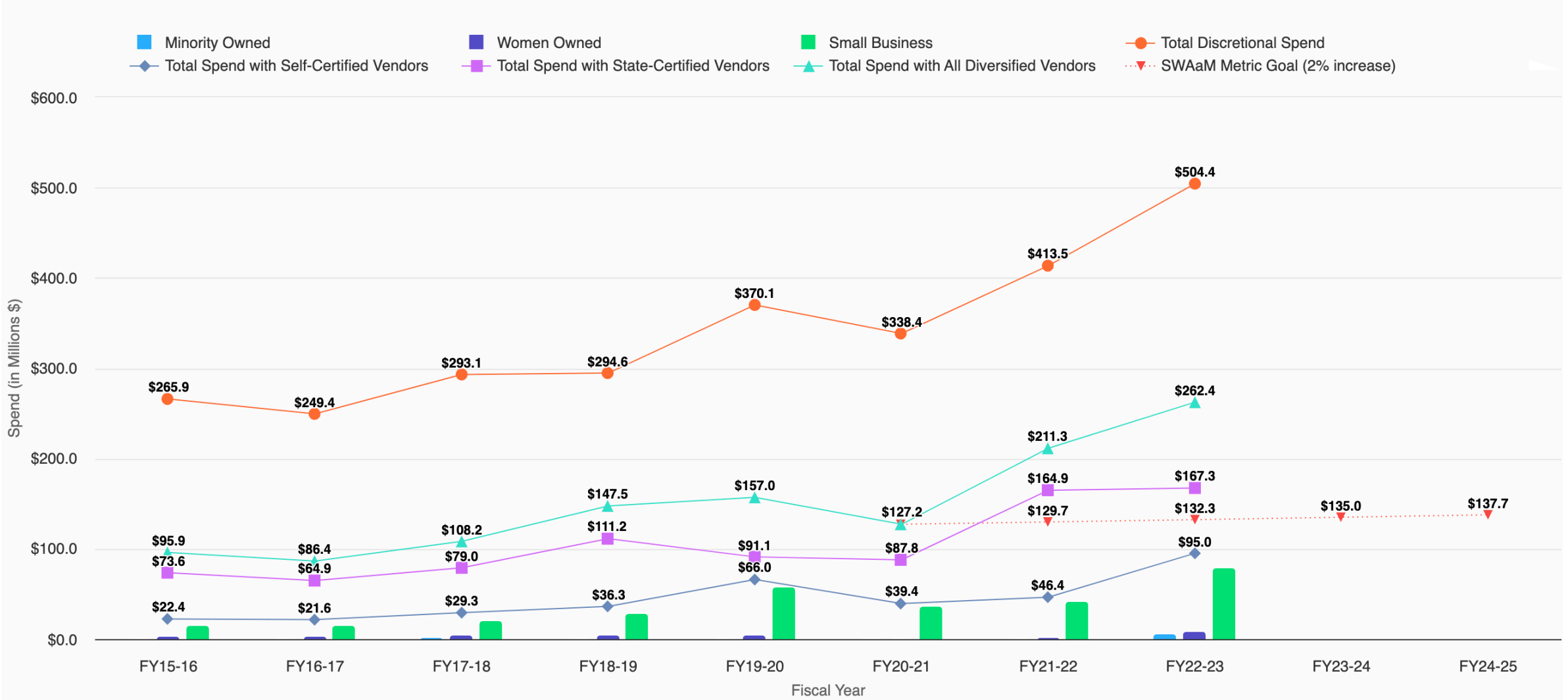
\$20M additional annually by FY2024



SWaM* Spend

2% increase in direct spend with SWaM firms per year by 2024

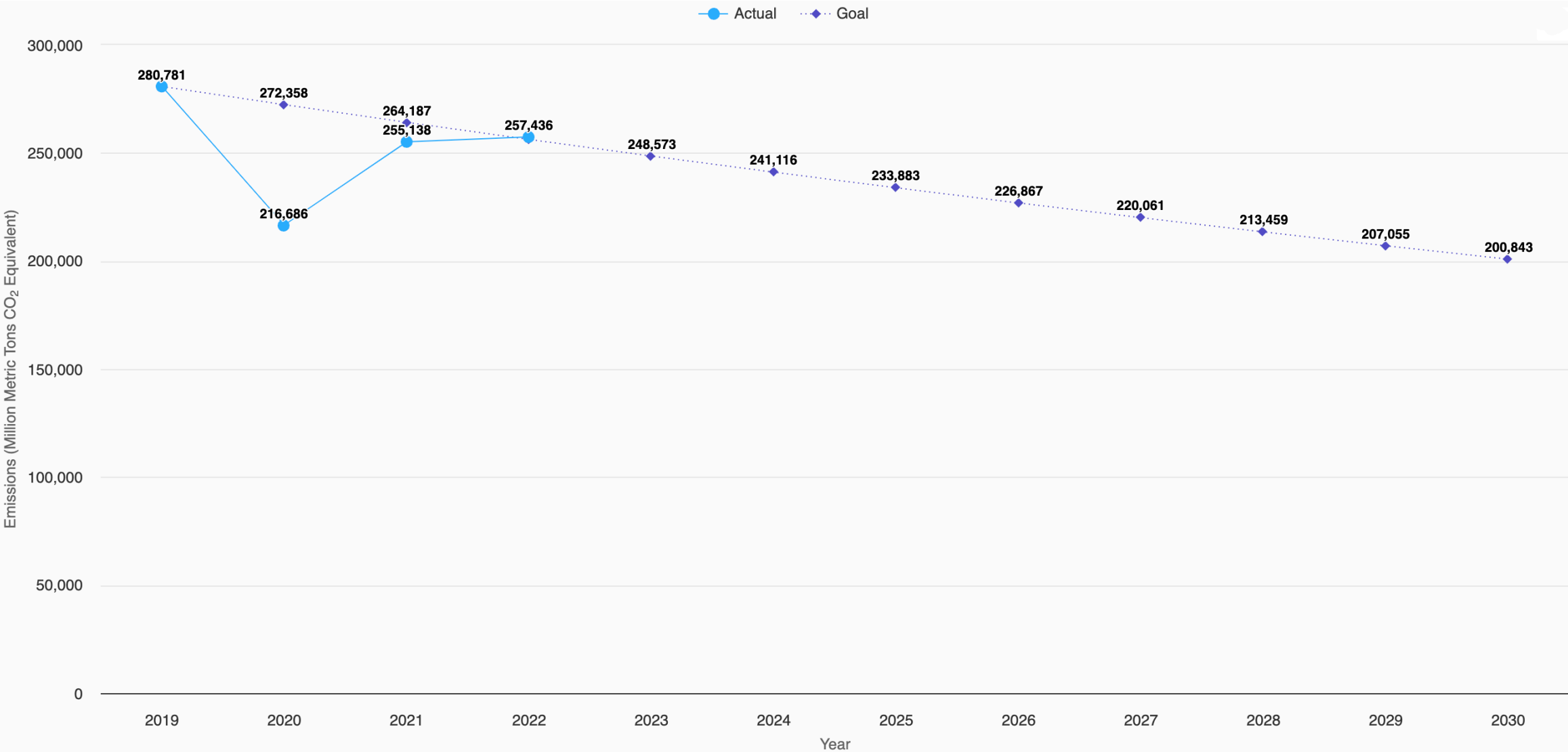
SWaM Expenditures (figures in millions \$)



*Small Business or Woman Owned or Minority Owned; includes all firms that meet the definition of a SWaM firm (including but not limited to state-registered SWaM firms)

Percent Reduction of Greenhouse Gas Emissions

Achieve an annual net reduction of campus greenhouse gas (GHG) emissions of 3% through 2030





ENROLLMENT MANAGEMENT UPDATE



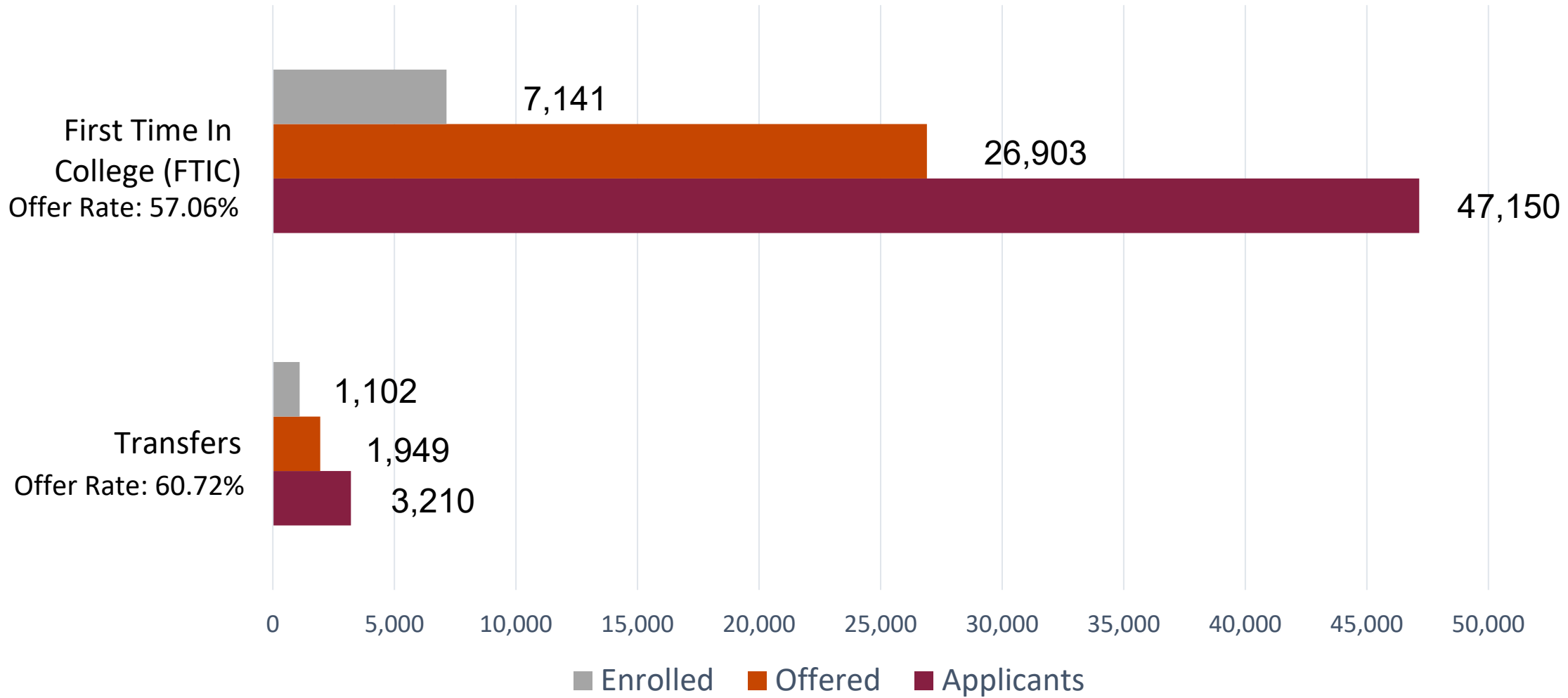
Juan P. Espinoza
Interim Vice Provost for
Enrollment Management



Aimee Surprenant
Dean of the Graduate School

2023 New Undergraduate Applicants

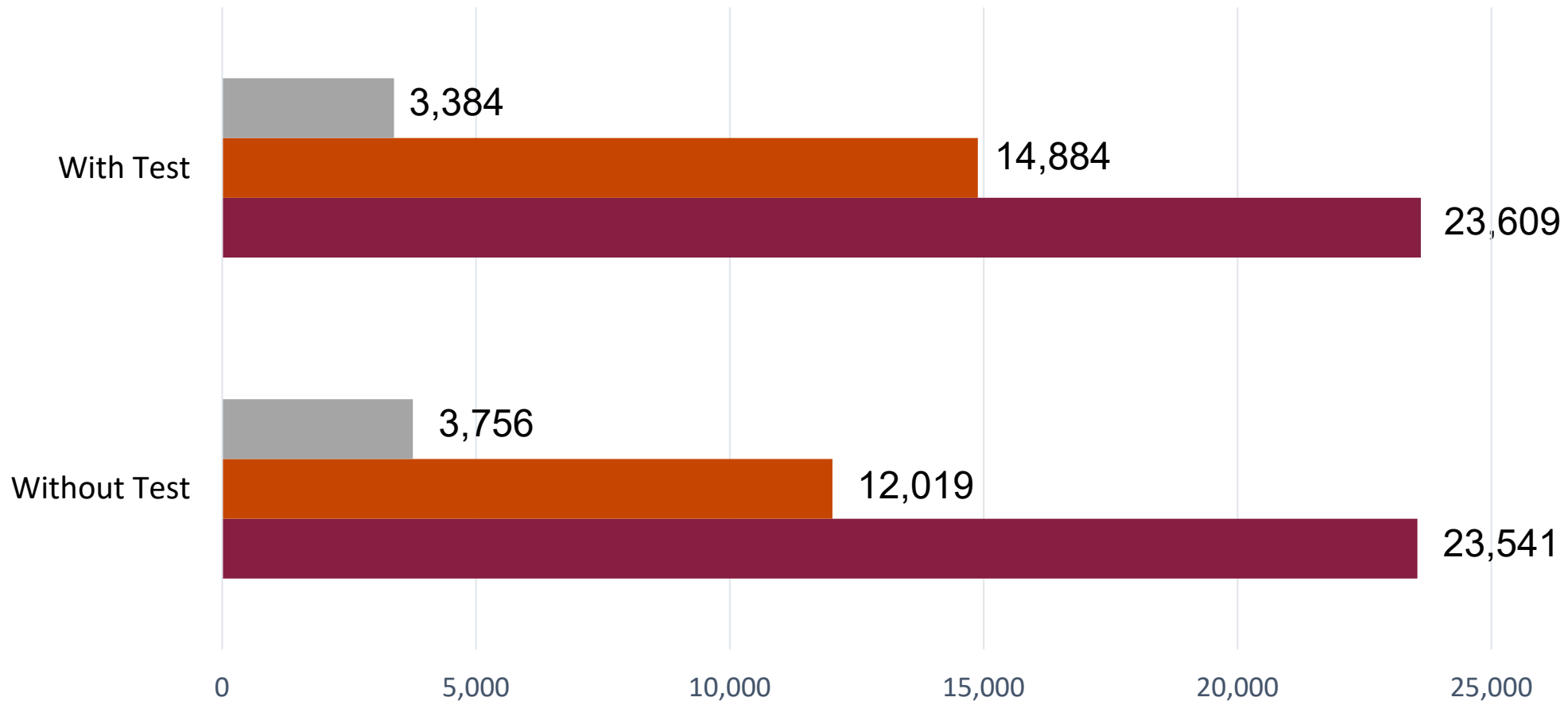
2022-2023 Admissions Cycle



2023 Incoming Class (FTIC + Transfers) = 8,243

2023 New Undergraduate Applicants

2022-2023 Admissions Cycle



■ Enrolled ■ Offered ■ Applicants

With Test offer rate: **63.04%** Without Test offer rate: **51.06%**
With Test yield rate: **22.74%** Without Test yield rate: **31.25%**

Beyond Boundaries Strategic Priority

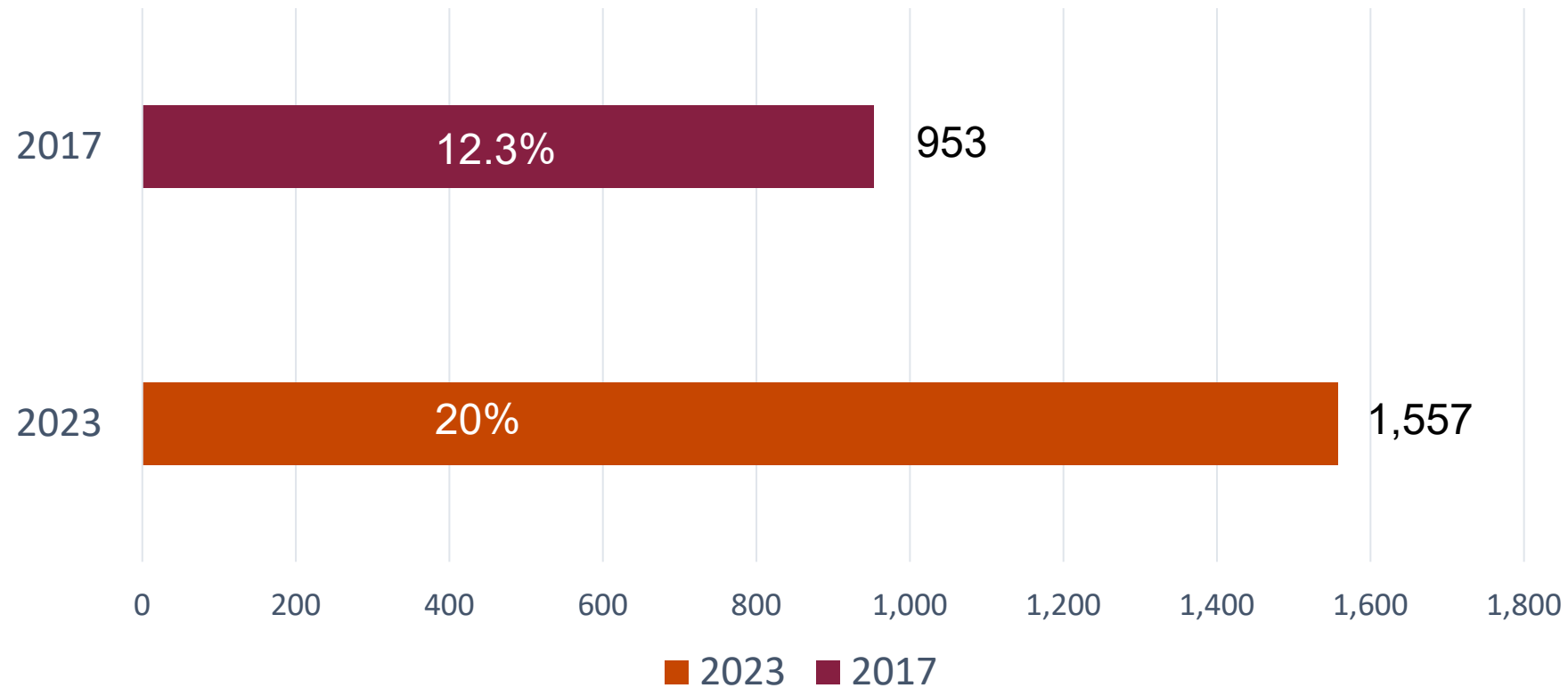
Elevate the *Ut Prosim* (That I May Serve) Difference

Achieve **25%** representation of URM students in the entering class (FTIC and transfers) by 2028.

2023 New Undergraduate Enrollment

Demographic Benchmark:

Total Underrepresented (URM) Minority (FTIC + Transfers)

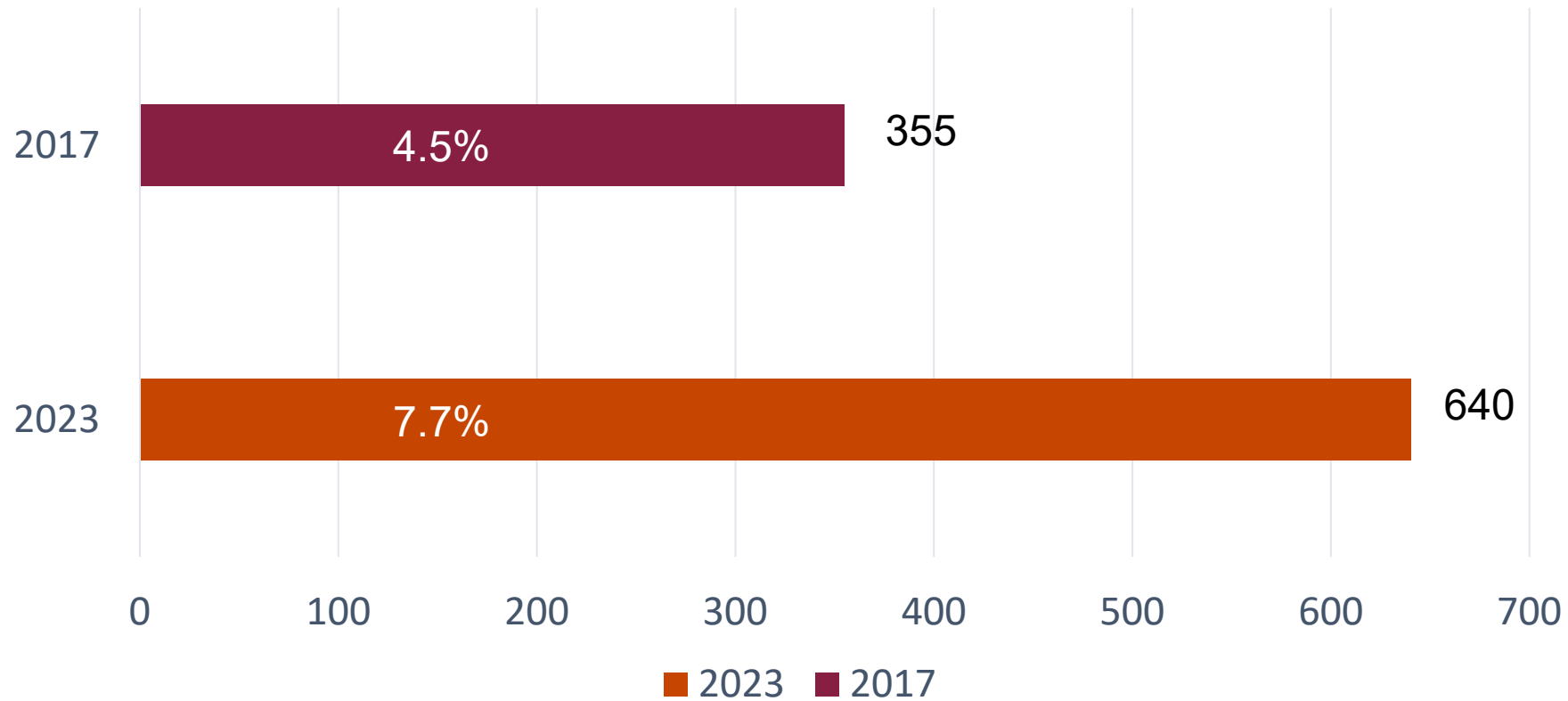


Headcount Increase: **63.4%** increase from 2017-2023

2023 New Undergraduate Enrollment

Demographic Benchmark:

Black Enrollment (including 2 or more including Black)
(FTIC + Transfers)

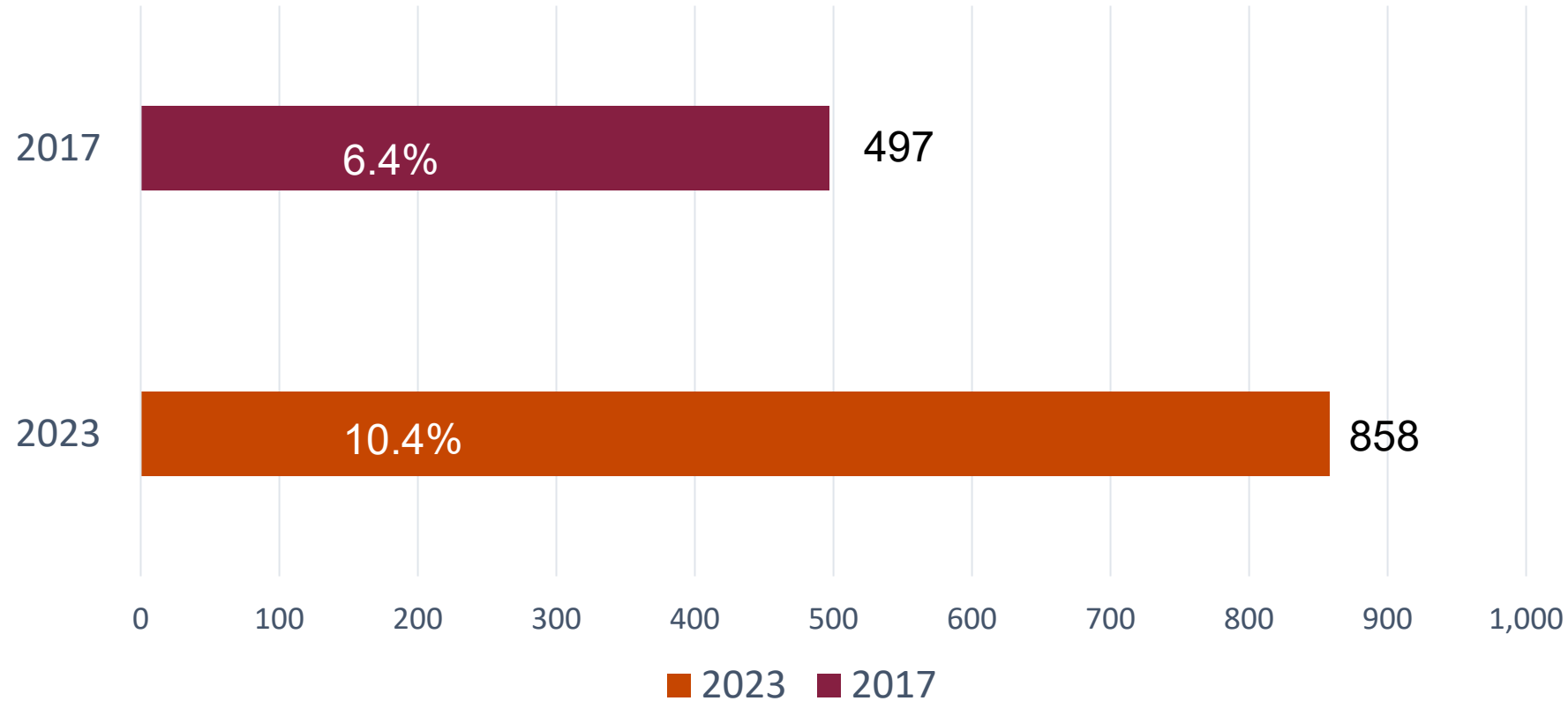


Headcount Increase: **80.8%** increase from 2017-2023

2023 New Undergraduate Enrollment

Demographic Benchmark:

Hispanic/LatinX Enrollment (FTIC + Transfers)



Headcount Increase: **72.6%** increase from 2017-2023

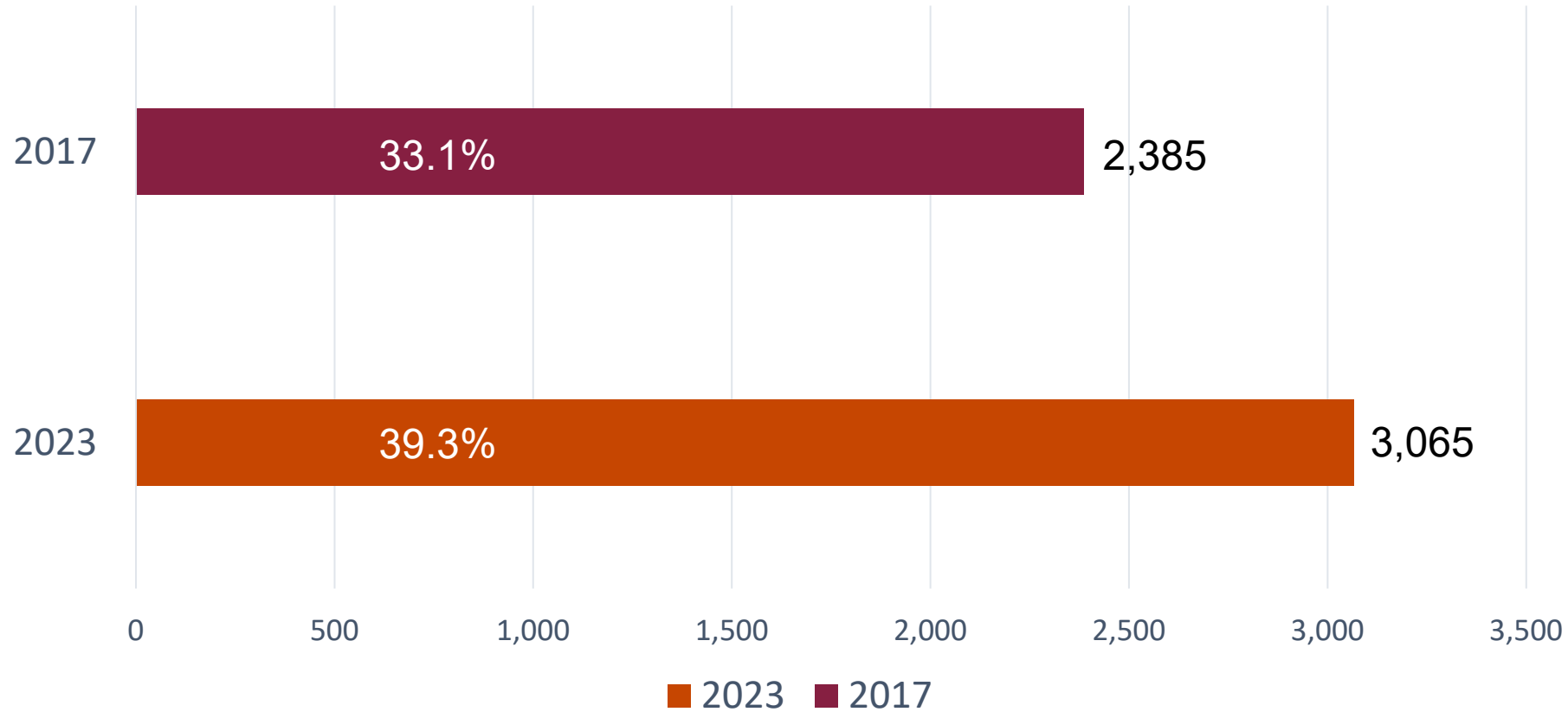
Beyond Boundaries Strategic Priority

Elevate the *Ut Prosim* (That I May Serve) Difference

Achieve **40%** representation of underrepresented or underserved (USS) (Pell-eligible, first generation, and veterans) in the entering class (FTIC and transfers) through 2028.

2023 New Undergraduate Enrollment

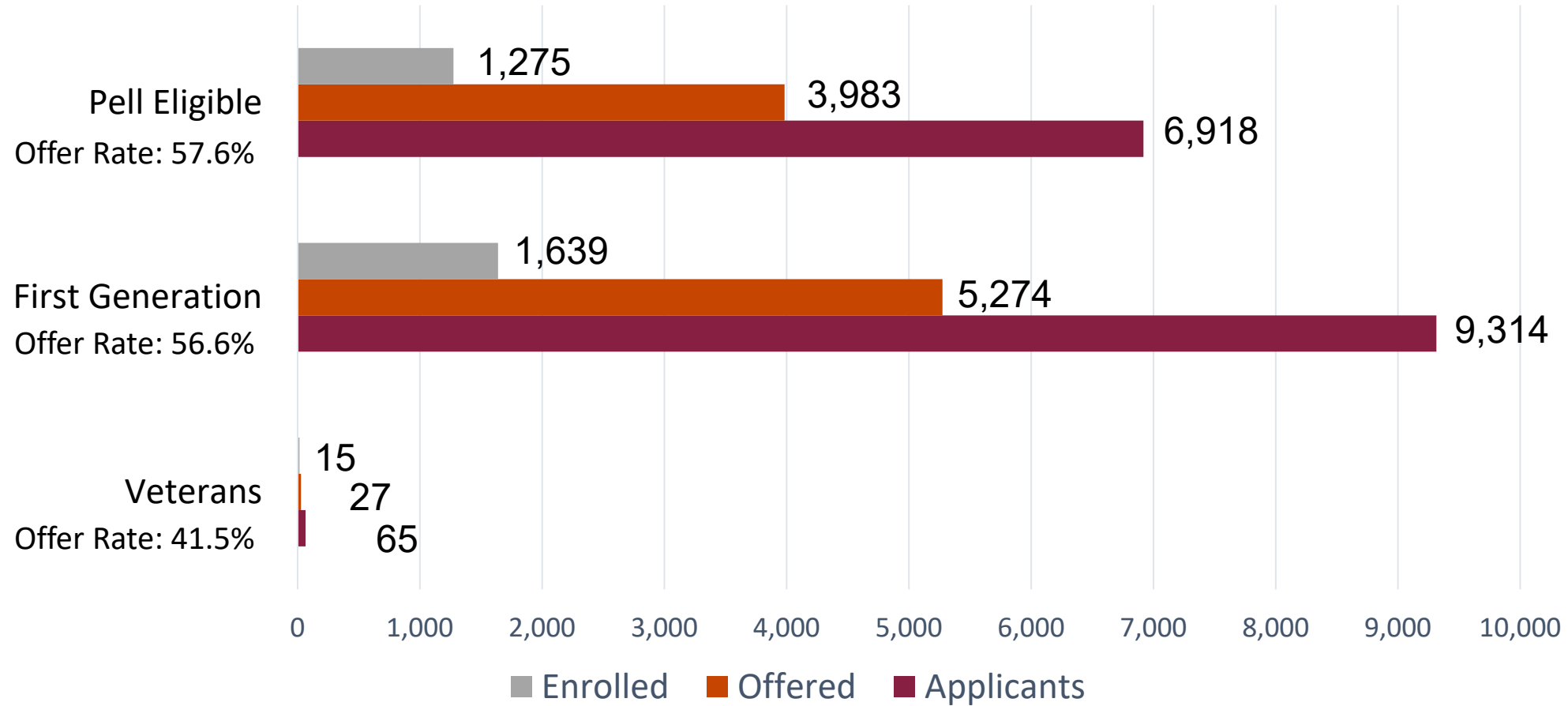
Demographic Benchmark:
URM/USS (FTIC + Transfers)



Headcount Increase: **28.5%** increase from 2017-2023

2023 New Undergraduate Enrollment

Demographic Benchmark:
USS (FTIC + Transfers)



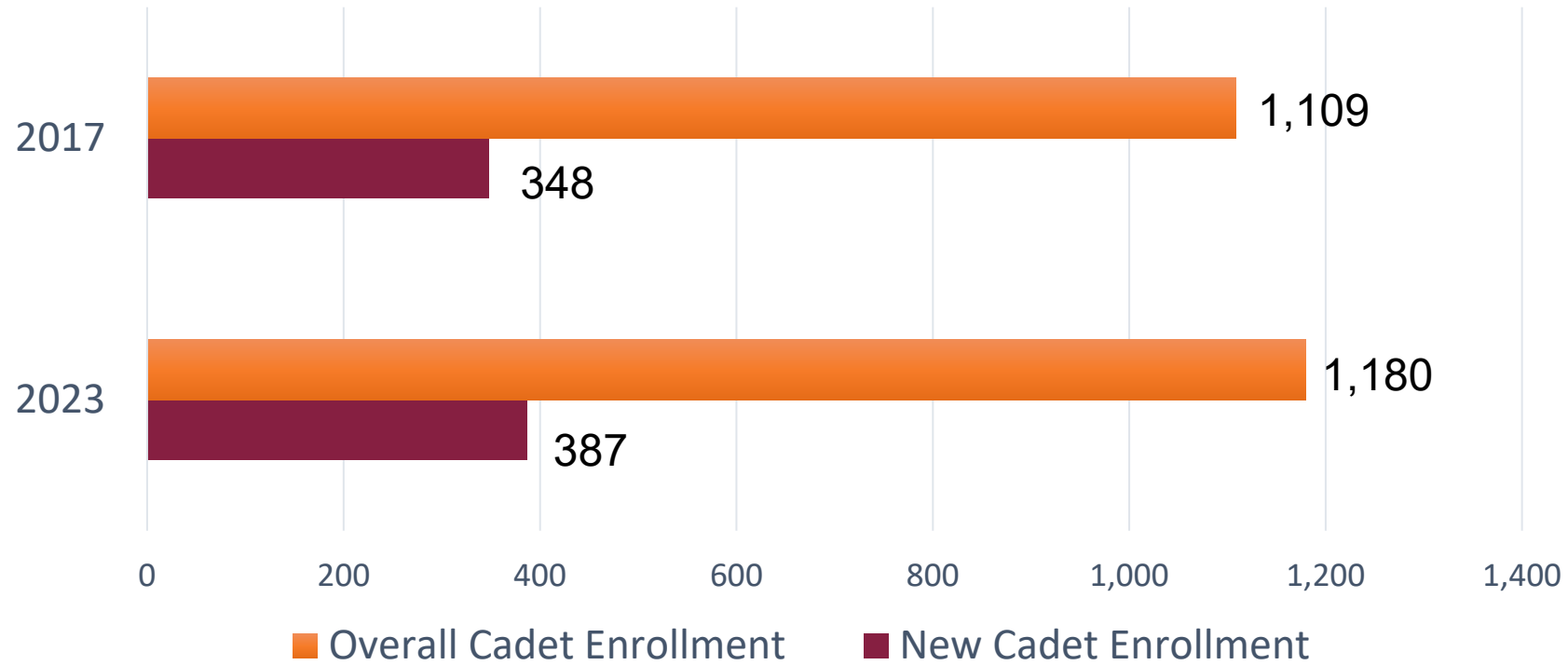
Beyond Boundaries Strategic Priority

Elevate the *Ut Prosim* (That I May Serve) Difference

Increase the total
enrollment in the Corps of
Cadets to **1,400** by 2023.

2023 New Undergraduate Enrollment

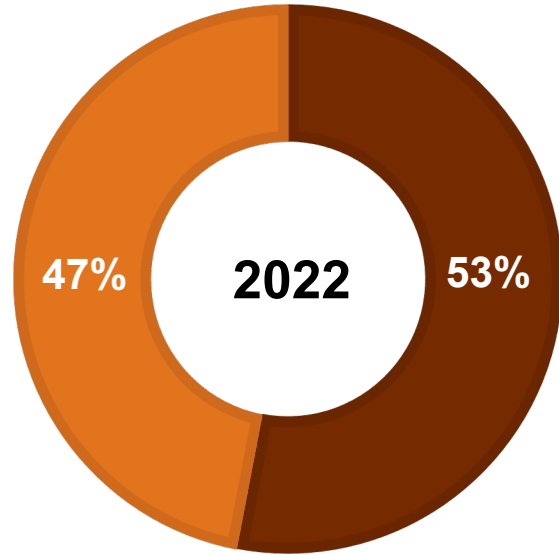
Corps of Cadets (FTIC+ Transfers)



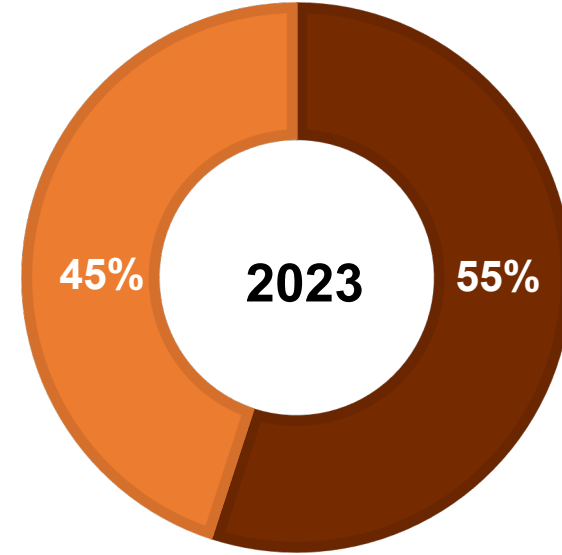
Headcount Increase: 6.4% from 2017-2023

Financial Aid Profile

All New Undergraduates
FAFSA Filers



- with demonstrated financial need
- without demonstrated financial need



- with demonstrated financial need
- without demonstrated financial need

Financial Aid Profile

All New Undergraduates
Average Parent Income

2022

All	\$225,070
Most Need	\$43,721
No Need	\$335,365

2023

All	\$259,503
Most Need	\$47,694
No Need	\$401,075



Financial Aid Profile

All New Undergraduates
Average Expected Family Contribution

2022

All	\$65,954
Most Need	\$1,712
No Need	\$114,147

2023

All	\$73,064
Most Need	\$1,859
No Need	\$125,461



Financial Aid Profile

All New Undergraduates
Average Institutional Gift

2022

All	\$2,500
Most Need	\$4,386
No Need	\$1,867

Percentage of need met:

All	44%
Most Need	63%

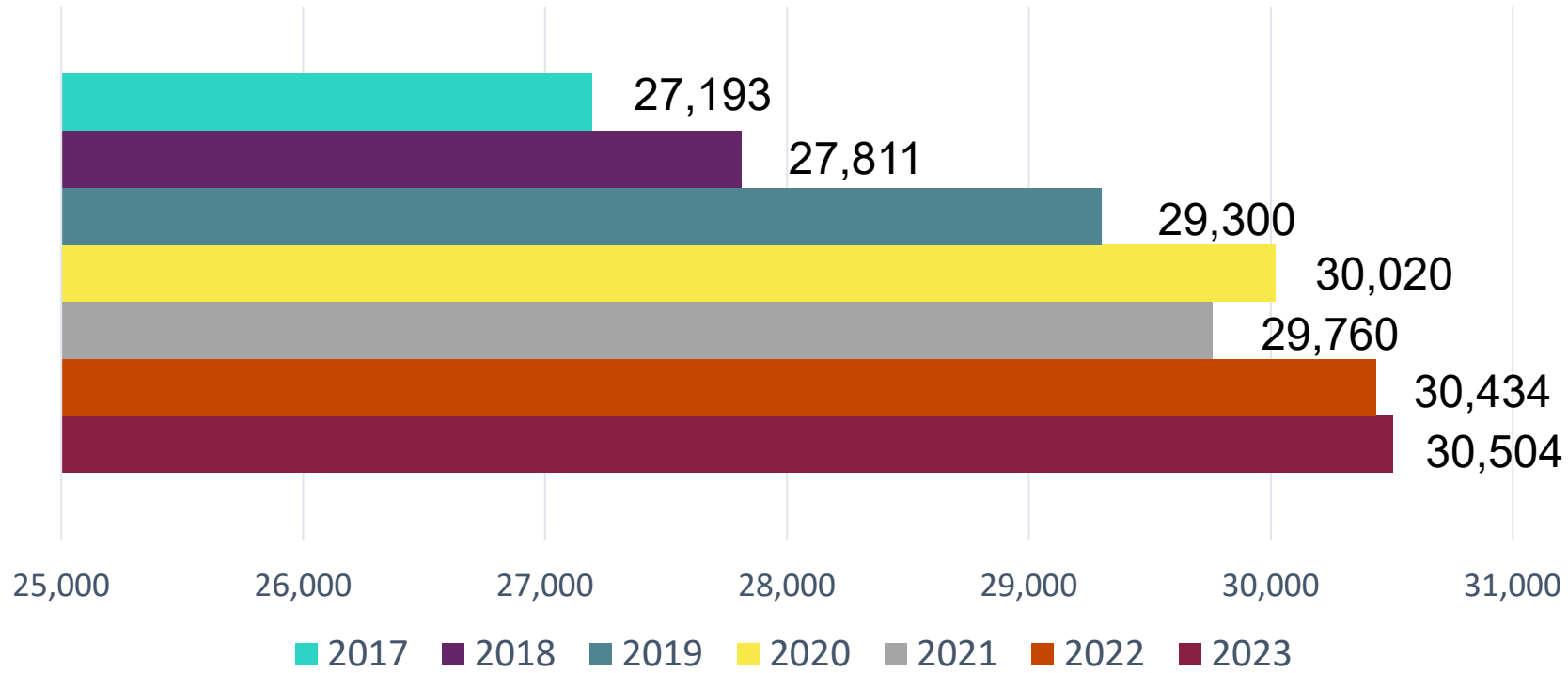
2023

All	\$2,372
Most Need	\$6,604
No Need	\$1,402

Percentage of need met:

All	44%
Most Need	45%

2023 Overall Undergraduate Enrollment



2023 Overall Undergraduate Enrollment

7,141

New FTIC

1,102

New Transfers

22,083

Continuing

69

Non-Degree Seeking

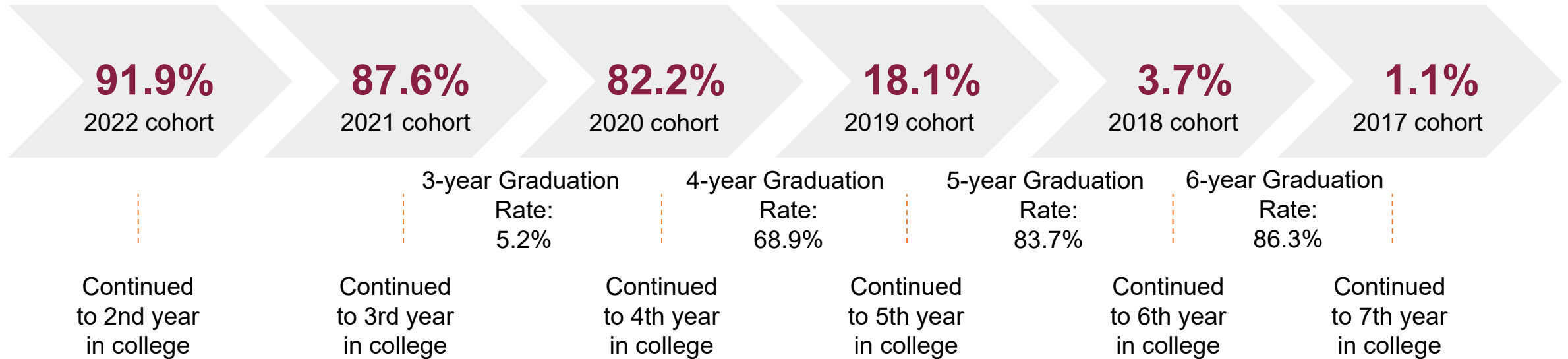
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Associates Degree



2023 Continuing Student Enrollment

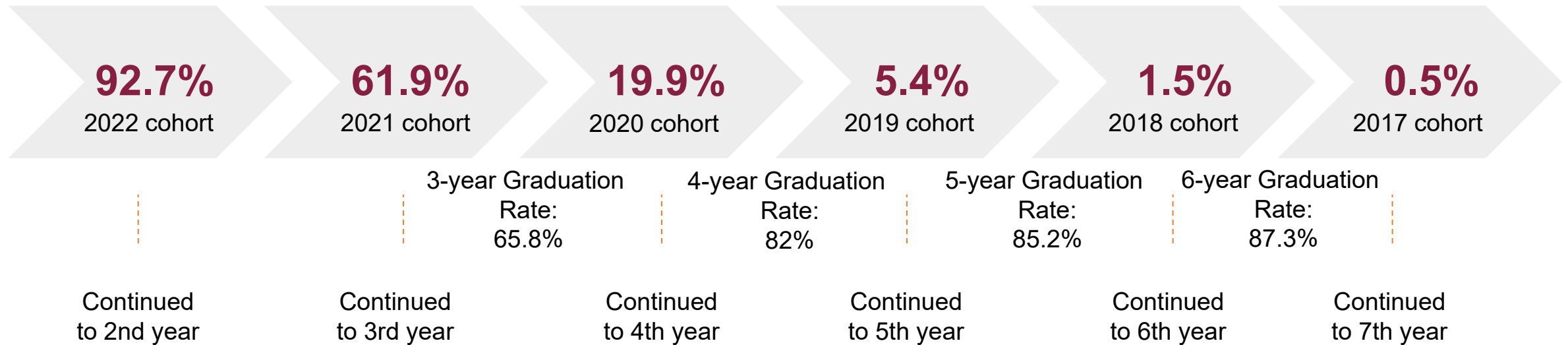
Retention - FTIC



Average **97.4%** continue to 1st Spring

2023 Continuing Student Enrollment

Retention - Transfers



Average **96.1%** continue to 1st Spring

Beyond Boundaries Strategic Priority

Be a Destination for Talent

Increase the four-year
graduation rate for all FTIC
students to **73%** by 2028
(2024 cohort).

Graduating Students

4-Year Graduation Rates: 2019 FTIC Cohort

68.9%

All

62.2%

URM

64.7%

URM/USS

All: Down **0.2%** from 2018 cohort

URM: Up **2.6%** from 2018 cohort

URM/USS: Up **0.2%** from 2018 cohort



Beyond Boundaries Strategic Priority

Be a Destination for Talent

Increase the three-year graduation rates for all undergraduate transfer students with at least 60 credits to **80%** by 2028 (2025 cohort).

Graduating Students

3-Year Graduation Rates: 2020 Transfer Cohort

65.8%

All

66.5%

URM

67.2%

URM/USS

All: Down **3.6%** from 2019 cohort

URM: Down **3.4%** from 2019 cohort

URM/USS: Down **1.8%** from 2019 cohort

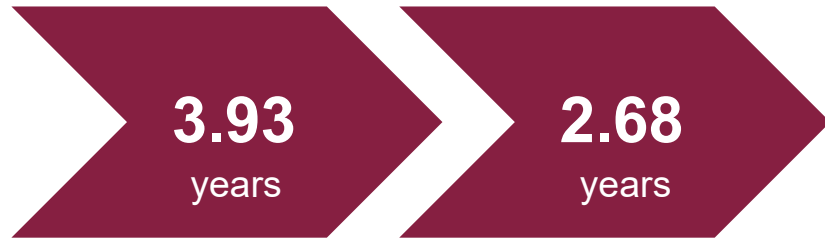


Graduating Students

Time to Degree



2021-2022



FTIC

Transfer

2022-2023



FTIC

Transfer

Graduating Students

Students Awarded Bachelor's Degrees

6,603

2021-2022

7,403

2022-2023

12.1% Headcount Increase



Undergraduate Enrollment Goals

FTIC	6,823
TRANSFER	900
TOTAL	7,723

Graduate Enrollment Update

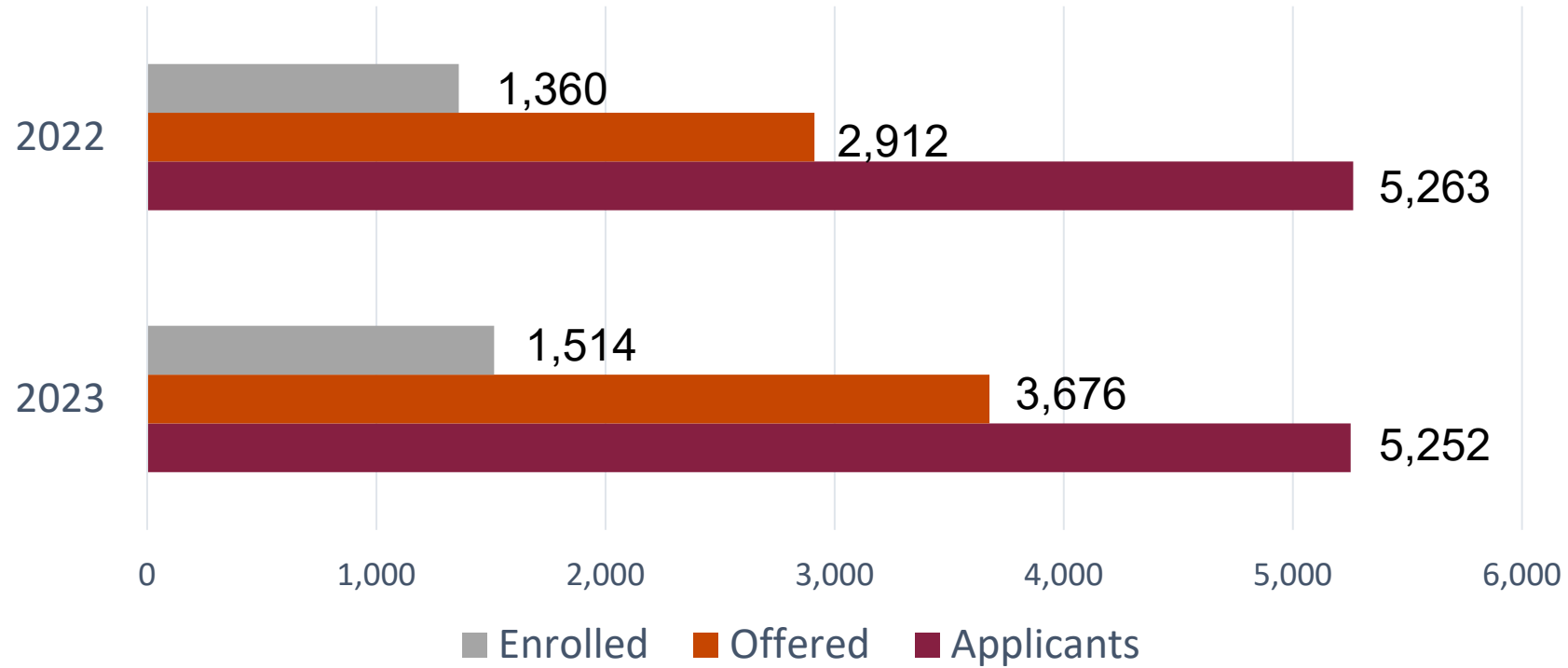
Beyond Boundaries Strategic Priority

Advance Regional, National, and Global Impact

Reach **7,900** graduate
students by 2024
(4,550 masters and
3,350 PhDs)

New Graduate Applications - Masters

2022-2023 Admissions Cycle

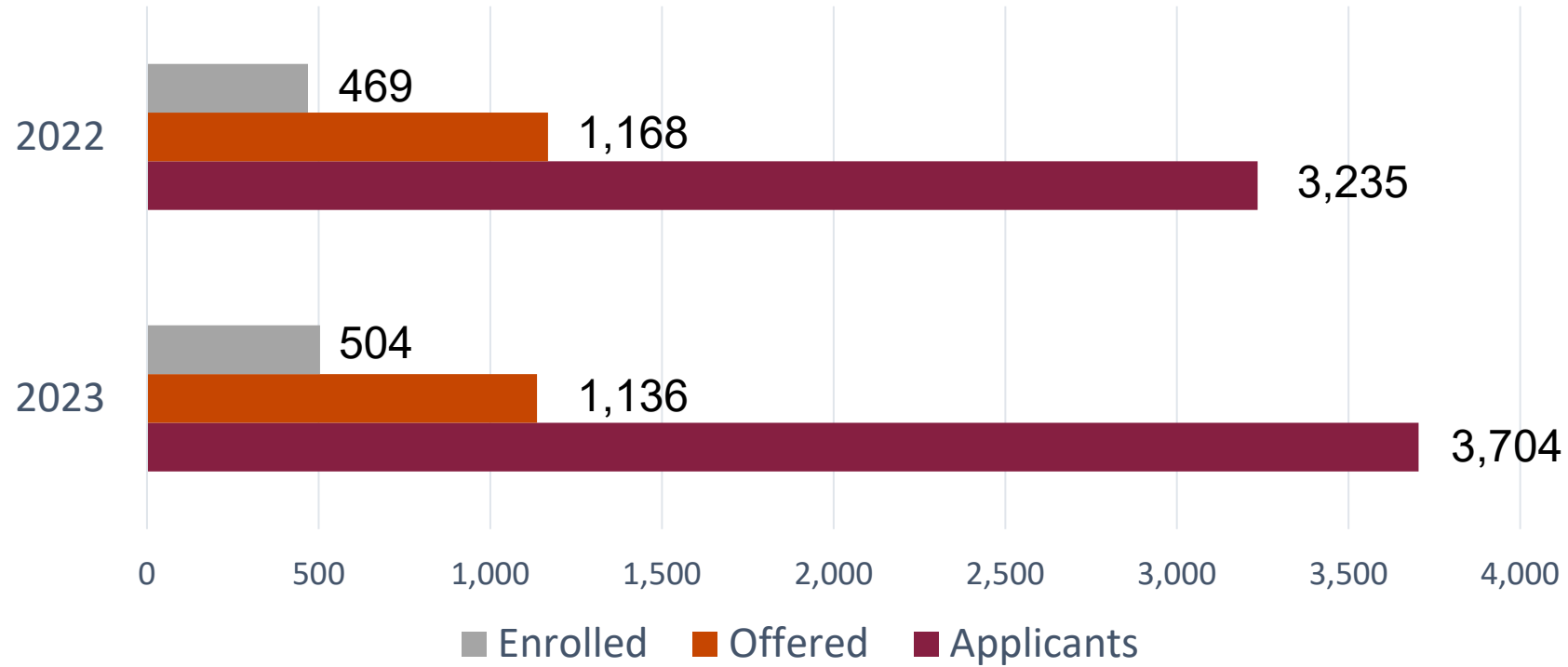


2022 Offer Rate: **55.3%**
2022 Yield Rate: **46.7%**

2023 Offer Rate: **70%**
2023 Yield Rate: **41.2%**

New Graduate Applications - PhD

2022-2023 Admissions Cycle

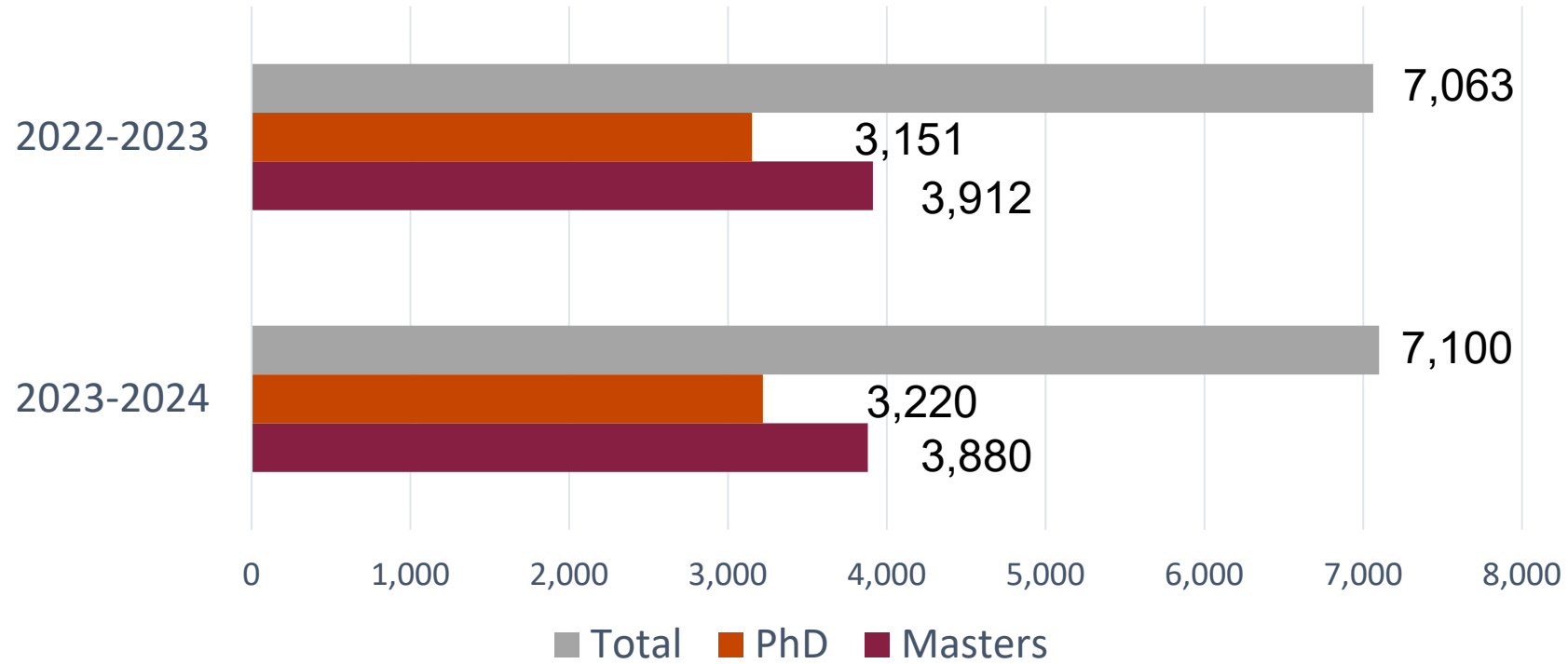


2022 Offer Rate: **36.1%**
2022 Yield Rate: **40.2%**

2023 Offer Rate: **30.7%**
2023 Yield Rate: **44.4%**

2023 Graduate Students

Overall Enrollment



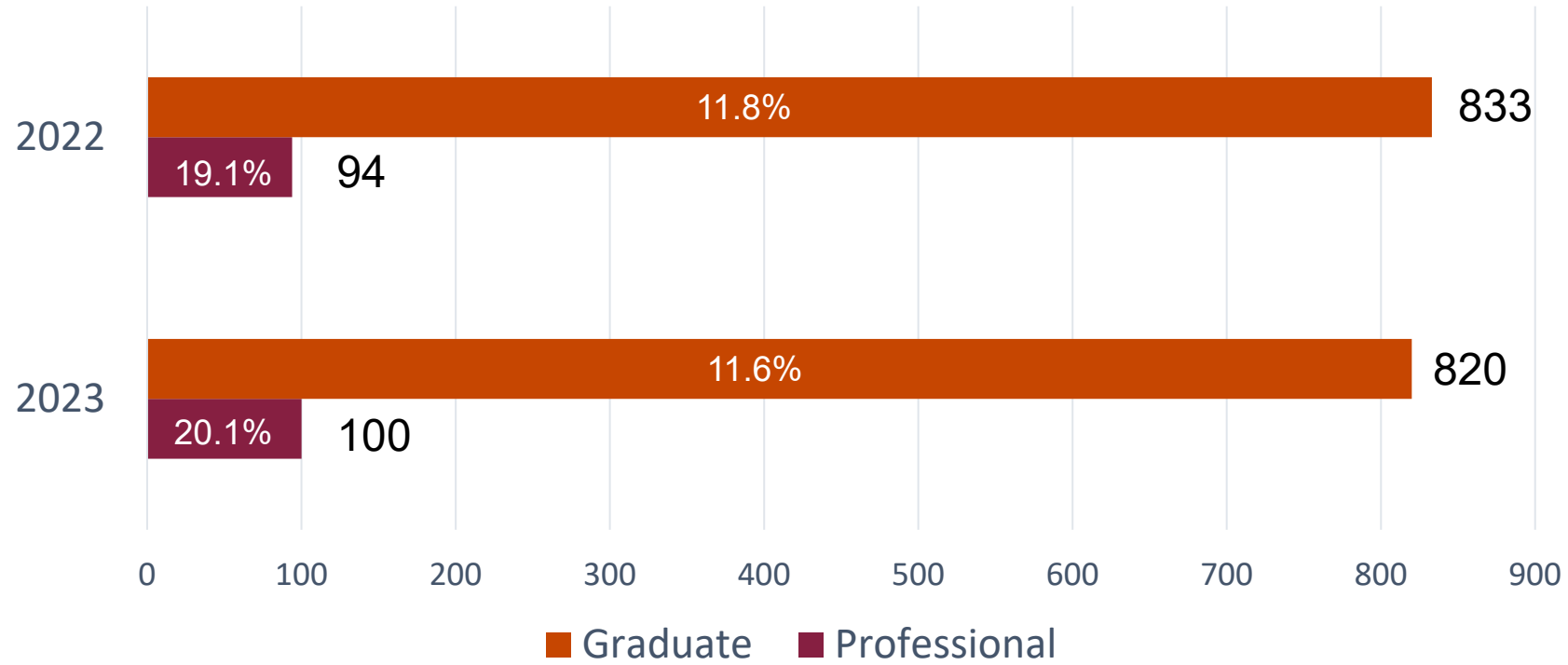
Beyond Boundaries Strategic Priority

Advance Regional, National, and Global Impact

Achieve **20%** representation
of underrepresented minority
graduate and minority
professional students by 2024.

2023 Graduate Students

Demographic Benchmarks:
Total URM Graduate and Professional



Graduating Students

Time to Degree

2021-2022



Masters

PhD

2022-2023



Masters

PhD

Graduating Students

Graduate Degrees Awarded

2021-2022

1,460

Masters

497

PhD

2022-2023

1,801

Masters

510

PhD

Masters Headcount Increase: 23.4%

PhD Headcount Increase: 2.61%





**VIRGINIA TECH
INNOVATION CAMPUS**

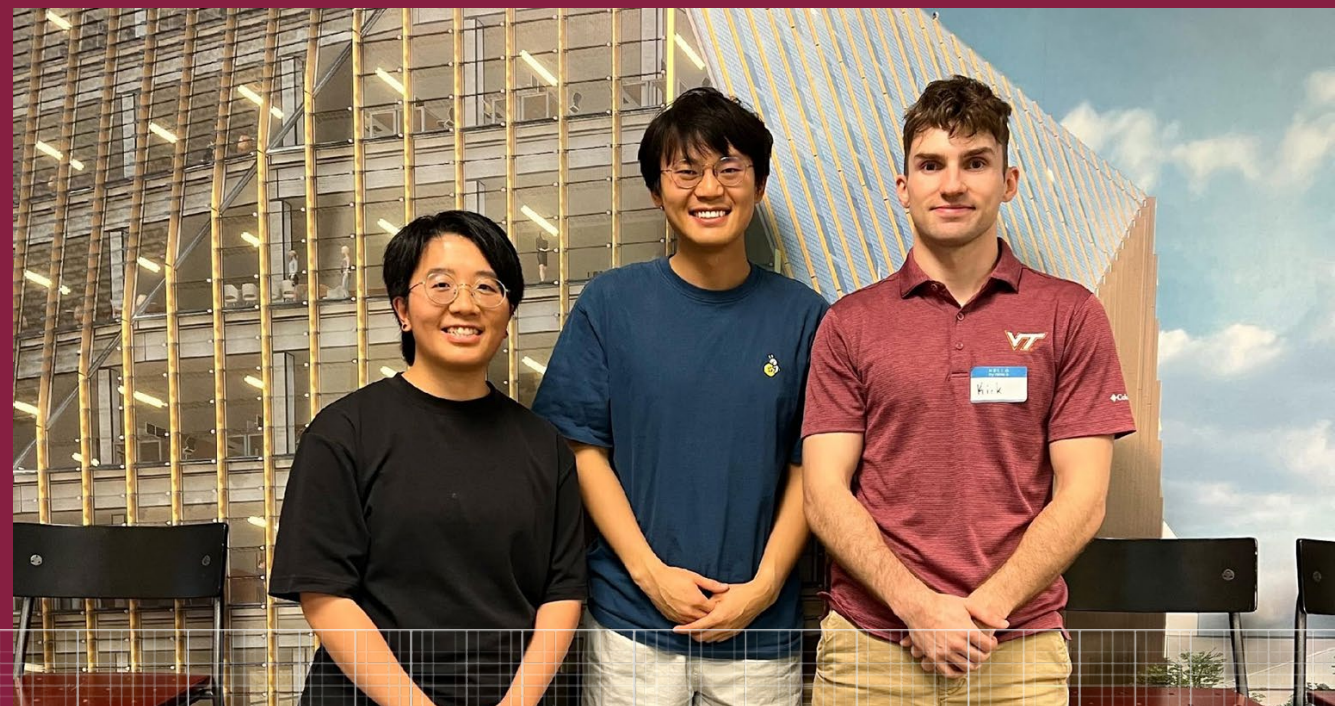
**LANCE COLLINS
VP AND EXECUTIVE DIRECTOR**

**BOARD OF VISITORS MEETING
NOVEMBER 2023**



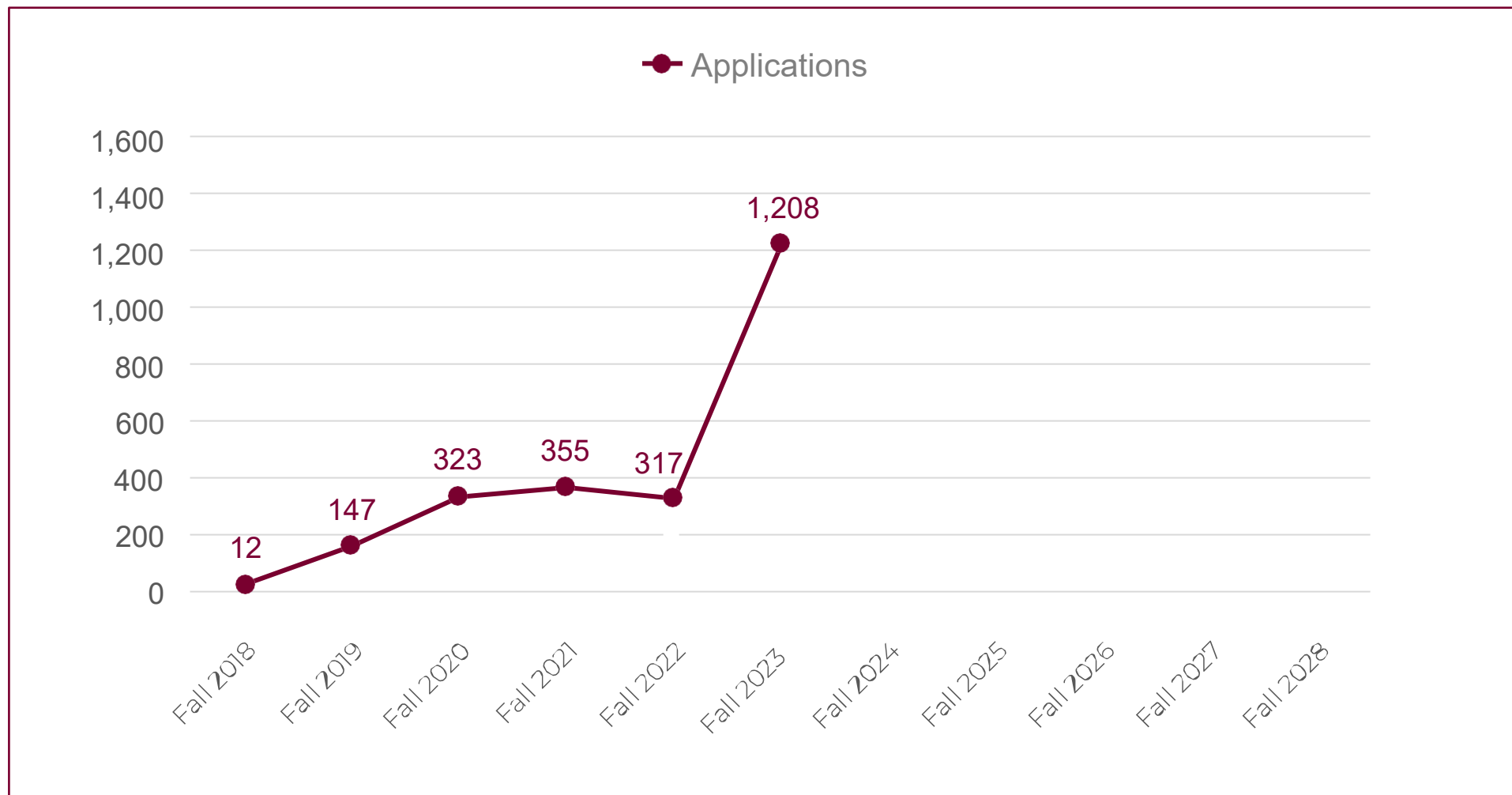


INNOVATION CAMPUS ENROLLMENT



ADMISSIONS PIPELINE

Surge in applications will aid enrollment growth.



“

I want to encourage more women to pursue careers in engineering. I don't want young girls to think that they cannot do something just because they don't see other women doing it. I want to be an example and show them that women can not only succeed in this field but also help create history.

”

Britney Aiken

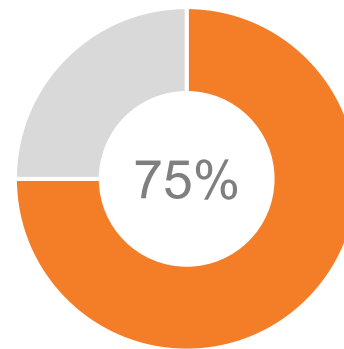
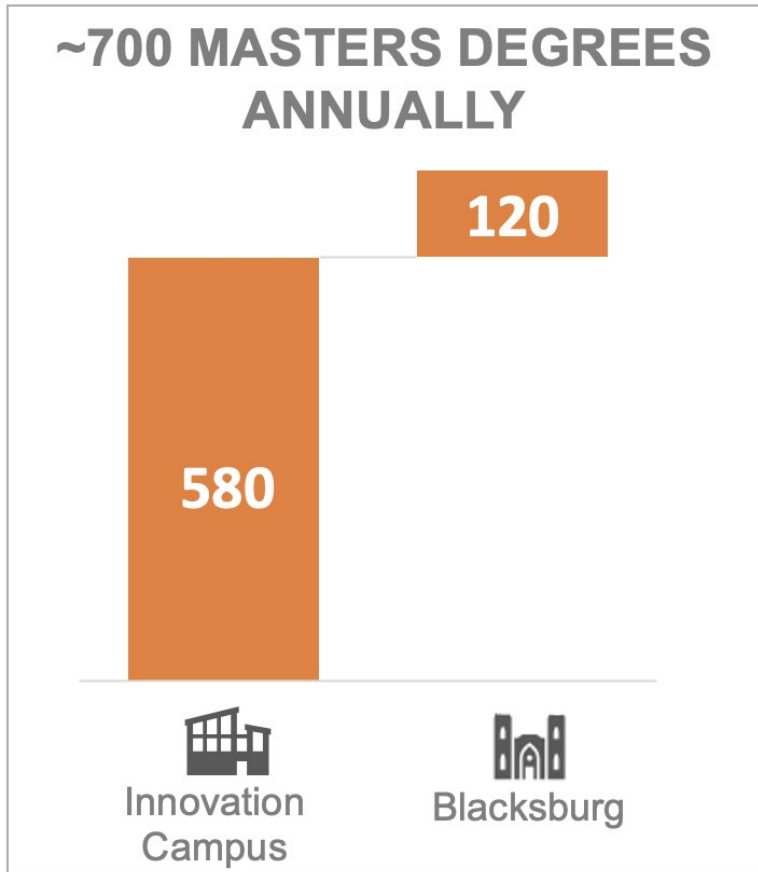
Innovation Campus M.Eng in Computer Science Student



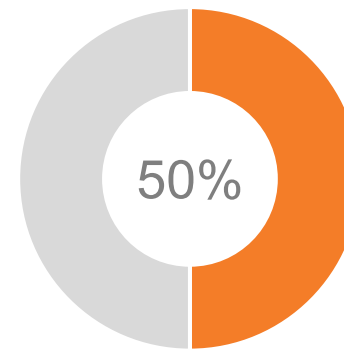
WE WILL DELIVER THE VAST MAJORITY OF NEW TECH TALENT DEGREES

The degree growth will meet aggressive domestic student and diversity targets by 2030.

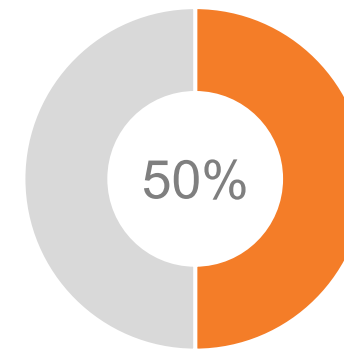
INNOVATION CAMPUS COMPOSITIONAL GOALS



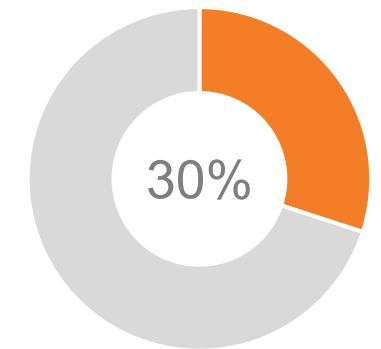
Domestic Students



VA Residents



Female

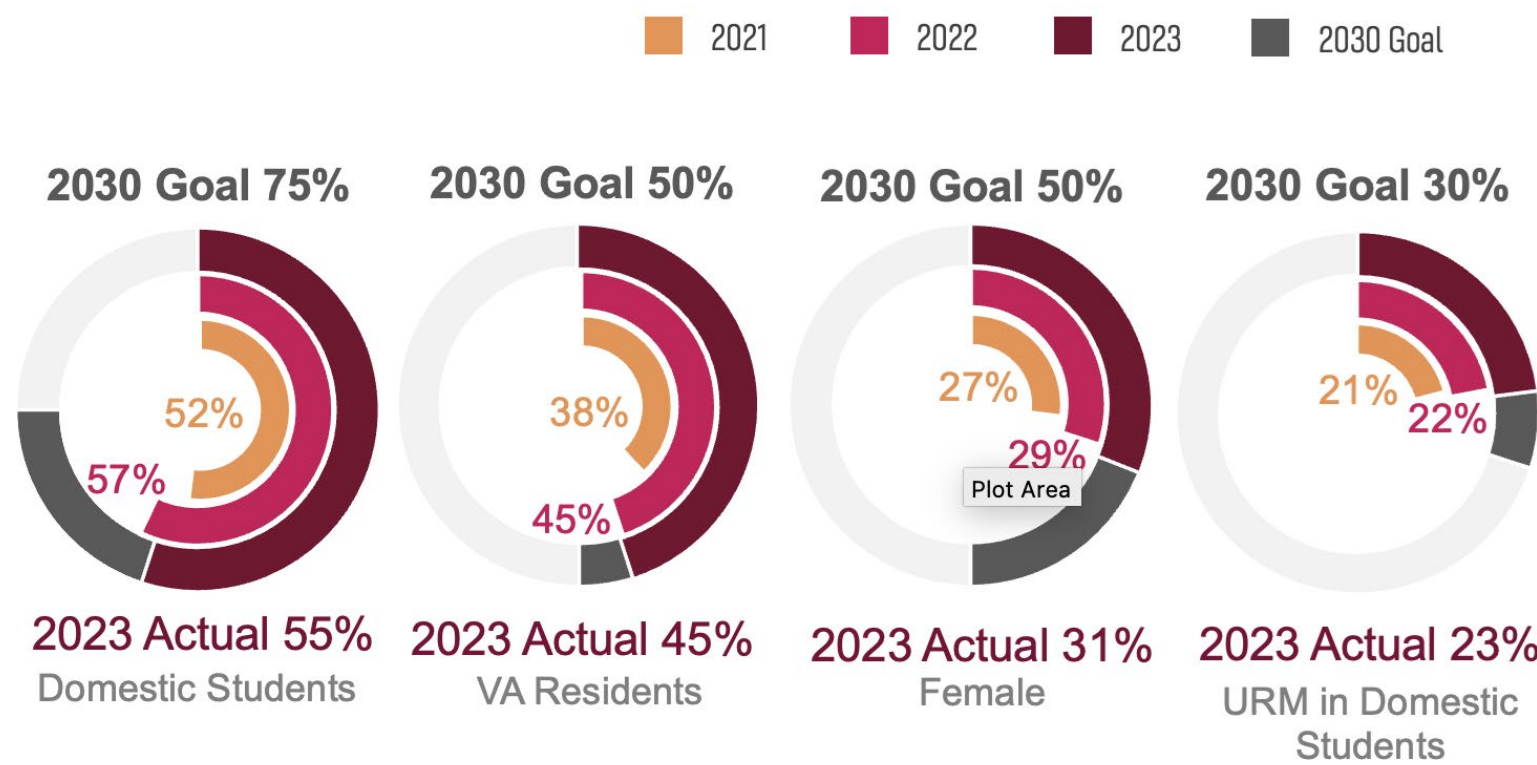
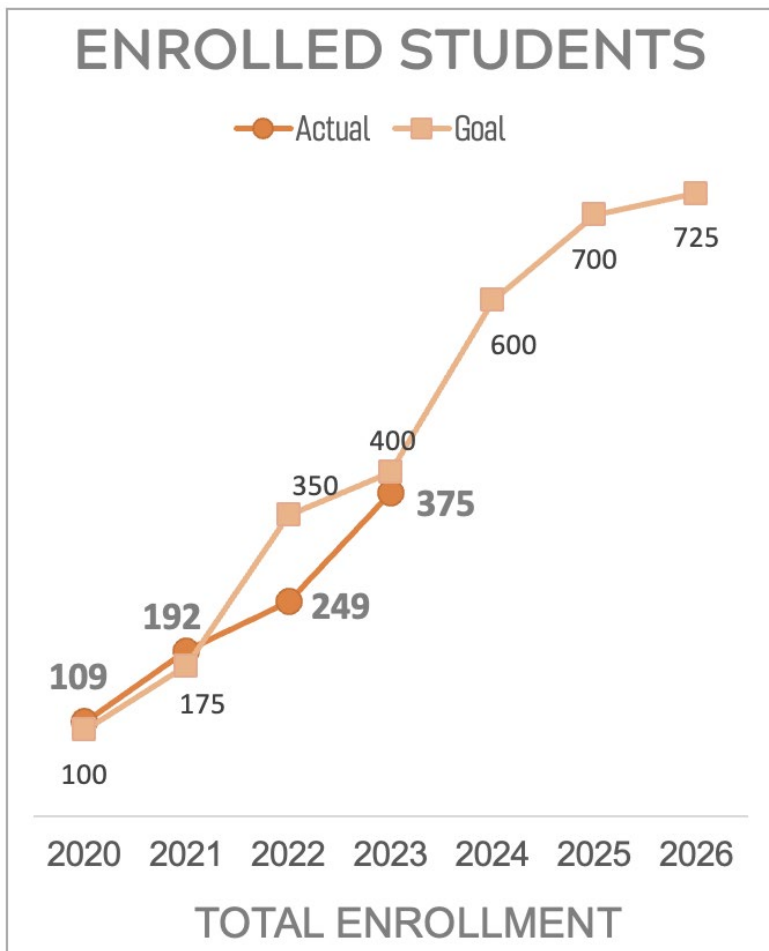


URM



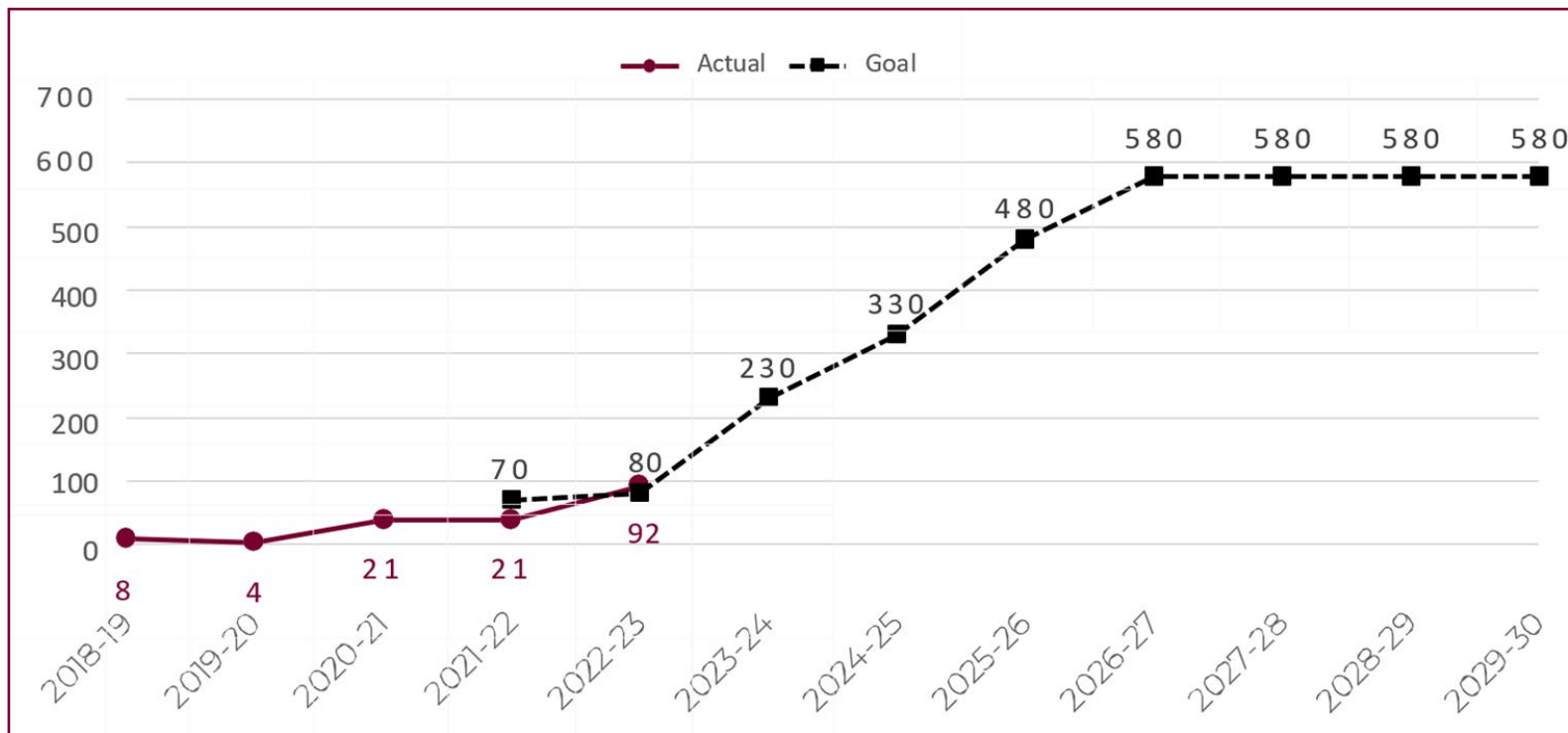
INNOVATION CAMPUS ENROLLMENT CONTINUES TO GROW

Extraordinary diversity, in-state shares already achieved in the Fall 2023 enrolled students.

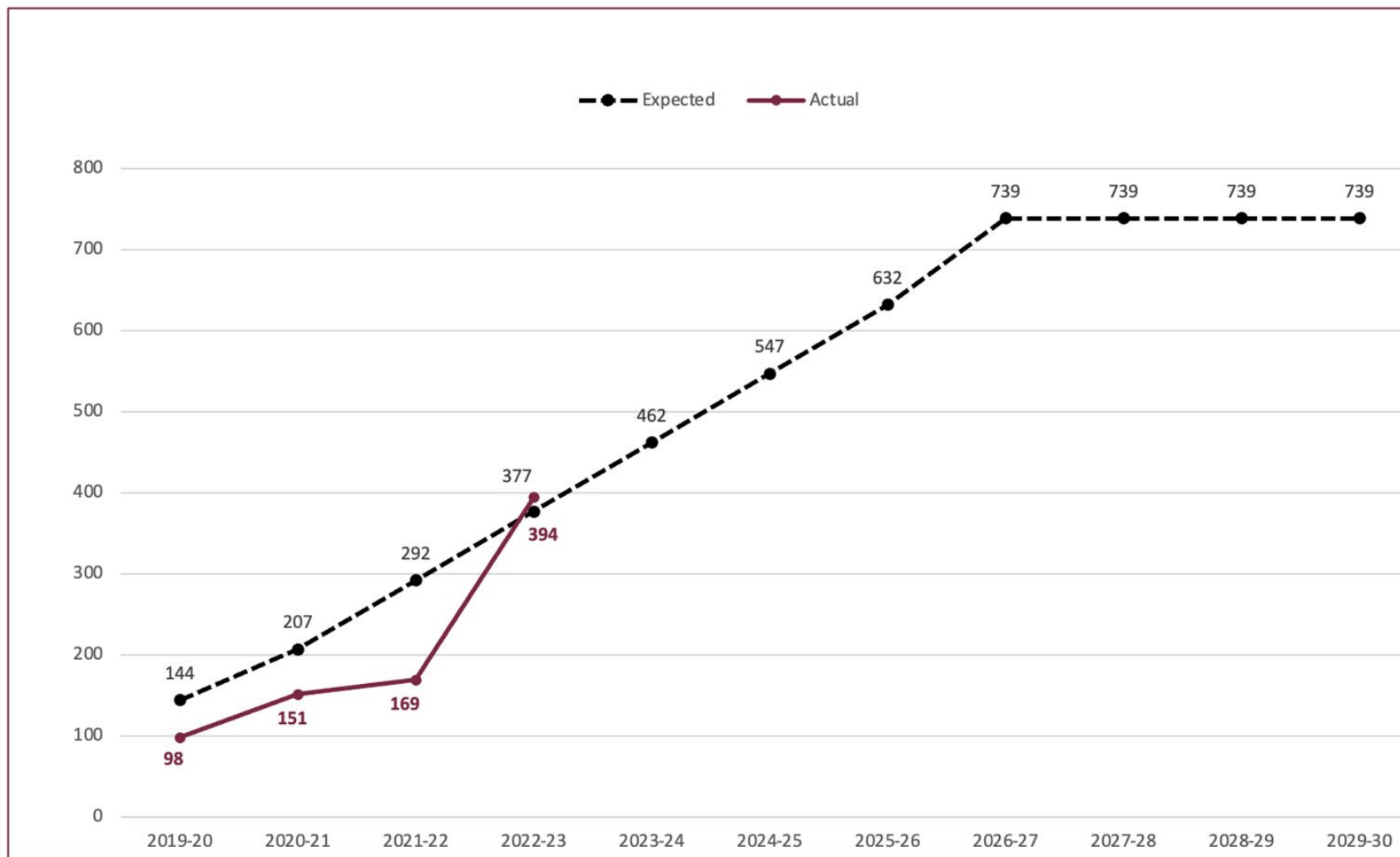


INNOVATION CAMPUS

MASTER'S DEGREES AWARDED AT THE INNOVATION CAMPUS



AGGREGATE TTIP GRADUATE DEGREES





INNOVATION
CAMPUS

INNOVATION CAMPUS SCHOLARSHIPS

- Increase access to Innovation Campus master's degrees
- Provide opportunities for Virginia residents
 - Tech Talent Graduate Scholarships (for VT undergrads and alumni)
 - TTIP Scholarships (for graduates from partner institutions)
- Enhance the diversity of our student body
 - Boeing Scholarship

BOEING SCHOLARS



- Six new scholars for 2023
- 21 since program inception

“ I’ve been so pleased with my choice to get a master’s degree from Virginia Tech. The university has a national reputation, and saying you have an engineering degree from Virginia Tech is a perfect touchpoint for interviews. ”

Hannah Chen

*Innovation Campus M.Eng in Computer Science Student
Summer 2023 Bloomberg Intern*

INNOVATION
CAMPUS



INNOVATION CAMPUS DEGREE OUTCOMES

POST-GRADUATION TITLES

- Cloud and Automation Engineer
- Data Engineer
- Data Scientist
- Distance Learning Assistant
- Front End Developer
- Java Full Stack Developer
- Machine Learning Engineer
- Software Engineer
- Software Developer
- Systems Engineer





Booz | Allen | Hamilton









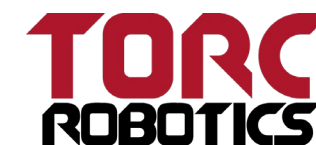




BUILT FOR PARTNERSHIPS



COMPANIES AND AGENCIES CURRENTLY ENGAGED



Node.Digital



PARTNERSHIPS: MASTER OF ENGINEERING PROJECTS

- Current Capstone Projects in the Master of Engineering programs will inform the planning for Innovation Campus opening
- Fall 2023 – projects taking place with:
 - **Boeing Commercial** – airplane level engineering integration
 - **TORC Robotics** – weather perception and autonomous vehicles
 - **US Marine Corps** – customer experience enhancement





SPONSORED RESEARCH AND CONTRACTS

- **Lingjia Liu** – \$9M Department of Defense (DoD) FutureG program – Lockheed Martin is a subcontractor
- **Cindy Yi and Paul Ampadu** – \$500k “Real-time Optimization of Transceiver Systems” US NSF CHIPS Act/Taiwan NTSC grant
- **Angelos Stavrou** – \$10M DoD award part of Virginia Tech – Penn State team for sensing and cyber center of excellence
- **Sanghani Center for Artificial Intelligence and Data Analytics** – research ongoing for Amazon and for the Washington Nationals

SUMMARY



ENROLLMENT

- Enrollment fall 2023: 375
- Numbers for in-state students, women, and URM continue to grow
- Goal is 500-600 Master of Engineering students when the new campus opens in 2024; 750 by 2030

PARTNERSHIPS

- Continuing to grow partners in project-based learning
- Innovation Campus faculty continue to be trailblazers in research across the university
- Engaging partners in the future of the Innovation Campus, including the opening in fall 2024



IN A TIME OF GREAT POLITICAL DIVISION, THERE IS SOMETHING ON WHICH VIRGINIANS OF BOTH PARTIES STRONGLY AGREE . . .

IT'S TIME TO INVEST IN VIRGINIA'S TALENT

**Briefing for the Virginia Tech Board of Visitors
November 5, 2023**

About VBHEC

- **The Virginia Business Higher Education Council (VBHEC)** is a nonprofit, nonpartisan partnership among VA's business and higher education leadership, **the most active such partnership in the 50 states**.
- Since our founding in 1994, VBHEC has been **led by business leaders** who recognize the crucial role our standout higher ed system plays in **growing VA's economy** and **creating good jobs for all Virginians**.
- Our top priorities include providing **paid internship opportunities for all students** and creating **affordable talent pathways** that cause students to stay in Virginia for full-time employment after graduation.
- **Our board's current membership:**

Business leaders: Dennis Treacy - Chair ([Reed Smith](#)); Nancy Agee - Vice Chair ([Carilion Clinic](#)); Todd Stottlemeyer - Treasurer ([CNSI](#)); George Martin - Secretary ([McGuireWoods](#)); G. Robert Aston, Jr. ([TowneBank](#)); Robert M. Blue ([Dominion Energy](#)); Thomas J. Cosgrove ([Newport News Shipbuilding](#)); Clifford Fleet ([Colonial Williamsburg Foundation](#)); W. Heywood Fralin ([MFA](#)); Victoria Harker ([TEGNA](#)); Jennifer L. Hunter ([Altria](#)); Michael Karafotis ([Bank of America](#)); James B. Murray, Jr. ([Court Square Ventures](#)); Stephen Moret ([Strada Education Network](#)); Mark R. Pace ([E.C. Pace Co.](#)); Delbert Parks ([Micron](#)); Deborah L. Petrine ([Commonwealth Care](#)); Michael J. Quillen ([Alpha Natural Resources, ret.](#)); Mehul Sanghani ([Octo](#)); Becky Sawyer ([Sentara Healthcare](#)); Holly Sullivan ([Amazon](#)); Preston White ([Century Concrete](#)); John O. Wynne ([Landmark Communications, ret.](#)).

Higher education leaders: W. Taylor Reveley, IV - COP Chair ([LU](#)); James E. Ryan - COP Vice Chair ([UVA](#)); Makola M. Abdullah ([VSU](#)); Javaune Adams-Gaston ([NSU](#)); Jonathan R. Alger ([JMU](#)); David Doré ([VCCS](#)); Donna Price Henry ([UVA Wise](#)); Troy D. Paino ([UMW](#)); Michael Rao ([VCU](#)); Katherine A. Rowe ([W&M](#)); Timothy D. Sands ([VT](#)); Gregory Washington ([GMU](#)).

About GROWTH4VA

- Two recessions in the 2000s caused **per-student, constant-dollar state support of higher education in Virginia to be slashed by half**, shifting the burden to tuition-paying students and their parents, and jeopardizing the competitive advantage Virginia enjoys from having a top higher ed system.
- In response, VBHEC launched our major advocacy program — **GROWTH4VA** (formerly “Grow By Degrees”) — to demonstrate the **economic value of higher education**, generate business and grassroots support for investments that will make Virginia the **Top State for Talent**, and make **paid internships** and **affordable talent pathways** broadly available to students in Virginia’s colleges.
- **GROWTH4VA’s core activities include:**
 - **Economic impact analyses** documenting VA higher ed’s impact on economic growth, job creation, and tax revenues.
 - **Policy research and development** focused on making higher ed instruction and research a catalyst for greater economic growth, better alignment with workforce needs, improved affordability, and strengthened performance.
 - **Polling by national prominent bipartisan team** to measure public support for higher ed system and policy goals.
 - **Briefings for statewide and legislative candidates** to present policy recommendations and relevant data.
 - **Higher ed summits/other events** to foster policy collaboration by business, education, and government leaders.
 - **Digital communications program** to give grassroots Virginians a voice (37,000 expressions of support to date).
 - **Public relations program**, including op/eds by business and education leaders, to build support for key policies.
 - **National best practices research** to identify key initiatives, especially related to talent pathways, internships, etc.
 - **Direct advocacy by business leaders** with executive and legislative branch decision-makers.

About our public opinion survey

- In every statewide election since 2009, VBHEC has provided candidates with detailed background information on Virginia's higher education system, its impact on Virginia's economy, and VBHEC's policy proposals, accompanied by extensive voter opinion survey data addressing the proposals. The information is provided to candidates in **private briefings several months before VBHEC publicly initiates its election-year advocacy program.**
- Past candidates in both parties, including candidates for governor, found the information to be helpful and **used it in formulating their campaigns' economic and educational policy agendas.**
- **Virginia leaders in business and higher education worked collaboratively** during the past six months to develop the policy proposals and supporting messages we are providing today.
- Virginia voter reaction to the proposals and messages was measured by two nationally prominent polling firms with deep experience in Virginia statewide election campaigns: **Public Opinion Strategies, a Republican firm,** and **FrederickPolls, a Democratic firm.**
- The online survey sampled **800 registered Virginia voters during March 15-24, 2023.** The survey's credibility interval is $\pm 3.95\%$. **Detailed crosstabs are being provided with this presentation.**
- **Upon request, VBHEC will assist candidates and their staffs in developing these ideas further.** Our hope is that all 2023 legislative candidates will make higher education investment and reform—including partnerships with business on internships and talent pathways, research-based innovation and entrepreneurship, and state/regional economic development—a cornerstone of their campaign plans for economic growth and opportunity in Virginia.

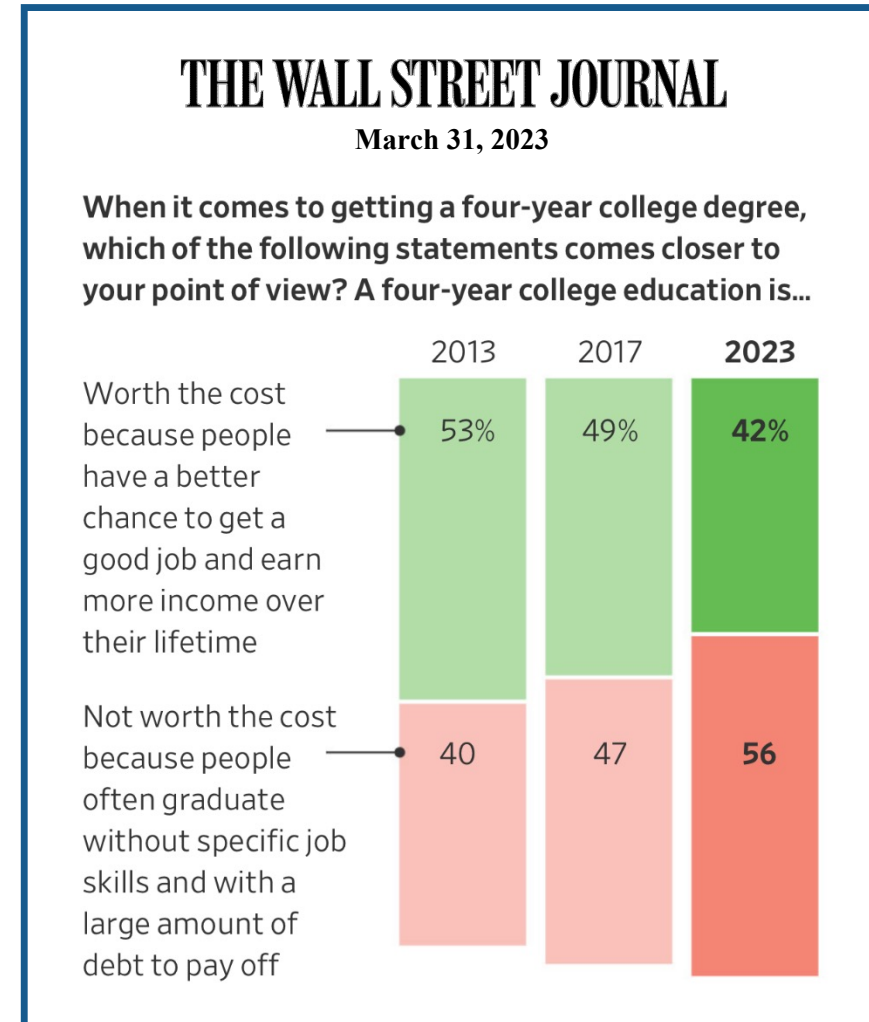
We're Different

When it comes to developing talent,
Virginia is unique . . .

Across the nation, support for higher education recently has shown signs of eroding . . .

Often-cited reasons:

- High tuition cost and uncertain return on investment (ROI)
- Students incur high debt yet fail to graduate
- Graduates can't find well-paying jobs in their field of study
- Students feel ideological pressure to conform and self-censor speech
- Colleges have bloated bureaucracies that drive up costs

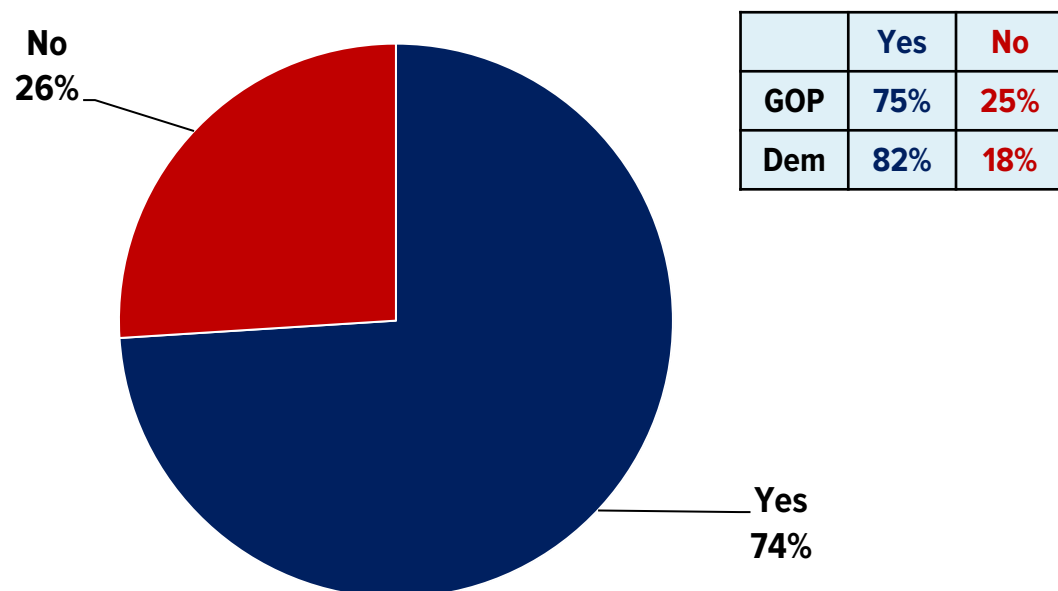


Other states are experiencing what happens to public support when colleges fail to deliver real value.

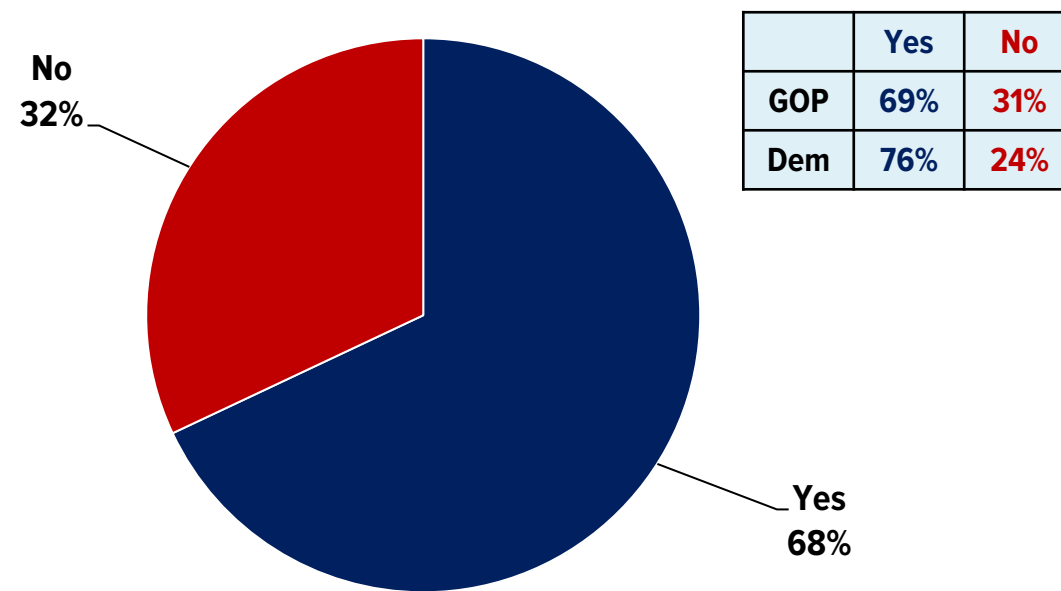
In Virginia, the story is completely different. Large majorities in both parties say a college education is still a good value.

This is even true when common criticisms of higher ed are highlighted in the question, such as some graduates' difficulty finding jobs and the increasing cost.

“In your opinion, is having a college education still a good value even though some college graduates have trouble finding work in their chosen fields of study these days?”



“In your opinion, is having a college education still a good value even though it has become more expensive?”

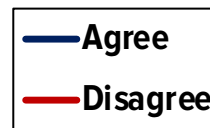
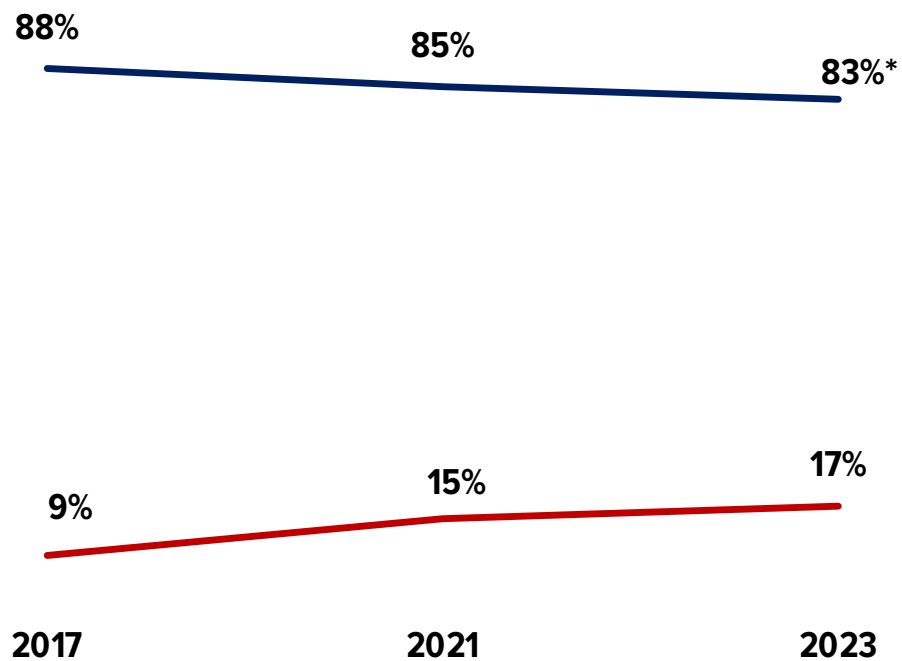


In contrast to national attitudes, Virginians overwhelmingly agree their colleges are a valuable asset, well run, and a sound place to invest.

This attitude dominates among Virginians in both political parties and has remained remarkably consistent over time despite the negative press coverage higher education recently has been receiving nationally.

Please read the following statement. After you read the statement, please indicate if you agree or disagree with that statement:

“Virginia’s universities, colleges, and community colleges are a valuable public asset of the Commonwealth of Virginia, are well run, and are a sound place to invest public dollars.”



Strongly Agree	36%
Strongly Disagree	7%

	Agree	Disagree
GOP	79%	21%
Dem	90%	10%

* Denotes Rounding

Why we're different:

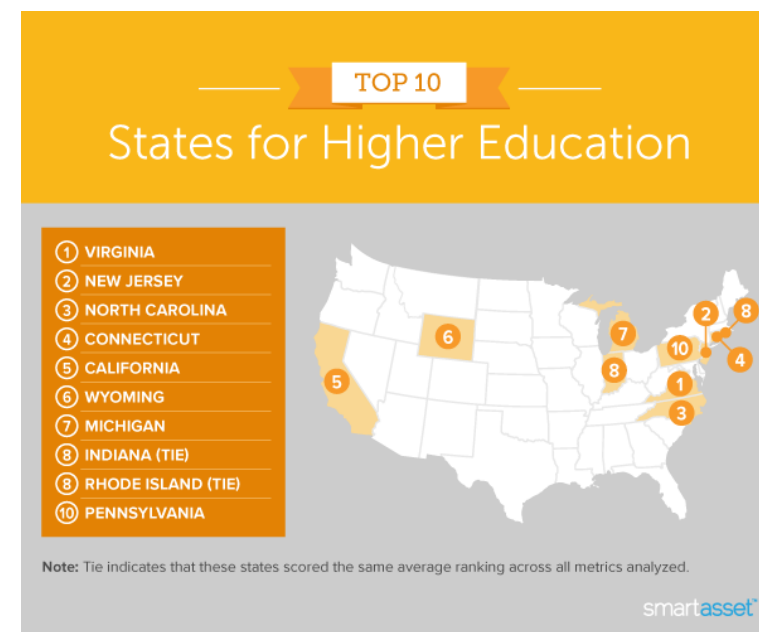
Virginia's colleges earn top national rankings for performance and value, with some of the nation's highest graduation rates and most impressive returns on investment . . .

SmartAsset has ranked VA's higher education system **#1 or #2 nationally for seven straight years**, saying in its 2021 edition:

smartasset™

Top States for Higher Education

“Virginia ranks in the top 10 states for three of the metrics we considered: undergraduate graduation rate (72%), student-to-faculty ratio (less than 16 students per faculty member) and 20-year return on investment (about \$403,200). Virginia also has the 19th-highest in-state attendance rate, with close to one in four high school graduates attending one of its four-year public colleges or universities.”



Virginia has one of the most cost-efficient systems in the nation . . .

Findings of a leading national organization (2019):

LUMINA FOUNDATION STRATEGY LABS

“Virginia’s **cost per degree is lower than the national average and has decreased over time** — for each additional expenditure, Virginia’s public institutions, on average, **provide a better return on investment** than other states and over time.”

“Virginia’s cost per completion is **lower, on average, than Maryland, North Carolina, and Tennessee [and] lower than Minnesota, New Jersey, and Washington**, states that resemble Virginia in having a similar mix of public, private, four-year and two-year institutions. It reinforces the fact that **Virginia’s cost per degree compares favorably with its neighbors and to states with similar higher education systems.**”

(emphasis added)

Findings of VA’s audit agency (2013-14):

JLARC

“Virginia’s 15 public four-year higher education institutions collectively achieve their missions—to educate and graduate students—better than most.”

Virginia ranked 2nd among all states in terms of average six-year graduation rates.

“Virginia has increased enrollment more and graduated students faster than nationwide.”

(emphasis added)

Virginia's college leaders have taken a strong stand for free speech and viewpoint diversity on campus . . .

Richmond Times-Dispatch

December 23, 2022

As leaders of the public colleges and universities in the state, we have engaged national experts at the Bipartisan Policy Center, conferred with the State Council of Higher Education for Virginia (SCHEV) and connected with Gov. Glenn Youngkin and his administration. On our campuses, faculty, staff, students and boards have explored similar themes. Our institutions and the communities that we serve as presidents vary widely. Yet despite these differences, we readily reached agreement on the following statement. It expresses our shared priority for advancing free expression on our campuses:

As presidents of Virginia's public colleges and universities, we unequivocally support free expression and viewpoint diversity on our campuses.

Free expression is the fundamental basis for both academic freedom and for effective teaching and learning inside and outside the classroom. Our member universities and colleges are bound to uphold the First Amendment. We are committed to promoting this constitutional freedom through robust statements and policies that are formulated through shared governance processes and through actions that reflect and reinforce this core foundation of education.

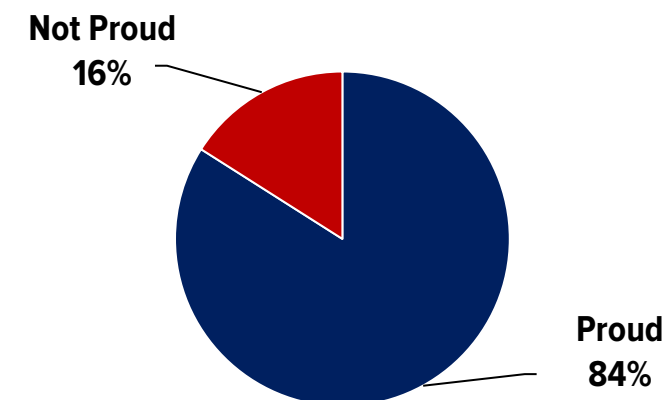
We value a scholarly environment that is supported by a diversity of research and intellectual perspectives among our faculty and staff. We pledge to promote and uphold inclusivity, academic freedom, free expression, and an environment that promotes civil discourse across differences.

We will protect these principles when others seek to restrict them.

Our top-ranked higher education system is a source of great pride for Virginians, whether they are Republicans or Democrats.

Colleges do not make good punching bags in Virginia. Unlike states where populist attacks on higher education may pay political dividends, Virginians in both parties say **we should feel proud** of our colleges, universities, and community colleges.

<i>In your opinion, how proud should people who live in Virginia feel regarding our system of public colleges, universities, and community colleges?</i>								
	Total	GOP	Dem	Ind	Child H.H.	No Child	Men	Women
Proud	84%	80%	91%	76%	86%	83%	80%	87%
Very Proud	40%	42%	47%	21%	46%	37%	41%	39%
Somewhat Proud	44%	39%	44%	56%	40%	46%	39%	49%
Not Proud	16%	20%	9%	24%	14%	17%	20%	13%



Virginians want their own daughters and sons to attend one of our colleges and universities.

<i>If you had a child who was applying to college, how likely would you be to recommend that they consider applying to a public college or university in Virginia as a top choice?</i>								
	Total	GOP	Dem	Ind	Child H.H.	No Child	Men	Women
Likely	83%	79%	90%	76%	85%	82%	80%	85%
Very Likely	49%	47%	57%	34%	50%	48%	45%	52%
Somewhat Likely	34%	32%	33%	42%	35%	34%	35%	34%
Not Likely	17%	21%	10%	24%	15%	18%	20%	15%

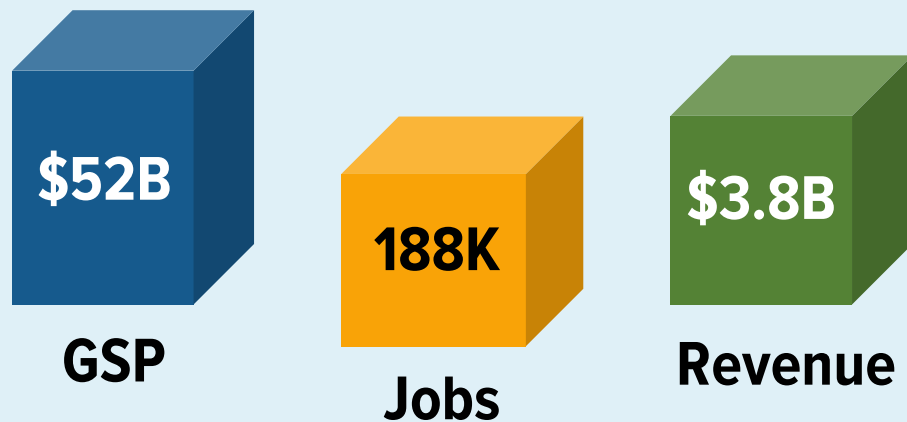
Competitive Advantage

Higher education is why Virginia wins
on economic growth and job creation . . .

No investment produces a stronger ROI for the Commonwealth . . .

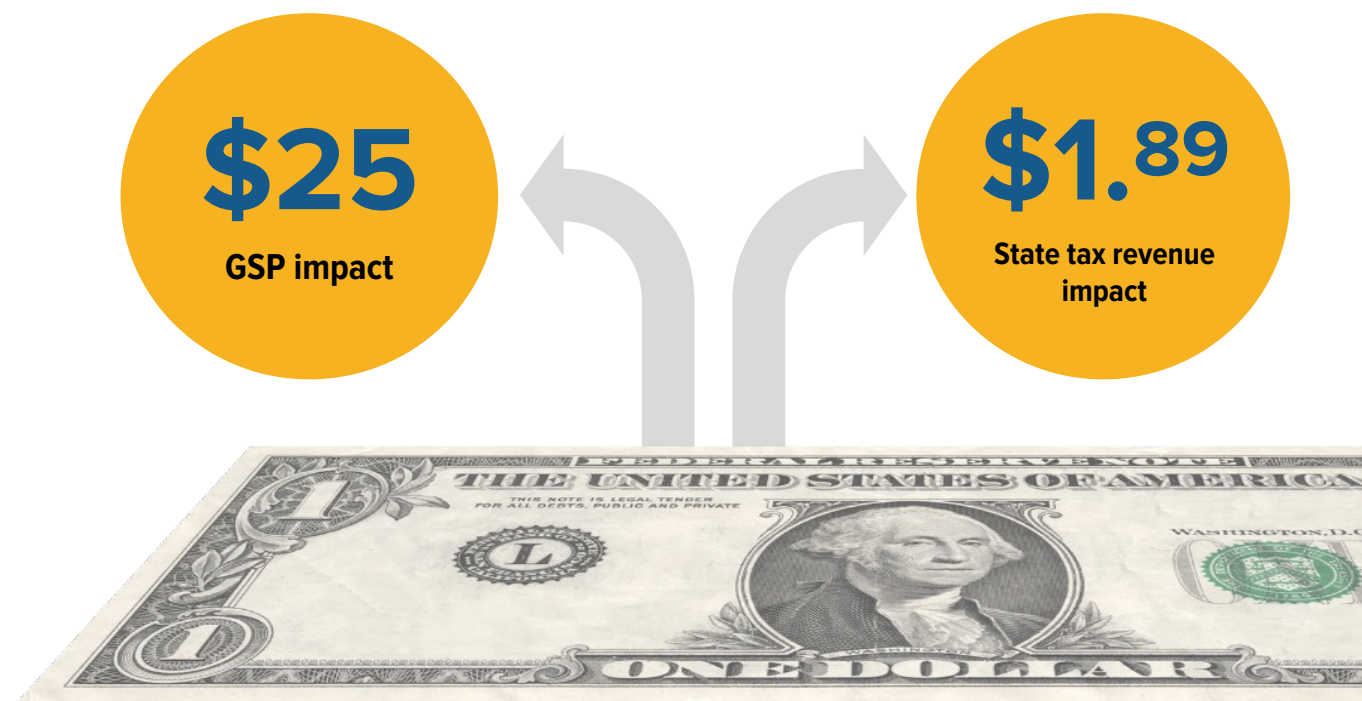
ECONOMIC IMPACT ANALYSIS

A comprehensive study completed by the Weldon Cooper Center for Public Service in 2023, the fourth of its kind since 2009, has documented the dramatic economic impact of Virginia's higher education system.



The investment more than pays for itself.

Each dollar spent on Virginia's public higher education system produces more than \$25 in greater Gross State Product (GSP) and returns nearly \$2 to the state treasury.

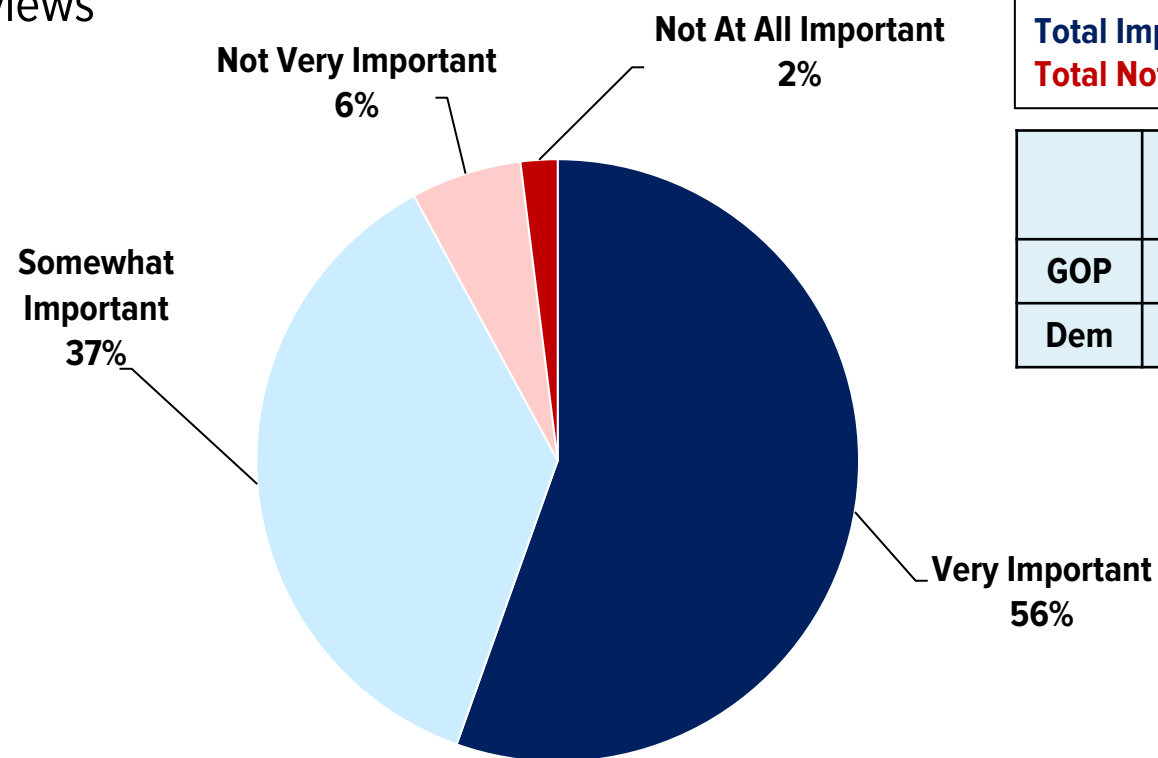


Virginia is the 2nd best state for business, according to CNBC, because we are the #1 state for education.

93% of Virginians say it is important to invest in higher education to maintain this competitive advantage.

More than half of Virginians say this investment is **very important**, indicating that voters' views on this issue are **especially intense**.

“For several years, Virginia has been ranked by CNBC as one of the best states for business, and a key reason given for these rankings has been our strong educational system, including our colleges, universities, and community colleges. Since these national business rankings have a big impact on where companies choose to locate their facilities and create jobs, how important do you believe it is for Virginia’s Governor and the General Assembly to invest in our colleges, universities, and community colleges?”



Total Important	93%
Total Not Important	7%*

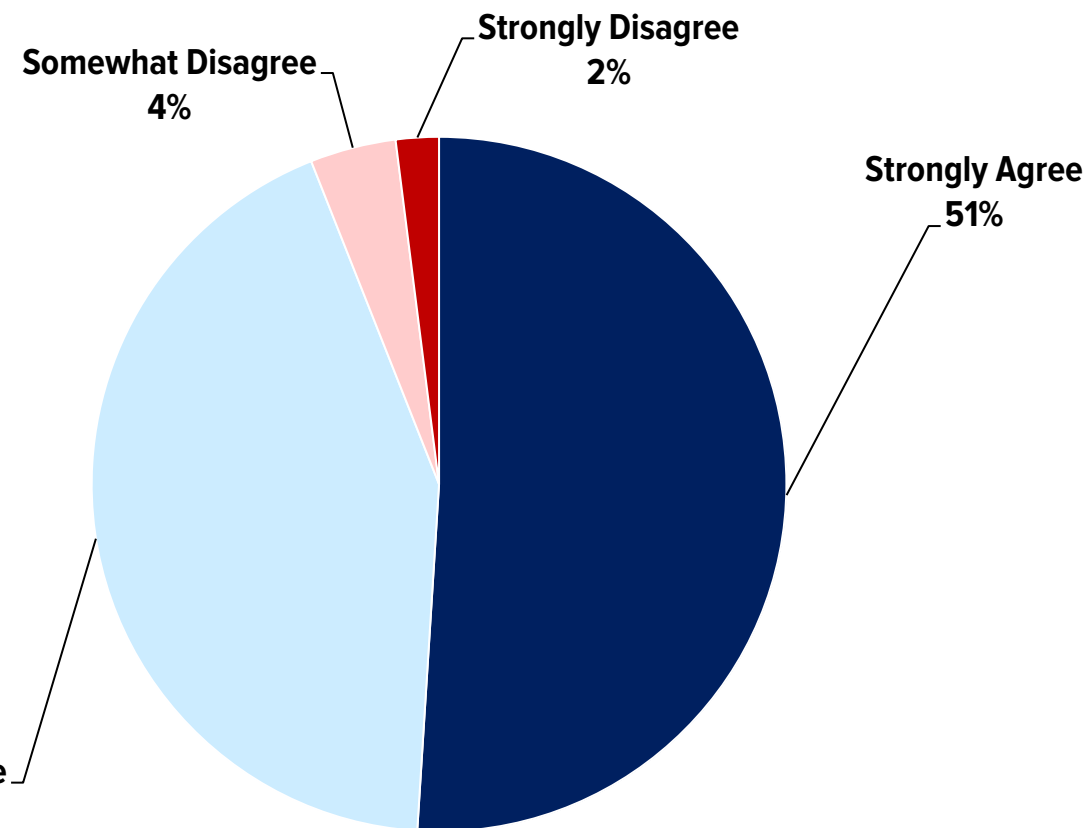
	Important	Not Important
GOP	91%	9%
Dem	97%	3%

Virginians believe talent is what sets our state apart.

More than half strongly agree that broadening the talent pool through varied degrees and credentials that fit individual aspirations and abilities is **“the most important investment our state can make.”**

“Virginia’s future largely will be determined by our success in broadening the pool of talented individuals who are prepared to participate and lead in the new economy. Therefore, the most important investment our state can make is to ensure that every Virginia resident is able to achieve the highest level of education that suits their aspirations and abilities, whether that is a skilled trade certificate, an associate’s or bachelor’s degree, or a graduate or professional degree.”[^]

	Total	GOP	Dem	Ind	Child H.H.	No Child	Men	Women
Agree/Disagree	94/6	92/8	98/2	90/10	94/6	94/6	91/9	97/3



[^] Split Sample A, N=400.

Virginians agree that college is a good investment because of the high rate of return received by graduates.

Please indicate if you agree or disagree with each of the following statements about higher education at Virginia's colleges, universities, and community colleges:

“Since college graduates on average earn more than twice what non-graduates earn, attending and graduating from a Virginia college or university is a good investment.”[^]



“Since, in today's economy, the highest paying jobs generally go to the best educated workers, a greater state investment in Virginia's higher ed system will result in higher average incomes for Virginia workers and a stronger economy.”^{^^}



* Denotes Rounding; ^ Split Sample A, N=400; ^^ Split Sample B, N=400.

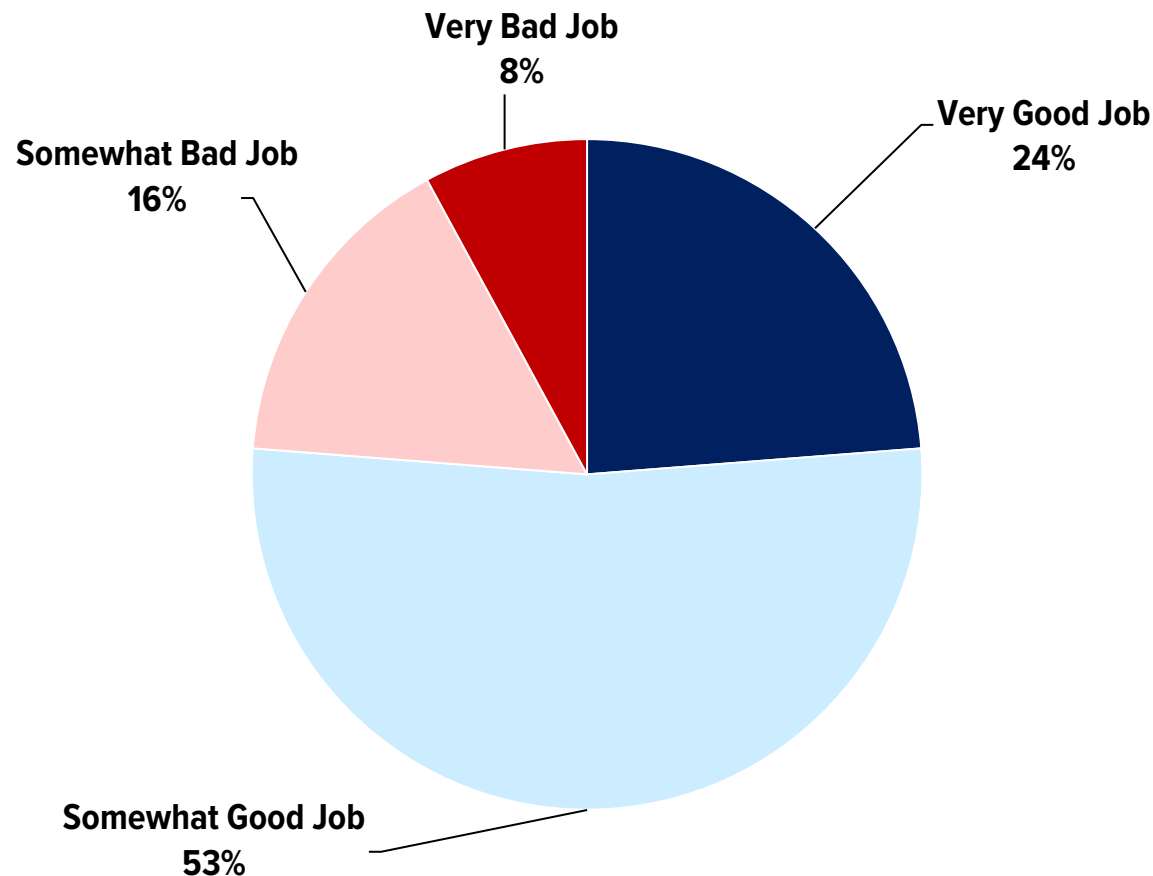


Virginians give our colleges and universities high marks for preparing young people to succeed in the changing economy.

“Would you say Virginia's universities and colleges are doing a good job or a bad job at making sure students are graduating with the skills they need to succeed in the changing economy?”^^

Total Good Job	76%*
Total Bad Job	24%

	Good Job	Bad Job
GOP	74%	26%
Dem	84%	16%



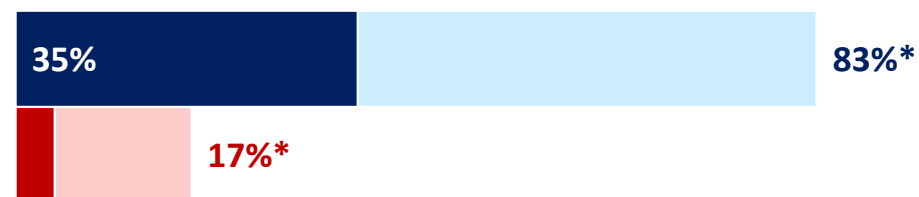
* Denotes Rounding; ^^ Split Sample B, N=400.

Virginians also value the ways higher education improves the quality of life in our communities and Commonwealth.

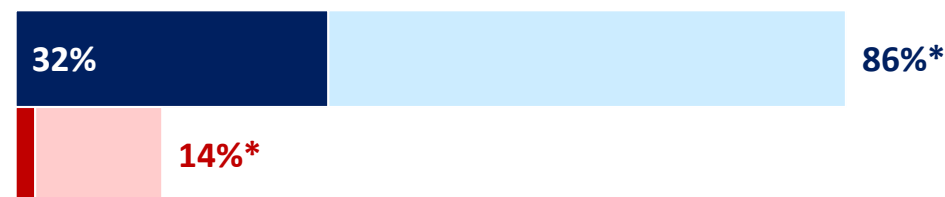
“Virginia's colleges, universities, and community colleges make our state a better place to live through their contributions to the arts and culture, athletic events, community services, and volunteer work performed by students and employees.”^^



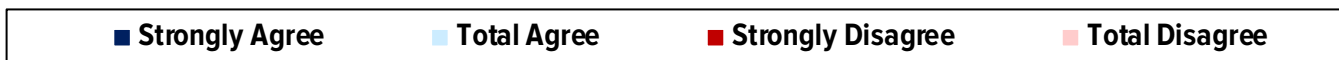
“As leaders in research and innovation, Virginia's colleges and universities are helping our state and nation become more resilient and better prepared to address future threats to our infrastructure and supply chains for everything from energy and the internet to food and medicine.”^



“Virginia's higher education institutions attract talented students and top researchers from around the nation and world, spurring innovation and dynamic economic growth in the regions where these colleges and universities are located.”^



* Denotes Rounding; ^ Split Sample A, N=400; ^^ Split Sample B, N=400.



Talent Investments

Virginians in both parties strongly agree
it's time for strategic higher ed investments . . .

Virginians say it's time for the state to invest in talent . . .

And they are clear about the state investments they want:

8 PRIORITIES FOR STATE INVESTMENT STRONGLY SUPPORTED BY VIRGINIANS IN BOTH PARTIES

- ✓ Invest in internships that help students pay for college and get good jobs.
- ✓ Invest in reducing the tuition burden on students and their families.
- ✓ Invest in financial aid for low- and middle-income families.
- ✓ Invest in affordable access via HBCU's, TAG grants, VCCS dual enrollment.
- ✓ Invest in strategies to attract talent and keep students in VA after graduation.
- ✓ Invest in meeting the workforce needs of current and future VA businesses.
- ✓ Invest in educational opportunities for Virginians who serve in the military.
- ✓ Invest in mental health and other needed support services for students.

Virginians are especially strong in their support for expanding paid internships.

THE BIG GOAL: EVERY STUDENT WHO ATTENDS VIRGINIA'S COLLEGES AND UNIVERSITIES WILL HAVE THE OPPORTUNITY FOR AT LEAST ONE PAID INTERNSHIP IN THEIR FIELD OF STUDY WITHOUT EXTENDING THE TIME IT TAKES TO COMPLETE THEIR DEGREE.

“Virginia should increase the paid internship opportunities available to students because it will help students pay for college as well as prepare them for their career.”^{^^}



“It is important the state of Virginia invests in the Innovative Internship Program which increases the number of paid internships, co-op programs, and other work-based learning opportunities available to students attending Virginia’s colleges and universities.”[^]



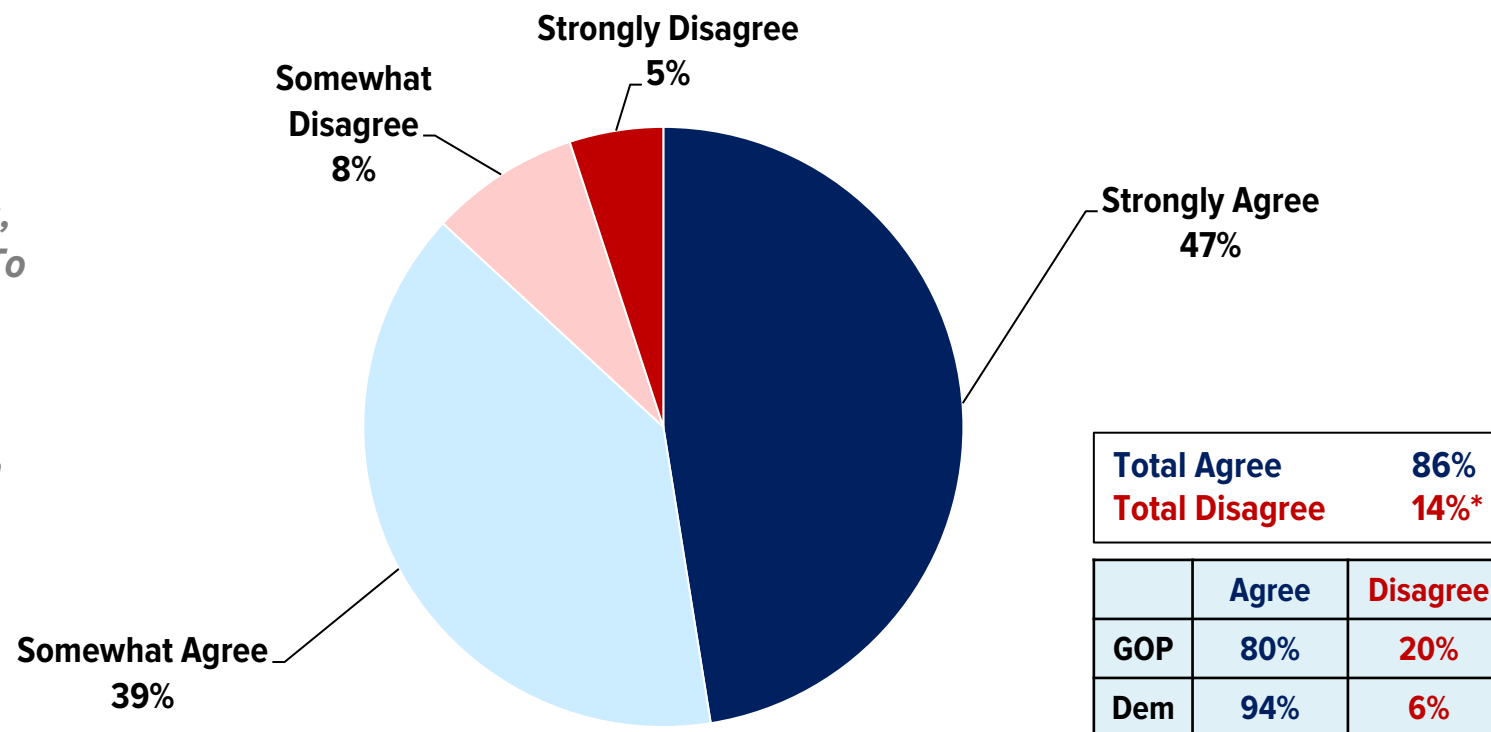
[^] Split Sample A, N=400; ^{^^} Split Sample B, N=400.

■ Strongly Agree ■ Total Agree ■ Strongly Disagree ■ Total Disagree

Virginians understand that internships make college graduates more attractive to potential employers.

Internships are considered **very important**, not only for STEM majors, but especially for students gaining **liberal arts degrees**.

“Liberal arts majors at Virginia’s colleges and universities learn valuable skills that employers need, such as written and verbal communications, teamwork, critical thinking, and problem solving. To make these graduates even more attractive to employers, the college curriculum should include internships and other work-based learning opportunities that provide practical experience in the student’s field of study.”^^



*Denotes Rounding; ^^Split Sample B, N=400.

Internships play an especially important role in “talent pathways” that enhance affordable access and help keep students in Virginia for full-time jobs after graduation.

WHAT ARE TALENT PATHWAYS?

4 key elements:

- ✓ Colleges collaborate with businesses and other employers.
- ✓ Curriculum is aligned to better address employer needs.
- ✓ Students have paid internship experiences or other valuable work-based learning.
- ✓ Leads to full-time job opportunities with a Virginia-based employer.

A candidate who says we need to invest in creating more talent pathways in Virginia because they are especially helpful for first-generation and low-income college students who otherwise have trouble getting needed work experience and being considered for well-paying jobs.^{^^}

	Total	GOP	Dem	Ind	Child H.H.	No Child	Men	Women
More/Less Likely to Vote for ...	79/9	71/13	90/4	72/15	82/8	78/10	80/10	79/9

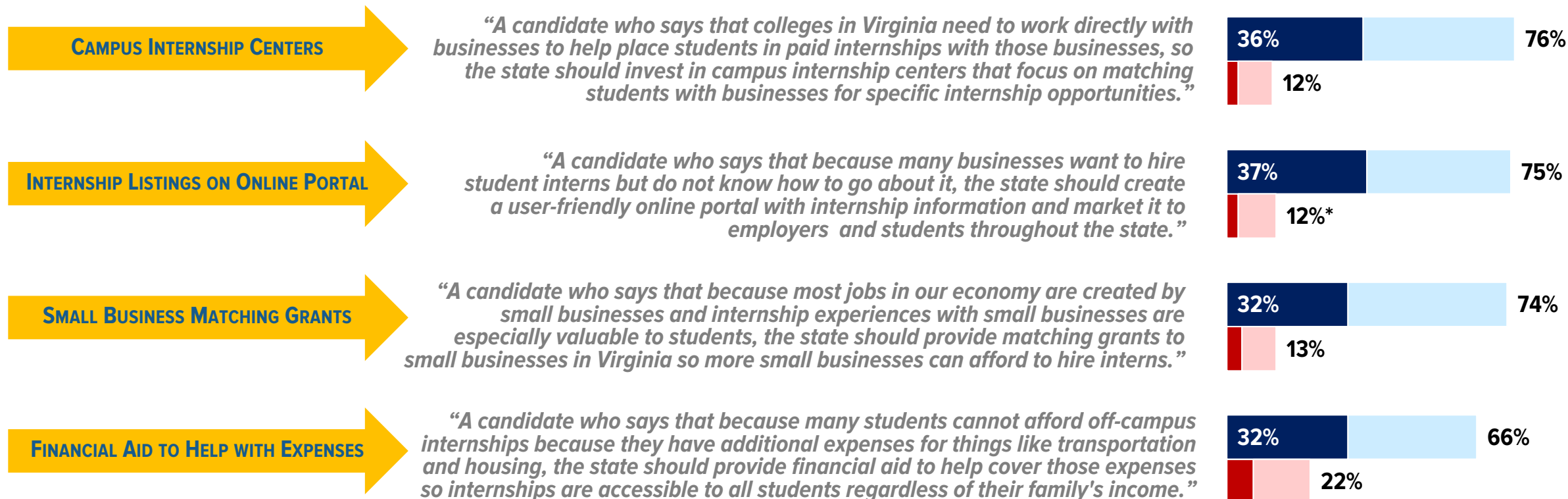
A candidate who says we need to invest in creating more talent pathways in Virginia because the best way to keep talented young people from moving away from our state after graduation is to connect them to Virginia businesses while they are still in college, such as through internships and co-op programs that can lead to full-time employment in Virginia.^{^^}

	Total	GOP	Dem	Ind	Child H.H.	No Child	Men	Women
More/Less Likely to Vote for ...	80/8	80/6	87/6	68/12	81/8	80/7	81/8	79/8

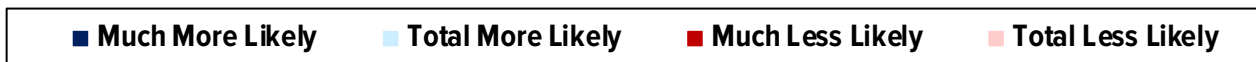
^{^^} Split Sample B, N=400.

Achieving the Big Goal

Virginians support multiple investment strategies to make paid internships available to all students.



* Denotes Rounding

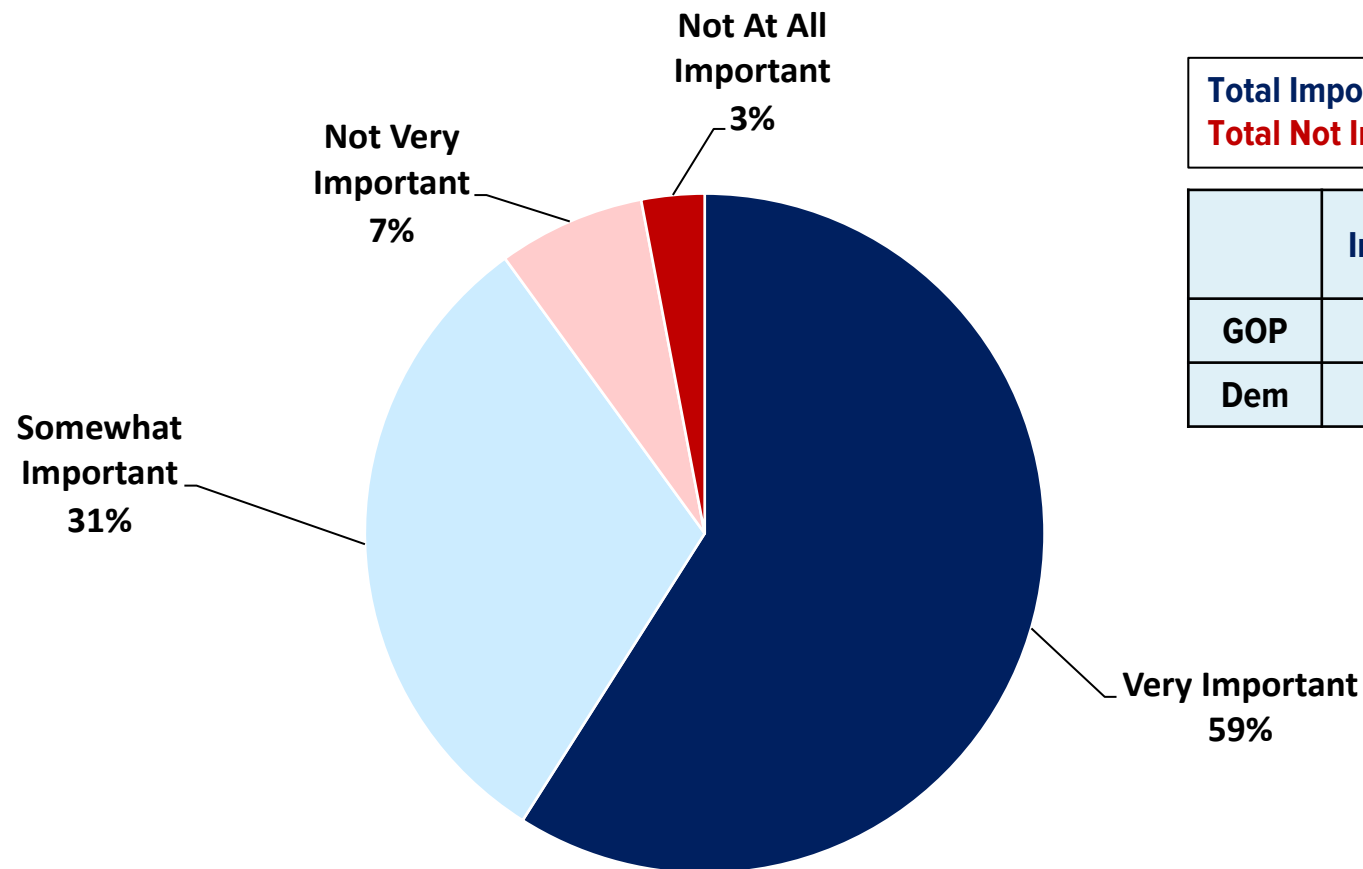


Investing in Affordability

9-in-10 Virginians say it is important for our state to invest more in higher education so tuition increases are kept to a minimum.

59% say it is very important.

“How important would you say it is for the state of Virginia to invest more in higher education so that tuition increases are kept to a minimum for students and their families?”

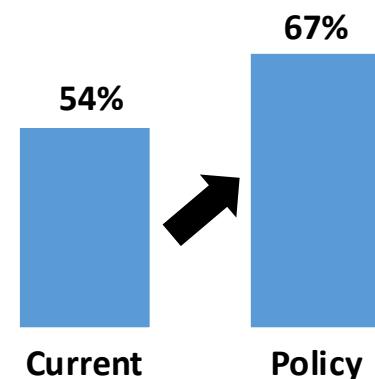


Total Important	90%
Total Not Important	10%

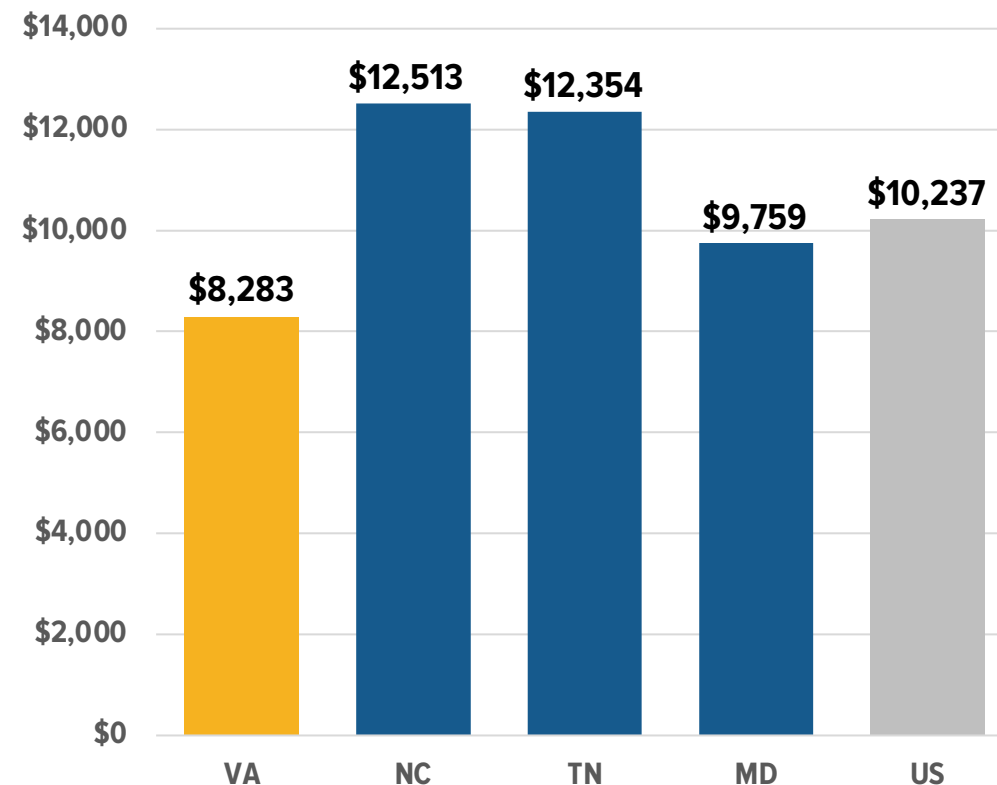
	Important	Not Important
GOP	86%	14%
Dem	97%	3%

Tuition is higher in Virginia because state support per student is so low . . .

- Virginia ranks 31st among the 50 states in state support of higher education.
- Virginia provides significantly less state support per student than—
 - North Carolina
 - Tennessee
 - Maryland
 - US national average
- **Despite recent investments, Virginia still pays a little over 1/2 of the educational cost for in-state students, contrary to VA law providing that the state will pay 2/3.**



State Share of Higher Education Cost in Virginia – SCHEV



State Support per FTE Student, FY 2022 Data
SHEEO State Higher Education Project

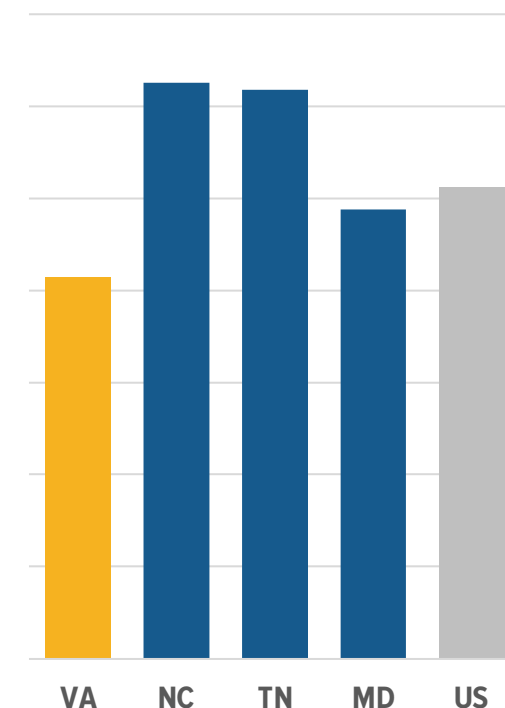
Virginians react strongly to data showing that our state is far behind others in funding higher education, resulting in higher tuition for students and their families.

Huge majorities in both parties want the state to reduce reliance on tuition by increasing state funding for higher education. **Independents** are especially troubled by the low level of funding in VA compared to other states.

Currently, tuition at our public universities in Virginia is higher than in neighboring states like Tennessee, North Carolina, and Maryland. This is mainly because those states provide thousands of dollars more funding per student than Virginia provides, leaving less to be paid by students and families in those states.

Knowing this, how important would you say it is for Virginia's Governor and the General Assembly to reduce reliance on tuition by increasing the state's funding of our higher education system?

	Total	GOP	Dem	Ind	Child H.H.	No Child	Men	Women
Important	90%	83%	96%	89%	90%	89%	85%	93%
Very Important	54%	40%	71%	48%	52%	55%	47%	60%
Somewhat Important	35%	44%	25%	41%	38%	34%	38%	33%
Not Important	10%	17%	4%	11%	10%	11%	15%	7%

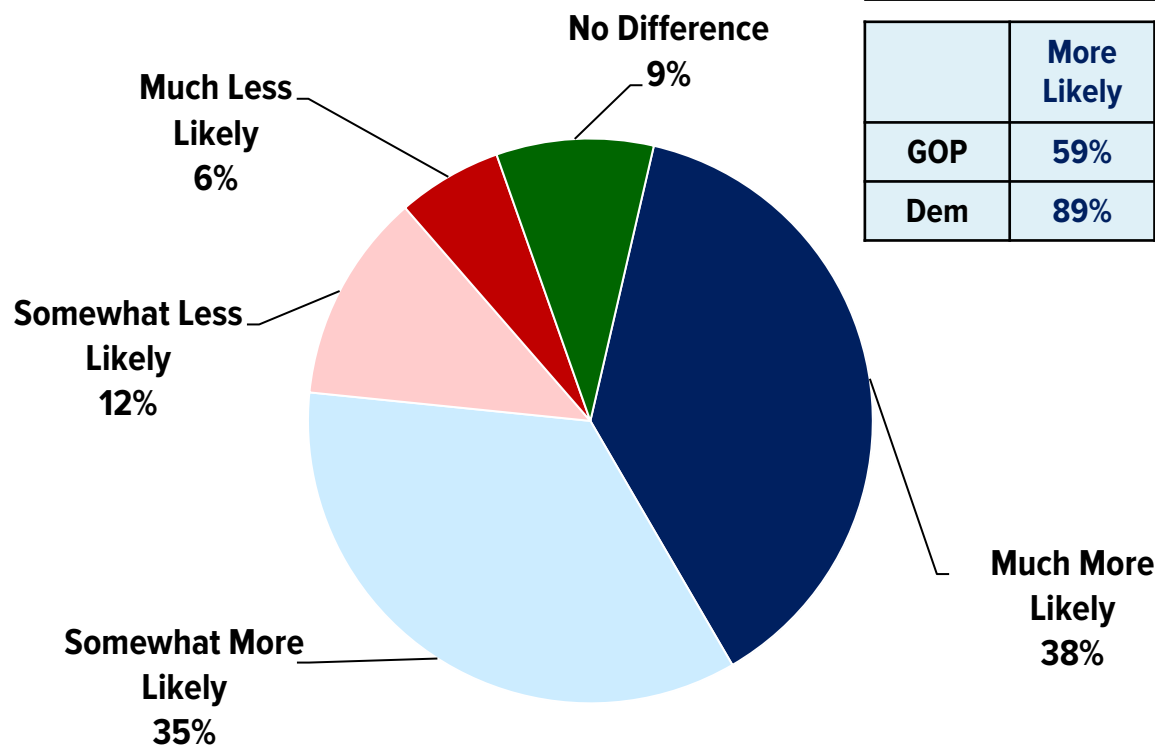


Virginians want the state to invest more in student financial aid so every qualified high school graduate can afford to attend.

More than 70% of respondents say they are **more likely to vote** for a legislative candidate who calls for **increased state funding of student financial aid**.

Please read the following education policy positions candidates for General Assembly might take. After you read each one, please indicate if that policy position would make you more likely or less likely to vote for a candidate for General Assembly, or if would make no difference to your vote:

“A candidate who says every qualified Virginia high school graduate should have affordable access to college; therefore, we should increase state funding for student financial aid because currently the number of low-income and middle-income students needing this aid far exceeds the available grants.”[^]



Total More Likely	73%
Total Less Likely	17%*

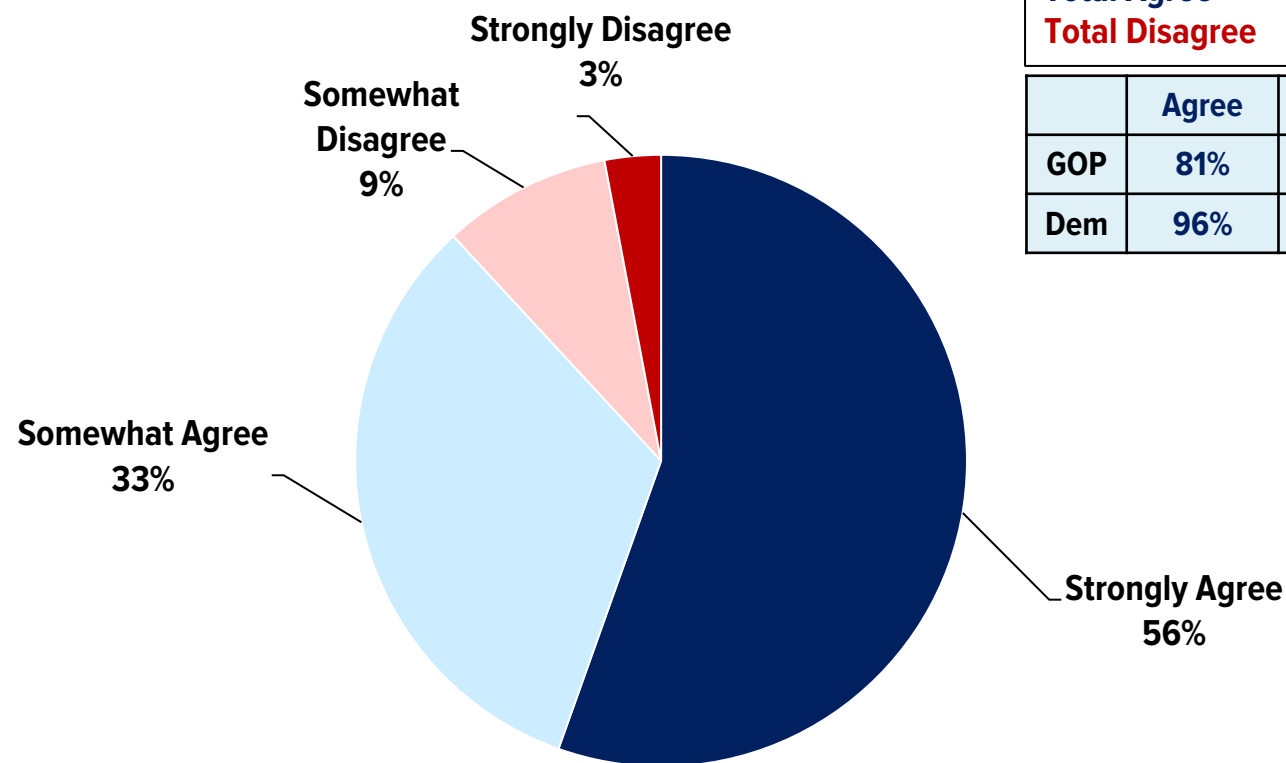
	More Likely	Less Likely
GOP	59%	30%
Dem	89%	6%

* Denotes Rounding; ^ Split Sample A, N=400

Virginians want a significant increase in student financial aid for students from middle-income families so they incur less debt.

More than half of Virginians **strongly agree** that the Governor and General Assembly should make this investment.

“While higher-income Virginians can afford college, and lower-income families tend to qualify for significant federal financial aid, many middle-income families in Virginia qualify only for loans, resulting in high levels of student loan debt. This problem is known as the ‘middle class squeeze.’ The Governor and General Assembly should seek a significant increase in state-funded financial aid for middle-income families so fewer Virginia students leave college with large debt burdens.”^^



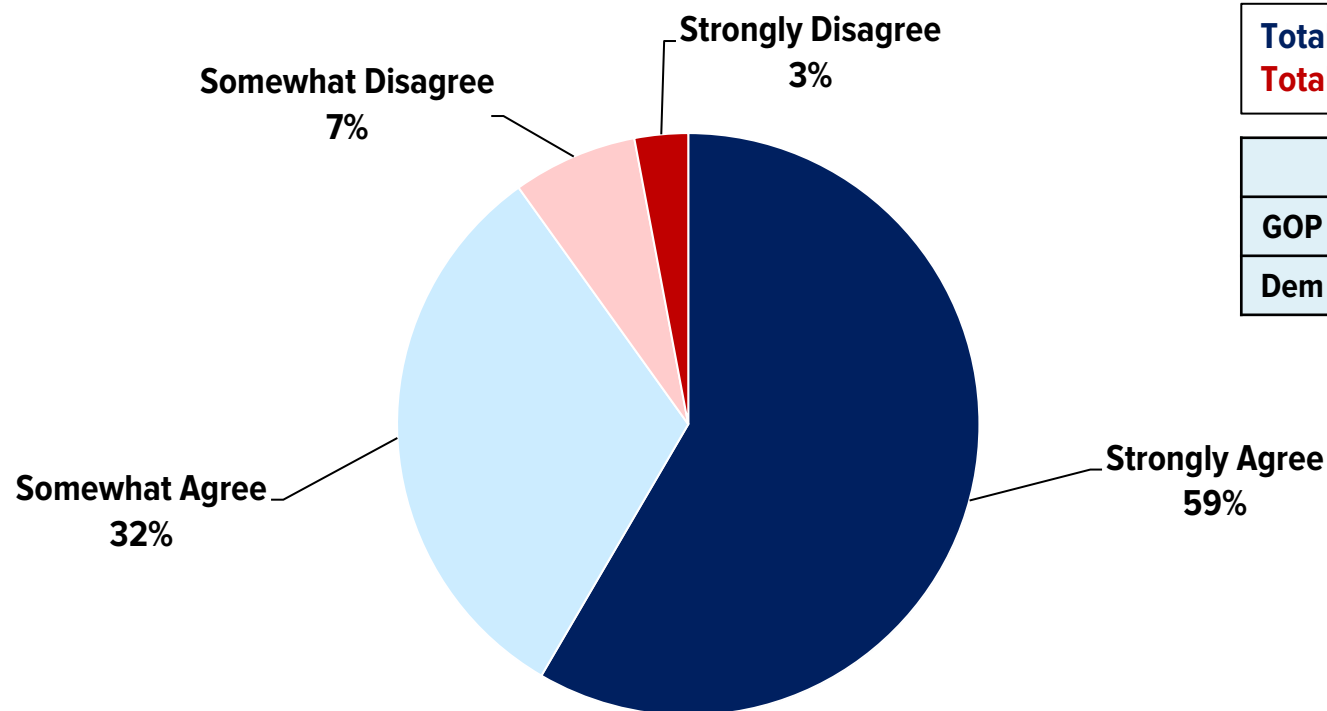
Total Agree	88%*	
Total Disagree	12%	
	Agree	Disagree
GOP	81%	19%
Dem	96%	4%

* Denotes Rounding; ^^ Split Sample B, N=400

Virginians agree that solving our workforce shortages will require increasing the number of people with college degrees and the number of people with skilled trade credentials.

Virginians seem unreceptive to rhetoric that pits going to college against going into a skilled trade. **More than half strongly agree we need more of both.**

“Our country has workforce shortages today in jobs ranging from those requiring four-year college degrees to skilled trade jobs requiring two years of education and training or less. We need to increase both the number of college graduates and the number of skilled workers who are qualified to fill these jobs.”^^



Total Agree	91%
Total Disagree	9%*

	Agree	Disagree
GOP	91%	9%
Dem	97%	3%

* Denotes Rounding; ^^ Split Sample B, N=400.

Virginians support investments in university-based research, innovation, and entrepreneurship.

Voters understand the importance of these activities to regional economies.

INNOVATION DISTRICTS AND BUSINESS START-UPS

A candidate who says colleges and universities in each region should partner with businesses and local governments to establish innovation districts where new business start-ups and entrepreneurs can access resources and expertise that will help them grow their businesses and create jobs.^{^^}

	Total	GOP	Dem	Ind	Child H.H.	No Child	Men	Women
More/Less Likely to Vote for ...	78/9	76/9	86/5	64/17	80/10	77/9	77/12	78/7

HEALTHCARE RESEARCH AND WORKFORCE

A candidate who says to improve the health and quality of life for Virginians, we should use our colleges and community colleges to train more doctors and nurses and also promote university-based research into advanced forms of medical care and treatment.[^]

	Total	GOP	Dem	Ind	Child H.H.	No Child	Men	Women
More/Less Likely to Vote for ...	77/9	77/13	80/8	70/3	80/11	75/8	75/8	78/10

REGIONAL ECONOMIC IMPACT

A candidate who says we need to have strong colleges and community colleges in each region of our state, because these colleges improve the quality of life, supply a skilled workforce, and encourage public-private partnerships on research and economic development that attract new businesses and high-paying jobs to the region.^{^^}

	Total	GOP	Dem	Ind	Child H.H.	No Child	Men	Women
More/Less Likely to Vote for ...	79/7	83/4	85/7	64/13	80/10	79/6	76/7	83/8

[^] Split Sample A, N=400; ^{^^} Split Sample B, N=400.

Continuous Improvement

Some concluding thoughts on improving performance and controlling costs . . .

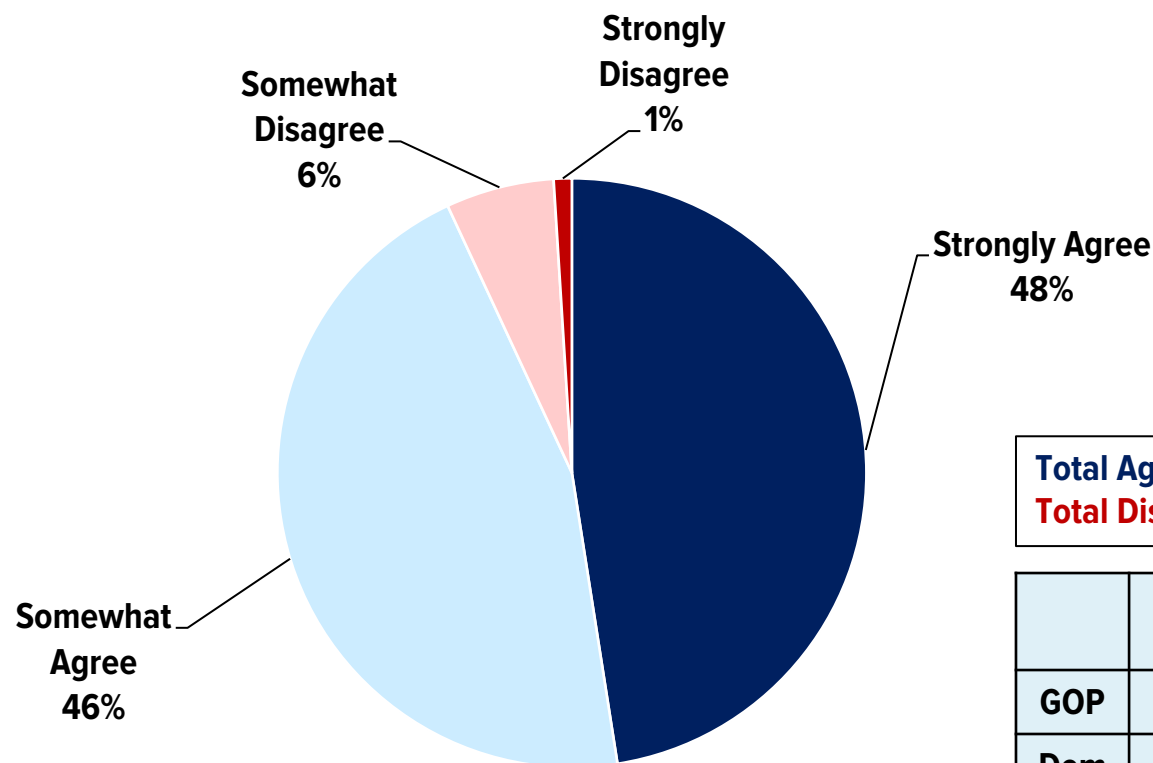
We began by documenting the uniquely high standard of performance in Virginia's higher education system, and how our institutions have avoided many of the shortcomings and pitfalls common in higher education today.

But there is still room for innovation and improvement. Virginia's colleges, universities, and community colleges are working continuously in partnership with the business community to find new and better ways of delivering even greater value for the students, families, and taxpayers of our Commonwealth.

VBHEC business leaders and Virginia's college presidents are committed to working accountably and transparently with our statewide and legislative leaders to produce the highest possible return on the vital state investments discussed in this presentation.

Virginians in both parties agree that our colleges and universities already outperform competitors and should work with business partners to become even more cost-efficient.

“Virginia’s colleges and universities have high graduation rates and spend less per degree than neighboring states, but there is much more they should do to become cost-efficient. They should work closely with business partners to adopt more efficient business practices, reduce duplication by sharing administrative and academic resources among the colleges, make better use of advanced technology, and streamline coursework to move students more efficiently through their studies into internships and eventually into full-time jobs.”^^



Total Agree	93%*
Total Disagree	7%

	Agree	Disagree
GOP	97%	3%
Dem	93%	7%

* Denotes Rounding; ^^ Split Sample B, N=400.

Virginians want more transparency, and the vast majority are focused on student outcomes more than institutional operations.

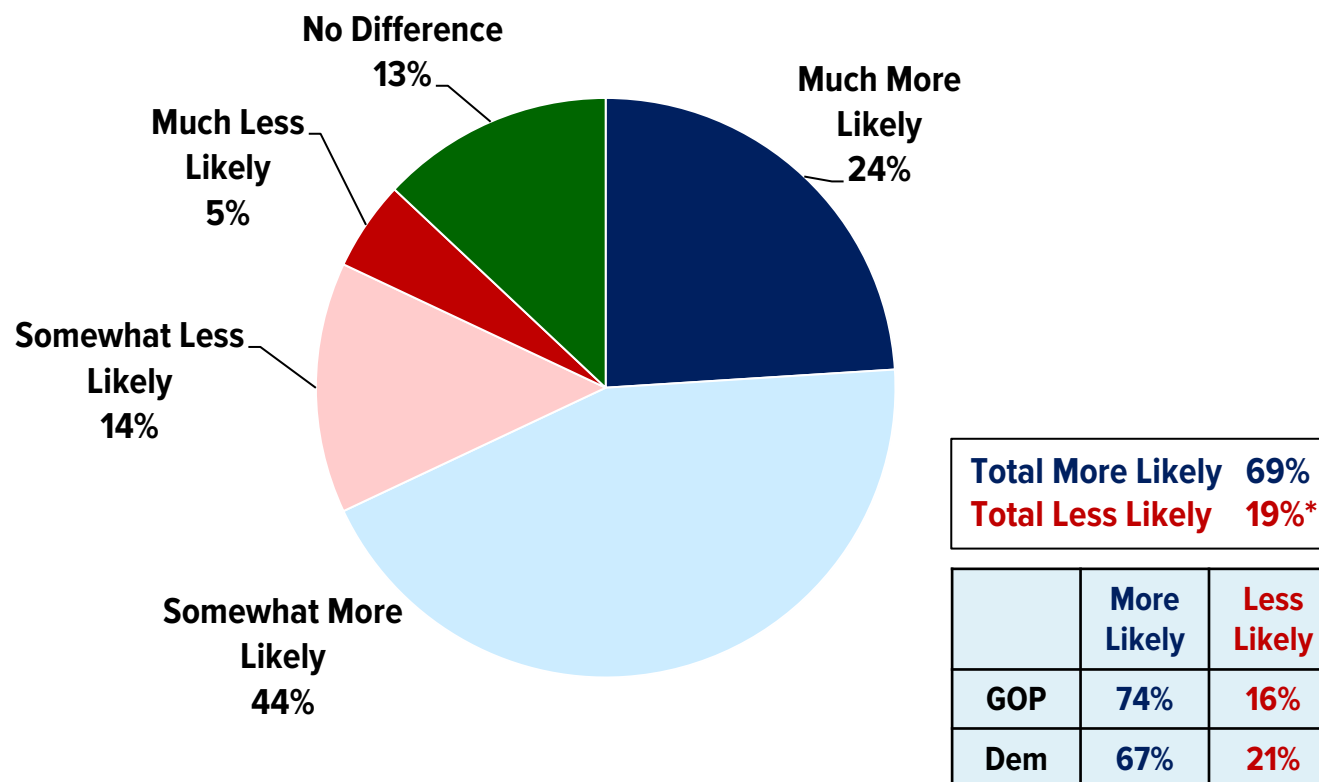
“Moving on to a question about transparency in higher education and improving the information available to students and families as consumers. Which of the following statements comes closest to your own view regarding greater transparency in higher education?”

	2017	2021	2023
<p><i>“Students and families need more information about the <u>cost, value, and results from their college investment</u>. Colleges should publicize the full, four-year cost of getting a degree, the expected financial aid support and student loan debt levels, and job-related information like internship opportunities, job placement services, the success rate of the school’s graduates in finding good jobs, and the average earnings of the college’s graduates.”</i></p>	69%	74%	81%
<p><i>“Students and families need more information on the <u>details of how each college runs</u>, including how tuition and fee revenues are applied to internal operations, how the school budgets and invests its resources, what roles faculty and staff perform, and how much various components of the college cost.”</i></p>	24%	26%	19%

Virginians support higher education restructuring designed to give colleges managerial flexibility and hold them accountable for tangible student outcomes.

Please read the following education policy positions candidates for General Assembly might take. After you read each one, please indicate if that policy position would make you more likely or less likely to vote for a candidate for General Assembly, or if would make no difference to your vote:

“A candidate who says the best way to control college costs and improve results is to continue to restructure the system so that the colleges have more freedom to manage their operations efficiently and are funded based mainly on their success in producing good outcomes for students, including specific factors like the number of students enrolled, graduation rates, and student success in securing good jobs.”[^]



* Denotes Rounding; ^ Split Sample A, N=400.

Fall Events & Media



SCHEV + COP Joint Meeting



Harrisonburg Roundtable



Virginia FREE Leadership Luncheon



Fall Events & Media

Daily News-Record

**Business Higher Education Council
Discusses Internships At JMU Roundtable**
September 19

 **Growth4VA**
September 19 at 10:00 AM · 🌐

What's the next big focus in Virginia higher education? Expanding paid internships and creating affordable talent pathways.

Earlier this week, VBHEC President [Kirk Cox](#) announced our new [Growth4VA](#) campaign focused on this issue. And, throughout the week, we are unveiling new economic impact & polling data showing support for it and Virginia's public higher education system.

Read more:



[GROWTH4VA.COM](#)

VBHEC Launches Growth4VA Campaign to Promote Internships for Virginia Students: From "Learning to Earning"

63 3 comments 8 shares



**Virginia public colleges and universities
account for nearly \$4B in state revenue**
September 20

 **Growth4VA**
September 26 at 10:40 AM · 🌐

According to our new report by the [Weldon Cooper Center for Public Service](#), investment in public [#highered](#) in Virginia more than pays for itself. Each dollar spent produces more than \$25 in state GDP, and returns nearly \$2 to the state treasury. Learn more:



[WINA.COM](#)

Virginia public colleges and universities account for nearly \$4-billion in state revenue | NewsRadio WINA

60 7 shares

Richmond Times-Dispatch

**Treacy, Reveley: To bridge the workforce
gap, Virginia must invest in higher ed**
September 22

 **Growth4VA**
September 22 at 10:55 AM · 🌐

Did you read the article from our Chair Dennis Treacy and [Longwood University](#) President Taylor Reveley IV in today's [Richmond Times-Dispatch](#)? Read it below. 📖📖📖

In it, they agree: "the focus should be on mobilizing businesses and educators in each region and industry to work together to create affordable talent pathways that help students move efficiently from learning in Virginia to full-time earning in Virginia. ... Virginians agree it's time to invest in our talent. M... [See more](#)



[RICHMOND.COM](#)

Commentary: To bridge the workforce gap, Virginia must invest in higher ed
The commonwealth's return on its higher education investment is enormous. According to ...

101 2 comments 9 shares



**Thanks for your support of this essential partnership
working for strategic investments in Virginia's talent!**

Let us know how we can help:

For more information, contact:
Kirk Cox, VBHEC President: 804-641-9890
McGuireWoods Consulting: 804-775-1937

WWW.GROWTH4VA.COM

  @GROWTH4VA

Board of Visitors Constituency Report
William Storey, Undergraduate Representative
November 5th-6th, 2023

Good afternoon Rector Baine, members of the board, President Sands, administration, guests, and friends. I am ecstatic to once again have the opportunity to be sitting here with you all today. The past few months have been full of incredible developments within student life, and it is my pleasure to bring you all the necessary insights, news, and perspectives to understand what is currently going on within the undergraduate student body.

I would like to start off by thanking the board for their approval of the special Board of Visitors meeting agenda on October 4th. The rebate given back to students is tiny but mighty and is a step in the right direction for Virginia Tech and its goal of becoming a more affordable and accessible university. When telling my peers about the rebate, smiles were shown unanimously on all their faces to the delight of the great news.

One of my main points of interest during my time here as undergraduate representative to the board is focusing on accessibility around campus. Having grown up with a younger brother with cerebral palsy I have been able to witness just how difficult many everyday places can be to navigate in his shoes. Similarly, I have been fortunate to have many friends here at Tech who have major physical disabilities that face numerous challenges daily during their commute in and around campus who are able to provide their insights and perspectives on what it is like to travel around with a disability. One of these people is my friend Sharan Patnaik, she is an undergraduate student here at Tech who is wheelchair bound and needs assistance getting to and from campus every single day. I have provided some personal testimony from Sharan about her life, her story, and what her experience has been like at Tech thus far for you all to read and save for reference when discussing accessibility on campus during future engagements.

It can be said that having the ability to place oneself into the shoes of another person is critical when looking to enhance one's own thoughts, opinions, and perspectives about a given topic, especially when desiring to facilitate positive change. As a result, a few weeks ago I did what anyone would naturally do in my situation when trying to gain a better grasp of what it might be like as a student with a physical disability on campus, I drove to West Virginia and bought the cheapest wheelchair Facebook marketplace had to offer. I realized that if I wanted to make Virginia Tech more accessible, I would need to place myself in the seat of a student who is wheelchair

bound, maybe not able to have an assistant, or able to afford a nice new wheelchair and figure out what it is like from their point of view. With this scenario in mind, I rode around the entirety of campus, and a few other niche spots, and timed how long it took me to get around and compared it to my regular walking times. Through my experiment, I found that students in a wheelchair can take about 2.5x as long to get around campus when compared to walking students. Additionally, I can now say with confidence that getting around campus in a wheelchair is an astonishing feat. From all the construction on campus, to road crossings, to uneven sidewalks, there are a myriad of challenges someone will have to face on their daily commute that most people would simply never notice. Now, I want you all to take this information and ask yourself the question: What does it mean to have an accessible campus? Is it simply to have the pure possibility of getting around, or should we be focusing on having an *inclusive* campus that makes sure every person is able to have access to the same opportunities. It should be noted, this is not just an argument to be made for students with disabilities, or faculty and staff with disabilities, but for every single person here at Virginia Tech. Furthermore, if you are able to improve the capabilities for students in arguably some of the worst scenarios possible, then you automatically improve life for every single current and future Hokie here at Virginia Tech.

To conclude, I want to thank you all for listening and taking the time to consider what I have brought before today. It is because of this board that Virginia Tech is moving in the right direction when it comes to having an inclusive campus that is welcoming of all students, no matter what challenges they may face. On behalf of all undergraduate students here at Virginia Tech, thank you!

Will Storey
BOV Report
11/5-6/23

Times in Minutes

(counterclockwise)

Around Campus WC: 95

Around Campus Walking: 38

Orange Arrow: 13

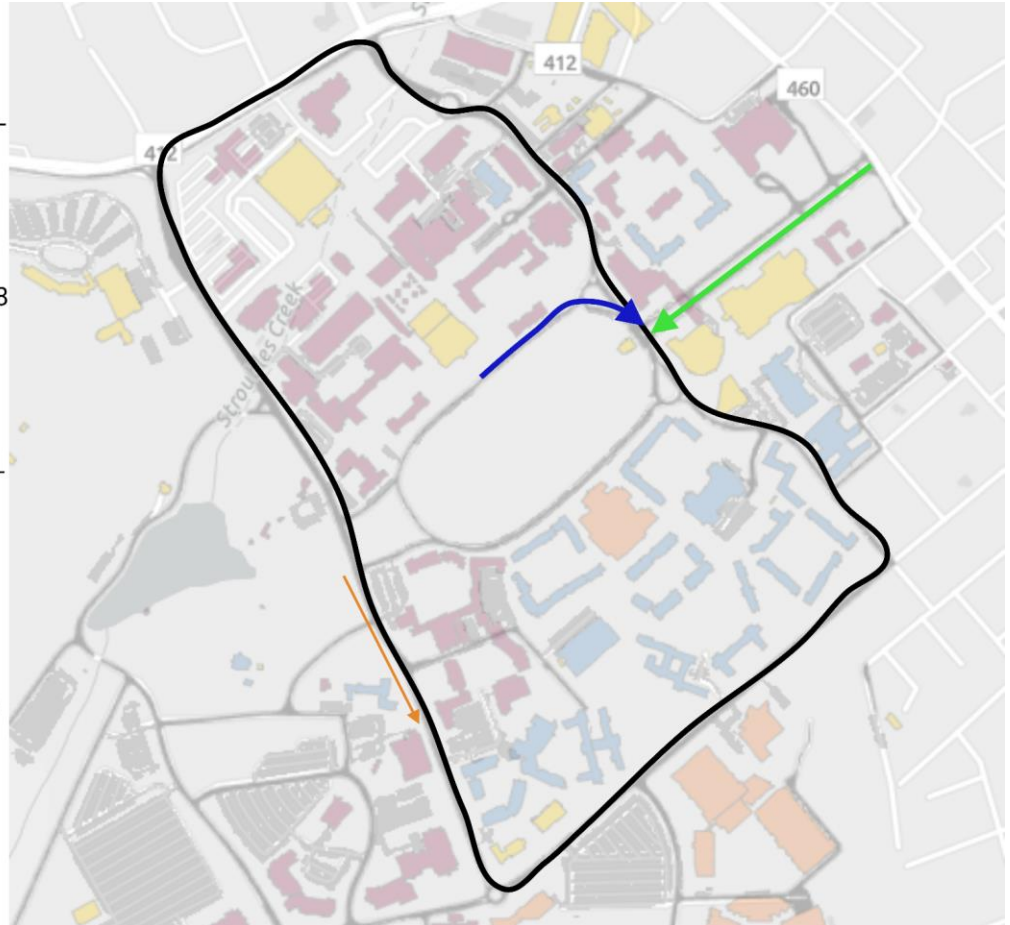
Green Arrow: 6

Blue Arrow: 11

Will Storey Accessibility
Coefficient: $95/38 = 2.5$

Findings: it takes about
2.5x as long for a WC
student to get around
campus when compared to
walking students

WC = Wheel Chair



Graduate and Professional Student Constituency Report

Virginia Tech Board of Visitors

November 5 - 6, 2023

Presented by Emily Tirrell, Graduate and Professional Student Representative

Rector Baine, members of the Board of Visitors, President Sands, Provost Clarke, administrators, guests, and friends. Thank you for this opportunity to speak with you all about the graduate and professional students today.

It has been an exciting time for incoming students as the semester is in full swing, kicking off with the Graduate Orientation, the Graduate and Professional Student Senate (GPSS) Welcome Back BBQ, Homecoming, and the exciting Virginia Tech Football games. I am pleased to report that the graduate school has enrolled **2,226 students** into their most recent cohort, a considerable increase from enrollment last year. The Virginia Tech Carilion School of Medicine has enrolled **51 students** into their most recent cohort, and the Virginia - Maryland College of Veterinary Medicine has enrolled **126 students** into their most recent cohort. In other exciting news, the Fralin Biomedical Research Institute (FBRI) at Virginia Tech Carilion was graciously gifted **50 million by the Red Gates Foundation**, to expand health science related research being conducted at Virginia Tech. These numbers show that Virginia Tech is a research institution that students are attracted to and is growing in its research enterprise success. With that being said, much work is still needed to reach our strategic plan to achieve excellence as a comprehensive global land - grant university, and to specifically attract and retain graduate and professional talent to the university.

As a reminder, two main topics impact graduate and professional student attraction and retention that I am focusing on throughout my term: student financial wellness and overall student engagement and wellbeing.

Much has happened since our August board meeting in relation to student financial wellbeing, specifically surrounding the university's commitment to increasing graduate student stipends by 5%. According to recent data collected by the Graduate School, **19.8% of graduate students received a 5% stipend increase, 38.4% received between 5.1% - 10% stipend increase, and 35.6% of graduate students received more than a 10% increase in stipend amount. Only 6.3% of graduate students did not receive the 5% stipend increase**, and these individuals had various explanations for why. With the General Assembly adjustment for an additional 2%, I am pleased the board voted to increase the stipend step level and the stipend floor. Even with this stipend increase, graduate students are still struggling

financially and some have begun to seek other avenues of support outside of the institution, like working multiple jobs or joining the Graduate Labor Union. I want to emphasize the importance of existing governance structures that the university employs, but also touch on the fact that some graduate students are not feeling supported or heard by these structures. To combat this, I am continuing to work with the Dean of the Graduate School and the Graduate and Professional Student Senate to support graduate and professional students, to provide an avenue for conversations, and to promote existing campus resources and support structures.

Student engagement with campus resources is another contributing factor for student attraction and retention. In a recent survey sent out by the graduate school approximately 41% of graduate and professional students wanted to connect with campus resources surrounding mental health initiatives. Additionally, as brought forward during our special October board meeting, student resources surrounding mental health initiatives are an important part of a student's experience at Virginia Tech. After hearing the discussion surrounding campus resources and student mental health, I reached out to the Director of Cook Counseling to discuss the support they provide to students and the strategies they implement to do so. During this conversation, I found out that Cook Counseling is the largest counseling center of all the public institutions in the commonwealth, and has partnered with Hokie Wellness and Residential Wellbeing to provide robust care and support to all students. I am relieved to report that the most recent wait times for an initial appointment is only 1-2 days, and the length between initial and follow-up care is within a week. From my conversation it was clear to me that the individuals at Cook Counseling are working incredibly hard to provide support to all students at our institution.

With that being said, there is a great complexity in serving thousands of students, each with a wide variety of needs. For graduate and professional students, their needs become more complex: the graduate and professional student population includes returning professionals, individuals with dependents, those with chronic illnesses, and they are distributed at a variety of locations. Although daunting, to increase student exposure to and engagement with campus resources, I am partnering with the Graduate Life Center, Hokie Wellness, Cook Counseling, and many other campus organizations to host a Graduate and Professional Student Resource Fair in the Spring Semester. This event will bring campus resources directly to students, increasing exposure and awareness of the immense support that Virginia Tech offers. While this resource fair will reach Blacksburg

residing graduate and professional students, it will not directly reach the students at our Roanoke Campus, DC Campus, or at our Agriculture Research and Extension Centers. In collaboration with students and administrators at these various locations, I am committed to expanding and broadening student services, and ask that the board be committed as well.

Overall, I am continuing to work with student leaders, the graduate school, the medical and veterinary schools, and campus partners to provide support to our graduate and professional students, to increase retention and to attract talent to the university. I ask that the board continue to consider student financial wellness and student wellbeing and engagement when discussing future university initiatives, and to continue to consider the impact that graduate and professional students have on the Virginia Tech enterprise as a whole.

On behalf of the graduate and professional students, thank you for listening today. I appreciate your attention and I thank you again for this opportunity to share. I look forward to continuing to share my ongoing progress in this role and collaborating with you all in serving Virginia Tech! Go Hokies!

Staff Senate Constituency Report

Virginia Tech Board of Visitors

November 5-6, 2023 Presented by LaTawnya Burleson, Staff Senate President

Rector Baine, members of the Board of Visitors, President Sands, Provost Clark, administrators, and guests. Thank you for the opportunity to speak to you today about staff at Virginia Tech. At 4,454 strong we are by far the largest group of university employees, and we work in varied and diverse roles.

It seems like only a few weeks ago since we were together in Roanoke, and I presented Staff Senate's goals for this year to you. Today I would like to update you on our progress and bring some issues to your attention.

Our first goal was to increase participation for staff in governance and professional development opportunities. I am happy to report that our Commission on Staff Policies and Affairs has drafted a resolution to build on President Sands' "statement of support for participation in Governance and Professional Development," which I have included to this report for reference. This resolution proposes to add a statement of the university's support of staff participation in shared governance and professional as boilerplate language to all job postings. This statement of support to current and future employees reinforces our motto of "Ut Prosim", That I May Serve.

In addition to the proposed resolution, we have more than doubled attendance at our full senate meetings with active and engaged participation and welcomed many Virginia Tech Administrators to present at our meetings this Fall. The Staff Senate Executive Team has begun our "Road Show" initiative, as we have named it, to actively meet with staff in various areas of our many campuses who may not had the opportunity to attend meetings or were unaware of the existence of Staff Senate at Virginia Tech. While we have just begun our "Road Shows," we have already received excellent input, including areas of improvement and notes of praise for the university; these positives include the university's implementation of TimelyCare and the support of flexible work arrangements.

Our second goal was the focus on leave and compensation discrepancies facing staff. The Commission on Staff Policies and Affairs met with members of the leave and policy team with the Division of Human Resources to review current policies for clarification and we are currently collecting data to reinforce the need to increase the supplement payment and threshold that is paid annually to employees that make 35,500 or less. This taxable supplement was implemented in January of 2020 to offset expenses such as parking and childcare costs. With the increased cost of living, it is time to consider raising the supplement payment and threshold.

Thirdly, education remains a focus. The Staff Senate welcomed Dean Julia Ross from Strategic Affairs to discuss the Beyond Boundaries Vision and to glean input from staff on the future strategic vision. A common theme among the staff was the need for investment in educational and professional development opportunities, career pathing, and care. As the largest group of employees at Virginia Tech, **4,454 is the number as a reminder**, we are the backbone of the university. As such, an investment in the cultivation of staff's talent and education would be a benefit to the university.

In closing, I would like to share some areas of that will also be a focus of Staff Senate as we move forward. The inclusion and wellbeing of our non-student wage employees, the strong need for more access and affordability to dependent care, and to improve and increase our messaging as advocates for all staff at Virginia Tech. On behalf of the Staff Senate Executive Committee, Staff Senate, and all staff at Virginia Tech. I thank you again for this opportunity to speak to you today. I look forward to collaborating with you, sharing successes, and providing ongoing support to this wonderful university as we work together to address the issues facing staff and celebrate and build on the positives.

Respectfully submitted,

LaTawnya L. Burleson

President, Staff Senate

A statement from President Tim Sands on staff participation in governance

Dear colleagues,

Navigating Virginia Tech's opportunities and challenges over the past few years has given me great appreciation for our robust system of shared governance and the collaboration and inclusiveness that comes from having staff working alongside students and faculty.

Participation in governance brings value to our staff members and the university, providing important representation and perspective, along with opportunities for unique and impactful professional development that can cultivate future leaders. While ensuring individual primary job responsibilities are completed, it is important that we endorse and support staff participating in our shared governance system. Staff members who have an interest in serving on committees and commissions should be encouraged to participate. The Division of Human Resources is available to help supervisors through conversations centered on balancing job responsibilities with university service. It has been our long-standing practice that employees serving the institution through committee participation are not required to use leave.

Maintaining our momentum and achieving our goals for the future will be challenging and complex, requiring all the tools and resources we have worked to develop. Active engagement in our system of shared governance, by all our constituency groups, is essential for the university to thrive.

I look forward to meeting with chairs and learning more about each commission's plans for the year. We have much to do and some exciting work ahead of us. Thank you for everything you do to support Virginia Tech and represent the perspectives of staff, students, and faculty.

Sincerely,

Tim Sands,
President

Administrative and Professional Faculty Constituent Report

November 5-6, 2023

Presented by Janice Austin, A/P Faculty Senate President

Good afternoon, Rector Baine, board members, President Sands, Provost Clarke, administrators, and guests. It is a pleasure to be with you all for the November board meeting.

Since the last Board meeting in August, the A/P Faculty Senate has onboarded our new Senators and selected to continue the Beyond Boundaries Scholarship for our philanthropic project this year. Our 2022-23 Beyond Boundaries Scholarship has been awarded to an undergraduate student and we are looking forward to hearing from the recipient during a future meeting. We are delighted to be able to support a student in their educational journey here at VT!

Dr. Julie Ross, Beyond Boundaries co-chair, joined our September meeting to discuss the vision and receive feedback from the senators on this important initiative. I thank Dr. Ross for joining us and providing the opportunity for the A/P Faculty Senate to engage in this work. Additionally, the Job Architecture project team in Human Resources continues to share updates with the A/P Faculty Senate and we received a demonstration on the job architecture web application during our October meeting.

Our A/P Faculty Professional Development Leave working group is finalizing their recommendation and will be working with the Commission on Administrative and Professional Affairs (CAPFA) in the coming months in consideration of a resolution for to the recommendation. The A/P Faculty Senate has also discussed thoughts on the new system of shared governance and will provide summative feedback to the Office of the Vice President for Policy and Governance by December.

Thank you for the opportunity to update you today and I look forward to sharing additional information on the work of the A/P Faculty Senate at our next meeting.

Joseph S. Merola
Faculty Constituency Report to VT Board of Visitors

Rector Baine, board members, President Sands, VT administrators, my fellow representatives, and honored guests,

Thank you for this opportunity to speak on behalf of the faculty at Virginia Tech.

Notice : This product is fully non-GMO, gluten free and was made completely without artificial intelligence.

Seriously, I am grateful that I only need to make this report four times a year. Relaying the views of the faculty at Virginia Tech is a daunting task. To even think that the faculty can be represented as a monolithic group with the same concerns is quite a stretch. With over 2500 faculty, spread out over nine colleges including a medical school and a veterinary school participating in over 280 undergraduate and graduate degree programs. Then consider the geographic locations throughout the commonwealth and beyond, there is quite a diversity of duties, activities, needs and opinions. And, we have many different classifications of faculty: Tenured and tenure-track, lecturers, collegiate professors, research professors and all the ranks that go along with those. I bring this up only to underscore the low probability of finding a true “consensus” within such a varied group.

All of that makes the beliefs that UNITE us all the stronger and all the more significant. All faculty have an abiding passion for academic freedom and a system of shared governance in which decisions are made, and policies are crafted for the benefit of all constituents of the university with input from all constituents of the university. Only with full transparency in all directions are the resources available from which the best paths forward will be found. We have made great strides in the last two years in establishing a new shared governance system at Virginia Tech that is an incredible step forward in achieving that transparency. The establishment of a Senate for each of the important constituencies encompassing students, both undergraduate and graduate, staff, and professionals. The Faculty Senate now holds a central spot in faculty governance, playing a key role in policy making. For the first time this fall, a faculty member chaired the University Council, Virginia Tech’s highest policy making body.

However, we have more progress to make to make our system the best it can be and a model for other universities. While the faculty have a strong commitment and embody the spirit of ut prosim, we are also being called on to serve the university in ways that stretch us so thin that, frankly, they are facing burn out and one of the areas that suffers is, well, shared governance. Some departments are not accurately represented in faculty Senate because the faculty are stretched very thin and cannot add another service activity to their agenda. The same holds true for our calls for faculty representation on essential commissions and committees. In terms of transparency, there are areas now where a LOT of work is being done on what must be called “damage control” in explaining the establishment and implementation of policies when much

LESS work would have been done on consulting governance in the beginning before formulation and implementation.

Think about what we ask of our faculty – Research and Scholarly activity, teaching, and service. In the category of service, we are expected to conduct committee work for the department, for the college and the university. That is just inside our institution's walls. We are also expected to conduct activities in service of our professions – in societies, on government panels and in a host of other ways. Oh, and for most, all of that service counts for about 10% of our evaluations in P&T and salary reviews.

Now, consider our strategic plan and the metrics that will propel us into the Global 100 – ALL GOOD GOALS. This is not a criticism of those goals. But note that service, especially internal service does not DIRECTLY impact those metrics. The key word is DIRECTLY – our internal health is critical for the attainment of ALL of these strategic goals, and we often assume that all is well on the home front. And for the most part, it may be, be we are not always meeting our potential because the things that make for a healthy internal culture are often taken for granted and are not addressed directly. And I submit that a vital shared governance system and a healthy faculty body, both physically and mentally, are two particularly crucial factors that must be addressed directly. We cannot keep assuming that we can keep asking more of our faculty.

Now, I am going to skip over THE most prominent issue that faculty share – parking. Dean Kevin Pitt shared with me that he heard a definition of university being thousands of entrepreneurs all sharing a common complaint about parking. But, enough of that.

While compensation is not the most important motivation and driver for the majority of faculty, it cannot be ignored, especially in an area where the cost of housing and cost of living have seen dramatic increases. We heard today about the progress made in average faculty salaries. This progress cannot be denied and is laudable. But the current percentile is not where we want to be and not where we need to be. AND that is an average that does not tell the story of a number of populations within that envelope of all faculty. As we continue to attract and reward the national academy members and other distinguished prize winners. Sometimes those who work “in the trenches” – the instructors, the tenured and tenure-track faculty focusing on giving our students the best educational experience that they can give – are often the victims of salary compression. I wish I had a solution to present today – only the suggestion that this is an area that must be examined and one for which a solution must be forthcoming. We are making great strides in the mechanics and organization of shared governance and the support of this board has been critical – we need to instill an appreciation and a reward system appropriate to keeping it a healthy system.

Please do not take the above as a critical constituency report. But any good faculty report cannot simply be a cheerleading piece – and there is so much to cheer – I doubt that I would not be in my 37th year here if that were not the case. For me, the message that I want to deliver

today is that Virginia Tech is outstanding, but we can be even more. And I have presented the areas which, if addressed, will help us be that more. Thank you for listening.

Joseph S. Merola

President of Virginia Tech Faculty Senate.

Faculty Representative to the VT Board of Visitors

Respectfully Submitted, November 5, 202