

**Minutes
GOVERNANCE AND ADMINISTRATION COMMITTEE**

June 7, 2021

Committee Members: Chris Petersen (Chair), Tish Long

Board Members: Horacio Valeiras (Rector), Ed Baine, Shelley Barlow, Greta Harris, C.T. Hill, Anna James, Sharon Martin, Melissa Nelson, Jeff Veatch, Preston White

Board Representatives: Eric Kaufman, Camellia Pastore, Tamarah Smith, Sabrina Sturgeon

VPI&SU Staff: Mac Babb, Whit Babcock, Eric Brooks, Lori Buchanan, Cyril Clarke, Al Lance Collins, Cooper, Karen DePauw, Jon Deskins, Michele Deramo, Corey Earles, Kari Evans, Jack Finney, Ron Fricker, Mike Friedlander, Bryan Garey, Martha Glass, Derek Gwinn, Rebekah Gunn, Kay Heidbreder, Rachel Holloway, Elizabeth Hooper, Byron Hughes, Chris Kiwus, Sharon Kurek, Elizabeth McClanahan, Nancy Meacham, Scott Midkiff, Ken Miller, Laurel Miner, Mike Mulhare, April Myers, Justin Noble, Kim O'Rourke, Mark Owczarski, Dwayne Pinkney, Ellen Plummer, Menah Pratt-Clarke, Robin Queen, Chris Rahmes, Frank Shushok, Ken Smith, Daniel Sui, Tracy Vosburgh, Robert Weiss, Lisa Wilkes, Serena Young

Guests: Amy Fridenberger, Jack Leff, Phil Miskovic, Michael Nizidel, Roan Parrish

OPEN SESSION

Due to extended discussion in morning meetings, the Governance and Administration Committee meeting was called to order at 1:55 p.m.

- 1. Welcome and Opening Remarks.** Mr. Chris Petersen served as Chair of the Governance and Administration Committee and welcomed committee members, guests, and invited participants.
- 2. Consent Agenda.** The committee approved the items listed on the consent agenda.
 - a. Minutes of the March 22, 2021, Meeting
 - b. Resolution to Revise the Faculty Handbook Employment Policies and Procedures for Administrative and Professional Faculty
- 3. Briefing on Shared Governance Proposal.** Provost Cyril Clarke and Dr. Eric Kaufman, Co-Chairs of the President's Committee on Governance, briefed the

committee on proposed changes to the university's shared governance structure. The committee also reviewed the Resolution to Amend in its Entirety the Constitution of the Graduate Student Assembly and Reenact as "The Constitution of the Graduate and Professional Student Senate."

In April of 2019, the President appointed the President's Committee on Governance to align the university's shared governance system with the needs of a twenty-first century university and the Beyond Boundaries vision for Virginia Tech. As such, a 21-member ad hoc committee, co-chaired by the Provost and the Faculty Senate President, was charged with defining a set of guiding principles for shared governance, and to recommend any changes necessary to carry out said principles. As such, the committee focused on three core goals: 1) to create a structure that allowed for substantive engagement of the collective voices of the faculty, staff, and students; 2) maintaining a commitment to representative democratic principles; and 3) procedures that allow for streamlined management of business, with more time allotted for complex issues. Last academic year, the committee drafted a list of guiding principles and a structure proposal that was presented to University Council as a joint resolution in the Fall. The proposed Principles of Shared Governance include 1) democratic processes, 2) respect, collaboration, and trust, 3) clarity of roles and authority, 4) inclusion and diversity, 5) communication and transparency, 6) efficiency and effectiveness, 7) accountability, and 8) commitment. Upon receiving support from University Council, the committee has spent the latter part of the fall semester and all of the current spring semester working to further define the proposed structure. Currently, shared governance is comprised of 15 committees, reporting to 10 commissions that make recommendations to the University Council, which in turn advises the President. Resolutions may stop at the President, who has delegated final authority on some matters, or will move to the Board of Visitors for final approval. In the new structure, the roles of the Board and President will stay the same, and University Council will continue to serve in an advisory capacity to the president. However, commissions will no longer report directly to the council itself. In order to enhance the collective voices of faculty, staff, and students, commissions will now report to the constituency senates. This includes the Faculty Senate, Staff Senate, and newly approved A/P Faculty Senate, as well as the proposed Undergraduate Student Senate (formerly the Student Government Association) and the proposed Graduate and Professional Student Senate (formerly the Graduate Student Assembly). In addition to the name changes, new senate structures will also be put in place within the next academic year. For undergraduate students, the proposal includes the installation of five Vice Presidents under the Senate President, as well as six committees, two working groups, and the Commission on Undergraduate Student Affairs. At this time, graduate students are seeking to reestablish themselves as the Graduate and Professional Student Senate, as seen in the resolution presented to the committee regarding their revised constitution

and bylaws. The proposed changes include the installation of the Graduate and Professional Student Senate, a senate comprised of two senators from each department/program, an Executive Board, which will include the newly created position of Chief of Staff and Director of Advocacy, and a senate cabinet comprised of the BOV Representative, the President of Extended Campus Senates, the Past Senate President, and other graduate student leaders. A question was posed as to whether or not the committee plans to specifically define what items fall within each constituency's purview. It was noted that a University Council Cabinet will be enacted to direct and manage business, and that there will be language in place that will address the types of items that will be reviewed by each group. Changes are also not meant to create a shift power to the constituencies, but to increase their collective voice while maintaining balance by limiting the accountability and responsibility of each.

Upon hearing the presentation, the committee reviewed and accepted the Resolution to Amend in its Entirety the Constitution of the Graduate Student Assembly and Reenact as "The Constitution of the Graduate and Professional Student Senate." It was noted that a working group for the Undergraduate Student Senate has been formed and will work over the summer to revise their respective Constitution and Bylaws, which the committee expects to review in the Fall of 2021.

4. Resolution to Revise the Bylaws of the Virginia Tech Board of Visitors. Ms. Kim O'Rourke, Vice President for Policy and Governance and Secretary to the Board of Visitors, discussed minor revisions to the Board's Bylaws.

In an effort to enhance transparency, the Virginia General Assembly and Governor of Virginia passed new legislative requirements for public Board websites. As such, the Bylaws of the Virginia Tech Board of Visitors had to be updated to reflect the new laws. Websites must now list all Board members, the date they were appointed, the name of the governor who appointed them, and an email address at which they can be reached. Additionally, committee membership listings, a schedule of Board events, and meeting archives are also officially required. Along with public website requirements, legislation also dictates that the Board must solicit the input of the Faculty Senate Representative at least twice a year in regards to concerns of the general faculty. They must also consult with the representative in advance of a search for a new president. Educational requirements from SCHEV have also been updated, in that Board members must attend educational training as determined by SCHEV once every two years, in addition to the new board member training required within the first two years of a member's appointment.

Upon review, the committee approved the resolution.

5. Board Self-Assessment Results. Ms. Kim O'Rourke shared the results of the Board's most recent self-assessment.

The Board completed its third annual self-assessment with the assistance of the Association of Governing Boards. Participants in the assessment included Board members, representatives, and university administrators who work most closely with the Board. Overall, results were favorable, with board culture ranking the highest of all categories. Among the Board's highest priorities are building financial and organizational resilience; prioritizing the deployment of resources to align with priorities; competitive salaries for faculty and staff; managing admissions and enrollment; accessibility and affordability while offering a world-class education; advancing diversity and inclusion; ensuring free speech; preparing students for real-world jobs; and establishing the Innovation Campus. In the context of assessing the Board's practices, the Research Committee was discussed. The various facets of the research mission span several of the Board's committees, but there also needs to be a mechanism for the full Board to get a holistic view of research. The Rector tasked the committee with reviewing how research should fit into the Board's committee structure, which will be an agenda item for the future.

6. Name, Image, Likeness and Sports Wagering Update. Director of Athletics, Whit Babcock, introduced Assistant Athletic Director of Compliance, Derek Gwinn, who provided an update on name, image, and likeness legislation, as well as briefed the committee on sports wagering.

Legislation allowing student-athletes to receive compensation for the use of their name, image, and likeness first passed in California in Fall 2019, thereby prompting the NCAA to modernize their rules on the matter shortly after. Since that time, several factors have influenced the tabling of updated guidelines, including the appeal of *Alston vs. NCAA*, a supreme court case in which it was ruled that student-athletes should be allowed to receive certain academic benefits for the use of their name, image, and likeness. Three bills have also been introduced to congress that should set more concrete rules on the matter nationwide. Depending on the ruling and date of signing, there is the possibility that states will operate individually on the matter for a short period of time, as some legislation will be effective as early as July 1. In response, the Division I Athletic Directors and Presidents in Virginia have sent a letter to Governor Northam requesting an Executive Order to align Virginia with other states operating on their own legislation. To prepare, Virginia Tech Athletics has formed their own eight-person Name, Image, and Likeness (NIL) committee, and there is discussion of utilizing the third-party vendor, INFLCR, to assist in maintaining compliance with disclosure requirements. Looking ahead, areas of focus include brand education, development, and management for student-athletes, introducing recruiting tools

for coaches, and compliance maintenance for athletes who act as online influencers and partner with local entities.

Sports Wagering officially became legal in Virginia in 2020, with the first bets taken in January of this year. Currently, wagering in the state is maintained by the VA Lottery, with betting options including NCAA football, basketball, baseball, tennis, and lacrosse. However, rules state that Virginia residents cannot bet on in-state college teams, or place prop-bets on college athletics. Virginia is one of 21 states and D.C. that have officially legalized sports gambling and started taking bets, with six other states legalized but not in operation, and 13 with legislation in progress. As of March 2021, Virginia ranked seventh of the top ten states with the largest betting handle. It is estimated that more than \$185 million was wagered nationwide on Hokie's football and basketball in the 2020-21 season, with over 23.8 million wagered on the VT vs. Florida game of the NCAA Tournament alone. The biggest concerns regarding the legalization of wagering are possible outside influences placed on student-athletes, disgruntled bettors, the possibility of leaked insider information, and fraudulent activity in relation to referees. Thankfully, a lot of these concerns are mitigated by the legislation prohibiting in state bettors from betting on in state sports.

7. **InclusiveVT Update: Diversity Education.** Vice President for Diversity, Inclusion, and Strategic Affairs, Dr. Menah Pratt-Clarke, introduced Assistant Provost for Diversity Education, Dr. Michele Deramo, who updated the committee on diversity education initiatives.

The Office of Diversity and Inclusion focused on the four goals of ensuring a baseline understanding of diversity, equity, and inclusion among students and employees, increasing university wide diversity education, advancing inclusive pedagogy, and building the capacity of InclusiveVT stakeholders during the 2020-21 academic year. As a result, "Diversity, Equity, and Inclusion" training was made available for all first year and transfer students, with 7,926 completions, and "Inclusion in the Modern Workplace" training was completed by 2,199 Graduate/Professional Students and 5,873 Full/Part Time benefited employees. University-wide access to diversity education was also increased with online badging. Ten digital badging pathways were also offered, receiving 880 enrollments with a total of 324 badged. Digital badging helps address the complication of faculty schedules conflicting with the offered times of in-person training, as the courses are asynchronous thanks in part to the shift to on-line courses required to maintain operations during the pandemic. The badges are valid for two-years. The Intercultural Engagement Center also collaborated with the Division of Student Affairs in order to form the Hokie Collective, a program that provides student education on actively caring for their community. This year, 802 undergraduates, including six Greek organizations, the Corps of Cadets and

Regimental Band, and student-athletes, enrolled in diversity related workshops offered as part of the program. Courses are also offered through the Professional Development Network for Faculty to begin learning about inclusive pedagogy and workshop how to incorporate it in the classroom. This year the pre-semester workshop for Fall of 2020, "Creating an Inclusive Classroom" saw 443 faculty enrollments. The Norm of Inclusion Guide was presented to every Dean, Department Head, and Academic Director, who in turn shared it with T/R Faculty and Advisors in their respective areas. By-request additional workshops were also offered, with a total of 32 sessions completed across 30 units, with 876 faculty completing them. The office of Diversity and Inclusion also offered workshops such as the Diversity Summit, which focused on sharing critical objectives for the year and saw 903 registrants this year, nearly three times the average. Along with the summit, Advancing Diversity, a mid-year gathering which discussed best practices for maintaining diversity, equality, and inclusivity across campus, saw 633 registrants. Additionally, the Diversity Committee Toolkit, a group dedicated to crowd-sourcing ideas and strategies for local work, currently boasts 115 subscribers. The White Allies as Transformation Leaders program was also introduced as a leadership workshop to help build capacity for white allyship by emphasizing best practices for inclusive leadership. Twenty-one senior faculty and department heads from each college committed to the program in which they listened, reflected, read, and learned from one another over the course of the year. The initial cohort has requested to continue for a second year of the program in order to further prepare for mentoring of junior colleagues and rising leaders. A new cohort comprised of thirty new faculty members will begin the program this year. The office also introduced responsive programming such as Virginia Tech's Unfinished Conversations on Race. Nine webinars have been released this year, which received a total of 8,671 views. Recently the office also introduced the What is Privilege and Why Does it Matter course, which has 131 enrollees, along with the Finding Common Ground Webinar, the Viewpoint Diversity guide, and the Stop AAPI Hate guide.

8. **HR Update: Future Work Efforts and Talent Development Milestones.** Vice President for Human Resources, Mr. Bryan Garey, presented on the future of the workforce and updated the committee on talent development initiatives.

At the height of the pandemic, 80% of VT employees were working remotely, with 55% working remotely or mostly remote by January 2021. As pandemic restrictions continue to lift, HR is preparing to support a hybrid work model that allows eligible employees to work both in the office and remotely, as studies show doing so is crucial to keeping up with the competitive market. Research shows that 80% of American workers wish to continue some level of remote work after the pandemic, with 65% wishing to become full-time remote employees. Working

remotely has proven to increase productivity up to 40%, with 75% of employees reporting that working remotely has maintained or improved their productivity. Over 75% of employers have also indicated that allowing for remote work has significantly improved employee retention, with 54% of employees reporting they would change jobs for more flexible work options. Additionally, it will enhance the attractiveness of an employer to millennial and gen Z workers, who will represent 75% of the work force by 2025 and place high value on flexible work options. Moving to a hybrid schedule will also allow the university to better leverage its presence in the D.C. Metro Area, as the D.C. and Northern Virginia labor markets are at least 10 times larger than those in Roanoke and Blacksburg. Moving forward, models will mainly focus on administrative and academic work handled by Staff and AP Faculty. Decisions will be made with Senior Management Area Leaders based on the nature of each role and operational needs, with the understanding that arrangements may require occasional or regular on-site presence. As such, leaders will need the required tools and resources to create a productive and engaging environment, and progress must be regularly assessed. Unfortunately, this does not mean that all arrangements will be treated the same or equally, as different work needs are required based on the particular position. Four pilot programs launched in May to allow for better impact assessments, as well as to identify ways in which to maintain high levels of engagement, communicate and contribute to work teams, identify boundaries to prevent burnout, understand the resources needed, and discover surface inequities and perceived inequities. The pilots will explore the benefits of working in a fully remote environment, a one-to-two days on site environment, a three-to-four days on site environment, and a fully on-site environment. Initial testing will be conducted in the areas of Advancement, IT, the College of Engineering, Pamplin College of Business, and the President's Office, with surveys being administered to track strengths and challenges. Guidelines and policies, as well as the roadmap for remote work, will be developed for 2021-2022 based on these pilots, and training for managers will also be provided with HR supporting partners through all phases.

Human Resources has also been working to improve talent development, having rebuilt the talent development team, which now consists of a Director, two Talent Development Specialists, a Graduate Assistant, an HR Project Coordinator, and an intern from the College of Business. The department has also worked to centralize university-wide training utilizing the Page-Up Learning Management System, one of five new systems introduced in a two-year span. Taking the place of the outdated Courseware system, the shift was largely compliance driven and has increased training completion drastically, with 18,255 compliance courses now completed. Additionally, to prepare for the launch, training.vt.edu was redesigned, university specific training aids and how-tos were introduced, and HR has been and will continue to foster relationships with stakeholders. Since the

launch of the system in September 2020, 61 new courses have been added and an average of 500 courses are completed per week. Two training programs specifically for managers and supervisors have been launched as well. Building Blocks for Managers, a site that was launched in February, helps build management techniques in areas of leadership in order to enhance managerial knowledge, skills, and abilities. The site received 587 views, 164 of which were unique, and saw a 54% completion rate of the 266 courses accessed within the first month. The Fast Track program, launched in January of 2020, addresses key leadership competencies to build better relationships with direct reports. In March of 2020, the program began hosting Fast Track Friday's to remain connected as the university switched to a mostly remote workforce in response to COVID-19. Since that time, the 30-minute webinars have achieved an average participant rate of 35 per week for each of the 21 sessions held. HR also launched the Virtual Learning Center, an on-demand professional development resource, in March of 2020, to allow employees to gain critical skills for their jobs and prepare for future roles. The Center has seen 5,581 page views, 4,390 of which were unique, 52 curated courses with tip sheets created specifically for VT users, and a 76% completion rate of the 4,835 courses accessed. Additionally, the Professional Development Community of Practice fosters inter-organization collaboration where members can build relationships, share knowledge, and determine best practices together in order to increase employee engagement in their own areas. Members of the community participate in workshops and become aware of professional development opportunities on campus. Since its launch in December 2019, 10 meetings have been held with an average of 25 attendees per meeting.

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

In response to discussion regarding the Board Self-Assessment results, it was requested by the Rector of the Board that the committee review the current Board Committee Structure, specifically in relation to determining a way in which to allow the full board to get a holistic view of research, and report back next year.

There being no further business, the meeting adjourned at 4:08p.m.

Welcome and Opening Remarks
By: Chris Petersen

Minutes

GOVERNANCE AND ADMINISTRATION COMMITTEE

**1872 Salon, The Inn at Virginia Tech
March 22, 2021**

Committee Members: Mehul Sanghani (Chair), Letitia Long, Chris Petersen

Other Board Members: Horacio Valeiras (Rector)

VPI&SU Staff: Janice Austin, Lori Buchanan, Holli Drewry, Greg Fansler, Kay Heidbreder, Kim O'Rourke

OPEN SESSION

The meeting was called to order at 12:02 pm.

- 1. Welcome and Opening Remarks.** Mr. Mehul Sanghani, Chair of the Governance and Administration Committee, welcomed committee members, guests, and invited participants. He explained that this committee does not typically convene at the March BOV meeting, but is meeting today because there is a timely matter under the committee's purview that requires board action.
- 2. Approval Minutes of the November 16, 2020, Meeting.** The committee reviewed and approved the Minutes of the November 16, 2020, Meeting
- 3. Resolution to Approve the Constitution and Bylaws for the Administrative and Professional (A/P) Faculty Senate.** The committee reviewed and approved the Resolution to Approve the Constitution and Bylaws for the Administrative and Professional (A/P) Faculty Senate. Commission on Administrative and Professional Faculty Affairs Chair, Holli Drewry, provided some background on the resolution.

Teaching and research Faculty, as well as staff, receive significant representation from both their own respective senates and commissions. In contrast, A/P Faculty at Virginia Tech are represented by a single commission, despite the fact that they account for 25% of all university employees and 40% of those designated as faculty, with approximately 2,000, A/P faculty on campus compared to 3,400 staff and 2,700 teaching and research faculty. It is for this reason that the Commission on Administrative and Professional Faculty Affairs presented a resolution to establish an A/P Faculty Senate in February of 2020. Upon receiving approval to move forward with establishing the proposed senate, a 20-member task group

drafted the constitution and by-laws currently being presented to the committee. The documents outline the membership of the senate, which includes 30 senators from various areas of the university, including extension, research, academic support, student affairs, athletics, and the general professional and administrative populations. Senators will serve for three-year terms with the opportunity to serve two consecutive terms if reappointed, and senate officers will be elected annually by the senate with eligibility for re-election with a two consecutive term limit. Senate membership will also include six non-voting members, including one faculty, staff, undergraduate, and graduate student representative, the past president of the senate (if no longer a senator), and the Vice President for Human Resources. Additional details regarding senate membership and governance can be found in constitution and by-laws accompanying the resolution. It has not been determined yet if there will be an AP Faculty Representative to the Board, as discussions are currently underway regarding the representative selection process and the future of the governance structure.

- 4. Future Agenda Items and Closing Remarks.** Mr. Mehul Sanghani, discussed future agenda items for the committee and offered closing remarks.

The annual self-assessment will be distributed electronically to board members, representatives, and select administrators, and the outcome will be reported at the June meeting.

Mr. Petersen will also serve as Chair at the June meeting, at which the committee hopes to discuss the Chicago Principles on Freedom of Self-Expression, state laws on transparency, and potential issues with the return to in-person instruction, faculty and staff regulations in relation to returning to campus, and the telework policy.

There being no further business, the meeting adjourned at 12:29 pm.



VIRGINIA TECH
ATHLETICS

Board of Visitors Meeting

June 2021

Agenda:

Name, Image, Likeness (NIL)
Sports Wagering

Name, Image, Likeness (NIL)

Major NCAA Legislative Change

Permits student-athletes to be compensated for their name, image or likeness

- Endorsements
- Autographs
- Lessons
- Camps



NIL Key Players



Judge ruling

Required the NCAA to allow for certain types of academic benefits related to education

No hard guardrails or limits to amounts that can be received

Appeal – March 2021

Decision expected in June



3 Major Bills Introduced

Alston decision could motivate Congress to move ahead

Depending on timeline of federal action, there may be a small window where states can operate within NIL independently



NIL Proposals

Tabled proposals until results of Alston case and Congress votes become more clear

NIL Key Dates

Sept. 30, 2019

California passes legislation introduced by Sen. Nancy Skinner

Oct. 29, 2019

The NCAA's BOGs agrees to modernize NIL rules.

April 29, 2020

NCAA appoints working group to provide NIL recommendations

Sept. 24, 2020

First federal bill introduced

Jan. 11, 2021

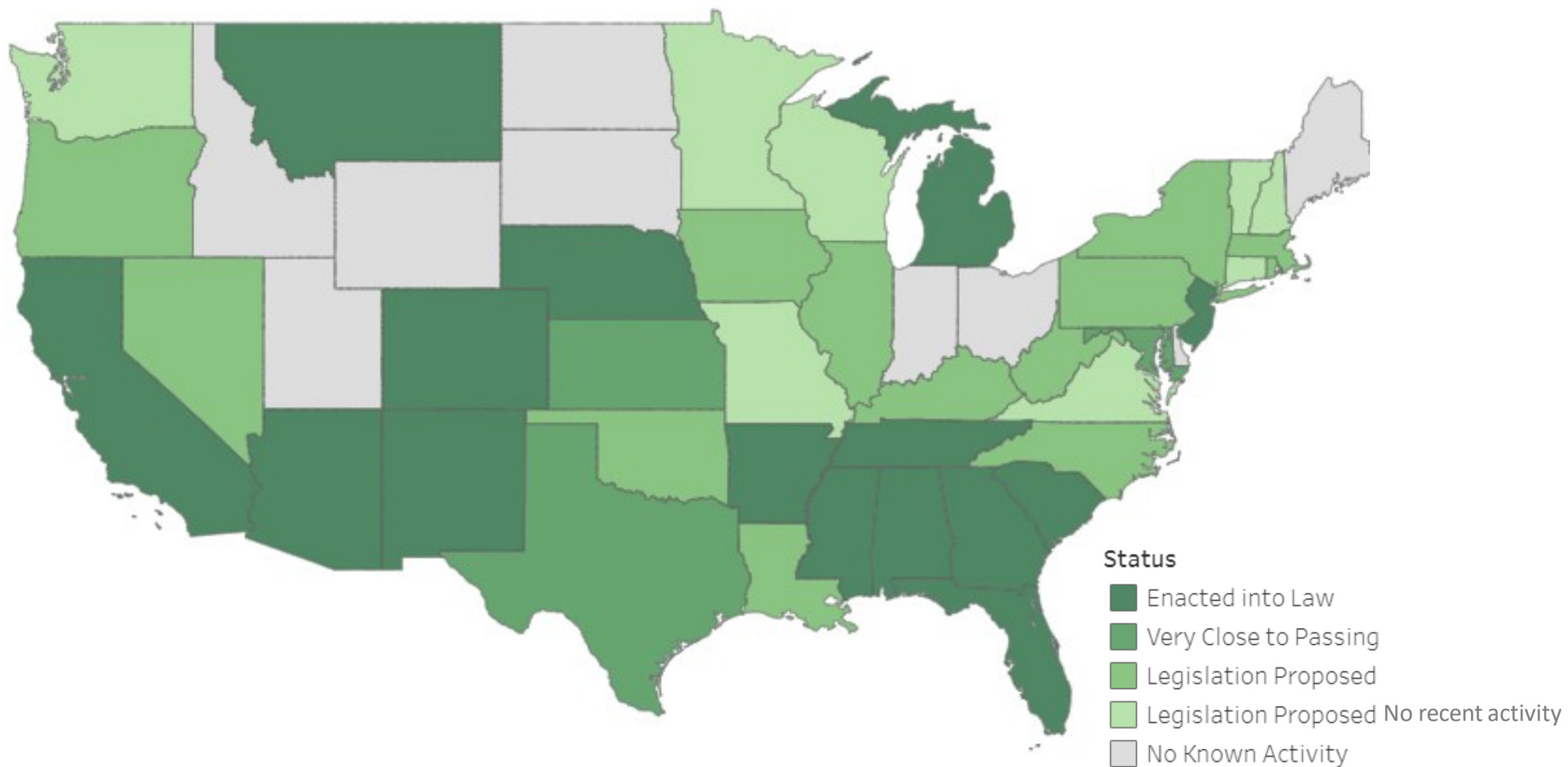
NCAA tables NIL proposal

March 31, 2021

Supreme Court hears Alston appeal (decision expected in June)

July 1, 2021

Legislation becomes effective in some states



Virginia – Bill introduced in December 2019 but was tabled in February 2020

*As of May 1, 2021

Virginia Next Steps

Letter to Governor Northam

Signed by Virginia DI Athletic Directors and Presidents

Executive Order

Aligns us with other states that will be operating in their own state laws

If the Executive Order is active, I can provide a summary on this slide

What is VT doing?

NIL Committee – 8 Members
Partnership with 3rd Party

Areas of Focus

Student-Athletes

- Brand Education
- Brand Development
- Brand Management

Recruiting

- Provide coaches with recruiting tools
 - Recruit presentations
 - Social media valuations

Compliance

- Online Influencers
- Local Opportunities
- Limit Risk

Looking Ahead

Pros

Aligns student-athlete financial opportunities with general student body

Offsets risks of future earnings potential

Opportunity for partial and nonscholarship student-athletes to pay costs to attend college

Cons

Lack of national consistency

Additional vulnerabilities

Significant distraction for individual and teammates

Concerns over amateurism model and impact on college sports

Sports Wagering

Virginia

- Legalized in 2020 and first bets taken in January 2021
- Administered by VA Lottery, betting allowed on NCAA football, basketball, baseball, tennis and lacrosse
 - VA residents may NOT bet on in-state college teams
 - VA residents may NOT place prop bets on college athletics
- Five active license holders, with three launching this year



Betting in America

The breakneck pace of sports betting
expansion continues:

22

States (including D.C.)
have live, legal sports
betting

6

States have
legislation in
process

13

States have
legislation in
process

SPORTS BETTING ACTIVITY

- Live, Legal* (21 States + DC)
- Legal - Not Yet Operational (6 States)
- Active or Pre-Filed Legislation in 2021 (13 States)

INACTIVE SPORTS BETTING

- No Legislation in 2021 (7 States)
- Dead Legislation in 2021 (3 States)

Legal Landscape as of April 15, 2021

Courtesy: American Gaming Association, Nov. 2020

Betting States Top 10

Top Ten States with largest betting handle in March 2021:

State	March 2021 Handle
1. New Jersey	\$780,145,392
2. Nevada	\$640,781,759
3. Pennsylvania	\$514,336,353
4. Illinois	\$509,794,592 (Feb)
5. Michigan	\$383,691,892
6. Indiana	\$316,717,762
7. Virginia	\$265,778,306 (Feb)
8. Tennessee	\$205,900,000
9. Iowa	\$161,439,561
10. Mississippi	\$50,546,886

Betting on Virginia Tech

U.S. Integrity estimates that more than \$185 Million was wagered on Hokies' football and basketball in 2020-21.

Notable Games (football):

11/14/2020	vs. Miami	\$ 17,120,887
12/12/2020	vs. Virginia	\$ 21,841,747

Notable Games (basketball):

1/30/2021	vs. Virginia	\$ 6,293,283
3/11/2021	vs. UNC (ACC Tournament)	\$ 7,706,805
3/19/2021	vs. Florida (NCAA Tournament)	\$ 23,856,265

Notable National Games:

1/11/2021	CFP Championship	\$ 146,754,610
4/2/2021	S.Carolina/Stanford (ncaaW)	\$ 1,513,650

Biggest Concerns

- Outside influences and student-athlete manipulation
- Intimidation and threats by disgruntled bettors
- “Inside information” released for purposes of gaining advantage in sports betting
- Fraudulent betting activity involving referee actions

Just passing this along. I bet [REDACTED]
[REDACTED] +4 for something but not big. [REDACTED]
[REDACTED] starting pg and two other players
out with Covid but not reported yet!





VIRGINIA TECH
ATHLETICS

THANK YOU

Future of Work at Virginia Tech

Business Case

April 2021

Why allow flexible work schedules and remote work?

Attachment H



- Must adapt to a changing and evolving work environment post-pandemic.
- Reimagining the future of work is an imperative to:
 - Maintaining a competitive advantage in recruitment and retention.
 - Promoting an engaging and high performing workforce.
- Availability of technology and remote work has employers competing for talented employees across the nation and sometimes the globe.
 - Employees are no longer bound to work in their geographic area.
- Fundamental generational demographic shifts will come back into play.
 - Possibly causing decade-long labor pool shortages and lengthening job vacancy rates.
 - Shifts are currently masked by the pandemic.



Benefits of flexible and remote work practices at Virginia Tech

Attachment H



Reducing historic barriers, including geographically remote and rural location.



Expanding size and breadth of labor market pools to attract more diverse workforce; supports InclusiveVT strategy.



Leveraging university's greater D.C. metro presence to tap into broader urban labor market.



Preparing for anticipated labor market churn as employees seek new opportunities post-pandemic.

Benefits of flexible and remote work practices at Virginia Tech

Attachment H



Increasing productivity and promoting employee engagement through flexibility that comes with remote work.



Enhancing attractiveness as an employer to Millennial and Gen Z workers.



Meeting interests and desires of units currently operating remotely where remote work is especially conducive.



Maximizing our existing facilities and space.

Research on the future of work reveals

Attachment H



- Up to 80% of U.S. workers want to continue some level of remote work after the pandemic.
- As many as 65% of employees want to become full-time remote employees post-pandemic.
- Remote work has been shown to increase productivity by up to 40%.
- Over 75% of employers indicate remote work has significantly improved employee retention.
- 54% of employees would change jobs for more flexible work options.
- Millennial and Generation Z will represent 75% of the U.S. workforce by 2025; these generations place high value on flexible work.
- 75% of employees working remotely report being able to maintain or improve productivity on their individual tasks.



Research relevant to our region reveals

Attachment H



- Greater DC/NOVA labor market is 10+ times larger than Roanoke and Blacksburg labor markets combined.
- Montgomery County has experienced relatively low rates of unemployment, even during the pandemic (2.5% in 2019, 3.4% in 2020); indicates a tight labor market.
- At the height of the pandemic, 80% of the Virginia Tech workforce was working remotely.
- As of January 2021, 55% of the Virginia Tech workforce was either working remotely or mostly remote.



Our commitment: Core guiding principles

Attachment H



- Future work models to focus on administrative and academic support work primarily handled by Staff and AP Faculty
 - New work models will support and complement in-person academic programs.
- Decision making and flexible work options will be with SMA leader, but grounded in the nature of roles and operational needs.
- Flexible work arrangements may require occasional or regular on-site presence.
- Flexibility is key; role analysis and collaboration is required between employees and leaders.
- Support leaders and managers with necessary tools and resources to create a productive and engaging work and campus environment.
- Flexible work arrangements are fluid and evolving; progress and outcomes must be regularly assessed and adapted to emerging needs.



Our commitment: Core guiding principles

Attachment H



- While flexible and remote work will be grounded in the nature of roles and operational needs, we are committed to equity, fairness, and consistency in the implementation.
 - Recognize there are different work circumstances; there will need to be differentiation, as appropriate.
 - Does not mean all arrangements will be treated the same or equally; decisions will be based on a commitment to fairness and providing a program free from bias or favoritism.

Illustrative Example:

- Administrative Assistant A: Works in a college, provides direct student support, serves as a resource for students that come into the office for assistance.
- Administrative Assistant B: Works in an administrative department, most of the team works remotely, in-person support is not required for students or customers.

Even though the roles have the same title, Administrative Assistant A's role may not be conducive to remote work while Administrative Assistant B's role may be able to be fully remote based on operational needs.

Piloting options: An experiential learning approach

Attachment H



Pilot program will test various approaches and arrangements:

- Allow better assessment and understanding of strengths, complexities, and impacts of remote work.
- Identify appropriate models and support needed to provide remote work option more broadly in the future.
- Identify how to maintain high levels of engagement, sense of community, and connection for employees.
- Determine successful strategies and approaches for communicating and contributing to department/work team.
- Identify appropriate boundaries and parameters to prevent burnout; work/life balance.
- Understand various resources and benefits to support workers' needs.
- Surface inequities or perceived inequities across the workforce; testing mitigation strategies.



Piloting Future Options - An Experiential Learning Approach

Attachment H



Pilot Scope and Structure

Fully Remote

Definition

Work performed fully remote.

When Used

- Roles that do not require in-person contact
- Roles that do not require use of specialized equipment
- Role that do not requires close and frequent interaction with others

1-2 Days On-Site

Definition

A regular work schedule that allows the employee to work 1 to 2 days on-site.

When Used

- To balance the opportunity to perform most functions remotely with the needs to work collaboratively with others on-site.
- To support recruiting and retention goals

3-4 Days On-Site

Definition

A regular work schedule that allows the employee to work 3 to 4 days on-site.

When Used

- To balance the opportunity to perform most functions on-site with the needs to work collaboratively with others while remote.
- To support recruiting and retention goals

Fully On-Site

Definition

Work performed fully on-site

When Used

- Roles that require in-person contact
- Roles that require use of specialized equipment
- Role that requires close and frequent interaction with others

Pilot scope and structure

Attachment H



- Initial pilot partners:
 - Division of Advancement, Division of IT, College of Engineering, Pamplin College of Business, President's Office
- Initial guidelines and policies will be developed.
- Pulse survey will be administered to gather information and feedback on strengths and challenges and to assess future needs.
- Training for managers on pilot and effectively managing remote work arrangements will be provided.
- HR will support pilot partners throughout all phases.
- Pilot partners will be provided with the resources to support a successful program that maintains necessary level of productivity, performance, and engagement.



Pilot timeline and milestones

Attachment H



- Launched in mid-May.
- Feedback mechanisms on how pilot arrangements are working will be provided at key milestones.
 - Input will be gathered from managers and employees.
- Roadmap for remote work strategy and program will be completed Summer 2021 based on pilot results.



Talent Development Milestones

■ Meet the Talent Development Team

Attachment H

Talent Development



Marsha McKay, Director of Talent Development

Avery Bakeley, Talent Development Specialist

Sarah Dreier-Kasik, Talent Development Specialist

Kiyoshi Mana, Graduate Assistant

Kristen Mills, HR Project Coordinator

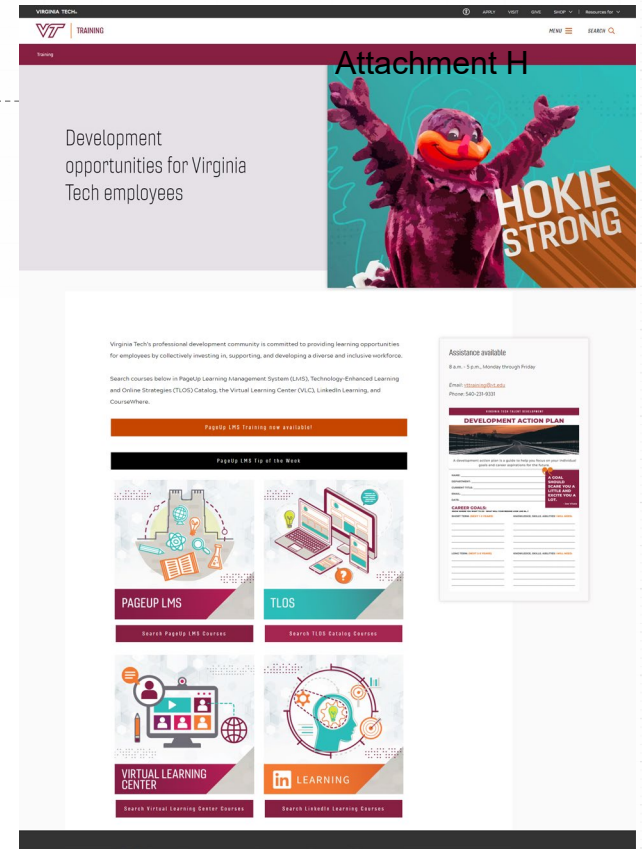
Isabel Baba, Pamplin Intern

<https://www.hr.vt.edu/talent-development.html>

■ PageUp LMS

Centralizing university-wide training

- Redesigned training.vt.edu
- Sunset outdated software (CourseWhere)
- Driven by compliance training completion which increased drastically with 18,225 mandatory compliance courses.
- The project included development of training aids and online how-to's, HR Service Center trained, building relationships, collaborating with stakeholder groups across campus using the Alliance Team/Project Team, and on-going Operation Team.
- An additional 61 courses added since launch on Sept. 29, 2020 with an average of 500 courses completed per week.
- Supervisors can take a more active approach for their team's development using this new platform.



■ Building Blocks for Managers

Attachment H



Building Blocks for Managers

[Home](#)

[Leading Yourself and Others](#)

[Communicating with Impact](#)

[Building Productive Relationships](#)

[Building an Inclusive Team](#)

[Cultivating Business Acumen](#)

Building Blocks is a comprehensive resource to help build management techniques in key areas of successful leadership that enhance the manager's knowledge, skills and abilities.

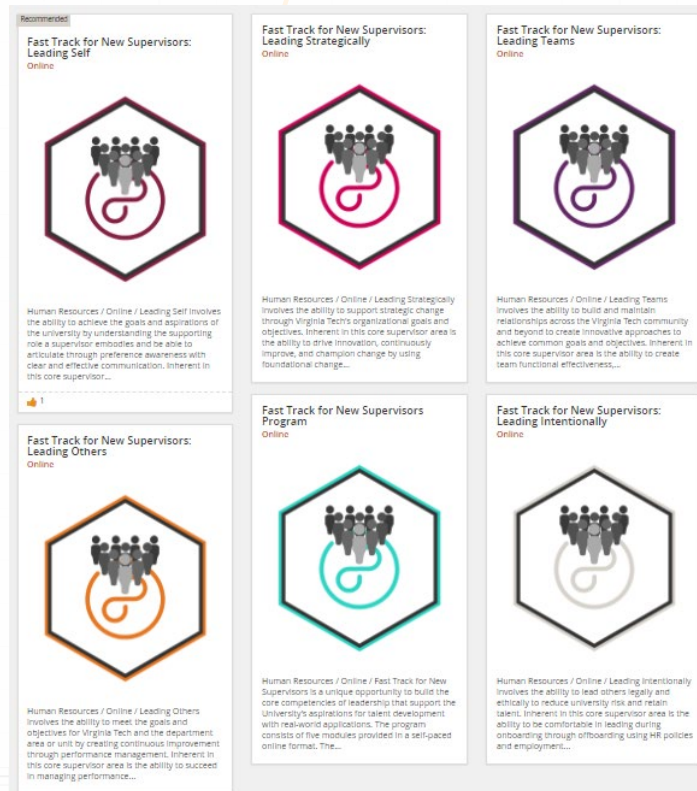
- Launched on Feb. 2, 2021
- Within the first month:
 - 587 site views with 164 unique views
 - 54% completion rate of the 266 total courses accessed

■ Fast Track for New Supervisors

Attachment H

Launched in Jan. 2020, this free program addresses key leadership competencies for Virginia Tech supervisors resulting in better relationships between supervisors and their direct reports driving towards the success of the university's goals.

- Incorporated engagement through Fast Track Fridays beginning in Mar. 2020
 - 30-minute live webinars with experts
 - 21 Fast Track Fridays held with an average of 35 participants
- Moved to a self-paced all online version in Jun. 2020
- Redesigned for shift to PageUp LMS in Oct. 2020 with an additional 188 participants in progress



■ Virtual Learning Center

Attachment H

- Launched on Mar. 30, 2020, this on-demand professional development resource for Learning, Leading and Working, helps increase employee engagement. Employees gain critical skills to better accomplish their jobs, and prepare them for additional roles in the university.
- Curating the free content available through our LinkedIn Learning accounts saves departments from having to pay for those trainings elsewhere.
- University-wide impact:
 - 5,581 page views and 4,390 unique page views
 - 52 curated courses, many with tip sheets created for Virginia Tech users
 - 76% completion rate of the 4,835 total courses accessed

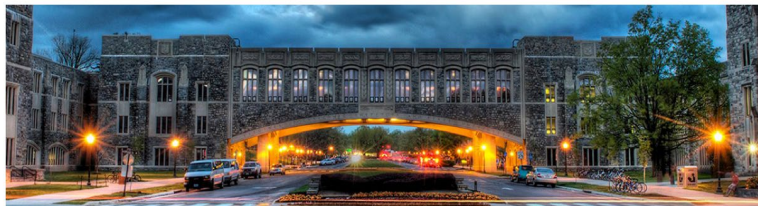
Be Productive and Learn Anywhere



■ Professional Development Community of Practice (COP)

Attachment H

Professional Development Community of Practice



Establishing a Community of Practice (COP)

Why are we here?	What are we doing?	How are we doing it?
To provide awareness, collaboration, and connections regarding professional development and related opportunities across the Virginia Tech Community.	Sharing knowledge and resources, as well as building and sustaining relationships with Professional Development COP Members.	Using Canvas, we will identify and discuss important issues and challenges, provide opportunities for collaboration, share knowledge, create innovative approaches, leverage resources, establish best practices, and engage in learning activities.

COP Charter

Our [COP Charter](#) was approved on July 15, 2020.

- An inter-organizational collaborative approach where Professional Development COP members build relationships, share knowledge, best practices and resources with other COP members; participate in skill-building workshops, and become aware of professional development opportunities on campus.
- COP members use this knowledge to increase employee engagement in their areas.
- Since launch in Dec. 2019:
 - 10 meetings with an average of 25 attendees per meeting

Briefing on Shared Governance Proposal

Provost Cyril Clarke and Dr. Eric Kaufman



“One of higher education’s most distinctive values is its commitment to shared governance.”

[ABG Board of Directors’ 2017 Statement on Shared Governance]



Principles

1. Boards should commit to ensuring a broad understanding of shared governance and the value it offers an institution or system.
2. For shared governance to work, it must be based on a culture of meaningful engagement.
3. Shared governance requires a consistent commitment by institutional and board leaders.
4. Institutional policies that define shared governance should be reviewed periodically to ensure their currency and applicability.

1966

ACE, AAUP, & AGB
Joint Statement on
Shared Governance



2005

Updates to
University Council
Membership & Bylaws



1995

Virginia Tech's Existing
Governance Structure
Established



2019

President Sands Charged
New Committee on
Shared Governance



Co-Chaired by Provost & Faculty Senate President

Core Goals

1. Substantive engagement of collective voices of faculty, staff, and student.
2. Commitment to representative democratic principles.
3. Procedures that allow for streamlined management of business with more time and attention committed to complex issues.

Constituent groups working together to improve, advance shared university governance

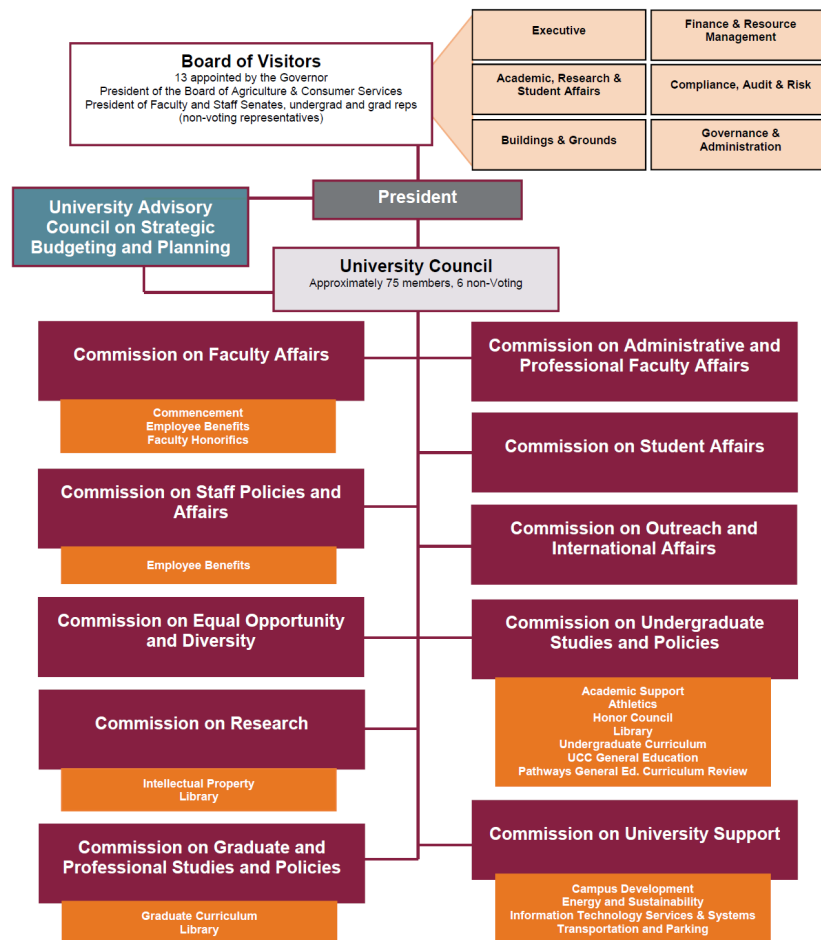
February 12, 2021



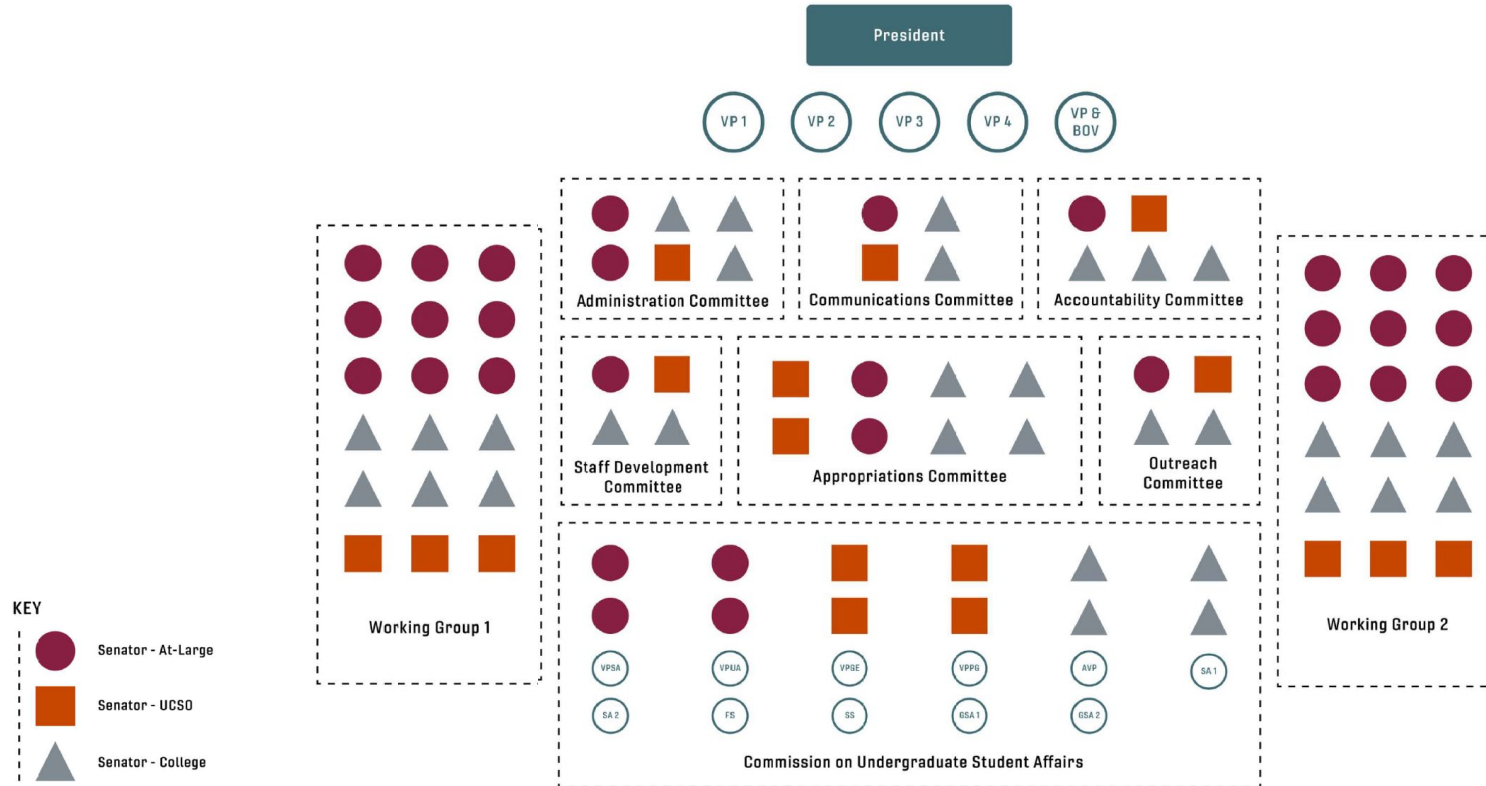
Governance groups are helping university leaders synthesize insights and contributions of faculty, staff, and students to make informed decisions on behalf of the university community.

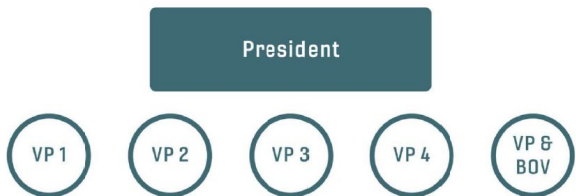
Principles from Joint Resolution:

1. Democratic Processes
2. Respect, Collaboration & Trust
3. Clarity of Roles & Authority
4. Inclusion & Diversity
5. Communication & Transparency
6. Efficiency & Effectiveness
7. Accountability
8. Commitment









- President - President of the Senate

- VP 1 - Vice President for Issues and Policy (Mainly Legislative)

In Charge of:

- Working Group 1
- Working Group 2

- VP 2 - Vice President for Shared Governance (Mainly Legislative)

In Charge of:

- Commission on Undergraduate Student Affairs

- VP 3 - Vice President for Administration

In Charge of:

- Accountability Committee
- Administration Committee
- Communications Committee (under Director of Communications*)
- Outreach Committee (under Director of Communications*)
- Staff Development Committee (under Director of Staff Development*)

- VP 4 - Vice President for Finance

In Charge of:

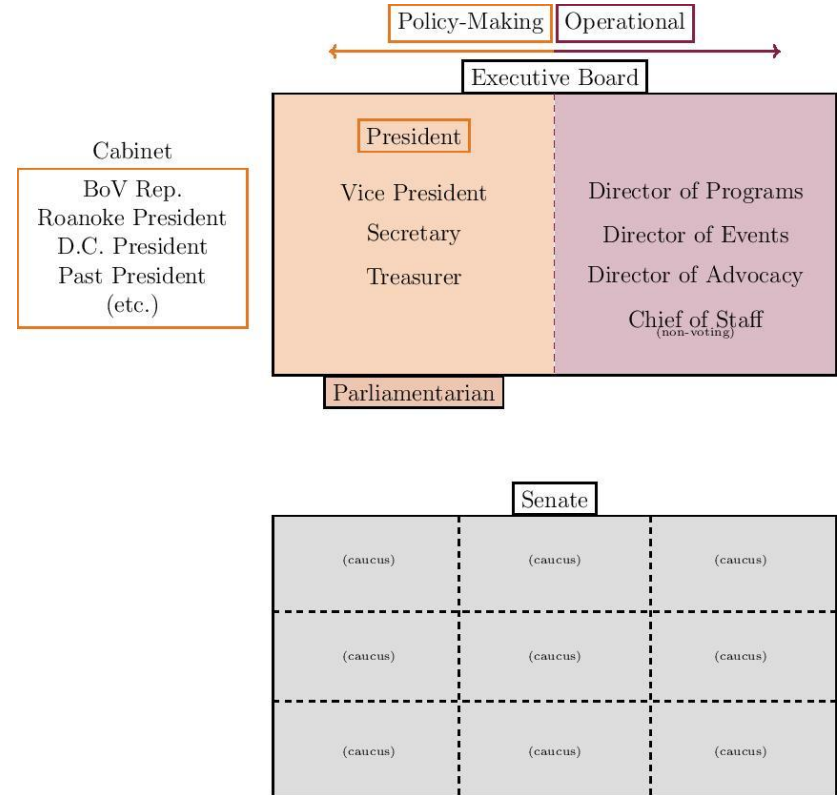
- Appropriations Committee
- Hokie Effect (Under Director of Hokie Effect*)

- VP & BOV - Vice President and Representative to the BOV

Selected by the BOV

Parts of GPSS Structure

1. **Senate:** Two Senators representing students in each Department/Program, organized into College Based Caucuses
2. **Executive Board:** Two new positions: Chief of Staff, and Director of Advocacy
3. **Cabinet:** BOV Rep, Presidents of Extended Campus Senates, Past President, and other Graduate Student other leaders to advise the President



“The most important resources board, presidents, and faculty can provide to shared governance are time, attention, and commitment.”

[ABG Board of Directors’ 2017 Statement on Shared Governance]



Diversity Education

Office for Inclusion and Diversity

Goals for the 2020-21 academic year

- Ensuring all Virginia Tech students and employees share a baseline understanding of diversity, equity, and inclusion.
- Increasing university-wide access to diversity education.
- Advancing inclusive pedagogy as the instructional norm across all colleges.
- Building capacity of InclusiveVT stakeholders.

All-campus diversity training



University-wide access to diversity education

Attachment H



880

enrollments



324

badged



10

Digital Badge Pathways



University-wide access to diversity education

The Intercultural Engagement Center collaborated with units across the Division of Student Affairs to form:



providing student education on topics related to actively caring for their community.

802 undergraduates

enrolled in diversity-related workshops through the program.



Participants included six Greek organizations, the Corps of Cadets and Regimental Band, and student athletes.

Inclusive pedagogy as the instructional norm

Fostering Environments Where All Students Learn

- Introduction to Inclusive Pedagogy
- Using an Inclusive Teaching Rubric
- Anti-Racist Teaching
- Fostering an Inclusive Classroom Environment
- Fostering a Growth Mindset
- Handling Difficult Conversations in the Classroom
- Inclusive Pedagogy: How Student Identities Matter
- Inclusive Advising: How Student Identities Matter
- Reducing Implicit Bias in the Classroom

Inclusive pedagogy as the instructional norm

Creating an Inclusive Classroom Pre-semester asynchronous workshop for fall 2020	Norm of Inclusion Guide	By-Request Workshops
443 faculty enrollments	 Every Dean, Department Head & Academic Diversity Director  T/R Faculty & Advisors	32 sessions 30 units 876 faculty

Building Inclusive VT Capacity

Diversity Summit

Sharing critical objectives for the year ahead.

903
registrants

Advancing Diversity

Sharing best practices for DEI across campus.

633
registrants

Diversity Committee Toolkit

Crowd-sourcing ideas and strategies for local work.

115
subscribers

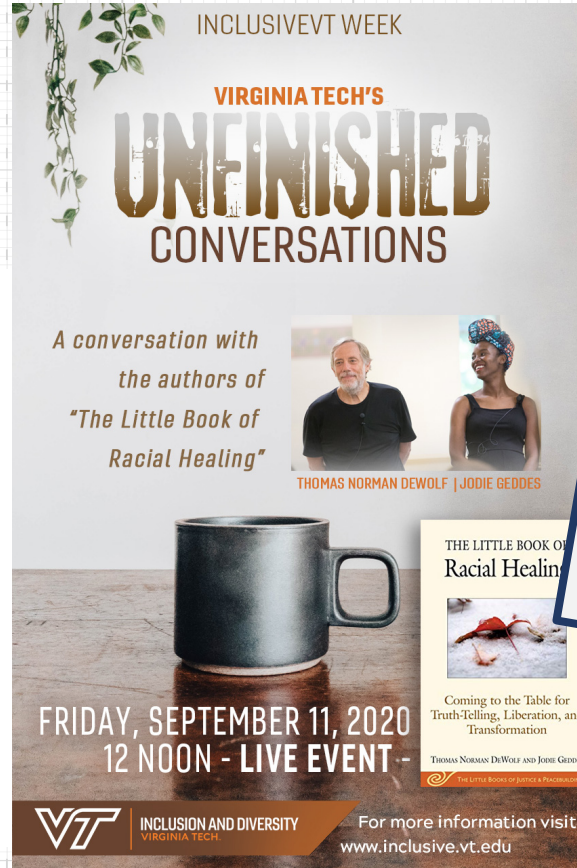
Building Inclusive VT Capacity

White Allies as Transformational Leaders

- Builds capacity for effective white allyship by emphasizing best practices for inclusive leadership.
- 21 senior faculty and department heads from every college.
- Commits to a year of listening, reflecting, reading *An Inclusive Academy*, and learning from one another.
- Continuing for a second year in order to enact change and mentor junior colleagues and rising leaders.

Responsive Programming

- What is Privilege and Why Does it Matter course - 131 enrolled
- Finding Common Ground webinar
- Viewpoint Diversity guide
- Stop AAPI Hate guide



9 webinars
8,671
views

Future Agenda Items and Closing Remarks
By: Chris Petersen