

W&M Libraries Professional Assembly (LPA) Minutes

Thursday, November 9, 2017 9:00 – 10:30am

Swem Library, Learning Center

Present:

Lauren Seney, Fred Dingley, Natasha McFarland, Chris Byrne, Marian Taliaferro, Michael Harris, Kaitlyn Sisk, Carmen Bolt, Alan Zoellner, Jennie Davy, Rebecca Beasley, Laura Morales, Elizabeth DeZouche, Jean Sibley, Sara Belmont, Mary Molineux

Librarians Assembly Co-Chair, Mary Molineux, called the meeting to order at 9:03am.

I. Introductions

Molineux opened by showing the LPA website (www.wm.edu/lpa). Everyone in attendance was introduced as well as new executive committee officers. Past work of the LPA was described including task forces and the results of past salary studies. Mary Molineux's upcoming retirement was announced as well as the need to find a replacement for her as co-chair. A question about length of terms was raised: co-chairs serve staggered 2 year terms while other officers serve regular 2 year terms.

II. Review of W&M Professional Competencies

The main purpose of the meeting was to review and discuss W&M's professional competencies used in yearly reviews, compare them with similar institutions, and decide on next steps for making recommendations to the PPF Assembly, HR, or both. A prior workshop led by Molineux generated two documents comparing W&M basic competencies against the following institutions, and was sent to all LPA members prior to the meeting for review:

Virginia Tech, Harvard, Emory, University of New Hampshire, Michigan State, Boston College, University of Nebraska-Lincoln, UVA, George Mason, Dartmouth, Wake Forest, UNC Chapel Hill, University of Richmond, VCU

Molineux did a quick review of the documents and thoughts of the workshop. There was brief discussion of the wording of the "Institutional Values" competency, and whether diversity should be broken out as a separate competency, and if the phrase "projects a positive image" should be kept.

Of the proposed suggestions, the group decided by a majority that, in addition to Institutional Values, the following competencies were worth reviewing by separate task forces to decide on specific language:

1. Leadership

The suggestion is to move this from a competency for supervisors to one for PPFs but without the management focus. The group like the wording of Virginia Tech's Leadership competency.

2. Professional Development

This would help distinguish PPFs from operational employees, and could emphasize the importance of continual learning. There was some concern about the use of "people development" in other universities' competencies, and making sure that our definition of professional development is achievable by PPFs that may not have direct reports or student workers – the term "collaboration" was favored over people development.

3. **Diversity & Inclusion**

Several members of the group mentioned this is already included in the "Institutional Values" competency, and is indirectly mentioned in others. However, the overall feeling of the group is that if the University is really striving to focus on diversity and inclusion, it may make sense to separate this out as a separate competency.

4. **Creativity & Innovation**

The current competency of "Problem Solving / Decision Making" lacks the language to encourage creative thinking and innovation when it comes to solving problems. Adding it would empower PPFs to think of new creative solutions to problems.

ACTIONS

Molineux will create a Tribe survey for LPA members to sign up to serve on a competency task force, to express interest in taking over as co-chair, and if they'd like to serve as liaison from LPA to PPFA for the basic competencies project.

All of the documents the group has reviewed to date will be available on Box.

Presentation from Fran Branford, Associate VP for Government Relations

10:00 – 10:30am

The remainder of the agenda was a short presentation from Fran Branford on her role in the Office of Government Relations and the issues they are most concerned with in the state and federal legislature, and a QA period with attendees.

Some of the key issues that were discussed include:

- Initiative in state legislature to make higher education more accessible by allowing courses to transfer equilaterally across universities and community colleges. W&M's position is that these things aren't analogous.
- Watching the tax reform process to see how it will affect endowments.
- Will state support of public universities continue to decline? W&M received more money this year from private donations (12-13%) than it did from the state (11%). Higher ed is unlikely to see more revenue from the state budget.
- Are we actually receiving more freedom from state regulation in exchange for the lower state contributions to budget? Yes on issues of procurement, building projects, HR; tuition and academics still face a lot of red tape.

Respectfully submitted,

Sara Belmont, secretary