

**American Workforce Policy Advisory Board
Meeting Minutes**

September 23, 2020

The American Workforce Policy Advisory Board (“the Board”) convened its seventh meeting at 1:30 p.m. (EDT) on September 23, 2020 at the White House in Washington, D.C. In accordance with the provisions of Public Law 92–463, the meeting was open to the public from 1:30 p.m. to 3:09 p.m. (EDT) via video livestream on YouTube at <https://www.youtube.com/watch?v=TT9h4SwX5CE&feature=youtu.be>.

Board members present (in the room or via video conference):

1. Ivanka Trump, Advisor to the President, White House (co-chair)
2. Wilbur Ross, Secretary, U.S. Department of Commerce (co-chair)
3. Jay Box, President, Kentucky Community and Technical College System
4. Jim Clark, CEO, Boys & Girls Clubs of America
5. Tim Cook, CEO, Apple
6. Tom Donohue, CEO, U.S. Chamber of Commerce
7. Marillyn Hewson, Executive Chairman, Lockheed Martin
8. Eric Holcomb, Governor, Indiana
9. Barbara Humpton, CEO, Siemens USA
10. Al Kelly, Chairman and CEO, Visa
11. Doug McMillon, President and CEO, Walmart
12. Michael Piwowar, Executive Director, Milken Institute
13. Scott Pulsipher, President, Western Governors University
14. Ginni Rometty, Executive Chairman, IBM
15. Robert Smith, Founder, Chairman, and CEO, Vista Equity Partners
16. Johnny C. Taylor, Jr., President and CEO, Society for Human Resource Management (SHRM)
17. Sebastian Thrun, Founder, President, and Executive Chairman, Udacity
18. Marianne Wanamaker, Professor, University of Tennessee

Members not in attendance:

1. Walter Bumphus, President and CEO, American Association of Community Colleges
2. Sean McGarvey, President, North America’s Building and Trades Unions
3. Kim Reynolds, Governor, Iowa
4. Scott Sanders, Executive Director, National Association of State Workforce Agencies
5. Julie Sweet, CEO, Accenture
6. Jay Timmons, CEO, National Association of Manufacturers

Guests

1. Marc Benioff, Chair, Chief Executive Officer, and Founder, Salesforce
2. Adam Caplan, Senior Vice President of Emerging Technology, Salesforce
3. Julie G. Duffy, Executive Vice President, Human Resources, Textron Inc.
4. Alex Kaplan, Global Leader, Blockchain and AI for Industry Credentials, IBM
5. Chris Liddell, Assistant to the President and Deputy Chief of Staff for Policy Coordination
6. William “Chip” Rogers, President and CEO, American Hotel & Lodging Association
7. Matthew R. Shay, President and CEO, National Retail Federation
8. Andy Trainor, Vice President for U.S. Learning, Walmart

I. WELCOME

Remarks by Ms. Ivanka Trump

Ms. Trump welcomed the Board members and guests attending both in person and virtually. She thanked Mr. Pulsipher and Western Governors University for hosting the virtual portion of the meeting.

She began by noting the improvement in the employment numbers. Unemployment fell although it is still higher than we want it to be, she said, but we are making progress in the right direction. She highlighted the [Census Bureau's 2019 poverty report](#) that was published the previous week. The report, she stated, showed that U.S. poverty in 2019 had reached the lowest level since 1959. In 2019, median household income, she added, rose across almost every demographic.

Ms. Trump noted that when the Board began its work, the problem before it was that there were more job vacancies than there were Americans able to fill them. People fully on the sidelines of the economy were coming back into the workforce. Well, clearly times have changed, she said, but this same commitment to the long-term investment in students and workers is more relevant than ever before and the mission of this Board is more critical.

Ms. Trump welcomed Mr. Robert Smith from Vista Equity Partners as the newest Board member. She noted that Mr. Smith has been a great champion of improving access to capital in distressed communities. She remarked on their conversations about improving opportunity through education, noting Mr. Smith's support of policies on Historically Black Colleges and Universities and promoting opportunities for all Americans through Opportunity Zones and other vehicles.

Ms. Trump then outlined relevant federal-level accomplishments since the last meeting, including:

- Provision of guidance to federal agencies on skills-based hiring by the federal government, [Executive Order 13932](#), which was signed following the Board's June 2020 meeting. She indicated that by the end of 2020, the Executive Order will have fully gone into effect.
- Announcement of the Department of Labor's approval of the first group of organizations to start approving [Industry-Recognized Apprenticeship Programs](#) in new and emerging sectors.
- A forthcoming announcement by the Department of Education of funding for short-term training to help workers document skills so they can easily share them with employers. She noted this will be incorporated into all the new grants going forward to help build an ecosystem for learning and employment records (LERs), to be discussed later in the meeting.

Ms. Trump stated that the meeting would focus on LERs. There are three pilots, she said, demonstrating the future pathways for employment to quickly match talent with employer need and therefore reduce friction in the hiring process for everyone.

Ms. Trump noted that earlier in the day the White House [recognized nine companies and trade associations](#) for receiving the [Pledge to America's Workers Presidential Award](#). Several of the awardees, she said, joined the Board meeting as guests. Ms. Trump recognized Ms. Julie Duffy with Textron Inc., an award winner, to talk about the reskilling of the workforce at Textron—specifically during the COVID-19 pandemic—and potential lessons for the Board.

Remarks by Ms. Julie Duffy

Ms. Duffy remarked how honored Textron was to be an award recipient and to be in the company of the other recipients. She described some of her company's actions during the COVID-19 pandemic. She remarked that they made tablets more readily available on the factory floor. The

company was able to continue developing professional and nonprofessional skills in a virtual environment using those tablets.

Ms. Duffy said that most of Textron’s manufacturing workers continued to work at 100 percent through the crisis and that now they have brought nearly all office workers back to the office. She noted the company has been able to learn quite a bit about how to use virtual learning sessions to bring employees together from across the company’s geographic locations.

Remarks by Wilbur Ross, Secretary of Commerce

Secretary Ross thanked the Board members for their continued civic commitment and rapid responsive engagement on behalf of American workers, especially during the COVID-19 pandemic.

He remarked that when the Board last spoke in May, COVID-19 had introduced abrupt and difficult changes in daily life. He indicated optimism that the country was making progress through the recovery period. He cited recent economic indicators and noted encouraging changes in the financial markets, in real GDP projections, and in the workforce, indicating that the economy was following a standard and steady pattern of economic recovery.

Secretary Ross remarked on the importance of the Board continuing its mission. He noted that many of the underlying workforce challenges that the Board has been working on since before the pandemic’s onset will remain with us after it ends.

Secretary Ross indicated that today’s meeting would be a little different from previous ones because the focus would largely be on a single transformative topic—LERs— that he said would provide the technological backbone of a skills-based labor market. From very early on, he remarked, the Advisory Board prioritized building on existing efforts to create an interoperable digital learning record that includes educational attainment, nontraditional learning pathways, experience, professional affiliations, and other certifications to help job seekers attain better jobs.

He announced that during the meeting the Board would see presentations on three unique and collaborative pilot efforts from IBM, Salesforce, and Walmart. He thanked the guest presenters of those pilot projects for their presentations. Following the pilot project presentations, he indicated that Mr. Pulsipher and Governor Holcomb would present a whitepaper on LERs that builds on lessons learned from the pilots and outlines a path forward. Following that, he said, Mr. Cook would provide an update on the “Find Something New” workforce readiness campaign and Ms. Humpton, Mr. Piwovar, Mr. Kelly, and Mr. Taylor would present two new focus areas for the Board to take on through this year and into next year.

II. LEARNING AND EMPLOYMENT RECORDS PRESENTATIONS

Mr. Pulsipher moderated the discussion of the LER pilot projects.

Remarks by Eric Holcomb, Governor of Indiana

Governor Holcomb began by discussing the guiding principles that the Digital Infrastructure Working Group outlined at the Board’s previous meeting, focusing on advancing broadband access for all and the partnerships that are required with the private sector. He noted that the pandemic highlighted the need for Americans to have equitable access to the digital infrastructure to be able to virtually connect to education, training, and employment opportunities when face-to-face interactions cannot occur.

He noted that the Board members were leaders on this front and we all now understand the urgency. Continued recovery, he said, is going to be ever more dependent on our ability to provide technological tools for all Americans as the world of work continues to evolve. Governor Holcomb provided examples of broadband infrastructure projects in Indiana using public-private partnership models. He noted the importance of working toward immediate successes, which could be the difference-makers for many individuals as the U.S. economy recovers.

Governor Holcomb noted that the working group's first [white paper introducing LERs](#) was published a year earlier and it was now time to focus efforts on providing an update on specific strategies to make the adoption of LERs more actionable. The six recommendations, he said, will be shared later in the meeting and will go a long way to help drive further collaboration amongst employers, education providers, and government to expand on the work that we are seeing from the pilots. He also noted the role of state and federal government in leading by example, citing [Executive Order 13932](#) requiring skills-based hiring in the federal government, signed in conjunction with the Board's previous meeting, and the actions underway in states like Iowa and Indiana.

Remarks by Mr. Scott Pulsipher

Mr. Pulsipher introduced a video produced by the U.S. Chamber of Commerce ([T3 Network Learning and Employment Record Overview Video](#)) to provide context in advance of the LER pilot program discussions. He remarked that the technology offered an opportunity to help individuals become their better selves and contribute fully, not only to their own advancement, but the advancement of our workforce, our economy, and our society.

Remarks by Ms. Ginni Rometty

Ms. Rometty introduced the IBM pilot project that, she said, is a collaboration between [IBM](#), [Western Governors University](#), the [National Student Clearinghouse](#), [iQ4](#), and [Central New Mexico Community College](#). She stated the pilot program used a blockchain network called the [Learning Credential Network](#). Ms. Rometty described the pilot project as a network powered by blockchain.

The goal, she said, is to prove that you can take information from a prospective employee, an employer, and an educator, and share it securely, with provenance, in a way that cannot be tampered with.

Cybersecurity, she said, was chosen for a number of reasons:

- A) There is huge demand for these skills,
- B) Cybersecurity skills are hard to document and difficult to compare, and
- C) There are a set of standards for cybersecurity skills that are mappable.

She noted that the opportunity of a blockchain-based network is that it can connect many organizations without a lot of additional work because each organization does not have to redo everything; they can be federated together.

Ms. Rometty introduced a video describing the IBM-led pilot ([IBM pilot video](#)) and then introduced Mr. Alex Kaplan to provide additional details.

Presentation on IBM-led LER Pilot by Mr. Alex Kaplan

Mr. Kaplan remarked that work on this pilot began in 2018 when IBM began to look at how advanced technology could support the transition to a skills-based economy and "new collar" jobs. He said that through the pilot they were able to show a provable approach to learning and employment records at scale as an infrastructure.

Mr. Kaplan noted that IBM and its partners focused on three primary objectives throughout this pilot:

1. Creating a trusted and verified record of academic and skills achievement. This record is stored in the blockchain to ensure that it is secure, accurate, and tamper-proof.
2. Creating a wallet for learners to safely store and control their lifelong record of achievement, thus providing the student with a single place to bring together all their credentials and skills-based work records.
3. Creating a compassing application that, using industry aligned career pathways, provides career guidance based upon a student's specific skills, thus allowing each individual to have a high degree of specificity about what they need to do for their own career path. This can also be used to identify paths for people.

Referring to a slide deck ([IBM slides](#)), Mr. Kaplan indicated that he would describe a learner's journey from high school to a best fit job in cybersecurity in the context of the pilot.

The challenge for an individual, he said, is identifying the specific skills gap they have from their previous work or education to get the career that they want. Or, if the individual needs or wants to switch careers, to identify analogous careers in which they can use many of the skills that they have already accumulated. The compassing tool makes that possible by aligning skills with career pathways and educational opportunities to build those skills.

Employers face the mirror problem, which is finding people with the right mix of skills for their open jobs. To do that, they need access to verifiable information about a person's skills so that they can identify possible candidates based on trusted skills and then reach out to them to see if they are interested. The employers' search part of the pilot's solution makes that possible in a secure and private manner.

Since all credentials are on the blockchain, both the learner and the employer know the skills-based information is tamper-proof, trusted, and verifiable. In addition, it allows everyone to see the provenance of the credential and what skills were learned as part of receiving that credential.

As a result of having this information, consequential decisions about hiring, promotion, admissions, etc. can be more quickly and confidently made about any particular individual.

The solutions demonstrated by the IBM-led pilot, he remarked, put the learners at the center of control. They alone have the rights to determine with whom they share their information and what specific information they elect to share. In this way, he said, the technology empowers the learners with accurate skills-based information about themselves and gives them control over how it is used.

He summarized by saying the IBM-led cybersecurity skills pilot successfully demonstrated a replicable model for a national LER infrastructure using existing technologies.

He also noted that the choice of cybersecurity careers benefitted from having core elements in place, particularly the [National Initiative for Cybersecurity Education](#) (NICE) [workforce framework](#) from the [National Institute of Standards and Technology](#), college courses from Western Governors University and Central New Mexico Community College that were aligned to that framework, and a large and growing demand for people with cybersecurity skills.

Remarks by Mr. Marc Benioff

Mr. Benioff began by noting that even as we confront today's challenges, he is still incredibly optimistic about the future. He noted Salesforce's rapid growth and its continued demand for workers. He described the firm's commitment to bringing everyone along with the education and

skills they need. It also reflects, he said, the fact that this is a time for everyone to learn new skills and embrace reskilling.

Mr. Benioff described Trailhead.com, Salesforce’s online learning and reskilling program, which he said is open to everyone. Nurses and healthcare workers, he said, have been able to get key skills, including contact tracing, on the Trailhead platform. He described this effort as “stakeholder capitalism,” that is, serving all our stakeholders including our communities and our workers so they can thrive.

Mr. Benioff then introduced Mr. Adam Caplan to describe the project in detail.

Presentation on Salesforce-led LER Pilot by Mr. Adam Caplan

Referring to slides ([Salesforce slides](#)), Mr. Caplan described the network created by linking educators or issuers of credentials—this could be a university or a company providing learning—to an employee/nurse and then enabling that learner to share his/her resume or credentials with a prospective employer in a trusted fashion. All the data, he said, is verified, and privacy protected.

Mr. Caplan noted that there are partners in the Salesforce-led pilot project, including:

- [Badgr](#)
- [Dignity Health Global Education](#),
- [Western Governors University](#),
- [Mercy College of Health Sciences](#), and
- [Robots & Pencils](#).

Mr. Caplan then introduced a video about the pilot project ([Salesforce pilot video](#)).

Remarks by Mr. Doug McMillon

Mr. McMillon began by noting that the Walmart-led LER pilot project was a collaboration with:

- [Workday](#),
- [LinkedIn](#),
- [IBM](#), and
- [Western Governors University](#).

He remarked that it would enable a new level of information sharing for individuals, companies, and institutions, providing employers with new efficiencies and giving individuals access to their learning records, providing them with more control over their careers. The pilot, he said, mapped those skills needed for three retail roles (two at the front of the store and one with the tech team) to build a product.

Mr. McMillon expressed appreciation for ongoing efforts related to long-term governance of standards and skills ontologies. This, he said, is a crucial enabler for the long-term viability of these projects important to achieve scale and some sort of universal application.

Mr. McMillon then introduced Mr. Trainor to walk through the demonstration.

Presentation on Walmart-led LER Pilot by Mr. Andy Trainor

Mr. Trainor narrated the [Walmart pilot video](#) that demonstrated the pilot through a scenario describing a Walmart frontend associate’s training through Walmart’s Academy App (a mobile accessible learning platform). Elements of the platform included:

- A badge library where an associate can select training.

Each badge represents a competency that has multiple micro-learnings mapped to it. The micro-learnings are designed to be mobile-friendly, quick, and targeted to the associate for on-the-floor learning.

- Automatic progress tracking so the associate can see his/her current status.
Knowledge check questions are provided at the end of each lesson. When the associate passes the knowledge check, the system records completion. The system sends a notification to the associate's supervisor that the associate is ready for skill validation, and supervisors are prompted by a checklist to validate which skills the associate has demonstrated while on the job.
- A recording page for the supervisor.
This page of the app shows the team associates, their learning progress, and any badges already obtained. Once the associate has filled all the requirements, the supervisor can award the competency badge.
- System maintained metadata on all the skills required to earn each badge.
This information is vital to the ability to share credentials. The badge information and metadata from the Badgr platform conforms to Open 2.0 framework and open skills stack alliance guidance to ensure that it is machine readable and interoperable with external parties.
- Ability for the associate to share the record of his/her completed badges with other platforms.
The associate can "accept" the badges that he/she earned and display them in a digital badge wallet that includes all the supporting competency definitions and skill descriptions. Links to other platforms, such as LinkedIn, enable the associate to display the badge on his/her profile.

Mr. Trainor remarked that Walmart was testing this in stores, with plans to extend to all stores by the end of Q1 next year.

Remarks by Mr. Scott Pulsipher

Mr. Pulsipher thanked the presenters. He remarked that in about one year the LER had gone from concepts to solutions that can be demonstrated and replicated, through the collective effort of these pilots combined with a series of pilots led by the U.S. Chamber of Commerce Foundation.

Mr. Pulsipher noted that each pilot was organized around the needs of individuals who are both workers and learners as well as designed to try to address the costs, time, and complexity that employers have in finding talent. These pilot projects were also notably deployed using open or common frameworks for achievements and skills, which offer the possibility of scaling this up to a national level. And now, he said, the task ahead is to organize ourselves and to drive widespread adoption of LER technology to create value for everyone and empower American competitiveness.

He amplified Governor Holcomb's comments on closing the digital divide. He remarked that we should not forget that one in five American school children are without reliable access to highspeed internet and that online access has moved from a privilege or a convenience to a necessity of life and livelihood.

Mr. Pulsipher then turned to the [white paper](#) produced by the Board's Digital Infrastructure Working Group. He summarized the recommendations in the paper as follows:

Recommendation 1. Create a loosely federated governance structure for LERs

Recommendation 2. Educate businesses and the public about LERs

- Recommendation 3. Support core infrastructure investments for LERs
- Recommendation 4. Establish LER coordinating structures within government
- Recommendation 5. Adopt skills-based hiring practices
- Recommendation 6. Modernize regulations to benefit from LERs

Vote

Mr. Pulsipher opened the floor for questions prior to a voice vote. There were no questions. Ms. Trump directed Mr. Pulsipher to oversee the vote.

The Board approved the Digital Infrastructure Working Group recommendations as recorded in the [Learning and Employment Records: Progress and the path forward \(White Paper\)](#).

III. WORKING GROUP-LED DISCUSSIONS

Ms. Trump introduced Mr. Cook to provide an update on the “[Find Something New](#)” workforce readiness campaign.

Remarks by Mr. Tim Cook

Working Group to Develop a Campaign to Promote Multiple Pathways to Career Success

Mr. Cook began by remarking that this work is particularly urgent in light of:

- the continuing pandemic;
- our focus on opportunity, equality, and racial justice; and
- the natural disasters taking their toll in the West and across the rest of the country.

Victims of the latest wildfires and hurricanes, he said, remain in our thoughts and prayers, and they need and deserve our support in terms of immediate emergency relief and in terms of the longer-term impacts disrupting their ability to work and provide for their families.

This Board, he said, remains committed to the idea that to create lasting and meaningful change, we must ensure that every American gets access to the tools and training they need to find a well-paying job and build a successful, lasting career. That mission, he said, is at the core of the Ad Council’s Workforce Readiness Campaign that the Board recommended.

Mr. Cook then reported campaign progress statistics:

- In the two months after the campaign launched in July, the PSA Ad (Public Service Announcement) reached an audience of 33 million. They expect exposure to climb substantially with placement of print ads and newspapers, magazines, and the airing of radio spots in the coming weeks and months, he said.
- Through August the PSA campaign reached more than 8 million people with TV ads and digital banners and 25 million people on social media.
- The campaign website is fast becoming a popular resource with over half a million sessions in its first two months and almost a million individual page views.
- Over half of all visits to the website resulted in the completion of at least one activity, such as taking a career assessment or clicking on a pathway program or resource. These are, he noted, very strong indications of engagement and that users are finding the information helpful.
- A broad diversity of visitors across worker age bands, income levels, ethnicities, and educational and work experiences are visiting the website.

It is a strong indication, he remarked, that we are reaching people of every background and at every stage of their career, which is crucial to creating accessible opportunities that are a force for equality and justice.

Along with the hundreds of external learning programs linked from the campaign website, he said, we are confident the resources, reflecting the contributions of dozens of committed companies, organizations, and government agencies can have a substantial positive impact on the lives of many.

Mr. Cook remarked that in the coming months, the Ad Council, IBM, the Business Roundtable, and other partners would continue to fine tune and expand the campaign offerings. We'll keep working, he said, to help people from all walks of life to explore and act on their interests, passions, and goals, and to build toward a well-paying job, successful career, and a good life, even under today's challenging circumstances.

**Remarks by Mr. Michael Piwowar
Working Group on Recruiting and Training Practices and Working Group on Employer-Led
Training Practices**

Mr. Piwowar announced that the Board was combining the Recruiting and Training Practices Working Group and the Employer-Led Training Practices Working Group. He observed that they are pleased to share some exciting examples of successful private sector initiatives to improve diversity, equity, and inclusion in recruiting and training.

Mr. Piwowar remarked that when the COVID-19 pandemic first hit, the Milken Institute reached out to its network to discuss how the transformed work environment was affecting many different organizations. He noted the early conversations focused almost exclusively on the challenges of the transformed work environment. Over time, those conversations shifted to new opportunities that have arisen. One of those opportunities, he said, is to push diversity, equity, and inclusion efforts in new directions.

He then introduced the remaining three speakers. Ms. Humpton, he said would discuss new diversity, equity, and inclusion efforts at Siemens. Mr. Kelly would describe how Visa has taken advantage of the flexibility of the transformed work environment in their inclusion, equity, and diversity efforts. Finally, he said, Mr. Taylor would discuss new diversity, equity, and inclusion opportunities that SHRM has identified from their work with its members from a broad range of industries.

Remarks by Ms. Barbara Humpton

As COVID-19 took hold, said Ms. Humpton, Siemens had to equip 20,000 employees with personal protective equipment (PPE) and equip 30,000 employees to be able to work virtually and to make sure that the company would be as productive as before the pandemic.

A lot of people, she noted, have been asking, "Hey, when are things going to get back to normal?" We are not thinking that way, she said. We're not going back. We are going forward and thinking about how we can embrace some of the things we've learned to make our future more effective than our past ever was. She cited bringing remote learning into the permanent plans as an example. She also indicated the new normal for Siemens will include 2 to 3 days a week working from wherever. This, she said, is not about time in our chairs. This is about the productivity and the output, the things we accomplish. This new normal, Ms. Humpton said, is going to help accommodate more people who really need to balance and blend their work lives. And, she said,

we have a very simple motto that we take care of each other; we are embracing those who are different and working together.

Ms. Humpton said this truly represents the next step in the way we work as a technology company and in our industry. There is still a bigger opportunity here, she said, which is leveraging this new model to bring about the changes we wish to see in hiring and recruitment. She emphasized the value of the LER discussion, remarking that deemphasizing reporting and paper credentials and putting more emphasis on what we accomplish and the skills and credentials we bring to the table is going to be empowering.

Remarks by Mr. Al Kelly

Mr. Kelly noted that in this new normal (or next normal), every employer is going to have to be flexible in matters of the workforce needs of their employees. At the same time that we think about flexibility, he said, the country continues to face unacceptable social injustices and other factors, such as the fires on the West coast. The pandemic has transformed work, workers, and the workplace, and many transformations are going to be required.

This Advisory Board, Mr. Kelly noted, has begun to examine the changes and identify some common workplace themes and practices that could be replicated. He emphasized the need for flexibility and agility for both employers and employees alike, noting that we are all still trying to figure this out.

Remote work, he said, might present opportunities for people to broaden the scope of companies for whom they could consider working. Geographic constraints may be broken down by the fact that people do not necessarily have to be in established offices and established places.

Mr. Kelly remarked that since the onset of the pandemic, recruiting, hiring, onboarding, and training have all transitioned online and the working group has begun to incorporate an evaluation of the new employer strategies for hiring, retaining, and training into the [Leading Practices report](#) that the Board published in June.

Whatever the future of work is, Mr. Kelly said, we have an obligation to ensure that it is inclusive, equitable, and diverse. This means providing greater opportunities for those populations in our societies that have been overlooked or underrepresented in our workforces. The Advisory Board, he said, has begun to look at this issue as well, and inclusion, equity, and diversity efforts need to be strengthened to ensure that the pool of eligible Americans really increases post-pandemic.

Mr. Kelly noted that Visa has recently announced new pathways to help diversity. In June, Visa announced a \$10 million five-year black scholars and jobs program. Visa is going to offer scholarships to African American high school seniors. He said, we are going to work with them through college and have an ongoing relationship and, if they do their part, they will have a guaranteed job at Visa when they graduate. He also remarked that Visa made a commitment that in three years it will increase the number of underrepresented vice presidents and above at Visa and in five years it will increase the number of underrepresented employees in total in the United States.

This pandemic he remarked, has caused massive disruption and will also drive a good deal of permanent change and the Board must recognize this change in its planning. We must, he said, focus our efforts on how the next normal will frame the future of work.

Remarks by Mr. Johnny C. Taylor, Jr.

Mr. Taylor reiterated Mr. Kelly's comment that what we are seeing is a next normal. He noted that many of the new practices are not "new." Good employers in the past were already allowing people flexibility—when it worked. He discussed the value of trying to achieve more workplace integration. We think, he said, this is something that is going to be the next evolution of work.

SHRM research suggests the pandemic has transformed work, workers, and the workplace at once. A lot of the things that we thought did not or could not necessarily work, he said, work now because we were forced to do them.

Mr. Taylor remarked that at first, in March, we were busy trying to figure out how to get people Wi-Fi, laptops, and all those things they needed to continue to work. In phase two, we were making sure we weren't losing something special, such as employee morale and employee culture. What we observed from March through June is very different from what we are observing right now in the workplace. This is very fluid, he noted, and thus we want to be careful.

This Board and SHRM, he said, have begun to examine these changes. We want to make sure we don't make rash decisions. SHRM, he indicated, was going to follow this longitudinally to figure out whether and how much this is changing the workplace permanently.

In the past, he noted, work from home was either a perk or sort of an accommodation. Those were the two reasons that you did it as a general practice. Now many of us are questioning if these jobs—particular jobs, not the entire organizations—can be done remotely.

SHRM research is telling us that there will be people who want to work remotely and people who do not. He noted the importance of ensuring that in the long term, allowing workers to work remotely does not create two cultures—a culture of people who are in the office and the people who are not. He noted the risk when promotion decisions are made.

Turning to the topic of inclusion, equity, and diversity, the reality, he noted, is that America is going to become more diverse. If you look at the population of public-school children, he said, it is a majority minority population. What we are not convinced of, he remarked, is that inclusion is going to come. Inclusion is really hard, he said.

Mr. Taylor remarked that as employers and workers come together to support a full national recovery, the notion of greater inclusion, equity, and diversity must remain an imperative focus of workforce development. Some businesses have found it easier to access and hire more diverse talent in a remote environment. That is a wonderful, wonderful opportunity, he said, and we should take advantage of that.

Mr. Taylor also emphasized the importance of what is currently happening in America's public school systems. We have a population of children who have been studying at home since February. And many of the children, he noted, are not studying. Several public-school systems have reported that only half of the children even logged on since February. If you miss a year or two of education, he noted, you will not be qualified to compete for many jobs. We must, he remarked, make sure that everyone is participating.

Finally, Mr. Taylor said that SHRM's members had asked it to identify what human resource professionals could do to advance diversity and inclusion. SHRM developed [Together Forward @Work](#), a call to action to bring racial equity to the workplace, and he said, they look forward to continuing this work.

IV. ADJOURNMENT

Ms. Trump introduced Mr. Jay Box to provide brief remarks on his retirement from the Kentucky Community and Technical College System because this was his last meeting as an Advisory Board member. Mr. Box commented on the good work done by the Board since its inception and recognized the other higher education leaders on the Board for their innovation in course delivery and support of students during the pandemic.

Ms. Trump thanked him for his contribution to the Board and wished him well in retirement. Ms. Trump then thanked the Board members for attending (either in person or remotely).

The meeting adjourned at 3:09 p.m. (EDT).

MATERIALS PROVIDED TO THE BOARD MEMBERS

1. [Agenda](#)
2. [T3 Network Learning and Employment Record Overview Video](#)
3. [IBM pilot video](#)
4. [IBM slides](#)
5. [Salesforce pilot video](#)
6. [Salesforce slides](#)
7. [Walmart pilot video](#)
8. [Learning and Employment Records: Progress and the path forward \(White Paper\)](#)
9. [Public Comments](#)

I hereby certify that, to the best of my knowledge, the foregoing minutes are accurate and complete.

Sabrina L. Montes, Designated Federal Official
Office of the Director
Bureau of Economic Analysis
U.S. Department of Commerce