



2014-2015

InclusiveVT

Initiatives and

Progress Reports

By Unit

1

**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Virginia Tech Department of Intercollegiate Athletics	
Initiative Number <u> 1 </u> (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	Campus Climate and Intergroup Relations
2. Constituent Group(s)	Undergraduate and Graduate Student-Athletes
3. Initiative Description	The Athletic Department will collect surveys from student-athletes once every two academic years. These surveys will focus on areas of diversity and inclusion that are a part of the student-athlete experience at VT.
4. Rationale	The student-athletes at Virginia Tech are a highly diverse population. This method of data collection will allow the athletic staff to examine the current climate among our student-athletes to determine the best ways to support them through all inclusion and diversity initiatives.
5. Design	The Athletic Department will research and develop a comprehensive survey. The survey will be distributed to all student-athletes at the end of the 2014-15 academic year. Surveys will be collected and analyzed over the course of the summer. The senior staff in athletics along with the Office of Student-Athlete Development will determine the best ways to address areas of concern and improve areas of achievement.
6. Responsibility	Derek Gwinn – Assistant Athletic Director for Compliance & Reyna Gilbert-Lowry – Associate Athletic Director of Student-Athlete Development, along with the assistance from members of the Committee on Equal Opportunity in Athletics
7. Accountability	Derek Gwinn – Assistant Athletic Director for Compliance & Reyna Gilbert-Lowry – Associate Athletic Director of Student-Athlete Development
8. Timing	Survey completed by April 1, 2015; Survey distribution at the end of the Spring 2015 semester; Interpret results by July 1, 2015; Implement initiatives based on results by September 1, 2015; Process repeats every 2 years.; Process repeats every 2 years.
9. Measures	The Committee on Equal Opportunity in Athletics will meet at the end of the Fall 2015 semester and again after the Spring 2016 semester to discuss if initiatives are effective. Surveys will be reviewed and compared with future surveys over time to determine if initiatives have met the desired level of satisfaction..
10. Outcomes	The Athletic Department expects to identify any and all areas that need improvement and quickly address those areas to provide our student-athletes with the best possible experience during their college enrollment.

**InclusiveVT
2014 – 2015 Initiative Report**

Virginia Tech Department of Intercollegiate Athletics	
Initiative Number <u> 1 </u> (Each area is responsible for identifying three initiatives)	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	3
2. Briefly describe progress to date.	In the developing stages of surveys for student-athletes, coaches and staff members. Working with Athlete Ally to create specific ones for each group that will help us gauge the LGBTQ climate in the athletic department from staff member to student-athlete.
3. Identify challenges and/or unexpected insights.	Identifying the questions that will allow us to best determine how our student-athletes truly feel and what they will be comfortable answering.
4. Identify planned assessment activities.	Survey results from staff, coaches and student-athletes
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	4 – Surveys have not yet been distributed. Selected members of the senior staff have been notified and consulted about the initiative.
6. Briefly describe ways you have engaged your targeted constituent groups.	Have had brief discussions with staff and student-athletes. Hope to have surveys completed prior to fall semester 2015.
7. Identify next steps.	Finalize survey questions for all groups. Continue to work with Athlete Ally on best way to analyze results and address areas of concern.

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Virginia Tech Department of Intercollegiate Athletics	
Initiative Number <u> 2 </u> (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	Campus Climate and Intergroup Relations
2. Constituent Group(s)	Undergraduate and Graduate Students; Faculty and Staff; General Public
3. Initiative Description	The Athletic Department will create and publish multimedia content across multiple outlets that promotes and celebrates diversity and inclusion.
4. Rationale	The Virginia Tech Athletic Department recognizes the importance of diversity and inclusion awareness and believes it can be a sounding board across campus and the community to promote diversity and inclusion.
5. Design	The Athletic Department produce 1-2 videos per academic year that will be posted on www.hokiesports.com . Additionally, these videos will be played at select athletic events throughout the academic year. The videos will also be shared with departments across campus to display on their video outlets as they so choose. Lastly, the Athletic Department will reserve space in select game programs that will illustrate the importance of inclusion and diversity concepts.
6. Responsibility	Derek Gwinn – Assistant Athletic Director for Compliance & Reyna Gilbert-Lowry – Associate Athletic Director of Student-Athlete Development, along with the assistance from members of HokieVision
7. Accountability	Derek Gwinn – Assistant Athletic Director for Compliance & Reyna Gilbert-Lowry – Associate Athletic Director of Student-Athlete Development
8. Timing	The Athletic Department will create and release 1 video for the Spring 2015 semester. The release will be on www.hokiesports.com along with video board activity during select baseball, softball, wrestling and basketball games as sponsorships and prior commitments allow. The video will be distributed to departments across campus for release at their discretion. The initial concept for the first video will be to celebrate the 10 year anniversary for the Principles of Community. 2 videos will be will be created and released for the 2015-16 academic year at these same venues. Select game programs and media guides for 2015-16 will include space dedicated to promoting inclusion and diversity. Written materials for Spring 2015 have already been finalized and nothing can be added at this time.
9. Measures	The Assistant Athletic Director for Compliance will review the number of video spots and printed spots with the video and communications staff to determine if there is adequate promotion. Additionally, the Athletic Department will review any feedback received from individuals that attended athletic contests.
10. Outcomes	The Athletic Department has thousands of patrons that attend its athletic contests throughout the academic year. Displaying these videos and including language in our written materials will reach all of these individuals that are in attendance. This type of outreach will be able to leave an impression on a very large group of people.

**InclusiveVT
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Virginia Tech Department of Intercollegiate Athletics	
Initiative Number <u> 2 </u> (Multimedia)	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	4
2. Briefly describe progress to date.	Trying to find events that have space for showing videos is difficult with commitments to sponsors and others during contests. Still brainstorming ideas to decide on a theme for a video that promotes inclusiveness.
3. Identify challenges and/or unexpected insights.	Initiative requires a significant amount of coordination among departments to produce a video. Video board content is very limited with sponsorship contracts and other recognitions. Additionally, several areas of the department must be available to complete a video and it is challenging to get everyone together.
4. Identify planned assessment activities.	Feedback from staff and public
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	4
6. Briefly describe ways you have engaged your targeted constituent groups.	Have had discussions with staff for ideas and the possibility of getting time during a contest to show video.
7. Identify next steps.	Decide on theme for video and begin production over spring and summer. Reserve spots on video boards at games for fall semester.

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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2014 – 2015 Inclusion and Diversity Initiatives**

Virginia Tech Department of Intercollegiate Athletics	
Initiative Number <u> 3 </u> (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	Education and Scholarship
2. Constituent Group(s)	Undergraduate and Graduate Student-Athletes and Athletic Staff & Coaches
3. Initiative Description	The Athletic Department will invite speakers to present on a variety of inclusive and diversity topics every semester.
4. Rationale	The Virginia Tech Athletic Department recognizes the importance of diversity and inclusion, particularly among its student-athlete population, and inviting individuals to campus that specialize in areas of diversity will certainly enhance the understanding and increase the awareness of those in attendance.
5. Design	The Athletic Department will decide on an area emphasis in inclusion and diversity and research an individual to come to campus and speak with our student-athletes and staff. The topic for presentation in the Spring 2015 that has been discussed is LGBTQ. The Assistant Athletic Director for Compliance and the Associate Athletic Director for Student-Athlete Development will research and select an individual that specializes in the specific area and invite them to campus.
6. Responsibility	Derek Gwinn – Assistant Athletic Director for Compliance & Reyna Gilbert-Lowry – Associate Athletic Director of Student-Athlete Development
7. Accountability	Derek Gwinn – Assistant Athletic Director for Compliance & Reyna Gilbert-Lowry – Associate Athletic Director of Student-Athlete Development
8. Timing	At least 1 individual will be invited to campus in the Spring 2015 to discuss LGBTQ topics. The athletic department will arrange for at least one individual per semester thereafter.
9. Measures	Attendance at the presentation will be required. Head coaches will notify their student-athletes that they need to attend if they are available. Attendance will be recorded at any and all presentations. The athletic department will send out a survey to all student-athletes regarding their awareness and level of comfort with the selected topic. Following the presentation, a follow-up survey will be distributed to determine the effectiveness of the presentation. The survey will be distributed through the athletic department's roster management software system.
10. Outcomes	The Athletic Department expects that presentations will leave a lasting impact on its student-athletes and staff and will promote an environment of inclusion and diversity.

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Virginia Tech Department of Intercollegiate Athletics	
Initiative Number <u> 3 </u> (Each area is responsible for identifying three initiatives)	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	3
2. Briefly describe progress to date.	Reviewed several individuals to bring to campus. Have narrowed it down to 1, Hudson Taylor. We are in discussion with his company to work out logistics for a visit in the Fall semester.
3. Identify challenges and/or unexpected insights.	Cost and identifying the groups on campus that we can organize in the short amount of time that Hudson will be on campus.
4. Identify planned assessment activities.	Feedback from staff and student-athletes
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	4
6. Briefly describe ways you have engaged your targeted constituent groups.	Have had brief discussions with staff and student-athletes. Most of the time to date has been researching the best person to bring to campus that would have the best impact and made the most sense fiscally.
7. Identify next steps.	Finalize details with Hudson and identify the groups we want to make sure get time with him (Student-athletes, staff, coaches, general student body, etc). Set a date and create an agenda that best addresses our objectives.

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

College of Agriculture and Life Sciences	
Initiative Number 1: Leadership training and communications	
1. Inclusive Excellence Dimension(s)	(b) Campus Climate & Intergroup Relations;
2. Constituent Group(s)	(c) Faculty Members; (d) Staff Members
3. Initiative Description	<p>In order to promote and foster a climate of inclusiveness within the college, we will utilize existing programs and create new leadership training opportunities to educate directors and department heads across the college about the value of inclusion and provide them the tools to incorporate those values into their daily operations. This "lead by example" approach will help improve the campus climate and strengthen intergroup relations (dimension b). The college will also encourage leaders to include "Diversity/Inclusion" on routine unit meeting agendas so that issues can be addressed, programs can be promoted, and it is transparent to everyone that this is an important initiative.</p> <p>At the same time, through the CALS Diversity Council and the CALS Office of Communications and Marketing, we will communicate and celebrate our programs, successes, and challenges to both internal and external audiences using publications, videos, new releases, websites, and other avenues. This will not only help increase awareness about diversity and inclusion within the college, but will create a positive perception of it and encourage a wider constituency group to engage and promote the initiatives.</p>
4. Rationale	<p>Leadership starts by setting an example. By having the college's senior leadership, directors, and department heads at the core of a new initiative to promote, embrace, and become educated about diversity, inclusion and the Principals of Community, an example is set for the rest of the college that these are values that are integral to our mission. Once the college's leadership is trained and engaged, they can then share these values with their faculty and staff. Also, a standing meeting agenda item for diversity and inclusion will keep the issue at the forefront.</p> <p>Without communicating these programs and initiatives, support and participation will suffer; therefore, we are creating a robust communications plan that educates the college about the many existing diversity programs that are available to faculty and staff members and students, while also promoting the new initiatives and educating our college on inclusion.</p> <p>By working in concert to educate our leaders on ways to incorporate inclusion across the college while also communicating these efforts, we will be able to nurture and steward diversity.</p>

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5. Design	<ul style="list-style-type: none"> □ Leadership diversity training: The Dean will issue a series of statements encouraging the college's leadership to become Diversity Allies through existing UOPD courses throughout the year. The college will also work with UOPD to set up a series of concentrated classes during a specific time to make it possible for off-campus leaders to pursue a Diversity Ally certificate. Unit leaders can then serve to promote similar training for others within the department. The dean will also encourage "diversity/inclusion" to be a standing agenda item on unit meetings. □ Communications: The Diversity Council will work with the Office of Communications and Development to create a strategic communications plan that uses press releases, photos, videos, etc., to promote and educate people about our inclusion programs. It will include a series of reminders and encouraging stories about the leaders going through the diversity-training program in hopes of motivating others.
6. Responsibility	<ul style="list-style-type: none"> □ The dean will expect all department heads and directors to attend existing UOPD training sessions. □ The directors and department heads will encourage and facilitate others in their units to undergo similar training. □ The Diversity Council will help develop training sessions specifically for CALS through UOPD. □ The Diversity Council, in conjunction with the Office of Communications and Marketing, will promote and communicate both the training sessions and other diversity initiatives in the college.
7. Accountability	The dean (and associate deans) will work with co-chairs of the CALS diversity council to ensure the work is completed.
8. Timing	<ul style="list-style-type: none"> □ Leadership training: In January 2014, the Dean will reach out to all college director and department heads to encourage them to go through the Diversity Ally program over the coming year and insert "Diversity and Inclusion" as a standing agenda item on reoccurring meetings. At this same time, the Diversity Council will work with UOPD to determine a defined time to hold a multi-day concentrated event for CALS faculty and staff who are located off-campus. □ Communication: Communicating diversity and inclusion is an on-going process in the college. Though press releases, videos, publications, websites, and other materials, we are continuously telling stories and promoting our already existing diversity programs. As college leaders are completing training, we will promote their efforts, which will encourage others to take part in similar available programs.
9. Measures	<ul style="list-style-type: none"> □ Leadership training: Measure the number of college leaders who complete the diversity courses and complete the Diversity Ally Certificate, then the amount of faculty and staff who undergo the training. □ Communications: Track the number of stories, videos, and other publication materials that highlight our inclusion programs or illustrate the diversity of CALS.

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10. Outcomes	<p>By having the college leadership engage in and promote diversity initiatives and creating a robust communications plan to articulate the college's diversity goals, we expect a greater awareness of D&I issues and volume of D&I discourse within Units. We anticipate that this will build a more inclusive environment where students, faculty, and staff feel welcome and respected. Staff and faculty will fully appreciate the reasoning behind the inclusion initiative and respect the importance of the goal.</p> <p>This inclusive environment will in time lead to a more diverse college, which better reflects the larger community we serve.</p>
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InclusiveVT 2014 – 2015 Initiative Report

College of Agriculture and Life Sciences

Initiative Number 1: Leadership training and communications

<p>1. Progress to Date</p>	<p>With the help of the DDI, our college set up a series of training sessions specifically for CALS leadership so that they can start to earn Diversity Ally Certificates. Among the many leaders who attended the first session were the dean, department heads, and directors from around the college. At the same time, the CALS Diversity Council is working with the Office of Communications and Marketing to put on and promote a number of diversity and inclusion activities. The council sponsored two recent talks on diversity, which resulted in overflowing audiences.</p>
<p>2. Challenges and/or Unexpected Insights</p>	<p>People have been extremely enthusiastic about the initiative so far. One AREC director said he was surprised at how much he enjoyed and learned from the Diversity Ally training. One person who attended a diversity council event said, "It gave me a better understanding of the intent of the Diversity Council events in increasing that understanding on student concerns for other diverse groups. I suppose I had always looked at the groups featured in the diversity events as a 'them' and now I see it as an 'us.' "</p> <p>The college's newsletter recently won first place in a national agricultural communications group competition and was praised for representing diversity both in photos and in stories.</p>
<p>3. Current or Planned Assessment Activities</p>	<p>Another DDI training is being scheduled for the CALS leadership. Conversation points are being developed so that the issue of diversity and inclusion can be a standing agenda on every meeting.</p>
<p>4. How Have You Engaged Your Constituent Groups?</p>	<p>The dean has actively encouraged the college leadership to attend the training sessions and the events have been widely attended. Likewise, the conversations and events the council has put on have been extremely popular. Both the training and the events are widely promoted in our internal monthly newsletter to let people know we are taking our charge seriously and engaging the entire CALS community.</p>
<p>5. Rate Your Progress to Date (1 = No Progress to 5 = Successfully Completed)</p>	<p>4 – We are doing a good job of engaging the entire CALS community on this initiative and sharing our results with a large group so that everyone realizes the impact and value of becoming a more diverse and inclusive college.</p>
<p>6. Next Steps</p>	<p>Additional training sessions will be scheduled so that leaders can continue to earn their Diversity Ally Certificate. Meanwhile, the Diversity Council will provide a set of talking points that departments can use to engage in conversations about diversity and inclusion. Now that the leaders are undergoing training, the hope is that they will be more comfortable talking about it. The council is also planning a Diversity Celebration in fall 2015 to promote diversity and inclusion to students.</p>

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

College of Agriculture and Life Sciences	
Initiative Number 2 – Civil Rights Training and Compliance	
1. Inclusive Excellence Dimension(s)	B - Campus Climate and Intergroup Relations
2. Constituent Group(s)	C – Faculty Members; D – Staff Members; E – Others (VCE Volunteers)
3. Initiative Description	CALS recognizes the importance of diversity and inclusion in the development and delivery of its Extension (VCE) and Research (VAES) programs. USDA also has specific civil rights expectations in the areas of identifying needs, setting priorities, allocating resources, selecting and assigning staff, conducting programs, and getting feedback. In order to meet these expectations, CALS has created a set of civil rights educational modules and internal civil rights compliance review procedures. The purpose of the training and compliance audits is to increase awareness and understanding of civil rights responsibilities in order to remain in compliance with all federal and state civil rights laws, VT policies, and USDA guidelines. But the ultimate goals of our efforts are that it will result in expanded access to VCE and VAES programs and services to under-represented client groups, and will promote a culture of non-discrimination and one that values differences in our clients, volunteers, and employees. To date, over 800 faculty and staff in all 12 campus-based CALS departments, 107 Unit offices, 11 ARECs, and six 4-H Educational centers have participated in the civil rights training. Peer-reviewed internal audits have taken place with all VCE Unit offices, 4-H centers and ARECs. All new VCE/VAES employees are required to participate in the training, but existing employees are also expected to continue their training after three years using new training content.
4. Rationale	A 2007 USDA Civil Rights compliance review of VCE and VAES identified training on civil rights, and diversity and inclusion as an area that needed greater emphasis. This and the fact that the makeup of the Commonwealth's citizens are rapidly becoming more diverse, motivated CALS to put greater emphasis into insuring that our programs truly are inclusive and that diversity in our clientele, and volunteer base is valued.
5. Design	Based on research and consultation with USDA, peer Land-Grant institutions, and VT office of Equity and Access, training modules and other resources were developed, and procedures were put into place. Due to the distributed nature of VCE and VAES, an online training approach was created as the primary delivery method. It was supplemented by face-to-face trainings. All VCE and VAES faculty and staff are expected to avail themselves to training every three years. New modules are currently being developed as the first three year period is coming to an end. Internal compliance reviews are scheduled for every CALS unit once every 5 years.
6. Responsibility	Joe Hunnings, CALS Director of Civil Rights Compliance
7. Accountability	Dr. Edwin Jones, Associate Dean and Director of VCE

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8. Timing	This is a continuing initiative that was started in 2011.
9. Measures	New and revised modules developed. Records are maintained on all employees' participation in training activities. Internal compliance review documentation is shared with Units, with subsequent follow-ups made by Unit supervisors.
10. Outcomes	Internal reviews have shown a higher level of awareness, understanding, and compliance on expected practices and recordkeeping. This has resulted in Units making positive strides in expanded access and inclusion of clients and volunteers.

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College of Agriculture and Life Sciences

Initiative Number 2 – Civil Rights Training and Compliance

<p>1. Progress to Date</p>	<p>All Extension and Research faculty and staff in all campus-based departments in CALS have participated in face-to-face civil rights compliance sessions, bringing to completion the first round of training for all CALS units. To date, over 900 individuals have been trained. Internal Compliance Reviews were conducted with all ARECs. Spot Compliance reviews will be conducted with two Extension units per district this summer.</p>
<p>2. Challenges and/or Unexpected Insights</p>	<p>Challenge will be to efficiently engage new on-campus faculty and staff in training requirements as new hires are added to units.</p>
<p>3. Current or Planned Assessment Activities</p>	<p>A recent survey of faculty and staff found that 83% of both agent faculty and administrative staff improved their understanding of their civil rights responsibilities by viewing the Civil Rights Compliance Training Modules. In addition, as a result of viewing the civil rights compliance training modules, 66% of Agent Faculty and 80% of administrative assistants changed the way they did things or adopted new practices in order to be more effective in engaging under-represented clients.</p>
<p>4. How Have You Engaged Your Constituent Groups?</p>	<p>Constituent groups (CALS faculty and staff) are sent routine email messages about civil rights compliance issues.</p>
<p>5. Rate Your Progress to Date (1 = No Progress to 5 = Successfully Completed)</p>	<p>4 – This is an on-going effort.</p>
<p>6. Next Steps</p>	<p>VCE Diversity Fellows will be engaging field faculty and staff in new diversity and inclusion training initiatives in 2015.</p>

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

College of Agriculture and Life Sciences	
Initiative Number 3 - Inclusive Teaching Practices	
1. Inclusive Excellence Dimension(s)	Education and Scholarship (C)
2. Constituent Group(s)	Faculty Members (C), Staff Members (D) for the training Undergraduate Students (A) and Graduate Students (B) will be the beneficiaries of what is done for the faculty and staff
3. Initiative Description	Inclusive Teaching Practices
4. Rationale	To enhance and promote graduate and undergraduate student success in the classroom, it is imperative that faculty members are aware of the role of inclusivity to student success. A classroom that encourages openness and fosters student creativity enhances student-learning outcomes.
5. Design	CALS Associate Deans will work with the CALS Faculty Association and CALS Diversity Council to develop a classroom inclusivity-training workshop for CALS faculty and staff. Nationally recognized speakers will be identified to participate in the initial workshop. Faculty members will self-identify to participate in a pilot program to incorporate inclusivity practices into their teaching practices. CALS will partner with CIDER to observe and peer review these pilot courses.
6. Responsibility	Associate Dean for Academic programs and Associate Dean for Research and Graduate Studies, CALS Faculty Association
7. Accountability	CALS leadership team
8. Timing	Spring 2014: announce program to departmental graduate and undergraduate program directors; host an initial college-wide inclusivity training session Fall 2015: host departmental inclusivity training workshops; incorporate inclusivity training into the college graduate teaching scholars (GTS) program After fall 2015: maintain ongoing training sessions with new faculty members
9. Measures	Number of faculty and staff who attend inclusivity classroom training Number of courses tagged as being taught with an enhanced inclusivity model Peer review of teaching assessments
10. Outcomes	Enhanced inclusive classroom environment to promote graduate and undergraduate student success

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College of Agriculture and Life Sciences

Initiative Number 3: Inclusive Teaching practice

1. Progress to Date	<p>Regular meetings with Michele Deramo have moved the project along. Michele developed an activity timeline to ensure that we meet our goals for the planned August 2015 Cultural Connections in the Classroom session.</p>
2. Challenges and/or Unexpected Insights	<p>The initiative has been more clearly defined by the three meetings with Michele Deramo. She has developed an inclusive pedagogy checklist. The only change in the project has been to more clearly define the measures so that they are reflective of building capacity in regards to inclusive teaching practices. The results of the checklist survey will also assist us to determine next steps for our initiative.</p>
3. Current or Planned Assessment Activities	<p>Faculty and staff will be asked to complete a pedagogy checklist (already developed by Michele Deramo) through a Qualtrics survey. The survey will be sent in May. In coordination with Michele Deramo and Marcy Schnitzer a rubric will be developed to measure inclusive teaching practices.</p>
4. How Have You Engaged Your Constituent Groups?	<p>Discussion of the initiative occurred at CALS governance spring 2015 meeting. Discussion of the initiative occurred at CALS department head meeting in March and at the CALS undergraduate program directors meeting in March. Faculty and staff were invited to CALS Diversity Safe Zone presentations in March and April.</p>
5. Rate Your Progress to Date <i>(1 = No Progress to 5 = Successfully Completed)</i>	<p style="text-align: center;">3</p>
6. Next Steps	<p>Distribute inclusive pedagogy checklist to CALS faculty to develop a baseline of practices Develop a rubric for measuring inclusive practices Analyze outcomes of checklist survey. Work with Michele Deramo on next steps Schedule/Communicate an August 2015 session of Cultural Connections in the classroom</p>

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

College of Agriculture and Life Sciences	
Initiative Number 4 – Virginia Cooperative Extension Diversity and Inclusion Fellows	
1. Inclusive Excellence Dimension(s)	(c) Education and Scholarship
2. Constituent Group(s)	(c) Faculty Members; (d) Staff members
3. Initiative Description	The Extension Diversity and Inclusion (D&I) Fellows Initiative has been created to enhance Virginia Cooperative Extension (VCE) faculty and staff awareness and knowledge of diversity and inclusion issues and to improve skills in order to cultivate an environment of mutual respect and appreciation of differences, and ultimately foster more inclusive Extension programs.
4. Rationale	During the past year, Michele Deramo of the Office of Diversity and Inclusion, was asked to meet with faculty in each of the 4 Extension districts to assess how the Office of Diversity and Inclusion could better serve them. The primary need that was identified was for professional development of faculty and staff that will result in greater clientele diversity in Extension programming.
5. Design	Faculty and staff were asked to apply as Fellows to represent their districts. Using a Train-the-Trainer approach, 11 faculty and staff will come to campus the first week of December 2014 to participate in 32 hours of training in a Diversity Development Institute. Michele Deramo and other D&I trainers will serve as the trainers. Each district-based team will be expected to provide at least two D&I training sessions for the faculty and staff in their district each year for three years. These training sessions will include curriculum that the Fellows are exposed to as part of the Diversity Development Institute, as well as new training efforts that address specific D&I issues in their districts. Fellows can use other resources, including peers, to meet the needs of their district co-workers. Fellows will also be expected to evaluate their training efforts and track the impact of their efforts.
6. Responsibility	Eleven Extension D&I Fellows from across the state will be responsible for the training efforts of their peers.
7. Accountability	District Directors and Joe Hunnings, CALS Director of Civil Rights Compliance
8. Timing	The Diversity Development Institute for Extension D&I Fellows will take place in December 2014. Training efforts will take place in each district for the next three years.
9. Measures	CALS will keep track of the number of trainings offered and participation of Extension faculty and staff. In addition, Fellows will track how the D&I training program has impacted the number of programming efforts and other initiatives that have resulted in more inclusive outreach.
10. Outcomes	Through the Extension D&I Fellows program, we expect to see improvements in faculty and staff awareness and knowledge of diversity and inclusion issues and to improve skills in order to cultivate more inclusive Extension programs.

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College of Agriculture and Life Sciences

Initiative Number 4 – Virginia Cooperative Extension Diversity and Inclusion Fellows

<p>1. Progress to Date</p>	<p>In December 2014, ten faculty and staff members for unit offices in all four Extension districts have participated in 32 hours of D&I training and have received their Diversity Ally Certificates. These individuals are now in the planning stages of delivering two training programs in 2015 to all VCE field faculty and staff. These efforts are being coordinated with their respective District Directors and have the full support of Extension administration. Two conference calls with the Fellows have been conducted to facilitate coordination and planning.</p>
<p>2. Challenges and/or Unexpected Insights</p>	<p>We are excited about the enthusiasm that the Fellows have shown for the work ahead!</p>
<p>3. Current or Planned Assessment Activities</p>	<p>The VCE Diversity Fellows have engaged Dr. Tom Archibald, who is an VCE Evaluation specialist to assist them in developing appropriate evaluation strategies for the program. He plans to participate in the next conference call with the group.</p>
<p>4. How Have You Engaged Your Constituent Groups?</p>	<p>Diversity Fellows have been in discussion with peers and administrators in their districts for needs assessment and program planning purposes.</p>
<p>5. Rate Your Progress to Date (1 = No Progress to 5 = Successfully Completed)</p>	<p>2 – Some progress.</p>
<p>6. Next Steps</p>	<p>Training efforts with field faculty and staff led by the Diversity Fellows are scheduled to take place in 2015. The team is also exploring the use of a climate survey to assess needs and issues.</p>

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

College of Architecture and Urban Studies	
Initiative Number 1 Title: University-wide Diversity Awareness Competition	
1. Inclusive Excellence	(b) Campus Climate / Intergroup Relations; (c) Education / Scholarship;
2. Constituent Group(s)	2) All students, faculty, and staff at Virginia Tech.
3. Initiative Description	Every year, CAUS organizes a Diversity Awareness Competition. All VT students, faculty and staff are challenged to express their thoughts about what diversity means to them, the value of diversity, and why it is important to recognize and promote it. Entries are welcome from all Virginia Tech faculty, staff and students as part of the College's ongoing effort to promote diversity and inclusive excellence. A panel of faculty, students and staff judges the competition entries and selects several winners who receive cash awards. In the past, the competition entries were limited to a single media. CAUS has now expanded the competition to include multi-media entries in order to be more inclusive and invite participation from a greater variety of participants. In addition, from now on CAUS plans to invest additional resources to hold an annual exhibition and celebratory event that would raise the competition's profile. To encourage a greater number of submissions, CAUS is also investing new resources to create separate cash awards for undergraduate students, for graduate students, and for faculty/staff (previously, only one type of cash award was available). Each year, the competition will have a different theme. The proposed theme for the 2014-15 competition is "Breaking Stereotypes." An RFP will be widely circulated throughout the university community with the help of the Communications Officer.
4. Rationale	Diversity and inclusion have different meanings for different people. The CAUS competition is designed to invite a university-wide dialogue on the creative interpretation of diversity and inclusion. The project will be widely publicized (via CAUS website, social media, exhibition and celebratory event) in order to raise the profile of diversity and inclusion, hence improving campus climate and intergroup relations and spurring new ideas on diversity and inclusion that can be used in education and scholarship.
5. Design	<p>Competition is held annually, with the following calendar.</p> <ol style="list-style-type: none"> 1) Publicize the competition across the university; create a panel of judges (January-February). 2) Collect entries and select winners (March-April) 3) Publicize outcomes: website, social media, exhibition and celebratory event (April-May). <p>Entries may come in any of the following media: essay, poetry, music, painting, photography, sculpture, ceramics, posters, performance and video. Other media may be considered as well. Last year's competition attracted thirty-five entries. Three winners, all students working in different media, were chosen. These were: 1) Tamanna Tiku in Architecture for the essay "A World Within"; 2) Mohammad Tasooji in Forestry and Mohammad Hassanzadeh in Electrical Engineering for a music video titled "Diversity"; and 3) Angela Maria Serna Geitz of Architecture for her poster "Seeking the Truth." CAUS expects products of increasingly wider scope and similarly high quality every year.</p>
6. Responsibility	This program will be led by the CAUS Diversity Committee and a panel of judges selected every year.
7. Accountability	Diversity Committee; panel of judges; Associate Dean for Academic Affairs; Director of Advising.

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2014 – 2015 Inclusion and Diversity Initiatives

8. Timing	This is a continued and enhanced initiative that runs annually.
9. Measures	1) High number of entries (target = 50). 2) High quality and wide scope of entries, both in terms of content and media form. 3) High publicity of the program (via website, social media, exhibition and celebratory event). 4) Inclusion of new ideas on diversity and inclusion in the classroom (for example, inviting in-class presentations by the winners) and in scholarship.
10. Outcomes	Campus Climate / Intergroup Relations: enhanced dialogue on diversity and inclusion on campus. Education: Integration of creative interpretations of diversity and inclusion in classroom teaching. Scholarship: Integration of creative interpretations of diversity and inclusion in research and publications.

**InclusiveVT
2014 – 2015 Initiative Report**

College of Architecture and Urban Studies

Initiative Number 1 Title: University-wide Diversity Awareness Competition and Showcase

1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.

1

2. Briefly describe progress to date.

The 2015 College of Architecture and Urban Studies Diversity Competition and Showcase invited all university students, faculty, and staff to express their perspective on diversity. This CAUS event has been held annually for several years but this is the widest and most diverse range of participants that CAUS has ever attracted. The showcase is part of the College's ongoing efforts to promote diversity and inclusive excellence at Virginia Tech. This year's theme was "Breaking Stereotypes." Both the invitation to submit entries and the invitation to attend the final exhibition and celebratory event were publicized widely: via CAUS website, university news, flyers, faculty, student and diversity list serves, and social media.

There were a total of thirty-nine submissions that came from faculty, staff and students from a multitude of university units (the target number was fifty). Entries were submitted in all forms of media: essays, music, poems, painting, photography, posters, and videos. Winners were selected by a panel of three judges and were announced at a celebratory event on April 8, 2015. Sofia Midkiff, Department of Management, received the first place and an award of \$750 in the faculty/staff category for her essay "Breaking Stereotypes." Deia Green of Mebane, NC, an Industrial Design major, received second place and an award of \$500 for an unnamed piece. Catarina Esteves of Arlington, VA, a Civil Engineering major, received third place and an award of \$250 for her essay "Breaking Stereotypes." In the graduate student category, Tomilayo Komolafe from the Industrial and Systems Engineering Department received first place and \$750 for a biographical essay "Living the Minstrel Show." Joseph Frazier of Chesapeake, VA, Sociology and Philosophy, received second place and \$500 prize for an original spoken word piece "Stereotypes Are Killing Us". Pris Sears of Fort Walton Beach, FL, Horticulture, received third place and \$250 for the metal sculpture "Captain America," which is part of a series reimagining male heroes, pop-culture and mythical figures as women.

The university community was invited to attend the April 8 "Celebration of Breaking Stereotypes" in order to view and listen to selected entries. Over forty university faculty, staff, and students attended the Celebration. The Dean of CAUS welcomed attendees with a brief speech on our commitment to diversity. Chelsea Lyles, Chair of the CAUS Diversity Committee, presented the awards.

The committee had decided to have the celebration as a more informal and student-focused event this time, as compared to previous years. CAUS also funded and distributed a greater number of awards than in previous years, organized a more inclusive exhibition, and held a more robust awards ceremony that highlighted the core purpose of the showcase.

3. Identify challenges and/or unexpected insights.

The judges found evaluating entries from different media a hard but gratifying task. Putting a variety of media entries on display was also challenging, but attendees seemed genuinely interested in viewing entries that not only expressed a rich variety of ideas but were also presented via diverse media.

4. Identify planned assessment activities.

None at present. We judge the initiative to be successful by all measures, especially because it attracted such a wide and multi-disciplinary range of participants and media entries. Hence, we intend to continue the initiative in the future—each year with a slightly different content and in a slightly different form.

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5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	1
6. Briefly describe ways you have engaged your targeted constituent groups.	Invitations were sent through VT News, diversity, student and faculty/staff list serves, and the CAUS website. Flyers were posted in several university buildings by the CAUS Diversity Committee members and were distributed by the Associate Dean for Academic Affairs at the VT Inclusive Event on April 3, 2015.
7. Identify next steps.	Continue the initiative annually. Next year, CAUS will provide financial support to a CAUS doctoral student Shabnam Kavousi to organize a Cultural Diversity Exhibition. The exhibition will be held at Cowgill Hall in the fall of 2015 and will serve as next year's diversity celebratory event.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

College of Architecture and Urban Studies	
Initiative Number 2 Title: International Archive of Women Architects	
1. Inclusive Excellence Dimensions	(b) Campus Climate / Intergroup Relations; (c) Education / Scholarship; (d) Institutional Infrastructure
2. Constituent Group(s)	Students and faculty at CAUS and Virginia Tech; Specific attention to the inclusion of female, minority and international faculty, students and professionals.
3. Initiative Description	<p>CAUS is home to the unique and internationally acclaimed International Archive of Women in Architecture (IAWA). The IAWA is a joint program with the University Libraries. Despite its title, it is not limited to the work of women in architecture, but to women in all built-environment fields. The archive aims to document women's contributions to the built environment by collecting, preserving, and providing access to the records of women's professional organizations and the individual papers of women who contributed to architecture, landscape architecture, urban, interior and industrial design, history and theory of urban and architectural form, and urban planning. The IAWA began with a focus on the papers of pioneering women in architecture but has expanded its focus over time and plans to further expand in the future (for example, by reaching out to women in building construction and construction engineering). Today, the archive welcomes materials related to all generations of women in the built-environment fields in order to fill serious gaps in the availability of primary-source materials for built-environment, women's, and social history research. IAWA is a key piece of institutional infrastructure that strengthens diversity and inclusion at VT. It includes over 400 discrete collections (including some that comprise records from the entire career of pioneering women; for example, three apprentices of Frank Lloyd Wright). Many of the collections pertain to the work of women working outside of the United States. Records for the archive are aggressively recruited by the IAWA Executive Committee and the Board of Advisors. The latter comprises not only VT faculty but faculty and professionals from all over the world (Denmark, Germany, France, Israel, Japan, Mongolia and Tunisia).</p> <p>CAUS is working to sharpen IAWA's focus on the achievement of international and minority female professionals (for example, in collaboration with the archives of traditionally African American universities such as Virginia State University). It will also work towards integrating IAWA's resources into classes, research and publications. The collection is made available to anyone interested in research on the subject, classes are routinely taken to tour the collection, and students actively participate in the organization of exhibitions.</p>
4. Rationale	<p>Women's contributions to the built environment have been profound, yet underdocumented and understudied. In fact, many of the pioneering women in the built-environment field did not hold formal professional diplomas (hence the archive's title focused on women in architecture, rather than women architects). The IAWA has made great strides in collecting materials that reflect women's achievements and making them available to interested students, professionals and faculty in the university and around the world. The IAWA began at a time when the share of CAUS's female students and faculty was very small. Today, over half of the college students are female. However, further progress must be made in attracting female faculty (especially at the senior level) and promoting them. The current composition of the tenure-stream faculty is as follows: Professors (73% male, 27% female), Associate Professors (63% male, 37% female) and Assistant Professors (52% male, 48% female). The IAWA is an important venue that helps shift college culture and campus relations in ways that would promote gender equality and make female, minority and international faculty and students feel included and appreciated.</p>

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2014 – 2015 Inclusion and Diversity Initiatives**

5. Design	1) Continued intensive collection of materials at national and international venues; 2) Enhanced efforts to integrate the materials in classroom teaching and in research and publications (e.g., ensure that students from all CAUS majors access the collection during their career at VT); 3) Holding annual research competition honoring the IAWA's founder, Professor M. Bliznakov, which is open to students and faculty of VT, as well as national and international universities; 4) Annual participation in the UIFA Congresses (last year in Japan and Mongolia), where the most aggressive pursuit of new collections is undertaken; 5) Hosting the 18 th UIFA Congress at VT (both Blacksburg and NCR campuses).
6. Responsibility	IAWA Executive Council, IAWA Advisory Board, Dean, Associate Dean for Academic Affairs, Associate Dean for Research, Associate Dean for Outreach.
7. Accountability	IAWA Executive Council, IAWA Advisory Board, Dean, Associate Dean for Academic Affairs, Associate Dean for Research, Associate Dean for Outreach.
8. Timing	This is a continued and enhanced permanent initiative.
9. Measures	1) Continuous collection of archival and contemporary materials; 2) Expanding the scope of materials (e.g., to focus on the work of minority and international professionals and women in building construction); 3) Integrating the materials in teaching and in faculty and student scholarship; 4) Holding international research competition; 5) Hosting and publicizing the 18 th UIFA Congress and continuous active collaboration with UIFA.
10. Outcomes	Campus Climate / Intergroup Relations: Enhanced focus on the achievement of female scholars and professionals. Education / Scholarship: Integration of the collection in classroom teaching, scholarly analysis and publications. Institutional Infrastructure: Key piece of VT and CAUS diversity infrastructure; May serve as model for other VT colleges.

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2014 – 2015 Initiative Report**

College of Architecture and Urban Studies

Initiative Number 2 Title: International Archive of Women in Architecture (IAWA)

1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.

1 for IAWA Board; 3 for CAUS

2. Briefly describe progress to date.

This year, we celebrate the 30-year anniversary of the unique and highly acclaimed International Archive of Women in Architecture (IAWA). Founded by Professor Milka Bliznakov in 1985, the IAWA is a joint program with the University Libraries. Despite its title, it is not limited to the work of women in architecture, but to women in all built-environment fields. The archive seeks to make known women's contributions to the built environment by collecting, preserving, and providing access to the records of women's professional organizations and the individual papers of women who contributed to architecture, landscape architecture, urban, interior and industrial design, history and theory of urban and architectural form, and urban planning. The IAWA began with a focus on the papers of pioneering women in architecture but has expanded its focus over time and plans to further expand in the future (for example, by reaching out to women in building construction and construction engineering). The phrase "Women in Architecture" (as opposed to "Women Architects") reflects the center's inclusiveness: it was carefully selected to include women who did not have official architectural diplomas and were not registered architects yet contributed to the designed environment. Today, the archive welcomes materials related to all generations of women in the built-environment fields in order to fill serious gaps in the availability of primary-source materials for built-environment, women's, and social history research. IAWA is a key piece of institutional infrastructure that strengthens diversity and inclusion at VT. It includes over 400 discrete collections (including some that comprise records from the entire career of pioneering women; for example, three apprentices of Frank Lloyd Wright). It is the largest and most international archive of its kind in the world. Records for the archive are aggressively recruited by the IAWA Executive Committee and the Board of Advisors, The latter comprises not only VT faculty but faculty and professionals from all over the world (Denmark, Germany, France, Israel, Japan, Mongolia and Tunisia).

In July of 2015, IAWA will hold the 18th Congress of the L'Union Internationale des Femmes Architectes (UIFA). In hosting the 18th UIFA Congress, the IAWA seeks to commemorate its 30th anniversary; to connect and build a network of women in architecture and design; to preserve, highlight, and recognize the professional contributions of women architects and designers; and to provide global education through the dissemination of information about the important role of women in architecture and design (see <http://www.uifa2015.com/>) The Congress will start in Washington, DC and conclude in Blacksburg. It is expected to attract dozens of built-environment professionals from around the world. Participants are asked to bring with them a portfolio of works that will become part of the IAWA's collection. The event will be aggressively publicized to attract as many Virginia Tech faculty, students and staff as possible.

IAWA successfully held its annual competition for the Milka Bliznakov Prize. The award is given to a scholar who conducts research in the IAWA collection on a pertinent topic. This year's prize was awarded to Professor Meredith Sattler from Cal Poly San Luis Obispo for her project "Early Technological Innovation in the Systems Approach to Environmental Design: Situating Beverly Willis and Associates' CARLA platform [Computerized Approach to Residential Land Analysis] within the developmental trajectory of Geographic Information Systems (GIS)."

3. Identify challenges and/or unexpected insights.

The IAWA Board has had an extremely busy year in organizing the UIFA Congress. The issue is how to make IAWA's great resources better known to VT faculty, students and staff. Anecdotal evidence shows that many at CAUS have never visited the collection and it remains barely known to faculty, students and staff in the other colleges at VT.

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4. Identify planned assessment activities.	The IAWA is the largest and most international archive of its kind in the world. What needs to be assessed is not the quality of the collection but the awareness of VT faculty, students and staff, especially outside of CAUS). Potential measures include number of class visits to the collection and number of research projects conducted at IAWA.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	1 for IAWA Board; 3 for CAUS
6. Briefly describe ways you have engaged your targeted constituent groups.	Invitations for the UIFA Congress will be send through the UIFA and IAWA websites, the IAWA newsletter, VT News, diversity, student and faculty/staff list serves, and the CAUS website. Flyers will be posted in several university buildings.
7. Identify next steps.	Engage as many faculty, students and staff to attend the UIFA Congress in DC and Blacksburg. Publicize the IAWA Archival Collection to faculty and students so that this unique resource helps them in scholarship, instruction and service.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

College of Architecture and Urban Studies	
Initiative Number 3 Title: Focus on Faculty Mentoring	
1. Inclusive Excellence Dimensions	(a) Access and Success; (c) Education / Scholarship;
2. Constituent Group(s)	CAUS faculty; Specific attention to female and minority faculty.
3. Initiative Description	CAUS is launching a series of steps to improve faculty mentoring college-wide. Because of the wide variety of disciplines at CAUS, in the past mentoring was almost entirely informal and decentralized. Whereas the decentralized model is useful, a reinvigorated college-wide faculty mentoring program, with special attention to female and minority faculty, will help improve faculty success in scholarship, promotion and tenure, and increase the share of senior faculty, especially tenured full professors, at CAUS.
4. Rationale	In the past, women and minorities have been excluded from the built-environment professions. For years, CAUS has striven to increase the participation of these historically underrepresented groups as students, faculty and staff. Today, just over half of the college students are female. The share of junior female faculty has also increased substantially (48% of Assistant Professors), but remains lower at the senior ranks (37% of Associate Professor and 27% of Full Professors). The share of minority faculty is in need of greater attention, as the share of minority students and those of mixed race has increased. With the goal of improving faculty development, CAUS is launching a series of steps to enhance the quality of mentoring and thus help faculty, especially female and minority faculty, succeed in scholarship, promotion and tenure. These steps should also help enhance overall faculty satisfaction with college mentoring as expressed, for example, in the COACHE survey. In the long term, a successful faculty with substantial representation of women and minorities will help further diversify the composition of the student body and will also help diverse students succeed (i.e., since the faculty can serve as role models to the students). It will also enrich all scholarship, design-build, instruction and engagement activities at CAUS.
5. Design	1) Formation of college-wide faculty mentoring committee; 2) Development of school-specific mentoring guidelines; 3) Initiation of regular faculty mentoring workshops; 4) Initiation of regular faculty brown-bag research meetings; 5) Enhanced group and individual outreach to faculty, especially women and minorities, on behalf of the Dean's Office and the School Directors; 6) Articulating new expectations for the senior faculty to serve as mentors to junior faculty.
6. Responsibility	Dean, Associate Dean of Academic Affairs, School Directors, Program Chairs, other senior faculty.
7. Accountability	Dean, Associate Dean of Academic Affairs, School Directors.
8. Timing	This is a new and permanent initiative.
9. Measures	1) Formation of college-wide faculty mentoring committee; 2) Completion of school-specific mentoring guidelines; 3) Number of faculty-mentoring college workshops (target = 2 per year); 4) Number of regular faculty brown-bag research meetings (target = 4 per year); 5) Number of meetings between individual faculty interested in promotion with the Associate Dean for Academic Affairs (target = 10 per year); 6) Number of junior faculty who receive regular mentoring advice from senior faculty; 7) Number of senior faculty who serve as mentors of junior faculty; 8) Increased share of CAUS senior faculty, especially tenured full professors, in the long-term; 9) Assessing faculty views through an annual survey on faculty climate, and promotion and tenure opportunities.

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10. Outcomes	Access and Success: Developing a greater sense of faculty inclusion, especially among junior female and minority faculty; Improving the satisfaction of all faculty with mentoring opportunities at the college level, as expressed in the next COACHE survey; Increasing the share of CAUS senior faculty, especially female and minority faculty, in the long term. Scholarship: Enhancing opportunities for scholarly collaboration, especially with and between female and minority faculty.
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**InclusiveVT
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College of Architecture and Urban Studies

Initiative Number 3 Title: Focus on Faculty Mentoring

1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.

2

2. Briefly describe progress to date.

CAUS launched a series of outreach steps to engage faculty in conversation about strengthening their scholarly, pedagogical and service records and succeeding at promotion and tenure. Because of the wide variety of disciplines at CAUS, in the past mentoring was almost entirely informal and decentralized. Whereas the decentralized model has been useful, a reinvigorated college-wide faculty mentoring program will help improve faculty success. The following steps have been taken: 1) The Dean and the Associate Dean for Academic Affairs held Q&A sessions on the promotion and tenure process, which were recorded and are now posted online; 2) The Associate Dean for Academic Affairs held P+T workshops with assistant and non-tenured associate professors (about two dozen attended), and with tenured associate professors interested in full professorship (about a dozen attended); 3) Each CAUS school revised and expanded its existing mentorship program (for example, the School of Public and International Affairs began regular meetings attended by junior faculty who share experiences and also engage with an invited speaker on topics such as research and diversity). In addition, the Dean and the Associate Dean continued traditionally successful CAUS practices; for example, providing detailed input on draft dossiers. Both the Dean and the Associate Dean maintain an intensive meeting schedule with faculty interested in individual discussions regarding promotion and tenure and other aspects of university life.

3. Identify challenges and/or unexpected insights.

Few of the tenured associate professors, who were invited to attend a mentoring workshop on prospects for attaining full professorships, attended. Based on informal conversations and other anecdotal evidence, it appears that some of these faculty have decided that full professorship is not something they are interested in. This appears to be the case especially for long-term faculty in architecture and the other design disciplines, where outputs do not easily fit into traditional scholarly production forms such as peer-reviewed journal articles. As a matter of fact, some faculty suggested that attendance of the workshop would be an implicit admission of “failure” to pursue full professorship at an earlier date. Thus, more informal outreach efforts encouraging faculty to consider strengthening their research and creative agendas and pursuing full professorship may be needed.

4. Identify planned assessment activities.

We plan to use next year’s COACHE survey to see whether faculty views of mentoring at the college and the school levels have improved.

5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.

2

6. Briefly describe ways you have engaged your targeted constituent groups.

Emails were sent to the CAUS faculty to invite them to mentoring events. Also, several individual meetings have been held between the Dean, the Associate Dean, and individual faculty on the promotion and tenure process and other issues that may help the faculty succeed at VT.

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7. Identify next steps.

Continue and strengthen the faculty engagement process.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

College of Liberal Arts and Human Sciences	
Initiative Number 1 Title: Disabilities Studies	
1. Inclusive Excellence Dimensions	(a) Access and Success (b) Campus Climate & Intergroup Relations (c) Education & Scholarship (d) Institutional Infrastructure
2. Constituent Group(s)	1) All students, faculty, and staff at Virginia Tech; 2) students, faculty, staff, and visitors with disabilities
3. Initiative Description	Disabilities studies refers to the development of new academic programs, research collaborations, and service activities related to individuals, families, and communities. Disabilities studies encompasses a broad approach inclusive of diverse populations with physical, cognitive, social, or other limitations across the life span and in a variety of social contexts. Significant topics in disabilities studies include health care policy, caregiving, partnerships between families, schools, and work, adaptive technology, financial planning, and universal design.
4. Rationale	Disabilities studies will link CLAHS departments with centers and programs across the university as well as the surrounding community. Disabilities studies is a growing field that links scholarly research, teaching and advising, institutional infrastructure, and campus climate around the common goal of broadening access, shaping perceptions, forming partnerships, and encouraging innovation. Students pursuing careers in health, education, and human services will benefit from acquiring a credential in disabilities studies, as will students across the university who may be developing products in design, engineering, and applied fields for use by individuals with disabilities. Establishing a disabilities studies program will also improve the campus climate for individuals with disabilities, including enhancing access (broadly speaking) for individuals with disabilities, thereby increasing enrollment of students with disabilities and advancing the university's reputation as an inclusive institution.
5. Design	1) Personnel: Faculty position (tenure track) in disabilities studies in Human Development. Faculty positions (tenure track) related to health policy, biomedicine, and health technologies in Science and Technology in Society and in Political Science. 2) Curriculum: Proposal for a Pathways integrated minor in disabilities studies. New course on disabilities studies. 3) Program development: Faculty working group reviewing and promoting curricular, research, and outreach activities.
6. Responsibility	Department Head, Human Development (Zvonkovic); CLAHS Associate Deans for Undergraduate Academic Affairs (Stephens); Policies and Procedures (Stoudt); and Diversity (Ewing)
7. Accountability	Department Head, Human Development; CLAHS Associate Dean for Diversity.
8. Timing	January – June 2015: Hiring of new faculty and developing proposals for new course and Pathways minor.
9. Measures	1) Appointment of new faculty member in disabilities studies in Human Development 2) Proposal for Pathways minor in disabilities studies 3) Course proposal: Human Development Introduction to Disabilities Studies
10. Outcomes	New faculty member with research and teaching interests in disabilities studies to lead program, teach courses, and coordinate faculty working groups. Course proposal in curriculum review process. Pathways minor in disabilities studies under review.

CLAHS	
CLAHS Initiative #1 Disabilities Studies	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	3
2. Briefly describe progress to date.	The process of hiring a faculty member in Human Development with expertise in disabilities studies is continuing. Plans for a Pathways Minor in disabilities studies are continuing. The CLAHS Diversity Committee approved funding in 2015-2016 for a speaker series on the 25th anniversary of the Americans with Disabilities Act (ADA), with the goal of promoting scholarship on this topic.
3. Identify challenges and/or unexpected insights.	The delayed approval of curriculum reform delayed plans to submit the minor for approval.
4. Identify planned assessment activities.	The Disabilities Studies minor will be assessed through the CLE process. The impact of the planned speaker series on the ADA will lead to publications that will be peer-reviewed. Planned courses on disabilities will be assessed through normal instructional assessment procedures.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	3
6. Briefly describe ways you have engaged your targeted constituent groups.	The CLAHS Diversity Committee hosted a discussion of disabilities studies that allowed faculty and graduate students to explore the range of potential effects of introducing this program at Virginia Tech.
7. Identify next steps.	Courses planned for 2015-2016 include STS 4984/5984 Technology and Disability in fall 2015 and a Human Development course, Introduction to Disabilities Studies in Spring 2016.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

College of Liberal Arts and Human Sciences	
Initiative Number 2 Title: Veterans Studies	
1. Inclusive Excellence Dimensions	(c) Education / Scholarship; (a) Access / Success; (b) Campus Climate / Intergroup Relations; (d) Institutional Infrastructure
2. Constituent Group(s)	1) Veterans. 2) All students, faculty, and staff at Virginia Tech.
3. Initiative Description	Veterans Studies is a broad effort to introduce educational initiatives such as an undergraduate minor and a graduate certificate; advance and sustain research on the lives and contributions of veterans; improve institutional support for veterans through student affairs, the graduate school, and advising offices; enhance access into undergraduate and graduate programs; and take steps to address climate issues that specifically affect veterans in the student body. The Veterans Studies program at Virginia Tech will combine education and scholarship in ways that promote access and success, improve institutional infrastructure, and contribute to enhancing campus climate and inter-group relations.
4. Rationale	Veterans are an underrepresented population among undergraduate and graduate students as well as faculty and staff, accounting for approximately 1% of students and 4% of employees are veterans, compared to 11% of the adult population in the United States (21 million veterans in an adult population of 243 million). For Virginia Tech to become a more inclusive institution, sustained efforts are needed to improve access, foster success, enhance infrastructure, and address climate issues.
5. Design	<ol style="list-style-type: none"> 1) Plan the third <i>Veterans in Society</i> conference for November 2015, timed to coincide with Veterans Day, with an emphasis on race, reconciliation and the American civil war. 2) Continue collecting and archiving oral histories of African American veterans of the Korean War, in conjunction with Veterans History Project at Library of Congress, and funded by CLAHS faculty research grants. 3) Submit proposal to NEH to host a summer institute for university and college teachers on veterans studies and the humanities, proposal due February 2015, for a seminar planned for Blacksburg in summer 2016. 4) Organize a symposium on potential curricular reforms, including new courses and programs at undergraduate and graduate level; possible Pathways minor; and new programs designed in coordination with Vets@VT. 5) Plan a Big Read event for New River Valley communities on Tim O'Brien, <i>The Things They Carried</i>, Fall 2015. 6) Design a research project on the experience of veterans on campus, in coordination with university offices (Dean of Students; Student Affairs; Human Resources; Institutional Review Board), Spring 2015.
6. Responsibility	This program will be led by faculty involved in the veterans studies group and students involved in Veterans @ VT. Administrative oversight will be provided by the Center for the Study of Rhetoric in Society (Department of English), in coordination with faculty and student led groups.
7. Accountability	Associate Dean for Research / Diversity, CLAHS; Department of English; Director, Center for Study of Rhetoric in Society
8. Timing	January – June 2015: NEH proposal submitted; curriculum planning underway; research project in design.
9. Measures	<ol style="list-style-type: none"> 1) Plans completed for Veterans in Society conference (target = 1). 2) Interviews with veterans (target = 10). 3) External funding proposals submitted (target = 1). 4) Symposium on Veterans Studies curriculum / courses / program (target = 1). 5) Research project designed, submitted for IRB approval, and placed on timeline for completion (target = 1)

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2014 – 2015 Inclusion and Diversity Initiatives

10. Outcomes	Scholarship: dissemination of research on humanities and veterans Education: task force report on curricular innovations Access and Success / Climate / Infrastructure: recommendations on policies related to veterans
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CLAHS	
CLAHS Initiative #2 Veterans Studies	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	2
2. Briefly describe progress to date.	1) Plan the third Veterans in Society conference for November 2015, timed to coincide with Veterans Day, with an emphasis on race, reconciliation and the American civil war. A call for papers has been issued. 2) Continue collecting and archiving oral histories of African American veterans of the Korean War, in conjunction with Veterans History Project at Library of Congress, and funded by CLAHS faculty research grants. Fifteen interviews have been conducted, with more planned. These interviews will be archived, either through Virginia Tech or the Library of Congress. The interviews will be integrated into forthcoming research publications. 3) A proposal was submitted to NEH to host a summer institute for university and college teachers on veterans studies and the humanities, planned for Blacksburg in summer 2016. 4) A symposium on potential curricular reforms, including new courses and programs at undergraduate and graduate level; possible Pathways minor; and new programs designed in coordination with Vets@VT, is scheduled for Saturday, April 25, with a broad range of participants. 5) Plan a Big Read event for New River Valley communities on Tim O'Brien, The Things They Carried, Fall 2015. Funding proposals have been submitted to sustain this effort. 6) Advance the research project on the experience of veterans on campus, in coordination with university offices (Dean of Students; Student Affairs; Human Resources; Institutional Review Board), Spring 2015.
3. Identify challenges and/or unexpected insights.	These efforts have yielded new partnerships among faculty, staff, and students at Virginia Tech, neighboring institutions, and nationally, all producing new insights about the importance and potential of veterans studies.
4. Identify planned assessment activities.	Each of the programs listed above will be assessed in ways appropriate to their purpose, audience, and timeline.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	2
6. Briefly describe ways you have engaged your targeted constituent groups.	Regular meetings by the veterans in society planning groups have identified strategies to identify and involve veterans among students, staff, and faculty at Virginia Tech and in the surrounding community.
7. Identify next steps.	All the programs listed in #2 are continuing along distinct timelines.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

College of Liberal Arts and Human Sciences	
Initiative Number 3 Title: Social Science Pipeline Program	
1. Inclusive Excellence Dimensions	(a) Access / Success
2. Constituent Group(s)	High school students from racial, ethnic, and social categories underrepresented at Virginia Tech and in higher education.
3. Initiative Description	CLAHS Social Science Pipeline Projects will provide high school students with challenging educational experiences designed to encourage them to enter higher education prepared to study the social sciences. The project will bring high school students, especially sophomores and juniors, together with Virginia Tech faculty in ways that connect the high school social studies curriculum with university programs in the social sciences. Students who complete the program will be more prepared for the challenges of college-level study, more aware of the scope of social science academic programs, more engaged with contemporary social issues, and better positioned to apply for admissions to competitive universities, including Virginia Tech.
4. Rationale	At present, VT provides first-rate STEM pipeline programs. Similar programs are not available either at VT or nation-wide in some other disciplines. This program seeks to redress that lack of quality programs for high school students in the social sciences. This project will provide a parallel experience to those currently offered to students in science and engineering through various STEM academies, summer programs, and after school activities. The program will target high schools in the National Capital Region that have very high proportions of students who are first-generation college, lower social economic status, and / or from diverse racial and ethnic categories. Possible high schools include T. C. Williams High School (Alexandria City), 3,503 students including approximately 78% students from racial or ethnic minorities; Washington-Lee High School (Arlington County) with 2,255 students, including approximately 60% students from racial or ethnic minorities; and J.E.B. Stuart High School (Fairfax County) with 1,985 students, including approximately 75% from racial and ethnic minorities. Because these racial and ethnic categories are underrepresented at Virginia Tech, building a pipeline from the targeted high schools into social science majors would enhance access and success by increasing the number of applications and admissions.
5. Design	The design of these projects will involve consultations with a planning committee of Virginia Tech faculty and experienced social studies at the targeted high schools. Themes will connect the high school social studies curriculum, especially the IB and AP programs that attract the best students; the teaching and research interests of CLAHS faculty in the social sciences, and current issues with clear relevance to the lives and futures of youth. Possible topics include 1) juveniles and the justice system; 2) national security; and 3) civil rights and social equity. The planning committee will consider various formats, such as one week summer sessions (non-residential) at the Virginia Tech facilities at Falls Church and hybrid programs that begin with online activities and culminate in a weekend workshop in Blacksburg. Programs will enroll approximately thirty students, who would be selected through a competitive process administered in coordination with teachers and administration at selected high schools. Sophomores and juniors will have sufficient classroom experience (with courses such as US and world history, civics, and AP anthropology, psychology, and government) while also being at the right stage to think about the advantages of majoring in social sciences in college, including at Virginia Tech.
6. Responsibility	Associate Dean for Undergraduate Academic Affairs (Stephens); Planning committee members
7. Accountability	Associate Dean for Research / Diversity (Ewing)

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8. Timing	January – June 2015: Convene task force of social science faculty at Virginia Tech; identify partner high schools; invite teachers and administrators to planning meeting; make plans for pilot project in spring / summer 2016.
9. Measures	Planning committee appointed, initial meeting held; and proposal submitted with theme, format, and location for pilot pipeline
10. Outcomes	Establish a pipeline to recruit students from diverse backgrounds into social science programs at Virginia Tech. Given a target of 30 students each year at an estimated annual total cost of \$30,000, these pipelines should produce increased applications from underrepresented students considering majoring in the social sciences at Virginia Tech.

CLAHS	
CLAHS Initiative #3 Social Science Pipeline	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	4
2. Briefly describe progress to date.	This project began with extensive consultations with Virginia Tech faculty from the social sciences about the value, originality, and feasibility of this pipeline project. Consultations resulted in a recommendation to proceed with planning along with concerns about scope, costs, and sustainability of project. Ten partner high schools in Alexandria City, Arlington County, and eastern Fairfax county were identified. The principals of these schools were contacted by email, with a brief explanation of the project and an offer to provide additional information. The principals who responded favorably received additional information and steps are underway to set up further conversations with teachers and guidance staff.
3. Identify challenges and/or unexpected insights.	Identifying a pool of potential high school students is a significant challenge as it involves working indirectly through the schools while also setting up a program that is engaging, rigorous, and convenient. The cost of the workshop is the greatest challenge. The workshop needs to be available to students for free in order to serve the goal of recruiting underrepresented populations. Other challenges include sustaining faculty involvement and leadership, confirming the logistics of holding a workshop in Falls Church, and identifying student participants.
4. Identify planned assessment activities.	Teachers in the ten high schools will be the best position to assess the potential value of this project, as they can identify target populations, alignment with the social studies curriculum, and potential to increase recruitment of students into social science programs in higher education.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	4
6. Briefly describe ways you have engaged your targeted constituent groups.	Introductory messages to school principals, followed by steps to set up consultations with high school teachers.
7. Identify next steps.	Discuss plans with high school principals and social studies teachers in high schools, consult with Virginia Tech faculty about content and logistics, and develop a timeline for a pilot program in summer 2016.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

College of Liberal Arts and Human Sciences	
Initiative Number 4	Title: College Mentors for Kids
1. Inclusive Excellence Dimension(s)	(a) Access and Success
2. Constituent Group(s)	1) Undergraduates participating as College Mentors for Kids; 2) Elementary school pupils in Blacksburg and other communities in Montgomery County.
3. Initiative Description	College Mentors for Kids is a national organization that recruits undergraduates to serve as mentors for elementary school pupils. By connecting with pupils in the early grades, this project is designed to provide children, often from economically disadvantaged families, with a model of academic success as well as a source of encouragement. CLAHS will partner with Student Affairs to develop the College Mentors of Kids Program in the form of a VT chapter. This initiative is designed to improve access and success by encouraging primary school children to see a path to higher education in their futures.
4. Rationale	Students from CLAHS majors are especially well suited to the College Mentors for Kids program, because many students in the liberal arts and human sciences are planning to enter careers in education and human services. The Department of Human Development track in child and adolescent developments is well suited to recruit mentors for this program. Students in humanities and social sciences majors, such as English, French, German, History, Philosophy, Religion and Culture, Sociology, and Spanish, who are preparing to obtain teaching certifications at the graduate level will benefit from the opportunity to mentor elementary school children.
5. Design	Liberal Arts and Human Sciences majors, particularly in Human Development, English, and History, will be recruited to apply to become College Mentors for Kids through advisors and student organizations, such as the English Club and Sigma Tau Delta in the English Department; the History Club and Phi Alpha Theta in the History Department; and Teach for Jamie / Teach for Madame in Foreign Languages and Literatures. Faculty and / or graduate students in the elementary education programs in the School of Education will provide guidance to these students regarding the challenges and rewards of working with primary school children. This project also builds upon the existing collaborations between CLAHS departments and Montgomery County Public Schools that includes students volunteering in after school programs, professional development workshops offered by faculty, and collaboration on outreach programs such as speakers and performances.
6. Responsibility	CLAHS Associate Dean for Undergraduate Academic Affairs (Stephens); Associate Dean for Diversity (Ewing); CLAHS Department Heads/Chairs; School of Education leadership.
7. Accountability	Associate Dean for Diversity (Ewing)
8. Timing	January – June 2015: establishment of VT chapter, recruitment of first group of undergraduate mentors
9. Measures	Number of CLAHS majors participating as College Mentors for Kids (target = 10) Involvement of CLAHS student organizations in supporting College Mentors for Kids (target = 3 organizations) Mentoring provided by faculty to College Mentors for Kids (target = 3 sessions)

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10. Outcomes	Support for Student Affairs in establishing a College Mentors for Kids chapter Successful recruitment of College Mentors for Kids from among CLAHS majors Establishment of a sustainable partnership with elementary schools in Montgomery County
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CLAHS	
CLAHS Initiative #4 College Mentors For Kids	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	2
2. Briefly describe progress to date.	A partnership was established in September 2015 with Margaret Beeks ES. This school is piloting the program for the first year. The goal is to expand the program based on the experience with this pilot. Thirty-two 1st-5th graders are enrolled in the program, along with 32 Virginia Tech students. Two thirds of these students have a major in CLAHS.
3. Identify challenges and/or unexpected insights.	Mentors need sufficient training to work effectively with children. Certain behavioral issues were surprising to some mentors. To assist with these needs, Mentor Development Sessions (MDS) scheduled for twice per month to allow Mentors to come and talk through the problems they are having and come to some sort of action plan to help their students behaviorally.
4. Identify planned assessment activities.	To assess this program, the director will examine the journals written by each little buddy describing their activities for the day. This process of continuous formative assessment will determine if the objectives for that activity day were successful. It will also inform planning for next year's activities and speakers.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	2
6. Briefly describe ways you have engaged your targeted constituent groups.	College Mentors 4 Kids has two main constituent groups: VT Students and Little Buddies. These two groups see each other on a regular basis and have then been engaged with each other in ways appropriate to this program.
7. Identify next steps.	The program will expand to either Prices Fork Elementary or Falling Branch, with the goal of serving up to 80 students during the 2015-2016 school year. More efforts are needed to engage school partners, VT faculty, and members of the community in supporting and sustaining this program.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

College of Natural Resources and Environment	
Initiative Number 1: CNRE Cultures	
1. Inclusive Excellence Dimension(s)	(a) access and success, (b) campus climate and intergroup relations, (c) education and scholarship
2. Constituent Group(s)	(a) undergraduate students, (b) graduate/professional students), (c) faculty members, (d) staff members
3. Initiative Description	CNRE Cultures is an organized event in the college to bring awareness and recognition to the many cultures represented within the college. Table displays and information about the cultures represented in the college will be assembled, with representation from faculty, graduate students, and undergraduate students.
4. Rationale	Awareness is the first step toward inclusion. The college is focusing on inclusion following our hosting of a national conference in June 2013 that brought awareness to inclusion as a foundation to fostering a diverse environment. We welcome students, graduate students, post-doctoral scientists and visiting scientists from around the world and as a community have little awareness of these different cultures.
5. Design	A single event will be held, scheduled for an afternoon in the foyer of Cheatham Hall. Tables will be made available and displays will be assembled by those individuals representing the many cultures within the college. The day/time of each event will be announced to the college and all faculty, staff and students will be encourage to attend. Each department will be encouraged to specifically participate.
6. Responsibility	The college academic programs office, the Dean's office, and the college diversity and inclusion committee will be responsible for organizing this event.
7. Accountability	Associate Dean for Academic Programs (Stauffer)
8. Timing	January –May 2015
9. Measures	Number of displays assembled, number of individuals participating and representing their culture, estimate of college-wide participation
10. Outcomes	This is an awareness initiative. The expected result is to make the college community aware of the many cultures represented within the college by students, faculty, and post-doctoral and visiting scientists. Photos will be taken and used via the newsmagazine and website to build awareness. An information piece (branded with other college materials) will be developed that reflects the cultures, countries, and diversity of our community within the college.

**InclusiveVT
2014 – 2015 Initiative Report**

College of Natural Resources and Environment	
Initiative Number ___1___ (Each area is responsible for identifying three initiatives) – CNRE Cultures	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	5 – The CNRE Cultures Event was held and is successfully completed.
2. Briefly describe progress to date.	The CNRE Cultures was held November 2014 and has been reported on in the college newsmagazine at http://cnre.vt.edu/magazine/articles/student-notes/201502/first-cultures-fair-a-great-success.html
3. Identify challenges and/or unexpected insights.	We had limited space to hold the event – we could have accepted more table displays than there was room for in the Cheatham student lounge. Time of day is important to avoid classes/teaching responsibilities. There was limited staff involvement. Generally very well received by the college. Lots of fun, interesting food, displays, facts, costumes.
4. Identify planned assessment activities.	We did not plan for any follow up assessment activities. Our goals were to engage faculty, staff, and students. There were approximately 9 displays, and 2-3 individuals at each display. Throughout the afternoon about 65 college personnel visited the CNRE Cultures event. A world map showing the geographical location of college personnel remains on display in the Cheatham lobby. Next year we will develop a more formal assessment process and follow up with participants. We are pleased with the activity and participation for our inaugural event.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	5 – We completely engaged the constituent groups in the college with the CNRE Cultures event.
6. Briefly describe ways you have engaged your targeted constituent groups.	Engagement was targeted for the day of the event. Via emails, flyers and posters we advertised and promoted the CNRE Cultures event to the college faculty, staff, and students.
7. Identify next steps.	We anticipate making the CNRE Cultures activity an annual event in the college to highlight and provide insight into the many cultures of our faculty, staff, and students. This initiative is complete for the 2014-2015 cycle.

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

College of Natural Resources and Environment	
Initiative Number 2: Diversity Mural	
1. Inclusive Excellence Dimension(s)	(a) access and success, (b) campus climate and intergroup relations, (c) education and scholarship, (d) institutional infrastructure
2. Constituent Group(s)	(a) undergraduate students, (b) graduate/professional students), (c) faculty members, (d) staff members; the entire university community as well as visitors
3. Initiative Description	CNRE Diversity Mural is a physical sign of our awareness of diversity and inclusion. The mural will be placed on a large wall in the entrance to Cheatham Hall, in the student lounge adjacent to the foyer. With an opportunity to celebrate human and ecological diversity, the mural will be a creative expression of diversity in a unique way that binds a core area of our scholarship (ecological diversity) with human diversity, thereby creating a unique statement of our awareness of diversity and inclusion.
4. Rationale	This project is a continuation of the Cheatham Hall hallway project, a project designed to highlight the people of the college. Phase I is complete (celebrating our people) and the diversity mural is Phase II. We want all people who enter Cheatham Hall to recognize that we as a community 'get it', are inclusive, and celebrate diversity. A lasting physical sign (mural) will be a testament of our commitment to diversity and inclusion.
5. Design	Images and famous diversity quotes will be assembled into a series of panels measuring approximately 15'x20'. Each panel will contain either an image or a quote. Once assembled these images will form a collage. Our college news magazine designer will work with us in the final layout and design. We anticipate this project will cost \$5,000.
6. Responsibility	Dean (Winistorfer) and the College Communications Director (Davis) will lead this work with input from the college, the Senior Faculty Fellow for Diversity (Karpanty), and the college Diversity Committee
7. Accountability	Dean Winistorfer and College Communications Director (Davis)
8. Timing	January – June 2015
9. Measures	As a permanent installation in Cheatham Hall dynamic measures of assessment will be difficult to determine.
10. Outcomes	This is an awareness initiative. The expected result is to make the college community aware of diversity and inclusion by seeing assembled in one place concepts of ecological diversity and human diversity. Images and text will form a powerful display that all can learn from. We want all who enter Cheatham Hall to feel welcome, included, respected and appreciated; this physical symbol of our awareness is one initiative to achieve this.

**InclusiveVT
2014 – 2015 Initiative Report**

College of Natural Resources and Environment	
Initiative Number <u> 2 </u> (Each area is responsible for identifying three initiatives) – CNRE Diversity Mural	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	3 - The CNRE Diversity Mural to be placed in the lobby of Cheatham Hall is under design. The mural will be installed by late summer in the Cheatham Hall student lounge.
2. Briefly describe progress to date.	The CNRE Diversity Mural is in design stage – with quotes (diversity quotes) and artwork being selected.
3. Identify challenges and/or unexpected insights.	There have been no unusual challenges to date. Selection of mural content has been the area of most opportunity. The mural materials, printing, and installation process has been selected and should pose no problem.
4. Identify planned assessment activities.	This is an awareness activity and a physical sign of our awareness and understanding of diversity and inclusion. There is no formal post-installation assessment planned at this time. We do intend to promote the mural in our publications and on the college web site.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	2 – Engagement with constituent groups will happen more so after the mural is installed.
6. Briefly describe ways you have engaged your targeted constituent groups.	The mural is the work of the Dean, College Communicator, and College Diversity Committee. Engagement with college constituent groups will happen more so after the mural is installed.
7. Identify next steps.	We intend to complete this initiative summer 2015 with installation of the mural in Cheatham Hall. There will be no next steps once the mural is installed.

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

College of Natural Resources and Environment	
Initiative Number 3: VTcnreIncludesME – an inclusive video	
1. Inclusive Excellence Dimension(s)	(a) access and success, (b) campus climate and intergroup relations, (c) education and scholarship, (d) institutional infrastructure
2. Constituent Group(s)	(a) Undergraduate students, (b) graduate/professional students), (c) faculty members, (d) staff members; the entire university community as well as visitors; anyone who visits our website.
3. Initiative Description	VTcnreIncludesME is a tandem video production to our 'first generation' video completed in 2014 and posted to our college homepage. VTcnreIncludesME is an inclusion initiative whereby individuals appear in the video and describe how and why they feel included in the CNRE community. The video will be a 3-5 minute production with up to 10-12 individuals describing how they are included in CNRE. Ranging from undergraduates to faculty and staff, many voices will be heard describing how they are included in the college community.
4. Rationale	This project is a tandem production to our recently finished first generation video that is now posted to our college website. Aimed at recruiting a diverse student and faculty body in the college, demonstrating that we are diverse and understand inclusion, and including many different perspectives/cultures/diversity will be yet another step toward inclusiveness. Having these videos on the college homepage is for all the world to see.
5. Design	A video will be produced. Estimated cost \$5,000. Individuals will be recruited to appear in the video and tell their own story of how they are include in the college.
6. Responsibility	The Dean (Winistorfer), the college diversity committee, the college communications director, and the Senior Faculty Fellow for Diversity and Inclusion will be responsible for guiding the project.
7. Accountability	Dean Winistorfer and the College Communications Director (Davis)
8. Timing	January – September 2015
9. Measures	Once posted to our college website we will be able to measure web access traffic to this specific site.
10. Outcomes	This is an awareness initiative. The expected result is to make the college community aware of diversity and inclusion by hearing individuals express in their own words how they feel included in the CNRE community. Paired with our recently completed first generation video, these two products will form a powerful perspective of inclusion for the college and our community. Inclusion is the first step toward creating a diverse environment. A more diverse environment will lead to recruitment and retention of a more diverse student body and faculty – our long term goal.

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2014 – 2015 Initiative Report**

College of Natural Resources and Environment	
Initiative Number <u> 3 </u> (Each area is responsible for identifying three initiatives) – CNREIncludesME	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	1 - The CNREIncludesMe video production titled CNREIncludesMe is mostly not yet begun, due to the need to identify and pay for a videographer. The effort will be postponed to fall semester when the students return.
2. Briefly describe progress to date.	The CNREIncludesMe video production, as a parallel effort to our first generation video recently produced, has not launched due to timing of production needs, identification of a videographer, and funding for this effort.
3. Identify challenges and/or unexpected insights.	There have been no unusual challenges to date. Selection of mural content has been the area of most opportunity. The mural materials, printing, and installation process has been selected and should pose no problem.
4. Identify planned assessment activities.	N/A as this effort is not yet undertaken.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	N/A as this effort is not yet undertaken.
4. Identify planned assessment activities.	N/A as this effort is not yet undertaken.
7. Identify next steps.	We intend to establish a schedule of work to commence once the fall semester begins and hopefully complete this project by year's end.

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

College of Engineering	
Initiative Number 1	
1. Inclusive Excellence Dimension(s)	(a) Access and Success, (b) Campus Climate and Intergroup Relations.
2. Constituent Group(s)	(c) Faculty Members, (d) Staff Members.
3. Initiative Description	Greater diversity among the faculty and staff of the College of Engineering.
4. Rationale	Seek a broader range of backgrounds and life experiences among the college faculty and staff, and a broader range of role models for our students.
5. Design	The College of Engineering strategic plan outlines the following tasks in support of this initiative: (E5.1) Provide an environment that is supportive of a diverse community, resulting in increased numbers from traditionally under-represented groups and under-served communities. (E5.3) Provide mentoring so that new faculty members and new staff members may flourish in their careers. (E5.4) Provide opportunities to faculty members and staff members to acquire new skills and engage in life-long learning. (E5.5) Support programs like AdvanceVT that help modernize the working environment and enhance the work-life balance. (E5.8) Be more proactive and less reactive in our recruiting for diversity. (E5.9) Live by the "Principles of Community." Ongoing, and growing initiatives within the College, which support this initiative, include targeted recruitment of seminar speakers from prospective faculty, strong utilization of the AdvanceVT future faculty initiative, and direct contact from the Engineering dean and associate deans to their counterparts at HBCUs and other Universities. We will increase the focus of our recruiting efforts through our existing diversity networks to ensure a diverse applicant pool.
6. Responsibility	Engineering dean, associate deans, department heads, and their respective staffs. Director of the Center for the Enhancement of Engineering Diversity. Chair of the COE Diversity Committee.
7. Accountability	Engineering dean.
8. Timing	The College of Engineering strategic plan was written to encompass the time period from 2012-2018. As such, the College seeks to have nominally linear growth in the numbers of female, African-American, and Hispanic faculty over that time period as described in the Measures section below.
9. Measures	The College of Engineering strategic plan prescribes the following measures by 2018: (M5.1) Increase the number of tenured and tenure-track faculty members who are female from 39 to 50; who are African-American from 10 to 15; and who are Hispanic from 16 to 20. (M5.4) Track the number of faculty members that utilize the services promoted by AdvanceVT. As specific targets for the 2014-2015 academic year, the College seeks to increase the number of tenured and tenure-track faculty members who are female from 39 to 45; who are African-American from 10 to 12; and who are Hispanic from 16 to 18.
10. Outcomes	Acquire a broader range of backgrounds and life experiences among the college faculty and staff, and a broader range of role models for our students.

**InclusiveVT
2014 – 2015 Initiative Report**

College of Engineering	
Initiative Number 1 (Each area is responsible for identifying three initiatives): Greater diversity among the faculty and staff of the College of Engineering.	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	3
2. Briefly describe progress to date.	<p>Recruitment: As of the time of this reporting in April, the College of Engineering has hired 19 new faculty members. Of those 19, five are female and one is African American.</p> <p>Retention: The College of Engineering is committed to supporting work-life balance initiatives. Per data provided by AdvanceVT, tenure clock extension requests from the College of Engineering, received AY 2014-15 totaled 7; 6 men, 1 woman; 6 for birth or adoption of a child, 1 for other personal reasons. Modified duties used in the College of Engineering in AY 2014-15 totaled 15; 5 women, 10 men; 10 for birth or adoption of a child, 5 for other reasons. Dual career hires who received partial funding from the Provost's office in AY 2014-15 in the College of Engineering totaled 4, all research faculty; 3 are spouses/partners of tenure track faculty in the CoE, one is the spouse/partner of a faculty member in another College.</p>
3. Identify challenges and/or unexpected insights.	<p>Faculty hiring is still ongoing for the 2014-2015 academic year within the College of Engineering; therefore, these numbers are not final.</p> <p>As discussed in item 6 below, the lack of competitive salaries has been a hindrance to recruiting faculty from targeted constituent groups.</p>
4. Identify planned assessment activities.	<p>Recruitment: This initiative is part of a long term College of Engineering measure to increase the number of tenured and tenure-track faculty members who are female from 39 to 50; who are African-American from 10 to 15; and who are Hispanic from 16 to 20 by 2018.</p> <p>Retention: The College of Engineering will continue to work with AdvanceVT as well as track utilization of AdvanceVT services to best identify successful and needed interventions for faculty retention and promotion of work/life balance.</p>
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	3
6. Briefly describe ways you have engaged your targeted constituent groups.	<p>We have traditionally relied upon a robust plan for advertising to recruit a broad and diverse applicant pool. So far this year we have increased recruiting internally and utilization of informal networks to recruit diverse faculty applicants. In some searches, we did a better job this year of moving quickly to advertise, hold interviews, and make hiring decisions. The quick pace worked to our advantage with all candidates, including those from our targeted constituent groups. In some disciplines, notably Computer Science, the lack of competitive starting salaries was a hindrance to recruiting faculty from our targeted constituent groups. We have also relied heavily upon the dual career program, as discussed in item 2 previously.</p>
7. Identify next steps.	<p>The College of Engineering strategic plan outlines the following tasks in support of this initiative: (E5.1) Provide an environment that is supportive of a diverse community, resulting in increased numbers from traditionally under-represented groups and under-served communities. (E5.3) Provide mentoring so that new faculty members and new</p>

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	staff members may flourish in their careers. (E5.4) Provide opportunities to faculty members and staff members to acquire new skills and engage in life-long learning. (E5.5) Support programs like AdvanceVT that help modernize the working environment and enhance the work-life balance. (E5.8) Be more proactive and less reactive in our recruiting for diversity. (E5.9) Live by the “Principles of Community.” Ongoing, and growing initiatives within the College, which support this initiative, include targeted recruitment of seminar speakers from prospective faculty, strong utilization of the AdvanceVT future faculty initiative, and direct contact from the Engineering dean and associate deans to their counterparts at HBCUs and other Universities. We will increase the focus of our recruiting efforts through our existing diversity networks to ensure a diverse applicant pool.
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1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

College of Engineering	
Initiative Number 2	
1. Inclusive Excellence Dimension(s)	(a) Access and Success, (b) Campus Climate and Intergroup Relations, (c) Education and Scholarship.
2. Constituent Group(s)	(a) Undergraduate Students.
3. Initiative Description	Greater diversity in the undergraduate engineering student population.
4. Rationale	Seek a broader range of backgrounds and life experiences among our undergraduate students, and a broader range of interpersonal experiences for our students.
5. Design	The College of Engineering strategic plan outlines the following tasks in support of this initiative: (E5.1) Provide an environment that is supportive of a diverse community, resulting in increased numbers from traditionally under-represented groups and under-served communities. (E5.2) Provide mentoring so that students of all backgrounds, especially first-generation college students, may find a successful path to graduation. (E5.6) Incorporate the work of the Center for the Enhancement of Engineering Diversity into departmental teaching and research efforts. (E5.7) Make greater use of the COE Diversity Committee, particularly as a complement to the work of CEED. (E5.8) Be more proactive and less reactive in our recruiting for diversity. (E5.9) Live by the "Principles of Community." Further investment will be placed into CEED recruitment and retention initiatives as well as outreach to Virginia Community College students toward recruiting a diverse engineering undergraduate class. Through the creation of a new position – Coordinator for Pre-college Outreach - we will increase our pre-college activities at the high school level, focusing on bringing under-represented students to Blacksburg for engineering experiences.
6. Responsibility	Engineering dean, associate deans, department heads, and their respective staffs. Director of the Center for the Enhancement of Engineering Diversity. Chair of the COE Diversity Committee.
7. Accountability	Engineering dean.
8. Timing	The College of Engineering strategic plan was written to encompass the time period from 2012-2018. Because the current Freshman class will be graduating in 2018, annual accounting will include both graduation and matriculation rates related to the measure described below.
9. Measures	The College of Engineering strategic plan prescribes the following measures by 2018: (M5.2) Increase B.S. degrees to women from 180 to 220; to African-Americans from 29 to 55; and to Hispanics from 35 to 60. As measures for the 2014-2015 academic year, the College seeks to increase B.S. degrees to women from 180 to 200; to African-Americans from 29 to 35; and to Hispanics from 35 to 45.
10. Outcomes	Acquire a broader range of backgrounds and life experiences among our undergraduate students, and a broader range of interpersonal experiences for our students.

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College of Engineering	
Initiative Number 2 (Each area is responsible for identifying three initiatives): Greater diversity in the undergraduate engineering student population.	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	2
2. Briefly describe progress to date.	For Spring of 2015, there are 236 female and 1109 male undergraduates scheduled to graduate in 2015. Of those graduates, 35 students self-identified as African American and 7 self-identified as African American and some other race. Of those graduates, 28 self-identified as Hispanic/Latino with 49 self-identifying as Hispanic/Latino and some other ethnicity. Per the CoE initiative number 2, we stated that the College seeks to increase B.S. degrees to women from 180 to 200; to African-Americans from 29 to 35; and to Hispanics from 35 to 45. With this in mind, the CoE is on a positive trajectory toward its 2018 strategic plan goals.
3. Identify challenges and/or unexpected insights.	Final graduation numbers for the 2014-2015 academic year are pending; therefore, the numbers reported here are not final.
4. Identify planned assessment activities.	This initiative is part of a long term College of Engineering measure to increase B.S. degrees to women from 180 to 220; to African-Americans from 29 to 55; and to Hispanics from 35 to 60 by 2018.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	2
6. Briefly describe ways you have engaged your targeted constituent groups.	<p>The College of Engineering and its Center for the Enhancement of Engineering Diversity (CEED) have multiple activities to recruit and retain undergraduate students.</p> <p>The Center for the Enhancement of Engineering Diversity opened its doors in the fall of 1992. Since that time, the office has grown and expanded its efforts to provide encouragement and support to under-represented engineering students. Virginia Tech students are among the best and brightest - our office recognizes this and, through various activities, we assist them in achieving the excellence of which they are capable.</p> <div style="display: flex; align-items: flex-start;"> <div style="flex: 1;">  </div> <div style="flex: 2;"> <p style="text-align: center;"><u>CEED MISSION STATEMENT</u></p> <p>The Center for the Enhancement of Engineering Diversity (CEED) at Virginia Tech is dedicated to enriching the engineering profession through increased participation of African Americans, Hispanic Americans, American Indians, and women of all racial and ethnic backgrounds. Our programs are targeted to current engineering students at Virginia Tech, prospective students, and the Commonwealth of Virginia's pre-college community.</p> <p>The objectives and goals of the Office are:</p> <ul style="list-style-type: none"> • to increase the numbers of under-represented students who apply to, enroll and graduate from the College of Engineering, • to increase the awareness of engineering and other technical fields as an <i>exciting and rewarding</i> career path within </div> </div>

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specific under-represented group,

- to provide academic, professional and personal support programs,
- to provide support to the National Society of Black Engineers, the Society of Hispanic Professional Engineers, the Society of Women Engineers and other student organizations that support our mission, and
- to foster collaboration between the Center for the Enhancement of Engineering Diversity, the University, industry, and the local community to support our mission.

The following includes descriptions of current activities implemented by the office to assist in achieving these stated goals and objectives:

Industry Advisory Council: It is recognized that the input of industry is essential to developing students who meet or exceed their expectations. During the 1999-2000 academic year, the Industry Advisory Council (IAC) was established. Regular meetings of the IAC are held to obtain their input and ideas for ensuring the success of the under-represented engineering students.

The IAC is arguable one of the most diverse advisory boards in the College and University. The IAC is membership contains 9 women, 8 African American, and 2 Hispanic members of the total 22. Many past members are now involved in both engineering departmental and the Dean's Advisory Board, helping to increase the diverse membership of these boards.

Specific Programs for Students

Pre-College Students

Computers and Technology at Virginia Tech (C-Tech²) is a two-week summer camp for high school girls. A primary focus of the program is to help develop and sustain the interests of girls in engineering and the sciences. Participants explore applications of engineering, math, and science in a way that is fun and exciting. The majority of their time includes hands-on activities designed to increase their interest in and knowledge of applications of engineering, math, and science to real world situations. The target population for the program is rising junior and senior high school girls.

Fifty rising junior and senior high school girls attended C-Tech² June 29th – July 12th, 2014. The participants were recruited from across the country based on their interest in engineering. The participants were involved in a wide variety of hands-on STEM related activities led by faculty, graduate and undergraduate students as well as corporate partners.

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Imagination is a one-week summer camp for middle school students from the New River and Roanoke Valley areas. Targeted at under-represented students, they arrive at Virginia Tech daily to participate in various hands-on activities, such as toothpick bridge building, egg drop contests, and robot programming. The students also learn about the college admission process and learn about various fields of engineering through, for example, tours of the wind tunnel and the rainfall simulator. The goal of this program is to heighten their interest in pursuing technical degrees.

Imagination 2013 took place July 15 through July 19 (week 1) and again July 22 through July 26 (week 2). A total of 76 middle school students attended over the 2 weeks.



Women's Preview Weekend is a spring program to which all women offered admission to the College of Engineering

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are invited to visit Virginia Tech. The weekend includes various presentations from university staff and administrators, in addition to laboratory tours and discussion sessions. The goal of this program is to increase the yield for women who accept the offer of admission to the College of Engineering.

On April 11-12, CEED hosted 133 women who have been offered admission to VT. With Hypatia students serving as hosts, the girls explored campus, spent the night in Lee Hall and participated in the Hokie Focus events.



RISE – Recruiting Initiative for Students in Engineering targets sophomore high school students, bringing them to Virginia Tech multiple times throughout their high school career. The first visit is for the Virginia Tech Spring Game; then they return in the fall semester for the Admissions Open House. The spring of their junior year they return to attend the College of Engineering Open House. In the fall of their senior year, they participate in the Fall Visitation program. They receive fee waived applications and learn of the admissions decision at the end of the Fall Visitation Program.

The RISE program hosted 34 high school juniors from northern Virginia, Richmond and the Tidewater area April 12 – 13. Members of NSBE's executive board joined the students for dinner, a student panel and activities at The Breakzone on Sunday, while the students took part in the College of Engineering's Open House on Monday.

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Undergraduate Students

Student Transition Engineering Program (STEP) is a five-week summer program designed to "bridge the gap" between high school and college. The students take classes in mathematics, chemistry, and engineering problem solving. They also participate in various academic and professional development activities. The target populations are the black, Hispanic, women, and first-generation students who will enter the College of Engineering in the fall semester.

STEP 2014 had a total of 89 student participants. Of these, 46 were University Studies students and 19 were from other majors. Of the second-choiced students who participated in STEP 2014, 34 earned their way into engineering by the completion of the program. A total of 43 students successfully completed the program, earning a B or better in all courses and a satisfactory grade on the calculus placement test.

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Mentoring Programs are available for each newly enrolled (freshman and transfer) engineering student. The mentors are upper-class engineering students who meet weekly with their freshman or transfer student team, providing them with the opportunity to discuss both academic and social issues. Students may choose from the following mentoring opportunities: AHORA (Academic Hispanic OutReach Alliance), BEST (Black Engineering Support Teams), GUEST (General Undergraduate Engineering Support Teams), NETS (Network for Engineering Transfer Students), and WEST (Women in Engineering Support Teams). The students are invited to a welcome picnic at the beginning of the academic year where they meet their Team Leader and other team members.

In the fall of 2014 401 first year engineering students signed up to participate in the CEED Peer Mentoring Program. Forty upper class mentors were assigned to teams of about 10 mentees. The teams met for several large scale events and also small group weekly meetings.

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Hypatia and Galileo are residential learning communities for women and men freshmen. Beginning fall 2001, freshmen women have had the opportunity to live together in a residence hall setting. They are block scheduled into their classes and participate in a class specifically designed for the community. There are various seminars and other activities designed to expose them to engineering professions, inspire unity, and support and generally create an environment where they can succeed as engineering students. A similar program for male freshmen was established in 2005. Over the years, a second and third year component was added to the program, placing those students in positions of leadership roles as mentors and committee chairs for the communities.

In the fall of 2014 the Hypatia and Galileo community, along with our science partners completely filled all 800 beds in Lee Hall (267 first year Galileans, 174 first year Hypatians, 92 upper class Galileans and 68 upper class Hypatians). The first year students were assigned to small mentoring groups for the first ten weeks of the fall semester. Upper class leaders also planned and facilitated over 285 community events for academic support, service learning, professional development and social connections.

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inVenTs is a collaborative residential community composed of Galileo and Hypatia and two science living learning communities, Davinci and Curie. All four communities live together in Lee Hall under the umbrella of inVenTs. The inVenTs community allows engineering and science students to work together on joint design projects and build collaborations and relationships across disciplines. Innovation and creativity are key in addressing current and future social and technological issues. The Grand Challenges for science, engineering and society include clean drinking water, improved healthcare, improving personalized learning, deriving energy from solar and nuclear sources and more (<http://www.engineeringchallenges.org/cms/challenges.aspx>). Given the freedom to discover, envision and design solutions, students can become entrepreneurs, charting their own future.

The inVenTs Residential Community provides an interdisciplinary living-learning space for students interested in exploring their ability to envision, create and transform innovative ideas into action. The residence hall features spaces dedicated to support discovery and creative activities of the students.

- Access to state of the art design lab in Lee Hall!
- Participation in design competitions hosted by the inVenTs Leadership Team

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Help Me Help You (HMHY)

Help Me Help You (HMHY) is a group mentoring program for African-American students in the College of Engineering. The purpose of HMHY is to provide a supportive environment for students to be academically successful at Virginia Tech. The purpose of this initiative is to encourage students to: (1) establish priorities, (2) hold themselves accountable, (3) take initiative, and (4) show discipline regarding their academic career, ultimately resulting in improved academic performance and an enhanced undergraduate experience. Students participating in the program are also made aware of campus resources related to tutoring, academic success, as well as internship and scholarship opportunities. Students are able to build relationships in an academic community of practice with other African-American students that are working towards the similar goal of obtaining a degree in engineering at Virginia Tech. Meetings occur bi-weekly or more frequently, depending on the needs of the students. Approximately 51 students signed up for the program. A typical meeting will have ~15 students attending.

CEED O (Opportunities) Show is held before classes begin to welcome first-year engineering students, focusing on students participating in CEED programs. The purpose of the event is to welcome freshman students, as well as provide an opportunity for them to meet and interact with fellow students and learn about the wide variety of STEM focused student organizations at Virginia Tech.

On Saturday, August 23, 2014 fifty one student organizations participated in the CEED O Show. Mentors from Hypatia, Galileo and Peer Mentoring brought their first year students to the Goodwin Hall Atrium to participate in the event.

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Additional Activities

The CEED Newsletter is distributed to under-represented engineering students and CEED alumni to keep them informed about various activities, events, and accomplishments of current and past students. Articles of interest, such as Engineering Workforce Commission (EWC) information on the enrollment trends for under-represented students, are included, as well as the EWC annual salary survey.

The CEED Parent Newsletter is posted on two CEED web pages (peer mentoring and Hypatia and Galileo learning communities) to enable parents to stay informed about what is happening in the College of Engineering and the CEED programs in which engineering students participate. The newsletter strives to be a resource for parents as well as an opportunity to get to know some of the staff and faculty who are interacting with their students.

Recruiting Activities include the participation in several college fairs aimed at the under-represented engineering students, such as fairs sponsored by Cooperating Hampton Roads Organizations for Minorities in Engineering (CHROME) for high school minority students in the Tidewater area and Richmond Area Programs for Minorities in Engineering (RAPME) for high school minority students in the Richmond area. CEED sometimes sponsors trips back to current students' high schools in an organized effort to speak with minority students and encourage them to choose Virginia Tech for their education. Additionally, during spring semester, a team from the CEED office personally contacts each under-represented student offered admission to answer questions and encourage them to attend Virginia Tech

Engineering Listservs are maintained to provide valuable academic information to students. Furthermore, the Engineering Opportunities Listserv is available to engineering students who may subscribe in order to receive information on scholarships, internships, cooperative education, and real job opportunities as well as other items that

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may be helpful.

Hampton Roads Outreach

To further build the CoE's recruiting pipeline within the diverse region of Hampton Roads, two Hampton Roads specific initiatives are described as follows.

OcEaNA is a one-week summer camp for middle school students in the Hampton Roads area. Targeting under-represented students, this camp involves various hands-on activities, includes a tour of a local museum or conference, and culminates in design and testing of an underwater vehicle.

OcEaNA 2014 was held from July 7-11 and served 19 campers. The camp was 58% female, 32% African American, 16% Asian, 42% Caucasian, and 11% mixed race.



STEM on Wheels is a new, mobile, hands-on STEM program spearheaded by the CoE in Hampton Roads for the 2014-2015 academic year. To date, the program has reached approximately 350 students at 10 different events, with emphasis upon targeting female and under-represented minority students.

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7. Identify next steps.

The College of Engineering strategic plan outlines the following tasks in support of this initiative: (E5.1) Provide an environment that is supportive of a diverse community, resulting in increased numbers from traditionally under-represented groups and under-served communities. (E5.2) Provide mentoring so that students of all backgrounds, especially first-generation college students, may find a successful path to graduation. (E5.6) Incorporate the work of the Center for the Enhancement of Engineering Diversity into departmental teaching and research efforts. (E5.7) Make greater use of the COE Diversity Committee, particularly as a complement to the work of CEED. (E5.8) Be more proactive and less reactive in our recruiting for diversity. (E5.9) Live by the “Principles of Community.”

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

College of Engineering	
Initiative Number 3	
1. Inclusive Excellence Dimension(s)	(a) Access and Success, (b) Campus Climate and Intergroup Relations, (c) Education and Scholarship.
2. Constituent Group(s)	(b) Graduate Students.
3. Initiative Description	Greater diversity in the graduate engineering student population.
4. Rationale	Seek a broader range of backgrounds and life experiences among our graduate students, and a broader range of interpersonal experiences for our students.
5. Design	The College of Engineering strategic plan outlines the following tasks in support of this initiative: (E5.1) Provide an environment that is supportive of a diverse community, resulting in increased numbers from traditionally under-represented groups and under-served communities. (E5.2) Provide mentoring so that students of all backgrounds, especially first-generation college students, may find a successful path to graduation. (E5.6) Incorporate the work of the Center for the Enhancement of Engineering Diversity into departmental teaching and research efforts. (E5.7) Make greater use of the COE Diversity Committee, particularly as a complement to the work of CEED. (E5.8) Be more proactive and less reactive in our recruiting for diversity. (E5.9) Live by the "Principles of Community." In support of this outline, the College of Engineering will include pro-active collaboration with Virginia HBCUs and utilize College fellowships to attract a diverse graduate student pool. Annual recruitment at SWE, SHPE, and NSBE meetings along with creation of a Grad School 101 program targeting VSU, NSU, HU, and NCA&T students are ongoing activities in support of this initiative. We will continue and increase our collaborative efforts with the GEM Consortium.
6. Responsibility	Engineering dean, associate deans, department heads, and their respective staffs. Director of the Center for the Enhancement of Engineering Diversity. Chair of the COE Diversity Committee.
7. Accountability	Engineering dean.
8. Timing	The timing for the measures listed below is intended to encompass the College of Engineering's 2012-2018 strategic plan. In support of these activities, annual reporting will assess matriculation and graduation rates for female, African-American, and Hispanic graduate students.
9. Measures	The College of Engineering strategic plan prescribes the following measures by 2018: (M5.3) Have M.S. and Ph.D. graduating classes be more than 20% women, 7% African-American and 7% Hispanic. As measures for the 2014-2015 academic year, the College strives to have M.S. and Ph.D. graduating classes be more than 15% women, 4% African-American and 4% Hispanic.
10. Outcomes	Acquire a broader range of backgrounds and life experiences among our graduate students, and a broader range of interpersonal experiences for our students.

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College of Engineering

Initiative Number 3 (Each area is responsible for identifying three initiatives): Greater diversity in the graduate engineering student population.

1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.

2

2. Briefly describe progress to date.

Supportive environment: In addition to the formal graduate peer mentoring program efforts the New Horizon Graduate Scholars was created to create a supportive community for underrepresented students: <https://www.eng.vt.edu/gradstudies/newhorizon>. This program provides professional development and networking opportunities that are designed to highlight the contribution that diversity can bring to the research environment. With this focus on diversity and the activities the group engages in with peers and faculty across the college, we hope to create a more inclusive community overall as this initiative progresses.

Mentoring: This year marked the second year for the Graduate Student Peer Mentoring program that is supported through the Dean's Office: <https://www.eng.vt.edu/gradstudies/peermentoring>. In total 20 graduate students participated (10 mentors, 10 first year graduate student mentees). This program is open to all grad students in the college, most of the participants are underrepresented minorities. All mentors receive diversity training before meeting their mentees. The expectation is that peer mentoring groups meet once a month for a meal and discuss current success and challenges.

Use of the Diversity Committee: The Diversity Committee partnered with the Dean's Office on various initiatives as follows:

- Supported recruitment travel for representatives from the graduate student participants in NSBE and SHPE to the national conferences to recruit on behalf of the college (6 students went to SHPE, 5 students went to NSBE, 1 student went to SWE).
- Organized through the Diversity Committee, monthly lunches are sponsored by each department for underrepresented graduate students at PKs: <https://www.eng.vt.edu/diversity/luncheons>. Approximately 30 students attend these meetings once a month and department heads provide informal mentoring and networking opportunities for the grad students.
- Sponsoring 5 Multicultural Academic Opportunities Program (MAOP) undergraduate researchers who are interested in pursuing graduate study at Virginia Tech.
- Sponsored an LGBTQ+ and Allies Connect Lunch with approximately 20 participants who utilized the lunch to generate a list of key issues relating to ways to improve the LGBTQ+ experience on campus.

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Figure 1: VT students at SWE (upper left), SHPE (upper right) and NSBE (bottom center)

More proactive and less reactive in recruitment: In addition to the activities with the diversity committee representatives from the college went to three career fairs at regional HBCUs (Hampton, North Carolina A&T, and Prarie View A&M). This year a Grad School 101 was piloted at CCAM that involved Hampton U., Virginia State U., and Norfolk State U. Representatives from the College of Engineering leadership and 10 current VT underrepresented graduate students met with prospective engineering grad students from these three universities to discuss how to apply to grad school and what grad school was like at VT. About ~30 prospective grad students attended, all of them underrepresented minorities. The college graduate web page was revamped based on previous data collected. Departments were asked to submit recruitment plans that addressed how they would increase diversity in their graduate programs. The Dean’s Office is leading the multi-year offer process again and leveraging programs such as GEM to attract under-represented groups into the college; 20 offers were made this past fall 2014.

Live by the Principles of Community: Graduate diversity efforts have attempted to engage all constituents of the college including faculty, staff, students, and administrators. Having graduate students take a leadership role in designing and offering the programming has helped create college-wide programs that are having a positive impact.

3. Identify challenges and/or unexpected insights.

Challenges have included addressing scalability of these graduate programs. Special needs with regard to international students may also need to be addressed.

Unexpected insights have been gained through constant interaction with the graduate students involved in the formal

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	<p>programming. They have been able to identify specific needs they have with regard to community and future programming.</p> <p>Our initiative measure for the 2014-2015 academic year was to strive for M.S. and Ph.D. graduating classes of more than 15% women, 4% African-American and 4% Hispanic. As this report is due prior to graduation, demographics of the graduate class are not yet available.</p>
<p>4. Identify planned assessment activities.</p>	<p>At the end of the academic year we will provide a survey to the graduate peer mentors and mentees to discuss satisfaction with the programming and how well training prepared them for serving as a mentor.</p> <p>A focus group will be held with the New Horizon Graduate Scholars to identify any specific needs they have that are not already addressed.</p> <p>A final meeting with the Diversity Committee this academic year will allow for planning next year and discussing how to best move forward with the continued partnerships.</p> <p>In relation to the metrics identified for these goals and programs, we will continue to track graduate applications, enrollments and graduation statistics by race and gender.</p>
<p>5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.</p>	<p>2</p>
<p>6. Briefly describe ways you have engaged your targeted constituent groups.</p>	<p>There are monthly meetings with the graduate student participants and engagement with the Diversity Committee. There have been bi-annual meetings with the Graduate Program Directors as a group and bi-annual meetings held with each Graduate Program Director and department head to discuss graduate recruitment goals, including those for diversity.</p>
<p>7. Identify next steps.</p>	<p>The College of Engineering strategic plan outlines the following tasks in support of this initiative: (E5.1) Provide an environment that is supportive of a diverse community, resulting in increased numbers from traditionally under-represented groups and under-served communities. (E5.2) Provide mentoring so that students of all backgrounds, especially first-generation college students, may find a successful path to graduation. (E5.6) Incorporate the work of the Center for the Enhancement of Engineering Diversity into departmental teaching and research efforts. (E5.7) Make greater use of the COE Diversity Committee, particularly as a complement to the work of CEED. (E5.8) Be more proactive and less reactive in our recruiting for diversity. (E5.9) Live by the “Principles of Community.”</p> <p>In support of this outline, the College of Engineering will include pro-active collaboration with Virginia HBCUs and utilize College fellowships to attract a diverse graduate student pool. Annual recruitment at SWE, SHPE, and NSBE meetings along with creation of a Grad School 101 program targeting VSU, NSU, HU, and NCA&T students are ongoing activities in support of this initiative. We will continue and increase our collaborative efforts with the GEM Consortium. We plan to continue and grow both the New Horizon Graduate Scholars, adding ~30 Scholars in Fall 2015. Programming for this group will continue, additional programming related to a dissertation ‘boot camp’ and preparing for prelims were two professional development requests that we will look to provide for this group in the Fall of 2015. A graduate summer bridge program for the New Horizon Graduate Scholars will be piloted in two departments. We hope this program addresses specific challenges this community faces and will have positive impacts on retention and community. The Graduate Peer Mentoring Program will continue in the fall, as additional mentors are identified we hope to be able to allow more first year graduate students to participate.</p>

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	Partnerships with the Diversity Committee will continue for graduate student recruitment and lunch offerings for graduate students. As we move forward we will continue to meet with the Graduate Program Directors regularly. We also hope to engage the faculty at large to a greater extent in these initiatives overall.
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1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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College of Science	
Initiative Number: 1 Undergraduate Research Opportunities (URO)	
1. Inclusive Excellence Dimension(s)	Education and Scholarship
2. Constituent Group(s)	Undergraduate Students
3. Initiative Description	The Undergraduate Research Opportunities (URO) initiative will promote the participation of underrepresented students in meaningful undergraduate research experiences in COS during the academic year and during the summer. This initiative will support the university plan to have each student participate in undergraduate research.
4. Rationale	<p>The laboratory is the environment where “minds on, hands-on” learning is best realized. As reported in the most recent scorecard, only 56% of the COS undergraduates participated in an undergraduate research experience in the past academic year. Hence, many students did not benefit from the “hands-on” approach of learning.</p> <p>We propose the inclusion of our underrepresented undergraduate students into research as early as their sophomore year. This inclusion will involve the coordination of both faculty mentor and student participants by the College of Science office and the College Diversity Committee.</p> <p>The URO initiative would offer programs during the AY and the summer. The models for the two programs are described below. They are separated because of the different programmatic needs of the student.</p>
5. Design	<p><u>Academic Year:</u> Students will be encouraged to enroll in a 2994 or 4994 course. The program would provide funding for the nominal research expenses of the student. For students that rely on campus jobs for financial support during the academic year, the program will attempt to utilize available funding (federal/institution) for the research work performed.</p> <p><u>Summer:</u> Unlike the proposed AY offering, the Summer URO program would differ in that a student would receive a stipend, housing and meals, and an educational allowance (similar to an REU experience). The rationale is based on the economic needs of the students. As many students must work during the summers to garner funds for their AY expenses, the summer program would help meet their financial needs, as well as providing an initial and immersive laboratory experience.</p> <p>We believe that through the initial “hands on-minds” experience, the students may move into research experiences beyond this initiative which will foster their building of academic and personal connections in the sciences. These experiences should promote the retention of the underrepresented students in STEM fields, as well as build a more diverse community of undergraduate researchers in COS.</p> <p>We are proposing working with VT Office of Undergraduate Research (OUR), the VT offices MANRRS, and MAOP on the design of the program. The COS Diversity Committee will recruit COS faculty for research opportunities and possible undergraduate/graduate mentors. COS will request the program to be involved with the OUR Research</p>

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	Ambassadors as well as students/staff in MANRRS. Mechanisms for funding of students will be explored (work study, hourly wage, as well as university/state/federal/corporate grant support). Avenues that involve the VT Foundation will be explored.
6. Responsibility	G. Long, UG Directors of COS Departments, COS Diversity Committee
7. Accountability	G. Long
8. Timing	Project would begin in Fall 2015. Identification of funding mechanisms has begun (Fall 2014).
9. Measures	Requests for UR/IS will be monitored. Scorecard data will be tracked.
10. Outcomes	Increase in admission, retention, and graduation of women and underrepresented minorities in science. Employment in STEM related field.

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College of Science	
Initiative Number: 1 Undergraduate Research Opportunities	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	3 , Based on planning activities.
2. Briefly describe progress to date.	<p>COS has realigned the 2000 and 4000 level undergraduate research courses and independent studies using the definitions of the scorecard metrics. Students in the 4994 must author a paper or present their work at the VT Undergraduate Research Conference or similar venue.</p> <p>COS Diversity Committee (COSDC) is planning fall meetings between URM students and faculty to discuss UG research opportunities.</p> <p>The College is working to aid in the reestablishment of SACNAS (Society for Advancing Hispanics/Chicanos & Native Americans in Science) at Virginia Tech.</p> <p>COS will be participating in the Hispanic College Institute (HCI) event this summer.</p>
3. Identify challenges and/or unexpected insights.	The major challenge to UG research is funding. In the sciences, the cost of supporting an UG student for a semester experience can be significant. Summer research experiences carry the additional problem of student support for the term, as many students must generate funds for their AY expenses during the summer.
4. Identify planned assessment activities.	Assessment activities will begin in Fall 2015.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	3 , based on planning activities. Our proposed work with SACNAS can result in a mentoring group for URM students. The planned Fall activities with URM students should increase the number of students in UG research.
6. Briefly describe ways you have engaged your targeted constituent groups.	<p>COS is working with SACNAS to restore the VT section.</p> <p>COS has been in conversation with Undergraduate Admissions about our work/support of the HCI event.</p>
7. Identify next steps.	<p>Identify possible sources of funding for summer undergraduate research opportunities. Sources include both federal and private sources. COSDC is to work with COS foundation officers for private support.</p> <p>By the end of the next reporting cycle, COS hopes to have its URM UG Research events underway and students working in the labs of COS faculty.</p>

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College of Science	
Initiative Number 2 Outreach Seminars, Inclusion Seminars and Advising Workshops	
1. Inclusive Excellence Dimension(s)	Campus Climate and Intergroup Relationships Education and Scholarship
2. Constituent Group(s)	faculty, staff, graduate students, and undergraduate students
3. Initiative Description	This work involves the expansion of two college seminar series: 1) outreach seminars on science and math, and 2) seminars on the contributions of underrepresented groups and women to the field of science and mathematics. It also will have college workshops for increasing sensitivity about different backgrounds and skills (i.e., diversity broadly defined) for effective academic advising.
4. Rationale	Education in science and math has historically focused on practice and theory, with little mention of the human element. The seminar series will enlighten the community on the role of underrepresented groups and women in science and math in advances in the sciences and mathematics.
5. Design	<p><u>Outreach Seminars:</u> The College will continue offering its yearly NANOCAMP summer event, targeted for middle and secondary school students. The program builds on the experience of prior (3+) offerings, two of which were attended by secondary school underrepresented students from Franklin Military Academy in Richmond. NANOCAMP is made available through donor support to the College of Science.</p> <p>The College will continue to involve underrepresented students in outreach seminars that demonstrate the connection between art and science. An example is the recent series on Origami in which the relationship between the art of folding and design was illustrated in the flapping of bird wings to the use of solar panels on space telescopes.</p> <p><u>Inclusion Seminars:</u> The COS Diversity Committee has started sponsorship of seminars that highlight underrepresented contributors to science. These seminars are about important scientists who were from underrepresented groups or women, in fields where women are underrepresented (examples of contributions not well covered in historical presentations of science). They also include the contributions of current minority scholars working in the forefronts of science.</p> <p><u>Advising Workshops:</u> The COS Diversity Committee will organize advising workshops for COS faculty/staff in order to increase the effectiveness of the undergraduate advising process for underrepresented students. Best practices developed at Virginia Tech and employed by peer institutions will be adapted/adopted.</p>
6. Responsibility	G. Long and the COS Diversity Committee
7. Accountability	G. Long and the COS Diversity Committee
8. Timing	Ongoing: Outreach Seminars, NANOCAMP Spring 2015: Inclusion Seminars and Advising Workshops

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9. Measures	Outreach measures are the number of participants. Inclusion efforts are measured through faculty, staff and student attendance in seminars. Advising efforts will monitor faculty/staff participation in workshops
10. Outcomes	Enhanced knowledge of the contributions of underrepresented groups and women to advancements in the sciences and mathematics.

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College of Science	
Initiative Number 2 Outreach Seminars, Inclusion Seminars and Advising Workshops	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	3, Outreach 2, Inclusion Seminars 4, Advising Workshops
2. Briefly describe progress to date.	Outreach. NanoCamp will be offered this summer. COS has contacted teachers in Roanoke, Danville/Martinsville, and the NRV. The event has been publicized at VAST. <u>Inclusion Seminars.</u> COS participated with other VT department/colleges/units on the MLK lectures presented by Dr. Craig Ramey and Dr. Sharon Ramey (January 22-23, 2015). The Department of Geosciences hosted a seminar by Dr. Claudia Mora on the “Diversity and Leadership in Science” (April 17, 2015). <u>Advising Workshop.</u> The Fall 2014 COS workshop was not held because of university restructuring. It is planned again for the beginning of the Fall 2015 semester.
3. Identify challenges and/or unexpected insights.	The recent MLK seminars by the Rameys were well attended (full room). The Inclusive VT SharePoint site did not seem to be effective in garnering comments/help on our proposed initiatives.
4. Identify planned assessment activities.	Outreach. NanoCamp will have an evaluator. <u>Inclusion Seminars.</u> COS is planning seminars for the 2015-2016AY. <u>Advising workshop.</u> COS will be held in the Fall.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	3, Outreach. Our work with NanoCamp is ongoing and on schedule. 2, <u>Inclusion Seminars.</u> Experience with the seminars has been most positive. COS plans to continue as a funding partner. 4, <u>Advising Seminars.</u> While planning has begun, the <u>faculty and advisors have</u> not yet been engaged. This work is to occur in Summer 2015.
6. Briefly describe ways you have engaged your targeted constituent groups.	Outreach. Teachers are targeted, VAST and direct communication. <u>Inclusion Seminars.</u> Community is targeted via advertisement. BIOL and PSYC students were invited to have lunch with the <u>Rameys. Undergraduate and graduate students were invited to the Mora breakfast; approximately ½ of the audience was comprised of graduate students.</u> <u>Advising Workshop:</u> Work with begin this summer with training of departmental advisors for Summer Orientation. Training for faculty/staff will occur near the beginning of the Fall Semester.
7. Identify next steps.	Identify possible sources of funding for outreach and inclusion seminar support. The College plans to work with COS foundation officers for private support in order to support <u>URM students at the NanoCamp event.</u> By the end of the next reporting cycle, COS <u>plans to have additional inclusion events scheduled</u> for the 2015-2016 AY.

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College of Science	
Initiative Number: 3 Living and Learning Communities (LLC)	
1. Inclusive Excellence Dimension(s)	Access and Success
2. Constituent Group(s)	Undergraduate Students
3. Initiative Description	The initiative focuses on the use of living-learning communities, coupled with a first year experience, to enhance the admission and retention of students in sciences and math. The initiative is adapting/adopting the best practices of existing LLCs on campus.
4. Rationale	<p>The interactions of students during their first year of campus life has been found to be most important to their academic success. In order to promote these effective environments, LLCs have been developed on the Virginia Tech campus. These LLCs not only provide a reaffirming environment to our present community of students as measured through student retention, but can strongly influence the admission decisions of prospective students.</p> <p>The COS LLC (described below) is focused on increasing the numbers of underrepresented students and women in the sciences and in mathematics.</p>
5. Design	<p>The COS program is adopting successful practices employed by Virginia Tech's College of Engineering (COE) through its recent NSF-STEP program (0431646). These include: 1) a summer bridge program that provides academic enrichment and advising to prepare incoming freshman for the rigors of their degree programs in science, and 2) establishment of a freshman residential learning community (Curie and Da Vinci) for physical and quantitative science majors that complements the engineering and life sciences learning communities (Hypatia and Galileo). Integration of COS and COE students is occurring in both of these programs, thereby meeting the university-wide agenda to develop interdisciplinary undergraduate training in "scieneering".</p> <p>In addition to building upon the success of COE's STEP program, the COS is enhancing its first year experience (FYE) program to better serve the physical and quantitative science majors. The program is centered around a two-semester course/learning seminar</p>
6. Responsibility	J. Sible, G. Long, D. Wilson
7. Accountability	J. Sible and D. Wilson
8. Timing	Immediate. Project is ongoing and is in year three of a five-year funded NSF proposal. NSF-DUE DUE-1068170 "Increasing STEM graduates in the physical and quantitative sciences at Virginia Tech".
9. Measures	Rigorous assessment of all aspects of the program will guide program modifications and provide the data for analysis and dissemination to the broader STEM education community. The project will test the hypothesis that FYE's promote academic retention and success for both traditional freshmen and transfer student populations. By focusing on the physical and quantitative sciences, the project should lead to knowledge about STEM disciplines where retention and

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	<p>gender diversity remain a greater challenge as opposed to life sciences, which have experienced tremendous growth and a majority of female undergraduates. The program will determine whether successful practices from large programs (Engineering and Life Sciences) yield similar (or even greater) gains in retention when applied to smaller programs.</p> <p>Longitudinal studies are being performed by Kathryn McConnell (OAE)</p>
10. Outcomes	Increase in admission, retention, and graduation of women and underrepresented minorities in science. Employment in STEM related field.

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College of Science	
Initiative Number 3 Living and Learning Communities	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	1
2. Briefly describe progress to date.	Program has completed three years of operation.
3. Identify challenges and/or unexpected insights.	On the recommendation of the NSF, the Summer Bridge program has been reduced from five weeks to three weeks and the content refocused solely to mathematics.
4. Identify planned assessment activities.	An evaluator is engaged in this work, per the assessment plan of the proposal.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	1 , All incoming COS students are introduced to the Summer Bridge and LLC programs multiple times (Hokie Preview, Hokie Focus, Summer Orientation). Constituents (entering freshmen) are informed the funded NSF program does provide all expenses for the three-week bridge program.
6. Briefly describe ways you have engaged your targeted constituent groups.	Students are alerted to program in direct mailings, Hokie Preview, Hokie Focus, and Summer Orientation.
7. Identify next steps.	In a collaborative effort, the College of Science is working with the Office of the Provost (Undergraduate Education) on this Initiative. COS is an engaged participant with the academic portion of the work as well as the recruitment of students into the program. Next steps for the program will address the external support for the work after the NSF grant cycle has been completed.

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Virginia Maryland College of Veterinary Medicine	
Initiative Number __1__ (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	(a) Access and Success
2. Constituent Group(s)	(c) Faculty Members, (d) Staff Members
3. Initiative Description	Search Advocate Program
4. Rationale	Identify and train Search Advocates to serve on every search committee in the College. Search Advocates are college employees trained as process experts in search and selection, and serve as a true member of the search committee. The Search Advocate begins by working with the search committee on final development/review of the position description and qualifications before the position is posted. In addition to regular participation, he or she provides research-based information about unconscious cognitive and structural biases that affect search and selection processes, and suggests strategies to help mitigate the effects of those biases. The Search Advocate works collaboratively within the group, and promotes diversity by sharing current information, recommending inclusive/affirmative strategies, supporting full committee and stakeholder participation, as well as consulting with the Office of Equity and Inclusion as needed.
5. Design	1 – Consult with other universities who employ a similar model to learn best practices (ex. Oregon State) 2 – Develop training program 3 – Identify Search Advocates within the College 4 – Train Search Advocates 5 – Educate College community 6 – Implement by integrating search advocates into the selection process
6. Responsibility	April Hylton, Assistant Dean for Administration Lynett Cruise, Human Resources Generalist Karisa Moore, Director for Affirmative Action & Employment Equity
7. Accountability	Cyril Clarke, Dean
8. Timing	New initiative to be completed in 2015. Research/consultation (March 2015); Develop training (April 2015); Identify and train (June 2015); Full implementation (August 2015).
9. Measures	1 - AAVMC (Association of American Veterinary Medical Colleges) comparative data survey 2 - Affirmative Action Plan Summary Analysis (provided by the Office of Equity and Access)
10. Outcomes	Increased gender and racial ethnic diversity among faculty and staff population of the College.

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Virginia Maryland College of Veterinary Medicine	
Initiative Number __1 Search Advocate Program (Each area is responsible for identifying three initiatives)	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	4
2. Briefly describe progress to date.	Oregon State University has agreed to host representatives from VT at search advocate training. Representatives from both Vet Med and HR will participate in the on-site training this spring. Once that training takes place, we will begin development of the training model and pilot program at Vet Med.
3. Identify challenges and/or unexpected insights.	Waiting for availability/dates to attend on-site training at Oregon State University.
4. Identify planned assessment activities.	Assessment for this initiative will be: 1 – Development of the training module 2 – Identification of search advocates 3 – Training of search advocates 4 – Participation of search advocates in the recruitment and hiring process for all faculty and staff positions in Vet Med
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	3
6. Briefly describe ways you have engaged your targeted constituent groups.	Program elements, training requirements, and timing for implementation have been discussed with Vet Med Executive Board and select faculty and staff.
7. Identify next steps.	Identify candidates to serve as search advocates in Vet Med and schedule training (summer 2015)

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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Virginia Maryland College of Veterinary Medicine	
Initiative Number <u> 2 </u> (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	(a) Access and Success
2. Constituent Group(s)	(a) Undergraduate students, (e) Other – High School Students
3. Initiative Description	Initiate a summer camp and continuing mentorship program for underrepresented minority students who may be interested in a veterinary career
4. Rationale	The goal of this program is to expose underrepresented students to the field of veterinary medicine in the hope that they will not only choose it as a career path, but choose Virginia-Maryland College of Veterinary Medicine as the school they wish to attend. Students will be involved in various activities aimed at evaluating their skills and competitiveness as future veterinarians, providing mentorship, and helping them experience veterinary medicine as an exciting career path. The camp will provide opportunities for observation of and participation in various services in the Veterinary Teaching Hospital, the Teaching & Research Animal Care Support Service (TRACSS), Production Management Medicine (PMM), and potentially a “field trip” to other animal and research facilities on the campus of Virginia Tech. Other activities include information sessions on admission requirements, research opportunities, the curriculum, study abroad opportunities, and underserved specializations in the field of veterinary medicine. After completion of the camp, continuing mentorship will be made available to students, including the opportunity to interact with veterinary practitioners in their home districts. Financial support will be sought from the Provost’s Office to assist with expenses related to housing of students during the summer camp.
5. Design	1 – Consult with other universities who employ a similar model to learn best practices (ex. Tufts, Auburn, Mississippi State, UPenn) 2 – Develop summer program and make accommodations for the event 3 – Advertise and recruit participants 4 – Recruit diverse group of college faculty and staff to participate 5 – Schedule activities and hold the event
6. Responsibility	Dr. Jacque Pelzer, Director of Admissions and Student Services Dr. Jennifer Hodgson, Associate Dean for Professional Programs Angela Webb, Academic Programs and Event Coordinator
7. Accountability	Cyril Clarke, Dean
8. Timing	New initiative to be completed in 2015. Research/consultation (January 2015); Develop program (March 2015); Advertise and recruit (April 2015); Hold event (July 2015).
9. Measures	AAVMC (Association of American Veterinary Medical Colleges) comparative data survey
10. Outcomes	Increased gender and racial ethnic diversity among student population of the College.

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Virginia Maryland College of Veterinary Medicine	
Initiative Number __2 – Summer camp and mentorship program (Each area is responsible for identifying three initiatives)	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	3
2. Briefly describe progress to date.	Planning is underway and the first summer camp will be held in 2015.
3. Identify challenges and/or unexpected insights.	Short period of time to plan and recruit students for camp in 2015.
4. Identify planned assessment activities.	1 – Development of the camp and identifying participants in the program 2 – Successful event held in Summer 2015 3 – Mentors identified for each camp participant 4 – Growth of the program in future years 5 – Tracking students to see if and where they attend vet school
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	3
6. Briefly describe ways you have engaged your targeted constituent groups.	Advertising the camp and recruiting students, identifying veterinary practitioners who are willing to serve as mentors, recruiting leaders and other participants from VT and the community to assist with camp.
7. Identify next steps.	Advertise and recruit students to participate in summer 2015. Finalize itinerary.

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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Virginia Maryland College of Veterinary Medicine	
Initiative Number __3__ (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	(a) Access and Success
2. Constituent Group(s)	(b) Graduate / Professional Students
3. Initiative Description	Explore the feasibility of creating a dual study/career program for DVM students
4. Rationale	This proposal seeks to explore the feasibility of creating a dual-career/study program for DVM students, modeled after the dual-career program for faculty through Virginia Tech Human Resources and the Provost's Office. Virginia-Maryland College of Veterinary Medicine recognizes the value of ensuring that minorities have supportive personal relationships while living in Blacksburg, and believes that the ability to move to Blacksburg with family members would mitigate against the relative lack of diversity in our community. The average age of students entering the DVM program is 25, by which time many have already established long-term relationships with spouses or partners. This initiative would try to identify gainful employment or a sponsored study opportunity for a partner of a minority DVM student, provide an added level of support to students as they transition to veterinary school with their family, and would be a great recruiting tool to market to prospective minority students. This would be a collaborative effort between the College, the Provost Office, and the department/unit that employs or enrolls the partner, with appropriate cost-sharing. This could potentially be extended to MPH students as well as PhD students across the University.
5. Design	1 – Consult with other units on campus to explore feasibility (Provost Office, Graduate School) 2 – Investigate similar programs at other universities and search for best practices 3 – Draft proposal for program
6. Responsibility	Dr. Roger Avery, Senior Associate Dean for Research and Graduate Studies Dr. Jacque Pelzer, Director of Admissions and Student Services Dr. Francois Elvinger, Department Head, Population Health Science
7. Accountability	Cyril Clarke, Dean
8. Timing	New initiative to be completed in 2015. Research/consultation to begin in January 2015 with draft proposal prepared by August 2015 and potentially offer this to incoming class of 2016.
9. Measures	AAVMC (Association of American Veterinary Medical Colleges) comparative data survey
10. Outcomes	Increased gender and racial ethnic diversity among student population of the College.

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Virginia Maryland College of Veterinary Medicine	
Initiative Number __3 – Dual study/career program for DVM students (Each area is responsible for identifying three initiatives)	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	4
2. Briefly describe progress to date.	Graduate school has been approached to explore partnership. Follow-up meeting has been scheduled.
3. Identify challenges and/or unexpected insights.	Identification of funding sources and agreement from constituents on appropriate cost sharing.
4. Identify planned assessment activities.	AAVMC (Association of American Veterinary Medical Colleges) comparative data on underrepresented minorities to be used to monitor student class diversity.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	4
6. Briefly describe ways you have engaged your targeted constituent groups.	The CVM has a well-developed program to reach potential DVM students who are underrepresented minorities. This initiative will be instrumental in recruiting those students to choose VA-MD.
7. Identify next steps.	Draft feasibility report and if appropriate, develop project proposal.

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Enrollment Management	
Initiative Number 1: Expand underrepresented recruitment programs	
1. Inclusive Excellence Dimension(s)	Access and Success
2. Constituent Group(s)	Prospective high school students
3. Initiative Description	Expand current recruitment programs that focus on increasing underrepresented students. Fall Visitation and Gateway have been flagship programs for the Admissions office for several years. This initiative will seek ways to expand the number of students that are being served by these programs as well as create smaller one day programs throughout the recruitment cycle.
4. Rationale	These programs will be expanded to reach more underrepresented students.
5. Design	The number of pipeline groups invited to attend Fall Visitation will expand to include more representation from the Richmond and Tidewater area. The Gateway program will expand to accommodate an increase of 10% more student participants. An additional one-day first generation program will be made available for students to attend in December.
6. Responsibility	Undergraduate Admissions Diversity Team (Juan Espinoza, Alphonso Garrett, and Liz Menter)
7. Accountability	Enrollment & Degree Management (Vice Provost Wanda Hankins Dean)
8. Timing	These programs will be administered during the typical recruitment cycle (September-January)
9. Measures	Attendance, application, offer, and yield rates will be measured. Post surveys will be conducted to measure and assess overall program effectiveness.
10. Outcomes	The goal would be to increase the applications, offers, and commitments from underrepresented students.

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College, VP, Unit name	
Initiative Number 1: Expand underrepresented recruitment programs. The Gateway program will expand to accommodate an increase of 10% more student participants. An additional one-day first generation program will be made available for students to attend in December.	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	1- Completed
2. Briefly describe progress to date.	<p>The Gateway program coincides with our regular yield program, Hokie Focus. It differs from Hokie Focus, in that it targets underrepresented students that were offered admission but have not yet made a decision on where to attend. Many of these students were identified initially through their pipeline group. The program takes place over two days with accommodations provided for one night. Prospective students are matched with current students for the entire program. The incoming student stays overnight in the room of their student host. Ample time is provided for the student and their host, to allow for a genuine friendship and connection to take place. Various activities and events are provided for the students and their hosts that identify all services available and why Virginia Tech would be a good fit. Student hosts are all volunteers and are matched with prospective students with similar backgrounds and interests. Student hosts are able to mentor these students and talk about their experiences and why they decided to attend Virginia Tech. Although not required, this mentorship continues after the student matriculates to the University. With close to 175 student volunteers needed, this program has been able to continue because participants from the year before are eager to give back to the program. Bus transportation is provided for all students.</p> <p>This year’s group included 143 students, a 20% increase from the past several years.</p> <p>We debuted a new one day program, “First to VT”. We invited prospective students to campus for a one-day event, providing them with knowledge about the university as well as lunch in one of our award-winning dining facilities. We hosted over 60 students and their families for this event. This program was specifically targeted for first generation students.</p>
3. Identify challenges and/or unexpected insights.	Many of the challenges were associated with the new first generation program. Students often misidentify themselves as first-generation due to their misunderstanding of what that term means.
4. Identify planned assessment activities.	A post survey will be conducted for student attendees.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	1- Completely engaged

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6. Briefly describe ways you have engaged your targeted constituent groups.	For the Gateway program we sent out invitations to all underrepresented students that were offered admission. For the “First to VT” program we communicated with the various high schools in the Commonwealth to help us identify first-generation students that would be interested in attending this program.
7. Identify next steps.	We hope to continue expansion of the Gateway program for the upcoming years. It is currently planned to continue the “First to VT” program on an annual basis.

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Office of Enrollment Management	
Initiative Number 2: The Hispanic College Institute (HCI)	
1. Inclusive Excellence Dimension(s)	Access and Success
2. Constituent Group(s)	Undergraduate students and prospective students (10 th -11 th graders)
3. Initiative Description	The three-day program is for Hispanic high school sophomores and juniors in the Commonwealth of Virginia. The Virginia Latino Higher Education Network (VALHEN) started the event in 2012 to combat myths and misconceptions about the college search process and prepare Hispanic students for college. Virginia Tech has won the bid to host this event on our campus.
4. Rationale	To increase the diversity of our applicant pool. One of the greatest challenges in recruiting a diverse pool is our physical location. By hosting this program, we will welcome over 125 Hispanic students. By providing transportation and lodging, we provide access to our biggest selling points- our campus and community.
5. Design	Students will attend workshops and seminars to learn about admissions, financial aid, and the college search process. They will also meet college professors and professionals to talk about their academic interests. Student attendees break into small groups led by upperclassmen. Lodging will take place in one of our residence halls, allowing them to experience what it is like to be a Virginia Tech student. NASA has partnered up with VALHEN again this year and will offer various workshops and panels to ensure these students are considering STEM related programs. Virginia Tech will showcase its various departments and research facilities to ensure students will consider Virginia Tech in their college search process.
6. Responsibility	Juan Espinoza
7. Accountability	Enrollment & Degree Management (Vice Provost Wanda Hankins Dean)
8. Timing	This is a new initiative that will take place July 15-18, 2015.
9. Measures	Pre and post assessment conducted through various surveys. Students will be tracked by VALHEN and graduation, retention, and employment rates will be measured and shared with Virginia Tech.
10. Outcomes	This initiative will lead to an increase of applications. This effort will also increase our outreach and promote access opportunities to higher education.

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College, VP, Unit name	
Initiative Number 2: The three-day program is for Hispanic high school sophomores and juniors in the Commonwealth of Virginia. The Virginia Latino Higher Education Network (VALHEN) started the event in 2012 to combat myths and misconceptions about the college search process and prepare Hispanic students for college. Virginia Tech has won the bid to host this event on our campus.	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	3- In progress
2. Briefly describe progress to date.	<p>Students will attend workshops and seminars to learn about admissions, financial aid, and the college search process. They will also meet college professors and professionals to talk about their academic interests. Student attendees break into small groups led by upperclassmen. Lodging will take place in one of our residence halls, allowing them to experience what it is like to be a Virginia Tech student. NASA has partnered up with VALHEN again this year and will offer various workshops and panels to ensure these students are considering STEM related programs.</p> <p>The registration deadline is April 20th. Every high school in the Commonwealth received a flyer and invitation for this program. We currently have almost 300 student applications for 125 spots. Rooms and meeting spaces have been reserved. Lodging has also been reserved for the students.</p> <p>The dates for the HCI this year are July 15-18th.</p>
3. Identify challenges and/or unexpected insights.	Challenges remain in finalizing the agenda and working with a large number of volunteers associated with this program.
4. Identify planned assessment activities.	We have a pre-survey as well as post survey for all student attendees to fill out.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	2
6. Briefly describe ways you have engaged your targeted constituent groups.	We have reached out to every Virginia high school in our recruitment efforts. We have also conducted in information/planning session to involve various stakeholders around our campus.
7. Identify next steps.	The next steps would include execution of the program on July 15 to the 18 th .

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.

InclusiveVT
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4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Enrollment Management	
Initiative Number 3- First Generation/Underrepresented student pathway	
1. Inclusive Excellence Dimension(s)	Access and success
2. Constituent Group(s)	Undergraduate students/ incoming students
3. Initiative Description	Provide an identified pathway for first generation students to navigate admission and matriculation procedures.
4. Rationale	First Generation students struggle to navigate the next steps after being offered admission. This effort will focus on that transition from high school to college and identify resources available to the students.
5. Design	A publication will be created that provides a roadmap for the students to follow as they familiarize themselves with the Virginia Tech culture and community. Direct contacts in admissions, financial aid, and other key offices will be identified for these students to reach out to if they need assistance. This effort will also identify existing programs embedded in the various colleges and departments that are often unknown to these students.
6. Responsibility	Enrollment & Degree Management
7. Accountability	Vice Provost Wanda Hankins Dean
8. Timing	This new initiative will be implemented in two phases. Key contacts will be identified for these students immediately. The publication component will be introduced no later than Fall 2015.
9. Measures	Pre- and post surveys will be conducted. Success will be measured by tracking retention and graduation rates for these students.
10. Outcomes	Increase progress to degree and retention beyond first year.

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College, VP, Unit name	
Initiative Number 3: Provide an identified pathway for first generation students to navigate admission and matriculation procedures	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	3
2. Briefly describe progress to date.	The initial framework for the website and publication has been completed, Various stakeholder meetings have taken place around campus.
3. Identify challenges and/or unexpected insights.	Trying to create an informational website without overwhelming users with too much information. There's no central website that exists that meets the goals of this initiative, therefore everything must be designed and created.
4. Identify planned assessment activities.	Pre- and post surveys will be conducted. Success will be measured by tracking retention and graduation rates for these students.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	3
6. Briefly describe ways you have engaged your targeted constituent groups.	We have met with various offices and stakeholders around campus. We have also met with students in small focus groups to gain a better understanding of their expectations from the website.
7. Identify next steps.	Next steps would include continuing to meet with stakeholders from around campus as well as begin creating both the website and publication in time for the fall semester.

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Vice Provost for Faculty Affairs	
Initiative Number 1	
1. Inclusive Excellence Dimension(s)	Access and Success and Campus Climate and Intergroup Relations
2. Constituent Group(s)	Faculty
3. Initiative Description	Consultation for Implementing a “College” Liaisons program
4. Rationale	The eight academic colleges have implemented a program called College Liaisons, which provides a 30-minute meeting with all candidates who come to campus to interview for a faculty position. (The Division of Student Affairs has one department that has been using the liaison program and will extend it to all of the DSA's departments.) We wish to support the extension of this program to other senior management units in support of successful recruitment of faculty. Faculty who have these liaison meetings report on the value of having a person to ask questions about work-life balance, community resources, challenges associated with minority status in our rural area, and similar topics.
5. Design	The Vice Provost for Faculty Affairs and the Faculty Affairs Team will offer workshops on unconscious bias. We will offer them university-wide twice annually (once in fall and once in spring) and will also offer a college-based search chairs session.
6. Responsibility	Ellen Plummer and others from the Faculty Affairs Team will be responsible.
7. Accountability	Jack Finney
8. Timing	We will offer consultation in spring semester in time for many searches, or on a schedule that works for the senior management area.
9. Measures	Consultations provided
10. Outcomes	Improved recruitment of faculty who contribute to diversity and who are first choice candidates.

**InclusiveVT
2014 – 2015 Initiative Report**

Vice Provost for Faculty Affairs	
Initiative Number ___1___ Consultation for Implementing a “College” Liaisons Program.	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	5
2. Briefly describe progress to date.	The College Liaisons program was active during the spring semester. The expansion of the program to the Division of Student Affairs has been effective and the Division’s liaison has become a member of the group that meets on a regular basis. We have made contact with vice presidential units and offered to meet to describe the liaison program. To date, we have not been invited to have these meetings.
3. Identify challenges and/or unexpected insights.	We failed to consider that the vice presidential units had put forth their own initiatives and were engaged in planning and implementation of their proposed initiatives and could not take on a fourth project.
4. Identify planned assessment activities.	We will continue to evaluate the college liaisons program.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	4
6. Briefly describe ways you have engaged your targeted constituent groups.	Offered to meet to discuss the liaisons programs.
7. Identify next steps.	Make direct contact with Vice Presidential units to determine if there is any continued interest in this initiative. If there is, we will move forward. If not, we will propose a replacement initiative in fall, 2015.

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Collaboration - Human Resources and Vice Provost for Faculty Affairs	
Initiative Number 2	
1. Inclusive Excellence Dimension(s)	Access and Success; Campus Climate and Intergroup Relations
2. Constituent Group(s)	African American and Hispanic tenured and tenure track faculty – 94 faculty as of the 9/30/14 snapshot
3. Initiative Description	Conduct a retention and recruitment study, with structured interviews, of all tenured and tenure track African American and Hispanic faculty
4. Rationale	Improving retention and recruitment of African American and Hispanic tenured and tenure track faculty is one of the Foundation Strategy measures in our institutional scorecard. We need to speak one on one to learn from our faculty about their experience at Virginia Tech.
5. Design	Jointly sponsored initiative with structured interview questions for all faculty in project scope. Questions will address choice to come, choice to stay, factors in staying or leaving, and opportunities to improve retention and recruitment. Solutions/suggestions will be sought from interview participants.
6. Responsibility	HR and Vice Provost for Faculty Affairs
7. Accountability	HR and Vice Provost for Faculty Affairs
8. Timing	Summer/Fall of 2015
9. Measures	Completed report with findings and recommendations presented to Council
10. Outcomes	Improved climate results; actionable strategies to improve retention and recruitment; potential new programming

**InclusiveVT
2014 – 2015 Initiative Report**

Vice Provost for Faculty Affairs

Initiative Number 2 Workshops on Unconscious Bias

1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	5
2. Briefly describe progress to date.	In January 2015, I learned that Michele Deramo, Diversity Development Institute, and Karisa Moore, Equity and Access, were developing an online module on implicit bias, which was to be paired with a classroom module focused on how implicit bias affects decisions and can be managed. The online module was made available in mid-April, and the following week, the classroom sessions were offered.
3. Identify challenges and/or unexpected insights.	When we proposed the initiative on unconscious bias, we were unaware that others were developing a similar educational opportunity. This has revealed the need for better communication with other units that may be involved and invested in diversity and inclusion work when planning new initiatives.
4. Identify planned assessment activities.	We will rely on Deramo and Moore to assess their implicit bias program.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	5
6. Briefly describe ways you have engaged your targeted constituent groups.	n/a
7. Identify next steps.	We will plan a complementary initiative that extends the workshop on implicit bias and propose it for fall 2016.

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Vice Provost for Faculty Affairs	
Initiative Number 3	
1. Inclusive Excellence Dimension(s)	Access and Success
2. Constituent Group(s)	Faculty and Staff
3. Initiative Description	Workshops on Unconscious Bias
4. Rationale	There is a robust literature on how unconscious bias influences the selection process in a faculty search. Increasing awareness and learning management strategies for these biases can reduce this influence and result in enhanced diversity outcomes for faculty searches.
5. Design	The Vice Provost for Faculty Affairs and the Faculty Affairs Team will offer workshops on unconscious bias. We will offer them university-wide twice annually (once in fall and once in spring) and will also offer a college-based search chairs session.
6. Responsibility	The Vice Provost for Faculty Affairs and the Faculty Affairs Team will be responsible.
7. Accountability	Jack Finney
8. Timing	First workshop in spring 2015 with others to be scheduled during the 2015-16 academic year.
9. Measures	Attendance at workshops
10. Outcomes	Improved recruitment of faculty who contribute to diversity

**InclusiveVT
2014 – 2015 Initiative Report**

Collaboration - Human Resources and Vice Provost for Faculty Affairs, April 15, 2015

Initiative Number *Retention and recruitment of Black and Hispanic faculty*

1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	3
2. Briefly describe progress to date.	Original proposal called for individual structured interviews with all tenured and tenure track Black and Hispanic faculty to hear from them regarding their opinions of current recruitment and retention efforts and ideas about how to improve recruitment and retention moving forward. We completely revamped our proposal based on initial meetings with the Black and Hispanic caucuses and developed a new plan of action.
3. Identify challenges and/or unexpected insights.	<p>We met with both the Black and Hispanic caucuses in late January. The consistent feedback from both caucuses was that there had been numerous efforts to reach out to Black and Hispanic faculty members over the years, by a number of Virginia Tech administrators. Further, caucus representatives felt they had made suggestions which had either not been shared within the administration for follow up or had not been implemented. However, this may have been the most formal effort to reach out to Black and Hispanic faculty to date, given the accountability and reporting requirements of InclusiveVT.</p> <p>The strong recommendation of both caucuses was to follow up on the ideas they shared with us in our meetings, and determine what would be best to implement from a report by Dr. Lucinda Roy which addressed this topic. They discouraged us from interviewing all Black and Hispanic faculty. Rather, they recommended that we focus our attention on suggestions either already presented or shared in our meeting together. The goal is to identify action items which can be implemented.</p> <p>Our challenge was to revisit our proposal in light of our feedback. We revised our proposal accordingly to focus on: 1) a salary equity study; 2) recruitment strategies; 3) the development of a Latino Studies minor and consideration of an academic research center; and 4) on mentoring with support from the National Center for Faculty Development and Diversity.</p>
4. Identify planned assessment activities.	Salary equity study to identify any faculty salary inequities which would allow us to formulate a plan to address any inequities. Equity study underway. Membership for National Center for Faculty Development and Diversity was active in February and now has more than 550 members from Virginia Tech.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	2
6. Briefly describe ways you have engaged your targeted constituent groups.	Met with Hispanic and Black caucuses on January 29 and January 30, respectively. Based on their input, revised proposal and sent it back out to the caucus leadership in February, 2015.
7. Identify next steps.	Complete the salary equity study, complete interviews with deans about innovative recruitment strategies they have implemented, and follow up on suggestions from the Hispanic Caucus about the proposed development of a Latino Studies minor and a possible academic research center.

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2014 – 2015 Initiative Report

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Graduate School	
Initiative Number __1__ Inclusive Graduate Life Center	
1. Inclusive Excellence Dimension(s)	Campus climate and intergroup relations; education and scholarship, institutional infrastructure
2. Constituent Group(s)	Graduate School staff, Graduate student organizations (incl GSA, BGSO, etc), BOV Grad Rep, GLC staff, GLC residents, GLC Fellows, students/faculty/staff entering or working in the GLC. These entities will be partners in this endeavor.
3. Initiative Description	This initiative will establish the GLC as an "inclusiveVT" space, make visible the inclusive nature of our collective efforts, establish expectations for behavior and interaction in the GLC (based upon the Principles of Community), and much more.
4. Rationale	For years I have wanted to have the GLC be registered as a "safe zone" but our current program focuses on the individual. Taking the concept of safe zone and incorporating the VT Principles of Community, it seems appropriate to try to "model" VT's commitment to POC and InclusiveVT in the GLC. This approach will also be attempted for the NVC and at the VT Roanoke Center.
5. Design	This initiative will continue to be a work in progress and steps/actions will be identified as we move forward. The first step will be to identify the constituency groups (Graduate School staff, GLC employees and volunteers, GLC residents, GLC fellows, Graduate student organizations housed in the GLC, faculty and students with classes in the GLC, groups and organizations holding events in the GLC) to secure their commitment and contributions to the initiative. The next step will be to envision the components (policies, visual representation, events, and more) needed to develop the GLC as an "inclusiveVT space and place" and how each group can contribute to the overarching goal. Actions will follow and continue to evolve.
6. Responsibility	VP and Dean DePauw will take the responsibility to formulate a working group (GLC Advisory group, GSA, residents, etc.) and will serve as its chair. Associate Dean Kenneth Wong will lead the initiative for NVC and Kay Dunkley, Director of VT Roanoke Center will lead the initiative in Roanoke.
7. Accountability	VP and Dean DePauw
8. Timing	This project will extend over multi-year time frame. Progress will be measured annually.
9. Measures	Data will be collected on the number of constituencies that will be involved, identification of the ways in which "inclusive" space can be realized, actions taken by the various groups and observations of inclusivity. This will be a challenging initiative to implement let alone develop appropriate quantitative measures. We will have to collect qualitative data as well. We will likely develop some surveys as well.
10. Outcomes	To describe the results solely based on the data will diminish the large impact and significance of enhancing the GLC as an "inclusiveVT" space.

InclusiveVT 2014 – 2015 Initiative Report

(Enter **College, VP, Unit name**)

Vice President and Dean for Graduate Education

Initiative Name *(Each area is responsible for identifying three initiatives)*

Inclusive GLC

<p>1. Progress to Date</p>	<p>This is a multi-year project with several components. For the largest portion of this initiative, a working group was established which consists of the GLC stakeholders (graduate students, GLC operations staff, student organizations representatives). This effort is led by Monika Gibson. To date, the stakeholder group has established priorities and is meeting bi-weekly. The initial priorities are to: define what inclusivity means in terms of physical spaces and attributes as well as policies that govern the building, create a scoring mechanism to evaluate current status and to use data already collected, analyze GLC promotional materials (website, brochures, signage, etc.) from the perspective of inclusivity, and brainstorm ideas for programming and communication to promote inclusivity.</p> <p>In addition, the NVC under the leadership of Kenneth Wong and the Roanoke Center led by Kay Dunkley have engaged their colleagues in similar local efforts.</p> <p>A meeting was held with the entire Graduate School staff to discuss inclusivity and the three initiatives as well as to introduce the notions of implicit bias and privilege in our daily operations. One specific result is the addition of commitment to the Principles of Community and inclusivity as an expectation in all new position announcements. The staff members are already evaluated on their commitment to diversity and inclusion but we have added the expectation to the new position and candidates will be informed of this expectation.</p>
<p>2. Challenges and/or Unexpected Insights</p>	<p>The GLC is already viewed as a welcoming space and thus, one of the challenges is to be able to see the GLC with fresh eyes to enhance the inclusiveness of the space and place. Given the age of the building it will be challenging and expensive to make some of the changes we desire for inclusiveness.</p> <p>The NVC and the VT Roanoke Center are undertaking a similar effort and their challenges are unique to the space and the individuals who frequent the building.</p>
<p>3. Current or Planned Assessment Activities</p>	<p>As mentioned above, a scoring mechanism will be created to use in evaluating the inclusivity of the GLC and an analysis will be conducted of the GLC promotional and brand identifiers. We already have already <u>conducted a climate survey and some of the data will be analyzed relative to the GLC specifically.</u></p>
<p>4. How Have You Engaged Your Constituent Groups?</p>	<p>For all three Graduate School initiatives, we have held meetings with the Graduate School staff (1 thus far), conversations with graduate students (2 – MLK day, Grad Ed Week event), meetings with the leaders for each initiative, developed an InclusiveVT Graduate School web site and used this to post the results of the dialogue sessions, and continued to inform the constituency groups via twitter, blogs and other social media.</p> <p>In addition, these initiatives were discussed with the Commission on Graduate Studies and Policy (CGS&P), the Graduate Student Assembly, and the Graduate Program Directors for their input and feedback.</p> <p>In addition, meetings with the working group (stakeholders) are held regularly.</p>

InclusiveVT 2014 – 2015 Initiative Report

	All-Graduate-School-staff gatherings are held at least twice a year.
5. Rate Your Progress to Date <i>(1 = No Progress to 5 = Successfully Completed)</i>	Because this is a multi-year project, I would rate the progress as 4 (very good) for this first year although there is still work to be done. Bringing all the constituencies together for genuine dialogue is a major achievement.
6. Next Steps	We will continue our efforts and develop implementation plans for each of the priorities mentioned above.

1. Progress to Date

Discuss plans, meetings and activities associated with your proposed initiative.

2. Challenges and/or Unexpected Insights

Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.

3. Current or Planned Assessment Activities

Discuss how you are assessing your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.

4. How Have You Engaged Your Constituent Groups?

Indicate ways you have engaged your targeted constituent groups.

5. Rate Your Progress to Date

(Rate 1-5; see above)

6. Next Steps

Please indicate where you expect your proposed initiative to be at the next reporting deadline and how you expect to get there.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Graduate School	
Initiative Number __2__ Holistic evaluation for graduate admissions	
1. Inclusive Excellence Dimension(s)	Access and success
2. Constituent Group(s)	Graduate program faculty, graduate program directors, graduate coordinators, Graduate School staff
3. Initiative Description	To identify and implement quality practices of holistic evaluation in graduate admissions. The purpose of holistic evaluation would be to approach admission from an inclusive perspective rather than exclusion process.
4. Rationale	Currently, test scores (e.g., GRE) and GPA are used as primary factors in narrowing the number of applicants for graduate admissions. This process often excludes some highly talented individuals, including those of diverse backgrounds.
5. Design	The initial steps include review of holistic graduate admission practices, identification of programs at peer institutions and within VT, discussion with CGS&P regarding key components, and workshops with GPD and Grad Coordinators.
6. Responsibility	VP and Dean DePauw working closely with Graduate School recruitment and admissions director, graduate program directors and graduate coordinators
7. Accountability	VP and Dean DePauw
8. Timing	The process would begin the spring and would continue through the next academic year. The goal would be to have departments/programs develop admission plans and processes in place by Fall '16.
9. Measures	Department/program plans on file in the Graduate School Data on applicants and demographic information tracked across years Technology assistance in admission process that facilitates holistic evaluation.
10. Outcomes	Development and utilization of department (program) holistic admission process Increase in the number of admits from diverse backgrounds

InclusiveVT 2014 – 2015 Initiative Report

(Enter College, VP, Unit name) Vice President and Dean for Graduate Education	
Initiative Name <i>(Each area is responsible for identifying three initiatives)</i> Holistic evaluation for graduate admissions and enrollment	
1. Progress to Date	The working group was established (Janice Austin, Rosemary Blieszner, Muhammad Hajj, Dannette Beane) and meets regularly throughout the semester. (Janice Austin is on maternity leave currently but the progress has continued). The first task was to determine which graduate schools especially at peer institutions use holistic evaluation and gather specific information about their process. Some data have been collected but this is an ongoing process. The second major task was to develop of survey of current practices by VT academic programs. The survey has been finalized and is being readied for distribution.
2. Challenges and/or Unexpected Insights	A major challenge has been to glean how the holistic evaluation really works at other universities. Some report guidelines for holistic evaluation but don't have the specific process for such evaluation readily available.
3. Current or Planned Assessment Activities	The survey of VT current practices will be distributed shortly and the data used for the next steps for this initiative. Launch date is May 1 with deadline of May 15.
4. How Have You Engaged Your Constituent Groups?	For all three Graduate School initiatives, we have held meetings with the Graduate School staff (1 thus far), conversations with graduate students (2 – MLK day, Grad Ed Week event), meetings with the leaders for each initiative, developed an InclusiveVT Graduate School web site and used this to post the results of the dialogue sessions, and continued to inform the constituency groups via twitter, blogs and other social media. In addition, these initiatives were discussed with the Commission on Graduate Studies and Policy (CGS&P), the Graduate Student Assembly, and the Graduate Program Directors for their input and feedback.
5. Rate Your Progress to Date <i>(1 = No Progress to 5 = Successfully Completed)</i>	Because this is a multi-year project, I would rate the progress as very good (4) for this first year although there is still much work to be done.
6. Next Steps	Once the data have been collected on current practices, an analysis will be done on recommended promising practices for adoption by VT academic units. Workshops for Graduate Program Directors on holistic admissions will be held in addition to annual “training” sessions for departmental admissions committees.

1. Progress to Date

Discuss plans, meetings and activities associated with your proposed initiative.

2. Challenges and/or Unexpected Insights

Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.

3. Current or Planned Assessment Activities

Discuss how you are assessing your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.

InclusiveVT

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4. **How Have You Engaged Your Constituent Groups?**

Indicate ways you have engaged your targeted constituent groups.

5. **Rate Your Progress to Date**

(Rate 1-5; see above)

6. **Next Steps**

Please indicate where you expect your proposed initiative to be at the next reporting deadline and how you expect to get there.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Graduate School	
Initiative Number __3__ Creating affirming environment for graduate education	
1. Inclusive Excellence Dimension(s)	Campus climate and intergroup relations; education and scholarship
2. Constituent Group(s)	Graduate students, faculty
3. Initiative Description	Create affirming academic and professional environments for graduate education is critical to success in graduate education. This initiative will assist faculty (departments) to create affirming communities and environments through mentoring, anti-bullying and bias (explicit, implicit) free programs.
4. Rationale	Bullying is increasingly becoming a challenge in higher education, especially graduate education. A book co-authored by VT Sociology entitled "Professors Behaving Badly" provides evidence and guidance for implementing such an initiative
5. Design	The steps to be following include: review of the literature on the topic and exploration of best practices to develop guidelines and workshops to be implemented at a college or departmental level. All faculty need to participate in the program. Graduate students will have training sessions as well.
6. Responsibility	VP and Dean DePauw with Ennis McCreery (Ombudsperson), Greg Purdy (President, GSA), and Ashley Francis (Graduate Student BOV rep)
7. Accountability	K. P. DePauw
8. Timing	This is a multi-year project. The review of literature and identification of best practices can be completed in the spring. Workshops and materials can be designed for implementation Fall'15 and beyond.
9. Measures	Tentatively - listings of best practices, scheduled workshops (mentoring, anti-bullying, bias free), attendance at workshops, development of mentoring programs, and results of surveys of graduate students about environment
10. Outcomes	An affirming academic and professional environment for graduate education as perceived by graduate students and faculty.

InclusiveVT 2014 – 2015 Initiative Report

(Enter College, VP, Unit name)

Vice President and Dean for Graduate Education

Initiative Name *(Each area is responsible for identifying three initiatives)*

Creating an affirming environment for graduate education

<p>1. Progress to Date</p>	<p>The working committee has been established. It is led by Graduate Student Ombudsperson Ennis McCreery and includes GSA President G. Purdy and BOV Grad Rep Ashley Francis. They have met regularly throughout the semester. A formal review of the literature initially proposed was not conducted but rather pertinent data and reports were gathered. Specifically, the report from Michigan State University Graduate School from the Task Force for Graduate Culture and its draft recommendations for incivility and bullying was quite helpful and will be used as a model for our next steps.</p> <p>In addition to the work above, I have established a new protocol in evaluating requests for Graduate School resources (time, personnel, funding). As a condition for receiving Graduate School support, the requesters must share in writing how they will foster an affirming environment for graduate education. This was shared with the IGEP programs faculty, MAOP, and other faculty requesting support and was well received. This practice increases the awareness of creating an affirming environment and the faculty's need to be attentive to such matters.</p>
<p>2. Challenges and/or Unexpected Insights</p>	<p>The terminology of “bullying” in graduate education wasn’t clear so examples needed to be shared regularly. Based upon feedback from graduate students, we are using “academic hazing” and civility.</p> <p>The Expectations for Graduate Study document which underpins an affirming environment for graduate education at VT has existed for 10+ years but graduate students and faculty are mostly unaware of its content. Thus, an important task of this working group is to develop strategies for communicating these expectations.</p>
<p>3. Current or Planned Assessment Activities</p>	<p>The Graduate School has already conducted a survey on the climate for graduate education and will continue to do so in the future.</p>
<p>4. How Have You Engaged Your Constituent Groups?</p>	<p>For all three Graduate School initiatives, we have held meetings with the Graduate School staff (one thus far), conversations with graduate students (two on MLK day and during Grad Ed Week event), meetings with the leaders for each initiative, developed an InclusiveVT Graduate School web site and used this to post the results of the dialogue sessions, and continued to inform the constituency groups via twitter, blogs and other social media. In addition, these initiatives were discussed with the Commission on Graduate Studies and Policy (CGS&P), the Graduate Student Assembly, and the Graduate Program Directors for their input and feedback.</p> <p>Several of the discussions with graduate students during Dialogues with the Dean have been quite helpful in determining ways in which to best share information about the expectations for graduate education and academic hazing.</p>

InclusiveVT 2014 – 2015 Initiative Report

<p>5. Rate Your Progress to Date (1 = No Progress to 5 = Successfully Completed)</p>	<p>Because this is a multi-year project, the progress to date is very good (4) with more to do.</p>
<p>6. Next Steps</p>	<p>The information gathered will be used to implement communication strategies as well as to develop specific content to be used in workshops for Graduate Program Directors and orientation sessions for graduate students.</p>

1. Progress to Date

Discuss plans, meetings and activities associated with your proposed initiative.

2. Challenges and/or Unexpected Insights

Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.

3. Current or Planned Assessment Activities

Discuss how you are assessing your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.

4. How Have You Engaged Your Constituent Groups?

Indicate ways you have engaged your targeted constituent groups.

5. Rate Your Progress to Date

(Rate 1-5; see above)

6. Next Steps

Please indicate where you expect your proposed initiative to be at the next reporting deadline and how you expect to get there.

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InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

Collaboration - Human Resources and Vice Provost for Faculty Affairs	
Initiative Number 1 – Faculty Recruitment and Retention Study	
1. Inclusive Excellence Dimension(s)	Access and Success; Campus Climate and Intergroup Relations
2. Constituent Group(s)	Black and Hispanic tenured and tenure track faculty – 94 faculty as of the 9/30/14 snapshot
3. Initiative Description	Conduct a retention and recruitment study, with structured interviews, of all tenured and tenure track Black and Hispanic faculty
4. Rationale	Improving retention and recruitment of Black and Hispanic tenured and tenure track faculty is one of the Foundation Strategy measures in our institutional scorecard. We need to speak one on one to learn from our faculty about their experience at Virginia Tech.
5. Design	Jointly sponsored initiative with structured interview questions for all faculty in project scope. Questions will address choice to come, choice to stay, factors in staying or leaving, and opportunities to improve retention and recruitment. Solutions/suggestions will be sought from interview participants.
6. Responsibility	HR and Vice Provost for Faculty Affairs
7. Accountability	HR and Vice Provost for Faculty Affairs
8. Timing	Summer/Fall of 2015
9. Measures	Completed report with findings and recommendations presented to Council
10. Outcomes	Improved climate results; actionable strategies to improve retention and recruitment; potential new programming

**InclusiveVT
2014 – 2015 Initiative Report**

Collaboration - Human Resources and Vice Provost for Faculty Affairs, April 15, 2015

Initiative Number *Retention and recruitment of Black and Hispanic faculty*

1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	3
2. Briefly describe progress to date.	Original proposal called for individual structured interviews with all tenured and tenure track Black and Hispanic faculty to hear from them regarding their opinions of current recruitment and retention efforts and ideas about how to improve recruitment and retention moving forward. We completely revamped our proposal based on initial meetings with the Black and Hispanic caucuses and developed a new plan of action.
3. Identify challenges and/or unexpected insights.	<p>We met with both the Black and Hispanic caucuses in late January. The consistent feedback from both caucuses was that there had been numerous efforts to reach out to Black and Hispanic faculty members over the years, by a number of Virginia Tech administrators. Further, caucus representatives felt they had made suggestions which had either not been shared within the administration for follow up or had not been implemented. However, this may have been the most formal effort to reach out to Black and Hispanic faculty to date, given the accountability and reporting requirements of InclusiveVT.</p> <p>The strong recommendation of both caucuses was to follow up on the ideas they shared with us in our meetings, and determine what would be best to implement from a report by Dr. Lucinda Roy which addressed this topic. They discouraged us from interviewing all Black and Hispanic faculty. Rather, they recommended that we focus our attention on suggestions either already presented or shared in our meeting together. The goal is to identify action items which can be implemented.</p> <p>Our challenge was to revisit our proposal in light of our feedback. We revised our proposal accordingly to focus on: 1) a salary equity study; 2) recruitment strategies; 3) the development of a Latino Studies minor and consideration of an academic research center; and 4) on mentoring with support from the National Center for Faculty Development and Diversity.</p>
4. Identify planned assessment activities.	Salary equity study to identify any faculty salary inequities which would allow us to formulate a plan to address any inequities. Equity study underway. Membership for National Center for Faculty Development and Diversity was active in February and now has more than 550 members from Virginia Tech.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	2
6. Briefly describe ways you have engaged your targeted constituent groups.	Met with Hispanic and Black caucuses on January 29 and January 30, respectively. Based on their input, revised proposal and sent it back out to the caucus leadership in February, 2015.
7. Identify next steps.	Complete the salary equity study, complete interviews with deans about innovative recruitment strategies they have implemented, and follow up on suggestions from the Hispanic Caucus about the proposed development of a Latino Studies minor and a possible academic research center.

InclusiveVT
2014 – 2015 Initiative Report

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Human Resources	
Initiative Number 2 – Inclusion and Diversity in New Employee Orientation	
1. Inclusive Excellence Dimension(s)	Education and Scholarship
2. Constituent Group(s)	New employees
3. Initiative Description	Modify new employee orientation to focus more on campus inclusion and diversity efforts, including regulatory requirements and efforts to connect new employees with our broader community
4. Rationale	There is a young professional network in the Town of Blacksburg which we could promote more effectively, and an opportunity to build such a network on campus. In addition, we need to provide opportunities for new employees to learn more about the legal requirements and diversity initiatives underway on campus so they can support diversity and inclusion.
5. Design	Involve HR leadership in reviewing the inclusion and diversity aspects of New Employee Orientation to make needed changes
6. Responsibility	Human Resources collaboration with Equity and Access and HR Operations
7. Accountability	Hal Irvin
8. Timing	By June, 2015
9. Measures	Climate survey diversity and Principles of Community related questions
10. Outcomes	More informed workforce about campus diversity and inclusion initiatives and regulatory requirements; better connected young professionals based on their input

**InclusiveVT
2014 – 2015 Initiative Report**

Department of Human Resources	
Initiative Number 2 (Inclusion and Diversity in New Employee Orientation)	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	2
2. Briefly describe progress to date.	<p>The Department of Human Resources is addressing new employee orientation in two significant ways: 1) to ensure that all materials are accessible to employees of all abilities and (2) orient new employees to the university's commitment to inclusion and diversity from day one of their employment at Virginia Tech.</p> <p>Our goal is to create a new orientation experience that is both inclusive and accessible to all individuals and serves as a model across the university community.</p> <p>To date, we have made significant progress in updating the new employee orientation experience to be more inclusive and accessible for all employees. We began by auditing the new employee orientation experience and identifying the items we needed to address. Our orientation committee meets monthly and we have met as a larger group to discuss this initiative. The committee will continue to meet to ensure we keep improving the experience.</p> <p>Inclusion</p> <ul style="list-style-type: none"> • The information about Inclusion and Diversity at Virginia Tech has been rewritten to focus on the Inclusive VT initiative. • We have added information to the Employee Dashboard that reminds new employees of the time left within their first 90 days to take the required Title IX training. • We have added a speaker to the orientation lineup who addresses the required Title IX training • We have invited all senior leaders at the university to attend the first 30 minutes of orientation once a year to welcome new employees (improving networking opportunities and creating an inclusive environment) <p>Accessibility</p> <p>To make the experience as accessible to individuals of any ability:</p> <ul style="list-style-type: none"> • The welcome letter has been revised to include information about individuals who need accommodations • The new employee website has been revised to include information about individuals who need accommodations. • We have identified 17 pages worth of changes that need to be made to the website that's used to lead employees through orientation. Changes made to date include: <ul style="list-style-type: none"> ○ The entire site has been redesigned to work with a screen reader. ○ Closed captioning on all six videos ○ Alt text on all images (which allows screen readers) ○ All of the PowerPoint's used on the site have been completely rebuilt to be accessible, which included the addition of alt text to all images ○ Audio files have been added to several pages of the site to allow users to listen to the information on the screen.

**InclusiveVT
2014 – 2015 Initiative Report**

	<ul style="list-style-type: none"> ○ We have revised the survey sent to everyone who attends orientation to include questions related to inclusion and accessibility. We also changed from a paper survey to an electronic survey. <p style="text-align: center;"><i>Current Site: http://hrapps.hr.vt.edu/orientation/ New Site Being Developed: http://hrapps.hr.vt.edu/accessibleorientation/</i></p> <ul style="list-style-type: none"> ○
3. Identify challenges and/or unexpected insights.	Only a handful of senior leaders have accepted out invitation to attend orientation
4. Identify planned assessment activities.	<p>We plan to continue assessing how employees feel about the experience through an electronic survey the day of orientation and in a strategic communications plan that will give us the opportunity to “touch” employees and provide reminders about crucial new employee information during the first year of employment.</p> <p>We will also continue to track climate survey results related to these topics against the benchmark data from the 2009, 2011, and 2013 surveys.</p>
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	1
6. Briefly describe ways you have engaged your targeted constituent groups.	We have used survey feedback to guide all of our efforts. Additionally, we have solicited feedback from all current employees via a campus notice in the Daily Email and have used the email feedback provided to improve the experience as well.
7. Identify next steps.	<p>Our orientation committee meets monthly and we have met as a larger group to discuss this initiative. The committee will continue to meet indefinitely to ensure we keep improving the experience.</p> <p>Inclusion</p> <ul style="list-style-type: none"> • A new Principles of Community training is being developed by University Organizational and Professional Development (UOPD) in the Department of Human Resources and will be integrated into orientation. • We will be developing and implementing a new orientation for all wage employees. We are aware that a number of wage employees transition into salaried positions. At this time, wage employees do not participate in orientation. We are developing a customized (shorter and without benefits information that isn’t applicable) orientation for these employees and expect to have that in place by the end of the summer. This will be a huge step toward making this population of employees feel valued and appreciated as an integral part of the university community. <p>Accessibility</p> <ul style="list-style-type: none"> • We will be adding audio files to all of the remaining pages on the site over the next few months. • University ADA Services experts will attend the day-long orientation and provide feedback about the event and the physical accessibility.

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.

InclusiveVT
2014 – 2015 Initiative Report

3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Human Resources	
Initiative Number 3 – Advancing Child Care Alternatives	
1. Inclusive Excellence Dimension(s)	Access and Success
2. Constituent Group(s)	Virginia Tech employee families
3. Initiative Description	Assess child care needs, options, and alternatives to support Virginia Tech employee families
4. Rationale	Quality child care is critically important to Virginia Tech families and increasingly more important in recruitment and retention as our peer institutions provide more child care options for their community
5. Design	Complete an initial assessment of what has been done historically and bring the assessment up to the present so available options are outlined for campus leadership to choose
6. Responsibility	Human Resources, campus Child Care assessment committee with key constituents
7. Accountability	Hal Irvin
8. Timing	Assessment of current situation completed by May, 2015; decisions about direction and pursuit of that direction over an extended timeframe which must still be determined.
9. Measures	More high quality child care options and available spaces in New River Valley
10. Outcomes	More inclusive community for Virginia Tech employee families and better results and improved results on child care surveys

**InclusiveVT
2014 – 2015 Initiative Report**

Human Resources	
<i>Advancing Child Care Alternatives</i>	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	1
2. Briefly describe progress to date.	The design of this initiative was to complete an initial assessment of what has been done historically regarding child care at Virginia Tech. That historical assessment is complete, submitted to Vice President for Administration Sherwood Wilson, regarding Virginia Tech's progress on child care since 1979.
3. Identify challenges and/or unexpected insights.	The issue of child care has been studied many times at Virginia Tech, with multiple task forces and surveys, over the last 36 years. The consistent outcome from every survey or task force has been a recommendation for a campus based child care facility. As of March 10, 2015, there were 1,116 children ages five and under covered by the health care program of our benefited employees (this is the best proxy we have for children age 5 and under of our salaried employees). The number of individuals on the waiting list for the only Blacksburg based NAEYC accredited child care program in the area is in the hundreds. This issue remains a major concern for our employees now, just as it has been for the past 36 years of documented reports and surveys.
4. Identify planned assessment activities.	None planned – six surveys have been completed over the last 36 years with the same results.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	5
6. Briefly describe ways you have engaged your targeted constituent groups.	Have not engaged constituent groups specifically because constituent groups have already been engaged so many times. Several of the women (and the participants on the various task forces were overwhelmingly women) participated on child care committees multiple times, making the same recommendations over a period of decades based on surveys which highlighted the same issues each time they were administered.
7. Identify next steps.	Review of summary report with executive leadership and determination of plan of action.

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Inclusion and Diversity	
Initiative Number 1 – Evaluation Plan	
1. Inclusive Excellence Dimension(s)	Institutional Infrastructure
2. Constituent Group(s)	All
3. Initiative Description	Evaluation / Assessment Plan
4. Rationale	The restructuring to InclusiveVT was based upon the observation that the prior structure evinced limited impact on inclusion and diversity. It is incumbent upon the leadership of the new structure to gather, assess, and report on measures of change within and outside the new model. Specifically, in addition to evaluating progress on the InclusiveVT initiatives, we will also gather independent measures of change based upon the Diversity Strategic Plan, the Inclusive Excellence areas, and measures of Inclusion specifically
5. Design	<p>Evaluation will proceed in several stages:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A Diversity Strategic Plan baseline report will be produced. This report will provide a foundation against which change will be measured. The report will be updated and reviewed annually through 2018, and will inform development of new planning in 2018. The Diversity Strategic Plan includes goals and indicators in all four Inclusive Excellence areas. <input type="checkbox"/> Measures of accountability will be based upon a thorough analysis of the InclusiveVT open forum on September 29, 2014. These may include greater transparency, more frequent communications, and resource investments in the new model. <input type="checkbox"/> A report on initiatives, measures, outcomes, and accountability, produced by the Inclusion Coordinators, will serve as a parallel mechanism of assessing effectiveness of the InclusiveVT model (reviewed annually).
6. Responsibility	Dr. Marcy Schnitzer will lead evaluating and reporting efforts, in collaboration with the Inclusion and Diversity Evaluation and Assessment Team (Dr. Kristen Bush, Dr. David Kniola, Mary Beth Dunkenberger, and Dr. Martha Glass.)
7. Accountability	<p>Mechanisms of accountability will include the following. Adjustments will be made based upon these reports to the campus community.</p> <ul style="list-style-type: none"> <input type="checkbox"/> An annual report to the Board of Visitors, along with scorecard measures <input type="checkbox"/> An InclusiveVT Annual Report, available on the InclusiveVT website, and distributed to the university community. <input type="checkbox"/> InclusiveVT Interim and Final Reports, as above.
8. Timing	As indicated above, reporting on an annual basis is imperative to ensure the effectiveness of the new model. This reporting should occur at the annual Advancing Diversity conference, and the March Board of Visitors meeting (annual progress reports were requested at the Nov. 10 Academic Affairs meeting.) This report will also be provided at the first President's Executive Council meeting of the Spring semester. Making an annual progress reports early in the semester ensures a wider, more receptive audience than in late Spring.
9. Measures	<ul style="list-style-type: none"> <input type="checkbox"/> Each indicator in the diversity strategic plan is expressed in terms of measures. While not all of the 67 indicators have available data, efforts are constantly underway to identify new sources of information. This enables annual monitoring of increase or decrease, and interpretation of the data in context. <input type="checkbox"/> An annual report is itself a measure of achievement. To be successful, the report should be measured by a) its availability on the InclusiveVT web page, and the number of "hits"; b) number of meetings held with campus constituencies to communicate the results of the plan; and c) decision making and policy actions taken based upon reported results. <input type="checkbox"/> As a new model, InclusiveVT initiatives will be measured for success by each college and Vice Presidential area, as a

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

	formative process. Summative evaluation can only occur through monitoring the impact of the model on currently existing data, survey, and activity measures.
10. Outcomes	A plan is successful when it informs and underpins organizational change and continuous improvement. Therefore, a key outcome of any Evaluation / Assessment Plan is its ability to produce feedback that identifies areas of concern and supports sustainable progress.

InclusiveVT 2014 – 2015 Initiative Report

(Enter **College, VP, Unit name**)

Vice Provost for Inclusion and Diversity

Initiative Name *(Each area is responsible for identifying three initiatives)*

Evaluation / Assessment Plan

1. Progress to Date	<p>Marcy Schnitzer, Associate Director for Diversity Strategic Planning & Improvement, has made the following progress toward the design presented in the original proposed initiative:</p> <ul style="list-style-type: none"> • Diversity Strategic Plan baseline report: Marcy has collected and maintains data in support of the 2013-18 Diversity Strategic Plan, under each of the four Inclusive Excellence categories (Access and Success, Campus Climate and Intergroup Relations, Education and Scholarship, and Institutional Infrastructure.) • Analysis of the InclusiveVT open forum on September 29, 2014: Marcy has conducted research and authored the report: InclusiveVT: Past, Present, Future. This report has been distributed to the President’s Inclusion and Diversity Executive Council, the Inclusion Coordinators, Deans, and Vice Presidents and posted on the InclusiveVT web page. • Report on InclusiveVT initiatives: Marcy is no longer involved in the assessment of InclusiveVT initiatives. <p>Additional progress (not specified in initiative): Marcy has provided information as requested to the Black Faculty and Staff Caucus, and has been working with the LGBTQ caucus on a qualitative analysis of the LGBTQ employee climate survey. A draft inventory of Inclusion and Diversity related programs at Virginia Tech has been produced.</p>
2. Challenges and/or Unexpected Insights	Marcy has offered her expertise in support of InclusiveVT, the Inclusion Coordinators, and the 86 initiatives, but to date has had limited involvement. A technical assistance meeting was held for InclusiveVT assessment professionals. Due to feedback about this meeting, a subsequent planned session was not held.
3. Current or Planned Assessment Activities	Continuation of data collection for the Diversity Strategic Plan.
4. How Have You Engaged Your Constituent Groups?	Marcy has worked directly with Institutional Research and Effectiveness, Human Resources, the Registrar’s office, CEOD, and the Black, Hispanic/Latino, Native American, Asian, International, and LGBT caucuses.
5. Rate Your Progress to Date <i>(1 = No Progress to 5 = Successfully Completed)</i>	3 (in progress)
6. Next Steps	Marcy will continue working on the Diversity Strategic Plan baseline report.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Inclusion and Diversity	
Initiative Number 2 – Communications Plan	
1. Inclusive Excellence Dimension(s)	Institutional Infrastructure
2. Constituent Group(s)	All
3. Initiative Description	Communications Plan
4. Rationale	The restructuring to InclusiveVT was based upon the observation that the prior structure evinced limited impact on inclusion and diversity. A Communications Plan will sustain the momentum of the new model, and ensure buy in and support of university constituencies.
5. Design	<p>The InclusiveVT communication plan will leverage and promote a decentralized concept of Inclusion and Diversity across Virginia Tech's campus. The goals are to take a proactive approach promoting InclusiveVT and it's initiatives, to be transparent, and communicate all events and activities surrounding inclusion and diversity in the university. This communication plan will draw information from all the areas that are represented by the Vice Presidents and Deans on the President's Inclusion and Diversity Executive Council.</p> <p>Communication paths to be used include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> InclusiveVT Twitter Account <input type="checkbox"/> VT Daily News <input type="checkbox"/> Campus Notices <input type="checkbox"/> Campus Calendar <input type="checkbox"/> InclusiveVT Website Features <input type="checkbox"/> InclusiveVT Newsletters <input type="checkbox"/> Print Publications
6. Responsibility	Samantha Rosher, Public Relations and Marketing Specialist, Inclusion and Diversity, Office of the Provost, will be responsible for publicity.
7. Accountability	David Travis, Associate Vice Provost for Inclusion and Diversity, will oversee responsibility for the plan.
8. Timing	<p>Through December:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tweet – Post 3-4 times a week about events, activities, website features and information surrounding Inclusion and Diversity. <input type="checkbox"/> Website Features – Create features to be posted on InclusiveVT's website. These features can be success stories that are currently happening. <input type="checkbox"/> VT Daily News articles – Create news articles on success stories. <input type="checkbox"/> Campus Calendar / Campus Notice – Post events that are taking place around the university. <p>Ongoing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> VT Daily News article – Written about the initiatives and goals that are established from the President's Inclusion and Diversity Executive Council (this can and should also be shared across all forms of communication ie: Twitter, Website Newsletter, Print Publication) <input type="checkbox"/> Newsletter – A semester email newsletter that will give updates on the progress towards each initiative.

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

	<ul style="list-style-type: none">□ Website Features- Stories sharing the successes from all the areas represented in the Executive Council (these can also be shared on Twitter.)□ Print Publication – A publication that will showcase progress towards each initiative, mailed to all offices on campus 1-2 times a year.
9. Measures	Success will be measured by the number of communications released on InclusiveVT.
10. Outcomes	Communications are successful when members of the campus community feel informed of and engaged in inclusion and diversity activities.

InclusiveVT 2014 – 2015 Initiative Report

(Enter **College, VP, Unit name**)

Vice Provost for Inclusion and Diversity

Initiative Name *(Each area is responsible for identifying three initiatives)*

Communication Plan

1. Progress to Date	Samantha Roscher, Inclusion and Diversity Public Relations Specialist, designed the advertisement for InclusiveVT that appeared in the Chronicle of Higher Education. She has also overseen updating the new Principles of Community framed copies throughout campus. Roscher designed and developed the print layout for the report: InclusiveVT: Past, Present, Future.
2. Challenges and/or Unexpected Insights	Although the Communications plan was proposed as an initiative through the Vice Provost for Inclusion and Diversity, this responsibility has been re-assigned to the Provost's office.
3. Current or Planned Assessment Activities	Responsibility of Provost's Office
4. How Have You Engaged Your Constituent Groups?	Responsibility of Provost's Office
5. Rate Your Progress to Date <i>(1 = No Progress to 5 = Successfully Completed)</i>	5
6. Next Steps	Responsibility of Provost's Office

1. Progress to Date

Discuss plans, meetings and activities associated with your proposed initiative.

2. Challenges and/or Unexpected Insights

Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.

3. Current or Planned Assessment Activities

Discuss how you are assessing your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.

4. How Have You Engaged Your Constituent Groups?

Indicate ways you have engaged your targeted constituent groups.

5. Rate Your Progress to Date

(Rate 1-5; see above)

6. Next Steps

Please indicate where you expect your proposed initiative to be at the next reporting deadline and how you expect to get there.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Inclusion and Diversity	
Initiative Number 3 – InclusiveVT Dashboards	
1. Inclusive Excellence Dimension(s)	Institutional Infrastructure
2. Constituent Group(s)	All
3. Initiative Description	InclusiveVT Dashboards
4. Rationale	InclusiveVT will facilitate public access about demographics, campus climate, and progress toward meeting the goals of InclusiveVT and the Diversity Strategic Plan. We will follow a dashboard model from UC Berkeley to construct our own. Business Enterprise Systems is now using MicroStrategy software to render dashboards for other university purposes, and we have been assured that these can be created for inclusion and diversity measures.
5. Design	Dashboard design will be developed working with Business Enterprise Systems, and made available through the InclusiveVT website and via a Sharepoint intranet.
6. Responsibility	Dr. Marcy Schnitzer will work with Jeff Earley, Assistant Provost for Finance; and the offices of Institutional Research, Assessment and Evaluation, and Business Enterprise Systems to develop a platform for dashboards with varying levels of access. Affirmative Action provides oversight of university affirmative action efforts to include the development and communication of the university affirmative action plan. Affirmative Action will collaborate with Inclusion and Diversity by providing information from the university affirmative action plan to inform the InclusiveVT Dashboard.
7. Accountability	David Travis, Associate Vice Provost for Inclusion and Diversity, will oversee responsibility for dashboard development.
8. Timing	At this juncture, the implementation of the Microstrategy software is in its early stages. By the end of Spring, 2015, a pilot set of dashboards will be made available for review by the Inclusion Coordinators, the President's Advisory Council, and the Commission on Equal Opportunity and Diversity. Development will continue through summer, 2015, with the intent of launching a public version at the time of Fall student, staff and faculty censuses in 2015.
9. Measures	<input type="checkbox"/> The primary measure will be dashboard implementation for basic university census information in Fall 2015. <input type="checkbox"/> Advanced measures could include dashboards for availability and applicant pools for students, staff, and faculty, as on Berkeley's site.
10. Outcomes	Successful implementation will have occurred when Deans and Vice Presidents are able to utilize dashboard information, tailored to their units, for the purposes of monitoring and reporting.

InclusiveVT 2014 – 2015 Initiative Report

(Enter **College, VP, Unit name**)

Vice Provost for Inclusion and Diversity

Initiative Name *(Each area is responsible for identifying three initiatives)*

InclusiveVT Dashboards

1. Progress to Date	<p>Marcy Schnitzer, Associate Director for Diversity Strategic Planning & Improvement, has made the following progress toward producing Diversity Dashboards:</p> <ul style="list-style-type: none"> • Produced draft dashboards using available data from Institutional Research and Effectiveness, based upon designs from Cornell University and the University of California-Berkeley. • Learned about MicroStrategy Analytics software, desktop version, which will be the ultimate interface for producing dashboards. • Consulted with Jeff Earley, Associate Provost for Finance, to gain expertise regarding the use of MicroStrategy for producing dashboards.
2. Challenges and/or Unexpected Insights	Final availability of dashboards is dependent upon working with Business Enterprise Systems as it rolls out use of MicroStrategy. At this time, MicroStrategy server is only available to a limited number of departments.
3. Current or Planned Assessment Activities	We will continue to work with MicroStrategy desktop to produce additional dashboard designs, and will engage with Institutional Research and Equity and Access to produce advanced dashboard designs.
4. How Have You Engaged Your Constituent Groups?	Marcy has worked directly with the groups above to achieve progress to date.
5. Rate Your Progress to Date <i>(1 = No Progress to 5 = Successfully Completed)</i>	3 (in progress)
6. Next Steps	Marcy will engage in further work with Equity and Access and Business Enterprise Systems to gain further access to dashboard data, and to explore making dashboards publicly available through MicroStrategy server software.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Pamplin College of Business	
Initiative Number 1	
1. Inclusive Excellence Dimension(s)	Access and Success
2. Constituent Group(s)	High School Students
3. Initiative Description	Business Explorations (Business Expo) Conference for High School Students provides "access" to VT/Pamplin by bringing diverse business-focused juniors and seniors from Virginia high schools to Virginia Tech.
4. Rationale	Pamplin's goal is to increase the diversity of its undergraduate population by increasing the number of applications from highly-qualified students from under-represented populations. Business Expo warmly welcomes students to campus to interact with business students/faculty/professionals, learn about the various career opportunities within business, experience the Hokie culture, and see the beautiful campus.
5. Design	Six high schools located in highly diverse areas are invited to send six students (juniors or seniors) each, and one teacher/escort to attend the Business Expo event. Bus transportation brings them to the Blacksburg campus and students participate in two days of business-related workshops, a campus tour, interactive learning sessions, and team-building activities. Students and teachers/escorts stay overnight in a Blacksburg hotel. Pamplin's diversity recruiter follows-up with each student, assisting them to complete and submit applications to attend VT and Pamplin. There is no cost to high schools or students.
6. Responsibility	Renee Cloyd, Director of Student Success Programs, Pamplin College of Business, and Conference Assistant student volunteers.
7. Accountability	Candice Clemenz, Associate Dean for Undergraduate Programs, Pamplin College of Business.
8. Timing	Continuing Business Expo will be offered one weekend in the fall to coordinate with the Pamplin Leadership Conference, and one time in the spring when the Diversity Conference is offered. Business Expo was held for the first time this past October 24-25, 2014.
9. Measures	Set goals regarding number of high schools represented; number of students attending; diversity of students; qualitative survey of teacher feedback. Collect data regarding the number of students submitting applications to VT/Pamplin, and the number of students who accept admission to Pamplin.
10. Outcomes	Business Expo 2014 met participation goal with 39 diverse students, seven teachers/escorts; five high schools and three districts were represented. The majority of students were black with other ethnicities represented. Teachers/escorts were highly satisfied and remarked about the great organization and valuable sessions planned for the students. Application and acceptance data is pending. Funding for first Business Expo came from Dixon Hughes Goodman, LLP, Ernst & Young, PwC, and Target. Total cost \$9,000.

InclusiveVT 2014 – 2015 Initiative Report

(Enter **College, VP, Unit name**)
Pamplin College of Business

Initiative Name *(Each area is responsible for identifying three initiatives)*
Business Explorations Conference for High School Students

1. Progress to Date	The spring version of the conference was held in Blacksburg on March 27-28. Nearly 40 students and teachers from three Hampton Roads high schools participated. One of the high schools was a repeat participator bringing different students to the conference. The teacher shared that Business Explorations would be the students' only opportunity to experience Virginia Tech; and as a result from last fall's program, one of her students accepted his offer and three more have been admitted.
2. Challenges and/or Unexpected Insights	The cost per student is \$175, which covers transportation, lodging, meals and other programming. Teachers prefer the fall semester to participate and requested not scheduling these events on SAT test days. With previous groups, students said they had been on similar visits to other college campuses across the state.
3. Current or Planned Assessment Activities	Over time, we will be able to identify the number of students that participated in Business Explorations, and see how many applied to Virginia Tech Pamplin, were admitted, enrolled and eventually graduated from our program.
4. How Have You Engaged Your Constituent Groups?	During the program, students are introduced to the campus, student life, and the curriculum/majors. They are given team exercises and must present in front of the entire group. Many students shared that they have entirely different thoughts about Virginia Tech and Blacksburg after visiting – to the point that they are excited to be part of the university moving forward. Upon the completion of the program, we stay in touch with students encouraging them to apply. For teachers, we ask them to identify the next cohort to bring to campus.
5. Rate Your Progress to Date <i>(1 = No Progress to 5 = Successfully Completed)</i>	4 – We have successfully implemented a model that is scalable and has received positive feedback. There are areas of refinement with programming and logistics. The ultimate progress will be identified in enrolled and graduating students from these programs. It's a long-term play that's yielding some immediate success.
6. Next Steps	Business Explorations will be expanded to occur more frequently and with different high schools. Outreach is currently being done with high schools in other geographical areas to schedule similar events. We expect to have more Business Exploration Conferences with more students and schools. Additional funding will need to be invested.

1. Progress to Date

Discuss plans, meetings and activities associated with your proposed initiative.

2. Challenges and/or Unexpected Insights

Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.

3. Current or Planned Assessment Activities

Discuss how you are assessing your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.

4. How Have You Engaged Your Constituent Groups?

Indicate ways you have engaged your targeted constituent groups.

InclusiveVT

2014 – 2015 Initiative Report

5. **Rate Your Progress to Date**

(Rate 1-5; see above)

6. **Next Steps**

Please indicate where you expect your proposed initiative to be at the next reporting deadline and how you expect to get there.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Pamplin College of Business	
Initiative Number 2	
1. Inclusive Excellence Dimension(s)	Access and Success, Education and Scholarship
2. Constituent Group(s)	Undergraduate Students
3. Initiative Description	Pamplin's Undergraduate Mentoring Programs (PUMP) pairs upper-level students with incoming freshmen and transfer students to aid their successful academic and social transition to VT/Pamplin.
4. Rationale	Once students have gained access to VT/Pamplin, it is important to retain them by providing programs and resources that support their success. Peer mentoring has proven to help first year students, especially those from minority populations, to more quickly acclimate to the campus and perform well in the classroom.
5. Design	After first year students accept their offers of admission to VT/Pamplin, they receive postcards and online promotions informing them of PUMP and its' benefits. The program is also discussed during presentations at Pamplin Summer Orientation sessions. All entering first year students may submit an application for PUMP and typically all are accepted. PUMP's structured program of study hours, mentor/mentee meetings, and presentations from corporate supporters, encourages an atmosphere conducive to learning and exploring new ideas. Along with mentee development, program mentors gain valuable leadership experience. There is no cost to mentees.
6. Responsibility	Renee Cloyd, Director of Student Success Programs, Pamplin College of Business, and Peer Mentors who are Pamplin undergraduate students.
7. Accountability	Candice Clemenz, Associate Dean for Undergraduate Programs, Pamplin College of Business.
8. Timing	Continuing: PUMP for freshmen is offered for students' first academic year (two semesters). PUMP for transfer students is offered only for their first (fall) semester at VT/Pamplin. Many PUMP students continue an informal mentoring relationship/friendship after the formal program concludes.
9. Measures	Overall GPAs of PUMP students first year at VT versus all VT freshmen and all Pamplin freshmen. Overall GPAs of PUMP transfer students first semester at VT versus all VT freshmen and all Pamplin freshmen.
10. Outcomes	PUMP for freshmen: Every year since PUMP's launch in 2010-2011, the students' overall GPAs for their first academic year are better than the GPAs of all VT freshmen and all Pamplin freshmen. PUMP for transfer students: Program began in fall 2014 so data is pending. Data is also pending for graduation rate of the first PUMP cohort. For 2012-2013, PUMP students' overall GPAs were 3.42 as compared to 3.14 for all VT freshmen, and 2.99 for all Pamplin freshmen. Funding for PUMP has been provided by Altria, Deloitte, Ernst and Young, and PwC among others. Participation in PUMP for Freshman has grown from 60 students in 2010-11 to 128 students in 2014. The first year of PUMP for freshman involved 45 transfer mentees and 11 mentors.

InclusiveVT 2014 – 2015 Initiative Report

(Enter **College, VP, Unit name**)
Pamplin College of Business

Initiative Name (Each area is responsible for identifying three initiatives)
PUMP (Pamplin's Undergraduate Mentoring Program)

1. Progress to Date	The peer mentoring program for FRESHMEN students for the 2014-15 academic year enrolled 160 mentees - compared to 128 last year, and 60 during its inaugural campaign in 2010-11. Twenty-seven mentors led students in attending 6 workshops delivered by company recruiters on topics such as diversity and inclusion, communication skills, etc. Mentors met with their mentees weekly and participated in a monthly social gathering. The peer mentoring program for TRANSFER students generated a total of 56 students – 44 mentees and 12 mentors. Also, study hall hours were established during exam periods giving students additional space to prepare for finals.
2. Challenges and/or Unexpected Insights	As students get acclimated to campus life, they will begin to engage in other activities. These activities often take precedent over PUMP activities. The program is all volunteer-driven; therefore, mentees are not required to participate.
3. Current or Planned Assessment Activities	In every year of the program, students participating in the program had higher GPAs compared to their peers not involved in PUMP. In the most recent group with data (2013-2014), the PUMP Freshmen average GPA was 3.42, Pamplin Freshmen was 3.14, and all Virginia Tech Freshmen averaged 2.99. In addition to GPA, graduation rates and placement data may also be used to assess long-term effectiveness of the program.
4. How Have You Engaged Your Constituent Groups?	Diversity Recruiter Sponsors have been involved in delivering the content at meetings. Academic advisors are encouraging advisees to participate. At Freshmen Orientation, parents and students are told about the program and encouraged to participate.
5. Rate Your Progress to Date (1 = No Progress to 5 = Successfully Completed)	4 – The program has been successful in obtaining high adoption rates from students enrolling in the program. Early metrics, such as GPA, show students perform better in the classroom. PUMP is scalable and cost effective. Over time, promoting the successful outcomes of participation to new participants will create more demand for the program.
6. Next Steps	Creating a more defined curriculum of topics covered during the monthly sessions with company recruiters that's desired by employers will differentiate students in the job and internship process. Promoting the outcomes will enhance applications. Finding a way to engage students throughout the year and keep their interest and participation levels high will need to be addressed.

1. Progress to Date

Discuss plans, meetings and activities associated with your proposed initiative.

2. Challenges and/or Unexpected Insights

Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.

3. Current or Planned Assessment Activities

Discuss how you are assessing your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.

4. How Have You Engaged Your Constituent Groups?

Indicate ways you have engaged your targeted constituent groups.

InclusiveVT 2014 – 2015 Initiative Report

5. **Rate Your Progress to Date**

(Rate 1-5; see above)

6. **Next Steps**

Please indicate where you expect your proposed initiative to be at the next reporting deadline and how you expect to get there.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Pamplin College of Business	
Initiative Number 3	
1. Inclusive Excellence Dimension(s)	Institutional Infrastructure
2. Constituent Group(s)	High School Students, and VT/Pamplin Undergraduate Students
3. Initiative Description	Creation of a 20-hour Diversity Recruiter position in 2012 added infrastructure to support the College's goal of increasing the diversity of its undergraduate population. Development of a scholarship program for underrepresented students in 2013 is managed by this position.
4. Rationale	To be successful in meeting diversity goals, the College needed a designated employee to be responsible for creating and implementing a strategy to increase minority applications and associated yield rated from under-represented students. Increased diversification of Pamplin's undergraduate population was highly motivated by companies who warned that they could not continue to recruit at Pamplin unless they had access to interview and hire more minority students.
5. Design	Dean Robert Sumichrast approved the position, and Emily Africa was hired in 2012. She reports directly to the Director of Career Services, at the intersection of Diversity and Placement. Emily takes a proactive approach to recruiting minority students that includes calling and e-mailing prospective first year students, hosting yield events in areas of Virginia with high minority representation, promoting and managing a scholarship program designed to support these students, and achieving clear goals.
6. Responsibility	Emily Africa, Minority Recruiter/Career Placement Coordinator
7. Accountability	Candice Clemenz, Associate Dean for Undergraduate Programs, Pamplin College of Business, and Stuart Mease, Director of Career Services, Pamplin
8. Timing	Continuing: Diversity Recruiter was hired in 2012; scholarship program was developed in 2013.
9. Measures	Overall goal is to increase the number of students from under-represented populations and to provide financial support for tuition costs.
10. Outcomes	The results have been impressive. From fall 2013 to 2014, under-represented first year ethnic students increased from 11.98% to 15.33%; non-white students increased from 24.20% to 29.25%; all under-represented students increased from 29.46% to 31.67%; African American/black students increased by 95.24%.

InclusiveVT 2014 – 2015 Initiative Report

(Enter **College, VP, Unit name**)
Pamplin College of Business

Initiative Name (Each area is responsible for identifying three initiatives)
Diversity Recruiter

1. Progress to Date	The part-time Diversity Recruiter position has made significant advances in the recruitment and enrollment of under-represented students in Pamplin. Specifically, the critical mass of under-represented ethnic students has increased in each of the past two years from 88 to 120 students. The position has created Diversity Recruiter Sponsorships with 15 top Pamplin employers. These sponsorships are pooled together and are matched 2-1 by existing Pamplin scholarship monies. In the last two years, the New Horizons Scholarship has awarded 10, \$5,000/year scholarship for 4 years to incoming under-represented freshmen. Throughout the academic year, these firms participate in the delivery of our programs such as Diversity Recruiter Breakfast and Luncheon prior to our two Business Horizons Career Fairs, college admission yield events for under-represented students in Norfolk, Tysons and Richmond and various other workshops, and other diversity initiatives.
2. Challenges and/or Unexpected Insights	Under-represented ethnic students we have attracted are not first-generation nor Pell Grant eligible. We do not have enough funding to attract under-represented students who are also first generation or Pell Grant eligible compared to other schools. As a result, we position the dialogue to prospective students to think about the financial opportunities once a graduate. This is Pamplin's competitive advantage - stellar companies hire and value our graduates for the long-term. As a result, companies want to invest in our diversity efforts and also want to be involved in delivering these programs.
3. Current or Planned Assessment Activities	At the end of each year, we compare historical admissions data to determine our progress. We will also work with admissions to see which high schools have yielded the most students so that we can further <u>developing existing relationships and identify new partners thus enhancing ROI.</u>
4. How Have You Engaged Your Constituent Groups?	The position has partnered with external company recruiters focusing on the business case for creating a more diversified workforce. These company interactions have been critically important and is a group the broader university must engage. Developing stronger relationships with individual high schools and pipeline groups is essential. Maintaining relationships with admissions and student success center has been a key component.
5. Rate Your Progress to Date (1 = No Progress to 5 = Successfully Completed)	4 – The strategy has been implemented and is yielding positive results. There are programmatic areas of refinement that we will make year to year. Also, more systematic long-term looks at maintaining funding stability during the initial implementation stage is needed. However, once the plan is fully implemented over a 4-year cycle, we believe a harder investment will be made because the results will demonstrate value.
6. Next Steps	The position will now be a full-time position focusing on the activities listed above, in addition to, all recruiting efforts for the college. As a result, more outreach to high school groups will occur.

1. Progress to Date

Discuss plans, meetings and activities associated with your proposed initiative.

2. Challenges and/or Unexpected Insights

InclusiveVT

2014 – 2015 Initiative Report

Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.

3. **Current or Planned Assessment Activities**

Discuss how you are assessing your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.

4. **How Have You Engaged Your Constituent Groups?**

Indicate ways you have engaged your targeted constituent groups.

5. **Rate Your Progress to Date**

(Rate 1-5; see above)

6. **Next Steps**

Please indicate where you expect your proposed initiative to be at the next reporting deadline and how you expect to get there.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Office of the President	
Initiative Number 1 (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	Campus Climate and Intergroup Relations
2. Constituent Group(s)	Underrepresented faculty
3. Initiative Description	Reception or Dinner for new underrepresented faculty hosted by the President at The Grove early in the fall semester
4. Rationale	To help new underrepresented faculty feel welcome and introduce them to other new faculty, some of whom may form the core of a network or support structure for the new faculty member
5. Design	Identify a date, obtain names and contact information from the Provost's office, send invitations from the President's office
6. Responsibility	President's staff
7. Accountability	President/Chief of Staff
8. Timing	New initiative to be ongoing annual fall event if successful; target date is fall 2015. This is a "re-introduction" of an initiative that formerly had been a partnership between the President's Office and the office of the VPDI until several years ago.
9. Measures	Retention rate.
10. Outcomes	The formation of the basis for a trusting relationship to grow between the new faculty member and the senior leadership of the university; establishment of a network for the faculty member.

**InclusiveVT
2014 – 2015 Initiative Report**

Office of the President	
Initiative Number 1 (Each area is responsible for identifying three initiatives)	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	3
2. Briefly describe progress to date.	Working to pin down a date and time for the reception for new underrepresented faculty hosted by the President.
3. Identify challenges and/or unexpected insights.	Difficult to determine a date and time that works for the majority of the participants.
4. Identify planned assessment activities.	Will get feedback from participants as to whether or not the event was successful in providing a welcoming atmosphere. Will also track retention rates of new underrepresented faculty.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	3
6. Briefly describe ways you have engaged your targeted constituent groups.	Have begun contacting participants to determine a date and time for reception.
7. Identify next steps.	Confirm date and time and send out final invitations.

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Office of the President	
Initiative Number 2 (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	Access and Success
2. Constituent Group(s)	Underrepresented undergraduate students
3. Initiative Description	Reception for underrepresented students who have been offered admission hosted by the President at The President's Box at Lane Stadium (as part of Gateway Weekend) soon after offer letters are issued in spring semester
4. Rationale	To expose students from underrepresented groups who have been offered admission to the welcoming and inclusive environment that exists at Virginia Tech to encourage them to accept their offer of admission.
5. Design	Work with the Office of Undergraduate Admissions staff to identify a date, develop communication with the students, reserve President's Box and arrange catering, invite administrators to attend
6. Responsibility	President's staff
7. Accountability	President/Chief of Staff
8. Timing	Ongoing initiative as part of Admissions' Gateway Weekend; April 2015
9. Measures	Yield rate.
10. Outcomes	Build excitement among students offered admission; help them to feel that the university administration is approachable and here to help; and convince them to accept Virginia Tech's offer of admission

**InclusiveVT
2014 – 2015 Initiative Report**

Office of the President	
Initiative Number 2 (Each area is responsible for identifying three initiatives)	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	5
2. Briefly describe progress to date.	Reception was held on April 11, 2015, from 4:00-6:00 p.m. in the President’s Suite of Lane Stadium. 143 underrepresented high school students who have been offered admission to Virginia Tech were in attendance (20% more than the last several years). Past years numbers 2014- 119 students 2013-118 students 2012- 118 students There were 30 University Administrators in attendance.
3. Identify challenges and/or unexpected insights.	Some University Administrators did not show or sent different representatives without notice. This caused a bit of confusion because students were given a handout with a photo of the administrator for each area.
4. Identify planned assessment activities.	Matriculation numbers
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	5
6. Briefly describe ways you have engaged your targeted constituent groups.	The Underrepresented high school students were given a handout with the photos of administrators on it so that each student will know who to look for. Several staff members worked the reception in order to help students find the administrator they wished to speak with.
7. Identify next steps.	Will work on getting confirmation of administrators who will be in attendance prior to the reception in order to give the students accurate information.

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Office of the President	
Initiative Number 3 (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	Access and Success
2. Constituent Group(s)	Senior administrators
3. Initiative Description	Increase diversity among university's senior leadership by ensuring diverse composition of search committees for VP-level searches; requiring unconscious bias training for searches run through the President's office; analyzing candidate pools to focus on identifying talent that would add to the diversity of the leadership team.
4. Rationale	To ensure that there are no obstacles, subconscious or otherwise, to impede efforts to diversify the senior leadership of the university.
5. Design	Review the composition of VP-level search committees, require unconscious bias training for all search committees, and review pool of candidates selected for first round of interviews and subsequent phases.
6. Responsibility	President assisted by staff
7. Accountability	President
8. Timing	Ongoing initiative. Over the next several years, several vice presidents will be approaching retirement age.
9. Measures	Percentage of individuals from underrepresented groups among the university's senior leadership.
10. Outcomes	Diverse search committees with heightened awareness of subconscious biases they may have held and greater skill in analyzing talent among candidates.

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Office of the President	
Initiative Number 3 (Each area is responsible for identifying three initiatives)	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	4
2. Briefly describe progress to date.	Training has begun with many already participating. There is a face-to-face and an online training presence.
3. Identify challenges and/or unexpected insights.	Difficult to schedule trainings that fits everyone's schedule.
4. Identify planned assessment activities.	Feedback on the training from those who have participated.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	4
6. Briefly describe ways you have engaged your targeted constituent groups.	Have made strides to ensure that VP-level search committees get the required unconscious bias training. This is an ongoing process.
7. Identify next steps.	Continue to train those involved in VP-level searches.

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Senior Vice President and Provost	
Initiative Number 1	
1. Inclusive Excellence Dimension(s)	Institutional Infrastructure; Access and Success
2. Constituent Group(s)	Faculty Members, Graduate/Professional Students, Postdoctoral Fellows
3. Initiative Description	The Provost's Office will join the National Center for Faculty Development and Diversity (NCFDD), providing access to a wide range of programs for all faculty, graduate/professional students, and postdoctoral fellows.
4. Rationale	<p>The NCFDD has an institutional membership that provides access to a wide range of online workshops, presentations, and training sessions. This access extends the mentoring opportunities available to our members on campus to those resources available from a nationally prominent organization with memberships from more than 350 universities and colleges. The mentoring and support activities provided by the NCFDD include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Weekly Monday Motivator <input type="checkbox"/> Twelve monthly core training webinars <input type="checkbox"/> Twelve monthly guest expert webinars <input type="checkbox"/> Access to our Multi-Week Courses <input type="checkbox"/> Audio, slides and transcripts of all workshops so members can learn at their convenience <input type="checkbox"/> Private Discussion Forum for peer-mentoring & problem solving <input type="checkbox"/> Monthly accountability buddy match <input type="checkbox"/> Moderated monthly writing challenges <input type="checkbox"/> Access to our Career Center where members can post and search job listings <input type="checkbox"/> Access to our Member Library, which includes past workshop materials, referrals and readings. <input type="checkbox"/> Targeted online writing retreats led by your favorite faculty facilitators
5. Design	In addition to providing access to the NCFDD, the Faculty Affairs Team will provide one spring and one fall workshop to introduce the programs that are available to our eligible employees. We will also sponsor a campus workshop by the NCFDD on topics of interest to faculty, graduate students, and postdocs.
6. Responsibility	Mark McNamee with assistance from the Vice Provost for Faculty Affairs and the Faculty Affairs Team to maximize use of the NCFDD membership.
7. Accountability	Mark McNamee (including monitoring usage of the NCFDD programs and assessing satisfaction with the membership using survey methods).
8. Timing	Membership to begin January 1, 2015.
9. Measures	Satisfaction with NCFDD programs. Retention rates for tenure-track assistant professors Retention rates for faculty from underrepresented groups
10. Outcomes	Improved satisfaction Improved retention

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Office of Senior Vice President and Provost	
Initiative Number 1: National Center for Faculty Development and Diversity (NCFDD)	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	2
2. Briefly describe progress to date.	<p>The Provost's Office joined the National Center for Faculty Development and Diversity (NCFDD). The membership was activated in February 2015 and as of April 2015 includes over 550 members from Virginia Tech. Targeted constituent groups include: (a) faculty members, (b) graduate and professional students, and (c) postdoctoral fellows.</p> <p>The Faculty Affairs Team in the Office of the Provost has promoted the NCFDD as a faculty development resource through web presence, Virginia Tech news announcements, information flyers at campus events, using the College Liaisons, in new faculty mentoring workshops, and hosting NCFDD core training webinar discussions.</p> <p>The NCFDD offers 12 monthly core training webinars. The Faculty Affairs Team hosted two webinar discussion for targeted constituent groups and has plans for additional discussion in the summer and throughout the 15-16 academic year.</p> <p>NCFDD President and CEO, Kerry Ann Rockquemore, will visit Virginia Tech and present to the campus community during September 2015.</p>
3. Identify challenges and/or unexpected insights.	
4. Identify planned assessment activities.	The Faculty Affairs Team will assess satisfaction with NCFDD-related programs using program evaluations. Other areas of assessment will include retention rates for tenure-track assistant professors and retention rates for faculty members from underrepresented groups.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	2
6. Briefly describe ways you have engaged your targeted constituent groups.	<p>The Faculty Affairs Team has reached out to constituent groups regarding NCFDD membership through InclusiveVT events, Provost's Office emails, news announcements, AdvanceVT communications and events, and college diversity committees.</p> <p>The College Liaisons program provides an informational flyer to all candidates who come to an on-campus interview, presenting the NCFDD membership as one of many ways Virginia Tech invests in success of faculty members.</p>
7. Identify next steps.	Continued outreach to targeted constituent groups to increase Virginia Tech membership. Continued completion of monthly webinars and on-site presentation by Kerry Ann Rockquemore. Begin assessment of satisfaction of NCFDD programs.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Senior Vice President and Provost	
Initiative Number 2	
1. Inclusive Excellence Dimension(s)	Education and Scholarship
2. Constituent Group(s)	Faculty
3. Initiative Description	Promote Inclusive Pedagogy
4. Rationale	An inclusive climate in the classroom can be enhanced by incorporating inclusive pedagogy. There have been some pilot efforts on campus and the intention of the current initiative is to promote greater adoption of inclusive pedagogical practices.
5. Design	The Senior Vice President and Provost, working with the vice provosts, will assemble a committee to review options for promoting inclusive pedagogy. The committee will include Peter Doolittle (CIDER), Michelle James Deramo and Alicia Cohen (Diversity Development Institute), Rachel Holloway and Jack Finney (Vice Provosts), Karen DePauw (Vice President and Dean for Graduate Education) and others to be identified.
6. Responsibility	Mark McNamee
7. Accountability	Mark McNamee
8. Timing	The committee meeting will be targeted for February 2015, with a programmatic effort developed across spring and summer for a target fall 2015 implementation.
9. Measures	Retention rates for tenure-track assistant professors; Retention rates for faculty from underrepresented groups; Retention rates for undergraduate students; Retention rates for Graduate and Professional Students
10. Outcomes	Identify best/promising practices for promoting inclusive pedagogy Greater incorporation of inclusive pedagogy in the classroom.

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Office of Senior Vice President and Provost

Initiative Number 2: Promote Inclusive Pedagogy

1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	3
2. Briefly describe progress to date.	<p>This initiative and initiative #3 (Inclusion Scholars) have been integrated and folded into the robust efforts of the Diversity Development Institution in UOPD in Human Resources.</p> <p>Now led by the Diversity Development Institute in collaboration with Undergraduate Academic Affairs, and CIDER, the initiative has taken form and includes convening an Inclusive Pedagogy Roundtable with discussions underway for ultimately offering an Inclusive Pedagogy certificate through CIDER.</p> <p>In January, 2015 a robust discussion was held at the Advancing Diversity conference that focused on inclusive pedagogy. The session was well attended and received positive evaluations with expressed interest for further discussions.</p> <p>DDI and Undergraduate Academic Affairs presented a model for inclusive pedagogy at a national AACU conference in March, 2015.</p>
3. Identify challenges and/or unexpected insights.	The great value of integrating efforts between academic affairs and the Diversity Development Institute is a model for collaboration and effective use of resources.
4. Identify planned assessment activities.	The Diversity Development Institute and Undergraduate Academic Affairs will continue to use evaluation tools and develop new ones as the initiative unfolds.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	3
6. Briefly describe ways you have engaged your targeted constituent groups.	Advancing Diversity conference; national conference presentation discussion with colleagues, discussions with DDI participants.
7. Identify next steps.	<p>DDI and Undergraduate Academic Affairs will take the lead on this initiative. The Office of the Provost will be appraised of needs as they arise and provide support as necessary and appropriate.</p> <p>The integration of Inclusion Scholars (OSVPP initiative #3) into Inclusive Pedagogy is in process.</p>

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Senior Vice President and Provost	
Initiative Number 3	
1. Inclusive Excellence Dimension(s)	Education and Scholarship, Campus Climate and Intergroup Relations
2. Constituent Group(s)	Faculty
3. Initiative Description	Inclusion Scholars and Program Leaders
4. Rationale	Virginia Tech has not actively involved faculty members who are involved in the scholarship of inclusion and diversity or faculty members who are program leaders to promote an inclusive campus.
5. Design	The Office of the Senior Vice President and Provost will assemble a group of faculty who are inclusion scholars or program leaders. The intention is to involve directors of the following programs: Appalachian Studies, Africana Studies, Women's and Gender Studies, Native American Studies, International Studies, Religion and Culture, representatives of budding programs (e.g., Judaic Studies, Hispanic/Latino(a) Studies, Disabilities Studies), Race and Social Policy Research Center, and others to be identified.
6. Responsibility	Mark McNamee
7. Accountability	Mark McNamee
8. Timing	The initiative will be launched in spring 2015 semester, with additional design and planning to be implemented during the next academic year.
9. Measures	Number of faculty involved in InclusiveVT advisory role Identify programs for InclusiveVT advisory community Qualitative data collection
10. Outcomes	Active involvement of faculty from these programs in the InclusiveVT efforts. Identify best practices for an affirming, inclusive environment

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Office of Senior Vice President and Provost

Initiative Number 3: Inclusion Scholars

1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	4
2. Briefly describe progress to date.	Please see progress report on Inclusive Pedagogy (OSVPP initiative #2). Inclusion Scholars will be integrated into the inclusive pedagogy efforts as advanced by DDI and Undergraduate Academic Affairs.
3. Identify challenges and/or unexpected insights.	
4. Identify planned assessment activities.	
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	
6. Briefly describe ways you have engaged your targeted constituent groups.	
7. Identify next steps.	

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Undergraduate Academic Affairs	
Initiative Number __1__ (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	Education and Scholarship
2. Constituent Group(s)	Faculty and staff who serve as academic advisors (Open to all members of the university community)
3. Initiative Description	Advising Matters Conference 2015—Theme: "Updating Your Toolbox: Strategies for Advising Special Populations."
4. Rationale	Effective academic advising is important for the success of students from special populations. Building advisors' knowledge and skills to support academic success of an increasingly diverse student body is an important element of an inclusive, supportive environment for all students.
5. Design	The Virginia Tech Advising Matters Conference is a one-day conference featuring a series of presentations from leaders in advising. Conference sessions will provide guidance for advising a diverse representation of special populations to include (but not limited to) students with disabilities, first-generation, first-year, international, at-risk populations, undeclared, veterans, etc.
6. Responsibility	Kimberly Smith, Director, University Academic Advising
7. Accountability	Rachel Holloway, Vice Provost of Undergraduate Academic Affairs
8. Timing	Ongoing. Planned for March 2015
9. Measures	<input type="checkbox"/> Post-conference assessment survey <input type="checkbox"/> Knowledge application survey (to be developed). We will develop a survey for participants, administered in the Fall semester, to assess how they've applied knowledge gained through the conference in their advising practice.
10. Outcomes	Increased knowledge and ability among academic advisors in responding to students from diverse backgrounds.

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Undergraduate Academic Affairs, University Advising

Initiative Number 2 (Each area is responsible for identifying three initiatives)

1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.

2 = Almost completed

2. Briefly describe progress to date.

The Advising Matters Conference 2015 was held on Friday, March 6, 2015. The targeted constituent group for this initiative was Virginia Tech faculty and staff who serve as academic advisors, but the event was open to all members of the Virginia Tech community. Additionally, advisors from other institutions in the region (e.g., Radford University, New River Community College) also were in attendance. The theme this year, “Updating Your Toolbox: Strategies for Advising Special Populations”, was designed specifically to provide our constituent group provide guidance for advising a diverse representation of special populations.

Specific concurrent sessions included:

- The Completion Agenda: State of the Commonwealth
- African-American Female STEM Graduate Student Experience at a Southern Predominantly White University
- First Generation Students— Sharing Their Story
- At the Financial Aid/Academic Crossroad
- Demystifying the Advising Process for the Future Health Professions Student
- How Can We Help? Getting Students Back in Good Academic Standing
- How Understanding the Grieving Process Can Help Us Become Better Advisors
- Neurodiversity in Advising
- Offering A Place to Stay: Academic Advisors at the Center of First Generation College Students’ Experiences
- A New ERA for the Advising Toolbox: Using a “flipped” model for Orienting and Advising Incoming Students

The purpose of the conference was to build advisors’ knowledge and skills to support academic success of an increasingly diverse student body is an important element of an inclusive, supportive environment for all students. To assess the efficacy of the conference, a post-event survey was administered following the March 6th event. The survey was designed to gauge not only attendees’ satisfaction with the event, but also asked attendees to explicitly articulate (1) what was learned, and (2) what changes they planned to make to their advising praxis based upon what they learned at the event.

Based on the post-event survey (46% response rate), participants were HIGHLY SATISFIED with the conference logistics (e.g., registration, location, food). On average, participants found the conference theme and program relevant. Participants indicated that they learned a great deal at the conference. Specifically, participants identified several “takeaways” and “aha!” moments:

- For some, there were very tangible takeaways, including handouts, references, and/or assessment tools that they found useful to their advising practice.
- For others, the conference provided space for reflection and/or critique of their own advising practices and the advising “pedagogies” most prevalent at their institutions, even if only to confirm that they are doing “the right thing” in their advising practice. Respondents appeared to value perspectives on advising from other institutions; in particular, attendees who identified as Virginia Tech advisors found the external perspective valuable.
- Many described how the conference expanded their understanding and conceptions of their students, both broadly as well as within specific student populations (e.g., first-generation students, neurodiversity within the

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	<p>student population, financially needy students).</p> <ul style="list-style-type: none"> • Many lauded the opportunity to get to know other advisors beyond their home departments and/or institutions, and referenced the desire and need for more explicit community building and networking within a professional development framework for advisers at Virginia Tech. <p>Participants also identified one new best practice, idea, and/or strategy that they intended to implement as a result of the Advising Matters conference. Responses ranged from the very practical implementation of new tools and building connections to other campus resources (e.g., financial aid, career services, SSD), to changing well-established practices around academic probation and orientation, to more thoughtful and purposeful engagement with students and engaging in more reflection regarding one’s own advising practice and seeking out additional professional development/networking opportunities.</p> <p>The majority of attendees would recommend the conference to a colleague; the conference also achieved a relatively high “Net Promoter Score” – 48.3 (score range -100 to +100; positive scores all considered good; score of 50 and above considered excellent).</p> <p>Synopsis of the post-event survey data related directly the goals of this InclusiveVT initiative is available upon request.</p>
<p>3. Identify challenges and/or unexpected insights.</p>	<p>Due to inclement winter weather, the keynote speaker, Thomas Brown, Managing Principal of Thomas Brown and Associates, LLC , and Former Dean of Advising Services/Special Programs at Saint Mary’s College of California, was not able to make the conference as scheduled. His 3-hour keynote/workshop – “Reframing At-Risk to High Potential: Responding to Today’s Diverse Students” was rescheduled and held on Thursday, April 9, 2016. Post-event assessment of this event is ongoing.</p>
<p>4. Identify planned assessment activities.</p>	<p>The first phase of assessment for this initiative – the post-event survey - is complete. Based on the unexpected delay for Mr. Brown’s keynote, we have added a second post-event survey specific to his individual presentation. The second phase of assessment includes the development and administration of a “Knowledge/Application” survey that will be administered in the Fall 2015 semester. The survey will be designed to capture what planned changes were actually implemented as well as what new knowledge developed at the conference is informing actual practice.</p>
<p>5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.</p>	<p>2</p>
<p>6. Briefly describe ways you have engaged your targeted constituent groups.</p>	<p>Members of our constituent group – VT faculty and staff with advising responsibilities – were highly engaged with 135 attending the conference.</p>
<p>7. Identify next steps.</p>	<ul style="list-style-type: none"> • Complete assessment of Tom Brown event rescheduled due to inclement weather • Complete development and implementation of Knowledge/Application survey

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.

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3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Undergraduate Academic Affairs	
Initiative Number <u> 2 </u> (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	Access and Success
2. Constituent Group(s)	Undergraduate Students
3. Initiative Description	Undergraduate Research Mentoring Program. The initiative would match first-generation and underrepresented students with graduate student, post-doc, or faculty mentors to encourage and support participation first-generation and under-represented students in undergraduate research.
4. Rationale	Research on the participation of first-generation and under-represented students in high-impact practices, such as undergraduate research, demonstrates a significant impact in retention and success for the participating students. Previous mentoring projects at Virginia Tech produced positive results.
5. Design	Undergraduate Academic Affairs has several ongoing projects related to undergraduate research mentoring, including a Bridges to Baccalaureate grant-funded project, Multicultural Academic Opportunities Program, and programs initiated by the Office of Undergraduate Research. Our goal would be to extend these opportunities to more students through collaboration across the university.
6. Responsibility	Karen Eley Sanders, Associate Vice Provost for Undergraduate Academic Affairs Jill Sible, Assistant Provost for Undergraduate Education
7. Accountability	Rachel Holloway, Vice Provost of Undergraduate Academic Affairs
8. Timing	Spring 2015 Develop program and recruit mentors Fall 2015 Mentor/mentee relationships established Spring/Summer 2015 Perform assessment and adapt program to maximize impact. Assuming results are positive, we would continue the program into 2015-2016.
9. Measures	Number of undergraduate student/mentor relationships established; Retention and success of undergraduate student researchers; Qualitative assessment of student self-efficacy and motivation research and coursework (focus groups; interviews) Mentor survey to assess mentor's perception of mentoring effectiveness
10. Outcomes	Increase the number of first-generation and under-represented students who participate in undergraduate research; Support academic success of participating students; expand a culture of mentoring and support for first-generation and under-represented undergraduate students.

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Undergraduate Academic Affairs
Office of Undergraduate Research, Student Success Center, and Multicultural Academic Opportunities Program

Initiative Number 1 (Each area is responsible for identifying three initiatives)

1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.

3

2. Briefly describe progress to date.

Undergraduate Research Mentoring Program

The initiative would match first-generation and underrepresented students with graduate student, post-doc, or faculty mentors to encourage and support participation among first-generation and under-represented students in undergraduate research.

Increasing participation in undergraduate research generally and for first-generation and underrepresented students specifically requires ongoing strategies to encourage students to participate in undergraduate research and to connect faculty and students in undergraduate research experiences. The Office of Undergraduate Research now provides:

- Undergraduate Research Ambassadors who provide drop-in office hours, information sessions, and individualized mentoring for students getting started in undergraduate research.
- A searchable database of undergraduate research experiences.
- An online form for faculty to submit research experiences for the database.
- ~~An online student information request form.~~

The Office of Undergraduate Research supports faculty to serve as mentors to a diverse student body. On March 6, 2015 the Office of Undergraduate Research hosted a half-day Entering Mentoring workshop for faculty, postdocs and graduate students who mentor undergraduate researchers. Almost 50 participants from departments, institutes and administrative offices attended. Dr. H.G. Adams gave a keynote address on best practices in mentoring. Dr. Nikki Lewis led participants in a series of case studies derived from the Wisconsin Program for Scientific Teaching/Howard Hughes Medical Institute's Entering Mentoring Course. Keri Swaby, Coordinator for Undergraduate Research, facilitated a panel discussion of international faculty and graduate students about the unique mentoring needs of international students. The Entering Mentoring workshop was sponsored by the Office of Undergraduate Research, Fralin Life Sciences Institute, Office of Research, Howard Hughes Medical Institute, National Institutes of Health, and National Science Foundation.

Multiple programs across the university encourage first-generation and students from underrepresented groups to participate in undergraduate research. Within Undergraduate Academic Affairs, academic support programs offered by Student Success Center for the Presidential Scholars Initiative scholarship recipients includes encouraging students to take advantage of enriching experiences such as undergraduate research. The Multicultural Academic Opportunities Program mentors Undergraduate Scholars and students participating in the Virginia-North Carolina Alliance for Minority Participation (AMP) program. MAOP partners with the Initiative for Maximizing Student Diversity (IMSD) to encourage highly qualified underrepresented Virginia Tech undergraduates to continue their education in biomedical research. MAOP also sponsors the Undergraduate Summer Research Internship (SRI). This program, started in Summer 1993, invites students from a wide variety of academic disciplines spend ten weeks during the summer (late May - late

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	<p>July/early August) working closely with a faculty mentor in a mentor/protégé relationship to design, conduct and present a scholarly research presentation. An NIH Bridges to the Baccalaureate grant is housed in the Office of Undergraduate Academic Affairs. The grant supports underrepresented transfer students to complete an undergraduate degree and pursue a career in the biomedical and behavioral sciences. The grant supports inquiry-based laboratory on genetically modified food at New River Community College and NOVA- Manassas community college, summer undergraduate research internships for community college students, and mentoring and seminars for transfer students at VT to participate in undergraduate research.</p>
<p>3. Identify challenges and/or unexpected insights.</p>	<p>The Advisory Board of the Office of Undergraduate Research identified a need for greater funding to support undergraduate research initiatives. Direct support to expand student experiences removes a significant barrier for engaging students from diverse backgrounds and diverse disciplines. Identifying sources of corporate, foundation, and private support for the Office of Undergraduate Research is one of three priorities in Undergraduate Academic Affairs development strategy.</p>
<p>4. Identify planned assessment activities.</p>	<p>Following the Summer 2014 research period, students were surveyed. Students reported gains in all areas, with particular improvement in understanding the research process, their individual research ability, oral presentation skills, and critical thinking ability. Students indicated that research expanded their educational borders beyond the parameters of their majors. Students reported and were generally satisfied with their research advisor and the mentoring they received during their research experience. The students resoundingly indicated an interest in conducting more research after the program (85% of respondents) and an increased likelihood of attending graduate school (65%).</p> <p>Participation data is reported at the end of each academic year. We will track trends in participation in the Undergraduate Academic Affairs programs, including mapping of experiences across colleges. We will set targets for higher participation over time.</p> <p>Programs housed within Undergraduate Academic Affairs encompass only a fraction of all faculty mentoring of undergraduate researchers across campus. The Office of Undergraduate Research and the Office of Research are partnering to identify the full scope of undergraduate research experiences provided to Virginia Tech students. We will collaborate with the Office of Assessment and Evaluation to identify opportunities to use ongoing data collection to inform our work.</p> <p>We will establish strategies in the coming year to reach out to alumni of these programs to assess the impact of undergraduate research on their career and life.</p> <p>Finally, we must gain insight on the benefits and challenges of undergraduate research mentoring relationships from faculty mentors. This will allow us to improve programming and support for faculty.</p>

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<p>5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.</p>	<p style="text-align: center;">3</p> <p>Participation in OUR-sponsored programs grows steadily each year. The long-standing MAOP program and the new Bridges to the Baccalaureate program reach underrepresented students to participate in undergraduate research. However, the long-term goal to provide every undergraduate with a meaningful research experience and to track all forms of participation in undergraduate research have yet to be achieved.</p>
<p>6. Briefly describe ways you have engaged your targeted constituent groups.</p>	<p>The OUR Advisory Board has met at least monthly this academic year and provided invaluable insight and support for UR initiative. The Bridges program has met with hundreds of students at New River and NOVA Community Colleges and initiative a partnership with SWCC, providing valuable pipelines for transfer students to connect with research opportunities at Virginia Tech.</p>
<p>7. Identify next steps.</p>	<p>Summer 2015</p> <ul style="list-style-type: none"> • Evaluate participation in 2014-2015 programs. • Identify areas for improvement and targeted growth • Develop assessment tools for ongoing evaluation and improvement.

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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Undergraduate Academic Affairs, Office of General Education

Initiative Number 3 (Each area is responsible for identifying three initiatives)

1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.

4 (initial stage of implementation is complete in a multi-year initiative)

2. Briefly describe progress to date.

In the initial InclusiveVT initiatives, Undergraduate Academic Affairs submitted one aspect of general education reform. Specifically, the proposed Pathways curriculum included an integrative outcome focused on Intercultural and Global Knowledge. Integration of learning related to Intercultural and Global Knowledge across the curriculum ensures that all Virginia Tech students will be exposed to course content and learning experiences related to inclusion and diversity in multiple courses within general education.

Having achieved approval from University Council, Undergraduate Academic Affairs is reaffirming general education reform within its InclusiveVT initiatives.

This initiative focuses to a great degree on professional development for faculty in course design, pedagogy, and assessment strategies. The inaugural cohort of Pathways Scholars are revising courses or developing new courses that will integrate ethical reasoning and/or intercultural and global awareness. Feedback from the Pathways Scholars informs faculty development in support of Pathways implementation. Pathways Scholars met as a group each month throughout the academic year and received individualized support from CIDER, NLI, and Assessment and Evaluation.

CIDER and TLOS offered a “Pathways to General Education” Workshop Series. While all workshops contribute to building inclusive courses, one particular workshop focused on the incorporation of inclusive pedagogy in general education. In addition, Stephen Biscotte, Coordinator of General Education, and Michelle James Deramo led a roundtable discussion titled, “Scaling Up Campus Diversity, Equity, and Inclusion through General Education Revitalization,” at the Association of American Colleges and Universities Conference on Diversity, Learning, and Student Success: Assessing and Advancing Inclusive Excellence, March 26-28, 2015. They solicited input from colleagues around the nation related to Virginia Tech’s efforts and will incorporate “best practices” into the Virginia Tech program.

3. Identify challenges and/or unexpected insights.

The plan to integrate ethical reasoning and intercultural global knowledge across the curriculum met with significant resistance from some faculty, especially in some disciplines. The need to share model courses that successfully integrate intercultural global knowledge along with targeted professional development is essential to successful integration of learning outcomes. The UCCE will need to be flexible in its implementation of the integrative outcomes.

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<p>4. Identify planned assessment activities.</p>	<p><u>Curriculum Mapping</u>: The first form of assessment will be an ongoing audit of the approved courses and minors to be certain intercultural and global knowledge is addressed across the curriculum. As courses are approved and offered, we will be able to report the number of students who are enrolled in courses focused on these learning outcomes and the number of courses each student takes with embedded learning experiences related to inclusion and diversity.</p> <p><u>Course-Based Assessment of Learning</u>: As faculty update existing courses and propose new courses, they will be asked to identify opportunities within the course for authentic assessment of learning related to intercultural and global knowledge.</p> <p><u>Assessment of General Education Curriculum</u>: Over time, we will evaluate student learning across the general education learning outcome areas based on embedded assessments. This will evolve in our assessment plan for general education over the next five years and will be reported as part of our next SACS COC accreditation.</p>
<p>5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.</p>	<p style="text-align: center;">3</p>
<p>6. Briefly describe ways you have engaged your targeted constituent groups.</p>	<p>Beyond the ongoing leadership of University Curriculum Committee on Liberal Education in curriculum development, the leadership team for General Education Revision held more than 125 meetings with department and college curriculum committees, other groups of faculty, and individual faculty members over the last two years. The Faculty Senate took special interest in the curriculum as well.</p> <p>Although many faculty were highly engaged in the development of the curriculum, we know many more will become involved as the implementation plan is developed and faculty begin the work of submitting courses and minors for approval. In the coming year, it will be important to engage faculty with specific commitment and expertise in teaching and learning related to intercultural and global knowledge.</p>

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7. Identify next steps.

Governance and Implementation

- Ongoing development of curriculum implementation plan, Spring – Summer 2015.
- Implementation plan shared with the university community and submitted for governance approval, Fall 2015.

Professional Development

- The Office of General Education issued a call for the second cohort of Pathways Scholars for 2015-2016.
- The Office of General Education is offering a 3-day Pathways Course Development Institute focused on the integrative outcomes June 3-6, 2015.
- The Office of General Education will partner with CIDER, TLOS, and the Diversity Development Institute to establish workshops for AY 2015-2016 focused on the integrative outcome of Intercultural and Global Knowledge and inclusive pedagogy.

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

University Libraries	
Initiative Number <u> 1 </u> (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	Education and Scholarship
2. Constituent Group(s)	Faculty Members
3. Initiative Description	We are beginning a new fellowship program to hire a Diversity Alliance Resident Librarian. In conjunction with University of Iowa, American University, and West Virginia University, we are committing to increasing under-represented populations, offering a rich and broad experience to mentor residents and expose fellows to leadership opportunities, scholarship and professional development in academic libraries.
4. Rationale	There has been an ongoing issue with recruitment of diverse applicants into the library profession. Many of our constituents are working through the same issues, and a popular and successful solution that has worked well at other institutions is to hire newly graduated, diverse faculty. This process will help them begin their career in academic libraries and to educate them about inclusion and diversity by using university resources such as human resources classes as well as attending many of the cultural events on campus.
5. Design	This program is designed to hire one resident for a three year period. The resident will also participate in the Library Diversity Council, lead at least one inclusion and diversity event in the library, take courses through Human Resources and collaborate with participants at our partner schools. The first year the resident will select four areas of the library to work in. The second year will be more focused on one area of the library to build specific expertise for future job opportunities. The third year will build upon that skillset to complete a capstone project. Resources will be available for appropriate conference participation.
6. Responsibility	The director of that department in which the resident librarian works will insure the work is performed.
7. Accountability	Resident Librarian Coordinator/Director of Planning and Branch Operations will oversee program aspects of the resident librarian.
8. Timing	To begin in late summer of 2015, this will be a three year program with the hopes of hiring another fellow to begin residence once the first incumbent has completed their term.
9. Measures	The library will ensure: <ul style="list-style-type: none"> <input type="checkbox"/> Opportunity for conference attendance to support their role <input type="checkbox"/> Academic library experience in a variety of areas <input type="checkbox"/> Guidance and mentoring to fully acclimate to the academic library environment <input type="checkbox"/> Interaction with other fellows at partner schools <input type="checkbox"/> Placement on the Library Diversity Council <input type="checkbox"/> Opportunity to take appropriate training, both overall and specific to inclusion and diversity
10. Outcomes	The resident will: <ul style="list-style-type: none"> <input type="checkbox"/> Become educated in inclusion and diversity <input type="checkbox"/> Thoroughly understand the academic library environment <input type="checkbox"/> Lead at least one inclusion and diversity event <input type="checkbox"/> Incur a specific job skillset based on interest and opportunity of positions within the library <input type="checkbox"/> Complete a project that can be showcased on their resume <input type="checkbox"/> Become familiar with the research process and begin if not complete a research project with a scholarly outcome such as a journal article, poster presentation, etc.

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(Enter College, VP, Unit name)

University Libraries

Initiative Name *(Each area is responsible for identifying three initiatives)*

Residency Library/Diversity Alliance for Academic Librarianship

1. Progress to Date	<p>Ongoing – Meeting with Diversity Alliance for Academic Librarianship partners on a consistent basis.</p> <p>January 31st – Met with partners at the American Library Association Conference in Chicago, IL to confirm and outline strategies for the alliance and the collaborative expectations of the incumbents of the positions we are each hiring.</p> <p>February – Created position description and job ad.</p> <p>March – Advertised position in appropriate places.</p> <p>March 4 – Post created for position on the VT website.</p> <p>April 7 – Closed post</p> <p>April – Reviewing and meeting with Search Committee to determine applicant status.</p>
2. Challenges and/or Unexpected Insights	<ul style="list-style-type: none"> • Because of the nature of the position, we had an overwhelming response to the job advertisement. We closed the job posting on the Virginia Tech site with 148 applicants. • Given the diverse nature of each of the participating universities in the Alliance and location differences, not to mention where we are in the process of hiring the first resident, it is sometimes difficult to schedule meetings. • We have gained much knowledge of other diversity initiatives by working with the diversity division of the American Library Association. This group has been influential in the work we are doing, not to mention helpful in advertising the position..
3. Current or Planned Assessment Activities	Assessment of applicants is currently ongoing. Once a position is hired, we will be assessing progress, work planning, and evaluation of efforts. Rubrics will also be created for their online collaboration work.
4. How Have You Engaged Your Constituent Groups?	We are meeting on a monthly basis and have begun to outline the three year program for the incumbent of the position. This will include collaborative efforts with American University, Iowa University, and West Virginia University. The program includes but is not limited to engagement in an institute at each of the participating universities, online activities such as webinars, hangouts for each of the constituents at the other universities to discuss experiences, and projects based on learning outcomes. We have also created a brochure advertising the Diversity Alliance to showcase the efforts the cohort.
5. Rate Your Progress to Date <i>(1 = No Progress to 5 = Successfully Completed)</i>	2 – This is a long process and nowhere near completion.
6. Next Steps	<p>April – Phone Interviews</p> <p>May – Onsite Interviews</p> <p>July/August – Incumbent starts position</p>

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September – Institute at West Virginia University

October and going forward – Begin engagement in online activities

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2014 – 2015 Inclusion and Diversity Initiatives**

University Libraries	
Initiative Number 2	
1. Inclusive Excellence Dimension(s)	Campus Climate and Intergroup Relations
2. Constituent Group(s)	Undergraduate Students
3. Initiative Description	The library will be hosting multiple events to support inclusion and diversity at Virginia Tech. One example is the Living Library where people of different cultures are invited to share their personal stories. Film screenings, speakers, and displays will also be hosted at the library. Underrepresented groups such as LGBT, Hispanic interest groups, and the Black Student Alliance will also partner with us for these events.
4. Rationale	The library is open to all walks of life. We are continuing on the path that we have supported in previous years. This is supported through our documented aspirational qualities at: http://www.lib.vt.edu/about/mission.html .
5. Design	For the Living Library project, people will be recruited as "books." The emphasis for this will be people from diverse backgrounds that have a story to tell. Then, on the day of the event, each "book" will have a table or booth and participants will have the chance to sit and talk with a book for a set amount of time. Participants will go around the "library" and "checkout" as many "books" as they'd like. At each table they will have a bookmark or a "checkout slip" that will be stamped by each "book" so that participants will be able to see how many tables they visited.
6. Responsibility	Scott Fralin and in partnership with Hillel from the Jewish student organization. Others in partnership as events occur.
7. Accountability	Lauren Pressley
8. Timing	The events are ongoing, however the Living Library is scheduled for late March of 2015.
9. Measures	We will count the number of participants, participate in video interviews, and welcome feedback from the participants and attendees. The measures are similar based on other event topics.
10. Outcomes	We hope attendees gain a new understanding about the cultures from the Living Library participants. The outcomes are similar based on other event topics.

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(Enter College, VP, Unit name)

University Libraries

Initiative Name *(Each area is responsible for identifying three initiatives)*

The Living Library

1. Progress to Date	The project was completed as of March 31 st .
2. Challenges and/or Unexpected Insights	One of the largest challenges was attracting visitors to the Living Library. The organizers marketed through the radio, in person, on social media, and in print. But the turnout was not as high as hoped. People who participated were thrilled with what the event had to offer and had wonderful experiences.
3. Current or Planned Assessment Activities	<p>Attendance to the event was recorded at the event and a follow up email will be sent to all participants to assess their experience.</p> <p>There were 25 people recruited to be the ‘living book’ and tell their stories. There were 30 participants where minimum visits were ½ an hour. Tweets about the event have included:</p> <p>https://twitter.com/ad_astra11/status/582983916841234432</p> <p>https://twitter.com/im_a_hokie/status/582956423748960257</p> <p>https://twitter.com/talktotricia/status/582879448506093568</p>
4. How Have You Engaged Your Constituent Groups?	Our constituent groups have been engaged via social media, in person, through the VT news, and in person at the event.
5. Rate Your Progress to Date <i>(1 = No Progress to 5 = Successfully Completed)</i>	5
6. Next Steps	<p>April 2015 - Constituents are sending out the assessment to the participants and make considerations for another event.</p> <p>Evaluation pending, plans will continue to make this an annual event.</p>

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University Libraries	
Initiative Number 3	
1. Inclusive Excellence Dimension(s)	Education and Scholarship
2. Constituent Group(s)	Faculty Members, Staff Members
3. Initiative Description	The Libraries are collaborating with Cape Peninsula University of Technology in Cape Town, South Africa on a work/study exchange for faculty as well as staff within the libraries, The visiting faculty or staff will be working face-to-face with many employees here in the library. The idea is an exchange of knowledge that can work to improve workflows of the home institution and shared broadly as well as use this venue as a cultural exchange platform for inclusion and diversity.
4. Rationale	The motivation is to identify cutting edge programs with the respective partner, where their knowledge can be shared with the home institution. We would like to have a multi-cultural learning experience while benefiting from each institutions expertise. The inclusion of these colleagues will give all faculty, staff, and student the opportunity to interact and learn from the visiting scholar.
5. Design	We have contacted Cape Peninsula University of Technology in Cape Town, South Africa to create a plan. A committee was formed to settle details on the recipients stay here. We then began promoting the opportunity and started accepting applications. A recipient for travel to the partnering institution will then be chosen so that we may implement the exchange. Finally, the return of the employees to their home institution so that we may assess the outcomes of the exchange program to better understand not only their research but their culture and institutional challenges as well.
6. Responsibility	Paul Hover
7. Accountability	Brian Mathews
8. Timing	The information sessions is to begin in the first week of December 2014. Applications are due the second week of January 2015. The exchange will occur either in the Spring or Fall semester of 2015.
9. Measures	Weekly progress reports during the time of the exchange to the program coordinators to share lessons learned. A presentation of the partner library to know how things are culturally and technologically different.
10. Outcomes	Staff and faculty alike will have a better perspective of challenges at the other institution. We will all benefit from having the partner institutions colleague here to ask questions, learn, and develop a respect for their work and their culture.

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(Enter College, VP, Unit name)

University Libraries

Initiative Name (Each area is responsible for identifying three initiatives)

Virginia Tech University Libraries Collaboration with Cape Peninsula University of Technology Libraries for Staff and Faculty Exchange Program Grants

1. Progress to Date

1. **Oct. 2013—Feb. 2014:** Memorandum Of Understanding (MOU) signed between Virginia Tech and Cape Peninsula University of Technology (CPUT)
2. **Feb. 2, 2014:** University Libraries announces [strategic partnership](#) with the CPUT Libraries
3. **Feb.—Sept. 2014:** Formed International Outreach Taskforce of 5 persons to work on collaboration with CPUT on Stanford-led MOOC “[Changing the Global Course of Learning](#),” organized by the Public Knowledge Project. We produced “Module 12: Student Publishing: Lessons in Publishing, Peer Review, and Knowledge Sharing.”
4. **March 25-27, 2014:** presentation on “Student Publishing Skills: An Open, Global Learning Module” at [VT Deans’ Forum on Global Engagement](#).
5. **Summer 2014:** My counterpart in South Africa, Janine Lockhart, and I used a shared document on Google Drive to formulate our first [International Strategic Collaboration Funding Proposal](#), presented to the Dean of VT’s University Libraries and the Director of CPUT Libraries. Included was a component to fund one library staff or faculty member to travel and work at CPUT for 6-8 weeks yearly. The proposal was accepted by both libraries.
6. **September 2014:** Formed International Outreach Committee of six persons (three faculty and three staff) to research and formulate guidelines for exchanging program with CPUT.
7. **October 2014:** Surveyed Directors and Supervisors in Universities for brainstorming about the exchange, and requested them to formulate a list of their departments’ areas of strengths in order to give our South African colleagues ideas for promising projects. The same was done in South Africa.
8. **November 17, 2014:** Call for project proposals posted to my blog for [South Africa Exchange Funding: Guidelines, Application Form, and Areas of Strength](#).
9. **December 2014:** Held two information sessions with library personnel to answer questions about the program and advise how to write winning proposals.

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	<p>10. January 9, 2015: This was the deadline for the inaugural proposals for exchange funding. Two weeks later the committee had chosen Robert Sebek, a staff member, to be our first delegate. At the same time, we cleared CPUT’s candidates for proposals and acknowledged their first exchange, Ms. Joanne Arendse.</p> <p>11. January 2015—ongoing: Visits to various VT offices to write a FAQ for the program. These visits have been covering new ground in many ways, and have included the International Support Services (ISS), Human Resources, the Office of Export and Secure Research Compliance (OESRC), and the Controller’s Office’s Travel Group and Tax Group.</p> <p>12. March 2015: Flights and itineraries for both sides of the exchange determined and plans made for May arrival of Ms. Arendse in America and Mr. Sebek in South Africa.</p> <p>13. March 2015: Procedures of the USA J-1 Visa application for Ms. Arendse completed with the ISS and OESRC, and packet mailed to South Africa.</p>
<p>2. Challenges and/or Unexpected Insights</p>	<ul style="list-style-type: none"> • Before launching the exchange of librarian staff and faculty called for in the MOU, we collaborated with our South African colleagues on an exciting opportunity to produce meaningful instructional content that would instantly pitch the two libraries together in a tight-scheduled project. An “open education” effort, the project was the first in an agreement for strategic collaboration between the South African institution’s academic library and our own. The challenge was that it coincided with the finalization of the MOU and had to be taken on immediately. • The global span of the Massive Open Online Course (MOOC) collaboration—West to Palo Alto and Canada, Southeast to South Africa—was exhilarating. It also revealed some shortcomings in our Internet infrastructure. To this day we are still trying to find out why emails from the CPUT bounce off VT’s servers, resulting in our South African colleagues being forced to use Gmail. • During the formulation phase of the international collaboration funding proposal to our respective Dean/Director, we discovered we “had a leg to stand on,” because our work on the MOOC together had given us positive results on which to base the request for funds. • While thinking about the program as a way to internationalize the library and librarians, we came upon the idea to request another fund to support internationalization of the library that we termed “International Travel Supplementary Fund,” which was accepted. • The amount of research and visits to various offices around VT revealed the newness of the issues at hand and proved a challenge to many people. This is definitely an innovative program according to the feedback.

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<p>3. Current or Planned Assessment Activities</p>	<p>Reporting Requirement: The successful candidates will be expected to:</p> <ul style="list-style-type: none"> • Make a presentation soon after arrival to the host library about the recipient’s home institution, her/his plans for activities during the exchange period, and expected outcomes. • Give a presentation on lessons learned and what could be implemented at the home institution within two months after recipient’s return. • Written progress reports three to six months after recipients’ return on areas that were selected and how they have been implemented, projects that were started because of the exchange, or other (planned) outcomes of the project.
<p>4. How Have You Engaged Your Constituent Groups?</p>	<p>We have mainly communicated one on one, especially around the departments of the library, in order to secure buy-in and survey attitudes and possible work areas where an international visitor will feel comfortable and welcome. We have also made extensive use of emails to library listservs, spoken to groups during information sessions, and Skyped with South Africans.</p>
<p>5. Rate Your Progress to Date (1 = No Progress to 5 = Successfully Completed)</p>	<p>We are about at 3.5 or 4—we still have to get our librarian on the plane to Cape Town and host their librarian here in Blacksburg. What has gone before was very complicated, consisting of formulating policy and checking it, obtaining funding, etc. This is the actual execution of the plan, the fun part!</p>
<p>6. Next Steps</p>	<ol style="list-style-type: none"> 1. Continue preparations: Our visiting scholar librarian needs assistance with housing, research, work schedules, and other programs, as well as scheduling for outside activities. 2. Continue research: A visit is needed to University Legal Counsel to go over the FAQ before putting it on the blog for general consumption, and finalize it for publication. 3. Meet & assist: We will meet Ms. Arendse at Roanoke Airport and take her to her apartment, and subsequently assist her with introductions, presentations, etc. 4. Visit South Africa: Coincidentally, Paul Hover, our Assistant Director for International Outreach will be in Cape Town for the International Federation of Library Associations (IFLA) World Conference in August, 2015 (He is the American Library Association’s Delegate to the Standing Committee for Serials and other Continuing Resources—scholarly journals), and will be able to visit CPUT and Mr. Sebek while there.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Vice President for Administration/Administrative Services Division (VPAS)	
Initiative Number <u> 1 </u> (Each area is responsible for identifying three initiatives)	
VPAS Inclusion and Diversity Leadership Council and Advisory Community	
1. Inclusive Excellence Dimension(s)	(a) Access and Success
2. Constituent Group(s)	(c) Faculty (Administrative and Professional), (d) Staff, and (e) Other (wage and student employees) in the Administrative Services Division
3. Initiative Description	The Vice President will establish an Inclusion and Diversity Leadership Council, supported by an Advisory Community, to provide oversight and accountability for division-wide and departmental initiatives. The VPAS Council mirrors the University's inclusion and diversity administrative structure of an Executive Council and Advisory Community, and supports the division's full participation in the decentralized model. The Council will be responsible for planning, coordination, and assessment; monitoring implementation efforts and progress towards goals; actively advocating for inclusive excellence; and reporting to the Vice President. The Advisory Community will ensure stakeholder input and on-going involvement.
4. Rationale	In October 2014, VPAS employees were asked to participate in a survey to assist in the development of diversity and inclusion initiatives. Observations of interest included: many employees were not aware of university/division efforts; more senior employees recommended promising initiatives that had been implemented, but subsequently eliminated because of department budget reductions; there was interest in developing internal and external liaison opportunities with a broader community; and there is a need for on-going programs rather than reliance on one-time events or trainings. The planning retreat resulted in the identification of a number of initiatives in addition to the three submitted under the VT Inclusive Excellence plan. A leadership council will provide the framework to ensure sustained division and department commitments and investments.
5. Design	(1) The Vice President will appoint the Leadership Council (to include direct reports, or designee, to the Vice President, and support from assigned resource staff). (2) The Leadership Council will communicate with VPAS employees, solicit volunteers to be part of the Advisory Community, and appoint members. This will also include providing information to all employees about current university/division/department initiatives and the various university caucuses and groups, and encouraging participation in such. (3) The Leadership Council, assisted by the Advisory Community, will develop VPAS diversity action plans to provide implementation oversight of the three submitted initiatives and will incorporate several additional on-going initiatives proposed during the November VPAS retreat. (4) The action plans will be communicated to all employees. (5) The Leadership Council will monitor and report progress annually.
6. Responsibility	VPAS Inclusion and Diversity Leadership Council
7. Accountability	Sherwood G. Wilson, Vice President for Administration
8. Timing	This is a new initiative, which is ready for immediate implementation. The Leadership Council will be appointed by February 2015, an Advisory Community identified by April 2015, and action plans developed by July 2015 for FY 2015-16.
9. Measures	Measures include: diversity of underrepresented groups and women in the VPAS workforce (employee numbers and percentages by division and job group); mean score in the diversity-related questions on the biennial Climate Survey for

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	VPAS; participation (employee numbers and percentages by division and unit) in voluntary diversity-related workshops and training programs delivered by UOPD; awareness of university and division diversity initiatives and opportunities as measured by internal employee survey within 18 months after action plan implemented; specific measures to be developed for additional initiatives identified in the action plan; survey of underrepresented groups with VPAS.
10. Outcomes	It is anticipated that the efforts of the council will aid in the development of a more representative workforce as compared to the census availability in the university's Affirmative Action Plan; support the retention of underrepresented groups and women in units where programs have been established; and increase awareness of university and division opportunities. The council will issue an annual report of activities and progress.

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Vice President for Administration/Administrative Services Division (VPAS)

Initiative Number 1 – VPAS Division Inclusion and Diversity Leadership Structure

1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.

3

2. Briefly describe progress to date.

On February 9, 2015, the VPAS Inclusion and Diversity Leadership Council (IDLC) was chartered under the leadership of Sherwood G. Wilson, Vice President for Administration. The Council has been established as a standing committee, is comprised of the Vice President’s direct reports (or their delegate), and has been charged with providing oversight and accountability for division-wide and departmental inclusion and diversity efforts. The VPAS IDLC was established to mirror the university’s inclusion and diversity administrative structure and to provide a framework to ensure sustained division and department commitments and investments in inclusion and diversity. More specifically, the Council has been charged with the following responsibilities:

- Planning, coordination and assessment
- Monitoring implementation efforts and progress towards goals for:
 - Division-level InclusiveVT initiatives
 - Additional division and department initiatives and programs
- Actively advocating for inclusive excellence
- Ensuring input and on-going involvement of VPAS stakeholders and employees
- Identifying, leading, and facilitating inclusion and diversity efforts.

The group has had two meetings with a third meeting scheduled in April/May, and is currently working on the implementation of an Advisory Community within the division to expand the reach of current efforts. The Advisory Community will be charged with identifying new initiatives, garnering stakeholder input and support, and driving employee engagement related to our inclusion and diversity goals (both formally and informally). The initial formation of this Community should be complete by June 30th.

3. Identify challenges and/or unexpected insights.

There are two primary challenges for this initiative: 1) Advisory Community Membership and 2) Budget.

Advisory Community Membership – Since we are mirroring the university’s approach, VPAS’s Advisory Community must be comprised of individuals and groups from across the division that bring unique perspectives to our InclusiveVT initiatives. Thus, a person is eligible for membership to the Advisory Community if he/she has self-identified as being an active, intentional, and engaged member in the inclusion efforts of Virginia Tech. Given the current expectations of all staff in the constrained budget environment, it can be challenging for them to identify time to dedicate to roles that are not immediately apparent within their job description. Therefore, while an individual may have an interest in participating in the Community, they may not identify as an active member of the current efforts. Unit leaders will need to be proactive in encouraging participation from all interested individuals and in ensuring that once selected, the appointees have appropriate time to dedicate to participation in the program.

A budget will need to be developed for implementation of a communication program and identified division initiatives to ensure long-range viability. While some resources are available at the division level, these are constrained by recent external operating cost increases, and broader support will eventually be required for larger initiatives.

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<p>4. Identify planned assessment activities.</p>	<p>We plan to assess our activities by the initial timeline and tasks for Spring 2015 which are as follows:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communicate with VPAS employees regarding survey feedback and the VPAS InclusiveVT initiatives, including the role of the Leadership Council and Advisory Community. <input checked="" type="checkbox"/> Participate in inclusion/diversity workshop and planning retreat. <input checked="" type="checkbox"/> Review and report on progress of the division's three InclusiveVT initiatives. <input type="checkbox"/> Develop initial plan to engage VPAS employees, solicit volunteers, and make appointments to serve as Advisory Community and in other roles to be defined by the Council. <input type="checkbox"/> Develop VPAS diversity action plans to provide implementation oversight of VPAS InclusiveVT initiatives and incorporate several additional on-going initiatives proposed during the November VPAS retreat. <input type="checkbox"/> Develop timeline for continuing Inclusion and Diversity efforts.
<p>5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.</p>	<p style="text-align: center;">4</p>
<p>6. Briefly describe ways you have engaged your targeted constituent groups.</p>	<p>We have engaged the constituent groups of VPAS through the Vice President's First Friday recognition program. Additionally, each direct report has been charged with communicating the program to their direct reports and larger employee base.</p>
<p>7. Identify next steps.</p>	<p>We will appoint the Advisory Community, develop an action and communication plan, and develop a timeline for continuing Inclusion and Diversity efforts within the Division.</p>

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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Vice President for Administration/Administrative Services Division (VPAS)

Initiative Number 2 (Each area is responsible for identifying three initiatives)

Apprenticeship Program

1. Inclusive Excellence Dimension(s)	(a) Access and Success
2. Constituent Group(s)	(d) Staff Members in Facilities
3. Initiative Description	Three positions in trades-related job groups were created to support the establishment of an apprenticeship program for current employees in Facilities. These positions are in job groups for which there are goals for women and underrepresented groups under the university's Affirmative Action Plan.
4. Rationale	The program will: (1) promote retention by providing career development and promotional opportunities for current Facilities employees; (2) train employees in hard to recruit positions where licensed professionals continue to decrease within the general workforce; and (3) increase staff diversity through the recruitment of underrepresented groups to replace employees in the pay band 1 and 2 positions vacated by the new apprentices.
5. Design	The Facilities apprenticeship program meets the standards of the Virginia Apprenticeship Council and has an initial four year term. The current pilot program serves existing Facilities pay band 1 and 2 employees. The selection of apprentices includes a comprehensive information program and assessment process in an effort to identify more female and minority participants. The VPAS Inclusion and Diversity Leadership Council will evaluate the pilot for possible expansion of an apprenticeship program to other VPAS units.
6. Responsibility	Facilities
7. Accountability	Chris Kiwus, Associate Vice President for Facilities and Chief Facilities Officer
8. Timing	This is an expansion of a current initiative. A pilot program within Facilities is currently underway. The pilot will be evaluated summer of 2015, after the completion of the first year, to determine if an expanded program could be implemented in other VPAS units.
9. Measures	Measures may include: (1) number of pay band 1 and 2 employees applying for the program; (2) percentage of employees in underrepresented groups applying for the program; (3) percentage of underrepresented groups participating in the program; (4) success rate (completion of the program, promotions of graduates after completion of the program); (4) average retention rate of pay band 1 and 2 employees, and (5) retention rate of underrepresented groups.

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10. Outcomes	It is anticipated that this initiative will aid in the development of a more representative workforce in the trades-related job groups served by the apprenticeship program; create a more inclusive department where employees have opportunities for career development and advancement; and support the retention of underrepresented groups and women. By demonstrating to potential employees that entry level positions may lead to career development opportunities, the program may also strengthen recruitment of members of underrepresented groups.
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Vice President for Administration/Administrative Services Division (VPAS)

Initiative Number 2 – Apprenticeship Program

1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.

2

2. Briefly describe progress to date.

This apprenticeship program meets the standards of the Virginia Apprenticeship Council and requires a four year commitment of on the job training and coursework. At the September 2014 “All Hands” meeting of Facilities personnel, the Associate Vice President and Chief Facilities Officer announced the new Facilities apprenticeship program open to all pay band 1 and 2 employees, and the positions available in the current year, including two Trades Mechanic Apprentices and one HVAC Technician Apprentice. Additional presentations were made to the Housekeeping and Trades areas, which have the majority of the pay band 1 and 2 employees. Anthony Watson, the Associate Director of Facilities Buildings and Grounds, served as the primary contact for interested employees, and Robin Ball, the Facilities Human Resources Management Consultant, was available to assist any potential applicants with developing a resume, cover letter, and application. Nine employees expressed interest in the program, including seven males and two females. Of these interested candidates, one minority candidate met with Mr. Watson several times but eventually did not apply. Seven of the interested candidates attended a tour led by Mr. Watson to further describe the program and the type of work involved, while one male and one female met with Ms. Ball for assistance developing their resumes and cover letters. All eight applicants were offered an opportunity to participate in the Assessment testing from New River Community College, which was required to ensure they would be able to accomplish the required program coursework. Only six candidates (four males and two females) actually participated in the testing. Of these six, all of the candidates exceeded the bronze rating required for the positions. All six candidates were interviewed for the positions in which they expressed interest; three candidates applied for both available apprentice positions, while the remaining three candidates applied to only one of the two types of apprenticeships. After the screening and interview process, two Trades Mechanic Apprentices began work in their new positions on February 10, 2015, while the HVAC Technician Apprentice began work on February 25, 2015. The vacancies created by the promotion of these individuals into the apprenticeship program has enabled Facilities to hire an additional housekeeper and advertise for two additional positions.

3. Identify challenges and/or unexpected insights.

The biggest challenge moving forward is further encouraging pay band 1 and 2 employees, especially women and minorities, to apply for these apprenticeship positions. The apprenticeship program was targeted to all 132 employees in pay band 1 and 2 positions in Facilities, but only eight applied. Although this is only six percent of employees eligible to participate in the program, almost everyone who expressed interest in the program did apply. It is also encouraging that of those candidates who both applied and took the assessment, all were qualified to participate in the interview process. The number of applications may also have been low due to this being the first year of the program. Publicizing successes will be key to increasing interest among current employees and being able to use the program as a potential recruiting point for other pay band 1 and 2 vacancies.

Women comprised 25 percent of the applicant pool for these positions, whereas they comprise almost 52 percent of the pay band 1 and 2 positions. The single minority candidate who expressed interest in the program was actively recruited, but did not apply. By increasing the number of applicants overall, the number of female and minority candidates will likely increase as well.

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4. Identify planned assessment activities.	Apprentices are required to keep a daily log book of their work activities as it relates to the approved Work Process for their position, which they will review with their supervisor at the end of each month. Both the apprentice and supervisor must sign-off on the progress. Apprentices are also currently enrolled in on-line course work, or “Related Instruction,” for their position, which is administered using NCCERconnect. NCCERconnect is an online course supplement, which consists of an electronic book (eBook) and essential course management tools. Each apprentice is allowed to work at their own pace as long as the courses are completed within the identified time period.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	2
6. Briefly describe ways you have engaged your targeted constituent groups.	The targeted constituent group for the pilot program was all 132 pay band 1 and 2 employees in Facilities, as this presented a promotional and learning opportunity for these employees. At the September 2014 “All Hands” meeting of Facilities personnel, the Associate Vice President and Chief Facilities Officer announced the apprenticeship program, and a direct contact, who had participated in a former version of this program and advanced within the organization as a result of that participation, was provided to encourage potential applicants to seek additional information. Assistance was offered for any potential applicants in developing a resume, cover letter, and application. This information was further communicated via an email to all personnel later that Fall, a reminder message, flyers passed out at the Facilities employee picnic and recognition program in October, and meetings between Mr. Watson and the housekeeping and grounds personnel. Through these outreach efforts, nine pay band 1 and 2 employees expressed interest, including seven males and two females. A tour was led to further describe the program and the type of work involved, and Mr. Watson and Ms. Ball actively supported all candidates who requested assistance.
7. Identify next steps.	This pilot program will be evaluated in the summer of 2016, after the completion of the first year, to determine if an expanded program could be implemented in other VPAS units. Within Facilities, there are tentative plans to hire a fourth apprentice, which would be open to all pay band 1 and 2 employees at the university. Work is ongoing to complete this process. Facilities is also in the process of hiring two additional housekeepers to replace two of the employees who went into apprentice positions. Both of these positions have affirmative action goals seeking female and minority candidates.

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Vice President for Administration/Administrative Services Division (VPAS)

Initiative Number 3 (Each area is responsible for identifying three initiatives)

Unisex Restrooms

1. Inclusive Excellence Dimension(s)	(d) Institutional Infrastructure
2. Constituent Group(s)	(a) Undergraduate Students, (b) Graduate/Professional Students, (c) Faculty Members, (d) Staff Members, and (e) Other
3. Initiative Description	Unisex restrooms are public restrooms that individuals of any gender or gender identity may use. These restrooms supplement the existing gender specific restrooms. Unisex/family restrooms may be designed to meet ADA accessibility standards, thereby offering flexibility and providing options that benefit multiple groups. This initiative proposes revisions to the design standards for new construction and major renovations and a process for evaluating and funding requests.
4. Rationale	Virginia Tech's design standards now require unisex restrooms in all residence halls; however, they are not required by design standards in other new or renovated buildings unless requested by the program. Some unisex restrooms have been installed during major renovations. Virginia Tech has 19 designated gender neutral restrooms in 16 non-residential buildings. The installation of unisex restrooms has highlighted the university's commitment to attracting a more diverse population, making the university more inclusive of diverse populations, and addressing gender identity.
5. Design	This initiative would require a multi-step process including: (1) updating Facilities' design standards for new construction and renovation; (2) identifying and incorporating best practices into a Human Resources function similar to that of ADA accommodation requests; and (3) identifying funding for installing and/or renovating restrooms. Human Resources would be the point of contact for requests for these facilities in a similar fashion to the ADA process for accessibility requests. Human Resources would evaluate requests, prioritize requests, and direct Facilities to install restrooms as funding was made available. Human Resources would also coordinate with Police and other units on matters such as safety and security.
6. Responsibility	University Design and Construction, Facilities; Equity and Access, Human Resources
7. Accountability	Chris Kiwus, Associate Vice President for Facilities and Chief Facilities Officer; Hal Irvin, Associate Vice President for Human Resources
8. Timing	This is an expansion of a current initiative. Design standards for new construction and major renovations will be revised to accommodate unisex restrooms upon approval of this initiative. Human Resources will identify and incorporate best practices into a Human Resources function similar to that of ADA compliance requests by July 2015. A model for funding requests for existing buildings (other than major renovations) will be proposed by July 2015.
9. Measures	Measures include: (1) incorporation of unisex restrooms in revised design standards for new construction and renovation; (2) establishment and communication of a process for addressing requests; (3) number of new unisex restrooms created; (4) customer surveys, including the Climate Survey.

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10. Outcomes	It is anticipated that this initiative will result in more unisex restrooms in new and renovated buildings, clearly reinforcing the university's commitment to inclusion. The establishment and communication of design standards and processes will promote inclusion throughout campus similar to other initiatives, such as child care, ADA accessibility projects, and more recent veterans support initiatives.
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Vice President for Administration/Administrative Services Division (VPAS)

Initiative Number 3 – Universal Restrooms

<p>1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.</p>	<p>3 of 5. [Identification of funding will equate to 4, 4.5 will be implementation of the top 5 priority buildings, and 5 will be development of a plan for broader implementation.]</p>
<p>2. Briefly describe progress to date.</p>	<p>The Associate Vice President and Chief Facilities Officer convened a meeting that included key Facilities stakeholders, members from the Diversity Inclusion Initiative Task Force, and Human Resources (ADA Services) to develop an implementation plan for the primary phase of this initiative. This meeting identified 2 areas of focus:</p> <p>1 - Develop design standards to ensure new construction incorporates universal restrooms into new facilities: Facilities is currently developing and evaluating modifications to design standards, and it is expected that this standard will be incorporated into the next major capital project to receive design funding.</p> <p>2 - Develop a plan to incorporate universal restrooms into existing facilities: ADA Services provided Facilities with a list of the top five (5) priority existing facilities for inclusion of a universal restroom. Facilities has completed on site investigation and has developed a draft report outlining the requirements and expected cost to incorporate a universal restroom into these top five priority buildings. Facilities will continue to work with ADA Services to evaluate and identify opportunities for expansion of this program on a broader level.</p> <p>It is also relevant to note that collaboration with the stakeholders has led to a name change for this initiative from unisex restrooms to universal restrooms in response to feedback we have received.</p>
<p>3. Identify challenges and/or unexpected insights.</p>	<p>Existing infrastructure and code requirements will make implementation of the universal restroom concept challenging in existing facilities.</p>
<p>4. Identify planned assessment activities.</p>	<p>Facilities will continue to work with the above referenced stakeholders to identify opportunities to broaden the implementation of the universal restroom concept across all campus facilities.</p>
<p>5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.</p>	<p>2 of 5. The above referenced process has been a collaborative and engaged process. There are additional stakeholders who have not yet been engaged, but will be necessary to engage to broaden the scope of this initiative.</p>
<p>6. Briefly describe ways you have engaged your targeted constituent groups.</p>	<p>Engagement has occurred through physical meetings and digital discussion. Furthermore, Facilities and Human Resources have engaged multiple user groups and stakeholders (such as the LGBTQ Caucus) in the identification of the top five priority buildings and in the evaluation of facilities/opportunities/constraints within these facilities.</p>
<p>7. Identify next steps.</p>	<p>Facilities will continue to develop and evaluate design standards for new construction. Facilities will continue to work with the above referenced stakeholders to develop a funding and implementation plan for the top five priority buildings, in addition to later phases that will broaden the scope of the universal restroom concept campus wide.</p>

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1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Alumni Relations, Tom Tillar	
Initiative Number 1 Strong Together Networking Events	
1. Inclusive Excellence Dimension(s)	Campus Climate and Intergroup Relations
2. Constituent Group(s)	Students, Faculty, Staff, Chapters, Alumni
3. Initiative Description	Strong Together events are designed to engage underrepresented alumni, while updating all graduates on alumni diversity initiatives which reflect the values of the Principles of Community.
4. Rationale	Alumni Relations strives to increase diversity involvement on boards and committees, with alumni chapters and within broader university programming and initiatives. Many alumni express a specific interest in diversity initiatives and information, regarding Virginia Tech. Strong Together events would be held in areas with significant numbers of underrepresented alumni to provide that information and make alumni aware of engagement opportunities. Increasing alumni engagement would also create a greater pool of diverse alumni from which to choose and provide a more inclusive voice from which to build future programming.
5. Design	Identify key regions throughout the state and country with higher populations of multicultural/underrepresented alumni. Through registration, we will identify alumni who have not (or rarely) previously attended an alumni event along with collecting demographic data of attendees. Area alumni chapters will be partners in this initiative, to provide space and refreshments for events and to discuss regional engagement opportunities. Events may include a modest cost for attendees. The twenty to twenty-five minute presentation will include discussion of diversity activities and opportunities at Virginia Tech. Campus constituency groups and key administrators will be informed so they may attend if interested.
6. Responsibility	Latanya Walker, Director of Alumni Relations for Diversity and Inclusion, in partnership with chapter officers
7. Accountability	Debbie Day, Associate Vice President for Alumni Relations
8. Timing	A minimum of four Strong Together events will be planned each academic year including follow-up chapter events designed to promote additional Strong Together activities.
9. Measures	Registration data will provide information about prior participation. Chapters will also need to collect information on participation to determine increased involvement after events. Key areas will continue to be included each year until all have participated. Major key areas will repeat the event within a minimum three-year cycle. The program is currently in its second full year.
10. Outcomes	Increased participation of diverse alumni, which often include alumni who have never previously attended an alumni event. Increased alumni engagement of diverse populations with the university through local alumni chapters, alumni advisory boards, and on-campus interaction with students.

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Alumni Relations, Tom Tillar, VP	
Initiative Number 1 Strong Together Networking Receptions	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	2
2. Briefly describe progress to date.	Strong Together events were held in Prince William/Loudon, and Atlanta. The North Carolina Triad program scheduled for February was rescheduled for June, due to weather. A targeted event for Black alumni was held in Charlotte. Follow-up events are being scheduled for the National Capital Region and Charlotte. The events have been well-received thus far.
3. Identify challenges and/or unexpected insights.	Challenges include limited funding and coordinating schedules with the chapter and VT participants. In addition, the success of the event is dependent on the participation of the Interim Vice-provost for Inclusion and Diversity; that position is currently uncertain for the summer and once the position is filled, may or may not be the priority of the new person. We expected greater numbers for the summer events in the Northern Virginia area. We need to develop a more strategic plan with chapter leadership for follow up with the chapters, for revisiting targeted areas, and to keep track of alumni participation.
4. Identify planned assessment activities.	Currently our program assessment has been based on feedback from participants, staff and chapter leadership, in addition to reporting attendance and locations. We sent out a survey to alumni assessing their awareness of diversity and alumni programming. We plan to use this survey again to see if awareness increases. We also use this survey when alumni register for a Strong Together event. A post-event survey is being developed for participants.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	3
6. Briefly describe ways you have engaged your targeted constituent groups.	Alumni have gathered to learn about our diversity initiatives and updates about Virginia Tech, generally in the areas of administration and specifically in the areas of student recruitment, alumni relations and development. These programs have produced alumni who have never been to a previous alumni event and have identified new volunteers for several chapters, including Richmond, Charlotte and NCR.
7. Identify next steps.	Identify sources of funding. Collaborate with chapters on a plan for follow-up events and suggestions for the Multicultural Alumni Advisory Board and other VT boards. Finalize follow-up survey and goals for next year.

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.

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6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Alumni Relations, Tom Tillar	
Initiative Number 2 Multicultural Admissions Ambassadors	
1. Inclusive Excellence Dimension(s)	Access and Success
2. Constituent Group(s)	Undergraduate Students, AP Faculty and Alumni
3. Initiative Description	Multicultural alumni will serve as ambassadors to encourage applications and exploration of Virginia Tech by prospective students from underrepresented groups.
4. Rationale	Students (and their families) respond favorably to being recruited by people who look like them or who share similar backgrounds. In addition, alumni regularly express enthusiastic willingness and desire to help with Virginia Tech recruitment efforts. Unfortunately, alumni opportunities to recruit at schools or college fairs are structurally limited. This program would allow alumni to participate in that process while tapping a valuable resource for potential students. Multicultural alumni can serve as ambassadors to identify individual prospective students and community agencies which provide access to underrepresented students. Connecting diverse alumni with like prospective students could encourage greater student exploration of Virginia Tech and an enhanced pool of qualified candidates.
5. Design	A collaboration with Alumni Relations and the Office of Undergraduate Admissions would provide alumni and prospective high school students a chance to attend an admissions session focused on opportunities and resources for underrepresented students. There is additional opportunity for input from other areas of the university. Prospective students, including legacies, may be identified through alumni and community agencies and organizations with which alumni are affiliated. Programs on- and off-campus will provide opportunities for alumni to bring prospects, including their children, grandchildren, nieces, nephews, and others to learn more about Virginia Tech. Videos of testimonials by alumni will be provided and featured. Events may be hosted in homes and other appropriate facilities.
6. Responsibility	Latanya Walker, Director of Alumni Relations for Diversity and Inclusion
7. Accountability	Debbie Day, Associate Vice President for Alumni Relations
8. Timing	This ongoing initiative would include two to four events each year, targeting areas with greater numbers of underrepresented students and campus events. Events will be scheduled in coordination with the existing travel schedules of admissions representatives.
9. Measures	Information about attendees would be maintained by Alumni Relations and Admissions to track those participants who eventually apply to Virginia Tech.
10. Outcomes	Increased applications from multicultural and underrepresented students. Increased alumni engagement, regarding recruitment.

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Alumni Relations, Tom Tillar	
Initiative Number 2 Multicultural Legacy Admissions Ambassadors	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	3
2. Briefly describe progress to date.	One yield event was held in Norfolk, Virginia, in partnership with the Pamplin College of business. Planning is underway with Admissions to set dates for fall recruitment events.
3. Identify challenges and/or unexpected insights.	One insight has been the realization that alumni may need to be identified and tasked with helping to find organizations and locations in their areas, instead of relying on a general call to area alumni. An additional insight is that it may be necessary to speak with colleges individually, to plan additional recruitment and yield events. If funds allow, it might be helpful to invite one or two students to join the events.
4. Identify planned assessment activities.	Follow-up meetings will be held with planners, to assess program success and develop plans for next year Develop follow-up assessment for students, alumni and, if relevant, sponsors.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	3
6. Briefly describe ways you have engaged your targeted constituent groups.	Emails were sent to alumni in specific areas to announce the program and contact was made with schools and counselors to increase student participation.
7. Identify next steps.	<ul style="list-style-type: none"> • Identify specific alumni in targeted areas, who are able to work with regional organizations to recruit students • With university admissions and colleges, set dates for recruiting events • Meet with PCOB and Admissions representatives to determine dates and events for next year • Identify other potential partners for the program, including CLAHS • Consider opportunities to collaborate with the graduate school • Identify “training” information needed by alumni, to fully market opportunities at Virginia Tech

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Alumni Relations, Tom Tillar	
Initiative Number 2 Multicultural Admissions Ambassadors	
1. Inclusive Excellence Dimension(s)	Access and Success
2. Constituent Group(s)	Undergraduate Students, AP Faculty and Alumni
3. Initiative Description	Multicultural alumni will serve as ambassadors to encourage applications and exploration of Virginia Tech by prospective students from underrepresented groups.
4. Rationale	Students (and their families) respond favorably to being recruited by people who look like them or who share similar backgrounds. In addition, alumni regularly express enthusiastic willingness and desire to help with Virginia Tech recruitment efforts. Unfortunately, alumni opportunities to recruit at schools or college fairs are structurally limited. This program would allow alumni to participate in that process while tapping a valuable resource for potential students. Multicultural alumni can serve as ambassadors to identify individual prospective students and community agencies which provide access to underrepresented students. Connecting diverse alumni with like prospective students could encourage greater student exploration of Virginia Tech and an enhanced pool of qualified candidates.
5. Design	A collaboration with Alumni Relations and the Office of Undergraduate Admissions would provide alumni and prospective high school students a chance to attend an admissions session focused on opportunities and resources for underrepresented students. There is additional opportunity for input from other areas of the university. Prospective students, including legacies, may be identified through alumni and community agencies and organizations with which alumni are affiliated. Programs on- and off-campus will provide opportunities for alumni to bring prospects, including their children, grandchildren, nieces, nephews, and others to learn more about Virginia Tech. Videos of testimonials by alumni will be provided and featured. Events may be hosted in homes and other appropriate facilities.
6. Responsibility	Latanya Walker, Director of Alumni Relations for Diversity and Inclusion
7. Accountability	Debbie Day, Associate Vice President for Alumni Relations
8. Timing	This ongoing initiative would include two to four events each year, targeting areas with greater numbers of underrepresented students and campus events. Events will be scheduled in coordination with the existing travel schedules of admissions representatives.
9. Measures	Information about attendees would be maintained by Alumni Relations and Admissions to track those participants who eventually apply to Virginia Tech.
10. Outcomes	Increased applications from multicultural and underrepresented students. Increased alumni engagement, regarding recruitment.

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Alumni Relations, Diversity and Inclusion, Tom Tillar	
Initiative Number 3 Alumni Engagement Through Mentoring	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	3
2. Briefly describe progress to date.	Meetings with students have continued and as a result, a general information packet has been developed. The packet includes the basic structure of the program according to individual organizational needs, information for participating organizations and information for alumni. Additional work is continuing on full details of each program.
3. Identify challenges and/or unexpected insights.	Coordinating development time with the student organizations has been a challenge. Meetings with several groups have taken place but others continue to be scheduled. We continue to try and contact non-responsive student organizations to better understand their interests and needs.
4. Identify planned assessment activities.	An assessment has been developed for students to better understand their satisfaction with the program, along with interactions with the alumni. A similar alumni assessment is in development.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	3
6. Briefly describe ways you have engaged your targeted constituent groups.	Group meetings have been scheduled with student officers, emails with regular updates have been mailed and the director has made efforts to meet with students during their regularly scheduled meeting times.
7. Identify next steps.	Spring: Additional student meetings to finalize the programs Spring and Summer: Development of a web page for program information and for alumni applications Summer: Increase alumni awareness of the program through flyers and emails Spring and Fall: Set dates for initial alumni visits with organizations

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Division of Development and University Relations; Elizabeth (Betsy) Flanagan, Vice President	
Initiative Number __1__ (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	(d) Institutional Infrastructure
2. Constituent Group(s)	(e) Other (alumni, private donors, and other funding agencies)
3. Initiative Description	Gathering Institutional Fundraising priorities for Inclusion and Diversity and promoting those priorities to potential donors.
4. Rationale	Allows fundraisers to focus on the institutional needs to support the Diversity Strategic Plan.
5. Design	Work with the Provost and President to identify funding needs/priorities, develop updated fundraising materials to support those identified needs/priorities, identify potential prospects for those needs/priorities, work with fundraisers across University Development to make them aware of the opportunities.
6. Responsibility	Division Leadership Team will partner with the Provost/President to gather funding needs/priorities, development communications will develop fundraising materials, the Director of Development for Inclusion and Diversity will work with development research to get their assistance in identifying prospects and will work with fundraising colleagues to make them aware of the fundraising opportunities.
7. Accountability	Elizabeth (Betsy) Flanagan, Vice President for Development and University Relations
8. Timing	The timing of priority development will be determined by the President and Provost; all other aspects will be ongoing once the priorities are identified.
9. Measures	Private support increases as outlined in the Institutional Infrastructure section of the Diversity Strategic Plan.
10. Outcomes	Increased private support for the university's Inclusion and Diversity Initiatives

**InclusiveVT
2014 – 2015 Initiative Report**

Development and University Relations, Dr. Elizabeth Flanagan, Vice President	
Initiative Number __1__ (Each area is responsible for identifying three initiatives)	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	2
2. Briefly describe progress to date.	Have reviewed the existing Inclusive VT initiatives and have made initial notes among current division leadership team about potential priorities for Inclusion and Diversity fundraising.
3. Identify challenges and/or unexpected insights.	In January 2015, the current VP announced she would be stepping down. In February 2015, the President announced the creation of the Advancement division. The new VP for Advancement was named on April 20, so a challenge faced is waiting for the onboarding of the new vice president to coordinate fundraising priorities regarding diversity with the President and the Provost.
4. Identify planned assessment activities.	Once parameters are placed around the fundraising priorities for diversity initiatives, a measurement/assessment will be made by solicitations made and dollars raises.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	3; our Director of Development for Institutional Diversity continues to engages alumni and members of our governing boards, while also partnering with the Alumni Relations Representative for Multicultural Programming opportunities to keep constituents involved.
6. Briefly describe ways you have engaged your targeted constituent groups.	Donor-hosted events in various regions, meetings with members of the Board of Visitors and VT Foundation Board with specific interest in diversity initiatives, and presentation to the multicultural alumni board including exchange of information and feedback.
7. Identify next steps.	Get defined priorities as mentioned above.

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Division of Development and University Relations; Elizabeth (Betsy) Flanagan, Vice President	
Initiative Number <u> 2 </u> (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	(b) Campus Climate and Intergroup Relations
2. Constituent Group(s)	(e) Other (alumni, private donors, and friends)
3. Initiative Description	Recruiting underrepresented groups/populations to serve on governing and/or advisory boards as volunteer leaders.
4. Rationale	Engages alumni and friends of influence in the life of the university, allows them to be educated about the university's diversity initiatives, lend their voices and expertise to existing and proposed opportunities, and allows them to share that message within their circles that are connected to Virginia Tech.
5. Design	Research, identify, and recruit key alumni/donors/friends with expertise to support the goals of the Virginia Tech Foundation Board of Directors, for example, as well as college and university programs advisory groups. Since these areas will have established diversity initiatives, as well, a standard correlation innately exists.
6. Responsibility	Division Leadership Team will partner with the Virginia Tech Foundation and the unit fundraisers to insure that underrepresented populations are recruited to serve on the existing volunteer boards and are made aware of the Inclusive VT initiative.
7. Accountability	Elizabeth (Betsy) Flanagan, Vice President for Development and University Relations
8. Timing	Ongoing. VTF Board members are recruited in the fall of each year. College/unit advisory boards have ongoing recruitment, as this service is also a stewardship opportunity.
9. Measures	Increased representation of women and members of underrepresented populations on the VT Foundation Board of Directors and unit advisory boards.
10. Outcomes	Increased support for the university's Inclusion and Diversity Initiatives and active, results-oriented involvement of our volunteer leaders.

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Development and University Relations, Dr. Elizabeth Flanagan, Vice President	
Initiative Number <u> 2 </u> (Each area is responsible for identifying three initiatives)	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	1
2. Briefly describe progress to date.	We recruited and added 2 women to the slate of directors of the Virginia Tech Foundation Board this past year. There are currently three persons from underrepresented populations currently serving on the VTF Board.
3. Identify challenges and/or unexpected insights.	The challenge we always face is identifying great candidates to serve. The occasional limitation will also be the available slots to fill. Some years, only two slots are available, while in other years, there may be as many as seven.
4. Identify planned assessment activities.	Will continue to monitor the composition of the 35-member board and consistently work to identify strong candidates that will benefit the Foundation as well as part of the diverse demographic populations identified by our Inclusive VT initiative.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	2
6. Briefly describe ways you have engaged your targeted constituent groups.	Hosting president’s receptions and private meetings with President Sands with prospective Board members, incorporating potential board service into donor stewardship plans/opportunities.
7. Identify next steps.	Utilizing development research and development officers for ongoing identification purposes.

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Division of Development and University Relations; Elizabeth (Betsy) Flanagan, Vice President	
Initiative Number __3__ (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	(c) Education and Scholarship
2. Constituent Group(s)	(e) Other (ALL STUDENTS/FACULTY/STAFF/ALUMNI/DONORS/FRIENDS)
3. Initiative Description	Continuing to promote diversity images in communications, as well as promoting the Inclusive VT initiative in campus communications.
4. Rationale	Allows constituents and university partners to learn exactly what InclusiveVT is, see it represented in print and online media, and gain a greater understanding of the diversity priorities on campus.
5. Design	Work with the Provost and President to insure priorities are defined and promoted. Work with central and unit communicators to develop materials that outline the university's comprehensive diversity goals, incorporating the aspects that are also aligned with the specific college/unit their publications represent.
6. Responsibility	University Relations
7. Accountability	Lawrence (Larry) Hincker, Associate Vice President for University Relations
8. Timing	Ongoing.
9. Measures	Constituents will show that they are aware of what InclusiveVT is and where they can find the information to have questions answered.
10. Outcomes	Reference points both centrally and within the colleges and units to direct and educate constituents on diversity goals and progress toward each. Demonstrated increase in representation of underrepresented populations in print and electronic media and utilizing, campus-wide messaging vehicles directing individuals both internal and external to the InclusiveVT information center (developed by the Provost's office). For example, website, pamphlet, information card, etc.

**InclusiveVT
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Development and University Relations, Dr. Elizabeth Flanagan, Vice President	
Initiative Number <u> 3 </u> (Each area is responsible for identifying three initiatives)	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	1
2. Briefly describe progress to date.	Promoting diversity images in IMPACT magazine, VT Alumni Magazine, Visitors's guide, student recruitment brochure, university website, and other media venues.
3. Identify challenges and/or unexpected insights.	Maintaining objectivity and balance.
4. Identify planned assessment activities.	Increase in enrollment from underrepresented populations, increase in membership in the Ut Proxim Society from underrepresented groups, expanded media messages via print and electronic media, including social media platforms.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	1; ongoing
6. Briefly describe ways you have engaged your targeted constituent groups.	Worked with admissions to integrate diversity messaging in our target markets, modified messaging to our various constituent groups (alumni, donors, friends, current students, prospective students, and parents).
7. Identify next steps.	Develop sensitivity to recognize absence of diversity and work to create a "sense of awareness" through messaging. Will coordinate with colleges and units to incorporate inclusive messaging in their communications and publications.

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Vice President for Finance and CFO	
Initiative Number 1	
1. Inclusive Excellence Dimension(s)	(d) Institutional Infrastructure
2. Constituent Group(s)	(c) Faculty Members, (d) Staff Members, (e) Other – Diverse vendor community and internal stakeholders
3. Initiative Description	Increase outreach to the campus community to enhance knowledge and understanding of opportunities and processes for achieving the university approved SWaM goals
4. Rationale	Support of supplier diversity enhances regional economic development and the university's interaction and support for SWaM communities and their members.
5. Design	<p>1. Outreach to senior management areas and university departments to educate on SWaM goals, procurement resources, vendor identification, etc. and to enhance understanding of various processes and opportunities for SWaM utilization.</p> <p>2. Organize campus open houses for Minority Business Enterprises (MBE) Day, Small Business Enterprises (SBE) Day, and Women owned Business Enterprises (WBE) Day.</p> <p>3. Provision of regular reports to university departments to aid in monitoring of SWaM Spend.</p>
6. Responsibility	Procurement Department
7. Accountability	Director of Procurement and Assistant Director, Supplier Diversity
8. Timing	Continuous
9. Measures	<p>1. Number of dean and senior management areas and departments reached</p> <p>2. Successful organization of campus open houses with SWaM vendors</p>
10. Outcomes	100 % of dean and senior management areas included in the outreach effort in calendar year 2015; increased communications with departments

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Vice President for Finance

Initiative Number 1: Increase Outreach to the Campus Community to enhance understanding of opportunities and process for using SWaM vendors

1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	3
2. Briefly describe progress to date.	<p>We have conducted in person meetings with the following colleges or senior management areas:</p> <p>2/26 College of Veterinary Medicine 2/26 College of Business 3/2 College of Engineering 3/4 Vice President for Information Technology and CIO 3/17 College of Agriculture and Life Sciences 3/27 Vice President for International Affairs and Outreach</p>
3. Identify challenges and/or unexpected insights.	<p>This effort has progressed extremely well. We have received full cooperation to coordinate meetings and the program has been well received by the deans, department heads and vice presidents. Through this process, we have identified opportunities for increased engagement for the entire Procurement Department, staff, etc. Due to the semester ending next month, we anticipate it will be difficult to conduct meetings during the summer break. We will likely take a hiatus during the summer and resume coordinating meetings in the fall, to run through the remainder of the calendar year until completed.</p>
4. Identify planned assessment activities.	<ul style="list-style-type: none"> • Continued monitoring of quarterly performance (college/department's overall performance, total department spend, spend by commodity and spend by vendor, etc.) • Provide recommendations for increased SWaM performance and engagements • Return/follow up engagement at future department meetings, etc. • Continued follow up and engagement with college/department for vendor updates, etc.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	3
6. Briefly describe ways you have engaged your targeted constituent groups.	<p>We have scheduled meetings with the deans and/or their respective designee. We provided information about the SWaM program, the university SWaM goal, and an analysis of the college/department's overall performance, total department spend, spend by commodity and spend by vendor through the first half of the fiscal year. Additionally, we continue to provide to the colleges and senior management areas quarterly reporting on their utilization of SWaM vendors.</p>
7. Identify next steps.	<p>We have identified a total of 22 areas we will be visiting with 6 visits complete and 3 scheduled:</p> <p>4/13 College of Science 4/14 College of Liberal Arts 4/22 Student Affairs</p> <p>We are in the preliminary planning phase of a vendor open house with The Inn at Virginia Tech to introduce potential SWaM vendors from the food industry that are interested in business opportunities with the university. Additionally we</p>

**InclusiveVT
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	are planning a SWaM Vendor Fair for the entire campus in September. We will be offering this event in lieu of individual Small, Women Owned or Minority Owned Vendor Days as originally submitted. As we meet with individual colleges and senior management areas, we are discussing their individual interest and potential for a vendor open house that match their needs.
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1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Vice President for Finance And CFO	
Initiative Number 2	
1. Inclusive Excellence Dimension(s)	(b) Campus Climate and Intergroup Relations
2. Constituent Group(s)	(c) Faculty Members, (d) Staff Members
3. Initiative Description	Identify and implement diversity training programs and seminars for all departments reporting to the VP for Finance
4. Rationale	Educational and training opportunities will enhance the overall understanding of the importance of inclusion and diversity and identify behaviors and practices that support or impede creation of an inclusive environment
5. Design	<p>1. Engage all employees in the VP for Finance area in diversity training opportunities offered through Virginia Tech and through external sources. Options include encouraging employees to participate in Diversity Development Institute certificate programs; scheduling external speakers to provide diversity workshops/seminars; identifying online seminars; and developing a list of reading material on diversity related topics</p> <p>2. Ensure new employees are afforded diversity training reflecting the Virginia Tech Principles of Community during the onboarding process</p>
6. Responsibility	All Finance Department Heads reporting to the VP for Finance and CFO
7. Accountability	All Finance Department Heads reporting to the VP for Finance and CFO
8. Timing	Continuous
9. Measures	<p>1. Attendance levels at training and participation in inclusive and diversity events</p> <p>2. Completion of the onboarding check list which includes discussion with Department Head on the Principles of Community and how they are reflected in the department</p>
10. Outcomes	<p>1. Ensure at least two-thirds of VP for Finance area employees are engaged in at least one diversity related activity during the year</p> <p>2. Ensure all new employees have knowledge of Virginia Tech's commitment to inclusion and diversity</p>

**InclusiveVT
2014 – 2015 Initiative Report**

Vice President for Finance

Initiative Number 2: Inclusion and Diversity Training Programs

1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.

2

2. Briefly describe progress to date.

There are two parts to the measurement of this initiative:

1. *Engage all employees in the VP for Finance areas in diversity training opportunities with the outcome of at least two-thirds engaged in at least one diversity related activity during the year.*

To date, 163 (85%) of the 191 VP for Finance area employees have already completed this requirement with many employees participating in more than one activity. In addition, 100% of the VP for Finance employees completed the Title IX training which was not included in the reporting for this initiative.

2. *Ensure new employees are afforded diversity training reflecting the Virginia Tech Principles of Community during the onboarding process.*

The VP for Finance department heads have included this initiative in the onboarding check list for new hires. The VP for Finance office has coordinated with the Diversity Development Institute to provide quarterly training sessions on The Principles of Community on an ongoing basis. This training will be open to all VP for Finance area employees with priority given to new employees.

The first session is scheduled for June 16, 2015 for all new hires in the VP for Finance area December 2014 – May 2015. Depending on space availability, these sessions will also be open to existing VP for Finance employees.

3. Identify challenges and/or unexpected insights.

1. **The challenge we found for the first part of this initiative was the number and frequency of training opportunities available within internal university departments. Research on external diversity and inclusion related training opportunities revealed a large number of training options. However, no university resource is available help departments evaluate the effectiveness of the content and the training quality.**
2. **For the first year of the initiative, VP for Finance held training sessions arranged specifically for the VP for Finance areas through the Diversity Development Institute: Stereotypes Hurt for the Bursar’s office, Principles of Community for the Controller’s office and two Implicit Bias sessions for all of the VP for Finance areas.**
3. **No challenges or unexpected insights for the second part of this initiative.**

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4. Identify planned assessment activities.	Each department is maintaining records of inclusion and diversity activities for their employees and submitting a monthly report to the central office. In addition, all faculty are to include inclusion and diversity goals and activities as part of their Faculty Activity Report and department heads will include these as part of their annual report.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	1
6. Briefly describe ways you have engaged your targeted constituent groups.	The VP for Finance office has arranged training opportunities to supplement those available through University Organizational and Professional Development (UOPD) and communicates regularly with the department heads.
7. Identify next steps.	Continue to seek additional opportunities to bring quality inclusion and diversity training opportunities to the VP for Finance areas. Possibilities include external speakers, identifying online seminars and developing a list of reading material on diversity related topics.

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Vice President for Finance and CFO	
Initiative Number 3	
1. Inclusive Excellence Dimension(s)	(a) Access and Success
2. Constituent Group(s)	(e) Other – Undergraduate Students and Graduate Students with an interest in the financial management of higher education
3. Initiative Description	Establishment of an Administrative Internship Program
4. Rationale	Innovative way to increase the employment of talented professionals from diverse backgrounds while also providing program participants a unique opportunity to enhance their professional skills in academic administration
5. Design	<p>1. Assertive outreach to people of diverse backgrounds through strategic relationships, advertisements and other targeted recruitment to graduating seniors and graduate students of Virginia Tech (and other institutions) with an interest in higher education administration</p> <p>2. Interns will rotate among each of the VP for Finance and CFO units and be provided a meaningful learning experience with the hope that the end result will be a successful diverse hire for Virginia Tech</p>
6. Responsibility	All Department Heads reporting to the VP for Finance and CFO
7. Accountability	All Department Heads reporting to the VP for Finance and CFO
8. Timing	<p>Program design to be completed June 30, 2015</p> <p>Recruitment and outreach to begin before the end of the calendar year</p>
9. Measures	Establishing the structure and parameters of the Administrative Internship program
10. Outcomes	A document that sets the parameters, funding, and structure for the Administrative Internship program

**InclusiveVT
2014 – 2015 Initiative Report**

Vice President for Finance

Initiative Number 3: Establishment of Rotational Fellowship Program

1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	3
2. Briefly describe progress to date.	<p>The end goal for this initiative is to have a fully functional Fellowship Program with recruitment and outreach to commence before the end of the calendar year. The VP for Finance Rotational Fellowship Committee, comprised of a representative from each of the eight participating departments in the VP for Finance senior management area, has completed two planning committee meetings. The outcome of these meetings has provided a framework for the fellowship program:</p> <ul style="list-style-type: none"> i. The program has been defined as a 12 month full time position ii. After an initial orientation period, the fellow will have the option to choose three areas of concentration with the remainder of the time split between the central office and shorter periods within each of the remaining departments. iii. Each department has outlined the opportunities, exposures, and skills the fellow will experience and develop during the rotation in their respective area. <p>Karisa Moore, Director of Affirmative Action also met with the committee to discuss best practices in the recruitment and hiring process to achieve our mission for InclusiveVT.</p>
3. Identify challenges and/or unexpected insights.	<p>The challenge has been to find like programs that currently exist at Virginia Tech and other institutions. This challenge has also shown the need for such a program. The program is open to all graduating students. A concerted marketing effort is being planned as part of the process to encourage applications from a diverse pool of graduating students; however, it may be challenging to reach the goal of a diverse hire even with a targeted marketing approach.</p>
4. Identify planned assessment activities.	<p>For this initiative, completing the proposal and job description and beginning the recruitment process before the end of the calendar year will measure success.</p>
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	<p>5</p> <p>Graduating undergraduate and graduate students are considered constituent groups for this initiative. These constituent groups will be engaged once recruitment process commences.</p>
6. Briefly describe ways you have engaged your targeted constituent groups.	<p>Through the work of the Rotational Fellowship Committee, we are engaging with the stakeholders within the departments and the university. Engagement with the constituents, recent Virginia Tech graduates with an interest in higher education administration, begins later in the process.</p>
7. Identify next steps.	<ul style="list-style-type: none"> 1. Committee to complete its work on the program outline and submit to the Vice President for Finance for approval. 2. Committee to develop and implement a targeted recruitment plan. 3. Advertisement and marketing of the Rotational Fellowship Program in the fall semester.

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1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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2014 – 2015 Inclusion and Diversity Initiatives**

Central Administration, Scott Midkiff, Information Technology	
Initiative Number 1 _ (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	(a) Access and Success , (b) Campus Climate and Intergroup Relations, (c) Education and Scholarship, (d) Institutional Infrastructure
2. Constituent Group(s)	(c) Faculty Members, (d) Staff Members
3. Initiative Description	<p>Launch a multi-year effort to improve recruitment within the IT organization in order to:</p> <ol style="list-style-type: none"> a. increase access and success by achieving a more diverse and inclusive faculty and staff through improved recruiting; b. improve campus climate and intergroup relations by using recruiting as a foundational mechanism to help create and sustain an organizational environment that acknowledges and celebrates diversity and employs inclusive practices throughout daily operations; c. ensure that improved recruitment for diverse hires is an effort that impacts education and scholarship by bringing in diverse perspectives that contribute to building a community that fosters research, scholarship, learning, and creative performance that reflect global diversity, inclusion, and social justice; d. create and sustain an institutional infrastructure that effectively supports progress in diversity and inclusion by building a more deliberate approach to recruitment into both the operations and strategy of the IT organization
4. Rationale	<p>To ensure effective and systematic assessment of progress on the 2012-2018 Information Technology Strategic Plan, over fiscal year 2014 (FY14), the IT organization designed, collaboratively created, and implemented the first Operational Plan for Information Technology. The 2014-2016 IT Operational Plan provides a detailed set of goals, initiatives, and tasks to realize the seven pillars of the IT strategic plan and the "Plan for a New Horizon." Part of our aim was also to create a clear framework for defining a vision, implementing the vision, and assessing our progress towards that vision. Pillar 7 of the 2012-2018 IT Strategic Plan and 2014-2016 IT Operational Plan are directly relevant to the priorities identified in the 2013- 2018 Diversity Strategic Plan. This pillar focuses on making the organization stronger and more capable, in major part by developing and maintaining a workforce pipeline for IT that focuses on the broad spectrum of employment, including recruitment, environment, retention, career planning, and professional development. Indeed, the IT organization had identified several work areas that closely match the priorities of the Diversity Plan, the most urgent of which have become the three major diversity and inclusion initiatives defined by IT for the coming years.</p> <p>Initiative 1 specifically arises from a need identified in the operational planning process, and within the initiatives and tasks of Pillar 7, to better understand and comprehensively improve recruitment strategies, structures, and practices. As a result, Initiative 1 of our Inclusion and Diversity Implementation plan calls for IT to take this on as a major effort, with a clear and deliberate focus on inclusion and diversity in order to</p>

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	<p>address this extant organizational need. To accomplish the aims of this Initiative (as detailed in the Design section below), FY15 will focus explicitly on conducting a current state assessment to identify areas for improvement and extant needs, while FY16 will primarily emphasize best practices benchmarking/confirmation of direction and implementation of improvements.</p>
<p>5. Design</p>	<ul style="list-style-type: none"> <input type="checkbox"/> FY15: The IT organization will launch a holistic assessment of its current employment environment to identify areas of weakness and develop a better understanding of the current state <ul style="list-style-type: none"> <input type="checkbox"/> The process of creating the Operational Plan over the course of fiscal year 2014 prompted an iterative and highly participative discussion of areas for potential organizational focus and improvement. As we sought to define how the organization would demonstrate progress and achieve aims, we found that we needed to assess and understand the weaknesses of our current environment as well as existing organizational barriers to determine how to most effectively advance and achieve our aims. Therefore, FY15 focuses on conducting an internal assessment to identify areas of weakness and establish a baseline for improvement in subsequent fiscal years. To accomplish this, IT will: <ul style="list-style-type: none"> <input type="checkbox"/> Work with leaders in IT HR and each IT unit to understand perceived challenges, areas of weakness, and barriers to improvement <input type="checkbox"/> Work with leaders in the Department of Human Resources to document perceived challenges, areas of weakness, and barriers to improvement for both the IT organization specifically and the broader institution (as a source of idea generation for IT) <input type="checkbox"/> Produce a report detailing the findings of these investigations with a list of top priorities for improvement in coming years <input type="checkbox"/> FY16: The IT organization will implement improvements to address identified areas of weakness and assess progress <ul style="list-style-type: none"> <input type="checkbox"/> Based on the priorities identified in the FY15 report on IT's employment environment, FY16 will center on the identification and implementation of improvements. This process is expected to involve: <ul style="list-style-type: none"> <input type="checkbox"/> Benchmarking of best practices, including consultation with: <ul style="list-style-type: none"> <input type="checkbox"/> Groups internal to Virginia Tech, such as the Department of Human Resources <input type="checkbox"/> Peer and aspirational peer institutions <input type="checkbox"/> Key industry benchmarking relevant to IT (e.g., EDUCAUSE) <input type="checkbox"/> The implementation of improvement mechanisms for top priority issues based on benchmarking findings
<p>6. Responsibility</p>	<p>While all organizational units within IT will be consulted and will contribute to efforts in FY15 and FY16, Initiative 1 will be driven by personnel within the Office of the Vice President for Information Technology</p>

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7. Accountability	Jeb Stewart (Effective 3/1/2015: J. Scot Ransbottom)
8. Timing	<p><i>New Initiative, Ready for Immediate Implementation</i></p> <ul style="list-style-type: none"> □ FY15 Timeline: <ul style="list-style-type: none"> ○ The assessment plan will be finalized in December 2014 ○ Assessment and documentation, including consultations, will begin after the finalization of the assessment plan in December 2014 and continue through April 2015 ○ The report will be compiled beginning in May 2015 and will be finalized by the end of FY15 □ FY16 Timeline: <ul style="list-style-type: none"> ○ Benchmarking of best practices will begin in July 2015 and will be completed in the Fall of FY16 ○ Implementation of best practice recommendations for top priority needs will begin in either
9. Measures	<ul style="list-style-type: none"> □ FY15: <ul style="list-style-type: none"> ○ Completion of assessment for existing IT personnel practices on recruitment ○ Production of a report on assessment findings ○ Longitudinal analysis of demographic profile of hiring pools ○ Number of recruiting outlets and zones with specific highlights for targeted affirmative action recruitment ○ Dollars allocated to strategic recruiting initiatives □ 16: <ul style="list-style-type: none"> ○ Longitudinal demographic profile of organization in comparison to affirmative action benchmarks ○ Completion of best practices assessment ○ Production of a benchmarking report on best practices ○ Continuation of demographic profile of hiring pools ○ Number of recruiting outlets and zones with specific highlights for targeted affirmative action recruitment ○ Longitudinal demographic profile of organization in comparison to affirmative action benchmarks ○ Dollars allocated to strategic recruiting initiatives ○ Other measures to be developed based on identified areas for improvement in FY15
10. Outcomes	<ul style="list-style-type: none"> □ FY15: <ul style="list-style-type: none"> ○ A better organizational understanding of the current state ○ The production of a report used for development of FY16 plans and institutional reference ○ The establishment of a baseline upon which to base FY16 and future metrics for improvement

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Central Administration, Vice President for Information Technology, Information Technology

Initiative Number 1 (Each area is responsible for identifying three initiatives)

1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.

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2. Briefly describe progress to date.

Initiative 1 for IT focuses on improving recruiting in order to advance diversity and inclusion goals for the IT organization. **To date, we have made significant progress on our FY15 goals, and have also begun work on our FY16 goal of implementing improvements to identified areas of weakness.** Work relates both specifically to diversity and inclusion in recruiting and also to improving the recruiting process and structures more broadly because improving our overall recruiting ability will also help us to more effectively recruit specifically for diversity and inclusion.

For our FY15 goal, our accomplishments to date include: analyzing existing data on known challenges, areas of weakness, and barriers to improvement based on operational plan development discussions and the production and vetting of a report with IT leaders from each unit based on these findings; the use of the identified challenge areas in this report to develop an initial list of targeted leaders in the Department of Human Resources and elsewhere with whom to discuss the known challenges, potential amelioration measures, and identify outstanding peers from whom IT might borrow successful ideas; working to establish baseline metrics on our other measure areas. As noted below in “unexpected insights” one finding from the process of analyzing our climate data was that we needed to improve our organizational infrastructure in Banner, which we are in the process of correcting. **We anticipate that it will be feasible to have our measures for this initiative completed by the end of the FY per our original goal.**

As noted above, we also made progress on our FY16 goal of implementing improvements to identified areas of weakness. Because we had already identified some areas of weakness through the operational planning process and incorporated these into our operational plan, work was planned and has subsequently begun on improvement opportunities in several recruitment-related areas:

- **Immediate improvements to talent acquisition management:** Central IT HR is well into the development of a training program targeted at mid-level managers to provide an overview on the recruiting process from advertisements, to attraction and retention of talent, to explicit discussion and communication of IT’s perspective on inclusive recruitment. This training program is expected to launch in July 2015
- **Developing standard classifications and skillsets for talent acquisition:** This effort is directly intended to address our InclusiveVT diverse recruiting goal as well as addressing our previously identified known recruiting challenges by changing how we look at recruitment through more general position descriptions and job postings that emphasize broad skillsets and the ability to learn on the job
- **Expanding into new recruiting venues:** IT is working towards strategic expansion into in-person recruiting events to target both our specific diversity goals and our general need for larger applicant pools
- **Creating a visual identity for IT:** Work has recently begun on creating a visual identity to create a coherent identity for IT so that recruits can more easily envision what it means to be part of the organization
- **Expanding student employment opportunities:** Work continued this year to expand the program for graduate and undergraduate employees/interns. Drawing from our diverse population on campus to encourage participation in the IT organization, and attempting to build a pipeline to post-graduate employment with the IT organization, will help the organization make progress on our diversity goals

3. Identify challenges and/or unexpected insights.

In the process of analyzing data so far, we discovered that our organizational structures in Banner are seriously outdated and need to be recalibrated to accurately reflect the present state of the organization and

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	<p><u>the employees within it.</u> This parallel effort is currently in progress so that we can complete our reporting goals, but may have implications for our timeline goals if structures cannot be adapted by the end of the fiscal year.</p>
<p>4. Identify planned assessment activities.</p>	<p>As identified in Initiative 1 for FY15, assessment measures:</p> <ul style="list-style-type: none"> • Completion of assessment for existing IT personnel practices on recruitment <ul style="list-style-type: none"> ○ Status: Complete; Form of data: qualitative; Constituent group: all of IT • Production of a report on assessment findings <ul style="list-style-type: none"> ○ Status: Complete; Form of data: qualitative; Constituent group: all of IT • Longitudinal analysis of demographic profile of hiring pools <ul style="list-style-type: none"> ○ Status: Not Complete, on target; Form of data: Quantitative, descriptive statistics; Constituent group: all of IT • Number of recruiting outlets and zones with specific highlights for targeted affirmative action recruitment <ul style="list-style-type: none"> ○ Status: Not Complete, on target; Form of data: Quantitative, descriptive statistics; qualitative, types of outlets; Constituent group: all of IT • Dollars allocated to strategic recruiting initiatives – Not complete, but currently on target for completion <ul style="list-style-type: none"> ○ Status: Not Complete, on target; Form of data: Quantitative, descriptive statistics; Constituent group: all of IT • Longitudinal demographic profile of organization in comparison to affirmative action benchmarks – Not complete, but believe this will be complete <ul style="list-style-type: none"> ○ Status: Not Complete, on target; Form of data: Quantitative, descriptive statistics; Constituent group: all of IT
<p>5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.</p>	<p style="text-align: center;">3</p>
<p>6. Briefly describe ways you have engaged your targeted constituent groups.</p>	<p><u>The operational planning process engaged constituents from the entire IT organization.</u> The assessment process for the data generated from this process involved compiling the data, generating a report, and vetting this report with IT leaders from each unit. Initiative development, at present, has primarily engaged staff from VPIT. However, <u>the coming months will see engagement with a broader range of IT employees as well as with groups outside of IT, such as Central HR.</u></p>
<p>7. Identify next steps.</p>	<ul style="list-style-type: none"> • Work with leaders in the Department of Human Resources to document perceived challenges, areas of weakness, and barriers to improvement for both the IT organization specifically and the broader institution (as a source of idea generation for IT) • Complete Banner restructuring to enable reporting • Compile and produce organizational metrics to establish a reporting baseline for inclusion in the assessment report • Produce a report detailing the findings of these investigations with a list of top priorities for improvement in coming years

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2014 – 2015 Inclusion and Diversity Initiatives**

Central Administration, Scott Midkiff, Information Technology	
Initiative Number 2 _ (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	(a) Access and Success, (b) Campus Climate and Intergroup Relations , (c) Education and Scholarship, (d) Institutional Infrastructure
2. Constituent Group(s)	(a) Undergraduate Students, (b) Graduate/Professional Students, (c) Faculty Members, (d) Staff Members
3. Initiative Description	<p>Launch a multi-year effort to improve the workplace environment within the IT organization in order to:</p> <ul style="list-style-type: none"> a. increase access and success by achieving a more diverse and inclusive faculty and staff through improved retention; b. improve campus climate and intergroup relations by seeking to deliberately promote within IT an organizational environment that acknowledges and celebrates diversity and employs inclusive practices throughout daily operations; c. ensure that improving the workplace environment impacts education and scholarship by acknowledging and celebrating diverse perspectives that contribute to building a community that fosters research, scholarship, learning, and creative performance that reflect global diversity, inclusion, and social justice; d. create and sustain an institutional infrastructure that effectively supports progress in diversity and inclusion by building a focus on a strong organizational environment into both the operations and strategy of the IT organization
4. Rationale	<p>To ensure effective and systematic assessment of progress on the 2012-2018 Information Technology Strategic Plan, over fiscal year 2014 (FY14), the IT organization designed, collaboratively created, and implemented the first Operational Plan for Information Technology. The 2014-2016 IT Operational Plan provides a detailed set of goals, initiatives, and tasks to realize the seven pillars of the IT strategic plan and the "Plan for a New Horizon." Part of our aim was also to create a clear framework for defining a vision, implementing the vision, and assessing our progress towards that vision. Pillar 7 of the 2012-2018 IT Strategic Plan and 2014-2016 IT Operational Plan are directly relevant to the priorities identified in the 2013- 2018 Diversity Strategic Plan. This pillar focuses on making the organization stronger and more capable, in major part by developing and maintaining a workforce pipeline for IT that focuses on the broad spectrum of employment, including recruitment, environment, retention, career planning, and professional development. Indeed, the IT organization had identified several work areas that closely match the priorities of the Diversity Plan, the most urgent of which have become the three major diversity and inclusion initiatives defined by IT for the coming years.</p> <p>Initiative 2 specifically arises from a need identified in the operational planning process, and within the initiatives and tasks of Pillar 7, to enhance retention of employees by focusing, in part, on improving the workplace environment within IT. As a result, Initiative 2 of our Inclusion and Diversity Implementation plan</p>

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	<p>calls for IT to take on the organizational environment as a major effort, with a clear and deliberate focus on inclusion and diversity in order to address this extant organizational need. To accomplish the aims of this Initiative (as detailed in the Design section below), FY15 will focus explicitly on conducting a current state assessment to identify areas for improvement and extant needs, while FY16 will primarily emphasize best practices benchmarking/confirmation of direction and implementation of improvements.</p>
<p>5. Design</p>	<ul style="list-style-type: none"> <input type="checkbox"/> FY15: Solicit feedback from IT personnel (including undergraduate and graduate student employees) on the workplace environment via the implementation of new mechanisms such as exit interviews and conduct an assessment of the current state of the IT organizational environment to develop a better understanding of the current state <ul style="list-style-type: none"> <input type="checkbox"/> The process of creating the Operational Plan over the course of fiscal year 2014 prompted an iterative and highly participative discussion of areas for potential organizational focus and improvement. As we sought to define how the organization would demonstrate progress and achieve aims, we found that we needed to assess and understand the weaknesses of our current environment as well as existing organizational barriers to determine how to most effectively advance and achieve our aims. Therefore, FY15 focuses on conducting an internal assessment to better understand the current environment and establish a baseline for improvement in subsequent fiscal years. This process also identified a known need for exit interviews, which will serve as both a method of progress for improving the organizational environment and a contributing factor to the establishment of an organizational baseline. To accomplish this, IT will: <ul style="list-style-type: none"> <input type="checkbox"/> Work with leaders in IT HR and each IT unit to understand perceived challenges, areas of weakness, and barriers to improvement <input type="checkbox"/> Work with leaders in the Department of Human Resources to document perceived challenges, areas of weakness, and barriers to improvement for the IT organization based on the campus climate survey <ul style="list-style-type: none"> <input type="checkbox"/> Conduct a smaller scale IT organization climate survey in years when the campus wide survey is not conducted <input type="checkbox"/> Produce a report detailing the findings of these investigations with a list of top priorities for improvement in coming years <input type="checkbox"/> Implement new mechanisms for employees to provide feedback on the organizational environment including, at minimum, the development and implementation of exit interview processes for departing employees <input type="checkbox"/> FY16: Continue and expand use of feedback mechanisms implemented in FY15 and begin implementation of identified improvement areas

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	<ul style="list-style-type: none"> ○ Based on the priorities identified in the FY15 report on IT's organizational environment, FY16 will center on the implementation of improvements. This process is expected to involve: <ul style="list-style-type: none"> □ The creation of additional feedback mechanisms based on articulated needs □ Benchmarking of best practices, as needed for specific areas of improvement, which would include consultation with: <ul style="list-style-type: none"> □ Groups internal to Virginia Tech, such as the Department of Human Resources □ Peer and aspirational peer institutions □ Key industry benchmarking relevant to IT (e.g., EDUCAUSE) □ The implementation of improvement mechanisms for top priority issues based on FY15 assessment and applicable benchmarking findings
6. Responsibility	While all organizational units within IT will be consulted and will contribute to efforts in FY15 and FY16, Initiative 2 will be driven by personnel within the Office of the Vice President for Information Technology
7. Accountability	Jeb Stewart (Effective 3/1/2015: J. Scot Ransbottom)
8. Timing	<p><i>New Initiative, Ready for Immediate Implementation</i></p> <ul style="list-style-type: none"> □ FY15 Timeline: <ul style="list-style-type: none"> ○ The assessment plan will be finalized in December 2014 ○ Assessment and documentation, including consultations, will begin after the finalization of the assessment plan in December 2014 and continue through April 2015 ○ The report will be compiled beginning in May 2015 and will be finalized by the end of FY15 ○ Structures, policies, and procedures for exit interviews will be established by April 2015 ○ Exit interviews will be implemented by May 2015 □ FY16 Timeline: <ul style="list-style-type: none"> ○ Benchmarking of best practices on an as needed basis will begin in July 2015 and will be completed in the Fall of FY16 ○ Implementation of best practice recommendations and other identified improvement needs for top priority needs will begin in either Winter Session FY16 or Spring FY16, including additional
9. Measures	<ul style="list-style-type: none"> □ FY15: <ul style="list-style-type: none"> ○ The production of a report used for development of FY16 plans and institutional reference ○ The establishment of a baseline upon which to base FY16 and future metrics for improvement ○ The creation of exit interview policies, structures, and procedures ○ Number of exit interviews completed ○ Number of employees providing input on organizational environment ○ Longitudinal retention profile

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	<ul style="list-style-type: none"> ○ Number of feedback mechanisms available to employees ○ Documentation of impact of new feedback mechanisms ○ FY16: ○ Number of exit interviews completed ○ Longitudinal retention profile ○ Number of new feedback mechanisms implemented ○ Number of feedback mechanisms available to employees ○ Documentation of impact of new feedback mechanisms ○ Number of employees providing input on organizational environment ○ Other measures to be developed based on identified areas for improvement in FY15
<p>10. Outcomes</p>	<ul style="list-style-type: none"> ○ FY15: ○ A better organizational understanding of the current state ○ The production of a report used for development of FY16 plans and institutional reference ○ The establishment of a baseline upon which to base FY16 and future metrics for improvement ○ FY16: ○ Based on the baseline findings from FY15 assessments, FY16 outcomes will focus on seeking improvement in the following areas (with specific percentage improvement goals established upon completion of FY15 baseline assessments): <ul style="list-style-type: none"> <input type="checkbox"/> Increase in number of exit interviews <input type="checkbox"/> Increase in number of employees providing organizational environment feedback <input type="checkbox"/> Increase in retention numbers <input type="checkbox"/> Increase in number of feedback mechanisms <input type="checkbox"/> Demonstration of positive impact of feedback mechanisms

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Central Administration, Vice President for Information Technology, Information Technology

Initiative Number 2 (Each area is responsible for identifying three initiatives)

1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.

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2. Briefly describe progress to date.

Initiative 2 for IT focuses on improving the workplace environment in order to advance diversity and inclusion goals for the IT organization. **To date, we have made progress on our FY15 goals, and have also begun work on our FY16 goal of implementing improvements to identified areas of weakness.** For Initiative 2, it is particularly important to note the close connection with Initiative 1. While improving recruitment for diversity and inclusion (Initiative 1) is a crucial goal for the organization, retaining that talent once it enters the organization is equally important. As a result, much of the work in Initiative 2 will initially focus on improving the overall environment for employees in order to improve retention. The byproduct of this is directly applicable to diversity and inclusion, because improvement in our ability to recruit diverse employees will be negated if we cannot retain these employees.

For our FY15 goal, our accomplishments to date include: analyzing existing data on known challenges, areas of weakness, and barriers to improvement based on operational plan development discussions; analyzing existing climate data; the production and vetting of a report with IT leaders from each unit based on these findings; the use of the identified challenge areas in this report to develop an initial list of targeted leaders in the Department of Human Resources and elsewhere with whom to discuss the known challenges, potential amelioration measures, and identify outstanding peers from whom IT might borrow successful ideas; working to establish baseline metrics on our other measure areas. As noted below in “unexpected insights” one finding from the process of analyzing our climate data was that we needed to improve our organizational infrastructure in Banner, which we are in the process of correcting. We are behind on setting up structures and processes for exit interviews, but are currently working with UOPD to understand best practices and current structures, obtain exit survey data, and consider adding IT-specific questions for exit surveys. **We anticipate that it will be feasible to have our desired measures for this initiative completed by the end of the FY per our original goal.**

As noted above, we also made progress on our FY16 goal of implementing improvements to identified areas of weakness. Because we had already identified some areas of weakness through the operational planning process and incorporated these into our operational plan, work was planned and has subsequently begun on improvement opportunities in several recruitment-related areas. Progress to date includes:

- **Implementation of awards and recognition programs:** IT is actively working to create two new award and recognition programs that will be managed out of the office of the Vice President for Information Technology.
- **Immediate improvements to talent acquisition management:** Also listed in Initiative 1, Central IT HR is well into the development of a training program targeted at mid-level managers to provide an overview on the recruiting process. This training program is expected to launch in July 2015. This brings a focus on diversity and inclusion directly to those with hiring authority
- **Creating a visual identity for IT:** Work has recently begun on creating a visual identity with marketing materials specific to IT at Virginia Tech to better articulate who we are as an organization, also listed as an accomplishment for Initiative 1. This effort supports the others to create a coherent identity for IT, which will help current employees better identify with the organization as a general overall benefit to workplace environment

3. Identify challenges and/or unexpected insights.

- **In the process of analyzing data so far, we discovered that our organizational structures in Banner are seriously outdated and need to be recalibrated to accurately reflect the present state of the organization**

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	<p><u>and the employees within it.</u> This parallel effort is currently in progress so that we can complete our reporting goals, but may have implications for our timeline goals if structures cannot be adapted by the end of the FY</p> <ul style="list-style-type: none"> • <u>We also discovered that the climate survey data are currently too high level to be useful for decision making.</u> IT will be working with UOPD to determine how to best analyze these data at a more granular level • <u>IT employees often move from one unit to another, and these changes are not captured with exit surveys.</u> IT is working with UOPD to determine whether this can be addressed
<p>4. Identify planned assessment activities.</p>	<p>As identified in Initiative 2 for FY15, assessment measures:</p> <ul style="list-style-type: none"> • The production of a report used for development of FY16 plans and institutional reference <ul style="list-style-type: none"> ○ Status: Not Complete, on target; Form of data: qualitative; Constituent group: all of IT • The establishment of a baseline upon which to base FY16 and future metrics for improvement <ul style="list-style-type: none"> ○ Status: Not Complete, on target; Form of data: Quantitative, descriptive statistics; qualitative employee feedback; Constituent group: all of IT • The creation of exit interview policies, structures, and procedures <ul style="list-style-type: none"> ○ Status: Not Complete, behind schedule; Form of data: qualitative; Constituent group: all of IT • Number of exit interviews completed <ul style="list-style-type: none"> ○ Status: Not Complete, on target; Form of data: Quantitative, descriptive statistics; Constituent group: all of IT • Number of employees providing input on organizational environment <ul style="list-style-type: none"> ○ Status: Not Complete, on target; Form of data: Quantitative, descriptive statistics; Constituent group: all of IT • Longitudinal retention profile <ul style="list-style-type: none"> ○ Status: Not Complete, on target; Form of data: Quantitative, descriptive statistics; Constituent group: all of IT • Number of feedback mechanisms available to employees <ul style="list-style-type: none"> ○ Status: Not Complete, on target; Form of data: Quantitative, descriptive statistics; qualitative, types; Constituent group: all of IT • Documentation of impact of new feedback mechanisms <ul style="list-style-type: none"> ○ Status: Not Complete, potentially behind schedule; Form of data: Qualitative; Constituent group: all of IT
<p>5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.</p>	<p style="text-align: center;">3</p>
<p>6. Briefly describe ways you have engaged your targeted constituent groups.</p>	<p><u>The operational planning process engaged constituents from the entire IT organization.</u> The assessment process for the data generated from this process involved compiling the data, generating a report, and vetting this report with IT leaders from each unit. Initiative development has primarily engaged staff from VPIT. However, <u>the coming months will see engagement with a broader range of IT employees as well as with groups outside of IT, such as Central HR.</u></p>
<p>7. Identify next steps.</p>	<ul style="list-style-type: none"> • Work with leaders in the Department of Human Resources to document perceived challenges, areas of weakness, and barriers to improvement for both the IT organization specifically and the broader institution • Implement, at minimum, exit interviews within the organization as a new feedback mechanism • Complete Banner restructuring to enable reporting • Compile and produce organizational metrics to establish a reporting baseline for inclusion in the assessment report • Begin consideration of how the IT organization might conduct a smaller scale IT organization climate survey in years when the campus wide survey is not conducted for improvement in coming years • Produce a report detailing the findings of these investigations with a list of top priorities for improvement

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Central Administration, Scott Midkiff, Information Technology	
Initiative Number 3 _ (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	(a) Access and Success, (b) Campus Climate and Intergroup Relations, (c) Education and Scholarship, (d) Institutional Infrastructure
2. Constituent Group(s)	(a) Undergraduate Students, (b) Graduate/Professional Students, (c) Faculty Members, (d) Staff Members, (e) Other
3. Initiative Description	<p>Launch a university-wide, extensively collaborative, multi-year effort to promote and enhance accessibility in information technology in order to improve the experience of individuals with disabilities at Virginia Tech. More specifically, this initiative will assist the institution with the following inclusion and diversity aims:</p> <ol style="list-style-type: none"> a. increase access and success by achieving a more diverse and inclusive faculty and staff through an improvement in Virginia Tech's ability to recruit and retain community members by providing widely accessible information technology resources; b. improve campus climate and intergroup relations by seeking to deliberately promote an organizational environment that acknowledges and celebrates diversity and employs inclusive practices throughout daily operations that demonstrate dedication to accessibility in the technologies, particularly those related to communicating, provided to and used by the community; c. create and sustain an institutional infrastructure that effectively supports progress in diversity and inclusion by sharpening our focus on accessibility in information technology
4. Rationale	<p>To ensure effective and systematic assessment of progress on the 2012-2018 Information Technology Strategic Plan, over fiscal year 2014 (FY14), the IT organization designed, collaboratively created, and implemented the first Operational Plan for Information Technology. The 2014-2016 IT Operational Plan provides a detailed set of goals, initiatives, and tasks to realize the seven pillars of the IT strategic plan and the "Plan for a New Horizon." Part of our aim was also to create a clear framework for defining a vision, implementing the vision, and assessing our progress towards that vision. Pillar 7 of the 2012-2018 IT Strategic Plan and 2014-2016 IT Operational Plan are directly relevant to the priorities identified in the 2013- 2018 Diversity Strategic Plan. This pillar focuses on making the organization stronger and more capable, in major part by developing and maintaining a workforce pipeline for IT that focuses on the broad spectrum of employment, including recruitment, environment, retention, career planning, and professional development. Indeed, the IT organization had identified several work areas that closely match the priorities of the Diversity Plan, the most urgent of which have become the three major diversity and inclusion initiatives defined by IT for the coming years.</p> <p>Initiative 3 specifically arises from a need identified in the operational planning process, and within the initiatives and tasks of both Pillars 1 (enabling networked learning in the networked university) and Pillar 7. Both Pillars call upon IT to actively engage the university community in advancing accessibility, via mechanisms such as the web, universal design of course materials, and assistive technologies to promote a</p>

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	<p>supportive and inclusive experience for individuals with disabilities. As a result, Initiative 3 of our Inclusion and Diversity Implementation plan calls for IT to take on the topic of accessibility in information technology as a major effort to address a strategic need for both IT as an organization and the institution as a whole. To accomplish the aims of this Initiative (as detailed in the Design section below), IT is recommending a two-pronged approach. The first area of emphasis is seeking a university-wide improvement in web accessibility. The second area of emphasis centers on improving accessibility for other IT-provided services. To accomplish these aims, FY15 will focus explicitly on conducting a current state assessment to identify areas for improvement on web accessibility and recommendations for best practices for improvement, while FY16 will primarily emphasize the implementation of improvements and the beginning of an assessment of accessibility for other IT-provided services. FY17 is then expected to focus on continuing implementation of web accessibility improvements as well as the beginning of improvements in other IT-provided services and the completion of assessment of accessibility for IT-provided services.</p>
<p>5. Design</p>	<ul style="list-style-type: none"> □ FY15: Conduct a web accessibility analysis of the University's web presence and work with groups across campus to develop a better understanding of the current state and develop a plan for making improvements based on generalizable and scalable best practices <ul style="list-style-type: none"> ○ The process of creating the Operational Plan over the course of fiscal year 2014 prompted an iterative and highly participative discussion of areas for potential organizational focus and improvement. As we sought to define how the organization would demonstrate progress and achieve aims, we found that we needed to assess and understand the weaknesses of our current environment as well as existing organizational barriers to determine how to most effectively advance and achieve our aims. Due to the broad scope of the university's web presence (and ownership/activity that extends well beyond the IT organization), FY15 focuses on conducting an institution-wide, highly collaborative assessment to better understand the current state of the institution's web presence with respect to accessibility and establish a baseline for improvement in subsequent fiscal years. To accomplish this, IT will: <ul style="list-style-type: none"> □ Work collaboratively with leaders in central administration (e.g., University Relations) and the colleges to: <ul style="list-style-type: none"> □ Understand and document the current state □ Develop a portfolio of best practice recommendations for all websites □ Determine the extent to which such best practices can be directly incorporated into the design of the new, forthcoming Content Management System □ Produce a report detailing findings and recommendations

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	<ul style="list-style-type: none"> <input type="checkbox"/> FY16: Implement the web accessibility improvement plan and begin assessment of the accessibility of IT- provided services to develop a better understanding of the current state. FY16 work will primarily involve personnel within the IT organization <ul style="list-style-type: none"> <input type="checkbox"/> Based on the priorities and best practices identified in the FY15 report on web accessibility, FY16 will partially center on the implementation of improvements to IT-controlled websites <input type="checkbox"/> Additionally, the IT organization will begin assessing the accessibility of other IT-provided services, with a particular initial emphasis on those related to communicating (e.g., Scholar) <input type="checkbox"/> FY17: Continue implementation of the web accessibility improvement plan and complete assessment of IT-provided services to develop a better understanding of the current state and begin implementation of improvements. FY17 work will primarily involve personnel within the IT organization
6. Responsibility	While all organizational units within IT will be consulted and will contribute to efforts in FY15, FY16, and FY17, Initiative 3 will be driven by personnel within the Assistive Technologies group of Technology- enhanced Learning and Online Strategies (TLOS).
7. Accountability	Dale Pike
8. Timing	<p><i>Expansion on a Current Initiative</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> FY15 Timeline: <ul style="list-style-type: none"> <input type="checkbox"/> The assessment plan will be finalized in January 2015, including participating partner units <input type="checkbox"/> Assessment, documentation, and best practices development will begin after the finalization of the assessment plan in January 2015 and continue through May 2015 <input type="checkbox"/> The report will be compiled beginning in May 2015 and will be finalized by the end of FY15 <input type="checkbox"/> FY16 Timeline: <ul style="list-style-type: none"> <input type="checkbox"/> Implementation of best practice recommendations for IT websites will begin in July 2015 <input type="checkbox"/> The assessment plan for IT services under evaluation for FY16 will be finalized in August 2015 <input type="checkbox"/> Assessment of selected services will begin by September 2015 and will be completed by the end of FY16 <input type="checkbox"/> FY17 Timeline: <ul style="list-style-type: none"> <input type="checkbox"/> IT will continue the implementation of best practice recommendations for websites as needed throughout FY17 <input type="checkbox"/> IT will begin the implementation of recommendations from the FY16 service assessments in August of 2016 <input type="checkbox"/> The assessment plan for IT services under evaluation for FY17 will be finalized in August 2016 <input type="checkbox"/> Assessment of selected services will begin by September 2016 and will be completed by the end

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9. Measures	<ul style="list-style-type: none">}] FY15:<ul style="list-style-type: none">○ The production of a report used for development of FY16 plans and institutional reference○ Number of sites reviewed○ Percentage of IT websites that meet best practice standards○ Development and ratification of best practice standards}] FY16:<ul style="list-style-type: none">○ Number of sites upgraded to meet best practice standards identified in FY15○ Percentage of overall university websites that meet best practice standards○ Percentage of IT websites that meet best practice standards○ Number of IT services reviewed out of total services}] FY17:<ul style="list-style-type: none">○ Number of sites upgraded to meet best practice standards identified in FY15○ Percentage of overall university websites that meet best practice standards○ Percentage of IT websites that meet best practice standards○ Number of IT services reviewed out of total services○ Percentage of IT services that meet best practice standards identified in FY16
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10. Outcomes

- }] FY15:
 - A better organizational understanding of the current state
 - The production of a report used for development of FY16 plans and institutional reference
 - The establishment of a baseline upon which to base FY16 and future metrics for improvement
- }] FY16:
 - Based on the baseline findings from FY15 assessments, FY16 outcomes will focus on seeking improvement in the following areas (with specific percentage improvement goals established upon completion of FY15 baseline assessments):
 - Increase in number of sites upgraded to meet best practice standards identified in FY15
 - Increase in percentage of overall university websites that meet best practice standards
 - Increase in percentage of IT websites that meet best practice standards
 - Increase in number of IT services reviewed out of total services
- }] FY17:
 - Based on the baseline findings from FY15 assessments, FY16 outcomes will focus on seeking improvement in the following areas (with specific percentage improvement goals established upon completion of FY15 baseline assessments):
 - Increase in number of sites upgraded to meet best practice standards identified in FY15
 - Increase in percentage of overall university websites that meet best practice standards
 - Increase in percentage of IT websites that meet best practice standards
 - Increase in number of IT services reviewed out of total services
 - Increase in percentage of IT services that meet best practice standards identified in FY16

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Central Administration, Vice President for Information Technology, Information Technology

Initiative Number 3 (Each area is responsible for identifying three initiatives)

1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.

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2. Briefly describe progress to date.

Initiative 3 for IT focuses on improving accessibility in Information Technology. ***Initiative 3 is behind schedule due to personnel bandwidth and technological resource constraints.*** The major outcome of these challenges has been the identification of the need to adjust the proposed approach, scope, and timeline of Initiative 3. ***A revised version of Initiative 3 is in progress and is planned for submission to InclusiveVT for review in early May.***

Accomplishments to date on the original plan for Initiative 3 include: TLOS personnel assisted University Relations as accessibility and functionality experts on the selection of the new Content Management System; the IT Communications Team began a web presence project focused specifically on the IT organization’s websites that included a high-level review of industry best practices for web accessibility, peer benchmarking on web presence, and running 39 IT websites through [WAVE](#)—a web accessibility evaluation tool—to establish a baseline understanding of the IT organization’s current state; Assistive Technologies reviewed historic information from a similar accessibility initiative in 2004 and an initial plan for addressing each of the aims for Initiative 3 was developed and is in the process of being updated based on bandwidth; the submission of a critical needs request to address resource and bandwidth constraints that impede progress on this Initiative; a matching funds request is also in development and will be sent to the Provost for immediate InclusiveVT needs on this initiative.

Some progress has been made on the FY16 and FY17 goals of assessing accessibility of other IT services and the implementation of improvements. Progress includes:

- Accessibility as a focus in IT’s teaching and learning support has been a key area of progress.
 - Both the Networked Learning Initiative (NLI) and Graduate Education Development Institute (GEDI) have a strong focus on inclusive pedagogy and the curricular integration of inclusive pedagogy. Inclusive pedagogy sessions have run multiple times through the year
 - TLOS is sponsoring a Faculty Inquiry Group (FIG) to explore the challenges and opportunities related to course accessibility with the intended outcome being the production of a graphic representation of best practices for universal design in course design and development. At the time of this report, the FIG has met three times. There are 18 participants, including from IT, University Relations, faculty, and other employees

3. Identify challenges and/or unexpected insights.

For FY15 Goals:

- A known challenge involves getting buy-in from colleges, departments, faculty, and staff.
- **Adequate resourcing remains a serious challenge.** This includes qualified personnel and related support services. As a result, IT will be proposing a modified version of Initiative 3 to InclusiveVT in early May

For FY16/17 Goals:

- The integration of intercultural and global awareness across all of the new Pathways courses provides TLOS with new opportunities to engage with faculty and further curricular and pedagogical inclusivity across disciplines.
- Challenges related to inclusive pedagogy: large scope with few resources; lack of comfort with this integration and pedagogy; leveraging the expertise of Diversity Scholars.

4. Identify planned assessment activities.

As identified in Initiative 3 for FY15, assessment measures (may change based on updates to approach):

- The production of a report used for development of FY16 plans and institutional reference
 - Status: Not begun, behind schedule; Form of data: Qualitative; Constituent group: all of IT; university community/project participants

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	<ul style="list-style-type: none"> • Number of sites reviewed <ul style="list-style-type: none"> ○ Status: Begun only for IT websites at a high level; Form of data: Quantitative, 39 sites; Constituent group: all of IT; university community/project participants • Percentage of IT websites that meet best practice standards <ul style="list-style-type: none"> ○ Status: Not begun, best practice standards to be developed by project participants; Form of data: Quantitative; Constituent group: all of IT • Development and ratification of best practice standards <ul style="list-style-type: none"> ○ Status: Not begun, best practice standards to be developed by project participants; Form of data: Qualitative; Constituent group: all of IT; university community/project participants <p>New, planned assessment measures identified based on progress to date:</p> <ul style="list-style-type: none"> • For planned work with Pathways, measures are to be determined as part of the overall assessment of the first Pathways Faculty Summer Institute. We anticipate that these will include tracking integration of intercultural/global awareness curricular components in gen ed; and increasing awareness/implementation of inclusive pedagogy
<p>5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.</p>	<p style="text-align: center;">4</p>
<p>6. Briefly describe ways you have engaged your targeted constituent groups.</p>	<p>FY15 goal engagement:</p> <ul style="list-style-type: none"> • While some aspects of the project, such as the FIG, NLI, and GEDI have engaged a larger group of constituents, <u>the university community has not yet been engaged with respect to the web accessibility FY15 goals.</u> Internal discussions and planning are happening within IT, but university engagement is behind schedule. <p>FY16/17 goal engagement:</p> <ul style="list-style-type: none"> • As noted above for the FIG, the <u>18 participants included personnel from IT (TLOS), University Relations, faculty, and other university employees</u> • <u>GEDI involves 90 or more graduate students each year</u>, who receive the inclusive pedagogy education • <u>Summer 2014 involved nine participants in an NLI seminar focused on inclusive pedagogy</u>
<p>7. Identify next steps.</p>	<p>Overarching next steps for Initiative 3:</p> <ul style="list-style-type: none"> • Compile, finalize, and submit a revised proposal for Initiative 3 to Inclusive VT by early May based on personnel and resource constraints that are impacting our ability to make progress on the Initiative as originally planned <p>Known next steps for FY16/17 progress:</p> <ul style="list-style-type: none"> • Complete the FIG and produce a visual guide to best practices for universal design • Identify partners to support the development of gen ed courses that integrate intercultural/global awareness; develop curriculum to support faculty efforts to redesign their courses & inclusive praxis. • Identify and engage faculty who can contribute to either intercultural/global integration or who already have an inclusive praxis • Identify a Diversity Scholar in accessibility to help identify additional inclusive pedagogy opportunities • Participate in the Pathways Summer Institute offering a focus on inclusive pedagogy • Leverage relevant expertise within Diggs Association and Academy of Teaching Excellence through CIDER to increase mentoring and implementation.

**InclusiveVT
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VP for NCR	
Initiative Number 1: Engaging Teachers in Integration of 3D Printing in Curricula	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	3
2. Briefly describe progress to date.	<p>A) Have identified and worked key partners to build upon the Graduate School’s initial investment and accelerate the creation of additive manufacturing studio at the Northern Virginia Center: 1) 3D systems – supplied ~\$5K worth of printers, 3d scanners, software and training materials; 2) The Einstein Fellows Program – These are nationally recognized teachers selected to spend a year in the NCR co-located with Federal Agencies. These teachers are helping to write the next generation science and engineering standards to be used nationwide in classrooms.</p> <p>B) Training first cohort of Einstein Fellows at NVC to adopt a “train the trainer” program that will spread curricula to elsewhere. Class will conclude by May 1.</p> <p>C) Contacted key contacts at Fairfax County Schools to work with their teachers (particularly in disadvantaged districts) to motivate STEM and design opportunities for students.</p> <p>D) Identified opportunities to support continued activities through grant applications to private foundations.</p>
3. Identify challenges and/or unexpected insights.	No unexpected challenges. Resourcing (time, finances, etc.) has been and will continue to limit our ability to make a sustained impact in this area. We are also cognizant of the limited amount of time that full-time teachers have to dedicate to a formal class. This may be mitigated by working with CPE to ensure teachers receive their required continuing education credits for participation in this class.
4. Identify planned assessment activities.	Resources to conduct independent, formal, and rigorous assessment are not available. Yet, we hope to secure external grants to help conduct these assessment activities and integrate their findings into future efforts. After the first cohort finishes, we will do internal assessments and process improvements in a less formalized way through participant feedback.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	3
6. Briefly describe ways you have engaged your targeted constituent groups.	Outreach to the Einstein fellows who represent the best-of-the-best teachers in America. Our location in the NCR gives us unique access to this set of constituents. Informal discussions with FCPS and libraries are also ongoing.
7. Identify next steps.	<p>(1) Complete cohort #1 training and receive feedback.</p> <p>(2) Identify additional cohorts including those from local school jurisdictions such as FCPS.</p> <p>(3) Document and refine curricular materials and distribute them via industry and educational groups.</p> <p>(4) Identify and secure private sources of financial and other support.</p>

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.

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4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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National Capital Region	
Initiative Number 1: Engaging Area Teachers in Integration of 3D Printing in Curricula	
1. Inclusive Excellence Dimension(s)	Education and Scholarship
2. Constituent Group(s)	Faculty Members; Other – teachers
3. Initiative Description	Targeted engagement of area teachers to train them integration of 3D printing into curricula. Specific attention towards highly diverse schools in the National Capital Region.
4. Rationale	Overall, the NCR intends to capitalize on the rich diversity found in northern VA. Particular emphasis could be placed on targeted outreach to secondary schools; creating partnerships to enable mentoring; and coordinating internships and experiential education for VT students. Virginia Tech will also gain traction with teachers in the NCR and develop training materials will create brand recognition within the K – 12 system.
5. Design	The project will include work with Kenneth Wong and Karen DePauw. The NCR has started building the Maker Lab at NVC as well as partnered with 3D systems to get equipment and software.
6. Responsibility	Steve McKnight
7. Accountability	Steve McKnight
8. Timing	TBD
9. Measures	Workshop Attendance
10. Outcomes	To create partnerships with K – 12 educators in the National Capital Region; Create brand recognition for Virginia Tech within K – 12 system; Create avenues for experiential education and mentoring for Virginia Tech students in diverse settings

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National Capital Region	
Initiative Number 2: Creation of Accelerated Degree Programs	
1. Inclusive Excellence Dimension(s)	Education and Scholarship; Access and Success
2. Constituent Group(s)	Undergraduate Students; Graduate Students; Faculty Members
3. Initiative Description	The NCR plans to create targeted accelerated degree programs and marketing toward underrepresented populations. The NCR will work with the graduate school and colleges to craft programs from accelerated BS/MS degrees, including the 4+1 option where the +1 occurs in NCR.
4. Rationale	Overall, the NCR intends to capitalize on the rich diversity found in northern VA. The creation of accelerated BS/MS degrees where the +1 would be located in the NCR appeals to a number of students who would not normally consider Virginia Tech.
5. Design	The project will include collaborations with college deans and Karen DePauw.
6. Responsibility	Steve McKnight
7. Accountability	Steve McKnight
8. Timing	TBD
9. Measures	Enrollment yield in accelerated degrees located in the NCR.
10. Outcomes	Create diversity in accelerated degree options; attract and retain a diverse student population in the accelerated degree programs

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National Capital Region	
Initiative Number 3: Partnership with Continuing and Professional Education	
1. Inclusive Excellence Dimension(s)	Education and Scholarship; Campus Climate and Intergroup Relations
2. Constituent Group(s)	Faculty Members; Staff Members; Community
3. Initiative Description	The NCR plans to build upon current partnership and outreach activities with Continuing and Professional Education (CPE). The NCR would like to better use the extension network and CPE activities.
4. Rationale	Overall, the NCR intends to capitalize on the rich diversity found in northern VA. By partnering with CPE, the NCR can engage in outreach activities fostering economic development for Virginia Tech and the Commonwealth of Virginia.
5. Design	The project will include collaborations with Guru Ghosh and Susan Short.
6. Responsibility	Steve McKnight
7. Accountability	Steve McKnight
8. Timing	TBD
9. Measures	CPE Activities in NCR
10. Outcomes	Strengthen partnership with CPE; Create brand recognition for Virginia Tech in the NCR; Improve avenues for CPE activities in the NCR

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VP for NCR	
Initiative Number ____ (Each area is responsible for identifying three initiatives) Inclusivity in Science, Technology and Policy Leadership Lectures	
1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	3
2. Briefly describe progress to date.	Two diversity-relevant lectures in the NCR have been scheduled to date: -Kelly Clements, Deputy Assistant Secretary, Bureau of Population, Refugees, and Migration, U.S. Department of State, "Challenges of Humanitarian Aid in the Middle East: U.S. Leadership and Response" -- 4/21/2015 (this lecture is planned to be broadcast live for participants in Blacksburg) -Steve Mollenkopf, CEO, Qualcomm Inc., "The importance of diversity in engineering and innovation" – 4/17/2015 (this lecture will be held in Blacksburg in Goodwin Hall's Quillen Auditorium, but will be broadcast live for participants in the NCR; NCR personnel played a key role in the planning of this lecture)
3. Identify challenges and/or unexpected insights.	No specific challenges identified thus far. An important next step is to institute an assessment survey process, and this may illuminate challenges or unexpected insights moving forward.
4. Identify planned assessment activities.	We have not yet implemented assessment activities. The intention is to solicit feedback from lecture series attendees in the form of on-line surveys on their experiences with the lecture series/panel discussions, and what future topics/areas of emphasis may be most beneficial to them
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	4
6. Briefly describe ways you have engaged your targeted constituent groups.	Email outreach on the scheduled seminar series.
7. Identify next steps.	(1) Establish an inclusivity assessment/survey process. (2) Planning for future lectures with diversity component. Potential speakers to be invited include: - Reggie Brothers, Under Secretary for Science and Technology at the U.S. Department of Homeland Security - Suzanne Iacono, Deputy Assistant Director, Directorate for Computer & Information Science & Engineering, NSF

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.
7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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National Capital Region	
Initiative Number 4: Entrepreneurial and Innovation Camps	
1. Inclusive Excellence Dimension(s)	Access and Success; Education and Scholarship
2. Constituent Group(s)	Undergraduate Students; Faculty members; Other – high school students
3. Initiative Description	The NCR will host entrepreneurial and innovation camps for high school and undergraduate students, specifically targeting underrepresented populations. The NCR will provide scholarships to select students to help fund attendance to the camps.
4. Rationale	Overall, the NCR intends to capitalize on the rich diversity found in northern VA. By hosting entrepreneurial and innovation camps for high school and undergraduate students, the NCR will make connections within the Northern Virginia community and K – 12 system.
5. Design	The project will include collaborations with college deans and local K – 12 educators. Students will apply to attend the camps. They will be selected by a committee, which will be determined at a later date. A select number of students will be given scholarships to attend the campus.
6. Responsibility	Steve McKnight
7. Accountability	Steve McKnight
8. Timing	TBD
9. Measures	Enrollment Yield in Entrepreneurial and Innovation Camps
10. Outcomes	Strengthen partnership with Northern Virginia community and K – 12 system; Create avenues for experiential education for Virginia Tech students in diverse settings

**InclusiveVT
2014 – 2015 Initiative Report**

STEM-based Internships for Students from Under-Resourced N Va High Schools, Steven McKnight, National Capital Region Operations

Initiative Number ____ (Each area is responsible for identifying three initiatives)

1. On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.	2 – our initiative will begin in earnest in the summer of 2015, but initial steps to solidify our partnerships, identify and get commitment from participants and mentors, and to seek funding are all either complete or nearly complete.
2. Briefly describe progress to date.	Met on several occasions with Urban Alliance Partnership. Added to the partnership team Charles Britt, STEM Education Coordinator for the Northern Virginia Community College, who will help develop the STEM curriculum for high school interns and will coordinate NVCC’s participation. Developed white paper describing the proposed STEM program in partnership with Urban Alliance. Received commitments from Virginia Tech research leaders to host interns. Submitted a proposal/Statement of Work as part of a proposal to an industry Foundation that requested a proposal, total funding, \$125,000. Added Jim Egenrieder, STEM education researcher with Arlington Public Schools and Educator in Residence at the Center for Integrative Stem Education, to the team to develop Virginia Tech’s component of the STEM curriculum. Partner (UA) began interviews with Guidance Counsellors at two under resourced high schools to identify candidates.
3. Identify challenges and/or unexpected insights.	We have been encouraged by the overwhelmingly positive responses from those we have sought out to engage in the program.
4. Identify planned assessment activities.	Assessment plan has not changed. We expect to be able to launch the program in the fall.
5. On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.	4: we have completely engaged our constituent groups and have generated significant interest from one funding source.
6. Briefly describe ways you have engaged your targeted constituent groups.	See #2 above. We met with the STEM coordinator at NVCC and got his commitment to participate. We met with and similarly got commitment from a STEM lead in Arlington Public Schools to participate. We have developed a work plan jointly with partner, Urban Alliance, and have jointly submitted a proposal.
7. Identify next steps.	Continue to seek funding. Carry out plan as proposed, beginning in the summer of 2015.

1. **On a scale of 1 – 5 with 1 being completed and 5 being not yet begun, please rate your progress to date.** Assign a numerical value to assess your progress to date.
2. **Progress to Date.** Discuss all plans, meetings, and activities associated with your proposed initiative.
3. **Identify Challenges and/or Unexpected Insights.** Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
4. **Identify Planned Assessment Activities.** Discuss how you plan to assess your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
5. **On a scale of 1 – 5 with 1 being completely engaged constituent groups and 5 having not yet engaged your constituent groups, please rate how you have engaged your constituent groups.** Assign a numerical value to assess engagement of targeted constituent groups.
6. **Briefly describe ways you have engaged your targeted constituent groups.** Indicate ways you have engaged your targeted constituent groups.

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7. **Identify Next Steps.** Please indicate where you vision your proposed initiative at the next reporting deadline.

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Women and Gender in International Development Discussion Series , Guru Ghosh, Vice President for Outreach and International Affairs	
Initiative Number 1	
1. Inclusive Excellence Dimension(s)	Education and Scholarship: Build a community that fosters research, scholarship, learning, and creative performance that reflect global diversity, inclusion, and social justice.
2. Constituent Group(s)	a) Undergraduate Students, (b) Graduate/Professional Students, (c) Faculty Members, (d) Staff Members, and (e) Other (community—in Blacksburg, academic community, international development community)
3. Initiative Description	Elevate WGD Discussion Series to increase impact and visibility of Virginia Tech's gender and development expertise, increase student awareness of international gender issues, & increase involvement of int'l students
4. Rationale	Increase visibility of VT competence in gender and international development Increase the capacity for research and discovery around diversity and inclusion, both domestic and international, for faculty, staff, and students (Objective 3 of the Education and Scholarship Dimension).
5. Design	Identify and make arrangements for speakers. Collaborate with Women's Center for Women's Month event and presentations in their Through Feminist Eyes Series. Collaborate with Cranwell International Center, Graduate School, and individual departments to identify women international graduate students for Women's Month panel. Increase number of students at the Discussion Series (1. Announce early; 2. Get to department heads; 3. Story before and after via OIA communications; 4. Get calendar to faculty early so they can assign extra credit; and 5. Offer food.) Communicate to advertise and report on events via Twitter, the VT calendar, the VT Daily news, OIRED blogs, OIA communications, WGD listserv, Women's Center and Women's and Gender Studies listservs.
6. Responsibility	The Women and Gender in International Development (WGD) team at the Office of International Research, Education, and Development (OIRED)
7. Accountability	Maria Elisa Christie, Director, WGD, OIRED
8. Timing	Continue and expand on WGD Discussion series: three presentations or panels at Virginia Tech each semester, including a panel for Women's Month (March 2015) Presentation by WGD team members on campus (WC Through Feminist Eyes Series) and outside of Blacksburg (at Concord University in West Virginia in November of 2014, at Oklahoma University in February, and at Virginia Tech's Northern Virginia campus in Spring of 2015). Completion by May 2015.
9. Measures	Number of presentations on campus Number of presentations off campus Number and gender of audience at presentations Number, gender and constituent group of participants in discussion series on VT campus Number and gender of VT graduate students presenting

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10. Outcomes	Increased awareness of international development and gender issues Increased visibility of Virginia Tech's WGD expertise Opportunities for Virginia Tech grad students to present their research and experiences
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InclusiveVT: 2014 – 2015 Initiative Report

Guru Ghosh, Vice President for **Outreach and International Affairs (OIA)**

Initiative Name: Women and Gender in International Development (WGD) Discussion Series

1. Progress to Date	The Discussion Series is planned in weekly WGD team meetings. Preliminary meetings with speakers were held before each event. A new venue, the Multipurpose Room (room 101) in Newman Library, was chosen for this semester's events as it is a more central and well-known location than the OIRED building. The first event was held on February 5 th and featured a talk by Pallavi Raonka, VT PhD student in Sociology titled 'Grassroots lessons: Implementation of pension schemes for single women and the elderly in Jharkhand, India'. For Women's Month a special panel discussion featuring five VT students (Wafa Mohsen Al-Daily, Venessa Carrión Yaguana, Nneoma Nwankwo, Flora Eyoha Severino Lado, and Natasha Shah Syed) was held on March 5 th . The last event of the year was a discussion on April 2 nd lead by Dr. Elaine Salo, from the department of political science and international relations at the University of Delaware; her talk was titled 'Thirsty for Access: Women in African Water Policies'. The WGD team also raised the visibility of Virginia Tech's international gender research through invited lectures at the University of Oklahoma, Texas A&M University, and the University of Denver.
2. Challenges and/or Unexpected Insights	<p>Insights: 1) The events were originally all scheduled to be held from 12–1 pm on Thursday, but discussion with attendees after the event informed us that the semester class schedule made this an awkward time. As a result of this feedback and the desire to engage with more students we changed the remaining events to 12:30–1:30 pm. 2) Meetings were held with student speakers before the day of their talk and were found to give them more confidence and make them more comfortable by having practiced beforehand and received feedback. For the panel discussion a meeting was held with each panelist individually followed by a group meeting so everyone could meet each other. 3) Attendees really enjoyed the personal stories of the student panel.</p> <p>Challenges: 1) Publicity for these events is still a challenge despite our current efforts (e.g. sending out announcements on the Discussion Series listserv; putting events on the university and InclusiveVT calendars; posting events on the WGD website; and sending out announcements to targeted professors). 2) Getting the schedule set at the beginning of the semester continues to be difficult. 3) There was low responses for the post-event survey due to some audience members who were not on the listserv not including their e-mail, illegible e-mail addresses, and those who opted out of the survey. 4) The big snow the day of the discussion panel (the university closed at 1 pm) kept some people away, but we still had a good turnout with an audience of 33 people. 5) Communication with the off-campus speaker was difficult due to her international travel.</p>
3. Current or Planned Assessment Activities	Assessment of the Discussion Series comes from having sign-in sheets, the number of new e-mails added to the listserv, and an online post-event survey. The sign-up sheets record the attendees' names, relation to the university (undergrad, grad, faculty, etc.), department, where they heard about the event, reason for attending, e-mail address, whether or not they are on the listserv, and if they want to be added to the listserv. This is the first semester that a post-event survey was made and sent out. The survey is entirely electronic and records much of the same demographic information as the sign-in sheet in addition to asking how interesting attendees found the event, what topics they would be most interested in hearing about, and comments and suggestions.
4. How Have You Engaged Your Constituent Groups?	Two of the events received additional publicity and support, engaging a broader audience than usual: the panel event was one of six Signature Events for Women's Month and was thus broadly publicized by the Women's Center. Dr. Salo's visit was sponsored in part by the Women in Leadership and Philanthropy Endowed Lecture Fund and Women's and Gender Studies and thus engaged a broader audience as well. All new participants were added to the WGD listserv, which served to publicize the events (in addition to the publicity efforts mentioned above, e-flyers were put on the library digital noticeboards; the dates and titles of events were sent out to some professors at the beginning of the semester and put on some of their syllabi; events were advertised on the International Development Master's Certificate website; and flyers for each discussion were advertised on the InclusiveVT website). For the panel discussion a PhD applicant to Virginia Tech was engaged through inviting them to campus to coincide with the date of the event. All of this semester's Discussion Series events have been recorded by the library's Event Capture Service and the first two talks are available on the VTechWorks. The third event should be up before the end of April. Additionally, the post-survey assessment allows feedback from attendees on how well they liked the topic, which topics they are most interested in, and room for suggestions and comments. Some of the responses to the survey are shown on the following page.

5. Rate Your Progress to Date <i>(1 = No Progress to 5 = Successfully Completed)</i>	4: 14 people added to the listserv this semester compared to 8 in the fall, and there has been very positive feedback from post-event surveys (100% of respondents for all three events have said they are interested in or are planning to attend another one and that they would recommend these events to others). Overall attendance is not significantly different from that of the fall semester (81 people in the fall and 84 in the spring), but more students are attending and the distribution of people is more evenly spread (1 st event: 19 (spring) vs. 13 (fall); 2 nd event: 33 (spring) vs. 15 (fall); 3 rd event: 32 (spring) vs. 53 (fall)).
6. Next Steps	ID potential speakers and topics for the fall; find another speaker with expertise on nutrition or water; and have another student panel

Post-Discussion Survey Responses

'Grassroots Lessons: Implementation of Pension Schemes for Single Women and the Elderly in Jharkhand, India' Speaker: Pallavi Roanka	'Cross Cultural Perspectives on Women's Education' Speaker: Student Panel	'Thirsty for Access: Women in African Water Policies – a report on the findings of a continent wide study of African water policies' Speaker: Dr. Elaine Salo
<i>What did you learn from this event?</i>	<i>What did you learn from this event?</i>	<i>What did you learn from this event?</i>
<p>"It was so informative and candid. It made me feel I was there, accompanying her on those long mountain roads leading to the rural banks to help the elderly pick up their barely adequate pensions. Excellent!"</p> <p>"I learned a lot about Southern issues and how a Southern feminist investigates those issues specific to women in the South."</p> <p>"Getting resources to recipients is quite complicated, and one solution can't possibly serve all. This increased my awareness of the various kinds of challenges to a specific population."</p> <p>"How difficult everyday life is for people in developing countries."</p> <p>"I had not considered the difficulties of distributing pension payments before this discussion."</p>	<p>"It takes real courage to deal with all the obstacles to education in these countries. These are powerhouse women."</p> <p>"I learned that many of the women on the panel had supportive parents to thank for their continued education."</p> <p>"The enormous value of empowerment as a route to success"</p> <p>"Really, really excellent. The best parts were when they told personal stories."</p> <p>"The women speaking today were exceptional and inspiring. Gender issues transcend culture and political borders."</p> <p>"Personal stories were very powerful in really getting a sense of the variety of challenges women face in getting access to education."</p> <p>"I learn that women have similar problem all over the world"</p> <p>"The entire discussion was very enlightening and made me appreciate what I have, and to strive to work harder to earn what I want."</p>	<p>"The enormity of the problem is staggering. Dealing with the whole of the continent, with the multiple countries and huge diversity of constituents, seems comparable to discussing issues related to the whole of Europe, East and West, with the Near East thrown in."</p>

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

International Spouse/Partner Support Program, Guru Ghosh, Vice President Outreach and International Affairs

Initiative Number 2 (Each area is responsible for identifying three initiatives)

1. Inclusive Excellence Dimension(s)	(a) access and success, (b) campus climate and intergroup relations
2. Constituent Group(s)	(b) graduate/professional students
3. Initiative Description	Extend invitation to spouses/partners of international graduate students to study English at the Language and Culture Institute (VTLCI) free of tuition (or, alternatively, at a VT employee rate of \$50 per academic class per
4. Rationale	Spouses of international graduate students cannot be legally employed in the U.S and in many instances, their English language competency is limited. There are few community-based alternatives for 'real' language study. Spouses/partners can, therefore, be linguistically isolated. Resulting frustration and unhappiness affects the associated VT graduate student. This has resulted in unfortunate incidents ranging from early departure to marital
5. Design	Spouses/partners would register on regular session start dates and be admitted on a space-available basis. 30-40 could readily be accommodated in classes without incurring additional cost. Spouses/partners would, in addition, have access to normal VTLCI student services including orientation, outings and social advising.
6. Responsibility	The Language and Culture Institute would be responsible designing promotional materials and for delivery of courses. The Graduate School and Cranwell International Center would be jointly responsible for promoting this opportunity to graduate students and spouses/partners.
7. Accountability	As above.
8. Timing	Spouses/partners to begin classes Fall 2015.
9. Measures	All enrolled students complete course and program evaluations regularly. VTLCI will either design a special evaluation form or will modify the current evaluation forms to accommodate spouses/partners.
10. Outcomes	Spouses/partners will: 1) be better prepared for adapting and assimilating to their new settings; 2) be less apprehensive of their surroundings and, therefore, more productive in the community; 3) be prepared to the extent that they could go on to study themselves at NRCC, Radford, or Virginia Tech. Moreover, they will feel more welcome in the university and Blacksburg communities.

InclusiveVT 2014 – 2015 Initiative Report

Office of Outreach and International Affairs, Guru Ghosh, Vice President
Virginia Tech Language and Culture Institute, Donald Back, Director

Initiative Name *(Each area is responsible for identifying three initiatives)*

English Language Program for International Spouses

1. Progress to Date	Program implemented January 2015 with 5 initial program registrants. 40 students are matriculating in the second session of the program, which began March 2015. The program is available to employees, and spouses of employees, faculty members, graduate students, undergraduate students, visiting scholars and researchers.
2. Challenges and/or Unexpected Insights	Participants thus far have expressed gratitude for the opportunity to be able to participate in the program. Human Resources is also advertising the program for university employees. Language concerning “partners” was scaled back to align with the Human Resources definition of a spouse. We began to run into issues with individuals trying to take advantage of the benefit on the basis of romantic affiliation. This is problematic, as same sex marriage is not recognized in many countries, so a same-sex couple would likely have to be married here in the U.S. in order to take advantage of the benefit. Nonetheless, the program has been well-received in the community and many are taking advantage of the opportunity.
3. Current or Planned Assessment Activities	Three of the five initial program participants who studied in the January/February session were interviewed. The other two were unavailable during the scheduled timeframe. Comments from those interviewed are attached.
4. How Have You Engaged Your Constituent Groups?	Personally through the registration process. Potential registrants have been solicited through the Graduate School, Cranwell International Center, Human Resources and networking through student groups.
5. Rate Your Progress to Date <i>(1 = No Progress to 5 = Successfully Completed)</i>	Successfully implemented (5). Initial evaluations (conducted by interview) are positive. Another evaluation of the larger second cohort will be conducted at the close of the March/April session.
6. Next Steps	Continued advertising and other promotion. By the next reporting deadline we expect to have devised and conducted a program-specific evaluation based on the goals of the president’s diversity initiative.

1. Progress to Date

Discuss plans, meetings and activities associated with your proposed initiative.

2. Challenges and/or Unexpected Insights

Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.

3. Current or Planned Assessment Activities

Discuss how you are assessing your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.

4. How Have You Engaged Your Constituent Groups?

Indicate ways you have engaged your targeted constituent groups.

5. Rate Your Progress to Date

(Rate 1-5; see above)

6. Next Steps

Please indicate where you expect your proposed initiative to be at the next reporting deadline and how you expect to get there.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Scholarship for Underrepresented Populations for Admissions and Study Abroad , Guru Ghosh, Vice President Outreach and International Affairs	
Initiative Number	3 (Each area is responsible for identifying three initiatives)
1. Inclusive Excellence Dimension(s)	(a) Access and Success
2. Constituent Group(s)	(a) Undergraduate Students, (b) Graduate/Professional students, (c) Incoming Freshmen, (d) Transfer TRiO students that transfer into VT
3. Initiative Description	To provide hard dollar scholarship funding Virginia Tech's underrepresented student populations who are participating in study abroad programs. Specific scholarship funds will also be set aside to assist TRiO students who have chosen to come to Virginia Tech to pursue undergraduate degrees, either as incoming freshmen or as transfer students from community colleges both in and out of the state.
4. Rationale	National studies long have recognized affordability as one of the major barriers to study abroad participation among U.S. college students. During the 2013-14 academic year, 14% of Virginia Tech students who studied abroad identified as underrepresented minorities. Of Virginia Tech's underrepresented student population that studied abroad, approximately 70% completed the Free Application for Federal Student Aid (FAFSA) requesting financial assistance from the government. The majority of this assistance came in the form of student loans; which in most cases still did not cover the entire cost of the study abroad program. The Global Education Office would like to provide scholarship opportunities that increase study abroad interest among underrepresented minorities, make study abroad more an affordable reality for underrepresented minorities; and decrease their reliance on federal loans. 100% of TRiO students complete the FAFSA, with approximately 90% of them qualifying for some type of financial aid. However, because more than two-thirds of the TRiO population are both low-income and first generation, students do not have the opportunity or access to information and finances that make Virginia Tech a viable option. Virginia Tech is an ideal school for several of our students, but many of them opt for community college due to cost and accessibility. It would be an ideal effort to be able to provide scholarships and other resources (tutoring,
5. Design	Underrepresented full-time, degree seeking students who have been accepted to an approved study abroad program will be eligible to apply for this scholarship offered by Virginia Tech's Global Education Office. Four scholarships in the amount of \$3,000 will be awarded during the Fall semester; and four scholarships in the amount of \$3,000 will be awarded during the Spring semester. Two scholarships in the amount of \$2,000 will be awarded during the Summer semesters. This would be an annual dollar amount of \$28,000 in scholarship funding allotted towards increasing diversity and inclusion in study abroad participation at Virginia Tech. In a similar manner stated by Virginia Tech's Global Education Office, six scholarships will be awarded both in the Fall and the Spring semesters, and three during the summer, but the hope would be to fill the gap in total cost for the TRiO students, and that will vary according to financial aid awards. Four will be awarded to incoming freshmen, and two to transfer students during the academic year, and two will be awarded to incoming freshmen and one to

InclusiveVT 2014 – 2015 Initiative Report

Guru Ghosh, Vice President for **Outreach and International Affairs (OIA)**

Initiative Name: Scholarships for Underrepresented Populations for Admissions and Study Abroad

1. Progress to Date	<p>The Global Education Office (GEO) began working collaboratively with the Office of Multicultural Programs and Services (MPS) during Fall 2014. GEO has been in constant communications with the Office of Budget and Financial Planning. There are proposals in place to authorize funding the proposed scholarships.</p> <p>TRiO – We have submitted a proposal for funding to the Parents Fund and are working to create the scholarship requirements for the populations. This will be a \$2,500 scholarship for six students (two in the fall, two in the spring, and two in the summer), for a total of \$30,000 each year.</p>
2. Challenges and/or Unexpected Insights	<p>The funding mechanism which allowed GEO to distribute scholarship awards was discontinued during the 2012-2013 academic year. In order for the proposed initiative to be successful this barrier will need to be removed.</p> <p>TRiO – Obtaining funding is going to be the issue; It does not appear that funding is available through OIA for this initiative. The Parents Fund is uncertain and will only possibly cover two years, which will not fill any funding gap that the prospective student(s) will have for their tenure at VT.</p>
3. Current or Planned Assessment Activities	<p>Once the funding stream is reintroduced, GEO will track and keep annual data on the number of minority scholarship applicants.</p> <p>TRiO – No assessment activities planned to date, as we want to make sure the initiative gets off the ground. Once funding is identified, we will work with Financial Aid to track the number of applicants for the scholarship, and the ones who actually attend VT.</p>
4. How Have You Engaged Your Constituent Groups?	<p>GEO recently held a scholarship fair which placed special focus on students who demonstrated high financial need.</p> <p>TRiO – Monthly engagement with our constituent group (our TRiO students), has allowed us to see that there is a population that would be served, i.e., the students that are interested in coming to VT.</p>
5. Rate Your Progress to Date (1 = No Progress to 5 = Successfully Completed)	<p>GEO: 2.5 – Some progress, but not nearly as much as we'd like.</p> <p>TRiO: 2 – A little progress in identifying the population that would benefit from the scholarship, but there is much work to be done with this initiative.</p>
6. Next Steps	<p>GEO: Continue engagement with the Office of Budget and Financial Planning and will also meet with the Office of Multicultural Academic Opportunities Program (MAOP) to discuss potential partnerships. Define eligibility criteria surrounding study abroad scholarships for First generation college students, underrepresented ethnic minorities, and Pell Grant recipients. Develop standard operating procedures for scholarship disbursement through the office of Financial Aid and Scholarships</p> <p>TRiO: Meet with the Office of Financial Aid to see if they might be able to direct us to other sources of funding for these students. Meet with the VT Foundation to discuss opportunities for connecting with alums that may want to make smaller donations that could benefit the students.</p>

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

VP for Research	
Initiative Number <u> 1 </u> (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	Campus Climate and Intergroup Relations
2. Constituent Group(s)	Faculty Members and Staff Members
3. Initiative Description	Diversity competencies and professional development
4. Rationale	This initiative will actively promote participation in the Diversity Development Institute and the certificate programs as a strategy to building leadership. Competencies and expertise will create and sustain an organizational environment that supports and advances diversity action planning across OVPR and the Institutes. As faculty and staff participate in the DDI and obtain certification, we anticipate that there will be an increasing number of employees who can help shape new initiatives in future years.
5. Design	The Office of the Vice President for Research will solicit participants for the next series of classes offered by UOPD and will provide financial support for participants. In addition, OVPR will work with the supervisor of each participant to fund incentives or recognition that is tailored to the motivations of the participant. This approach is designed to reduce barriers to participation and to provide flexible recognition that is aligned with the employee's professional development plan.
6. Responsibility	Martin Daniel, Associate Vice President for Research Operations
7. Accountability	Robert W. Walters, Vice President for Research
8. Timing	New Initiative for CY2015. Expect to fund for the next three academic years
9. Measures	Number of participants in calendar year 2015 classes
10. Outcomes	A minimum of 5 employees will achieve certification at Ally, Advocate or Ambassador level in 2015. Improvement in diversity awareness and activity as reflected in future campus climate surveys.

InclusiveVT 2014 – 2015 Initiative Report

Vice President for Research

Initiative Name *(Each area is responsible for identifying three initiatives)*

Diversity Competencies and professional development

1. Progress to Date	In the Spring Semester, 8 employees enrolled in 16 DDI courses. A total of 17 employees in the senior management area have taken one or more DDI classes. Three employees have received the Ally certificate and two employees have received the Advocate certificate. Four employees are in track to complete the Ally certificate in 2015.
2. Challenges and/or Unexpected Insights	Supervisors and managers prefer to engage employees in individualized professional development and to make participation in DDI programs part of the professional development cycle. The timing of the initiative and availability of seats made participation more difficult for some.
3. Current or Planned Assessment Activities	The outcomes of the initiative will be discussed with Institute Directors and OVPR managers during the summer to expand participation in the fall semester.
4. How Have You Engaged Your Constituent Groups?	
5. Rate Your Progress to Date <i>(1 = No Progress to 5 = Successfully Completed)</i>	Progress: 3. The initiative is progressing but needs additional commitment from leaders.
6. Next Steps	We will hold a meeting of those persons who have completed the certificate programs to discuss ways to strengthen the initiative.

1. Progress to Date

Discuss plans, meetings and activities associated with your proposed initiative.

2. Challenges and/or Unexpected Insights

Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.

3. Current or Planned Assessment Activities

Discuss how you are assessing your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.

4. How Have You Engaged Your Constituent Groups?

Indicate ways you have engaged your targeted constituent groups.

5. Rate Your Progress to Date

(Rate 1-5; see above)

6. Next Steps

Please indicate where you expect your proposed initiative to be at the next reporting deadline and how you expect to get there.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

VP for Research	
Initiative Number <u> 2 </u> (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	Access and Success
2. Constituent Group(s)	Graduate and Undergraduate Students
3. Initiative Description	OVPR will provide funds in support of the VT-IMSD (Initiative for Maximizing Student Development) Program to enable community-building activities with the students.
4. Rationale	Developing a sense of community amongst underrepresented students has been a critically important attribute of successful recruitment and retention of minority students in higher education. Such community building activities are not specifically funded by NIH in the IMSD project so a partnership between IMSD, OVPR, and the Fralin Institute for Life Sciences will provide resources to respond to the social and cultural needs of students that facilitates success at the undergraduate and graduate level.
5. Design	OVPR and the Fralin Life Sciences Institute will provide funding on an annual basis to the IMSD program. The funding enables student travel, social gatherings, and other community enhancing activities to be provided for IMSD scholars.
6. Responsibility	Martin Daniel, Associate Vice President for Research Operations and Dennis Dean, Director, Fralin Life Sciences Institute
7. Accountability	Robert W. Walters, Vice President for Research
8. Timing	Continued Initiative that is expected to continue through 2016
9. Measures	Retention and graduation rates of participants
10. Outcomes	Increasing numbers of doctoral as well as undergraduate students from historically underrepresented groups who want to pursue a Ph.D. and a research career in biomedical or behavioral fields in science or engineering will graduate from Virginia Tech and enter the research profession.

InclusiveVT 2014 – 2015 Initiative Report

Vice President for Research

Initiative Name *(Each area is responsible for identifying three initiatives)*

VT-IMSD/PREP support funding

1. Progress to Date	Ten candidates for the PREP and IMSD programs were brought to campus during the academic year 2014-15 from Pennsylvania, Maryland, South Carolina and Virginia. The OVPR provided financial support for travel and accommodation expenses that cannot be covered by the NIH grant. Providing expenses is a critical component to the recruitment of minority students for these programs. Funding for a recognition program was also provided. This program is planned to take place in May 2015.
2. Challenges and/or Unexpected Insights	The PREP and IMSD programs have been historically successful at recruiting and transitioning minority students in to academic and science careers. Limited recruitment funding has limited the scope of recruitment opportunities
3. Current or Planned Assessment Activities	We plan to work with the College of Agriculture and Life Sciences, and the Fralin Institute to determine the impact of support in light of recruitment challenges and possible threats to the program. Two students completed their PhD requirements and three more will complete in 2015.
4. How Have You Engaged Your Constituent Groups?	
5. Rate Your Progress to Date <i>(1 = No Progress to 5 = Successfully Completed)</i>	Progress: 3. The initiative is progressing but continued NIH support for the program is questionable.
6. Next Steps	OVPR expects to continue funding this initiative in FY16 and to review the outcomes with program managers.

1. Progress to Date

Discuss plans, meetings and activities associated with your proposed initiative.

2. Challenges and/or Unexpected Insights

Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.

3. Current or Planned Assessment Activities

Discuss how you are assessing your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.

4. How Have You Engaged Your Constituent Groups?

Indicate ways you have engaged your targeted constituent groups.

5. Rate Your Progress to Date

(Rate 1-5; see above)

6. Next Steps

Please indicate where you expect your proposed initiative to be at the next reporting deadline and how you expect to get there.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

VP for Research	
Initiative Number <u> 3 </u> (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	Institutional Infrastructure
2. Constituent Group(s)	Faculty Members and Staff Members
3. Initiative Description	Faculty Workshop: Strengthening Your Grant Proposal Workshop: Broader Impacts Criterion (online session)
4. Rationale	Education, outreach and diversity are key review criteria at NSF and other funding agencies. This workshop identifies Virginia Tech resources – people and programs – that researchers can use to build these critical components into their grant proposals.
5. Design	Instructor is a seasoned reviewer for proposals and Centers nationwide that contain strong diversity, capacity-building and workforce development components. Workshop is integrated into the Networked Learning Initiatives (NLI) program schedule and is also offered online for participation by faculty and staff not based on the Blacksburg campus. For staff participants, this workshop meets the elective requirement for the Virginia Tech Research Administrator Level II Certificate Program. (Note: Diversity program planning is also addressed in a separate workshop, “Building the NSF Grant,” also offered twice per academic year.)
6. Responsibility	Beth Tranter, Chief of Staff, Office of the Vice President for Research
7. Accountability	Robert W. Walters, Vice President for Research
8. Timing	Hold one workshop each Fall and Spring (continued initiative)
9. Measures	Evaluations are conducted after each session. Instructor sends funding opportunities weekly to enrollees in each workshop to encourage follow-up.
10. Outcomes	Enhanced ability of faculty and staff to address diversity and other broader impacts criteria within sponsored research proposals, and to achieve greater impact in diversity through sponsored research projects once initiatives have been funded.

InclusiveVT 2014 – 2015 Initiative Report

(Enter **College, VP, Unit name**)
Office of the Vice President for Research

Initiative Name *(Each area is responsible for identifying three initiatives)*

Faculty Workshop: Strengthening Your Grant Proposal Workshop: Broader Impacts Criterion (online session)

1. Progress to Date	Delivered two workshops: September 2, 2015 (6 attendees) and February 13, 2015 (10 attendees)
2. Challenges and/or Unexpected Insights	Attendance for the September session was unusually low, as the new scheduler did not realize that the “Broader Impacts” session was intended to follow the “Building the NSF Grant Workshop.” This was corrected and proper sequencing was followed for the Spring semester.
3. Current or Planned Assessment Activities	Evaluations are distributed and collected by a third party following each online session. All but one evaluation rated the course content and delivery as excellent or very good. One “good” rating was received. All respondents rated the presenter as either very effective or effective. All respondents rated the pace of the session as appropriate.
4. How Have You Engaged Your Constituent Groups?	Most advertising was through Networked Learning Initiatives. Following the workshops, several faculty contacted the instructor for one-on-one consultations for development suggestions specific to proposals that were under development.
5. Rate Your Progress to Date <i>(1 = No Progress to 5 = Successfully Completed)</i>	5 – Successfully completed
6. Next Steps	Use additional recruitment strategies to drive enrollments for future academic years.

1. Progress to Date

Discuss plans, meetings and activities associated with your proposed initiative.

2. Challenges and/or Unexpected Insights

Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.

3. Current or Planned Assessment Activities

Discuss how you are assessing your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.

4. How Have You Engaged Your Constituent Groups?

Indicate ways you have engaged your targeted constituent groups.

5. Rate Your Progress to Date

(Rate 1-5; see above)

6. Next Steps

Please indicate where you expect your proposed initiative to be at the next reporting deadline and how you expect to get there.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Division of Student Affairs	
Initiative Number 1: Human Resources	
1. Inclusive Excellence Dimension(s)	Institutional Infrastructure
2. Constituent Group(s)	Faculty and Staff in DSA
3. Initiative Description	Human Resources in DSA will (a) initiate an exit interview process, (b) create an advanced diversity training for search committee chairs, and (c) standardize the candidate liaison role for all AP Faculty searches.
4. Rationale	The University strategic plan outlines: The Virginia Tech Experience – Pursue quality-of-life initiatives in support of the university as a vibrant, dynamic, and sustainable workplace. The DSA strategic plan has a goal to: Recruit and retain a diverse, multicultural workforce in the division.
5. Design	(a) Design process is already underway. Begin data collection by January 2015. Submit reports to Dr. Perillo outlining themes and suggested strategies, including potential coaching efforts needed in particular units. (b) Survey current university human resources training offered and compare to DSA goals for search processes; create required session to address the difference; advertise through Directors and Vice President for Student Affairs Council. (c) Evaluate and fine-tune current candidate liaison role; standardize materials; train a diverse, representative group to act as liaisons.
6. Responsibility	Gary Shapiro
7. Accountability	Dr. Cynthia Bonner
8. Timing	(a) Begin January 2015, submit reports once per semester (spring, summer, fall) (b) Develop by May 2015, train beginning summer 2015 (c) Launch by February 1, 2015 to align with several upcoming national searches
9. Measures	(a) Regular reporting and comparative data with HR paperwork processing (b) Pre/post assessment of the training (c) Interview newly on-boarded AP Faculty to find out what was worthwhile/helpful (immediate) and continue to do so each mid-fall.
10. Outcomes	(a) We will have accurate data to understand why employees leave VT and be able to direct change measures for both the hiring process and daily culture. (b) Search committee chairs will reduce bias in their processes and build their own capacity for leading an inclusive search. (c) Candidates who reach the on-campus interview phase will be offered an opportunity to discover how they will thrive in all aspects of their life, rather than simply work task success.

InclusiveVT 2014 – 2015 Initiative Report

April 10, 2015

Division of Student Affairs / Dr. Patty Perillo, Vice President

Initiative Name Division of Student Affairs Human Resources

Part 1: Standardize the Candidate Liaison Role for All AP Faculty Searches

1. Progress to Date	<ul style="list-style-type: none"> ▪ Over the past two years, the division’s Housing & Residence Life department has engaged the Candidate Liaison role in department AP Faculty searches. Dr. Eleanor Finger, department director, initiated this approach. ▪ DSA Human Resources met with Dr. Finger to gain insight into the process, and submitted a program summary for consideration to division executives (AVPs), as part of the division’s InclusiveVT initiative. ▪ Division executives nominated appropriate staff members to serve as voluntary Candidate Liaisons during the AP Faculty search process. ▪ Within the division, there are eight (8) Candidate Liaisons available, and AP Faculty search committees are now including time for the Liaison meeting with on-campus candidates.
2. Challenges and/or Unexpected Insights	<ul style="list-style-type: none"> ▪ There were no real challenges to initiating this approach to be applied to the AP Faculty search process. ▪ Currently, our biggest challenge is that the total number of division AP Faculty candidate finalists to be interviewed on campus this spring exceeds the expected average number of on-campus finalists; and scheduling a Liaison for each candidate is challenging.
3. Current or Planned Assessment Activities	<ul style="list-style-type: none"> ▪ We will track the number of on-campus candidates, and searches, during spring 2015 AP Faculty searches who met with Candidate Liaisons. ▪ We will follow up with Candidate Liaisons, after these searches are complete, to solicit their input regarding their interactions with the candidates.
4. How Have You Engaged Your Constituent Groups?	<ul style="list-style-type: none"> ▪ Emails have been sent to AP Faculty search committee chairs, describing the division’s Candidate Liaison role as part of our on-campus interview process. ▪ As AP Faculty searches commence, the list of the division’s Candidate Liaisons has been provided to current search committee chairs, as part of the inclusive, introductory communication from DSA Human Resources.
5. Rate Your Progress to Date (1 = No Progress to 5 = Successfully Completed)	3-4
6. Next Steps	<ul style="list-style-type: none"> ▪ DSA Human Resources will continue to make the process more seamlessly integrated, and to more widely publicize further information about the Liaison role within the division.

Part 2: Create Advanced Diversity Training (Implicit Bias in the Search Process) for Search Committee Chairs

1. Progress to Date	<ul style="list-style-type: none"> ▪ Since October 2014, DSA Human Resources met with representatives from UOPD-VT Human Resources (M. Deramo, J. MacQueen) to plan and develop the offered 2 ½ -hour workshop. ▪ Training was provided to 55 division employees in 3 facilitated workshops during February 2015, including search committee chairs and other division employees. ▪ Based on attendee feedback and DSA Human Resources and UOPD input, the training was significantly reformatted to better meet expectations, and a fourth workshop was presented on March 31, 2015 to 22 participants. ▪ Updated format will continue to be provided at least monthly to division employees, and is currently scheduled via Coursewhere through June 2015.
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<p>2. Challenges and/or Unexpected Insights</p>	<ul style="list-style-type: none"> ▪ The primary challenge focused on our ability to deliver this meaningful material, which challenges employees to view and expose their own implicit bias(es), within a 2-2 ½ hour window. ▪ The updates incorporated in the March 31 workshop were needed to better focus the training to the search/ interview process and to assist employees to practice how to discuss implicit bias tendencies among search committee members. ▪ Coursewhere is required for participants to sign up; however, in the demographics section for registrants the system uses only a gender binary (male/female) and offers outdated language on race (mixed ancestry).
<p>3. Current or Planned Assessment Activities</p>	<ul style="list-style-type: none"> ▪ 77 division employees, including search committee chairs, have attended four (4) workshops through March 31, 2015. ▪ A workshop evaluation for completion will be provided to workshop attendees. Evaluation comments received from employees who participated in the February workshops have already been utilized to improve upon the program, and will continue in the future.
<p>4. How Have You Engaged Your Constituent Groups?</p>	<ul style="list-style-type: none"> ▪ DSA Human Resources has communicated with division search committee chairs, who represent 25 current AP Faculty position openings, through email and telephonically. Training opportunities are also posted through UOPD’s Coursewhere database. ▪ Search committee chairs are expected to attend Implicit Bias training along with Search Charge training, to best lead their search committees to make the best position selection.
<p>5. Rate Your Progress to Date <i>(1 = No Progress to 5 = Successfully Completed)</i></p>	<p>4</p>
<p>6. Next Steps</p>	<ul style="list-style-type: none"> ▪ Will continue to improve workshop material and delivery through attendee feedback and critical UOPD-VT Human Resources and DSA Human Resources continuous improvement process.
<p>Part 3: <u>Initiate an Exit Interview Process</u></p>	
<p>1. Progress to Date</p>	<ul style="list-style-type: none"> ▪ DSA Human Resources has determined the set of questions that will be posed to departing/departed salaried employees. ▪ DSA Human Resources has learned that over time VT Human Resources has provided an exit questionnaire process for departing salaried employees, as well. ▪ We met with VT Human Resources principals several times, and all are determining the optimal way to avoid duplicate efforts and still gain employee feedback we are seeking.
<p>2. Challenges and/or Unexpected Insights</p>	<ul style="list-style-type: none"> ▪ VT Human Resources already conducts exit questionnaires, online through Qualtrics, with departing/departed employees, which is a challenge to our expected initiative. If employees are going to respond to exit interview/questionnaire, it is assumed they generally will not respond to two requests, especially at the end of their employment.
<p>3. Current or Planned Assessment Activities</p>	<ul style="list-style-type: none"> ▪ We are attempting to “piggyback” on the current process in place, derive division data from division respondents in Qualtrics survey, and offer voluntary exit interview opportunities to meet our objective. ▪ Collaborating with VT Human Resources, DSA Human Resources is hopeful to obtain employee exit information from online exit questionnaire results provided through Qualtrics data. ▪ Additional questions to be added to VT Human Resources instrument focus on 1) supervision received and quality and 2) participation in professional development/training opportunities. ▪ Measures also include periodic exit data reporting.

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4. How Have You Engaged Your Constituent Groups?	<ul style="list-style-type: none">▪ We have not as yet engaged our constituent groups until technical issues and operations with VT Human Resources have been resolved.
5. Rate Your Progress to Date <i>(1 = No Progress to 5 = Successfully Completed)</i>	2
6. Next Steps	<ul style="list-style-type: none">▪ We expect to have finalized and coordinated the exit questionnaire and interview process with VT Human Resources.▪ Additional coordination with VT Human Resources is required, since they “own” the current university-wide process.▪ Technical hurdles will have to be overcome so that division exit data sought by DSA Human Resources will be available to us through the existing survey instrument.▪ Once DSA Human Resources has access to division results, we will communicate this process through division leadership and roll out to all departments.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Division of Student Affairs	
Initiative Number 2: Intergroup Dialogue	
1. Inclusive Excellence Dimension(s)	Campus Climate and Intergroup Relations
2. Constituent Group(s)	Undergraduate Students
3. Initiative Description	The University of Michigan model of Intergroup Dialogue is the national standard for successful programs. "Intergroup dialogues are defined as <i>facilitated</i> , face-to-face meetings between students from two or more social identity groups that have a history of conflict or potential conflict." ¹ This is a complex and challenging endeavor. Given the intense personal exploration in year one of the program, successful participants will be prepared to participate as Teaching Assistants for myriad sections of Intergroup Dialogue courses. They will serve as mentors to sustain meaningful intergroup contact, dialogue, and education.
4. Rationale	From the university strategic plan: The Virginia Tech Experience – Pursue quality-of-life initiatives in support of the university as a vibrant, dynamic, and sustainable workplace. Students should experience meaningful friendships with others and Virginia Tech who are different from themselves. From the DSA Strategic Plan goals: Students will expand their appreciation, understanding, and respect for others who are different than themselves.
5. Design	The course will meet two hours weekly for 16 weeks. The course will intentionally build diverse classrooms of 12-16 students per semester, engaging pre and post assessment for learning co-led by faculty with differing identities, matched with the content of the course. For example, if the section is on gender then facilitators should be balanced between men, women, and gender non-conforming persons. The curriculum will allow for a developmental, experiential, and structured approach. Students will write weekly journal entries, read and respond to weekly assigned readings, and write self-reflection papers. This is intended to be an eventual partnership between the Division of Student Affairs and College of Liberal Arts and Human Sciences.
6. Responsibility	Tricia Smith
7. Accountability	Tom Brown
8. Timing	Course partnership and facilitator training will occur Spring 2015. Fall 2015 will host a pilot section (12 students, 2 facilitator, 1-2 sections). Spring 2015 will be the target for a full launch.
9. Measures	Pre and post assessment, journaling, and a 12 month post-experience interview.
10. Outcomes	Personal Awareness <input type="checkbox"/> Participants will learn more about their own socialization and social identities.

¹ Zuniga, Ximena. (n.d.) *Fostering Intergroup Dialogue on Campus: Essential Ingredients*. Retrieved from <http://www.diversityweb.org/Digest/W98/fostering.html>

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	<ul style="list-style-type: none"><input type="checkbox"/> Participants will develop greater clarity about the differential treatment they receive as a result of their own social group memberships.<input type="checkbox"/> Participants will learn to identify and challenge unexamined beliefs about themselves and others. (page 70) <p>Expand Knowledge</p> <ul style="list-style-type: none"><input type="checkbox"/> Participants will examine historical, economic, and social information that defines and reflects oppression.<input type="checkbox"/> Participants will look at the commonalities and differences among different "isms".<input type="checkbox"/> Participants will be able to analyze the function of stereotyping in supporting prejudice and discrimination of all types. (page 71) <p>Encourage Action</p> <ul style="list-style-type: none"><input type="checkbox"/> Participants will create meaningful ways to apply new knowledge and awareness.<input type="checkbox"/> Participants will draw upon the relationships built in class to support analysis and action steps.<input type="checkbox"/> Participants will see themselves as agents of change, capable of acting on their convictions and in concert with others against the injustices they see. (page 72)
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April 10, 2015

Division of Student Affairs / Dr. Patty Perillo, Vice President

Initiative Name Intergroup Dialogue	
1. Progress to Date	<ul style="list-style-type: none"> ▪ Researched peer institutions and national models for “best practices” and lessons learned ▪ Sought student feedback on interest in the experience – very positive ▪ Read multiple texts being considered for course text ▪ Have consulted with multiple T/R Faculty about course design, content, and potential interest in collaboration ▪ Hiring a curriculum development specialist to finalize the course content over summer 2015 ▪ Fraternity & Sorority Life planning for pilot section Fall 2015
2. Challenges and/or Unexpected Insights	<ul style="list-style-type: none"> ▪ The staff in MPS are facing time constraints given the opportunities to grow the work of the office and the requests from students to be engaged along-side them
3. Current or Planned Assessment Activities	<ul style="list-style-type: none"> ▪ We will pilot the program in Fall 2015, as the plan is designed. This will include pre and post-test learning assessment, journaling exercises, and a 12 month post-experience interview.
4. How Have You Engaged Your Constituent Groups?	<ul style="list-style-type: none"> ▪ As planned, this project has primarily been in the research and conversation stage with AP Faculty in DSA. ▪ Students have been engaged through conversations both of their own outreach and initiated by the MPS team.
5. Rate Your Progress to Date (1 = No Progress to 5 = Successfully Completed)	3
6. Next Steps	<ul style="list-style-type: none"> ▪ Curriculum Development Specialist will begin May 2015 ▪ Publicity for opportunity will begin late summer/fall 2015 ▪ Pilot group fall 2015 ▪ Identify academic department host 2016

1. **Progress to Date**
Discuss plans, meetings and activities associated with your proposed initiative.
2. **Challenges and/or Unexpected Insights**
Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.
3. **Current or Planned Assessment Activities**
Discuss how you are assessing your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.
4. **How Have You Engaged Your Constituent Groups?**
Indicate ways you have engaged your targeted constituent groups.
5. **Rate Your Progress to Date**
(Rate 1-5; see above)
6. **Next Steps**
Please indicate where you expect your proposed initiative to be at the next reporting deadline and how you expect to get there.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Division of Student Affairs	
Initiative Number 3: Multicultural Competence Training	
1. Inclusive Excellence Dimension(s)	Education and Scholarship
2. Constituent Group(s)	Faculty and Staff
3. Initiative Description	DSA employees will apply to be a part of a three-year cohort experience around the development of multicultural competence. They will explore the scholarship around multicultural competence, pursue understanding of identity and self in context of social constructs, and both learn about and practice social change. Year one will be framed with self-authorship, inclusive excellence, and the social change model. Year two will require participants to use their new lens and consider "Ut Prosim;" that is, to create social change within Virginia Tech. The third year will allow the cohort members to mentor a first-year cohort, thus completing the cycle of creating sustainable, meaningful change.
4. Rationale	From the university strategic plan: The Virginia Tech Experience – Pursue quality-of-life initiatives in support of the university as a vibrant, dynamic, and sustainable workplace. From the DSA Strategic Plan goals: Division employees will develop the multicultural competencies to address relevant issues and to offer meaningful services to a diverse student population.
5. Design	The course will intentionally build diverse cohorts of 12 faculty and staff per year, engaging pre and post assessment for learning. The cohort will meet three-to-four hours monthly for one academic year. It will be led by faculty with differing identities, professional experiences, and scholarly expertise. The curriculum will allow for a developmental, experiential, and structured approach. Cohort members will write weekly journal entries, read and respond to weekly assigned readings, and engage self-reflection.
6. Responsibility	The Multicultural Competence Committee – Tricia Smith and Brian Bolton
7. Accountability	Dr. Patty Perillo
8. Timing	Course design and application collection will occur Spring 2015. Fall 2015 will be the launch for cohort one.
9. Measures	Pre and post assessment, journaling, and mentorship interviews.
10. Outcomes	Personal Awareness <ul style="list-style-type: none"> <input type="checkbox"/> Participants will learn more about their own socialization and social identities. <input type="checkbox"/> Participants will develop greater clarity about differential treatment received as a result of social group memberships. <input type="checkbox"/> Participants will learn to identify and challenge unexamined beliefs about themselves and others. Expand Knowledge

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April 10, 2015

Division of Student Affairs / Dr. Patty Perillo, Vice President

Initiative Name Multicultural Competence Training

1. Progress to Date	<ul style="list-style-type: none"> ▪ Researched peer institutions and national models for “best practices” and lessons learned ▪ Read multiple texts being considered for course text and those aiding in course design ▪ Scheduled time with professional diversity trainer regarding course design, content, and methodologies ▪ Integrated the adult learner framework to guide development – curriculum is in draft form
2. Challenges and/or Unexpected Insights	<ul style="list-style-type: none"> ▪ Having a large committee (10 folks) provided challenges in terms of slowing the process to ensure we are on the same page; however, this is also positive because we’ve been very intentional with our choices ▪ We do not have a trained program designer on our committee so the learning curve for the group has been steeper than anticipated. This has been an incredible learning opportunity for the committee.
3. Current or Planned Assessment Activities	<ul style="list-style-type: none"> ▪ We will launch the program in Fall 2015, as the plan is designed. This will include pre and post-test learning assessment, journaling exercises, and mentorship interviews.
4. How Have You Engaged Your Constituent Groups?	<ul style="list-style-type: none"> ▪ To date we have asked for individual and small group feedback to gauge interest ▪ We have made inquiry with several potential cohort facilitators
5. Rate Your Progress to Date <i>(1 = No Progress to 5 = Successfully Completed)</i>	3
6. Next Steps	<ul style="list-style-type: none"> ▪ Professional consultant design review 4/24 ▪ Internal review from Vice President and senior leaders June 2015 ▪ Publicize and accept applications July 2015 ▪ Launch experience Fall 2015

1. Progress to Date

Discuss plans, meetings and activities associated with your proposed initiative.

2. Challenges and/or Unexpected Insights

Discuss any challenges or insights learned during the progress of your proposed initiative. Have these challenges or insights created a change to your proposed initiative? If so, please explain.

3. Current or Planned Assessment Activities

Discuss how you are assessing your proposed initiative. Please include what forms of data will be collected from or about your targeted constituent group.

4. How Have You Engaged Your Constituent Groups?

Indicate ways you have engaged your targeted constituent groups.

5. Rate Your Progress to Date

(Rate 1-5; see above)

6. Next Steps

Please indicate where you expect your proposed initiative to be at the next reporting deadline and how you expect to get there.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Virginia Tech Carilion School of Medicine

Initiative Number 1: VTCSOM/Hampton University Guaranteed Admissions Program / Preferred Applicant Track (GAP)

1. Inclusive Excellence Dimension(s)	Access and Success
2. Constituent Group(s)	Undergraduate Students (prospective medical school students)
3. Initiative Description	VTCSOM will establish a guaranteed admission/direct admit pipeline program with Hampton University, a top-ranked historically Black institution.
4. Rationale	This initiative is consistent with LCME standards MS-8 and IS-16 related to DIVERSITY/PIPELINE PROGRAMS AND PARTNERSHIPS. MS-8 indicates that "a medical education program should work within its own institutions and/or collaborate with other institutions to make admission to medical education programs more accessible to potential applicants of diverse backgrounds." IS-16 indicates that a medical education program should establish "programs and/or partnerships aimed at achieving diversity among qualified applicants for medical school admission." (LCME Elements 3.3 and 7.6)
5. Design	The VTCSOM/HU Guaranteed Admission Program includes residential programs for two summers that will provide interviewing skills, clinical, research, and shadowing experiences, networking opportunities and professional exam preparation to Hampton University students to increase their ability to become competitive in the medical school process.
6. Responsibility	VTCSOM Office of Admissions staff
7. Accountability	VTCSOM Associate Dean for Admissions and Administration
8. Timing	New initiative, effective May 2015; Target date for student enrollment at VTCSOM Fall 2017
9. Measures	# pipeline students, # hours engaged in clinical observation/experiences and undergraduate research; MCAT scores; #, % AMCAS applications of pipeline students, #, % applicants to VTCSOM, # applicants matriculating to VTCSOM, # applicants matriculating to other medical schools
10. Outcomes	Increase the number of qualified and successful URM students applying to and matriculating at VTCSOM

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Virginia Tech/Carilion School of Medicine

Initiative Number 1: VTCSOM/Hampton University Guaranteed Admission Program (GAP)

<p>1. Progress to Date</p>	<ul style="list-style-type: none"> • The VTCSOM-HU program will commence this year. It is one of seven (7) medical school Guaranteed Admission Programs at Hampton University. Although our program is the youngest of the HU’s collaborative medical school pipeline programs, VTCSOM-HU GAP received more applications than Hampton’s other six medical school pipeline programs. • HU faculty introduced the VTCSOM-HU program to students in sophomore level biology classes. • Eight (8) applications were received, and as planned, two (2) students were selected to participate in the two-year VTCSOM-HU GAP from May 24-July 31, 2015. • Assignment of VTCRI faculty mentors for summer research experience z9. • VTCSOM-HU GAP students will participate in the MAOP Summer Research Internship Program under the tutelage of VTC Research Institute faculty.
<p>2. Challenges and/or Unexpected Insights</p>	<ul style="list-style-type: none"> • Requiring HU students to be participants in the HU Honors Program AND the Pre-Health Program limited the number of student eligible to apply for the program. Eligibility criteria were adjusted to allow Pre-Health student who are “honors eligible” to apply. • Although initial efforts to recruit students was not successful because of HU students’ lack of familiarity with the program, intense outreach to the students resulted in a strong pool of applicants.
<p>3. Current or Planned Assessment Activities</p>	<p>Anticipated assessments include reviews of our communication plan and application process; and surveys to student participants and faculty at the end of each summer. We will also monitor and track the number of applications received for VTCSOM-HU GAP, number of VTCSOM-HU GAP Scholars retained to the second year of the program, pre- and post- MCAT scores; number of AMCAS applications submitted by VTCSOM-HU GAP Scholars; number of VTCSOM-HU GAP Scholars applying to VTCSOM, number of VTCSOM-HU GAP Scholars matriculating to VTCSOM and to other medical schools.</p>
<p>4. How Have You Engaged Your Constituent Groups?</p>	<ul style="list-style-type: none"> • The VTCSOM-HU GAP memorandum of understanding was signed in the spring of 2014. • We have communicated frequently by telephone, email and Skype with HU students, Pre-Health Advisor, Mr. Michael Druitt, and Chair of Biological Sciences at HU, Dr. Michelle Penn-Marshall.

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	<ul style="list-style-type: none"> • Lauren Wiley (VTCSOM Diversity Recruiter) has visited HU three times during the academic year. • The VTCSOM-HU GAP Scholars will attend the VTCSOM Open House on April 11, 2015.
<p>5. Rate Your Progress to Date <i>(1 = No Progress to 5 = Successfully Completed)</i></p>	<p>Program implementation is ON TRACK. Our progress today date = 3 because successful completion (enrollment of VTCSOM-HU GAP Scholars in medication school at VTCSOM) = 5. Our progress at the end of the summer will =4.</p>
<p>6. Next Steps</p>	<ul style="list-style-type: none"> • Ongoing engagement with HU students and faculty. • Advocate for non-selected applicants to participate in the VT Multicultural Academic Opportunities Program in summer 2015. • Summer research internship at VTC Research Institute 2015 VTCSOM-HU GAP Scholars. • Schedule fall visit to VTC for high-achieving HU Pre-Health students. • Begin process assessments. • Begin planning summer 2016.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Virginia Tech Carilion School of Medicine

Initiative Number 2: Lunch & Learn Diversity Development Institute (DDI) Series

1. Inclusive Excellence Dimension(s)	Education and Scholarship; Campus Climate and Intergroup Relations
2. Constituent Group(s)	VTCSOM Graduate/Professional (medical) Students, Faculty Members, Staff Members; Colleagues from partner organizations such as Carilion Clinic
3. Initiative Description	The Lunch & Learn DDI series is a structured curriculum through which VTCSOM students, faculty, staff, and collaborative partners can enhance their diversity awareness and competencies; thereby positively influencing their working and learning environments
4. Rationale	This initiative is consistent with LCME standard IS-16 (DIVERSITY), FA-11 (FACULTY PROFESSIONAL DEVELOPMENT), and ED-22 (CULTURAL COMPETENCE; PERSONAL BIAS). The Lunch & Learn Series is an education and training effort that helps to create and maintain an environment that is welcoming and respectful for all VTCSOM community members and guests. This initiative is consistent with LCME standard IS-16 that requires VTCSOM to “ engage in ongoing, systematic, and focused efforts to attract and retain students, faculty, staff, and others from demographically diverse backgrounds. ” This initiative also supports standard FA-11, providing “opportunities for professional development to each faculty member ...to enhance his or her skills and leadership abilities” -- specifically in the areas of diversity, inclusion, and civility. ED-22 requires that VTCSOM provide “ opportunities for medical students to learn to recognize and appropriately address gender and cultural biases in themselves, in others, and in the health care delivery process” and the “ development of core professional attributes (e.g., altruism, accountability) needed to provide effective care in a multidimensionally diverse society.” (LCME Elements 3.3, 4.5 and 7.6)
5. Design	Two-hour workshop will typically occur during lunch time at VTCSOM. Individuals who attend at least 12 hours of training will earn a Diversity Associate Certificate. Participants may also use attendance at other diversity-related programs as long as the program be at least two hours long and that participants keep a copy of the agenda to verify attendance.
6. Responsibility	Associate Dean for Community & Culture; Chief Diversity Officer, in collaboration with VT Diversity Development Institute
7. Accountability	Associate Dean for Community & Culture; Chief Diversity Officer
8. Timing	New initiative in Fall 2014; Implementation ongoing, with at least three Lunch & Learn sessions each semester
9. Measures	# participants per training, #, % student participation, #, % staff participation, #, % faculty participation, # Diversity Associate Certificates awarded
10. Outcomes	Increase awareness, knowledge, and skills to approach diversity and inclusion issues within VTCSOM community

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2014 – 2015 Initiative Report

Virginia Tech/Carilion School of Medicine

Initiative Number 2: Lunch & Learn Diversity Development Institute (DDI) Series

<p>1. Progress to Date</p>	<p>By the end of the academic year, nine (9) DDI sessions will be completed for 2014-2015. These include Exploring Unconscious Bias, Fundamentals of Diversity: Appreciating Differences, Introduction to Diversity and Inclusion: Awareness to Action (1 & 2), Communicating Respectfully, Multicultural Conflict Dynamics (1 & 2), and Title IX. Session attendance has been between 20-45 faculty and staff members have participated in each session. The Lunch & Learn DDI series will close with an award ceremony to recognize participants who fulfill the requirements for the Diversity Associate Certificate on May 12, 2015.</p>
<p>2. Challenges and/or Unexpected Insights</p>	<p>The diversity training program is open to VTCSOM students, faculty, and staff, as well as community members and our partner organizations such as Jefferson College for Health Sciences. Faculty and staff participation is strong, but we have not been able to attract students. We recognize now that the timeframe and the demanding academic and clinical schedules of the students make it difficult for them to participate. We will consider other avenues to provide structured diversity training for students.</p>
<p>3. Current or Planned Assessment Activities</p>	<p>We track registration and number of session participants, and invite participants to provide feedback after each Lunch & Learn session. We will award our first Diversity Associate Certificates (~12) on May 12, 2015.</p>
<p>4. How Have You Engaged Your Constituent Groups?</p>	<p>We communicate with our constituents by email, through the VTC websites, Carilion Clinic website, Healthy Roanoke Valley listserv, and during our diversity training sessions.</p>
<p>5. Rate Your Progress to Date <i>(1 = No Progress to 5 = Successfully Completed)</i></p>	<p>5-We have successfully completed one year of DDI sessions. Participation has met or exceeded our expectations each session.</p>
<p>6. Next Steps</p>	<ul style="list-style-type: none"> • Award 2014-2015 Diversity Associate Certificates on May 12. • Draft summary report for all 2014-2015 sessions. • Confirm 10 sessions for 2015-16 academic year. Proposed sessions include: Differing Abilities, Exploring Unconscious Bias, Fundamentals of Diversity: Appreciating Differences, Generations at Work, Introduction to Diversity and Inclusion: Awareness to Action, Privilege and Oppression, Diversity of Faith, Words Can Hurt You, Leading Change, and Multicultural Conflict Dynamics.

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**InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives**

Virginia Tech Carilion School of Medicine

Initiative Number 3: Youth Outreach and Engagement

1. Inclusive Excellence Dimension(s)	Access and Success; Campus Climate and Intergroup Relations
2. Constituent Group(s)	Elementary, middle, high school and community college students
3. Initiative Description	VTCSOM faculty, staff and students will engage in structured educational and enrichment activities with elementary, middle, high school and community college students to promote awareness of medicine among underrepresented youth
4. Rationale	This initiative is consistent with LCME standards MS-8 and IS-14A. MS-8 indicates that “a medical education program should work within its own institutions and/or collaborate with other institutions to make admission to medical education programs more accessible to potential applicants of diverse backgrounds. ” IS-14A focuses on SERVICE LEARNING and indicates that medical education programs must promote and provide opportunities for “medical student participation in service-learning and community service activities.” (LCME Elements 3.3 and 6.6)
5. Design	Through workshops, speakers and hands-on activities, the students, faculty and staff at VTCSOM will expose underrepresented young people to professional possibilities in the health care field, and specifically medical school.
6. Responsibility	Associate Dean for Community & Culture
7. Accountability	Associate Dean for Community & Culture; Chief Diversity Officer
8. Timing	Expanding current VTCSOM community outreach efforts by partnering with Virginia Tech's existing K-14 initiatives; Establish new partnerships as opportunities arise (such as The Renaissance Society, a Roanoke organization that provides enrichment to Black male youth)
9. Measures	#, % VTCSOM student volunteers, #, % faculty and staff volunteers, # individuals served, # organizations served, # youth attending, # student supporters (parents, mentors, etc.) in attendance, # students applying to college, # applicants accepted to college, # accepted students matriculating to college
10. Outcomes	Increase the pool of students interested in medical and health professions; Pre-post data will reveal that program participants have increased knowledge of the college-going process and that they learned new information related to medical careers.

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Virginia Tech/Carilion School of Medicine

Initiative Number 3: Youth Outreach and Engagement

<p>1. Progress to Date</p>	<p>VTCSOM targets four (4) of its youth outreach and engagement efforts for enhancement in 2014-2015: Roanoke City Public Schools Science Fair, Within Reach, The Renaissance Academy, and An Achievable Dream Academy. We had successful programs/engagement with youth and faculty/staff in these pre-college programs in November 2014 and January-March 2015.</p>
<p>2. Challenges and/or Unexpected Insights</p>	<p>Tracking youth participants and getting feedback in a timely manner is an area that needs further development. assessing</p>
<p>3. Current or Planned Assessment Activities</p>	<p>Planned assessments include follow-up surveys to student participants and faculty/staff. Data collected include number of VTCSOM student and faculty volunteers, number of organizations and individuals served, number of student supporters (parents, mentors, etc.) attending events, number of students applying, being accepted and enrolling in college.</p>
<p>4. How Have You Engaged Your Constituent Groups?</p>	<ul style="list-style-type: none"> • Our engagement with youth included structured programs at VTCSOM and in the community. • To date, our pre-college outreach included: <ul style="list-style-type: none"> ○ VTCSOM student volunteers=14 ○ VTCSOM faculty/staff=13 ○ Organizations served=5 ○ Youth participants=171 ○ Student supporters/advocates=52 • Collectively, the youth outreach and engagement program agendas addressed: <ul style="list-style-type: none"> ○ The importance of enrolling in a college prep curriculum in high school. ○ The path from middle/high school to a career in the health professions. ○ STEM enrichment activities • We communicate with program leaders by email, telephone, though websites.
<p>5. Rate Your Progress to Date <i>(1 = No Progress to 5 = Successfully Completed)</i></p>	<p>5-We have successfully engaged elementary, middle and high school youth in the Commonwealth as planned.</p>
<p>6. Next Steps</p>	<ul style="list-style-type: none"> • Refine assessment plan. • Schedule fall 2015 visit to VTC visit for high-achieving students. • Conduct a summer planning meeting to identify youth engagement opportunities • Confirm monthly events for the Renaissance Academy