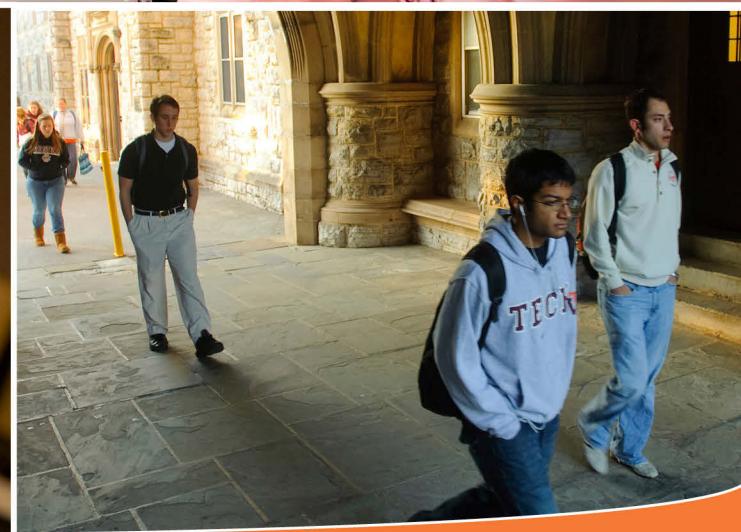


InclusiveVT: Past, Present, Future



Executive Summary

On September 29, 2014, Virginia Tech held a [forum](#) on its new institutional approach to inclusion and diversity. This report summarizes the comments from that forum within the historical context of Virginia Tech's prior planning and new InclusiveVT structure. The result is a narrative reflecting public input from the initial hiring of a Chief Diversity Officer to current structural change. The report investigates questions and recommendations raised over the past 15 years and explores progress made and challenges that remain.

This study follows a four phase analysis:

- 1) Definition of inclusive excellence dimensions;
- 2) Analysis of [notes](#) from the September forum, reflecting comments from 439 participants;
- 3) Review of the recommendations of five university reports on inclusion and diversity, dating back to an initial University Diversity Plan in 2000;
- 4) Connection with the [InclusiveVT initiatives](#), sorted by inclusive excellence (IE) dimension and key themes.

These sources reflect feedback from forums and interviews with Virginia Tech faculty, staff, undergraduate and graduate students, administrators, and alumni over the past 15 years. The inclusive excellence dimensions – Access and Success, Campus Climate and Intergroup Relations, Education and Scholarship, and Institutional Infrastructure -- serve as the organizing theme for this report. Although the dimensions of inclusive excellence were first adopted with the 2010 Diversity Strategic Plan, prior plans reflected similar dimensions (see Appendix A). The goals and objectives identified in these plans strongly map onto issues raised at the forum. Below is a summary of some major themes, organized by IE dimension:

Access and Success includes comments on recruiting, retention, and mentoring for undergraduate and graduate students, faculty and staff. Commonly voiced needs include:

- Undergraduate recruiting and outreach into diverse communities throughout Virginia;
- More pipeline and pre-college initiatives, starting as early as elementary school;
- Greater involvement in undergraduate recruiting by faculty, staff, students, and alumni;
- A need for best practices for retention and mentoring;
- Funding, to include undergraduate scholarships and financial aid; graduate tuition and assistantships; and faculty and staff compensation;
- Mentoring for all groups.

Campus Climate and Intergroup Relations includes longstanding concerns about bias and privilege, the need for greater conversation and dialogue, improved resources and programs, and better relationships with the local community. Prevalent themes include:

- Expanding the idea of a “Hokie” to be more inclusive and diverse;
- Promoting available resources, such as the International Street Fair, Heritage Months, and the (former) Dance of Nations;
- Examining overlooked types of diversity: veterans; Jewish faculty, staff, and students; families with children; and individuals who prefer multiple or non-traditional identifiers;
- Encouraging the need for more dialogue throughout the university;
- Examining hidden bias and unexamined privilege at every level of the university;
- Clarifying where and how to report incidences of bias and discrimination.

Education and Scholarship, as core functions of the university, reflect learning areas for faculty, staff, and students, and include courses, curricular and co-curricular programs; internationalization and intercultural competence; research and scholarship; and training and professional development. Conversations in this area included:

- Encouraging greater integration of diversity in the curriculum and co-curriculum -- not just as content, but as inclusive pedagogy oriented towards all learners;
- Viewing Africana Studies, Women and Gender Studies, Judaic Studies, Religion and Culture, Appalachian Studies, and other disciplines as resources and academic models;
- Meeting the cultural needs of international students and scholars;
- Recognition for diverse scholars and scholarship;
- Instituting mandatory and well-funded professional development, including the Diversity Development Institute, Inclusive Pedagogy, and the Search Committee Charge workshops;
- Developing model programs that could be scaled up and used as a basis for cross-campus collaborations, for example: Graduate Diversity Scholars, residence hall programs, and Multicultural Programs and Services;
- Greater dissemination of best practices to departments.

Institutional Infrastructure: The September forum announced a significant change in Virginia Tech's institutional structure for inclusion and diversity. Hence, participants expressed their need to more fully understand the new approach and forum outcomes. Elements of institutional structure include the following: information / communications; funding, resources and incentives; evaluation, assessment, and accountability. Discussions focused around:

- The role of the campus community in implementing the new framework;
- Funding resources and specific incentives — to support InclusiveVT and show the university's commitment;
- Funding for scholarships;
- Accountability and increasing expectations for change;
- Concrete approaches for measuring accountability;
- Explicit communications reflecting a clear message on what inclusion means at Virginia Tech;
- Role of the Principles of Community in the new framework.

Several conclusions can be drawn from this analysis:

- Although common themes connect the forum responses to our prior diversity strategic planning efforts, there remains a lack of communication about Virginia Tech's progress on inclusion and diversity goals and objectives since 2000. In short, participants were keen to know what is already being done in: 1) recruiting and retention; 2) building an inclusive community; 3) fostering inclusive scholarship and pedagogy; and 4) promoting broad institutional change.
- Discussions reinforced the need for collaboration and partnerships to promote inclusion and diversity. This is an explicit goal of InclusiveVT.
- Participants expressed a clear desire for greater representation of students, faculty, staff, alumni, and diverse groups in the new structure.
- Last -- but perhaps most important -- most contributors stressed the need to acknowledge an institutional history of lack of follow-through, continuing experiences of difference on our campus, and the poorly-recognized contributions of advocates for inclusion and diversity. Addressing these fundamental concerns and creating greater accountability will help to further the development of InclusiveVT.

Introduction

On June 30, 2014, Virginia Tech adopted a new organizational structure for inclusion and diversity. This new framework, called InclusiveVT, resulted from the efforts of a Task Force on Inclusive Excellence which was charged to consider successful analogous structures at peer institutions. To implement InclusiveVT, Virginia Tech has adopted a new accountability structure (Appendix C) led by President Timothy Sands. The President has since appointed an Inclusion and Diversity Executive Council (hereafter referred to as Executive Council) comprised of the Provost, selected Vice Provosts, Vice Presidents, and Deans. These individuals are ultimately accountable for progress under the new structure. Additionally, six Inclusion Coordinators are serving as consultants for implementing the [InclusiveVT initiatives](#).

The new structure was introduced at a September 29, 2014 public forum, which attracted a large turnout, indicating the salience of inclusion and diversity to the Virginia Tech community. In total, 439 people took part in the forum—309 onsite participants and 130 who joined from remote locations via WebX. For one hour of the forum, facilitated table discussions focused on two questions:

1. How can colleges, vice presidential areas, and other university units contribute to the success of the new model? What kind of programs or resources are you presently involved with that could be shared with the university community?
2. What developing or needed initiatives would you like to see implemented? What partnerships could be developed to meet those needs?

Note takers at each table recoded discussions, and these notes were centrally compiled for analysis. The process for analysis was as follows:

Phase One: Defining Inclusive Excellence dimensions

The purpose of this first phase was to define the inclusive excellence dimensions in order to establish a consistent base for categorizing the notes. Virginia Tech's use of the four IE dimensions is based upon consultation with Dr. Damon Williams, a noted scholar on inclusion and diversity, who was engaged by the university during 2007-08. The four IE dimensions—Access and Success, Campus Climate and Intergroup Relations, Education and Scholarship, and Institutional Infrastructure—closely parallel Dr. Daryl Smith's "Dimensions of Campus Diversity" (1997, 2009, 2014). But where Smith's dimensions historically apply to students only, Virginia Tech has extended them to include faculty and staff. This adaptation is consistent with how prior university diversity planning comprised all campus constituencies. One inconsistency is that earlier planning included sections on alumni and off-campus communities—which were omitted from the 2010 and 2013 strategic plans. While alumni and community concerns were not a strong theme in the table discussions, these groups do not fit neatly within the IE categories, and are presented separately in this report.



Phase Two: Forum Comments

In addition to the table notes, there were several other sources of forum comments. While the individuals who participated by WebX could not join in table discussions, they were able to submit comments on the new structure electronically. Further, Virginia Tech's Black Faculty and Staff Caucus Executive Committee, all of whom attended the forum, sent a response to President Sands (this caucus response was shared with Virginia Tech's other faculty and staff caucuses, who were also present at the forum). Taken together, these notes and comments were then synthesized for further review.

Preliminary analysis of the table comments provided [41 pages of notes](#). These were divided into the four IE dimensions, with further division into major themes. A two page summary with representative comments was presented to the Executive Council on October 20 (available on the InclusiveVT website). A full and thorough analysis of the notes is contained in this report.

Phase Three: Strategic Plans

The 2014 forum was the latest in a history of Virginia Tech community conversations focusing on inclusion and diversity. Since 2000, five planning documents have resulted from public forums of this nature. Strategic planning serves as a basis for assessment and continuous improvement, and the notes serve as a measure of Virginia Tech's progress on these publicly generated goals and objectives. The five planning documents are described in detail in Table 1. Analysis of the notes demonstrated considerable consistency with planning goals and objectives; areas that do not correspond are addressed in the sections of this report.

Table 1: Virginia Tech Inclusion and Diversity Reports and Plans

- *The Faces of Change, University Diversity Plan, 2000-2005:* In 2000, the then Office for Multicultural Affairs (OMA) engaged in an 18-month planning process, involving nine university-wide forums. The 2000-2005 plan resulted from this participatory process.
- *Virginia Tech Task Force on Race and the Institution, Final Report, 2007:* This report resulted from a year long process "to examine key issues of race, racism, and racial inequity" at the university (p. 6). Twenty-five members of the university community guided this process, and six subcommittees presented recommendations relating to six common themes that made up the report .
- *Growing and Sustaining a Diverse and Inclusive Environment:* The 2010-2013 Virginia Tech Diversity Strategic Plan: This plan was the first to employ the inclusive excellence (IE) dimensions. While the process for compiling this plan was not documented, it substantially influenced the development of the 2013 plan.
- *Toward an Inclusive Community, Diversity Strategic Plan, 2013-2018:* A series of cross-divisional work groups met during 2012-13 to review and revise the 2010 - 2013 plan. Overall, 32 participants and 20 university offices provided input. A planning group of six faculty with responsibility for diversity and inclusion assessment guided this process. This group continues to review diversity progress as mandated by the plan.
- *Strategies for the Recruitment and Retention of Underrepresented Minority Faculty: A Former Chair's Perspective:* In Spring, 2014, Dr. Lucinda Roy met with department heads and underrepresented minority faculty at the assistant and associate professor ranks to develop this report about climate issues and strategies for departments to recruit and retain diverse faculty.

Phase Four: InclusiveVT Initiatives

As part of the new InclusiveVT framework, [86 initiatives](#) were solicited from 28 senior management areas. For the purposes of this report, the initiatives were compared with the definitions established in Phase One, the historic use of the IE dimensions in strategic plans, and the categorization of the notes. Phase Four completes the analysis by enabling comparison from 1) historic planning, to 2) current perceptions of progress and needs, to 3) initiatives for change under InclusiveVT.

Consistent with the above analyses, the IE dimensions serve as the section headings for this report. Each section follows a consistent format:

- Definitions for each IE dimension
- Discussion of September forum notes
- Connections to Goals and Objectives from prior planning
- Listing of InclusiveVT initiatives by area

Access and Success

Definition: Access and success of historically underrepresented populations is the “historic heart and soul of diversity in higher education” (Smith, 2011, p. 77). Williams (2005) refers to these as “access and retention” and “access and equity”, and defines them as “The compositional number and success levels of historically underrepresented students, faculty, and staff in higher education” (p. 21).

Major forum themes:

1. Undergraduate Access and Success (99 comments)
2. Graduate Access and Success (43 comments)
3. Faculty / Staff Access and Success (47 comments)

Undergraduate Student Access

Access, in terms of student recruitment, has remained a consistent concern across all diversity plans since 2000 (see Appendix A).

Planning has resulted in several action oriented recommendations (see Table 2), and these are consistent with table discussions at the September forum.

Each of the strategic documents recommends a systematic approach to recruiting, involving financial aid, assessment, and tracking why students accept or decline offers of admission. Participants in the forum noted with concern the lack of diversity among recruited (first time, full time) students. A variety of comments related to our recruiting infrastructure. Table discussions inquired about targeted recruitment based upon demographic and geographic analysis, as well as what proactive steps individual colleges and departments are taking. Programs from other universities were noted, such as minority recruiting weekends at Georgia Tech, Purdue, and Penn State. Many participants emphasized the need for more scholarships and endowments to support minority and first-generation students to attend Virginia Tech. Development and fundraising for scholarships is discussed under Institutional Infrastructure.

All plans reflect an emphasis on out each, pre-college, and pipeline programs. Many forum comments stressed the importance of these programs. Summer camps and other opportunities to bring students to campus were suggested, but these programs also need staff and resources. Below are some of the stated concerns:

We need intentional and ongoing outreach with summer programs for underrepresented middle school and high school students. We need to look at best practices from other institutions ... and put in the necessary staffing and funding to get these students to come to our campus ... (FT-15)*.

Table 2: Strategic Plans – Undergraduate Student Access

University Diversity Plan, 2000-2005

- Develop a student recruitment plan that will increase the diversity of the undergraduate student population.
- Identify and/or increase quantity and quality of outreach programs and activities ... that are designed to enhance academic/career preparation and encourage college attendance.

Task Force on Race and the Institution, 2007

- Develop more effective strategies and efforts to sustain viable access to Virginia Tech through the ongoing recruitment of and financial aid for underrepresented students and through the expansion of pre-college outreach initiatives).

Diversity Strategic Plan, 2010-2013

- Implement selected pipeline initiatives with the potential to make Virginia Tech the institution of choice for high-achieving pre-college students from diverse and underrepresented groups.
- Reduce the gap in yield rates for admitted freshmen or transfers from diverse and underrepresented groups ... through aggressive financial-aid packaging, broad engagement of the university community, assessment of special initiatives, and acting upon results.

Diversity Strategic Plan, 2013-2018

- Implement pre-college initiatives ...
- Increase yield rates ... through engagement of the entire university community.
- Enhance outreach to high schools within the Commonwealth/region ...
- Track reasons prospective students accept or decline offers of admission.
- Enhance opportunities for personal interaction (via ambassador and summer bridge program).

FT stands for Forum Table. WebX indicates a comment from a WebX participant.

One participant worked at Cornell – she stressed needing more staff members in this area – ‘current staff don’t have enough time to devote to PCEG (Presidential Campus Enrichment Grant). (We) don’t have the infrastructure for even a smaller program … Financial backing must be big!’ (FT-15).

Several people spoke to the need for sustained, ongoing, and intentional outreach to K-12 schools. Of these, a number of comments suggested earlier contact: “(We should) start touch points with students earlier than junior/senior year of high school … (i.e., elementary and middle schools)” (FT-14). The College of Engineering has programs with middle school girls and living / learning community partnerships with local schools. As one participant noted:

... (We) started hosting community field trips for boys and girls clubs to visit VT so they could see campus, hopefully start to visualize themselves here in the future... (There were) exercises interacting with technology, ... TV production, doing music in technology, (and) talk about information systems and networking, ... (I received a) phone call this week from a young lady, now a senior in high school ... about applying to VT ... Each person plays a role, ... and those connections make a difference with students (FT-12).

Attendees expressed concern about “students who might not otherwise be considering college” (FT-15), and advocated for reaching out to these students to inform them that college is a viable option. They inquired about reducing application/admissions costs for these students. Participants also recommended specific outreach to minority serving institutions in different parts of the Commonwealth. The National Capital Region and other remote campus centers could be a resource in such recruitment endeavors:

Speaking from an off campus location, we have a small student population and would like to try building a group focusing on under-represented minorities in the region. Initially we can try to reach out to Hispanic, Latino, African-American, (and) American Indian populations as a group. We have an advantage in that we are in a very diverse region of the state (WebX-2).

Participants identified several best practice programs, both within and outside Virginia Tech:

- Leadership Excellence and Academy in Pamplin (LEAP)
- Student Success Center Pell Grant and Presidential Campus Enrichment Grant (PCEG) scholarship programs (**cited retention rate of 85-90%**)
- STEM programs for girls and Math Corp for 6th grade students
- Center for the Enhancement of Engineering Diversity (CEED)
- Partnership with Achievable Dream Academy
- Virginia CAREER Views program for 5th grade students with high federal need
- Access College Foundation
- Student Success Center
- ROTC Scholarships

Participants advocated for a variety of campus constituencies to become more involved in the recruiting process. For example, alumni could help leverage corporate sponsorship, and reach out to schools in their localities. Underrepresented Virginia Tech faculty, students, and staff serve as resources for recruitment. Dartmouth College was cited as a school that provides resources for faculty to assist in recruiting diverse students. Participants expressed that they and their departments WANT to recruit, but noted intrinsic barriers to this sort of involvement:

The greatest ambassadors for diversity and inclusion are the students and faculty who represent diversity. They are the best salespeople for the VT brand in culture, campus environment, and academic excellence. ... (S)ome departments and offices incentivize students to go back to their secondary schools to talk about their VT experience and promote the university (WebX-4).

Access and Success

For outreach to students across the Commonwealth, it would be beneficial to allow faculty, alumni, and students a measure of autonomy in recruiting underrepresented minorities. (The) Admissions office is currently controlling the process too much (FT-16).

On-campus camps and Gateway Weekends were praised, but there are concerns that these programs convey an image of Virginia Tech that is not representative of its diversity: "(B)e careful not to create a false representation of what VT is like (no bait and switch)" (FT-14).

Undergraduate Student Success

Prior strategic plans have focused on developing effective frameworks, promoting quality advising, and ensuring that students have academic, social, cultural, and financial support. Forum participants wanted to know more about social, cultural, and financial resources for retaining underrepresented groups, including childcare, activities for same sex couples, hair care resources, and dietary needs. This suggests that the university can do more to orient diverse populations to Virginia Tech and the surrounding community. Exemplary academic resource programs include:

- Cranwell International Center's Global Ambassador Program;
- Multicultural Academic Opportunities Program (MAOP);
- The Student Success Center; and
- Center for the Enhancement of Engineering Diversity (CEED)

Overall, participants felt that Virginia Tech needed to be more responsive to the academic, social, and cultural needs of diverse and underrepresented students, so that it can be "a better, more desirable place" (FT-13) for these students. The following needs were raised:

- Greater physical accessibility, (that is) better supported (FT-9);
- More and better child care for students, faculty and staff (including undergraduate students!) (FT-4);
- Services for students who are dealing with culture shock (FT-4);
- A Phase II orientation to acquaint newly arrived students with the area and the resources both at VT and in the New River Valley (FT-23);
- The establishment of a DREAMERS student association (FT-19) ... to "foster a community of inclusive DREAMers" (Tech DREAMers student association, GobblerConnect).

InclusiveVT Initiatives addressing undergraduate access:

- College of Engineering: Greater Diversity Among Undergraduate Engineering Students
- College of Liberal Arts and Human Sciences: College Mentors for Kids
- College of Science: Living and Learning Communities (LLC)
- College of Veterinary Medicine: Summer Camp and Continuing Mentorship Program
- Pamplin College of Business: Business Explorations Conference
- Pamplin College of Business: Diversity Recruiter Position
- Vice President for Alumni Relations: Multicultural Admissions Ambassadors
- Office of the President: Reception for Underrepresented Students Admitted to Virginia Tech
- Enrollment Management: Expand Underrepresented Recruitment Programs
- Enrollment Management: The Hispanic College Institute (HCI)
- Vice President for National Capital Region: Entrepreneurial and Innovation Camps
- Vice President for National Capital Region: Engaging Area Teachers in Integration of 3D Printing in Curricula
- Virginia Tech Carilion School of Medicine: Youth Outreach and Engagement

Participants suggested that we compare minority student retention and success with both majority student success at VT, as well as minority success at other institutions. Virginia Tech's demographics were viewed as problematic: "Demographics (at) VT do not support the University's commitment to diversity" (FT-22).

Table 3: Strategic Plans – Undergraduate Student Success

University Diversity Plan, 2000-2005

- Review and improve university wide strategy for retaining under-represented undergraduate students.

Task Force on Race and the Institution, 2007

- Develop a more effective framework that supports and nurtures student success through the enhancement of advising, mentoring, financial aid, scholarships, and other retention efforts.

Diversity Strategic Plan, 2010-2013

- Identify specific barriers to ... academic progress and achievement ...
- Enhance advising system for all students, with special attention to students from diverse and underrepresented groups.
- Advance the academic, social, and cultural needs of first generation, low-income, and under represented students using First Year Experiences and the university's Quality Enhancement Project (QEP).
- Ensure broad involvement of diverse, first generation, low-income, and underrepresented students in undergraduate research and experiential learning opportunities.
- Assess the effectiveness of ... undergraduate academic support programs ... to ensure that opportunities for continuous improvement are identified

Diversity Strategic Plan, 2013-2018

- (Echoes recommendations above about reducing barriers, enhancing advising, responding to academic, social, and cultural needs, and ensuring involvement in undergraduate research and experiential learning).

Affordability and financial aid are also critical to both recruiting and retention. The section on Institutional Infrastructure (page 21) emphasizes the need for a University Development campaign to support scholarships. Model scholarship programs include the Student Success Center Presidential Campus Enrichment Grant (PCEG), and the Presidential Scholars programs. Additional sources of aid could include:

- Scholarships to veterans with disabilities and possibly their children (following Cal-Vet example) (WebX-5);
- Increased endowments for first generation students (F -14);
- Recruitment and funding (scholarships) with high schools (FT-4);
- ROTC Scholarships: A student who comes here is almost guaranteed active duty commission (FT-10);
- Waiving application fees for targeted populations (FT-9).

Peer and faculty-student advising and mentoring were prevalent topics of conversation. Mentoring by upper level students in residence halls, or “buddying” with students of different backgrounds were viewed as opportunities. These sorts of “touch points” are necessary to build support for student retention.

Could we train groups of student mentors -- maybe juniors and seniors -- to talk with freshmen (either in dorms or FYE {First Year Experience} sessions) about the benefits of inclusivity , the Principles of Community, and the values of VT as shown on the pylons? (FT-15).

The Student Success Center was again praised as a program that offers mentoring and advising. It was noted that the Student Success Center works with the Women’s Center and its Corps in Mentors for Violence Protection, “designed to educate, inspire, and empower men and women to utilize self-understanding, integrity, and courageous leadership to prevent, interrupt, and respond to sexist abuse in order to create a civil and just community” (Women’s Center, 2015, para. 1). The center also coordinates the Presidential Scholars Initiative, which provides extensive advising and mentoring for these scholars. Other suggested mentoring resources included the Multicultural Academic Opportunities Program (MAOP), and informal connections with Virginia Tech alumni. Still, participants recognized a need to ensure quality advising and mentoring is available consistently to all.

Some minorities have more support and help -- like ... women in STEM, working moms... There needs to be more of a focus on others ... in balance with one on one need or opportunities for connections like mentoring (FT-12).

How does the institution identify which programs are strong in creating mentors or relationships among students/faculty/staff of minority identities? (FT-24).

InclusiveVT Initiatives focusing on undergraduate student success:

- Undergraduate Academic Affairs: Advising Matters Conference 2015
- [Pamplin College of Business: Pamplin's Undergraduate Mentoring Programs \(PUMP\)](#)
- Athletics: Inclusion and Diversity Presentations
- Vice President for Alumni Relations: Alumni Engagement Through Mentoring
- Vice President for Finance: Establishment of an Administrative Internship Program

Access and Success

Graduate Student Access

Comments about graduate student recruitment and retention reflected similar themes to those expressed about undergraduate student recruitment/retention. Forum participants voiced concerns about demographic influences and the need to monitor retention and success rates. They also recommended comparing Virginia Tech's graduate student success vs. other institutions, since peer universities may provide more competitive funding than Virginia Tech. Funding levels can be a particular concern for graduate students with families. Finally, certain graduate student populations—e.g., international students—were cited as having unique funding challenges:

Especially in engineering and biological sciences, extensive use of federal grant funding is a problem because non-citizens cannot work on these government grants. This means many foreign students are relegated to minor or marginalized projects in terms of their departments. This, in turn, means a degree of lower value (FT-5).

Several recruitment strategies were suggested. Some institutions (for example, Georgia Tech, Purdue, and Penn State) sponsor graduate minority recruiting weekends. Departmental faculty should also be encouraged to attend conferences that may attract underrepresented students and professionals. The College of Engineering's New Horizon Graduate Scholar program, which focuses on creating a network among graduate students, faculty, and key administrators, could serve as a model for other colleges.

A number of participants spoke to the need for creating partnerships with minority serving institutions and Historically Black Colleges and Universities (HBCUs) to enhance recruitment. However, the suggestion was raised that faculty may be hesitant to aggressively pursue students from these institutions, thus inclusion and diversity training is needed.

InclusiveVT Initiatives focusing on graduate/professional student access:

- [College of Engineering: Greater Diversity Among Graduate Engineering Students](#)
- Virginia Tech Carilion School of Medicine: VTCSOM/Hampton University Guaranteed Admissions Program/Preferred Applicant Track (GAP)
- Graduate Education: Holistic Evaluation for Graduate Admissions
- College of Veterinary Medicine: Dual Study/Career Program for DVM Students

Graduate Student Success

A principal roadblock is that students coming from HBCUs have a strong sense of community that is not available to them at Virginia Tech, which makes adjustment difficult: "These students graduate and there is not that feeling of community and (they) feel lost. The same is true for minority employees.

There should be deliberate activities to increase community. It should be intentional" (FT-10). Lack of community is particularly felt when graduate students are isolated due to their workload and jobs, or when they are among very few underrepresented minorities in their graduate program:

As a PhD student and the only African American in my program, I just wanted someone to talk to. Someone who would understand. I found that the cultures clumped together. So where did I clump? Only 1 semester was there another African American student. The rest of the time I was alone (FT-19).

Social and cultural issues can be barriers. International students face challenges such as language skills and family support.

Many resources are there, but families are either unaware of them or very hesitant to take advantage of them for reasons such as cultural mores and customs, fear or anxiety, or access issues (transportation, time available, language issues) (FT-5).

Partner job placement can be a barrier for diverse students, especially since current immigration policies often prevent a spouse from working, which heightens the need for more community resources for this population. Additionally, childcare is a need that many students share:

The Grad School is apparently working on having a child care coordinator, but there's an economic issue in that many can't afford (it) (FT-5).

The [Graduate Life Center](#) is viewed as a major hub and resource in meeting the social and cultural needs of students. Participants were complementary of the efforts of the [Graduate School's Office of Recruitment and Diversity Initiatives](#) and the [Graduate Ombudsperson](#).

With students reporting inconsistent advisee experiences across departments, faculty mentoring remains a major concern. As noted, in some programs there are few diverse students or faculty. Training on mentoring could help bridge some of these gaps by providing increasing awareness of student experiences. The university could also help identify and promote best practices for mentoring.

Table 4: Strategic Plans –Graduate Student Access and Success

University Diversity Plan, 2000-2005

- Develop new and innovative programs to increase enrollment, progression, retention, and placement of graduate students from underrepresented groups.

Task Force on Race and the Institution, 2007

- Expand existing activities in the Office of Graduate Student Diversity Initiatives. Two additional full-time equivalent (FTE) administrative positions should be created ...
- Provide additional resources (to the Graduate School) to partner with all colleges to develop and implement strategic recruitment efforts that are tailored to the needs of each discipline.
- Develop a more effective framework that supports and nurtures student success through the enhancement of advising, mentoring, financial aid, scholarships, and other retention efforts.

Diversity Strategic Plan, 2010-2013

- Continue recruiting a diverse graduate and professional student population with the goal of making Virginia Tech the destination of choice ...
- ... continue building the ... community that exists in the Graduate Life Center, specifically addressing issues of work-life balance.
- Continue expanding the Transformative Graduate Education programs, offering more academic courses that address diversity and global inclusion directly.
- Create a benchmark to assess the effectiveness of key graduate student recruitment or retention initiatives ...

Diversity Strategic Plan, 2013-2018

- Continue recruiting a diverse graduate and veterinary medicine student population ...
- Assess the effectiveness of graduate and veterinary medicine student recruitment ...
- ... Continue to build the graduate and veterinary medicine communities and communicate the availability of resources ...
- ... Expand the Transformative Graduate Education and certificate programs.
- Assess the effectiveness of graduate and veterinary medicine student recruitment and retention efforts.

InclusiveVT Initiatives addressing graduate student success:

- Vice President for National Capital Region: Creation of Accelerated Degree Programs
- Graduate Education: Creating Affirming Environment for Graduate Education
- Graduate Education: Inclusive Graduate Life Center
- Vice President for Alumni Relations: Alumni Engagement Through Mentoring

Faculty and Staff Access

Recruiting—and its concurrent challenges of diverse applicant pools, search committees, and hiring—remains a major concern. Participants wanted to learn more about current recruiting practices, such as:

- Management training/shadowing for underrepresented minorities (FT-9);
- Cluster hiring (FT-9);
- Targeted hires (FT-22);
- AdvanceVT (FT-4);
- Future Faculty program (FT-4).

Access and Success

Participants spoke to the need to build more diverse applicant pools, particularly for “staff and A/P faculty where the jobs are not posted in academic journals” (FT-15). Short of developing ads that are “clearly directed at attracting minorities” (FT-15) they asked what else could be done? Specifically, they felt that hiring committees must become more aware of hidden biases, since they may be present in delineating required vs. preferred qualifications—not to mention overall search committee buy-in to diversity. Participants felt there should be ways to hold search committees more accountable for demonstrating attention to diversity. Toward that end, there should be mandatory diversity training in order to participate on a search committee.

Table 5: Strategic Plans –Faculty Access
University Diversity Plan, 2000-2005

- Strengthen faculty and staff search procedures so that females and members of other underrepresented groups are selected to participate on search committees, included in the pools of interviewed candidates, and hired.

Task Force on Race and the Institution, 2007

- Use innovative strategies to actively and continuously recruit underrepresented staff and faculty members in all ranks.
- Create a position in the Department of Human Resources to focus on recruiting.

Diversity Strategic Plan, 2010-2013

- Implement special faculty-recruitment initiatives, such as the cluster hire in Africana Studies; the Future Faculty Initiative; and aggressive recruitment of women faculty in science, technology, engineering, and mathematics (STEM) fields
- Implement outreach and recruitment strategies to increase staff applicants and hires from diverse and underrepresented groups.

Diversity Strategic Plan, 2013-2018

- Promote training initiatives for recruitment and hiring, such as the search committee charge workshop.
- Implement outreach strategies to increase faculty and staff applicants and hires from diverse and underrepresented groups, such as the dual career program through the Office of the Senior Vice President and Provost.
- Build a more diverse pool of faculty, staff, and post doctoral scholar applicants.
- Review outcomes of faculty and staff searches with respect to underrepresentation, as part of a unit’s affirmative action plan

InclusiveVT Initiatives addressing search processes:

- College of Veterinary Medicine: Search Advocate Program
- Office of the President: Inclusive Search Committee Composition
- Vice Provost for Faculty Affairs: Workshops on Unconscious Bias
- [Vice Provost for Faculty Affairs: Consultation for Implementing a "College" Liaisons Program](#)
- Vice President for Student Affairs: Human Resources/Recruitment

However, questions remain regarding whether inclusion and diversity are really university priorities. There were many concerns about accountability, starting at the top. The following comments speak to these concerns:

- Nothing changes until pay and bonuses of top managers are tied to diversity.
- Diversity is rarely discussed in hiring.
- Nothing will change until the top changes.
- Hiring patterns...people tend to value those that look like them (FT-13).

If increasing inclusion and diversity is a priority, then representation of diverse groups needs to start at the top—namely, the Board of Visitors and senior administration.

Suggestions included:

- More money for Future Faculty recruitment;
- Implement the Post-doctoral program suggested by the [Task Force on Race and the Institution](#);
- Involve diverse groups (caucuses) as real partners in recruiting efforts (FT-9).

In addition to demonstrating accountability, the university should be conscious of the message it is sending to prospective candidates about the value VT places on increasing diversity. For example, should the [Principles of Community](#) statement be added to all job postings?

Faculty recruiting initiatives could include establishing enduring relationships with HBCUs and encouraging faculty to attend conferences that might have a high turnout of minority PhD students. Inviting faculty from HBCUs to Virginia Tech for visits or sabbaticals could help to build word-of-mouth endorsements about the university’s commitment to diversity.

Moreover, providing support for minority faculty from Virginia Tech to attend conferences that include a job fair would help build connections with prospective minority PhD students seeking their first appointment. Still, more support is needed, and a question was raised about the college liaisons program through the Provost's Office. What role do these individuals play in outreach to prospective faculty?

InclusiveVT Initiatives addressing Faculty and Staff access:

- [College of Engineering: Greater Diversity Among Faculty and Staff](#)
- University Libraries: Diversity Alliance Resident Librarian
- Vice President for Administration: Apprenticeship Program
- Vice President for Information Technology: Improve Recruitment within Information Technology

Faculty and Staff Success

If Virginia Tech is not perceived as a minority-friendly university, what actions can be taken? Again, family issues emerged as a significant concern for faculty, staff, and post-docs: childcare, partner benefits, and universal parental leave. Moreover, once new faculty and staff arrive on campus, more information should be provided about cultural resources on and off campus, as well as the importance of addressing concerns before they become issues of conflict or discrimination.

Mentoring continues to be a key issue in retaining underrepresented faculty and staff. There should be mentorship training, including a meaningful discussion of the potentially powerful role of mentoring in departments. Given that some departments are not very diverse, mentoring may need to be provided from external sources. Within departments, all faculty should be encouraged to become more culturally sensitive and inclusive. Again, the need for bias-free channels of communication for underrepresented minority faculty and staff was emphasized. It was observed that there is an ombudsperson to assist graduate students in resolving issues and concerns that arise within the university. Could there be an analogous position for faculty, staff, and undergraduate students?

A pressing challenge at Virginia Tech is the “minority tax” (FT-21). As stated by one participant, “It feels like we (VT) are eating alive members of underrepresented minorities and women and putting them on committees ... rather than doing their research” (FT-21). Being overloaded with committee work can interfere with promotion and tenure. There is a sense that diversity activities are not recognized or rewarded on faculty/staff evaluations or in Promotion and Tenure dossiers. Such obligations can place minority faculty in a difficult position of having to choose between engaging with other minorities vs. pursuing scholarly activities that will result in tenure. Thus, pre-tenure faculty may feel inhibited in bringing up diversity-related issues until after they receive tenure. Tenured faculty also feel their scholarship, service, and other commitments to diversity are not valued.

Current faculty/staff demographics are a concern, as is high turnover among underrepresented minority faculty. Questions were raised about pay equity, with a call for greater transparency. If diverse faculty are paid less than their peers then they feel less valued, which may contribute to high turnover rates. Pay equity is also a factor in being able to recruit diverse faculty.

InclusiveVT Initiatives focusing on Faculty and Staff success:

- College of Architecture and Urban Studies: Focus on Faculty Mentoring
- Office of the President: Reception Dinner for New Underrepresented Faculty
- Human Resources: Inclusion and Diversity in New Employee Orientation
- Human Resources and Vice Provost for Faculty Affairs: Collaboration - Faculty Recruitment and Retention Study
- Vice President for Information Technology: University - Wide Effort to Improve Accessibility in Information Technology

Access and Success

Strategies for the Recruitment and Retention of Underrepresented Minority Faculty

A 2014 report by Dr. Lucinda Roy is instructive in outlining strategies to address some of concerns raised in the forum about faculty recruitment and retention. Given that departments vary with respect to recruitment and retention, Dr. Roy suggested a three-phase approach.

Phase One Departments are those with no underrepresented minorities, few senior women faculty, and a typically non-diverse applicant pool. Goals and strategies for these departments are congruent with specific forum recommendations: focusing on relationships with HBCUs, collaborating across units to enhance climate, and working with Human Resources to improve search committee strategies. Existing programs such as the Future Faculty Initiative, the College Liaison Program, and the Diversity Development Institute can serve as resources to these departments. A schedule of progressive hiring over three years was recommended.

Phase Two Departments are those who have been successful recruiting underrepresented minority faculty and making job offers, but have been unsuccessful in hiring due to uncompetitive salaries. These departments need to focus on developing the infrastructure for competitive salaries, mentoring, and serving on diversity committees (Roy, 2014, p. 5). Strategies include making available a central pool of university funds for salary enhancement in advance of making job offers; designing more intentional mentoring programs; and asking diversity committees to produce a detailed departmental diversity plan as part of the college/VP annual report. (Note: some colleges already have diversity plans in place).

Phase Three Departments may face more systemic issues, such as salary compression, the need to address excessive service obligations for women and underrepresented minorities, and the loss of minority graduate students to universities with more competitive stipends. Strategies include working with the Provost and Deans in addressing salary compression; offering increased incentives and recognition for serving as a mentor and collaborating with other departments to develop mentoring programs; and increasing stipends for graduate students.

Table 6: Strategic Plans –Faculty Success Task Force on Race and the Institution, 2007

- Focus aggressively on the practice of equity in advancement and promotion by developing, implementing, and evaluating university-wide opportunities and criteria for advancement.
- Strengthen supervisor training.

Diversity Strategic Plan, 2010-2013

- Strengthen mentoring and other faculty development and retention initiatives to increase the success of all faculty members.
- Implement the faculty/staff exit survey and use the results to identify issues and opportunities for continuous improvement.
- Continue to implement mentoring programs, work place policies, and other initiatives aimed at retaining faculty and staff members.

Diversity Strategic Plan, 2013-2018

- Implement and strengthen assessment methodology including ongoing and exit surveys of faculty, staff, and post doctoral scholars to assess and identify issues that may hinder success or lead to early departure.
- Implement and strengthen mentoring programs, work place policies, and other initiatives aimed at retaining faculty, staff, and post doctoral scholars.

InclusiveVT Initiatives addressing access and success for all constituencies:

- Vice President for Administration: Unisex Restrooms
- Human Resources: Advancing Childcare Initiatives
- Vice President for Outreach and International Affairs: International Spouse Support Program
- [Vice President for Finance: SWaM Outreach \(supplier diversity\)](#)

Definition: “The climate and intergroup-relations dimension focuses on the campus climate for students, faculty, and staff and the degree to which people are indeed interacting across diverse groups” (Smith, 2010, p. 75).

This section encompasses the following four categories:

1. Barriers to a Welcoming Climate (74 comments)
2. Conversation and Dialogue (41 comments)
3. Resources and Programs (10 comments)
4. Local Community (9 comments)

Barriers to a Welcoming Climate

A number of concerns and frustrations were expressed about Virginia Tech’s campus climate. There is a sense that diverse groups do not see themselves as part of Virginia Tech’s culture, or feel comfortable expressing their identities—i.e., the dominant culture is currently not sufficiently inclusive. Leaders need to become aware of the influences of the dominant culture and take steps to improve campus climate.

There is a general lack of sensitivity to the needs of diverse groups across campus. Diverse groups do not always feel welcome because their differences do not conform to an established norm. A sense of conformity and homogeneity is part of the campus climate. Upper administration could help change this (FT-16).

Recognize and own power relationships—disrupt the cycle in culture of perpetuating exclusionary privilege (FT-8).

Participants stressed that diversity enriches the campus community, and Virginia Tech should seek opportunities to create commonalities across difference. But we also need to recognize the complexities of cultural differences—that “one size does not fit all” (F -5). In short, how can we broaden the concept of who is a Hokie? Participants recognized that changing the university’s culture will take commitment and resources—and ideally should represent both top down and grassroots efforts. On one hand, the presence of campus leaders at the forum was positively noted. On the other, they were viewed as part of a resistant culture:

The dominant culture needs to adapt and become more accepting of difference, and that will require resources and long-term commitment from the university (FT-15).

Table 7: Strategic Plans – Campus Climate and Intergroup Relations

University Diversity Plan, 2000-2005

- Develop and implement activities and programs that are designed to improve the university climate for students, faculty, and staff and that are aligned with one or more of the University Core Values.
- Task Force on Race and the Institution, 2007
- Continue to monitor, develop, and sustain campus climate initiatives to provide a welcoming and inclusive environment inside and outside the classroom.

Diversity Strategic Plan, 2010-2013

- Use surveys and/or focus groups to periodically assess student and employee feedback on the climate for diversity.
- Educate the campus community on the prevention of harassment and discrimination and productive ways to resolve conflict
- Offer educational and celebratory events for students, faculty, staff, and the community that recognize, value, and honor diversity and promote inclusion ...
- Maintain high visibility of the Principles of Community ...
- Increase recognition programs that acknowledge contributions made to advancing diversity.

Diversity Strategic Plan, 2013-2018

- Periodically solicit student and employee feedback on campus climate.
- In support of the Principles of Community, educate the campus community on civil, supportive, and respectful behavior.
- Offer educational and celebratory events and promote collaborative programming for students, faculty, staff, and the community ...
- Maintain high visibility of the Principles of Community ...

Campus Climate and Intergroup Relations

There is considerable crossover between issues of campus climate and retention in that a welcoming climate is key to retaining diverse faculty, students, and staff. Greater attention is needed to honor the stories and experiences of people who have faced isolation, harassment, and discrimination, and to “take seriously complaints against faculty/students who create hostile environments” (FT-9). In echoing a prevalent theme of the [forum](#), many comments related to the need for a more family-friendly environment, as well as childcare for students, faculty, and staff. Opportunities to provide feedback on experiences were felt to be lacking, and opinions on climate surveys were mixed. Some felt that “survey exhaustion” (FT-2) impairs the ability to get a good idea of campus climate. Others felt the need for more awareness and “better distribution and engagement around climate survey data” (FT-6). Also, the climate survey may not address the issues facing certain groups, such as international faculty and staff.

When prompted, participants shared exemplary programs from other institutions that promote campus climate:

- The University of Illinois is “well known for being a positive climate for people with mobility limitations” (FT-27);
- “Tufts’ example ‘Vitality,’ campus wide, departments and administrators, creates a climate, activities over the whole year, accountability” (FT-21);
- The “DREAMERS Student Association” follows a similar one at George Mason (FT-19).

A number of specific actions were cited that could reinforce VT’s commitment to its diverse groups:

- Institute a Transgender health clinic (FT-20);
- Support an oral history project through Special Collections with funding for transcriptions of LGBTQ oral histories (FT-5, FT-7);
- Organize a Women’s Caucus (FT-1);
- Plan for the “Dance of Nations” that brings all the groups together (FT-18);
- Develop a master calendar that showcases everything that’s happening with diverse student organizations (FT-18);
- Develop more rallying/unifying events – something like an annual convocation (FT-23);
- Distribute a “diversity email” every week for students (FT-14).

InclusiveVT Initiatives focusing on creating a positive campus climate:

- College of Natural Resources and Environment: CNRE Cultures
- College of Natural Resources and Environment: Diversity Mural
- College of Natural Resources and Environment:
VTcnreIncludesME - An Inclusive Video
- Graduate Education: Inclusive Graduate Life Center
- Athletics: Inclusion and Diversity Student Athlete Experience Surveys
- Vice President for Information Technology: Improve Workplace Environment within Information Technology

Conversation and Dialogue

Participants advocated for more dialogue and cross-constituency conversations. [Forums](#) such as these allow people to “get outside of one’s own staff and engage with folks across campus who are in similarly situated position(s)” (FT-18). Further, faculty, staff, and students can learn more about diversity through having “tough conversations” (FT-4). More dialogue could support a culture shift whereby people can more openly express themselves. However, participants expressed concern about “preaching to the choir”.

Table 8: Strategic Plans – Conversation and Dialogue

University Diversity Plan, 2000-2005

- Develop multi-year plans for long-term, sustainable collaborative projects that promote positive and supportive relationships between students and individuals from majority, underrepresented, and international groups.

Diversity Strategic Plan, 2010-2013

- Create meaningful dialogue between and among groups that increases understanding of varied perspectives and the nature of social and economic inequities.

Diversity Strategic Plan, 2013-2018

- Create collaborations between and among groups that increase understanding of varied perspectives.
- Engage members of underrepresented communities as well as members of more traditionally represented groups to participate in matters related to campus diversity in all stages of the process.

In short, those NOT at the table also need to be involved in promoting inclusion and diversity: "How (do we) get the people who NEED the info in the room? Not just the typical folks who go to this because they're interest(ed)?" (FT-18).

More regular conversations, and possibly an annual convocation, were recommended. In particular, faculty dialogues are needed to promote the value of inclusion and diversity in scholarship and teaching. Conversations should facilitate better understanding of the InclusiveVT framework, but participants also stressed the need for greater transparency and the importance of input from all campus constituencies into the new structure.

At the same time, there were concerns about the possibility of offensive comments released through electronic media, where there is: "Lots of harm created by (a) small number of people" (FT-11). Social media was identified as a "site of potential insensitive acts" (FT-8). Participants expressed the need for tools and strategies to deal with harmful statements, such as bystander/intervention training, and theater as a medium to address harassment.

On the plus side, participants identified several existing venues for conversation and dialogue:

- Inclusion Committee in Residence Life (Diversity Institute), monthly conversations (FT-14);
- Intergroup Dialogue program through Multicultural Programs and Services (FT-18);
- First Year Experiences and intergenerational discussions (FT-18);
- Peer-to-peer dialogues and difficult conversations (FT-18);
- "Lounge meetings" in residence halls to address important issues, e.g., talking about gender expression and identity (FT-18);
- Social events in courses, where all students (international, diverse and others) can get to know each other better to help students break out of comfort groups when working on group projects (FT-23);
- 3rd at 3 monthly social justice dialogues in Housing & Residence Life/Division of Student Affairs, which could be scaled up in colleges and divisions, or used as a basis for more open forums? (FT-14);
- The Student Success Center and the Women's Center's "Mentors in Violence Prevention" program both facilitate useful discussions (FT-10);
- The Diversity Development Institute's Monthly Conversation Salon (FT-1 (correction by facilitator)).

One of the Vice President for Student Affairs' InclusiveVT initiatives will sponsor intergroup dialogue. Examples of creating safe classroom spaces are discussed further below under Education and Scholarship (page 17).

Participants agreed that each new generation of students seems to be more open to diversity. Table discussions identified a number of existing programs that promote a positive and welcoming campus climate and encourage intergroup relations:

- Virginia Tech's Common Book Project;
- Intergroup Dialogue program through Multicultural Programs and Services;
- International Street Fair / International Week;
- Promotion of multicultural programming in the Division of Student Affairs;
- Montgomery County Dialogue on Race.

Education & Scholarship

Definition: “The education and scholarship dimension focuses on the academic core of the institution. Questions about the research and teaching functions of the campus, in the context of the educational mission, frame this domain” (Smith, 2010, p. 72).

The topic of Education and Scholarship garnered numerous comments, which we categorized into four general areas:

1. Courses, Curriculum and Co-curriculum (49 comments)
2. Internationalization (8 comments)
3. Research and Scholarship (15 comments)
4. Training and Development (61 comments)

Courses, Curriculum, and Co-curriculum

Participants stressed the need for inclusion and diversity to be a common course requirement for all students. Suggestions included additions to the Curriculum for Liberal Education, required courses in each of the disciplines, the Freshman Year Experience, and the Common Book Project. But inclusion and diversity go beyond course content. Many spoke to the need for classrooms to be a “safe space” where students don’t feel singled out because of their differences—or asked to speak as a representative of a particular group:

A classroom environment allows students the freedom to question and learn (FT-22).

Many classroom conversations about race or gender create an environment where the lone person of color or a certain gender is expected to speak on behalf of the whole demographic (FT-22).

The classroom should not reinforce divisions, but rather offer ways where students can work together, respect differences, and learn from each other. Disciplines such as Africana Studies, Race and Social Policy, Women and Gender Studies, Judaic Studies, and the Diversity and Community Engagement minor, specifically incorporate discussions about difference. However, “conversations need to happen in many different classroom venues” (FT-22). Some expressed the need for resources to incorporate inclusion and diversity into courses not traditionally associated with diversity, particularly STEM fields

Many advocated for more inclusive pedagogy (detailed below under Training and Development), which includes diversity in content, diverse historical perspectives, and benchmarks and rubrics. Participants felt that inclusive pedagogy should become an expectation for faculty:

Members of faculty should be held to same standards as students in upholding the Principles of Community; potentially learning how to incorporate this into teaching/ teaching materials, etc. (WebX-1).

Table 9: Strategic Plans – Courses and Curriculum

University Diversity Plan, 2000-2005

- Review the Core Curriculum and: i) Document the courses that incorporate multicultural perspectives; ii) Increase the number of courses that incorporate multicultural perspectives; iii) Require all students to take at least one course that incorporates multicultural perspectives.
- Develop and offer intensive seminars for faculty to transform their courses to incorporate multicultural perspectives.

Task Force on Race and the Institution, 2007

- Create a requirement within (the) undergraduate liberal education/core that addresses issues of race and ... privilege .
- Strengthen existing dedicated programs and create a Latino/Latina/Hispanic Studies Program.
- Create incentive-based opportunities for pedagogical review and course transformation.

Table 9: Strategic Plans – Courses and Curriculum Cont'd.

Diversity Strategic Plan, 2010-2013

- Implement the plan for undergraduate curricular transformation (including the establishment of the undergraduate Human Diversity and Community curriculum).
- Provide opportunities for faculty ... to transform existing ... or create new courses that achieve diversity-related learning goals.
- Develop opportunities that help faculty members learn how to assess the achievement of diversity-related learning outcomes ...
- Continue providing education and coaching for faculty members to assist students with disabilities in achieving their academic and personal goals.

Diversity Strategic Plan, 2013-2018

- Provide opportunities for faculty to transform existing ... courses or create new courses that achieve diversity-related learning goals.
- Develop opportunities that help faculty assess the achievement of diversity-related learning outcomes
- Provide continuous education and mentoring for faculty / staff, so they can assist all students in achieving their academic goals.

Intercultural / Global Competencies

Some observed that international and global studies are often omitted from inclusion and diversity discussions, thus highlighting the need for greater international and cultural competency for the institution and individuals. This could be achieved by a more inclusive pedagogy for teaching international students, as well as more courses that address global perspectives on inclusion and diversity. There was also interest in making international study abroad opportunities easier for underrepresented students by reducing financial barriers: “Academic programs (e.g. study abroad) (are) not accessible to all students. There (is) inadequate availability of scholarship(s that target) international students or domestic minority groups” (FT-3).

It was also noted that learning about inclusion and diversity happens outside of the classroom, as exemplified by the following:

- Extending the Diversity Graduate Scholars Model that is being implemented in West Ambler Johnson (residence hall) (FT-9);
- 3rd at 3 monthly social justice dialogues in Housing & Residence Life/Division of Student Affairs (FT-14);
- Residence hall peer-on-peer dialogues (FT-18);
- Ask Big Questions discussions through Hillel at Virginia Tech (FT-21);
- Intergroup dialogue through Multicultural Programs and Services (FT-18).

InclusiveVT Initiatives focusing on curricular change:

- College of Liberal Arts and Human Sciences: Disabilities Studies
- College of Liberal Arts and Human Sciences: Veterans Studies
- [Undergraduate Academic Affairs: Integrative Learning Outcomes and Indicators Across the Pathways General Education Curriculum for Intercultural Global Knowledge](#)

Table 10: Strategic Plans – Intercultural Education

Diversity Strategic Plan, 2010-2013

- Use the International Strategic Plan to guide the development of opportunities for students to explore and achieve competencies with application in global settings.
- Establish on-line and in-classroom professional development opportunities designed to improve cultural competencies for domestic and global settings.
- Hire faculty and staff with content expertise in areas of study that examine diverse identities and cultures.

Diversity Strategic Plan, 2013-2018

- Partner with the Office of the Vice President for Outreach and International Affairs to assist in the development of opportunities for students to explore and achieve competencies with application in global areas.
- Recruit faculty and staff with expertise in areas that relate to diversity and inclusive-learning goals.
- Create and implement meaningful assessment tools to gauge the global competencies and diverse perspectives of Virginia Tech graduates.

InclusiveVT Initiatives focusing on cultural competence:

- University Libraries: Collaboration with Cape Peninsula University of Technology in Cape Town, South Africa
- Vice President for Student Affairs: Multicultural Competence Training
- Vice President for Outreach and International Affairs: Scholarship for Underrepresented Populations Admissions and Study Abroad

Education & Scholarship

Research and Scholarship

Participants advocated a greater emphasis on diversity contributions in hiring, promotion, and tenure. Toward that end, job descriptions should emphasize diversity criteria, while promotion and tenure guidelines could give weight to activities that stress inclusion and diversity. Some felt that the scholarship of diversity was not valued at Virginia Tech: “Scholarly topics of people of color can be denigrated” (FT-27). This perception can be reflected in lack of pay equity and reduced research expenditures. Likewise, pre-tenure faculty may not feel comfortable expressing their commitment to inclusion and diversity. And as noted earlier, international graduate students can encounter stumbling blocks related to research.

InclusiveVT Initiatives focusing on research:

- [College of Architecture and Urban Studies: The International Archive of Women in Architecture.](#)
- College of Science: Inclusion Seminars and Advising Workshops
- Senior Vice President and Provost: Inclusion Scholars and Program Leaders
- [University Libraries: Inclusion and Diversity Library Events](#)
- [Vice President for Outreach and International Affairs: Women and Gender in International Development Discussion Series](#)
- [Vice President for Research: Faculty Workshop: Strengthening Your Grant Proposal Workshop, Broader Impacts Criterion \(online session\)](#)
- College of Science: Undergraduate Research Opportunities (URO)
- Undergraduate Academic Affairs: Undergraduate Research Mentoring Program
- [Vice President for Research: VT-IMSD \(Initiative for Maximizing Student Development\) Program Funding](#)

Table 11: Strategic Plans – Research and Scholarship

University Diversity Plan, 2000-2005

- Develop a university wide Research Agenda related to diversity and multicultural issues and identify incentive, reward, and/or recognition programs and related resources that support the implementation of this agenda.

Diversity Strategic Plan, 2013-2018

- Create opportunities and incentives for research and discovery centered around diversity and inclusion.
- Identify and promote avenues for research and scholarship on diversity and inclusion.
- Share such research and scholarship locally and globally.

Table 12: Strategic Plans – Diversity Education and Training

University Diversity Plan, 2000-2005

- Facilitate the design, development, and/or implementation of a variety of training programs for faculty and staff to increase their competence in working with diverse individuals and groups.

Diversity Strategic Plan, 2013-2018

- Increase support for professional development opportunities designed to improve cultural competencies of faculty and staff.
- Encourage university-wide outreach to faculty to support their commitment to diversity and inclusion.
- Facilitate awareness of the recommendations and examples for reporting diversity related activities.
- Raise awareness of best practices via the Diversity Development Institute (DDI), the Faculty Development Institute (FDI), and other professional development ...

Training and Development

The need for targeted training opportunities for faculty, staff, students, and university administrators was a major topic of conversation. The [Diversity Development Institute \(DDI\)](#) was recognized for its innovative programming; in fact, many people felt that DDI courses should be required and/or incentivized. Similarly, many expressed the belief that more funding should be allocated to professional development activities that target inclusion and diversity. Other possible sources for training include the [Center for Instructional Development and Educational Research \(CIDER\)](#), the Search Committee Charge Workshop, and Title IX and Retaliation training. Topic suggestions included advising, search committees, inclusive pedagogy, cultural competency, and university best practices. In particular, attendees discussed how to make training more accessible to faculty. Ideas included more local (departmental) workshops tailored to the discipline, increased communication about opportunities, shorter and/or online offerings, and the use of external experts on institutional change. Participants also recommended enlisting the help of external organizations that serve underrepresented populations.

We should investigate community and professional (e.g., NSBE, APA, IEEE?) organizations that serve (underrepresented minority) students. Some of them may have events that would be good for students in our region. ... Also there are many potential organizations that work with veterans or military students in the area. We could invite speakers from organizations that specifically serve veterans in order to provide extra content ... (WebX-3)

Other resources for diversity education included: departmental diversity scholars, college diversity committees, Martin Luther King Day speakers, STEM-H programs, and AdvanceVT.

The InclusiveVT structure affords new opportunities for training to occur through a decentralized approach. Educating all constituencies about the framework can and should occur within units, in order to facilitate a community of learners.

InclusiveVT Initiatives focusing on training:

- College of Agriculture and Life Sciences: Leadership Training and Communications
- College of Agriculture and Life Sciences: Civil Rights Training and Compliance
- College of Agriculture and Life Sciences: Virginia Cooperative Extension Diversity and Inclusion Fellows
- Virginia Tech Carilion School of Medicine: Lunch and Learn Diversity Development Institute (DDI) Series
- [Senior Vice President and Provost: National Center for Faculty Development and Diversity \(NCFDD\)](#)
- Vice President for Finance: Diversity Training for Departments Reporting to Vice President for Finance
- Vice President for Research: Diversity Competencies and Professional Development
- College of Agriculture and Life Sciences: Inclusive Teaching Practices
- Senior Vice President and Provost: Promote Inclusive Pedagogy

Institutional Infrastructure

Definition: Virginia Tech has framed its measures of a supportive Institutional Infrastructure around what Smith (2011) refers to as “Institutional Viability and Vitality”. “The dimension of Institutional Viability and Vitality focuses on certain key domains that build the institution’s capacity and structures for diversity. Building capacity means developing the human and institutional resources and expertise to fulfill the institution’s mission internally as well as to fulfill its mission for society ...” (p. 64). One good way to see where diversity stands is to take a look at strategic plans, ongoing reports to a board, accreditation documents, and proposals and see whether and where diversity is engaged (p. 71).

Consonant with these ideas, comments under Institutional Infrastructure reflected several major themes:

1. The InclusiveVT structure and [September 29 Forum](#) – (103 comments)
2. Resources and Incentives (103 comments)
3. Accountability / Evaluation (79 comments)
4. Communications / Publicity (30 comments)
5. Defining Inclusion? (44 comments)

The InclusiveVT Structure

The new [InclusiveVT framework](#) supports the meaningful integration of inclusion and diversity into all aspects of university life. However, many participants asked for concrete training examples to clarify the structure and its implementation. Indeed, comments relating to the new approach reflected a general lack of understanding of how it will function: “A succinct ~2hrs training for all units on the new model may be needed” (FT-3).

Other comments targeted specific concerns, such as the lack of representation of, and input from, different constituency groups on the [Executive Council](#). Participants noted the absence of students, community members (off campus), women, underrepresented minorities, scholars in areas of diversity, caucuses (Black, Hispanic/Latino, LGBT, Asian, Native American, etc.), veterans, teaching faculty, and faculty and staff in general. While some praised the leadership from the top, others felt that a grassroots approach would have been more appropriate. In short, “broader, more campus-wide discussion of and reaction to the new proposed model (InclusiveVT) needs to occur” (FT-9).

Several were concerned about the time availability of the [Inclusion Coordinators](#), as opposed to a centralized office with dedicated full-time staff. Will InclusiveVT have the capacity to support key functions related to inclusion and diversity? Several comments spoke to this dilemma:

If I heard correctly, the efforts of these individuals would be extra curricular, ... (not) as performance-measured objectives, but as collateral duties to be worked as they have time or desire ... If that is so, then like all things that fall into the category of “other duties as assigned”, they will take a back seat to (other issues). And while I understand that having staff who are 100% dedicated to the initiative may be hard to resource, it shouldn’t be a 0% rating factor either. Progress deserves serious effort, and effort needs to be part of key individual’s rated performance plan, allocated down through the chain-of-command; otherwise, status quo will be the result (WebX-4)

We see a decentralized accountability approach such as the Executive Council without an advocacy office as being ineffective because it leaves us without an organizational unit to help academic and administrative units with education, coordination, implementation, and assessment across the university (Black Caucus memorandum).

Resources and Incentives

Many participants were concerned about the level of resources available for diversity and inclusion at Virginia Tech. Resource needs included: 1) InclusiveVT itself; 2) program implementation; 3) incentives and rewards; and 4) scholarships. Specific initiatives needing additional funding include scholarships, pipeline programs, training, curriculum development, and staff. Dedicated funding was also viewed as a sign of accountability.

Overall, participants felt that the InclusiveVT structure was under-resourced. More could be done at several levels (within departments, and for faculty, staff, and students) with greater resources and incentives.

As the university moves toward a decentralized model, it is unclear how resources will be allocated to implement the InclusiveVT agenda. In terms of human resources, it is important that resources required to implement InclusiveVT initiatives are sufficiently funded (Black Caucus memorandum).

As an example, comments recognized the need for funds for existing and new initiatives. A specific project underway is the oral history of the LGBTQ+ community (which will include alumni, faculty, staff, and graduate/undergraduate students); this project needs resources, but could also serve as a positive sign to alumni who might be inclined to make a donation.

InclusiveVT is designed to identify specific initiatives occurring at the Dean and Vice Presidential level, but it is unclear how these will be funded:

There needs to be additional dedicated resources to support new inclusion and diversity efforts. It is unclear where those resources would come from and how it would fit with everything else going on in the University (FT-3).

Funding options: [The 2007 report of the Task Force on Race and the Institution](#) is pertinent here, as it identified three possible routes for funding:

Option 1: The university sets aside an appropriate percentage of its base budget and earmarks these resources for a wide variety of diversity initiatives. Colleges and administrative units would be given access to these funds for diversity efforts.

Table 13: Strategic Plans – Funding and Development

University Diversity Plan, 2000-2005

- Institute a University Development campaign to support a scholarship program that would include strategies to increase diversity and maintain enrollment levels of incoming undergraduate and graduate students.

Task Force on Race and the Institution, 2007

- Secure adequate resources to maintain and sustain ... significant diversity initiatives, faculty and staff recruitment, scholarships, program development, research opportunities, and other initiatives.
- Diversity Strategic Plan, 2010-2013
- Invite university leaders to continue to strengthen their commitment, including making contributions and gifts.
- Implement collaborative initiatives designed to identify, nurture, and steward a robust and diverse group of university supporters: alumni, parents, friends, and corporate partners.
- Seek corporate and foundation support for key pipeline and academic support programs.
- Continue to seek and secure federal grant dollars that include commitments to the academic and professional advancement of underrepresented students and faculty.
- Review allocation of funding for initiatives annually (and) work toward a sustainable plan for financial support of key programs and initiatives.

Diversity Strategic Plan, 2013-2018

- Continue to commit university resources and leadership to advance the goals outlined in this plan.
- Engage leadership from across the university to establish and implement collaborative initiatives designed to identify, nurture, and steward a robust and diverse group of university supporters comprised of alumni, parents, friends, and corporate partners.
- Secure corporate and foundation support for key pipeline and academic support programs and diversity and inclusion initiatives.
- Continue to secure federal grant dollars that include commitments to the academic and professional advancement of underrepresented students and faculty.
- Examine baseline funding for diversity and inclusion efforts across the university to determine opportunities for greater investment.

Institutional Infrastructure

Many participants felt that funding should be centralized and university wide. Such funding could support recruitment of faculty and staff, new and existing programs, and scholarships. Funding was regarded as “investment” that was needed to “break the norms around campus” (FT-22).

Option 2: The university provides guidance to the colleges and administrative units to re-invest a percentage of their total budget into diversity initiatives that have made an impact within the colleges and administrative units, as well as on the whole university.

It was recognized that many colleges already have dedicated funds for inclusion and diversity; however, these resources vary from college to college. “VT has the funds – we have a distribution problem” (FT-1) Under the new framework, colleges would likely need to commit additional resources, in the form of increased responsibilities for existing faculty and staff; more FTEs and graduate positions, and course releases to focus on development of new initiatives.

Option 3: The university requires that each college and administrative unit contributes a percentage of its budget to develop a central pool of resources that would be earmarked for diversity efforts across the entire university.

While this option was not raised, uneven distribution of resources would likely require a greater contribution from those colleges and vice presidential areas that are already investing resources into inclusion and diversity.

Participants felt that incentives for greater inclusion and diversity could be made available as rewards for performance. Exemplary departments could be recognized with funding. Individual level incentives could be given to those who have demonstrated a commitment to promoting inclusion and diversity. Resources could also be provided to motivate support other diversity planning areas, for example: recruitment, course development, training, and scholarship.

Finally, active development efforts are needed to endow scholarships for underrepresented students. Again, resources for undergraduate and graduate students vary from college to college, and tuition recovery could help with retention. Student debt load was also regarded as a barrier to recruitment, where greater financial support is needed. Endowed funding could also support international students, who frequently do not have access to federal programs.

InclusiveVT Initiatives focusing on funding:

□ Vice President for Development and University Relations: Gathering Institutional Fundraising for Inclusion and Diversity

Accountability / Assessment

Accountability was a prominent theme in discussions. Participants felt that prior efforts were given lip service, but not backed up with any authority. As such, there were low expectations for change without the incorporation of a true accountability process. In fact, specific references were made to prior efforts that did not deliver as planned. Accountability is needed at multiple levels: upper administration, colleges, in performance evaluations, admission decisions/scholarships—as well as the September forum itself, which was viewed with both skepticism and hope.

The need for accountability was expressed in several ways. Diversity was felt to have been marginalized in the past. Participants noted that the importance of diversity “stays on paper” (FT-15); “we need something more concrete than just language” (FT-15); and “the same discourse continues to happen but nothing changes” (FT-13). It was felt that inclusion and diversity emerged intermittently as university priorities, but to date had not been a main focus.

Next, participants felt that expectations should be set for all members of the campus community, possibly tied to a system of rewards and incentives. Expectations included the [Principles of Community](#): “Principles of Community are not helpful if we don’t hold people accountable to them.” (FT-25). Another expectation could be participation in training or the Diversity Development Institute. Further, EFARS (faculty activity reports) and promotion/tenure were identified as key areas where higher performance related to inclusion and diversity should be expected: “(people) will change when they are held accountable for change” (FT-19).

Finally, a system for measuring accountability was perceived as a need. Participants questioned who would be accountable for the results from this forum and the overall InclusiveVT approach: "There is a consensus that we talk about these things a lot, but we seldom see concrete initiatives taking place in any meaningful way" (FT-15). The need for a scorecard for diversity (also mentioned in the 2007 Task Force on Race and the Institution report (p. 13); and the 2013 Diversity Strategic Plan (pp. 11, 25) was raised. Some said "there needs to be a redefining (of) success" (FT-3); "what are we measuring"(FT-1); and "how are data and past work being utilized to help explore the reoccurring themes of this effort?" (FT-9). Some felt that a centralized office was important for accountabilit , while others felt that a decentralized approach could work, as long as there was strong communication and reinforcement at the administrative level. Overall, people felt that "any initiatives on inclusion and diversity must have real and measurable outcomes," (FT-22) and "every annual plan should include a diversity goal" (FT-25).

InclusiveVT Initiatives focusing on accountability:

- Inclusion and Diversity: Evaluation and Assessment Plan
- Other Institutional Infrastructure Initiatives are:
- Vice President for Administration :VPAS Inclusion and Diversity Leadership Council and Advisory Committee

Communications / Transparency

The themes of communications and transparency, while less prevalent, reinforced a strong need for engaging the campus community through regular updates. Some specific forms of publicity were suggested, including: a calendar of events, stories on VTNews, resources for small organizations to help publicize their activities, visual expressions of inclusion via the [Principles of Community](#) and Strong Together campaigns, newsletters, a centralized website, and social media. Some identified a need for better understanding of what is al eady going on at the university. Reporting could include: data on recruitment and retention; climate surveys; and public recognition of best practices.

InclusiveVT Initiatives focusing on Communications:

- College of Agriculture and Life Sciences: Leadership Training and Communications
- [College of Architecture and Urban Studies: University-Wide Diversity Awareness Showcase and Exhibition](#)
- Athletics: Inclusion and Diversity Multimedia Campaign
- [Enrollment Management: First Generation/Underrepresented Student Pathway](#)
- Inclusion and Diversity: Communication Plan
- Inclusion and Diversity: InclusiveVT Dashboards
- Vice President for Development and University Relations: Promoting Inclusion and Diversity Through Communications

Table 14: Strategic Plans – Accountability / Assessment

University Diversity Plan, 2000-2005

- Update and institutionalize an initial diversity assessment and establish a continuous improvement process, characterized by periodic faculty, staff, and student surveys; diversity programs inventories; and other assessments that provide information on areas needing improvement and areas of success.
- Task Force on Race and the Institution, 2007
- Continuously monitor and evaluate diversity initiatives, holding each unit responsible for their outcomes.

Diversity Strategic Plan, 2010-2013

- Schedule regular and on-going meetings of key leaders and relevant university committees and commissions (Commission on Equal Opportunity and Diversity, academic advisors, college diversity committees, etc.) to review data and reports to increase organizational learning and understanding of significant issues to b addressed.
- Set expectations that practices and outcomes related to diversity and inclusion are vital measures of institutional excellence. Create a culture of organizational learning and continuous improvement at all levels.
- Institute reporting systems for accountability and continuous improvement to optimize the realization of the university's diversity goals (8).

Diversity Strategic Plan, 2013-2018

- Create effective collaborative structures among units with key responsibilities for attaining outcomes in the 2013-18 DSP.
- Regularly review and disseminate data and reports to increase organizational learning and understanding of significant issues to b addressed.
- Facilitate, through executive leadership, campus-wide access and interpretation of available data.
- Improve reporting systems for account-ability and continuous improvement of the university's diversity goals and initiatives in administrative units.

Institutional Infrastructure

Defining Inclusion

A recurrent theme concerned how Virginia Tech defines or will define inclusion. These comments reflected two types of inquiry: 1) a mission or vision for inclusion; and 2) the groups and communities who are “included” in our definition of diversity. Some felt that a clear definition of diversity was needed that goes beyond numbers and relates to a larger narrative of inclusion. This definition would then drive expectations for numbers and climate. Additionally, the definition of inclusion should “Get away from empty words to actionable direction with definitions that are VT relevant” (FT-6). This supports the practice of inclusive excellence on a day to day basis. At the same time, a definition of inclusion should be aspirational and visionary, such that all members of the campus community can define inclusive excellence; the value of inclusion and diversity is openly communicated and taught; and we broaden our concept of who is a Hokie to be as inclusive as possible.

Table 15: Strategic Plans – Planning

University Diversity Plan, 2000-2005

- Review and update the University Diversity Strategic Plan as a tool to monitor goal-achievement in the area of diversity at all levels of the university, consistent with the direction set by the Academic Agenda and as a guide for identifying resources to support and sustain diversity initiatives.

Diversity Strategic Plan, 2010-2013

- Develop and report on indicators for key areas in all four dimensions of the diversity strategic plan (9).
- Create effective collaborative structures among units with key responsibilities for ... outcomes in the diversity strategic plan.

Diversity Strategic Plan, 2013-2018

- Develop and implement a process for regular review of the 2013-18 DSP by various stakeholders.
- Establish an institution-wide model for resource allocation tied to objectives of the 2013-18 DSP.
- Assess diversity and inclusion as part of the University Scorecard.

There were concerns that our current definitions of inclusion and diversity were too simplistic, and did not convey the intersectionality of identities. At a minimum, we need to focus on those groups represented in the [Principles of Community](#). However, focusing solely on identities can reduce our ability to see “people as people” (FT-18). We need to respect different identities, while at the same time not seeing individuals as representatives for an entire community. Intersectionality of identities was felt to be particularly important for students: “we must allow ‘students to embrace all aspects with which they identify as a minority’ (FT-9). It was felt that traditional definitions of diversity also left out international communities; ethnicities such as Appalachian and Jewish faculty, staff, and students; and first generation students.

Alumni and Community

Some participants were surprised that alumni were not mentioned more frequently as resources for the new model. Alumni can be involved in mentoring and recruiting, and can also be engaged to share their experiences while they were at the university. Alumni reunions were viewed as a potential resource for inclusion and diversity. They are also a potential starting point for corporate sponsorships.

Several discussions addressed the climate in Blacksburg and surrounding communities, which are more homogenous than Virginia Tech. In fact, some lamented: “Blacksburg and the surrounding community are not very welcoming to minority populations” (FT-15). There was interest in exploring collaborations with local government on inclusion and diversity activities. The Montgomery County Dialogue on Race was cited as an example. As Virginia Tech seeks to attract a more diverse population of faculty, students, and staff, it should take a more active role in promoting inclusion and diversity in our surrounding communities. At the same time, the university should also help market the area as a “desirable destination” to prospective students and job candidates.

InclusiveVT Initiatives relating to alumni and community:

- Vice President for Alumni Relations: Strong Together Networking Events
- Vice President for Development and University Relations: Recruiting Underrepresented Groups to Serve as Volunteer Leaders on Advisory Boards
- Vice President for National Capital Region: Partnership with Continuing and Professional Education

Looking Forward

The new [InclusiveVT framework](#) is a bold step towards decentralized responsibility, greater accountability, and an affirmation of Virginia Tech's "commitment to inclusion as an integral and inseparable element of institutional excellence" (Owczarski, 2014, para. 6). Participation in the [September forum](#) confirmed that university constituents are eager to participate in how the new structure takes shape.

The [InclusiveVT initiatives](#) submitted on December 10 are a measure of progress, but they exist within a historic framework of strategic planning and organizational change. The initiatives can and should be linked to both the issues raised at the forum, as well as the overall strategic trajectory for inclusion and diversity at Virginia Tech. Creating these connections ensures that the initiatives address identified needs and provide a basis upon which to assess strategic progress. This report is the result of analyzing comments, plans, and initiatives together.



While this report provides a broad overview, there are additional areas that can be explored in greater depth. There are many existing programs on campus that support progress in each of the four inclusive excellence dimensions. A comprehensive inventory of all inclusion and diversity programs on campus can identify areas of possible collaboration for the proposed InclusiveVT initiatives. These sorts of collaborations can build upon existing strengths and identify areas for continuous improvement.

A great deal of data is available on the strategies and indicators for the current [Diversity Strategic Plan](#). This information can be compiled into a progress report to guide future planning. Such a report can identify needs to be addressed by future InclusiveVT initiatives. While it is important that the initiatives support growth in priority areas for each senior management area, an annual report can show how the initiatives support overall progress and identify areas that remain unaddressed.

This report, an inventory of campus initiatives, and an annually updated progress report will provide direction and continuity for InclusiveVT. The increased accountability associated with InclusiveVT initiatives will provide a basis for measuring achievement which has previously been very uneven. Taken together, this information will support continued monitoring and growth of inclusion and diversity efforts at Virginia Tech.

APPENDIX A: Comparison of Virginia Tech Diversity Plans, 2000-2013.

| 2000-2005 University Plan Goals | 2007 Task Force on Race and the Institution Recommendations (paraphrased) | 2010-2013 Diversity Strategic Plan Goals (Inclusive Excellence Framework) | 2013-2018 Diversity Strategic Plan Goals |
|--|--|---|---|
| <ul style="list-style-type: none"> Develop and implement activities and programs that are designed to increase and enhance student, faculty, and staff diversity at all levels of the university, with particular focus on racial/ ethnic and gender differences. | <p>FACULTY AND STAFF, GRADUATE AND PROFESSIONAL STUDENTS, AND UNDERGRADUATE STUDENTS</p> <ul style="list-style-type: none"> Use innovative strategies to actively and continuously recruit underrepresented staff and faculty members in all ranks (Faculty and Staff). Aggressively focus on the practice of equity in advancement and promotion by developing, implementing, and evaluating university-wide opportunities and criteria for advancement (Faculty and Staff). Create a position in the Department of Human Resources to focus on recruiting (Faculty and Staff). Strengthen supervisor training (Faculty and Staff). Expand existing activities in the Office of Graduate Student Diversity Initiatives. Two additional full-time equivalent (FTE) administrative positions should be created to expand and support recruitment activities (Graduate and Professional Students). (Provide additional resources to the) Graduate School ... to partner with all colleges to develop and implement strategic recruitment efforts that are tailored to the needs of each discipline (Graduate and Professional Students). Develop more effective strategies and efforts to sustain viable access to Virginia Tech through the ongoing recruitment of and financial aid for underrepresented students and through the expansion of pre-college outreach initiatives (Undergraduate Students). Develop a more effective framework that supports and nurtures student success through the enhancement of advising, mentoring, financial aid, scholarships, and other retention efforts (Undergraduate Students). See assessment of Graduate and Professional student recruiting, below. | <p>ACCESS AND SUCCESS</p> <ul style="list-style-type: none"> Achieve a more diverse and inclusive undergraduate and graduate student body, faculty, and staff. | <p>ACCESS AND SUCCESS</p> <ul style="list-style-type: none"> Achieve a more diverse and inclusive undergraduate and graduate student body, faculty, and staff. |

| 2000-2005 Plan | 2007 Task Force Recommendations | 2010-2013 Plan | 2013-2018 Plan |
|--|---|--|--|
| <ul style="list-style-type: none"> Identify and/or develop and implement a comprehensive program of education and training opportunities, made available to students, faculty, and staff and designed to include a review of legal issues, best practices, and research related to recognizing, valuing, and effectively managing differences. | <p>ACADEMIC PROGRAMS</p> <ul style="list-style-type: none"> Create a requirement within Virginia Tech's undergraduate liberal education / core that addresses issues of race and racial privilege. Strengthen existing dedicated programs and create a Latino/Latina/Hispanic Studies Program. Create incentive-based opportunities for pedagogical review and course transformation. Develop incentive-based professional development programs and accountability strategies for administrators, supervisors, faculty members of all ranks, and staff members. Programs and strategies will support the effective implementation of policies and procedures related to continuous improvement, the application of performance goals and evaluations, professional standards, equity in decision-making, and cultural competence (Faculty and Staff). See assessment of cultural competency, below. | <p>EDUCATION AND SCHOLARSHIP</p> <ul style="list-style-type: none"> Engage students, faculty, and staff in learning varied perspectives of domestic and global diversity, inclusion, and social justice. | <p>EDUCATION AND SCHOLARSHIP</p> <ul style="list-style-type: none"> Build a community that fosters research, scholarship, learning, and creative performance that reflect global diversity, inclusion, and social justice. |
| <ul style="list-style-type: none"> Design, develop, and implement a comprehensive system of responsibility, accountability, and recognition for increasing campus diversity, improving campus climate, and advancing the knowledge base for creating and sustaining a culturally diverse community of learners, teachers, researchers, and workers. | <p>ADMINISTRATIVE INFRASTRUCTURE</p> <ul style="list-style-type: none"> Continuously monitor and evaluate diversity initiatives, holding each unit responsible for their outcomes. Coordinate and sustain diversity activities and communication regarding these activities across all levels of the institution. Secure adequate resources to maintain and sustain diversity efforts across the university. Resources will support efforts such as significant diversity initiatives, faculty and staff recruitment, scholarships, program development, research opportunities, and other initiatives. Expand existing assessment efforts to include measures of climate, cultural competency, and recruitment to increase diversity; fund a full-time position to develop assessment procedures; and allocate a graduate research assistantship (GRA) every year to assist in the administration of assessment and data analysis (Graduate and Professional Students). | <p>INSTITUTIONAL INFRASTRUCTURE</p> <ul style="list-style-type: none"> Create and sustain an institutional infrastructure that effectively supports progress in achieving goals in the Diversity Strategic Plan. | <p>INSTITUTIONAL INFRASTRUCTURE</p> <ul style="list-style-type: none"> Create and sustain an institutional infrastructure that effectively supports progress in achieving goals in the diversity strategic plan. |
| <ul style="list-style-type: none"> Develop both internal and external collaborations and partnerships that are designed to build capacity for extending diversity and multicultural education and related research to the broader community, businesses, and other organizations affiliated with and/or serviced by the university. | <p>ALUMNI AND COMMUNITY ENGAGEMENT</p> <ul style="list-style-type: none"> Establish a high-level Diversity Advisory Council. Affirm diversity as a vital part of the contemporary vision of the university's historical land-grant mission. Increase minority access via a comprehensive pipeline approach to pre-college marketing, public information, and awareness efforts. | | |

Appendix B: Analytical Methods

The purpose of this report is to use the September forum feedback as a measure of how well we are doing on current and past diversity planning goals and objectives, and then to suggest how this feedback is addressed by the new [InclusiveVT initiatives](#). The four phase analytical framework described below provided a basis for linking the notes and strategic planning to future initiatives.

Phase I. Definition of inclusive excellence dimensions

Analysis was conducted by a primary researcher, with the assistance of three coders, using the predefined categories of inclusive excellence. It was therefore important to have clear scholarly definitions of each IE dimension. As some comments could be (and were) coded under multiple categories, clear definitions enabled continuous refining of code assignments.

Phase II. Analysis of notes from the September forum (October – December)

Forum participants responded to two broad questions, which provided a basis for structural coding. However, it is the nature of qualitative research that unless (and even when) a structured interview format is used, comments often stray from the original questions. This is actually an advantage, as it allows for more richness in perspectives, as well as insights that may not have resulted from a structured process.

A primary researcher coded all of the notes, with the assistance of a second (volunteer) coder and two graduate assistants. The coders met twice with the Assistant Director of the Office Assessment and Evaluation regarding coding procedures. The first cycle of coding followed the inclusive excellence dimensions as a predetermined coding scheme. The graduate assistants coded part of the notes to verify the stability of these categories. The primary and volunteer coder met frequently to compare codes and subcoding. A faculty member with expertise in qualitative research reviewed the assignment of codes at several points during this process.

The primary researcher used Dedoose computer assisted qualitative data analysis software (CAQDAS) while the volunteer did manual coding using Excel software. The researchers read table notes multiple times and codes were assigned using descriptive phrases to indicate the topic for each comment. Simultaneous coding was used as more than one code could be assigned to many of the comments (Miles, et al, 2013, p. 81; see also Saldaña, 2009, p. 62). The coding process was iterative, constantly comparing codes, returning to comments already coded, and refining the codes such that the comments in each category have internal consistency. Finally, the four main categories were divided into subcategories. This was done by reviewing, refining, changing, adding or deleting codes so that different dimensions of the broader categories could be identified.

Phase III. Review of university plans and reports (November – January)

Four university diversity plans, dating back to 2000, were reviewed to compare past goals and objectives. An analysis of all four plans identifies similar goals, objectives, and strategies (see Appendix A). However, there has not been a systematic effort to monitor progress in relation to these objectives. Not all areas are consistently measured and monitored. Forum comments serve as evidence of perceptions of progress and needs. Although they cannot serve as measures of actual progress, they can provide numerous perspectives on actions that have been taken, and areas for improvement that can inform the development of InclusiveVT.

The subcategories that resulted from second cycle coding were compared with the inclusive excellence goals and objectives of the four strategic plans. In effect, the strategic plans served as a codebook for the process. However,

when using a predetermined codebook, it is important to follow analytic induction (Taylor and Bogdan, 1998, p. 138), which specifically looks for differences between the codebook and open coding to ensure that excerpts are not “shoe-horned” into pre-existing categories. Thus, subcategories were identified that were not reflected in the strategic plan. For example, under Institutional Infrastructure, comments about the InclusiveVT structure are clearly not reflected in plan objectives. Communications and PR are also not reflected in the diversity strategic plan, but were an important concern for forum participants.

Phase IV. InclusiveVT initiative comparison

In December, 2014, [InclusiveVT initiatives](#) were submitted by each College and Senior Management area. In Phase IV, the initiatives were matched with categories determined during coding, and with goals and objectives from the strategic plans. This approach showed how the initiatives support strategic goals and objectives, and identified areas requiring further attention.

Prior to the final report, one of the original coders read the transcripts again and a draft of the report and agreed with the conclusions derived from the data. The final approach to validating the analysis of the notes was to share them with five of the original table facilitators for external review, to determine whether the categories discussed in this report were consistent with discussions at their tables.

Appendix C: InclusiveVT Structure

InclusiveVT: A New Approach to Inclusion and Diversity Initial Appointments 2014 - 2015

President's Inclusion
and Diversity Executive
Council

- Timothy Sands, President
 - Mark McNamee, Senior Vice President and Provost
 - Dwight Shelton, Vice President for Finance and Chief Financial Officer
 - Sherwood Wilson, Vice President for Administration
 - David Travis, Interim Vice Provost for Inclusion and Diversity
 - Elizabeth Spiller, Dean, College of Liberal Arts and Human Sciences
 - Dick Benson, Dean, College of Engineering
 - Karen DePauw, Vice President and Dean for Graduate Education
 - Patty Perillo, Vice President for Student Affairs
 - Guru Ghosh, Vice President for Outreach and International Affairs
 - Jack Finney, Vice Provost for Faculty Affairs
 - Rachel Holloway, Vice Provost for Undergraduate Academic Affairs
 - Hal Irvin, Associate Vice President For Human Resources
 - Karen Eley Sanders, Chief Diversity Officer, Virginia Tech Carilion School of Medicine
 - Inclusion Coordinators (6)
- The council supports the university's overall vision and framework for inclusion and diversity and oversees accountability for achieving strategic goals.

Inclusion Coordinators

- Juan Espinoza, Undergraduate Education
 - Danette Gomez Beane, Graduate Education
 - Maria Elisa Christie, International Affairs and Outreach
 - Ellen Plummer, Office of the Senior Vice President and Provost
 - Lori Baker-Lloyd, Human Resources
 - Tricia Smith, Student Affairs
- Coordinators will advocate for inclusion and diversity within their areas, serve as university resources, and will assess and recommend policy, evaluate progress, identify opportunities, and address areas of concern.

Advisory Committee

An advisory committee will be comprised of individuals and groups who will provide guidance and information to the Provost and to Inclusion Coordinators. The committee will provide a mechanism for key stakeholders to participate in the monitoring of progress of inclusion and diversity efforts.

Provost's Office

The provost's office will serve as the administrative home for supporting inclusion and diversity efforts. The interim vice provost will report to the provost and have an advisory reporting line to the president. The office of the provost will provide administrative support and coordination including budget, personnel, web and marketing support, assessment, and liaison functions with governance and other university units.

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- InclusiveVT Initiatives sorted by area: <http://www.inclusive.vt.edu/initiatives/initiatives-area-dec2014.xlsx>
- InclusiveVT Initiatives Combined Matrix:
<http://www.inclusive.vt.edu/initiatives/initiatives-combined-dec2014.pdf>

Credits

The Vice Provost for Inclusion and Diversity would like to thank the following individuals for their assistance in the development of this report:

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Glenda Scales, associate dean for international programs and information technology, College of Engineering; president, Black Faculty and Staff Caucus of Virginia Tech

The report was also reviewed by the President's Inclusion and Diversity Executive Council, the Inclusion Coordinators, and the InclusiveVT Advisory Group.

Marcy Schnitzer, assistant director for diversity strategic planning and improvement, Office of the Senior Vice President and Provost, served as the primary researcher and author of this report.

*Additional documents referenced in this report are included at the end of this document.

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ATTACHMENT 1: OTHER PROGRAMS REFERENCED IN THIS REPORT

AdvanceVT

Vice Provost for Faculty Affairs

The mission of *AdvanceVT* is to assist Virginia Tech in preparing, recruiting, and retaining high quality and diverse faculty. To accomplish this mission, our programs are designed to facilitate success in scholarship, teaching, engagement and administration for a wide range of audiences. These programs target graduate students preparing for faculty careers, new faculty just starting out, senior faculty preparing for leadership roles, search committees, department heads, and senior administrators. *AdvanceVT* began in 2003 with a grant from the National Science Foundation to promote and enhance the careers of women in academic science and engineering through institutional transformation. Grant funding continued until August 2010. High impact initiatives continue with support from university partners, and have been expanded to include faculty in all disciplines.

<http://www.advance.vt.edu>

Inclusive Excellence Area: Access and Success

Center for the Enhancement of Engineering Diversity (CEED)

Engineering

The Center for the Enhancement of Engineering Diversity (CEED) at Virginia Tech is dedicated to enriching the engineering profession through increased diversity. CEED programs are targeted to current engineering students at Virginia Tech, prospective students, and the Commonwealth of Virginia's pre-college community. The goals of CEED include: increasing the diversity of students who apply to, enroll, and graduate from the College of Engineering; increasing the awareness of engineering and other technical fields as an exciting and rewarding career path to a diverse population; providing academic, professional and personal support programs; providing support to student organizations that support our mission; and fostering collaboration between the CEED, the University, industry, and the local community to support our mission.

<https://www.eng.vt.edu/ceed>

Inclusive Excellence Area: Access and Success

Future Faculty Development Program

Vice Provost for Faculty Affairs

This program brings a select group of doctoral students and post-doctoral scholars interested in pursuing academic careers to Blacksburg for two days of workshops and interaction with host departments.

http://www.provost.vt.edu/faculty_affairs/faculty_recruitment/future_faculty/future_faculty.html

Inclusive Excellence Area: Access and Success

Gateway Weekend

Office of Undergraduate Admissions

Undergraduate Admissions plans and implements this invitational, on-campus yield program in the spring semester. Gateway is open to all students who have been offered admission to Virginia Tech, and is designed with the interests and needs of under-represented students in mind.

<https://secure.hosting.vt.edu/www.admiss.vt.edu/visit/register/index.php/gateway>

Inclusive Excellence Area: Access and Success

Leadership, Excellence and Academics in Pamplin (LEAP)

College of Business

This program offers a diverse group of students the opportunity to live, learn, and grow together during a 5-day summer transition program. By focusing on key factors for academic success, LEAP helps students to successfully bridge the gap between high school and college.

<http://www.cpe.vt.edu/mpd.leap/>

Inclusive Excellence Area: Access and Success

My Sister's Keeper (MSK)

Multicultural Academic Opportunities Program

My Sister's Keeper promotes networking and professional development opportunities for graduate and faculty women of color, and seeks to enhance scholarship, positive thinking, and social and academic adjustment within the Virginia Tech Community. Through a series of discussions and informal social gatherings, MSK intends to recognize, celebrate and develop a support network for women of color.

https://www.maop.vt.edu/Student_organizations/sisters_keeper.html

Inclusive Excellence Area: Access and Success

Presidential Campus Enrichment Grant (PCEG)

University Scholarships and Financial Aid

PCEG aims to enhance the multicultural and academic experiences of students. All incoming freshmen are encouraged to apply. Selection criteria include activities of students before arriving at Virginia Tech, as well as their commitment to educational diversity. Academic achievement, financial status and family educational background are also considered.

[http://www.finaid.vt.edu/types_of_aid/University-](http://www.finaid.vt.edu/types_of_aid/University-Scholarships/PresidentialScholarshipPrograms/presidential-campus-enrichment-grant/pceg.html)

Scholarships/PresidentialScholarshipPrograms/presidential-campus-enrichment-grant/pceg.html

Inclusive Excellence Area: Access and Success

Presidential Scholarship Initiative (PSI)

University Scholarships and Financial Aid

The Virginia Tech Presidential Scholarship Initiative is a competitive scholarship program for low-income high school students in the Commonwealth. Each year up to 50 Pell Grant-eligible Virginia residents are awarded renewable, four-year scholarships. All students who are eligible for the Pell Grant are automatically considered for the Presidential Scholarship.

http://www.finaid.vt.edu/presentations/PSIFundingNarrative_PDF.pdf

Inclusive Excellence Area: Access and Success

STEM-H

Vice President for Outreach and International Affairs

Science, technology, engineering, and math education (STEM) are at the forefront of our nation's agenda. Both national and global development and sustainability are contingent upon fostering discovery and development in the STEM disciplines. VT-STEM is focused on building networks within the university and across K-12 communities to enhance the effectiveness of integrated STEM education resulting in improved scientific and technological literacy and the competitiveness of Virginia's students.

<http://www.stem.vt.edu>

Inclusive Excellence Area: Access and Success

The Student Success Center (SSC)

Senior Vice-President and Provost

The Student Success Center offers free academic support, such as tutoring and study skills seminars to undergraduate students at Virginia Tech. The SSC has services for students who are already succeeding academically or for those who simple want to enrich their educational experiences.

<http://www.studentsuccess.vt.edu/>

Inclusive Excellence Area: Access and Success

Cranwell International Center (CIC)

Division of Student Affairs

The Cranwell International Center serves as the primary support service for the international community. It promotes intercultural exchange, fosters a welcoming environment and enhances the experience of all university and community participants. A First Year Experience class for incoming international students is offered in the Fall semester. Orientation, crisis support, personal assistance, English conversation groups, a Community Connections program, and social and cultural activities are available.

<http://www.international.vt.edu/>

Inclusive Excellence Areas: Campus Climate and Intergroup Relations, Education and Scholarship

Dance of Nations

<http://www.ciso.org.vt.edu/events.html>

Inclusive Excellence Area: Campus Climate and Intergroup Relations

International Street Fair

Council of International Student Organizations / Cranwell International Center

This event is held in downtown Blacksburg where College Avenue is transformed into a multicultural marketplace where vendors sell international foods, handicrafts, and more. The fair also features live performances of traditional music and dance from around the world.

http://www.international.vt.edu/programs_and_activities/events/international_street_fair/

Inclusive Excellence Area: Campus Climate and Intergroup Relations

Multicultural Programs and Services

Division of Student Affairs

Multicultural Program and Services is an administrative unit that helps to create an atmosphere of inclusion for all students, and specifically targets the interests of underrepresented students. Multicultural Programs & Services mps@vt.edu

<http://www.mps.vt.edu/>

Inclusive Excellence Area: Campus Climate and Intergroup Relations

Common Book Project

Office of the Senior Vice President and Provost

The Common Book Project at Virginia Tech was established in 1998 as a means of enriching the first-year experience and creating a sense of community for undergraduate students. Each academic year since the first full-scale distribution in 2000, all incoming students have been given a book to engage them through the lens of shared reading and to provoke conversation among students and their professors.

<http://www.commonbook.vt.edu>

Inclusive Excellence Area: Education and Scholarship

First Year Experiences

Vice Provost for Undergraduate Academic Affairs

The Office of First Year Experiences, established in July 2009, is committed to improving the first-year experiences for Virginia Tech's freshmen and transfer students. As part of the Quality Enhancement Plan (QEP) component of the Southern Association of Colleges and Schools- Commission on Colleges (SACS-COC) Reaffirmation of Accreditation process, *Pathways to Success* emerged as a new initiative. *Pathways* is designed to set first-year students on their own paths equipped with appropriate tools for exploration and discovery, and provide them with the curricular and co-curricular opportunities necessary to fully engage as learners and ultimately as citizens.

<http://www.fye.vt.edu/>

Inclusive Excellence Area: Access and Success, Education and Scholarship

Pathways to General Education

Undergraduate students at Virginia Tech deserve a vibrant, flexible, and meaningful general education program, one that helps them to integrate their learning for use throughout their lifetimes. Over the years, faculty members have studied general education, and students have voiced their concerns. As the culmination of so much input, a new plan has emerged -- Pathways: General Education at Virginia Tech. This proposal describes a model that includes core and integrative learning outcomes to meet the learning needs of all students while also meeting requirements for university accreditation. The plan involves the development of a coherent program comprised of courses reflecting best practices in pedagogy and demonstrating evidence of efficacy.

<http://www.pathways.prov.vt.edu/>

Inclusive Excellence Area: Education and Scholarship

CIDER (Center for Instructional Development and Educational Research)

Assistant Provost for Teaching and Learning

The Center for Instructional Development and Educational Research (CIDER) fosters the design, development, implementation, and evaluation of disciplinary and interdisciplinary learner-centered instruction; promotes and recognizes excellence in higher education instruction; supports and conducts research on the scholarship of teaching and learning; and advocates for a campus climate that values educating the whole student through effective, innovative and transformative instruction.

<http://www.cider.vt.edu>

Inclusive Excellence Area: Education and Scholarship

Montgomery County Dialogue on Race

The Dialogue on Race's mission is to create a forum that examines racial issues articulated by the African-American community in Montgomery County, VA, and then to develop and implement solutions.

http://www.dialogueonrace.info/#about_us/c14e3

ATTACHMENT 2 – TABLE NOTES FROM SEPTEMBER 29 FORUM

Table 1

[The people with e-mail addresses asked for any responses that might be sent out.]

Question 1:

More transparency

More funding for DDI

Transgender health Clinic

 Health care services

 Education of doctors [including area physicians] – we live in a diverse community

 DDI is leading a mini-version at Carillion now

Funding to support:

 Personnel position [Personnel in VT-Med already wear many hats]

 More needs to be done

 VT has the funds – we have a distribution problem

 Give students salary or scholarship for doing diversity and inclusion work.

What are we measuring?

Don't see a system

Structure needs to come alive

Feed back

Outcome indicators

How will outcome of President's council, coordinators, advisory committee be communicated?

New employee training

 Diversity built into training

 Sexual harassment training

How is faculty educated regarding Inclusion and Diversity (I&D)?

Get more people to table

Teach about diverse artists in classes [in music do not focus on 'dead white men']

Curriculum development

 Change

 Impact

 More emphasis on I&D

 Instill history of diversity

 Students need to know problems and where/how they originated

 Benchmarks for teaching re I&D

Question 2:

Dealing with staff who do not attend I&D events and are critical of other employees

Training [has encountered difficult people because of their insensitivity]

Change structure

Let people know how they can act

Limit what action is possible

"Exclusion damages everyone."

Caste system at VT [People without PhD are seen as inferior]

Staff is male dominated

More events like this

More engagement from outside VT community [especially the town community]

More restaurants, groceries and department stores that service a diverse community

There are no community members on the President's council

Community support for all VT employees [and students]

Funding for diversity initiatives

Bring in outside speakers

Competitive

Sharing between departments

Equity of funding

Genius grants

Multi-year funding

Need a Women's Caucus

Women's status in governance of VT?

Would be a benefit to all of campus

Men seem to be underrepresented in I&D events [as well as last week's Wellness Balance Day]

Need different recruitment strategies

Who is accountable for results from this meeting and initiative?

Progressive hiring

Hiring required to demonstrate attention to diversity

Diversity valued in promotion and tenure

Pool of dollars when relevant

Helpful to bringing in speakers

Funding should be university wide

I&D is a University process and should be University wide

Noticed the only woman on the stage was the ASL signer during the opening comments.

Table 2:
September 29, 2014
President Sands

- Compositional diversity
 - Need to quadruple #s to match VA
- Central admin needs to be on same page
- Action plans need to be distributed but aligned with central admin
- Units need to be held accountable

David Travis

4 Dimensions

1. Access – increased compositional support
2. Climate – improve env., recognize diff.
3. Educ – interdisciplinary (?) scholar; support students IDDI
4. Infrastructure – improve policies, programs, and leadership; new scholarships

*truly infuse diversity into all aspects of the university

Juan Espinoza

- Units may focus on diff. areas of the model to achieve goals → work my coordinators
- Be productive – NOT Reactive
 - Do Principles of Community actually “work”? – Nice ice but followed at every level
 - Find ways to intentionally meaningfully engage with these conversations proactively, no reactively/punitively
 - Across students not just those who are already interested / engaged
- Make sure reports are public with some kind of incentive
 - Not financial but moral / ethically incentives
- Don’t want to cheapen ideals
- Not just student issue but a staff issue too
- No real will to make changes in the pop. That is here

Table Discussion

How change mindsets?

- Campus climate around student groups
 - Where do we go for questions / complaints?
 - Clarity in roles
 - “4 – HELD” for Diversity and Inclusion
 - Example: homecoming campaigns around Native Americans
- Shared Accountability needs shared knowledge
- Resources to units to implement
- What is “inclusion”?
- How do we measure inclusion?
 - Compositional diversity is easy but how about others?
- Survey Exhaustion – how can you get a good idea of campus climate?

Representation of Dept. Heads / Staff. Etc. on Council

- There are the same people who always sit on councils / comm.

Scholarships with Mentors

- Student voice? This is very top down
 - Peer mentorship

Traditional categories don't meet everyone's needs

- Socio economic
- Class
- How do we define diversity?
- How do we define community?
 - Should principles be expanded?

Table 3:

- Concerns about new model:
 - No involvement in the development of the new model from CEO and the rest of University Governance.
 - The new model abolished the Diversity & Inclusion VP and his office, it is unclear to the rest of the University community the effect that would have with the University infrastructure.
 - Unclear that the new model that might have worked out in other schools would work in SW VA.
 - The personnel in the new Diversity Council does not seem to be the ones really “in charge” and/or hold true power to make immediate changes on campus diversity.
 - The new model needs to prepare itself to be challenged from all direction.
 - It is unclear what roles Inclusion Coordinators play.
- Communication
 - The need for more communication to make distributed model work, particular when there is need to identify individuals with appropriate strengths to operate this new model.
 - Communication also extremely important to achieve accountability, especially with the new decentralize model.
 - Attempts to facilitate better communication will be very difficult due to the workload of the individuals involved.
 - There needs to be dissemination of information to identify resource for specific groups in need.
- Accountability and recognition
 - It was suggested accountability be enforce via funding on research programs.
 - It was recognized that accountability can be a touchy subject as it may imply that departments are doing something wrong. The new distributed model gives department a chance to pursue diversity efforts.
 - There needs to be accountability on all levels, not just top-down.
 - It is important that accountability is not framed as a negative criteria.

- It is important the individual at unit level who are promoting diversity efforts be recognized in some way.
 - Possibility to include inclusion and diversity criteria on tenure and continuation.
 - There needs to be incentive for department and units to persist their efforts to ensure success of new inclusion and diversity model.
- Resources and training
 - There needs to be additional dedicated resource to support new inclusion and diversity efforts. It is unclear where those resource would come from and how it would fit with everything else going on in the University.
 - There needs to be an emphasis on capacity building as well as education to all university units on the new model.
 - It was noted while there are tools and resources available for inclusion and diversity efforts they are not fully utilized. There need to be new ways to communicate the availability of these tools and resources.
 - A succinct ~2hrs training for all units on the new model may be needed.
 - Campus-wide resource varies greatly, and there needs to be a tuition recovery model.
 - Recruitment efforts, capacity, and resources allocated to underrepresented groups should be a unit-level focus. Partnership with community colleges is imperative.
- Immediate needs on Inclusion and Diversity
 - The VT website is not accessible to non-English speakers or the hearing impaired. Current website is not Section 508 compliant.
 - University publications (including extension publications) are not accessible to non-English reader, and there are no resources and support to pursue making these publications more accessible to all.
 - Student access to childcare is woeful. This is a University-wide challenge that are also faced by faculty and staff.
 - Academic programs (e.g. study abroad) are not accessible to all students. There are inadequate availability of scholarship that targets international students or domestic minority groups.
 - There needs to be a redefining on “success”.
 - Campus climate survey needs to address significantly on international affairs.
 - Need of representation of women in STEM-H.

Table 4:
Inclusive VT: A New Approach to Inclusion and Diversity

How can colleges, vps, and other units contribute to the success of this model?

We appreciate learning about the numbers presented today and think the numbers should be distributed more widely.

Provide recruitment and funding (scholarships) with high schools.

Provide support and recognition to faculty who participate in recruitment efforts. No acknowledgement for faculty as volunteers who assist with these efforts.

Need more people to assist with efforts.

Need for more information about what is going on throughout the university- Many people to know what's going on around campus all ready.

\$\$\$\$\$\$-For faculty and staff, funding for existing and new programs, scholarships

Fragmented in our structure – Are there programs for getting student here besides just pipeline students (not in engineering and sciences). Why isn't there a pipeline for the entire university?

Departments to share what they are doing with members of the dept and across campus.

We need a hub – so everyone know what is happening at the university- Centralization for programs and accountability.

It is not just about composition – it is very much about climate

Incentives for courses that include global and education, diversity and inclusion

We need a uniform message and expectation. Different colleges have different expectations, messages etc. What does diversity look like? Not all groups feel they are part of diversity- example muslim students

What kind of ideas/resources can you share with the university community?

Pipeline programs – Engineering and girls, hs girls (grown from 20 to 50, middle school (80-100)

Outreach program – living and learning communities reaching out to local schools

40 % of high school student coming in engineering. More are coming but not all engineering.

Need more hands on high quality experience for students- faculty or graduate student time

Need more communication about what different groups are doing.

Advance VT and Future Faculty

Males as allies (Women in technology)

Diversity departmental scholars?

Women and Minority Scholars

What developing or needed initiatives would you like to see implemented?

Services for students who are dealing with culture shock. Services are available. Students can be reluctant to utilize services.

Offer same sex benefits to new faculty hires.

More backing of diversity and inclusion for a positive perspective – Encourage students to have the tough conversation not everyone knows not just certain populations.

Creating environment and climate that is welcoming regardless of the kind of diversity

Virginia Tech should have an organic kitchen

Offer universal parental leave for faculty

Need for more and better Child care for students, faculty and staff

What partnerships could be developed to meet those needs?

Engineering partner with other colleges to help with recruitment and other depts..

Central Hub-

Questions?

How will groups be held accountable?

What are students role in the new structure in the new Diversity Executive Council and Inclusion Coordinators?

Table 5:

Notes: Diversity Day Workshop, 9/29/2014

Table Participants:

Discussion:

1. After introductions, many at the table noted that the IC Diversity Executive Council was “too top down,” lacking representation from key constituencies including faculty, students, and staff. This failure may well result in poor application of the four stages of the Inclusive Excellence Model.
2. Given the makeup of the table, discussion focused on graduate and foreign student needs for both questions. Specifically:

A. Ideas/Resources

- Support for families in dealing with a new place in a new country. Many resources are there, but families are either unaware or them or very hesitant to take advantage of them for reasons such as cultural mores and customs, fear or anxiety, or access issues (transportation, time available, language issues). Cranwell Center resources are limited. Discussion of cross-cultural issues followed (avoidance of photographs; male/female communication taboos; going public with sex related crimes, for example);
- But lack of knowledge of resources not just a foreign student issue. Also applies across the board. How to fix it when so many ways of getting the word out are being tried? Discussion of website, email, and other electronic modes of communication followed, with probing of what websites can and cannot do with foreign-speaking family members and students;
- One major initiative needed is to recognize that these kinds of resources are not just limited to VT, but also exist in the larger Blacksburg , County, and Roanoke areas. Much better town/gown information flow and resource support is needed. YMCA provides and example and should be included more in campus activities.
- Greater sophistication by the university regarding cultural variation among foreign students is needed. One size does not fit all; much more flexibility in handling problems is required;
- Problems in foreign students getting their degrees discussed in terms of access to research projects. Especially in engineering and biological sciences, extensive use of federal grant funding is a problem because non-citizens cannot work on these government grants. This means many foreign students are relegated to minor or marginalized projects in terms of their departments. This, in turn, means a degree of lower value. Bottom line is that foreign student applications are

less because they don't receive sufficient funding or can't work on projects relevant to their interests;

- Research problems coupled with no integration of families into campus or department life make it very difficult for post docs and many foreign graduate students to adjust or do well.
- Undergraduate student issues also exist with respect to those with families and in terms of finding support groups for some;
- Also, some issues for US citizens exist in that funding is often insufficient for those graduate students with families to live on. Don't come to VT because of this; other institutions providing more support. Not getting the best of the best as a result.

B. Initiatives:

- Funding sources to support foreign students should be mined more aggressively or more fully endowed;
- Child care for graduate students a major issue.
- Having family-oriented social events very badly needed. No alcohol, child friendly, interactive activities needed. Single parent needs and undergraduates with families or children also need to be given more attention/opportunities for creating community and a place-based social life;
- The Grad School is apparently working on having a child care coordinator, but there's an economic issue in that many can't afford child care. Need for services run by grad students at very low costs. Stronger off campus connections needed for this.
- For Special Collections Oral History Project, funding for transcriptions of LGBTQ oral histories badly needed. Perhaps funding can be sought for this need as well for the Appalachian Studies extensive archive or regional oral histories as a joint project;
- Suggestion for a comprehensive study of the different modes and networks of communication needed, especially among foreign students. This study should not just be survey, which is a culturally-loaded means of finding out information, but also by ethnographic research that contacts foreign students and hangs out with them to determine where and how they learn about support resources (or not) and what problems they have when using them, if they use them at all. This study should be designed with some of the anthropologists on campus so it yields reliable and valid results.
- Edit the Principles of Community so "ethnicity" is included. Then groups such as qualifying southwest Virginia and Jewish students/faculty/staff would be included, among others. "Race" is an insufficient descriptor for some experiencing discriminatory actions based on cultural orientations or backgrounds.

Emailed Additional Thoughts:

1. Resources--provide needed resources for initiatives that are underway, such as funding for transcription of the oral history interviews collected as part of Virginia Tech LGBTQ Oral History Project.

Communication--broaden the concept of what is a "Hokie." Example of young woman not selected to be a Hokie ambassador--although she had high marks in all areas--because she was considered overweight.

Help diverse populations, including international students, find access to resources offered through the university--suggestions included Internet links and personal contacts. Be aware of and respect cultural differences that may affect how people engage in activities, for example, some people might not consider it appropriate to be photographed.

I agree that there should be graduate and undergraduate student representation on the President's Inclusion and Diversity Executive Council.

2. "In the College of Agriculture and Life Science (CALS) we need to increase minority student (Asian, Hispanic, African American and others) enrollment, both at the undergraduate level and graduate level."

How can we do this?

- (1) Offer education and scholarship incentives to qualified minority students to attend VT.
- (2) Offer research grant incentives to faculty in the college who recruit minority students to their research programs. These faculty members can act as effective mentors to these students.

3. My central thoughts are that we should be thinking of an Asian American Studies program at VT. As it stands, to my knowledge, that topic is addressed every spring in the course I developed (and teach). I guess Sociology would be the home for it, though it is currently cross-listed as HUM/SOC. However, one course is not enough to address history, Asian diversity, culture/s, gender, etc. So providing resources for at least one person with more expertise in this field than myself (I've had to learn it) would be wonderful. Especially after we heard from President Sands that the Asian American graduates by 2030 (I think he said) would rise 87%--way more than any other racial/ethnic group.

I also want to say that the current course, on the Core Curriculum, was born when the Asian American Student Union asked me to develop such a course, and that there was urgent need for one (in 2006). The course was taught by me as a Special Topics course, then approved as a core course.

I have organized campus dialogue forums around AA issues, and our conversations have been lively, as they are in class.

I also wanted to point out another urgent issue--sexual assault and Asian American (or immigrant) women on campus. In April 2013 I got a WMASLS Scholarship, and invited an activist/scholar to campus to talk, but also to conduct a workshop with the VT Women's Ctr., and the Radford Women's Resource Ctr, to address these issues, specifically geared towards the cultural issues related to AA women, both on campus and the larger community.

Respectfully submitted,

Table 6:

How can colleges, vice presidential areas, and other university units contribute to the success of the model? What kind of programs or resources are you presently involved with that could be shared with the university community?

1. Dissemination of the model to all colleges – get the model out
2. Specific examples of Inclusive Excellence with the model
3. More conversation – back and forth on the models both Inclusive Excellence and the Organizational Structure model
4. What does it mean to be inclusive – definition. Get away from empty words to actionable direction with definitions that are VT relevant
5. Lack of knowledge of model – model needs better understanding more training at key functional levels.
6. Diversity as accreditation issues – Engineering needed own strategic plan – had to give course release to get plan on paper – NEED DEDICATED RESOURCES – more action less talk
7. How to get distributed responsibility – will be in job descriptions
8. Training for diversity and inclusion needs to happen at all levels –
9. I&E – currently empty resolution. Need to overcome apathy and disregard
10. Training at all levels, what is and how it effects faculty and staff – translated to a vision.
11. Danger is to do the work in addition to as a pile on - Need resources to support the assessment of and implementation of strategies
12. Assume responsibility will be given to person in each college as additional task
13. Commitment should = additional resources – FTE or GRA
14. Engineering used to have a recruitment staff person but position was eliminated
15. Course releases or make part of job description
16. Each college/division needs to assess what they need - develop a plan for how to address (e.g. intensive writing and speaking for international students)
17. Each college find person to assess, develop a plan
18. Reassess what is needed =examination of current practices – how behaving in the classroom, how to achieve transformation – institutional inclination to avoid change. Take actions to affect institutional change.
19. Survey across the university to answer these questions
20. Idea to do climate survey –
21. Not hearing about results that are coming out of climate surveys – need better distribution engagement around climate survey data
22. Minority voice does not have weight in process
23. Diversity committees at college level has not been connected to university – diversity fellows only called in when there is a problem – move from being reactive to proactive
24. How does connect to each division – lack of connection with each college – model does not appear distributed
25. How will point persons be resourced to meet functional needs across the entire university
26. Needs to be transparent – to date process has been opaque –
27. The model needs to be what it has not been so far – task force was secretive
28. Regular updates that are available to all – clear communication and dissemination plan
29. What is the authority involvement of CEOD – revisit/reinstitute purpose of CEOD
30. Need to be clear on goals at various levels – university, division/college level / program level
31. University Council

What kind of programs or resources are you presently involved with that could be shared with the university community? (Chad worked hard to keep on focus and get specific ideas but, it was difficult to get to specificity, when participants were trying to digest “the model:

1. Foundational level training – tap into best practices within each college
2. HR does not exist as a means to address problems for faculty
3. HR effective for egregious acts only – need mediating entity
4. Problems with ways for faculty level to address issues of discrimination, insensitivity and awareness
5. Well intended – but need to brush up on nuances of what it means to be culturally sensitive and inclusive
6. Incentivize participation in DDI – faculty release time, bonus for getting certificate, assume you do if getting tenure – beef up compliance for FAR reporting on diversity and inclusion expectations
7. Give each college a diversity budget – now on assumption of the goodwill of the dean – resources shows a concrete commitment
8. Challenge on how to feel welcome
9. Colleges to decide how to use budget
10. Public accountability on what achieved at the distributed level
11. Inclusive excellence – how do you not advance one group at the sacrifice of the other?
12. How look at broader university focus – versus creating competition between divisions/colleges and constituency groups
13. Base level resources for all groups and perhaps incentivized funding for others
14. Not unique problem - bring in experts
15. Tall order to bring about institutional cultural change – need people with experience who can share ideas
16. Setting too much emphasis on numbers is dangerous – need to be able to relate the narrative
17. Focus on First generation – we too often narrow diversity to existing categories – think about other categories such as foster care, get away from conventional categories
18. How overcome diversity fatigue - difficult to get excited and stay excited about efforts
19. The model appears to lump together decision makers in one group – how is it distributed = how will ideas actually make it to or get distributed out of the commission
20. gender inclusive spaces

Table 7:

Important to find ways to celebrate diversity now – who are we?
Cultural competency – numbers and assessment are important.
Educate faculty and staff via an intergroup dialogue.

A black graduate student said that VT does not recruit in Norfolk – admissions should target that area.

Is it true that the hiring pools are more diverse now but hiring is not?

WE NEED SCHOLARSHIPS.

We need more stories on VTNEWS about student success.

Diversity manuals and resources should be available online for faculty.
Could address how to form groups in the classroom, e.g.

Minority mentoring – workshops help in different departments ---but how does one find out?

Better internal communications across all diversity committees; colleges; organizations. A calendar of events?

Can students serve on the council?

Corporations are starting to shy away from attending career fairs here. This recruiting attrition is because VT is NOT DIVERSE ENOUGH.

If this is to be our strong suit, we need a required core course on diversity and social justice issues.

Faculty support tends to wane after one receives startup funds.

Support university libraries in its attempt to conduct and transcribe the oral histories of women, black, and LGBT populations.

Table 8:

Facilitator Notes – InclusiveVT

Our table members included one former and one current academic department head, an administrative program director, a non-traditional undergraduate student, a senior-level administrative staff member, and a university staff person that is also a part-time graduate student.

Items we discussed that were not specifically covered in the summary at the end of the summit:

Accountability needs to be at the personal / individual level. Stress individual responsibility.

Bottom-up initiatives are important—To be sustainable diversity and inclusivity initiatives need to have roots at the local level.

Reward exemplary behaviors—add inclusive practices as a separate section of the Faculty Activity Report.

Summary Points

Add value—make changes to the evaluation process.

Explore different ways of producing knowledge—reward and develop inclusive pedagogy.

Focus on civility—recognize and build on student's awareness of bullying behavior to expand their view to see other ways behaviors can cause marginalization.

Provide university-wide guidelines for accessing progress and measure outcomes.

Recognize excellent examples of inclusive practices and make more visible—create an Inclusive Practice of the Week.

Recognize and own power relationships—disrupt the cycle in culture of perpetuating exclusionary privilege.

Table Notes

No teaching faculty or students are members of the council / coordinators groups.

We need to actively seek input from teaching faculty (all levels), staff, A/P Faculty, and students.

Perhaps ask the undergraduate and graduate BOV representatives to participate.

Accountability needs to be at the personal / individual level.

Bottom-up initiatives are important—To be sustainable diversity and inclusivity initiatives need to have roots at the local level.

This initiatives need to gain grassroots support—organic growth.

Creation of comfortable spaces / places where discussion can happen and where bystanders can speak up.

Create welcoming classrooms.

Avoid statistics only reporting. Respond to the how students feel about their experiences. Do they feel they made the right choice to come to Virginia Tech?

Recognize excellent examples of inclusive practices and make more visible:

- Create a program like the Exemplary Employee or Favorite Faculty programs and announce widely—especially in the daily news and the student weekly news.
- Recognize programs, groups, and individuals.
- Nominate classes as excellent examples of inclusivity.
- Nominate students, faculty, and staff

The improved experiences of current students, faculty, and staff and then their sharing of the experiences will help in recruiting under-represented students, faculty, and staff. As they share and interpret their experiences Virginia Tech will begin to be seen as the comfortable choice.

Provide Development Opportunities

Create inclusive pedagogy workshops—teach how to encourage good dialog, create safe learning spaces, and ways to interact.

Encourage students, faculty, and staff to question, “How can I look at my sphere of influence and make a difference?” “What actions can I take?” “Who have you made feel more comfortable today?”

Leverage the infrastructure already in place: DDI, FDI, and other UOPD opportunities for faculty and staff. For students start with the programs we have in place—MPS, Residence Life, and existing relevant courses.

Provide support to teaching faculty in creating inclusive course design.

Add value to preferred practices. For example, give credit for excellent practices in the tenure / promotion process, when deciding how to allocate research funds, and scholarships.

Include a place for inclusive practices on the Faculty Activity Report and part of the Department Head Evaluations.

Redesign the evaluation process to give recognition:

- Actively seek out inclusive practices in research design and classroom experiences.
- Provide incentives to those that create innovative classroom experiences
- Award credit in the process for diverse pedagogy, especially those that seek out invisible or overlooked sites of potential marginalization.
- Recognize efforts to address a wide range of lived experiences and their intersections.

Shake up the status quo of research and publishing as well as how we test student's acquisition of knowledge. Provide alternatives to tests and quizzes for students to show what they know.

Consider the many different and intersecting kinds of diversity—for example the varied ways of knowing and leading.

Explore systematic changes that will encourage and support new visions, and alternative ways of creating and sharing knowledge.

Support scholarship and determine outcomes for measurement. Create guidelines to use across the university when assessing students, faculty, staff, departments and programs.

Elevate the awareness of ways we celebrate diversity and inclusivity as well as creating new options.

One existing program is the McNair Scholars. Perhaps create other programs that recognize nontraditional students, veteran students, transfer students, and first generation students.

Provide resources (funding, spaces, staff) to make these ideas happen. Avoid unfunded mandates.

Analyze the language we use and the ways we look at learning, for example, the use of the term “weed out” course. Some courses are hard but these tough courses are not created to keep numbers low in more upper level courses.

To allow for more meaningful classroom discussion need to consider class size.

Provide bystander / intervention training and the list of resources to help mediate discussion.

Recognize that we are aware there is discomfort. We don't have to know why someone is uncomfortable to offer assistance or just to ask “Are you ok?” “What can I do to make you feel more comfortable?”

Civility is key. Select and train students, faculty, and staff to model a complete understanding of all the levels of civil behavior and to serve as bystander advocates.

Anti-Bullying programs in the pre-college years help to add to the conversation. Students are growing up with better tolerance of each other and how to recognize unsuitable behaviors.

Consider social media as a site of potential insensitive acts. Give students, faculty, and staff the tools to parse whit from inappropriate behavior.

Identify thought leaders in diversity and inclusive practices—invite them to be role models. Help them to learn how to intervene especially when they witness micro-aggressions.

Show how much we value inclusivity through: share reports, change the evaluation process, recognize students, faculty, and staff that are doing exceptional work, use inclusive practices as criteria for hiring, promotions, and the allocation of funds. Include a significant amount of time covering our position on inclusivity during the orientation / onboarding process.

Recognize and own power relationships. Speak to the whiteness and maleness of the university leadership in this initiative. Recognize that power and privilege is not always given solely as a reward for hard work, excellent teaching, and the production of knowledge but instead is produced by cultural practices.

- In our lived experiences whiteness and maleness often result in better education, better jobs, better access to people of influence. Our leaders need to speak to this privileged position, own it, and then speak to why we must disrupt this cycle.
- Provide a vision for how we will change this culture of perpetuating exclusionary privilege.
- Show a willingness to hear different views.

Table 9:

Open Forum on Inclusion and Diversity, Table Facilitators Notes:

Inclusive Excellence at Virginia Tech

As a preamble to our notes, it was noted by one of the participants that there were some questions and concerns around the model. It was suggested that a broader, more campus-wide discuss of and reaction to the new proposed model (VTinclusion) needs to occur. While the event sought to get feedback around the components of the model, for many the model was new and a better understanding of how it came about and how it will be implemented is needed before thinking about ways to strengthen it.

Is this model based on the existing structures that permeate many aspects of the academy like research/scholarship and outreach and international affairs? If so, is the model parallel in structure to these offices equally equipped with the resources for successful operations and programmatic implementation?

Further, with limited diversity among the academic deans and others appointed to the council, how are other voices being heard? What structures or programs are in place to better diversify the administrative structures that seem to be functioning as council to this new effort? Finally, is and if so how are scholars in the areas of the new plan being brought to the conversation? How are data and past work being utilized to help explore the reoccurring themes of this effort?

It is not clear from the model how the executive council is link to an organizational structure that will help the colleges implement the new or existing initiatives.

Access and Success

Goal: Achieve a more diverse and inclusive undergraduate and graduate student body, faculty, and staff.

| Questions for tables: |
|---|
| <p>1. <i>How can colleges, vice presidential areas, and other university units contribute to the success of the model?</i></p> <p>Challenge the admissions offices to offer students coming from below the poverty line free admission to VT because it undergirds our Land Grant Mission. If we are talking about access and success those in-state students, who qualify and live below the poverty line, should have the access.</p> <p>Central university support financially</p> <p>University-wide advising for those students who come from a background who come from backgrounds unfamiliar with university settings Programs like MAOP, and presidential scholars have extensive advising Model.</p> <p>How can we use our residential campus to encourage students to interact with students who may be unlike themselves? How do we make sure some our more upscale dorms accessible for a diverse student population, so students don't opt out because of cost?</p> <p>One person was struck by the quote of "getting people into the room". She didn't feel as if this was happening at the professional and staff levels. I wonder how do we recruit (staff that resembles the VA make-up) getting them to the room.</p> <p>A better consciousness that diversity is something to be valued by all administrative units across campus. Along the faculty side, supporting teaching and learning that encourages different perspectives, through course offerings, programming outside the classroom etc.</p> <p>Some programs have difficulty recruiting and thus need more of a pipeline. If the issues of Diversity and Inclusion are instrumental in the P&T document and thus seeing it as valued by faculty and administrators participation in pipeline efforts</p> |

should not work against faculty who are up for P&T.

Students and faculty need greater physical accessibility, and when they are here and from different situations, better supported.

Utilizing pre-college links. Do we do ourselves a dis-service by underselling or focusing on the negatives of VT and/or Blacksburg? How do we balance the truth with the possibilities of VT as a campus?

What kind of programs or resources are you presently involved with that could be shared with the university community?

CEED Program, Partnership with Achievable Dream Academy and other programs out of the office of academic support.

Future Faculty Recruitment and Support Initiatives—Although they exist, the university needs to investing more money and support resources into that program

There was a Post-doctoral program suggest by the Task Force on Race and the Institution, that needs to be developed.

Adjust existing mentoring programs to nurture and retain diverse faculty (this may be in or outside the department).

Allowing students to embrace all aspects with which they identify as a minority. Learning how to succeed as a minority member. As a university we should be striving to help students become people who are successful, being just, purposeful, open and caring.

Reviewing how we are being inclusive of everyone. Productivity should not over-ride humanness. Can we commit to certain values of inclusiveness and still exist in an environment that forces individuals to compete recognition and resources.

We cannot reduce diversity and inclusion efforts to existing definitions that we often function out of as an institution. There is a huge distinguish between global and domestic diversity. We are often dealing with two different populations that come with differing goals and need to be discussed differently in terms of need, so the model of Inclusive Excellence needs to be separated out according to global or domestic.

There is a broad spectrum of people and people group that are listed in the Principle of Communities that address different issues for people in different stage of their individual life cycles of need and thus we may need to distinguish out the differentiated needs.

What about extension cooperative extension program?

A population that is not being discussed or recruited is Southwestern VA Appalachian Students.
Do we explore collaborating with local governmental agencies on diversity and inclusion efforts?

Suggestions for Faculty /Staff recruitment and retention

- Management training/shadowing for URM individuals
- Cluster hiring
- Mandatory diversity training
- Involvement of diversity groups (Black Caucus, Hisp Caucus, etc) as real partners in the University efforts.

Set diversity goals (does not have to be numbers, can be processes or actions) – and do something when they ARE NOT MET!!!

2. What developing or needed initiatives would you like to see implemented? What partnerships could be developed to meet those needs?

Extending the Diversity Graduate Scholars Model that is being implemented in WAJ. Many of the programs are somewhat segmented.

There is a lot to learn from different programs, but communication of outcomes across programs is limited? How might it differ when we scale up or over established programs, particularly within an infrastructure that may have limited resources? How might the infrastructure develop connections across campus units. Often people that invest in such partnerships are not only not rewarded but also frowned upon.

What about post-doctoral support and retention.

One program model is Virginia CAREER Views which works with students who are 5th graders with high federal need. A great deal of the programs are often focused on STEM and may need to be expanded more broadly. One of our great gifts is our environment and to be on a college campus like this, it can be exciting to come to VT and see what it is like. The experience can be life changing.

Campus Climate and Intergroup Relations

Goal: Create and sustain an organizational environment that acknowledges and celebrates diversity and employs inclusive practices throughout daily operations.

Education and Scholarship

Goal: Build a community that fosters research, scholarship, learning, and creative performance that reflect global diversity, inclusion, and social justice.

Questions for tables:

1. *How can colleges, vice presidential areas, and other university units contribute to the success of the model? What kind of programs or resources are you presently involved with that could be shared with the university community?*

Support faculty/students who engage issue of diversity and for the administration to take seriously complaints against faculty/students who create hostile environments.

Diversify some of the Greek organizations...such as considering not allowing single-gender Greek organizations.

2. *What developing or needed initiatives would you like to see implemented? What partnerships could be developed to meet those needs?*

How can we really use the data that we have to show what is valued by the statistics...particularly as it relates to issues of diversity.

Overall, we need to re-examine practices that we USED to implement that were successful and put them back in place. And we can copy successful practices from other institutions

Students

Peer mentoring – CEED model (heck, CEED model for everything)

Outreach to URM communities – much more than we do now. Summer camps, events both at VT and at location (like Leigh McCue in Tidewater)

Minority Recruiting weekend for grads – look at Ga Tech, Purdue, Pa State

Fee Waived applications for targeted populations – used to do this, STILL do this for the Corps.

The stuff Jack Lesko is doing to recruit graduate students—New Horizon Graduate Scholars--

<http://www.eng.vt.edu/gradstudies/newhorizon>

Partner with pre-college school systems that have diverse students

Institutional Infrastructure

Goal: Create and sustain an institutional infrastructure that effectively supports progress in inclusive excellence.

Questions for tables:

1. *How can colleges, vice presidential areas, and other university units contribute to the success of the model? What kind of programs or resources are you presently involved with that could be shared with the university community?*

The decentralized model does work and can work but must be also reinforced with symbolic gestures from the administrative level.

What about issues of equity that are centralized, for example how is the concept of making sure that all employees make a

living wage included in conversations of equity.

2. *What developing or needed initiatives would you like to see implemented? What partnerships could be developed to meet those needs?*

Data and expertise is often not consulted but not used. How might we tell our stories through data so that we can see a broader, richer picture? EDI developed a focus around addressing veteran's issues with a team project, yet such models are not being explored or expanded.

Questions regarding the process

1. How will the data be analyzed and the results share back with the group? Additionally how does this data compare with the existing or previous recommendations outline in several of the reports that Provost McNamee mentioned?
2. How will the results be used? Will this data be used to shape the model differently for Virginia Tech?

Provost McNamee and President Sands pointed to the Cornell model as a guide for the new direction at VT. In the Cornell model they also have diversity officers:

These diversity officers are:

- **Renee Alexander**, Associate Dean and Director of Intercultural Programs, Student and Academic Services
- **Lynette Chappell-Williams**, Associate Vice President for Inclusion and Workforce Diversity, Human Resources
- **Yael Levitte**, Associate Vice Provost for Faculty Development and Diversity, Academic Affairs
- **A.T. Miller**, Associate Vice Provost for Academic Diversity, Undergraduate Education

Responsibility for implementation and accountability on diversity initiatives campus wide rests with the University Diversity Council (UDC), composed of the President and Provosts, the Director of Institutional Research, the Dean of Students, the diversity officers listed above, and the Vice Presidents and Vice Provosts to whom they report, respectively:

Is it planned to model this structure as well? If so, is VT planning to hire additional personnel to implement this structure at VT? For example creating the following structurally parallel positions:

Associate Vice Provost for Faculty Development and Diversity -
Associate Vice Provost for Academic Diversity, Undergraduate Education -
Associate Vice Provost for Academic Diversity, Graduate Education -
Associate Vice President for Inclusion and Workforce Diversity, Human Resources –
Associate Vice Provost for Student Diversity, Academic Services –

Table 10:

Inclusion and Diversity Discussion – Facilitator Notes

Parking Lot Questions: None

Discussion Summary:

What are you currently doing to contribute to Diversity and Inclusion?

The College of Agriculture and Life Sciences has a diversity council. Membership includes F/S and a couple of graduate students (15-20 ppl) → they generate ideas, and have incentive grants for F/S to carry out projects to enhance diversity. They are trying to get as many voices as possible from different departments. Students rotate between grad and undergrad, currently mostly grad and hard to find students that aren't transient. Composed of individuals from diverse groups (race, gender, and ethnic backgrounds). This group is challenging because it's often the same individuals that always step up. The group also offers awards for different individuals who promote diversity. Funding for different proposals related to diversity (recruitment of minority students, engagement, and those who aim to increase inclusion). One member of the group is a retired faculty member who has important well established relationships with target groups.

The Student Success Center: 2 scholarship programs. One focuses on access for Pell Grant eligible students, there is also a grant for PSEG. The focus here is on teaching a diverse group of students about social justice and diversity so that they can go out and teach others and make the university more inclusive by improving the climate. They also have a partnership with achievable dream academy. Working with a school in Newport News (largely black population & some Hispanic students) → draw from these students for the Presidential Scholarship. Many of these students become PSI scholars which are then offered academic and programmatic Support. How is retention? For PSEG, the retention is (academics) really good. Two students are on academic improvement (below 2.5), some students are dropped because of GPA, but most are dropped because they fail to meet requirements. Retention is around 85% maybe even 90%. Program growth: 30 (first year)-56 students (this year).

One participant worked at Cornell – she stressed needing more staff members in this area, current staff don't have enough time to devote to PSEG (Presidential Campus Enrichment Grant). She felt they don't have the infrastructure for even a smaller program (only a total of 150 students). It would be great if this was available to everyone but there isn't enough support. Lack of resources. Financial backing must be big!

Pamplin – 2010 Leadership Excellence and Academy in Pamplin (LEAP) In Summer 2011, 61 students, 5 days – summer enrichment for students in historically underrepresented minority populations. They

establish a support group. 30, 34, 54, 61 (# of students has grown over years) Incoming GPA for LEAP students 3.3. Highly marketed to students with middle or high GPA. 30 students started. Currently? 128 freshmen students 42 transfer students (in a semester program). If we bring students in we must have money. We partner with Business Horizon. We have 10 \$5,000 scholarships. We are bringing students in from the Hampton Roads area and work to host a business conference for underrepresented students. LEAPers are about to graduate. We are asking these graduates to be guest speakers in high school classrooms (PUMP peer Undergraduate mentors). (Newport, Virginia beach, Hampton). Who is in the historically underrepresented groups: Pell grant eligible, first generation, AA, Hispanic, Hawaiian, Pacific Islander, Native American, Alaskan, and 2 races/ethnicities or more. They also have a Council and Diversity Coordinator working with recruitment.

Student Success Center - also does lots of outreach with LEAP, STEP and PUMP. They present academic seminars and also try to filter into initial programming efforts. Offer bridged to baccalaureate programming working with Community Colleges. Transfer student initiatives via an honor society. Committee students working to achieve goals in graduation. African American brotherhood initiative – black male summit and career services. Ensuring good GPA and graduation.

ROTC - Scholarships help to pull students in. A student who comes here is almost guaranteed active duty commission. Adj. general for VA National Guard → discussion saying we don't produce enough active duty, we need to increase folks desiring National Guard and reserve. We don't target specific groups, we are looking for desire. There are programs and scholarships to pull them in. CoC and ROTC have initiatives for inclusion. We mix classes together so that there is representation at least twice a week & PE training is integrated. Labs are also integrated. CoC also integrates all services (Marines, Army, Navy, etc.), VPI (citizens track) and years.

Student Success works with Corps in Mentors for Violence, facilitated discussions. Important for title 9 compliance. The Women's Center coordinates the program.

CNRE – Works to organize social events such as a volleyball team and many students come out. Many Chinese students come out and seem to feel good. They seem to appreciate seeing others from their hometown. Connection with the elders (and mentors) is important and lends to study hall. Don't know of any specific initiatives within the college and perhaps we don't do very well increasing diversity and inclusion. Dean Grant thinks there was a national symposium a few years ago that addressed diversity and inclusion. Chen thinks it wasn't visible and we can still do more. The Symposium was a way to engage the faculty and staff in discussions regarding diversity and inclusion, and it was related to disciplines so it was a great way to engage.

HR- There is a sense that we don't like to recruit from HBCUs, maybe the barrier is high financial need. A few at the table have heard that (including a dean!). There is a difficult adjustment period. We fail if we don't provide support. Faculty are sometimes hesitant to aggressively pursue students from HBCUs. We have George Washington Carver program that provides funding for students recruited from HBCUs. Financially and academically these students are not prepared. Adjustment is difficult. They are admitted but struggle once in. They come from areas that are very different (geographically – cities to rural Blacksburg), they have a hard time seeing themselves here. GAs from HBCUs have dealt with adjustment issues. There needs to be education of faculty members. If the faculty member or supervisor is unprepared, or lacks knowledge in inclusion and diversity - there is potential for a real stumbling block. We could perhaps overcome this if the proper infrastructure was in place. Purdue has a program that partners with HBCUs. Students there felt there was continuation of the great sense of community they

had at their HBCU. These students (VT) graduate and there is not that feeling of community and these students feel lost. The same is true for minority employees. There should be deliberate activities to increase community. It should be intentional.

What developing or needed initiatives would you like to see implemented?

-DDI for faculty, great program, there is a goal and there are three levels → PSEG scholars talk about how things available for faculty (like DDI) should be available for and focused on students. Maybe a Diversity Certificate (like the co-curricular transcript).

-Students are over the word diversity. The way we present the information is key. Language should be heavily considered.

-Increase global awareness. There is a lack of awareness, lack of engagement. No global knowledge. No knowledge of ISIS and Ferguson. So unengaged but we pride ourselves in global leaders (aspirations of learning). Where is the follow through for Aspirations of Learning? We don't encourage students to care about the world outside of Blacksburg. The faculty still has a lot of room to grow. There is rarely a black face or minority student advertised on websites. That conversation is the same in Human Resources. How do you talk about this?? (That is the challenge). It's still a hot potato. We don't want to offend others, but how do you talk about it? It's an uncomfortable topic. How can we make changes until we talk about it. Simple things like which term is politically correct - black or African American. Native Americans or American Indians? What about LGBT community – it's always better to ask. Apparently what we are doing doesn't work – we have seminars but it's not engaging. What's the venue to engage and how do we engage those already on board (without bringing others in – new people/outsiders)? We need to make things more equitable, it's ok to be uncomfortable, and what if we bring 'them' (students from diverse backgrounds) in and then stop talking about it? Target to get 'them' here and then integrate 'them', mix 'them' up. Part of a CLE could be fulfilling diversity requirement. Students also don't understand that there is privilege (which is why diversity is important). We must make everyone realize that there is diversity. Diverse students may question why they are here, this is not a vacuum. This is a reflection of society.

VT has a tendency to be not engaged and there is no activism. Microcosm of society. Why can't we keep people (faculty perspective)? Members of the community don't stay until they feel they are welcome. We must be welcoming.

Table 11:

BIO

Discussions occur every year in generality, with slow process

Developing teaching resources for biologists in relation to lack of diversity/inclusion

Bring speaker to address biological impacts

Parallel research to find similarities in animals/humans, grad students to help support it

Getting academic units to find ways to include diversity/inclusion in curricular topics in various disciplines, finding relevance, making connections from facts/knowledge to current issues and relevance

Surprise no mention of alumni in this process, efforts for visibility for new students/families, sharing people's stories and experiences.

Alumni mentoring, student leadership, mentoring can be too "strong" inorganic, inauthentic, network instead.

Students development, ideas, concerns are molded pre-college.

New students, idea that diversity isn't a problem

Beyond "Hokie Camp" experience all college experience, critical thinking piece

Lots of harm created by small number of people, inviting people to speak up and be loud about their opinions

Hokie Harassers, skits about harassment diversity theater groups to promote discussion, inclusive and accessible alumni group that lead these theater groups, resource to gauge these audiences. People are engaged as part of the story

Participation in students, upper level students in residence hall

Buddying students that are different than them

Recognizing consequences of not being diverse

Students sharing their stories, perhaps "time they were hurt the most" to make connections, bring visibility of issues.

Creating cultural shift of people being able to bring their authentic selves

Bringing faculty incentives and tools to talk about diversity, tools to listen and hear stories

Systematic ways to incorporate diversity and inclusion in ways that promote involvement

Why does this matter to faculty?

Connect students to the subject matters we're teaching

Doing a disservice to our students by not enabling students to discuss these topics

How students personal background matters to their stories and how those effect their interactions.

Micro/aggressions

We're all products of those things

Visual campaign telling people's stories, passive and active campaigns

"Humans of New York" "Humans of VT"

Differences in ways people are treated

Removing hidden barriers, identifying and remove by colleges, VP's, Dean's, etc.

There are ways campus has improved diversity

Takes people a while to recognize that people are raised differently and that's valuable and needed

Why it's important and enriching

Cultures which are overlapping

Recruitment efforts for faculty, staff, students

Getting alumni to tell their stories now that they are gone

Inspire student to continue working for change

Tell positive and negative history of VT

People writing their experiences on campus, in a way to promote visibility of issues

Mechanisms to share voices, share stories, getting them, then what do we do?

Hotline for administration/faculty/staff w/safe way to help them navigate difficult conversations and capitalize on teachable moments, ways to address their experiences and reflect

Judge Free Social Justice Allies

Ways Dean of Students used to work

Restorative Justice

Promotion, so it doesn't get to that place

Pathways for ideas, things to happen before they get really bad

Raised consciousness, knowing language, to stay modern

{BLANK}

{BLANK}

Table 12:

- Started hosting community field trips for boys and girls clubs to visit VT so they could see campus, hopefully start to visualize themselves here in the future... Exercises interacting with technology, get them doing tv production, doing music in technology, lunch in Dietrich, talk about information systems and networking, ... For the last six years. Phone call this week from a young lady now a senior in high school, was on the first field trip here six years ago, has since came for two summers of upward bound. Called me about applying to VT, helped get her connected to admissions for support in applying... Each person plays a role, each person has to own it and those connections make a difference with students.
- Outreach to schools beyond Blacksburg, aiming for students who are underrepresented, and help them see and get connected to people at the university who are like them... Spark their interest and help them see a possible future here.
- Question 2
 - Match a passion for discipline or interest to help people be supported (mentoring reference).
 - Mentor and authentic relationships can help people get through the tough times and the drop-off points earlier in education (girls with stem in middle school)
 - Be sure we're recruiting at high schools throughout the state, not just specific areas... Not all NoVA
 - Scholarships... So that when we do identify more diverse students we can get them here
 - Help identify resources for schools that we need more of a pipeline to... Having assistance or resources to go find and identify schools that may be good (and more diverse) recruiting sources but we're not yet aware of.
 - Avenues for recruiting and admissions to recognize and recruit students who may be great, but not meet all formal criteria for admissions.
 - Investigate breakdowns in the system that get in the way of diverse recruiting - CAUS does not accept transfer students, for example.
 - Be conscious of conflict between senior administration focus on national and international reputation, tenure and promotion, rankings, etc... The entire infrastructure and culture reflects the way it's always been done, which does not reinvent the culture and system in a way that truly encourages inclusion and diversity.
 - Would love to see more coming to individual schools and units (within VT) developing accountability for initiatives and results, but also means we need some help and resources to be able to be effective.
 - Be sure that the tenure and promotion committees at dept and college levels value the diversity contributions in the dossiers, and include that guideline/expectation in the faculty handbook guidelines for P&T.
 - Student perspective on campus climate and intergroup relations? How is intergroup dialogue, and are voices getting to the task force groups? Good student interaction and communication within the groups; Most students have at least some affiliation and support in a group, but the venue to bring things forward to the university is what's missing or a challenge, a point of connection to the administration or university partners and leaders.
 - Some minorities have more support and help - like women, women in STEM, working moms... There needs to be more of a focus on others who are there, but not high on the list of groups available to support them... In balance with one on one need or opportunities for connections like mentoring.
 - How to better bring affiliation groups around... Great opportunities to build more inter-group dialogue and relationship building.

- Are there lessons to be learned from international global challenges, do we have a microcosm of the international landscape, lots of representation and still little cross-dialogue.?
- Training for faculty on educating international students could be helpful, including resources available. How to build awareness and think about that challenges they're facing... Supporting enculturation, etc. understanding the types of experiences in American culture that will be new, foreign, confusing for international students, etc. - awareness building for faculty (example was shared of Jehovah's Witnesses or Mormons coming door-to-door - Americans are familiar with this - an international student has likely never experienced this type of thing, isn't sure what's a culturally appropriate response, including not answering the door if you don't know who's there and what they want...)
- If we're going to do mentoring, we need trained and proficient mentors... Good listening, building relationships, etc.
- Institutional infrastructure... "Ban the box" - if you don't fit in the box, there's not a place for you... Get away from that.. Example of past conviction check box and how that prevents you from being considered for hire... Carefully reconsider these things. If we really want a diverse community, have to be willing to look outside the box or tear down the boundaries... Have to be exceptions to create a diverse and hospitable community to open up to people who might not have ready access under the current system.

Additional questions::

How to capture (support and encourage?) things people are doing outside their formal university roles and in the community, but that further these efforts?.

Look at minority student retention and success rates as compared with majority success, or minority's success at other institutions? How are we doing with efforts to support underrepresented student success, in comparison with our other students, and students at other institutions??

Table 13:

Good afternoon.

Below are the general discussion points from my table discussion this afternoon:

Important strides have been made on a university level, but how many of those advances deal directly with the academic programs--Africana Studies, Women and Gender Studies, Judaic Studies, Race and Social Policy--programs have been streamlined/absorbed into interdisciplinary/general studies areas

Emphasis on diversity has been on inclusion, but little on academic studies, even though there is a diversity minor--needs more attention in the academic programs

Need more support, development and attention going toward academic programs

Student--never had been introduced as the first Jewish person someone had ever met until he came to VT

Judaic Studies--program/department of one faculty member

Students aren't challenged to learn more, they are challenged to do more

As a student, if you don't actively seek professors in particular programs, you don't know them, unless you major or minor in a given area

General CLE requirements--include diversity courses

Students feel like they have to choose an identity, rather than just "being"

No money--no limits, big, bold, creative ideas

Belief that nothing changes until pay and bonuses of top managers are tied to diversity

Diversity is rarely discussed in hiring

Nothing will change until the top changes

All programs outside of STEM are struggling to be recognized and valued
Hiring patterns--hierarchy, people value that which looks like them

We stay stuck on one level--conversations, same discourse continues to happen
but nothing changes

Certified searches, lots of exceptions made to hire someone else without a search

Same student leaders here that are always represented at the table--no "buy in"
yet from students

Starts with recruitment--of all students, faculty, staff and administrators, but we
have to make this a better, more desirable place to make people want to come
here

The fact that we have to have this discussion is a problem

Have heard African Americans say this is not a minority-friendly university--where
do you start?

How genuine is this conversation?

Doesn't believe that anything significant at the top will change

Inward look first, before we move through the inclusive excellence model
Need to consider social, political, history references of the institution
Embedded in the power of the university--who should have power
Well-intended comments made that can be interpreted as racism
Interrogate why we need safe spaces

Need to understand own racial identity first--determine on your own where you
fit in

What are the power structures? What are the privileges?

Groups may build their own walls--feel so strongly of sticking together that they
exclude those that have excluded them

The feeling of being a "token" if you are a person of color

Develop a safe space for members of community to join together

Highly problematic that VT's stats are close to the demographics of the state

Importance, influence of social media around this topic?

Why should incentives be provided to faculty for including diversity in their work and classroom?

Table 14:

General thoughts/concerns:

- Struggles with departmental leadership not being as fluent with diversity knowledge and action; need department heads involved in the discussions and trainings
- Who else is still left voiceless in the Principles of Community?
- If this (diversity and inclusive excellence) is a clear university goal it needs to be embraced, not simply paid lip service
- Everyone at Virginia Tech should be able to define inclusive excellence
- How do we do/rethink assessment in all areas of the university; experience and stories
- Distributed model allows for localized trainings (not just training/action from the top or bottom). In doing this, inclusion is more meaningful when interpreted locally.
- Open forum for everyone with VIPs is important first step; use this energy

Ideas/Initiatives

- Diversity Development Institute (DDI) should be encouraged for all staff/faculty, perhaps required?
- Add DDI class(es) on neuro diversity (different ways of thinking, e.g., autism)
- Recruitment process of new students, staff, and faculty could have more information, our values, where we are (Principles of Community in all job postings?)
- Examining intersectionality; examining policies at institutional and departmental levels about how they impact intersectionality
- Conversation on intersectionality to see “how it looks and how it is lived across the university”
- "Score card" of accountability to go to board of visitors? (Some sort of scoring system for departments/units where they must account for their diversity/inclusion efforts; by sending to BOV, it might make departments/units feel like they are being held accountable and will then take more action in making diversity/inclusion a priority)
- Access to resources one of the biggest needs (for all: departments, faculty, staff, students)
- Greater awareness of resources to all, especially those who don't have power of department head to see an opportunity
- Accountability for individuals to follow principles of community, action (hold people accountable when they aren't upholding and are upholding)

- “High expectations, high reward, high accountability”
- Exemplary departments receive annual award (\$\$??) from President’s office in being recognized for their diversity/inclusion efforts. Efforts could be included in existing award structure as one criterion for selection.
- Create position of diversity person/officer in every department, responsible for diversity efforts for that office/department
- Start touch points with students earlier than junior/senior year of high school. VT could do more outreach at earlier stages (i.e., elementary and middle schools)
- Create academic diverse credits/DDI series for students.
- If VT moves towards a competency-based education model, unique diversity experiences would result in academic “credit” towards graduation.
- Start efforts with students or with faculty?
- Build the infrastructure (programs, diverse faculty, offices), then recruit students; shows them that we are making effort not simply to get them here, but to support them when they get here
- Don't leave them hanging when they get here; create lots of touch points with underrepresented students. Once we get students in the door, we need an environment that keeps them here.
- Retaining not just recruiting, contact points after the fact
- Be a diverse institution during the summer/at summer camps held on campus; but be careful not to create a false representation of what VT is like (no bait and switch)
- Competency of diversity needs more priority; "this is a developmental component of your job"

Examples to share

- 3rd at 3 monthly social justice dialogues in Housing & Residence Life/Division of Student Affairs; Do by college? Do by division? Use as a basis for more open forums?
- Increase in endowments for first generation students
- Diversity Student Summit (Housing & Residence Life; March 2014; Jason Johnson; brought in diversity speaker Maura Cullen to work with/train student staff hired for the 2014-2015 year on diversity issues; very well received), how could we scale this up so more students could attend?
- Bringing diversity into the conversation around specific majors (sustainability and diversity, professor brought in speaker to talk about specifically to that topic/major), Sustainable Biomass

Parking Lot/Questions to address:

- What role does technology play? Where do we leverage it?

The facilitators circulated a sheet of paper with two questions:

I did not have time to say...

- Everyone is involved and has a place in inclusion.
- VT needs to clearly define what it means by diversity and what are the expectations for numbers and social climate within that definition
- How do we recruit “authentically” and not simply to fill our needs?

I wish I had said...

- Possibility of diversity email every week for students
- What does “success” look like with regards to accountability measures. How do we know we are making progress? Especially when it comes to a topic that can never really be mastered.
- Recognize Appalachian culture.
- Include students on Task Force/Council and all committees surrounding these topics

Table 15:

**InclusiveVT: A New Approach to Inclusion and Diversity
Informational Forum
Table Notes**

Table Participants:

Question 1: How can colleges, vice presidential areas, and other university units contribute to the success of the model? What kind of programs and resources are you presently involved with that could be shared with the university community?

We put the importance of diversity into policy on paper & then it just stays on paper. We need it reiterated at every staff meeting, at every event, at every opportunity.

Targeted goals—it's going to take regular assessment to determine where we are actually making progress. We need more assessment and evaluation.

Institutional Infrastructure: We need to find a way to get more buy-in at all levels— incentives and consequences.

Institutional Infrastructure: We have a lot of things on paper. When are we going to put some money or activities behind it? We get bogged down by not having the right people in the right places. We need a commitment of resources.

Campus Climate & Intergroup Relations / Education & Scholarship: Everyone needs to understand that we are all better off in a diverse community. Understanding the value is something we don't get as a community. We need to find a way to raise genuine awareness of the benefits of diversity to the dominant culture/population. We need to put resources behind it.

Institutional Infrastructure: Book: Martin Davidson: The End of Diversity as We Know It—Why Diversity Efforts Fail and How Leveraging Difference Can Succeed – this book helps explain why difference is important, how to get buy-in. We need to have someone responsible for putting these ideas into practice with students, staff, and faculty (separately or collectively).

Campus Climate & Intergroup Relations: Cultural issues. Blacksburg community does not provide the atmosphere to retain young diverse professionals. Blacksburg and the surrounding community are not very welcoming to minority populations. Minorities want to maintain their cultures, not adapt

themselves to the dominant culture. The dominant culture needs to adapt and become more accepting of difference, and that will require resources and long-term commitment from the university.

Campus Climate & Intergroup Relations: Diversity initiatives are available, but primarily to those who seek them out. This speaks to the need to put resources in place to instill the value of difference more broadly among students, faculty, and staff.

Access & Success / Institutional Infrastructure: We lack access to a good diverse candidate pool. Something is lacking in the recruiting process. How do we come up with the mechanics at the lower level to influence the growth of diversity, especially in staff and A/P Faculty positions where the jobs are not posted in academic journals? Can the university broadly advertise jobs in places that are clearly directed at attracting minorities? This needs to be done at the university/HR level. Smaller units and individual faculty won't have the resources or even the know-how to find the best recruiting sources.

Institutional Infrastructure: Offer more substantial incentives for employees to complete DDI trainings and certificates. People who have a great interest are already seeking it out, but they may not be the ones who need it most. Give incentives to units to have employees complete DDI trainings and certificates. Make it meaningful for units to give employees that time away from the office. Example: recognition for units with a certain percentage of faculty and staff who have completed these programs.

Institutional Infrastructure: The metrics do not necessarily represent the efforts of a specific area of the university. We need to focus on the process end. We need someone to hold colleges and other units accountable for implementing appropriate processes and offer incentives for the processes, even if the metrics don't show immediate results.

Campus Climate & Intergroup Relations: VT does not demonstrate and promote to others the diversity that exists at the university beyond race & ethnicity. Some of this diversity already exists, but we don't make it known to prospective employees and students. We limit our view of diversity to race and ethnicity. A more deliberate use of resources should be put to addressing what diversity is and why it is important. What's in it for me (faculty/ staff/ student)? Then we need to market that value as an integral part of this community, inside and outside.

Access & Success: Outreach—we need intentional and ongoing outreach with summer programs for underrepresented middle school and high school students. We need to look at best practices from other institutions in the Commonwealth and put in the necessary staffing and funding to get these students to come to our campus year after year in the summers. We need to do this for a wide variety of majors and for undecided students as well. We also need to do this with community college students to get them to transfer to Virginia Tech

Campus Climate & Intergroup Relations: Communication is a problem. There need to be resources available to organizations for underrepresented students so those organizations can make their events more broadly known to the university and the Blacksburg community. Those organizations are so small they can't effectively spread the word on their own. Also, they may need financial support to create events for larger audiences, and they may need faculty/staff mentoring to pull off larger events.

Education & Scholarship / Institutional Infrastructure: Put the mechanism in the FYE courses. Make diversity education a key component of FYE. Expose students to the importance of a value for diversity as well as to a variety of opportunities to get outside their comfort zones while at Virginia Tech. Expose

FYE students to the developmental importance of diversity experiences. What's in it for me?: This will make the students more attractive to employers in a diverse/global employment marketplace. This will enhance students' personal development.

Question 2: What developing or needed initiatives would you like to see implemented? What partnerships could be developed to meet those needs?

Education & Scholarship: Put it in the **FYE courses**. Make diversity education mandatory in the curriculum for continued enrollment support for FYE courses from the top-down.

Access & Success: **Pipeline programs** to bring young minority students to campus during the summers of middle school and high school. We need staff and resources for Pipeline programs across the campus to attract underrepresented students to Virginia Tech and make them feel at home here before they even begin to consider where they will go to school. Also bring the students who might not otherwise be considering college.

Access & Success / Institutional Infrastructure: **Recruitment Accountability:** Individuals and units need to be held accountable for making efforts to increase diversity. Example: getting diverse candidates. Upper leadership should hold structures accountable and make resources available for recruiting diverse candidates. Where can we post positions to make it apparent that we are intentional about seeking out diverse candidates?

Institutional Infrastructure: The university needs to **market** Blacksburg & VT community as a desirable destination for diverse candidates and students.

Campus Climate & Intergroup Relations / Institutional Infrastructure: **Culture** of sharing needs to be created. For example: events/dinners for everyone associated with a particular unit or major or project. Create shared cultures around common interests that cut across differences. Provide incentives/resources to support these **social activities** for faculty, staff, and students. Current consensus is that it is very difficult to fund social activities around academic units/interests.

Institutional Infrastructure: Let's look for solutions and actually act on them. There is a consensus that we talk about these things a lot, but we seldom see concrete initiatives taking place in any meaningful way. (Only those already interested are participating.)

Campus Climate & Intergroup Relations / Institutional Infrastructure: **Better communication of activities** to get white students to participate in those activities of minorities organizations. Minority organizations need resources and support to make events known to wider campus community. They may need incentives and resources to open up their events to a wider audience.

Campus Climate & Intergroup Relations / Education & Scholarship: **Don't ignore difference—embrace the diversity.** There is a tendency for those coming from a position of White Privilege to want to ignore, or try to pretend to ignore, differences. Basically this amounts to expecting everyone to "fit in" to the dominant culture. We need to invest the resources to teach the value of difference to our predominantly White faculty, staff, and students. It's not okay to pretend differences don't exist. We must embrace the differences as enriching to the community as a whole.

Campus Climate & Intergroup Relations / Education & Scholarship: Bring it (the above) into **FYE program**. (This primarily addresses only the students.)

Institutional Infrastructure: Have a program like the NLI program to get a new computer. Support some incentive for employees to seek out diversity training, and incentivize units for supporting employees to pursue diversity training.

Institutional Infrastructure: In order to participate in a search committee, attend a hidden bias workshop. (President Sands)

Require diversity trainings for faculty who have student workers. (Provide resources for this training.)

Campus Climate & Intergroup Relations / Institutional Infrastructure: Culture: We need to embrace different cultures, and we need to **create cultures around common interests that cut across differences**, such as academic areas. Funding needs to be available and guidelines or oversight needs to be in place to help departments and other units to put these **social functions** into effect.

Institutional Infrastructure: We need to demonstrate a commitment to talking about diversity issues at all levels and in all planning.

Education & Scholarship / Institutional Infrastructure: **The value of difference needs to be an area in Core curriculum or mandatory in FYE (if FYE becomes mandatory for students).**

Institutional Infrastructure: Showing/demonstrating is most important. We can say anything we want, but until we see the resources behind it and the actions coming to fruition, it's just noise. **We need to walk the talk, and we need resources to do that.**

This institution has made great strides, but there is still much room for improvement.

We've had a lot of talk. We need something more concrete than just language.

Institutional Infrastructure: We need to demonstrate that we value diversity and inclusion as an institution. A value for difference needs to become as apparent throughout the university as is Ut Prosim. There needs to be no question to anyone on campus or off that diversity and inclusion is who we are. It's a part of what it means to be a Hokie. This means **mass, long-term marketing on many fronts.**

Institutional Infrastructure: **An actual welcoming climate is more important than appearance.** There must be incentives to make units want to get training for employees. There must be incentives for colleges/ department/ units becoming obviously more welcoming to underrepresented populations.

Access & Success / Institutional Infrastructure: We need extensive and well-supported summer **Pipeline programs** for underrepresented students from middle schools and high schools.

#3: Comments following the Forum

She was “so very pleased” to see such an open discussion held by an institution like Virginia Tech. It gave her “hope” knowing that the university is so supportive because she believes the surrounding community will follow the university’s lead. She found it “very important” that President Sands was there.

Many comments around how powerful and exciting the Forum was.

There were several comments about being glad that there were notes taken about all the discussions. People said they felt like there is more likely to be meaningful follow-through from their efforts at the Forum.

#4: I emailed everyone from my table requesting any additional feedback within 24 hours and giving them guidelines for their responses. This is the additional feedback I received via email:

Access and Success

Global Ambassadors, Cranwell International Center,

Campus Climate and Intergroup Relations

International Street Fair, Cranwell International Center & Council of International Student Organizations,

Institutional Infrastructure

Visa Facilitation & International Orientation, Cranwell International Center

Campus Climate & Intergroup Relations / Education & Scholarship / Institutional Infrastructure: Could we train groups of **student mentors** -- maybe juniors and seniors -- to talk with freshmen (either in dorms or FYE sessions) about the benefits of inclusivity, the Principles of Community, and the values of VT as shown on the pylons? People always talk about what a wonderful sense of community our students have. We could be more intentional about transferring those values to freshmen. I'm picturing a group of engaged upper-classmen and women who are student leaders, award winners, those involved in service projects -- a group that would be an honor to join. We could develop some special title for them and help them develop presentation skills and content. We might pay them -- or reward them with something special on campus -- or a special sash at graduation.

Institutional Infrastructure / Education & Scholarship: Could all new faculty be required to participate in a seminar about **inclusive pedagogy**? They could learn principles of teaching that would benefit them personally (even enhance their SPOT scores) and would certainly benefit our students.

Table 16:

Notes from Diversity and Inclusion Information Session

Notetaker:

Present at table:

Summary of topics discussed:

- 1) For outreach to students across the Commonwealth, it would be beneficial to allow faculty, alumni, and students a measure of autonomy in recruiting underrepresented minorities. Admissions office is currently controlling the process too much.
- 2) There is a general lack of sensitivity to the needs of diverse groups across campus. Diverse groups do not always feel welcome because their differences do not conform to an established norm. A sense of conformity and homogeneity is part of the campus climate. Upper administration could help change this. Perhaps a seminar on sensitivity, unknown bias could be created.
- 3) Campus tour is too monochromatic. Celebrate diversity! There is a disconnect between the expertise of the faculty in dealing with diversity issues and their ability to get the positive word out to the external community.
- 4) University officials could help faculty work more effectively with HBCU/MI institutions.
- 5) Diversity and inclusion efforts could be better coordinated across colleges. Scaling the CEED office of the COE to the university level might be a pathway. Departments are currently doing outreach, etc. without really knowing what other departments are doing.
- 6) Target all academic areas for diversity recruitment.
- 7) Conduct a meeting that studies how we think about diversity. A self-evaluation.

Table 18:
D&I Forum, September 29th

Introductions – What sorts of things do we all do?

- DDI Instructor
- Moss Arts Center programming w/ eye on diverse perspectives
- Advisory board to promote diverse perspectives and input
- Outside: Dialogue on race in NRV
- Women's and gender programming in the areas of leadership, wellness, equity, and gender based violence
- Counseling and advocacy services for primary and secondary victims of gender-based violence
- Help students be successful; often underrepresented
- Welcome to students; connecting with resources to be successful
- Participation in diverse student organizations
- Multicultural Fellows
- Member of NAACP
- Writing about students and student clubs; showcasing diversity of the student populations
- HR function in DSA – looking at access
- Participates in DDI & SafeZone
- Psych services, medical, sports, play – diversity and inclusion integral to all
- MVP facilitator, inclusive bystander program plan, woven into all we do
- Diversity Committee for College
- SafeZone ally
- Working with first generation students
- Started a women's initiative in college
- Chair college diversity committee
- Annual Diversity Competition
- Targeted recruiting of underrepresented students

How can colleges, VP areas, and other university units contribute to the success of the model? What kind of programs or resources are you presently involved with that could be shared with the university community?

- DSA central to new model; whole department devoted to MPS; but also integral to every unit in DSA; when working with students, how can we make a difference?
- We have a generation that is more open
- Common book and programming; integrating points of view (generational; etc.)
- Intergroup Dialogue program through MPS
- DDI – Intergenerational Dialogue
- First Year classes; intergenerational discussions; First Year Experiences
- Partnering in education; like MVP model
- Complexities of identity; exploring that but also recognizing each individual; get to know people as people
- Learning happens everywhere; think broadly – happens in and out of the classroom
- Messaging – see past demographics (not representatives for an entire community)
- The power of peer on peer; the power of students hearing it from another student, NOT from professors or administrators or staff; value of dialogues and difficult conversations
- Academic advising – working one on one with students; do we have a pre-conceived notion of who the student is? It can skew how we work with students. Opportunity to work with Director of Academic Advising and that group to make sure we are not operating from a place of pre-conceived notions (focus in afternoon chats?; topical workshops?)
- How to get the people who NEED the info in the room? Not just the typical folks who go to this because they're interests?
- List of Best Practices for recruiting and retaining diverse talent; surely there are tried and true activities that can be shared (both within the VT community but also what's happening outside of VT)
- People are most engaged within their own department and with department chairs; this is where most interest and engagement will happen
- International Week Street Fair; bringing together diverse groups and organizations

- Misses Dance of Nations, because it brings all the groups together; the Heritage months are so distinct and separate; Do more that brings everyone together
- Master calendar that showcases everything that's happening with diverse student organizations; use technology where everyone can add their stuff; maybe overseen by CISO (for students); need more streamlined information source

What developing or needed initiatives would you like to see implemented?

What partnerships could be developed to meet those needs?

- Applicant pools; exploring bias in looking at applicants; work on getting in touch with their biases; need for wider impact of the information we have
- Ability to get outside of one's own staff and engage with folks across campus with folks who are in similarly situated positions; space for staff to talk about advancing diversity issues
- Leadership in-services; informal discussions on topical issues; has to be from the top-down
- Dialogue on Race in Montgomery County – wisdom folks have who are outside of the university; intentional models to bridge university with broader community
- Industry Advisory Board & Industry Mentoring Program (e.g., Building Construction)
- Concern: Student Debt Load (for students and for parents); recruitment issue; more financial support needed; it isn't going to magically take care of itself; "put your money where your mouth is"
- "Lounge meetings" in residence halls to engage important issues, e.g., talking about gender expression and identity
- Diversity & Inclusion infusion into General Education Curriculum
- Idea: Showcasing "Safe Zone" on email siggy, not just on your wall
- Utilizing technology for messaging
- Discussion of Privilege; not only "Diversity and Inclusion"; interrogate our own privilege

Parking Lot Items

- Nothing came up ...

Table 19:

Diversity Notes from Facilitated Conversation

Notes

In agriculture the challenge is with student recruitment. We need extra resources to do what we are being asked to do when it comes to recruiting diversity.

We need support in recruiting incentives. We do have a strong emphasis on experiential learning and study abroad. Concerned these opportunities are not available to all.

We have to take a look at demographics to target demographic growth. Geography limits where we reach out. International inclusion may only address Latin American students out of the country. But it should also be about reaching Latin American students here in Virginia. We don't create partnerships with Universities in Latin America to reach out for Latin American students.

We are missing the caucuses as part of this discussion. Vice chair of the caucus is very frustrated not to be at the table in the discussion.

We need more transparency in the report. This is the first time we hear the numbers.

ACCOUNTABILITY is a big issue. How will we measure it, and how do we go beyond "feeling good". The metrics must be appropriate and accountable. Folks will change when they are held accountable for change.

Part of the conversation has to be the exercise of policy and procedure across groups. The process becomes central. For example – as students violate conduct, the story has to be told about what they have experienced. It is important to learn and listen about a diverse student's experiences. Just making policy and procedure without understanding, may mean we are excluding people or putting them at disadvantages. There may be specific conflict and resolution that we use. Where is the conflict stemming from, is it from differences in experiences.

Are you doing anything to move it forward? I don't have that kind of power. But I am involved through the Black Caucus. {Response to Ro} The process becomes the problem, IT is the product. We need to review all the policies. Someone has to be able to ask the questions. Why is that? We have to look at this in terms of the culture of what we bring.

Think strategically in terms of pipeline and getting students here. We don't build the composition by going to high schools. We must partner with organizations and non-profits to think strategically. Identifying programs and groups is essential. Ex. Access College Foundation. Also, an Academy in Newport News. Background of students is very diverse and the students come here. Here are the possibilities this is what we[VT] bring in terms of the pipeline. We must cultivate this pre-highschool to create a "college-going" culture.

As a PhD student and the only African American in my program, I just wanted someone to talk to. Someone who would understand. I found that the cultures clumped together. So where did I clump? Only 1 semester was there another African American student. There rest of the time I was alone. The question is how could we change that experience now? Dr. Creamer reached out to me to mentor a new African American graduate student. This is headed in the right direction.

For outreach programs, there are things like Math Corp – which starts with students in 6th grade. 95% success rate for graduation. They build teams. Go Girl is another example of a place we could build partnerships with.

starting a DREAMERS student association here. There is already one at George Mason. They are already thinking about these issues of diversity. We need to create more inclusive culture at all levels.

We need to create dialogs for students. Students now are more globally and civically minded. They have a shared experience. They are tired of “talking” about diversity...where is the real conversation about building the inclusive culture.

Resources and Accountability is most important. We must hold people accountable for their jobs. We must hold faculty accountable for their classrooms. Diversity has to be rewarded in P&T if we want to build it. UNC does this.

Recruiting a diverse faculty is an issue. Salaries are not competitive. There is no motive for inclusion.

Table 20:

What's Happening

- Advance VT
- make new faculty aware of all resources available around campus
- Needs to be a way for new people coming to campus to find out
- COE and COS – creating a pipeline with HBCU's, NSU, VSU, and Hampton?
- Underrepresented students often aren't properly prepared by schools or family support – could create bridge programs for undergrads and grads for this (COE has an example)
- Gender neutral single stall bathrooms need to be more evenly distributed and better located
 - perhaps could be combined/multi-use for other single stall purposes (and police use as well)
- No health providers of transgender healthcare – Schiffert is aware
 - Need training for this in Schiffert
 - Maybe collaborate with new transgender clinic in Roanoke
- Address diversity topics as pedagogical or teaching issues – this could allow for more buy-in to the trainings
- Maybe more interactive trainings – i.e. Chinese clinic – Schiffert staff having to go through as they were a patient not understanding language
- Better faculty mentoring - should include diversity component – WEP(proactive)AN(network) – webinars, self-efficacy for underrepresented groups
- Maybe more robust, broader faculty mentoring structured programs
 - university does a good job of making us not break the law
- Somehow make people more aware of available resources
- Figuring out how to incorporate into faculty schedules without burdening them
 - Perhaps faculty luncheons?/trainings (working at VTCSOM)
- Would be helpful if we were told what we can do rather than what we can't do – would help with how we can make those we are recruiting feel more welcome
- Take stock of required vs preferred qualif. to maybe open up pool of applicants – look at history of who has applied over various years – could be discussed in search committee

Important

- Vicarious experiences – need resources and time focused on AGEP (alliance for graduate education and the professoriate)
 - type of NSF program that allows for these types of experiences among underrepresented groups
 - happening at student level in COE
- Single stall bathrooms – Roanoke clinic 10/7 event in Squires
- VT is an artistically sterile environment – public representation of diverse situations around campus – show aspirations through art in very public ways (Visual Arts Properties committee)
- Physical changes where possible to make older buildings more accessible
- More info on new employee orientation on diversity groups/resources on campus
- Some help for units where problems are identified through COACH survey

Table 21:

Diversity and Inclusion Forum
September 29, 2014

How can colleges, vice presidential areas, and other university units contribute to the success of the model? What kind of programs or resources are you presently involved with that could be shared with the university community?

What developing or needed initiatives would you like to see implemented? What partnerships could be developed to meet those needs?

- (opportunity) publicity in prizes, announcements, more PR on inclusion and diversity, more announcements, more public recognition
- (problem) it feels like we (VT) are eating alive members of underrepresented minorities and women and putting them in committees, events, rather than doing their research...
 - (minority tax) concerns of minority graduate student with fellowship being asked to participate in too many events
 - graduate student crying because of poor mentoring
 - same thing at the undergraduate level
 - programs are eating the people alive
- (suggestion) require departments to rotate individual in charge of diversity initiatives; partner with individuals trained to better acclimate to the environment; transition support for new faculty
- (suggestions) we need mentors without agenda... too many directions, need someone to be advocate, how to say no to particular people and how to do it
- There are too many events that students get pulled in
- (solution) Graduate Ombudsperson is available in support of graduate student... maybe make it more publicly available, some don't know resource exists...
 - We need an Ombudsperson for faculty, staff, and undergraduate
- Co-curricular representative - we do a lot with community, diversity dining programs, mentorship programs, a lot of things to create dialogue between diverse group of people to create commonality, take students to conferences, not known to campus, Hillel at VT (student group), paid internship students with non jewish students - paid staff of 6, friday dinner as a group, also music program showing groups across campus, more inclusiveness towards this group
- Create more opportunities for talking to each other, what do we do well? Celebrate groups, boost up the international fair, make it more than one day event, not just the students making their own food, not just sample food, but learn about other groups. Having guest speakers, more exposure to national and international

speakers, different points of view, more exposure to events/speakers, has to be required

- New faculty overloaded with community assignments, how to help new faculty to get to tenure, Pamplin several women did not get tenure, obligated to belong to some committee
- International fair (street) good but there is no follow through, need a conversation that lasts more than one weekend event
- In a particular department, service for women is not a problem now because there is a female associate dept. head
- Campus climate - needs to be an integral part, not a series of events that are not connected and purposeful, little follow through
- Tufts example "Vitality", campus wide, departments and administrators, creates a climate, activities over the whole year, accountability
- If the rest of the university takes the idea seriously, then the diversity should start at the board of visitors and the upper administrations... Is the increase in URM report in the AP or the Tenure ranks? Students have limited contact to AP faculty... Stereotype threat... woman/urm as teachers/researchers in intro courses
- Admin/Faculty look like the larger campus community
- Alumni has programs for black alumni, reunion
- What happens after the URM students participate in any one of our campus events targeted at diversity? There is no follow through
- Definition of URM, diversity, should it be with respect to the department or the university? Most problems are at the department.
- Evaluation at end of year - FARs, what does it mean to do diversity? It is optional and not counted for anything... and it should be an ongoing thing not just a yearly milestone.
- More scholarships on the area of diversity
- Lots of students in high school that don't know they can go to college... were not informed, first generational problems
- Make the Vice-Provost position permanent and give her responsibilities, money, do some big activities, not setup to fail, do something big... give that person some power. What would be the role of this vice provost?
- Make use of existing knowledge around the university from previous events, existing groups (caucuses) and task forces to jump start the needs for the institution
- Immersive experiences (alternative breaks), no funding from the university, the lesson for the students is apathy, university see it as conflict of interest, but UVA does it. Privilege students do it. They take 160 students a year.
- Study abroad used mostly by students that financially can take opportunity, we need to put more money into it
- More follow through to activities, not just disconnected activities...

Table 22:

Inclusion and Diversity Table Discussion – Sept. 29, 2014

Table Participants:



*Facilitator – Our table only had one facilitator who served to lead discussion and take notes

- Within the budget office, there are specific programs geared at female recruitment.
 - Some of these funds are earmarked for women and minority owned small businesses and supporting those initiatives
 - Additional funds are needed to support these kinds of endeavors
 - Must come from new and innovative places

(The discussion shifted to what is currently not working at VT)

- Demographics of Virginia Tech and Blacksburg look nothing like the state or the US in general
 - This sets a negative tone on the discussion of diversity
 - For true progress must change the face of VT
- Feedback came from the President of the Black Graduate Student Organization (BGSO) about there not being a space for people of color to feel open and included
 - Needs to be a space for freedom to air complaints and frustrations
 - Classrooms can cause discomfort as being the only individual of color
 - Need to be targeted hires in P/T and non-P/T positions for individuals of diverse backgrounds
 - Inclusion and diversity needs to be a main focus of the University and not something we talk about from time to time
 - MUST HAVE AN **INVESTMENT** in diversity and inclusion
 - There is a high turnover rate of faculty members from diverse backgrounds of up to 8% in 8 years
 - The problem is not just for students and staff, but also a faculty issue
- Africana studies includes undergraduates in discussions about diversity and inclusion

- These type of conversations need to happen in many different classroom venues
 - Expand this initiative to other areas of campus so individuals are educated and aware
 - Needs to be spaces outside of the traditional classrooms where students can engage in conversations about diversity in a safe way
- Inclusion and diversity does not get to the reality that white privilege is an issue at VT and cause problems on a daily basis
 - An example of the impact of Mike Brown and how it was not discussed in classes
 - Any initiatives on inclusion and diversity must have real and measurable outcomes
 - New and creative educational experiences are needed to help educate on diversity
 - The status quo is dictated by the majority
 - Need to invest heavily in initiatives to break the norms around campus
- The issue of inclusion and diversity is more than recruitment of individuals from diverse backgrounds, but also how to keep and support once the students have chosen VT
 - K-12 could be a potential pipeline, but how to reach out to students and get them to think about VT?
- More classroom space is needed for discussion of cultural issues
 - Black Cultural Center has a program called Speak Your Piece
 - This is an intellectual safe space where anyone can speak their concerns
 - A classroom environment allows students the freedom to question and learn
 - Connections to real world events need to be made for students to learn
 - A lived experience can supplement or event provide more context than a textbook
 - Have students get outside the classroom and experience the real world to learn
 - Must be support for alternative pedagogies and not simply dictated as unacceptable by a department
- There is a generational discrepancy related to inclusion and diversity initiatives
 - Many of those who are resistant to change are the faculty/staff who have been here the longest
- Within the institutional infrastructure there needs to be MUCH MORE transparency for how merit pay is determined with promotion and tenure
 - How is the pay scale allocated for those who are at the same level
 - Merit is based on “Perceived future value to the institution.”
 - Why are some faculty of color paid less than their white counterparts for the same level of research expenditures?
 - If a faculty member of color is paid less than peers, makes them feel like they are not as much of a contributor at VT based on the research values of institution
 - This leads to faculty going elsewhere and might be a reason for high turnover rates
- What does diversity mean at VT and how will we define it in the future?

- Difficult to hire diverse individuals into administrative positions as it appears to not be a priority at VT
- An example was given about a vegan who goes to a meat based BBQ
 - Is this really what we mean by diversity at VT?
 - Diversity can lose its effectiveness when everything is included
- Demographics of VT do not support the Universities commitment to diversity
 - North Carolina has more ethnic and sexual diversity than VT
- When we discuss diversity at VT it is normally the same group of people at the table.
THIS NEEDS TO CHANGE!

(The discussion shifted gears into what we as an institution can do better)

- What can we do better at VT to foster and support diversity and inclusion
 - Many Spanish speaking professors do not associate with other Spanish speaking professors because of pressure of tenure
 - Need to get professors and others to go to high schools and provide an example of what is possible at VT
 - Many students want to see someone who they can relate with when looking at a potential school
 - Need recruitment and hiring committees to buy into the need for more diverse faculty, staff, and students
 - An example was given about an African-American gay man doing recruitment and some individuals thought it would be a bad thing and could not effectively recruit others
 - Recruitment for undergraduate is a huge issue
 - Why would a student from NY look at VT much less choose to come here
 - Many classroom conversations about race or gender create an environment where the lone person of color or a certain gender is expected to speak on behalf of the whole demographic
 - Pre-tenured faculty feel they must pander to the public and cannot bring up issues related to diversity as it could affect the ability to get tenure
 - Creates a vicious cycle of lack of diversity at VT
- There is a barrier of entrance on the topic of diversity which creates a double edged sword
 - Fear of entering the unknown
 - White individuals may not want or feel comfortable to engage with those of a certain demographic

(Note: The previous comment was made by one individual and did not seem to resonate with others. Conversation quickly changed gears.)

- Cultural spaces and opportunities to discuss cultural differences must be available in the classroom

- When discussing issues related to race, the classroom will look to the students of color to speak on behalf of everyone of color
 - Changes the student experience for those individuals and puts an undue burden on them
- Lived experiences of people can be sensitive
 - Need to help those with differing life experiences feel included and supported
- Needs to be more emphasis on service in P/T especially when the service includes supporting diversity initiatives

TRANSPARENCY

- Transparency is a major concern for everyone at the table
 - Transparency for merit pay for minorities and women is huge
 - Needs to be transparency in service, research, and teaching as it pertains to diversity and inclusion
- Many minority faculty members fail because they are overloaded with service projects related to the race, gender, or other identified classification
 - Culture needs to change to not allocate diversity to a specific group
- Needs to be understanding, but also guidance and support to help with diversity being a part of our daily activities
 - Broader outreach is needed
 - Everyone needs to get training similar to the whole NFL getting training on domestic violence
 - People need to be involved in the conversation

RECRUITMENT

- More recruitment needs to be done for students, staff, faculty, and administrators from a variety of backgrounds
 - Even minor recruitment initiatives which are relatively inexpensive can have a major impact on the individual

Table 23:

Notes from Inclusion & Diversity Forum

Question 1:

- Lack level of intentionality of effort – people need to actively engage with projects
- Increased attention top inclusive pedagogy to promote retention and graduation. Help make people feel they made the right choice in selecting /attending VT
- Within Career Services – who can I identify to help me (like with providing resources / services to veterans)
- Some prospective employers don't come to VT because of the low / small level of diversity. We're not diverse enough to help them meet their diversity goals so they pass on coming to Blacksburg
- Students need more opportunity to participate in diverse groups as part of their VT experience. A typical question asked by of student prospects employers who come to Blacksburg is "tell me about your experiences at VT in working with diverse populations".
- Need to continue support for the McNair program
- Need to promote and expand opportunities for intercultural collaboration among students and student groups.
- Diversity should not be marginalized
- Very international .I had to change my pedagogy to be inclusive. Need much more in the form of resources to make that change in pedagogy possible.
- Need some help with working with international students to help them learn the concepts addressed in the course.
- As part of the course – have some social events where all students (international, diverse and others) can get to know each other better. To avoid students breaking into their comfort groups when working on group projects.
- Don't make international pedagogy marginalized

Question 2

- Need conversations with faculty to make the point that diversity and inclusion grounds their scholarship and the way they engage with students
- CIDER/ DDI need more resources. More (multiple) DDI sessions should be scheduled each semester - rather than offering 1x.
- An expectation for attending CIDER / DDI workshops needs to be part of the FAR
- FARs needs to be managed and not just be "passive".
- Attendance at some workshops needs to be mandated /strong encouraged.
- Search change workshops should address /include "unconscious bias"
- Revisit the Achievable Dream program to recruit undergrads\

- VT should leverage its presence in the NRV to help create a more inclusive environment
- New student orientation should have a Phase II to acquaint newly arrived students with the area and the resources both at VT and the NRV – even things like where to get hair care products or other personal needs.
- The Summer Institute is not that well attended. It needs resources. Also need to support the Pamplin LEAP effort.
- One central location (website) to find resources which support diversity and inclusion
- Need to focus on the “yield” rate of enrollment for underrepresented undergrads
- Need more rallying / unifying events – something like an annual convocation

Table 24:

Question 1: How can colleges, vice presidential areas and other university units contribute to the success of the model? What is currently being done that can be enhanced?

Pre-existing efforts that can be enhanced by institutional support:

- Virtual tours address physical barriers to accessing the campus – both motility as well as geographic distance from the institution. Partnerships between community organizations and admissions already exist. Institution can make long term investment on quality and continuous recruitment through targeting minority middle school students.
- Similarly to the Gateway program, partnering with under-represented student organizations to sponsor trips out to high schools to create consistent pipelines from regions with greater diversity – urban spaces, etc. – into Virginia Tech. Also leveraging corporate sponsorship from minority alumni.
- Furthering conversations and action surrounding partner benefits for unmarried individuals, LGBTQ or otherwise, as a means of retaining staff and faculty who feel these pressures.

Contributions that have not yet been made:

- Faculty diversity – particularly POCs – is a concern. Currently 20% attrition rate of faculty who are POC. University can support them through incentivizing or relieving them of
- Focus concerted effort on recruiting recognizable minority faculty and staff to campus in order to draw critical mass of minority individuals.
- Creating a formalized mentorship program that pairs senior minority faculty to entry-level faculty.

Question 2: What developing or needed initiatives would you like to see implemented? What partnerships could be developed to meet those needs?

- Create a program that is mandatory for faculty and staff that educates them on what is required of them and who is responsible for supporting students with disabilities.
- Centralized messaging of diversity and inclusion efforts – many are at a

loss of how to address various minority identities in ways that are consistent.

- Centralized database on Diversity and Inclusion efforts occurring across campus communities. Potential partnerships include MPS, SSD, DDI, Human Resources, Admissions, etc.
- The creation of a formal avenue to allow students/faculty/staff to share out their experiences in being recruited and what it is like once they enter into the institution.

Questions about the model/further questions?

- How does the institution identify which programs are strong in creating mentors or relationships among students/faculty/staff of minority identities
- What are the processes for feedback loops to be created between decision makers/leadership in the model and individuals who have grievances?
- Similarly, what are the consequences for offices/departments/divisions/individuals who do not practice inclusive excellence?

Table 25:

Information Forum
09/29/2014

Discussion:

- * accountability - what does that look like? From an HR perspective there currently is none.
- * accountability in terms of performance measures as well - what does this look like?
- * Hire rate and turn-over rates in employees is stagnant - this has not changed much
- * could \$ be tied to those who are leading/are successful
- * need more support from faculty on diversity efforts when out recruiting (employee side); could this be a part of someone's job? Isn't this the role of the college liaisons? Irvine takes minority faculty to hiring conferences. HR folks (of majority) cannot speak the faculty language per se. Example of a recruiting conference that we have a hard time getting minority PhD students because we cannot represent the community and talk about faculty life for folks of color.
- * highlight the commitment and the numbers at VT rather than Blacksburg, NRV
- * 24% of 5,300 applicants were minority applicants, 21% of hires
- * partner placement is a real challenge
- * Need to build community resources/community in blacksburg
- * VT has a general fear of anything related to diversity and inclusion - and if you can't talk about it you won't change it. First need lots of conversations.
- * Revisions of Policy 1025 - university communicators were explicitly told not to write anything about it.
- * Policy 1025 discussion at University Council presented as an example of the need for folks to continue having conversation around diversity - on same page? No. Not even in same book.
- * Need to be more clear about not allowing folks to opt-out of diversity conversations/inclusion commitment.
- * Principles of Community are not helpful if we don't hold people accountable to them.
- * Where do students go to voice complaints, talk about injustice? Should be in DSA and publicized.
- * High amounts of cultural appropriation in homecoming, year after year - VT should not stand for this, the fact that this was BSA also left a sour taste
- * how are faculty and staff working with BSA and other orgs? Examine the homecoming structure.
- * minority faculty have no informal channels for support in non-bias formats
- * people are afraid for their jobs if they speak up
- * how do we close the gap between "get on board" and "fear of losing my job?" - sense of belonging and the ability to learn/grow/challenge
- * coming from another country might allow you to disassociate with "hot topics" here in US
- * class conversations intellectualize but also don't allow individuals to come to terms with their own identities
- * who has to adapt the most? Which identities? It's really hard to say "I'm hispanic"
- * identity is important but do you have to lose part in order to fit in?
- * how exactly is the inclusive excellence model actualized, day to day?
- * There are lots of white people on the council - could we mimic the population of Virginia
- * I don't think all of the people on the council are on the same page in terms of the agenda, don't see eye to eye
- * no veterans on the council
- * students, grad students, younger faculty are not represented
- * if new, no place to voice complaints if afraid
- * It's not that they can't understand the voices of others, it is important to welcome/represent voices
- *veteran issues continue to lack a place at the table

- * Every annual plan should include a diversity goal - this would be huge
- * Physical space for community - more cultural centers and resources behind that
- * continue to participate and evaluate the plan as we develop - all are interested in doing that
- * council is fairly imbalanced on academic colleges
- * Are affirmative actions necessary to push this forward? -> no real answer agreed upon
- * training needed - more specific to identities

PARKING LOT

- * where does accountability come from for the offices that are not represented? (council)
- * employees are going to say "these people have full-time jobs, how can they do the work?" (council)
- * who is the advisory committee

Table 26:

Inclusion and Diversity Forum Notes
September 29, 2014

Table Participants:

Commandant, Corps of Cadets

- 1080 Cadets
- recruiting a diverse corps is a priority

AVP for Development, University Programs

- priority in University Programs that needs resources
- standing search committee, all candidates treated fairly
- Crystal Crockett, DOD for Institutional Diversity, important role

Graduate Assistant to Director of Alumni Relations for Diversity

-
- helps plan diversity events for alumni
- graduate students are removed from the community due to workload and jobs
- diversity student groups don't interact with majority student groups
- needs more focus on special needs

Director, TRiO Programs

- serve 80 MS & HS annually; diverse population
- encourages students to attend college, not necessarily VT
- changing the perception of students opinions on VT (generational perceptions have been passed on)
- VT needs more admissions initiatives
- admissions does not give tours to TRiO students, TRiO has to do those
- VT needs to work on retention efforts of multicultural students
- need a pipeline starting with 6th grade through grad school
- TRiO kids are resources
- Catalogue why TRiO students turn down offers to VT
- VT needs to engage k-12 populations that visit campus
- Don't know who their alumni are!

VP for Alumni Affairs

- try very hard to be inclusive in every setting
- Multicultural Alumni Advisory Board (MAAB)
- "Strong Together" receptions
- Black Alumni Reunions (for over 20 years; every two years)
- LGBTQ Alumni Group (Ex Lapide)
- Open to working with other ethnicities that are interested
- National Alumni Association Board – 30 members, 10 are multicultural alumni
- Director of Alumni Relations for Diversity, great asset
- Multicultural legacy alumni are plentiful

- Facilitating mentorships between current multicultural students and alumni

College of Natural Resources and Environment

- anxious about getting rid of central support
- supports AdvanceVT
- need f/s to buy in to diversity needs in college
- having diversity as a component of f/s evals is a joke
- the higher a woman is ranked the less the men like them

Head of Biological Sciences

- 1/3 are women, very little diversity
- haven't been recruiting diverse students (undergraduate)
- pipeline issue with recruiting minorities
- VT needs to make women less invisible
- Department has Diversity Committee, active, successful (focuses on graduate students)
- Brings in diversity speaker for MLK Day
- Don't know who their alumni are!

Residence Life

- RA, direct impact with students
- diversity issues are very real on campus
- campus climate needs to change
- multicultural students feel a difference than majority students from day one (culture shock)
- Inclusion Committee in Residence Life (Diversity Institute)
- Inclusion focused conversations take place once/month

Question 1:

How Can Colleges, VP areas and other university units contribute to the success of the model?

Question 2:

What developing or needed initiatives would you like to see implemented? What partnerships could be developed to meet those needs?

- Each college needs to have their own admissions rep, that is housed in the colleges. Shouldn't be left solely to admissions department. Be strategic in recruitment efforts based on colleges.
- Take the Inclusive Excellence Model and share best practices on each area: get people talking about what they are doing and why. There needs to be one individual focusing on each of the four areas to make sure the whole model is being utilized
- The VT community needs to feel that diversity is important to VT. There needs to be a visual component. (Principles of Community, Strong Together)
- Continue Diversity and Inclusion newsletter which detailed status in 4 basic areas, along with recognizing and discussing best "campus" practices in each of those areas

Table 27:

Notes from Back Table, InclusiveVT forum, September 29, 2014

Issues of access (compositional diversity) vs. success and all other elements of the model (inclusion)
Faculty initiatives to go out and recruit in diverse communities – some schools are well known for this
and probably have scholarships, resources (e.g., Dartmouth)

SOPA – wants to go into certain diverse communities and recruit them.

Institutional Infrastructure – undergrad admissions, recruitment – seems to work better for graduate
students than undergraduate students.

Could we use NCR area to help in recruitment of diverse populations?

How far down are we supposed to drill for diversity and inclusion – if college sets goals, does dept. and
program get to set them, who at that level should be responsible for diversity and what resources will
flow?

Culture issues – problems with culture (e.g., alumni; fraternities) can be hidden which make it hard to
deal with. Hard to “live by” the principles of community. If the whole institution is white male, can we
create inclusiveness for all? In terms of stories.

Best practices: from Business: employers want a more diverse workforce and were going to stop coming
to recruit from VT unless the population was more diverse group of students from whom to hire. So
Pamplin devotes a career services/diversity person in order to graduate a more diverse workforce.

Other best practices: Agriculture, Business. Other universities: U Illinois well known for a being a
positive climate for people with mobility limitations. NC State. Part of it is a culture of students who are
used to advocating and having services available. This is necessary for retention as well.

International students – resources for language skills, how to be sensitive but rigorous

Undergraduate admissions – recruiting

Decision to redefine affirmative action – put last minute on meeting addendum

People of color being singled out; at one point, only 38 Black faculty.

Intersection of positions of African American and women here at VT

Sometimes authority of diverse people is not respected - she has a Ph.D. from Harvard and gets
comments about her hair or clothes

African American women are doubly jeopardized.

Scholarly topics of people of color can be denigrated.

Stories of people of color need to be brought to light

Some faculty report being genuinely encouraged but larger groups of faculty not so interested.

WebX 1:

Question 1: I would need to have a handout to respond to this question. I am not sure what the model entails or how Virginia Tech plans to implement it. I need a visual aid to supplement the verbal info provided.

I am not sure who the individuals are on the task force for D&I but one idea to implement would be to create a task force with representatives from the groups you are trying to assist. If the task force group does not include individuals who are women, African-American, Hispanic, Indian, Asian, part of the LGBTA community and have a physical handicap then it needs to be revised. You can not solve problems with individuals who have not experienced the problem first hand.

Question 2:

I would like to see a mentor program implemented campus wide for underrepresented groups. I have a model that I am currently piloting at VT that would be successful campus wide. Partnerships with alumni from underrepresented groups and with companies who are specifically targeting underrepresented groups to hire. Companies need to send reps from various backgrounds in order to appeal to the entire student population.

WebX 2:

1. How can colleges, vice presidential areas, and other university units contribute to the success of the model? What kind of ideas/resources can you share with the university community?

With the presence of facilitators and diversity coordinators, I think that they will help raise further awareness toward incorporating diversity into our everyday work. In addition to keeping an open mind, members of the college and university units should also look to ways to actively incorporate diversity and inclusion using our newly hired facilitators/coordinators as a resource. It is my opinion that collaboration is the key to promoting diversity/inclusion as they represent cultural, social, and academic bridges necessary to overcome differences so as to achieve a common goal. Opportunities to work and collaborate with other groups, departments, and members of the VT community, whether it be academic or social, are vital to improving diversity and inclusion. In creating new associations and collaborations, we can also bring innovative ideas to Virginia Tech.

2. What developing or needed initiatives would you like to see implemented? What partnerships could be developed to meet those needs?

- Creating partnerships to enhance the leadership for women in science and technology
- Members of faculty should be held to same standards as students in upholding the principles of community; potentially learning how to incorporate this into teaching/teaching materials, etc.
- Promoting communication between various departments or promote transdisciplinary studies

WebX 3:

How can university units contribute to the success of the model? What kind of ideas and resources can you share with the university community?

Speaking from an off campus location, we have a small student population and would like to try building a group focusing on under-represented minorities in the region. Initially we can try to reach out to Hispanic, Latino, African-American, American Indian populations as a group. We have an advantage in that we are in a very diverse region of the state, so there are different perceptions of our area vis-a-vis Blacksburg.

What developing or needed initiatives would you like to see implemented? What partnerships could be developed to meet those needs?

We should investigate community and professional (e.g., NSBE, APA, IEEE?) organizations that serve URM students. Some of them may have events that would be good for students in our region. The close proximity will make it easier to have event overlap. Also there are many potential organizations that work with veterans or military students in the area. We could invite speakers from organizations that specifically serve veterans in order to provide extra content beyond social meetups.

WebX 4:

Question 1:

How can colleges, vice presidential areas, and other university units contribute to the success of the model? What kind of ideas/resources can you share with the university community?

I'm very glad to see such a strong commitment to diversity and inclusion at VT that starts at the top. Effecting change in any organizational entity needs top management buy-in and visible support in order to achieve success, and InclusiveVT is no exception.

However, one thing that resonated with me during Mr. Espinoza's remarks was the manner through which key individuals would be working the inclusion initiatives. If I heard correctly, the efforts of these individuals would be extra curricular, meaning that they would not be assigned as performance-measured objectives, but as collateral duties to be worked as they have time or desire to work.

If that is so, then like all things that fall into the category of "other duties as assigned", they will take a back seat to whatever issues of the day that are more important. And while I understand that having staff who are 100% dedicated to the initiative may be hard to resource, it shouldn't be a 0% rating factor either. Progress deserves serious effort, and effort needs to be part of key individual's rated performance plan, allocated down through the chain-of-command; otherwise, status quo will be the result.

If I heard the statement wrong, please ignore my remarks.

Question 2:

What developing or needed initiatives would you like to see implemented? What partnerships could be developed to meet those needs?

The greatest ambassadors for diversity and inclusion are the students and faculty who represent diversity. They are the best salespeople for the VT brand in culture, campus environment, and academic excellence. I understand that some departments and offices incentivize students to go back to their secondary schools to talk about their VT experience and promote the university. But I don't believe that type of outreach is institutionally organized or broadly promoted to the diverse student body. That may be an area where resources could be expended to make an impact that carries with it the face of diversity at VT.

Regarding partnerships, I believe every area of the state and country has some local organizations that can be tapped into for strategic partnerships that can enhance the pipeline of diverse students looking at VT. We should work with these groups to increase the VT presence and familiarity with these students. I can name several in the 757 area of VA.

WebX 5:

How can colleges, vice presidential areas, and other university units contribute to the success of the model?

What kind of ideas/resources can you share with the university community?

What developing or needed initiatives would you like to see implemented?

What partnerships could be developed to meet those needs?

Not sure how to answer the above questions, but here are my ideas/thoughts.

1. Invite visiting faculty from HBCU colleges for their sabbaticals. A way to gain interest in talented faculty considering a move to a different university and to spread word-of-mouth about VT in the HBCU community. This will allow potential graduate students from HBCU to consider VT for graduate school.
2. Change the policy of forcing employees to use their leave between Christmas and New Year. This could affect those who have cultural differences and celebrate their New Year's at different dates and may need the leave time to accommodate it or may not celebrate Christmas. It also affects working mothers who may need the time off to take care of sick children at different times in the year.
3. Offer scholarships to disabled veterans and possibly their children. For example, California had a program called Cal-Vet which allowed the children of disabled veterans to attend public colleges and universities free of tuition. This was beneficial to me as my father was a disabled Vietnam Veteran and I was part of the reason I was able to graduate from college.

The real issue is that compared to other states, Virginia offers very little in terms of state grants for tuition. There has got to be a way to convince the state legislator to start offering a state grant program that pays tuition for students who meet certain criteria.

For example, California has a grant program that covers tuition for students who have financial need and a high academic GPA which was quite useful. Even when they did institute cuts, the program still covered most of the tuition costs. This is a beneficial need to help the student population afford tuition and increase diversity (children of migrant workers, poor and working poor).

Another issue is that if faculty can't afford to send their children to the state school that they teach at, it is going to be very difficult to attract a diverse population of students.

WebX 6:

Some questions I had regarding inclusion and diversity.

- 1) What will be expected to keep the different groups accountable?
- 2) Even within departments, there are several different initiatives meant to be more inclusive. For example, in psychology there are four different areas, each with their own push to be more inclusive. Will psychology be viewed as one entity, or will the four areas be viewed separately and have to develop their own agendas?
- 3) What forms of communication will keep the different groups informed? For example, how will the Office of Graduate Recruiting and Diversity interact with Multicultural Programs and Services?

Another few questions/points

4) What on-campus resources will the university offer to help with recruitment and retention? For example, benefits for same-sex couples, childcare, gender-neutral bathrooms, hair care resources for individuals of color or with religious/spiritual needs (e.g., some religions do not allow members of the opposite gender to view their hair - can there be more connections either with the region or on-campus providers)

5) Advising for underrepresented groups, either through peers or F/S



Black Caucus of Virginia Tech

MEMORANDUM

To: Dr. Timothy Sands, President, Virginia Tech
From: Dr. Glenda Scales, President, Virginia Tech Black Caucus
Re: Response to the Inclusion and Diversity Information Forum
Date: October 14, 2014

The Virginia Tech Black Caucus Executive Board shares your enthusiasm for inclusive efforts at Virginia Tech and would like to share its observations, concerns, and recommendations regarding the Inclusion and Diversity Information Forum on September 29, 2014. While we recognize the university's effort to move forward in a different direction, we also believe the advancement of our shared goal of creating an inclusive VT is seriously in jeopardy. We plan to contact your office to schedule a meeting at your convenience and look forward to meeting with you this semester to discuss our recommendations on this important organizational change.

Observations

- Inclusive Excellence is a model, and a model is not a plan. Virginia Tech has a Diversity and Inclusion Strategic Plan (2013-2018), currently in its third version, yet there was no mention of it or how this new initiative either supports or changes the strategic plan.
- While past initiatives were mentioned, including the Task Force on Race, an analysis of the outcomes for these initiatives has not been communicated. We do not know to what degree these initiatives were considered in preparing the new initiative.
- The comprehensive plan and timeline for implementing Inclusive VT has not been communicated.

Concerns

- We see a decentralized accountability approach such as the Executive Council without an advocacy office as being ineffective because it leaves us without an organizational unit to help academic and administrative units with education, coordination, implementation, and assessment across the university.

- The Executive Council includes various administrators—mainly Vice Presidents, Vice Provosts and College Deans. We are concerned that there are no Teaching and Research Faculty on the council. Equally troubling is the fact that underrepresented faculty and staff caucus presidents/chairs or delegates are excluded from this council.
- As the university moves toward a decentralized model, it is unclear how resources will be allocated to implement the Inclusive VT agenda. In terms of human resources, it is important that resources required to implement Inclusive VT initiatives are sufficiently funded and not viewed as an addition on top of one's current full-time responsibilities.
- Additionally, it is unclear how the current resources allocated to the Office of Diversity and Inclusion will be reinvested in Inclusive VT.

Initial Recommendations

- In a VT news release dated June 30, 2014, it was stated that the new administrative structure would include “a senior advisor to the president who will help support the university’s commitment to inclusion and diversity.” We recommend that this position remain Vice Provost for Diversity and Inclusion and also include the two existing professional staff.
- We support the university moving forward with a national search to fill the Vice Provost for Diversity and Inclusion position.
- Given that the Executive Council plans to meet this month (according to an October 6, 2014 VT news release), the Caucus is particularly troubled by item #1 under Concerns. Because of the high level of frustration over the lack of progress made in recent years, we recommend that more time be given to communicate the details of the new Inclusive VT agenda with stakeholders in the Black community.
- We also recommend that the notes from the Inclusion and Diversity Information Forum along with the analysis process be made available to caucus presidents along with an update on how the resources from the previous Office of Diversity and Inclusion will be reflected in the Inclusive VT initiative.

Thank you for your leadership to create an Inclusive VT, and we look forward to working with you.

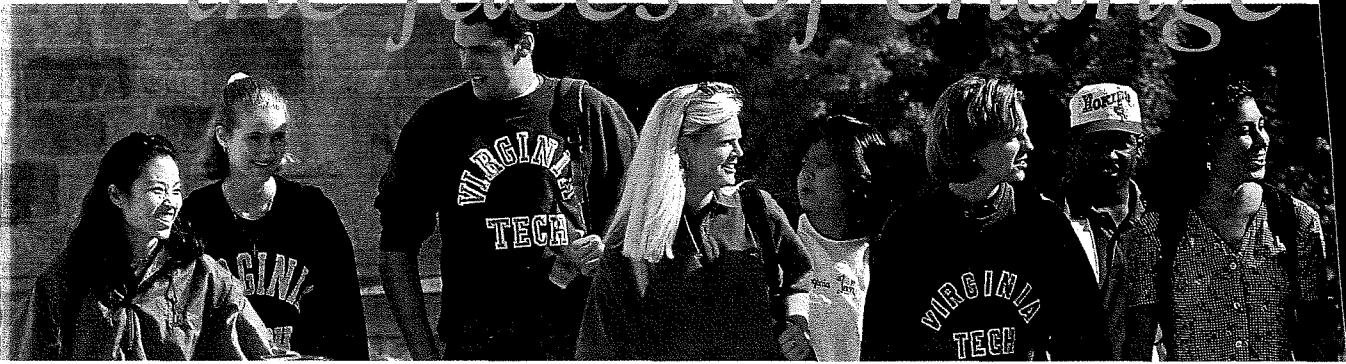
Table 28: not received

ATTACHMENT 3: UNIVERSITY DIVERSITY PLAN, 2000-2005

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

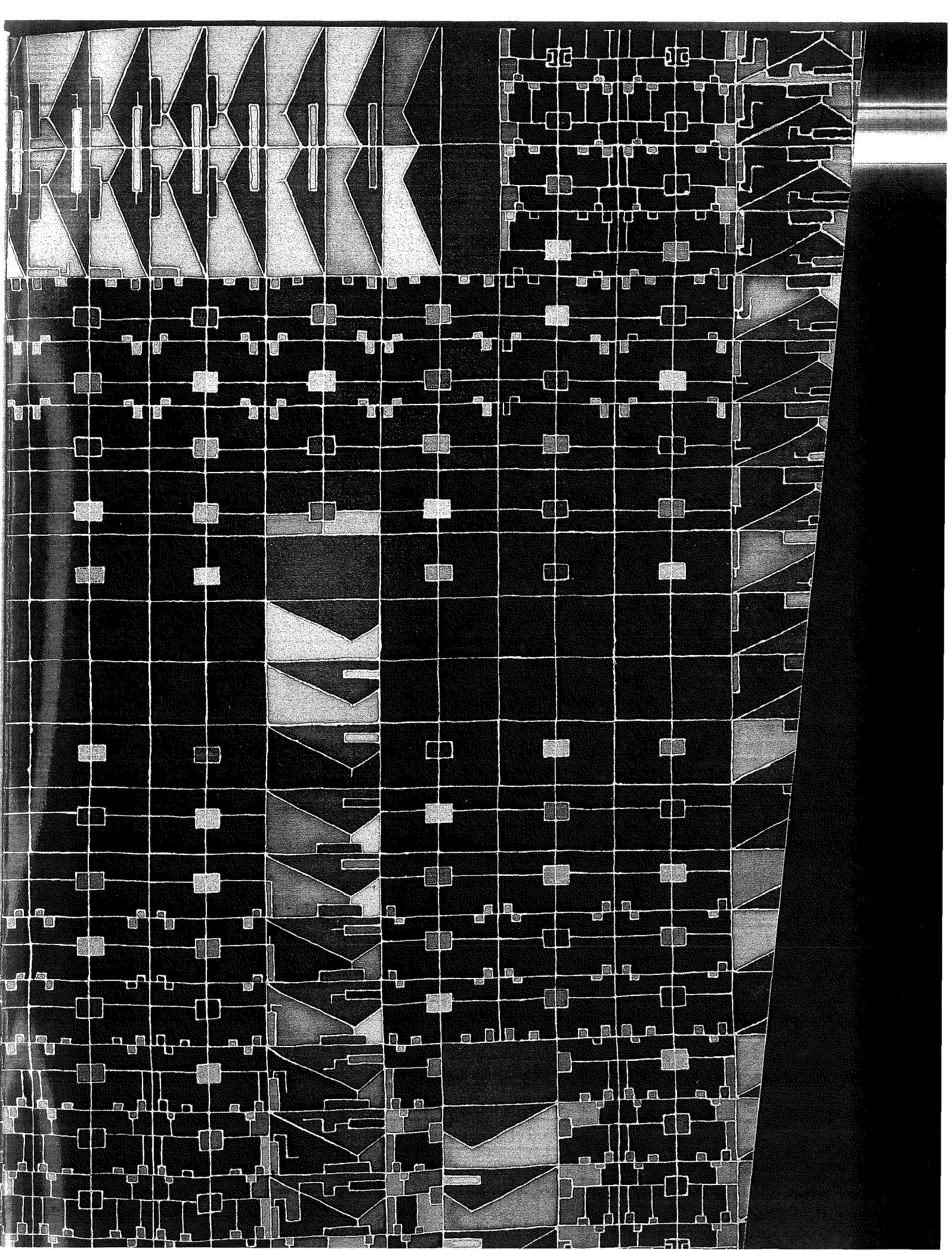


the faces of change



UNIVERSITY
DIVERSITY PLAN
2000-2005

STRATEGIC
GOALS



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UNIVERSITY
DIVERSITY PLAN
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Acknowledgments

The development of this plan would not have been possible without the work of the Advisory Council on Diversity and Multicultural Affairs. The council not only provided valuable advice to the Office of Multicultural Affairs but also actively participated in the development of various components of the plan. Members of the council for 1999-2000 and the areas they represented were as follows:

- Susan Angle
Assistant Dean of Students
- Richard Bambach
Faculty Senate
- Jim Berkson
College of Natural Resources
- Richard Conners
College of Engineering
- John Easterwood
Pamplin College of Business
- Marcia Feuerstein
College of Architecture and Urban Studies
- Muriel Flynn
Personnel Services
- Valerie Giddings
College of Human Resources and Education
- Myra Gordon
College of Arts and Sciences
- Laura Gorfkle
Director of Women Studies
- Lyn Gray
International Programs
- Randy Grayson
College of Agriculture and Life Sciences
- Eileen Hitchingham
Dean of Libraries
- Jermaine Holmes
Athletics
- Cathy Jacobs
Office of Family and Work/Life Resources
- Milko Maykowskyj
Staff Senate
- Niki Parker
College of Veterinary Medicine
- Barbara Pendergrass
Commission on Student Affairs
- Martha Johnson Reifsneider
Graduate School
- Barry Simmons
Scholarships and Financial Aid
- David Travis
Virginia Cooperative Extension

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A special debt of gratitude is owed to Elyzabeth Holford, former Director of the Equal Opportunity and Affirmative Action Office; Pat Hyer, Associate Provost; and Myra Gordon, Associate Dean, College of Arts and Sciences. Each provided leadership for either the initiation of the studies that produced the data used to develop this plan or for the creation and development of some of the tools for plan implementation. Appreciation also goes to Robin Atkins in the Office of Multicultural Affairs for providing excellent support through many drafts of the plan.

A MESSAGE FROM THE PRESIDENT

TO THE UNIVERSITY COMMUNITY:

As the 20th century closes, Virginia Tech can be proud of the progress it has made in becoming one of the major land-grant research institutions in the country. While currently highly ranked in many important areas, the level of educational excellence provided by our university continues to be challenged by changing times, changing needs, and a changing populace. Perhaps the most important and consistent features of the work we must do to meet these challenges can be summed up in two words: *access* and *quality*.

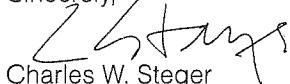
It is expected that Virginia Tech will continue to increase its contributions to the commonwealth's difficult but important task of making higher education available to all citizens who qualify to participate. If we are to maintain our leadership role at local, state, and national levels, *access* must be both a motivating factor for and an expected outcome of the work we do in the next decade. Further, we should be clear about how access to educational opportunity plays itself out in an environment of changing demographics, funding circumstances, technological advances, research priorities, and teaching and curricular imperatives. Our capacity to increase access will depend in part on our ability to address the growing range of differences in the cultural and economic backgrounds of our students, staff, and faculty.

Quality is another important area of focus for us. Our commitment for the new century to position this university among the top 30 institutions of its kind is not only an appropriate goal, but also a fundamentally necessary one. Continued support by parents, employers, donors, and policymakers will depend in large part on our ability to demonstrate value to a variety of constituencies. One indicator of excellence used by these constituent groups is the type of student we graduate. More and more, our graduates are expected to be both technically and interpersonally effective as contributors and leaders in their chosen professions. Therefore, in addition to the discipline-based skills they acquire in the course of their experiences at Virginia Tech, we must guarantee that our students have an opportunity to develop competencies in interpersonal relations and to broaden their knowledge and skills through positive exposures to multicultural perspectives. Our students will be poorly prepared for the global economy if they do not have multicultural competencies.

The University Diversity Strategic Plan is our guide to assuring that issues of equity, diversity, and multiculturalism are ongoing considerations as we implement our important academic, research, and outreach goals and initiatives. One of the reasons for Virginia Tech's success to date is our ability to be thoughtful about what we want to do, to take responsibility for getting it done, and to hold ourselves mutually accountable for making reasonable progress over a specified period of time. This plan provides us with an opportunity once again to demonstrate the efficacy of this process.

I call on all members of the university community to be thoughtful, responsible, and accountable for making Virginia Tech an institution that provides a high quality education in an environment that is welcoming, nurturing, and equally beneficial to all.

Sincerely,



Charles W. Steger

A MESSAGE FROM THE VICE PRESIDENT FOR MULTICULTURAL AFFAIRS

TO THE READER:

As prognosticators get closer to the reality of the predictions they made two decades ago, some are realizing that their population projections, especially with regard to race and ethnicity, may have been too conservative after all. According to the Education Testing Service, 80 percent of the enrollment growth in higher education between 1995 and 2015 will be Hispanic, Asian-American, and African-American. It is clear that Virginia Tech's student enrollment must begin to reflect these demographic changes now if we as a public university expect to benefit from that growth.

Although population demographics are changing rapidly, social scientists continue to puzzle over the apparently contradictory evidence on the status of and the climate for positive intergroup relations in this country. For example, the National Conference for Community and Justice is about to release its second "Taking America's Pulse" report, which details the nature of America's interracial and interethnic relations today. Among the findings cited in the report are the following:

- In terms of social change during the past decade, intergroup relations have shown mixed trends.
- A plurality or more of Americans perceive that a great deal or some discrimination occurs against all examined groups except for whites.
- More interracial/interethnic contact is reported with all races/ethnicities in 2000 than in 1993.
- Assessments of intergroup relations are markedly different across racial and ethnic groups.

The data in this report mirror to some extent the results of climate surveys conducted here at Virginia Tech, especially the disparity in perceptions among various groups and the far more negative perceptions of respondents from underrepresented groups. A less than supportive and nurturing climate, compounded by very low numbers of students,

faculty, and staff from underrepresented groups, makes our efforts to be more inclusive and supportive of a wide variety of groups all the more difficult.

The University Diversity Strategic Plan, initiated in January 1999, is a tool to help us deal with these conditions. It grew directly from a variety of assessment and planning activities designed to determine where we were and where we needed to be with respect to the participation of women, racial/ethnic minorities, people with disabilities, and other underrepresented groups within the university community. (Supporting data and research on the benefits of diversity can be found in Appendices A and B.) This plan closely aligns with the *Implementation Plan of the Academic Agenda* and the university's six strategic directions. We believe it both illuminates and supports the diversity and multicultural aspects of the mission, as well as the core values of the university. (Appendix C)

Working with faculty, staff, and students, the Office of Multicultural Affairs sponsored or helped coordinate at least nine universitywide forums and meetings in which status and climate data were shared and recommendations for improvement goals were solicited. Toward the end of this 18-month period, 16 administrative units, including the eight colleges, were invited to develop their own local diversity plans using the five major goals of the University Diversity Strategic Plan as a guide or framework.

In the course of our work, we have endeavored to stimulate an extensive dialogue on the challenges, successes, and benefits of diversity, and the application of multicultural perspectives in our teaching, learning, living, and work activities. In addition to carefully crafting the various tasks associated with each of the strategic plan's five goals, we have set the stage for the identification, development, and/or refinement of important tools and resources needed to assure achievement at the end of the five-year period of the plan. (Appendix D)

Of course, none of this would have been possible without the commitment and dedication of hundreds of members of the university family—too many to individually identify here. However, the Office of Multicultural Affairs is grateful for the cooperative and collaborative spirit of all those who helped bring us to this point. The University Diversity Strategic Plan is truly a consensus of our best thinking on how we can create and sustain a quality learning community at Virginia Tech that is not only welcoming to all, but also exemplifies excellence, equity, and effectiveness in all its endeavors.

Sincerely,



Benjamin Dixon

UNIVERSITY DIVERSITY PLAN
Mission Statement

The faculty, employees,
and students of Virginia
Tech seek to

- Develop and sustain an increasingly diverse and inclusive community of learners;
- Develop an appreciation for and understanding of the benefits of a multicultural perspective; and
- Establish a set of policies, programs, practices, and resources necessary to achieve excellence, equity, and effectiveness in the research, teaching and learning, and outreach activities of the university.

VISION STATEMENT

Virginia Tech's motto *Ut Prosim* (That I May Serve) inspires every member of the university community to develop an appreciation of the *values* and *obligations* of productive citizenship and the responsibilities of leadership while promoting personal and intellectual growth. While the motto remains as relevant today as it has for decades, the context for the practice of this value through citizenship and leadership is dramatically changing as we enter the 21st century.

An evaluation of future trends clearly indicates that the environment in which we all live is becoming increasingly multicultural, multiethnic, and diverse. The globalization of U.S. industry and the changing demographics of the U.S. population both suggest that our future will differ greatly from our past. Instilling in our students an appreciation of the values and obligations of productive citizenship requires high-quality learning environments that reflect the multicultural, multiethnic, and diverse character of the United States of America in the 21st century. Virginians—indeed all humankind—benefit to the extent that our students appreciate and value the ideas, concerns, and contributions of all people regardless of personal characteristics. This will be one of the dimensions by which productive citizenship will be measured. To assume the responsibilities of leadership, one must be able to understand the concerns of a global workforce—one consisting of many different races and of even more cultures and religions, a workforce that must effectively include both men and women in productive activities and decision making.

To continue to embrace *Ut Prosim* fully as our inspiration, Virginia Tech must guide its future so that it will become a university that not only accommodates, but also embraces and reflects, the diversity of opinions, races, and cultures that will most certainly be our future. Our goal must be to assure that each student's potential to make positive contributions to our society is not constrained but enhanced by the rich mosaic of differences that makes us who we are as a people. The university community must embrace diversity in a manner that will cause Virginia Tech's students to embrace it as well, thus strengthening their academic and personal skills and competencies so they can serve effectively. This is Virginia Tech's vision for the future.



STATEMENT OF UNDERSTANDINGS

As the 20th century ends and the 21st century begins, our national, state, and university communities face important changes in composition. In our larger society, women and racial and ethnic minorities will assume a role of greater prominence in the workforce and in society's leadership. This fact requires that we take steps to embrace the growth of a more diverse society both generally and within our university community. Our aim is to create a community of students, employees, and scholars in which all members are treated with respect.

As we move toward that goal, it is important that we understand the terminology used in regard to accomplishing it.

Diversity refers to the fact that our community, both locally and nationally, is comprised of many individuals, each having unique attributes based on a variety of social, physical, and cultural characteristics. Included among these attributes are race, class, ethnicity, religion, gender, age, sexual orientation, marital status, veteran status, disability, political affiliation, and national origin. The changing composition of our larger society demands that Virginia Tech prepare its students for life and leadership within an increasingly diverse society. The existence of diversity within our university community provides us with an opportunity to discover ways to integrate all individuals and groups into the larger community in a manner that respects and values their uniqueness while simultaneously advancing the university in its traditional activities of instruction, research, and public service.

Multiculturalism is a philosophy that recognizes, accepts, and integrates the contributions and achievements of all people into the social and economic fabric of the community in which they exist. Multiculturalism requires an understanding of and respect for the historical bases of the belief systems and traditions of various groups to develop their members socially, emotionally, spiritually, intellectually, and physically. Thus multiculturalism is an appropriate goal for fulfilling our land-grant mission and is an important element in the pursuit of excellence in instruction, research, and service.

Equal opportunity means that each individual is judged on his or her individual merit. Each individual is given an equal chance for employment, enrollment, and advancement. Individual merit and achievement should be determined independently and without bias toward the traits that resemble those of the person making the judgment. Equal opportunity requires that unrelated characteristics and criteria not be used to restrict opportunities. For example, within living memory, our state government seized, closed, and locked public schools rather than to desegregate them in accordance with the orders of the United States Supreme Court. The harmful effects of those policies and actions on significant numbers of Virginia students serve as a powerfully compelling reason for taking affirmative steps toward true equal opportunity both in our university community and in society at large.

Affirmative action is a tool used to facilitate equal opportunity. Affirmative action requires overt action and special effort to correct the effects of past discrimination, to eliminate present discrimination, and to prevent discrimination in the future.

Discrimination means the unequal treatment of people based on some characteristic other than individual merit and achievement. The historic fact that women, racial minorities, and others have been excluded from full participation in society and the full benefits of our educational system has deprived these individuals of their rights and systematically suppressed their talents. Affirmative action seeks to address these historic facts by expanding the range of talent available in our society and by increasing the diversity of the people and programs that our university serves. The long-term goal of affirmative action is to redress the inequities resulting from past and present discriminatory practices as a means of facilitating the attainment of equal opportunity for everyone. The vision of a university community that recognizes, values, and effectively manages differences can be achieved by embracing and moving beyond affirmative action to affirming the diversity among us as a people. To truly serve and fulfill our mission, we can accept no less.

THE STRATEGIC PLAN
STRATEGIC GOALS SUMMARY

1 Develop and implement activities and programs that are designed to *increase and enhance student, faculty, and staff diversity* at all levels of the university, with particular focus on racial/ethnic and gender differences.

2 Develop and implement activities and programs that are designed to *improve the university climate* for students, faculty, and staff and that are aligned with one or more of the University Core Values.¹

3 Identify and/or develop and implement a *comprehensive program of education and training* opportunities, made available to students, faculty, and staff and designed to include a review of legal issues, best practices, and research related to recognizing, valuing, and effectively managing differences.

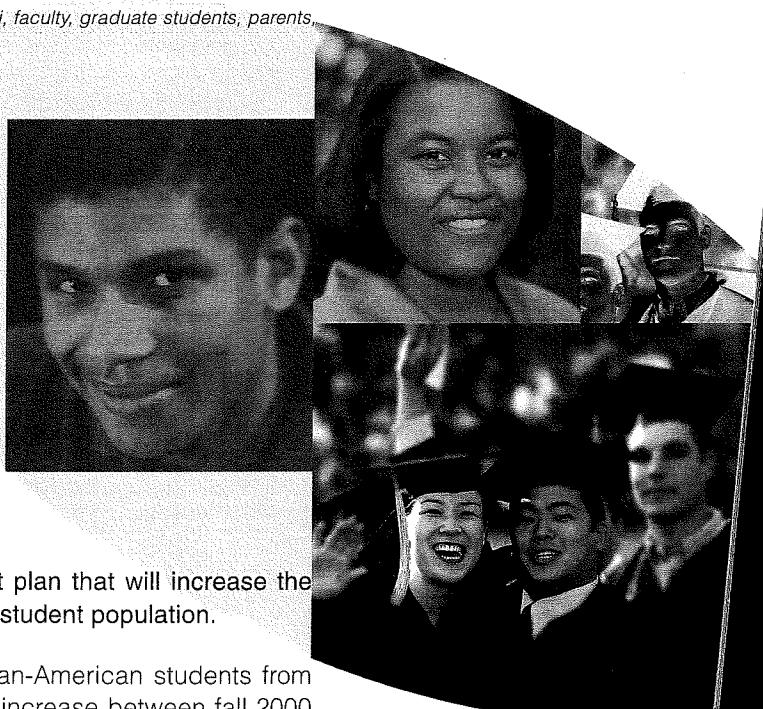
4 Design, develop, and implement a comprehensive *system of responsibility, accountability, and recognition* for increasing campus diversity, improving campus climate, and advancing the knowledge base for creating and sustaining a culturally diverse community of learners, teachers, researchers, and workers.

5 Develop both *internal and external collaborations and partnerships* that are designed to build capacity for extending diversity and multicultural education and related research to the broader community, businesses, and other organizations affiliated with and/or serviced by the university.

¹ Core Values were developed and adopted in 1995 following a survey of alumni, faculty, graduate students, parents, staff, and undergraduate students.

*goal
One*

Develop and implement activities and programs designed to *increase and enhance student, faculty, and staff diversity* at all levels of the university, with particular focus on racial/ethnic and gender differences.



TASK 1A: Develop a student recruitment plan that will increase the diversity of the undergraduate student population.

Measure: ① Increased number of African-American students from 860 to 1,032, or a 20 percent increase between fall 2000 and fall 2001.

② Increased percentage of underrepresented students in the undergraduate student body.

③ Greater focus and dedication of recruitment resources on selected geographical locations and ethnic/cultural communities with larger numbers of students from underrepresented groups.

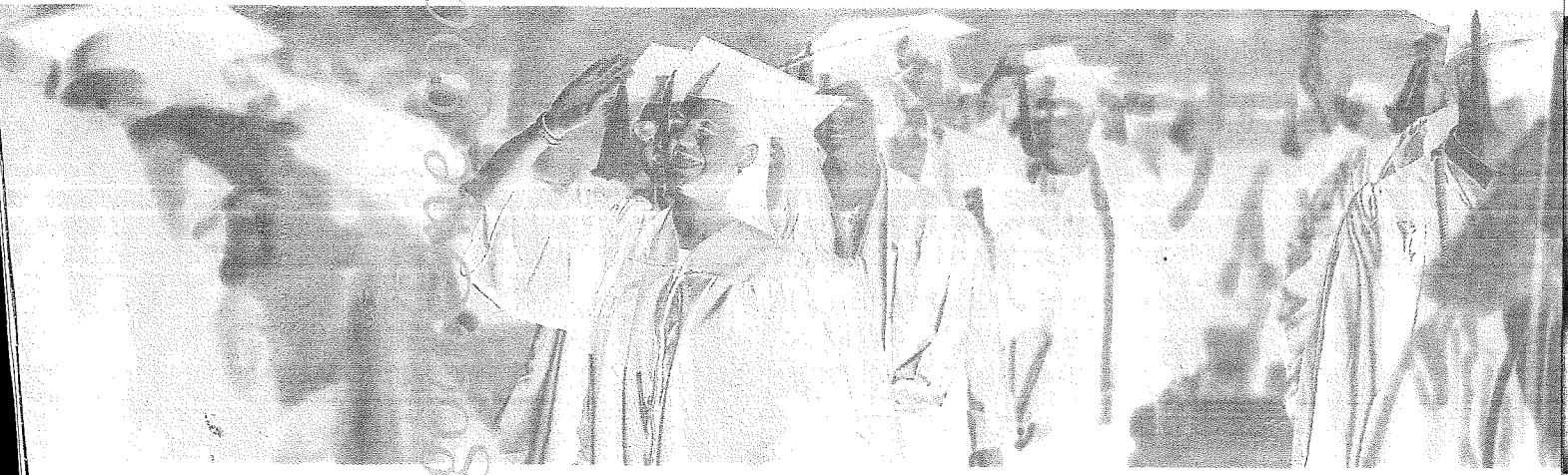
Assigned to: Vice Provost for Academic Affairs
Director of Undergraduate Admissions

Timeline: September 1, 2001

TASK 1B: Review and improve universitywide strategy for retaining underrepresented undergraduate students by

- i. Conducting an inventory and assessment of both department- and university-level academic assistance interventions at Virginia Tech.
- ii. Monitoring retention and graduation patterns of all undergraduate students, with focused attention on African-American students.
- iii. Implementing a program of improved undergraduate advising.

Measure:  Increased number of first-time freshmen and transfer students completing the first academic year with QCAs of 2.0 and above from 82.4 percent to 85 percent.



 Improved fall-to-fall retention rate from 88.2 percent to 89 percent.

 Improved six-year graduation rate from 71.3 percent to 78 percent.

Assigned to: Associate Provost for Retention and Academic Support

Timeline:  September 2001

 September 2001

 July 2006

TASK 1C: Develop new and innovative programs to increase enrollment, progression, retention, and placement of graduate students from underrepresented groups.

Measure:  Ten percent increase in number of graduate students of color.

 Two hundred additional tuition scholarships.

Assigned to: Associate Provost for Program Development
Associate Provost for Graduate Studies
Assistant Dean for Graduate Student Support Services
College Deans

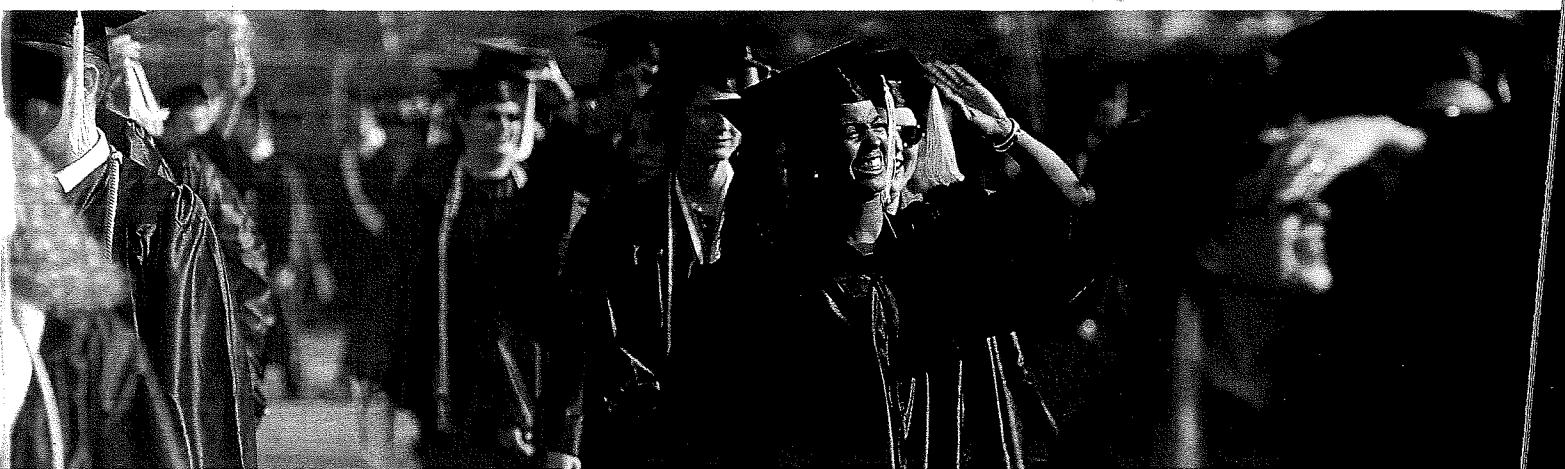
Timeline: September 1, 2002

TASK 1D: Institute a University Development campaign to support a scholarship program that would include strategies to increase diversity and maintain enrollment levels of incoming undergraduate and graduate students.

Measure: Endowment established; financial aid available.

Assigned to: Vice Provost for Academic Affairs
Vice President for Development and University Relations
College Deans

Timeline: September 1, 2001



TASK 1E: Strengthen faculty and staff search procedures so that females and members of other underrepresented groups are selected to participate on search committees, included in the pools of interviewed candidates, and hired.

Measure: 1) Increased proportion of new faculty who are female and/or members of underrepresented groups.
2) Increased proportion of new staff hires who are members of underrepresented groups.
3) Updated recruitment and hiring procedure documents.

Assigned to: Vice President for Multicultural Affairs
Director of Equal Opportunity and Affirmative Action
Assistant Vice President for Personnel
Senior Vice President and Provost
College Deans

Timeline: July 2001

July 2001

July 2000-pilot; July 2001 (full)

goalOne goalOne

TASK 1F: Identify and/or increase quantity and quality of outreach programs and activities that target youth of underrepresented groups and that are designed to enhance academic/career preparation and encourage college attendance.

Measure: Number of new or significantly enhanced initiatives at the college and department levels.

Assigned to: Vice Provost for Outreach
College Deans

Timeline: January 2001

TASK 1G: Establish outreach programs that focus on other higher education institutions—HBCUs, women's colleges, and community colleges—and activities to facilitate the transfer of students from underrepresented groups to Virginia Tech.

Measure: 1) Increase in the number and percentage of transfer students who are members of underrepresented groups.
2) Articulated Agreements for collaboration between Virginia Tech and selected colleges.

Assigned to: Vice Provost for Academic Affairs

Timeline: January 2001

goal2

Develop and implement activities and programs that are designed to *improve the university climate* for students, faculty, and staff and that are aligned with one or more of the University Core Values.

TASK 2A: Develop university-level incentive programs to support college/department/unit diversity-related initiatives.

Measure: ① Increase in number of programs supported at the university level in priority areas of recruitment/admissions and retention activities and in initiatives to improve university climate and cultural exposure.
② Establishment of at least one new incentive targeting or directly involving faculty and staff and one targeting or directly involving students.

Assigned to: Vice President for Multicultural Affairs

Timeline: January 2001

TASK 2B: Develop multi-year plans for long-term, sustainable collaborative projects that promote positive and supportive relationships between students and individuals from majority, underrepresented, and international groups.

Measure: Establishment of at least one new strategic alliance between the Office of Multicultural Affairs and

- The Cranwell International Center,
- University Outreach, and
- Alumni Relations.

Assigned to: Vice President for Multicultural Affairs

Timeline: January 2001

TASK 2C: Facilitate the design, development, and/or implementation of a variety of training programs for all faculty, staff, and students to improve the university climate.

Measure: Increase in the number of training and study programs, number of faculty members and staff who attend, and/or number of those who develop and offer programs that increase multicultural competence.

Assigned to: Vice President for Multicultural Affairs

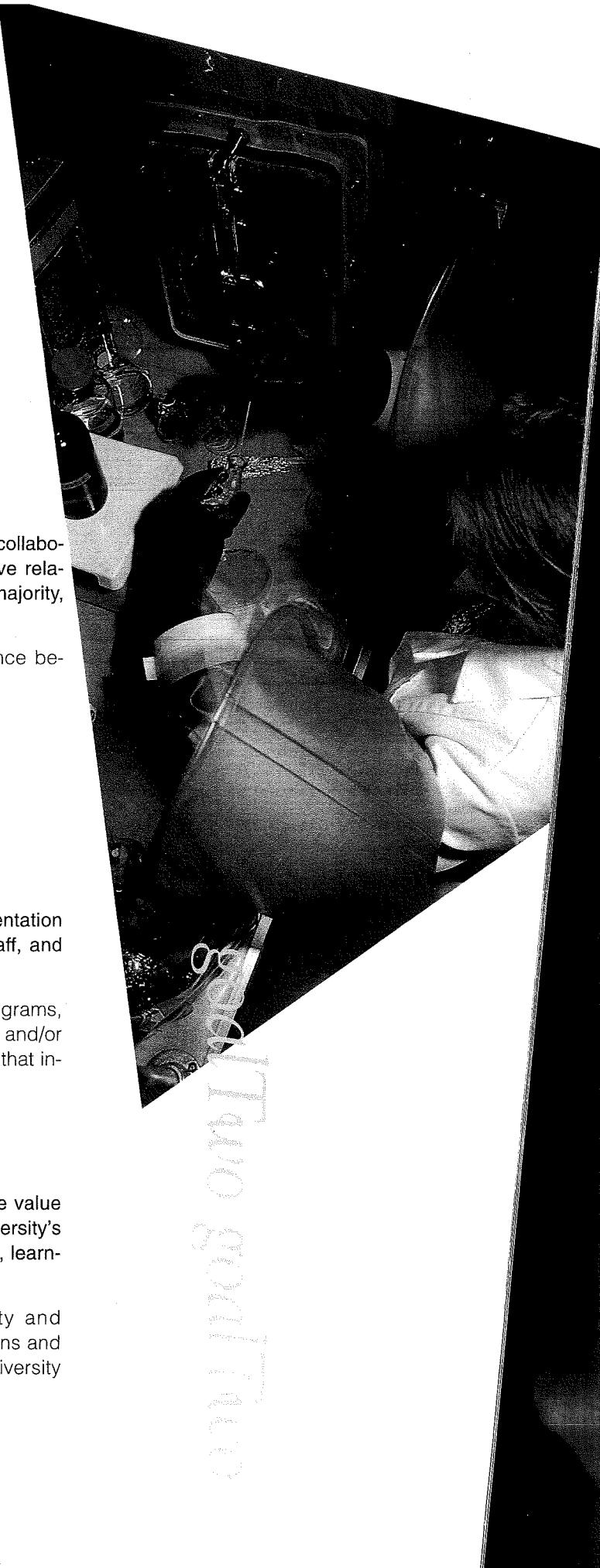
Timeline: Beginning July 2001

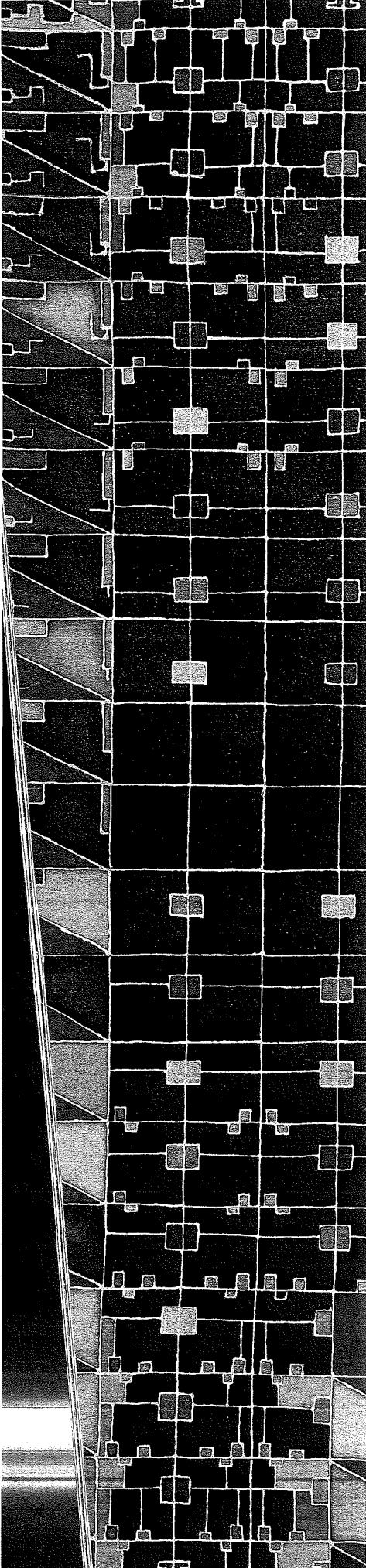
TASK 2D: Develop and/or improve materials that promote the value and benefits of diversity and that promote the university's efforts to create and sustain a welcoming teaching, learning, and working environment for all.

Measure: Increased attention to and focus on diversity and multicultural images and "messages" in publications and other marketing media developed at all levels of university operations and programs.

Assigned to: Vice President for Multicultural Affairs
Associate Vice President for University Relations

Timeline: June 2000 and ongoing





goal Three

Identify and/or develop and implement a *comprehensive program of education and training opportunities*, made available to students, faculty, and staff and designed to include a review of legal issues, best practices, and research related to recognizing, valuing, and effectively managing differences.



TASK 3A: Review the Core Curriculum and

- i. Document the courses that incorporate multicultural perspectives.
- ii. Increase the number of courses that incorporate multicultural perspectives.
- iii. Require all students to take at least one course that incorporates multicultural perspectives.

Measure: ① Report submitted to the Senior Vice President and Provost.

② Increase in the number of courses offered and number of students participating.

③ Change in the requirements for completing the Core Curriculum.

Assigned to: Associate Provost for Undergraduate Programs
College Deans

Timeline: September 2002

TASK 3B: Develop a comprehensive plan to provide a common, connected, and cohesive experience for students designed to improve academic performance, retention, and multicultural understanding.

Measure: ① Documented increases in the number of students participating in a first-year-experience program and demonstrating greater academic performance, retention, and multicultural understanding.

② Feasibility or evaluation studies of Senior Capstone Experience submitted by colleges.

Assigned to: Senior Vice President and Provost
Vice President for Student Affairs
College Deans

Timeline: July 2001

TASK 3C: Facilitate the design, development, and/or implementation of a variety of training programs for faculty and staff to increase their competence in working with diverse individuals and groups.

Measure: Number of training and study programs, number of faculty members and staff who attend, and/or number of those who develop and offer programs that increase multicultural competence.

Assigned to: Vice President for Multicultural Affairs

Timeline: Beginning July 2001

TASK 3D: Develop and offer intensive seminars for faculty to transform their courses to incorporate multicultural perspectives.

Measure: Number of courses certified through peer review as exemplary in their inclusion of multicultural perspectives.

Assigned to: Vice President for Multicultural Affairs
Center for Excellence in Undergraduate Teaching

Timeline: April 2001

TASK 3E: Develop a universitywide Research Agenda related to diversity and multicultural issues and identify incentive, reward, and/or recognition programs and related resources that support the implementation of this agenda.

Measure: Publication of a Research Agenda related to diversity and multicultural issues.

Assigned to: Vice President for Multicultural Affairs
Vice Provost and Dean of the Graduate School

Timeline: January 2001

goal Four Design, develop, and implement a comprehensive system of responsibility, accountability, and recognition for increasing campus diversity, improving campus climate, and advancing the knowledge base for creating and sustaining a culturally diverse community of learners, teachers, researchers, and workers.

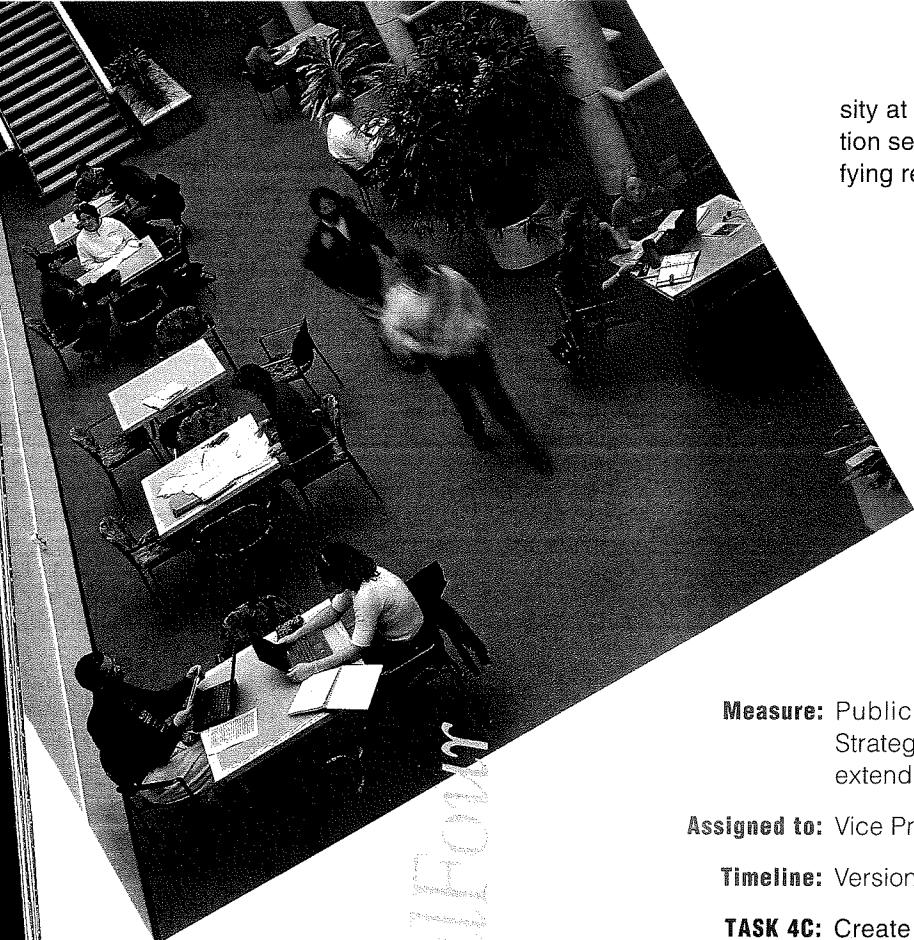
TASK 4A: Update and institutionalize an initial diversity assessment and establish a continuous improvement process, characterized by periodic faculty, staff, and student surveys; diversity programs inventories; and other assessments that provide information on areas needing improvement and areas of success.

Measure: Publication and dissemination of assessment and inventory results and establishment of committees and task forces to design and recommend improvement strategies and identification of successful approaches that should be sustained.

Assigned to: Vice President for Multicultural Affairs
Associate Provost for Academic Administration

Timeline: April 2000 and ongoing

TASK 4B: Review and update the University Diversity Strategic Plan as a tool to monitor goal-achievement in the area of diver-



sity at all levels of the university, consistent with the direction set by the Academic Agenda and as a guide for identifying resources to support and sustain diversity initiatives.

Measure: Publication and dissemination of Updated Diversity Strategic Plan, with revised and/or new goals or tasks that extend the plan two additional years (2004, 2005).

Assigned to: Vice President for Multicultural Affairs

Timeline: Versions: draft, September 2003; final, December 2003

TASK 4C: Create a task force to review diversity and multicultural aspects of faculty roles and rewards, emphasizing areas such as evolving definitions of scholarship, the teaching evaluation process, differentiated staffing expectations, and the relationship of departmental expectations to college and university work.

Measure: Incorporate recommendations of task force to address issues of current concern and planning of future development.

Assigned to: Senior Vice President and Provost
Vice President for Multicultural Affairs
College Deans

Timeline: Task Force recommendations by September 2001; implementation plan to follow in AY 2001-2002

goal 5

Develop both *internal and external collaborations and partnerships* that are designed to build capacity for extending diversity and multicultural education and related research throughout the university and to the broader community, businesses, and other organizations affiliated with and/or serviced by the university.

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TASK 5A: Facilitate the development of courses, programs, and research projects—both on campus and off—that support diversity training and multicultural education for working professionals in government, industry, and education.

Measure: 1) Creation and marketing of at least two courses, programs, and/or research projects for targeted audiences/clients in government, industry, and education.

2) Collaborative agreements established with other university units—e.g., Division of Continuing Education, Office of Family and Work/Life Resources, and various university institutes and centers—to develop and/or disseminate products and services resulting from the implementation of this task.

Assigned to: Vice President for Multicultural Affairs

Vice Provost for Outreach

Timeline: July 2001

TASK 5B: Strengthen ties with local communities by involving individuals and organizations from those communities in university-sponsored or supported programs and by supporting community efforts to create and sustain a welcoming environment for all.

Measure: Increase in the number and type of offerings, events, and programs made available to the community and/or formally supported by one or more units within the university.

Assigned to: Vice President for Multicultural Affairs

Vice Provost for Outreach

Timeline: June 2000 and ongoing

TASK 5C: Enhance existing and initiate new collaborations with HBCUs that provide mutual benefits for participating institutions and that contribute toward increasing access to and improving the quality of higher education opportunities for students of color.

Measure: Addition of at least two more programmatic connections between the university and HBCUs, particularly institutions within the commonwealth.

Assigned to: Senior Vice President and Provost

Vice President for Multicultural Affairs

Timeline: July 2003

TASK 5D: Establish partnerships with corporations and other institutions to collaborate on issues related to the identification and implementation of effective diversity management practices.

Measure: Increase in the number of external organizations working with university entities on diversity or multicultural-related matters.

Assigned to: Vice President for Multicultural Affairs

Timeline: July 2003

A p p e n d i x A

SUMMARIES OF CLIMATE AND STATUS DATA

THE FACULTY ASSESSMENT OF CAMPUS CLIMATE EXECUTIVE SUMMARY

The Faculty Assessment of Campus Climate survey was mailed in March 1998 to 2,648 salaried faculty members working at least one-half time. The overall response rate was 50 percent. The results were analyzed by location (on and off campus), gender, and race/ethnicity. Responses from faculty members with disabilities and gay, lesbian, and bisexual faculty members were also analyzed and reported separately. Figure 1 summarizes the overall level of positive response (agreement) for the 15 major dimensions of the survey and then contrasts the responses of white male faculty with those of respondents of "minority status," including women, faculty of color, and non-heterosexual males.



The following points are among the critical findings of the survey:

- There was near universal agreement that diversity was good for Virginia Tech and should be actively promoted (94 percent). However, other statements concerning the importance of diversity or the means to achieve it received far less support. For example, 40 percent of on-campus faculty members felt that Virginia Tech was placing too much emphasis on diversity; 56 percent felt that one problem with diversity was the admission of under-prepared students; and 44 percent were concerned that affirmative action would lead to hiring less qualified faculty members (see Figure 2).
- More than 90 percent of respondents strongly or somewhat agreed that their work relationships with colleagues were good. These strong, positive relationships exist across gender and race/ethnicity.
- The departmental climate for various groups and the professional treatment experienced by faculty members within their department were judged more positively than the university climate.
- White male faculty members generally felt that women and faculty of color were adequately represented on committees and were given the same opportunities for administrative positions, but women and faculty of color did not share these perceptions.
- On-campus women respondents assessed every aspect of the climate less positively than did men. While only a third of women respondents rated the university climate relatively non-sexist, more than two-thirds of men perceived the climate for women as positive (see Figure 3). Perhaps not surprisingly, women experienced discrimination or harassment more frequently than men, but they also observed problems related to race/ethnicity, sexual orientation, and other aspects of diversity more often than men. They were also more critical of the university's efforts and commitment related to diversity and more knowledgeable about and willing to participate in diversity-related programming than their male colleagues.

A

POSITIVE ATTITUDES TOWARDS
DIMENSIONS OF CAMPUS CLIMATE:
PERCENT AGREEMENT BY
ON-CAMPUS FACULTY MEMBERS

► **FIGURE 1 : PERCENT AGREEMENT**

PROFESSIONAL TREATMENT



SOCIAL ACCEPTANCE



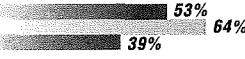
DIVERSITY EFFORTS



DEPARTMENT CLIMATE FOR GROUPS



UNIVERSITY CLIMATE FOR GROUPS



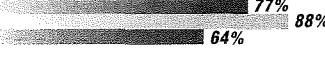
REPRESENTATION ON COMMITTEES/ADMINISTRATION



ATTITUDES TOWARD DIVERSITY



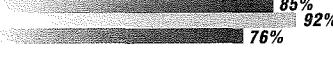
COMMITMENT OF UNIVERSITY



RACE RELATIONS



GENDER/AGE/RELIGION/SEX ORIENTATION (NEVER EXPERIENCED UNFAIR TREATMENT)



RACE/ACCENT/ORIGIN (NEVER EXPERIENCED UNFAIR TREATMENT)



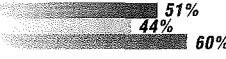
INCIDENTS (NEVER OBSERVED)



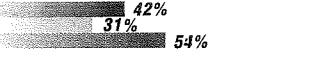
PRESSURE TO REMAIN SILENT (NEVER PRESSURED)



FAMILIARITY WITH DIVERSITY PROGRAMS



INTEREST IN DIVERSITY WORKSHOPS



■ TOTAL ON CAMPUS FACULTY RESPONSES
■ WHITE, HETEROSEXUAL MALES
■ WOMEN, FACULTY MEMBERS OF COLOR & NON-HETEROSEXUAL MALES

CONCLUSIONS

Among the conclusions of the Faculty Assessment of Campus Climate most relevant to the University Diversity Strategic Plan are the following:

- Responses by race/ethnicity reveal a deep divide and serious problems for Virginia Tech, with African-Americans the most seriously dissatisfied.

CONCLUSIONS (Continued) ➤ Whites tend to be relatively unaware of the extent of racism perceived in the university climate by African-Americans. And men perceive the environment as far more supportive of women than do women themselves.

- The relatively low level of interest expressed by white males in learning about diversity suggests that the extent of dissatisfaction expressed by women and minorities is not well recognized or appreciated as an institutional or personal priority for change.

Figure 2: ATTITUDES

- *40% agree that Virginia Tech is placing too much emphasis on diversity.*
- *56% agree that diversity may lead to admission of underprepared students.*
- *44% agree that affirmative action leads to hiring less qualified faculty and staff.*
- *White males hold these opinions in significantly higher proportions than women or faculty of color.*

Figure 3:

UNIVERSITY CLIMATE CONCERNING SEXISM: ON-CAMPUS RESPONDENTS, FACULTY ASSESSMENT

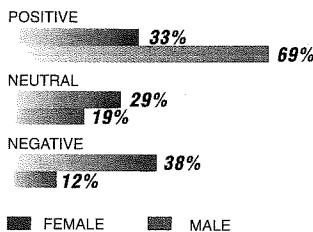


Figure 4:

UNIVERSITY CLIMATE CONCERNING RACISM: ON-CAMPUS RESPONDENTS, FACULTY ASSESSMENT

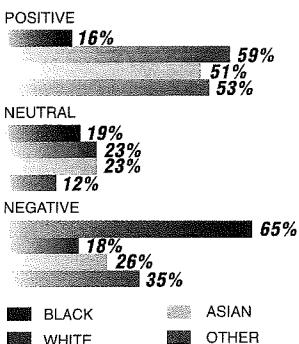


Figure 5:

MUST CHANGE PERSONAL CHARACTERISTICS TO FIT IN, UNIVERSITY CLIMATE & ATTITUDES

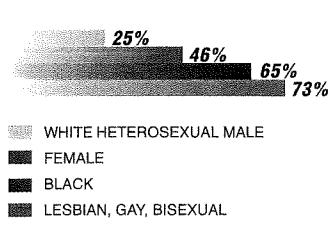
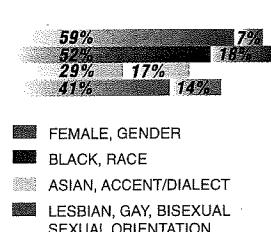


Figure 6:

UNFAIR TREATMENT, PERSONAL EXPERIENCE WITH DISCRIMINATION



HIGHLIGHTS FROM THE FACULTY AFFIRMATIVE ACTION REPORT

The Provost's Office annually reviews and assembles data concerning women and minorities at Virginia Tech to highlight trends over the past five years and determine areas of concern. These data are also used to complete reports for state and/or federal agencies. Among the highlights of the fall 1999 report are the following:

- The number of new tenure-track faculty hired during 1999—83—is the largest number hired in any one year during the 1990s. The number of full-time tenured and tenure-track faculty (1,387) has now returned to the size more typical of the early 1990s.
- From fall 1995 to fall 1999, the number and percentage of tenured and tenure-track women faculty increased from 217 to 277 (16 percent to 20 percent). Growth in the number and proportion of women varies from college to college, with the greatest increase occurring in the College of Human Resources and Education and the least change occurring in the College of Agriculture and Life Sciences. The College of Engineering has doubled the number of women in tenure-track positions from 9 to 19 over the five-year period. The percentage of women in administrative and professional roles outside the colleges remained the same over the five-year period (33 percent of administrative and 48 percent of professional faculty positions). See Figures 7 and 8.

FIGURE 7: Number and Percent Tenured & Tenure-Track Women Faculty* by College
Fall 1995 and Fall 1999

| | Fall 95 | | Fall 99 | | |
|--------------------------------|------------|-----------|------------|-----------|----------|
| | No. | % | No. | % | % Change |
| Agriculture | 22 | 10 | 24 | 11 | 1 |
| Architecture & Urban Studies | 15 | 21 | 20 | 26 | 5 |
| Arts & Sciences | 80 | 18 | 93 | 21 | 3 |
| Business | 17 | 19 | 23 | 24 | 5 |
| Engineering | 9 | 4 | 19 | 7 | 4 |
| Human Resources & Education | 61 | 42 | 78 | 51 | 8 |
| Natural Resources | 2 | 4 | 4 | 8 | 4 |
| Veterinary Medicine | 11 | 15 | 16 | 20 | 5 |
| Total Academic Colleges | 217 | 16 | 277 | 20 | 4 |

*(full-time faculty only)

FIGURE 8: Percent Women Faculty* by Type of Appointment
Fall 1995 and Fall 1999

| | 8 Academic Colleges | | Administrative Areas | | |
|----------------------------------|---------------------|------------|----------------------|------------|--|
| | Fall 95 | Fall 99 | Fall 95 | Fall 99 | |
| Tenured & Tenure Track | 16% | 20% | 19% | 40% | |
| Non-Tenure Track | 36% | 39% | 29% | 23% | |
| Administrative | 36% | 43% | 33% | 33% | |
| Professional (combined w/ admin) | | | 48% | 48% | |
| Total | 22% | 26% | 43% | 44% | |

*(full-time faculty only)

FIGURE 9: Percent Minority Faculty* by Type of Appointment
Fall 1995 and Fall 1999

| | 8 Academic Colleges | | Administrative Areas | | |
|----------------------------------|---------------------|-----------|----------------------|------------|--|
| | Fall 95 | Fall 99 | Fall 95 | Fall 99 | |
| Tenured & Tenure Track | 9% | 10% | 13% | 30% | |
| Non-Tenure Track | 13% | 8% | 12% | 9% | |
| Administrative | 9% | 7% | 3% | 6% | |
| Professional (combined w/ admin) | | | | | |
| Total | 10% | 9% | 13% | 12% | |

*Minority faculty includes black, Asian, Hispanic, and American Indian faculty who are U.S. citizens or permanent residents.

FIGURE 10: Full-time Minority Faculty by Appointment Type and Race/Ethnicity, Fall 1999

| | Amer Indian | | Asian | | Black | | Hispanic | | Total Minority | Total | Note |
|-----------------------------------|-------------|----------|------------|----------|------------|-----------|-----------|----------|----------------|-----------|---|
| | No. | % | No. | % | No. | % | No. | % | | | |
| 8 Academic Colleges | | | | | | | | | | | |
| Tenured & Tenure Track | 4 | 0 | 80 | 6 | 34 | 2 | 14 | 1 | 132 | 10 | 1387 (asst, assoc, full professors) |
| Non-Tenure Track | 0 | 0 | 21 | 4 | 12 | 2 | 7 | 1 | 40 | 8 | 499 (research fac, visitors, instructors) |
| Admin/Professional (combined) | 0 | 0 | 1 | 2 | 3 | 5 | 0 | 0 | 4 | 7 | 61 (deans, assoc/asst deans, prof staff) |
| Total Academic Colleges | 4 | 0 | 102 | 5 | 49 | 3 | 21 | 1 | 176 | 9 | 1947 |
| Administrative Areas | | | | | | | | | | | |
| Tenured & Tenure Track | 0 | 0 | 1 | 10 | 2 | 20 | 0 | 0 | 3 | 30 | 10 (research centers) |
| Non-Tenure Track | 0 | 0 | 3 | 5 | 3 | 5 | 0 | 0 | 6 | 9 | 64 (research centers) |
| Administrative | 1 | 1 | 0 | 0 | 4 | 4 | 1 | 1 | 6 | 6 | 94 (VPs, vice prov, immed staff, dir/major units) |
| Professional | 0 | 0 | 2 | 0 | 70 | 12 | 3 | 1 | 75 | 13 | 592 (Extension, stu affairs, athletics, lib, acad support, gen admin, outreach, info sys, etc.) |
| Total Administrative Areas | 1 | 0 | 6 | 1 | 79 | 10 | 4 | 1 | 90 | 12 | 760 |
| Total University | 5 | 0 | 108 | 4 | 128 | 5 | 25 | 1 | 266 | 10 | 2797 |

- The number of minorities among the total faculty remains virtually the same as in fall 1995, and the proportion of minority faculty has decreased from 10.5 percent to 9.8 percent as a result of growth in the overall size of the faculty. See Figure 9. The number of Asian faculty decreased from 126 to 108 over the five-year period. The number of Asian faculty holding tenured and tenure-track positions actually increased, while the number of Asians among the special research faculty in the colleges and research centers decreased. All other groups increased in number over the five-year period. Figure 10 gives the breakdown by race/ethnicity for faculty as of fall 1999.
- The number of African-American tenured and tenure-track faculty members increased from 31 in fall 1998 to 34 in fall 1999 (2.5 percent of the total). The number of African-Americans in executive/administrative positions outside the academic colleges also increased from 3 percent in fall 1995 to 6 percent in fall 1999.

THE STAFF ASSESSMENT OF CAMPUS CLIMATE

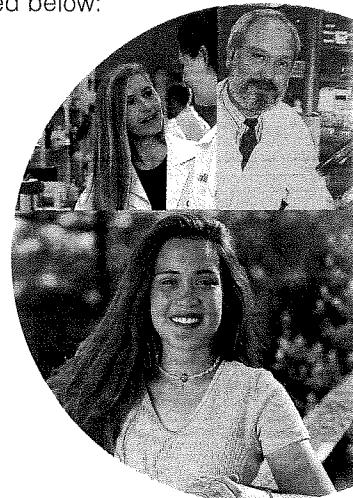
The Staff Assessment of Campus Climate survey was mailed in March 1998 to 3,239 classified staff members at Virginia Tech. This sample included all salaried, full- or part-time, and restricted staff members working at least 50 percent. Both on- and off-campus staff members were included, as well as janitorial, buildings, and grounds employees. Completed surveys were returned by 1,636 individuals, or 50.6 percent of the eligible sample.

The survey analyzed nine dimensions of campus climate as listed below:

- 1 Climate for diversity
- 2 Familiarity with programs and services
- 3 Professional treatment
- 4 Insensitive materials
- 5 Attitudes towards diversity efforts
- 6 Unfair treatment
- 7 Workshop interest
- 8 Social acceptance
- 9 Representation on governance committees

Some survey findings follow:

- White staff members assessed the climate for underrepresented groups more positively than did members of any of those groups. For example, 65 percent of white staff members rated the university climate as relatively non-racist, while only 21 percent of black staff members perceived the climate to be positive regarding race (see Figure 11).
- Two-thirds of both male and female respondents rated their departmental climate as relatively non-sexist. Somewhat fewer rated the university climate relatively non-sexist, but again the differences between men's and women's perceptions on this measure were not significant (see Figure 12).
- There were significant gender differences on about half of the items asking about work relationships and the fairness of treatment on the job. However, the differences were not in the expected direction. Women were more positive than men about fair treatment and appreciation of their work by supervisors, as well as opportunities for career advancement.
- Almost half of the responding staff members had observed negative material or over-



heard insensitive comments about individuals from the Appalachian region.

- Many staff members from underrepresented groups reported receiving unfair treatment at least occasionally based on their group identity. Sixty-seven percent of African-Americans reported unfair treatment or harassment based on race/ethnicity and 54 percent of lesbian, gay, or bisexual staff members reported unfair treatment or harassment based on sexual orientation.

The responses from classified staff differed from patterns for faculty and students on some questions and dimensions (for example, the greater satisfaction among women than men concerning treatment by their supervisors as cited above). One possible explanation for this might be the relative gender segregation of the classified workforce, with men more likely to be employed in certain roles (maintenance, skilled crafts, and higher level managerial roles) and women more likely to be employed in clerical, administrative, and paraprofessional roles. Thus, the work environments themselves differ. Also, the classified staff as a whole, and the respondents to this survey, are more homogeneous in terms of race/ethnicity and other personal characteristics than the faculty or student respondents. Because of small numbers of racial/ethnic minorities, responses to questions concerning the university's involvement with diversity issues and relative health of race relations, among others, reflect primarily the dominance of the white perspective.

➤ **FIGURE 11:**
UNIVERSITY CLIMATE CONCERNING
RACISM: ON-CAMPUS RESPONDENTS,
STAFF ASSESSMENT

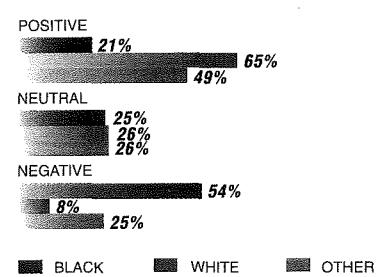
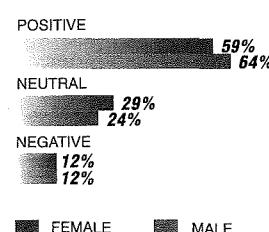


FIGURE 12:
UNIVERSITY CLIMATE CONCERNING
SEXISM: ON-CAMPUS RESPONDENTS,
STAFF ASSESSMENT



THE UNDERGRADUATE STUDENT ASSESSMENT OF CAMPUS CLIMATE

The Undergraduate Student Assessment of Campus Climate was mailed to 3,000 of the 13,174 eligible undergraduate students enrolled at Virginia Tech during the fall 1998 semester. Of the 2,895 deliverable surveys, 1,120 completed surveys were returned for an overall response rate of 38.7 percent. In order to obtain sufficient numbers of minority responses for comparisons across racial/ethnic groups, surveys were sent to all African-American, Asian-American, Hispanic-American and Native American undergraduate students.

- The survey identified 15 dimensions:
 - 1 General Virginia Tech climate for groups
 - 2 Interaction with faculty and administrators
 - 3 Racial/ethnic interaction on campus
 - 4 Social/interpersonal climate
 - 5 General diversity at Virginia Tech
 - 6 Affirmative Action/diversity attitudes
 - 7 Diversity teaching
 - 8 Insensitive/negative comments or experiences
 - 9 Lack of freedom to voice opinions
 - 10 Unfair treatment based on personal characteristics
 - 11 Fair treatment by groups
 - 12 Challenge derogatory remarks
 - 13 Proactive diversity behavior
 - 14 Derogatory comments
 - 15 Overall awareness of services and programs

FIGURE 13:
AFFIRMATIVE ACTION/
DIVERSITY ATTITUDES
PERCENT AGREEMENT

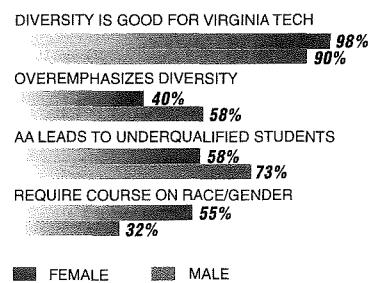
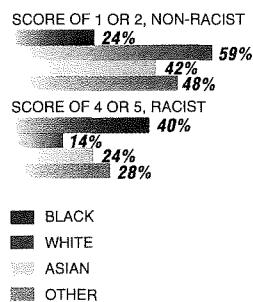


FIGURE 14:
RACIAL DIFFERENCES



Some findings from the survey of undergraduates follow:

- Undergraduate males (and white American males in particular) generally see a campus that is supportive, comfortable, and sufficiently diverse. In contrast, female undergraduate students (particularly African-American women) see a less inviting environment that is not especially supportive of minorities (i.e., anyone who is not white, male, heterosexual, Christian, and without disability) or that is conducive to interactions among students of different races.
- Female undergraduates also differ from males in their diversity-related conduct. Females are more likely to challenge others on derogatory remarks, participate in diversity-related events or programs, and refrain from making derogatory comments.
- While responses to some questions showed, overall, no significant difference by gender, this was not true when college was considered. Males and females are having differen-



tially satisfying experiences with faculty and varying levels of fair treatment by others (such as faculty and teaching assistants) depending on the college of their major. The differences were apparent in colleges that have the greatest disparity in male/female enrollment, for example, women in the College of Engineering and men in the College of Human Resources and Education, where the gender in the minority was less satisfied.

- Women were more likely than men to believe that diversity is good for Virginia Tech, and they expressed less concern about the emphasis placed on diversity and the potential of admitting under-qualified students through affirmative action programs (see Figure 13).
- In general, minorities see a less receptive climate, while white American respondents observe an institution where students are treated fairly and where diversity is actively promoted. And unlike the results based on gender, racial differences were pervasive across the colleges, with minority students consistently expressing less positive attitudes, regardless of college major.
- Although white American respondents differed in perceptions and experiences from all other racial groups on at least some climate dimensions, racial differences in general were most consistent and greatest in magnitude between African-American and white American students. For example, while 59 percent of white American respondents characterized the university climate as relatively non-racist, only 24 percent of African-Americans rated it similarly (see Figure 14). The gap in perceptions of race relations in the

A

classroom is also substantial: 35 percent of African-American, 56 percent of Asian-American, 60 percent of other minorities, but 78 percent of white Americans rated them as good or excellent. Nor are African-American students convinced that the university is committed to the success of students of different racial/ethnic backgrounds—only 36 percent agreed with this statement compared to 84 percent of white Americans.

- White American students are also more likely to have their comments or questions taken seriously by faculty members and to believe that faculty members respect students of different racial/ethnic groups than are members of underrepresented groups.
- African-Americans were just as likely as others to believe that they have a chance to succeed at Virginia Tech (94 percent versus 95 percent) but were more likely (40 percent) than whites (21 percent) to feel that they do not fit in very well with other students at Virginia Tech.



- Gays/lesbians/bisexuals differed significantly from heterosexuals on 11 of the 15 dimensions measured. For example, non-heterosexuals experienced unfair treatment based on sexual orientation far more often than heterosexuals (60 percent compared with 2 percent of heterosexuals), and they were the group most frequently constrained from expressing their candid opinions concerning particular minority group issues on campus. Gays and lesbians also seem to have a heightened sensitivity to the plight of other minority groups, and they tend to put a greater value on diversity as well as to engage in more active promotion of diversity.
- Students without disabilities were more likely to have positive interaction with faculty; reported more positive social interaction, such as opportunities to socialize with people "different from myself"; and were more likely to receive fair treatment by others, including faculty, staff, and other students. Students with disabilities observed insensitive remarks/materials more frequently, were more likely to feel silenced, reported higher levels of unfair treatment by others, and were more aware of programs and services.

CONCLUSIONS

Overall conclusions based on undergraduate student responses include the following:

- There is no single, uniformly perceived climate for diversity at Virginia Tech. One must consider multiple climates in terms of group membership based on gender, race, sexual orientation, disability status, and major (among others) and combinations of these characteristics.
- Overall, those in the majority, whether based on race, gender, sexual orientation, or disability status, tend to perceive a more positive climate and to be less sensitive to negative experiences of others. Conversely, those with minority status tend to show greater awareness of diversity issues, even when those issues do not directly affect them.
- Differences in perceptions based on race, particularly for African-Americans, and sexual orientation appear to be the most pervasive and of the greatest magnitude.
- Gender differences were significant for a number of dimensions in the survey. In some cases, overall differences between women and men were not significant, but when analyzed by college or race, the differences then became apparent. Thus, the interaction of gender and race, or gender and college major, was important to understanding the findings, whereas the differences based on race/ethnicity appeared to be significant across all colleges.

THE GRADUATE STUDENT ASSESSMENT OF CAMPUS CLIMATE

The Graduate Student Assessment of Campus Climate was mailed to 1,000 of 2,213 eligible graduate students enrolled at Virginia Tech during the fall 1998 semester. Of the 969 deliverable surveys, 470 completed surveys were returned for an overall response rate of 48.5 percent. In order to obtain sufficient numbers of minority responses for comparisons across racial/ethnic groups, surveys were sent to all African-American, Asian-American, Hispanic American and Native American graduate students. The survey included sections to gather information on students' perceptions of their departmental climate, the general climate at Virginia Tech, attitudes about diversity issues, experiences related to campus climate, familiarity with particular services and programs offered on campus, and demographic information.

Specific information on some of the results follow.

DIFFERENCES BY GENDER

- Male and female graduate students appear to hold remarkably similar views of the Virginia Tech campus climate. Of the 17 dimensions on which gender differences were examined, the only significant difference was with respect to whether or not respondents felt they were free to voice their opinions about various groups on campus.
- Male and female graduate students were in agreement regarding the overall climate for diversity at Virginia Tech with both rating various aspects of the climate in a generally positive way. These included a belief that the university has a climate that fosters diversity (73 percent) and that faculty and administrators are committed not only to increasing diversity at Virginia Tech (79 percent) but also to promoting respect for and understanding of group differences (77 percent).
- For African-Americans there was a considerable disparity in perceptions of males and females regarding the presence of faculty or administrator role models with most African-American males (73 percent) and only half of the African-American females feeling there are role models for them at Virginia Tech.

- The overwhelming majority of graduate students agreed that diversity is good for Virginia Tech. However, 27 percent of females and 38 percent of males felt that Virginia Tech is placing too much emphasis on diversity. Additionally, 44 percent of females and 59 percent of males believe that affirmative action leads to admission of under-qualified graduate students.
- The greatest gender-based difference in perception was related to the university's commitment to the success of female graduate students with more males (86 percent) than females (76 percent) indicating the university's commitment is satisfactory.
- Neither male nor female graduate students (55 percent and 49 percent, respectively) seem to think the level of racial/ethnic integration at Virginia Tech is optimal. Nor did they rate the out-of-class interaction among graduate students of different racial/ethnic groups very positively (58 percent of male and 52 percent of females).
- Approximately one third of all graduate students had heard derogatory comments or read insulting materials concerning racial/ethnic minorities, non-heterosexuals, and individuals from Appalachia.
- As a group, graduate students do not appear to be highly involved in proactive diversity-related behaviors. Fewer than one-third of either male or female respondents have attended non-classroom programs or activities about women's issues although women were more than three times as likely (26 percent) as men (8 percent) to attend such a program. Both men and women were more apt to attend a program or activity related to the history, culture, or social concerns of various racial and ethnic groups (31 percent of women and 25 percent of men).
- For the most part, Virginia Tech graduate students do not seem to be keenly aware of services available to particular student populations. Less than 50 percent were familiar with the Women's Center, Project SAFE, the Multicultural Center, Black Cultural Center, and Services for Students with Disabilities. They were most familiar with the Cranwell International Center with 57 percent of male and 53 percent of female respondents indicating at least some familiarity.

DIFFERENCES BY RACE

- Graduate student respondents were placed into four racial/ethnic categories: African-American, white American, international, and other (Asian-Americans, Hispanic Americans, and Native Americans).
- African-American females rated their social and interpersonal relations less favorably than did white American or other race students.
- Differences in perception were found in terms of the presence of sexism and racism in the department. More African-American (21 percent) and other race respondents (20 percent) believe their departments are racist in contrast to only 6 percent of white Americans.
- Three times as many African-American and international students as white Americans had been discriminated against at Virginia Tech because of their race.
- Most students in the four racial/ethnic groups thought that teaching opportunities as well as financial assistance are allocated fairly.
- There was some difference of opinion regarding the efforts of departments to recruit a diverse group of students. More international students (86 percent) than any other group



(white American, 78 percent; other, 68 percent; African-American, 61 percent) rated their departments positively in this regard.

- When considering the general climate for diversity at Virginia Tech, African-American graduate students observed a significantly less hospitable environment than any other racial group. Racial/ethnic differences were most contrary regarding the level of racism on campus with 58 percent of African-American, 26 percent of other race, 14 percent of white American, and 11 percent of international graduate student respondents characterizing Virginia Tech as racist.
- The same basic patterns of racial/ethnic differences were also evident in the way students rated the value of diversity/affirmative action and the quality of interactions with faculty and administrators. White American respondents were most likely to believe that Virginia Tech is placing too much emphasis on diversity (42 percent) and that affirmative action results in admission of under-qualified graduate students (58 percent) while most African-American respondents disagreed.
- Overall, international students were the group most likely to have been treated unfairly or harassed due to personal characteristics. This was due primarily to their being mistreated on the basis of national origin (21 percent) as well as their accent or dialect (26 percent).
- Most graduate students, regardless of race, find the faculty within their departments to be generally supportive and fair in their treatment of students.

DIFFERENCES BASED ON SEXUAL ORIENTATION

- Gay, lesbian, and bisexual graduate students do not generally seem to feel that their sexual orientation plays a role in their departmental treatment or in their interactions with faculty or students. However, they do see a fairly inhospitable climate overall for minority students at Virginia Tech, regardless of whether that minority status is based on race, gender, disability status, religious affiliation, etc.

Appendix B

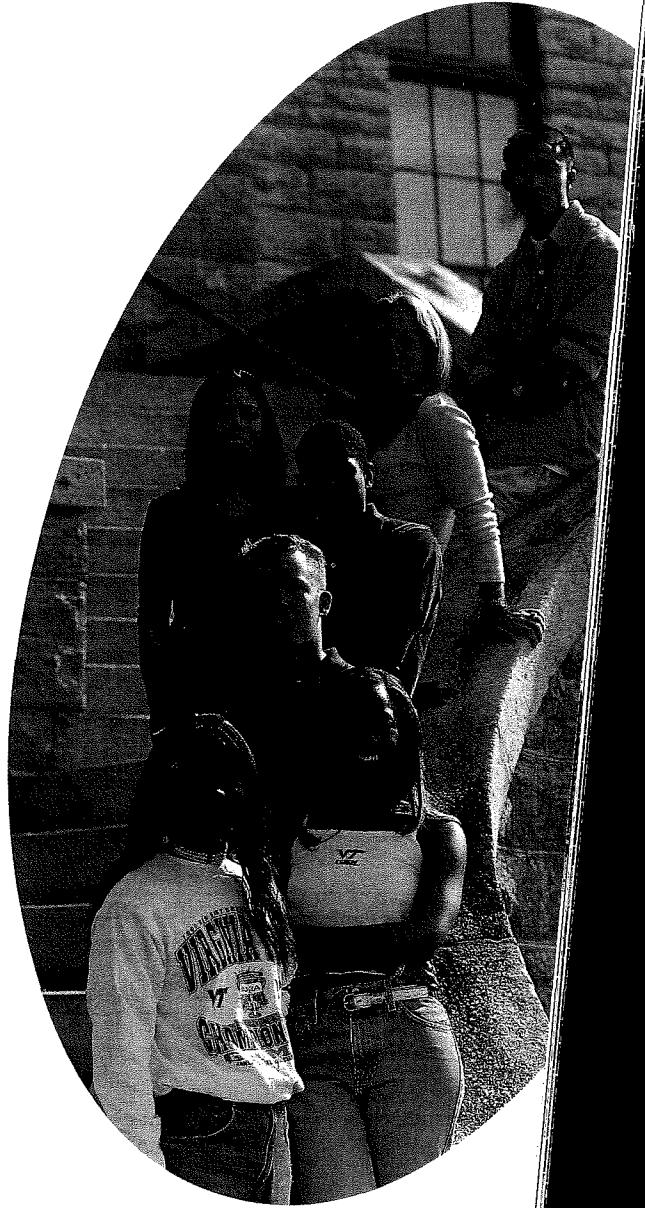
THE RESEARCH

DOES DIVERSITY MAKE A DIFFERENCE?**THREE RESEARCH STUDIES ON DIVERSITY IN COLLEGE CLASSROOMS:
EXECUTIVE SUMMARY²****WHY RACIAL AND ETHNIC DIVERSITY MATTERS**

The dramatic transformation in the composition of the student population of America's colleges and universities over the past generation is unparalleled in the history of Western higher education institutions. In the early 1960s, with the exception of those attending historically black colleges and universities, only a relative handful of Americans of color went to college in the United States; today, upwards of one in five undergraduates at four-year schools is a minority. That this revolution has led the way to the social and economic integration of millions of minority individuals into the mainstream of American life is remarkable, if unsurprising, because in the past 30 years, a college education has become almost prerequisite to advancement in our society. Equally remarkable, though less often recognized, are the contributions these individuals make, not only to American social, economic, and cultural vitality, but also to the academic, intellectual, and educational vigor of the college and university communities of which they are members. Nevertheless, the nation's march to full equality of educational opportunity for all its citizens is not over.

To increase access and expand the institutional diversity that results in enhanced social and educational outcomes, many higher education institutions have long engaged in such activities as the recruitment of underrepresented students, high school mentoring and tutorial programs, articulation agreements with community colleges, need-based financial aid awards, and race-sensitive admissions policies. Tools such as these are indispensable to achieving a diverse campus environment.

Taking race and ethnic origin into account in admissions decisions is one of the most controversial of these practices. Race-sensitive admissions were recognized and affirmed in Justice Powell's opinion in the 1978 Supreme Court decision in *Regents of the University of California v. Bakke*, but subsequent federal court decisions, popular referenda, and institutional policies responding to these recent mandates are forcing some colleges and universities—and threatening to force many others—to abandon race-sensitive admissions policies and to limit the educational value all students derive from learning in a diverse environment.

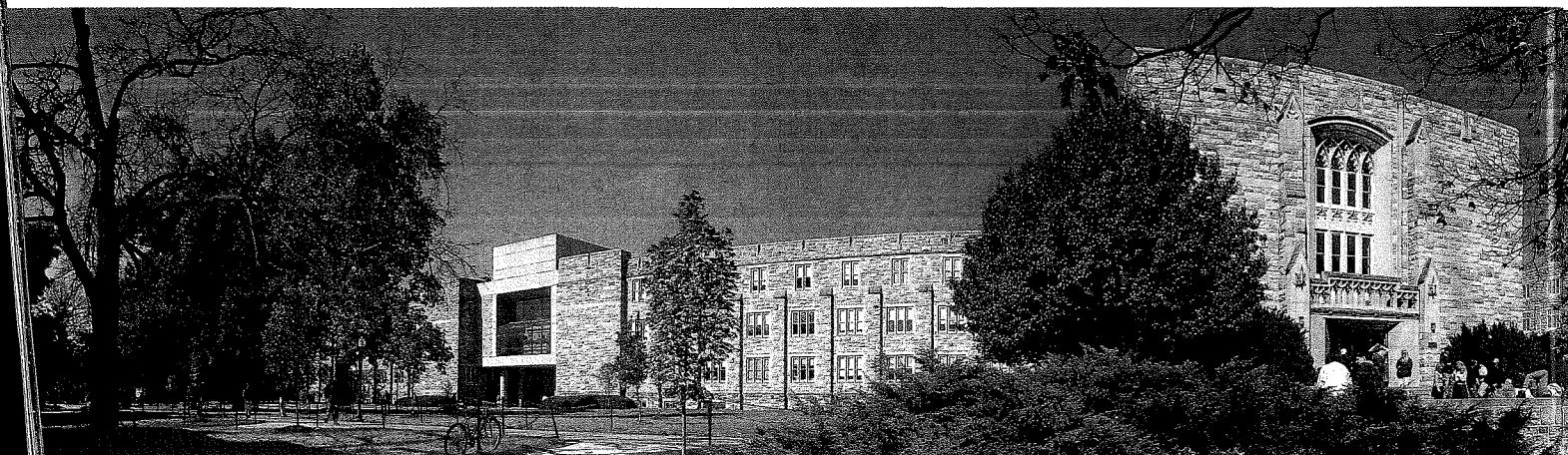


² Excerpts from *Does Diversity Make a Difference? Three Research Studies on Diversity in College Classrooms: Executive Summary* (Washington, D.C.: American Council on Education and American Association of University Professors), 2000. Used with permission.

The strong empirical evidence presented in this monograph, comprising three studies of college teachers' and students' attitudes toward and experiences with racial and ethnic diversity, demonstrate that campus diversity represents an educational benefit for all students—minority and white alike—that cannot be duplicated in a racially and ethnically homogeneous academic setting. The studies presented here strongly support the proposition that practices such as race-sensitive admissions lead to expanded educational possibilities and better educational outcomes for all students, regardless of race or ethnic origin.

WHAT THE RESEARCH SHOWS

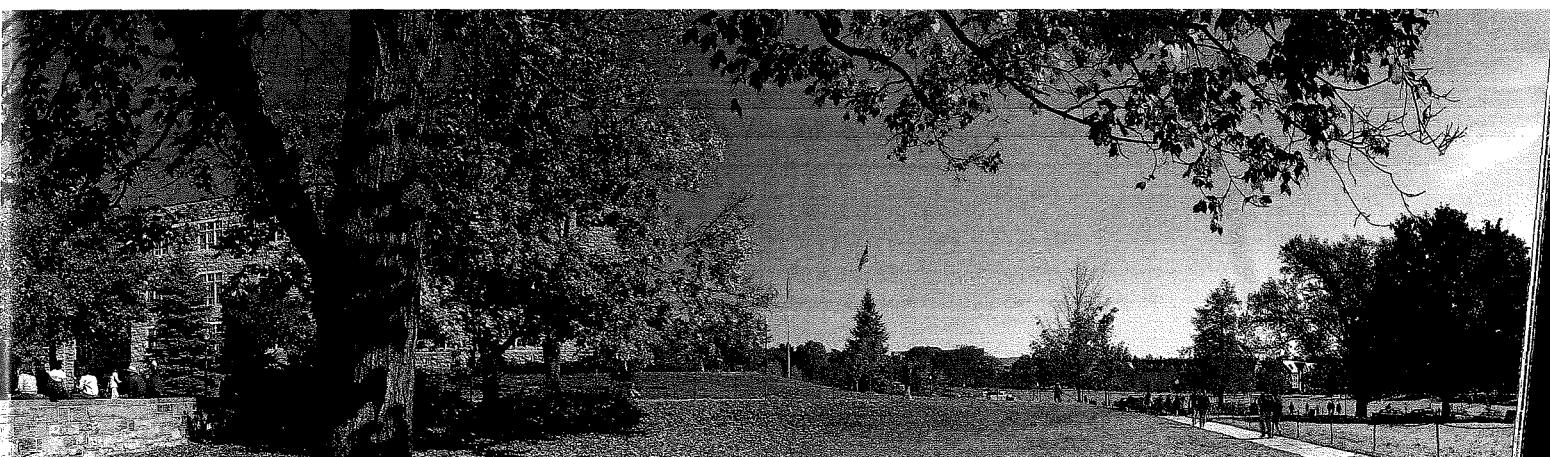
The findings outlined below are based on (1) analyses of data from more than 570 faculty members (out of a random sample of 1,210) using the Faculty Classroom Diversity Questionnaire, the first comprehensive survey ever conducted of the attitudes toward and experiences with racial and ethnic diversity of faculty members at America's leading research universities; (2) analyses of data from a similar survey of 81 faculty members at Macalester College in St. Paul, Minnesota; and (3) an in-depth, qualitative, multiple case



study of three interactive, multi-racial/multi-ethnic classrooms at the University of Maryland, College Park.

- Upwards of two-thirds of faculty members surveyed believe that their universities value racial and ethnic diversity.
- More than 90 percent of faculty members indicated that neither the quality of students nor the intellectual substance of class discussion suffers from diversity.
- Faculty members said that diversity helps all students achieve the essential goals of a college education, that positive benefits accrue from diversity in the classroom, and that white students experience no adverse effects from classroom diversity.
- The vast majority of faculty members reported that student diversity did not lead them to make significant changes in their classroom practices.
- Faculty members reported being well-prepared to teach diverse classes and feeling comfortable doing so, yet only about one-third of them raise issues of diversity or create diverse work groups.
- Women faculty members, more politically liberal faculty members, and faculty members of color have more positive views of the benefits of diversity than survey respondents as a whole, while full professors and faculty with more years of teaching have less positive views of the benefits of diversity than respondents generally.

- Each of America's top liberal arts colleges has as its core mission a range of developmental outcomes that focus on intellectual purposes in the service of social, personal, and ethical goals. Tolerance and diversity are central to the missions of well over half of these colleges.
- Fully 92 percent of Macalester College's faculty respondents said that having a racially or ethnically diverse student body is essential or very important to achieving the college's mission, while close to 90 percent disagreed with the view that an emphasis on racial and ethnic diversity has lowered the quality of the institution or the student body.
- Almost all Macalester survey respondents believe that a racially and ethnically diverse student body enhances the educational experience of all students.
- Forty percent of Macalester's classes had no African-American or Latino students in the semester in which the survey was administered, and U.S. students of color were the sole member of their racial or ethnic group in two-thirds of their classes.
- Racial and ethnic diversity in the classroom is necessary, but not sufficient in and of itself, for creating the most effective educational environment.



- Racial and ethnic diversity increases the educational possibilities of the classroom.
- Multi-racial/multi-ethnic classrooms enhance educational outcomes.

WHERE THE EVIDENCE POINTS

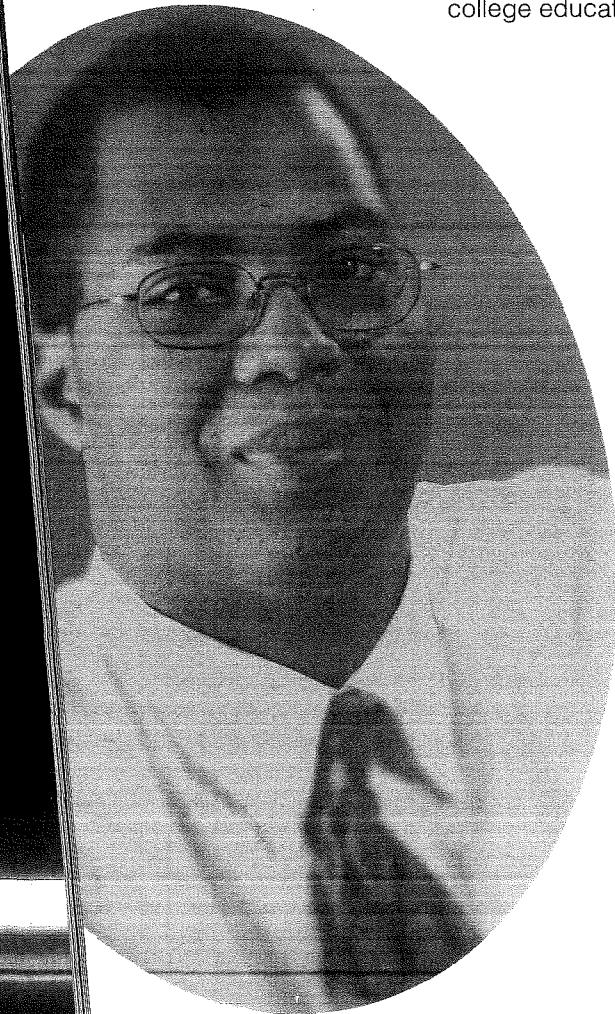
The empirical evidence from the three studies presented in this monograph makes it clear that barring colleges and universities from access to a diverse student population denies them an important educational tool for preparing students for their own futures and for the future of our society. The data demonstrate that there are strong educational reasons for universities to recruit and admit a diverse student population.

Faculty members at the nation's top higher education research institutions and at one of the leading liberal arts colleges in the country—the expert practitioners of the college teaching profession—value diversity on their campuses and in their classrooms, regardless of their educational philosophies. The vast majority say that diversity has not diminished the quality of their institutions or their students, does not disserve white students, generates powerful educational benefits for all students, and helps achieve many of the key objectives of a college education. Many faculty members make use of student diversity to enhance the learning process and to enrich their classes. Professors who recognize and use diversity as an educational tool, who include content related to diversity in their courses, who employ active learning methods, and who create an inclusive,

supportive classroom climate can and do produce better educational outcomes in racially heterogeneous classes than in homogeneous classes.

American colleges and universities articulate goals and aspirations related to their underlying values. Most have a range of educational objectives—including academic excellence; learning diverse perspectives from people of diverse races, ethnicities, and cultures; commitment to community; and personal and moral growth—that can be realized only with diverse student populations. A lack of diversity drastically limits the educational opportunities available at colleges and universities and gravely compromises institutions' capacity to fulfill their missions.

If institutions and their faculties are to be true to their own commitment to providing the best education they can, they must have the authority to establish policies and implement practices that will attract students who will contribute to the shared values of the academic community and who collectively will create an environment conducive to accomplishing the institutions' missions. Unfortunately, the affirmative action debate has deflected public discourse away from consideration of the range of qualities that make individuals potentially valued participants in a learning community. The controversy has portrayed race-sensitive admissions policies and other programs to create diverse campus environments as antithetical to academic quality, when the evidence in fact supports Justice Powell's assertion in *Bakke* that racial and ethnic diversity contribute to the "robust exchange of ideas" that characterizes intellectual excellence on college campuses. Finally, the discussion has ignored the educational value of a diverse learning environment to all students—a value to which the findings set forth in this volume attest. The time has come to return the focus of the debate to where it ought to be: how to provide a high-quality college education to all Americans.



A p p e n d i x C

THE CORE VALUES OF VIRGINIA TECH³

The mission of Virginia Tech is three-fold: teaching, research, and outreach. While this does not distinguish the university from other land-grant universities, the people associated with the university think it is a special place indeed. What makes Tech unique are the values we hold as we approach the myriad tasks of the university community. The following five core values and possible means for implementing them are derived from conversations with 19 different focus groups representing seven different segments of the university. The segments are administration, alumni, faculty, graduate students, parents, staff, and undergraduate students. In all, over 200 people participated in these discussions. Over 30 people assisted in the facilitation of the focus groups. While the groups express unique views of the university, the values that follow are held in common, or represent core values, across the groups.

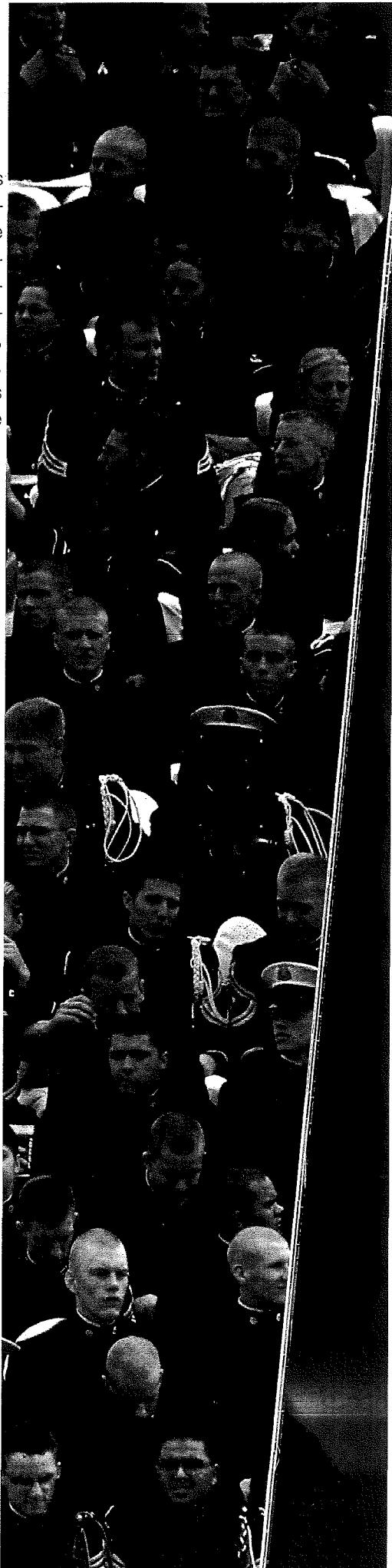
Each of the 19 groups was asked to discuss and answer four questions:

- What do you think of when you think of Virginia Tech?
- What values should Virginia Tech espouse?
- What values do we need to take us to the 21st century?
- What strategies support these values?

Five core values evolved from the discussions. These are briefly discussed, and the strategies identified in support of each value are listed.

Common Bond The members of the university community should be linked by a common bond. This common bond contains a complex profile of moral values that embody the relationship between the person and the university. The specific values that apply to the university include respect, shared and inclusive government, high standards of ethical behavior, and life-long relationships. Individual worth, creativity, and flexibility contribute to the common bond by demonstrating such principles as duty, integrity, honor, leadership, and commitment. Hard work, teamwork, and unity are also listed as expectations of the individual. While there are many dimensions to the establishment of this relationship between the individual and the university, some aspect of the common bond is among the most frequently mentioned values to all groups.

Diversity This university values diversity. As with the notion of common bond, diversity has several dimensions. These dimensions fall into two primary categories: social diversity and intellectual diversity. Social diversity means that Virginia Tech should welcome and appreciate all people regardless of race, gender, social class, or other social category. Intellectual diversity refers to the broad range of undergraduate degree programs, a diversity of theoretical approaches, and a broad definition of service. All segments,

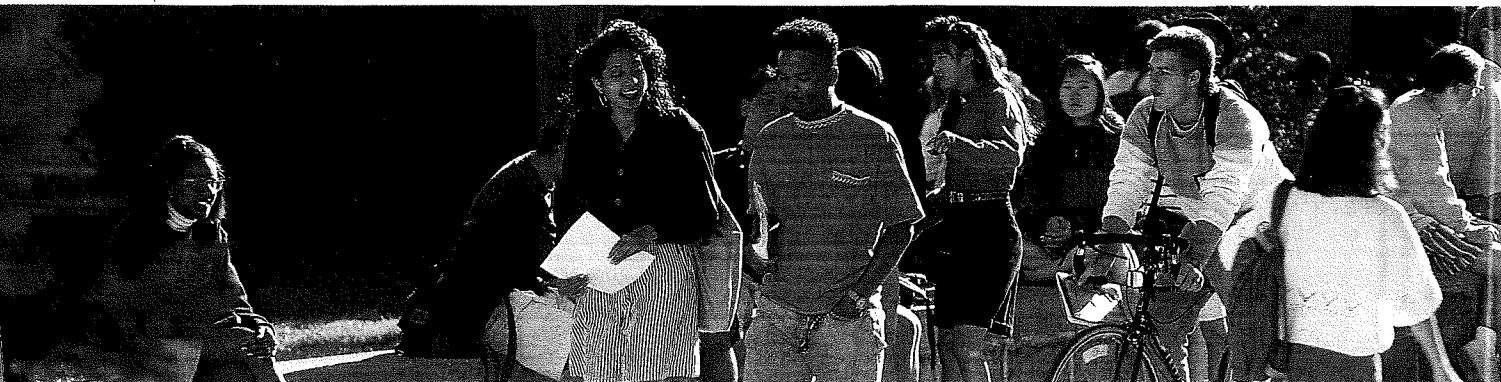


³ Virginia Tech's core values were measured on November 1, 1995.

save one, listed diversity as significant. Central to this value is openness and the continuance of the land-grant tradition of the university.

Education of the whole person is a value expressed by six of the seven segments. It refers to the breadth of the education provided by the university. This value also has two dimensions. The first refers to the manner in which the university interacts with each student and involves strategies that provide for life-long learning. All segments of the university should engage in educating the student, and opportunities to learn should extend beyond the specific core and major studies of the student. The second dimension refers to the continuous education of all members of the university community. Education and training for faculty, staff, and alumni, along with the development of strong outreach educational programs, are central to the idea of excellence. The provision of education, training, and information to the state and its regions along with the exploration of the use of technology to accomplish these goals are emphasized by a number of the respondents.

Excellence refers to the expectations we hold for the outcomes of our efforts. Five of the seven segments of the university community applied the idea of excellence to all three missions of the university: teaching, research, and outreach/service. All groups supported applying this value to at least one of the tripartite missions.



Service Virginia Tech's motto, *Ut Prosim*, has meaning for all segments of the university. Respondents commented that service permeates the university and is endemic to our existence. Many respondents commented that service was the most central of the core values. Discussions of service included elements of other core values, such as duty and integrity. Outreach and service were related to the practical use of knowledge and were listed by all groups in all segments of the university community and, in some groups, dominated the conversation. Much of the conversation concerning strategies surrounding this value had to do with helping the university community, the state, and the general public understand the commitment to service exhibited by this university. Of the core values, service is clearly central.

A p p e n d i x D

TOOLS AND RESOURCES FOR PLAN IMPLEMENTATION

Strategic planning is not a static exercise of creating a set of "what ifs" or a list of "random thoughts" about the future. While there may always be some level of speculation regarding the probable success of any planned activity, the act of strategic planning is very intentional and purposeful. It represents a group's clearest thinking on solving a particular problem or accomplishing a certain goal. Often the quality and importance of a plan can be discerned as much from the resources and tools dedicated to its implementation as from the focus and format of its stated goals or tasks. This appendix highlights and provides information on several tools and resources that were developed, or are being refined, to support the full and timely implementation of the University Diversity Strategic Plan. Everyone within the university community is invited to access these tools and resources as a way to augment, extend, or obtain support for local diversity activities and programs. Additional information can be obtained from the Office of Multicultural Affairs.

THE UNIVERSITYWIDE DIVERSITY INITIATIVES INVENTORY

During the 1997-98 academic year, Virginia Tech initiated a number of activities to begin focusing on the long-standing challenge of dramatically increasing the presence and improving the status of women and minorities within the university community. Under the leadership of Elyzabeth Holford, then Director of the Equal Opportunity and Affirmative Action (EOAA) Office; Pat Hyer, Associate Provost; and several others, some initial steps were taken to identify the activities and programs that had been established to increase the diversity of the campus. Using an online questionnaire, an attempt was made to collect comprehensive data on diversity initiatives across the campus.

This assessment project received an important impetus when the Office of Multicultural Affairs, which was organized in 1998, and its Advisory Council on Diversity and Multicultural Affairs accepted the responsibility of completing the project. Under the leadership of Myra Gordon,

►Table 1:
VARIABLES IN THE DIVERSITY
INITIATIVES INVENTORY

- Program name
- Program goal
- Most recent year of program
- Program type
- Target group
- Program starting date
- Program description
- Number served
- Program ending date
- Ongoing program
- Program contact information
- Amount of funding
- Why program is ending
- Funding source
- Evaluation methods & outcomes

►Table 2:
ALPHABETICAL LIST OF
MAJOR UNIVERSITY UNITS

- Agriculture & Life Sciences
- Architecture & Urban Studies
- Arts & Sciences
- Business
- Division of Student Affairs
- Engineering
- Human Resources & Education
- Natural Resources
- Office of the Executive VP
- President's Office
- Veterinary Medicine
- VP for Alumni Affairs
- VP for Development & University Relations
- VP for Finance and Treasurer
- VP for Information Systems
- VP for Multicultural Affairs

Associate Dean in the College of Arts and Sciences, a subcommittee of the council took on the task and moved quickly toward revising the instrument created by EOAA, establishing a process for collecting, analyzing, and reporting the data. Seventeen variables were included in the revised questionnaire, which was disseminated to 16 academic and non-academic administrative areas in the university (see Tables 1 and 2).

The first run of the inventory has been completed, with each administrative unit receiving a copy of its results. It is clear that with further refinement, the broad utility of this tool will become even more apparent. For example, committees or task forces, charged with developing diversity and multicultural plans and programs, will be able to use this information to determine the depth and the scope of the needs of a unit, as well as the assets available and in place to address those needs. The information gleaned from the inventory was used in developing this University Diversity Strategic Plan. Similarly, related plans under development by the administrative units will be better informed as a result of the use of these data.



Preliminary reviews of inventory results have yielded the following summarized observations:

- ① The university is engaged in a wide proliferation of different program types that address a great variety of target groups. The inventory identified 61 program types and 47 target groups.
- ② The submissions reflect a broad awareness of the need to recruit diverse faculty, staff, and students. What is not clear is whether or not people really know how to recruit for diversity.
- ③ The submissions indicate some confusion about what a diversity initiative is or is not. Clarification and education are definitely needed here.
- ④ Quite a few groups and committees all over campus address diversity issues. However, not all of these committees responded to the survey.
- ⑤ Many diversity activities are collaborative efforts involving people in different departments and units.
- ⑥ Much is being done and can be done to enhance diversity with little or no money. However, some areas, such as scholarship assistance for undergraduates from underrepresented groups, need more money if the university is serious about recruiting more diverse students.
- ⑦ The majority of diversity initiatives do not appear to be evaluated. A more complete evaluation system will assure that organizational energies and resources are directed toward the most effective activities.
- ⑧ Work on the database could—and should—continue indefinitely. With each change, each addition, and each refinement, the database becomes more usable and more complete.

For more information, contact the Office of Multicultural Affairs at 540/231-1820.



REVISED MANUAL ON THE Faculty SEARCH PROCESS

Based on an internal study conducted by the Provost's Office in 1998, it was determined that the quality of the faculty search process with respect to diversity goals needed significant improvement. Consistently poor results in almost every corner of the university attested to the fact that no effective processes or practices were in place for recruiting into the faculty ranks members of underrepresented groups, especially African-Americans and Hispanics and, in certain situations, women. Traditional affirmative action and other compliance procedures were not yielding the results desired.

The fundamental problem appeared to be inattention to equity issues throughout the entire search process. This inattention was particularly evident in the way search committees were configured and in the persistent lack of diverse applicant pools. The outcomes of searches conducted before 1999-2000 support these conclusions:

- The percentage of women among the new full-time tenure-track faculty in the eight academic colleges varied from a high of 40.4 percent in fall 1996 to a low of 32.3 percent in fall 1997; the average of the most recent five-year period was 36.6 percent women. Although the patterns of hires by gender vary from year to year based on the disciplines being recruited, the pattern of hiring over the past five years across the university does not demonstrate a trend of increasing hires of women. Approximately 40 percent of all new Ph.D.s were awarded to women in 1997.
- The percentage of new faculty members from underrepresented groups also varied from year to year, without any clear pattern of increased overall hiring for African-Americans, Asians, Hispanics, or Native Americans. The average across the most recent five-year period was 13.6 percent new hires from underrepresented groups.

As a result of the findings from the internal study and a desire to identify some best practices in the area of faculty recruitment and other diversity activities, a benchmarking trip to the University of Maryland (College Park) was organized. Under the leadership of Elyzabeth Holford, then Director of EOAA; Pat Hyer, Associate Provost; and Benjamin Dixon, Vice President for Multicultural Affairs, approximately 19 Virginia Tech faculty, staff, and administrators traveled to UMCP for two days of seminars and interviews on a wide variety of diversity topics.

A major outcome of the benchmarking trip was the identification of several best practices in the area of faculty recruitment. Many of the new ideas gleaned from the UMCP visit were subsequently incorporated into a revision of the Virginia Tech Faculty Search Process manual, which was originally published in 1995 by the Equal Opportunity and Affirmative Action Office. The revised process was piloted in the College of Arts and Sciences during the 1999-2000 academic year, with the support of the university's Advisory Council for Diversity and Multicultural Affairs. Under the leadership of Dean Bob Bates and Associate Dean Myra Gordon, who is a member of the advisory council, all departments in the college were charged with following the revised procedures for all of the regular and special hires during the year. While the final evaluation report on the pilot has yet to be completed, preliminary reviews show a significant increase in the number of women and members of other underrepresented groups in applicant pools. There is also some evidence that creative measures taken to assure balanced and diverse search committees have had a positive impact on the entire recruitment and hiring process.

The Office of Multicultural Affairs, acting on the recommendation of the advisory council, will work with academic deans and top administrators to facilitate the university-wide adoption of the diversity, multicultural, and equity principles employed in the pilot faculty search process conducted by the College of Arts and Sciences.

For more information, contact the Office of Multicultural Affairs at 540/231-1820 or the College of Arts and Sciences at 540/231-5422.

RESOURCE ORGANIZATIONS AND GROUPS

Advisory Council on Diversity and Multicultural Affairs (ACDMA)

The Office of Multicultural Affairs (OMA) is supported by an Advisory Council on Diversity and Multicultural Affairs (ACDMA). The 21-member council, which includes representatives of the faculty, staff, and administration, plays a key role in assuring that Virginia Tech's commitment to diversity today will bear rich fruit tomorrow.

The essential elements of the council's responsibility are communication, coordination, and consultation. The ACDMA seeks ways to initiate and sustain a dialogue around the value of diversity and multiculturalism within the university community. It serves as a forum for sharing information on diversity and multicultural activities. Finally, the council advises the Vice President for Multicultural Affairs on matters related to the initiation, support, and improvement of programs, policies, and practices that make Virginia Tech a more comfortable place for all people to learn, teach, and/or work.

Equal Opportunity and Affirmative Action Committee

The EOAA Committee is a university standing committee charged with advising the President and with assisting the Assistant to the President and Director of Affirmative Action in the planning, development, implementation, and evaluation of the university's equal opportunity and affirmative action policies and programs. The committee reports to the Commission on Faculty Affairs and takes its policy recommendations to CFA and/or other commissions as appropriate for approval as part of the governance structure. The Vice President for Multicultural Affairs serves as an ex officio member of the committee.

Multicultural Fellows

The Office of Multicultural Affairs, Dean of Students Office, and Department of Political Science jointly sponsor the Multicultural Fellows Program. This initiative provides a formal mechanism for faculty, administrators, and staff to contribute to the university's goal of fostering a welcoming community for all. Many individuals throughout the university community regularly contribute to multicultural and diversity programs. The Multicultural Fellows Program is a way to recognize and encourage these activities.

Currently, 20 individuals have been selected from Virginia Tech's faculty, staff, and administration to officially serve the university as Multicultural Fellows. The Fellows have the opportunity to influence how the university addresses issues surrounding diversity and campus climate.

The Fellows engage in a wide range of activities. Many incorporate diversity principles and strategies into their formal roles within the university community. Others work collectively on the design, development, and implementation of projects that benefit the university. An example is the *Virginia Tech Conductor*, a newsletter that includes "quotes

and facts, lists of resources and events, good news, dialog on current issues, and explorations of the [cultural] assumptions we make about one another."

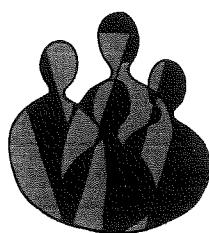
**Student Advisory
Committee for Diversity and
Multicultural Affairs
(SACDMA)**

A group of undergraduate student leaders, assisted by resource persons at the graduate level, meets every two weeks to provide input to the OMA and ACDMA. This Student Advisory Committee for Diversity and Multicultural Affairs (SACDMA) focuses primarily on campus-climate issues and the effectiveness of the strategies and activities employed to make Virginia Tech a better place.

The committee has established two Improving Campus Climate Awards for Diversity and Multiculturalism: an Organization Award and a Best Program Award. Both carry monetary rewards and are announced at the annual Celebration of Diversity Program each fall.

Diversity Leadership Group

The Diversity Leadership Group is comprised of individuals who either are the diversity committee chairpersons for their respective colleges or are responsible for the recruitment and support of individuals from underrepresented groups.



For more information on any of these groups, contact the Office of Multicultural Affairs at 540/231-1820.

UNIVERSITY
DIVERSITY PLAN
2000-2005

STRATEGIC
Goals

faces of change The University Diversity Plan 2000-2005
is a publication of the Office of Multicultural Affairs
332 Burruss Hall (0176),
Virginia Polytechnic Institute and State University
Blacksburg, VA 24061

Published November 2000

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