

TOWARD AN INCLUSIVE COMMUNITY

# DIVERSITY AND INCLUSION AT VIRGINIA TECH

**DIVERSITY STRATEGIC PLAN 2013-2018**



**VirginiaTech**  
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TOWARD AN INCLUSIVE COMMUNITY

Diversity Strategic Plan 2013 - 2018

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# Letter from President Steger

As Virginia Tech looks forward to a new horizon, we can take great pride in the strides we have made as a progressive and internationally recognized research university. Looking toward the future, we foresee a changing world characterized by global, geopolitical and geo-economic shifts, and inexorable technological and social innovation. To meet these challenges, we are committed to advancing scholarship, learning, and engagement for the Commonwealth of Virginia and the nation. At the same time, we look internally to cultivate the creative and intellectual life of the mind for our faculty, staff, and students.



Inclusive excellence will be key as we prepare our university for an increasingly global, interdependent world. We recognize that Virginia Tech will continue to evolve demographically in response to this changing world. Our institutional diversity and inclusive practices must change correspondingly.

The 2013-18 Diversity Strategic Plan will guide Virginia Tech during the upcoming years. The goals, objectives, and strategies outlined have been developed and articulated by individuals from units, departments, and colleges across the university, reflecting the shifts they see as necessary for our continued growth and advancement. The university community will be called upon to achieve these goals in an innovative, collaborative, and flexible manner. Progress will require effective use of resources and an adaptive infrastructure to meet the demands.

As this plan makes clear, inclusive excellence entails more than changing demographics. It goes beyond our ability to address the range of differences in the cultural and economic backgrounds of prospective and current students, staff, and faculty. Inclusion involves the active, intentional, and ongoing engagement with diversity—in people, in the curriculum,

in the co-curriculum, and in communities. Likewise, diversity and inclusion extends beyond our campuses to include alumni, parents, employers, donors, and policymakers. We aspire to be reflective of, and responsive to, the citizens of the Commonwealth of Virginia and beyond.

Our students and emerging citizens must be interpersonally and technologically proficient in order to enter an increasingly complex and interdependent world. They will need inclusive, “hands-on, minds on” pedagogical models that inspire curiosity, facilitate creative thinking and problem solving, and develop cultural competencies. These skills, but more importantly habits of mind, are crucial in today’s society.

Moving forward will inevitably involve experiments and learning as we develop a process of continuous improvement. We will learn from and with each other as we pursue inclusive best practices. The Office of the Vice President for Diversity and Inclusion is charged with documenting, facilitating, and assessing these collaborative and interdependent actions that will both meet and exceed the expectations of the Diversity Strategic Plan. However, inclusive excellence is ultimately created and implemented in the departments, units, and colleges that make up our university community.

I call on all Virginia Tech students, staff, and faculty to participate in the process of inclusive excellence characteristic of a dynamic and distinctive university.

Charles W. Steger  
President, Virginia Tech



## Toward an Inclusive Community

The 2013-18 Diversity Strategic Plan (DSP) builds on the work envisioned and accomplished by the Virginia Tech community since the first plan was developed in 2000. This plan defines the needs and directions for the next stage in Virginia Tech's growth as an inclusive and diverse academic institution and echoes the university's core commitment to diversity.

Diversity and inclusion are hallmarks of excellence for Virginia Tech as well its peer institutions. The university's Plan for A New Horizon affirms this "inclusive excellence framework [which] provides a solid foundation upon which we can focus our diversity-related initiatives" (p. 13). The framework is described below and remains at the heart of the 2013-18 DSP. Focus groups of faculty, administrators, and staff from across campus met during 2012 and 2013 to revisit the goals, objectives, strategies, and indicators of the previous plan and made revisions reflecting Virginia Tech's current achievements in inclusive excellence. The internal focus groups were accompanied by an external benchmark study of 31 peer institutions from across the Commonwealth of Virginia and the country. Parallel findings from both studies ground the work outlined in this plan.

The discussions and drafts that shaped the 2013-18 DSP revealed that diversity and inclusion—their definitions, precepts, and narratives—are constantly evolving. Indeed, Hurtado, Alvarez, Guillermo-Wann, Cuellar, and Arellano (2012) note: "interpretations

**We cannot serve without honoring diversity. We cannot be a vibrant community without promoting caring and inclusiveness, respecting individuality, and valuing the unique contributions of each of our members – Plan for a New Horizon, p. 16.**

of the 2003 Supreme Court decision established that an institution's interest in achieving diversity benefits in the learning environment is most compelling if ... institutional definitions of diversity are broad, including both racial/ethnic and nonracial/ethnic diversity" (Hurtado et al., 2012, p. 47). Consequently, efforts to promote and sustain a diverse and inclusive community must similarly grow and change throughout the university. Each of the focus groups identified overlapping themes for the success of the goals, objectives, strategies, and indicators in this plan. The themes discussed below will be instrumental to Virginia Tech's progress toward a diverse and inclusive community over the coming five years.

### **Cross-Campus Collaboration**

A recurrent theme throughout the focus group analysis was the need for more frequent creative dialogue and information sharing within and between university divisions. Working and serving together in efforts toward an inclusive community will build the "critical mass" needed for successful initiatives. The four pillars of the plan reflect consistent calls for supporting and promoting collaboration.

### **Campus Narratives**

Numbers and percentages as measures of effectiveness reveal only part of the picture of an inclusive community. A focus on narratives of diversity and inclusion—the stories of Virginia Tech's people, places, and pursuits—will animate not only the unfolding of this plan, but will shed light on the lived experiences of the diverse communities that comprise Virginia Tech. These stories can only enrich and inform numerical data.

### **Clear Reporting Structures**

Focus group conversations revealed countless initiatives for diversity and inclusion at all levels of the university which is often known only within specific units, colleges, or divisions.



Much information remains isolated from other campus divisions because of the varied reporting structures and formats used at Virginia Tech. Community members from all areas—faculty, staff, administrators—expressed frustration at the lack of clear reporting structures and the need for more widely shared data that will support campus-wide efforts to develop and grow an inclusive community.

### **Diversity and Inclusion Governance and Leadership**

Progress toward inclusion requires vigilance and responsiveness to the concerns and the initiatives of our community. Governance and leadership set the tone for the work to be accomplished in the plan and demonstrate commitment to inclusive excellence at all levels of the university. All of the focus groups recognized the need for dedicated oversight of the complex actions and interactions of this plan's four areas of excellence. This includes the need for a creative body of advisors to work with the Office of the Vice President for Diversity and Inclusion. These advisors can guide the progress of the plan over the next five years and provide key input into identifying both successes and challenges in achieving its goals.

These themes filter throughout the 2013-18 DSP and will guide and inform future initiatives toward their successful implementation.

The 2013-18 DSP parallels Virginia Tech's 2012-18 Plan for a New Horizon. As noted in the sections below, the imperatives of diversity and inclusion are reflected throughout the university's plan and provide strong evidence of Virginia Tech's aspirations for inclusive excellence, as well as our commitment to achieving the overall success of the 2013-18 DSP. As Chesler, Lewis, and Crowfoot (2005) observe: "Major innovations in organizations ... are made and sustained when substantial internal leadership—from the top or the middle or the bottom of the organization – presses for such change" (Chesler et al., 2005, p. 167). Inclusive excellence engages and involves the entire university community.

# The Inclusive Excellence Framework



Research cited:

Chesler, M., Lewis, A., and Crowfoot, J. (2005). *Challenging Racism in Higher Education*. New York: Rowman and Littlefield Publishers, Inc.

Hurtado, S., Alvarez, C., Guillermo-Wann, C., Cuellar, M., and Arellano, L. (2012). *A Model for Diverse Learning Environments*. In J.C. Smart and M.B. Paulsen (Eds.), *Higher Education: Handbook of Theory and Research* 27. Dordrecht: Springer.

“Inclusive Excellence” is a framework designed to help campuses integrate diversity and quality efforts. As a model, Inclusive Excellence assimilates diversity efforts into the core of institutional functioning to realize the educational benefits of diversity. Applying the concepts of inclusive excellence leads to infusing diversity into an institution’s recruiting, admissions, and hiring processes; into its curriculum and co-curriculum; and into its administrative structures and practices. To have achieved inclusive excellence means that an institution has adopted the cohesive, coherent, and collaborative integration of diversity and inclusion into the institutional pursuit of excellence. Advancing the Inclusive Excellence model reflects the understanding that diversity and inclusion are catalysts for institutional and educational excellence, are to be invited and integrated into the core of the educational enterprise, and are not isolated initiatives.

The Inclusive Excellence framework provides specific definitions for the terms “diversity” and “inclusion.” In addition, Virginia Tech uses the term “underrepresented.” These terms mean the following:

**Diversity** – The term diversity is used to describe individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning and working together.

**Virginia Tech will ... strive to develop a learning community built on the principles of inclusive excellence that shape our overall diversity-related activities –Plan for a New Horizon, p. 4.**



**Inclusion** – The term inclusion is used to describe the active, intentional, and ongoing engagement with diversity—in people, the curriculum, the co-curriculum, and communities (intellectual, social, cultural, geographical). Inclusion describes the ways in which individuals might connect that increase one’s awareness, content knowledge, cognitive sophistication, and emphatic understanding of the complex ways individuals interact within systems and institutions. ([www.aacu.org/compass/inclusive\\_excellence.cfm](http://www.aacu.org/compass/inclusive_excellence.cfm)).

The Inclusive Excellence model is based on three monographs disseminated by the Association of American Colleges and Universities: *Making Diversity Work on Campus: A Research-Based Perspective*, *Achieving Equitable Educational Outcomes with All Students: The Institution’s Roles and Responsibilities*, and *Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions*. The papers are available on the AAC&U website: [www.aacu.org/inclusiveexcellence/papers.cfm](http://www.aacu.org/inclusiveexcellence/papers.cfm). Virginia Tech gratefully acknowledges the work of these scholars and the AAC&U as an association that has provided national leadership in the conceptualization and dissemination of this work.

**Underrepresented** – In the Virginia Tech context, the term underrepresented has an evolutionary and changing nature. It is important to note that, in addition to race and ethnicity, this term encompasses differences between disciplines, employment categories, and geography, socioeconomic status, and parent’s educational level (or first-generation status). When self-reporting demographics for example at the time of admission, enrollment, or employment the federal reporting guidelines issued in October, 2007 by the U.S. Department of Education and adopted by the Integrated Post-secondary Education Data System (IPEDS) allow students, staff, and faculty to indicate their ethnicity as either Hispanic/Latino or Non-Hispanic/Latino.

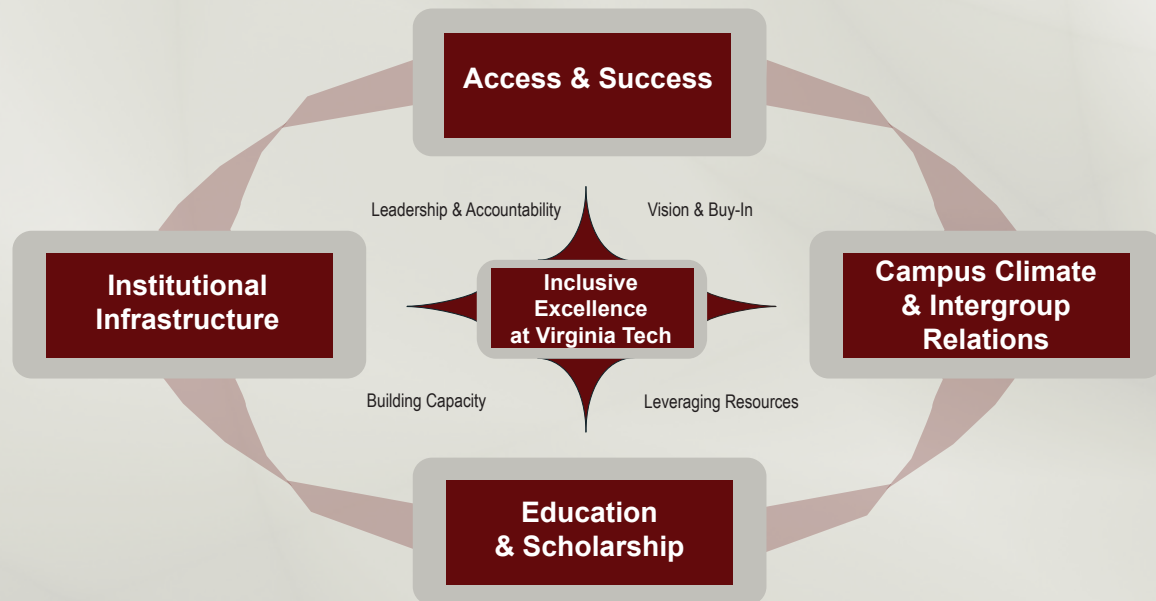
In addition, individuals are asked to indicate their race or races from among the following choices: (1) American Indian or Alaska Native, (2) Asian, (3) Black or African American, (4) Native Hawaiian or Other Pacific Islander, or (5) White. In this document, students, staff, and faculty who self-identify as Hispanic/Latino per the federal guidelines are considered to be underrepresented. In addition, non-Hispanic/Latino students, staff, and faculty who self-identify, in whole or in part, as American Indian or Alaska Native, Black or African American, or Native Hawaiian or Other Pacific Islander are also considered underrepresented.

# Dimensions of Inclusive Excellence

The model for Inclusive Excellence at Virginia Tech has four dimensions: Access & Success, Campus Climate & Intergroup Relations, Education & Scholarship, and Institutional Infrastructure.

At Virginia Tech our approach to diversity is informed by the concept of Inclusive Excellence (Williams, D., Berger, J., & McClendon, S., 2005; see [http://www.aacu.org/inclusive\\_excellence/documents/williams\\_et\\_al.pdf](http://www.aacu.org/inclusive_excellence/documents/williams_et_al.pdf)). Inclusive Excellence offers a national definition of diversity and links the definition to evaluation and assessment (Inclusive Excellence Scorecard), which can be easily articulated and understood.

The plan that follows builds upon these features.



A woman with dark hair, wearing a dark blazer, is speaking at a podium. She is smiling and looking to her right. The background is slightly blurred, showing what appears to be a flag.

## Access and Success

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

As Virginia Tech promotes a global perspective among its faculty, staff, and students, diversity and inclusion take on a key role in what it means to achieve excellence as an institution. Our Plan for a New Horizon emphasizes the importance of a diverse and inclusive student population: “We cannot serve without honoring diversity. We cannot be a vibrant community without promoting caring and inclusiveness, respecting individuality, and valuing the unique contributions of each of our members” (Plan for a New Horizon, p. 16). Virginia Tech must remain attentive to the recruitment of individuals from groups who are traditionally underrepresented in higher education.

Undergraduate, graduate, and veterinary medicine students, faculty, and staff comprise our university community. A supportive and welcoming environment for new and existing members of Virginia Tech is essential to achieving beneficial interactions that foster institutional excellence. Faculty, staff, and student diversity enriches the study and research environment. Students benefit from an inclusive university where they can find role models and support personnel of similar backgrounds. Likewise, it is incumbent upon the university to examine the makeup of its employees with an eye to maintaining a diverse cadre of professionals who offer a variety of perspectives within their disciplines. Such a workforce is crucial to attracting future employees who assess the availability of peers and mentors, as well as a welcoming community in which their families can live and work. The objectives and strategies that follow will support an inclusive approach to access and success.

**To continue to attract the best students, post-doctoral scholars, faculty, and staff, Virginia Tech will continue to implement programs and policies that create the superior research, learning, and workplace environments essential to a vibrant academic institution. We will continue to expand our efforts to foster diversity and inclusion. This includes considering the unique needs of nontraditional students and veterans – Plan for a New Horizon, p. 16.**

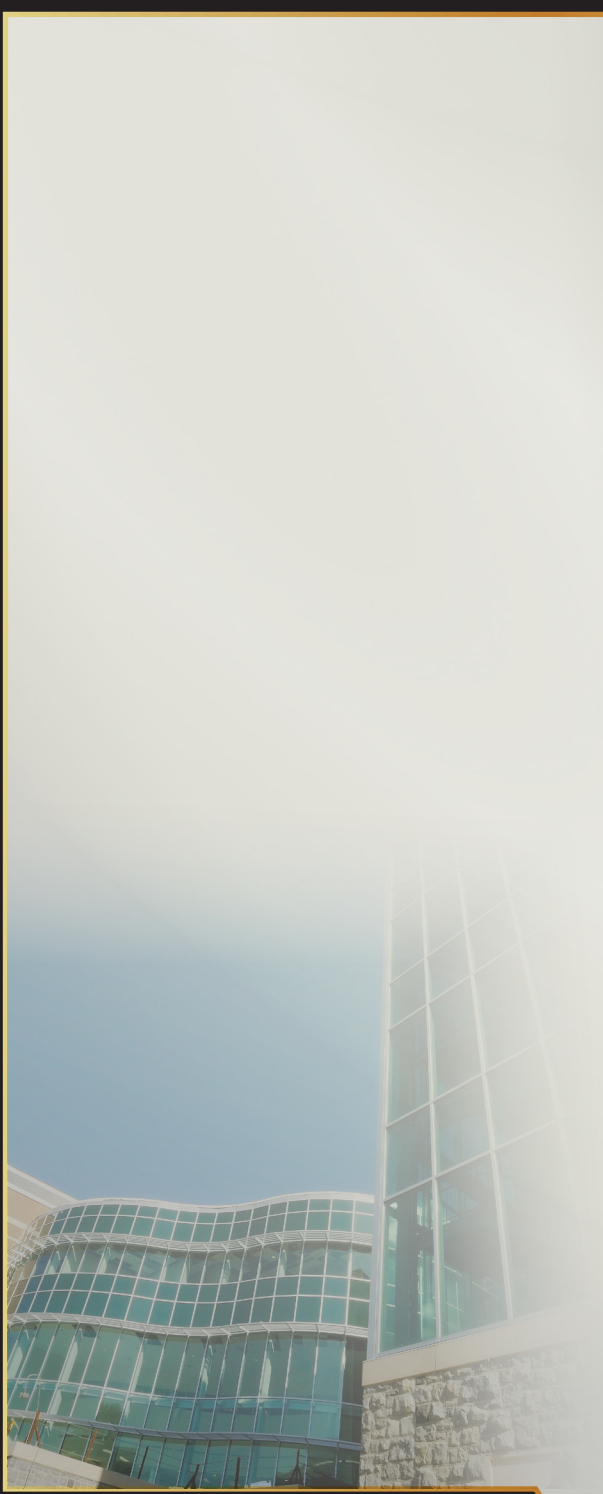
**Objective 1: To achieve increased enrollments of diverse and underrepresented undergraduate students.**

*Strategies:*

1. Implement pre-college initiatives with the potential to make Virginia Tech the institution of choice for high-achieving students from diverse and underrepresented groups.
2. Increase yield rates for admitted freshmen and transfer students from diverse and underrepresented groups through engagement of the entire university community.
3. Enhance outreach to high schools within the Commonwealth/region to recruit students from underrepresented populations.
4. Track reasons prospective students accept or decline offers of admission.
5. Enhance opportunities for personal interaction between current students committed to diversity and prospective students, for example, ambassador and summer bridge programs.

*Indicators:*

1. Increase in the number of pre-college program participants who enroll at Virginia Tech.
2. Upward trend in the number of first-time, full-time undergraduate students from diverse and underrepresented groups.
3. Positive growth in the number of full-time transfer students from diverse and underrepresented groups.
4. Increase in the number and percentage of financial aid packages accepted by students from underrepresented groups.



**Objective 2: To increase the academic success of diverse and underrepresented students.**

*Strategies:*

1. Identify and reduce specific barriers to academic progress and achievement of diverse and underrepresented students through focus groups and student success programs.
2. Enhance advising system for all students, with special attention to students from diverse and underrepresented groups.
3. Respond to the academic, social, and cultural needs of diverse and underrepresented students throughout orientation and during their undergraduate experiences.
4. Ensure broad involvement of diverse and underrepresented students in undergraduate research and experiential learning opportunities.

*Indicators:*

1. Increase in retention rates of students from diverse and underrepresented groups.
2. Six year graduation rates for underrepresented students that mirror that of majority students.
3. Compilation of DSP related initiatives reflected in the University Scorecard.
4. Growth in the number of underrepresented students enrolled in undergraduate research.
5. Growth in the number of underrepresented students participating in study abroad.



**Objective 3: To achieve increased enrollments of diverse and underrepresented graduate and veterinary medicine students.**

*Strategies:*

1. Continue recruiting a diverse graduate and veterinary medicine student population with the goal of making Virginia Tech the destination of choice for graduate and veterinary medicine students of diverse backgrounds.
2. Assess the effectiveness of graduate and veterinary medicine student recruitment initiatives.

*Indicators:*

1. Upward trend in the number and percentage of graduate and veterinary medicine students offered admission and enrolled from underrepresented groups.
2. Growth in the number of programs that facilitate the transition from undergraduate to graduate/veterinary medicine for students from diverse and underrepresented groups.

**Objective 4: To increase the academic success of diverse and underrepresented graduate and veterinary medicine students.**

*Strategies:*

1. Implement activities and programs that continue to build the graduate and veterinary medicine communities and communicate the availability of resources such as those that address issues of work-life balance through the Graduate School.
2. Build upon the work of the Graduate School to expand the Transformative Graduate Education and certificate programs.

**We will expand our ability to attract high-quality graduate students by continuing to offer strong and progressive graduate programs that are appropriately supported — Plan for a New Horizon, p. 13.**

3. Assess the effectiveness of graduate and veterinary medicine student recruitment and retention efforts.

*Indicators:*

1. Increase in the number of graduate and veterinary medicine degrees awarded to underrepresented students by college and department.
2. Growth in the number of graduate and veterinary medicine students from underrepresented groups that go on to postdoctoral or faculty positions, using data collected by the Alumni Office, Career Services, and reported by colleges.

**Objective 5: To recruit more diverse faculty, staff, and post doctoral scholars.**

*Strategies:*

1. Promote training initiatives for recruitment and hiring, such as the search committee charge workshop.
2. 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.
3. Build a more diverse pool of faculty, staff, and post doctoral scholar applicants.
4. Review outcomes of faculty and staff searches with respect to underrepresentation, as part of a unit's affirmative action plan.

**(Virginia Tech will) focus on the quality of the graduate experience beyond disciplinary curricular offerings including the cultivation of a culture of interdisciplinary collaboration and professional development. We will continue to address the intellectual and social environment for our graduate students – Plan for a New Horizon, p. 13.**

*Indicators:*

1. New faculty and staff hires from underrepresented groups, as reported by the Office of Institutional Research and Effectiveness.
2. Training on how to develop action oriented plans if underutilization exists.
3. Increase in the number of people applying, interviewed and hired for faculty, staff, and post doctoral positions by affirmative action plan job group, from underrepresented groups, as reported in the University's Affirmative Action Plan.

**Objective 6: To retain diverse faculty, staff, and post doctoral scholars.**

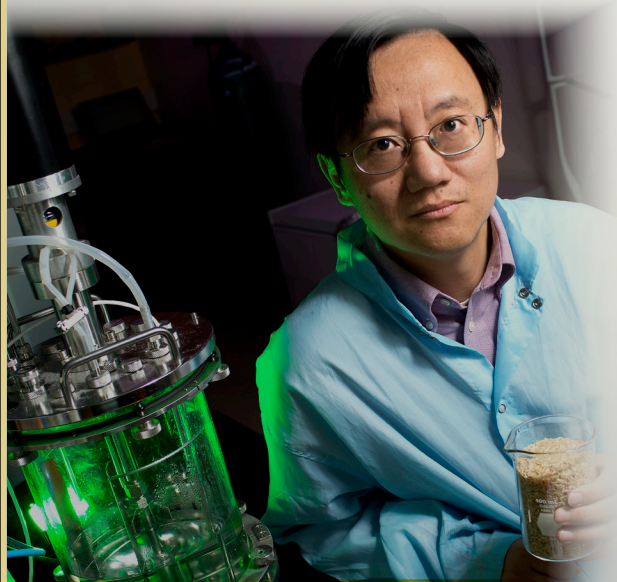
*Strategies:*

1. 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.
2. Implement and strengthen mentoring programs, work place policies, and other initiatives aimed at retaining faculty, staff, and post doctoral scholars.

*Indicators:*

1. Growth in the number and proportion of faculty from underrepresented groups, as reported by the Office of Institutional Research and Effectiveness.
2. Growth in the number and proportion of post doctoral scholars from underrepresented groups, as reported by the Office of Institutional Research and Effectiveness.
3. Growth in the number and proportion of staff from underrepresented groups, as reported by the Office of Institutional Research and Effectiveness.

**We strive to be known not only as a great university where students can live, work, and study in dynamic and inclusive spaces, but as a great workplace where faculty and staff benefit from our commitment to their success – Plan for a New Horizon, p. 16.**





4. Voluntary departure rates (or turnover rates as defined by the state for staff) of faculty and staff, as reported by exit surveys.
5. Increase the number and proportion of faculty from underrepresented groups who achieve tenure, as reported by the Office of Institutional Research and Effectiveness.
6. Compilation of data as collected through units, colleges, and departments reflecting improvement in retention and success to determine whether strategies are working.
7. Recognition of existing and developing faculty and staff efforts to promote diversity.

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

The 2013-18 DSP recognizes “intergroup relations” as critical to creating and maintaining an inclusive and diverse campus climate. To support this we must learn about and respect the perceptions of students, faculty, and staff and support strategies based upon this feedback that can continually enhance our campus community. Central to these efforts are collaboration, education, publicity, and policies. Likewise, we must recognize and celebrate successes that contribute to Virginia Tech’s Principles of Community.

Such a community ensures that all diverse and underrepresented groups giving voice to Virginia Tech community members (e.g., Lesbian, Gay, Bisexual, and Transgender (LGBT), campus faculty and staff caucuses, Council of International Student Organizations (CISO), and many others) are supported in individual and joint group efforts to promote a healthy campus climate for diversity. All individual, group, and social differences reflected in the Virginia Tech community can be engaged in the service of learning and working together.

## Campus Climate and Intergroup Relations

**Objective: Create a climate that is founded on principles of social justice that are civil, supportive, and respectful, and that values differing perspectives and experiences.**

*Strategies:*

1. Periodically solicit student and employee feedback on campus climate.
2. Create collaborations between and among groups that increase understanding of varied perspectives.
3. 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.
4. In support of the Principles of Community, educate the campus community on civil, supportive, and respectful behavior.
5. Review and implement campus programming that helps prevent harassment, discrimination and related retaliation, and provides productive ways to resolve conflict.
6. Establish a well-publicized reporting system for harassment, discrimination, and related retaliation that generates appropriate responses with all deliberate speed.
7. Establish internal protocols for effective collaboration in responding to campus climate issues.
8. Continue to enforce university policies prohibiting discrimination, harassment, and related retaliation through the university's compliance process and student conduct process and to implement appropriate disciplinary actions consistent with university, state and federal guidelines.
9. Encourage all employees to complete or review the university's anti-harassment and discrimination prevention training.

**The rapid pace of change is an opportunity to leverage the creativity and innovation that have always marked our best efforts and contributed the most to developing our reputation. This leveraging requires a focused effort on creating and supporting seamless networks where individuals and ideas can meet to spark creativity, collaboration, and innovation – Plan for a New Horizon, p. 8.**

10. Encourage the use of mediation and other alternative dispute resolution strategies where appropriate.
11. Require leaders, managers, and supervisors to demonstrate, in tangible ways, management competencies that support the Principles of Community, specifically diversity and inclusion.
12. Offer educational and celebratory events and promote collaborative programming for students, faculty, staff, and the community to recognize success and to honor and promote inclusion.
13. Maintain high visibility of the Principles of Community and the values reflected by our university's landmark pylons through annual on- and off-campus promotions.

*Indicators:*

1. Changes in diversity and climate-related perceptions and experiences as measured by appropriate new or existing surveys, such as the Human Resources, Graduate School, and Student Affairs Climate surveys.
2. Development of a database of internal and external model diversity programs and courses.
3. Tracking of data on educational programs, community initiatives, training, and complaints via available measures in order to support civil and respectful community interactions.
4. Changes in aggregate reporting rates on new and existing reporting mechanisms for the purposes of continuous improvement.
5. Periodic review of reporting mechanisms for diversity and inclusion concerns for the purposes of continuous improvement.
6. Documentation and review of the use of protocols for responding to campus climate issues for the purposes of continuous improvement.
7. Documentation and review of university policies prohibiting discrimination, harassment, and related retaliation through the university's compliance process and student conduct process and hold accountable those responsible for violations.

# Education and Scholarship

8. Documentation of use of mediation and alternative dispute resolution by the campus community.
9. Review of celebratory programs designed to foster civil, supportive, and respectful community via available measures.

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

Education and scholarship constitute the lifeblood of any university, and diverse and inclusive practices can permeate these core functions in many ways. Opportunities for undergraduates to learn and engage in research can be enriched by diverse perspectives. Likewise, professional development for faculty, staff, and graduate students enhances the present and future environment for learning and discovery. Lastly, the potential for scholarly exploration and expansion of our knowledge base on diversity and inclusion is in keeping with our research mission.

Inclusive excellence comes from the mutual efforts of our university community, and all members have the capacity to contribute to the rich and expanding body of knowledge on diversity and inclusion. In the classroom, in research, and in everyday practices, we create opportunities for inclusion. Documentation, assessment, and professional development, as well as showcasing new scholarship and discovery, will support the Virginia Tech community in realizing and building upon these capacities.

**A commitment to research and experiential learning for students requires that we incorporate a diverse and inclusive range of perspectives and resources into undergraduate and graduate courses across all disciplines. We will respect multiple ways of knowing and experiencing phenomena under study – Plan for a New Horizon, p. 13.**



**Objective 1: Expand the undergraduate curriculum to increase research, scholarship, learning, and creative performance that reflect global diversity, inclusion, and social justice.**

*Strategies:*

1. 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.
2. Recruit faculty and staff with expertise in areas that relate to diversity and inclusive-learning goals.
3. Create and implement meaningful assessment tools to gauge the global competencies and diverse perspectives of Virginia Tech graduates.

*Indicators:*

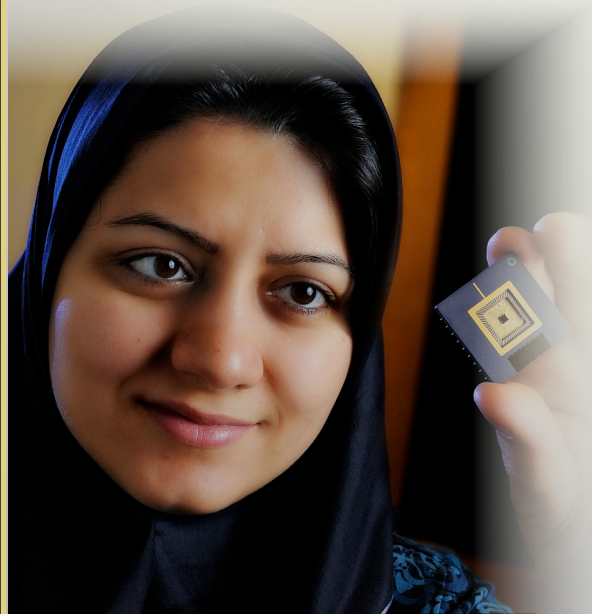
1. Increase in the number of undergraduate courses, programs, and departments that foster awareness of diversity and inclusion competencies and capacities, as reported by departments and units.
2. Growth in the number of students enrolled in undergraduate courses in foreign languages, human diversity and community, and graduate certificates (for example Women's and Gender Studies, Africana Studies, as well as the Diversity Scholars Program in the Graduate School).
3. Increase in support for undergraduate and graduate diversity course development.
4. Upward trend in the number of students engaged in internationalization efforts, using measures outlined in the International Strategic Plan (e.g., increased number of students participating in education abroad, studying foreign languages, etc.)
5. Growth in the number of opportunities for undergraduate and graduate students to enroll and participate in global engagement.

6. Increase in the number of undergraduate and graduate students participating in study abroad programs.
7. Growth of new and or reframed courses designed to increase undergraduate and graduate students' awareness of diversity and inclusion competencies, and capacities.
8. Development of assessment tools to gauge meaningful change in global competencies and diverse perspectives among graduates of Virginia Tech.
9. A database of courses within programs that address diversity and global inclusion directly.

**Objective 2: Increase awareness of diversity and inclusion competencies and capacities of faculty and staff.**

*Strategies:*

1. Increase support for professional development opportunities designed to improve cultural competencies of faculty and staff.
2. Provide opportunities for faculty to transform existing undergraduate and graduate courses or create new courses that achieve diversity-related learning goals.
3. Develop opportunities that help faculty assess the achievement of diversity-related learning outcomes in class or in co-curricular experiences.
4. Provide continuous education and mentoring for faculty and staff, so that they can assist all students in achieving their academic goals.
5. Encourage university-wide outreach to faculty to support their commitment to diversity and inclusion.
6. Facilitate awareness of the recommendations and examples for reporting diversity related activities.
7. Raise awareness of best practices via the Diversity Development Institute (DDI), the Faculty Development Institute (FDI), and other professional development venues.



*Indicators:*

1. Level of university support for the DDI.
2. Increase in the number of participants and course offerings in the DDI.
3. Participation by faculty and staff in internal and external professional development programs related to curriculum transformation, diversity, and/or internationalization.
4. Growth in the number of curricular activities facilitated by faculty that support awareness of diversity and inclusion competencies and capacities as a result of professional development programming.
5. Focused reports on particular issues relating to diversity and inclusion.

**Objective 3: Increase the capacity for research and discovery around diversity and inclusion, both domestic and international, for faculty, staff, and students.**

*Strategies:*

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

*Indicators:*

1. Growth in the number of diversity related publications, grants, and presentations by faculty, undergraduate students, and graduate students.
2. Increase in the number of research positions (Fulbright, visiting, graduate, and post doctoral) supporting diversity and inclusion.
3. Internal support and incentives for diversity research and discovery.
4. External support generated through diversity and inclusion related grants, perhaps designated as such by Sponsored Programs.

**The Virginia Tech experience encourages all learners to recognize the inherently reciprocal relationships among learning, intellectual development, discovery, and engagement – Plan for a New Horizon, p. 12.**

# Institutional Infrastructure

**Goal: Create and sustain an institutional infrastructure that effectively supports progress in achieving goals in the Diversity Strategic Plan.**

The foundation for excellence in diversity and inclusion requires an institutional commitment and leadership that drives an ever-changing university. Such leadership comes from the top in terms of providing both symbolic and tangible resources exemplifying the priority placed upon diversifying the campus. We must take advantage of funding and support initiatives at the state, national, and global levels. Our efforts do not occur in a vacuum. Alumni, private donors, and funding agencies are also part of our extended university community. These entities can both influence and be influenced by our efforts to create a more inclusive campus. We interact in a global environment, which day by day becomes increasingly diverse. The university must evolve to keep pace with our changing world.

Our internal and external structures should jointly reflect our commitment to diversity and inclusion. As a university, we exist within a system of peer and other colleges and universities, each with its own distinct mission. These varied institutions also have a wide array of approaches to diversity and inclusion from which we can gather best practices. As a comprehensive public research university serving students from throughout the world, we strive to meet and exceed the standards set by our peer institutions. Virginia Tech's diversity and inclusion programs should reflect our stature and aspirations as a university.



**Objective 1: Sustain and build university-wide efforts to increase donor gifts and grants annually for support of diversity at Virginia Tech.**

*Strategies:*

1. Continue to commit university resources and leadership to advance the goals outlined in this plan.
2. 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.
3. Secure corporate and foundation support for key pipeline and academic support programs and diversity and inclusion initiatives.
4. Continue to secure federal grant dollars that include commitments to the academic and professional advancement of underrepresented students and faculty.
5. Examine baseline funding for diversity and inclusion efforts across the university to determine opportunities for greater investment.

*Indicators:*

1. Increase of diversity programs that are primed for external support.
2. Assignment of a development officer to the Office of the Vice President for Diversity and Inclusion who works in close collaboration with departments and units across Virginia Tech to increase new donors by 5-10 percent annually and to increase donor gifts by 5-10 percent annually.
3. Established funding for matching grants to colleges for diversity initiatives.
4. A 5-10 percent increase in the number of grants for diversity initiatives.
5. Increased number of scholarships.

## Objective 2: Create a narrative that reflects the challenges and progress of diversity and inclusion at Virginia Tech.

### *Strategies:*

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

### *Indicators:*

1. An annual report to the president and provost on selected indicators outlined in the 2013-18 DSP.
2. Reports on inclusive excellence goals, objectives, strategies, and indicators to academic and administrative units, commissions, and other bodies, as appropriate.
3. Develop and report on progress for key areas in all four dimensions of the diversity strategic plan.
4. A database for diversity work by faculty, students, and staff to promote collaboration.

**We will examine whether each piece of the governance puzzle is still relevant, whether new or altered pieces are needed, and if there are other models available to achieve the goals of shared governance in an efficient and flexible manner --Plan for a New Horizon, p. 7.**

# Continuous Improvement

**Objective 3: Improve the effectiveness of the current organizational structure for tracking performance and accountability under the 2013-18 Diversity Strategic Plan (DSP).**

*Strategies:*

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

*Indicators:*

1. Advisory group for oversight of the 2013-18 DSP.
2. Baseline report on the 2013-18 DSP.
3. Regular progress reports on the 2013-18 DSP.
4. Expansion of diversity and inclusion indicators on the University Scorecard.

As we look toward 2018, the Office of the Vice President for Diversity and Inclusion will engage all colleges and units in implementing this plan. Accordingly, we will network with all colleges and units in developing the basis for our annual report. We will also facilitate a culture of continuous improvement that will precipitate monitoring progress in each of the four domains: Access and Success, Campus Climate and Intergroup Relations, Education and Scholarship, and Institutional Infrastructure, according to the goals, objectives, strategies, and indicators outlined in the 2013-18 DSP. The Office for Diversity and Inclusion will support data collection, establish a central database of diversity narratives and best practices, and promote information sharing to the entire campus that encourages collaboration and learning. The following components will be integral to the continuous improvement of this plan.

## Assessment

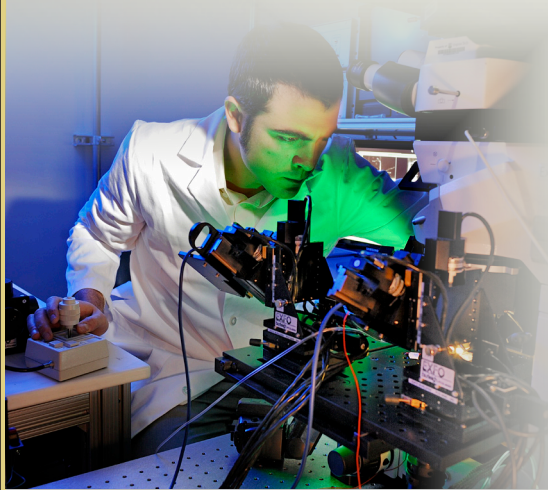
Assessment will play a pivotal role in the university's shared successes in achieving the elements presented in this plan. The process of assessment will be formative in 2013. During this year, we will gather benchmark data on peer institutions, in accordance with Objective 3 under Institutional Infrastructure. We will also research and compile data for other indicators outlined in the 2013-18 DSP. The result of our actions will be a baseline report on diversity and inclusion, which will serve as the foundation from which we measure our progress and achievements. Each year until 2018 we will monitor selected indicators for change and develop an annual report for diversity and inclusion to be presented to the Academic Affairs Committee of the Board of Visitors.

**Realizing the principal strategies in this plan requires collaboration, coordination, and communication across all levels of the university – Plan for a New Horizon, p. 18.**

From 2013-18, assessment will be linked with critical continuous improvement processes such as the Administrative Quality Improvement Process (AdQI) for administrative units and Academic Quality and Improvement (AQI) for academic programs. Both administrative and academic areas will be encouraged to develop outcomes that advance the 2013-18 DSP and document progress toward achieving each strategic initiative.

## Clear and Common Reporting Structures

The lack of common ground for reporting on diversity and inclusion initiatives was a topic of particular note in the development of this plan. The Office of the Vice President for Diversity and Inclusion will work collectively with heads of colleges and units, senior management areas, the Office of the Provost, the Office of Assessment and Evaluation, and others. We will develop a streamlined assessment and reporting protocol that aligns with existing structures. This protocol will facilitate a common dialogue and information sharing on diversity and inclusion practices.





## Dissemination

We recognize that each department, unit, and college is at a different stage in its planning for diversity and inclusion. For this reason, it will be important to publicize our campus narratives, data, and reports to a wide audience. Doing so will facilitate cross-pollination between units and further collaboration. As noted during our planning process, colleges and units are eager to learn about what is being done, and what remains, as we move forward. Assessment is incomplete without dissemination. The Office of the Vice President for Diversity and Inclusion has created a website ([www.diversity.vt.edu/dsp](http://www.diversity.vt.edu/dsp)) that features a dynamic version for the 2013-18 DSP. It is a repository for college and unit diversity efforts across campus. It will also display current data and reports. Finally, it will link to a database of narratives and practices that can continually enrich our diversity initiatives.

This plan links to and is informed by the Plan for a New Horizon at Virginia Tech. Accordingly the 2013-18 DSP website will be linked to the plan as one of its components. The 2013-18 DSP will coordinate with and build upon the assessment efforts of the Plan for a New Horizon.

## Best Practices

Pursuant to our first year benchmarking process, we will begin to identify best practices from among colleges and senior management areas. This protocol will include mechanisms for reporting innovative initiatives as well as assessment related outcomes and measured impacts that can serve as a model for others. These practices will be identified from evidence-based continuous improvement processes. Practices that work across campus units and traditional boundaries of research, teaching, outreach, and engagement will be particularly noteworthy. Those that align with the Plan for a New Horizon will be especially important. Recognition of best practices will occur through a variety of university communications and recognition efforts. Best practices will also be shared through education and training efforts including the Diversity Development Institute.

The Office of the Vice President for Diversity and Inclusion would like to thank Marcy Schnitzer and Jane Wemhoener for their facilitation of the cross divisional work groups and writing the 2013-18 DSP.

The Office of the Vice President for Diversity and Inclusion would like to thank the following for their assistance in the development of this plan:

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**The following university offices/entities reviewed this Diversity Strategic Plan:**

Office of the President

Senior Vice President and Provost

Vice Provost for Faculty Affairs

Academic Affairs Committee of the Board of Visitors

Assistant Vice President for Enrollment Management and University Registrar

Office of Undergraduate Admissions

Black Faculty/Staff Caucus

Caucus Group Chairs

Commission on Equal Opportunity and Diversity

Executive Director of Equity and Access

Associate Vice President for Human Resources

Dean of Students

Associate Vice President for Student Success

Academic Affairs Council of the Provost's Office

Assistant Provost for Institutional Research and Effectiveness

Assistant Director Office of Assessment and Evaluation

Vice President and Associate Vice President for Student Affairs

Vice President and Dean for Graduate Education

Vice President and Dean of Undergraduate Education

College and Non-college Diversity Chairs

Staff of the Office for Diversity and Inclusion

## The Virginia Tech Principles of Community

Virginia Tech is a public land-grant university, committed to teaching and learning, research, and outreach to the Commonwealth of Virginia, the nation, and the world community. Learning from the experiences that shape Virginia Tech as an institution, we acknowledge those aspects of our legacy that reflected bias and exclusion. Therefore, we adopt and practice the following principles as fundamental to our on-going efforts to increase access and inclusion and to create a community that nurtures learning and growth for all of its members:

*We affirm* the inherent dignity and value of every person and strive to maintain a climate for work and learning based on mutual respect and understanding.

*We affirm* the right of each person to express thoughts and opinions freely. We encourage open expression within a climate of civility, sensitivity, and mutual respect.

*We affirm* the value of human diversity because it enriches our lives and the University. We acknowledge and respect our differences while affirming our common humanity:

*We reject* all forms of prejudice and discrimination, including those based on age, color, disability, gender, national origin, political affiliation, race, religion, sexual orientation, and veteran status. We take individual and collective responsibility for helping to eliminate bias and discrimination and for increasing our own understanding of these issues through education, training, and interaction with others.

*We pledge* our collective commitment to these principles in the spirit of the Virginia Tech motto of *Ut Prosim* (That I May Serve).

Signed by the Rector, Board of Visitors; President of Virginia Tech; Presidents of the Faculty Senate, Staff Senate, Student Government Association, Graduate Student Assembly, and the Alumni Association; Chair of Commission on Equal Opportunity and Diversity;

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