

# Diversity, Equity, Inclusion, and Belonging

## Pamplin College of Business

# Impact Report

## 2021-2022



## **Editor's Note**

*Welcome to Pamplin's 2021 - 2022 Diversity, Equity, Inclusion, and Belonging Impact Report. We acknowledge all efforts in the college that advance DEIB issues. Progress is being made which gives recognition to the belief that change is not only possible, but achievable. If there are items within this report that should be present but are missing, email [DEIB@vt.edu](mailto:DEIB@vt.edu) and they will be included in the next edition. Please note that 'gender' is mentioned throughout this report. Pamplin views gender as a nonbinary concept. Due to data availability, this edition of our Impact report reflects self-reported gender.*

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**S**ince coming to Virginia Tech as Pamplin's dean I have worked to increase the sense of community with our students and alumni, faculty, and staff. I value diversity, equity, inclusion, and belonging, or DEIB, as we call those related concepts. Fundamentally, DEIB is important because each person should have the opportunity to be a valued contributor to the communities and institutions that make up our country.

Embracing DEIB means committing to recognizing the value inherent in each person. Being open to accepting people who differ from ourselves in their race, gender, backgrounds, looks, worldviews, etc. is not enough to achieve DEIB. We need to actively seek to welcome people who have identities that have been excluded; we need to actively seek dialogue and understanding; we need to act.

DEIB should be a concept we embrace for its own value but in addition, embracing DEIB has practical value. We will be stronger, more successful, and better off when we work together. But it's difficult to work together effectively without the mutual understanding that comes from interactions, including open and honest discussions among people who have different life experiences and who expect different futures. We will be stronger, more successful, and better off when we seek ideas and help from each other.

ROBERT



## Message from Robert T. Sumichrast Dean

*Dean Sumichrast retired June 30, 2022. We're excited to welcome Interim Dean Robin Russell.*



## Message from Janice Branch Hall Associate Dean for Diversity, Equity, Inclusion, and Belonging

**G**reetings Pamplin Community:  
It is truly an amazing time to be part of the Pamplin College of Business. Kudos to all of you for your courage and commitment to diversity, equity, inclusion, and belonging (DEIB) as a core strength of our college.

DEIB fuels our community through its focus on people. I like to imagine DEIB as humanity-in-action; it acknowledges and affirms the unique standpoints of individuals and groups, and yet is intentional about addressing (or redressing) their issues with compassion and empathy.

Essentially, you and I are the catalysts to advancing DEIB in Pamplin, and the following pages reflect the progress we have made over the last year. This report also reveals our challenges and illuminates the opportunities we have yet to discover. There is power in our diversity as citizens of Pamplin, and I am confident that our individual and collective contributions will elevate the lived experiences of future Hokies for generations to come.

We are better together, Go Hokies!

Janice Branch Hall

## Philosophy

The Pamplin College of Business affirms strategic and intentional efforts that challenge the status quo and promote the diversity, equity, inclusion, and belonging (DEIB) of all stakeholders. We are committed to people excellence and building a model inclusive community that embraces academic excellence and cultural humility broadly. While Pamplin has observed paramount progress toward advancing issues of diversity over the past decade, we are transcending with a renewed, data-driven focus to seize opportunities that address DEIB issues of the 21st century.

## Definitions

**D Diversity (n):** The visible and invisible characteristics and experiences that make people different. Everyone is diverse.

**E Equity (v):** Identifying and addressing imbalances and barriers that inhibit group and individual full engagement and success.

**I Inclusion (v):** The act of ensuring all groups and individuals have equitable access to resources and opportunities. Developing an understanding of unique needs and challenges are critical.

**B Belonging (n):** The nexus of diversity, equity, and inclusion where all groups and individuals feel welcomed, valued, and are empowered to be active members in the community.

## Principles for Strategic Direction

- > **Centralize** DEIB efforts under strategic leadership to effectively coordinate actions, provide clear guidance, and develop best practices to support timely adjustments at all levels of Pamplin.
- > **Prioritize** DEIB efforts focused on addressing inequalities relating to race/ethnicity, gender, persons with disabilities, veterans, and other underrepresented and underserved populations in accordance with Pamplin and Virginia Tech Strategic Plans and affirmative action plans.
- > **Acknowledge, assess, and evaluate** historical and traditional implications relating to existing and future DEIB outcomes, programs, power structures, access to opportunities, and distribution of resources.
- > Establish **clear goals, metrics, levels, and actions** that measure DEIB progress both quantitatively and qualitatively as reflected in Strategic Initiative 5.6 – *Build a model inclusive community* – of Pamplin’s Strategic and Implementation Plans.
- > Inspire **accountability** and shared governance to ensure DEIB efforts becomes everyone’s responsibility.
- > Affirm DEIB as critical to achieving **sustainable transformation** of our culture.

# Strategic and Implementation Plan

Building an inclusive community starts with embracing diversity in all its forms, therefore, we will continue to enhance the diversity of our faculty, staff, students, advisory board members, and the external partners with whom we work. We acknowledge these efforts require effective college systems, but also individual effort to create a community where individuals with different perspectives demonstrate respect for others and attain the necessary skills to engage in meaningful and courageous conversations about diverse issues.

InclusiveVT is the institutional and individual commitment to **Ut Prosim** (That I May Serve) in the spirit of community, diversity, and excellence. The following goals were established in alignment with the InclusiveVT institutional goals. Pamplin identified opportunities to advance InclusiveVT institutional goals and developed metrics to measure progress. Levels were determined using benchmark data and guidance from the following: The Virginia Tech Difference: Advancing Beyond Boundaries Strategic Plan, Partnership for an Incentive-Based Budget (PIBB), University Data Commons (UDC), and industry-specific knowledge and insight.



**“** *We strive to create a diverse, inclusive environment where all students, faculty and staff can learn, grow and thrive. Hokie Spirit, Ut Prosim, Belonging. We are building a culture of belonging at Pamplin. Belonging in the classroom, belonging in a team project, belonging in study abroad, belonging in student groups or organizations, belonging in the community and in the business world. Diversity makes for better decisions. Inclusiveness brings diversity to the table. Belonging is the springboard to action.*

**– Roberta S. Russell  
Interim Dean**

## Goal One

Build the college infrastructure in Pamplin to assure sustainable transformation in the areas of diversity, equity, inclusion, and belonging.

## Goal Two

Achieve representational diversity in Pamplin.

## Goal Three


Advance the academic mission of Pamplin through diversity, equity, inclusion, and belonging.

## Goal Four

Foster an equitable, inclusive community where stakeholders have a sense of belonging.

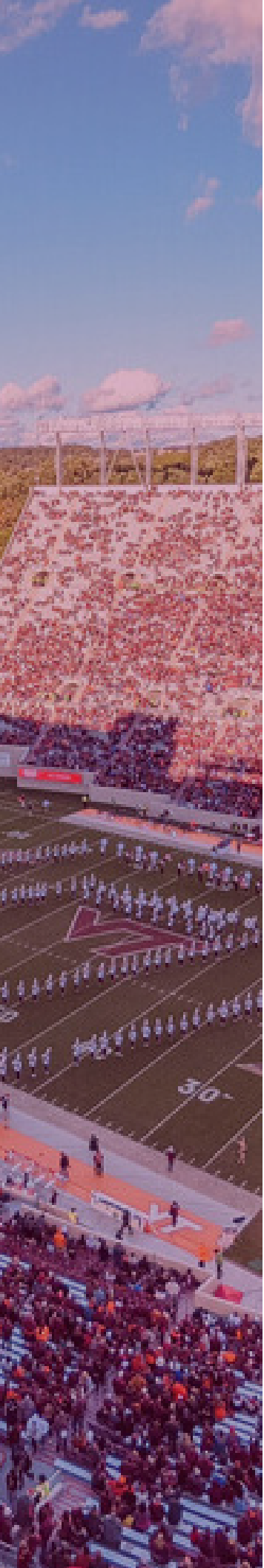


*Pamplin's  
2019-2024  
Strategic Plan*



***“Changes at Virginia Tech, in higher education, and in society provide new opportunities for Pamplin to build on its past achievements. The college intends to seize this opportunity to continue to raise the aspirations of alumni, faculty, staff, and students as we envision a new and exciting future.***

***- Robert T. Sumichrast  
Pamplin College of Business, Dean***



*Implementation plan for Strategic Initiative: 5.6. Build a model inclusive community*

**Metric**

**Goal One**

Reorganize and centralize Pamplin's DEIB efforts to advance college performance

**Goal Two**

Percent of underrepresented minority full-time teaching & research faculty

Percent of women full-time teaching & research faculty

Percent of underrepresented minority or underserved students in the entering undergraduate program (freshmen and transfer)

Percent of underrepresented minority students entering graduate programs

Percent of underrepresented members on alumni advisory boards

**Goal Three**

Ensure students graduate with cultural humility knowledge and practical skills to thrive in a pluralistic society

DEIB articles accepted in Pamplin Elite Journals

**Goal Four**

Enhance climate for employees and student populations

Enhance experiences for employees to develop cultural humility knowledge and practical skills

## Level

---

- Ensure Pamplin's critical DEIB systems, policies, procedures, and practices are contextually appropriate and in alignment with the university's infrastructure
  - Ensure Pamplin's key leadership evaluate and approve Pamplin's critical DEIB systems, policies, procedures, and practices
- 

- Achieve 10% tenured faculty
  - Achieve 20% tenure-track faculty
  - Achieve 10% non-tenure track faculty
- 

- Achieve 50% tenured and tenure-track faculty
  - Achieve 50% non-tenure track faculty
- 

- Collaborate with the university to achieve 40% representation
- 

- Achieve 20% representation
- 

- Achieve 15% underrepresented minority members on emerging and recent alumni boards, and the Pamplin Society
  - Achieve 40% women members on emerging and recent alumni boards, and the Pamplin Society
  - Achieve 100% of alumni advisory boards developing DEIB plans
- 

- Design measurable undergraduate and graduate learning goals to enhance student cultural humility knowledge and practical skills
  - Identify assessment tools and collect meaningful data that evaluates student cultural humility knowledge and practical skills
- 

- 5 accepted articles per year
- 

- Increase response rate of the Virginia Tech Employee Climate Survey to 75% for employee groups
  - Achieve 75% workplace satisfaction as reported in the Virginia Tech Employee Climate Survey
  - Increase response rate of the Virginia Tech Student Climate Survey to 60% for undergraduate and graduate students
- 

- Achieve 80% of employees complete an annual educational component from one of three entities: university, Pamplin, external organizations
-



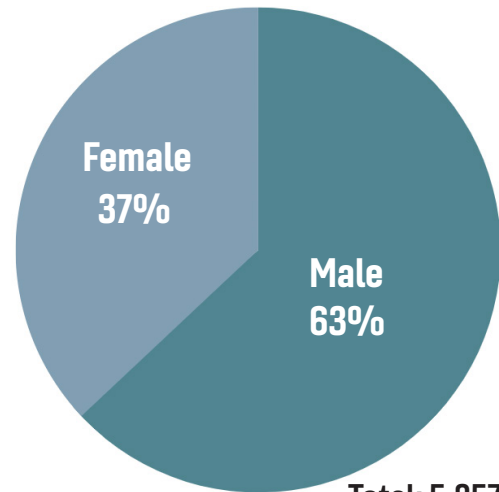
# Student Enrollment

Fall 2021

## UNDERGRADUATE

American Indian or Alaska Native	0%
Asian	14%
Black or African American	5%
Hispanics of any race	8%
Native Hawaiian or Other Pacific Islander	0%
White	63%
Two or more races	5%
Not Reported	2%
Nonresident Alien	3%

**Total URM-USS 5 YR change: + 56%**

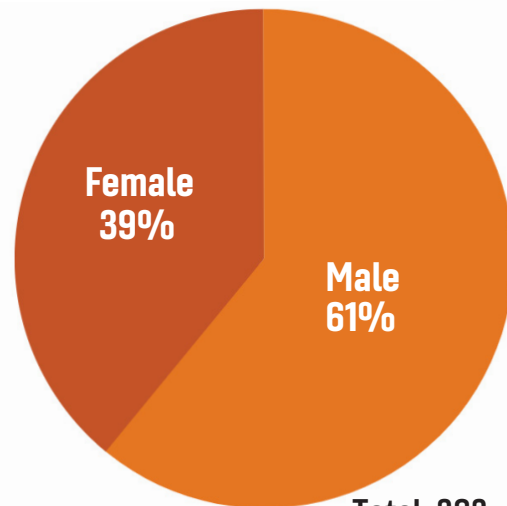


**Total: 5,257**

## MASTERS

American Indian or Alaska Native	0%
Asian	8%
Black or African American	6%
Hispanics of any race	12%
Native Hawaiian or Other Pacific Islander	0%
White	54%
Two or more races	3%
Not Reported	8%
Nonresident Alien	10%

**Total URM 5 YR change: + 47%**

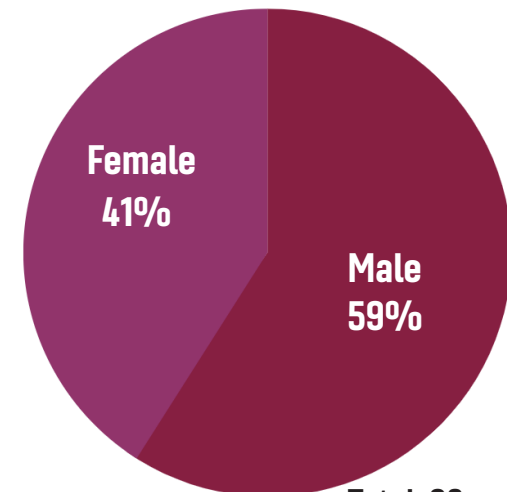


**Total: 363**

## DOCTORAL

American Indian or Alaska Native	0%
Asian	10%
Black or African American	10%
Hispanics of any race	4%
Native Hawaiian or Other Pacific Islander	0%
White	35%
Two or more races	0%
Not Reported	2%
Nonresident Alien	39%

**Total URM 5 YR change: + 44%**

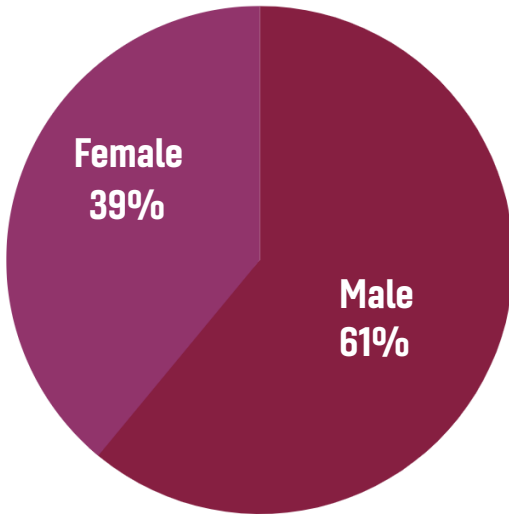


**Total: 92**

# Entering Student Profile

Fall 2021

## UNDERGRADUATE

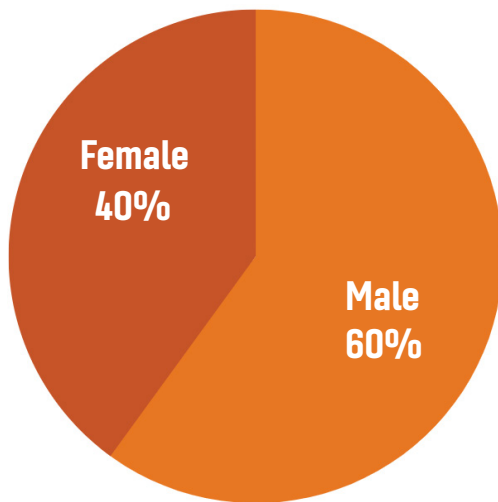


Total: 1,093

American Indian or Alaska Native	0%
Asian	14%
Black or African American	7%
Hispanics of any race	12%
Native Hawaiian or Other Pacific Islander	0%
White	59%
Two or more races	4%
Not Reported	2%
Nonresident Alien	1%

URM-USS 5 YR change: + 44%

## MASTERS

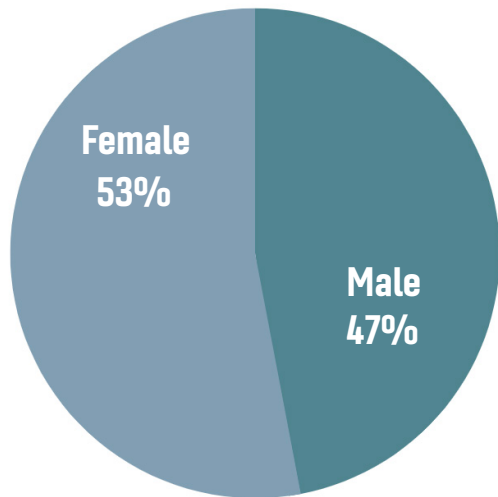


Total: 146

American Indian or Alaska Native	0%
Asian	3%
Black or African American	4%
Hispanics of any race	16%
Native Hawaiian or Other Pacific Islander	0%
White	64%
Two or more races	3%
Not Reported	3%
Nonresident Alien	7%

URM 5 YR change: + 39%

## DOCTORAL



Total: 17

American Indian or Alaska Native	0%
Asian	6%
Black or African American	6%
Hispanics of any race	0%
Native Hawaiian or Other Pacific Islander	0%
White	29%
Two or more races	0%
Not Reported	12%
Nonresident Alien	47%

URM 5 YR change: -80%





*Pamplin's  
Undergraduate  
Commencement  
2022 Highlights*



# Undergraduate Achievement

Fall 2021

Over the last five years, Pamplin has observed increases in student achievement, continuously surpassing the university's 4-year graduation average. Although tremendous progress has been made to advance Pamplin's student experience, we observe achievement disparities within segments of our diverse undergraduate population. To address these gaps, we have appointed a Director for Student Success and implemented strategic interventions set forth by Pamplin's Undergraduate Programs Office, led by Dr. Lara Khansa.

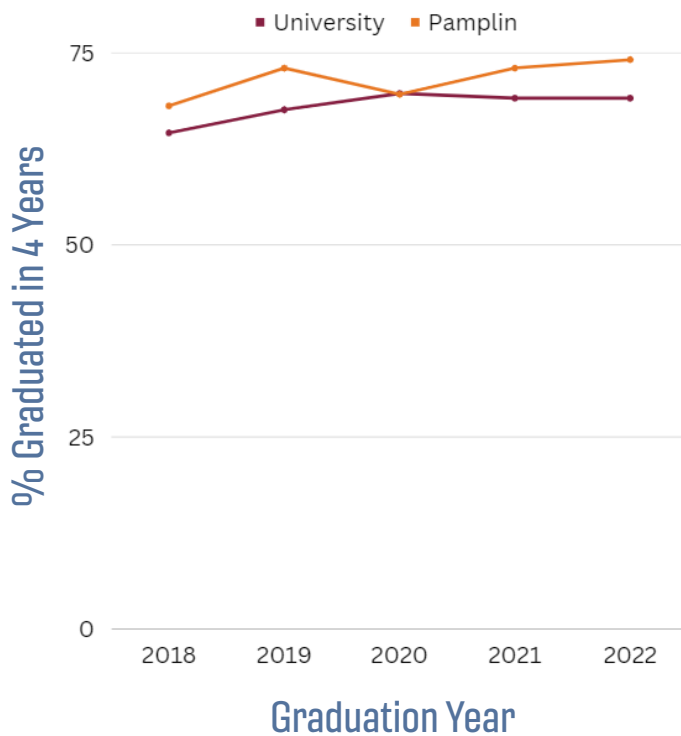


*The land grant mission is about changing the world in positive meaningful ways and generating opportunities for all. As a land grant institution, we strive to provide our students with the best education and student experience so they can fulfill their aspirations and give back to the world*

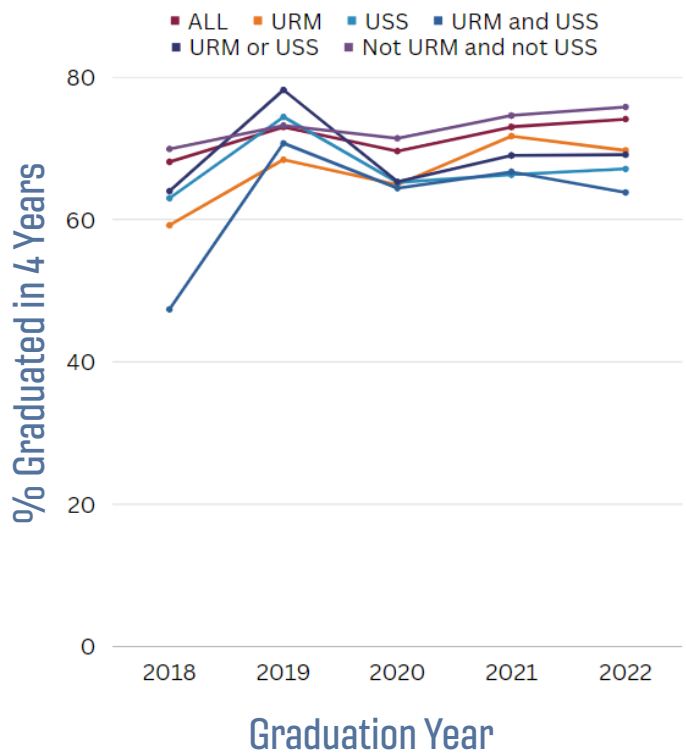
**– Lara Khansa  
Associate Dean and  
Sonny Merryman Professor**



## Undergraduate Achievement



## Pamplin's Undergraduate Achievement Gaps



May 12, 2022

Haseb Alim, 2022 Pamplin Outstanding Senior Award recipient and student speaker

*Addressing both commencement ceremonies, Alim spoke to the transformative experiences he had growing up in war-torn Afghanistan and how they continue to fuel his drive to serve others and pursue his academic and professional ambitions. He urged his fellow graduates to take risks, especially when they involve something you are passionate about, and to always keep a commitment to Ut Prosim at the heart of everything you do.*

# Pamplin's Inspiring Possibilities (PIP) Academy

July 7 - July 16, 2022



*Pictured Above: 2022 PIP Academy Cohort*

Pamplin's Inspiring Possibilities (PIP) Academy is a ten-day residential program designed to introduce high school students from diverse backgrounds to the dynamic world of business and business careers. Selected students explored seven areas, including Accounting and Information Systems, Business Information Technology, Finance, Hospitality and Tourism Management, Management, Marketing, and Real Estate. Students had an opportunity to interact with diverse business professionals and participate in the preparation and presentation of a team project. Participants were

immersed in the Virginia Tech campus experience. Students attended classes facilitated by Pamplin College of Business faculty, alumni, business leaders, and interacted with current Pamplin students, tour campus facilities, and hear presentations from campus units (e.g., admissions, undergraduate programs, study abroad).

**“ I have enjoyed my experience here at Virginia Tech and my time in this program immensely. This experience has offered me incredibly helpful insight into my college and even professional career, and everyone at this program was genuinely interested in helping me to discover my passion.**

**– Kaitlyn  
PIP '22**



*Pictured Above: 2022 PIP Academy Team Project Winners*



*[PIP Academy 2022 Press Release](#)*



*Pictured Above: Fralin Biomedical Research Center Tour, Roanoke,*

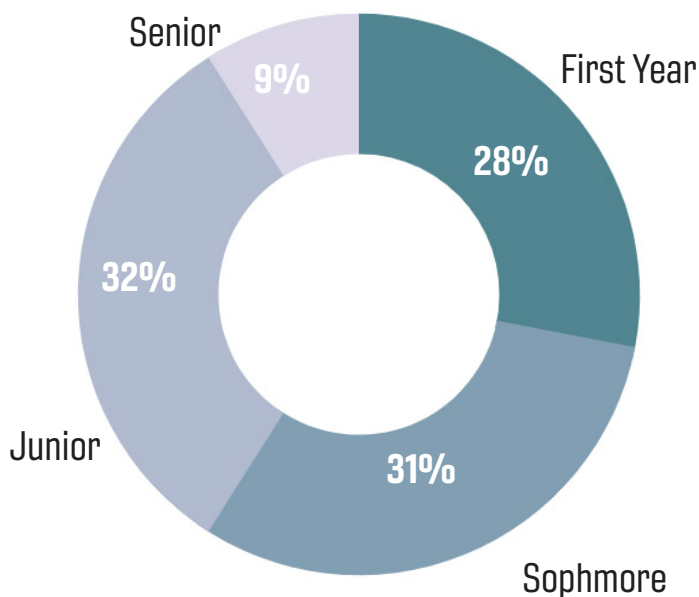
# Pamplin's Undergraduate Mentoring Program (PUMP)

2021-2022

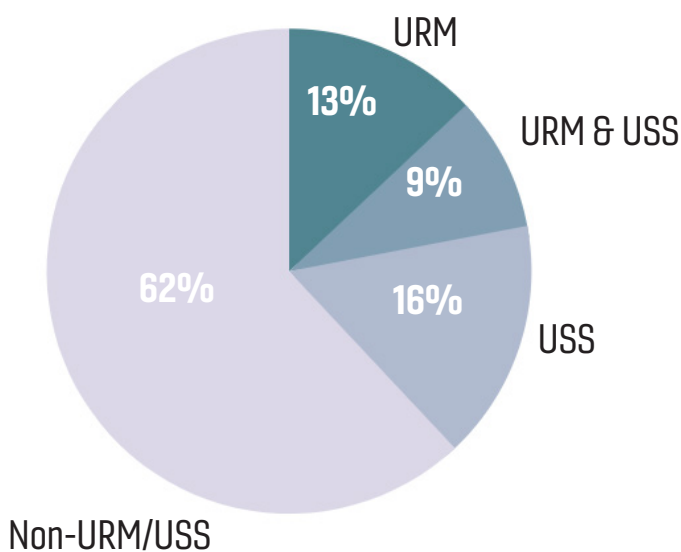
The mission of Pamplin Undergraduate Mentoring Program (PUMP) is to provide support to students with their transition into and through college by connecting them with resources to help them develop academically, personally, and professionally in the classroom and in their careers.

Programming at each level is tailored to students in their current academic year and stage of their career readiness. The PUMP programs are designed to foster a welcoming, inclusive, and affirming environment to help our students reach success in their undergraduate and post-graduate lives. Participants are paired with peer and alumni mentors.

## Pump Participants



## Intersections of Identity



“*At the start of my freshmen year, I was an active PUMP member. Listening to workshops about networking, building a resume, and utilizing Virginia Tech resources helped me feel confident academically and professionally. Coming into college can be an incredibly stressful time, and I found that meeting people in my classes and building these professional relationships help me feel more confident to join the workforce. During my junior year, I was able to obtain the role of PUMP President. Taking on this leadership role has been a big influence on my time management skills and learning to manage others. I would highly recommend this club to anyone, whether you feel confident coming into college or not. It has been an amazing experience seeing myself grow professionally and as a person because of this organization.*

**- Claudia LeBoeuf  
PUMP President**



Pictured Above: PUMP Workshop 2021

# Veterans Salute

November 11, 2021

The Pamplin College of Business honored Hokies who personify the spirit of Virginia Tech's motto *Ut Prosim* (That I May Serve) at the Salute to Veterans Day 2021: The Embodiment of Ut Prosim ceremony. Among the featured speakers were Keynote Speaker and Army veteran Wanda J. Smith, and renowned bestselling author Homer Hickam Jr. '64.



*2021 Pamplin  
Veterans Day  
Ceremony*

## SALUTE TO VETERANS DAY:

**The Embodiment of Ut Prosim  
(That I May Serve)**



**Thursday, November 11, 2021**

4:30-5:30PM

**Pamplin Atrium (Blacksburg)  
Falls Church Campus**

Link to Live Stream Available at  
Registration

**Registration Link:**

<https://aimsbbis.vt.edu/Pamplin-Veterans-2021>

Reception to follow - in Pamplin Atrium  
(Blacksburg) and Falls Church Campus



*March 6, 2022*



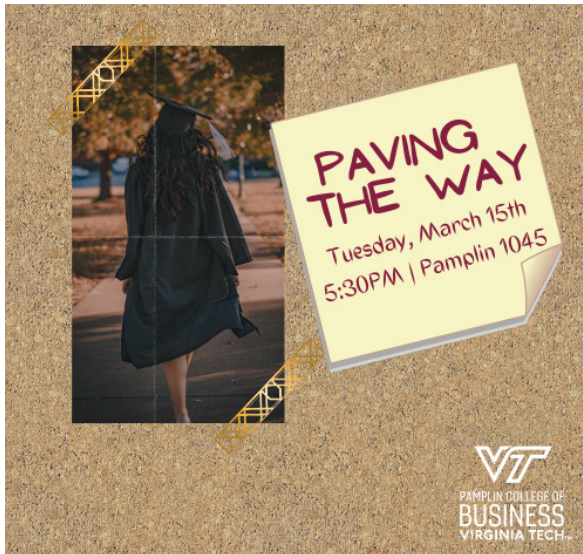
## Claiming Your Seat At The Table

Claiming Your Seat at the Table, an event where women in business gathered to learn, network with amazing alumnae, build community, and increase self-confidence in the workplace. Thank you to all of the panel members who shared their stories and empowered the past, present, and future women of Pamplin!



# Paving the Way

March 15, 2022



Paving the Way highlighted the lived experiences of first-generation college students at various stages of life: undergraduate student, alumni, faculty, and staff. Students had the opportunity to learn from panelist experiences and develop strategies to continue, persist, develop resiliency and grit, from first generations college graduates and to be successful academically, personally, and professionally.

## New Horizons Scholarship Program *Honorable Mention*

*The Office for Diversity, Equity, Inclusion, and Belonging (DEIB) is ever-changing and evolving to better meet the needs and expectations of our students, faculty, staff, and alumni. The New Horizons Scholarship Program is proceeding as the Inspire Excellence Academy.*

*A special thank you to all sponsors for their support!*



## Inspire Excellence Academy

Launching Fall 2022

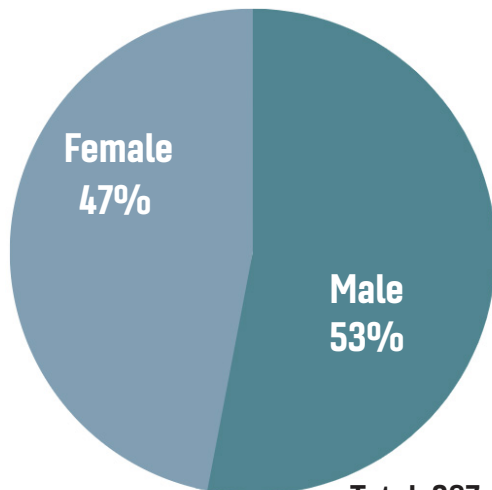


The inaugural Inspire Excellence Academy is a first-year student enrichment program designed to support the college transition and advance student holistic success. Inspire Excellence students will enhance knowledge and skills to thrive in their academic, personal, and professional lives; develop as culturally informed leaders who are empowered to make a positive impact on their communities; and engage in creating a more diverse and inclusive Pamplin community where all students belong.

**COMING SOON!**

# Pamplin Workforce

Fall 2021



Total: 287

American Indian or Alaska Native	0%
Asian	11%
Black or African American	5%
Hispanics of any race	2%
Native Hawaiian or Other Pacific Islander	0%
White	77%
Two or more races	0%
Not Reported	0%
Nonresident Alien	5%

Total URM 5 YR change: +39%



## Who Makes Up Pamplin's Workforce?

**33%** Tenured and Tenure-Track

**20%** Non-Tenure-Track

**16%** Classified Professionals, Staff

**16%** Administrative & Professional Faculty

**15%** Adjunct

American Indian or Alaska Native	0%
Asian	25%
Black or African American	3%
Hispanics of any race	2%
Native Hawaiian or Other Pacific Islander	0%
White	70%
Two or more races	0%
Not Reported	0%
Nonresident Alien	0%

**Total URM 5 YR change: + 50%**

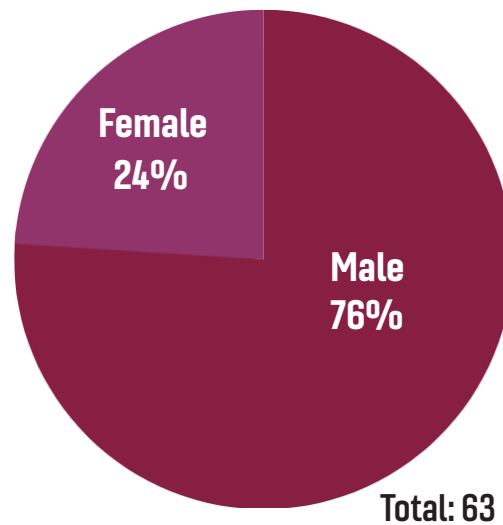
American Indian or Alaska Native	0%
Asian	16%
Black or African American	19%
Hispanics of any race	0%
Native Hawaiian or Other Pacific Islander	0%
White	34%
Two or more races	0%
Not Reported	0%
Nonresident Alien	31%

**Total URM 5 YR change: + 200%**

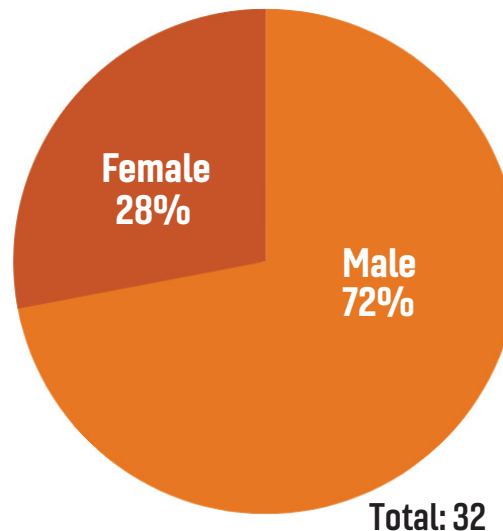
American Indian or Alaska Native	0%
Asian	2%
Black or African American	4%
Hispanics of any race	4%
Native Hawaiian or Other Pacific Islander	0%
White	88%
Two or more races	0%
Not Reported	0%
Nonresident Alien	4%

**Total URM 5 YR change: + 33%**

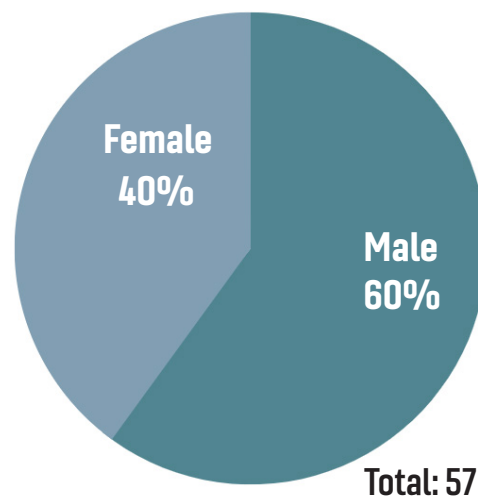
### TENURED



### TENURE-TRACK



### NON-TENURE-TRACK





## Faculty Spotlight

*National Center for Faculty Development & Diversity  
Faculty Success Program*

Shaniel Bernard, Assistant Professor for the Howard Feiertag Department of Hospitality and Tourism Management completed the Faculty Success Program, hosted by the National Center for Faculty Development & Diversity. Dr. Bernard was a part of a small group, consisting of four other Black tenure-track professors from other universities within the US that had expressed experiences and challenges. Tools and assignments were given around the topics of strategic planning, weekly planning meetings, tracking resistance, assessing and adjusting, tracking time, creating a mentoring network, reflection as research faculty,



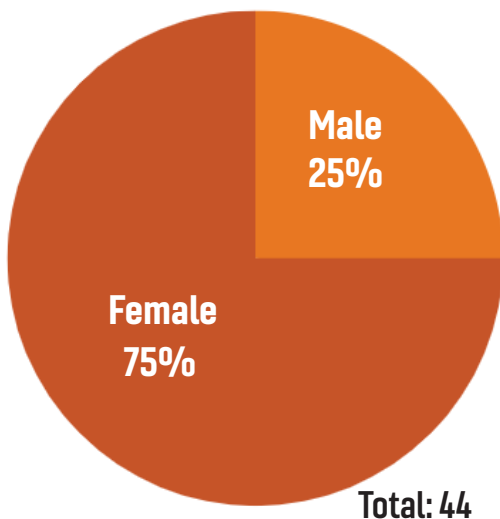
*These tools have set the foundation of a routine I can adapt to consistently adhere to my research teaching and service duties, while balancing self and home life. I was also able to expand my network to meet other tenure track faculty members, maintained connections, even after the program ended. These colleagues provided a safe space to share just about everything that affects our productivity and offered support and advice on how to move forward. This was especially meaningful to me because I felt seen, heard and validated in my own struggles. I could be vulnerable and open without judgment.*

*- Shaniel Bernard, PhD  
Assistant Professor, HTM*

# A/P Faculty & Staff

Fall 2021

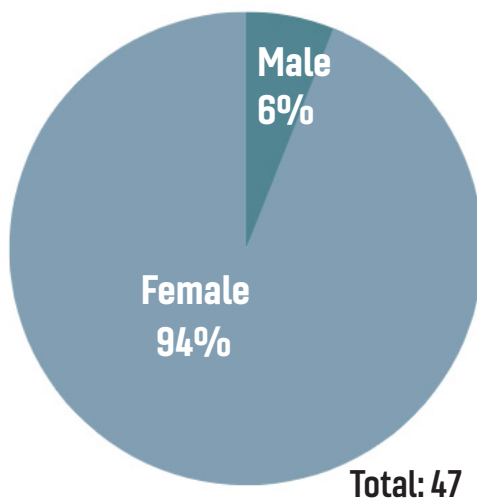
## A/P FACULTY



American Indian or Alaska Native	2%
Asian	7%
Black or African American	2%
Hispanics of any race	2%
Native Hawaiian or Other Pacific Islander	0%
White	84%
Two or more races	2%
Not Reported	0%
Nonresident Alien	0%

Total URM 5 YR change: +50%

## STAFF



American Indian or Alaska Native	0%
Asian	6%
Black or African American	6%
Hispanics of any race	0%
Native Hawaiian or Other Pacific Islander	2%
White	83%
Two or more races	0%
Not Reported	0%
Nonresident Alien	2%

Total URM 5 YR change: +40%

## NEW PROGRAM!

## Staff Professional Development Fund

Advancing individual strengths and collective contributions of our staff leaders are essential to the success, transformation, and sustainability of the Pamplin College of Business. To fulfill our mission, the Staff Professional Development Fund is an effort to encourage workplace excellence through continuous learning, training, and development. To receive funding for pre-approved professional development opportunities, an applicant must meet the staff eligibility requirements and adhere to the following guidelines:

- > Pamplin staff who have twelve or more months of regular, continuous service.
- > Applicants must be committed to supporting the mission, vision, and core values of Pamplin.
- > Applicants must complete an application, detailing relevant goals and how the professional development opportunity will add value to those goals.
- > If the desired opportunity includes a selection process, applicants must have been accepted/selected prior to applying for funding.
- > Applicants must secure written approval and support from their departmental supervisor.

[Learn more](#)



# Pamplin Community Committee (PCC)

The mission of the Pamplin Community Committee for Diversity, Inclusion & Equity (PCC) is to be strategic and intentional about diversity, inclusion, and equity in the Pamplin College of Business. Serving as a thought leader, advocate, advisor, and resource, PCC works to assess college climate and foster meaningful opportunities across populations that encourage and enhance understanding of diversity, inclusion, and equity as critical to business and community transformation and sustainability.

## Goals/Objectives

- > Reinforce Virginia Tech Principles of Community at all levels of Pamplin.
- > Advise the Dean and senior leadership of opportunities and challenges related to diversity, inclusion, and equity.
- > Support efforts that attract, retain and aid the success of diverse faculty, staff, and students.
- > Drive and advance education/awareness of diverse, inclusive, and equitable practices at all levels of Pamplin.
- > Provide internal support for cultivating and sustaining a diverse inclusive, and equitable academic and workplace culture.

## Programs/Initiatives

- > InclusiveVT Week | September
- > Principles of Community Week | March
- > Diversity Excellence Awards - Selection Committee
- > Educational and development signature events
- > Access and evaluate current diverse, inclusive, and equitable practices with AACSB Best Practices, Virginia Tech and Pamplin strategic plans, and other resources

## Diversity Excellence Award

The Pamplin College of Business is committed to fostering a collegial academic and work environment that embraces excellence and diversity broadly. The Diversity Excellence Awards recognize the contributions of individuals or groups of individuals who demonstrate exemplary leadership in the areas of diversity, inclusion, and equity in the following categories: faculty, staff, and undergraduate students. Recipients should epitomize excellence, significant achievement, and success in advancing the college's mission of empowering the diverse communities we serve.



### **Faculty Winner 2022**

**Kristin Lamoureux**

Associate Collegiate Professor  
Hospitality & Tourism Management  
*Honorable mention: Dan Simundza & Dirk Buengel*



### **Staff Winner 2022**

**Julia Acton**

Administrative Manager  
Undergraduate Programs Office



### **Staff Winner 2022**

**Jamie McElfresh**

Administrative Assistant  
Management



### **Student Winner 2022**

**Parul Manocha**

Ph.D Student  
Management

*Did you know?*

*All seven academic departments within Pamplin has a designated PCC faculty member.*



# Educating & Celebrating Our Workforce

## ***Deloitte Leadership Development Programs***

*with Deborah Golden, Principal, US Cyber & Strategic Risk Leader*



*April 26, 2021*

### ***> Business Chemistry®***

Using science to improve the art of business relationships. Business Chemistry® can help you grasp where others are coming from, appreciate the value they bring, and determine what they need in order to excel. It is used by hundreds of thousands of professionals around the world to build stronger relationships, increase team performance, and create exceptional organizations.

### ***> The Inclusive Leadership Experience***

An inclusive culture that drives business outcomes starts with inclusive leaders. To help leaders share authentically and build inclusive behaviors, we've designed an experience that is innovative, immersive, and viscerally stimulating. Topics include developing awareness, recognizing bias, building culture, and personal action.

## ***PwC Workshop***

*with Jamie Harvey, Tax Partner*



*December 3, 2021*

PwC offered the Pamplin teaching and research faculty, a series of workshops centered on diversity, equity, inclusion, and belonging (DEIB). The purpose of these workshops is to advance individual strengths and collective contributions. The workshops are interactive, engaging experience which covers a wide range of DEIB topics to help faculty develop inclusive and empathetic competencies and enhance their data-driven, inclusive classroom practices.

## ***Inclusive Competencies Inventory (ICI) Workshop***

*with Dr. Joanne Barnes, Senior Consultant  
and Dr. Brad Grubb, Independent Consultant*

*January 10, 2022*

This workshop focused on self-awareness of DEIB issues, foundations of inclusive competencies and cultural humility. We welcomed independent consultants, Dr. Joanne Barnes and Dr. Brad Grub to facilitate this interactive workshop. The ICI takes a capacity-building approach to DEIB training. What predispositions, cognitive orientations, attitudes, knowledge and behaviors are linked to superior performance in diverse settings? In other words, what competencies do we need to develop to be good at inclusion? Identify what capabilities you bring to the challenge of being more inclusive and the steps you can take to develop inclusion competencies.

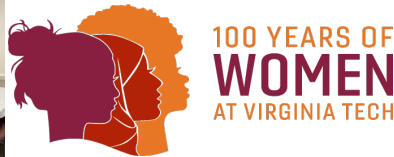


Dr. Joanne Barnes, Senior Consultant  
Dr. Brad Grubb, Independent Consultant  
10 January 2022  
©2022

# Women of Pamplin Luncheon

March 16, 2022

In honor of International Women's History Month and 100 Years of Women at Virginia Tech, Pamplin DEIB hosted a luncheon for the women of Pamplin. It gave us the opportunity to celebrate the amazing faculty and staff women who make up the Pamplin community on both the Blacksburg and Falls Church campuses.



# Race In The Marketplace (RIM) Research Re-Union

The Pamplin College of Business served as the lead Higher Education Institution for the Race In The Marketplace (RIM) Research Re-Union on June 27 - June 28, 2022.

June 27 - June 28, 2022

The RIM Network is an international gathering of diverse scholars, activists, creatives, researchers and practitioners who examine the role of race (and its intersecting socio-political constructs – e.g., class, gender, ethnicity, religion, and sexuality) in the marketplace.

The broad objective of the 2022 RIM Research Re-Union was to re-engage the dialogue after three years apart due to the COVID-19 pandemic. The forum specifically question the role of race in two key markets -- higher education and retail.



[Race in the Marketplace \(RIM\)](https://www.rimnetwork.org/)



# Pamplin Advisory Council (PAC) DEIB Task Force

The Pamplin Advisory Council (PAC) DEIB Task Force is the senior-level council of volunteers established to promote, support, and enhance Pamplin. PAC DEIB Task Force members advise the Associate Dean for DEIB, participate and lead DEIB initiatives, and helps strengthen relationships with key Pamplin stakeholders (including but not limited to the business community, alumni, and students).



***Michael Robinson '85***  
***PAC DEIB Task Force Chair***  
***Morgan Stanley***

**“**DEIB helps to make sure every voice is taken into account, so decisions are more creative and outcomes are more thorough. Alumni engagement with the University can be a catalyst for DEIB growth! Until we have effective DEIB programs and regulations in place, ethical imbalance will stall our society's true progress toward fulfilling our rights to 'freedom and the pursuit of happiness for all'. DEIB is not just the right thing to do; It's also good business.  
**”**



Lynne Doughtie '85  
KPMG, LLP



Floyd Merryman, III, '81  
Sonny Merryman Inc.



Lisa Ellison '86  
Zurich NA



Negar Jamshidimehr '11  
Ernst & Young, LLP



Randy Lucas '91  
Lucas Tax + Energy Consulting



Shirley Edwards '82  
Ernst & Young, LLP

# Meet Our DEIB Team



Dr. Janice Branch Hall  
Associate Dean

## ***Our Vision***

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Inspire a sense of belonging for students and stakeholders using inclusive and innovative practices to elevate the human experience by developing culturally informed community leaders.

## ***Our Mission***

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Transform leaders through strategic initiatives and programming that integrates models of excellence in cutting-edge research, service, and business education.



Cassy Kost  
DEIB Specialist



Emily McCorkle  
Director, Student  
Success



Coral Rojas  
Assistant Director,  
Outreach,  
Recruitment,  
Pre-Collegiate  
Programs



A'me Dalton  
Special Projects  
Manager,  
Communications &  
Events

*Ut Prosim: That I May Serve*

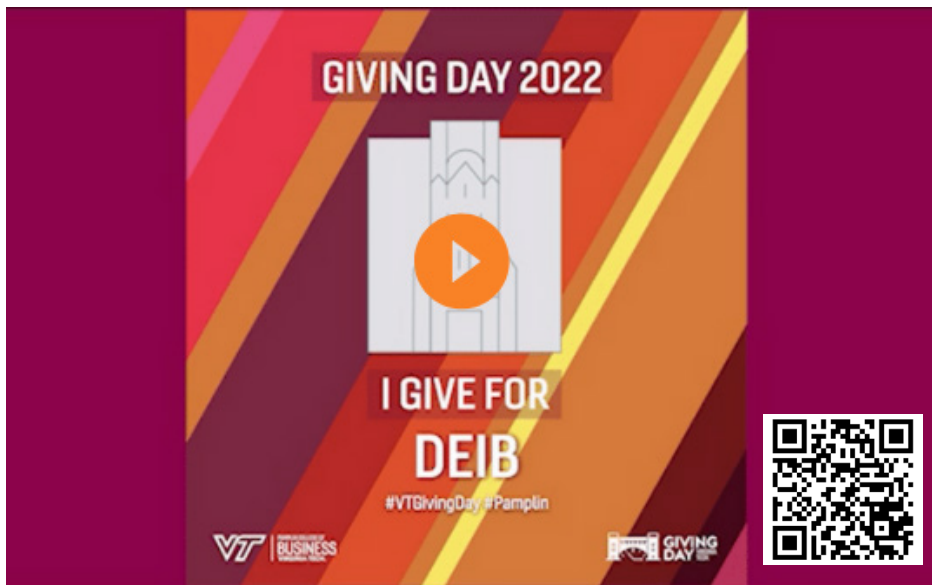
# How You Can Advance DEIB

## Giving Day 2022

This past Giving Day 2022, 15,000 Hokies in 50 states and 29 countries came together to provide over \$8 million in support for Virginia Tech colleges, programs, departments, teams, and student organizations.

Pamplin College of Business led all colleges and units with 2,313 donors and a total of \$2,515,420 raised - a Giving Day record!

**The Office for Diversity, Equity, Inclusion, and Belonging (DEIB) placed 12th out of 26 on the Pamplin Leaderboard!**



### When you give to DEIB, you give to:

- Pamplin's Inspiring Possibilities (PIP) Pre-College Academy
- Scholarships to support underrepresented minority and underserved students
- Pamplin's Undergraduate Mentoring Program (PUMP)
- Inspire Excellence Academy
- Cultural humility education and DEIB experiential learning opportunities
- Research and scholarly projects on DEIB issues in business
- Affinity programs that support women, veterans, first-generation, and LGBTQ+ students
- A culture of belongingness for all persons and so much more!



**“** *I give to equity because it embraces the knowledge that we do not all start from the same place. And for there to be fairness and justice, we must address the imbalances. It is my hope that my contributions will help in the rebalancing and the leveling of the playing field.*

**- Lisa Ellison '86  
PAC DEIB Task Force  
Zurich NA**



*For more information*

*Did you know?  
You can give in other forms including your time, talent, and treasure.*

# 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 ongoing 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, gender identity, gender expression, 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).



*Pamplin's  
Principles of  
Community Week Video*





I AM FIRST-GI

# Glossary

## **Adjunct**

*Adjunct faculty fulfill an ongoing yet temporary need among the faculty, which can include any and all functional roles of the tenured, tenure-track, non-tenure-track, and research faculty.*

## **Administrative and Professional Faculty**

*Administrative and Professional Faculty hold ranks of Administrative Assistant/Associate/[Full] Professor, Administrative Instructor/Lecturer. Administrative and Professional faculty provide the highest levels of support to the university administration and enable the instructional and research faculty to fulfill the university's land grant mission to students and the community.*

## **Classified Professionals, Staff**

*Classified and University Professionals and Staff are grouped into EEO6 (Equal Employment Opportunity) categories of Executive/Admin and Managerial, Technical and Paraprofessional, Clerical and Secretarial, Skilled Crafts, and Service/Maintenance. Classified Professionals, Staff provide support to enable the administration and faculty to fulfill the university's land grant mission to students and the community.*

## **Tenured and Tenure-Track Instructional Faculty**

*Tenured and Tenure-Track Instructional faculty hold ranks of Assistant Professor, Associate Professor, and [Full] Professor. They have a three-fold role: instruction, research, and public service.*

## **Non-Tenure-Track Instructional Faculty**

*Non-Tenure-Track Instructional faculty hold ranks of Collegiate Assistant/Associate/[Full] Professor, Instructor and Advanced/Senior Instructor, Clinical Assistant/Associate/[Full] Professor and Clinical Instructor, Assistant/Associate/[Full] Professor of Practice, Visiting Assistant/Associate/[Full] Professor, Lecturer, and Ranked Non-Tenure-Track Faculty. The primary role of Non-Tenure-Track Instructional faculty is instruction.*

## **Race/Ethnicity**

*Race and ethnicity is self-identified by students, faculty, and staff. Individuals are first asked whether identify as Hispanic or Latino. They are then asked to identify with a race among the following: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, Two or more races. Race/ethnicity is not reported for non-citizen international students.*

## **Underrepresented Minority (URM) - Faculty and Students**

*Underrepresented minority students and faculty are those who self-identify as one of the URM race/ethnicity categories: Hispanics of any race, Black or African American, Native Hawaiian or Other Pacific Islander, American Indian or Alaska Native, or Two or More Races other than White + Asian. URM status is not reported for non-citizen students and faculty whose visa status is non-resident alien.*

## **Underserved Students (USS)**

*Underserved students are non-international students who 1) have parents who are of the first generation in a family where neither parent completed a bachelor's (4-year or higher) degree at any college or university (identified by a combination of codes in an admissions table in Banner), or 2) are qualified to receive a Pell Grant based on federal eligibility as determined by the results of the Free Application for Federal Student Aid (FAFSA), or 3) students who self-identify as veterans and who, with the exception of dependents/family, received GI benefits at any time while enrolled at Virginia Tech.*

*Source: University DataCommons; Data Dictionary*



## **LAND ACKNOWLEDGEMENT & LABOR RECOGNITION**

*Virginia Tech acknowledges that its Blacksburg campus sits on the Tutelo / Monacan People's homeland and we recognize their continued relationships with their lands and waterways. We further acknowledge that legislation and practices like the Morrill Act (1862) enabled the commonwealth of Virginia to finance and found Virginia Tech through the forced removal of Native Nations from their lands, both locally and in western territories. We understand that honoring Native Peoples without explicit material commitments falls short of our institutional responsibilities. Through sustained, transparent, and meaningful engagement with the Tutelo / Monacan Peoples, and other Native Nations, we commit to changing the trajectory of Virginia Tech's history by increasing Indigenous student, staff, and faculty recruitment and retention, diversifying course offerings, and meeting the growing needs of all Virginia tribes and supporting their sovereignty. Virginia Tech acknowledges that its Blacksburg campus was previously the site of the Smithfield and Solitude Plantations. From 1774 to 1865, the Preston family enslaved 40 to 100 African men, women, and children on this land. We recognize that enslaved Black people generated revenue and resources used to establish Virginia Tech and were prohibited from attending before the 1950s. We pay respect to those souls and acknowledge that Virginia Tech is undeniably tied to this legacy. We commit to changing the trajectory of Virginia Tech's history by increasing Black student, staff, and faculty recruitment and retention, diversifying course offerings, and building a climate of equity and inclusion for all.*



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