

# *the faces of change*



University  
Diversity Plan  
2000-2005

Strategic  
Goals

A MESSAGE FROM THE PRESIDENT .....	3
A MESSAGE FROM THE VICE PRESIDENT FOR MULTICULTURAL AFFAIRS .....	4
MISSION .....	5
VISION .....	5
STATEMENT OF UNDERSTANDINGS .....	6
THE STRATEGIC PLAN .....	7

## Appendices

### A

#### SUMMARIES OF CLIMATE AND STATUS DATA

THE FACULTY ASSESSMENT OF CAMPUS CLIMATE .....	16
HIGHLIGHTS FROM THE FACULTY AFFIRMATIVE ACTION REPORT .....	18
THE STAFF ASSESSMENT OF CAMPUS CLIMATE .....	20
THE UNDERGRADUATE STUDENT ASSESSMENT OF CAMPUS CLIMATE .....	21
THE GRADUATE STUDENT ASSESSMENT OF CAMPUS CLIMATE .....	24

### B

#### THE RESEARCH:

DOES DIVERSITY MAKE A DIFFERENCE? THREE RESEARCH STUDIES ON DIVERSITY IN COLLEGE CLASSROOMS .....	27
--	----

### C

THE CORE VALUES OF VIRGINIA TECH .....	31
--	----

### D

#### TOOLS AND RESOURCES FOR PLAN IMPLEMENTATION

THE UNIVERSITYWIDE DIVERSITY INITIATIVES INVENTORY .....	33
REVISED MANUAL ON THE FACULTY SEARCH PROCESS .....	36
RESOURCE ORGANIZATIONS AND GROUPS .....	38

University  
Diversity Plan  
2000-2005

Strategic  
Goals

## Acknowledgments

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

*Susan Angle  
Assistant Dean of Students*

*Richard Bambach  
Faculty Senate*

*Jim Berkson  
College of Natural Resources*

*Richard Conners  
College of Engineering*

*John Easterwood  
Pamplin College of Business*

*Marcia Feuerstein  
College of Architecture and Urban Studies*

*Muriel Flynn  
Personnel Services*

*Valerie Giddings  
College of Human Resources and Education*

*Myra Gordon  
College of Arts and Sciences*

*Laura Gorfkle  
Director of Women Studies*

*Lyn Gray  
International Programs*

*Randy Grayson  
College of Agriculture and Life Sciences*

*Eileen Hitchingham  
Dean of Libraries*

*Jermaine Holmes  
Athletics*

*Cathy Jacobs  
Office of Family and Work/Life Resources*

*Milko Maykowskyj  
Staff Senate*

*Niki Parker  
College of Veterinary Medicine*

*Barbara Pendergrass  
Commission on Student Affairs*

*Martha Johnson Reifsnider  
Graduate School*

*Barry Simmons  
Scholarships and Financial Aid*

*David Travis  
Virginia Cooperative Extension*

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

**TO THE UNIVERSITY COMMUNITY:**

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


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

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

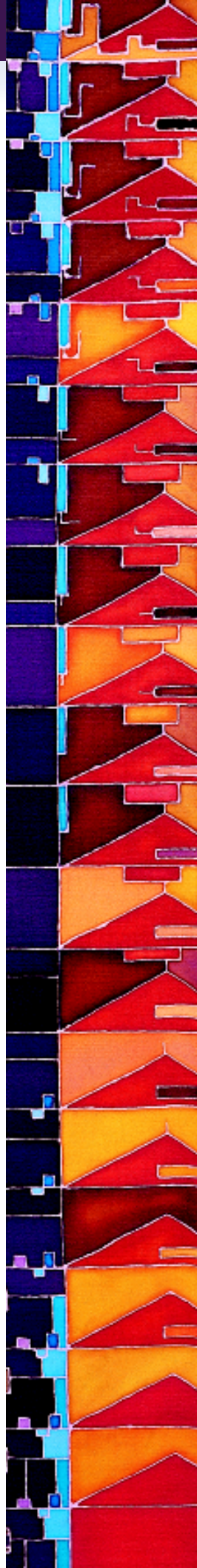
The University Diversity Strategic Plan is our guide to assuring that issues of equity, diversity, and multiculturalism are ongoing considerations as we implement our important academic, research, and outreach goals and initiatives. One of the reasons for Virginia Tech's success to date is our ability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

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

Sincerely,



Charles W. Steger



**TO THE READER:**

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

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

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

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

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

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

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

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

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

Sincerely,

  
Benjamin Dixon



## UNIVERSITY DIVERSITY PLAN

### Mission Statement

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

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

## VISION STATEMENT

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

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

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



## Statement of Understandings

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

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

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

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

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

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

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

# The Strategic Plan

## STRATEGIC GOALS SUMMARY

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

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

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

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

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

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

## goal One

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

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

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

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

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

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

**Timeline:** September 1, 2001





# goalOne goalOne goalOne

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

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

**Measure:** 1 Increased number of first-time freshmen and transfer students completing the first academic year with QCA's of 2.0 and above from 82.4 percent to 85 percent.



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

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

**Assigned to:** Associate Provost for Retention and Academic Support

**Timeline:** 1 September 2001

2 September 2001

3 July 2006

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

**Measure:** 1 Ten percent increase in number of graduate students of color.

2 Two hundred additional tuition scholarships.

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

**Timeline:** September 1, 2002

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

**Measure:** Endowment established; financial aid available.

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

**Timeline:** September 1, 2001



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

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

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

**Timeline:** 1 July 2001  
2 July 2001  
3 July 2000-pilot; July 2001 (full)

# goalOne goalOne

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

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

**Assigned to:** Vice Provost for Outreach  
College Deans

**Timeline:** January 2001

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

**Measure:** 1) Increase in the number and percentage of transfer students who are members of underrepresented groups.

2) Articulated Agreements for collaboration between Virginia Tech and selected colleges.

**Assigned to:** Vice Provost for Academic Affairs

**Timeline:** January 2001

## goal 2

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

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

**Measure:** ① Increase in number of programs supported at the university level in priority areas of recruitment/admissions and retention activities and in initiatives to improve university climate and cultural exposure.

② Establishment of at least one new incentive targeting or directly involving faculty and staff and one targeting or directly involving students.

**Assigned to:** Vice President for Multicultural Affairs

**Timeline:** January 2001

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

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

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

**Assigned to:** Vice President for Multicultural Affairs

**Timeline:** January 2001

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

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

**Assigned to:** Vice President for Multicultural Affairs

**Timeline:** Beginning July 2001

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

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

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

**Timeline:** June 2000 and ongoing



goalTwo goalTwo





## goal Three

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

# 3

### TASK 3A: Review the Core Curriculum and

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

**Measure:**

- 1 Report submitted to the Senior Vice President and Provost.
- 2 Increase in the number of courses offered and number of students participating.
- 3 Change in the requirements for completing the Core Curriculum.

**Assigned to:** Associate Provost for Undergraduate Programs  
College Deans

**Timeline:** September 2002

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

**Measure:**

- 1 Documented increases in the number of students participating in a first-year-experience program and demonstrating greater academic performance, retention, and multicultural understanding.
- 2 Feasibility or evaluation studies of Senior Capstone Experience submitted by colleges.

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

**Timeline:** July 2001

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

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

**Assigned to:** Vice President for Multicultural Affairs

**Timeline:** Beginning July 2001

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

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

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

**Timeline:** April 2001

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

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

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

**Timeline:** January 2001

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

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

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

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

**Timeline:** April 2000 and ongoing

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



goalFour goalFour

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

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

**Assigned to:** Vice President for Multicultural Affairs

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

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

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

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

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

## goal 5

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



1  
2  
3  
4  
5

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

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

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

**Assigned to:** Vice President for Multicultural Affairs  
Vice Provost for Outreach

**Timeline:** July 2001

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

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

**Assigned to:** Vice President for Multicultural Affairs  
Vice Provost for Outreach

**Timeline:** June 2000 and ongoing

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

**Measure:** Addition of at least two more programmatic connections between the university and HBCUs, particularly institutions within the commonwealth.

**Assigned to:** Senior Vice President and Provost  
Vice President for Multicultural Affairs

**Timeline:** July 2003

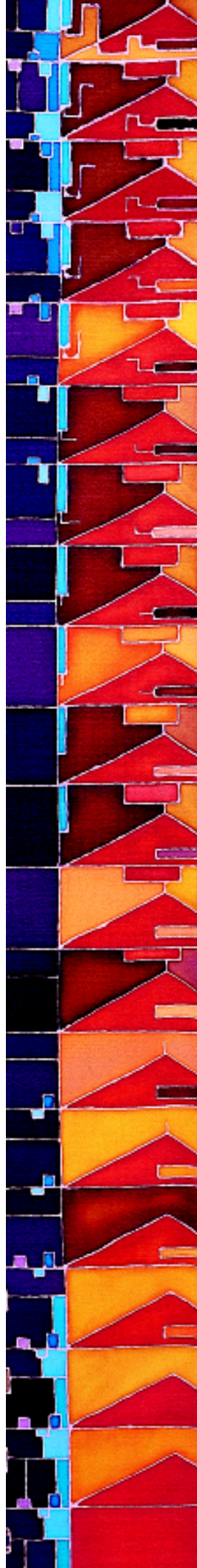
**TASK 5D:** Establish partnerships with corporations and other institutions to collaborate on issues related to the identification and implementation of effective diversity management practices.

**Measure:** Increase in the number of external organizations working with university entities on diversity or multicultural-related matters.

**Assigned to:** Vice President for Multicultural Affairs

**Timeline:** July 2003

goalFive goalFive goalFive goalFive goalFive





# A p p e n d i x A

## SUMMARIES OF CLIMATE AND STATUS DATA

### THE FACULTY ASSESSMENT OF CAMPUS CLIMATE EXECUTIVE SUMMARY

The Faculty Assessment of Campus Climate survey was mailed in March 1998 to 2,648 salaried faculty members working at least one-half time. The overall response rate was 50 percent. The results were analyzed by location (on and off campus), gender, and race/ethnicity. Responses from faculty members with disabilities and gay, lesbian, and bisexual faculty members were also analyzed and reported separately. Figure 1 summarizes the overall level of positive response (agreement) for the 15 major dimensions of the survey and then contrasts the responses of white male faculty with those of respondents of "minority status," including women, faculty of color, and non-heterosexual males.



The following points are among the critical findings of the survey:

- There was near universal agreement that diversity was good for Virginia Tech and should be actively promoted (94 percent). However, other statements concerning the importance of diversity or the means to achieve it received far less support. For example, 40 percent of on-campus faculty members felt that Virginia Tech was placing too much emphasis on diversity; 56 percent felt that one problem with diversity was the admission of under-prepared students; and 44 percent were concerned that affirmative action would lead to hiring less qualified faculty members (see Figure 2).
- More than 90 percent of respondents strongly or somewhat agreed that their work relationships with colleagues were good. These strong, positive relationships exist across gender and race/ethnicity.
- The departmental climate for various groups and the professional treatment experienced by faculty members within their department were judged more positively than the university climate.
- White male faculty members generally felt that women and faculty of color were adequately represented on committees and were given the same opportunities for administrative positions, but women and faculty of color did not share these perceptions.
- On-campus women respondents assessed every aspect of the climate less positively than did men. While only a third of women respondents rated the university climate relatively non-sexist, more than two-thirds of men perceived the climate for women as positive (see Figure 3). Perhaps not surprisingly, women experienced discrimination or harassment more frequently than men, but they also observed problems related to race/ethnicity, sexual orientation, and other aspects of diversity more often than men. They were also more critical of the university's efforts and commitment related to diversity and more knowledgeable about and willing to participate in diversity-related programming than their male colleagues.

**POSITIVE ATTITUDES TOWARDS  
DIMENSIONS OF CAMPUS CLIMATE:  
PERCENT AGREEMENT BY  
ON-CAMPUS FACULTY MEMBERS**

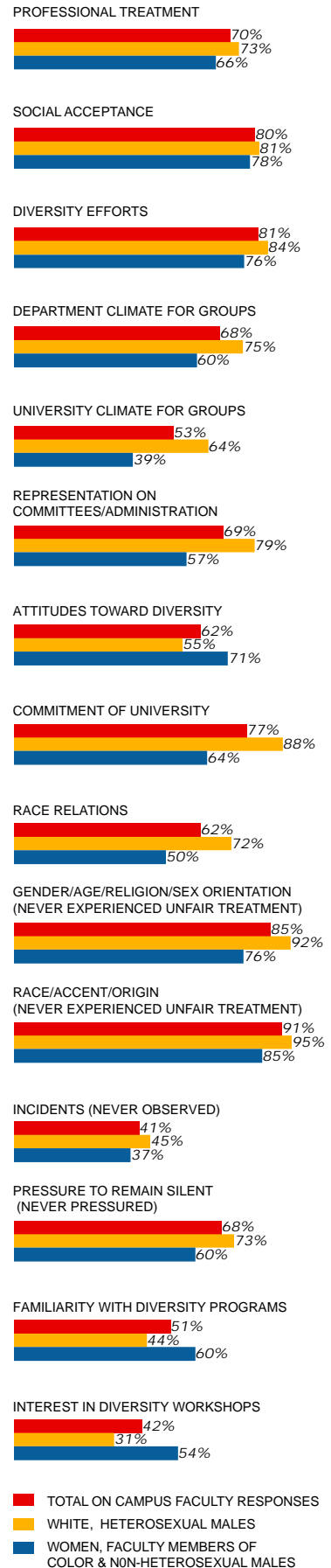
**Figure 1: PERCENT AGREEMENT**

- On-campus African-American faculty members perceived the climate for diversity, particularly outside their departments, as racist, and they were deeply skeptical of the university's commitment to diversity in general and to the success of faculty members and students of color. Whites were largely unaware of the extent of racism perceived in the university climate by African-Americans. For example, 65 percent of African-Americans judged the university climate as relatively racist compared with only 18 percent of white respondents (see Figure 4).
- Nearly one-half of the women, two-thirds of the African-Americans, and three-quarters of the lesbian/gay respondents felt that they had to change some of their personal characteristics (language, dress, behavior) in order to fit in at Virginia Tech, compared to one-quarter of white heterosexual males (see Figure 5).
- Asian faculty members have experienced unfair treatment based on their accent and, in some cases, national origin, with a relatively high degree of frequency. However, the responses of Asian faculty members on many items did not differ significantly from white responses.
- Given the deep divide in experiences and perceptions by race/ethnicity and by gender, the responses of white faculty members to the question concerning interest in attending workshops on various diversity issues are not encouraging. Only 31 percent of white men expressed interest in attending workshops or programs on learning to work with or teach women, minorities, non-heterosexuals, or those with disabilities.
- The majority of faculty members with disabilities (67-70 percent) rated the accessibility and supportiveness of their department positively. However, more than 60 percent felt that they do not fit in very well socially with other members of their department compared to 32 percent of faculty members without a disability.
- More than one-half of the gay, lesbian, and bisexual faculty members reported that they had been treated unfairly or harassed at Virginia Tech because of their sexual orientation (see Figure 6), and three-quarters have felt pressure to remain silent about issues of sexual orientation.
- In general, gay, lesbian, and bisexual faculty members report positive acceptance and treatment as professionals at Virginia Tech but do not feel socially accepted or comfortable in the university community. Survey respondents of all types judged the university climate to be least supportive of non-heterosexuals, even less supportive than the climate related to race or gender.
- Off-campus faculty members generally held more positive attitudes and views about Virginia Tech's climate for diversity. Differences by race/ethnicity and by gender were also less extreme among faculty members working away from the Blacksburg campus compared to their on-campus colleagues.

**CONCLUSIONS**

Among the conclusions of the Faculty Assessment of Campus Climate most relevant to the University Diversity Strategic Plan are the following:

- Responses by race/ethnicity reveal a deep divide and serious problems for Virginia Tech, with African-Americans the most seriously dissatisfied.



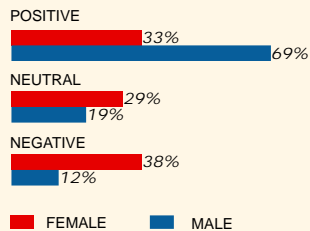
- CONCLUSIONS (Continued)**
- Whites tend to be relatively unaware of the extent of racism perceived in the university climate by African-Americans. And men perceive the environment as far more supportive of women than do women themselves.
  - The relatively low level of interest expressed by white males in learning about diversity suggests that the extent of dissatisfaction expressed by women and minorities is not well recognized or appreciated as an institutional or personal priority for change.

**Figure 2: ATTITUDES**

- 40%** agree that Virginia Tech is placing too much emphasis on diversity.
- 56%** agree that diversity may lead to admission of underprepared students.
- 44%** agree that affirmative action leads to hiring less qualified faculty and staff.
- White males hold these opinions in significantly higher proportions than women or faculty of color.

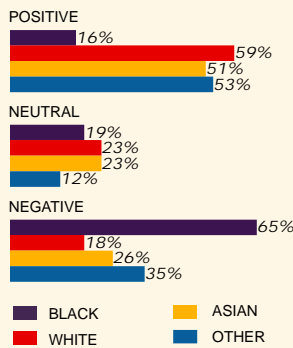
**Figure 3:**

**UNIVERSITY CLIMATE CONCERNING SEXISM: ON-CAMPUS RESPONDENTS, FACULTY ASSESSMENT**



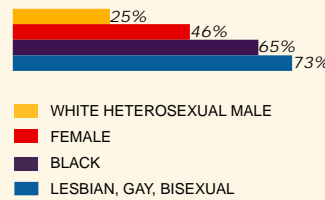
**Figure 4:**

**UNIVERSITY CLIMATE CONCERNING RACISM: ON-CAMPUS RESPONDENTS, FACULTY ASSESSMENT**



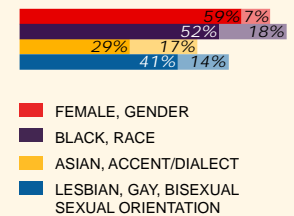
**Figure 5:**

**MUST CHANGE PERSONAL CHARACTERISTICS TO FIT IN, UNIVERSITY CLIMATE & ATTITUDES**



**Figure 6:**

**UNFAIR TREATMENT, PERSONAL EXPERIENCE WITH DISCRIMINATION**



### HIGHLIGHTS FROM THE FACULTY AFFIRMATIVE ACTION REPORT

The Provost's Office annually reviews and assembles data concerning women and minorities at Virginia Tech to highlight trends over the past five years and determine areas of concern. These data are also used to complete reports for state and/or federal agencies. Among the highlights of the fall 1999 report are the following:

- The number of new tenure-track faculty hired during 1999—83—is the largest number hired in any one year during the 1990s. The number of full-time tenured and tenure-track faculty (1,387) has now returned to the size more typical of the early 1990s.
- From fall 1995 to fall 1999, the number and percentage of tenured and tenure-track women faculty increased from 217 to 277 (16 percent to 20 percent). Growth in the number and proportion of women varies from college to college, with the greatest increase occurring in the College of Human Resources and Education and the least change occurring in the College of Agriculture and Life Sciences. The College of Engineering has doubled the number of women in tenure-track positions from 9 to 19 over the five-year period. The percentage of women in administrative and professional roles outside the colleges remained the same over the five-year period (33 percent of administrative and 48 percent of professional faculty positions). See Figures 7 and 8.

**Figure 7: Number and Percent Tenured & Tenure-Track Women Faculty\* by College  
Fall 1995 and Fall 1999**

	Fall 95		Fall 99		% Change
	No.	%	No.	%	
Agriculture	22	10	24	11	1
Architecture & Urban Studies	15	21	20	26	5
Arts & Sciences	80	18	93	21	3
Business	17	19	23	24	5
Engineering	9	4	19	7	4
Human Resources & Education	61	42	78	51	8
Natural Resources	2	4	4	8	4
Veterinary Medicine	11	15	16	20	5
<b>Total Academic Colleges</b>	<b>217</b>	<b>16</b>	<b>277</b>	<b>20</b>	<b>4</b>

\*(full-time faculty only)

**Figure 8: Percent Women Faculty\* by Type of Appointment  
Fall 1995 and Fall 1999**

	8 Academic Colleges		Administrative Areas	
	Fall 95	Fall 99	Fall 95	Fall 99
Tenured & Tenure Track	16%	20%	19%	40%
Non-Tenure Track	36%	39%	29%	23%
Administrative	36%	43%	33%	33%
Professional (combined w/ admin)			48%	48%
<b>Total</b>	<b>22%</b>	<b>26%</b>	<b>43%</b>	<b>44%</b>

\*(full-time faculty only)

**Figure 9: Percent Minority Faculty\* by Type of Appointment  
Fall 1995 and Fall 1999**

	8 Academic Colleges		Administrative Areas	
	Fall 95	Fall 99	Fall 95	Fall 99
Tenured & Tenure Track	9%	10%	13%	30%
Non-Tenure Track	13%	8%	12%	9%
Administrative	9%	7%	3%	6%
Professional (combined w/ admin)			14%	13%
<b>Total</b>	<b>10%</b>	<b>9%</b>	<b>13%</b>	<b>12%</b>

\*Minority faculty includes black, Asian, Hispanic, and American Indian faculty who are U.S. citizens or permanent residents.

**Figure 10: Full-time Minority Faculty by Appointment Type and Race/Ethnicity, Fall 1999**

	Amer Indian		Asian		Black		Hispanic		Total Minority		Total	Note
	No.	%	No.	%	No.	%	No.	%	No.	%		
<b>8 Academic Colleges</b>												
Tenured & Tenure Track	4	0	80	6	34	2	14	1	132	10	1387	(asst, assoc, full professors)
Non-Tenure Track	0	0	21	4	12	2	7	1	40	8	499	(research fac, visitors, instructors)
Admin/Professional (combined)	0	0	1	2	3	5	0	0	4	7	61	(deans, assoc/asst deans, prof staff)
<b>Total Academic Colleges</b>	<b>4</b>	<b>0</b>	<b>102</b>	<b>5</b>	<b>49</b>	<b>3</b>	<b>21</b>	<b>1</b>	<b>176</b>	<b>9</b>	<b>1947</b>	
<b>Administrative Areas</b>												
Tenured & Tenure Track	0	0	1	10	2	20	0	0	3	30	10	(research centers)
Non-Tenure Track	0	0	3	5	3	5	0	0	6	9	64	(research centers)
Administrative	1	1	0	0	4	4	1	1	6	6	94	(VPs, vice prov, immed staff, dir/major units)
Professional	0	0	2	0	70	12	3	1	75	13	592	(Extension, stu affairs, athletics, lib, acad support, gen admin, outreach, info sys, etc.)
<b>Total Administrative Areas</b>	<b>1</b>	<b>0</b>	<b>6</b>	<b>1</b>	<b>79</b>	<b>10</b>	<b>4</b>	<b>1</b>	<b>90</b>	<b>12</b>	<b>760</b>	
<b>Total University</b>	<b>5</b>	<b>0</b>	<b>108</b>	<b>4</b>	<b>128</b>	<b>5</b>	<b>25</b>	<b>1</b>	<b>266</b>	<b>10</b>	<b>2797</b>	



- ▶ The number of minorities among the total faculty remains virtually the same as in fall 1995, and the proportion of minority faculty has decreased from 10.5 percent to 9.8 percent as a result of growth in the overall size of the faculty. See Figure 9. The number of Asian faculty decreased from 126 to 108 over the five-year period. The number of Asian faculty holding tenured and tenure-track positions actually increased, while the number of Asians among the special research faculty in the colleges and research centers decreased. All other groups increased in number over the five-year period. Figure 10 gives the breakdown by race/ethnicity for faculty as of fall 1999.
- ▶ The number of African-American tenured and tenure-track faculty members increased from 31 in fall 1998 to 34 in fall 1999 (2.5 percent of the total). The number of African-Americans in executive/administrative positions outside the academic colleges also increased from 3 percent in fall 1995 to 6 percent in fall 1999.

#### THE STAFF ASSESSMENT OF CAMPUS CLIMATE

The Staff Assessment of Campus Climate survey was mailed in March 1998 to 3,239 classified staff members at Virginia Tech. This sample included all salaried, full- or part-time, and restricted staff members working at least 50 percent. Both on- and off-campus staff members were included, as well as janitorial, buildings, and grounds employees. Completed surveys were returned by 1,636 individuals, or 50.6 percent of the eligible sample.

The survey analyzed nine dimensions of campus climate as listed below:

- 1 Climate for diversity
- 2 Familiarity with programs and services
- 3 Professional treatment
- 4 Insensitive materials
- 5 Attitudes towards diversity efforts
- 6 Unfair treatment
- 7 Workshop interest
- 8 Social acceptance
- 9 Representation on governance committees

Some survey findings follow:

- ▶ White staff members assessed the climate for underrepresented groups more positively than did members of any of those groups. For example, 65 percent of white staff members rated the university climate as relatively non-racist, while only 21 percent of black staff members perceived the climate to be positive regarding race (see Figure 11).
- ▶ Two-thirds of both male and female respondents rated their departmental climate as relatively non-sexist. Somewhat fewer rated the university climate relatively non-sexist, but again the differences between men's and women's perceptions on this measure were not significant (see Figure 12).
- ▶ There were significant gender differences on about half of the items asking about work relationships and the fairness of treatment on the job. However, the differences were not in the expected direction. Women were more positive than men about fair treatment and appreciation of their work by supervisors, as well as opportunities for career advancement.
- ▶ Almost half of the responding staff members had observed negative material or over-



heard insensitive comments about individuals from the Appalachian region.

- Many staff members from underrepresented groups reported receiving unfair treatment at least occasionally based on their group identity. Sixty-seven percent of African-Americans reported unfair treatment or harassment based on race/ethnicity and 54 percent of lesbian, gay, or bisexual staff members reported unfair treatment or harassment based on sexual orientation.

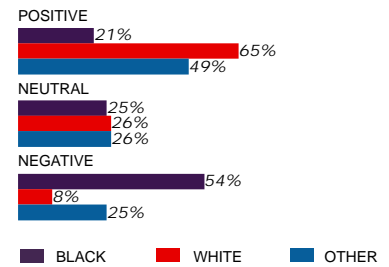
The responses from classified staff differed from patterns for faculty and students on some questions and dimensions (for example, the greater satisfaction among women than men concerning treatment by their supervisors as cited above). One possible explanation for this might be the relative gender segregation of the classified workforce, with men more likely to be employed in certain roles (maintenance, skilled crafts, and higher level managerial roles) and women more likely to be employed in clerical, administrative, and paraprofessional roles. Thus, the work environments themselves differ. Also, the classified staff as a whole, and the respondents to this survey, are more homogeneous in terms of race/ethnicity and other personal characteristics than the faculty or student respondents. Because of small numbers of racial/ethnic minorities, responses to questions concerning the university's involvement with diversity issues and relative health of race relations, among others, reflect primarily the dominance of the white perspective.

#### THE UNDERGRADUATE STUDENT ASSESSMENT OF CAMPUS CLIMATE

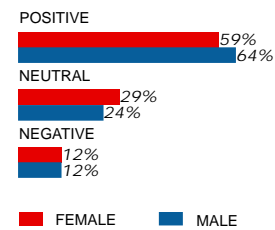
The Undergraduate Student Assessment of Campus Climate was mailed to 3,000 of the 13,174 eligible undergraduate students enrolled at Virginia Tech during the fall 1998 semester. Of the 2,895 deliverable surveys, 1,120 completed surveys were returned for an overall response rate of 38.7 percent. In order to obtain sufficient numbers of minority responses for comparisons across racial/ethnic groups, surveys were sent to all African-American, Asian-American, Hispanic-American and Native American undergraduate students.

- The survey identified 15 dimensions:
  - 1 General Virginia Tech climate for groups
  - 2 Interaction with faculty and administrators
  - 3 Racial/ethnic interaction on campus
  - 4 Social/interpersonal climate
  - 5 General diversity at Virginia Tech
  - 6 Affirmative Action/diversity attitudes
  - 7 Diversity teaching
  - 8 Insensitive/negative comments or experiences
  - 9 Lack of freedom to voice opinions
  - 10 Unfair treatment based on personal characteristics
  - 11 Fair treatment by groups
  - 12 Challenge derogatory remarks
  - 13 Proactive diversity behavior
  - 14 Derogatory comments
  - 15 Overall awareness of services and programs

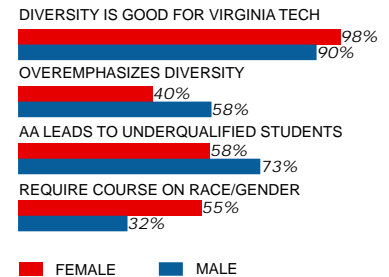
➤ **Figure 11:**  
UNIVERSITY CLIMATE CONCERNING RACISM: ON-CAMPUS RESPONDENTS, STAFF ASSESSMENT



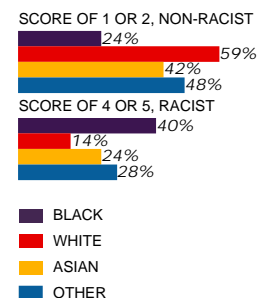
**Figure 12:**  
UNIVERSITY CLIMATE CONCERNING SEXISM: ON-CAMPUS RESPONDENTS, STAFF ASSESSMENT



**Figure 13:**  
AFFIRMATIVE ACTION/DIVERSITY ATTITUDES PERCENT AGREEMENT



**Figure 14:**  
RACIAL DIFFERENCES



Some findings from the survey of undergraduates follow:

- Undergraduate males (and white American males in particular) generally see a campus that is supportive, comfortable, and sufficiently diverse. In contrast, female undergraduate students (particularly African-American women) see a less inviting environment that is not especially supportive of minorities (i.e., anyone who is not white, male, heterosexual, Christian, and without disability) or that is conducive to interactions among students of different races.
- Female undergraduates also differ from males in their diversity-related conduct. Females are more likely to challenge others on derogatory remarks, participate in diversity-related events or programs, and refrain from making derogatory comments.
- While responses to some questions showed, overall, no significant difference by gender, this was not true when college was considered. Males and females are having differen-



tially satisfying experiences with faculty and varying levels of fair treatment by others (such as faculty and teaching assistants) depending on the college of their major. The differences were apparent in colleges that have the greatest disparity in male/female enrollment, for example, women in the College of Engineering and men in the College of Human Resources and Education, where the gender in the minority was less satisfied.

- Women were more likely than men to believe that diversity is good for Virginia Tech, and they expressed less concern about the emphasis placed on diversity and the potential of admitting under-qualified students through affirmative action programs (see Figure 13).
- In general, minorities see a less receptive climate, while white American respondents observe an institution where students are treated fairly and where diversity is actively promoted. And unlike the results based on gender, racial differences were pervasive across the colleges, with minority students consistently expressing less positive attitudes, regardless of college major.
- Although white American respondents differed in perceptions and experiences from all other racial groups on at least some climate dimensions, racial differences in general were most consistent and greatest in magnitude between African-American and white American students. For example, while 59 percent of white American respondents characterized the university climate as relatively non-racist, only 24 percent of African-Americans rated it similarly (see Figure 14). The gap in perceptions of race relations in the



classroom is also substantial: 35 percent of African-American, 56 percent of Asian-American, 60 percent of other minorities, but 78 percent of white Americans rated them as good or excellent. Nor are African-American students convinced that the university is committed to the success of students of different racial/ethnic backgrounds—only 36 percent agreed with this statement compared to 84 percent of white Americans.

- ▶ White American students are also more likely to have their comments or questions taken seriously by faculty members and to believe that faculty members respect students of different racial/ethnic groups than are members of underrepresented groups.
- ▶ African-Americans were just as likely as others to believe that they have a chance to succeed at Virginia Tech (94 percent versus 95 percent) but were more likely (40 percent) than whites (21 percent) to feel that they do not fit in very well with other students at Virginia Tech.



- ▶ Gays/lesbians/bisexuals differed significantly from heterosexuals on 11 of the 15 dimensions measured. For example, non-heterosexuals experienced unfair treatment based on sexual orientation far more often than heterosexuals (60 percent compared with 2 percent of heterosexuals), and they were the group most frequently constrained from expressing their candid opinions concerning particular minority group issues on campus. Gays and lesbians also seem to have a heightened sensitivity to the plight of other minority groups, and they tend to put a greater value on diversity as well as to engage in more active promotion of diversity.
- ▶ Students without disabilities were more likely to have positive interaction with faculty; reported more positive social interaction, such as opportunities to socialize with people “different from myself”; and were more likely to receive fair treatment by others, including faculty, staff, and other students. Students with disabilities observed insensitive remarks/materials more frequently, were more likely to feel silenced, reported higher levels of unfair treatment by others, and were more aware of programs and services.



## CONCLUSIONS

Overall conclusions based on undergraduate student responses include the following:

- There is no single, uniformly perceived climate for diversity at Virginia Tech. One must consider multiple climates in terms of group membership based on gender, race, sexual orientation, disability status, and major (among others) and combinations of these characteristics.
- Overall, those in the majority, whether based on race, gender, sexual orientation, or disability status, tend to perceive a more positive climate and to be less sensitive to negative experiences of others. Conversely, those with minority status tend to show greater awareness of diversity issues, even when those issues do not directly affect them.
- Differences in perceptions based on race, particularly for African-Americans, and sexual orientation appear to be the most pervasive and of the greatest magnitude.
- Gender differences were significant for a number of dimensions in the survey. In some cases, overall differences between women and men were not significant, but when analyzed by college or race, the differences then became apparent. Thus, the interaction of gender and race, or gender and college major, was important to understanding the findings, whereas the differences based on race/ethnicity appeared to be significant across all colleges.

### THE GRADUATE STUDENT ASSESSMENT OF CAMPUS CLIMATE

The Graduate Student Assessment of Campus Climate was mailed to 1,000 of 2,213 eligible graduate students enrolled at Virginia Tech during the fall 1998 semester. Of the 969 deliverable surveys, 470 completed surveys were returned for an overall response rate of 48.5 percent. In order to obtain sufficient numbers of minority responses for comparisons across racial/ethnic groups, surveys were sent to all African-American, Asian-American, Hispanic American and Native American graduate students. The survey included sections to gather information on students' perceptions of their departmental climate, the general climate at Virginia Tech, attitudes about diversity issues, experiences related to campus climate, familiarity with particular services and programs offered on campus, and demographic information.

Specific information on some of the results follow.

#### DIFFERENCES BY GENDER

- Male and female graduate students appear to hold remarkably similar views of the Virginia Tech campus climate. Of the 17 dimensions on which gender differences were examined, the only significant difference was with respect to whether or not respondents felt they were free to voice their opinions about various groups on campus.
- Male and female graduate students were in agreement regarding the overall climate for diversity at Virginia Tech with both rating various aspects of the climate in a generally positive way. These included a belief that the university has a climate that fosters diversity (73 percent) and that faculty and administrators are committed not only to increasing diversity at Virginia Tech (79 percent) but also to promoting respect for and understanding of group differences (77 percent).
- For African-Americans there was a considerable disparity in perceptions of males and females regarding the presence of faculty or administrator role models with most African-American males (73 percent) and only half of the African-American females feeling there are role models for them at Virginia Tech.

- ▶ The overwhelming majority of graduate students agreed that diversity is good for Virginia Tech. However, 27 percent of females and 38 percent of males felt that Virginia Tech is placing too much emphasis on diversity. Additionally, 44 percent of females and 59 percent of males believe that affirmative action leads to admission of under-qualified graduate students.
- ▶ The greatest gender-based difference in perception was related to the university's commitment to the success of female graduate students with more males (86 percent) than females (76 percent) indicating the university's commitment is satisfactory.
- ▶ Neither male nor female graduate students (55 percent and 49 percent, respectively) seem to think the level of racial/ethnic integration at Virginia Tech is optimal. Nor did they rate the out-of-class interaction among graduate students of different racial/ethnic groups very positively (58 percent of male and 52 percent of females).
- ▶ Approximately one third of all graduate students had heard derogatory comments or read insulting materials concerning racial/ethnic minorities, non-heterosexuals, and individuals from Appalachia.
- ▶ As a group, graduate students do not appear to be highly involved in proactive diversity-related behaviors. Fewer than one-third of either male or female respondents have attended non-classroom programs or activities about women's issues although women were more than three times as likely (26 percent) as men (8 percent) to attend such a program. Both men and women were more apt to attend a program or activity related to the history, culture, or social concerns of various racial and ethnic groups (31 percent of women and 25 percent of men).
- ▶ For the most part, Virginia Tech graduate students do not seem to be keenly aware of services available to particular student populations. Less than 50 percent were familiar with the Women's Center, Project SAFE, the Multicultural Center, Black Cultural Center, and Services for Students with Disabilities. They were most familiar with the Cranwell International Center with 57 percent of male and 53 percent of female respondents indicating at least some familiarity.

#### DIFFERENCES BY RACE

- ▶ Graduate student respondents were placed into four racial/ethnic categories: African-American, white American, international, and other (Asian-Americans, Hispanic Americans, and Native Americans).
- ▶ African-American females rated their social and interpersonal relations less favorably than did white American or other race students.
- ▶ Differences in perception were found in terms of the presence of sexism and racism in the department. More African-American (21 percent) and other race respondents (20 percent) believe their departments are racist in contrast to only 6 percent of white Americans.
- ▶ Three times as many African-American and international students as white Americans had been discriminated against at Virginia Tech because of their race.
- ▶ Most students in the four racial/ethnic groups thought that teaching opportunities as well as financial assistance are allocated fairly.
- ▶ There was some difference of opinion regarding the efforts of departments to recruit a diverse group of students. More international students (86 percent) than any other group



(white American, 78 percent; other, 68 percent; African-American, 61 percent) rated their departments positively in this regard.

- ▶ When considering the general climate for diversity at Virginia Tech, African-American graduate students observed a significantly less hospitable environment than any other racial group. Racial/ethnic differences were most contrary regarding the level of racism on campus with 58 percent of African-American, 26 percent of other race, 14 percent of white American, and 11 percent of international graduate student respondents characterizing Virginia Tech as racist.
- ▶ The same basic patterns of racial/ethnic differences were also evident in the way students rated the value of diversity/affirmative action and the quality of interactions with faculty and administrators. White American respondents were most likely to believe that Virginia Tech is placing too much emphasis on diversity (42 percent) and that affirmative action results in admission of under-qualified graduate students (58 percent) while most African-American respondents disagreed.
- ▶ Overall, international students were the group most likely to have been treated unfairly or harassed due to personal characteristics. This was due primarily to their being mistreated on the basis of national origin (21 percent) as well as their accent or dialect (26 percent).
- ▶ Most graduate students, regardless of race, find the faculty within their departments to be generally supportive and fair in their treatment of students.

#### DIFFERENCES BASED ON SEXUAL ORIENTATION

- ▶ Gay, lesbian, and bisexual graduate students do not generally seem to feel that their sexual orientation plays a role in their departmental treatment or in their interactions with faculty or students. However, they do see a fairly inhospitable climate overall for minority students at Virginia Tech, regardless of whether that minority status is based on race, gender, disability status, religious affiliation, etc.

## Appendix B

## THE RESEARCH

## DOES DIVERSITY MAKE A DIFFERENCE?

THREE RESEARCH STUDIES ON DIVERSITY IN COLLEGE CLASSROOMS:  
EXECUTIVE SUMMARY<sup>2</sup>

## WHY RACIAL AND ETHNIC DIVERSITY MATTERS

The dramatic transformation in the composition of the student population of America's colleges and universities over the past generation is unparalleled in the history of Western higher education institutions. In the early 1960s, with the exception of those attending historically black colleges and universities, only a relative handful of Americans of color went to college in the United States; today, upwards of one in five undergraduates at four-year schools is a minority. That this revolution has led the way to the social and economic integration of millions of minority individuals into the mainstream of American life is remarkable, if unsurprising, because in the past 30 years, a college education has become almost prerequisite to advancement in our society. Equally remarkable, though less often recognized, are the contributions these individuals make, not only to American social, economic, and cultural vitality, but also to the academic, intellectual, and educational vigor of the college and university communities of which they are members. Nevertheless, the nation's march to full equality of educational opportunity for all its citizens is not over.

To increase access and expand the institutional diversity that results in enhanced social and educational outcomes, many higher education institutions have long engaged in such activities as the recruitment of underrepresented students, high school mentoring and tutorial programs, articulation agreements with community colleges, need-based financial aid awards, and race-sensitive admissions policies. Tools such as these are indispensable to achieving a diverse campus environment.

Taking race and ethnic origin into account in admissions decisions is one of the most controversial of these practices. Race-sensitive admissions were recognized and affirmed in Justice Powell's opinion in the 1978 Supreme Court decision in *Regents of the University of California v. Bakke*, but subsequent federal court decisions, popular referenda, and institutional policies responding to these recent mandates are forcing some colleges and universities—and threatening to force many others—to abandon race-sensitive admissions policies and to limit the educational value all students derive from learning in a diverse environment.



<sup>2</sup> Excerpts from *Does Diversity Make a Difference? Three Research Studies on Diversity in College Classrooms: Executive Summary* (Washington, D. C.: American Council on Education and American Association of University Professors), 2000. Used with permission.



The strong empirical evidence presented in this monograph, comprising three studies of college teachers' and students' attitudes toward and experiences with racial and ethnic diversity, demonstrate that campus diversity represents an educational benefit for all students—minority and white alike—that cannot be duplicated in a racially and ethnically homogeneous academic setting. The studies presented here strongly support the proposition that practices such as race-sensitive admissions lead to expanded educational possibilities and better educational outcomes for all students, regardless of race or ethnic origin.

#### WHAT THE RESEARCH SHOWS

The findings outlined below are based on (1) analyses of data from more than 570 faculty members (out of a random sample of 1,210) using the Faculty Classroom Diversity Questionnaire, the first comprehensive survey ever conducted of the attitudes toward and experiences with racial and ethnic diversity of faculty members at America's leading research universities; (2) analyses of data from a similar survey of 81 faculty members at Macalester College in St. Paul, Minnesota; and (3) an in-depth, qualitative, multiple case



study of three interactive, multi-racial/multi-ethnic classrooms at the University of Maryland, College Park.

- Upwards of two-thirds of faculty members surveyed believe that their universities value racial and ethnic diversity.
- More than 90 percent of faculty members indicated that neither the quality of students nor the intellectual substance of class discussion suffers from diversity.
- Faculty members said that diversity helps all students achieve the essential goals of a college education, that positive benefits accrue from diversity in the classroom, and that white students experience no adverse effects from classroom diversity.
- The vast majority of faculty members reported that student diversity did not lead them to make significant changes in their classroom practices.
- Faculty members reported being well-prepared to teach diverse classes and feeling comfortable doing so, yet only about one-third of them raise issues of diversity or create diverse work groups.
- Women faculty members, more politically liberal faculty members, and faculty members of color have more positive views of the benefits of diversity than survey respondents as a whole, while full professors and faculty with more years of teaching have less positive views of the benefits of diversity than respondents generally.

- Each of America's top liberal arts colleges has as its core mission a range of developmental outcomes that focus on intellectual purposes in the service of social, personal, and ethical goals. Tolerance and diversity are central to the missions of well over half of these colleges.
- Fully 92 percent of Macalester College's faculty respondents said that having a racially or ethnically diverse student body is essential or very important to achieving the college's mission, while close to 90 percent disagreed with the view that an emphasis on racial and ethnic diversity has lowered the quality of the institution or the student body.
- Almost all Macalester survey respondents believe that a racially and ethnically diverse student body enhances the educational experience of all students.
- Forty percent of Macalester's classes had no African-American or Latino students in the semester in which the survey was administered, and U.S. students of color were the sole member of their racial or ethnic group in two-thirds of their classes.
- Racial and ethnic diversity in the classroom is necessary, but not sufficient in and of itself, for creating the most effective educational environment.



- Racial and ethnic diversity increases the educational possibilities of the classroom.
- Multi-racial/multi-ethnic classrooms enhance educational outcomes.

#### WHERE THE EVIDENCE POINTS

The empirical evidence from the three studies presented in this monograph makes it clear that barring colleges and universities from access to a diverse student population denies them an important educational tool for preparing students for their own futures and for the future of our society. The data demonstrate that there are strong educational reasons for universities to recruit and admit a diverse student population.

Faculty members at the nation's top higher education research institutions and at one of the leading liberal arts colleges in the country—the expert practitioners of the college teaching profession—value diversity on their campuses and in their classrooms, regardless of their educational philosophies. The vast majority say that diversity has not diminished the quality of their institutions or their students, does not disserve white students, generates powerful educational benefits for all students, and helps achieve many of the key objectives of a college education. Many faculty members make use of student diversity to enhance the learning process and to enrich their classes. Professors who recognize and use diversity as an educational tool, who include content related to diversity in their courses, who employ active learning methods, and who create an inclusive,

supportive classroom climate can and do produce better educational outcomes in racially heterogeneous classes than in homogeneous classes.

American colleges and universities articulate goals and aspirations related to their underlying values. Most have a range of educational objectives—including academic excellence; learning diverse perspectives from people of diverse races, ethnicities, and cultures; commitment to community; and personal and moral growth—that can be realized only with diverse student populations. A lack of diversity drastically limits the educational opportunities available at colleges and universities and gravely compromises institutions' capacity to fulfill their missions.

If institutions and their faculties are to be true to their own commitment to providing the best education they can, they must have the authority to establish policies and implement practices that will attract students who will contribute to the shared values of the academic community and who collectively will create an environment conducive to accomplishing the institutions' missions. Unfortunately, the affirmative action debate has deflected public discourse away from consideration of the range of qualities that make individuals potentially valued participants in a learning community. The controversy has portrayed race-sensitive admissions policies and other programs to create diverse campus environments as antithetical to academic quality, when the evidence in fact supports Justice Powell's assertion in *Bakke* that racial and ethnic diversity contribute to the "robust exchange of ideas" that characterizes intellectual excellence on college campuses. Finally, the discussion has ignored the educational value of a diverse learning environment to all students—a value to which the findings set forth in this volume attest. The time has come to return the focus of the debate to where it ought to be: how to provide a high-quality college education to all Americans.





# C

## Appendix C

### THE CORE VALUES OF VIRGINIA TECH<sup>3</sup>

The mission of Virginia Tech is three-fold: teaching, research, and outreach. While this does not distinguish the university from other land-grant universities, the people associated with the university think it is a special place indeed. What makes Tech unique are the values we hold as we approach the myriad tasks of the university community. The following five core values and possible means for implementing them are derived from conversations with 19 different focus groups representing seven different segments of the university. The segments are administration, alumni, faculty, graduate students, parents, staff, and undergraduate students. In all, over 200 people participated in these discussions. Over 30 people assisted in the facilitation of the focus groups. While the groups express unique views of the university, the values that follow are held in common, or represent core values, across the groups.

Each of the 19 groups was asked to discuss and answer four questions:

- What do you think of when you think of Virginia Tech?
- What values should Virginia Tech espouse?
- What values do we need to take us to the 21st century?
- What strategies support these values?

Five core values evolved from the discussions. These are briefly discussed, and the strategies identified in support of each value are listed.

**Common Bond** The members of the university community should be linked by a common bond. This common bond contains a complex profile of moral values that embody the relationship between the person and the university. The specific values that apply to the university include respect, shared and inclusive government, high standards of ethical behavior, and life-long relationships. Individual worth, creativity, and flexibility contribute to the common bond by demonstrating such principles as duty, integrity, honor, leadership, and commitment. Hard work, teamwork, and unity are also listed as expectations of the individual. While there are many dimensions to the establishment of this relationship between the individual and the university, some aspect of the common bond is among the most frequently mentioned values to all groups.

**Diversity** This university values diversity. As with the notion of common bond, diversity has several dimensions. These dimensions fall into two primary categories: social diversity and intellectual diversity. Social diversity means that Virginia Tech should welcome and appreciate all people regardless of race, gender, social class, or other social category. Intellectual diversity refers to the broad range of undergraduate degree programs, a diversity of theoretical approaches, and a broad definition of service. All segments,

<sup>3</sup> Virginia Tech's core values were measured on November 1, 1995.





save one, listed diversity as significant. Central to this value is openness and the continuance of the land-grant tradition of the university.

**Education of the whole person** is a value expressed by six of the seven segments. It refers to the breadth of the education provided by the university. This value also has two dimensions. The first refers to the manner in which the university interacts with each student and involves strategies that provide for life-long learning. All segments of the university should engage in educating the student, and opportunities to learn should extend beyond the specific core and major studies of the student. The second dimension refers to the continuous education of all members of the university community. Education and training for faculty, staff, and alumni, along with the development of strong outreach educational programs, are central to the idea of excellence. The provision of education, training, and information to the state and its regions along with the exploration of the use of technology to accomplish these goals are emphasized by a number of the respondents.

**Excellence** refers to the expectations we hold for the outcomes of our efforts. Five of the seven segments of the university community applied the idea of excellence to all three missions of the university: teaching, research, and outreach/service. All groups supported applying this value to at least one of the tripartite missions.



**Service** Virginia Tech's motto, *Ut Prosim*, has meaning for all segments of the university. Respondents commented that service permeates the university and is endemic to our existence. Many respondents commented that service was the most central of the core values. Discussions of service included elements of other core values, such as duty and integrity. Outreach and service were related to the practical use of knowledge and were listed by all groups in all segments of the university community and, in some groups, dominated the conversation. Much of the conversation concerning strategies surrounding this value had to do with helping the university community, the state, and the general public understand the commitment to service exhibited by this university. Of the core values, service is clearly central.

## Appendix D

## TOOLS AND RESOURCES FOR PLAN IMPLEMENTATION

Strategic planning is not a static exercise of creating a set of “what ifs” or a list of “random thoughts” about the future. While there may always be some level of speculation regarding the probable success of any planned activity, the act of strategic planning is very intentional and purposeful. It represents a group’s clearest thinking on solving a particular problem or accomplishing a certain goal. Often the quality and importance of a plan can be discerned as much from the resources and tools dedicated to its implementation as from the focus and format of its stated goals or tasks. This appendix highlights and provides information on several tools and resources that were developed, or are being refined, to support the full and timely implementation of the University Diversity Strategic Plan. Everyone within the university community is invited to access these tools and resources as a way to augment, extend, or obtain support for local diversity activities and programs. Additional information can be obtained from the Office of Multicultural Affairs.

## THE UNIVERSITYWIDE DIVERSITY INITIATIVES INVENTORY

During the 1997-98 academic year, Virginia Tech initiated a number of activities to begin focusing on the long-standing challenge of dramatically increasing the presence and improving the status of women and minorities within the university community. Under the leadership of Elyzabeth Holford, then Director of the Equal Opportunity and Affirmative Action (EOAA) Office; Pat Hyer, Associate Provost; and several others, some initial steps were taken to identify the activities and programs that had been established to increase the diversity of the campus. Using an online questionnaire, an attempt was made to collect comprehensive data on diversity initiatives across the campus.

This assessment project received an important impetus when the Office of Multicultural Affairs, which was organized in 1998, and its Advisory Council on Diversity and Multicultural Affairs accepted the responsibility of completing the project. Under the leadership of Myra Gordon,

► **Table 1:**  
VARIABLES IN THE DIVERSITY  
INITIATIVES INVENTORY

- *Program name*
- *Program goal*
- *Most recent year of program*
- *Program type*
- *Target group*
- *Program starting date*
- *Program description*
- *Number served*
- *Program ending date*
- *Ongoing program*
- *Program contact information*
- *Amount of funding*
- *Why program is ending*
- *Funding source*
- *Evaluation methods & outcomes*

► **Table 2:**  
ALPHABETICAL LIST OF  
MAJOR UNIVERSITY UNITS

- *Agriculture & Life Sciences*
- *Architecture & Urban Studies*
- *Arts & Sciences*
- *Business*
- *Division of Student Affairs*
- *Engineering*
- *Human Resources & Education*
- *Natural Resources*
- *Office of the Executive VP*
- *President's Office*
- *Veterinary Medicine*
- *VP for Alumni Affairs*
- *VP for Development & University Relations*
- *VP for Finance and Treasurer*
- *VP for Information Systems*
- *VP for Multicultural Affairs*

Associate Dean in the College of Arts and Sciences, a subcommittee of the council took on the task and moved quickly toward revising the instrument created by EOAA, establishing a process for collecting, analyzing, and reporting the data. Seventeen variables were included in the revised questionnaire, which was disseminated to 16 academic and non-academic administrative areas in the university (see Tables 1 and 2).

The first run of the inventory has been completed, with each administrative unit receiving a copy of its results. It is clear that with further refinement, the broad utility of this tool will become even more apparent. For example, committees or task forces, charged with developing diversity and multicultural plans and programs, will be able to use this information to determine the depth and the scope of the needs of a unit, as well as the assets available and in place to address those needs. The information gleaned from the inventory was used in developing this University Diversity Strategic Plan. Similarly, related plans under development by the administrative units will be better informed as a result of the use of these data.



Preliminary reviews of inventory results have yielded the following summarized observations:

- 1 The university is engaged in a wide proliferation of different program types that address a great variety of target groups. The inventory identified 61 program types and 47 target groups.
- 2 The submissions reflect a broad awareness of the need to recruit diverse faculty, staff, and students. What is not clear is whether or not people really know how to recruit for diversity.
- 3 The submissions indicate some confusion about what a diversity initiative is or is not. Clarification and education are definitely needed here.
- 4 Quite a few groups and committees all over campus address diversity issues. However, not all of these committees responded to the survey.
- 5 Many diversity activities are collaborative efforts involving people in different departments and units.
- 6 Much is being done and can be done to enhance diversity with little or no money. However, some areas, such as scholarship assistance for undergraduates from underrepresented groups, need more money if the university is serious about recruiting more diverse students.
- 7 The majority of diversity initiatives do not appear to be evaluated. A more complete evaluation system will assure that organizational energies and resources are directed toward the most effective activities.
- 8 Work on the database could—and should—continue indefinitely. With each change, each addition, and each refinement, the database becomes more usable and more complete.

For more information, contact the Office of Multicultural Affairs at 540/231-1820.



## Revised Manual on the Faculty Search Process

Based on an internal study conducted by the Provost's Office in 1998, it was determined that the quality of the faculty search process with respect to diversity goals needed significant improvement. Consistently poor results in almost every corner of the university attested to the fact that no effective processes or practices were in place for recruiting into the faculty ranks members of underrepresented groups, especially African-Americans and Hispanics and, in certain situations, women. Traditional affirmative action and other compliance procedures were not yielding the results desired.

The fundamental problem appeared to be inattention to equity issues throughout the entire search process. This inattention was particularly evident in the way search committees were configured and in the persistent lack of diverse applicant pools. The outcomes of searches conducted before 1999-2000 support these conclusions:

- ▶ The percentage of women among the new full-time tenure-track faculty in the eight academic colleges varied from a high of 40.4 percent in fall 1996 to a low of 32.3 percent in fall 1997; the average of the most recent five-year period was 36.6 percent women. Although the patterns of hires by gender vary from year to year based on the disciplines being recruited, the pattern of hiring over the past five years across the university does not demonstrate a trend of increasing hires of women. Approximately 40 percent of all new Ph.D.s were awarded to women in 1997.
- ▶ The percentage of new faculty members from underrepresented groups also varied from year to year, without any clear pattern of increased overall hiring for African-Americans, Asians, Hispanics, or Native Americans. The average across the most recent five-year period was 13.6 percent new hires from underrepresented groups.



As a result of the findings from the internal study and a desire to identify some best practices in the area of faculty recruitment and other diversity activities, a benchmarking trip to the University of Maryland (College Park) was organized. Under the leadership of Elyzabeth Holford, then Director of EOAA; Pat Hyer, Associate Provost; and Benjamin Dixon, Vice President for Multicultural Affairs, approximately 19 Virginia Tech faculty, staff, and administrators traveled to UMCP for two days of seminars and interviews on a wide variety of diversity topics.

A major outcome of the benchmarking trip was the identification of several best practices in the area of faculty recruitment. Many of the new ideas gleaned from the UMCP visit were subsequently incorporated into a revision of the Virginia Tech Faculty Search Process manual, which was originally published in 1995 by the Equal Opportunity and Affirmative Action Office. The revised process was piloted in the College of Arts and Sciences during the 1999-2000 academic year, with the support of the university's Advisory Council for Diversity and Multicultural Affairs. Under the leadership of Dean Bob Bates and Associate Dean Myra Gordon, who is a member of the advisory council, all departments in the college were charged with following the revised procedures for all of the regular and special hires during the year. While the final evaluation report on the pilot has yet to be completed, preliminary reviews show a significant increase in the number of women and members of other underrepresented groups in applicant pools. There is also some evidence that creative measures taken to assure balanced and diverse search committees have had a positive impact on the entire recruitment and hiring process.

The Office of Multicultural Affairs, acting on the recommendation of the advisory council, will work with academic deans and top administrators to facilitate the university-wide adoption of the diversity, multicultural, and equity principles employed in the pilot faculty search process conducted by the College of Arts and Sciences.

For more information, contact the Office of Multicultural Affairs at 540/231-1820 or the College of Arts and Sciences at 540/231-5422.

## Resource Organizations and Groups

### Advisory Council on Diversity and Multicultural Affairs (ACDMA)

The Office of Multicultural Affairs (OMA) is supported by an Advisory Council on Diversity and Multicultural Affairs (ACDMA). The 21-member council, which includes representatives of the faculty, staff, and administration, plays a key role in assuring that Virginia Tech's commitment to diversity today will bear rich fruit tomorrow.

The essential elements of the council's responsibility are communication, coordination, and consultation. The ACDMA seeks ways to initiate and sustain a dialogue around the value of diversity and multiculturalism within the university community. It serves as a forum for sharing information on diversity and multicultural activities. Finally, the council advises the Vice President for Multicultural Affairs on matters related to the initiation, support, and improvement of programs, policies, and practices that make Virginia Tech a more comfortable place for all people to learn, teach, and/or work.

### Equal Opportunity and Affirmative Action Committee

The EOAA Committee is a university standing committee charged with advising the President and with assisting the Assistant to the President and Director of Affirmative Action in the planning, development, implementation, and evaluation of the university's equal opportunity and affirmative action policies and programs. The committee reports to the Commission on Faculty Affairs and takes its policy recommendations to CFA and/or other commissions as appropriate for approval as part of the governance structure. The Vice President for Multicultural Affairs serves as an ex officio member of the committee.

### Multicultural Fellows

The Office of Multicultural Affairs, Dean of Students Office, and Department of Political Science jointly sponsor the Multicultural Fellows Program. This initiative provides a formal mechanism for faculty, administrators, and staff to contribute to the university's goal of fostering a welcoming community for all. Many individuals throughout the university community regularly contribute to multicultural and diversity programs. The Multicultural Fellows Program is a way to recognize and encourage these activities.

Currently, 20 individuals have been selected from Virginia Tech's faculty, staff, and administration to officially serve the university as Multicultural Fellows. The Fellows have the opportunity to influence how the university addresses issues surrounding diversity and campus climate.

The Fellows engage in a wide range of activities. Many incorporate diversity principles and strategies into their formal roles within the university community. Others work collectively on the design, development, and implementation of projects that benefit the university. An example is the *Virginia Tech Conductor*, a newsletter that includes "quotes

and facts, lists of resources and events, good news, dialog on current issues, and explorations of the [cultural] assumptions we make about one another.”

**Student Advisory  
Committee for Diversity and  
Multicultural Affairs  
(SACDMA)**

A group of undergraduate student leaders, assisted by resource persons at the graduate level, meets every two weeks to provide input to the OMA and ACDMA. This Student Advisory Committee for Diversity and Multicultural Affairs (SACDMA) focuses primarily on campus-climate issues and the effectiveness of the strategies and activities employed to make Virginia Tech a better place.

The committee has established two Improving Campus Climate Awards for Diversity and Multiculturalism: an Organization Award and a Best Program Award. Both carry monetary rewards and are announced at the annual Celebration of Diversity Program each fall.

**Diversity Leadership Group**

The Diversity Leadership Group is comprised of individuals who either are the diversity committee chairpersons for their respective colleges or are responsible for the recruitment and support of individuals from underrepresented groups.



For more information on any of these groups, contact the Office of Multicultural Affairs at 540/231-1820.



**FACES OF CHANGE** *The University Diversity Plan 2000-2005*  
is a publication of the Office of Multicultural Affairs  
332 Burruss Hall (0176)  
Virginia Polytechnic Institute and State University  
Blacksburg, VA 24061

*Published November 2000*

University  
Diversity Plan  
2000-2005

Strategic  
Goals

*Benjamin Dixon*  
*Vice President for Multicultural Affairs*

*Alicia P. Cohen*  
*Assistant to the Vice President for Multicultural Affairs*

*Clara B. Cox*  
*Editor*

*Michele Moldenhauer*  
*Creative/Art Director*

*Ingrid Moldenhauer*  
*Frontispiece/Cover art*

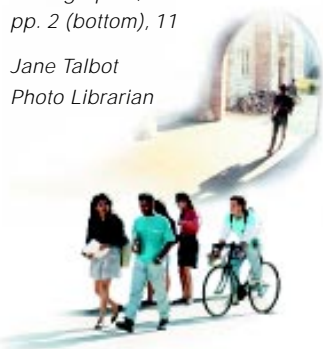
*John McCormick*  
*Lead Photographer (except as noted below)*

*Bob Veltri*  
*Photographer, cover, pp. 2 (top), 16, 20 (top left), 25 (bottom), 32*

*Rick Griffiths*  
*Photographer, pp. 20 (top right), 28-29*

*Gary Colbert,*  
*Photographer,*  
*pp. 2 (bottom), 11*

*Jane Talbot*  
*Photo Librarian*



*Virginia Tech does not discriminate against employees, students, or applicants on the basis of race, color, sex, sexual orientation, disability, age, veteran status, national origin, religion, or political affiliation. Anyone having questions concerning discrimination should contact the Equal Opportunity and Affirmative Action Office.*

VT/417/1100/10M/210049