STRATEGIC PRIORITY 2: ELEVATE THE UT PROSIM (THAT I MAY SERVE) DIFFERENCE

Aspirational Vision:

The *Ut Prosim* (That I May Serve) Difference, a foundational differentiator for Virginia Tech, recognizes the integral connection with Virginia Tech's land-grant responsibility of access and opportunity and its mission of service to humanity. Consistent with InclusiveVT, the institutional and individual commitment to *Ut Prosim* (That I May Serve) in the spirit of community, diversity, and excellence, Virginia Tech will build and support communities of discovery where global citizens engage with different ideas, beliefs, perspectives, experiences, identities, backgrounds, and cultures.

Goal 1: Increase representational diversity

Goal 2: Increase cultural competency

Goal 3: Address critical societal issues impacting humanity and equity

INITIAL MILESTONES:

- Achieve 25% representation of underrepresented minority students in the entering class (freshmen and transfers) by 2022

- Achieve 40% representation of underrepresented minority or underserved students (Pell-eligible, first generation, and veterans) in the entering class (freshmen and transfers) by 2022

- Increase the total enrollment in the Corps of Cadets to 1400 by 2022

- Achieve 20% representation of underrepresented minority graduate and minority professional students by 2024

- Increase underrepresented minority faculty to 15% (which is equal to or greater than the mean Research (R1) Public Land-Grant Universities) by 2024

- Increase female faculty representation to 50% (which is equal to or greater than the mean Research (R1) Public Land-Grant Universities) by 2024

- Increase underrepresented minority faculty new hires to 25% annually by 2022

- Increase female faculty new hires to 50% annually by 2022

- Ensure 100% of graduate programs of study include a required cultural competency component by 2022

- Increase undergraduate students graduating with at least two Pathways courses that satisfy the Critical Analysis of Equity and Identity in the United States core concept to 25% by 2024

- Increase undergraduate students graduating with at least two Pathways courses that satisfy the Intercultural and Global Awareness integrative concept to 25% by 2024

- Increase representation of underrepresented minority staff and administrative and professional faculty to 25% by 2024

PROPOSED ACTION STEPS:

- Optimize strategies to increase the representational diversity of underrepresented minority students and underserved students through recruitment, retention, and success

- Review financial aid, and funding for co-curricular and experiential learning experiences of underrepresented minority and underserved students

- Enhance and expand programs such as the Target of Talent, the Future Faculty Development Program, and the Faculty Community of Scholars Program

- Develop strategies to increase enrollment in undergraduate courses and co-curricular opportunities that include diversity and inclusion competencies and capacities

- Ensure integration of Graduate School diversity education requirement

- Explore strategies to increase the development and incorporation of inclusive pedagogy practices into academic courses

- Review Campus Climate Survey response results and develop approaches to address trends

- Develop and build upon current efforts for global engagement to create positive change in a world without boundaries

- Develop international outreach and engagement strategies for increasing diversity of international students and faculty

- Continue oversight of college and administrative unit-level diversity strategic plans

- Develop a process for tracking engagement in social issues in curricular and co-curricular programming

- Determine appropriate metrics for employee veterans and persons with disabilities

Beyond Boundaries Scholarship Program

Virginia Tech values access and affordability for students. The Beyond Boundaries Scholarship program was announced in 2016 in order to put the university's access and affordability values into practice. Beyond Boundaries advances the university's goals related to Project 2022 to increase the number of underrepresented minority students and underserved students at Virginia Tech. The program reduces unmet need for underrepresented students and underserved students through qualifying gifts, each of which are matched by the university. The scholarship program also helps to advance and attract talented students from within the commonwealth and across the country.

InclusiveVT

InclusiveVT (www.inclusive.vt.edu) is the institutional and individual commitment to *Ut Prosim* (That I May Serve) in the spirit of community, diversity, and excellence. The InclusiveVT Framework (See Figure 2) has been developed to help advance four institutional goals:

- Institutionalizing structures to promote sustainable transformation;

- Increasing faculty, staff, and student diversity;

- Ensuring a welcoming, affirming, safe, and accessible campus climate; and

- Advancing equity through the academic mission

A decentralized, but centrally coordinated, commitment to advancing equity and diversity is managed through the Office of Inclusion and Diversity, the President's InclusiveVT Executive Council, unit-level Diversity Committees, Diversity Directors, the InclusiveVT Faculty Diversity Committee, caucuses and alliances, and the Commission on Equal Opportunity and Diversity. The Office of Inclusion and Diversity leads, manages, and coordinates the institution's diversity and inclusion portfolio. Approximately 100 InclusiveVT representatives promote inclusive climates, share information and resources, and highlight events with their units, working collaboratively with unit-level Diversity Directors. The Diversity Summit, which explores critical objectives and new strategic initiatives, and the Advancing Diversity Program, which showcases successful initiatives and offers professional development opportunities are annual programs that support InclusiveVT. Additionally, unit-level community-building programming occurs during InclusiveVT Week to welcome new employees and students, and Principles of Community Week promotes inclusion and reaffirms Virginia Tech's commitment to the Principles of Community (www.inclusive.vt.edu/Initiatives/vtpoc0).
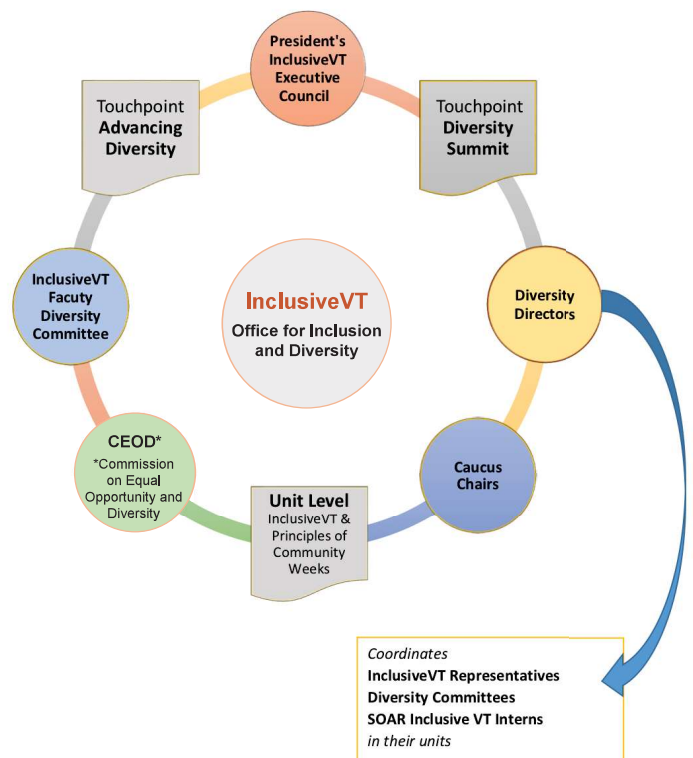

Figure 2: InclusiveVT Framework

As Virginia Tech moves beyond boundaries to advance diverse communities of learning equipped for a 21st century education, it will be critical for each college, unit, and department to hold themselves accountable for their diversity strategic plans. The unit plans are essential to achieving the university's goals of an increasingly diverse faculty, staff, and student population, and preparing students to address issues facing a global and interconnected world. Each college and unit has a plan based on the template in Appendix C (see pages 10-14). In addition, the new Partnership for an Incentive Based Budget model incorporates diversity metrics as it asks colleges and units to formulate multi-year goals with an emphasis on national benchmarking (see pages 22-26 of Appendix B for more information on the Partnership for an Incentive Based Budget Model).

Faculty Diversity

Since 2017, Virginia Tech has accelerated its faculty diversity efforts. Through the leadership of a new position, Director of Faculty Diversity, the Office for Inclusion and Diversity coordinates college and campus-wide efforts in partnerships with the InclusiveVT Faculty Diversity Committee and Diversity Advocates on search committees. In addition, all search committee members must complete an unconscious bias online course.

The Future Faculty Development Program is a two-day program open to doctoral candidates and post-doctoral scholars from underrepresented backgrounds interested in a career in academia. Each year, approximately 40 selected participants are matched to Virginia Tech academic departments and introduced to university facilities, faculty peers, and key aspects of a faculty position. Participants are selected based on academic and research potential as well as their alignment to Virginia Tech's institutional commitment to service and diversity.

Inviting prospective faculty to Virginia Tech builds professional relationships, expands peer networks, and maintains institutional visibility as a premier career destination. Since the program's inception in 2011, a number of participants have accepted faculty positions at Virginia Tech in response to university wide growth in student enrollment, research initiatives, and community impact.

Target of Talent

Virginia Tech's faculty diversity commitment follows two guiding principles: 1) the imperative of faculty identifying talented scholars through different strategies, recruiting candidates, and mentoring for success, and 2) an expectation of a shared commitment between the campus administration, departments, and colleges as a partnership model to advance faculty diversity. The Target of Talent program provides an incentive for hiring strategic priority candidates into academic faculty positions.

Funding for ten permanent recurring faculty lines was budgeted in support of this program in the 2018 fiscal year, following successful strategic priority candidate recruitments by colleges the previous year. The program was again funded in fiscal year 2019 to reward successful strategic priority recruitments of up to ten faculty in fiscal year 2018. To date, all 20 of the available Target of Talent lines for the first and second rounds have been awarded to colleges with participation in the program benefiting eight of the Blacksburg campus colleges.

As Virginia Tech pledges to grow the underrepresented student body and underserved student body, it will need employees that mirror and reflect the student population. Virginia Tech must ensure that students have the opportunity to learn from faculty and staff that are intellectually and culturally diverse.

Native American Engagement

Since 2016, Virginia Tech has been very active in engaging the eleven federally recognized tribal communities. It hosted the Native American Tribal Summit with all the tribal nations, and as a follow up to the summit, has developed tribal-focused engagement strategies. Engagement has focused on attending tribal nation pow-wows, but also hosting an annual pow-wow at Virginia Tech. In 2019, Virginia Tech hosted its third annual pow-wow. Specific engagement efforts include student recruitment, student retention, and tribal leadership partnerships. In addition, in 2019, Virginia Tech approved a resolution to recognize Indigenous Peoples' Day on the day that has been historically recognized as Columbus Day. These efforts are complemented by the programming in the Native American and Indigenous Community Center.

Inclusion and Diversity Resolution for Graduate Education

Seeking to build and support communities of diverse cultures and ideas, Virginia Tech ensures students learn, experience, and value inclusion and diversity. As a result, university leadership approved the 2018 resolution mandating all graduate students participate in an inclusion and diversity education component. This education will be iterative and adaptable across each academic unit and will complement the needs of each discipline. Graduate students will meet the inclusion and diversity educational requirement via workshops, training modules, lectures and discourse, and/or existing courses documented in students' Plans of Study, approved by unit leadership, and verified by the Graduate School. Implementation of this resolution will begin in fall 2019 with 100 percent participation across the all graduate programs no later than spring 2022.

Student Diversity

In 2017, Project 2022 was launched to encourage the university to accelerate its diversity and inclusion goals. Project 2022 set an ambitious goal that 25% of the entering class (freshmen and transfer) should be underrepresented minorities and 40% should be underrepresented minorities or underserved (first generation, Pell-eligible, and veterans). To advance this goal, the Office for Inclusion and Diversity has coordinated, sponsored, supported, and collaborated with several programs and campus units. In addition to the Hispanic College Institute which has been in place since 2014 with almost 100 students, the Black College Institute attracted 50 students in its first year in 2017 over 150 in 2018, and 300 in 2019. These institutes are residential summer pre-college programs for rising high school juniors and seniors. The Office for Inclusion and Diversity partners with the Vice Provost for Enrollment Management and the College Access Collaborative (CAC) to support student recruitment, outreach, and engagement efforts. The College Access Collaborative is an organizational unit dedicated to increasing college access, which focuses on building collaborative partnerships throughout the commonwealth.

Another distinctive outreach, recruitment, and engagement office is the Center for the Enhancement of Engineering Diversity (CEED) (https://eng.vt.edu/ceed.html). Since 1992, the Center for the Enhancement of Engineering Diversity has provided encouragement and support to engineering students, with a focus on the underrepresented population. The Center for the Enhancement of Engineering Diversity sponsors several summer camps and outreach initiatives for women and underrepresented students.

As a parallel effort with recruitment, the campus supports several programs and units related to retention. The Black Cultural Center was created in 1991, and for some time, the Black Cultural Center and Multicultural Center were the only centers available for underrepresented minority students. In 2016, the LGBTQ+ Resource Center, El Centro, the Native American and Indigenous Center, and the Asian and Asian American Engagement Center were added. The centers offer several programs for students, develop programming during cultural heritage months, and sponsor cultural celebrations during graduation week.

In 2018, the [Student Opportunity and Achievement Resources program (SOAR)](www.inclusive.vt.edu/SOAR) (www.inclusive.vt.edu/SOAR) program was created to work with entities across the university to help students who are underrepresented and underserved. The program works with University Advising and the Student Success Center to enhance outreach and support for underrepresented minority students. The Student Success Center offers tutoring and mentoring to students across campus.

Another related mentoring program is the Life Sciences Mentoring Program. The program supports underrepresented minority, underserved, and female students majoring in the life sciences with a peer-to-peer mentoring program partnering offered with the College of Agriculture and Life Sciences, College of Science, and College of Natural Resources and Environment. This program offers a research component to explore performance in math, chemistry, and biology.

Finally, to ensure a welcoming, affirming, safe, and accessible campus climate, all incoming students are required to complete DiversityEdu, an online course on InclusiveVT and the Principles of Community. This course, along with other pre-enrollment online courses, has been required of enrolled undergraduate and graduate students since 2017.

Advancing the Academic Mission through Inclusion and Diversity

To advance the academic mission through inclusion and diversity, a transdisciplinary community of Equity and Social Disparity in the Human Condition was developed. This research and learning community cuts across other transdisciplinary communities to advance issues impacting the human condition. The community was instrumental in leading the approval of a new Pathways General Education core concept of Critical Analysis of Equity and Social Disparity in the United States. Students are required to take at least one class in this area during their time enrolled at Virginia Tech.

In addition to curricular efforts, there are also co-curricular programming. The Advancing the Human Condition Symposium, held since 2017, engages scholars, academics, and practitioners in transdisciplinary inquiry around the critical questions of our age, with a primary emphasis on equity as the driving force of discussions. Other co-curricular programming includes the Faculty Women of Color in the Academy conference (hosted at Virginia Tech since 2017), in order to offer women of color faculty, university administrators, post-doctoral fellows, graduate students and undergraduates a unique educational and professional opportunity to network, engage, and learn with peers from around the country. Each year, the conference attracts over 350 attendees.