

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

Virginia Tech Department of Intercollegiate Athletics	
Initiative Number <u> 1 </u> (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	Campus Climate and Intergroup Relations
2. Constituent Group(s)	Undergraduate and Graduate Student-Athletes
3. Initiative Description	The Athletic Department will collect surveys from student-athletes once every two academic years. These surveys will focus on areas of diversity and inclusion that are a part of the student-athlete experience at VT.
4. Rationale	The student-athletes at Virginia Tech are a highly diverse population. This method of data collection will allow the athletic staff to examine the current climate among our student-athletes to determine the best ways to support them through all inclusion and diversity initiatives.
5. Design	The Athletic Department will research and develop a comprehensive survey. The survey will be distributed to all student-athletes at the end of the 2014-15 academic year. Surveys will be collected and analyzed over the course of the summer. The senior staff in athletics along with the Office of Student-Athlete Development will determine the best ways to address areas of concern and improve areas of achievement.
6. Responsibility	Derek Gwinn – Assistant Athletic Director for Compliance & Reyna Gilbert-Lowry – Associate Athletic Director of Student-Athlete Development, along with the assistance from members of the Committee on Equal Opportunity in Athletics
7. Accountability	Derek Gwinn – Assistant Athletic Director for Compliance & Reyna Gilbert-Lowry – Associate Athletic Director of Student-Athlete Development
8. Timing	Survey completed by April 1, 2015; Survey distribution at the end of the Spring 2015 semester; Interpret results by July 1, 2015; Implement initiatives based on results by September 1, 2015; Process repeats every 2 years.; Process repeats every 2 years.
9. Measures	The Committee on Equal Opportunity in Athletics will meet at the end of the Fall 2015 semester and again after the Spring 2016 semester to discuss if initiatives are effective. Surveys will be reviewed and compared with future surveys over time to determine if initiatives have met the desired level of satisfaction..
10. Outcomes	The Athletic Department expects to identify any and all areas that need improvement and quickly address those areas to provide our student-athletes with the best possible experience during their college enrollment.

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Virginia Tech Department of Intercollegiate Athletics	
Initiative Number <u> 2 </u> (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	Campus Climate and Intergroup Relations
2. Constituent Group(s)	Undergraduate and Graduate Students; Faculty and Staff; General Public
3. Initiative Description	The Athletic Department will create and publish multimedia content across multiple outlets that promotes and celebrates diversity and inclusion.
4. Rationale	The Virginia Tech Athletic Department recognizes the importance of diversity and inclusion awareness and believes it can be a sounding board across campus and the community to promote diversity and inclusion.
5. Design	The Athletic Department produce 1-2 videos per academic year that will be posted on www.hokiesports.com . Additionally, these videos will be played at select athletic events throughout the academic year. The videos will also be shared with departments across campus to display on their video outlets as they so choose. Lastly, the Athletic Department will reserve space in select game programs that will illustrate the importance of inclusion and diversity concepts.
6. Responsibility	Derek Gwinn – Assistant Athletic Director for Compliance & Reyna Gilbert-Lowry – Associate Athletic Director of Student-Athlete Development, along with the assistance from members of HokieVision
7. Accountability	Derek Gwinn – Assistant Athletic Director for Compliance & Reyna Gilbert-Lowry – Associate Athletic Director of Student-Athlete Development
8. Timing	The Athletic Department will create and release 1 video for the Spring 2015 semester. The release will be on www.hokiesports.com along with video board activity during select baseball, softball, wrestling and basketball games as sponsorships and prior commitments allow. The video will be distributed to departments across campus for release at their discretion. The initial concept for the first video will be to celebrate the 10 year anniversary for the Principles of Community. 2 videos will be will be created and released for the 2015-16 academic year at these same venues. Select game programs and media guides for 2015-16 will include space dedicated to promoting inclusion and diversity. Written materials for Spring 2015 have already been finalized and nothing can be added at this time.
9. Measures	The Assistant Athletic Director for Compliance will review the number of video spots and printed spots with the video and communications staff to determine if there is adequate promotion. Additionally, the Athletic Department will review any feedback received from individuals that attended athletic contests.
10. Outcomes	The Athletic Department has thousands of patrons that attend its athletic contests throughout the academic year. Displaying these videos and including language in our written materials will reach all of these individuals that are in attendance. This type of outreach will be able to leave an impression on a very large group of people.

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Virginia Tech Department of Intercollegiate Athletics	
Initiative Number <u> 3 </u> (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	Education and Scholarship
2. Constituent Group(s)	Undergraduate and Graduate Student-Athletes and Athletic Staff & Coaches
3. Initiative Description	The Athletic Department will invite speakers to present on a variety of inclusive and diversity topics every semester.
4. Rationale	The Virginia Tech Athletic Department recognizes the importance of diversity and inclusion, particularly among its student-athlete population, and inviting individuals to campus that specialize in areas of diversity will certainly enhance the understanding and increase the awareness of those in attendance.
5. Design	The Athletic Department will decide on an area emphasis in inclusion and diversity and research an individual to come to campus and speak with our student-athletes and staff. The topic for presentation in the Spring 2015 that has been discussed is LGBTQ. The Assistant Athletic Director for Compliance and the Associate Athletic Director for Student-Athlete Development will research and select an individual that specializes in the specific area and invite them to campus.
6. Responsibility	Derek Gwinn – Assistant Athletic Director for Compliance & Reyna Gilbert-Lowry – Associate Athletic Director of Student-Athlete Development
7. Accountability	Derek Gwinn – Assistant Athletic Director for Compliance & Reyna Gilbert-Lowry – Associate Athletic Director of Student-Athlete Development
8. Timing	At least 1 individual will be invited to campus in the Spring 2015 to discuss LGBTQ topics. The athletic department will arrange for at least one individual per semester thereafter.
9. Measures	Attendance at the presentation will be required. Head coaches will notify their student-athletes that they need to attend if they are available. Attendance will be recorded at any and all presentations. The athletic department will send out a survey to all student-athletes regarding their awareness and level of comfort with the selected topic. Following the presentation, a follow-up survey will be distributed to determine the effectiveness of the presentation. The survey will be distributed through the athletic department's roster management software system.
10. Outcomes	The Athletic Department expects that presentations will leave a lasting impact on its student-athletes and staff and will promote an environment of inclusion and diversity.

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College of Agriculture and Life Sciences	
Initiative Number 1: Leadership training and communications	
1. Inclusive Excellence Dimension(s)	(b) Campus Climate & Intergroup Relations;
2. Constituent Group(s)	(c) Faculty Members; (d) Staff Members
3. Initiative Description	<p>In order to promote and foster a climate of inclusiveness within the college, we will utilize existing programs and create new leadership training opportunities to educate directors and department heads across the college about the value of inclusion and provide them the tools to incorporate those values into their daily operations. This “lead by example” approach will help improve the campus climate and strengthen intergroup relations (dimension b). The college will also encourage leaders to include “Diversity/Inclusion” on routine unit meeting agendas so that issues can be addressed, programs can be promoted, and it is transparent to everyone that this is an important initiative.</p> <p>At the same time, through the CALS Diversity Council and the CALS Office of Communications and Marketing, we will communicate and celebrate our programs, successes, and challenges to both internal and external audiences using publications, videos, new releases, websites, and other avenues. This will not only help increase awareness about diversity and inclusion within the college, but will create a positive perception of it and encourage a wider constituency group to engage and promote the initiatives.</p>
4. Rationale	<p>Leadership starts by setting an example. By having the college’s senior leadership, directors, and department heads at the core of a new initiative to promote, embrace, and become educated about diversity, inclusion and the Principals of Community, an example is set for the rest of the college that these are values that are integral to our mission. Once the college’s leadership is trained and engaged, they can then share these values with their faculty and staff. Also, a standing meeting agenda item for diversity and inclusion will keep the issue at the forefront.</p> <p>Without communicating these programs and initiatives, support and participation will suffer; therefore, we are creating a robust communications plan that educates the college about the many existing diversity programs that are available to faculty and staff members and students, while also promoting the new initiatives and educating our college on inclusion.</p> <p>By working in concert to educate our leaders on ways to incorporate inclusion across the college while also communicating these efforts, we will be able to nurture and steward diversity.</p>

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5. Design	<ul style="list-style-type: none"> • Leadership diversity training: The Dean will issue a series of statements encouraging the college's leadership to become Diversity Allies through existing UOPD courses throughout the year. The college will also work with UOPD to set up a series of concentrated classes during a specific time to make it possible for off-campus leaders to pursue a Diversity Ally certificate. Unit leaders can then serve to promote similar training for others within the department. The dean will also encourage "diversity/inclusion" to be a standing agenda item on unit meetings. • Communications: The Diversity Council will work with the Office of Communications and Development to create a strategic communications plan that uses press releases, photos, videos, etc., to promote and educate people about our inclusion programs. It will include a series of reminders and encouraging stories about the leaders going through the diversity-training program in hopes of motivating others.
6. Responsibility	<ul style="list-style-type: none"> • The dean will expect all department heads and directors to attend existing UOPD training sessions. • The directors and department heads will encourage and facilitate others in their units to undergo similar training. • The Diversity Council will help develop training sessions specifically for CALS through UOPD. • The Diversity Council, in conjunction with the Office of Communications and Marketing, will promote and communicate both the training sessions and other diversity initiatives in the college.
7. Accountability	The dean (and associate deans) will work with co-chairs of the CALS diversity council to ensure the work is completed.
8. Timing	<ul style="list-style-type: none"> • Leadership training: In January 2014, the Dean will reach out to all college director and department heads to encourage them to go through the Diversity Ally program over the coming year and insert "Diversity and Inclusion" as a standing agenda item on reoccurring meetings. At this same time, the Diversity Council will work with UOPD to determine a defined time to hold a multi-day concentrated event for CALS faculty and staff who are located off-campus. • Communication: Communicating diversity and inclusion is an on-going process in the college. Though press releases, videos, publications, websites, and other materials, we are continuously telling stories and promoting our already existing diversity programs. As college leaders are completing training, we will promote their efforts, which will encourage others to take part in similar available programs.
9. Measures	<ul style="list-style-type: none"> • Leadership training: Measure the number of college leaders who complete the diversity courses and complete the Diversity Ally Certificate, then the amount of faculty and staff who undergo the training. • Communications: Track the number of stories, videos, and other publication materials that highlight our inclusion programs or illustrate the diversity of CALS.

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10. Outcomes	<p>By having the college leadership engage in and promote diversity initiatives and creating a robust communications plan to articulate the college's diversity goals, we expect a greater awareness of D&I issues and volume of D&I discourse within Units. We anticipate that this will build a more inclusive environment where students, faculty, and staff feel welcome and respected. Staff and faculty will fully appreciate the reasoning behind the inclusion initiative and respect the importance of the goal.</p> <p>This inclusive environment will in time lead to a more diverse college, which better reflects the larger community we serve.</p>
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College of Agriculture and Life Sciences	
Initiative Number 2 – Civil Rights Training and Compliance	
1. Inclusive Excellence Dimension(s)	B - Campus Climate and Intergroup Relations
2. Constituent Group(s)	C – Faculty Members; D – Staff Members; E – Others (VCE Volunteers)
3. Initiative Description	<p>CALS recognizes the importance of diversity and inclusion in the development and delivery of its Extension (VCE) and Research (VAES) programs. USDA also has specific civil rights expectations in the areas of identifying needs, setting priorities, allocating resources, selecting and assigning staff, conducting programs, and getting feedback. In order to meet these expectations, CALS has created a set of civil rights educational modules and internal civil rights compliance review procedures. The purpose of the training and compliance audits is to increase awareness and understanding of civil rights responsibilities in order to remain in compliance with all federal and state civil rights laws, VT policies, and USDA guidelines. But the ultimate goals of our efforts are that it will result in expanded access to VCE and VAES programs and services to under-represented client groups, and will promote a culture of non-discrimination and one that values differences in our clients, volunteers, and employees. To date, over 800 faculty and staff in all 12 campus-based CALS departments, 107 Unit offices, 11 ARECs, and six 4-H Educational centers have participated in the civil rights training. Peer-reviewed internal audits have taken place with all VCE Unit offices, 4-H centers and ARECs. All new VCE/VAES employees are required to participate in the training, but existing employees are also expected to continue their training after three years using new training content.</p>
4. Rationale	<p>A 2007 USDA Civil Rights compliance review of VCE and VAES identified training on civil rights, and diversity and inclusion as an area that needed greater emphasis. This and the fact that the makeup of the Commonwealth's citizens are rapidly becoming more diverse, motivated CALS to put greater emphasis into insuring that our programs truly are inclusive and that diversity in our clientele, and volunteer base is valued.</p>
5. Design	<p>Based on research and consultation with USDA, peer Land-Grant institutions, and VT office of Equity and Access, training modules and other resources were developed, and procedures were put into place. Due to the distributed nature of VCE and VAES, an online training approach was created as the primary delivery method. It was supplemented by face-to-face trainings. All VCE and VAES faculty and staff are expected to avail themselves to training every three years. New modules are currently being developed as the first three year period is coming to an end. Internal compliance reviews are scheduled for every CALS unit once every 5 years.</p>
6. Responsibility	Joe Hunnings, CALS Director of Civil Rights Compliance
7. Accountability	Dr. Edwin Jones, Associate Dean and Director of VCE

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8. Timing	This is a continuing initiative that was started in 2011.
9. Measures	New and revised modules developed. Records are maintained on all employees' participation in training activities. Internal compliance review documentation is shared with Units, with subsequent follow-ups made by Unit supervisors.
10. Outcomes	Internal reviews have shown a higher level of awareness, understanding, and compliance on expected practices and recordkeeping. This has resulted in Units making positive strides in expanded access and inclusion of clients and volunteers.

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College of Agriculture and Life Sciences	
Initiative Number 3 - Inclusive Teaching Practices	
1. Inclusive Excellence Dimension(s)	Education and Scholarship (C)
2. Constituent Group(s)	Faculty Members (C), Staff Members (D) for the training Undergraduate Students (A) and Graduate Students (B) will be the beneficiaries of what is done for the faculty and staff
3. Initiative Description	Inclusive Teaching Practices
4. Rationale	To enhance and promote graduate and undergraduate student success in the classroom, it is imperative that faculty members are aware of the role of inclusivity to student success. A classroom that encourages openness and fosters student creativity enhances student-learning outcomes.
5. Design	CALS Associate Deans will work with the CALS Faculty Association and CALS Diversity Council to develop a classroom inclusivity-training workshop for CALS faculty and staff. Nationally recognized speakers will be identified to participate in the initial workshop. Faculty members will self-identify to participate in a pilot program to incorporate inclusivity practices into their teaching practices. CALS will partner with CIDER to observe and peer review these pilot courses.
6. Responsibility	Associate Dean for Academic programs and Associate Dean for Research and Graduate Studies, CALS Faculty Association
7. Accountability	CALS leadership team
8. Timing	Spring 2014: announce program to departmental graduate and undergraduate program directors; host an initial college-wide inclusivity training session Fall 2015: host departmental inclusivity training workshops; incorporate inclusivity training into the college graduate teaching scholars (GTS) program After fall 2015: maintain ongoing training sessions with new faculty members
9. Measures	Number of faculty and staff who attend inclusivity classroom training Number of courses tagged as being taught with an enhanced inclusivity model Peer review of teaching assessments
10. Outcomes	Enhanced inclusive classroom environment to promote graduate and undergraduate student success

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College of Agriculture and Life Sciences	
Initiative Number 4 – Virginia Cooperative Extension Diversity and Inclusion Fellows	
1. Inclusive Excellence Dimension(s)	(c) Education and Scholarship
2. Constituent Group(s)	(c) Faculty Members; (d) Staff members
3. Initiative Description	The Extension Diversity and Inclusion (D&I) Fellows Initiative has been created to enhance Virginia Cooperative Extension (VCE) faculty and staff awareness and knowledge of diversity and inclusion issues and to improve skills in order to cultivate an environment of mutual respect and appreciation of differences, and ultimately foster more inclusive Extension programs.
4. Rationale	During the past year, Michele Deramo of the Office of Diversity and Inclusion, was asked to meet with faculty in each of the 4 Extension districts to assess how the Office of Diversity and Inclusion could better serve them. The primary need that was identified was for professional development of faculty and staff that will result in greater clientele diversity in Extension programming.
5. Design	Faculty and staff were asked to apply as Fellows to represent their districts. Using a Train-the-Trainer approach, 11 faculty and staff will come to campus the first week of December 2014 to participate in 32 hours of training in a Diversity Development Institute. Michele Deramo and other D&I trainers will serve as the trainers. Each district-based team will be expected to provide at least two D&I training sessions for the faculty and staff in their district each year for three years. These training sessions will include curriculum that the Fellows are exposed to as part of the Diversity Development Institute, as well as new training efforts that address specific D&I issues in their districts. Fellows can use other resources, including peers, to meet the needs of their district co-workers. Fellows will also be expected to evaluate their training efforts and track the impact of their efforts.
6. Responsibility	Eleven Extension D&I Fellows from across the state will be responsible for the training efforts of their peers.
7. Accountability	District Directors and Joe Hunnings, CALS Director of Civil Rights Compliance
8. Timing	The Diversity Development Institute for Extension D&I Fellows will take place in December 2014. Training efforts will take place in each district for the next three years.
9. Measures	CALS will keep track of the number of trainings offered and participation of Extension faculty and staff. In addition, Fellows will track how the D&I training program has impacted the number of programming efforts and other initiatives that have resulted in more inclusive outreach.
10. Outcomes	Through the Extension D&I Fellows program, we expect to see improvements in faculty and staff awareness and knowledge of diversity and inclusion issues and to improve skills in order to cultivate more inclusive Extension programs.

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College of Architecture and Urban Studies	
Initiative Number 1 Title: University-wide Diversity Awareness Competition	
1. Inclusive Excellence	(b) Campus Climate / Intergroup Relations; (c) Education / Scholarship;
2. Constituent Group(s)	2) All students, faculty, and staff at Virginia Tech.
3. Initiative Description	Every year, CAUS organizes a Diversity Awareness Competition. All VT students, faculty and staff are challenged to express their thoughts about what diversity means to them, the value of diversity, and why it is important to recognize and promote it. Entries are welcome from all Virginia Tech faculty, staff and students as part of the College's ongoing effort to promote diversity and inclusive excellence. A panel of faculty, students and staff judges the competition entries and selects several winners who receive cash awards. In the past, the competition entries were limited to a single media. CAUS has now expanded the competition to include multi-media entries in order to be more inclusive and invite participation from a greater variety of participants. In addition, from now on CAUS plans to invest additional resources to hold an annual exhibition and celebratory event that would raise the competition's profile. To encourage a greater number of submissions, CAUS is also investing new resources to create separate cash awards for undergraduate students, for graduate students, and for faculty/staff (previously, only one type of cash award was available). Each year, the competition will have a different theme. The proposed theme for the 2014-15 competition is "Breaking Stereotypes." An RFP will be widely circulated throughout the university community with the help of the Communications Officer.
4. Rationale	Diversity and inclusion have different meanings for different people. The CAUS competition is designed to invite a university-wide dialogue on the creative interpretation of diversity and inclusion. The project will be widely publicized (via CAUS website, social media, exhibition and celebratory event) in order to raise the profile of diversity and inclusion, hence improving campus climate and intergroup relations and spurring new ideas on diversity and inclusion that can be used in education and scholarship.
5. Design	<p>Competition is held annually, with the following calendar.</p> <p>1) Publicize the competition across the university; create a panel of judges (January-February).</p> <p>2) Collect entries and select winners (March-April)</p> <p>3) Publicize outcomes: website, social media, exhibition and celebratory event (April-May).</p> <p>Entries may come in any of the following media: essay, poetry, music, painting, photography, sculpture, ceramics, posters, performance and video. Other media may be considered as well. Last year's competition attracted thirty-five entries. Three winners, all students working in different media, were chosen. These were: 1) Tamanna Tiku in Architecture for the essay "A World Within"; 2) Mohammad Tasooji in Forestry and Mohammad Hassanzadeh in Electrical Engineering for a music video titled "Diversity", and 3) Angela Maria Serna Geitz of Architecture for her poster "Seeking the Truth." CAUS expects products of increasingly wider scope and similarly high quality every year.</p>
6. Responsibility	This program will be led by the CAUS Diversity Committee and a panel of judges selected every year.
7. Accountability	Diversity Committee; panel of judges; Associate Dean for Academic Affairs; Director of Advising.

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8. Timing	This is a continued and enhanced initiative that runs annually.
9. Measures	1) High number of entries (target = 50). 2) High quality and wide scope of entries, both in terms of content and media form. 3) High publicity of the program (via website, social media, exhibition and celebratory event). 4) Inclusion of new ideas on diversity and inclusion in the classroom (for example, inviting in-class presentations by the winners) and in scholarship.
10. Outcomes	Campus Climate / Intergroup Relations: enhanced dialogue on diversity and inclusion on campus. Education: Integration of creative interpretations of diversity and inclusion in classroom teaching. Scholarship: Integration of creative interpretations of diversity and inclusion in research and publications.

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College of Architecture and Urban Studies	
Initiative Number 2 Title: International Archive of Women Architects	
1. Inclusive Excellence Dimensions	(b) Campus Climate / Intergroup Relations; (c) Education / Scholarship; (d) Institutional Infrastructure
2. Constituent Group(s)	Students and faculty at CAUS and Virginia Tech; Specific attention to the inclusion of female, minority and international faculty, students and professionals.
3. Initiative Description	<p>CAUS is home to the unique and internationally acclaimed International Archive of Women in Architecture (IAWA). The IAWA is a joint program with the University Libraries. Despite its title, it is not limited to the work of women in architecture, but to women in all built-environment fields. The archive aims to document women's contributions to the built environment by collecting, preserving, and providing access to the records of women's professional organizations and the individual papers of women who contributed to architecture, landscape architecture, urban, interior and industrial design, history and theory of urban and architectural form, and urban planning. The IAWA began with a focus on the papers of pioneering women in architecture but has expanded its focus over time and plans to further expand in the future (for example, by reaching out to women in building construction and construction engineering). Today, the archive welcomes materials related to all generations of women in the built-environment fields in order to fill serious gaps in the availability of primary-source materials for built-environment, women's, and social history research. IAWA is a key piece of institutional infrastructure that strengthens diversity and inclusion at VT. It includes over 400 discrete collections (including some that comprise records from the entire career of pioneering women; for example, three apprentices of Frank Lloyd Wright). Many of the collections pertain to the work of women working outside of the United States. Records for the archive are aggressively recruited by the IAWA Executive Committee and the Board of Advisors. The latter comprises not only VT faculty but faculty and professionals from all over the world (Denmark, Germany, France, Israel, Japan, Mongolia and Tunisia).</p> <p>CAUS is working to sharpen IAWA's focus on the achievement of international and minority female professionals (for example, in collaboration with the archives of traditionally African American universities such as Virginia State University). It will also work towards integrating IAWA's resources into classes, research and publications. The collection is made available to anyone interested in research on the subject, classes are routinely taken to tour the collection, and students actively participate in the organization of exhibitions.</p>
4. Rationale	<p>Women's contributions to the built environment have been profound, yet underdocumented and understudied. In fact, many of the pioneering women in the built-environment field did not hold formal professional diplomas (hence the archive's title focused on women in architecture, rather than women architects). The IAWA has made great strides in collecting materials that reflect women's achievements and making them available to interested students, professionals and faculty in the university and around the world. The IAWA began at a time when the share of CAUS's female students and faculty was very small. Today, over half of the college students are female. However, further progress must be made in attracting female faculty (especially at the senior level) and promoting them. The current composition of the tenure-stream faculty is as follows: Professors (73% male, 27% female), Associate Professors (63% male, 37% female) and Assistant Professors (52% male, 48% female). The IAWA is an important venue that helps shift college culture and campus relations in ways that would promote gender equality and make female, minority and international faculty and students feel included and appreciated.</p>

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5. Design	1) Continued intensive collection of materials at national and international venues; 2) Enhanced efforts to integrate the materials in classroom teaching and in research and publications (e.g., ensure that students from all CAUS majors access the collection during their career at VT) ; 3) Holding annual research competition honoring the IAWA's founder, Professor M. Bliznakov, which is open to students and faculty of VT, as well as national and international universities; 4) Annual participation in the UIFA Congresses (last year in Japan and Mongolia), where the most aggressive pursuit of new collections is undertaken; 5) Hosting the 18 th UIFA Congress at VT (both Blacksburg and NCR campuses).
6. Responsibility	IAWA Executive Council, IAWA Advisory Board, Dean, Associate Dean for Academic Affairs, Associate Dean for Research, Associate Dean for Outreach.
7. Accountability	IAWA Executive Council, IAWA Advisory Board, Dean, Associate Dean for Academic Affairs, Associate Dean for Research, Associate Dean for Outreach.
8. Timing	This is a continued and enhanced permanent initiative.
9. Measures	1) Continuous collection of archival and contemporary materials; 2) Expanding the scope of materials (e.g., to focus on the work of minority and international professionals and women in building construction); 3) Integrating the materials in teaching and in faculty and student scholarship; 4) Holding international research competition; 5) Hosting and publicizing the 18 th UIFA Congress and continuous active collaboration with UIFA.
10. Outcomes	Campus Climate / Intergroup Relations: Enhanced focus on the achievement of female scholars and professionals. Education / Scholarship: Integration of the collection in classroom teaching, scholarly analysis and publications. Institutional Infrastructure: Key piece of VT and CAUS diversity infrastructure; May serve as model for other VT colleges.

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College of Architecture and Urban Studies	
Initiative Number 3 Title: Focus on Faculty Mentoring	
1. Inclusive Excellence Dimensions	(a) Access and Success; (c) Education / Scholarship;
2. Constituent Group(s)	CAUS faculty; Specific attention to female and minority faculty.
3. Initiative Description	CAUS is launching a series of steps to improve faculty mentoring college-wide. Because of the wide variety of disciplines at CAUS, in the past mentoring was almost entirely informal and decentralized. Whereas the decentralized model is useful, a reinvigorated college-wide faculty mentoring program, with special attention to female and minority faculty, will help improve faculty success in scholarship, promotion and tenure, and increase the share of senior faculty, especially tenured full professors, at CAUS.
4. Rationale	In the past, women and minorities have been excluded from the built-environment professions. For years, CAUS has striven to increase the participation of these historically underrepresented groups as students, faculty and staff. Today, just over half of the college students are female. The share of junior female faculty has also increased substantially (48% of Assistant Professors), but remains lower at the senior ranks (37% of Associate Professor and 27% of Full Professors). The share of minority faculty is in need of greater attention, as the share of minority students and those of mixed race has increased. With the goal of improving faculty development, CAUS is launching a series of steps to enhance the quality of mentoring and thus help faculty, especially female and minority faculty, succeed in scholarship, promotion and tenure. These steps should also help enhance overall faculty satisfaction with college mentoring as expressed, for example, in the COACHE survey. In the long term, a successful faculty with substantial representation of women and minorities will help further diversify the composition of the student body and will also help diverse students succeed (i.e., since the faculty can serve as role models to the students). It will also enrich all scholarship, design-build, instruction and engagement activities at CAUS.
5. Design	1) Formation of college-wide faculty mentoring committee; 2) Development of school-specific mentoring guidelines; 3) Initiation of regular faculty mentoring workshops; 4) Initiation of regular faculty brown-bag research meetings; 5) Enhanced group and individual outreach to faculty, especially women and minorities, on behalf of the Dean's Office and the School Directors; 6) Articulating new expectations for the senior faculty to serve as mentors to junior faculty.
6. Responsibility	Dean, Associate Dean of Academic Affairs, School Directors, Program Chairs, other senior faculty.
7. Accountability	Dean, Associate Dean of Academic Affairs, School Directors.
8. Timing	This is a new and permanent initiative.
9. Measures	1) Formation of college-wide faculty mentoring committee; 2) Completion of school-specific mentoring guidelines; 3) Number of faculty-mentoring college workshops (target = 2 per year); 4) Number of regular faculty brown-bag research meetings (target = 4 per year); 5) Number of meetings between individual faculty interested in promotion with the Associate Dean for Academic Affairs (target = 10 per year); 6) Number of junior faculty who receive regular mentoring advice from senior faculty; 7) Number of senior faculty who serve as mentors of junior faculty; 8) Increased share of CAUS senior faculty, especially tenured full professors, in the long-term; 9) Assessing faculty views through an annual survey on faculty climate, and promotion and tenure opportunities.

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10. Outcomes	<p>Access and Success: Developing a greater sense of faculty inclusion, especially among junior female and minority faculty; Improving the satisfaction of all faculty with mentoring opportunities at the college level, as expressed in the next COACHE survey; Increasing the share of CAUS senior faculty, especially female and minority faculty, in the long term.</p> <p>Scholarship: Enhancing opportunities for scholarly collaboration, especially with and between female and minority faculty.</p>
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College of Liberal Arts and Human Sciences	
Initiative Number 1 Title: Disabilities Studies	
1. Inclusive Excellence Dimensions	(a) Access and Success (b) Campus Climate & Intergroup Relations (c) Education & Scholarship (d) Institutional Infrastructure
2. Constituent Group(s)	1) All students, faculty, and staff at Virginia Tech; 2) students, faculty, staff, and visitors with disabilities
3. Initiative Description	Disabilities studies refers to the development of new academic programs, research collaborations, and service activities related to individuals, families, and communities. Disabilities studies encompasses a broad approach inclusive of diverse populations with physical, cognitive, social, or other limitations across the life span and in a variety of social contexts. Significant topics in disabilities studies include health care policy, caregiving, partnerships between families, schools, and work, adaptive technology, financial planning, and universal design.
4. Rationale	Disabilities studies will link CLAHS departments with centers and programs across the university as well as the surrounding community. Disabilities studies is a growing field that links scholarly research, teaching and advising, institutional infrastructure, and campus climate around the common goal of broadening access, shaping perceptions, forming partnerships, and encouraging innovation. Students pursuing careers in health, education, and human services will benefit from acquiring a credential in disabilities studies, as will students across the university who may be developing products in design, engineering, and applied fields for use by individuals with disabilities. Establishing a disabilities studies program will also improve the campus climate for individuals with disabilities, including enhancing access (broadly speaking) for individuals with disabilities, thereby increasing enrollment of students with disabilities and advancing the university's reputation as an inclusive institution.
5. Design	1) Personnel: Faculty position (tenure track) in disabilities studies in Human Development. Faculty positions (tenure track) related to health policy, biomedicine, and health technologies in Science and Technology in Society and in Political Science. 2) Curriculum: Proposal for a Pathways integrated minor in disabilities studies. New course on disabilities studies. 3) Program development: Faculty working group reviewing and promoting curricular, research, and outreach activities.
6. Responsibility	Department Head, Human Development (Zvonkovic); CLAHS Associate Deans for Undergraduate Academic Affairs (Stephens); Policies and Procedures (Stoudt); and Diversity (Ewing)
7. Accountability	Department Head, Human Development; CLAHS Associate Dean for Diversity.
8. Timing	January – June 2015: Hiring of new faculty and developing proposals for new course and Pathways minor.
9. Measures	1) Appointment of new faculty member in disabilities studies in Human Development 2) Proposal for Pathways minor in disabilities studies 3) Course proposal: Human Development Introduction to Disabilities Studies
10. Outcomes	New faculty member with research and teaching interests in disabilities studies to lead program, teach courses, and coordinate faculty working groups. Course proposal in curriculum review process. Pathways minor in disabilities studies under review.

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

College of Liberal Arts and Human Sciences	
Initiative Number 2 Title: Veterans Studies	
1. Inclusive Excellence Dimensions	(c) Education / Scholarship; (a) Access / Success; (b) Campus Climate / Intergroup Relations; (d) Institutional Infrastructure
2. Constituent Group(s)	1) Veterans. 2) All students, faculty, and staff at Virginia Tech.
3. Initiative Description	Veterans Studies is a broad effort to introduce educational initiatives such as an undergraduate minor and a graduate certificate; advance and sustain research on the lives and contributions of veterans; improve institutional support for veterans through student affairs, the graduate school, and advising offices; enhance access into undergraduate and graduate programs; and take steps to address climate issues that specifically affect veterans in the student body. The Veterans Studies program at Virginia Tech will combine education and scholarship in ways that promote access and success, improve institutional infrastructure, and contribute to enhancing campus climate and inter-group relations.
4. Rationale	Veterans are an underrepresented population among undergraduate and graduate students as well as faculty and staff, accounting for approximately 1% of students and 4% of employees are veterans, compared to 11% of the adult population in the United States (21 million veterans in an adult population of 243 million). For Virginia Tech to become a more inclusive institution, sustained efforts are needed to improve access, foster success, enhance infrastructure, and address climate issues.
5. Design	<p>1) Plan the third <i>Veterans in Society</i> conference for November 2015, timed to coincide with Veterans Day, with an emphasis on race, reconciliation and the American civil war.</p> <p>2) Continue collecting and archiving oral histories of African American veterans of the Korean War, in conjunction with Veterans History Project at Library of Congress, and funded by CLAHS faculty research grants.</p> <p>3) Submit proposal to NEH to host a summer institute for university and college teachers on veterans studies and the humanities, proposal due February 2015, for a seminar planned for Blacksburg in summer 2016.</p> <p>4) Organize a symposium on potential curricular reforms, including new courses and programs at undergraduate and graduate level; possible Pathways minor; and new programs designed in coordination with Vets@VT.</p> <p>5) Plan a Big Read event for New River Valley communities on Tim O'Brien, <i>The Things They Carried</i>, Fall 2015.</p> <p>6) Design a research project on the experience of veterans on campus, in coordination with university offices (Dean of Students; Student Affairs; Human Resources; Institutional Review Board), Spring 2015.</p>
6. Responsibility	This program will be led by faculty involved in the veterans studies group and students involved in Veterans @ VT. Administrative oversight will be provided by the Center for the Study of Rhetoric in Society (Department of English), in coordination with faculty and student led groups.
7. Accountability	Associate Dean for Research / Diversity, CLAHS; Department of English; Director, Center for Study of Rhetoric in Society
8. Timing	January – June 2015: NEH proposal submitted; curriculum planning underway; research project in design.
9. Measures	1) Plans completed for Veterans in Society conference (target = 1). 2) Interviews with veterans (target = 10). 3) External funding proposals submitted (target = 1). 4) Symposium on Veterans Studies curriculum / courses / program (target = 1). 5) Research project designed, submitted for IRB approval, and placed on timeline for completion (target = 1)

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

10. Outcomes	Scholarship: dissemination of research on humanities and veterans Education: task force report on curricular innovations Access and Success / Climate / Infrastructure: recommendations on policies related to veterans
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InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

College of Liberal Arts and Human Sciences	
Initiative Number 3 Title: Social Science Pipeline Program	
1. Inclusive Excellence Dimensions	(a) Access / Success
2. Constituent Group(s)	High school students from racial, ethnic, and social categories underrepresented at Virginia Tech and in higher education.
3. Initiative Description	CLAHS Social Science Pipeline Projects will provide high school students with challenging educational experiences designed to encourage them to enter higher education prepared to study the social sciences. The project will bring high school students, especially sophomores and juniors, together with Virginia Tech faculty in ways that connect the high school social studies curriculum with university programs in the social sciences. Students who complete the program will be more prepared for the challenges of college-level study, more aware of the scope of social science academic programs, more engaged with contemporary social issues, and better positioned to apply for admissions to competitive universities, including Virginia Tech.
4. Rationale	At present, VT provides first-rate STEM pipeline programs. Similar programs are not available either at VT or nation-wide in some other disciplines. This program seeks to redress that lack of quality programs for high school students in the social sciences. This project will provide a parallel experience to those currently offered to students in science and engineering through various STEM academies, summer programs, and after school activities. The program will target high schools in the National Capital Region that have very high proportions of students who are first-generation college, lower social economic status, and / or from diverse racial and ethnic categories. Possible high schools include T. C. Williams High School (Alexandria City), 3,503 students including approximately 78% students from racial or ethnic minorities; Washington-Lee High School (Arlington County) with 2,255 students, including approximately 60% students from racial or ethnic minorities; and J.E.B. Stuart High School (Fairfax County) with 1,985 students, including approximately 75% from racial and ethnic minorities. Because these racial and ethnic categories are underrepresented at Virginia Tech, building a pipeline from the targeted high schools into social science majors would enhance access and success by increasing the number of applications and admissions.
5. Design	The design of these projects will involve consultations with a planning committee of Virginia Tech faculty and experienced social studies at the targeted high schools. Themes will connect the high school social studies curriculum, especially the IB and AP programs that attract the best students; the teaching and research interests of CLAHS faculty in the social sciences, and current issues with clear relevance to the lives and futures of youth. Possible topics include 1) juveniles and the justice system; 2) national security; and 3) civil rights and social equity. The planning committee will consider various formats, such as one week summer sessions (non-residential) at the Virginia Tech facilities at Falls Church and hybrid programs that begin with online activities and culminate in a weekend workshop in Blacksburg. Programs will enroll approximately thirty students, who would be selected through a competitive process administered in coordination with teachers and administration at selected high schools. Sophomores and juniors will have sufficient classroom experience (with courses such as US and world history, civics, and AP anthropology, psychology, and government) while also being at the right stage to think about the advantages of majoring in social sciences in college, including at Virginia Tech.
6. Responsibility	Associate Dean for Undergraduate Academic Affairs (Stephens); Planning committee members
7. Accountability	Associate Dean for Research / Diversity (Ewing)

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2014 – 2015 Inclusion and Diversity Initiatives

8. Timing	January – June 2015: Convene task force of social science faculty at Virginia Tech; identify partner high schools; invite teachers and administrators to planning meeting; make plans for pilot project in spring / summer 2016.
9. Measures	Planning committee appointed, initial meeting held; and proposal submitted with theme, format, and location for pilot pipeline
10. Outcomes	Establish a pipeline to recruit students from diverse backgrounds into social science programs at Virginia Tech. Given a target of 30 students each year at an estimated annual total cost of \$30,000, these pipelines should produce increased applications from underrepresented students considering majoring in the social sciences at Virginia Tech.

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

College of Liberal Arts and Human Sciences	
Initiative Number 4 Title: College Mentors for Kids	
1. Inclusive Excellence Dimension(s)	(a) Access and Success
2. Constituent Group(s)	1) Undergraduates participating as College Mentors for Kids; 2) Elementary school pupils in Blacksburg and other communities in Montgomery County.
3. Initiative Description	College Mentors for Kids is a national organization that recruits undergraduates to serve as mentors for elementary school pupils. By connecting with pupils in the early grades, this project is designed to provide children, often from economically disadvantaged families, with a model of academic success as well as a source of encouragement. CLAHS will partner with Student Affairs to develop the College Mentors of Kids Program in the form of a VT chapter. This initiative is designed to improve access and success by encouraging primary school children to see a path to higher education in their futures.
4. Rationale	Students from CLAHS majors are especially well suited to the College Mentors for Kids program, because many students in the liberal arts and human sciences are planning to enter careers in education and human services. The Department of Human Development track in child and adolescent developments is well suited to recruit mentors for this program. Students in humanities and social sciences majors, such as English, French, German, History, Philosophy, Religion and Culture, Sociology, and Spanish, who are preparing to obtain teaching certifications at the graduate level will benefit from the opportunity to mentor elementary school children.
5. Design	Liberal Arts and Human Sciences majors, particularly in Human Development, English, and History, will be recruited to apply to become College Mentors for Kids through advisors and student organizations, such the English Club and Sigma Tau Delta in the English Department; the History Club and Phi Alpha Theta in the History Department; and Teach for Jamie / Teach for Madame in Foreign Languages and Literatures. Faculty and / or graduate students in the elementary education programs in the School of Education will provide guidance to these students regarding the challenges and rewards of working with primary school children. This project also builds upon the existing collaborations between CLAHS departments and Montgomery County Public Schools that includes students volunteering in after school programs, professional development workshops offered by faculty, and collaboration on outreach programs such as speakers and performances.
6. Responsibility	CLAHS Associate Dean for Undergraduate Academic Affairs (Stephens); Associate Dean for Diversity (Ewing); CLAHS Department Heads/Chairs; School of Education leadership.
7. Accountability	Associate Dean for Diversity (Ewing)
8. Timing	January – June 2015: establishment of VT chapter, recruitment of first group of undergraduate mentors
9. Measures	Number of CLAHS majors participating as College Mentors for Kids (target = 10) Involvement of CLAHS student organizations in supporting College Mentors for Kids (target = 3 organizations) Mentoring provided by faculty to College Mentors for Kids (target = 3 sessions)

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2014 – 2015 Inclusion and Diversity Initiatives

10. Outcomes	Support for Student Affairs in establishing a College Mentors for Kids chapter Successful recruitment of College Mentors for Kids from among CLAHS majors Establishment of a sustainable partnership with elementary schools in Montgomery County
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InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

College of Natural Resources and Environment	
Initiative Number 1: CNRE Cultures	
1. Inclusive Excellence Dimension(s)	(a) access and success, (b) campus climate and intergroup relations, (c) education and scholarship
2. Constituent Group(s)	(a) undergraduate students, (b) graduate/professional students, (c) faculty members, (d) staff members
3. Initiative Description	CNRE Cultures is an organized event in the college to bring awareness and recognition to the many cultures represented within the college. Table displays and information about the cultures represented in the college will be assembled, with representation from faculty, graduate students, and undergraduate students.
4. Rationale	Awareness is the first step toward inclusion. The college is focusing on inclusion following our hosting of a national conference in June 2013 that brought awareness to inclusion as a foundation to fostering a diverse environment. We welcome students, graduate students, post-doctoral scientists and visiting scientists from around the world and as a community have little awareness of these different cultures.
5. Design	A single event will be held, scheduled for an afternoon in the foyer of Cheatham Hall. Tables will be made available and displays will be assembled by those individuals representing the many cultures within the college. The day/time of each event will be announced to the college and all faculty, staff and students will be encourage to attend. Each department will be encouraged to specifically participate.
6. Responsibility	The college academic programs office, the Dean's office, and the college diversity and inclusion committee will be responsible for organizing this event.
7. Accountability	Associate Dean for Academic Programs (Stauffer)
8. Timing	January –May 2015
9. Measures	Number of displays assembled, number of individuals participating and representing their culture, estimate of college-wide participation
10. Outcomes	This is an awareness initiative. The expected result is to make the college community aware of the many cultures represented within the college by students, faculty, and post-doctoral and visiting scientists. Photos will be taken and used via the newsmagazine and website to build awareness. An information piece (branded with other college materials) will be developed that reflects the cultures, countries, and diversity of our community within the college.

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

College of Natural Resources and Environment	
Initiative Number 2: Diversity Mural	
1. Inclusive Excellence Dimension(s)	(a) access and success, (b) campus climate and intergroup relations, (c) education and scholarship, (d) institutional infrastructure
2. Constituent Group(s)	(a) undergraduate students, (b) graduate/professional students), (c) faculty members, (d) staff members; the entire university community as well as visitors
3. Initiative Description	CNRE Diversity Mural is a physical sign of our awareness of diversity and inclusion. The mural will be placed on a large wall in the entrance to Cheatham Hall, in the student lounge adjacent to the foyer. With an opportunity to celebrate human and ecological diversity, the mural will be a creative expression of diversity in a unique way that binds a core area of our scholarship (ecological diversity) with human diversity, thereby creating a unique statement of our awareness of diversity and inclusion.
4. Rationale	This project is a continuation of the Cheatham Hall hallway project, a project designed to highlight the people of the college. Phase I is complete (celebrating our people) and the diversity mural is Phase II. We want all people who enter Cheatham Hall to recognize that we as a community 'get it', are inclusive, and celebrate diversity. A lasting physical sign (mural) will be a testament of our commitment to diversity and inclusion.
5. Design	Images and famous diversity quotes will be assembled into a series of panels measuring approximately 15'x20'. Each panel will contain either an image or a quote. Once assembled these images will form a collage. Our college news magazine designer will work with us in the final layout and design. We anticipate this project will cost \$5,000.
6. Responsibility	Dean (Winistorfer) and the College Communications Director (Davis) will lead this work with input from the college, the Senior Faculty Fellow for Diversity (Karpanty), and the college Diversity Committee
7. Accountability	Dean Winistorfer and College Communications Director (Davis)
8. Timing	January – June 2015
9. Measures	As a permanent installation in Cheatham Hall dynamic measures of assessment will be difficult to determine.
10. Outcomes	This is an awareness initiative. The expected result is to make the college community aware of diversity and inclusion by seeing assembled in one place concepts of ecological diversity and human diversity. Images and text will form a powerful display that all can learn from. We want all who enter Cheatham Hall to feel welcome, included, respected and appreciated; this physical symbol of our awareness is one initiative to achieve this.

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

College of Natural Resources and Environment	
Initiative Number 3: VTcnreIncludesME – an inclusive video	
1. Inclusive Excellence Dimension(s)	(a) access and success, (b) campus climate and intergroup relations, (c) education and scholarship, (d) institutional infrastructure
2. Constituent Group(s)	(a) Undergraduate students, (b) graduate/professional students), (c) faculty members, (d) staff members; the entire university community as well as visitors; anyone who visits our website.
3. Initiative Description	VTcnreIncludesME is a tandem video production to our 'first generation' video completed in 2014 and posted to our college homepage. VTcnreIncludesME is an inclusion initiative whereby individuals appear in the video and describe how and why they feel included in the CNRE community. The video will be a 3-5 minute production with up to 10-12 individuals describing how they are included in CNRE. Ranging from undergraduates to faculty and staff, many voices will be heard describing how they are included in the college community.
4. Rationale	This project is a tandem production to our recently finished first generation video that is now posted to our college website. Aimed at recruiting a diverse student and faculty body in the college, demonstrating that we are diverse and understand inclusion, and including many different perspectives/cultures/diversity will be yet another step toward inclusiveness. Having these videos on the college homepage is for all the world to see.
5. Design	A video will be produced. Estimated cost \$5,000. Individuals will be recruited to appear in the video and tell their own story of how they are include in the college.
6. Responsibility	The Dean (Winistorfer), the college diversity committee, the college communications director, and the Senior Faculty Fellow for Diversity and Inclusion will be responsible for guiding the project.
7. Accountability	Dean Winistorfer and the College Communications Director (Davis)
8. Timing	January – September 2015
9. Measures	Once posted to our college website we will be able to measure web access traffic to this specific site.
10. Outcomes	This is an awareness initiative. The expected result is to make the college community aware of diversity and inclusion by hearing individuals express in their own words how they feel included in the CNRE community. Paired with our recently completed first generation video, these two products will form a powerful perspective of inclusion for the college and our community. Inclusion is the first step toward creating a diverse environment. A more diverse environment will lead to recruitment and retention of a more diverse student body and faculty – our long term goal.

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

College of Engineering	
Initiative Number 1	
1. Inclusive Excellence Dimension(s)	(a) Access and Success, (b) Campus Climate and Intergroup Relations.
2. Constituent Group(s)	(c) Faculty Members, (d) Staff Members.
3. Initiative Description	Greater diversity among the faculty and staff of the College of Engineering.
4. Rationale	Seek a broader range of backgrounds and life experiences among the college faculty and staff, and a broader range of role models for our students.
5. Design	The College of Engineering strategic plan outlines the following tasks in support of this initiative: (E5.1) Provide an environment that is supportive of a diverse community, resulting in increased numbers from traditionally under-represented groups and under-served communities. (E5.3) Provide mentoring so that new faculty members and new staff members may flourish in their careers. (E5.4) Provide opportunities to faculty members and staff members to acquire new skills and engage in life-long learning. (E5.5) Support programs like AdvanceVT that help modernize the working environment and enhance the work-life balance. (E5.8) Be more proactive and less reactive in our recruiting for diversity. (E5.9) Live by the "Principles of Community." Ongoing, and growing initiatives within the College, which support this initiative, include targeted recruitment of seminar speakers from prospective faculty, strong utilization of the AdvanceVT future faculty initiative, and direct contact from the Engineering dean and associate deans to their counterparts at HBCUs and other Universities. We will increase the focus of our recruiting efforts through our existing diversity networks to ensure a diverse applicant pool.
6. Responsibility	Engineering dean, associate deans, department heads, and their respective staffs. Director of the Center for the Enhancement of Engineering Diversity. Chair of the COE Diversity Committee.
7. Accountability	Engineering dean.
8. Timing	The College of Engineering strategic plan was written to encompass the time period from 2012-2018. As such, the College seeks to have nominally linear growth in the numbers of female, African-American, and Hispanic faculty over that time period as described in the Measures section below.
9. Measures	The College of Engineering strategic plan prescribes the following measures by 2018: (M5.1) Increase the number of tenured and tenure-track faculty members who are female from 39 to 50; who are African-American from 10 to 15; and who are Hispanic from 16 to 20. (M5.4) Track the number of faculty members that utilize the services promoted by AdvanceVT. As specific targets for the 2014-2015 academic year, the College seeks to increase the number of tenured and tenure-track faculty members who are female from 39 to 45; who are African-American from 10 to 12; and who are Hispanic from 16 to 18.
10. Outcomes	Acquire a broader range of backgrounds and life experiences among the college faculty and staff, and a broader range of role models for our students.

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

College of Engineering	
Initiative Number 2	
1. Inclusive Excellence Dimension(s)	(a) Access and Success, (b) Campus Climate and Intergroup Relations, (c) Education and Scholarship.
2. Constituent Group(s)	(a) Undergraduate Students.
3. Initiative Description	Greater diversity in the undergraduate engineering student population.
4. Rationale	Seek a broader range of backgrounds and life experiences among our undergraduate students, and a broader range of interpersonal experiences for our students.
5. Design	The College of Engineering strategic plan outlines the following tasks in support of this initiative: (E5.1) Provide an environment that is supportive of a diverse community, resulting in increased numbers from traditionally under-represented groups and under-served communities. (E5.2) Provide mentoring so that students of all backgrounds, especially first-generation college students, may find a successful path to graduation. (E5.6) Incorporate the work of the Center for the Enhancement of Engineering Diversity into departmental teaching and research efforts. (E5.7) Make greater use of the COE Diversity Committee, particularly as a complement to the work of CEED. (E5.8) Be more proactive and less reactive in our recruiting for diversity. (E5.9) Live by the “Principles of Community.” Further investment will be placed into CEED recruitment and retention initiatives as well as outreach to Virginia Community College students toward recruiting a diverse engineering undergraduate class. Through the creation of a new position – Coordinator for Pre-college Outreach - we will increase our pre-college activities at the high school level, focusing on bringing under-represented students to Blacksburg for engineering experiences.
6. Responsibility	Engineering dean, associate deans, department heads, and their respective staffs. Director of the Center for the Enhancement of Engineering Diversity. Chair of the COE Diversity Committee.
7. Accountability	Engineering dean.
8. Timing	The College of Engineering strategic plan was written to encompass the time period from 2012-2018. Because the current Freshman class will be graduating in 2018, annual accounting will include both graduation and matriculation rates related to the measure described below.
9. Measures	The College of Engineering strategic plan prescribes the following measures by 2018: (M5.2) Increase B.S. degrees to women from 180 to 220; to African-Americans from 29 to 55; and to Hispanics from 35 to 60. As measures for the 2014-2015 academic year, the College seeks to increase B.S. degrees to women from 180 to 200; to African-Americans from 29 to 35; and to Hispanics from 35 to 45.
10. Outcomes	Acquire a broader range of backgrounds and life experiences among our undergraduate students, and a broader range of interpersonal experiences for our students.

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2014 – 2015 Inclusion and Diversity Initiatives

College of Engineering	
Initiative Number 3	
1. Inclusive Excellence Dimension(s)	(a) Access and Success, (b) Campus Climate and Intergroup Relations, (c) Education and Scholarship.
2. Constituent Group(s)	(b) Graduate Students.
3. Initiative Description	Greater diversity in the graduate engineering student population.
4. Rationale	Seek a broader range of backgrounds and life experiences among our graduate students, and a broader range of interpersonal experiences for our students.
5. Design	The College of Engineering strategic plan outlines the following tasks in support of this initiative: (E5.1) Provide an environment that is supportive of a diverse community, resulting in increased numbers from traditionally under-represented groups and under-served communities. (E5.2) Provide mentoring so that students of all backgrounds, especially first-generation college students, may find a successful path to graduation. (E5.6) Incorporate the work of the Center for the Enhancement of Engineering Diversity into departmental teaching and research efforts. (E5.7) Make greater use of the COE Diversity Committee, particularly as a complement to the work of CEED. (E5.8) Be more proactive and less reactive in our recruiting for diversity. (E5.9) Live by the “Principles of Community.” In support of this outline, the College of Engineering will include pro-active collaboration with Virginia HBCUs and utilize College fellowships to attract a diverse graduate student pool. Annual recruitment at SWE, SHPE, and NSBE meetings along with creation of a Grad School 101 program targeting VSU, NSU, HU, and NCA&T students are ongoing activities in support of this initiative. We will continue and increase our collaborative efforts with the GEM Consortium.
6. Responsibility	Engineering dean, associate deans, department heads, and their respective staffs. Director of the Center for the Enhancement of Engineering Diversity. Chair of the COE Diversity Committee.
7. Accountability	Engineering dean.
8. Timing	The timing for the measures listed below is intended to encompass the College of Engineering’s 2012-2018 strategic plan. In support of these activities, annual reporting will assess matriculation and graduation rates for female, African-American, and Hispanic graduate students.
9. Measures	The College of Engineering strategic plan prescribes the following measures by 2018: (M5.3) Have M.S. and Ph.D. graduating classes be more than 20% women, 7% African-American and 7% Hispanic. As measures for the 2014-2015 academic year, the College strives to have M.S. and Ph.D. graduating classes be more than 15% women, 4% African-American and 4% Hispanic.
10. Outcomes	Acquire a broader range of backgrounds and life experiences among our graduate students, and a broader range of interpersonal experiences for our students.

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

College of Science	
Initiative Number: 1 Undergraduate Research Opportunities (URO)	
1. Inclusive Excellence Dimension(s)	Education and Scholarship
2. Constituent Group(s)	Undergraduate Students
3. Initiative Description	The Undergraduate Research Opportunities (URO) initiative will promote the participation of underrepresented students in meaningful undergraduate research experiences in COS during the academic year and during the summer. This initiative will support the university plan to have each student participate in undergraduate research.
4. Rationale	<p>The laboratory is the environment where “minds on, hands-on” learning is best realized. As reported in the most recent scorecard, only 56% of the COS undergraduates participated in an undergraduate research experience in the past academic year. Hence, many students did not benefit from the “hands-on” approach of learning.</p> <p>We propose the inclusion of our underrepresented undergraduate students into research as early as their sophomore year. This inclusion will involve the coordination of both faculty mentor and student participants by the College of Science office and the College Diversity Committee.</p> <p>The URO initiative would offer programs during the AY and the summer. The models for the two programs are described below. They are separated because of the different programmatic needs of the student.</p>
5. Design	<p><u>Academic Year:</u> Students will be encouraged to enroll in a 2994 or 4994 course. The program would provide funding for the nominal research expenses of the student. For students that rely on campus jobs for financial support during the academic year, the program will attempt to utilize available funding (federal/institution) for the research work performed.</p> <p><u>Summer:</u> Unlike the proposed AY offering, the Summer URO program would differ in that a student would receive a stipend, housing and meals, and an educational allowance (similar to an REU experience). The rationale is based on the economic needs of the students. As many students must work during the summers to garner funds for their AY expenses, the summer program would help meet their financial needs, as well as providing an initial and immersive laboratory experience.</p> <p>We believe that through the initial “hands on-minds” experience, the students may move into research experiences beyond this initiative which will foster their building of academic and personal connections in the sciences. These experiences should promote the retention of the underrepresented students in STEM fields, as well as build a more diverse community of undergraduate researchers in COS.</p> <p>We are proposing working with VT Office of Undergraduate Research (OUR), the VT offices MANRRS, and MAOP on the design of the program. The COS Diversity Committee will recruit COS faculty for research opportunities and possible undergraduate/graduate mentors. COS will request the program to be involved with the OUR Research</p>

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

	<p>Ambassadors as well as students/staff in MANRRS.</p> <p>Mechanisms for funding of students will be explored (work study, hourly wage, as well as university/state/federal/corporate grant support). Avenues that involve the VT Foundation will be explored.</p>
6. Responsibility	G. Long, UG Directors of COS Departments, COS Diversity Committee
7. Accountability	G. Long
8. Timing	<p>Project would begin in Fall 2015.</p> <p>Identification of funding mechanisms has begun (Fall 2014).</p>
9. Measures	Requests for UR/IS will be monitored. Scorecard data will be tracked.
10. Outcomes	Increase in admission, retention, and graduation of women and underrepresented minorities in science. Employment in STEM related field.

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

College of Science	
Initiative Number 2 Outreach Seminars, Inclusion Seminars and Advising Workshops	
1. Inclusive Excellence Dimension(s)	Campus Climate and Intergroup Relationships Education and Scholarship
2. Constituent Group(s)	faculty, staff, graduate students, and undergraduate students
3. Initiative Description	This work involves the expansion of two college seminar series: 1) outreach seminars on science and math, and 2) seminars on the contributions of underrepresented groups and women to the field of science and mathematics. It also will have college workshops for increasing sensitivity about different backgrounds and skills (i.e., diversity broadly defined) for effective academic advising.
4. Rationale	Education in science and math has historically focused on practice and theory, with little mention of the human element. The seminar series will enlighten the community on the role of underrepresented groups and women in science and math in advances in the sciences and mathematics.
5. Design	<p><u>Outreach Seminars:</u> The College will continue offering its yearly NANOCAMP summer event, targeted for middle and secondary school students. The program builds on the experience of prior (3+) offerings, two of which were attended by secondary school underrepresented students from Franklin Military Academy in Richmond. NANOCAMP is made available through donor support to the College of Science.</p> <p>The College will continue to involve underrepresented students in outreach seminars that demonstrate the connection between art and science. An example is the recent series on Origami in which the relationship between the art of folding and design was illustrated in the flapping of bird wings to the use of solar panels on space telescopes.</p> <p><u>Inclusion Seminars:</u> The COS Diversity Committee has started sponsorship of seminars that highlight underrepresented contributors to science. These seminars are about important scientists who were from underrepresented groups or women, in fields where women are underrepresented (examples of contributions not well covered in historical presentations of science). They also include the contributions of current minority scholars working in the forefronts of science.</p> <p><u>Advising Workshops:</u> The COS Diversity Committee will organize advising workshops for COS faculty/staff in order to increase the effectiveness of the undergraduate advising process for underrepresented students. Best practices developed at Virginia Tech and employed by peer institutions will be adapted/adopted.</p>
6. Responsibility	G. Long and the COS Diversity Committee
7. Accountability	G. Long and the COS Diversity Committee
8. Timing	Ongoing: Outreach Seminars, NANOCAMP Spring 2015: Inclusion Seminars and Advising Workshops

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9. Measures	Outreach measures are the number of participants. Inclusion efforts are measured through faculty, staff and student attendance in seminars. Advising efforts will monitor faculty/staff participation in workshops
10. Outcomes	Enhanced knowledge of the contributions of underrepresented groups and women to advancements in the sciences and mathematics.

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2014 – 2015 Inclusion and Diversity Initiatives

College of Science	
Initiative Number: 3 Living and Learning Communities (LLC)	
1. Inclusive Excellence Dimension(s)	Access and Success
2. Constituent Group(s)	Undergraduate Students
3. Initiative Description	The initiative focuses on the use of living-learning communities, coupled with a first year experience, to enhance the admission and retention of students in sciences and math. The initiative is adapting/adopting the best practices of existing LLCs on campus.
4. Rationale	<p>The interactions of students during their first year of campus life has been found to be most important to their academic success. In order to promote these effective environments, LLCs have been developed on the Virginia Tech campus. These LLCs not only provide a reaffirming environment to our present community of students as measured through student retention, but can strongly influence the admission decisions of prospective students.</p> <p>The COS LLC (described below) is focused on increasing the numbers of underrepresented students and women in the sciences and in mathematics.</p>
5. Design	<p>The COS program is adopting successful practices employed by Virginia Tech's College of Engineering (COE) through its recent NSF-STEP program (0431646). These include: 1) a summer bridge program that provides academic enrichment and advising to prepare incoming freshman for the rigors of their degree programs in science, and 2) establishment of a freshman residential learning community (Curie and Da Vinci) for physical and quantitative science majors that complements the engineering and life sciences learning communities (Hypatia and Galileo). Integration of COS and COE students is occurring in both of these programs, thereby meeting the university-wide agenda to develop interdisciplinary undergraduate training in "scieneering".</p> <p>In addition to building upon the success of COE's STEP program, the COS is enhancing its first year experience (FYE) program to better serve the physical and quantitative science majors. The program is centered around a two-semester course/learning seminar</p>
6. Responsibility	J. Sible, G. Long, D. Wilson
7. Accountability	J. Sible and D. Wilson
8. Timing	Immediate. Project is ongoing and is in year three of a five-year funded NSF proposal. NSF-DUE DUE-1068170 "Increasing STEM graduates in the physical and quantitative sciences at Virginia Tech".
9. Measures	Rigorous assessment of all aspects of the program will guide program modifications and provide the data for analysis and dissemination to the broader STEM education community. The project will test the hypothesis that FYE's promote academic retention and success for both traditional freshmen and transfer student populations. By focusing on the physical and quantitative sciences, the project should lead to knowledge about STEM disciplines where retention and

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	<p>gender diversity remain a greater challenge as opposed to life sciences, which have experienced tremendous growth and a majority of female undergraduates. The program will determine whether successful practices from large programs (Engineering and Life Sciences) yield similar (or even greater) gains in retention when applied to smaller programs.</p> <p>Longitudinal studies are being performed by Kathryn McConnell (OAE)</p>
10. Outcomes	<p>Increase in admission, retention, and graduation of women and underrepresented minorities in science. Employment in STEM related field.</p>

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Virginia Maryland College of Veterinary Medicine	
Initiative Number <u> 1 </u> (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	(a) Access and Success
2. Constituent Group(s)	(c) Faculty Members, (d) Staff Members
3. Initiative Description	Search Advocate Program
4. Rationale	Identify and train Search Advocates to serve on every search committee in the College. Search Advocates are college employees trained as process experts in search and selection, and serve as a true member of the search committee. The Search Advocate begins by working with the search committee on final development/review of the position description and qualifications before the position is posted. In addition to regular participation, he or she provides research-based information about unconscious cognitive and structural biases that affect search and selection processes, and suggests strategies to help mitigate the effects of those biases. The Search Advocate works collaboratively within the group, and promotes diversity by sharing current information, recommending inclusive/affirmative strategies, supporting full committee and stakeholder participation, as well as consulting with the Office of Equity and Inclusion as needed.
5. Design	1 – Consult with other universities who employ a similar model to learn best practices (ex. Oregon State) 2 – Develop training program 3 – Identify Search Advocates within the College 4 – Train Search Advocates 5 – Educate College community 6 – Implement by integrating search advocates into the selection process
6. Responsibility	April Hylton, Assistant Dean for Administration Lynett Cruise, Human Resources Generalist Karisa Moore, Director for Affirmative Action & Employment Equity
7. Accountability	Cyril Clarke, Dean
8. Timing	New initiative to be completed in 2015. Research/consultation (March 2015); Develop training (April 2015); Identify and train (June 2015); Full implementation (August 2015).
9. Measures	1 - AAVMC (Association of American Veterinary Medical Colleges) comparative data survey 2 - Affirmative Action Plan Summary Analysis (provided by the Office of Equity and Access)
10. Outcomes	Increased gender and racial ethnic diversity among faculty and staff population of the College.

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Virginia Maryland College of Veterinary Medicine	
Initiative Number <u> 2 </u> (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	(a) Access and Success
2. Constituent Group(s)	(a) Undergraduate students, (e) Other – High School Students
3. Initiative Description	Initiate a summer camp and continuing mentorship program for underrepresented minority students who may be interested in a veterinary career
4. Rationale	The goal of this program is to expose underrepresented students to the field of veterinary medicine in the hope that they will not only choose it as a career path, but choose Virginia-Maryland College of Veterinary Medicine as the school they wish to attend. Students will be involved in various activities aimed at evaluating their skills and competitiveness as future veterinarians, providing mentorship, and helping them experience veterinary medicine as an exciting career path. The camp will provide opportunities for observation of and participation in various services in the Veterinary Teaching Hospital, the Teaching & Research Animal Care Support Service (TRACSS), Production Management Medicine (PMM), and potentially a “field trip” to other animal and research facilities on the campus of Virginia Tech. Other activities include information sessions on admission requirements, research opportunities, the curriculum, study abroad opportunities, and underserved specializations in the field of veterinary medicine. After completion of the camp, continuing mentorship will be made available to students, including the opportunity to interact with veterinary practitioners in their home districts. Financial support will be sought from the Provost’s Office to assist with expenses related to housing of students during the summer camp.
5. Design	1 – Consult with other universities who employ a similar model to learn best practices (ex. Tufts, Auburn, Mississippi State, UPenn) 2 – Develop summer program and make accommodations for the event 3 – Advertise and recruit participants 4 – Recruit diverse group of college faculty and staff to participate 5 – Schedule activities and hold the event
6. Responsibility	Dr. Jacque Pelzer, Director of Admissions and Student Services Dr. Jennifer Hodgson, Associate Dean for Professional Programs Angela Webb, Academic Programs and Event Coordinator
7. Accountability	Cyril Clarke, Dean
8. Timing	New initiative to be completed in 2015. Research/consultation (January 2015); Develop program (March 2015); Advertise and recruit (April 2015); Hold event (July 2015).
9. Measures	AAVMC (Association of American Veterinary Medical Colleges) comparative data survey
10. Outcomes	Increased gender and racial ethnic diversity among student population of the College.

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2014 – 2015 Inclusion and Diversity Initiatives

Virginia Maryland College of Veterinary Medicine	
Initiative Number <u> 3 </u> (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	(a) Access and Success
2. Constituent Group(s)	(b) Graduate / Professional Students
3. Initiative Description	Explore the feasibility of creating a dual study/career program for DVM students
4. Rationale	This proposal seeks to explore the feasibility of creating a dual-career/study program for DVM students, modeled after the dual-career program for faculty through Virginia Tech Human Resources and the Provost's Office. Virginia-Maryland College of Veterinary Medicine recognizes the value of ensuring that minorities have supportive personal relationships while living in Blacksburg, and believes that the ability to move to Blacksburg with family members would mitigate against the relative lack of diversity in our community. The average age of students entering the DVM program is 25, by which time many have already established long-term relationships with spouses or partners. This initiative would try to identify gainful employment or a sponsored study opportunity for a partner of a minority DVM student, provide an added level of support to students as they transition to veterinary school with their family, and would be a great recruiting tool to market to prospective minority students. This would be a collaborative effort between the College, the Provost Office, and the department/unit that employs or enrolls the partner, with appropriate cost-sharing. This could potentially be extended to MPH students as well as PhD students across the University.
5. Design	1 – Consult with other units on campus to explore feasibility (Provost Office, Graduate School) 2 – Investigate similar programs at other universities and search for best practices 3 – Draft proposal for program
6. Responsibility	Dr. Roger Avery, Senior Associate Dean for Research and Graduate Studies Dr. Jacque Pelzer, Director of Admissions and Student Services Dr. Francois Elvinger, Department Head, Population Health Science
7. Accountability	Cyril Clarke, Dean
8. Timing	New initiative to be completed in 2015. Research/consultation to begin in January 2015 with draft proposal prepared by August 2015 and potentially offer this to incoming class of 2016.
9. Measures	AAVMC (Association of American Veterinary Medical Colleges) comparative data survey
10. Outcomes	Increased gender and racial ethnic diversity among student population of the College.

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

Enrollment Management	
Initiative Number 1: Expand underrepresented recruitment programs	
1. Inclusive Excellence Dimension(s)	Access and Success
2. Constituent Group(s)	Prospective high school students
3. Initiative Description	Expand current recruitment programs that focus on increasing underrepresented students. Fall Visitation and Gateway have been flagship programs for the Admissions office for several years. This initiative will seek ways to expand the number of students that are being served by these programs as well as create smaller one day programs throughout the recruitment cycle.
4. Rationale	These programs will be expanded to reach more underrepresented students.
5. Design	The number of pipeline groups invited to attend Fall Visitation will expand to include more representation from the Richmond and Tidewater area. The Gateway program will expand to accommodate an increase of 10% more student participants. An additional one-day first generation program will be made available for students to attend in December.
6. Responsibility	Undergraduate Admissions Diversity Team (Juan Espinoza, Alphonso Garrett, and Liz Menter)
7. Accountability	Enrollment & Degree Management (Vice Provost Wanda Hankins Dean)
8. Timing	These programs will be administered during the typical recruitment cycle (September-January)
9. Measures	Attendance, application, offer, and yield rates will be measured. Post surveys will be conducted to measure and assess overall program effectiveness.
10. Outcomes	The goal would be to increase the applications, offers, and commitments from underrepresented students.

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

Office of Enrollment Management	
Initiative Number 2: The Hispanic College Institute (HCI)	
1. Inclusive Excellence Dimension(s)	Access and Success
2. Constituent Group(s)	Undergraduate students and prospective students (10 th -11 th graders)
3. Initiative Description	The three-day program is for Hispanic high school sophomores and juniors in the Commonwealth of Virginia. The Virginia Latino Higher Education Network (VALHEN) started the event in 2012 to combat myths and misconceptions about the college search process and prepare Hispanic students for college. Virginia Tech has won the bid to host this event on our campus.
4. Rationale	To increase the diversity of our applicant pool. One of the greatest challenges in recruiting a diverse pool is our physical location. By hosting this program, we will welcome over 125 Hispanic students. By providing transportation and lodging, we provide access to our biggest selling points- our campus and community.
5. Design	Students will attend workshops and seminars to learn about admissions, financial aid, and the college search process. They will also meet college professors and professionals to talk about their academic interests. Student attendees break into small groups led by upperclassmen. Lodging will take place in one of our residence halls, allowing them to experience what it is like to be a Virginia Tech student. NASA has partnered up with VALHEN again this year and will offer various workshops and panels to ensure these students are considering STEM related programs. Virginia Tech will showcase its various departments and research facilities to ensure students will consider Virginia Tech in their college search process.
6. Responsibility	Juan Espinoza
7. Accountability	Enrollment & Degree Management (Vice Provost Wanda Hankins Dean)
8. Timing	This is a new initiative that will take place July 15-18, 2015.
9. Measures	Pre and post assessment conducted through various surveys. Students will be tracked by VALHEN and graduation, retention, and employment rates will be measured and shared with Virginia Tech.
10. Outcomes	This initiative will lead to an increase of applications. This effort will also increase our outreach and promote access opportunities to higher education.

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

Enrollment Management	
Initiative Number 3- First Generation/Underrepresented student pathway	
1. Inclusive Excellence Dimension(s)	Access and success
2. Constituent Group(s)	Undergraduate students/ incoming students
3. Initiative Description	Provide an identified pathway for first generation students to navigate admission and matriculation procedures.
4. Rationale	First Generation students struggle to navigate the next steps after being offered admission. This effort will focus on that transition from high school to college and identify resources available to the students.
5. Design	A publication will be created that provides a roadmap for the students to follow as they familiarize themselves with the Virginia Tech culture and community. Direct contacts in admissions, financial aid, and other key offices will be identified for these students to reach out to if they need assistance. This effort will also identify existing programs embedded in the various colleges and departments that are often unknown to these students.
6. Responsibility	Enrollment & Degree Management
7. Accountability	Vice Provost Wanda Hankins Dean
8. Timing	This new initiative will be implemented in two phases. Key contacts will be identified for these students immediately. The publication component will be introduced no later than Fall 2015.
9. Measures	Pre- and post surveys will be conducted. Success will be measured by tracking retention and graduation rates for these students.
10. Outcomes	Increase progress to degree and retention beyond first year.

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

Vice Provost for Faculty Affairs	
Initiative Number 1	
1. Inclusive Excellence Dimension(s)	Access and Success and Campus Climate and Intergroup Relations
2. Constituent Group(s)	Faculty
3. Initiative Description	Consultation for Implementing a “College” Liaisons program
4. Rationale	The eight academic colleges have implemented a program called College Liaisons, which provides a 30-minute meeting with all candidates who come to campus to interview for a faculty position. (The Division of Student Affairs has one department that has been using the liaison program and will extend it to all of the DSA’s departments.) We wish to support the extension of this program to other senior management units in support of successful recruitment of faculty. Faculty who have these liaison meetings report on the value of having a person to ask questions about work-life balance, community resources, challenges associated with minority status in our rural area, and similar topics.
5. Design	The Vice Provost for Faculty Affairs and the Faculty Affairs Team will offer workshops on unconscious bias. We will offer them university-wide twice annually (once in fall and once in spring) and will also offer a college-based search chairs session.
6. Responsibility	Ellen Plummer and others from the Faculty Affairs Team will be responsible.
7. Accountability	Jack Finney
8. Timing	We will offer consultation in spring semester in time for many searches, or on a schedule that works for the senior management area.
9. Measures	Consultations provided
10. Outcomes	Improved recruitment of faculty who contribute to diversity and who are first choice candidates.

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

Collaboration - Human Resources and Vice Provost for Faculty Affairs	
Initiative Number 2	
1. Inclusive Excellence Dimension(s)	Access and Success; Campus Climate and Intergroup Relations
2. Constituent Group(s)	African American and Hispanic tenured and tenure track faculty – 94 faculty as of the 9/30/14 snapshot
3. Initiative Description	Conduct a retention and recruitment study, with structured interviews, of all tenured and tenure track African American and Hispanic faculty
4. Rationale	Improving retention and recruitment of African American and Hispanic tenured and tenure track faculty is one of the Foundation Strategy measures in our institutional scorecard. We need to speak one on one to learn from our faculty about their experience at Virginia Tech.
5. Design	Jointly sponsored initiative with structured interview questions for all faculty in project scope. Questions will address choice to come, choice to stay, factors in staying or leaving, and opportunities to improve retention and recruitment. Solutions/suggestions will be sought from interview participants.
6. Responsibility	HR and Vice Provost for Faculty Affairs
7. Accountability	HR and Vice Provost for Faculty Affairs
8. Timing	Summer/Fall of 2015
9. Measures	Completed report with findings and recommendations presented to Council
10. Outcomes	Improved climate results; actionable strategies to improve retention and recruitment; potential new programming

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

Vice Provost for Faculty Affairs	
Initiative Number 3	
1. Inclusive Excellence Dimension(s)	Access and Success
2. Constituent Group(s)	Faculty and Staff
3. Initiative Description	Workshops on Unconscious Bias
4. Rationale	There is a robust literature on how unconscious bias influences the selection process in a faculty search. Increasing awareness and learning management strategies for these biases can reduce this influence and result in enhanced diversity outcomes for faculty searches.
5. Design	The Vice Provost for Faculty Affairs and the Faculty Affairs Team will offer workshops on unconscious bias. We will offer them university-wide twice annually (once in fall and once in spring) and will also offer a college-based search chairs session.
6. Responsibility	The Vice Provost for Faculty Affairs and the Faculty Affairs Team will be responsible.
7. Accountability	Jack Finney
8. Timing	First workshop in spring 2015 with others to be scheduled during the 2015-16 academic year.
9. Measures	Attendance at workshops
10. Outcomes	Improved recruitment of faculty who contribute to diversity

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

Graduate School	
Initiative Number __1__ Inclusive Graduate Life Center	
1. Inclusive Excellence Dimension(s)	Campus climate and intergroup relations; education and scholarship, institutional infrastructure
2. Constituent Group(s)	Graduate School staff, Graduate student organizations (incl GSA, BGSO, etc), BOV Grad Rep, GLC staff, GLC residents, GLC Fellows, students/faculty/staff entering or working in the GLC. These entities will be partners in this endeavor.
3. Initiative Description	This initiative will establish the GLC as an “inclusiveVT” space, make visible the inclusive nature of our collective efforts, establish expectations for behavior and interaction in the GLC (based upon the Principles of Community), and much more.
4. Rationale	For years I have wanted to have the GLC be registered as a “safe zone” but our current program focuses on the individual. Taking the concept of safe zone and incorporating the VT Principles of Community, it seems appropriate to try to “model” VT’s commitment to POC and InclusiveVT in the GLC. This approach will also be attempted for the NVC and at the VT Roanoke Center.
5. Design	This initiative will continue to be a work in progress and steps/actions will be identified as we move forward. The first step will be to identify the constituency groups (Graduate School staff, GLC employees and volunteers, GLC residents, GLC fellows, Graduate student organizations housed in the GLC, faculty and students with classes in the GLC, groups and organizations holding events in the GLC) to secure their commitment and contributions to the initiative. The next step will be to envision the components (policies, visual representation, events, and more) needed to develop the GLC as an “inclusiveVT space and place” and how each group can contribute to the overarching goal. Actions will follow and continue to evolve.
6. Responsibility	VP and Dean DePauw will take the responsibility to formulate a working group (GLC Advisory group, GSA, residents, etc.) and will serve as its chair. Associate Dean Kenneth Wong will lead the initiative for NVC and Kay Dunkley, Director of VT Roanoke Center will lead the initiative in Roanoke.
7. Accountability	VP and Dean DePauw
8. Timing	This project will extend over multi-year time frame. Progress will be measured annually.
9. Measures	Data will be collected on the number of constituencies that will be involved, identification of the ways in which “inclusive” space can be realized, actions taken by the various groups and observations of inclusivity. This will be a challenging initiative to implement let alone develop appropriate quantitative measures. We will have to collect qualitative data as well. We will likely develop some surveys as well.
10. Outcomes	To describe the results solely based on the data will diminish the large impact and significance of enhancing the GLC as an “inclusiveVT” space.

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

Graduate School	
Initiative Number <u> 2 </u> Holistic evaluation for graduate admissions	
1. Inclusive Excellence Dimension(s)	Access and success
2. Constituent Group(s)	Graduate program faculty, graduate program directors, graduate coordinators, Graduate School staff
3. Initiative Description	To identify and implement quality practices of holistic evaluation in graduate admissions. The purpose of holistic evaluation would be to approach admission from an inclusive perspective rather than exclusion process.
4. Rationale	Currently, test scores (e.g., GRE) and GPA are used as primary factors in narrowing the number of applicants for graduate admissions. This process often excludes some highly talented individuals, including those of diverse backgrounds.
5. Design	The initial steps include review of holistic graduate admission practices, identification of programs at peer institutions and within VT, discussion with CGS&P regarding key components, and workshops with GPD and Grad Coordinators.
6. Responsibility	VP and Dean DePauw working closely with Graduate School recruitment and admissions director, graduate program directors and graduate coordinators
7. Accountability	VP and Dean DePauw
8. Timing	The process would begin the spring and would continue through the next academic year. The goal would be to have departments/programs develop admission plans and processes in place by Fall '16.
9. Measures	Department/program plans on file in the Graduate School Data on applicants and demographic information tracked across years Technology assistance in admission process that facilitates holistic evaluation.
10. Outcomes	Development and utilization of department (program) holistic admission process Increase in the number of admits from diverse backgrounds

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

Graduate School	
Initiative Number <u> 3 </u> Creating affirming environment for graduate education	
1. Inclusive Excellence Dimension(s)	Campus climate and intergroup relations; education and scholarship
2. Constituent Group(s)	Graduate students, faculty
3. Initiative Description	Create affirming academic and professional environments for graduate education is critical to success in graduate education. This initiative will assist faculty (departments) to create affirming communities and environments through mentoring, anti-bullying and bias (explicit, implicit) free programs.
4. Rationale	Bullying is increasingly becoming a challenge in higher education, especially graduate education. A book co-authored by VT Sociology entitled "Professors Behaving Badly" provides evidence and guidance for implementing such an initiative
5. Design	The steps to be following include: review of the literature on the topic and exploration of best practices to develop guidelines and workshops to be implemented at a college or departmental level. All faculty need to participate in the program. Graduate students will have training sessions as well.
6. Responsibility	VP and Dean DePauw with Ennis McCrery (Ombudsperson), Greg Purdy (President, GSA), and Ashley Francis (Graduate Student BOV rep)
7. Accountability	K. P. DePauw
8. Timing	This is a multi-year project. The review of literature and identification of best practices can be completed in the spring. Workshops and materials can be designed for implementation Fall'15 and beyond.
9. Measures	Tentatively - listings of best practices, scheduled workshops (mentoring, anti-bullying, bias free), attendance at workshops, development of mentoring programs, and results of surveys of graduate students about environment
10. Outcomes	An affirming academic and professional environment for graduate education as perceived by graduate students and faculty.

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

Collaboration - Human Resources and Vice Provost for Faculty Affairs	
Initiative Number 1 – Faculty Recruitment and Retention Study	
1. Inclusive Excellence Dimension(s)	Access and Success; Campus Climate and Intergroup Relations
2. Constituent Group(s)	Black and Hispanic tenured and tenure track faculty – 94 faculty as of the 9/30/14 snapshot
3. Initiative Description	Conduct a retention and recruitment study, with structured interviews, of all tenured and tenure track Black and Hispanic faculty
4. Rationale	Improving retention and recruitment of Black and Hispanic tenured and tenure track faculty is one of the Foundation Strategy measures in our institutional scorecard. We need to speak one on one to learn from our faculty about their experience at Virginia Tech.
5. Design	Jointly sponsored initiative with structured interview questions for all faculty in project scope. Questions will address choice to come, choice to stay, factors in staying or leaving, and opportunities to improve retention and recruitment. Solutions/suggestions will be sought from interview participants.
6. Responsibility	HR and Vice Provost for Faculty Affairs
7. Accountability	HR and Vice Provost for Faculty Affairs
8. Timing	Summer/Fall of 2015
9. Measures	Completed report with findings and recommendations presented to Council
10. Outcomes	Improved climate results; actionable strategies to improve retention and recruitment; potential new programming

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

Human Resources	
Initiative Number 2 – Inclusion and Diversity in New Employee Orientation	
1. Inclusive Excellence Dimension(s)	Education and Scholarship
2. Constituent Group(s)	New employees
3. Initiative Description	Modify new employee orientation to focus more on campus inclusion and diversity efforts, including regulatory requirements and efforts to connect new employees with our broader community
4. Rationale	There is a young professional network in the Town of Blacksburg which we could promote more effectively, and an opportunity to build such a network on campus. In addition, we need to provide opportunities for new employees to learn more about the legal requirements and diversity initiatives underway on campus so they can support diversity and inclusion.
5. Design	Involve HR leadership in reviewing the inclusion and diversity aspects of New Employee Orientation to make needed changes
6. Responsibility	Human Resources collaboration with Equity and Access and HR Operations
7. Accountability	Hal Irvin
8. Timing	By June, 2015
9. Measures	Climate survey diversity and Principles of Community related questions
10. Outcomes	More informed workforce about campus diversity and inclusion initiatives and regulatory requirements; better connected young professionals based on their input

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

Human Resources	
Initiative Number 3 – Advancing Child Care Alternatives	
1. Inclusive Excellence Dimension(s)	Access and Success
2. Constituent Group(s)	Virginia Tech employee families
3. Initiative Description	Assess child care needs, options, and alternatives to support Virginia Tech employee families
4. Rationale	Quality child care is critically important to Virginia Tech families and increasingly more important in recruitment and retention as our peer institutions provide more child care options for their community
5. Design	Complete an initial assessment of what has been done historically and bring the assessment up to the present so available options are outlined for campus leadership to choose
6. Responsibility	Human Resources, campus Child Care assessment committee with key constituents
7. Accountability	Hal Irvin
8. Timing	Assessment of current situation completed by May, 2015; decisions about direction and pursuit of that direction over an extended timeframe which must still be determined.
9. Measures	More high quality child care options and available spaces in New River Valley
10. Outcomes	More inclusive community for Virginia Tech employee families and better results and improved results on child care surveys

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

Inclusion and Diversity	
Initiative Number 1 – Evaluation Plan	
1. Inclusive Excellence Dimension(s)	Institutional Infrastructure
2. Constituent Group(s)	All
3. Initiative Description	Evaluation / Assessment Plan
4. Rationale	The restructuring to InclusiveVT was based upon the observation that the prior structure evinced limited impact on inclusion and diversity. It is incumbent upon the leadership of the new structure to gather, assess, and report on measures of change within and outside the new model. Specifically, in addition to evaluating progress on the InclusiveVT initiatives, we will also gather independent measures of change based upon the Diversity Strategic Plan, the Inclusive Excellence areas, and measures of Inclusion specifically
5. Design	<p>Evaluation will proceed in several stages:</p> <ul style="list-style-type: none"> • A Diversity Strategic Plan baseline report will be produced. This report will provide a foundation against which change will be measured. The report will be updated and reviewed annually through 2018, and will inform development of new planning in 2018. The Diversity Strategic Plan includes goals and indicators in all four Inclusive Excellence areas. • Measures of accountability will be based upon a thorough analysis of the InclusiveVT open forum on September 29, 2014. These may include greater transparency, more frequent communications, and resource investments in the new model. • A report on initiatives, measures, outcomes, and accountability, produced by the Inclusion Coordinators, will serve as a parallel mechanism of assessing effectiveness of the InclusiveVT model (reviewed annually).
6. Responsibility	Dr. Marcy Schnitzer will lead evaluating and reporting efforts, in collaboration with the Inclusion and Diversity Evaluation and Assessment Team (Dr. Kristen Bush, Dr. David Kniola, Mary Beth Dunkenberger, and Dr. Martha Glass.)
7. Accountability	<p>Mechanisms of accountability will include the following. Adjustments will be made based upon these reports to the campus community.</p> <ul style="list-style-type: none"> • An annual report to the Board of Visitors, along with scorecard measures • An InclusiveVT Annual Report, available on the InclusiveVT website, and distributed to the university community. • InclusiveVT Interim and Final Reports, as above.
8. Timing	As indicated above, reporting on an annual basis is imperative to ensure the effectiveness of the new model. This reporting should occur at the annual Advancing Diversity conference, and the March Board of Visitors meeting (annual progress reports were requested at the Nov. 10 Academic Affairs meeting.) This report will also be provided at the first President's Executive Council meeting of the Spring semester. Making an annual progress reports early in the semester ensures a wider, more receptive audience than in late Spring.
9. Measures	<ul style="list-style-type: none"> • Each indicator in the diversity strategic plan is expressed in terms of measures. While not all of the 67 indicators have available data, efforts are constantly underway to identify new sources of information. This enables annual monitoring of increase or decrease, and interpretation of the data in context. • An annual report is itself a measure of achievement. To be successful, the report should be measured by a) its availability on the InclusiveVT web page, and the number of "hits"; b) number of meetings held with campus constituencies to communicate the results of the plan; and c) decision making and policy actions taken based upon reported results. • As a new model, InclusiveVT initiatives will be measured for success by each college and Vice Presidential area, as a

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	formative process. Summative evaluation can only occur through monitoring the impact of the model on currently existing data, survey, and activity measures.
10. Outcomes	A plan is successful when it informs and underpins organizational change and continuous improvement. Therefore, a key outcome of any Evaluation / Assessment Plan is its ability to produce feedback that identifies areas of concern and supports sustainable progress.

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Inclusion and Diversity	
Initiative Number 2 – Communications Plan	
1. Inclusive Excellence Dimension(s)	Institutional Infrastructure
2. Constituent Group(s)	All
3. Initiative Description	Communications Plan
4. Rationale	The restructuring to InclusiveVT was based upon the observation that the prior structure evinced limited impact on inclusion and diversity. A Communications Plan will sustain the momentum of the new model, and ensure buy in and support of university constituencies.
5. Design	<p>The InclusiveVT communication plan will leverage and promote a decentralized concept of Inclusion and Diversity across Virginia Tech's campus. The goals are to take a proactive approach promoting InclusiveVT and it's initiatives, to be transparent, and communicate all events and activities surrounding inclusion and diversity in the university. This communication plan will draw information from all the areas that are represented by the Vice Presidents and Deans on the President's Inclusion and Diversity Executive Council.</p> <p>Communication paths to be used include:</p> <ul style="list-style-type: none"> • InclusiveVT Twitter Account • VT Daily News • Campus Notices • Campus Calendar • InclusiveVT Website Features • InclusiveVT Newsletters • Print Publications
6. Responsibility	Samantha Rosher, Public Relations and Marketing Specialist, Inclusion and Diversity, Office of the Provost, will be responsible for publicity.
7. Accountability	David Travis, Associate Vice Provost for Inclusion and Diversity, will oversee responsibility for the plan.
8. Timing	<p>Through December:</p> <ul style="list-style-type: none"> • Tweet – Post 3-4 times a week about events, activities, website features and information surrounding Inclusion and Diversity. • Website Features – Create features to be posted on InclusiveVT's website. These features can be success stories that are currently happening. • VT Daily News articles – Create news articles on success stories. • Campus Calendar / Campus Notice – Post events that are taking place around the university. <p>Ongoing:</p> <ul style="list-style-type: none"> • VT Daily News article – Written about the initiatives and goals that are established from the President's Inclusion and Diversity Executive Council (this can and should also be shared across all forms of communication ie: Twitter, Website Newsletter, Print Publication) • Newsletter – A semester email newsletter that will give updates on the progress towards each initiative.

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	<ul style="list-style-type: none">• Website Features- Stories sharing the successes from all the areas represented in the Executive Council (these can also be shared on Twitter.)• Print Publication – A publication that will showcase progress towards each initiative, mailed to all offices on campus 1-2 times a year.
9. Measures	Success will be measured by the number of communications released on InclusiveVT.
10. Outcomes	Communications are successful when members of the campus community feel informed of and engaged in inclusion and diversity activities.

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2014 – 2015 Inclusion and Diversity Initiatives

Inclusion and Diversity	
Initiative Number 3 – InclusiveVT Dashboards	
1. Inclusive Excellence Dimension(s)	Institutional Infrastructure
2. Constituent Group(s)	All
3. Initiative Description	InclusiveVT Dashboards
4. Rationale	InclusiveVT will facilitate public access about demographics, campus climate, and progress toward meeting the goals of InclusiveVT and the Diversity Strategic Plan. We will follow a dashboard model from UC Berkeley to construct our own. Business Enterprise Systems is now using MicroStrategy software to render dashboards for other university purposes, and we have been assured that these can be created for inclusion and diversity measures.
5. Design	Dashboard design will be developed working with Business Enterprise Systems, and made available through the InclusiveVT website and via a Sharepoint intranet.
6. Responsibility	<p>Dr. Marcy Schnitzer will work with Jeff Earley, Assistant Provost for Finance; and the offices of Institutional Research, Assessment and Evaluation, and Business Enterprise Systems to develop a platform for dashboards with varying levels of access.</p> <p>Affirmative Action provides oversight of university affirmative action efforts to include the development and communication of the university affirmative action plan. Affirmative Action will collaborate with Inclusion and Diversity by providing information from the university affirmative action plan to inform the InclusiveVT Dashboard.</p>
7. Accountability	David Travis, Associate Vice Provost for Inclusion and Diversity, will oversee responsibility for dashboard development.
8. Timing	At this juncture, the implementation of the Microstrategy software is in its early stages. By the end of Spring, 2015, a pilot set of dashboards will be made available for review by the Inclusion Coordinators, the President's Advisory Council, and the Commission on Equal Opportunity and Diversity. Development will continue through summer, 2015, with the intent of launching a public version at the time of Fall student, staff and faculty censuses in 2015.
9. Measures	<ul style="list-style-type: none"> • The primary measure will be dashboard implementation for basic university census information in Fall 2015. • Advanced measures could include dashboards for availability and applicant pools for students, staff, and faculty, as on Berkeley's site.
10. Outcomes	Successful implementation will have occurred when Deans and Vice Presidents are able to utilize dashboard information, tailored to their units, for the purposes of monitoring and reporting.

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2014 – 2015 Inclusion and Diversity Initiatives

Pamplin College of Business	
Initiative Number 1	
1. Inclusive Excellence Dimension(s)	Access and Success
2. Constituent Group(s)	High School Students
3. Initiative Description	Business Explorations (Business Expo) Conference for High School Students provides “access” to VT/Pamplin by bringing diverse business-focused juniors and seniors from Virginia high schools to Virginia Tech.
4. Rationale	Pamplin's goal is to increase the diversity of its undergraduate population by increasing the number of applications from highly-qualified students from under-represented populations. Business Expo warmly welcomes students to campus to interact with business students/faculty/professionals, learn about the various career opportunities within business, experience the Hokie culture, and see the beautiful campus.
5. Design	Six high schools located in highly diverse areas are invited to send six students (juniors or seniors) each, and one teacher/escort to attend the Business Expo event. Bus transportation brings them to the Blacksburg campus and students participate in two days of business-related workshops, a campus tour, interactive learning sessions, and team-building activities. Students and teachers/escorts stay overnight in a Blacksburg hotel. Pamplin's diversity recruiter follows-up with each student, assisting them to complete and submit applications to attend VT and Pamplin. There is no cost to high schools or students.
6. Responsibility	Renee Cloyd, Director of Student Success Programs, Pamplin College of Business, and Conference Assistant student volunteers.
7. Accountability	Candice Clemenz, Associate Dean for Undergraduate Programs, Pamplin College of Business.
8. Timing	Continuing Business Expo will be offered one weekend in the fall to coordinate with the Pamplin Leadership Conference, and one time in the spring when the Diversity Conference is offered. Business Expo was held for the first time this past October 24-25, 2014.
9. Measures	Set goals regarding number of high schools represented; number of students attending; diversity of students; qualitative survey of teacher feedback. Collect data regarding the number of students submitting applications to VT/Pamplin, and the number of students who accept admission to Pamplin.
10. Outcomes	Business Expo 2014 met participation goal with 39 diverse students, seven teachers/escorts; five high schools and three districts were represented. The majority of students were black with other ethnicities represented. Teachers/escorts were highly satisfied and remarked about the great organization and valuable sessions planned for the students. Application and acceptance data is pending. Funding for first Business Expo came from Dixon Hughes Goodman, LLP, Ernst & Young, PwC, and Target. Total cost \$9,000.

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2014 – 2015 Inclusion and Diversity Initiatives

Pamplin College of Business	
Initiative Number 2	
1. Inclusive Excellence Dimension(s)	Access and Success, Education and Scholarship
2. Constituent Group(s)	Undergraduate Students
3. Initiative Description	Pamplin's Undergraduate Mentoring Programs (PUMP) pairs upper-level students with incoming freshmen and transfer students to aid their successful academic and social transition to VT/Pamplin.
4. Rationale	Once students have gained access to VT/Pamplin, it is important to retain them by providing programs and resources that support their success. Peer mentoring has proven to help first year students, especially those from minority populations, to more quickly acclimate to the campus and perform well in the classroom.
5. Design	After first year students accept their offers of admission to VT/Pamplin, they receive postcards and online promotions informing them of PUMP and its' benefits. The program is also discussed during presentations at Pamplin Summer Orientation sessions. All entering first year students may submit an application for PUMP and typically all are accepted. PUMP's structured program of study hours, mentor/mentee meetings, and presentations from corporate supporters, encourages an atmosphere conducive to learning and exploring new ideas. Along with mentee development, program mentors gain valuable leadership experience. There is no cost to mentees.
6. Responsibility	Renee Cloyd, Director of Student Success Programs, Pamplin College of Business, and Peer Mentors who are Pamplin undergraduate students.
7. Accountability	Candice Clemenz, Associate Dean for Undergraduate Programs, Pamplin College of Business.
8. Timing	Continuing: PUMP for freshmen is offered for students' first academic year (two semesters). PUMP for transfer students is offered only for their first (fall) semester at VT/Pamplin. Many PUMP students continue an informal mentoring relationship/friendship after the formal program concludes.
9. Measures	Overall GPAs of PUMP students first year at VT versus all VT freshmen and all Pamplin freshmen. Overall GPAs of PUMP transfer students first semester at VT versus all VT freshmen and all Pamplin freshmen.
10. Outcomes	PUMP for freshmen: Every year since PUMP's launch in 2010-2011, the students' overall GPAs for their first academic year are better than the GPAs of all VT freshmen and all Pamplin freshmen. PUMP for transfer students: Program began in fall 2014 so data is pending. Data is also pending for graduation rate of the first PUMP cohort. For 2012-2013, PUMP students' overall GPAs were 3.42 as compared to 3.14 for all VT freshmen, and 2.99 for all Pamplin freshmen. Funding for PUMP has been provided by Altria, Deloitte, Ernst and Young, and PwC among others. Participation in PUMP for Freshman has grown from 60 students in 2010-11 to 128 students in 2014. The first year of PUMP for freshman involved 45 transfer mentees and 11 mentors.

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2014 – 2015 Inclusion and Diversity Initiatives

Pamplin College of Business	
Initiative Number 3	
1. Inclusive Excellence Dimension(s)	Institutional Infrastructure
2. Constituent Group(s)	High School Students, and VT/Pamplin Undergraduate Students
3. Initiative Description	Creation of a 20-hour Diversity Recruiter position in 2012 added infrastructure to support the College's goal of increasing the diversity of its undergraduate population. Development of a scholarship program for underrepresented students in 2013 is managed by this position.
4. Rationale	To be successful in meeting diversity goals, the College needed a designated employee to be responsible for creating and implementing a strategy to increase minority applications and associated yield rated from under-represented students. Increased diversification of Pamplin's undergraduate population was highly motivated by companies who warned that they could not continue to recruit at Pamplin unless they had access to interview and hire more minority students.
5. Design	Dean Robert Sumichrast approved the position, and Emily Africa was hired in 2012. She reports directly to the Director of Career Services, at the intersection of Diversity and Placement. Emily takes a proactive approach to recruiting minority students that includes calling and e-mailing prospective first year students, hosting yield events in areas of Virginia with high minority representation, promoting and managing a scholarship program designed to support these students, and achieving clear goals.
6. Responsibility	Emily Africa, Minority Recruiter/Career Placement Coordinator
7. Accountability	Candice Clemenz, Associate Dean for Undergraduate Programs, Pamplin College of Business, and Stuart Mease, Director of Career Services, Pamplin
8. Timing	Continuing: Diversity Recruiter was hired in 2012; scholarship program was developed in 2013.
9. Measures	Overall goal is to increase the number of students from under-represented populations and to provide financial support for tuition costs.
10. Outcomes	The results have been impressive. From fall 2013 to 2014, under-represented first year ethnic students increased from 11.98% to 15.33%; non-white students increased from 24.20% to 29.25%; all under-represented students increased from 29.46% to 31.67%; African American/black students increased by 95.24%.

InclusiveVT
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Office of the President	
Initiative Number 1 (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	Campus Climate and Intergroup Relations
2. Constituent Group(s)	Underrepresented faculty
3. Initiative Description	Reception or Dinner for new underrepresented faculty hosted by the President at The Grove early in the fall semester
4. Rationale	To help new underrepresented faculty feel welcome and introduce them to other new faculty, some of whom may form the core of a network or support structure for the new faculty member
5. Design	Identify a date, obtain names and contact information from the Provost's office, send invitations from the President's office
6. Responsibility	President's staff
7. Accountability	President/Chief of Staff
8. Timing	New initiative to be ongoing annual fall event if successful; target date is fall 2015. This is a "re-introduction" of an initiative that formerly had been a partnership between the President's Office and the office of the VPDI until several years ago.
9. Measures	Retention rate.
10. Outcomes	The formation of the basis for a trusting relationship to grow between the new faculty member and the senior leadership of the university; establishment of a network for the faculty member.

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2014 – 2015 Inclusion and Diversity Initiatives

Office of the President	
Initiative Number 2 (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	Access and Success
2. Constituent Group(s)	Underrepresented undergraduate students
3. Initiative Description	Reception for underrepresented students who have been offered admission hosted by the President at The President's Box at Lane Stadium (as part of Gateway Weekend) soon after offer letters are issued in spring semester
4. Rationale	To expose students from underrepresented groups who have been offered admission to the welcoming and inclusive environment that exists at Virginia Tech to encourage them to accept their offer of admission.
5. Design	Work with the Office of Undergraduate Admissions staff to identify a date, develop communication with the students, reserve President's Box and arrange catering, invite administrators to attend
6. Responsibility	President's staff
7. Accountability	President/Chief of Staff
8. Timing	Ongoing initiative as part of Admissions' Gateway Weekend; April 2015
9. Measures	Yield rate.
10. Outcomes	Build excitement among students offered admission; help them to feel that the university administration is approachable and here to help; and convince them to accept Virginia Tech's offer of admission

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Office of the President	
Initiative Number 3 (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	Access and Success
2. Constituent Group(s)	Senior administrators
3. Initiative Description	Increase diversity among university's senior leadership by ensuring diverse composition of search committees for VP-level searches; requiring unconscious bias training for searches run through the President's office; analyzing candidate pools to focus on identifying talent that would add to the diversity of the leadership team.
4. Rationale	To ensure that there are no obstacles, subconscious or otherwise, to impede efforts to diversify the senior leadership of the university.
5. Design	Review the composition of VP-level search committees, require unconscious bias training for all search committees, and review pool of candidates selected for first round of interviews and subsequent phases.
6. Responsibility	President assisted by staff
7. Accountability	President
8. Timing	Ongoing initiative. Over the next several years, several vice presidents will be approaching retirement age.
9. Measures	Percentage of individuals from underrepresented groups among the university's senior leadership.
10. Outcomes	Diverse search committees with heightened awareness of subconscious biases they may have held and greater skill in analyzing talent among candidates.

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2014 – 2015 Inclusion and Diversity Initiatives

Senior Vice President and Provost	
Initiative Number 1	
1. Inclusive Excellence Dimension(s)	Institutional Infrastructure; Access and Success
2. Constituent Group(s)	Faculty Members, Graduate/Professional Students, Postdoctoral Fellows
3. Initiative Description	The Provost's Office will join the National Center for Faculty Development and Diversity (NCFDD), providing access to a wide range of programs for all faculty, graduate/professional students, and postdoctoral fellows.
4. Rationale	<p>The NCFDD has an institutional membership that provides access to a wide range of online workshops, presentations, and training sessions. This access extends the mentoring opportunities available to our members on campus to those resources available from a nationally prominent organization with memberships from more than 350 universities and colleges. The mentoring and support activities provided by the NCFDD include:</p> <ul style="list-style-type: none"> • Weekly Monday Motivator • Twelve monthly core training webinars • Twelve monthly guest expert webinars • Access to our Multi-Week Courses • Audio, slides and transcripts of all workshops so members can learn at their convenience • Private Discussion Forum for peer-mentoring & problem solving • Monthly accountability buddy match • Moderated monthly writing challenges • Access to our Career Center where members can post and search job listings • Access to our Member Library, which includes past workshop materials, referrals and readings. • Targeted online writing retreats led by your favorite faculty facilitators
5. Design	In addition to providing access to the NCFDD, the Faculty Affairs Team will provide one spring and one fall workshop to introduce the programs that are available to our eligible employees. We will also sponsor a campus workshop by the NCFDD on topics of interest to faculty, graduate students, and postdocs.
6. Responsibility	Mark McNamee with assistance from the Vice Provost for Faculty Affairs and the Faculty Affairs Team to maximize use of the NCFDD membership.
7. Accountability	Mark McNamee (including monitoring usage of the NCFDD programs and assessing satisfaction with the membership using survey methods).
8. Timing	Membership to begin January 1, 2015.
9. Measures	<p>Satisfaction with NCFDD programs.</p> <p>Retention rates for tenure-track assistant professors</p> <p>Retention rates for faculty from underrepresented groups</p>
10. Outcomes	<p>Improved satisfaction</p> <p>Improved retention</p>

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

Senior Vice President and Provost	
Initiative Number 2	
1. Inclusive Excellence Dimension(s)	Education and Scholarship
2. Constituent Group(s)	Faculty
3. Initiative Description	Promote Inclusive Pedagogy
4. Rationale	An inclusive climate in the classroom can be enhanced by incorporating inclusive pedagogy. There have been some pilot efforts on campus and the intention of the current initiative is to promote greater adoption of inclusive pedagogical practices.
5. Design	The Senior Vice President and Provost, working with the vice provosts, will assemble a committee to review options for promoting inclusive pedagogy. The committee will include Peter Doolittle (CIDER), Michelle James Deramo and Alicia Cohen (Diversity Development Institute), Rachel Holloway and Jack Finney (Vice Provosts), Karen DePauw (Vice President and Dean for Graduate Education) and others to be identified.
6. Responsibility	Mark McNamee
7. Accountability	Mark McNamee
8. Timing	The committee meeting will be targeted for February 2015, with a programmatic effort developed across spring and summer for a target fall 2015 implementation.
9. Measures	Retention rates for tenure-track assistant professors; Retention rates for faculty from underrepresented groups; Retention rates for undergraduate students; Retention rates for Graduate and Professional Students
10. Outcomes	Identify best/promising practices for promoting inclusive pedagogy Greater incorporation of inclusive pedagogy in the classroom.

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2014 – 2015 Inclusion and Diversity Initiatives

Senior Vice President and Provost	
Initiative Number 3	
1. Inclusive Excellence Dimension(s)	Education and Scholarship, Campus Climate and Intergroup Relations
2. Constituent Group(s)	Faculty
3. Initiative Description	Inclusion Scholars and Program Leaders
4. Rationale	Virginia Tech has not actively involved faculty members who are involved in the scholarship of inclusion and diversity or faculty members who are program leaders to promote an inclusive campus.
5. Design	The Office of the Senior Vice President and Provost will assemble a group of faculty who are inclusion scholars or program leaders. The intention is to involve directors of the following programs: Appalachian Studies, Africana Studies, Women's and Gender Studies, Native American Studies, International Studies, Religion and Culture, representatives of budding programs (e.g., Judaic Studies, Hispanic/Latino(a) Studies, Disabilities Studies), Race and Social Policy Research Center, and others to be identified.
6. Responsibility	Mark McNamee
7. Accountability	Mark McNamee
8. Timing	The initiative will be launched in spring 2015 semester, with additional design and planning to be implemented during the next academic year.
9. Measures	Number of faculty involved in InclusiveVT advisory role Identify programs for InclusiveVT advisory community Qualitative data collection
10. Outcomes	Active involvement of faculty from these programs in the InclusiveVT efforts. Identify best practices for an affirming, inclusive environment

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

Undergraduate Academic Affairs	
Initiative Number <u> 1 </u> (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	Education and Scholarship
2. Constituent Group(s)	Faculty and staff who serve as academic advisors (Open to all members of the university community)
3. Initiative Description	Advising Matters Conference 2015—Theme: “Updating Your Toolbox: Strategies for Advising Special Populations.”
4. Rationale	Effective academic advising is important for the success of students from special populations. Building advisors’ knowledge and skills to support academic success of an increasingly diverse student body is an important element of an inclusive, supportive environment for all students.
5. Design	The Virginia Tech Advising Matters Conference is a one-day conference featuring a series of presentations from leaders in advising. Conference sessions will provide guidance for advising a diverse representation of special populations to include (but not limited to) students with disabilities, first-generation, first-year, international, at-risk populations, undeclared, veterans, etc.
6. Responsibility	Kimberly Smith, Director, University Academic Advising
7. Accountability	Rachel Holloway, Vice Provost of Undergraduate Academic Affairs
8. Timing	Ongoing. Planned for March 2015
9. Measures	<ul style="list-style-type: none"> • Post-conference assessment survey • Knowledge application survey (to be developed). We will develop a survey for participants, administered in the Fall semester, to assess how they’ve applied knowledge gained through the conference in their advising practice.
10. Outcomes	Increased knowledge and ability among academic advisors in responding to students from diverse backgrounds.

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2014 – 2015 Inclusion and Diversity Initiatives

Undergraduate Academic Affairs	
Initiative Number <u> 2 </u> (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	Access and Success
2. Constituent Group(s)	Undergraduate Students
3. Initiative Description	Undergraduate Research Mentoring Program. The initiative would match first-generation and underrepresented students with graduate student, post-doc, or faculty mentors to encourage and support participation first-generation and under-represented students in undergraduate research.
4. Rationale	Research on the participation of first-generation and under-represented students in high-impact practices, such as undergraduate research, demonstrates a significant impact in retention and success for the participating students. Previous mentoring projects at Virginia Tech produced positive results.
5. Design	Undergraduate Academic Affairs has several ongoing projects related to undergraduate research mentoring, including a Bridges to Baccalaureate grant-funded project, Multicultural Academic Opportunities Program, and programs initiated by the Office of Undergraduate Research. Our goal would be to extend these opportunities to more students through collaboration across the university.
6. Responsibility	Karen Eley Sanders, Associate Vice Provost for Undergraduate Academic Affairs Jill Sible, Assistant Provost for Undergraduate Education
7. Accountability	Rachel Holloway, Vice Provost of Undergraduate Academic Affairs
8. Timing	Spring 2015 Develop program and recruit mentors Fall 2015 Mentor/mentee relationships established Spring/Summer 2015 Perform assessment and adapt program to maximize impact. Assuming results are positive, we would continue the program into 2015-2016.
9. Measures	Number of undergraduate student/mentor relationships established; Retention and success of undergraduate student researchers; Qualitative assessment of student self-efficacy and motivation research and coursework (focus groups; interviews) Mentor survey to assess mentor's perception of mentoring effectiveness
10. Outcomes	Increase the number of first-generation and under-represented students who participate in undergraduate research; Support academic success of participating students; expand a culture of mentoring and support for first-generation and under-represented undergraduate students.

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2014 – 2015 Inclusion and Diversity Initiatives

University Libraries	
Initiative Number <u> 1 </u> (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	Education and Scholarship
2. Constituent Group(s)	Faculty Members
3. Initiative Description	We are beginning a new fellowship program to hire a Diversity Alliance Resident Librarian. In conjunction with University of Iowa, American University, and West Virginia University, we are committing to increasing under-represented populations, offering a rich and broad experience to mentor residents and expose fellows to leadership opportunities, scholarship and professional development in academic libraries.
4. Rationale	There has been an ongoing issue with recruitment of diverse applicants into the library profession. Many of our constituents are working through the same issues, and a popular and successful solution that has worked well at other institutions is to hire newly graduated, diverse faculty. This process will help them begin their career in academic libraries and to educate them about inclusion and diversity by using university resources such as human resources classes as well as attending many of the cultural events on campus.
5. Design	This program is designed to hire one resident for a three year period. The resident will also participate in the Library Diversity Council, lead at least one inclusion and diversity event in the library, take courses through Human Resources and collaborate with participants at our partner schools. The first year the resident will select four areas of the library to work in. The second year will be more focused on one area of the library to build specific expertise for future job opportunities. The third year will build upon that skillset to complete a capstone project. Resources will be available for appropriate conference participation.
6. Responsibility	The director of that department in which the resident librarian works will insure the work is performed.
7. Accountability	Resident Librarian Coordinator/Director of Planning and Branch Operations will oversee program aspects of the resident librarian.
8. Timing	To begin in late summer of 2015, this will be a three year program with the hopes of hiring another fellow to begin residence once the first incumbent has completed their term.
9. Measures	<p>The library will ensure:</p> <ul style="list-style-type: none"> • Opportunity for conference attendance to support their role • Academic library experience in a variety of areas • Guidance and mentoring to fully acclimate to the academic library environment • Interaction with other fellows at partner schools • Placement on the Library Diversity Council • Opportunity to take appropriate training, both overall and specific to inclusion and diversity
10. Outcomes	<p>The resident will:</p> <ul style="list-style-type: none"> • Become educated in inclusion and diversity • Thoroughly understand the academic library environment • Lead at least one inclusion and diversity event • Incur a specific job skillset based on interest and opportunity of positions within the library • Complete a project that can be showcased on their resume • Become familiar with the research process and begin if not complete a research project with a scholarly outcome such as a journal article, poster presentation, etc.

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University Libraries	
Initiative Number 2	
1. Inclusive Excellence Dimension(s)	Campus Climate and Intergroup Relations
2. Constituent Group(s)	Undergraduate Students
3. Initiative Description	The library will be hosting multiple events to support inclusion and diversity at Virginia Tech. One example is the Living Library where people of different cultures are invited to share their personal stories. Film screenings, speakers, and displays will also be hosted at the library. Underrepresented groups such as LGBT, Hispanic interest groups, and the Black Student Alliance will also partner with us for these events.
4. Rationale	The library is open to all walks of life. We are continuing on the path that we have supported in previous years. This is supported through our documented aspirational qualities at: http://www.lib.vt.edu/about/mission.html .
5. Design	For the Living Library project, people will be recruited as "books." The emphasis for this will be people from diverse backgrounds that have a story to tell. Then, on the day of the event, each "book" will have a table or booth and participants will have the chance to sit and talk with a book for a set amount of time. Participants will go around the "library" and "checkout" as many "books" as they'd like. At each table they will have a bookmark or a "checkout slip" that will be stamped by each "book" so that participants will be able to see how many tables they visited.
6. Responsibility	Scott Fralin and in partnership with Hillel from the Jewish student organization. Others in partnership as events occur.
7. Accountability	Lauren Pressley
8. Timing	The events are ongoing, however the Living Library is scheduled for late March of 2015.
9. Measures	We will count the number of participants, participate in video interviews, and welcome feedback from the participants and attendees. The measures are similar based on other event topics.
10. Outcomes	We hope attendees gain a new understanding about the cultures from the Living Library participants. The outcomes are similar based on other event topics.

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

University Libraries	
Initiative Number 3	
1. Inclusive Excellence Dimension(s)	Education and Scholarship
2. Constituent Group(s)	Faculty Members, Staff Members
3. Initiative Description	The Libraries are collaborating with Cape Peninsula University of Technology in Cape Town, South Africa on a work/study exchange for faculty as well as staff within the libraries, The visiting faculty or staff will be working face-to-face with many employees here in the library. The idea is an exchange of knowledge that can work to improve workflows of the home institution and shared broadly as well as use this venue as a cultural exchange platform for inclusion and diversity.
4. Rationale	The motivation is to identify cutting edge programs with the respective partner, where their knowledge can be shared with the home institution. We would like to have a multi-cultural learning experience while benefiting from each institutions expertise. The inclusion of these colleagues will give all faculty, staff, and student the opportunity to interact and learn from the visiting scholar.
5. Design	We have contacted Cape Peninsula University of Technology in Cape Town, South Africa to create a plan. A committee was formed to settle details on the recipients stay here. We then began promoting the opportunity and started accepting applications. A recipient for travel to the partnering institution will then be chosen so that we may implement the exchange. Finally, the return of the employees to their home institution so that we may assess the outcomes of the exchange program to better understand not only their research but their culture and institutional challenges as well.
6. Responsibility	Paul Hover
7. Accountability	Brian Mathews
8. Timing	The information sessions is to begin in the first week of December 2014. Applications are due the second week of January 2015. The exchange will occur either in the Spring or Fall semester of 2015.
9. Measures	Weekly progress reports during the time of the exchange to the program coordinators to share lessons learned. A presentation of the partner library to know how things are culturally and technologically different.
10. Outcomes	Staff and faculty alike will have a better perspective of challenges at the other institution. We will all benefit from having the partner institutions colleague here to ask questions, learn, and develop a respect for their work and their culture.

InclusiveVT
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Vice President for Administration/Administrative Services Division (VPAS)	
Initiative Number <u> 1 </u> (Each area is responsible for identifying three initiatives)	
VPAS Inclusion and Diversity Leadership Council and Advisory Community	
1. Inclusive Excellence Dimension(s)	(a) Access and Success
2. Constituent Group(s)	(c) Faculty (Administrative and Professional), (d) Staff, and (e) Other (wage and student employees) in the Administrative Services Division
3. Initiative Description	The Vice President will establish an Inclusion and Diversity Leadership Council, supported by an Advisory Community, to provide oversight and accountability for division-wide and departmental initiatives. The VPAS Council mirrors the University's inclusion and diversity administrative structure of an Executive Council and Advisory Community, and supports the division's full participation in the decentralized model. The Council will be responsible for planning, coordination, and assessment; monitoring implementation efforts and progress towards goals; actively advocating for inclusive excellence; and reporting to the Vice President. The Advisory Community will ensure stakeholder input and on-going involvement.
4. Rationale	In October 2014, VPAS employees were asked to participate in a survey to assist in the development of diversity and inclusion initiatives. Observations of interest included: many employees were not aware of university/division efforts; more senior employees recommended promising initiatives that had been implemented, but subsequently eliminated because of department budget reductions; there was interest in developing internal and external liaison opportunities with a broader community; and there is a need for on-going programs rather than reliance on one-time events or trainings. The planning retreat resulted in the identification of a number of initiatives in addition to the three submitted under the VT Inclusive Excellence plan. A leadership council will provide the framework to ensure sustained division and department commitments and investments.
5. Design	(1) The Vice President will appoint the Leadership Council (to include direct reports, or designee, to the Vice President, and support from assigned resource staff). (2) The Leadership Council will communicate with VPAS employees, solicit volunteers to be part of the Advisory Community, and appoint members. This will also include providing information to all employees about current university/division/department initiatives and the various university caucuses and groups, and encouraging participation in such. (3) The Leadership Council, assisted by the Advisory Community, will develop VPAS diversity action plans to provide implementation oversight of the three submitted initiatives and will incorporate several additional on-going initiatives proposed during the November VPAS retreat. (4) The action plans will be communicated to all employees. (5) The Leadership Council will monitor and report progress annually.
6. Responsibility	VPAS Inclusion and Diversity Leadership Council
7. Accountability	Sherwood G. Wilson, Vice President for Administration
8. Timing	This is a new initiative, which is ready for immediate implementation. The Leadership Council will be appointed by February 2015, an Advisory Community identified by April 2015, and action plans developed by July 2015 for FY 2015-16.
9. Measures	Measures include: diversity of underrepresented groups and women in the VPAS workforce (employee numbers and percentages by division and job group); mean score in the diversity-related questions on the biennial Climate Survey for

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	VPAS; participation (employee numbers and percentages by division and unit) in voluntary diversity-related workshops and training programs delivered by UOPD; awareness of university and division diversity initiatives and opportunities as measured by internal employee survey within 18 months after action plan implemented; specific measures to be developed for additional initiatives identified in the action plan; survey of underrepresented groups with VPAS.
10. Outcomes	It is anticipated that the efforts of the council will aid in the development of a more representative workforce as compared to the census availability in the university's Affirmative Action Plan; support the retention of underrepresented groups and women in units where programs have been established; and increase awareness of university and division opportunities. The council will issue an annual report of activities and progress.

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Vice President for Administration/Administrative Services Division (VPAS)	
Initiative Number <u> 2 </u> (Each area is responsible for identifying three initiatives)	
Apprenticeship Program	
1. Inclusive Excellence Dimension(s)	(a) Access and Success
2. Constituent Group(s)	(d) Staff Members in Facilities
3. Initiative Description	Three positions in trades-related job groups were created to support the establishment of an apprenticeship program for current employees in Facilities. These positions are in job groups for which there are goals for women and underrepresented groups under the university's Affirmative Action Plan.
4. Rationale	The program will: (1) promote retention by providing career development and promotional opportunities for current Facilities employees; (2) train employees in hard to recruit positions where licensed professionals continue to decrease within the general workforce; and (3) increase staff diversity through the recruitment of underrepresented groups to replace employees in the pay band 1 and 2 positions vacated by the new apprentices.
5. Design	The Facilities apprenticeship program meets the standards of the Virginia Apprenticeship Council and has an initial four year term. The current pilot program serves existing Facilities pay band 1 and 2 employees. The selection of apprentices includes a comprehensive information program and assessment process in an effort to identify more female and minority participants. The VPAS Inclusion and Diversity Leadership Council will evaluate the pilot for possible expansion of an apprenticeship program to other VPAS units.
6. Responsibility	Facilities
7. Accountability	Chris Kiwus, Associate Vice President for Facilities and Chief Facilities Officer
8. Timing	This is an expansion of a current initiative. A pilot program within Facilities is currently underway. The pilot will be evaluated summer of 2015, after the completion of the first year, to determine if an expanded program could be implemented in other VPAS units.
9. Measures	Measures may include: (1) number of pay band 1 and 2 employees applying for the program; (2) percentage of employees in underrepresented groups applying for the program; (3) percentage of underrepresented groups participating in the program; (4) success rate (completion of the program, promotions of graduates after completion of the program); (4) average retention rate of pay band 1 and 2 employees, and (5) retention rate of underrepresented groups.

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10. Outcomes	It is anticipated that this initiative will aid in the development of a more representative workforce in the trades-related job groups served by the apprenticeship program; create a more inclusive department where employees have opportunities for career development and advancement; and support the retention of underrepresented groups and women. By demonstrating to potential employees that entry level positions may lead to career development opportunities, the program may also strengthen recruitment of members of underrepresented groups.
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2014 – 2015 Inclusion and Diversity Initiatives

Vice President for Administration/Administrative Services Division (VPAS)	
Initiative Number <u> 3 </u> (Each area is responsible for identifying three initiatives)	
Unisex Restrooms	
1. Inclusive Excellence Dimension(s)	(d) Institutional Infrastructure
2. Constituent Group(s)	(a) Undergraduate Students, (b) Graduate/Professional Students, (c) Faculty Members, (d) Staff Members, and (e) Other
3. Initiative Description	Unisex restrooms are public restrooms that individuals of any gender or gender identity may use. These restrooms supplement the existing gender specific restrooms. Unisex/family restrooms may be designed to meet ADA accessibility standards, thereby offering flexibility and providing options that benefit multiple groups. This initiative proposes revisions to the design standards for new construction and major renovations and a process for evaluating and funding requests.
4. Rationale	Virginia Tech's design standards now require unisex restrooms in all residence halls; however, they are not required by design standards in other new or renovated buildings unless requested by the program. Some unisex restrooms have been installed during major renovations. Virginia Tech has 19 designated gender neutral restrooms in 16 non-residential buildings. The installation of unisex restrooms has highlighted the university's commitment to attracting a more diverse population, making the university more inclusive of diverse populations, and addressing gender identity.
5. Design	This initiative would require a multi-step process including: (1) updating Facilities' design standards for new construction and renovation; (2) identifying and incorporating best practices into a Human Resources function similar to that of ADA accommodation requests; and (3) identifying funding for installing and/or renovating restrooms. Human Resources would be the point of contact for requests for these facilities in a similar fashion to the ADA process for accessibility requests. Human Resources would evaluate requests, prioritize requests, and direct Facilities to install restrooms as funding was made available. Human Resources would also coordinate with Police and other units on matters such as safety and security.
6. Responsibility	University Design and Construction, Facilities; Equity and Access, Human Resources
7. Accountability	Chris Kiwus, Associate Vice President for Facilities and Chief Facilities Officer; Hal Irvin, Associate Vice President for Human Resources
8. Timing	This is an expansion of a current initiative. Design standards for new construction and major renovations will be revised to accommodate unisex restrooms upon approval of this initiative. Human Resources will identify and incorporate best practices into a Human Resources function similar to that of ADA compliance requests by July 2015. A model for funding requests for existing buildings (other than major renovations) will be proposed by July 2015.
9. Measures	Measures include: (1) incorporation of unisex restrooms in revised design standards for new construction and renovation; (2) establishment and communication of a process for addressing requests; (3) number of new unisex restrooms created; (4) customer surveys, including the Climate Survey.

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10. Outcomes	It is anticipated that this initiative will result in more unisex restrooms in new and renovated buildings, clearly reinforcing the university's commitment to inclusion. The establishment and communication of design standards and processes will promote inclusion throughout campus similar to other initiatives, such as child care, ADA accessibility projects, and more recent veterans support initiatives.
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2014 – 2015 Inclusion and Diversity Initiatives

Alumni Relations, Tom Tillar	
Initiative Number 1 Strong Together Networking Events	
1. Inclusive Excellence Dimension(s)	Campus Climate and Intergroup Relations
2. Constituent Group(s)	Students, Faculty, Staff, Chapters, Alumni
3. Initiative Description	Strong Together events are designed to engage underrepresented alumni, while updating all graduates on alumni diversity initiatives which reflect the values of the Principles of Community.
4. Rationale	Alumni Relations strives to increase diversity involvement on boards and committees, with alumni chapters and within broader university programming and initiatives. Many alumni express a specific interest in diversity initiatives and information, regarding Virginia Tech. Strong Together events would be held in areas with significant numbers of underrepresented alumni to provide that information and make alumni aware of engagement opportunities. Increasing alumni engagement would also create a greater pool of diverse alumni from which to choose and provide a more inclusive voice from which to build future programming.
5. Design	Identify key regions throughout the state and country with higher populations of multicultural/underrepresented alumni. Through registration, we will identify alumni who have not (or rarely) previously attended an alumni event along with collecting demographic data of attendees. Area alumni chapters will be partners in this initiative, to provide space and refreshments for events and to discuss regional engagement opportunities. Events may include a modest cost for attendees. The twenty to twenty-five minute presentation will include discussion of diversity activities and opportunities at Virginia Tech. Campus constituency groups and key administrators will be informed so they may attend if interested.
6. Responsibility	Latanya Walker, Director of Alumni Relations for Diversity and Inclusion, in partnership with chapter officers
7. Accountability	Debbie Day, Associate Vice President for Alumni Relations
8. Timing	A minimum of four Strong Together events will be planned each academic year including follow-up chapter events designed to promote additional Strong Together activities.
9. Measures	Registration data will provide information about prior participation. Chapters will also need to collect information on participation to determine increased involvement after events. Key areas will continue to be included each year until all have participated. Major key areas will repeat the event within a minimum three-year cycle. The program is currently in its second full year.
10. Outcomes	Increased participation of diverse alumni, which often include alumni who have never previously attended an alumni event. Increased alumni engagement of diverse populations with the university through local alumni chapters, alumni advisory boards, and on-campus interaction with students.

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

Alumni Relations, Tom Tillar	
Initiative Number 2 Multicultural Admissions Ambassadors	
1. Inclusive Excellence Dimension(s)	Access and Success
2. Constituent Group(s)	Undergraduate Students, AP Faculty and Alumni
3. Initiative Description	Multicultural alumni will serve as ambassadors to encourage applications and exploration of Virginia Tech by prospective students from underrepresented groups.
4. Rationale	Students (and their families) respond favorably to being recruited by people who look like them or who share similar backgrounds. In addition, alumni regularly express enthusiastic willingness and desire to help with Virginia Tech recruitment efforts. Unfortunately, alumni opportunities to recruit at schools or college fairs are structurally limited. This program would allow alumni to participate in that process while tapping a valuable resource for potential students. Multicultural alumni can serve as ambassadors to identify individual prospective students and community agencies which provide access to underrepresented students. Connecting diverse alumni with like prospective students could encourage greater student exploration of Virginia Tech and an enhanced pool of qualified candidates.
5. Design	A collaboration with Alumni Relations and the Office of Undergraduate Admissions would provide alumni and prospective high school students a chance to attend an admissions session focused on opportunities and resources for underrepresented students. There is additional opportunity for input from other areas of the university. Prospective students, including legacies, may be identified through alumni and community agencies and organizations with which alumni are affiliated. Programs on- and off-campus will provide opportunities for alumni to bring prospects, including their children, grandchildren, nieces, nephews, and others to learn more about Virginia Tech. Videos of testimonials by alumni will be provided and featured. Events may be hosted in homes and other appropriate facilities.
6. Responsibility	Latanya Walker, Director of Alumni Relations for Diversity and Inclusion
7. Accountability	Debbie Day, Associate Vice President for Alumni Relations
8. Timing	This ongoing initiative would include two to four events each year, targeting areas with greater numbers of underrepresented students and campus events. Events will be scheduled in coordination with the existing travel schedules of admissions representatives.
9. Measures	Information about attendees would be maintained by Alumni Relations and Admissions to track those participants who eventually apply to Virginia Tech.
10. Outcomes	Increased applications from multicultural and underrepresented students. Increased alumni engagement, regarding recruitment.

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2014 – 2015 Inclusion and Diversity Initiatives

Alumni Relations, Tom Tillar	
Initiative Number 3 Alumni Engagement Through Mentoring	
1. Inclusive Excellence Dimension(s)	Access and Success
2. Constituent Group(s)	Undergraduate Students, Graduate Students and Alumni
3. Initiative Description	This program will engage alumni by joining students from university chartered, multicultural student organizations with alumni interested in supporting their organizational work and needs.
4. Rationale	Students from multicultural organizations have expressed an interest in connecting with alumni who were members of their organizations. Students have voiced a desire for alumni to assist in sharing professional experience and advice, organizational and intergroup history, personal “fireside” style talks, structured speeches, academic advice and organizational support and development. Alumni have also expressed a desire to connect with students and support them in their efforts, while expressing a keen affinity for the organizations with which they were involved. In addition, the alumni association strives to connect with future alumni as students, to promote lifelong engagement with the Alumni Association and the university overall. Through organizational contacts, this program will create opportunities for multicultural alumni to serve as mentors to students with diverse backgrounds and Virginia Tech experiences similar to their own. It will also aim to meet the expressed wishes of both groups and to increase overall multicultural engagement with the university.
5. Design	The charter program will begin with invitations to university chartered student organizations for underrepresented groups to participate in the program as follows: Council of International Student Organizations, HokiePRIDE, Black Graduate Student Organization, Black Organizations Council, Latino Association of Student Organizations, Veterans@VT, Queer People of Color, Asian American Students Union and the Jewish Student Union. Meetings have already begun with student groups, to determine their needs and interests. A request will go out to alumni to volunteer in small groups, for this opportunity. A collaborative effort with students and other university faculty will result in the development of specific commitments, agreements and programs. Additional activities will include encouraging current students to work with alumni chapters, nationally and abroad, during internships, co-ops, conference travel and study-abroad activities. Also alumni will be invited to serve as speakers for multicultural student organizational activities, as schedules permit.
6. Responsibility	Latanya Walker, Director of Alumni Relations for Diversity and Inclusion
7. Accountability	Debbie Day, Associate Vice President for Alumni Relations
8. Timing	Early alumni invitation and program design will continue throughout Spring with initial campus meetings planned for fall 2015
9. Measures	Meetings will begin in the fall of 2014. Student/Alumni program satisfaction surveys, regularly scheduled meetings and programming between students and alumni.
10. Outcomes	Increased alumni engagement with current students; Identify alumni to work with current students; Student expression of program satisfaction; Student engagement with alumni and the Alumni Relations.

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

Division of Development and University Relations; Elizabeth (Betsy) Flanagan, Vice President	
Initiative Number <u> 1 </u> (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	(d) Institutional Infrastructure
2. Constituent Group(s)	(e) Other (alumni, private donors, and other funding agencies)
3. Initiative Description	Gathering Institutional Fundraising priorities for Inclusion and Diversity and promoting those priorities to potential donors.
4. Rationale	Allows fundraisers to focus on the institutional needs to support the Diversity Strategic Plan.
5. Design	Work with the Provost and President to identify funding needs/priorities, develop updated fundraising materials to support those identified needs/priorities, identify potential prospects for those needs/priorities, work with fundraisers across University Development to make them aware of the opportunities.
6. Responsibility	Division Leadership Team will partner with the Provost/President to gather funding needs/priorities, development communications will develop fundraising materials, the Director of Development for Inclusion and Diversity will work with development research to get their assistance in identifying prospects and will work with fundraising colleagues to make them aware of the fundraising opportunities.
7. Accountability	Elizabeth (Betsy) Flanagan, Vice President for Development and University Relations
8. Timing	The timing of priority development will be determined by the President and Provost; all other aspects will be ongoing once the priorities are identified.
9. Measures	Private support increases as outlined in the Institutional Infrastructure section of the Diversity Strategic Plan.
10. Outcomes	Increased private support for the university's Inclusion and Diversity Initiatives

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2014 – 2015 Inclusion and Diversity Initiatives

Division of Development and University Relations; Elizabeth (Betsy) Flanagan, Vice President	
Initiative Number <u> 2 </u> (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	(b) Campus Climate and Intergroup Relations
2. Constituent Group(s)	(e) Other (alumni, private donors, and friends)
3. Initiative Description	Recruiting underrepresented groups/populations to serve on governing and/or advisory boards as volunteer leaders.
4. Rationale	Engages alumni and friends of influence in the life of the university, allows them to be educated about the university's diversity initiatives, lend their voices and expertise to existing and proposed opportunities, and allows them to share that message within their circles that are connected to Virginia Tech.
5. Design	Research, identify, and recruit key alumni/donors/friends with expertise to support the goals of the Virginia Tech Foundation Board of Directors, for example, as well as college and university programs advisory groups. Since these areas will have established diversity initiatives, as well, a standard correlation innately exists.
6. Responsibility	Division Leadership Team will partner with the Virginia Tech Foundation and the unit fundraisers to insure that underrepresented populations are recruited to serve on the existing volunteer boards and are made aware of the Inclusive VT initiative.
7. Accountability	Elizabeth (Betsy) Flanagan, Vice President for Development and University Relations
8. Timing	Ongoing. VTF Board members are recruited in the fall of each year. College/unit advisory boards have ongoing recruitment, as this service is also a stewardship opportunity.
9. Measures	Increased representation of women and members of underrepresented populations on the VT Foundation Board of Directors and unit advisory boards.
10. Outcomes	Increased support for the university's Inclusion and Diversity Initiatives and active, results-oriented involvement of our volunteer leaders.

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2014 – 2015 Inclusion and Diversity Initiatives

Division of Development and University Relations; Elizabeth (Betsy) Flanagan, Vice President	
Initiative Number <u> 3 </u> (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	(c) Education and Scholarship
2. Constituent Group(s)	(e) Other (ALL STUDENTS/FACULTY/STAFF/ALUMNI/DONORS/FRIENDS)
3. Initiative Description	Continuing to promote diversity images in communications, as well as promoting the Inclusive VT initiative in campus communications.
4. Rationale	Allows constituents and university partners to learn exactly what InclusiveVT is, see it represented in print and online media, and gain a greater understanding of the diversity priorities on campus.
5. Design	Work with the Provost and President to insure priorities are defined and promoted. Work with central and unit communicators to develop materials that outline the university's comprehensive diversity goals, incorporating the aspects that are also aligned with the specific college/unit their publications represent.
6. Responsibility	University Relations
7. Accountability	Lawrence (Larry) Hincker, Associate Vice President for University Relations
8. Timing	Ongoing.
9. Measures	Constituents will show that they are aware of what InclusiveVT is and where they can find the information to have questions answered.
10. Outcomes	Reference points both centrally and within the colleges and units to direct and educate constituents on diversity goals and progress toward each. Demonstrated increase in representation of underrepresented populations in print and electronic media and utilizing, campus-wide messaging vehicles directing individuals both internal and external to the InclusiveVT information center (developed by the Provost's office). For example, website, pamphlet, information card, etc.

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2014 – 2015 Inclusion and Diversity Initiatives

Vice President for Finance and CFO	
Initiative Number 1	
1. Inclusive Excellence Dimension(s)	(d) Institutional Infrastructure
2. Constituent Group(s)	(c) Faculty Members, (d) Staff Members, (e) Other – Diverse vendor community and internal stakeholders
3. Initiative Description	Increase outreach to the campus community to enhance knowledge and understanding of opportunities and processes for achieving the university approved SWaM goals
4. Rationale	Support of supplier diversity enhances regional economic development and the university's interaction and support for SWaM communities and their members.
5. Design	<p>1. Outreach to senior management areas and university departments to educate on SWaM goals, procurement resources, vendor identification, etc. and to enhance understanding of various processes and opportunities for SWaM utilization.</p> <p>2. Organize campus open houses for Minority Business Enterprises (MBE) Day, Small Business Enterprises (SBE) Day, and Women owned Business Enterprises (WBE) Day.</p> <p>3. Provision of regular reports to university departments to aid in monitoring of SWaM Spend.</p>
6. Responsibility	Procurement Department
7. Accountability	Director of Procurement and Assistant Director, Supplier Diversity
8. Timing	Continuous
9. Measures	<p>1. Number of dean and senior management areas and departments reached</p> <p>2. Successful organization of campus open houses with SWaM vendors</p>
10. Outcomes	100 % of dean and senior management areas included in the outreach effort in calendar year 2015; increased communications with departments

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Vice President for Finance And CFO	
Initiative Number 2	
1. Inclusive Excellence Dimension(s)	(b) Campus Climate and Intergroup Relations
2. Constituent Group(s)	(c) Faculty Members, (d) Staff Members
3. Initiative Description	Identify and implement diversity training programs and seminars for all departments reporting to the VP for Finance
4. Rationale	Educational and training opportunities will enhance the overall understanding of the importance of inclusion and diversity and identify behaviors and practices that support or impede creation of an inclusive environment
5. Design	<p>1. Engage all employees in the VP for Finance area in diversity training opportunities offered through Virginia Tech and through external sources. Options include encouraging employees to participate in Diversity Development Institute certificate programs; scheduling external speakers to provide diversity workshops/seminars; identifying online seminars; and developing a list of reading material on diversity related topics</p> <p>2. Ensure new employees are afforded diversity training reflecting the Virginia Tech Principles of Community during the onboarding process</p>
6. Responsibility	All Finance Department Heads reporting to the VP for Finance and CFO
7. Accountability	All Finance Department Heads reporting to the VP for Finance and CFO
8. Timing	Continuous
9. Measures	<p>1. Attendance levels at training and participation in inclusive and diversity events</p> <p>2. Completion of the onboarding check list which includes discussion with Department Head on the Principles of Community and how they are reflected in the department</p>
10. Outcomes	<p>1. Ensure at least two-thirds of VP for Finance area employees are engaged in at least one diversity related activity during the year</p> <p>2. Ensure all new employees have knowledge of Virginia Tech's commitment to inclusion and diversity</p>

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2014 – 2015 Inclusion and Diversity Initiatives

Vice President for Finance and CFO	
Initiative Number 3	
1. Inclusive Excellence Dimension(s)	(a) Access and Success
2. Constituent Group(s)	(e) Other – Undergraduate Students and Graduate Students with an interest in the financial management of higher education
3. Initiative Description	Establishment of an Administrative Internship Program
4. Rationale	Innovative way to increase the employment of talented professionals from diverse backgrounds while also providing program participants a unique opportunity to enhance their professional skills in academic administration
5. Design	<p>1. Assertive outreach to people of diverse backgrounds through strategic relationships, advertisements and other targeted recruitment to graduating seniors and graduate students of Virginia Tech (and other institutions) with an interest in higher education administration</p> <p>2. Interns will rotate among each of the VP for Finance and CFO units and be provided a meaningful learning experience with the hope that the end result will be a successful diverse hire for Virginia Tech</p>
6. Responsibility	All Department Heads reporting to the VP for Finance and CFO
7. Accountability	All Department Heads reporting to the VP for Finance and CFO
8. Timing	<p>Program design to be completed June 30, 2015</p> <p>Recruitment and outreach to begin before the end of the calendar year</p>
9. Measures	Establishing the structure and parameters of the Administrative Internship program
10. Outcomes	A document that sets the parameters, funding, and structure for the Administrative Internship program

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Central Administration, Scott Midkiff, Information Technology	
Initiative Number 1 _ (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	<u>(a) Access and Success</u> , (b) Campus Climate and Intergroup Relations, (c) Education and Scholarship, (d) Institutional Infrastructure
2. Constituent Group(s)	(c) Faculty Members, (d) Staff Members
3. Initiative Description	<p>Launch a multi-year effort to improve recruitment within the IT organization in order to:</p> <ul style="list-style-type: none"> a. increase access and success by achieving a more diverse and inclusive faculty and staff through improved recruiting; b. improve campus climate and intergroup relations by using recruiting as a foundational mechanism to help create and sustain an organizational environment that acknowledges and celebrates diversity and employs inclusive practices throughout daily operations; c. ensure that improved recruitment for diverse hires is an effort that impacts education and scholarship by bringing in diverse perspectives that contribute to building a community that fosters research, scholarship, learning, and creative performance that reflect global diversity, inclusion, and social justice; d. create and sustain an institutional infrastructure that effectively supports progress in diversity and inclusion by building a more deliberate approach to recruitment into both the operations and strategy of the IT organization
4. Rationale	<p>To ensure effective and systematic assessment of progress on the 2012-2018 Information Technology Strategic Plan, over fiscal year 2014 (FY14), the IT organization designed, collaboratively created, and implemented the first Operational Plan for Information Technology. The 2014-2016 IT Operational Plan provides a detailed set of goals, initiatives, and tasks to realize the seven pillars of the IT strategic plan and the “Plan for a New Horizon.” Part of our aim was also to create a clear framework for defining a vision, implementing the vision, and assessing our progress towards that vision. Pillar 7 of the 2012-2018 IT Strategic Plan and 2014-2016 IT Operational Plan are directly relevant to the priorities identified in the 2013- 2018 Diversity Strategic Plan. This pillar focuses on making the organization stronger and more capable, in major part by developing and maintaining a workforce pipeline for IT that focuses on the broad spectrum of employment, including recruitment, environment, retention, career planning, and professional development. Indeed, the IT organization had identified several work areas that closely match the priorities of the Diversity Plan, the most urgent of which have become the three major diversity and inclusion initiatives defined by IT for the coming years.</p> <p>Initiative 1 specifically arises from a need identified in the operational planning process, and within the initiatives and tasks of Pillar 7, to better understand and comprehensively improve recruitment strategies, structures, and practices. As a result, Initiative 1 of our Inclusion and Diversity Implementation plan calls for IT to take this on as a major effort, with a clear and deliberate focus on inclusion and diversity in order to</p>

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	address this extant organizational need. To accomplish the aims of this Initiative (as detailed in the Design section below), FY15 will focus explicitly on conducting a current state assessment to identify areas for improvement and extant needs, while FY16 will primarily emphasize best practices benchmarking/confirmation of direction and implementation of improvements.
5. Design	<ul style="list-style-type: none"> • FY15: The IT organization will launch a holistic assessment of its current employment environment to identify areas of weakness and develop a better understanding of the current state <ul style="list-style-type: none"> ○ The process of creating the Operational Plan over the course of fiscal year 2014 prompted an iterative and highly participative discussion of areas for potential organizational focus and improvement. As we sought to define how the organization would demonstrate progress and achieve aims, we found that we needed to assess and understand the weaknesses of our current environment as well as existing organizational barriers to determine how to most effectively advance and achieve our aims. Therefore, FY15 focuses on conducting an internal assessment to identify areas of weakness and establish a baseline for improvement in subsequent fiscal years. To accomplish this, IT will: <ul style="list-style-type: none"> ▪ Work with leaders in IT HR and each IT unit to understand perceived challenges, areas of weakness, and barriers to improvement ▪ Work with leaders in the Department of Human Resources to document perceived challenges, areas of weakness, and barriers to improvement for both the IT organization specifically and the broader institution (as a source of idea generation for IT) ▪ Produce a report detailing the findings of these investigations with a list of top priorities for improvement in coming years • FY16: The IT organization will implement improvements to address identified areas of weakness and assess progress <ul style="list-style-type: none"> ○ Based on the priorities identified in the FY15 report on IT's employment environment, FY16 will center on the identification and implementation of improvements. This process is expected to involve: <ul style="list-style-type: none"> ▪ Benchmarking of best practices, including consultation with: <ul style="list-style-type: none"> • Groups internal to Virginia Tech, such as the Department of Human Resources • Peer and aspirational peer institutions • Key industry benchmarking relevant to IT (e.g., EDUCAUSE) ▪ The implementation of improvement mechanisms for top priority issues based on benchmarking findings
6. Responsibility	While all organizational units within IT will be consulted and will contribute to efforts in FY15 and FY16, Initiative 1 will be driven by personnel within the Office of the Vice President for Information Technology

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7. Accountability	Jeb Stewart (Effective 3/1/2015: J. Scot Ransbottom)
8. Timing	<p><i>New Initiative, Ready for Immediate Implementation</i></p> <ul style="list-style-type: none"> • FY15 Timeline: <ul style="list-style-type: none"> ○ The assessment plan will be finalized in December 2014 ○ Assessment and documentation, including consultations, will begin after the finalization of the assessment plan in December 2014 and continue through April 2015 ○ The report will be compiled beginning in May 2015 and will be finalized by the end of FY15 • FY16 Timeline: <ul style="list-style-type: none"> ○ Benchmarking of best practices will begin in July 2015 and will be completed in the Fall of FY16 ○ Implementation of best practice recommendations for top priority needs will begin in either
9. Measures	<div> <div> FY15: <ul style="list-style-type: none"> ○ Completion of assessment for existing IT personnel practices on recruitment ○ Production of a report on assessment findings ○ Longitudinal analysis of demographic profile of hiring pools ○ Number of recruiting outlets and zones with specific highlights for targeted affirmative action recruitment ○ Dollars allocated to strategic recruiting initiatives </div> <div> FY16: <ul style="list-style-type: none"> ○ Longitudinal demographic profile of organization in comparison to affirmative action benchmarks ○ Completion of best practices assessment ○ Production of a benchmarking report on best practices ○ Continuation of demographic profile of hiring pools ○ Number of recruiting outlets and zones with specific highlights for targeted affirmative action recruitment ○ Longitudinal demographic profile of organization in comparison to affirmative action benchmarks ○ Dollars allocated to strategic recruiting initiatives ○ Other measures to be developed based on identified areas for improvement in FY15 </div> </div>
10. Outcomes	<div> FY15: <ul style="list-style-type: none"> ○ A better organizational understanding of the current state ○ The production of a report used for development of FY16 plans and institutional reference ○ The establishment of a baseline upon which to base FY16 and future metrics for improvement </div>

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Central Administration, Scott Midkiff, Information Technology	
Initiative Number 2 _ (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	(a) Access and Success, (b) Campus Climate and Intergroup Relations , (c) Education and Scholarship, (d) Institutional Infrastructure
2. Constituent Group(s)	(a) Undergraduate Students, (b) Graduate/Professional Students, (c) Faculty Members, (d) Staff Members
3. Initiative Description	<p>Launch a multi-year effort to improve the workplace environment within the IT organization in order to:</p> <ul style="list-style-type: none"> a. increase access and success by achieving a more diverse and inclusive faculty and staff through improved retention; b. improve campus climate and intergroup relations by seeking to deliberately promote within IT an organizational environment that acknowledges and celebrates diversity and employs inclusive practices throughout daily operations; c. ensure that improving the workplace environment impacts education and scholarship by acknowledging and celebrating diverse perspectives that contribute to building a community that fosters research, scholarship, learning, and creative performance that reflect global diversity, inclusion, and social justice; d. create and sustain an institutional infrastructure that effectively supports progress in diversity and inclusion by building a focus on a strong organizational environment into both the operations and strategy of the IT organization
4. Rationale	<p>To ensure effective and systematic assessment of progress on the 2012-2018 Information Technology Strategic Plan, over fiscal year 2014 (FY14), the IT organization designed, collaboratively created, and implemented the first Operational Plan for Information Technology. The 2014-2016 IT Operational Plan provides a detailed set of goals, initiatives, and tasks to realize the seven pillars of the IT strategic plan and the “Plan for a New Horizon.” Part of our aim was also to create a clear framework for defining a vision, implementing the vision, and assessing our progress towards that vision. Pillar 7 of the 2012-2018 IT Strategic Plan and 2014-2016 IT Operational Plan are directly relevant to the priorities identified in the 2013- 2018 Diversity Strategic Plan. This pillar focuses on making the organization stronger and more capable, in major part by developing and maintaining a workforce pipeline for IT that focuses on the broad spectrum of employment, including recruitment, environment, retention, career planning, and professional development. Indeed, the IT organization had identified several work areas that closely match the priorities of the Diversity Plan, the most urgent of which have become the three major diversity and inclusion initiatives defined by IT for the coming years.</p> <p>Initiative 2 specifically arises from a need identified in the operational planning process, and within the initiatives and tasks of Pillar 7, to enhance retention of employees by focusing, in part, on improving the workplace environment within IT. As a result, Initiative 2 of our Inclusion and Diversity Implementation plan</p>

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	<p>calls for IT to take on the organizational environment as a major effort, with a clear and deliberate focus on inclusion and diversity in order to address this extant organizational need. To accomplish the aims of this Initiative (as detailed in the Design section below), FY15 will focus explicitly on conducting a current state assessment to identify areas for improvement and extant needs, while FY16 will primarily emphasize best practices benchmarking/confirmation of direction and implementation of improvements.</p>
<p>5. Design</p>	<ul style="list-style-type: none"> • FY15: Solicit feedback from IT personnel (including undergraduate and graduate student employees) on the workplace environment via the implementation of new mechanisms such as exit interviews and conduct an assessment of the current state of the IT organizational environment to develop a better understanding of the current state <ul style="list-style-type: none"> ○ The process of creating the Operational Plan over the course of fiscal year 2014 prompted an iterative and highly participative discussion of areas for potential organizational focus and improvement. As we sought to define how the organization would demonstrate progress and achieve aims, we found that we needed to assess and understand the weaknesses of our current environment as well as existing organizational barriers to determine how to most effectively advance and achieve our aims. Therefore, FY15 focuses on conducting an internal assessment to better understand the current environment and establish a baseline for improvement in subsequent fiscal years. This process also identified a known need for exit interviews, which will serve as both a method of progress for improving the organizational environment and a contributing factor to the establishment of an organizational baseline. To accomplish this, IT will: <ul style="list-style-type: none"> ▪ Work with leaders in IT HR and each IT unit to understand perceived challenges, areas of weakness, and barriers to improvement ▪ Work with leaders in the Department of Human Resources to document perceived challenges, areas of weakness, and barriers to improvement for the IT organization based on the campus climate survey <ul style="list-style-type: none"> • Conduct a smaller scale IT organization climate survey in years when the campus wide survey is not conducted ▪ Produce a report detailing the findings of these investigations with a list of top priorities for improvement in coming years ▪ Implement new mechanisms for employees to provide feedback on the organizational environment including, at minimum, the development and implementation of exit interview processes for departing employees • FY16: Continue and expand use of feedback mechanisms implemented in FY15 and begin implementation of identified improvement areas

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	<ul style="list-style-type: none"> ○ Based on the priorities identified in the FY15 report on IT's organizational environment, FY16 will center on the implementation of improvements. This process is expected to involve: <ul style="list-style-type: none"> ▪ The creation of additional feedback mechanisms based on articulated needs ▪ Benchmarking of best practices, as needed for specific areas of improvement, which would include consultation with: <ul style="list-style-type: none"> • Groups internal to Virginia Tech, such as the Department of Human Resources • Peer and aspirational peer institutions • Key industry benchmarking relevant to IT (e.g., EDUCAUSE) ▪ The implementation of improvement mechanisms for top priority issues based on FY15 assessment and applicable benchmarking findings
6. Responsibility	While all organizational units within IT will be consulted and will contribute to efforts in FY15 and FY16, Initiative 2 will be driven by personnel within the Office of the Vice President for Information Technology
7. Accountability	Jeb Stewart (Effective 3/1/2015: J. Scot Ransbottom)
8. Timing	<p><i>New Initiative, Ready for Immediate Implementation</i></p> <ul style="list-style-type: none"> • FY15 Timeline: <ul style="list-style-type: none"> ○ The assessment plan will be finalized in December 2014 ○ Assessment and documentation, including consultations, will begin after the finalization of the assessment plan in December 2014 and continue through April 2015 ○ The report will be compiled beginning in May 2015 and will be finalized by the end of FY15 ○ Structures, policies, and procedures for exit interviews will be established by April 2015 ○ Exit interviews will be implemented by May 2015 • FY16 Timeline: <ul style="list-style-type: none"> ○ Benchmarking of best practices on an as needed basis will begin in July 2015 and will be completed in the Fall of FY16 ○ Implementation of best practice recommendations and other identified improvement needs for top priority needs will begin in either Winter Session FY16 or Spring FY16, including additional
9. Measures	<ul style="list-style-type: none"> □ FY15: <ul style="list-style-type: none"> ○ The production of a report used for development of FY16 plans and institutional reference ○ The establishment of a baseline upon which to base FY16 and future metrics for improvement ○ The creation of exit interview policies, structures, and procedures ○ Number of exit interviews completed ○ Number of employees providing input on organizational environment ○ Longitudinal retention profile

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	<ul style="list-style-type: none"> ○ Number of feedback mechanisms available to employees ○ Documentation of impact of new feedback mechanisms <p>□ FY16:</p> <ul style="list-style-type: none"> ○ Number of exit interviews completed ○ Longitudinal retention profile ○ Number of new feedback mechanisms implemented ○ Number of feedback mechanisms available to employees ○ Documentation of impact of new feedback mechanisms ○ Number of employees providing input on organizational environment ○ Other measures to be developed based on identified areas for improvement in FY15
10. Outcomes	<p>□ FY15:</p> <ul style="list-style-type: none"> ○ A better organizational understanding of the current state ○ The production of a report used for development of FY16 plans and institutional reference ○ The establishment of a baseline upon which to base FY16 and future metrics for improvement <p>□ FY16:</p> <ul style="list-style-type: none"> ○ Based on the baseline findings from FY15 assessments, FY16 outcomes will focus on seeking improvement in the following areas (with specific percentage improvement goals established upon completion of FY15 baseline assessments): <ul style="list-style-type: none"> ▪ Increase in number of exit interviews ▪ Increase in number of employees providing organizational environment feedback ▪ Increase in retention numbers ▪ Increase in number of feedback mechanisms ▪ Demonstration of positive impact of feedback mechanisms

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Central Administration, Scott Midkiff, Information Technology	
Initiative Number 3 _ (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	(a) Access and Success, (b) Campus Climate and Intergroup Relations, (c) Education and Scholarship, (d) Institutional Infrastructure
2. Constituent Group(s)	(a) Undergraduate Students, (b) Graduate/Professional Students, (c) Faculty Members, (d) Staff Members, (e) Other
3. Initiative Description	<p>Launch a university-wide, extensively collaborative, multi-year effort to promote and enhance accessibility in information technology in order to improve the experience of individuals with disabilities at Virginia Tech. More specifically, this initiative will assist the institution with the following inclusion and diversity aims:</p> <ul style="list-style-type: none"> a. increase access and success by achieving a more diverse and inclusive faculty and staff through an improvement in Virginia Tech's ability to recruit and retain community members by providing widely accessible information technology resources; b. improve campus climate and intergroup relations by seeking to deliberately promote an organizational environment that acknowledges and celebrates diversity and employs inclusive practices throughout daily operations that demonstrate dedication to accessibility in the technologies, particularly those related to communicating, provided to and used by the community; c. create and sustain an institutional infrastructure that effectively supports progress in diversity and inclusion by sharpening our focus on accessibility in information technology
4. Rationale	<p>To ensure effective and systematic assessment of progress on the 2012-2018 Information Technology Strategic Plan, over fiscal year 2014 (FY14), the IT organization designed, collaboratively created, and implemented the first Operational Plan for Information Technology. The 2014-2016 IT Operational Plan provides a detailed set of goals, initiatives, and tasks to realize the seven pillars of the IT strategic plan and the "Plan for a New Horizon." Part of our aim was also to create a clear framework for defining a vision, implementing the vision, and assessing our progress towards that vision. Pillar 7 of the 2012-2018 IT Strategic Plan and 2014-2016 IT Operational Plan are directly relevant to the priorities identified in the 2013- 2018 Diversity Strategic Plan. This pillar focuses on making the organization stronger and more capable, in major part by developing and maintaining a workforce pipeline for IT that focuses on the broad spectrum of employment, including recruitment, environment, retention, career planning, and professional development. Indeed, the IT organization had identified several work areas that closely match the priorities of the Diversity Plan, the most urgent of which have become the three major diversity and inclusion initiatives defined by IT for the coming years.</p> <p>Initiative 3 specifically arises from a need identified in the operational planning process, and within the initiatives and tasks of both Pillars 1 (enabling networked learning in the networked university) and Pillar 7. Both Pillars call upon IT to actively engage the university community in advancing accessibility, via mechanisms such as the web, universal design of course materials, and assistive technologies to promote a</p>

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	<p>supportive and inclusive experience for individuals with disabilities. As a result, Initiative 3 of our Inclusion and Diversity Implementation plan calls for IT to take on the topic of accessibility in information technology as a major effort to address a strategic need for both IT as an organization and the institution as a whole. To accomplish the aims of this Initiative (as detailed in the Design section below), IT is recommending a two-pronged approach. The first area of emphasis is seeking a university-wide improvement in web accessibility. The second area of emphasis centers on improving accessibility for other IT-provided services. To accomplish these aims, FY15 will focus explicitly on conducting a current state assessment to identify areas for improvement on web accessibility and recommendations for best practices for improvement, while FY16 will primarily emphasize the implementation of improvements and the beginning of an assessment of accessibility for other IT-provided services. FY17 is then expected to focus on continuing implementation of web accessibility improvements as well as the beginning of improvements in other IT-provided services and the completion of assessment of accessibility for IT-provided services.</p>
<p>5. Design</p>	<ul style="list-style-type: none"> • FY15: Conduct a web accessibility analysis of the University's web presence and work with groups across campus to develop a better understanding of the current state and develop a plan for making improvements based on generalizable and scalable best practices <ul style="list-style-type: none"> ○ The process of creating the Operational Plan over the course of fiscal year 2014 prompted an iterative and highly participative discussion of areas for potential organizational focus and improvement. As we sought to define how the organization would demonstrate progress and achieve aims, we found that we needed to assess and understand the weaknesses of our current environment as well as existing organizational barriers to determine how to most effectively advance and achieve our aims. Due to the broad scope of the university's web presence (and ownership/activity that extends well beyond the IT organization), FY15 focuses on conducting an institution-wide, highly collaborative assessment to better understand the current state of the institution's web presence with respect to accessibility and establish a baseline for improvement in subsequent fiscal years. To accomplish this, IT will: <ul style="list-style-type: none"> ▪ Work collaboratively with leaders in central administration (e.g., University Relations) and the colleges to: <ul style="list-style-type: none"> • Understand and document the current state • Develop a portfolio of best practice recommendations for all websites • Determine the extent to which such best practices can be directly incorporated into the design of the new, forthcoming Content Management System • Produce a report detailing findings and recommendations

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	<ul style="list-style-type: none"> • FY16: Implement the web accessibility improvement plan and begin assessment of the accessibility of IT- provided services to develop a better understanding of the current state. FY16 work will primarily involve personnel within the IT organization <ul style="list-style-type: none"> ○ Based on the priorities and best practices identified in the FY15 report on web accessibility, FY16 will partially center on the implementation of improvements to IT-controlled websites ○ Additionally, the IT organization will begin assessing the accessibility of other IT-provided services, with a particular initial emphasis on those related to communicating (e.g., Scholar) • FY17: Continue implementation of the web accessibility improvement plan and complete assessment of IT-provided services to develop a better understanding of the current state and begin implementation of improvements. FY17 work will primarily involve personnel within the IT organization
6. Responsibility	While all organizational units within IT will be consulted and will contribute to efforts in FY15, FY16, and FY17, Initiative 3 will be driven by personnel within the Assistive Technologies group of Technology- enhanced Learning and Online Strategies (TLOS).
7. Accountability	Dale Pike
8. Timing	<p><i>Expansion on a Current Initiative</i></p> <ul style="list-style-type: none"> • FY15 Timeline: <ul style="list-style-type: none"> ○ The assessment plan will be finalized in January 2015, including participating partner units ○ Assessment, documentation, and best practices development will begin after the finalization of the assessment plan in January 2015 and continue through May 2015 ○ The report will be compiled beginning in May 2015 and will be finalized by the end of FY15 • FY16 Timeline: <ul style="list-style-type: none"> ○ Implementation of best practice recommendations for IT websites will begin in July 2015 ○ The assessment plan for IT services under evaluation for FY16 will be finalized in August 2015 ○ Assessment of selected services will begin by September 2015 and will be completed by the end of FY16 • FY17 Timeline: <ul style="list-style-type: none"> ○ IT will continue the implementation of best practice recommendations for websites as needed throughout FY17 ○ IT will begin the implementation of recommendations from the FY16 service assessments in August of 2016 ○ The assessment plan for IT services under evaluation for FY17 will be finalized in August 2016 ○ Assessment of selected services will begin by September 2016 and will be completed by the end

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9. Measures	<ul style="list-style-type: none">▢ FY15:<ul style="list-style-type: none">○ The production of a report used for development of FY16 plans and institutional reference○ Number of sites reviewed○ Percentage of IT websites that meet best practice standards○ Development and ratification of best practice standards▢ FY16:<ul style="list-style-type: none">○ Number of sites upgraded to meet best practice standards identified in FY15○ Percentage of overall university websites that meet best practice standards○ Percentage of IT websites that meet best practice standards○ Number of IT services reviewed out of total services▢ FY17:<ul style="list-style-type: none">○ Number of sites upgraded to meet best practice standards identified in FY15○ Percentage of overall university websites that meet best practice standards○ Percentage of IT websites that meet best practice standards○ Number of IT services reviewed out of total services○ Percentage of IT services that meet best practice standards identified in FY16
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<p>10. Outcomes</p>	<ul style="list-style-type: none"> <div> <div></div> <div>FY15:</div> </div> <ul style="list-style-type: none"> ○ A better organizational understanding of the current state ○ The production of a report used for development of FY16 plans and institutional reference ○ The establishment of a baseline upon which to base FY16 and future metrics for improvement <div> <div></div> <div>FY16:</div> </div> <ul style="list-style-type: none"> ○ Based on the baseline findings from FY15 assessments, FY16 outcomes will focus on seeking improvement in the following areas (with specific percentage improvement goals established upon completion of FY15 baseline assessments): <ul style="list-style-type: none"> ▪ Increase in number of sites upgraded to meet best practice standards identified in FY15 ▪ Increase in percentage of overall university websites that meet best practice standards ▪ Increase in percentage of IT websites that meet best practice standards ▪ Increase in number of IT services reviewed out of total services <div> <div></div> <div>FY17:</div> </div> <ul style="list-style-type: none"> ○ Based on the baseline findings from FY15 assessments, FY16 outcomes will focus on seeking improvement in the following areas (with specific percentage improvement goals established upon completion of FY15 baseline assessments): <ul style="list-style-type: none"> ▪ Increase in number of sites upgraded to meet best practice standards identified in FY15 ▪ Increase in percentage of overall university websites that meet best practice standards ▪ Increase in percentage of IT websites that meet best practice standards ▪ Increase in number of IT services reviewed out of total services ▪ Increase in percentage of IT services that meet best practice standards identified in FY16
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National Capital Region	
Initiative Number 1: Engaging Area Teachers in Integration of 3D Printing in Curricula	
1. Inclusive Excellence Dimension(s)	Education and Scholarship
2. Constituent Group(s)	Faculty Members; Other – teachers
3. Initiative Description	Targeted engagement of area teachers to train them integration of 3D printing into curricula. Specific attention towards highly diverse schools in the National Capital Region.
4. Rationale	Overall, the NCR intends to capitalize on the rich diversity found in northern VA. Particular emphasis could be placed on targeted outreach to secondary schools; creating partnerships to enable mentoring; and coordinating internships and experiential education for VT students. Virginia Tech will also gain traction with teachers in the NCR and develop training materials will create brand recognition within the K – 12 system.
5. Design	The project will include work with Kenneth Wong and Karen DePauw. The NCR has started building the Maker Lab at NVC as well as partnered with 3D systems to get equipment and software.
6. Responsibility	Steve McKnight
7. Accountability	Steve McKnight
8. Timing	TBD
9. Measures	Workshop Attendance
10. Outcomes	To create partnerships with K – 12 educators in the National Capital Region; Create brand recognition for Virginia Tech within K – 12 system; Create avenues for experiential education and mentoring for Virginia Tech students in diverse settings

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National Capital Region	
Initiative Number 2: Creation of Accelerated Degree Programs	
1. Inclusive Excellence Dimension(s)	Education and Scholarship; Access and Success
2. Constituent Group(s)	Undergraduate Students; Graduate Students; Faculty Members
3. Initiative Description	The NCR plans to create targeted accelerated degree programs and marketing toward underrepresented populations. The NCR will work with the graduate school and colleges to craft programs from accelerated BS/MS degrees, including the 4+1 option where the +1 occurs in NCR.
4. Rationale	Overall, the NCR intends to capitalize on the rich diversity found in northern VA. The creation of accelerated BS/MS degrees where the +1 would be located in the NCR appeals to a number of students who would not normally consider Virginia Tech.
5. Design	The project will include collaborations with college deans and Karen DePauw.
6. Responsibility	Steve McKnight
7. Accountability	Steve McKnight
8. Timing	TBD
9. Measures	Enrollment yield in accelerated degrees located in the NCR.
10. Outcomes	Create diversity in accelerated degree options; attract and retain a diverse student population in the accelerated degree programs

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National Capital Region	
Initiative Number 3: Partnership with Continuing and Professional Education	
1. Inclusive Excellence Dimension(s)	Education and Scholarship; Campus Climate and Intergroup Relations
2. Constituent Group(s)	Faculty Members; Staff Members; Community
3. Initiative Description	The NCR plans to build upon current partnership and outreach activities with Continuing and Professional Education (CPE). The NCR would like to better use the extension network and CPE activities.
4. Rationale	Overall, the NCR intends to capitalize on the rich diversity found in northern VA. By partnering with CPE, the NCR can engage in outreach activities fostering economic development for Virginia Tech and the Commonwealth of Virginia.
5. Design	The project will include collaborations with Guru Ghosh and Susan Short.
6. Responsibility	Steve McKnight
7. Accountability	Steve McKnight
8. Timing	TBD
9. Measures	CPE Activities in NCR
10. Outcomes	Strengthen partnership with CPE; Create brand recognition for Virginia Tech in the NCR; Improve avenues for CPE activities in the NCR

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National Capital Region	
Initiative Number 4: Entrepreneurial and Innovation Camps	
1. Inclusive Excellence Dimension(s)	Access and Success; Education and Scholarship
2. Constituent Group(s)	Undergraduate Students; Faculty members; Other – high school students
3. Initiative Description	The NCR will host entrepreneurial and innovation camps for high school and undergraduate students, specifically targeting underrepresented populations. The NCR will provide scholarships to select students to help fund attendance to the camps.
4. Rationale	Overall, the NCR intends to capitalize on the rich diversity found in northern VA. By hosting entrepreneurial and innovation camps for high school and undergraduate students, the NCR will make connections within the Northern Virginia community and K – 12 system.
5. Design	The project will include collaborations with college deans and local K – 12 educators. Students will apply to attend the camps. They will be selected by a committee, which will be determined at a later date. A select number of students will be given scholarships to attend the campus.
6. Responsibility	Steve McKnight
7. Accountability	Steve McKnight
8. Timing	TBD
9. Measures	Enrollment Yield in Entrepreneurial and Innovation Camps
10. Outcomes	Strengthen partnership with Northern Virginia community and K – 12 system; Create avenues for experiential education for Virginia Tech students in diverse settings

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Women and Gender in International Development Discussion Series , Guru Ghosh, Vice President for Outreach and International Affairs	
Initiative Number 1	
1. Inclusive Excellence Dimension(s)	Education and Scholarship: Build a community that fosters research, scholarship, learning, and creative performance that reflect global diversity, inclusion, and social justice.
2. Constituent Group(s)	a) Undergraduate Students, (b) Graduate/Professional Students, (c) Faculty Members, (d) Staff Members, and (e) Other (community—in Blacksburg, academic community, international development community)
3. Initiative Description	Elevate WGD Discussion Series to increase impact and visibility of Virginia Tech's gender and development expertise, increase student awareness of international gender issues, & increase involvement of int'l students
4. Rationale	Increase visibility of VT competence in gender and international development Increase the capacity for research and discovery around diversity and inclusion, both domestic and international, for faculty, staff, and students (Objective 3 of the Education and Scholarship Dimension).
5. Design	Identify and make arrangements for speakers. Collaborate with Women's Center for Women's Month event and presentations in their Through Feminist Eyes Series. Collaborate with Cranwell International Center, Graduate School, and individual departments to identify women international graduate students for Women's Month panel. Increase number of students at the Discussion Series (1. Announce early; 2. Get to department heads; 3. Story before and after via OIA communications; 4. Get calendar to faculty early so they can assign extra credit; and 5. Offer food.) Communicate to advertise and report on events via Twitter, the VT calendar, the VT Daily news, OIRED blogs, OIA communications, WGD listserv, Women's Center and Women's and Gender Studies listservs.
6. Responsibility	The Women and Gender in International Development (WGD) team at the Office of International Research, Education, and Development (OIRED)
7. Accountability	Maria Elisa Christie, Director, WGD, OIRED
8. Timing	Continue and expand on WGD Discussion series: three presentations or panels at Virginia Tech each semester, including a panel for Women's Month (March 2015) Presentation by WGD team members on campus (WC Through Feminist Eyes Series) and outside of Blacksburg (at Concord University in West Virginia in November of 2014, at Oklahoma University in February, and at Virginia Tech's Northern Virginia campus in Spring of 2015). Completion by May 2015.
9. Measures	Number of presentations on campus Number of presentations off campus Number and gender of audience at presentations Number, gender and constituent group of participants in discussion series on VT campus Number and gender of VT graduate students presenting

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10. Outcomes	Increased awareness of international development and gender issues Increased visibility of Virginia Tech's WGD expertise Opportunities for Virginia Tech grad students to present their research and experiences
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International Spouse/Partner Support Program , Guru Ghosh, Vice President Outreach and International Affairs	
Initiative Number <u>2</u> (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	(a) access and success, (b) campus climate and intergroup relations
2. Constituent Group(s)	(b) graduate/professional students
3. Initiative Description	Extend invitation to spouses/partners of international graduate students to study English at the Language and Culture Institute (VTLCI) free of tuition (or, alternatively, at a VT employee rate of \$50 per academic class per semester).
4. Rationale	Spouses of international graduate students cannot be legally employed in the U.S and in many instances, their English language competency is limited. There are few community-based alternatives for 'real' language study. Spouses/partners can, therefore, be linguistically isolated. Resulting frustration and unhappiness affects the associated VT graduate student. This has resulted in unfortunate incidents ranging from early departure to marital problems.
5. Design	Spouses/partners would register on regular session start dates and be admitted on a space-available basis. 30-40 could readily be accommodated in classes without incurring additional cost. Spouses/partners would, in addition, have access to normal VTLCI student services including orientation, outings and social advising.
6. Responsibility	The Language and Culture Institute would be responsible designing promotional materials and for delivery of courses. The Graduate School and Cranwell International Center would be jointly responsible for promoting this opportunity to graduate students and spouses/partners.
7. Accountability	As above.
8. Timing	Spouses/partners to begin classes Fall 2015.
9. Measures	All enrolled students complete course and program evaluations regularly. VTLCI will either design a special evaluation form or will modify the current evaluation forms to accommodate spouses/partners.
10. Outcomes	Spouses/partners will: 1) be better prepared for adapting and assimilating to their new settings; 2) be less apprehensive of their surroundings and, therefore, more productive in the community; 3) be prepared to the extent that they could go on to study themselves at NRCC, Radford, or Virginia Tech. Moreover, they will feel more welcome in the university and Blacksburg communities.

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Scholarship for Underrepresented Populations for Admissions and Study Abroad , Guru Ghosh, Vice President Outreach and International Affairs	
Initiative Number	3 (Each area is responsible for identifying three initiatives)
1. Inclusive Excellence Dimension(s)	(a) Access and Success
2. Constituent Group(s)	(a) Undergraduate Students, (b) Graduate/Professional students, (c) Incoming Freshmen, (d) Transfer TRiO students that transfer into VT
3. Initiative Description	<p>To provide hard dollar scholarship funding Virginia Tech's underrepresented student populations who are participating in study abroad programs.</p> <p>Specific scholarship funds will also be set aside to assist TRiO students who have chosen to come to Virginia Tech to pursue undergraduate degrees, either as incoming freshmen or as transfer students from community colleges both in and out of the state.</p>
4. Rationale	<p>National studies long have recognized affordability as one of the major barriers to study abroad participation among U.S. college students. During the 2013-14 academic year, 14% of Virginia Tech students who studied abroad identified as underrepresented minorities. Of Virginia Tech's underrepresented student population that studied abroad, approximately 70% completed the Free Application for Federal Student Aid (FAFSA) requesting financial assistance from the government. The majority of this assistance came in the form of student loans; which in most cases still did not cover the entire cost of the study abroad program. The Global Education Office would like to provide scholarship opportunities that increase study abroad interest among underrepresented minorities, make study abroad more an affordable reality for underrepresented minorities; and decrease their reliance on federal loans.</p> <p>100% of TRiO students complete the FAFSA, with approximately 90% of them qualifying for some type of financial aid. However, because more than two-thirds of the TRiO population are both low-income and first generation, students do not have the opportunity or access to information and finances that make Virginia Tech a viable option. Virginia Tech is an ideal school for several of our students, but many of them opt for community college due to cost and accessibility. It would be an ideal effort to be able to provide scholarships and other resources (tutoring,</p>
5. Design	<p>Underrepresented full-time, degree seeking students who have been accepted to an approved study abroad program will be eligible to apply for this scholarship offered by Virginia Tech's Global Education Office. Four scholarships in the amount of \$3,000 will be awarded during the Fall semester; and four scholarships in the amount of \$3,000 will be awarded during the Spring semester.</p> <p>Two scholarships in the amount of \$2,000 will be awarded during the Summer semesters. This would be an annual dollar amount of \$28,000 in scholarship funding allotted towards increasing diversity and inclusion in study abroad participation at Virginia Tech.</p> <p>In a similar manner stated by Virginia Tech's Global Education Office, six scholarships will be awarded both in the Fall and the Spring semesters, and three during the summer, but the hope would be to fill the gap in total cost for the TRiO students, and that will vary according to financial aid awards. Four will be awarded to incoming freshmen, and two to transfer students during the academic year, and two will be awarded to incoming freshmen and one to</p>

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6. Responsibility	<p>The Global Education Office would be responsible for creating the scholarship application and setting the eligibility and submission guidelines. The office would also form a scholarship review committee comprised of Virginia Tech faculty and staff to select the award winners. The Global Education Office along with Multicultural Programs and</p>
	<p>Academic Opportunities Program will be jointly responsible for promoting this opportunity to the underrepresented student population.</p> <p>The Virginia Association of Educational Opportunity Program Personnel (VAEOPP), which is the TRiO association for the state of Virginia, in conjunction with the TRiO programs at Virginia Tech could collaborate with regards to creating the scholarship application and setting the eligibility and submission guidelines. By utilizing the association, this opens an opportunity to expand Virginia Tech's reach into TRiO programs throughout the state. This opportunity can be promoted at state conferences, weekly and monthly TRiO meetings with students, through social media, and on our TRiO listservs, potentially attracting students throughout the country.</p>
7. Accountability	As above.
8. Timing	<p>The Global Education Office will begin receiving applications during the Spring and Summer semesters of 2015. The first phase of awards will be disbursed to students who are participating in study abroad programs during the Fall 2015 semester.</p> <p>The TRiO programs will begin conversations with the state association during the spring of 2015. We will provide information during the summer and fall of 2015, so incoming students can complete the scholarship application along with the early admissions process. The first awards for incoming freshmen will be disbursed in the spring of</p>
9. Measures	<p>Through our study abroad database we will monitor the number of underrepresented minorities that we advise, and the number who complete the scholarship application. On an annual basis we will gather data on how many students are applying for the scholarship versus the number of students who applied for the scholarship during previous year/years. We will measure efficacy by the increase or decrease in the number of student applicants from year to year.</p> <p>We will coordinate with Admissions and Institutional Research for the number of TRiO students that apply to Virginia Tech, and the number who apply for the scholarship. We will keep track of the students from the programs at VT, and will also coordinate with VAEOPP to track the number of applicants. Of Note: As the TRiO programs are not allowed to recruit or solicit students for Virginia Tech, so "success" is defined for us differently. If</p>
10. Outcomes	<p>Underrepresented study abroad students will: 1) have a funding opportunity that assist with the affordability of study abroad; 2) become more globally competent citizens through study abroad opportunities made available through this funding initiative 3) develop an increased interest and participation rate as the affordability perception becomes less of a barrier.</p> <p>It is desired that TRiO students will begin to look at Virginia Tech as a viable option for postsecondary education.</p>

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

VP for Research	
Initiative Number ____1__ (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	Campus Climate and Intergroup Relations
2. Constituent Group(s)	Faculty Members and Staff Members
3. Initiative Description	Diversity competencies and professional development
4. Rationale	This initiative will actively promote participation in the Diversity Development Institute and the certificate programs as a strategy to building leadership. Competencies and expertise will create and sustain an organizational environment that supports and advances diversity action planning across OVPR and the Institutes. As faculty and staff participate in the DDI and obtain certification, we anticipate that there will be an increasing number of employees who can help shape new initiatives in future years.
5. Design	The Office of the Vice President for Research will solicit participants for the next series of classes offered by UOPD and will provide financial support for participants. In addition, OVPR will work with the supervisor of each participant to fund incentives or recognition that is tailored to the motivations of the participant. This approach is designed to reduce barriers to participation and to provide flexible recognition that is aligned with the employee's professional development plan.
6. Responsibility	Martin Daniel, Associate Vice President for Research Operations
7. Accountability	Robert W. Walters, Vice President for Research
8. Timing	New Initiative for CY2015. Expect to fund for the next three academic years
9. Measures	Number of participants in calendar year 2015 classes
10. Outcomes	A minimum of 5 employees will achieve certification at Ally, Advocate or Ambassador level in 2015. Improvement in diversity awareness and activity as reflected in future campus climate surveys.

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

VP for Research	
Initiative Number <u> 2 </u> (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	Access and Success
2. Constituent Group(s)	Graduate and Undergraduate Students
3. Initiative Description	OVPR will provide funds in support of the VT-IMSD (Initiative for Maximizing Student Development) Program to enable community-building activities with the students.
4. Rationale	Developing a sense of community amongst underrepresented students has been a critically important attribute of successful recruitment and retention of minority students in higher education. Such community building activities are not specifically funded by NIH in the IMSD project so a partnership between IMSD, OVPR, and the Fralin Institute for Life Sciences will provide resources to respond to the social and cultural needs of students that facilitates success at the undergraduate and graduate level.
5. Design	OVPR and the Fralin Life Sciences Institute will provide funding on an annual basis to the IMSD program. The funding enables student travel, social gatherings, and other community enhancing activities to be provided for IMSD scholars.
6. Responsibility	Martin Daniel, Associate Vice President for Research Operations and Dennis Dean, Director, Fralin Life Sciences Institute
7. Accountability	Robert W. Walters, Vice President for Research
8. Timing	Continued Initiative that is expected to continue through 2016
9. Measures	Retention and graduation rates of participants
10. Outcomes	Increasing numbers of doctoral as well as undergraduate students from historically underrepresented groups who want to pursue a Ph.D. and a research career in biomedical or behavioral fields in science or engineering will graduate from Virginia Tech and enter the research profession.

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

VP for Research	
Initiative Number <u> 3 </u> (Each area is responsible for identifying three initiatives)	
1. Inclusive Excellence Dimension(s)	Institutional Infrastructure
2. Constituent Group(s)	Faculty Members and Staff Members
3. Initiative Description	Faculty Workshop: Strengthening Your Grant Proposal Workshop: Broader Impacts Criterion (online session)
4. Rationale	Education, outreach and diversity are key review criteria at NSF and other funding agencies. This workshop identifies Virginia Tech resources – people and programs – that researchers can use to build these critical components into their grant proposals.
5. Design	Instructor is a seasoned reviewer for proposals and Centers nationwide that contain strong diversity, capacity-building and workforce development components. Workshop is integrated into the Networked Learning Initiatives (NLI) program schedule and is also offered online for participation by faculty and staff not based on the Blacksburg campus. For staff participants, this workshop meets the elective requirement for the Virginia Tech Research Administrator Level II Certificate Program. (Note: Diversity program planning is also addressed in a separate workshop, “Building the NSF Grant,” also offered twice per academic year.)
6. Responsibility	Beth Tranter, Chief of Staff, Office of the Vice President for Research
7. Accountability	Robert W. Walters, Vice President for Research
8. Timing	Hold one workshop each Fall and Spring (continued initiative)
9. Measures	Evaluations are conducted after each session. Instructor sends funding opportunities weekly to enrollees in each workshop to encourage follow-up.
10. Outcomes	Enhanced ability of faculty and staff to address diversity and other broader impacts criteria within sponsored research proposals, and to achieve greater impact in diversity through sponsored research projects once initiatives have been funded.

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

Division of Student Affairs	
Initiative Number 1: Human Resources	
1. Inclusive Excellence Dimension(s)	Institutional Infrastructure
2. Constituent Group(s)	Faculty and Staff in DSA
3. Initiative Description	Human Resources in DSA will (a) initiate an exit interview process, (b) create an advanced diversity training for search committee chairs, and (c) standardize the candidate liaison role for all AP Faculty searches.
4. Rationale	The University strategic plan outlines: The Virginia Tech Experience – Pursue quality-of-life initiatives in support of the university as a vibrant, dynamic, and sustainable workplace. The DSA strategic plan has a goal to: Recruit and retain a diverse, multicultural workforce in the division.
5. Design	(a) Design process is already underway. Begin data collection by January 2015. Submit reports to Dr. Perillo outlining themes and suggested strategies, including potential coaching efforts needed in particular units. (b) Survey current university human resources training offered and compare to DSA goals for search processes; create required session to address the difference; advertise through Directors and Vice President for Student Affairs Council. (c) Evaluate and fine-tune current candidate liaison role; standardize materials; train a diverse, representative group to act as liaisons.
6. Responsibility	Gary Shapiro
7. Accountability	Dr. Cynthia Bonner
8. Timing	(a) Begin January 2015, submit reports once per semester (spring, summer, fall) (b) Develop by May 2015, train beginning summer 2015 (c) Launch by February 1, 2015 to align with several upcoming national searches
9. Measures	(a) Regular reporting and comparative data with HR paperwork processing (b) Pre/post assessment of the training (c) Interview newly on-boarded AP Faculty to find out what was worthwhile/helpful (immediate) and continue to do so each mid-fall.
10. Outcomes	(a) We will have accurate data to understand why employees leave VT and be able to direct change measures for both the hiring process and daily culture. (b) Search committee chairs will reduce bias in their processes and build their own capacity for leading an inclusive search. (c) Candidates who reach the on-campus interview phase will be offered an opportunity to discover how they will thrive in all aspects of their life, rather than simply work task success.

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

Division of Student Affairs	
Initiative Number 2: Intergroup Dialogue	
1. Inclusive Excellence Dimension(s)	Campus Climate and Intergroup Relations
2. Constituent Group(s)	Undergraduate Students
3. Initiative Description	The University of Michigan model of Intergroup Dialogue is the national standard for successful programs. “Intergroup dialogues are defined as <i>facilitated</i> , face-to-face meetings between students from two or more social identity groups that have a history of conflict or potential conflict.” ¹ This is a complex and challenging endeavor. Given the intense personal exploration in year one of the program, successful participants will be prepared to participate as Teaching Assistants for myriad sections of Intergroup Dialogue courses. They will serve as mentors to sustain meaningful intergroup contact, dialogue, and education.
4. Rationale	From the university strategic plan: The Virginia Tech Experience – Pursue quality-of-life initiatives in support of the university as a vibrant, dynamic, and sustainable workplace. Students should experience meaningful friendships with others and Virginia Tech who are different from themselves. From the DSA Strategic Plan goals: Students will expand their appreciation, understanding, and respect for others who are different than themselves.
5. Design	The course will meet two hours weekly for 16 weeks. The course will intentionally build diverse classrooms of 12-16 students per semester, engaging pre and post assessment for learning co-led by faculty with differing identities, matched with the content of the course. For example, if the section is on gender then facilitators should be balanced between men, women, and gender non-conforming persons. The curriculum will allow for a developmental, experiential, and structured approach. Students will write weekly journal entries, read and respond to weekly assigned readings, and write self-reflection papers. This is intended to be an eventual partnership between the Division of Student Affairs and College of Liberal Arts and Human Sciences.
6. Responsibility	Tricia Smith
7. Accountability	Tom Brown
8. Timing	Course partnership and facilitator training will occur Spring 2015. Fall 2015 will host a pilot section (12 students, 2 facilitator, 1-2 sections). Spring 2015 will be the target for a full launch.
9. Measures	Pre and post assessment, journaling, and a 12 month post-experience interview.
10. Outcomes	Personal Awareness <ul style="list-style-type: none"> Participants will learn more about their own socialization and social identities.

¹ Zuniga, Ximena. (n.d.) *Fostering Intergroup Dialogue on Campus: Essential Ingredients*. Retrieved from <http://www.diversityweb.org/Digest/W98/fostering.html>

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

	<ul style="list-style-type: none">• Participants will develop greater clarity about the differential treatment they receive as a result of their own social group memberships.• Participants will learn to identify and challenge unexamined beliefs about themselves and others. (page 70) <p>Expand Knowledge</p> <ul style="list-style-type: none">• Participants will examine historical, economic, and social information that defines and reflects oppression.• Participants will look at the commonalities and differences among different “isms”.• Participants will be able to analyze the function of stereotyping in supporting prejudice and discrimination of all types. (page 71) <p>Encourage Action</p> <ul style="list-style-type: none">• Participants will create meaningful ways to apply new knowledge and awareness.• Participants will draw upon the relationships built in class to support analysis and action steps.• Participants will see themselves as agents of change, capable of acting on their convictions and in concert with others against the injustices they see. (page 72)
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InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

Division of Student Affairs	
Initiative Number 3: Multicultural Competence Training	
1. Inclusive Excellence Dimension(s)	Education and Scholarship
2. Constituent Group(s)	Faculty and Staff
3. Initiative Description	DSA employees will apply to be a part of a three-year cohort experience around the development of multicultural competence. They will explore the scholarship around multicultural competence, pursue understanding of identity and self in context of social constructs, and both learn about and practice social change. Year one will be framed with self-authorship, inclusive excellence, and the social change model. Year two will require participants to use their new lens and consider “Ut Prosim;” that is, to create social change within Virginia Tech. The third year will allow the cohort members to mentor a first-year cohort, thus completing the cycle of creating sustainable, meaningful change.
4. Rationale	From the university strategic plan: The Virginia Tech Experience – Pursue quality-of-life initiatives in support of the university as a vibrant, dynamic, and sustainable workplace. From the DSA Strategic Plan goals: Division employees will develop the multicultural competencies to address relevant issues and to offer meaningful services to a diverse student population.
5. Design	The course will intentionally build diverse cohorts of 12 faculty and staff per year, engaging pre and post assessment for learning. The cohort will meet three-to-four hours monthly for one academic year. It will be led by faculty with differing identities, professional experiences, and scholarly expertise. The curriculum will allow for a developmental, experiential, and structured approach. Cohort members will write weekly journal entries, read and respond to weekly assigned readings, and engage self-reflection.
6. Responsibility	The Multicultural Competence Committee – Tricia Smith and Brian Bolton
7. Accountability	Dr. Patty Perillo
8. Timing	Course design and application collection will occur Spring 2015. Fall 2015 will be the launch for cohort one.
9. Measures	Pre and post assessment, journaling, and mentorship interviews.
10. Outcomes	Personal Awareness <ul style="list-style-type: none"> • Participants will learn more about their own socialization and social identities. • Participants will develop greater clarity about differential treatment received as a result of social group memberships. • Participants will learn to identify and challenge unexamined beliefs about themselves and others. Expand Knowledge

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

	<ul style="list-style-type: none">• Participants will examine historical, economic, and social information that defines and reflects oppression.• Participants will look at the commonalities and differences among different “isms”.• Participants will be able to analyze the function of stereotyping in supporting prejudice and discrimination of all types. <p>Encourage Action</p> <ul style="list-style-type: none">• Participants will create meaningful ways to apply new knowledge and awareness in the DSA.• Participants will draw upon the relationships built in sessions to support analysis and action steps.• Participants will see themselves as agents of change, capable of acting on their convictions and in concert with others against the injustices they see.
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InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

Virginia Tech Carilion School of Medicine	
Initiative Number 1: VTCSOM/Hampton University Guaranteed Admissions Program / Preferred Applicant Track (GAP)	
1. Inclusive Excellence Dimension(s)	Access and Success
2. Constituent Group(s)	Undergraduate Students (prospective medical school students)
3. Initiative Description	VTCSOM will establish a guaranteed admission/direct admit pipeline program with Hampton University, a top-ranked historically Black institution.
4. Rationale	This initiative is consistent with LCME standards MS-8 and IS-16 related to DIVERSITY/PIPELINE PROGRAMS AND PARTNERSHIPS. MS-8 indicates that “a medical education program should work within its own institutions and/or collaborate with other institutions to make admission to medical education programs more accessible to potential applicants of diverse backgrounds.” IS-16 indicates that a medical education program should establish “programs and/or partnerships aimed at achieving diversity among qualified applicants for medical school admission.” (LCME Elements 3.3 and 7.6)
5. Design	The VTCSOM/HU Guaranteed Admission Program includes residential programs for two summers that will provide interviewing skills, clinical, research, and shadowing experiences, networking opportunities and professional exam preparation to Hampton University students to increase their ability to become competitive in the medical school process.
6. Responsibility	VTCSOM Office of Admissions staff
7. Accountability	VTCSOM Associate Dean for Admissions and Administration
8. Timing	New initiative, effective May 2015; Target date for student enrollment at VTCSOM Fall 2017
9. Measures	# pipeline students, # hours engaged in clinical observation/experiences and undergraduate research; MCAT scores; #, % AMCAS applications of pipeline students, #, % applicants to VTCSOM, # applicants matriculating to VTCSOM, # applicants matriculating to other medical schools
10. Outcomes	Increase the number of qualified and successful URM students applying to and matriculating at VTCSOM

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

Virginia Tech Carilion School of Medicine	
Initiative Number 2: Lunch & Learn Diversity Development Institute (DDI) Series	
1. Inclusive Excellence Dimension(s)	Education and Scholarship; Campus Climate and Intergroup Relations
2. Constituent Group(s)	VTCSOM Graduate/Professional (medical) Students, Faculty Members, Staff Members; Colleagues from partner organizations such as Carilion Clinic
3. Initiative Description	The Lunch & Learn DDI series is a structured curriculum through which VTCSOM students, faculty, staff, and collaborative partners can enhance their diversity awareness and competencies; thereby positively influencing their working and learning environments
4. Rationale	This initiative is consistent with LCME standard IS-16 (DIVERSITY), FA-11 (FACULTY PROFESSIONAL DEVELOPMENT), and ED-22 (CULTURAL COMPETENCE; PERSONAL BIAS). The Lunch & Learn Series is an education and training effort that helps to create and maintain an environment that is welcoming and respectful for all VTCSOM community members and guests. This initiative is consistent with LCME standard IS-16 that requires VTCSOM to “ engage in ongoing, systematic, and focused efforts to attract and retain students, faculty, staff, and others from demographically diverse backgrounds. ” This initiative also supports standard FA-11, providing “opportunities for professional development to each faculty member ...to enhance his or her skills and leadership abilities” -- specifically in the areas of diversity, inclusion, and civility. ED-22 requires that VTCSOM provide “ opportunities for medical students to learn to recognize and appropriately address gender and cultural biases in themselves, in others, and in the health care delivery process” and the “ development of core professional attributes (e.g., altruism, accountability) needed to provide effective care in a multidimensionally diverse society.” (LCME Elements 3.3, 4.5 and 7.6)
5. Design	Two-hour workshop will typically occur during lunch time at VTCSOM. Individuals who attend at least 12 hours of training will earn a Diversity Associate Certificate. Participants may also use attendance at other diversity-related programs as long as the program be at least two hours long and that participants keep a copy of the agenda to verify attendance.
6. Responsibility	Associate Dean for Community & Culture; Chief Diversity Officer, in collaboration with VT Diversity Development Institute
7. Accountability	Associate Dean for Community & Culture; Chief Diversity Officer
8. Timing	New initiative in Fall 2014; Implementation ongoing, with at least three Lunch & Learn sessions each semester
9. Measures	# participants per training, #, % student participation, #, % staff participation, #, % faculty participation, # Diversity Associate Certificates awarded
10. Outcomes	Increase awareness, knowledge, and skills to approach diversity and inclusion issues within VTCSOM community

InclusiveVT
2014 – 2015 Inclusion and Diversity Initiatives

Virginia Tech Carilion School of Medicine	
Initiative Number 3: Youth Outreach and Engagement	
1. Inclusive Excellence Dimension(s)	Access and Success; Campus Climate and Intergroup Relations
2. Constituent Group(s)	Elementary, middle, high school and community college students
3. Initiative Description	VTCSOM faculty, staff and students will engage in structured educational and enrichment activities with elementary, middle, high school and community college students to promote awareness of medicine among underrepresented youth
4. Rationale	This initiative is consistent with LCME standards MS-8 and IS-14A. MS-8 indicates that “a medical education program should work within its own institutions and/or collaborate with other institutions to make admission to medical education programs more accessible to potential applicants of diverse backgrounds. ” IS-14A focuses on SERVICE LEARNING and indicates that medical education programs must promote and provide opportunities for “medical student participation in service-learning and community service activities.” (LCME Elements 3.3 and 6.6)
5. Design	Through workshops, speakers and hands-on activities, the students, faculty and staff at VTCSOM will expose underrepresented young people to professional possibilities in the health care field, and specifically medical school.
6. Responsibility	Associate Dean for Community & Culture
7. Accountability	Associate Dean for Community & Culture; Chief Diversity Officer
8. Timing	Expanding current VTCSOM community outreach efforts by partnering with Virginia Tech’s existing K-14 initiatives; Establish new partnerships as opportunities arise (such as The Renaissance Society, a Roanoke organization that provides enrichment to Black male youth)
9. Measures	#, % VTCSOM student volunteers, #, % faculty and staff volunteers, # individuals served, # organizations served, # youth attending, # student supporters (parents, mentors, etc.) in attendance, # students applying to college, # applicants accepted to college, # accepted students matriculating to college
10. Outcomes	Increase the pool of students interested in medical and health professions; Pre-post data will reveal that program participants have increased knowledge of the college-going process and that they learned new information related to medical careers.