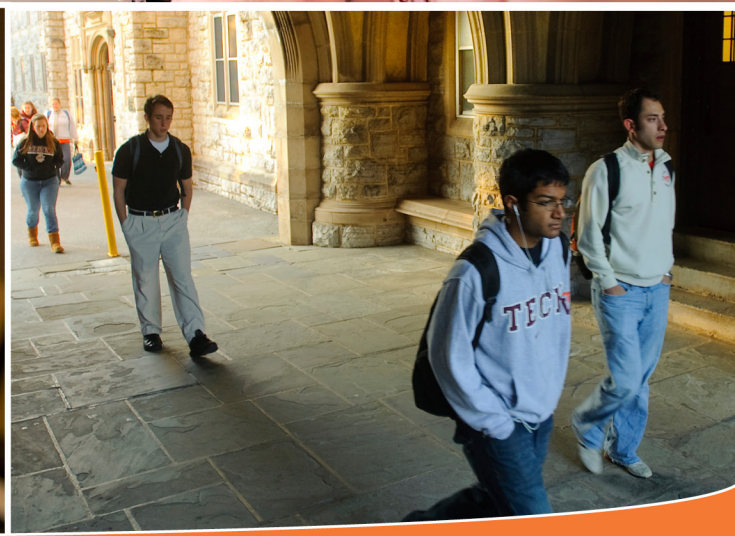# InclusiveVT: Past, Present, Future

Executive Summary

On September 29, 2014, Virginia Tech held a forum on its new institutional approach to inclusion and diversity. This report summarizes the comments from that forum within the historical context of Virginia Tech's prior planning and new InclusiveVT structure. The result is a narrative reflecting public input from the initial hiring of a Chief Diversity Officer to current structural change. The report investigates questions and recommendations raised over the past 15 years and explores progress made and challenges that remain.

This study follows a four phase analysis:

1) Definition of inclusive excellence dimensions;
2) Analysis of notes from the September forum, reflecting comments from 439 participants;
3) Review of the recommendations of five university reports on inclusion and diversity, dating back to an initial University Diversity Plan in 2000;
4) Connection with the InclusiveVT initiatives, sorted by inclusive excellence (IE) dimension and key themes.

These sources reflect feedback from forums and interviews with Virginia Tech faculty, staff, undergraduate and graduate students, administrators, and alumni over the past 15 years. The inclusive excellence dimensions – Access and Success, Campus Climate and Intergroup Relations, Education and Scholarship, and Institutional Infrastructure -- serve as the organizing theme for this report. Although the dimensions of inclusive excellence were first adopted with the 2010 Diversity Strategic Plan, prior plans reflected similar dimensions (see Appendix A). The goals and objectives identified in these plans strongly map onto issues raised at the forum. Below is a summary of some major themes, organized by IE dimension:

Access and Success includes comments on recruiting, retention, and mentoring for undergraduate and graduate students, faculty and staff. Commonly voiced needs include:
- Undergraduate recruiting and outreach into diverse communities throughout Virginia;
- More pipeline and pre-college initiatives, starting as early as elementary school;
- Greater involvement in undergraduate recruiting by faculty, staff, students, and alumni;
- A need for best practices for retention and mentoring;
- Funding, to include undergraduate scholarships and financial aid; graduate tuition and assistantships; and faculty and staff compensation;
- Mentoring for all groups.

Campus Climate and Intergroup Relations includes longstanding concerns about bias and privilege, the need for greater conversation and dialogue, improved resources and programs, and better relationships with the local community. Prevalent themes include:
- Expanding the idea of a "Hokie" to be more inclusive and diverse;
- Promoting available resources, such as the International Street Fair, Heritage Months, and the (former) Dance of Nations;
- Examining overlooked types of diversity: veterans; Jewish faculty, staff, and students; families with children; and individuals who prefer multiple or non-traditional identifiers;
- Encouraging the need for more dialogue throughout the university;
- Examining hidden bias and unexamined privilege at every level of the university;
- Clarifying where and how to report incidences of bias and discrimination.

Education and Scholarship, as core functions of the university, reflect learning areas for faculty, staff, and students, and include courses, curricular and co-curricular programs; internationalization and intercultural competence; research and scholarship; and training and professional development. Conversations in this area included:

- Encouraging greater integration of diversity in the curriculum and co-curriculum -- not just as content, but as inclusive pedagogy oriented towards all learners;
- Viewing Africana Studies, Women and Gender Studies, Judaic Studies, Religion and Culture, Appalachian Studies, and other disciplines as resources and academic models;
- Meeting the cultural needs of international students and scholars;
- Recognition for diverse scholars and scholarship;
- Instituting mandatory and well-funded professional development, including the Diversity Development Institute, Inclusive Pedagogy, and the Search Committee Charge workshops;
- Developing model programs that could be scaled up and used as a basis for cross-campus collaborations, for example: Graduate Diversity Scholars, residence hall programs, and Multicultural Programs and Services;
- Greater dissemination of best practices to departments.

Institutional Infrastructure: The September forum announced a significant change in Virginia Tech's institutional structure for inclusion and diversity. Hence, participants expressed their need to more fully understand the new approach and forum outcomes. Elements of institutional structure include the following: information / communications; funding, resources and incentives; evaluation, assessment, and accountability. Discussions focused around:

- The role of the campus community in implementing the new framework;
- Funding resources and specific incentives — to support InclusiveVT and show the university's commitment;
- Funding for scholarships;
- Accountability and increasing expectations for change;
- Concrete approaches for measuring accountability;
- Explicit communications reflecting a clear message on what inclusion means at Virginia Tech;
- Role of the Principles of Community in the new framework.

Several conclusions can be drawn from this analysis:

- Although common themes connect the forum responses to our prior diversity strategic planning efforts, there remains a lack of communication about Virginia Tech's progress on inclusion and diversity goals and objectives since 2000. In short, participants were keen to know what is already being done in: 1) recruiting and retention; 2) building an inclusive community; 3) fostering inclusive scholarship and pedagogy; and 4) promoting broad institutional change.
- Discussions reinforced the need for collaboration and partnerships to promote inclusion and diversity. This is an explicit goal of InclusiveVT.
- Participants expressed a clear desire for greater representation of students, faculty, staff, alumni, and diverse groups in the new structure.
- Last -- but perhaps most important -- most contributors stressed the need to acknowledge an institutional history of lack of follow-through, continuing experiences of difference on our campus, and the poorly-recognized contributions of advocates for inclusion and diversity. Addressing these fundamental concerns and creating greater accountability will help to further the development of InclusiveVT.

Introduction

On June 30, 2014, Virginia Tech adopted a new organizational structure for inclusion and diversity. This new framework, called InclusiveVT, resulted from the efforts of a Task Force on Inclusive Excellence which was charged to consider successful analogous structures at peer institutions. To implement InclusiveVT, Virginia Tech has adopted a new accountability structure (Appendix C) led by President Timothy Sands. The President has since appointed an Inclusion and Diversity Executive Council (hereafter referred to as Executive Council) comprised of the Provost, selected Vice Provosts, Vice Presidents, and Deans. These individuals are ultimately accountable for progress under the new structure. Additionally, six Inclusion Coordinators are serving as consul-tants for implementing the InclusiveVT initiatives.

The new structure was introduced at a September 29, 2014 public forum, which attracted a large turnout, indicating the salience of inclusion and diversity to the Virginia Tech community. In total, 439 people took part in the forum—309 onsite participants and 130 who joined from remote locations via WebX. For one hour of the forum, facilitated table discussions focused on two questions:

> 1. How can colleges, vice presidential areas, and other university units contribute to the success of the new model? What kind of programs or resources are you presently involved with that could be shared with the university community?
> 2. What developing or needed initiatives would you like to see implemented? What partnerships could be developed to meet those needs?

Note takers at each table recoded discussions, and these notes were centrally compiled for analysis. The process for analysis was as follows:

Phase One: Defining Inclusive Excellence dimensions

The purpose of this first phase was to define the inclusive excellence dimensions in order to establish a consistent base for categorizing the notes. Virginia Tech's use of the four IE dimensions is based upon consultation with Dr. Damon Williams, a noted scholar on inclusion and diversity, who was engaged by the university during 2007-08. The four IE dimensions—Access and Success, Campus Climate and Intergroup Relations, Education and Scholarship, and Institutional Infrastructure—closely parallel Dr. Daryl Smith's "Dimensions of Campus Diversity" (1997, 2009, 2014). But where Smith's dimensions historically apply to students only, Virginia Tech has extended them to include faculty and staff. This adaptation is consistent with how prior university diversity planning comprised all campus constituencies. One inconsistency is that earlier planning included sections on alumni and off-campus communities—which were omitted from the 2010 and 2013 strategic plans. While alumni and community concerns were not a strong theme in the table discussions, these groups do not fit neatly within the IE categories, and are presented separately in this report.

Phase Two: Forum Comments
In addition to the table notes, there were several other sources of forum comments. While the individuals who participated by WebX could not join in table discussions, they were able to submit comments on the new structure electronically. Further, Virginia Tech's Black Faculty and Staff Caucus Executive Committee, all of whom attended the forum, sent a response to President Sands (this caucus response was shared with Virginia Tech's other faculty and staff caucuses, who were also present at the forum). Taken together, these notes and comments were then synthesized for further review.

Preliminary analysis of the table comments provided 41 pages of notes. These were divided into the four IE dimen-sions, with further division into major themes. A two page summary with representative comments was presented to the Executive Council on October 20 (available on the InclusiveVT website). A full and thorough analysis of the notes is contained in this report.

Phase Three: Strategic Plans
The 2014 forum was the latest in a history of Virginia Tech community conversations focusing on inclusion and diversity. Since 2000, five planning documents have resulted from public forums of this nature. Strategic planning serves as a basis for assessment and continuous improvement, and the notes serve as a measure of Virginia Tech's progress on these publicly generated goals and objectives. The five planning documents are described in detail in Table 1. Analysis of the notes demonstrated considerable consistency with planning goals and objectives; areas that do not correspond are addressed in the sections of this report.

Table 1: Virginia Tech Inclusion and Diversity Reports and Plans
- *The Faces of Change, University Diversity Plan, 2000-2005:* In 2000, the then Office for Multicultural Affairs (OMA) engaged in an 18-month planning process, involving nine university-wide forums. The 2000-2005 plan resulted from this participatory process.
- *Virginia Tech Task Force on Race and the Institution, Final Report, 2007:* This report resulted from a year long process "to examine key issues of race, racism, and racial inequity" at the university (p. 6). Twenty-five members of the university community guided this process, and six subcommittees presented recommendations relating to six common themes that made up the report .
- *Growing and Sustaining a Diverse and Inclusive Environment:* The 2010-2013 Virginia Tech Diversity Strategic Plan: This plan was the first to employ the inclusive excellence (IE) dimensions. While the process for compiling this plan was not documented, it substantially influenced the development of the 2013 plan.
- *Toward an Inclusive Community, Diversity Strategic Plan, 2013-2018:* A series of cross-divisional work groups met during 2012-13 to review and revise the 2010 - 2013 plan. Overall, 32 participants and 20 university offices provided input. A planning group of six faculty with responsibility for diversity and inclusion assessment guided this process. This group continues to review diversity progress as mandated by the plan.
- *Strategies for the Recruitment and Retention of Underrepresented Minority Faculty:* A Former Chair's Perspective: In Spring, 2014, Dr. Lucinda Roy met with department heads and underrepresented minority faculty at the assistant and associate professor ranks to develop this report about climate issues and strategies for departments to recruit and retain diverse faculty.

Phase Four: InclusiveVT Initiatives
As part of the new InclusiveVT framework, 86 initiatives were solicited from 28 senior management areas. For the purposes of this report, the initiatives were compared with the definitions established in Phase One, the historic use of the IE dimensions in strategic plans, and the categorization of the notes. Phase Four completes the analysis by enabling comparison from 1) historic planning, to 2) current perceptions of progress and needs, to 3) initiatives for change under InclusiveVT.

Consistent with the above analyses, the IE dimensions serve as the section headings for this report. Each section follows a consistent format:
- Definitions for each IE dimension
- Discussion of September forum notes
- Connections to Goals and Objectives from prior planning
- Listing of InclusiveVT initiatives by area

Access and Success

Definition: Access and success of historically underrepresented populations is the "historic heart and soul of diversity in higher education" (Smith, 2011, p. 77). Williams (2005) refers to these as "access and retention" and "access and equity", and defines them as "The compositional number and success levels of historically underrepresented students, faculty, and staff in higher education" (p. 21).

Major forum themes:
1. Undergraduate Access and Success (99 comments)
2. Graduate Access and Success (43 comments)
3. Faculty / Staff Access and Success (47 comments)

Undergraduate Student Access

Access, in terms of student recruitment, has remained a consistent concern across all diversity plans since 2000 (see Appendix A). Planning has resulted in several action oriented recommendations (see Table 2), and these are consistent with table discussions at the September forum.

Each of the strategic documents recommends a systematic approach to recruiting, involving financial aid, assessment, and tracking why students accept or decline offers of admission. Participants in the forum noted with concern the lack of diversity among recruited (first time, full time) students. A variety of comments related to our recruiting infrastructure. Table discussions inquired about targeted recruitment based upon demographic and geographic analysis, as well as what proactive steps individual colleges and departments are taking. Programs from other universities were noted, such as minority recruiting weekends at Georgia Tech, Purdue, and Penn State. Many participants emphasized the need for more scholarships and endowments to support minority and first-generation students to attend irginia Tech. Development and fundraising for scholarships is discussed under Institutional Infrastructure.

All plans reflect an emphasis on out each, pre-college, and pipeline programs. Many forum comments stressed the importance of these programs. Summer camps and other opportunities to bring students to campus were suggested, but these programs also need staff and resources. Below are some of the stated concerns:

> We need intentional and ongoing outreach with summer programs for underrepresented middle school and high school students. We need to look at best practices from other institutions … and put in the necessary staffing and funding to get these students to come to our campus … (FT-15)*.

Table 2: Strategic Plans – Undergraduate Student Access

University Diversity Plan, 2000-2005
- Develop a student recruitment plan that will increase the diversity of the undergraduate student population.
- Identify and/or increase quantity and quality of outreach programs and activities … that are designed to enhance academic/career preparation and encourage college attendance.

Task Force on Race and the Institution, 2007
- Develop more effective strategies and efforts to sustain viable access to Virginia Tech through the ongoing recruitment of and financial aid for underrepresented students and through the expansion of pre-college outreach initiatives).

Diversity Strategic Plan, 2010-2013
- Implement selected pipeline initiatives with the potential to make Virginia Tech the institution of choice for high-achieving pre-college students from diverse and underrepresented groups.
- Reduce the gap in yield rates for admitted freshmen or transfers from diverse and underrepresented groups … through aggressive financial-aid packaging, b oad engagement of the university community, assessment of special initiatives, and acting upon results.

Diversity Strategic Plan, 2013-2018
- Implement pre-college initiatives …
- Increase yield rates … through engagement of the entire university community.
- Enhance outreach to high schools within the Commonwealth/region …
- Track reasons prospective students accept or decline offers of admission.
- Enhance opportunities for personal interaction (via) ambassador and summer bridge program.

FT stands for Forum Table. WebX indicates a comment from a WebX participant.

One participant worked at Cornell – she stressed needing more staff members in this area – 'current staff don't have enough time to devote to PCEG (Presidential Campus Enrichment Grant). (We) don't have the infrastructure for even a smaller program … Financial backing must be big!' (FT-15).

Several people spoke to the need for sustained, ongoing, and intentional outreach to K-12 schools. Of these, a number of comments suggested earlier contact: "(We should) start touch points with students earlier than junior/senior year of high school ... (i.e., elementary and middle schools)" (FT-14). The College of Engineering has programs with middle school girls and living / learning community partnerships with local schools. As one participant noted:

> … (We) started hosting community field trips for boys and girls clu s to visit VT so they could see campus, hopefully start to visualize themselves here in the future... (There were) exercises interacting with technology, … TV production, doing music in technology, (and) talk about information systems and networking, ... (I received a) phone call this week from a young lady, now a senior in high school … about applying to VT … Each person plays a role, … and those connections make a difference with students (FT-12).

Attendees expressed concern about "students who might not otherwise be considering college" (FT-15), and advocated for reaching out to these students to inform them that college is a viable option. They inquired about reducing application/admissions costs for these students. Participants also recommended specific out each to minority serving institutions in different parts of the Commonwealth. The National Capital Region and other remote campus centers could be a resource in such recruitment endeavors:

> Speaking from an off campus location, we have a small student population and would like to try building a group focusing on under-represented minorities in the region. Initially we can try to reach out to Hispanic, Latino, African-American, (and) American Indian populations as a group. We have an advantage in that we are in a very diverse region of the state (WebX-2).

Participants identified several best practice programs, both within and outside Virginia Tech:
- Leadership Excellence and Academy in Pamplin (LEAP)
- Student Success Center Pell Grant and Presidential Campus Enrichment Grant (PCEG) scholarship programs (cited retention rate of 85-90%)
- STEM programs for girls and Math Corp for 6th grade students
- Center for the Enhancement of Engineering Diversity (CEED)
- Partnership with Achievable Dream Academy
- Virginia CAREER Views program for 5th grade students with high federal need
- Access College Foundation
- Student Success Center
- ROTC Scholarships

Participants advocated for a variety of campus constituencies to become more involved in the recruiting process. For example, alumni could help leverage corporate sponsorship, and reach out to schools in their localities. Underrepresented Virginia Tech faculty, students, and staff serve as resources for recruitment. Dartmouth College was cited as a school that provides resources for faculty to assist in recruiting diverse students. Participants expressed that they and their departments WANT to recruit, but noted intrinsic barriers to this sort of involvement:

> The greatest ambassadors for diversity and inclusion are the students and faculty who represent diversity. They are the best salespeople for the VT brand in culture, campus environment, and academic excellence. … (S)ome departments and offices incentivize studen s to go back to their secondary schools to talk about their VT experience and promote the university (WebX-4).

> For outreach to students across the Commonwealth, it would be beneficial to allow facult , alumni, and students a measure of autonomy in recruiting underrepresented minorities. (The) Admissions office is currently controlling the process too much (FT-16).

On-campus camps and Gateway Weekends were praised, but there are concerns that these programs convey an image of Virginia Tech that is not representative of its diversity: "(B)e careful not to create a false representation of what VT is like (no bait and switch)" (FT-14).

Undergraduate Student Success

Prior strategic plans have focused on developing effective frameworks, promoting quality advising, and ensuring that students have academic, social, cultural, and financial su port. Forum participants wanted to know more about social, cultural, and financial esources for retaining underrepresented groups, including childcare, activities for same sex couples, hair care resources, and dietary needs. This suggests that the university can do more to orient diverse populations to Virginia Tech and the surrounding community. Exemplary academic resource programs include:

- Cranwell International Center's Global Ambassador Program;
- Multicultural Academic Opportunities Program (MAOP);
- The Student Success Center; and
- Center for the Enhancement of Engineering Diversity (CEED)

Overall, participants felt that Virginia Tech needed to be more responsive to the academic, social, and cultural needs of diverse and underrepresented students, so that it can be "a better, more desirable place" (FT-13) for these students. The following needs were raised:

- Greater physical accessibility, (that is) better supported (FT-9);
- More and better child care for students, faculty and staff (including undergraduate students!) (FT-4);
- Services for students who are dealing with culture shock (FT-4);
- A Phase II orientation to acquaint newly arrived students with the area and the resources both at VT and in the New River Valley (FT-23);
- The establishment of a DREAMERS student association (FT-19) … to "foster a community of inclusive DREAMers" (Tech DREAMers student association, GobblerConnect).

InclusiveVT Initiatives addressing undergraduate access:
- College of Engineering: Greater Diversity Among Undergraduate Engineering Students
- College of Liberal Arts and Human Sciences: College Mentors for Kids
- College of Science: Living and Learning Communities (LLC)
- College of Veterinary Medicine: Summer Camp and Continuing Mentorship Program
- Pamplin College of Business: Business Explorations Conference
- Pamplin College of Business: Diversity Recruiter Position
- Vice President for Alumni Relations: Multicultural Admissions Ambassadors
- Office of the President: Reception for Underrepresented Students Admitted to Virginia Tech
- Enrollment Management: Expand Underrepresented Recruitment Programs
- Enrollment Management: The Hispanic College Institute (HCI)
- Vice President for National Capital Region: Entrepreneurial and Innovation Camps
- Vice President for National Capital Region: Engaging Area Teachers in Integration of 3D Printing in Curricula
- Virginia Tech Carilion School of Medicine: Youth Outreach and Engagement

Participants suggested that we compare minority student retention and success with both majority student success at VT, as well as minority success at other institutions. Virginia Tech's demographics were viewed as problematic: "Demographics (at) VT do not support the University's commitment to diversity" (FT-22).

Table 3: Strategic Plans – Undergraduate Student Success

University Diversity Plan, 2000-2005

- Review and improve university wide strategy for retaining under-represented undergraduate students.

Task Force on Race and the Institution, 2007

- Develop a more effective framework that supports and nurtures student success through the enhancement of advising, mentoring, financial aid, scholarships, and other retention efforts.

Diversity Strategic Plan, 2010-2013

- Identify specific barriers to … academic p ogress and achievement …
- Enhance advising system for all students, with special attention to students from diverse and underrepresented groups.
- Advance the academic, social, and cultural needs of first generation, low-income, and under epresented students using First Year Experiences and the university's Quality Enhancement Project (QEP).
- Ensure broad involvement of diverse, first generation, low-income, and underrepresented students in undergraduate research and experiential learning opportunities.
- Assess the effectiveness of … undergraduate academic support programs … to ensure that opportunities for continuous improvement are identified

Diversity Strategic Plan, 2013-2018

- (Echoes recommendations above about reducing barriers, enhancing advising, responding to academic, social, and cultural needs, and ensuring involvement in undergraduate research and experiential learning).

Peer and faculty-student advising and mentoring were prevalent topics of conversation. Mentoring by upper level students in residence halls, or "buddying" with students of different backgrounds were viewed as opportunities. These sorts of "touch points" are necessary to build support for student retention.

> Could we train groups of student mentors -- maybe juniors and seniors -- to talk with freshmen (either in dorms or FYE {First Year Experience} sessions) about the benefits of inclusivit , the Principles of Community, and the values of VT as shown on the pylons? (FT-15).

The Student Success Center was again praised as a program that offers mentoring and advising. It was noted that the Student Success Center works with the Women's Center and its Corps in Mentors for Violence Protection, "designed to educate, inspire, and empower men and women to utilize self-understanding, integrity, and courageous leadership to prevent, interrupt, and respond to sexist abuse in order to create a civil and just community" (Women's Center, 2015, para. 1). The center also coordinates the Presidential Scholars Initiative, which provides extensive advising and mentoring for these scholars. Other suggested mentoring resources included the Multicultural Academic Opportunities Program (MAOP), and informal connections with Virginia Tech alumni. Still, participants recognized a need to ensure quality advising and mentoring is available consistently to all.

> Some minorities have more support and help -- like … women in STEM, working moms… There needs to be more of a focus on others ... in balance with one on one need or opportunities for connections like mentoring (FT-12).

> How does the institution identify which programs are strong in creating mentors or relationships among students/faculty/staff of minority identities? (FT-24).

Affordability and financial aid a e also critical to both recruiting and retention. The section on Institutional Infrastructure (page 21) emphasizes the need for a University Development campaign to support scholarships. Model scholarship programs include the Student Success Center Presidential Campus Enrichment Grant (PCEG), and the Presidential Scholars programs. Additional sources of aid could include:

- Scholarships to veterans with disabilities and possibly their children (following Cal-Vet example) (WebX-5);
- Increased endowments for first generation students (F -14);
- Recruitment and funding (scholarships) with high schools (FT-4);
- ROTC Scholarships: A student who comes here is almost guaranteed active duty commission (FT-10);
- Waiving application fees for targeted populations (FT-9).

InclusiveVT Initiatives focusing on undergraduate student success:
- Undergraduate Academic Affairs: Advising Matters Conference 2015
- Pamplin College of Business: Pamplin's Undergraduate Mentoring Programs (PUMP)
- Athletics: Inclusion and Diversity Presentations
- Vice President for Alumni Relations: Alumni Engagement Through Mentoring
- Vice President for Finance: Establishment of an Administrative Internship Program

Graduate Student Access

Comments about graduate student recruitment and retention reflected similar themes to those exp essed about undergraduate student recruitment/retention. Forum participants voiced concerns about demographic influences and the need to monitor retention and success rates. They also recommended comparing Virginia Tech's graduate student success vs. other institutions, since peer universities may provide more competitive funding than Virginia Tech. Funding levels can be a particular concern for graduate students with families. Finally, certain graduate student populations— e.g., international students—were cited as having unique funding challenges:

> Especially in engineering and biological sciences, extensive use of federal grant funding is a problem because non--citizens cannot work on these government grants. This means many foreign students are relegated to minor or marginalized projects in terms of their departments. This, in turn, means a degree of lower value (FT-5).

Several recruitment strategies were suggested. Some institutions (for example, Georgia Tech, Purdue, and Penn State) sponsor graduate minority recruiting weekends. Departmental faculty should also be encouraged to attend conferences that may attract underrepresented students and professionals. The College of Engineering's New Horizon Graduate Scholar program, which focuses on creating a network among graduate students, faculty, and key administrators, could serve as a model for other colleges.

A number of participants spoke to the need for creating partnerships with minority serving institutions and Historically Black Colleges and Universities (HBCUs) to enhance recruitment. However, the suggestion was raised that faculty may be hesitant to aggressively pursue students from these institutions, thus inclusion and diversity training is needed.

InclusiveVT **Initiatives focusing on graduate/professional student access:**
- College of Engineering: Greater Diversity Among Graduate Engineering Students
- Virginia Tech Carilion School of Medicine: VTCSOM/Hampton University Guaranteed Admissions Program/Preferred Applicant Track (GAP)
- Graduate Education: Holistic Evaluation for Graduate Admissions
- College of Veterinary Medicine: Dual Study/Career Program for DVM Students

Graduate Student Success

A principal roadblock is that students coming from HBCUs have a strong sense of community that is not available to them at Virginia Tech, which makes adjustment difficult: "These students graduate and there is not that feeling of community and (they) feel lost. The same is true for minority employees.

There should be deliberate activities to increase community. It should be intentional" (FT-10). Lack of community is particularly felt when graduate students are isolated due to their workload and jobs, or when they are among very few underrepresented minorities in their graduate program:

> As a PhD student and the only African American in my program, I just wanted someone to talk to. Someone who would understand. I found that the cultures clumped together. So where did I clump? Only 1 semester was there another African American student. The rest of the time I was alone (FT-19).

Social and cultural issues can be barriers. International students face challenges such as language skills and family support.

> Many resources are there, but families are either unaware of them or very hesitant to take advantage of them for reasons such as cultural mores and customs, fear or anxiety, or access issues (transportation, time available, language issues) (FT-5).

Partner job placement can be a barrier for diverse students, especially since current immigration policies often prevent a spouse from working, which heightens the need for more community resources for this population. Additionally, childcare is a need that many students share:

> The Grad School is apparently working on having a child care coordinator, but there's an economic issue in that many can't afford (it) (FT-5).

The Graduate Life Center is viewed as a major hub and resource in meeting the social and cultural needs of students. Participants were complementary of the efforts of the Graduate School's Office of Recruitment and Diversity Initiatives and the Graduate Ombudsperson.

With students reporting inconsistent advisee experiences across departments, faculty mentoring remains a major concern. As noted, in some programs there are few diverse students or faculty. Training on mentoring could help bridge some of these gaps by providing increasing awareness of student experiences. The university could also help identify and promote best practices for mentoring.

Table 4: Strategic Plans –Graduate Student Access and Success

University Diversity Plan, 2000-2005
- Develop new and innovative programs to increase enrollment, progression, retention, and placement of graduate students from underrepresented groups.

Task Force on Race and the Institution, 2007
- Expand existing activities in the Office of Graduate Student Diversity Initiatives.   wo additional full-time equivalent (FTE) administrative positions should be created …
- Provide additional resources (to the Graduate School) to partner with all colleges to develop and implement strategic recruitment efforts that are tailored to the needs of each discipline.
- Develop a more effective framework that supports and nurtures student success through the enhancement of advising, mentoring, financial aid, scholarships, and other etention efforts.

Diversity Strategic Plan, 2010-2013
- Continue recruiting a diverse graduate and professional student population with the goal of making Virginia Tech the destination of choice …
- … continue building the … community that exists in the Graduate Life Center, specifically add essing issues of work-life balance.
- Continue expanding the Transformative Graduate Education programs, offering more academic courses that address diversity and global inclusion directly.
- Create a benchmark to assess the effectiveness of key graduate student recruitment or retention initiatives ...

Diversity Strategic Plan, 2013-2018
- Continue recruiting a diverse graduate and veterinary medicine student population …
- Assess the effectiveness of graduate and veterinary medicine student recruitment …
- … Continue to build the graduate and veterinary medicine communities and communicate the availability of resources …
- … Expand the Transformative Graduate Education and certificate p ograms.
- Assess the effectiveness of graduate and veterinary medicine student recruitment and retention efforts.

InclusiveVT Initiatives addressing graduate student success:
- Vice President for National Capital Region: Creation of Accelerated Degree Programs
- Graduate Education: Creating Affirming Environment for Graduate Education
- Graduate Education: Inclusive Graduate Life Center
- Vice President for Alumni Relations: Alumni Engagement Through Mentoring

Faculty and Staff Access

Recruiting—and its concurrent challenges of diverse applicant pools, search committees, and hiring—remains a major concern. Participants wanted to learn more about current recruiting practices, such as:

- Management training/shadowing for underrepresented minorities (FT-9);
- Cluster hiring (FT-9):
- Targeted hires (FT-22);
- AdvanceVT (FT-4);
- Future Faculty program (FT-4).

Participants spoke to the need to build more diverse applicant pools, particularly for "staff and A/P faculty where the jobs are not posted in academic journals" (FT-15). Short of developing ads that are "clearly directed at attracting minorities" (FT-15) they asked what else could be done? Specificall , they felt that hiring committees must become more aware of hidden biases, since they may be present in delineating required vs. preferred qualifications—not to mention overall search committee buy-in to diversity. Participants felt there should be ways to hold search committees more accountable for demonstrating attention to diversity. Toward that end, there should be mandatory diversity training in order to participate on a search committee.

Table 5: Strategic Plans –Faculty Access

University Diversity Plan, 2000-2005
- Strengthen faculty and staff search procedures so that females and members of other underrepresented groups are selected to participate on search committees, included in the pools of interviewed candidates, and hired.

Task Force on Race and the Institution, 2007
- Use innovative strategies to actively and continuously recruit underrepresented staff and faculty members in all ranks.
- Create a position in the Department of Human Resources to focus on recruiting.

Diversity Strategic Plan, 2010-2013
- Implement special faculty-recruitment initiatives, such as the cluster hire in Africana Studies; the Future Faculty Initiative; and aggressive recruitment of women faculty in science, technology, engineering, and mathematics (STEM) fields
- Implement outreach and recruitment strategies to increase staff applicants and hires from diverse and underrepresented groups.

Diversity Strategic Plan, 2013-2018
- Promote training initiatives for recruitment and hiring, such as the search committee charge workshop.
- Implement outreach strategies to increase faculty and staff applicants and hires from diverse and underrepresented groups, such as the dual career program through the Office of the Senior ice President and Provost.
- Build a more diverse pool of faculty, staff, and post doctoral scholar applicants.
- Review outcomes of faculty and staff searches with respect to underrepresentation, as part of a unit's affirmative action plan

InclusiveVT Initiatives addressing search processes:
- College of Veterinary Medicine: Search Advocate Program
- Office of the President: Inclusive Search Committee Composition
- Vice Provost for Faculty Affairs: Workshops on Unconscious Bias
- Vice Provost for Faculty Affairs: Consultation for Implementing a "College" Liaisons Program
- Vice President for Student Affairs: Human Resources/Recruitment

However, questions remain regarding whether inclusion and diversity are really university priorities. There were many concerns about accountability, starting at the top. The following comments speak to these concerns:

- Nothing changes until pay and bonuses of top managers are tied to diversity.
- Diversity is rarely discussed in hiring.
- Nothing will change until the top changes.
- Hiring patterns…people tend to value those that look like them (FT-13).

If increasing inclusion and diversity is a priority, then representation of diverse groups needs to start at the top—namely, the Board of Visitors and senior administration.

Suggestions included:

- More money for Future Faculty recruitment;
- Implement the Post-doctoral program suggested by the Task Force on Race and the Institution;
- Involve diverse groups (caucuses) as real partners in recruiting efforts (FT-9).

In addition to demonstrating accountability, the university should be conscious of the message it is sending to prospective candidates about the value VT places on increasing diversity. For example, should the Principles of Community statement be added to all job postings?

Faculty recruiting initiatives could include establishing enduring relationships with HBCUs and encouraging faculty to attend conferences that might have a high turnout of minority PhD students. Inviting faculty from HBCUs to Virginia Tech for visits or sabbaticals could help to build word-of-mouth endorsements about the university's commitment to diversity.

Moreover, providing support for minority faculty from Virginia Tech to attend conferences that include a job fair would help build connections with prospective minority PhD students seeking their first appointment Still, more support is needed, and a question was raised about the college liaisons program through the Provost's Office. What ole do these individuals play in outreach to prospective faculty?

InclusiveVT Initiatives addressing Faculty and Staff access:
 College of Engineering: Greater Diversity Among Faculty and Staff
 University Libraries: Diversity Alliance Resident Librarian
 Vice President for Administration: Apprenticeship Program
 Vice President for Information Technology: Improve Recruitment within Information Technology

Faculty and Staff Success

If Virginia Tech is not perceived as a minority-friendly university, what actions can be taken? Again, family issues emerged as a significant conce n for faculty, staff, and post-docs: childcare, partner benefits, and universal pa ental leave. Moreover, once new faculty and staff arrive on campus, more information should be provided about cultural resources on and off campus, as well as the importance of addressing concerns before they become issues of conflict or discrimination.

Mentoring continues to be a key issue in retaining underrepresented faculty and staff. There should be mentorship training, including a meaningful discussion of the potentially powerful role of mentoring in departments. Given that some departments are not very diverse, mentoring may need to be provided from external sources. Within departments, all faculty should be encouraged to become more culturally sensitive and inclusive. Again, the need for bias-free channels of communication for underrepresented minority faculty and staff was emphasized. It was observed that there is an ombudsperson to assist graduate students in resolving issues and concerns that arise within the university. Could there be an analogous position for faculty, staff, and undergraduate students?

A pressing challenge at Virginia Tech is the "minority tax" (FT-21). As stated by one participant, "It feels like we (VT) are eating alive members of underrepresented minorities and women and putting them on committees … rather than doing their research" (FT-21). Being overloaded with committee work can interfere with promotion and tenure. There is a sense that diversity activities are not recognized or rewarded on faculty/staff evaluations or in Promotion and Tenure dossiers. Such obligations can place minority faculty in a difficult position of having to choose between engaging with other minorities vs. pursuing scholarly activities that will result in tenure. Thus, pre-tenure faculty may feel inhibited in bringing up diversity-related issues until after they receive tenure. Tenured faculty also feel their scholarship, service, and other commitments to diversity are not valued.

Current faculty/staff demographics are a concern, as is high turnover among underrepresented minority faculty. Questions were raised about pay equity, with a call for greater transparency. If diverse faculty are paid less than their peers then they feel less valued, which may contribute to high turnover rates. Pay equity is also a factor in being able to recruit diverse faculty.

InclusiveVT Initiatives focusing on Faculty and Staff success:

 College of Architecture and Urban Studies: Focus on Faculty Mentoring
 Office of the President: Reception Dinner for New Underrepresented Faculty
 Human Resources: Inclusion and Diversity in New Employee Orientation
 Human Resources and Vice Provost for Faculty Affairs: Collaboration - Faculty Recruitment and Retention Study
 Vice President for Information Technology: University - Wide Effort to Improve Accessibility in Information Technology

Strategies for the Recruitment and Retention of Underrepresented Minority Faculty

A 2014 report by Dr. Lucinda Roy is instructive in outlining strategies to address some of concerns raised in the forum about faculty recruitment and retention. Given that departments vary with respect to recruitment and retention, Dr. Roy suggested a three-phase approach.

Phase One Departments are those with no underrepresented minorities, few senior women faculty, and a typically non-diverse applicant pool. Goals and strategies for these departments are congruent with specific forum recommendations: focusing on relationships with HBCUs, collaborating across units to enhance climate, and working with Human Resources to improve search committee strategies. Existing programs such as the Future Faculty Initiative, the College Liaison Program, and the Diversity Development Institute can serve as resources to these departments. A schedule of progressive hiring over three years was recommended.

Phase Two Departments are those who have been successful recruiting underrepresented minority faculty and making job offers, but have been unsuccessful in hiring due to uncompetitive salaries. These departments need to focus on developing the infrastructure for competitive salaries, mentoring, and serving on diversity committees (Roy, 2014, p. 5). Strategies include making available a central pool of university funds for salary enhancement in advance of making job offers; designing more intentional mentoring programs; and asking diversity committees to produce a detailed departmental diversity plan as part of the college/VP annual report. (Note: some colleges already have diversity plans in place).

Phase Three Departments may face more systemic issues, such as salary compression, the need to address excessive service obligations for women and underrepresented minorities, and the loss of minority graduate students to universities with more competitive stipends. Strategies include working with the Provost and Deans in addressing salary compression; offering increased incentives and recognition for serving as a mentor and collaborating with other departments to develop mentoring programs; and increasing stipends for graduate students.

Table 6: Strategic Plans –Faculty Success

Task Force on Race and the Institution, 2007

- Focus aggressively on the practice of equity in advancement and promotion by developing, implementing, and evaluating university-wide opportunities and criteria for advancement.
- Strengthen supervisor training.

Diversity Strategic Plan, 2010-2013

- Strengthen mentoring and other faculty development and retention initiatives to increase the success of all faculty members.
- mplement the faculty/staff exit survey and use the results to identify issues and opportunities for continuous improvement.
- Continue to implement mentoring programs, work place policies, and other initiatives aimed at retaining faculty and staff members.

Diversity Strategic Plan, 2013-2018

- Implement and strengthen assessment methodology including ongoing and exit surveys of faculty, staff, and post doctoral scholars to assess and identify issues that may hinder success or lead to early departure.
- Implement and strengthen mentoring programs, work place policies, and other initiatives aimed at retaining faculty, staff, and post doctoral scholars.

InclusiveVT Initiatives addressing access and success for all constituencies:
 Vice President for Administration: Unisex Restrooms
 Human Resources: Advancing Childcare Initiatives
 Vice President for Outreach and International Affairs: International Spouse Support Program
 Vice President for Finance: SWaM Outreach (supplier diversity)

Definition: "The climate and intergroup-relations dimension focuses on the campus climate for students, faculty, and staff and the degree to which people are indeed interacting across diverse groups" (Smith, 2010, p. 75).

This section encompasses the following four categories:
1. Barriers to a Welcoming Climate (74 comments)
2. Conversation and Dialogue (41 comments)
3. Resources and Programs (10 comments)
4. Local Community (9 comments)

Barriers to a Welcoming Climate

A number of concerns and frustrations were expressed about Virginia Tech's campus climate. There is a sense that diverse groups do not see themselves as part of Virginia Tech's culture, or feel comfortable expressing their identities—i.e., the dominant culture is currently not sufficiently inclusive. Leaders need to become aware of the influences of the dominant culture and take steps to improve campus climate.

> There is a general lack of sensitivity to the needs of diverse groups across campus. Diverse groups do not always feel welcome because their differences do not conform to an established norm. A sense of conformity and homogeneity is part of the campus climate. Upper administration could help change this (FT-16).

> Recognize and own power relationships—disrupt the cycle in culture of perpetuating exclusionary privilege (FT-8).

Participants stressed that diversity enriches the campus community, and Virginia Tech should seek opportunities to create commonalities across difference. But we also need to recognize the complexities of cultural differences—that "one size does not fit all" (F -5). In short, how can we broaden the concept of who is a Hokie? Participants recognized that changing the university's culture will take commitment and resources—and ideally should represent both top down and grassroots efforts. On one hand, the presence of campus leaders at the forum was positively noted. On the other, they were viewed as part of a resistant culture:

> The dominant culture needs to adapt and become more accepting of difference, and that will require resources and long-term commitment from the university (FT-15).

Table 7: Strategic Plans – Campus Climate and Intergroup Relations

University Diversity Plan, 2000-2005
- Develop and implement activities and programs that are designed to improve the university climate for students, faculty, and staff and that are aligned with one or more of the University Core Values.
- Task Force on Race and the Institution, 2007
- Continue to monitor, develop, and sustain campus climate initiatives to provide a welcoming and inclusive environment inside and outside the classroom.

Diversity Strategic Plan, 2010-2013
- Use surveys and/or focus groups to periodically assess student and employee feedback on the climate for diversity.
- Educate the campus community on the prevention of harassment and discrimination and productive ways to resolve conflict
- Offer educational and celebratory events for students, faculty, staff, and the community that recognize, value, and honor diversity and promote inclusion …
- Maintain high visibility of the Principles of Community …
- Increase recognition programs that acknowledge contributions made to advancing diversity.

Diversity Strategic Plan, 2013-2018
- Periodically solicit student and employee feedback on campus climate.
- In support of the Principles of Community, educate the campus community on civil, supportive, and respectful behavior.
- Offer educational and celebratory events and promote collaborative programming for students, faculty, staff, and the community …
- Maintain high visibility of the Principles of Community ...

There is considerable crossover between issues of campus climate and retention in that a welcoming climate is key to retaining diverse faculty, students, and staff. Greater attention is needed to honor the stories and experiences of people who have faced isolation, harassment, and discrimination, and to "take seriously complaints against faculty/students who create hostile environments" (FT-9). In echoing a prevalent theme of the forum, many comments related to the need for a more family-friendly environment, as well as childcare for students, faculty, and staff. Opportunities to provide feedback on experiences were felt to be lacking, and opinions on climate surveys were mixed. Some felt that "survey exhaustion" (FT-2) impairs the ability to get a good idea of campus climate. Others felt the need for more awareness and "better distribution and engagement around climate survey data" (FT-6). Also, the climate survey may not address the issues facing certain groups, such as international faculty and staff.

When prompted, participants shared exemplary programs from other institutions that promote campus climate:

- The University of Illinois is "well known for a being a positive climate for people with mobility limitations" (FT-27);
- "Tufts' example 'Vitality,' campus wide, departments and administrators, creates a climate, activities over the whole year, accountability" (FT-21);
- The "DREAMERS Student Association" follows a similar one at George Mason (FT-19).

A number of specific actions we e cited that could reinforce VT's commitment to its diverse groups:

- Institute a Transgender health clinic (FT-20);
- Support an oral history project through Special Collections with funding for transcriptions of LGBTQ oral histories (FT-5, FT-7);
- Organize a Women's Caucus (FT-1);
- Plan for the "Dance of Nations" that brings all the groups together (FT-18);
- Develop a master calendar that showcases everything that's happening with diverse student organizations (FT-18);
- Develop more rallying/unifying events – something like an annual convocation (FT-23);
- Distribute a "diversity email" every week for students (FT-14).

InclusiveVT Initiatives focusing on creating a positive campus climate:
- College of Natural Resources and Environment: CNRE Cultures
- College of Natural Resources and Environment: Diversity Mural
- College of Natural Resources and Environment: VTcnreIncludesME - An Inclusive Video
- Graduate Education: Inclusive Graduate Life Center
- Athletics: Inclusion and Diversity Student Athlete Experience Surveys
- Vice President for Information Technology: Improve Workplace Environment within Information Technology

Conversation and Dialogue

Participants advocated for more dialogue and cross-constituency conversations. Forums such as these allow people to "get outside of one's own staff and engage with folks across campus who are in similarly situated position(s)" (FT-18). Further, faculty, staff, and students can learn more about diversity through having "tough conversations" (FT-4). More dialogue could support a culture shift whereby people can more openly express themselves However, participants expressed concern about "preaching to the choir".

Table 8: Strategic Plans – Conversation and Dialogue

University Diversity Plan, 2000-2005
- Develop multi-year plans for long-term, sustainable collaborative projects that promote positive and supportive relationships between students and individuals from majority, underrepresented, and international groups.

Diversity Strategic Plan, 2010-2013
- Create meaningful dialogue between and among groups that increases understanding of varied perspectives and the nature of social and economic inequities.

Diversity Strategic Plan, 2013-2018
- Create collaborations between and among groups that increase understanding of varied perspectives.
- Engage members of underrepresented communities as well as members of more traditionally represented groups to participate in matters related to campus diversity in all stages of the process.

In short, those NOT at the table also need to be involved in promoting inclusion and diversity: "How (do we) get the people who NEED the info in the room? Not just the typical folks who go to this because they're interest(ed)?" (FT-18).

More regular conversations, and possibly an annual convocation, were recommended. In particular, faculty dialogues are needed to promote the value of inclusion and diversity in scholarship and teaching. Conversations should facilitate better understanding of the InclusiveVT framework, but participants also stressed the need for greater transparency and the importance of input from all campus constituencies into the new structure.

At the same time, there were concerns about the possibility of offensive comments released through electronic media, where there is: "Lots of harm created by (a) small number of people" (FT-11). Social media was identified as a "site of potential insensitive acts" (FT-8). Participants expressed the need for tools and strategies to deal with harmful statements, such as bystander/intervention training, and theater as a medium to address harassment.

On the plus side, participants identified several existing venu s for conversation and dialogue:
- Inclusion Committee in Residence Life (Diversity Institute), monthly conversations (FT-14);
- Intergroup Dialogue program through Multicultural Programs and Services (FT-18);
- First Year Experiences and intergenerational discussions (FT-18);
- Peer-to-peer dialogues and difficult conversations (F -18);
- "Lounge meetings" in residence halls to address important issues, e.g., talking about gender expression and identity (FT-18);
- Social events in courses, where all students (international, diverse and others) can get to know each other better to help students break out of comfort groups when working on group projects (FT-23);
- 3rd at 3 monthly social justice dialogues in Housing & Residence Life/Division of Student Affairs, which could be scaled up in colleges and divisions, or used as a basis for more open forums? (FT-14);
- The Student Success Center and the Women's Center's "Mentors in Violence Prevention" program both facilitate useful discussions (FT-10);
- The Diversity Development Institute's Monthly Conversation Salon (FT-1 (correction by facilitator)).

One of the Vice President for Student Affairs' InclusiveVT initiatives will sponsor intergroup dialogue. Examples of creating safe classroom spaces are discussed further below under Education and Scholarship (page 17).

Participants agreed that each new generation of students seems to be more open to diversity. Table discussions identified a number of existing p ograms that promote a positive and welcoming campus climate and encourage intergroup relations:
- Virginia Tech's Common Book Project;
- Intergroup Dialogue program through Multicultural Programs and Services;
- International Street Fair / International Week;
- Promotion of multicultural programming in the Division of Student Affairs;
- Montgomery County Dialogue on Race.

Education & Scholarship

The topic of Education and Scholarship garnered numerous comments, which we categorized into four general areas:

1. Courses, Curriculum and Co-curriculum (49 comments)
2. Internationalization (8 comments)
3. Research and Scholarship (15 comments)
4. Training and Development (61 comments)

Courses, Curriculum, and Co-curriculum

Participants stressed the need for inclusion and diversity to be a common course requirement for all students. Suggestions included additions to the Curriculum for Liberal Education, required courses in each of the disciplines, the Freshman Year Experience, and the Common Book Project. But inclusion and diversity go beyond course content. Many spoke to the need for classrooms to be a "safe space" where students don't feel singled out because of their differences—or asked to speak as a representative of a particular group:

> A classroom environment allows students the freedom to question and learn (FT-22).

> Many classroom conversations about race or gender create an environment where the lone person of color or a certain gender is expected to speak on behalf of the whole demographic (FT-22).

Table 9: Strategic Plans – Courses and Curriculum

University Diversity Plan, 2000-2005

- Review the Core Curriculum and: i) Document the courses that incorporate multicultural perspectives; ii) Increase the number of courses that incorporate multicultural perspectives; iii) Require all students to take at least one course that incorporates multicultural perspectives.
- Develop and offer intensive seminars for faculty to transform their courses to incorporate multicultural perspectives.

Task Force on Race and the Institution, 2007

- Create a requirement within (the) undergraduate liberal education/core that addresses issues of race and … privilege .
- Strengthen existing dedicated programs and create a Latino/Latina/Hispanic Studies Program.
- Create incentive-based opportunities for pedagogical review and course transformation.

The classroom should not reinforce divisions, but rather offer ways where students can work together, respect differences, and learn from each other. Disciplines such as Africana Studies, Race and Social Policy, Women and Gender Studies, Judaic Studies, and the Diversity and Community Engagement minor, specifically incorporate discussions about difference. However, "conversations need to happen in many different classroom venues" (FT-22). Some expressed the need for resources to incorporate inclusion and diversity into courses not traditionally associated with diversity, particularly STEM fields

Many advocated for more inclusive pedagogy (detailed below under Training and Development), which includes diversity in content, diverse historical perspectives, and benchmarks and rubrics. Participants felt that inclusive pedagogy should become an expectation for faculty:

> Members of faculty should be held to same standards as students in upholding the Principles of Community; potentially learning how to incorporate this into teaching/ teaching materials, etc. (WebX-1).

Table 9: Strategic Plans – Courses and Curriculum Cont'd.

Diversity Strategic Plan, 2010-2013
- Implement the plan for undergraduate curricular transformation (including the establishment of the undergraduate Human Diversity and Community curriculum).
- Provide opportunities for faculty … to transform existing … or create new courses that achieve diversity-related learning goals.
- Develop opportunities that help faculty members learn how to assess the achievement of diversity-related learning outcomes …
- Continue providing education and coaching for faculty members to assist students with disabilities in achieving their academic and personal goals.

Diversity Strategic Plan, 2013-2018
- Provide opportunities for faculty to transform existing … courses or create new courses that achieve diversity-related learning goals.
- Develop opportunities that help faculty assess the achievement of diversity-related learning outcomes
- Provide continuous education and mentoring for faculty / staff, so they can assist all students in achieving their academic goals.

Intercultural / Global Competencies

Some observed that international and global studies are often omitted from inclusion and diversity discussions, thus highlighting the need for greater international and cultural competency for the institution and individuals. This could be achieved by a more inclusive pedagogy for teaching international students, as well as more courses that address global perspectives on inclusion and diversity. There was also interest in making international study abroad opportunities easier for underrepresented students by reducing financial barriers: "Academic programs (e.g. study abroad) (are) not accessible to all students. There (is) inadequate availability of scholarship(s that target) international students or domestic minority groups" (FT-3).

It was also noted that learning about inclusion and diversity happens outside of the classroom, as exemplified by the following:
- Extending the Diversity Graduate Scholars Model that is being implemented in West Ambler Johnson (residence hall) (FT-9);
- 3rd at 3 monthly social justice dialogues in Housing & Residence Life/Division of Student Affairs (FT-14);
- Residence hall peer-on-peer dialogues (FT-18);
- Ask Big Questions discussions through Hillel at Virginia Tech (FT-21);
- Intergroup dialogue through Multicultural Programs and Services (FT-18).

InclusiveVT Initiatives focusing on curricular change:
- College of Liberal Arts and Human Sciences: Disabilities Studies
- College of Liberal Arts and Human Sciences: Veterans Studies
- Undergraduate Academic Affairs: Integrative Learning Outcomes and Indicators Across the Pathways General Education Curriculum for Intercultural Global Knowledge

Table 10: Strategic Plans – Intercultural Education

Diversity Strategic Plan, 2010-2013
- Use the International Strategic Plan to guide the development of opportunities for students to explore and achieve competencies with application in global settings.
- Establish on-line and in-classroom professional development opportunities designed to improve cultural competencies for domestic and global settings.
- Hire faculty and staff with content expertise in areas of study that examine diverse identities and cultures.

Diversity Strategic Plan, 2013-2018
- Partner with the Office of the   ice President for Outreach and International Affairs to assist in the development of opportunities for students to explore and achieve competencies with application in global areas.
- Recruit faculty and staff with expertise in areas that relate to diversity and inclusive-learning goals.
- Create and implement meaningful assessment tools to gauge the global competencies and diverse perspectives of Virginia Tech graduates.

InclusiveVT Initiatives focusing on cultural competence:
- University Libraries: Collaboration with Cape Peninsula University of Technology in Cape Town, South Africa
- Vice President for Student Affairs: Multicultural Competence Training
- Vice President for Outreach and International Affairs: Scholarship for Underrepresented Populations Admissions and Study Abroad

Research and Scholarship

Participants advocated a greater emphasis on diversity contributions in hiring, promotion, and tenure. Toward that end, job descriptions should emphasize diversity criteria, while promotion and tenure guidelines could give weight to activities that stress inclusion and diversity. Some felt that the scholarship of diversity was not valued at Virginia Tech: "Scholarly topics of people of color can be denigrated" (FT-27). This perception can be reflected in lack of pay equity and reduced research expenditures. Likewise, pre-tenure faculty may not feel comfortable expressing their commitment to inclusion and diversity. And as noted earlier, international graduate students can encounter stumbling blocks related to research.

InclusiveVT Initiatives focusing on research:

- College of Architecture and Urban Studies: The International Archive of Women in Architecture.
- College of Science: Inclusion Seminars and Advising Workshops
- Senior Vice President and Provost: Inclusion Scholars and Program Leaders
- University Libraries: Inclusion and Diversity Library Events
- Vice President for Outreach and International Affairs: Women and Gender in International Development Discussion Series
- Vice President for Research: Faculty Workshop: Strengthening Your Grant Proposal Workshop, Broader Impacts Criterion (online session)
- College of Science: Undergraduate Research Opportunities (URO)
- Undergraduate Academic Affairs: Undergraduate Research Mentoring Program
- Vice President for Research: VT-IMSD (Initiative for Maximizing Student Development) Program Funding

Table 11: Strategic Plans – Research and Scholarship

University Diversity Plan, 2000-2005
- Develop a university wide Research Agenda related to diversity and multicultural issues and identify incentive, reward, and/or recognition programs and related resources that support the implementation of this agenda.

Diversity Strategic Plan, 2013-2018
- Create opportunities and incentives for research and discovery centered around diversity and inclusion.
- Identify and promote avenues for research and scholarship on diversity and inclusion.
- Share such research and scholarship locally and globally.

Table 12: Strategic Plans – Diversity Education and Training

University Diversity Plan, 2000-2005
- Facilitate the design, development, and/or implementation of a variety of training programs for faculty and staff to increase their competence in working with diverse individuals and groups.

Diversity Strategic Plan, 2013-2018
- Increase support for professional development opportunities designed to improve cultural competencies of faculty and staff.
- Encourage university-wide outreach to faculty to support their commitment to diversity and inclusion.
- Facilitate awareness of the recommendations and examples for reporting diversity related activities.
- Raise awareness of best practices via the Diversity Development Institute (DDI), the Faculty Development Institute (FDI), and other professional development ...

Training and Development

The need for targeted training opportunities for faculty, staff, students, and university administrators was a major topic of conversation. The Diversity Development Institute (DDI) was recognized for its innovative programming; in fact, many people felt that DDI courses should be required and/or incentivized. Similarly, many expressed the belief that more funding should be allocated to professional development activities that target inclusion and diversity. Other possible sources for training include the Center for Instructional Development and Educational Research (CIDER), the Search Committee Charge Workshop, and Title IX and Retaliation training. Topic suggestions included advising, search committees, inclusive pedagogy, cultural competency, and university best practices. In particular, attendees discussed how to make training more accessible to faculty. Ideas included more local (departmental) workshops tailored to the discipline, increased communication about opportunities, shorter and/or online offerings, and the use of external experts on institutional change. Participants also recommended enlisting the help of external organizations that serve underrepresented populations.

We should investigate community and professional (e.g., NSBE, APA, IEEE?) organizations that serve (underrepresented minority) students. Some of them may have events that would be good for students in our region. … Also there are many potential organizations that work with veterans or military students in the area. We could invite speakers from organizations that specifically serve veterans in o der to provide extra content ... (WebX-3)

Other resources for diversity education included: departmental diversity scholars, college diversity committees, Martin Luther King Day speakers, STEM-H programs, and AdvanceVT.

The InclusiveVT structure affords new opportunities for training to occur through a decentralized approach. Educating all constituencies about the framework can and should occur within units, in order to facilitate a community of learners.

InclusiveVT Initiatives focusing on training:
 College of Agriculture and Life Sciences: Leadership Training and Communications
 College of Agriculture and Life Sciences: Civil Rights Training and Compliance
 College of Agriculture and Life Sciences: Virginia Cooperative Extension Diversity and Inclusion Fellows
 Virginia Tech Carilion School of Medicine: Lunch and Learn Diversity Development Institute (DDI) Series
 Senior Vice President and Provost: National Center for Faculty Development and Diversity (NCFDD)
 Vice President for Finance: Diversity Training for Departments Reporting to Vice President for Finance
 Vice President for Research: Diversity Competencies and Professional Development
 College of Agriculture and Life Sciences: Inclusive Teaching Practices
 Senior Vice President and Provost: Promote Inclusive Pedagogy

Institutional Infrastructure

Definition: Virginia Tech has framed its measures of a supportive Institutional Infrastructure around what Smith (2011) refers to as "Institutional Viability and Vitality". "The dimension of Institutional Viability and Vitality focuses on certain key domains that build the institution's capacity and structures for diversity. Building capacity means developing the human and institutional resources and expertise to fulfill the institution's mission internally as well as to fulfill its mission for society …" (p. 64). One good way to see where diversity stands is to take a look at strategic plans, ongoing reports to a board, accreditation documents, and proposals and see whether and where diversity is engaged (p. 71).

Consonant with these ideas, comments under Institutional Infrastructure reflected several major themes:
1.   The InclusiveVT structure and September 29 Forum — (103 comments)
2.   Resources and Incentives (103 comments)
3.   Accountability / Evaluation (79 comments)
4.   Communications / Publicity (30 comments)
5.   Defining Inclusion? (44 comments

The InclusiveVT Structure

The new InclusiveVT framework supports the meaningful integration of inclusion and diversity into all aspects of university life. However, many participants asked for concrete training examples to clarify the structure and its implementation. Indeed, comments relating to the new approach reflected a general lack of understanding of how it will function: "A succinct ~2hrs training for all units on the new model may be needed" (FT-3).

Other comments targeted specific concerns, such as the lack of representation of, and input from, different constituency groups on the Executive Council. Participants noted the absence of students, community members (off campus), women, underrepresented minorities, scholars in areas of diversity, caucuses (Black, Hispanic/Latino, LGBT, Asian, Native American, etc.), veterans, teaching faculty, and faculty and staff in general. While some praised the leadership from the top, others felt that a grassroots approach would have been more appropriate. In short, "broader, more campus-wide discussion of and reaction to the new proposed model (InclusiveVT) needs to occur" (FT-9).

Several were concerned about the time availability of the Inclusion Coordinators, as opposed to a centralized office with dedicated full-time staff. Will InclusiveVT have the capacity to support key functions related to inclusion and diversity? Several comments spoke to this dilemma:

> If I heard correctly, the efforts of these individuals would be extra curricular, … (not) as performance-measured objectives, but as collateral duties to be worked as they have time or desire ... If that is so, then like all things that fall into the category of "other duties as assigned", they will take a back seat to (other issues). And while I understand that having staff who are 100% dedicated to the initiative may be hard to resource, it shouldn't be a 0% rating factor either. Progress deserves serious effort, and effort needs to be part of key individual's rated performance plan, allocated down through the chain-of-command; otherwise, status quo will be the result (WebX-4)

We see a decentralized accountability approach such as the Executive Council without an advocacy office as being ineffective because it leaves us without an organizational unit to help academic and administrative units with education, coordination, implementation, and assessment across the university (Black Caucus memorandum).

Resources and Incentives

Many participants were concerned about the level of resources available for diversity and inclusion at Virginia Tech. Resource needs included: 1) InclusiveVT itself; 2) program implementation; 3) incentives and rewards; and 4) scholarships. Specific initiatives needing additional funding include scholarships, pipeline programs, training, curriculum development, and staff. Dedicated funding was also viewed as a sign of accountability.

Overall, participants felt that the InclusiveVT structure was under-resourced. More could be done at several levels (within departments, and for faculty, staff, and students) with greater resources and incentives.

> As the university moves toward a decentralized model, it is unclear how resources will be allocated to implement the InclusiveVT agenda. In terms of human resources, it is important that resources required to implement InclusiveVT initiatives are sufficiently funded (Black Caucus memorandum).

As an example, comments recognized the need for funds for existing and new initiatives. A specific p oject underway is the oral history of the LGBTQ+ community (which will include alumni, faculty, staff, and graduate/undergraduate students); this project needs resources, but could also serve as a positive sign to alumni who might be inclined to make a donation.

InclusiveVT is designed to identify specific initiatives occu - ring at the Dean and Vice Presidential level, but it is unclear how these will be funded:

There needs to be additional dedicated resources to support new inclusion and diversity efforts. It is unclear where those resources would come from and how it would fit with ever - thing else going on in the University (FT-3).

Funding options: The 2007 report of the Task Force on Race and the Institution is pertinent here, as it identified three possible routes for funding:

> Option 1: The university sets aside an appropriate percentage of its base budget and earmarks these resources for a wide variety of diversity initiatives. Colleges and administrative units would be given access to these funds for diversity efforts.

Table 13: Strategic Plans – Funding and Development

University Diversity Plan, 2000-2005
- Institute a University Development campaign to support a scholarship program that would include strategies to increase diversity and maintain enrollment levels of incoming undergraduate and graduate students.

Task Force on Race and the Institution, 2007
- Secure adequate resources to maintain and sustain … significant diversity initiatives, faculty and sta f recruitment, scholarships, program development, research opportunities, and other initiatives.
- Diversity Strategic Plan, 2010-2013
- Invite university leaders to continue to strengthen their commitment, including making contributions and gifts.
- Implement collaborative initiatives designed to identify, nurture, and steward a robust and diverse group of university supporters: alumni, parents, friends, and corporate partners.
- Seek corporate and foundation support for key pipeline and academic support programs.
- Continue to seek and secure federal grant dollars that include commitments to the academic and professional advancement of underrepresented students and faculty.
- Review allocation of funding for initiatives annually (and) work toward a sustainable plan for financia support of key programs and initiatives.

Diversity Strategic Plan, 2013-2018
- Continue to commit university resources and leadership to advance the goals outlined in this plan.
- Engage leadership from across the university to establish and implement collaborative initiatives designed to identify, nurture, and steward a robust and diverse group of university supporters comprised of alumni, parents, friends, and corporate partners.
- Secure corporate and foundation support for key pipeline and academic support programs and diversity and inclusion initiatives.
- Continue to secure federal grant dollars that include commitments to the academic and professional advancement of underrepresented students and faculty.
- Examine baseline funding for diversity and inclusion efforts across the university to determine opportunities for greater investment.

Many participants felt that funding should be centralized and university wide. Such funding could support recruitment of faculty and staff, new and existing programs, and scholarships. Funding was regarded as "investment" that was needed to "break the norms around campus" (FT-22).

> Option 2: The university provides guidance to the colleges and administrative units to re-invest a percentage of their total budget into diversity initiatives that have made an impact within the colleges and administrative units, as well as on the whole university.

It was recognized that many colleges already have dedicated funds for inclusion and diversity; however, these resources vary from college to college. "VT has the funds – we have a distribution problem" (FT-1) Under the new framework, colleges would likely need to commit additional resources, in the form of increased responsibilities for existing faculty and staff; more FTEs and graduate positions, and course releases to focus on development of new initiatives.

> Option 3: The university requires that each college and administrative unit contributes a percentage of its budget to develop a central pool of resources that would be earmarked for diversity efforts across the entire university.

While this option was not raised, uneven distribution of resources would likely require a greater contribution from those colleges and vice presidential areas that are already investing resources into inclusion and diversity.

Participants felt that incentives for greater inclusion and diversity could be made available as rewards for performance. Exemplary departments could be recognized with funding. Individual level incentives could be given to those who have demonstrated a commitment to promoting inclusion and diversity. Resources could also be provided to motivate support other diversity planning areas, for example: recruitment, course development, training, and scholarship.

Finally, active development efforts are needed to endow scholarships for underrepresented students. Again, resources for undergraduate and graduate students vary from college to college, and tuition recovery could help with retention. Student debt load was also regarded as a barrier to recruitment, where greater financial support is needed. Endowed funding could also support international students, who frequently do not have access to federal programs.

InclusiveVT Initiatives focusing on funding:
 Vice President for Development and University Relations: Gathering Institutional Fundraising for Inclusion and Diversity

Accountability / Assessment

Accountability was a prominent theme in discussions. Participants felt that prior efforts were given lip service, but not backed up with any authority. As such, there were low expectations for change without the incorporation of a true accountability process. In fact, specific eferences were made to prior efforts that did not deliver as planned. Accountability is needed at multiple levels: upper administration, colleges, in performance evaluations, admission decisions/scholarships—as well as the September forum itself, which was viewed with both skepticism and hope.

The need for accountability was expressed in several ways. Diversity was felt to have been marginalized in the past. Participants noted that the importance of diversity "stays on paper" (FT-15); "we need something more concrete than just language" (FT-15); and "the same discourse continues to happen but nothing changes" (FT-13). It was felt that inclusion and diversity emerged intermittently as university priorities, but to date had not been a main focus.

Next, participants felt that expectations should be set for all members of the campus community, possibly tied to a system of rewards and incentives. Expectations included the Principles of Community: "Principles of Community are not helpful if we don't hold people accountable to them." (FT-25). Another expectation could be participation in training or the Diversity Development Institute. Further, EFARS (faculty activity reports) and promotion/tenure were identified as key a eas where higher performance related to inclusion and diversity should be expected: "(people) will change when they are held accountable for change" (FT-19).

Finally, a system for measuring accountability was perceived as a need. Participants questioned who would be accountable for the results from this forum and the overall InclusiveVT approach: "There is a consensus that we talk about these things a lot, but we seldom see concrete initiatives taking place in any meaningful way" (FT-15).The need for a scorecard for diversity {also mentioned in the 2007 Task Force on Race and the Institution report (p. 13); and the 2013 Diversity Strategic Plan (pp. 11, 25)) was raised. Some said "there needs to be a redefining (of) success" (FT-3); "what are we measuring"(FT-1); and "how are data and past work being utilized to help explore the reoccurring themes of this effort?" (FT-9). Some felt that a centralized office was important for accountabilit , while others felt that a decentralized approach could work, as long as there was strong communication and reinforcement at the administrative level. Overall, people felt that "any initiatives on inclusion and diversity must have real and measurable outcomes," (FT-22) and "every annual plan should include a diversity goal" (FT-25).

InclusiveVT Initiatives focusing on accountability:
 Inclusion and Diversity: Evaluation and Assessment Plan
 Other Institutional Infrastructure Initiatives are:
 Vice President for Administration :VPAS Inclusion and Diversity Leadership Council and Advisory Committee

Communications / Transparency

The themes of communications and transparency, while less prevalent, reinforced a strong need for engaging the campus community through regular updates. Some specific forms of publicity were suggested, including: a calendar of events, stories on VTNews, resources for small organizations to help publicize their activities, visual expressions of inclusion via the Principles of Community and Strong Together campaigns, newsletters, a centralized website, and social media. Some identified a need for better understanding of what is al eady going on at the university. Reporting could include: data on recruitment and retention; climate surveys; and public recognition of best practices.

InclusiveVT Initiatives focusing on Communications:
 College of Agriculture and Life Sciences: Leadership Training and Communications
 College of Architecture and Urban Studies: University-Wide Diversity Awareness Showcase and Exhibition
 Athletics: Inclusion and Diversity Multimedia Campaign
 Enrollment Management: First Generation/Underrepresented Student Pathway
 Inclusion and Diversity: Communication Plan
 Inclusion and Diversity: InclusiveVT Dashboards
 Vice President for Development and University Relations: Promoting Inclusion and Diversity Through Communications

Table 14: Strategic Plans – Accountability / Assessment

University Diversity Plan, 2000-2005
- Update and institutionalize an initial diversity assessment and establish a continuous improvement process, characterized by periodic faculty, staff, and student surveys; diversity programs inventories; and other assessments that provide information on areas needing improvement and areas of success.
- Task Force on Race and the Institution, 2007
- Continuously monitor and evaluate diversity initiatives, holding each unit responsible for their outcomes.

Diversity Strategic Plan, 2010-2013
- Schedule regular and on-going meetings of key leaders and relevant university committees and commissions (Commission on Equal Opportunity and Diversity, academic advisors, college diversity committees, etc.) to review data and reports to increase organizational learning and understanding of significant issues to b addressed.
- Set expectations that practices and outcomes related to diversity and inclusion are vital measures of institutional excellence. Create a culture of organizational learning and continuous improvement at all levels.
- Institute reporting systems for accountability and continuous improvement to optimize the realization of the university's diversity goals (8).

Diversity Strategic Plan, 2013-2018
- Create effective collaborative structures among units with key responsibilities for attaining outcomes in the 2013-18 DSP.
- Regularly review and disseminate data and reports to increase organizational learning and understanding of significant issues to b addressed.
- Facilitate, through executive leadership, campus-wide access and interpretation of available data.
- Improve reporting systems for account-ability and continuous improvement of the university's diversity goals and initiatives in administrative units.

Defining Inclusion

A recurrent theme concerned how Virginia Tech defines or will define inclusion. These comments eflected two types of inquiry: 1) a mission or vision for inclusion; and 2) the groups and communities who are "included" in our defin-tion of diversity. Some felt that a clear definition of diversity was needed th t goes beyond numbers and relates to a larger narrative of inclusion. This definition would then drive expectations for numbers and climate. Additionally, the definition of inclusion should "Get away f om empty words to actionable direction with definitions that a e VT rele-vant" (FT-6). This supports the practice of inclusive excellence on a day to day basis. At the same time, a definition of inclusion should be aspirational and visionary, such that all members of the campus community can define inc usive excellence; the value of inclusion and diversity is openly communicated and taught; and we broaden our concept of who is a Hokie to be as inclusive as possible.

Table 15: Strategic Plans – Planning

University Diversity Plan, 2000-2005

- Review and update the University Diversity Strategic Plan as a tool to monitor goal-achievement in the area of diversity at all levels of the university, consistent with the direction set by the Academic Agenda and as a guide for identifying resources to support and sustain diversity initiatives.

Diversity Strategic Plan, 2010-2013

- Develop and report on indicators for key areas in all four dimensions of the diversity strategic plan (9).
- Create effective collaborative structures among units with key responsibilities for … outcomes in the diversity strategic plan.

Diversity Strategic Plan, 2013-2018

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

There were concerns that our current definitions of inclu sion and diversity were too simplistic, and did not convey the intersectionality of identities. At a minimum, we need to focus on those groups represented in the Principles of Community. However, focusing solely on identities can reduce our ability to see "people as people" (FT-18). We need to respect different identities, while at the same time not seeing individuals as representatives for an entire com-munity. Intersectionality of identities was felt to be partic-ularly important for students: "we must allow 'students to embrace all aspects with which they identify as a minority" (FT-9). It was felt that traditional definitions of diversity also left out international communities; ethnicities such as Ap-palachian and Jewish faculty, staff, and students; and first generation students.

Alumni and Community

Some participants were surprised that alumni were not mentioned more frequently as resources for the new mod-el. Alumni can be involved in mentoring and recruiting, and can also be engaged to share their experiences while they were at the university. Alumni reunions were viewed as a potential resource for inclusion and diversity. They are also a potential starting point for corporate sponsorships.

Several discussions addressed the climate in Blacksburg and surrounding communities, which are more homogenous than Virginia Tech. In fact, some lamented: "Blacksburg and the surrounding community are not very welcoming to minority populations" (FT-15). There was interest in exploring collaborations with local government on inclusion and diversity activities. The Montgomery County Dialogue on Race was cited as an example. As Virginia Tech seeks to attract a more diverse population of faculty, students, and staff, it should take a more active role in promoting inclusion and diversity in our surrounding communities. At the same time, the university should also help market the area as a "desirable destination" to prospective students and job candidates.

InclusiveVT Initiatives relating to alumni and community:
- Vice President for Alumni Relations: Strong Together Networking Events
- Vice President for Development and University Relations: Recruiting Underrepresented Groups to Serve as Volunteer Leaders on Advisory Boards
- Vice President for National Capital Region: Partnership with Continuing and Professional Education

The new InclusiveVT framework is a bold step towards decentralized responsibility, greater accountability, and an affirmation of Virginia Tech's "commitment to inclusion as an integral and inseparable element of institutional excellence" (Owczarski, 2014, para. 6). Participation in the September forum confirmed that university constituents are eager to participate in how the new structure takes shape.

The InclusiveVT initiatives submitted on December 10 are a measure of progress, but they exist within a historic framework of strategic planning and organizational change. The initiatives can and should be linked to both the issues raised at the forum, as well as the overall strategic trajectory for inclusion and diversity at Virginia Tech. Creating these connections ensures that the initiatives address identified needs and p ovide a basis upon which to assess strategic progress. This report is the result of analyzing comments, plans, and initiatives together.

2000-2018 Diversity Strategic Planning → **2014 InclusiveVT Forum** → **New InclusiveVT Initiatives**

While this report provides a broad overview, there are additional areas that can be explored in greater depth. There are many existing programs on campus that support progress in each of the four inclusive excellence dimensions. A comprehensive inventory of all inclusion and diversity programs on campus can identify areas of possible collaboration for the proposed InclusiveVT initiatives. These sorts of collaborations can build upon existing strengths and identify areas for continuous improvement.

A great deal of data is available on the strategies and indicators for the current Diversity Strategic Plan. This information can be compiled into a progress report to guide future planning. Such a report can identify needs to be addressed by future InclusiveVT initiatives. While it is important that the initiatives support growth in priority areas for each senior management area, an annual report can show how the initiatives support overall progress and identify areas that remain unaddressed.

This report, an inventory of campus initiatives, and an annually updated progress report will provide direction and continuity for InclusiveVT. The increased accountability associated with InclusiveVT initiatives will provide a basis for measuring achievement which has previously been very uneven. Taken together, this information will support continued monitoring and growth of inclusion and diversity efforts at Virginia Tech.

2000-2005 University Diversity Plan Goals	2007 Task Force on Race and the Institution Recommendations (paraphrased)	2010-2013 Diversity Strategic Plan Goals (Inclusive Excellence Framework)	2013-2018 Diversity Strategic Plan Goals
• Develop and implement activities and programs that are designed to increase and enhance student, faculty, and staff diversity at all levels of the university, with particular focus on racial/ethnic and gender differences.	FACULTY AND STAFF, GRADUATE AND PROFESSIONAL STUDENTS, AND UNDERGRADUATE STUDENTS • Use innovative strategies to actively and continuously recruit underrepresented staff and faculty members in all ranks (Faculty and Staff). • Aggressively focus on the practice of equity in advancement and promotion by developing, implementing, and evaluating university-wide opportunities and criteria for advancement (Faculty and Staff). • Create a position in the Department of Human Resources to focus on recruiting (Faculty and Staff). • Strengthen supervisor training (Faculty and Staff). • Expand existing activities in the Office of Graduate Student Diversity Initiatives. Two additional full-time equivalent (FTE) administrative positions should be created to expand and support recruitment activities (Graduate and Professional Students). • (Provide additional resources to the) Graduate School … to partner with all colleges to develop and implement strategic recruitment efforts that are tailored to the needs of each discipline (Graduate and Professional Students). • Develop more effective strategies and efforts to sustain viable access to Virginia Tech through the ongoing recruitment of and financial aid for underrepresented students and through the expansion of pre-college outreach initiatives (Undergraduate Students). • Develop a more effective framework that supports and nurtures student success through the enhancement of advising, mentoring, financial aid, scholarships, and other retention efforts (Undergraduate Students). • See assessment of Graduate and Professional student recruiting, below.	ACCESS AND SUCCESS • Achieve a more diverse and inclusive undergraduate and grad-uate student body, facul-ty, and staff.	ACCESS AND SUCCESS • Achieve a more diverse and inclusive undergraduate and grad-uate student body, faculty, and staff.
• Develop and implement activities and programs that are designed to im-prove the university climate for students, faculty, and staff and that are aligned with one or more of the University Core Values.	GRADUATE AND PROFESSIONAL STUDENTS AND UNDERGRADUATE STUDENTS • Continue to monitor, develop, and sustain campus climate initiatives to provide a welcoming and inclusive environment inside and outside the classroom (Undergraduate Students). • See assessment of climate for Graduate and Professional students, below.	CAMPUS CLIMATE AND INTERGROUP RELATIONS • Create and sustain an organizational environ-ment that acknowledges and celebrates diversity and employs inclusive practices throughout daily operations.	CAMPUS CLIMATE AND INTERGROUP RELATIONS • Create and sustain an organizational environ-ment that acknowledges and celebrates diversity and employs inclusive practices throughout daily operations.

2000-2005 Plan	2007 Task Force Recommendations	2010-2013 Plan	2013-2018 Plan
• Identify and/or develop and implement a comprehensive program of education and training opportunities, made available to students, faculty, and staff and designed to include a review of legal issues, best practices, and research related to recognizing, valuing, and effectively managing differences.	ACADEMIC PROGRAMS • Create a requirement within Virginia Tech's undergraduate liberal education / core that addresses issues of race and racial privilege. • Strengthen existing dedicated programs and create a Latino/Latina/Hispanic Studies Program. • Create incentive-based opportunities for pedagogical review and course transformation. • Develop incentive-based professional development programs and accountability strategies for administrators, supervisors, faculty members of all ranks, and staff members. Programs and strategies will support the effective implementation of policies and procedures related to continuous improvement, the application of performance goals and evaluations, professional standards, equity in decision-making, and cultural competence (Faculty and Staff). • See assessment of cultural competency, below.	EDUCATION AND SCHOLARSHIP • Engage students, faculty, and staff in learning varied perspectives of domestic and global diversity, inclusion, and social justice.	EDUCATION AND SCHOLARSHIP • Build a community that fosters research, scholarship, learning, and creative performance that reflect global diversity, inclusion, and social justice.
• Design, develop, and implement a comprehensive system of responsibility, accountability, and recognition for increasing campus diversity, improving campus climate, and advancing the knowledge base for creating and sustaining a culturally diverse community of learners, teachers, researchers, and workers.	ADMINISTRATIVE INFRASTRUCTURE • Continuously monitor and evaluate diversity initiatives, holding each unit responsible for their outcomes. • Coordinate and sustain diversity activities and communication regarding these activities across all levels of the institution. • Secure adequate resources to maintain and sustain diversity efforts across the university. Resources will support efforts such as significant diversity initiatives, faculty and staff recruitment, scholarships, program development, research opportunities, and other initiatives. • Expand existing assessment efforts to include measures of climate, cultural competency, and recruitment to increase diversity; fund a full-time position to develop assessment procedures; and allocate a graduate research assistantship (GRA) every year to assist in the administration of assessment and data analysis (Graduate and Professional Students).	INSTITUTIONAL INFRASTRUCTURE • Create and sustain an institutional infrastructure that effectively supports progress in achieving goals in the diversity strategic plan.	INSTITUTIONAL INFRASTRUCTURE • Create and sustain an institutional infrastructure that effectively supports progress in achieving goals in the Diversity Strategic Plan.
• Develop both internal and external collaborations and partnerships that are designed to build capacity for extending diversity and multicultural education and related research to the broader community, businesses, and other organizations affiliated with and/or serviced by the university.	ALUMNI AND COMMUNITY ENGAGEMENT • Establish a high-level Diversity Advisory Council. • Affirm diversity as a vital part of the contemporary vision of the university's historical land-grant mission. • Increase minority access via a comprehensive pipeline approach to pre-college marketing, public information, and awareness efforts.		

Appendix B:
Analytical Methods

The purpose of this report is to use the September forum feedback as a measure of how well we are doing on current and past diversity planning goals and objectives, and then to suggest how this feedback is addressed by the new InclusiveVT initiatives. The four phase analytical framework described below provided a basis for linking the notes and strategic planning to future initiatives.

Phase I. Definition of inclusive excellence dimensions

Analysis was conducted by a primary researcher, with the assistance of three coders, using the predefined categories of inclusive excellence. It was therefore important to have clear scholarly definitions of each IE dim nsion. As some comments could be (and were) coded under multiple categories, clear definitions enabled c ntinuous refining of code assignments.

Phase II. Analysis of notes from the September forum (October – December)

Forum participants responded to two broad questions, which provided a basis for structural coding. However, it is the nature of qualitative research that unless (and even when) a structured interview format is used, comments often stray from the original questions. This is actually an advantage, as it allows for more richness in perspectives, as well as insights that may not have resulted from a structured process.

A primary researcher coded all of the notes, with the assistance of a second (volunteer) coder and two graduate assistants. The coders met twice with the Assistant Director of the Office Assessment and Evaluation egarding coding procedures. The first cycle of coding followed the inclusive excellence dimensions as a predetermined cod- ing scheme. The graduate assistants coded part of the notes to verify the stability of these categories. The primary and volunteer coder met frequently to compare codes and subcoding. A faculty member with expertise in qualitative research reviewed the assignment of codes at several points during this process.

The primary researcher used Dedoose computer assisted qualitative data analysis software (CAQDAS) while the volunteer did manual coding using Excel software. The researchers read table notes multiple times and codes were assigned using descriptive phrases to indicate the topic for each comment. Simultaneous coding was used as more than one code could be assigned to many of the comments (Miles, et al, 2013, p. 81; see also Saldaña, 2009, p. 62). The coding process was iterative, constantly comparing codes, returning to comments already coded, and refining the codes such that the comments in each category have internal consistency. Finally, the four main categories were divided into subcategories. This was done by reviewing, refining, changing, adding or deleting codes so that di ferent dimensions of the broader categories could be identified

Phase III. Review of university plans and reports (November – January)

Four university diversity plans, dating back to 2000, were reviewed to compare past goals and objectives. An analy- sis of all four plans identifies similar goals, objectives, and strategies (see Appendix A). However, there has not been a systematic effort to monitor progress in relation to these objectives. Not all areas are consistently measured and monitored. Forum comments serve as evidence of perceptions of progress and needs. Although they cannot serve as measures of actual progress, they can provide numerous perspectives on actions that have been taken, and areas for improvement that can inform the development of InclusiveVT.

The subcategories that resulted from second cycle coding were compared with the inclusive excellence goals and objectives of the four strategic plans. In effect, the strategic plans served as a codebook for the process. However,

when using a predetermined codebook, it is important to follow analytic induction (Taylor and Bogdan, 1998, p. 138), which specifically looks for di ferences between the codebook and open coding to ensure that excerpts are not "shoe-horned" into pre-existing categories. Thus, subcategories were identified that we e not reflected in the strategic plan. For example, under Institutional Infrastructure, comments about the InclusiveVT structure are clearly not reflected in plan objectives. Communications and PR a e also not reflected in the diversity strategic plan, but were an important concern for forum participants.

Phase IV. InclusiveVT initiative comparison

In December, 2014, InclusiveVT initiatives were submitted by each College and Senior Management area. In Phase IV, the initiatives were matched with categories determined during coding, and with goals and objectives from the strategic plans. This approach showed how the initiatives support strategic goals and objectives, and identified areas requiring further attention.

Prior to the final eport, one of the original coders read the transcripts again and a draft of the report and agreed with the conclusions derived from the data. The final app oach to validating the analysis of the notes was to share them with five of the original table facilitators for exte nal review, to determine whether the categories discussed in this report were consistent with discussions at their tables.

**InclusiveVT: A New Approach to Inclusion and Diversity
Initial Appointments 2014 - 2015**

President's Inclusion and Diversity Executive Council

- Timothy Sands, President
- Mark McNamee, Senior Vice President and Provost
- Dwight Shelton, Vice President for Finance and Chief Financial Officer
- Sherwood Wilson, Vice President for Administration
- David Travis, Interim Vice Provost for Inclusion and Diversity
- Elizabeth Spiller, Dean, College of Liberal Arts and Human Sciences
- Dick Benson, Dean, College of Engineering
- Karen DePauw, Vice President and Dean for Graduate Education
- Patty Perillo, Vice President for Student Affairs
- Guru Ghosh, Vice President for Outreach and International Affairs
- Jack Finney, Vice Provost for Faculty Affairs
- Rachel Holloway, Vice Provost for Undergraduate Academic Affairs
- Hal Irvin, Associate Vice President For Human Resources
- Karen Eley Sanders, Chief Diversity Officer, Virginia Tech Carilion School of Medicine
- Inclusion Coordinators (6)

- The council supports the university's overall vision and framework for inclusion and diversity and oversees accountability for achieving strategic goals.

Inclusion Coordinators

- Juan Espinoza, Undergraduate Education
- Danette Gomez Beane, Graduate Education
- Maria Elisa Christie, International Affairs and Outreach
- Ellen Plummer, Office of the Senior Vice President and Provost
- Lori Baker-Lloyd, Human Resources
- Tricia Smith, Student Affairs

- Coordinators will advocate for inclusion and diversity within their areas, serve as university resources, and will assess and recommend policy, evaluate progress, identify opportunities, and address areas of concern.

Advisory Committee

An advisory committee will be comprised of individuals and groups who will provide guidance and information to the Provost and to Inclusion Coordinators. The committee will provide a mechanism for key stakeholders to participate in the monitoring of progress of inclusion and diversity efforts.

Provost's Office

The provost's office will serve as the administrative home for supporting inclusion and diversity efforts. The interim vice provost will report to the provost and have an advisory reporting line to the president. The office of the p ovost will provide administrative support and coordination including budget, personnel, web and marketing support, assessment, and liaison functions with governance and other university units.

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InclusiveVT Forum Notes by Inclusive excellence
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InclusiveVT Initiatives sorted by area: http://www.inclusive.vt.edu/initiatives/initiatives-area-dec2014.xlsx

InclusiveVT Initiatives Combined Matrix:
     http://www.inclusive.vt.edu/initiatives/initiatives-combined-dec2014.pdf

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Research assistance:
Robin Lawson, first year experience and student development coordinator, The Student Success Center

Fang Fang, graduate assistant, Department of Sociology

Priyanka Munipalle, graduate assistant, the Department of Business Information Technology

David Kniola, assistant director, Office of Assessment and Evaluation

Carol A. Bailey, associate professor, Department of Sociology

Reviewers and forum facilitator / note takers (member checking):
Alicia Cohen, associate director of diversity education and training, University Organizational and Professional Development

Michele Deramo, director of diversity education and initiatives, University Organizational and Professional Development

Mary Beth Dunkenberger, senior program director, Virginia Tech Institute for Policy and Governance

David Kniola, assistant director, Office of Assessment and Evaluation

Glenda Scales, associate dean for international programs and information technology, College of Engineering; president, Black Faculty and Staff Caucus of Virginia Tech

The report was also reviewed by the President's Inclusion and Diversity Executive Council, the Inclusion Coordinators, and the InclusiveVT Advisory Group.

Marcy Schnitzer, assistant director for diversity strategic planning and improvement, Office of the Senior Vice President and Provost, served as the primary researcher and author of this report.

For more
information about this report contact:

Office of the Senior Vice President and Provost
Inclusion and Diversity
Virginia Tech
336 Burruss Hall
800 Drillfield Dr.
Blacksburg, VA 24061

www.inclusive.vt.edu