

Revised 9.2.15 (updated 9.15.15)

InclusiveVT 2.0

Recommendations and Next Steps Working document for 2015-2016

InclusiveVT 2.0 will build upon the foundation established in year 1 using a modified version of the Cornell model that includes the President as the Chief Diversity Office, a President's Inclusion and Diversity Executive Council (EC) co-chaired by the President and Provost and comprised of selected senior leaders, Inclusion Coordinators, community advisory groups, students and the Vice Provost for Inclusion and Diversity. In the upcoming year, VT will move very intentionally toward inclusion and university transformation, to embrace a "can do" approach and position VT as a "go to" inclusive and diverse university. The next steps include the following:

1. Continue with the original initiatives as updated and some recognized as established efforts to become standard operating procedures (SOP) and therefore institutionalized and ongoing. (See the summary spreadsheet for updates for all initiatives.) It is also important to recognize units for their previous and ongoing efforts beyond the initiatives and incorporate existing efforts into the InclusiveVT framework.
2. Identify opportunities and institutionalize modifications of promising practices that have high impact for inclusion.
3. Establish university-wide efforts, collaborations based upon existing activities and the initiatives, and create specific recommendations to senior leadership.
4. Establish processes for securing financial support for initiatives through typical budget process as well as limited one time resources for time-sensitive activities and efforts
5. Encourage new efforts or initiatives to emerge organically
6. Further define structure and function of InclusiveVT (e.g., VPID, Exec Council, Inclusion Coordinators,++)

Updated initiatives

The summary spreadsheet (attached) identifies the original initiatives and commentary regarding the progress made, revisions to each of the initiatives and recommendations for next steps and actions for '15-'16. Senior leaders (initiatives submitters) should continue with their revised initiatives as well as ongoing existing programs in the upcoming year.

Selected activities for actions

There are a number of activities that might be limited in scope but can have a significant impact upon the sense of community and inclusivity of VT. Among these are (but not limited to) the following:

1. Secure and centralize as appropriate funding for university-wide cultural events including graduation celebrations, welcome receptions.
2. Change terminology of non-resident alien (NRA) to non U.S. citizen or international citizen in VT documents and reports.
3. Distinguish between international and U.S. demographic data; understand key differences for data reporting and community building
4. Enhance communication with applicants especially proactively communication with qualified diverse applicants for positions at VT
5. Make translation (through Google translate?) available on VT websites
6. Develop strategies to make events accessible
7. Provide sign language interpretation at all major University events
8. Change symbols regarding disability (wheelchair) logo from static to dynamic visual

We should continue to identify and examine some specific modifications that we can make throughout the year and act on them.

Recommendations (not in priority order):

1. Recruit and retain faculty, staff and students (undergraduate and graduate) of diverse background; secure funding for professorships and graduate student fellowships
2. Implement "search advocate" approach to recruitment; start with CVM and extend beyond
3. President's office to purchase Tim Wise's book entitled "Dear White America" for all senior leaders and to hold discussion at Executive Council and President's academic council (consider book readings about Inclusion and Diversity standard practice for senior leadership)
4. Regular dialogue on inclusion and diversity at President's academic council, Provost's academic affairs council, BOV academic affairs meeting, and others as appropriate. A goal would be to inform and empower leadership to create an open space and place for inclusion throughout VT
5. Create and increase education and training programs for various constituencies (faculty, staff, students, administrators) re implicit bias, micro-aggressions, privilege and more.
6. Invite visiting 'scholar' for a semester to design and implement, review and improve institutional practices around inclusion and diversity
7. Design and implement a messaging training program for communicating with alumni, donors and others (e.g., using interactive theatre approach)
8. Develop guidelines for bias free language for use in official communication

9. Develop guidelines and visuals representing inclusion and diversity for use throughout the university
10. Fully develop “inclusive pedagogy” programs designed for faculty by faculty for use in courses (face-to-face, on-line, hybrid, etc.) with attention to accessibility; start with CALS and expand. Provost office could facilitate.
11. Identify faculty whose scholarship focuses on inclusion and diversity and recognize and engage their expertise as a resource for InclusiveVT
12. Standardize statement on position announcement and job description to recruit and hire with commitment to inclusion (see Graduate School position announcement as an example)
13. Develop descriptive narratives that could be used for grant proposals regarding commitment to inclusion
14. Enhance accessibility of websites and digital resources
15. Develop and implement communication plans including use of social media for disseminating message about InclusiveVT
16. Leverage resources of NCR to provide connections between citizens in NCR with VT (including Blacksburg)
17. Ensure that InclusiveVT activities include faculty, students, and staff throughout the various geographical locations
18. Regularly scheduled and well-advertised events around inclusion and diversity easily available
19. Record and interview keynote speakers on inclusion and diversity as resource for InclusiveVT
20. Policy and procedure review by each senior leadership area to be more inclusive
21. Establish network for recruitment, REUs, mentoring programs, engagement efforts to share promising practices
22. Create opportunities for students (undergraduate, graduate, professional) to engage in conversation about inclusion and diversity
23. Actively incorporate inclusion and diversity into the curriculum at all levels
24. Demonstrated commitment to inclusion thru
 - Allocation of resources
 - Tenure/promotion, FARs
 - Merit increase, annual reviews
 - International partnerships and agreements
 - And more

Responsibilities of the Vice Provost for Inclusion and Diversity regarding InclusiveVT 2.0 efforts:

- work directly with Inclusion coordinators and EC
- work with University Relations regarding visuals and language guidelines
- keep list of markers of change
- compile and share networks for engagement with K-12

- compile and share networks for REUs and other recruitment strategies
- compile and engage faculty scholars of diversity and inclusion
- coordinate assessment efforts
- prepare “annual report” about inclusiveVT
- create and manage data dashboard
- programs and initiatives in interactive format; infographic
- communication strategies and social media
- establish relationships with community constituencies external to VT
- serve as a national voice for InclusiveVT

Structure and function of InclusiveVT 2.0

President – Chief Diversity Officer

President and Provost – co-chairs of President’s Inclusion and Diversity Executive Council

Vice Provost for Inclusion and Diversity – daily operations and efforts of InclusiveVT 2.0, works closely with Executive Council and serves as Collaborator with Inclusion Coordinators

Executive Council – members of the senior leadership for the university to provide transformational leadership to institutionalize inclusivity of VT and all of its locations, operations and constituencies

Inclusion Coordinators – representatives of various constituency groups to serve as liaisons, consultants, guides, bridge builders, idea generators and advocates for inclusion and diversity

Advisory Group - Caucus leaders, student representatives, and a CEOD representative work with Inclusion Coordinators to offer updates about community concerns, and work together to identify resources and potential for impact

Advisory Community - members both within and outside the Virginia Tech community who choose to provide feedback on inclusion and diversity efforts

Example of position announcement from the Graduate School:

Virginia Tech is a public land-grant university, committed to teaching and learning, research, and outreach to the Commonwealth of Virginia, the nation, and the world communities. Learning from the experiences that have shaped Virginia Tech as an institution, we acknowledge those aspects of our legacy that reflected bias and exclusion. Successful candidates should adopt and practice the Principles of Community as fundamental to Virginia Tech’s on-going efforts to increase access and inclusion and to create a dynamic community that nurtures learning and growth for all of its members. The Virginia Tech Principles of Community are described at: <http://www.diversity.vt.edu/principles-of-community/principles.html>. Virginia Tech actively seeks a broad spectrum of qualified candidates and encourages women, minorities, veterans, and individuals with disabilities to apply.