

Athletics

Initiative Name	Inclusion and Diversity Multimedia Campaign	Inclusion and Diversity Student Athlete Experience Surveys	Inclusion and Diversity Presentations
Description	The Athletic Department will create and publish multimedia content across multiple outlets that promotes and celebrates diversity and inclusion.	The Athletic Department will collect surveys from student-athletes once every two academic years. These surveys will focus on areas of diversity and inclusion that are a part of the student-athlete experience at VT.	The Athletic Department will invite speakers to present on a variety of inclusive and diversity topics every semester.
Reported Progress to Date	Trying to find events that have space for showing videos is difficult with commitments to sponsors and others during contests. Still brainstorming ideas to decide on a theme for a video that promotes inclusiveness.	In the developing stages of surveys for student-athletes, coaches and staff members. Working with Athlete Ally to create specific ones for each group that will help us gauge the LGBTQ climate in the athletic department from staff member to student-athlete.	Reviewed several individuals to bring to campus. Have narrowed it down to 1, Hudson Taylor. We are in discussion with his company to work out logistics for a visit in the Fall semester.
Contribution to Transformation	isolated change; due to large and multiple audiences can contribute to overall visuals for diversity but must also focus on inclusion. When guidelines are completed, they would stand as strong commitment to Inclusion and Diversity	current adjustment and will likely be isolated/focused change within athletics but has potential to impact throughout athletics (pervasive); need ongoing reflection and action;	adjustment and will likely to remain specific to athletics but could be open to other university entities in the future or part of a speakers series; critical component is the follow up and ongoing dialogue; recording key interview questions can help personalize the speakers and their experiences with diversity/inclusion; could be used in sharing commitment
Revisions	visuals should reflect diversity of race, gender, sport, athlete/non athlete, student, and more. Then become SOP	survey expanded to coaches and administrators; once analyzed, a plan to be developed and next steps	Outside speaker Hudson Taylor scheduled for Nov. 2; good start but must plan follow up after event; follow up with Safe Zone, planned ongoing dialogue with administrator/coach, record presentations and ask specific questions of all external speakers to put voice to lived diversity and inclusion experience
Comments	VPID and Univ Rel should work with athletics and other units regarding guidelines for visuals	need to focus on climate issues and creating inclusive environment; need to understand implicit bias and micro-aggressions; need base-line data in order to demonstrate change	videos recorded could likely have relevance in demonstrating commitment to diversity and inclusion. Ongoing dialogue and follow up are critical to continue the conversation rather than one & done approach
Progress	OK-	OK	OK

College of Agriculture and Life Sciences

Initiative Name	Inclusive Teaching Practices	Virginia Cooperative Extension Diversity and Inclusion Fellows	Leadership Training and Communications
Description	<p>CALS Associate Deans will work with the CALS Faculty Association and CALS Diversity Council to develop a classroom inclusivity-training workshop for CALS faculty and staff. Nationally recognized speakers will be identified to participate in the initial workshop. Faculty members will self-identify to participate in a pilot program to incorporate inclusivity practices into their teaching practices.</p>	<p>The Extension Diversity and Inclusion (D&I) Fellows Initiative has been created to enhance Virginia Cooperative Extension (VCE) faculty and staff awareness and knowledge of diversity and inclusion issues and to improve skills in order to cultivate an environment of mutual respect and appreciation of differences, and ultimately foster more inclusive Extension programs.</p>	<p>In order to promote and foster a climate of inclusiveness within the college, we will utilize existing programs and create new leadership training opportunities to educate directors and department heads across the college about the value of inclusion and provide them the tools to incorporate those values into their daily operations. This “lead by example” approach will help improve the campus climate and strengthen intergroup relations (dimension b). The college will also encourage leaders to include “Diversity/Inclusion” on routine unit meeting agendas so that issues can be addressed, programs can be promoted, and it is transparent to everyone that this is an important initiative. At the same time, through the CALS Diversity Council and the CALS Office of Communications and Marketing, we will communicate and celebrate our programs, successes, and challenges to both internal and external audiences using publications, videos, new releases, websites, and other avenues. This will not only help increase awareness about diversity and inclusion within the college, but will create a positive perception of it and encourage a wider constituency group to engage and promote the initiatives.</p>
Reported Progress to Date	<p>With the help of the DDI, our college set up a series of training sessions specifically for CALS leadership so that they can start to earn Diversity Ally Certificates. Among the many leaders who attended the first session were the dean, department heads, and directors from around the college. At the same time, the CALS Diversity</p>	<p>All Extension and Research faculty and staff in all campus-based departments in CALS have participated in face-to-face civil rights compliance sessions, bringing to completion the first round of training for all CALS units. To date, over 900 individuals have been trained. Internal Compliance Reviews were conducted with all ARECs. Spot Compliance reviews will</p>	<p>Regular meetings with Michele Deramo have moved the project along. Michele developed an activity timeline to ensure that we meet our goals for the planned August 2015 Cultural Connections in the Classroom session.</p>

	Council is working with the Office of Communications and Marketing to put on and promote a number of diversity and inclusion activities. The council sponsored two recent talks on diversity, which resulted in overflowing audiences.	be conducted with two Extension units per district this summer	
Contribution to Transformation	started as adjustment but this could be a part of a larger university-wide efforts to engage with inclusive pedagogy practices; potential partners with faculty using inclusive pedagogy and sharing practices; not just workshops; focus on teaching and research faculty	pervasive change across college and will likely remain within CALS and focused on VCE with plans for on-boarding new faculty and staff; important because of the audiences and impact of VCE faculty and staff	isolated change and this effort would likely remain appropriately within the CALS but could serve a model for other units;
Revisions	need to go beyond DDI and identify faculty who use inclusive pedagogy; focus on teaching and research faculty separately from administrative and support staff; identify faculty using inclusive pedagogy and share promising practices;	this is still a work in progress; needs a long term strategy in place that will sustain the effort into the future	progress on track with current folks, encourage more conversation back in units, what happens after 3 years and when new folks arrive. Sustainability plan needed, consider alternative term to Diversity Celebration.
Comments	need to coordinate efforts with Provost Office regarding inclusive Pedagogy efforts as part of faculty development		might look for points of collaboration with the other colleges regarding the lead by example and ongoing regular communication about inclusion; also connect with VPID and VP Faculty Development about faculty development and department head workshops; University relations office should also be involved for messaging and communication strategies
Progress	OK	OK	OK+

College of Agriculture and Life Sciences (cont.)

Initiative Name	Civil Rights and compliance		
Description	<p>CALS recognizes the importance of diversity and inclusion in the development and delivery of its Extension (VCE) and Research (VAES) programs. USDA also has specific civil rights expectations in the areas of identifying needs, setting priorities, allocating resources, selecting and assigning staff, conducting programs, and getting feedback. In order to meet these expectations, CALS has created a set of civil rights educational modules and internal civil rights compliance review procedures. The purpose of the training and compliance audits is to increase awareness and understanding of civil rights responsibilities in order to remain in compliance with all federal and state civil rights laws, VT policies, and USDA guidelines. But the ultimate goals of our efforts are that it will result in expanded access to VCE and VAES programs and services to under-represented client groups, and will promote a culture of non-discrimination and one that values differences in our clients, volunteers, and employees. To date, over 800 faculty and staff in all 12 campus-based CALS departments, 107 Unit offices, 11 ARECs, and six 4-H Educational centers have participated in the civil rights training. Peer-reviewed internal audits have taken place with all VCE Unit offices, 4-H centers and ARECs. All new VCE/VAES employees are required to participate in the training, but existing employees are also expected to continue their training after three years using new training content.</p>		

<p>Reported Progress to Date</p>	<p>In December 2014, ten faculty and staff members for unit offices in all four Extension districts have participated in 32 hours of D&I training and have received their Diversity Ally Certificates. These individuals are now in the planning stages of delivering two training programs in 2015 to all VCE field faculty and staff. These efforts are being coordinated with their respective District Directors and have the full support of Extension administration. Two conference calls with the Fellows have been conducted to facilitate coordination and planning.</p>		
<p>Contribution to Transformation</p>	<p>adjustment and would likely stay within CALS appropriately given the variety of faculty and staff and their unique needs and audiences but contributing overall to perception of the university</p>		
<p>Revisions</p>	<p>a must do activity and will be ongoing until complete. Then plan for continuation with new folks. Becomes SOP.</p>		
<p>Comments</p>			
<p>Progress</p>	<p>OK+</p>		

College of Architecture and Urban Studies

Initiative Name	University- Wide Diversity Awareness Competition	The International Archive of Women Architects	Focus on Faculty Mentoring
Description	<p>Every year, CAUS organizes a Diversity Awareness Competition. All VT students, faculty and staff are challenged to express their thoughts about what diversity means to them, the value of diversity, and why it is important to recognize and promote it. Entries are welcome from all Virginia Tech faculty, staff and students as part of the College’s ongoing effort to promote diversity and inclusive excellence. A panel of faculty, students and staff judges the competition entries and selects several winners who receive cash awards. In the past, the competition entries were limited to a single media. CAUS has now expanded the competition to include multi-media entries in order to be more inclusive and invite participation from a greater variety of participants. In addition, from now on CAUS plans to invest additional resources to hold an annual exhibition and celebratory event that would raise the competition’s profile. To encourage a greater number of submissions, CAUS is also investing new resources to create separate cash awards for undergraduate students, for graduate students, and for faculty/staff (previously, only one type of cash award was available). Each year, the competition will have a different theme. The proposed theme for the 2014-15 competition is “Breaking Stereotypes.” An RFP will be widely circulated throughout the university community with the help of the Communications Officer.</p>	<p>CAUS is working to sharpen IAWA’s focus on the achievement of international and minority female professionals (for example, in collaboration with the archives of traditionally African American universities such as Virginia State University). It will also work towards integrating IAWA’s resources into classes, research and publications. The collection is made available to anyone interested in research on the subject, classes are routinely taken to tour the collection, and students actively participate in the organization of exhibitions.</p>	<p>CAUS is launching a series of steps to improve faculty mentoring college-wide. Because of the wide variety of disciplines at CAUS, in the past mentoring was almost entirely informal and decentralized. Whereas the decentralized model is useful, a reinvigorated college-wide faculty mentoring program, with special attention to female and minority faculty, will help improve faculty success in scholarship, promotion and tenure, and increase the share of senior faculty, especially tenured full professors, at CAUS.</p>
Reported Progress to Date	<p>The 2015 College of Architecture and Urban Studies Diversity Competition and Showcase invited all university students, faculty, and staff to express their perspective on diversity. This</p>	<p>In July of 2015, IAWA will hold the 18th Congress of the L'Union Internationale des Femmes Architectes (UIFA). In hosting the 18th UIFA Congress, the IAWA seeks to</p>	<p>CAUS launched a series of outreach steps to engage faculty in conversation about strengthening their scholarly, pedagogical and service records and</p>

	<p>CAUS event has been held annually for several years but this is the widest and most diverse range of participants that CAUS has ever attracted. The showcase is part of the College's ongoing efforts to promote diversity and inclusive excellence at Virginia Tech. This year's theme was "Breaking Stereotypes." Both the invitation to submit entries and the invitation to attend the final exhibition and celebratory event were publicized widely: via CAUS website, university news, flyers, faculty, student and diversity list serves, and social media.</p>	<p>commemorate its 30th anniversary; to connect and build a network of women in architecture and design; to preserve, highlight, and recognize the professional contributions of women architects and designers; and to provide global education through the dissemination of information about the important role of women in architecture and design (see http://www.uifa2015.com/) The Congress will start in Washington, DC and conclude in Blacksburg. It is expected to attract dozens of built-environment professionals from around the world. Participants are asked to bring with them a portfolio of works that will become part of the IAWA's collection. The event will be aggressively publicized to attract as many Virginia Tech faculty, students and staff as possible.</p>	<p>succeeding at promotion and tenure. Because of the wide variety of disciplines at CAUS, in the past mentoring was almost entirely informal and decentralized. Whereas the decentralized model has been useful, a reinvigorated college-wide faculty mentoring program will help improve faculty success. The following steps have been taken: 1) The Dean and the Associate Dean for Academic Affairs held Q&A sessions on the promotion and tenure process, which were recorded and are now posted online; 2) The Associate Dean for Academic Affairs held P+T workshops with assistant and non-tenured associate professors (about two dozen attended), and with tenured associate professors interested in full professorship (about a dozen attended); 3) Each CAUS school revised and expanded its existing mentorship program (for example, the School of Public and International Affairs began regular meetings attended by junior faculty who share experiences and also engage with an invited speaker on topics such as research and diversity). In addition, the Dean and the Associate Dean continued traditionally successful CAUS practices; for example, providing detailed input on draft dossiers. Both the Dean and the Associate Dean maintain an intensive meeting schedule with faculty interested in individual discussions regarding promotion and tenure and other aspects of university life.</p>
<p>Contribution to Transformation</p>	<p>and adjustment initially but has the potential to showcase (not competition) university-wide</p>	<p>will likely remain within CAUS but connections with other colleges, curriculum,,</p>	<p>adjustment with focus on faculty mentoring within CAUS and will have</p>

	commitment to diversity; also could expand to inclusion;	women's center, etc. should be possible to enhance awareness.	impact upon audiences associated with CAUS but could also work in conjunction with broader university community to foster cross disciplines connections and inclusion
Revisions	This should become SOP after one year; need to increase awareness of showcase; need follow up after event and increasing visibility to the participants; consider website; blogs on diversity and inclusion blog; news coverage; video interviews on specific questions of relevance to making the voices and experiences real and accessible	expand and enhance awareness of archive; very little awareness outside CAUS. Must be creative in sharing the information; maybe open to public	seek promising practices from other colleges and VP for Faculty development; consider partnership with Center for Faculty Development and Diversity; focused discussions about inclusion not just FARs;
Comments			
Progress	OK-	OK-	OK-

College of Engineering

Initiative Name	Greater Diversity Among Faculty and Staff	Greater Diversity Among Undergraduate Engineering Students	Greater Diversity Among Graduate Engineering Students
Description	<p>The College of Engineering strategic plan outlines the following tasks in support of this initiative: (E5.1) Provide an environment that is supportive of a diverse community, resulting in increased numbers from traditionally under- represented groups and under-served communities. (E5.3) Provide mentoring so that new faculty members and new staff members may flourish in their careers. (E5.4) Provide opportunities to faculty members and staff members to acquire new skills and engage in life-long learning. (E5.5) Support programs like AdvanceVT that help modernize the working environment and enhance the work-life balance. (E5.8) Be more proactive and less reactive in our recruiting for diversity. (E5.9) Live by the “Principles of Community.” Ongoing, and growing initiatives within the College, which support this initiative, include targeted recruitment of seminar speakers from prospective faculty, strong utilization of the AdvanceVT future faculty initiative, and direct contact from the Engineering dean and associate deans to their counterparts at HBCUs and other Universities. We will increase the focus of our recruiting efforts through our existing diversity networks to ensure a diverse applicant pool.</p>	<p>Further investment will be placed into CEED recruitment and retention initiatives as well as outreach to Virginia Community College students toward recruiting a diverse engineering undergraduate class. Through the creation of a new position – Coordinator for Pre-college Outreach - we will increase our pre-college activities at the high school level, focusing on bringing under-represented students to Blacksburg for engineering experiences.</p>	<p>In support of this outline, the College of Engineering will include pro-active collaboration with Virginia HBCUs and utilize College fellowships to attract a diverse graduate student pool. Annual recruitment at SWE, SHPE, and NSBE meetings along with creation of a Grad School 101 program targeting VSU, NSU, HU, and NCA&T students are ongoing activities in support of this initiative. We will continue and increase our collaborative efforts with the GEM Consortium.</p>
Reported Progress to Date	<p>Recruitment: As of the time of this reporting in April, the College of Engineering has hired 19 new faculty members. Of those 19, five are female and one is African American.</p>	<p>For Spring of 2015, there are 236 female and 1109 male undergraduates scheduled to graduate in 2015. Of those graduates, 35 students self-identified as African American and 7 self-identified as African American and some</p>	<p>Progress to date includes a supportive environment in addition to a formal peer mentorin program, graduate student mentoring program, use of the ediveristy committee which supported recruitment travel,</p>

	Retention: The College of Engineering is committed to supporting work-life balance initiatives. Per data provided by AdvanceVT, tenure clock extension requests from the College of Engineering, received AY 2014-15 totaled 7; 6 men, 1 woman; 6 for birth or adoption of a child, 1 for other personal reasons. Modified duties used in the College of Engineering in AY 2014-15 totaled 15; 5 women, 10 men; 10 for birth or adoption of a child, 5 for other reasons. Dual career hires who received partial funding from the Provost's office in AY 2014-15 in the College of Engineering totaled 4, all research faculty; 3 are spouses/partners of tenure track faculty in the CoE, one is the spouse/partner of a faculty member in another College.	other race. Of those graduates, 28 self-identified as Hispanic/Latino with 49 self-identifying as Hispanic/Latino and some other ethnicity. Per the CoE initiative number 2, we stated that the College seeks to increase B.S. degrees to women from 180 to 200; to African-Americans from 29 to 35; and to Hispanics from 35 to 45. With this in mind, the CoE is on a positive trajectory toward its 2018 strategic plan goals.	monthly lunches, sponsored LGBTQ+ and allies connect lunch, proactive recruitment initiatives, and live by principles community.
Contribution to Transformation	isolated change - very focused on the College. A large college with multiple constituencies for positive impact but encourage more visible and real connection beyond the college	isolated change - very focused on COE but has potential to share practices or collaborate for more connections university-wide;	isolated change and likely to remain focused on COE but with the expansion to other colleges by ODRI the potential exists to bring the broader groups together beyond one college. Synergies and collaborations are possible
Revisions	this is a continuation of the COE's strategic plan. Important strategy and limited to the COE. Limited focus on compositional diversity; important but what about inclusion perspective;	this is an existing programs for many years now (CEED). Perhaps can serve as a model or promising practices for other programs	this effort will continue and has developed partnership with Graduate School ORDI and has been successful in the last 2 years. Needs to be ongoing
Comments			
Progress	OK-	OK+	OK+

College of Liberal Arts and Human Sciences

Initiative Name	Disabilities Studies	Veterans Studies	Social Science Pipeline Program
<p>Description</p>	<p>Disabilities studies refers to the development of new academic programs, research collaborations, and service activities related to individuals, families, and communities. Disabilities studies encompasses a broad approach inclusive of diverse populations with physical, cognitive, social, or other limitations across the life span and in a variety of social contexts. Significant topics in disabilities studies include health care policy, caregiving, partnerships between families, schools, and work, adaptive technology, financial planning, and universal design.</p>	<p>Veterans Studies is a broad effort to introduce educational initiatives such as an undergraduate minor and a graduate certificate; advance and sustain research on the lives and contributions of veterans; improve institutional support for veterans through student affairs, the graduate school, and advising offices; enhance access into undergraduate and graduate programs; and take steps to address climate issues that specifically affect veterans in the student body. The Veterans Studies program at Virginia Tech will combine education and scholarship in ways that promote access and success, improve institutional infrastructure, and contribute to enhancing campus climate and inter-group relations.</p>	<p>CLAHS Social Science Pipeline Projects will provide high school students with challenging educational experiences designed to encourage them to enter higher education prepared to study the social sciences. The project will bring high school students, especially sophomores and juniors, together with Virginia Tech faculty in ways that connect the high school social studies curriculum with university programs in the social sciences. Students who complete the program will be more prepared for the challenges of college-level study, more aware of the scope of social science academic programs, more engaged with contemporary social issues, and better positioned to apply for admissions to competitive universities, including Virginia Tech.</p>
<p>Reported Progress to Date</p>	<p>The process of hiring a faculty member in Human Development with expertise in disabilities studies is continuing. Plans for a Pathways Minor in disabilities studies are continuing. The CLAHS Diversity Committee approved funding in 2015-2016 for a speaker series on the 25th anniversary of the Americans with Disabilities Act (ADA), with the goal of promoting scholarship on this topic.</p>	<p>1) Plan the third Veterans in Society conference for November 2015, timed to coincide with Veterans Day, with an emphasis on race, reconciliation and the American civil war. A call for papers has been issued. 2) Continue collecting and archiving oral histories of African American veterans of the Korean War, in conjunction with Veterans History Project at Library of Congress, and funded by CLAHS faculty research grants. Fifteen interviews have been conducted, with more planned. These interviews will be archived, either through Virginia Tech or the Library of Congress. The interviews will be integrated into forthcoming research publications. 3) A proposal was submitted to NEH to host a summer institute for university and college teachers on veterans studies and the</p>	<p>This project began with extensive consultations with Virginia Tech faculty from the social sciences about the value, originality, and feasibility of this pipeline project. Consultations resulted in a recommendation to proceed with planning along with concerns about scope, costs, and sustainability of project. Ten partner high schools in Alexandria City, Arlington County, and eastern Fairfax county were identified. The principals of these schools were contacted by email, with a brief explanation of the project and an offer to provide additional information. The principals who responded favorably received additional information and steps are underway to set up further conversations with teachers and guidance staff.</p>

		<p>humanities, planned for Blacksburg in summer 2016. 4) A symposium on potential curricular reforms, including new courses and programs at undergraduate and graduate level; possible Pathways minor; and new programs designed in coordination with Vets@VT, is scheduled for Saturday, April 25, with a broad range of participants. 5) Plan a Big Read event for New River Valley communities on Tim O'Brien, The Things They Carried, Fall 2015. Funding proposals have been submitted to sustain this effort. 6) Advance the research project on the experience of veterans on campus, in coordination with university offices (Dean of Students; Student Affairs; Human Resources; Institutional Review Board), Spring 2015.</p>	
Contribution to Transformation	<p>This starts as an isolated change and although the programs will be housed within CLAHS, the impact could be much broader especially with other academic and student focused entities. Could be an example of inclusion not just diversity</p>	<p>starts as an isolated change. Another positive program that cuts across units within CLAHS and requires collaborations with other units outside the college. Implementing this initiative could have university-wide visibility.</p>	<p>An adjustment in terms of change initially. This is an exciting proposal to establish a social sciences pathway in similar ways to the STEM pipeline. Worthy of exploring and making ties with NCR/NVC</p>
Revisions	<p>development of new programs, research and services is admirable and will span the wide spectrum of "disability" but could partner with entities outside the college. Needs also to focus on inclusion</p>	<p>broad effort for veterans is positive but should involve broader connections throughout the university. Received grant to support efforts;</p>	<p>this is a high risk and high reward initiative which should be continued. Establishing a pipeline for social sciences like STEM could involve NCR/NVC for schools with students of diverse backgrounds</p>
Comments			<p>needs to connect directly with NCR and NVC for contacts with the public schools in the northern Virginia area. Real potential to identifying individuals of talent and establishing routes to VT</p>
Progress	OK	OK+	OK-

College of Liberal Arts and Human Sciences (cont.)

Initiative Name	Social Science Pipeline Program	College Mentors for Kids	
Description	<p>CLAHS Social Science Pipeline Projects will provide high school students with challenging educational experiences designed to encourage them to enter higher education prepared to study the social sciences. The project will bring high school students, especially sophomores and juniors, together with Virginia Tech faculty in ways that connect the high school social studies curriculum with university programs in the social sciences. Students who complete the program will be more prepared for the challenges of college-level study, more aware of the scope of social science academic programs, more engaged with contemporary social issues, and better positioned to apply for admissions to competitive universities, including Virginia Tech.</p>	<p>College Mentors for Kids is a national organization that recruits undergraduates to serve as mentors for elementary school pupils. By connecting with pupils in the early grades, this project is designed to provide children, often from economically disadvantaged families, with a model of academic success as well as a source of encouragement. CLAHS will partner with Student Affairs to develop the College Mentors of Kids Program in the form of a VT chapter. This initiative is designed to improve access and success by encouraging primary school children to see a path to higher education in their futures.</p>	
Reported Progress to Date	<p>This project began with extensive consultations with Virginia Tech faculty from the social sciences about the value, originality, and feasibility of this pipeline project. Consultations resulted in a recommendation to proceed with planning along with concerns about scope, costs, and sustainability of project. Ten partner high schools in Alexandria City, Arlington County, and eastern Fairfax county were identified. The principals of these schools were contacted by email, with a brief explanation of the project and an offer to provide additional information. The</p>	<p>A partnership was established in September 2015 with Margaret Beeks ES. This school is piloting the program for the first year. The goal is to expand the program based on the experience with this pilot. Thirty-two 1st-5th graders are enrolled in the program, along with 32 Virginia Tech students. Two thirds of these students have a major in CLAHS.</p>	

	principals who responded favorably received additional information and steps are underway to set up further conversations with teachers and guidance staff.		
Contribution to Transformation	An adjustment in terms of change initially. This is an exciting proposal to establish a social sciences pathway in simliar ways to the STEM pipeline. Worthy of exploring and making ties with NCR/NVC	Also, initially an adjustment. Most likely to stay wtihin CLAHS; If coordinated with other efforts by other colleges could increase overall awareness;	
Revisions	this is a high risk and high reward initiative which should be continued. Establishing a pipeline for social sciences like STEM could involve NCR/NVC for schools with students of diverse backgrounds	Mentoring program with Blacksburg Schools needs more engagement not just service. Possibility to learn from efforts of others. Colaborate with CEED and Office of Student Success for promsing practices; focus should be on reaching a diverse population	
Comments	needs to connect directly with NCR and NVC for contacts with the public schools in the northern Virginia area. Real potential to identifying individuals of talent and establishing routes to VT	what about reaching outside of Blacksburg to less advantaged students?	
Progress	OK-	OK-	

College of Natural Resources and Environment

Initiative Name	CNRE Cultures	Diversity Mural	VTCnreIncludesME - An Inclusive Video
Description	CNRE Cultures is an organized event in the college to bring awareness and recognition to the many cultures represented within the college. Table displays and information about the cultures represented in the college will be assembled, with representation from faculty, graduate students, and undergraduate students.	CNRE Diversity Mural is a physical sign of our awareness of diversity and inclusion. The mural will be placed on a large wall in the entrance to Cheatham Hall, in the student lounge adjacent to the foyer. With an opportunity to celebrate human and ecological diversity, the mural will be a creative expression of diversity in a unique way that binds a core area of our scholarship (ecological diversity) with human diversity, thereby creating a unique statement of our awareness of diversity and inclusion.	VTCnreIncludesME is a tandem video production to our 'first generation' video completed in 2014 and posted to our college homepage. VTCnreIncludesME is an inclusion initiative whereby individuals appear in the video and describe how and why they feel included in the CNRE community. The video will be a 3-5 minute production with up to 10-12 individuals describing how they are included in CNRE. Ranging from undergraduates to faculty and staff, many voices will be heard describing how they are included in the college community.
Reported Progress to Date	The CNRE Cultures was held November 2014 and has been reported on in the college newsmagazine at http://cnre.vt.edu/magazine/articles/student-notes/201502/first-cultures-fair-a-great-success.html	The CNRE Diversity Mural is in design stage – with quotes (diversity quotes) and artwork being selected. The CNRE Diversity Mural to be placed in the lobby of Cheatham Hall is under design. The mural will be installed by late summer in the Cheatham Hall student lounge.	The CNREIncludesMe video production, as a parallel effort to our first generation video recently produced, has not launched due to timing of production needs, identification of a videographer, and funding for this effort.
Contribution to Transformation	adjustment initially and CNRE cultures will stay within the college most likely but can be a positive example of differing approaches to diversity and inclusion	adjustment and will likely stay within college due to thematic approach of ecological diversity and human diversity but serve as an example	Isolated change and will be focused on CNRE but can have visibility on the web as example; could focus on inclusivity rather than compositional diversity
Revisions	initiative came from conference on diversity offered two years ago. The cultures event should become SOP within a year with ideas/programs emerging from event; needs to be more interactive and not a one and done approach;	Mural will become SOP and enhanced through more interactivity and engagement with multiple constituency groups; needs focus on inclusivity not just diversity; active engagement to avoid criticism of representational diversity only	this has potential to showcasing diversity and commitment to inclusion among CNRE college community. More interactivity needed; live or You-tube; more creative and spontaneous.
Comments	appointed Sr. Faculty for Diversity and established a Student Council for feedback to Dean; possibility to offer conference on diversity again		
Progress	OK SOP	OK SOP	OK-

College of Science

Initiative Name	Undergraduate Research Opportunities (URO)	Inclusion Seminars and Advising Workshops	Living and Learning Communities (LLC)
Description	The Undergraduate Research Opportunities (URO) initiative will promote the participation of underrepresented students in meaningful undergraduate research experiences in COS during the academic year and during the summer. This initiative will support the university plan to have each student participate in undergraduate research.	This work involves the expansion of two college seminar series: 1) outreach seminars on science and math, and 2) seminars on the contributions of underrepresented groups and women to the field of science and mathematics. It also will have college workshops for increasing sensitivity about different backgrounds and skills (i.e., diversity broadly defined) for effective academic advising.	The initiative focuses on the use of living-learning communities, coupled with a first year experience, to enhance the admission and retention of students in sciences and math. The initiative is adapting/adopting the best practices of existing LLCs on campus.
Reported Progress to Date	<p>COS has realigned the 2000 and 4000 level undergraduate research courses and independent studies using the definitions of the scorecard metrics. Students in the 4994 must author a paper or present their work at the VT Undergraduate Research Conference or similar venue. COS Diversity Committee (COSDC) is planning fall meetings between URM students and faculty to discuss UG research opportunities.</p> <p>The College is working to aid in the reestablishment of SACNAS (Society for Advancing Hispanics/Chicanos & Native Americans in Science) at Virginia Tech. COS will be participating in the Hispanic College Institute (HCI) event this summer.</p>	<p>Outreach. NanoCamp will be offered this summer. COS has contacted teachers in Roanoke, Danville/Martinsville, and the NRV. The event has been publicized at VAST Inclusion Seminars. COS participated with other VT department/colleges/units on the MLK lectures presented by Dr. Craig Ramey and Dr. Sharon Ramey (January 22-23, 2015).</p> <p>The Department of Geosciences hosted a seminar by Dr. Claudia Mora on the "Diversity and Leadership in Science" (April 17, 2015).</p> <p>Advising Workshop. The Fall 2014 COS workshop was not held because of university restructuring. It is planned again for the beginning of the Fall 2015 semester.</p>	Program has completed three years of operation.
Contribution to Transformation	adjustment initially with possible connections with REUs within COS and across colleges to share best practices and build a strong community;	adjustment initially with potential to learn from and contribute to other seminars and advising workshops; potential partnership with other units	Isolated change for an existing programs; integrative science curriculum has linkage to InclusiveVT and team science but needs to be intentional in the approach; needs also to be cautious about exclusivity of LLCs
Revisions	existing program; needs to expand to bring "REUs" together to learn from each other and build a stronger community;	much more is needed here; expand beyond a lecture series to discussion and follow up after workshop; focus on understanding micro-aggressions, implicit bias and privilege ;	program already exists and not new initiative; need to define what comes next with focus on inclusion and building community
Comments			
Progress	OK-	OK-	OK-SOP

Pamplin College of Business

Initiative Name	Business Explorations Conference	Pamplin's Undergraduate Mentoring Programs (PUMP)	Diversity Recruiter Position
Description	Business Explorations (Business Expo) Conference for High School Students provides “access” to VT/Pamplin by bringing diverse business-focused juniors and seniors from Virginia high schools to Virginia Tech.	Pamplin’s Undergraduate Mentoring Programs (PUMP) pairs upper-level students with incoming freshmen and transfer students to aid their successful academic and social transition to VT/Pamplin.	Creation of a 20-hour Diversity Recruiter position in 2012 added infrastructure to support the College’s goal of increasing the diversity of its undergraduate population. Development of a scholarship program for underrepresented students in 2013 is managed by this position.
Reported Progress to Date	The spring version of the conference was held in Blacksburg on March 27-28. Nearly 40 students and teachers from three Hampton Roads high schools participated. One of the high schools was a repeat participator bringing different students to the conference. The teacher shared that Business Explorations would be the students’ only opportunity to experience Virginia Tech; and as a result from last fall’s program, one of her students accepted his offer and three more have been admitted.	The peer mentoring program for FRESHMEN students for the 2014-15 academic year enrolled 160 mentees - compared to 128 last year, and 60 during its inaugural campaign in 2010-11. Twenty-seven mentors led students in attending 6 workshops delivered by company recruiters on topics such as diversity and inclusion, communication skills, etc. Mentors met with their mentees weekly and participated in a monthly social gathering. The peer mentoring program for TRANSFER students generated a total of 56 students – 44 mentees and 12 mentors. Also, study hall hours were established during exam periods giving students additional space to prepare for finals.	The part-time Diversity Recruiter position has made significant advances in the recruitment and enrollment of under-represented students in Pamplin. Specifically, the critical mass of under-represented ethnic students has increased in each of the past two years from 88 to 120 students. The position has created Diversity Recruiter Sponsorships with 15 top Pamplin employers. These sponsorships are pooled together and are matched 2-1 by existing Pamplin scholarship monies. In the last two years, the New Horizons Scholarship has awarded 10, \$5,000/year scholarship for 4 years to incoming under-represented freshmen. Throughout the academic year, these firms participate in the delivery of our programs such as Diversity Recruiter Breakfast and Luncheon prior to our two Business Horizons Career Fairs, college admission yield events for under-represented students in Norfolk, Tysons and Richmond and various other workshops, and other diversity initiatives.
Contribution to Transformation	an adjustment and will remain a college conference; could become visible to constituencies and alumni reflecting well on the university	adjustment and will remain a college program but could share mentoring practices and partner with alumni relations;	adjustment initially and although focused on Business, provides visibility for recruitment (and retention); shared strategy for recruitment is possible
Revisions	business focused program that can increase numbers and expand business related disciplines; expand partnerships and various pathways; potential model for others	expansion to include alumni as mentors and 2nd year students as mentees; to become SOP in 4 years	position has been created and the office is now SOP; recruitment efforts to continue to expand and attention needs to be focused on retention as well; can't recruit without good retention; could also connect with other recruitment offices for sharing best practices; no need to re-invent the wheel

Comments		consider connections with GUMP (Graduate-Undergraduate Mentoring Program) offered through the Graduate Student Assembly (GSA)	
Progress	OK+	OK	OK-SOP

College of Veterinary Medicine

Initiative Name	Search Advocate Program	Dual Study/Career Program for DVM Students	Summer Camp and Continuing Mentorship Program for Underrepresented Students
Description	<p>Identify and train Search Advocates to serve on every search committee in the College. Search Advocates are college employees trained as process experts in search and selection, and serve as a true member of the search committee. The Search Advocate begins by working with the search committee on final development/review of the position description and qualifications before the position is posted. In addition to regular participation, he or she provides research-based information about unconscious cognitive and structural biases that affect search and selection processes, and suggests strategies to help mitigate the effects of those biases. The Search Advocate works collaboratively within the group, and promotes diversity by sharing current information, recommending inclusive/affirmative strategies, supporting full committee and stakeholder participation, as well as consulting with the Office of Equity and Inclusion as needed.</p>	<p>Explore the feasibility of creating a dual study/career program for DVM students</p>	<p>Initiate a summer camp and continuing mentorship program for underrepresented minority students who may be interested in a veterinary career</p>
Reported Progress to Date	<p>Oregon State University has agreed to host representatives from VT at search advocate training. Representatives from both Vet Med and HR will participate in the on-site training this spring. Once that training takes place, we will begin development of the training model and pilot program at Vet Med.</p>	<p>Graduate school has been approached to explore partnership. Follow-up meeting has been scheduled.</p>	<p>Planning is underway and the first summer camp will be held in 2015.</p>
Contribution to Transformation	<p>starts as an adjustment but search advocate approach could be used university wide for recruitment; could enhance or replace college liaison approach; train the trainer approach here and committee diversity training requirement</p>	<p>adjustment but perhaps a change in focus here to look university-wide regarding dual career programs and building community;</p>	<p>an adjustment and likely to remain focused on CVM appropriately but will build bridges to undergraduate institutions with diverse student body</p>
Revisions	<p>Program is becoming pervasive; HR on board and team attended a workshop at Oregon State Univ; plans to take OSU program and embed within the VT culture; novel idea to being proactive from the very beginning of the process thru completion</p>	<p>this is difficult to implement but will finish the feasibility study; perhaps move more into community building as support for families and dual career programs for DVM</p>	<p>connections made with selected undergraduate institutions to build pathways to Vet School; ongoing connections and monitoring; first camp held summer '15</p>

Comments	can this replace the college liaison approach? Train the trainer and assist with the diversity training for search committee; establish the program in CVM and expand	perhaps more connections with graduate school and building community that includes DVM	
Progress	OK+	OK-	OK+

Enrollment Management

Initiative Name	Expand Underrepresented Recruitment Programs	The Hispanic College Institute (HCI)	First Generation/Underrepresented Student Pathway
Description	Expand current recruitment programs that focus on increasing underrepresented students. Fall Visitation and Gateway have been flagship programs for the Admissions office for several years. This initiative will seek ways to expand the number of students that are being served by these programs as well as create smaller one day programs throughout the recruitment cycle.	The three-day program is for Hispanic high school sophomores and juniors in the Commonwealth of Virginia. The Virginia Latino Higher Education Network (VALHEN) started the event in 2012 to combat myths and misconceptions about the college search process and prepare Hispanic students for college. Virginia Tech has won the bid to host this event on our campus.	Provide an identified pathway for first generation students to navigate admission and matriculation procedures.
Reported Progress to Date	<p>The Gateway program coincides with our regular yield program, Hokie Focus. It differs from Hokie Focus, in that it targets underrepresented students that were offered admission but have not yet made a decision on where to attend. Many of these students were identified initially through their pipeline group.</p> <p>The program takes place over two days with accommodations provided for one night. Prospective students are matched with current students for the entire program.</p> <p>This year's group included 143 students, a 20% increase from the past several years.</p> <p>We debuted a new one day program, "First to VT". We invited prospective students to campus for a one-day event, providing them with knowledge about the university as well as lunch in one of our award-winning dining facilities. We hosted over 60 students and their families for this event. This program was specifically targeted for first generation students.</p>	<p>Students will attend workshops and seminars to learn about admissions, financial aid, and the college search process. They will also meet college professors and professionals to talk about their academic interests. Student attendees break into small groups led by upperclassmen. Lodging will take place in one of our residence halls, allowing them to experience what it is like to be a Virginia Tech student. NASA has partnered up with VALHEN again this year and will offer various workshops and panels to ensure these students are considering STEM related programs. The registration deadline is April 20th. Every high school in the Commonwealth received a flyer and invitation for this program. We currently have almost 300 student applications for 125 spots. Rooms and meeting spaces have been reserved. Lodging has also been reserved for the students. The dates for the HCI this year are July 15-18th.</p>	The initial framework for the website and publication has been completed, Various stakeholder meetings have taken place around campus.
Contribution to Transformation	Isolated change. Gateway is already a successful program and helps represent VT's commitment to diversity; perhaps greater awareness and visibility	adjustment initially; highly visible program for its first year and momentum should be sustained; can be made highly visible and especially with connections in NCR	starts as adjustment; could become an highly visible recruitment and retention program reflecting the university's commitment to diversity and inclusion

Revisions	Gateway program has been successful and should become SOP. Improvements will continue on a regular basis	The first HCI was successful and should continue on a regular basis; make connectitons with NCR/NVC regarding the identification of students from northern VA area and utilizing the connections VT has in the area; also connect with CLAHS for their Social Science pipeline inittiative	this should be a multi-year program; retentional is critical
Comments		add social sciences to MAOP and partnership with CLAHS and the Graduate School	connect with veteran's initiative in CLAHS and elsewhere as well
Progress	OK-SOP	OK++	OK

Vice Provost for Faculty Affairs

Initiative Name	Collaboration - Faculty Recruitment and Retention Study	Consultation for Implementing a "College" Liaisons Program	Workshops on Unconscious Bias
Description	Conduct a retention and recruitment study, with structured interviews, of all tenured and tenure track African American and Hispanic faculty	The eight academic colleges have implemented a program called College Liaisons, which provides a 30-minute meeting with all candidates who come to campus to interview for a faculty position. (The Division of Student Affairs has one department that has been using the liaison program and will extend it to all of the DSA's departments.) We wish to support the extension of this program to other senior management units in support of successful recruitment of faculty. Faculty who have these liaison meetings report on the value of having a person to ask questions about work-life balance, community resources, challenges associated with minority status in our rural area, and similar topics.	The Vice Provost for Faculty Affairs and the Faculty Affairs Team will offer workshops on unconscious bias. We will offer them university-wide twice annually (once in fall and once in spring) and will also offer a college-based search chairs session.
Reported Progress to Date	Original proposal called for individual structured interviews with all tenured and tenure track Black and Hispanic faculty to hear from them regarding their opinions of current recruitment and retention efforts and ideas about how to improve recruitment and retention moving forward. We completely revamped our proposal based on initial meetings with the Black and Hispanic caucuses and developed a new plan of action. D34+D37	The College Liaisons program was active during the spring semester. The expansion of the program to the Division of Student Affairs has been effective and the Division's liaison has become a member of the group that meets on a regular basis. We have made contact with vice presidential units and offered to meet to describe the liaison program. To date, we have not been invited to have these meetings	In January 2015, I learned that Michele Deramo, Diversity Development Institute, and Karisa Moore, Equity and Access, were developing an online module on implicit bias, which was to be paired with a classroom module focused on how implicit bias affects decisions and can be managed. The online module was made available in mid-April, and the following week, the classroom sessions were offered.
Contribution to Transformation	adjustment --a salary equity study will assist the university in providing initial salary information to recruit and retain faculty	Initially evaluated as adjustment, current initiative could merge into the Search advocate approach could be used university wide for recruitment; could enhance or replace college liaison approach; train the trainer approach here; keep college liaison if desired by College Dean	an adjustment initially; workshops and training sessions on unconscious bias (and privilege, micro-aggressions, etc) must be offered university-wide and with consistency and quality

Revisions	original survey was scratched and replaced with a salary equity study that could be more helpful to focus on starting salary; results to be shared fall '15; this can move to SOP as study will be repeated every three years	the college liaison approach wasn't well received except by DSA;	important topic but needs to be a university-wide coordinated effort regarding unconscious bias; examples need to be designed for differing job responsibilities
Comments		suggest consider the Search Advocate approach and work with CVM on implementation	
Progress	OK SOP	OK-	OK-

Graduate Education

Initiative Name	Inclusive Graduate Life Center	Holistic Evaluation for Graduate Admissions	Creating Affirming Environment for Graduate Education
Description	This initiative will establish the GLC as an “inclusiveVT” space, make visible the inclusive nature of our collective efforts, establish expectations for behavior and interaction in the GLC (based upon the Principles of Community), and much more.	To identify and implement quality practices of holistic evaluation in graduate admissions. The purpose of holistic evaluation would be to approach admission from an inclusive perspective rather than exclusion process.	Create affirming academic and professional environments for graduate education is critical to success in graduate education. This initiative will assist faculty (departments) to create affirming communities and environments through mentoring, anti-bullying and bias (explicit, implicit) free programs.
Reported Progress to Date	This is a multi-year project with several components. For the largest portion of this initiative, a working group was established which consists of the GLC stakeholders (graduate students, GLC operations staff, student organizations representatives). This effort is led by Monika Gibson. To date, the stakeholder group has established priorities and is meeting bi-weekly. The initial priorities are to: define what inclusivity means in terms of physical spaces and attributes as well as policies that govern the building, create a scoring mechanism to evaluate current status and to use data already collected, analyze GLC promotional materials (website, brochures, signage, etc.) from the perspective of inclusivity, and brainstorm ideas for programming and communication to promote inclusivity. In addition, the NVC under the leadership of Kenneth Wong and the Roanoke Center led by Kay Dunkley have engaged their colleagues in similar local efforts. A meeting was held with the entire Graduate School staff to discuss inclusivity and the three initiatives as well as to introduce the notions of implicit bias and privilege in our daily operations. One specific result is the addition of commitment to the Principles of Community and inclusivity as an expectation in all new position announcements. The staff members are already evaluated on their commitment to diversity and inclusion but we have added the expectation to the new position and candidates will be informed of this expectation.	The working group was established (Janice Austin, Rosemary Blieszner, Muhammad Hajj, Dannette Beane) and meets regularly throughout the semester. (Janice Austin is on maternity leave currently but the progress has continued). The first task was to determine which graduate schools especially at peer institutions use holistic evaluation and gather specific information about their process. Some data have been collected but this is an ongoing process. The second major task was to develop of survey of current practices by VT academic programs. The survey has been finalized and is being readied for distribution.	The working committee has been established. It is led by Graduate Student Ombudsperson Ennis McCrery and includes GSA President G. Purdy and BOV Grad Rep Ashley Francis. They have met regularly throughout the semester. A formal review of the literature initially proposed was not conducted but rather pertinent data and reports were gathered. Specifically, the report from Michigan State University Graduate School from the Task Force for Graduate Culture and its draft recommendations for incivility and bullying was quite helpful and will be used as a model for our next steps. In addition to the work above, I have established a new protocol in evaluating requests for Graduate School resources (time, personnel, funding). As a condition for receiving Graduate School support, the requesters must share in writing how they will foster an affirming environment for graduate education. This was shared with the IGEP programs faculty, MAOP, and other faculty requesting support and was well received. This practice increases the awareness of creating an affirming environment and the faculty’s need to be attentive to such matters.

Contribution to Transformation	initially evaluated as isolated change, this initiative could be quite scalable after a pilot is conducted by the GLC; also applicable to NVC and Roanoke Center; strategies and processes could be implemented at various locations; goal would be to have the entire university be "inclusive"	a pervasive change, holistic admissions should help increase the diversity of pool of viable candidates for admissions to graduate study and can impact attitudes and approach to diversity and focuses on inclusion.	initially pervasive change; creating affirming environment for graduate students will involve education and training for faculty as well; will have an impact upon the transformation of the university
Revisions	first year of review and analysis completed; focus groups and discussion about what is "inclusive GLC" and what needs to be implemented; some modifications already made	survey of existing practices around the U.S. conducted plus survey of current practices by departments and programs; analysis and recommendations in progress; Grad Dean to meet with every department in the Fall	the Expectations for Graduate Study were reviewed and discussions held; Ombudsperson took another job and the initiative is on hold until the new person arrives in August; meetings to be held with departments to discuss affirming environment and holistic admissions
Comments			requirement of statement re affirming environment for graduate student in order to receive additional support from Graduate School; revised statement on position announcement regarding inclusion and principles of community
Progress	OK	OK+	OK

Human Resources

Initiative Name	Collaboration - Faculty Recruitment and Retention Study	Inclusion and Diversity in New Employee Orientation	Advancing Childcare Initiatives
Description	Conduct a retention and recruitment study, with structured interviews, of all tenured and tenure track Black and Hispanic faculty	Modify new employee orientation to focus more on campus inclusion and diversity efforts, including regulatory requirements and efforts to connect new employees with our broader community	Assess child care needs, options, and alternatives to support Virginia Tech employee families
Reported Progress to Date	Original proposal called for individual structured interviews with all tenured and tenure track Black and Hispanic faculty to hear from them regarding their opinions of current recruitment and retention efforts and ideas about how to improve recruitment and retention moving forward. We completely revamped our proposal based on initial meetings with the Black and Hispanic caucuses and developed a new plan of action.	The Department of Human Resources is addressing new employee orientation in two significant ways: 1) to ensure that all materials are accessible to employees of all abilities and (2) orient new employees to the university's commitment to inclusion and diversity from day one of their employment at Virginia Tech. Our goal is to create a new orientation experience that is both inclusive and accessible to all individuals and serves as a model across the university community. To date, we have made significant progress in updating the new employee orientation experience to be more inclusive and accessible for all employees. We began by auditing the new employee orientation experience and identifying the items we needed to address. Our orientation committee meets monthly and we have met as a larger group to discuss this initiative. The committee will continue to meet to ensure we keep improving the experience.	The design of this initiative was to complete an initial assessment of what has been done historically regarding child care at Virginia Tech. That historical assessment is complete, submitted to Vice President for Administration Sherwood Wilson, regarding Virginia Tech's progress on child care since 1979.
Contribution to Transformation	initially evaluated as adjustment; a salary equity study will assist the university in providing initial salary information to recruit and retain faculty	initially an adjustment; it is critical to the university that VT has a welcoming orientation that fully represents inclusive VT and commitment to diversity and inclusion; also a positive and informative website; and welcoming approach and communication with applicants	adjustment initially; child care efforts are needed for faculty, staff and students and coordinated with the community; represents VT commitment of welcoming affirming environment
Revisions	Original study was replaced by salary equity study; see VP for Faculty Affairs initiative; will become SOP with study conducted every three years	new employee orientation has been modified to incorporate inclusion and diversity as well as compliance regulations; this is appropriate but should also include enhancements on website and welcoming nature of orientation; focus more on inclusion; should become SOP after improvements are made	child care is an important program but should be undertaken university-wide and for students, faculty and staff; meetings underway to expand conversation

Comments		in addition to orientation, VT needs a more robust statement for search and job announcement (one suggested to HR) and better communication with applicants for positions. HR has responded positively to these	partner with Graduate School and John Dooley's community advisory group
Progress	OK SOP	OK	OK-

Inclusion and Diversity

Initiative Name	Evaluation and Assessment Plan	Communication Plan	InclusiveVT Dashboards
<p>Description</p>	<p>It is incumbent upon the leadership of the new structure to gather, assess, and report on measures of change within and outside the new model. Specifically, in addition to evaluating progress on the InclusiveVT initiatives, we will also gather independent measures of change based upon the Diversity Strategic Plan, the Inclusive Excellence areas, and measures of Inclusion specifically</p>	<p>The InclusiveVT communication plan will leverage and promote a decentralized concept of Inclusion and Diversity across Virginia Tech’s campus. The goals are to take a proactive approach promoting InclusiveVT and it’s initiatives, to be transparent, and communicate all events and activities surrounding inclusion and diversity in the university. This communication plan will draw information from all the areas that are represented by the Vice Presidents and Deans on the President’s Inclusion and Diversity Executive Council.</p>	<p>InclusiveVT will facilitate public access about demographics, campus climate, and progress toward meeting the goals of InclusiveVT and the Diversity Strategic Plan. We will follow a dashboard model from UC Berkeley to construct our own. Business Enterprise Systems is now using MicroStrategy software to render dashboards for other university purposes, and we have been assured that these can be created for inclusion and diversity measures.</p>
<p>Reported Progress to Date</p>	<p>Marcy Schnitzer, Associate Director for Diversity Strategic Planning & Improvement, has made the following progress toward the design presented in the original proposed initiative:</p> <ul style="list-style-type: none"> • Diversity Strategic Plan baseline report: Marcy has collected and maintains data in support of the 2013-18 Diversity Strategic Plan, under each of the four Inclusive Excellence categories (Access and Success, Campus Climate and Intergroup Relations, Education and Scholarship, and Institutional Infrastructure.) • Analysis of the InclusiveVT open forum on September 29, 2014: Marcy has conducted research and authored the report: InclusiveVT: Past, Present, Future. This report has been distributed to the President’s Inclusion and Diversity Executive Council, the Inclusion Coordinators, Deans, and Vice Presidents and posted on the InclusiveVT web page. • Report on InclusiveVT initiatives: Marcy is no longer involved in the assessment of InclusiveVT initiatives. <p>Additional progress (not specified in initiative): Marcy has provided information as requested to the Black Faculty and Staff Caucus, and has been working with the LGBT caucus on a qualitative analysis of the LGBTQ employee climate survey.</p>	<p>Samantha Roscher, Inclusion and Diversity Public Relations Specialist, designed the advertisement for InclusiveVT that appeared in the Chronicle of Higher Education. She has also overseen updating the new Principles of Community framed copies throughout campus. Roscher designed and developed the print layout for the report: InclusiveVT: Past, Present, Future.</p>	<p>Marcy Schnitzer, Associate Director for Diversity Strategic Planning & Improvement, has made the following progress toward producing Diversity Dashboards:</p> <ul style="list-style-type: none"> • Produced draft dashboards using available data from Institutional Research and Effectiveness, based upon designs from Cornell University and the University of California-Berkeley. • Learned about MicroStrategy Analytics software, desktop version, which will be the ultimate interface for producing dashboards. • Consulted with Jeff Earley, Associate Provost for Finance, to gain expertise regarding the use of MicroStrategy for producing dashboards.

Contribution to Transformation	initially an adjustment; VPID should lead the policy review and language used in VT documents	adjustment; VP for ID must assume the leadership for developing and implementing a communication plan including social media, website and blogs; Should work with Univ Relations to develop guidelines for language and visuals/graphics	initially an adjustment; VPID should lead in the identification of appropriate collaborations, data collection and analysis, and identifying markers of transformation
Revisions	assessment plan needs to become SOP once the VP for ID is hired; not much was accomplished this year due to the uncertainty of the office	communication plan also must become SOP and is finally now underway given uncertainties this first year	dashboards will be developed as determined in the near future
Comments			
Progress	OK SOP	OK SOP	OK-

President

Initiative Name	Reception Dinner for New Underrepresented Faculty	Reception for Underrepresented Students Admitted to Virginia Tech	Inclusive Search Committee Composition
Description	Reception or Dinner for new underrepresented faculty hosted by the President at The Grove early in the fall semester	Reception for underrepresented students who have been offered admission hosted by the President at The President's Box at Lane Stadium (as part of Gateway Weekend) soon after offer letters are issued in spring semester	Increase diversity among university's senior leadership by ensuring diverse composition of search committees for VP- level searches; requiring unconscious bias training for searches run through the President's office; analyzing candidate pools to focus on identifying talent that would add to the diversity of the leadership team.
Reported Progress to Date	Working to pin down a date and time for the reception for new underrepresented faculty hosted by the President.	Reception was held on April 11, 2015, from 4:00-6:00 p.m. in the President's Suite of Lane Stadium. 143 underrepresented high school students who have been offered admission to Virginia Tech were in attendance (20% more than the last several years). Past years numbers 2014- 119 students 2013-118 students 2012- 118 students There were 30 University Administrators in attendance	Training has begun with many already participating. There is a face-to-face and an online training presence.
Contribution to Transformation	an adjustment important to the faculty and commitment to welcome and include into community	initially an adjustment but important to the student groups and commitment to welcome and include. Should also consider a range of events that reinforce positive message and inclusion. Should become SOP	adjustment or addition to good practices; important to have strong statement about commitment to inclusion and diversity in job announcement (one shared already), meaningful communication with candidates (being done) and training for search committee; perhaps consider Search Advocate approach university wide after pilot with CVM
Revisions	event was held and will become SOP	successful event was held and will become SOP	training workshops were held for selected searches; need to reconsider approach given search advocate initiative, college liaison and required search committee training already in place
Comments			
Progress	OK SOP	OK SOP	OK

Senior Vice President and Provost

Initiative Name	National Center for Faculty Development and Diversity (NCFDD)	Promote Inclusive Pedagogy	Inclusion Scholars and Program Leaders
Description	The Provost's Office will join the National Center for Faculty Development and Diversity (NCFDD), providing access to a wide range of programs for all faculty, graduate/professional students, and postdoctoral fellows.	The Senior Vice President and Provost, working with the vice provosts, will assemble a committee to review options for promoting inclusive pedagogy. The committee will include Peter Doolittle (CIDER), Michelle James Deramo and Alicia Cohen (Diversity Development Institute), Rachel Holloway and Jack Finney (Vice Provosts), Karen DePauw (Vice President and Dean for Graduate Education) and others to be identified.	The Office of the Senior Vice President and Provost will assemble a group of faculty who are inclusion scholars or program leaders. The intention is to involve directors of the following programs: Appalachian Studies, Africana Studies, Women's and Gender Studies, Native American Studies, International Studies, Religion and Culture, representatives of budding programs (e.g., Judaic Studies, Hispanic/Latino(a) Studies, Disabilities Studies), Race and Social Policy Research Center, and others to be identified.
Reported Progress to Date	The Provost's Office joined the National Center for Faculty Development and Diversity (NCFDD). The membership was activated in February 2015 and as of April 2015 includes over 550 members from Virginia Tech. Targeted constituent groups include: (a) faculty members, (b) graduate and professional students, and (c) postdoctoral fellows. The Faculty Affairs Team in the Office of the Provost has promoted the NCFDD as a faculty development resource through web presence, Virginia Tech news announcements, information flyers at campus events, using the College Liaisons, in new faculty mentoring workshops, and hosting NCFDD core training webinar discussions.	This initiative and initiative #3 (Inclusion Scholars) have been integrated and folded into the robust efforts of the Diversity Development Institution in UOPD in Human Resources. Now led by the Diversity Development Institute in collaboration with Undergraduate Academic Affairs, and CIDER, the initiative has taken form and includes convening an Inclusive Pedagogy Roundtable with discussions underway for ultimately offering an Inclusive Pedagogy certificate through CIDER. In January, 2015 a robust discussion was held at the Advancing Diversity conference that focused on inclusive pedagogy. The session was well attended and received positive evaluations with expressed interest for further discussions.	Please see progress report on Inclusive Pedagogy (OSVPP initiative #2). Inclusion Scholars will be integrated into the inclusive pedagogy efforts as advanced by DDI and Undergraduate Academic Affairs.

	The NCFDD offers 12 monthly core training webinars. The Faculty Affairs Team hosted two webinar discussion for targeted constituent groups and has plans for additional discussion in the summer and throughout the 15-16 academic year. NCFDD President and CEO, Kerry Ann Rockquemore, will visit Virginia Tech and present to the campus community during September 2015.	DDI and Undergraduate Academic Affairs presented a model for inclusive pedagogy at a national AACU conference in March, 2015.	
Contribution to Transformation	initiative starts as adjustment; strong faculty development programs for all faculty are important to the university; need quality leadership by faculty	an adjustment initially; inclusive pedagogy is important but needs to be done well and involve faculty members utilizing inclusive pedagogy	an adjustment that needs to expand; Faculty whose scholarship is related to inclusion and diversity would be helpful in transforming VT into an inclusive university
Revisions	VT joined the National Center for Faculty Development and Diversity and made it available to all; more engagement with faculty and their use of the information; conduct survey of useage and plan for ongoing dialogue; connect other mentoring programs with NCDDD;	strong, visible leadership is needed in the Provost office for Inclusive pedagogy; bring the separate initiatives and personnel together for meaningful conversation and action	not much happened here thusfar bu important topic; important to determine how scholars who study diversity are indeed connected with InclusiveVT;
Comments	would be helpful to review FARS, guidelines to P/T for appropriate language and clarity around focus of and exampls of inclusion and diversity;	connect with CALS initiative	perhaps work with academic deans and VP ID to convene scholars
Progress	OK	OK	OK-

Undergraduate Academic Affairs

Initiative Name	Advising Matters Conference 2015, Updating Your Toolbox: Strategies for Advising Special Populations	General Education Reform	Undergraduate Research Mentoring Program
Description	Advising Matters Conference 2015— Theme: “Updating Your Toolbox: Strategies for Advising Special Populations.”		Undergraduate Research Mentoring Program. The initiative would match first-generation and underrepresented students with graduate student, post-doc, or faculty mentors to encourage and support participation first-generation and under- represented students in undergraduate research.
Reported Progress to Date	The Advising Matters Conference 2015 was held on Friday, March 6, 2015. The targeted constituent group for this initiative was Virginia Tech faculty and staff who serve as academic advisors, but the event was open to all members of the Virginia Tech community. Additionally, advisors from other institutions in the region (e.g., Radford University, New River Community College) also were in attendance. The theme this year, “Updating Your Toolbox: Strategies for Advising Special Populations”, was designed specifically to provide our constituent group provide guidance for advising a diverse representation of special populations.	In the initial InclusiveVT initiatives, Undergraduate Academic Affairs submitted one aspect of general education reform. Specifically, the proposed Pathways curriculum included an integrative outcome focused on Intercultural and Global Knowledge. Integration of learning related to Intercultural and Global Knowledge across the curriculum ensures that all Virginia Tech students will be exposed to course content and learning experiences related to inclusion and diversity in multiple courses within general education.	The initiative would match first-generation and underrepresented students with graduate student, post-doc, or faculty mentors to encourage and support participation among first-generation and under-represented students in undergraduate research. On March 6, 2015 the Office of Undergraduate Research hosted a half-day Entering Mentoring workshop for faculty, postdocs and graduate students who mentor undergraduate researchers. Almost 50 participants from departments, institutes and administrative offices attended. Dr. H.G. Adams gave a keynote address on best practices in mentoring. Dr. Nikki Lewis led participants in a series of case studies derived from the Wisconsin Program for Scientific Teaching/Howard Hughes Medical Institute's Entering Mentoring Course. Keri Swaby, Coordinator for Undergraduate Research, facilitated a panel discussion of international faculty and graduate students about the unique mentoring needs of international students. The Entering Mentoring workshop was sponsored by the Office of Undergraduate Research, Fralin Life Sciences Institute, Office of Research, Howard Hughes Medical Institute, National Institutes of Health, and National Science Foundation.
Contribution to Transformation	isolated change; important approach in helping advisors to enhance their tools and strategies in advising	isolated change and will evolve; critical to an inclusive university and transforming curriculum	isolated change; undergraduate mentoring programs could be a hallmark and impact would be great upon the undergraduates as well as the graduate students and faculty

Revisions	program has been in existence for 5 years and needs to move to SOP; new components and cohorts should be added	initiative added after the approval of the resolution for Gen Ed reform; needs to ensure integrative approach and mapping for inclusivity	needs expansion with more involvement of faculty and graduate students and to move beyond STEM; maybe involve CLAHS and its initiative for Social Science pathway
Comments	avoid using special populations		possible connections with GUMP and initiative in Pamplin College of Business
Progress	OK SOP	OK	OK

University Libraries

Initiative Name	Diversity Alliance Resident Librarian	Inclusion and Diversity Library Events	Collaboration with Cape Peninsula University of Technology in Cape Town, South Africa
Description	<p>We are beginning a new fellowship program to hire a Diversity Alliance Resident Librarian. In conjunction with University of Iowa, American University, and West Virginia University, we are committing to increasing under-represented populations, offering a rich and broad experience to mentor residents and expose fellows to leadership opportunities, scholarship and professional development in academic libraries.</p>	<p>The library will be hosting multiple events to support inclusion and diversity at Virginia Tech. One example is the Living Library where people of different cultures are invited to share their personal stories. Film screenings, speakers, and displays will also be hosted at the library. Underrepresented groups such as LGBT, Hispanic interest groups, and the Black Student Alliance will also partner with us for these events.</p>	<p>The Libraries are collaborating with Cape Peninsula University of Technology in Cape Town, South Africa on a work/study exchange for faculty as well as staff within the libraries, The visiting faculty or staff will be working face-to-face with many employees here in the library. The idea is an exchange of knowledge that can work to improve workflows of the home institution and shared broadly as well as use this venue as a cultural exchange platform for inclusion and diversity.</p>
Reported Progress to Date	<p>Ongoing – Meeting with Diversity Alliance for Academic Librarianship partners on a consistent basis.</p> <p>January 31st – Met with partners at the American Library Association Conference in Chicago, IL to confirm and outline strategies for the alliance and the collaborative expectations of the incumbents of the positions we are each hiring.</p> <p>February – Created position description and job ad.</p> <p>March – Advertised position in appropriate places.</p> <p>March 4 – Post created for position on the VT website.</p> <p>April 7 – Closed post</p> <p>April – Reviewing and meeting with Search Committee to determine applicant status.</p>	<p>The project was completed as of March 31st.</p>	<p>We are about at 3.5 or 4—we still have to get our librarian on the plane to Cape Town and host their librarian here in Blacksburg. What has gone before was very complicated, consisting of formulating policy and checking it, obtaining funding, etc. This is the actual execution of the plan, the fun part!</p>
Contribution to Transformation	<p>adjustment; beyond a commitment to increasing URM in library, it is important to expand leadership opportunities in scholarship of inclusion and diversity;</p>	<p>adjustment initially; good idea and possibilities for showcasing diversity and inclusion; Living Library is good and needs to be a part of the university events offered not isolated to Newman</p>	<p>adjustment with focus on library primarily and should consider possibility to university-wide impact or consider additional initiative</p>

Revisions	person was hired and now must develop a plan for efforts within the Library and assisting with InclusiveVT messaging	events were scheduled and held with minimal attendance and visibility; this becomes SOP with expectation for annual events and increased visibility	interesting and informative for Librarians; less impact beyond library; need to determine ways to achieve greater impact upon inclusiveVT
Comments	perhaps some archiving on InclusiveVT; working the Provost office and faculty scholars of inclusion and diversity		
Progress	OK	OK SOP	OK-

Vice President for Administration

Initiative Name	VPAS Inclusion and Diversity Leadership Council and Advisory Committee	Apprenticeship Program	Unisex Restrooms
Description	<p>The Vice President will establish an Inclusion and Diversity Leadership Council, supported by an Advisory Community, to provide oversight and accountability for division-wide and departmental initiatives. The VPAS Council mirrors the University's inclusion and diversity administrative structure of an Executive Council and Advisory Community, and supports the division's full participation in the decentralized model. The Council will be responsible for planning, coordination, and assessment; monitoring implementation efforts and progress towards goals; actively advocating for inclusive excellence; and reporting to the Vice President. The Advisory Community will ensure stakeholder input and on-going involvement.</p>	<p>Three positions in trades-related job groups were created to support the establishment of an apprenticeship program for current employees in Facilities. These positions are in job groups for which there are goals for women and underrepresented groups under the university's Affirmative Action Plan.</p>	<p>Unisex restrooms are public restrooms that individuals of any gender or gender identity may use. These restrooms supplement the existing gender specific restrooms. Unisex/family restrooms may be designed to meet ADA accessibility standards, thereby offering flexibility and providing options that benefit multiple groups. This initiative proposes revisions to the design standards for new construction and major renovations and a process for evaluating and funding requests.</p>
Reported Progress to Date	<p>On February 9, 2015, the VPAS Inclusion and Diversity Leadership Council (IDLC) was chartered under the leadership of Sherwood G. Wilson, Vice President for Administration. The Council has been established as a standing committee, is comprised of the Vice President's direct reports (or their delegate), and has been charged with providing oversight and accountability for division-wide and departmental inclusion and diversity efforts. The VPAS IDLC was established to mirror the university's inclusion and diversity administrative structure and to provide a framework to ensure sustained division and department commitments and investments in inclusion and diversity. The</p>	<p>This apprenticeship program meets the standards of the Virginia Apprenticeship Council and requires a four year commitment of on the job training and coursework. At the September 2014 "All Hands" meeting of Facilities personnel, the Associate Vice President and Chief Facilities Officer announced the new Facilities apprenticeship program open to all pay band 1 and 2 employees, and the positions available in the current year, including two Trades Mechanic Apprentices and one HVAC Technician Apprentice. After the screening and interview process, two Trades Mechanic Apprentices began work in their new positions on February 10, 2015, while the HVAC Technician Apprentice began work on February 25, 2015. The vacancies created by the promotion of these individuals into the</p>	<p>The Associate Vice President and Chief Facilities Officer convened a meeting that included key Facilities stakeholders, members from the Diversity Inclusion Initiative Task Force, and Human Resources (ADA Services) to develop an implementation plan for the primary phase of this initiative. This meeting identified 2 areas of focus:</p> <p>1 - Develop design standards to ensure new construction incorporates universal restrooms into new facilities: Facilities is currently developing and evaluating modifications to design standards, and it is expected that this standard will be incorporated into the next major capital project to receive design funding.</p>

	<p>group has had two meetings with a third meeting scheduled in April/May, and is currently working on the implementation of an Advisory Community within the division to expand the reach of current efforts. The Advisory Community will be charged with identifying new initiatives, garnering stakeholder input and support, and driving employee engagement related to our inclusion and diversity goals (both formally and informally). The initial formation of this Community should be complete by June 30th.</p>	<p>apprenticeship program has enabled Facilities to hire an additional housekeeper and advertise for two additional positions.</p>	<p>2 - Develop a plan to incorporate universal restrooms into existing facilities: ADA Services provided Facilities with a list of the top five (5) priority existing facilities for inclusion of a universal restroom. Facilities has completed on site investigation and has developed a draft report outlining the requirements and expected cost to incorporate a universal restroom into these top five priority buildings. Facilities will continue to work with ADA Services to evaluate and identify opportunities for expansion of this program on a broader level.</p> <p>It is also relevant to note that collaboration with the stakeholders has led to a name change for this initiative from unisex restrooms to universal restrooms in response to feedback we have received.</p>
Contribution to Transformation	<p>adjustment; the Council will assist the VP for Admin Services in ensuring inclusion and diversity issues are addressed within and depending upon the initiatives can have a broader university wide impact</p>	<p>isolated change; this program will continue within VPAS area and assist in better serving those employees</p>	<p>pervasive change across university; universal bathrooms send a positive message that benefits the entire university</p>
Revisions	<p>The Advisory Council was established and becomes SOP; recommendations need to come from the Council for areas of focus and actions</p>	<p>program started and should continue in that its helps URM and women advance in facilities; possible collaboration with DSA</p>	<p>the inclusion of universal bathrooms in the plans for future building is complete and will become SOP; plans need to continue to modifying the existing facilities</p>
Comments			
Progress	OK	OK	OK SOP

Vice President for Alumni Relations

Initiative Name	Strong Together Networking Events	Multicultural Admissions Ambassadors	Alumni Engagement Through Mentoring
Description	Strong Together events are designed to engage underrepresented alumni, while updating all graduates on alumni diversity initiatives which reflect the values of the Principles of Community.	Multicultural alumni will serve as ambassadors to encourage applications and exploration of Virginia Tech by prospective students from underrepresented groups.	This program will engage alumni by joining students from university chartered, multicultural student organizations with alumni interested in supporting their organizational work and needs.
Reported Progress to Date	Strong Together events were held in Prince William/Loudon, and Atlanta. The North Carolina Triad program scheduled for February was rescheduled for June, due to weather. A targeted event for Black alumni was held in Charlotte. Follow-up events are being scheduled for the National Capital Region and Charlotte. The events have been well-received thus far.	One yield event was held in Norfolk, Virginia, in partnership with the Pamplin College of business. Planning is underway with Admissions to set dates for fall recruitment events.	Meetings with students have continued and as a result, a general information packet has been developed. The packet includes the basic structure of the program according to individual organizational needs, information for participating organizations and information for alumni. Additional work is continuing on full details of each program.
Contribution to Transformation	an adjustment; has the potential to increase the involvement of alumni with inclusion and diversity and to engage alumni in dialogue about inclusion	adjustment; could contribute to inclusion and diversity	adjustment; this could contribute greatly to building strong sense of community and professional development for students
Revisions	Strong together alumni events have been successfully and must be SOP demonstrating VT ongoing commitment to inclusion and diversity to VT alumni	program was begun and should be expanded and enhanced with appropriate training and messaging guidelines	program was begun and should be expanded and enhanced with appropriate training and messaging guidelines
Comments		important to work with Univ Rel about appropriate training for messaging about inclusion and diversity	important to work with Univ Rel about appropriate training for messaging about inclusion and diversity
Progress	OK SOP	OK-	OK-

Vice President for Development and University Relations

Initiative Name	Gathering Institutional Fundraising for Inclusion and Diversity	Recruiting Underrepresented Groups to Serve as Volunteer Leaders on Advisory Boards	Promoting Inclusion and Diversity Through Communications
Description	Gathering Institutional Fundraising priorities for Inclusion and Diversity and promoting those priorities to potential donors.	Recruiting underrepresented groups/populations to serve on governing and/or advisory boards as volunteer leaders.	Continuing to promote diversity images in communications, as well as promoting the Inclusive VT initiative in campus communications.
Reported Progress to Date	Have reviewed the existing Inclusive VT initiatives and have made initial notes among current division leadership team about potential priorities for Inclusion and Diversity fundraising.	We recruited and added 2 women to the slate of directors of the Virginia Tech Foundation Board this past year. There are currently three persons from underrepresented populations currently serving on the VTF Board.	Promoting diversity images in IMPACT magazine, VT Alumni Magazine, Visitors's guide, student recruitment brochure, university website, and other media venues.
Contribution to Transformation	adjustment initially; priorities are critical to the future of VT and sends messages about VT commitment to inclusion;	adjustment initially; assists with input from constituencies and engages diverse voices for VT future	adjustment; critical to university in terms of appropriate messaging and messages; need guidelines for visuals and communication
Revisions	should become SOP and new VP will identify priorities and strategies	this should become SOP and regular practice;	not sure of progress made this year but an important area; needs to work with VPID for guidelines and messaging training; identify best practices to share
Comments			
Progress	OK SOP	OK SOP	OK-

Vice President for Finance

Initiative Name	SWaM Outreach	Diversity Training for Departments Reporting to Vice President for Finance	Establishment of an Administrative Internship Program
Description	Increase outreach to the campus community to enhance knowledge and understanding of opportunities and processes for achieving the university approved SWaM goals	Identify and implement diversity training programs and seminars for all departments reporting to the VP for Finance	Innovative way to increase the employment of talented professionals from diverse backgrounds while also providing program participants a unique opportunity to enhance their professional skills in academic administration
Reported Progress to Date	<p>We have conducted in person meetings with the following colleges or senior management areas:</p> <p>2/26 College of Veterinary Medicine</p> <p>2/26 College of Business</p> <p>3/2 College of Engineering</p> <p>3/4 Vice President for Information Technology and CIO</p> <p>3/17 College of Agriculture and Life Sciences</p> <p>3/27 Vice President for International Affairs and Outreach</p>	<p>There are two parts to the measurement of this initiative:</p> <ol style="list-style-type: none"> 1. Engage all employees in the VP for Finance areas in diversity training opportunities with the outcome of at least two-thirds engaged in at least one diversity related activity during the year. <p>To date, 163 (85%) of the 191 VP for Finance area employees have already completed this requirement with many employees participating in more than one activity. In addition, 100% of the VP for Finance employees completed the Title IX training which was not included in the reporting for this initiative.</p> <ol style="list-style-type: none"> 2. Ensure new employees are afforded diversity training reflecting the Virginia Tech Principles of Community during the onboarding process. <p>The VP for Finance department heads have included this initiative in the onboarding check list for new hires. The VP for Finance office has coordinated with the Diversity Development Institute to provide quarterly training sessions on The Principles of Community on an ongoing basis. This training will be open to all VP for Finance area employees with priority given to new employees. The first session is scheduled for June 16, 2015 for all new hires in the VP for Finance area December 2014 – May 2015. Depending on space availability, these sessions will also be open to existing VP for Finance employees.</p>	<p>The end goal for this initiative is to have a fully functional Fellowship Program with recruitment and outreach to commence before the end of the calendar year. The VP for Finance Rotational Fellowship Committee, comprised of a representative from each of the eight participating departments in the VP for Finance senior management area, has completed two planning committee meetings. The outcome of these meetings has provided a framework for the fellowship program:</p> <ol style="list-style-type: none"> i. The program has been defined as a 12 month full time position ii. After an initial orientation period, the fellow will have the option to choose three areas of concentration with the remainder of the time split between the central office and shorter periods within each of the remaining departments. iii. Each department has outlined the opportunities, exposures, and skills the fellow will experience and develop during the rotation in their respective area. <p>Karisa Moore, Director of Affirmative Action also met with the committee to discuss best practices in the recruitment and hiring process to achieve our mission for InclusiveVT.</p>

Contribution to Transformation	adjustment; more SWaM businesses the stronger the message is about inclusion and diversity; good for the university and positive to report to the state	adjustment initially; university-wide training opportunities assist in transforming the university and creating affirming space; quality and relevance of training are critical here	adjustment initially; although isolated in one area, all hires of URM contribute to the whole and help bring diverse voices and perspectives to the table
Revisions	SWaM leaders have engaged university leadership in understanding the importance of hiring SWaM; also need to get more businesses to join SWaM;	workshops held but poorly attended; need proactive engagement of VP and other senior leadership; need to follow up conversations after the workshop; ongoing dialogue	program successful in employment of talented individuals of diverse background; could expand to recruit beyond VT to colleges in the area
Comments		need senior leadership to be actively engaged and visible in training and education programs	
Progress	OK+	OK-	OK-

Vice President for Information Technology

Initiative Name	Improve Recruitment within Information Technology	Improve Workplace Environment within Information Technology	Launch University - Wide Effort to Improve Accessibility in Information Technology
Description	Launch a multi-year effort to improve recruitment within the IT organization	Launch a multi-year effort to improve the workplace environment within the IT organization	Launch a university-wide, extensively collaborative, multi-year effort to promote and enhance accessibility in information technology in order to improve the experience of individuals with disabilities at Virginia Tech.
Reported Progress to Date	To date, we have made significant progress on our FY15 goals, and have also begun work on our FY16 goal of implementing improvements to identified areas of weakness. Work relates both specifically to diversity and inclusion in recruiting and also to improving the recruiting process and structures more broadly because improving our overall recruiting ability will also help us to more effectively recruit specifically for diversity and inclusion	Initiative 2 for IT focuses on improving the workplace environment in order to advance diversity and inclusion goals for the IT organization. To date, we have made progress on our FY15 goals, and have also begun work on our FY16 goal of implementing improvements to identified areas of weakness. For Initiative 2, it is particularly important to note the close connection with Initiative 1. While improving recruitment for diversity and inclusion (Initiative 1) is a crucial goal for the organization, retaining that talent once it enters the organization is equally important. As a result, much of the work in Initiative 2 will initially focus on improving the overall environment for employees in order to improve retention. The byproduct of this is directly applicable to diversity and inclusion, because improvement in our ability to recruit diverse employees will be negated if we cannot retain these employees	Initiative 3 for IT focuses on improving accessibility in Information Technology. Initiative 3 is behind schedule due to personnel bandwidth and technological resource constraints. The major outcome of these challenges has been the identification of the need to adjust the proposed approach, scope, and timeline of Initiative 3. A revised version of Initiative 3 is in progress and is planned for submission to InclusiveVT for review in early May.
Contribution to Transformation	adjustment initially; although isolated in one area, all hires of URM contribute to the whole and help bring diverse voices and perspectives to the table	although isolated in one area, training and creating affirming environments are critical and contribute to university transformation	adjustment but could be pervasive; web accessibility is critical to an inclusive university and must be a priority moving forward
Revisions	continue efforts to recruitment; establish partnerships with CC and other universities	related to first initiative but also includes multiple strategies for shifts in the culture of IT; challenging for sure	accessibility is a very large task and will take some time to implement fully but should then become SOP; second part of initiative is about IT tools beyond the web; and third is inclusive pedagogy especially as related to online teaching; the third one needs to be connected with other efforts regarding inclusive pedagogy (Provost office)

Comments		strategies need to be further developed; perhaps seek best practices from VP ID and senior leadership	
Progress	OK-	OK-	OK-

Vice President for National Capital Region

Initiative Name	Entrepreneurial and Innovation Camps	Engaging Area Teachers in Integration of 3D Printing in Curricula	Creation of Accelerated Degree Programs
Description	The NCR will host entrepreneurial and innovation camps for high school and undergraduate students, specifically targeting underrepresented populations. The NCR will provide scholarships to select students to help fund attendance to the camps.	Targeted engagement of area teachers to train them integration of 3D printing into curricula. Specific attention towards highly diverse schools in the National Capital Region.	The NCR plans to create targeted accelerated degree programs and marketing toward underrepresented populations. The NCR will work with the graduate school and colleges to craft programs from accelerated BS/MS degrees, including the 4+1 option where the +1 occurs in NCR.
Reported Progress to Date		<p>A) Have identified and worked key partners to build upon the Graduate School’s initial investment and accelerate the creation of additive manufacturing studio at the Northern Virginia Center: 1) 3D systems – supplied ~\$5K worth of printers, 3d scanners, software and training materials; 2) The Einstein Fellows Program – These are nationally recognized teachers selected to spend a year in the NCR co-located with Federal Agencies. These teachers are helping to write the next generation science and engineering standards to be used nationwide in classrooms.</p> <p>B) Training first cohort of Einstein Fellows at NVC to adopt a “train the trainer” program that will spread curricula to elsewhere. Class will conclude by May 1.</p> <p>C) Contacted key contacts at Fairfax County Schools to work with their teachers (particularly in disadvantaged districts) to motivate STEM and design opportunities for students.</p> <p>D) Identified opportunities to support continued activities through grant applications to private foundations.</p>	Initiative 3 for IT focuses on improving accessibility in Information Technology. Initiative 3 is behind schedule due to personnel bandwidth and technological resource constraints. The major outcome of these challenges has been the identification of the need to adjust the proposed approach, scope, and timeline of Initiative 3. A revised version of Initiative 3 is in progress and is planned for submission to InclusiveVT for review in early May.
Contribution to Transformation	adjustment initially; as a university, VT benefits by having NCR and NVC in the northern VA area to help identify talented youth of diverse background, make connections with schools in the area and introduce VT as a viable educational opportunity in the area	adjustment initially; as a university, VT benefits by having NCR and NVC in the northern VA area to help identify talented youth of diverse background, make connections with schools in the area and introduce VT as a viable educational opportunity in the area	isolated change; as a university, VT benefits by having NCR and NVC in the northern VA area to help identify program offerings uniquely suited to residents in NCR

Revisions	potential fine programs especially in making connections between schools with diverse student bodies and VT in NCR and Blacksburg; NCR can be a point of entrance to VT; partners with CLAHS regarding social science pipeline	focus on making connections with public schools with diverse populations and creating interest in VT programs; link to undergraduate degrees in Blacksburg	opportunities exist for these programs in the NCR and need to be identified; need to work with the Colleges and the graduate School
Comments			
Progress	OK-	OK-	OK-

Vice President for National Capital Region (cont.)

Initiative Name	Partnership with Continuing and Professional Education		
Description	The NCR plans to build upon current partnership and outreach activities with Continuing and Professional Education (CPE). The NCR would like to better use the extension network and CPE activities.		
Reported Progress to Date			
Contribution to Transformation	isolated change; although isolated in one area, training and creating affirming environments are critical and contribute to university transformation		
Revisions	partnership is good; more systematic approach to speaker series and continuing the conversation beyond the seminar;		
Comments			
Progress	OK		

Vice President for Outreach and International Affairs

Initiative Name	Elevate Women and Gender in International Developments Discussion Series	International Spouse Support Program	Scholarship for Underrepresented Populations Admissions and Study Abroad
Description	Elevate WGD Discussion Series to increase impact and visibility of Virginia Tech's gender and development expertise, increase student awareness of international gender issues, & increase involvement of int'l students	Extend invitation to spouses/partners of international graduate students to study English at the Language and Culture Institute (VTLCI) free of tuition (or, alternatively, at a VT employeerate of \$50 per academic class per	To provide hard dollar scholarship funding Virginia Tech's underrepresented student populations who are participating in study abroad programs.
Reported Progress to Date	The Discussion Series is planned in weekly WGD team meetings. Preliminary meetings with speakers were held before each event. A new venue, the Multipurpose Room (room 101) in Newman Library, was chosen for this semester's events as it is a more central and wellknown location than the OIRED building. The first event was held on February 5th and featured a talk by Pallavi Raonka, VT PhD student in Sociology titled 'Grassroots lessons: Implementation of pension schemes for single women and the elderly in Jharkhand, India'. For Women's Month a special panel discussion featuring five VT students (Wafa Mohsen Al-Daily, Venessa Carrión Yaguana, Nneoma Nwankwo, Flora Eyoha Severino Lado, and Natasha Shah Syed) was held on March 5th. The last event of the year was a discussion on April 2nd lead by Dr. Elaine Salo, from the department of political science and international relations at the University of Delaware; her talk was titled 'Thirsty for Access: Women in African Water Policies'. The WGD team also raised the visibility of Virginia Tech's international gender research through invited lectures at the University of Oklahoma, Texas A&M University, and the University of Denver.	Program implemented January 2015 with 5 initial program registrants. 40 students are matriculating in the second session of the program, which began March 2015. The program is available to employees, and spouses of employees, faculty members, graduate students, undergraduate students, visiting scholars and researchers.	The Global Education Office (GEO) began working collaboratively with the Office of Multicultural Programs and Services (MPS) during Fall 2014. GEO has been in constant communications with the Office of Budget and Financial Planning. There are proposals in place to authorize funding the proposed scholarships. TRiO – We have submitted a proposal for funding to the Parents Fund and are working to create the scholarship requirements for the populations. This will be a \$2,500 scholarship for six students (two in the fall, two in the spring, and two in the summer), for a total of \$30,000 each year.

Contribution to Transformation	isolated change; would provide visibility and commitment of VT to issues of women and gender in international development; could also enlist support and collaboration with agencies and individuals in DC	adjustment initially; sends a message that international is a part of inclusion and diversity at VT	Initially an adjustment but could expand; global literacy is important to a global land grant university; numerous strategies need to be implemented
Revisions	important to have VT as a leader of discussions about Women and Gender in International Development; will extend to NCR and surrounding areas; perhaps partner with SPIA and other academic programs in NVC	success launch of the program; will expand with additional spaces and expand to graduate students, faculty and staff	will partner with VP for Advancement to identify resources for study abroad; once scaled can help to improving global literacy
Comments	partner with NCR/NVC to identify topics of pertinent discussions especially those inside the beltway		
Progress	OK	OK+	OK-

Vice President for Research

Initiative Name	Diversity Competencies and Professional Development	VT-IMSD (Initiative for Maximizing Student Development) Program Funding	Faculty Workshop: Strengthening Your Grant Proposal Workshop, Broader Impacts Criterion (online session)
Description	This initiative will actively promote participation in the Diversity Development Institute and the certificate programs as a strategy to building leadership. Competencies and expertise will create and sustain an organizational environment that supports and advances diversity action planning across OVPR and the Institutes. As faculty and staff participate in the DDI and obtain certification, we anticipate that there will be an increasing number of employees who can help shape new initiatives in future years.	OVPR will provide funds in support of the VT-IMSD (Initiative for Maximizing Student Development) Program to enable community-building activities with the students.	Faculty Workshop: Strengthening Your Grant Proposal Workshop: Broader Impacts Criterion (online session)
Reported Progress to Date	In the Spring Semester, 8 employees enrolled in 16 DDI courses. A total of 17 employees in the senior management area have taken one or more DDI classes. Three employees have received the Ally certificate and two employees have received the Advocate certificate. Four employees are in track to complete the Ally certificate in 2015.	Ten candidates for the PREP and IMSD programs were brought to campus during the academic year 2014-15 from Pennsylvania, Maryland, South Carolina and Virginia. The OVPR provided financial support for travel and accommodation expenses that cannot be covered by the NIH grant. Providing expenses is a critical component to the recruitment of minority students for these programs. Funding for a recognition program was also provided. This program is planned to take place in May 2015.	Delivered two workshops: September 2, 2015 (6 attendees) and February 13, 2015 (10 attendees)
Contribution to Transformation	although isolated in one area, training and creating affirming environments are critical and contribute to university transformation	adjustment initially; has the potential to create more affirming environments to faculty and students	adjustment initially; has the potential to demonstrate commitment to diversity and inclusion in grants and perhaps secure more extramural funding
Revisions	encouragement by VP to participate in diversity training but programs need to be more meaningful and relevant to research faculty and institutes plus VPRI staff	continue support of IMSD and other programs based upon adherence to principles of community and creating affirming environments	access to Broader Impact is good but needs follow-up with face-to-face discussions; template for grant narratives about inclusion to incorporate into grants

Comments	perhaps a new initiative would be to develop OVPI as Research/Scholarship advocacy not just compliance; also get institute directors more directly involved in principles of community and inclusiveVT and evaluate performance on more than money	also need to evaluate policies for inclusivity throughout the office	
Progress	OK-	OK-	OK

Vice President for Student Affairs

Initiative Name	Human Resources/Recruitment	Intergroup Dialogue	Multiculture Competence Training
Description	Human Resources in DSA will (a) initiate an exit interview process, (b) create an advanced diversity training for search committee chairs, and (c) standardize the candidate liaison role for all AP Faculty searches.	The University of Michigan model of Intergroup Dialogue is the national standard for successful programs. “Intergroup dialogues are defined as facilitated, face-to-face meetings between students from two or more social identity groups that have a history of conflict or potential conflict.” ¹ This is a complex and challenging endeavor. Given the intense personal exploration in year one of the program, successful participants will be prepared to participate as Teaching Assistants for myriad sections of Intergroup Dialogue courses. They will serve as mentors to sustain meaningful intergroup contact, dialogue, and education.	DSA employees will apply to be a part of a three-year cohort experience around the development of multicultural competence. They will explore the scholarship around multicultural competence, pursue understanding of identity and self in context of social constructs, and both learn about and practice social change. Year one will be framed with self- authorship, inclusive excellence, and the social change model. Year two will require participants to use their new lens and consider “Ut Prosim;” that is, to create social change within Virginia Tech. The third year will allow the cohort members to mentor a first-year cohort, thus completing the cycle of creating sustainable, meaningful change.
Reported Progress to Date	<p>Over the past two years, the division’s Housing & Residence Life department has engaged the Candidate Liaison role in department AP Faculty searches. Dr. Eleanor Finger, department director, initiated this approach. DSA Human Resources met with Dr. Finger to gain insight into the process, and submitted a program summary for consideration to division executives (AVPs), as part of the division’s InclusiveVT initiative.</p> <p>Division executives nominated appropriate staff members to serve as voluntary Candidate Liaisons during the AP Faculty search process. Within the division, there are eight (8) Candidate Liaisons available, and AP Faculty search committees are now including time for the Liaison meeting with on-campus candidates.</p>	<p>Researched peer institutions and national models for “best practices” and lessons learned</p> <p>Sought student feedback on interest in the experience – very positive</p> <p>Read multiple texts being considered for course text</p> <p>Have consulted with multiple T/R Faculty about course design, content, and potential interest in collaboration</p> <p>Hiring a curriculum development specialist to finalize the course content over summer 2015</p> <p>Fraternity & Sorority Life planning for pilot section Fall 2015</p>	<p>Researched peer institutions and national models for “best practices” and lessons learned</p> <p>Read multiple texts being considered for course text and those aiding in course design</p> <p>Scheduled time with professional diversity trainer regarding course design, content, and methodologies</p> <p>Integrated the adult learner framework to guide development – curriculum is in draft form</p>

Contribution to Transformation	adjustment initially; university benefits from well trained and educated search committee chairs and members; improve recruitment efforts and results	initially an adjustment; although isolated in one area, training and creating affirming environments are critical and contribute to university transformation	although isolated in one area, training and creating affirming environments are critical and contribute to university transformation
Revisions	continue exit interviews and additional training regarding messaging (Poytner Institute); consider Search advocate model as well	continue and expand intergroup dialogue; continue search for academic partner	continue efforts of multicultural training and evaluate results;
Comments			
Progress	OK+	OK	OK+

Virginia Tech Carilion School of Medicine

Initiative Name	VTCSOM/Hampton University Guaranteed Admissions Program/Preferred Applicant Track (GAP)	Lunch and Learn Diversity Development Institute (DDI) Series	Youth Outreach and Engagement
Description	VTCSOM will establish a guaranteed admission/direct admit pipeline program with Hampton University, a top-ranked historically Black institution.	The Lunch & Learn DDI series is a structured curriculum through which VTCSOM students, faculty, staff, and collaborative partners can enhance their diversity awareness and competencies; thereby positively influencing their working and learning environments	VTCSOM faculty, staff and students will engage in structured educational and enrichment activities with elementary, middle, high school and community college students to promote awareness of medicine among underrepresented youth
Reported Progress to Date	<p>The VTCSOM-HU program will commence this year. It is one of seven (7) medical school Guaranteed Admission Programs at Hampton University. Although our program is the youngest of the HU's collaborative medical school pipeline programs, VTCSOM-HU GAP received more applications than Hampton's other six medical school pipeline programs.</p> <p>HU faculty introduced the VTCSOM-HU program to students in sophomore level biology classes. Eight (8) applications were received, and as planned, two (2) students were selected to participate in the two-year VTCSOM-HU GAP from May 24-July 31, 2015.</p> <p>Assignment of VTCRI faculty mentors for summer research experience z9.</p> <p>VTCSOM-HU GAP students will participate in the MAOP Summer Research Internship Program under the tutelage of VTC Research Institute faculty.</p>	<p>By the end of the academic year, nine (9) DDI sessions will be completed for 2014-2015. These include Exploring Unconscious Bias, Fundamentals of Diversity: Appreciating Differences, Introduction to Diversity and Inclusion: Awareness to Action (1 & 2), Communicating Respectfully, Multicultural Conflict Dynamics (1 & 2), and Title IX. Session attendance has been between 20-45 faculty and staff members have participated in each session. The Lunch & Learn DDI series will close with an award ceremony to recognize participants who fulfill the requirements for the Diversity Associate Certificate on May 12, 2015.</p>	<p>VTCSOM targets four (4) of its youth outreach and engagement efforts for enhancement in 2014-2015: Roanoke City Public Schools Science Fair, Within Reach, The Renaissance Academy, and An Achievable Dream Academy. We had successful programs/engagement with youth and faculty/staff in these pre-college programs in November 2014 and January-March 2015.</p>
Contribution to Transformation	initially adjustment with addition of two students; this type of partnership helps demonstrates VT commitment to diversity and inclusion;	adjustment; although focused at VTSOM, training and creating affirming environments are critical and contribute to university transformation	adjustment; important statement of university commitment when engagement with public schools and other VT entities
Revisions	addition of two students included with MAOP and were actively engaged for admission to VTSOM; will continue to two years; the program occurs annually	works needs to be continued beyond the conversation with DDI and scheduled sessions; sessions need to be of quality and relevance to faculty	outreach to Roanoke is good and could be extended beyond especially with connections with MPH, CVM and TBMH

Comments			needs to be included and linked to the network of recruitment and engagement programs to be developed by VPID
Progress	OK+	OK	OK