

Access and Success

Recruiting

- List of Best Practices for recruiting and retaining diverse talent; surely there are tried and true activities that can be shared (both within the VT community but also what's happening outside of VT)
- Starts with recruitment--of all students, faculty, staff and administrators, but we have to make this a better, more desirable place to make people want to come here
- What on-campus resources will the university offer to help with recruitment and retention? For example, benefits for same-sex couples, childcare, gender-neutral bathrooms, hair care resources for individuals of color or with religious/spiritual needs (e.g., some religions do not allow members of the opposite gender to view their hair - can there be more connections either with the region or on-campus providers)
- Decision to redefine affirmative action – put last minute on meeting addendum
- Provide support and recognition to faculty who participate in recruitment efforts. No acknowledgement for faculty as volunteers who assist with these efforts.
- Recruitment process of new students, staff, and faculty could have more information, our values, where we are (Principles of Community in all job postings?)
- Individuals and units need to be held accountable for making efforts to increase diversity. Example: getting diverse candidates. Upper leadership should hold structures accountable and make resources available for recruiting diverse candidates. Where can we post positions to make it apparent that we are intentional about seeking out diverse candidates?
- Highly problematic that VT's stats are close to the demographics of the state
- Demographics of Virginia Tech and Blacksburg look nothing like the state or the US in general
 - This sets a negative tone on the discussion of diversity
 - For true progress must change the face of VT
- Demographics of VT do not support the Universities commitment to diversity
 - North Carolina has more ethnic and sexual diversity than VT
- Need recruitment and hiring committees to buy into the need for more diverse faculty, staff, and students
 - An example was given about an African-American gay man doing recruitment and some individuals thought it would be a bad thing and could not effectively recruit others
- • More recruitment needs to be done for students, staff, faculty, and administrators from a variety of backgrounds
 - Even minor recruitment initiatives which are relatively inexpensive can have a major impact on the individual
- Target all academic areas for diversity recruitment.
- The greatest ambassadors for diversity and inclusion are the students and faculty who represent diversity. They are the best salespeople for the VT brand in culture, campus environment, and academic excellence. I understand that some departments and offices incentivize students to go back to their secondary schools to talk about their VT experience and promote the university. But I don't believe that type of outreach is institutionally organized or broadly promoted to the diverse student body. That may be an area where resources could be expended to make an impact that carries with it the face of diversity at VT.

- Regarding partnerships, I believe every area of the state and country has some local organizations that can be tapped into for strategic partnerships that can enhance the pipeline of diverse students looking at VT. We should work with these groups to increase the VT presence and familiarity with these students. I can name several in the 757 area of VA.

Faculty and Staff

- Progressive hiring
 - Hiring required to demonstrate attention to diversity
 - Diversity valued in promotion and tenure
- Applicant pools; exploring bias in looking at applicants; work on getting in touch with their biases; need for wider impact of the information we have
- Is it true that the hiring pools are more diverse now but hiring is not?
- Suggestions for Faculty /Staff recruitment and retention
 - Management training/shadowing for URM individuals
 - Cluster hiring
 - Mandatory diversity training
 - Involvement of diversity groups (Black Caucus, Hisp Caucus, etc) as real partners in the University efforts.
 - Focus concerted effort on recruiting recognizable minority faculty and staff to campus in order to draw critical mass of minority individuals.
- need more support from faculty on diversity efforts when out recruiting (employee side); could this be a part of someone's job? Isn't this the role of the college liaisons? Irvine takes minority faculty to hiring conferences. HR folks (of majority) cannot speak the faculty language per se. Example of a recruiting conference that we have a hard time getting minority PhD students because we cannot represent the community and talk about faculty life for folks of color.
- We lack access to a good diverse candidate pool. Something is lacking in the recruiting process. How do we come up with the mechanics at the lower level to influence the growth of diversity, especially in staff and A/P Faculty positions where the jobs are not posted in academic journals? Can the university broadly advertise jobs in places that are clearly directed at attracting minorities? This needs to be done at the university/HR level. Smaller units and individual faculty won't have the resources or even the know-how to find the best recruiting sources.
- No money--no limits, big, bold, creative ideas
 - Belief that nothing changes until pay and bonuses of top managers are tied to diversity
 - Diversity is rarely discussed in hiring
 - Nothing will change until the top changes
 - All programs outside of STEM are struggling to be recognized and valued
 - Hiring patterns--hierarchy, people value that which looks like them
- Certified searches, lots of exceptions made to hire someone else without a search
- Need of representation of women in STEM-H.
- There was a Post-doctoral program suggest by the Task Force on Race and the Institution, that needs to be developed.
- supports AdvanceVT
- People of color being singled out; at one point, only 38 Black faculty.
- Future Faculty Recruitment and Support Initiatives—Although they exist, the university needs to investing more money and support resources into that program

- Cluster hiring
- Advance VT and Future Faculty
- If the rest of the university takes the idea seriously, then the diversity should start at the board of visitors and the upper administrations... Is the increase in URM report in the AP or the Tenure ranks? Students have limited contact to AP faculty... Stereotype threat... woman/urm as teachers/researchers in intro courses
- In order to participate in a search committee, attend a hidden bias workshop. (President Sands)
- Recruiting a diverse faculty is an issue. Salaries are not competitive. There is no motive for inclusion.
- Need to be targeted hires in P/T and non-P/T positions for individuals of diverse backgrounds
- One person was struck by the quote of “getting people into the room”. She didn’t feel as if this was happening at the professional and staff levels. I wonder how do we recruit (staff that resembles the VA make-up) getting them to the room.

Students

- Build the infrastructure (programs, diverse faculty, offices), then recruit students; shows them that we are making effort not simply to get them here, but to support them when they get here
- Each college needs to have their own admissions rep, that is housed in the colleges. Shouldn’t be left solely to admissions department. Be strategic in recruitment efforts based on colleges.
- Faculty initiatives to go out and recruit in diverse communities – some schools are well known for this and probably have scholarships, resources (e.g., Dartmouth)
- SOPA – wants to go into certain diverse communities and recruit them.
- Institutional Infrastructure – undergrad admissions, recruitment – seems to work better for graduate students than undergraduate students.
- Could we use NCR area to help in recruitment of diverse populations?
- Concern: Student Debt Load (for students and for parents); recruitment issue; more financial support needed; it isn’t going to magically take care of itself; “put your money where your mouth is”
- A black graduate student said that VT does not recruit in Norfolk – admissions should target that area.
- WE NEED SCHOLARSHIPS.
- Scholarships... So that when we do identify more diverse students we can get them here
- Look at minority student retention and success rates as compared with majority success, or minority’s success at other institutions? How are we doing with efforts to support underrepresented student success, in comparison with our other students, and students at other institutions??
- Engineering partner with other colleges to help with recruitment and other depts..
- " In the College of Agriculture and Life Science (CALS) we need to increase minority student (Asian, Hispanic, African American and others) enrollment, both at the undergraduate level and graduate level."
 - How can we do this?
- We have to take a look at demographics to target demographic growth. Geography limits where we reach out. International inclusion may only address Latin American students out of the country. But it should also be about reaching Latin American

students here in Virginia. We don't create partnerships with Universities in Latin America to reach out for Latin American students.

- Speaking from an off campus location, we have a small student population and would like to try building a group focusing on under-represented minorities in the region. Initially we can try to reach out to Hispanic, Latino, African-American, American Indian populations as a group. We have an advantage in that we are in a very diverse region of the state, so there are different perceptions of our area vis-a-vis Blacksburg.
- Offer scholarships to disabled veterans and possibly their children. For example, California had a program called Cal-Vet which allowed the children of disabled veterans to attend public colleges and universities free of tuition. This was beneficial to me as my father was a disabled Vietnam Veteran and I was part of the reason I was able to graduate from college.

Graduate Students

- HR- There is a sense that we don't like to recruit from HBCUs, maybe the barrier is high financial need. A few at the table have heard that (including a dean!). There is a difficult adjustment period. We fail if we don't provide support. Faculty are sometimes hesitant to aggressively pursue students from HBCUs. We have George Washington Carver program that provides funding for students recruited from HBCUs. Financially and academically these students are not prepared. Adjustment is difficult. They are admitted but struggle once in. They come from areas that are very different (geographically – cities to rural Blacksburg), they have a hard time seeing themselves here. GAs from HBCUs have dealt with adjustment issues. There needs to be education of faculty members. If the faculty member or supervisor is unprepared, or lacks knowledge in inclusion and diversity - there is potential for a real stumbling block. We could perhaps overcome this if the proper infrastructure was in place. Purdue has a program that partners with HBCUs. Students there felt there was continuation of the great sense of community they had at their HBCU. These students (VT) graduate and there is not that feeling of community and these students feel lost. The same is true for minority employees. There should be deliberate activities to increase community. It should be intentional.
- Minority Recruiting weekend for grads – look at Ga Tech, Purdue, Pa State
- Also, some issues for US citizens exist in that funding is often insufficient for those graduate students with families to live on. Don't come to VT because of this; other institutions providing more support. Not getting the best of the best as a result.
- University officials could help faculty work more effectively with HBCU/MI institutions.
- Invite visiting faculty from HBCU colleges for their sabbaticals. A way to gain interest in talented faculty considering a move to a different university and to spread word-of-mouth about VT in the HBCU community. This will allow potential graduate students from HBCU to consider VT for graduate school.

Undergraduate

- Start touch points with students earlier than junior/senior year of high school. VT could do more outreach at earlier stages (i.e., elementary and middle schools)
- Increase in endowments for first generation students
- haven't been recruiting diverse students (undergraduate)
- pipeline issue with recruiting minorities
- Started hosting community field trips for boys and girls clubs to visit VT so they could see campus, hopefully start to visualize themselves here in the future... Exercises

interacting with technology, get them doing tv production, doing music in technology, lunch in Dietrich, talk about information systems and networking, ... For the last six years. Phone call this week from a young lady now a senior in high school, was on the first field trip here six years ago, has since come for two summers of upward bound. Called me about applying to VT, helped get her connected to admissions for support in applying... Each person plays a role, each person has to own it and those connections make a difference with students.

- Outreach to schools beyond Blacksburg, aiming for students who are underrepresented, and help them see and get connected to people at the university who are like them... Spark their interest and help them see a possible future here.
- Revisit the Achievable Dream program to recruit undergrads\
- The Summer Institute is not that well attended. It needs resources. Also need to support the Pamplin LEAP effort.
- Need to focus on the “yield” rate of enrollment for underrepresented undergrads
- Challenge the admissions offices to offer students coming from below the poverty line free admission to VT because it undergirds our Land Grant Mission. If we are talking about access and success those in-state students, who qualify and live below the poverty line, should have the access.
- Utilizing pre-college links. Do we do ourselves a dis-service by underselling or focusing on the negatives of VT and/or Blacksburg? How do we balance the truth with the possibilities of VT as a campus?
- CEED Program, Partnership with Achievable Dream Academy and other programs out of the office of academic support.
- One program model is Virginia CAREER Views which works with students who are 5th graders with high federal need. A great deal of the programs are often focused on STEM and may need to be expanded more broadly. One of our great gifts is our environment and to be on a college campus like this, it can be exciting to come to VT and see what it is like. The experience can be life changing.
- Outreach to URM communities – much more than we do now. Summer camps, events both at VT and at location (like Leigh McCue in Tidewater)
- Be sure we're recruiting at high schools throughout the state, not just specific areas... Not all NoVA
- Help identify resources for schools that we need more of a pipeline to... Having assistance or resources to go find and identify schools that may be good (and more diverse) recruiting sources but we're not yet aware of.
- Avenues for recruiting and admissions to recognize and recruit students who may be great, but not meet all formal criteria for admissions.
- Investigate breakdowns in the system that get in the way of diverse recruiting - CAUS does not accept transfer students, for example.
- Provide recruitment and funding (scholarships) with high schools.
- Fragmented in our structure – Are there programs for getting student here besides just pipelining students (not in engineering and sciences). Why isn't there a pipeline for the entire university?
- Pipeline programs – Engineering and girls, hs girls (grown from 20 to 50, middle school (80-100) Outreach program – living and learning communities reaching out to local schools
- 40 % of high school student coming in engineering. More are coming but not all engineering.

- Lots of students in high school that don't know they can go to college... were not informed, first generational problems
- Virtual tours address physical barriers to accessing the campus – both motility as well as geographic distance from the institution. Partnerships between community organizations and admissions already exist. Institution can make long term investment on quality and continuous recruitment through targeting minority middle school students.
- Similarly to the Gateway program, partnering with under-represented student organizations to sponsor trips out to high schools to create consistent pipelines from regions with greater diversity – urban spaces, etc. – into Virginia Tech. Also leveraging corporate sponsorship from minority alumni.
- Outreach—we need intentional and ongoing outreach with summer programs for underrepresented middle school and high school students. We need to look at best practices from other institutions in the Commonwealth and put in the necessary staffing and funding to get these students to come to our campus year after year in the summers. We need to do this for a wide variety of majors and for undecided students as well. We also need to do this with community college students to get them to transfer to Virginia Tech (Rachel Holloway)
- The Student Success Center: 2 scholarship programs. One focuses on access for Pell Grant eligible students, there is also a grant for PSEG. The focus here is on teaching a diverse group of students about social justice and diversity so that they can go out and teach others and make the university more inclusive by improving the climate. They also have a partnership with achievable dream academy. Working with a school in Newport News (largely black population & some Hispanic students) → draw from these students for the Presidential Scholarship. Many of these students become PSI scholars which are then offered academic and programmatic Support. How is retention? For PSEG, the retention is (academics) really good. Two students are on academic improvement (below 2.5), some students are dropped because of GPA, but most are dropped because they fail to meet requirements. Retention is around 85% maybe even 90%. Program growth: 30 (first year)-56 students (this year).
- One participant worked at Cornell – she stressed needing more staff members in this area, current staff don't have enough time to devote to PSEG (Presidential Campus Enrichment Grant). She felt they don't have the infrastructure for even a smaller program (only a total of 150 students). It would be great if this was available to everyone but there isn't enough support. Lack of resources. Financial backing must be big!
- Pamplin – 2010 Leadership Excellence and Academy in Pamplin (LEAP) In Summer 2011, 61 students, 5 days – summer enrichment for students in historically underrepresented minority populations. They establish a support group. 30, 34, 54, 61 (# of students has grown over years) Incoming GPA for LEAP students 3.3. Highly marketed to students with middle or high GPA. 30 students started. Currently? 128 freshmen students 42 transfer students (in a semester program). If we bring students in we must have money. We partner with Business Horizon. We have 10 \$5,000 scholarships. We are bringing students in from the Hampton Roads area and work to host a business conference for underrepresented students. LEAPers are about to graduate. We are asking these graduates to be guest speakers in high school classrooms (PUMP peer Undergraduate mentors). (Newport, Virginia beach, Hampton). Who is in the historically underrepresented groups: Pell grant eligible, first generation, AA,

Hispanic, Hawaiian, Pacific Islander, Native American, Alaskan, and 2 races/ethnicities or more. They also have a Council and Diversity Coordinator working with recruitment.

- Student Success Center - also does lots of outreach with LEAP, STEP and PUMP. They present academic seminars and also try to filter into initial programming efforts. Offer bridged to baccalaureate programming working with Community Colleges. Transfer student initiatives via an honor society. Committee students working to achieve goals in graduation. African American brotherhood initiative – black male summit and career services. Ensuring good GPA and graduation.
- ROTC - Scholarships help to pull students in. A student who comes here is almost guaranteed active duty commission. Adj. general for VA National Guard → discussion saying we don't produce enough active duty, we need to increase folks desiring National Guard and reserve. We don't target specific groups, we are looking for desire. There are programs and scholarships to pull them in. CoC and ROTC have initiatives for inclusion. We mix classes together so that there is representation at least twice a week & PE training is integrated. Labs are also integrated. CoC also integrates all services (Marines, Army, Navy, etc.), VPI (citizens track) and years.
- Fee Waived applications for targeted populations – used to do this, STILL do this for the Corps.
- The stuff Jack Lesko is doing to recruit graduate students—New Horizon Graduate Scholars--<http://www.eng.vt.edu/gradstudies/newhorizon>
- Partner with pre-college school systems that have diverse students
- Pipeline programs to bring young minority students to campus during the summers of middle school and high school. We need staff and resources for Pipeline programs across the campus to attract underrepresented students to Virginia Tech and make them feel at home here before they even begin to consider where they will go to school. Also bring the students who might not otherwise be considering college.
- We need extensive and well-supported summer Pipeline programs for underrepresented students from middle schools and high schools.
- Offer education and scholarship incentives to qualified minority students to attend VT.
- recruiting a diverse corps is a priority
- serve 80 MS & HS annually; diverse population
 - encourages students to attend college, not necessarily VT
 - changing the perception of students opinions on VT (generational perceptions have been passed on)
- VT needs more admissions initiatives
 - admissions does not give tours to TRiO students, TRiO has to do those
- need a pipeline starting with 6th grade through grad school
- Catalogue why TRiO students turn down offers to VT
- VT needs to engage k-12 populations that visit campus
- In agriculture the challenge is with student recruitment. We need extra resources to do what we are being asked to do when it comes to recruiting diversity. We need support in recruiting incentives.
- Think strategically in terms of pipeline and getting students here. We don't build the composition by going to high schools. We must partner with organizations and non-profits to think strategically. Identifying programs and groups is essential. Ex. Access College Foundation. Also, an Academy in Newport News. Background of students is very diverse and the students come here. Here are the possibilities this is what we[VT] bring in terms of the pipeline. We must cultivate this pre-highschool to create a “college-going” culture.

- For outreach programs, there are things like Math Corp – which starts with students in 6th grade. 95% success rate for graduation. They build teams. Go Girl is another example of a place we could build partnerships with.
- Recruitment efforts, capacity, and resourced allocated to underrepresented groups should be a unit-level focus. Partnership with community colleges is imperative.
- K-12 could be a potential pipeline, but how to reach out to students and get them to think about VT?
- Need to get professors and others to go to high schools and provide an example of what is possible at VT
 - Many students want to see someone who they can relate with when looking at a potential school
- • Recruitment for undergraduate is a huge issue
 - Why would a student from NY look at VT much less choose to come here
- For outreach to students across the Commonwealth, it would be beneficial to allow faculty, alumni, and students a measure of autonomy in recruiting underrepresented minorities. Admissions office is currently controlling the process too much.
- Another issue is that if faculty can't afford to send their children to the state school that they teach at, it is going to be very difficult to attract a diverse population of students.

Retention

- List of Best Practices for recruiting and retaining diverse talent; surely there are tried and true activities that can be shared (both within the VT community but also what's happening outside of VT)
- Starts with recruitment--of all students, faculty, staff and administrators, but we have to make this a better, more desirable place to make people want to come here
- What on-campus resources will the university offer to help with recruitment and retention? For example, benefits for same-sex couples, childcare, gender-neutral bathrooms, hair care resources for individuals of color or with religious/spiritual needs (e.g., some religions do not allow members of the opposite gender to view their hair - can there be more connections either with the region or on-campus providers)
- What about post-doctoral support and retention.
- The creation of a formal avenue to allow students/faculty/staff to share out their experiences in being recruited and what it is like once they enter into the institution.
- 1/3 are women, very little diversity
- Students and faculty need greater physical accessibility, and when they are here and from different situations, better supported.
- Males as allies (Women in technology)
- Need for more and better Child care for students, faculty and staff
- Department works to organize social events such as a volleyball team and many students come out. Many Chinese students come out and seem to feel good. They seem to appreciate seeing others from their hometown. Connection with the elders (and mentors) is important and lends to study hall. Don't know of any specific initiatives within the college and perhaps we don't do very well increasing diversity and inclusion. Dean Grant thinks there was a national symposium a few years ago that addressed diversity and inclusion. Chen thinks it wasn't visible and we can still do more. The Symposium was a way to engage the faculty and staff in discussions regarding diversity and inclusion, and it was related to disciplines so it was a great way to engage.

- The issue of inclusion and diversity is more than recruitment of individuals from diverse backgrounds, but also how to keep and support once the students have chosen VT

Mentoring

- Graduate student upset because of poor mentoring
- Could we train groups of student mentors -- maybe juniors and seniors -- to talk with freshmen (either in dorms or FYE sessions) about the benefits of inclusivity, the Principles of Community, and the values of VT as shown on the pylons? People always talk about what a wonderful sense of community our students have. We could be more intentional about transferring those values to freshmen. I'm picturing a group of engaged upper-classmen and women who are student leaders, award winners, those involved in service projects -- a group that would be an honor to join. We could develop some special title for them and help them develop presentation skills and content. We might pay them -- or reward them with something special on campus -- or a special sash at graduation.
- Minority mentoring – workshops help in different departments ---but how does one find out?
- Mentoring continues to come up as a key factor in student success, across disciplines... Some disciplines have mentoring built in as more central to the style of education (music, for example, where there is individual study with a professor)... But consistently being available to students, as well as faculty and staff, can make a huge difference... Doesn't have to be a faculty or staff member mentoring students, could also be an upper class student. Music is doing this for students at a ratio of two students per mentor (student is mentoring two more junior students). Feedback shows that the genuine connection and relationship building is what resonates with the students.
- Match a passion for discipline or interest to help people be supported (mentoring reference).
- Adjust existing mentoring programs to nurture and retain diverse faculty (this may be in or outside the department).
- Peer mentoring – CEED model (heck, CEED model for everything)
- Mentor and authentic relationships can help people get through the tough times and the drop-off points earlier in education (girls with stem in middle school)
- Some minorities have more support and help - like women, women in STEM, working moms... There needs to be more of a focus on others who are there, but not high on the list of groups available to support them... In balance with one on one need or opportunities for connections like mentoring.
- If we're going to do mentoring, we need trained and proficient mentors... Good listening, building relationships, etc.
- (Suggestions) we need mentors without agenda... too many directions, need someone to be advocate, how to say no to particular people and how to do it
- (Solution) Graduate Ombudsperson is available in support of graduate student... maybe make it more publicly available, some don't know resource exists...
 - We need an Ombudsperson for faculty, staff, and undergraduate
- Creating a formalized mentorship program that pairs senior minority faculty to entry-level faculty.
- How does the institution identify which programs are strong in creating mentors or relationships among students/faculty/staff of minority identities
- minority faculty have no informal channels for support in non-bias formats

- Global Ambassadors, Cranwell International Center, Lyndsy Manz
- As a student, if you don't actively seek professors in particular programs, you don't know them, unless you major or minor in a given area
- As a PhD student and the only African American in my program, I just wanted someone to talk to. Someone who would understand. I found that the cultures clumped together. So where did I clump? Only 1 semester was there another African American student. The rest of the time I was alone. The question is how could we change that experience now? Dr. Creamer reached out to me to mentor a new African American graduate student. This is headed in the right direction.
- Peer mentorship
- I would like to see a mentor program implemented campus wide for underrepresented groups. I have a model that I am currently piloting at VT that would be successful campus wide. Partnerships with alumni from underrepresented groups and with companies who are specifically targeting underrepresented groups to hire. Companies need to send reps from various backgrounds in order to appeal to the entire student population.

Faculty

- Have heard African Americans say this is not a minority-friendly university--where do you start?
- Student access to childcare is woeful. This is a University-wide challenge that are also faced by faculty and staff.
- Suggestions for Faculty /Staff recruitment and retention
 - Management training/shadowing for URM individuals
 - Cluster hiring
 - Mandatory diversity training
 - Involvement of diversity groups (Black Caucus, Hisp Caucus, etc) as real partners in the University efforts.
- Furthering conversations and action surrounding partner benefits for unmarried individuals, LGBTQ or otherwise, as a means of retaining staff and faculty who feel these pressures.
- partner placement is a real challenge
- HR does not exist as a means to address problems for faculty
- HR effective for egregious acts only – need mediating entity
- (Problem) it feels like we (VT) are eating alive members of underrepresented minorities and women and putting them in committees, events, rather than doing their research...
 - (minority tax) concerns of minority graduate student with fellowship being asked to participate in too many events
- supports AdvanceVT
- Advance VT and Future Faculty
- need f/s to buy in to diversity needs in college
 - having diversity as a component of f/s evals is a joke
 - the higher a woman is ranked the less the men like them
- Faculty support tends to wane after one receives startup funds.
- Offer same sex benefits to new faculty hires.
- Offer universal parental leave for faculty
- (Suggestion) require departments to rotate individual in charge of diversity initiatives; partner with individuals trained to better acclimate to the environment; transition support for new faculty

- New faculty overloaded with community assignments, how to help new faculty to get to tenure, Pamplin several women did not get tenure, obligated to belong to some committee
- Faculty diversity – particularly POCs (persons of color) – is a concern. Currently 20% attrition rate of faculty who are POC. University can support them through incentivizing or relieving them of
- Problems with ways for faculty level to address issues of discrimination, insensitivity and awareness
- Well intended – but need to brush up on nuances of what it means to be culturally sensitive and inclusive
- There is a high turnover rate of faculty members from diverse backgrounds of up to 8% in 8 years
- The problem is not just for students and staff, but also a faculty issue
- • Within the institutional infrastructure there needs to be MUCH MORE transparency for how merit pay is determined with promotion and tenure
 - How is the pay scale allocated for those who are at the same level
 - Merit is based on “Perceived future value to the institution.”
 - Why are some faculty of color paid less than their white counterparts for the same level of research expenditures?
 - If a faculty member of color is paid less than peers, makes them feel like they are not as much of a contributor at VT based on the research values of institution
 - This leads to faculty going elsewhere and might be a reason for high turnover rates
- Many Spanish speaking professors do not associate with other Spanish speaking professors because of pressure of tenure
- Pre-tenured faculty feel they must pander to the public and cannot bring up issues related to diversity as it could affect the ability to get tenure
 - Creates a vicious cycle of lack of diversity at VT
- Many minority faculty members fail because they are overloaded with service projects related to the race, gender, or other identified classification
 - Culture needs to change to not allocate diversity to a specific group

Postdoc

- What about post-doctoral support and retention.
- Research problems coupled with no integration of families into campus or department life make it very difficult for post docs and many foreign graduate students to adjust or do well.

Staff

- Funding sources to support foreign students should be mined more aggressively or more fully endowed;

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support underrepresented student success, in comparison with our other students, and students at other institutions??

- International students – resources for language skills, how to be sensitive but rigorous
- Allowing students to embrace all aspects with which they identify as a minority. Learning how to succeed as a minority member. As a university we should be striving to help students become people who are successful, being just, purposeful, open and caring.
- Increased attention to inclusive pedagogy to promote retention and graduation. Help make people feel they made the right choice in selecting /attending VT
- Within Career Services – who can I identify to help me (like with providing resources / services to veterans)
- Support for families in dealing with a new place in a new country. Many resources are there, but families are either unaware of them or very hesitant to take advantage of them for reasons such as cultural mores and customs, fear or anxiety, or access issues (transportation, time available, language issues). Cranwell Center resources are limited. Discussion of cross-cultural issues followed (avoidance of photographs; male/female communication taboos; going public with sex related crimes, for example);
- VT needs to work on retention efforts of multicultural students
- Advising for underrepresented groups, either through peers or F/S
- HR- There is a sense that we don't like to recruit from HBCUs, maybe the barrier is high financial need. A few at the table have heard that (including a dean!). There is a difficult adjustment period. We fail if we don't provide support. Faculty are sometimes hesitant to aggressively pursue students from HBCUs. We have George Washington Carver program that provides funding for students recruited from HBCUs. Financially and academically these students are not prepared. Adjustment is difficult. They are admitted but struggle once in. They come from areas that are very different (geographically – cities to rural Blacksburg), they have a hard time seeing themselves here. GAs from HBCUs have dealt with adjustment issues. There needs to be education of faculty members. If the faculty member or supervisor is unprepared, or lacks knowledge in inclusion and diversity - there is potential for a real stumbling block. We could perhaps overcome this if the proper infrastructure was in place. Purdue has a program that partners with HBCUs. Students there felt there was continuation of the great sense of community they had at their HBCU. These students (VT) graduate and there is not that feeling of community and these students feel lost. The same is true for minority employees. There should be deliberate activities to increase community. It should be intentional.
- The stuff Jack Lesko is doing to recruit graduate students—New Horizon Graduate Scholars--<http://www.eng.vt.edu/gradstudies/newhorizon>
- Problems in foreign students getting their degrees discussed in terms of access to research projects. Especially in engineering and biological sciences, extensive use of federal grant funding is a problem because non-citizens cannot work on these government grants. This means many foreign students are relegated to minor or marginalized projects in terms of their departments. This, in turn, means a degree of lower value. Bottom line is that foreign student applications are less because they don't receive sufficient funding or can't work on projects relevant to their interests;
- Child care for graduate students a major issue.
- The Grad School is apparently working on having a child care coordinator, but there's an economic issue in that many can't afford child care. Need for services run by grad students at very low costs. Stronger off campus connections needed for this.

- graduate students are removed from the community due to workload and jobs
 - diversity student groups don't interact with majority student groups
 - needs more focus on special needs

Undergraduate Students

- CEED Program, Partnership with Achievable Dream Academy and other programs out of the office of academic support.
- The Student Success Center: 2 scholarship programs. One focuses on access for Pell Grant eligible students, there is also a grant for PSEG. The focus here is on teaching a diverse group of students about social justice and diversity so that they can go out and teach others and make the university more inclusive by improving the climate. They also have a partnership with achievable dream academy. Working with a school in Newport News (largely black population & some Hispanic students) → draw from these students for the Presidential Scholarship. Many of these students become PSI scholars which are then offered academic and programmatic support. How is retention? For PSEG, the retention is (academics) really good. Two students are on academic improvement (below 2.5), some students are dropped because of GPA, but most are dropped because they fail to meet requirements. Retention is around 85% maybe even 90%. Program growth: 30 (first year)-56 students (this year).
- Student Success Center - also does lots of outreach with LEAP, STEP and PUMP. They present academic seminars and also try to filter into initial programming efforts. Offer bridged to baccalaureate programming working with Community Colleges. Transfer student initiatives via an honor society. Committee students working to achieve goals in graduation. African American brotherhood initiative – black male summit and career services. Ensuring good GPA and graduation.
- Don't leave them hanging when they get here; create lots of touch points with underrepresented students. Once we get students in the door, we need an environment that keeps them here.
- Be a diverse institution during the summer/at summer camps held on campus; but be careful not to create a false representation of what VT is like (no bait and switch)
- multicultural students feel a difference than majority students from day one (culture shock)
- Other best practices: Agriculture, Business. Other universities: U Illinois well known for a being a positive climate for people with mobility limitations. NC State. Part of it is a culture of students who are used to advocating and having services available. This is necessary for retention as well.
- New student orientation should have a Phase II to acquaint newly arrived students with the area and the resources both at VT and the NRV – even things like where to get hair care products or other personal needs.
- University-wide advising for those students who come from a background who come from backgrounds unfamiliar with university settings Programs like MAOP, and presidential scholars have extensive advising Model.
- Need more hands on high quality experience for students- faculty or graduate student time
- Services for students who are dealing with culture shock. Services are available. Students can be reluctant to utilize services.
- Student Success works with Corps in Mentors for Violence, facilitated discussions. Important for title 9 compliance. The Women's Center coordinates the program.

- Undergraduate student issues also exist with respect to those with families and in terms of finding support groups for some;
- starting a DREAMERS student association here. There is already one at George Mason. They are already thinking about these issues of diversity. We need to create more inclusive culture at all levels.
- Diversity and inclusion efforts could be better coordinated across colleges. Scaling the CEED office of the COE to the university level might be a pathway. Departments are currently doing outreach, etc. without really knowing what other departments are doing.

Campus Climate and Intergroup Relations

Resources

- We have a generation that is more open
- Common book and programming; integrating points of view (generational; etc.)
- International fair (street) good but there is no follow through, need a conversation that lasts more than one weekend event
- International Week Street Fair; bringing together diverse groups and organizations
- International Street Fair, Cranwell International Center & Council of International Student Organizations
- Misses Dance of Nations, because it brings all the groups together; the Heritage months are so distinct and separate; Do more that brings everyone together
- RA, direct impact with students
- DSA central to new model; whole department devoted to MPS; but also integral to every unit in DSA; when working with students, how can we make a difference?
- Co-curricular representative - we do a lot with community, diversity dinning programs, mentorship programs, a lot of things to create dialogue between diverse group of people to create commonality, take students to conferences, not known to campus, Hillel at VT (student group), paid internship students with non jewish students - paid staff of 6, friday dinner as a group, also music program showing groups across campus, more inclusiveness towards this group

Needs

- It is not just about composition – it is very much about climate
- Important to find ways to celebrate diversity now – who are we?
- Creating environment and climate that is welcoming regardless of the kind of diversity
- Students need more opportunity to participate in diverse groups as part of their VT experience. A typical question asked by of student prospects employers who come to Blacksburg is “tell me about your experiences at VT in working with diverse populations”.
- Campus climate - needs to be an integral part, not a series of events that are not connected and purposeful, little follow through
- Needs to understand that we are all better off in a diverse community. Understanding the value is something we don't get as a community. We need to find a way to raise genuine awareness of the benefits of diversity to the dominant culture/population. We need to put resources behind it.
- We need to embrace different cultures, and we need to create cultures around common interests that cut across differences, such as academic areas. Funding needs to be available and guidelines or oversight needs to be in place to help departments and other units to put these social functions into effect.
- Communication--broaden the concept of what is a "Hokie." Example of young woman not selected to be a Hokie ambassador--although she had high marks in all areas--because she was considered overweight.
- Need more rallying / unifying events – something like an annual convocation
- Campus tour is too monochromatic. Celebrate diversity!
- Culture of sharing needs to be created. For example: events/dinners for everyone associated with a particular unit or major or project. Create shared cultures around common interests that cut across differences. Provide incentives/resources to support

these social activities for faculty, staff, and students. Current consensus is that it is very difficult to fund social activities around academic units/interests.

- Need to promote and expand opportunities for intercultural collaboration among students and student groups.
- VT has a tendency to be not engaged and there is no activism. Microcosm of society. Why can't we keep people (faculty perspective)? Members of the community don't stay until they feel they are welcome. We must be welcoming.
- There are too many events that students get pulled in
- Appreciate that senior leaders need to set a bar and get out publicly behind this.... Challenge in even relating to people on campus - even walking around seeking to make eye contact with people and say hi. Find it hard to have people meet your gaze... Each person has to help by doing something on the ground that helps people, all people, start to feel more comfortable and connect.
- How can we use our residential campus to encourage students to interact with students who may be unlike themselves? How do we make sure some of our more upscale dorms accessible for a diverse student population, so students don't opt out because of cost?
- High amounts of cultural appropriation in homecoming, year after year - VT should not stand for this, the fact that this was BSA also left a sour taste how are faculty and staff working with BSA and other orgs? Examine the homecoming structure.
- Need more hands on high quality experience for students- faculty or graduate student time
- Other best practices: Agriculture, Business. Other universities: U Illinois well known for a being a positive climate for people with mobility limitations. NC State. Part of it is a culture of students who are used to advocating and having services available. This is necessary for retention as well.
- Tufts example "Vitality", campus wide, departments and administrators, creates a climate, activities over the whole year, accountability
- Starting a DREAMERS student association here. There is already one at George Mason. They are already thinking about these issues of diversity. We need to create more inclusive culture at all levels.
- Transgender health Clinic
 - Health care services
 - Education of doctors [including area physicians] – we live in a diverse community
- Need a Women's Caucus
 - Women's status in governance of VT?
 - Would be a benefit to all of campus
- For Special Collections Oral History Project, funding for transcriptions of LGBTQ oral histories badly needed. Perhaps funding can be sought for this need as well for the Appalachian Studies extensive archive or regional oral histories as a joint project;
- Master calendar that showcases everything that's happening with diverse student organizations; use technology where everyone can add their stuff; maybe overseen by CISO (for students); need more streamlined information source
- Possibility of diversity email every week for students
- Suggestion for a comprehensive study of the different modes and networks of communication needed, especially among foreign students. This study should not just be survey, which is a culturally-loaded means of finding out information, but also by ethnographic research that contacts foreign students and hangs out with them to determine where and how they learn about support resources (or not) and what

problems they have when using them, if they use them at all. This study should be designed with some of the anthropologists on campus so it yields reliable and valid results.

- Diversify some of the Greek organizations...such as considering not allowing single-gender Greek organizations.
- Change the policy of forcing employees to use their leave between Christmas and New Year. This could affect those who have cultural differences and celebrate their New Year's at different dates and may need the leave time to accommodate it or may not celebrate Christmas. It also affects working mothers who may need the time off to take care of sick children at different times in the year.
- Having family-oriented social events very badly needed. No alcohol, child friendly, interactive activities needed. Single parent needs and undergraduates with families or children also need to be given more attention/opportunities for creating community and a place-based social life;
- Student access to childcare is woeful. This is a University-wide challenge that are also faced by faculty and staff.
- Research problems coupled with no integration of families into campus or department life make it very difficult for post docs and many foreign graduate students to adjust or do well.
- Undergraduate student issues also exist with respect to those with families and in terms of finding support groups for some
- Stories of people of color need to be brought to light
- Minority voice does not have weight in process
- Have heard African Americans say this is not a minority-friendly university--where do you start?
- Sometimes authority of diverse people is not respected - she has a Ph.D. from Harvard and gets comments about her hair or clothes
- As a PhD student and the only African American in my program, I just wanted someone to talk to. Someone who would understand. I found that the cultures clumped together. So where did I clump? Only 1 semester was there another African American student. There rest of the time I was alone. The question is how could we change that experience now? Dr. Creamer reached out to me to mentor a new African American graduate student. This is headed in the right direction.
- There is a general lack of sensitivity to the needs of diverse groups across campus. Diverse groups do not always feel welcome because their differences do not conform to an established norm. A sense of conformity and homogeneity is part of the campus climate. Upper administration could help change this. Perhaps a seminar on sensitivity, unknown bias could be created.
- Groups may build their own walls---feel so strongly of sticking together that they exclude those that have excluded them
- Some faculty report being genuinely encouraged but larger groups of faculty not so interested.
- One size does not fit all
- Greater sophistication by the university regarding cultural variation among foreign students is needed. One size does not fit all; much more flexibility in handling problems is required
- Cultural spaces and opportunities to discuss cultural differences must be available in the classroom

- When discussing issues related to race, the classroom will look to the students of color to speak on behalf of everyone of color
- Changes the student experience for those individuals and puts an undue burden on them
- Lived experiences of people can be sensitive
- Need to help those with differing life experiences feel included and supported
- More classroom space is needed for discussion of cultural issues
 - Black Cultural Center has a program called Speak Your Piece
 - This is an intellectual safe space where anyone can speak their concerns
- Feedback came from the President of the Black Graduate Student Organization (BGSO) about there not being a space for people of color to feel open and included
 - Needs to be a space for freedom to air complaints and frustrations
 - Classrooms can cause discomfort as being the only individual of color
- Physical space for community - more cultural centers and resources behind that
- There is a barrier of entrance on the topic of diversity which creates a double edged sword
 - Fear of entering the unknown
 - White individuals may not want or feel comfortable to engage with those of a certain demographic
- Culture issues – problems with culture (e.g., alumni; fraternities) can be hidden which make it hard to deal with. Hard to “live by” the principles of community. If the whole institution is white male, can we create inclusiveness for all? In terms of stories.
- Better communication of activities to get white students to participate in those activities of minorities organizations. Minority organizations need resources and support to make events known to wider campus community. They may need incentives and resources to open up their events to a wider audience.
- Don't ignore difference—embrace the diversity. There is a tendency for those coming from a position of White Privilege to want to ignore, or try to pretend to ignore, differences. Basically this amounts to expecting everyone to “fit in” to the dominant culture. We need to invest the resources to teach the value of difference to our predominantly White faculty, staff, and students. It's not okay to pretend differences don't exist. We must embrace the differences as enriching to the community as a whole.
- Revisions of Policy 1025 - university communicators were explicitly told not to write anything about it.
- Policy 1025 discussion at University Council presented as an example of the need for folks to continue having conversation around diversity - on same page? No. Not even in same book.
- Part of the conversation has to be the exercise of policy and procedure across groups. The process becomes central. For example – as students violate conduct, the story has to be told about what they have experienced. It is important to learn and listen about a diverse student's experiences. Just making policy and procedure without understanding, may mean we are excluding people or putting them at disadvantages. There may be specific conflict and resolution that we use. Where is the conflict stemming from, is it from differences in experiences.
- Where do students go to voice complaints, talk about injustice? Should be in DSA and publicized
- Are you doing anything to move it forward? I don't have that kind of power. But I am involved through the Black Caucus. {Response to ...} The process becomes the problem,

IT is the product. We need to review all the policies. Someone has to be able to ask the questions. Why is that? We have to look at this in terms of the culture of what we bring.

- Survey Exhaustion – how can you get a good idea of campus climate?
- Campus climate survey needs to address significantly on international affairs.
- Not hearing about results that are coming out of climate surveys – need better distribution engagement around climate survey data

Dialogue

- More events like this
- It was noted by one of the participants that there were some questions and concerns around the model. It was suggested that a broader, more campus-wide discuss of and reaction to the new proposed model (VTinclusion) needs to occur.
- The fact that we have to have this discussion is a problem
- How to better bring affiliation groups around... Great opportunities to build more inter-group dialogue and relationship building.
- VT has a general fear of anything related to diversity and inclusion - and if you can't talk about it you won't change it. First need lots of conversations.
- Need more communication about what different groups are doing
- Create more opportunities for talking to each other, what do we do well? Celebrate groups, boost up the international fair, make it more than one day event, not just the students making their own food, not just sample food, but learn about other groups. Having guest speakers, more exposure to national and international speakers, different points of view, more exposure to events/speakers, has to be required
- Are there lessons to be learned from international global challenges, do we have a microcosm of the international landscape, lots of representation and still little cross-dialogue.?
- Need conversations with faculty to make the point that diversity and inclusion grounds their scholarship and the way they engage with students
- Africana studies includes undergraduates in discussions about diversity and inclusion
 - These type of conversations need to happen in many different classroom venues
 - Expand this initiative to other areas of campus so individuals are educated and aware
 - Needs to be spaces outside of the traditional classrooms where students can engage in conversations about diversity in a safe way
- First Year classes; intergenerational discussions; First Year Experiences
- Educate faculty and staff via an intergroup dialogue.
- Ability to get outside of one's own staff and engage with folks across campus with folks who are in similarly situated positions; space for staff to talk about advancing diversity issues
- Get more people to table
- Dealing with staff who do not attend I&D events and are critical of other employees
- Men seem to be underrepresented in I&D events [as well as last week's Wellness Balance Day]; Need different recruitment strategies
- How to get the people who NEED the info in the room? Not just the typical folks who go to this because they're interests?
- The power of peer on peer; the power of students hearing it from another student, NOT from professors or administrators or staff; value of dialogues and difficult conversations

- As part of the course – have some social events where all students (international, diverse and others) can get to know each other better. To avoid students breaking into their comfort groups when working on group projects.
- We need to create dialogs for students. Students now are more globally and civically minded. They have a shared experience. They are tired of “talking” about diversity...where is the real conversation about building the inclusive culture.
- More backing of diversity and inclusion for a positive perspective – Encourage students to have the tough conversation not everyone knows not just certain populations.
- Student perspective on campus climate and intergroup relations? How is intergroup dialogue, and are voices getting to the task force groups? Good student interaction and communication within the groups; Most students have at least some affiliation and support in a group, but the venue to bring things forward to the university is what's missing or a challenge, a point of connection to the administration or university partners and leaders.
- Inclusion Committee in Residence Life (Diversity Institute)
 - Inclusion focused conversations take place once/month
- “Lounge meetings” in residence halls to engage important issues, e.g., talking about gender expression and identity
- 3rd at 3 monthly social justice dialogues in Housing & Residence Life/Division of Student Affairs; Do by college? Do by division? Use as a basis for more open forums?
- Student Success works with Corps in Mentors for Violence, facilitated discussions. Important for title 9 compliance. The Women’s Center coordinates the program.
- Intergroup Dialogue program through MPS
- Dissemination of the model to all colleges – get the model out
 - Specific examples of Inclusive Excellence with the model
 - More conversation – back and forth on the models both Inclusive Excellence and the Organizational Structure model

Local Community

- More engagement from outside VT community [especially the town community] More restaurants, groceries and department stores that service a diverse community
- VT should leverage its presence in the NRV to help create a more inclusive environment
- Utilizing pre-college links. Do we do ourselves a dis-service by underselling or focusing on the negatives of VT and/or Blacksburg? How do we balance the truth with the possibilities of VT as a campus?
- Do we explore collaborating with local governmental agencies on diversity and inclusion efforts?
- The university needs to market Blacksburg & VT community as a desirable destination for diverse candidates and students.
- One major initiative needed is to recognize that these kinds of resources are not just limited to VT, but also exist in the larger Blacksburg, County, and Roanoke areas. Much better town/gown information flow and resource support is needed. YMCA provides an example and should be included more in campus activities.
- Demographics of Virginia Tech and Blacksburg look nothing like the state or the US in general
 - This sets a negative tone on the discussion of diversity
 - For true progress must change the face of VT
- Dialogue on Race in Montgomery County – wisdom folks have who are outside of the university; intentional models to bridge university with broader community

- Blacksburg community does not provide the atmosphere to retain young diverse professionals. Blacksburg and the surrounding community are not very welcoming to minority populations. Minorities want to maintain their cultures, not adapt themselves to the dominant culture. The dominant culture needs to adapt and become more accepting of difference, and that will require resources and long-term commitment from the university.

Education and Scholarship

Courses and Curriculum

- Need more support, development and attention going toward academic programs
- Bringing diversity into the conversation around specific majors (sustainability and diversity, professor brought in speaker to talk about specifically to that topic/major), Sustainable Biomass
- Teach about diverse artists in classes [in music do not focus on 'dead white men']
- Important strides have been made on a university level, but how many of those advances deal directly with the academic programs--Africana Studies, Women and Gender Studies, Judaic Studies, Race and Social Policy--programs have been streamlined/absorbed into interdisciplinary/general studies areas
- Africana studies includes undergraduates in discussions about diversity and inclusion
 - These type of conversations need to happen in many different classroom venues
 - Expand this initiative to other areas of campus so individuals are educated and aware
 - Needs to be spaces outside of the traditional classrooms where students can engage in conversations about diversity in a safe way
- Emphasis on diversity has been on inclusion, but little on academic studies, even though there is a diversity minor--needs more attention in the academic programs
- Judaic Studies--program/department of one faculty member
- Don't make international pedagogy marginalized
- Incentives for courses that include global and education, diversity and inclusion
- Very international .I had to change my pedagogy to be inclusive. Need much more in the form of resources to make that change in pedagogy possible.
- We do have a strong emphasis on experiential learning and study abroad. Concerned these opportunities are not available to all.
- Academic programs (e.g. study abroad) is not accessible to all students. There are inadequate availability of scholarship that targets international students or domestic minority groups.
- Study abroad used mostly by students that financially can take opportunity, we need to put more money into it
- Are there lessons to be learned from international global challenges, do we have a microcosm of the international landscape, lots of representation and still little cross-dialogue?
- Training for faculty on educating international students could be helpful, including resources available. How to build awareness and think about that challenges they're facing... Supporting enculturation, etc. understanding the types of experiences in American culture that will be new, foreign, confusing for t international students, etc. - awareness building for faculty (example was shared of Jehova's Witnesses or Mormons coming door-to-door - Americans are familiar with this - an international student has likely never experienced this type of thing, isn't sure what's a culturally appropriate response, including not answering the door if you don't know who's there and what they want...)
- Curriculum development
 - Change
 - Impact
 - More emphasis on I&D
 - Instill history of diversity

- Students need to know problems and where/how they originated
- Benchmarks for teaching re I&D
- Common book and programming; integrating points of view (generational; etc.)
 - Intergroup Dialogue program through MPS
- First Year classes; intergenerational discussions; First Year Experiences
- Put the mechanism in the FYE courses. Make diversity education a key component of FYE. Expose students to the importance of a value for diversity as well as to a variety of opportunities to get outside their comfort zones while at Virginia Tech. Expose FYE students to the developmental importance of diversity experiences. What's in it for me? This will make the students more attractive to employers in a diverse/global employment marketplace. This will enhance students' personal development.
- Put it in the FYE courses. Make diversity education mandatory in the curriculum for continued enrollment support for FYE courses from the top-down.
- The value of difference needs to be an area in Core curriculum or mandatory in FYE (if FYE becomes mandatory for students).
- Diversity & Inclusion infusion into General Education Curriculum
- General CLE requirements--include diversity courses
- If this is to be our strong suit, we need a required core course on diversity and social justice issues.
- As part of the course – have some social events where all students (international, diverse and others) can get to know each other better. To avoid students breaking into their comfort groups when working on group projects.
- As a student, if you don't actively seek professors in particular programs, you don't know them, unless you major or minor in a given area
- Increased attention top inclusive pedagogy to promote retention and graduation. Help make people feel they made the right choice in selecting /attending VT
- Partnering in education; like MVP model
- Class conversations intellectualize but also don't allow individuals to come to terms with their own identities
- Students aren't challenged to learn more, they are challenged to do more
- New and creative educational experiences are needed to help educate on diversity
- More classroom space is needed for discussion of cultural issues
 - Black Cultural Center has a program called Speak Your Piece
 - This is an intellectual safe space where anyone can speak their concerns
- A classroom environment allows students the freedom to question and learn
 - Connections to real world events need to be made for students to learn
 - A lived experience can supplement or event provide more context than a textbook
 - Have students get outside the classroom and experience the real world to learn
 - Must be support for alternative pedagogies and not simply dictated as unacceptable by a department
- Many classroom conversations about race or gender create an environment where the lone person of color or a certain gender is expected to speak on behalf of the whole demographic
- Cultural spaces and opportunities to discuss cultural differences must be available in the classroom
 - When discussing issues related to race, the classroom will look to the students of color to speak on behalf of everyone of color
 - Changes the student experience for those individuals and puts an undue burden on them

- Lived experiences of people can be sensitive
- Need to help those with differing life experiences feel included and supported
- Members of faculty should be held to same standards as students in upholding the principles of community; potentially learning how to incorporate this into teaching/teaching materials, etc.

Co-Curriculum

- 3rd at 3 monthly social justice dialogues in Housing & Residence Life/Division of Student Affairs; Do by college? Do by division? Use as a basis for more open forums?
- The power of peer on peer; the power of students hearing it from another student, NOT from professors or administrators or staff; value of dialogues and difficult conversations
- Learning happens everywhere; think broadly – happens in and out of the classroom
- Extending the Diversity Graduate Scholars Model that is being implemented in WAJ. Many of the programs are somewhat segmented.
- Co-curricular representative - we do a lot with community, diversity dining programs, mentorship programs, a lot of things to create dialogue between diverse group of people to create commonality, take students to conferences, not known to campus, Hillel at VT (student group), paid internship students with non jewish students - paid staff of 6, friday dinner as a group, also music program showing groups across campus, more inclusiveness towards this group
- If VT moves towards a competency-based education model, unique diversity experiences would result in academic “credit” towards graduation.

Scholarship

- Scholarly topics of people of color can be denigrated.
- More scholarship on the area of diversity
- Women and Minority Scholars
- Creating partnerships to enhance the leadership for women in science and technology
- Problems in foreign students getting their degrees discussed in terms of access to research projects. Especially in engineering and biological sciences, extensive use of federal grant funding is a problem because non-citizens cannot work on these government grants. This means many foreign students are relegated to minor or marginalized projects in terms of their departments. This, in turn, means a degree of lower value. Bottom line is that foreign student applications are less because they don't receive sufficient funding or can't work on projects relevant to their interests;
- Need conversations with faculty to make the point that diversity and inclusion grounds their scholarship and the way they engage with students
- Competency of diversity needs more priority; "this is a developmental component of your job"
- Progressive hiring
 - Hiring required to demonstrate attention to diversity
 - Diversity valued in promotion and tenure
- Need conversations with faculty to make the point that diversity and inclusion grounds their scholarship and the way they engage with students
- Possibility to include inclusion and diversity criteria on tenure and continuation.
- Be sure that the tenure and promotion committees at dept and college levels value the diversity contributions in the dossiers, and include that guideline/expectation in the faculty handbook guidelines for P&T.

- Pre-tenured faculty feel they must pander to the public and cannot bring up issues related to diversity as it could affect the ability to get tenure
 - Creates a vicious cycle of lack of diversity at VT
- Within the institutional infrastructure there needs to be MUCH MORE transparency for how merit pay is determined with promotion and tenure
 - How is the pay scale allocated for those who are at the same level
 - Merit is based on “Perceived future value to the institution.”
 - Why are some faculty of color paid less than their white counterparts for the same level of research expenditures?
 - If a faculty member of color is paid less than peers, makes them feel like they are not as much of a contributor at VT based on the research values of institution
 - This leads to faculty going elsewhere and might be a reason for high turnover rates
- Needs to be more emphasis on service in P/T especially when the service includes supporting diversity initiatives
- Evaluation at end of year - FARs, what does it mean to do diversity? It is optional and not counted for anything... and it should be an ongoing thing not just a yearly milestone.
- Suggestion for a comprehensive study of the different modes and networks of communication needed, especially among foreign students. This study should not just be survey, which is a culturally-loaded means of finding out information, but also by ethnographic research that contacts foreign students and hangs out with them to determine where and how they learn about support resources (or not) and what problems they have when using them, if they use them at all. This study should be designed with some of the anthropologists on campus so it yields reliable and valid results.

Resources for Education and Scholarship

- There is a disconnect between the expertise of the faculty in dealing with diversity issues and their ability to get the positive word out to the external community.
- How are scholars in the areas of the new plan being brought to the conversation?
- Important strides have been made on a university level, but how many of those advances deal directly with the academic programs--Africana Studies, Women and Gender Studies, Judaic Studies, Race and Social Policy--programs have been streamlined/absorbed into interdisciplinary/general studies areas
- Best practices: from Business: employers want a more diverse workforce and were going to stop coming to recruit from VT unless the population was more diverse group of students from whom to hire. So Pamplin devotes a career services/diversity person in order to graduate a more diverse workforce.
- Sometimes authority of diverse people is not respected - she has a Ph.D. from Harvard and gets comments about her hair or clothes
- People are most engaged within their own department and with department chairs; this is where most interest and engagement will happen
- Department has Diversity Committee, active, successful (focuses on graduate students); Brings in diversity speaker for MLK Day
- College works to organize social events such as a volleyball team and many students come out. Many Chinese students come out and seem to feel good. They seem to appreciate seeing others from their hometown. Connection with the elders (and mentors) is important and lends to study hall. Don't know of any specific initiatives within the college and perhaps we don't do very well increasing diversity and inclusion. Dean Grant thinks there was a national symposium a few years ago that addressed

diversity and inclusion. Chen thinks it wasn't visible and we can still do more. The Symposium was a way to engage the faculty and staff in discussions regarding diversity and inclusion, and it was related to disciplines so it was a great way to engage.

- Diversity departmental scholars?

Training and Professional Development

- Lack of knowledge of model – model needs better understanding more training at key functional levels.
- We should investigate community and professional (e.g., NSBE, APA, IEEE?) organizations that serve URM students. Some of them may have events that would be good for students in our region. The close proximity will make it easier to have event overlap. Also there are many potential organizations that work with veterans or military students in the area. We could invite speakers from organizations that specifically serve veterans in order to provide extra content beyond social meetups.
- Diversity Student Summit (Housing & Residence Life; March 2014; brought in diversity speaker Maura Cullen to work with/train student staff hired for the 2014-2015 year on diversity issues; very well received), how could we scale this up so more students could attend?
- Not unique problem - bring in experts
 - Tall order to bring about institutional cultural change – need people with experience who can share ideas
- Training for faculty on educating international students could be helpful, including resources available. How to build awareness and think about that challenges they're facing... Supporting enculturation, etc. understanding the types of experiences in American culture that will be new, foreign, confusing for international students, etc. - awareness building for faculty (example was shared of Jehova's Witnesses or Mormons coming door-to-door - Americans are familiar with this - an international student has likely never experienced this type of thing, isn't sure what's a culturally appropriate response, including not answering the door if you don't know who's there and what they want...)
- New employee training
 - Diversity built into training
 - Sexual harassment training
- Training [has encountered difficult people because of their insensitivity]
- Educate faculty and staff via an intergroup dialogue.
- There needs to be an emphasis on capacity building as well as education to all university unite on the new model.
 - It was noted while there are tools and resources available for inclusion and diversity efforts they are not fully utilized. There need to be new ways to communicate the availability of these tools and resources.
 - A succinct ~2hrs training for all units on the new model may be needed.
- Needs to be understanding, but also guidance and support to help with diversity being a part of our daily activities
 - Broader outreach is needed
 - Everyone needs to get training similar to the whole NFL getting training on domestic violence
 - People need to be involved in the conversation
- There is a general lack of sensitivity to the needs of diverse groups across campus. Diverse groups do not always feel welcome because their differences do not conform to

an established norm. A sense of conformity and homogeneity is part of the campus climate. Upper administration could help change this. Perhaps a seminar on sensitivity, unknown bias could be created.

- If we're going to do mentoring, we need trained and proficient mentors... Good listening, building relationships, etc.
- Management training/shadowing for URM individuals
- Leadership in-services; informal discussions on topical issues; has to be from the top-down
- Struggles with departmental leadership not being as fluent with diversity knowledge and action; need department heads involved in the discussions and trainings
- Training for diversity and inclusion needs to happen at all levels –
- Training at all levels, what is and how it effects faculty and staff – translated to a vision.
- Foundational level training – tap into best practices within each college
- Diversity departmental scholars?
- Distributed model allows for localized trainings (not just training/action from the top or bottom). In doing this, inclusion is more meaningful when interpreted locally.
- Increased attention top inclusive pedagogy to promote retention and graduation. Help make people feel they made the right choice in selecting /attending VT
- Could all new faculty be required to participate in a seminar about inclusive pedagogy? They could learn principles of teaching that would benefit them personally (even enhance their SPOT scores) and would certainly benefit our students.
- Academic advising – working one on one with students; do we have a pre-conceived notion of who the student is? It can skew how we work with students. Opportunity to work with Director of Academic Advising and that group to make sure we are not operating from a place of pre-conceived notions (focus in afternoon chats?; topical workshops?)
- Diversity manuals and resources should be available online for faculty.
 - Could address how to form groups in the classroom, e.g.
- Have a program like the NLI program to get a new computer. Support some incentive for employees to seek out diversity training, and incentivize units for supporting employees to pursue diversity training.
- How are faculty educated regarding Inclusion and Diversity (I&D)?
- More funding for DDI
- CIDER/ DDI need more resources. More (multiple) DDI sessions should be scheduled each semester - rather than offering 1x.
- Create academic diverse credits/DDI series for students.
- DDI for faculty, great program, there is a goal and there are three levels → PSEG scholars talk about how things available for faculty (like DDI) should be available for and focused on students. Maybe a Diversity Certificate (like the co-curricular transcript).
- DDI is leading a mini-version at Carillion now
- Training needed - more specific to identities
- DDI – Intergenerational Dialogue
- Add DDI class(es) on neuro diversity (different ways of thinking, e.g., autism)
- An expectation for attending CIDER / DDI workshops needs to be part of the FAR
 - FARs needs to be managed and not just be “passive”.
- Diversity Development Institute (DDI) should be encouraged for all staff/faculty, perhaps required?

- Incentivize participation in DDI – faculty release time, bonus for getting certificate, assume you do if getting tenure – beef up compliance for FAR reporting on diversity and inclusion expectations
- Offer more substantial incentives for employees to complete DDI trainings and certificates. People who have a great interest are already seeking it out, but they may not be the ones who need it most. Give incentives to units to have employees complete DDI trainings and certificates. Make it meaningful for units to give employees that time away from the office. Example: recognition for units with a certain percentage of faculty and staff who have completed these programs.
- In order to participate in a search committee, attend a hidden bias workshop. (President Sands)
- Search change workshops should address /include “unconscious bias”
- Applicant pools; exploring bias in looking at applicants; work on getting in touch with their biases; need for wider impact of the information we have
- Attendance at some workshops needs to be mandated /strongly encouraged.
- Mandatory diversity training
- An actual welcoming climate is more important than appearance. There must be incentives to make units want to get training for employees. There must be incentives for colleges/ department/ units becoming obviously more welcoming to underrepresented populations.
- Create a program that is mandatory for faculty and staff that educates them on what is required of them and who is responsible for supporting students with disabilities.
- Require diversity trainings for faculty who have student workers. (Provide resources for this training.)

Institutional Infrastructure

Accountability

- If this (diversity and inclusive excellence) is a clear university goal it needs to be embraced, not simply paid lip service
- Open forum for everyone with VIPs is important first step; use this energy
- "Score card" of accountability to go to board of visitors? (Some sort of scoring system for departments/units where they must account for their diversity/inclusion efforts; by sending to BOV, it might make departments/units feel like they are being held accountable and will then take more action in making diversity/inclusion a priority)
- Accountability for individuals to follow principles of community, action (hold people accountable when they aren't upholding and are upholding)
- "High expectations, high reward, high accountability"
- What does "success" look like with regards to accountability measures. How do we know we are making progress? Especially when it comes to a topic that can never really be mastered.
- More transparency
- What are we measuring?
- Feed back
 - Outcome indicators
 - How will outcome of President's council, coordinators, advisory committee be communicated?
- Who is accountable for results from this meeting and initiative?
- How are data and past work being utilized to help explore the reoccurring themes of this effort?
- Set diversity goals (does not have to be numbers, can be processes or actions) – and do something when they ARE NOT MET!!!
- Would love to see more coming to individual schools and units (within VT) developing accountability for initiatives and results, but also means we need some help and resources to be able to be effective.
- Departments to share what they are doing with members of the dept and across campus.
 - We need a hub – so everyone know what is happening at the university-
Centralization for programs and accountability.
- How will groups be held accountable?
- Diversity should not be marginalized
- Evaluation at end of year - FARs, what does it mean to do diversity? It is optional and not counted for anything... and it should be an ongoing thing not just a yearly milestone.
- What are the processes for feedback loops to be created between decision makers/leadership in the model and individuals who have grievances?
- Recruitment Accountability: Individuals and units need to be held accountable for making efforts to increase diversity. Example: getting diverse candidates. Upper leadership should hold structures accountable and make resources available for recruiting diverse candidates. Where can we post positions to make it apparent that we are intentional about seeking out diverse candidates?
- Let's look for solutions and actually act on them. There is a consensus that we talk about these things a lot, but we seldom see concrete initiatives taking place in any meaningful way. (Only those already interested are participating.)

- Accountability - what does that look like? From an HR perspective there currently is none.
 - Accountability in terms of performance measures as well - what does this look like?
- Principles of Community are not helpful if we don't hold people accountable to them.
- Needs to be transparent – to date process has been opaque –
- Incentivize participation in DDI – faculty release time, bonus for getting certificate, assume you do if getting tenure – beef up compliance for FAR reporting on diversity and inclusion expectations
- Public accountability on what achieved at the distributed level
- We put the importance of diversity into policy on paper & then it just stays on paper. We need it reiterated at every staff meeting, at every event, at every opportunity.
- We need to find a way to get more buy-in at all levels—incentives and consequences.
- The metrics do not necessarily represent the efforts of a specific area of the university. We need to focus on the process end. We need someone to hold colleges and other units accountable for implementing appropriate processes and offer incentives for the processes, even if the metrics don't show immediate results.
- How will the data be analyzed and the results share back with the group? Additionally how does this data compare with the existing or previous recommendations outline in several of the reports that Provost McNamee mentioned?
- Are affirmative actions necessary to push this forward? -> no real answer agreed upon
- Where does accountability come from for the offices that are not represented? (council)
- Showing/demonstrating is most important. We can say anything we want, but until we see the resources behind it and the actions coming to fruition, it's just noise. We need to walk the talk, and we need resources to do that.
- We've had a lot of talk. We need something more concrete than just language.
- An actual welcoming climate is more important than appearance. There must be incentives to make units want to get training for employees. There must be incentives for colleges/ department/ units becoming obviously more welcoming to underrepresented populations.
- We stay stuck on one level--conversations, same discourse continues to happen but nothing changes
- Same student leaders here that are always represented at the table--no "buy in" yet from students
- We need more transparency in the report. This is the first time were hear the numbers. ACCOUNTABILITY is a big issue. How will we measure it, and how do we go beyond "feeling good". The metrics must be appropriate and accountable. Folks will change when they are held accountable for change.
- Resources and Accountability is most important. We must hold people accountable for their jobs. We must hold faculty accountable for their classrooms. Diversity has to be rewarded in P&T if we want to build it. UNC does this
- Communication also extremely important to achieve accountability, especially with the new decentralize model.
- Accountability and recognition
 - It was suggested accountability be enforce via funding on research programs.
 - It was recognized that accountability can be a touchy subject as it may imply that departments are doing something wrong. The new distributed model gives department a chance to pursue diversity efforts.
 - There needs to be accountability on all levels, not just top-down.
 - It is important that accountability is not framed as a negative criteria.

- It is important the individual at unit level who are promoting diversity efforts be recognized in some way.
- Possibility to include inclusion and diversity criteria on tenure and continuation.
- There needs to be incentive for department and units to persist their efforts to ensure success of new inclusion and diversity model.
- Inclusion and diversity needs to be a main focus of the University and not something we talk about from time to time
- Transparency is a major concern for everyone at the table
 - Transparency for merit pay for minorities and women is huge
 - Needs to be transparency in service, research, and teaching as it pertains to diversity and inclusion
- Shared Accountability needs shared knowledge
 - Resources to units to implement

Resources and Incentives

- Central university support financially
- Funding should be university wide
- How will point persons be resourced to meet functional needs across the entire university
- “High expectations, high reward, high accountability”
- Showing/demonstrating is most important. We can say anything we want, but until we see the resources behind it and the actions coming to fruition, it’s just noise. We need to walk the talk, and we need resources to do that.
- An actual welcoming climate is more important than appearance. There must be incentives to make units want to get training for employees. There must be incentives for colleges/ department/ units becoming obviously more welcoming to underrepresented populations.
- Resources and Accountability is most important. We must hold people accountable for their jobs. We must hold faculty accountable for their classrooms. Diversity has to be rewarded in P&T if we want to build it. UNC does this
- It was suggested accountability be enforce via funding on research programs.
- Diversity initiatives are available, but primarily to those who seek them out. This speaks to the need to put resources in place to instill the value of difference more broadly among students, faculty, and staff.
- We need to find a way to get more buy-in at all levels—incentives and consequences.
- Need to invest heavily in initiatives to break the norms around campus
- MUST HAVE AN INVESTMENT in diversity and inclusion
- Would love to see more coming to individual schools and units (within VT) developing accountability for initiatives and results, but also means we need some help and resources to be able to be effective.
- There needs to be additional dedicated resource to support new inclusion and diversity efforts. It is unclear where those resource would come from and how it would fit with everything else going on in the University.
- Give each college a diversity budget – now on assumption of the goodwill of the dean – resources shows a concrete commitment
- Colleges to decide how to use budget
- Access to resources one of the biggest needs (for all: departments, faculty, staff, students)

- Greater awareness of resources to all, especially those who don't have power of department head to see an opportunity
- Create position of diversity person/officer in every department, responsible for diversity efforts for that office/department
- How far down are we supposed to drill for diversity and inclusion – if college sets goals, does dept. and program get to set them, who at that level should be responsible for diversity and what resources will flow?
- When funding was discussed, the comment was made that VT has adequate funds; however, the funds are not distributed as equitable as they could be. Rick said CLAHS has funds for speakers, etc. but other colleges/departments might not have the funding needed to succeed in advancing I&D.
- Diversity as accreditation issues – Engineering needed own strategic plan – had to give course release to get plan on paper – NEED DEDICATED RESOURCES – more action less talk
- Danger is to do the work in addition to as a pile on - Need resources to support the assessment of and implementation of strategies
- Funding to support:
 - Personnel position [Personnel in VT-Med already wear many hats]
 - More needs to be done
 - VT has the funds – we have a distribution problem
 - Give students salary or scholarship for doing diversity and inclusion work.
 - (Clarification of above: The discussion was about having a position in each college for I&D. ___ said that people who are assigned I&D in VetMed already have many responsibilities so I&D, as important as it is, may get side lined.
- Funding for diversity initiatives
 - Bring in outside speakers
 - Competitive
 - Sharing between departments
 - Equity of funding
 - Genius grants
 - Multi-year funding
- Pool of dollars when relevant
 - Helpful to bringing in speakers
- Assume responsibility will be given to person in each college as additional task
- Commitment should = additional resources – FTE or GRA
- Course releases or make part of job description
- Base level resources for all groups and perhaps incentivized funding for others
- Exemplary departments receive annual award (\$\$??) from President's office in being recognized for their diversity/inclusion efforts. Efforts could be included in existing award structure as one criterion for selection.
- How to capture (support and encourage?) things people are doing outside their formal university roles and in the community, but that further these efforts?
- There needs to be incentive for department and units to persist their efforts to ensure success of new inclusion and diversity model.
- It is important the individual at unit level who are promoting diversity efforts be recognized in some way.
- Provide support and recognition to faculty who participate in recruitment efforts. No acknowledgement for faculty as volunteers who assist with these efforts.
- \$\$\$\$\$-For faculty and staff, funding for existing and new programs, scholarships

- Offer more substantial incentives for employees to complete DDI trainings and certificates. People who have a great interest are already seeking it out, but they may not be the ones who need it most. Give incentives to units to have employees complete DDI trainings and certificates. Make it meaningful for units to give employees that time away from the office. Example: recognition for units with a certain percentage of faculty and staff who have completed these programs.
- Incentives for courses that include global and education, diversity and inclusion
- Why should incentives be provided to faculty for including diversity in their work and classroom?
- Campus-wide resource varies greatly, and there needs to be a tuition recovery model.
- WE NEED SCHOLARSHIPS.
- Offer education and scholarship incentives to qualified minority students to attend VT.
- Scholarships... So that when we do identify more diverse students we can get them here
- Provide recruitment and funding (scholarships) with high schools.
- Scholarships... So that when we do identify more diverse students we can get them here
- Provide recruitment and funding (scholarships) with high schools.
- Concern: Student Debt Load (for students and for parents); recruitment issue; more financial support needed; it isn't going to magically take care of itself; "put your money where your mouth is"
- Funding sources to support foreign students should be mined more aggressively or more fully endowed.
- Need to continue support for the McNair program
- Support university libraries in its attempt to conduct and transcribe the oral histories of women, black, and LGBT populations.
- For Special Collections Oral History Project, funding for transcriptions of LGBTQ oral histories badly needed. Perhaps funding can be sought for this need as well for the Appalachian Studies extensive archive or regional oral histories as a joint project
- Resources--provide needed resources for initiatives that are underway, such as funding for transcription of the oral history interviews collected as part of Virginia Tech LGBTQ Oral History Project.
- CIDER/ DDI need more resources. More (multiple) DDI sessions should be scheduled each semester - rather than offering 1x.
- Have a program like the NLI program to get a new computer. Support some incentive for employees to seek out diversity training, and incentivize units for supporting employees to pursue diversity training.
- Physical space for community - more cultural centers and resources behind that
- The Summer Institute is not that well attended. It needs resources. Also need to support the Pamplin LEAP effort.
- Future Faculty Recruitment and Support Initiatives—Although they exist, the university needs to investing more money and support resources into that program
- Need more support from faculty on diversity efforts when out recruiting (employee side); could this be a part of someone's job? Isn't this the role of the college liaisons? Irvine takes minority faculty to hiring conferences. HR folks (of majority) cannot speak the faculty language per se. Example of a recruiting conference that we have a hard time getting minority PhD students because we cannot represent the community and talk about faculty life for folks of color.
- No money--no limits, big, bold, creative ideas
 - Belief that nothing changes until pay and bonuses of top managers are tied to diversity

- Diversity is rarely discussed in hiring
- Nothing will change until the top changes
- All programs outside of STEM are struggling to be recognized and valued
- Hiring patterns--hierarchy, people value that which looks like them
- Some of these funds are earmarked for women and minority owned small businesses and supporting those initiatives
 - Additional funds are needed to support these kinds of endeavors
 - Must come from new and innovative places
- We have a lot of things on paper. When are we going to put some money or activities behind it? We get bogged down by not having the right people in the right places. We need a commitment of resources.
- Everyone needs to understand that we are all better off in a diverse community. Understanding the value is something we don't get as a community. We need to find a way to raise genuine awareness of the benefits of diversity to the dominant culture/population. We need to put resources behind it.

Evaluation and Assessment

- What are we measuring?
- Any initiatives on inclusion and diversity must have real and measurable outcomes
- How do we do/rethink assessment in all areas of the university; experience and stories
- How are data and past work being utilized to help explore the reoccurring themes of this effort?
- How can we really use the data that we have to show what is valued by the statistics...particularly as it relates to issues of diversity.
- Conduct a meeting that studies how we think about diversity. A self-evaluation.
- Cultural competency – numbers and assessment are important.
- Evaluation at end of year - FARs, what does it mean to do diversity? It is optional and not counted for anything... and it should be an ongoing thing not just a yearly milestone.
- An expectation for attending CIDER / DDI workshops needs to be part of the FAR FARs needs to be managed and not just be “passive”.
- Each college find person to assess, develop a plan
- Every annual plan should include a diversity goal - this would be huge
- Continue to participate and evaluate the plan as we develop - all are interested in doing that
- Targeted goals—it's going to take regular assessment to determine where we are actually making progress. We need more assessment and evaluation.
- Reassess what is needed =examination of current practices – how behaving in the classroom, how to achieve transformation – institutional inclination to avoid change. Take actions to affect institutional change.
- Look at minority student retention and success rates as compared with majority success, or minority's success at other institutions? How are we doing with efforts to support underrepresented student success, in comparison with our other students, and students at other institutions??
- Data and expertise is often not consulted but not used. How might we tell our stories through data so that we can see a broader, richer picture? EDI developed a focus around addressing veteran's issues with a team project, yet such models are not being explored or expanded.

Publicity

- Regular updates that are available to all – clear communication and dissemination plan
- We need more stories on VTNEWS about student success.
- Better internal communications across all diversity committees; colleges; organizations. A calendar of events?
- Need for more information about what is going on throughout the university- Many people to know what's going on around campus all ready.
- Need more communication about what different groups are doing
- Communication is a problem. There need to be resources available to organizations for underrepresented students so those organizations can make their events more broadly known to the university and the Blacksburg community. Those organizations are so small they can't effectively spread the word on their own. Also, they may need financial support to create events for larger audiences, and they may need faculty/staff mentoring to pull off larger events.
- (opportunity) publicity in prizes, announcements, more PR on inclusion and diversity, more announcements, more public recognition
- The VT community needs to feel that diversity is important to VT. There needs to be a visual component. (Principles of Community, Strong Together)
- Continue Diversity and Inclusion newsletter which detailed status in 4 basic areas, along with recognizing and discussing best "campus" practices in each of those areas
- We appreciate learning about the numbers presented today and think the numbers should be distributed more widely.
- Not hearing about results that are coming out of climate surveys – need better distribution engagement around climate survey data
- Students are over the word diversity. The way we present the information is key. Language should be heavily considered.
- VT does not demonstrate and promote to others the diversity that exists at the university beyond race & ethnicity. Some of this diversity already exists, but we don't make it known to prospective employees and students. We limit our view of diversity to race and ethnicity. A more deliberate use of resources should be put to addressing what diversity is and why it is important. What's in it for me (faculty/ staff/ student)? Then we need to market that value as an integral part of this community, inside and outside.
- Communication
 - The need for more communication to make distributed model work, particular when there is need to identify individuals with appropriate strengths to operate this new model.
 - Communication also extremely important to achieve accountability, especially with the new decentralize model.
 - Attempts to facilitate better communication will be very difficult due to the workload of the individuals involved.
 - There needs to be dissemination of information to identify resource for specific groups in need.
- One central location (website) to find resources which support diversity and inclusion
- Idea: Showcasing "Safe Zone" on email signature, not just on your wall
- Utilizing technology for messaging
- But lack of knowledge of resources not just a foreign student issue. Also applies across the board. How to fix it when so many ways of getting the word out are being tried? Discussion of website, email, and other electronic modes of communication followed,

with probing of what websites can and cannot do with foreign-speaking family members and students;

- Suggestion for a comprehensive study of the different modes and networks of communication needed, especially among foreign students. This study should not just be survey, which is a culturally-loaded means of finding out information, but also by ethnographic research that contacts foreign students and hangs out with them to determine where and how they learn about support resources (or not) and what problems they have when using them, if they use them at all. This study should be designed with some of the anthropologists on campus so it yields reliable and valid results.
- Importance, influence of social media around this topic?

Principles of Community

- Principles of Community are not helpful if we don't hold people accountable to them.
- Culture issues – problems with culture (e.g., alumni; fraternities) can be hidden which make it hard to deal with. Hard to “live by” the principles of community. If the whole institution is white male, can we create inclusiveness for all? In terms of stories.
- There is a broad spectrum of people and people group that are listed in the Principle of Communities that address different issues for people in different stage of their individual life cycles of need and thus we may need to distinguish out the differentiated needs.
- Who else is still left voiceless in the Principles of Community?
- How do we define community? Should principles be expanded?
- Members of faculty should be held to same standards as students in upholding the principles of community; potentially learning how to incorporate this into teaching/ teaching materials, etc.

The Model

- Don't see a system. Structure needs to come alive.
- Lack of knowledge of model – model needs better understanding more training at key functional levels.
- The model needs to be what it has not been so far – task force was secretive
- Need to be clear on goals a various levels – university, division/college level / program level, University Council
- Concerns about new model:
 - No involvement in the development of the new model from CEOD and the rest of University Governance.
 - The new model abolished the Diversity & Inclusion VP and his office, it is unclear to the rest of the University community the effect that would have with the University infrastructure.
 - Unclear that the new model that might have worked out in other schools would work in SW VA.
 - The personnel in the new Diversity Council does not seem to be the ones really “in charge” and/or hold true power to make immediate changes on campus diversity.
 - The new model needs to prepare itself to be challenged from all direction.
 - It is unclear what roles Inclusion Coordinators play.
- Dissemination of the model to all colleges – get the model out
 - Specific examples of Inclusive Excellence with the model

- More conversation – back and forth on the models both Inclusive Excellence and the Organizational Structure model
- Continue to participate and evaluate the plan as we develop - all are interested in doing that
- It was noted by one of the participants that there were some questions and concerns around the model. It was suggested that a broader, more campus-wide discuss of and reaction to the new proposed model (VTinclusion) needs to occur.
- It is not clear from the model how the executive council is link to an organizational structure that will help the colleges implement the new or existing initiatives.
- The model appears to lump together decision makers in one group – how is it distributed = how will ideas actually make it to or get distributed out of the commission
- How far down are we supposed to drill for diversity and inclusion – if college sets goals, does dept. and program get to set them, who at that level should be responsible for diversity and what resources will flow?
- We cannot reduce diversity and inclusion efforts to existing definitions that we often function out of as an institution. There is a huge distinguish between global and domestic diversity. We are often dealing with two different populations that come with differing goals and need to be discussed differently in terms of need, so the model of Inclusive Excellence needs to be separated out according to global or domestic.
- Overall, we need to re-examine practices that we USED to implement that were successful and put them back in place. And we can copy successful practices from other institutions
- Is it planned to model this structure as well? If so, is VT planning to hire additional personnel to implement this structure at VT? For example creating the following structurally parallel positions:
 - Associate Vice Provost for Faculty Development and Diversity –
 - Associate Vice Provost for Academic Diversity, Undergraduate Education –
 - Associate Vice Provost for Academic Diversity, Graduate Education -
 - Associate Vice President for Inclusion and Workforce Diversity, Human Resources –
 - Associate Vice Provost for Student Diversity, Academic Services –
- How will point persons be resourced to meet functional needs across the entire university
- Where does accountability come from for the offices that are not represented? (council)
 - Employees are going to say "these people have full-time jobs, how can they do the work?" (council)
 - Who is the advisory committee
- However, one thing that resonated with me during Mr. Espinoza's remarks was the manner through which key individuals would be working the inclusion initiatives. If I heard correctly, the efforts of these individuals would be extra curricular, meaning that they would not be assigned as performance-measured objectives, but as collateral duties to be worked as they have time or desire to work.
- If that is so, then like all things that fall into the category of "other duties as assigned", they will take a back seat to whatever issues of the day that are more important. And while I understand that having staff who are 100% dedicated to the initiative may be hard to resource, it shouldn't be a 0% rating factor either. Progress deserves serious effort, and effort needs to be part of key individual's rated performance plan, allocated down through the chain-of-command; otherwise, status quo will be the result.
- How are scholars in the areas of the new plan being brought to the conversation?
- Include students on Task Force/Council and all committees surrounding these topics

- Can students serve on the council?
- What are students role in the new structure in the new Diversity Executive Council and Inclusion Coordinators?
- I agree that there should be graduate and undergraduate student representation on the President's Inclusion and Diversity Executive Council.
- Student voice? This is very top down
- Representation of Dept. Heads / Staff. Etc. on Council
 - There are the same people who always sit on councils / comm.
- Change structure
 - Let people know how they can act
 - Limit what action is possible
 - "Exclusion damages everyone."
 - Caste system at VT [People without PhD are seen as inferior]
 - Staff is male dominated
- There are no community members on the President's council
- We are missing the caucuses as part of this discussion. Vice chair of the caucus is very frustrated not to be at the table in the discussion.
- With limited diversity among the academic deans and others appointed to the council, how are other voices being heard? What structures or programs are in place to better diversify the administrative structures that seem to be functioning as council to this new effort?
- Council is fairly imbalanced on academic colleges
- Noticed the only woman on the stage was the ASL signer during the opening comments.
- Discussion of Privilege; not only "Diversity and Inclusion"; interrogate our own privilege
- There are lots of white people on the council - could we mimic the population of Virginia
 - I don't think all of the people on the council are on the same page in terms of the agenda, don't see eye to eye
 - No veterans on the council
 - Students, grad students, younger faculty are not represented
- Be conscious of conflict between senior administration focus on national and international reputation, tenure and promotion, rankings, etc... The entire infrastructure and culture reflects the way it's always been done, which does not reinvent the culture and system in a way that truly encourages inclusion and diversity.
- Book: Martin Davidson: The End of Diversity as We Know It—Why Diversity Efforts Fail and How Leveraging Difference Can Succeed – this book helps explain why difference is important, how to get buy-in. We need to have someone responsible for putting these ideas into practice with students, staff, and faculty (separately or collectively).
- After introductions, many at the table noted that the IC Diversity Executive Council was "too top down," lacking representation from key constituencies including faculty, students, and staff. This failure may well result in poor application of the four stages of the Inclusive Excellence Model.
- No money--no limits, big, bold, creative ideas
 - Belief that nothing changes until pay and bonuses of top managers are tied to diversity
 - Diversity is rarely discussed in hiring
 - Nothing will change until the top changes
 - All programs outside of STEM are struggling to be recognized and valued
 - Hiring patterns--hierarchy, people value that which looks like them

- Doesn't believe that anything significant at the top will change
- When we discuss diversity at VT it is normally the same group of people at the table. THIS NEEDS TO CHANGE!
- I'm very glad to see such a strong commitment to diversity and inclusion at VT that starts at the top. Effecting change in any organizational entity needs top management buy-in and visible support in order to achieve success, and InclusiveVT is no exception.
- Is this model based on the existing structures that permeate many aspects of the academy like research/scholarship and outreach and international affairs? If so, is the model parallel in structure to these offices equally equipped with the resources for successful operations and programmatic implementation?
- I&D is a University process and should be University wide
- Departments to share what they are doing with members of the dept and across campus.
- We need a hub – so everyone know what is happening at the university- Centralization for programs and accountability.
- Central Hub
- Anxious about getting rid of central support
- What about issues of equity that are centralized, for example how is the concept of making sure that all employees make a living wage included in conversations of equity.
- Make the Vice-Provost position permanent and give her responsibilities, money, do some big activities, not setup to fail, do something big... give that person some power. What would be the role of this vice provost?
- The decentralized model does work and can work but must be also reinforced with symbolic gestures from the administrative level.
- With the presence of facilitators and diversity coordinators, I think that they will help raise further awareness toward incorporating diversity into our everyday work. In addition to keeping an open mind, members of the college and university units should also look to ways to actively incorporate diversity and inclusion using our newly hired facilitators/coordinators as a resource. It is my opinion that collaboration is the key to promoting diversity/inclusion as they represent cultural, social, and academic bridges necessary to overcome differences so as to achieve a common goal. Opportunities to work and collaborate with other groups, departments, and members of the VT community, whether it be academic or social, are vital to improving diversity and inclusion. In creating new associations and collaborations, we can also bring innovative ideas to Virginia Tech.
- How will the results (from the forum) be used? Will this data be used to shape the model differently for Virginia Tech?

The Forum

- She was “so very pleased” to see such an open discussion held by an institution like Virginia Tech. It gave her “hope” knowing that the university is so supportive because she believes the surrounding community will follow the university’s lead. She found it “very important” that President Sands was there.
- Some faculty report being genuinely encouraged but larger groups of faculty not so interested.
- Dealing with staff who do not attend I&D events and are critical of other employees
- The comment was made that students were not at yesterday’s meeting but that they would be a resource and perhaps funding could be used to hire them or provide a scholarship to help the colleges engage in I&D.)

- Men seem to be underrepresented in I&D events [as well as last week's Wellness Balance Day]
 - Need different recruitment strategies
- How to get the people who NEED the info in the room? Not just the typical folks who go to this because they're interests?
- Get more people to table
- Appreciate that senior leaders need to set a bar and get out publicly behind this.... Challenge in even relating to people on campus - even walking around seeking to make eye contact with people and say hi. Find it hard to have people meet your gaze... Each person has to help by doing something on the ground that helps people, all people, start to feel more comfortable and connect.
- The fact that we have to have this discussion is a problem
- How genuine is this conversation?
- More events like this
- Many comments around how powerful and exciting the Forum was.
- There were several comments about being glad that there were notes taken about all the discussions. People said they felt like there is more likely to be meaningful follow-through from their efforts at the Forum.

Have

- Make use of existing knowledge around the university from previous events, existing groups (caucuses) and task forces to jump start the needs for the institution
- What is the authority involvement of CEOD – revisit/reinstitute purpose of CEOD
- The College of Agriculture and Life Sciences has a diversity council. Membership includes F/S and a couple of graduate students (15-20 ppl) → they generate ideas, and have incentive grants for F/S to carry out projects to enhance diversity. They are trying to get as many voices as possible from different departments. Students rotate between grad and undergrad, currently mostly grad and hard to find students that aren't transient. Composed of individuals from diverse groups (race, gender, and ethnic backgrounds). This group is challenging because it's often the same individuals that always step up. The group also offers awards for different individuals who promote diversity. Funding for different proposals related to diversity (recruitment of minority students, engagement, and those who aim to increase inclusion). One member of the group is a retired faculty member who has important well established relationships with target groups.
- Diversity committees at college level has not been connected to university – diversity fellows only called in when there is a problem – move from being reactive to proactive
- Women and Minority Scholars
- Priority in Development and University Relations that needs resources
 - Standing search committee, all candidates treated fairly
 - Director of Development for Institutional Diversity, important role
- Try very hard to be inclusive in every setting
 - Multicultural Alumni Advisory Board (MAAB)
 - "Strong Together" receptions
 - Black Alumni Reunions (for over 20 years; every two years)
 - LGBTQ Alumni Group (Ex Lapide)
 - Open to working with other ethnicities that are interested
 - National Alumni Association Board – 30 members, 10 are multicultural alumni
 - Director of Alumni Relations for Diversity, great asset

- Multicultural legacy alumni are plentiful
 - Facilitating mentorships between current multicultural students and alumni
- Alumni has programs for black alumni, reunion

Needs

- Be conscious of conflict between senior administration focus on national and international reputation, tenure and promotion, rankings, etc... The entire infrastructure and culture reflects the way it's always been done, which does not reinvent the culture and system in a way that truly encourages inclusion and diversity.
- Doesn't believe that anything significant at the top will change
- The VT community needs to feel that diversity is important to VT. There needs to be a visual component. (Principles of Community, Strong Together)
- Build the infrastructure (programs, diverse faculty, offices), then recruit students; shows them that we are making effort not simply to get them here, but to support them when they get here
- Take the Inclusive Excellence Model and share best practices on each area: get people talking about what they are doing and why. There needs to be one individual focusing on each of the four areas to make sure the whole model is being utilized
- Leadership in-services; informal discussions on topical issues; has to be from the top-down
- What about extension - cooperative extension program?
- Don't know who their alumni are!
- Student perspective on campus climate and intergroup relations? How is intergroup dialogue, and are voices getting to the task force groups? Good student interaction and communication within the groups; Most students have at least some affiliation and support in a group, but the venue to bring things forward to the university is what's missing or a challenge, a point of connection to the administration or university partners and leaders.
- Some prospective employers don't come to VT because of the low / small level of diversity. We're not diverse enough to help them meet their diversity goals so they pass on coming to Blacksburg
- Corporations are starting to shy away from attending career fairs here. This recruiting attrition is because VT is NOT DIVERSE ENOUGH.
- Industry Advisory Board & Industry Mentoring Program (e.g., Building Construction)
- We need to demonstrate a commitment to talking about diversity issues at all levels and in all planning.
- We need to demonstrate that we value diversity and inclusion as an institution. A value for difference needs to become as apparent throughout the university as is Ut Prosim. There needs to be no question to anyone on campus or off that diversity and inclusion is who we are. It's a part of what it means to be a Hokie. This means mass, long-term marketing on many fronts.