

August 25, 2008

TO: Members of the Virginia Tech Community

FROM: Mark McNamee, Senior Vice President and Provost  
Kevin McDonald, Vice President for Equity and Inclusion

SUBJECT: Implementation team report on race and the institution

In August 2006, the university convened the Task Force on Race and the Institution under the leadership of Dr. Wayne Scales. The task force worked throughout the 2006-2007 school year examining the issue of race and the institution through areas such as faculty, staff, undergraduate students, graduate students, alumni, community and administrative infrastructure. The final task force report was issued in April 2007. It provided a host of recommendations across a wide range of topics.

An implementation team was convened in August 2007 and charged with studying the recommendations of the taskforce and developing a viable plan. This group of faculty, staff and students has been working throughout the past academic year.

We are honored to share with the university community the team's report, including a five-year plan for the implementation of a number of initiatives that will strengthen, expand, and enhance the university's commitment to issues of race, inclusion, diversity and community. Several initiatives build upon existing efforts, increasing their capacity or expanding coverage. A number of initiatives are new and are strong complements to on-going programs.

We are committed to ensuring that these initiatives are properly implemented and assessed. The Office for Equity and Inclusion, under the leadership of Kevin McDonald will work with the provost's office to monitor and assess the impact of these efforts.

The proposed funding plan is a major investment in the diversity infrastructure at Virginia Tech over the next five years. This investment is intended to signal the university's commitment to effectively address the important issues of race, inclusion, diversity and community. The investment will be all the more challenging for the university to accomplish, given the state budget reductions. Nevertheless, this is a path toward progress that we are committed to accomplish and the funding to launch selected initiatives in 2008-09 has been secured.

We are grateful to the entire university community for their support during these past two years. We are also indebted to the efforts of the faculty, staff and students who gave their time and effort to be part of the Task Force on Race and the Institution and the Implementation Team.

*Invent the Future*

**Report of the Implementation Team**  
**Addressing Recommendations of the**  
**Task Force on Race and the Institution**

**August 2008**

**Implementation Team Members:**

Mark McNamee, Senior Vice President and Provost (Co-Chair)  
Kevin McDonald, Vice President for Equity and Inclusion (Co-Chair)  
Christina Brogdon, Human Resource Management Consultant,  
Organizational Development  
David Ford, Vice President and Dean for Undergraduate Education  
Patricia Hyer, Associate Provost for Academic Administration  
Jonathan Moore, Graduate Student, Biological Sciences  
Ray Plaza, Director of Diversity Initiatives  
Judy Ridinger, Director, Staffing and Employee Relations, Human Resources  
Karen Eley Sanders, Associate Vice President for Academic Support Services  
Elisa Sotelino, Professor, Civil and Environmental Engineering  
Guy Sims, Assistant Vice President for Student Affairs  
Sheila Carter-Tod, Assistant Professor, Rhetoric and Writing  
James Turner, Professor, Mathematics  
Rianka Urbina, Undergraduate Student, Finance

## **IMPLEMENTATION TEAM OVERVIEW OF THE WORK AND REPORT**

### **Charge and Meetings:**

The charge of the implementation team was to thoroughly examine recommendations of the Task Force on Race and the Institution and to prioritize those that would have the most significant and sustainable impact on the institution. Team membership included several members from the original task force and several faculty and student representatives, and also university officials who would be responsible for carrying out initiatives recommended for implementation. The team met formally on eight occasions over the 2007-08 academic year. Additional meetings were held by the respective subcommittees. Subcommittees also gathered information and advice by meeting with many units around campus to familiarize themselves with existing programs and initiatives. The team was co-chaired by Mark McNamee, provost and Kevin McDonald, vice president for equity and inclusion, and staffed by Ray Plaza, director of diversity initiatives.

### **Focus Areas:**

The basic framework used for the final task force report was continued, with a focus on undergraduate students, graduate students, alumni and community engagement, administrative infrastructure, and faculty/staff. This last area was divided to ensure appropriate consideration for both faculty and staff issues.

The members of the implementation team divided into various subcommittees with particular focus on their main areas of interest and expertise. The subcommittees gave careful consideration to the original recommendations and the underlying intent of those suggestions, as well as connections with existing efforts.

### **Recommendations of the Implementation Team:**

The Task Force on Race and the Institution identified a number of strategies that could be adopted by Virginia Tech, many more than could be successfully launched and sustained, and some which are already addressed by existing programs and services. The task for the implementation team was to identify and prioritize initiatives that were doable, financially feasible, and likely to have the greatest impact on the institution over the long run. The initiatives identified in this report present a challenging set of goals and programs that reach across all areas of the university community and together are expected to have a broad impact on the issues of race at Virginia Tech.

The report moves through each of the major topic areas and provides an overview and a response to the questions:

- What do we currently do?
- What do we enhance and/or reprioritize?
- What is new?

Each section identifies both current programs and services, enhancements to those programs that would move them to a greater level of effectiveness or wider reach, and new initiatives that should be launched to move the institution forward.

Recommendations in this report must not be viewed as a complete answer, but rather as a significant step in the right direction.

### **Budget Development:**

Working closely with the provost's office, the respective proposals were vetted and a five-year budget was developed. The last section of the report and the appendix include a funding plan, which demonstrates the institutional commitment to meeting objectives defined in this document. This five-year plan allows incremental investments in accordance with projected available resources. These investments will be a significant challenge given the state budgetary forecast, hence the delayed start date for some initiatives and the need to spread investment out over several years.

## IN-DEPTH: ACADEMIC PROGRAMS

### **MEMBERS**

- Sheila Carter-Tod, Assistant Professor of Rhetoric and Writing, and Associate Director of Composition, English Department
- David Ford, Vice President and Dean for Undergraduate Education
- Karen Eley Sanders, Associate Vice President for Academic Support Services

### **Overview**

This report builds upon the recommendations related to academic programs presented in the final report of the Taskforce on Race and the Institution (“Race Task Force”) in April 2007. The three recommendations from the taskforce’s report on academic programs are noted below and are followed by objectives, proposed outcomes, and steps toward implementation for recommendations 1 and 2. It is important to note that the subcommittee does not view recommendation 3 as less important; however, we realize that much of the success of the recommendation is dependent on the hiring clusters that are proposed in the faculty section of the implementation plan.

### **What do we currently do?**

*Devoted programs:* Africana Studies, Women’s Studies and Native American Studies

*Programs that directly address issues of race through curriculum:* political science, sociology, counseling, psychology, education and human development

### **What do we enhance and/or reprioritize? What is new?**

#### **RECOMMENDATION 1: CREATE A REQUIREMENT WITHIN THE CURRICULUM FOR LIBERAL EDUCATION THAT ADDRESSES ISSUES OF RACE AND PRIVILEGE**

*Objective:* In order to provide students with opportunities to better understand race and privilege, discipline-specific courses need to be developed, taught and required as part of their “core” liberal education. These courses should have some sort of syllabus approval and/or monitoring process similar to the one implemented for *Writing Across the Curriculum* when courses were designated as “writing intensive.”

*Proposed Outcomes:* Such courses will educate both majority and minority students providing them with opportunities for awareness, analysis and action. Implementation of this recommendation directly addresses the Student Government Association’s resolution for a required course in the Liberal Education Core dedicated to dealing with race and diversity. This resolution was proposed, and unanimously passed by both houses of the Student Government Association (SGA) in March 2007.

### *Implementation Plan for Recommendation 1:*

- Work with members attending the Association of American Colleges and Universities (AAC&U) curriculum transformation summer institute to formalize a proposal and recommend a process for proceeding.
- Meet with key faculty (informally and in groups) to begin to define what a course that successfully deals with race and racial privilege might entail.
- Work with key faculty and the Liberal Education Curriculum Committee to discuss and gain support for a core requirement using the writing across the curriculum and the electronic portfolio as models.
- Work with Academic Assessment to develop measures of student learning relevant to such a requirement.
- Identify existing courses and “early adopters” (faculty members whose course(s) already have a significant “race and privilege-research intensive” component, and others who are receptive and ready to revise specific courses to meet the established criterion).
- Revise timeline to better accommodate the overall success of the curricular change.

### *Internal Partnerships*

- Liberal Education Curriculum Committee
- Office of Academic Assessment
- Office for Equity and Inclusion
- College diversity committees and college deans

### *External Partnerships*

- Contact Temple University to request the history and process they used for a similar curricular revision.

## **RECOMMENDATION 2: CREATE INCENTIVE-BASED OPPORTUNITIES FOR PEDAGOGICAL REVIEW AND COURSE TRANSFORMATION**

*Objectives:* To provide faculty with opportunities to transform existing courses and create new courses to ensure that issues of race and racial privilege are incorporated into the curriculum. Specifically, faculty would be encouraged to:

- (a) Conduct research related to race and race privilege;
- (b) Participate in workshops to increase their knowledge and transform their courses, and;
- (c) Explore “other” ways of knowing and knowledge acquisition.

*Proposed Outcomes:* Shifts in pedagogical practices not only make for a more inclusive learning environment but also provide students with a broader knowledge base that decentralizes the focus of what it means to educate or to be educated away from privileged or dominant ideological practices. Through these incentive-based

opportunities, courses at the undergraduate and graduate level can be designed and/or redesigned making the curriculum and student learning experiences more inclusive.

*Implementation Plan for Recommendation 2:*

- Undergraduate
  - Collaborate with the Center for Excellence in Undergraduate Teaching (CEUT) to create a structure for faculty education and opportunities for course revision and/or creation to meet the new requirement.
  - Work with local experts and bring in outside scholars to conduct a series of workshops/conversations around course transformation as it relates to implementation of the core requirement.
  - Work with Academic Assessment to design an assessment of the process and implementation of the requirement; as well as to assist faculty members in assessing learning outcomes for courses they create/redesign.
- Graduate
  - Collaborate with the Graduate School's Transformative Graduate Education initiatives such as the Graduate Education Development Institute (GEDI) and Preparing the Future Professoriate.

*Internal Partnerships*

- CEUT – Conduct workshops; Graduate School – program model consultation
- Academic Assessment – model for assessing learning outcomes
- Africana Studies
- Women's Studies
- Interdisciplinary Studies
- Office for Equity and Inclusion
- Educational Technology: Consultant for implementation process for ePortfolio

*External Partnerships*

- AAC&U Institute coordinators
- Temple Faculty Development Institute

**RECOMMENDATION 3: PROVIDE SUBSTANTIAL COMMITMENT AND SUPPORT FOR EXISTING PROGRAMS AND CREATE NEW DEDICATED PROGRAMS IN LATINO/LATINA/ HISPANIC STUDIES**

*Objective:* To enhance and create academic programs that will attract interested graduate students and faculty members who will ultimately change the institutional culture and structure of academic programs at Virginia Tech.

*Proposed Outcomes:* Cluster hires in targeted areas, as described in the faculty section, will provide additional faculty expertise for classroom instruction, scholarship, and mentorship of students from underrepresented groups as well as expand the intellectual resources needed for a new dedicated program.

*Implementation Plan for Recommendation 3:*

- Progress on this recommendation will be made promptly by moving on Recommendations 1 and 2.
- Potential cluster hires in the Foreign Languages will provide opportunities to recruit faculty with a focus in Latino/Latina/ Hispanic Studies.
- Further down the road, an “Ethnic Studies” department could include Africana Studies, Latino/Latina/ Hispanic Studies, Judaic Studies, and others.

*Internal Partnerships*

- University Curriculum Committee for Liberal Education
- Africana Studies
- Women’s Studies
- Native American Studies
- Judaic Studies
- Hispanic Faculty and Staff Caucus
- Office for Equity and Inclusion

*External Partnerships*

- AAC&U Institute coordinators



## IN-DEPTH: FACULTY

### **MEMBERS**

- Patricia Hyer, Associate Provost for Academic Administration
- Elisa Sotelino, Professor, Civil and Environmental Engineering
- Kelly Oaks, Director, Equity Initiatives, Office for Equity and Inclusion

### **Overview**

The taskforce recommendations concerning faculty encompassed a wide range of strategies under three headings: Active and innovative recruitment, incentive-based professional development and accountability, and equitable and effective advancement programs. This section describes selected strategies already underway and those which would appear to have potential to address the underlying concerns identified by the taskforce. New initiatives identified for investment reflect a deliberate strategy to create synergy with other recommendations included in this report. For example, the cluster hire initiative should directly increase the number of faculty with expertise related to race/ethnicity, thereby contributing to enhanced instructional capacity for coursework and scholarship addressing issues of diversity (see Academic Program goals) as well as increasing the compositional diversity of the faculty. Several proposed strategies also build on successful *AdvanceVT* initiatives. These synergies are essential if investments are to be maximized and efforts fully integrated into the fabric of the institution. Successful recruitment and retention efforts are based on changes in the culture which must be nurtured over time.

### **What do we currently do?**

#### *Recruitment:*

- Target of Opportunity Hires: Search exemptions are provided to allow departments to proceed with appointment of a faculty member who brings special expertise or makes special contributions to meeting departmental priorities. This has been a successful strategy over many years. Two African American tenured or tenure-track faculty members were hired in 2007-08 through this recruitment strategy. In some cases, the Provost provides bridge funding to facilitate the hire. Some departments have also successfully hired a second candidate out of an applicant pool, thereby increasing the compositional diversity of their faculty. A Hispanic/Latino scholar will join the faculty next year through this strategy.
- Raising awareness of search committees:
  - Interactive theater presentations on search experiences: one titled "Still Searching," created from interviews with Virginia Tech faculty, January 8, 2008 at the Advancing Diversity Conference, and a second on April 2, 2008 by the CRLT Players of the University of Michigan, both hosted by *AdvanceVT*.
  - Brochure on unconscious bias distributed to and discussed with search committees.
  - Special workshops on recruitment: January 8 and February 28, 2008 sponsored by the Office for Equity and Inclusion.

- Proactive recruitment:
  - Hosted a recruitment table at a national conference for 1,000 minority doctoral students.
  - Initiated a recruitment data base to identify faculty from underrepresented groups.
  - Purchased access to interactive directory of minority doctoral fellowship recipients available through the Southern Regional Education Board (SREB).
  - Provided “recruitment enhancement grants” to encourage interaction of candidates with current faculty members from underrepresented groups.
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*Retention:*

- Studies: The Provost’s Office has conducted a number of recent studies addressing issues of faculty retention with analyses by race. These are available on the *AdvanceVT* and Provost’s websites. For further information and links to various reports, please contact Patricia Hyer.
- Support for junior faculty members: Most colleges have instituted sessions for pre-tenure faculty members to discuss tenure expectations and the tenure review process. Most departments provide a minimum of one semester, sometimes a full year, of teaching reduction so that junior faculty members can make more substantial progress on their research and writing.
- Revision of annual and probationary evaluation policies to clearly communicate to faculty members expectations and provide feedback on their progress toward promotion, advancement, and tenure.
- Counter offers or preemptive retention adjustments have been used to retain talented faculty members.
- Application of policies such as stop-the-clock and modified duties usually to address personal issues, especially for pre-tenure faculty members.

**What do we enhance and/or reprioritize?**

- Virginia Tech Visiting Scholars Program (Recruitment Initiative): *AdvanceVT* has successfully utilized a “visiting scholars” program to bring in potential candidates for current or future faculty hires to make an early and positive connection with host departments, several female faculty members have been hired as a result of this program. The program will be expanded and institutionalized with the goal of identifying and recruiting scholars from diverse backgrounds, including but not limited to women in Science, Technology, Engineering and Mathematics (STEM) disciplines and scholars in any field from underrepresented groups. Funds will be provided to assist departments in hosting potential recruits near completion of their doctoral or post-doctoral studies. The Virginia Tech Visiting Scholar Program would begin 2008-09.

## What is new?

**Future Faculty Initiative** (Concept based on successful initiatives at Rensselaer Polytechnic Institute (RPI) and North Carolina State University (NCSU) and builds on similar initiative hosted by *AdvanceVT* in summer 2006):

Successful recruitment often depends on building early positive relationships with scholars nearing the end of their doctoral programs or during their post-doctoral appointments BEFORE they are ready for the job market. The program identifies doctoral candidates (or postdoctoral scholars) near the end of their scholarly work for an all expense paid, two-day workshop at Virginia Tech. Participants attend workshops that provide insight on expectations for tenure track faculty members and spend time with departments specific to their discipline. The population recruited for the program would include individuals who are underrepresented in their fields. The program would allow for:

- The enhancement of the faculty pipeline through the development of a close, early relationship with Virginia Tech.
- The ability for departments and colleges to meet faculty prospects and provide them with individual coaching and feedback to appropriately prepare them for a faculty career.
- The opportunity for prospects to gain a greater awareness of Virginia Tech, which will enhance their ability to envision themselves as a member of our community.
- The development of a network of future faculty who could be recruited for vacancies.

Invitations to apply would be widely shared through various graduate fellowship programs serving underrepresented scholars. Based on the experience of NCSU, we might expect 6-12 scholars per year at the outset of the event. Participants would be matched with departments that had reviewed their resumes and expressed interest in hosting the junior scholar. Where the relationship appeared to be especially promising, host departments would be expected to remain in contact with the scholar as they complete their studies, inviting them to apply for departmental vacancies, or a target of opportunity position (where the search can be waived for scholars who make special contribution to the department). Planning for this initiative would begin 2008-09 with the first scholars to be hosted in fall 2009.

### **Diversity Cluster Hire:**

Virginia Tech has successfully used the cluster hire approach to build capacity in cutting-edge research fields and to nurture collaborations across disciplines to address important scientific, engineering, health, and social problems. This same approach can be adapted to build greater capacity in our faculty for scholarship, student learning, and engagement with the complex issues of race/ethnicity and diversity.

Some goals of the diversity cluster hire initiative are:

- Increasing institutional capacity for teaching, research, and outreach around race/ethnicity and diversity
- Creating a critical mass of newly recruited faculty with complementary interests for potential collaboration
- Providing incentives to departments and colleges to seek outstanding candidates at varying career stages - some senior faculty recruits with established records would be especially welcome to anchor related programs/initiatives and provide senior-level mentorship to more junior colleagues
- Increasing the number of faculty members who demonstrate a commitment to mentorship of students from underrepresented groups

How will it work? The initial cluster will consist of six positions, half funded by the Provost and the remaining provided as match by the participating colleges; the positions will be allocated and filled over several years. The initial set of cluster hires will consist of two senior-level faculty hires in Africana Studies and Race and Social Policy. These senior level hires would be in place for the 2009-2010 academic year.

A university-wide committee will be identified to oversee the cluster hiring initiative, encourage widespread involvement and recruitment, further refine the criteria and process, approve proposed candidates for campus interviews, and make final recommendations to the Provost on those to be funded from the cluster hire pool. Hiring departments and colleges will be responsible for non-salary costs, such as start-up packages (under usual cost-sharing arrangements with the Provost's Office). An open-ended, open-rank posting will be used to solicit applicants. Departments would actively recruit scholars at varying career stages; early recruitment might take advantage of the VT Visiting Scholars program to build interest in Virginia Tech and connection with a departmental home. While programs directly related to race/ethnicity, such as the Africana Studies, American Indian Studies, and a possible Hispanic Studies program might be a natural home for cluster recruits, all departments are invited to consider the important role of race/ethnicity and diversity within their fields. Possibilities are apparent in many disciplines, such as business, policy studies, the social sciences, health, family relations, education, the arts, and many others. The committee may also recommend that the cluster be more focused, creating a greater impact in a particular area.

Individuals considered for recruitment as part of this cluster will contribute to the university in one or more of the following ways:

- Demonstrated record of scholarship and teaching around issues of race/ethnicity, or diversity more broadly conceived
- Record of mentorship or outreach to underserved communities

Planning and development for the diversity cluster will begin 2008-09. Initial advertising and recruitment will begin in 2008-2009 and continue in 2009-2010.

**Mentoring Initiative:**

In early discussion stage is a proposed mentoring initiative of which a specific component would be attention to issues of mentoring and retention for underrepresented faculty members, and possibly doctoral students planning for a faculty career. The project will be a collaboration of the Black Caucus, Hispanic Caucus, the Office for Equity and Inclusion, and the Provost's Office. The initiative is intended to facilitate the successful integration and advancement of faculty of color and it supplements other activities already underway for pre-tenure faculty members.

## IN-DEPTH: STAFF

### **MEMBERS**

- Christina Brogdon, Human Resource Management Consultant, Organizational Development
- Judy Ridinger, Director, Staffing and Employee Relations, Human Resources

### **Overview**

The recommendations from the Task Force on Race and the Institution focused on increased recruitment and retention efforts in human resources and collaboration with key units on campus in order to increase the compositional diversity of staff and to improve relationships between supervisors and their employees. In the past, strategic diversity initiatives have not been an integral part of human resource practices, but changes in workforce demographics and the need to attract and retain highly qualified applicants have necessitated increased diversity efforts to help fulfill organizational objectives. These changes represent a renewed commitment from human resources to make diversity a strategic priority.

### **What we currently do?**

#### *Recruitment:*

- Maintain an active list of outreach contacts which includes organizations, agencies, college and university placement offices, local churches, and individuals to source minority candidates. Send a current job listing to these contacts on a regular basis.
- Communicate with 35 regional Historically Black Colleges & Universities (HBCU) career centers and alumni networks.
- Attend job fairs at regional HBCU's.
- Place general advertisements in minority-serving newspapers (Roanoke, Richmond, Greensboro, and Charlotte).
- Partner with career services to provide a series of workshops on resume preparation, negotiating salary offers, and career planning.

#### *Professional Development:*

In fall 2007, University Professional Development (UPD) developed a series of leadership training offerings for faculty and staff, bands 5 and above, who supervise or manage staff employees. This group encompasses approximately 1000 employees. The training topics include collaborative problem solving, dimensions of management for successful leaders, effective communication for leaders, emotional intelligence, effective selection strategies, managing conflict, and time management. In spring 2008, the course offerings were extended to staff in bands 1-4, approximately 300 employees, who supervise or manage staff employees. The course offerings include training in effective communication, coaching and feedback, select the best, and leading and building effective teams. UPD worked collaboratively with faculty in the Pamplin College of Business, the College of Liberal Arts and Human Sciences, the Office for Equity and Inclusion, and the College of Science to design and deliver these training

programs. Attendance is optional but managers and supervisors are strongly encouraged to attend. In addition, several programs have been enhanced to address cultural competency in support of development and retention efforts for minorities.

### **What do we need to enhance and/or reprioritize?**

#### *Collaboration:*

- Human Resources needs to ensure continued communication and collaboration with units on campus in order to increase the compositional diversity of staff and to improve relationships between supervisors and their employees.

#### *Recruitment:*

- Realign existing positions in human resources to focus primarily on strategic diversity recruiting.

#### *Outreach:*

- Extend community outreach efforts to include meetings with local organizations, groups, and community leaders that serve underrepresented populations in support of the university's commitment to engagement.
- Assist departments in writing job descriptions that emphasize diversity.
- Assist departments with targeted advertising/recruiting plans for staff searches.

#### *Training:*

- The orientation and on-boarding policies and procedures need to be revamped to address organizational and departmental climate, cultural competency, and inclusion. Virginia Tech should create and promote an environment that values differences.
- Explore conducting charge meetings for professional staff positions, managed by human resources, similar to the process currently in place for faculty search committees. The charge meeting should reinforce the university's commitment to equal opportunity/affirmative action and provide guidance about the staff search policies and procedures for recruiting, screening and selection, interviewing, checking references, and recordkeeping.
- Implement a pool certification process managed by human resources for professional staff positions with a placement goal in order to enhance strategic diversity recruiting efforts. This process should enable senior management areas to assess the effectiveness of recruiting/advertising strategies. Pool certification occurs for faculty searches so discussion should ensue about ways to tailor the process for staff searches and maintain the efficiency as it relates to "time to fill" metrics.

### **What is new?**

Human resources recently updated its website to reflect the university brand which includes images of employees of color. Additional funding will be used to enhance strategic diversity initiatives to recruit, develop, and retain a diverse workforce. Proposed initiatives include centralized advertising, internship programs, and attending diversity career fairs.

## IN-DEPTH: UNDERGRADUATE STUDENTS

### **MEMBERS**

David Ford, Vice President and Dean for Undergraduate Education  
Karen Eley Sanders, Associate Vice President for Academic Support Services  
Guy Sims, Assistant Vice President for Student Affairs  
Rianka Urbina, Junior, Chair, SGA Multicultural Affairs Committee

### **Overview**

This report builds upon the recommendations related to Undergraduate Students presented in the final report of the Task Force on Race and the Institution (“Race Task Force”) in April 2007.

*Recommendation 1: Access. Develop more effective strategies and efforts to sustain viable access to Virginia Tech through the ongoing recruitment of and financial aid for underrepresented students and through the expansion of pre-college outreach initiatives.*

*Recommendation 2: Student Success. Develop a more effective framework that supports and nurtures student success through the enhancement of advising, mentoring, financial aid, scholarships, and other retention efforts.*

*Recommendation 3: Campus Climate. Continue to monitor, develop, and sustain campus climate initiatives to provide a welcoming and inclusive environment inside and outside the classroom.*

### **What do we currently do?**

Virginia Tech provides extensive resources to support the intellectual, personal and professional development of its students. The research of the Taskforce on Race and the Institution and the follow-up research conducted by the Undergraduate Students subcommittee confirm the existence of numerous initiatives that align with the recommendations as summarized below. It should be noted that many of the programs contribute to efforts to support access and student success and thus, contribute to a positive campus climate. The access and student success projects are found primarily in Academic Affairs; while many of the campus climate initiatives are housed in the Division of Student Affairs.

#### Access

- Undergraduate Admissions, Diversity Initiatives
- Virginia Tech colleges and departments partner with nearly 40 pre-college and pipeline programs that expose underserved students to academic opportunities at Virginia Tech and in the commonwealth (new brochure available summarizing these programs)
- Financial Aid Programs



- Funds for the Future
- Virginia Tech Safety Net Program
- Student Support Grants Program
- Scholarship/Support Programs
  - Presidential Campus Enrichment Grant
  - Multicultural Academic Opportunities Program
  - Virginia Tech Scholarship (\$5000 award to first-year students)

### Student Success

- Academic Fitness, CLAHS
- Academic Hispanic Outreach Alliance, ENGR
- Black Engineering Support Teams, ENGR
- Biological and Life Sciences Community
- Biology Undergraduate Advising Office
- Career Services
- Chemistry Learning Center and Recitations
- College-based Academic Advising Centers
- First-Year Student and Transfer Student Programs, CLAHS
- Cook Counseling Center Academic Support Programs
- CommLab, Communications Department
- Corps of Cadets Support Services
- Cranwell Center
- Galileo/Hypatia, ENGR
- General Chemistry Recitations
- Get on Track, CAEE
- GUEST/General Undergraduate Engineering Support Teams
- Hillcrest Community
- HOKIES 101, CAEE
- Probation Counseling
- Math Emporium Support Services
- McNair Scholars
- Multicultural Academic Opportunities Program (MAOP)
- Network for Transfer Engineering Students
- New Student Orientation
- Project Phoenix, CAEE
- Project Success, CAEE
- Reading Assessment and Assistance, CAEE
- Residence Life Programming/Theme Housing
- Seminar Series on Academic Success
- Student Athlete Academic Support Services
- Student Transition Engineering Program
- Transfer Student Seminar Series, CAEE
- Tutoring Program, CAEE
- Undergraduate Research Institute, CLAHS
- UNIV 1004: College Success Strategies, CAEE
- University Studies/UAAC Support Services
- VT Majors Fair, CAEE/UAAC
- Virginia-North Carolina Alliance for Minority Participation (VT-AMP)
- Writing Center

## Campus Climate

- Black Faculty/Staff Caucus
- Brown Bag Lunch Series
- Campus Climate Check-Up
- Career Services Multicultural Outreach
- Cultural and Heritage Month Celebrations, MPS/OEI
- Dialogue Across Differences, MPS
- Diversity Certificate Program
- Donning of the Kente
- Each One Reach One Peer Mentoring Program, MPS
- Finding My Path Speakers Series, MPS
- Hispanic Faculty/Staff Caucus
- Hispanic/Latino Achievement Ceremony
- Holocaust Awareness Month
- Lesbian, Gay, Bisexual, and Transgendered Alliance (LGBTQA)
- LGBT Caucus
- Multicultural Opportunity Social Awareness Interest Community, MOSAIC
- Multicultural Programs and Services
- National Association for the Advancement of Colored People (NAACP)
- National Issues Forums
- Office for Equity and Inclusion
- Parent Talk
- Presidential Campus Enrichment Grant (PCEG)
- SafeWatch
- Safe Zone Program
- Services for Students with Disabilities
- Sister Circle/My Sister's Keeper
- Student Organizations (with focus on academic interests, ethnic, racial, religious, special talents, etc.)
- Student Support Grants Program (SSGP)

## **What do we enhance/reprioritize?**

Current initiatives that promote access, student success, and a welcoming, inclusive campus climate should be enhanced to further impact the experience of all undergraduates, and specifically our underrepresented students.

## Access

1. Work with alumni, students, and faculty to positively impact the number of underrepresented, first-generation, and low-income students who matriculate at Virginia Tech. For example:
  - a. Encourage alumni to contact at least two prospective students by phone and/or letter
  - b. Identify select undergraduates to contact at least 5 prospective students by phone, email, and/or letter
  - c. Ask faculty to contact at least two prospective students by phone and/or letter
2. Expand Undergraduate Admissions' Yates Project and college ambassador programs to increase the number of presentations and contacts to prospective underrepresented, low-income, and first-generation college students.

3. Host “Virginia Tech Day” in select communities in collaboration with alumni association chapters in an effort to recruit new applicants to the institution but also to increase student acceptances of admission offers.

#### Student Success

1. Use the results of the Undergraduate Academic Advising survey administered in the fall of 2007 to enhance academic advising for all students; and specifically devise strategies to address themes that may emerge for minority students.
2. Provide opportunities for all new underrepresented minority, low-income, and first-generation college students to be mentored by a member of the Black Caucus, Hispanic Faculty/Staff Caucus, LGBT Caucus, Commission on Equal Opportunity and Diversity, Diversity committees, Multicultural Fellows and/or other groups.

#### Campus Climate

1. Implement a strategic marketing and publicity plan to showcase existing initiatives, successful students, and diverse alumni.
  - a. Produce a “Diversity Support Services” DVD to highlight pre-college and undergraduate initiatives.
  - b. Print publications such as flyers, brochures, table cards, resource guide, etc. to enhance awareness about diversity projects.
2. Promote the Principles of Community and campus-wide civility through Hokie Camp, New Student Orientation, Student Government Association, and other Virginia Tech activities and traditions.

#### **What is new?**

Planning for a number of the proposed projects is currently underway and will benefit from enhanced resources and coordination. It is the consensus of the subcommittee that the undergraduate experience of all students will be enhanced by sustaining and expanding existing access, support, and campus climate programs.

#### Access

- Virginia Tech Presidential Scholarship Initiative
- Expand outreach to pre-college programs and community colleges with significant numbers of underrepresented, low-income, and first-generation students.
  - a. Hire wage employee to assist with coordination and outreach
  - b. Hire graduate assistant to assist with coordination and outreach

#### Student Success

- Virginia Tech Presidential Scholarship Initiative

#### Campus Climate

- Annual reaffirmation of the Principles of Community

## IN-DEPTH: GRADUATE AND PROFESSIONAL STUDENTS

### **MEMBERS**

- Jonathan Moore, Graduate Student, Biological Sciences
- James Turner, Professor, Mathematics

### **Overview**

This report builds upon the recommendations related to graduate and professional students presented in the final report of the Task Force on Race and the Institution in April 2007. As recommended by the task force, we recommend the university improve the infrastructure of the Graduate School to include, improve, and expand the Office of Graduate Student Diversity Initiatives. By doing so, other recommendations (recruitment and assessment/accountability) will also be met as outlined within the Task Force final report.

### **What do we currently do?**

The Office of Graduate Student Diversity Initiatives has been operating on an interim basis since spring 2006 when Dr. James Turner was appointed to serve as interim associate provost for the graduate school. This office arose from a desire for the Graduate School to become more focused on the recruitment and retention of graduate students.

The Graduate School has been working on the area of recruitment and retention for a number of years and already has a number of established programs in place. Programs sponsored by/or utilized by the Graduate School to increase racial diversity include:

- HBCU Connect ([hbcuconnect.com](http://hbcuconnect.com)) - HBCU Connect, LLC is a portal that caters to the needs of students, administrators, faculty and parents of students of Historically Black Colleges and Universities (HBCUs). The site features a job board, profiles, communication tools, calendars, directories and other resources for users.
- The Emerging Leaders Workshop (ELW) - ELW offers a unique opportunity for honor students from HBCUs to meet, learn, and be inspired by college graduates who have excelled in their academic fields and are pursuing an advanced degree.
- Quality Mentoring/Advising Workshops - These workshops are focused on the role of faculty and include training in mentoring and/or advising underrepresented students as a component to the workshop.
- The Virginia Tech Post Baccalaureate Research and Education Program (VT-PREP) - VT-PREP uses developmental and experiential learning activities to prepare post-baccalaureate scholars from ethnic groups which have been historically underrepresented in the biomedical and behavioral sciences for the successful pursuit of a PhD and a research career. Participants are supported for a one or two-year full-time experience in the research laboratory of a VT faculty

mentor. VT-PREP is supported by the National Institute of Health (NIH) through the National Institute of General Medical Sciences and the National Human Genome Research Institute (NHGRI).

- McNair Scholars Program - The Ronald E. McNair Post baccalaureate Achievement Program (McNair Scholars Program) is designed to encourage low-income, first-generation college students and students from groups currently underrepresented in higher education to pursue doctoral study. The program offers seminars and activities that focus on graduate education, guided academic and career support, faculty mentorship, a summer research experience, and effective preparation for graduate school.
- The Multicultural Academic Opportunities Program (MAOP) - MAOP is an academic success community founded upon the principles of self-help, mentoring, and peer support. MAOP is committed to enhancing diversity of students in science, math, and technology disciplines at both the undergraduate and graduate levels. Students receive academic and financial support, and opportunities to conduct research with a faculty mentor.
- Appalachian College Association (ACA)\* - is a multi-state consortium of 33 "like-minded, value-centered, independent liberal arts institutions committed individually and collectively to enhancing opportunities for higher education and the quality of learning in the Appalachian region" (ACA 2001 Viewbook).
- Summer Writing Programs\* - open to underrepresented students
- Transformative Graduate Education\* - Programs include
  - Preparing the Future Professoriate/ Preparing the Future Professional
  - GEDI - Graduate Education Development Institute
  - Citizen-Scholar Program
- The Graduate Scholars Society\*
- Dissertation Writing Seminars\*
- Ethics and Professional Conduct Seminars\*
- Preview Weekend\* - The Graduate School works with departments to pay for visits by prospective students from underrepresented groups.
- Survey of New Graduate Students\* - This survey's aim is to assess the graduate student's experience at the university upon their first arrival at the university (given to ALL accepted students), in the middle of their graduate experience, and upon graduation. Questions included deal directly with diversity and campus climate.

\* These programs are not designed solely to increase racial diversity within the Graduate School. They are open to or aimed for all graduate students. However, these programs play an integral role in increasing *diversity* within the graduate school and the retention of minority students is facilitated by these programs. Further development to specifically *include* racial diversity into the focus or goal would take minimal effort.

### **What do we enhance?**

Underrepresented community presence, competitive funding opportunities for underrepresented students, and strong departmental support play enormous factors in

attracting quality graduate and professional students. Our vision is to maintain an office whose primary function is to create or identify and implement programs that complement the Graduate School's Transformative Graduate Education (TGE) mission, specifically inclusive graduate education.

We begin by enhancing the Office of Graduate Student Diversity Initiatives, giving it a permanent place in the Graduate School infrastructure. This enhancement will allow for the office to focus on areas of recruitment and assessment/accountability, which were aspects of the original task force recommendations. This office should be explicitly charged with the following responsibilities:

- 1) Develop and implement programs that are aimed to foster an inclusive graduate experience. This is the most important aspect of this office, and the approach may be unusual. However, it stems from the subcommittee's view that by building an inclusive graduate community and providing inclusive educational experiences, Virginia Tech will not only recruit more successfully, but also retain minority graduate students. This process would result in a positive feedback loop that will continually increase the presence and success of minority graduate students.
- 2) Identify and acquire funds with specific aims to address racial diversity.
- 3) Work closely with organizations that serve underrepresented students, such as the Black Graduate Student Organization (BGSO) and Latin American Iberic Graduate Student Association (LAIGSA) along with the Graduate Student Assembly (GSA) to develop programs that serve the needs of a diverse student body.
- 4) Collect, maintain, organize, analyze, and disseminate information pertaining to diversity initiatives of the Graduate School.

The office will report to the vice president and dean for graduate education, and will work closely with appropriate staff in the Graduate School, specifically the director of graduate school recruiting as well as other related areas within the university.

The office would have two main focal areas:

1. **Transformative Graduate Education (TGE)**
  - Create or design programs that focus on inclusiveness at the graduate level
  - Explore opportunities for graduate interdisciplinary learning and exchange
  - Provide course work relevant to TGE and inclusiveness
  - Search for funding opportunities, such as grants and corporate sponsors, to increase funding opportunities for racial diverse graduate students.
  - Provide incentives to academic departments creating strategic plans focused on enrollment and TGE.

## **2. Compositional Diversity**

- Maintain and disseminate information regarding diversity programs available to graduate students through an aggressive communication plan.
- Participate in the active recruitment of diverse graduate students with the director of recruitment of the graduate school.
- Work with all academic departments to explore and assess new and existing strategies specific to their disciplines for increasing enrollment of underrepresented graduate students.
- Maintain updated records of funding opportunities for graduate students with a diversity component.
- Work with the Office for Equity and Inclusion and other appropriate areas to create pipelines to minority-serving institutions to help bring in highly qualified minority graduate students.

### **What is new?**

Additional staff is recommended to carry out programs and responsibilities of the office: a graduate assistant in the first year and an administrative assistant in the second year. The addition of staff will help the office grow and better respond to the needs of the graduate students.

An initial operating budget should also be established for the office. This will allow the office to move forward with its efforts and to create a budgetary foundation for the office within the Graduate School.

A new effort will be the development of an Inclusive Graduate Education Fund. This fund, housed within the Office of Graduate Student Diversity Initiatives, will focus on providing support for initiatives focusing on inclusive graduate education. This will be a fund that members of the university community can tap into for initiatives impacting graduate education.

## IN-DEPTH: ALUMNI AND COMMUNITY ENGAGEMENT

### **MEMBERS**

- Christina Brogdon, Human Resource Management Consultant, Organizational Development

### **Overview**

The recommendations for alumni and community engagement call for improved engagement, recognition, and marketing initiatives that reflect and serve the broader university community and alumni base. Community engagement reflects the institution's responsibility as a land-grant institution and our commitment to the Commonwealth of Virginia.

### **What we currently do?**

#### *Equity and Inclusion:*

- The Office for Equity and Inclusion (OEI) collaborates with or offers extensive programming and communications to support diversity initiatives on campus that include alumni and community members.
- The Annual Martin Luther King Celebration includes a community breakfast, NAACP celebration, poster and essay competition, and service learning/community service projects.
- Principles of Community - OEI ensures the continued visibility and viability of these principles which extend to alumni.

#### *Alumni Relations:*

- The Multicultural Alumni Advisory Board was formed to aid in fostering cohesive relationships with multicultural alumni constituency groups. Alumni Relations plans to diversify board membership to reflect and represent alumni from all underrepresented groups.
- "A Day in the Life of College Admissions:" a program co-sponsored with the Office of Undergraduate Admissions, was held for rising high school juniors and seniors and their parents. Approximately 180 participants had the opportunity to attend sessions on preparing for freshman success, conducting an effective college search, applying for scholarships and financial aid, and how to complete an application for admission. In addition, a panel with admissions directors representing various Virginia schools and a student panel were featured. A second event is planned in summer 2008.
- Black Alumni Reunion is held every 3-5 years. Highlights of past reunions include breakfast hosted by the academic colleges, an interactive forum on how alumni can be of service to Virginia Tech in areas such as recruitment and campus climate, a luncheon celebrating the 15th Anniversary of the Black Cultural Center, and the Overton R. Johnson Step Show. The Alumni Relations' staff provides support to all eight academic colleges, Multicultural Alumni Programs, and the Corps of Cadets.
- Initial planning for a Latino Alumni gathering started but the effort was postponed.



- A social for multicultural alumni has taken place at each of the football bowl game events for the past two seasons.

*Development & University Relations:*

- As part of the Campaign for Virginia Tech, a \$3 million goal has been established for multicultural efforts. A multicultural campaign committee is working on hosting events and educating individuals about the campaign and opportunities to give to diversity and inclusion efforts.

*Community Outreach:*

- Virginia Cooperative Extension is a product of cooperation among local, state, and federal governments in partnership with tens of thousands of citizens, who, through local Extension Leadership Councils, help design, implement and evaluate Cooperative Extension's needs-driven programs. They stimulate positive personal and societal change, leading to more productive lives, families, farms and forests as well as a better environment.
- Talent Search and Upward Bound programs are 100% federally funded by the U.S. Department of Education to encourage students and non-students to complete high school and to pursue a college education. Educational, cultural, and social experiences throughout the year help us to accomplish this goal. These programs provide preparation and tutoring in English, mathematics, science, foreign language, SAT prep, ACT prep, study and test-taking skills, career planning, time management, communication skills, and problem solving.
- The Virginia Tech Service-Learning Center is a unit in Outreach and International Affairs. The purpose of the Service-Learning Center is to provide logistical assistance, resource support, and standards of best practice to units across campus wanting to incorporate community service into their educational mission. Every year they provide placement assistance to over 1,500 Virginia Tech students involved in course-based or co-curricular community service.

**What do we need to enhance and/or reprioritize?**

- Communication and collaboration concerning multicultural alumni and community engagement needs to increase. University Development, University Relations, Alumni Relations, Equity and Inclusion, Vice President for Outreach, and the academic colleges should seek synergistic approaches to alumni and community engagement initiatives and programs for multicultural alumni and community members. Virginia Tech should be vigilant and persistent in nominating underrepresented alumni for board appointments, university awards, and opportunities for service.
- Collaboration between the Black Cultural Center Advisory Board and the Multicultural Alumni Board should be reviewed and enhanced.
- The job responsibilities of the Director of Development for Multicultural Affairs and the Director of Multicultural Alumni Programs positions should receive careful consideration as both positions have experienced high turnover.

Consideration should be given to climate, organizational structure, departmental demographics, and business need.

- The current fundraising model in University Development should be reviewed to determine best practices in fundraising for multicultural programs and scholarships. Exploration of corporate and foundation funding for multicultural programs and scholarships should increase.
- Multicultural alumni programs should include specific programs for all underrepresented groups. This requires continued research about the college experiences of and targeted efforts to re-connect with multicultural alumni.
- Create opportunities for community members to engage with the university community through the chamber of commerce and giving support to local and regional elected officials and key community leaders.
- University Relations should seek opportunities to recognize and promote the rich history and achievement of underrepresented students at Virginia Tech. In addition, we should seek meaningful ways to demonstrate our commitment to inclusion and diversity.

### **What is new?**

- A multicultural reunion is scheduled for the first football game in Charlotte, North Carolina in fall 2008.
- The Office for Equity and Inclusion (OEI) created a public relations and marketing specialist position to develop publications and coordinate public and media relations activities. In addition, the specialist partners with University Relations on topics of interest to people of color and publishing *Prism*, a newsletter sent to faculty, staff, and alumni of color.
- Annual Black History Month gospel concert - OEI invited local and regional community groups and churches to attend this event.
- The Black Constituency Conference included a panel discussion on community engagement. This has provided a template for constituency conferences for different groups.
- OEI also works on community engagement initiatives such as sponsoring special events that provide assistance recruiting new faculty and staff.

## **IN-DEPTH: ADMINISTRATIVE INFRASTRUCTURE**

### **MEMBERS**

- Kevin McDonald, Vice President for Equity and Inclusion
- Ray Plaza, Director of Diversity Initiatives, Office for Equity and Inclusion

### **Overview**

This report builds upon the recommendations related to the Administrative Infrastructure presented in the final report of the Task Force on Race and the Institution in April 2007. The three main areas from those recommendations dealt with the areas 1) Accountability, 2) Coordination and 3) Resources. It is important to understand that accountability, coordination and resources cannot be separated but rather are components of efforts that will enhance and improve the administrative infrastructure.

### **What do we currently do?**

#### **Office for Equity and Inclusion**

During the duration of the Task Force and start of the Implementation Team, there were two offices, the Office of Multicultural Affairs and the Office for Equal Opportunity. In July 2008, these two offices were consolidated and renamed the Office for Equity and Inclusion (OEI). This new office provides leadership and serves as the focal point for university-wide efforts to promote and sustain just, fair, diverse, and inclusive working environments in the university community. This new configuration is an effective way to lead and coordinate the equity, diversity, and inclusion efforts at the institution.

#### **Inclusive Excellence**

During the 2007-2008 academic year, the vice president for equity and inclusion introduced the concept of inclusive excellence to Virginia Tech as a way to approach our own diversity commitments. Inclusive excellence was developed and articulated by the American Association of Colleges and Universities (AAC&U) as a way to address diversity issues in the post-Michigan legal environment. Inclusive excellence takes a comprehensive approach to institutional diversity efforts, including campus climate, curriculum, access and equity, and learning and development. Two workshops were held with Dr. Damon Williams, one of the primary authors of the inclusive excellence model. Dr. Williams also served as a consultant to Virginia Tech. The office continues to highlight and educate the university community regarding inclusive excellence and this framework will be used as the basis for the revised diversity strategic plan and accompanying diversity scorecard.

#### **Implementation Team**

The process and work of the implementation team is an example of accountability and a commitment made by the institution to address the recommendations of the Task Force on Race and the Institution. This process was guided by the leadership of the provost and vice president for equity and inclusion.

## **What do we enhance?**

### **Diversity Strategic Plan**

OEI has been working on the revisions to the diversity strategic plan in an effort to provide a more tangible and realistic guide for institutional diversity efforts from now until 2012.

The revisions of the diversity strategic plan have been completed under the framework of the inclusive excellence model and related efforts. The main goal is to develop a plan that can be successful at Virginia Tech. The revision effort first started in 2006-2007 through the Commission on Equal Opportunity and Diversity. The diversity strategic plan will be unveiled in November 2008. Prior to the unveiling, it will be shared with a number of constituent areas for additional feedback.

### **Diversity Scorecard**

Achievement of major goals identified in the revised diversity strategic plan will be assessed through a diversity scorecard, using a set of predetermined measures. The scorecard will allow us to annually assess progress toward the major outcomes addressed by the diversity strategic plan and to identify and respond to influencing factors or efforts that appear to have little impact. College and administrative diversity committees will be encouraged to develop their own set of related measures. The goal is to ensure that assessment at each level provides valuable and meaningful data.

## **What is new?**

A new initiative of the Office for Equity and Inclusion is the development and implementation of a diversity-related professional development program for the institution, tentatively titled the Diversity Development Institute.

The concept of an institute for diversity-related professional development, particularly for employees, was recommended by the Task Force on Race and the Institution, as well as by the Commission on Equal Opportunity and Diversity. This institute will be modeled after the successful Faculty Development Institute (FDI) and will focus on diversity training and education. This institute will include incentive grants for participating faculty, staff, and students. It will also provide a wide array of programming and training opportunities. The Diversity Development Institute will begin in the 2008-2009 year and continue to grow over the next five years.

## **Implementation Budget – Five Year Period** (Beginning 2008-2009 and ending 2012-2013)

The implementation team proposed a multi-year budget that will allow for a variety of initiatives to be undertaken during the next five years. This will allow for the institution to gradually build the budget through one-time and base funds in order to manage the costs of this important effort. The Vice President for Equity and Inclusion will receive and administer the annual budget for the initiatives. The expenditures will then be at the appropriate program/department level.

The budget is broken into the seven component areas: Academic Programs, Faculty, Staff, Undergraduate Student, Graduate Student, Alumni and Community Engagement and Administrative Infrastructure.

### **ACADEMIC PROGRAMS**

The academic programs recommendations focus on curricular transformation. In order to accomplish this, funding will create an incentive grant program to provide faculty members with seed money to transform their courses. Funding will be set aside for guest speakers and programs that would help to educate and train faculty on curricular transformation. This partnership will involve the Center for Excellence in Undergraduate Teaching (CEUT). Due to the requirements of the effort, a wage position would be needed to handle the administrative aspects of the program.

### **FACULTY**

The faculty area consists of three program initiatives that vary in scope and expense (a cost model has not yet been developed for the mentoring initiative). The Visiting Scholar Program is built upon a similar effort by *AdvanceVT* and provides funding to colleges to bring scholars to campus.

The major effort is the diversity cluster hire program which will provide funding for a cluster of senior and junior faculty hires. The budget for this item is contingent on participation from the colleges matching the provost's contributions in order to build the cluster to at least six faculty members. This budget only reflects the provost's contribution.

The future faculty workshop will be an opportunity to host a gathering of doctoral or post-doctoral students seeking faculty careers. This will be an opportunity for these graduate students to meet with departments and others throughout the university. This initiative requires significant pre-planning and dedicated staff at least a year in advance of the first workshop, which will take place in the 2009-2010 academic year.

### **STAFF**

The staff area consists of funding support for a diversity recruitment initiative. Funding will be used to support diversity staff recruitment across all levels of the university. Such funding will include support for training and program opportunities as well as recruitment

fairs and other related items. This initiative will build upon existing efforts through Human Resources and the Office for Equity and Inclusion.

### **Undergraduate Student**

The undergraduate student area consists of support for three components. The first component provides additional funding to Virginia Tech Day Activities, designed as yield and recruitment activities. These activities will also depend on support from Undergraduate Admissions and the Alumni Association.

Enhancement of the pre-college initiatives and outreach programs will require increased support. An additional staff member and a graduate student have been budgeted. These programs are important in impacting recruitment and the visibility of the institution.

The third component is funding for increased strategic marketing and publicity for diversity efforts at the institution. This would build and expand upon efforts taking place through University Relations and the Office for Equity and Inclusion.

### **Graduate Student**

The graduate student area focuses on the establishment of the Office of Graduate Student Diversity Initiatives. This office will encompass existing activities within the Graduate School in terms of graduate student recruiting and provide additional support for inclusive graduate education approaches. The inclusive graduate education fund will be used to fund diversity-related efforts throughout the graduate school. The budget includes funding for administrative support, a graduate assistant, the development of the inclusive graduate education fund and an operating budget.

### **Alumni and Community Engagement**

The alumni and community engagement area provides additional support for incentive efforts. A number of efforts are underway through the Alumni Association, University Development, and other entities on the campus. This funding will provide additional support for new or expanded efforts/opportunities.

### **Administrative Infrastructure**

In the administrative infrastructure area, the focus will be an expansion of professional development through the establishment of a Diversity Development Institute. This institute will provide incentive grants to faculty/staff who agree to participate in the effort. In addition, funding is provided to support a variety of speakers and program/training opportunities. The institute will build upon existing training/program efforts taking place at the institution.

## Implementation Budget Projection - Five Year Period

AREA	2008-09		2009-10		2010-11		2011-12		2012-2013		Total Base 2013
	Base	O-T	Base	O-T	Base	O-T	Base	O-T	Base	O-T	
<b>Academic Program</b>											
<i>Curricular Transformation</i>											
Faculty Incentive Grants		10,000	10,000		5,000		5,000		5,000		25,000
Speakers/Programs		10,000	10,000		5,000		5,000		5,000		25,000
1 FTE (1,500 wage)		15,000		15,000	15,000						15,000
1 FTE (FICA)		1,750		1,750	1,750						1,750
<b>Faculty</b>											
<i>Diversity Cluster Hire</i>											
Possible Jr/Sr Hires			170,000		170,000						340,000
Fringe Benefits			55,000		55,000						110,000
Recruitment Costs			5,000								5,000
<i>Visiting Scholar Program</i>		10,000	10,000								10,000
<i>Future Faculty Workshop</i>											
1/ 2 Program manager	25,000										25,000
1/2 Program manager - FICA	1,750										1,750
Operating budget			16,250								16,250
<b>Staff</b>											
<i>Diversity Recruiting Initiative</i>	15,000										15,000
<b>Undergraduate Student</b>											
<i>VT Day Activities</i>		1,500	1,500		1,500						3,000
<i>Pre-College Program Outreach</i>											
1 FTE (1,500 wage)		15,000									15,000
1 FTE (FICA)		1,750									1,750
Graduate Assistant			15,000								15,000
Fringe Benefits			750								750
<i>Strategic Marketing and Publicity</i>		1,000		1,500							
<b>Graduate Student</b>											
<i>Office for Graduate Diversity</i>											
Administrative Assistant			30,000								30,000
Graduate Assistant	15,000										15,000
Fringe Benefits	750		15,500								16,250
Inclusive Graduate Education Fund	10,000		10,000		10,000		10,000		10,000		50,000
Operating Budget	10,000		5,000								15,000
<b>Alumni &amp; Community Engagement</b>											
<i>Incentive Efforts</i>		5,000	5,000								5,000
<b>Administrative Infrastructure</b>											
Professional Development Infrastructure											
<i>Diversity Development Institute</i>											
Incentive Grants		10,000	10,000		5,000		5,000		5,000		25,000
Trainers/Programs		10,000	10,000		5,000		5,000		5,000		25,000
<b>TOTALS</b>	77,500	91,000	379,000	18,250	273,250		30,000		30,000		789,750

TOTAL: Base

789,750

TOTAL: One-Time

109,250

TOTAL:

899,000

Fringe Assumptions:

23% variable

7,550 per fte health insurance