It's Time to REAP: Realize Excellence Actualize Potential: InclusiveVT 2.0

Menah Pratt-Clarke, JD, PHD
January 12, 2016

It's Time to Reap Together

- A Poem
- Toiling at VT
- From Toiling to Reaping
- Reaping and Leading

Personal Context

The heights that great men reached and kept were not obtained by sudden flight, but they while their companions slept were toiling upwards through the night.

~Eula Thirkill Sirls

~ Henry Wadsworth Longfellow

Toiling at VT

- January 1999: Diversity Strategic Plan 2000-2005
- 2003: Narrow Tailoring Review
- 2003: Commission on Equal Opportunity
- 2003: ADVANCEVT
- 2005: Principles of Community
- 2006: Task Force on Race and the Institution
- 2009: Diversity Strategic Plan 2010-2013
- 2010-2013: Virginia Tech Diversity Strategic Plan
- January 2012: 2013-2018 Diversity Strategic Plan
- 05/31/2013: Virginia Tech Peer Institution Diversity and Inclusion Comparative Study
- 05/30/2014: Strategies for the Recruitment and Retention of Underrepresented Minority Faculty: A Former Chair's Perspective
- 03/27/2015: InclusiveVT: Past, Present, Future
- 05/05/2015: 2014-2015 InclusiveVT Initiatives and Progress Reports
- 10/08/2015: 2014-2015 Report on Inclusion and Diversity
- 10/12/2015: LGBTQ Climate Survey

January 1999 Efforts

- Faces of Change: The University Diversity Plan 2000-2005
- 18 month process, beginning in January 1999
- http://www.inclusive.vt.edu/resources/publications/reports/dsp2000-2005.pdf

Susan Angle, Assistant Dean of Students
Richard Bambach, Faculty Senate
Jim Berkson, College of Natural Resources
Richard Conners, College of Engineering
John Easterwood, Pamplin College of Business
Marcia Feuerstein, College of Architecture and Urban Studies
Muriel Flynn, Personnel Services
Valerie Giddings, College of Human Resources and Education
Myra Gordon, College of Arts and Sciences
Laura Gorfkle, Director of Women Studies
Lyn Gray, International Programs
Randy Grayson, College of Agriculture and Life Sciences
Eileen Hitchingham, Dean of Libraries
Jermaine Holmes, Athletics
Cathy Jacobs, Office of Family and Work/Life Resources
Milko Maykowskyj, Staff Senate
Niki Parker, College of Veterinary Medicine
Barbara Pendergrass, Commission on Student Affairs
Martha Johnson Reifsnider, Graduate School
Barry Simmons, Scholarships and Financial Aid
David Travis, Virginia Cooperative Extension

Five Goals

- Develop and implement activities and programs that are designed **to increase and enhance student, faculty, and staff diversity** at all levels of the university, with particular focus on **racial/ethnic and gender differences**.
- Develop and implement activities and programs that are designed to **improve the university climate** for students, faculty, and staff and that are aligned with one or more of the University Core Values.
- Identify and/or develop and implement a comprehensive program of **education and training opportunities**

Five Goals, continued

- Design, develop, and implement a **comprehensive system of responsibility, accountability**, and recognition for increasing campus diversity, improving campus climate, and advancing the knowledge base for creating and sustaining a culturally diverse community of learners, teachers, researchers, and workers.
- Develop both **internal and external collaborations and partnerships** that are designed to build capacity for extending diversity and multicultural education and related research to the broader community, businesses, and other organizations affiliated with and/or serviced by the university

2003-2004 Affirmative Action ("Narrow Tailoring Review")

- *In response to Supreme Court decisions in 2003, Virginia Tech undertook a review of race conscious programs.*
- Undergraduate Admissions
- Privately Funded Financial Aid Programs
- Multicultural Academic Opportunities Program
- Selected Federally Sponsored Activity
- McNair Scholars Program – Sponsored by Federal Department of Education

BOV Presentation (November 2004)

- Strategies for Increasing Diversity and Inclusion at Virginia Tech 11/08/04
- The working document on diversity suggests four areas for transformative change:
  - Policy
  - Personnel
  - Pedagogy
  - Programs

2003: Commission on Equal Opportunity and Diversity

- To advise the President's Inclusion and Diversity Executive Council and to study, formulate, and recommend to University Council policies and procedures as they relate to the university's responsibilities regarding **equal opportunity, affirmative action, accessibility, compliance, diversity, and inclusion.**
- Areas for consideration include **recruitment, retention, and advancement** of faculty, staff, and students, in a manner consistent with the university's principles of community and commitment to equal opportunity and access.

2003 ADVANCEVT

- Virginia Tech received an **ADVANCE Institutional Transformation** grant from the National Science Foundation in 2003 to initiate *AdvanceVT*,
- A program designed to **increase the participation and advancement of women** in academic science and engineering careers **by changing institutional culture and practices.**

Five Areas of Focus

- Advancing Women into Faculty Careers
- Increasing the Representation of Women
- Empowering Women as Leaders and Scholars
- Updating Work/Life Policies
- Warming Department Climate

ADVANCEVT Resources

- Creating a Positive Departmental Climate at Virginia Tech: A Compendium of Successful Strategies"
- Resources for Graduate Students
- Resources for Postdoctoral Associates
- Resources for Pre-tenure Faculty
- Promotion to Professor
- Resources for Department Heads
- Resources for Prospective Faculty
- Resources for Search Committees

Resources for Searches

- MyNextHire recruitment guide from Virginia Tech Human Resources
- Unrecognized Biases and Assumptions Brochure
- Faculty Recruitment Toolkit (University of Washington)
- Search Committee Best Practices (Utah State)
- Searching for Excellence and Diversity: A Guide for Search Committee Chairs (University of Wisconsin)
- Handbook for Faculty Searches and Hiring (University of Michigan)
- Effective Strategies to Diversify STEM Faculty (NMSU)
- Interrupting Bias in the Faculty Search Process (University of Washington)
- Faculty for the Future Project

2005: Principles of Community

- **We affirm the inherent dignity and value of every person** and strive to maintain a climate for work and learning based on mutual respect and understanding.
- **We affirm the right of each person to express thoughts and opinions freely**. We encourage open expression within a climate of civility, sensitivity, and mutual respect.
- **We affirm the value of human diversity** because it enriches our lives and the University. We acknowledge and respect our differences while affirming our common humanity.

Principles of Community

- **We reject all forms of prejudice and discrimination**, including those based on age, color, disability, gender, national origin, political affiliation, race, religion, sexual orientation, and veteran status. We take **individual and collective responsibility** for helping to eliminate bias and discrimination and for increasing our own understanding of these issues through education, training, and interaction with others.
- We pledge our collective commitment to these principles **in the spirit of the Virginia Tech motto of Ut Prosim (That I May Serve).**

2006 Task Force 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.**

- Barbara Board, Director, Northeast District, Virginia Cooperative Extension
- Marcie Boucouvalas, Professor, Human Development
- Christina Brogdon, Human Resources Analyst, Human Resources
- Sheila Carter-Tod, Assistant Professor, English
- Mary Connerley, Associate Professor, Management
- Kevin Denny, Senior majoring in Computer Science
- Susan Gooden, Associate Professor and Director of Graduate Programs, Wilder School of Government and Public Affairs, Virginia Commonwealth University
- Valerie Hardcastle, Associate Dean for Outreach and External Affairs, Liberal Arts and Human Sciences
- Zenobia Hikes, Vice President for Student Affairs
- Vince Houston, Police Lieutenant, Virginia Tech Police
- Deborah Cumaraswamy Johnson, Postdoctoral Associate, Science Education Partnership Research
- Scott Johnson, Associate Professor, Human Development
- Russell Jones, Professor, Psychology
- Terry Kershaw, Chair, Africana Studies program
- Barbara Pendergrass, former Dean of Students
- Priscilla Martinez, Aerospace Engineering major
- Rosa Mayorga, Assistant Professor, Philosophy
- Kevin McDonald, Director, Office of Equal Opportunity
- Ed McPherson, Director, VT Stars, Learning Technology
- Manuel Pérez-Quiñones, Associate Professor, Computer Science
- Ray Plaza, Projects Specialist for Diversity Initiatives, Office of Multicultural Affairs
- Ishwar Puri, Department Head, Engineering Science and Mechanics
- Wayne Scales, Professor, Electrical and Computer Engineering
- Tonya Smith-Jackson, Associate Professor, Industrial and Systems Engineering
- LaChelle Waller, Graduate Student, Genetics, Bioinformatics, and Computational Biology

2006 Taskforce Charge

- The charge: "to examine key issues of race, racism, and racial inequity" at the university
- Six subcommittees presented recommendations relating to six common themes
- An interim report (70 pages) was issued in January 2007. The final task force report (30 pages) was issued in April 2007.

Six Task Force Committees

- Academic Programs
- Administrative Infrastructure
- Alumni and Community Engagement
- Faculty and Staff
- Graduate and Professional Students
- Undergraduate Students

Six Common Themes

- 1) improving the effectiveness of **recruitment, retention, mentoring, and advising** strategies for underrepresented minority faculty, staff, and students.
- 2) improving the **campus climate for minorities and improving the cultural competence** of administrators, faculty, staff, and students.
- 3) improving **assessment and accountability** procedures for advancing diversity at the university, college, and departmental levels.

Common Themes, continued

- 4) strengthening **collaboration and communication** between and among all administrative, academic, and organizational units, as well as alumni and the community, for advancing race and diversity issues.
- 5) implementing **curricular reform** to strengthen and create new race and diversity issue-related academic programs.
- 6) providing **additional resources** for addressing and advancing race and diversity issues.

Implementation Report

- Implementation Team convened in August 2007
- Report submitted in August 2008
- 30 page report

- 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 Report

- What do we do?
- What do we enhance/reprioritize?
- What is new?
- Recommended 5 year Investment of $900k

2010-2013 Diversity Plan

- The 2010-2013 Virginia Tech Diversity Strategic Plan
- A Decade of Progress and Challenges: 1998-2008
- Growing and Sustaining a Diverse and Inclusive Environment
  - Inclusive Excellence
    - Access and Success
    - Campus Climate and Intergroup Relations
    - Institutional Infrastructure
    - Education and Scholarship
  - Goals, Objectives, Strategies and Indicators

2013 Comparison of Peer Institutions Report (214 pages)

- Mary Beth Dunkenberger
- Suzanne Lo
- Courtney Grohs
- Kristen Bush
- Martha Glass
- David Kniola
- William Lewis
- Marcy Schnitzer

2013-2018 Diversity Plan

- A series of cross-divisional work groups met during 2012-13 to review and revise the 2010 - 2013 plan.
- Overall, 32 participants and 20 university offices provided input.

Kristen Bush, Assistant Provost, Institutional Research and Effectiveness
David Kniola, Assistant Director, Office of Assessment and Evaluation
Mary Beth Dunkenberger, Senior Program Director, Institute for Policy and Governance
Suzanne Lo, Project Associate, Institute for Policy and Governance
Martha Glass, Associate Director of Administration for Assessment, Division of Student Affairs
Holly Lesko, Community Engagement Research Faculty, Institute for Policy and Governance
Sarah Buckalew, Graduate Assistant, Institute for Policy and Governance
Donald Back, Director, Language and Culture Institute
Tom Brown, Jr., Dean of Students
Candice Clemenz, Associate Dean, Undergraduate Programs, Pamplin College of Business
Giselle Datz, Assistant Professor, Government and International Affairs, School of Public and International Affairs
Karen DePauw, Vice President and Dean for Graduate Education
Tom Ewing, Associate Dean for Graduate Studies and Research and Director, College Diversity Initiatives, College of Liberal Arts and Human Sciences
Richard Ferraro, Assistant Vice President for Student Affairs
Roger Harris, Professor and Department Head, Department of Horticulture
Natalie Hart, Deputy Chief of Staff, Office of the President
Chris Helms, Associate Director of Athletics for Olympic Sports, Department of Athletics
Jennifer Hodgson, Associate Dean for Professional Programs, Virginia-Maryland Regional College of Veterinary Medicine
Sunnie Hughes, Assistant Director, Undergraduate Admissions
Hal Irvin, Associate Vice President for Human Resources
Charla Lancaster, Director of Assessment and Library Access Services, University Libraries
Pam Linkous, Director, Human Resources and Diversity Management, Department of Athletics
Alejandra Medina-Flintsch, Senior Research Associate, Virginia Tech Transportation Institute
W. Edward Monroe, Professor, Virginia-Maryland Regional College of Veterinary Medicine
Dayna Murphree, Teaching Faculty, Department of Religion and Culture; Co-Chair, LGBT Faculty/Staff Caucus
Jennifer Nardine, Librarian for Performing Arts and Foreign Language, University Libraries
Ellen Plummer, Assistant Provost, Office of the Senior Vice President and Provost
Karen Eley Sanders, Associate Vice President for Student Success, Office of Student Success Initiatives
Guy Sims, Assistant Vice President for Student Affairs, Division of Student Affairs
Bob Smith, Associate Dean for Engagement and Head, Department of Sustainable Biomaterials, College of Natural Resources and Environment
Amanda Snediker, Food Production Manager, Dining Services-
Dietrick Yannis Stivachtis, Associate Professor/Director of International Studies, Department of Political Science
Elizabeth Tranter, Chief of Staff, Office of the Vice President for Research
Lisa Tucker, Program Chair/ Interior Design Program Chair, School of Architecture and Design
Charlotte Waggoner, University Biosafety Officer, Environmental Health and Safety
Tyler Walters, Dean, University Libraries
Damion Waymer, Assistant Professor, Department of Communication
Ray Williams, Jr., Director, Multicultural Programs and Services, Division of Student Affairs
David Winston, Extension Dairy Scientist, College of Agriculture and Life Sciences

Final Report

- Inclusive Excellence Framework
- Access and Success
- Campus Climate and Intergroup Relations
- Education and Scholarship
- Institutional Infrastructure

(32 page final report)

2014 Faculty Diversity Report

- Strategies for the Recruitment and Retention of Underrepresented Minority Faculty: A Former Chair's Perspective Lucinda Roy, Alumni Distinguished Professor, Virginia Tech, May 2014
  - Many years ago, I wrote a report similar to this one for the Black Caucus entitled "A Race against Time."
- Section I: Background—a brief history of faculty diversity at Virginia Tech
- Section II: Diversity Templates for Departments—examples of various approaches departments can employ to diversify their faculty.
- Section III: General Recommendations—a series of recommendations that can be speedily implemented to improve minority recruitment and retention and address climate issues.

2015 InclusiveVT Diversity Reports

- InclusiveVT Past, Present, and Future:
  - 155 page report
- 2014-2015 InclusiveVT Initiatives and Progress Reports By Unit
  - 343 page report
- 2014-2015 Report on Inclusion and Diversity
  - 30 pages

2015 LGBTQ Climate Survey Report (50 page report)

- Marcy Schnitzer
- Fang Fang
- Mary Beth Dunkenberger
- Chad Mandala
- Amanda Morris
- Susan Willis

2015 LGBTQ Climate Survey

- Section One: Campus Climate
- Section Two: Issues and Services
- Section Three: Human Resources Benefits and Policies
- Section Four: Expression
- Section Five: Discrimination and Harassment
- Section Six: Leadership

2015 LGBTQ Findings

- "A resounding statistic from the survey is that **23.5% of LGBT faculty and staff felt excluded or not welcome** due to their sexual orientation at Virginia Tech."
- "Additionally, **22% of LGBT faculty and staff consider leaving** the University due to the homophobic and/or genderist climate."
- "What is clear is that a percentage of faculty and staff at Virginia Tech **do not feel safe, comfortable, and/or welcome** as LGBT across campus."

2015 LGBTQ Climate Survey

- **Education and awareness** were major themes among all respondents.
- A large number of comments addressed the need for **more information, education, and communications** regarding LGBTQ issues on campus

Caucuses at VT (Fall 2015)

- Black and African American caucus (1981)
- LGBTQ caucus (1992)
- Hispanic and Latino caucus (2002)
- American Indian caucus
- Asian and Asian American caucus
- Disability alliance and caucus
- International caucus
- Veterans caucus

Has Virginia Tech been toiling?

- YES…….
- Any one here involved with any of the reports, please stand.
- THANK YOU.

"Action without study is fatal. Study without action is futile."

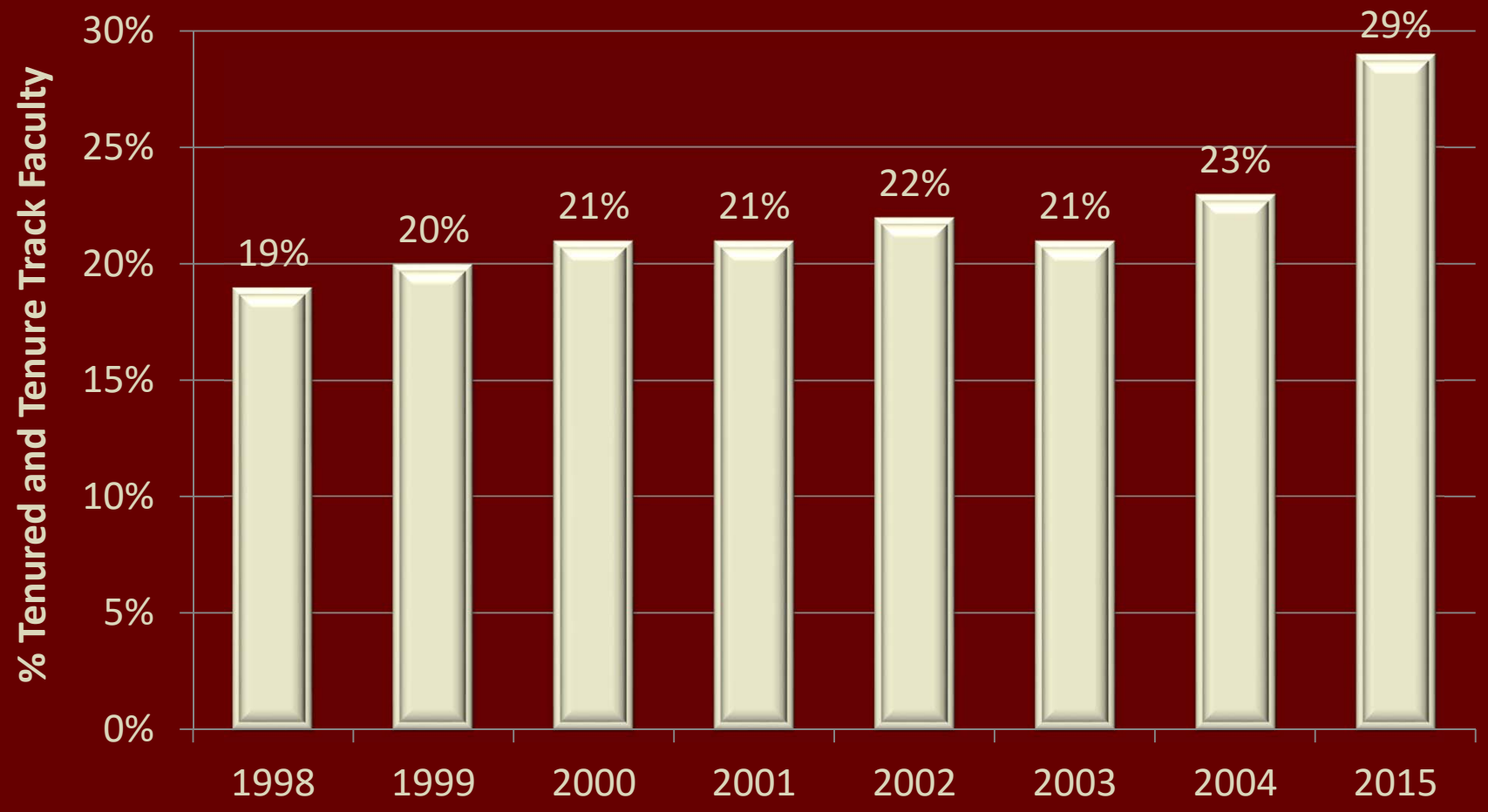
~Mary Ritter Beard

lifelong advocate of social justice through education and activism

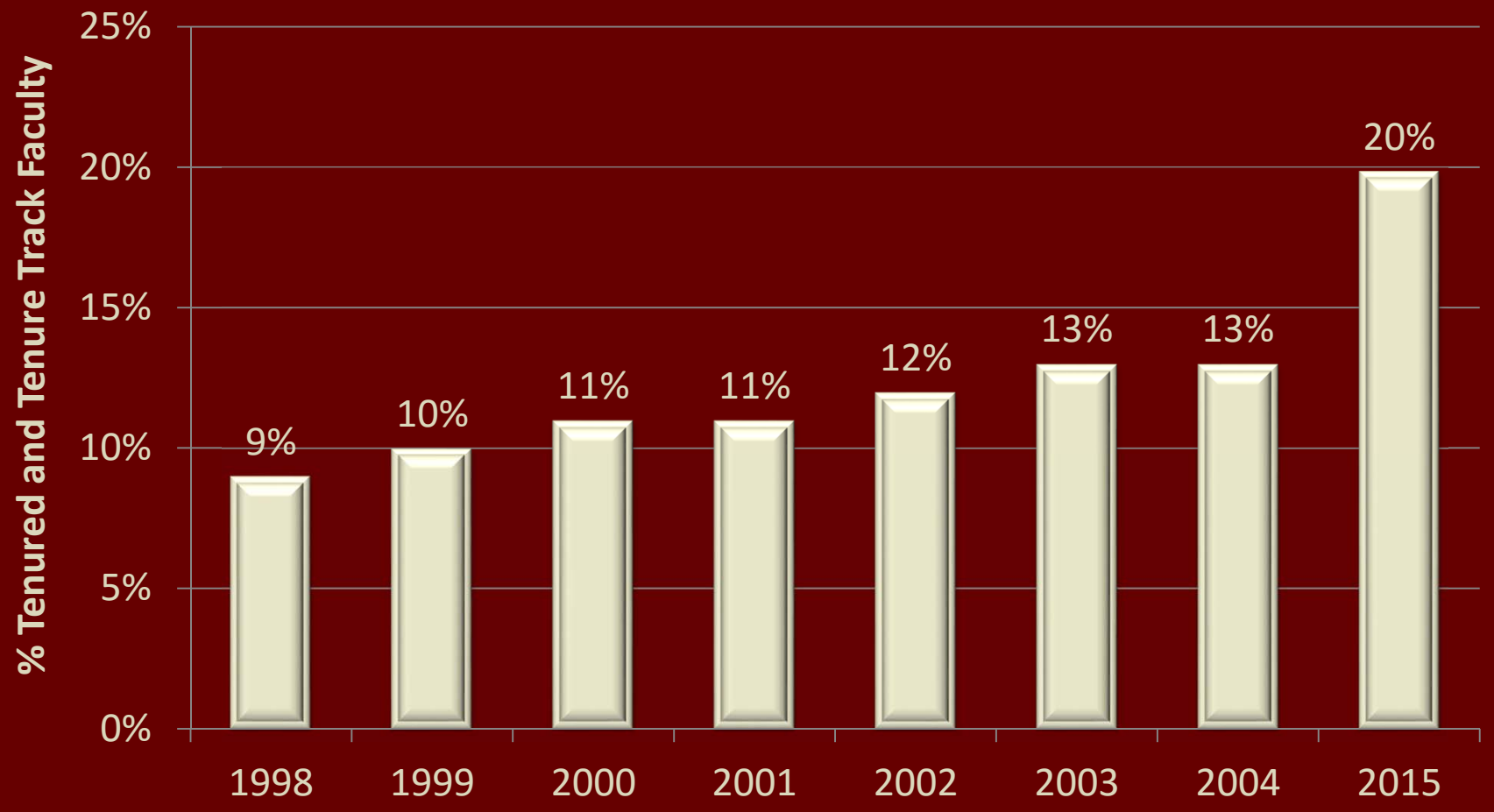
IT'S TIME TO REAP!

Slides –Years 1998-2004, 2015

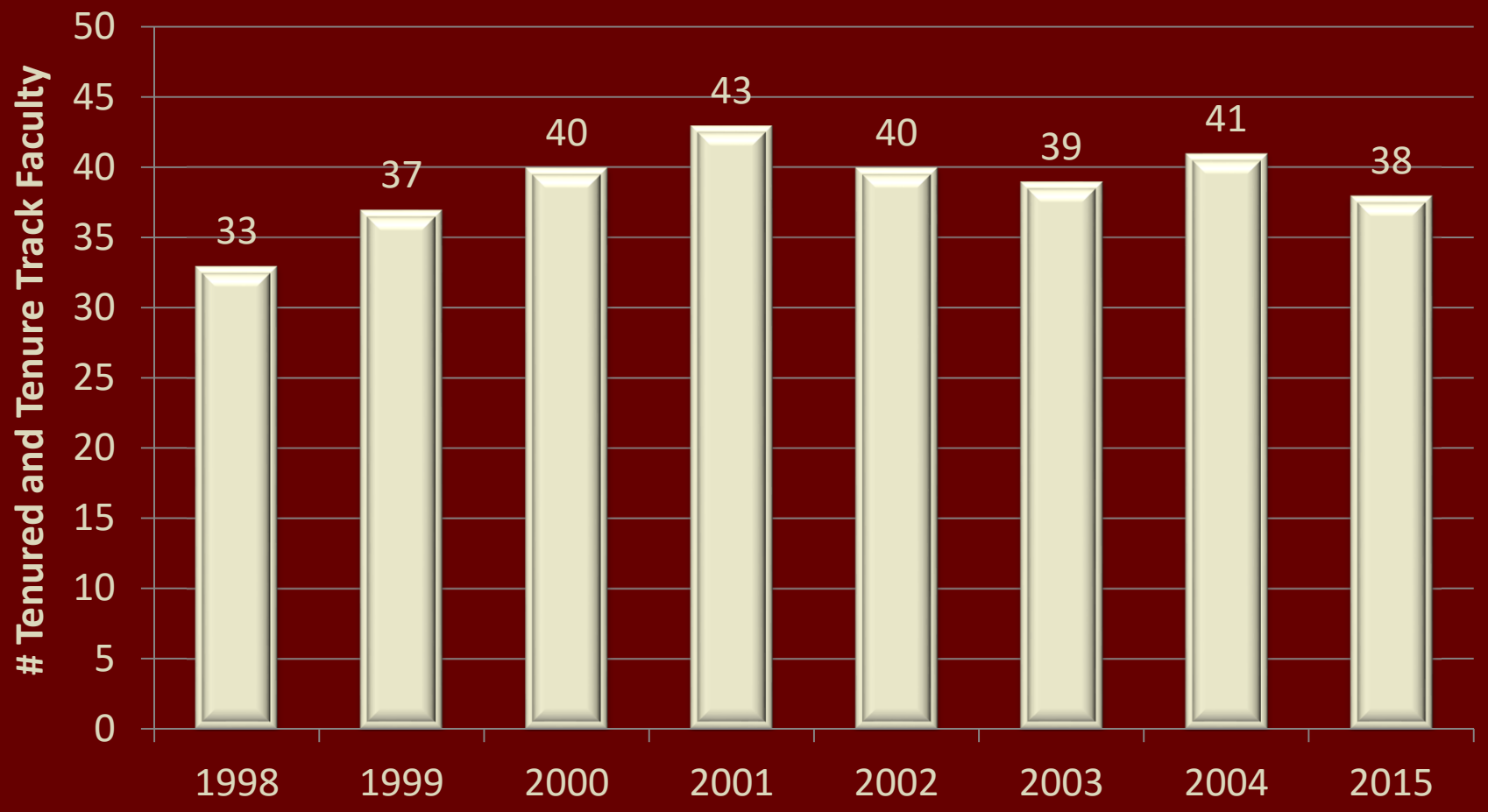
Virginia Tech Tenured and Tenure Track Faculty Women



Virginia Tech Tenured and Tenure Track Minority Faculty



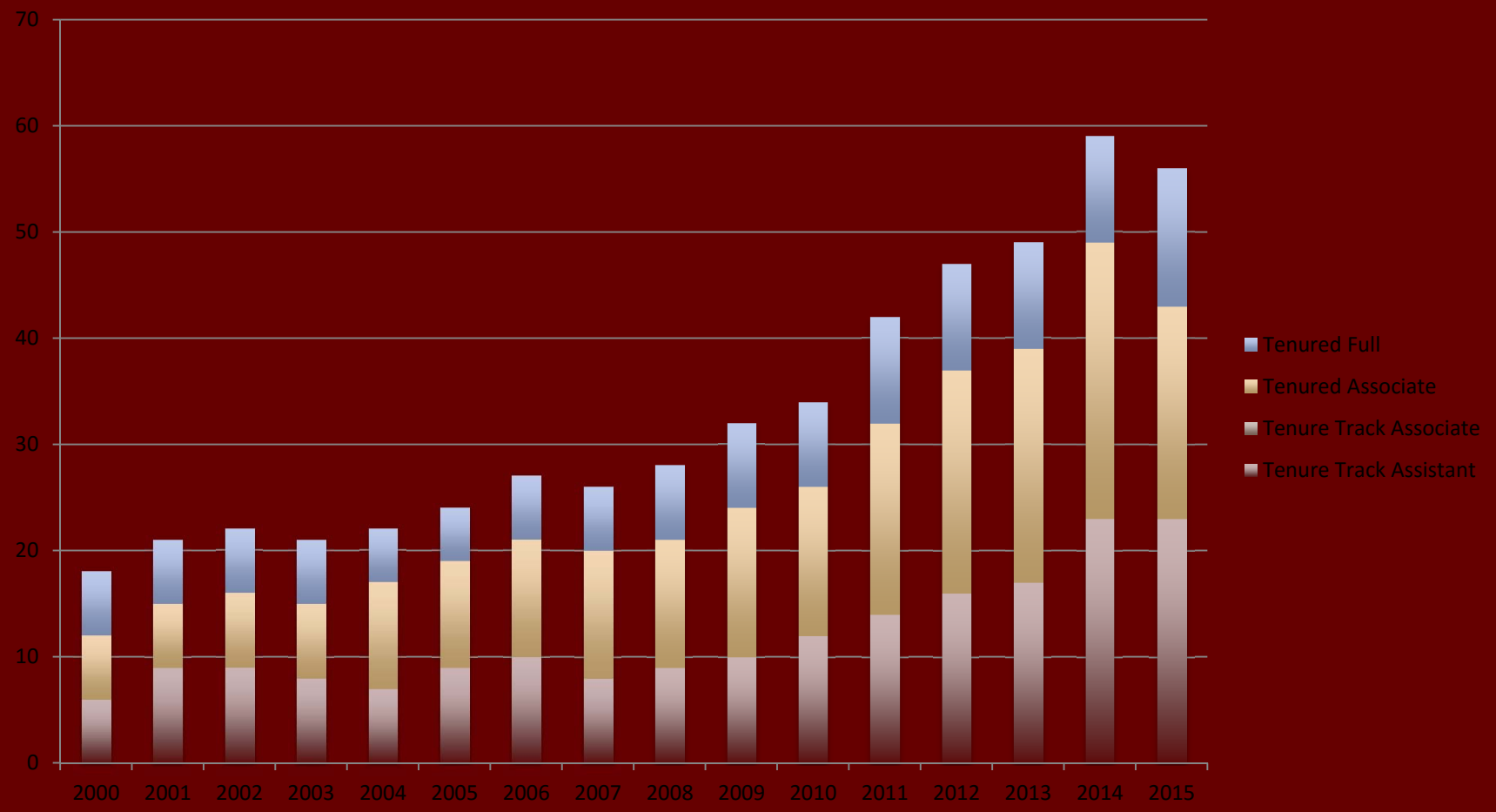
African American Tenured and Tenure Track Faculty



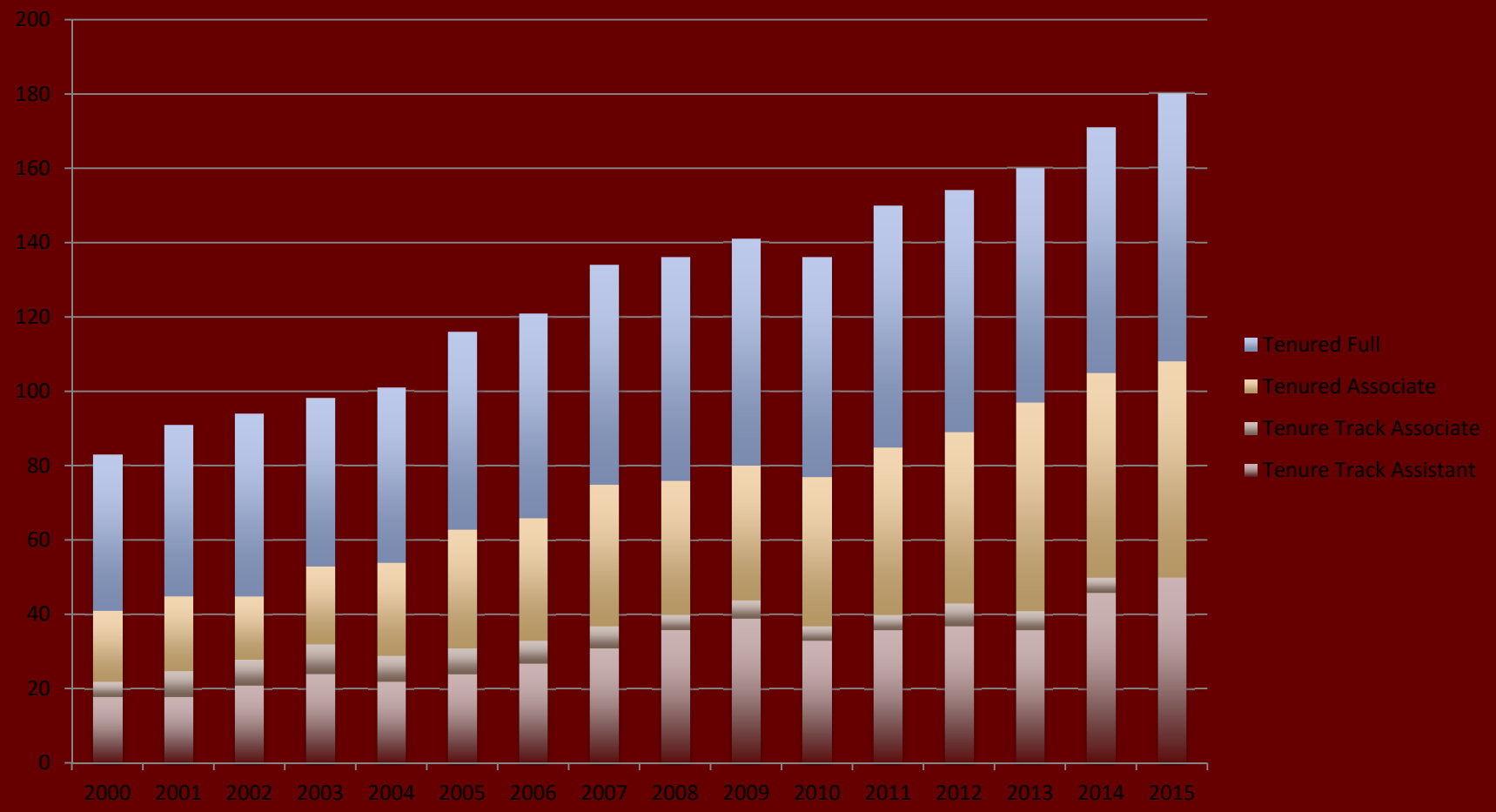
Undergraduate Enrollment (On and Off Campus)

	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2015
African American	4.3%	5.0%	5.6%	5.9%	5.6%	3.8%
American Indian	0.2%	0.3%	0.2%	0.3%	0.3%	0.1%
Asian	6.4%	6.8%	6.8%	6.9%	6.9%	9.3%
Latino/a	1.8%	1.8%	1.8%	2.0%	2.0%	5.5%
Native Hawaiian / Pacific Islander						0.1%
Two or more races						4.5%
International	1.9%	2.7%	3.0%	2.8%	2.6%	5.9%
White	85.3%	80.9%	79.3%	77.4%	75.4%	67.6%
Unknown		2.5%	3.3%	4.8%	7.2%	3.2%

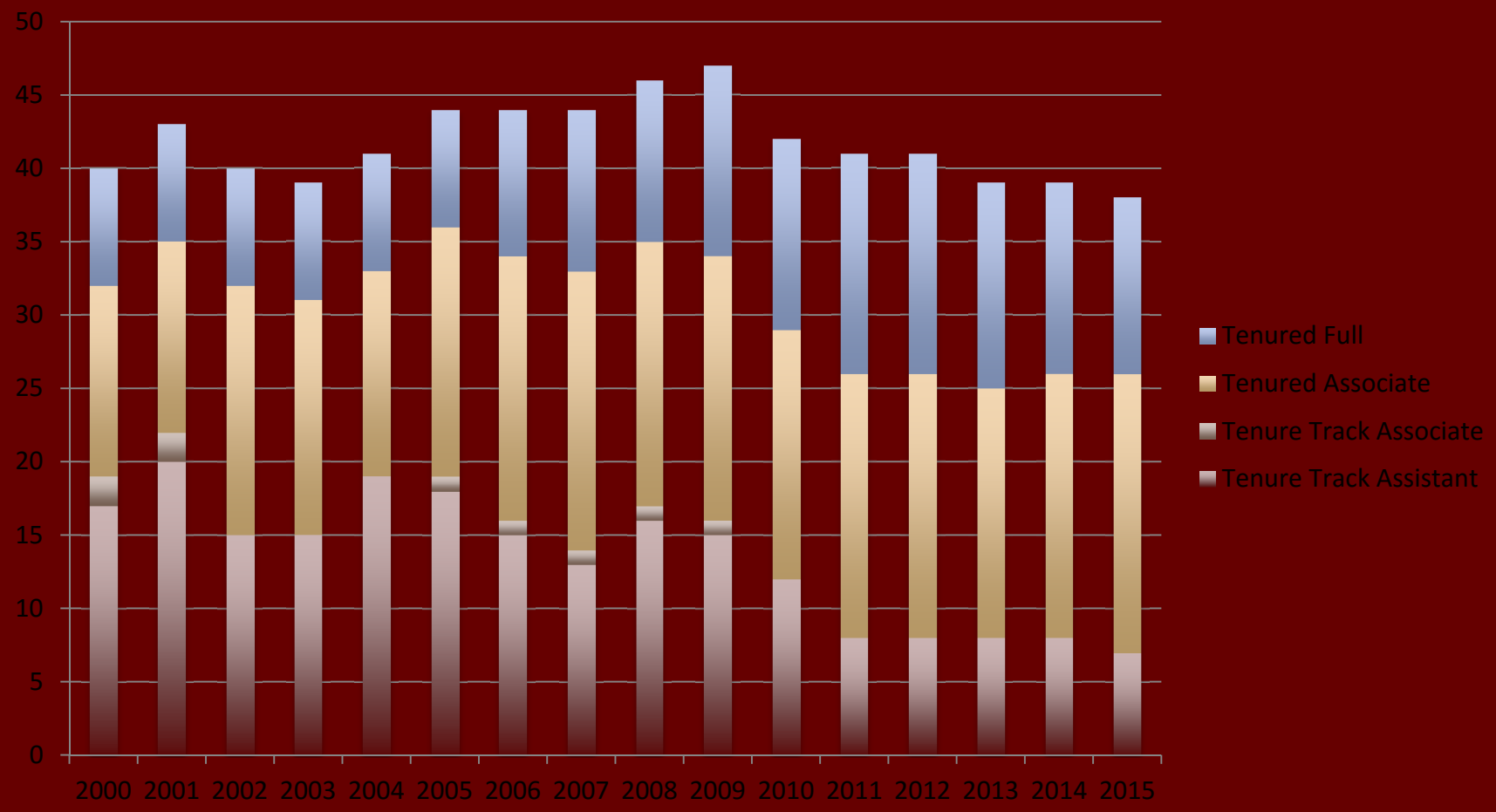
Latino/a Tenured and Tenure Track Faculty at Virginia Tech



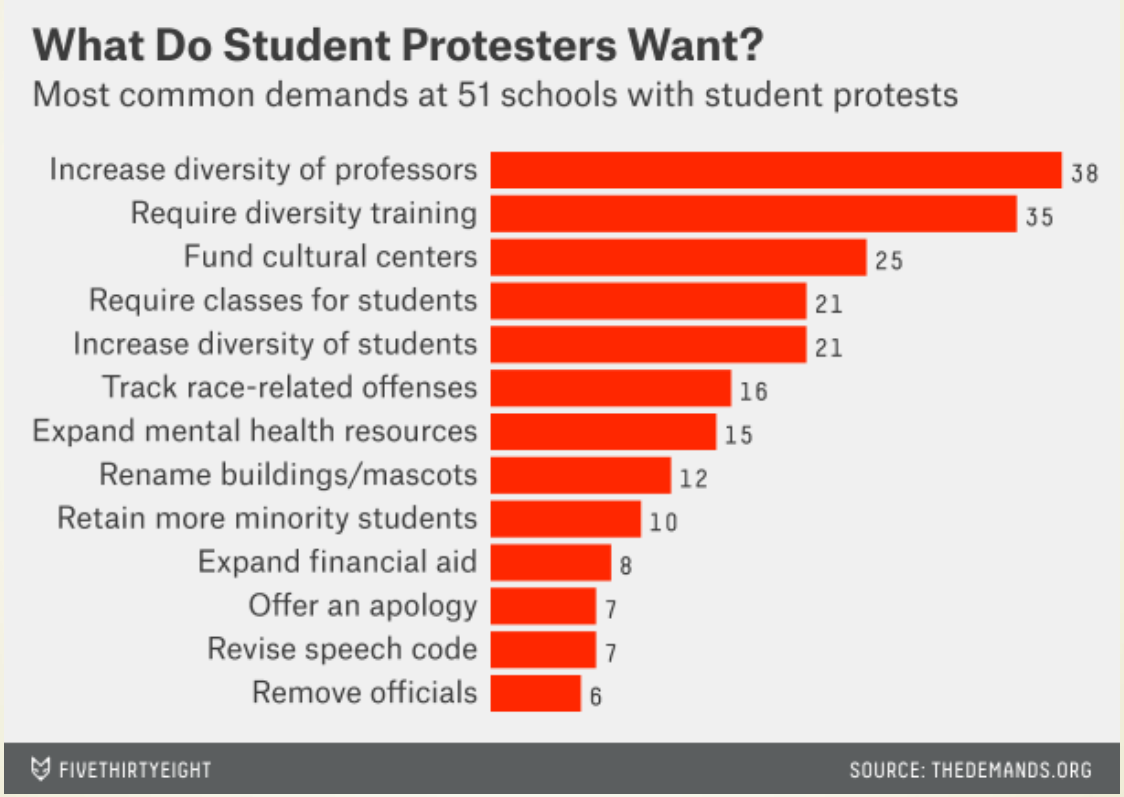
Asian-American Tenured and Tenure Track Faculty at Virginia Tech



Black / African American Tenured and Tenure Track Faculty at Virginia Tech



Black Lives Matter



University of Missouri
Amherst College
Atlanta University Center Consortium (Morehouse, Spelman, Clark Atlanta, ITC)
ATLBSU
Babson College
Bard College
Beloit College
Boston College
Bowling Green State University
Brandeis University
Brown University
California State University, East Bay
California State University, Los Angeles
California Polytechnic State University
Claremont McKenna College

Clemson University
Colgate University
Dartmouth College
Duke University
Eastern Michigan University
Emmanuel College
Emory University
California State University, East Bay
California State University, Los Angeles
California Polytechnic State University
Claremont McKenna College
Clemson University
Colgate University
Dartmouth College
Duke University
Eastern Michigan University
Emmanuel College
Emory University

Georgia Southern University
Grinnell College
Guilford College
Hamilton College
Harvard University
Howard University
Ithaca College
John Carroll University
Johns Hopkins University
Kennesaw State University
Lewis and Clark College
Loyola University Maryland
Macalester College
Michigan State University
Middle Tennessee State
Missouri State University
Northern Arizona University
Notre Dame of Maryland

New York University
Occidental College
Portland State University
Princeton University
Purdue University
Ryerson University
Santa Clara University
San Francisco State University
Sarah Lawrence College
Simmons College
Southern Methodist University
St. Louis Christian College
St. Louis University
SUNY New Paltz
SUNY Potsdam
Towson University
Tulane University
Tufts University

University of Alabama
University of Baltimore
University of California, Berkeley
University of California, Irvine
UCLA
University of Connecticut
University of Cincinnati
University of Guelph
University of Kansas
University of Michigan
University of North Carolina at Greensboro
University of North Carolina at Chapel Hill
University of Oregon
University of Ottawa
University of Puget Sound

University of San Diego
University of San Francisco
University of South Carolina
University of Southern California
University of Toronto
University of Virginia
University of Wyoming
Vanderbilt University
Virginia Commonwealth University
Washington University in St. Louis
Webster University
Wesleyan University
Yale University

Black Lives Matter

86 Institutions as of January 7, 2016

Transformative Change

What is a conceptual and applied model that can be used to inform strategies which increase the likelihood of success in implementing **transformative change** around diversity and inclusion?

Definition of Transdisciplinary Applied Social Justice (TASJ)©

"The application of concepts, theories, and methodologies from multiple academic disciplines to social problems with the goal of addressing injustice in society and improving the experiences of marginalized individuals and groups"

(Pratt-Clarke, p. 27, 2010).

The Problem of Praxis and Power

- People
  - Philosophy
    - Process
      - Practices
        - Policies
          - Perceptions
            - Politics
              - Physics

Physics and Universities

- Universities are **large masses with inertia**
- They **resists change and acceleration**
- The larger a university (and the longer its history), the greater its resistance to change
- **Unbalanced forces** are required to create change and acceleration
- An unbalanced force must be of a **different magnitude and in the opposite direction**

Social Movements

- Social movements are unbalanced forces
- They move society from inertia and equilibrium to **motion, movement, acceleration and change**
- Social movements in America:
  - Civil Rights Movements and Legislation
  - Affirmative Action
  - Disability Rights
  - Women's Rights
  - Veteran's Rights
  - LGBTQ Rights
  - Black Lives Matter

Diversity Strategies

- Should reflect **an understanding of power**
- Should include initiatives that involve:
  - **unbalanced forces**
  - **external forces**
  - **nonconservative forces**
- Should cause **displacements**
- Should cause **accelerations**
- Should **change the existing state of affairs and status quo**
- Should **have velocity**

www.inclusiveillinois.

www.inclusiveillinois.illinois.edu/supporting_docs/All_Speakers.pdf

All_Speakers.pdf 1 / 1

Student Campus Conversation on Diversity

Monday, March 30th, Alice Campbell Alumni Center 11:30AM-2:00PM

Campus Conversation on Diversity and School Spirit

Tuesday, March 31, SDRP Multi-Purpose Rooms 7:00PM-9:30PM

Learn from Discussions with these Speakers!

Erin McConahey
Principal at ARUP

March 5, 4:00-6:00PM
Illini Union 2nd floor Ballroom

Beyond the Comfort Zone: Unconscious Bias for the Analytical Mind.

Mechanical Engineer: Instrumental in designing The Diversity & Inclusion knowledge cards. She will share her expertise in creating diversity in the workplace.

Terrell Strayhorn
Professor, Ohio State University

March 10, 7:00-9:00PM
Siebel Auditorium

Real Talk about Culture, Belonging, and Safe Spaces in Higher Education.

Author of 8 books, 50 chapters and 100 articles. Research areas: Applying Diversity Scholarship to Practice; Issues of Race, Class, Gender, Sexuality.

Derald Wing Sue
Professor, Teachers College Columbia University

March 17, 3:00-5:00PM
NCSA Auditorium

Talking Race: Why is it so difficult for us to honestly dialogue on race?

Author of Race Talk and the Conspiracy of Silence: Understanding and Facilitating Difficult Dialogues on Race; Overcoming our Racism, and Understanding Abnormal Behavior; Microaggressions in Everyday Life: Race, Gender and Sexual Orientation.

Stacy Harwood
Associate Professor, University of Illinois Urbana-Champaign

March 31, 4:00-6:00PM
Spurlock Museum

Racial Microaggressions at the University of Illinois, Urbana-Champaign.

Co-author of numerous articles about Racial Microaggressions at the University of Illinois Urbana campus, including two reports with testimonials from students of color about their experiences in the resident halls and classrooms.

Menah Pratt-Clarke
Associate Chancellor, Associate Provost, and Associate Professor, University of Illinois at Urbana Champaign

April 9, 4:00-6:00PM
Beckman Institute

Transdisciplinary Applied Social Justice and Reflections on the Campus Climate Conversation.

Affiliated with Gender and Women's Studies, Sociology, Education, African Studies, and African-American Studies, her work focuses on transdisciplinary analysis of diversity issues in higher education

Karen McDonald
Professor, University of California Davis

April 16, 3:00-4:00PM
NCSA Auditorium

Professor of Mechanical Engineering and Material Science and Associate Dean of Engineering. Karen will speak on women in STEM fields.

FOR MORE INFORMATION: http://www.inclusiveillinois.illinois.edu/

All_Speakers fly....pdf

Campus Conversation:Spring 2015

- Becoming Culturally Aware, Sensitive and Competent (Derald Sue):
  - "On an organizational/societal level, it means advocating effectively to develop **new theories, practices, policies, and organizational structures** that are more responsive to all groups."
- Terrell Strayhorn: Blue Paint Analogy
- Erin McConahey: Unconcious Bias for the Analytical Mind (corporate engineering diversity issues)

Campus Conversation: Spring 2015

- Themes
  - Diversity education course as part of undergraduate **curriculum**
  - Institutional **training and orientation** on issues of diversity and inclusion
  - **Accountability** systems to ensure diversity and inclusion in all aspects at the University of Illinois

Curriculum Praxis: Fall 2015

- All freshmen **required** to take a 30 minute Diversity module as part of their University 101 classes

- CORE General Education Proposal to modify Cultural Studies to include ***both*** Non-Western and US Minorities classes
  - Majority of students choosing Non-Western courses
  - Approved by Faculty Senate GEB, SP 2015
  - Endorsed by Faculty Senate EQ, Fall 2015
  - Approved by Student Senate, Fall 2015
  - Submitted to Faculty Senate EPC
  - Many letters of support, including deans of all undergraduate Colleges and Director of DGS

Diversity Training Praxis: 2015

- **Required On-Line Diversity/Unconscious Bias Training for all Search Committee members**
  - Accountability: Search not approved until all members have completed training!

- **Inclusive Illinois Professional Development Institute**
  - Year Long Train-the-Trainer program for cohort of 30 faculty and staff members to increase diversity competencies

Four guiding principles

- **L**eadership = vision
- **E**ngagement = buy-in
- **A**ction = decisions
- **D**etermination = commitment

LEAD at Virginia Tech

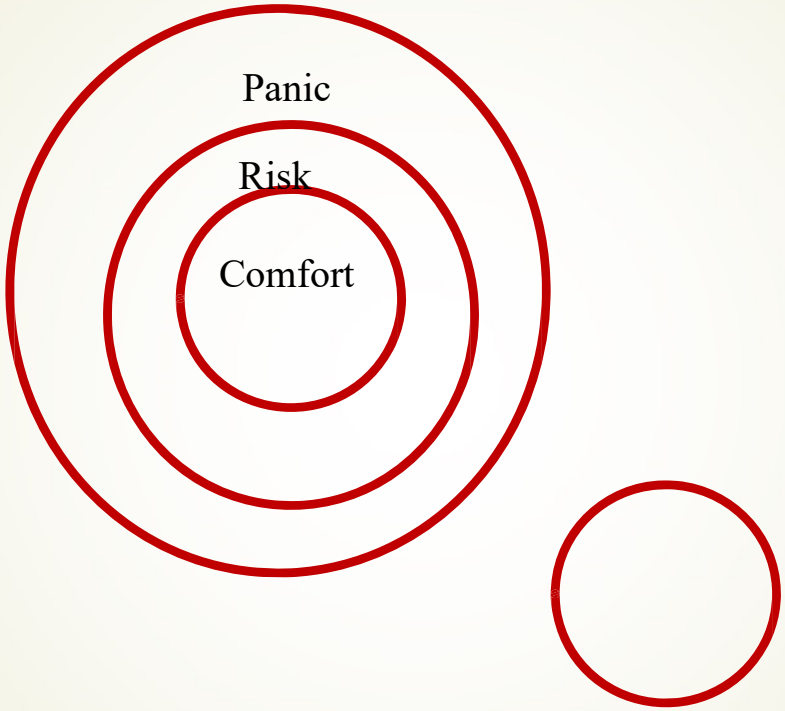
"Leadership plans investments to enhance diversity, create more inclusive community"

(President Sands, November 30, 2015)

- **Build faculty strength: 350 faculty in 6 years**
- **Retain underrepresented faculty: mentoring/professional development**
- **Increase student access and recruitment: pipelines/scholarships/support**
- **Build inclusive climate and curriculum: cultural/competence/pathways**

Expectations

- Emphasize and reinforce **the K-20 pipeline** for underrepresented groups (URPGs)
- **Rethink the search process** for faculty to dramatically improve hiring of faculty from URPGs
- Introduce experiential learning opportunities, curriculum items (formal courses, especially within **general studies**) and **rethink orientation structures** so that we can advance inclusiveness as a learning and cultural outcome at Virginia Tech
- Facilitate and reward the participation of faculty and staff in InclusiveVT actions with special emphasis on **the participation of senior faculty** who can provide leadership, coordinating with the colleges which will contribute matching resources
- **Resource the caucuses**, in a coordinated manner so as to provide support for URPG on campus


Panic
Risk
Comfort

Preparing to REAP

- Strategic Planning: Beyond Boundaries
- Curriculum: Pathways
- Faculty Hiring
- Student Recruitment
- Inclusion/Climate

Envisioning VT: Beyond Boundaries Destination Areas

- The Adaptive Brain
- Autonomous Systems
- Built Environment
- Innovation and Entrepreneurship
- New Materials as Systems
- Energy, Water, and Food
- Security, Risk, and Resilience
- Data, Information, and Decisions
- Digital Arts, Communication and Marketing
- Integrated Health and Wellness
- THE CHALLENGE OF DIVERSITY IN AMERICA

Curricular Efforts

- From: Curriculum for Liberal Education
- To: Pathways to General Education

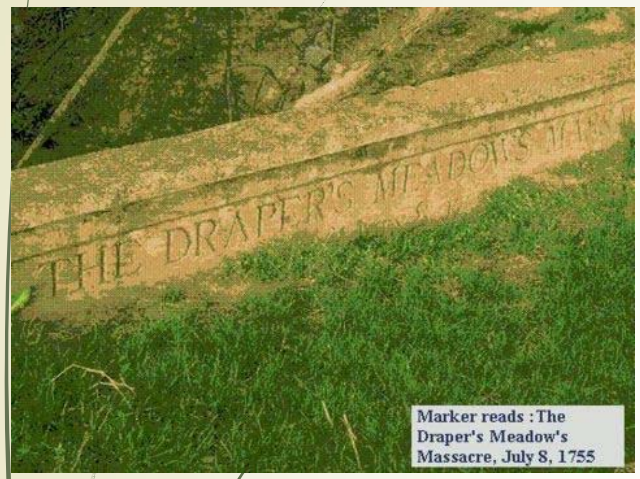
Curriculum for Liberal Education

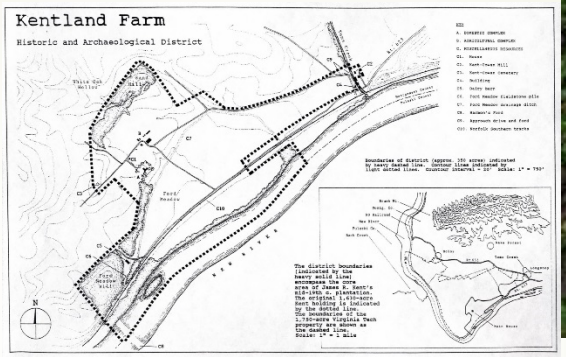
Area 1: Writing and Discourse	6 credit hours[1]
Area 2: Ideas, Cultural Traditions, and Values	6 credit hours
Area 3: Society and Human Behavior	6 credit hours
Area 4: Scientific Reasoning and Discovery	6 or 8 credit hours[2]
Area 5: Quantitative and Symbolic Reasoning	6 credit hours
Area 6: Creativity and Aesthetic Experience	1 or 3 credit hours[3]
Area 7: Critical Issues in a Global Context	3 credit hours

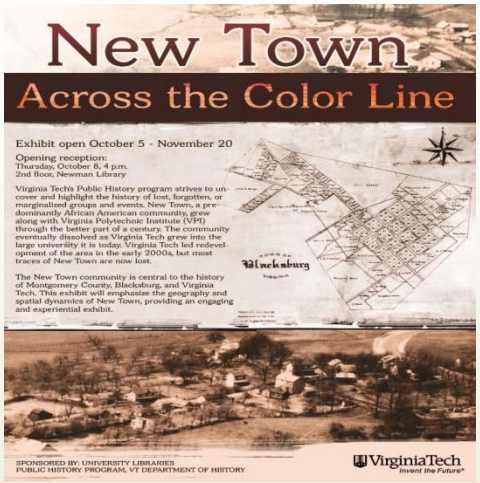
Pathways to General Education

- Pathways
  - Distributed Pathway
  - Interdisciplinary Pathways Minor
  - Alternative Pathway
- Core Learning Outcomes
- Integrative Learning Outcomes

What about American History at VT?







Task Force on Race Recommendations (2007)

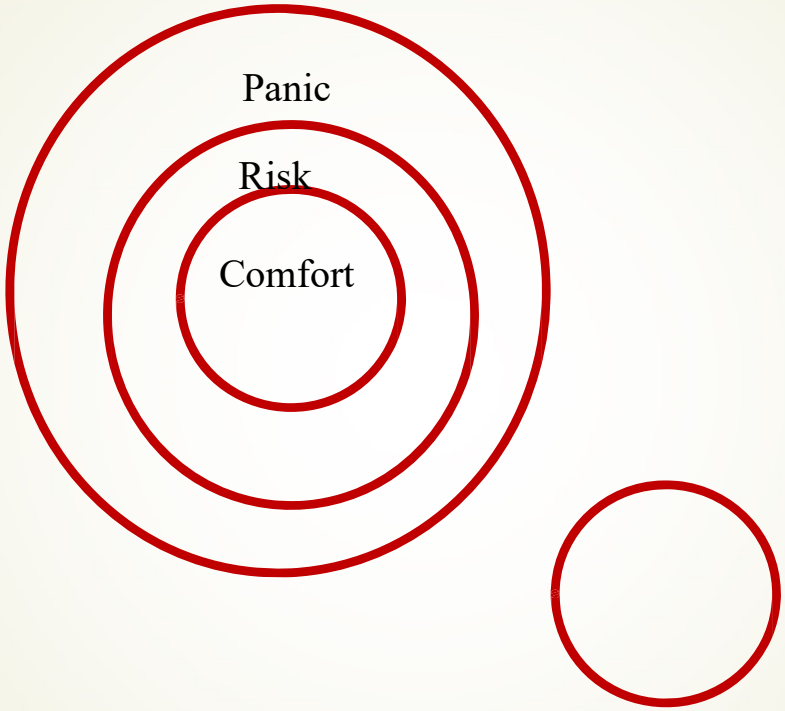
- RECOMMENDATION 1: CREATE A **REQUIREMENT** WITHIN THE CURRICULUM FOR LIBERAL EDUCATION THAT **ADDRESSES ISSUES OF RACE AND PRIVILEGE**
  - Implementation of this recommendation directly addresses the Student Government Association's resolution for a required course in the Liberal Education Core dedicated 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
  - 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.
  - Proposed Outcomes: Such courses will educate both majority and minority students providing them with opportunities for **awareness, analysis and action**.

Task Force on Race Recommendations (2007)

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

REAP at VT

- Graduation Requirement on Diversity in American Society, recognizing the centrality of race and intersectionality with gender, religion, sexuality, nationality, and disability
- Department of Sociology
  - Africana Studies Program
  - Latino/a Studies Program
  - Women's Studies Program
  - Latino/a Studies Program
- Department of Religion and Culture
- Other Colleges
- Out of 60 hires a year, in the first year, can a significant percent be devoted to developing a robust/required diversity curricular initiative and increasing diversity
- 5, 10, 15, 20?


Panic
Risk
Comfort

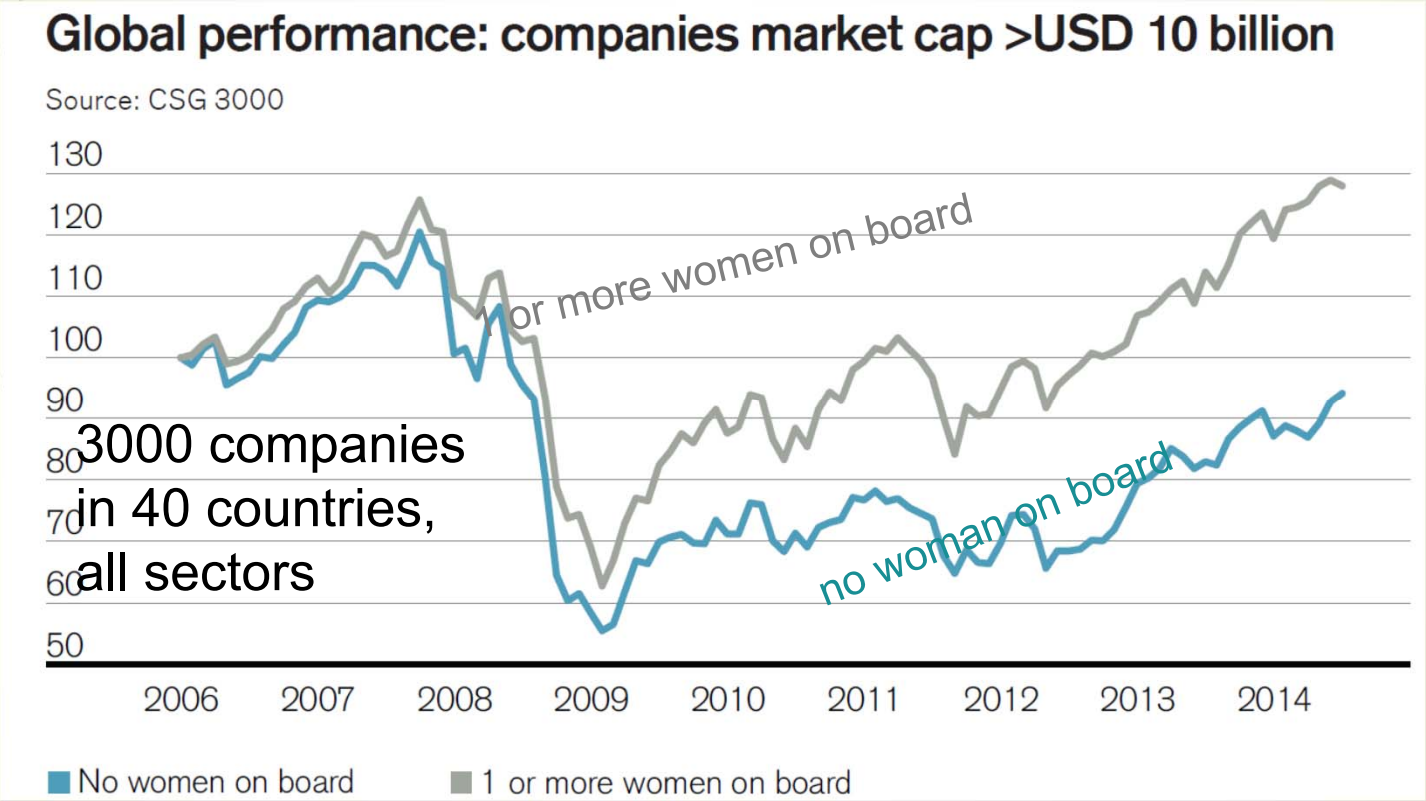
Faculty, Staff, and Student

Why does diversity matter?

- A large and growing body of research provides evidence that a diverse student body, faculty, and staff benefits our teaching and research mission by increasing creativity, innovation, and problem-solving
  - Diverse working groups more productive, creative, and innovative (e.g., Herring, 2009)
  - Ideas generated by diverse groups of **higher quality** (McLeod et al., 1996)
  - **Level of critical analysis of decisions and alternatives higher** in groups exposed to minority viewpoints (e.g., Sommers et al., 2006; Antonio et al., 2004)
  - **Financial and economic benefits**

Credit Suisse - Gender 3000: Impact of Women in Senior Management

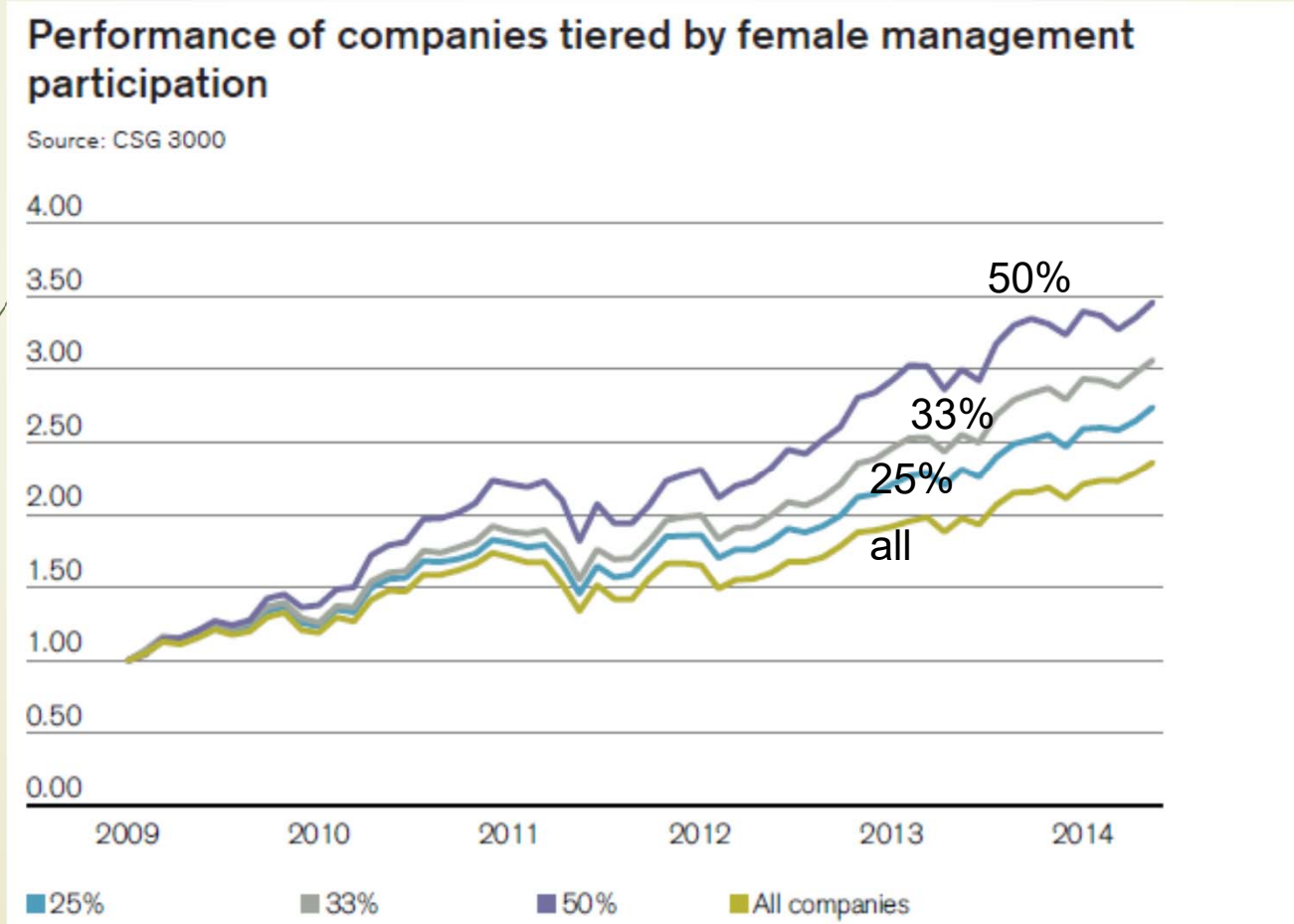
From 2006 to August 2014 companies with 1 or more women on the board of directors have outperformed companies without women on the board, up to 55%



https://publications.credit-suisse.com/tasks/render/file/index.cfm?fileid=8128F3C0-99BC-22E6-838E2A5B1E4366DF

Credit Suisse - Gender 3000: Impact of Women in Senior Management

Performance of Companies for 25%, 33% and 50% women in senior management since 2009.



https://publications.credit-suisse.com/tasks/render/file/index.cfm?fileid=8128F3C0-99BC-22E6-838E2A5B1E4366DF

Credit Suisse - Gender 3000 Main Obstacles

- **Individual :** educational choices; sector choices; **pipeline availability**; risk aversion disparity
- **Cultural: perception** of female commitment; double standards; spousal role and support; work-life balance priorities
- **Workplace:** face time and flexibility; staff rather than line role promotions; **mentoring** for women rather than sponsorship; **promotion rates**
- **Structure/Policy:** lack of shared parental leave; lack of childcare assistance; differentiated taxation; **organizations were designed for men** and manufacturing

Underrepresentation of Women & Minorities

- Why are minorities and women underrepresented in faculty positions?
- Supply-side: Perceptions about pipeline
- Demand-side: Unconscious bias (maybe even racism and sexism and discrimination)

See Correll & Benard, 2006. Gender and Racial Bias in Hiring.

Supply-side issues: Lack of a pool

- May be less of a barrier than commonly believed…
  - **Only 11% of Ph.D. scholars of color in a national sample of 299** recipients of prestigious Ford, Mellon, or Spencer fellowships **were recruited** for a faculty position and encouraged to apply
  - Only 16% held faculty positions; most were in postdoc positions, not by choice
  - Those who left academia for gov't and industry jobs did so out of necessity, not preference

- Smith, Daryl G., How to diversity the faculty, Academe, v86, p48-52, Sep-Oct 2000

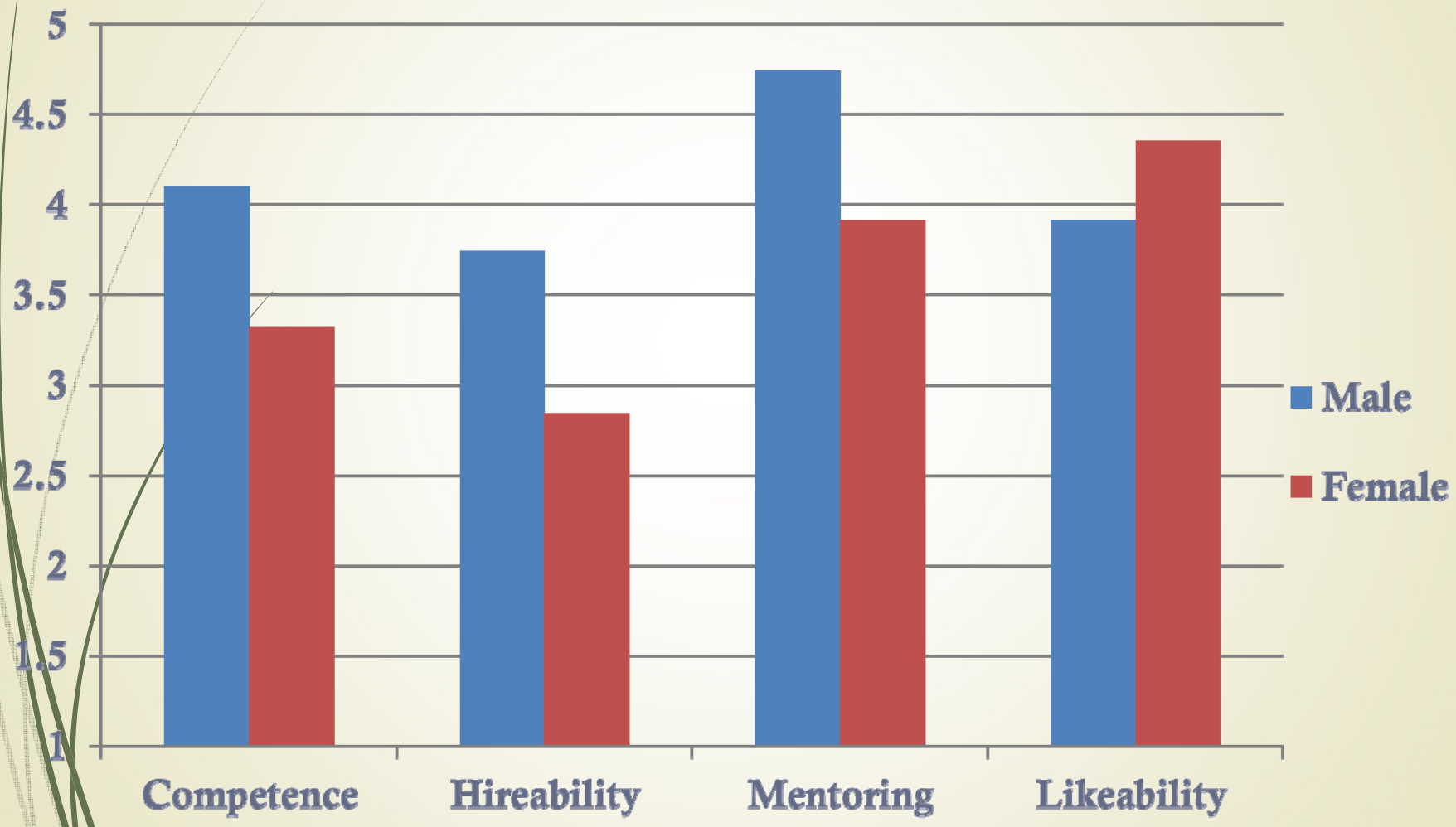
Demand-side Issues: Unconscious Bias in the Search Process

- Broad, nationwide sample of biology, chemistry, and physics professors (n=127, men and women) evaluated application materials of an undergraduate science student for a laboratory manager position (Moss-Racusin et al., 2012)

- **Same materials, name either male or female**

- Participants rated the applicant's competence, hireability, amount of mentoring they would offer, and likeability

Biases in the Search Process



Moss-Racusin et al., 2012, Science faculty's subtle gender biases favor male students

Addressing Bias: Diversity Training

- One hundred twenty six scientists participated in the course about diversity and bias.
- The participating scientists completed surveys about gender and diversity before and after the course to see if it led to any change in attitudes.
- The research team found that the course significantly reduced gender bias and that the scientists showed a stronger, more assertive approach to pursuing actions that would increase gender diversity after participating.
- Research-driven diversity interventions such as this one are crucial to closing the gender disparity in STEM fields.
- See more at: http://gender.stanford.edu/news/2014/why-does-john-get-stem-job-rather-jennifer#sthash.eJvU3TjR.dpuf

Biases in the Search Process

A study of over 300 letters of recommendation for applicants to medical faculty positions (Schmader, Whitehead & Wysocki, 2007) found that letters written for women tended to:

- Be **shorter**
- Provide "**minimal assurance"** rather than solid recommendation
- Include more "**doubt raisers"** e.g, negative language, faint praise, irrelevancies
- Portray women as students and teachers while **portraying men as researchers and professionals**
- More frequently mention **women's personal lives**

Faculty Hiring

- **Study of 689 searches: 3 large elite public universities**
- Elements of Diversity Hire:
  - Job description was linked to diversity (program, subfield or job qualification
  - Institutional program of intervention: search waiver, spousal hire, targeted hires, incentive funds.
  - **ONLY 5% OF HIRES RESULTED IN THE CHOICE OF AN UNDERREPRESENTED FACULTY MEMBER WHEN THESE CONDITIONS WERE NOT PRESENT**

- Smith, Daryl G., Turner, Caroline S.V., Osei-Kofi, Nana, Richards, Sandra, *Interrupting the Usual: Successful Strategies for Hiring Diverse Faculty*, The Journal of Higher Education, 75:2 133 (March/April 2004).

Transformational Efforts:

- **Requiring Diverse Pools**
- U of Texas System will mandate that searches for all administrator positions -- from deans on up -- include a female or minority candidate in the final interview round.
- The new chancellor of the University of Texas System, William H. McRaven, announced that he plans to apply the rule to every administrative search for dean and higher in the 14-institution system.
- https://www.insidehighered.com/news/2015/11/06/u-texas-will-require-finalists-administrator-positions-include-women-and-minorities

Faculty and Staff Hiring

- What will be Virginia Tech's **unbalanced, external, nonconservative force** around faculty and staff hiring?
- In the new faculty hiring effort, what **new strategies** will be required?
- Can we chose **radical and transformational vs. comfortable, safe and incremental?**

Faculty Retention

- Onboarding process
- Guidance on tenure/promotion process
- Yearly touch points
- Semester chats
- Professional development

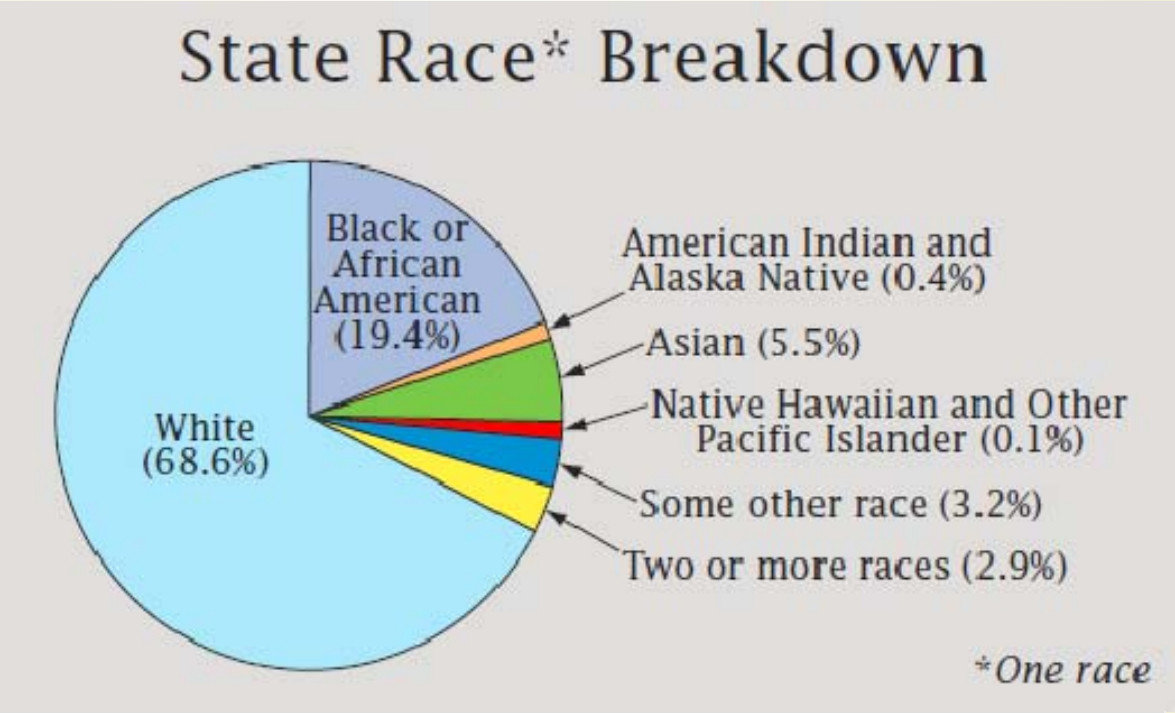
"All the rules and policies in the world cannot help faculty and their families if administrators are not kind and supportive people. One administrator was truly supportive of me, and facilitated my life as a mother and a scholar. I am extremely grateful to her. She is someone who has made a huge difference to my life and to that of my family. She established and helped maintain my commitment to the [university]."

Female faculty member at VT

➨http://www.advance.vt.edu/resources_links/climate_compendium/department_climate_compendium.pdf

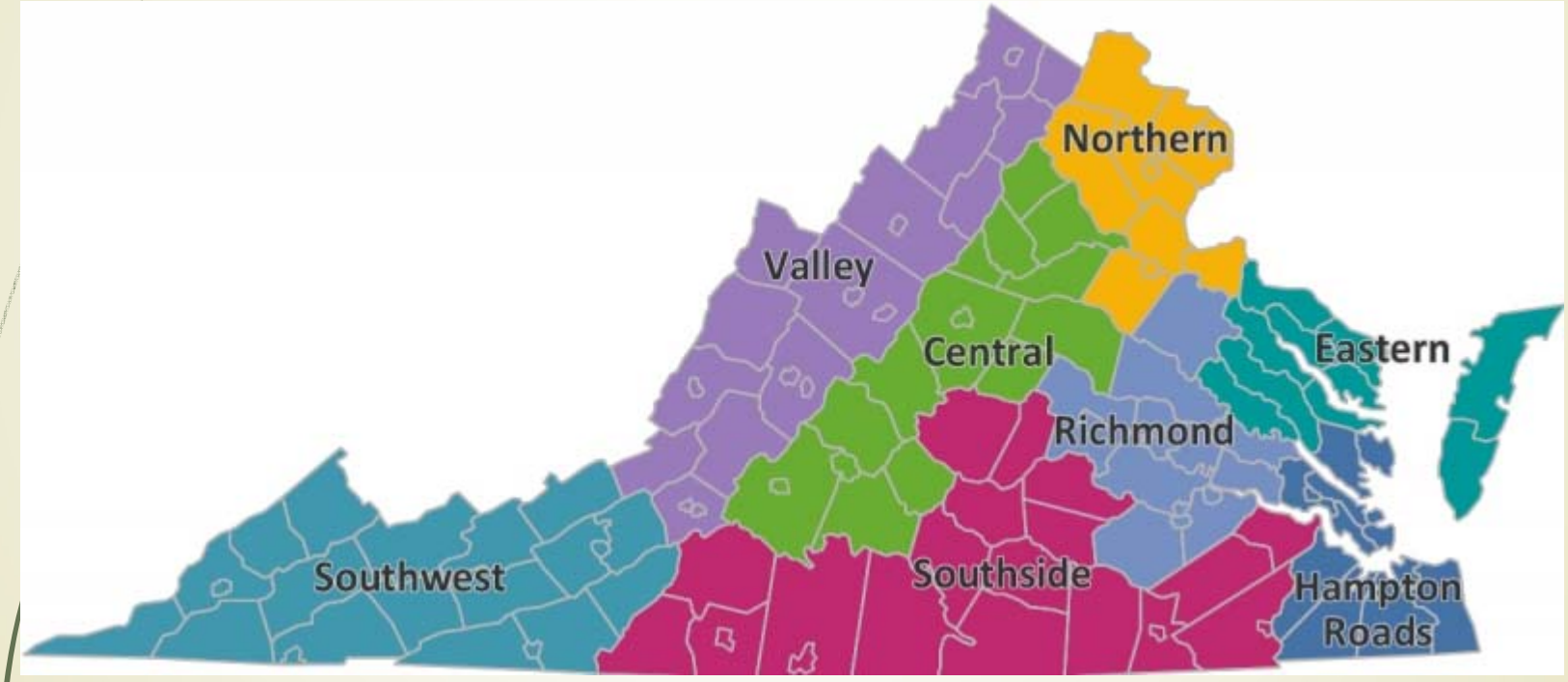
Student Recruitment and Retention

Virginia Diversity, 2010

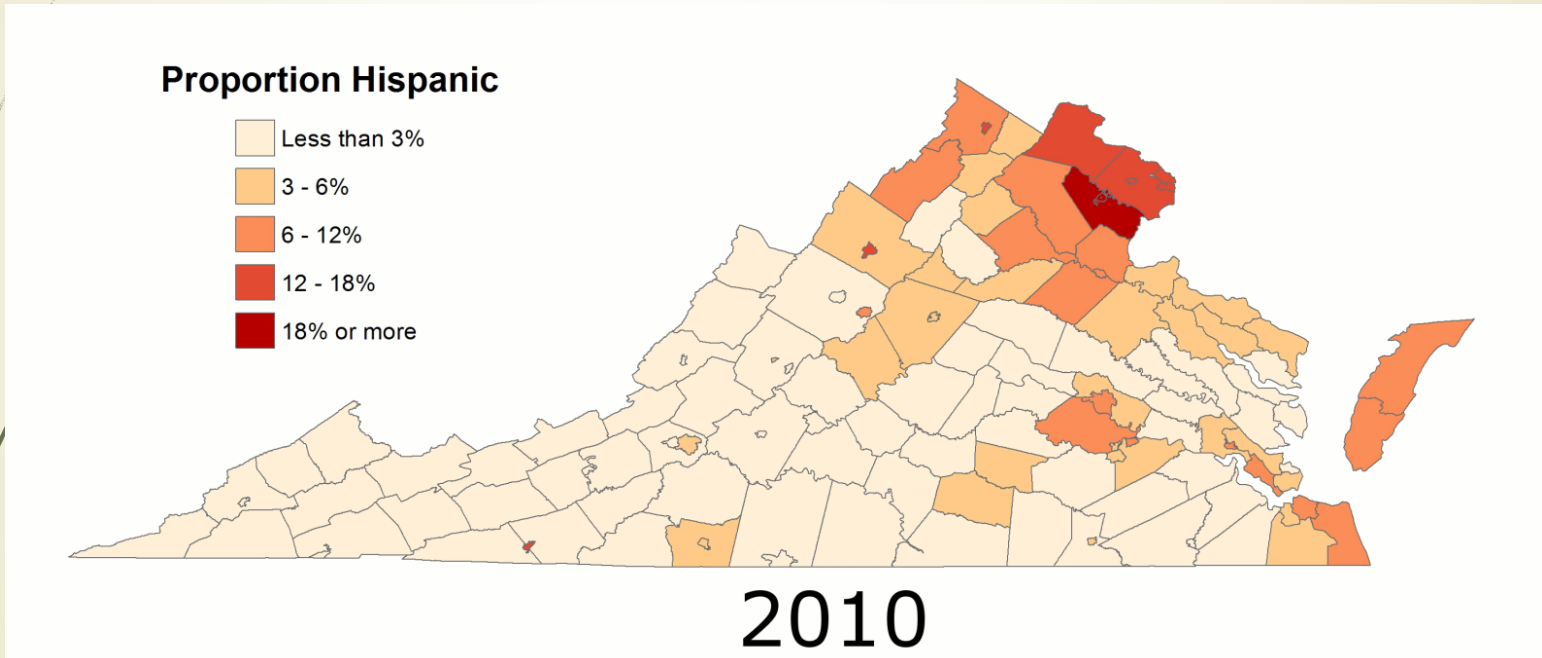


Hispanic or Latino (of any race) makes up **7.9%** of the state population.

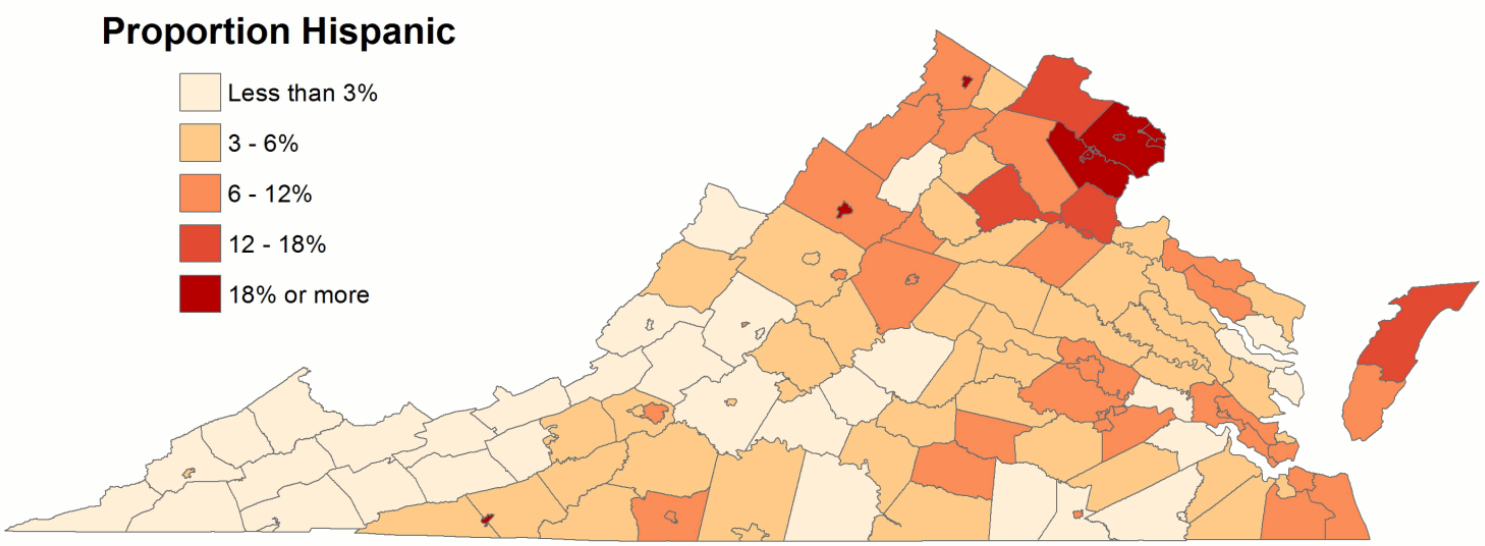
Virginia's regions



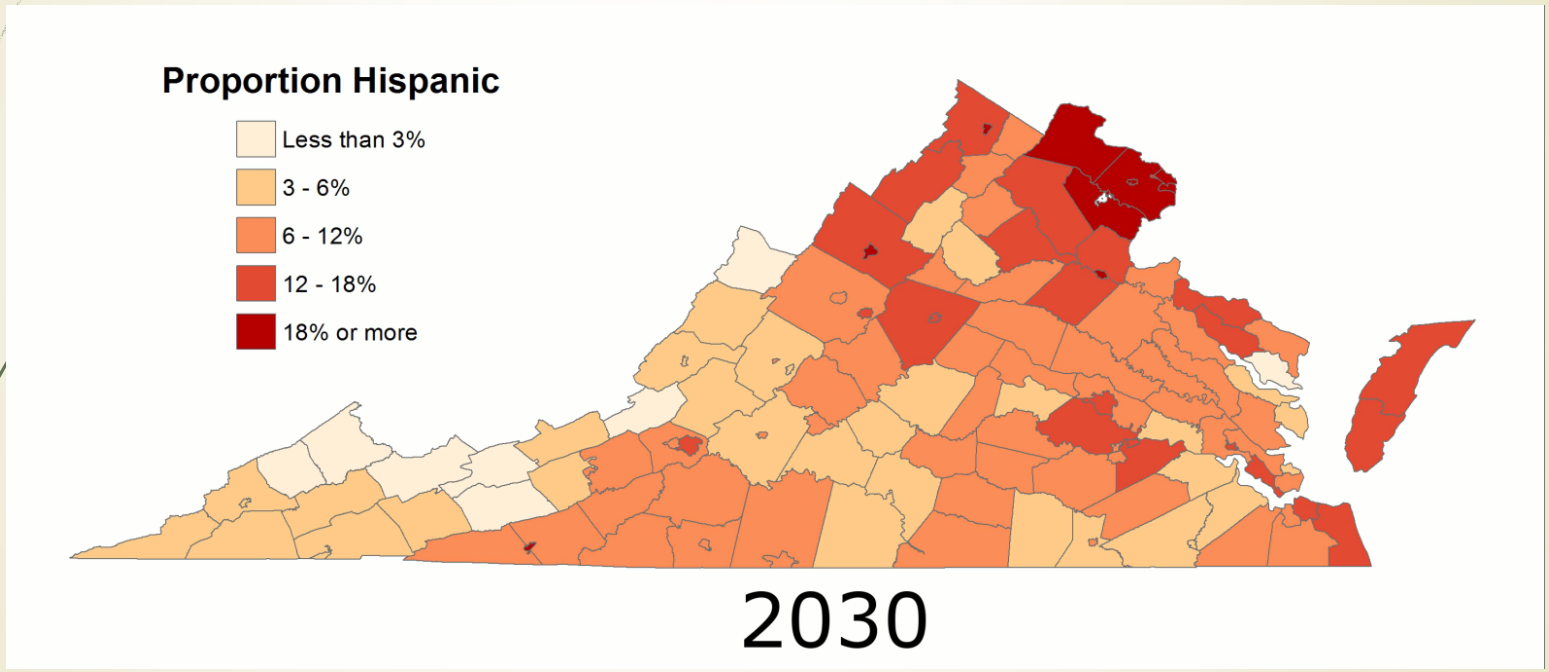
Latino/a Populations in Virginia

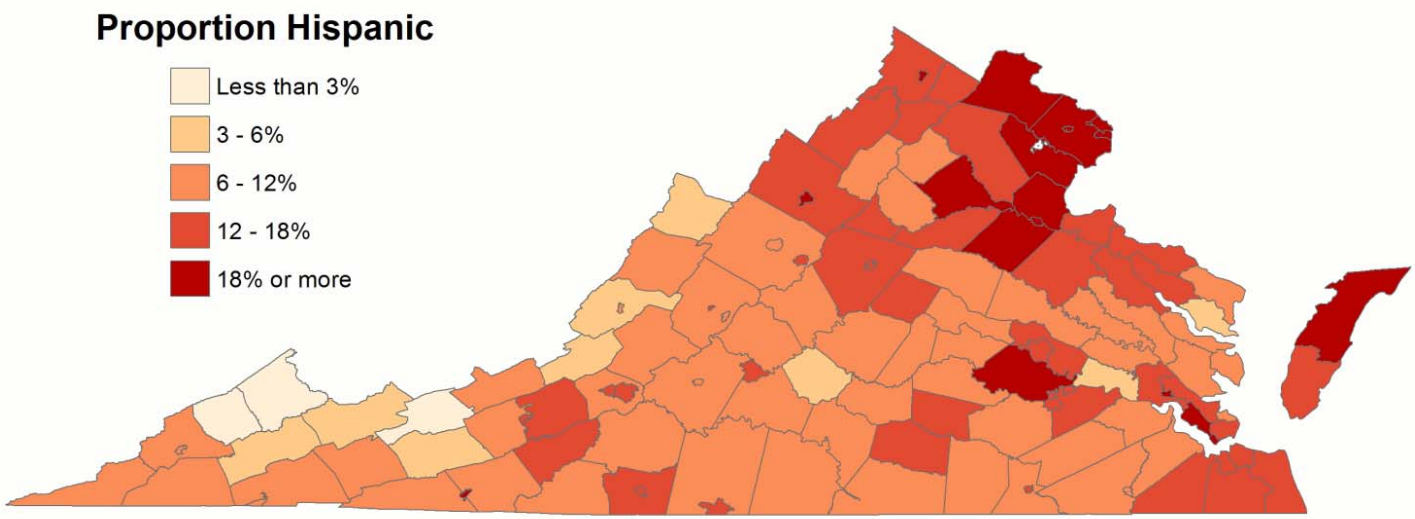


2010



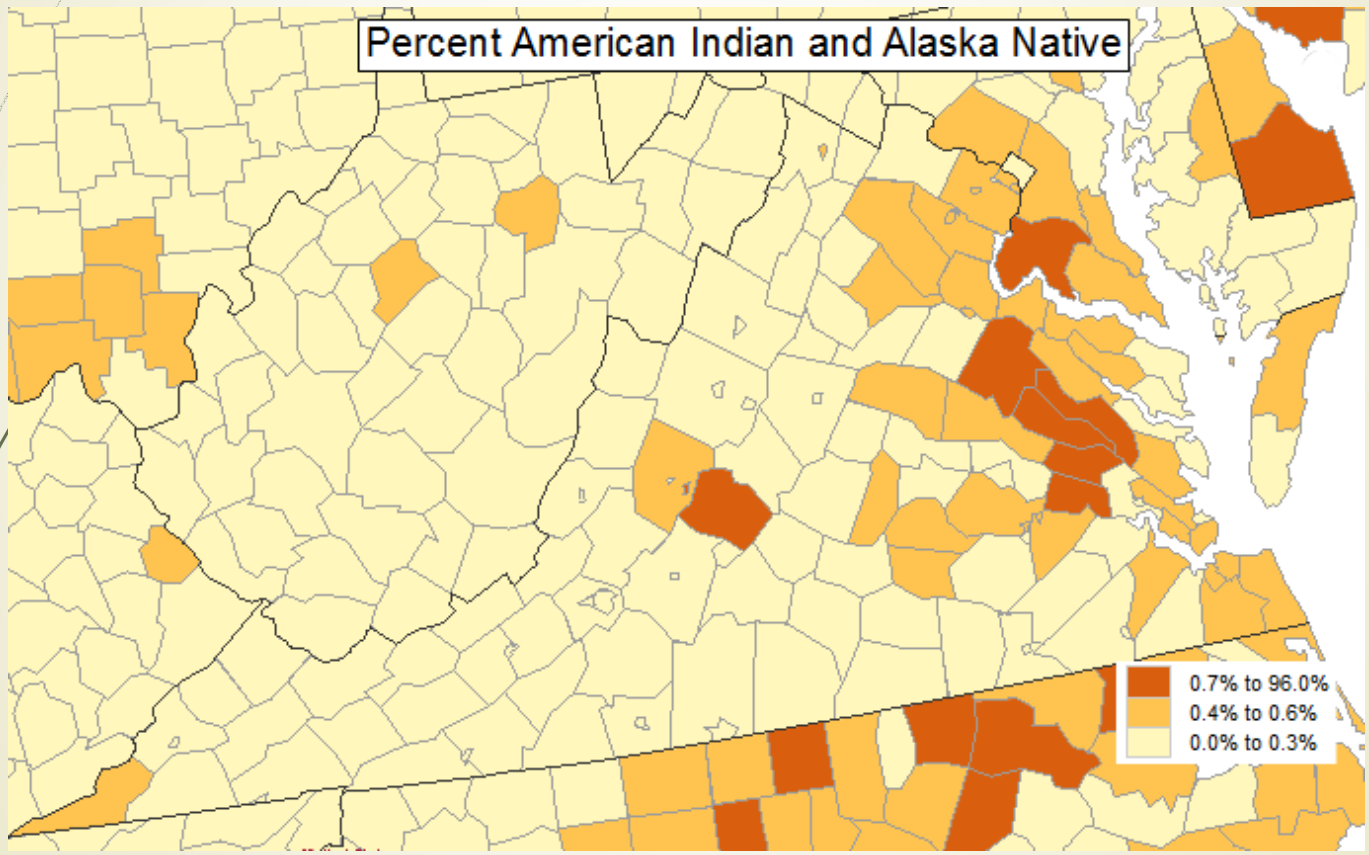
2020


Proportion Hispanic
Less than 3%
3 - 6%
6 - 12%
12 - 18%
18% or more
2030

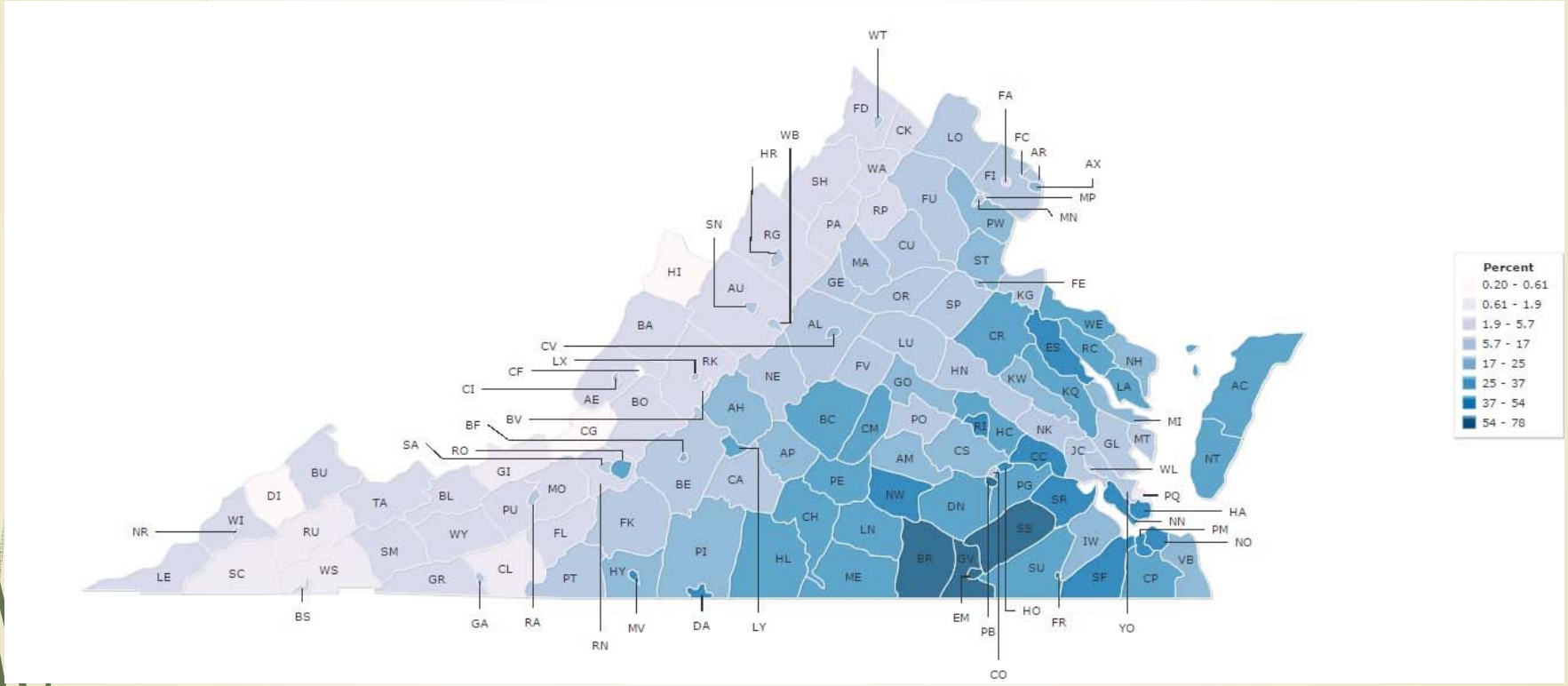


2040

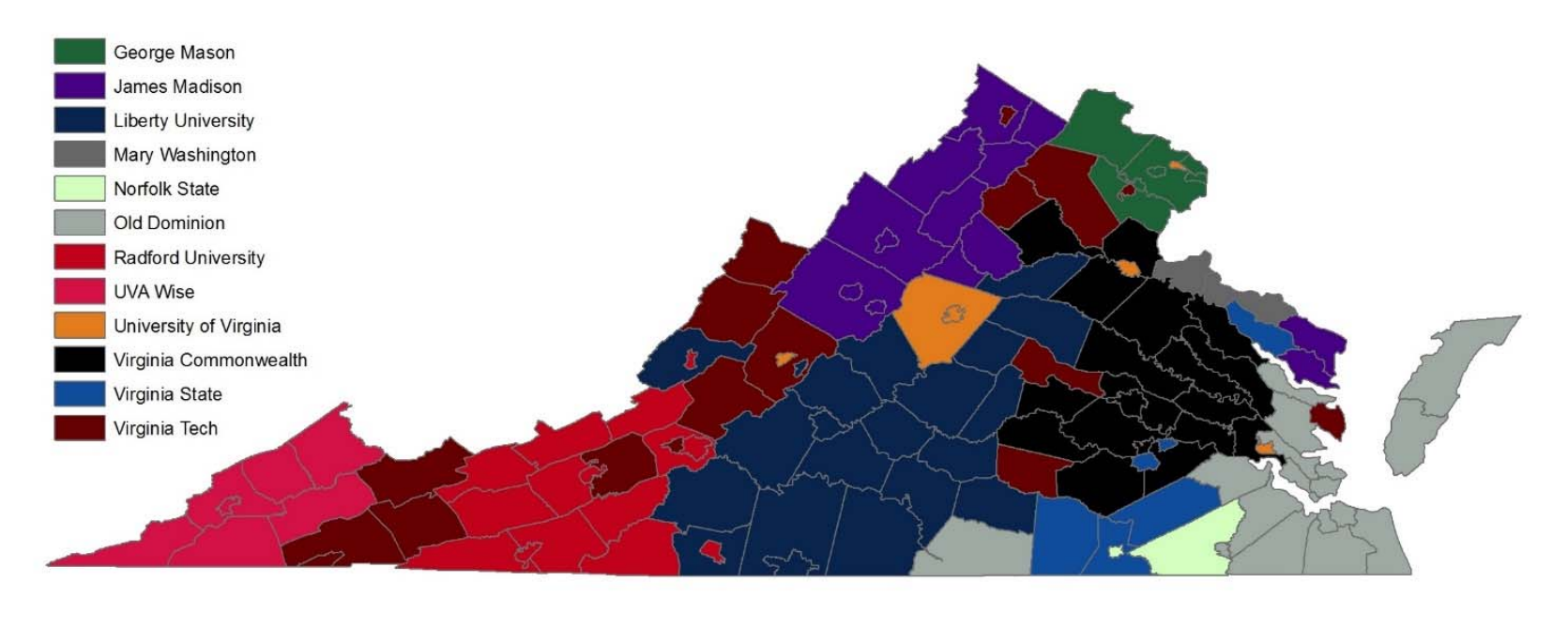
American Indian and Alaskan Natives in Virginia



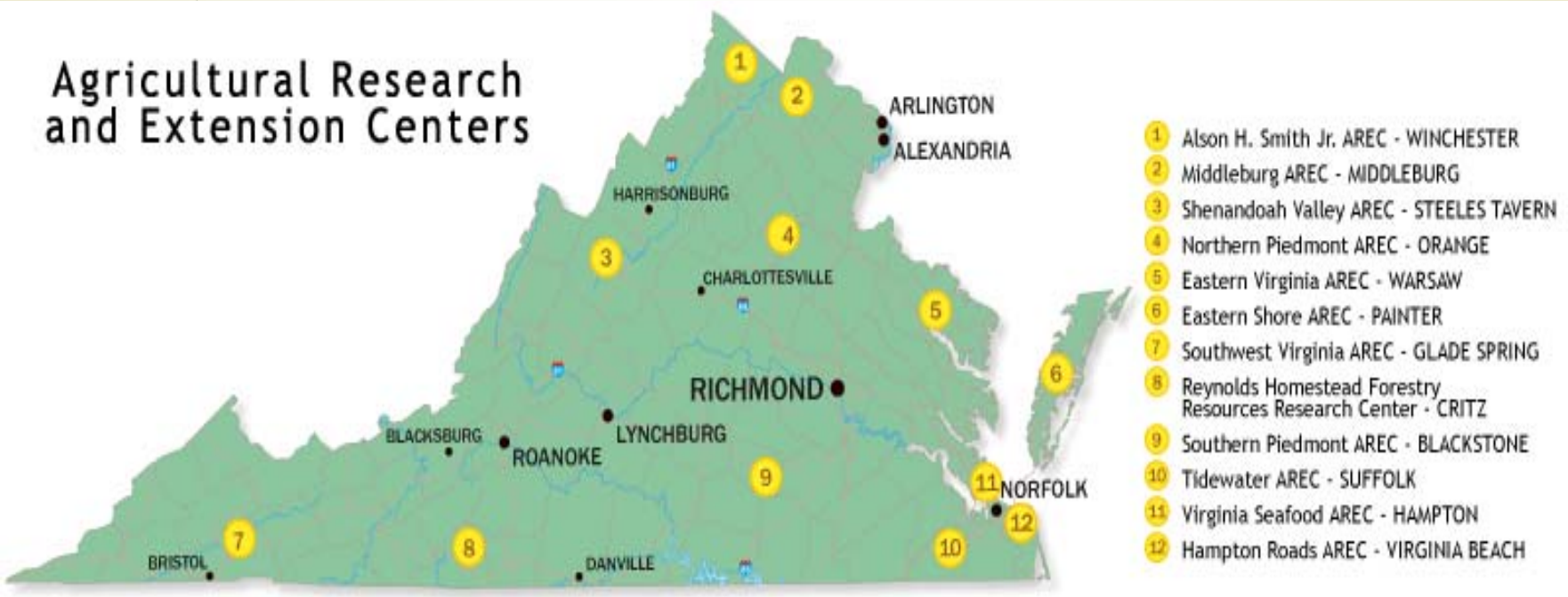
African-Americans in Virginia



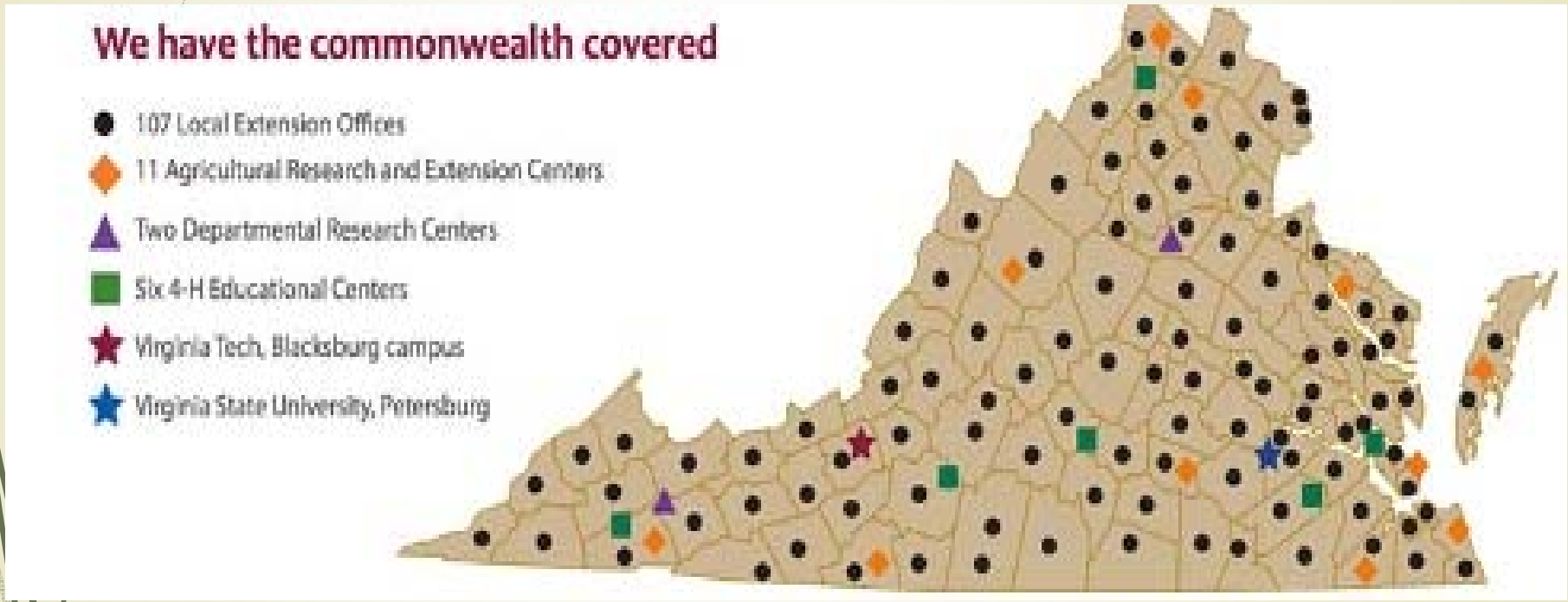
Most Popular VA University by County



Strategic Outreach and Engagement



Local Extension Offices



Concrete Efforts

- K-12 partnerships
- Transfer Student opportunities/community college partnerships
- Scholarships and Financial support
- Helping students to see vs. imagine themselves at VT

Imagine VT

- "Is it **private?**" "no, public land grant" "Oh really, wow. That surprises me"
- "**How big** is it?" "31,000." "Oh really, didn't know it was that big."
- "Aren't they **just Engineering/Tech**?" "Nope..has many other colleges/degrees" "Oh, ok."
- "Where are they?" "Southwest VA" "**Where's that**?"
- "So, is there any diversity there?" "I think so."
- "Isn't that where **the shooting** was?" "yes"
- "Oh, yeah.. they have a really **good football team**" "Oh really, I didn't know that."

Student Retention

- 2 Stories:
  - “Every kid needs a Moses”
  - “I feel like there’s a home room I’m not a part of.”
- Intrusive, Intentional, Invasive Mentoring
  - Academic
  - Social
  - Professional

How to Reap?

- A New Framework

Diversity and Inclusion: The Advancement Model

- Advancing Diversity as a Form of Institutional Advancement
- Focusing on Reaping and Actualizing Excellence and Potential

Prospect Identification

- Discover where you will likely find "prospects"
  - potential undergraduate students, graduate students, faculty
  - conferences, professional organizations, other institutions, other colleagues, community organizations, high schools, HBCUs,
- Use scouts; Learn about the prospect's skills, resources, strengths, experiences, interests

Prospect Cultivation

- Establish sincere, meaningful, relationships with “prospects”
- Sell the institution, department, and community
- Highlight the benefits to the prospect of “giving” to or joining VT, your department, and the Blacksburg community
- Bring them to VT and help them to “see” and imagine themselves here

Prospect Solicitation

Make an "Ask":

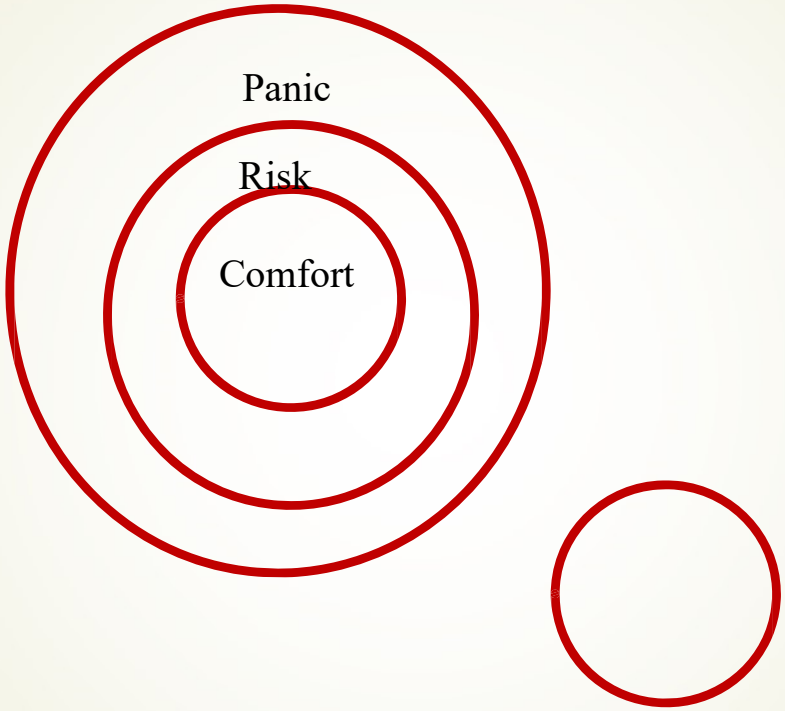
- Short or Long-term
  - Invite to campus for Lecture Series
  - Offer a visiting appointment
  - Use the Faculty Fellow Program
  - Invite Students to summer engagement/camp
  - Initiate an academic or research collaboration

Relationship Maintenance

- Appointment or “receiving the gift” is just the beginning
- Mentoring provides credibility and legitimacy to the “sell”
- Inclusion is a necessary element for the on-going success of the relationship
- Ut Prosim is about inclusion
- We have to share the responsibility for the success of our students, faculty, and staff.

Diversity Strategies

- Should reflect **an understanding of power**
- Should include initiatives that involve:
  - **unbalanced forces**
  - **external forces**
  - **nonconservative forces**
- Should cause **displacements**
- Should cause **accelerations**
- Should **change the existing state of affairs and status quo**
- Should **have velocity**


Panic
Risk
Comfort

Leadership and Diversity

- What is the safe zone, risk zone, panic zone, and out in left field zone for our units around diversity and inclusion in hiring, admissions, and the curriculum?
- What new policies, practices, and procedures can be implemented?
- What will be the resistance?
- How much determination is there to overcome the resistance?

Leadership and Diversity

- What is our own comfort level in talking about and leading conversations and discussions about diversity and inclusion?
- How often is diversity and inclusion discussed in our unit meetings?
- How do we communicate that diversity and inclusion is a priority and value?
- Is diversity and inclusion clearly connected to Ut Prosim in our units?
- What happens when the Principles of Community are not upheld in our units?

Leadership and Diversity

- Have the diversity reports been discussed in department/college meetings?
- Have any of the resources suggested by ADVANCEVT been discussed/used ?
- Do we know what issues faculty are dealing with in the classroom?
- Do we know what is happening in labs?
- Do we know how students, faculty, staff feel in our colleges/units?
- Who attends diversity and inclusion events ? Who is missing? How can they be included?

Four guiding principles

- **L**eadership
- **E**ngagement
- **A**ction
- **D**etermination

A Poem

The excellence through diversity that Virginia Tech realized was not obtained by sudden flight, but we, while our companions slept, were actualizing our potential through the night.

~ Menah Pratt-Clarke

LET'S START REAPING:

Realize Excellence
and
Actualize Potential

Thank You!