

**COLLEGE OF LIBERAL ARTS AND HUMAN SCIENCES**

**STRATEGIC DIVERSITY PLAN**

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## Introduction

The College of Liberal Arts and Human Sciences welcomes and values diversity in curriculum, academic programs, people and activities. Our faculty, staff and students recognize that diversity enriches educational and professional lives, and we seek to enhance the ways in which we relate to all people. Our commitment to diversity is grounded in the Virginia Tech Principles of Community and our own College definition of diversity:

We, the College of Liberal Arts and Human Sciences Diversity Committee, use the term “diversity” to mean the desirability and value of many kinds of individual differences while at the same time acknowledging and respecting that socially constructed difference based on certain characteristics exist within systems of power that create and sustain inequality, hierarchy, and privilege.<sup>1</sup> The College of Liberal Arts and Human Sciences is determined to eliminate these forms of inequality, hierarchy, and privilege in our programs and practices. In this sense, diversity is to be actively advanced because it fosters excellence in learning, discovery, and engagement.

The College affirms the following commitments to diversity:

To enhance the quality of life of individuals and families across the lifespan by creating and maintaining a body of students, faculty and staff that reflects the cultural diversity of the state of Virginia and the national population.

To create opportunities for intellectual stimulation which is derived from an appreciation of multiple perspectives that are brought to the center and are allowed to flourish with a diverse community of students, faculty and staff.

To build an infrastructure that promotes representation from underrepresented groups in decision-making processes across the curriculum and administrative affairs of the College.

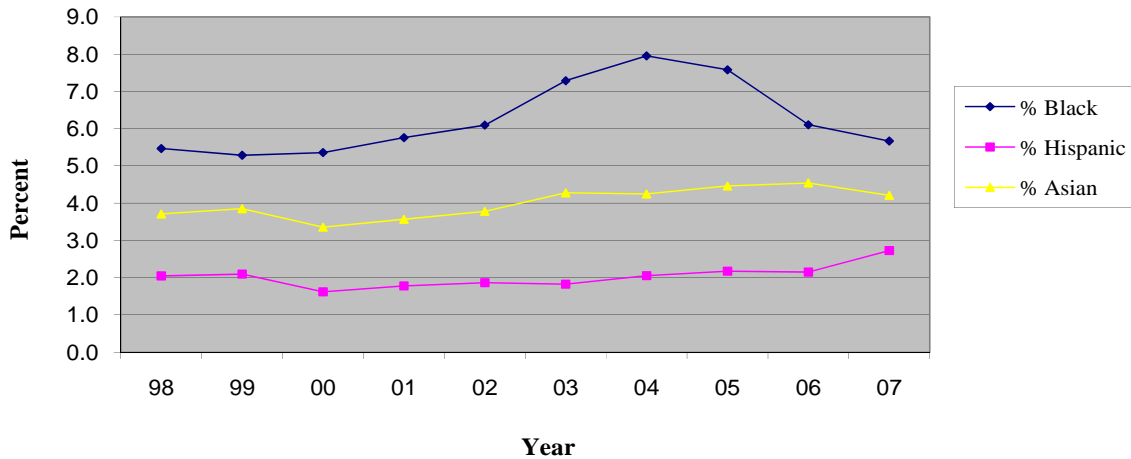
To foster a supportive forum which channels and rewards internal and external collaborative initiatives and partnerships that recognize interlocking systems of race, class, gender and age in our discovery, learning and engagement agendas.

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<sup>1</sup> These characteristics included, but are not limited to ability, age, body size and condition, class, color, ethnicity, gender, gender expression, geographical and cultural background, health status, national origin, political affiliation, race, religion, sexual orientation, and veteran status.

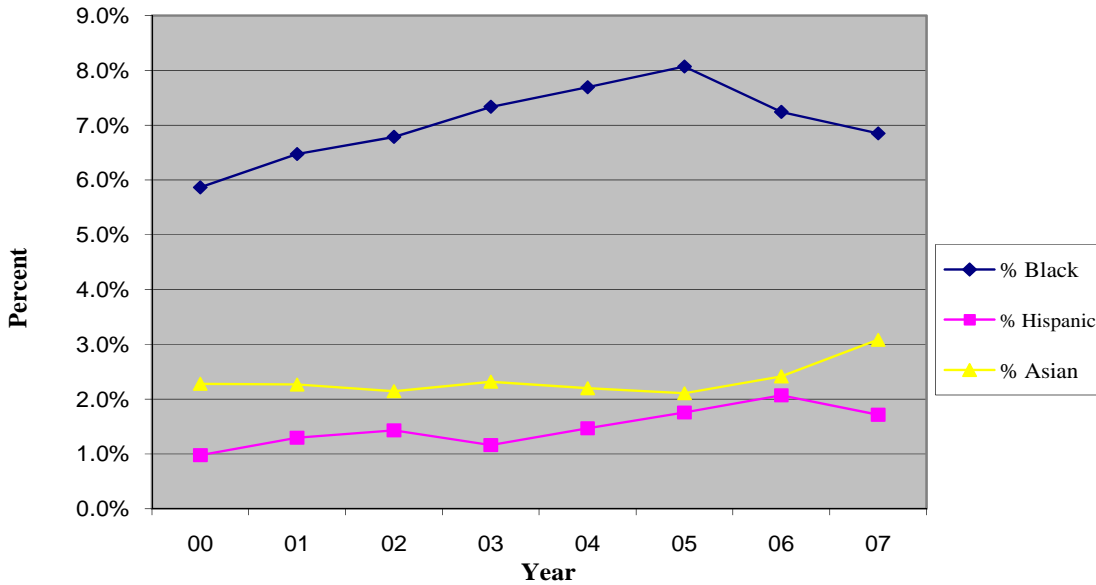
We believe that efforts to promote and sustain diversity in the College must be directed toward three key elements: people (students, faculty and staff), academic programs and curriculum, and campus climate. Before we can set goals for where we want to go, we must understand where we are. Our work began by assessing demographic information about the faculty, staff and students in the College. This information is presented in Figures 1 and 2 and Table 1.

**Fig. 1 Time series for three largest minorities among CLAHS undergraduates: 1998-2007**



Trends in enrollment of the three largest student minorities in the College - African Americans, Hispanics and Asians - were showing gains prior to 2004. The steady gains in African American enrollment before 2004 and steady losses after indicate a nonrandom series, which likely has one or more causes. It may be that the action taken by the Virginia Tech Board of Visitors to ban Affirmative Action at Virginia Tech during AY 2002-2003 influenced African American public opinion with the resulting effect that Virginia Tech does not offer a welcoming environment for African-Americans.

**Fig. 2 Time series for three largest minorities among CLAHS faculty**



The time series for ethnic/racial minorities for CLAHS faculty for the years 2000-2007 reveal a similar pattern for African American faculty as found for undergraduates. There was a slight increase in African American faculty of about 2% between 2000 and 2005 to a peak of 8%, followed by a 1% decline to 7% in 2007. This is in contrast with a 1% increase in Asian faculty after 2005 and a 1% increase in Hispanic faculty between 2003 and 2006. The decrease in African American faculty followed shortly after the decrease in African American student enrollment; the BOV interference with Affirmative Action policies was likely among the possible causes of African American faculty decline.

**Table 1: Student Financial Needs for AY 2008-09<sup>2</sup>**

Average of GRS NEED		No. of Students with Need	Average Financial Need	Average Unmet Need	% of Unmet Need
Graduate	American Indian/Alaska Native	5	16,607	4,553	27.4%
	Asian/Pacific Islander	9	16,244	7,549	46.5%
	African American	79	14,854	2,849	19.2%
	Caucasian	358	16,382	5,364	32.7%

<sup>2</sup> Source: University Scholarships & Financial Aid.

	Hispanic	15	13,485	4,772	35.4%
	Unknown	7	19,416	9,746	50.2%
GR Total		473	16,080	5,023	31.2%
Undergraduate	American Indian/Alaska Native	6	13,875	3,235	23.3%
	Asian/Pacific Islander	72	12,423	3,440	27.7%
	African American	125	16,362	2,998	18.3%
	Caucasian	923	11,999	3,643	30.4%
	Hispanic	53	15,047	4,534	30.1%
	Unknown	101	11,909	3,425	28.8%
UG Total		1,280	12,576	3,586	28.5%
Grand Total		1,753	13,522	3,974	29.4%

The average unmet financial need at both the graduate and undergraduate levels is approximately 30%. Among graduate students the Asian/Pacific Islanders and Hispanics have the largest unmet needs. This reflects that these two groups are disproportionately international students and pay out-of-state tuition. At both the undergraduate and graduate levels, African Americans have the lowest unmet financial needs. This may be due to much lower household incomes which qualify students for Pell Grants that pay a greater proportion of their financial needs.

In addition to examining college trends, we studied Diversity Reports from the top 15 National Science Foundation (NSF) ranked universities, reports and plans from each department in the College, the Virginia Tech Diversity Strategic Plan for 2008-2012, the Virginia Tech Task Force on Race and the Institution, the Implementation Team Report on Race and the Institution and Dean Ott Rowlands' April 2008 State of the College Address regarding diversity. The Diversity Strategic Plan Committee met five times as a committee of the whole, with sub-committee meetings convened numerous additional times to construct objectives, strategies, practices and measures in keeping with the University Diversity Strategic Plan. A draft plan was shared with the College Diversity Committee for feedback. The plan that follows contains our best thinking for strategic diversity directions at this time. After discussion with departments and final approval, we recommend that an implementation plan that contains a timeline and responsibility assignments be established.

Successful diversity strategies are those which promote long-term change in attitudes and culture, resulting in institutional change leading to greater diversity, opportunity, and excellence. It is our hope that this strategic diversity plan for the College will lead us in a positive direction in the years to come.

## Access and Success

**Goal:** Increase and retain diverse undergraduate and graduate students.

**Objective 1:** The College will facilitate access at the undergraduate level with the intent to increase the compositional diversity of the CLAHS undergraduate student body.

**Strategy 1:** Evaluate precollege and undergraduate pipeline programs at Virginia Tech and other universities, with the goal of selecting and further developing optimal strategies for the College.

**Practices:**

1. Expand the Virginia Tech Coordinated School Visit Program (VTCSVP) to provide CLAHS faculty with the opportunity to recruit underrepresented high school students.
2. Explore developing a recruitment program similar to the Virginia Tech Stars Program that provides opportunities for underrepresented high school students to gain research experience with CLAHS faculty during the summer.
3. Develop a limited partnership with Upward Bound and Talent Search to recruit local and in-state underrepresented high school students and to support their efforts to socialize and orient students for college study.
4. Collaborate with University Development to lessen the financial burden of underrepresented undergraduates by increasing donor gifts and scholarships.
5. Charge the CLAHS Associate Dean of Graduate Studies and Research to work with the Office of Financial Aid to address unmet financial need of students.
6. Charge the CLAHS Associate Dean of Graduate Studies and Research to coordinate pipeline initiatives, their implementation and evaluation.

**Measures:**

1. Periodic departmental diversity reports and plans, which include information on use of pipeline programs and their success in the recruitment of students from underrepresented groups.
2. Collaboration between the College and departments with the Office of Institutional Research (OIR) to annually track students identified through pipeline programs with regard to applications, enrollments, graduation rates and, where feasible, subsequent education and careers.
3. Annual assessment of success and barriers in procuring funding for

underrepresented students.

**Objective 2:** The College will increase the retention and achievement of excellence of first-generation and underrepresented undergraduate students.

**Strategy 1:** Utilize existing resources to develop innovative programs that encourage students to excel in their majors and acquire the knowledge and skills necessary to succeed in either post-graduate employment or further professional training.

**Practice:**

1. Collaborate with the Multicultural Academic Opportunities Program (MAOP) and the Ronald A. McNair Program on their mentoring programs for first-generation and underrepresented students.

**Measures:**

1. Annual assessment of the number of new first-year undergraduates who are first-generation college students from underrepresented groups (to include African-American, Hispanic/Latino, Native American).
2. Development of standardized mentor forms assessing the first semester progress of mentored students.
3. Assessment of persistence of first-year, first-generation college students.
4. Collaboration with the OIR in tracking the number of first-generation and underrepresented undergraduates, their proportion relative to the percent of Virginia high school graduates in the same groups, the proportion who graduate from Virginia Tech, the proportion who graduate within six years, and grade point average in their major.

**Objective 3:** The College will foster the enrollment, retention and success of underrepresented students in graduate education.

**Strategy 1:** Foster interest and socialization of Virginia Tech undergraduates in graduate education.

**Practices:**

1. Promote faculty involvement and sponsorship of participants in the Ronald A. McNair Program (McNair Scholars Program) by tying in involvement with the Undergraduate Research and Prospective Graduate Student Conferences.
2. Encourage faculty-directed collaborative research, utilizing the Undergraduate Research Institute, *Philologia* and the Virginia Tech Undergraduate Research and Prospective Graduate Student Conferences.

3. Study the Virginia-North Carolina Louis Stokes Alliance for Minority Participation (VA-NC LSAMP), an NSF program to increase the number of underrepresented graduates who pursue higher education in the STEM disciplines, with the goal of applying lessons learned to the social sciences and humanities.

**Measures:**

1. Determination of the number and participation of students from underrepresented groups in the Ronald A. McNair Program, Undergraduate Research Institute, *Philologia*, Prospective Graduate Student Conference and related programs.
2. Collaboration with the OIR and departments to determine by major, race/ethnicity and gender the proportion of underrepresented students who successfully pursue graduate or other professional education.

**Strategy 2:** Attract students from Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs) and Tribal colleges to Virginia Tech graduate programs to pursue higher education in the College.

**Practices:**

1. Develop and implement articulation agreements between the College and HBCUs, HSIs and Tribal colleges to increase recruitment.
2. Promote CLAHS department and faculty involvement in the Virginia Tech Coordinated School Visit Program (VTCSVP) which seeks to recruit competitive graduate students from HBCUs, HSIs and Tribal colleges.
3. Encourage departments to pursue additional collaborations such as a program for visiting professors from HBCUs and attendance at department-sponsored and/or discipline-specific events such as conferences and colloquia.

**Measures:**

1. Number of faculty who participate in VTCSVP, documented on the VTCSVP website, [www.vtcsvp.com](http://www.vtcsvp.com).
2. Annual evaluation of the implementation of new and continuing articulation agreements.
3. Identification of students recruited from HBCUs, HSIs and Tribal colleges, and tracking of students' progress to graduation.

**Strategy 3:** Promote retention and excellence of underrepresented groups in graduate education.

**Practices:**

1. Support development of the first doctoral track in Africana Studies Program in the South.
2. Support graduate student research pertaining to diversity through, for example, collaboration with the Race and Social Policy (RSP) Research Center.
3. Encourage graduate students from underrepresented groups to take advantage of the Graduate Education Development Institute, which fosters professional development.
4. Work closely with the Office of Graduate Recruiting to focus on the unique needs of underrepresented graduate students.
5. Identify and nominate underrepresented students to leadership positions, e.g., SGA, BOV.
6. Encourage graduate student participation in mentoring events sponsored by groups such as the Multicultural Academic Opportunities Program, the Black Graduate Student Organization and the Graduate Student Assembly.
7. Encourage departments to identify, compile and distribute a list of external funding opportunities for graduate theses, dissertations, fellowships and assistantships.

**Measures:**

1. Review of periodic department diversity reports and plans, which include information on available funding opportunities for and efforts to address the unique needs of students from underrepresented groups.
2. Creation of departments of readily accessible graduate student records on applications, enrollments, graduation rates, and the subsequent education and careers of underrepresented groups.
3. Reports from recipients of the Summer Graduate Student Diversity Fellowship that will document their work and will be submitted by the end of the fall semester to the College Diversity Committee, College Diversity Fellow and the Dean.
4. Retention and graduation rates by race/ethnicity and gender, compiled with the assistance of OIR.
5. Progress of students who benefit from donor gifts and scholarships and those who assume leadership positions.

## **Education and Scholarship**

**Goal:** To provide faculty, staff and students with a wide range of opportunities to learn and develop in the areas of equal opportunity, diversity and inclusion.

**Objective 1:** The College will increase the capacity of faculty and staff in the areas of equal opportunity, diversity and inclusion.

**Strategy 1:** The College will explore how educational programs and experiences for faculty and staff are being offered to increase their multicultural and diversity competencies and their knowledge of pertinent University policies.

**Practices:**

1. Collaborate with the OEI to actively participate in the piloting of the University's Diversity Development Initiative and the provision of Incentive Grants for faculty to incorporate diversity subject matter into their courses.
2. Develop workshops for faculty, staff and administrators, such as "Race, Ethnicity and Gender Challenges in Higher Education."
3. Explore the possibility of a graduate certificate in disability studies.

**Measures:**

1. Number of faculty and staff taking part in diversity programs.
2. Number of faculty and staff reporting substantive diversity-related accomplishments on annual performance evaluations, FAR evaluations and P&T documents.

**Strategy 2:** The College will establish and/or continue programs of recognition for those engaged in diversity-related activities.

**Practices:**

1. The College will recognize exemplary faculty and staff in internal and external communications.
2. The College will continue its Diversity Fellow program.
3. The College will publicize the Diversity Committee membership.
4. The College will continue to oversee the selection and announcement of its Diversity Award.
5. The College will promote the Diversity Research Small Grant program.

**Measure:**

1. Names and number of faculty and staff receiving grants and awards, serving on diversity-related committees, appointed as Diversity or Multicultural Fellows, and participating in other diversity activities.

**Strategy 3:** The College will encourage the Diversity Committee to support key *AdvanceVT* initiatives dedicated to the recruitment and advancement of women faculty.

**Practice:**

1. College faculty will meet with the *AdvanceVT* team to determine how its programs and opportunities can be applied within the College.

**Measure:**

1. Number of new initiatives adopted from best practices of *AdvanceVT*.

**Strategy 4:** The College will coordinate incentive-based opportunities for pedagogical review and course transformation.

**Practices:**

1. Work with departments to collate information on the extent, nature and quality of diversity subjects currently integrated in existing curriculum.
2. Provide assistance to departments in integrating diversity throughout the curriculum through the support of initiatives such as the College Diversity Grant Program, University Incentive Grants and the use of internal or external diversity consultants.

**Measures:**

1. Diversity Grants and Incentive Grants awarded.
2. Departments working with diversity consultants.
3. College Diversity Committee assessment of outcomes of grants and consultations.
4. Courses with a focus on diversity and courses that integrate diversity subjects into standard curriculum as determined by periodic department curriculum surveys that will be collated and assessed by a panel comprised of members of the College Diversity Committee.

**Strategy 5:** The College will inform faculty and staff of work-life policies and monitor the effectiveness of these policies.

**Practices:**

1. Encourage department heads to invite the Director of Family and Work Life

Resources to speak at department meetings.

2. Distribute work-life policy informational packets to new faculty and staff.  
Update all faculty and staff periodically regarding new policies.

**Measure:**

1. Reporting by department chairs of efforts made to inform faculty and staff of the University's work-life policies and resources.

**Objective 2:** Incorporate diversity into College curricula and prepare students for a global, multicultural world to maximize the educational benefits of diversity.

**Strategy 1 and 2:** Explore a requirement within the Curriculum for Liberal Education that addresses issues of race-related and other forms of privilege and disadvantage that will provide additional experiences for students to develop the ability to function in a diverse democracy.

**Practices:**

1. Use the College Diversity Grant Program to support diversity curriculum development.
2. Encourage a College-wide requirement of at least one course that focuses on diversity awareness, knowledge and competencies.
3. Expand and further develop Africana Studies with a dedicated cluster hire and the creation of the first doctoral program in Africana Studies in the South.
4. Develop and expand programs for underrepresented groups, such as but not limited to Women's Studies, Appalachian Studies, Native American Studies and Latino/a and Hispanic Studies.
5. Explore reestablishing the University Diversity Certificate Program with the intention of providing an elective diversity program that will maximize the number of students with diversity awareness, information and competencies.
6. Implement a meeting of the Diversity Fellow and the Associate Dean for Graduate Programs and Research/Director of Diversity Initiatives with each department to collect information and promote diversity practices.
7. Create an easily accessible page on the College website that lists diversity courses and diversity activities available each semester.
8. Support diversity outreach initiatives such as the CLAHS/YMCA Partnership for Public Forums to promote "difficult conversations" and the Christiansburg Institute.

**Measures:**

1. Programs and courses added or expanded that further incorporate diversity and prepare students to function in a diverse democracy.
2. Outcomes of meetings with departments.
3. Hits on College website for diversity information.

## Campus Climate and Intergroup Relations

**Goal:** To create a campus climate that is welcoming for all faculty, staff and students - one that fosters a climate of inclusivity reflecting Virginia Tech's Principles of Community.

**Objective 1:** Maintain/increase public expression of the College's commitment to diversity throughout the college.

**Strategy 1:** Include Principles of Community and/or the College's statement on diversity in all CLAHS publications, promotional materials and spaces and encourage all College administrators to consistently remind constituents of diversity commitments and goals.

**Practices:**

1. Continue to promote diversity issues in *Spheres*.
2. Include Principles of Community and/or College statement on diversity on department websites.
3. Include the commitment to diversity in external and internal messages by all College administrators.

**Measures:**

1. Use of Principles of Community and College statement on diversity on CLAHS and departmental communication materials.
2. Frequency of diversity commitments expressed by administrators.

**Objective 2:** Increase positive opportunities for diversity and intergroup experience for faculty, staff and students within the College and the University.

**Strategy 1:** Collaborate with community groups on diversity initiatives as opportunities arise.

**Practice:**

1. Pursue collaborations.

**Measure:**

1. Participation in collaborative initiatives and responses gathered from evaluations.

**Strategy 2:** Sponsor at least two public conversations directly related to equity and inclusion each semester (lecture, film, art exhibit, etc.).

**Practices:**

1. Co/sponsor events related to equity and inclusion.
2. Work in concert with the LGBT caucus, the Black Caucus, and the Hispanic Caucus, and/or sponsor events in “themed” months, e.g. women’s month, Black history month, American Indian month.
3. Co/sponsor pertinent and related student organization events.

**Measures:**

1. Recognition of College sponsorship in all promotional material.
2. Attendance at events and responses gathered from “after event” evaluations.

**Strategy 3:** Participate in or create a service project to encourage faculty, staff, student, and community engagement, possibly by widespread buy-in to the already established College staff association service project each semester.

**Practices:**

1. Establish or connect to on-going service projects.
2. Engage constituents (faculty, staff, students, community) via College-wide announcements through department heads and from the Office of the Dean.

**Measure:**

1. Number of hours contributed.

**Objective 3:** The College will provide diversity and inclusion resources for faculty, staff and students.

**Strategy 1:** Identify and distribute diversity resources from the OEI for individual, classroom and student organization use.

**Practices:**

1. Make available existing resources in electronic format and post them to the College’s diversity website. A College-wide email sent annually will publicize and encourage use of these resources.
2. Establish an undergraduate research team in collaboration with the Undergraduate Research Institute to identify, evaluate and promote additional equity and inclusion resources for faculty, staff and student use.

**Measures:**

1. Distribution of email publicizing resources on the College’s diversity website.

2. Creation of research team and submission of the team's final report and promotional plan.
3. Use and evaluation of resources.

**Strategy 2:** Develop a College speakers' bureau of faculty, staff and students who are prepared to share their expertise related to inclusion, diversity and intergroup relations with classes, student organizations or other groups.

**Practice:**

1. Develop and implement a speakers' bureau.

**Measures:**

1. Successful development of a list of speakers, topics and materials.
2. Use of the bureau and an evaluation of its services.

**Objective 4:** The College will develop an informal mentoring program for all new faculty, staff and students who may identify with an underrepresented group.

**Strategy 1:** Identify faculty and staff from various underrepresented groups who would be amenable to providing guidance to a new colleague who has self-identified or requested this service and establish a program in the College based on the response by faculty and staff.

**Practices:**

1. Create a mechanism for information for new hires of the availability of the mentoring program in venues such as orientation.
2. Create a flyer to be included in all faculty/staff interview packets outlining mentoring opportunities.
3. Identify one centralized contact within the College to develop and maintain the mentoring program.

**Measures:**

1. Identification and recruitment of College mentors from underrepresented groups for the program.
2. Use of the mentoring program and follow-up with contacts.
3. Identification of a sponsor or sponsors for mentoring program.

## **Institutional Infrastructure**

**Goal:** To better incorporate diversity into all organizational aspects of the University.

**Objective 1:** The College will provide sufficient funding to support its commitment to diversity.

**Strategy 1:** The College will set aside an appropriate percentage of its base budget and earmark these resources for diversity initiatives during the following year.

**Practice:**

1. Each spring the College will determine the diversity initiatives it commits to supporting the following academic year and allocate funds for these programs as an integral and regular part of its budgeting process.

**Measure:**

1. Line items in the College budget. These currently include:

a.	Diversity Fellow	\$ 2,000
b.	Departmental Diversity Grant Program	\$25,000
c.	Coordinated School Visit Program (CSVP)	\$10,000
d.	CLAHS Diversity Award	\$ 1,500

**Strategy 2:** The College will strive to improve support for disability services and accommodations.

**Practice:**

1. The College will promote a more systematic and thorough identification of ongoing needs of individuals with disabilities. It will work with other units across the campus to streamline the current process for requesting funds for disability-related initiatives. The College will match any awards for disability-related initiatives made at the University level.

**Measures:**

1. Revision of fund request process.
  
2. Increase in support for disability-related initiatives.

**Objective 2:** The College will use innovative strategies to actively and continuously recruit underrepresented staff and faculty members in all ranks.

**Strategy 1:** The College will re-establish the ABD (dissertation-in-residence) program with the dual purpose of providing support for a doctoral candidate in a CLAHS discipline and ultimately recruiting the candidate for a faculty position in the College.

**Practice:**

1. Implement the ABD program.

**Measure:**

1. Number of participants and subsequent recruitment.

**Strategy 2:** The College will enhance its website to highlight its commitment to diversity.

**Practice:**

1. The College will regularly post relevant information regarding its diversity strategic plan, current diversity initiatives and recent diversity-related activities.

**Measures:**

1. Increased number of diversity-related links, e.g., to the OEI, and pictures.
2. Number of hits on website.

**Strategy 3:** The College Diversity Committee will prepare a brief handout highlighting diversity/multicultural initiatives and accomplishments in the College for inclusion in the packet of materials given to every candidate for a staff or faculty position.

**Practice:**

1. Prepare and distribute handout.

**Measure:**

1. Feedback regarding the handout.

**Strategy 4:** The College Diversity Committee will prepare for every new staff and faculty person in the College a packet of materials with information about the Equal Opportunity, Diversity and Conflict Resolution resources available at Virginia Tech.

**Practice:**

1. Prepare and distribute packets.

**Measure:**

1. Feedback regarding the packets.

**Strategy 5:** The College will work with the Office of Development and/or corporate sponsors to fund chairs and professorships in curricular areas related to diversity, e.g., Africana Studies.

**Practice:**

1. Establish chairs and professorships.

**Measure:**

1. Number of chairs and professorships.

**Strategy 6:** The College will revisit recommendations in the Virginia Tech Task Force on Race and the Institution, p. 18, regarding implementation of “a cluster hire of approximately five positions for instructional faculty members from a variety of disciplines with expertise in the scholarship of race and ethnicity or diversity issues” as well as the idea of Hispanic Studies at Virginia Tech.

**Practice:**

1. Hire faculty and establish the program.

**Measures:**

1. Number of faculty hired.
2. Establishment of Hispanic Studies program.

**Strategy 7:** The College will consider the hiring incentive currently used throughout the University of California system and at Princeton. In this system, several positions are held at the College level and not distributed to departments. The salary savings from these non-held positions are used to cover several years of the salary of recently hired faculty members who clearly contribute to the College’s commitment to diversity. This frees up the recently hired faculty members’ salaries, which go to their departments as incentives/rewards. (The UC system uses these monies as one-time supplements to the salaries of all faculty in the departments that successfully complete hires that support diversity.)

**Practices:**

1. Articulate the policy.
2. Initiate the practice.

**Measure:**

1. Number of departments supported through these additional funds.

**Strategy 8:** College search committees will make better use of the diversity-related search questions developed several years ago by a subcommittee of the diversity committee.

**Practice:**

1. Distribute and implement the search questions.

**Measure:**

1. Number of departments employing these questions.

**Strategy 9:** The College will make use of the expertise and training available among its faculty and staff to pursue additional strategies.

**Practice:**

1. Faculty and staff with expertise in the area of recruitment and retention of diverse faculty and/or staff will be invited to share their ideas as a part of a brainstorming session among faculty to develop and refine best practice minority recruitment protocols.

**Measure:**

1. Number of additional strategies that result.

**Strategy 10:** The College will engage an external consultant to assist departments in generating and pursuing strategies to recruit underrepresented faculty.

**Practice:**

1. Extend an invitation to consultant.

**Measure:**

1. Number of additional strategies that result.

**Objective 3:** The College's academic climate will be a welcoming, inclusive one that will ultimately support the retention of all staff and faculty.

**Strategy 1:** The College leadership will consistently advance the priority of diversity in public venues such as speeches and publications.

**Practice:**

1. Regularly include a statement regarding the College's commitment to diversity.

**Measure:**

1. References to diversity.

**Strategy 2:** Incorporate into the College's mentoring initiatives for pre-tenure faculty the importance of support, collegueship and active engagement in diversity activities.

**Practice:**

1. Regularly evaluate mentoring initiatives by participants and the overall sense of support and inclusion in departments and the College.

**Measure:**

1. Development of quantitative and qualitative measures to evaluate both mentoring initiatives and the overall sense of support and inclusion in departments and the College.

**Strategy 3:** The College will make use of the expertise and training available in other offices at Virginia Tech to pursue additional strategies.

**Practice:**

1. Individuals from units such as the OEI with expertise in various areas regarding diversity will be invited to share their ideas as the basis of a brainstorming session among faculty in the College as to how the mentoring of underrepresented faculty can impact the academic climate in the College.

**Measure:**

1. Number of additional strategies that result.

**Strategy 4:** The College will include the duties and title “Director of Diversity Initiatives” in the portfolio of one of the associate deans and will maintain its support of the College Diversity Fellow.

**Practice:**

1. Maintain the title and responsibilities within the portfolio of an associate dean in the College.

**Measure:**

1. Inclusion of the title and responsibilities related to diversity initiatives in the portfolio of an associate dean.

**Objective 4:** Pre-tenure faculty in the College will be well prepared to move successfully through the promotion and tenure process, and the College will continue to recognize the importance of good mentoring to the overall health of all faculty.

**Strategy 1:** Each department within the College will develop, make known and implement clear and equitable criteria for promotion, tenure, and/or advancement of all faculty.

**Practice:**

1. Each department will review its promotion and tenure standards for clarity, accessibility and fairness and make changes where needed.

**Measures:**

1. Promotion and tenure standards will be easily accessible and demonstrate clarity and fairness across all departments in the College.

2. Quantitative and qualitative measures to evaluate these standards will be implemented.

**Strategy 2:** The College will continue to develop, implement and refine mentoring programs to support the success and retention of pre-tenure faculty.

**Practice:**

1. Mentoring initiatives will take the form of individual and group activities to support the success of pre-tenure faculty.

**Measure:**

1. Development of quantitative and qualitative measures to evaluate and refine the College's mentoring initiatives.