

COMMISSION ON EQUAL OPPORTUNITY AND DIVERSITY
Full Membership Meeting
10:30AM, Monday, March 19th, 2018
Room C, The Graduate Life Center

Minutes

PRESENT: Chris Saunders, James Venable, Kimberley Homer, Angela Simmons (for Patty Perillo), Tracy Newton, Christine Tysor, Deyu Hu, Pamela Vickers, Lisa Wilkes, Kayla Smith, Christa Miller, Ellington Graves, Josh Iorio (for Julia Ross), Kelly Oaks, Takumi Sato, Lia Kelinsky (for David Clubb), James Spotila, Robin Queen, Jennifer Nardine, John Gray Williams, Yolanda Avent, Menah Pratt-Clarke, Virgilio Centeno, Michelle Corinaldi, Marcy Schnitzer, Virgilio Centeno (for Matthew Gabriele), Michelle Corinaldi

ABSENT: Tom Brown, LaTawnya Burleson, Tracey Drowne, Jack Finney, Rosemary Goss, Khaled Hassouna, Maria Cana Jimenez (with notice), Erika Meitner, Valencia Turner, Michele Waters

GUESTS: Liza Morris, Julia Billingsley

WELCOME/INFORMATION UPDATES

Deyu welcomed CEOD members and guest speakers to the meeting. The February meeting minutes were voted on for approval and were approved at 10:31 AM.

Kimberley Homer has been nominated to serve as the Vice Chair to CEOD for the remainder of 2017-2018, and will serve as Chair of CEOD for the 2018-2019 year. Congratulations, Kimberley!

PRESENTATION: THE COMMISSION ON GRADUATE STUDIES AND POLICIES

Nancy Bodenhorn of the Commission on Graduate Studies and Policies gave a presentation on a resolution to incorporate an Inclusion and Diversity component into Graduate Education. This is a resolution that will grow and develop current implemented programs at the undergraduate level, DiversityEDU, and CGSP wants to develop a program that will complement and further progress diversity awareness and acceptance further at the graduate level.

The description of what this would be can be found on the Canvas site, and well as following the link [**here**](#).

A question was brought up asking if CGSP anticipates any pushback, the answer being yes; most of the pushback is about whether or not the components will take place within courses, which Nancy and other CGSP leaders feels it should; embedding the material in graduate courses will ensure that graduate students are taking full advantage of learning and understanding the importance of diversity education while simultaneously connecting that importance to their graduate work.

Another question was whether there is a plan in place regarding a potential concern from faculty who do not feel comfortable teaching this material or within their space, with the answer being that the best plan or course of action will be to bring a guest into the classroom to facilitate the conversation.

This resolution has the flexibility to be incorporated into graduate courses both ways; faculty who are interested in diversity education or who want to learn more can develop something for their course/curriculum, and faculty who do not feel comfortable or who have less knowledge around the subject matter are welcome to invite guest speakers or other faculty members to their courses.

There has been conversation under the former Provost about thinking and designing courses in a modular fashion so there is opportunity for faculty with expertise on the issue to introduce three one-credit modules; students enrolled would be tied in a two-credit professional development seminar.

CEOD members were asked to vote in favor of adopting the resolution, which was voted on and endorsed without contest.

STATUS UPDATE ON SINGLE-OCCUPANCY RESTROOM

Kelly Oaks, the Assistant Vice President for Equity and Accessibility, was asked to provide an informative overview to CEOD regarding updates of the all-gender restroom project workgroup that she was asked to convene by Dr. Wilson.

There have been several issues and concerns brought forward by a variety of student groups/organizations and the workgroup has been charged with looking as a campus as to what can be done about all-gender restrooms.

Dr. Wilson tasked the workgroup with doing some benchmarking; with SCHEV peers, institutions that have been identified by ACUI, and other schools of Virginia Tech size and caliber. ACUI had

recently done an article about what some institutions are doing around this issue which can be found [here](#).

A link to Kelly's presentation can be found [here](#). The main points of her presentation are that the majority of institutions from the benchmarking process had single-stall all-gender restrooms. If it is a program that has private funding, that is largely what is funding the creation of such restrooms. Student fees were marked as "renovations/facilities" instead of "accessibility needs." The next steps for the workgroup are to add a CEOD representative to the Campus Development Committee (CDC) which reports to the Commission on University Support. There is a map indicating current all-gender restrooms on campus and some potential restrooms that Kelly feels confident will be implemented by spring 2020. Folks are looking for gender-neutral restrooms are looking as soon as they come into a space or a building, and thoughts on sign locations are being thought through and introduced.

CEOD members were asked to vote in favor of adopting the resolution, which was voted on and endorsed without contest.

RESOLUTION ON ACKNOWLEDGING INDIGENOUS PEOPLE'S DAY ON VIRGINIA TECH 2018-19 ACADEMIC CALENDAR

The Native American Indian and Indigenous Students wrote a letter to President Sands, CEOD, and the Board of Visitors asking to recognize "Indigenous People's Day" by replacing it with the university holiday "Columbus Day." Jason Chavez of the Class of 2019 presented the open letter to CEOD, which can be read [here](#).

Questions arose among CEOD about the legality of changing the state holiday because Virginia Tech is a land-grant institution and a Virginia public university. Lisa Wilkes responded to the question that it is something worth investigating, and follow-up will be discussed at the next CEOD meeting.

Students are very passionate about recognizing "Indigenous People's Day" in lieu of "Columbus Day."

WORKGROUP UPDATES AND PRESENTATIONS

The Governance and Membership workgroup has worked on two separate resolutions they want to bring forward to CEOD for a first reading. This has been worked on by Marcy Schnitzer, Josh Iorio, Robin Queen, Kimberley Homer, Deyu Hu, and Christa Miller.

The first resolution involves changing overall membership of CEOD. It is the largest commission among university governance, and the workgroup is asking the bylaws be revised so CEOD can be smaller. The significant changes would be to 1) correct Dr. Pratt-Clarke's title, 2) add Vice President for Equity and Accessibility, 3) add Vice President for Human Resources, 4) add the Senior Director of Cultural and Community Centers, 5) reduce Faculty and Staff Senate from three to one, 6) reduce At-Large members from three to two and that they be selected by an application process, 7) reduce Student Government Association (SGA) members from two to one and that person must have a direct role with equity and inclusion, and 8) eliminate third student representative from Council on International Student Organizations (CISO).

The second resolution is a caucus resolution. The workgroup recognizes that caucus positions have been recently added to CEOD but do want people to have common criteria for CEOD membership. They propose changing the Women's Alliance to the Women's Caucus. This also would affect any caucus that would want to join CEOD, although to include additional caucus will have to be presented and voted on in University Council.

Both of these resolutions were discussed in-depth and will be read for a second time at the April CEOD meeting.

WRAP-UP AND ADJOURNMENT

CEOD members and workgroups are encouraged to email Deyu or Kimberly with agenda items for next meeting. A presentation on the LGBTQ+ Climate Survey Results and Banner Updates will be given at next meeting, and a discussion on what information caucuses and organizations should provide to HR to be included in the new employee orientation will also take place at the April meeting.

The meeting was adjourned at 11:59 PM. The next meeting will be on Monday, April __, in GLC Room B.

Respectfully Submitted,

Alexa Parsley

Recording Secretary, Commission on Equal Opportunity and Diversity

COMMISSION ON EQUAL OPPORTUNITY AND DIVERSITY
Full Membership Meeting
10:30AM, Monday, March 12th, 2018
Room B, The Graduate Life Center

AGENDA

Topic	Preparation	Proposed Process
<p>1. Welcome; information updates and discussions</p> <p>Time: 3 minutes Purpose: Information; decision Leader: Deyu Hu</p>	<ul style="list-style-type: none"> • Welcome new members: None. • February meeting minutes: review meeting minutes attached with this agenda or on Canvas site; be prepared to cast vote. • Vice Chair for CEOD 2017-18 and Chair for 2018-19: None. 	<ul style="list-style-type: none"> • Deyu welcomes guest speakers and introduces new members. • February meeting minutes approval: Deyu polls members. • Vice Chair for CEOD 2017-18 and Chair for 2018-19: Deyu makes announcement.
<p>2. The Commission on Graduate Studies and Policies on Resolution to Incorporate an Inclusion and Diversity Component into Graduate Education</p> <p>Time: 20 minutes Purpose: Decision Leaders: Nancy Bodenhorn, Christian Matheis, Bill Huckle ¹</p>	<ul style="list-style-type: none"> • Review two files, including this solution and the Resolution to Include a Scholarly Ethics and Integrity Component in Graduate Education (a previous example), attached with this agenda or on Canvas site. • Be prepared to ask questions and offer input. 	<ul style="list-style-type: none"> • Nancy presents the resolution and addresses issues raised by CEOD members. • Discussion: members ask questions; Nancy and her team answer questions. • Decision of endorsement.

<p>3. Status update on single occupancy restroom</p> <p>Time: 10 minutes Purpose: Information Leader: Kelly Oaks²</p>	<p>None</p>	<ul style="list-style-type: none"> • Kelly presents a status update on single occupancy restroom, which provides background information for agenda item 4. • Discussion: members ask questions; Kelly answers questions.
<p>4. Joint Resolution to Update Membership of the Campus Development Committee by the Commission on University Support and the Commission on Equal Opportunity and Diversity</p> <p>Time: 15 minutes Purpose: Input to decision; decision Leader: Sherwood Wilson³</p>	<ul style="list-style-type: none"> • Review the joint resolution attached with this agenda or on Canvas site. • Be prepared to ask questions, offer input, and cast vote. 	<ul style="list-style-type: none"> • Sherwood presents the joint Resolution to Update Membership of the Campus Development Committee; explains reasons and the resolution. • Discussion: members ask questions; Sherwood answers questions. • Decision of approval: Deyu polls members. • For future discussion: How will CEOD appoint a member to be on the Campus Development Committee?
<p>5. Resolution on Acknowledging Indigenous Peoples' Day on Next Year's VT Academic Calendar</p> <p>Time: 5 minutes Purpose: Input to decision or decision Leaders: Melissa Faircloth and Jason Chavez⁴</p>	<ul style="list-style-type: none"> • Review the resolution attached with this agenda or on Canvas site. • Be prepared to ask questions and offer input. • Be prepared to cast vote or delay it to next meeting. 	<ul style="list-style-type: none"> • Resolution on Acknowledging Indigenous Peoples Day on Next Year's VT Academic Calendar: Melissa and Jason present. • Discussion: members ask questions; Melissa and Jason answer questions. • Decision or future decision: CEOD to recommend BOV to replace "Columbus Day" with "Indigenous Peoples' Day". Deyu polls members.
<p>6. Workgroup updates and presentations</p> <p>Time: 35 minutes</p>	<ul style="list-style-type: none"> • Updates from the Diversity in Academic Mission workgroup: None. 	<ul style="list-style-type: none"> • Updates from the Diversity in Academic Mission workgroup: Ellington presents. Time: 2 minutes.

<p>Purpose: Information; discussion; input to decision</p> <p>Leaders: Ellington Graves; Lisa Wilkes; Marcy Schnitzer⁵</p>	<ul style="list-style-type: none"> • Updates from the HR workgroup: None. • Review the two CEOD resolutions attached with this agenda and on Canvas site. • Be prepared to ask questions, offer input, and cast vote. 	<ul style="list-style-type: none"> • Updates from the HR workgroup: Lisa presents. Time: 2 minutes. • CEOD resolutions: 1. Resolution to Modify the Membership of the Commission on Equal Opportunity and Diversity; 2. Resolution to Modify Caucus Criteria for Representation on the Commission on Equal Opportunity and Diversity. Marcy presents. • Discussion: members ask questions; Marcy and her workgroup answer questions.
<p>7. Wrap-up</p> <p>Time: 2 minutes</p> <p>Purpose: Information</p> <p>Leader: Deyu Hu</p>	<ul style="list-style-type: none"> • Be prepared to suggest agenda items for next meeting. 	<ul style="list-style-type: none"> • Announce known agenda items for next meeting: 1) workgroup updates; 2) Presentation: LGBTQ+ Climate Survey Results and Banner Updates; 3) Discussion: What information should caucuses/organizations provide to HR to be included in the new employee orientation? 4) Resolution to Acknowledge Indigenous Peoples' Day in Next Year's VT Academic Calendar; 5) Presentation: Caucus/organization Report Analysis Results. • Members suggest additional agenda items.

¹ Dr. Nancy Bodenhorn is the Chair of DRSCAP Subcommittee of the Commission on Graduate Studies and Policies (CGSP). Christian Matheis and Bill Huckle are members of the DRSCAP Subcommittee of CGSP.

² Dr. Kelly Oaks is the Assistant Vice President for Equity and Accessibility.

³ Dr. Sherwood Wilson is the Vice President for Operations.

⁴ Melissa Faircloth and Jason Chavez are members of the American Indian and Indigenous People's Caucus.

⁵ Dr. Ellington Graves is the Director of African Studies Program, InclusiveVT Faculty Fellow, and the Chair of the Diversity in Academic Mission workgroup of CEOD. Dr. Lisa Wilkes is the Interim Vice President for Human Resources and the Chair of the HR workgroup of CEOD. Dr. Marcy Schnitzer is the Assistance Provost for Diversity and Strategic Planning and the Chair of the Governance and Recognition workgroup of CEOD.

CGS&P 2017-18A

Resolution to Incorporate an Inclusion and Diversity Education Component into Graduate Education

Approved, Commission on Graduate Studies and Policies	[Date]
Reviewed, Faculty Senate	[Date]
Approved, University Council	[Date]
Approved, President	[Date]
Effective Date:	[Date]

WHEREAS, the Virginia Tech community strongly endorses a well-rounded educational experience for graduate students, and

WHEREAS, all graduate students and those associated with their education are expected to uphold the Virginia Tech Principles of Community and the Graduate School's Expectations for Graduate Study, and

WHEREAS, individual departments, colleges, and programs offer opportunities for graduate students to engage in educational programs that promote and strengthen their effectiveness working across disciplines, cognizant of the benefits of a diverse and inclusive environment while studying at Virginia Tech and thereafter,

WHEREAS, inclusion and diversity education at the graduate level would complement existing components developed by college or program diversity committees, InclusiveVT, AdvanceVT, required diversity-related pre-enrollment module and the undergraduate Pathways curriculum, and

WHEREAS, input and endorsement has been received from the Commission on Equal Opportunity and Diversity,

THEREFORE BE IT RESOLVED, that all graduate students participate in inclusion and diversity educational programs as part of their graduate studies, and

BE IT FURTHER RESOLVED, that the particular inclusion and diversity educational program for a graduate student be selected and approved by the student's program, department, or college, and

BE IT FURTHER RESOLVED, that the details of the particular inclusion and diversity educational programs within each program, department, or college be submitted for approval to the Graduate School by the Graduate Program Director of a program or department, or its equivalent in a college, and

BE IT FURTHER RESOLVED, that the Program of Study for all graduate students show a record of the student's participation in the particular inclusion and diversity educational programs delineated by the student's program, department, or college, as part of the student's graduation requirements.

RECOMMENDATION: Implementation to start with the incoming class of fall 2019. Details for inclusion and diversity education are found in the Appendix to Resolution **2017-18A**.

APPENDIX TO CGS&P RESOLUTION 2017-18A

The guidelines offered in this Appendix seek to clarify the intent of the Resolution and to make specific recommendations regarding its implementation. It is the aim of the Resolution to serve the needs of all students, while acknowledging the distinctiveness of those needs across the range of departments, programs, and colleges (hereafter referred to as “academic units”). To comply with the terms of the Resolution, academic units are encouraged to make use of existing strategies and efforts to instill in their students a lasting awareness of the benefits of a diverse and inclusive environment and to instruct their students in this regard. Should measures existing in the academic units be insufficient, new measures will be put in place to satisfy the requirements set forth in the Resolution. The Office of Recruitment and Diversity Initiatives (ORDI) in the Graduate School and the Office for Inclusion and Diversity will be available to offer assistance with the identification of suitable instructional resources and formulation of these plans as needed and/or requested. Additional possible resources include the college diversity committee members and InclusiveVT representatives. Satisfactory plans may, among other possibilities, take the form of specialized workshops, stand-alone courses, or follow-up substantive discussion/reflections on required diversity related pre-enrollment module, or other modules incorporated into existing courses or incoming student orientation sessions. In all cases, the appropriate academic unit will submit for approval to the Graduate School the manner and method by which the requirement will be satisfied. Once the academic unit’s plan is approved, the completion of the requirement for any given student will be verified through that student’s Plan of Study.

With regard to the extent of topics to be covered, again recognizing the range of appropriate emphases across different academic units, four topics have been identified as appropriate for all students and must be included. Other topics should be addressed, as identified by the individual academic units and appropriate to specific disciplinary needs. Lists of required topics and potential additional focus areas appear below:

Required Topics:

1. The Virginia Tech Principles of Community as they apply to the valuing of human diversity and inclusion.
2. The impact that personal actions and words have on self, others, and the communities—university, national, and global—in which we live; issues of privilege, bias, power, prejudice, and discrimination; concepts of multiple personal, social, and cultural identities.
3. Available avenues of redress and our shared responsibilities as active by-standers.
4. The process of individual introspection required both to understand one’s own forms of implicit or unconscious bias and to create inclusive environments.

Additional Topics/Focus Areas (as appropriate to the particular academic unit):

1. Inclusion and Diversity in a global context; institutional and governmental policies affecting immigration, accessibility, affordability, and related matters.
2. Historical perspectives on diversity and the impact of traditions of privilege on the development of the discipline represented by the particular academic unit; inclusive pedagogy.
3. Effective strategies for inter- or intrapersonal conflict resolution; pathways to individual reconciliation of unconscious or implicit bias.

Commission on Graduate Studies and Policies
Resolution 2012-13B

Resolution to Include a Scholarly Ethics and Integrity Component in Graduate Education

Approved, Commission on Graduate Studies and Policies:	February 22, 2013
First Reading, University Council:	April 15, 2013
Approved, University Council:	April 29, 2013
Approved, President:	April 29, 2013
Effective Date:	Fall 2013

WHEREAS, the Virginia Tech community strongly endorses a well-rounded educational experience for graduate students, and

WHEREAS, all graduate students are expected to uphold the Virginia Tech Principles of Community and the Graduate School's Expectations for Graduate Study as well as the scholarly integrity and research ethics standards of their disciplines, and

WHEREAS, individual departments, colleges, and programs offer opportunities for graduate students to engage in activities that promote and strengthen their academic and professional integrity while studying at Virginia Tech and thereafter,

THEREFORE BE IT RESOLVED, that all graduate students participate in ethics and integrity activities as part of their graduate studies, and

BE IT FURTHER RESOLVED, that the particular ethics and integrity activities for a graduate student be planned and approved by the student's program, department, or college, and

BE IT FURTHER RESOLVED, that the plan for the ethics and integrity activities within each program, department, or college be submitted for approval to the Graduate School by the Graduate Coordinator of a program or department, or equivalent in a college, and

BE IT FURTHER RESOLVED, that the Program of Study for all graduate students show a record of the student's participation in the particular ethics and integrity activities delineated by the student's program, department, or college, as part of the student's graduation requirements.

BE IT FURTHER RESOLVED, given the number of ethics and integrity activities already present on campus and elsewhere, that the Graduate School be directed to make the nature of the best of such activities known to any program, department, or college wishing to use this information to develop their own plan.

RECOMMENDATION: Implementation to start with the incoming class Fall 2014. Details for the ethics and integrity activities are found in the Appendix to Resolution **2013.XXXXXX**.

APPENDIX TO CGSP RESOLUTION 2012-13B

The guidelines offered in this Appendix seek to clarify the intent of the Resolution and to make specific recommendations regarding its implementation. It is the aim of the Resolution to serve the needs of all students, while acknowledging the distinctiveness of those needs across the range of departments, programs, and colleges (hereafter referred to as “academic units”). To comply with the terms of the Resolution, academic units are encouraged to make use of existing strategies and efforts to instill in their students the need for integrity and ethical behavior in all scholarly matters and to instruct their students in this regard. Should existing measures be insufficient, new measures will be put in place to satisfy the requirements set forth in the Resolution. The Graduate School will be available to offer assistance with the formulation of these plans as needed and/or requested. In all cases, the appropriate academic unit will submit for approval to the Graduate School the manner and method by which the requirement will be satisfied. Once the plan is approved, the completion of the requirement for any given student will be verified through that student’s Plan of Study.

With regard to the extent of topics to be covered, again recognizing the range of appropriate emphases across different academic units, four topics have been identified as appropriate for all students. Other, optional, topics should be addressed, as identified by the individual academic units and appropriate to specific disciplinary needs. Both the required topics and a list of optional topics appear below:

Required Topics:

1. Plagiarism and other violations of the Graduate Honor Code
2. Proper use of professional conventions in citation of existing research and scholarship, accurate reporting and ownership of findings, and acknowledgement of contributions to the work
3. Ethical standards in teaching, mentoring, and professional activities
4. Available avenues for reporting alleged misconduct


Optional Topics (including, but not limited to the following, as deemed appropriate by the academic unit):

1. Appropriate lab procedures and maintenance of lab notebooks and other research documentation
2. Fair use of publications, software, and equipment
3. Appropriate research protocols involving human and animal subjects; Institutional Review Board and/or Institutional Animal Care and Use Committee certification
4. Guidelines for maintenance of confidentiality (and, where relevant, anonymity) in research
5. Guidelines for determination of authorship
6. Appropriate grant and contract management, including appropriately asserting personal or program capacities and competencies when applying for grants and contracts
7. Discipline- or field-specific professional ethics

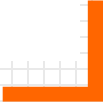


Restroom Project

KELLY OAKS, ASSISTANT VICE PRESIDENT FOR EQUITY AND ACCESSIBILITY



Project Scope



- Benchmarking with 46 institutions
- Review of building code
- Review of guidance from federal civil rights agencies
- Review of promising and best practices

Summary of Federal Guidance

- Title IX allows for sex segregated restroom and locker room facilities
- 2016 guidance from OCR affirmed students rights to use restrooms consistent with their gender identity
- 2017 – OCR rescinded 2016 Dear Colleague Letter on transgender students

Benchmarking Results

- 30 institutions had single stall all gender restrooms
- 10 institutions had multi-stall all gender restrooms
- 6 institutions had no all gender restrooms
- 5 of the Virginia baccalaureate institutions did not appear to have all gender restrooms
- Multi-stall options were often utilized in student use facilities
- Funding sources included state funds from central source, auxiliary or private funds, student fee (facilities fee or renovation fee)

Policy Recommendations

- Policy needs to affirm individuals have the right to use restroom consistent with their gender identity
- Maintain 2015 design standards as the minimum
- Restrooms will be mostly single stall
- Consider multi-stall for buildings with 3 or more floors or predominantly student use facilities
- Consistent signage, security features
- Centralized funds to support restroom conversion & signage

Process Recommendations

- Continue stall count project to identify restrooms to convert
- Target high traffic student areas
- Develop a comprehensive implementation schedule
- Develop a comprehensive interactive map
- Develop a centralized website documenting policies, procedures, resources for trans students
- Solicit community feedback before implementation



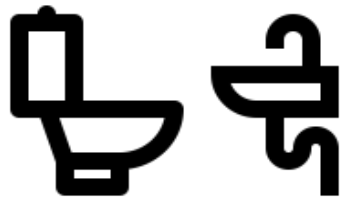
Long-Range Plan & Joint Resolution to Modify the Membership of the Campus Development Committee

SHERWOOD G. WILSON, VICE PRESIDENT FOR OPERATIONS



Campus Community Concerns include:

- ADA Compliance
- Single Occupancy or All Gender Restrooms
- All-Access Exterior Pathways
- Universal Design in construction, renovation, and the Master Plan



Immediate Steps

- Proactive and responsive to community concerns, examples:
 - Burruss Handrails
 - Squires Restroom
 - O'Shaughnessy to Owens Exterior Pathway
 - Modifications to Master Plan language
- Facilities continues to:
 - Work with A/E teams on funded projects
 - Advance initiatives through design intervention



Recommended Long-Term Solution

- Facilities, in collaboration with other campus offices, is developing a 5-Year Physical Campus Accessibility Plan that addresses the previously discussed concerns (and potentially more), including identification of:
 - Process(es) for addressing each identified concern;
 - A list of projects to address each concern,
 - which are prioritized for immediate term;
 - Funding strategies for immediate term projects; and
 - Feedback and status reports through Governance

Governance Feedback

- Proposed via Campus Development Committee
 - Charge: "To make recommendations and to serve as a conduit to disseminate information and solicit feedback concerning the planned physical development of the university's built environment, specifically as it relates to buildings, grounds, and transportation planning."
 - Reports to: Commission on University Support
- Propose adding representative from Commission on Equal Opportunity and Diversity
 - High profile items could still be presented directly to CEOD and other groups
- Also add Director of University ADA and Accessibility Services
- Joint Resolution (handout)

Representative Bodies

Faculty Senate

Staff Senate

Student Government
Association (SGA)

Graduate Student
Assembly (GSA)

Caucuses and
Alliances

University Governance

Commission
on
University
Support

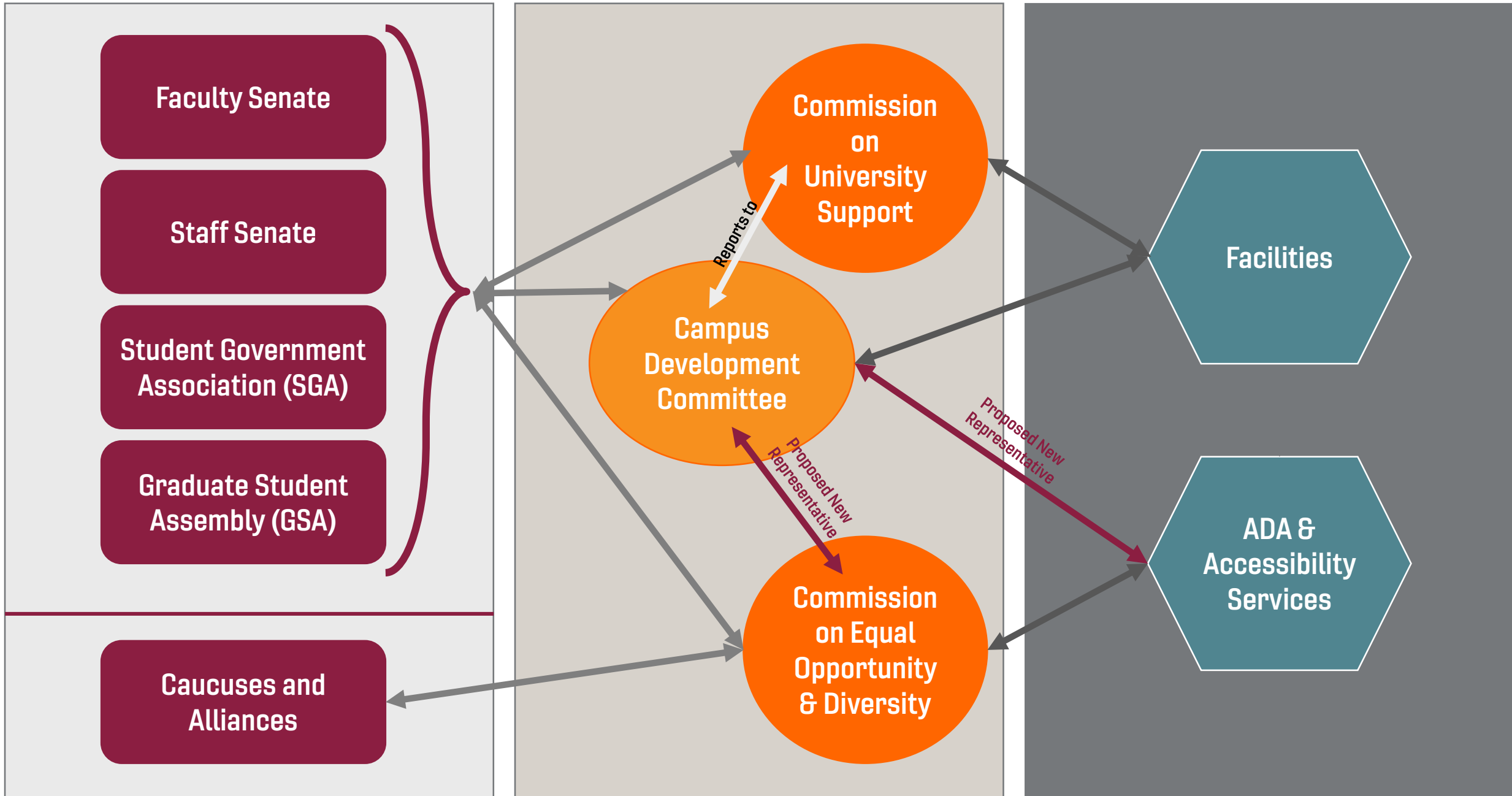
Campus
Development
Committee

Commission
on Equal
Opportunity
& Diversity

Administrative Offices

Facilities

ADA &
Accessibility
Services





Immediate Steps to Address Restroom Workgroup Recommendations

LIZA MORRIS, ASSOCIATE DIRECTOR - ARCHITECTURAL PLANNING



All-Gender Restrooms

- Facility Standard and Signage Standard
- Capital Construction Implementation
- Existing Buildings
- Case Studies

Facility Standard

All-Gender Restrooms

Gender Neutral Restrooms - 26 August 2015

Gender neutral restrooms shall be included in each new capital project and major renovation at Virginia Tech.

Whenever possible, every floor shall have one gender neutral restroom that complies with the 2010 ADA Standards for Accessible Design and is accessible to the general public. The gender neutral restroom shall be located nearby the men's and women's multi-user restrooms whenever possible.

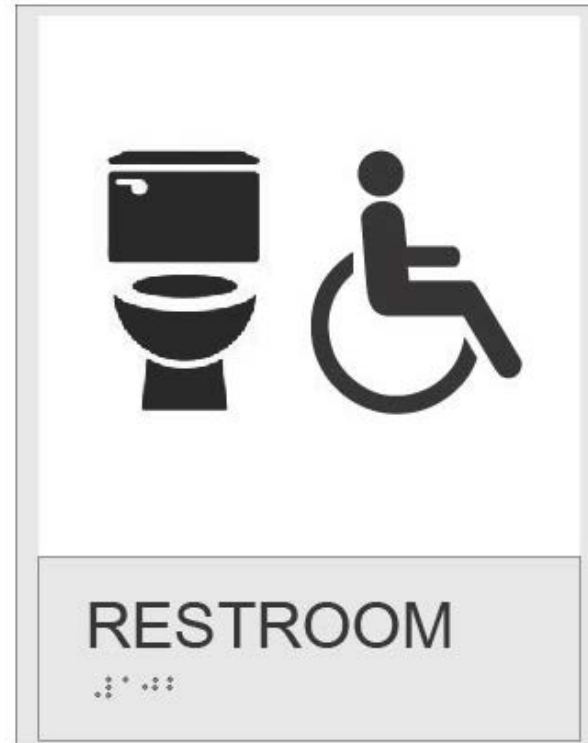
Appropriate signage shall be displayed for the restroom as well as directional signage if it is not feasible for the restroom to be located near the main floor restrooms.

Each gender neutral restroom shall be designed as a single occupancy restroom with appropriate locking and closer mechanisms for the operation of the fully accessible door. The toilet, lavatory and all required accessories shall be compliant with the 2010 ADA Standards for Accessible Design.

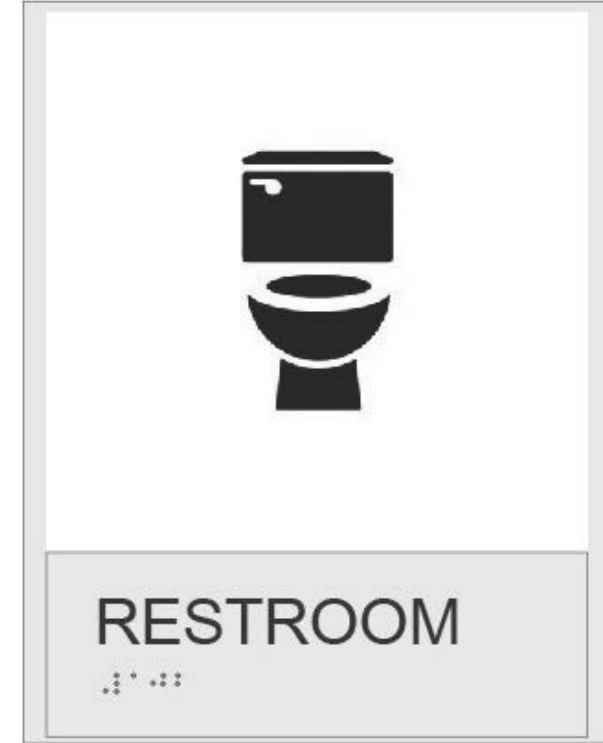
Signage Standard

All-Gender Restrooms

RESTROOM 6x8- Accessible and Non-accessible



Sign 1



Sign 2

CAMPUS INTERIOR SIGN STANDARD: **SILVER**

INTERIOR ROOM IDENTIFICATION SIGN TYPES
(ALL NON-RESIDENTIAL FACILITIES)

All-Gender Restrooms

- Capital Construction Implementation

Capital Construction Implementation

All-Gender Restrooms

Capital Projects developed under 2015
Facility standard

Student Wellness Center
CID LLC
Hitt Hall
Intelligent Infrastructure Complex
Holden Hall
Undergraduate Science Laboratory
Corps Leadership and Military Science
Dietrick Renovation
VTC Biomedical Expansion (Roanoke)



Legend: Buildings

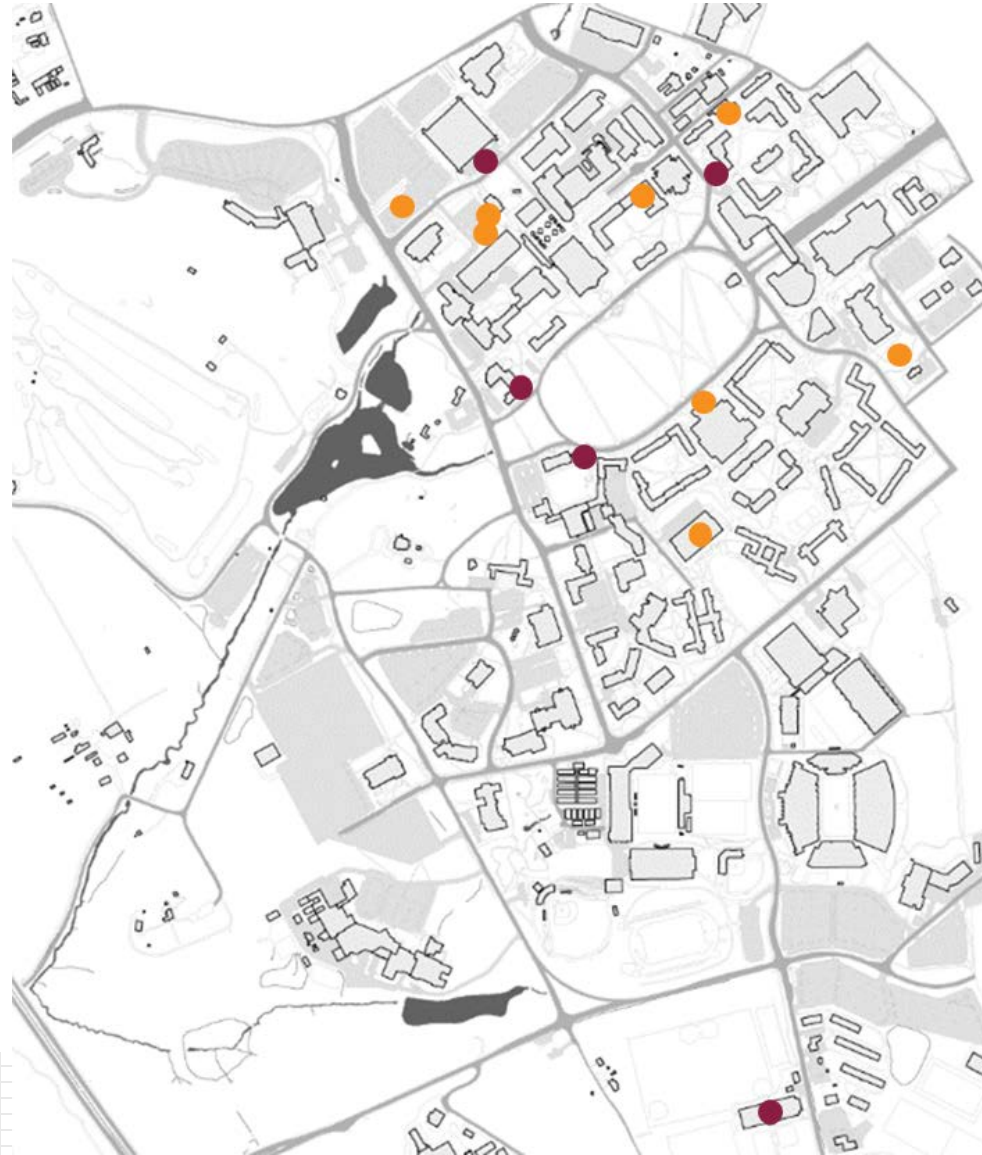
● Capital Projects under
standard

Capital Construction Implementation

All-Gender Restrooms

Capital Projects pre-standard,
updated to 2015 Standard during
design process

Sandy Hall
Davidson Hall
Liberal Arts Building
Multi-Modal Transit Facility
Tennis



Legend: Buildings

- Capital Projects under standard
- Capital Projects updated to standard

All-Gender Restrooms

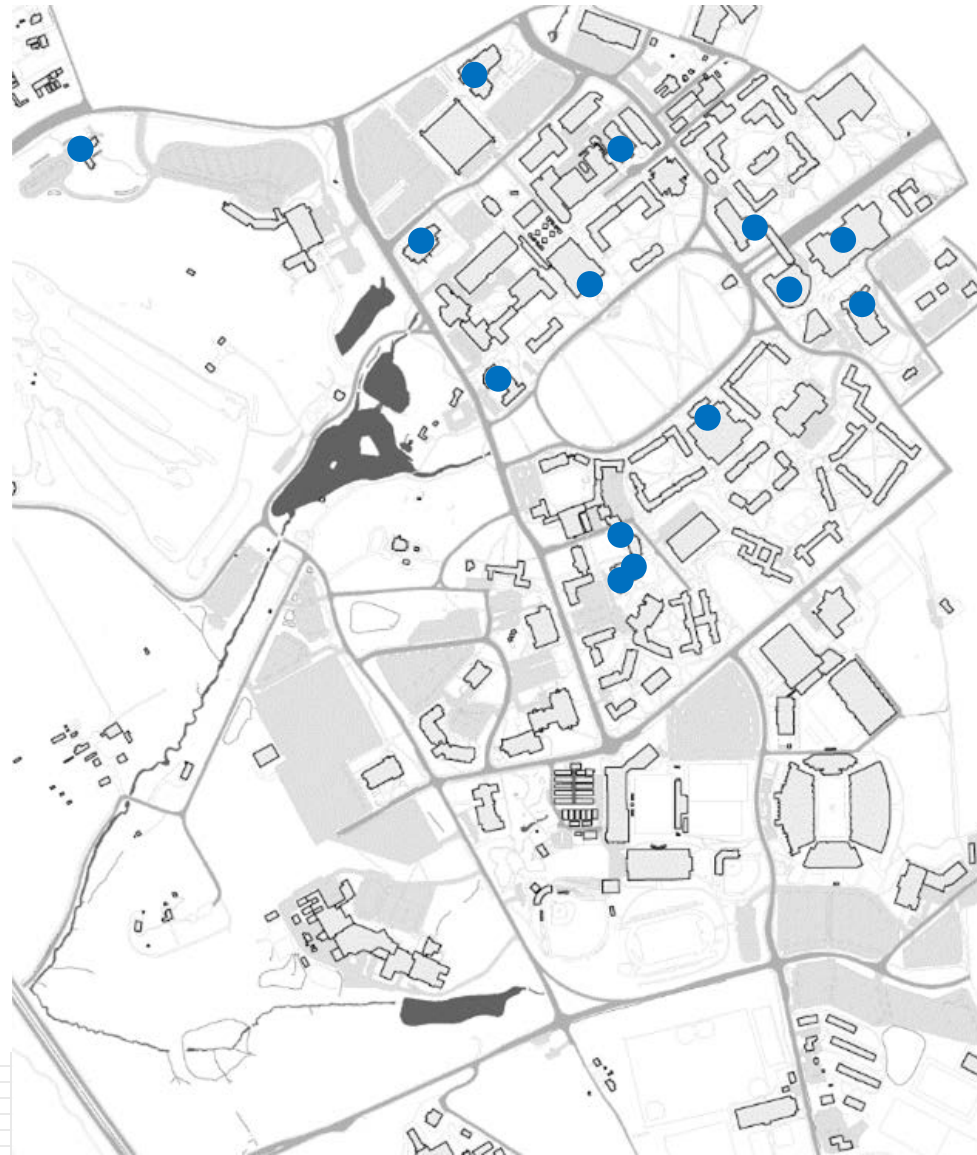
- Existing Buildings

Existing Buildings

All-Gender Restrooms

Existing Buildings: Evaluation projects

Visitor's Center
Cheatham Hall Addition
Davidson Addition
Latham Hall
Lavery Hall
Newman Library
War Memorial Hall
Burruss Hall
Squires Student Center
New Classroom Building
Graduate Life Center
Cheatham Hall Existing
Goodwin Hall
Torgersen Hall



Legend: Buildings

● Existing Buildings:
Evaluated

Existing Buildings

All-Gender Restrooms

Existing Buildings: Evaluation projects

Visitor's Center
Cheatham Hall Addition
Davidson Addition
Latham Hall
Lavery Hall
Newman Library
War Memorial Hall
Burruss Hall
Squires Student Center
New Classroom Building
Graduate Life Center
Cheatham Hall Existing
Goodwin Hall
Torgersen Hall



Legend: Buildings

- Existing Buildings: Evaluated
- Existing Buildings: Implemented

All-Gender Restrooms

- Case Studies

All-Gender Restrooms

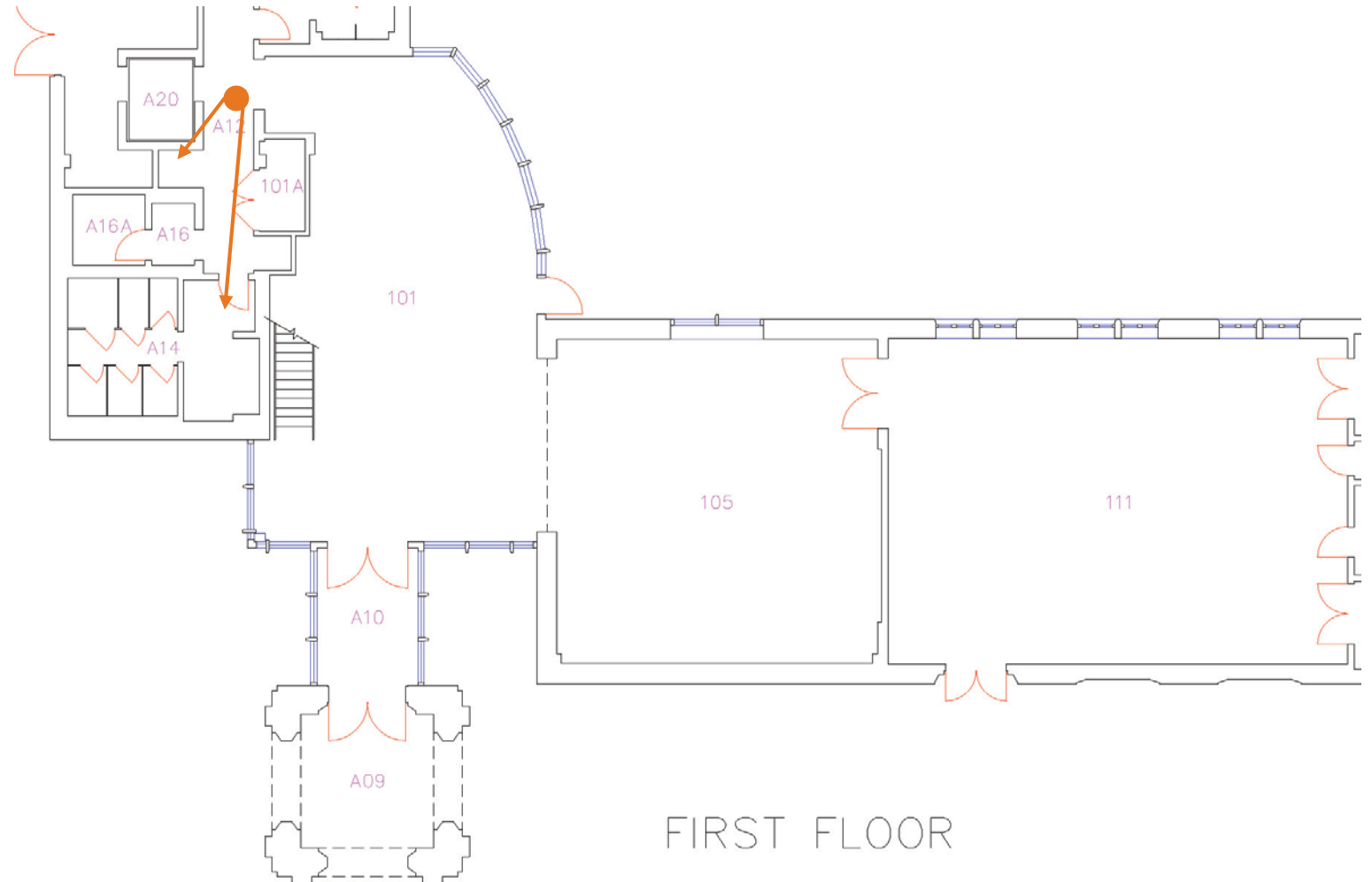


View towards Restroom: Cheatham Addition

Case Study

All-Gender Restrooms

- Visitor's Center



FIRST FLOOR

View towards Restroom: Visitor's Center


All-Gender Restrooms

All-Gender Restroom
Location Map

Legend:


- Current All-Gender Restrooms
- Potential All-Gender Restrooms by Spring of 2020 (projects currently in design or construction)

All-Gender Restroom Sign:
Both accessible and non-accessible versions of the Campus Interior Sign Standard for Non-Residential Facilities



RESTROOM
2' x 4'

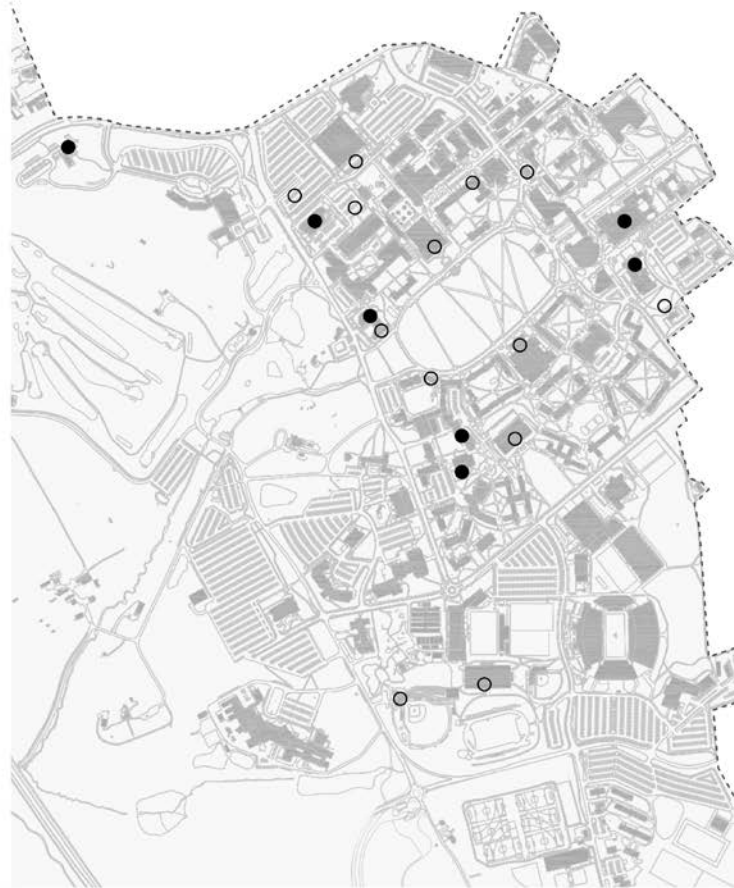
Sign 1
Restroom 6x8 Sign



RESTROOM
2' x 4'

Sign 2

Virginia Tech Office of University Planning



- Questions and Comments?

**Joint Resolution to Update Membership of the Campus Development Committee
Commission on University Support and
Commission on Equal Opportunity and Diversity
Resolution CUS 2018-B & Resolution CEOD 2017-18C**

First Reading by the Commission on University Support:	February 15, 2018
First Reading by the Commission on Equal Opportunity and Diversity:	March 13, 2018
Approved by the Commission on University Support:	
Approved by the Commission on Equal Opportunity and Diversity:	
First Reading by the University Council:	
Approved by the University Council:	
Approved by the President:	
Effective Date:	August 1, 2018

WHEREAS, the Campus Development Committee (CDC) exists primarily to “make recommendations and to serve as a conduit to disseminate information and solicit feedback concerning the planned physical development of the university’s built environment;” and

WHEREAS, the Commission on Equal Opportunity and Diversity (CEOD) exists to advise on the university’s responsibilities regarding “accessibility, compliance, diversity, and inclusion;” and

WHEREAS, as part of the Inclusive VT initiative, the university community acknowledges that baseline compliance with Americans with Disabilities Act (ADA) regulations is no longer a sufficient measure or goal of campus accessibility; and

WHEREAS, we wish to exceed minimum requirements for physical accessibility by considering a wider range of topics such as universal design principles, single occupancy restrooms, and transportation infrastructure modifications in campus planning and construction efforts; and

WHEREAS, the CDC currently receives briefings and provides feedback to University Planning on a wide variety of university construction and renovation projects; and

WHEREAS, the Director of ADA and Accessibility Services serves as the university’s ADA Coordinator and provides oversight for physical accessibility for employees, students and visitors; and

WHEREAS, the CDC and campus construction and renovation projects would benefit from the two-way communication and perspective provided by adding a representative from the CEOD to the CDC;

THEREFORE LET IT BE RESOLVED, that the membership of the Campus Development Committee be amended to add:

- Director of ADA and Accessibility Services (*Ex Officio*)
- One representative from the Commission on Equal Opportunity and Diversity (one-year term)

AND BE IT FURTHER RESOLVED, that the changes take effect August 1, 2018.



Native at Virginia Tech

122 Squires Student Center
290 College Avenue
Blacksburg, Virginia 24061
native@vt.edu

<https://gobblerconnect.vt.edu/organization/nativeatvirginiatech>

Dr. Deyu Hu, Chair
Commission on Equal Opportunity and Diversity
336 Burruss Hall (0216)
800 Drillfield Drive
Blacksburg, Virginia 24061

Cc: President Timothy D. Sands
Virginia Tech Board of Visitors

February 26, 2018

Dear Virginia Tech Commission on Equal Opportunity and Diversity:

We, the undersigned Indigenous students, hereby call on the Commission on Equal Opportunity and Diversity to declare the second Monday in October as “Indigenous Peoples’ Day” and in accordance with the policies and procedures established by the University Council, recommend this change to the Virginia Tech Board of Visitors. We propose that the day be designated as such and be reflected on university calendars and other appropriate materials.

It is the duty of the Commission on Equal Opportunity and Diversity to affirm that celebrations of genocide and slavery have no place at Virginia Tech in accordance with our Principles of Community which state, in part, “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.” Furthermore, we have the shared responsibility to recognize and validate the generations of trauma inflicted upon Indigenous peoples. Christopher Columbus who, upon encountering Indigenous peoples’, wrote in his journal, “with fifty men, we could subjugate them all and make them do whatever we want.”ⁱ

Recognizing “Indigenous Peoples’ Day” is but one step toward cultivating a more positive and welcoming environment for Indigenous students and visitors at Virginia Tech, which was historically under the stewardship of the Monacan and Tutelo Peoples. We must recognize our history of subjecting Native communities in Virginia to eugenics and erasure policies as well as prohibiting Indigenous students from attending public schools until the 1960’s. Additionally, declaring “Indigenous Peoples’ Day” advances efforts toward reciprocal partnerships with the eleven tribal communities of the state, a goal established at last year’s Tribal Summit which was hosted by the Office of the President at Virginia Tech.

Therefore, we call on members of the Commission on Equal Opportunity and Diversity to recommend to the Board of Visitors adding Virginia Tech's name to the growing list of colleges and universities across the United States in replacing "Columbus Day" with "Indigenous Peoples' Day."ⁱⁱ

Respectfully,

Jason N. Chavez- *Tohono O'odham*
Class of 2019

Qualla Jo Ketchum - *Cherokee Nation*
Biological Systems Engineering PhD Student

Sarah Giles Woodward- *Osage Nation*
Class of 2019

Christina Shammass - *Blackfeet Nation*
Class of 2018

Stacey Wilkerson- *Non-Native*
#ISTANDWITHNATIVESTUDENTS
Higher Education PhD Student

Devin Ketchum- *Delaware Tribe of Indians*
Electrical & Computer Engineering MS
Student

Melissa Faircloth- *Coharie*
Class of 2019

Lucia Chambi - *Quechua*
Class of 2020

Caylin Stewart- *Chickahominy Indian Tribe*
Class of 2018

Shoa Deese- *Lumbee*
Class of 2019

Doris Brown- *Shinnecock Indian Nation*
Class of 2019

Nizhoni Tallas- *Navajo (Diné)*
Class of 2021

Kai Baisden- *Cherokee & Hawaiian*
Class of 2020

Dr. Samuel Cook
Director of American Indian Studies

Heather Gerrish
Virginia-Maryland College of
Veterinary Medicine Class of 2020

Dr. Mae Hey - *Anishinaabe*
InclusiveVT Faculty Fellow
Indigenous Communities Liaison

Katharina Deiter- *Peepeekisis Cree*
Class of 2019

ⁱ Christopher Columbus, journal entry, October 14, 1492

ⁱⁱ Arizona State University, Beacon College, Bennington College, Boise State University, Brown University, Cornell University, Fredonia College, Harvard University, Minnesota State University, Mankato, Palo Alto College, Stanford University, Syracuse University, University of Alaska Fairbanks, University of Texas El Paso, and University of Utah.

Commission on Equal Opportunity and Diversity
Resolution 2017-18 XXX
Resolution to Modify Caucus Criteria for representation on the Commission on Equal Opportunity and Diversity (CEOD)

Approved by Commission on Equal Opportunity and Diversity:	<i>April 9, 2018</i>
First Reading by University Council:	<i>April 16, 2018</i>
Second Reading by University Council:	<i>May 7, 2018</i>
Approved by University Council:	<i>May 7, 2018</i>
Approved by the President:	<i>May 7, 2018</i>
Effective:	<i>Fall {date}, 2018</i>

WHEREAS, University Council resolution CEOD 2015-16B updated membership to include representation of diverse employee constituencies by faculty/staff caucuses at Virginia Tech, and

WHEREAS, the Commission on Equal Opportunity and Diversity seeks representation from populations that are underrepresented and/or underserved and historically marginalized, and

WHEREAS, faculty/staff caucuses have no common criteria for membership and representation on CEOD;

THEREFORE, BE IT RESOLVED, that the membership of the Commission on Equal Opportunity be revised in Section III-B of the Bylaws of the University Council, as noted below, effective Fall {date} 2018, and the proposal forwarded to the President for approval.

University Council By-Laws

B. Commission on Equal Opportunity and Diversity

Membership:

...

~~TEN~~ ~~Eight~~ Faculty and Staff ~~Caucus~~ community representatives (three-year terms)

Community representatives shall be chosen by one of two methods. Where there is a single widely representative organization for faculty and staff, this organization would have responsibility for electing a representative. Where there is no appropriate organization (or multiple organizations), then a related office, program, or center serving related interests will be responsible for the nominations and election (or selection) of a community representative. The Vice Provost for Inclusion and Diversity & Vice President for Strategic Affairs will be responsible for overseeing the identification of community representatives on an annual basis, including assuring that named organizations, programs or offices use an open process for securing nominations and interested participants if an election is not feasible or reasonable. ~~Representatives elected by a university organization with open membership for faculty and staff (one representative each):~~ A Faculty/Staff Caucuses shall demonstrate its representational nature for membership on CEOD through verification of the following criteria:

- At least one member serving in President, Vice President, Chair, or Vice Chair roles must be faculty or staff. Graduate students who are employees may serve on the leadership team.
- A written mission related to the advancement of equity, diversity, and inclusion.
- An advocacy focus for its own population as well as intersectional identities.
- Representative of an identity group that has been historically underrepresented, marginalized, and disenfranchised.
- Committed to upholding the Principles of Community.
- Maintains organizational documents and policies that include:
 - By-Laws and/or Constitution
 - Elected officers
 - Regular meetings and minutes
 - Definition of voting membership/quorum

- Annual reports of accomplishments and goals for the upcoming year

Changes to caucuses specified in Resolution CEOD 2015-16B (below) shall be approved by University Council.

- Black Caucus
- LGBT Caucus
- Hispanic / Latino Faculty and Staff Caucus
- Appalachian Caucus
- American Indian and Indigenous People's Caucus
- Women's Alliance and Caucus Alliance
- Disability Caucus
- International Caucus
- Veteran's Caucus
- Asian and Asian American Caucus

...

(Last updated on November 2, 2009, July 21, 2014, October 16, 2015, March 3, 2016, July 19, 2016, & October 11, 2016, ...)

**Commission on Equal Opportunity and Diversity
Resolution 2017-18 XXX**

Resolution to Modify the Membership of the Commission on Equal Opportunity and Diversity (CEOD)

Approved by Commission on Equal Opportunity and Diversity:	<i>April 9, 2018</i>
First Reading by University Council:	<i>April 16, 2018</i>
Second Reading by University Council:	<i>May 7, 2018</i>
Approved by University Council:	<i>May 7, 2018</i>
Approved by the President:	<i>May 7, 2018</i>
Effective:	<i>Fall {date}, 2018</i>

WHEREAS, the Commission on Equal Opportunity and Diversity has grown in size over the years to be the largest Commission in the governance system, and

WHEREAS, University Council resolution CEOD 2015-16B updated membership to include representation of diverse employee constituencies by faculty/staff caucuses at Virginia Tech, and

WHEREAS, the Commission on Equal Opportunity and Diversity membership from Ex-officio, Faculty Senate, and Staff Senate, and Commission on Student Affairs representatives is higher than other university commissions, and

WHEREAS, University Council resolution CEOD 2014-2015B specifies CEOD's charge 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", and

WHEREAS, the Commission should be more efficient through reduced size and yet maintain a diverse and appropriate representation of faculty, staff, and students;

THEREFORE, BE IT RESOLVED, that the membership of the Commission on Equal Opportunity be revised in Section III-B of the Bylaws of the University Council, as noted below, effective Fall 2018, and the proposal forwarded to the President for approval.

University Council By-Laws

B. Commission on Equal Opportunity and Diversity

Membership*:

Ex-officio

- Vice President for Strategic Affairs & Vice Provost for Inclusion and Diversity & Vice President for Strategic Affairs
- Assistant Vice President for Equity and Accessibility
- Vice President for Human Resources Associate Vice President for Administration
- Vice Provost for Faculty Affairs
- Senior Director Cultural and Community Centers Vice President for Student Affairs
- ~~Director, Cranwell International Center~~
- Dean of Students
- Director of ADA Services and Access Services
- One academic dean selected by the Council of College Deans (two-year term)
- ~~One~~ Three representatives elected by the Faculty Senate, who ,of which at least one must be a representatives elected by the Faculty Senate, of which at least one must be a senator (three year term)
- ~~One~~ Three representatives elected by the Staff Senate, who ,of which at least one must be a representatives elected by the Staff Senate, of which at least one must be a senator (three year term)
- One representative of the administrative/professional faculty elected by the Commission on Administrative and Professional Faculty Affairs CAPFA (three-year term)
- ~~One staff representative from the Commission on Staff Policies and Affairs (one-year term)~~
- ~~One faculty representative from the Commission on Faculty Affairs (one-year term)~~
- ~~One student representative from the Commission on Student Affairs (one-year term)~~
- ~~Ten~~ Eight Faculty and Staff Caucus community representatives (three-year terms)

...

- ~~Two~~ Three faculty, staff, or student at-large members (three-year term for faculty/staff representatives; one-year term if a student is selected) ...

The at-large members will be chosen by an application process, open to faculty, staff, and students, and conducted by the commission annually for the available, undesignated slot. The commission will forward at least two nominations (so long as there are at least two) for each vacant position to the president for appointment to the commission. The commission may rank the candidates in order of preference. The at-large positions are designed to allow representation from groups not identified above as well as individuals who would make significant contributions to the work of the commission, regardless of background.

- ~~Two~~ One representative of the Student Government Association who has a role working with equity and inclusion the Director of Equity and Inclusion for SGA and one representative elected by the Student Government Association (one-year term)
- One representative of the Graduate Student Assembly elected by the Graduate Student Assembly (one-year term)

- ~~One student representative elected by the Council of International Student Organizations (one-year term)~~

*The chair will be elected from among the non-ex officio faculty or staff members of the commission

(Last updated on November 2, 2009, July 21, 2014, October 16, 2015, March 3, 2016, July 19, 2016, & October 11, 2016, ...)