

UNIVERSITY COMMITTEE ON EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION  
Minutes for October 20, 1999

Present: J. Bohr, T. Calasanti, R. Conners, B. Davis-Jones (for E. Braaten), C. Easterwood, M. Flynn, K. Frazier, R. Giddings, S. Gooden, M. Holmes, A. Hubbell, J. Kidd, F. Lamb, T. McAvoy, L. Moore, N. Parker, V. Reilly, B. Staderman, S. Trulove, G. Welbaum, K. Underwood (for D. Travis), M. Whitlock (representing herself and S. Asselin).

Call to order: Chair Calasanti called the meeting to order at 4:05 p.m.

Adoption of the agenda: The agenda was adopted as presented.

Overview of EOAA Office: Interim EOAA Office Director Reilly introduced members of the office: Michele Holmes, EOAA Specialist; Lisa Halleck, Compliance Officer; Audrey Ald, graduate student assistant for ADA matters; Karen Poe, Program Support Technician; and Bev Bond, Executive Secretary Senior. She said the office's chief concerns are compliance with civil rights legislation; the oversight of faculty search procedures and policies; the investigation of complaints of sexual harassment and discrimination; sexual harassment training for departments and units; and ADA compliance, education, and accommodations.

Reilly said the EOAA Office is undergoing a period of transition. It is working under an interim director and is waiting to see what direction the new president may give it. It also has to consider revisions to its mission. For example, at one time the EOAA Office sponsored educational programming, but this duty has been co-opted by other offices and organizations on campus.

Role of the EOAA Committee: Reilly said the committee's charge is to advise the university president and EOAA director in the planning, development, implementation, and evaluation of the university's equal opportunity and affirmative action policies and programs. It is a part of the university's governance system and is written into the University Council Constitution. The EOAA Committee's membership is broad-based, with representatives approved by the President's Office.

Calasanti asked members how they want to format the committee this year. Traditionally, it has divided into subcommittees that meet the first hour, and then the entire committee meets the second hour. She then asked them what interests and activities they wish to pursue. Members were asked to consider these two items between now and the next meeting and to contact EOAA Committee Secretary Karen Poe via e-mail (kpoe@vt.edu) with their suggestions.

Giddings said the committee could discuss the future of affirmative action in light of recent court decisions and how they may affect the university's initiatives to recruit and retain students of color. Also, he thinks the committee should have a role in advocating diversity and minority recruitment to the new president. Reilly suggested that the group could compose a letter to the new president emphasizing this and other matters of importance to the committee. Conners felt that the group's examination of recruitment and retention efforts should be applied to faculty and classified employees too.

Overview of Office of Multicultural Affairs: Dixon said it was important to know how his office and the EOAA Office differ. The EOAA Office and the EOAA Committee deal with compliance issues while his office does not, although it has a vested interest in them. His office's mission is to facilitate and encourage the university in diversity, multiculturalism, and the creation of an inclusive campus climate. He sees a distinct difference in focus and function between the two

offices.

OMA aids the university in recognizing and valuing diversity and then learning how to effectively manage those differences. It is concerned with cultural change, and organizational and structural change in the university that is necessary in order to generate diversity. He said it is incorrect to assume OMA is simply a programming office. Diversity and multicultural programming is already done by various offices and departments on campus. Instead, his office exists to provide leadership for university-wide efforts in diversity, to work collaboratively with university units to accomplish these efforts, and to advise the president and administration on the policies and programs needed to achieve equity. Its three goals are assessment, planning, and development [see OMA brochure distributed at meeting or website at <http://www.multicultural.vt.edu>]. Dixon handed out OMA's 1998-99 Annual Report, which attributes its activities to one or more of those three goals.

Dixon mentioned the Multicultural Fellows Program, an organization that is co-sponsored by the Political Science Department and the Dean of Students Office. Faculty and staff who are engaged in multicultural or diversity activities are encouraged to apply for this group which meets monthly. One of their projects is the Spectrum special "The Virginia Conductor," which is designed to raise dialog on the issues; it is published twice each semester.

Dixon spoke about building the Strategic Plan for Diversity. It is being led by the Advisory Council on Diversity and Multicultural Affairs and should be in a draft version by January, 2000. From then until its publication date in July, OMA will work with colleges, departments, and units to ensure that they understand it and that they will commit to and develop their own diversity initiatives that expressly address the five major goals of the plan. Mutual accountability and mutual responsibility is expected.

Finally, Dixon said OMA reports directly to the president and is charged to provide him and the senior staff with consultation on diversity issues. To do this effectively, the office has to know what is happening on campus, and so they have an open e-mail policy and invite comments or expressions of concern. This and other forms of receptiveness aid OMA in consulting because they learn the mood of the campus' constituents and how the institution really works. Hopefully, this will prevent the university from making rash errors in areas requiring sensitivity.

Calasanti asked Dixon about the relationship between the EOAA Committee and OMA. He said the university needs to undertake a comprehensive effort to educate its faculty and staff in multiculturalism and diversity. He sees a part for the committee in this. Secondly, when it comes time for implementation of the Strategic Plan for Diversity, the committee can help the Advisory Council in overseeing the compliance aspects of it.

Resolution to make Ben Dixon an ex officio member: The committee reviewed the drafted resolution and, there being a quorum present, it voted and approved it. Next it will be presented before University Council for a first reading at the November 1 meeting. It will have a second reading and be voted upon at the November 15 meeting.

Adjournment: There being no further business, the meeting was adjourned at 5:07 p.m.

Respectfully submitted,

Karen L. Poe Secretary, EOAA Committee

Next meeting is Wednesday, November 17, 1999 Room C, Donaldson  
Brown, time to be announced

UNIVERSITY COMMITTEE ON EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION  
Minutes for November 17, 1999

Present: S. Asselin, J. Beach (for W. Elvey), J. Bohr, T. Calasanti, B. Davis-Jones (for E. Braaten), B. Dixon, M. Flynn, K. Frazier, R. Giddings, S. Gooden, M. Holmes, A. Hubbell, J. Kidd, E. LaBoone (for K. Haden), T. McAvoy, S. Meade, N. Parker, V. Reilly, S. Snow, B. Staderman, S. Trulove, G. Welbaum, L. Woodard.

Call to order: Substitute Chair Reilly called the meeting to order at 3:05 p.m.

Adoption of the agenda: The agenda was adopted as presented.

Subcommittee charges: Reilly said she and Calasanti decided to format the committee into two subcommittees, each of which would be given a charge in keeping with the committee's active role in matters relating to equal opportunity and affirmative action (please refer to the electronic copies of these charges that were sent to members prior to the meeting).

Reilly said members of the Awareness Training Subcommittee wouldn't necessarily be responsible for conducting the awareness sessions themselves (a cadre composed of Dixon, Reilly, Hyer, and others would do this), but instead would facilitate the sessions for presentation to their constituents. The goal is to increase consciousness of sensitivity issues, appropriate language, affirmative action search procedures for faculty and staff, findings from climate surveys and focus groups, and whatever else is deemed important.

The Recommendations Subcommittee will formulate a list of EOAA/diversity areas needing support from incoming president Dr. Steger and then develop some kind of format (letter, narrative, or presentation) for imparting this information to him.

Subcommittees' goals: After meeting briefly, each subcommittee's spokesperson reported on their discussions. Trulove said the Awareness group decided possible approaches could include identifying "doors" to faculty and staff gatherings where presentations could be made. This would involve identifying meeting schedules in the colleges, such as faculty retreats, department head meetings, staff association meetings, and faculty association meetings. Sources of information might be college diversity committee (CDC) representatives, Staff Senate representatives, and department and dean secretaries. Other suggestions: make a presentation to the Staff Senate, and then ask them for recommendations for how to reach colleges and departments (including non-academic departments); and train CDC representatives to be partners in making presentations within the colleges (training-the-trainers approach). Furthermore, they envision the design of three training programs. This would be the responsibility of the EOAA/Personnel Services professionals rather than the subcommittee. One might be an overview of the campus climate surveys. Another would be on managing a diverse environment: a half-day session with role-playing and dialog for people in the majority who are perhaps feeling beleaguered by "PC traps" and for minorities and women who feel frustrated or intimidated by persistent insensitivity. The third would concentrate on creating an atmosphere conducive to recruitment and retention. All three would have certain data in common regarding the Virginia Tech climate, and each would offer empowerment tools relevant to its topic. Because it is not readily known what staff organizations exist within the colleges (which makes it difficult to reach this component), the subcommittee proposes that President Steger ask the colleges to establish an annual staff training day. Besides emphasizing conventional skills development, one of the three programs would be selected for presentation. As for faculty training, they might have similar options at their retreats. And employees above a certain grade level might

be required to undergo annual supervisory training to include presentations of these issues and make "recertifications" dependent upon completion of such training.

Parker spoke of the Recommendations Subcommittee's discussion. She said they concentrated on highlighting areas of concern: retention of minority faculty, staff, and students; gender issues; and diversity issues in general. They are aware that there are factions already existing on campus pursuing these aspects and, to avoid duplication of effort, the subcommittee should incorporate them first before generating a list. They plan to have representatives of these factions apprise the subcommittee on their data collection process, the current status of their projects, and what recommendations they would put forth and to whom. They would also invite the authors of recent reports on campus climate to present their findings to the subcommittee. The subcommittee will mainly concentrate on highly critical issues, but will also consider those with lesser recognition, such as establishing lactation centers on campus.

Status of resolution to make Dr. Ben Dixon an ex officio member: Reilly reported that University Council passed this resolution.

Report on Staff Campus Climate Survey: Valerie Conley, assistant director of Institutional Research and Planning Analysis, gave a PowerPoint presentation on the Staff Assessment of Campus Climate (done in cooperation with Pat Hyer), which she described as a work in progress. The final report is not yet complete. Handouts were distributed to members. Among her comments (beyond the information included in the handout): Concerning the survey methodology, this wasn't a sample survey; it went to all full-time, classified staff members on and off campus in the state of Virginia. The response rate of 51% was very good for this type of study. Respondents were allowed to choose multiple races and ethnicities to describe themselves. Hispanics, Asians, American Indians, and combinations of race/ethnicity were consigned to the category of "other" race. The university climate was rated more negatively than the departmental climate in regard to racism and sexism; the faculty survey concurred in this. For questions with a 5-point range, 1 being the most positive response and 5 being the most negative, 1 and 2 were collapsed together and termed "positive," 3 was interpreted as "neutral" though it wasn't labeled as such on the survey, and 4 and 5 were collapsed and termed "negative." There was some criticism for this, but Conley said she knows of no alternative. Responses from off-campus respondents were more positive than those from on campus. The gender percentages for staff are 60.3% women and 39.7% men. In perceptions of campus climate among very underrepresented groups (e.g., lesbian women), quantitative data isn't the right research technique for plumbing that information. The longer that staff members have worked at Tech, the more content they are with the university. There isn't much statistical significance in the age of the respondents in relation to their responses.

After the presentation, Conley asked for feedback. Reilly feels the survey should be repeated on a regular basis and triangulated and supplemented with other methods such as focus groups and interviews. Questions from other members include: What is the relationship between years on the job and assessment of climate regarding sexism and racism? What is the relationship between the gender and race of the respondent regarding supervisor, climate, treatment, etc., and the gender and race of the supervisor? Can you look at multiple minorities to see if they feel unfair treatment or a poor climate on the basis of more than one status (e.g., a lesbian female)? How will the much higher levels of unfair-treatment reports be related to the climate data (since one reflects feelings of overall climate versus instances of actual treatment, one would think the former would be, in some respects, more important)? Is there an interaction between age and unfair treatment on some of the variables, like gender? Comments from a member: When I filled out the staff survey, "somewhat" was a significant indicator, so seeing "somewhat dis/agrees" and "strongly dis/agrees"

lumped together as "positives" makes me wonder why I bothered. I would like to see these responses separated, as in: "VT has a climate that fosters diversity" and "The university is committed to the success of different racial and ethnic groups."

Members with further thoughts on the survey may contact Conley directly.

Other business: Reilly spoke on the EOAA Office's Second Quarterly Report which was handed out to members. She explained that the next quarterly report will include a section reflecting the office's training and outreach accomplishments. These will include ADA and sexual harassment training, the office's twice-annual publication of Diversity News, and office representation on several university committees. She noted that a recent joint effort between the EOAA Office, the Provost's Office, Office of Multicultural Affairs, and Dean of Students Office produced a memo that will be mailed to deans, directors, and department heads about the upcoming holidays and encouraging tactfulness toward university community members with differing beliefs and traditions.

Adjournment: There being no further business, the meeting was adjourned at 4:56 p.m.

Respectfully submitted,

Karen L. Poe  
EOAA Committee Secretary

UNIVERSITY COMMITTEE ON EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION  
Minutes for December 15, 1999

Present: C. Arellano (for J. Kidd), J. Bohr, T. Calasanti, B. Dixon, W. Elvey, M. Flynn, R. Giddings, B. Gooden (for S. Gooden), M. Holmes, T. McAvoy, N. Parker, V. Reilly, S. Snow, B. Staderman, D. Travis, S. Trulove, G. Welbaum, M. Whitlock. Guest: L. Halleck.

Call to order: Chair Calasanti called the meeting to order at 4:03 p.m.

Adoption of the agenda: The agenda was adopted as presented.

EOAA Office Quarterly Reports: Reilly distributed the office's second and third quarterly reports. She said members are welcome to make suggestions on how the format could be improved. The reports are sent to the university president and are a record of the office's compliance activities.

Holiday letter: Reilly handed out a letter that was sent to deans, directors, and department heads concerning the celebration of the holidays. It recommended that offices and departments keep in mind that not all members of the university community share and observe the same holidays, and that any observances should be inclusive and sensitive to people of differing faiths. The letter was sent under the aegis of the Offices of the Vice President for Multicultural Affairs, Equal Opportunity and Affirmative Action, and Vice President for Student Affairs. They received minimal negative reaction. Members discussed the need for ready retorts to callous remarks, such as a claim that the season is specifically concerned with Christmas. Next year's letter may include advice on proper responses. Calasanti said this is a good issue for the Awareness Subcommittee to address.

Report on Pilot Project: Associate Dean Myra Gordon spoke on the College of Arts and Sciences' Pilot Project, which is a revision of their faculty search procedures as a means of increasing diversity in the college. The project got underway in fall 1999, and after one full hiring cycle its effectiveness will be evaluated. If it proves successful, it may be implemented university-wide.

The context for launching the project included institutional research on the status of women and minorities faculty at Virginia Tech; institutional research on search committee composition and hiring outcomes; the Arts and Sciences Cultural Diversity Committee's recommendations to hire a more diverse faculty; observation of problems in some Arts and Sciences searches; the University of Maryland at College Park benchmarking trip, which resulted in Dean Bates commitment to improving the college's figures; EOAA acknowledgment that the current procedures should be revisited; and the support of the Offices of Equal Opportunity and Affirmative Action, Multicultural Affairs, and the Provost for a pilot project.

In developing the project, the college reviewed current policies, procedures, and paperwork; reviewed literature on the recruitment of diverse faculty; identified best practices in faculty searches; re-wrote procedures; revised paperwork; re-wrote the procedures manual; created a dean's office Review Team; introduced the Pilot Project to department heads at a retreat; and created a script with which to charge search committees.

What has changed with the college's Pilot Project is primarily increased accountability in that committees must get permission before they can go forward in the newly sequenced process. Another change is the required heterogeneity of ethnic, gender, and rank in search committee membership. If a department doesn't have the necessary representation, they must go outside of their department, college, the university, or

academia, if necessary. Also changed is the dean's leadership, commitment to diversity, and expectations for more diverse hiring outcomes; acknowledgment of search committee bias in the search process (e.g., hiring new faculty members that resemble the current ones, having too narrow a definition of what constitutes an excellent candidate, and wording position announcements so narrowly that some candidates are excluded outright); having search committees function as search committees versus selection committees (i.e., they shouldn't decide who the one best candidate is, but rather decide upon a group of candidates for consideration by the dean and department head after these two review all of the material compiled by the committee).

Benefits of the Pilot Project include providing opportunities for the college's faculty to work with diverse, competent others; building new relationships with historically black colleges and universities, representatives from private industry, and black alumni; getting positive spokespersons out there (people who have had favorable interactions with the college and will counter Tech's image problem); addressing and averting bias in the search process; and getting more qualified women and people of color into the applicant pool.

Gordon handed out copies of the revised Procedures for an Approved Faculty Search and Faculty Search Activity Record. She concluded by saying that at the end of the hiring cycle, a thorough assessment will be made of the Pilot Project and forwarded to the Provost's Office, Office of Multicultural Affairs, and the EOAA Office. Even if other colleges do not adopt the College of Arts and Sciences new procedures, Arts and Sciences won't resume the usual method of conducting searches.

Subcommittee reports: Trulove said the Awareness Subcommittee is planning to reach the university community with an initiative to increase awareness and skills-training opportunities. The announcement of it will include a list of programs and resources that are already available, such as sexual harassment and ADA training and the inventory of diversity initiatives at Tech compiled by the Advisory Council of the Office of Multicultural Affairs. They have yet to devise a timetable or work out the mechanics of the project. Concerning the inventory, Dixon added that the Council will review it in January, and a decision will be made on how to further disseminate it to the 16 administrative units on campus. It will also consider how the information can be shared with the entire university.

Giddings reported that the Recommendations Subcommittee discussed the Office of University Relations and the importance of portraying a positive image of Virginia Tech in national publications and in Virginia Tech magazines. They are concerned with the scarcity of minorities and women in them. They see the need for a more representative and inclusive image, in part because of recruitment implications. Dixon said his Advisory Council has a communications subcommittee that will also study this issue in January and offered their support. In a combined effort, some of his members will join some of the Recommendations Subcommittee in meeting with Larry Hincker on January 27. Per Dixon's recommendation, they will confer about the multiple ways that the university is intentionally marketed, not just in the written media but in all aspects. The results of the meeting will be reported to the committee.

Adjournment: There being no further business, the meeting was adjourned at 5:02 p.m.

Respectfully submitted,

Karen L. Poe  
EOAA Committee Secretary



UNIVERSITY COMMITTEE ON EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION  
Minutes for January 19, 2000

PRESENT: S. Asselin, J. Bohr, T. Calasanti, B. Davis-Jones (for E. Braaten), B. Dixon, W. Elvey, M. Flynn, R. Giddings, B. Gooden (for D. Travis), S. Gooden, M. Holmes, A. Hubbell, P. Hyer, J. Kidd, F. Lamb, T. McAvoy, N. Parker, V. Reilly, S. Snow, B. Staderman, S. Trulove, G. Welbaum.

Call to Order: Chair Calasanti called the meeting to order at 3:04 p.m.

Adoption of the Agenda: The agenda was adopted as presented.

Faculty Affirmative Action Report, Fall 1999: Hyer distributed two handouts, one featuring highlights of the affirmative action report, and the other being a breakdown of tenured/tenure-track faculty into race and gender by college. Both handouts profile diversity figures over a five-year period, from fall 1995 to fall 1999. As of the census date, there were 1,387 tenured/tenure-track faculty, the largest number in a decade. That includes more women than Tech's ever had (277), 20% of the total. This compares to the national statistic of 40% of doctoral degrees being awarded to women. The university has a way to go as far as matching this available pool, but the fact that it hires more faculty in science and engineering accounts in part for the discrepancy with the total availability, which comprises all academic disciplines. Nonetheless, it is making incremental progress. 1999 saw the highest number of new faculty hires (83), the highest Hyer has seen since she began compiling these reports. Fourteen percent of these were protected minorities; 37% were women. Hyer reviewed the summaries of each of the eight colleges. She said the percentage of women faculty varies dramatically by college. For example, Agriculture and Life Sciences has shown little progress since 1995, while Engineering has doubled its number of women.

As for race and ethnicity, Hyer said we have increased the number of Asian tenured/tenure-track faculty, but had a loss in Asian special research faculty. There were slight increases in American Indian, African-American, and Hispanic faculty; however, the loss of Asian research faculty lowers the minority number as a whole.

Hyer explained that one important outcome of this report is an examination of Tech's workforce by race and gender as it compares to the available doctoral pool, which is based on all the doctorates awarded nationally between 1990 and 1996. Any difference between our percentages and the pool's percentages becomes the university's affirmative action goal. She said the goals may be low for race and ethnicity because the availability is low in some fields, whereas there are high goals for women because they are more available. Just as there are goals for tenured/tenure-track faculty, they exist for non-tenure track faculty (based on master's degrees awarded) and for classified employees (based on the regional workforce).

Student Campus Climate Survey: Hyer passed out two handouts, one corresponding to her PowerPoint presentation, the other reviewing the survey's factor analyses. The survey was sent to 3,000 undergraduate students (graduate students were the subjects of a separate study) in 1998, and it is similar to those that were sent to faculty and classified staff.

Only 3,000 surveys were distributed due to cost limitations. They were sent to all protected minorities and a percentage of white and non-U.S. students. The survey contained 101 items that can be grouped into 15 major categories of information ("dimensions"). The responses were tested for differences in race and gender, and interactional effects by

gender, race, and college.

Among the information Hyer shared in addition to the handouts: More women students than men students responded to the survey. African-Americans responded at a lower rate than they were sampled. A good majority of students feel they have positive interaction with faculty and administrators. Concerning general diversity items, African-American women were less positive than African-American men. More women than men students report they have seen the integration of racial/ethnic issues into courses.

Students termed "other" include those who claim to be bi- or multi-racial or American Indian or Hispanic; individually, these are subgroups that are so small they can't be analyzed separately. Basically, the majority of African-American students think Tech is a relatively racist environment, while white students think the opposite; Asians and other minorities fall somewhere in the middle or toward the whites' attitude. Ninety-four percent of African-American students think they have a chance to succeed at Virginia Tech. There is no single climate at the university; the climate one perceives depends upon one's race, gender, disability, or sexual orientation. Having at least one kind of minority status makes one more likely to see problems for other minorities. The data should be developed into a report within two months.

Among the members' comments: Calasanti asked if engaging in proactive diversity classes or activities results in increased awareness and a change in attitudes and behaviors. Dixon and Hyer said studies have shown this to be true. Hyer said some of the survey's data can be construed as meaning some students feel that the climate is hostile for many, but their own experiences have been good. She also noted that the faculty campus climate survey showed greater gender differences than the student survey. When members were asked how the survey's data should be used, Dixon said departments and units could use the information to review their policies, to reconsider what specific activities or strategies they should undertake or cease, and to examine their treatment of students in the classroom, but also their treatment by non-academic personnel and support staff. He also suggested forums between aggrieved students and units or departments to discuss the data and gather anecdotal accounts, perhaps in a panel format. Reilly said the Awareness and Recommendations Subcommittees can incorporate the survey into their efforts. Hyer would like to use the survey to educate those in the university community who are oblivious to the experiences and perceptions of minorities in a manner that doesn't put them on the defensive. The discussion turned to how to get faculty to attend diversity educational programs that might include the survey data: whether to make it mandatory; to create several modules and let faculty choose to attend one of their interest; or to use faculty development programs, such as the Center for Excellence in Undergraduate Training. Dixon supports an incentive system offering rewards and awards in recognition of diversity efforts, and that these be built into existing programs; also, that if mandatory training isn't feasible, then voluntary participation should be made an expectation of one's employment. Snow proposed making a class in gender and race issues a core requirement for all students. Student complacency toward perceptible problems was discussed; Dixon said African-American students in particular exhibit this because they are here for the short term and don't have much faith in achieving recourse; however, the institution itself can't afford to be complacent or oblivious.

S. Gooden wondered whether it is realistic to expect universal satisfaction among students in light of Tech's conservative profileöcan the two divergent elements reconcile? Kidd said diversity should be woven into pedagogical techniques, and that the Faculty Development Initiative is a good model. Elvey stressed the importance of having a

training component not just for students, but for faculty, staff, and administrators, too.

Adjournment: There being no further business, the meeting was adjourned at 4:40 p.m.

Respectfully submitted,

Karen L. Poe  
EOAA Committee Secretary

UNIVERSITY COMMITTEE ON EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION  
Minutes for February 16, 2000

PRESENT: S. Asselin, T. Brown, T. Calasanti, R. Conners, B. Davis-Jones (for E. Braaten), B. Dixon, W. Elvey, M. Flynn, R. Giddings, S. Gooden, L. Halleck (for M. Holmes), A. Keown (for C. Easterwood), J. Kidd, F. Lamb, T. McAvoy, D. Nutter (for S. Trulove), N. Parker, V. Reilly, S. Snow, B. Staderman, D. Travis, G. Welbaum, M. Whitlock.

Call to Order: Chair Calasanti called the meeting to order at 3:10 p.m.

Adoption of the Agenda: The agenda was adopted as presented.

Discussion of Minority and Women Doctoral Directory: Conners said he serves on a subcommittee of the Office of Multicultural Affairs' Advisory Council. They are studying faculty and staff search procedures with the intent of increasing contacts with as many minority candidates as possible. He said they wish to recommend that the EOAA Office better utilize the Minority and Women Doctoral Directory that it receives every year. The directory lists approximately 4,500 students/graduates in nearly 80 fields in the sciences, engineering, the social sciences, and the humanities. Conners suggested that the EOAA Office routinely either send copies of the appropriate sections to search committees or let them know that they can come and review the directory in the Office. [The EOAA Office now sends copies to search committees.]

Report on Hincker meetings: Giddings said the meetings of the Recommendations Subcommittee and the Office of Multicultural Affairs' Advisory Council with Larry Hincker and the Office of University Relations (OUR) were positive. He felt they were quite receptive to the Recommendations Subcommittee's suggestions and concerns regarding the inclusion of more minorities and women in university publications. Besides broader representation, they also discussed the need for sensitivity in the roles in which minority groups are portrayed so as to avoid reinforcement of stereotypes. When depicting people of color, they should be presented not as objects, but as subjects. To help alleviate the problem, OUR will establish contacts with student organizations to gain their cooperation for future photo shoots.

Dave Nutter of OUR added a few comments. He said they need the committee to alert them about the various minority events held on campus so they can build their repertoire of photographic images. The more events they are made aware of, the more dynamic the model settings will become. Brown suggested that OUR contact the Events Office in Squires for information on student happenings. Nutter then touched on how much participation OUR has on the various college, department, and research center publications. He said the latter may opt to design them themselves or they can ask OUR to design a template for them. Some act independently and contract with outside public relations firms. However, they all must follow OUR's Standards Manual for correct and consistent word usage and acceptable university logos, etc. This prompted Dixon to ask if there are publication standards from an image standpoint, no matter the publication's origin. Nutter replied there are not, but he saw no reason why such standards couldn't be developed. Nutter concluded that he would like the committee to act as a resource to OUR and to notify him or Larry Hincker about upcoming events.

Discussion of recommendations to President Steger: Reilly led the discussion of the committee's recommendations to be presented to President Steger. The committee offered the following:

I. STRENGTHEN RECRUITMENT/HIRING/RETENTION OF WOMEN AND MINORITIES

Stronger support of diversity in all aspects from President and/or Board

of Visitors, possibly in the form of a policy statement or pronouncement. Greater diversity on search, promotion, and tenure committees. Flexibility in selecting search committees, i.e., the inclusion of minority and women members from outside departments, colleges, or even the university. From the top, increase expectations of accountability for reaching diversity goals. Also, expect each college or unit to develop processes to increase diversity. Recognize or reward diversity efforts in faculty annual reviews and the tenure process. Promote diversity by considering the hire of outside candidates rather than in-house candidates. Or conversely, "grow your own" contingent of minority/women students and faculty through scholarships, fellowships, and mentoring programs. In the regional community, increase the public perception of Virginia Tech as an exemplar of multiculturalism.

## II. INCREASE PROVISION OF EFFECTIVE PROGRAMS FOR DIVERSITY

Make classes in diversity/multiculturalism a part of the core curriculum. Require diversity training for faculty in simulation of Faculty Development Institute or Center for Excellence in Undergraduate Training. Provide rewards and opportunities (grants, release time, money for professional development) to faculty willing to develop diversity modules for the classroom. Better communication to students of the availability of diversity programs and opportunities.

## III. INCREASE DIVERSITY IN PUBLICATIONS AND INFORMATION DEVELOPMENT

Develop publication standards from an image standpoint to promote a campus community that reflects a diverse population in regard to race, gender, disability, and age. Increase diversity of the staff in the Office of University Relations and those who produce university publications.

## IV. ESTABLISH CAMPUS CHILDCARE

Virginia Tech's Office of Family Support and Center for Public Administration and Policy is cooperating with Montgomery Co. Public Schools in a childcare needs assessment headed by the Montgomery Co. Childcare Task Force. Determine whether a childcare center should be established on campus to assist staff, faculty, graduate students, and non-traditional students. Also, whether to establish lactation centers. For both, examine considerations of administrative/managerial support, space, affordability, and extended hours. Collaborate with Rosemary Blieszner and the Office of Multicultural Affairs on their independent studies. Also, pursue possible interest in eldercare.

Other business: Chair Calasanti announced that the Women's Network has been reactivated. It's an independent organization serving women faculty, staff, and graduate students. Its goals are to advocate women's concerns, to support women's career advancement, to assure participation in decision making, to create communication channels, and to bring together the university community. Contact Susan Anderson (1-8041; anderson@vt.edu) for more information.

Adjournment: There being no further business, the meeting was adjourned at 4:58 p.m.

Respectfully submitted,

Karen L. Poe  
EOAA Committee Secretary

UNIVERSITY COMMITTEE ON EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION  
Minutes for March 22, 2000

PRESENT: J. Bohr, T. Calasanti, M. Cimilluca (for W. Elvey), B. Davis-Jones (for E. Braaten), B. Dixon, M. Flynn, A. Keown, J. Kidd, T. McAvoy, N. Parker, V. Reilly, Z. Shen (for G. Welbaum), S. Snow, B. Staderman, S. Trulove.

CALL TO ORDER: Chair Calasanti called the meeting to order at 4:04 p.m.

ADOPTION OF THE AGENDA: The agenda was adopted as presented.

Subcommittee Reports: Snow said the Recommendations Subcommittee will turn the bullet list produced at the February meeting into a comprehensible, brief narrative for President Steger. It will explain why the EOAA Committee is making these recommendations and what remedies it suggests, and may be prefaced by an indexed cover sheet.

Reilly handed out the Awareness Subcommittee's plan of action. They will meet over the summer to meet these goals, which include a Spectrum article covering the salient points of the three campus climate surveys; with Pat Hyer, developing a PowerPoint synopsis on the surveys for presentation to departments; and producing a video of vignettes based on the topics the committee discussed this year. All these efforts will stress the economic benefits and improved working and learning environments that accompany a diverse campus population. Ultimately, they hope to construct a training module consisting of the PowerPoint presentation, followed by the video, and concluding with tangible evidence on the benefits of diversity (e.g., University of Maryland at College Park). The subcommittee drew up a list of resource people to assist in its plans.

ADA PAMPHLET: Reilly distributed the new Americans with Disabilities Act brochure produced by the EOAA Office. It is essentially a fact sheet that provides basic information on the law, what assistance is available on campus, and whom to contact for specific needs. Eventually the office will have similar brochures on faculty search procedures and complaint procedures.

AFFIRMATIVE ACTION INCENTIVE GRANTS: Reilly discussed these annual grants which award projects up to \$2,500 from a total pool of \$20,000. The awards are made for a one-year period with a possibility for renewal. Appropriate activities are projects designed to demonstrate the effectiveness of new approaches to promote affirmative action; activities which will enhance the recruitment, retention, and advancement of women, minorities, and people with disabilities; programs which will encourage behavioral and attitudinal changes supportive of affirmative action and diversity; and studies to evaluate affirmative action or diversity programs, or to develop a better understanding of these issues at Virginia Tech. Proposals may be submitted by individual faculty or staff members, by university departments, or by recognized campus organizations. The deadline for submission this year is April 10. Calasanti asked members to volunteer their service on the selection committee chaired by Pat Hyer; four or five members are usually recruited. They are sent copies of the proposals and meet for a few hours to decide upon the recipients.

EOAA AND ADA OFFICE STRATEGIC PLAN: Reilly, interim director of the EOAA Office, passed out a draft of the plan. It is divided into sections: the office's Mission Statement; Goals and Objectives; Background; and Tasks and New Initiatives to Meet Goals and Objectives. In addition, the office is committed to improving its equipment, staffing, professional development, and outreach. New initiatives are proposed that will primarily be accomplished through innovative technology and greater

electronic access to EOAA materials and training.

WOMEN'S NETWORK: The network is an independent organization serving women faculty, staff, and graduate students. Its goals are to advocate women's concerns, to support women's career advancement, to assure participation in decision making, to create communication channels, and to bring together the university community. Currently, it is forming a panel for a presentation and discussion on the issues women graduates encounter upon entering the workforce. It is also drawing up a constitution. Meetings are held on the ninth of each month (a mnemonic chosen for Title IX) or if the ninth falls during a weekend, on the previous Friday.

ADJOURNMENT: There being no further business, the meeting was adjourned at 4:48 p.m.

Respectfully submitted,

Karen L. Poe  
EOAA Committee Secretary