UNIVERSITY COMMITTEE ON EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION
Minutes for September 21, 2000

PRESENT: G. Adams, S. Asselin, J. Bohr, T. Brown, B. Elvey, M. Flynn, R. Giddings, S. Gooden, L. Halleck, M. Holmes, B. Hull, P. Hyer, A Keown, T. McAvoy, L. Moore, J. Powell, J. Reilly, S. Trulove, G. Welbaum, M. Whitlock, E. Williams.

Call to order: Chair Gooden called the meeting to order at 3:02 p.m.

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

Mission and goals of the EOAA Office: Because the committee is charged with advising the director of the office regarding the university's equal opportunity and affirmative action policies and programs, interim director Reilly introduced the office's members, who in turn related their duties. The EOAA Office handles a multitude of areas. Halleck is the compliance officer; she receives and investigates complaints of discrimination and harassment against university employees; she conducts proactive sexual harassment and sensitivity training; she also serves as Title IX coordinator. Holmes coordinates faculty search procedures, produces the biannual *Diversity News* magazine, and compiles Tech's Affirmative Action Plan. Besides oversight of the EOAA Office, Reilly, as ADA coordinator, manages university-wide disability and accessibility issues. The office also has a Special Services Lab that provides assistive technology to the campus community. Contact information for the office staff is in the "EOAA Office" section of the EOAA Committee notebook.

Review charge of the EOAA Committee: Chair Gooden said this is a standing committee of the university and reports to the Commission on Faculty Affairs and Commission on Classified Staff Affairs. It is a core committee within the university's governance structure. Members are chosen to represent each of the major organizational units (colleges and vice presidential areas) of the university, as well as important special-interest groups. College and unit representatives and at-large members serve three-year staggered terms and may be reappointed. Student members are appointed for one-year terms. Additional information may be found in the EOAA Committee notebook under "Statement of Purpose."

Review contents of EOAA Committee notebook: Chair Gooden encouraged members to review the notebooks that were handed out to them at this meeting. (If you were unable to attend, please contact the EOAA Office at 231-7500 to arrange delivery of the notebook.) They were designed to provide background information, to serve as a resource guide to the work of this year's subcommittees, and to give an overall introduction to equal opportunity and affirmative action issues.

EOAA Committee subcommittees: This year's subcommittees arose out of last year's recommendations to President Steger and form the basis of their assignments. Members are asked to serve on of the four subcommittees: 1) Awareness Training Subcommittee; 2) Faculty and Staff Hiring Subcommittee; 3) Parenting Concerns Subcommittee; 4) Publications and Media Subcommittee. (Prior to the meeting, members were sent copies of a charge/description for each.)

Subcommittee chair McAvoy spoke about the Awareness Training Subcommittee (ATS). Its purpose is to design and disseminate an awareness workshop for faculty and staff that will inform them about the current state of the workplace with respect to minority viewpoints and to explore positive ways to interact with people of different backgrounds. They are currently working on its content--at this point, production of a video and an accompanying workbook.

Burger is chair of the Faculty and Staff Hiring Subcommittee (FSHS). This group is charged to encourage and monitor the recruitment, hiring, and retention of a diverse pool of tenure and non-tenure track faculty and staff. They will examine the College of Arts and Sciences' Pilot Faculty Search Process Model ("Pilot Project"), an alternative to the current standard faculty search procedures. They will offer input as to modifying it, expanding it, and its possible application to other colleges.

Chair Gooden said the Parenting Concerns Subcommittee (PCS) is open for a chair, and she urged members unaffiliated with another subcommittee to join. It will advocate family-friendly workplace policies at the university, including available childcare, lactation facilities, family leave policies, family support resources, and eldercare services.

Giddings spoke for the Publications and Media Subcommittee (PMS). They will work to encourage and monitor the production of representational material to present an inclusive and non-stereotypical portrait

of the Virginia Tech community. The EOAA Committee recommends, as a whole, that the university adopt a policy requiring departmental and unit publications to be more congruent with these goals. Giddings said that since meeting with last year's committee, University Relations has made efforts to increase the representation of people of color.

Chair Gooden said that each subcommittee will be responsible for bringing in a speaker relevant to its charge to address the entire committee. The schedule for this is as follows: In October, we will have someone speak about disability issues on campus; in November, Awareness Training will arrange a presentation; in January, Parenting Concerns; in February, Publications and Media; and in March, Faculty and Staff Hiring.

Chair Gooden said the structure for this year's meetings will be to have the entire group meet for the first fifteen minutes to discuss any vital issues, then break into subcommittees for an hour, then reconvene for subcommittee reports. This will be adjusted for those meetings involving speakers.

Reconvene for subcommittee reports: The subcommittees met separately to develop goals for this year, and then the entire committee reconvened for their reports.

McAvoy spoke about the video ATS is making. They are gathering stories from members of the Tech community who have experienced insensitive behavior, and have taped one interview. As for the workbook, it will discuss why there is a need for diversity training and present content on African-Americans, Appalachian culture, gender issues, sexual harassment, sexual orientation, disabilities, religion, aging, and international cultures. He asked committee members to relate to ATS any stories they may want to share for the workbook or to actually appear in the video. They also need volunteers to conduct training sessions, once the project design is completed. The workshop is geared toward managers, supervisors, and employees. ATS hopes President Steger will strongly invite deans, directors, department heads, unit managers, and their staff to attend; voluntary rather than mandatory attendance is currently envisioned.

Keown reported on FSHS. They focused on the College of Arts and Sciences' Pilot Project and will have to wait until the final report is issued before they can act on it. Until then, they will pass as much information about the project as possible to other faculty, at the same time correcting any disinformation being spread around campus. Additionally, FSHS discussed ways to increase diversity in faculty/staff applicant pools.

Elvey said PCS has three goals. The first involves the Montgomery Co. childcare needs assessment study. They would like to help Cathy Jacobs of Family and Work/Life Resources analyze the subset data that concerns Virginia Tech members. Secondly, they plan to find peer institutions that have already established childcare facilities, converse with them about their experiences, and pass this knowledge onto the EOAA Committee. And third, they hope to identify additional goals for next year's subcommittee, since the areas of childcare and lactation are already receiving the university's attention.

Reilly reported on PMS, although Powell will serve as chair. She said their goals include working with: Larry Hincker in University Relations on TV public service announcements; alumni publications; and college public information officers to help identify people outside of University Relations who produce public materials. Also, they will examine Tech-related electronic media and virtual publications on the Web. But before offering constructive advice, they will prepare a guidelines packet with information on the university's EOAA statement, accessibility statement, the university's style guide, and the need for diverse profiles.

Other business: Members were reminded that they are expected to attend all meetings. An alternate representative must be designated to substitute for the primary representative when necessary. If there is a consistent conflict between a member's schedule and the committee's set meeting dates and time, they should contact the committee secretary (Karen L. Poe; 231-7518; kpoe@vt.edu) so that someone else may be selected to represent their constituency.

Members were asked to bring their name cards, which were handed out at this first meeting, to subsequent meetings. Additionally, members are encouraged to join one of the four subcommittees, one of interest to them and where they think their talents can best be applied.

Hyer gave an update on lactation centers. The Coordinating Council on Women's Concerns proposed to the University Architect's Office that fifteen zones be established so that the nearest lactation center is a

five-minute walk for employees. Location will also depend on the concentration within the zones of females under the age of 45. Jim Bohland and Minnis Ridenour may ask the Montgomery Regional Hospital Board to help fund these centers. However, the physical construction of these centers is very expensive because they must be ADA accessible.

Adjournment: There being no further business, the meeting was adjourned at 4:50 p.m.

Respectfully submitted,

Karen L. Poe
EOAA Committee Secretary

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

PRESENT: J. Bohr, C. Burger, B. Dixon B. Elvey, R. Giddings, V. Giddings (for S. Asselin), S. Gooden, M. Holmes, B. Hull, T. McAvoy, L. Moore, J. Powell, D. Travis, G. Welbaum, E. Williams. Guest: Jamie Ealy.

Call to order: Chair Gooden called the meeting to order at 3:03 p.m.

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

Presentations on Institute for Distance and Distributed Learning (IDDL) and Assistive Technology:
Sherri Turner, manager for institutional program development, spoke about distance learning and ADA integration. She said distance learning is many-faceted and requires a holistic approach; it is more involved than simply throwing content onto the Web. IDDL intends to be the university's central coordination point for distance learning and the only place students need to connect with for successful distance learning. IDDL is a provost initiative with cross-university participation and collaboration. It attempts to eliminate barriers and does research and development in new ways to facilitate learning, both technically and in systems and processes. There has been tremendous growth in the number of distance and distributed learning course offerings. In 1994 there were less than 50; now there are over 250. There are 6,327 total enrollments across the colleges: 22% in HR&E, 11% in Agriculture, 5% in Architecture, 23% in Arts and Sciences, 8% in Business, and 31% in Engineering. Projected total enrollments for 2000/2001 are 7,100. Before IDDL could deliver academic programming, it had to develop an infrastructure of project teams and key dependencies by networking with several units across campus, including Finance, IRM-Security, Data Warehouse, Student Systems, Assistive Technologies, DBMS, Campus Pipeline, and Human Resources. This was difficult to accomplish because each group has its own agenda, but they all realize the ultimate goal of improving service to students. Turner spoke about the status of three project activities: Campus Pipeline (Hokie Pipeline), Web for Students and Faculty (Hokie SPA), and Learning Management. As it works on designing course development models, a critical component is ADA compliance. Courses must accommodate different learning styles, such as a text, audio, or visual preference, or the need for video transcriptions and captioning. These and other ADA considerations are integrated into the model rather than having to add them later as an afterthought. This requires a lot of organization and concept mapping. IDDL hopes to include the ADA statement on all its course materials and finally at a university level so students will know where to find assistance. For more information about IDDL, see its web site at http://www.iddl.vt.edu.

Bill Holbach, assistive technology coordinator, discussed assistive technology (AT) at Virginia Tech. AT's key dependencies are the EOAA Office, Services for Students with Disabilities (with the Dean of Students Office), Personnel Services for employees, Academic Program Support for students, Administrative Program Support for faculty and staff, Computing Center Labs for academic functions involving students, Departmental Computing for administrative functions of faculty and staff, the Special Services Lab in Newman Library for disability accommodations and training, and the Assistive Technologies Lab in Torgersen Hall for research. By December, 15 Computing Center Labs across campus will provide individualized support services and AT training, each utilizing a universal workstation constructed to accommodate a range of disabilities.

Holbach emphasized that AT is offered to every individual at Tech; you don't have to be disabled to have a need for it. A good AT program can benefit everyone, not just people with disabilities who have an exceptional need for this type of support.

Services for Students with Disabilities (SSD) aids incoming freshmen with the transition from high school to college. They deal with the legal requirement that students desiring accommodations must first prove that they have a disability. If they are successful in this, SSD will confidentially notify service providers of the request. The EOAA Office handles faculty accommodations, and Personnel Services helps employees.

Special Services offers training and support services to all university members. It will consult with any university department on AT or ADA issues and recommend outside resources, if necessary.   It also makes AT classroom demonstrations in order to raise ADA awareness or encourage disability-related studies in engineering, computer science, business classes, etc.

Holbach expanded on how Special Services is notified of a request. The confidential letter it receives from an administrative unit only states the type of assistance needed; the nature of the disability remains confidential to the unit. Special Services focuses on abilities that need to be enhanced, improved, or maintained—not the disability. This is because every disability, even within the same type of disability, manifests itself differently in each person.

Holbach said it's much more difficult to find AT for people with learning disabilities than those with sensory or mobility loss. The market is very behind in this area. He then ended the presentation by demonstrating the 4-Access Tools used in building accessibility paradigms.

Reconvene for subcommittee reports: McAvoy reported that the <u>Awareness Training Subcommittee</u> has invited Gabe Minnich of University Relations, Barbara Pendergrass of the Dean of Students Office, Greg Adams of Personnel Services, Virginia Reilly of the EOAA Office, and graduate student Jamie Ealy for a panel discussion of the proposed Awareness Training Workshop for faculty and staff. This will occur at the November 16 EOAA Committee meeting. Concerning the subcommittee's video, nine people have been filmed, however more are needed, particularly regarding religion, age, and Appalachian culture. The workbook for the 2 ½ hour workshop is also making progress.

Elvey spoke for the <u>Parenting Concerns Subcommittee</u>. He met with Cathy Jacobs, director of Family and Work/Life Resources, about the Virginia Tech subset of data from the Montgomery County Childcare Needs Assessment Survey.   She is drafting a report, which will include a comparison with peer institutions, to be presented to Minnis Ridenour for his reaction and guidance. Currently she is presenting her findings to several groups, including the subcommittee, the Office of Multicultural Affairs, and a graduate student group. Jacobs has asked the subcommittee to compose a strongly worded letter expressing its high level of concern on the subject for insertion in her report. She is scheduled to appear at the January EOAA Committee meeting after the report's finalization.

Powell, with the <u>Publications and Media Subcommittee</u>, said he worked on an outline for an EOAA Committee publications guideline. This would be directed at electronic media and virtual publications on the Web.   Goals include information about where to find the university's official EOAA statement, acceptable ways to include it in electronic publications, and what types of publications should carry it. Another goal is to ensure that all electronic publications and interactive Web applications are accessible by making resource links readily available. Furthermore, the subcommittee will possibly review prominent Tech websites to check for diverse graphics and language, and also provide information to help authors make sure that their electronic publications reflect a multicultural image. Technological implications may be explored.

Burger reported for the <u>Faculty and Staff Hiring Subcommittee</u>. She said they are anticipating the assessment of the College of Arts and Sciences' Pilot Project for equitable faculty hiring.   The subcommittee also discussed the parallel importance of retention.   Burger will speak with Richard Conners of the Advisory Council on Diversity and Multicultural Affairs and Leon Geyer with the Commission on Faculty Affairs about their perceptions of the Pilot Project.

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 November 16, 2000

PRESENT: G. Adams, S. Asselin, J. Bohr, C. Burger, B. Elvey, B. Gooden (for B. Dixon), M. Holmes, B. Hull, A.
Keown, J. Kidd, T. McAvoy, L. Moore, V. Reilly, K. Saker, E. Scott, S. Trulove, G. Welbaum, M. Whitlock, E.
Williams. Guests: Randy Grayson, Gabe Minnich.

Call to order: Substitute Chair Reilly called the meeting to order at 3:04 p.m.

Holiday letter: Reilly said the EOAA Office, Office of Multicultural Affairs, and Dean of Students Office will
distribute, as it did last year, a letter to deans, directors, and department heads encouraging the celebration of
the holidays in an inclusive manner. Members received a copy; additional information containing guidelines for
seasonal decorations, displays, and activities may be found on the EOAA Office website
(http://filebox.vt.edu/admin/eoaa/index.html).

Members received the EOAA Office's Third Quarterly Report for 2000 and the office's new brochure, entitled
"Evacuation and Safety Planning for Individuals with Disabilities." The message is to persuade offices that work
with people with disabilities to initiate conversations about what to do in case of an emergency. It also reminds
people with disabilities that it is their responsibility to make their needs known and to assist in precautionary
measures.

Panel discussion on Awareness Workshop project: Awareness Training Subcommittee chair McAvoy
began by saying today's discussion would focus on the status of the project, suggestions for content, and the
need to institutionalize the final model, because it can't be the sole responsibility of the EOAA Committee to
continue it year after year. Guest panelists were graduate assistant Jamie Ealy, Gabe Minnich of University
Relations, Dean of Students Barbara Pendergrass, Greg Adams of Personnel Services, Basil Gooden
representing the Office of Multicultural Affairs, and Reilly, interim director of the EOAA Office.

Ealy is developing the workbook to be used in conjunction with the video and workshop. It will have several
components, beginning with a self-assessment survey, which will serve as an introduction to diversity and an
exploration of how it relates to the participants personally. Then issues and facts will be presented in order to
promote discussion. As a counterpoint, the true stories in the workbook and video should humanize the issues.
Hopefully, that and a life-experiences assessment will lead to personal reflection. The concept of race and class
privilege will be raised. An active learning/collaboration exercise may be included, in which the participants
divide into groups to find solutions to specific problems and to complete a diversity/equity quiz. The final section
will deal with personal commitment, with participants writing a personal action plan to enhance their work
environment, based on what they have learned. A compilation of resource tools concludes the workbook.

Minnich spoke about the video, which will present situations that are meant to

spark discussion. She showed a
rough cut of the nine minutes now recorded. It consists of people relating their own experiences and giving
second-hand accounts of what has happened to others. Minnich currently has segments on sexual harassment,
disabilities, race, and religion, but she still needs interviewees to represent other subpopulations, more faculty
and staff first-person stories, and more minority members. Elvey said if people are reluctant to come forward
because of a fear of retribution, the subcommittee should consider interviewing techniques that protect
anonymity, such as voice dubbing or filming in silhouette. They ruled out the idea of hiring actors or using a
generic, ready-made film because the video would have greater impact if it featured our own campus. However,
they may consider having an actor recite actual stories dealing with the most sensitive topics. It was suggested
they cast a wider net for interviewees by publishing an appeal in Spectrum.

Reilly asked how the workshop could be introduced to the university and how to integrate it with existing
programming. Adams said it could be added to new staff orientation if Personnel extends the program beyond
its present half-day schedule. Also, Personnel is working to improve its outreach to classified staff, and the
workshop could be an aspect of that attempt. Perhaps ongoing training programs offered by Dick Harshberger
(University Leadership Development) and Cathy Jacobs (Family and Work/Life Resources) can use it, and
possibly the certificate program, "Principles of Supervision and Leadership," out of the Roanoke Management
Association.

Pendergrass likes the workshop model because it has the potential to be self-contained. A facilitator isn't
necessarily needed as long as the video and workbook are available. Departments can make the training in-
house, which is important because employees value staff development more when they feel their administrators
are endorsing and participating in the program. She also expressed that department members feel more
comfortable engaging in conversation within their home base and among members of their own ranks.
Pendergrass went on to propose having diversity development exercises for faculty and staff at regularly
scheduled departmental meetings. It is more practical to bring issues to the table in a natural setting, in
digestible bites, and as part of a continuing process, rather than to rely on a one-time training session to provide
a quick fix.

Gooden suggested making it more compact and mobile by offering the workbook and video on CD. Also,
diversity could be underscored by having members of the represented minorities conduct the workshops.   He
said the Office of Multicultural Affairs could help by pointing out the more homogenous areas of the campus that
could benefit from the different perspectives the workshop offers. Gooden wants the awareness effort to extend
beyond the confines of the Blacksburg campus to include the statewide Cooperative Extension network.

Elvey sees a need for facilitators, e.g., people with intense training who will competently lead the workshops and

ensure that they're used to their best advantage. Secondly, he thinks the stimulus for this must come from the
president and attendance should be required; if the workshop is made optional, people will retreat to their
comfort zones. Reilly said that the workshop is a part of Dixon's Strategic Plan and therefore has administrative
backing.

Moore thinks that each college will eventually have its own diversity committee. He anticipates that as a result
of making the workshop available to them, members of these committees will volunteer to become facilitators.
He also advocates coordinating the workshop with existing diversity efforts.

Reconvene for subcommittee reports: Elvey reported that the Parenting Concerns Subcommittee composed
a letter of endorsement for inclusion in Cathy Jacobs' report on the need for university support of childcare.
Linda Woodard and Minnis Ridenour have now seen the report. Ridenour asked Jacobs to condense it to two
pages emphasizing a range of options and resubmit it for presentation to President Steger and others.
Expanding on the subject, Elvey said Jacobs' investigation discovered that of thirty peer research institutions,
assistance usually occurs in at least one of three ways: the institution provides land or a facility to be operated
by a third party, provides a subsidy for childcare, or operates a facility on its own. Jacobs is slated to speak at
the January EOAA Committee meeting.

McAvoy said the Awareness Training Subcommittee appreciated the propositions made earlier in the meeting.
They are considering having the EOAA Committee, Office of Multicultural Affairs, and Personnel Office oversee
and maintain the workshop. Also, they foresee making participation in it a component of the faculty and staff
evaluation process, not as a penalty for not taking it, but as a reward. As for their finding people to share their
experiences in the video and workshop material, they may call for volunteers in Spectrum, the Collegiate Times,
and in an e-mail to deans, directors, and department heads.

Burger said the Faculty and Staff Hiring Subcommittee is looking at the College of Arts and Sciences' Pilot
Project as a model for other colleges, but they don't think it will fit the other colleges' differing needs. However,
the project should be studied for aspects that are transferable so as to avoid duplication. The subcommittee
also believes that whatever variant of the project a college devises should include all aspects of diversity: sex,
race, ethnicity, and sexual orientation--not just gender. Finally, besides recruitment, retention must be strongly
addressed in any diversity plan.

The Publications and Media Subcommittee had nothing to report.

Adjournment: There being no further business, the meeting was adjourned at 4:55 p.m.

Respectfully submitted,

Karen L. Poe
EOAA Committee Secretary
kpoe@vt.edu
231-7518

Next meeting is Thursday, December 14, 3:00 � 5:00 p.m.
Executive Conference Room, Donaldson Brown Hotel and Conference Center

UNIVERSITY COMMITTEE ON EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION
Minutes for December 14, 2000

PRESENT: G. Adams, C. Burger, B. Dixon, B. Elvey, R. Giddings, S. Gooden, B. Hull, T. McAvoy, L. Moore, E. Plummer, V. Reilly, D. Travis, S. Trulove. Guest: Cathy Jacobs.

Call to order: Chair Gooden called the meeting to order at 3:08 p.m.

University Diversity Plan: By the time of today's meeting, all faculty and staff members should have received a copy of the publication, which is a comprehensive outline of the plan and its strategic goals. It was widely circulated, because its success depends on everyone's involvement. Dixon, vice president for multicultural affairs, wished to emphasize that many efforts related to the Plan's objectives occurred on campus prior to its creation; the Plan is an expansion and solidification of these pre-existing activities. He said the Mission Statement on page 5 is very inclusive: it represents the attitudes and desires of students, faculty, and staff—not strictly those of his office. Under the Strategic Goals Summary, while it relates to students, faculty, and staff, administrative units are assigned specific responsibilities. This Plan is not a theoretical model: it arose out of recommendations from the campus community, plus the data that was collected through climate surveys and the statistical reports on the status of women and minorities. It will be distributed not only internally, but also externally. He cited Goal 5's expression of the need for collaborations and partnerships; diversity and multiculturalism cannot be achieved without community (e.g., Blacksburg's) participation.

Dixon discussed the Plan's appendices. Appendix A deliberately includes a summary of campus climate data; its material is not anecdotal. Appendix B contains research that conclusively shows that diversity substantially enhances social and educational outcomes. It prepares students for their own futures and for the future of society, both nationally and internationally, and with regard to global governments and worldwide industry. Differences in race, ethnicity, gender, and physical ability must be recognized, valued, and managed effectively on multiple levels. In reading Appendix C, concerning the university's core values, it is important to note that they were created at Virginia Tech in 1995, and are indigenous, not imported from elsewhere. The plan is now executing them. Appendix D includes a diversity inventory, which is meant to help us in moving from a relatively isolated university to a more diverse environment. Referring to page 35, paragraph 3, Dixon said he is working to revise the criteria that represent the profile and characteristics of diversity initiatives. For example, programs, projects, and events meant to contribute to the Plan must have dedicated personnel, designated resource allocations, and the endorsement of a parental unit in order to sustain it; they need an institutional context.

Dixon stated that the basic goals are to recruit and retain minorities; to ensure that our knowledge and skills for managing ourselves in a diverse environment improve and increase; that we are held accountable in a systematic and evaluative way; and that the community surrounding Virginia Tech understands and cooperates.

Dixon's next topic was President Steger's charge to the university for a 20% increase in the number of African-American students by fall 2001. A task force presented him with a plan ("Report of the Provost's Task Force on Undergraduate Enrollment of African-American Students") on September 1, 2000, and on December 1 it was officially distributed to vice presidents and deans. Steger and the provost are now reviewing ways to fund its short-term and continuing recommendations. Dixon said an innovative approach for getting in-state and out-of-state minority students to become interested in Virginia Tech is to invite them to visit the campus for 2-3 day orientation programs funded by the university. Outreach to African-American communities is another method of improving recruitment; benchmarking our efforts with those of our peer institutions and a greater utilization of alumni are too. The report in total is meant to reverse the five-year decline in the number of undergraduate African-Americans.

Gooden asked if the goal of a 20% increase is realistic. Dixon responded that we have to attempt it, and even if it falls short, we need to make our good-faith efforts known. But he does think this goal can be accomplished. Gooden then asked what financial commitments Tech was willing to make. Dixon said there should be an addition of 27 scholarships for underrepresented undergraduate groups for fall 2001. An endowment fund through Sugar Bowl receipts is also expected.

Giddings questioned whether scholarship offers and other incentives could offset the prevailing attitude among potential African-American students that Tech's campus climate is not welcoming to them. Dixon said that is a legitimate concern, but he thinks current efforts may impact and amend this perception.

Subcommittee reports: McAvoy said the Awareness Training Subcommittee will examine which of Virginia Tech's thirty peer research institutions have diversity training workshops and review their models. It will also compile a list of the college diversity committees at Tech in order to enlist their help in making the awareness

workshop operational. The subcommittee is considering Adams' suggestion of awarding certification to supervisors who complete the workshop and whether to invite Mark Briggs-Vargas, program coordinator for the diversity works project at the University of Maryland, to campus to share his ideas. Ealy has reformatted the workbook so it is now more coherent, and he will write an article for the *Collegiate Times* and post flyers calling for volunteers to appear in the video. The subcommittee will ask Dixon, Pendergrass, and Reilly for suggestions on how to institutionalize the awareness program, because the EOAA Committee cannot be expected to carry it on year after year.

Trulove asked the committee to assist in recruiting people to appear on the video. She said the subcommittee will talk to and interact with prospective subjects before Gabe Minnich, producer of the video, contacts them. This is to allay any apprehensions they may have. This lead to a discussion about whether fear of retribution is keeping people from volunteering. Dixon said the university administration has a responsibility to provide authorization to anyone who is willing to contribute personal accounts for the workshop material and to strongly censure incidents of retaliation.

Reilly reported that the Publications and Media Subcommittee is working on a guideline for electronic media and virtual publications on the Web to ensure that they include the university's official EOAA statement. Secondly, it will check that electronic publications and interactive Web applications are accessible to people with disabilities. And thirdly, to be certain that prominent Tech Websites exhibit a multicultural image.

Regarding the Parenting and Concerns Subcommittee, Cathy Jacobs was a guest at the meeting and gave an update on her activities. She and Jessica Meltsner of the Women's Center prepared a proposal that more lactation centers (besides the one in Newman Library) be established on campus and that the administration assist in funding them. It was submitted to Jim Bohland, Minnis Ridenour, and others, who enthusiastically received it. The Executive Vice President's Office will fund two centers, and Montgomery Regional Hospital has agreed to donate toward a third. Construction of lactation centers will proceed in Wallace and Burruss Halls. Hutcheson Hall and the College of Veterinary Medicine are possible sites, too. Jacobs said, in comparison, very few schools have a system as well organized as Tech's.

Burger, chair of the Faculty and Staff Hiring Subcommittee, said that on December 1, Myra Gordon and Robert Bates presented an overview of the College of Arts and Sciences' pilot project, entitled "Opening Doors, Changing Minds." The pilot project is intended to increase the number of women and minority faculty in the college by changing the search process. To summarize the report, departmental search committees now have a more diverse membership; members receive thorough training and guidance in EOAA procedures; job announcements are clearly written and broadly inclusive; proactive and unconventional efforts are used to recruit diverse applicant pools; search committees don't rank or select applicants, but instead submit profiles of the applicants' strengths and weaknesses to the department head; and finally, the department head and dean meet to decide the order in which offers will be made after having discussed relevant diversity concerns. The pilot project can be deemed a success, because more women and minorities were hired during its trial phase than previously. The subcommittee will explore the applicability of these mechanisms to other colleges and administrative units. Dixon said Personnel is considering a revision of its hiring practices based on the same principles. Travis said Virginia Cooperative Extension has its own model wherein district directors and unit coordinators are held accountable for minority recruitment.

Other business: Dixon announced that the search for a permanent director of the EOAA Office is officially underway. National advertising began this week. A wide variety of campus community members are serving on the search committee. The committee hopes to submit a list of finalists to President Steger by mid-March and have the new director in place before the end of spring semester.

Adjournment: There being no further business, the meeting was adjourned at 4:54 p.m.

Respectfully submitted,

Karen L. Poe
EOAA Committee Secretary
kpoe@vt.edu
231-7518

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Next meeting is Thursday, January 18, 3:00 – 5:00 p.m.
Conference Room C, Donaldson Brown Hotel and Conference Center

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UNIVERSITY COMMITTEE ON EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION
Minutes for January 18, 2001

PRESENT: G. Adams, S. Asselin, C. Burger, B. Dixon, B. Elvey, S. Gooden, L.
Halleck, M. Holmes, B. Hull, P.
Hyer, B. Jones, A. Keown, J. Kidd, T. McAvoy, E. Plummer, V. Reilly, K. Saker,
S. Trulove, G. Welbaum, M.
Whitlock, E. Williams.

Call to order: Chair Gooden called the meeting to order at 3:02 p.m.

Guest speaker Cathy Jacobs: The Parenting Concerns Subcommittee asked Jacobs,
director of the Office of
Family and Work/Life Resources, to speak. The office (originally the Resource
and Referral Office) was
established around 1988 in response to increased interest in childcare within
the campus community. University
administration decided against an on-campus childcare facility, but charged the
office with acting as a liaison to
local providers and to run parenting programs and a small library. The office
expanded its perspective to
include family support (renaming itself the Office of Family Support), and when
Jacobs became director, into
family and work/life resources. This emphasis was changed, in part, because the
Office of Family Support was
perceived as being directed only at women with children, while it now offers
programs and policies to help all
employees manage and integrate both their professional and personal
responsibilities. The Office of FW/LR
assists in a broad range of areas, for example, childcare, eldercare, college
planning, money management,
adoption, physical and emotional health and disabilities, stress management,
conflict resolution, and retirement.
It operates under and receives its funding from Personnel Services.

Jacobs reviewed the four reasons why work/life programs are good for a business,
which, bottom-line, Tech is.
Recruitment: If a potential employee has more than one offer of employment,
such support systems may give
an institution the competitive edge. Retention: An employee may be less likely
to leave if he or she is pleased
with an institution's overall climate of responsiveness and above-average
services. Retention is vital, dollars
and cents-wise, because interviewing and training a new professional employee
can cost 1❶ times the
employee's salary. Productivity: Research shows that this type of outreach
positively affects an employee's
ability to cope with personal problems and maintain productivity. Health care:
Support programs can counteract
physical ailments caused by high stress levels and thus reduce an institution's
health care costs.

Jacobs said work/life programs are deemed as being so valid in the modern
workplace that large corporations
such as Pitney Bowes, Marriott International, AOL-Time Warner, and Bell Atlantic
have initiated them, as well as
universities such as Stanford, Harvard, Johns Hopkins, Purdue, etc. Among their
benefits are onsite wellness
centers, childcare and sick or backup childcare, and support groups. The
University of Virginia only started its
work/life office last year, whereas Tech's has been in existence for over three
years now. However, nationally
among universities, the southeast region is far behind in work/life and
childcare.

Jacobs spoke on the lactation centers project [see September and December 2000 minutes], which began 18
months ago with assistance from the Coordinating Council on Women's Concerns. Together they prepared and
submitted a proposal to Minnis Ridenour. After conferring with the University Architect's Office, they advised
that fifteen zones be established so that the nearest lactation center, which would be a small space designed for
nursing mothers to express breast milk, is a five-minute walk for employees. The proposal was submitted in
September and was enthusiastically received. Three lactation centers are currently in operation: in Wallace
Hall, Burruss Hall, and the College of Veterinary Medicine. Hutcheson is another possible site. Members are
invited to contact Jacobs about other suitable locations.

Childcare was Jacobs' next topic. It has been 12 years since the university formally addressed the issue. She
decided to revisit it by dovetailing it with President Steger's goal of Tech becoming one of the country's top 30
research institutions. She compiled a report, which has been given to Ridenour. Jacobs said childcare will be
approached very cautiously, but she is optimistic that improvements will eventually come.

The committee received a handout on the childcare programs that exist at 32 of Tech's peer institutions. Jacobs
was surprised at the number that have onsite childcare. Her next question to our peers was how do they fund
their centers. In most cases, the institutions don't provide complete financial support. The most common
arrangement is their provision of the site; they don't pay for materials, meals, or the childcare workers' salaries.
The newer institutions' centers are managed by for-profit childcare businesses. The advantage to this is private
concerns have the necessary expertise, they are accredited, and they cover their own liability. Accreditation,
with its implication of quality, is a serious factor in qualifying available childcare in the New River Valley.

Elvey praised Jacob's efforts, in particular her appeal to the financial ramifications that decent childcare may be
a determinant in an employee's or graduate student's decision to choose Virginia Tech. Another important
consideration is anticipated retirement figures for the next ten years: retirees will be replaced by families with
young children, and childcare will be a significant criterion for them.

It was noted that administrators have to work within a set framework to accomplish these proposals, and that
individual advocacy can be an impetus to this. Also, the EOAA Committee may elect to form alliances with
interested campus groups and/or send a letter of endorsement to the university's administration.

Subcommittee reports: McAvoy said the Awareness Training Subcommittee realizes it needs more
professional assistance in developing its awareness workshop; Dixon will arrange for a faculty member to lend
some expertise. In addition, Sherri Turner, manager for institutional program development with the Institute for
Distance and Distributed Learning, may be contacted for help. The subcommittee plans to ask someone from

the University of Maryland at College Park to visit this spring and present its diversity workshop as a possible
foundation for constructing our own. Finally, it will examine which of the top 30 research institutions have
workshops and analyze them. Stories continue to be collected for the video and workbook.

Elvey reported that the Parenting Concerns Subcommittee, with Jacobs, will decide which childcare needs are
the most crucial and would make best use of the university's resources. Next, it will discuss how to make a
compelling presentation of these needs to the administration and how to get various campus groups to
participate and thus make a better case. Hyer suggested, for maximum effect, that it call together one big
meeting to include several top administrators and relevant commission and committee chairs.

Reilly said that last year the Publications and Media Subcommittee evaluated Virginia Tech print media,
checking for multicultural images and sensitivity to diversity, and this year will do the same with electronic media
and Web pages. Disability concerns, such as site accessibility for people who can't access print, pictures,
videostreaming, or sound, will be addressed, too. Collier Jones has replaced James Powell on the
subcommittee, and as Tech's Webmaster, he plans to make the main Web site an exemplar for the rest of the
university. Another priority is to make it easier to link to sites regarding diversity. In April, Jones will bring these
issues forward at an internal conference of campus Webmasters.

Burger reported that the Faculty and Staff Hiring Subcommittee would like Jacobs to come up with a model of
an on-campus childcare facility. The group mentioned such possible locations as Donaldson Brown (once the
new conference center is completed), the Corporate Research Center, or University Mall. Speaking for herself,
Burger recommended that anyone interested in improving childcare become involved in a personal-account
letter-writing campaign to the administration. Other subcommittee goals include studying how other colleges
and administrative units can incorporate the College of Arts and Sciences' Pilot Project procedures into their
own, and adding these new procedures and an expanded list of recruiting resources into the university's faculty
search handbook.

Adjournment: There being no further business, the meeting was adjourned at 5:17 p.m.

Respectfully submitted,

Karen L. Poe
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231-7518

Handouts: Proposed 15-zone Lactation Centers
      Childcare Programs at Virginia Tech's Peer Institutions

Next meeting is Thursday, February 15, 2001, 3:00 � 5:00 p.m.
Conference Room A, Donaldson Brown Hotel and Conference Center

UNIVERSITY COMMITTEE ON EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION
Minutes for February 15, 2001

PRESENT: G. Adams, S. Asselin, T. Brown, S. Gooden, L. Halleck, B. Hull, P.
Hyer, B. Jones, A. Keown, D.
Orth, E. Plummer, V. Reilly, K. Saker, E. Scott, M. Whitlock, E. Williams.

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

Guest speakers: The Publications and Media Subcommittee invited guests to speak
on diversity and
accessibility in the university's written and electronic publications. These
were Sherri Turner (Manager,
Instructional Program Development, Institute for Distance and Distributed
Learning), John Moore (Director,
Educational Technologies), Kevin Oliver (Instructional Designer, Educational
Technologies, and Faculty
Development Institute Instructor), Collier Jones (Virginia Tech Webmaster),
Bruce Harper (Electronic
Information Coordinator, University Relations), David Lotts (Director,
Publications and Electronic
Communications, University Relations), and Bill Holbach (Assistive Technology
Coordinator, Special Services
Lab).

Turner said IDDL's role is instructional program development for distance
learning courses and programs. She
circulated a handout illustrating their responsibility for programming online
and distance-learning delivery
instruction. While they encompass many facets of design, one of their main
concerns is to create courses that
meet accessibility needs and compliance. IDDL works with the content and builds
an interface for easy
navigation�for example, closed captioning, text transcripts, slide shows,
PowerPoint presentations with
transcripts below, or images that paraphrase. Turner mentioned "Bobby"
(http://www.cast.org/bobby/), which is
a compliance test for evaluating the accessibility of a web site that can be
used by anyone.

Moore said Educational Technologies operates the Faculty Development Institute
(FDI), which is a cross-
university training effort for faculty. Each summer they train almost 450
(roughly 95%) of them in web page
development for courses, so it is a venue for educating faculty on accessibility
and for providing the relevant
technology. This year FDI will incorporate accessibility as a topic in every
content track, rather than treat it
separately. Faculty will be able to understand, relative to the tool or process
they are being taught at any
particular moment, how it correlates to accessibility. FDI's overall goal is to
help them understand the issues,
their responsibilities, and the methodologies at their disposal. Rather than
try to retroactively fix web pages, it
will ensure that in the future people construct pages that are as compliant as
possible. The primary course
management system used by faculty is Blackboard Course Info. The version we
currently have has significant
accessibility problems, but the university will utilize an improved version this
summer. In January 2002, it will
update to another version that promises greater advancement. FDI is very
conscientious about keeping pace
with industry research and development.

Oliver assists with the FDI summer program and conducts workshops on web-based instruction throughout the
academic year with an emphasis on available accessibility resources. He stressed Moore's point that FDI is
discovering different techniques and "best practices" for teaching faculty about emerging issues. FDI offers
many guidelines and resources for differing applications, as indicated in the handout Oliver distributed. It lists
two web sites that train faculty on accessibility in FDI workshops: Accessible Web Pages
(http://www.edtech.vt.ecu/edtech/id/accessible/disabled.html), which is used in the workshops and has
guidelines and principles for web page design, and Web Accessibility (http://www.edtech.vt.edu/edtech/accessible/IT/root/default.htm), which describes issues concerning learners
with various disabilities and offers quick checkpoints; it is a stand-alone training piece that can be used by
faculty outside of the FDI workshops. Another useful external resource with tutorials is WebAIM
(http://www.webaim.org/). All three sites are comprehensive and applicable to common instructional situations.

Jones, in his capacity as VT Webmaster, communicates with the university's component webmasters through
conferences, mailing lists, etc. He said that his fellow webmasters are conscientious of the need for
accessibility standards, and in April there will be a university webmasters conference where they will share
information and present an entire session on accessibility. He is developing a webmaster certification program
with FDI that will involve a unit on standards awareness.

Until recently, Harper was VT webmaster and was present to speak on his past and present positions. He
discussed Access VT, a tool on Tech's web site that was instituted a few years ago. It allows users to view any
web page on the Internet the way they would like to see it through personal formatting preferences. Thus, a
person with a disability can convert a web page to text-only and utilize a screen reader device.

Lotts said University Relations handles many publications and tries to increase sensitivity about diversity in both
photographs and text. They are recruiting people to model for pictures so they will have a good photographic
bank from which to select. Jones is working to make webmasters aware that this bank exists and to make use
of it in their sites. Also, UR's Visual Communications Office has a web site of 1,500 images that are listed
categorically and may be accessed for print and web applications, and Lotts hopes they can be made readily
available to the university at large.

Subcommittee reports: Concerning the Faculty and Staff Hiring Subcommittee, Hyer said she will present her
annual report on new faculty hires and demographics at the March meeting. Also, the subcommittee will share
Dr. Bohland's memo to the deans instructing them about the next steps to be taken with the College of Arts and
Sciences' Pilot Project and asking each college to prepare an aggressive hiring plan for achieving a more
diverse faculty.

Awareness Training Subcommittee: Halleck reported that filming of the video has

progressed significantly, and
they now have stories for all of the targeted groups. Race stories are coming from staff members who prefer not
to appear in the video, so the subcommittee is looking for a narrator to read their accounts. Dixon is helping it
find a faculty member to assist with the content of the workbook. The subcommittee continues in its attempt to
have a representative from the University of Maryland at College Park visit and present its diversity workshop,
which is considered a model program.

Chair Gooden said the Parenting Concerns Subcommittee feels it has made a lot of progress with the lactation
centers project and henceforth can take a peripheral role with it. They suggest that the subcommittee continue
its existence next year; however, they would shift its focus to the issue of childcare. Information is just now
becoming known on this, so 2001-2002 should be a pivotal time for the university to make decisions. The
subcommittee may also study part-time faculty and the benefits they do or do not receive, and the workload
structure for tenure-track positions and whether this is a disincentive for women applicants of childbearing age.

Publications and Media Subcommittee: Reilly thinks the group has achieved much with its charge, as
evidenced by today's panel. The EOAA Committee has thus made one-on-one contact with relevant university
offices. It successfully transitioned from print media (last year) to electronic media (this year) regarding the
importance of diverse images and accessibility for people with disabilities. A decision on continuing it next year
has not yet been made.

Other business: Chair Gooden asked the subcommittees to discuss the following questions and to submit their
conclusions to her: 1) What did your subcommittee accomplish this year? 2) How did your subcommittee
advance the greater committee's understanding of EOAA issues? 3) What remains to be done next year with
your subcommittee's mission? 4) Or if the mission is complete, what would you recommend be explored
instead? Gooden wants the conclusions sent to her by April 1 so they can be compiled into a memo addressed
to President Steger.

Chair Gooden announced that committee member Hull will show all interested members a new video on self-
advocacy produced by the Dean of Students Office. The grant that funded it requires that we collect a very
short survey from participants who view it. The video is 15 minutes in length, and the survey will take 5-10
minutes at most. This will occur before the start of the March 15 meeting from 2:30�3:00 p.m. in Room C,
Donaldson Brown. Members are invited to show it at staff meetings or use it in their classes.

Hyer said the search for a permanent EOAA Office director is at the first-cut stage for applicants. [Since the
meeting, it was decided to continue advertising the position.]

Reilly shared that several graduate student organizations will present a workshop expressing the need for more
diversity within the student and faculty populations. It is currently in the

planning stage, but it will occur on a
Saturday in April. Members are encouraged to attend.

Adjournment: There being no further business, the meeting was adjourned at 4:46
p.m.

Respectfully submitted,

Karen L. Poe
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231-7518

UNIVERSITY COMMITTEE ON EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION
Minutes for March 15, 2001

PRESENT: J. Bohr, B. Davis-Jones (for E. Braaten), W. Elvey, S. Gooden, L.
Halleck, M. Holmes, B. Hull, P. Hyer, A. Keown, J. Kidd, T. McAvoy, J. Reilly,
K.
Saker, D. Travis G. Welbaum, M. Whitlock, E. Williams.

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

Faculty Diversity: Profile of New Hires for Fall 2000 and Overall Trends: Hyer
presented her annual report on faculty with two handouts. One concerns the
number of new minority and women hires made in the year prior to October 1,
2000;
it shows the demographics for all faculty (tenure track, non-tenure track, and
administrative/professional) with graphics. The second handout is a breakdown
of
tenure-track teaching faculty into race and gender by college over a five-year
period, from 1996-2000. It illustrates how hiring patterns have changed from
year to year. 1996 was the low point for hires, with only 47, because of the
early retirement buy- out program. There was a high of 81 hires in 1999. This
handout features the raw data for both new faculty and all faculty, in total and
in each of the eight colleges.

Hyer defined the subsets that compose the faculty. Non-tenure track includes
instructors, research faculty, and visiting professors. Administrative faculty
are leadership positions no more than three levels below the president (deans,
vice presidents, directors of major units, and collegiate-based administrators).
Professional faculty (counselors, coaches, Extension agents, and librarians)
report to administrative faculty. Teaching faculty is divided into ranks:
instructors, assistant professors, associate professors, and full professors.

The profile shows that the number of female faculty members has incrementally
increased, but Virginia Tech is hiring fewer female Ph.D.�s than are being
produced nationwide. However, some disciplines (e.g., College of Human
Resources
and Education) attract a higher percentage of women than others (e.g., College
of
Natural Resources); the representation varies markedly. Men and women faculty
are distributed differently by position type. Thirty-four percent of women are
in tenure-track roles, compared to 57% of men, but there are more women than men
in administrative/professional roles. Ninety percent of full professors are
men,
and they thus have senior status and exercise decision-making authority. This
is
due largely to longevity and historical hiring; however, with more women
entering
the junior ranks, eventually they can be expected to assume the senior ranks.

As for race and ethnicity, there has not been much net progress over the last
five years. Some minorities are entering the assistant professor rank, but the
number hired annually varies enormously. Administrative faculty are almost
exclusively white, as are full professors (91% white and non-resident aliens).
However, there is a substantial proportion of African-Americans in the
professional ranks, particularly in Extension. The institution has not achieved
significant progress in diversifying the faculty or administration.

Bohland memo: Hyer passed out copies of the "Diversity Program for Faculty"
memo
that interim provost James Bohland sent to every dean. In it, he affirms the
need for effective university-wide strategies to increase the proportions of
women and minority tenure-track faculty and outlines the short-term goals. He
asks the deans to adopt the basic elements of the College of Arts and Sciences�
diversity initiative ("Pilot Project") and modify them to suit the distinctive

characteristics of their own colleges. Next steps call for each college and
senior management area to develop a hiring plan that projects retirements and
vacancies over the next five years, sets targets for the hiring of more women
and
minority faculty and administrators, and describes the changes in hiring
procedures they will make to achieve their goals. Additionally, they will
appoint a contact person who will be responsible for supporting their efforts
and
monitoring the results. The memo proceeds to list the responsibilities of the
central administrative units in assisting the colleges and VP areas. These
plans
must be submitted to Bohland by May 15, 2001.

Gooden asked Hyer if the university keeps records of why women and minority
faculty leave Virginia Tech. Hyer said it was tried once, but there were doubts
about the validity of the responses. There is often a combination of factors
why
people leave�personal, professional, and climate-related that can�t be easily
tracked.

Elvey stated that Tech should "grow its own" minority faculty, i.e., try to
retain minority assistant professors so they may eventually replace retiring
associate and full professors. Similarly, Ph.D. students could be supported in
moving up into the ranks of junior faculty.

When asked what next year�s goals are for recruiting and hiring minority
faculty,
Hyer said she hopes for an increased seriousness about the issue at the
university level. We may not be able to replicate in other colleges the
commitment we have seen expended in Arts and Sciences, but an approximation
could
generate visible improvement. She said she was surprised at how swiftly most
College of Arts and Sciences administrators came to support the changes and how
as a result the climate has changed. Hyer attributes the smooth transition to
five years of preparation and persistence by the dean and his staff.

Members are urged to share Hyer�s handouts on faculty diversity with their
constituents.

Affirmative Action Incentive Grants: Hyer announced the twelfth call for these
annual grants, which award projects up to $2,500 from a pool of $20,000. The
awards are made for a one-year period with a possibility for renewal. The
variety of activities appropriate for support are activities that will enhance
the recruitment, retention, and advancement of women, minorities, and people
with
disabilities; programs that 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 18. Hyer asked
that five EOAA Committee members volunteer to serve on the selection committee
she chairs. Members review the proposals on their own and then meet once to
decide which ones to fund.

Subcommittee reports: Elvey said the Parenting Concerns Subcommittee discussed
their portion of the letter to President Steger [see February 2001 minutes] and
decided upon the content and tone. Over the next two weeks, they will refine
their draft for submission to Chair Gooden.

Hyer reported that the Faculty and Staff Hiring Subcommittee agreed on an
assignment for next year. They hope to develop a list of community resources,
such as services, businesses, and organizations, for Asian faculty, staff, and

students similar to what we now have for the African-American population. The
resource list could be used for recruitment purposes.

McAvoy said Dixon might have found a retired faculty member to consult this
summer on the Awareness Training Subcommittee�s workshop. Concerning the video,
they need more African-American stories from faculty, staff, and students.
Anyone interested in relating an experience should contact McAvoy
(tmcavoy@vt.edu) or producer Gabe Minnich (gminnich@vt.edu). The subcommittee
is
interested in both positive and negative accounts. Reilly reiterated that the
video is meant to make Tech employees aware of problem issues and to serve as a
follow-up to the campus climate surveys. Correspondingly, the workshop
materials
are intended to provide tools for responding to difficult situations.

Reilly with the Publications and Media Subcommittee said the April 2nd and 3rd
Virginia Tech Web Developer Conference will feature a segment on web site
accessibility. Other than that, the subcommittee has completed its work for the
year and had nothing else to report.

Other business: Members talked about whether to invite President Steger to
address the committee in April. Agenda items would include his reaction to the
committee�s letter to him regarding what it accomplished this year and its plans
for future activities. After deliberation, it was decided to instead ask him to
attend an EOAA Committee meeting in the fall, because it is very difficult to
get
on his calendar this time of year and there are presently no compelling issues
to
discuss with him.   Later in the year, he may have more information about how to
resolve the childcare problem and he can report on the effort to increase black
undergraduate enrollment. If he cannot attend then, the new provost or vice
provost David Ford could appear for him. For the time being, Chair Gooden and
Reilly will meet with the president after graduation and personally present the
committee�s report to him. The April meeting will be devoted to finalizing the
draft letter.

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

Respectfully submitted,
Karen L. Poe
EOAA Committee Secretary
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231-7518

Handouts:
     Racial and Gender Diversity Among Tenure-track Collegiate Faculty - Five-
Year Summary by College
     Faculty demographics handout
     Bohland memo

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UNIVERSITY COMMITTEE ON EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION
Minutes for April 19, 2001

PRESENT:  G. Adams, J. Bohr, B. Dixon, S. Gooden, M. Holmes, J. Kidd, T McAvoy,
K. Saker, S. Trulove, G. Welbaum.

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

Memo to President Steger:  Members discussed the draft of the memo to President
Steger, which outlines the EOAA Committee's activities during 2000-01 and makes
key recommendations to the university administration.  Changes were made to the
draft [the final version is attached].  Chair Susan Gooden and Virginia Reilly
will present President Steger with the memo on June 15.

Transforming the EOAA Committee:  Dixon announced his proposal that the EOAA
Committee merge with the Office of Multicultural Affairs' Advisory Council.
This
is because the two groups' concerns and goals overlap, and they are duplicating
their activities.  He said a reconfiguration would result in greater strength as
a result of combined resources, networking, ideas, and the fact that the EOAA
Committee is part of the governance system.

This summer, Dixon will form a small committee of members from each group to
discuss the logistics of the transition.  Currently, he thinks that having
Advisory Council members serve out of their terms without replacing them will
assist the process.  In the fall, the EOAA Committee and Advisory Council will
coordinate their meeting times and agendas, and subcommittees will include
members from each.   By January 2002, the transition committee should have a
plan
for the two groups to evolve into a new commission.

Adjournment:  There being no further business, the meeting adjourned at 3:52
p.m.

Respectfully submitted,


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This was the last meeting of the academic year.
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