Committee Report to Full Board

ACADEMIC, RESEARCH, AND STUDENT AFFAIRS COMMITTEE

November 18, 2019

Committee Members Present:
Greta Harris (chair), Sharon Brickhouse Martin, Chris Peterson
John Ferris, (faculty representative), Ryan King (graduate and professional student representative).

Additional Board Members Present:
Tamarah Smith (staff representative), Madelynn Todd (undergraduate student representative), Horacio Valeiras.

Guests:
Kim Akers, Catherine Amelink, Janice Austin, Romesh Batra, Laura Belmonte, Kim Blair, Richard Blythe, Mike Bower, Cyril Clarke, Karen DePauw, Michele Deramo, David Dillard, Stefan Duma, Jeff Earley, Juan Espinoza, Lisa Farrier, Kim Filer, Jack Finney, Lance Franklin, Ron Fricker, Cathy Gaines, Rachel Gabriele, Guru Ghosh, Deborah Good, David Guerin, Ellington Graves, Lee Hawthorne, Kristina Hartman, Kay Heidbreder, Rachel Holloway, Robin Jones, Sarah Karpanty, Hanna Kuneyl, Sharon Kurek, Marlena Lester, Walter Lee, Alison Matthiessen, Erin McCann, Christina McIntyre, Steve McKnight, Sally Morton, Kim O'Rourke, Patty Perillo, Ellen Plummer, Menah Pratt-Clarke, Julie Ross, Karen Eley Sanders, Brennan Shepard, Carolyn Shivers, Frank Shushok, Jill Sible, Natasha Smith, Rick Sparks, Judy Taylor, Jennifer Wayne, Laura Weatherford, Lisa Wilkes.

OPEN SESSION

1. **Welcome and Acceptance of Agenda.** Greta Harris, chair of the committee, welcomed committee members and attendees to the Open Session.

   The committee voted unanimously to accept the agenda as presented.

2. **Report of Closed Session Action Items**. Greta Harris reported that committee met in closed session and approved 18 faculty appointments to emeritus/emerita status, 10 appointments to endowed chairs, professorships, or fellowships, one faculty research leave request, and ratified the Faculty Personnel Changes Report for the quarter ending September 30, 2019.

3. **Consent Agenda**. Approval of August 25, 2019 Meeting Minutes, Report of Reappointments to Endowed Chairs, Professorships, and Fellowships, Pratt Funds Overview (shared with Finance and Resource Management committee), Resolution to Discontinue Bachelor of Science Degree in Engineering Science and Mechanics.

4. **Provost's Update:** Cyril Clarke, executive vice president and provost, updated the committee on a number of areas.

   In October 2019, a study on food insecurity reported that 29% of undergraduate students and 35% of graduate students are classified as low or very low food secure. "Low food security" means a reduced diet quality and "very low food security" means a student is experiencing disrupted eating patterns and reduced food intake. These

findings are comparable with those from a study by The Hope Center of 33 participating four-year institutions that estimated that 41% of students had low or very low food security. Virginia Tech does have response and support mechanisms in place, including those administered by the Dean of Students, to provide students in need with immediate assistance, and the adequacy of these must be reviewed. The university needs to better understand the reasons why students may not access these mechanisms. Moving forward, the food insecurity research group has been encouraged to broaden its study to include approaches to validate the results of the subjective survey, and; the Division of Student Affairs has convened a working group to draft recommendations for a comprehensive food security program. This working group will be co-chaired by Dr. Byron Hughes, Virginia Tech's Dean of Students and Ms. Megan Weyrens Kuhn, Interim Director of VT Engage.

Improving university-wide access for people with disabilities is a subject of focused attention. The university's office of Services for Students with Disabilities (SSD) task force delivered its report in June, 2019. The report was released via VT Daily News on October 17, 2019. A survey of peer universities indicated that Virginia Tech is comparable in regard to the number of students provided accommodations and related commitment of resources and there is room for improvement. Recommendations for improvements included increasing staff, space needs, articulating a clear funding model to support accommodations, the use of service animals, the process for securing and implementing accommodations, and education and support of administrators, faculty, and staff. Several recommendations have been implemented, including hiring of counselors and interpreters/captionists, purchasing a database to improve management and coordination of accommodations, and improved communications between the central administration and academic departments. Recognizing that the task force focused its attention primarily on functions of SSD and that there are additional important needs experienced by students with disabilities, such as physical accessibility of campus facilities and infrastructure, further action will engage an accessibility working group representing students and other constituents of the university community to review and update our various plans for supporting students with disabilities, and draft a timetable for implementation. This is being led by Lisa Wilkes, Vice President for Business Affairs.

The provost thanked Patty Perillo for her leadership as vice president for student affairs as she transitions to being the vice president for student affairs at the University of Maryland. Frank Shushok is serving as interim vice president for the division. A search for a new vice president is underway. Don Taylor is serving as interim vice president for research and innovation and a search is launched for a permanent vice president. The search for the dean of the veterinary school is nearing completion, Greg Daniel has served as interim dean. Sally Morton is serving in an interim capacity as executive director of the Fralin Life Sciences Institute and the search for a permanent executive director is launched.

The university is engaged in preparing for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation. Jack Davis, dean emeritus of the College of Architecture and Urban Studies has joined the SACSCOC team. The university's off-site review is November 3-6, 2020, the on-site visit is March 15-18, 2021, and the SACSCOC will vote on reaffirmation on December 7, 2021.

The Academic, Research, and Student Affairs committee has been delegated 13 risks

associated with the university's Enterprise Risk Management program. Several of those risks are agenda items addressed regularly by the Academic, Research, and Student Affairs committee.

Provost Clarke underscored that Virginia Tech is an extraordinary institution that has enormous impact within and external to the university. Students are engaged and doing well and the university's undergraduate student graduation rate is impressive. Faculty research, teaching, and outreach efforts are making a difference. Recently, the provost visited VT India which is making significant impact in several regions in India. Virginia Tech continues to excel and be a university of choice for students, faculty, and staff.

5. **Update: Virginia Tech Carilion School of Medicine (VTCSOM).** Dean Lee Learman, updated the committee on the school of medicine. The school continues to succeed and matriculated a diverse class of 43 students with high scores and extensive health care experience for the class of 2023. The school is committed to educating the scientist physician by embedding scientific skill-building through research and evidence-based medicine and practice.

6. **Report from the Council of College Deans.** Richard Blythe, dean of the College of Architecture and Urban Studies and representative to the committee from the Council of College Deans reported to the committee on several items.The colleges are deeply committed to the university's inclusion and diversity strategies as demonstrated by the involvement of the colleges in implementing two InclusiveVT faculty recruitment programs. First, the Target of Talent faculty recruitment program is aimed at diversifying the representation of faculty in all the colleges. The second program is the Future Faculty Development Program dedicated to identifying diverse advanced graduate students who might consider faculty employment at the university. The deans are working to identify funding strategies to support these programs over the long term. The challenge is to reconcile the budgetary commitments necessary for Target of Talent and Future Faculty hires with the incentive factors and timing of allocations that are embedded in the university's Partnership for an Incentive Based Budget (the PIBB). Successful implementation will require predictive forward-planning strategies to incorporate these positions into the future PIBB budget. Once hired, successful long-term retention of faculty members who are from underrepresented minorities remains a challenge because of the competitiveness of the marketplace.

College deans and faculty are developing college-level strategic plans within the overarching framework of the university's strategic and diversity planning. The college-level strategic planning process is an opportunity to align the PIBB, academic expectations and promotion and tenure documents with delivering key outcomes. Deans and university administrators are working to address the challenges of improving faculty pay and increasing the number of faculty hires within a constrained budget context.

The colleges are engaged in the provost's greater Washington metro area academic program alignment process and fully support the three-campus three-foci strategy.

7. **Academic Initiatives: Diversity and Inclusion.** Menah Pratt-Clarke, vice president for diversity, inclusion, and strategic affairs, provided the committee with an update on the university's InclusiveVT efforts. An important component of the university's enterprise risk management program, InclusiveVT includes initiatives that advance knowledge and innovation, provide opportunity and affordability, support diverse and

inclusive communities, and are committed to excellence and integrity. Goals for initiatives include increasing representational diversity, increasing cultural competency, and addressing critical societal issues impacting humanity and equity. InclusiveVT is university wide with organizational structures within administrative and academic units designed to support, integrate, and sustain inclusion and diversity throughout the institution. Four faculty members shared information on academic initiatives for which they provide leadership. Ellington Graves discussed undergraduate curriculum development in the equity and social disparity for the human condition Destination Area. Carolyn Shivers discussed the minor in disabilities studies. Walter Lee described the diversity and inclusion requirement for graduate students in the College of Engineering. Jill Sible provided information on the faculty development program supported by Howard Hughes Medical Institute Inclusive Excellence Program.

8. **Agenda Items for March 30, 2020 Committee Meeting.** The committee is interested in learning about the global identity and mission of the university.

9. **Adjourn.** Having no further business, the committee adjourned at 11:40.

UPDATE ON THE VIRGINIA TECH CARILION SCHOOL OF MEDICINE

LEE A. LEARMAN, M.D., PH.D.
DEAN

Virginia Tech Board of Visitors
Academic, Research, and Student Affairs Committee
November 18, 2019

CLASS OF 2023

STUDENT SUCCESS

4483 applications
43 matriculants

INCLUSION & DIVERSITY

> 34% SES disadvantaged

> 9% first generation to college

> 9% underrepresented in medicine

> 61% women
> from 32 colleges in 17 states

OTHER METRICS (averages)

> GPA 3.51

> MCAT score 83rd percentile

> Lab experience hours: 2,300

> Community service hours: 4,121

Class	USMLE Step 1		USMLE Step 2 CK	
	VTCSOM Average	National Average	VTCSOM Average	National Average
2014	241	227	246	240
2015	232	228	243	240
2016	237	229	245	242
2017	237	229	243	242
2018	238	228	250	241
2019	233	229	247	242
2020	237	230	248*	TBD
2021	235*	TBD		

*1-3 scores pending

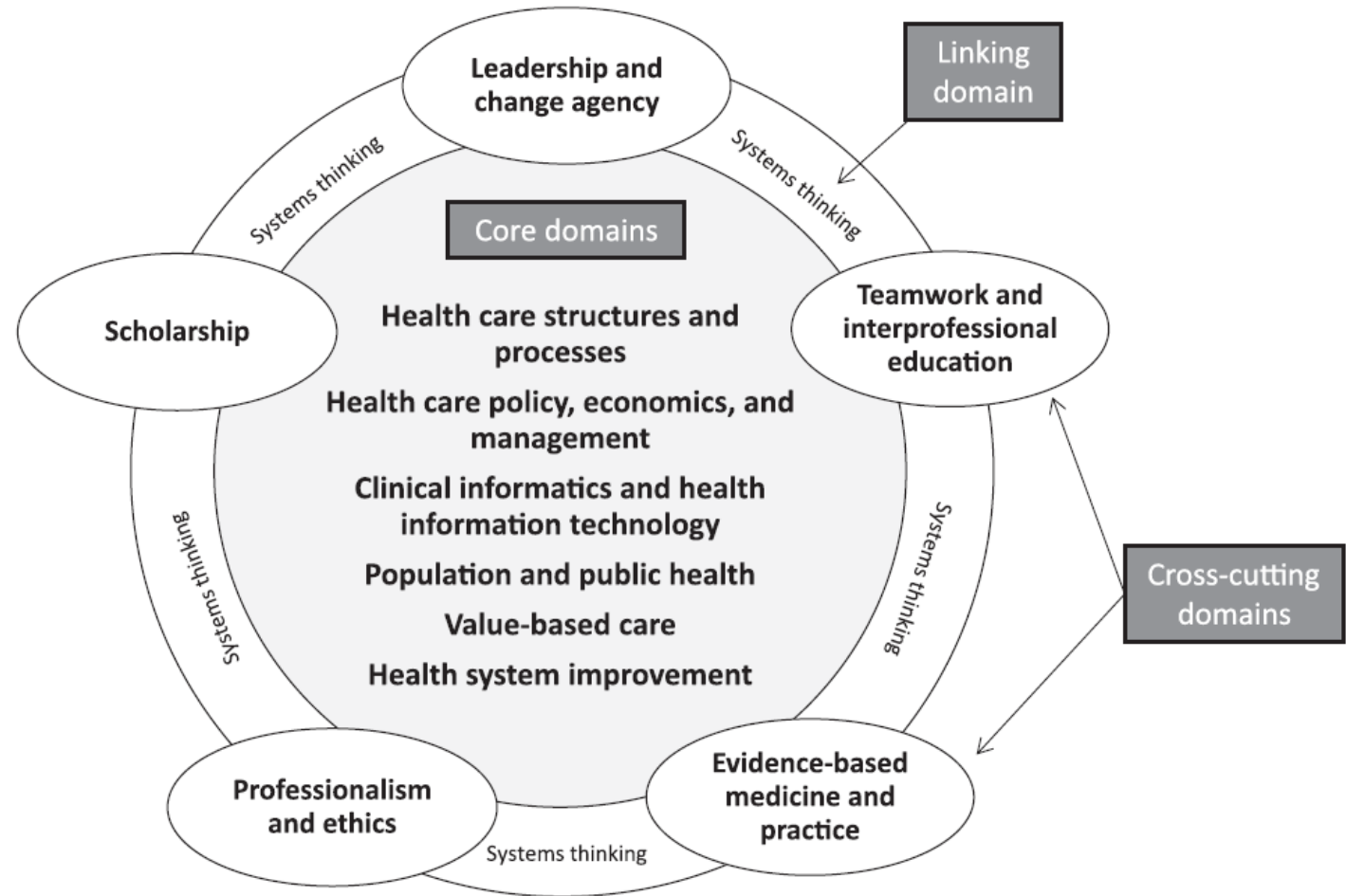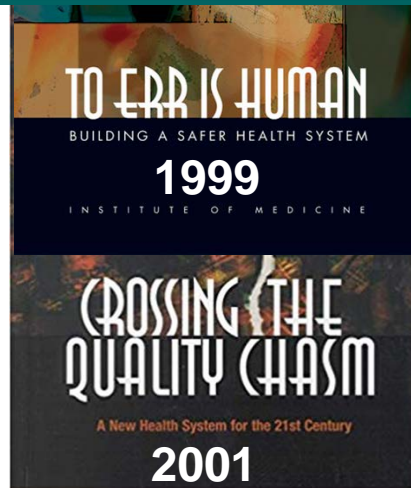> 100% (240/240) graduates match

> 94% match in 1st choice specialty

THE SCIENTIST PHYSICIAN

> **Applies scientific reasoning** in the practice of medicine, and keeps abreast of scientific advances

> **Actively pursues information** on the scientific validity of claims of improved diagnostics and therapeutics

> **Communicates scientific rationale** for decisions to patients

> **Advocates on behalf of patients** for scientifically validated utilization of pharmaceuticals, devices and procedures

> **Bridges the gap** from bench to clinic/bedside

> **Engages in research** to advance medicine

VIRGINIA TECH.

VTC | **Virginia Tech Carilion** School of Medicine

SCIENCE OF HEALTH SYSTEMS IMPROVEMENT

"Quality problems occur typically not because of failure of goodwill, knowledge, effort or resources devoted to health care, but because of fundamental shortcomings in the ways care is organized"

Trying harder will not work: changing systems of care will!

TO ERR IS HUMAN
BUILDING A SAFER HEALTH SYSTEM
1999
INSTITUTE OF MEDICINE

CROSSING THE QUALITY CHASM
A New Health System for the 21st Century
2001

Core domains:
- Health care structures and processes
- Health care policy, economics, and management
- Clinical informatics and health information technology
- Population and public health
- Value-based care
- Health system improvement

Linking domain: Leadership and change agency

Cross-cutting domains:
- Scholarship
- Teamwork and interprofessional education
- Professionalism and ethics
- Evidence-based medicine and practice

Systems thinking

VIRGINIA TECH

VTC | Virginia Tech Carilion School of Medicine

GROWTH POTENTIAL

Current size = 168 (42 per class)

Neighbors		Schools of Comparable Age (VTCSOM accredited in 2009)			
EVMS	607	Fl Internat (2007)	501	UT Austin (2015)	200
UVA	666	U Central Fl (2008)	496	CA Northstate (2015)	338
VCU	881	Fl Atlantic (2011)	256	Quinnipiac (2012)	380
WVU	448	UC Riverside (2012)	254	Western MI (2012)	301
UNC	846				
Duke	565				
ETSU	286				

VIRGINIA TECH

VTC | Virginia Tech Carilion
School of Medicine

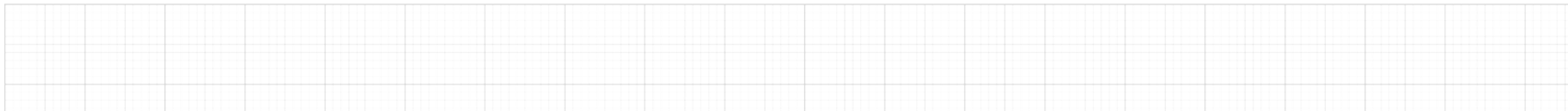# QUESTIONS?

ACADEMIC INITIATIVES: DIVERSITY AND INCLUSION

MENAH PRATT-CLARKE
VICE PRESIDENT FOR DIVERSITY, INCLUSION, AND STRATEGIC AFFAIRS

Virginia Tech Board of Visitors
Academic, Research, and Student Affairs Committee
November 18, 2019

ADVANCING BEYOND BOUNDARIES: VALUES AND PRIORITIES

KNOWLEDGE AND INNOVATION

OPPORTUNITY AND AFFORDABILITY

DIVERSE AND INCLUSIVE COMMUNITIES

EXCELLENCE AND INTEGRITY

Elevate the Ut Prosim Difference

Be a Destination for Talent

Advance Regional, National, and Global Impact

Ensure Institutional Excellence

STRATEGIC PLAN GOALS AND InclusiveVT GOALS

GOAL 1: INCREASE REPRESENTATIONAL DIVERSITY

GOAL 2: INCREASE CULTURAL COMPETENCY

**GOAL 3:** ADDRESS CRITICAL SOCIETAL ISSUES IMPACTING HUMANITY AND EQUITY

Representational Diversity

Campus Climate

Sustainable Transformation

Academic Mission

OFFICE FOR INCLUSION AND DIVERSITY (OID)

VISION STATEMENT:
A just and inclusive community

MISSION:
To serve as a catalyst for capacity building through InclusiveVT to promote a just and inclusive community

InclusiveVT is the institutional and individual commitment to Ut Prosim (that I may serve) in the spirit of community, diversity, and excellence.
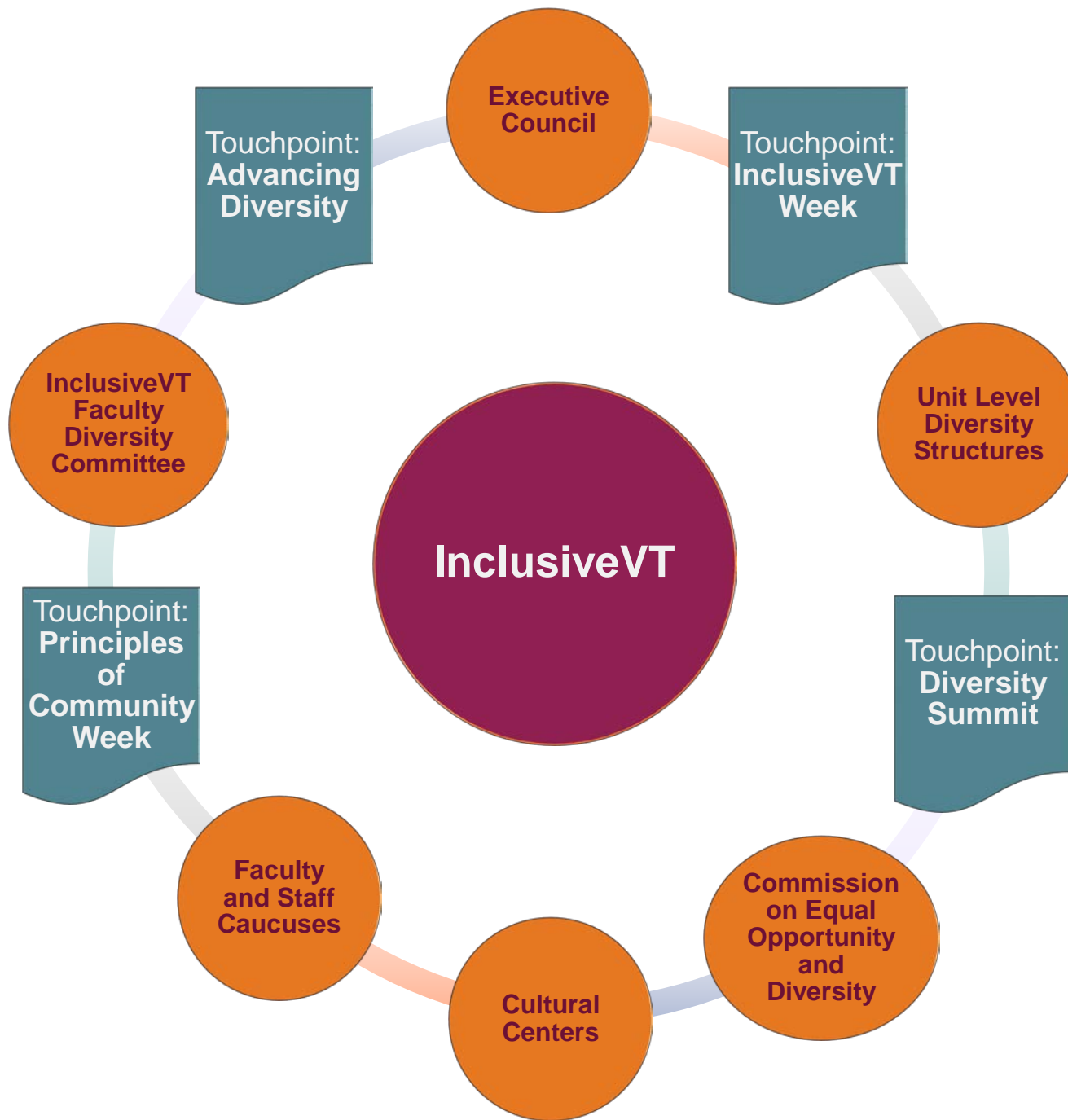
InclusiveVT INSTITUTIONAL LEVEL

Sustainable structures to promote integration of InclusiveVT into the culture and climate of every unit at Virginia Tech

INCLUSIVEVT UNIT-LEVEL STRUCTURE

UNIT LEVEL ACCOUNTABILITY

| Diversity Director | Inclusive VT Representatives | Diversity Chairs and Committees | InclusiveVT Student Representatives |

PROGRAM IMPACTS

CAMPUS INITIATIVES

DIVERSITY IN THE ACADEMIC MISSION

> Pathways General Education Curriculum and Diversity

> Disability Studies Minor

> Graduate Diversity and Inclusion Requirement

> Howard Hughes Medical Institute (HHMI) Inclusive Excellence Grant

PANEL DISCUSSION

> **Ellington Graves**
Equity and Social Disparity for the Human Condition Destination Area Curriculum Development

> **Carolyn Shivers**
Pathways Disabilities Studies Minor

> **Walter Lee**
College of Engineering, Graduate Diversity and Inclusion Requirement

> **Jill Sible**
Howard Hughes Medical Institute (HHMI) Inclusive Excellence Program

PATHWAYS MINORS
DISABILITIES STUDIES

What is it?

The Disabilities Studies minor includes a **multi-disciplinary curriculum** with courses in human development; apparel, housing and resource management; psychology; education; and science, technology, and society. The program will provide students with a multi-disciplinary view of **how disability is defined and what barriers to full inclusion are faced by individuals with disabilities**.

Why do it?

Ability and disability are an important component of **diversity and inclusion.** This minor will give students the skills to **promote inclusion and accessibility in any field they choose to enter.**

Who is it for?

This interdisciplinary minor is available to **any student who seeks to broaden their understanding of disability**, including how disability and people with disabilities are treated in society and in different academic disciplines. This ranges from students who will become engineers designing equipment to be used by people with disabilities, to teachers who will have students with disabilities in their classrooms, to policymakers considering the best laws and statutes to promote inclusion.

Pathways Core Concepts

2 - Critical Thinking in the Humanities
3 - Reasoning in the Social Sciences
6d - Critique and Practice in Design and the Arts 7 - Critical Analysis of Equity and Identity in the United States

Pathways Integrative Concepts

Ethical Reasoning
Intercultural and Global Awareness

ENGE 5984: Graduate Student Success in Multicultural Environments
Fall 2019 & Spring 2020

Friday · 1:20–3:50 pm · Goodwin Hall 145

COURSE LEADERS

Walter C. Lee, PhD   Goodwin Hall 373
Assistant Professor of Engineering Education   walterl@vt.edu

Jeremi London, PhD   Goodwin Hall 363
Assistant Professor of Engineering Education   jslondon@vt.edu

COURSE OVERVIEW

The aim of this new seminar is to help new graduate students in the College of Engineering become socialized to the graduate student environment, provide strategies for entering an effective mentee-mentor relationship, and build an awareness of Virginia Tech's diversity and inclusion values. Leveraging research expertise within the Department of Engineering Education as well as evidence-based curricula developed from funding from the National Institutes of Health, and will provide frameworks for new students as they embark on their graduate journey. We hope it will provide strategies for (1) facilitating clear communication with advisors, peers, or undergraduate mentees; (2) receiving and responding to critical feedback; (3) upholding ethical research practices; and (4) working within a culturally diverse environment.

This one-credit professional seminar will be geared toward new doctoral and master's students in the College of Engineering at Virginia Tech, and will meet the Graduate School's new diversity requirement.

Learning Objectives
Following successful completion of this course, students will have strategies for:
- Developing effective interpersonal communication skills
- Establishing and maintaining professional relationships
- Dealing with personal differences in multicultural environments
- Advancing equity and inclusion in professional environments
- Developing responsible and ethical professional practices
- Developing identity, confidence, and independence as a professional

Course Format
Seminars will be discussion- and case-based, divided across the following five sessions:
1. *Building Your Professional Supports*
2. *Managing Interpersonal Issues*
3. *Advancing Diversity Awareness*
4. *Responding to Stressors*
5. *Exhibiting Professional Behaviors*

Attendance and Assignment
Your grade in this seminar is based on attendance at every seminar and completion of a professional development plan. Because this course seminar is graded on a pass/fail basis, ***your attendance is mandatory***. Details about the professional development plan will be provided on Canvas and discussed in class.

Course Material
Course material is largely informed by *Entering Research* curriculum developed by the Center for the Improvement of Mentored Experiences in Research (CIMER), which was originally published in 2010 and has since undergone significant revision and expansion. "A team of 27 scholars representing 15 institutions revised the original curriculum and contributed new activities to better address the needs of undergraduate and graduate research trainees in STEM disciplines."
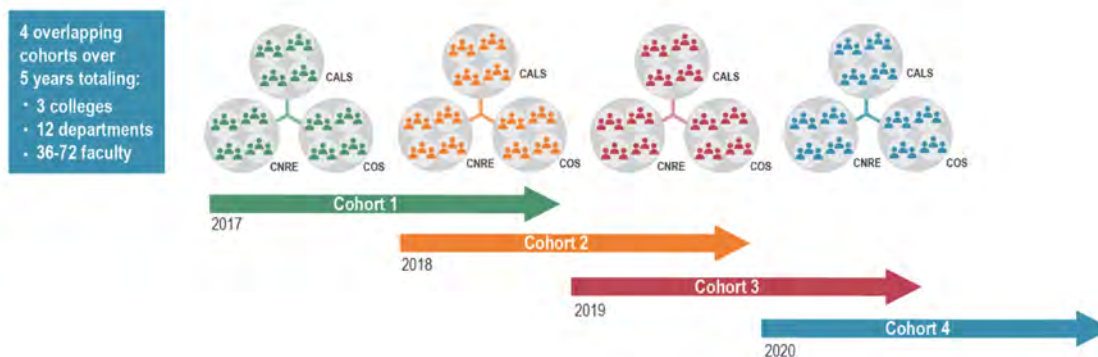
Building Inclusive Excellence in the Sciences

On the national level:

The overarching goal is to abandon the deficit mindset of "fixing the student" and instead adopt the growth mindset of "changing the institution."

At VT:

We are engaging with three science departments per year as their faculty commit to extensive training in inclusive excellence and an "experiment" that will radically improve the curriculum and climate for their underrepresented and underserved students.

hhmi | Howard Hughes Medical Institute

INCLUSIVE EXCELLENCE AT VIRGINIA TECH

Contacts: Jill Sible, Program Director (siblej@vt.edu); Joan Hawsey, Project Coordinator (joanh@vt.edu)

Building Inclusive Excellence in the Sciences

What we have learned so far

- We must apply a growth mindset toward teaching faculty as well.
- Science faculty are not consistently recognized or rewarded for this work.
- VT is equipped with many experts in the space where faculty need to grow and learn.

What we are doing

- Faculty committing to a year or more of professional development to learn inclusive pedagogy from theory to practice

- Using data to determine who is surviving (EAB, IR) and thriving (NSSE)

- Learning from our students - student advisors and panels

- Community mentoring - monthly meals with faculty, in-class peer mentoring (Fish and Wildlife Conservation, Neuroscience, Biochemistry)

- 2nd Semester First-Year Experience course focused on mentoring, research skills and professional development (Biochemistry, Neuroscience, Chemistry)

- Revising curricula to improve student success and time-to-degree (Chemistry, Fish and Wildlife Conservation, Biochemistry, Human Nutrition, Food and Exercise)

- Partnering with Student Affairs– providing support for students in recovery (Human Nutrition, Food and Exercise)

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VT VIRGINIA TECH™

Contacts: Jill Sible, Program Director (siblej@vt.edu); Joan Hawsey, Project Coordinator (joanh@vt.edu)