INCLUSIVEVT AND SGA: THE CONTEXT FOR EQUITY AND SOCIAL DISPARITY IN THE HUMAN CONDITION

Planning for a Strategic Growth Area at Virginia Tech

October 24, 2016

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Mission and Goals of VT of the future

➥ "Today's land-grant university, like those of the 19th century, must address economic and societal needs of this generation — and our graduates must have the **capacity to solve complex problems of a regional, national, and global scale** that have yet to be envisioned." President Sands

➥ **PREPARING STUDENTS FOR THE WORLD IN WHICH THEY WILL LIVE AND WORK**

➥ Addressing the "Aspirational Human Condition"

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Destination and Strategic Growth Areas

- Adaptive Brain
- Intelligent Infrastructure
- Data Analytics and Decision Science
- Security
- Global Systems Science

- **Intersectional Diversity and Inclusion**
- Materials
- Policy
- Creative Technologies and Experiences
- Innovation and Entrepreneurship

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Four Areas of Focus as SGA

➤ Curriculum

➤ Research

➤ Programmatic

➤ Cross-Cutting across Destination and Strategic Growth Areas

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Spring 2016 UC Resolution to Address Intersectional Diversity in Pathways Curriculum …

➡ Whereas, **Virginia Tech's motto, Ut Prosim,** (that I may serve), and Virginia Tech's commitment to **InclusiveVT** create a unique institutional responsibility to ensure comprehensive understanding of **issues of identity and difference**; and

➡ Whereas, as articulated in **the Virginia Tech Principles of Community, adopted by the board of visitors in 2005**, "diversity enlivens the exchange of ideas, broadens scholarship, and contributes to just engagement in all the world's communities;" and

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UC Resolution to Address Intersectional Diversity in Pathways Curriculum

- Whereas, universities are recognizing **"the study of diversity in the United States** provides students the opportunity to consider questions of difference and culture, identity and community, privilege and oppression, and power and responsibility in our nation, and to gain an understanding of how these issues affect both individuals and communities";

- Therefore, let it be resolved that, **during the 2016-17 academic year** UCCGE and CEOD, in coordination with CUSP, CFA, and University Council, and in consultation with the Faculty Senate, **will review and update the ways in which intersectional diversity can be incorporated into the Pathways curriculum beginning Fall 2017.**

- **Approved May 2, 2016**

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How does this fit with Virginia Tech's commitment to inclusion and diversity?

➤ **InclusiveVT:** The institutional and individual commitment to Ut Prosim (that I may serve) in the spirit of community, diversity, and excellence

➤ *Ut prosim:* How can we prepare Virginia Tech students serve and lead without an opportunity to understand the complexities of issues of difference and identity?

➤ **Principles of Community:** "We take individual and collective responsibility for helping to eliminate bias and discrimination and *for increasing our own understanding of these issues through education*, training, and interaction with others."

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Campus (Faculty/Student) Engagement

- April 2016 meeting
- June 2016 meeting
- July 2016 meeting
- August 2016 meeting
- September 2016 meetings
- October 2016 meetings
- Over 100 academic faculty, students, administrators

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Instructional Faculty Engagement During Pathways Revision Discussion

- College of Architecture and Urban Studies – School of Visual Arts, School of Public and International Affairs, Urban Affairs and Planning, Landscape Architecture

- Pamplin College of Business – Management

- College of Agriculture and Life Sciences – Agricultural Leadership, Crop and Soil Environmental Science, Agricultural Economics

- College of Liberal Arts and Human Sciences – Sociology, English, Human Development, History, Religion and Culture, Foreign Languages and Literatures, Political Science, School of Education, School of Performing Arts, Science and Technology in Society

- College of Natural Resources and the Environment – Fish and Wildlife Conservation, Forest Resources and Environmental Conservation, Geography

- College of Science – Physics, Chemistry, Geosciences, Psychology

- College of Engineering – Engineering Education, Biomedical Engineering

- College of Veterinary Medicine

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The Process (Campus Engagement)

- **What are key themes (3) associated with Intersectional Diversity and Inclusion?**
  - What should students know about this area?
  - What are key scholarship/research areas?
- **What should be the official name of the area?**
- **How should intersectional diversity be implemented?**
    - Create separate core area with 3 credit hours
    (concurrent credit with other areas)
    - Revise Intercultural and Global area learning outcomes
    - Revise learning outcomes in core areas

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What is VT's responsibility related to diversity issues in general education curriculum? (working group feedback)

➡ Knowledge of structural (systemic), historical and contemporary **inequalities**

➡ Awareness of the dynamics of **identity** construction, especially focused on narrative

➡ Increased understanding of, and capacities for, **social justice and coalition building**

➡ Recognition of the significance of **power and positionality**

➡ Ideal for discussion of **broad conceptions of diversity** inclusive of dimensions like veteran status, disability, rurality, and political orientation, but also strongly oriented to grappling with the significance of race, gender, and class

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Existing Pathways

- **Guiding Principles** for Pathways and the Enhancement of General Education
  - Integration, Inclusivity, Relevance
- **Core areas**
  - Discourse
  - Quantitative and Computational Thinking
  - Reasoning in the Natural Sciences
  - Critique and Practice in Design and the Arts
  - Reasoning in the Social Sciences
  - Critical Thinking in the Humanities
- **Integrated Learning Outcomes**
  - Ethical Reasoning
  - Intercultural and Global Engagement

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Only one core area mentions difference

➤ Reasoning in Social Sciences

1. Identify fundamental concepts of the social sciences.

2. Analyze human behavior, social institutions and/or patterns of culture using theories and methods of the social sciences.

3. **Identify interconnections among and differences between social institutions, groups, and individuals**.

4. Analyze the ways in which values and beliefs relate to human behavior and social relationships.

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Intercultural and Global Awareness

➤ Intercultural and Global Awareness **supports effective and appropriate interaction** with a variety of people and different cultural contexts. An important application of this learning is **the critical analysis of global systems and legacies and their implications for people's lives and the earth's sustainability**.

➤ Courses addressing this outcome must meet **a majority of the learning indicators.**

➤ Credit hours: This learning outcome will be met in conjunction with Core Outcomes. No extra hours will be necessary.

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Why isn't Intercultural and Global Awareness enough?

➤ Pathways allows courses to address **either integrated outcome**

➤ Possible to graduate from VT **without taking a course that addresses Intercultural and Global**

➤ The structure of Pathways allows courses and minors to address **only 2 of the 3 learning indicators** creating a potential gap in student exposure to key ideas related to inclusion and diversity

➤ Intercultural and Global Awareness learning outcomes **has gaps in knowledge areas** that are key to understanding and engaging with diversity issues related to identity and inequality

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Proposed Pathways Revision

➡ Review and revision of campus general education curriculum to incorporate a critical analysis of the human condition as a required area of study, focusing on the intersection of identity, social equity, and life chances

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New Proposed Emphasis related to Human Condition

o **Preparation of VT Students** for diverse and global workforce

o **Ability to lead, advocate, discuss, and engage with issues of diversity**

o Understand issues of diversity, including race, gender, religion, and sexual orientation, gender identity, in a US and global context

o Understand of issues of privilege and difference, in the context of Ut Prosim

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Engagement and the Governance Process

- Commission on Equal Opportunity and Diversity(CEOD)
- University Committee on Curriculum and General Education (UCCGE)
- Faculty Senate
- Student Government
- Commission on Undergraduate Studies and Policies (CUSP)
- University Council

Prospective Timeline

- Consultation with student government – August 2016
- Finalize draft with working group – September 2016
- Submission to CEOD and UCCGE – October 2016
- Feedback/Information meeting(s) – November 2016
- Approval by CEOD and UCCGE – November/December 2016
- Submission to CUSP – December/January 2017
  - Consultation with Faculty Senate
- Approval by CUSP – February/March 2017
- Submission to University Council – April 2017
- Approval by UC – May 2017
- Identification of possible courses and support for course development ongoing throughout; communication and support for academic advisers upon approval to implement by Fall 2018

Questions/Comments

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