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**Subject:** Department of Fish and Wildlife Conservation's plan for inclusion of Scholarly Ethics and Integrity and Inclusion and Diversity requirements in graduate education

All graduate students in the Fish and Wildlife Sciences M.S. and Ph.D. programs are expected to uphold the Virginia Tech Principles of Community and the Graduate School's Expectations for Graduate Education.

To meet the Graduate School's requirement for inclusion and diversity training of all graduate students, two of following three courses will be included in all graduate student Plans of Study.

All FWC students will take this course:

- FIW 5004: Graduate Seminar, Surviving and Thriving in Graduate School (offered every fall semester; 2H, 2C): The purpose of this course is to provide graduate students with an understanding and skills for success in graduate programs and professional employment. Topics include the university's Land Acknowledgement and Principles of Community including the impact of personal actions and words; submission of completion of required online trainings (Conflict of Interest, Responsible Conduct of Research, and Title IX); research expectations and research ethics including codes of ethics for professional societies; laboratory and field safety including for marginalized and underrepresented groups; technical writing and library skills; ethics of human and animal subjects research; pedagogy and inclusive pedagogy; professional presentations; publishing research results; and website and online media presence.

Students can choose one of the two following options to complete diversity training.

- NR 5984: Environmental Justice (offered every spring semester; 1H, 1C): The course is offered through CNRE and will focus on addressing environmental issues and how these impact marginalized communities disproportionately. Students will learn how and why race, gender, and class determine the impact of environmental issues. The intersectionality of racial and environmental injustices will be examined. We will examine the community responses to these problems and the policies in place to address these. What is environmental privilege and why does it matter? Students will not only learn about the history of the environmental justice movement, but will also be tasked with identifying solutions to ongoing issues keeping in mind the principles of environmental justice. The course will incorporate relevant readings and documentaries with a significant portion of the class focusing on in-class participation.

• GRAD 5214: Diversity for Global Society (offered every semester; 3H, 3C). Research on diversity and inclusion for a global society from a multi-disciplinary perspective. Examination of misconceptions about diversity and inclusion, benefits of diverse and inclusive organizations, legal requirements, international perspectives on diversity and inclusion, and applications to research and professional practice.

Two of the three above courses will allow students to explore the theory and practice around building diverse, equitable, and inclusive communities as they relate to the conservation and management of natural resources.

Any student who is unable to complete two of these three courses due to scheduling conflicts will need to propose a point-by-point alternative means of meeting the four university-required training topics (below). Alternative plans can be initiated by contacting the Graduate Program Director and must be approved by the student's major advisor, the departmental Graduate Affairs Committee, and the department head.

Required topics in Inclusion and Diversity training include:

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

Sincerely,



Dr. Marcella Kelly - Professor  
Graduate Program Director  
Fish & Wildlife Conservation



Dr. Joel Snodgras - Professor  
Department Head  
Fish & Wildlife Conservation