



Plan to Satisfy Inclusion and Diversity Training Requirements for Graduate Studies

This document presents the process by which all graduate students in the College of Agriculture and Life Sciences (CALs) will satisfy the Graduate School training requirements for Inclusion and Diversity. <https://graduateschool.vt.edu/faculty-and-staff-resources/inclusion-diversity-requirement.html>

All CALs graduate students are required to include the following course on the Plan of Study:
ALS5XXX Building Multicultural Competence in Agriculture and Life Sciences

- **1 credit hour (P/F – 1 credit hour)**
- **Blended F2F/Online (Synchronous)**
- **Grading: Weekly meeting reflections posted in discussion in addition to (3) event or professional development participations plus reflections**

Based on the topics specified in the training requirement the following topics list has been selected as a baseline requirement to be covered in the course. The objectives incorporate all items listed in the training specification, plus additional topics deemed significant for our college.

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

Additional topics:

- *Inclusion and Diversity in a global context; institutional and governmental policies affecting immigration, accessibility, affordability, and related matters.*
- *Historical perspectives on diversity and the impact of traditions of privilege on the development of the discipline represented by the particular academic unit; inclusive pedagogy.*
- *Effective strategies for inter- or intrapersonal conflict resolution; pathways to individual reconciliation of unconscious or implicit bias.*

Topics will be grouped into modules: Teaching and Learning, Research, and Outreach/Service



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Our design goals of this program include these objectives:

1. Meeting and exceeding the training expectations as defined by the graduate school specification documents
2. Creating a sustainable program that can operate at scale
3. Integrate continued and experiential learning for students to apply/practice what they learn
4. Certification to place on Resume/CV

The plan will accommodate students in the Ph.D., MS, and OMALS degree programs.

Baseline instructional materials have been assembled and/or being developed to cover these topics. In addition to custom materials, the college will draw on a number of existing resources for content. These resources include CITI and Coursewhere training programs, InclusiveVT materials, and DiversityEDU course materials. Many of these resources include an assessment and often are linked to certifications/badging that instructors can use for giving credit. Instructors in the course will be free to modify the material so long as the topics above are covered. We anticipate continuous improvement to the baseline materials as we develop or discover improved instructional content.

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