



BOARD OF VISITORS

INCLUSIVE EXCELLENCE COMMITTEE

Friday, May 03, 2024

1:50 – 3:15 PM

701 PRESTON LIBRARY

VIRGINIA MILITARY INSTITUTE
LEXINGTON, VIRGINIA 24450-0304

Board of Visitors

Diversity, Opportunity, & Inclusion Committee Meeting Agenda

May 03, 2024

701 Preston Library

AGENDA

- I. Review and Approval of the January Inclusive Excellence Committee Minutes Page 4
- II. Reflections from the VMI Cadet Facilitators
- III. First Class Inclusive Excellence Speaker Page 7
- IV. Inclusive Excellence Training Cadet Survey Results Page 16
- V. Employee Inclusive Excellence Training Page 47
- VI. DO&I Updates Page 51

Meeting Minutes

VIRGINIA MILITARY INSTITUTE
Lexington, Virginia
Diversity, Opportunity, and Inclusion Committee
Friday, May 03, 2024

VIRGINIA MILITARY INSTITUTE
Lexington, Virginia Minutes
BOARD OF VISITORS MEETING
26 January 2024

According to the notice, a VMI Board of Visitors Executive Committee meeting was held in Lexington, Virginia, on 26 January 2024.

Board Members Present:

President, Thomas "Tom" Watjen '76 | Chairman, Mr. Lester Johnson, Jr. '95 | Nancy Phillips | Rear Adm. (Ret.) Terence E. McKnight' 78 | Col. (Ret.) James P. Inman '86 | C. Ernest Edgar IV '87 | Meaghan Mobbs | Damon Williams '90 | Scot W. Marsh '81

1. Mr. Lester Johnson called the meeting to order at 11:44 a.m. A motion to authorize the minutes from the last committee's meeting was proposed and, without objections, made part of the permanent record.
2. Ms. Briana Williams introduced the third classman Cadet, who gave an overview of her takeaway from being an Inclusive Excellence Facilitator during the 2023 fall semester. The Cadet discussed the positive experience with the rat class, noting their talkative nature as they navigated the new environment and expressed openness about their backgrounds. The first-year cadets recognized their differences and emphasized the commonality forged through the challenging ratline. She shifted her focus to the second-classmen and described them as more reserved but willing to open up in response to humor or guidance during the training sessions. Additionally, the second-classmen engaged in a word bank activity, expressing the importance of family and faith. At the same time, some questioned the absence of "honor" in the discussion. According to the Cadet, it was later clarified that honor was a significant commonality among the Corps of Cadets, reinforcing their individuality within the collective of VMI. She concluded that the meeting highlighted VMI classes' diverse yet cohesive dynamics.
3. During the meeting, Briana Williams, Chief Diversity Officer (CDO), provided updates on the Diversity, Opportunity, and Inclusion (DOI) plan. She shared information from the state diversity office, including a memo outlining reporting requirements and details about the state DOI plan. The meeting also addressed an upcoming annual report template, due by 31 March, which will focus on accomplishments in 2023 and outline agency goals for 2024 in terms of diversity, opportunity, and inclusion. The discussion emphasized HR-related aspects, such as fostering a welcoming workplace culture, implementing inclusive hiring practices, and ensuring the retention of a diverse workforce. Briana is willing to assist others in implementing these measures and is actively working on the comprehensive plan. Additionally, there was mention of the governor's freedom of speech plan, a requirement for public institutions, and a request for private institutions. Lastly, Briana is actively engaging with individuals

across the institute to gather information for the report on the governor's freedom of speech plan, with the submission deadline set for 1 March.

4. During the meeting, the focus shifted to the cadet survey results prepared by the Office of Assessment and Institutional Research. The report delved into responses from the rat and second classes, with 57 percent and 15 percent participation rates, respectively. Briana Williams mentioned that this year, Colonel Rakes and Major Dan Marshall led substantial efforts to refine the cadet survey, aiming to gather valuable and comparable data over successive years. The survey questions underwent updates for more insightful results, and the data analysis considered factors like athlete versus non-athlete, race, and gender. The rat class exhibited enthusiastic participation and offered positive feedback, fostering an environment conducive to open opinions. However, challenges arose with the second class, featuring varying successful and challenging sessions. The difficulties were attributed to the inherent nature of being second-year cadets. Acknowledging the need for better communication about the survey's connection to the VMI experience, efforts are underway to address issues and improve future surveys, ensuring alignment with the cadet experience.
5. A discussion emerged from the meeting that evaluated some challenges that influenced the data amongst second-classmen in the inclusive excellence sessions. The Cadet surmised that most second-class cadets initially have preconceived notions and resistance towards specific training programs, which creates a barrier. The challenge lies in overcoming intimidation, especially when a third-class cadet leads the training. Drawing on one or two years of additional experience, a first-class cadet can adapt the training approach to better connect with the second-class cadets. This involves adjusting focus based on the specific interests and goals of the class, whether they are inclined towards the military profession, civilian sector, or NCAA involvement. However, the process can be more challenging and intimidating for a third-class cadet than a first-class cadet.
6. Meaghan Mobbs added that the second-classmen are adjusting to recent changes in programming approaches, leading to a sense of discordance. Despite challenges, the focus remains on reinforcing VMI's values, particularly leadership and inclusivity. The goal is to create a cohesive approach across both sectors, with appreciation for efforts to redirect and reassess during training to ensure maximum benefit for the audience.
7. The first-class Cadet who spoke in an earlier discussion introduced himself as a member of Band Company at VMI. He is a Chemistry major and came to VMI over Citadel and Norwich University. After seeing a video of VMI, it felt like the right fit, and joined the diversity and DOI program to enhance it. He recognized the discontent among his peers and aimed to understand and improve the program, providing better explanations for its purpose to fellow cadets. Lastly, he plans to pursue a career in the Marine Corps, attending OCS this summer for ten weeks.
8. Briana Williams briefed the BOV members on the upcoming programming schedule for the DOI office, which included a speaker recommended by board member Terence E. McKnight 78.
9. There was no further official business before the board, so the meeting adjourned at 12:53 p.m.

First Class Inclusive Excellence Speaker

First Class Inclusive Excellence Speaker



Steffanie Easter

Senior Vice President and Chief Sustainability Officer
Cobham Advanced Electronics Solutions (CAES)

Steffanie Easter is responsible for the overall sustainability efforts of the company to drive best practices across key elements of environmental, social and governance standards, and support related strategic engagements with industry peers and customers.

Previously she served as the Vice President, Deputy Army Business Unit and Vice President, Strategy and Planning at SAIC where she led the development of the strategic direction and growth of all customer accounts within the Defense and Civilian Sector and ensured alignment of Sector strategy with corporate goals and objectives.

Before joining SAIC in 2020, she served as the Director, Navy Staff for the U.S. Navy becoming the first civilian to hold the position. In this role she served as the senior civilian and coordinated enterprise level efforts across the Navy staff, ensuring alignment of more than 400 Flag Officers and Senior Executives in direct support of the Chief of Naval Operations.

Throughout her career, Steffanie served in a variety of challenging and high impact positions. She served as the Acting Assistant Secretary of the Army for Acquisition, Logistics, and Technology (ASA(ALT)) and the Principal Deputy to the ASA(ALT) where she led and managed a \$30B R&D and Procurement portfolio executing the Army's acquisition function and the acquisition management system of over 800 programs. She was also responsible for leading the Army acquisition workforce and supervising Army acquisition, execution of the science and technology portfolio, as well as all contracting and logistics endeavors within the Army acquisition enterprise.

Steffanie also served as the senior civilian for the ~\$350B F-35 Joint Program, Assistant Deputy Chief of Naval Operations for Manpower, Personnel, Training and Education; Assistant Commander for Acquisition for Naval Air Systems Command (NAVAIR); and Deputy Program Executive Officer for Tactical Aircraft Programs.

Easter has been recognized with multiple awards including the Presidential Rank Award; the Secretary of the Navy Distinguished Civilian Service Award; the Army Exceptional Civilian Service Award; and the Secretary of Defense Meritorious Civilian Service Award. She is also the recipient of the 2010 Back Engineer of the Year Award for Professional Achievement and the 2009 National Women of Color Award for Managerial Leadership.

Easter currently serves on the Board of Directors for Fincantieri Marinette Marine and MRIGlobal. She also serves on the Board of Directors for the Military Bowl Foundation, a nonprofit that supports our nation's current and former service members and she serves as a member of the NC State Engineering Foundation Board of Directors.

Easter earned her Bachelor's degree in Chemical Engineering from North Carolina State University, and her Masters of Engineering degree from The Catholic University of America. She received the 2019 Distinguished Alumni Award from both Universities.

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Diversity and Inclusion

Steffanie Easter

March 2024

The slide features a white background with abstract blue geometric shapes on the right side. A light blue triangle is in the bottom-left, and a large dark blue shape covers the right half of the slide. The text is centered on the white background.

Imagine

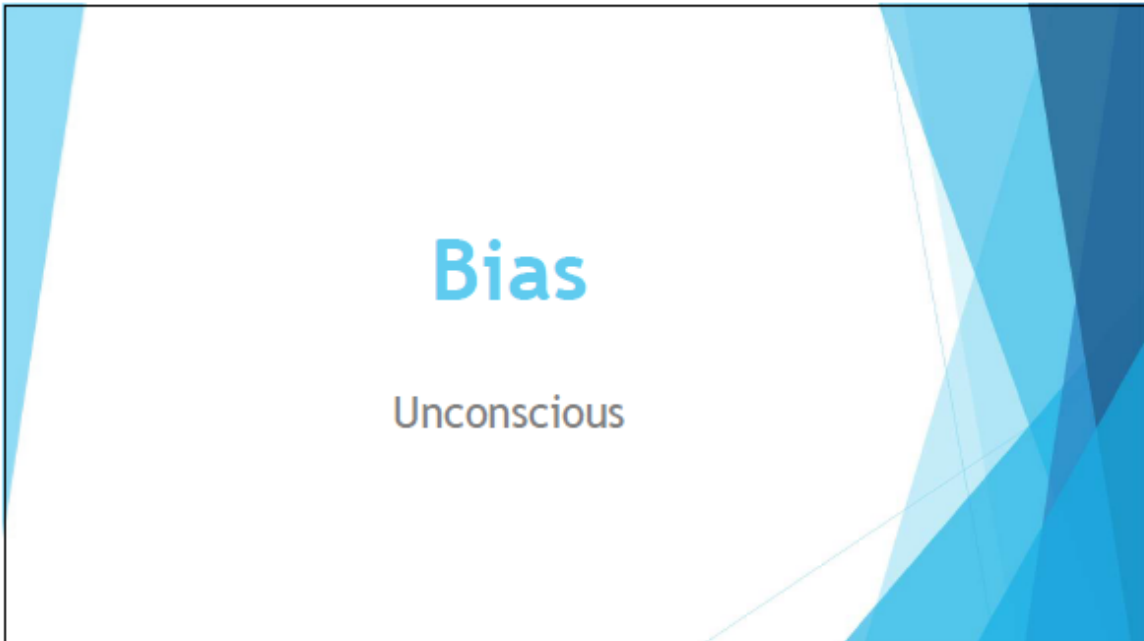


I have heard the business case for Diversity and agree it adds value.

- Yes
- No



Inclusion



What is a Bias?

A bias is a preference or prejudice for or against something

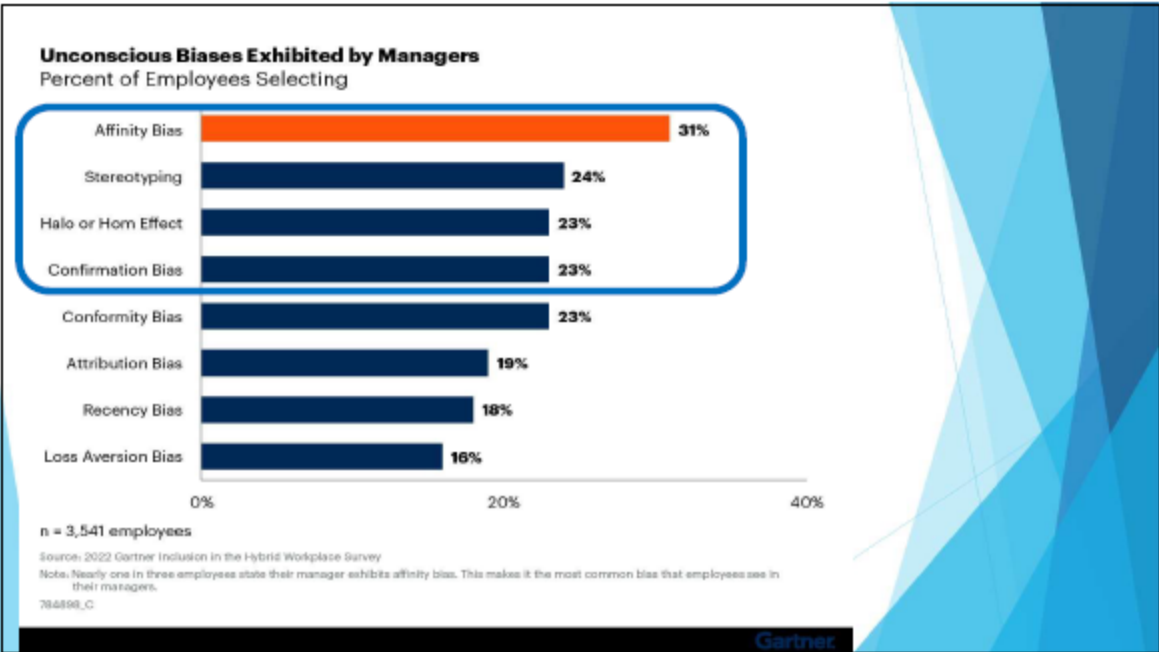
*The issue arises when a bias **positively or negatively impacts someone else and creates an unfair advantage or disadvantage for others***

Examples of Bias We See in the Workplace

- ▶ Stereotype Bias
- ▶ Halo and Horn Bias
- ▶ Affinity Bias
- ▶ Confirmation Bias

Which do you think Management/Leaders Exhibit the most in the Workplace?

- Stereotype Bias
- Halo/Horn Bias
- Confirmation Bias
- Affinity Bias



How Do We Move Forward?

Actions We Can Take

- ▶ Be aware of your reflexive thoughts and actions
- ▶ Listen
- ▶ Work to find common ground with EVERYONE
- ▶ Encourage Feedback
- ▶ Actively seek out different perspectives
- ▶ Engage in discussions in safe environments**

ENGAGE

An abstract background composed of overlapping, semi-transparent blue geometric shapes, primarily triangles and polygons, in various shades of light blue, medium blue, and dark blue. The shapes are layered, creating a sense of depth and movement. The overall composition is clean and modern.

Engagement + Respect = Inclusive Leadership

An abstract background composed of overlapping, semi-transparent blue geometric shapes, primarily triangles and polygons, in various shades of light blue, medium blue, and dark blue. The shapes are layered, creating a sense of depth and movement. The overall composition is clean and modern.

Imagine

Inclusive Excellence Training Cadet Survey Results



2024 DOI Inclusive Excellence Training – Spring 2024 Report

**Prepared by the
Office of Assessment & Institutional Research**

15 April 2024

In Peace a Glorious Asset, In War a Tower of Strength

Virginia Military Institute

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Overview

This report presents the results from the Inclusive Excellence trainings held for First and Third class cadets during the Spring 2024 semester. The items included in this survey were redeveloped from AY2022 – 23 to better capture useful and relevant information. This redevelopment process was a collaboration between the Office of Diversity, Opportunity, and Inclusion and the Office of Assessment and Institutional Research. There were more items for the First class survey due to the format, purpose and goals for the training, and nature of the training being a keynote speaker compared to a cadet-led small group training format. One note about the distribution, due to the way Qualtrics manages survey distributions, the distribution remains open as we progress through the semester and remainder of the year, so additional respondents may reply to the survey. Thus, the results included in this report are as of 15 April 2024. Also, Appendix A (item frequency report) was directly exported from Qualtrics and includes the verbatim responses. Only the items common among the class surveys are provided in this report.

Section I: Survey Process & Response Rate

Survey Process

The Inclusive Excellence survey invites were sent to cadets via the Qualtrics survey software. Recipients were First and Third class cadets who were invited to attend their specific training session. Each cadet was sent an invite email with a survey link and instructions to complete the survey. One reminder was sent to those who had not completed the survey. Table 1 below provides a breakdown of the response rate by class.

TABLE 1: RESPONSE RATE			
Details	Email Invites Sent	Respondents	Response Rate (%)*
1st Class	338	26	8%
3rd Class	343	57	17%
Total	681	83	12%

**Calculated based off the number of respondents by the number of unique participants as of 18 December 2023*

Of the 681 cadets, 83 (**12%**) responded to the survey. Of the 83 respondents, 17 (**20%**) were Female and 66 (**80%**) were Male with 15 (**18%**) being a Cadet of Color. Also, 24 (**29%**) were NCAA Athletes.

Section II: Summary of Items

Table 2 provides a breakdown of the items on the survey. Tables 3 – 12 provide a breakdown of the items by class, gender, race and ethnicity, and athlete status.

TABLE 2: ITEM RATINGS – ALL RESPONDENTS	
Question Language	% Top Two Boxes
Overall satisfaction*	45%
Training was useful**	35%
Use knowledge gained while at VMI**	39%
Greater sense of togetherness with peers**	39%
More connected to the Corps of Cadets**	36%
Greater connection to VMI**	32%
Better prepared to connect with cadets who are different than me**	37%
Better prepared to lead a diverse group of my peers**	44%
I believe I will be a more effective leader**	43%

*Percentage represents the respondents who reported “Very Satisfied” or “Satisfied”

**Percentages represent the respondents who reported “Strongly Agree” or “Agree”

Overall, 8 of the 9 items were rated at or above 35% by all respondents.

Class

TABLE 3: ITEM RATINGS - CLASS			
Question Language	% Top Two Boxes		
	First Class (n = 26)	Third Class (n = 57)	1st – 3rd (% pt. Diff)
Overall satisfaction*	41%	54%	-7
Training was useful**	27%	39%	-12
Use knowledge gained while at VMI**	27%	39%	-12
Greater sense of togetherness with peers**	36%	40%	-4
More connected to the Corps of Cadets**	36%	37%	-1
Greater connection to VMI**	24%	35%	-11
Better prepared to connect with cadets who are different than me**	30%	39%	-9
Better prepared to lead a diverse group of my peers**	41%	46%	-5
I believe I will be a more effective leader**	47%	41%	+6

*Percentage represents the respondents who reported “Very Satisfied” or “Satisfied”

**Percentages represent the respondents who reported “Strongly Agree” or “Agree”

Third class cadets rated 8 of the 9 items higher compared to First class cadets.

Gender

TABLE 4: ITEM RATINGS – GENDER			
Question Language	% Top Two Boxes		
	Female (n = 18)	Male (n = 65)	F – M (% pt. Diff)
Overall satisfaction*	50%	43%	+7
Training was useful**	39%	34%	+5
Use knowledge gained while at VMI**	46%	37%	+9
Greater sense of togetherness with peers**	50%	36%	+14
More connected to the Corps of Cadets**	50%	34%	+16
Greater connection to VMI**	50%	28%	+22
Better prepared to connect with cadets who are different than me**	41%	35%	+6
Better prepared to lead a diverse group of my peers**	41%	45%	-4
I believe I will be a more effective leader**	41%	43%	-2

*Percentage represents the respondents who reported "Very Satisfied" or "Satisfied"

**Percentages represent the respondents who reported "Strongly Agree" or "Agree"

Females rated 7 of the 9 items higher than Males.

TABLE 5: ITEM RATINGS – FEMALE RESPONSES			
Question Language	% Top Two Boxes		
	First Class (n = 8)	Third Class (n = 10)	1st – 3rd (% pt. Diff)
Overall satisfaction*	50%	50%	No Diff
Training was useful**	33%	40%	-7
Use knowledge gained while at VMI**	33%	50%	-17
Greater sense of togetherness with peers**	50%	50%	No Diff
More connected to the Corps of Cadets**	50%	50%	No Diff
Greater connection to VMI**	50%	50%	No Diff
Better prepared to connect with cadets who are different than me**	50%	40%	+10
Better prepared to lead a diverse group of my peers**	50%	40%	+10
I believe I will be a more effective leader**	50%	40%	+10

*Percentage represents the respondents who reported "Very Satisfied" or "Satisfied"

**Percentages represent the respondents who reported "Strongly Agree" or "Agree"

First class Females rated 3 of the 9 items higher than Third class Females.

TABLE 6: ITEM RATINGS – MALE RESPONSES

Question Language	% Top Two Boxes		
	First Class (n = 28)	Third Class (n = 10)	1st – 3rd (% pt. Diff)
Overall satisfaction*	17%	54%	-37
Training was useful**	25%	38%	-13
Use knowledge gained while at VMI**	25%	44%	-19
Greater sense of togetherness with peers**	34%	37%	-3
More connected to the Corps of Cadets**	34%	33%	+1
Greater connection to VMI**	20%	31%	-11
Better prepared to connect with cadets who are different than me**	27%	39%	-12
Better prepared to lead a diverse group of my peers**	40%	47%	-7
I believe I will be a more effective leader**	47%	42%	+5

*Percentage represents the respondents who reported "Very Satisfied" or "Satisfied"

**Percentages represent the respondents who reported "Strongly Agree" or "Agree"

Third class Males rated 7 of the 9 items higher than First class Males.

Race and Ethnicity

Cadets of Color (COC) are those who are a race other than White, multiple racial identities, Non-resident Aliens, or identified as Hispanic. White Cadets (WC) are those who are only White and Non-Hispanic.

TABLE 7: ITEM RATINGS – RACE & ETHNICITY

Question Language	% Top Two Boxes		
	COC (n = 15)	WC (n = 68)	COC – WC (% pt. Diff)
Overall satisfaction*	29%	49%	-20
Training was useful**	33%	35%	-2
Use knowledge gained while at VMI**	50%	37%	+13
Greater sense of togetherness with peers**	45%	37%	+8
More connected to the Corps of Cadets**	45%	37%	+8
Greater connection to VMI**	45%	31%	+14
Better prepared to connect with cadets who are different than me**	45%	37%	+8
Better prepared to lead a diverse group of my peers**	45%	44%	+1
I believe I will be a more effective leader**	45%	42%	+3

*Percentage represents the respondents who reported "Very Satisfied" or "Satisfied"

**Percentages represent the respondents who reported "Strongly Agree" or "Agree"

COC rated 7 of the 9 items higher than WC.

TABLE 8: ITEM RATINGS – CADETS OF COLOR

Question Language	% Top Two Boxes		
	First Class (n = 4)	Third Class (n = 11)	1st – 3rd (% pt. Diff)
Overall satisfaction*	0%	40%	-40
Training was useful**	25%	38%	-13
Use knowledge gained while at VMI**	75%	38%	+37
Greater sense of togetherness with peers**	67%	38%	+29
More connected to the Corps of Cadets**	33%	38%	-5
Greater connection to VMI**	33%	38%	-5
Better prepared to connect with cadets who are different than me**	33%	38%	-5
Better prepared to lead a diverse group of my peers**	67%	38%	+29
I believe I will be a more effective leader**	67%	38%	+29

*Percentage represents the respondents who reported "Very Satisfied" or "Satisfied"

**Percentages represent the respondents who reported "Strongly Agree" or "Agree"

Third class COC rated 5 of the 9 items higher than First class COC.

TABLE 9: ITEM RATINGS – WHITE CADETS

Question Language	% Top Two Boxes		
	First Class (n = 21)	Third Class (n = 44)	1st – 3rd (% pt. Diff)
Overall satisfaction*	28%	59%	-31
Training was useful**	27%	38%	-11
Use knowledge gained while at VMI**	13%	45%	-32
Greater sense of togetherness with peers**	29%	39%	-10
More connected to the Corps of Cadets**	36%	37%	-1
Greater connection to VMI**	21%	34%	-13
Better prepared to connect with cadets who are different than me**	29%	39%	-10
Better prepared to lead a diverse group of my peers**	36%	47%	-11
I believe I will be a more effective leader**	43%	42%	+1

*Percentage represents the respondents who reported "Very Satisfied" or "Satisfied"

**Percentages represent the respondents who reported "Strongly Agree" or "Agree"

Third class WC rated 8 of the 9 items higher than First class WC.

Athlete Status

TABLE 10: ITEM RATINGS – ATHLETE STATUS

Question Language	% Top Two Boxes		
	NCAA Athlete (n = 24)	Non-Athlete (n = 59)	A – NA (% pt. Diff)
Overall satisfaction*	52%	41%	+11
Training was useful**	40%	33%	+7
Use knowledge gained while at VMI**	40%	39%	+1
Greater sense of togetherness with peers**	50%	34%	+16
More connected to the Corps of Cadets**	43%	34%	+9
Greater connection to VMI**	43%	27%	+16
Better prepared to connect with cadets who are different than me**	43%	34%	+9
Better prepared to lead a diverse group of my peers**	43%	45%	-2
I believe I will be a more effective leader**	48%	41%	+7

*Percentage represents the respondents who reported “Very Satisfied” or “Satisfied”

**Percentages represent the respondents who reported “Strongly Agree” or “Agree”

NCAA Athletes rated 8 of the 9 items higher compared to Non-athletes.

TABLE 11: ITEM RATINGS – NCAA ATHLETES

Question Language	% Top Two Boxes		
	First Class (n = 6)	Third Class (n = 17)	1 st – 3 rd (% pt. Diff)
Overall satisfaction*	17%	64%	-47
Training was useful**	17%	50%	-33
Use knowledge gained while at VMI**	0%	48%	-48
Greater sense of togetherness with peers**	20%	61%	-41
More connected to the Corps of Cadets**	0%	57%	-57
Greater connection to VMI**	20%	50%	-30
Better prepared to connect with cadets who are different than me**	20%	50%	-30
Better prepared to lead a diverse group of my peers**	20%	50%	-30
I believe I will be a more effective leader**	59%	57%	+2

*Percentage represents the respondents who reported “Very Satisfied” or “Satisfied”

**Percentages represent the respondents who reported “Strongly Agree” or “Agree”

Third class Athletes rated 8 of the 9 items higher compared to First class Athletes.

TABLE 12: ITEM RATINGS – NON-ATHLETES

Question Language	% Top Two Boxes		
	First Class (n = 16)	Third Class (n = 35)	1st – 3rd (% pt. Diff)
Overall satisfaction*	26%	48%	-22
Training was useful**	30%	33%	-3
Use knowledge gained while at VMI**	38%	39%	-1
Greater sense of togetherness with peers**	42%	31%	+11
More connected to the Corps of Cadets**	50%	28%	+22
Greater connection to VMI**	25%	28%	-3
Better prepared to connect with cadets who are different than me**	34%	34%	No Diff
Better prepared to lead a diverse group of my peers**	50%	43%	+7
I believe I will be a more effective leader**	59%	34%	+25

*Percentage represents the respondents who reported "Very Satisfied" or "Satisfied"

**Percentages represent the respondents who reported "Strongly Agree" or "Agree"

Fourth and First class Non-athletes rated 4 of the 9 items higher compared to their counterparts.

Future Training Topics

Respondents were asked to identify topics on which they are interested in receiving additional training in future sessions. There were 12 options available on the list including an "Other" option where they could identify their own topics. Table 13 provides a breakdown of the top 5 referenced topics.

TABLE 13: FUTURE TRAINING TOPICS	
TOPIC	% Respondents
Unconscious Bias	33%
Cultural Competence	33%
Microaggressions	28%
Religious Diversity	23%
Generational Diversity	23%

Definition of Diversity

There was one multiple-choice item on the survey that was intended to assess if cadets were able to accurately identify the definition of the term diversity. Thirty-one (**48%**) chose the correct answer, which was “*None of the above.*” Table 14 provides a breakdown by four demographic groups.

TABLE 14: ITEM RESPONSE		
Demographic Group	Identity	% Correct
Class	First	67%
	Third	41%
Gender	Female	42%
	Male	50%
Race & Ethnicity	COC	50%
	WC	48%
Athlete Status	Athlete	37%
	Non-athlete	53%

Overall, a greater percentage of First class cadets, Males, COC, and Non-athletes identified the correct response compared to Third class cadets, Females, WC, and NCAA Athletes.

To review each item and the comments, see [Appendix A](#).

Employee Inclusive Excellence Training



Employee Inclusive Excellence Training 2024.



Topic :

**CLOSING THE
GENERATIONAL GAP**
Empathize, Communicate,
and Collaborate Across
Generational Differences

MONDAY

April 08, 2024
Start at 08.00 AM

SPEAKER

RAVEN SOLOMON

Keynote Speaker, Author, Strategist
Founder of Raven Solomon Enterprises

Gillis Theater

VMI's Marshall Hall

Information about Raven :

www.ravensolomon.com



RAVEN SOLOMON

GENERATIONS

CLOSING THE GENERATIONAL GAP

SIGNATURE PROGRAM

KEYNOTE SPEAKER
AUTHOR
STRATEGIST



EMPATHIZE, COMMUNICATE, AND COLLABORATE ACROSS GENERATIONAL DIFFERENCES

KEYNOTE

Recommended Duration: 60-90 minutes



Virtual or in Person

DESCRIPTION

For the first time in history, there are 4, in some cases 5, generations working alongside one another in the workplace. Differences across these generations can **create frustration, tension and breakdowns in communication**. These problems can stall productivity and create hostile work environments that lead to disengagement and dissatisfaction. Creating a culture where generational differences are understood, welcomed and even leveraged can result in **higher performance, happier employees, and better places to work**.

This unique and highly engaging program will engage every attendee, no matter the age, as they learn about the differences and similarities across the five generations in the workforce, and **how each can be leveraged to create cross-generational synergy that drives results**. Attendees will walk away understanding **general characteristics of each generation, why these characteristics are as they are, and how they tend to show up at work**.

OBJECTIVES

- Demonstrate a deeper understanding of **generational characteristics** and why each are the way they are.
- Learn techniques for **communicating more effectively** with members of different generations.
- Appreciate generational diversity as an **organizational strength** rather than a barrier to progress.

AUDIENCE

Employees and/or leaders of all generations

Generational Breakdown of VMI Employees as of 1/10/2024

Here are the generations (and dates) with numbers for our 870 employees:

Generation	Dates	# of employees	Percentage
Silent Generation	1926-1945	12	1% (.013)
Baby Boomers	1946-1964	233	27% (.267)
Gen X	1965-1980	271	31% (.311)
Gen Y (Millennials)	1981-1995	255	30% (.293)*
GenZ	1996 -	99	11% (.113)

DO&I Updates

Commonwealth of Virginia Diversity Opportunity and Inclusion Plan

On January 19, 2022, Governor Youngkin signed Executive Order 10, which provided a concrete plan to further strengthen and focus the Office of Diversity, Equity, and Inclusion and to include the promotion and expansion of equal opportunity for all Virginians in the Office’s work. The inclusion of Opportunity is a critical factor in making Virginia the best place to live, work, and raise a family. Since the first days of the Youngkin Administration, the Commonwealth has dedicated resources to promoting ideas, policies, and practices that improve quality of life and expand economic opportunities for Virginians. At the same time, this plan and the programs and policies to promote Diversity, Opportunity and Inclusion within the Commonwealth’s agencies and authorities have significantly expanded.

In 2000, the Equal Employment Opportunity policy (DHRM, Policy Number 2.05) was implemented to promote respectful workplace and non-discrimination practices. Since that time, plans have evolved to address changing social and economic conditions, with Virginia state government becoming more diverse—even more diverse than the Commonwealth overall.

Our focus in 2023 and beyond is to continue to increase opportunities for all Virginians. The goals and objectives below build upon the plan --- and the promise --- of Executive Order 10. They continue our focus on creating a culture of inclusion where all Virginia state employees are recognized for their contributions, further provide the opportunity for growth through skills development to achieve both personal and professional goals, and will institute regular employee engagement surveys to allow leaders to obtain feedback on a regular basis.

The building block of the Administration’s approach to Diversity, Opportunity, and Inclusion—Executive Order 10—is included herein. You will also find three goals and multiple objectives below to be used as the framework for agencies to update your own plans and to report annually on Diversity, Opportunity, and Inclusion targets and accomplishments. These goals are intended to provide guidance. Agencies should establish measurable objectives that align with agency business operations and mission.

Goal 1: Access and Success

Recruit and retain a diverse workforce by increasing access to diverse populations for recruiting.

Objective 1:

Continue to improve hiring processes and increase access to potential applicants from diverse populations.

- a. Expand sources for recruiting diverse talent.
- b. Continue to utilize the “Alternative Hiring Process” for people with disabilities.
- c. Utilize interview panels that include members of diverse backgrounds and perspectives.

Objective 2

Continue to retain and promote a diverse workforce.

- a. During onboarding, ensure new employees are made aware and understand the agency's inclusive principles and practices.
- b. Promote training and development opportunities to all levels of staff; enable staff to participate in programs that are designed for professional growth. (See Goal 3 - Objective 3 for more details.)
- c. Ensure accessibility for diverse needs including but not limited to language access, digital access, and access for individuals with disabilities.
- d. Collect employee feedback from multiple sources, including surveys, exit interviews, grievances, and hotline investigations and address validated concerns.

Goal 2: Welcoming and Respectful Culture

Create and sustain a culture that welcomes and embraces diverse opinions, independent thinking, and respectful interactions to deliver optimal results for the organization and its customers.

Objective 1

Persist in creating and maintaining a climate that is supportive and respectful and that values and integrates differing perspectives and experiences.

- a. Provide employees with disabilities the necessary accommodations for them to be successful.
- b. Promote respect of all individuals and provide clear expectations for collegial interactions and compliance with the *Civility in the Workplace Policy*.
- c. Encourage cross-collaboration and rotational assignments among employees to enrich the employee experience, promote education and growth, foster diversity of thought, and inspire innovative solutions.
- d. Offer events that recognize, value, and honor diversity and independent thinking.

Objective 2

Continue to provide an environment where conflicts, concerns, and complaints are aired and addressed expeditiously.

- a. Promote productive methods of conflict resolution through mediation, counseling, and training in respect for free speech and expression.
- b. Promptly address inappropriate workplace behavior.
- c. Promptly address concerns and complaints through a standard process that is consistently followed.

Diversity, Opportunity, and Inclusion 2023 Annual Report

AGENCY: Virginia Military Institute

YEAR: 2023-24

<p align="center">2023 ACCOMPLISHMENTS</p>	<p>Plan Goal 1: Access & Success</p> <ul style="list-style-type: none"> • VMI has expanded its recruiting net by using more print ads in broader areas, utilizing social media, and attending more job fairs. • VMI’s Office of Human Resources has implemented new onboarding and training opportunities for new hires. The new position of Human Resources Trainer was added to ensure that no matter when in the academic year an employee is hired, they have an opportunity to be educated about the culture of the Institute and the rights and responsibilities they have as employees of the Commonwealth of Virginia. <p>Plan Goal 2: Welcoming & Respectful Culture</p> <ul style="list-style-type: none"> • VMI has strengthened and formalized its work with Braver Angels, a cross-partisan organization that promotes the free exchange of ideas and civil discourse. • The Virginia Museum of Fine Arts Artmobile is coming to VMI in late April. This is an opportunity to welcome the surrounding community to VMI, promote education, and inspire creativity. We have also partnered with Washington & Lee University to provide a series of events for both schools to learn more about local Indigenous heritages and experiences. <p>Plan Goal 3: State Agency DOI Infrastructure & Training</p> <ul style="list-style-type: none"> • Improved Cadet Inclusive Excellence Training by moving from one training for all cadets to class-specific content. • Rebranded our office from DEI to DOI to align with the Commonwealth of Virginia language and practices. • Continued to Provide a Robust and Diverse Offering of Speaking Engagements
<p align="center">2024 AGENCY DO&I GOALS</p>	<p>Agency Goal 1: Expand Employee Development and Training Opportunities. Much of VMI’s DO&I efforts have been cadet-focused but we understand the importance of DO&I for employee recruitment, development, retention, and succession planning. DO&I and Human Resources goals will be aligned to improve the employee experience and to advance VMI’s reputation as an employer of choice within the Commonwealth of Virginia.</p> <p>Agency Goal 2: Increase Collaboration Between Relevant VMI Offices. This includes but is not limited to Title IX/Inspector General, Cadet Counseling, and Athletics to provide holistic support for employees and cadets.</p> <p>Agency Goal 3: Continue to Partner with Community Organizations. We will continue to enhance our culture of citizen soldiership, remove barriers to community participation, and share VMI’s extensive intellectual and leadership resources within Rockbridge County and beyond.</p>

Goal 3. State Agency DOI Infrastructure & Training

Maintain a plan and infrastructure that continues to provide individualized skills training and career development for state employees. Agencies report annually on DOI goals and accomplishments.

Objective 1

Continue to amplify opportunities to advance the goals outlined in this framework.

- a. Incorporate the DOI plan into the agency's strategic plan and reporting efforts.
- b. Design processes to openly share DOI resources and best practices across agencies and units.

Objective 2

Continue to create structures and processes of accountability to increase organizational effectiveness with the Department of Human Resource Management.

- a. Institute systems of assessment, reporting, accountability, and continuous improvement to optimize the realization of the agency's and/or department's goals.
- b. Align DOI responsibilities and tasks with other human resources functions and provide a point of contact within the agency's leadership team or human resources department to this office.
- c. Engage agency leaders and key stakeholders in reviewing and analyzing reports to identify achievements as well as opportunities for improvement.
- d. Review and assess internal policies and procedures throughout the agency and/or department to identify opportunities to further organizational excellence.

Objective 3

Continue to provide training and educational workshops available to all employees.

- a. Offer training and educational workshops for skills training, leadership development, and career advancement.
- b. Develop talent management programs such as mentorships, succession planning, and coaching programs with the assistance of professional organizations and institutions of higher education.
- c. Ensure training programs are available to all employees, including through multiple modes of facilitation (*e.g.*, classroom, virtual, online self-paced, etc.)
- d. Increase training opportunities.

