



BOARD OF VISITORS

INCLUSIVE EXCELLENCE COMMITTEE

Friday, April 28, 2023

2:45 PM – 4:00 PM

PRESTON LIBRARY

ROOM 701

VIRGINIA MILITARY INSTITUTE
LEXINGTON, VIRGINIA 24450-0304

Board of Visitors

Inclusive Excellence Committee Meeting Agenda

April 28, 2023

Preston Library

AGENDA

- I. Review and Approval of the January Inclusive Excellence Committee Minutes
- II. Reflections from the VMI Cadet Facilitators
- III. Insight from Martin Brown, Chief Diversity Officer for the Commonwealth of Virginia
- IV. 3rd and 2nd Class Inclusive Excellence Training Survey Results
- V. Update on DOI Office Activities
- VI. Plans for the Upcoming Academic Year

VIRGINIA MILITARY INSTITUTE
Lexington, Virginia
BOV Subcommittee Meeting Minutes

Friday, January 27, 2023

Minutes:

Board Members Present: Chairman, Gene Scott '80 | Mrs. Lara T. Chambers '03 | Mr. Lester Johnson, Jr. '95 | David L. Miller '70 | Michael L. Hamlar | Scot W. Marsh '81 | C. Ernest Edgar IV '87

Virtual BOV Members: | Meaghan Mobbs

Non-Members: | Chief of Staff John Young | MAJ Briana Williams | Amy Goetz | Vaughn McBean

Mr. Scott declared that he wanted to ensure everything the Board does reflects the rebranded term Inclusive Excellence. The motion to approve the previous meeting minutes (September 2022) was approved unanimously. Mr. Scott acknowledged the cadet facilitators and emphasized his enthusiasm for their work as volunteers in the program. He further stated that the facilitators were the best source of feedback to the Board, about the Inclusive Excellence training, based on their roles.

Cadet Speaker #1

Cadet Speaker #1 revealed she was a Class '2023 member and native of Colorado Springs who currently reside in Lexington, Virginia. She spoke about attending VMI because of its Cadet-driven leadership opportunities. She welcomed the chance to join a group of Cadets that modified the Inclusive Excellence Training, focusing on providing Cadets with the necessary skillsets to deal with challenging situations. Cadet Burton said that these skillsets included teaching Cadets how to ask appropriate questions to understand someone else's perspective different from others. She further stressed; Cadets only get out of the Inclusive Excellence training what they put into it.

Cadet Speaker #2

Cadet Speaker #2, first classman of '2023, said she originated from Guinea, West Africa, and lives in New Jersey. She also highlighted being a French major with a minor in National Security. She will be commissioned into the Air Force. Cadet Diallo also stated that she would be an intelligence officer and had received her orders for June 2023. Additionally, she added that she is the President of the Promaji Club, an

EMT, and a Cadet Chaplain, representing Muslim Cadets. Diallo also mentioned becoming a Cadet Facilitator to learn the skills of presenting before a crowd of Cadets, who may or may not be happy to be in training. Cadet Diallo says that she generally believes that Inclusive Excellence will help Cadets when they exit VMI to navigate a much more diverse world.

Cadet Speaker #3

The First classman introduced himself to the committee and stated that he was commissioned into the Army, majored in International Studies, and minored in Spanish. He also highlighted his CEA work and contributions to the Army ROTC at VMI. As a soon-to-graduate cadet, he wanted to see DOI training focused more on the Military and Corporate side of the workplace environment. He emphasized that any such activity would be beneficial to Cadets.

MAJ Briana Williams

In her report regarding the Cadet Inclusive Excellence Training, MAJ Williams stated that the Rats overwhelmingly rated the sessions as positive. She said that first-classmen gave more varied responses to the Inclusive Excellence survey. In contrast, others gave thoughtful and insightful feedback about improvements they wanted to see in the training program. She also said, Cadets wished to see more emphasis placed on things that would be useful in their careers and addressed issues in the barracks. Her remarks also included the goals and initiatives for the Inclusive Excellence programs in 2023. MAJ Williams said that in the future, she wanted to keep in mind VMI's missions and values, along with the commitment that the BOV made to the DOI program. She said such an approach would foster a more equitable and inclusive environment at VMI. She added that she would align her strategies to reflect successful models used in Government Entities and Higher Education.

Other Topics Discussed:

- Relevance of Cadet Inclusive Excellence Training to VMI
- Inclusive Excellence Rebranding
- Specific training for graduating Classmen vs. 4th, 3rd, & 2nd
- Recruitment plan for Cadet Facilitators
- DOI models in Higher Education and Government Entities
- Inclusive Excellence Training: Training by Class vs. Company

With no further items tabled, the meeting adjourned at 3:45 pm

Inclusive Excellence

Reflections from VMI Cadet Facilitators



Office of Diversity,
Opportunity & Inclusion
Virginia Military Institute
Lexington, Virginia 24450



Inclusive Excellence

*Insight from Martin Brown, CDO
Commonwealth of Virginia*



Office of Diversity,
Opportunity & Inclusion
Virginia Military Institute
Lexington, Virginia 24450



Inclusive Excellence

3rd and 2nd Class Inclusive Excellence Training Survey Results



Office of Diversity,
Opportunity & Inclusion
Virginia Military Institute
Lexington, Virginia 24450



Executive Summary for the Inclusive Excellence Trainings: AY 2022 – 23

Overview

The table below outlines the response rate among the Inclusive Excellent training attendees for each semester during the Academic Year (AY) 2022 – 23. The Fall 2022 semester included First and Fourth-Class cadets, while the Spring 2023 semester included Second- and Third-Class cadets. This version of the survey was implemented in the Fall of 2022 in collaboration between the Office of Diversity, Opportunity, and Inclusion and the Office of Assessment and Institutional Research.

Response Rate by Semester and Year			
Semester	Email Invites Sent (#)	Respondents who Participated (#)	Response Rate (%)
Fall 2022	514	213	41%
Spring 2023	726	231	32%
TOTAL	1,240	444	36%

Summary of Items

The table below provides a breakdown of the percentage of respondents during AY 2022 – 23 who rated the items as “Very satisfied” or “Satisfied” (Q1), “Strongly agree” or “Agree” (Q2 – 6), or “Yes” (Q7 and 8).

SUMMARY OF ITEMS TABLE				
Q#	Item	FL22	SP23	All Respondents
1	Overall, how satisfied are you with this training session?*	55%	40%	47%
2	This training provided ways that can help me apply my knowledge of the CPR method (Clarification, Probing, Recognition) when discussing diversity.**	60%	47%	53%
3	In general, the training was useful to me.**	50%	31%	41%
4	I will be able to apply the listening skills discussed in this training.**	68%	47%	57%
5	I will be able to use the knowledge I gained from this training.**	53%	38%	45%
6	I will be able to apply the questioning skills discussed in this training.**	56%	43%	49%
7	Did the Inclusive Excellence activities initiate dialogue about inclusivity?***	78%	77%	77%
8	Did the Inclusive Excellence activities provide you with an opportunity to connect with your peers?***	80%	73%	76%

*Percentages represent the respondents who reported “Very satisfied” and “Satisfied” for this item

**Percentages represent the respondents who reported “Strongly agree” and “Agree” for this item

***Percentages represent the respondents who reported “Yes” for this item

April 7th, 2023,

Cadet Inclusive Excellence Training

Overview

- Spring semester, all participants were Second and Third Class Cadets.
- Response rate: 231/726 = 32%.

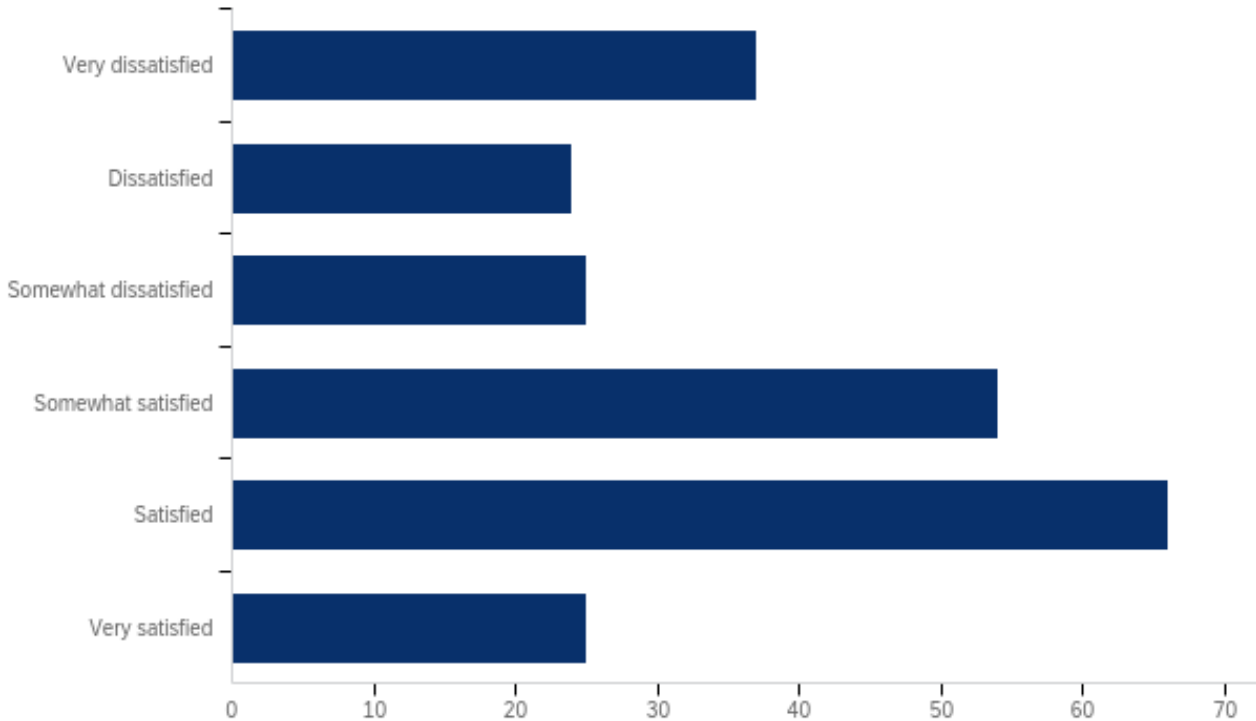
Summary

Item	% Top 2 Boxes*
Q1 - Overall, how satisfied are you with this training session?	40%
Q2 - This training provided ways that can help me apply my knowledge of the CPR method (Clarification, Probing, Recognition) when discussing diversity.	47%
Q3 - In general, the training was useful to me.	31%
Q4 - I will be able to apply the listening skills discussed in this training.	47%
Q5 - I will be able to use the knowledge I gained from this training.	38%
Q6 - I will be able to apply the questioning skills discussed in this training.	43%
Q7 - Did the Inclusive Excellence activities initiate dialogue about inclusivity?***	77%
Q8 - Did the Inclusive Excellence activities provide you with an opportunity to connect with your peers?***	73%

**Percentages are the top two boxes (very satisfied and satisfied; strongly agree and agree)*

***Percentage represents the respondents who reported "Yes."*

Q1 - Overall, how satisfied are you with this training session?*



*Of the 231 participants, 193 were White (84%). White cadets (n=77, 39%), Asian cadets (n=5, 26%), American Indian or Alaska Native cadets (n=3, 75%), and Non-resident Alien cadets (n=3, 75%) indicated dissatisfaction in any degree with the training overall.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Overall, how satisfied are you with this training session?	1	6	4	2	3	231

#	Answer	%	Count
1	Very dissatisfied	16.02%	37
2	Dissatisfied	10.39%	24
3	Somewhat dissatisfied	10.82%	25
4	Somewhat satisfied	23.38%	54
5	Satisfied	28.57%	66
6	Very satisfied	10.82%	25
	Total	100%	231

Q1a - You indicated that you are dissatisfied with this training session. Please provide actionable feedback.

Sample Comments:

Everything that was discussed and taught in the training I already knew. It has been taught to us before many times.

The training period provided no training value and did nothing to improve us as people. The training was essentially a waste of time with the goal of telling Cadets to not be a jerk.

I understand that a lot of the things we talk about in those meetings are good, but I think that these issues don't pertain to VMI. They still provide insight but if you want cadet engagement, do it over something they care about.

We got much more contribution/interaction out of doing the corners activity.

How is it relevant to VMI? Why are some opinions stated as facts? And others are dismissed.

The discussion topics presented did not engage most of the people present and we just made stuff up a bare minimum amount until the facilitator walked away. It was not nearly as engaging as the 4-corners activity which I actually somewhat enjoyed doing.

We talked about dress codes, but we wear uniforms at VMI so I didn't think it was as applicable to our environment as it would be to a public school.

I enjoyed it more when we were able to openly discuss why some people felt the way that they did. This way we can convince people or at least have an open dialogue about changing the culture at VMI.

It was at 8 am and not engaging

It is pointless and we shouldn't be forced to go to something that is just basic morals. If someone is sexist or racist, some cadets saying "no bad" isn't going to do anything.

I believe VMI needs to be focusing on the issues that are specifically worse on the post (the way females are treated by male cadets; this includes the younger teachers)

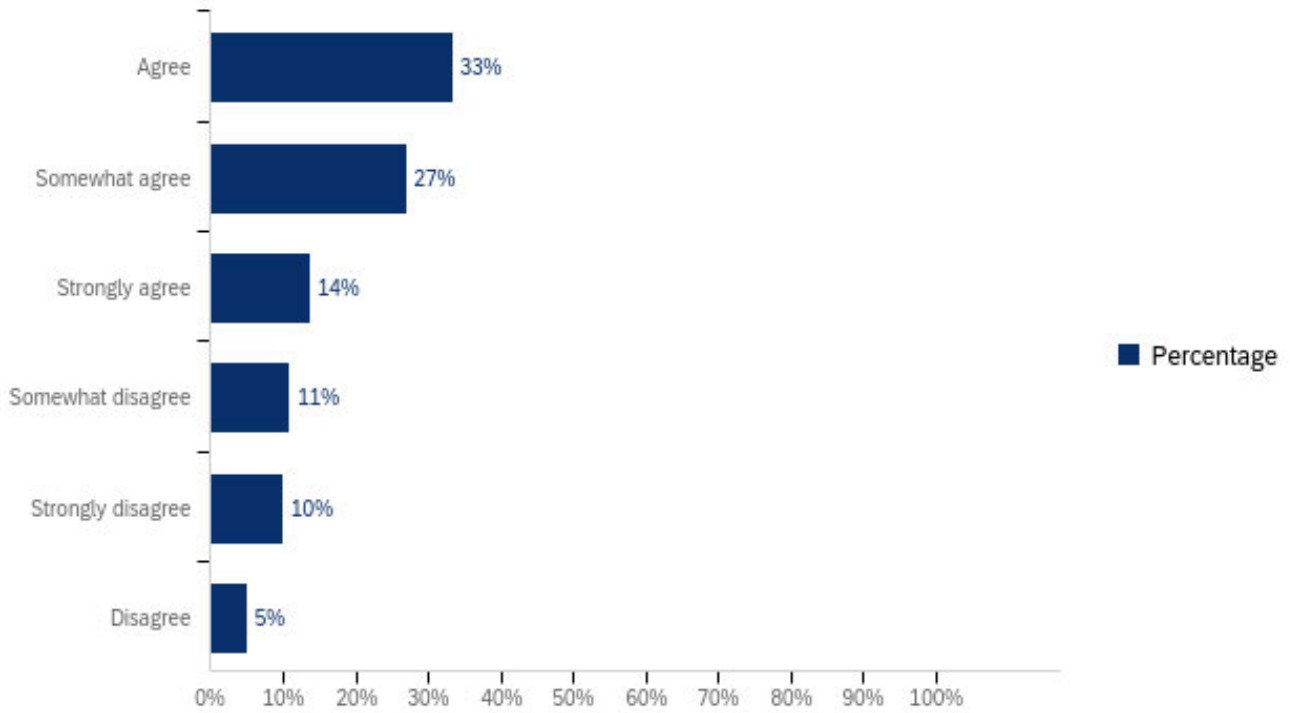
If you are going to have diversity equality and inclusion training, make it that. The entirety of the training was geared toward women. Additionally, half of what we covered had nothing to even do with our school.

I did not find the topic of use. The entire room was set on one perspective which caused little to no debate or eye-opening realization

The problems covered are not of much importance to cadets. Especially when they are displayed or taught in a not very relatable or up-to-date way we are forced to go to this training.

I think the method that we used was not useful, i.e., taking both sides. It was hard to have an actual conversation when I didn't believe the side I was "arguing".

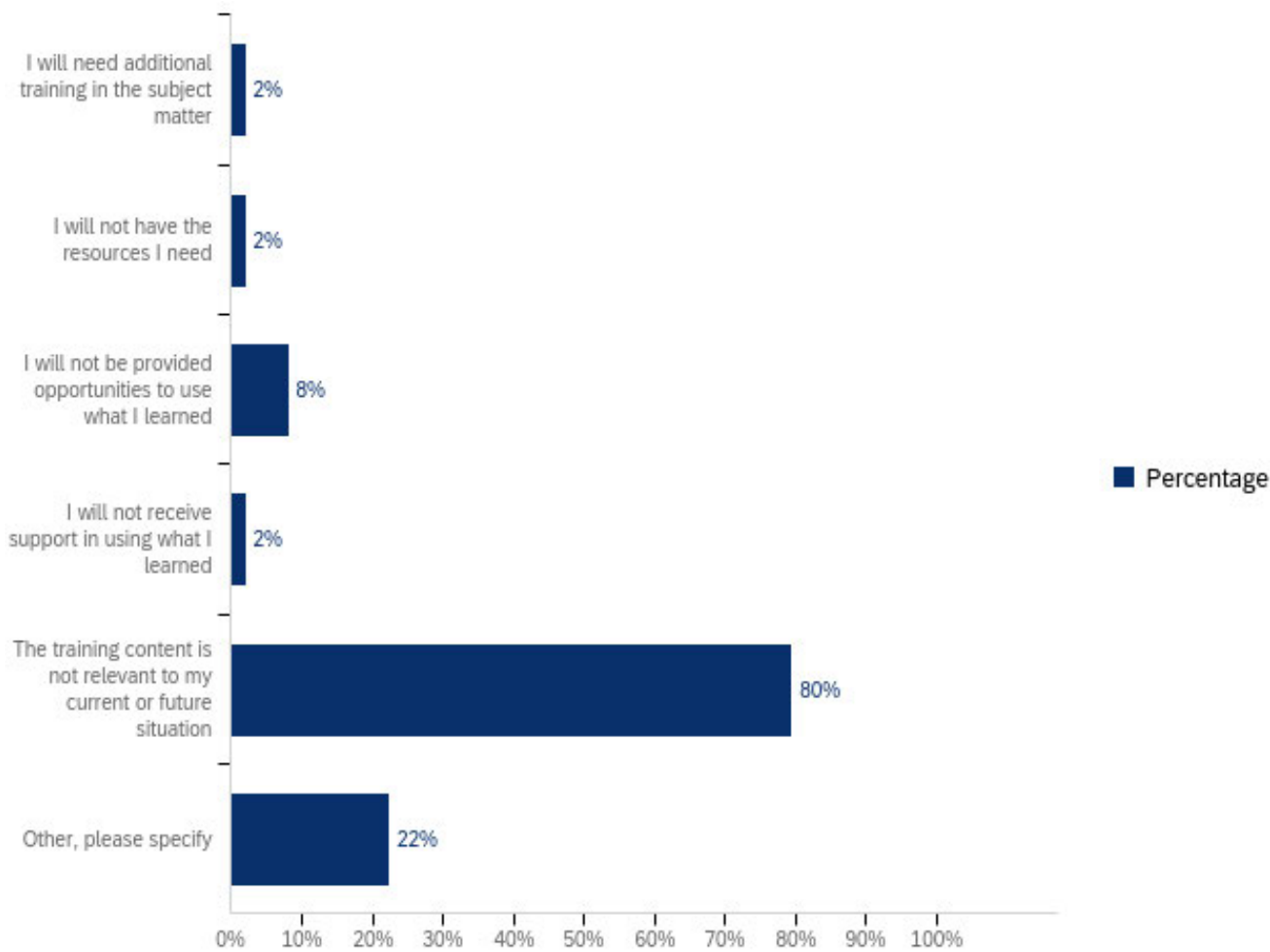
Q2 This training provided ways that can help me apply my knowledge of the CPR method (Clarification, Probing, Recognition) when discussing diversity.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	This training provided ways that can help me apply my knowledge of the CPR method (Clarification, Probing, Recognition) when discussing diversity.	1.00	6.00	4.10	1.44	2.09	219

#	Answer	%	Count
1	Strongly disagree	10.05%	22
2	Disagree	5.02%	11
3	Somewhat disagree	10.96%	24
4	Somewhat agree	26.94%	59
5	Agree	33.33%	73
6	Strongly agree	13.70%	30
	Total	100%	219

Q2a - What factors will keep you from applying the CPR method discussed in this training? Select all that apply.



#	Answer	%*	Count
1	I will need additional training in the subject matter	2.04%	1
2	I will not have the resources I need	2.04%	1
3	I will not be provided opportunities to use what I learned	8.16%	4
4	I will not receive support in using what I learned	2.04%	1
5	The training content is not relevant to my current or future situation	79.59%	39
6	Other, please specify	22.45%	11
	Total	100%	49

*Percentages are based on the unique number of respondents to this question (n = 49)

Q2a_6_TEXT - Other, please specify.

Sample Comments:

Other Responses

I was raised to include everyone by not being a jerk which is common decency

This is common sense

I'm not stupid. CPR is another name for "Critical Theory"

It is common sense and does not require training

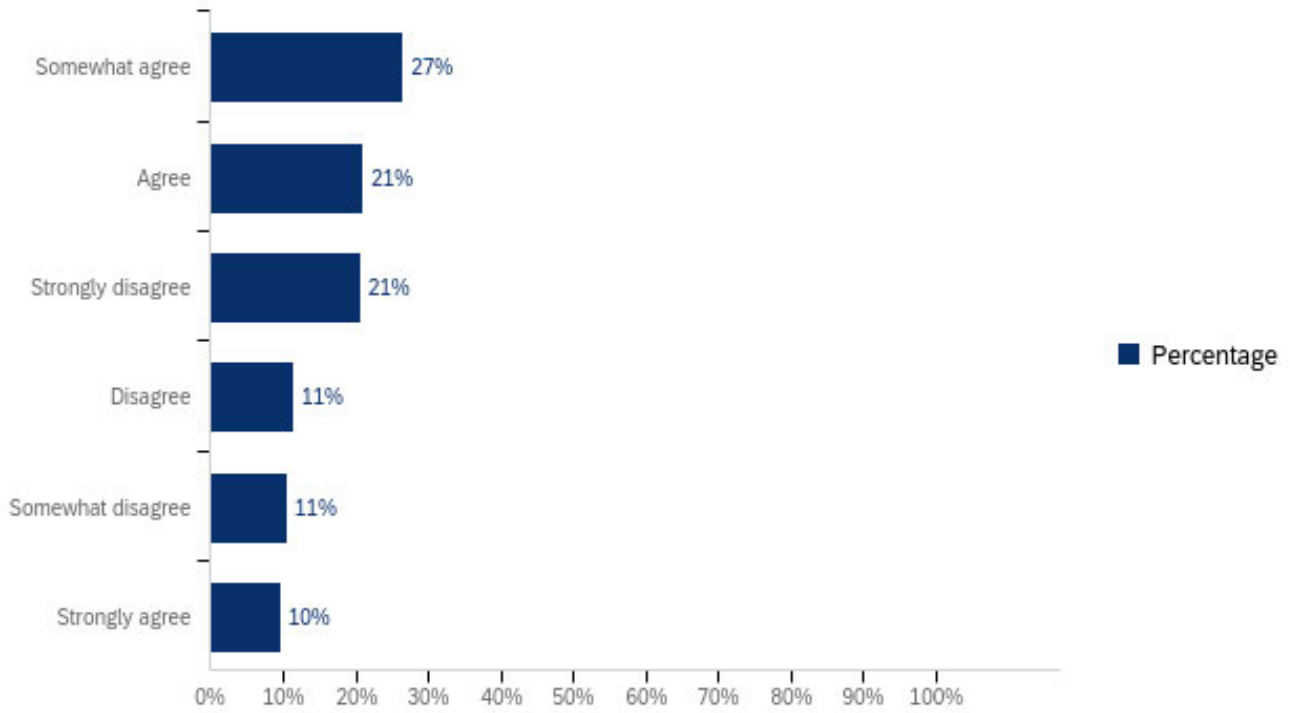
Hard to use when logic is based completely on delusion and stubbornness for these beliefs.

I literally have no idea what the "CPR" method is

They should have emphasized it more

I don't see a benefit to trying to use my emotions to discuss matters I have opinions on. I don't care how the other person feels about their opinion. I care about what they think and why.

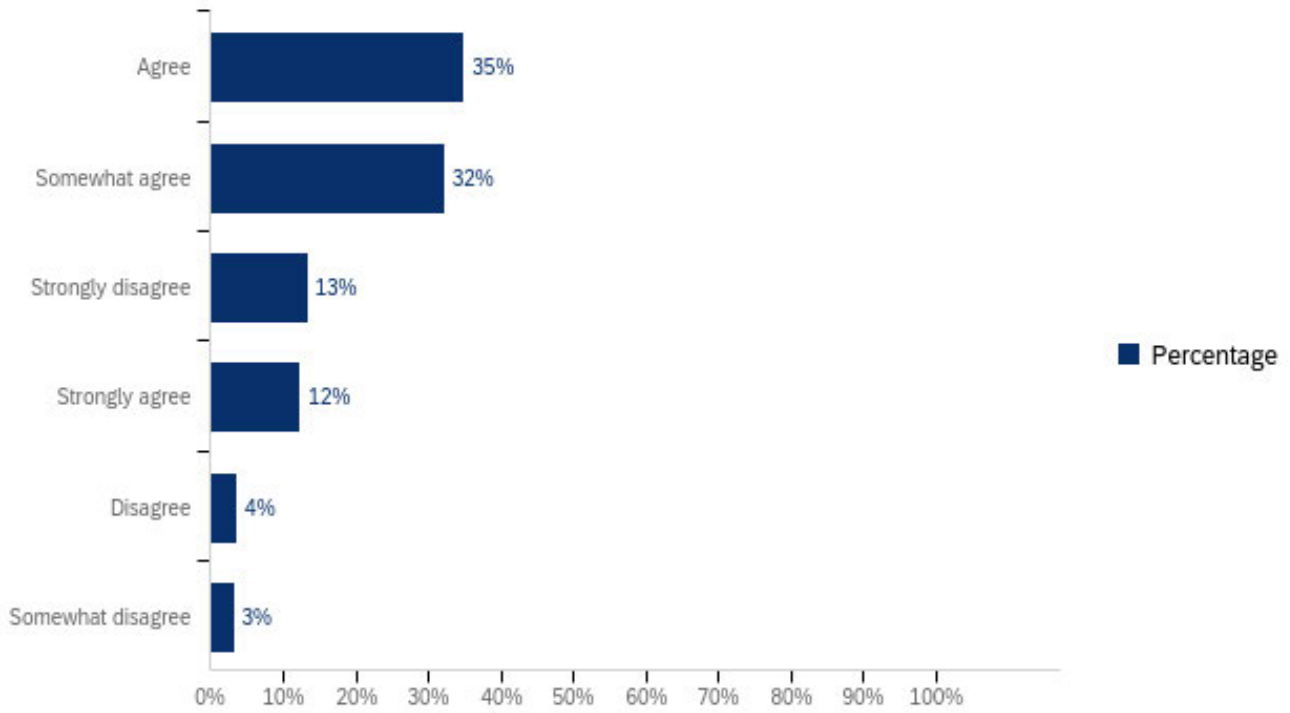
Q3 - In general, the training was useful to me.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In general, the training was useful to me.	1.00	6.00	3.45	1.65	2.72	218

#	Answer	%	Count
1	Strongly disagree	20.64%	45
2	Disagree	11.47%	25
3	Somewhat disagree	10.55%	23
4	Somewhat agree	26.61%	58
5	Agree	21.10%	46
6	Strongly agree	9.63%	21
	Total	100%	218

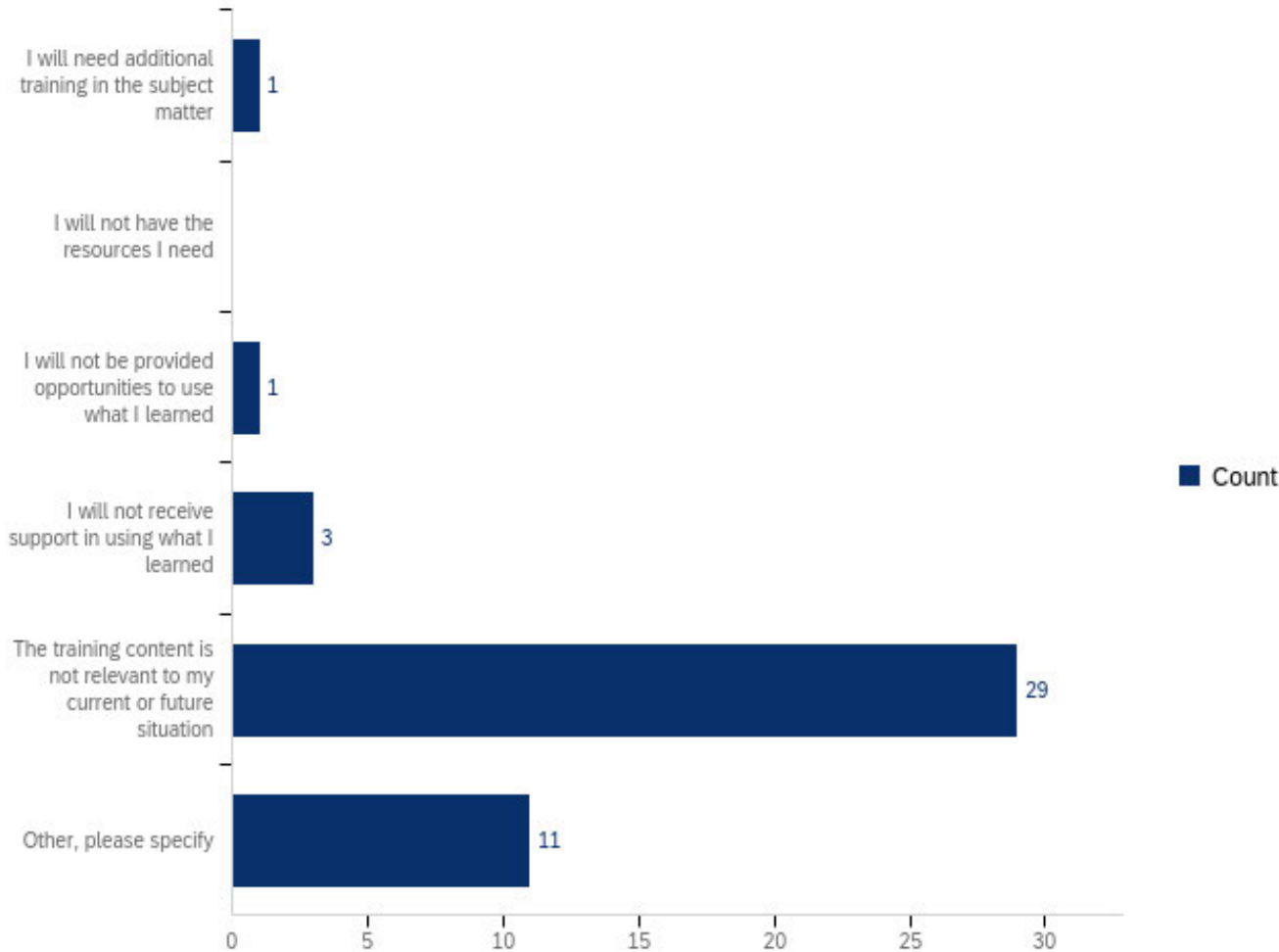
Q4 - I will be able to apply the listening skills discussed in this training.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I will be able to apply the listening skills discussed in this training.	1.00	6.00	4.09	1.49	2.22	217

#	Answer	%	Count
1	Strongly disagree	13.36%	29
2	Disagree	3.69%	8
3	Somewhat disagree	3.23%	7
4	Somewhat agree	32.26%	70
5	Agree	35.02%	76
6	Strongly agree	12.44%	27
	Total	100%	217

Q4a - What factors will keep you from applying the listening skills discussed in this training? Select all that apply.



#	Answer	%*	Count
1	I will need additional training in the subject matter	2.56%	1
2	I will not have the resources I need	0.00%	0
3	I will not be provided opportunities to use what I learned	2.56%	1
4	I will not receive support in using what I learned	7.69%	3
5	The training content is not relevant to my current or future situation	74.36%	29
6	Other, please specify	28.21%	11
	Total	100%	39

*Percentages are based on the unique number of respondents to this question (n = 39)

Q4a_6_TEXT - Other, please specify.

Other Responses

I don't know what those skills are

Already have them. Sensitivity slows progress

Could not tell you what those are

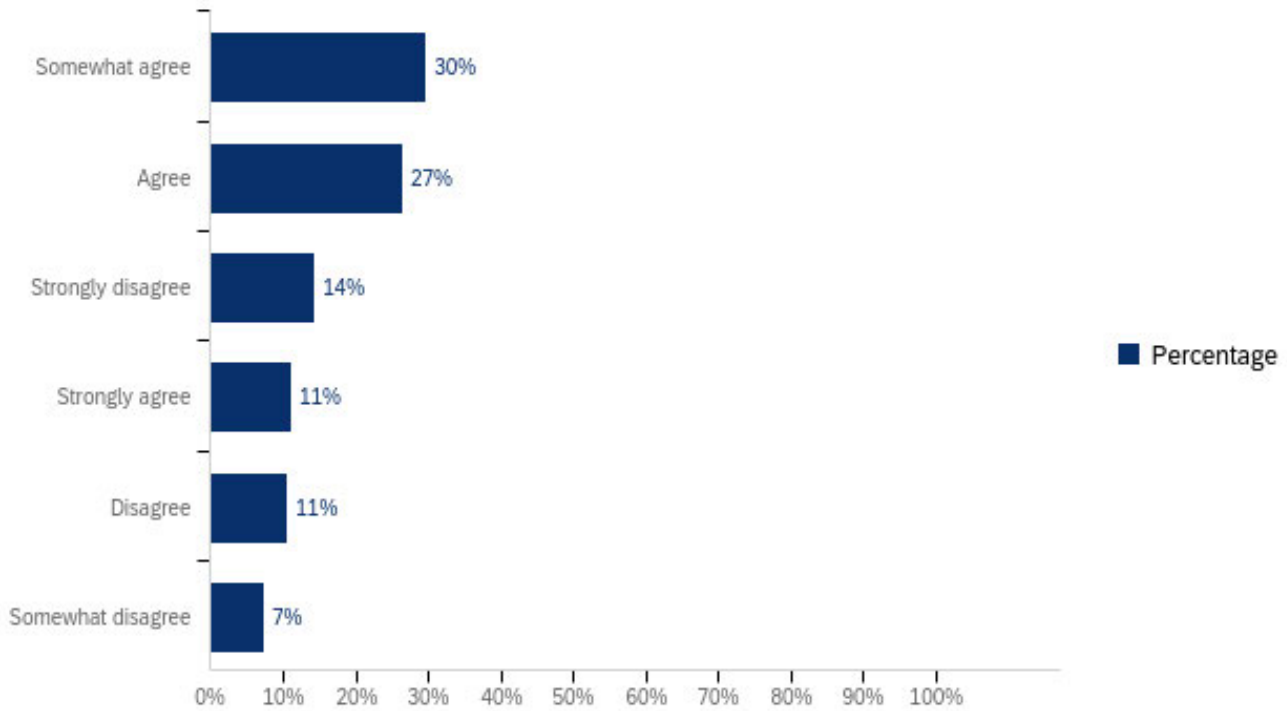
No.

I don't even remember

It is stupid and I will not use this

See the previous reasoning

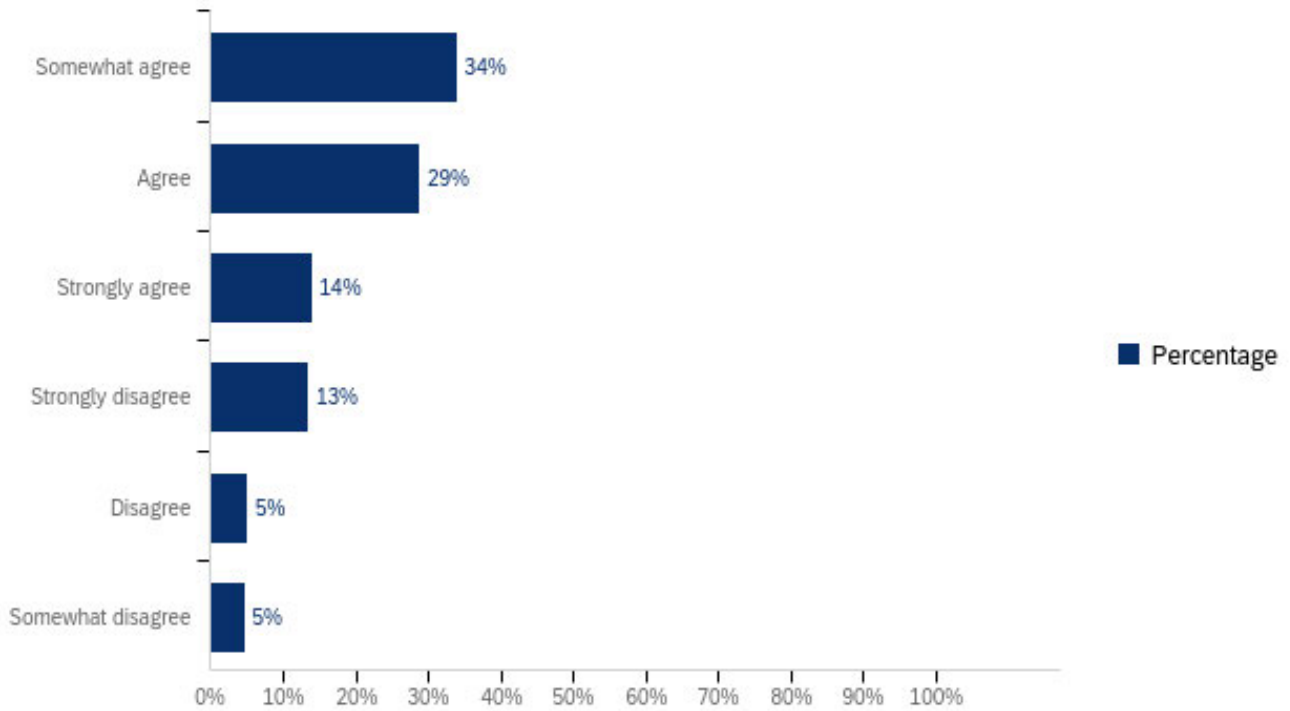
Q5 - I will be able to use the knowledge I gained from this training.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I will be able to use the knowledge I gained from this training.	1.00	6.00	3.77	1.57	2.46	215

#	Answer	%	Count
1	Strongly disagree	14.42%	31
2	Disagree	10.70%	23
3	Somewhat disagree	7.44%	16
4	Somewhat agree	29.77%	64
5	Agree	26.51%	57
6	Strongly agree	11.16%	24
	Total	100%	215

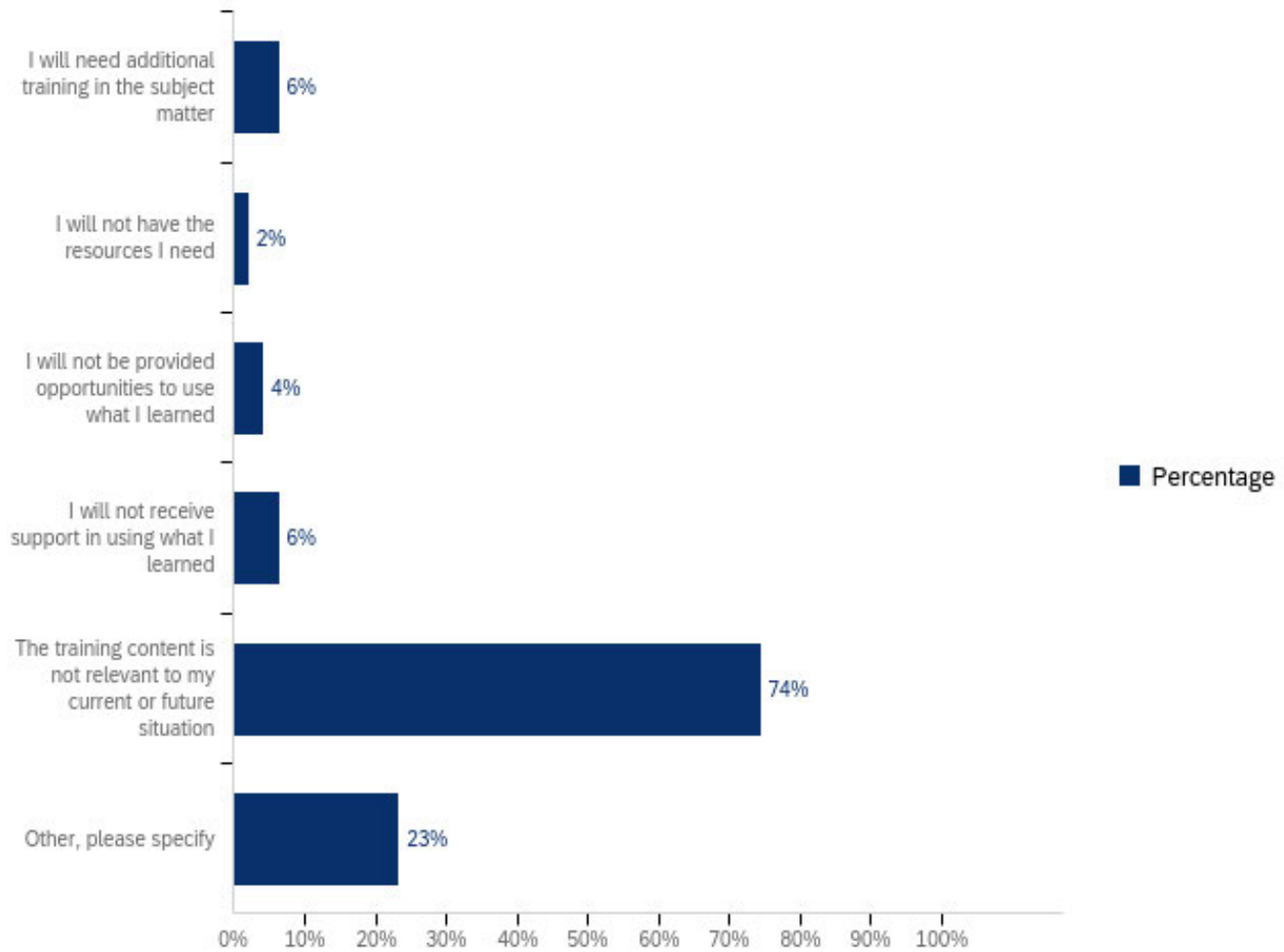
Q6 - I will be able to apply the questioning skills discussed in this training.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I will be able to apply the questioning skills discussed in this training.	1.00	6.00	4.01	1.52	2.31	215

#	Answer	%	Count
1	Strongly disagree	13.49%	29
2	Disagree	5.12%	11
3	Somewhat disagree	4.65%	10
4	Somewhat agree	33.95%	73
5	Agree	28.84%	62
6	Strongly agree	13.95%	30
	Total	100%	215

Q6a - What factors will keep you from applying the questioning skills discussed in this training? Select all that apply.



#	Answer	%*	Count
1	I will need additional training in the subject matter	6.38%	3
2	I will not have the resources I need	2.13%	1
3	I will not be provided opportunities to use what I learned	4.26%	2
4	I will not receive support in using what I learned	6.38%	3
5	The training content is not relevant to my current or future situation	74.47%	35
6	Other, please specify	23.40%	11
	Total	100%	47

*Percentages are based on the unique number of respondents to this question (n = 47)

Q6a_6_TEXT - Other, please specify.

Sample Comments:

Other Responses

Already have and use them

CPR leads to more conflict

I felt there were very few examples used to help re-enforce these questioning skills. I think additional examples and training to help us come up with more questions will be more useful.

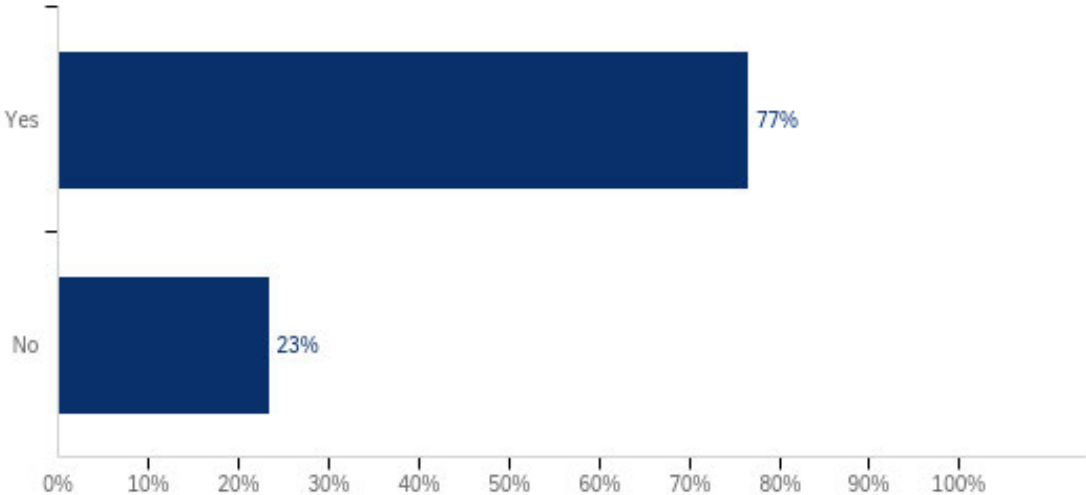
As long as you're respectful, it's not that hard. It's not reasonable to have a brief on how to question someone.

No.

I don't remember what the skills were

It is stupid

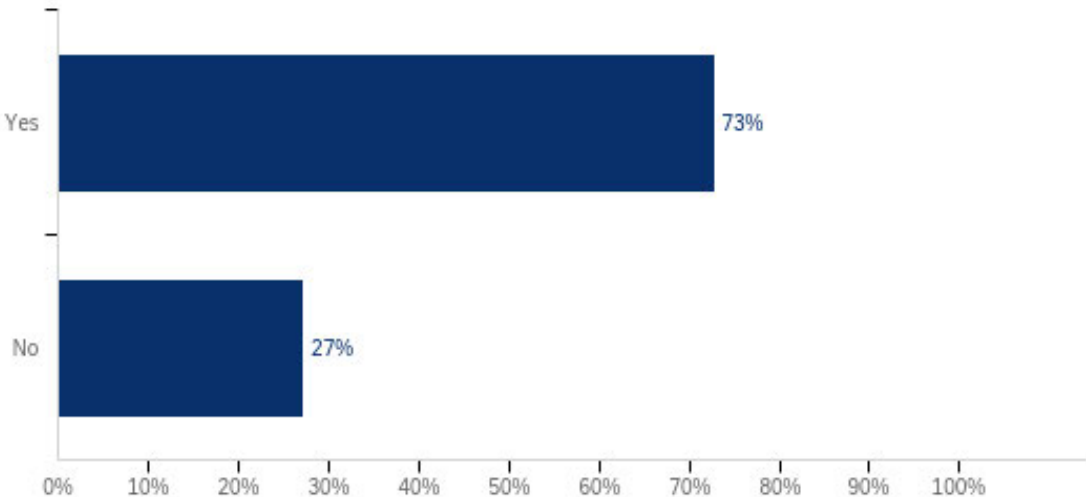
Q7 - Did the Inclusive Excellence activities initiate dialogue about inclusivity?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did the Inclusive Excellence activities initiate dialogue about inclusivity?	1.00	2.00	1.23	0.42	0.18	214

#	Answer	%	Count
1	Yes	76.64%	164
2	No	23.36%	50
	Total	100%	214

Q8 - Did the Inclusive Excellence activities provide you with an opportunity to connect with your peers?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did the Inclusive Excellence activities provide you with an opportunity to connect with your peers?	1.00	2.00	1.27	0.45	0.20	213

#	Answer	%	Count
1	Yes	72.77%	155
2	No	27.23%	58
	Total	100%	213

Q9 - What, if anything, do you plan to use from this training?

Sample Comments:

Apply it to life here at VMI.

Nothing

Nothing is to be used as it is irrelevant. You just need to behave normally.

Everything that was discussed I already knew and at this point just being repeated into our heads.

Question asking

I really did enjoy learning and applying the CPR questions to real-life scenarios.

Treating people with respect.

Getting used to doing training that is not important in my future career path.

Learning to ask questions

I will use my listening skills and not be afraid to share my point of view, even if we disagree. There is still a respectful way to do it.

The training itself did not provide very much new material however the peer discussion provided ample opportunity to practice the skills taught on an issue of debate which was very insightful because of the unique perspective of my groupmate.

My common sense

Discussion Tactics

All of it

I plan to use the fact that a school that is 85% male and has a set uniform is focusing and using videos on female high school dress code as an example of why every penny spent towards these programs (IET) is a waste.

I plan to use this training in everyday life in order to help me better understand my peers and deal with challenging social situations.

Listening

I already know that the more bluntly you disagree with someone the deeper they dig in, but this did slightly reinforce that.

That healthy discussion can be fostered in an organization

One thing I learned is to have patience and really listen to what people are saying so you can come up with a good response and not just say something out of emotion

If anything, it would be the listening skills

Nothing, literally not a word. Nothing matters besides the strength of your back and the effort you put out. If u don't do those things regardless of your background or heritage, then u deserve to be shunned.

Need more time to evaluate

I think the CPR method was pretty good. But it's more important to know the arguments for or against certain issues in the first place.

Whom to avoid at school - found out some of my peers are sexist pigs so that's at least good to know they wouldn't have my back if it came down to it

I plan to gain an understanding of the hypocrisy within the concepts shown. I find it rather curious that we are required to go to training about inclusivity yet are not inclusive of other people's focus. Rather than respect peoples' wishes to not participate they are forcefully removed and told to shut up when defending themselves.

I will use training to be more intentional with my speech.

Everything

Understanding others

To see more discussions like this in the future to bring people closer and get a better understanding of one another.

I plan on continuing to be understanding of my peers and being there for them as a fellow cadet.

You should not seek diversity; diversity should seek you.

I plan to use the question-asking skills that were introduced to have more respectful discussions with people that are different from me.

Although there is good intent behind these pieces of training, I sincerely hope they are the most useless exercises and activities we do here at VMI. I have many friends at normal schools who do not waste their time on activities such as this. As previously stated before, if an individual is racist, homophobic, or sexist, these pieces of training will in no way right that issue.

The listening skills when disagreeing with someone

Not being bad

The questioning

Probably nothing, just use common sense.

To help make people feel more included

Speak my mind

Everything

communication and listening skills

Concepts taught in this training are delusional and counterproductive to a successful organization. Believing everybody is "equal" through equity rather than excepting peoples' strengths and weaknesses that are either inherent or individual is why organizations like Army are seeing record low enlistment, poor performance and leadership, and criticism from the general population.

The knowledge that I cannot speak my mind in the presence of DEI officials because my opinions run counter to their own, even if the purpose was to facilitate debate from both sides of an argument.

The ability to speak up against those who consider my opinion or the opinions of others invalid. I'll be able to argue against those people who discredit my opinion, ideals, or considerations because "I don't face the same problems" or "I don't know what it's like to be in that position".

The questioning method but more so for myself, questioning my opinions before I state things out loud and get to the root of my thinking, so I am not blindly making statements because I feel a certain way rather than really thinking something through.

I learned that it is not inclusive for males at VMI that women do not have to shave their heads and they should be forced to because then it would be equal for both groups.

I liked the part where we split into groups to practice the technique. It made an annoying topic reasonably interesting. I still find the training to be annoying though.

I believe that this training is very baseline and doesn't offer any real substance for having difficult conversations.

Asking better questions

Being considerate to others and kind to others is all I need to be successful.

I plan to question the things people say that sound off and ask them for evidence for their claims. And provide my own views and opinions after listening to theirs.

I plan to use the CPR method of conversation

Ask questions without being biased to my own opinion and being bored so other don't feel pressured to answer the same way I do.

I think this training is common sense, and if two people have a disagreement it is likely that they will either argue or have a conversation depending on their dedication to the subject matter. I won't think of this training when I am talking about diversity with someone

I use all of the civil discourse techniques in my daily life and didn't need to waste my Saturday morning rehashing it.

I plan to continue to ask people to clarify their thoughts and opinions, as I already did. I did not need this training to teach me that.

The listening skills discussed are effective, but not in the DEI field only. The training implies that listening skills are only important for DEI. All of the video sources had an obvious bias in them.

Absolutely nothing. Your useless 30-minute training has simply divided us and prevented me from preparing for my academic day. You have not and will not change me.

None of it unless I want to become a sexist and discriminatory person

Q10 - How can this training be improved to make it a more effective learning experience?

Sample Comments:

Just a better way of delivering the message so people can be more engaged.

Different conversation topics

One of the clips was kind of used out of context. It was a news clip of a comedian that did not show the whole thing just the beginning and end. Kind of weird

Better questions for discussions. It was always obvious who was in the wrong. Make it harder and that will spark better discussions.

Stop talking about the same topics over and over again.

More complex issues. We're young adults, not kids.

Nothing needed

I thought it was good and allowed us to participate.

I really thought the best training was the four corners training we did some time ago. This lecture style was not conducive to learning a skill, and the instructions for the activity were too vague. Had my partner not had such a nuanced point of view which I was interested in, there would have been nothing I would have taken from the lecture

Instead of using an hour for training, a simple video with a few questions should be utilized since the information needs to be more relevant for an entire training session.

Make the topic or the frame of view one that cadets care about. The question about whether females can lead got the most engagement because we will apply that in the future.

Doing the "corners activity" promotes more contribution and viewpoints being shared.

More time

Allow people to have their views.

More interaction

Not at 8 am Friday

Please don't do it at 8 am.

It would be cool if it were more tailored to our environment at VMI (ex., we talked about dress code issues, but we all wear uniforms. It wasn't super applicable to our environment).

Different examples that lead to conflict and questioning

Provide examples to help us find different ways to question and learn about others' views and opinions.

They are again, granting open discussion. I don't think many people in that room cared about hurting their feelings, and we need to sit down and argue about what is right and wrong first.

This training should be given to elementary schoolers, not grown men and women,

Make it more relevant to people. Most people are not sexist or racist, so this training is not very useful to people. You are teaching them information that they already know and practice.

Expanding on general practice with more intentional and meaningful interactions with others from different backgrounds.

Make it less of a lecture and more of a conversation. Naturally, people don't want to be told what to do. They need to realize they are right/wrong through discussion amongst peers.

I'm not sure, but only a few people I've talked to were engaged or wanted to be there for the training.

Honestly, this training was better than last year. Kudos to [REDACTED] and the other assistant for making it realistic and being straightforward with us; I didn't feel like anything was being pushed onto us like before

It only focused on one thing. It could have been broader, and the agenda was clear to everyone. It was the same thing last year. These topics concentrate only on one group.

Better Microphones and a better question or the ability to have multiple queries or an area of focus.

Larger groups might have been more effective in gaining a broader perspective.

There is no way to teach someone how to be a good person. It is inherently taught from birth by close family and friends.

Make it more engaging.

Make it not mandatory.

Make it Diversity, Equality, and Inclusive training, not a feminist one.

Use better examples

More engaging conversation topics and more debatable theme

Make it optional or an email.

More videos

Update it and make it relevant.

Make it online and optional.

Yes, it can be improved by a log.

Make it feel like less of an obligation.

The training can be optional. It's common sense.

Instead of switching roles with your partner to speak on behalf of both sides of the argument. Just have a group-wide discussion so people can express their genuine opinion.

It should be more conversational rather than question and answer.

Stop shutting down viewpoints that you disagree with.

Have varied discussions and make them open talks. Don't just make it about femininity. This causes more harm than good.

Restructure it with a military consideration.

It can't. Its purpose is to get people to think about others' feelings and discredit their beliefs because it may hurt others' feelings.

Make more extensive conversations so we can hear our peers' answers.

Repetition, more training more often.

Don't have the teachers assigned to the training try to sway opinions, and they should be more inclusive about hearing views that differ from theirs.

Make more realistic situations.

Keep doing group activities.

I believe offering an opportunity for deeper conversations at a time that isn't 0800 in the morning would be far more beneficial. Also, students at this school lack the natural social skills to understand what it takes to have these deep conversations. This should be addressed first.

Make it relevant to today's real-world problems.

Maybe allowing us to focus on just a few issues for a long time instead of running through many examples quickly

Teach people to be less sensitive to others' beliefs. If someone doesn't like you, see if their reasons are valid and change for the better or move on. The goal should not be to make anything artificially more diverse through quotas based on race/gender but accept the best qualified. Building a house requires a mason, farmer, electrician, plumber, roofer, and HVAC. No one asks what race or gender these people are; they hire those qualified in the field.

They are making it like a circle activity, getting to talk to everyone in 1 rotation.

The training with the four corners and group discussion was more helpful.

It can go away. I do not need lessons on how not to be prejudiced. If I were prejudiced (which I am not), this training would not talk me out of that prejudice.

Let people figure it out themselves instead of telling them they are evil if they don't cater to everyone's preferences. Be less involved

Q11 - What other topic(s) would you like to explore in future Inclusive Excellence training sessions?

Sample Comments:

These topics are pretty good.

Race equality

Discrimination against ugly persons.

It is truly needed.

Transgenders

Race

Race

Common sense practice

Problems such as the male suicide and mental health epidemic and why lowering standards and promoting inclusion over everything is tanking the military requirement are affirmative action programs discriminating against white/Asian demographics. Topics that are more relevant than high school girls' dress code

Good topics

I want to go back to the four corners technique.

Learning about sensitivity and consideration of other religions

Religion

What to do when you disagree on a DEI topic.

I want to explore some other diverse topics.

More about the Athlete vs. Non-athlete discussion.

More ways to engage in reasonable discussion.

Things that make it an Inclusive Excellence training, not a feminist one

I'm still determining.

Physical disabilities

Things such as racism and homophobia should be included.

Open discussions in the meetings we already have

Statistical facts are not based on emotions or feelings that may upset people.

More sexual assault, my friends at Washington and Lee have countless stories of VMI students getting too drunk and trying to talk to girls that want nothing to do with them.

Racism in the workplace

The Male's side too. It always seems like the guy's fault, but what about when it's the woman's fault and the guy is the victim?

There could be training about logical arguments and fallacies. That would be productive and in keeping with the theme of civil discourse.

Preferably none. I've included people since kindergarten, but I also get treated like a kindergartener that can be bribed to participate with candy in these training. If we HAVE to have more of these, I would like someone to explain how equity is better than equality intelligently.

I want to explore options regarding eliminating these practices from the VMI curriculum.

Inclusive Excellence

Update on DOI Academic Year



Office of Diversity,
Opportunity & Inclusion
Virginia Military Institute
Lexington, Virginia 24450



Dr. Martin Luther King, Jr. Birthday Celebration

Co-sponsored W&L's MLK Week Activities (Events were open to the Lexington community).

Black History Month

Co-sponsored events with Promaji

Lunar New Year

Co-sponsored an event with the Modern Languages Department

Healthy Relationships Month

Partnered with Title IX Office and Project Horizon for a Valentine's Day giveaway to promote healthy relationships.

Women's History Month

Co-sponsored events with the Building BRIDGES Club (Speaker and International Women's Day Activity)

Co-sponsored Event with Washington & Lee University

[Celebrating the Life and Legacy of Dr. Martin Luther King, Jr. : Washington and Lee University \(wlu.edu\)](https://www.wlu.edu/celebrating-the-life-and-legacy-of-dr.-martin-luther-king-jr)

The screenshot shows a website page with a header image of Dr. Martin Luther King, Jr. in a suit, gesturing with his right hand. The text on the page reads: "CELEBRATING THE Life & Legacy of Dr. Martin Luther King, Jr. JANUARY 15 - 22, 2023 F.M.I. Visit go.wlu.edu/MLK". Below the header, there is a breadcrumb trail: "Home > Office of Inclusion and Engagement > Programs and Events > MLK Week". The main heading is "Celebrating the Life and Legacy of Dr. Martin Luther King, Jr.". The introductory text states: "Martin Luther King, Jr.'s birthday celebrations are held annually on the third Monday of January, following his birthday on January 15th. The 2023 holiday is Monday, January 16th. The Class of 1994 Office of Inclusion and Engagement would like to extend a special thanks to the Office of the President, Office of the Provost, The Institute for Honor, the Washington and Lee University School of Law, The Division of Student Affairs, Student Activities, History Department, and Virginia Military Institute's Office of Diversity, Equity, & Inclusion for their support of this week's events." On the right side, there is a sidebar with the following sections: "Office of Inclusion and Engagement", "Diversity Resources", "Programs and Events" (with sub-items: "Black MLK Conference", "Hispanic Heritage Month", "Parents and Family Weekend", "Winter Festival"), and "Black History Month".



BLACK HISTORY month

FEBRUARY 2023

This month we pay tribute to the triumphs and struggles of African Americans throughout the history of the United States.

- Feb 6: Black History Trivia Night
- Feb 13: Bring Your Hero Night
- Feb 20: Sip & Shirt Design Night
- Feb 27: Promaji Alumni Panel

Theme
African American Leadership: Past, Present, Future



**NEB THEATRE 20:25!
SEE YOU THERE!**



Lunar New Year Celebration

https://www.instagram.com/p/CoZ3O3eKLuY/?utm_source=ig_web_copy_link



Lunar New Year with the Modern Languages Department



兔
2023
YEAR OF
THE RABBIT



2023 Lunar New Year Celebration

Date: Thursday, February 2, 2023

Time: 1200-1400

Location: Crozet Hall

Visit Crozet Hall to join the fun and celebrate the Year of Rabbit! Stop by the Chinese and Korean Table to play with Asian games, calligraphy writing, paper cutting, and enjoy delicious Asian food!



Sponsored by Department of Modern Languages and Cultures and Office of Diversity, Equity, & Inclusion and Parkhurst Dining and Korean Table



Women's Day Flyer and Event Highlights

The flyer features a warm, orange-toned background with decorative elements including a stylized 'W' logo in the top left, two circular rainbow-like motifs in the top corners, and two small purple flowers flanking the main title. At the bottom, there is an illustration of seven diverse women in profile, wearing various styles of head coverings and clothing. The text is centered and uses a mix of serif and script fonts.



YOU ARE INVITED TO CELEBRATE

International Women's Day!

08 MARCH, 2023
Moody Hall Activities Room, 1800-2000

Sponsored by the Building BRIDGES Club and the Office of Diversity, Opportunity, & Inclusion

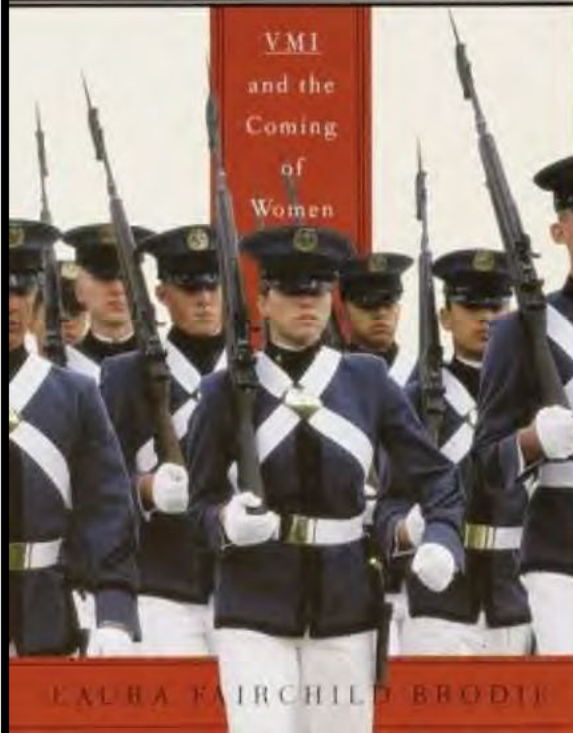




**JOIN US FOR DINNER AND
CONVERSATION WITH
DR. LAURA BRODIE, AUTHOR
OF BREAKING OUT: VMI AND
THE COMING OF WOMEN.**

*"Serious and important questions... [Brodie's] objectivity is admirable"
— The Washington Post Book World*

BREAKING OUT



Brought to you by the VMI Building BRIDGES Club, Sigma Delta Pi (The National Collegiate Hispanic Honor Society), the Preston Library and the VMI Office of Diversity, Equity and Inclusion.


This is a follow-up event to our fall film "On the Basis of Sex" in the Life, Culture and Society Film Series.

**Wednesday, January 25th
Moody Hall Activities Room
6pm-8pm**

RSVP via the QR code or link
below:



https://vmi.qualtrics.com/jfe/form/SV_9B1J1DXsVed6t6K



SEXUAL
Awareness & Prevention
ASSAULT



Clothesline Project

Decorate a shirt in support of a sexual assault survivor.



Date: April 11

Place: Crozet Hall

Time: 1100-1300



Sponsored by VMI's Title IX Office, the Office of Diversity, Opportunity & Inclusion, and Project Horizon

Inclusive Excellence

Plans for the Upcoming Academic Year



Office of Diversity,
Opportunity & Inclusion
Virginia Military Institute
Lexington, Virginia 24450



2023-24 Events & Observances

Dates and events are subject to change

August 2023

American Artist Appreciation Month

Cadre Week Activities (14th – 18th)

DOI Training with the cadre

Inclusive Excellence Facilitation Training

Matriculation Day (19th)

September 2023

Cadet Inclusive Excellence Training (Rats)

National Hispanic Heritage Month (15th to October 15th)

Hispanic Heritage Fiesta

October 2023

Cadet Inclusive Excellence Training (Class TBD)

Global Diversity Awareness Month

LGBT History Month

National Disability Employment Awareness Month

Disability Awareness Speaker

Halloween Healthy Relationships Event

November 2023

Cadet Inclusive Excellence Training (Class TBD)

Native American Heritage Month

Native American Heritage Speaker

December 2023

Cadet Inclusive Excellence Training (Class TBD)

National Impaired Driving Prevention Month

Kwanzaa Tasting Table

January 2024

Cadet Inclusive Excellence Training (Class TBD)

National Poverty in America Awareness Month

Martin Luther King, Jr. Event

February 2024

Cadet Inclusive Excellence Training (Class TBD)

Black History Month

Lunar New Year Event

Valentine's Day Healthy Relationships Event

March 2024

Cadet Inclusive Excellence Training (Class TBD)

Irish American History Month

Women's History Month

Ramadan Educational Event

Women's History Month Speaker

April 2024

Arab-American Heritage Month

Scottish-American Heritage Month

Sexual Assault Awareness Month

Clothesline Project

Passover Dinner

May 2024

Asian American & Pacific Islander Heritage Month

Jewish-American Heritage Month

Mental Health Awareness Month

National Military Appreciation Month

Stress Less Event