

Inclusive Excellence  
Training  
VMI

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BOV DEI Subcommittee  
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Today's  
Agenda

- Welcome & Opening Remarks
- Brief Overview of 2021-22 Training
  - Employee
  - Cadet
- Review Training Materials
- Research/Sources for Training
- Feedback on Review

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Demographic Data-Cadet Training 2021-22	Gender
	35% female, 65% male
	Race/Ethnicity
	13% Asian, 25% Black, 2% White Hispanic, 60% White Non-Hispanic

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Demographic Data-Cadet Training 2022-23	Gender
	86% female, 14% male
	Race/Ethnicity
	14% Asian, 14% Black, 14% White Hispanic, 58% White Non-Hispanic

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# How Much Time Do Cadets Spend in Inclusive Excellence Training?

## Hours of Academic Learning

- The minimum credit hours for a Bachelor's degree is 136 credit hours. Assuming an average of 8 semesters to graduate within four years, cadets take an average of 17 credit hours per semester. [The Curricula - Virginia Military Institute - Acalog ACMS™ \(vmi.edu\)](https://www.vmi.edu/academics/curricula)

## Cadet Training Time:

- The Fall 2022 semester runs from August 30<sup>th</sup> to December 14<sup>th</sup>, which is 107 days or 15 weeks. Minus 1 week for Thanksgiving furlough, cadets receive 14 weeks of academic instruction in a semester.

- 17 hours of class time per week X 14 weeks of instruction = 238 academic hours per semester. This does not include hours spent studying, engaging in ROTC, athletics, or extracurricular activities. **Fifty minutes of Inclusive Excellence training represents less than half of one percent of cadets' total academic time per semester.**

- Credit. The unit of academic credit used at the Virginia Military Institute is the semester hour. In general a semester hour represents one hour of classroom work (lecture or recitation) or one period (two or three hours) of laboratory or supervised research or field work per week during a single semester. Thus a course that meets for three class hours and one laboratory period each week during one semester usually carries credit for four semester hours. (VMI academic catalog).

## Estimated time to complete 2022-23 cadet training - 19 weeks

- 17 sessions plus 2 makeup sessions

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## Inclusive Excellence Training Corps of Cadets

### Outline:

- Theme
  - Gender Equity (in honor of 25 yrs. of women at VMI)
  - Community Norms
  - Interactive
  - Role Play–Cadet Creation
  - Video Clips/ Documentaries
    - Gender
    - LGBTQIA+
    - Racism
  - CPR-Questions
  - Discussion

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## Why Use an Interactive Approach?

- **Interactive**  
 Dewsbury, B. M., Swanson, H. J., Moseman-Valtierra, S., & Caulkins, J. (2022). Inclusive and active pedagogies reduce academic outcome gaps and improve long-term performance. *PLoS ONE*, 17(6), 1–13. <https://doi.org/10.1371/journal.pone.0268620>
  
- **Role Play**
  - **Cadet Creation**  
 Katz-Buonincontro, J. (2015). Fanning The Fires of Conflict or Leading With Empathy? Aesthetic Learning “Tipping Points” in Improvisational Theatre. *Canadian Review of Art Education: Research & Issues*, 42(1), 26–43.

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NOTE: These videos require a user account with the streaming service Kanopy. VMI access is not readily available, leaving access through a public library. Their content can be clearly viewed as "inherently divisive concepts."

# Inclusive Excellence Video Clips

**Sexism**

- <https://www.kanopy.com/en/vmi/video/128008>
- 1h:12:17 – 1h:13:41 | *Violence and women*

**Cultural Competency #3** -Understanding character development includes a continual effort to respond appropriately to my thoughts and actions, reducing the impact of my assumptions and biases about people of cultures different from mine.

**LGBTQIA+ & the Military**

- <https://www.kanopy.com/en/vmi/video/126922>
- 1:00-5:44
- <https://www.kanopy.com/en/vmi/video/11455885>
- 0 - 02:23

**Cultural Competency #4** -Understanding civility (citizenship) requires acting as an ally to my peers and colleagues, intervening when I observe them experiencing discrimination.

**Race & Education**

- <https://www.kanopy.com/en/vmi/video/93031>
- 30:38 – 31:00 | *College/studies/stats*

**Cultural Competency #5** -Awareness of the impact of social context on the lives of historically underrepresented populations within the VMI community.

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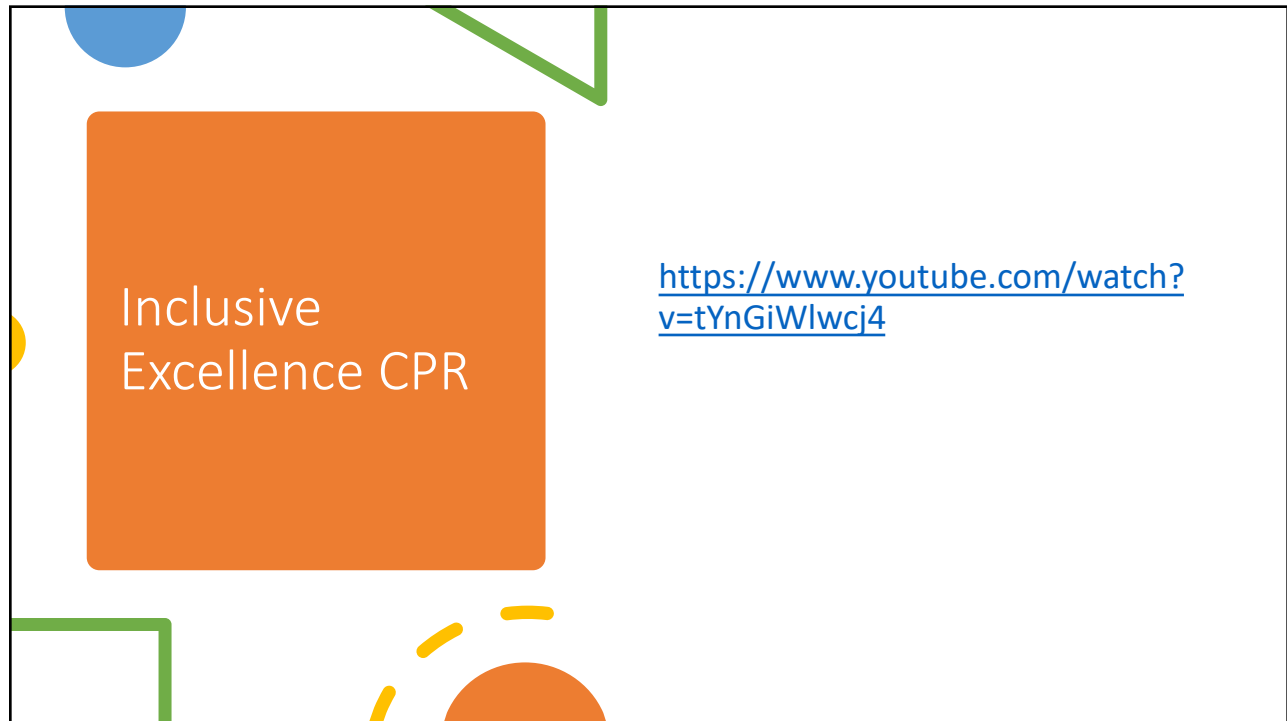
Inclusive  
Excellence  
CPR

**Focus-**

1. Listen to Understand
2. Enhance Your Listening Skills
3. Enhance Your Questioning Skills

- When discussing diversity, begin and end with questions.
- What is Inclusive Excellence CPR?
  - C-Clarify
  - P-Probing
  - Recognizing

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## Inclusive Excellence Training Corps of Cadets

Sample Discussion Questions:

- What does it truly mean to belong?
- Do you feel like the people around you belong here? Why or why not?
- What are stereotypes about masculinity?
- What are stereotypes about femininity?
- How have you benefited from adherence to your gender role?
- What happens to those who do not adhere to their stereotypical gender role?
- What stressors do you experience because of your gender?
- What thoughts and feelings
- If someone calls me out regarding potentially harmful language or behaviors towards women or members of the LGBTQIA+ community, how do I respond? Why do I respond that way? What do I intend to communicate by that response?

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# Cadet Facilitator Training Agenda-16 Aug.-19 Aug.

Ice Breaker

What We Do

Understanding the  
Language

Review 21-22  
Training Materials

Introduction to 22-  
23 Training  
Materials  
• Role Play/Skit Creation

Practice Training  
Materials

Feedback &  
Facilitation  
Strategies

Practice &  
Clarification

Team Building  
• Movie Night

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## Inclusive Excellence Training Faculty/Staff Support

### 2022-23 Agenda:

- Overview of what we accomplished in 2021-22
- Open discussion about challenges experienced
  - What did they struggle with or see cadets struggle with?
- Introduce the cadet facilitator team for 2022-23
- Overview of 22-23 cadet facilitator training
- Debut materials for 2022-23
- Discuss how to handle potential challenges the new training may pose
- Strategies for best supporting our cadet facilitators and cadet participants
  - During training and aftercare

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# Resources

1. [20 Questions to Assess Your Hidden Gender Biases and How They Harm the LGBTQ+ Community \(thepsychologygroup.com\)](#)
2. Aja, A. A., & Bustillo, D. (2014). Judicial histories and racial disparities: Affirmative action and the myth of the "post racial." *Hamline Journal of Public Law and Policy*, 36(1), 26–53. Retrieved from <https://home.heionline.org>
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6. Chang, M. J. (2007). Beyond artificial integration: Reimagining cross-racial interactions among undergraduates. *New Directions for Student Services*, 120, 25–37. doi:10.1002/ss.255
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11. Holt D, Davis S. Interrupting Bias in Army Talent Management. *Parameters: US Army War College*. 2022;52(1):21-39. doi:10.555540/0031-1723.3127
12. [How Questioning Can Drive Arguments, Productive Debate & Information Literacy Among Students \(ebsco.com\)](#)
13. Kaskan, E., & Ho, I. (2016). Microaggressions and Female Athletes. *Sex Roles*, 74(7–8), 275–287. <https://doi.org/10.1007/s11199-014-0475-1>
14. Katz-Buonincontro, J. (2015). Fanning The Fires of Conflict or Leading With Empathy? Aesthetic Learning "Tipping Points" in Improvisational Theatre. *Canadian Review of Art Education: Research & Issues*, 42(1), 26–43.
15. Lewis, N. (2016). New faces on campus: Students of all races welcome first black presidents to largely white colleges. The Hechinger Report. Retrieved from <https://thehechingerreport.org/new-faces-campus-students-races-welcome-first-black-presidents-largely-white-colleges/>
16. Richard, K., & Molloy, S. (2020). An examination of emerging adult military men: Masculinity and U.S. military climate. *Psychology of Men & Masculinities*, 21(4), 686–698. <https://doi.org/10.1037/men0000203>
17. Schaefer, H. S., Cotting, D. I., Proctor, E. S., Ryan, D. M., & Lerner, R. M. (2021). The military hypermasculine mystique: Sex, status, and emotional control at the United States Military Academy. *Psychology of Men & Masculinities*, 22(4), 611–626. <https://doi.org/10.1037/men0000365>
18. Steidl, C. R., & Brookshire, A. R. (2019). Just one of the guys until shower time: How symbolic embodiment threatens women's inclusion in the US military. *Gender, Work & Organization*, 26(9), 1271–1288. <https://doi.org/10.1111/gwop.12320>
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20. Yang, M. (2015). Promoting self-sustained learning in higher education: the ISEE framework. *Teaching in Higher Education*, 20(6), 601–613. <https://doi.org/10.1080/13562517.2015.1052785>