

Virginia Tech Conductor

A GUIDE FOR OUR JOURNEY TOWARD EXCELLENCE, EQUITY AND EFFECTIVENESS

Making a Difference

Two programs fine tune strategies for retention

by Sheela Nath, Conductor intern and English student

"Virginia Tech in the past has struggled to develop a very strong comfort zone for minority students, whether they are international students or Americans" says Larry Moore co-advisor with Randy Grayson of the Minority Academic Opportunities Program (MAOP). MAOP has furthered its goal to improve diversity on campus through various successful methods. The program has brought together groups of minorities to create a more welcoming atmosphere for students and is working to improve the recruitment and retention of students.



Nath

MANRRS (Minorities in Agricul-

ture, Natural Resources, and Related Sciences) and MAOP introduced me to a group of people bent on success," says freshman forestry major Olivia Frederick about the programs. "Through these programs I have had numerous opportunities to volunteer my time toward the betterment of the college and the community. I enjoyed having a mentor and I look forward to being a mentee next year." The programs help students to form a greater comfort level at Virginia Tech, giving them a better chance of succeeding here.

Moore attributes MAOP's success in increasing the retention of minority students to linking with students through peer-mentoring programs, minority social organizations, network-

ing, and positive goal-oriented faculty members and administrators. Because Virginia Tech recruits highly qualified individuals in the first place, Moore feels, they start out on the right track. However, to help minority students continue on that track, there is much that faculty members can do to create a more welcoming environment. "There's a lot we can do as mentors and advisors to help students stay on track."

Moore suggests taking a greater interest in diversity, in part by helping students grow acclimated to Virginia Tech. Although he says that "there's been a campus-wide effort to improve diversity," the effort and the comfort zone offered minority students could be improved. "Many faculty members, staff,

and students are looking at where we fit and how we approach the under-represented student at Virginia Tech and to make sure that our approach is inclusive."

By introducing minority students to other minority students, introducing them to their department's career clubs, and

Here is how you can help minority students become acclimated to Virginia Tech:

- Introduce students to the department's career club
- Introduce students to other minority students
- Assign students a mentor – not just an advisor
- Maintain contact with students
- Help students to network
- Work with students to create a course /research proposal plan
- Develop more inclusive courses – internationalize courses

maintaining a bridge with the students, faculty members can create a greater comfort zone for students. By taking time to talk to students, to actually be mentors and not just advisors, to work with students to create course plans, and internationalizing courses, faculty members can work with students to create a higher retention rate, Moore says. "It's important for the entire university community to realize that we must have a comfort zone for everybody, regardless of gender or race, or we won't be, from my perspective, a true land grant university that represents the entire population of the state of Virginia."



MAOP and MANRRS advisors* and students pose at a holiday gathering: Tom Jenssen*, Randy Grayson*, Karen London, Sonya Draper, Tammy Henderson*, Jennifer Cook, Larry Moore*, Marquee King, Elizabeth Werner, Jeanette Ankomasey, Karmon Green, Kristen Jones, Cristina Faustino, Monica Taylor, Tiffany Felton, Lori Lane, Lillian Davalos, Maurice Ogutu, and Crystal Lamb. Photo by Anthony N. Nicholas

What do you think?

Recruiting, hiring diverse faculty important to university's agenda



Connors

by Richard Connors of electrical and computer engineering, Multicultural Fellow

My November article on the campus climate for gays, lesbians, and transsexuals was not one that motivated much in the way of responses. I got only one response. It was from a lesbian graduate student. She indicated that the climate at Virginia Tech was basically fine but she did have some concerns about the way gay, lesbian, and transsexual partners are treated by the university. She said the problem was that she could not get a gym pass for her partner. Gym passes are for spouses only.

That said, let's talk about the topic of this article. As you may know Virginia Tech is interested in becoming one of the top 30 research universities in the country. While the rankings for the top research universities are based solely on research dollars, I think that what the administration has in mind is not just generating more research funding but also improving the quality of education provided at Virginia Tech.

How can our educational quality be improved? To answer this question, look carefully at the demographics

of the U.S. population, as well as at current business trends. You will find that the nature of the world is going to be significantly different in the next 30 to 50 years. In the United States, there will be no majority race and the globalization of business will require managers to cope with a very diverse work force.

If we at Virginia Tech are to prepare our students to be leaders in this world, I do not believe that we can any longer afford to be a one-race school. We need to diversify our student body so that our students can

become accustomed to dealing with people from different races, different

cultures, different ethnic backgrounds and, yes, different sex and sexual orientations. In my mind, the goal of diversifying our student body is not just so we can better serve under-represented groups in Virginia, but so all of our students, majority and minority, will benefit from the increased educational opportunities that having a diverse student body will offer.

I believe that President Steger shares these same views. I say this not only because of what he has said about these issues at meetings I have attended, but also because of the actions he has all ready taken. I note, for example, that he is working to increase the number of

under-represented students at Virginia Tech by 20 percent in the fall 2002.

Virginia Tech cannot fully diversify its student body without making progress on diversifying its faculty. According to a study by Associate Provost Pat Hyer, the number of faculty members from under-represented groups has remained basically the same over the past 10 years. We must not allow this to continue. That means we must examine our current faculty recruitment and hiring strategies since they do not seem to be getting us where we want to go.

Certainly, there are a small number of possible candidates in some disciplines. But we must make
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Virginia Tech cannot fully diversify its student body without making progress on diversifying its faculty.

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Unpack your assumptions

Race: America's original science fiction

by Joseph L. Graves Jr.,
professor of evolutionary
biology, Arizona State Univer-
sity West, and American
Association for the Advance-
ment of Science fellow



Graves

My generation of science fiction fans was raised on Star Trek. I will always remember episode 70: "Let That Be Your Last Battlefield." Bele, an alien whose body pigmentation is split equally between black and white comments on the inferiority of the criminal Lokai, who he has pursued and finally caught aboard the Enterprise. Curiously Lokai's body is also equally split between black and white:

Bele: It is obvious to the most simple minded that Lokai is of an inferior breed.

First Officer Spock: The obvious visual evidence, Commissioner, is that he is of the same breed as yourself.

Bele: Are you blind, Commander Spock? Well look at me, look at me!

Captain Kirk: You are black on one side and white on the other.

Bele: I am black on the right side!

Kirk and Spock did not understand why this arbitrary distinction, whether one was black on the right or the left, should be used to distinguish "racial" groups on the Planet Charon. However, for Bele, Lokai's left sided black pigment was a racial characteristic and a sign of inferiority. It is also clear that the value placed on this difference resulted not from biology, but instead from the social history of their planet. This story ends with the long-standing racial animosity of Charon leading to its destruction. Hence the title: Let this be your last battlefield.

It is unclear whether the author of this story was aware of how closely his story paralleled the origin and maintenance of the race concept in America. Race is America's original science fiction. The American conception of race is a social not a biological construct. In my forthcoming book, I have summarized the history of race concept in the Western world¹. I outline how both the concept race and the biological theories used to define these were inextricably linked to social changes resulting from the European voyages of discovery. For example, while the classical ancient civilizations of the Western world (Egyptian, Hebrew, Greek, Roman) did recognize the existence of human physical differences, theories of racial hierarchy did not arise until much later.

Faculty hiring ...

Continued from page 1

progress anyway. We must do so because we owe it to our current and future students. It is, I believe, in the interest of providing them the best possible education.

To this end I applaud the College of Arts and Science for its efforts at revising its faculty hiring procedures. I thank Dean Bob Bates and his associate deans for doing so.

It is important to point out that what has been put in place in the College of Arts and Science is a system whose aim is to diversify the applicant pool and to make sure the evaluation process proceeds in a uniform, documentable manner. I can find no fault with either of

European notions of the generalized inferiority of Africans had to await the defeat of the Muslims in the Mediterranean and Southern Europe in the 15th century.

The colonization of the new world brought together people from vastly different portions of the world for the first time. Instead of the continuous variation in human forms observed by early European explorers like Marco Polo, the colonizers of the new world saw discrete categories (Europeans, American Indians, and Africans.) A period of brutal warfare began soon after these populations came into contact. European populations subjugated the indigenous Indian nations of the New World, imported and enslaved Africans, and created a hitherto non-existing social and cultural system inextricably linked to the concept of

As we enter the 21st century, we have understood for over 50 years that no biological bases for the race concept exists within the human species. ... Ironically, the public has only a partial awareness of the important implications of these facts.

race. Theories relating to the biology of the newly encountered populations could not help but reflect this process. For the first time, questions were posed as to whether the conquered and enslaved populations were truly human. Were they some sub-human varieties distinctly below Europeans on the scale of nature? Conquest and enslavement created the environmental conditions under which the natural (genetic) potentials of the populations involved were expressed. Thus, if naturalists of this period claimed that the African slave and the American Indian seemed less on any particular trait relative to the European, they sometimes were accurately describing what they observed. They made two mistakes however. First was the fact that they were usually judging these populations by some European norm of cultural accomplishment and second they confused the degradation imposed on these people by colonialism and slavery for their "natural" condition. For example, Thomas Jefferson wrote of the natural inferiority of the Negro, particularly with regard to their supposed lack of intelligence, without being able to recognize his own role in the creation of the social conditions responsible for these same observations. In that sense, Jefferson was no different from the fictional character Bele in Star Trek. American society has been dominated by the race fallacy for over three centuries.

Fortunately, as we enter the 21st century, we have understood for over 50 years that no biological bases for the race concept exists within the human species. Properly understood biological races require certain amounts of genetic variation to be manifested between particular populations, or that biological populations have maintained unique evolutionary

these objectives. It just makes sense to me that if you have a larger pool from which to choose, then the person selected should be the one with the best credentials as judged by a uniform evaluation standard.

Well, that's how I feel. How do you feel? Let me know. E-mail me at rcanners@vt.edu. Please include the words "faculty hiring" or something like that in the e-mail subject so that I can easily identify what your message is about. If you like, you may call. My number is 231-6896. The names of all respondents will be kept strictly confidential. I will provide plenty of space for opposing views in my next article.

lineages within the lifetime of a species. Neither of these facts is true for anatomically modern Homo sapiens. There is more genetic variation within one tribe of Western African chimpanzees than found in the entire human species². For example, in 1998, Science magazine's genome issue devoted a section to explaining the rift between genetic reality and the "racial" categories to be used by the Office of Management and Budget (OMB) for the 2000 census. Commenting in that same issue, Yale geneticist Kenneth Kidd stated: "One of the benefits that's going to come from [studies of genome diversity] is an even greater understanding of how similar we all are in our marvelous variation."³

Ironically, the public has only a partial awareness of the important implications of these facts. There

are still several important on-going racial myths. These include claims concerning genetically determined racial intelligence, or predisposition to criminal behavior, and the mistake of conflating racial identity with vulnerability to a particular disease. If we

recognize that biological races do not exist, then the legacies of our social construction of race are more problematic. For example, if there is no difference in

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About 'The Conductor'

The Conductor is produced twice during the fall and twice during the spring semesters by the Multicultural Fellows and is published by the Office of Multicultural Affairs.

All members of the university community are invited to contribute. Please submit articles to acohen@vt.edu or to any fellow or sponsor:

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Back issues are online at www.multicultural.vt.edu/.

How did ISE come to be an Exemplary Department?

The university recognized three departments for their work in diversity. This article features one of those Exemplary Departments, the Grado Department of Industrial Systems and Engineering (ISE). John Casali is department head. Ben Dixon is vice president for multicultural affairs.

Dixon: Why did your unit think it should apply for this recognition?

Casali: The administration of the Grado ISE department believed that the department's activities toward improving diversity had been successful over the past five years, and as such, that our efforts and strategies might be helpful to other departments that face similar challenges. For example, the recruitment of women faculty members to our department was a priority for a number of reasons, one of which is the need for gender role models for the 40 percent female enrollment at the undergraduate level. A challenge in this regard is the paucity of available women Ph.D.'s in engineering, and our ISE Faculty Recruiting Committee made a commitment to locate and interview top-notch female candidates. Since 1995, five women faculty members have been hired in ISE, compared to having only one woman out of 30 total faculty positions in 1995.

Dixon: What were some of the external benchmark organizations/groups you used to guide your diversity activities?

Casali: The ISE department annually and voluntarily participates in an industrial engineering program benchmark group of 12 universities, 10 of which are consistently ranked in the *US News and World Report* magazine's top-10 industrial engineering departments. Adding considerable enlightenment was the department



John Casali

Ben Dixon

head's participation in various external advisory activities for an industrial engineering department at a historically black university, North Carolina A&T. These relational and benchmarking activities have helped ISE at Virginia Tech to expand its activities toward improved multiculturalism and instilling a perspective which helps us accommodate the needs of a diverse student body.

Dixon: What proportion of your staff/faculty were directly engaged by the programs for which you were recognized?

Casali: The Grado ISE department is a large industrial engineering department with 66 employees, of which 28 are instructional faculty. We are proud of the fact that all employees made a commitment to helping to foster a sense of diversity, as well as a friendly climate within which students and employees of varied ethnic, race, and other backgrounds will experience an accommodating, supportive environment.

Dixon: What are some practical benefits your unit received or will receive from its focus on diversity?

Casali: The benefits are many, but perhaps the most important is that we, as a group, came to a firm realization that the

development of special programs, initiatives, and target goals do not alone create a sufficient condition for success in insuring that a strong multicultural perspective flourishes. The most important realization was that it is a shared responsibility in the department, involving faculty, staff, and students alike, to create an atmosphere of support and understanding for the needs of different types of people. In other words, the right kind of attitude, once conveyed and nurtured, can become contagious, and then the specific initiatives and target goals fall readily into place. As a result, our faculty, staff, and student diversity has improved significantly, and our ability to attract people of different cultures has heightened. For instance, the presence of permanent and visiting faculty from multicultural backgrounds greatly broadens the students' perspectives and understanding of different cultural needs. Not only is this important to their preparation for a career in business or industry, it also helps prepare them for more rewarding and meaningful interactions in life.

Dixon: What's the one thing you would like to see happen university-wide that would support and encourage you in the particular diversity/multicultural work taken on by your unit?

Casali: It would be beneficial to have some basic programs to help the faculty and staff through diversity awareness and accommodation training. Such programs could be an effective subject in the context of a faculty or staff retreat, and help bring employees closer together. Also, from departments that have been particularly successful in implementing programs that improve diversity and multiculturalism, "best practices" documents could be prepared and/or short workshops provided.

Attitude is key

by John G. Casali, Grado Professor and Head, Grado Department of Industrial and Systems Engineering

Since 1995, the Grado Department of Industrial and Systems Engineering (ISE) has made significant strides in improving the diversity in the department, and in fostering an environment wherein multicultural attitudes and perspectives are welcomed, even prized. ISE's efforts and achievements in this regard transcend all personnel categories — faculty, classified staff, and students. Furthermore, ISE has integrated multicultural aspects into its undergraduate curriculum and has developed active ties with minority institutions, such as North Carolina A&T, as well as universities abroad. These relationships have helped broaden ISE's students' awareness, as well as improve the department's ability to recruit students from under-represented cultures into its academic programs.

Looking toward recruitment of women and under-represented minority candidates to the faculty, the ISE administration and faculty knew it would not be easy, because, for example, national statistics show that less than 10 percent of Ph.D.s in industrial engineering are women, and more disappointingly, less than 1 percent of Ph.D.s (non-gender specific) are African-American. But with solid commitment, targeted recruiting, a new mentoring program for junior faculty members, and other recruiting enhancements, ISE's efforts paid dividends. Out of 28 faculty slots, the department now has six women faculty members, five of whom were hired since 1996. To broaden the multicultural perspectives brought to the

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Race...

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genetic predisposition for intelligence between socially constructed races, what is it about our society that causes the mean difference between Euro- and African Americans on standardized tests? How do we explain the persistent 2.5 to 3.5 times greater age-specific mortality from major diseases exhibited by African Americans? Why are African Americans found disproportionately in all stages of the criminal justice system? Are these conditions related to the way in which African Americans have lived in a nation where opportunity continues to be stratified by socially constructed race? We must dismiss our legacy of falsely determined racial distinctions, or we will never progress toward a truly democratic and anti-racist society. Failing in this, we can only expect that we too will share Charon's fate.

Notes:

1. Joseph L. Graves Jr., *The Emperor's New Clothes: Biological Theories of Race at the Millennium*, (New Brunswick: Rutgers University Press, February 2001.)
2. P. Gagneux et al. "Mitochondrial sequences show diverse evolutionary sequences of African hominids," *Proceedings of the National Academy of Sciences USA* 96 (1999): 5077-5082.
3. Marshall, E. (1998) DNA studies challenge the meaning of race, *Science*, Genome Issue, v. 282: p. 654-55.

What might Virginia Tech do to become more welcoming to all?



On the whole, I believe that Virginia Tech is a very warm and inviting campus that has made numerous attempts to include students, faculty/staff, alumni, and the commonwealth into the community. With regard to diversity, the continuous challenge before us is becoming a more unified body. We are a diverse institution, seeking to expand within both demographics and programs, yet it is often the same individuals who take on this responsibility, either by position (as university and/or student leaders) or personal interest. New faces and resources promoting diversity efforts with a more concentrated response from all levels of support would be a welcomed approach. Diversity matters. A welcoming community matters.

Judi M. Lynch
Director of Undergraduate Recruiting
Virginia Tech College of Engineering

I believe that if there were more areas for visitors to park campus-wide, then more visitors would make the trip to enjoy our beautiful and friendly campus.

Cindy Dotson
Sophomore
Chemical Engineering



I think Virginia Tech should examine the proportion of students from other regions of the United States, as well as from a much more diverse economic background (not all middle- and upper-class households). The student body suffers with its current distribution of students. Virginia Tech is becoming elitist.

Mark Totten
Undergraduate student
Management Science and Information Technology

School forum cultivates diversity



Klagge

by James C. Klagge of philosophy, a Multicultural Fellow and Montgomery County school board representative

I have taught in the philosophy department here at Virginia Tech for 15 years. In that time, we have made more job offers to minority faculty candidates than we have actually hired. The problem was not that we didn't get minority applicants, or didn't take them seriously. The problem was

often that they, ultimately, didn't take us seriously. That may be a reflection on the philosophy department; or it may be a reflection on the university generally; or it may be a reflection on the community.

Though we can't always know these things, and sometimes can't do much about them, sometimes we can. I want to describe some efforts to make the community a more attractive place for minority job candidates. These efforts are on-going, and they are one part of the puzzle of how to make Virginia Tech a more welcoming place for minorities generally.

Several years ago, the NAACP approached the Montgomery County School Board with concerns about equity of discipline for minority students, hiring practices, and curricular coverage of minority history. The School Board commissioned an investigation of disciplinary actions at the secondary schools over the previous few years, and found that though there were not systematic inequities in discipline of minority students, there were notable problems. Minority students were getting in trouble more than students on average. This could have a variety of explanations. The school board and superintendent decided at that time (spring, 1998) that it was worth addressing — and formed the Discipline Committee. This was a group of about 40 teachers, administrators, commu-

Attitude ...

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student body, ISE has also attracted at least three international visiting faculty during each of the past five years.

Diversity among ISE undergraduates and graduate students has improved significantly through the application of scholarships to deserving minority candidates, involvement of the ISE faculty with advising roles at HBCU's, and dedicated participation in special recruiting programs, such as the GEM Fellowship program and VT's Graduate Student Preview weekend. At present, in the ISE undergraduate population, about 40 percent are women and 8 percent African-American. Similar proportions exist in the graduate program.

Special departmental initiatives such as those mentioned above for ISE, although of critical importance, do not represent a sufficient condition for success in enhancing diversity and insuring that a strong multicultural perspective flourishes in an academic department. Of paramount importance is a fostering, caring, and sincere attitude by the faculty and staff, and creation of an aura of support and understanding of the needs of different types of people, students and faculty alike. This attitude must be pervasive and reflective of commitment; that is one reason that ISE addresses it in its Positioning Plan. All actions toward diversity must be thought of as integrated efforts that are part and parcel of the operating and personnel systems of the Department, and not as an augmentation or afterthought. This is the approach that ISE has tried to adopt over the past four years, and the faculty believe they have much left to do to ensure similar successes for the future.

nity members, and school board members who came together on a monthly basis to look at the discipline study, and figure out ways of productively engaging all students and families in the education process.

In the three years that this group has been meeting, it has changed its name to the Diversity Forum and broadened its focus. Its meetings are open to anyone that has an interest in helping to increase the engagement of all students and families in the educational process. It has continued through dozens of meetings to attract 40 or more attendees, and generate on-going enthusiasm for its projects. The key to its success has been that it has avoided top-down solutions: "This is the problem, and that is how

The problem was not that we didn't get minority applicants, or didn't take them seriously. The problem was often that they ultimately didn't take us seriously.

you'll fix it." Its approach has not been "This is what *you* need to do," but "This is what *we* can do." It has purposely included all parties to the concerns it addresses and tried to find ways for those parties to figure out what to do. Several members of the NAACP, who saw themselves as critics of the school system, now see themselves as participants in that system.

The Diversity Forum is now working on issues of staff-development to increase attention to ways to engage all students productively and ways to address students about diversity issues in elementary school. The forum is also beginning to devolve its approach into the schools and involve hundreds of students directly. Through the Diversity Forum, the school system has included community members, including minority leaders, in recruiting trips to try to get a more diverse faculty.

If you are interested in becoming involved in the public schools on these kinds of issues and in these kinds of ways, please feel free to attend our meetings. For information about when meetings are scheduled, please call the superintendent's office (382-5104). Meetings are held in the basement of the School Board Office at 200 Junkin Street in Christiansburg. And if you are interested in helping to inform minority job candidates in your depart-

ment about what the community and public schools are doing to make Montgomery County a more welcoming place for all people, please feel free to contact me (231-8487 or jklagge@vt.edu) or the superintendent's office for more information.

A diverse community cannot be dictated, but it can be cultivated.

ADD diagnosis requires multiple tests

by Daniel B. Porter, co-director of the ADHD Specialty Clinic at Cooper House

Attention Deficit Disorder (ADD), while the focus of numerous pharmacological and medical research efforts over the past 35 years, continues to be enshrouded in myth and mystery.

Numerous practitioners are known to provide assessment and or treatment services to the public. Pediatricians, family physicians, mental health therapists, psychiatrists, and clinical social workers, to mention a few, are among the professional groups that offer various interventions, which may take the form of medications and/or counseling. Unfortunately, there are standards of clinical care in the areas of both assessment and treatment that are significantly outdated and increase the risk of misdiagnosis and consequent professional mismanagement. In a landmark position paper on ADD treatment standards, the American College of Pediatrics has issued recommendations on diagnosis of the disorder. The use of a single behavioral measurement scale to diagnose ADD is now discouraged in lieu of multiple tests (comprehensive psychological test batteries) that use normative data.

Specialists in ADD treatment now realize that is common for ADD to mask other serious clinical conditions that, when left undiagnosed or untreated, will worsen as a result of interaction with ADD symptoms or the medication used to treat ADD. When thorough testing is conducted and these other conditions are recognized, alternative medications are often employed. A child or adult diagnosed with ADD runs a high risk of having other clinical disorders, such as a 50 percent chance of developing multiple anxiety disorders versus a 14 percent risk for non-ADD people. The ADD individual has a 52 percent chance of developing a substance abuse disorder and a 31 percent chance of having clinical depression, versus 27 percent and 5 percent respectively for non-ADD people (Murphy & Barkley, 1998).

The American College of Pediatrics has also concluded that early diagnosis and the combination of appropriate medication and counseling translates into better treatment outcomes.

We now have convincing data to suggest that ADD is a neurobiological disorder with strong evidence of

genetic inheritance among first order biological relatives. It is also believed that ADHD, the predominantly hyperactive form of ADD, may be significantly over diagnosed in children due to its visibility and resemblance to behavioral disorders. The inattentive form of ADD may, conversely, be under diagnosed due to its low level of behavioral visibility. ADHD is characterized by restless over activity, uncompleted tasks, disorganization, impulsive behavior, and distractibility. The inattentive form of ADD is characterized by inattention, poor concentration, disorganization, impulsive behavior, and beginning many projects but completing very few.

Undiagnosed ADD adults will often present to treatment with marital or relationship difficulties. The partner or spouse complains that their mate is detached, emotionally unavailable, on insensitive to the family's emotional needs. Adults with ADHD will present as having efficiency problems on the job, complain of feeling driven but completing few projects.

Developmentally, hyperactivity often drops or is significantly reduced as one moves from adolescence to young adulthood.

One of the most frequent concerns of individuals seeking treatment are the myths and misconceptions surrounding medications, such as Ritalin, that have been traditionally used to treat ADD. Many of the claims of potential dangers of these medications remain unsubstantiated when subjected to the rigors of controlled studies. More importantly, many other medications have been developed over the past 10 years, so that medications such as Ritalin no longer appear to be the first choice of medical specialists treating ADD adults. And the risks of psychological, social, relational, and occupational difficulties are much higher for ADD adults that do not receive proper treatment. Often we explain that an individual diagnosed with ADD may attempt treatment then compare their quality of life before and after treatment. Consequently, a choice is available to those who desire a change.

Drs. Porter of Roanoke and Harvey Barker of Radford are co-directors of the ADHD Specialty Clinic within the Blacksburg Cooper House's counseling and psychological services. Call 540-552-2473 for an appointment.