

Diversity and Inclusion Task Force Recommendations  
for AY 2017-2018  
11-6-17

**1. Administration and Accountability:**

Develop and implement the appropriate administrative and institutional structure to coordinate, assess, and provide accountability for university initiatives focused on diversity, inclusion, equity, and access. The Task Force recognized that a dedicated office with the appropriate degree of autonomy would be well positioned to coordinate strategic and visible leadership for diversity and equity initiatives across all program and administrative areas within the university. At the same time, to be effective, ownership for the work must be shared and not marginalized as the sole responsibility of any one office or position.

**Objective:** Create appropriate leadership and support for the work around developing a more diverse and inclusive UMW. This recommendation recognizes that true progress cannot be made if there is not ongoing leadership and focus on this issue.

**Process and Action Steps:**

The President is responsible for developing and implementing a plan to provide the appropriate leadership and administrative structure to support this work. Since the adoption of this plan in August, this is where we stand on this objective:

Initially there was momentum to create a sixth vice presidency centered on the work of access and equity. This would undoubtedly send a strong message to campus. Of course, the addition of yet another cabinet-level position would invest even more resources into upper-level administration and away from those who work directly with students.

Between 2010 and 2016, UMW experienced over a \$26 million hit to its budget. The shift to 88% in-state students has meant a \$12 million loss in revenue at the same time the University took on an additional \$7 million in annual debt service and \$7.4 million in institutional financial aid. This has caused the University to fall behind on two very important investments: Salaries, maintenance, and repair. This shift in revenue and expenses caused the University to not adequately budget for maintenance, spend down its reserves, and leave no room for strategic investments. Given UMW's current financial challenges, a significant increase in administrative costs is not prudent at this time.

In light of this challenge, we have focused our attention on how to build an administrative structure to lead and support this work with existing resources. We already invest considerable resources to promote both diversity and inclusion, but those investments are not necessarily transformative, strategic, coordinated, or tied to clear and measurable outcomes. The real challenge is creating a structure that allows for the coordination between academic and student affairs in this work.

In these conversations, we are beginning to create a vision of what this might look like. First of all, we would like to elevate and expand the mission and profile of the James Farmer Multicultural Center, possibly renaming it to reflect a more expansive mission that transcends any one administrative unit or function, and positioning its leadership such that the center has a

University wide scope and is not “located” in another division. We envision this new center to become a very visible symbol of UMW’s priorities around civic engagement, service, transformative learning experiences, access, equity, and diversity. The center would allow us to fold much of our work around diversity – multicultural affairs and programming, civic and community engagement, the James Farmer Scholars Program, Safe Zone Program, James Farmer Post doc program, programs on access and equity, etc. – under a large administrative umbrella. The center would also become the university-wide resource for faculty/staff/ student training and development around cultural competencies, Critical Reflective Thinking and identity, conflict resolution and training, challenging and difficult discourse and debate training, etc. Finally, the center would also serve as a resource to the larger, regional community.

**Timeline:**

Ideally, we could name the establishment of such a center at the January all-university meeting with an internal search for an Executive Director during the spring semester. This could be delayed depending on the BOV’s response to the strategic vision, the ad hoc committee’s response to this idea, and the work that is bubbling up from the other diversity and inclusion initiatives included in this report.

**Resources needed:**

\$100,000-\$200,000 to start

**Additional Recommendation:**

The creation of a new, expanded “James Farmer Center for Community and Civic Engagement” by July 1, 2018. Next steps would be the announcement of a search for its Executive Director in January 2018.

**Point person: President**

**2. Statement of Community Values:**

A. Conduct a university wide, interdisciplinary assessment of UMW’s Statement of Community Values. Establish an interdisciplinary ad-hoc committee of students, staff, and faculty from across campus to review UMW’s Statement of Community Values, to revise it as appropriate, and to promote the new version across the University. This committee would meet monthly over the 2017-18 academic year.

B. Related to the above revision of the Statement of Community Values, the Task Force also recommends revisiting the UMW “Statement of Guiding Principles on Diversity and Inclusion.” This statement could be raised to a status similar to that of the honor pledge; highlight the importance of diversity and inclusion as UMW core community values in venues like Honor Convocation, student orientation, and student events; the ultimate goal would be to make diversity/inclusion a widely diffused, shared culture and norm at UMW similar to the honor system.

**Objective:** To review and assess the University’s guiding values, as voiced by its own members that will serve as guideposts for the University’s future work and direction.

### **Process and Action Steps:**

- Establish an interdisciplinary ad-hoc committee of students, staff, and faculty to gather input and discuss the existing community values and principles.
- Consult with Institutional Research on where and how to collect data.
- Consult with Communications on gatherings of community members to provide feedback.
- Conduct a university-wide, interdisciplinary assessment of UMW's Statement of Community Values and Guiding Principles on Diversity and Inclusion.
- Review the statements and revise them based on community feedback and input.
- Promote the new version(s) across the University internally and as part of our external identity.

### **Timeline:**

November: Appoint leadership and establish timeline; appointed to lead this initiative are Associate Professor of Communication Dr. Anand Rao and Dean of Student Life Cedric Rucker

January-April: Collect input from campus constituencies through meetings, forums, etc.

May-June: Recommendations

**Resources needed:** TBD based on timeline and recommendations

**Point persons:** Associate Professor of Communication Dr. Anand Rao and Dean of Student Life Cedric Rucker

**3. Data collection:** Develop a systematic and sustained process to monitor and collect data on campus climate for faculty/staff/students; these surveys on students, faculty, and staff should be conducted regularly. Specifically, conduct the next full climate study of faculty/staff in fall 2017.

- Particular effort should be made to increase response rates, especially those of under-represented groups such as commuter students. The committee also recommends qualitative data collection such as focus groups and Town Hall meetings. Conduct systematic collection/analysis of exit surveys for faculty and staff (including wage staff and staff who are involuntarily terminated); further exit survey analyses on students; track retention rates for students, faculty, and staff of color and LGBTQ students, faculty and staff. Finally, Institutional Research needs to continue to collect and coordinate all campus climate data, exit survey data, etc.
- Add the Topical Module on Inclusiveness and Engagement with Cultural Diversity for future iterations of the NSSE survey.

**Objectives:** To collect data that will inform effective decision making and planning to address issues of diversity and inclusion; assess and track progress on campus climate for students, faculty, and staff, with particular focus on the experiences of underrepresented groups; to collect data to assess and support strategies to increase retention of students, faculty, and staff from

underrepresented populations; to use the topical module in the NSSE survey to provide additional data on student perceptions of campus climate.

**Process and Action Steps:** Office of Institutional Research will develop and implement campus climate surveys, and support other institutional initiatives with guidelines for focus groups, surveys, etc. work with HR to more effectively collect exit survey data from employees; work with the Associate Provost for Academic Engagement and Student Success to collect data and evaluate programs and strategies designed to improve student retention.

**Timeline:**

October: Topical module signed up for and will be included with next NSSE survey.

November:

- Implement the faculty/staff climate survey and analyze and disseminate results
- Collect current retention data and work with the Associate Provost to analyze results and inform recommendations to improve retention

January 2018: Review methods and viability of exit surveys and revise as needed.

Note: the work of this office is on going.

**Resources:** no additional resources needed; this work is part of the activity expected of the IR office.

**Point Person:** Dr. Debra Schleef, Interim Assistant Provost for Institutional Analysis and Effectiveness

**4. Curriculum:** the subcommittees have a number of recommendations pertaining to curriculum and pedagogy including:

- A consideration of FSEMs, (First Year Seminars) and how this experience can provide a foundation for the development of cultural competencies;
- Conduct academic department assessments on diversity and inclusion, (with some initial focus on the natural sciences);
- Explore new programs and majors that are responsive and relevant to the increasingly diverse populations we serve as well as prepare them for living and working in a global environment; for example, encourage faculty and student efforts to develop African-American or Black or Latino Studies or similar programs that provide a focus for issues of diversity and inclusion;
- Provide opportunities for faculty to research, develop, and practice culturally relevant pedagogies;
- Explore the development of a conflict resolution program;
- Provide opportunities and support for faculty research on diversity topics.

**Objectives:** to ensure that the University provides high quality, academically challenging courses and programs of study that will prepare all UMW students for a pluralistic, complex,

rapidly changing world; to develop and sustain diverse and inclusive learning environments, innovative and culturally relevant pedagogies, and academic programs that are responsive and relevant to global change; to ensure that our learning, living, and working environments reflect our society's multiplicity of races, ethnicities, religions, genders, gender identities, sexualities, nationalities, socio-economic statuses, regions, abilities, ages, and life experiences.

**Process and Action Steps:** Inventory the current curriculum with regard to both content and pedagogy, including the number of courses and programs that provide specific content that pertain to issues of diversity and inclusion; determine the extent of faculty use of pedagogies that are responsive to diverse student populations; provide faculty development to support research and training on culturally relevant pedagogies and accessibility, and to support the development of new courses and programs that are responsive and relevant to diverse populations.

Note: the curriculum is developed by UMW faculty, and depending on the changes, there are additional approval processes including SCHEV, VDOE, SACS-COC, etc. To implement these recommendations, the Provost works with Deans to initiate academic department and College inventories as well as begin consideration of new programs; provost works with University Teaching Center, Office of Disability Resources, Division of Teaching and Learning technologies and other academic support units to create and implement faculty development programs on culturally relevant pedagogies, Universal design, new programs and majors, and other curricular initiatives targeted to meeting the instructional needs of a diverse student population.

**Timeline:**

September: Provost charged the three college Deans to conduct the academic department assessments on diversity and inclusion; this work should be completed by spring 2018

Provost began working with the Associate Provost for Academic Engagement and Student Success on creating and piloting a conflict resolution program, starting with the Students in transition Program (STP), for implementation summer 2018.

Provost began working with the Interim Director of QEP and FSEMS.

October: Provost and Associate Provost for Academic Engagement and Student Success developed specific strategic initiatives for the University Teaching Center to implement this academic year including: inclusive (a) Diversity in the curriculum; (b) inclusive teaching; (c) Universal Design and instructional accessibility; (d) on line course design initiative; non-traditional student learning assessment.

Spring 2018: The Teaching Center will be offering the following Programs and Workshops:

- Culturally relevant teaching
- Students on the spectrum
- First Generation students
- Designing and evaluating courses for the Community Engagement designation
- Developing on-line and blended courses for BLS students

**Resources needed:**

Funds to provide faculty stipends for new course development \$4,000-\$5,000 per course; funds to support faculty research and development on culturally relevant pedagogies, Universal design, working with special populations, etc. \$50,000

Funds to hire faculty in new programmatic areas (e.g. Disability Studies, African-American, Black or Latino Studies) \$95,000 per faculty line.

**Point person:** Provost

**5. Cultural Competency:** Begin a process of developing a “cultural competency” model with both academic and student development outcomes; provide sustained cultural competency/sensitivity training to faculty, staff, and students.

This recommendation will be implemented by the James Farmer Center, as part of its new charge, once the work in Recommendation 13 has been completed.

**6. Student Activities:** Coordinate student activities and privilege more diversity related events-- the committee found what UMW needs to work on is not a shortage of diversity-related events or programs but raising the profile of some events and boosting more participation and engagement. For student-led events, Student Affairs can assist in coordinating events/programs to encourage cross-participation of currently very disjointed club events. The committee also recommends making one or two diversity/inclusion-related events (either from the existing events or from new ones) university-wide, high profile events such as the Honor Convocation.

**Objective:** To increase overall campus engagement in a wide-range of diversity-related student programs and/or organizations through development of stronger partnerships, as well as through a multi-tiered publicity campaign that focuses on increasing marketing of pre-existing events/resources. The University of Mary Washington currently has a robust offering of diversity-related programming; this recommendation focuses on leveraging these current initiatives through more coordination, collaboration, and publicity.

**Process and Action Steps:**

- Create a formal, campus-wide calendar of diversity-related events that consists of both student organizational and academic departmental programs.
- Work with the Provost’s office to identify diversity-related events that a critical mass of faculty will be involved in and attend - with the goal of raising the profile of these programs.
- Implement effective ally workshops.
- Explore the creation of an ambassador program for cultural events around campus with the goal of facilitating education, and participation throughout the myriad of UMW communities.
- Develop a publicity campaign that focuses on increasing UMW community members’ awareness of these programs/initiatives (Including utilization of printed calendars, social media, and personalized outreach).

- Work with the JFMC and SAE to connect student organizations that traditionally put on diversity-related events, with an overall goal of encouraging moments of partnership and cross-collaboration.
- Hold small group dialogue sessions to facilitate conversations among students and their peers.
- Continue to support and assist the Multicultural Leadership Council and the Interclub Association in its work of strengthening and supporting student organizations involved in the current work of diversity and inclusivity programming/community-building
- Increase financial and/or logistical resources to multicultural student organizations, with the goal of supporting publicity initiatives and elevating high-profile nature of their programs.
- Explore a better and more effective data/attendance tracking system.
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**Assessment:**

- Event card swipes to measure programmatic attendance.
- End-of-year survey to measure community knowledge of diversity-related events.
- Committee report for cultural ambassadors.
- Focus groups.

**Timeline:**

- November – Identify core student constituencies, and meet with stakeholders to develop initial partnership opportunities
- November – Release UMW survey to assess campus-wide knowledge of diversity-related events/resources
- December– Publicize current annual calendar of cultural events to diverse range of centers on campuses – with a focus on student leadership, electronic touches (Guide App, social media, SnapChat, etc.), and departments; Finalize proposed publicity campaign
- January – Hold focus groups with student leaders and campus members to assess campus-wide knowledge of diversity-related events/resources
- January – Formally launch publicity campaign
- January/February – Form committee to explore potential of creating cultural ambassador program
- April – Hold end-of-the-year review session of diversity and inclusion student programs
- May – Send out formal assessment to campus-stakeholders, and administration
- May-June: recommendations

**Resources needed:** TBD based on recommendations.

**Point person:** Ethan Feuer, Director of Student Activities and Engagement (with assistance from Dr. Marion Sanford, Director, James Farmer Multicultural Center, and Melissa Jones, Assistant Dean of Student Involvement).

**7. Faculty Recruitment:** Develop procedures to ensure the consistent expectation and application of current faculty and staff recruitment practices including:

- Mandatory training for all members of search committees;

- Approval of all search plans (including the proposed advertising, recruitment languages, etc.);
- Collect and review data on all searches, including current data on the terminal degrees available in discipline applicant pools, data on candidate campus visits, finalists for positions, etc.;
- Ensure that all sources for potential candidates are pursued, including non-traditional sources, to recruit diverse faculty.

**Objective:** to recruit and retain a high quality and diverse faculty who demonstrate dedication to effective teaching and high-impact learning practices in an inclusive environment that embraces and values diverse talents, backgrounds, and experiences.

**Process and Action Steps:** develop policies and procedures for all faculty searches that will support UMW's efforts to attract highly qualified and diverse applicants, increase the overall diversity of applicant pools, and enable the university to attract, hire, and retain a diverse faculty.

**Timeline:**

August 2017

- Conducted training on implicit bias for all faculty/staff
- Conducted training on universal design for all faculty/staff
- Changed requirements for faculty search plans including use of new required language in all advertisements, focused recruitment/advertisement in venues to attract underrepresented candidates; candidate pool review at several stages; also ensuring diversity of search committee members and compliance with all requirements pertaining to application review, interviews, etc.
- HR created resources for search committees including lists of venues for advertising and other strategies reaching out to diverse candidates

September-December: Provost, Dean, and Associate Vice President for Human Resources/AEEO are currently meeting with each search committee to review recruitment process and expectations.

September-December: mandatory training for all search committees prior to review of applications.

Required review and approval of the candidate pool by the Dean and the Provost prior to approvals for first sets of interviews and again prior to bringing finalists for campus visits.

Spring 2018:

Dean and Provost monitor search processes.

**Resources needed:**

Additional funding to place ads in multiple venues targeted to underrepresented faculty candidates: \$10,000

Funding to make competitive Offers: \$30,000 per offer

**Point persons:** Provost; Associate VP for Human Resources/AAEEO

### **8. Student Recruitment:**

- Continue implementation of the tactical plan for recruiting underrepresented students;
- Work with advancement to create an endowment to provide competitive offers to underrepresented students and support more students with financial need.

### **Objectives:**

- 1) Increase the number of underrepresented students by increasing the number of (underrepresented) applications, offers of admission, and yield.
- 2) Increase the yield of admitted underrepresented students by meeting a larger percent of financial need made available by an endowed fund. This will require working with advancement to create an endowment to support this goal.

### **Process and Action Steps:**

A: As it relates to actions taken, relative to objective 1, specific targets have been set in the 2017-2018 tactical plan. Progress towards goal attainment is monitored and discussed every Friday at 11am (See below—also note that the actual numerical targets are not given in this document but are available from the VP for Enrollment Management).

Strategy 1.3: Create XXXX new leads from diversity outreach efforts.

Strategy 2.5: Execute recruitment plan to grow racially and ethnically diverse applicants by XXX. Specific target is XXXXX applications. (In 2017, we had XXXX and in 2016, we had XXXXX students self-identify as racially or ethnically diverse.)

Tactic 1: Promote STP and ask students to raise hand if interested in participating. Identify target markets to promote selection, not unlike the Honors Program, to get XXX students to indicate interest.

Tactic 2: Host on-site admission event(s) for students in Tidewater region. Target is XXXXX applicants.

Tactic 3: Regain losses among XXXX-American applicants in 2017.

Tactic 4: Execute a territory travel plan that includes visits to XXXX highly diverse feeder schools.

Tactic 5: Execute Virginia College Application Week 2017 strategy that produces XX applications with VCAW fee waivers.

Strategy 7.1: Host high-caliber events with prospects/admitted students with goal of increasing number of applications and yield and focusing on academic mission.

Tactic 1: Plan and implement 5 outstanding open house events. Include components for legacies, transfers, Honors students, pre-nursing, STP, and athletes. All departments represented.

- Register XXX for September, October, February, and April events
- Register XXX for November diversity event

Tactic 2: Plan and implement two Destination UMW events with XXX registered. Include components for legacies, Honors students, pre-nursing, and STP.

Regarding Objective 2, a meeting with the VP for Marketing and Advancement has been scheduled to discuss next steps.

**Timeline:** August 2017- September 2020

**Resources needed:** \$10,000 annually to offset additional recruitment costs

**Recommendations for moving forward:** To create a target for the endowed scholarship.

**Point Person:** Kimberley Buster-Williams, Vice President for Enrollment Management

### **9. Community Support:**

- Create “affinity” groups for students, faculty, staff, and alumni;
- Create a Peer Diversity Education group for students and develop intensive training workshops to provide students, faculty, and staff the skills and tools to become effective educators and allies for an inclusive environment.

These groups can also support recruitment and retention of students, faculty, and staff.

### **Affinity Groups**

**Objective:** To provide opportunities for groups of students, faculty and alumni to join employee led groups based on shared interests, characteristics, experiences and, or identities that would work to increase engagement, morale, and retention of their respective constituencies and facilitate an inclusive working, learning, and networking environment for all members of UMW community

### **Process and Action Steps:**

The university currently supports 14 student and one alumni diversity affinity group(s), under the auspices of JFMCC and Alumni Relations, respectively. There are currently no university supported diversity affinity groups for faculty and staff.

### **Current affinity groups**

- Review mission and operations of current student and alumni groups to ensure alignment with strategic vision and business practices of the university
  - Assess current performance against stated goals and revise strategies as needed
  - Establish protocol to understand impact of group activities and assess outcomes
- Create faculty and staff diversity and affinity groups

- HR AAEEEO will coordinate the establishment of diversity affinity groups for faculty and staff in consult with University Faculty Council (UFC) and the Staff Advisory Committee (SAC)

**Action steps:**

- Draft mission statement and charge for diversity affinity groups
- Secure budget
- Share group's establishment and goals with employees
- Publish opportunity for voluntary member enrollment for all employees in any affinity group
- Enlist leadership for each group

Assessment: methods to understand impact and performance TBD with staff and faculty leadership in each group

**Timeline:**

- November-December- outreach to UFC and SAC
- January –April implement action steps to establish groups
- April- May – launch member enrollment

**Resources:** Financial-TBD; Staff time

**Point person:** Associate Vice President for Human Resources AAEEEO

**Peer Diversity Groups**

**Objective:** To promote community inclusion, including students' understanding of concepts such as privilege and bias.

**Process and Action Steps:**

- Take an inventory of existing programs.
- Research model programs in peer diversity training.
- Meet with student, faculty, and staff stakeholders, e.g., Orientation, Career Development, SAE, STP, JFMC.

**Timeline:**

- November-December: take inventory of current peer diversity training (e.g., Safe Zone, RISE peer mentoring).
- January-April: meet regularly with constituents; analyze campus climate data; look for program ideas in higher education
- May: Recommendations

**Resources needed:** TBD based on timeline and recommendations.

**Point person:** Dr. Marion Sanford, Director of the James Farmer Multicultural Center

## **10. Bias Reporting:**

- Review and revise Bias policy to align with current practices and train faculty, staff and students on this policy and its related procedures;
- Create an online mechanism for reporting incidents involving faculty and staff;
- Ensure a commitment to quick, public reporting of bias incidents and tangible actions toward ensuring a safe community (in conjunction with careful investigation, which we believe is already happening);
- Institutional Research Office should collect and maintain a repository of bias-motivated incident data and develop an annual report comprised of a detailed set of indicators including demographic data, type of offense, submitter status, etc.;
- Develop appropriate protocols for what to communicate, when to communicate, and how to communicate outcomes to reported incidents.

**Objective:** To provide a mechanism for members of the community to receive support as well as inform the university about extent and nature of bias related incidents on campus. Reporting may lead to educational and administrative responses.

### **Process and Action Steps:**

- Ask offices with related responsibilities to review the current policy and practices and meet to discuss suggestions for revisions or improvements. (JFMCC, Dean of Student Life, Dean of Student Engagement, Residence Life, University Police, Violence Prevention Team, Student Conduct, Office of Employee Relations, Maxient )
- Consult with Institutional Research on where and how to collect data.
- Consult with Communications on where to host reports, i.e. Diversity Website
- Consult with Crisis Communications on protocol to inform committee about incidents and to determine whether and how to notify the community
- Work with JFMCC on methodology and timeframe for student training and education
- Work with Employee Relations to deliver on staff and faculty training and education

### **Timeline:**

- November- meet with stakeholders about current policy, practices, training, reporting
- November 14- meet with Crisis Communication Committee
- November 30- meet with Violence Prevention Team
- December – January- update policy and procedures
- February-March- Training and Education

**Resources needed:** Marketing- brochures; Staff time

**Point person:** Associate VP for Human Resources/AAEEO

**11. Athletics: Conduct an examination of our athletic program:**

- Assess UMW's involvement in the Division III Diversity and Inclusion initiative;
- Perform an assessment of the culture and climate for students, faculty, and staff in athletics;
- Establish goals for diversity, inclusion, and accessibility of programs, and develop a specific plan to meet those goals.

**Objective:** To develop a comprehensive diversity and inclusion plan for the department of athletics.

**Process and Action Steps:**

1. Internal committee formed by Athletic Director consisting of faculty, faculty-coaches, working on a comprehensive diversity and inclusion plan for athletics; plan will have broader thematic elements and specific, measurable goals and initiatives; plan to be submitted in December 2017.
2. Input from Admissions, Human Resources, SGA, student-athletes, faculty and staff.
3. Institutional Research will assist with data collection.
4. Surveys, focus groups, exit/entry interviews, and roster analyses will be utilized.
5. Training for student-athletes and staff has already begun and will be ongoing, using both internal and external resources.
6. President will establish a high-level broad-based commission, co-chaired by Provost and Vice President for Student Affairs, with faculty, staff, students, alumni, to make recommendations on how UMW can build a nationally competitive DIII athletic program that remains committed to the student-athlete experience, diversity and inclusion, and academic excellence.

Assessment: Focus groups, surveys, exit/entry interviews, roster/staffing analyses, recruit tracking, retention data.

**Timeline:**

1. July-December, 2017: internal committee on athletics meets regularly and develops plan
2. December 15, 2017: plan delivered to President, VPSA, Provost, and BOV ad hoc committee
3. January 2018: President appoints high-level commission, co-chaired by Provost and Vice President for Student Affairs, with faculty, staff, students, alumni to take comprehensive look at athletics, including the diversity and inclusion plan and activity, and make recommendations to the president on attaining high quality Division III program.
4. June 2018: Recommendations of the Commission given to the President.

**Resources needed:**

1. Potential new position(s) (Diversity Officer, Asst AD, Asst Coaches)
2. Web and social media presence
3. Professional development

#### 4. NCAA/CAC grants

**Point person:** President, Vice President for Student Affairs

**12. Campus Environment:** Conduct an inventory of the art and artifacts displayed in the campus common areas and residence halls with an eye to preserving institutional history but also updating displays to reflect the changes in our student body and to create a fully welcoming environment for all students, faculty, and staff; make sure that the physical environments on our campuses also reflect our commitment to diversity and inclusion.

**Objective:** To make sure that the physical environments on our campus also reflect our commitment to diversity and inclusion.

**Process and Action Steps:**

Establish a committee comprised of members who possess a unique and diverse perspective on this issue to offer recommendations as to how we change the environment on campus to promote our diversity and help create a feeling of inclusion. This committee will include faculty, staff, alumni, and students.

The president appointed the Campus Environment Presidential Ad Hoc Committee in September with the following charge: To conduct an audit of the public displays of history and culture in the campus common areas, including academic and administration buildings and residence halls, and to make recommendations where appropriate. The committee's goal is to recognize and preserve the school's history while also updating and contextualizing displays to reflect the changes in our student body and to create a fully welcoming environment for all students, faculty, and staff. The committee is also charged with making sure that the physical environments on our campuses more generally reflect our commitment to diversity and inclusion.

Membership includes:

- Michael Spencer, Class of 2003, Historic Preservation (Committee Chair)
- Jazmin Andrews, student
- Erin Krutko Devlin, History and American Studies
- Stephen Hanna, Geography
- (Elizabeth) Gracie Hardy, student
- Venitta McCall, Education
- Cedric Rucker, Class of 1981, Dean of Students
- Mark Thaden, Class of 2002, Office of Alumni Relations
- Laura Wilson, Psychology
- Susan Worrell, Office of Events

**Timeline:**

Due to their very busy schedules, the committee's first meeting was not held until November 6, 2017. They are expected to complete their work and make recommendations to the president by the end of the 2017-18 academic year.

The committee should complete its work by the end of this academic year. However, the time it will take to finish the work of changing the campus environment depends on the nature of the recommendations of the committee. We expect that some of these changes can be made prior to the start of the 2018-19 academic year.

**Resources Needed:** Unknown

**Point person:** President

**13. Institutional focal point for Equity and Access:** Conduct an assessment of the resources and activity of the James Farmer Multicultural Center (JFMC) and develop a plan to position the JFMC to become a central, highly visible, University-wide programmatic entity, a focal point for issues of equity, access, diversity and social justice.

**Objective:** To continue to build on the JFMC's current strengths and develop the Center as a highly visible focal point for issues of institutional equity, access, diversity, and social justice.

Process, Action Steps, Timeline, and Resources:

These steps will depend upon the work and recommendations stemming from Recommendation 2, Review of Community Values.

**Point persons:** President; Vice President for Student Affairs

**14. Communications:** A. Develop a comprehensive Outreach and Communications Plan around our diversity and inclusive excellence initiatives; B. activate and establish regular meetings with the President's Community Advisory Committee on Diversity.

**Objective:** Affirm diversity, facilitate inclusion, and improve individual and organizational outcomes by utilizing a sequenced promotional strategy to drive anticipation and engagement.

**Timeline:** AY 2017-2018; each year a new plan will be developed to support evolving programming, initiatives, and campus climate.

**Resources Needed:** \$30,000 (\$18,000 for microsite and \$12,000 for messaging)

**Recommendation(s):** Communication tactics have been assigned to each recommendation in the comprehensive plan (See separate document). While most of the first-year work will focus on internal constituents (students, staff, faculty), UREL will also begin work with various divisions to support external communications that speak to campus values. A balance of logical, emotional, and practical communications will allow us to reach a wider breadth of the community and begin the persuasive shaping of campus culture. External communications will include special emphasis on recruitment of students (recommendation # 8) and employees (recommendation #7) to build a more diverse community. One longer-term recommendation is to

build an interactive D&I microsite to track and demonstrate progress on the D&I plan. Content may include and be organized according to:

**HEAD (Cognition)**—Message from the President; Community Values Statement; Statement of Guiding Principles on Diversity and Inclusion; policy documents and nondiscriminatory statements including SACS 4.6 Federal Requirements; bias reporting instructions; forms; contacts; data/statistics.

**HEART (Affect)**—Curate content via a “Courageous Conversations” web and social media campaign—photos, videos, podcast—faculty, staff, students, administrators, alumni, BOV members sharing stories (like NPR’s StoryCorps and VCU’s Make it Real): Exploration of topics related to diversity and inclusion.

**HAND (Behavior)**—Classes (credit and non-credit); curated free webinars; self-assessment tools; mandatory training; videos; links to articles and books; events

**Next steps:**

- Establish a regular meeting schedule with President’s Community Advisory Committee on Diversity to monitor the D&I plan and communicate benchmarks via appropriate channels.
- Meet with key departments and administrators and begin to create content for general communications and the new D&I microsite.
- Identify a vendor to build the microsite via UMW procurement guidelines by December 31, 2017.
- Identify funding for microsite and additional communications.
- Complete build by May 2018 and launch new D&I microsite by July 2018.

**Recommendation #14, Part B:** Activate and establish regular meetings with the President’s Community Advisory Committee on Diversity.

**Objective:** To bring the larger Fredericksburg community into UMW’s work around diversity and inclusion.

**Process and Action Steps:**

President worked closely with Xavier Richardson, Executive Vice President of Mary Washington Healthcare and President of the Mary Washington Hospital and Stafford Hospital foundations, to form a diverse committee of leaders in the Fredericksburg area committed to this work. We will invite the committee to a reception at Brompton after the new year to kick off the work of this group. The president plans to be very involved in the ongoing work of this group.

**Timeline:** Ongoing

**Resources Needed:** Unknown, but minimal

**Point persons:** President; Vice President for Advancement and University Relations

**15. Develop specific goals for 2018-2019.**

**Responsible:** President

**Timeline:** Many of these will build on the work done in AY 2017-2018 and goal is to have these for the 2018 Board Retreat.