Inclusive Excellence Framework
A Plan for Tracking and Assessing Progress on DEI Strategic Priorities
2020–2023
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Decades of research have shown that diverse and inclusive classrooms, workplaces and research environments are essential for excellence in higher education. Full participation of all employees and students from diverse backgrounds are important contributors to organizational success in every register by which we define success at William & Mary. In Virginia’s rapidly changing communities and workplaces, where many are boldly taking a stand against racism and injustices brought on by discrimination, Virginia universities are taking a closer look at the messaging, policies and practices underlying our current diversity, equity and inclusion (DEI) efforts.

To prepare ourselves and our graduates for a globally competitive workplace and networked world, we must be effective in improving DEI in the key registers outlined in this plan. Deep and sustained efforts to recover the stories and voices that have been erased during that history are part of our identity as an institution of learning and knowledge. We aim to lead in inclusive teaching, inclusive research, social mobility and access. We aim to work and live in ways that enhance the wellbeing and full participation of all. Finally, for more than a decade, William & Mary has been a leader in in addressing our legacy as a colonial university. Our response to this legacy is to innovate to advance what we value most.
Executive Summary

William & Mary’s DEI 20–21 goals, created under President Katherine Rowe, were shared with the Board of Visitors in Fall 2020. This document integrates these goals into the Commonwealth of Virginia’s DEI reporting format. The university’s vision, mission and values statements foreground “belonging” and guide our Action Plan. These statements were created via a nine-month, university-wide process and approved by SCHEV in 2019.

Vision, Mission, Values

Vision

William & Mary transcends the boundaries between research and teaching, teaching and learning, learning and living. People come to William & Mary wanting to understand and change the world — and together we do.

Mission

A preeminent, public research university, grounded in the liberal arts and sciences since 1693, William & Mary is a vibrant and inclusive community. Through close mentoring and collaboration, we inspire lifelong learning, generate new knowledge, and expand understanding.

We cultivate creative thinkers, principled leaders, and compassionate global citizens equipped for lives of meaning and distinction. William & Mary convenes great minds and hearts to meet the most pressing needs of our time.

Values

Accomplishing our mission requires that the entire community work together as stewards of the core values that infuse our collective effort:

**Belonging.** We create a welcoming and caring community that embraces diverse people and perspectives.

**Curiosity.** We foster an open academic environment that champions intellectual agility and inspires creativity in the discovery, preservation, application, and advancement of knowledge.

**Excellence.** We aim for the extraordinary, recognizing that personal growth and meaningful accomplishment require bold and innovative aspirations, courageous risktaking, and focused effort.

**Flourishing.** We create conditions that ensure William & Mary will thrive for all time coming, and we empower those who live, learn, and work here to make choices toward a healthy and fulfilling life.

**Integrity.** We are honorable, equitable, trustworthy, and committed to the highest ethical standards in all that we do.

**Respect.** We treat one another with mutual respect, recognizing and upholding each person’s inherent dignity and worth. We engage with individuals and communities both near and far, devoting our knowledge, skills, and time to serving the greater good.

William & Mary is a community that fosters deep human connection. We reflect on the lessons of history to meet the challenges of a rapidly changing world. We engage diverse perspectives and seek wisdom in bridging differences. Together, we are unceasing in our efforts to make a meaningful difference in our communities, the state, the nation, and the world.
The Inclusive Excellence Framework at William & Mary

Consistent with the Commonwealth of Virginia’s DEI strategy, William & Mary follows the Inclusive Excellence framework outlined by the Association of American Colleges & Universities (AAC&U). To borrow their definition (with light adjustments), Inclusive Excellence is a framework designed to help organizations integrate diversity and quality efforts. As a model, Inclusive Excellence incorporates diversity efforts into the core of organizational functioning.

Applying Inclusive Excellence concepts infuses diversity into an organization’s recruiting and hiring processes; into its training; and into its administrative structures and practices. Inclusive Excellence means an organization has adopted mechanisms for the cohesive, coherent, and collaborative integration of diversity, inclusion and equity into its definitions of mission success. William & Mary, like the AAC&U, views DEI as “catalysts for organizational excellence … and not as isolated initiatives.” They are essential to and distributed throughout our operations.

In addition, William & Mary has for nearly two decades engaged in historical justice and reconciliation efforts. The university’s groundbreaking Lemon Project, among other initiatives, has steadily uncovered hidden stories of enslaved women, men and children who built, worked and lived in the Williamsburg campus. For that reason, the university organizes its DEI strategy under a sixth heading, “Innovation, Community Engagement and Reconciliation.”

Definitions

The Inclusive Excellence framework provides specific definitions for the terms diversity, equity, and inclusion. Throughout this document, we use them as follows:

Diversity The term diversity is used to describe the various mix or combinations of human differences (e.g., personality, learning styles and life experiences) and group/social differences (e.g., race/ethnicity, class, gender/gender identity, sexual orientation, country of origin and ability as well as cultural, political, religious or other affiliations) that can be engaged in the service of learning and working together.

Equity The creation of opportunities for historically underrepresented populations to have equal access and equitable opportunity to and participate in educational programs designed to reduce the academic/opportunity gap in student success and completion. Equity is also the process of allocating resources, programs and opportunities to staff, faculty and students without historical discrimination and addressing imbalances.

Inclusion The term inclusion is used to describe the active, intentional and ongoing engagement with diversity — in people, in the curriculum, in the co-curriculum and in communities (intellectual, social, cultural, geographical) with which individuals might connect — in ways that increase one’s awareness, content knowledge, cognitive sophistication and empathetic understanding of the complex ways individuals interact with and within systems and institutions.
1: Recruitment and Retention

Goal:
Achieve and maintain a more diverse and inclusive undergraduate, graduate/professional student body, faculty and staff

OBJECTIVE 1
Achieve increased undergraduate student enrollment from historically underrepresented and underserved populations
(Provost, VP of Student Affairs, VP for Advancement)

Strategies
1. Implement new gateway initiatives to make W&M a preferred destination for underserved populations
2. Make application process more inclusive and equitable
3. Increase financial aid to diversify student population
4. Increase yield for admitted first-time-college or transfer students from underrepresented and underserved populations
5. Strengthen partnerships with diverse alumni groups for admission and inclusion initiatives

Metrics and Indicators
(disaggregate by demographics where possible)
1. Number of gateway program participants enrolling
2. Yield rate for admitted first-time-college and transfer students
3. Undergraduate enrollment

OBJECTIVE 2
Increase retention and academic success of historically underrepresented and underserved undergraduate students
(Deans, Graduate Deans and Admission Officers, Chief Diversity Officer)

Strategies
1. Identify specific barriers to the academic progress and success of underrepresented and underserved undergraduates
2. Ensure broad participation of underrepresented and underserved undergraduates in research and experiential learning opportunities or other high-impact programs
3. Assess the effectiveness of academic support and high-impact programs to ensure efforts are aligned with goals. Identify opportunities for continuous improvement
4. Continue to seek external funding to support the W&M Scholars Undergraduate Research Experience program to increase the number of participants.

Metrics and Indicators
(disaggregate by demographics where possible)
1. Participation rates in academic support programs
2. First to second year retention rates
3. Second to third year retention rates
4. Four- and six-year graduation rates
5. Results of program evaluation/assessments

OBJECTIVE 3
To increase the recruitment and retention of diverse graduate and professional students
(Deans, Graduate Deans and Admission Officers, Chief Diversity Officer)

Strategies
1. Join local, state and national organizations that provide access to potential diverse graduate and professional students
2. Assess and enhance existing programs designed to recruit diverse graduate and professional student populations (i.e., become an institutional member of the Southern Regional Education Board (SREB) Doctoral Scholars program)
3. Implement new programs to encourage underrepresented and underserved undergraduates to attend graduate/professional programs
4. Assess, enhance or design new programs that provide academic support and professional development including for underrepresented and underserved graduate students
5. Connect underrepresented/underserved graduate and professional students with programs that provide faculty and alumni mentors
Métricas e Indicadores
(disagregue por demográficos donde sea posible)

1. Matrícula en programas de posgrado y profesionales
2. Grados otorgados
3. Tasas de colocación en posdoctoral, docentes y no-académicas

OBJETIVO 4
Recrutar y retener un personal diverso y de personal de apoyo (Provost, Deans, Chief Diversity Officer, Chief Human Resources Officer)

Strategias
1. Lanzar un Plan de contratación para reclutar y retener al personal de excelencia
2. Desarrollar un plan de contratación y retención completo para todos los niveles de personal de apoyo
3. Uso de entrevistas de salida y encuestas de clima para mejorar la experiencia laboral
4. Crear programas de liderazgo para empleados incluyendo a grupos menos representados y desfavorecidos
5. Desarrollar un programa robusto de orientación para nuevos empleados y colaborar con funcionarios externos para asegurar un proceso de acogida fluido
6. Examinar los procesos de promoción para identificar barreras a la éxito para el personal de grupos menos representados y desfavorecidos
7. Evaluar la diversidad entre gerentes, ejecutivos y personal tenurizado para identificar oportunidades de eliminar barreras a la promoción
8. Examinar salarios para identificar problemas de equidad
9. Desarrollar e evaluar estrategias para reclutar y retener a individuos con discapacidades
10. Asegurar que los servicios para estudiantes, empleados y público estén disponibles
11. Desarrollar e evaluar estrategias para reclutar y retener a más veteranos

Métricas e Indicadores
(disagregue por demográficos donde sea posible)

1. Conteo de personal y porcentajes
2. Revisión del Plan de contratación de 3 años
3. Conteo y porcentajes de personal gerencial y ejecutivo
4. Tasa de retención para personal de docentes y personal de apoyo
5. Tasa de promoción y tenurización
6. Participación en programas de desarrollo de liderazgo para personal de docentes y personal de apoyo
2: Campus Climate

Goal:
Create and sustain an organizational environment that acknowledges and celebrates diversity and employs inclusive practices throughout its daily operations

**OBJECTIVE 1**
Create a climate that is supportive and respectful while valuing myriad perspectives and experiences and aligned with the university’s mission, vision and values. (Provost, VP Student Affairs, Chief Diversity Officer, Chief Human Resources Officer)

**Strategies**
1. Ongoing campus landscape review to eliminate structures that may be perceived as barriers to a welcoming and inclusive environment
2. Use climate surveys and focus groups periodically to assess student, faculty and staff feedback related to the climate for diversity and inclusion
3. Create meaningful dialogue between and among groups that increases understanding of varied perspectives and the nature of social and economic inequalities
4. Educate the university community on the prevention of harassment, discrimination and identity-based violence as well as related equity policies. Promote productive ways to resolve conflict. Effectively address concerns and complaints
5. Offer educational and celebratory events for students, faculty and staff, and the community that recognize, value and honor diversity and promote inclusion. Evaluate programs for their impact on climate for diversity and inclusion
6. Increase recognition programs that acknowledge contribution made to advance diversity, equity and inclusion
7. Support physical spaces that address the needs of multicultural and underrepresented/underserved populations

**Metrics and Indicators**
*(disaggregate by demographics where possible)*
1. Perceptions of climate for diversity and inclusion as measured by a climate survey and other sources of information
2. Awareness and understanding of campus resources related to harassment, discrimination and identity-based violence as measured by climate surveys and evaluations. Results from number of reports and actions taken (2015, 2017, 2018, 2019)
3. Results of program evaluations designed to facilitate intergroup dialogue and trust
4. Triangulation of institutional results with national benchmarking
3: Academic Excellence

Goal:
Engage students, faculty, staff, alumni and the community in learning varied perspectives of domestic and international diversity, equity, inclusion and social justice

OBJECTIVE 1
Offer courses, curricula, events and learning opportunities at the undergraduate, graduate and professional levels that achieve DEI learning goals (Provost, Deans)

Strategies
1. Establish DEI competencies for students, faculty and staff
2. Expand COLL 350 general education requirement offerings
3. Establish incentives, provide learning experiences and resources for faculty, graduate students and academic units to adapt existing courses and programs as needed
4. Develop opportunities that help faculty, staff and instructional graduate students assess the achievement of DEI learning outcomes in class or co-curricular activities
5. Hire faculty and staff with content expertise in areas of study that examine diverse identities and cultures
6. Build opportunities for students to learn about diverse identities and cultures
7. Establish incentives for research conducted by undergraduates, graduate/professional students and faculty in areas related to diversity, equity and inclusion
8. Provide multifaceted training and education for faculty, staff and students on “courageous conversations” in various settings, e.g., classrooms, living environments, organizations, offices, etc.

Metrics and Indicators
(disaggregate by demographics where possible)
1. Participation by faculty, instructional graduate students and staff in professional development programs related to curricular transformation, diversity and inclusion
2. Participation by students in co-curricular opportunities tied to Inclusive Excellence
3. Research output related to DEI topics
4. Evaluation of programs related to inclusive teaching
5. Student participation in co-curricular opportunities related to DEI
6. Self-reported improvement in knowledge and skill related to teaching and curricula

OBJECTIVE 2
Increase the cultural competencies of faculty and staff (Chief Diversity Officer, Chief Human Resources Officer, Chief Compliance Officer)

Strategies
1. Establish virtual and in-person professional development opportunities designed to improve awareness and competencies of faculty and staff with regards to DEI
2. Assist faculty and instructional graduate students in assessing diversity related learning goals

Metrics and Indicators
(disaggregate by demographics where possible)
1. Participation in professional development opportunities
2. Self-reported growth in awareness and competencies
3. Faculty and instructional graduate students assessing diversity related learning goals through individual contributions
4: Organizational Culture and Accountability

Goal:
Create and sustain an institutional infrastructure that effectively supports progress in achieving diversity, equity and inclusion goals in the university strategic plan

OBJECTIVE 1
Develop a robust and durable infrastructure to address long-standing institutional challenges and sustain the journey toward Inclusive Excellence (Executive Leadership Team)

Strategies
1. Incorporate diversity, equity and inclusion in all strategic planning efforts
2. Increase the diversity of applicant pool for senior-level administrator positions
3. Conduct a qualitative and quantitative review of university DEI initiatives
4. Complete cyclical comprehensive staff salary studies and benchmark progress
5. Incorporate employee exit interviews
6. Each administrative and academic unit should complete a diversity action plan
7. Create university-wide and unit-level DEI committees
8. Conduct annual training for senior leadership in alignment with values
9. Incentivize collaboration across units

Metrics and Indicators (disaggregate by demographics where possible)
1. Documentation of mission and scope for Chief Diversity Officer and DEI councils
2. Documented processes for reporting progress towards the DEI goals established in the Inclusive Excellence framework
3. Evidence of DEI integration in the university-wide and unit-level strategic plans
4. Report on where the use of shared resources and dispersion of best practices have been implemented
5. Number of formal cross-campus collaborations

OBJECTIVE 2
Create a culture of evaluation and continuous improvement for administrators and senior leaders (President, Provost, Chief Diversity Officer, Chief Human Resources Officer)

Strategies
1. DEI goal attainment is part of all senior leadership assessments
2. Engage senior leaders and stakeholders in analyzing disaggregated data and special studies to better understand and address long-standing challenges for underrepresented/underserved students, faculty and staff
3. Establish systems of reporting and accountability
4. Set expectations for campus leaders that metrics related to diversity, equity and inclusion are vital measure of institutional excellence
5. Evaluate internal policies, processes and practices in alignment with the W&M Affirmative Action plan

Metrics and Indicators (disaggregate by demographics where possible)
1. Annual reports from school and administrative units to Chief Diversity Officer demonstrating progress towards DEI goals outlined in the unit plan
2. Work groups dedicated to analyzing disaggregated data related to DEI
3. Number of policies and processes evaluated and redesigned using an equity lens

OBJECTIVE 3
Sustain and increase university-wide efforts designed to amplify to potential secure gifts, grants and opportunities to advance the DEI goals in the Inclusive Excellence framework (President, Provost, VP for Advancement, Chief Operating Officer, Chief Diversity Officer)

Strategies
1. Incorporate DEI interests into philanthropic campaign efforts
2. Seek corporate and foundation support for key gateway
and academic support programs that facilitate access by international students, underrepresented/underserved populations, veterans and those with diverse abilities

3. Engage alumni groups in DEI efforts

**Metrics and Indicators**
*(disaggregate by demographics where possible)*

1. Funding support for DEI initiatives from fundraising efforts
2. Increased initiatives aimed at women and multicultural alumni cultivation
3. Annual reports on the satisfaction or the engagement of multicultural alum

**OBJECTIVE 4**

Meet/exceed 42% use of Small, Women- & Minority-owned (SwaM) businesses (plus micro and Service-Disabled Veteran businesses). (President, Chief Operating Officer, Chief Diversity Officer)

**Strategies**

1. Provide spend overview to cabinet members for evaluation and accountability
2. Additional visibility of W&M SwaM vendors for all departments
3. Continuation of W&M Supplier Diversity Expo
4. Continuation of educational opportunities for campus

**Metrics and Indicators**
*(disaggregate by demographics where possible)*

1. Results of review of comprehensive dashboard
2. Dollars spent on SwaM annually
3. Impact of education and awareness on community outcomes (i.e., Vendor Fairs, Commonwealth Database, Incentives)
4. Monitor SwaM efforts through quantitative and qualitative metrics
5. Measure progress in diversifying the SwaM vendor pool in terms of gender, race, nationality, veteran status, etc.
6. Assess progress toward annual goals by senior leaders
5: Innovation, Community and Reconciliation

Goal:
Grow institutional philanthropy and community partnerships to improve outcomes in local/regional communities

**OBJECTIVE 1**
Evaluate and expand community engagement and partnerships to create collective impact with other community organizations (VP for Strategic Initiatives, VP Student Affairs, Chief Diversity Officer)

**Strategies**
1. Assess existing engagement and partnerships to determine how best to use the university’s resources to bring about the conditions of collective impact
2. Partner with local community organizations and area HBCUs and Tribal leaders
3. Expand Community Engagement programming using new platforms

**Metrics and Indicators**
(disaggregate by demographics where possible)
1. Results of assessment
2. Number of partnerships
3. Number of students participating
4. Impact of partnerships on community outcomes

**OBJECTIVE 2**
Evaluate and increase philanthropy in support of diversity, equity and inclusion (President, Provost, VP of Advancement, Chief Diversity Officer)

**Strategies**
1. Conduct a review of existing philanthropic efforts and make adjustments to further the DEI goals in the community
2. Identify new and pursue DEI-specific funding priorities for University Advancement and all units
3. Build on the success of William & Mary's 2020 Day of Giving (One Tribe One Day) to develop fundraising efforts dedicated to advancing DEI initiatives
4. Expand on William & Mary's track record of success in securing funding from corporate and foundation funders whose philanthropy focuses on advancing DEI
5. Continue to train Advancement staff on best practices in DEI fundraising, and expand this training to academic leadership with fundraising responsibilities
6. Continue to provide education for fundraisers and University Advancement staff about current DEI initiatives across campus to facilitate donor conversation
7. Identify DEI champions (academic leaders, faculty, students) and engage them in supporting DEI fundraising efforts (through proposals, donor visits, alumni events)

**Metrics and Indicators**
(disaggregate by demographics where possible)
1. Results of review
2. Actual dollars spent on DEI-related philanthropy
3. Impact of philanthropy on community outcomes
4. Monitor success of DEI fundraising through quantitative and qualitative metrics
5. Measure progress in diversifying the donor pool in terms of gender, race, nationality, veteran status, etc.
6. Assess engagement of faculty, students and academic leaders with DEI fundraising

**OBJECTIVE 3**
Advance the history of human beings enslaved and exploited on W&M’s campus and in our region (Provost, Chief Operating Officer)

**Strategies**
1. Via campus naming, renaming and contextualization improve a sense of belonging for and increase equity in what we memorialize
2. Partner with Colonial Williamsburg and the City of Williamsburg to create destinations for African American history
3. Invest in the Lemon Project and related research initiatives
Metrics and Indicators
(disaggregate by demographics where possible)

1. Research goals met (highlighting those established by descendants)
2. Number of visitors to partnership research sites:
   Highland, Bray, First Baptist Church, Brafferton, etc.
3. Press coverage and media for new discoveries, new partnerships
4. Elevate underrepresented and hidden histories in formal occasions: centenaries, annual ceremonies