



Academic Department Toolkit for Inclusive Excellence Unit Plan



WILLIAM & MARY
CHARTERED 1693

William & Mary acknowledges the Indigenous peoples who are the original inhabitants of the lands our campus is on today – the Cheroenhaka (Nottoway), Chickahominy, Eastern Chickahominy, Mattaponi, Monacan, Nansemond, Nottoway, Pamunkey, Patawomeck, Upper Mattaponi, and Rappahannock tribes – and pay our respect to their tribal members past and present.

Inclusive Excellence is a framework designed to integrate diversity, equity and inclusion efforts. As a model, it incorporates diversity efforts into the core of organizational functioning. Applying Inclusive Excellence concepts leads to infusing 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 means for the cohesive, coherent and collaborative integration of diversity, inclusion and equity into the organizational pursuit of excellence.

Accepting the **Inclusive Excellence model reflects the understanding that diversity, equity and inclusion (DEI) lead to organizational excellence** and are to be invited and integrated into the very core of the business enterprise and are not isolated initiatives. This framework moves DEI efforts from the margins as a moral imperative to an interwoven space where what is measured, gets done. It also creates a shared narrative across the university from academics through procurement.

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.

Statement of 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 risk-taking, 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.

Service.

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.

Diversity Statement

William & Mary is a community that shares values of belonging, curiosity, excellence, flourishing, integrity, respect and service. We support the right to free expression of a range of ideas and work to create an educational environment that draws on diverse backgrounds and perspectives to foster mutual respect, collaboration, critical thinking and meaningful relationships. We affirm the vital role of the university in recognizing and fostering equity, inclusion and belonging related to social identities and positions that have been excluded or marginalized in our community, including differences such as ability, class, country of origin, gender identity and expression, language, race and ethnicity, religion, sexuality, and other cultural or political affiliations.

For William & Mary to fulfill its educational mission and become a place that is itself diverse, equitable and inclusive, we must acknowledge the uncomfortable truths of our history and consider the ways in which historical patterns of exploitation and exclusion may continue to shape our university.

We take seriously our obligation to speak up when we see bias, whether it be in our classrooms, workspaces or the university community at large. We embrace our shared responsibility to create change where we fall short of our goals. William & Mary strives to be a place where people of all backgrounds are able to learn and grow, and where each individual takes responsibility for upholding the dignity of all members of the community. -February 2022

Non-Discrimination Statement

Unless otherwise constrained by law, William & Mary is committed to providing an environment for its students and employees that is free from discrimination based on any personal factor unrelated to qualifications or performance such as, without limitation, race or color, citizenship, national origin or ethnicity, ancestry, religion or creed, political affiliation or belief, age, sex or sexual orientation, gender identity or expression, disability, marital status, pregnancy status, parental status, height, weight, military service, veteran status, caretaker status, or family medical or genetic information. William & Mary also provides reasonable accommodations for qualified individuals with disabilities as required by law. William & Mary is an equal opportunity/affirmative action employer and complies with all applicable laws regarding nondiscrimination and affirmative action in admissions, hiring, and all other programs and activities.

Inclusive Excellence Framework at William & Mary



Recruitment and Retention (Access & Success) refers to the compositional diversity among the organization's constituent groups (staff, faculty, students, visitors, patients, alumni, customers, community partners, etc.) and their context-specific outcomes or benefits gained from their relationships with the organization. Processes like recruitment, retention, development, and long-term outcomes (graduation, tenure, career advancement, etc.) are the key focus of this dimension.

Campus Climate (Climate & Intergroup Relations) refers to what it feels like for individuals to be here and the behavioral experiences and norms that are present. Effective and innovative cultures depend on individuals feeling comfortable to take interpersonal risks and to bring their whole selves to their work and learning. Measuring constituent perceptions related to feeling respected, belonging, and prevalence of affirming relationships with peers and organizational administration are among the concepts present in this dimension.

Academic Excellence (Education & Scholarship) relates to the ways in which curriculum, teaching, research, scholarship, and employee and student development contribute to our passion for discovery, innovation, community engagement, service, and social justice. Programs and processes in this dimension include intentionally designed curricula and pedagogies, as well as targeted professional development activities, that promote intercultural awareness and competence.

Organizational Culture and Accountability (Infrastructure & Investment) refers to the policies, resources, organizational and communication structures, and performance measures that inform and enable an intentionally inclusive, equitable, and innovative organization.

Innovation, Community and Reconciliation (Community & Partnership) refers to how place-based organizations like ours engage reciprocally and in a participatory way with our surrounding neighborhoods, counties, and the Commonwealth. Specifically, how we as an organization understand and track our impacts in terms of the financial and social well-being of the communities and partners with which we are engaged.



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VIMS Inclusive Excellence Plan

I. Introduction

The mission of the Virginia Institute of Marine Science *is to seek and broadly communicate knowledge in marine and coastal science to the Commonwealth of Virginia, the nation, and the world through research, education, and advisory service.* As we look to the future, VIMS will confront societal challenges in coastal and marine systems through innovation, research, and discovery, translating our findings into practical solutions, and training the next generation of scientists and citizens.

The VIMS community embraces a set of core values that guide the daily work of carrying out our mission and create an inclusive environment that supports our colleagues and stakeholders.

1. We value a culture that supports a diverse, inclusive, and equitable institution, and believe it is critical to the success of our people and our mission.
2. We value sustainable, healthy and resilient coastal and marine environments and the stewardship of natural resources that support human well-being.
3. We value science that is produced and disseminated independent of advocacy and political bias.
4. We value excellence in academic and educational programs that develop the next generation of marine science leaders and an educated citizenry.
5. We value creative and innovative approaches and partnerships that advance the work that we do and its impact on the commonwealth, nation and world.

The VIMS mission, future-facing and global in scale, requires the collective efforts of our entire community. To accomplish this, we must establish an inclusive community that supports our members and cultivates excellence. We do this by integrating DEI into all facets of the organization. The IE plan provides the needed structure to formalize and normalize our DEI goals and has already been instrumental in the development and integration of DEI into the VIMS strategic planning process.

This plan was developed through consultation with an ad-hoc committee of the VIMS Diversity, Equity, and Inclusion committee (Dive-In), and the VIMS Administrative Officers. It was also informed by community forums and planning team meetings that took place during the VIMS strategic planning process in spring/summer 2022.

For the purpose of this document, the following acronyms and definitions are used:

- ADAS: VIMS Associate Dean of Academic Studies
- ADRAS: VIMS Associate Dean of Research and Advisory Services
- DoDEI: VIMS Director of Diversity, Equity, and Inclusion
- COO: VIMS Chief Operations Officer
- D/D: VIMS Dean and Director
- Dive-In: VIMS Diversity, Equity, and Inclusion Committee
- FC: VIMS Faculty Council

PPC: VIMS Postdoc Program Committee

SMS: School of Marine Science

Community organizations: social groups centered around a shared identity, and thus can include affinity groups.

II. Self-Assessment

(see [Appendix](#))

III. Key strategies for the department taken from the university's Inclusive Excellence Plan

VIMS plans to begin immediate action on the following strategies, which we see as critical to reaching our DEI goals and objectives:

- Incorporate diversity, equity and inclusion in all strategic planning efforts.
 - This was done during the strategic planning process and will be continued through the implementation planning and execution of our new strategic plan.
- Establish systems of reporting and accountability.
 - A first step in this strategy is the hiring of a DoDEI at VIMS who will provide community leadership for our DEI efforts and will be responsible for tracking and documenting our institute's actions and progress towards goals. This position will be given an operating budget.
- Recruit and retain a diverse faculty and staff.
 - We will be hiring 5-6 new faculty members in FY23, which allows us the opportunity to make progress towards a more diverse faculty.
 - The recent addition of an HR Consultant and soon-to-be-hired DoDEI will allow us to make progress towards establishing best-practices to recruit and retain staff.
 - We will be starting a new postdoctoral research program in FY23 focused on recruiting and developing recent PhD graduates that are underrepresented in marine science.
- Continue to build a welcoming and supportive community, particularly through the creation of shared and inclusive spaces.
 - This process is ongoing. We recently renovated an existing building on campus (Clayton House) as a community gathering space. In addition, all new buildings will have gender-neutral bathrooms and private, multipurpose spaces/rooms. Discussions are occurring regarding how to address these needs in existing buildings.

IV. SMART Goals, Actions, Measures, Assignment of Responsibility, Funding/Resources

(see [page 13](#))

V. Implementation Plan

We have recently completed the VIMS strategic planning process, within which DEI was identified as one of our strategic priorities. Implementation planning for the DEI priority will begin in late 2022/early 2023, once the new DoDEI is on board to help lead a team through the planning. The planning team will be made up of representatives from the entire community (faculty, postdocs, operational/scientific/administrative staff, students, etc.).

VI. Communication Plan-

Dive-In is in the process of updating their website, which will include a section on the IE Plan and the co-occurring DEI component of the VIMS strategic planning process. Monthly updates will be provided through the VIMS Digest, with a link to the relevant websites, including the broader W&M IE website. Dive-In and the Dean and Director's Office will solicit community input and participation annually; additional feedback will be considered as it is received.

VIMS is in the process of recruiting for a Chief Communications and Marketing Officer who will have responsibility for ensuring we are effectively telling our story to external and internal audiences. They will work with the VIMS community, administration, and stakeholders to craft culturally sensitive messaging that is relevant to and accessible by diverse audiences.

The IE Plan will also be shared with governing groups of the Institute (Faculty Council, Academic Council, Professional/Professional Faculty Council, Administrative Council) and progress updates will be discussed at their monthly/quarterly meetings.

Table 1: SMART Goals

Recruitment and Retention (Access & Success)		<i>2022-2026: Achieve and maintain a more diverse and inclusive undergraduate, graduate/professional student body, faculty and staff</i>			
SMART Goals/Objectives	Actions	Outcomes (Data/Metric)	Timeframe(s)	Responsible Office/Position	Funding/Resource Allocation
To increase the recruitment and retention of diverse graduate and professional students	Evaluate existing support and recruitment pathways and barriers for graduate students from historically underrepresented and underserved communities	Report to D/D Office	FY23-26	ADAS, with assistance from DoDEI and Dive-In	
Increase the recruitment and retention of diverse graduate and professional students	Partner with local, state and national community organizations to increase enrollment and retention of historically underrepresented students in the SMS	Number of historically underrepresented students enrolling and graduating from SMS	FY23-26	ADAS, DoDEI and Dive-In	
Recruit and retain a diverse faculty and staff	Develop minority postdoctoral fellowship program	Count of new postdoctoral researchers that identify as historically underrepresented	FY23-26	DoDEI, with assistance from FC and PPC	\$412,000/year starting in FY23
Recruit and retain a diverse faculty and staff	Formalize and implement guidelines from 3-year faculty hiring pilot project and use them to develop guidelines for faculty and staff hiring plan	Count of new faculty and staff that identify as historically underrepresented	FY23-26	D/D Office, with assistance from HR Consultant and DoDEI	Faculty search and recruitment funds

Campus Climate		2022-2026: Create and sustain an organizational environment that acknowledges and celebrates diversity and employs inclusive practices throughout its daily operations			
SMART Goals/Objectives	Actions	Outcomes (Data/Metric)	Timeframe(s)	Responsible Office/Position	Funding/Resource Allocation
Create a climate that is supportive and respectful while valuing myriad perspectives and experiences	Continue to create physical spaces that address the needs of multicultural and underserved populations	Increased number of available comfort and meditation spaces	FY23-26	D/D office, with assistance from DoDEI, COO, and Dive-In	Funding (as available) to support remodels to create spaces in existing facilities
Create a climate that is supportive and respectful while valuing myriad perspectives and experiences	Continue to create physical spaces that allow for informal gatherings and support community building	Increased number of available community spaces	FY23-26	D/D Office, with assistance from DoDEI, COO, and Dive-In	Funding (as available) to support remodels to create spaces in existing facilities
Create a climate that is supportive and respectful while valuing myriad perspectives and experiences	Develop climate survey to assess feedback related to the climate for diversity and inclusion	Report of campus climate related to DEI	FY23-26	DoDEI	Operating budget for DoDEI

Academic Excellence (Education & Scholarship)		2022-2026: Engage students, faculty, staff, alumni and the community in learning varied perspectives of domestic and international diversity, equity, inclusion and social justice.			
SMART Goals/Objectives	Actions	Outcomes (Data/Metric)	Timeframe(s)	Responsible Office/Position	Funding/Resource Allocation
Offer events and learning opportunities at the graduate and professional levels that achieve DEI learning goals	Provide learning experiences to adapt existing courses to provide a more inclusive student experience	Participation by faculty, staff, and instructional graduate students in course improvement programs	FY24-26	ADAS and D/D Office	Utilize existing resources that may be available at W&M
Offer events and learning opportunities at the graduate and professional levels that achieve DEI learning goals	Promote diversity in the research community by providing a platform for elevating awareness of researchers from historically underrepresented groups	Proportion of seminars, work groups, and collaborations involving researchers from historically underrepresented groups	FY23-26	Seminar Series Committee and ADRAS	Funds needed to bring external speakers to campus for seminars
Increase the cultural competencies of faculty, staff, and students	Identify (and, when feasible, host) professional development opportunities designed to improve DEI awareness	Participation by faculty, staff, and students in DEI professional development opportunities	FY23-26	DoDEI and Dive-In	Operating budget for DoDEI
Increase the cultural competencies of faculty, staff, and students	Evaluate existing incentives (and disincentives) for faculty and staff participation in DEI learning opportunities	A report identifying barriers to participation and highlighting potential solutions	FY23-26	D/D, with assistance from HR Consultant and DoDEI	

Organizational Culture and Accountability (Infrastructure & Investment)		<i>2022-2026: Create and sustain an institutional infrastructure that effectively supports progress in achieving diversity, equity and inclusion goals in the university strategic plan</i>			
SMART Goals/Objectives	Actions	Outcomes (Data/Metric)	Timeframe(s)	Responsible Office/Position	Funding/Resource Allocation
Develop a robust and durable infrastructure to address institutional challenges	Incorporate DEI in VIMS strategic planning process	Final strategic plan with integrated and specific DEI priorities	FY23	D/D Office	
Develop a robust and durable infrastructure to address institutional challenges	Conduct qualitative and quantitative review of minority postdoctoral program	Report of efforts to recruit and retain high-quality minority applicants to the postdoctoral program	FY24-26	DoDEI	
Develop a robust and durable infrastructure to address institutional challenges	Conduct community-led, campus-wide SWOT analysis	Report of results of SWOT analysis	FY23	DoDEI	
Create a culture of evaluation and continuous improvement for administrators and senior leaders	Establish systems of reporting and accountability	Hire VIMS DoDEI	FY23	D/D Office	Salary and operating budget for DoDEI
Create a culture of evaluation and continuous improvement for administrators and senior leaders	Establish systems of reporting and accountability	Report to W&M Chief Diversity Officer demonstrating progress towards DEI goals	FY23-26	DoDEI	
Sustain and increase VIMS-wide efforts to secure gifts, grants and opportunities to advance DEI goals	Incorporate DEI priorities into philanthropic efforts	Increased funding support for DEI initiatives	FY23-26	Executive Director of VIMS Advancement, with assistance from Director of Development and DoDEI	

Innovation, Community and Reconciliation (Community & Partnership)		2022-2026: <i>Grow institutional philanthropy and community partnerships to improve outcomes in local/regional communities</i>			
SMART Goals/Objectives	Actions	Outcomes (Data/Metric)	Timeframe(s)	Responsible Office/Position	Funding/Resource Allocation
Evaluate and expand community engagement and partnerships to create collective impact with other community organizations	Leverage the strengths of VIMS outreach groups and partners to strategically develop new programs and platforms that address the needs of historically underrepresented groups	Number of participants in outreach programs and platforms	FY23-26	Discussions are ongoing regarding the appropriate point-person for this objective, as outreach at VIMS is decentralized.	Additional information is needed from these groups to understand what they need to make this happen.
Evaluate and expand community engagement and partnerships to create collective impact with other community organizations	Partner with local community organizations, area HBCUs, and Tribal leaders to develop and implement creative, science-based solutions to societal challenges in coastal and marine systems	Number of partnerships	FY23-26	D/D and ADRAS, with assistance from DoDEI and Dive-In (e.g., in identifying possible partnerships, etc.)	
Advance the history of human beings enslaved and exploited on W&M's campus and in our region	Ensure appropriate campus naming, renaming and contextualization to improve the sense of belonging of and increase equity in what we memorialize	Ensure that names follow the process and guidelines set forth by the W&M Design Review Board for naming and renaming of campus buildings and objects.	FY23-26	COO	

**Template courtesy of Dr. Kevin McDonald, University of Virginia*

APPENDIX

DEI SWOT Analysis

Questions to Consider:

- What do we do exceptionally well?
- What advantages do we have?
- What valuable assets and resources do we have?
- What do colleagues/trainees identify as our strengths?
- What are our capabilities?
- What resources, assets, people are in place?
- What are some innovative aspects?
- What accreditations, qualifications, certifications do we have?

Strengths

- World-class institute with internationally-recognized faculty
- Student training program that is among the best in the country; students are almost always employed before graduation
- A strong cultural commitment to multiple axes of DEI (particularly racial and LGBTQ+ issues)
- A deep and active DEI committee with a history of working with VIMS administration to make changes on campus
- An organization big enough to be nationally/globally impactful but small enough that individuals can make a real difference in the organization and culture
- Recognition that institutional community building and strengthening is a prerequisite for advancing DEI issues (i.e., the need to form respect from a personal level as a necessary first step for institutional cultural change)
- Development of engaging and useful virtual opportunities for internal and external connection (a COVID byproduct)

Weaknesses

- Lack of diversity among the faculty, Administrative Officers, and VIMS Board
- Frustration among some faculty, staff and students that improvements in the DEI space have not happened as quickly or effectively as hoped
- Lack of a leadership position associated with DEI
- Failure to reach or connect with those that may need DEI training the most

Questions to Consider:

- What could we do better?
- What do we need to improve?
- Where are we vulnerable?
- What are the disadvantages of proposition?
- What are gaps in capabilities?
- What are the timescales, deadlines and pressures?
- What institutional/logistical barriers do you anticipate?

Questions to Consider

- What opportunities do we know about, but have not addressed?
- Are there emerging trends on which we can capitalize?
- What resources are available that may be useful?
- Are there potential partnerships, or agencies that could help?
- Any ways to save time/be more efficient in the development phase (i.e. adapt from an existing resource)?

Opportunities

- Immediate recruitment of a Director of Diversity, Equity, and Inclusion
- New HR expertise that can help us through hiring strategies to increase diversity
- A faculty hiring initiative that can be used to attempt to address diversity needs among the faculty
- New state-supported underrepresented minority postdoctoral researcher program
- Consulting with external resources including alumni and friends of VIMS that have experience in this space
- Integration of DEI into revised procedures and policies, especially revision of hiring practices to provide recruitment and retainment opportunities and provision of incentives for those not already involved in DEI work to become involved (e.g., including a component of annual evaluations to provide professional recognition for DEI work)

Threats

- We exist in a disciplinary area that has not achieved diversity reflective of society, or that is necessary to solve the many challenges we must address
- Ineffective and poorly targeted training
- Budgetary constraints
- Focus on DEI initiatives at only one part of the equation (i.e., focus on increasing diversity in faculty, while not addressing retention issues)
- Individuals who are not willing to admit that they have bias (the “I’m not the problem” or “there isn’t a need for this sort of work” attitude), which limits or lessens the overall impact of DEI initiatives

Questions to Consider

- What external roadblocks exist that block our progress?
- Are there significant changes coming in our specialty?
- Are economic conditions affecting our ability to accomplish this task?
- Are there any insurmountable weaknesses?
- Any loss of key staff?