

## **University of Mary Washington Strategic Plan for Diversity and Inclusion**

### **Diversity and Inclusion Strategic Plan Subcommittee**

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**Charge:** Draft the foundations of a University Strategic Plan for Diversity and Inclusion; this plan should provide for both the leadership and outline of university-wide efforts to develop and advance a more diverse and inclusive institutional environment. The plan should include recommendations on some specific areas including those programs, initiatives, practices, and policies that we might develop and implement to promote excellence and equity in our teaching and learning environment, our research, our institutional activities, and our relationship with our community and region; a plan that will define and support institution-wide efforts to embrace diversity and inclusiveness throughout the university and in our engagement with the broader community. The plan should recommend some institutional goals that define the above with possible outcomes and benchmarks to measure our progress in meeting those goals. As you draft your plan, consider the potential value, role, and responsibilities of the proposed position, Vice President for Diversity and Inclusion. It is expected that this group will provide recommendations that go into the UMW Strategic Plan as well as submit a stand alone University Diversity and Inclusion plan directly to the president.

**Rationale:** Decades of research support proactive efforts to achieve diversity and inclusion and the resultant educational benefits for all students. These benefits cannot be accomplished by desire and institutional mandate alone; strategic planning to ensure that efforts are aligned with mission objectives is paramount to successful outcomes. The development of a strategic plan for diversity and inclusion at UMW is timely. Higher education institutions statewide are charged to increase access, especially among the underserved, while also meeting the challenges of its academic missions within the context of an increasingly internationalized world economy. (*Advancing Virginia: Access, Alignment, Investment; The 2007-13 Strategic Plan for Higher Education in Virginia, State Council of Higher Education of Virginia, p.7*).

This plan is directed by an understanding that it will take leadership and ongoing university-wide efforts to achieve the optimal academic environment to produce highly educated and successful graduates who are prepared to live, compete, and succeed in a diverse and interconnected world. The development of a strategic plan is just the first step. It is essential, however, in that it will build the framework to sustain the diversity and inclusion initiatives that will help lead UMW into its second century as a premiere institution of higher education.

**Goals, Objectives and Benchmarks:** The recommendations from this working group are included in the attached Goals Chart. Related documents produced by interested groups are also attached.

**GOALS CHART: DIVERSITY AND INCLUSION STRATEGIC PLAN - APRIL 2009**

<b>Proposed Goals</b>	<b>Proposed Objectives</b>	<b>Proposed Benchmarks</b>
<b>I. Create a University-Wide Infrastructure to Promote Diversity and Inclusion</b>	Create the position of Vice President for Diversity and Inclusion	<b>Fall 2009</b> - conduct national search; <b>January 2010</b> - contract begin date <u>Responsible Office(s):</u> President IN DEVELOPMENT
	Create an Office of Diversity and Equity	<b>January 2010</b> - create office <u>Responsible Office(s):</u> President IN DEVELOPMENT
	Create a Diversity Leadership Council	<b>Fall 2009</b> - institute Council with 2 year terms for all members <b>Fall 2010</b> - establish rotating appointments to begin in Fall 2011 <u>Responsible Office(s):</u> President IN DEVELOPMENT
	Adopt Statement of Institutional Values for Diversity and Inclusion	<b>Fall 2009</b> - BOV approves values statement <b>Spring 2010</b> - Institute distribution and publication protocol used for the Statement of Community Values (handbooks, offices, official university publications) <u>Responsible Office(s):</u> Office of Human Resources, Student Affairs and University Relations, Admissions, Provost
	Change focus on disabilities from compliance to inclusion and affirmative outreach	<b>Fall 2009</b> - Review mission of Office of Disabilities Services <b>Spring 2010</b> - Coordinate with development of CDO <u>Responsible Office(s):</u> Office of Disabilities Services, Human Resources

	<p>Establish a staff association for classified/ wage staff and administrative and professional faculty to facilitate employee leadership and engagement.</p>	<p><b>January 2010</b> - Appoint representative task force of staff and administrators to propose mission, structure, and resource support for staff association(s) to Executive Staff  <b>March 2010</b> - President and Executive Staff Approval  <b>Summer 2010</b>-Institute Staff Association(s)  <u>Responsible Office(s):</u> Executive Vice President</p>
	<p>Establish a system of accountability for supervisors, managers and staff</p>	<p><b>Summer 2009</b> - Institute bi-annual mandatory EEO/Diversity Training for supervisors  <b>Summer and Fall 2009</b>-Adopt D&amp;I-related performance/accountability measures for supervisors, managers and staff  <u>Responsible Office:</u> Office of Human Resources and Executive Staff</p>
	<p>Establish a system of accountability for all faculty</p>	<p><b>Fall 2010</b> - Adopt accountability measures for Diversity and Inclusion in the appraisals of all faculty  <u>Responsible Office(s):</u> Provost</p>
	<p>Support and augment the management of institutional activities for students - JFMC/Student Affairs</p>	<p><b>AY 2009-10</b> - 1) Fund and staff a four-person full time JFMC staff                  2) Start monthly joint staff meetings with OSACS                  3) Initiate interfaith dialogues and coalition building  <b>Ongoing</b> - expand support for JFMC to support needs associated with increased student population diversity  <u>Responsible Office(s):</u> JFMC, Student Affairs, Executive Vice-President</p>
	<p>Establish full funding and support for JFMC</p>	<p><b>AY 2009-2010</b> - Replace piecemeal funding procedure with permanent budget to support events (Multicultural Fair, etc)  <b>Ongoing</b> - expand support for JFMC to support needs associated with increasing diversity of student population  <u>Responsible Office(s):</u> JFMC, Student Affairs, Executive Vice-President</p>

	Support and augment the management of all other institutional activities	<b>Fall 2010</b> - Administered by the Office of Diversity and Equity <u>Responsible Office(s):</u> CDO
	Enhance University website to maximize community accessibility	<b>Fall 2009</b> - Include a Community-Accessible Diversity and Inclusion site on the UMW website Post-implementation, an evaluation of the site based on # of external “hits” and recognition of the site within the UMW and greater community. <u>Responsible Office(s):</u> Enrollment and Communication
<b>II. Assess and Improve University Climate</b>	Conduct a University-wide climate study	<b>Fall 2010</b> <u>Responsible Office(s):</u> CDO, Office of Institutional Research
	Use the results of this climate study to frame and direct future action on diversity and inclusion	<b>Fall 2010</b> <u>Responsible Office(s):</u> CDO, Office of Institutional Research
	Establish University-wide expectation and responsibility to improve University climate for underrepresented and targeted communities from the greater Fredericksburg area	<b>July 2010</b> - Initiate an annual community-wide events/open campus day for the community, with an emphasis on inviting underrepresented and targeted communities. The events will include opportunities for student and faculty/staff recruitment. <b>January 2011</b> - Monitoring of underrepresented and targeted communities' perception of the University on an ongoing basis by meeting with community leaders and conducting informal surveys <b>July 2011</b> - Active publicity of University-wide events to underrepresented and targeted communities as measured by a survey of underrepresented and targeted groups/citizens <u>Responsible Office(s):</u> President, CDO, Enrollment and Communication, University Relations

	<p>Continually educate employees to reinforce the University's commitment to diversity and inclusion</p>	<p><b>Fall 2009</b> - Institute on line learning labs in D&amp;I-related subject areas and completion certificates for employees  <b>Fall 2009</b> – Institute D&amp;I training for all Residence Assistants  <b>Spring 2010</b> – Institute diversity and inclusion training program for all faculty  <b>Fall 2010</b> - Institute D&amp;I presentation at new employee orientation  <b>Summer 2010</b> - Post resources on the Diversity Council/AAEEO Webpage  <b>Summer 2009</b> -Update and redistribute Respectful Workplace materials  <u>Responsible Office(s):</u> CDO, Office of Human Resources, AAEEEO, Diversity Council, Student Affairs</p>
	<p>Continually educate the University community on diversity and inclusion</p>	<p><b>Fall 2010</b> – Expand D&amp;I training for incoming students  <u>Responsible Office(s):</u> Student Affairs</p>
<p><b>III. Recruit, develop and retain diverse student, faculty and staff populations</b></p>	<p>Increase the enrollment of students from underrepresented and targeted groups on each campus of the University of Mary Washington</p>	<p><b>Fall 2009</b> Research and determine the appropriate enrollment benchmarks for students in specific underrepresented populations for the University. Consider high school graduation rates among specific populations, enrollment patters at peer institutions and availability of transfer students from the Virginia Community College System to set goals  <b>Spring 2010</b> Develop an institutional recruitment plan to achieve benchmarks  <b>Fall 2010</b> Expand staffing and geographic region for the Rappahannock Scholars Program as outlined in our SCHEV objectives  <u>Responsible Office(s):</u> Enrollment and Communication</p>

	<p>Establish University-wide expectation and responsibility to enhance recruitment of underrepresented and targeted students</p>	<p><b>Fall 2009</b> - initiate University-wide student recruitment updates  <b>Fall 2010</b> - initiate partnerships with departments and offices for recruitment activities and support  <u>Responsible Office(s):</u> Enrollment and Communication</p>
	<p>Enhance the academic success of underrepresented and targeted students through improved GPAs, retention rates and graduation rates.</p>	<p><b>Summer 2010</b> - Conduct a comprehensive analysis of the academic success of students from underrepresented and targeted communities, including GPAs, retention rates and graduation rates by underrepresented and targeted groups and gender.  <b>Fall 2010</b> - Develop and implement a comprehensive strategy for addressing the academic success of students from underrepresented and targeted communities with the appropriate resources  <b>Fall 2011</b> - Achieve goal that cumulative GPA of students from underrepresented and targeted communities, by the completion of their sophomore year, will be on par with that of the general student body  <b>Fall 2012</b> - Achieve goal that retention rate for students from underrepresented and targeted communities will be on par with retention rates for the general student body  <b>Fall 2014</b> - Achieve goal that graduation rate for students from underrepresented and targeted communities will be on par with the graduation rates for the general student body  <b>Ongoing</b> - Expand scholarship and financial aid programs for students from underrepresented and targeted communities  <u>Responsible Office(s):</u> ODE, Institutional Research, Ac</p>

	<p>Recruit community members from underrepresented and targeted communities as adjunct faculty</p>	<p><b>July 2010</b> - Develop partnerships with at least three (3) professional minority groups in the community and with at least three (3) other local organizations to identify and recruit minority group members to serve as adjunct faculty members and Freshman Seminar Instructors  <b>July 2011</b> - Recruit at least two (2) adjunct faculty members and at least two (2) First-Year Seminar Instructors from the local minority community  <u>Responsible Office(s)</u>: Provost, Human Resources</p>
	<p>Increase recruitment and retention of underrepresented and targeted faculty, administrative faculty and staff</p>	<p><b>Summer 2009</b> - Establish recruitment goals for faculty from underrepresented and target groups based on annual Survey of Earned Doctorates  <b>Summer 2009</b>- Adopt new search procedures for A/P Faculty  <b>Summer 2009</b>- Adopt best practices for diversity hiring for classified employee recruitment                  Continue development and posting of best practices for diversity recruitment/provide associated training for search committees  <b>Fall 2009</b> - establish employee network groups  <b>July 2010</b> - send University representatives to recruit at annual Southern Regional Education Board (SREB) conference  <b>Fall 2010</b> - establish employee mentoring program  <u>Responsible Office(s)</u> Office of Human Resources/AEEEO, Provost, Executive Staff</p>
	<p>Recognize employees who champion diversity and inclusion</p>	<p><b>Fall 2010</b> - Establish periodic University-wide individual and team awards protocol for faculty and staff  <u>Responsible Office(s)</u> Office of Human Resources/AEEEO, Provost</p>



	Develop a Fellows program for visiting faculty from underrepresented and targeted groups	<b>Spring 2010</b> <u>Responsible Office(s):</u> ODE, Provost
	Develop a peer mentoring program for students from underrepresented and targeted groups	<b>Fall 2009</b> <u>Responsible Office(s):</u> Student Affairs
	Conduct a disparate impact review of policies/procedures on underrepresented and targeted students	<b>July 2011</b> - initiate annual statistical review of disparate impact of policies/procedures on students from underrepresented and targeted groups, with a strategy to address any significant findings. <u>Responsible Office(s):</u> ODE, Institutional Research, Provost
	Conduct a disparate impact review of policies/procedures on underrepresented and targeted faculty and staff	<b>July 2011</b> - initiate annual statistical review of disparate impact of policies/procedures on faculty and staff from underrepresented and targeted groups, with a strategy to address any significant findings. <u>Responsible Office(s):</u> ODE, Institutional Research, Human Resources/AEEO
	Create a comprehensive professional development and support program for all staff and administration	<b>Fall 2009</b> - Register all employees for Commonwealth's Knowledge Center <b>Fall 2011</b> - Require and fund at least 1 PD activity per employee annually <b>Fall 2011</b> - Institute Leadership Development Program <u>Responsible Office(s)-</u> Office of Human Resources, Executive Staff

<p><b>IV. Develop internal and external collaborations and partnerships</b></p>	<p>Increase development and support of pre-college initiatives for underrepresented and targeted students</p>	<p><b>Fall 2011</b> - expand James Farmer Scholars Program by inviting two additional counties to participate  <b>Fall 2011</b> - Increase the number of James Farmer Scholars Program participants entering UMW increases by three (3)  <b>Fall 2011</b> - University engages professional consultant identify and seek external (Federal included) funding for pre-college programs  <b>Fall 2011</b> - University successfully competes for, and receives, a grant for the Upward Bound Program and one additional pre-college program  <b>Fall 2011</b> - Develop a formal partnership with at least three (3) external pre-college programs with a collective total of at least 100 students from underrepresented and targeted groups who have been identified as potentially eligible for admission and who are actively exposed to and recruited by UMW  <b>Fall 2011</b> - University will provide at least five (5) student volunteers/tutors and at least three (3) work study students to assist the identified pre-college programs  <b>Fall 2012</b> - Office of Admissions offers assistance to at least four (4) programs and initiatives of local school systems (or programs that serve them) that provide support  <b>Fall 2012</b> - University Development Office should set a  <b>Ongoing</b> - expand support for James Farmer Scholars P</p>
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	<p>Develop partnerships to address socio-economic disparities among local underrepresented and targeted groups</p>	<p><b>July 2011</b> - Address the research, identification and prioritization of social and economic disparities  <b>December 2011</b> - Partner with public and private organizations whose missions are directly related  <b>July 2012</b> - Secure and create research opportunities for both faculty and students to address specific disparities among underrepresented and targeted groups in the community  <b>July 2012</b> - initiate annual goal of at least 6 students to participate in volunteer activities/ internships that address socioeconomic disparities  <b>December 2012</b> - Identify programmatic and research grants as well as funding from individuals, organizations, foundations and the state and federal government  <u>Responsible Office(s):</u> ODE, Provost, University Relations</p>
	<p>Develop a procurement strategy from underrepresented and targeted groups</p>	<p><b>July 2011</b> - Develop comprehensive goals for doing business with minority vendors to ensure its target of exceeding the state's goals by 5%. Suggested tactics would include:  o The University shall solicit at least one quote from DMBE-Certified Minority- or Women-Owned firms for purchases less than \$_____  o The University shall solicit at least two quotations from DMBE-Certified Minority- or Women-Owned firms for purchases between \$ _____ and \$ _____.  o The University shall solicit at least four quotations from DMBE-Certified Minority- or Women-Owned firms for purchases less than \$ _____.  <u>Responsible Office(s):</u> Business and Finance</p>

	<p>Increase the University's presence in minority community by promoting faculty and staff service to Fredericksburg community</p>	<p><b>July 2014</b> - Implement a physical program in the minority community. Post-implementation: outcome measures compared to goals for various indicators, including # of faculty/staff volunteers; # of job referrals derived from community site; and \$ raised for this community initiative  <u>Responsible Office(s):</u> President, CDO, University Relations</p>
	<p>Increase the University's presence in minority community by promoting student service to Fredericksburg community</p>	<p><b>July 2011</b> - Implement a physical program in the minority community. Post-implementation: outcome measures compared to goals for various indicators, including # of student volunteers; # of student volunteer hours; # of interns; # of Work-Study job placements; # of job referrals from community site; and \$ raised for this community initiative.  <u>Responsible Office(s):</u> CDO, Student Affairs</p>
	<p>Establish a community scholars program in collaboration with targeted communities</p>	<p><b>Fall 2010</b>  <u>Responsible Office(s):</u> CDO, Provost</p>
	<p>Develop collaborations and partnerships with local community on issues of diversity and inclusion</p>	<p><b>July 2011</b> - Implement a Community Resources Diversity program  <b>July 2011</b> -Develop at least two (2) graduate level courses in Diversity and Inclusion  <b>Fall 2012</b> - Sponsor of at least two (2) annual seminars or a Certificate Program on Diversity and Inclusion  <b>January 2012</b> - The College and CPGS will sponsor at least one (1) graduate internship each year in the area of Diversity and Inclusion  <u>Responsible Office(s):</u> CDO, Provost</p>
	<p>Ensure underrepresented and targeted group representation from local community on University appointed boards and programs that include community representation</p>	<p><b>July 2011</b> - Underrepresented and targeted group representation from the community on 100% of the University committees and programs that include community members  <u>Responsible Office(s):</u> President</p>

<b>V. Enhance diversity in the curriculum</b>	Adopt expectation that major programs state in course catalog how they prepare students for success in a diverse and interconnected world	<b>June 2010</b> - adoption by departments for inclusion in the 10-11 Catalog <u>Responsible Office(s):</u> ODE, Provost
	Develop and support a minor in social justice	<b>Fall 2010</b> - <u>Responsible Office(s):</u> ODE, Provost
	Allow study of American Sign Language to satisfy foreign language requirement	<b>June 2010</b> - adoption by departments for inclusion in the 10-11 Catalog <u>Responsible Office(s):</u> ODE, Provost
	Develop and support an interdisciplinary major in diversity and inclusion	<b>Fall 2010 or Spring 2011</b> - process is this order: 1. proposal written by collaborating departments (since we don't have an interdisciplinary program) 2. approval by curriculum cttee 3. approval by the BOV (April 2011 meeting) 4. approval by SCHEV <u>Responsible Office(s):</u> ODE, Provost
	Augment existing international studies programs	<b>Fall 2010</b> - establish a one-credit ESL lab experience for academic support <b>Ongoing</b> - review of international programs, and increased funding and support to meet their growth demands <u>Responsible Office(s):</u> ODE, Provost, <u>International Academic Services</u>
	Explore options for the development and support of other diversity and inclusion-related programs (such as a minor or certificate program in Disability Studies)	<b>Spring 2011</b> - ODE conducts review <u>Responsible Office(s):</u> ODE, Provost
	Encourage and support pedagogy and course delivery that is sensitive to/informed by D&I-related perspectives (such as that associated with Universal Design for Instruction/Learning)	<b>Fall 2011</b> - provide faculty training in Universal Design <u>Responsible Office(s):</u> ODE, Provost, Office of Disabilities Services

## **DRAFT**

### **UMW STATEMENT ON DIVERSITY AND INCLUSION**

*The University of Mary Washington strives to create a climate of acceptance and will promote the values of diversity and inclusiveness. These values strengthen our community and are essential to our academic mission and institutional excellence.*

*The University of Mary Washington values diversity in all forms— including diversity of age, culture, disability, economic background, ethnicity, gender, gender identity and expression, marital status, national origin, opinion, political affiliation, race, religious background, sexual orientation and veteran status.*

*The University of Mary Washington recognizes its responsibility to be a model of fairness and equal opportunity, providing intellectual and institutional leadership regarding diversity issues and initiatives.*

*As a public university in the Commonwealth of Virginia, the University of Mary Washington embraces its obligation to provide educational opportunities to broader communities found locally, nationally, and globally, and to then reflect the diversity of peoples, backgrounds, and experiences in the student body, faculty, administration and staff.*

*The University is committed to providing broad administrative, programmatic and academic support to achieve its institutional goals for diversity.*

*The University seeks to prepare students from all backgrounds and identities to live, work and thrive in a global society.*

*The University seeks to provide a welcoming and inclusive environment of mutual respect for students, faculty, staff and community members of all backgrounds and identities.*

*The University of Mary Washington recognizes that the adoption of this Value Statement is the responsibility of the entire University community. To ensure the successful implementation of the statement, the University is committed to a system of responsibility, accountability, and recognition for all faculty, staff and students that carries out the institutional values on diversity and inclusion and all related goals and objectives.*

## **The President's Community Advisory Committee on Diversity Recommendations for the Strategic Plan**

**Committee Background:** The President's Community Advisory Committee on Diversity (The Committee) serves as a resource to the University of Mary Washington (UMW) President and Administration on issues relative to the University and the minority community. The Committee has served four presidents (including Acting President Hurley) and is comprised of a diverse group of minority citizens of the greater Fredericksburg region, including professionals in the fields of higher education, secondary education and administration, the ministry, business, real estate, government and law. Most of the members have had close relationships with the University in the past, and include parents of UMW alumni, parents of James Farmer Scholars alumni, a former adjunct faculty member, board members of the James Farmer Scholars Program, volunteers with the former Upward Bound Program, and members of the Board of Visitors (past and present).

**Committee's Role in the Strategic Planning Process:** The Committee was invited to assume an active role in the University Strategic Planning Process as contributors to the Diversity and Inclusion Strategic Plan Subcommittee. Three members of The Committee were appointed to the Strategic Plan Subcommittee, namely Roger Braxton, Jr., Elizabeth Manzano and Clarence Robinson.

The Committee was asked to review and comment on President Hample's plans for Diversity and Inclusion initiatives as set forth in her State of the University speech as well as "Other Elements of the Strategic Plan on Diversity and Inclusion" as included on the Strategic Planning Committee's Planning Document (Planning Document). Additionally, The Committee was asked to make recommendations for the inclusion of any other pertinent issues that had not been identified by the Diversity and Inclusion Subcommittee.

**Committee's Process for Developing Recommendations for Strategic Plan:** The Committee reviewed the Diversity and Inclusion Subcommittee's Planning Document. Members also reviewed the Diversity and Inclusion strategy websites for the University of Virginia, Virginia Commonwealth University and Virginia Tech as recommended by the Planning Document. Lastly, The Committee reviewed the Draft of the UMW Statement on Institutional Values on Diversity and Inclusion (Value Statement).

Upon completion of the above reviews, The Committee took the following actions:

- Identified recommended additions to the Value Statement based on issues that were not included or that could enhance the Statement. The Committee chose to make

recommendations that would support the overarching goal of the Value Statement and not attempt to change its overall theme.

- Focused its recommendations to the Strategic Plan on community-related issues on Diversity consistent with its role as a liaison to the minority community.
- Identified issues that could complement those outlined in President Hample's statement to the University and those that were included on the Strategic Planning Subcommittee's Planning Document in addition to any other pertinent issues that had not been identified.
- Tested the reasonableness of the proposed recommendations by comparing them with the Diversity and Inclusion strategies of other colleges and universities, especially those of the University of Virginia, Virginia Commonwealth University and Virginia Tech.
- Tested the proposed recommendations' alignment with the Institutional Values on Diversity and Inclusion by identifying the specific value(s) that each recommendation addressed. This became the criterion for assessing fit with the University's overall strategy.

The Committee acknowledged that although it had access to many resources, internally and externally, to complete its work, it was somewhat hampered by the lack of a Campus Climate Survey of the University community (as the University of Virginia and Virginia Tech conducted of its community as part of its strategy), the results of which would have provided it with a better understanding of the campus view of and receptivity to Diversity and Inclusion. Therefore, The Committee recommends that the University undergo such a survey to determine the climate for Diversity and Inclusion on the campus. These results will be instrumental in assisting the University in implementing its overall Diversity Strategy by identifying the potential challenges as well as opportunities. It also will be instrumental in determining Diversity and Inclusion education/training needs for the University community.

The Committee acknowledges that it is challenged in making truly comprehensive recommendations because its members are not full-time members of the University community. However, input from The Committee members' perspective affords the University a unique opportunity to gain a broader assessment of the Diversity needs of the University.

The recommendations of The Committee, the corresponding value statement(s), and rationale are presented below for the Strategic Plan Subcommittee's review. In addition, Suggested Objectives/Tactics for the Recommendations under The Community Section (Part II) are included for the Subcommittee to consider in its development of the final goals and the appropriate measures.

To ensure the success of the UMW Diversity and Inclusion Strategy, The Committee is committed to providing appropriate support to achieve the goals and objectives. The Committee, collectively and individually, is willing to serve in an advisory or support capacity to assist the identified sponsors of each goal.



## **I. RECOMMENDATIONS ON THE DRAFT UMW STATEMENT OF INSTITUTIONAL VALUES ON DIVERSITY AND INCLUSION**

**A. Recommendation – Inclusion of “Community Members” in Value Statement:** The Committee recommends the addition of “community members” to the statement in Paragraph #7 to reflect the following: *“The University seeks to provide a welcoming and inclusive environment of mutual respect for students, faculty, staff and community members of all backgrounds and identities.”*

**Rationale:** UMW recognizes that community members are important elements of the University community. As a public University supported by taxpayers, the inclusion of community members in the statement is very important to indicate that UMW considers the public as important stakeholders. Furthermore, it is as important to state that a welcoming and inclusive environment of mutual respect is provided for community just as it is for the Values Statement to acknowledge the expectation of the University to provide the same for students, faculty and staff.

**B. Recommendation – Inclusion of “Accountability of Faculty/Staff and Students” as a Value:** The Committee recommends that the following statement be added to the Draft Statement as Paragraph #8: *The University of Mary Washington recognizes that the adoption of this Value Statement is the responsibility of the entire University community. To ensure the successful implementation of the statement, the University is committed to ensuring that all faculty, staff and students are held accountable to actively carrying out the institutional values on diversity and inclusion and all related goals and objectives.*

**Rationale:** The Committee believes that the Value Statement should include a statement that stresses the importance of accountability in ensuring its successful implementation and ultimately, the implementation of the Diversity and Inclusion component of the University Strategic Plan. Accountability for faculty, staff, and students (the ultimate implementers of the Values Statement) will enhance responsibility and commitment. Without accountability, the Committee believes that University-wide acceptance is less likely to occur as many of the goals and objectives of the Plan may not be widely endorsed or welcomed by all of the University community.

## II. RECOMMENDATIONS CONCERNING COMMUNITY-RELATED ISSUES ON DIVERSITY AND INCLUSION

- A. **Recommendation** – **Expansion of UMW website to include community accessible Diversity and Inclusion site:** To provide greater access for the minority community to Diversity and Inclusion programs and initiatives on the UMW campus and to inform the general and University communities of such events and ongoing initiatives, the University shall create and advertise a community accessible Diversity and Inclusion site on the UMW website. The site shall inform the user of programs, events, and special class sessions on Diversity and Inclusion as well as provide links to UMW-related news articles, scholarly works by faculty, electronic documents, podcasts and other communication on these topics. It shall have links to and from local websites, including fredericksburg.com as well as the websites of local minority organizations. The site shall be hosted by the Office of the Vice President for Diversity and Inclusion, and it shall have the capability of communicating to targeted audiences based on demographics or specific fields of interest. *(Supports Value Statement #7)*

**Rationale:** The University provides an extensive offering of academic and cultural programs on a variety of topics on Diversity and Inclusion that are open to the public. In addition, faculty and staff often produce scholarly works or host forums/seminars on various topics that address similar topics. However, the general public, particularly the minority community, often is not aware of these programs, especially if they are offered by departments other than the James Farmer Multicultural Center. Likewise, the minority and general community often are not aware of the work done by or sponsored by faculty members on Diversity and Inclusion issues.

The development of a Diversity and Inclusion site of the UMW website that would be both available and well publicized to the general public would greatly enhance community awareness and facilitate access to these important University programs and services. In addition to publicizing events and providing access to UMW faculty members' scholarly works, the site should include minutes of the meetings of the various internal and external committees that address Diversity and Inclusion.

### **SUGGESTED OBJECTIVES/TACTICS:**

- The Office of the Vice President for Diversity and Inclusion, in concert with the Information Technology Department, shall develop a website on University Diversity and Inclusion programs, services and initiatives that is community accessible and linked to and from local websites, including those of minority community organizations.

- The University Public Relations and Marketing Office shall promote the website to the minority community on a continuous basis.
- The Office of the Vice President for Diversity and Inclusion shall evaluate the website’s effectiveness within the minority community on an ongoing basis by measuring hits per prescribed period of time and conducting surveys in the minority community.

**B. Recommendation – Development of University physical presence in minority community:**

To enhance relationships with the minority community, the University shall seek to establish an active physical presence in the community that provides opportunity for outreach by students, faculty and staff while also enhancing service learning initiatives, similar to those created by other colleges and universities (e.g. The Community House at Princeton University.) This recommendation can be accomplished by creating a presence in an existing facility in the community. (*Supports Value Statements #4 and #7.*)

**Rationale:** UMW is a major citizen of the community with a wealth of resources that can empower and enrich the quality of life in the minority community which often lacks appropriate access to the University. These resources include students who need opportunities to volunteer or to broaden their learning outside of the classroom by providing educational, cultural and recreational programs. Many of them are actively engaged in UMW’s *Community Outreach and Resources (COAR)* whose mission includes reference to “continually striving to find solutions to problems that challenge the community.”

Likewise, faculty and staff members can also serve as a tremendous resource for assisting residents and to respond to identified community needs. Community participants in these programs can also be brought to campus to further enhance their academic and cultural exposure and experiences.

Community relationships can be developed with ongoing programs currently sponsored by local organizations such as The Bragg Hill Family Life Center, Olde Forge Junction and Greater Washington Boys & Girls Club – Fredericksburg Branch. The relationships can become mutually beneficial as UMW could benefit from new recruiting sources for students and staff while also developing other valuable partnerships. The University would also benefit from the favorable Public Relations which could improve overall community-campus (“Town-Gown”) relations.

**SUGGESTED OBJECTIVES/TACTICS**

- The James Farmer Center for Multicultural Affairs shall lead the initiative to identify community-based initiatives where the University can partner and create a physical presence in a minority community.

- COAR shall develop ongoing volunteer opportunities for students to serve the identified program.
- The Office of Financial Aid shall identify Work-Study opportunities to place students in meaningful jobs for the identified program site.
- The School of Graduate and Professional Studies shall provide student support and interns to identify opportunities to serve the program and to address specific issues.
- Academic programs such as the Education Department shall identify opportunities to serve the members of the partner organization with volunteer students and faculty who can create programs to address identified issues.
- The UMW Foundation shall seek individual, organizational and governmental sources of funding to support the University sponsored initiative.

**C. Recommendation – Increased development and support of Pre-college Initiatives for Minority Students:** To ensure more substantial numbers of well-prepared student applicants from minority and underserved communities, UMW shall increase its support of programs that assist these students during their secondary school careers. UMW shall examine methods and resources that can enhance further its longstanding commitment to the James Farmer Scholars Program to attract even more local students to enroll at the University. UMW shall also continue its efforts at attracting federal and foundation funded programs that meet this goal as well (e.g. Upward Bound, TREO). The effort shall be coordinated and include partnerships with feeder programs that can provide a pipeline of eligible candidates for admission as well. (*Supports Value Statement #4*)

**Rationale:** One of the most effective ways to ensure that UMW is able to attract significantly more well-prepared minority students is to support the development of more ongoing partnerships with school systems and feeder programs both locally and across the Commonwealth. Such programs can often be the first and only experiences that many of these students have with a college or university during their high school experiences, and UMW should capitalize on the further development of these unique relationships.

In addition to its support of the James Farmer Scholar Program, the University has supported such initiatives in the past; but some have ceased because of the elimination of external funding (e.g. Upward Bound) and others have ceased for unknown reasons (e.g. the program for minority students of Fairfax County Schools). The University should explore ways to enhance the remaining programs to ensure that the student participants have stronger relationships and positive experiences with the University such that they will be more inclined to apply and enroll. There are funding sources that support such initiatives on college campuses, and there may be current and potential UMW donors who may have an interest in funding such programs.

#### **SUGGESTED OBJECTIVES/TACTICS**

- An evaluation of the James Farmer Scholar Program shall be completed by *(a specified date)* to identify opportunities to be included in a strategy that shall be implemented to enhance further its effectiveness in preparing minority students for college and more specifically, for the University of Mary Washington.
- The Office of *(Department to be identified by the University)* shall engage professional support in its quest for federal funding for pre-college programs. The University shall successfully compete for and receive a grant for the Upward Bound Program and one additional pre-college program by *(a specified date)*. *(Note: Is there another way to measure success if a grant is not awarded because of limited funds such as a certain score in the evaluation process or receiving a certain type of designation that enables the institution to compete for a grant?)*
- The Office of *(Department to be identified by the University)* shall develop a formal partnership with at least three external precollege programs with a collective total of at least ### minority students who have been identified as potentially eligible for admission and who are actively exposed to and recruited by UMW.

- The Dean of the Faculty shall identify support services and resources that can be provided to the identified programs and partnerships to enhance their ability to meet their respective missions of better equipping minority students for success in institutions of higher learning.
- The Office of Volunteer Services and The Office of Financial Aid shall provide support to identified programs in the form of student volunteers and Work Study students.
- The Office of Admissions shall actively seek to offer assistance to programs and initiatives of local school systems (or programs that serve them) that provide support to minority students in their quest for a college education.
- The UMW Foundation shall actively seek to identify individual, organizational or governmental funding to support precollege programs for minority students.

**D. Recommendation – Development of community collaborations and partnerships on**

**Diversity and Inclusion:** To become the premier resource for diversity and inclusion education and training for the region, the University shall develop external collaborations and partnerships with local and regional organizations to build capacity for extending diversity and multicultural education and related research to the greater community, businesses, local governments and other public organizations. *(Supports Value Statement #3.)*

**Rationale:** As a public funded university of the Commonwealth of Virginia and a major corporate citizen, UMW historically has recognized that it has an obligation to serve its local communities which are important stakeholders. As the UMW develops and implements its Diversity Strategy, it can become a local think tank on the issues of Diversity and Inclusion that would be accessible to local and regional organizations that are developing their own Diversity initiatives as many of these organizations may not have the resources to secure external services. Becoming the premier regional resource on Diversity and Inclusion would also ensure that UMW is kept apprised of and implement the most current "teachings" on the subject.

**SUGGESTED OBJECTIVES/TACTICS**

- Through the Office of the Vice President of Diversity and Inclusion and in concert with other appropriate departments, the University shall develop a Community Resources Diversity Program that will be marketed to local public and private organizations to provide assistance in the development of diversity programs and initiatives.

- The Office of the Vice President of Diversity and Inclusion shall sponsor seminars and workshops at least once a year for public and private organizations across the region that feature UMW faculty as well as external experts.
- The College of Graduate and Professional Studies shall develop courses, or if appropriate, a certificate program, in Diversity Management to be offered to enrolled students as well as local businesses and organizations.
- Internships in Diversity and Inclusion shall be made available to undergraduate and graduate students through the Community Resources Diversity Program.

**E. Recommendation – Development of partnerships to address socioeconomic disparities among local ethnic groups.**

To reduce identified disparities among minority group members in the community, UMW shall seek to develop partnerships with local, state and national organizations and initiatives. Leadership for these partnerships shall be provided by appropriate faculty and staff and may be supported by students in service learning initiatives. (*Supports Value #3* ).

***Rationale:*** UMW is the preeminent academic institution of higher learning in the region. Likewise, it is a nationally ranked institution noted for its high caliber faculty and staff who are often engaged in research and scholarly pursuits on issues that impact our greater society. Such outstanding resources should be employed within our local community along with other major partners to address societal issues such as disparities in specific indicators among various ethnic groups (e.g. academic achievement, college readiness, language proficiency, business development, economic well being).

Students should be encouraged to participate in these partnerships and initiatives that would enhance their learning experiences as they encounter practical applications of their academic studies as the community becomes an external classroom and real world laboratory. This is also consistent with the University’s goal of preparing students to thrive in a global society.

The collective efforts that address the identified disparities will help to empower and enrich the lives of minority community members.

**SUGGESTED OBJECTIVES/TACTICS**

- An interdisciplinary committee or an assigned University department shall be tasked with researching, identifying and prioritizing social and economic disparities that UMW shall seek to address with the support of faculty, staff and students.

- To address specific disparities, The University shall partner with both public and private organizations whose missions are directly related to the specific issue.
- The University shall seek research opportunities for both faculty and students to address specific disparities among minority groups in the community.
- The UMW Foundation and other appropriate departments shall identify programmatic and research grants as well as funding from individuals, organizations, foundations and the state and federal government.

**F. Recommendation – Appointment of minority citizens on community boards and programs.**

To ensure that there is minority representation in University community affairs, the University shall seek to ensure diversity and inclusion in all of its committees and programs that include community members. (For example, The President’s Advisory Council does not include minority members.) *(Supports Value Statements #4 and #7.)*

**Rationale:** The University has sought minority input to the President and the Administration through The President’s Advisory Committee on Diversity over the years. However, The Committee should not be the only vehicle for minority community participation in University affairs. It is critical that there is minority participation representative of the community’s population on all UMW community committees and programs that include community members. Without minority membership, these committees will lack valuable diverse perspectives.

**SUGGESTED OBJECTIVES/TACTICS**

- The University shall implement a University-wide policy that all committees and councils with community membership shall ensure minority participation representative of the community’s minority population.

**G. Recommendation – Recruitment of minority community members as adjunct faculty.** To increase the number of minority faculty that students encounter during their UMW studies and ensure a more diverse academic experience, the University shall recruit qualified minority community members as adjunct faculty or visiting lecturers for courses. In addition, the University shall recruit minority persons from the community as instructors for Freshman Seminars. *(Supports Value Statements #2 and #3 ).*



**Rationale:** The University recognizes the value of a diverse faculty, and is committed to increasing the number of minority faculty members. The Committee recognizes some of the challenges the University may be facing in recruiting minority faculty members. To address this challenge and to meet its goals, The Committee believes that the University must think beyond traditional sources to identify potential faculty candidates.

There are many minority community members who are qualified to teach at the college level, including former college faculty members as well as others who have extensive academic and professional training and experiences. Freshman Seminars present another potential opportunity for local minority group members, including persons who have been recognized for their expertise at the state, national and international levels, to provide instruction to UMW students.

**SUGGESTED OBJECTIVES/TACTICS**

- The University shall partner with professional minority groups in the community and with other institutions to identify and recruit minority group members to serve as adjunct faculty members.
- The University shall partner with professional minority groups in the community to identify Freshman Seminar instructors and potential course offerings.

**H. Recommendation – Improvement of campus climate for local minority community:** To provide a welcoming and inclusive environment of mutual respect for community members, the University shall seek to improve the overall campus climate as a welcoming environment for the entire community, including diverse segments of the population. (*Supports Value Statement #7.*)

**Rationale:** In recent years, the University has sought to reach out more to the minority community on occasion. However, The Committee feels that the University may not be perceived as very welcoming to many members of the minority community because of the past when the campus did not openly welcome minority citizens. Creating a more welcoming environment will enhance the University's ability to recruit and retain local faculty, staff and students. As a public university financed by taxpayers, it is imperative that the campus be viewed as welcoming and inclusive.

**SUGGESTED OBJECTIVES/TACTICS**

- The University shall sponsor annual community-wide events/open campus days for the community, with an emphasis on inviting minority groups. The events will include opportunities for student and faculty/staff recruitment.
- UMW shall actively publicize University-wide events to minority groups.
- The University shall monitor minority community perception of the University on an ongoing basis by meeting with community leaders and conducting informal surveys.

**I. Recommendation – Development of a minority procurement strategy.** To demonstrate its commitment to the goal of nondiscrimination, The University shall set a voluntary target of exceeding by 5% the state procurement goal for doing business with small, women-owned, and minority-owned (SWAM) firms who must compete equally with majority firms and be able to provide UMW with quality goods and services at competitive prices. These goals shall be included for purchases that might fall outside of the state guidelines as well. The goal shall be accomplished with outreach to minority vendors and requirements that quotations from minority vendors are received for all major purchases. *(Supports Value Statement #3).*

**Rationale:** The University has a goal of nondiscrimination in all of its relationships with its stakeholders. Vendors are important stakeholders in its economic relationships and in the purchasing of goods and services. The Commonwealth of Virginia has established guidelines for procurement with minority vendors which serve as the minimally accepted goals. UMW should reach beyond these targets.

**SUGGESTED OBJECTIVES/TACTICS**

- The University shall notify the Virginia Department of Minority Business Enterprise (VDMBE) of all new *Invitations for Bid* and *Requests for Proposal* to ensure that SWAM firms are aware of potential business opportunities with UMW.
- The University shall develop comprehensive goals for doing business with minority vendors to ensure its target of exceeding the state’s goals by 5%. Suggested tactics would include:
  - The University shall solicit at least one quote from DMBE-Certified Minority- or Women-Owned firms for purchases less than \$ \_\_\_\_\_.
  - The University shall solicit at least two quotations from DMBE-Certified Minority- or Women-Owned firms for purchases between \$ \_\_\_\_\_ and \$ \_\_\_\_\_.
  - The University shall solicit at least four quotations from DMBE-Certified Minority- or Women-Owned firms for purchases less than \$ \_\_\_\_\_.

### III. RECOMMENDATIONS ON GENERAL ISSUES NOT INCLUDED ON THE “UMW 2009 STRATEGIC PLANNING ON DIVERSITY AND INCLUSION AND INCLUSION PLANNING DOCUMENT”

*(Please note that with the exception of Recommendation E, The Committee did not offer “Suggested Objectives/Tactics” as were offered in above section that addressed the Community Related Recommendations. It was the consensus of The Committee that the Diversity and Inclusion Subcommittee was better postured to identify Objectives and Tactics for the Recommendations that follow below.)*

- A. **Recommendation – Assessment of the University’s Diversity Initiatives:** In an effort to assess the University’s current Diversity initiatives and to measure the University community’s views on Diversity, UMW shall complete an external assessment of its Diversity initiatives, including a Campus Climate Survey of faculty, staff and students.

**Rationale:** The University has instituted a number of Diversity and Inclusion initiatives. However, there has never been an assessment of the University’s initiatives. Conducting an external assessment using national benchmarks and/or best practices for higher education would be valuable for identifying gaps in programs/services and opportunities. It would also enable the University to determine the “quantity and quality” of current initiatives relative to other colleges and universities while also identifying potential gaps and opportunities.

In addition, the Campus Climate Survey would provide an opportunity to assess the opinions of faculty, staff and students on issues pertaining to Diversity and Inclusion. Such data and information would be valuable in determining what the campus community’s educational needs are as well as the appropriate approaches for implementing the recommendations of the Subcommittee.

- B. **Recommendation – Diversity and Inclusion education of the University community:** To ensure a common understanding of the concept of Diversity and Inclusion and university-wide acceptance and adoption of the overall diversity strategy, the University must ensure that all members of the University community understand UMW’s definition of the concept and the importance and value of diversity and inclusion at all levels through ongoing education, dialogue and communication. *(Supports Value Statements #1 and #5.)*

**Rationale:** Although the University has developed some Diversity initiatives, institution-wide Diversity and Inclusion are relatively novel concepts for the University. Some faculty and staff may be familiar with the concepts associated with Diversity and Inclusion. However, The Committee is concerned that many of the related concepts may be construed differently by individuals based on their prior experiences. To ensure that the entire University community understands UMW’s definition of the terms, there must be ongoing education, dialogue and communication which will also help to foster more university-wide acceptance and adoption of the overall diversity strategy.

**C. Recommendation – Review of potential disparate impact of policies and procedures on minorities:** To ensure that there is not a disparate impact on members of minority faculty, staff and students, the University shall periodically review all policies, procedures and programs to ensure that they are equitable and do not have a more negative impact on members of minority groups, including students, faculty and staff members. (For example, The Committee recommends an annual review of the Honor Council to ensure that its proceedings do not have a disparate impact on minority students or other identified subgroups of the University community.) *(Supports Value Statement #3.)*

**Rationale:** The University is firmly committed to ensuring that the institution promotes “a model of fairness and equal opportunity.” Despite the well-intentioned efforts of the University, there may be policies, procedures and programs that, by default, may have a disparate impact on minority group members, including faculty, staff and students. To ensure the desired fairness, it may be necessary to review and evaluate institutional policies and procedures periodically.

**D. Recommendation – Enhancement of Diversity and Inclusion in Curriculum and Pedagogy:** To ensure that the University prepares all students of all backgrounds and identities to live, work and thrive in a global society, the University shall ensure that the curriculum shall reflect Diversity and Inclusion and ensure that all students successfully complete at least one course that incorporate multicultural perspectives. *(Supports Value Statement #6)*

**Rationale:** As a nationally ranked University, one of the goals of UMW is to prepare its students to succeed in a global society. In order to achieve this goal, the University must ensure that the curriculum and course offerings are reflective of diversity at every level, including Freshman Seminars. Academic courses must be offered that will expose students to new ideas and concepts that may equip them with knowledge that may challenge pre-existing prejudices and stereotypes. Furthermore, it would be safe to assume that most students have academic backgrounds prior to UMW that have not included extensive multicultural studies. Therefore, each student should enroll in at least one course that meets UMW established requirements for multicultural education.

**E. Recommendation – Enhancement of the academic success of minority students through improved GPAs, retention rates and graduation rates.** To ensure the academic success of minority students at UMW, the University shall monitor and establish GPA, retention and graduation goals for minority students. To support the established goal, UMW shall develop, implement and provide resources for a university-wide strategy for supporting the academic success of minority students. (*Supports Value Statement #6.*)

***Rationale:*** Many colleges and universities with high minority student retention rates have implemented programs and services to ensure their success. The University should review the successful strategies of these institutions to determine appropriate models for UMW. In addition to UMW’s successful Summer Transition Program, the University should consider providing other support systems, including ongoing academic support, peer mentoring, and faculty mentors for students. Ultimately a desirable goal could be for the University to become one of the public institutions with the highest graduation rates in the country for minority students, an honor that the University of Virginia has held over the years.

**SUGGESTED OBJECTIVES/TACTICS**

- (This shall be done before adopting any specific goals.) The Office of \_\_\_\_\_ shall conduct a comprehensive analysis of the academic success of minority students, including GPAs, retention rates and graduation rates by minority group and gender.
- The \_\_\_\_\_ shall develop and implement a comprehensive strategy for addressing the academic success of minority students and shall provide the appropriate resources.
- The cumulative GPA of minority students by the completion of their sophomore year shall be \_\_\_\_\_ by \_\_\_\_\_.
- The retention rate for minority students shall increase to \_\_\_\_\_ by \_\_\_\_\_.
- UMW shall be recognized as one of the leading public institutions in the country because its graduation rate for minority students shall increase to \_\_\_\_\_ by \_\_\_\_\_.

**F. Recommendation – Improvement of minority faculty and staff retention:** To ensure the success of minority faculty and staff, the University shall develop and implement a university-wide strategy for retaining underrepresented and minority faculty and staff members. (*Supports Value Statement #5.*)

**Rationale:** As the University develops its strategy for recruiting minority faculty and staff, adequate resources should be made available. To ensure the success of these recruited staff members and to optimize the University's return on its investment UMW must develop a retention strategy that will include professional development, mentoring and other support services intended to enhance the professional and personal quality of life for the faculty and staff.

**G. Recommendation –Improvement of the University climate for minority students:** To ensure that the University provides an environment that is welcoming to the minority student community, deliberate efforts shall be made to develop and implement social activities and programs designed to improve the University climate for minority students. Addressing this issue shall be an enhancement to the recruiting of minority students. *(Supports Value Statement #7.)*

**Rationale:** Student life is an important part of the overall college student experience. Minority students at predominately white colleges often face social isolation and disappointment with the social life, particularly when the campus is not in close proximity to other more integrated campuses. Furthermore, fraternity and sorority activities on campus (or in close proximity) are very important for many African-American college students, even those who choose not to become members of Greek organizations. To address this minority student concern, UMW must actively seek creative means for developing a social environment that is welcoming to minority students to ensure that they have a favorable quality of life.

**H. Recommendation – Development of accountability of Faculty/Staff for Diversity Goals:** To provide accountability to ensure that the goals and objectives of the overall diversity and inclusion strategy are implemented University-wide, the University shall include annual specific and measurable goals and objectives relative to Diversity in the performance appraisals for all faculty and staff. *(Supports Value Statement #5 and Proposed Value Statement #8).*

**Rationale:** UMW takes tremendous pride in the accomplishments of its faculty and staff who are committed and responsible members of the University community. Accountability at every level for faculty and staff will be imperative to ensure institution-wide adoption of the Diversity and Inclusion components of the Strategy Plan. Without clearly articulated and measureable goals and objectives, it will be difficult for a comprehensive strategy to be effectively implemented. Furthermore, each faculty and staff member must understand that it is his/her responsibility to ensure the successful implementation of the strategy. Therefore, clearly articulated and mutually agreed upon goals and objectives for Diversity and Inclusion will become a part of the University appraisal evaluation tool for all faculty and staff. This accountability ensures responsibility, and ultimately, greater commitment to the overall University goals.