



ONE VIRGINIA

Many Virginians: One Commonwealth



Governor's Office of Diversity, Equity, and Inclusion

STRATEGIC PLAN FOR INCLUSIVE EXCELLENCE

Higher Education
2021 – 2025

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Foreword

In collaboration with the Governor’s Office of Diversity, Equity, and Inclusion (ODEI), the Department of Human Resource Management (DHRM) is proud to support the *ONE Virginia Plan* focused on advancing inclusive excellence across the entire Commonwealth, including our institutions of higher education.

This plan outlines the priorities and goals of the Commonwealth as we cultivate and promote a diverse, equitable, and inclusive culture where students, faculty, staff, and administrators feel welcomed and empowered. DHRM recognizes that the goals outlined in the *ONE Virginia Plan* are ambitious; however, we are confident that if we all work together, we will get the job done.

Virginia’s state government and institutions of higher learning must reflect the Commonwealth’s broader diversity. Diversity in our leadership, faculty, staff, and student bodies provides a powerful and measurable dynamic by tapping into differing values and ways of thinking. Diversity improves our effectiveness and productivity because it fosters creative thinking and demands that we all “stretch” our minds as we develop a roadmap for the outcomes we aim to achieve. The state has recognized the power of diversity in providing a richer educational and personal growth experience for our students. We are therefore, committed to ensuring that the leadership, faculty, staff, and student bodies of Virginia’s state-supported institutions of higher education reflect individuals from a range of cultures, religions, races, ethnicities, and valuable differences that are defined by gender, age, sexual orientation, ability, geographic location, origin, and education, among others.

The critical work of our state-supported institutions of higher learning is made possible by their ability to attract and retain diverse talent in their leadership, faculty, and staff that reflects the diversity of the students they serve. Therefore, on behalf of the DHRM team, we charge all leaders in higher education to adopt the *ONE Virginia Plan* and subsequent *Principles of Community* to create an engaged faculty and staff that leverages diversity as a strength, cultivates and supports an inclusive climate and culture, and works in pursuit of programs, policies and practices that hold each institution accountable for expanded access, success, and overall inclusive excellence. We ask for the commitment of every public college and university to embark on this mission of advancing Virginia’s higher education system toward increased engagement, unification, and innovation. It is only through our collective efforts that we will make the Commonwealth of Virginia a model of inclusive excellence, kindness, and respect.

Emily S. Elliott
Director, Department of Human Resource Management

Preface

As the Commonwealth's inaugural Chief Diversity Officer (CDO), it is my esteemed honor to present the *ONE Virginia Plan*.

What follows is a description of why this historic initiative is necessary, how the *ONE Virginia Plan* was created, who served on the executive steering team to create the plan, and a description of the *ONE Virginia Plan* to advance diversity and inclusive excellence across the Commonwealth of Virginia.

Inequity is rooted in America's foundation. Accordingly, Virginia's history is replete with unrelenting, pervasive structural racism starting with the extermination of its Indigenous community, the chattel enslavement of Africans, racialization of immigration, citizenship and religion, exclusion of individuals with disabilities, and progressing to government-sanctioned oppression of generations of Black Americans and other historically underrepresented populations. The framework of scientific racism was used to justify these egregious acts.

American institutions of racial domination have evolved from slavery and segregation to punitive, exploitative, and unjust systems of housing, education, labor markets, criminal justice, and more. White supremacy emerged early on to justify racism and racial violence. With the introduction of chattel slavery in 1619 in the Commonwealth of Virginia, the majority of the Black experience in America has been that of legalized slavery and Jim Crow laws, which systematically denied opportunities for an entire race and subjected generations of individuals, families, and communities to hardships and disadvantages in every area of life.

In the 400+ years since, a plethora of laws and policies have been established to create a caste-like racial hierarchy system that limited the rights and freedoms of Black and Indigenous people, and People of Color (BIPOC). Adjacent is a timeline of racist laws and policies that existed in the Commonwealth. Such state-sanctioned, manufactured hierarchies or acts of violence (e.g., lynching, Massive Resistance, discriminatory lending practices of the 20th century known as "redlining," intentional discrimination in state government, unfair policing, etc.) exist at the intersection of white supremacy and de facto hegemony, which continue to permeate Virginia and all of its systems today.

Examples of Racist and Inequitable Policies

At one time, Virginia laws indicated that freed Blacks were not welcome in the Commonwealth and also threatened them with enslavement if they remained.

1619: The "first 20 and odd enslaved Africans" arrived at present-day Fort Monroe in Hampton, Virginia.

1691: The Virginia General Assembly made it illegal for any "white" man or woman to marry a "Negro or Indian" person.

1790: U.S. Congress enacted the Naturalization Act of 1790, restricting naturalization to "white persons," and laying the foundation for racially defined immigration and citizenship policies restricting immigration from non-European nations.

1862: President Lincoln signed into law the Homestead Act granting Americans 160-acre plots of public land for the price of a small filing fee, and forcing Indigenous populations to be displaced from their ancestral lands onto reservations to make way for homesteaders.

1865: White lawmakers enacted a series of laws known as "Black Codes" to ensure that cheap Black labor would be accessible following the abolition of slavery. They criminalized vagrancy and transformed misdemeanors like petty theft into felonies.

1924: The Virginia General Assembly enacted the Racial Integrity Act. The act reinforced racial segregation by prohibiting interracial marriage and classifying as "white" a person "who has no trace whatsoever of any blood other than Caucasian."

The Honorable Dr. Janice Underwood, Ph.D.
Chief Diversity Officer of the Commonwealth
Office of the Governor

1934: The Federal Housing Administration and related programs made it possible for millions of average white Americans to own a home for the first time. The U.S. government established a national neighborhood appraisal system, explicitly tying mortgage eligibility to race, a policy known today as “redlining.”

1935: The Social Security Act specifically exempted two occupations from coverage: farmworkers and domestics, both largely non-white.

The repercussions of historical racism (including but not limited to continued discrimination against BIPOC, people with disabilities, women, the LGBTQ+ community, immigrant communities, and religious minorities) along with limited access to healthcare, healthy food, clean water and air; reduced life expectancy; increased rates of lead poisoning, and higher rates of infant mortality for BIPOC demonstrate the current impact of racism.

In 2007, the Commonwealth of Virginia formally apologized for its role in slavery. In 2019, Virginia acknowledged the 400th anniversary of the arrival of the first enslaved Africans to Old Pointe Comfort, now Ft. Monroe, in Hampton, Virginia. Together, in 2020, Virginia policymakers and legislators championed a journey toward truth and racial reconciliation and a new, more culturally affirming Commonwealth by advancing unprecedented equity-focused laws, which gave localities authority over Confederate war memorials; removed discriminatory language from the *Acts of Assembly*; established Juneteenth as a paid state holiday; expanded access to the ballot box by allowing early voting without a stated “excuse”; eliminated Lee-Jackson Day in favor of making Election Day a paid state holiday; provided driving privileges for undocumented immigrants; enacted the *Virginia Values Act*—making Virginia the first state in the South to enact comprehensive protections for the LGBTQ+ community—created a commission to study the impact of slavery in Virginia; established the Office of New Americans (ONA); and signed into law a historic equity agenda, which included making the



Chief Diversity Officer position a permanent, cabinet-level position for every future Governor’s administration.

Specifically, House Bill 394 and the Code of Virginia indicate that the Director of DE&I, also referred to as the Chief Diversity Officer, shall:

- (i) develop a sustainable framework to promote inclusive practices across state government;
- (ii) implement a measurable, strategic plan to address systemic inequities in state government practices; and
- (iii) facilitate methods to turn feedback and suggestions from state employees, external stakeholders, and community leaders into concrete equity policy.

As a result of this authority and the historical antecedents that make this initiative necessary, the Governor's Office of Diversity, Equity, and Inclusion (ODEI) has collaboratively created the *ONE Virginia Plan* as a guide for our statewide effort to prioritize increased diversity, the advancement of inclusive excellence, and a return on investment for these reforms across the Commonwealth of Virginia and its state-supported agencies, institutions of higher learning, and K-12 schools. The *ONE Virginia Plan* is also intended to serve as a model for other public and private sector organizations that we encourage to voluntarily partner with us.

This plan was developed in collaboration with the Virginia Department of Human Resource Management (DHRM) which served on an interdisciplinary volunteer executive steering team that intentionally sought public input from stakeholders all around the state. Together, the steering team created an Online Toolkit for use by state agencies, institutions of higher learning,

K-12 schools, and other stakeholders across the state to collectively measure five broad goals that advance diversity and inclusive excellence.

The ONE Virginia Plan positions the state as a national leader...

The *ONE Virginia Plan* positions the state as a national leader in building a statewide strategy to advance DE&I through changes in our services, systems, and operations. The intent behind the *ONE Virginia Plan* is to use the Inclusive Excellence framework to disrupt longstanding injustice and inequity, and create sustainable change, innovation, and productivity across state government and other sectors of the Commonwealth. Inclusive excellence gives Virginia a business advantage and makes it a more attractive place to live, learn, work, and play.

The sample implementation plan (and other resources in the Online Toolkit) provides a roadmap for institutions of higher learning to meet the shared goals of the *ONE Virginia* vision and mission.

Therefore, it is with great enthusiasm that I present the *ONE Virginia Plan* and its supplemental tools to help the Commonwealth of Virginia and its state-supported agencies, institutions of higher education, K-12 schools, and other public and private sector organizations, achieve visible progress in diversity, equity, and inclusive excellence.



The Honorable Dr. Janice Underwood, Ph.D.
Chief Diversity Officer of the Commonwealth
Office of the Governor

The Executive Steering Team



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Executive Summary

The *ONE Virginia Plan* for diversity, equity, and inclusive excellence charges all public colleges and universities to join in changing the face of our higher education system to better reflect the diversity of our Commonwealth. Transforming the culture of our colleges and universities and shifting them to inclusive educational facilities requires time, commitment, and the participation of each and every student, faculty member, staff member, and administrator to achieve their highest potential and to contribute to the *ONE Virginia* mission for inclusive excellence in higher education.

This statewide *ONE Virginia Plan* outlines steps to uphold the Governor's Executive Order One and its commitment to fostering a culture of inclusion, diversity, and mutual respect for all Virginians, as well as Executive Order Forty-Seven and its goal of expanding opportunities for Virginians with disabilities. The *ONE Virginia Plan* complements the State Council of Higher Education for Virginia (SCHEV) plan and its goals of equity, affordability, and transformation. This plan incorporates recommendations from stakeholders and thought

leaders with backgrounds and experience in the fields of equal employment opportunity (EEO), policy, and diversity, equity, and inclusion (DE&I).

The Governor's Executive Order One directs all State appointing authorities and other management principles to take affirmative measures, as determined by the Director of the Department of Human Resource Management, to emphasize the recruitment of qualified minorities, women, individuals with disabilities, and older Virginians to serve at all levels of state government. Therefore, *ONE Virginia* provides a shared path and creates alignment with and accountability for the goals of Executive Order One, so that state agencies and institutions of higher education can approach DE&I efforts in a coordinated manner.

ONE Virginia directs appointed executives, university/college presidents, and agency leaders, directors, and managers to develop and implement DE&I action plans relevant to the focus of their agency, organization, or institution in accordance with statewide goals and objectives.

Executive Summary *continued*

The *ONE Virginia Plan* Goals for Higher Education are stated below.

1. Achieve and maintain a more diverse and inclusive undergraduate and graduate/professional student body, faculty, and staff
2. Create and sustain an organizational environment that affirms and respects diversity and employs inclusive practices throughout its daily operations
3. Engage students, faculty, staff, alumni, and the community in learning the varied perspectives of domestic and international diversity, equity, inclusion, and social justice
4. Create and sustain an institutional infrastructure that effectively supports progress and accountability in achieving DE&I goals
5. Leverage institutional philanthropy and community partnerships to improve outcomes in local and regional communities

The Steps Toward Inclusive Excellence (IE) will help institutions to achieve the aforementioned goals:

- ▶ Make an institutional commitment to Inclusive Excellence
- ▶ Assess your institution by analyzing its current policies, practices, and programs using the Continuum of Inclusive and Equitable Organizational Development
- ▶ Identify and prioritize root causes of systemic inequity and barriers to change
- ▶ Develop strategies to eliminate or mitigate root causes and barriers
 - ▶ Redesign practices and policies to address opportunity gaps
 - ▶ Create new programs; eliminate/redesign harmful or ineffective programs
- ▶ Monitor progress of DE&I efforts to ensure they remain integrated, intentional, and central to the core mission and functioning of an inclusive and equitable institution

The Online Toolkit is available on the ODEI website to facilitate each institution's implementation of the *ONE Virginia Plan* for Higher Education. In collaboration with ODEI, the Secretary of Education, and SCHEV, every leader is expected to fully leverage all of the online resources.

The contents of the Online Toolkit are listed below. The resources provided are adaptable and can be individualized for the needs of each institution.

- ▶ The *ONE Virginia Plan* for Higher Education (this document)
- ▶ PowerPoint presentation(s) describing the *ONE Virginia Plan* and associated metrics
- ▶ Sample metrics for institutions of higher education
- ▶ The Principles of Community (adaptable)
- ▶ SMART Goals Worksheet
- ▶ Sample Implementation Plan
- ▶ Resources for ongoing learning

Definitions and Abbreviations

It is important to have a shared vocabulary in the work of DE&I. Below is a short list of common terms and abbreviations used throughout this document, along with their meanings. A more comprehensive “Glossary of Terms” intended to advance education and awareness of institutional and structural racism and to assist in formulating appropriate language for any formal or informal conversations about race, racism, proposed executive action, or upcoming legislation is provided in the Online Toolkit.

BIPOC

Black, Indigenous, and People of Color

SCHEV

State Council of Higher Education
for Virginia

COVA

Commonwealth of Virginia

DEI / DE&I

Diversity, Equity, and Inclusion

DHRM

Department of Human
Resource Management

HBCU

Historically Black Colleges
and Universities

PWI

Predominantly White Institutions

MSI

Minority-Serving Institutions

HIS

Hispanic-Serving Institutions

Underrepresented

This term refers to populations that are disproportionately lower in number relative to their number in the national/state population.

Equity

The most important construct among DE&I, equity refers to the creation of opportunities for historically underrepresented populations to have equal access and equitable opportunity. Equity is also the process of maximizing the potential of all students, faculty, staff, and administrators in higher education by identifying and eliminating barriers such as historical discrimination and existing imbalances that prevent opportunities and success. Therefore, equity requires an institutional commitment that all students, faculty, staff, and administrators will be provided equitable access to opportunities, resources, and the ability to fully contribute to the institution’s mission and goals.

Diversity

Building diversity in our state-supported institutions of higher education is only a starting point. Diversity is defined broadly as all of the characteristics that make individuals unique. It is used to describe the various combinations of group/social differences (e.g., race/ethnicity, class, gender, gender identity, sexual orientation, country of origin, and ability, as well as cultural, political, religious and other affiliations) and human differences (e.g., personality, learning style, and life experiences).

Inclusion

The term inclusion is used to describe the active, intentional, and ongoing engagement with diverse people, practices, and communities (intellectual, social, cultural, geographical) in ways that increase one’s cultural affirmation and respect, content knowledge, cognitive sophistication, and empathetic understanding of the complex ways individuals interact with and within systems, organizations, and institutions. More importantly, genuine and full inclusion fosters a sense of belonging and respect for the differences and uniqueness that all individuals bring to the learning environment, without the impact of inequities.

Historical(ly)

This term refers to a 10-year or longer trend within a given department, agency, institution, organization, school, or state.

Office of New Americans

The Office of New Americans (ONA) was established within the Department of Social Services in 2020 and works in collaboration with the Office of Diversity, Equity, and Inclusion. The ONA is charged with the duty to implement a statewide strategy to promote the economic, linguistic, and civic integration of New Americans who choose to make their home in the Commonwealth.

Definitions and Abbreviations *continued*

Institutional Racism

The policies and practices within and across institutions that, intentionally or not, produce outcomes that chronically favor or place one racial group at a disadvantage. The overlapping and intersectionality of personal characteristics, including race, color, national origin, ethnicity, religion, gender, sex, sexual orientation, gender identity, and disability, determine the degree of disadvantage. Examples of institutional racism can be found in school disciplinary policies in which students of color are punished at much higher rates than their white counterparts; in the criminal justice system; and within many employment sectors where day-to-day operations, as well as hiring and firing practices, significantly impact workers of color in a negative manner.

Structural Racism

A system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing, ways to perpetuate racial group inequity. It identifies dimensions of our history and culture that have allowed privileges associated with “whiteness” and disadvantages associated with “color” to endure and adapt over time. Structural racism is not something that a few people or institutions choose to practice. Instead it has been a feature of the complex social, economic, and political systems in which we all exist.

Inclusive Excellence

Establishing a welcoming and productive community that engages all of its diversity in the service to an organization, for both internal and external stakeholders. It requires affirmation and respect for cultural, social, racial, religious, gender, and ability differences among the organization’s stakeholders. It includes organizational improvements in access/success, climate/culture, education/training, infrastructure/accountability, and community engagement. The Inclusive Excellence Framework is intended to be flexible enough to be “localized” within every state-supported institution, yet robust enough to retain the basic principles to foster collective impact.



Introduction

The implementation of *ONE Virginia* is a critical dimension of the Commonwealth of Virginia's pursuit of inclusive excellence and preeminence of Virginia's higher education system. It reflects the critical nature of having the needs of all students, faculty, staff, and administrators across colleges and universities represented. To achieve SCHEV's higher education goals of equity, affordability and transformation, the Commonwealth of Virginia (COVA) must be able to operationalize inclusive excellence and respond with a DE&I approach that is proactive, relevant, and progressive. Diversity goes beyond meeting government mandates and legal compliance; it is about recognizing that an organizational culture of empowerment and inclusion has a positive impact and return on investment with regard to performance, outcomes, and learning. Moreover, higher education must reflect our communities to best serve the Commonwealth.

For the Commonwealth of Virginia to be successful, each institution of higher education must have leaders who are committed to establishing a culture and climate that represents the Commonwealth's diversity and ensures that all members of its leadership, faculty, staff, and student body have equitable opportunities and feel included. It will be critical for leaders to formally assess their own biases and personal experiences in order to be able to listen, learn, and lead in these important efforts. They must be willing to exhibit exemplary leadership behaviors and implement the processes necessary for attaining both short- and long-term DE&I goals. An environment that encourages and provides ongoing learning opportunities that are designed to meet the needs of all individuals

will be important. There must also be formalized mechanisms of assessment so that leaders are held accountable for increasing and supporting diversity and making an inclusive environment an institutional priority. Successful equity reform will involve ongoing experimentation, assessment, and innovation, some of which will challenge historical policies and practices that have been barriers to achieving inclusive excellence.

DE&I Ambassadors, such as the college or university president, the institution's diversity officer, and/or members of the institution's diversity council will serve a leading role in promoting and fostering an organizational culture that values and supports DE&I. **But this work is everyone's work.** Applying DE&I considerations to every policy, practice, and program advanced by the institution requires the collaborative effort of its leaders, faculty, staff, students, and community. The role of the leadership is to stabilize the diverse environment so as to operationalize the *ONE Virginia* mission for inclusive excellence with all stakeholders.

Diversity is necessary to make any institution (and the Commonwealth overall) competitive by creating an environment that supports differences in opinions, ideas, and skill sets, and that also promotes the creativity and innovation, to propel the institution and the Commonwealth toward excellence.

As we strive to lead the nation in the critical work of DE&I, we must foster a community that values diversity, respects individuality, and creates and sustains an environment that supports experimentation and change.



Vision and Mission

Vision

The Governor's Office of Diversity, Equity, and Inclusion seeks to develop Virginia into an inclusive state where all people can live, learn, work, play, and thrive. Further, we seek a high-performing workforce that leverages diversity as a strength and strives for visible equity to empower all employees to deliver public service with inclusive excellence and cultural affirmation.

Mission

To positively impact organizational effectiveness by increasing diversity at all levels of leadership, fostering an inclusive and welcoming organizational culture, generating knowledge about diversity-led innovation, establishing a shared accountability for visible equity, and fostering genuine community engagement.

Steps Toward Inclusive Excellence

01.



Make an institutional commitment to Inclusive Excellence (IE)

- ▶ Include IE language in your institution's strategic plan
- ▶ Ensure IE is in every faculty and staff member's job description and performance evaluation
- ▶ Address IE at every meeting of the institution's students, faculty, staff, and administrators

02.



Assess your institution by analyzing its current policies, practices, and programs using the Continuum of Inclusive and Equitable Organizational Development

03.



Identify and prioritize root causes of systemic inequity and barriers to change

- ▶ List the causes and barriers, and order them from highest impact to lowest
- ▶ Come up with possible remedies and innovations
- ▶ Allow faculty, staff, and students at all levels to have input with regard to the causes and barriers, as well as remedies and innovations to address them

04.



Develop strategies to eliminate or mitigate root causes and barriers

- ▶ Redesign policies, practices, and programs to address opportunity gaps
- ▶ Create new programs; eliminate/redesign harmful or ineffective programs

05.



Monitor progress of DE&I efforts to ensure they remain integrated, intentional, and central to the core mission and functioning of an inclusive and equitable institution

- ▶ Report your progress quarterly to ODEI
- ▶ Provide ODEI with proposed solutions

Download the Online Toolkit

To facilitate the *Steps Toward Inclusive Excellence*, online resources in the form of a toolkit will be made available. In collaboration with ODEI, the Secretary of Education, and SCHEV, every leader is expected to fully leverage all of the online resources.

The contents of the Online Toolkit are adaptable and can be individualized for the needs of each institution. The Online Toolkit includes the resources listed below.



- + The *ONE Virginia Plan for Higher Education* (this document)
- + PowerPoint presentations describing the *ONE Virginia Plan* and metrics
- + Sample Metrics List
- + The Principles of Community
- + SMART Goal Worksheet
- + Sample Implementation Plan
- + Resources for ongoing learning



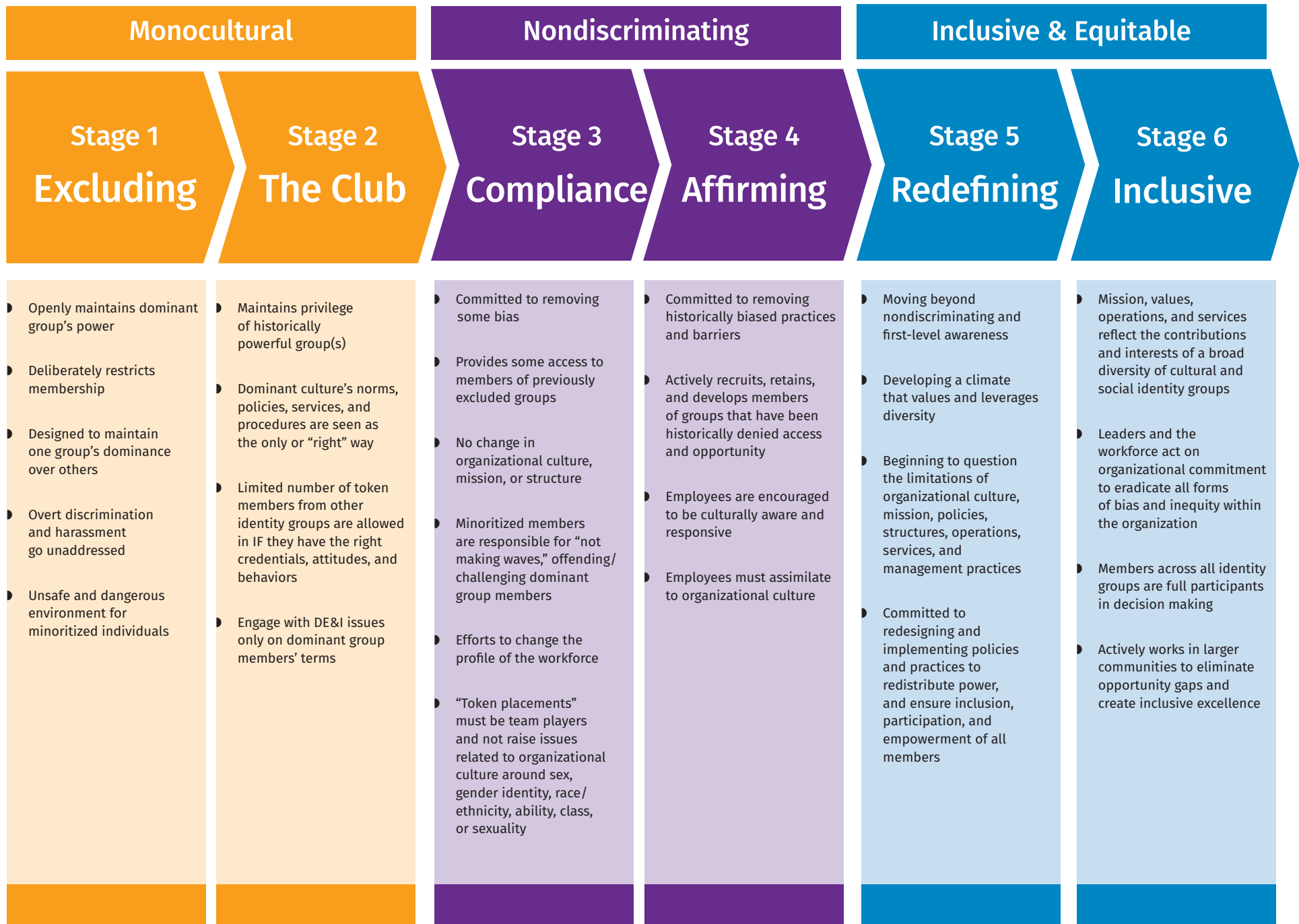
Assessing Your Institution

Where Are You With Diversity, Equity, and Inclusion?

To begin to institutionalize DE&I, we, as a Commonwealth, must first know where we are and where we want to be. The tool we have adopted to aid us in this assessment is *The Continuum of Inclusive and Equitable Organizational Development*, which is presented on the following page. The Governor's Office of Diversity, Equity, and Inclusion has set a broad goal to reach Stage 4 on the Continuum over the next five years.

Inclusive institutions seek and maintain diversity, equity, and inclusion; they regularly assess their organizational culture to ensure they employ diverse, equitable, and inclusive practices at all levels. Therefore, before we begin any work to implement an institution plan, the institution must evaluate—qualitatively and quantitatively—its practices, policies, and culture. *The Continuum of Inclusive and Equitable Organizational Development* provides an illustration for organizational development that ranges from “monocultural” to “inclusive and equitable.” This continuum will serve as our means of evaluating each institution and tracking its organizational growth and progress.

Continuum of Inclusive and Equitable Organizational Development



Adapted from Jackson, B.W. (2014). Theory and Practice of Multicultural Organizational Development. In the *NTL Handbook of Organizational Development and Change: Principle, Practices, and Perspectives*. Brenda B. Jones and Michael Brazzel (Eds.), pp.175-192.

The *ONE Virginia* Model of Inclusive Excellence

The *ONE Virginia Plan* leverages the model of Inclusive Excellence, adapted from the Association of American Colleges and Universities, to move institutions to Stage 4 and toward Stage 6 of the Continuum of Inclusive and Equitable Organizational Development shown on the previous page. During this journey, institutions will work to foster a sustainable and transformative culture that addresses subtle, overt, interpersonal, and formal discrimination.

The *ONE Virginia Model of Inclusive Excellence* is comprised of distinct dimensions, as depicted graphically and described in detail below. As a model, Inclusive Excellence is designed to help organizations integrate diversity and quality efforts. The Model is the foundation of the *ONE Virginia Plan*, as the Plan’s strategic goals and objectives for institutions are based in each of these dimensions, and are intended to incorporate diversity into the core of organizational functioning. Applying Inclusive Excellence concepts leads to an infusion of DE&I into an institution’s recruiting and hiring practices, its training, and its day-to-day structures and practices. Inclusive Excellence means an organization adopts cohesive, coherent, and collaborative integration of DE&I into the organizational pursuit of excellence.

Dimensions of Inclusive Excellence

The *ONE Virginia Model of Inclusive Excellence* is flexible and scalable and encourages state institutions of higher education to engage in intentional and systematic reflection and planning across all areas of their functioning. The five dimensions which comprise the model are as follows:

Access and Success: Access refers to the activities colleges and universities use to recruit students and hire faculty and staff from a broad range of human experience and ability. Success refers to the activities colleges and universities use to improve outcomes for students, faculty and staff.

Climate and Intergroup Relations: To nurture the diversity of perspectives and experiences that lead to inclusive excellence, schools must create an environment that is culturally affirming, and which integrates differing viewpoints and lived experiences.

Education and Training: Education, scholarship, and professional development enable students, faculty, and staff to develop the skills to collaborate, develop knowledge, create, and innovate.

Infrastructure and Accountability: Colleges and universities on the journey to Inclusive Excellence develop an infrastructure that supports and fully integrates its goals. This includes centering planning processes, policies, and practices on Inclusive Excellence.

Community Engagement: Colleges and universities deepen Inclusive Excellence when they engage their communities as anchors of equity.

The *ONE Virginia* Goals

A Guide to Implementing Inclusive Excellence in Higher Education

The goals below, and the objectives, strategies, and indicators detailed in the next several pages, guide the actions of appropriate institutional units, including senior leadership, in the delivery of goods, services, policies, and practices that advance DE&I. In implementing the *ONE Virginia Plan*, we will use the indicators for each of the dimensions of Inclusive Excellence to create an annual report to senior management and the CDO for the Commonwealth of Virginia. The report will include accomplishments, barriers, and plans for continued improvement.



GOAL 1

Access and Success: Achieve and maintain a more diverse and inclusive undergraduate and graduate/professional student body, faculty and staff, and administration.



GOAL 2

Climate and Intergroup Relations: Create and sustain an organizational environment that affirms and respects diversity and employs inclusive practices throughout its daily operations.



GOAL 3

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



GOAL 4

Infrastructure and Accountability: Create and sustain an institutional infrastructure that effectively supports progress and accountability in achieving DE&I goals.



GOAL 5

Community Engagement: Leverage institutional philanthropy and community partnerships to improve outcomes in local and regional communities.



GOAL 1

Access and Success: Achieve and maintain a more diverse and inclusive undergraduate and graduate/professional student body, faculty, and staff, and administration.

Access refers to the activities colleges and universities use to recruit students and hire faculty and staff from a broad range of human experience and ability. Success refers to the activities colleges and universities use to improve outcomes for students, faculty and staff.



Objective 1

Achieve increased undergraduate student enrollment from historically underrepresented and underserved populations



Possible Strategies

1. Assess, and (where needed) enhance existing gateway initiatives with the potential to make (college/university name) a preferred destination for precollege and transfer students from underrepresented and underserved populations
2. Implement new gateway initiatives with the potential to make (college/university name) a preferred destination for precollege and transfer students from underrepresented and underserved populations
3. Reduce yield rate gaps for admitted first-time college or transfer students from underrepresented and underserved populations
4. Engage multicultural alumni in marketing and student recruitment programs



Metrics and Indicators

(Data analysis collected and/or disaggregated by race/ethnicity, gender, income, geography, ability, religion, and LGBTQ+ status demographics, etc., where possible)

1. Number of gateway program participants enrolling
2. Yield rate for admitted first-time college and transfer students (including community college partnerships)
3. Undergraduate enrollment
4. Financial assistance funding
5. Social mobility measures



GOAL 1 *continued*

Access and Success: Achieve and maintain a more diverse and inclusive undergraduate and graduate/professional student body, faculty and staff, and administration.



Objective 2

Increase retention and academic success of historically underrepresented and underserved undergraduate students



Possible Strategies

1. Identify specific barriers to the academic progress and success of underrepresented and underserved undergraduates
2. Ensure broad participation of underrepresented and underserved undergraduates in research and experiential learning opportunities or other high-impact programs
3. Implement and assess the effectiveness of academic support and high-impact student success and mentorship programs to ensure efforts and outcomes are aligned with goals; identify opportunities for continuous improvement
4. Address the equitable student access of admission policies, procedures, and financial assistance (Free Application for Federal Student Aid [FAFSA], grants, scholarships, etc.).



Metrics and Indicators

(Data analysis collected and/or disaggregated by race/ethnicity, gender, income, geography, ability, religion, and LGBTQ+ status demographics, etc., where possible)

1. Attainment and completion rates
2. Participation rates in academic and social support programs
3. First- to second-year retention rates
4. Second- to third-year retention rates
5. Four- and six-year graduation rates
6. Results of program evaluation/assessments



GOAL 1 *continued*

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



Objective 3

Increase the recruitment and retention of diverse graduate and professional student bodies



Possible Strategies

1. Assess and enhance existing programs designed to recruit diverse graduate and professional student populations
2. Implement new programs to encourage underrepresented and underserved undergraduates to attend graduate/professional programs
3. Assess, enhance, or design new programs that provide academic support and professional development for underrepresented and underserved graduate students
4. Connect underrepresented and underserved graduate and professional students with faculty and alumni mentors



Metrics and Indicators

(Data analysis collected and/or disaggregated by race/ethnicity, gender, income, geography, ability, religion, and LGBTQ+ status demographics, etc., where possible)

1. Enrollment in graduate and professional programs
2. Degrees awarded
3. Assistantships and tuition waivers awarded
4. Placement rates in postdoctoral, faculty, and non-academic positions



GOAL 2

Climate and Intergroup Relations: Create and sustain an organizational environment that affirms and respects diversity and employs inclusive practices throughout its daily operations.

To nurture the diversity of perspectives and experiences that lead to inclusive excellence, schools must create an environment that is culturally affirming, and which integrates differing viewpoints and lived experiences.



Objective

Create and sustain a climate that is supportive, respectful, and that values and integrates differing perspectives and experiences



Possible Strategies

1. Use surveys and focus groups to periodically assess student, faculty and staff feedback related to the climate for diversity and inclusion
2. Create meaningful dialogue between and among groups that increases understanding of varied perspectives and the nature of social and economic inequalities
3. Educate the college/university community on the prevention of harassment, discrimination, and identity-based violence as well as related equity policies; promote productive ways to resolve conflict; effectively address concerns and complaints
4. Offer educational and celebratory events for students, faculty and staff, and the community that recognize, value, and honor diversity and promote inclusion; evaluate programs for their impact on climate for diversity and inclusion
5. Increase recognition programs that acknowledge contribution made to advance diversity, equity, and inclusion
6. Support physical spaces that serve multicultural, underrepresented, and underserved populations

7. Provide support programming for new Americans and other represented groups (Indigenous people, first generation college students, etc.) that inculcates a sense of belonging.



Metrics and Indicators

(Data analysis collected and/or disaggregated by race/ethnicity, gender, income, geography, ability, religion, and LGBTQ+ status demographics, etc., where possible)

1. Perceptions of climate for diversity and inclusion as measured by a climate survey, and other sources of information
2. Awareness and understanding of campus resources related to harassment, discrimination, and identity-based violence as measured by climate surveys and evaluations
3. Results of program evaluations designed to facilitate intergroup dialogue and trust
4. Triangulation of institutional results with national benchmarking instruments such as NSSE and COACHE



GOAL 3

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

Education, scholarship, and professional development enable students, faculty and staff to develop the skills to collaborate, develop knowledge, create, and innovate.



Objective 1

Offer courses, curricula, art/artistic events, and learning opportunities at the undergraduate, graduate, and professional levels that achieve DE&I learning goals



Possible Strategies

1. Offer courses, curricula, art/artistic events, and learning opportunities at the undergraduate, graduate, and professional levels that achieve DE&I learning goals
2. Establish incentives, provide learning experiences and resources for faculty, graduate students, and academic units to adapt existing courses and programs as needed
3. Develop opportunities that help faculty, staff, and instructional graduate students assess the achievement of DE&I learning outcomes in class or cocurricular activities
4. Hire faculty and staff with content expertise in areas of study that examine diverse identities and cultures
5. Build cocurricular opportunities for students to learn about diverse identities and cultures
6. Establish incentives for research conducted by undergraduates, graduate/professional students and faculty in areas related to diversity, equity, and inclusion
7. Provide multifaceted training and education for faculty, staff and students on “difficult dialogues” in various settings, e.g., classrooms, living environments, organizations, offices, etc.



Metrics and Indicators

(Data analysis collected and/or disaggregated by race/ethnicity, gender, income, geography, ability, religion, and LGBTQ+ status demographics, etc., where possible)

1. Participation of faculty, instructional graduate students, and staff in professional development programs related to curricular transformation, diversity, and inclusion
2. Student participation in cocurricular opportunities tied to inclusive excellence
3. Research output related to DE&I topics
4. Evaluation of programs related to inclusive teaching
5. Student participation in cocurricular opportunities related to DE&I
6. Self-reported improvement in knowledge and skill related to teaching and curricular development



GOAL 3

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

Education, scholarship, and professional development enable students, faculty and staff to develop the skills to collaborate, develop knowledge, create, and innovate.



Objective 2

Increase the multicultural competencies of faculty and staff



Possible Strategies

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



Metrics and Indicators

(Data analysis collected and/or disaggregated by race/ethnicity, gender, income, geography, ability, religion, and LGBTQ+ status demographics, etc., where possible)

1. Participation in professional development opportunities
2. Self-reported growth in awareness and competencies
3. Faculty and instructional graduate students' assessment of diversity-related learning goals



GOAL 4

Infrastructure and Accountability: Create and sustain an institutional infrastructure that effectively supports progress and accountability in achieving DE&I goals.

Colleges and universities on the journey to Inclusive Excellence develop an infrastructure that supports and fully integrates its goals. This includes centering planning processes, policies, and practices on Inclusive Excellence.



Objective 1

Develop a robust, empowered infrastructure to address longstanding institutional challenges and sustain the journey toward Inclusive Excellence



Possible Strategies

1. Establish a cabinet-level Vice President of Diversity or Provost of Diversity role that serves as a chief diversity officer (CDO) and reports directly to the chancellor or president
2. Incorporate DE&I interests into strategic planning and reporting efforts
3. Create campus and unit-level DE&I councils
4. Design processes to share resources and best practices across the institution
5. Incentivize collaboration across units
6. Create sustainable partnership between and/or among Historically Black Colleges and Universities (HBCU), Minority-Serving Institutions (MSI), Hispanic-Serving Institutions (HSI), Predominantly White Institutions (PWI), and community colleges for research, development, and mentorship



Metrics and Indicators

(Data analysis collected and/or disaggregated by race/ethnicity, gender, income, geography, ability, religion, and LGBTQ+ status demographics, etc., where possible)

1. Documentation of mission and scope for CDO and DE&I councils
2. Documented processes for reporting progress towards the *ONE Virginia* Goals
3. Evidence of DE&I integration into the campus and unit-level strategic plans
4. Use of shared resources and dispersion of best practices



GOAL 4

Infrastructure and Accountability: Create and sustain an institutional infrastructure that effectively supports progress and accountability in achieving DE&I goals.

Colleges and universities on the journey to Inclusive Excellence develop an infrastructure that supports and fully integrates its goals. This includes centering planning processes, policies, and practices on Inclusive Excellence.



Objective 2

Create a culture of evaluation and continuous improvement



Possible Strategies

1. Engage key leaders and stakeholders in analyzing disaggregated data and special studies to better understand and address longstanding challenges for underrepresented and underserved students, faculty and staff
2. Establish systems of reporting and accountability for sWAM procurement, faculty, staff, and student diversity, retention of diverse staff, and graduation rates
3. Evaluate internal policies, processes, and practices throughout the institution



Metrics and Indicators

(Data analysis collected and/or disaggregated by race/ethnicity, gender, income, geography, ability, religion, and LGBTQ+ status demographics, etc., where possible)

1. Annual reports from units go to the institution and Commonwealth CDO demonstrating progress towards the *ONE Virginia* Goals
2. Documentation of reporting processes
3. Work groups dedicated to analyzing disaggregated data related DE&I
4. Number of policies and processes evaluated and redesigned using an equity lens



GOAL 4

Infrastructure and Accountability: Create and sustain an institutional infrastructure that effectively supports progress and accountability in achieving DE&I goals.



Objective 3

Sustain and increase institution-wide efforts designed to amplify the potential to secure gifts, grants, and opportunities to advance the *ONE Virginia* Goals



Possible Strategies

1. Incorporate DE&I interests into philanthropic campaign efforts
2. Seek corporate and foundation support for key gateway and academic-support programs that serve women, international, underrepresented, and underserved populations, and those with diverse abilities
3. Engage students, faculty, staff, administrators, and alumni from the above groups in DE&I efforts



Metrics and Indicators

(Data analysis collected and/or disaggregated by race/ethnicity, gender, income, geography, ability, religion, and LGBTQ+ status demographics, etc., where possible)

1. Financial support for DE&I initiatives from fundraising efforts
2. Increased initiatives aimed at women and multicultural alumni cultivation
3. Dedicated full-time employees for the engagement of all students, faculty, staff, administrators, and alumni



GOAL 5

Community Engagement: Leverage institutional philanthropy and community partnerships to improve outcomes in local and regional communities.

Colleges and universities deepen Inclusive Excellence when they engage their communities as anchors of equity.



Objective 1

Evaluate and expand community engagement and partnerships to create collective impact with other community organizations



Possible Strategies

1. Conduct an audit of existing engagement and partnerships to determine how to best leverage the institution's resources to bring about the conditions of collective impact
2. Identify and build partnerships with community organizations



Metrics and Indicators

(Data analysis collected and/or disaggregated by race/ethnicity, gender, income, geography, ability, religion, and LGBTQ+ status demographics, etc., where possible)

1. Results of audit
2. Number and type of partnerships
3. Demonstrated impact of partnerships on community outcomes



Objective 2

Evaluate and increase philanthropy in support of DE&I



Possible Strategies

1. Conduct an audit of existing philanthropic efforts and make adjustments to further the DE&I goals in the community
2. Identify new philanthropic opportunities to further collective impact



Metrics and Indicators

(Data analysis collected and/or disaggregated by race/ethnicity, gender, income, geography, ability, religion, and LGBTQ+ status demographics, etc., where possible)

1. Results of audit
2. Dollars spent on DE&I-related philanthropy
3. Demonstrated impact of philanthropy on community outcomes

Conclusion

To enhance equitable opportunities for students, faculty, staff, administrators, and communities served, the Commonwealth must achieve inclusive excellence in the higher education system and operational and programmatic logistics across all institutions. Integrating and being accountable to a DE&I agenda within the strategic plan of an organization will solidify that achievement.

The *ONE Virginia Plan* for higher education will be successful only if everyone assumes responsibility and a role in our collective impact. Thus, if we embrace the *ONE Virginia* mission to increase diversity at all levels, foster an inclusive and welcoming organizational culture, generate organization-wide knowledge about diversity-led innovation, establish a shared accountability for visible equity, and foster genuine community engagement, then we will become a state where all people can live, learn, work, play, and thrive.



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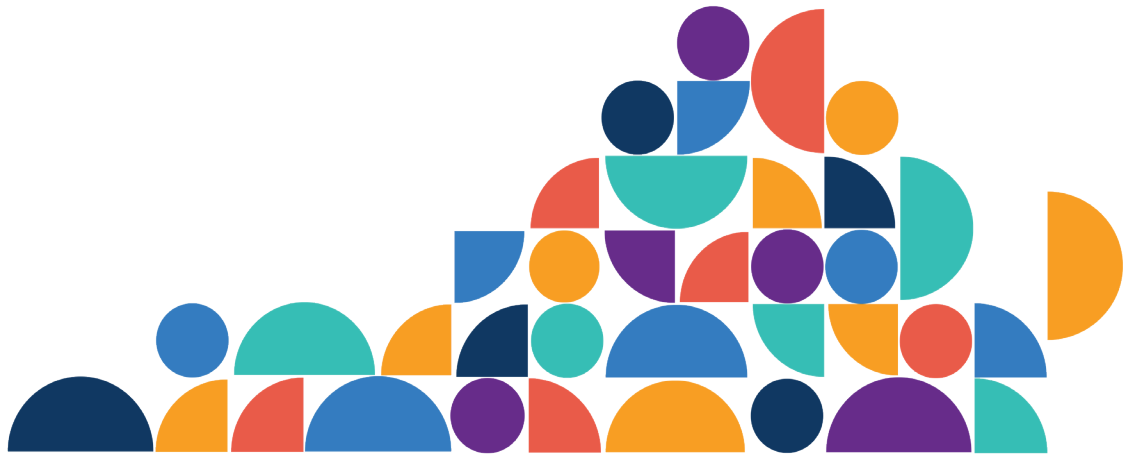
How to Adapt the *ONE Virginia Plan* to Your Institution

The following table provides an example of how to adapt the language of the *ONE Virginia Plan* for different institutions and organizations across the Commonwealth's public and private sectors.

	GOVERNMENT	NONPROFIT & BUSINESS	HIGHER EDUCATION	K-12
GOAL 1	Recruit, retain, and promote a more diverse workforce and leadership	Recruit, retain, and promote a more diverse workforce and leadership	<ol style="list-style-type: none"> 1. Recruit, retain, and promote a more diverse faculty, staff, and administration 2. Recruit a more diverse undergraduate, graduate, and professional student body 3. Eliminate opportunity gaps 	Recruit, retain, and promote a more diverse workforce and leadership Eliminate opportunity gaps for students at all levels
GOAL 2	Create an agency/department climate that promotes a strong sense of belonging for all members and constituents	Create a company/organizational climate that promotes a strong sense of belonging for all members and constituents	Create an institutional climate that promotes a strong sense of belonging for all students, faculty, staff, and administrators	Create a district-wide climate that promotes a strong sense of belonging for all families, students, and administrators
GOAL 3	Engage staff and administrators in developing cross-cultural competencies and varied perspectives of DE&I	Engage all staff, leadership and board members in developing cross-cultural competencies and varied perspectives of DE&I	<ol style="list-style-type: none"> 1. Engage all students, faculty, staff, and administrators in developing cross-cultural competencies 2. Implement diverse and inclusive curricular/cocurricular experiences 3. Support research that examines and provides solutions to opportunity gaps in our society 	Engage all staff and administrators in developing cross-cultural competencies and varied perspectives of DE&I Implement diverse, inclusive, and rigorous learning experiences for all students
GOAL 4	Build an agency/department infrastructure that establishes accountability, investment, and continuous improvement around the agency/department's DE&I goals	Build organizational infrastructure that establishes accountability, investment, and continuous improvement around the company/organization's DE&I goals	Build an institutional infrastructure that establishes accountability, investment, and continuous improvement around the college or university's DE&I goals	Build a district-wide infrastructure that establishes accountability, investment, and continuous improvement around the district's DE&I goals
GOAL 5	Develop new and redesign existing external partnerships to create collective impact around opportunity gaps related to the agency/department's mission	Develop new and redesign existing external partnerships to create collective impact around opportunity gaps related to the company/organization's mission	Develop new and redesign existing external partnerships for the college or university to serve as an anchor institution in its community	Develop new and redesign existing external partnerships to create collective impact around opportunity gaps in the larger community

The Planning Process





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