

## Introduction

On June 2, 2020, President Debbie Sydow appointed a 14-member task force on Racial Justice and Equity (RJ&E) to determine instances in which persistent inequities and lack of inclusiveness may have been carried out within each College department's policies, procedures, and structures. The task force enthusiastically accepted the President's charge and considered this historical work an honor as well as a gift to the campus. It undertook a year-long campus study, gathering data from both current and former faculty, staff, and students of color through the use of listening sessions and the Training Our Campus Against Racism (TOCAR) instrument. The task force examined whether learners of color feel equitably supported in the classroom and in their experiences of accessing and receiving academic support services. Finally, this study explored the impact on the retention and achievement of students of color these inequities may have had. Task force members provided semester updates on its study to RBC stakeholders and composed a final report with recommendations.

Implementing these recommendations at Richard Bland College would enable RBC to realize its vision as "an institution in the vanguard of learning-outcomes based liberal arts education" that serves as "a model for testing and applying outcomes-driven solutions in higher education" by institutionalizing anti-discriminatory actions underpinned by an *ethos* of inclusion to cultivate opportunity for all members of the campus community. The RJ&E Task Force proposed recommendations in three interrelated areas: Employee Training, College Policies, and College Operations. We believe that changes in these three areas will catalyze the larger cultural shift that would benefit RBC. The data revealed a need for training in the areas of personal biases, inclusion, and equity for RBC employees on all institutional levels.

The outcomes of the RJ&E Task Force Final Report will be realized as campus members follow the report's recommendations to establish grievance policies and systems of accountability to address forms of discrimination that exclude groups of individuals from the opportunity to grow, develop, and advance. Furthermore, the outcomes of the RJ&E Task Force Final Report will be realized as campus members follow the report's recommendations to establish grievance policies and systems of accountability to address forms of discrimination that exclude people from the opportunity to grow, develop, and advance in its learning and workplace communities.

*Post-Pandemic Lens of Inclusion:* Richard Bland College of William and Mary, has broadened its scope of inclusivity, encompassing not only the experiences of people of color on campus but also inclusion as it pertains to intellectual diversity, gender identity and sexuality, religion/spirituality, cultural and ethnic backgrounds, and beyond.

## Diversity & Inclusion Statement

Richard Bland College is dedicated to nurturing an institutional culture defined by inclusion, belonging, and opportunity. Our steadfast commitment lies in recognizing and harnessing the strength of diversity. We strive to foster an environment where

differences are not only acknowledged but also celebrated and embraced. Every member of the RBC family is committed to upholding a sense of fairness, justness, honesty, and integrity—prioritizing campus community needs, and embracing diversity. Through our collective efforts, we aim to unite, uplift, support, and propel our campus community forward by promoting the achievement, inclusion, and retention of both students and employees.

**Self-Assessment**

**Goals**

In Spring 2024, the administration of RBC reinstated the "Inclusive Excellence" committee, tasked with crafting a comprehensive strategic plan in response to the RJ&E final report. This committee has formulated the 1RBC Strategic Plan, centered around five strategic pillars:

- **Pillar 1** - Establishing processes, protocols, and spaces to ensure restorative justice and its principles of accountability, healing, and reconciliation.
- **Pillar 2** - Developing strategies to enhance diversity and inclusion among the college workforce, including faculty and staff.
- **Pillar 3** - Addressing student success equity gaps related to discipline, retention, graduation, persistence, and transfer.
- **Pillar 4** - Cultivating a deeper understanding of campus belonging and the lived experiences of the campus community.
- **Pillar 5** - Integrating ongoing diversity, equity, and inclusion training throughout the college.

**Strategies & Deliverables**

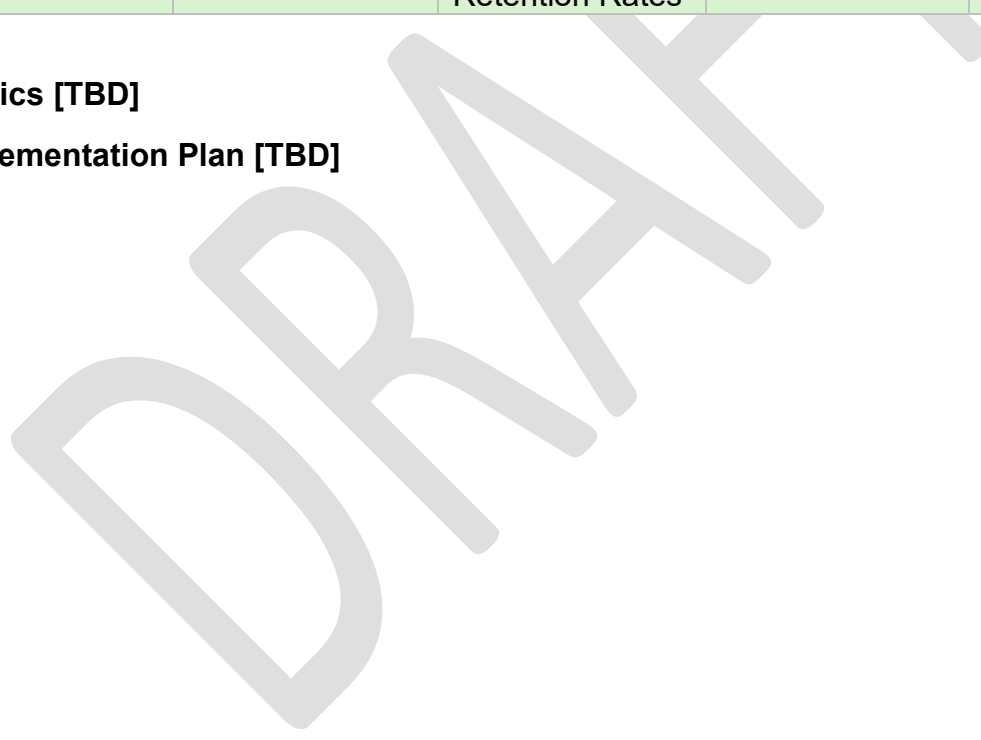
Pillar 1	Pillar 2	Pillar 3	Pillar 4	Pillar 5
Create a Bias Impact Response Program, Framework and Team	Development of an RBC Faculty Diversity Plan to Focus on Diversifying Teaching Faculty at the Institution	Launch a Multicultural Scholars Network focusing on the Advancement, Retention, and Graduation of Students of Minoritized Backgrounds.	Staff Focus Groups on Campus Belonging	Implement RBC Living Room Conversation Project

**Richard Bland College of William & Mary  
1RBC Strategic Plan Draft**

College Wide Review of Policies and Procedures Related to Anti Discrimination and Make Policy Recommendations	Development of Identity Based Employee Networks, Caucuses, and Coalitions	Conduct an External Review of Services, Practices, and Programs that Support Students from Diverse Backgrounds.	Implement TOCART Assessment for AY 25/26 Launch	Increased Educational and Cultural Programming for Diversity Observations
Campus Wide Training for Managers on Handling Bias Impact Incidents	Launch Survey on Experiences of Minority Faculty and Staff	Develop Programming and Support Services for Male Students of Color to Improve Graduation and Retention Rates	Student Belonging and Inclusion Survey for Spring 2025	Streamline Diversity, Equity, and Inclusion Training and Offerings

**Metrics [TBD]**

**Implementation Plan [TBD]**





# Richard Bland College

of WILLIAM & MARY

## **Inclusive Excellence Committee**

Chair: President's Designee(s)

Reports to: President's Council

### **Purpose and Charge**

*The purpose of the Inclusive Excellence Committee is to:*

- Foster an environment of diversity, equity, inclusion, access, and justice among students, faculty, and staff at Richard Bland College.
- Aims to identify and address systemic barriers to access and success for underrepresented groups at Richard Bland College.
- Promote a sense of belonging for all members of the campus community.
- Development of spaces that encourage intellectual diversity, constructive dialogue, and community conversation at Richard Bland College.
- Foster an environment of advocacy, awareness, cultural humility, and understanding through diversity education and training.
- Cultivate a campus culture where every individual feels valued, respected, and empowered to thrive at Richard Bland College.

### **Scope of Activities**

*The Institutional Effectiveness Committee will:*

- Develop and implement diversity training programs for students, faculty, and staff to promote diversity, equity, inclusions, cultural humility, and awareness.
- Facilitate dissemination of innovative approaches and best practices (developed internally and externally) to members of the campus community on matters related to inclusive excellence;
- Conduct assessments and surveys to gather feedback from the campus community on issues related to diversity and including and using this data to inform future initiatives and policies.

- Host programs, workshops, forums, group dialogue, and events that center topics around diversity, equity, culture, and inclusion for the entire campus community;
- Curate spaces for community hope and healing both proactively and reactively as response to global and national happenings
- Review data, assessment, and conduct research on key metrics around diversity and inclusion.
- Submit an annual report to the campus community and stakeholders outlining the college's efforts to promote a more inclusive environment and paints a story of both the college's and the inclusive excellence committee's efforts and impact.

**Membership:** Membership of the Committee will include: (1) representative from the Office of Student Success, (1) faculty representatives, (1) representative from the Office of Student Success, (1) College ADA Coordinator, (1) representatives from athletics, (1) representatives from the Department of Student Life, (1) representatives from the Department of Marketing and Communications, (1) representatives from Finance and Administration, and (1) student representative.

**Selection/Appointment of Members:** Faculty representatives are recommended by the Department Chairs to the appointed chair of the committee each spring for two-year terms and may serve no more than two consecutive terms on any one committee. Administrative representatives will be recommended by their department head each spring. The student representative will be recommended by the Student Assembly each spring. All members are appointed by the President.

**Meeting Frequency, Schedule, Location:** The Committee meets on a regular basis during the academic year, with additional meetings scheduled as needed. All meetings are open to the campus community.

**Communications, Recommendations and Reporting:** The Committee provides regular updates to the President's Council and, through one of its faculty representatives, to Faculty Assembly. Progress toward goals is updated and distributed to the campus through a biennial report and dashboard. Recommendations, including a summary of campus feedback collected and the process used for gathering the feedback, should be submitted to the Council at least one week prior to the meeting at which the Council is expected to review. All minutes and committee reports will be available to the campus community for review.

- Goal for this calendar year will be to develop an inclusive excellence plan in alignment with the College of William and Mary: <file:///C:/Users/ilucas/Downloads/school-of-business-inclusive-excellence-plan--2022--2023.pdf>