



## OFFICE OF DIVERSITY, OPPORTUNITY, & INCLUSION

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July 1, 2026

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In accordance with § 2.2-602(B) of the Code of Virginia, I respectfully submit the 2026 Workforce Development and Advancement Report for Virginia Military Institute (VMI).

The 2025-26 academic year was marked by a period of institutional transition. During this time, the Office of Diversity, Opportunity, and Inclusion focused on maintaining momentum in existing programs, strengthening partnerships, and supporting efforts across the Institute that contribute to employee engagement, leadership development, and community connection.

The enclosed report highlights workforce development and advancement efforts undertaken across VMI by departments including Human Resources, Academic Affairs, Physical Plant, the Office of Diversity, Opportunity, and Inclusion, cadet organizations, and community partners. It also identifies opportunities for continued improvement and outlines priorities for the coming year.

VMI remains committed to developing leaders of character, supporting employee success, and fostering an environment where cadets and employees can thrive. We welcome any feedback on this report and appreciate the Commonwealth's continued support of these efforts.

If you have questions, please contact me at [williamsba@vmi.edu](mailto:williamsba@vmi.edu).

Sincerely,

Briana Williams  
Chief Diversity Officer  
Virginia Military Institute

Enclosure: 2026 Workforce Development and Advancement Report

cc: Valarie Stores, Director of Human Resources  
Briana Williams, Chief Diversity Office



# Workforce Development & Advancement Report

FY 2025-26

## AGENCY OVERVIEW

Pursuant to § 2.2-602 of the Code of Virginia, Virginia Military Institute submits this annual report on workforce development and advancement efforts related to the Institute's Inclusive Excellence framework. The report highlights efforts across the Institute to support cadet development, strengthen the employee experience, and expand community engagement.

A period of institutional transition marked the 2025-26 academic year. Following the departure of Major General Cedric Wins '85 and a period of interim leadership, VMI appointed Lieutenant General David J. Furness '87, USMC (Ret.), as its 16th superintendent. During this transition, the Office of Diversity, Opportunity, & Inclusion (DOI) focused on maintaining momentum in existing programs, strengthening partnerships, and identifying opportunities for future growth rather than launching major new initiatives.

The efforts described in this report reflect contributions from departments and employees across VMI, including Human Resources, Academic Affairs, Physical Plant, the DOI Office, cadet organizations, and community partners. Together, these efforts support the Institute's commitment to developing leaders of character while fostering an environment where all employees and cadets can succeed.

The report also identifies opportunities for continued improvement. While departments made progress in areas such as employee support, language accessibility, leadership development, and community engagement, it was the Institute's subordinate departments that developed many of these initiatives rather than the Institute pushing them through a coordinated top-down approach. Strengthening connections among these efforts will help VMI build a more intentional approach to workforce development and organizational effectiveness across the entire institution in the years ahead.

## WORKFORCE DEVELOPMENT AND ADVANCEMENT EFFORTS

### I. Equal Employment Opportunity, Accessibility, and Employee Support

VMI continued efforts to support equal employment opportunity, accessibility, and employee success through initiatives led by Human Resources, Physical Plant, and other departments across the Institute.

Human Resources expanded language access support for employees whose primary language is not English. New employee orientations included bilingual assistance, allowing employees to ask questions and receive answers in their primary language. Human Resources also translated select onboarding materials into Spanish to improve accessibility and understanding.

Physical Plant developed some of the Institute's most significant language access initiatives during the year. The department established a computer lab configured with Spanish-language capabilities, including Spanish-language operating systems and keyboards, and worked with training vendors to increase the availability of Spanish-language training modules. Physical Plant also expanded access to translated timesheets and workplace communications and utilized bilingual staff and translation technology to support employee training and day-to-day operations.



Physical Plant further demonstrated a commitment to supporting employees through workplace accommodations and accessibility measures. One employee reflected that during a period of temporary disability, they felt fully supported, respected, and able to continue contributing as a member of the team. What stood out most was not the accommodation itself, but the sense that they remained a valued member of the workplace throughout the experience. This example reflects the type of workplace culture VMI seeks to foster across the Institute.

While these efforts occurred without direct DOI involvement, they represent the type of employee-focused practices the Institute seeks to encourage. Building stronger partnerships among DOI, Human Resources, and other departments to better connect and coordinate these efforts will be a priority moving forward.

## **II. Workforce Development and Organizational Capacity**

For the first time, the DOI Office had a dedicated Program Coordinator. The position increased the office's capacity to organize programs, support curriculum development, improve communications, and maintain a more consistent presence across the Institute.

One notable enhancement to Cadet Inclusive Excellence Training was the addition of experiential learning activities focused on belonging, exclusion, and group dynamics. Rather than approaching these topics solely through discussion, the activities allowed cadets to engage with them directly and reflect on their experiences afterward.

The training program continued to incorporate guest speakers and subject matter experts. In April, VMI alumnus Grant Harris '06 facilitated sessions for first and second class cadets focused on neurodiversity in leadership and the workplace. The presentations challenged cadets to consider how different ways of thinking, learning, and problem-solving positively contribute to team effectiveness and organizational success. By connecting neurodiversity to leadership, communication, and workplace performance, the sessions encouraged cadets to think more broadly about how leaders can recognize and leverage the strengths of those they lead.

The DOI Office continued its annual employee Inclusive Excellence training program, now in its fifth year. This year's session featured workplace culture expert Catherine Mattice of Civility Partners, whose presentation focused on workplace civility, respectful communication, and practical strategies for navigating conflict and strengthening workplace relationships. The DOI Office selected the topic consistent with DHRM Policy 2.35, which establishes the Commonwealth's commitment to fostering a culture of inclusion. Focusing on civility was particularly well-suited to this moment and addressed dynamics affecting productivity, morale, and engagement across a number of the Institute's professional environments. Annual training also provides a valuable foundation of knowledge for our workforce, and the office recognizes the importance of augmenting that knowledge with additional touchpoints throughout the year.

The DOI Office also hosted monthly cultural heritage programming throughout the academic year, bringing educational displays, celebrations, and informal learning opportunities into shared spaces across the Institute. Programming included an expanded Diwali celebration and VMI's first observance of Arab American Heritage Month, among others. These events have become a consistent point of connection between cadets and employees, drawing a regular following as well as



occasional participation from the Institute's senior leadership. For many employees, these monthly touchpoints represent their most direct and regular engagement with DOI programming.

Academic Affairs contributed to workforce development efforts through leadership development and shared governance initiatives. Four faculty members, including the Dean of the Faculty, participated in the Southern Conference Provosts LEAD Workshop. The Faculty Advisory Council continues to provide faculty with a direct voice in institutional discussions and decision-making, while the Women's Faculty Working Group and participation in the Virginia Network for Women in Higher Education support professional development and employee engagement.

The DOI office developed and released a Request for Proposals seeking an external partner to assess VMI's organizational culture, engagement, and institutional effectiveness. The resulting engagement will help Institute leadership better understand employee experiences, identify organizational strengths, and determine where additional attention may be needed.

### **III. Cadet Development and Community Engagement**

The Building BRIDGEs Club and the Civil Discourse Initiative continued to create opportunities for leadership development, civic engagement, and constructive dialogue for cadets, faculty, staff, alumni, and community members. Both initiatives draw support from collaboration among faculty, cadets, staff, and community partners, with the DOI office serving as a collaborator on select programs and activities.

The Building BRIDGEs Club secured grant funding from the Allstate Foundation to support volunteer service opportunities, transportation for community engagement activities, personal hygiene kit projects, holiday outreach efforts, and related civic engagement programming.

Throughout the year, the Building BRIDGEs Club organized community service projects with organizations including Habitat for Humanity, Yellow Brick Road, Campus Kitchen, and the Rockbridge Area Relief Association. The Club also partnered with the Office of Career Services on a Career Networking Dinner and collaborated with faculty on an educational visit to the Virginia Museum of Fine Arts. In partnership with the DOI Office and the Commandant's Office, the Building BRIDGEs Club established three cadet community service awards recognizing exceptional commitment to service and civic engagement.

The Civil Discourse Initiative continued to provide opportunities for cadets and community members to engage with complex issues through dialogue, debate, and civic learning. Programming included "Food for Thought" discussions, intercollegiate debates, community workshops, and participation in UVA's Democracy 360 Conference. Participation remained strong throughout the year. Two separate events each drew approximately 150 participants, a February debate on the VMI Honor Code brought together 50 cadets, faculty, staff, and alumni, and five cadets traveled to Charlottesville to participate in the Declaration Next program alongside students from across Virginia. Together, these programs encouraged participants to engage differing perspectives with intellectual curiosity and mutual respect.



## STRATEGIC INITIATIVE: INCLUSIVE HISTORY PROJECT

The DOI office initiated the Inclusive History Project as an effort to expand understanding of the individuals, communities, and experiences connected to VMI's history while creating opportunities for education, research, and public engagement.

During the year, the Inclusive History Project working group secured the Superintendent's support, established partnerships with cadets, employees, alumni, and community stakeholders, and developed a grant proposal to support future project activities. These efforts established a foundation for broader collaboration and future implementation. The History Department has also independently developed a publicly accessible online database documenting the experiences of enslaved individuals connected to VMI, providing a scholarly foundation that the Inclusive History Project aims to complement and build upon.

## ASSESSMENT OF IMPACT

### On the Populations Served

Cadets across all four class years participated in Inclusive Excellence Training, including experiential learning activities, facilitated discussions, and presentations by subject matter experts designed to strengthen understanding of leadership, communication, diversity, belonging, and organizational effectiveness. The Building BRIDGEs Club and the Civil Discourse Initiative expanded opportunities for service, civic engagement, professional networking, and constructive dialogue. Monthly cultural heritage programming brought cadets together around shared celebrations of diverse histories and traditions, while planning for the Inclusive History Project created new opportunities for cadets to engage with VMI's history and their role in shaping its future.

### On the Workforce

Employee-focused efforts at VMI continued to expand through language access initiatives, accessibility accommodations, leadership development opportunities, shared governance structures, and workplace culture programming. Human Resources, Physical Plant, Academic Affairs, and other departments all played important roles in advancing this work.

Monthly cultural heritage programming served as a consistent point of engagement for employees throughout the academic year, providing recurring opportunities for faculty and staff to connect with cadets around shared celebrations. Hosting programming in the dining hall during lunch hours helped reduce participation barriers for employees and contributed to stronger engagement with DOI programming. The opportunity ahead is to make that work visible, connect it across departments, and build on it intentionally.

Many of VMI's employee-focused efforts have developed within individual departments rather than through a coordinated Institute-wide strategy. That reality reflects both institutional strength and an opportunity for growth. Employees across VMI are finding ways to support one another and improve the workplace experience. Greater coordination among those efforts will make them more visible, more sustainable, and more impactful.



## **On the Budget**

The DOI Office delivered programming within the allocated budget. Grant funding secured by the Building BRIDGEs Club through the Allstate Foundation supported community engagement activities and reduced institutional costs associated with service programming.

## **2026-27 GOALS**

### **Goal 1: Strengthen Cadet Leadership Development and Engagement**

Continue integrating Inclusive Excellence principles into cadet leadership development through educational programming, experiential learning, facilitated dialogue, and peer leadership opportunities. Expand opportunities for service, civic learning, and constructive engagement while using assessment findings to strengthen the overall cadet experience.

### **Goal 2: Enhance Employee Engagement and Workplace Culture**

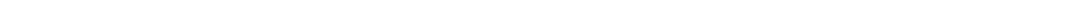
Expand collaboration among DOI, Human Resources, and other departments to support the employee experience through training, organizational assessment, and coordinated workplace culture initiatives. Use assessment findings to better understand employee experiences, identify opportunities for improvement, and develop a more intentional, Institute-driven approach to employee engagement.

### **Goal 3: Expand Community Engagement and Civic Learning**

Strengthen relationships with community organizations, educational institutions, civic partners, and alumni stakeholders to create meaningful opportunities for service, dialogue, leadership development, and public engagement. Advance implementation of the Inclusive History Project and continue building sustainable partnerships that connect VMI more deeply with the communities it serves.

## **CONCLUSION**

This year's work reaffirmed an important principle: meaningful institutional change rarely belongs to a single office. It emerges through the combined efforts of employees, cadets, faculty, alumni, and community partners working toward shared goals. Yet the impact of those efforts grows when partners make them visible to one another, ground them in shared objectives, and support them through intentional collaboration. A central priority for DOI moving forward will be helping to connect these efforts so that successful practices can be shared, strengthened, and sustained across the Institute.



# **VMI Inclusive Excellence**

## *One Virginia Strategic Plan*



**1 August 2021**

**Office of the Superintendent  
Virginia Military Institute  
Lexington, Virginia 24450**



# VMI Inclusive Excellence

## *One Virginia Strategic Plan*

1 August 2021

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## Executive Summary

The VMI Board of Visitors directed VMI to develop a Diversity, Equity, and Inclusion Recruitment Plan in October 2020. Development of this plan will require additional study, input, and review before finalization. This document represents an initial framework for initiating discussions and formalizing goals, objectives, and metrics to measure progress. The Plan will focus on five major goals:

1. Achieve and maintain a more diverse and inclusive cadet body, faculty, staff, and administration.
2. Create and sustain an organizational environment that affirms and represents diversity and employs inclusive practices throughout its daily operations.
3. Engage cadets, faculty, staff, alumni, and the community in learning varied perspectives of domestic and international diversity, equity, inclusion, and social justice. Create and sustain an organizational environment that affirms and respects diversity and employs inclusive practices throughout its daily operations.
4. Create and sustain an institutional infrastructure that effectively supports progress and accountability in achieving DE&I goals.
5. Community Engagement: leveraging institutional philanthropy and community partnerships to create collective impact with other community organizations.

VMI will consider input from other state agencies and guidance from the following publications in developing the Plan:

1. The ONE Virginia Plan (Many Virginians: One Commonwealth)
2. State Council of Higher Education for Virginia (SCHEV) revised and updated “Pathways to Opportunity: The Virginia Plan for Higher Education.”
3. The Virginia Department of Human Resource Management “Navigating Pathways to Workforce Excellence.”

## Strategic Framework

In response to social unrest across the country, the need for diversity, equity and inclusion (DE&I) has moved to the top of the agenda for many institutions. However, in order to make a lasting commitment to DE&I, institutions must move beyond a contemporaneous response to social unrest and take steps to implement a lasting institutional commitment to creating an inclusive environment. Advancing the agenda of DE&I extends beyond simply inviting members of underrepresented communities into VMI, it requires careful consideration of VMI's mission, unique military structure, and strategic policy to formulate a true strategic plan. The goal of this plan is to produce institutional transformation through a program known as Inclusive Excellence. The plan will draw on VMI's solid foundation of accountability, honor, integrity, and respect.

Association of American Colleges & Universities (AAC&U) uses *inclusive excellence* to guide colleges and universities when incorporating diversity, equity, and educational quality. *Inclusive excellence* features four tenets;

1. Achieving educational equity in an inclusive, accepting setting.
2. Learning the skills, information, and mindsets cadets need to impact a diverse society.
3. Building a climate in classrooms and on the post that supports all cadets
4. Fostering learning opportunities that accept diversity is a benefit to problem-solving.

Johns Hopkins University Press notes, "Daryl G. Smith has devoted her career to studying and fostering diversity in higher education. In "Diversity's Promise for Higher Education," Smith brings together research from a wide variety of fields to propose a set of clear and realistic practices that will help colleges and universities locate diversity as a strategic imperative..." Daryl Smith (2020) notes that educational institutions must see the work of DE&I as central to their job. Additionally, Smith advises colleges and universities that want real institutional change to see diversity as essential for their mission and not just as a value. Lastly, Smith (2020) notes that diversity connects to enhanced leadership, positive transformation, cadet success, accountability, and more equitable hiring practices.

## What is Diversity?

Understanding the uniqueness of each person based on a collection of human attributes, cultures, traditions, learning styles, etc. As an institution of higher education with a military foundation we also adopt the definition of diversity from the Military Leadership Diversity Commission- Diversity is recognizing, appreciating, respecting, and utilizing various human attributes. Diversity creates performance advantages through the synergy of diverse ideas. The following are the most common individual differences referenced when assessing diversity;

- Age
- Ethnicity
- Gender/Gender Identity
- Physical Ability
- Race
- Religion/Spiritual Beliefs
- Sexual Orientation
- Socio-Economic Status

## What is Equity?

Equity refers to fairness and justice and is distinguished from equality: Whereas equality means providing the same to all, equity means recognizing that we do not all start from the same place and must acknowledge and make adjustments to address historical and existing discrimination. Inequities happen when unfair or biased practices, policies, or situations contribute to a lack of equality. Equity must permeate all practices, policies, and procedures for every constituent.

## What is Inclusion?

Inclusion means valuing all members of a community. Inclusion is manifested by bringing traditionally excluded individuals and groups into activities, policies and decision-making processes in a fashion that shares power, privilege, and affirms one's culture. The result of inclusion is an institution that promotes belonging and values knowledge of all people.

# Vision, Mission and Values

## Vision

To be the premier small college in the nation, unequalled in producing educated and honorable citizen-leaders, with an international reputation for academic excellence supported by a unique commitment to character development, self-discipline and physical challenge, conducted in a military environment.

## Mission

The Virginia Military Institute believes that the measure of a college lies in the quality and performance of its graduates and their contributions to society. Therefore, it is the mission of the Virginia Military Institute to produce educated, honorable men and women, prepared for the varied work of civil life, imbued with love of learning, confident in the functions and attitudes of leadership, possessing a high sense of public service, advocates of the American Democracy and free enterprise system, and ready as citizen-soldiers to defend their country in time of national peril.

## Values

Members of the Virginia Military Institute community are committed to the highest ethical standards in furtherance of our mission. Our policies and procedures provide guidance for the application of the ethical values stated below in our daily lives and work as members of this community.

*We are committed to:*

### ***Honor:***

*We will support the Cadet Honor System.*

### ***Integrity:***

*We will conduct ourselves with integrity in our dealings with and on behalf of the Institute.*

### ***Accountability:***

*We will be accountable as individuals and as members of this community for our ethical conduct and for compliance with applicable laws and Institute policies and procedures.*

### ***Respect:***

*We will respect the rights and dignity of others.*

# Goal 1: Access and Success

**Achieve and maintain a more diverse and inclusive cadet body, faculty, staff, and administration**

## Objective 1

**Achieve increased cadet enrollment from historically underrepresented and underserved populations.**

### Tasks

1. Implement new gateway initiatives to make VMI a preferred destination for cadets from underrepresented and underserved populations. (Director of Admissions, Chief Diversity Officer)
2. Increase diversity of cadet populations by increasing financial aid. (Director of Financial Aid)
3. Conduct recruiting activities at locations targeting underrepresented populations. (Director of Admissions)
4. Involve multi-cultural cadets, staff, and alumni in the process of developing activities that will assist in the recruitment of underrepresented populations of prospective cadets. (Chief of Staff & Director of Admissions)
5. Improve how cadets of color, first-generation college cadets, and other underrepresented populations are identified in the admissions inquiry and applicant pool. (Director of Admissions)
6. Increase yield for admitted first-time college or transfer cadets from underrepresented and underserved populations. (Director of Admissions)
7. Increase community partnerships to assist with the recruitment of underrepresented cadets. (Director of Admissions & Chief Diversity Officer)

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

1. Enrollment numbers for gateway program participants
2. Yield rate for admitted first-time college and transfer cadets
3. Financial assistance funding

## Objective 2

**Increase retention and academic success of historically underrepresented and underserved undergraduate cadets.**

### Tasks

1. Identify specific barriers to the academic progress and success of underrepresented and underserved cadet populations (Deputy Superintendent for Academics and Dean of the Faculty)
2. Ensure broad participation of underrepresented and underserved cadets in experiential learning opportunities or other high-impact programs (Commandant, & Deputy Superintendent for Academics and Dean of the Faculty)
3. Assess the effectiveness of academic support and high-impact cadet success and mentorship programs to ensure efforts and outcomes align with goals; identify opportunities for continuous improvement. (Director of Athletics, Director of Assessment & Evaluation, Commandant, & Deputy Superintendent for Academics and Dean of the Faculty)
4. Address the equitable cadet access of admission policies, procedures, and financial assistance (FAFSA, grants scholarships, etc.) (Director of Financial Aid & Director of Admissions)

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

1. Participation rates in academic support programs
2. First to second year retention rates
3. Second to third year retention rates
4. Results of program evaluation/assessments
5. Participation rates of first-year Cadet's mentorship by upper-class cadets

## Objective 3

### Recruit and retain a diverse faculty and staff

#### Tasks

1. Create an aggressive multi-dimensional recruitment and retention plan for all levels of faculty and staff. (Deputy Superintendent for Finance, Administration and Support & Chief Diversity Officer, Deputy Superintendent for Academics and Dean of the Faculty & Chief Diversity Officer)
2. Improve workplace experience through the use of exit interviews and climate surveys and the implementation of employee leadership and mentoring programs including underrepresented and underserved populations. (Director of Assessment and Evaluation, Director of Human Resources, Director of the Center for Leadership and Ethics, and Deputy Superintendent for Finance, Administration and Support)
3. Review and benchmark salaries for equity issues and examine diversity and experiences of underrepresented managers, executives, and tenured faculty to identify and remove barriers to opportunities and advancement. (Chief Diversity Officer, Director of Human Resources, & Deputy Superintendent for Academics and Dean of the Faculty)
4. Increase recognition programs that acknowledge the contribution made to advance diversity, equity, and inclusion. (Deputy Superintendent for Academics and Dean of the Faculty, Deputy Superintendent for Finance, Administration and Support, Commandant, & Director of Human Resources, and Chief Diversity Officer)
5. Create and evaluate strategies to recruit and retain faculty and staff with diverse physical ability disabilities, and ensure that accommodations for employees with diverse abilities are easily accessible. (Office of Human Services, Deputy Superintendent for Finance, Administration and Support, Commandant, & Chief of Staff)
6. Collaborate with tenured professors and professional staff at Historically Black Colleges & Universities (HBCUs) and Hispanic Serving Institutions (HSIs) for resource sharing and talent acquisition. (Deputy Superintendent for Finance, Administration and Support, Deputy Superintendent for Academics and Dean of the Faculty & Chief Diversity Officer)

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

1. Faculty and staff headcount and percentages.
2. Managerial and executive staff counts and percentages
3. Retention rates for faculty and staff
4. Tenure and promotion rates
5. Review of dashboard
6. Leadership development participation for faculty and staff.

## 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**

### Objective 1

**Create and maintain a climate that acknowledges and celebrates diversity and employs inclusive practices throughout its daily operations, aligned with VMI's vision, mission, and values.**

#### Tasks

1. Use ongoing Institute climate surveys and focus groups to periodically assess cadet, faculty, and staff feedback that may signify barriers to a welcoming and inclusive environment related to diversity. (Director of Assessment and Evaluation & Chief Diversity Officer)
2. Create a meaningful dialogue between and among groups that increases understanding of varied perspectives and the nature of social and economic inequalities. (Deputy Superintendent for Academics and Dean of the Faculty, Commandant, Director of the Center for Leadership and Ethics, & Chief Diversity Officer)
3. Offer educational and celebratory events for cadets, faculty, staff, and the VMI community that recognizes, value, and honors diversity and promotes inclusion. Evaluate these programs to gauge the impact on the climate for diversity and inclusion. (Deputy Superintendent for Academics and Dean of the Faculty, Commandant, & Chief Diversity Officer)
4. Provide ongoing compulsory education and training for the VMI community on the prevention of harassment, discrimination, and identity-based violence and related equity policies; promote productive ways to resolve conflict; effectively address concerns and complaints. (Inspector General, and Chief Diversity Officer)
5. Ensure that all VMI cadets, faculty, and staff are compliant with newly released DHRM Training on Cultural Competence. (Deputy Superintendent for Academics and Dean of the Faculty, Commandant, & Director of Human Resources)
6. Support physical spaces that address the needs of multicultural and underrepresented/underserved populations. (Institute Planning Officer & Chief Diversity Officer)

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

1. Perceptions of climate for diversity and inclusion as measured by climate survey and other sources of information
2. Using climate surveys and evaluations, measure awareness and understanding of Institute resources related to harassment, discrimination, and identity-based violence.
3. Results of program evaluations designed to facilitate intergroup dialogue and trust
4. Using national benchmarking, triangulate institutional results

## Goal 3: Education and Scholarship

Engage cadets, faculty, staff, alumni, and the community in learning varied perspectives of domestic and international diversity, equity, inclusion, and social justice. Create and sustain an organizational environment that affirms and respects diversity and employs inclusive practices throughout its daily operations.

### Objective 1

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

#### Tasks

1. Establish DE&I competencies for cadets, faculty, and staff. (Deputy Superintendent for Academics and Dean of the Faculty Commandant, Chief Diversity Officer)
2. Create opportunities that help faculty, staff, and cadets assess the achievement of DE&I learning outcomes in class or co-curricular activities. (Director of Assessment and Evaluation, Deputy Superintendent for Academics and Dean of the Faculty, Commandant, Director of Athletics, & Director of Human Resources)
3. Hire faculty and staff with content expertise in areas of study that examine diverse cultures and intersectionality. (Deputy Superintendent for Academics and Dean of the Faculty)
4. Provide opportunities for cadets to learn about diverse identities and cultures. (Commandant & Chief Diversity Officer, Deputy Superintendent for Academics and Dean of the Faculty)
5. Reevaluate the curriculum with a diversity, equity, and inclusion lens (Deputy Superintendent for Academics and Dean of the Faculty, Department Heads & Chief Diversity Officer)
6. Incentivize research conducted by cadets and faculty in diversity, equity, and inclusion areas. (Deputy Superintendent for Academics and Dean of the Faculty & Chief Diversity Officer)
7. Provide compulsory multi-faceted training and education for cadets, faculty, and staff on “difficult dialogues” in multiple settings, e.g., classrooms, living environments, organizations, offices, etc. (Chief Diversity Officer, Deputy Superintendent for Academics and Dean of the Faculty, Director of Intercollegiate Athletics Commandant, and Director of the Center for Leadership and Ethics)

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

1. Participation by faculty and staff in professional development programs related to curricular transformation, in support of diversity, equity and inclusion
2. Cadet participation in co-curricular opportunities tied to Inclusive Excellence
3. Research output related to DE&I topics
4. Evaluation of programs related to inclusive teaching
5. Self-reported improvement in knowledge and skill related to teaching and curricular development

**Objective 2**

Increase the cultural competencies of faculty and staff.

**Tasks**

1. Create virtual and in-person professional development opportunities designed to improve awareness and competencies of faculty and staff with regards to DE&I. (Chief Diversity Officer & Director of Human Resources)

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

1. Level of participation in professional development opportunities
2. Self-reported growth in awareness and competencies
3. Faculty assessment of diversity-related learning goals

# Goal 4: Organizational Culture and Accountability

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

## Objective 1

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

### Tasks

1. Incorporate diversity, equity and inclusion in all strategic planning efforts. (Deputy Superintendent for Finance, Administration and Support, Deputy Superintendent for Academics and Dean of the Faculty, Commandant, & Chief Diversity Officer)
2. Increase diversity of applicant pool for all levels of administration, faculty, and staff positions. (All Hiring Managers)
3. Conduct annual compulsory training for senior leadership in alignment with values. (Chief Diversity Officer)
4. Design processes and share resources and best practices across the institution. (Chief Diversity Officer)

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

1. Documentation of mission and scope for Chief Diversity Officer
2. Documented processes for reporting progress towards the DE&I goals established in the Inclusive Excellence framework
3. Evidence of DE&I integration in the post (campus) wide and unit-level operations plans
4. Report on where the use of shared resources and dispersion of best practices have been implemented
5. Number of formal cross-post collaborations

## Objective 2

Create a culture of evaluation and continuous improvement for administrators and senior leaders.

### Tasks

1. Engage critical leaders and stakeholders in analyzing disaggregated data and special studies to understand better and address longstanding challenges for underrepresented and underserved cadets, faculty, and staff. (Chief Diversity Officer & Director of Assessment and Evaluation)
2. Continue systems of reporting and accountability for SWaM procurement. (Director of Procurement)
3. Track the retention for diverse faculty, staff, and cadets (graduation rates) (Director of Assessment and Evaluation).
4. Evaluate internal policies, processes, and practices throughout the institution. (Institute Planning Committee - IPC)

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

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

## Objective 3

Sustain and increase institute-wide efforts designed to amplify potential secure gifts, grants, and opportunities to advance the DEI goals in the Inclusive Excellence framework.

### Tasks

1. Seek foundation support for key gateway and academic-support programs that serve women, international, underrepresented, and underserved populations, veterans, and those with diverse abilities.  
(Chief Diversity Officer)

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

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

## Goal 5: Community Engagement

**Community Engagement: Leverage institutional philanthropy and community partnerships to create collective impact with other community organizations**

### Objective

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

### Tasks

1. Evaluation of existing engagement and partnerships to determine how to best leverage the institution's resources to bring about the conditions of collective impact. (Deputy Superintendent for Academics and Dean of the Faculty, Commandant, Director of Intercollegiate Athletics, and Chief Diversity Officer)
2. Identify and build partnerships with community organizations. (Deputy Superintendent for Academics and Dean of the Faculty, Commandant, Director of Intercollegiate Athletics, and Chief Diversity Officer)

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

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

## Dr. Jamica N. Love Named Chief Diversity Officer at VMI

Lexington, Va., May 26, 2021 — After nearly two decades of experience in cadet engagement, behavioral intervention, and accountability in higher education, Dr. Jamica N. Love has been named the chief diversity officer at VMI.

She was chosen from a competitive pool of candidates in a national hiring search.

“She stood out, and will be the right person at the right time,” said Michael Hamlar, a member of the VMI board of visitors and part of the chief diversity officer search committee. “It’s an honor to recommend her for this position, and we are excited to see what she accomplishes.”

Through the development of programs and initiatives, Love is tasked with a mission focused on guiding the strategic direction of the Institute’s diversity, equality, and inclusion. Her office will be located in Smith Hall and she will report to Maj. Gen. Cedric T. Wins ’85, VMI superintendent.

“Her experience and education will bring a wealth of good ideas and meaningful change to VMI,” said Wins. “I look forward to working closely with Dr. Love to bring new opportunities to the Corps of Cadets and the entire VMI community to connect and grow.”

Love earned both her doctoral degree in higher education administration and her master’s degree in counseling psychology from Northeastern University. She earned a bachelor’s degree in general experimental psychology from Emmanuel College, also in Boston.

She has held roles at Roxbury Community College, Pine Manor College, Eastern Nazarene College, among other schools, where her responsibilities often focused on cadet life, campus morale, compliance, suicide prevention, and the implementation of multicultural and social justice programs. Most recently, she has served as a keynote speaker for national and regional conferences addressing diversity, equality, and inclusion in education.

“I desire to guide cadets to be principled individuals and responsible citizens as it pertains to their development and understanding of equality, equity, and inclusion,” said Love. “Diversity is about a moral imperative, and a desire to see social justice achieved in the areas of age, class, ethnicity, gender, nationality, physical ability, race, religion, and sexual orientation.”

Love will assume this position July 9, and will be appointed a Lieutenant Colonel in the Virginia Militia.



