MAKING EXCELLENCE INCLUSIVE

University Report and Recommendations

June 30, 2019

Dear Members of the University of Richmond Community

I am pleased to share with you the results of this year's comprehensive work to ensure a thriving, inclusive intercultural community at the University of Richmond, as envisioned in our strategic plan.

One of the reasons I chose to lead the University of Richmond is that I saw great potential here to build a truly inclusive intercultural community. Under the leadership of our previous president, Dr. Edward L. Ayers, our community not only expressed commitments to greater diversity and inclusion, but took concrete steps to live these commitments. Over the past four years we have sought to build on this strong foundation. That's why we launched a strategic plan that includes a "Thriving and Inclusive University Community" as one of its five pillars. That's why we are building a new well-being center. And that's why we are issuing this report. It represents the next step forward in our efforts to be good stewards of the University and to build a more inclusive community.

Last fall, building on work that shaped the strategic plan, I charged three committees with considering how we could advance our commitment to ensuring a thriving, inclusive university community by examining the University's past, present, and future: the Presidential Commission for University History and Identity (Commission); the Interim Coordinating Council for Thriving, Inclusion, Diversity, and Equity (ICC); and the President's Advisory Committee for Making Excellence Inclusive (PAC). Each was given a specific responsibility and focus, with the goal of producing recommendations by the end of the spring semester. Their findings and recommendations are available here, and this report represents the integration and prioritization of those recommendations into a robust agenda that we will begin to pursue immediately.

Our commitment to inclusive excellence reflects the understanding that diversity, equity, and inclusion are inextricably linked to educational quality for our students. Further, our intellectual community depends on the rigorous and respectful exchange of different perspectives. In order to fulfill our mission to "educate students for lives of purpose, thoughtful inquiry, and responsible leadership in a diverse world," we must work together to make Richmond a welcoming place for people from all backgrounds, identities, viewpoints, and experiences.

Fulfilling our mission and living up to our commitment will require substantial progress toward three aspirations. The first is representation and ensuring our students, faculty, and staff reflect the diversity of our society. The second is that our students, faculty, and staff be able to fully participate in the life of the

institution and experience a sense of belonging. Finally, our students, faculty, and staff should have the capability in skills and knowledge to contribute to our intercultural community and broader society.

These three aims are deeply interdependent. We cannot be inclusive unless our community welcomes people from all backgrounds, identities, and experiences. We cannot thrive as an intercultural community unless all individuals can be full participants in institutional life. And we cannot attract and retain the best students, faculty, and staff unless we are capable of working and relating across cultural and ideological boundaries.

We will begin work now on specific actions to advance each of these three aspirations, as detailed in the report and catalogued in Appendix A. As you will see each of these actions has a timeline and leaders responsible for guiding and completing the work. Some projects will undoubtedly take multiple years to implement fully, and sustaining a thriving and inclusive community will always require ongoing care and attention. This action summary will and should evolve to reflect what we learn during the implementation process.

To ensure this work is expedient, well-executed, and covers our entire University, I have asked Executive Vice President and Provost Jeff Legro and Executive Vice President and Chief Operating Officer Dave Hale to oversee this work with investment from all members of the President's Cabinet. I will soon announce an Institutional Coordinating Council for Thriving, Inclusion, Diversity, and Equity (ICC) for the coming year. Rooted in the spirit and outcomes of this year's Interim Coordinating Council, the ICC will bring together staff and faculty to foster alignment, communication, and best practices for inclusive excellence efforts across offices, divisions, and schools. Finally, I will also name an interim Senior Administrative Officer (SAO) to steward our cross-institutional efforts toward inclusive excellence. The SAO will convene the ICC, serve on the President's Cabinet, and report jointly to Jeff Legro and Dave Hale. Over the course of 12 to 18 months, under the leadership of the Executive Vice Presidents, we will assess the best ongoing structure for our work. Detailed information about the ICC and SAO will be shared via email within the next week. These three elements — engagement and accountability across the University's leadership, a representative council, and a senior administrator — embody our distributed leadership model for inclusive excellence recommended by the Interim Coordinating Council, which is detailed fully in the report.

We will also continue to communicate milestones and progress via an Inclusive Excellence website, which will serve as the repository for important documents, updates, communications, and key metrics and progress assessments going forward.

This plan and the reports that inform it were only possible due to the thoughtful effort and expertise of nearly 100 faculty, staff, students, administrators, alums, and trustees. The agenda it outlines builds not only on the recommendations of this year's committees, but also on the leadership, dedication, and invaluable contributions of many, many members of our community over many, many years. I am profoundly grateful to everyone who contributed time, energy, expertise, and creativity, and who offered candid reflections on their own experiences at Richmond, throughout this process. I am especially grateful to the co-chairs of the PAC, ICC, Commission, and related working groups. They have provided an invaluable service to the University.

Finally, I thank the members of the President's Cabinet and academic Deans whose leadership will ensure our progress, and to all in the community who will assist in the implementation process.

Our work over the past year has affirmed the significant progress the University has made toward inclusive excellence in recent years and has also identified areas where we can and must do better and the means of achieving further success. I very much look forward to our continued work together to ensure an outstanding — indeed, transformational — educational experience for our students.

With gratitude,

Ronald A. Crutcher

Our Commitment to INCLUSIVE EXCELLENCE

Members of the University of Richmond community embrace the dignity, worth, and contributions of all individuals. We recognize that our diversity is among our greatest strengths, serving as a foundation for academic excellence that enriches our University community. Our shared values of student growth, the pursuit of knowledge, educational opportunity, diversity, equity, and inclusivity reflect our commitment to making Richmond's transformative education accessible to students from all backgrounds; to promoting thoughtful, intellectually rigorous, and respectful engagement with a wide range of viewpoints and perspectives; and to fostering a diverse learning community in which all members reach their full potential. We acknowledge that all of us — faculty, staff, students, and University leadership — share responsibility for upholding, implementing, and embodying these values. And we commit to the pursuit of a vibrant, inclusive intercultural community that prepares students to lead "lives of purpose."

Introduction

The University has made significant progress toward becoming a more diverse, welcoming, and inclusive community. And yet, like many other higher education institutions, we have struggled to create and sustain a truly intercultural community that keeps pace with our changing demography: our culture has at times lagged behind our values. This tension is not new, but rather woven into our history. There have been times when we have accepted and taken part in perpetuating the *status quo* or resisted change — when UR was a place of exclusion, rather than inclusion. At other times, we have led the way in offering the transformational promise of education to those previously excluded. In addition, we have told our university story in fragmented, or incomplete ways, not consistently celebrating the important contributions of underrepresented individuals and groups, meaningful milestones, or the significant history of the land that predated our arrival on our current campus.

In recent years, we have expanded the racial and socioeconomic diversity of our student body, but we have not yet achieved all that we can or should with respect to representation or inclusion. While we are seeing participation of students of all backgrounds, identities, and experiences in the University's outstanding educational opportunities, we are aware that some members of our community — faculty, staff, students, and alumni — do not feel truly at home here. Many faculty, staff, University leaders, and students are committed to inclusive excellence, but we have not yet met our own expectations for becoming a truly inclusive, intercultural community in which all members can thrive.

Work remains to align our actions with our highest aspirations. The recommendations in this report advance our pursuit of inclusive excellence, fueled by the ongoing commitment and engagement of all members of the University community. We will focus on:

Representation: Continuing to recruit talented and diverse students, faculty, and staff to ensure our campus community reflects the rich diversity of our city, region, nation, and the world;

Belonging: Cultivating inclusive living, learning, and work environments in which all can fully participate in the life of the institution and experience a sense of belonging; and

Capability: Becoming a skilled intercultural community that enables and enriches an unparalleled academic experience.

This report summarizes the work and ideas of colleagues across the University (See Appendix B for the rosters and charges of key groups) and is informed by insights gained from evaluating key data. You may access and review the final reports and corresponding recommendations of the Commission, ICC, and PAC here. What follows is an overview of our current status with respect to inclusive excellence, what we will do to address our challenges, and how we will organize, implement, and evaluate the results of our work.

Where We Are

Our recent history, as substantiated in the committee work of the past year, is one of noteworthy progress in inclusive excellence and the sharpening of challenges the University needs to address.[1]

A SOLID FOUNDATION

In becoming the University that we know today, UR has grown, matured, demanded more of itself and members of our community, and has always, in a range of important ways, been a place of opportunity and promise. The Virginia Baptists who founded Richmond College led the struggle for religious freedom in Virginia. The University offered higher education opportunities to women through Westhampton College at a time when few institutions did so. International students have long been an important presence on campus, enriching the intellectual, social, and cultural life of the University.

More recently, we have made intentional, if overdue, efforts to increase racial and ethnic diversity, as well as to be a welcoming home to LGBTQ students, faculty, and staff. Richmond is among only 50 colleges and universities in the United States with both a "need-blind" admission policy and a guarantee to meet 100 percent of demonstrated financial need to admitted, full-time undergraduate students. Thanks to the concerted efforts of past and present University leaders, Richmond has made significant progress in diversifying its student body over the past 10 years, while simultaneously strengthening the selectivity and academic quality of admitted students.

UNDERGRADUATE STUDENT DEMOGRAPHICS*, FALL 2008–FALL 2018

White Students — Domestic Students of Color — International
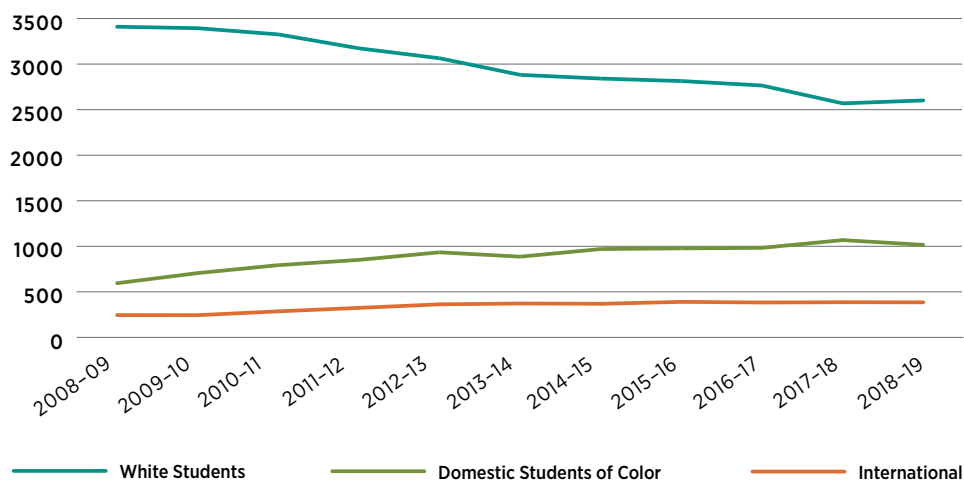
Includes all Arts & Sciences, Business, Jepson, and SPCS undergraduates
Source: Office of Institutional Effectiveness

[1]The PAC, in partnership with the Office of Institutional Effectiveness (IFX), reviewed campus climate data in spring 2018, including existing survey data and 10 years of institutional demographic information. Significant student input was sought to assess the current climate. The Westhampton College and Richmond College Student Government Association presidents attended several PAC meetings to discuss relevant elements of their 2017–18 Listening Tour. The University retained the services of a higher education consulting firm, Keeling and Associates (K&A), to conduct on-campus interviews, focus groups, and survey research to gather additional information in support of the PAC's efforts. The ICC also supplemented these valuable perspectives with their own work and research.

Students across demographic categories report strong engagement in curricular and co-curricular opportunities and successful academic outcomes. The University maintains strong graduation and retention rates for all students. On average, 94 percent of undergraduates return to Richmond after their first year and graduate within four years. In addition, students across demographic categories, including race, gender, and first-generation status, engage robustly in high-impact practices, including living-learning communities, undergraduate research, and internships.

Students offered many specific examples of how the University supports their well-being and ability to thrive in the Keeling & Associates (K&A; n=563) survey, including: access to abundant resources and support; dedicated and invested faculty; high-quality academic offerings and support resources; the number, variety, and accessibility of student activities, clubs, and organizations; and support from caring administrators and staff. Eighty-three percent of students surveyed by K&A reported they receive the support they need to succeed academically.

The Interim Coordinating Council identified and catalogued many promising practices and initiatives focused on thriving, inclusion, diversity, and equity, underscoring the University's commitment to inclusive excellence. The Office of Multicultural Affairs, Common Ground, and the WILL* program, in particular, have tirelessly pursued a more equitable, inclusive university community for our students, especially students of color, women, gender expansive students, and LGBTQ students. The longstanding commitment and work of these units connect and catalyze inclusive excellence work across campus.
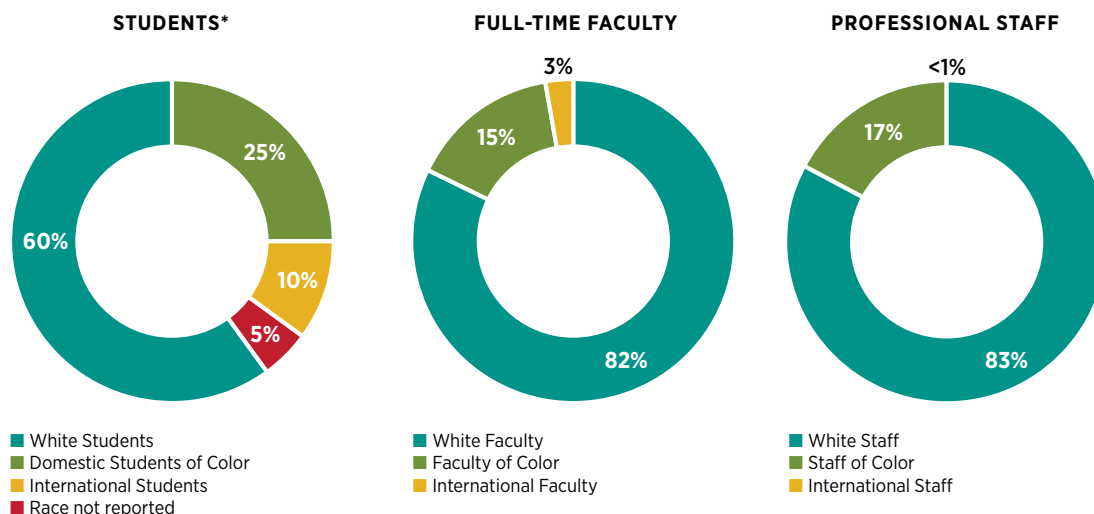
CHALLENGES

Despite this progress, we face challenges to realizing our vision of inclusive excellence — these involve representation, belonging, and capability.

Representation: We will continue to work on the compositional diversity of our student body. Although faculty and professional staff have also grown more diverse during the past 10 years in particular, change has not kept pace with the growing compositional diversity of our students.

COMPOSITIONAL DIVERSITY: FALL 2018
Source: Office of Institutional Effectiveness

STUDENTS*
- 60%
- 25%
- 10%
- 5%

FULL-TIME FACULTY
- 82%
- 15%
- 3%

PROFESSIONAL STAFF
- 83%
- 17%
- <1%

- White Students
- Domestic Students of Color
- International Students
- Race not reported

- White Faculty
- Faculty of Color
- International Faculty

- White Staff
- Staff of Color
- International Staff

*Includes all full- and part-time undergraduate and graduate students

This gap both underrepresents the diversity in our society and has the effect of placing a disproportionate responsibility on our current faculty and staff of color with respect to our more racially diverse student body. For example, focus group conversations with faculty and staff of color revealed many "share a sense of exhaustion" from advocating for diversity and inclusion (K&A Final Report, 2019). External research has shown that students feel more included when they see their identities represented among faculty and staff.[2] When surveyed, most students felt they would benefit from a more diverse student body, faculty, and staff and among students of color, this sentiment was more acute.

The University would benefit from a more diverse:	All Students	Asian	Black or African American	Hispanic/ Latinx	White	First Generation	Non-First Generation
Student Body	73%	91%	88%	80%	67%	79%	73%
Faculty	69%	81%	90%	78%	64%	80%	66%
Staff throughout departments and job types	68%	77%	93%	72%	63%	76%	66%

Source: Keeling & Associates 2018

Belonging: In their responses to the 2013 and 2015 CIRP Senior Surveys, UR students of color were less likely than their white peers to report a sense of belonging on campus or see themselves as part of the campus community. First-generation students also reported less of a sense of belonging than their non-first generation peers. Survey (n=563) and focus group data gathered on campus by K&A in fall 2018 affirmed these findings.

	All Students	Asian	Black or African American	Hispanic/ Latinx	White	First Generation	Non-First Generation
I have a strong sense of belonging at the University.	68%	66%	51%	58%	73%	50%	73%

Source: Keeling & Associates Survey Data 2018

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[2]*Advancing Diversity and Inclusion in Higher Education*, U.S. Department of Education, 2016

While the majority of students surveyed by K&A reported the University somewhat or completely supports their ability to thrive, Black students and first-generation students reported feeling less supported than their White or non-first generation peers.

	All Students	Asian	Black or African American	Hispanic/ Latinx	White	First Generation	Non-First Generation
The University provides me with the support I need to thrive.	71%	69%	55%	78%	75%	64%	73%

Source: Keeling & Associates Survey Data 2018

Capability: The work of inclusive excellence is essential to fulfilling our educational vision and mission. Further, we have the opportunity to become a model community in the ways we prepare our students to thrive in the diverse society and work environments that await them. Outcomes from the ICC and PAC illustrated that while much good work is taking place across campus to teach, train, and develop knowledge and skills that support inclusive excellence, these efforts are sometimes disconnected and fail to reach the widest possible audience.

A majority of all students surveyed by K&A indicated staff and administrators, faculty, and their fellow students would benefit from more education about diversity and inclusion.

	All Students	Asian	Black or African American	Hispanic/ Latinx	White	First Generation	Non-First Generation
Faculty would benefit from more education about diversity and inclusion.	60%	81%	85%	73%	51%	74%	55%
Students would benefit from more education about diversity and inclusion.	71%	87%	91%	80%	64%	82%	69%
Staff and administrators would benefit from more education about diversity and inclusion.	65%	86%	85%	76%	57%	78%	62%

Source: Keeling & Associates 2018

Summarizing their findings from focus groups with students, faculty, and staff during the fall 2018 semester, K&A reported that organizationally, the University's faculty and staff training and development opportunities, as well as support services offered to students, are not currently optimized to support student thriving.

What We Will Do

In our strategic plan, we pledge to become a thriving and inclusive university community, to "serve as a model institution in which all members challenge themselves and one another to engage fully in the life of the University, reach their full potential, and contribute to a robust intellectual community." To fulfill that aim as well as our commitment to inclusive excellence, we will build on our strengths while addressing our challenges. We have established three areas of focus that address our major aspirations and challenges: representation, belonging, and capability. In each area, we have identified specific actions, grounded in the recommendations of the three committees, that will sustain progress in that area, and collectively, in our commitment to inclusive excellence. Each of these actions might speak to one, two, or all three of our goals. Indeed, the goals are highly interdependent; success in one depends on progress in the others. Our intent is not to simply complete a list of independent tasks, but to collectively effect and sustain a culture change that enables us to provide an exceptional education.

Example actions are summarized briefly here; for full details, visit Appendix A.

REPRESENTATION
Goal 1: Continue to recruit talented and diverse students, faculty, and staff to ensure our campus community reflects the rich diversity of our city, region, nation, and the world.

Example actions supporting this goal include:

- Expanding training and tools for admission staff to support recruitment of excellent students from all backgrounds, identities, and experiences
- Supporting and piloting enhanced employee recruitment and search processes, guidelines, and training for faculty and staff
- Reviewing campus spaces for accessibility, equitable and inclusive practices, and community building
- Identifying meaningful ways to commemorate and memorialize previously excluded figures in our University history on campus

BELONGING
Goal 2: Cultivate inclusive living, learning, and work environments in which all can fully participate in the life of the institution and experience a sense of belonging.

Example actions supporting this goal include:

- Completing a pilot study to determine next steps for long-term spaces that support multi-and intercultural student programming and community building on campus
- Providing support for campus-wide social opportunities, establishing new campus traditions, and ensuring equitable funding for student organizations to enhance belonging
- Completing a Health Services review to evaluate existing student health and well-being services and recommending needed changes
- Piloting an employee resource group program to build inter- and intragroup connections among faculty and staff; piloting similar opportunities for alumni

CAPABILITY

Goal 3: Become a skilled intercultural community that enables and enriches an unparalleled academic experience.

Example actions supporting this goal include:

- Supporting training and ongoing learning opportunities focused on anti-bias, anti-racism, equity and inclusion for university administration, faculty, staff, and student leaders
- Expanding cross-school inclusive pedagogy program to support faculty in their efforts to educate across experiential, cultural, ability, and ideological boundaries
- Piloting an academic initiative to continue exploration of UR's history and its legacies
- Piloting an intergroup dialogue program for faculty and staff

How We Will Do the Work

Realizing our ambitious goals and vision for inclusive excellence will require all of us to take part and share responsibility. Enabling, supporting, and coordinating our efforts demands leadership, organization, and accountability. Accordingly, the University has established a leadership structure for inclusive excellence that leverages colleagues in key roles throughout the University, assigning both individual oversight and fostering an integrated, coordinated, and transparent approach necessary to achieve our goals.

We are eager to start on this transformative work and have configured a robust interim organization that will launch immediately. Our approach incorporates three mutually reinforcing elements: ongoing investment and engagement of the University's leadership; a standing Institutional Coordinating Council for Thriving, Inclusion, Diversity, and Equity; and an interim Senior Administrative Officer with membership on the President's Cabinet. The Executive Vice President and Provost and Executive Vice President and Chief Operating Officer will have primary responsibility for and oversight of the leadership structure, its goals, and progress.

UNIVERSITY LEADERSHIP
The leadership model distributes responsibility for the work of inclusive excellence across the institution. Accountability for this work, however, ultimately rests with the University's senior administrative leaders who have committed to the work involved as outlined in Appendix A.

INSTITUTIONAL COORDINATING COUNCIL FOR
THRIVING, INCLUSION, DIVERSITY, AND EQUITY
Cross-campus representation and engagement is critical to ensure that inclusive excellence efforts and practices are infused across and embedded within all parts of the University. Rooted in the spirit and outcomes of the pilot Interim Coordinating Council, the ICC will bring together staff and faculty with expertise to foster alignment, communication, and best practices for inclusive excellence efforts across offices, divisions, and schools.

INTERIM SENIOR ADMINISTRATIVE OFFICER
An Interim Senior Administrative Officer (SAO), in regular consultation with the ICC, will guide coordination and help inform our institutional efforts. The SAO will serve on the President's Cabinet and convene the ICC for the first 12–18 months of the implementation process.

This interim period will provide an opportunity to understand and catalogue the leadership and organizational needs most important to the work of inclusive excellence at the University of Richmond and build a strong foundation for the longer-term effort ahead.

How We Will Measure Results

We will consistently track our progress, evaluate the impact of our efforts, and share those results with the University community. The Office of Institutional Effectiveness will collect, analyze, and provide to the President's Cabinet, ICC, and interim SAO institutional indicators of progress. Key metrics include, but are not limited to:

REPRESENTATION
- Faculty, staff, and student compositional data
- Compositional diversity of each class of students and newly recruited faculty, staff, and University leaders
- Efficacy of recruitment, search, and hiring guidelines, processes, and training opportunities

BELONGING
- Student outcomes, including retention and graduation rates and post-graduate opportunities
- Student participation rates in high-impact practices
- Students' self-reported evaluation of and satisfaction with their academic and co-curricular experiences
- Students' reported perceptions of belonging
- Faculty and staff surveys that evaluate perceptions of campus climate

CAPABILITY
- Progress in completing student, faculty, and staff training; evaluation of efficacy and impact of training opportunities
- Faculty use and type of inclusive pedagogical practices
- Students' reported perceptions of the number and quality of cross-cultural interactions on campus in curricular and co-curricular settings
- Students' evaluation of their classroom learning experiences

We will report regularly on outcomes associated with the actions assigned to them, as well as any additional achievements or initiatives that contribute directly to the inclusive excellence goals during the implementation process. Summary information and progress will appear on the Inclusive Excellence website, and will be regularly reviewed and discussed during campus meetings and events, which may include the President's State of the University address and annual faculty and staff gatherings.

What Success Will Look Like

If we achieve our aims as outlined, we will provide a transformational educational experience to our students, offer our faculty and staff an outstanding work environment, and become an inclusive excellence leader in higher education. We will be known for exceptional educational value because:

- our students, faculty, and staff will reflect the rich diversity of our society;
- all members of our community will feel engaged and have a place as stakeholders in our community;
- all can thrive here and consider the University their academic or professional home;
- the ongoing work of thriving, inclusion, diversity, and equity will be distributed, coordinated, and aligned across roles, responsibilities, and all levels of the University;
- all will have developed the skills and capabilities needed to understand, empathize with, work with, and learn from those of different backgrounds, identities, experiences, and views;
- the individual educational and professional experience at Richmond and the impact of our work together will be notably stronger and richer — the ideal of inclusive excellence; and
- as a result, our students will be better prepared to succeed in living lives of purpose and being responsible leaders in a complex and diverse world.

APPENDIX A
DRAFT INSTITUTIONAL WORK PLAN

Goal 1: Representation
Continue to recruit talented and diverse students, faculty, and staff to ensure our campus community reflects the rich diversity of our city, region, nation, and the world.

AY20	AY21	AY22	Responsibility
Expand training and tools to support identification of student applicants from diverse backgrounds, including Environmental Context Dashboard (ECD)	Evaluate ECD based on one year retention and academic performance of 2019 cohort	Adjust use of ECD based on outcomes	VP for Enrollment Management
Continue to strategically align search and recruitment travel to include talented and diverse students from secondary and new markets	Expand search territory Based on outcomes, evaluate use of outreach tools for first-generation applicants		VP for Enrollment Management
Develop and pilot recruiting processes for all faculty and staff searches, including reviewing position descriptions and adding an inclusive excellence statement in position advertisements	Roll-out process across campus Evaluate and adjust the protocols on an ongoing basis and report on outcomes	Ensure use across campus in faculty and staff searches	EVP COO & EVP Provost
Develop and pilot search guidelines to help search committees conduct processes that both maximize ability to recruit a diverse, qualified applicant pool and adhere to University guidelines	Disseminate and implement guidelines more widely and evaluate efficacy	Increase use of guidelines across departments and units on campus	EVP COO & EVP Provost
Develop training for faculty and staff search committees and hiring managers prior to the posting of a position or vacancy	Pilot and assess training	Roll out training across campus and report on impact	EVP COO & EVP Provost

AY20	AY21	AY22	Responsibility
Using the results of the 2019 campus space planning effort, continue pursuit of making campus spaces accessible and inclusive in order to augment community building (e.g., availability of all-gender restrooms, elevators)			EVP COO
Identify meaningful ways to commemorate and memorialize previously excluded figures and milestones in our University history on campus			SAO
Create and publish style guidelines to educate about and promote inclusive language use among campus print, web, and social media content editors	Continue distributing and using guidelines		VP Communications & SAO
Continue to implement changes to information systems, including Banner and Blackboard, and campus forms that support use of gender-inclusive language, preferred pronouns, and preferred names			SAO
Consider changes to existing academic policies to promote retention, including: class withdrawal procedures, pass/fail guidelines for first- and second-year students, and academic incomplete (I) and withdrawn failing (M)			EVP Provost & VP Planning & Policy

Goal 2: Belonging

Cultivate living, learning, and work environments in which all can fully participate in the life of the institution and experience a sense of belonging.

AY20	AY21	AY22	Responsibility
Complete multicultural space pilot study to determine next steps f or creating long-term spaces for multicultural and intercultural programming	Evaluate use and make improvements as needed	Plan for long-term multi-cultural space on campus with student input	VP for Student Development & SAO
Continue to provide staff and financial support for campus-wide social opportunities that include: establishing new campus traditions (e.g., Black Excellence Gala), block parties open to all students, and Spider Nights programming			VP for Student Development
Work with Business Affairs, Provost's Office, and student SOBAC leaders on a funding model that ensures equitable allocation of adequate resources to student groups	Evaluate success of model and adapt if needed	Continued evaluation of model	VP for Student Development
Coordinate and align current cross-campus programs and initiatives that support inclusive excellence through the work of the Institutional Coodinating Council	Evaluate progress and make any recommendations for adjustments		SAO

AY20	AY21	AY22	Responsibility
Establish an online portal through which students can seek support from Spiders Helping Spiders funds or Career Opportunity funding support Continue fundraising efforts for Spiders Helping Spiders Develop and promote a website to help students, faculty, and staff understand where students can seek support if they have financial or resource needs and how the University works to meet those needs	Evaluate the success of the portal and make any changes		VP for Policy & Planning and VP for Advancement
Complete First Year Experience Advisory Committee work, considering feasibility and outcomes of a new orientation model that extends learning across the first year	Continued implementation of FYE outcomes	Evaluate effectiveness of outcomes	EVP Provost & VP Student Development
Establish a Health Services Review team to evaluate existing well-being services for students and recommend needed changes (underway)	Begin implementation of priorities emerging from the Heath Services Review report	Evaluate implementation	VP for Student Development & VP for Policy and Planning
Initiate pilot program for employee resource groups to build affinity among faculty and staff; continue to pilot and expand similar affinity-building opportunities for alumni		Evaluate outcomes of pilot to gauge effectiveness and viability	EVP COO, EVP Provost

AY20	AY21	AY22	Responsibility
Conduct research to determine location of burial site for enslaved people who lived and worked on the land where UR is now located; create a plan for memorialization	Memorialize enslaved people on campus Research and connect with descendant community Support ongoing work to integrate historical context into campus, including development of historical exhibits and interpretive signage		EVP COO and SAO
	Conduct feasibility, space, and financial planning study for a potential move toward separation of the Virginia Baptist Historical Society and University Archives Consider establishing a University Archives program		EVP COO & Board Secretary
Explore with VBHS digitization of the records of Virginia Baptist churches that possess valuable genealogical materials for the descendants of enslaved people			EVP COO & Board Secretary

Goal 3: Capability

Become a skilled intercultural community that enables and enriches an unparalleled academic experience.

AY20	AY21	AY22	Responsibility
Provide and evaluate training on anti-bias, anti-racism, equity, and inclusion for University leaders	Roll out additional training opportunities for senior leaders	Include training as part of orientation for senior leadership positions at UR	SAO
Pilot and evaluate anti-bias, anti-racism, equity, and inclusion training for faculty and staff		Integrate anti-bias training into new faculty and staff orientation Offer training to other units on campus in support of their unit goals Roll out ongoing training and learning opportunities across campus	EVP COO & EVP Provost
Expand and evaluate the equity, inclusion, and anti-bias training for student leaders Evaluate training	Offer and evaluate training to all student leaders	Offer and evaluate training for all student leaders	VP for Student Development
Expand and integrate cross-school inclusive pedagogy program within the HUB and evaluate impact	Conduct assessment of Richmond faculty use of inclusive pedagogical strategies in the class-room Develop peer observation and course design assessment strategies to promote teaching effectiveness		EVP Provost

AY20	AY21	AY22	Responsibility
Pilot an academic initiative to continue exploration of UR's intersectional history and its legacies and to support student learning; enlist a public historian to research and make accessible critical insights into our University history to inform commemoration and memorialization decisions	Evaluate outcomes of pilot to consider long-term viability of initiative Build repository of existing campus spaces of memorialization and commemoration; use as a resource to educate the public about sites of memory and inform future decision-making	Explore fundraising or grant opportunities to support the work	EVP Provost
Pilot intergroup dialogue program for faculty and staff		Evaluate results of pilot	SAO
Review and revise supervisor development cohort training program to meet UR's inclusive excellence goals		Implement any changes to ensure training on implicit bias, best practices in recruiting a diverse workforce, and conflict management	EVP COO

APPENDIX B
INCLUSIVE EXCELLENCE COMMITTEE SUMMARIES

PRESIDENT'S ADVISORY COMMITTEE FOR MAKING EXCELLENCE INCLUSIVE
In February 2018, President Crutcher created the President's Advisory Committee for Making Excellence Inclusive (PAC), an administrative, ad hoc committee comprising 22 faculty, staff, students, alumni, and a trustee to make recommendations on issues related to creating and sustaining a thriving, inclusive campus community.

The PAC was charged with:
- Thoroughly and candidly assessing the campus climate students encounter at Richmond using existing institutional data and information provided by campus stakeholders;
- Determining whether additional information about the campus climate was needed;
- Considering how climate data are tracked and monitored to promote accountability and transparency;
- Reviewing focus group data regarding the lived experiences of historically underrepresented students and alumni;
- Using recommendations made by the Thriving and Inclusive Community ad hoc committee and strategic plan work group to identify carry-over action steps;
- Identifying and understanding campus resources key to promoting a thriving, inclusive community, as well as barriers to it;
- And make recommendations about initiatives that demonstrate the potential to have a measurable, positive impact on the campus climate.

Membership
- Chair: Ronald A. Crutcher, President
- Jesse Nana Amankwaah, '21
- Chantelle Bernard, Associate Director of Multicultural Affairs and Disability Services
- Ashleigh Brock, '05, Assistant to the President
- Jeff A. Brown, M.D., R'85, Trustee
- Hank Chambers Jr., Professor of Law
- Ashley Crenshaw, '07, Vice President for Planning and Operations, URAA Board of Directors
- Chad Curtis, Associate Professor of Economics
- Lee Dyer, Associate Director for LGBTQ Campus Life
- Ed Gates, '02, Vice President for Outreach, URAA Board of Directors
- Mia Reinoso Genoni, Dean of Westhampton College
- Javier Hidalgo, Associate Professor of Leadership Studies
- Melanie Jenkins, Director of Institutional Effectiveness
- Lindsey King, GC'17
- Karen Kochel, Assistant Professor of Psychology
- Jeffrey Legro, Executive Vice President & Provost
- Tom Nicholas, Associate Director, Undergraduate Admission
- Lindsey Paul, '20
- Omar Quintero, Associate Professor of Biology
- Jhannelle Robinson, '19
- Ellen Sayles, Associate Dean and Director of Education Abroad
- Cory Schutter, '19
- Carl Sorensen, Senior Associate Vice President of Human Resources
- Marti Tomlin, Associate Director, Recreation and Wellness

After a six-month information and gathering and data review process with the full PAC, the committee was divided into three subcommittees, based on key areas of focus that emerged during its initial research. Additional campus community members with expertise or connections to the topic areas were added to the subcommittees to inform their outcomes.

FACULTY AND STAFF DEVELOPMENT
The Faculty and Staff Development Subcommittee made recommendations to support faculty and staff in creating and sustaining inclusivity in the classroom; supporting the recruiting and onboarding of more faculty and staff from underrepresented groups; and enabling all faculty and staff to foster and experience a thriving, inclusive University community.
Co-chairs: Javier Hidalgo and Carl Sorensen
Members: Jesse Amaankwah, Allison Archer, Chantelle Bernard, Ryan Brazell, Ashelle Brown, Tom Nicholas, Kristjen Lundberg, Noella Park, Omar Quintero, Doug Szjada, and Josh Wroniewicz

STUDENT SUPPORT SERVICES
The Student Support Services Subcommittee considered ways in which the University does, or needs to, encourage and enable students of all backgrounds, identities, and experiences to thrive in and out of the classroom.
Co-chairs: Mia Reinoso Genoni and Ellen Sayles
Membership: Ashley Crenshaw, Lee Dyer, Ed Gates, Courtney Hughes, Miles Johnson, Saif Mehkari, Jhannelle Robinson, Cory Schutter, Blake Stack, Siwanta Thapa, Laura Thompson, and Marti Tomlin

THRIVING AND INCLUSION METRICS AND EVALUATION
The Thriving and Inclusion Metrics and Evaluation (TIME) Subcommittee advanced a University of Richmond-centered definition of thriving and identified metrics of student thriving at UR. The TIME subcommittee proposed an inclusive and comprehensive assessment of thriving — one that takes into account the varied ways in which individuals within a diverse learning community may fully engage in their educational experience to achieve optimal functioning.
Co-chairs: Melanie Jenkins and Karen Kochel
Membership: Jeff Brown, Hank Chambers, Chad Curtis, Josh Jeffreys, Lindsey Paul, Tom Roberts, Amanda Salazar, and Akhila Vishnubhotla

KEELING & ASSOCIATES
At the conclusion of its initial research phase, the PAC determined additional information — particularly qualitative data about the lived experiences of students, faculty, and staff on campus — was needed in order to understand more fully and make effective recommendations to improve Richmond's climate. The University retained the services of a higher education consulting firm, Keeling and Associates (K&A), to conduct on-campus interviews, focus groups, and survey data collection.

In October 2018, K&A conducted a three-day visit to the University, during which its consultants met with nearly 200 faculty, staff, and students. Their data gathering also incorporated conversations with the President's Cabinet, academic deans, and the rector of the Board of Trustees. Insights were also sought from the following groups: the Office of Common Ground, Office of Multicultural Affairs, academic support services units, the ICC, the PAC, and the Student Development division.

Following the campus visit, K&A developed a student survey in collaboration with the University's Office of Institutional Effectiveness to gather additional quantitative data to supplement their qualitative findings. Nearly 600 students responded. K&A produced a final report for the University, which was made available to the PAC and ICC to inform their efforts. K&A's findings further inform the vision, institutional leadership structure, and recommendations detailed in this report, and the data provided by their efforts will remain an important tool for those on campus charged with executing our vision for inclusive excellence.

INTERIM COORDINATING COUNCIL FOR THRIVING, INCLUSION, DIVERSITY, AND EQUITY

Following the University's participation in the Council for Independent Colleges' "Diversity, Equity, and the Liberal Arts" Institute in June 2018, the Interim Coordinating Council for Thriving, Inclusion, Diversity, and Equity (ICC) was formed and charged to inventory and connect current campus efforts that support inclusive excellence. The ICC also served as a pilot, to consider how a standing body, with cross-campus representation, might strengthen our inclusive excellence efforts.

During the 2018–19 academic year, President Crutcher charged the ICC with initiating strategic, constructive connections among the many initiatives, committees, programs, and offices working to make the University a place where all students, faculty, and staff can reach their full potential and thrive in an inclusive University community. The ICC undertook the following goals:

- To identify and bring together members of current initiatives, offices, and programs focused on diversity, equity, and inclusion to inventory the scope of those initiatives and identify connections, institutional gaps, and challenges;
- To deliver recommendations to the President for how to coordinate and communicate across existing initiatives that will enhance the work of each initiative while ensuring a broader, more constructive total impact across the campus;
- And to communicate its experience and collaborate with the President's Advisory Committee for Making Excellence Inclusive to further the Committee's work of long-term visioning.

Membership
- Dr. Julian Hayter, Associate Professor of Leadership Studies
- Dr. Patricia Herrera, Associate Professor of Theatre and Dance
- Dr. Glyn Hughes, Director of Common Ground
- Dr. Carthene Bazemore-Walker, Assistant Dean for Diversity, Inclusivity, and Thriving
- Dr. Tina Cade, Associate Vice President of Student Development- Multicultural Affairs
- Tara Casey, Director of the Carrico Center for Pro-Bono Service, Richmond School of Law
- Anthony Crenshaw, Associate Director, Student Organizations & Leadership Development, Center for Student Involvement
- Dr. Amy Howard, AVP for Community Initiatives
- Dr. Nicole Maurantonio, Associate Professor of Rhetoric and Communication Studies, Coordinator of the Race and Racism Project
- Krittika Onsanit, Director of International Student and Scholar Services
- Dr. Patrice Rankine, CIC Team, Dean of the School of Arts & Sciences
- Dr. Tom Shields, Associate Professor of Education, Program Chair of Graduate Education
- Leigh McCullar, Director, HR Consulting, Human Resources
- Rev. Dr. Craig Kocher, University Chaplain
- Dr. Shakun Mago, Associate Professor of Economics, Robins School of Business
- Dr. Thad Williamson, Associate Professor of Leadership Studies
- Dr. Eric Yellin, CIC Team, Associate Professor of History and American Studies
- Ashleigh Brock, '05, Assistant to the President, Ex Officio

PRESIDENTIAL COMMISSION FOR UNIVERSITY HISTORY AND IDENTITY

In Fall 2018, at a commemorative event celebrating the University's first African American residential students, President Crutcher announced the launch of the Presidential Commission for University History and Identity, an ad hoc, administrative committee charged with studying the University's history and its implications for our current campus climate by:

• Exploring how our institutional history is recorded, preserved, and made accessible to a diversity of audiences;

• Re-examining our past to identify people and narratives previously excluded from our institutional history;

• And recommending ways to acknowledge and communicate our history inclusively.

Membership

• Edward Ayers, President Emeritus and Tucker-Boatwright Professor of the Humanities (co-chair)
• Lauranett Lee, Visiting Lecturer, Jepson School of Leadership Studies (co-chair)
• Ayele d'Almeida, '20, Race and Racism Project student research fellow
• Gill Hickman, Professor Emerita
• Amy Howard, AVP for Community Initiatives & CCE
• Charles Irons, Professor of History and Chair of the Department of History and Geography, Elon University
• The Honorable Roger L. Gregory, Trustee Emeritus
• Lynda Kachurek, Head of Rare Books and Special Collections, Boatwright Memorial Library
• Rev. Dr. Craig Kocher, University Chaplain
• Dr. Nicole Maurantonio, Associate Professor of Rhetoric and Communication Studies, Coordinator of the Race and Racism Project
• Marilyn Branch Mitchell, W'78
• Greg Mitchell, R'80
• Nathan Taylor, Executive Director, Virginia Baptist Historical Society
• Suzanne F. Thomas, W'61, Trustee
• Doug Winiarski, Professor of Religion and American Studies
• Ashleigh Brock, '05, Assistant to the President, Ex Oficio, staff to the Commission

APPENDIX C
INCLUSIVE EXCELLENCE DEFINITIONS

The University's inclusive excellence efforts are grounded in the below terms and definitions. These definitions resulted from the efforts of the Planning Committee for a Thriving and Inclusive Community in 2015, which informed the Thriving and Inclusive University Community pillar of the strategic plan, *Forging Our Future, Building from Strength*, and from the work of the President's Advisory Committee on Making Excellence Inclusive.

DIVERSITY: A state of having many forms of difference present in a community, often including a wide range of human differences. At its most basic, diversity refers to demographic difference, especially with respect to those demographic groups that have been historically restrained, excluded, or oppressed.

EQUITY: The ability of historically underrepresented populations to achieve results consistent with full participation. This includes the creation of opportunities for such populations to have equal access to and participate in professional and educational programs that close the achievement and outcomes gaps between populations. In higher education, equity can be achieved by eliminating disparities of opportunity, resources, and outcomes for historically underrepresented populations in ways that are consistent with the institutional commitment to full participation.

INCLUSION: What a community does to demonstrate its commitment to diversity; how a community honors, values, and accepts diversity among its community members. Inclusivity is observable in the extent to which (a) community members feel a sense of belonging and (b) the community is equitable in its provision and distribution of opportunities among its members.

INTERCULTURAL COMMUNITY: One in which there is a deep respect for, and practice of, the mutual exchange of ideas and cultural norms and the development of meaningful relationships. Listening, understanding, and empathy leave no one unchanged because we learn from each other and grow together.

MAKING EXCELLENCE INCLUSIVE: An active process through which institutions identify inequities in the experiences and outcomes of students, faculty, and staff in order to address them systematically and ensure all members of our community can fully participate in the life of the institution.

THRIVING: When a community fosters well-being among all its members, enables individuals to reach their full potential, and intentionally eliminates barriers that prevent them from reaching their full potential, community members thrive. Thriving does not equate to happiness or being comfortable; resilience, stretching one's potential, making decisions about a balanced and fulfilling life, and giving oneself permission to fail are all dimensions of thriving.

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