Year-End Review, 2021-2022
Institutional Coordinating Council

OVERVIEW

Shared Leadership for DEIB

The Institutional Coordinating Council (ICC) facilitates the alignment of campus DEIB efforts toward the *long-range, systemic change* required to achieve the vision of UR reflected in its goals of representation, belonging, and capability. In particular, the ICC develops tools and resources for doing DEIB work, engages in critical conversations with the campus, and provides thought partnership to units and senior leaders.

The ICC is one part of the University of Richmond's shared leadership structure designed to foster urgency, coherency, accountability, and stamina in pursuit of our institutional DEIB goals representation, belonging, and capability. Because each part of the shared leadership structure plays a distinct role, a quick review of the different parts will help contextualize the ICC's contributions. Components of UR's shared equity leadership model, in addition to the ICC, are the following:

1. A Community of Practice, made up of fifteen campus staff with DEIB as a named significant portion of their roles, works to align and support individual efforts toward institutional goals, share promising practices, identify challenges, troubleshoot solutions, participate in professional development, and provide mutual support. For a list of active members of the Community of Practice see Appendix A.

2. The Senior Administrative Officer convenes the ICC and is a member the President's Cabinet, who ensures consistent elevation of DEIB among senior leaders and bridge-building among the various DEIB efforts across campus.

3. Senior leaders foster division- and unit-level engagement with critical DEIB issues affecting the University. They also set a tone of urgency for the campus, modeling DEIB work as an imperative for everyone and taking actions to advance institutional goals.

Each part of the shared leadership structure is designed to work in combination to create and model shared leadership and infrastructure for maximizing institutional coherency, urgency, and accountability for DEIB efforts at all levels and for all campus functions and constituencies.

The ICC's Work in 2021-2022

The Institutional Coordinating Council (ICC) developed a workplan that led to the completion of two discrete projects:

1. *Guiding Principles—The ICC developed a set of Guiding Principles to serve as a campus-wide resource to enhance the alignment and effectiveness of DEIB efforts.*

2. *ICC Governance Structure—The ICC developed and clarified a robust governance structure for the ICC, including recruitment protocols.*

Each of these projects is elaborated below. The final documents—workplan, Guiding Principles for Equity-Minded Practice, and governance structure—are available in the Appendix. More information about the ICC is available online.

Elaborating on the year's work

These two accomplishments are the product of Council members' dedicated, focused work in bi-monthly meetings over the course of the academic year. The work was organized in two working groups: The Resources Development working group was charged to create resources and tools to assist the campus community in pursuing the shared institutional goals of representation, belonging, and capability; The Communications, Outreach, and Engagement group was charged to help develop and implement communication and outreach plans about the shared leadership model, the ICC, and the tools and resources developed by the ICC. The work of each group often overlapped with the other and thus they were in regular communication. See Appendix B for the ICC Work plan.

1. Guiding Principles for Equity-Minded Practice

In keeping with its charge, the Resources Development working group created a set of Guiding Principles for Equity-Minded Practice (Appendix C). As a campus resource, the Guiding Principles will be a shared point of reference for orienting our collective DEIB practices toward a shared vision. The Guiding Principles are meant not as a checklist so much as a series of reflection prompts to guide effective DEIB work.

Developing and testing the Guiding Principles

The Guiding Principles emerged from a combination of scholarship on DEIB practice and the ICC's work over the prior year involving numerous discussions with senior leaders, and ICC-led meetings with hundreds of staff and faculty helping them to identify their DEI goals and weaving them into the fabric of their work. In 2021-22, the ICC fine-tuned and tested the Principles in a year-long iterative process culminating in a series of pilot workshops with different campus offices (The Chaplaincy, Bonner Center for Civic Engagement, and Human Resources) and the DEIB Community of Practice.

In the workshops we introduced the Guiding Principles and invited participants, thirty-five in all (including two ICC members), to begin applying them to case scenarios developed by the ICC. We also gauged participant impressions of the Principles and the workshop, paying particular attention to how we might enhance the usability of the Principles and improve our approach to communicating about them. Our methods included gathering (1) notes from ICC members, who led the workshops in pairs and took notes pertinent to our objectives, and (2) participant responses to a survey distributed at the end of each workshop.

Guiding Principles workshop survey results

The workshops and survey results were encouraging and validated the Principles' relevance. The participants most experienced with DEIB work were excited by the precision and comprehensiveness of the Principles. At the same time, the workshops and open-ended survey responses pointed to some concrete challenges to ensuring widespread use of the Principles.

The encouraging feedback from the survey includes the following: 94% of participants said the Principles made sense to them, and 95% said the Principles were relevant to their work. One hint of the challenges might be evident in that comparatively fewer participants (86%) actually anticipate using the Principles in their work. The table below summarizes these responses.

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. The Guiding Principles make sense to me.	43% (15)	51% (18)	--	6% (2)	--
2. The Guiding Principles are applicable to my work.	69% (24)	26% (9)	3% (1)	3% (1)	--
3. I will use the Guiding Principles in my work.	57% (20)	29% (10)	11% (4)	3% (1)	--

Summary of Guiding Principles Pilot Workshop Participant Responses (N = 35)

The workshop participant surveys also included open-ended questions on barriers that might interfere with participants making full use of the Principles, and what additional resources or information would help them to do so. As a Council, we had an extended conversation to comprehend, thematize, and interpret the open-ended responses, acknowledging and drawing on our different roles (some facilitated, some were workshop participants, others only saw the survey results). Our conversation centered this question: Considering our hopes for the GPs, the ICC's role going forward, and our institutional goals of representation, belonging, and capability, what do we need to notice in these responses? Reflecting a remarkable consistency across responses, we noticed two reoccurring themes regarding what will be needed to make the Guiding Principles more useful and widely used on campus.

- Workshop participants desired more concrete examples to help them use the Guiding Principles for their units

- Workshop participants indicated a need for more visible signs of institutional commitment to the goals and the Guiding Principles. More specifically, participants identified messaging and modeling from senior leaders about the existence and importance of the Principles as the most important sign of institutional commitment, as well as consistent communications about the Principles in general.

Insights from the workshops affirmed the Council's commitment to continue rolling out the Principles and supplementing them with an evolving "User's Guide" to include sections such as "tips for supervisors" and "how to assess the Principles." The Council is also eager to work with senior leaders, who could play a significant role in championing the Principles as an important tool for campus DEIB work.

2. Governance process

In keeping with its charge, the ICC's Communications, Outreach, and Engagement working group formalized the Council's governance structure and established guidelines for membership selection, term limits, and responsibilities. These accomplishments help to solidify the ICC as a key pillar of the distributed leadership structure, ensuring the long-term stability of the ICC, the maturation of its contributions, and the continuity of campus DEIB work.

The ICC implemented the recommendations of the Fall 2021-Spring 2024 Governance Plan (Appendix D). Current Council members were surveyed regarding their interest and capacity to remain on the Council, and that information was used to develop timelines for rotations and new

member recruitment. The list of past and present Council members with terms and rotations is included in Appendix E. Based on the survey, the Council

- codified terms and rotations for Council members;
- specified the number of seats for different constituencies (students, staff, faculty)
- expanded the number of seats for students from two to four (two each, juniors and seniors)

To supplement the clarified schedule for terms and rotations, the Council also developed an outreach plan focusing on faculty, staff, and students distinguished by their demonstrated DEIB commitments. The list will guide our outreach to individuals whose understanding of the ICC is critical, and to cultivate potential future members of the Council.

The Council's commitment to recruitment-as-outreach was most evident in our engagement with students in 2021-22. We piloted a process for recruiting and onboarding new student members, which resulted in nearly a dozen nominations and six applications for the four positions. The process included soliciting nominations from current and former ICC members, leading info sessions for interested nominees, and inviting their applications.

Other Efforts
Council members were involved with a number of noteworthy accomplishments beyond the major emphases of the ICC's work elaborated above.

- The ICC organized a campus-wide Meet & Greet event for October 29th with the goal of communicating in-person who the ICC members are and what the Council does.
- Council Members attended the DEIB Board Committee's Meet and Greet for campus stakeholders invested in furthering UR's DEIB goals.
- Council members Ashleigh Brock, Patricia Herrera, Amy Howard, and Glyn Hughes, along with Ron Crutcher, Dave Hale, and Jeff Legro, authored "Many Spiders, One Web: Distributing Leadership for Inclusive Excellence at the University of Richmond," which was published in the book, *Shared Leadership in Higher Education: A Framework and Models for Responding to a Changing World.*
- Working with Alexandra Byrum, we updated the equity website and moved to make an institutional website, including Guiding Principles, ICC FAQs, and other resources.
- Eight ICC members served on the eleven-member HERI working group. All members were briefed on results and shared with their constituents and offices.
- The ICC also serves as a conduit for the flow of important information about institutional DEIB work, which helps keep the Council grounded in the pulse of the campus. For example, Amy Howard routinely updates the ICC on relevant DEIB related-developments, and members share that information with their broad, diverse networks. In turn, ICC members provide input and share information from the campus with other members, including the SAO and Chief of Staff.

ICC's Next Steps

With an established governance structure and a critical DEIB resource to be shared with campus, in the coming year the ICC will

- Enhance and continue to roll out the Guiding Principles for Equity-Minded Practice

- Further the usability of the Principles by
  - following up with offices involved in the pilot to gather information about how they have utilized the Principles since their introduction to them.
  - developing supplements to the Principles that enhance their accessibility and usability. These may include FAQs, User's Manual for general use and for supervisors, and assessment guidance.

- Develop and implement an assessment plan for the Principles focusing on the effects of their use

- Work with Student Development, Center for Civic Engagement, International Education, Athletics, and other offices on their plans to implement the Guiding Principles

- Deepen connectivity between ICC and Community of Practice for further alignment and impact

- Continue to engage and seek potential DEIB thought partners.

- Support institutional belonging efforts when relevant

- Develop and pursue an outreach plan about the ICC's work

- Develop and implement an assessment plan for ICC

Conclusion

The ICC's accomplishments in 2021-22 mark a turning point in the group's maturation, and, by extension, in the potential for increased momentum for campus-wide DEIB work. By clarifying its governance structure, the ICC has charted its way forward as a key pillar of the shared leadership structure and for sustaining its work over the long-term. Similarly, the Council's development of the Guiding Principles for Equity-Minded Practice is a major contribution to the campus as a means for orienting our collective DEIB practices toward a shared vision.

Active Members of the DEIB Community of Practice

Ashelle Brown, Learning & Development Specialist, Human resources

Casey Butler, Associate Director of LGBTQ+ Campus Life, SCEI (Student Center for Equity & Inclusion)

Theran Fisher, Director of Talent and Organizational Effectiveness, Human Resources

Jamie Lynn Haskins, Chaplain for Spiritual Life and Communications Director

Jaide Hinds-Clarke, Coordinator of Student-Athlete Leadership Development & Engagement

Dr. Amy Howard, Senior Administrative Officer, Equity & Community

Dr. Glyn, Hughes, Director of Institutional Equity and Inclusion

Josh Jeffreys, Jewish Chaplain & Director of Religious Life

Dafne Luna, Assistant Director for Latinx Student Support & Multicultural Programs, SCEI

Lisa Gradone Miles, Associate Director, SCEI

Michael Pina, Director of Admission for Diversity Outreach & Partnerships

Daniel Dho Roberts, Assistant Director for APIDWA Student Support & Multicultural Programs, SCEI

Dr. Morgan Russell, Dean of SEI & Director of SCEI

Dr. Cort Schneider, Director of Disability Services

LaRee P. Sugg, Deputy Director of Athletics for Policy & Sports Management; Senior Woman Administrator; Chief of Diversity, Equity and Inclusion, Richmond Athletics

ICC Work Plan for 2021-2022

	Resource Development	**Communications, Outreach & Engagement**
Members	Dara, Melanie, Patricia, Theran, Glyn, Ellen (chair)	Amy, Craig, Crystal, LaRee, Matt, Max, Kim (chair)
Charge	*To create resources and tools to assist the campus community in clarifying DEI vision and aligning efforts to achieve it*	*To help develop and implement communication and outreach plans about the DL model, the ICC, and the tools and resources developed by the ICC*
Actions	1. Enhance the usability of the Guiding Principles with expanded details and examples 2. As a supplement to the Guiding Principles, develop a campus guide to equity-minded assessments that promote alignment of DEI efforts and progress toward vision 3. Create a framework for evaluating the ICC's work and the DL model 4. Develop a plan for leveraging LACRELA resources	1. Draft plans for workshop on the GPs 2. Develop key outreach tools and communications in collaboration with Equity & Community communications staff 3. Help generate participation in the spring for HERI "roadshows" 4. Set rotations and terms for members 5. Identify members for next year

Shared work (under development)	1. Engagement with the DL
	2. Educational deep dives:
	  a. What is a full-spectrum anti-racist university, one attendant to anti-Asian racism, anti-Semitism, xenophobia, and anti-Black racism?
	  b. What do we need to understand about the evolving DEIB ecosystem at UR and our relationship to it, including the Board committee, Africana Studies, institutional history, SCEI, Equity & Community, and named DEIB positions?	

Guiding Principles for Equity-Minded Practice

These principles provide guidance to members of campus pursuing shared institutional [goals](#) of representation, belonging, and capability. They are a shared point of reference for how, in practice, we can advance those goals together. To ensure the broadest possible applicability, the principles are written generally. If you would like additional guidance on applying the principles to your particular situation, please do not hesitate to contact the [Institutional Coordinating Council](#).

In our work to become a skilled intercultural campus community that reflects the rich diversity of our city, region, nation, and the world, and in which all members can fully participate in the life of the institution and experience a sense of belonging, it is critical to

Notice

→ *notice who is thriving or reaping the benefits*

- Who is benefitting and who is not?
- Who might be affected indirectly or unintentionally?

Tip: *Make sure you have connected to sources of data on representation for campus. [insert IFX links]*

→ *notice who is at the table and who is not*

- Whose input is needed to ensure inclusivity and equity?
- Whose perspectives are represented, especially in decision-making processes?

→ *notice whose input has impact and whose doesn't*

- What do you notice about whose voice has the most influence?
- How will previously under-represented perspectives be more fully included going forward?

Be clear about our institutional goals and continually work toward them

→ *design and pursue actions now that contribute to future achievement of the goals*

- How will your actions specifically contribute to our institutional goals?
- How will your actions address causes of inequity?

- How will your actions address impediments to achieving our institutional goals?

→ *assess both process and progress toward our goals*

- How can you *do* the work in ways that model the *outcomes* we hope to achieve?
- How will you know whether and how your efforts contribute to achieving our goals?
- What steps can you take to ensure your current efforts have enduring impact?

→ *prepare to continually discuss, reflect, and review your actions over time and to revise them as necessary*

- How and when will you reevaluate your efforts based on new insights, new perspectives, and changed circumstances?

Take charge from where you are

→ *know your sphere of influence and use that influence*

- How can you utilize the full potential of your role and connections to advance the goals?
- Within your sphere of influence, what can you do to promote a culture of full participation, reflection, and inquiry?

→ *leverage your influence to center under-represented perspectives*

- How can you center the experience and knowledge of under-represented people when developing solutions within your sphere of influence?
- How will you incorporate the specific insights and interests of under-represented people in strategy, selection, and implementation of new practices?

→ *be alert to and name the effects of power and hierarchy*

- How are different forms of authority and power affecting efforts to reach the goals?
- How can those effects be discussed and productively managed in the interest of achieving the goals?
- What more equitable or inclusive ways of relating could promote the full-participation of those with the least authority and privilege? How can you encourage a culture of

trust and belonging through risk taking in which it's okay to make mistakes?

Connect to the bigger picture

→ *collaborate to reinforce efforts whenever possible*

- What efforts are already underway that you might join? (This is an especially important question to ask before starting something new.)
- How can you collaborate to meet short-term objectives in ways that strengthen relationships for future efforts?

→ *foster mutual accountability through connection*

- How might you deepen and expand your current networks for greater accountability?
- How might you deepen and expand your connections to strengthen your contributions to the institutional goals?

→ *Place your efforts in relation to the larger context within UR, the Richmond region, and beyond*

- How might you develop relationships with colleagues at UR and elsewhere that can strengthen the impact of your efforts?
- How are your efforts and priorities informed by an awareness of issues beyond your immediate sphere of influence, including social patterns of exclusion and discrimination?

Appendix D
ICC Governance Plan

May, 2021

ICC Governance: Fall 2021-Spring 2024

The ICC's ability to offer a cohesive vision of itself, the distributive leadership model, and the wider TIDE initiatives on campus will strengthen the ICC's effectiveness. In the immediate future, we recommend the Institutional Coordination Council (ICC) remain intact with the same people in the same roles through the completion of the 2021-22 academic year. Additionally, we make the following recommendations for the governance of the ICC for the next three years, 2021-2024. At the end of this three-year period, this document should be reviewed and updated.

Leadership
- The ICC will be convened by the Senior Administrative Office for Equity and Community (SAO).
- The ICC will be co-chaired by the Director of Institutional Equity and Inclusion and a tenured faculty member.

Membership
- The ICC will be comprised of approximately 15—no fewer than 12 and no more than 18—campus leaders to include faculty, staff, and students.
- The ICC will include two students who will also serve as ex-officio members of the President's Student Cabinet.
- One third of the membership will be compromised of tenured faculty.
- The ICC members will be chosen based on campus strategic influence, TIDE expertise and experience, and ability to represent the breadth of campus life in areas such as, but not limited to: Athletics, Student Development, Human Resources, International Education, Institutional Effectiveness, Admission, and Communications.
- The ICC members can make recommendations about prospective members, and the SAO and co-chairs will make final decisions on membership.
- The ICC members will serve 3-year terms. To maintain coherency and continuity, in Fall 2021 ICC members will rotate on and off via a 1-2-3-year term limit process, so that eventually all ICC members will be serving staggered 3-year terms.

Expectations and Responsibilities
- The ICC members should seek continual learning on TIDE related issues both internally—from the expertise available in the room—and externally, from those outside the institution who can provide new ideas and insights for the work of the council.
- The ICC will continue its collaboration with the President's Cabinet on TIDE issues.
- ICC members are expected to regularly attend and participate in meetings and projects central to the ICC's mission.
- The SAO and ICC co-chairs will set meeting frequency and agendas each semester.

Appendix E
Past and Present Council Members

ICC Members, 2022-2023

Kim Dean-Anderson, Associate Director Community Relationships - Center for Civic Engagement

Matt Dewald, Senior Editor – University Communications

Alicia Díaz, Associate Professor of Dance - Theatre & Dance Operations

Theran Fisher, Director Talent & Org Effectiveness - Human Resources

Ny'Asia Flowers, Student

Dara Gocheski, Chief of Staff - President's Office

Annie Hankin, Student

Dr. Patricia Herrera, Associate Professor of Theatre and Dance

Dr. Amy Howard, Senior Administrative Officer, Equity & Community

Dr. Crystal Hoyt, Professor of Leadership Studies & Psychology

Dr. Glyn, Hughes, Director of Institutional Equity and Inclusion

Josh Jeffreys, Jewish Chaplain & Director of Religious Life

Melanie Jenkins, Director, Office of Institutional Effectiveness

Dr. Shannon Jones, Director of Biological Instruction

Moe Kassem, Student

Dr. Mia Reinoso Genoni, Dean Westhampton College

Dr. Morgan Russell, Dean of SEI & Director of SCEI (Student Center for Equity & Inclusion)

Doron Samuel-Siegel, Professor of Law, Legal Practice

Ellen Sayles, Associate Dean & Director of Education Abroad - International Education

LaRee P. Sugg, Deputy Director of Athletics for Policy & Sports Management; Senior Woman Administrator; Chief of Diversity, Equity and Inclusion, Richmond Athletics

Past ICC Members

Dr. Carthene Bazemore-Walker, Assistant Dean for Diversity, Thriving, and Inclusion

Dr. Ashleigh Brock, Assistant to the President

Dr. Tina Cade, Associate Vice President for Student Development

Tara Casey, Director of Pro Bono Services and Clinical Professor of Law

Anthony Crenshaw, Director of Operations & Strategic Initiatives - Equity and Community

Dr. Julian Hayter, Associate Professor of Leadership Studies

Al Johnson, Major - Campus Safety

Rev. Dr. Craig Kocher, University Chaplain

Dr. Shakun Mago, Professor of Economics

Dr. Nicole Maurantonio, Professor of Rhetoric and Communication Studies

Leigh McCullar, Director, HR Consulting

Krittika Onsanit, Director of International Student and Scholar Services

Dr. Patrice Rankine, Dean - School of Arts and Sciences

Dr. Bedelia Richards, Associate Professor of Sociology

Aggrey Sam, University Communications

Dr. Tom Shields, Associate Professor of Education, Program Chair of Graduate Education – School of Professional and Continuing Studies

Lauren Stenson, Student

Max Wallach, Student

Dr. Thad Williamson, Associate Professor of Leadership Studies

Dr. Eric Yellin, Associate Professor of History and American Studies