UVA WISE
INCLUSIVE
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PLAN

Approach

Inclusive Excellence is an ongoing, collaborative process uniting students, faculty, staff, and alumni in the work of embedding diversity and inclusiveness throughout the UVA Wise experience.

UVA Wise Chancellor Donna Price Henry commissioned the Student of Color & Engagement Workgroup in fall 2017. This workgroup, co-chaired by then Associate Vice Chancellor for Compliance, Conduct & Inclusion Jewell Worley and former Provost Saunders Huguenin, was created following the race-related events of August 11 and 12, 2017, in Charlottesville, VA. The Chancellor's charge to the Workgroup included "creating a supportive environment which promotes the students' full participation in the life of the College and heightens the sensitivity of the larger community to the needs, interests, and cultures of students of color. It [the Workgroup] advocates in their interests and fosters the modification of prohibitive institutional structures, policies, and practices." The Workgroup collected data that assisted in goal setting and themes used to promote change. This data included: 6 Student Focus Group sessions; 1 Employee Focus Group; 1 Alumni Focus Group; and 1 Community Forum which had near 100 students, faculty, and staff in attendance. From the data collected, Workgroup members developed key themes and recommended action plans to impact experiences at the personal level as well as enhance and impact classroom experiences and engagement with the community at large.

Beginning fall semester 2018, the College has endeavored to complete action plans and goals noted in the May 2018 Students of Color & Engagement Workgroup report which included seven recommendations, specifically to be addressed through the Office of Compliance & Inclusion which included:
- Hire a full-time employee to support and serve as a resource for the campus community along with appointing an Advisory Board.
- Designate a physical, safe space, ie. Multicultural Center.
- Develop training/awareness for employees and students on cultural awareness, communication, and respect.
- Human Resource practices around hiring and recruitment.
- Academic Enhancement for faculty around trainings, workshops and assessment tools.
- Restructure Orientation and Welcome Week for more inclusion around First Year, Transfer Students, and Students of Color.
- Create and build connections with the Community-at-Large.

Chancellor Henry emphasized the College's continued commitment to Diversity, Equity, and Inclusion during the June 18, 2020, State of the College Address, and affirmed the commitment to complete an Inclusive Excellence (IE) plan for the College and charged an IE Taskforce. This IE plan is to be the College's first institutional systemic plan that will use a cultural transformation approach to organizational diversity designed to engage a rich array of students, staff, faculty, administrators, alumni, and the community. The IE plan will be based on the work from the Students of Color & Engagement Workgroup along with completing updated data and climate needs.

UVA Wise strives to be excellent in all aspects of college life focused around access, success, academics, and community engagement. To continue to reaffirm our

commitment to being a safe and welcoming environment, the IE Taskforce for the academic year July 1, 2020 through June 30, 2021 was charged to:

- Recommend strategies and needs for the College to fulfill its commitment to Diversity, Equity and Inclusion.
- Develop the College's Inclusive Excellence plan that will be submitted to The University of Virginia by March 31, 2021.

Taskforce members include:

- Tabitha Smith, Director of Compliance & Inclusion; Title IX Coordinator (Chair)
- Tamiyia Bynum, UVA Wise Student
- Heather Evans, John Morton Beaty Endowed Chair in Political Science
- Heather Gordon, Instructor in Chemistry
- Quintin Hunter, Wide Receivers Football Coach
- Lacey Matthews, Housing & Residence Life Community Coordinator
- Hannah Wunsch Ryan, Assistant Professor of Music
- Peter Valadez, UVA Wise Student
- Ning Zhou, Instructor in Accounting
- Narda Porter, Registrar (ex-officio)
- Marcia Mitchell, Director, TRIO Student Support Services (ex-officio)
- *Karina Rufino, Recorder

At-A-Glance
Demographic statistics of the UVA Wise student community as of September 2, 2020.

- White (77.4%)
- Other (9.1% of total population)
- African American/Black (9.8% of total population)
- Native American/Alaska Native (<1% of total population)
- Asian/Pacific Islander (1.7% of total population)
- Hispanic (<1% of total population)
- Multiracial (<1% of total population)

Self-Assessment
During the week of September 14, 2020, members of the IE Taskforce conducted a total of 4 student IE conversation groups; 3 in person and 1 via Zoom, with a total of 52 students. Also, IE Taskforce members guided a total of 2 faculty/staff IE conversation groups, 1 in person and 1 via Zoom, with a total of 24 employees. This qualitative data serves to assist the Taskforce with understanding the social reality of individuals, groups and/or cultures that are present at UVA Wise.

The Office of Compliance & Inclusion (OCI) also conducted an informal 4 question social media questionnaire on OCI's Instagram and Twitter accounts. This brief and unique quantitative use of social media platforms provides the IE Taskforce with an information-rich opportunity to reach diverse populations that could otherwise be difficult to identify and also to be mindful of COVID-19. The questionnaire was posted Friday, October 2, 2020 and remained active for 24 hours.

The College completed one Employee and one Student Perspective Survey related to Drug-Free Schools and Communities Act (DFSCA) regulations. In this information gathering an initial question before specific questions was IE related asking employees or students "do you feel valued and respected at UVA Wise?" The survey was posted November 19, 2020 with the final quantitative information created December 9, 2020. A total of 95 students and 76 employees completed the question.

A UVA Wise Inclusive Excellence Survey was sent to the campus community via e-mail with a draft of proposed IE plan on February 26, 2020 and closed on March 6, 2020. Participants were asked to "rank" the plan on an A-F scale, the higher the number (13), the higher the overall score. All of the written comments are included. Participation included 120 total responses with 38 faculty, 46 staff, and 36 students, respectively.

Goals, Actions, Measures, and Implementation Plan

Access + Success	2030 Value: *A campus culture of inclusive excellence clearly establishes and consistently upholds expectations that all students, staff, and faculty are welcome at our institution and experience the conditions that enable them to truly thrive.* *Prioritize affordable access to an excellent, inclusive, and comprehensive college experience.*		
Goals/Objectives	Actions	Outcomes (Data/Metric)	Timeframe(s)
Commitment to and progress towards hiring and retaining diverse employees to better reflect the diverse identities represented in our student population.	Committed to continuing our efforts to hire, support, and engage underrepresented people. • Increase advertisement in DEI publications. • Search committees to assess intercultural knowledge and competence during of applicants for all faculty and staff employment. • All search committees for employee positions will be trained in avoiding bias as part of the interviewing protocol. • Growth towards employee training on cultural awareness and biases in order to build community support and retaining of a diverse population.	# of search committee members receiving anti-bias training Development of standard interview questions by role to assess inclusive competence # of advertisements by source and role type (also $ spent) # of employees attending training by offering	

	• Use Spanish-language print and electronic versions of publications on vital admission and HR materials.	(Workday online could be tracked) Copies of Spanish language ads	
Exposing prospective students to the rich diversity of perspectives and backgrounds that their educational and social experiences at UVA Wise would provide.	• The Office of Admissions to continue to build and embrace the diversity and inclusion of our campus community during recruitment, campus tours and publications. Showing that we are a welcoming community that strives to make the transition to college life as smooth as possible for students from all backgrounds.	Faculty, Staff, and Student representation values Admissions: Applications Offers Yield (all disaggregated) Faculty and Staff: Applications Interviews New Hires Promotion Rate Retention Rate	

Climate + Intergroup Relations	2030 Value: *Inclusive excellence requires campus-wide programming that is tailored for our unique and diverse community, building both awareness and skills that will benefit our campus culture, institutional brand, and the success of students in the classroom, the workforce, and beyond.* *Value the unique contributions of all members of our community as representatives of diverse populations and rich cultural heritages.*		
Goals/Objectives	**Actions**	**Outcomes (Data/Metric)**	**Timeframe(s)**
Cultivating all students and employees to be empowered in their own identity and to build respect in our community.	• Continual development of ongoing social and academic educational programming that remains focused on a diverse group of people. DEI programs and projects that help to	Develop, conduct and analyze student and employee climate survey	Every two years

| | | build greater inclusivity on campus related to the College's Protected Characteristics/Statuses.
  o Lecture series
  o Passive programming
  o Undergraduate research
  o Civil Engagement
  o Develop a "master list" of learning opportunities, trainings, and workshops available across campus with regard to Inclusive Excellence

• Continued support of the Multicultural Center (MCC) and Student Internship Program in the MCC.
• Increase NCAA Division II Diversity and Inclusion initiatives.
• Establish monthly CommUNITY gatherings where employees experience institutional inclusive support around DEI.
• Increase awareness and communication of the DEI initiatives the College is undertaking.
  o Develop print, web and social media materials highlighting efforts and initiatives of Inclusive Excellence to be messaged broadly and regularly. | MCC monthly logs by intern, staff meeting notes, notations by Director, inspection of space, budget reports | |

Education + Scholarship	2030 Value: *The ideal of an inclusive community is not one where everyone agrees with one another, but rather one where people have the skills to disagree with each other constructively. Such skills are a hallmark of a liberal arts education. In order to exemplify their importance to our education.* *Encourage all members of our community to seek understanding beyond the boundaries of their current knowledge, to deepen understanding through critical reflection and analysis, and to share understanding through clear and persuasive communication.*		
Goals/Objectives	**Actions**	**Outcomes (Data/Metric)**	**Timeframe(s)**
Enhancement of International Studies opportunities	Expand the areas in which the College travels abroad. Travel abroad programs to incorporate a minimum of one DEI component.	Submission of agenda to International studies and the DEI committee prior to travel.	
Liberal Arts Core to incorporate DEI goals into curriculum	All UVA Wise students take a required broad-based liberal arts core designed to cultivate the qualities that define educated people. DEI goals will be added in order to help develop the understanding of the interrelationships of global culture. • Establish DEI components within the Liberal Arts Core. • Development of DEI committee that will assist the Liberal Arts Core Committee on course metrics for DEI course approval. • Support and encourage the creation of general college courses that are interdisciplinary and interdepartmental.	Course Evaluations Monitoring of trends in courses.	Fall 2022 implementation Use of Inclusion By Design: Survey Your Syllabus and Course Design
Identify, assess and enhance programs that support academic integration and success for all students, with an	• Develop and avail sample diversity statements that promote our values of inclusion and availability of relevant campus resources		

understanding that they may have an additionally significant impact on underrepresented, marginalized and/or first-generation students.	• that faculty are encouraged to incorporate in their syllabi. • Identify faculty and staff who are multi-lingual to develop a resource list for students and families. • Continue to enhance the Office of Compliance & Inclusion and Student Support Services.		

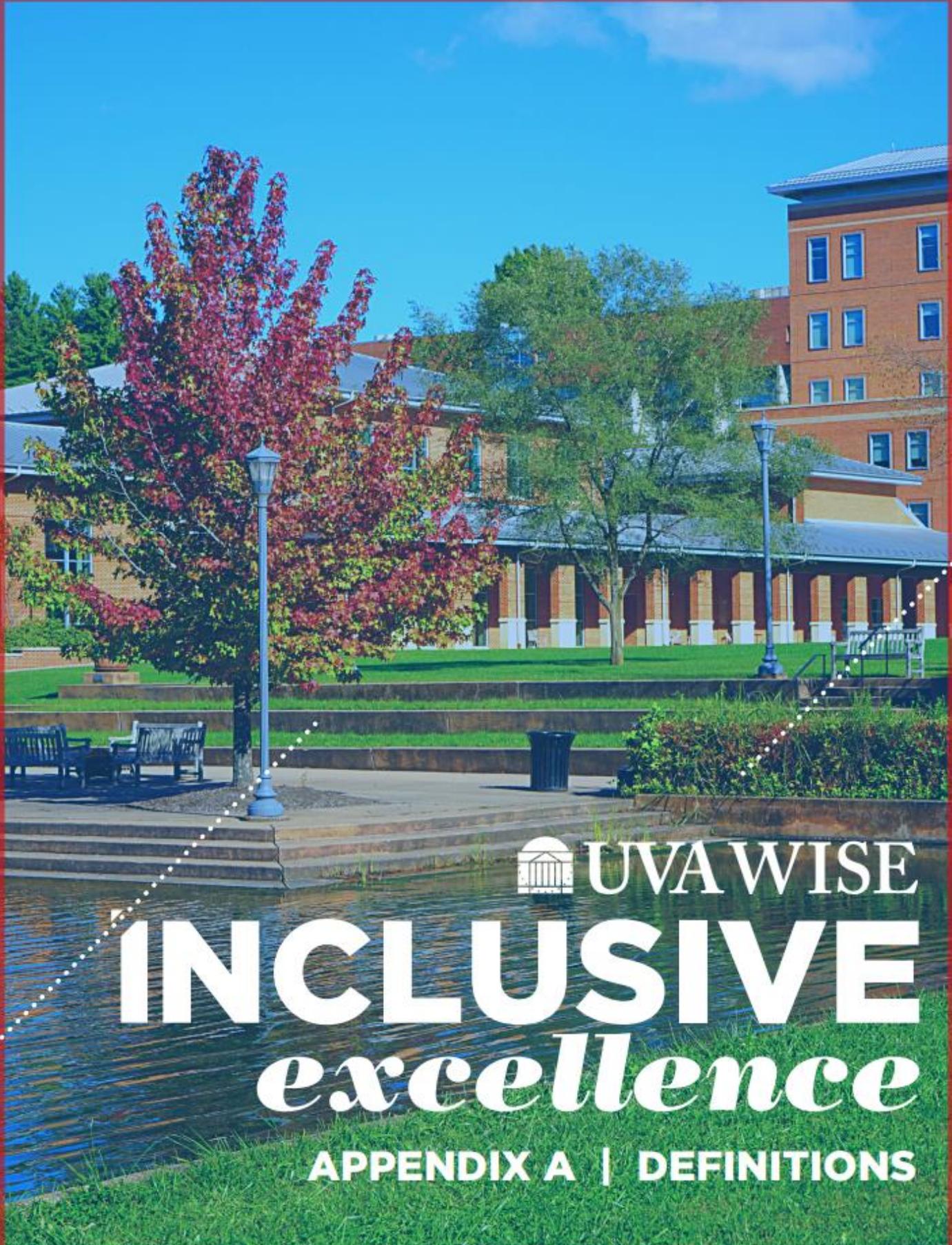| Infrastructure + Investment	2030 Value: *In order to retain excellent and diverse employees and students we must ensure that all have the opportunity to thrive in a fully inclusive and equitable work and academic environment.* *Committed to intentional listening that opens minds to new perspectives and the habit of reflection that deepens self-awareness.*		
Goals/Objectives	**Actions**	**Outcomes (Data/Metric)**	**Timeframe(s)**
Develop effective inclusive communication, respectful professionalism and DEI growth.	• Annual training/workshops for all employees around DEI. ○ Skills-based education that is universally implemented, regularly built upon and reinforced is a critical component of demonstrating Our commitment to diversity, equity, and inclusion.	Develop, conduct and analyze student and employee climate survey	Every two years
Develop an ongoing Diversity, Equity & Inclusion Initiative Committee	• Provide ongoing charge to the College's Inclusive Excellence Plan. • Provide support to the Liberal Arts Core Committee regarding course metrics for DEI course approval. • Will strive to ensure that perspectives around issues of DEI are	Committee meeting minutes and action items	DEI course metrics

Goals/Objectives	Actions	Outcomes (Data/Metric)	Timeframe(s)
	included in planning and decision-making in all units of the College.		
Develop an ongoing Technology Inclusivity Committee	• Provide feedback around technology needs relating to the inclusivity and accessibility. • Supports efforts to ensure all functionality and all content is accessible to all in the campus and community-at-large.	Committee meeting minutes and action items. Federal/State guidelines.	
Systematic policy reviews for inclusion of DEI.	Systematic reviews around DEI is relevant to policy to assess the present findings clearly for policy audiences in order to: illuminate policy problems; challenge or develop; or offer evidence about the impact or implementation of policy options; and consider diversity of people and contexts.	Creation of a model to adhere to when assessing all College area policies.	
Expansion of the College's Non-Discrimination Statement.	In order to provide an educational and working environment that provides equal opportunity to all members of the College community. A statement emphasizing diversity and inclusion has been requested via survey feedback.	Statement in all job postings.	

Community + Partnership	2030 Vision: *Through our actions, we seek to be engaged citizens who work for positive impact in our community.* *Endeavor, through teaching and scholarship, to deepen our understanding of the unique characteristics of the region and to apply and share that knowledge broadly.*		
Goals/Objectives	**Actions**	**Outcomes (Data/Metric)**	**Timeframe(s)**

Extend the College's commitment to Diversity, Equity and Inclusion to mutually benefit our community in ways that advance this commitment.	• Build and utilize relationships with community stakeholders on DEI education and programming for the community • K-12 outreach • The College will continue to be active and support the Wise County Community Remembrance Project Steering Coalition along with the Equal Justice Initiative projects for Wise county along with the coalition. • Identify local businesses that can support diversity needs of our students (i.e. food, self-care supplies, etc.) and update community guide for students.		

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APPENDIX A | DEFINITIONS

Inclusion
The active, intentional, and ongoing respectful and effective engagement with differences (intellectual, social, cultural, geographical, etc.) – in the organization and the community – in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

Diversity
Individual differences (e.g., personality, prior knowledge, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations)

Equity
The outlook, perspective or mode of thinking exhibited by practitioners and others who call attention to patterns of inequity in outcomes, and are willing to assume personal and institutional responsibility for the elimination of inequity. Equity perspectives are evident in actions, language, problem-framing, problem-solving, and cultural practices.

Protected Characteristics/Statuses:
Age, color, disability, gender identity or expression, marital status, national or ethnic origin, political affiliation, race, religion, sex (including pregnancy), sexual orientation, veteran status, and family medical or genetic information.

Attitudes/Abilities
Social Responsibility – The ability to recognize one's responsibilities to develop a perspective on ethical and power relations. This requires developing competence in ethical reasoning and action.
Cooperation – Receptivity and ability to work effectively with other people on an equal basis towards commonly held aims and objectives.
Adaptability – Involves the ability to adjust (behaviorally and communicatively) to a wide range of social situations, contexts, and individuals from a broad array of backgrounds.
Respects Difference – Recognizing that in a multicultural society individual have a right to difference, differences enhance the social world and therefore suspend an expectation that all individuals conform to a culturally specific set of norms or ideals.
Empathy – The imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining their perspective (not by assuming the person's position).
Civic Engagement – Civic engagement is a critical need for all citizens living in a democracy. Ideals and activities around civic engagement address the issues involving citizen participation in the wider community.
Racism- A variety of practices, beliefs, social relations, and phenomena that work to reproduce a racial hierarchy and social structure that yield superiority, power, and privilege for some, and discrimination and oppression for others. It can take several forms, including representational, ideological, discursive, interactional, institutional, structural, and systemic.
Microaggression- Subtle verbal or nonverbal communication, intentional or not, resulting in harmful consequences to members of marginalized groups.

Cultural Humility – Having an interpersonal stance that is other-oriented rather than self-focused, characterized by respect and lack of superiority toward an individual's cultural background and experience.

Knowledge
Bias - A natural inclination for or against an idea, object, group, or individual. It is often learned and is highly dependent on variables like a person's socioeconomic status, race, ethnicity, educational background, etc.
Self-Awareness - Continuum through which individuals develop a mature, integrated identity with an understanding which recognizes the interrelationships of the self, local and global communities, and the natural and physical world.
Discrimination - The unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, age or sexual orientation.
Cultural Awareness- Understanding of the differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture. Usually gained through experiences of interactions with an individual or groups of people whose culture is different from one's own our through intentional study.
Cultural rules and biases - Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values (explicit and implicit) present and potentially shared by that society or group.
Worldview - he cognitive and affective lens through which people construe their experiences and make sense of the world around them.
Privilege- Is understood to be those rights, benefits, and advantages enjoyed by a person or body of persons beyond the advantages or to the detriment of other individuals.
Socio-historical context -The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
Intercultural/cultural differences -The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
Transformative learning -The expansion of awareness through the evolution of individual worldviews and perceptions of oneself. Transformative learning is facilitated through consciously directed processes such as accessing new information and frameworks and critically analyzing underlying premises.

Skills
Intentional Listening – Is a communication act where one attempts to understand a speaker/communicator. In this setting the goal is to not only receive the words of a speaker but to listen to "the whole person"; understanding and seeking out contexts, potential thoughts, and motivations.
Contextualizing – Interpreting specific acts as occurring not in a vacuum but as having a situational and broader context that is important to enhance understanding.
Ethical Reasoning – Reasoning about human conduct. Requires individuals to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.
Consensus Building – A communication process that is sometimes referred to as collaborative problem solving. When there is a dispute or conflict, consensus building is used to settle complex, multiparty disputes through working together to develop a

mutually acceptable solution. Negotiation, deliberation, listening, cultural humility and respecting difference, among others, are key knowledge and skill areas.

Mindfulness – A process orientation that involves being aware not only of thoughts, feelings, bodily sensations, and surrounding environments but in the context of building inclusive competence, being aware of the learning that takes place moment-by-moment in intercultural exchanges and interactions and the necessary process skills that are needed for acquisition of competence.

Critical Thinking – A habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

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