William & Mary
School of Education

DIVERSITY, EQUITY, AND INCLUSION REPORT

Executive Summary

The School of Education has made good strides in support of increased diversity, equity and inclusion since 2013. We became a Holmes Scholar School to support our students from underrepresented groups who aspire to the professoriate; instituted a successful diversity lecture series providing the community with exposure to three leading diversity experts each year; engaged in workshops related to microaggressions; provided a common book (*Whistling Vivaldi*) to the entire community and followed up at our annual School of Education day with a workshop provided by Dania Matos; engaged external consultants to facilitate our consideration of the School of Education climate; been aggressive about participating in the university diversity hiring program; been effective at hiring diverse faculty in our regular searches; extended our program offerings, especially in the executive education area, to diverse communities such as Miami-Dade Public Schools; and created a Social Justice Scholars program.

The plans our DEI Task Force created will continue to advance our commitment to diversity, equity, and inclusion. From the focus groups (with refreshments!) to the liaison position and the report card for engaging in continuous improvement, these recommendations will elevate our community toward a better model reflecting our essential commitment to diversity work in all forms. It is also essential that we accelerate our commitment to prioritizing the hiring of qualified individuals who help diversify our community and who bring important perspectives to all that we do. We have more work to do in this regard. We must create a school culture and community that reflects our community-at-large. To prepare culturally competent teachers, counselors, school psychologists and leaders, students must have exposure to highly qualified and culturally diverse faculty members. We have made progress, but we have a long way to go. We can, however, be a university leader in this effort.

The Work of the Task Force

As with any initiative, it is critical to engage a representative group of stakeholders in leading a collaborative effort of inquiry and discovery. The members of the DEI Task force represent the diversity of our school community in race, ethnicity, background, experiences, and roles. An important commonality among these members is a moral purpose to promoting an environment in which differences are viewed as strengths and opportunities for learning. I am appreciative of the commitment of the members of the Task Force and the intensity with which they met this important charge.

While the DEI Task Force will disassemble having completed their work, the Diversity and Inclusion (D&I) Committee will continue as a standing committee within the School of Education. The D&I committee, along with School of Education leadership and other members of the community, will be responsible for the plan's implementation and progress monitoring. The first task of the D&I committee when it meets in September 2019 will be to review the recommendations of the external reviewers and revise the plan as needed.

> **Task Force Members**: Katherine Barko-Alva; Emily Arents, Tracy Coates, Peggie Constantino (co-chair), Pamela Eddy, Okenna Egwu, Victoria Foster, Jamon Flowers, Meredith Kier, Dorothy Osborne (co-chair).
>
> **Diversity & Inclusion Committee Members:** Ryan McGill, Natoya Haskins, Alex Hibert, Gail McEachron, Peggie Constantino (chair)
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> **School of Education Liaison to the University Diversity and Inclusion Council**
> Peggie Constantino

The charge to the Task Force is to engage with three areas of inquiry:

1. To what extent does the School of Education succeed in its goal of making its community a welcoming place for all of its members, including students, faculty, administrators, staff, and alumni, and how can we improve in areas in which we fall short?
2. How can the School of Education more successfully recruit, support, and retain a diverse student body, faculty, administration, and staff?
3. What efforts should be undertaken to help members of the School of Education community better understand and engage with diverse experiences and perspectives?

The final report serves as a very useful launching place for us in the 2019-2020 academic year. It is both comprehensive and creative. We look forward to collectively enacting the goals that have been identified, learning from our community about additional strategies as the plan evolves, and increasing the voices contributing to this important conversation as we learn from those actions that we take this year. This is a document that should continue to be strengthened as we engage all members of our community in our efforts.

DEI Work

A diverse and inclusive school faculty and staff is essential to creating a rich and engaging environment in which to do our work. A critical strategy in the quest to meet diversity, equity and inclusion goals is our aggressive participation in the university diversity hiring program which has proven to be effective in our ability to recruit a diverse faculty in our regular searches. The goals outlined by the DEI Task Force will each serve to advance our commitment to diversity, equity, and inclusion. We will continue our commitment to prioritizing the hiring of qualified individuals who will diversify our community and who bring important perspectives to all that we do.

The DEI Task Force identified the following 4 outcomes and areas of inquiry to be used as a framework for setting goals, generating strategies, and identifying measurable outcomes:

> **1. OUTCOME: CRITICAL QUESTIONS FOR INQUIRY**
> What do we want to know that will address gaps of inequity? What data will we need?
>
> **2. OUTCOME: SKILLS**
> What skills and capacity will we need for culturally proficient inquiry?
>
> **3. OUTCOME: INCENTIVES**
> What incentives might we use to engage people in culturally proficient inquiry and practice? What goals do we need to reach this outcome?
>
> **4. OUTCOME: RESOURCES**
> How might we align technical, material, organizational and human resources for culturally proficient practice? What goals do we need to reach this outcome?

DEI Task Force Goal Setting Process

At the School of Education, we prepare courageous and bold educators and leaders armed with necessary knowledge, skills, and dispositions to engage. It is no surprise, then, that the DEI Task Force engaged in a theory to practice process aligned with best practices in strategic planning, design thinking, and shared decision-making. By taking a systems approach, the task force examined the organization as a whole rather than simply its parts. In this way, the recommendations represent the importance of interrelationships in the work of DEI and invite both individual and collective accountability.

As a task force, they determined the need for a more explicit, integrated approach to our diversity, equity and inclusion efforts. The recommendations are tightly aligned with the vision and mission of the School of Education. For a system to improve, an organization must be clear in its vision and mission, including the strategic priorities that evolve from practice.

Implementation of design thinking is reflective of current practice in circles of teaching and learning as educators seek to solve wicked problems in education. Through the design cycle, the task force participated in an iterative process that generated creative strategies that will engage a variety of stakeholders in the work.

External Review
With an eye on our vision, mission and shared values and beliefs, we have engaged with external consultants to facilitate our consideration of the School of Education culture and climate. The Virginia Center for Inclusive Communities (VCIC) became our partner in this work. Following a review of the feedback, our approach, data analysis and goals were validated and aligned with the vision, mission and beliefs of the school. Additionally, VCIC reviewers provided us with several deeper points of inquiry that will strengthen and support our goals and strategies. In asking probing questions, they challenge us to provide more clarity in our strategies that will support rich opportunities for data collection and stronger links between our actions and outcomes. The Diversity & Inclusion Committee will review these recommendations in September and revise the plan as needed.

Focus for the 2019-2020 Academic Year
While it is our intention to work on each of the recommended goals and strategies identified in the action plan, we recognize a few key actions are critical to building professional capacity for DEI and continuing momentum in these initiatives. Goals and strategies to be implemented during the academic year are highlighted below in green. Persons responsible for implementation are listed as well as measurable outcomes.

Communicating with Internal Stakeholders
The draft of the DEI report, including an executive summary and data points was shared via a Box folder in May and June. The Box system requires the DUO system and provides a high-level password protected security. This method will be used to share the full report with our faculty, students and staff no later than September 5.

Communicating with External Stakeholders
The School of Education's DEI website will be updated with the most recent executive summary and report no later than September 5.

	School of Education DEI Task Force
	Our Vision: To be a model of excellence for solving complex educational problems through innovative and participatory teaching, scholarship, and community engagement.
	Mission: We transform students, schools, and communities through professional preparation, collaborative partnerships, and the translation of research into action.
	We Value: Cultural Competence and Diversity **We prepare culturally responsive, ethical, reflective, and collaborative leaders to transform schools and communities. We:** • Respect ourselves and others • Are open-minded, collaborative, and inclusive • Promote and model cultural competencies • Treat everyone with dignity • Strengthen and expand our diversity **Positive Climate** We support a safe, caring, and thriving community. We: • Demonstrate caring, open, and honest communication • Treat others with civility and respect • Foster faculty and staff enrichment and learning • Behave ethically • Confront bullying, harassment, and intimidating and threatening behaviors **Clear and Supportive Organizational Structures** We create and maintain administrative, organizational, and governance structures that support our vision, mission, and values. We: • Use our vision, mission, and values to set priorities • Challenge behavior inconsistent with our vision, mission, and values • Monitor the implementation of the strategic plan • Advocate vigorously for the School of Education • Engage in continuous improvement

Goals: What goals do we need to address to achieve the outcomes? To what extent does the goal align with the current vision, mission and values?	Culturally Proficient Actions -List actions chronologically Include preparation (funding) and implementation actions -Include actions for the following:	Success Measures We will know we are successful when…	Person(s) Responsible Who will lead this charge?	Time Frame Date by which to be achieved	Resources/Incentives What funding and/or resources will be necessary to meet this goal?	Progress Monitoring Actual Outcomes
OUTCOME: CRITICAL QUESTIONS FOR INQUIRY: What do we want to know that will address gaps of inequity? What data will we need?						
Goal 1: Increase intercultural competencies and capacities of all faculty and staff through intercultural engagement opportunities.	Participate in activities to generate a shared definition of DEI -use these responses to craft SoE definitions, dispositions and actions	January 2020: Posted results from activities	Diversity Committee	Aug-Sept 2019	Personal Agency Time at Faculty meeting	Shared definition of diversity, equity and inclusivity will be evidenced in practices and communication
	Ongoing Conversations through quarterly focus groups with internal and external stakeholders (faculty, staff, students, campus and community groups)	Ongoing: Stakeholder awareness of leadership buy-in and clearly stated expectations for school of education culture and DEI are part of regular communication	Dean and Associate Deans Diversity Committee SoE Development Board	May 2020	Dedicated time in SOE, Development Board and department meetings; regular updates	Messages at faculty meetings and focus groups; meeting agendas, external and internal communications will reflect shared definitions and stakeholder input
	Professional development activities will focus on building capacity in DEI.	Activities conducted 4x per year will be well attended and reflect input from faculty, staff and students	Diversity Committee	May 2020	Funding for refreshments; Provide advance notice/time/online options	Strategic Planning process will be informed and reflect data Results of focus groups will generate perception

					Diversity Series funding; PD space, technology for streaming	data, feedback on goal progress and further understanding of challenges to meeting aspirations for DEI Focused attention on individual and collective efficacy related to DEI will increase our capacity for action in creating and sustaining an organizational culture that reflects our core values and beliefs
Goal 2: Increase and improve access to W&M School of Education for underrepresented students and students from varying levels of academic preparation.	Use a diversity scorecard to examine access, excellence, retention and institutional receptivity: recruitment, enrollment and retention data race, ethnicity, financial aid, etc.	Ongoing: Share Data points with both internal and external audiences	Dean Office of Academic Programs Diversity Committee	Aug-Sept 2019	Data points	Increased understanding of external stakeholder perceptions and challenges to meeting the goal.
	Conduct focus groups with internal and external stakeholders (college/university contacts, school partners, alumni,	1 focus group per quarter	Primary Office of Academic Programs Dept and Program heads Secondary	May 2020	PDC space; community space; refreshments, invitations,	Establish an access and outreach coordinating council comprised of key outreach stakeholders (students, faculty, staff, community groups) to

	Refine strategic marketing plan to target underrepresented students and students from varying levels of academic preparation by increasing PK-20 and community exposure to and understanding of the SoE's broad educational programs and resources	Targeted outreach plan to include current and select educational and community organizations	Dean's Office Office of Academic Programs Office of Development Communications Program Heads	May 2020	Resources for marketing-brochures, social media, web, etc.	Marketing plan with targets specific to underrepresented students and students from varying levels of academic preparation.
	Review all policies for language and actions	Language and action of policies, particularly those related to educational programs and recruitment, will reflect best practices for diversity and equity	Dean Office of Academic Programs Diversity Committee	Ongoing to begin in Fall 2019	External Reviewers	Policies will support and promote rather than hinder reaching our aspirations for diversity, equity and inclusion, including recruitment of faculty, staff and students from

						underrepresented populations.
OUTCOME: SKILLS: What skills and capacity will we need for culturally proficient inquiry?						
Goal 1: Improve students' and employees' sense of validation, belonging, satisfaction and personal safety.	Conduct bi-monthly focus groups for students to meet with Dean and/or program chairs to discuss issues/concerns/check-ins and to provide progress monitoring on DEI goals	Record of a majority of faculty, staff, and students participate in focus groups and provide input Culture/climate indicators	Dean Associate Deans Dept Heads Diversity Committee	May 2020	Culture/Climate indicators	Feedback channels will improve assessment and accountability for diversity, equity and inclusivity.
	Establish a project team of students to assess the use of space for student-faculty collaboration	Students will engage in the collaboration and scholarly discourse in gathering spots throughout the SoE	Dean's Office GEA Officers	January 2020	TBD	Feedback and input from faculty, staff and students will inform Diversity Committee activities and the strategic planning process Culture/Climate indicator results will demonstrate at least 80% satisfaction
OUTCOME: INCENTIVES: What incentives might we use to engage people in culturally proficient inquiry and practice? What goals do we need to reach this outcome?						
Goal 1: Increase student cultural competencies through curricular and co-curricular learning opportunities with diverse courses,	Conduct equity audits across programs and/or within courses (Teams and/or Individuals)	Course/program reviews will result in changes to texts, supplemental materials and/or field experiences.	Dean's Office Faculty	May 2020	Financial support for conference attendance	Course/program content, resources, materials will align with the SoE vision, mission and core values.

resources, individuals and communities.	Review and select course materials and resources that reflect diverse perspectives, attitudes and beliefs. Identify field experiences that encourage personal and professional growth as culturally proficient educators					Learning experiences will be aligned with the needs, interests and differences valued in a culturally proficient learning community
	OUTCOME: RESOURCES: How might we align technical, material, organizational and human resources for culturally proficient practice? What goals do we need to reach this outcome?					
Goal 1: Increase coherence and commitment to diversity initiatives at and between the school and university levels	Establish a position and identify a faculty member who will serve as a liaison between the SoE and university-wide of diversity, equity and inclusion initiatives. Develop an MOU outlining areas of responsibility, collaboration and reporting structure	Faculty designee will provide guidance to the SoE leadership and Diversity Committee by serving as a link between school and university efforts related to DEI. DEI efforts will be aligned with the university initiatives as focused acts of improvement.	Dean's office Faculty Liaison	August 2019	Stipend and/or course release	SoE activities and outcomes will be shared with the greater university community Liaison will provide monthly updates to SoE faculty and community
Goal 2: Increase diversity and participation in	Beginning in Aug 2019, conduct anonymous voting to provide a safe	Increase in participation as measured by responses	Dean's office	May 2020	Process for anonymous voting- Poll Everywhere, etc.	Increased satisfaction with participatory governance as reflected on Culture/Climate survey

governance, practice and decision-making	environment and encourage participation				
	Purposeful selection of committee rosters, research opportunities, initiatives, etc. to reflect the population of the SoE faculty, students and staff	Slate of representatives for standing committees, focus groups, etc. will reflect diversity, particularly those groups in which high level decision-making will occur	Dean's office; Nominating chairs, Dept. Chairs	Ongoing	

	SMART Goals **S**pecific: Who, what, when, where, which and why **M**easurable: Concrete criteria for measuring success: How much, how many, how will we know? **A**ttainable: What do we need to be successful? What knowledge, skills, attitudes, and/or resources do we need to develop to attain the goal? **R**ealistic: Is the goal enough? And are we willing to do the work to reach it? **T**ime-bound: what is our sense of urgency? Do we have a time frame of short and long-term actions to achieve the goal? Can we imagine the outcome?

Adapted with permission from: Lindsey, R.B., Nuri-Robbins, K., Terrell, R.D., and Lindsey, D.B. (2019) *Cultural proficiency: A manual for school leaders* (4th ed.) Thousand Oaks, CA: Corwin

- **Underrepresented Students –** The term "underrepresented" is used throughout this document to indicate a student population that is historically underrepresented in American higher education as well as Utah higher education. The term refers to any students who are historically underrepresented in terms of: race/ethnicity/nationality, gender, parental education level, socioeconomic status, disability, sexual orientation, age, or spirituality/religiosity/worldview.