

University of Virginia
School of Education and Human Development
Inclusive Excellence Plan
2021

Introduction

The School of Education and Human Development's (EHD) Inclusive Excellence (IE) Plan reflects the School's commitment to promoting human development across a broad array of backgrounds and experiences. The IE Plan strategizes the development of the School's human capital across stakeholders (staff, students, faculty, alumni, and community members), enables the flourishing of existing programs, and presents innovative initiatives propelling stakeholders in their practice and study. As a unit committed to connecting research to practice, the IE Plan uses data to understand the School's community to drive administrative, programmatic, and policy decisions. The IE Plan is a framework for growth and change building towards the cultivation of an inclusive community, equity-minded programs and policy, and diversity-engaged growth for all members of EHD.

EHD's Office of Diversity, Equity, and Inclusion (ODEI) led designing the IE Plan. The IE team consists of constituents across differing levels of EHD, including Associate Deans, department chairs, staff leadership, and student leaders. The IE team developed the plan over a series of five meetings utilizing data from a 2017-2018 goals and diversity report to assess what needs to be retained, enhanced, and examined. Data from two Student Pulse surveys in the academic year 2020-2021 from EHD's Office of Admissions and Student Affairs also informed the plan's design, assessing data for student-facing programs, initiatives, and needs. Each IE Team member developed action items, and ODEI collated the action items. In collating the action items, ODEI checked for coherence and consistency in language while positioning the IE Plan as a living document. The IE Plan functions as a living document and supports continued conversations and revitalization of strategies, opportunities, and growth at EHD.

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Self-Assessment

The School of Education & Human Development has an evolving and developmental relationship towards diversity, equity, and inclusion initiatives and leadership structures preceding the August 2020 launch of EHD's Office of DEI (ODEI). In 2014, EHD (formerly Curry) launched a Curry Diversity Blueprint, laying the foundation of the Diversity Action Committee (DAC) and an initial exploration of a Chief Diversity Officer (now Associate Dean for DEI) position. The DAC comprises both elected and volunteer stakeholders (students, faculty, and staff) to promote DEI within EHD. Additionally, the DAC executes several flagship DEI-focused events, including the Walter N. Ridley lecture, school-wide Common Read, Teaching Workshop, and support student programming. The annual Walter N. Ridley lecture, named after the University's first Black graduate and the first Black person to earn a doctorate from a flagship southern university, is normally held in the spring. The January Teaching Workshop facilitates a conversation focused on teaching practices around DEI innovation across academic programs and fostering community amongst faculty across departments. The Common Read, selected annually by school-wide nominations, is a programmatic hinge that complements, thematically, the work of the Ridley lecturer and offers conversation and curriculum inroads for the entire academic year. With the leadership of the Office of DEI, there is an opportunity for an annual fall event, Connect with Common Read Kick-Off, to serve as an energizing starting point for how the Common Read might show up in research, teaching, and engagement throughout the year. In terms of policy, ODEI also works with EHD's Faculty Council to examine policies for building support and connections for DEI. ODEI has worked with EHD's stakeholders on policies impacting climate, teaching, learning, and work-life. The Associate Dean of Diversity, Equity, and Inclusion is an ex officio member on the Promotion and Tenure Committee and chaired a task force in the academic year 2020-201 focused on faculty review (annual report, third-year review, promotion and tenure, and post-promotion).

As EHD continues to analyze lessons learned and assess data from previously described sources, the IE team, in partnership with ODEI, has opportunities to further develop a plan across the IE Framework. In response to the findings of the Racial Equity Task Force, we prioritize anti-racist work throughout the five dimensions of the plan, in particular focusing on BIPOC populations. Whenever framing our work around "diversity," anti-racism pedagogy and frameworks, as well as greater BIPOC representation, engagement and inclusion are the priority in the first iteration of this IE Plan. Below are findings partitioned across the IE Framework:

Access + Success: Communicate a clear and convincing message that DEI is linked to the School's academic mission.

- Implement research-informed programs to enhance DEI in faculty and staff search and selection processes.
- Build on and expand resources to recruit and retain students from historically excluded populations.
- Engage Faculty Council, DAC, and administration to identify how DEI-related contributions and activities are recognized as valuable and valid in faculty annual and promotion reviews.

School of Education and Human Development

Climate + Intergroup Relations: Create and sustain an inclusive and equitable school environment.

- Develop a comprehensive plan to communicate the School's commitment to diversity, equity, and inclusion to internal and external constituencies.
- Strengthen the School's infrastructure to advance diversity, equity, and inclusion efforts in line with the goals of the Office of DEI
- Work with the DAC to provide stakeholders opportunities to come together as a community of practice to enhance knowledge and skills in the community and strengthen strategic networks across the school.
- Build the School's capacity to provide and expect all members of the community to participate in DEI professional development.
- Enhance the physical and technological environment for inclusion and accessibility.

Education + Scholarship: Integrate diversity, equity, and inclusion into the School's core academic mission of teaching, research, and service.

- Enhance inclusion and equity in instruction to support student and faculty success.
- Investigate and explore the capacity needed to ensure all instructors have training on inclusive classroom skills.
- Support courses, programs, and departments with strategic efforts towards investing resources to support teaching and curriculum for DEI success.
- Strengthen the network of scholars engaged in diversity, equity, and inclusion-related research.
- Create a scholarly community committed to advancing understandings of historical and contemporary social issues related to identity, difference, culture, representation, power, oppression, and inequality—as they occur and affect individuals, groups, communities, and institutions.

Infrastructure & Investment: Enhance school, departmental, and individual accountability for achieving diversity, equity, and inclusion-related outcomes.

- Integrate DEI-related goals, strategies, and metrics in school and departmental strategic plans.
- Use resources, tools, and support provided by the University's Office of DEI to develop effective and measurable goals.
- Invest in areas of programmatic infrastructure to support DEI-related goals that impact stakeholders' experience.

Community & Partnerships: Build on community resources to generate mutual reciprocal collaborations.

- Partner with collaborators to enhance diversity, equity, and inclusion efforts and create additional outreach opportunities to different community populations (e.g., alumni, businesses/organizations/institutions).
- Identify ways to leverage affinity networks to enhance, engage, and increase diverse alumni participation.
- Explore ways to meaningfully engage the broader Charlottesville community in the work and outcomes of the IE Plan.

School of Education and Human Development

Additionally, one of EHD's current strengths is department-level operations in relation to diversity, equity, and inclusion efforts. As an example, in the Department of Kinesiology (KINE), a DEI KINE Faculty Committee, composed of three faculty members, was established in Fall 2019. In 2020, they administered a DEI Student Climate Survey and held focus groups with students across degree levels in partnership with the Office of DEI. The results of the focus group will form a DEI Action Plan at the spring faculty meeting. On a student level, the KINE DEI Student Committee is a 6-member committee comprised of undergraduate & graduate students. This group was established in Fall 2020, and they worked with the Faculty Committee on addressing the survey result. For the annual Slaughter Lecture (endowed lecture series), the Department of Kinesiology selected as its speaker Dr. NiCole Keith, 1st Black president of the American College of Sports Medicine, who held virtual sessions with students as well as her talk. Finally, in Fall 2020, in conjunction with the Kinesiology Club, the Department hosted a presentation on "Why DEI is important to Health Care" by KINE alum & current Winston Salem State University faculty member Tiffany Adams.

As another example, in the Department of Curriculum, Instruction, and Special Education (CISE), there are several DEI-focused ongoing initiatives. CISE is collaborating with the Center for Race and Public Education in the South (CRPES) to build a series (5-7) of online courses that will form an "area of emphasis" for any online M.Ed./Ed.D. programs as well as stand-alone professional development courses. As well, the Department has formed a CISE Faculty & Staff Affinity Group. They meet monthly to share a DEI narrative and discuss issues related to DEI, including "norms and expectations" and how DEI is reflected in our syllabi. On a student level, the CISE Ph.D. & Ed.D. Student Affinity Group meets monthly to read articles and discuss DEI issues. The group is facilitated by students and is geared for students to build community. Finally, CISE has an ongoing project, titled "Knowing Better to Do Better: Preparing and Sustaining Equitable and Anti-Racist Educators:" aimed at developing more equity-minded educators, especially as the population of P-12 students becomes more diverse, it is more important than ever to prepare teachers to teach through an anti-racist lens and to build equitable classrooms. This proposed one-year pilot program would provide professional development for preservice teachers and their mentors and coaches. Through monthly engagements and ongoing coaching, participants would learn knowledge and skills to support equitable and anti-racist teaching practices and curriculum development.

In addition, EHD's DEI-focused research is evidenced through The Center for Race and Public Education in the South (CRPES). CRPES explores the intersection of race, education, and schooling in the southern United States to understand the nuances of the African-American experience of racial identity and education in the South. Additionally, EHD's Youth-Nex is a trans-disciplinary center focusing on three areas of educational research: out-of-school time, educational systems in middle school, and community engagement. Youth-Nex engages a translational approach to scholarship and innovation which aims to expand and apply the science of Positive Youth Development to enhance the strengths of youth and to prevent developmental risk such as violence; physical and mental health issues; substance abuse and school failure.

School of Education and Human Development

As well, the Sheila C. Johnson Center for Clinical Services (SJC) at the School of Education & Human Development is a community-facing clinic that serves as an onsite practicum placement for graduate students enrolled in clinical degree programs. The SJC provides transdisciplinary clinical and educational assessments and intervention services for individuals of all ages, incorporating the expertise of licensed professionals and faculty with graduate training programs that span a range of clinical specialties, including clinical psychology, speech and language pathology, reading, autism-services, and audiology. The Center accepts 12 types of insurance, applies a needs-based sliding scale, and is supported by a modern digital infrastructure. The recent SJC strategic plan identifies *Diversity and Social Justice Values in Clinical Implementation* as a core strategic growth area. An operationalized commitment to diversity and social justice in clinical training administration calls for efforts towards serving a diverse client base, mechanisms that support access to services across a socioeconomic spectrum, clinical training that incorporates a DEI focus with science-based assessment and interventions, and a clinical environment and onboarding procedures that are responsive to the needs of and proactively welcoming to a diverse client population.

Overall, our unit has several DEI-focused projects, initiatives, and research areas, as well as programs and events. The challenge ahead is to coalesce this work through the leadership of ODEI. ODEI must create a space for these groups to convene and dialogue to de-silo their work and build bridges of understanding and collaboration across departments, research centers, and programs. The IE Plan will further assist EHD in cultivating a climate where all our constituencies participate, engage, and thrive at every level.

Goals, Actions, Measures, and Implementation Plan

Access + Success		2030 Vision: Recruit and support exceptionally talented, diverse, and service-oriented students. Recruit, support, and retain excellent and diverse faculty and staff.			
Goals/Objectives	Actions	Outcomes (Data/Metric)	Timeframe(s)	Responsible Office/Position	Funding/Resource Allocation
Invest in community resources to recruit and retain diverse students	Increase visibility of faculty and staff who have gone through specific trainings such as Safe Space, Green Dot,	Demonstrate database for students' use of supportive faculty Demonstrate d events that foster alumni connections amongst	Annually – monitor the data each year and reassess efforts as needed.	ODEI/Department leadership to encourage participation/ Office of Student Affairs to promote student participation.	

School of Education and Human Development

	<p>FIRST Gen-Efforts through displaying stickers and/or certificates of completion. Identify ways to leverage affinity networks (in GAO, Office of Diversity Programs) to engage BIPOC EHD alumni connections. Develop and implement and - where necessary - and promote mentoring for diverse students.</p> <p>Ensure equitable patterns of timely degree completion across programs by working with Canvas Team and Admissions</p>	<p>diverse students + graduates</p> <p>Creation of EHD Servant-Leader Student Support Team to support mentoring and intra-student advocacy across all departments and programs</p> <p>Develop a tracking system for students in online programs to reduce time to graduate.</p>			
Establish and retain a more diverse	Develop and implement a comprehensi	Assess data on historically underreprese	Annually – monitor the data	Department Chairs, DEI Office, OCM,	Dean's office Provost office

School of Education and Human Development

<p>faculty and staff</p>	<p>ve recruitment and retention plan - focusing on advertising, job descriptions, career ladders, search committee processes and education, and special faculty recruitment initiatives like cluster hires or “grow your own” pathways.</p> <p>Implement faculty/staff exit surveys and establish staff connections for onboarding.</p>	<p>nted (BIPOC)faculty and staff, both in raw numbers and proportions by employment</p> <p>Analyze voluntary departure rates of BIPOC faculty and staff and support retention efforts and infrastructure investment.</p> <p>Examine number and proportion of historically underrepresented (BIPOC)Faculty who achieve tenure and promotion and establish faculty mentoring component for associate professors</p> <p>Evidence staff participation in DEI trainings, on a semesterly basis, and</p>	<p>each year and reassess efforts as needed.</p>	<p>EHD Faculty Development</p>	
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School of Education and Human Development

		provide feedback to Staff Advisory Council.			
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Climate + Intergroup Relations		2030 Vision: <i>Continuously promote and strengthen an inclusive community of trust, a culture of integrity, mutual respect, excellence, collaboration, and innovation.</i>			
Goals/Objectives	Actions	Outcomes (Data/Metric)	Timeframe(s)	Responsible Office/Position	Funding/Resource Allocation
<p>Increase sense of belonging among students, faculty, or staff from diverse backgrounds.</p>	<p>Launch an annual cultural climate survey inviting all students, faculty, and staff to provide feedback that will enable EHD to better understand students', faculty, and staffs' sense of belonging and perceptions related to diversity and inclusion issues.</p> <p>Provide Professional Development opportunities (and accountability) around:</p> <p>Course Design (e.g., syllabus, textbooks, and resources, presenting content, etc.)</p> <p>Teaching Strategies (building community, encouraging active learning, group work,</p>	<p>Changes in the sense of belonging for BIPOC students, faculty, staff as indicated by administered culture climate survey outcome data.</p> <p>Set of accountability measures (e.g., DEI course evaluations).</p> <p>Engage in accountability</p>	<p>Cultural Climate Survey ready to pilot Mid-to-end Fall 2021 semester; Reporting and culminating event to occur Spring 2022</p>	<p>ODEI/Department leadership to encourage participation/Office of Student Affairs to promote student participation/Staff leadership to encourage participation</p>	

School of Education and Human Development

	<p>practice inclusive classroom behaviors</p> <p>Equitable evaluation practices (tests, final exams, essays, field work, etc.)</p> <p>Design ODEI Communicator to help departments and programs stay abreast of DEI work happening within EHD to foster cross-departmental collaboration and thought connection.</p>	<p>metrics as it relates to DEI-related course design, teaching strategies, and evaluation practices</p>			
<p>Create a more inclusive working environment for staff of all levels by enhancing staff opportunity and engagement with School's Office of DEI offerings</p>	<p>Offer semesterly trainings for staff to engage in DEI-skillset building.</p> <p>Engage staff in visioning process around 2-3 core competencies to improve their current work environment.</p> <p>Work with supervisors to support staff in professional development around DEI and promote these opportunities as critical part of their annual review process.</p> <p>Work with Staff Advisory Council to encourage annual</p>	<p>Equity focused climate survey specific to EHD Staff</p>	<p>Launch in mid-to-late Fall 2021; report and culminating event in Spring 2022</p> <p>On-going, monthly meetings. End-of-year surveys.</p>	<p>ODEI/Department leadership to encourage participation/Staff leadership to encourage participation.</p>	

School of Education and Human Development

	<p>Implicit Bias Training promotion and participation.</p> <p>Develop and design survey for all hire processes around climate and inclusivity at UVA Design an Equity Framework for all staff searches in partnership with Operations leadership.</p> <p>Develop communities of department or center specific staff that lead efforts within their various units (reading groups, courageous conversations, etc.).</p>				
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Education + Scholarship		<i>2030 Vision: Enable faculty, staff, and students to work across traditional boundaries and prepare servant-leaders to shed new light on enduring and profound questions in our diverse community and globally connected world.</i>			
Goals/Objectives	Actions	Outcomes (Data/Metric)	Timeframe(s)	Responsible Office/Position	Funding/Resource Allocation
Infuse diversity and inclusion into all EHD courses (i.e., learning outcomes or materials and perspectives presented in	Faculty training on how to examine course materials with an equity and diversity lens.	Faculty approved DEI course rubric. All new and existing courses are reviewed and	25% of active classes each year for the next 4 years. In years 5+ review classes that	DEI focused curriculum committee DEI Office Department chairs	Dean's Office and/or DEI Office and/or Departments

School of Education and Human Development

<p>the class, etc.)</p>	<p>Develop a rubric to evaluate DEI in all EHD courses.</p> <p>Assist faculty with developing and assessing diversity related learning goals.</p> <p>Establish professional development opportunities designed to improve multicultural awareness of faculty</p>	<p>approved by a (newly formed) DEI curriculum committee for meeting diversity and inclusion requirements .</p> <p>Recommended participation in DEI PD for all faculty</p>	<p>are on the books but not offered regularly.</p> <p>PD at least once a year – ideally twice a year – once in Fall and once in Spring.</p>		
<p>Recognize diversity, equity, and inclusion-related research and scholarship through formal and informal processes</p>	<p>Create a scholarly community committed to advancing understandings of historical and contemporary social issues related to identity, difference, culture, representation, power, oppression,</p>	<p>Indicators in faculty review documents (annual report, P&T policy & pre-tenure review)</p>	<p>Annually</p>	<p>Faculty Council/ODEI/ Associate Deans/P&T Committee and Chair/Department Chairs</p>	<p>Faculty Council/ODEI/ Depts</p>

School of Education and Human Development

	<p>and inequality.</p> <p>Define and support community engaged scholarship</p> <p>Strengthen the network of scholars engaged in DEI-related research.</p>				
<p>Enable faculty to prepare P-20 educators, counselors, and students to work for social justice through their pedagogy.</p>	<p>Revise curricula using a social justice lens and antiracist pedagogy. This will include specific programmatic outcomes related to DEI.</p>	<p>Program redesign with an emphasis on examining outcomes for graduates; outcomes to be approved by CPRC.</p>	<p>Summer 2021 → Summer 2022</p>	<p>Teacher Education Faculty; YSI Faculty, School Counselor Faculty</p>	<p>N/A</p>

Infrastructure + Investment		2030 Vision: <i>Be a community that consistently lives its values and ensure that our systems enable our students, faculty, and staff to do their best work.</i>			
Goals/Objectives	Actions	Outcomes (Data/Metric)	Timeframe (s)	Responsible Office/Position	Funding/Resource Allocation
<p>Design Admissions Inclusive Excellence Plan to enhance profile of EHD's</p>	<p>Form an Admissions IE Plan Working Group. (Program Coordinators,</p>	<p>Fall 2021: Each program will engage in a self-study of Admission Processes.</p>	<p>Plan and Recommendations will inform revisions of job descriptions and</p>	<p>ODEI/Office of Admissions and Student Affairs/OCM</p>	<p>TBD</p>

School of Education and Human Development

<p>program as a leader in recruitment, retention, and graduation of diverse students (across all programs and degrees)</p>	<p>Department Chair Rep, FC Rep, Director of Student Affairs/Associate Dean, ODEI, Graduate Students)</p> <p>Conduct an audit of admissions-related activities that occur within the Office of Admissions and Student Affairs, OCM, as well as within Departments and program areas.</p> <p>Develop position description(s) and metrics for evaluating the expected outcomes of the new position(s).</p> <p>Engage DEI-focused trainings with</p>	<p>Spring 2022: Admissions IE Plan Working Group to present Admissions Plan and Recommendation(s) to EHD</p> <p>Enact any associated position/hiring needs for AY 2022-2023.</p>	<p>new position requests</p>		
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School of Education and Human Development

	individual programs coordinators and faculty admissions committee to enhance recruitment efforts.				
Strengthen EHD's community connection to newly launched Office of Diversity, Equity and Inclusion	<p>Develop a comprehensive plan to communicate the school's commitment to diversity, equity, and inclusion to internal and external constituencies.</p> <p>Develop a guide to support principles and resources for advancing diversity, equity, and inclusion via inclusive marketing and accessible communications (e.g., ethical use of diverse imagery, email</p>	Use the tool to report environmental data of the school	Annually	ODEI/Communication Office/Faculty Council /Staff leadership	

School of Education and Human Development

	<p>signature, name on Zoom and in classrooms, accessibility, and translation resources).</p> <p>Design a monthly communication for that streamlines access to other DEI-centered offices and constituencies around Grounds for our EHD students</p>				
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Community + Partnership		2030 Vision: Be a strong partner with and good neighbor to our region, contributing to economic and social well-being by providing accessible healthcare, innovative education, opportunity, and engaging alumni.			
Goals/Objectives	Actions	Outcomes (Data/Metric)	Timeframe (s)	Responsible Office/Position	Funding/Resource Allocation
Cultivate stronger relationships with local Charlottesville high schools with a focus on supporting	Develop and launch FIRST Mentorship Program to partner and work with high schools in the Charlottesville	Presentation and engagement in the Hunter Student Research Conference, Mid-year survey about	Fall 2021-Spring 2023	Post-doc fellow Graduate student mentors UVA partners (e.g. Rise Together, Hoos First Look, First-Gen Network (faculty), First-Gen Graduate, Student Coalition, FLIP,	See budget here

School of Education and Human Development

<p>greater enrollment and successful retention of local FGLI & BIPOC students</p>	<p>/UVA community and support interest in, and access to higher education options for students who otherwise may not have been aware of or considered such options.</p>	<p>graduate application prospects, Design and deploy participatory action-oriented research project with goal of creating and piloting a workshop/out reach program that addresses the identified needs of students</p>		<p>Equity Center, AVID programs)</p> <p>Community partners (e.g. local Charlottesville and Albemarle County schools)</p> <p>Undergraduate mentees</p> <p>Outside participants/community partners</p> <p>ODEI</p> <p>Office of Admissions & Student Affairs</p>	
<p>Build EHD-wide BIPOC Alumni Engagement Strategy</p>	<p>Create a BIPOC Alumni student database</p> <p>Work with EHD Foundation in developing BIPOC alumni programming , including a BIPOC Alumni Group</p> <p>Office of DEI will design bi-annual programming with the BIPOC Alumni</p>	<p>Monthly check-ins on progress of database</p> <p>End of semester evaluation of database development /listserv possibilities</p>		<p>Office of DEI/Office of Student Affairs</p>	

School of Education and Human Development

	<p>group around networking, mentoring, and professional development for historically minoritized students at EHD</p> <p>Explore the possibility for an annual BIPOC Student & Alumni DEI Retreat as well as Alumni Spotlight Award and Lecture</p>				
<p>Develop a Community Engagement Model to better engage our Charlottesville partners, alumni, and other constituents</p>	<p>Work with the Equity Center to design a community engagement plan that coalesces the community outreach programs at EHD</p> <p>Structure a Community Council to meet semesterly for dialogue and discussion around the</p>	<p>Draft of Community Engagement Model developed by Spring 2022</p> <p>Meeting minutes' and survey of Community Council meetings</p>		<p>ODEI/Dean's Office</p>	

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	impact of projects and work done in and throughout the Charlottesville area				
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Communication Plan

ODEI will provide semesterly written communication, through the ODEI's Communicator, about progress towards IE Plan Goals. Additionally, ODEI will meet with responsible office/stakeholders on a semester basis to follow-up about plan objectives and programs. After the initial release of the IE Plan, ODEI will work with an IE Implementation Team (an extension of the IE Team) through the life of the plan's implementation, on a bi-semesterly basis. This council will include community members, selected through a nomination process by the IE Team. In Fall 2021, ODEI will host a series of town hall forums with staff, students, and faculty members, as well as community members, in consultation with the IE Implementation Team. In addition to these town halls, the IE Plan will be disseminated for feedback at department meetings, faculty meetings, EdCouncil meetings, and the Staff Advisory Council to discuss implementation with all of EHD's stakeholders. Additionally, annually, ODEI will sponsor an annual culminating event to share widely about the plan progress. To stay updated on the plan's progress, members of the community can reach out to ODEI. Members of EHD may participate in the success of the plan by reaching out to ODEI about joining the IE Implementation Team.

Appendix

IE: Inclusive Excellence

ODEI: Office of Diversity, Equity and Inclusion

CISE: Curriculum, Instruction and Special Education

EDLF: Education, Leadership, Foundations and Policy

OCM: Office of Communications and Marketing

DEI: Diversity, Equity, and Inclusion

KINE: Kinesiology

CPRC: Curriculum and Program Review Committee