INCLUSIVE EXCELLENCE: DEVELOPING A FRAMEWORK FOR MAKING THE PURSUIT OF INSTITUTIONAL EXCELLENCE INCLUSIVE

Over the last two years, representatives from the College of Arts and Sciences have played key roles in partnering with the Office of University Community to diversity and inclusion strategic plan for faculty, staff, and students. Now that the strategic planning process has concluded, and the president has issued a charge, the College of Arts and Sciences will develop a framework for inclusive excellence to help integrate diversity and inclusion efforts into the core areas of the university-level theory of change.

Definitions

Diversity – The term diversity is used to describe individual differences (e.g., personality, learning styles, 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) that can be engaged in the service of learning and working together.

Inclusion – The term inclusion is used to describe the active, intentional, and ongoing engagement with diversity with which individuals might increase one’s awareness, content knowledge, and understanding of the complex ways individuals interact within systems and institutions.

Inclusive Excellence – a framework designed to help universities diversity and inclusion efforts into the core of institutional functions to realize the institutional pursuit of excellence.

INCLUSIVE EXCELLENCE AT CAS

During CY2019, the College will form an ad hoc committee (College of Arts and Sciences Committee on Inclusive Excellence – CASCIE) to help further develop the college’s inclusive excellence framework, which will express a plan for enacting the university’s larger diversity and inclusion mission and values. The plan is shaped by the Colleges core values: inclusion and fairness, inquiry and academic freedom, integrity and accountability, service and community engagement. The overall goal of the plan is to move the College from a compliant organization to one that is inclusive. The following model of organization development will be one of the ways used to evaluate and make note of organizational growth and progress. The four stages outlined in the Inclusive Excellence model are below:

1. Mono-cultural organization, where diversity is not valued, and compositional diversity is non-existent;
2. Compliant organization, where diversity efforts are motivated by staying out of legal trouble;
3. Multicultural organization, where many diversity activities and celebrations occur, there are visibly committed leaders, and bias is not tolerated, yet the comprehensive effort to weave diversity into the institutional fabric has not yet been fully achieved;
4. Inclusive organization where differences are recognized, valued, celebrated and utilized, there is an emphasis on inclusive practices at all levels of institutional functioning, and all members of the organization are accountable for diversity and inclusion success.
DIMENSIONS OF INCLUSIVE EXCELLENCE

The model for Inclusive Excellence at CAS has four dimensions:

1. Access and Success (recruitment and retention for faculty, students, staff)
2. Campus Climate and Intergroup Relations (collegiality)
3. Education and Scholarship
4. Institutional Infrastructure

Each dimension of the model represents an area in which initiatives are designed to achieve excellence. Each dimension has been aligned with the College’s strategic plan and create a framework that helps the college monitor the progress of diversity and inclusion efforts to ensure that they remain integrated, intentional and central to the core mission of the university. A working draft of the CAS inclusive excellence model is below.

DIMENSION 1: ACCESS AND SUCCESS

Goal: Achieve a more diverse and inclusive undergraduate and graduate student body, faculty and staff.

OBJECTIVE 1: TO ACHIEVE A MORE DIVERSE FACULTY AND STAFF

Strategies:

1. Increase the likelihood of diverse faculty and staff applicant pools by developing and implementing a comprehensive recruitment and retention plan - focusing on advertising, job descriptions, career ladders, search committee processes and education, and special faculty recruitment initiatives.
2. Implement faculty/staff exit surveys and use the results for identification of issues and opportunities for continuous improvement.
3. Create leadership development and career path programs for faculty and staff (with special attention given to women and underrepresented minorities)

Indicators:

DIMENSION 2: COLLEGE CLIMATE AND INTERGROUP RELATIONS

Goal: Create and sustain an organizational environment that acknowledges and celebrates diversity and employs inclusive practices throughout its daily operations.

OBJECTIVE 1: CREATE A CLIMATE THAT IS SUPPORTIVE AND RESPECTFUL AND THAT VALUES DIFFERING PERSPECTIVES AND EXPERIENCES

Strategies:

1. Use surveys and/or focus groups to periodically assess faculty feedback on the climate for diversity.
2. Create meaningful dialogue between and among groups that increases
understanding of varied perspectives and the nature of social and economic inequalities.

3. Educate the campus community on the prevention of harassment and discrimination and productive ways to resolve conflict. Effectively address concerns and complaints.

4. Offer educational and celebratory events for students, faculty, staff and the community that recognize, value, and honor diversity and promote inclusion. Evaluate selected programs for their impact on the climate for diversity.

5. Increase recognition programs that acknowledge contributions made to advancing diversity.

**Indicators:**

**DIMENSION 3: EDUCATION AND SCHOLARSHIP**

Goal: Engage students, faculty and staff in learning varied perspectives of domestic and global diversity, inclusion, and social justice.

**DIMENSION 4: INSTITUTIONAL INFRASTRUCTURE**

Goal: Create and sustain an institutional infrastructure that effectively supports progress in achieving diversity goals in the University strategic plan (VP of Community Office).

**OBJECTIVE 1: SUSTAIN AND INCREASE COLLEGE-WIDE EFFORTS DESIGNED TO AMPLIFY THE POTENTIAL TO SECURE GIFTS, GRANTS, AND OPPORTUNITIES TO ADVANCE THE GOALS OUTLINED IN THIS PLAN**

**Strategies:**

1. Incorporate diversity and inclusion interests into philanthropic campaign efforts.
2. Seek corporate and foundation support for key pipeline and academic support programs that serve diverse communities.
3. Engage women, international, African, Latino(a), Asian, and Native American (AALANA), deaf/hard of hearing (DHH), veterans, and alumni with diverse abilities in diversity and inclusion efforts (e.g. reunions, yield events, speaker series, recognition events, etc.).

**Indicators:**

1. Increased funding support for diversity and inclusion initiatives from philanthropic efforts.
2. Increased initiatives aimed at multicultural, DHH, and women alumni cultivation.