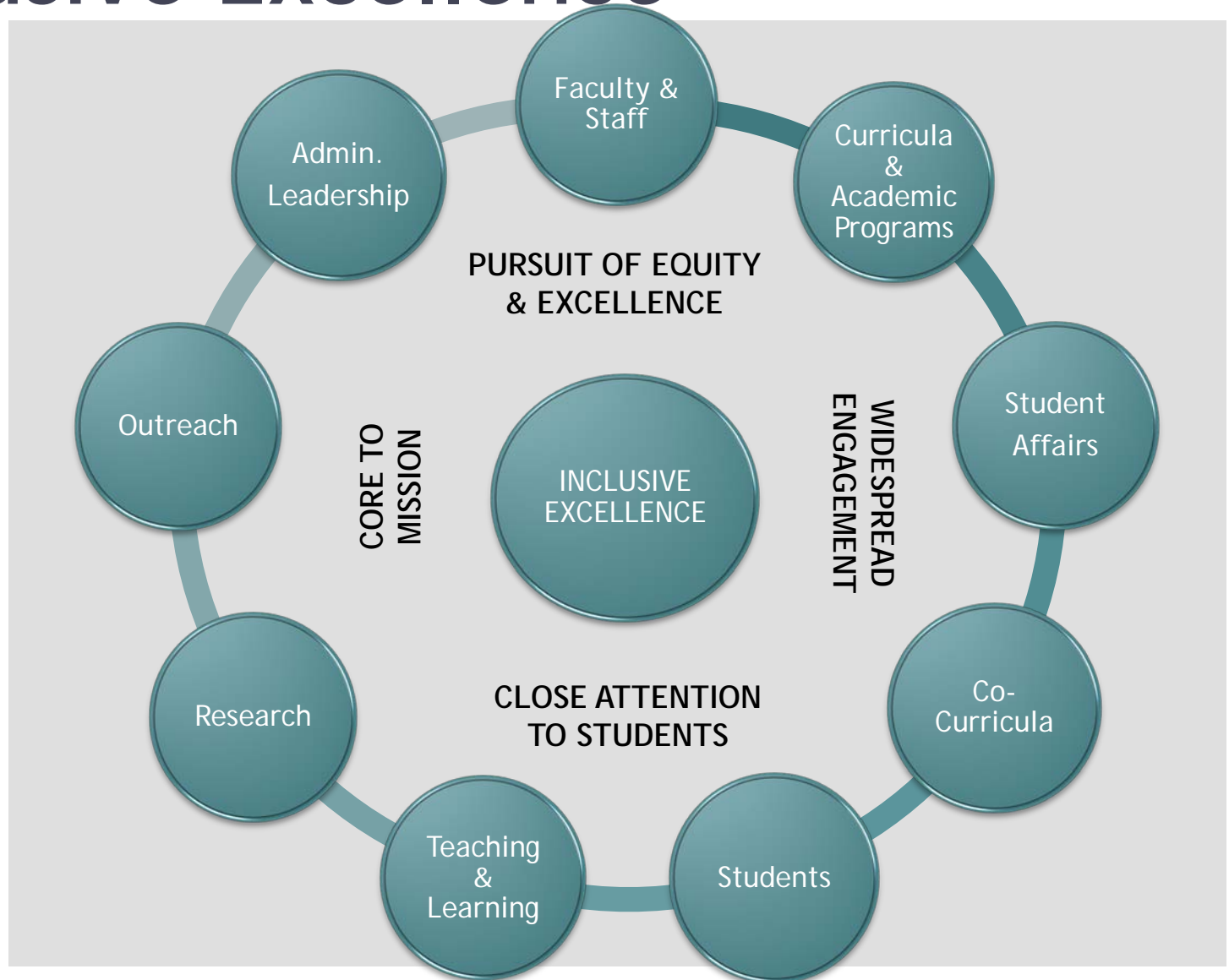


Towards Inclusive Excellence

Inclusive Excellence Discussion
Faculty and Academic Staff Reps Meeting
December 4, 2009

To achieve Excellence,
we must be Inclusive.
To be inclusive, we must
be Equitable.

Inclusive Excellence

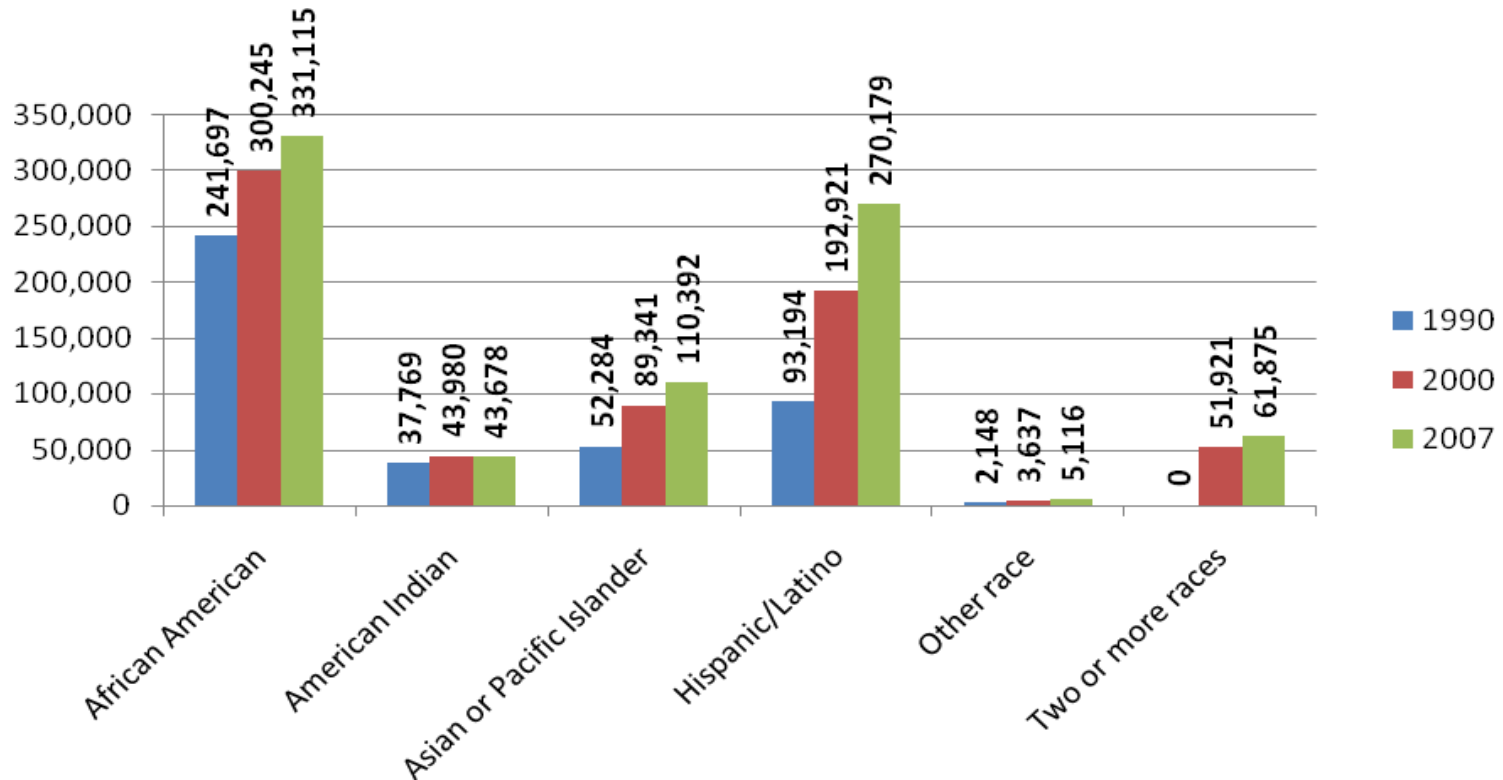


U.S. Census Projections

Racial/Ethnic Group	Year 2010	Year 2030	Year 2050
WHITE	66%	55%	46%
BLACK	14%	14%	15%
HISPANIC	15%	23%	30%
ASIAN	5%	7%	9%
AMERICAN INDIAN/NATIVE ALASKAN	1.6%	1.8%	2%
NATIVE HAWAIIAN/PACIFIC ISLANDER	.4%	.5%	.6%

Why Inclusive Excellence?

Wisconsin's Demographic Destiny



Source: Plan 2008, UW System Report

Vital Connection to the Educational Process

Individual

- Enhanced critical thinking skills
- Stronger leadership skills
- Higher rates of educational persistence

Institutional

- More inclusive and diverse course offerings
- Greater use of student-centered teaching & learning approaches

Business

- Improved problem-solving skills
- Greater cross-cultural competence
- Increased ability to attract the best talent available

Societal

- More informed citizenry
- Greater equity in society
- Higher levels of civic participation

Many Meanings of Inclusive Excellence

- Iterative Planning Process
- Institutional Philosophy
- End Goal, Outcome
- Approach To Diversity That Is Both Top-down & Bottom-up

Guiding Principles of Inclusive Excellence

- Shared Responsibility
- Diversity sits at the center of institutional life
- Different students require different forms of support (as do faculty, staff, etc.)
- Implementation matters as much as strategy

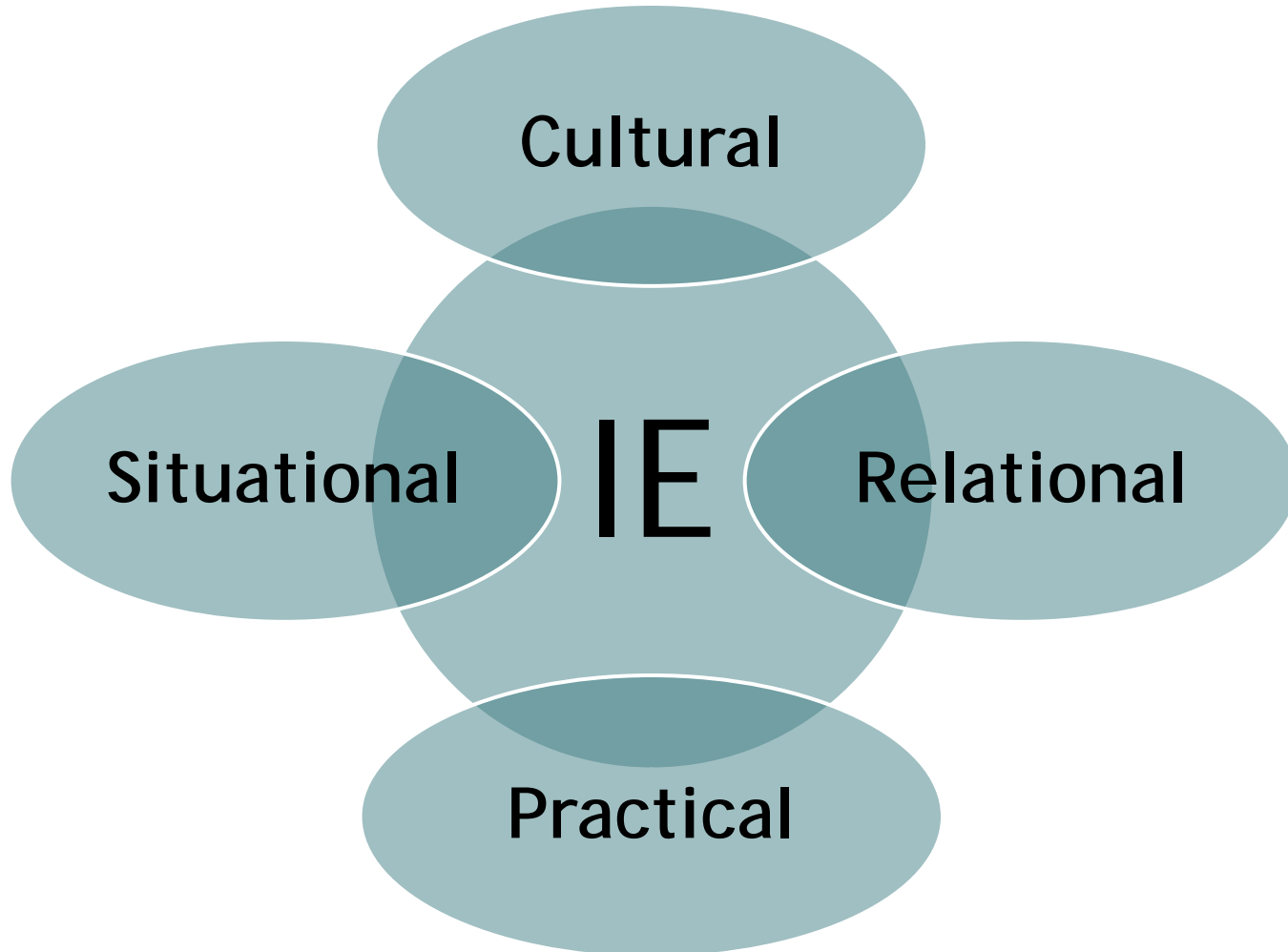
Inclusive Excellence in Action

- **A change-oriented approach to organizing our work that requires a:**
 - **Dual Focus:** Building greater structural diversity and improving the learning environment, culture
 - **Comprehensive, widespread institutional engagement and commitment**
 - **Close attentiveness to the student experience**
 - **Joint pursuit of equity and excellence**

Essential Elements Needed to Advance IE

- Committed, engaged leadership
- Campus-wide buy-in and participation
- Consistent reflection, assessment, and benchmarking
- Re-prioritizing & leveraging of existing resources
- Collaboration, cooperation, and compromise
- Rethinking our notions of student success and excellence

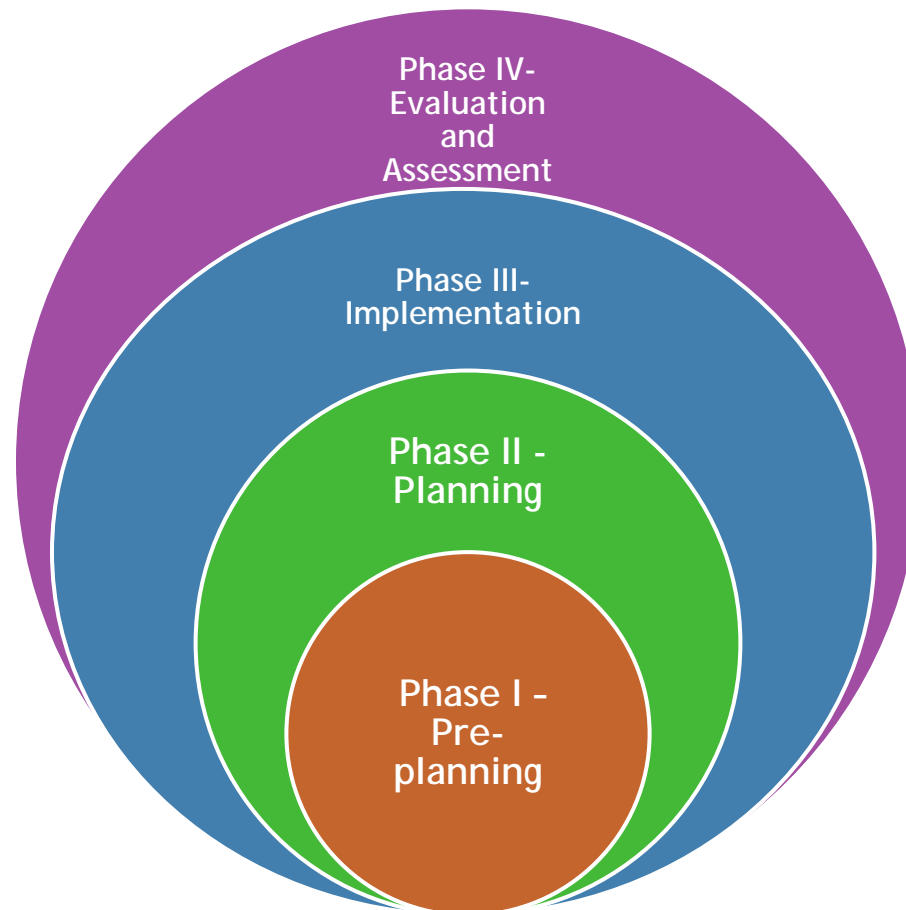
SPHERES OF ACTION



Shifts in Perspective

- Management of diversity as an asset instead of management of an external problem
- Integrative instead of additive
- Collaborative instead of competitive
- Institutional responsibility instead of individual deficiencies
- Excellence instead of remediation
- Impacts & outcomes instead of just inputs

Four Phases of IE Planning



Four Phases: Developing IE Strategic Plans - Year 1

Phase I: Pre-Planning

Laying the Foundation

- Create Core IE Campus Leadership Teams
- Identify data, inquiry process and analytic tools
- Conduct pre-assessment
- SWOT or MAPPING
- Establish a culture of evidence
- Create institutional awareness, cultivate buy-in

Phase II: Planning

Develop Strategic Plan

- Define overall scope for the 1st 3 years
- Determine areas of primary emphasis
- Define IE goals and objectives
- Define evaluation and assessment
- Develop capacity building programs
- Develop reporting procedures to track progress
- Define clear lines of authority

Four Phases: Developing IE Strategic Plans, Year 2 & 3

Phase III: Implementation

Formal Implementation of Strategic IE Plans

Common elements for each plan:

- Statement of the challenge
- Rationale for diversity, equity and inclusion
- Indicators of Success
- Recommendations for recruitment, retention, diversity education, research & scholarship
- Campus Climate
- Marketing & Communications
- Rewards

Phase IV: Evaluation & Assessment

Recurring Continuous Evaluation & Assessment

- Establish Rubrics
- Evaluate, measure and monitor progress towards goals and objectives at each functional level
- Realign procedures if lack of progress
- Implement new strategies
- Identify success and areas where more work is needed

Three-Pronged Strategy



- Compositional Diversity +
- Culture and Climate +
- Equity in Outcomes

=

Inclusive Excellence

“Excellence in the in the 21st century will be determined by high expectations, high support, high hands-on practice, and a high degree of faculty and staff collaboration to create a much more intentional and goal oriented educational experience.”

Carol Geary Schneider, President
American Association of Colleges & Universities

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