

Inclusive Excellence Guidelines

Introduction: These guidelines are the result of a workshop funded by an Inclusive Excellence grant from the Chancellor's Office of UW-Whitewater. The workshop organizers invited speakers from the American Association of Colleges and Universities and from the University of Wisconsin System to work with faculty, instructional staff and administrators from each of the four colleges, representing as many academic disciplines as possible. Workshop participants learned about Inclusive Excellence as a national and state initiative and an important element of LEAP, a liberal arts initiative that has been adopted by UWW as well as UW System.

Inclusive Excellence has been informed by both the failures and successes of previous diversity efforts and represents a research-based revision and re-iteration of these earlier initiatives. Among the most important elements of Inclusive Excellence is the understanding that 1) equity goals cannot be reached without the commitment and involvement of the entire university, 2) a strong liberal arts education cannot be achieved without diversity education at its core, and 3) none of our students can be prepared for a twenty-first-century world without multicultural competencies.

With these principles in mind, workshop participants created a comprehensive set of guidelines with which academic departments and divisions can determine their progress towards the goals of Inclusive Excellence. The guidelines are organized across those categories that arose in the workshop discussions and that participants thought would make the guidelines easier to use, but our understanding is that these categories are overlapping and mutually dependent. We also understand that particular departments/disciplines may need to shape and prioritize goals in ways that make sense within their own departments and disciplines.

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Terms:

Diversity: Inclusive Excellence employs a broader definition of diversity than has been used in previous initiatives. Race and ethnic differences are part of the new definition of learning, as are differences of sexuality, age, gender, ability status, and class. According to AAC&U, “diversity” refers to both personal and group differences that can be employed in the service of learning.

Intercultural: In this document “intercultural” refers to the full range of diversity as defined above.

Students of Opportunity: Students who may be disadvantaged in a particular context are referred to here as “students of opportunity.” A student may be a “student of opportunity” in one context but not another. Women students, for example, might be considered “students of opportunity” in the context of STEM (Science, Technology, Engineering and Mathematics) disciplines but not in the university as a whole.

Faculty/Staff: includes student workers, administrators, classified staff, faculty and academic staff.

Equity: It is important to distinguish between equity and equality. “Equality” implies sameness, that students and faculty/staff have access to exactly the same resources, without reference to individual needs. “Equity,” in contrast, takes individual and group needs and differences into consideration. For instance, it is not meaningful to welcome students with disabilities if we do not also provide for their different needs in the classroom. Inclusive Excellence emphasizes equity over equality.

High-Impact Practices (HIPS): These are educational practices shown by research to support the success of students of opportunity as well as other college students.

LEAP: Liberal Education America’s Promise, a national initiative promoting the value of liberal education for all students.

Universal Design: This is a principle according to which every element of the classroom and workplace are organized to be serviceable for as many people as possible regardless of age, ability or situation.

Long-term Goals	Progressing Toward Inclusive Excellence	Starting Place
STUDENTS		
<p>Intercultural curriculum/co-curriculum: All students have access to a liberal education with Inclusive Excellence at its center. General Education courses are designed around LEAP and Inclusive Excellence goals. Content of courses within disciplines and content of the co-curriculum is up-to-date in relation to IE. UW-Whitewater prepares all students to live, serve and work in a diverse world and global economy.</p>	<p>Most students will find that some of their General Education classes and classes in their major/minor, and co-curricular, as well as their co-curricular activities are re-designed with Inclusive Excellence, LEAP goals and the most current research in mind. Students are better prepared to work and live in increasingly diverse environments .</p>	<p>Students have access to courses and co-curricular activities with significant diversity content, but can avoid most inclusive courses and co-curricular activities. General Education courses may or may not have inclusive content, and departments whose disciplines include research on diversity issues nevertheless have uneven commitment to inclusivity in the curriculum.</p>
<p>Pedagogy/Best Practices: Students work with faculty and staff who are using high-impact practices—particularly those proven effective with students of opportunity-- understanding that those practices positively impact all students. There is a strong connection between curriculum and co-curriculum, emphasizing equity rather than equality.</p>	<p>Faculty and staff demonstrate increasing awareness of high-impact practices and a larger number of faculty and staff are trained in their use. Increasing emphasis is placed on equity rather than equality. The connection between the curriculum and co-curriculum is inconsistent.</p>	<p>Faculty and staff demonstrate an uneven awareness and use of high-impact practices. Faculty and staff training occurs on an individual interest basis. Many classes and activities focus more on equality rather than equity, and little connection is made between the curriculum and the co-curriculum.</p>
<p>Recruitment and Retention: Students of opportunity are successfully recruited and retained at a rate reflective of their presence in the larger community. Recruitment pipelines are established and supported. The presence of students of opportunity is understood to be of value in itself but also as part of an effective educational environment for all students. Responsibility for recruitment and retention is a collaborative process across campus.</p>	<p>The university community takes a more widespread responsibility for recruitment and retention of students of opportunity than in the past. There is increased cooperation among administration, faculty and students services in student recruitment and retention, as well as an increased awareness that all students benefit from more diverse student body. Gaps in student recruitment and retention are diminishing.</p>	<p>Some students of opportunity are recruited but with mixed success. Efforts towards recruitment and retention are thought to be the responsibility of a limited number of departments, divisions, and individuals. Recruitment and retention efforts are understood as only “for underprivileged.”</p>
<p>Support: Instructional and non-</p>	<p>Faculty and students are becoming more</p>	<p>Services are available to students on a</p>

<p>instructional resources are aligned to meet the needs of all students, including students of opportunity.</p>	<p>aware of resources that exist. These resources are leveraged for excellence not just survival.</p>	<p>limited basis, though students/faculty may not be aware of them. Support services and faculty priorities focus on the survival of students of opportunity—who may be held to a lower standard of success.</p>
<p>Success: All students, including students of opportunity, are held to high standards inside and outside the classroom. The success of all students is determined through a variety of measures. Achievement gaps between groups of students are insignificant.</p>	<p>Student success is measured in a variety of ways, traditional and non-traditional. Gaps in student success are diminishing but are still significant.</p>	<p>Students of opportunity are significantly less successful by traditional measures than are other students. Traditional measures are the primary means of determining success. The institution renews its commitment to close the achievement gap.</p>
<p>FACULTY/STAFF</p>		
<p>Recruitment and Retention: Diverse faculty and staff are understood to be vital to campus life. Departments and divisions have faculty/staff compositions reflective of appropriate demographics—local/regional/national--based on position and consultation with Affirmative Action. Best practices in both recruitment and retention are intentionally and aggressively utilized. The pipeline and career path for all positions consistently and consciously promotes diversity. Faculty and staff are aware of multiple and transparent ways of moving through the pipeline.</p>	<p>Departments and divisions are investigating and beginning to put into practice best practices for recruitment and retention of diverse faculty. These lead to increased success in recruiting and retaining diverse faculty. Departments and divisions have faculty/staff composition that is increasingly reflective of appropriate demographics. The pipeline inconsistently promotes diversity, and there are limited ways of moving through the pipeline.</p>	<p>Some faculty/staff from under-represented groups are recruited but with mixed success. Few innovative strategies are used, and there is limited buy-in. Recruitment and retention efforts are understood as only “for underprivileged” rather than as central to vitality of department. Pipelines and career paths are not equally visible or accessible to all faculty/staff.</p>
<p>Work Environment: UW-Whitewater fosters a collegial and equitable working community in which different skills, talents and needs are acknowledged. Faculty and staff experience an environment in which diverse voices are valued and conflicts are resolved in ways that reflect intercultural</p>	<p>Best practices for conflict resolution are explored and enacted. Best practices for success of diverse faculty are explored and enacted. Conscious community building within and across departments and divisions takes place. Norms are open for negotiation. Collaborations are inconsistent but begin to</p>	<p>Little or no attention is given to issues of diversity and conflict. Faculty and staff experience a working environment that emphasizes equality over equity. Many unspoken rules are more difficult for some to understand. Informal coalitions sometimes exclude and marginalize some</p>

<p>competence. Clear and frequent communication and collaboration across campus maximizes IE efforts.</p>	<p>reflect intercultural competence.</p>	<p>faculty/staff members. Norms sometimes exclude faculty staff members or reinforce inequity.</p>
<p>Rewards and Recognition: Rewards and recognition reflect Inclusive Excellence values. Interdisciplinary and/or emerging scholarship and professional development, especially as related to IE, are valued alongside traditional research and professional development. Effective teaching and service, mentoring, support, and co-curricular facilitation in relation to goals of IE are highly valued in rewards processes. Grant money, resources and release time are made available for IE work.</p>	<p>Departments and units re-evaluate the importance of service, teaching and mentoring work in relation to IE goals. Scholarship and professional development supporting IE goals is re-evaluated to carry more weight in decision-making processes. Mentoring of students of opportunity is made a higher priority in the rewards process. Exploration of sources of support for IE work continues.</p>	<p>Faculty/staff rewards reflect traditional disciplinary and area values. Interdisciplinary and/or diversity-related scholarship and professional development is valued little. Faculty/staff from under-represented groups mentor students of opportunity without being rewarded by colleagues. Work on diversity/IE issues, while occasionally funded, is sometimes considered a matter of personal interest rather than central to the department or unit.</p>
<p>Promotion and Tenure: Promotion, tenure and merit are equitable across all groups. Review processes are designed for optimum equity. Institutional, department and unit resources are available for mentoring and other programs in order to achieve equitable results. Work towards Inclusive Excellence goals is included in tenure decisions, as well as promotion and merit decisions.</p>	<p>Departments and divisions conduct routine research-based assessment of differential access to promotion, tenure and merit— followed by action planning when one group falls behind. Resources are found for achievement of equitable results. Evaluation processes are under review for equity— including attention to sub-disciplines.</p>	<p>Departments and units emphasize equality for diverse faculty/ staff rather than equity. The effects of diversity on such measures as teacher evaluation or access to career-enhancing resources such as mentoring is not acknowledged. There is no examination of the differential treatment of sub-disciplines.</p>
<p>Intercultural Competence: Faculty and staff enact best practices in relation to IE goals. Faculty and staff routinely engage in professional development to improve in relation to IE goals, for example co-curricular and curricular inclusion and universal design. Institutional resources are available for IE-related professional development.</p>	<p>More resources are available to support enactment of IE best practices—including increased mentoring of students of opportunity, support for continual training and professional development in relation to IE goals, including curricular and co-curricular inclusion and universal design.</p>	<p>Most departments and units consider faculty/staff training in their area to be sufficient. Minimal resources are available for re-design of classes or co-curricular programming for inclusion or universal design. Student mentoring is often done without formal support or acknowledgement.</p>

<i>CURRICULUM/CO-CURRICULUM</i>		
<p>Integration: Inclusive Excellence and LEAP goals are integrated across the curriculum and co-curriculum. All students develop intercultural competencies throughout the spectrum of curricular and co-curricular experiences.</p>	<p>Leap goals and Inclusive Excellence is included in many courses and co-curricular activities but particularly in those of particular departments and units. Integration of IE goals inconsistent though progressing across the university.</p>	<p>Inclusive Excellence is considered the province of particular departments and units only, not diffused throughout the curriculum and co-curriculum.</p>
<p>Universal Design: Universal design is understood to be central to our mission and to benefit all students, faculty and staff. Curricular and co-curricular activities, facilities, and technology use the principles of universal design—e.g. courses designed for maximum success for the broadest range of students.</p>	<p>More courses and co-curricular activities are designed according to the principles of universal design. The university is beginning to understand such principles as central to the university’s mission, rather than useful to only specific groups of students.</p>	<p>A few faculty/staff members adhere to principles of universal design, but most are unfamiliar and/or uninterested in it. Inconsistent implementation of universal design principles negatively impacts student learning.</p>
<p>Collaboration: Collaboration among faculty, staff, and students across campus is valued as a tool to advance the goals of Inclusive Excellence. Institutional resources are made available to foster collaboration.</p>	<p>More opportunities for collaboration to advance the goals of IE become available, though this funding is uneven.</p>	<p>Collaboration between faculty in different disciplines and collaboration with Student Affairs is done on an ad hoc basis. Limited support available for collaborative approaches to advancing the goals of IE.</p>
<i>INSTITUTION</i>		
<p>Community Building: UW-Whitewater intentionally creates and maintains a relational climate where faculty, staff, and students feel they are part of an inclusive community. This climate is reflected in the institutional relationship with the surrounding community and broader region.</p>	<p>Inclusive community-building activities occur, but they have little administrative support and occur in a haphazard fashion.</p>	<p>Community-building activities occur in informal fashion and without attention to inclusion. As a result, outsider groups are marginalized.</p>
<p>Facilities: Facilities reflect centrality of IE goals. Housing and technology for on-campus living, support services, curricular and co-curricular activities for students,</p>	<p>Any inequities in facilities are acknowledged. Plans for more equitable housing of programs is in progress; funding is being sought.</p>	<p>Facilities reflect traditional priorities. Student services and disciplines that provide “service courses” may be inequitably housed.</p>

<p>faculty and staff have been upgraded to buttress the mission and are accessible to all. University administration supports and provides resources for these efforts.</p>		
<p>Goal Setting and Assessment: Departments and divisions infuse IE and LEAP into strategic planning, evaluation and assessment processes. University administration supports and provides resources for these efforts.</p>	<p>Departments and divisions are beginning to engage in evidence-based planning in relation to IE goals.</p>	<p>Most departments and divisions operate according to traditional disciplinary ideas about goal setting. IE goal setting is left to particular disciplines.</p>
<p>Reporting: IE is an integral component of all reports, e.g. annual reports, OPR and audit and reviews. The reporting structure is used effectively to drive change across campus.</p>	<p>Reporting structures are developed or partially developed for assessment of IE goals.</p>	<p>Reporting structures for IE goals are pro forma. Relatively little feedback or action planning in relation to reporting structures occurs.</p>