

# Towards Inclusive Excellence

University of Wisconsin System  
UW-Parkside Campus Visit  
March 26, 2009

To Achieve Excellence, We Must  
Be Inclusive.  
To Be Inclusive, We Must Be  
Equitable.

## Presentation Will Address:

- Inclusive Excellence Concepts and Strategies
- Guiding Principles
- How It Works
- Definitions
- What It's Not
- Changing Paradigms and Cultural Shifts
- Success - What Is It?
- Questions to Ponder

## What is Inclusive Excellence?

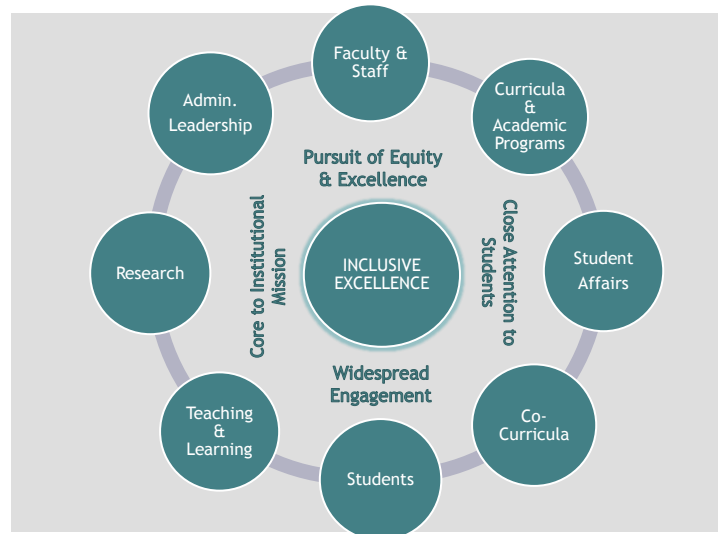
- Iterative Planning Process
- Institutional Philosophy
- End Goal, Outcome
- Approach To Diversity That Is Both Top-down & Bottom-up

# Inclusive Excellence

## Why Inclusive Excellence?

- Viability of our Universities & Colleges (College-going patterns)
- Economic well-being of the State (Demographics of Wisconsin, Growth Agenda)
- Vital Connection to the Educational Process (Benefits of Diversity)
- Next Step in our Evolution as a System Committed to Diversity & Equity

## Inclusive Excellence



## How Does Inclusive Excellence Work?

- **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

## Guiding Principles Inclusive Excellence

- Shared Responsibility—everyone has a role to play
- Diversity sits at the center of institutional life, not the periphery
- There is a place at the table for everyone
- True excellence is measured by equity and inclusion as well as superior performance
- Different students require different forms of support
- Implementation matters as much as strategy

## Working Definitions

- **Diversity**  
Individual differences that can be engaged in the service of learning, e.g., race/ethnicity, gender, gender identity & expression, age, culture, socioeconomic status, sexual orientation, learning styles, group, social, religious & political differences, life experiences, and other differences.

Source: Association of American Colleges & Universities, 2005

## Working Definitions, cont.

- **Inclusion**

The active, intentional, on-going engagement with diversity - in people, the curriculum, co-curriculum and in communities - in ways that increase one's awareness, cognitive sophistication, knowledge & empathic understanding of the ways people engage within institutions and systems.

Source: Association of American Colleges & Universities, 2005

## Success Under Inclusive Excellence

- Increased multicultural competencies among administrators and institutional leaders (faculty, staff and students);
- Curricular infusion & transformation;
- Priorities, rewards and incentives aligned with IE goals and objectives;
- Adoption of institution-wide, departmental and academic indicators of excellence and inclusion;

## Success Under Inclusive Excellence, cont.

- Equitable representation and greater compositional diversity among students and in the workplace;
- No gaps in achievement-retention, graduation;
- Equity in student outcomes in classes, courses of study and other opportunities for students that are indices of excellence; and
- Improved campus climates, strong sense of community & belonging.

## “Doing” Inclusive Excellence

- 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

## Shifts in Perspective

- Management of 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
- Outputs & outcomes instead of just Inputs

## Deficit-Minded Frame

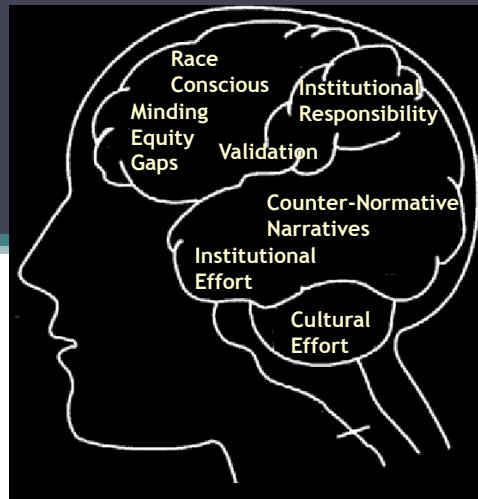
### Lack of...



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## Equity-Minded Knowledge



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## Misinterpretations of Inclusive Excellence

- A return to the old days of “diversity” where counting numbers was the major focus
- Movement away from the cultivation of a critical mass or the abandonment of racial-ethnic focus
- Another top-down plan
- Abandonment of Plan 2008 goals

## Work in Progress...

- Equity Scorecard
- Transfer Equity Study
- Climate Study
- LEAP Compass Grant/ Making Excellence Inclusive
- Chancellor Evaluations

## Three-Pronged Strategy



- Compositional Diversity +
- Culture and Climate +
- Equity in Outcomes
- =
- Inclusive Excellence

## Questions to Ponder : Institutional and Administrative Leadership

- Who's at the table? Who's missing?
- Who must participate in strategic, operational and academic planning ?
- Does your institutional mission clearly emphasize equity and excellence for ALL students?
- Do senior leaders frequently discuss high expectations for students?
- How can the connections - theoretically and operationally- be established to strengthen the links between academic and student affairs to support equity and excellence for all students?
- To what extent do institutional norms, reward systems and other aspects of institution's culture value student success?
- What indicators are used to measure institutional performance and accountability in key areas and to determine that data inform policy and decision-making?
- How do you ensure that you hire people committed to enacting these principles?
- Who leads public conversations to strengthen academic values and engage the campus community in work that supports equity and inclusion?

## Questions to Ponder: Strategic Planning Leadership Team

- Who's at the table? Who's missing?
- Who needs to participate in strategic, operational and academic planning?
- Does your institutional mission clearly emphasize equity and excellence for ALL students?
- How to ensure that data informs policy and decision-making?
- Do senior leaders frequently discuss high expectations for students?
- Who's responsible for ensuring institutional focus on equity and excellence for the students and the workforce?
- What indicators are used to measure institutional performance and accountability in key areas?

## Questions to Ponder: Practitioners and Committee Members

- To what degree are campus offices linked to support students?
- What organizational policies or structures stifle effective collaboration?
- What changes in practice might enhance greater collaboration and coalition building?
- To what degree are you working as allies in support of equity and excellence in your areas of responsibility?

## Questions to Ponder: Students

- To what degree do you engage in campus programs and opportunities that support your success?
- To what extent are you engaged in leadership development opportunities & experiences?
- To what degree are you engaged in programs and activities that support academic success?
- Do you regularly engage in learning, leadership and social programs & activities with people different from yourself?
- What barriers do you face in achieving success?