

UW SYSTEM INCLUSIVE EXCELLENCE:
A DECENTRALIZED DIVERSITY-PLANNING MODEL
FREQUENTLY ASKED QUESTIONS

For more information:
Office of Equity, Diversity and Inclusion
(608) 262- 8636

INCLUSIVE EXCELLENCE FAQ

WHAT IS INCLUSIVE EXCELLENCE?

Inclusive Excellence is a planning process intended to help each UW System institution establish a comprehensive and well-coordinated set of systemic actions that focus specifically on fostering greater diversity, equity, inclusion, and accountability at every level of university life.

The central premise of Inclusive Excellence holds that UW System colleges and universities need to intentionally integrate their diversity efforts into the core aspects of their institutions—such as their academic priorities, leadership, quality improvement initiatives, decision-making, day-to-day operations, and organizational cultures—in order to maximize their success.

HOW DOES INCLUSIVE EXCELLENCE WORK?

Inclusive Excellence offers an approach for organizing our work in a deliberate, intentional and coordinated manner. This approach:

- ♦ Employs a dual focus in diversity efforts, concentrating on both increasing compositional diversity, and creating learning environments in which students of all backgrounds can thrive;
- ♦ Requires a more comprehensive, widespread level of engagement

and commitment ensuring that every student fulfills their educational potential;

- ♦ Places the mission of diversity at the center of institutional life so that it becomes a core organizing principle, around which institutional decisions are made;
- ♦ Calls for a close attentiveness to the student experience itself, including the impact of race and ethnicity, and the influence of physical ability, sexual orientation, gender expression, socioeconomic background, and first-generation status on their learning experiences; and
- ♦ Demands that the ideals of diversity and excellence be pursued as the interconnected and interdependent goals they are.

WHY INCLUSIVE EXCELLENCE?

In many respects, Inclusive Excellence represents the next necessary step in our evolution as a System committed to creating those diverse learning environments that we know are so vital to our students' growth, learning, and achievement. Our recruitment and retention efforts as well as our engagement in such initiatives as the Campus Climate Study and the Equity Scorecard Project have taught us that

our pursuit of diversity has to be a far more multidimensional, integrative, and student-centered process if it is to produce the kinds of individual and System-wide transformation we have been seeking. Inclusive Excellence is a change-oriented planning process that encourages us to continue in our diversification efforts albeit with a greater intentionality and attentiveness of how they serve the needs of our students. Informed by a well-established body of empirical research as to the institutional contexts, practices, and cultures that contribute to the establishment of a diverse learning environment, Inclusive Excellence represents a shift not in the essence of our work but how we approach it and carry it out. Above all, Inclusive Excellence asks us to actively manage diversity as a vital and necessary asset of collegiate life rather than as an external problem.

Working Definitions for Inclusive Excellence

Inclusive Excellence brings together a comprehensive knowledge base – research and theory—from a variety of sources. Within this framework there are some concepts and terms that are fundamentally linked to the educational mission and institutional practice, and thus deserve to be highlighted. The definitions have been categorized by four essential pillars of Inclusive Excellence: Diversity, Equity, Inclusion and Excellence.

DIVERSITY

DIVERSITY: Individual differences (e.g. personality, learning styles, and life experiences) and group/social differences (e.g. race/ethnicity, 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.

COMPOSITIONAL DIVERSITY: The numerical and proportional representation of various racial and ethnic groups on a campus. (Milem, Chang and Antonio).

CRITICAL MASS: Meaningful representation. Refers to a number that encourages underrepresented minority students to participate in the classroom and not feel isolated.

INCLUSION

INCLUSION: The active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

EQUITY

EQUITY MINDEDNESS: Refers to the outlook, perspective or mode of thinking exhibited by practitioners and others who call attention to patterns of inequity in student outcomes, and are willing to assume personal and institutional responsibility for the elimination of inequity. This includes being "color conscious," noticing differences in experience among racial-ethnic groups, and being willing to talk about race and ethnicity as an aspect of equity. Equity perspectives are evident in actions, language, problem-framing, problem-solving, and cultural practices. (Bensimon, 2008)

DEFICIT MINDEDNESS: Deficit thinking "posits that students who fail in school do so because of alleged internal deficits (such as cognitive and/or motivational limitations) or shortcomings socially linked to the youngster—such as familiar deficits and dysfunctions" (Valencia, 1997). In other words, deficit thinking "blames the student" for unequal outcomes.

REPRESENTATIONAL EQUITY: Proportional participation of historically underrepresented racial-ethnic groups at all levels of an institution, including high status special programs, high-demand majors, and in the distribution of grades. (Bensimon, 2008)

EXCELLENCE

EXCELLENCE: The quality of being excellent; state of possessing good qualities in an eminent degree; exalted merit; superiority in virtue.

**WHY NOT
IMPLEMENT
ANOTHER TEN-
YEAR PLAN?**

Despite its twenty-year history of strategic plans for diversity, success on the widespread scale the UW System intended remains frustratingly out of reach, with only modest gains in key areas. Though Plan 2008 provided a bold, progressive vision for transforming the UW System, it did not—and could not—fully anticipate the myriad of practices and processes that its institutions would need in order to cultivate truly diverse and equitable learning environments. Moving forward, we as a system of higher education institutions intend to focus our efforts on driving diversity deep into our everyday cultures, daily practices, and organizational patterns where it can take root and eventually blossom.

**WHAT ABOUT
THE GOALS OF
PLAN 2008
WHICH WE
HAVE YET TO
REACH?**

Establishing a critical mass of faculty, staff, and students from historically underrepresented groups will remain a top priority for UW campuses under Inclusive Excellence. As institutions of learning, as a collective system of higher education, and as a state, our futures depend heavily on our ability to educate and hire those who will soon constitute the new majority in this country. We shall maintain our support of efforts aimed at diversifying our institutions, including our multicultural/disadvantaged initiatives, pre-college programs, and efforts such as the Equity Scorecard Project to enhance access, retention, and graduation rates for students of color as well as to ensure their full and successful participation at all levels of institutional life.

**WHAT DOES
SUCCESS
ACCORDING TO
INCLUSIVE
EXCELLENCE
LOOK LIKE?**

Success will be recognized by numerous hallmarks, some of which include:

- ♦ Thorough institutionalization of equity and diversity where they are embraced as core values and used to inform campus decision-making, educational practices, and policy-making;
- ♦ Greater compositional and equitable representation diversity of among faculty, students, staff, and other university personnel;
- ♦ Steady and significant rates of retention and upward mobility for faculty and staff who are members of underrepresented populations;
- ♦ Steady and significant increases in the retention and graduation rates for all UW students;
- ♦ Proportional representation of students from underrepresented and underserved populations in competitive academic programs and co-curricular activities that are indices of excellence;
- ♦ Improved campus climates that provide a strong, abiding sense of belonging and community for all UW students;
- ♦ Better alignment and cohesiveness between diversity efforts and other institutional initiatives, particularly those that focus on excellence in undergraduate education;
- ♦ Greater numbers of UW students who possess the requisite multicultural competencies they need to navigate an increasingly diverse democracy; and
- ♦ The enhanced capacity of UW System institutions to meet the ever-emerging and complex needs of its students, the state, and society, now and in the future.

WHAT KINDS OF
BENCHMARKS
WILL WE HOLD
OURSELVES TO
UNDER
INCLUSIVE
EXCELLENCE?

UW System Administration and UW institutions will likely engage in collaboration with one another to identify which reliable measures will be used to assess how they are doing in their Inclusive Excellence-related efforts.

HOW LONG
WILL WE HAVE
TO IMPLEMENT
INCLUSIVE
EXCELLENCE
ON OUR
CAMPUSES?

The Inclusive Excellence process is an iterative one, something that unfolds and develops over time, according to each institution's mission, culture, identity, and demographics. If institutions work diligently and steadily to incorporate their diversity work into the larger institutional culture, Inclusive Excellence and diversity more generally will simply become integrated into the larger *fabric of the institution*.

WHAT KINDS
OF RESOURCES
DOES
INCLUSIVE
EXCELLENCE
REQUIRE?

Inclusive Excellence is not a free-standing initiative to be treated as separate or distinct from other institutional planning efforts. Therefore, its implementation should not require any additional resources of either the financial or human kind. It *will require the* leveraging of institutional resources so that they are distributed according to a campus' most pressing diversity needs.

The Individual, Institutional, Private Business, and Societal Benefits of Diversity¹

TYPE OF BENEFIT			
INDIVIDUAL	INSTITUTIONAL	PRIVATE BUSINESS ²	SOCIETAL
The critical ways in which college students grow and mature cognitively, affectively, and interpersonally as result of living and learning in campus environments that have been constructed to include some measure of diversity according to race, ethnicity, gender or sexual orientation.	The significant ways that a diverse faculty—in terms of race, gender or sexual orientation—serve and enhance the core institutional missions of teaching, learning, research, and service.	The ways in which a carefully, deliberately managed diverse workforce enhances the overall efficacy and performance of private sector businesses and corporations.	The key ways in which diversity positively impacts democracy, citizenship, and American public life.
<ul style="list-style-type: none"> Enhanced critical and complex thinking skills Stronger leadership skills 	<ul style="list-style-type: none"> More student-centered organizational cultures More inclusive and diverse course offerings Greater use of student-centered teaching and learning approaches 	<ul style="list-style-type: none"> Increased flexibility Higher levels of creativity Improved problem-solving abilities 	<ul style="list-style-type: none"> Less ethnocentrism or stereotyping Less occupational and residential segregation Greater engagement in social and political issues
<ul style="list-style-type: none"> Greater racial and cultural awareness 	<ul style="list-style-type: none"> A keener ability to understand diverse perspectives 	<ul style="list-style-type: none"> More institutional support for lines of research related to race, ethnicity, and gender 	<ul style="list-style-type: none"> Higher levels of participation in community and civic organizations
<ul style="list-style-type: none"> A heightened openness to diversity Higher rates of educational persistence Greater satisfaction with overall college experience 		<ul style="list-style-type: none"> An increased ability to attract the best available talent in the search for new employees Greater cross-cultural competence 	<ul style="list-style-type: none"> A more informed citizenry Greater overall equity in society

¹This table is a composite of several others initially presented in Milem, 2003. The UW System has decided to include the category of sexual orientation in its definition of diversity though the research this table is derived from defines the term specifically on the basis of race/ethnicity. As studies of diversity and its benefits continue to emerge, we expect new findings to substantiate the positive impacts that environments which support sexual orientation have as well. ² This term has been adapted from the term "private sector" presented in Milem, 2003. © University of Wisconsin System