Inclusive Excellence Toolkit
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BACKGROUND
The University of Denver has made an institutional commitment to the concept and practice of Inclusive Excellence (IE), the organizational philosophy that inclusiveness and excellence are one in the same and that inclusiveness should be embedded throughout every aspect of the institution. Inclusive Excellence was developed by experts at the Association of American Colleges and Universities (AAC&U) (www.aacu.org/inclusive_excellence) and introduced to the DU Campus. In 2006, Chancellor Robert Coombe and Provost Gregg Kvistad asked the University's senior leadership to embrace IE and begin working in conjunction with the staff of the Center for Multicultural Excellence (CME) to implement it at DU.

This "IE Toolkit" was designed by staff of the CME to assist offices, departments, and colleges at DU in implementing Inclusive Excellence. Specifically, it is intended for staff, students, Deans, Vice-Chancellors, managers, directors, chairs of committees, and other individuals who want to begin the discussion, exploration, and practice of embedding inclusiveness throughout their areas of responsibility.

INCLUSIVE EXCELLENCE
In using the toolkit, it is important to keep in mind several key ideas:
- Inclusiveness and excellence are conceptualized as one and the same - to practice inclusiveness is excellence.
- IE shifts the responsibility for diversity and inclusiveness to everyone on campus, as opposed to one individual or department shouldering that responsibility alone. One person can drive the process; but the responsibility for change and inclusiveness is assumed by every person in an office, division or the campus.
- IE changes the way the university has historically conceptualized diversity - as a numerical goal (numbers only) of diverse faculty, staff, and students. Instead, under IE numbers continue to be important, but the emphasis is on transforming the institution into a vibrant community that embeds diversity throughout the institution.

- IE employs a broad definition of diversity that includes dis/ability, gender identity, gender expression, sexual orientation, race/ethnicity, religion, nationality, age and other important social dimensions that are part of the DU community.

One of the assumptions supporting Inclusive Excellence is that diversity is an integral asset to the mission of the University. Diversity is not an occasional element to be considered on special occasions or measured simply by numbers. Nor is it an "issue" to be managed, contained and problem-avoided. Rather, diversity is a constant benefit to be actively, intentionally, and consistently engaged with the objective of achieving numerous learning and organizational outcomes. Stated differently, the gifts, talents, history, traditions, worldviews, and cultures that the Jewish, GLBTIQ, Latino, Native American, Women and Men, African American, Asian, International, Disability, White, Religious and other communities bring to DU is a form of "gold" that can be "mined" to produce a multiplicity of educational outcomes and improve the climate for inclusiveness at the University. Inclusive Excellence is the method by which you mine that gold and use of this toolkit represents the beginning of that process.

The ultimate goal is to make inclusiveness a habit practiced by everyone at DU.

Keeping the above in mind, we invite you to use the following worksheets and the staff of CME to help you and your unit in practicing and implementing Inclusive Excellence!

USING THE TOOLKIT
This toolkit consists of a three-phase set of worksheets to help your unit improve its practice of Inclusive Excellence: 1) Inventory, 2) Analysis, and 3) Action. As always, CME staff are available as a resource to assist units with all phases, including follow-ups to assist with and support action plans. (See resources on the final page.)

PHASE ONE: ASSESSMENT
Taking stock of how your unit is doing in implementing Inclusive Excellence.

Use the tables below to think through an overview of inclusiveness in different areas of your unit, in each of 15 areas.
- By "unit," we mean the work area, program, office, department, division, college, etc. which you are considering. It is important to be clear on what specific area you are describing, so that you outline the strengths and change areas for which you are actually responsible and in which you can actually make change. (Considering the entire campus for some questions, and a specific suite of offices for others will greatly skew your description, and ultimately your action plan!)
- Challenge yourself (selves) to be honest about whether, on the whole, your area is or is not described by the question. Answering "no" does not mean you/your area is bad, any more than answering "yes" means there isn't more that could be done.
- In the last column, describe some of the reasons for your response. Be specific and honest, as the details will help you continue/improve.
- Some of the 15 areas may not apply to your specific unit; you can skip these (mark "NA"), and/or consider how your unit does/can have impact on the larger organizational structures of which you are a part.
- Feel free to add additional measures (one blank row provided) as they apply to your specific area.
- As always, feel free to consult with CME staff (see last page) on how the questions might apply to your particular area/unit.

I. Mission Statement, Goals, and Values	Yes	No	NA	Evidence of completion (e.g., numbers, documents, programs etc.)
A. Does our unit have a diversity or inclusiveness statement as part of our mission, values, and goals that clearly espouses the value of Inclusive Excellence?				
B. Is the diversity/inclusiveness statement aligned with and in support of the larger University diversity statement and the mission, values, and goals statement?				
C. Is the statement **prominently** displayed in or on our marketing materials, website, job applications, wall art/posters, and other unit materials?				
D.				

II. Leadership	Yes	No	NA	Evidence of completion (e.g., numbers, documents, programs etc.)
A. Does top management within our unit express during public and in-house speaking opportunities the value of diversity and inclusiveness?				
B. Does top management practice diversity? (i.e., the value of diversity and inclusiveness is supported through actions)				
C. Has top management participated in diversity training?				
D. Has top management participated in diversity training along with all other employees, giving a message to the rest of the unit of the importance of learning about and understanding diversity and inclusiveness?				
E. Have leaders allocated or shifted new or existing resources				

	Yes	No	NA	
to support diversity and inclusiveness initiatives?				
F. Have top administrators become accessible to and meet on a regular basis with diverse groups in their area or on campus to listen and learn about their experiences?				
G.				

III. Human Resources	Yes	No	NA	Evidence of completion (e.g., numbers, documents, programs etc.)
A. Is inclusiveness, as one of many responsibilities, embedded in all employee job descriptions? (i.e., everyone in the unit has responsibility for diversity and inclusiveness).				
B. Is the unit's diversity/inclusiveness statement prominently displayed on all job applications, job advertisements, and other HR documents?				
C. Is inclusiveness an integral part of employee orientation?				
D. Are there incentives for professional development in the areas of diversity and inclusiveness available for employees?				
E. Are diversity and inclusiveness professional development workshops and opportunities made available to employees?				
F. Are evaluation and merit conceptualized and defined to include diversity and inclusiveness? (i.e., employees are partly evaluated and rewarded for their contributions to inclusiveness).				
G. Does the person responsible for HR (or other members of management and leadership) in our area meet periodically with diverse employees to determine how they are doing and to offer support?				
H. Do all employees (in particular employees representing diverse groups) receive a strong and regular message that they are valued in the unit?				
I. Is there an in-house program designed to train and prepare employees from different backgrounds for promotions into higher level positions?				
J. Does HR or search committees take an active approach to the recruitment of diverse employees? (i.e., face to face networking, membership in diverse organizations versus a passive approach to recruitment involving only advertisements).				
K.				

IV. Climate and Culture	Yes	No	NA	Evidence of completion (e.g., numbers, documents, programs etc.)
A. Is the climate for inclusiveness of the unit welcoming to members of diverse groups?				
B. Do students, staff, faculty, alumni, and members of the public from different backgrounds feel welcome in working, studying, and visiting our unit?				
C. Has our unit conducted a diversity climate assessment or survey?				
D. Are the traditions and celebrations of the unit inclusive?				
E. Do we have annual awards that recognize individuals for their contributions to diversity and inclusiveness?				
F. Does the unit foster and support affinity groups? (e.g., African American Employees Organization, Gay and Lesbian Student Group, etc.)				
G. Does our unit also promote opportunities for all students, staff, and faculty to come together as one unit and have significant contact and interaction with each other?				
H. Does the "hidden" or unofficial culture support diversity in our unit? [You could have a culture that expresses the value of diversity and simultaneously have an unofficial culture filled with racist, sexist, and heterosexist jokes, behavior, and traditions.]				
I. Do faculty, staff, administrators, and students have an active role in maintaining and improving the climate for diversity?				
J. Does our unit have the organizational structures and procedures for addressing departmental climate issues? (e.g., bias response protocol, educational campaign, etc.)				
K. Is the relationship between faculty and staff positive and respectful?				
L.				

V. Organizational Dimensions	Yes	No	NA	Evidence of completion (e.g., numbers, documents, programs etc.)
A. Are individuals from different groups represented within our unit leadership and management?				
B. When hiring new employees, does the unit have policies and procedures designed to diversify the pool of qualified individuals?				
C. Is diversity and inclusiveness included in the strategic				

planning and decision-making process of the unit?				
D. Does the unit have a "Senior Diversity Officer" who is responsible for taking the lead on diversity and holds everyone else accountable for diversity and inclusiveness?				
E. Is our unit aware of the Affirmative Action plan for our area?				
F.				

VI. History	Yes	No	NA	Evidence of completion (e.g., numbers, documents, programs etc.)
A. Does the unit have a history of excluding members of diverse groups?				
B. Does the unit have a history of including members of diverse groups?				
C. Are there aspects of the inclusive or exclusive history of an unit (positive or negative) that need to be made more transparent and acknowledged?				
D. Are there individuals from diverse backgrounds who made contributions to the unit and who are no longer with the unit who need to be included in the history?				
E.				

VII. Community Service	Yes	No	NA	Evidence of completion (e.g., numbers, documents, programs etc.)
A. Do faculty, staff, students, and administrators have opportunities and support for participating in community service activities designed to enhance those communities or groups to which they belong?				
B. Is community service with diverse communities rewarded and considered as part of merit and promotion?				
C. Are faculty, staff, students, and administrators encouraged to participate in on-campus service by mentoring and supporting individuals from diverse populations?				
D.				

VIII. New Student Orientation	Yes	No	NA	Evidence of completion (e.g., numbers, documents, programs etc.)
A. Is the unit's diversity/ inclusiveness statement provided to all new incoming students?				

B. Is the diversity/inclusiveness statement reviewed with or highlighted for students?				
C. Is there diversity/inclusiveness training or information provided to new students?				
D. Are students provided with the skills and knowledge to successfully manage and deal with diversity in and out of the classroom? (e.g., how to discuss issues of diversity using civil discourse, skills for interacting with individuals who are different, etc.).				
E. Do top-level administrators provide a verbal message about the importance of diversity and inclusiveness during orientation?				
F. Are the safety, comfort, and needs of diverse students considered in planning student orientation? (e.g., GLBT students, Students of Color, Students with Disabilities, Jewish students, etc.).				
G.				

IX. Student Advising	Yes	No	NA	Evidence of completion (e.g., numbers, documents, programs etc.)
A. Are advisors trained to address issues of diversity/ inclusiveness and work with diverse populations?				
B. Are advisors knowledgeable of the resources on campus available to support diverse students?				
C. Are advisors using language and strategies that validate and encourage students from diverse groups to succeed? (e.g., "you're a talented and skilled student" as opposed to "you're a poor and underprepared minority student")?				
D. Is the advising staff diverse, representing different groups?				
E. Are advisors undertaking outreach to diverse students? (e.g., presentations at student organization meetings, involvement in multicultural events and activities).				
F.				

X. Curriculum	Yes	No	NA	Evidence of completion (e.g., numbers, documents, programs etc.)
A. Is there are diversity course requirement for our unit?				
B. Does our unit offer any courses on diversity?				
C. Do the courses cover a diversity of social identities, groups, or concepts? (e.g., African American, Women, GLBTIQ,				

	Yes	No	NA	Evidence of completion (e.g., numbers, documents, programs etc.)
racism, disability, etc).				
D. Has our unit identified student learning outcomes and concepts related to diversity? (e.g., cultural competencies, worldview, privilege, social justice, etc.)				
E. Do course evaluations have items regarding the climate for inclusiveness in the classroom?				
F.				

XI. New Projects and Initiatives	Yes	No	NA	Evidence of completion (e.g., numbers, documents, programs etc.)
A. When new projects or initiatives are introduced to the unit, is inclusiveness part of the project?				
B. Is there a procedure by which new programs and initiatives are introduced to the unit, and is inclusiveness and diversity part of the process?				
C. Are individuals from diverse backgrounds with diverse perspectives included in the planning of new projects or initiatives?				
D. Is inclusiveness embedded in the project evaluation process?				
E.				

XII. Faculty Promotion and Tenure

	Yes	No	NA	Evidence of completion (e.g., numbers, documents, programs etc.)
A. Is Inclusiveness embedded in the promotion and tenure process? Are faculty rewarded and recognized for their contributions to mentoring diverse students; teaching diversity courses; embedding diversity into their courses, and other diversity activities?				
B. Are faculty who serve on tenure committees aware of the way diversity impacts the tenure and promotion process for women, people of color, and other diverse groups?				
C.				

XIII. Financing and Budget	Yes	No	NA	Evidence of completion (e.g., numbers, documents, programs etc.)
A. Does the budget include financing for diversity projects and				

	Yes	No	NA	
initiatives?				
B. Are diversity initiatives and projects adequately financed? (comparably to other priorities in the unit)				
C. Are diversity initiatives financed via hard monies or grants?				
D.				

XIV. Committees and Taskforces	Yes	No	NA	Evidence of completion (e.g., numbers, documents, programs etc.)
A. Does the unit, department, division, or college consider diversity in the membership of committees and taskforces?				
B. Is diversity and inclusiveness included in the charge of the committees or taskforces?				
C.				

XV. Managing Conflict and Discrimination	Yes	No	NA	Evidence of completion (e.g., numbers, documents, programs etc.)
A. Is the unit aware of the resources on campus for addressing discrimination? (i.e., Office of Diversity and Equal Opportunity, University Ombudsperson, Center for Multicultural Excellence)				
B. Is there a protocol in our unit for handling conflict and disputes?				
C.				

Once you have completed the inventory above, AND discussed it with others from your area (and/or CME staff consultants), proceed to Phase Two: Analysis.

PHASE TWO: ANALYSIS
How well is your area practicing and implementing Inclusive Excellence?

Use the questions below to review the inventory you conducted in Phase 1, and to further analyze the "state" of inclusiveness in your unit and what it could be. (In Phase Three, you'll work on the specifics of *how* to move forward. In this section, your goal is to see *what* needs to be done.)

Our Strengths:
• What are our strength areas? Where is inclusiveness being practiced?

• How can we maintain or enhance those areas?

• How can we celebrate and publicize those successes that have led to greater inclusiveness?

Where Can We Improve?
• In which areas do we need to improve? (i.e., areas where inclusiveness needs to be embedded)

• Are there some areas that could quickly and effortlessly be changed to be more inclusive? (i.e., "low-hanging fruit")?

• What resources do we have and/or need to do so?

• Are there some areas that will take longer to change?

• What resources do we have and/or need to do so?

• What areas/items would have the most far-reaching and/or long-lasting impact?

Once you have completed the inventory above, AND discussed it with others from your area (and/or CME staff consultants), proceed to Phase Three: Action.

PHASE THREE: ACTION

How will you move forward in practicing and implementing Inclusive Excellence?

Use the matrix below to layout a priority and detailed plan for **how** your area will implement Inclusive Excellence. (See generic example.)

Action Item	Action Step	Who's Responsible?	Timeline/Deadline	**Priority** (ease and/or significance of impact)
EXAMPLE *IV.D. Are the traditions and celebrations of the unit?*	*Rename annual "Christmas Party" to "Holiday Party," explicitly acknowledging multiple celebrations at that time of year.*	*"Office Social Team," the volunteer committee members who have historically organized holiday and birthday observances for the unit.*	*For this fall/ winter's holiday season.*	*High (relatively simple to do!)*

REMEMBER, DU's Center for Multicultural Excellence is available as an ongoing resource as you or your unit reflect on, plan, and enact IE!

CME's website on Inclusive Excellence: www.du.edu/cme/about/inclusiveexcellence.html

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