

2015 - 2020

Strategic Plan for *Inclusive Excellence*



Framingham State University

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*L*etter from the President



*Dr. Javier Cevallos, President
Framingham State University*

“The aim of our commitment to diversity is to create a just and caring community for all”.

A Campus-Wide Commitment

Thank you for taking the time to review the Framingham State University Strategic Plan for Inclusive Excellence. I’d especially like to thank the many people across our campus who provided valuable input and helped shape this plan.

One of my first major decisions as President of Framingham State University was to approve the hiring of a Chief Diversity and Inclusion Officer (CDIO) to lead our efforts around these crucial issues. While the University has accomplished much in recent years due to the efforts of our Committee on Diversity & Inclusion, that group felt strongly—and I agreed—that in order to get where we needed to be, the University required a leader at the executive level. Sean Huddleston was hired to serve as our CDIO in January 2015, following a nationwide search.

Sean immediately set about meeting with members of all the University’s constituencies to solicit input on where FSU needed to go with regard to diversity and inclusion, and how to get there. That effort resulted in the following strategic plan, which will advance the University’s diversity and inclusion initiatives by moving them from a values basis to one that incorporates measurable, data-driven outcomes. Within this plan, you will find specific goals and objectives that will guide us on our journey toward Inclusive Excellence. It is an ambitious plan, but one that I believe is achievable. It will, however, require buy-in from the entire FSU community.

I hope you share in my excitement about the opportunities Framingham State has to grow as an academic community as we strive toward Inclusive Excellence. Please feel free to contact Sean Huddleston or my office if you have any questions or feedback about this plan.

Sincerely,

Javier Cevallos, PhD
President
Framingham State University

Message from the CDIO



*Sean L. Huddleston
Chief Diversity & Inclusion Officer,
Framingham State University*

The Journey to Inclusive Excellence

I am pleased to present the Framingham State University Strategic Plan for Inclusive Excellence. This strategic plan is preceded by the Framingham State University Diversity & Inclusion Strategic Plan, which was developed by the Committee on Diversity & Inclusion (CDI) in 2012. The insights and dedicated work of the CDI paved the way for the creation of the first Chief Diversity & Inclusion Officer position for the university, and provided collaborative strategies to enhance diversity and inclusion throughout the institution.

The Strategic Plan for Inclusive Excellence advances both a model and approach for embedding diversity, inclusion and equity into the systems and structures of the institution.

Why Inclusive Excellence?

Inclusive Excellence was first introduced by the American Association of Colleges and Universities (AAC&U) in 2005 as a methodology for helping colleges and universities realize the benefits of diversity and inclusion, and their positive impact on institutional quality. As a guiding principle, Inclusive Excellence is meant to include and engage the rich diversity of students, staff, faculty, administrators, alumni and community constituents in the overall success of the university. Thus, we recognize this work to be a journey of discovery and transformation for every aspect and level of the university.

Inclusive excellence can be looked at two ways. In one regard, inclusive excellence can be viewed as practicing and striving for excellence in institutional inclusion efforts. This view suggests a high quality, comprehensive approach for achieving an inclusive and welcoming campus and community. It means attending to both the demographic diversity of the institution and also to the need to foster climates and cultures that provide every member of the campus community with the opportunity to thrive and succeed. Essentially, the focus is on being excellent at inclusion.

Another way to view Inclusive Excellence is to focus on making excellence inclusive. This means ensuring that academic and social success on campus is not reserved for a few. It requires the integration of diversity, inclusion and educational quality, and to make sure that they are recognized as interdependent. In this regard, the focus is on being inclusive about excellence.

We recognize both views of Inclusive Excellence as essential for engaging, supporting and celebrating our faculty, staff and students, and maintaining a welcoming and inclusive campus community that values and respects the identities, insights and contributions of everyone.

Executive Summary

Goal #1 - Create and support a learning and work environment that reflects a collective commitment to promoting equity, advocating social justice, and making excellence inclusive.

Objective 1a: Advance a common agenda for Inclusive Excellence that aligns institutional strategies with Inclusive Excellence focus areas and creates conditions for success.

Objective 1b: Guide and support collaborative efforts that promote mutually reinforcing activities that help achieve Inclusive Excellence.

Objective 1c: Align institutional efforts for Inclusive Excellence that promote and support the advancement of a broad definition of diversity.

Goal #2 - Improve recruitment, retention and progress of underrepresented faculty, staff and students.

Objective 2a: Increase the retention and graduation rates for underrepresented students, with a particular focus on closing the college attainment and degree completion gaps at Framingham State University.

Objective 2b: Attract and retain an increased number of historically underrepresented and underserved faculty and staff.

Goal #3 - Strengthen community partnerships with particular focus on the inclusion of historically underrepresented and underserved constituents for the mutual benefit of the community and the university.

Objective 3a: Address the college readiness and access pipeline for historically underrepresented and underserved students in partnership with communities and families.

Objective 3b: Improve collaboration with community constituents to develop mutually beneficial initiatives regarding community development and civic engagement.

Goal #4 - Develop and implement a comprehensive, integrated, university-wide system of accountability and assessment that will evaluate and measure institutional performance in relation to inclusive excellence goals at all levels.

Objective 4a: Develop a university-wide long-term planning structure and measurement tool for Inclusive Excellence progress.

Objective 4b: Promote transparency, collection and analysis of data related to diversity, inclusion and equity at Framingham State University.

ntroduction

The strategic plan for Inclusive Excellence was developed based upon insights, observations and promising practices from national and regional colleges and universities, as well as those from current diversity and inclusion practices at FSU. The development of the strategic plan identifies and considers five foundational tenets for diversity, inclusion and equity at Framingham State University.

Five Foundations for FSU Strategic Plan for Inclusive Excellence

1. Framingham State University Mission

The mission and core values of Framingham State University provide the purpose and principles by which our institution operates. As its mission:

Framingham State University prepares students for a productive life, enhanced by learning and leadership that will contribute to the culturally diverse world of the twenty-first century.

Implementing Inclusive Excellence requires that diversity, inclusion and equity efforts be aligned with the mission of the institution. Thus, it is the intention of this strategic plan to support the mission of FSU by organizing institutional efforts that facilitate and contribute to the preparation of our students living in a culturally diverse world of the twenty-first century.

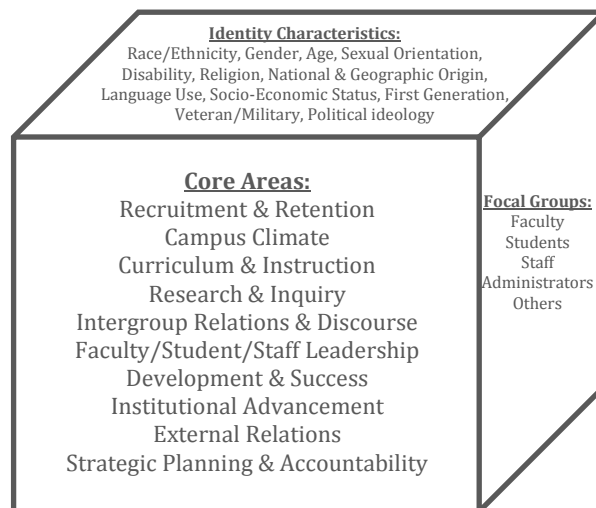
2. Mass. Board of Higher Education Equal Opportunity, Diversity and Affirmative Action Plan (“EOP”), March 15, 2015

In March, 2015, the Massachusetts Board of Higher Education (BHE) forwarded the Equal Opportunity, Diversity and Affirmative Action Plan as a means for state colleges and universities to prohibit and prevent discrimination and harassment of all forms, and when possible, “resolve the effects of past societal discrimination and the impact which that discrimination has had” (p.2). Additionally, the EOP states that the state universities “are dedicated to providing educational, working and living environments that value the diverse backgrounds of all people” (p.3).

FSU’s Strategic Plan for Inclusive Excellence is intended to uphold the policies, language and intent of the EOP. Specifically, the plan is intended to develop and maintain an inclusive and welcoming environment at FSU through proactive, transformative measures that embed diversity, inclusion and equity into every aspect and level of the institution. It is through these measures that we expect to address any issues related to discrimination and harassment, as well as create a campus climate that values and respects all of our students, faculty and staff.

3. Broad Definition of Diversity

Diversity can be defined by a wide variety of standards to address disparities experienced by historically underrepresented, underserved and marginalized groups. For Inclusive Excellence at Framingham State University, diversity must be broadly defined to include support, programming and education that builds cultural competency based upon multiple social identities. Worthington's Three Dimensional Model of Higher Education Diversity (2012) provides a comprehensive diagram of the social identities in which Inclusive Excellence at FSU supports, as well as the core areas within the university in which these principles must influence. Finally, the three dimensional model identifies focal groups who must both contribute to and benefit from the common agenda for Inclusive Excellence. For our purposes, "others" refers to Framingham State University's educational partners and community constituents.



Three Dimensional Model of Higher Education Diversity adapted from "Advancing Scholarship for the Diversity Imperative in Higher Education: An Editorial," by R. L. Worthington, 2012, Journal of Diversity in Higher Education, 5, p. 2. Copyright 2012 by the National Association of Diversity Officers in Higher Education.

4. Inclusive Excellence Focus Areas and Levers for Success

The plan also relies on a model for Inclusive Excellence. The AAC&U forwards a model (Williams et al, 2012) in which Framingham State University will build from by adding the focus area of *Community & Civic Engagement*. Inclusive Excellence requires a focus on specific areas that are core to the operations of the university, as well as conditions (levers) that must be present to support its success.

Inclusive Excellence
"Levers"

Vision & Buy-In

Leadership & Accountability

Capacity Building

Leveraging Resources

I.E. Focus Area	Description
	<i>The compositional number and success levels of historically</i>
Climate	<i>Development of psychological and behavioral climate supportive of all students, faculty & staff.</i>
Intercultural Learning & Development	<i>Acquisition of content knowledge about diverse groups and cultures and the development of cognitive complexity.</i>

5. Collective Impact

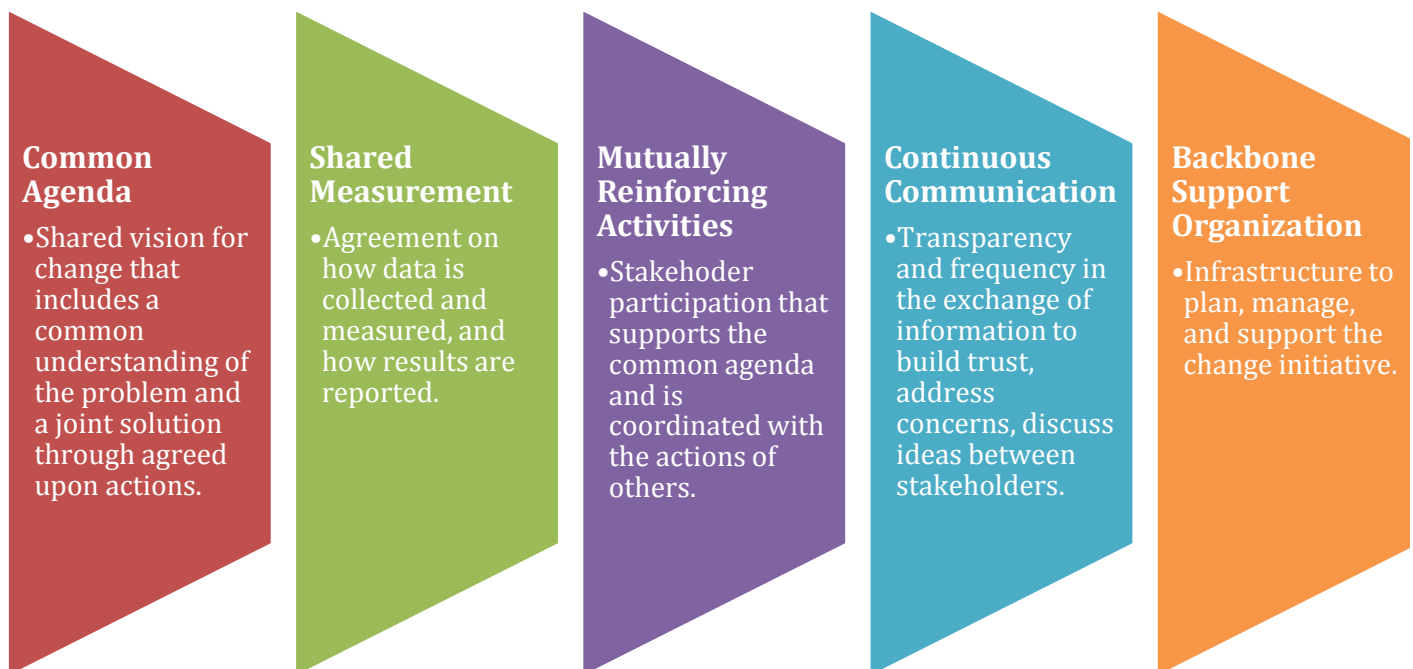
Collective Impact is an approach for creating sustainable change that goes beyond the concept of simple collaboration. In 2012, Jeff Edmondson, Managing Director of the national cradle-to-career initiative *StriveTogether*, developed a diagram explaining the primary differences between collective impact and collaboration:



Adapted from Edmondson, J. (2012, January 12). The Difference between Collaboration and Collective Impact. Retrieved from <http://www.strivetgether.org/blog/2012/11/the-difference-between-collaboration-and-collective-impact/>

The Five Conditions of Collective Impact Success

Research indicates that there are five conditions for collective impact (Kania & Kramer, 2011). When present and working together, these conditions can lead to significant results and systemic change:



ivision of Inclusive Excellence

The Division of Inclusive Excellence for Framingham State University was established in 2015 by President Javier Cevallos to provide leadership and support for university-wide diversity, inclusion and equity efforts. Under the leadership of the Chief Diversity and Inclusion Officer, the division advances a model for inclusive excellence through collaborative and sustainable partnerships with faculty, staff, students and the greater community.

Mission

The Division of Inclusive Excellence supports the mission of Framingham State University and leads efforts to cultivate a vibrant learning, living and working environment where individuals of differing cultures, perspectives, and experiences are welcomed, respected, valued and supported. This mission is accomplished through collaborative initiatives that promote equity, advocate social justice, and make excellence inclusive.

Vision

The Division of Inclusive Excellence will establish itself as a resource and center of expertise to help transform Framingham State University into an institution that aligns the pursuit of excellence with a commitment to diversity, inclusion, equity and social justice in every facet of the university.

Value Statements

In facilitating the transformation of Framingham State University into an institution that aligns excellence with the commitment to diversity, inclusion, equity and social justice, the Division of Inclusive Excellence is committed to:

- Pursuing degree attainment and academic excellence for all students.
- Institutionalizing inclusive excellence.
- Creating a climate that respects individual differences.
- Advocating for equity and social justice.
- Facilitating interculturalism.
- Seeking success through ***Collective Impact***.
- Providing opportunities for community engagement.
- Achieving integrity in our work.
- Engaging in transparent processes and actions.
- Using data and demonstrating accountability through assessment.

nclusive Excellence Strategic Plan

1 GOAL

Create and support learning and work environment that reflects a collective commitment to promoting equity, advocating social justice, and making excellence inclusive.

*I.E. Focus Areas: **ALL***

Objective 1a: Advance a common agenda for Inclusive Excellence that aligns institutional strategies with Inclusive Excellence focus areas and creates conditions for success.

***Intended Strategic Plan Outcome:** In five years, Framingham State University will have established a model for Inclusive Excellence university-wide, and achieved progress in the focus areas of (1) access & equity, (2) climate, (3) diversity in the curriculum/co-curriculum, (4) intercultural learning and development and (5) community and civic engagement at every level of the institution.*

Recommended Strategies:

1. Re-Launch Multicultural Center as the *Center for Inclusive Excellence*, providing programming, initiatives, training and resources that align with each of the Inclusive Excellence focus areas.
2. Ensure that each division, department and unit of the university has adopted Inclusive Excellence goals, and that these goals are integrated into their respective annual operating plans.
3. Create an Inclusive Excellence Resource Guide as an organizational, curricular and co-curricular planning and reference tool.
4. Develop and integrate Inclusive Excellence training content into new faculty, staff and student orientations.
5. Launch Inclusive Excellence website as means of providing and receiving information, sharing resources and reporting progress toward university-wide Inclusive Excellence goals.
6. Ensure that Inclusive Excellence is integrated into FSU institutional strategic plan.
7. Create a rewards and recognition program for faculty staff, students, alumni and community partners who help to significantly advance Inclusive Excellence at Framingham state University.

Objective 1b: Guide and support collaborative efforts that promote mutually reinforcing activities that help achieve Inclusive Excellence.

Intended Strategic Plan Outcome: *In five years, every administrative division of Framingham State University will have successfully adopted and implemented annual Inclusive Excellence goals and strategies for their respective areas of responsibility.*

Recommended Strategies:

1. Ensure Inclusive Excellence is integrated into university strategic plan.
2. Align Inclusive Excellence budget and funding support with activities, events and initiatives that have university-wide impact.
3. Develop a strategy map to connect divisional, departmental and unit Inclusive Excellence goals and strategies to demonstrate integration and identify interdependence.
4. Develop an Inclusive Excellence reference manual as a training and planning aid for faculty and staff.
5. Communicate institutional Inclusive Excellence initiatives campus-wide to assist divisions, departments and units with identifying collaborative opportunities.
6. Develop rewards and recognition program to recognize and incentivize individual and team contributions for advancing Inclusive Excellence at FSU.

Objective 1c: Align institutional efforts for Inclusive Excellence that promote and support the advancement of a broad definition of diversity.

Intended Strategic Plan Outcome: *In five years, Framingham State University will have successfully adopted, implemented and promoted campus-wide initiatives that support all underrepresented and underserved groups.*

Recommended Strategies:

1. Develop an annual intercultural training, learning and development plan that is inclusive of topics and themes representing multiple cultural groups and identities.
2. Plan and promote campus-wide celebrations and educational programs for cultural heritage and awareness months.
3. Develop and implement a model for intergroup dialogue that includes discussion content regarding intersectionality.
4. Continue to develop faculty and staff Affinity Groups to assist in articulating, promoting and supporting needs, goals and professional development for underrepresented and underserved employees.

2 GOAL

Improve attraction, retention and progress of underrepresented faculty, staff and students.

I.E. Focus Areas: Access & Equity, Climate, Diversity in the Curriculum/Co-Curriculum, Intercultural Learning

Objective 2a: Increase retention and the graduation rates for underrepresented students, with a particular focus on closing the college attainment and degree completion gaps at Framingham State University.

Intended Strategic Plan Outcome: In five years, Framingham State University will have developed and implemented a comprehensive university-wide plan to eliminate the first-year retention and six-year graduation gaps for underrepresented, undergraduate students.

Plan Baseline:

Retention Gap:
9.2%

6-year Graduation Rate Gap:
15.3%

Recommended Strategies:

1. Identify root causes and risk factors regarding retention and graduation gaps for underrepresented students and develop strategies to address them.
2. Launch initiatives for underrepresented students that focus on enhancing academic success, student engagement, personal growth and social capital development.
3. Identify academic programs with lowest enrollment, retention and completion rates at FSU for underrepresented students and develop specific strategies to address disparities.
4. Continue to conduct and strengthen the *Inclusive Excellence Faculty Institute* in order to enhance inclusive curriculum design, pedagogical techniques, class discussions, assignment design, and assessment methods.
5. Implement a university-wide retention system with early-warning notification capabilities in order to identify intervention opportunities for underrepresented students.
6. Provide resources to support culturally-competent academic advising, including intervention strategies for major/academic program selection.
7. Develop and implement a plan to intentionally increase underrepresented student participation in student organizations.
8. Increase underrepresented student participation in study-abroad programs.
9. Enhance academic pipeline initiatives with K-12 and Community Colleges to support transitions and improve success for underrepresented students.

Objective 2b: Attract and retain an increased number of historically underrepresented and underserved faculty and staff.

Intended Strategic Plan Outcome: *In five years, Framingham State University will have implemented inclusive hiring initiatives to increase the racial/ethnic diversity of full time faculty and staff and align with regional workforce availability data.*

	Plan Baseline:	Plan Targets:
Faculty:	17.84%	21.0%
Staff:	13.15%	16.0%

Recommended Strategies:

1. Implement “Inclusion Advisors” initiative to ensure that at least one member of each hiring search committee serves as an advisor on inclusive practices regarding recruiting, interviewing and hiring new employees.
2. Enhance the faculty Diversity Fellows program to include Inclusive Excellence areas of focus and mentorship opportunities.
3. Restructure faculty/staff Affinity Groups to include greater connections to students and opportunities for networking.
4. Encourage faculty/staff participation in initiatives for underrepresented students that focus on enhancing academic success, student engagement, personal growth and social capital development.
5. Create a rewards and recognition program for faculty staff, students, alumni and community partners who help to significantly advance Inclusive Excellence at Framingham State University.

GOAL 3

Strengthen community partnerships with particular focus on the inclusion of historically underrepresented and underserved constituents for the mutual benefit of the community and the university.

I.E. Focus Areas: Access & Equity, Climate, Community & Civic Engagement

Objective 3a: Address the college readiness and access pipeline for historically underrepresented and underserved students in partnership with communities and families.

Intended Strategic Plan Outcome: In five years, Framingham State University will have successfully developed initiatives in partnership with local K-12 school districts, Community Colleges and community-based organizations that address achievement gaps in the cradle-to-career pipeline for local underrepresented and underserved students.

Recommended Strategies:

1. Launch the MetroWest College Planning Center in partnership with MassBay Community College to improve college readiness for high school students.
2. Develop a “near-peer” mentorship program that couples college students with high school students in order to provide early, relational experiences.
3. Utilize collective impact model to align all stakeholders in the cradle-to-career pipeline to ensure collaboration.

Objective 3b: Improve collaboration with community constituents to develop mutually beneficial initiatives regarding community development and civic engagement.

Intended Strategic Plan Outcome: In five years, Framingham State University will have successfully increased FSU student volunteerism with local community organizations that support underrepresented and underserved populations.

Recommended Strategies:

1. Develop “Community Connections” initiative as a collaborative between FSU and local community organizations to enhance communication, build relationships and identify mutual needs.
2. Develop a directory of FSU employees who serve as leaders or board members of local non-profit organizations and determine opportunities to diversify representation.
3. Enhance Saturday of Service experiences for students through targeted partnerships with local community-based organizations.
4. Develop apprentice program in partnership with local non-profit organizations for students interested in learning about non-profit leadership.
5. Utilize MetroWest College Planning Center as a resource to build strong relationships with community constituents.

4 GOAL

Develop and implement a comprehensive, integrated, university-wide system of accountability and assessment that will evaluate and measure institutional performance in relation to inclusive excellence goals at all levels.

I.E. Focus Areas: ALL

Objective 4a: Develop a university-wide long-term planning structure and measurement tool for Inclusive Excellence progress.

***Intended Strategic Plan Outcome:** In five years, Framingham State University will have successfully developed and implemented a university-wide Inclusive Excellence Scorecard that includes Inclusive Excellence objectives, strategies and performance assessment for every administrative division.*

Recommended Strategies:

1. Develop and distribute an Inclusive Excellence scorecard template as a guide for division and departmental use (see Appendix A).
2. Conduct training on Inclusive Excellence scorecard development for all administrative divisions and departments.
3. Provide Inclusive Excellence scorecard development consulting and support as a service provided by the Center for Inclusive Excellence.
4. Map Inclusive Excellence objectives and strategies to eliminate redundancies and identify strategic collaboration opportunities between departments and divisions.

Objective 4b: Promote transparency, collection and analysis of data related to diversity, inclusion and equity at Framingham State University.

***Intended Strategic Plan Outcome:** In five years, Framingham State University will have successfully developed and publicized an Inclusive Excellence Data Dashboard that includes data analysis and comparisons with regional and national trends regarding institutional diversity, inclusion and equity.*

Recommended Strategies:

1. Work with the Office of Institutional Analysis to determine data categories and points regarding diversity & inclusion.
2. Develop data dashboard as a component of the FSU Inclusive Excellence website for communication and transparency.
3. Create annual Inclusive Excellence data analysis presentation to be used as a resource for goal development and planning.
4. Beginning in 2016, create an Inclusive Excellence annual report to share broadly with Framingham State University and surrounding communities.

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Inclusive Excellence Resources

Alma Clayton-Pedersen and Sonja Clayton-Pedersen "Making Excellence Inclusive" in *Education and Beyond*, 35 PEPP. L. REV. 3 (2008) Available at: <http://digitalcommons.pepperdine.edu/plr/vol35/iss3/3>

American Association of Colleges and Universities (AAC&U) - The AAC&U provides many publications on the theory and practice of Inclusive Excellence. These publications define Inclusive Excellence in higher education environments and encourage a transformational approach for leveraging diversity in all aspects of institutional operations on college campuses. Some AAC&U publications related to Inclusive Excellence include:

Advancing Equity on Campuses and in Communities. (2013). *Diversity & Democracy*, 16(2). Available at <https://www.aacu.org/diversitydemocracy/2013/spring>

Campus and Classroom Climates for Diversity. (2014). *Diversity & Democracy*, 17(4). Available at <https://www.aacu.org/diversitydemocracy/2014/fall>

Committing to Equity & Inclusive Excellence: A Campus Guide for Self-Study and Planning (2015). Available at: <https://secure.aacu.org/store/detail.aspx?id=GMSCEQ>

APPENDIX A

Inclusive Excellence (I.E.) Scorecard

Division: _____

I.E. Plan Start Date: _____

Department: _____

I.E. Leader _____

I.E. Focus Area	Objectives	Intended Outcomes		Strategies
Access & Equity <i>The compositional number and success levels of historically underrepresented students, faculty and staff.</i>		Baseline:	Target:	1.
				2.
				3.
		Baseline:	Target:	1.
				2.
				3.
		Baseline:	Target:	1.
				2.
				3.
		Baseline:	Target:	1.
				2.
				3.
Climate <i>Development of psychological and behavioral climate supportive of all students, faculty & staff.</i>		Baseline:	Target:	1.
				2.
				3.
		Baseline:	Target:	1.
				2.
				3.
		Baseline:	Target:	1.
				2.
				3.
		Baseline:	Target:	1.
				2.
				3.

Inclusive Excellence (I.E.) Scorecard

I.E. Focus Area	Objectives	Intended Outcomes		Strategies
Diversity in the Curriculum/Co-Curriculum <i>Diversity content in courses, programs and experiences across the institution and in the social dimensions of the campus environment.</i>		Baseline:	Target:	1.
				2.
				3.
		Baseline:	Target:	1.
				2.
				3.
		Baseline:	Target:	1.
				2.
				3.
		Baseline:	Target:	1.
				2.
				3.
Intercultural Learning & Development <i>Acquisition of content knowledge about diverse groups and cultures and the development of cognitive complexity.</i>		Baseline:	Target:	1.
				2.
				3.
		Baseline:	Target:	1.
				2.
				3.
		Baseline:	Target:	1.
				2.
				3.
		Baseline:	Target:	1.
				2.
				3.

Inclusive Excellence (I.E.) Scorecard

I.E. Focus Area	Objectives	Intended Outcomes		Strategies
Community & Civic Engagement <i>Development of knowledge, skills, values and motivation to build partnerships and social capital for the betterment of our communities.</i>		Baseline:	Target:	1.
				2.
				3.
		Baseline:	Target:	1.
				2.
				3.
		Baseline:	Target:	1.
				2.
				3.
		Baseline:	Target:	1.
				2.
				3.

Division/Departmental I.E. Levers of Success

I.E. Lever	Evidence	Observations
Leadership & Accountability		
Vision & Buy-In		
Building Capacity		
Leveraging Resources		

APPENDIX B

Glossary of Terms

Access & Equity	The compositional number and success levels of historically underrepresented students, faculty and staff (Williams et al, 2005).
Building Capacity	Investing in building infrastructure and developing faculty, staff, student and unit capabilities (Williams et al, 2005).
Climate	Development of psychological and behavioral climate supportive of all students, faculty & staff (Williams et al, 2005).
Community & Civic Engagement	Development of knowledge, skills, values and motivation to build partnerships and social capital for the betterment of our communities (Bringle & Clayton, 2012).
Cultural Competence	A “set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations” (Cross et al, 1989).
Diversity	Relates to individual differences such as personality, learning styles, and life experiences. Also relates to group/social differences such as race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations (Making Excellence Inclusive).
Equity	The creation of opportunities for historically underrepresented and underserved groups to have equal access to and participate in educational experiences that can assist in closing the achievement gaps in student success and completion. (Making Excellence Inclusive).
Historically Underrepresented	In higher education, “underrepresented” denotes racial and ethnic groups that are disproportionately lower in number in comparison to their number in the general population. “Historically” means that this trend has persisted for ten year or longer at a given school (Sierra College New Legacy Committee).
Inclusion	The active, intentional, and ongoing engagement with diversity in ways that increase awareness, content knowledge, cognitive complexity, and empathic understanding of the complex ways individuals interact within systems and institutions (Making Excellence Inclusive).

Leadership & Accountability	Demonstrating a commitment to establishing inclusive excellence as an institutional priority and creating an imperative that aligns these efforts with the university's mission, values and strategic plan (Williams et al, 2005).
Leveraging Resources	Ensuring the availability of necessary financial, technical, human, and symbolic resources through a reallocation of current resources or adding additional resources as required (Williams et al, 2005).
Levers of Success	Actions necessary to create the conditions that support the success of Inclusive Excellence efforts (Williams et al, 2005).
Social Justice	Promoting a just society that encompasses fair and equitable treatment and support of all people, regardless of race, gender, sexual orientation, religion, political affiliations, age, belief, disability, location, social class, or other any other characteristic of background or group membership (Robinson).
Social Capital	The collective value of all social networks and the reciprocal benefits associated with membership, both individually and collectively (Briggs, 1997).
Underserved	Groups in the United States that have been marginalized and are considered disadvantaged in relation to other groups due to structural/societal obstacles and disparities (Emory University Office of Equity & Inclusion). These groups may include but are not limited to racial/ethnic groups, adult learners, veterans, people with disabilities, LGBT, gender identity, different religious groups, and different economic backgrounds.
Vision & Buy-In	Establishing and communicating the vision for change to stakeholders at all levels of the university so that they can define, reframe, adapt, and implement the vision in a way that relates to their unique vantage points and areas of responsibility (Williams et al, 2005).