Making Excellence Inclusive

A Framework for Embedding Diversity and Inclusion into Colleges and Universities' Academic Excellence Mission

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This paper and the accompanying chart are intended to be used as a guiding framework for the next generation of campus work. We welcome your feedback as the definitions and guidelines for this important work evolve to reflect new conceptions of diversity, equity and inclusion, and incorporate new efforts to make excellence inclusive in all functional areas of our institutions. Contact Alma R. Clayton-Pedersen, Senior Scholar at AAC&U and Executive Vice President of Emeritus Consulting Group (alma@nonprofitsuccess.net) [Last Revised October, 2013].

Older Version online: at
http://www.aacu.org/inclusive_excellence/documents/MEIPaperUpdate8.09Revised8.13.09.pdf

Introduction

Over time, campus leaders have begun to understand that incorporating more diverse student populations, diversity in the curriculum, and other such efforts into campus life raises profound questions about higher education's mission and purpose and necessitates a new approach to the work of doing higher education. Although many leaders agree on the need for systemic change, current institutional engagement with diversity more often consists of scores of isolated initiatives that have been insufficiently linked to the core academic mission and inadequately coordinated across different parts of the academic enterprise.

The Supreme Court decisions regarding the University of Michigan in June 2003 signaled colleges and universities to connect their diversity efforts to their educational mission and practices more fundamentally and comprehensively than ever before. Business and community leaders echoed what educational researchers had documented—that learning in an environment that engages rich diversity provides all students with the cognitive skills, intercultural competencies, and civic understanding to help them thrive in work and citizenship. Yet the Court did not leave campuses to conduct business-as-usual in creating compositionally diverse learning environments. In effect, the justices challenged higher education to address diversity as a core dimension of educational excellence.

Responding to a critical need for guidance in doing this work, AAC&U designed *Inclusive Excellence: Diversity, Inclusion, and Institutional Renewal*—a project that explored how colleges and universities can fully utilize diversity as a resource to achieve academic excellence for all students. The Ford Foundation provided a grant in October 2003 for AAC&U to support this work. This initial Inclusive Excellence work sought to understand and then demonstrate how campuses can coherently and comprehensively link their diversity, inclusion, and equity initiatives to their central work of achieving academic excellence. It also sought to provide guidance for how institutions can use their commitment and progress already made to broaden, deepen, align, and sustain their efforts to connect inclusion and excellence. The Inclusive Excellence grant culminated in October 2005 with the online publication of three substantive research syntheses, the print publication of one of these three reports, and the launching of a major new initiative, *Making Excellence Inclusive*.

Under the leadership of the Office of Education and Institutional Renewal and the Office of Diversity, Equity, and Global Initiatives, this initiative expanded upon more than a fifteen years of earlier AAC&U work with several hundred colleges and universities that participated in *American Commitments: Diversity, Democracy, and Liberal Education*. It is also shaped by AAC&U's reports—*Greater Expectations* and *College Learning for a New*

Global Century, the foundational report of the Liberal Education and America's Promise campaign—and by AAC&U's work as partner in the Pathways to College Network, a national coalition focused on college access and success for students from underserved communities. *Making Excellence Inclusive* continues to be informed by the work of campuses that have participated in the Greater Expectations Institute: Campus Leadership for Student Engagement, Inclusion, and Achievement each summer since 2004. The work continues to be informed by the work of colleges, universities and systems that have adopted it [and Inclusive Excellence] as a framework for achieving their educational goals for diversity.

Re-envisioning Excellence, Diversity and Inclusion

Many people define diversity solely in terms of racial/ethnic differences, which is not surprising given the particular historical legacies of race in the U.S. Others define diversity in terms of multiple social identity dimensions, including race/ethnicity, gender, class, sexual orientation, religion, and so on. We recognize the importance of these differences, and we define *diversity* to include these and other important dimensions that individuals and groups bring to the educational experience (see figure 1). Yet this definition of diversity, while necessary, is not sufficient for a campus to engage all of its diversity in the service of learning. Therefore, we define *inclusion* as the engagement with diversity in the service of learning and knowledge development, throughout the educational experience and by all members of the campus community (see figure 1).

> **Figure 1. Defining Diversity and Inclusion in a Campus Context**
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> **Diversity:** Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, 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.
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> **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 [and change] systems and institutions.

Many campus leaders recognize that it is a enormous challenge to connect their diversity and educational quality efforts and reframe concepts of diversity beyond access. So they often feel pressure to abandon their efforts to create diverse communities of learners. Through *Making Excellence Inclusive*, AAC&U aims to help campuses: (a) establish diversity and inclusion as hallmarks of academic excellence and institutional effectiveness, (b) operationalize inclusion in all spheres and at all levels of campus functioning, (c) ensure academic freedom and corollary responsibilities are understood and practiced by students and faculty alike, and (d) create a reinvigorated, 21st century educational process that has

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Figure 2. The Essential Learning Outcomes

Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first century challenges by gaining

Knowledge of Human Cultures and the Natural and Physical World
- Through study in the sciences and mathematics, social sciences, humanities, histories, languages and the arts
Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills
- Inquiry and analysis
- Critical, and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving
Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Individual and Social Responsibilities
- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning
Anchored through active involvement with diverse communities and real-world challenges

Integrative Learning
- Synthesis and advanced accomplishment across general and specialized studies
Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

from College Learning for the New Global Century (2007)

This listing was developed though a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: *Greater Expectations*: A New Vision for Learning as a Nation Goes to College (2002), *Taking Responsibility for the Quality of the Baccalaureate Degree* (2004), and *Liberal Educations Outcomes*: A Preliminary Report on Achievement in College (2005).

AAC&U affirms, and evidence is beginning to show, that engagement with diversity—*inclusion*—is an essential element in achieving every one of these outcome categories. In other words, one cannot achieve excellence in these outcomes without engaging diversity as content; as a set of intercultural interaction skills; as an element of civic responsibility; and as a necessary component in the integration of learning.

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diversity and inclusion at the center, through which all students advance in cognitive, affective, and interpersonal sophistication and in a set of knowledge, skills, and abilities that are vital for participation in the workforce and in society (see figure 2).

Our notion of Inclusive Excellence re-envisions both quality and diversity. It reflects a striving for excellence in higher education that has been made more inclusive by decades of campus and national work to infuse diversity into recruiting, admissions, and hiring; into the curriculum and co-curriculum; and into administrative structures and practices. It also embraces newer forms of excellence, and expanded ways to measure excellence, that take into account research on learning and brain functioning, the assessment movement, and more nuanced accountability structures. In the same way, diversity efforts move beyond numbers of students or numbers of programs as end goals. Instead, diversity and inclusion,

together, become a multilayered process through which we achieve excellence in learning; research and teaching; student development; institutional functioning; local and global community engagement; workforce development; and more.

We are at a turning point in higher education where traditional indicators of student success—and educational quality—are under intense examination, both inside and outside the academy. AAC&U recognizes this as a period of transition. There have been significant developments in robust new assessment mechanisms—particularly direct measures of student learning, whether course-based or over students' educational careers. At the same time, there have been considerable advances in ways of reporting student engagement and student satisfaction. We find great value in measures such as NSSE, since engagement and satisfaction significantly influence all aspects of the student experience, from campus climate to retention, and ultimately, success in college. The VALUE Rubrics and e-portfolios are other valuable means to assess student progress toward achieving essential learning outcomes outlined in figure 2.

Still, as Williams, Berger and McClendon (2005) point out, in higher education as in other realms, excellence is often conceived of in terms of "inputs" with little accounting for "value-added organizational processes." They further note that:

> [T]his narrow notion of excellence limits both the expansion of student educational opportunities and the transformation of educational environments. As a result, too few people from historically underrepresented groups enter into higher education, and those who do may be pressed to assimilate into the dominant organizational cultures of colleges and universities (Ibarra 2001). Another consequence of this model is the continued investment of social capital in these traditional indicators, resulting in an American postsecondary system that reproduces dominant patterns of social stratification (p. 9).

The following chart illuminates some of the ways in which new forms of excellence will play out in familiar parts of campus functioning. We think this chart provides guidance in achieving part of the Greater Expectations vision—that of developing intentional institutions. The goal is to illustrate the kinds of "value-added organizational processes" that contribute to inclusive excellence, and ultimately to the level and kinds of learning all students will need to be the next generation of leaders, workers, and citizens in an increasingly diverse democracy and in a globally interdependent world.

Traditional notions of excellence	*Inclusive notions of excellence ALSO include:*	*Attaining Inclusive Excellence – institutional hallmarks*
Students		

Entering students:
 • Possess high average SAT score and high average high school GPA
 • Have taken high number of AP courses
 • Are evaluated based on quality of high schools[1]
 • Receive significant amounts of "merit" aid
 Current students:
 • Possess high overall GPAs in the aggregate and within majors
 • Regularly attain national/competitive scholarships and internships
 • Enter honor societies and appear on dean's lists
 • Enroll in post-baccalaureate studies[2]
 • Are recruited by high-profile companies
	Entering class:
	 • Demonstrate their interest in and/or experience with engaging diversity in the curriculum and in interpersonal relationships
	 • Are resilient in pursuing academic endeavors and in the face of academic and personal challenges
	 Current students:
	 • Share responsibility for their learning with faculty and other campus educators[3]
	 • Are encouraged to explore their identities as scholars, leaders, and citizens through curricular and co-curricular experiences
	 • Strengthen intercultural competencies and the ability to work in diverse groups over time
	 • Build an increasingly sophisticated and coherent educational experience from both curricular and co-curricular sources
	 • Move through a career development process that incorporates curricular and co-curricular experiences over time, charts experiential learning opportunities, and helps clarify and prepare for post-graduate plans
		• Engage with diversity as part of broader learning outcomes, in ways specific to institutional mission and type
		 • Apply knowledge to real-world problems in ways that engage differences among stakeholders
		 • Undertake significant research experience or other capstone project in their field of study and analyze how aspects of diversity relate to findings
		 • Are assessed for key learning outcomes through capstone experiences or other cumulative projects, including outcomes that demonstrate engagement with diversity in ways specific to the students' major field(s)
		 • Demonstrate that they are prepared to:
		   o excel in a diverse and challenging work environment
		   o communicate effectively in a variety of contexts and formats, including interculturally
		   o be responsible citizens in a diverse democracy
		   o take on graduate level coursework in one or more domains

Faculty Members		

• Work within accepted norms and practices of a particular discipline
 • Conduct discipline-specific research
 • Produce publications in refereed journals
 • Present papers at national disciplinary conferences
 • Receive positive teaching evaluations
 • Raise significant funds for research
	• Adapt pedagogies to students' varied learning styles (e.g., visual, experiential, analytical learners)
	 • Provide a challenging learning environment throughout the undergraduate experience that encourages all students to consider baccalaureate or post-baccalaureate studies
	 • Engage racial/ethnic and other differences in the context of disciplinary and interdisciplinary scholarship and teaching
	 • Understand how to positively influence classroom climate for all students
	 • Are able to teach broadly within their own discipline and help students make connections to other disciplines and vocations
	 • Value:
	   o multiplicity of thought within the discipline, including emerging scholarship and knowledge creation
	   o service to the institution to the same degree as research and teaching, particularly as relates to inclusive excellence
	   o emerging pedagogy shown to be effective in achieving key student learning outcomes
	   o scholarship of teaching and learning alongside traditional disciplinary scholarship
	   o interdisciplinary learning and collegial relationships across campus that enhance self and student learning
		• Articulate key learning outcomes for all students and embed these outcomes in the goals for the curriculum
		 • Communicate high expectations for learning to all students
		 • Challenge and support all students in ways that enhance their achieving key learning outcomes
		 • Utilize engaging pedagogical practices to foster gains in learning, including intercultural learning
		 • Ensure that general education and the majors work together to foster intended outcomes, including intercultural learning
		 • Use sound assessment methods to determine teaching effectiveness[4]
		 • Model inclusive excellence in scholarship and teaching practices
		 • Practice life-long learning and ongoing professional development

[1] Most give a ranking to the HS based on the # of AP courses available, rather than a ranking to students based on the ratio of AP offerings to AP courses taken.

[2] Here we mean graduate education in humanities, science, social sciences, mathematics, as well as professional programs such as law, medicine, business, education, etc.

[3] Other educators include those focused on students' social, emotional, spiritual, as well as their cognitive ad intellectual development both on and off campus.

[4] AAC&U is not advocating a particular assessment instrument, but rather calls on institutions to review those available and adopt one/s that help them know if the learning outcomes they desire are linked to the curriculum and teaching methods

Traditional notions of excellence	*Inclusive notions of excellence ALSO include:*	*Attaining Inclusive Excellence – institutional hallmarks*
Administrators and Staff Members		
• Work to create a sense of institutional purpose and community • Address issues or problems when they arise • Are rewarded for serving students within the confines of their particular functional area or unit • View diversity as the province of one or a few designated people or office(s) • Measure quality by speed of service in a unit or quantity of students served	• Recognize that individuals experience environments differently based on position in the organization, background, and identity • Establish policies, structures, and practices that engage differences for learning (i.e., be explicit about undertaking coherent and comprehensive efforts to engage diversity to achieve key learning outcomes) • Offer and partake in regular professional development about how to engage diversity for learning and build leadership skills to make excellence inclusive • Highlight contributions to student learning as well as quantity of students served • Form written goals and actions as units that contribute to inclusive excellence, and are supported in these efforts • Support a proactive, comprehensive, and collaborative approach to making excellence inclusive • Articulate, motivate, and guide action to achieve inclusive excellence at each level of the organization	• Proactively establish environments that foster engagement with diversity • Align faculty/staff hiring, promotion, duties, and rewards with the work of inclusive excellence in ways specific to institutional mission and type • Hold units accountable for their progress in making excellence inclusive • Direct resources toward the individual *faculty and departments* that outline how they will integrate diversity into their day-to-day practices and demonstrate progress in doing so • Direct resources toward individual *staff and units* that outline how they will integrate diversity into their day-to-day practices and demonstrate progress in doing so • Establish communication channels to share successes as well as setbacks in the movement toward inclusive excellence
The Curriculum[5]		
• Conveys well-established knowledge within the confines of the classroom • Emphasizes specialization in a discipline • Focuses on majority Western cultures, perspectives, and issues • Assesses mastery of knowledge at discrete points in time rather than cumulatively, over time • Values learning for learning's sake • Emphasizes individual work • Promotes analysis and objectivity • Emphasizes what an educated person should know	• Facilitates learning through in and out of class experiences • Fosters informed probing of ideas and values • Emphasizes cultural complexity, a range of cultures and identities, and global issues • Values practical knowledge and experiential learning as well as the integration and application of knowledge over time • Values collaborative construction of knowledge and learning, particularly in equal status diverse groups • Draws on relevant personal experience of students and others alongside third-person sources • Emphasizes where to find needed information, how to evaluate its accuracy, and how to put knowledge into action • Assesses students' learning directly, over time, and with tools that reflect and engage different learning styles and strengths	• Articulates aims and outcomes for student learning that make engagement with diversity central rather than peripheral or optional • Links to advising to help students understand intended outcomes for learning and charts a curricular and co-curricular plan for a coherent course of study • Engages diversity in ways specific to institutional mission and type • Helps foster an environment that ensures the educational benefits of diversity are derived through the learning process • Fosters knowledge application to real-life problems in ways that consider how context, history, and different values and experiences shape the solutions derived and the insights developed

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[5] The curriculum section is adapted from the chart, "Organizing Educational Principles," in *Greater Expectations* (2002).

Traditional notions of excellence	Inclusive notions of excellence ALSO include:	Attaining Inclusive Excellence – institutional hallmarks
The Institutional Environment		
- Has low faculty/student ratio - Has selective student application/admittance ratio - Attains high retention and graduation rates - Possesses extensive laboratory and library resources and state-of-the-art facilities - Houses "signature programs," such as living/learning programs, that serve subsets of students - Involves board and alumni in enacting institutional goals/mission - Receives support from legislators and general public regarding institutional mission - Has designated office(s) to collect data for internal and external reporting purposes	- Fosters a campus culture where diversity is essential to intellectual and social development - Works to create coherence among the institutional mission and vision, policies, and practices in the curriculum and co-curriculum - Uses facilities strategically and intentionally to support student learning and development - Receives support from external constituencies[6] in achieving inclusive excellence - Recognizes historical legacy with regard to discrimination and seeks to teach about it and redress lingering effects[7] - Makes signature programs and experiences available to all students and demonstrates that they foster desired learning outcomes - Ensures that students from all racial/ethnic groups fare well in traditional markers of excellence - Ensures that historically underrepresented students are, at a minimum, proportionately represented in competitive scholarships, honor societies, and other "honors" activities - Constituents across campus and at all institutional levels collect, analyze, and use data for educational and institutional improvement	- Has leadership that is strong, consistent, and clear about sustaining efforts to engage diversity for learning and knowledge development - Engenders campus-wide discussion of what inclusive excellence means in that specific context and how it can be enacted by different programs and units - Places diversity and inclusion at the center of the institution's mission, curriculum, and articulated student learning outcomes - Connects with larger communities in ways that engage diversity in ways specific to institutional mission and type - Promotes goals for inclusive excellence in measurable terms so as to track and reward progress and provide education and professional development where needed - Supports education and professional development based on assessed needs - Collects and uses data disaggregated by relevant social identity dimensions as part of robust assessment of student learning - Directs resources to ensure achievement of key learning outcomes in ways that engage diversity throughout students' educational experiences - Has developed capacity to engage diversity in the service of student achievement of learning outcomes, in the service of scholarship, and in contributions to the campus community

Reference

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[6] Alumni, employers and local communities are among these constituencies.
[7] The historical legacy dimension described here builds on the work of Hurtado, Milem, Clayton-Pedersen and, Allen (1998, 1999).

INITIATIVE DESCRIPTION

A signature AAC&U initiative, *Making Excellence Inclusive* is designed to explore how colleges and universities can fully utilize the resources of diversity to achieve academic excellence for all students. This initiative builds upon decades of campus work to build more inclusive communities, established scholarship on diversity that has transformed disciplines, and extensive research on student learning that has altered the landscape of the academy. Over time, colleges have begun to understand that diversity, in all of its complexity, is about much more than a diversity program or having students of color on campus. Rather, incorporating diversity into campus life raises profound questions about higher education's mission and values.

While many campus leaders agree on the need for systemic change, separate initiatives that have been insufficiently linked to the core academic mission and inadequately coordinated across different parts of the academy typify current institutional engagement with diversity. *Making Excellence Inclusive* aims to understand how higher education can coherently and comprehensively link its diversity, inclusion, and equity initiatives to its essential educational mission. This project will propose guidance for how institutions can use their commitment and progress to move toward cohesiveness and pervasiveness.

In 2003-2004, with a planning grant from the Ford Foundation, AAC&U charted a course of action through four preliminary activities:

1. a set of three briefing papers that discuss particularly pressing issues in our understanding of the connection between diversity and excellence;

2. fifteen invitational forums with key stakeholders to illuminate how diversity and inclusion can be a catalyst for institutional renewal;

3. preliminary work with nine institutions to test the usefulness of new frameworks for inclusion and institutional change; and

4. a collection of institutional resources.

AAC&U has a distinguished record of articulating the importance and means of infusing diversity in the college curriculum and the research needed to be leaders in challenging higher education to integrate diversity learning pervasively into all aspects of institutional life. The project is led by Dr. Alma R. Clayton-Pedersen, Vice President, Office of Education and Institutional Renewal. General information on *Making Excellence Inclusive* can be found at http://www.aacu.org/inclusive_excellence/index.cfm.

MAKING EXCELLENCE INCLUSIVE

BRIEFING PAPER SUMMARY

Making Diversity Work on Campus: A Research-based Perspective

Jeffrey F. Milem, University of Maryland; Mitchell J. Chang, University of California, Los Angeles; and Anthony Lising Antonio, Stanford University

"Engaging diversity more comprehensively is not only consistent with our own research about effective institutional practices and change processes; it also suggests that institutions must think beyond mission and value statements in developing and implementing a plan that will make an appreciable difference."

In this paper, Milem et al. discuss recent empirical evidence, gathered on behalf of the University of Michigan Supreme Court defense, demonstrating the educational benefits of diverse learning environments. They stress that these are environments that must be thoughtfully planned and nurtured, where diversity is conceived of as a process toward better learning and not merely an outcome that one can check off a list.

Key points

- Focuses on race/ethnicity as one critical dimension of diversity; stresses need to move beyond simply creating a compositionally diverse student body or simply celebrating differences without attention to historical inequities that in many ways persist today.

- Increasing the diversity of the student body's composition—along with that of staff, faculty, and administrators—is an important but insufficient goal in creating diverse learning environments.

- If students are to achieve the educational benefits of diversity, leaders must attend to the broad campus climate in which diversity is occurring. This campus climate is influenced by external forces and is comprised of: 1) compositional diversity, 2) historical legacy of inclusion or exclusion, 3) psychological climate, 4) behavioral climate, and 5) organizational/structural processes.

- Powerful *diverse learning environments* are ones that, through the curriculum and co-curriculum: offer multiple ways to engage with diversity; focus on all members of the community in the engagement of diversity; view this engagement as a work-in-progress; attend to the recruitment, retention, and high achievement of all students; create positive perceptions of campus climate for all; and foster cross-racial interaction.

- Key *educational benefits* of engaging diversity include: exposure to more varied viewpoints and positions; enhanced cognitive complexity; increased cultural knowledge and understanding; enhanced leadership abilities; stronger commitment to promoting understanding; enhanced self-confidence, motivation, and educational aspirations; greater cultural awareness; greater degree of cross-racial interaction; diminished racial stereotypes; enhanced ability to adapt successfully to change; development of values and ethical standards through reflection; and greater commitment to racial equity.

MAKING EXCELLENCE INCLUSIVE

BRIEFING PAPER SUMMARY

**Achieving Equitable Educational Outcomes with All Students:
The Institution's Roles and Responsibilities**

Georgia Bauman, Santa Monica College; Leticia Tomas Bustillos, & Estela Bensimon, University of Southern California;
M. Christopher Brown II, American Association of Colleges for Teacher Education; and RoSusan D. Bartee, National Council for
Accreditation of Teacher Education

"…we regard the challenge of narrowing the college education gap and achieving equitable educational outcomes for minority groups as a problem of institutional responsibility and performance rather than a problem that is exclusively related to student academic preparation, motivation, and accountability."

In this paper, Bauman et al. discuss the responsibility institutions have to learn about our methods of "doing" higher education and their impact on students historically underserved by postsecondary education. Analyzing the persistent achievement gap facing African American and Latino/a students, they demonstrate that if we do not commit to discovering what does and does not work regarding academic achievement for historically underserved students, we run the risk of failing a significant portion of today's college-bound students—even as we diversify our campuses to a greater extent than ever before.

Key points

- Most studies discussing historically underserved students in higher education have focused on student characteristics, such as parent education level and high school curriculum; this paper, in contrast, focuses on the institution's responsibility for the persistent racial achievement gap that exists today.

- Here, "inclusive" refers to the involvement of historically underrepresented groups (e.g., African American, Latino/a, Native American students) in higher education. "Excellence" involves these students demonstrating traditional measures of excellence (e.g., high GPA, honors), and moves the discourse surrounding these students from that of mere persistence to that of high achievement and leadership.

- The paper offers a "Diversity Scorecard" as a means to assess race-based achievement gaps that may exist on a campus. Campuses develop indicators based on their specific needs in the areas of *access, retention, excellence,* and *institutional receptivity*.

- Campuses are encouraged to examine "vital signs" data—baseline measures of institutional vitality—disaggregated by race (gender, etc.). Campuses are then encouraged to examine additional "fine grained" data, also disaggregated, in areas where gaps are revealed. This process, by which campuses continually "dig deeper" based on the data gathered, spurs action and involves more people across an institution.

- The paper features Loyola Marymount University, which has used the Scorecard for self-reflection and action. During this process, an LMU "evidence team": a) identified gaps in educational outcomes by race and gender, b) developed a culture of evidence to inform decision-making, c) became empowered to act as individuals, and d) fostered a sense of ongoing institutional responsibility toward redressing inequities.

BRIEFING PAPER SUMMARY

*[Towards a Model of Inclusive Excellence & Change in
Post-Secondary Institutions](#)*

Damon Williams, University of Connecticut;
Joseph Berger and Shederick McClendon, University of Massachusetts

"The discussion of diversity in higher education too often reads as though change occurs in a rational and ordered manner, in a static environment, and detached from any context… rational choice and top-level mandates are only a few of the forces that enable—or disable—inclusive excellence on college campuses."

In this paper, Williams et al. offer a comprehensive organizational change framework to help campuses achieve inclusive excellence. The authors review the dimensions of organizational culture that must be engaged to do this work and then discuss an institutional "scorecard" designed to help campuses ask pertinent questions and monitor changes that might come from introducing new systems and new practices. The resulting framework, perhaps most importantly, helps campus leaders keep simultaneous focus on both the "big picture"—an academy that systematically leverages diversity for student learning and institutional excellence—and the myriad individual pieces that contribute to that picture.

Key points

- External factors provide a context for this work. *Political and legal pressure* exists both for and against inclusive excellence, including recent judicial support of diversity as an educational benefit. *Shifting demographics* mean that campuses have an opportunity to diversify as never before. *Persistent societal inequalities* demand greater attention to gaps in access and success for historically underserved groups. And there is a *workforce imperative* for students to exhibit the qualities (e.g., work in diverse teams, multi-perspective) that can be intentionally fostered in diverse learning environments.

- To be in step with these external forces, higher education must enact a cultural shift to the notion that excellence cannot be fully attained unless diversity is engaged at all levels in support of it. To do less is a disservice to the students we prepare.

- For transformation toward inclusive excellence to occur, leaders must engage the campus in a process that reaches the level of values, beliefs, and routine behaviors.

- Multiple facets of campus life—bureaucratic structures, symbolic messages, political realities, academic norms, resource allocation—must work in concert toward these efforts. A scorecard can align vision with organizational structures, strategies, and day-to-day operations, as well as communicate progress to stakeholders.

- Efforts can falter without: 1) a comprehensive *assessment framework* to measure outcomes related to diverse learning environments; 2) an ability to *translate a vision for change* into language and action that the community can embrace; 3. developing *accountability processes* with and for those involved in the work; 4) meaningful and consistent *support from senior leaders* throughout the process; and 5) *allocating sufficient resources* to ensure that change is driven deep into the institutional culture.