

The University of Colorado Boulder is engaging in a campus-wide conversation to dramatically increase student success and to enhance its reputation. In order for our students to achieve academic excellence it is critical that we have a collective understanding of inclusive excellence. The Diversity, Inclusion and Academic Excellence planning process is designed to facilitate discussions about CU-Boulder's definition of inclusive excellence and to embed these principles into the fabric of the university.

To begin the Diversity, Inclusion and Academic Excellence planning process, each unit shall form an Inclusive Excellence development committee. Although the unit is free to identify the individuals who will form the committee, the committee members must include constituents representative of the unit (e.g., a unit committee will consist of classified and exempt employees and students served or employed by the unit).

The committee should work to ensure broad involvement in the process by students, staff and faculty. The committee will conduct open meetings to discuss and develop the unit's definition of excellence, the values and behaviors associated with excellence and how to make excellence inclusive. The ideas generated in the discussions will be incorporated into a final draft (*Inclusive Excellence* document) that will be brought back to the unit for review and endorsement by a formal vote, or informal consent. The *Inclusive Excellence* document should be shared with the entire unit before being submitted to the <http://diversityplan.colorado.edu/> website between February 15 – March 15, 2016 and formatted per the instructions in the following section.

Inclusive Excellence Planning Process Guide

Address the questions below. Frame your answers to the questions employing: a) learning outcomes (<http://www.colorado.edu/academicaffairs/policies.html>); b) student social development outcomes; c) the attached example; c) any additional outcomes specific to the unit's role within the university; and d) the following framework for defining inclusive excellence:

Framework for Defining Inclusive Excellence

Being inclusive consists of a desire to discover and embrace points of view that are not a part of each person's native experience. It is a basis for personal development and civic engagement. *Inclusive excellence* requires each of us to first challenge ourselves to be open, to improve the human condition and to pursue an ongoing engagement with people, experiences, points of view, content, and knowledge that compels us to reassess our understanding of our place in the world.

Questions to Answer

- How does your unit define excellence with respect to the activities that it carries out and what values and behaviors are associated with excellence?
- How do the efforts within the unit lead to inclusion of all students in achieving academic success, student social development and enhancing the reputation of the unit and the university?

- Given the unit’s definition of excellence and inclusion, how will the unit attain inclusive excellence?

In formulating your answers to the questions, please consider the issues outlined in the **Timeline**: *March 15, 2016 – August 10, 2016 at the end of this document.*

Submission and Formatting Requirements

Format the two-page *Inclusive Excellence* document as a Word document. Please use 12-point Times font and one-inch margins. Label the document according to the following rule: Unit Abbreviation [underscore] IE (e.g., HIST_IE.docx). Submit the document via the diversityplan.colorado.edu website.

Submission Deadline

Submit the unit’s definition of inclusive excellence and associated values to the diversityplan.colorado.edu website between February 15 – March 15, 2016.

Timeline: Diversity, Inclusion and Academic Excellence Planning

November 9, 2015 - February 15, 2016

Units will engage in discussions, as described above, to develop their definition of Inclusive Excellence

February 15, 2016 – August 10, 2016

Engage the campus community in discussions about the unit (administrative unit, department, program, school and college) definitions of Inclusive Excellence and develop Inclusive Excellence plans that attend to the following issues:

- Practical mechanisms and practices that enhance the realization of inclusive excellence and reflect the core values
- Establish ways in which Inclusive Excellence principles and practices can be worked into the culture of functional operations
- Determine ways in which Inclusive Excellence principles can be woven into CU-Boulder's culture through research-related activities, student support activities and, if appropriate, curriculum
- Identify practical approaches to centralizing coordination of efforts across units
- Design methods of assessing outcomes of the work described above

August 10, 2016 – August 9, 2017

Implement the Inclusive Excellence Strategic Plan

Establish indicators of the impact of the Inclusive Excellence work and monitor key indicators of success