Inclusive Excellence Toolkit

FY 2022 Inclusive Excellence Planning



May 28, 2021

College of Engineering

Office of Diversity, Outreach & Inclusion

**Inclusive Excellence Toolkit1 2022-2024**

**BACKGROUND**

Inclusive Excellence (IE) was developed by experts at the [Association of American Colleges and Universities (AAC&U)](https://www.aacu.org/) . The experts conceptualized Inclusiveness and excellence as one and the same - to practice inclusiveness is excellence, therefore making excellence inclusive and the responsibility of everyone. They note, “The action of making excellence inclusive requires that we uncover inequities in student (faculty and staff) success, identify effective educational (and operational) practices, and build such practices organically for sustained institutional change.”

This Toolkit is a living document that can be used as a resource when Units begin the assessment, discussion, and practice of weaving diversity, equity and inclusion throughout the strategic planning process.

# In using the toolkit, it is important to keep in mind several key ideas:

* IE shifts the responsibility for diversity, equity and inclusiveness to everyone, as opposed to one assistant dean for diversity or the Office of Diversity, Outreach & Inclusion to shoulder that responsibility alone. Individual(s) can drive the process; but the responsibility for change and inclusiveness is assumed by every person in an office, division or the College of Engineering, especially those in leadership/decision making positions.
* Under IE, numbers numerical goals (numbers only) of faculty, staff, and students 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 a community.

One of the assumptions supporting Inclusive Excellence is that diversity is an integral asset to the mission of the University. ***“We understand diversity and inclusion are essential components of our excellence”****.* Diversity is a constant benefit to be actively, intentionally, and consistently engaged with the objective of achieving numerous learning and organizational outcomes.

Thoughtful policies and procedures are important forces for breaking down barriers to diversity, equity and inclusion, but it is the daily work of individuals that builds community.

Keeping the above in mind, we invite you to use the following toolkit to help you in practicing and implementing Inclusive Excellence!

## USING THE TOOLKIT

This toolkit consists of a four-phases to help your unit improve its practice of Inclusive Excellence:

1) IE inventory/assessment – Pages 2-6

2) IE analysis/guiding discussion questions Page 7

3) committed action steps goal worksheet Pages 8

4) Inclusive excellence effort level and scorecard Page 9-10

Glossary and FAQ Pages 10 – 13 and References Page 13

1 The Ohio State University College of Engineering Inclusive Excellence Toolkit was adapted with permission from the Ball State Inclusive Excellence Toolkit by McGriff, Marsha & Million, Brandon; (2017).

**PHASE ONE: Inclusive Excellence Promising Practices Inventory**

*Taking stock of how your unit is doing in implementing Inclusive Excellence.*

* The term “unit” refers to your school, department, center or office. It is important to be clear you are responding for the areas you are actually responsible for and can make change. (Considering the entire campus/COE for some questions, and a specific unit for others will greatly skew your inventory, and ultimately your outcomes)

* Challenge yourself to be honest about whether, in the entirety, 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.

* Some of the areas may not apply to your unit; you can skip these (mark “NA”), and/or consider how your unit does/can have an impact on the larger organizational structures that you are a part.

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| **GOAL 1: Access and Success -** *This dimension will employ activities related to recruitment and retention efforts of students, staff and faculty* | **Yes** | **No** | **N/A** |
| Is there a current in-house recruitment plan in place for diverse staff and/or faculty that is reviewed annually? |  |  |  |
| Do you have designated faculty and/or staff trained to serve on search committees as Diversity Advocates? |  |  |  |
| When hiring new employees, does the unit have policies and procedures designed to diversify the pool of applicants and mitigate bias? |  |  |  |
| Is there a current in-house retention plan in place for diverse staff and faculty? |  |  |  |
| Are new staff and faculty from underrepresented groups made aware of the resources on campus available to support them through a formal orientation? |  |  |  |
| Does the unit have an exit survey given to staff or faculty when they leave? |  |  |  |
| Does a clearly defined advocate/special services position exist within the unit to address the needs and concerns of diverse students/faculty/staff (e.g. persons with disabilities, older persons, religious and racial/ethnic minority persons, various genders) albeit with a clear understanding that advocacy and support is the responsibility of multiple units across the college and campus? |  |  |  |
| Is there a current in-house recruitment plan in place for historically underrepresented students? |  |  |  |
| Are staff and faculty being trained annually on implicit bias when serving on student admission committees? |  |  |  |
| Is the safety, comforts, and needs of diverse students considered in planning orientation? (e.g., LGBTQ students, Students of Color, Students with Disabilities, Jewish or Muslim students, etc.) |  |  |  |
| Is there a current in-house retention plan in place for diverse students? |  |  |  |
| Are faculty and staff trained on how to mitigate the impact of field-specific barriers to the academic progress and achievement of historically underrepresented students? |  |  |  |

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| **GOAL 2: Education and Scholarship -** *Scholarship refers to inclusive curricula and teaching and learning strategies and education refers to activities directed to improving the multicultural competencies of faculty and staff**that will contribute to an inclusive hiring, learning and research environment* | **Yes** | **No** | **N/A** |
| Is inclusive excellence integrated in faculty, staff, and student orientation (sharing the diversity/inclusive excellence statement, providing DEI resources and professional development opportunities, senior leadership emphasizing the value of inclusive excellence)? |  |  |  |
|  Has the unit identified student learning outcomes and concepts related to diversity within required engineering courses? |  |  |  |
| Are there individuals from diverse backgrounds highlighted for their contributions to engineering included in the curriculum? |  |  |  |
| Are social justice and/or diversity embedded in the curriculum and student capstone projects? |  |  |  |
| Is there required program designed to train and prepare faculty and graduate students to create inclusive classroom practices? |  |  |  |
| Are incentives for professional development in the areas of diversity and inclusiveness available for instructional staff/faculty? |  |  |  |
| Are academic advising staff and faculty advisors consistently offered additional resources/training to enhance their understanding of retention practices for diverse groups? |  |  |  |
| Are there funds available for DEI professional development for employees? |  |  |  |
| Are diversity and inclusiveness professional development workshops and opportunities regularly available to and attended by faculty and staff? |  |  |  |
| Is there an implicit bias training requirement for all employees in your unit? |  |  |  |
| Has leadership participated in diversity training along with other employees, giving a message of the unit of the importance of learning about and understanding diversity and inclusiveness? |  |  |  |
|  Is inclusive excellence regularly discussed at faculty and staff meetings (highlighting opportunities to engage, hosting DEI professional development within meetings, emphasizing inclusive excellence when discussing initiatives, policies, and strategies) |  |  |  |
| Does the unit have a proactive, collaborative, and cohesive strategy for advancing inclusive excellence? |  |  |  |

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| **GOAL 3: Culture, Climate and Community Building -** *This dimension refers to strategies that enable the college to sustain an environment that acknowledges and celebrates diversity and employs inclusive practices throughout its daily operations while creating a climate that is supportive and respectful and that values differing perspectives and experiences.* | **Yes** | **No** | **NA** |
| Is your HR staff trained to lead discussions with search committees to increase understanding of inclusive excellence and benefits of diversity as well as the importance of developing a diverse pool and mitigating bias? |  |  |  |
| Does the unit require faculty to include a diversity or inclusive excellence statement on course syllabi? |  |  |  |
| Is the unit’s diversity/inclusive excellence statement prominently displayed in or on your marketing materials, website, job applications, wall art/posters, and other unity materials? |  |  |  |
| Are goals within the unit examined and evaluated annually with regard to diversity, equity and inclusion? |  |  |  |
| Does the unit have a diversity liaison or Committee who is responsible for taking a lead on diversity and holds everyone else accountable for diversity and inclusiveness? |  |  |  |
| Does the unit have a diversity or inclusive excellence statement as part of their mission, values, and goals that clearly espouses the value of inclusive excellence? |  |  |  |
| Has the unit acknowledged and made transparent aspects of its inclusive or exclusive history (positive or negative)? |  |  |  |
| Does the unit have the organizational structures and procedures for addressing departmental climate issues? (e.g., bias response protocol, education campaign, etc.) |  |  |  |
| Does the unit promote and utilize university offices advancing DEI and addressing discrimination (ex. Office of Institutional Equity, MCC, ODI). |  |  |  |
| Does management and leadership in the unit meet periodically with diverse employees and/or students to determine how they are doing and to offer support? |  |  |  |
| Does the unit make an effort to ensure membership of committees, taskforces and search committees are diverse? |  |  |  |
| Are supervisors educated in understanding differences and the impact their biases may have on selection, development, and advancement decisions? |  |  |  |
| Is the unit multiculturally sensitive when placing photos for public display, developing printed materials, such as advertisements, alumni newsletters, and all on-line material? |  |  |  |
| Are communications professionals educated about inclusive excellence and do they include DEI messages in general communications? |  |  |  |
| Does the unit adapt the spaces available for students, faculty, or staff with diverse needs? |  |  |  |
| Does the unit provide an area for prayer or a private area for nursing mothers, etc.? |  |  |  |
| Does the unit provide gender inclusive restrooms? |  |  |  |
| Do employees introduce themselves using their pronouns and consistently use gender-free language (“folks,”, “they,” instead of “ladies,” “guys”? |  |  |  |
| Does artwork, posters, and other visual displays reflect an appreciation for diversity? |  |  |  |
| Are offices, spaces, and nearby areas used by the unit physically accessible (both inside and outside)? |  |  |  |
| Are program/activities offered by the unit physically accessible and provide interpreters for hearing-impaired persons and bilingual translators when appropriate? |  |  |  |
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| **GOAL 4: Institutional Infrastructure -***strategies to assess review and revise policies, practices, resources, finances, organizational structures, and the use of metrics to drive intentional decision making around diversity, equity and inclusion.* | **Yes** | **No** | **N/A** |
|  Are multiple individuals from diverse groups represented within the unit’s leadership and management? |  |  |  |
|  Does the unit’s leadership hold itself and all accountable for DEI goals and outcomes?  |  |  |  |
|  Is there an in-house program designed to train and prepare employees and faculty from different backgrounds for promotions in higher level positions? |  |  |  |
| Is inclusive excellence embedded in the evaluation, promotion, and/ merit process? |  |  |  |
| Is Inclusive Excellence embedded in evaluation practices for strategic priorities? |  |  |  |
| Are multicultural, diversity, equity and inclusive competencies (i.e., attitudes, knowledge, and skills) a hiring criterion for all new employees? |  |  |  |
| Is inclusive excellence embedded as a responsibility in all employee position descriptions? (i.e., everyone has responsibility for diversity and inclusive excellence). |  |  |  |
| Are most employees knowledgeable on DEI, and do they use it as the foundation when discussing, designing, and evaluating policies, projects, and strategies? |  |  |  |
| Is Inclusive Excellence included in the charge of committees and taskforces? |  |  |  |
| Are diversity initiatives and projects adequately financed? (comparable to other priorities in the unit) |  |  |  |
| Does the budget include financing for diversity projects and initiatives? |  |  |  |
| Have leaders allocated or shifted new or existing resources to support diversity and inclusive excellence initiatives? |  |  |  |
| Are grant and fundraising initiatives pursued in order to finance diversity initiatives? |  |  |  |

**Once you have completed Phase One inventory, AND discussed it with others from your area, proceed to Phase Two: Analysis.**

**PHASE TWO:** Discussion and 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. You can also combine this with any past or current data. (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.)

*When using this document reflect on “diversity.” What does diversity mean for you and your unit? What voices will help your unit to be more representative of the diversity in the community? Reflect on who’s not at the table?*

## Our Strengths:

* + Where are our areas of strength? 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?
	+ How can we reward and recognize faculty, staff, and students who advance inclusive excellence?

## Where Can We Improve?

* + In which areas do we need to improve? (i.e., areas where inclusiveness needs to be embedded hiring, student/staff/faculty recruitment and retention)
	+ 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 can we put in place now to make progress?
	+ How can we increase accountability at all levels of our unit and within committees and task forces to ensure that many stakeholders share responsibility for success?
	+ What areas/items would have the most far-reaching and/or long-lasting impact?

## Are Our Efforts Transformative?

* + Are our goals stand-alone efforts?
	+ Do we support DEI as a strategic priority rather than an unfunded directive?
	+ Do we regularly assess DEI efforts, identify measurable outcomes, and adjust our approach based on the results?
	+ Do we consistently practice Inclusive Excellence in strategic planning, policies, committees and task forces, hiring, recruitment, retention, annual reviews/promotion etc.?
	+ Are there linkages we can make between our goals and University and College priorities?
	+ Have we explored opportunities to collaborate in order to increase the impact across the COE?

**Once you have completed Phase Two AND discussed it with others from your area, please proceed to Phase Three: Action**

**PHASE THREE: ACTION**

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

Use the matrix below to lay out a priority and detailed plan for how your area will implement Inclusive Excellence. All units are asked to College of Engineering priorities goals in addition as part of their overall plan. The College will capture all efforts under the priority goals for one COE submission to the Buckeye Portal for Inclusive Excellence. Each Unit is asked to also include a completed Programs and Activities Tracking Form, in addition to the Goals worksheet. The Goals matrix and tracking form are both located under the IE planning resources.

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| --- | --- | --- | --- | --- | --- |
| **Goal** | **Objective** | **Activity/Event/Program** | **Measurable Outcome** | **System of Accountability** | **Timeline** |
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**PHASE Four: Track progress**

*What is the effort level? How will you move forward in practicing and implementing Inclusive Excellence?*

**Inclusive Excellence Progress Indicator Scorecard -** the inclusive excellence scorecard is a tool that can simultaneously drive and assess change related to four dimensions of IE. The scorecard can be used to align a change vision with day-to-day operations and organizational policies and processes. It can also be used to communicate progress and success of the Inclusive Excellence plan.

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| IE Dimension | Definition | Sample Indicators |
| Access and Success | The compositional number and success levels of historically underrepresented students, faculty, and staff in the College of Engineering and Knowlton School of Architecture  | * Number of tenured women and URM faculty
* Number of women and URM students enrolled
* Graduation rates reflect representation in state of OH
* Make-up of applicant pools
* Staff salary rates comparison
* Exit interview and focus group responses
* Equitable outcomes for students: admissions, retention, graduation
* Equitable representation at all levels of the organization
 |
| Education and Scholarship | Diversity content in the courses, programs, and experiences across the engineering curricula and in the increased awareness and the professional development of cultural competencies for faculty and staff | * Courses with education outcomes related to social justice intercultural, international, and multicultural topics
* Regularly scheduled discussion with leadership and in faculty and staff meetings around issues of diversity
* Level of consistent participation in DEI professional development and trainings
* DEI imbedded in student, faculty, and staff orientation
 |
| Culture Climate and Community Building | The development of a psychological and behavioral climate supportive of all students, staff and faculty in the COE and KSA and daily operational practices employs inclusive excellence practices.  | * Fewer incidents of harassment based on race, ethnicity, gender, and sexual orientation
* Feelings of belonging among ethnically and racially diverse groups
* Acquisition of knowledge about diverse groups and cultures
* Senior leaders, faculty, and staff understand their responsibility to advance inclusive excellence and are held accountable for the actions and behaviors
 |
| \*Institutional Infrastructure | The use of strategies to assess review and revise policies, practices, resources, finances, organizational structures, and the use of metrics and other evidence to drive intentional decision making around DEI | * Admission policies revised to address inequities across groups
* DEI is integrated into core organizational structures, policies, systems, and practices.
* Annual reviews for staff and faculty revised to include DEI
* Promotions are tied to a variety of DEI measures
* Budget allocations for DEI reflected across multiple areas of administration
* Review of Pattern of Administration documents to ensure inclusivity of DEI
* Department success metrics tied to hiring and graduation performance
 |

*The above sample indicators are just a few examples of how progress can be tracked and reported out. It is critical to remember a baseline and target should be established to reflect progress made over time.*

# Glossary: *Terms to help clarify some of the terminologies and wording contained in the document.*

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*Please note, the terms “diversity” and “diverse” are used throughout the* ***Inclusive Excellence Toolkit****. Our definition of diversity recognizes the full gamut/broad spectrum of experiences and unique differences of all members of the engineering community. We celebrate diversity in all of its dimensions as we continue on the journey to create and sustain an inclusive environment for Buckeye Engineers.*

**The Buckeye Portal for Inclusive Excellence:** is a one-of-a-kind web-based tool developed by Ohio State University to capture the full breadth and depth of our actions and progress toward inclusive excellence. Diversity, equity, and inclusion (DEI) are essential components of Ohio State’s mission, and the portal is a community asset that promotes the stewardship of DEI through shared responsibility and shared resources. The portal serves as a central repository the College of Engineering can share promising practices, find collaborators, and generate new opportunities to further enhance diversity, equity, and inclusion.

**Disabilities:** This refers to a physical or mental condition that limits a person's movements, senses, or activities. This includes those conditions that are visible and hidden.

**Diversity:** The various mix or combinations of human differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender/gender identity, 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 and working together.

**Equality –** An attempt at creating fairness by treating everyone equally regardless of needs. Has an underlying assumption that everyone has an equal starting line so equal distribution of everything will be fair.

**Equity:** The creation of opportunities for historically underrepresented populations to have equal access and equitable opportunity to participate in educational programs designed to reduce the academic/opportunity gap in student success and completion. To advance equity is to allocate resources, programs, and opportunities to staff, faculty, and students to address historical imbalances.

**Field-Specific Barriers:** These are things that will stop students of diverse cultures from succeeding either academically or professionally when it comes to their major or area of intended work.

**In-house trainings:** These can either be trainings specific to your area or unit.

**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 with and within systems and institutions.

**Inclusive Excellence:** This means that an institution has adopted a cohesive, collaborative, and comprehensive approach to diversity and inclusion. This allows everyone to have the same voice as any other person during the discussion. It 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 a community.

**Latinx:** The gender-inclusive language to refer to people from Latin American decent, instead of specifically stating Latino or Latina, this includes both genders and any non-binary individuals.

**LGBTQ:** Stands for Lesbian, Gay, Bisexual, Transgender, and either Queer or Questioning. This is an acronym for sexual and gender minorities that is an umbrella term.

**Multicultural Competencies:** obtaining the awareness, knowledge, and skills to work with people of diverse backgrounds in an effective manner.

**Multiculturally Sensitive:** Understanding the issues that can arise from being a member of a minoritized community and take that into account when teaching and or working.

**Retention:** The process to keep those students, faculty, and staff that you have.

**Rewards and Recognition:** Recognize and celebrate the contributions of those who work toward the goals of Inclusive Excellence. This can just be through small comments or through an actual recognition event.

**Social Justice:** the view that everyone deserves equal economic, political and **social** rights and opportunities. Social Justice includes concerns of; racial and gender equity, diversity, fair wages, climate justices, supply chain, wealth distribution

**Underrepresented** - “Underrepresented” in higher education refers to racial and ethnic populations that are disproportionately lower in number relative to their number in the general population, and “historically” means that this is a ten year or longer trend at a given school. These groups are identified as Black/African American, Hispanic/Latinx, Native Alaskan, Native Hawaiian, Native American / Indigenous.

**Underserved -** Underserved students are defined as students who do not receive equitable resources as other students in the academic pipeline. Typically, these groups of students include low-income, underrepresented, racially/ethnically diverse students, and first-generation students**.**

**Unit:** The division, department, or school that you are a part of.

**FAQ:**

**Not every question applies to us what do we do?** This is a general toolkit for multiple areas so if the questions do not apply to you, just select NA.

**We are a small department and can’t always do some of the items what do we do?** Please utilize campus opportunities and resources, such as outside trainings or the University and College Diversity Offices.

**We do not have a “history” per se, what can we do about this?** This is for areas that have named rooms or collections and may not be applicable to your area.

**What if we aren’t an area that works with students in person?** You can either skip these questions or you can try to adjust them to fit the area you deal with specifically.

**We are a small department and don’t have someone who is defined as being an advocate for diverse persons, what can we do?** The Office of Diversity, Outreach and Inclusion will be offering an opportunity for employees to be trained as Inclusive Excellence Champions Spring 2022, and this person could be used in this role. Please also note that the College of Engineering Inclusive Excellence Council can help support you in this area, as well.

**How can we embed inclusive excellence in our project evaluation process?** Make sure that what you’re planning is accessible to a diverse population. Questions to consider are: Is there any group that this presentation might make uncomfortable? Are there inclusive voices at the table during the planning and implementation stages? Do we use inclusive language in our program? Have we considered access needs for members of our community who are disabled?

**What is the difference between a Goal and an Objective?** *Goals* are general guidelines that explain what you want to achieve in your community. *Objectives* define strategies or implementation steps to attain the identified goals. Unlike goals, objectives are specific, measurable, and have a defined completion date.

**References:**

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