

Making Excellence Inclusivesm

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

Alma R. Clayton-Pedersen
Nancy O'Neill
Caryn McTighe Musil

This paper and the accompanying chart are intended to be used as a guiding framework for the next generation of campus work (updated August 2009). We welcome your feedback as we formalize the definitions and guidelines for this important initiative. Contact Nakia Bell at bell@aacu.org.



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. For more information or to provide feedback on the evolving "Hallmarks" chart, contact Nakia Bell at bell@aacu.org.

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.

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.

HALLMARKS OF INCLUSIVE EXCELLENCE

Background: Making Excellence Inclusive

The Supreme Court decisions regarding the University of Michigan 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 such diversity provides all students with the cognitive skills, intercultural competencies, and civic understanding to help them to thrive in work and citizenship. Yet the Court did not leave campuses to conduct business-as-usual in creating compositionally diverse learning environments. Diversity, the justices noted, is a compelling national interest, but the ways in which higher education currently advances diversity will not suffice in the coming decades.

Many people define diversity solely in terms of racial/ethnic differences, 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, sexual orientation, religion, and so on. While we recognize the importance of these differences, we define diversity more in terms of the engagement with such differences rather than the differences themselves. AAC&U's major initiative, *Making Excellence Inclusive*, **defines diversity in a campus context to mean an active, intentional, and ongoing engagement with differences—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 systems and institutions.** Such differences can be individual (e.g., personality, learning styles, and life experiences) or group/social (e.g., race/ethnicity, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations). *Making Excellence Inclusive* further **defines inclusion as 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 systems and institutions.**

Many campus leaders recognize that they are ill equipped to connect their diversity and educational quality efforts and so 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 diversity and 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 diversity and inclusion at the center, through which all students advance in cognitive, affective, and interpersonal sophistication—outcomes that are vital in the workforce and in society (see Figure 1).

Re-envisioning both excellence and inclusion

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 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 and inclusion efforts move beyond numbers of students or

numbers of programs as end goals. ***Instead, they are multilayered processes 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, we still find tremendous value, for example, in current measures of student engagement and student satisfaction, influencing, as they do, everything from campus climate to retention, and ultimately, student success in college.

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 chart below 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 the intentional institution. The goal then 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.

Readers are encouraged to review these AAC&U monographs for a richer explanation of elements that the chart uses to define Inclusive Excellence.

Making a Real Difference with Diversity. Provides a step-by-step guide for implementing, evaluating, and sustaining comprehensive diversity work on campus and offers a set of promising practices to strengthen overall institutional functioning regarding diversity. (2007)

Making Diversity Work on Campus. Discusses recent empirical evidence gathered on behalf of the University of Michigan Supreme Court defense, which demonstrates the educational benefits of diverse learning environments. These are environments that must be intentionally 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. Includes numerous suggestions for how to engage diversity in the service of learning, ranging from recruiting a compositionally diverse student body, faculty, and staff to transforming curriculum, co-curriculum, and pedagogy to reflect and support goals for inclusion and excellence. (2005)

Toward a Model of Inclusive Excellence. Provides a framework for comprehensive organizational change to help campuses achieve inclusive excellence. Campuses must consider multiple dimensions of organizational culture in mapping out a change strategy and monitor the results that come from introducing new systems and new practices. Included is a model that helps campus leaders focus simultaneously on 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. (2005—online only)

Achieving Equitable Educational Outcomes with All Students: The Institution’s Roles and Responsibilities. Discusses the responsibility institutions have to examine the impact that traditional higher education practices have on those students historically underserved by higher education, including African American, Latino/a, and American Indian students. Given the persistent achievement gap facing many students, institutions must systematically gather evidence of what does and does not work for historically underserved students and build institutional reform around such evidence. Included is one campus’s process for systematically monitoring students’ achievement and for addressing the inequities it discovered. (2005—online only)

To Form a More Perfect Union: Campus Diversity Initiatives. Charts the efforts of colleges and universities to move from the rhetoric of inclusion to the practice of equity. Etching a portrait of the new academy as it is transformed and reinvigorated by diversity initiatives, the monograph maps the emerging trends in diversity work and insights gained in the process. (1999)

Diversity Works: The Emerging Picture of How Students Benefit. Summarizes and analyzes research on the effects of campus diversity on students from 300 separate studies on diversity in higher education. The documented evidence makes a strong case for the success and importance of diversity initiatives in support of educational excellence throughout the campus. (1997)

American Pluralism and the College Curriculum: Higher Education in a Diverse Democracy. Provides specific recommendations for teaching diversity across the curriculum in both general education and major programs and connecting diversity with the study of both self and society, including the values of a democratic society. (1995)

<i>Traditional notions of excellence</i>	<i>Inclusive notions of excellence ALSO include:</i>	<i>Attaining Inclusive Excellence – institutional hallmarks</i>
Students		
<p>Entering students:</p> <ul style="list-style-type: none"> • 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 schools¹ • Receive significant amounts of “merit” aid <p>Current students:</p> <ul style="list-style-type: none"> • Possesses high overall GPAs in the aggregate and within majors • Has individuals who regularly attain national/competitive scholarships and internships • Places proportion of students into honor societies and on dean’s lists, post-baccalaureate studies,² and high-profile companies 	<p>Entering students:</p> <ul style="list-style-type: none"> • 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 <p>Current students:</p> <ul style="list-style-type: none"> • Share responsibility for their learning with faculty and other campus educators³ • 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 	<ul style="list-style-type: none"> • Student learning outcomes reflect engagement with diversity and inclusion in ways specific to institutional mission and type • Graduates have undertaken a significant research experience or other form of cumulative project in their field of study that considers how aspects diversity and inclusion influence the findings of the disciplinary/interdisciplinary research • Graduates can demonstrate that they are prepared: <ul style="list-style-type: none"> ○ to excel in a challenging work environment ○ to be responsible citizens in a diverse democracy ○ for graduate level coursework in one or more domains
Faculty Members		
<ul style="list-style-type: none"> • Work within accepted norms and practices of a particular discipline • Conduct discipline-specific research • Produce publications in refereed journals • Present at national disciplinary conferences • Receive positive teaching evaluations from their students • Raise significant grants for research 	<ul style="list-style-type: none"> • Adapt pedagogies to various learning styles (e.g., visual, experiential, cerebral) • Provide a challenging learning environment throughout the undergraduate experience that encourages all students to consider 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 other disciplines • Value: <ul style="list-style-type: none"> ○ diversity of thought within the discipline including emerging scholarship and knowledge creation ○ service to the institution to the same degree as research and teaching, particularly as relates to inclusive excellence ○ emerging pedagogy that is effective in achieving student learning outcomes ○ scholarship of teaching and learning alongside traditional disciplinary scholarship ○ interdisciplinary learning and collegial relationships across campus that enhance self and student learning 	<ul style="list-style-type: none"> • Sound assessment methods are used to determine teaching effectiveness⁴ • Values of inclusive excellence are reflected in scholarship and teaching practices • Faculty reward structures align with values that reflect institutional mission and inclusive excellence • Expectations are clearly articulated that all students will be challenged at levels of their learning experience and in ways that ensure they achieve the key learning outcomes agreed upon by the faculty and articulated in the goals for the curriculum • Practice life-long learning and ongoing professional development

¹ Most give a ranking to the HS based on the number 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 and 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
<p>Administrators and Staff Members</p> <ul style="list-style-type: none"> • 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 and/or office/s • Measure quality only by speed of service in a unit or quantity of students served 	<ul style="list-style-type: none"> • 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., explicit about undertaking coherent and comprehensive efforts to engage differences/diversity to achieve key learning outcomes) • Offer and partake in regular professional development about how to engage diversity/differences 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, 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 	<ul style="list-style-type: none"> • Faculty roles and rewards reflect engagement with diversity and inclusion in ways specific to institutional mission and type • Resources are directed toward the individual faculty and departments that delineate how they will integrate diversity into their day-to-day practices and demonstrate progress in doing so • Administrators and staff are proactive in establishing environments that foster engagement with diversity/differences • Units are held accountable for their progress in making excellence inclusive • Establish communication channels to share successes as well as setbacks in the movement toward inclusive excellence • Construct rewards systems around contributions to inclusive excellence
<p>The Curriculum⁵</p> <ul style="list-style-type: none"> • Conveys well-established knowledge within the confines of the classroom • Emphasizes specialization in a discipline • Focuses on majority Western cultures, perspectives, and issues • Values mastery of knowledge at discrete points in time • Values learning for learning's sake • Emphasizes individual work • Promotes objectivity • Emphasizes what an educated person should know 	<ul style="list-style-type: none"> • 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' their learning directly, over time, and with tools that reflect and engage different learning styles and strengths 	<ul style="list-style-type: none"> • Engagement with diversity/differences and inclusion in ways specific to institutional mission and type are reflected in the duties of staff • Resources are directed toward the staff members and units that delineate how they will integrate diversity into their day-to-day practices and demonstrate progress in doing so • Creates a learning environment that ensures the educational benefits of diversity/differences is derived through the learning process • Fosters knowledge application to real-life problems that fosters consideration of different values and context and understanding of how these shape the solutions derived and the insights developed

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

<i>Traditional notions of excellence</i>	<i>Inclusive notions of excellence ALSO include:</i>	<i>Attaining Inclusive Excellence – institutional hallmarks</i>
<p><i>The Institutional Environment</i></p> <ul style="list-style-type: none"> • Has low faculty/student ratio • Has selective student application/admittance ratio • Possesses sizeable endowment • 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 • Involves board and alumni in enacting institutional goals/mission • Receives support from legislators and general public regarding institutional mission • A few constituents collect data for internal and external reporting purposes 	<ul style="list-style-type: none"> • Fosters a campus culture where engaging 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 constituencies⁶ in achieving inclusive excellence • Recognizes historical legacy with regard to discrimination and seeks to teach about it and redress lingering effects⁷ • 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 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 	<ul style="list-style-type: none"> • Campus-wide discussion of what inclusive excellence means in that specific context and how it can be enacted by different programs and units • Campus involvement in the larger community reflects engagement with diversity and inclusion in ways specific to institutional mission and type • Goals for inclusive excellence conceived of in measurable terms so as to track and reward progress and provide training and development where needed • Assess and address the need for training and development throughout the institution • Collects and disaggregates data by race/ethnicity and other relevant social identity dimensions to assess progress in helping all students achieve at high levels • Leadership is strong, consistent, and clear about sustaining efforts to engage diversity/differences for learning • Resources are directed in ways that ensure key learning achievement of key outcomes that include engaging differences/diversity • Inclusive excellence is a central to the institution’s mission, curriculum, and articulated student learning outcomes • Has developed capacity achieve Greater Expectations by Making Excellence Inclusive

⁶ Alumni, business 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).