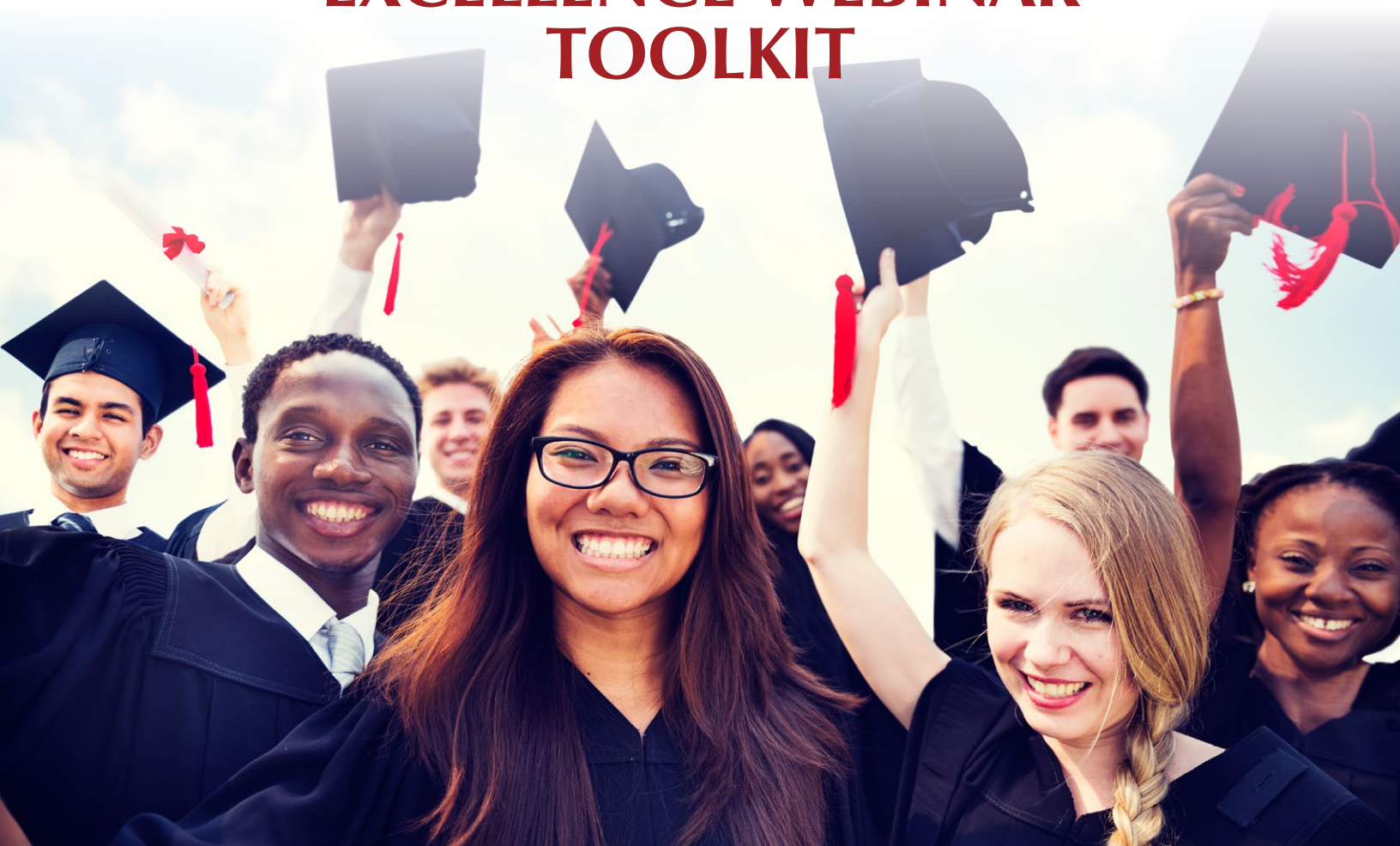# THE INCLUSIVE EXCELLENCE TOUR

**Empowering Leaders,
Driving Inclusion, Producing Results,
Creating Community**

# NATIONAL INCLUSIVE EXCELLENCE WEBINAR TOOLKIT

Developed By

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**Preferred Citation**
Williams, D. (2017).  **National inclusive excellence webinar toolkit.**  Atlanta, GA: Center for Strategic Diversity Leadership & Social Innovation.

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# OVERVIEW

This toolkit was developed to maximize the *National Inclusive Excellence Webinar Summit* experience.

While it was written primarily for discussion in a higher education setting, it has utility for any corporate, business, government, non-profit or k-12 academic environment as a guide to accompany the webinar presentation.

This webinar is the public kick off to the *National Inclusive Excellence* Tour, and a broader campaign, to impact 5000 institutions, and empower 1 million leaders to use more evidence-based approaches to lead real and meaningful change in the area of diversity, equity, and inclusion.

Some topics that will be addressed during the webinar include:

1. A state of diversity snapshot, that will quickly paint a picture of our national progress on issues of student diversity, faculty diversity, inclusion, campus climate, and best-practice strategies of *Strategic Diversity Leadership* in higher education;
2. An overview of the national political context and its implications for campus safety, freedom of speech, race conscious policy, campus monuments, and a growing climate of exclusion that many members of our community are feeling;
3. Guidance and tools to help leaders work with the *Centennial Generation* (students born after 1997), foster faculty diversification, close student achievement gaps, and improve the campus climate for inclusion; and
4. An overview of the *National Inclusive Excellence* Tour, and the broader campaign to empower 1 million leaders to use more evidence based approaches to embolden diversity, equity, and inclusion efforts in their work and daily lives.

We are hosting the *National Inclusive Excellence Webinar Summit*, to champion inclusion, celebrate diversity, and empower strategic diversity leaders to collaborate as never before, to make our institutions, and our nation inclusive and excellent for all
.

# Activating the Webinar

While the webinar can be viewed as a stand-alone activity, we recommend staging the webinar in such a way that members of your leadership team, department, diversity committee, student organization, or community of practice can participate together and even more importantly, engage in follow-up activity as a group.

This will allow for you to ask questions as a team, balance your responses off one another, make immediate links to your current work, and make the webinar a part of your cadence of meetings, strategic planning and work in the area of inclusive excellence.

**Some pre-materials that you might find very useful are:**
- Williams, D. *A Matter of Excellence: Strategic Diversity Leadership in the Academy, An Evolutionary Discussion* lecture given at New England Higher Education Recruitment Consortium (HERC), (2011). Boston, MA: Harvard University located at https://vimeo.com/37693087;
- Williams, D. (2013).  *Strategic Diversity Leadership: Activating Change and Transformation in Higher Education*. Sterling, VA: Stylus Publishing Press;
- Williams, D. Berger, J., and S. McClendon (2004).  *Towards a Model of Inclusive Excellence and Change in Post-Secondary Institutions*.  Washington, DC: Association of American Colleges and Universities.

**Some further tips:**
- Register soon, as the event is free and capacity is limited to the first 1000 participants;
- Put the *National Inclusive Excellence Webinar Toolkit* to use in planning your webinar experience;
- Join **Dr. Damon A. Williams YouTube Channel** as we will release the first *Inclusive Excellence Strategy* video, immediately after the National Inclusive Excellence Virtual Summit;
- Use the hashtags #StrategicDiversityLeadership, #InclusiveExcellence, and tag @dawphd on Instagram and Twitter, to post images and videos that show strategic diversity leadership and inclusive excellence in action;
- Post the National Inclusive Excellence *digital flyer* in your social media feeds.

# Post-Webinar Guidance

What follows from here are three sections that provide additional resources to maximize the webinar, and support your institutional planning and change management efforts progressively:

- Section 1: Defines Inclusive Excellence and provides a presentation of the strategic diversity leadership goals framework;
- Section 2: Presents a quick kick-starter assessment activity, to get on the same page regarding diversity progress and outcomes;
- Section 3: Presents additional questions that further anchor discussion back to the webinar in terms of best-practices, developing diversity crisis response systems, and more.

The discussion guide is optimized for a 2-hour discussion for Section 2 and Section 3 respectively. It will take 5-12 hours to participate in the webinar and activate the toolkit, depending on the engagement with the pre-readings and videos. For more resources, or to learn how you can bring the *Inclusive Excellence* Tour to your institution, visit www.drdamonawilliams.com.

# SECTION 1: DEFINING INCLUSIVE EXCELLENCE

In *Towards A Model of Inclusive Excellence and Change in Post-Secondary Institutions*, we defined inclusive excellence as the strategic pursuit of a set of balanced diversity objectives, which repositioned diversity and inclusion as fundamental to institutional excellence (Williams, Berger, McClendon, 2004).

We argued that the world that we live in today requires colleges and universities and other organizations, to embrace the power of diversity as an asset that drives learning, creativity, relevance, and strategic impact. It is an asset that drives excellence, as highlighted in Exhibit 1.

## Exhibit 1. Inclusive Excellence guiding concepts

In using the toolkit, it is important to keep in mind several guiding concepts:

- Inclusiveness and excellence are conceptualized as one and the same - to practice inclusiveness is excellence.
- Inclusive Excellence shifts the responsibility for diversity and inclusiveness to everyone on campus, as opposed to one individual or department shouldering that responsibility alone. One person, or unit can serve as point leaders initiating the process; but the responsibility for change and inclusiveness is assumed by every person in an office, division or the campus.
- Inclusive Excellence changes the way the organization has historically conceptualized diversity - as a numerical goal (numbers only) of diverse faculty, staff, and students. Instead, under Inclusive Excellence numbers continue to be important, but the emphasis is on transforming the institution into a vibrant community that embeds diversity throughout the institution, along each of the dimensions highlighted in Exhibit X.
- Inclusive Excellence employs a broad definition of diversity that includes disability, gender identity, gender expression, sexual orientation, race/ethnicity, religion, nationality, age and other important social dimensions that are part of the DU community.
- One of the assumptions supporting Inclusive Excellence is that diversity is an integral asset to the mission of the organization.
- Diversity is not an occasional element to be considered only on special occasions or measured simply by numbers. Nor is it an "issue" to be managed, contained and problem-avoided. Rather, diversity is a constant benefit to be actively, intentionally, and consistently engaged with the objective of achieving numerous learning and organizational outcomes.
- Stated differently, the gifts, talents, history, traditions, worldviews, and cultures that the Jewish, LGBTQ, Latino/a, Native American, Women and Men, African American, Asian, International, Disability, White, Religious and other communities bring to the institution is a form of "gold" that can be "mined" to produce a multiplicity of educational outcomes and improve the climate for inclusiveness.
- Inclusive Excellence is the method by which you mine that gold and the use of this toolkit represents a step in that process. The ultimate goal is to make inclusiveness a personal habit and a priority of the organization.

The 21st century inclusive excellence agenda must connect the threads of numerous groups, issues, and priorities within the ever - evolving diversity umbrella. Understanding diversity goals in the current era is one of the first steps to becoming more effective and accountable. While an institution's diversity agenda should focus with rigor on issues of access and equity for minorities and women, it must also embrace and champion opportunities to tie diversity to the academic excellence goals at the core of an institution's mission.

These issues can no longer be viewed in isolation as tangential to the institution's mission or merely part of "the chief diversity officer's work," but rather as integral to the institution's core competencies and values.

# A Balanced Approach to Diversity, Equity, and Inclusion

A comprehensive framework was presented from the balanced scorecard literature, *Strategic Diversity Leadership: Activating Change and Transformation in Higher Education.* This framework challenged institutions to define diversity in terms of:

(1) Access and equity of outcomes, diversifying our institutions and ensuring that diverse communities of students, faculty, and staff are being successful, as judged by measurable performance indicators;

(2) Measuring the multicultural and inclusive campus climate, to understand and ultimately address differences in perceptions of the environment, feelings of belonging, spaces for inclusion, and campus diversity crisis that may emerge;

(3) Creating learning opportunities for students, faculty, and staff to be prepared to lead in a diverse and global world, and most directly in a multicultural campus community; and finally,

(4) Advancing domestic and international diversity focused research, scholarship, and creative endeavors to drive the diversity knowledge creation processes of the institution (Williams, 2013).

These four big-picture goals help draw diversity efforts into a twenty-first century context.

In Exhibit 2, we place these four goals in a pyramid model in order to provide an accessible conceptual framework for appreciating the connection between diversity's historic role and its new, contemporary objectives.

**Exhibit 2:  Strategic Diversity Leadership Goals Framework To Drive Inclusive Excellence.**
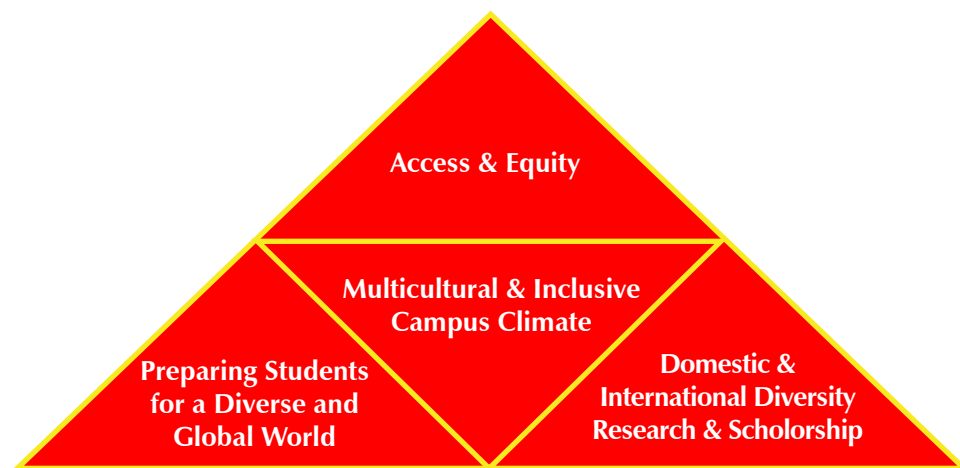


Source:  Williams (2013).  Strategic diversity leadership: Activating change and transformation in higher education.

Access and equity are placed at the top of the model because we believe every institution's diversity efforts must begin with an engagement of the historic and still incomplete goals of achieving access and equity for racially and ethnically diverse individuals, women, and other historically marginalized groups.

Creating a diverse student, faculty, and staff community helps create a context in which institutions can become multicultural and diverse in a number of different ways. Indeed, this aspect of the model could also be extended into a conversation of vendor relationships and strategic sourcing, ensuring that minority and women-owned companies are treated fairly in an institution's procurement process.

The presence of a diverse faculty, staff, administration, and student body will enhance the potential of the institution to accomplish the two strategic goals that we have placed at the base of the pyramid: preparing all students, and by extension, faculty and staff for a diverse and global world; and pursuing areas of scholarship and inquiry that will help us to understand issues of diversity across several disciplines.

While some administration leaders have begun talking about the diverse educational needs of all students as part of their institutional diversity agenda, they have not similarly embraced the need to support faculty engaged in ethnic or gender studies, or others pursuing scholarship that is critical to understanding our increasingly diverse and multicultural world today. We placed both of these goals at the base corners of the pyramid because they are foundational to higher education and its focus on teaching, learning, research, and service. In the twenty- first century, we must fully embrace diversity as a core dimension of what takes place in these areas and as a result, they must be expressed as part of the contemporary campus diversity agenda.

What holds the model together and sits at the center is the need to build a multicultural and inclusive campus climate where every student, staff, faculty, and administrator can thrive. This means not only mitigating overt acts of discrimination and prejudice, but creating and promoting identity-themed organizations and initiatives designed to create an inclusive experience for diverse individuals and groups. Some examples might include establishing an affinity organization for women faculty members, creating an LGTBQ student center, and establishing a dedicated prayer and reflection area for students of different faiths.

# SECTION 2: KICK STARTER ASSESSMENT & DISCUSSION
## Inclusive Excellence Kick-Start Activity to Assess Progress

- The guide begins with an *Inclusive Excellence Kick-Starter Activity* that asks each participant in the discussion group to offer their "personal assessment" on progress that the institution has made on several dimensions of inclusive excellence (Exhibit 3);
- The scoring rubric presented in Exhibit 3 is coarse, but effective, in helping to understand the general perspective of progress, stagnation, or decline on each dimension of the toolkit;
- Although research informed, this is not a scientific activity, nor is it meant to spark a series of institutional research projects, although answering these questions with real-data, represents a powerful follow-up activity to this discussion;
- Instead, this activity is meant to help leaders understand the general feeling of progress, or lack of progress that exists among leaders along the various dimensions of diversity, when viewed from a balanced perspective, and not along one simple dimension;
- We believe that having this level of transparency to start the conversation is good, because it allows every participant to authentically give their perspective about where the institution is on a particular dimension of change.

## Exhibit 3.  Inclusive Excellence Discussion Kick Starter

| Scoring Rubric: | | | |
|---|---|---|---|
| A = In the last 3 years, we have made excellent progress | | | |
| B = In the last 3 years, we have made good progress | | | |
| C = In the last 3 years, we have held steady | | | |
| D = In the last 3 years, we have been in a gradual decline | | | |
| F = In the last 3 years, we have been aggressively going the wrong way | | | |
| Category | Dimension | Definition | Grade |
| Access & Equity of Outcomes | Student Diversity Representation | The presence of women in STEM | |
| | | The presence of first-generation college students | |
| | | The presence of historically underrepresented [1] minorities | |
| | | The presence of international students | |
| | | The presence of non -athlete historically underrepresented males of color | |
| Access & Equity of Outcomes | Student Diversity Achievement | The graduation rates of women in STEM | |
| | | The graduation rates of first-generation college students | |
| | | The graduation rates of historically underrepresented minorities | |
| | | The graduation rates of international students | |
| | | The graduation rates of non-athlete males of color | |
| Access & Equity of Outcomes | Staff Diversity Representation | The number of women at director level | |
| | | Number of historically underrepresented minorities at director level | |
| | | Number of women d eans | |
| | | Number of  historically underrepresented minority deans | |
| | | Number of women at vice president/vice provost/vice chancellor  level | |
| | | Number of historically und errepresented minorities at vice president/vice provost/vice chancellor level | |
| Access & Equity of Outcomes | Faculty Diversity Representation | The presence of women in faculty overall | |
| | | The presence of women in STEM faculty | |
| | | The presence of historically underrepresented minorities on tenure track faculty | |
| | | The presence of international faculty on tenure  track faculty | |
| | | The presence of historically underrepresented minorities on tenure track faculty | |
| Access & Equity of Outcomes | Faculty Diversity Success | The percent of women on tenured faculty | |
| | | The percent of women on tenured STEM faculty | |
| | | The  percent of tenured historically underrepresented minority faculty | |
| | | The percent of tenured international faculty | |
| | | The percent of tenured historically underrepresented minority faculty | |
| Multicultural & Inclusive Campus Climate | Campus Climate - Students | Positive campus climate for women | |
| | | Positive campus climate for first-generation college students | |
| | | Positive campus climate for historically underrepresented minorities | |
| | | Positive campus climate for international students | |
| Multicultural & Inclusive Campus Climate | Campus Climate -Faculty | Positive campus climate for women faculty | |
| | | Positive campus climate for historically underrepresented minority faculty | |
| | | Positive campus climate for international faculty | |
| Multicultural & Inclusive Campus Climate | Campus Climate -Staff | Positive campus climate for women staff | |
| | | Positive campus climate for historically underrepresented minority staff | |
| | | Positive campus climate for international staff | |
| Preparing Leaders for A Diverse and Global World | Cultural competence of the institutional community of students, faculty, and staff | Most students are having an in-class experience that is helping them to develop cultural competence | |
| | | Most students are having an out-of-class experience that is helping them to develop cultural competence | |
| | | Most faculties are participating in formal leadership experiences, helping them to develop cultural competence | |
| | | Most staff are participating in formal leadership experience, helping them to develop cultural competence | |
| | | Most members of our senior leadership team are participating in formal leadership experiences, helping them to develop cultural competence | |
| Domestic & Global Research, Scholarship, and Creativity | Diversity, Research, Creativity, &  Innovation | Faculties are producing critical scholarship that expands knowledge about diverse groups | |
| | | We have formal research centers and institutes that conduc t cutting edge research that benefits diverse causes | |
| | | We recognize and celebrate community  engaged scholarship | |
| | | Multicultural arts and creative performances are championed at our institution | |
| | | We use multicultural and critical arts projects to improve the campus climate of inclusion and expand campus discourse, and contribute to the  creative academic community | |

# Discussing the 'Why' of Progress

- Following the assessment, it is important for each participant to ask the question – "Why?" a question that should begin with a question of commitment.
- Are we committed to inclusive excellence? How do we know, what are some examples, if we are?
- Do we truly want to make progress on our diversity outcomes?
- Do we have a disciplined approach to achieving change?
- Why are we not making progress in a particular dimension of the framework?
- Why are we making progress?
- Why are we treading water?
- Generally, what is different about where we were 3 years ago, and where we are today?
- Have we assessed the impact of our current efforts?
- Are we appropriately invested at the right level?
- Do we know if our current efforts work?
- Do we have any promising practices that we should be looking to scale-up?
- Do we have an approach to innovation in a given area?
- What are the greatest barriers holding us back?
- What is the difference between "X" initiative that is going well and "X" initiative that is flailing?
- What connection is there between "X" major event that is happening in your organization and "X" diversity initiative that may not be moving along?

# Immediate Action Steps to Create New Momentum

- With all due respect to shared governance, and the collaborative dynamics that make colleges and universities special, what can be done today?
- What are the key action steps that can be put into place immediately, to begin moving the various categories in the right direction?
- Put simply, what can be done today, within your power as leaders, to make a real difference on the various dimensions of the framework? Put simply, what are our Wildly Important Goals (WIGS) in this area?
- Not something you have to get permission to do, what can you do, within your span of control, to make a real difference, today?
- What is the low-hanging fruit, to start creating new momentum?
- What effort could we turn-off today, to start moving in a new direction?
- What resources could be redirected?

# Long-Term Action Steps to Create New Strategic Direction

- What should our campus-wide diversity committee be focused on?
- Do we have the right data to make good decisions?
- Do we have a scorecard to assess progress in a balanced way?
- Do we need to do an external review or evaluation of current diversity, equity, and inclusion efforts?
- Do we need to do an external review of other campus programs and efforts that may also be under-performing that could be sunset in favor of new diversity initiatives?
- Do we have a Chief Diversity Officer role? Does our Chief Diversity Officer have the right resources? Are they positioned well for success? Do we have resources that the campus can tap into, to promote change?

# SECTION 3: MORE TOPICS FOR DISUCSSION
## Strategic Diversity Leadership

- What strategic diversity leadership tactics do we currently utilize to drive change, and broad campus engagement? At what level do we use them? How rigorous is our approach?
- Have we protected diversity programs and initiatives from overall campus budget cuts, to materially show our strategic commitment to this work?
- What are our greatest challenges, in the area of diversity, equity, and inclusion?
- What is our institutional cadence of accountability for diversity, equity, and inclusion?
- What diversity incentive programs do we have in place to cultivate a spirit of engagement with issues of diversity, equity, and inclusion?
- How are we supporting diversity, equity, and inclusion as a strategic priority, and not an unfunded man date?
- What traditions, do we have on campus, to bring together the entire community in a proactive, supportive, celebratory, and collaborative moment to showcase our diversity commitments in a summit, conference, breakfast, and/or luncheon event? Can this happen more frequently, or better?

## National Political Context & Institutional Response

- Given all that has happened in Charlottesville, and more broadly, since the emergence of new administration, what impact do we think this will have on our students, faculty, and staff this year?
- How can we use what is happening nationally, to create learning opportunities for students? Faculty? Staff?
- What public statements should we proactively create, to foster a campus climate and culture of inclusion? What is the implication of those individuals who may think differently?
- What is our perspective regarding the sometimes-conflicting values of academic freedom, freedom of speech, and diversity and inclusion, that are potentially pitted at odds with one another in certain diversity crisis moments?
- How should campus counseling and inclusion services be further resourced to support the needs of diverse groups, who may feel pain now, or in the future?
- What proactive steps might we take, to head-off potential diversity crisis moments involving student life, the Greek system, planned conferences and events, conservative and/activist organizations, and others?

## Diversity Crisis & Institutional Response

- What is our campus diversity crisis response process?
- Who is on the team?
- What would be our first-5 action steps, if a major diversity crisis occurred in our community?
- What are our first-steps to learn, communicate, support, include, promote safety, and act?
- When can we drill, to simulate something happening and prepare an action plan to handle the situation?
- Is our campus police and safety teams ready for a diversity crisis moment that may occur?
- What training might be necessary for campus police and safety, student affairs, counseling, diversity affairs, others?

# Race Conscious Admissions Programs

- Do we use race as part of our competitive admissions process?
- Do we have any risk and exposure?
- Is our race-conscious admissions program narrowly tailored?
- Do we need to gather impact data?
- Have we considered race-neutral techniques?
- Could we articulate the educational benefits of diversity if we needed to? Could we do so using qualitative and quantitative data from our institution?

## FOR MORE INFORMATION

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[1] Defined as African American, Latino/a, Native American, and Vietnamese, Hmong, and Laotian



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