Inclusive Excellence Toolkit
for Student Life

originally by Dr. Jesús Treviño, Dr. Thomas Walker, and Johanna Leyba
at DU’s Center for Multicultural Excellence

Adapted for Student Life by:
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In 2013-14 academic year.

It is imperative that we are accountable, consistent, intentional, and proactive in all aspects of our work.
**Mission Statement:**  
Student Life serves the public good by creating a dynamic environment that fosters student learning, inspires ethical and caring behavior, champions respect for difference, and cultivates self-awareness and wellness.

**Inclusive Excellence Statement:**  
We believe that every person matters. We respect and embrace the uniqueness of identities, gifts, perspectives, histories and life experiences of all members of our community.

We are committed to creating an empowering, accessible, and equitable environment for a plurality of voices by:
- Building relationships through kind words and actions
- Examining how our actions individually and institutionally affect members of our community
- Confronting those who speak or act insensitively while inviting challenges to our bias, assumptions, and positions of privilege
- Taking the time and the risk to build genuine connections with others whom we do not typically interact
- Promoting the achievement and support of a diverse student body, staff and faculty team

**Synopsis**  
Use the questions within this toolkit to think through an overview of inclusiveness in different areas of your unit.

By “unit,” we mean the work area, program, office, department, division, college, etc. which you are considering. It is important to be clear on what specific area you are describing, so that you outline the strengths and change areas for which you are actually responsible and in which you can actually make change.

Challenge yourself (selves) to be honest about whether your area is or is not described by the questions. Answering “no” does not mean you/your area is bad, any more than answering “yes” means there isn’t more that could be done.

In the area below each segment of questions, describe some of the reasons for your responses. Be specific and honest, as the details will help you continue/improve.

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

Feel free to add additional measures as they apply to your specific area and to consult with the IE Programs & Services team to clarify questions.
<table>
<thead>
<tr>
<th>Mission Statement, Goals &amp; Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does our unit have an Inclusive Excellence statement?</td>
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<tr>
<td>Is our unit’s Inclusive Excellence statement aligned with and in support of the larger Student Life and University Inclusive Excellence statement?</td>
</tr>
<tr>
<td>Is the Inclusive Excellence statement prominently displayed in or on our marketing materials, website, job applications, wall art/posters, and other unit materials?</td>
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</tbody>
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Please describe the reasons for your responses:

<table>
<thead>
<tr>
<th>History</th>
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<tbody>
<tr>
<td>Does the unit have a history of excluding members of diverse identities, backgrounds and/or experiences?</td>
</tr>
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<td>Does the unit have a history of including members of identities, backgrounds and/or experiences?</td>
</tr>
<tr>
<td>Are there aspects of the inclusive or exclusive history of a unit (positive or negative) that need to be made more transparent and acknowledged?</td>
</tr>
</tbody>
</table>

Please describe the reasons for your responses:

<table>
<thead>
<tr>
<th>Physical Environment</th>
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<tbody>
<tr>
<td>Is the location for the office suite or space easy to access?</td>
</tr>
<tr>
<td>Are people from various backgrounds and identities represented in the décor in individual offices and common spaces? (i.e., photographs, art, displays, reading materials, etc)</td>
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</tbody>
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Please describe the reasons for your responses:

<table>
<thead>
<tr>
<th>Policies and Procedures</th>
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<tbody>
<tr>
<td>Have you considered what impact each policy and practice may have on diverse identities, backgrounds, and experiences?</td>
</tr>
<tr>
<td>Does staff carry out policies and practices fairly and consistently to all individuals?</td>
</tr>
<tr>
<td>Is staff trained on policies and procedures?</td>
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</tbody>
</table>
Please describe the reasons for your responses:

**Climate & Culture**

Is the climate the unit welcoming to members of all identities, backgrounds, and experiences?  Yes  No

Are the traditions and celebrations of the unit inclusive (i.e., global calendar, dietary preferences, learning, disability, cost, etc)?  Yes  No

Do we have annual awards that recognize individuals, clusters/departments for their practices and contributions to Inclusive Excellence?  Yes  No

Does the “hidden” or unofficial culture support I.E. in our unit? [You could have a culture that expresses the value of Inclusive Excellence and simultaneously have an unofficial culture filled with disparaging and exclusive jokes, behavior, and traditions.]  Yes  No

Does our unit have the organizational structures and procedures for addressing departmental climate concerns? (e.g., bias response protocol, educational campaign, etc.)  Yes  No

Please describe the reasons for your responses:

**Leadership**

Do leaders within our unit publicly express the value of Inclusive Excellence?  Yes  No

Do leaders within our unit actively practice Inclusive Excellence in strategic planning, training, hiring, recruitment, transforming the climate, etc?  Yes  No

Has leadership participated in Inclusive Excellence training?  Yes  No

Has Senior Staff within our unit allocated or shifted new or existing financial resources to support Inclusive Excellence initiatives?  Yes  No

Is Senior Staff within our unit accessible to meet on a regular basis either individually or with groups to listen and learn about their diverse experiences?  Yes  No

Are individuals from diverse identities, backgrounds, and experiences represented within our unit’s leadership?  Yes  No

Does the unit have someone who takes the lead on I.E. and holds everyone else accountable for diversity and inclusiveness? (Ideally, everyone takes shared ownership and responsibility)  Yes  No

Please describe the reasons for your responses:
**Supervision**

Do supervisors demonstrate openness to diverse perspectives, values, and opinions?  
Yes  No

Do supervisors take into consideration these diverse identities, backgrounds, and experiences in the workplace (i.e. religious holidays, accommodations, children/no children, office coverage, etc)?  
Yes  No

Do supervisors provide an opportunity to listen, learn about, and understand the diverse identities, backgrounds and experiences of each supervisee?  
Yes  No

Please describe the reasons for your responses:

**Professional Development**

Is Inclusiveness embedded in the evaluation process?  
Yes  No

Are there funds available for professional development in the areas of Inclusive Excellence for employees?  
Yes  No

Beyond funds, what other resources are provided for the professional development for employees (i.e., paid time, coverage, reporting out and sharing with colleagues, etc).  
Yes  No

Does leadership provide and promote opportunities for Inclusive Excellence training including cultural competency?  
Yes  No

Please describe the reasons for your responses:

**Human Resources**

Is Inclusive Excellence embedded in all employee job descriptions? (i.e., everyone in the unit has responsibility for diversity and inclusiveness).  
Yes  No

Is the unit’s Inclusive Excellence statement prominently displayed on all job applications, job advertisements, interview questions and other HR documents?  
Yes  No

Is Inclusive Excellence an integral part of employee orientation (i.e., introduction of concepts, training, transition, etc)?  
Yes  No

Are evaluation and merit conceptualized and defined to include Inclusive Excellence? (i.e., employees are partly evaluated and recognized for their contributions to inclusiveness).  
Yes  No

Do all employees receive a strong and regular message that they are valued for their diverse experiences, opinions, and thoughts in the unit?  
Yes  No
Please describe the reasons for your responses:

**Budget**
Does the budget explicitly include funds for Inclusive Excellence projects and initiatives?  
Yes  No

Are Inclusive Excellence initiatives and projects adequately financed? (comparably to other priorities in the unit)  
Yes  No

Are Inclusive Excellence initiatives a permanent part of the budget?  
Yes  No

Please describe the reasons for your responses:

**Committees & Taskforces**
Does the unit consider diverse identities, backgrounds, and experiences in the membership of committees and taskforces?  
Yes  No

Is attention to Inclusive Excellence included in the charge of the committees or taskforces?  
Yes  No

Please describe the reasons for your responses:

**Managing Conflict**
Is the unit aware of the resources on campus for addressing discrimination? (i.e., EEO, University Ombuds, CME, BIRT, Pioneers CARE, etc)  
Yes  No

Is there a protocol in our unit for managing conflict and disputes?  
Yes  No

Is there education on how to manage conflict in an inclusive way?  
Yes  No

Is pre-education done to help focus conflict toward constructive outcomes?  
Yes  No

Please describe the reasons for your responses:

**Events**
Is the location accessible to all attendees?  
Yes  No

Are routes to the event safe? (i.e., well-lit area, wheelchair accessible, etc.)  
Yes  No

Do you check a global holiday calendar before scheduling the time and day of the event?  
Yes  No
Are the registration materials accessible to assistive technology devices? Yes  No
Do you include dietary preferences in your event registration? Yes  No

Please describe the reasons for your responses:

**Programs & Services**
Are the materials universally designed (i.e., information delivered in multiple means, sent out ahead of time, closed-captioning, in alternative format, etc) Yes  No
Are the programs and services accessible (individual learning styles and needs, financially, physically, assistive technology, etc)? Yes  No
Is the content inclusive of different identities, experiences and backgrounds? Yes  No

Please describe the reasons for your responses:

**Marketing & Communication**
What media are used for getting the word out? (i.e., email, web, social media, hardcopy) Yes  No
In what languages is information available? If more than English, is this an on-demand and/or automated translation? Yes  No
How accessible is the information in terms of physical accessibility? Yes  No
Is the information easy to find? Yes  No
Are all potential attendees included in the marketing? Yes  No
Are reminders sent to help attendees process the information and requirements in order to attend the event? Yes  No

Please describe the reasons for your responses:

**Assessment**
Is the definition of Inclusive Excellence included in your assessment? Yes  No
Is Inclusive Excellence assessed? Yes  No
Is Inclusive Excellence embedded in the assessment plan? Yes  No
Please describe the reasons for your responses:

**New Projects & Initiatives**
When new projects or initiatives are introduced to the unit, is inclusiveness explicitly explained? (i.e., participation, content, impact)?

Yes  No

Is there a procedure by which new programs and initiatives are introduced to the unit, and is Inclusive Excellence part of the process?

Yes  No

Is a widely representative range of identities, backgrounds and experience included in the planning and decisions from the beginning?

Yes  No

Is Inclusive Excellence embedded in the project evaluation process?

Yes  No

Please describe the reasons for your responses: