



# *Inclusive Excellence Toolkit for Student Life*

*originally by Dr. Jesús Treviño, Dr. Thomas Walker, and Johanna Leyba  
at DU's Center for Multicultural Excellence ([www.du.edu/cme](http://www.du.edu/cme))*

*Adapted for Student Life by:*

*Emma Byers, Sharon Bond, Renee Colburn, Dr. Niki Latino, Khouri Markos, Erica Mischke, and Jimmie Smith  
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

<b>Synopsis</b>
-----------------

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.

## Mission Statement, Goals & Values

Does our unit have an Inclusive Excellence statement? **Yes No**

Is our unit's Inclusive Excellence statement aligned with and in support of the larger Student Life and University Inclusive Excellence statement? **Yes No**

Is the Inclusive Excellence statement prominently displayed in or on our marketing materials, website, job applications, wall art/posters, and other unit materials? **Yes No**

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

## History

Does the unit have a history of excluding members of diverse identities, backgrounds and/or experiences? **Yes No**

Does the unit have a history of including members of identities, backgrounds and/or experiences? **Yes No**

Are there aspects of the inclusive or exclusive history of a unit (positive or negative) that need to be made more transparent and acknowledged? **Yes No**

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

## Physical Environment

Is the location for the office suite or space easy to access? **Yes No**

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) **Yes No**

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

## Policies and Procedures

Have you considered what impact each policy and practice may have on diverse identities, backgrounds, and experiences? **Yes No**

Does staff carry out policies and practices fairly and consistently to all individuals? **Yes No**

Is staff trained on policies and procedures? **Yes No**

**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:**