Through the Inclusive Excellence planning process, UW-Eau Claire integrates equity, diversity, and inclusion (EDI) into decision-making, day-to-day operations, and organizational culture. Inclusive Excellence combines efforts to achieve compositional diversity (the numerical representation of various groups on campus) with a focus on creating environments in which all students can thrive.

As a university committed to providing a liberal education, we value the learning inherent in dialogues animated by varied experiences, traditions, and backgrounds. Diversity is an integral part of our academic climate, and engagement with differences – those of race, nationality, ethnicity, sex, gender, sexual orientation, social and economic class, ability/disability, age, religion, and more – deepens the educational experience for our students as they prepare to be productive and ethical participants in a pluralistic world.

Inclusive Excellence requires us to examine skeptically the ways in which the dominant culture has been molded by disparities in inherited power and privilege. To remain academically healthy, politically equitable, and economically viable, we must conduct an honest assessment of the extent to which history has an inequitable effect on current institutional structures and on the academic and social spheres of campus life.

UW-Eau Claire’s Inclusive Excellence goals are expanded upon below. The actions listed with each goal are illustrative of the spirit of each goal, and do not represent an attempt to create an exhaustive list of current or aspirational practices. The Chancellor’s Diversity Advisory Commission works with the campus community each year to develop specific action steps.
GOAL 1: PROVIDE EQUITABLE ACCESS TO THE UW-EAU CLAIRE EXPERIENCE.

It is a cornerstone of inclusive excellence at UW-Eau Claire to ensure equitable access to programs and resources. All students benefit from academic and co-curricular experiences that promote deeper social and intellectual growth and community engagement. All employees benefit from equitable resource distribution and workforce practices.

Actions/practices consistent with this goal include:

- Equitable and holistic policies for admission to the institution, colleges, and programs;
- Partnerships with K-12 institutions, precollege access programs, and equitable transfer policies;
- Accessibility of a broad range of experiential learning opportunities and other high-impact practices for students;
- Accessibility of leadership opportunities (student government and organizations, residence halls, etc.) for students;
- Workforce equity in the distribution of resources and ability to participate in campus life and service;
- A campus accessible to those with disabilities;
- Accessibility of programs and resources for commuters and non-traditional students, including weekend and evening hours;
- On- and off- campus employee professional development opportunities;
- Affordable tuition, fees, books, technological resources, and high-impact learning opportunities; and
- Accessible grants, fellowships, scholarships, and financial aid.
GOAL 2: CREATE AN INCLUSIVE AND WELCOMING CLIMATE.

We are responsible institutionally and individually for facilitation of student and employee success, and for challenging “deficit mindedness” – the erroneous assumption that students who have difficulty are to blame for unequal outcomes because of cognitive or motivational limitations. Institutional responsibility includes dedication of financial and other resources in support of Inclusive Excellence goals. Resources are engaged to reflect our support for Inclusive Excellence goals. Resources are engaged to reflect our support for student and organizational learning that fosters reciprocal and respectful relationships among students, employees, and community members.

Actions/practices consistent with this goal include:

- Recruitment and retention of a diverse workforce (faculty and staff) and student body;
- Campus-wide participation in training and development to raise awareness and promote critical analysis of oppression, privilege, and the effects of “isms.”
- Student life organization, governance, programming, and events that recognize complexity within communities and encourage critical analyses of difference;
- Work with off-campus community to promote governmental, consumer, and community services that welcome all students and employees;
- Student and employee services that emphasize inclusive and welcoming attitudes;
- Institutional structures committees, offices, trainings, and processes that address conflict and bias; and
- Recognition of Inclusive Excellence goals and of work supporting them in Department Evaluation Plans and other employee evaluation instruments.
GOAL 3: PROMOTE INCLUSIVE EXCELLENCE IN TEACHING, LEARNING, AND ADVISING.

Teaching and learning connects and transcends disciplines and critically analyzes differences that students and employees bring to the educational experience. UW-Eau Claire models ethical and equitable relationships among students and employees, treating diversity not as a learning tool for historically privileged groups, but as an integral part of academic engagement.

Actions/practices consistent with this goal include:

- Inclusive teaching and advising that challenges assumptions on experiential or learning differences among students, avoids unconscious stereotyping, facilitates peer learning without discrimination, and examines the ways in which systems and institutions can create and maintain equity;
- Career and academic advising tailored to the needs of individual students;
- Academic planning and professional development that prioritize Inclusive Excellence and empower employees to lead by example;
- Curriculum and pedagogy rooted in a strong liberal education foundation and infused with concepts of equity and inclusion;
- Strong programs and courses across disciplines focused on various aspects of diversity, including area, ethnic, gender, and global studies; and
- Heterogeneous living/learning communities that promote learning in an environment that fosters mutual respect and civility.
GOAL 4: USE ASSESSMENT TO FUEL IMPROVEMENT.

Assessment helps ensure that UW-Eau Claire’s practices are truly facilitating success and is conducted in a manner that centers on equitable outcomes and processes. In our assessment measures, we will interpret “excellence” in an inclusive manner, acknowledging that an overly narrow definition of achievement ignores the impacts of socio-historical factors and deficit-mindedness. Our measures will be responsive to the needs of a broadly diverse and globally connected democracy.

Assessment measures will include:

- Student academic distinction, timely graduation, co-curricular transcript, and post-graduate success (e.g., employment or graduate school);
- Student and employee compositional diversity and retention;
- Institutional funding and other support for programs supporting inclusive excellence (e.g., availability, quality, and relevance of professional development initiatives); and
- Representation of students from various demographics in academic programs and co-curricular activities that are indices of excellence.

Assessment tools will include:

- Equity Scorecard updates;
- IPEDS and other comparisons to peer institutions;
- Campus Climate Survey, LGBTQ Campus Climate Index, National Survey of Student Engagement;
- Interviews of those who decline employment or enrollment and exit interviews; and
- Gathering information from campus and dissemination of assessment results to campus in order to improve practices.