Inclusive Excellence is a key organizing principle of institutional life at UW-Eau Claire, for which we all share responsibility, around which resource allocation and other decisions are made, and by which we measure our success.

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

To become truly academically healthy, politically equitable, and economically viable, we must recognize that the dominant culture and society in which we live has been molded by disparities in inherited power and privilege. Inclusive Excellence requires us to examine skeptically and to resist history’s inequitable effect on our institutional structures as well as the academic and social spheres of campus life.

Our 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 will work with the campus community each year to develop specific action priorities.
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 should benefit from academic and co-curricular experiences that promote deeper social and intellectual growth and community engagement. All employees should 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, pipeline programs, and equitable transfer policies;
- Accessibility of a broad range of experiential learning opportunities and other high-impact practices for students;
- Workforce equity in the distribution of resources and ability to participate in campus life and service;
- 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 A WELCOMING CAMPUS CLIMATE/TAKE INSTITUTIONAL AND PERSONAL RESPONSIBILITY FOR STUDENT & EMPLOYEE SUCCESS.

In service of an equitable and inclusive climate, our resources will be engaged to reflect our support for student and organizational learning that fosters reciprocal and respectful relationships among students, employees, and community members. Institutional responsibility includes dedication by the institution of financial and other resources in support of Inclusive Excellence goals. We are all responsible for the success of our students and employees, and for challenging “deficit thinking” – the erroneous assumption that underrepresented students/employees are deficient in academic, social, and other realms.

Actions/practices consistent with this goal include:

- Recruitment and retention of a diverse workforce and student body;
- Campus-wide participation in training and development on anti-racist, anti-oppression, anti-homophobia practice and theory;
- Student life organization, governance, programming, and events that recognize complexity within communities and encourage critical analyses of difference;
- Institutional structures committees, offices, trainings, and processes that address conflict and bias;
- Recognition of work supporting Inclusive Excellence in Department Evaluation Plans and other employee evaluation instruments; and
- Work with off-campus community to promote Inclusive Excellence ideals and practices.
GOAL 3: PROMOTE EXCELLENCE IN TEACHING, LEARNING, AND ADVISING.

Teaching and learning should connect and transcend disciplines and critically analyze differences that students and employees bring to the educational experience. UW-Eau Claire will promote ethical and equitable relationships among students and employees, treating socio-cultural diversity is an integral part of the academic engagement, rather than as an exotic feature of our environment to be used as a learning tool for historically privileged groups.

Actions/practices consistent with this goal include:

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

Assessment helps ensure that our practices are truly facilitating student success and should be conducted in a critical and inclusive manner that centers on equitable outcomes and processes. In our assessment measures, we will avoid a shallow interpretation of “excellence” that defines achievement narrowly and ignores the impact of socio-historical factors and deficit theories on academic practice. Our measures will instead 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 competitive 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.