



# Assessing your current reality to achieve Inclusive Excellence

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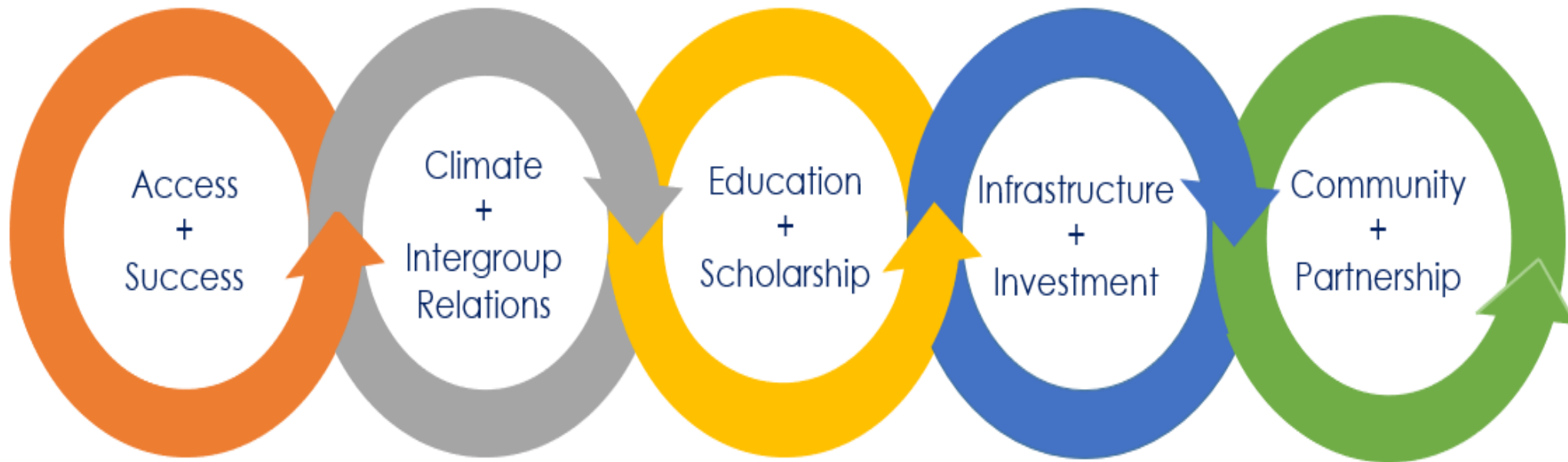
Director of Diversity Initiatives , Old Dominion University

Making Excellence  
**INCLUSIVE**

Preparing Students and Campuses for an Era of Greater Expectations

Toward a Model of Inclusive Excellence  
and Change in Postsecondary Institutions

By Damon A. Williams, Joseph B. Berger,  
and Shederick A. McClendon



# Access + Success

- How do we invite people to join us (recruitment)?
- Who gets to be here (admissions/hiring)?
- How do we provide support (advising/career ladders)?
- Who benefits and how (graduation/career outcomes)?





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How have recruitment efforts changed in the last 5 years?

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How has your school kept us with the change in recruitment efforts?

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What is data saying about how recruitment will look in the next 5 years?

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How is your school preparing for the next 5 years?

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How are you preparing?

# Climate + Intergroup Relations

- What is it like here and how do we know?
- How do we relate to one another?
- Who is thriving and why?
- Are the resources developmentally appropriate?
- Are there affinity groups?



“Oppression is a social trauma ... that impacts entire communities. ... If these (traumatic) experiences ... are not immediately followed by restorative experiences of finding safety and being acknowledged, these (automatic survival) reactions become stored in the body. Trauma stored in the body in this way shapes our perceptions and worldview in profound ways, ... the world around us may seem inherently unsafe.”

Vanissar Tarakali

<https://vanissarsomatics.com/surviving-oppression-healing-oppression/>

# Education + Scholarship

- What do we teach and how?
- What do we research and how?
- How and where do we disseminate knowledge?
- How do we develop our faculty and staff?





# Infrastructure + Investment

- How are we organized?
- Where do we invest our energies and money?
- What "governs" our work?
- How do we communicate?
- How do we build inclusive capacity?



# Community + Partnership

- Where are we and how did we come to be here?
- What impact do we have in this place?
- How does the community contribute to our success and knowledge?
- How can you assist in lobbying and/or advocating to PK-12 needs that would led to better outcomes for students and families?
- How aware are of current concerns in Pk-12?
- What does it mean to be a good neighbor with your schools?



# Desegregation Higher Education in Virginia

- **May 18, 1896** - The U.S. Supreme Court rules in *Plessy v. Ferguson* that "separate but equal" public accommodations are constitutional. The decision provides the legal basis for Jim Crow laws and the tradition of strict segregation. It, however, also provides an opening for African Americans to demand equal facilities and opportunities.
- **1904** - Chinese cadets begin to enroll at the Virginia Military Institute in Lexington.
- **1935** - Alice Jackson applies for admission to the University of Virginia's graduate program in French but is rejected because she is African American.
- **1937** - For the first time, the Virginia State College for Negroes, which was founded in Petersburg in 1882, can boast faculty members with doctoral degrees and can offer a few master's programs in education.
- **June 5, 1950** - The U.S. Supreme Court, ruling in *Sweatt v. Painter* that a Texas law school for blacks was not satisfactorily "equal" to the school for whites, establishes a new standard for equality that sets the stage for desegregation in Virginia.
- **September 15, 1950** - Gregory Swanson registers as the first black student admitted to an historically white public institution of higher education in Virginia after winning a case in federal court and gaining admission to the University of Virginia.
- **1951** - The College of William and Mary admits Hulon Willis as a student in a graduate program because the program was unavailable at Virginia State.
- **1953** - Virginia Polytechnic Institute admits Irving Peddrew as an engineering undergraduate and the University of Virginia graduates Walter N. Ridley, a doctoral candidate.
- **1968** - The Virginia Military Institute in Lexington enrolls five black cadets, its first African American students.
- **1972** - Black students can enroll in any curriculum, live and eat in campus facilities, play varsity sports, promote black studies programs, and form black student unions at all Virginia public institutions of higher education.

[https://www.encyclopediavirginia.org/desegregation\\_in\\_higher\\_education#its3](https://www.encyclopediavirginia.org/desegregation_in_higher_education#its3)

# What should be measured?

- Access and Equity
- Diversity in the Formal and Informal Curriculum
- Campus Climate
- Student Learning and Development





[https://www.governor.virginia.gov/media/governorvirginiagov/dei/documents/ONEVirginia\\_handout.pdf](https://www.governor.virginia.gov/media/governorvirginiagov/dei/documents/ONEVirginia_handout.pdf)

## **One Virginia Statewide Strategic Plan for Inclusive Excellence**

## HIGHER EDUCATION

**Goal 1:** (a) Recruit, retain, and promote a more diverse faculty and staff. (b) Recruit a more diverse undergraduate, graduate, and professional student body.  
(c) eliminate opportunity gaps

**Goal 2:** Create an institutional climate that promotes a strong sense of belonging for all faculty, staff, and students.

**Goal 3:** (a) Engage all faculty, staff, and students in developing cross-cultural competencies. (b) Implement diverse and inclusive curricular/co-curricular experiences. (c) Support research that examines and provides solutions to opportunity gaps in our society.

**Goal 4:** Build an institutional infrastructure that establishes accountability, investment, and continuous improvement around the college or university's diversity, equity, and inclusion goals.

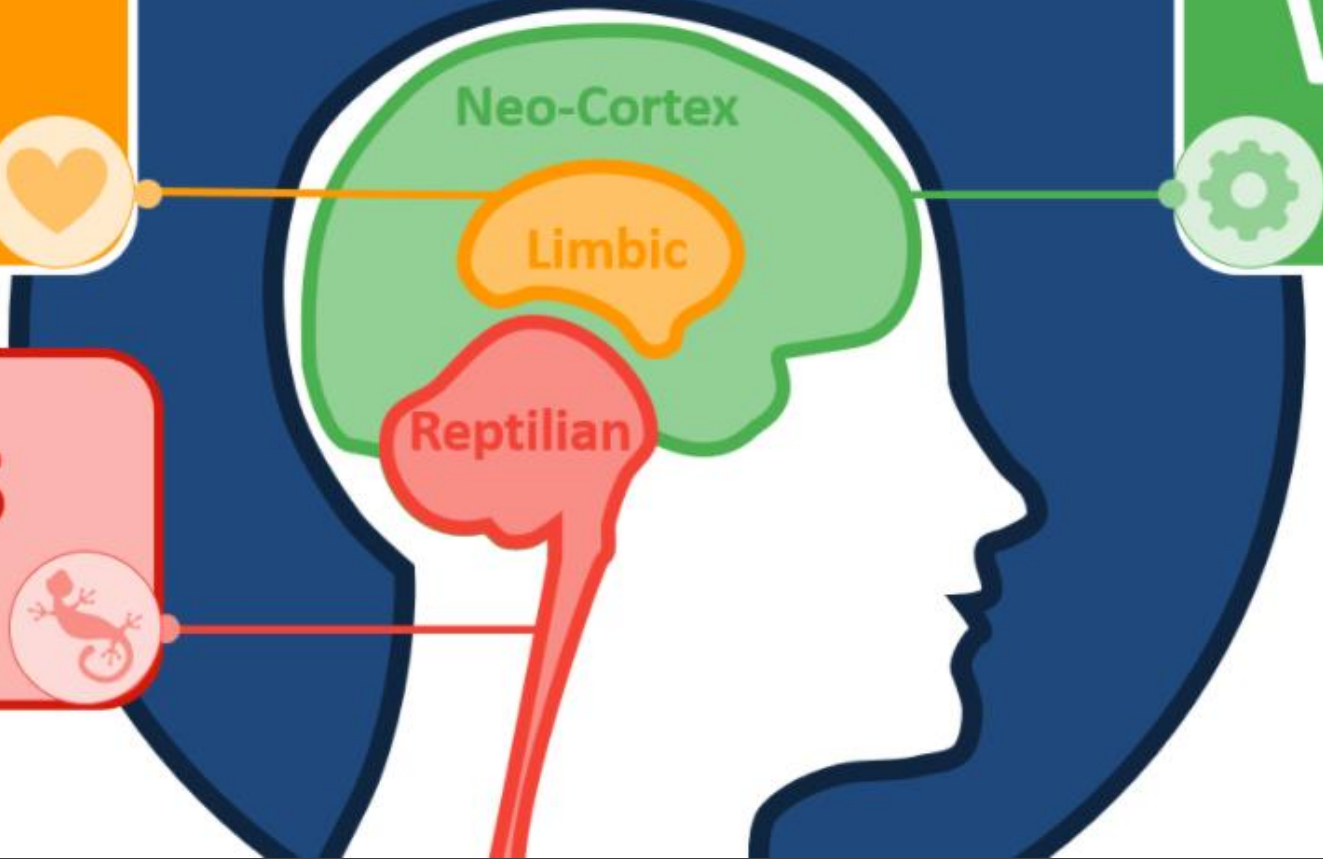
**Goal 5:** Develop new and redesign existing external partnerships for the college or university to serve as an anchor institution in its community.

**How?**  
Logos

**What?**  
Ethos  
Thinking Brain

Less Understanding  
**Why?**  
Pathos  
Emotional Brain

**Crisis**  
Survival Brain





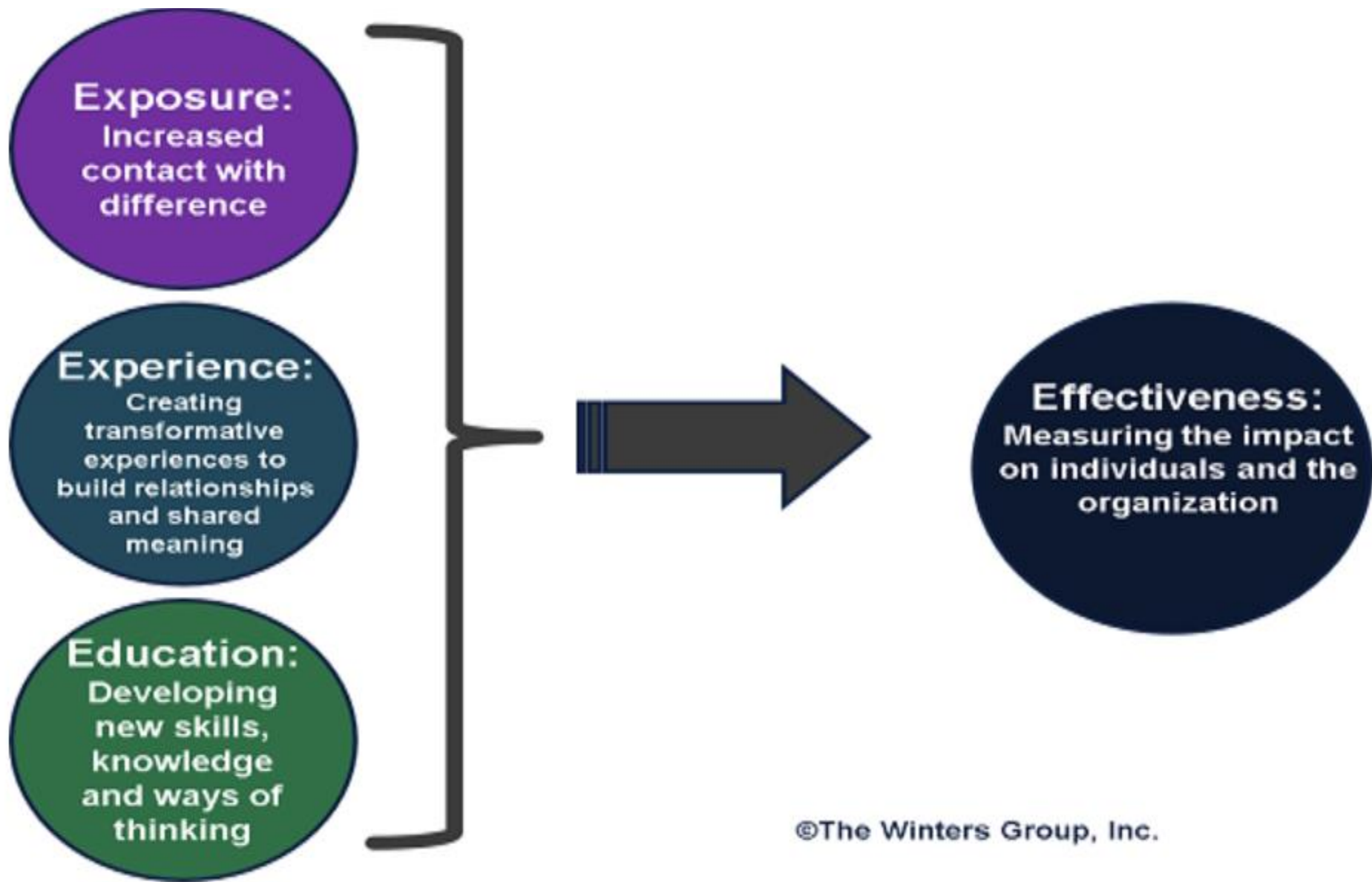
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	Access and Success	Climate and Relations	Training and Education	Infrastructure	Community Engagement
Current Rating					
What would it take to get to a 10?					
Major Takeaways					

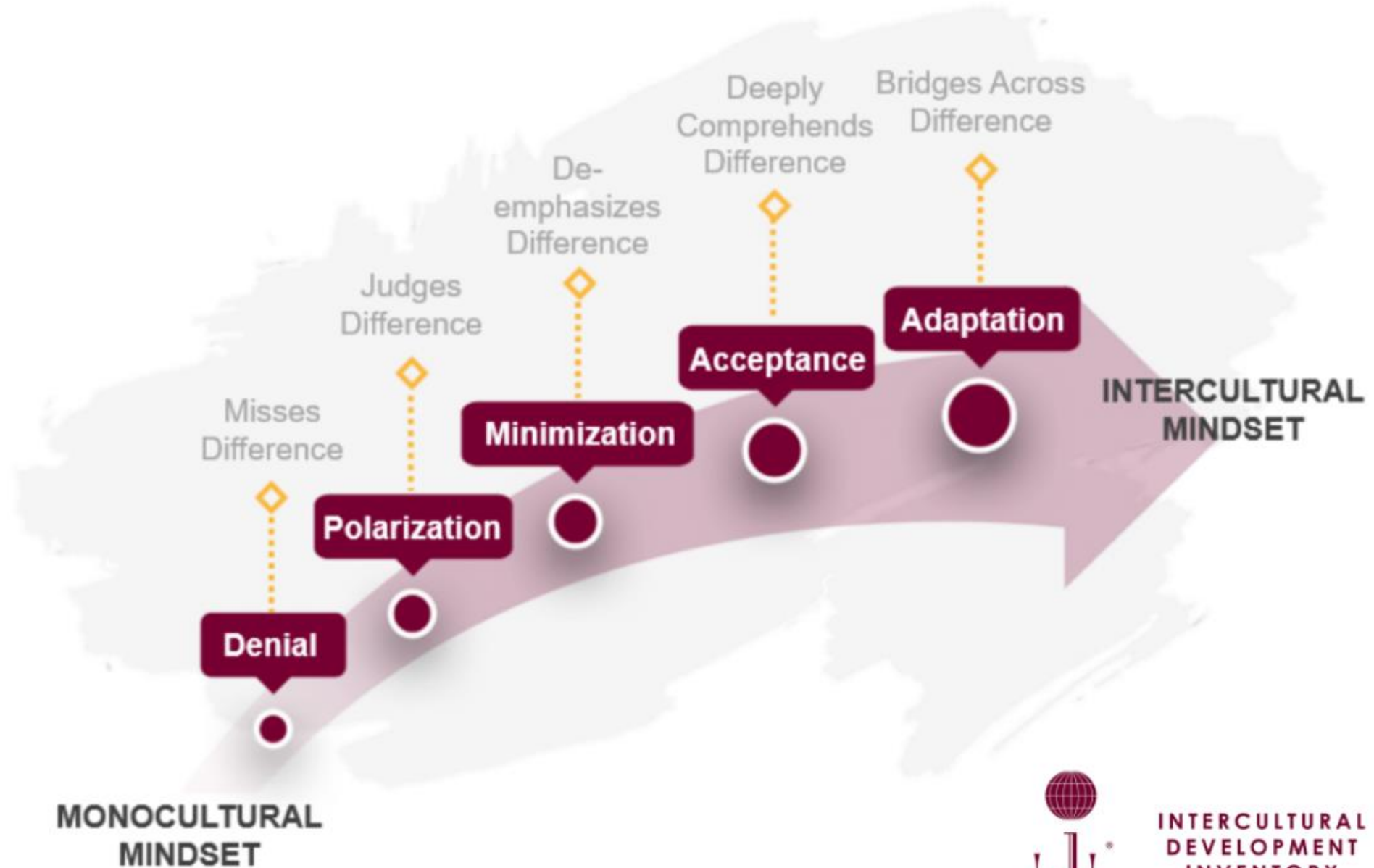


# Suggested Next Steps....

- Get to know the history of your institution– tell your own story– be honest
- Consult with your diversity leaders about the Inclusive Excellence Framework– ONE VIRGINIA PLAN
- Assess your own capacity to lead diversity, inclusion and equity efforts
- Increase your Exposure, Experience, Education, Empathy



# Intercultural Development Continuum (IDC™)



MONOCULTURAL  
MINDSET

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INTERCULTURAL  
DEVELOPMENT  
INVENTORY

TIA BROWN McNAIR · ESTELA MARA BENSIMÓN · LINDSEY MALCOM-PIQUEUX  
FOREWORD BY LYNN PASQUERELLA

FROM

# EQUITY TALK TO EQUITY WALK

Expanding Practitioner Knowledge  
for Racial Justice in Higher Education



**JOSSEY-BASS™**  
A Wiley Brand

A GUIDE FOR BOLD, INCLUSIVE CONVERSATIONS

identity homophobia transsexuality islamophobia  
igion gender politics race religion gender politics race relig  
ity identity homophobia transsexuality islamophobia disabil  
gender politics gender religion politics race religion  
transsexuality islamophobia disability identity homophobia  
gender politics race religion gender politics race religion  
phobia disability identity homophobia transsexuality islam

# WE CAN'T TALK ABOUT THAT AT WORK!

HOW TO TALK ABOUT  
RACE, RELIGION,  
POLITICS, AND OTHER  
POLARIZING TOPICS

MARY-FRANCES WINTERS



Thoughts?