Inclusive Excellence Toolkit

Inclusive Excellence (IE) at Texas Christian University is designed to infuse diversity and inclusion efforts into all aspects of the university, ensuring that diversity and inclusion are essential to the mission and success of every area of the university. The Inclusive Excellence Framework (IEF) allows each unit of the university to review current operations and intentionally plan a strategy to identify and support DEI initiatives within the unit. Inclusive Excellence views diversity, equity, and inclusion as the responsibility of every member of the TCU community. A diverse and inclusive campus leads to innovation, broadened perspectives, and social understanding, values that are foundational aspects of higher education.

We pledge to keep inclusive excellence at the highest level of institutional importance and as a foundation to all that we strive to do. The IE Toolkit was designed to assist offices, departments, and colleges in implementing Inclusive Excellence. It is intended for staff, faculty, students, administrators, and other individuals who want to begin the discussion, exploration, and practice of embedding inclusiveness throughout their areas of responsibility.

The IEF provides a structure for campus and community initiatives related to TCU's goal of Inclusive Excellence. The IEF is based on six components that reflect an organized approach and configuration to maintain progress toward the goal of Inclusive Excellence: 1) Equity and Access; 2) Campus Culture; 3) Curriculum; 4) Learning and Development; 5) Community Engagement; and 6) Institutional Infrastructure. Each of the six components should be utilized when identifying specific objectives, initiatives, and strategies to advance and promote diversity and inclusion efforts that support the achievement of TCU's mission of inclusive excellence.

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diversity and educational quality efforts into their missions and institutional operations. They note, making excellence inclusive is thus an active process through which colleges and universities achieve excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities.

INCLUSIVE EXCELLENCE

In using the toolkit, it is important to keep in mind several key ideas:

x   Inclusiveness and excellence are conceptualized as symbiotic: to excel, we must practice inclusiveness.
x   IE shifts the responsibility for diversity and inclusiveness from one individual or department to everyone on campus. While individuals might drive the process, the responsibility for change and inclusiveness is assumed by every member of the campus community.
x   IE changes the way the university has historically conceptualized diversity. Rather than setting and tracking numerical goals for diverse faculty, staff, and students, the emphasis is on transforming the institution into a vibrant community that embeds diversity throughout the institution.
x   IE employs a broad definition of diversity that includes dis/ability, gender identity, gender expression, sexual orientation, race/ethnicity, religion, nationality, age and other important social dimensions that are part of a community.

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Does the unit have a history of including members of diverse groups in the selection processes for students, faculty, and staff?		
Is inclusive excellence an integral part of employee orientation in your unit?		

Do students, staff, faculty, alumni, and members of the public from different backgrounds feel welcome working in, studying in, and visiting our unit? Is inclusive excellence embedded in the evaluation, promotion, and/or merit process? Are employees recognized and valued for their contributions to mentoring diverse students/employees; teaching		

How are learning and development
opportunities advertised and encouraged?

How well do we monitor, measure, and set expectations for outreach and engagement with underserved populations?		
What impact do we have in diverse communities in surrounding areas?		
Notes:		

Curriculum, pedagogy, research, and scholarship
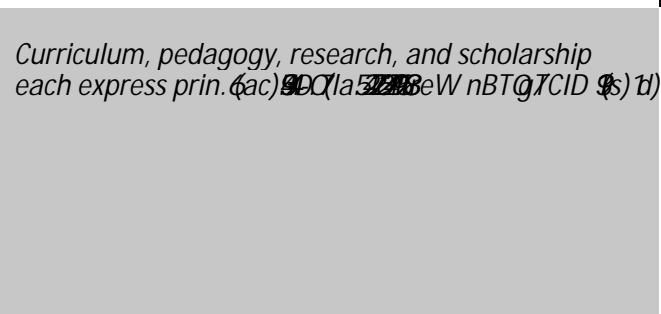
recognized and valued for their contributions to mentoring diverse students/employees; teaching diversity courses; embedding diversity into their courses/training; and other diversity activities?		
Are there aspects of the unit's history with regard to inclusion or exclusion that need to be made more transparent or acknowledged?		
Does leadership practice diversity/inclusive excellence? Is the value of diversity and inclusiveness supported through actions?		
Notes:		

PHASE THREE: ACTION

Treviño, J.; Walker, T.; Leyba, J. (2009). Inclusive Excellence Toolkit. Retrieved from