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WILL BE THE WORLD'S RECOGNIZED LEADER IN SUSTAINABLE INCLUSIVE EXCELLENCE BY FOSTERING A CAMPUS CULTURE WHERE

EVERYONE CAN THRIVE.

Inclusive Excellence Self-Guided Planning Toolkit

The purpose of this planning document is to help organizations within Harvard conduct a Diversity, Equity, Inclusion & Belonging (DEIB) self assessment and identify a framework through which they may pursue and operationalize DEIB work. The goal is to improve organizational culture and achieve Inclusive Excellence (IE). A sample toolkit of first actions is offered as a guide for how to begin this important work within your organization.
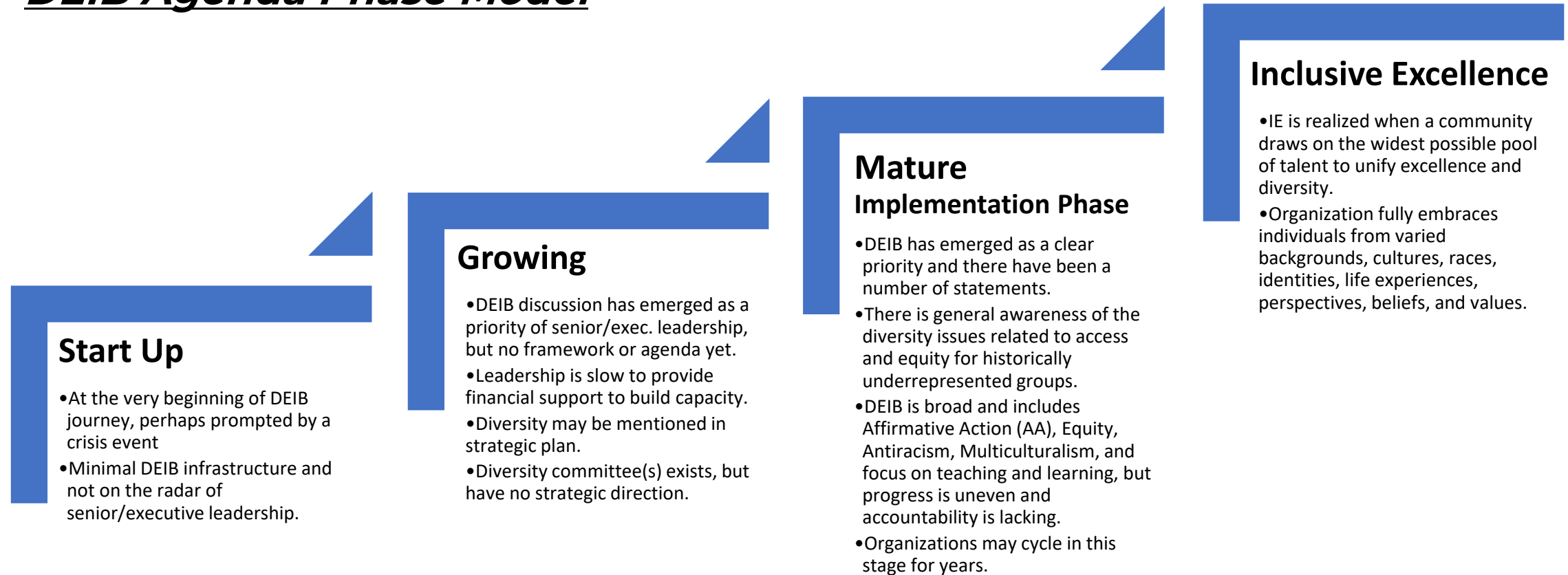
Inclusive Excellence Self-Guided Planning Toolkit
Instructions

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Step 1: Review the phases below and identify where you are within your organization. Consult the chart that follows for additional guidance.

DEIB Agenda Phase Model

Start Up

- At the very beginning of DEIB journey, perhaps prompted by a crisis event
- Minimal DEIB infrastructure and not on the radar of senior/executive leadership.

Growing

- DEIB discussion has emerged as a priority of senior/exec. leadership, but no framework or agenda yet.
- Leadership is slow to provide financial support to build capacity.
- Diversity may be mentioned in strategic plan.
- Diversity committee(s) exists, but have no strategic direction.

Mature
Implementation Phase

- DEIB has emerged as a clear priority and there have been a number of statements.
- There is general awareness of the diversity issues related to access and equity for historically underrepresented groups.
- DEIB is broad and includes Affirmative Action (AA), Equity, Antiracism, Multiculturalism, and focus on teaching and learning, but progress is uneven and accountability is lacking.
- Organizations may cycle in this stage for years.

Inclusive Excellence

- IE is realized when a community draws on the widest possible pool of talent to unify excellence and diversity.
- Organization fully embraces individuals from varied backgrounds, cultures, races, identities, life experiences, perspectives, beliefs, and values.

Step 2: What would DEIB success look like for your organization? Make a quick list of Key Performance Indicators (KPI's) you think you can work towards by completing the following prompt:"We'll know we're successful in our DEIB work, when our organization …" (Hint: look at the IE definition for inspiration)

Step 3: Start the conversation. What are actionable steps we can take to move to the next stage of DEIB development within our organization?

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DEIB INCLUSIVE EXCELLENCE QUICK ASSESSMENT

Instructions: Review the questions below within your organization. Assemble whatever data you might need to begin the process (e.g. Pulse Survey or climate survey data, institutional data on recruitment, retention, inclusion, etc.) This would be a useful time to conduct a Strengths, Opportunities, Weaknesses and Threats (SWOT) analysis of your organization.

Questions for Consideration:
- Of the four phases described (Start-Up, Growing, Mature, Inclusive Excellence), where on the continuum would you place your organization? Make a list of the characteristics you would identify as consistent with where your organization might be.
  - *Is the group that has assembled representative enough to make a complete self-assessment of your organization?*
  - *Whose voice might be missing to represent the broadest diversity within your unit, including diversity of rank, position, race, gender, ability, etc.?*
- Given the characteristics you have identified, what would you need to change in order to move your organization into the next phase?
- What would DEIB success look like for your organization? Make a quick list of Key Performance Indicators (KPI's) you think you can work towards, by completing the following prompt:
  "We'll know we're successful in our DIB work, when our organization…" (Hint: look at the IE definition for inspiration)

Self-Assessment question:
- What things might I be able to advance in my personal sphere of responsibility and influence?
- What resources might I be able to commit to address longstanding challenges (e.g. recruitment)?

Dimension	Phase			
	Start Up	Transitional	Mature Implementation	Inclusive Excellence
The Diversity, Equity, Inclusion & Belonging Idea	DEIB is neither defined nor a priority.	Inclusion and Belonging (I&B) is beginning to emerge as a point of conversation but is narrowly defined and still not a priority.	I&B is an idea that has been defined in broad and inclusive terms and is a priority on campus across a range of different DEIB dimensions.	I&B is defined broadly and exists at the highest level of institutional importance as foundational to its mission and institutional excellence. It has become a widely embraced cultural value that manifests itself in a myriad of ways.
DEIB Core Infrastructure	The campus has few if any dedicated infrastructural resources focused on issues of DEIB.	A handful of campus DEIB offices, initiatives, and systems may exist, but are limited and marginalized. Some typical infrastructures include underfunded cultural centers and affirmative action officers, but little else. DEIB issues are not formally part of the general education curriculum, although they may exist in isolated courses on campus.	Several DEIB units and initiatives exist across the Affirmative Action and Equity, Multicultural and Inclusion Diversity, and Learning, Diversity, and Research Models.	A Chief Diversity Officer (CDO) role may exist, although how it is positioned may not be equitable across areas of focus (e.g. faculty, staff, students, postdocs). I&B may be part of the general education curriculum, and faculty may engage in robust research targeted towards DEIB goals. CDO exists to support the vision of the President/Dean, providing broad collaborative leadership to the agenda. A school-wide committee exists to guide and help develop DEIB efforts. Affirmative Action (AA), Multiculturalism, DEIB learning, & research efforts are coordinated across curricular and co-curricular efforts.
Senior Leadership Support	DEIB is not on the radar of senior leaders, and they put minimal if any energy into accomplishing campus diversity goals and DEIB priorities.	Senior leadership is beginning to engage; however, they have limited knowledge and are slow to provide resources beyond symbolic support.	Senior leaders generally have a strong awareness of diversity issues, particularly traditional issues of access and equity for historically underrepresented minorities and women. They use their authority to provide attention and resources, although their efforts may be uneven across all dimensions of the institution's DEIB agenda. Leadership drift may set in as transitions occur.	Senior Leadership is a vocal and material advocate for campus diversity priorities, broadly defined. They lead the discussion, empower others, direct resources, and generally move the campus's strategic diversity agenda as part of their efforts to ensure academic excellence, drive fundraising, build alumni relations, and develop strategic partnerships.

Dimension	Phase			
	Start Up	Transitional	Mature Implementation	Inclusive Excellence
Activating Change	No accountability or incentive systems exist to activate change on campus because DEIB is not an institutional priority.	No accountability or incentive system exist to activate change on campus. The majority of efforts focus on relationship building and good will.	Diversity accountability systems exist in modest ways at the level of counting and measurement, perhaps in the form of a biannual diversity report. Some institutions may have incentive programs to encourage DEIB involvement, but they often come and go, depending on campus budget priorities and senior leadership.	Leaders have created accountability systems that value diversity and hold leaders accountable for their actions to advance the campus's diversity priorities, in addition to annual reports and efforts to measure what is taking place on campus. Tenure and promotion decisions may include a component focused on diversity, as well as performance reviews and budget allocation. Financial and other incentives encourage and reward engagement.
Allocation of Resources	Diversity resources are nearly non-existent.	Diversity resource allocations are limited.	Diversity resource allocations are high institutionally, but leaders face the challenge of maximizing the return on investments. DEIB budgets may not be totally embedded into the base budgets of schools, departments, and divisions, existing in dedicated accounts that may come and go with institutional priorities.	Diversity funding is generous institutionally and resources are maximized fully. Not only are DEIB efforts protected in good financial times and bad, but DEIB is a priority goal of campus fundraising, extramural activities, and other aspects of institutional life.

Phase 1: Start Up

- What data do you have, what can you collect, or what do you already know about your organization?
- What structures are in place that can support culture change and transformation, and/or help you navigate organizational conditions or problems (e.g. decentralization)?
- Is there an initial investment you can make (or advocate for to support transformation in your unit that would be tied to established ongoing goals (e.g. recruitment)?

Tip: The essential challenge at this stage is generating grassroots support and marrying it to the larger school, unit, and university goals. The single greatest resource at this point might be that there are volunteer diversity champions within your organization! How can you organize them? At this stage organizing a diversity committee might constitute success. Their central goal could be to help prepare the organization for a conversation about why diversity is important, obtain data on what other organizations are doing, and explore why the unit/school might create a rationale for change.

(SAMPLE) PHASE 1 KPI'S

⇒ Gain support and create allies at all levels of the university, school, and/or unit
⇒ Establish DEIB as a core value essential to unit excellence
⇒ Reinforce the concept of DEIB as a standard operating procedure and an integral part of all unit and campus-wide activities
⇒ Create events and experiences that make DEIB central to the unit experience
⇒ Align DEIB with the budgeting process for each individual department/unit in your purview
⇒ Emphasize accountability by implementing rigorous measures for monitoring and measuring progress at the school or unit level
⇒ Find ways to incentivize the work of DEIB through academic venues such as distinguished professorships and the recruitment and retention of scholars

Phase 2: Growth Phase

- How can you focus on building a more structured diversity agenda?
- What current diversity activities can be leveraged?
- What material commitments need to be made at this juncture to ensure success (e.g. human capital?)
- How will you assign resources, responsibility, and requirements?
- How will you anticipate measuring your success? What are your KPI's?
- Consider whether you need a DEIB lead (charged with instilling the values, strategies and structures that support change at the local level) who can activate those with formal leadership roles to support change by embedding DEIB into the unit's strategic priorities; or whether a committee, task force, or working group is best suited for your unit. Whether you choose one or a hybrid approach unique to your organization, you will need to ensure the chosen entity has regular access to the senior leader of the organization, who will set goals, make determinations about resourcing, and evaluate KPI's.

Tip: At this point, creating a structured, clear, and well-organized strategic planning process is key. Provide tools and resources (like this one) to participating units and/or partners. Including guidance for unit-based planning and implementation along with templates for communications. It will be important to model inclusive and equitable approaches for engagement, decision making and communications, so involve people from all levels of the organization in the process. Also, be sure to implement ample feedback opportunities for constituents and partners. Consider utilizing a visible launch.

⇒ Ensure buy-in from senior leadership and ensure stakeholders have weighed in on the goals.
⇒ Ensure capacity for assessment and evaluation.
⇒ Have a clear sense of what programs you already have in place, leveraging pockets of excellence.
⇒ Produce a clear timeline for implementation.
⇒ Make sure that your DEIB work is connected to campus-wide infrastructure for support and encouragement.
⇒ Create a communications plan to keep your organization and campus informed and engaged throughout the planning and implementation process. You can do great work, but if you don't communicate effectively, you won't achieve the transparency and accountability essential for building trust, and your efforts may be overlooked or misunderstood.
⇒ *NOTE: Managing expectations is important throughout the planning and implementation process. The plan won't be perfect, nor will the implementation. It's important to realize that there will be learning and adjustment throughout the process.*

Phase 3: Mature Organization-Implementation Phase

- What is the shared definition of diversity, equity, inclusion, and belonging from which you are working? How have you ensured (and continue to ensure) it is recognized as a clear campus priority?
- Now that you, as senior leaders, have a general awareness of equity issues and traditional issues of access for historically underrepresented minorities and women, how will you drive transformational change? How would you suggest leaders within your organization be held accountable for accomplishing DEIB priorities?
- What low-performing efforts can you identify that might need to be discontinued?
- "The change glass is half full" How will you continue to inspire change and reinvigorate stagnant efforts that have grown stale? How might you reorganize, innovate, terminate, or develop individual tactics into a cohesive strategy?
- Are there opportunities for challenge grants to support or incentivize innovation?

(Sample) Phase 3 KPI's

⇒ Overcome inertia. See *Inspire, Educate, Reinforce Framework* (Everse, 2011**)**
⇒ DEIB agenda is operational across all aspects of the organizational agenda (e.g. policies, research, teaching, and learning).
⇒ A CDO or dedicated diversity infrastructure exists to guide, develop and monitor progress on the plan and is connected to campus-wide infrastructure.
⇒ Beyond leadership, the broader campus community and leadership plays an active role in diversity efforts.
⇒ Diversity matters are substantively integrated into the curriculum and co-curriculum.
⇒ Powerful communities of color exist within the broader community.

Phase 4: Inclusive Excellence

- Senior Leadership is a vocal advocate for campus DIB issues and is actively engaged in implementation.
- The President and Provost are proponents of the agenda, helping to lead the discussion along with the CDO.
- DIB processes are fully integrated into policies, culture, curriculum and co-curriculum.
- Reward and incentive structures arefully developed (e.g. a component focused on DEIB, community-based research, and/or service to diverse communities is included in tenure review decisions as well as performance reviews and budget allocations).
- Financial and other incentives encourage and reward engagement with issues through diversity challenge grants.
- Diversity funding is integrated and focused, as both targeted resources exist alongside efforts to incorporate diversity into general budget priorities and funding systems.
- Fund raising, extramural activities, etc. also focus on DEIB.