

## **Mission of the Office for Inclusive Excellence**

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To engage, support, and advance a living, learning, and working environment that fosters respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global community.

Our mission is driven by the following principles:

- We believe that equity, diversity and inclusion are fundamental to the success of the university, and its students, staff, faculty, and administrators. A collective commitment to equity, diversity, and inclusion enriches our learning and prepares students to become actively engaged in our local and global society as responsible citizens.
- As one university, we strive to nurture a culture of inclusion that respects the humanity of all peoples. We do not support acts of bias or discrimination against another's race, ethnicity, age, sexual orientation, gender, gender identity and expression, ability, socioeconomic status, veteran status, size, national origin, language, religion or any other real or perceived differences based on an individual's identity.
- We aim to promote a climate of respect and shared responsibility that cultivates and sustains transformative practices by forging spaces of possibility where people feel safe, valued, welcomed, and respected. These ideals are intrinsic to collaborative partnerships and our University's mission "to serve the people of Utah and the world."

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## **Core Objectives**

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### **I. Core Objectives**

The Office for Inclusive Excellence (OIE) maintains a primary responsibility and commitment to creating a campus climate that fosters equity, diversity, and inclusion. In the 2019-2020 academic year, the key activities for OIE consisted of the following: (a) intercultural development (as requested by faculty, students, staff); (b) organization development and change (c) responding to bias incident reports (d) climate assessment

As a consequence of the complexity of campus climate and its multiple dimensions, we were intentional in creating distinct objectives with each objective.

Core Objective	Goals
A. Intercultural development	To enhance our collective knowledge—of the complexities related to bias, microaggressions, equity, campus climate, and inclusive excellence—and become more proactive about promoting the ideals of inclusive excellence and upholding our institutional values.
B. Organization development and change	To guide colleges, departments, and academic programs with organization development in ways that improve their capacity for solving problems and managing future change, including transformation of institutional norms and values.
C. Respond to bias incidents	To support students, staff, and faculty who have reported incidents of bias and/or microaggressions and work towards finding solutions through protocols and processes that are currently in place.
D. Climate assessment	To gather data and better understand experiences of members of the campus community and the conditions in which they are navigating at the University of Utah (particularly from their various positionalities).

## II. Outcomes

### A. Intercultural development

OIE serves as an intercultural development resource for the U. This year, through our training program, we reached 5,324 students, staff, and faculty across campus, a significant increase from the 2,015 reached during 2018-2019. OIE also saw an increase in requests for the Intercultural Development Inventory (IDI) with 12 groups completing the IDI.

### B. Organization development and change

OIE was fortunate to hire a fulltime Manager of Organization Development and Change, increasing guidance and resources in areas that will improve functionality, problem-solving, responsiveness, and organization effectiveness for colleges, departments, and academic programs

### C. Response to bias incidents

In 2019, the U created the Racist and Bias Incident Response Team (RBIRT), aimed to bring together perspectives and processes from across the university in order to develop a coordinated approach to responding to racist and bias incidents on campus. The committee membership capitalizes on the knowledge, reporting structures, programming, and communication tools already in existence. OIE is a part of RBIRT and continues to advise, support, and assist in the implementation of university responses.

### D. Climate Assessment

We are in the process of developing a campus climate survey to inform best practices and strengthen the conditions of educational environments and student outcomes. Conducting this survey will include interpreting, proposing and analyzing solutions to systemic issues.

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## PLANS FOR THE FUTURE

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Given the complexities and dynamics of campus climate, OIE anticipates both challenges and opportunities. As we look towards maintaining our responsibilities for campus climate partially through responding to incidents of bias, we will continue serving as a resource for the U community. In doing so, we plan on making concerted efforts to lead, facilitate, and participate in intercultural professional development and provide support and resources to predict, identify, and/or critically examine structures that disrupt the operation of colleges, departments, and academic programs, including policies/processes/procedures that are systematically unnecessary, ineffective, inconsistent, inequitable, improperly enforced, or lacks accountability. OIE will provide recommendations in areas that will improve functionality, problem-solving, responsiveness, and organization effectiveness.

Looking ahead, there are four key activities in which we feel are imperative in our near future (specifically in the following year). They include (1) Intercultural Development (2) Organization Development (3) Climate Survey and (4) Staff Capacity

#### A. Anticipated Challenges

- i. Organization development and change— Keeping up with the demand to support organizational change.

- ii. Intercultural Development– Keeping up with the demand to provide intercultural development.
- iii. Developing an instrument to measure climate will require a lot of time and labor. It will consist of researching questions, consultation with campus partners and experts, thinking through sampling & distribution, and a process that is grounded in (and supported by) proven research.

#### B. Anticipated Opportunities

- i. Data – Once there is a more efficient process established to collect data, it will be important (and exciting) to determine how to best utilize and leverage the data in ways that are accessible and meaningful to our campus partners.
- ii. OIE recently hired a fulltime person to focus on organization development and change including inclusive faculty and staff hiring and onboarding, organization development, program assessment, and curriculum development.
- iii. Post Covid, OIE will hire a fulltime researcher and a fulltime administrative assistant.