Intro to the S.O.A.R.:
Bringing Inclusive Excellence within reach
• Introductions
• Context for IE Action Plans
• Community Agreements
• Key Vocabulary
• IE Framework Exercise
• Intro to SOAR
• Next Steps
Community Agreements

- No one knows everything but together we know a lot
- Your attitude has a big impact on your experience
- Expect and Accept Mistakes
- Don’t be afraid to be wrong
- Learn from what you don’t know
- Be honest, but recognize that safety and trust are important
- Experience discomfort
- Speak from your own experience
- Share the stories, but not the people – confidentiality

- Take care of yourself and know that some things may come up later that you’ll experience and may need to seek support

- People are different levels of knowing about inclusive excellence, give grace to one another and look for ways that we can help each other in our learning

- Make space and take space
Key Vocabulary
Diversity is defined as “individual differences (e.g., personality, prior knowledge, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations.)

Equity: is defined as “the creation of opportunities for historically underrepresented populations to have access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.”

Inclusion: Inclusion is a practice that we encourage in every aspect of our college. It is defined as “the active, intentional, and ongoing engagement with diversity”
Inclusive Excellence: The action of *making excellence* inclusive requires that we uncover inequities in student success, identify effective educational practices, and build such practices organically for sustained institutional change. Inclusive Excellence calls for a vital transformation of our institution by embedding and institutionalizing equitable and inclusive practices in *every effort, aspect, and level* of our college.

Access: In education, the term *access* typically refers to the ways in which educational institutions and policies ensure—or at least strive to ensure—that students have equal and equitable *opportunities to take full advantage of their education*. Increasing access generally requires schools to provide *additional services* or remove any actual or potential *barriers* that might prevent some students from equitable participation in certain courses or academic programs.
Organizational culture is a system of shared assumptions, values, and beliefs, which govern how people behave in organizations. These shared values have a strong influence on the people in the organization and dictate the boundaries and guidelines for engagement within the organization.

Organizational climate is the process of quantifying the culture of an organization. It is defined by how members of an organization experience the culture of the organization.
Historically Underrepresented and Disenfranchised in higher education: People who have historically been denied access to institutions of higher education. When historically underrepresented populations have been given access, they continued to experience inadequate representation and have been denied privileges within the institutions of higher education.

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts."

Cultural humility is the “ability to maintain an interpersonal stance that is other-oriented (or open to the other) in relation to aspects of cultural identity that are most important to the [person]"
Address the False Narratives

• Who’s here?

• Who’s missing?

• Why are they missing?

• What opportunities are we creating for increased access and success?
How are we **Intentionally** Creating a Culture of Belonging?

- More than mitigating overt/covert acts of discrimination and prejudice

- Appreciating the authenticity of community members

- Intentionally engaging members of our marginalized identity groups

- Symbols that reinforce a place of welcome and belonging

**Campus Climate**

Development of psychological and behavioral climate supportive of all students, faculty, and staff.
Capacity Building of Students, Faculty, and Staff

- Expectations of professional development and training opportunities
- Onboarding (Institutionally & Divisionally)
- Leadership development (students & professionals)

Learning and Development
Acquisition of knowledge and cognitive development regarding cultural humility
Engaging DEI in and out of the classroom

- Culturally responsive teaching
- Culturally engaging co-curricular activities
- Service Learning and Study Abroad opportunities
- Intentional support of historically marginalized identity groups

Curriculum and Co-Curriculum DEI
DEI needs addressed in courses, programs, and experiences
Why the S.O.A.R. Analysis?

- **S**trengths, **O**pportunities, **A**spirations, **R**esults

  - Focused on current strengths and vision for the future
  - Action oriented and focused on outcomes
### S.O.A.R. Matrix

<table>
<thead>
<tr>
<th><strong>Strengths</strong></th>
<th><strong>Opportunities</strong></th>
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<tbody>
<tr>
<td>What the organization does well, along with its key assets, resources, capabilities, and accomplishments.</td>
<td>Circumstances that your team could leverage for success, eg. to improve profitability, market share, or competitive edge.</td>
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<tr>
<td>Example questions:</td>
<td>Example questions:</td>
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<tr>
<td>• What do we excel at?</td>
<td>• What partnerships would lead to greater success?</td>
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<tr>
<td>• What are our greatest accomplishments?</td>
<td>• What changes and trends in the market align with our strengths?</td>
</tr>
<tr>
<td>• What are we most proud of?</td>
<td>• What threats do we see that we could reframe as opportunities?</td>
</tr>
<tr>
<td>• What makes us unique?</td>
<td>• What needs and wants are we currently not fulfilling for our internal and external stakeholders?</td>
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<tr>
<td>• What do we provide that is world class?</td>
<td>• Are there gaps in the market that we could fill?</td>
</tr>
<tr>
<td>• What strengths are most valuable in our marketplace?</td>
<td></td>
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<tr>
<td>• What do we do or have that's better than anyone else?</td>
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<tr>
<th><strong>Aspirations</strong></th>
<th><strong>Results</strong></th>
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<tbody>
<tr>
<td>An expression of what you want to be and achieve in the future. A vision to build on current strengths, provide inspiration, and challenge the current situation.</td>
<td>Tangible outcomes and measures that demonstrate you've achieved your goals and aspirations.</td>
</tr>
<tr>
<td>Example questions:</td>
<td>Example questions:</td>
</tr>
<tr>
<td>• What do we want to achieve in the future?</td>
<td>• What measures will tell us we are on track to achieve success?</td>
</tr>
<tr>
<td>• What should our future business look like?</td>
<td>• How do we translate our vision of success into tangible outcomes?</td>
</tr>
<tr>
<td>• How can we make a difference?</td>
<td>• How do we know when we've achieved our goals?</td>
</tr>
<tr>
<td>• What are we passionate about?</td>
<td></td>
</tr>
<tr>
<td>• What strategies and actions support our perfect future self?</td>
<td></td>
</tr>
</tbody>
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**evergreen**

**S.O.A.R. Matrix**
What are our greatest strengths in advancing inclusive excellence?

What does the division (or unit) do well, along with its key assets, resources, capabilities, and accomplishments?

Sample question prompts:
• What are our greatest accomplishments?
• What are we most proud of?
• What makes us unique?
• What do we provide that is exceptional?
• What strengths are most valuable in our division?
• What do we do or have that’s better than anyone else?
What are our best opportunities for advancing inclusive excellence?

Consider circumstances that your team could leverage for success.

Sample question prompts:

• What partnerships would lead to greater success?
• What changes and trends align with our strengths?
• What threats do we see that we could reframe as opportunities?
• What needs and wants are we currently not fulfilling for our current and prospective community members?
• Are there gaps across the college that we could fill?
What is our preferred future for inclusive excellence within our division (or unit)?

Reflect on who you want to become as a team and what you want to achieve in the future for IE.

Sample question prompts:
• What do we want to achieve in the future?
• What should our future division look like and how should it operate?
• How can we make a difference within our community?
• What are we passionate about?
• What strategies and actions support our perfect future self?
What outcomes are needed to reach our aspirations for inclusive excellence within our division (or unit)?

Tangible outcomes and measures that demonstrate you’ve achieved your goals and aspirations.

What are the measurable results that will tell us we’ve achieved our vision of the future?

Sample question prompts:
• How do we translate our vision of success into tangible outcomes?
• What measures will tell us we are on track to achieve success?
• How do we know when we’ve achieved our goals?
On the team(s) I lead or participate in, what are our greatest strengths in advancing inclusive excellence?

What does the division (or unit) do well, along with its key assets, resources, capabilities, and accomplishments?

Sample question prompts:
- What are our greatest accomplishments?
- What are we most proud of?
- What makes us unique?
- What do we provide that is exceptional?
- What strengths are most valuable in our division?
- What do we do or have that’s better than anyone else?
1. Develop a S.O.A.R analysis process that meets the needs of your division (Centralized plan, Decentralized plans, or Both?)

2. Consider a process for how we might engage across each division to involve as many voices as possible

3. Rank the results from the S.O.A.R to identify which areas are most critical

4. Using the IE Framework, choose a set of 1 year and 3 year goals with measurable results

5. Consultation will be provided for teams to discuss their plans

6. Plans will be collected and shared with the campus community and externally

7. Progress will be reported quarterly and annually
**JULY-SEPTEMBER**

- Begin offering SOAR Orientation workshops for each division
- Divisions conduct their SOAR analysis and begin developing strategic goals, objectives, strategies and measurable indicators
- Senior Leaders review plans to identify areas of collaboration and opportunities for leveraging resources
- Refine IE plans

**EARLY OCTOBER**

- Share IE plans with campus community and begin implementation