



## Inclusive Excellence Task Force Statement of Purpose

The mission of School of Business and Economics at Sonoma State University is to create extraordinary learning experiences for our students, and to advance best business practices in the North Bay and beyond.

Inclusive Excellence is the School of Business and Economics' guiding principle for access, student success, and high-quality learning. We seek to address diversity, inclusion, and equity as critical to the well-being of a democratic culture.

In the School of Business and Economics, we recognize our community's success rests on how the SBE values, engages, and includes our diverse students, faculty, staff, and alumni. We aim to create an inclusive, supportive space where our community is inspired to action through business and economics for positive professional and community impact.

In pursuit of this inclusive excellence initiative, the School of Business and Economics has adopted the Association of American Colleges & University's **Making Excellence Inclusive** core principles of diversity, inclusion, and equity (<https://www.aacu.org/making-excellence-inclusive>).

Making excellence inclusive is thus an active process through which we seek to achieve excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities.

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.

The SBE endeavors to develop “equity-minded practitioners” who are willing to engage in the necessary, and sometimes difficult, conversations and decision-making that can lead to transformational change for student learning and achievement.

**Diversity:** Individual differences (e.g., personality, prior knowledge, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual identity, country of origin, and ability as well as cultural, political, religious, or other affiliations).

**Inclusion:** The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic



understanding of the complex ways individuals interact within systems and institutions.

**Equity:** The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of addressing the opportunity gaps that inform differences in student academic performance, retention, and graduation.

**Equity-Mindedness:** A demonstrated awareness of and willingness to address equity issues among institutional leaders and staff (Center for Urban Education, University of Southern California).

## Dimensions of Inclusive Excellence

- I. Organizational Climate and Culture
- II. Access and Success
- III. Education and Scholarship
- IV. Professional Development

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### I. Organizational Climate & Culture

Create an inclusive and equity-minded organizational culture and space for our students, faculty, staff, and alumni.

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### II. Access and Success

Increase access to academic and co-curricular opportunities and ensure capitalization of those opportunities through minimizing potential barriers and innovative programs.

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### III. Education and Scholarship

Reduce achievement gaps through academic and co-curricular support services and availability of resources.

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### IV. Professional Development

Develop “equity-minded practitioners” who are willing to engage in the necessary and sometimes difficult conversations and decision-making that can lead to transformational change for student learning and achievement.