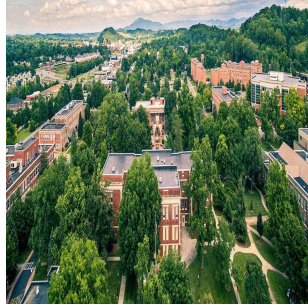


### CONSIDERATIONS FOR INCLUSIVE LEADERSHIP

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### CAMPUS ASPIRATIONS

<p><b>DIVERSITY</b></p> <p><u>Representation</u></p> <p>Measured through numbers and is usually tracked by race, gender, sexual identity, age, neurodiversity, ability, education, &amp; SES</p>	<p><b>BELONGING</b></p> <p><u>Alleviation of alienation and isolation</u></p> <p>All people feel welcome across differences</p>	<p><b>INCLUSION</b></p> <p><u>Leadership diversity</u></p> <p>Involved in decision-making that impacts the policies and practices of the organization</p>	<p><b>EQUITY</b></p> <p><u>Alleviation of gaps, disparities, and disproportionalities</u></p> <p>Remove predictability of outcomes for historically underrepresented groups</p>
Diversity is asked to attend the party	A diverse group of people feel welcomed and comfortable going to and being at the party	A diverse group of people helped to plan the party	A diverse group of people celebrated the party to ensure the party had positive outcomes for all

DISRUPTIVE EDUCATIONAL EQUITY PROJECT

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#### 5-POINT MODEL & REFLECTIONS FOR INCLUSIVE LEADERS

Perspective	Gain <b>perspective</b> by hearing the voice, story, and truth of others, unlike yourself, and believing them
Presence	Through our <b>presence</b> , at a variety of programs, and events, we show visible support for DBIE
Position	<b>Position</b> all kinds of people to become successful by creating the corresponding conditions and opportunities
Promotion	We advocate for and <b>promote</b> DBIE in all our spaces and in all forms
Prosperity	Ensure people from a variety of backgrounds <b>prosper</b> in our purview, which includes thriving emotionally, financially, and otherwise

Webster, A. (2018). A five-point model to attract, affirm, and advance African American academics. In Sherwood Thompson (Ed.) *Campus Diversity Triumphs: Valley of Hope*. Volume 20. (pp. 11-26). United Kingdom: Emerald Group Publishing Limited.

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