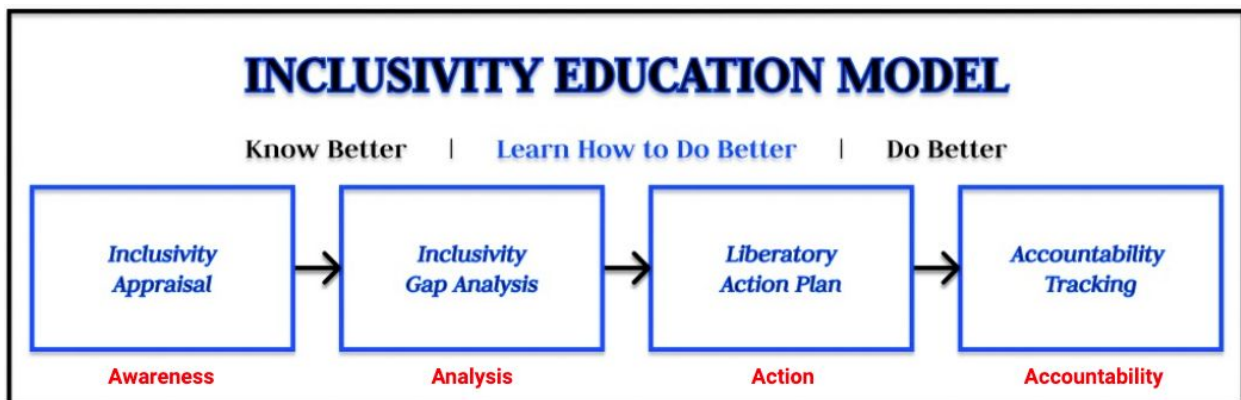


Mary Strove (2019) defined Inclusivity as “the practice or policy of including people who might otherwise be excluded or marginalized.” We framed this definition within criteria aligned to participation, contribution, and belonging centered in U.S. BIPOC (Black, Indigenous, People of Color) experiences, especially anti-Blackness and White American normativity and ethnocentrism. Our commitment to increasing Inclusivity is a commitment to not just equity, but Liberation. Equity reforms existing power structures; Liberation builds new structures. Our Liberatory framework integrates the scholarship of Paulo Freire (1968), Bobbie Harro (1982; 2000) and Barbara Love (2013).

Our methods emphasize the importance of—and need for—consistent teaching and practice, as well as partnership and community, in developing and sustaining personal and systemic change.

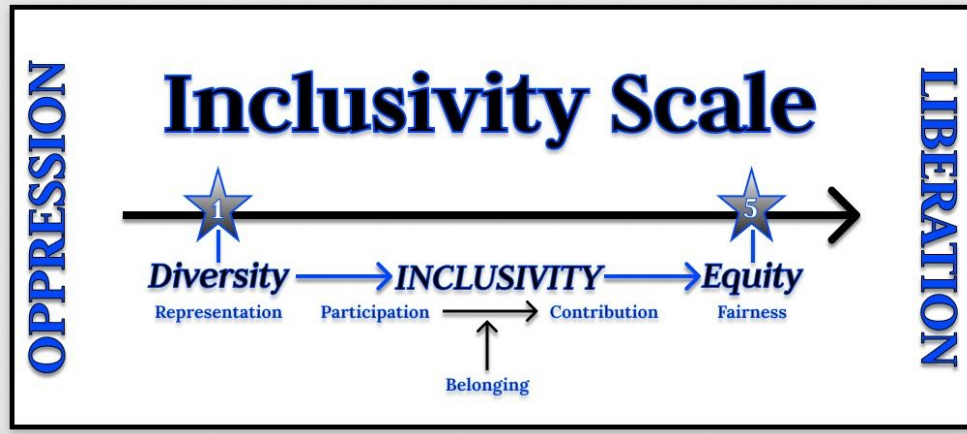
Liberation is the goal, and consistent increases in Inclusivity can help get us there. But increasing Inclusivity does not happen overnight. Therefore, Inclusivity Education created a scaffolded process to get there over time by converting liberatory thinking into a research-and-data-focused teaching and learning framework to center the majority of our services around. We integrated the common “I Do,” “We Do,” “You Do” technique with our “Know Better,” “Learn How to Do Better,” and “Do Better” approach to foster and sustain personal and organizational change.



**I Do:** Inclusivity Education conducts an [Inclusivity Appraisal](#), especially centered around the [Inclusivity Scale](#) survey, to teach individuals and organizations to see what may have been



invisible—or ignored—in a way that cannot be unknown. This is the first half of “Know Better,” which continues via the Inclusivity Gap Analysis.



**We Do, Part 1:** A collaborative process that relies heavily on the voice of those in need of Liberation, the **Inclusivity Gap Analysis**, as the second half of the “Know Better” prong, uncovers the specific needs that undergird the Inclusivity Appraisal’s excavations. Inclusivity Gap Analysis uses survey, interview, and observational findings to identify 4 of the 5 most prominent DEI needs; the fifth need is identified by a Gap Analysis team. The Gap Analysis team collaborates with Inclusivity Education to deconstruct the five (5) needs, using principles from *Pedagogy of the Oppressed* to understand the root causes and scope of listed needs to uncover true needs. Team members interrogate the origins (systemic) and persistence (personal and interpersonal) of needs as well as consider consequences for inaction, the gap between current and necessary states, and the difficulty of correction to begin brainstorming the path forward and its timeline.

**We Do, Part 2:** Liberation is about critical transformation, and the **Liberatory Action Plan** continues learning to do better via collaboration about how to positively change the conditions of those who have felt marginalized under their leadership. The Action Plan uses liberation theory within SMARTIE goal (The Management Center) creation and logic modeling to design a critically transformative plan. Goals are formed for personal, interpersonal, and systemic development. Individuals have now learned how to do better. All that is left is to do better; the Liberatory Action Plan is the commitment to.

**You Do:** Now knowing how to do better, the onus is the learners to carry out the action plan and actually do better while Inclusivity Education acts as an accountability partner via **Accountability Tracking** to share updates on progress towards closing Inclusivity gaps en route to equity and, ultimately, liberation by quarterly and annually revisiting Inclusivity Scale and Action Plan data.

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**Know Better | Learn how to do Better | Do Better**

*Want to learn more? Want a personalized session? Want our services? Visit [inclusivityed.com](http://inclusivityed.com) and/or contact [Akuoma Nwadike, Ph.D. at akuoma@inclusivityed.com](mailto:akuoma@inclusivityed.com)*