Framework for Inclusive Excellence

1. **Intrapersonal Awareness**: This dimension includes activities that will help faculty to critically examine their own ideas, assumptions and values and understand how those beliefs impact their pedagogical choices and practices.

2. **Interpersonal Awareness**: This dimension allows faculty to gain knowledge and confidence in identifying how to have a constructive dialogue with students using a co-constructed framework of classroom norms, creating a climate for students to share cultural experiences, and validating students’ experiences through empathetic listening.

3. **Curricular Transformation**: This dimension creates the environment to critically reflect on whom a course includes or excludes.

4. **Inclusive Pedagogy**: In this stage, faculty learn to set up and facilitate critical dialogues with students by recognizing students’ personal experiences as worthy knowledge. It includes teaching techniques that: use a constructivist frame to elicit and build on students’ foundations of knowledge; invite students to share their knowledge in multiple ways; see students as co-constructors of knowledge; promote the design of assignments such as life histories, personal stories of survival, and autobiographical writing.

5. **Inclusive Learning Environment**: This learning environment is created when faculty feel comfortable with and capable of providing constructive feedback that does not trigger stereotype threat, that challenges prejudicial remarks, and avoids tokenism. Faculty learn about students’ backgrounds, social identities, and learning preferences, and demonstrate respect through the inclusion of multiple identity groups.