

Inclusive Excellence and the Standards

A Discussion of Integrating Inclusive Practices

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Inclusive Excellence

- Making Excellence Inclusive is AAC&U's guiding principle for access, student success, and high-quality learning. It is designed to help colleges and universities integrate diversity, equity, and educational quality efforts into their missions and institutional operations.
- Through the vision and practice of inclusive excellence, AAC&U calls for higher education to address diversity, inclusion, and equity as critical to the wellbeing of democratic culture. Making excellence inclusive is thus an active process through which colleges and universities achieve excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities.

Diversity, Inclusion, and Equity: Core Principles

AAC&U 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.

Working Definitions: Diversity and Inclusion

Diversity—

- Individual differences (personality, learning styles, and life experiences) and
- group/social differences (race/ethnicity, class, gender, sexual orientation, 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.

Definitions of Equity and Equity-Mindedness

Equity—

- The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.

Equity-Mindedness—

- A demonstrated awareness of and willingness to address equity issues among institutional leaders and staff.

What are the Learning Goals for Education Abroad

- Increase Understanding of other cultures
- Improve Language Skills
- Develop Cultural Competence

Cultural Competence

CULTURAL COMPETENCE—The state of having and applying knowledge and skill in four areas:

- awareness of one's own cultural worldview;
- recognition of one's attitude toward cultural differences;
- realization of different cultural practices and worldviews; and
- Thoughtfulness in cross cultural interaction.

Over an extended period of time individuals and organizations develop the wisdom and capability to:

- examine critically how cultural worldviews influence perceptions of power, dominance and inequity;
- behave honorably within the complex dynamics of differences and commonalities among humans, groups and system

Inclusive Excellence in Study Abroad

"Inclusive Excellence reframes how we think about diversity in study abroad. Many of our conversations and efforts focus on access, which is indeed important. We cannot, however, solely focus on participation rates and then expect (or hope?) underserved students will thrive in our existing systems. The IE framework insists that we are deliberate in our efforts to recognize, support, and engage the cultural capital and strengths of marginalized populations to improve the quality of learning and development for all students."

- Dr. Karyn Sweeney, *October 2015 Volume 2 Issue 1 edition of The Forum Focus*

Our Objectives

- Primary focus: to enrich our field with shared commitment and dialogue about diversity, inclusion, equity-mindedness and education abroad.
- Our work so far:
 - 2016 Forum conference lunchtime conversation
 - 2016 Fireside Dialogue
 - Examination of Standards
- Current status:
 - What's in progress, where is there feedback needed
- Next steps:
 - Finalization of recommended changes

Work in Progress...

- 2016 Forum conference lunchtime conversation
- 2016 Fireside Dialogue
 - Constructed and executed by members of the working group and Dr. Alma Clayton Pedersen
 - Participants, working group members, and Dr. Clayton Pedersen engaged in sustained conversations about: access, equity, inclusion, diversity, and our role as educators to engage our diversity.
 - While access is critical, members examined the entire study abroad lifecycle to identify barriers and opportunities for greater inclusive excellence practices



- Forum retained the consultancy of Dr. Alma Clayton-Pedersen to help guide our work in alignment with Inclusive Excellence standards across higher ed
- Reexamination of the 9 Forum Standards of Good Practice in Education Abroad
 - Has potential for immediate impact on practice in our field as it would affect QUIP and Certification processes.
 - Working group members synthesized feedback and discussion from Fireside in recommending changes.
 - Two cycles of change recommendations for refinement by Dr. Clayton Pedersen and the Forum Standards Committee
- “Parking” ideas to consider standalone Standard

This is where you come in.

- Column A= Existing Standard
- Column B=Comments from working group
- Column C= Recommended changes

Next Steps

- Complete recommendation process and submit to Forum Standards Committee
- Once through Forum Standards Committee, the proposed changes will go to the Council, the Board, the membership, and finally open to review from the public.
- If the Forum and its working group see a remaining gap in addressing Inclusive Excellence in Education Abroad, then a standalone Standard would be considered.
- What would you like to see either in modifications or the “parking lot”?

Questions or Comments?

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