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**INCLUSIVE Excellence**  
*Habits of Mind and Practice*



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**INCLUSIVE EXCELLENCE** *what*



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“Inclusive Excellence (IE) is the recognition that a community or institution’s success is dependent on how well it values, engages and includes the rich diversity of students, staff, faculty, administrators, and alumni constituents. More than a short-term project or single office initiative, this comprehensive approach requires a fundamental transformation of the institution by embedding and practicing IE in every effort, aspect, and level of a college or university. The goal is to make IE a habit that is implemented and practiced consistently throughout an institution.”

*Center for Multicultural Excellence*



“Inclusive Excellence is vital because faculty and students do not leave their values, cultures, genders, and ethnicities at the door when they enter to teach and learn (Chesler, Lewis, & Crowfoot, 2005). Rather they bring all of those identities with them into the learning experience.”

Salazar, M., Norton, A., & Tuitt, F. (2009). *Weaving promising practices for inclusive excellence into the higher education classroom.*



## CRITICAL *reflection*

“[Because] invisibility is a dangerous and painful condition... When those who have power to name and to socially construct reality, choose not to see you or hear you, whether you are dark-skinned, old, disabled, female, or speak with a different accent or dialect than theirs, when someone with the authority of a **teacher**, say, describes the world and you are not in it, there is a moment of psychic disequilibrium, **as if you looked into a mirror and saw nothing.**”

Adrienne Rich, *Invisibility in the Academe* (1986)

## CRITICAL *faculty reflection*



“My life stories influence my perspective, a perspective unable to function within a single paradigm, because I am too many things at one time. My perspective often transcends race and gender and is sometimes fully or partially conscious of the complexities and intersection of race, gender, and class. ”

Taunya Lovell Banks

*Two Life Stories: Reflections of One Black Woman Law Professor* (1995)



## INCLUSIVE EXCELLENCE *rationales*

- **Diversity: Individual differences** (e.g., personality, learning styles, and life experiences) and **group/social differences** (e.g., 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.

## INCLUSIVE EXCELLENCE *rationales*



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- **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.

*Association of American Colleges and Universities*

## INCLUSIVE EXCELLENCE *rationales*



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- **Intercultural Competence:** The “dynamic, ongoing, interactive, self-reflective **learning process that transforms** attitudes, skills and knowledge for effective communication and interaction across a range of cultures and contexts” within local, regional and global communities.

*(Freeman et al., 2009)*



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## INCLUSIVE EXCELLENCE *why*

## BENEFITS *of Diversity*



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- **Academics:** extensive research shows intellectual/creative benefits
- **Demographics:** changing, broadening populations
- **Democracy:** involving all members of our communities in common interests
- **Leadership:** formal/informal roles as active opinion drivers in our communities/nations
- **Business:** supervisors, colleagues, workers, markets

adapted from American Bar Association,  
*Diversity in the Legal Profession: The Next Steps Report at 4* (2011)

## BENEFITS *of IE include*



- Improved academic outcomes evidenced in higher educational aspirations, motivation, and self-confidence, heightened creativity and innovation, and stronger critical thinking and problem-solving skills (Milem, 2003).
- Increased experiences with diversity, cultural awareness, and commitment to issues of equity (Milem, 2003).
- Higher levels of civic engagement and a more informed citizenry (Milem, 2003).

Salazar, M., Norton, A., & Tuitt, F. (2009). *Weaving promising practices for inclusive excellence into the higher education classroom.*



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## CORE VALUES

*Excellence, Innovation, Engagement,  
Integrity, Inclusiveness*



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## CORE VISION

*a great private university  
dedicated to the public good*



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INCLUSIVE EXCELLENCE *how*



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### INCLUSIVE *pedagogy*

- Intrapersonal Awareness
- Interpersonal Awareness
- Curriculum Transformation
- Inclusive Learning Environment

### DIMENSIONS of IE (AAC&U)

- Access and Equity
- Learning Environment Climate (also known as organizational climate)
- Curriculum & Pedagogy
- Learning & Development

Salazar, M., Norton, A., & Tuitt, F. (2009). *Weaving promising practices for inclusive excellence into the higher education classroom.*



### INCLUSIVE *pedagogy*

- **Intrapersonal Awareness:** Reflexive and critical examination of the ideas, assumptions, and values that we bring into the classroom.
- **Interpersonal Awareness:** Building relationships and fostering dialogues that honor multiple perspectives and invite students to share their cultural experiences.

### INCLUSIVE *pedagogy*



- **Curriculum Transformation:** Integrating multiple identity groups into the curriculum beyond superficial multiculturalism and review the curriculum for hidden forms of oppressions such as stereotyping, inaccurate generalizations, and historical omissions and make appropriate changes.

➤ Intentionally (re)designing courses and a curriculum that is meaningful, inclusive, diverse both domestically and internationally, which critically examines academic disciplines through various intercultural and international perspectives, accounting for intersections between identity and culture.



### INCLUSIVE *pedagogy*

- **Inclusive Learning Environment:** cares for and respects students, building professional relationships with them and ensuring safe learning environments.

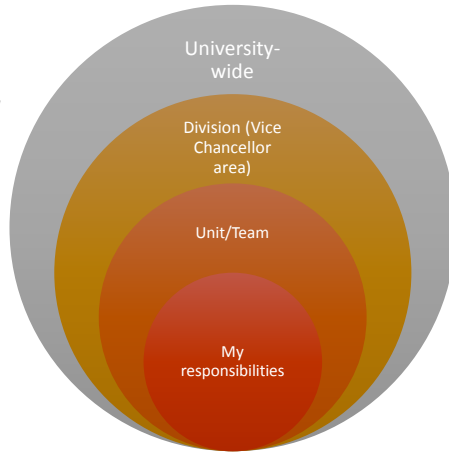


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#### SPHERES OF INFLUENCE

On what levels can you make changes?

- Direct responsibilities, personal interactions
- Work team/colleagues
- Unit/office/organization
- Division/college
- Institutional



AN INVITATION *to enact IE by ...*



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- *Creating* engaging learning environments that value individual and group differences, *foster* community and *enact* collegiality.
- *Aligning* our practice with DU's vision and values in order to make Inclusive Excellence a *sustainable* reality.
- *Reflecting* on our ethical responsibilities as members of the institution, educators and scholars.