

Inclusive Excellence: The Three Agreements

- 1. Excellence in science education is dynamic and both critical of and responsive to surrounding contexts.
 - ... diverse segments of communities are *openly acknowledged, centrally focused upon,* and fully engaged at the institutional level.
 - ... institutions *add substance, not just style,* to their willingness to critique and point all resources, policies, and daily transactions toward a single direction that continuously tunes and re-tunes the spoken and unspoken definitions, criteria, and codes for excellence.
 - ... have the *capacity to shift and respond* as the US population and its sociopolitical contexts evolve.
- 2. Excellence in science education is combative toward language that marginalizes any group.
 - ... regular, continued use of marginalizing language is fundamentally antithetical to excellence. *Adopt a new lexicon* for characterizing what constitutes the new majority of undergraduate science students in the US.
 - ... *redefine and replace historically constricting labels* with vocabulary that reflects a root cause analysis of the "hows," "whys," and "to what extents" disproportionate societal burdens and educational divides have impacted students, faculty role models, and mentors.
- 3. Excellence in science education is the result of constant and critical self-examination at the institutional and individual levels.
 - ... continually explore, assume responsibility for, and avoid perpetuation of the problematic structures, systems, cultures, traditions, and practices that have sustained barriers to the inclusion and full engagement of new majority students and faculty.
 - ... openness to *curricular innovation and institutional reconfigurations*, as well as the examinations of proposals for change with deep and reflective insight
 - ... *inspire confidence* that excellence is not only possible for all students, but probable.

Want to get involved? Email us at inclusiveexcellence@oregonstate.edu





