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

*Adapted from the Inclusive Excellence Renewed Call for Change in Undergraduate Science Education*