
Table 12.1. Practices for Inclusive Excellence**Intrapersonal Awareness**

- Actively commit oneself to the process of self-actualization
- Increase personal awareness of one's own worldview
- Critically examine own ideas, assumptions, and values, and how those beliefs have an impact on one's pedagogies
- Articulate where and how worldview has developed
- Share own background and experiences with students
- Expand knowledge of the *other* through readings about diverse cultures and identity groups, and immersing oneself in diversity
- Develop awareness of how their beliefs, cultures, and privileges influence curriculum and pedagogies
- Invite students to provide feedback on the instructor's facilitation of discussions and academic assessment

Interpersonal Awareness

- Create opportunities for interpersonal dialogue where multiple perspectives are honored
- Invite students to share cultural experiences with faculty and peers
- Validate students' experiences by engaging in empathetic listening and asking questions openly and constructively
- Assist students in identifying differences and similarities in opinions
- Be aware of nonverbal communication
- Engage students in creating classroom norms reflective of diversity, and revisit norms often
- Facilitate dialogue between students using a coconstructed framework of classroom norms
- Promote an academic perspective during critical discussions
- Develop and practice conflict resolution skills
- Recognize both overt and covert forms of conflict
- Foster opportunities for group work

Curricular Transformation

- Integrate multiple identity groups into the curriculum through inclusion of cultural histories, local histories, and contributions
- Use culturally accurate curriculum, books, and teaching tools
- Incorporate multiculturalism throughout course content
- Reflect critically on whom the curriculum includes or excludes
- Review curriculum for hidden forms of oppression and make appropriate changes
- Include local histories

Inclusive Pedagogy

- Recognize students' personal experiences as worthy knowledge
- Elicit and build on students' funds of knowledge
- Invite students to share their knowledge in multiple ways
- Collaborate with students as coconstructors of knowledge

- Establish critical dialogues with students
- Incorporate noncompetitive, collaborative assignments and group work
- Facilitate large and small group discussions
- Use formative assessments such as journal writing and portfolios
- Include assignments such as life history interviews, personal stories of survival, and autobiographical writing that will diversify and personalize learning
- Engage students in debate, student-led discussion, read-alouds, and experiential learning activities
- Foster student choice

Inclusive Learning Environment

- Build opportunities for authentic interactions among students
- Demonstrate caring through attitude, expectations, and behavior
- Demonstrate pride in student achievement
- Engage in supportive outreach efforts
- Demonstrate respect through inclusion of multiple identity groups
- Pronounce students' names correctly
- Learn about students' backgrounds, social identities, and learning styles
- Identify and build on students' interests
- Meet with students outside of scheduled class time
- Provide constructive feedback
- Avoid actions that promote tokenism
- Consistently challenge racist and prejudicial remarks

on ethnically different students, insult their cultural heritages, or ignore them entirely in the instructional process" (2000, p. 23).

Inclusive faculty expand their knowledge of other cultures through reading about diverse cultures and identity groups (Cochran-Smith, 2003; Kumashiro, 2006) and immersing themselves in diverse cultures (Causey, Thomas, & Armento, 1999).

In addition, faculty enhance their intrapersonal awareness when they learn how their beliefs, cultures, and privileges affect their curricular options and pedagogical decisions (Banks, 2004; Chesler, Lewis, & Crowfoot, 2005; Gloria & Castellanos, 2006; Sfeir-Younis, 1993; Weinstein, Tomlinson-Clarke, & Curran, 2004). Inclusive faculty members reflect on their curriculum and pedagogies and the powers and privileges they reinforce (Rendón, 2004). Rendón suggests three questions to guide this reflective process: (1) To what extent does the curriculum privilege majority and minority students? (2) Who is excluded and included in the curriculum? and (3) What are the politics of knowledge in the classroom?

Faculty developers can play a key role in helping faculty develop intrapersonal awareness. First, they can give instructors opportunities to examine their personal identities and privileges. Through this examination, faculty can recognize that their own worldview is not universal and can