

Top 20 Thoughts CLA RETREAT INCLUSIVE EXCELLENCE TOPIC

1. Undocumented students or students with undocumented family members. The need to support students and voice their challenges and accomplishments
2. We need a commitment to hiring a diverse range of faculty. Is there a lack of will or genuine effort to faculty diversity?
3. we need to move forward with inclusive excellence across the campus there needs to be a commitment to increased resources. Can't ask faculty to continue to do more...without support.
4. Reducing diversity courses down from 180+ classes to only 10 or so greatly diminishes the quality of what students can learn about diversity. Various professors have expertise and can best teach diversity within specific fields. Faculty should not be restricted from developing GE classes.
5. This table is debating the difference between high impact practices/inclusive pedagogy and inclusive excellence. We need diverse pedagogical approaches, but we wonder about the issue of equality vs. equity.
6. Do the goals of inclusive excellence conflict with "timely graduation" goals and policies? How to meet both goals (skill inclusivity and timely grad) -- free summer sessions?
7. Remember that inclusion includes LGBTQI and Dis/ability. Remind ourselves of the diversity of diversity.
8. At both the academic and student service level there is too much talk, no action on inclusivity. Lack of leadership, commitment, and fear of bringing students together.
9. Inclusive excellence should apply to the makeup of the administration and faculty and not only focus on pedagogy and treatment of students. The makeup of our administration (upper, college level, chairs, etc.) is exceedingly white, and this inhibits our students' own success.
10. Inclusive pedagogy workshops are great and should be expanded.
11. Is the expression "inclusive excellence" deliberately vague? So we don't know if it's been satisfied?
12. Lack of sufficient diversity in faculty, staff, admin. Important both for equity and student success.
13. The link to GE is important to keep a breadth of courses. And GE allows for curricular diversity for students.
14. We do not have consistent campus definition of what we mean by "inclusive excellence."
15. #no barriers - what does this even mean? Many of our students are working to overcome multiple barriers on a day to day basis. What would happen if we acknowledged that?
16. Create infrastructure and/or support for international faculty members related to their immigration issues. Because international faculty may need help.
17. The 2025 graduation initiative goes against the "inclusive excellence" mission. Pushing "diverse" students to graduate means not acknowledging their various life circumstances.
18. We are not addressing the diverse needs and experiences of our students. We need to nurture inclusivity...not just say it.
19. We would like to see the HIP workshops continue. They are very informative and timely.
20. Appreciating the diversity of disciplinary perspectives, e.g., the importance of disc perspectives in constructing a well-rounded GE curriculum.