



Narrative: Inclusion is demonstrating that all people are valued, respected and equal through one's thoughts, beliefs and actions. This entails understanding the cultural development of biases, as well as inherent and acquired privilege and status, and how these shape the world around us. As a result, one can better understand another's perspective and experience. Inclusive individuals engage in continual self-evaluation and possess the ability to change their thoughts, beliefs and actions. All of humanity is interconnected, and we have a responsibility to create positive communities around the world by holding ourselves and others accountable.

Learning Outcomes:

Each student will be able to

- 3.1: define terms and concepts related to inclusion and diversity.
- 3.2: articulate their identities.
- 3.3: communicate effectively across differences.
- 3.4: advocate for more socially just and equitable communities.

Educational Priority: As a result of their experience at UIS, students will be leaders cultivating inclusive communities.



Learning Goal 3 Inclusion: Students will understand inclusion as both being socially aware and globally focused.

Inclusion	None	Beginner	Intermediate	Advanced
3.1 Define terms and concepts related to inclusion and diversity	a. Unaware or has little familiarity with basic terms and key concepts (i.e. privilege, power, microaggressions).	b. Understands basic terms and is familiar with key concepts.	c. Communicates terms and their historical context.	d. Appropriately uses and applies key concepts and teaches others.
3.2 Articulate their identities	a. Is unable to explain their identity(s).	b. Explains their identity(s).	c. Articulates how their identity(s) impacts their interpersonal interactions.	d. Articulates their identity(s)'s global impact.
3.3 Communicate effectively across differences	a. Is unable to effectively communicate across differences.	b. Identifies different environments that could require different communication techniques (i.e. code switching, active listening, empathetic responses).	c. Applies different communication techniques.	d. Creates environments where others can feel valued, involved and respected. Teaches others different communication techniques.
3.4 Advocate for more socially just and equitable communities	a. Does not understand how identity, power, and privilege affect communities.	b. Understands how communities can be impacted by identity, power, and privilege.	c. Interrupts and speaks out against non-inclusive and non-equitable people and/or environments.	d. Empowers people and environments to seek inclusive and equitable solutions.