Guide to Inclusive Program Design & Pedagogy for Short-term, Faculty-led Programming

The Association of American Colleges & Universities (AAC&U) defines Inclusive Excellence as, "active process through which colleges and universities achieve excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities."

Under this frame, we believe that a commitment to Inclusive Program Design begins with oneself. Developing awareness around one's own social identities - privileged and marginalized, apparent and less apparent - is mission-critical to developing programs that prioritize and value a diversity, equity and inclusion lens.

Below are suggested questions and reflection prompts to support Inclusive Program Design. The list is not exhaustive, only a starting point for continued dialogue and self-reflection.

Program Leaders:
- What are my expectations for an "inclusive program community" and what does this look like?
- What assumptions do I have around historically underrepresented students?
- When does the creation of trust begin and how can I model this?
- Does the course content reflect diversity in the local context?
- Are diverse authors reflected and cited in required (and optional) course reading?
- Do guest speakers represent a diversity of identities, perspectives, and viewpoints?
- Do co-curricular activities incorporate diverse experiences and learning environments?
- Are excursions accessible for all students?

Students:
- What does an "inclusive program community" look like to you?
- How can our community foster a sense of belonging and support for everyone on the program?
- Are you able to bring (or obtain) specific medications, hair products and other necessities in the host country?
- How might your social identities (e.g. gender identity, sexual orientation, race, class, religion, ability, etc.) "present" in the host country? Is this the same or different from the U.S.?
- How progressive or accepting is the host country of minoritized identities and communities? Are there safety considerations to be aware of?

References and Resources

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