
ABSTRACT

Private and public policies are increasingly aimed at supporting e

higher education increase compositional diversity, they must also ensure that they cultivate intellectual and social environments where all students have the opportunity to achieve academic success.

To better support our students and to ensure that campus diversity efforts are substantial and sustainable, the American Association of Colleges and Universities has proposed an “Inclusive Excellence” model for institutional change. This model mandates that measurements of the success of diversity and inclusion efforts become meaningfully integrated into the measurements of the academic quality of the institution (Williams, 2007; Williams *et al.*, 2005). To achieve inclusive excellence, institutions must strategically invest in and coordinate inclusivity efforts and create a campus culture that welcomes and val

that even taking the time on the first days of our courses to introduce students to us, as individuals, may be worthwhile.

3. We should acknowledge that our classrooms may be filled with students who have different motivations and aspirations than we had when we were in their seats. When we are facilitating courses that serve as an introduction to the general fields of biology, neuroscience, engineering, and so on, we can incorporate students' varied interests into the course design to broaden interest and participation in STEM. New faculty may find that participating in career panels or meeting with specialty student clubs before beginning the first semester at an institution can go a long way to help us learn about who our students are and what their goals are for their paths through STEM. We can also incorporate opportunities for student choice in their assignments so that they

persistence can be enhanced through a structured goal-setting activity that guides students to write about their ideal futures, prioritize and strategize their goals, plan for setbacks, and monitor their progress (Schippers *et al.*, 2015). These self-affirmation interventions can replace students' "threatened" thoughts with positive ones to improve their

