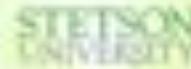


## All Learners Welcome: Living Our Value of Inclusive Excellence

**Kimberly Flint-Hamilton, Chair of Sociology and Anthropology,  
Chair of ALANA-IA Faculty Caucus**

**Stacy Collins, Director, Academic Success**

**Aaron Distler, Associate Director of Academic Success &  
Accessibility**



## Stetson's Mission Statement

- *Our mission at Stetson University is to provide an excellent education in a creative community where learning and values meet, and to foster in students the qualities of mind and heart that will prepare them to reach their full potential as informed citizens of local communities and the world.*



# AAC&U and LEAP Initiative

- What is Inclusive Excellence?
- How do you, as new faculty, ensure that your courses and learning outcomes align with Stetson’s goals to “be a diverse community of inclusive excellence”?



**Stetson University  
Strategic Map: 2014-2019**

Approved 05/09/14

Our mission at Stetson University is to provide an excellent education in a creative community where learning and values meet, and to foster in students the qualities of mind and heart that will prepare them to reach their full potential as informed citizens of local communities and the world.



**Establish Stetson as a University of Choice for Innovative Approaches to Tackling Complex Challenges**

	A	B	C	D	E
	<b>Demonstrate Stetson's Distinctiveness &amp; Value Proposition</b>	<b>Enhance Excellence and Innovation in Learning</b>	<b>Empower Lifelong Success and Significance</b>	<b>Secure the Resources to Ensure Success</b>	<b>Increase Organizational Resilience and Adaptability</b>
1	Strive for Vision-Driven Distinctiveness	Foster Collaboration and Interdisciplinary Learning Experiences	Coach, Advise and Mentor in Support of Success and Significance	Diversify Revenue Streams and Maximize Cost Effectiveness	Streamline Systems and Processes
2	Develop and Communicate a Compelling Future Value Proposition	Build Shared Understanding of and Commitment to Academic Rigor	Exemplify Experiential Learning as Core to Stetson	Implement a Best Practice Alumni Engagement Capability	Use Real-Time Forecasting and Modeling to Drive Decisions
3	Enhance Stetson's National Reputation Using Strategic Communication	Emphasize Learning in Communities: Residential, Local, Global, Virtual	Expand and Deepen the Development of the Whole Person	Attract and Retain the Best Employees for Stetson	Make Enterprise Risk Management Ubiquitous
4	Recruit the Best Students for Stetson	Create a Learning Environment that Attracts Intellectually Motivated Students	Inspire and Support a Culture of Lifelong Learning	Use Human Resource Planning to Drive Innovation	Improve "One Stetson" Communication and Commitment
5	Tackle Community Challenges in Multi-Stakeholder Partnerships	Advance Inquiry, Scholarship and Creative Activity	Strengthen Career Readiness and Graduate Success	Enhance Faculty and Staff Development	Envision, Build and Adopt Technology
6	Continue to Foster Stetson's Core Values	Infuse Technology into Pedagogy to Support High-Impact Learning	Improve Outcomes Through Alumni Engagement	Optimize Use of and Return on Real Estate, Infrastructure and Capital Assets	
F	<b>Expand and Strengthen Strategic Partnerships</b>				
G	<b>Be a Diverse Community of Inclusive Excellence</b>				

## Brief History of Diversity/Inclusion at Stetson

- Demographic patterns in 1960s, 1990s, today?
  - Student, faculty demographics
  - Race/Ethnicity
  - Gender
  - Sex/Sexual Identity
  - SES
  - First Generation
  - Differing Abilities

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## Students



1970s



2000



2016

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## FACULTY



1990



2000

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### Brown Center Statement on Inclusion:

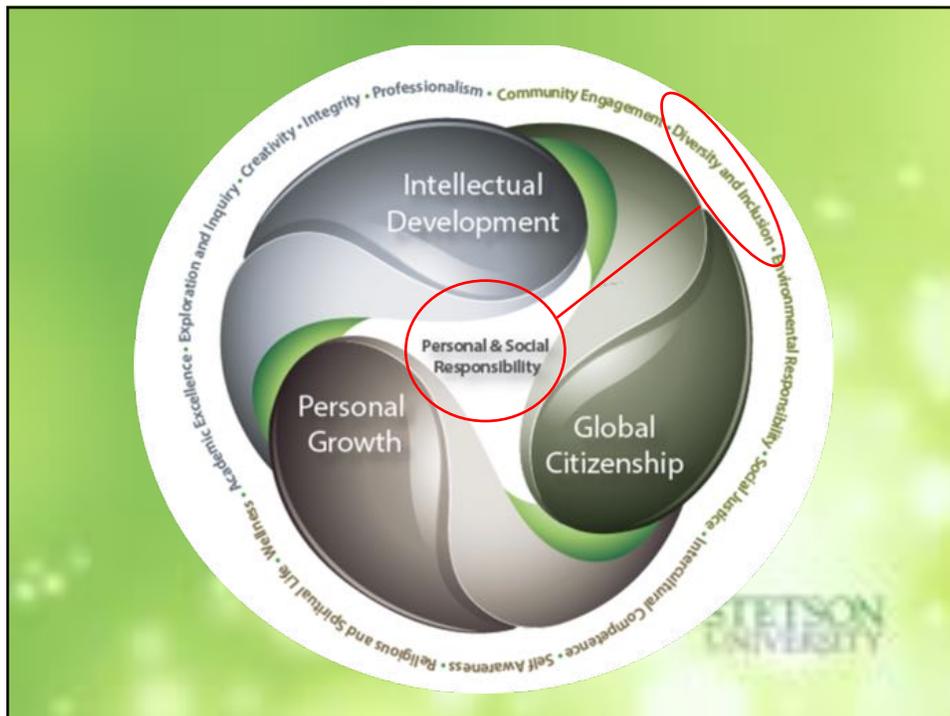
- Stetson University is a welcoming community that proactively and intentionally engages inclusive excellence both as a core value of our community and intellectual/creative life and as a means to effect institutional transformation at all levels of the university. We believe that individual and cultural differences enhance all aspects of our educational mission, but we also aspire to foster critical understanding of the interpersonal and institutional dimensions of these differences.

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## Brown Center, Continued:

- We strive to be a community that at the individual, interpersonal, and institutional levels:
  - Welcomes, respects and bridges differences;
  - Recognizes the value of diversity in advancing the university and local and global societies;
  - Creates inclusive learning environments, including a diverse curriculum predicated on ideas of inclusivity, community engagement and social justice; and
  - Aims to build a more socially heterogeneous bodies of students, faculty and students.
- Stetson University's commitment to inclusive excellence extends throughout the University and to each of our core values: global citizenship, intellectual development, and personal growth.
- Watch out for the Brown Center's Inclusive Teaching Symposium and other workshops and seminars focused on pedagogical concerns around inclusion

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## WHAT ARE SOME CHALLENGES WE FACE TODAY?

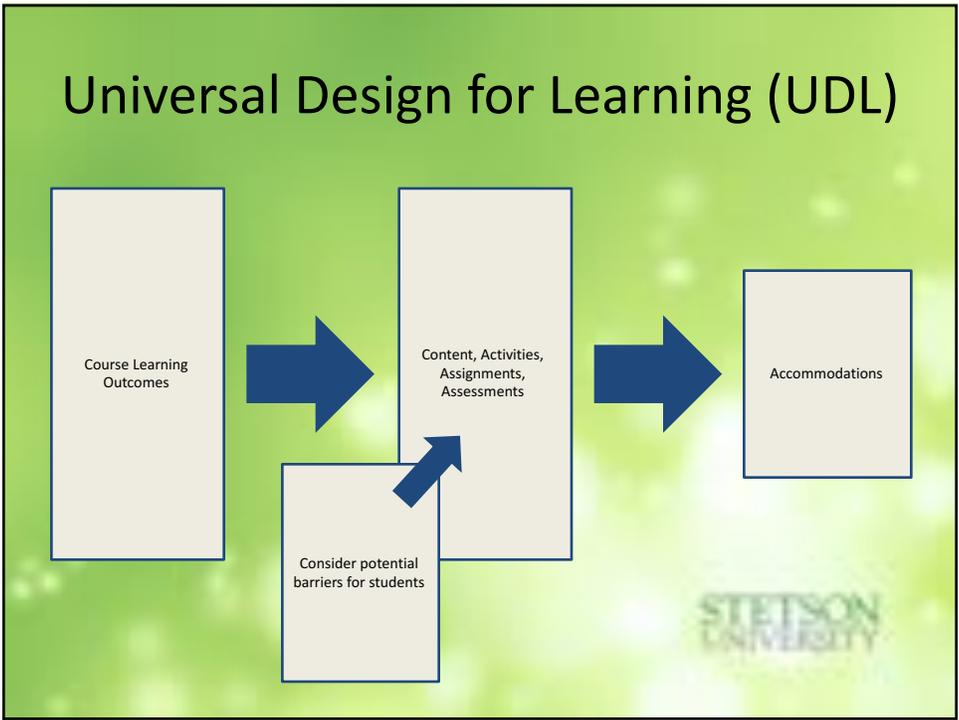
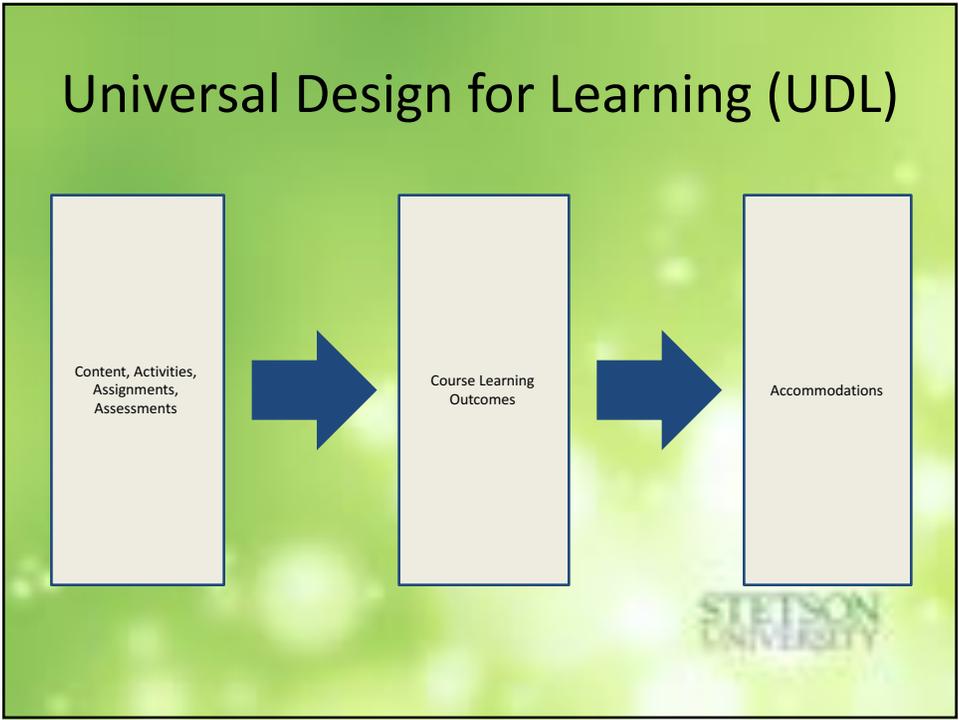
- Potential Barriers to Inclusion
  - Lack of awareness
  - Sense that someone else is responsible
  - Unwillingness to get involved
  - Discomfort with difference
  - Belief that our role is to confer knowledge in a certain format
  - Fear that creating an inclusive learning environment will lower standards

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## Universal Design for Learning (UDL)

- Also called Inclusive Design for Learning (IDL)
- Consider how the following can meet the learning needs of the greatest number and diversity of students while maintaining academic rigor:
  - Curriculum
  - Instruction
  - Assessment

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## Americans with Disabilities Act (ADA)

- Stetson must provide “reasonable accommodations” to all registered students with a disability
- What does “reasonable” mean?

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## Syllabus Statement

“If a student anticipates barriers related to the format or requirements of a course, they should meet with the course instructor to discuss ways to ensure full participation. If disability-related accommodations are necessary, students should register with Academic Success (822-7127; [www.stetson.edu/asc](http://www.stetson.edu/asc)) and notify the course instructor of your eligibility for reasonable accommodations. The student, course instructor, and Academic Success will plan how best to coordinate accommodations.”

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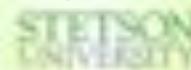
## Accommodations process

- Students submit a profile, supporting documentation, and meet with the Associate Director and Accessibility to determine reasonable accommodations.
- The AD will notify faculty through email of recommended accommodations.
- Faculty should contact AD with any questions or concerns.
- Student have been encouraged to communicate with faculty to determine any logistics of accommodations.

The logo for Stetson University, featuring the name "STETSON UNIVERSITY" in a stylized, blocky font.

## Testing Process

- Academic Success offers minimally supervised and distraction-reduced testing space for extra time or additional equipment/tech.
  - Student must schedule with Accessibility Services Center (ASC)
  - ASC staff member notifies faculty member
  - Faculty member must submit test and cover sheet
  - Faculty member or designee must pick up exam

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## Strategies to Create Inclusive Learning Environment

- Focus less on classroom lecture format
  - “Flipped” pedagogies
  - Allow time for individual or small group processing prior to larger group discussions
- Assessment of variety of assignment-types
  - More than just exams and research papers
  - Grading based on content or execution?
- Think outside the box about ways for students to achieve learning outcomes
- Providing advance access to course materials so they may be reviewed and brought to class as a guide
- Advance notice of changes in instruction method, location changes, etc.
- Closed captioning on all videos
- Note-takers embedded in the course



## Small Group Discussion

At Florida North Full Sail Miami University there is a course with several students who have a documented inability to listen in class and take notes simultaneously. What would be a pedagogical approach that could apply universal design to improve the situation for all students in the class?





**This Week: Individual Differences in Neural Networks through Networks**  
8/1/2017

- **Regular (Neocortical) Networks** (come from last week)
  - Invariability between networks within each in each class that permit of learning skills
- **The Problem of Ruth: Individual Differences in Perfect Pitch**
  - Perfect Pitch is a so-called "musical talent" people with it have inherited since (we still don't know) for pitch colors 1 in 10,000 people have it
    - Musical skills Perfect Pitch recognizes notes (the set of notes that also defines what pitch it is)
    - Synaptic recognition - they don't think about it
    - They recognize when pitch is changed
  - **Issue of Disability**
    - Ruth has an underlying pitch color disability - it seems so simple to her
    - Context is everything when talking about disability
      - Create clear interface between people and their systems
        - E.g. other people to check Ruth has problems
    - **Question arises: Is it all biology? Is it all learning?**
      - Answer: It's debatable for all
        - Perfect Pitch is a developmental phenomenon, it needs to be shaped and refined. It's shaped by the environment
        - Some studies have Perfect Pitch-free adults
        - Perfect Pitch is quite different among individuals in different populations
    - **Meeting the Challenge of Individual Differences**
      - Provide Multiple Means of Representation
      - The intention is how well? Important information may change representation will not work well for everyone
- **Strategic Networks**
  - **Tradeoffs**
    - The typical musician, piano/guitarist/clarinetist is cognitive dependent on the one and more automatically, all about making notes, needs attention in the music classroom
    - Ruth neither groups neither, very small music classroom
      - When to design? some notes of practice
        - Specific practice sessions that are too strong
    - Second teacher (instrumentalist) to make music classroom
      - When to design? teacher to make skilled, contextual activities to get learning and then building skills
    - Professional context, requires communication skills, often too large, strategic learning, individual work of learning
      - When to design? student of professional context had to ability to get more strategically to answer different questions
  - **Issue recognition**
    - Ruth uses of their recognition

(Rose 143)



8/1st Week: 1, 2017  
Last Week: Neocortical Networks  
This Week: Strategic and Strategic Networks



**The 1<sup>st</sup> Problem of Ruth**  
A story of individual differences



perfect pitch

David's with Ruth has perfect pitch. (The New Yorker) Ruth says to me (I'm a bit, too) that means she can't hear notes. "In absolute." When a note is played, she can hear it without having any other notes to relate it to. Her auditory cortex probably "lights up" more than David's. Compared to Ruth, David is disabled in the perfect pitch department, along with the other thousands of the thousands according to this Absolute Pitch website of "relative pitch musicians" for every perfect pitch, the Ruth.

◦ How does this story apply to EBL?

◦ Because this story is about the interface between people and their contexts.



In the context of church Ruth's interface with singing/music/pitch makes her appear disabled, or at least unable, compared to David's interface with singing/music/pitch as he lifts his voice with gusto.

**Questions to Consider**

- How does perfect pitch change depending on the environment?
- Why would some people have perfect pitch and others not?
- How does multi-use of interfaces between physical and disability?

(Rose 144)



## Resources

- Brown Center for Faculty Innovation and Excellence
  - Blog: <https://blog.stetson.edu/faculty-engagement/>
  - Inclusive Teaching Symposium: January
  - Colloquium on Teaching & Learning Innovation: April 6-7, 2017
- Academic Success Faculty Resources
  - <http://www.stetson.edu/administration/academic-success/resources/faculty.php>
- Social Justice Lecture Series
- AAC&U Inclusive Excellence Resources
  - Links found on Brown Center’s blog



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