Inclusive Excellence

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FACILITATED BY
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Under the auspices of the USF Institute on Black Life, USF Black Employee Steering Committee, and the USF Black Faculty & Staff Association
Describe the purpose of Enlightenment

Identify the team members who helped to make this event a reality

Use the 5Es of Science to discuss “inclusive excellence”.

- Engage
- Explore
- Explain
- Elaboration
- Evaluate

Overview
Purpose of Enlightenment

➢ Foster a culture of inclusive excellence, in which the university community engages in courageous conversations, and activities to reflect on means to attend to equity, embrace diversity, and facilitate an inclusive environment.

➢ Explore current trends within the African Diaspora that is impacting Black lives on campus
Our Hope for Facilitating Difficult Discourse

Love

Protest

Restore

Invest
Set up. Support. Mentor. Reallocate

Inspire
Move. Empower. Model. Encourage

Create

Matthew, Jessup, Sears (2020)
The teacher or a curriculum task helps students become engaged in a new concept through the use of short activities that promote curiosity and elicit prior knowledge. The activity should make connections between past and present learning experiences, expose prior conceptions, and organize students’ thinking toward the learning outcomes of current activities. (Idsardi, 2019, p.16)
We could learn a lot from crayons; some are sharp, some are pretty, some are dull, while others bright, some have weird names, but they all have learned to live together in the same box.

ROBERT FULGHUM
A lesson on diversity and inclusion from Dr. Seuss-The Fuzzy Guy Syndrome

Do you like green eggs and ham?
I do not like them, Sam-I-am.
I do not like green eggs and ham.

You do not like them.
So you say.
Try them! Try them!
And you may.
Try them and you may, I say.
An Open Mind and Acceptance Cure The Fuzzy Guy Syndrome

Say!
I like green eggs and ham!
I do! I like them, Sam-I-am!
At the outset of this initiative, AAC&U advanced an operational definition of Inclusive Excellence.

The definition consists of four primary elements:

1. A focus on student intellectual and social development. Academically, it means offering the best possible course of study for the context in which the education is offered.

2. A purposeful development and utilization of organizational resources to enhance student learning. Organizationally, it means establishing an environment that challenges each student to achieve academically at high levels and each member of the campus to contribute to learning and knowledge development.

3. Attention to the cultural differences learners bring to the educational experience and that enhance the enterprise.

4. A welcoming community that engages all of its diversity in the service of student and organizational learning.

(Williams, Berger, & McClendon, 2005, p. vi)
Five Dimensions of Inclusive Excellence

(Salazar et al., 2010, p. 211-212)
Exploration experiences provide students with a common base of activities within which current concepts (i.e., misconceptions), processes, and skills are identified and conceptual change is facilitated. Learners may complete lab activities that help them use prior knowledge to generate new ideas, explore questions, and design and conduct an investigation. (Ildsardi, 2019, p.16)
Suggested Readings

In the chat, identify one quote that resonated with you from any of the readings and provide a justification for your selection

• Strategies that promotes inclusive excellence

• How to attain inclusive excellence during instruction
The explanation phase focuses students’ attention on a particular aspect of their engagement and exploration experiences and provides opportunities to demonstrate their conceptual understanding, process skills, or behaviors. In this phase teachers directly introduce a concept, process, or skill. An explanation from the teacher or other resources may guide learners toward a deeper understanding, which is a critical part of this phase. (Ildsardi, 2019, p.16)

- **Diversity leadership** is about redefining and rethinking problems in creative ways and the transformational approaches to overcoming difficult dialogues and raising human consciousness to implement goals and policies in order to reach inclusive excellence. (Asumah, Nagel, Wagdu, 2016, p. 143)

- **Dealing with difficult dialogue requires a skill and constant practice in order to be productive in setting university agendas and goals.** Young and Davis-Russell (2002, 2014) propounded four steps in dealing with difficult dialogue: (i) creating a climate of inquiry, (ii) focusing on cognitive inquiry, (iii) focusing on emotional inquiry, and (iv), developing skills of **mindful listening** (pp. 44-48). (Asumah, Nagel, Wagdu, 2016, p. 146)

Common Elements of the capstone persistence programming.
• Build Community through Cohort and Mentoring Programs
• Develop Student Skills and Identity through STEM Research and Inquiry Experiences
• Increase Student Success with Attention to Quantitative Skills
• Broaden the Student Pool through Outreach Programs

The following questions were helpful at the beginning of the process of understanding persistence needs at the Capstones:

• What are our students’ strengths and needs?
• How do we define student success?
• How are our students from various groups performing on these measures?
• Where discrepancies between groups exist, which outcomes does our community think are the most important to target? In tandem, where is there interest and energy at our institution that might help propel change?
• What insight can our data provide about the barriers under-represented students face? Are additional data (e.g., focus groups, student survey data) necessary to forge a path forward? (DiBartolo, 2016, p. 9)
Diversity must be a campus wide priority. (Williams, 2007, p.9)

Institutions need a diversity leadership development process to enhance the skills and shift the mental models of students, faculty, staff, and administrators. (Williams, 2007, p. 10)

An empowered, formal diversity infrastructure is essential. (Williams, 2007, p. 11) Diversity needs to be embedded in the symbolic and cultural fabric of the institution. (Williams, 2007, p. 12)

Motivational energy and entrepreneurial strategies are vital to change. (Williams, 2007, p. 13)

Administrative systems need to be modified to accommodate the needs of historically underrepresented populations. (Williams, 2007, p. 13)

- Achieving inclusive excellence and cultural change is a process of perpetually disturbing and realigning structures and mind-sets; questioning the past; and encouraging students, faculty, and staff to stretch and find new ways to support, nurture, and leverage diversity in service to new levels of institutional excellence. (Williams, 2007, p. 14)
Inclusion: The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institution (Albertine, 2011, 4). (Considine, 2017, p.171)
a. Pat Jefferson.
Pat has worked for Acme for 12 years. Pat has worked up to a position as a lead engineer after starting as an assembler, then working in test equipment, quality control, and environmental safety and health (ESH). As an engineer in ESH, Pat was primarily in charge of hazardous waste disposal. Pat has completed two years of college coursework and one class in management techniques. Pat is well liked by all colleagues and is considered to be a team player.

b. Kim Kennedy.
Kim has worked for ACME for two years. Kim was hired directly out of college after earning an MBA from the Mountaintop College School of Management. As such, Kim is familiar with modern management techniques. Kim’s undergraduate degree was a BS in business with a minor in engineering. Currently, Kim works in the engineering department as a departmental liaison, communicating the engineering department’s concerns to Acme’s other departments. Kim has developed a reputation as an excellent coworker who is well liked by all levels of employees.

c. Chris Clinton.
Chris has a BS in engineering from Poloma College and an MBA from Weatherford University. Prior to working for Acme, Chris served on the IEEE (Institute of Electrical and Electronic Engineering) Commission for Management Innovation, specializing in global concerns and crisis management. Hired by Acme in 2000, Chris is now lead engineer in the engineering department. Chris has earned high scores on every yearly evaluation, especially regarding knowledge of engineering. Chris’s only negative points on evaluations have resulted from difficulties with colleagues.
Amongst the other features of the best teachers, Bain noted that the best teachers expect ‘more’ of their students and they favor objectives that ‘embody the kind of thinking and acting expected for life’; they often try to create conditions in the learning environment that are challenging yet supportive conditions in which learners feel a sense of control over their education; work collaboratively with others; believe that their work will be considered fairly and honestly; and try, fail, and receive feedback from expert learners in advance of and separate from any summative judgment of their effort (Bain, 2004, 18). (Wood, & Su, 2017, p. 455).
In your response papers to the readings this semester and in class discussions, you’ve been very vocal about the types of classes you wished you had or still need to have. So for your group assignment, you’ll get to create your own course. Basically, if you had the chance to design a course for USFSP, based on the state of America today, what would that course entail?

*What would be the name of your course?
*What students would be targeted for your course?
*What projects would you have?
*Where would the course be (e.g. online, face to face, or a combination)?
*Who would teach the course?
*Would you have a grading scale and how might it look? In addition, I have included a list of non-profit organizations in St. Petersburg because your course will have to have at least one section focused on a social or cultural issue. So find an organization from the list that students in your course could go to for resources. You could also have someone from the organization as a guest lecturer.  

https://web.stpete.com/nonprofit-organizations-
Teachers challenge and extend students’ conceptual understanding and skills. Through new experiences, the students develop deeper and broader understanding, more information, and adequate skills. Students apply their understanding of the concept and abilities by conducting additional activities. (Idsardi, 2019, p.16)
Elaboration

- What can we do to intentionally promote inclusive excellence across the three geographically dispersed campuses of USF?
- How can we promote inclusive excellence in instructional curriculum across multiple disciplines?
- How will you use the articles discussed within your local setting?
The evaluation phase encourages students to assess their understanding and abilities and allows teachers to evaluate student progress toward achieving the learning outcomes. (Idsardi, 2019, p.16)
A time of reflection

- How did you benefit from today’s session?
- Identify one thing that you took away from today’s session.
Extension: Plan Do Study Act Cycles

Complete a PDSA form that describe how you can systemically enact inclusive excellence within your setting.
References


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