



Presented by:

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She/Her

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**OFFICE OF DIVERSITY,
EQUITY AND INCLUSION**

THE EVERYDAY WORK OF CREATING EQUITABLE AND INCLUSIVE LEARNING ENVIRONMENTS



VILLANOVA UNIVERSITY

Dr. Terry Nance
CENTER FOR DIALOGUE

REFLECT



LAND ACKNOWLEDGEMENT

We acknowledge that Villanova sits on and benefits from the unceded territory of the Lenni Lenape people. We acknowledge the Lenape community, their elders both past and present, as well as future generations. We acknowledge their spiritual, emotional and physical connection to the land, as well as their contributions, and struggles. Indigenous people are often talked about in the historical past tense which makes it easier to deny their rights and ownership of the land in spite of this we must continue to recognize and honor their many nations.

AGENDA



DEI At Villanova

Offices & Policies
Diversity by the
Numbers
Climate Data



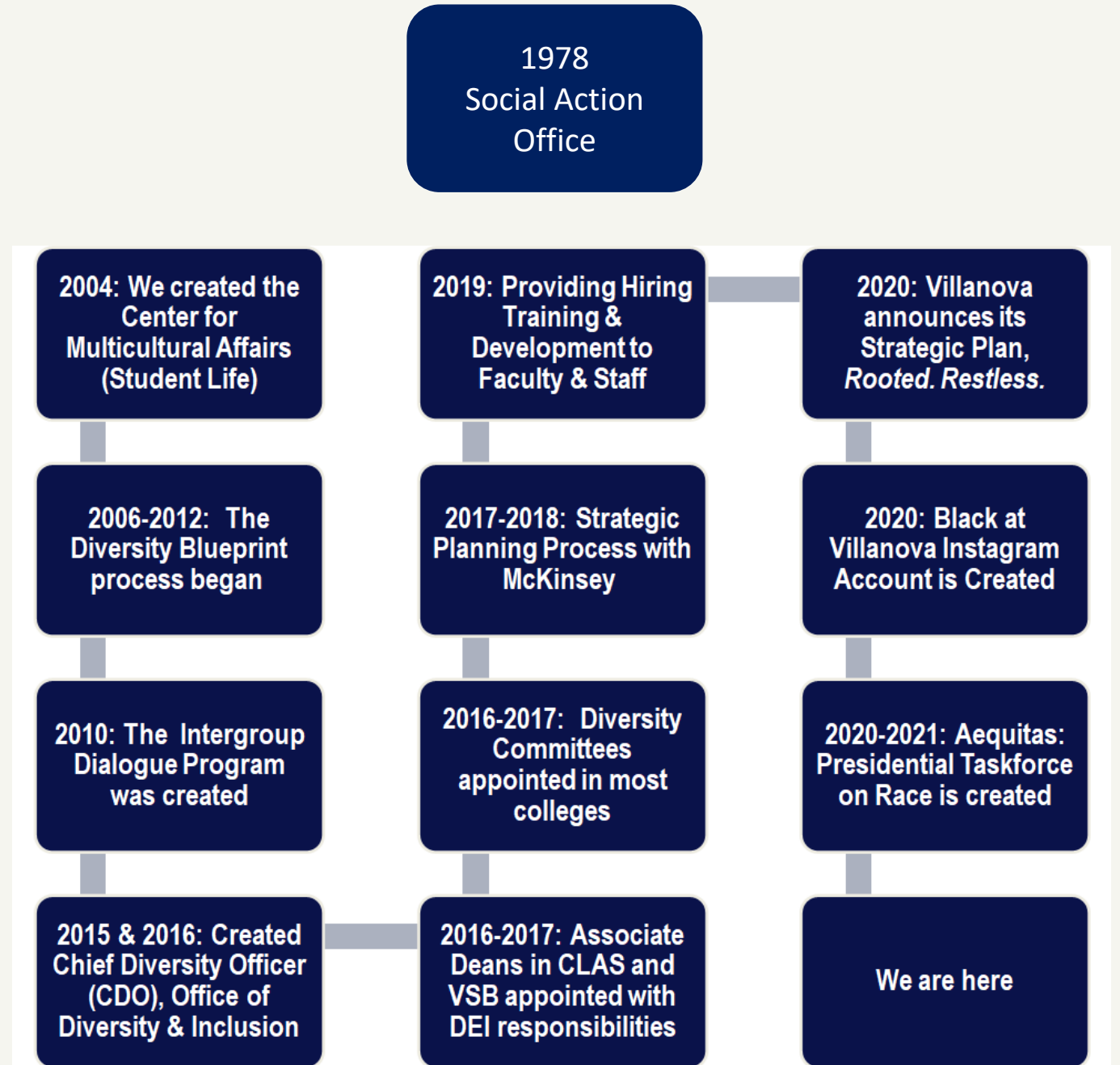
Inclusive Classroom (Overview)

General Strategies
Tools



Next Steps

Villanova's Diversity, Equity and Inclusion Journey



Resources to Support Diversity, Equity, and Inclusion at Villanova

Office of Diversity, Equity and Inclusion & Dr. Terry Nance
Center for Dialogue

Center for Access Success and Achievement

Office of Belonging and Inclusion

Diversity Officers:

Ed Fierros- CLAS
Aronte Bennett-VSB
Patricia Bradley- Nursing
Noelle Comolli- Engineering
Kent Lollis- Law School
Leashia Lewis-Athletics
Tia Noelle Pratt- Mission and Ministry
Adam Smith- VISIBLE
Terri Boyer- McNulty Women's Institute
Mike Brown- Veteran and Military Service

Support Offices:

Office for Access and Disability Services
Learning Support Services
Office for International Students and Scholars

Diversity Committees:

CLAS	Engineering
VSB	Law School
Nursing	Athletics

ORGANIZATION OF DIVERSITY AT VILLANOVA UNIVERSITY

Strategic
Initiatives

Education
and Training

Climate
Concern

Employee
Resource
Groups

PILLARS OF ODEI



**OFFICE OF DIVERSITY,
EQUITY AND INCLUSION**

CENTER FOR DIALOGUE



CENTER FOR DIALOGUE

The Center for Dialogue engages the Villanova community in the practice of dialogue by teaching dialogic skills and creating opportunities for meaningful interaction and community building. Our dialogue is grounded in an exploration of identity and lived experience that informs understanding of self and others and empowers all community members to enact social justice at Villanova and beyond.



CENTER FOR DIALOGUE

AREAS OF ENGAGEMENT

Academic
Courses

Facilitation
Training

Community
Connections

Research &
Assessment



RJDC - RACE, JUSTICE & DIALOGUE COURSE

Pre-produced Content

- Module 1: Villanova's Origin Story (Foundational)
- Module 2: Conceptualizations of Race
- Module 3: Realities of Racism in the US

Dialogue

- Process/wrestle with course content at personal/emotional level => individual & collective meaning-making
- Facilitated by Center for Dialogue trained facilitator
- Develop communication skills

College- and discipline-specific disciplinary content

- Single discipline or focused topic through multi/interdisciplinary study w/in a College
 - Moving student to action => final advocacy proposal project
-

Dialogue on Identity & Social Justice



COM 5300-100: 1 Credit

CRN: 26410

First 7 weeks of the semester
Tuesdays, 6:15-8:15 pm

Topics may include:

Disability, Race, Gender, and
Socioeconomic Class



**SCAN THE QR CODE FOR
INFO ON ENROLLMENT**

V CENTER FOR DIALOGUE

RJDC
RACE, JUSTICE & DIALOGUE COURSE

Fall 2024 Courses

VSJ 3500-001: Socially Just Business Leadership
(MW 4:45-6:00 pm); CRN 26298; Ferraro

COM 3449-001: Organizing for Reproductive Justice
(TR 4:00-5:15 pm); CRN 24456; Way

COM 3465-001: Race, Justice & Advertising
(MW 1:55-3:10 pm); CRN 24463; Pattwell

PJ 3000-001: RJDC: Agitating for Justice
(MW 4:45-6:00 pm); CRN 25729; Washington Leapheart

BIO 1950-001 : Race Science in Biology
(MW 1:55-3:10 pm); CRN 24065; Shirangi

EGR 1200-H01: Engineering Interdisciplinary Project I
(T 6:15 – 8:55pm); CRN 24795: Comolli

ATTRIBUTES: PJ & RJD

Some courses may carry AFR & DIV attributes.

CONTACT US
rjdc@villanova.edu

VILLANOVA DEI POLICIES & PRACTICES

Villanova University Diversity Statement

Villanova University, as a Catholic Augustinian institution of higher education, recognizes diversity as an integral component of the teaching and learning experience and as an essential element of the ongoing intellectual, social and spiritual development of every member of the Villanova community.

Accordingly, Villanova University will be a diverse community. We commit ourselves to cultivating an academic environment marked by genuine curiosity about different perspectives, ardent receptivity to knowledge generated through intercultural connections and a genuine sensitivity to the variety of human experiences marked by domestic and global differences.

STATEMENT OF ANTIRACISM

(Drafted as a part of the Aequitas Task Force)

Villanova University, as a Catholic Augustinian institution of higher education, knows that the work of antiracism is essential to the creation of a living, learning, and working community where all can thrive. The institution is rooted in the belief that all persons are made in the image and likeness of God, the source of human dignity. We are restless in our pursuit of racial justice. We call on all people of good will to draw upon their own sources of wisdom and justice to join in an individual as well as a collective effort against racism, prejudice, and injustice. The work of antiracism is a prophetic challenge that asks each individual to examine habits and patterns of behaviors that privilege one group over another and to pursue individual and communal transformation. Antiracism also requires that we challenge any action and condemn any silence in institutional and educational policies, organizational structures, or traditions that maintain or extend violence against, or oppression of, any minoritized group. We are called to do no less.

DIVERSITY BY THE NUMBERS

Data on diversity, equity and inclusion at Villanova University

CLIMATE DATA

Climate Survey Distributed to all Undergraduate,
Graduate and Law Students



THE INCLUSIVE CLASSROOM

An Overview



BELONGING IN THE CLASSROOM

“...the extent to which individuals feel like a valued, accepted, and legitimate member in their academic domain...”

(Lewis, Stout, Pollock, Finkelstein, & Ito, 2016)

**Positively Interact
with Students**

**Actively
Discourage
Classroom
Incivilities**

**Culturally
Inclusive
Classroom**

**Encourage,
Open, Honest,
Respectful
Class
Discussion**

**Use Inclusive &
Appropriate
Models of
Address**

**Adapt
Examples and
Assignments**



CLASSROOM CLIMATE

- Prevailing mood, attitudes, standards, and tone that you and your students feel when they are in your **classroom**
 - Positive climate--feels safe, respectful, welcoming, and supportive of student learning
 - Negative climate--feels hostile, chaotic, and/or out of control

Remain present.

Own your own perspective.

Listen openly and fully for understanding, not reacting.

Lean in and monitor your airtime.

Challenge the idea, not the person.

Ask questions instead of making assumptions.

Ask permission before sharing someone's story.

Lessons leave, stories stay.

Expect and accept a lack of closure.

COMMUNITY GUIDELINES



Hello
my name is

**STORY OF
YOUR NAME**



An Inclusive Activity to Begin Class

INCLUSIVE CLASSROOM CONSIDERATIONS

Creating the environment in which dialogue can occur

Pronouncing names day 1; Include Pronouns She/her/hers (What's this?)

Syllabus: Diversity/Positionality Statement

Syllabus: Religious Holiday Statement

Group opportunities- Small Groups /Pairs/Triads

Forming Project/Homework Groups

Incorporate diversity in the curriculum/ Diverse perspectives and examples

Utilize Universal Design for Learning (UDL) Principles

Community Guidelines

	Discussion	Dialogue
Lines of questioning	<p>Ask for definitions, opinions, reasons, and facts</p> <ul style="list-style-type: none"> • What does this concept mean? • What are the reasons for 'X'? • What do you think of 'X' argument? • What do you think is the best solution? 	<p>Ask for experiences, feelings, and reflections; make connections; challenge preconceived notions</p> <ul style="list-style-type: none"> • How do you experience 'X'? • Where/how did you learn 'Y'? • How do you hear what 'person A' is saying? • How does your experience connect with others'?



SYLLABUS CONCERNS

Policies

Assignments

Content

Other?

SELECTING GROUPS

Who is responsible for selecting a group? Students tend to like choosing their own group members, but they often form groups that are homogenous

Creating Groups:

Count off- Change direction

Set up the group conditions- Emphasize teamwork

Review teamwork skills

Provide some class time for groups: To be able to check on the group's function

Group Projects:

Size of the group- Smaller groups tend to work better

Roles- Are students encouraged to take on certain roles

Identities within the group- Be mindful of group makeup

Encourage a discussion about what group members need from each other to be successful in the group

Are members tracking their own contribution and can they assess group members' contributions?

**MODES OF
INTERACTION
(NON-
LECTURE, ETC.)**

DISCUSSION

DEBATE

DIALOGUE



EMPLOYING DIALOGIC STRATEGIES IN CLASSROOMS

- Establishing expectations in classroom
 - Create the classroom culture you desire
 - Guidelines for Conversation
 - Talk to one another, not just the faculty member
 - Pair-Share
 - Triads
 - Silent writing then sharing
 - Practice listening skills
 - Pausing between speakers
-



- **Simple and easy to remember:**

Do: “Tell us a little more about that.”

Do not: “You have just been talking about your experience with Greek life, and I’m wondering if anyone here has a similar experience or maybe a different experience or could you share a little more about your experience with Greek life on that day or in general?”

- **Practice global listening:**

Do: “I’m noticing a lot of energy in the room. I’m wondering if someone who has not spoken yet can share what they’re thinking?”

Do not: Ignore an issue or pretend it is not happening.

- **Do not try to demonstrate subject matter expertise unless you DO know:**

Do: “Where or from whom have you learned about the situation of Native Americans on this Campus?”

Do: “So here are a couple of things to know about Native Americans before we move on.” (If you know!)

Do not: Make up information.

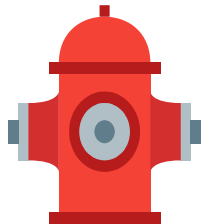
WHAT TO DO WHEN A CONTROVERSIAL TOPIC IS RAISED IN CLASS

Take a moment and make a decision

A) Address the topic with individual students after class, B) postpone the discussion for a future class, or C) have the conversation immediately as part of the class. Consider the relevance of the topic for your course, how prepared you feel to tackle it, and the emotional temperature of the room. If you decide to postpone, inform the students that the class will come back to the topic another day. If you decide to have the conversation instead...



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#1. Break the "hot" moment

If the room is emotionally charged due to the topic that was brought up, change the energy and let the students calm down. You can do this by acknowledging the mood and asking the students to do something different with their bodies and minds, like moving around the room, changing seats, doing some writing, sketching, or breathing deep a few times. Reducing the stress could be very helpful for having productive conversations.



#2. Establish ground rules

Remind the students the guidelines for participating in discussion. If you haven't established yet, develop guidelines with the students in class, or present your guidelines for the students to accept or modify. E.g., listen to understand and not to criticize, monitor your air time, ask questions to clarify, challenge ideas and not the people, be accountable for the effects of your words. Additionally, remind the students that it is okay to disagree with you. You can bring these ground rules back when the discussion becomes tense.



#3. Connect the topic to the course

Use the opportunity to reflect on how the topic relates to the class content, why is it important, what can the students' emotional reactions suggest about the topic taught, and what will the learning goals of the discussion will be.



#4. Provide a common basis

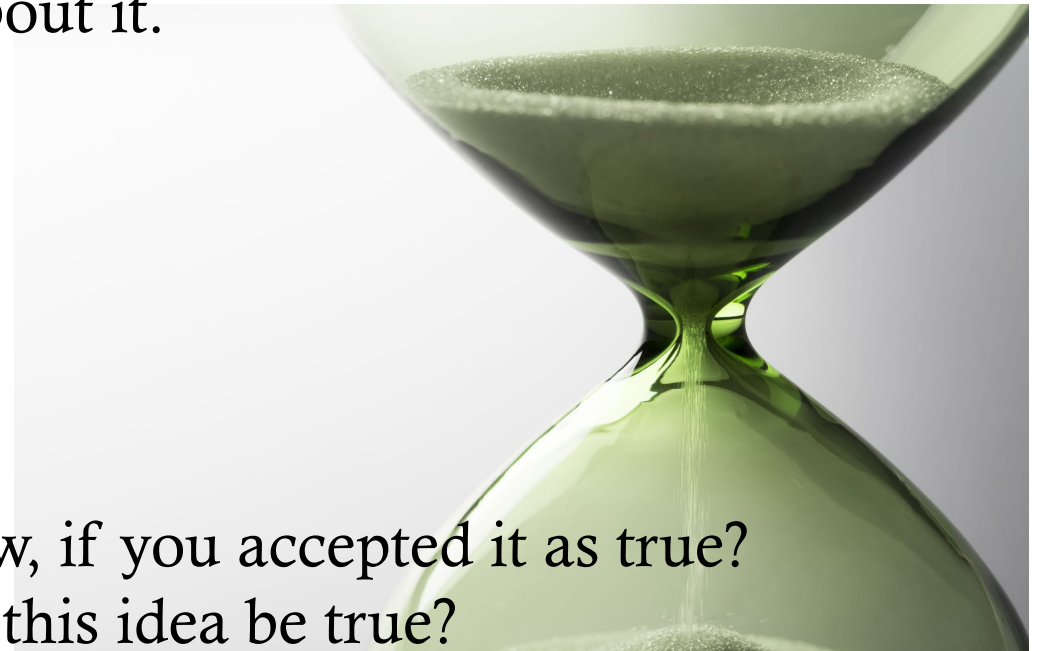
Provide key information about the topic raised for discussion to help the students understand it. You can also invite students to share what they know and build together basic knowledge. If you deem more convenient, you can write categories in the board like "What we know", "what is in dispute" and "what we want to know more", and elicit items for each one. You can explain or help the class identify why the topic or language used feels high stakes.


5-MINUTE RULE

This technique offers a simple way of taking an invisible or marginalized perspective and entertaining it respectfully for a short period of time. The only people who get to speak are those who can say something positive about it.


Questions or prompts:

- What is interesting or helpful about this view?
- How might someone understand this to be true?
- What would be different if you believed this view, if you accepted it as true?
- In what sense and under what conditions might this idea be true?





“ Behind their fearful silence, our students want to find their voices, speak their voices, have their voices heard. A good teacher is one who can listen to those voices even before they are spoken--so that someday they can speak with truth and confidence. ”



NEXT STEPS: WAYS TO GET INVOLVED

BE IN COMMUNITY

Employee Resource Groups

Black/AFAM

Golden Wildcats

LBGTQ+

Military and Veterans

Parent Collective

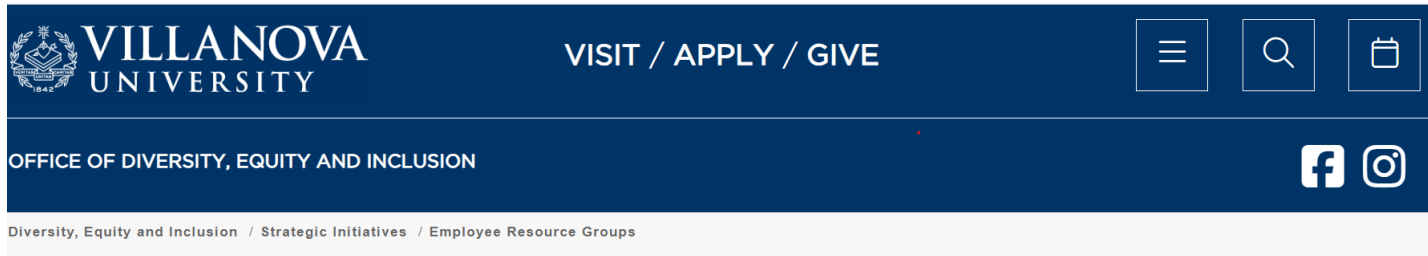
Somos

women in STEM Leadership

Disabled Villanovans

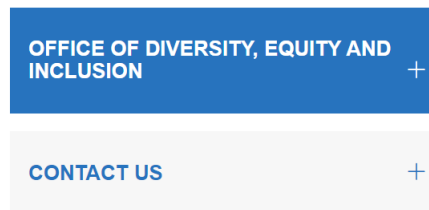
eleVate

(Emerging Leaders & Educators at Villanova)



EMPLOYEE RESOURCE GROUPS

Employee Resource Groups (ERG), sometimes referred to as affinity groups, are used to provide support and engagement to University employees. These groups may focus on specific interests or identities and offer a variety of experiences, but they are not closed groups, and they welcome supporters and allies. ERGs function as a structure within ODEI and work in coordination with Human Resources.



CONTINUED LEARNING

Office of Diversity Equity and Inclusion 2024 Training Calendar



Use QR code for registration
Contact deittraining@villanova.edu with any questions about scheduling a session



OFFICE OF DIVERSITY,
EQUITY AND INCLUSION

The Education and Training Pillar of the Office of Diversity, Equity and Inclusion is proud to offer the Advancing Equity and Justice Curriculum.

This curriculum is designed to provide an educational track of foundational concepts and unified language to our Villanova community based on current research and best practices to support our aspiration of becoming an antiracist institution.

TRAINING CALENDAR FALL 2024



MODULE 1

ROOTED

In this asynchronous, online session, participants will orient their engagement with the curriculum through connection to our Augustinian values and what it means to be just in our equity and inclusion efforts.

MODULE 2

BEING

In this session, participants will understand what it means to live in a socialized world and critique its implications for equitable and just human experiences.

MODULE 3

EXISTING

In this session, participants will gain a deeper understanding of systems of power and their influence on socialization in a US context.

MODULE 4

ACTION

In this session, participants will workshop the application of the curriculum into their everyday reality.

KEY: **Module 2**, **Module 3**, **Module 4**, **Advanced Sessions**, **Hiring for Villanova's Future**

AUGUST							SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER																																																																					
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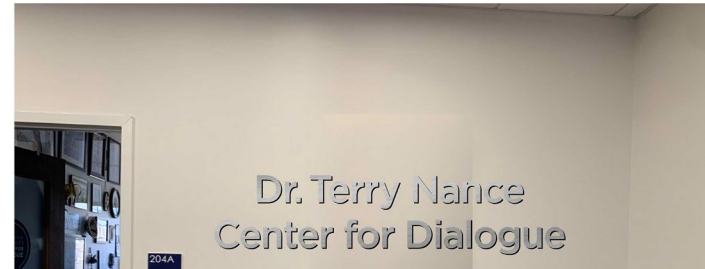
Use QR code for registration
Contact deittraining@villanova.edu with any questions about scheduling a session

EXPAND REACH

Center for Dialogue

Apply to be a facilitator

Join Community Conversation



Race, Justice & Dialogue Institute (RJDI)

Applications in the Spring

4-Day Institute

COMMUNITY CONVERSATIONS



Let's talk about the Presidential Election

September 16th
October 22nd
and
November 20th

12:00 pm to 1:00 pm

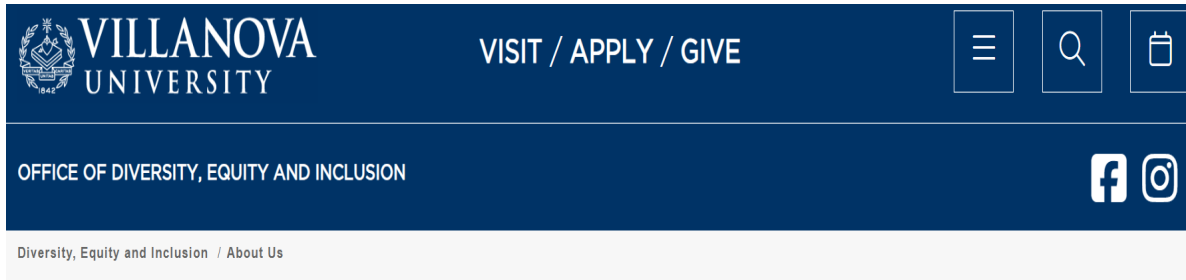
Dougherty Hall, West Lounge

Check Instagram for sign up information
[@centerfordialogue](#)



VANCE CENTER FOR DIALOGUE

ADVOCACY



OFFICES & GROUPS

Villanova's Office of Diversity, Equity and Inclusion serves as a centralized resource for the University community. But a wide variety of academic programming, curricular initiatives and groups in the diversity, equity and inclusion space are active within our Colleges and across our University.

College DEI Offices and Committees —



College DEI Offices and Committee

College of Liberal Arts & Sciences

Villanova School of Business

Fitzpatrick College of Nursing

College of Engineering

Charles Widger Law School

College of Professional Studies

Athletics

Thank You
