Changing the Classroom Culture and Curriculum: Balancing Intergroup Dialogue & Multicultural Curriculum Models

Alena C. Hampton, Ph.D.  Director of Student Experience
Idella Glenn, Ph.D.  former Director for Diversity Education and Retention Initiatives
Mary Shelden, Ph. D.  Interim Assistant Director, Bachelor of Interdisciplinary Studies; Associate Professor, Department of Focused Inquiry
Virginia Commonwealth University

Session Agenda

• Introductions
• History of Institute on Inclusive Teaching (IIT)
• Framework
• Activity
• Nuts and Bolts of IIT
• Challenges and Resources
• Question and Answer
VCU At a Glance

- Location: Richmond, VA

- Campuses: Monroe Park – 150 acres in downtown Richmond
  Medical College of Virginia – VCU Medical Center

- Satellites:
  Inger and Walther Rice Center for Environmental Sciences
  VCU Health at Stoney Point
  VCU School of the Arts – Qatar (est. 1998)
VCU by the numbers:

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Enrollment</td>
<td>31,242 (24,051; 5451; 1741)</td>
</tr>
<tr>
<td>% Full-Time</td>
<td>82</td>
</tr>
<tr>
<td>% Male</td>
<td>41</td>
</tr>
<tr>
<td>% Female</td>
<td>57</td>
</tr>
<tr>
<td>Countries Represented</td>
<td>108</td>
</tr>
<tr>
<td>% Asian</td>
<td>12</td>
</tr>
<tr>
<td>% Black</td>
<td>16</td>
</tr>
<tr>
<td>% Hispanic</td>
<td>7</td>
</tr>
<tr>
<td>% White</td>
<td>51</td>
</tr>
<tr>
<td>% International</td>
<td>5</td>
</tr>
<tr>
<td>% Two or More Races</td>
<td>5</td>
</tr>
<tr>
<td>Academic Programs</td>
<td>13 Schools and 1 College</td>
</tr>
<tr>
<td>Degree and Certificate Programs</td>
<td>226</td>
</tr>
<tr>
<td>Full Time Faculty</td>
<td>2264</td>
</tr>
<tr>
<td>Employees – VCU and VCU Health</td>
<td>21,679</td>
</tr>
<tr>
<td>Sponsored Research FY16</td>
<td>$271,000,000</td>
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History of the Institute on Inclusive Teaching

- 2010: University College Committee on Diversity – Provost Initiative
- 2012: First IIT held, special position, Center for Teaching Excellence – 11 participants
- 2013: lapse year
- 2014: Faculty Learning Community – sponsored by CTE (reorganized), Division for Inclusive Excellence, Office of the Vice President for Health Sciences – Learning in Place, Richmond Hill – 12 participants
- 2015: Service Learning new sponsor for day at Richmond Hill – 16 participants
- 2016: School of Ed new sponsor for day at Richmond Hill – Planning Committee trains with University of Michigan Center for Intergroup Relations – 21 participants
“Citizenship education must be transformed in the 21st Century because of the deepening racial, ethnic, cultural, language and religious diversity in nation-states around the world. Citizens in a diverse democratic society should be able to maintain attachments to their cultural communities as well as participate effectively in the shared national culture.”

Consider diverse perspectives – in your research and in your teaching. And while you’re at it, show your students that you’re doing it.

Professor James A. Banks, Multicultural Education Center, University of Washington, Seattle
Examine your own unconscious biases:

Get to know your students, and invite who they are into the classroom:
“The teaching-learning process is an inherently social act, and as instructors we need to be mindful of the quality of the social and emotional dynamics in our courses, because they impact learning and performance. In fact, a well-established body of research has documented the effects of a ‘chilly classroom climate’ on some students or groups of students, in particular women and minorities (Hall, 1982).”
https://www.cmu.edu/teaching/designteach/teach/learningenvironment.html
Reflect on your teaching practices: University of Michigan Center of Research on Learning and Teaching: http://www.crlt.umich.edu/multicultural-teaching/inclusive-teaching-strategies

Articulate a commitment to inclusion in your teaching philosophy; put it in your syllabus.
[http://www.csuchico.edu/diversity/diversity-inclusive-teaching/syllabi-examples.shtml](http://www.csuchico.edu/diversity/diversity-inclusive-teaching/syllabi-examples.shtml)

- Reflect on your teaching practices.
- Rethink your assignments; provide alternative modes of participation.
- Invite students to speak from their experience; don’t ask/expect them to speak for their group.
- Don’t make assumptions – or when you do, acknowledge that you did.
- Respond to inappropriate remarks and language - be a visible ally.
[http://www.cte.cornell.edu/teaching-ideas/designing-your-course/incorporating-diversity.html](http://www.cte.cornell.edu/teaching-ideas/designing-your-course/incorporating-diversity.html)
Dialoguing Activity

- Purpose:
  - Support the group in considering mainstream/margin dynamics
  - Uncover a deeper level of understanding of how mainstream/margin operates within a group

Sponsors

- Division of Inclusive Excellence
- Office of the Vice President for Health Sciences
- Division for Learning Innovation and Student Success/University College
- School of Education
## IIT 2016 Budget

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Estimated Cost</th>
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<tbody>
<tr>
<td>Facilitator In Residence</td>
<td>5,000</td>
</tr>
<tr>
<td>Keynote Address: Stereotype Threat</td>
<td>1,000</td>
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<tr>
<td>Books for IIT Participants</td>
<td>1,800</td>
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<tr>
<td>Promotional Materials for IIT Participants</td>
<td>500</td>
</tr>
<tr>
<td>Promotional Materials to Announce IIT</td>
<td>250</td>
</tr>
<tr>
<td>IIT Fellows Presentations (4)</td>
<td>200</td>
</tr>
<tr>
<td>Frames for Certificates/Closing Ceremony</td>
<td>350</td>
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<tr>
<td>Food</td>
<td>2,500</td>
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<tr>
<td>Meeting Space</td>
<td>0</td>
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<tr>
<td>Richmond Hill</td>
<td>1,800</td>
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**Sub Total** 13,400

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## IIT Planning Committee

<table>
<thead>
<tr>
<th>Member</th>
<th>Department</th>
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<tbody>
<tr>
<td>Serra T. De Arment, M. T.</td>
<td>Department of Education</td>
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<tr>
<td>Thaddeus Fortney, M. A.</td>
<td>Department of Focused Inquiry</td>
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<tr>
<td>Idella Glenn, Ph.D.</td>
<td>Division of Inclusive Excellence</td>
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<tr>
<td>Alena C. Hampton, Ph.D.</td>
<td>Office of the Vice President for Health Sciences</td>
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<tr>
<td>Jeong Han Kim, Ph.D.</td>
<td>Department of Rehabilitation Counseling</td>
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<tr>
<td>K.C. Ogbunna, Pharm.D.</td>
<td>Department of Pharmacy</td>
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<tr>
<td>Ravi Perry, Ph.D.</td>
<td>Department of Political Science</td>
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<tr>
<td>Mary Shelden, Ph.D.</td>
<td>Department of Focused Inquiry</td>
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Planning Committee Roles

• Technology Manager
• Registrar
• Catering Manager
• Materials Manager
• Communications Manager
• Assessment Coordinator

Pre-Institute Events

• Crossroads: A Small Group Faculty Forum to Discuss Issues in Diversity and Inclusive Teaching (March 21 & 23)
• Dialogic Methods for Engaging with Diversity, Power, and Conflict in the Classroom (March 31) – Dr. Adrienne Dessell, Co-Associate Director, The Program on Intergroup Relations, University of Michigan
• IIT Faculty Fellow Presentations – fellows share how they’ve been applying knowledge gained from the institute in their courses
  Dr. Faedah Totah & Emily Williams (April 6)
  Dr. Winnie Chan & Thaddeus Fortney (April 15)
IIT Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday – Half Day</th>
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<tr>
<td>• Introduction to the Institute/Setting the Tone</td>
<td>Facilitator in Residence: Mathew Ouellett, Ed.D.</td>
<td>Facilitator in Residence: Matt Ouellet, Ed.D.</td>
<td>Learning in Place: Richmond Hill</td>
<td>• Application</td>
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<td>• A Word/Welcome from our Sponsors</td>
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<td>• Reflection</td>
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<td>• Community Building (Get to Know You)</td>
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<td>• Closing Ceremony with Potluck Luncheon</td>
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<td>• Introspection (Get to Know Me)</td>
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<td>• Specific tools/strategies for the classroom</td>
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*Session on Stereotype Threat provided by Zewelanji Serrell, Ph.D.

Facilitator in Residence - Mathew Ouellett, Ph.D.

- Associate Provost and Director of the Office for Teaching and Learning (OTL). Prior to joining Wayne State University, Matt led the Center for Teaching at the University of Massachusetts Amherst (UMass). During his tenure at UMass, the Center For Teaching was cited as one of the top four Model Faculty Development Programs in the U.S. and Canada (2006), and was awarded a 2002 Innovation Award from the POD Network and a 2000 Hesburgh Award for Faculty Development to Enhance Undergraduate Teaching and Learning.

- A regular contributor for the literature on faculty development and inclusive teaching and learning, Matt has authored or co-authored over 40 peer-reviewed articles and book chapters in a wide range of sources.
Stereotype Threat and Solo Status

**Dr. Zewelanji Serpell, Ph.D.,**

is an Associate Professor in the department of Psychology at VCU. Her research considers cultural and contextual factors that promote or inhibit optimal learning in schools. Serpell is also the co-editor of the Handbook of Culturally Responsive School Mental Health: Advancing Research, Training, Practice, and Policy (2013).

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Learning in Place: Richmond Hill

**Rev. Benjamin P. Campbell,**

*M.Div., Hon. D.Div.,*

is an Episcopal priest, Adjunct Pastor at Richmond Hill, and Pastoral Associate at St. Paul's, Richmond. For 25 years he was Pastoral Director of Richmond Hill, an ecumenical Christian community and retreat center on Church Hill in Richmond. He is author of Richmond's Unhealed History, a book on the history of Richmond since before the European settlement.
Certificate of Completion for Participants

Virginia Commonwealth University
awards this certificate to

Joseph Cates
for successful completion of the

2016 Institute on Inclusive Teaching
to promote inclusiveness in courses, curricula, programs, and services

IIT Assessment

• Daily evaluations
  – “What could have been improved today?”

• Culturally Responsive Teaching Self-Efficacy Scale (CRTSE) and the Culturally Responsive Teaching Outcome Expectancy Scale (CRTOES)
  – CRTSE: Self Efficacy; CRTOES: Belief
  – First and last day of the Institute; 6 months later
Other Items to Note

- Marketing Consultant
  - Design stamp, marketing strategy
- Participant Application and Participation
  - Letter of support
  - 80% attendance
- Planning Committee Daily Meetings
Challenges and Resources

• Institutional Home
• Budgets
• Reorganization
  – Units
  – Personnel

Questions