

# Personal Awareness and Teaching Inclusively:

## Addressing Campus Climate Considerations in the Classroom

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The Fall 2015 Forum for the Faculty of the College  
sponsored and facilitated by the  
Office of the Dean of the College, The Pro- Humanitate  
Institute, and The Teaching and Learning Center



WAKE FOREST  
UNIVERSITY

**11:30am-12:15pm:** Sign-in and Lunch and Welcome

**12:15-12:45pm:** Awareness of Implicit Biases

**12:45-1:15pm:** Intersectionality and Marginalization

**1:15-1:45pm:** Facilitating Dialogs on Intersectionality

**1:45-2pm: BREAK**

**2-4pm:** Teaching Inclusively: Creating a Climate for Learning – Catherine Ross, Director, TLC

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- **First off, thanks for making the time**
  - **Second, please feel free to get up and move about throughout the afternoon**
  - **Third, your willingness to share , dialog, and discuss will be greatly appreciated**
  - **Lastly, get to know your table-mates; you'll be talking with them throughout**
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- **To provide College Faculty with**
    - (1) Experiential opportunities to explore the interactions of self-awareness, implicit biases, intersectionality of societal group membership, and marginalization
    - (2) Skills-based information and ideas for how to help create inclusive classrooms
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- **To what extent have you stopped and wondered the importance of self-awareness**
  - **How much importance do you place on self-awareness, in professional contexts**
  - **In intercultural dialog, self-awareness is often the first step towards competence**
  - **Self-awareness of our cultural and societal heritage helps better understand how our (and others') worldviews develop**
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- Implicit bias refers to attitudes and beliefs that we may be unwilling or unable to acknowledge
  - Our “decision” to not acknowledge them makes it difficult to confront or deal with them
  - Some researchers have reframed discussions of implicit biases as “microaggressions”
  - This, in turn, has led to arguments and counter arguments related to “the coddling of college students” and “limits on free speech”
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- **Place Holder**
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- There is no aspect of our identity that is more “important” or “salient” than another
  - Depending on context, dialog partner, setting, etc., certain aspects of our identity will be more relevant than another
  - Individually, however, we may hold a certain facet of our identity to be more personally meaningful than another
  - The same, then, can be said for those with whom we interact
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- **Society, however, has a way of “valuing” aspects of your identity even if you don’t**
  - **This potential dissonance impacts personal feelings of marginalization, perceived or real**
  - **It also contributes to the privileges we may be afforded, regardless of acknowledgement**
  - **The most frustrating and confusing and difficult aspect of both concepts is how “relative” they are to the “beholder”**
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- **Place Holder**
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- **How have you encouraged and/or reacted to “complicated dialogs” in your classrooms**
  - **What have been your students’ reactions to your efforts**
  - **How do the recent events on college campuses further frame this discussion on complicated dialogs**
  - **What resources have you used/can you count on to help with these dialogs**
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- Place Holder
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# Time for a Break

**1:45 – 2pm**

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- A lot of the “talk” on campus has been about “changing the CD requirement”
  - Take a moment to review the CD requirement, as it was approved by CAP, over 15 years ago
  - As of June 2014, there were 324 courses that satisfied the CD requirement
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- First, I'd like to acknowledge the following:
    - Karen McCormick for organizing this event
    - .....
  - Second, we'd like to encourage you to continue this dialog and professional development
  - Be on the look out for a spring 2016 forum
  - Have a pleasant and safe Thanksgiving Break
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