Campus Climate Change:
Faculty Forum on Intercultural Engagement throughout the Curriculum

A Forum for the Faculty of the College, sponsored and facilitated by the Office of the Dean of the College

March 6th, 2015
8:30-9am: Sign-in and Welcome
9-9:30am: Campus Climate Discussion
9:30-10am: Review of current curricular practices
10-10:30am: Review of CD requirement
10:30-10:45am: BREAK!
10:45-11:15am: Shayla Herndon-Edmunds, ODI
11:15am-12pm: Small Group Activity and Discussion
12-12:15pm: Next Steps and Wrap-Up
12:15-1pm: Lunch and continued dialog
• First off, thanks for making the time

• Second, please feel free to get up and move about throughout the morning

• Third, your willingness to dialog and discuss will be greatly appreciated

• Lastly, get to know your table-mates; you’ll be talking with them all morning long
Specific Aims for the Day

- To provide College Faculty with
  - (1) a forum to discuss the current state of campus climate
  - (2) share ideas, concerns, and best practices related to intercultural engagement, including but not limited to outlining developmental steps towards “enhancing” the undergraduate curriculum
Aspirational Outcomes

- So what’s the “hidden agenda?”
  - To continue a faculty-led and faculty-based dialog on campus climate issues
  - To collectively take a look “back” at what we’ve done to address a changing student body and faculty/staff demographic
  - To add to the current campus-wide discussion on how Wake should address and fine-tune its curricular offerings
Why this Forum

• Historical “struggle” with class, race, gender, sexual orientation, etc.
• Social media, societal realities, and a more “global campus” came to a hilt in fall 2014
• The student body has had specific opportunities (e.g. “town halls”), but not the College Faculty
• Some students, administrators, and College Faculty have focused on “curricular changes”
• Faculty governance’s role in all of this
Pop quiz...

What’s the ethnic demographic % break-down for Wake undergrads, focusing on race and ethnicity?

What’s the demographic breakdown for College Faculty at Wake, again focusing on race and ethnicity?
Student Demographics (fall 2013)

- N=4823
- American Indian/Alaska Native: 0.2%
- Asian: 7.5%
- Black or African American: 6.6%
- Hispanic/Latino: 6.2%
- Native Hawaiian/Pacific Islander: 0.08%
- White: 76.6%
- Two or More Races: 2.7%
In contrast...

Students in Fall 1995
N = 3701
- American Indian: .14%
- Asian: 2.1%
- African American: 7.7%
- Hispanic: .8%

Students in Fall 2005
N = 4255
- American Indian: .45%
- Asian: 4.5%
- African American: 7.1%
- Hispanic: 2.5%
More Correct Answers...

- **College Faculty Demographics (fall 2013)**
- **N = 428**
  - American Indian/Alaska Native: \(0.002\%\)
  - Asian: 5.4\%
  - Black or African American: 3.3\%
  - Hispanic/Latino: 6.3\%
  - White: 82.5\%
Other Group Memberships to consider...

- Gender
- Sexual Orientation
- Socio-Economic Status
- First-Generation College Students
- Limited-English Proficiency
- International Students
- Religious Beliefs and Personal Faith
Let's Start a Discussion...

• Take a moment to consider how these changes have manifested in your “spaces”?

• What have you heard or seen over the past year with regards to campus climate?

• What ideas or positions have you heard (or would like to see) regarding how to “improve” campus climate at Wake?
• Jot down what you know, or think you know, about current **curricular** practices specifically connected to “cultural competency”

• Jot down how you or those you know incorporate **extra-curricular** practices in class

• Jot down campus partners that contribute to your **curricular** and **extra-curricular** practices

• Discuss your findings with those at your table, as we come up with a quasi-comprehensive list
If you’ve engaged in culturally-competent-based curricular practices...

- What have been some “positives”
- What have been some “challenges”
- How have you been able to “measure” the impact of these curricular practices on students
- What would you do to “improve” what you’ve done
The Current CD Requirement

• 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
The Future of the CD Requirement

- With the last slide as a pivot point, let’s discuss:
  - Strengths of the current CD requirement?
  - Limitations of the CD requirement?
  - How does the Faculty go about “changing” the CD requirement?***
  - What alternatives are there to “changing” the CD requirement?

- Anything else we need to share or discuss?
Break Time!
Intercultural Engagement in the Curriculum

Shayla Will Add her information here...
• The Class of 2024 will be here in 2020...

• What does Wake’s undergraduate “cultural diversity” requirement look like?

• What does your Department’s expectations for “intercultural engagement” look like?

• How have your courses changed along these lines, if applicable, since 2015?

• How has the University changed since 2015?

• What did WFU do to make this all possible?

• Finally, what barriers, issues, and unintended consequences did we not foresee in 2015?
The Provost’s office is in the process of responding to campus climate issues

There’s a website set up to provide updates on the Deliberative Dialogs Action Teams
  • [http://community.wfu.edu/](http://community.wfu.edu/)

Possible updates from CAP and/or Committee on Curriculum on updates to CD Requirement

Future annual Campus Climate Faculty Forums
In Conclusion

• First, I’d like to acknowledge the following:
  • Karen McCormick for organizing this event
  • Shayla Herdon-Edmunds for her expertise
  • Barbee Oaks and OMA for stats and data
  • You all for participating

• Second, I’d like to encourage you all to keep this dialog going

• Third, have a pleasant and safe spring break