

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



WAKE FOREST
UNIVERSITY

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**
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- **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
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- **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
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- 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
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- **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?
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- **Student Demographics (fall 2013)**
 - **N=4823**
 - American Indian/Alaska Native: **.2%**
 - Asian: **7.5%**
 - Black or African American: **6.6%**
 - Hispanic/Latino: **6.2%**
 - Native Hawaiian/Pacific Islander: **.08%**
 - White: **76.6%**
 - Two or More Races: **2.7%**
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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%**
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- **College Faculty Demographics (fall 2013)**
 - **N = 428**
 - American Indian/Alaska Native: **.002%**
 - Asian: **5.4%**
 - Black or African American: **3.3%**
 - Hispanic/Latino: **6.3%**
 - White: **82.5%**
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- **Gender**
 - **Sexual Orientation**
 - **Socio-Economic Status**
 - **First-Generation College Students**
 - **Limited-English Proficiency**
 - **International Students**
 - **Religious Beliefs and Personal Faith**
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- **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?**
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- 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
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- 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
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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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- 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?
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Break Time!

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?
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- 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/>
 - Possible updates from CAP and/or Committee on Curriculum on updates to CD Requirement
 - Future annual Campus Climate Faculty Forums
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- 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
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