

As you are coming in,  
please use the  
chat...

Add to the chat 1-3 items that you  
are concerned about for  
teaching this coming semester  
(things that have happened,  
things that might, etc.)

# Teaching in Turbulent Times

---

A Workshop Developed by  
Tracey Ray Robinson, WCU Chief Diversity Officer

Presented by:

*Janneken Smucker, Faculty Associate for Teaching, Learning, and Assessment*

*Joan Woolfrey, Faculty Ombuds*

*Chris Stangl & Jeff Harris, Faculty Network for Teaching in Turbulent Times*

# *Teaching in Turbulent Times*

As the daily news often reminds us, there are moments in our society that are fraught with controversy & contention.

As a University that values diversity and inclusion, how can you assure that our classrooms are places for civil discourse and respectful disagreement?

This discussion will allow faculty to explore this issue through an examination of university classroom case studies.



Your Concerns



Introductions



What does respect feel like activity



Review of concerns



Scenarios



Discussion/ Q&A

# Introductions

Please tell us:

Your name

Your gender pronouns

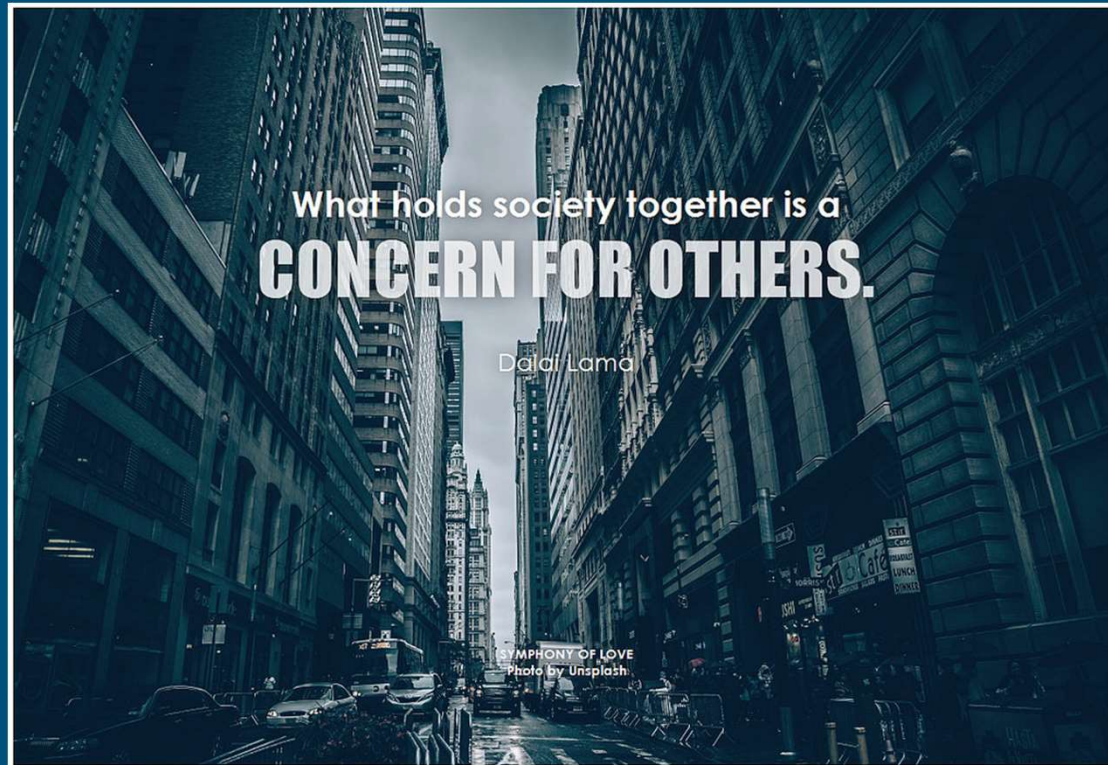
Your department

What does it mean to be an ally for diversity and inclusion?



# Your concerns:

---





# What does respect feel like?

In your breakout, share what respect feels and looks like to you. How do you know when you are being respected?

Share a few ideas from your brainstorm with the larger group.



# Ways to empower students

Empathize  
Eliminate  
Elevate



## On the Front End

- Set expectations - ground rules/operating guidelines
- Build pride in diversity into course content, syllabus, lab culture
- Develop your own awareness and empathy
- Group work: assigning teams and roles, provide instruction on team functioning, credit/contributions
- Make it clear you value all students
- Emphasize mastery and learning

# Best Practices for Classroom Management



## Throughout the Semester

- Assess the climate -mid semester feedback
- Practice interrupting microaggressions, recognize teachable moments
- Become familiar with resources available at university
- Support the rights of students
- Start with an assumption of honesty—don't believe the worst in students
- Get to know students to head off angry confrontations

# Best Practices for Classroom Management



# Scenarios-Your Turn

---

What would you do?



# Scenarios:

- What are the challenges that this professor is having?
- What should he/she/they take into account in this situation?
- What recommendations or strategies would you suggest for this situation?





# Main Scenarios

## Five Golden Rules

1. Be friendly but firm (andragogy, not pedagogy)
2. Be an ally... for their learning (not grade)
3. De-escalate rather than De-fensive (listen first. Speak softly)
4. Revise syllabus policies to be realistic
5. When in doubt, “fairness rules”

## Best Practices for Classroom Management



# Resources Next Steps Wrap Up

[wcupa.edu/tlac/teaching](http://wcupa.edu/tlac/teaching)



# Resources:

Bruch, P.L., with R.R. Jehangir, D.B. Lundell, J.L. Higbee, K.L. Miksch 2005 Communicating Across Differences: Toward a Multicultural Approach to Institutional Transformation. *Innovative Higher Education* 29(3):195-208.

Johnson, A.G. 2006 Privilege, Power and Difference. 2nd edition. New York: McGraw-Hill.

Light, Richard J. 2001 Making the Most of College: Students Speak Their Minds. Cambridge, Mass.: Harvard University Press.

Sellers, Sherrill, with Jean Roberts, Levi Giovanetto, Katherine Friedrich, and Caroline Hammargren. Reaching All Students: A Resource for Teaching in Science, Technology, Engineering & Mathematics.

<http://www.cirtl.net/files/ReachingAllStudentsResourceBook.pdf>

The Academy for Teaching and Learning Excellence. (n.d.). Classroom Management Best Practices. Retrieved from <http://www.usf.edu/atle/documents/handout-classroom-management.pdf>