

CENTER *for the*  
ADVANCEMENT  
*of* TEACHING

# inclus ive teach ing confe rence

APRIL 21, 2022

**The Center for the  
Advancement of  
Teaching** aims to advance  
passionate, reflective,  
and evidence-informed  
teaching. We contribute  
to Wake Forest's  
distinctive mission  
by encouraging the  
development of teacher-  
student relationships  
that prepare all students  
to live examined,  
purposeful lives.

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November 13th, 2018 was the date I first met with Michelle Roehm and Elizabeth Nolan to discuss a campus workshop on inclusive teaching. Almost four years later, after months of planning, faculty votes, a global pandemic, rabid raccoons, and a week-long fertilizer fire, we can finally say: **we made it.**

This event has been a long time coming. Yet the last few years have made clear it is no less significant today than it was in 2018. The pandemic has had far-reaching consequences for vulnerable populations, and protests for racial justice have compelled us to confront the intersection of these vulnerabilities with longstanding, systemic racism.

I am proud of the progress we have made to advance equity, inclusion, and excellence in teaching at Wake Forest. Yet there is still much we can do to remove systemic barriers to full participation in our community. After two long years of remote meetings, I am thrilled that we will spend a day together addressing these issues, revisiting our pedagogical practices, and exploring evidence-informed alternatives.

While this single-day conference will not transform our practices overnight, I hope it can provide a meaningful contribution to our ongoing efforts. By engaging in pedagogical inquiry with our peers, we can build our knowledge, our skills, and our connections to one another as we work together in common cause.

We are glad you have joined us and look forward to a day of meaningful learning!

A handwritten signature in black ink, appearing to read "Betsy Barre", with a large, stylized flourish at the end.

**Betsy Barre**

EXECUTIVE DIRECTOR

CENTER FOR THE ADVANCEMENT OF TEACHING

# schedule at a glance

THURSDAY, APRIL 21	
8:00-9:00am	CHECK-IN & CONTINENTAL BREAKFAST   Farrell Hall Living Room
9:00-11:30am	CONFERENCE PLENARY   Farrell Hall Broyhill Auditorium
11:30am-12:30pm	LUNCH & RESOURCE FAIR   Farrell Hall Living Room
12:30-2:00pm	CONFERENCE PLENARY   Farrell Hall Broyhill Auditorium
2:00-2:15pm	COFFEE BREAK
2:15-3:45pm	CONCURRENT SESSION 1
3:45-4:00pm	COFFEE BREAK
4:00-5:30pm	CONCURRENT SESSION 2
5:30-6:30pm	RECEPTION   Farrell Hall Living Room





# detailed schedule

## THURSDAY, APRIL 21

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**8:00-9:00am**      **CHECK-IN & CONTINENTAL BREAKFAST** | FARRELL HALL LIVING ROOM

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**9:00-11:30am**      **CONFERENCE PLENARY** | FARRELL HALL BROYHILL AUDITORIUM

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### Empowering People to Break the Bias Habit

**Dr. Will Cox, Director, Stereotyping and Bias Research Lab,  
Department of Psychology | University of Wisconsin-Madison**

Over the past 15 years, Dr. Cox and his colleagues have developed and experimentally tested the bias habit-breaking intervention, which Dr. Cox will present in this session, Empowering People to Break the Bias Habit: Evidence-Based Approaches to Reduce Bias, Create Inclusion, and Promote Equity.

This training 1) equips attendees with a deeper understanding of ways that race bias, gender bias, or other intergroup biases can seep into judgments and behavior unintentionally, and 2) empowers people to reduce the influence of those biases by teaching a set of concrete evidence-based tools for reducing biases and creating inclusion. The bias habit-breaking intervention was the first, and remains the only intervention that has been shown experimentally to produce long-term reductions in bias and increases in inclusion and equity. In contrast to many diversity or bias trainings that are neither evidence-based nor experimentally tested, the habit-breaking intervention’s effectiveness has been rigorously demonstrated in many randomized-controlled experiments. This training empowers people to become impactful, autonomous agents of change, both within their own minds and behavior and in the social institutions they inhabit.



[cat.wfu.edu/cox](https://cat.wfu.edu/cox)

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**11:30am-12:30pm    LUNCH & RESOURCE FAIR | FARRELL HALL LIVING ROOM**

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The Resource Fair is an opportunity to learn about diversity, equity, and inclusion support on campus. Colleagues from a variety of offices will be available to connect and share resources for supporting Wake Forest faculty and students.

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**12:30-2:00pm    CONFERENCE PLENARY | FARRELL HALL BROYHILL AUDITORIUM**

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## Becoming an Agent of Change for Inclusive Education

**Dr. Talithia Williams, Associate Professor of Mathematics |**  
Harvey Mudd College

College campuses are a microcosm of our increasingly diverse society and our professions require that we respond appropriately and sensitively to this diversity. As we work to meet the demands of a 21st-century workforce, we must look beyond traditional talent pools to recruit and train individuals typically underrepresented in many fields. This lively, interactive session will draw on the speaker's experiences and case studies from her current institution to propose solutions to equity issues in the classroom and beyond. Our ability to become inclusive change agents will ensure that our campus communities remain welcoming and supportive of future generations of students.



**cat.wfu.edu/  
williams**

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**2:00-2:15pm    COFFEE BREAK**

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FARRELL HALL BROYHILL AUDITORIUM

## Ready for Anything: Creating a Classroom Culture and Cultivating the Confidence to Take on the Unexpected

**Dr. Marcia Chatelain**, Provost's Distinguished Associate Professor of History and African American Studies | Georgetown University

This workshop will cover solutions to the most common pitfalls and anxieties felt when educators

try to move toward more inclusive teaching. Topics will include how to avoid objectifying students, recognizing the disparate impact of national news on students, focusing on disciplinary resources, handling conflict in the classroom, and creating healthy dynamics with colleagues. Participants will leave this workshop with a toolbox of resources for inclusive pedagogy and an enhanced understanding of how one can truly make a difference in the classroom.



[cat.wfu.edu/  
chatelain1](https://cat.wfu.edu/chatelain1)



FARRELL HALL A27-A28

## Cultivating Equitable Learning Environments through Inclusive Teaching

**Dr. Kelly Hogan**, Associate Dean of Instructional Innovation; STEM Teaching Professor, Department of Biology | University of North Carolina at Chapel Hill

**Dr. Viji Sathy**, Associate Dean for Evaluation and Assessment; Professor of the Practice, Department of

Psychology | University of North Carolina at Chapel Hill

Teaching strategies that emphasize structured active learning can create more equitable classrooms and improve learning for all students. As an introduction to inclusive teaching techniques, Professors Kelly Hogan and Viji Sathy of the University of North Carolina will ask participants to reflect on inequities and diversity in their classrooms through interactive, hands-on activities. After providing a framework for inclusive design and their own research results, Hogan and Sathy will lead participants through active learning exercises and case studies that explore inclusive techniques. Drawing upon their own teaching experiences and educational research, they will model approaches that can be readily implemented with any discipline or class size to help all students achieve to their potentials.



[cat.wfu.edu/  
hogansathy1](https://cat.wfu.edu/hogansathy1)



FARRELL HALL 349-351

## Building Trust and Negotiating Conflict When Facilitating Conversations about Race

**Dr. Pamela Barnett**, Dean, College of Arts & Sciences;  
Professor of English | La Salle University

In this workshop, Dr. Pamela Barnett will share specific exercises for creating trust and managing conflict when facilitating lively, interactive, and even transformative classes on race. Both the University of Michigan's model of intergroup dialogue and Charles Rojzman's Transformational Social Therapy prioritize dialogue and narrative for addressing the cognitive, but also the affective, dimensions of teaching race. Participants will discuss strategies to help students develop metacognitive distance for critical thinking, to apply the concept of structural racism to their own comments, and to create release valves for escalating conflict.



cat.wfu.edu/  
barnett1



FARRELL HALL 151

## Designing Courses and Assignments that Engage Institutional History

**Dr. Adam Rothman**, Curator of Georgetown Slavery Archive;  
Professor of History | Georgetown University

In this workshop, Dr. Adam Rothman will share strategies for designing courses and assignments that invite students to grapple with institutional history. More specifically, he will share his experience designing and teaching "Facing Georgetown's History," a course that asks students to read about the history and memory of slavery, speak with scholars and descendants, and trace the footprints of the GU272 from Maryland to Louisiana and from past to present. He will also share strategies adopted by collaborators in film studies, art history, and theatre whose students are also grappling with Georgetown's history of slavery in creative ways. Projects include archival research, podcasts, student-produced videos, a student proposal for a memorial, and a commissioned play.



cat.wfu.edu/  
rothman1



FARRELL HALL 111

## Celebrating our Pandemic Efforts: Educating all Students with Universal Design for Learning

**Kirsten Behling**, Associate Dean, Student Accessibility and Academic Resources | Tufts University

When we walk into our classrooms today, we encounter neurodiversity, different levels of academic preparedness, and various educational goals. The last two years have highlighted this diversity and made it clear that higher education must flex to meet the needs of all students. In this session, Kirsten Behling will introduce participants to Universal Design for Learning (UDL), a pedagogical approach that recognizes and embraces learner diversity and creates meaningful access to the learning environment for all students. She will then help participants identify a “Plus One” UDL strategy that addresses a specific pinch point in their courses. Throughout the session, she will invite participants to share, celebrate, and build on any unintended UDL strategies they adopted when they shifted to emergency remote teaching in the spring of 2020.



[cat.wfu.edu/behling1](https://cat.wfu.edu/behling1)

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**3:45-4:00pm**

**COFFEE BREAK**

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**4:00-5:30pm**

**CONCURRENT SESSION 2**

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FARRELL HALL A27-A28

## Ready for Anything: Creating a Classroom Culture and Cultivating the Confidence to Take on the Unexpected

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[cat.wfu.edu/chatelain2](https://cat.wfu.edu/chatelain2)





FARRELL HALL BROYHILL AUDITORIUM

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[cat.wfu.edu/hogansathy2](http://cat.wfu.edu/hogansathy2)



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[cat.wfu.edu/barnett2](http://cat.wfu.edu/barnett2)



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rothman2](https://cat.wfu.edu/rothman2)



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[cat.wfu.edu/  
behling2](https://cat.wfu.edu/behling2)

**5:30-6:30pm**

**RECEPTION** | FARRELL HALL LIVING ROOM

# speaker bios

## Dr. Pamela Barnett

Dean of the College of Arts & Sciences  
Professor of English  
La Salle University

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Dean Pamela Barnett's career and research in higher education have focused on advancing learning in the liberal arts for diverse student bodies. Before joining La Salle in summer 2018, she served as Dean of the College of Arts and Sciences and Distinguished Professor of English at Trinity Washington University in Washington, DC; a Catholic, liberal arts college and one of the nation's few remaining women's colleges. In her previous role as Associate Vice Provost and Director of the Teaching and Learning Center at Temple University, she brought research on learning and best practices in higher education to support the university's academic portfolio.

Dean Barnett began her career as a professor of English and African-American Studies at the University of South Carolina where she was named an Outstanding Teacher of the Year. Her earlier writings focused on the literature of political and social liberation in the 1960s and 70s, while her more recent intellectual work aims to advance diversity and inclusion in higher education. She has also written about motivation for teaching in higher education, online teaching, evaluating teaching effectiveness, and advancing organizational change. In 2010, she earned a certificate in Diversity Leadership at Temple University which has deeply informed her work as a teacher and academic leader. She is a Fellow of the Best Teachers Institute, which promotes research-based teaching practices.





## Kirsten Behling

Associate Dean, Student Accessibility and Academic Resources  
Tufts University

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Kirsten Behling is the Associate Dean of Student Accessibility & Academic Resources at Tufts University, where she oversees all academic support, including the accommodation process. Kirsten also co-developed and teaches in the Disability Services in Higher Education Graduate Certificate Program at Suffolk University. Kirsten has closely tied her work in disability support with Universal Design for Learning. Over the past 15 years, Kirsten has conducted research on how the principles of UDL positively impact all students and the instructors teaching them. Her book, *Reach Everyone Teach Everyone: UDL in Higher Education* and recent articles on Accidental UDL as a result of the COVID pandemic, share practical applications for instructors to begin “doing” UDL immediately.

## Dr. Marcia Chatelain

Provost’s Distinguished Associate Professor of History and  
African American Studies, Georgetown University

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Marcia Chatelain is a Provost’s Distinguished Associate Professor of History and African American studies at Georgetown University. The author of *South Side Girls: Growing Up in the Great Migration* (2015), Chatelain is a scholar of African American life and culture. In 2014 she organized her fellow scholars in a social-media response to the crisis in Ferguson, Missouri, entitled #FergusonSyllabus. #FergusonSyllabus has led to similar online initiatives and has shaped curricular projects in K–12 and university settings. A frequent public speaker and consultant to educational institutions, Chatelain delivers lectures and workshops on inclusive teaching, social movements, and food justice.

She has won several teaching awards at Georgetown, where she also has served on its Working Group on Slavery, Memory, and Reconciliation. During the 2017–2018 academic year she was on leave as a National Endowment for the Humanities Faculty Fellow. Most recently, she has been named an Andrew Carnegie Fellow. She has also been awarded an Eric and Wendy Schmidt Fellow at the New America Foundation. She is also the author of the book *Franchise: The Golden Arches in Black America* which was awarded the 2021 Pulitzer Prize for History.

She has contributed to *TheAtlantic.com*, *Time.com*, *Ms. Magazine*, and the *Chronicle of Higher Education*, which also named her a “Top Influencer in Higher Education” in 2016. She has appeared on local

and national television outlets including C-Span, MSNBC, CNN, BBC America, and PBS. She appeared in the 2019, Stanley Nelson documentary, “Boss: The Black Experience in Business.” She has hosted “Office Hours: A Podcast,” in which she talks to students about the issues most important to them. In 2017 she joined the team of “Undisclosed,” a podcast featuring a 16-episode arc about the death of Freddie Gray in Baltimore in 2015. She currently co-hosts the Slate podcast, “The Waves,” a bi-weekly show that covers feminism, gender, and popular culture.

## Dr. William Cox

Director, Stereotyping and Bias Research Lab  
Department of Psychology  
University of Wisconsin-Madison

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Dr. William Taylor Laimaka Cox is a scientist-practitioner in the realm of social justice. His work all serves the ultimate goal of understanding and reducing the injustice, human suffering, and disparities that arise from stereotyping and prejudice.

A key theme throughout his scientific research is understanding fundamental processes at play in stereotyping and bias, especially how neural, cognitive, and cultural processes lead to the perpetuation of stereotypes and biases. His work also serves as a bridge between basic, fundamental science and translational, applied intervention work: he leverages advances in basic knowledge about stereotype perpetuation to develop, test, and refine evidence-based interventions, most especially the bias habit-breaking training, which has been shown to be highly effective at creating lasting, meaningful changes related to bias and diversity.

Dr. Cox is the Founder/CEO of Inequity Agents of Change, a 501(c)(3) nonprofit dedicated to widespread dissemination of evidence-based methods to create lasting, meaningful change. They provide training and resources to individuals and organizations around the world, harnessing the science of cognitive-behavioral change to empower people as agents of change to reduce bias, create inclusion, and promote equity.

Dr. Cox received his Ph.D. in Social Psychology at the University of Wisconsin–Madison. His contributions to basic and translational research on stereotyping and bias reduction were recently recognized by the National Institute of General Medical Sciences at NIH with a Maximizing Investigator’s Research Award. He and his work have been featured several times on NPR and WPR, and has appeared in The New York Times, The Washington Post, CNN, Vanity Fair, and other major outlets.

# Dr. Kelly Hogan

Associate Dean of Instructional Innovation  
STEM Teaching Professor  
Department of Biology  
University of North Carolina at Chapel Hill

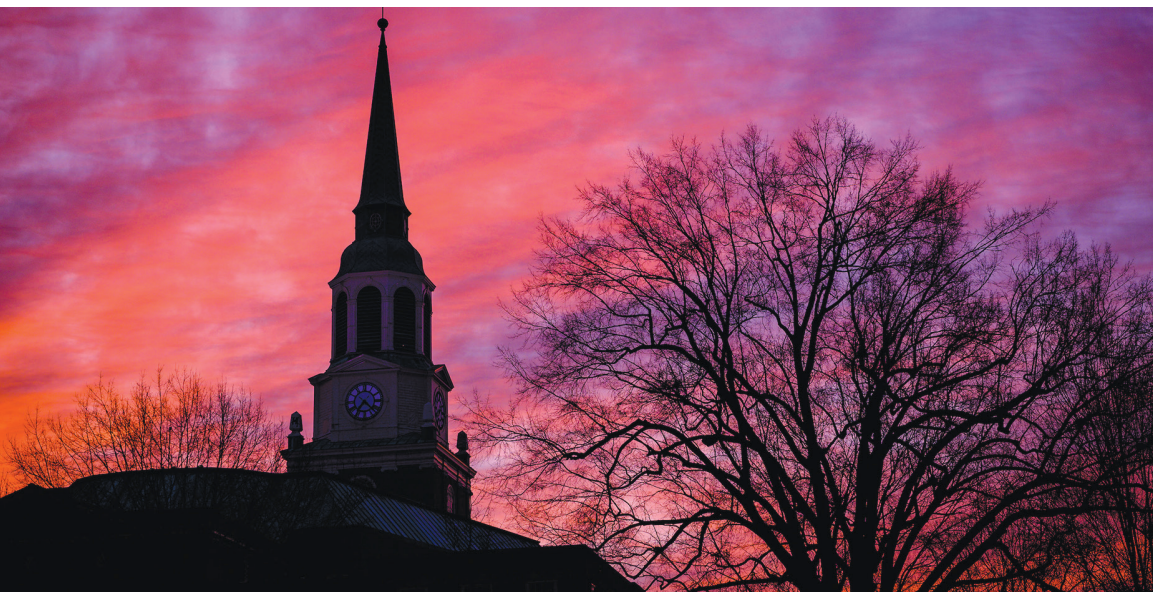
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Kelly Hogan, PhD, is a STEM Teaching Professor in the Department of Biology, Associate Dean of the Office of Instructional Innovation, and Director of the University's Quality Enhancement Plan associated with SACSCOC accreditation.

By demonstrating the effectiveness of her methods in large lecture classes, her work has received national attention in publications such as *The New York Times*, *The Atlantic* and *Insight Diversity*.

Hogan works with many of Carolina's faculty to help them re-imagine their teaching and she has also shared her techniques with educators from institutions across the state and nation. Her teaching has also impacted a student audience far beyond those in her UNC-Chapel Hill classes. As the co-author of several biology textbooks (*Campbell Biology's Concepts and Connections* and *Essential Biology*), Hogan has reached hundreds of thousands of students globally. She has also been recognized by her students through 11 different campus, state and national awards for teaching, mentoring and advising. Hogan was the commencement speaker for the University of North Carolina at Chapel Hill in 2015. She has been a driver of institutional reform within STEM to ensure that the gateway science courses are taught with high structure and active learning. Hogan completed her undergraduate degree in biology at The College of New Jersey in Ewing, New Jersey (B.S. 1996) and earned her doctorate from UNC-Chapel Hill (Ph.D. 2001).







## Dr. Adam Rothman

Curator of Georgetown Slavery Archive  
Professor of History  
Georgetown University



Adam studies the history of the United States from the Revolution to the Civil War, and the history of slavery and abolition in the Atlantic world. He teaches undergraduate and graduate courses in Atlantic history, 19th century U.S history, and the history of slavery.

His most recent book is *Beyond Freedom's Reach: A Kidnapping in the Twilight of Slavery* (Harvard University Press, 2015). The book tells the story of three slave children who were taken from New Orleans to Cuba by their owner during the U.S. Civil War, and their mother's effort to recover them. *Beyond Freedom's Reach* has been named a Humanities Book of the Year by the Louisiana Endowment for the Humanities, and it has received the Jefferson Davis Book Award from the American Civil War Museum, and the Margaret T. Lane/Virginia F. Saunders Memorial Research Award from the Government Documents Roundtable of the American Library Association. Adam's first book was *Slave Country: American Expansion and the Origins of the Deep South* (Harvard University Press, 2005). In 2007, he co-authored *Major Problems in Atlantic History* (Houghton Mifflin) with his colleague Alison Games.

Adam served on Georgetown's Working Group on Slavery, Memory, and Reconciliation in 2015-2016, and is currently the principal curator of the Georgetown Slavery Archive. He was a Distinguished Visiting Scholar at the John W. Kluge Center at the Library of Congress in 2018, where he created the African-American Passages: Black Lives in the 19th Century podcast.

# Dr. Viji Sathy

Associate Dean for Evaluation and Assessment  
Professor of the Practice  
Department of Psychology & Neuroscience  
University of North Carolina at Chapel Hill

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Viji Sathy, PhD, is a Professor of the Practice in the Department of Psychology and Neuroscience, Associate Dean of Evaluation and Assessment, and Director of the Townsend Program for Education Research.

Sathy is actively involved in instructional innovation and assisting colleagues in promoting evidence-based educational practices. She speaks to many groups nationally on the flipped classroom in higher education. Her research involves evaluating the impact of innovative teaching techniques as well as retention in STEM courses. Sathy is also the Program Evaluator of the Chancellor's Science Scholars an adaptation of the Meyerhoff Scholarship at the University of Maryland Baltimore County that has successfully increased representation of underrepresented students in STEM PhDs. She teaches quantitative courses: statistical principles in psychological research and research methods. She is the recipient of numerous teaching awards, including the Tanner Award for Excellence in Undergraduate Education and the campus' Student's choice for Best Professor at UNC. Prior to her current position at UNC, she worked at the College Board conducting research on the SATs and non-cognitive predictors of college success. Sathy completed her undergraduate degree in psychology at the University of North Carolina at Chapel Hill, NC (B.S. 1996). Based largely on the experience she had in her undergraduate statistics course, she went on to earn her doctorate in psychometrics from UNC-Chapel Hill (Ph.D. 2003).



# Dr. Talithia Williams

Associate Professor of Mathematics  
Harvey Mudd College

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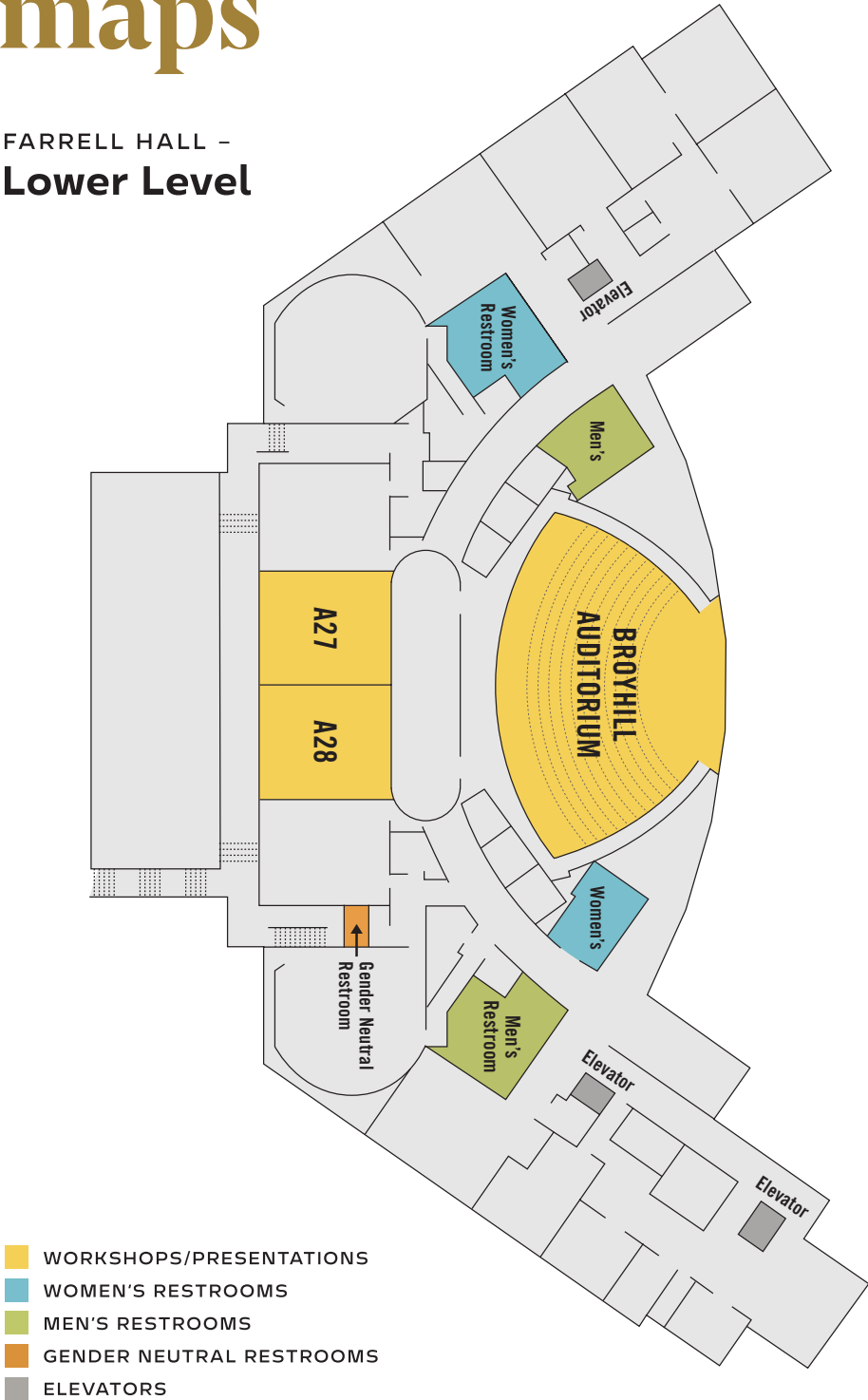


A host of the PBS series, NOVA Wonders, Dr. Talithia Williams is a groundbreaking professor, popular TED speaker, inspiring author and passionate STEM/STEAM advocate. She has made it her life's work to get people of all ages and backgrounds excited about the bold possibilities of a STEM education and to "STEMpower" women and minorities to enter these professions. Her latest book, *Power in Numbers: The Rebel Women of Mathematics* reflects Williams' passion to re-brand the field of mathematics as anything but dry, technical or male-dominated. Renowned for her popular TED Talk, "Own Your Body's Data," she advocates for all of us to deploy data as a way of taking charge of our own health. A vibrant, engaging and energizing speaker, Dr. Williams demystifies data, statistics, probabilities and the mathematical process in amusing and insightful ways. She also passionately champions the contributions of scientists, technologists, engineers and mathematicians and their vital role in transforming our future.

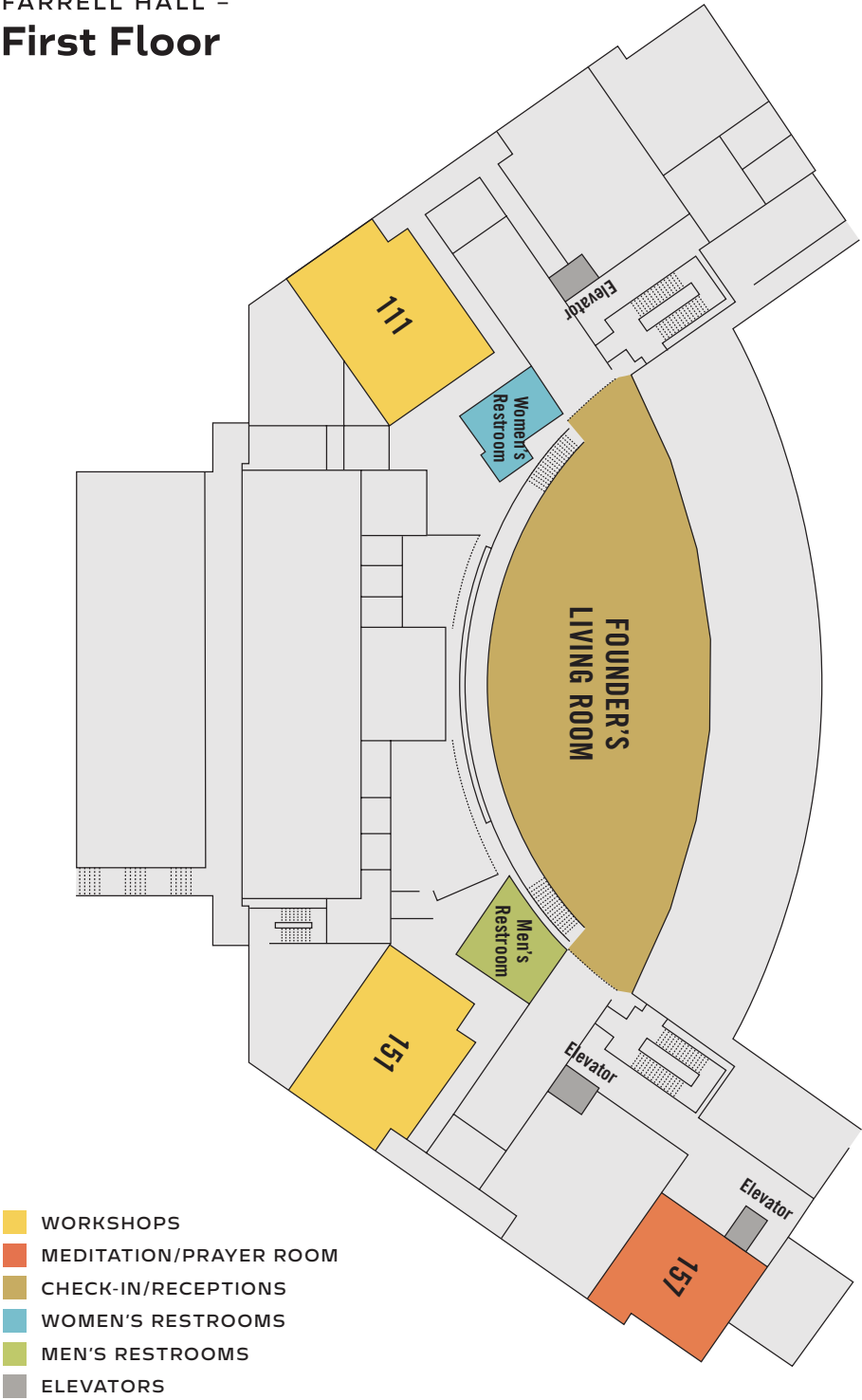
Dr. Williams is Associate Professor of Mathematics at Harvey Mudd College, where she develops statistical models which emphasize the spatial and temporal structure of data, applying them to real world problems. Focused on data analytics, mathematics, statistical modeling and STEM outreach, she is the first African-American woman to achieve tenure at the college. She hosts NOVA Wonders, a PBS mini-series that explores the biggest questions on the frontiers of science. The Los Angeles Times praised the show for sending the message "that scientists come in a range of ages, genders, colors and hairstyles." She also appeared in NOVA's *Prediction by the Numbers*, a series exploring the history of probabilities and gambling which Forbes called, "an entertaining, fun piece that conveys her knowledgeable and deep interest in this predictive method." In addition to her teaching and television work, she has partnered with the World Health Organization in developing a cataract model used to predict the cataract surgical rate for countries in Africa. Her professional experiences include research appointments at NASA's Jet Propulsion Laboratory, NASA's Johnson Space Center, and the National Security Agency.

# maps

## FARRELL HALL - Lower Level

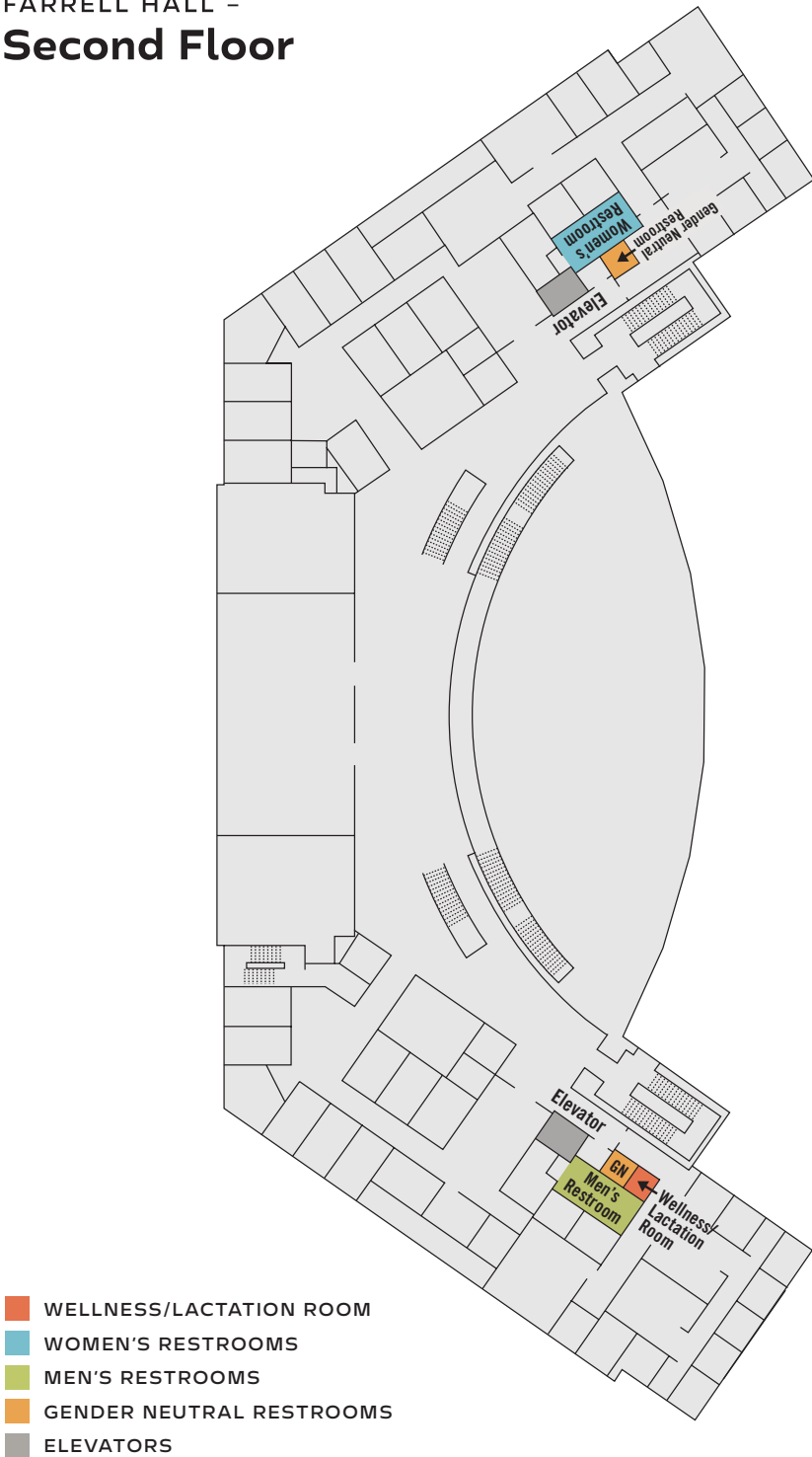


FARRELL HALL -  
**First Floor**

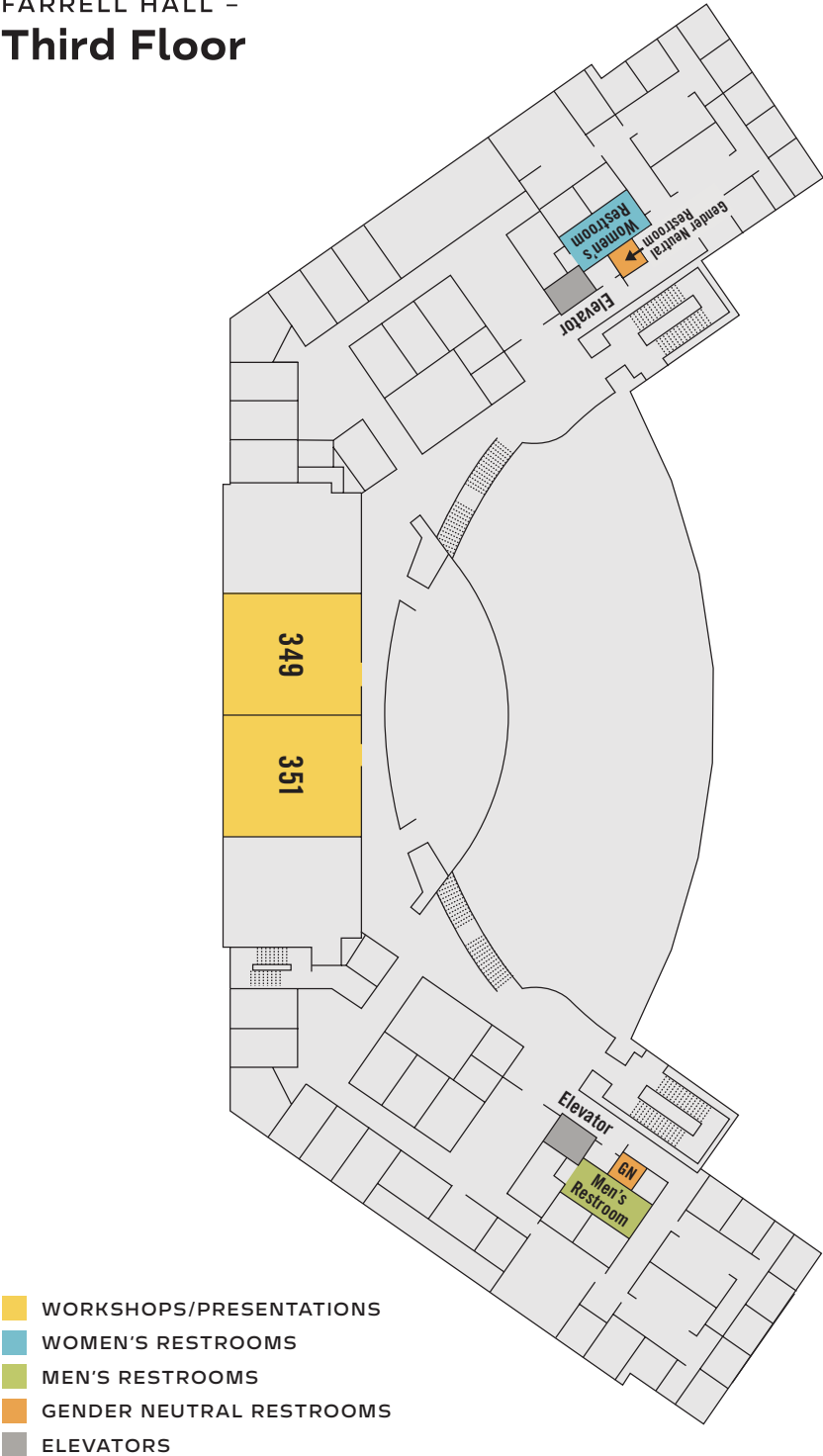




FARRELL HALL -  
Second Floor



FARRELL HALL -  
**Third Floor**



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Slavery, Race, and Memory  
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## SPECIAL THANKS:

Kami Chavis, Joanne Dagostino, Julie Helsabeck, Julie Moore, John Owen, Jessica Wallace



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