



UW-Madison Collaborative for Advancing Teaching and Learning

From Implicit Bias to Inclusive Teaching: Having the Real Conversation

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Learning Outcomes

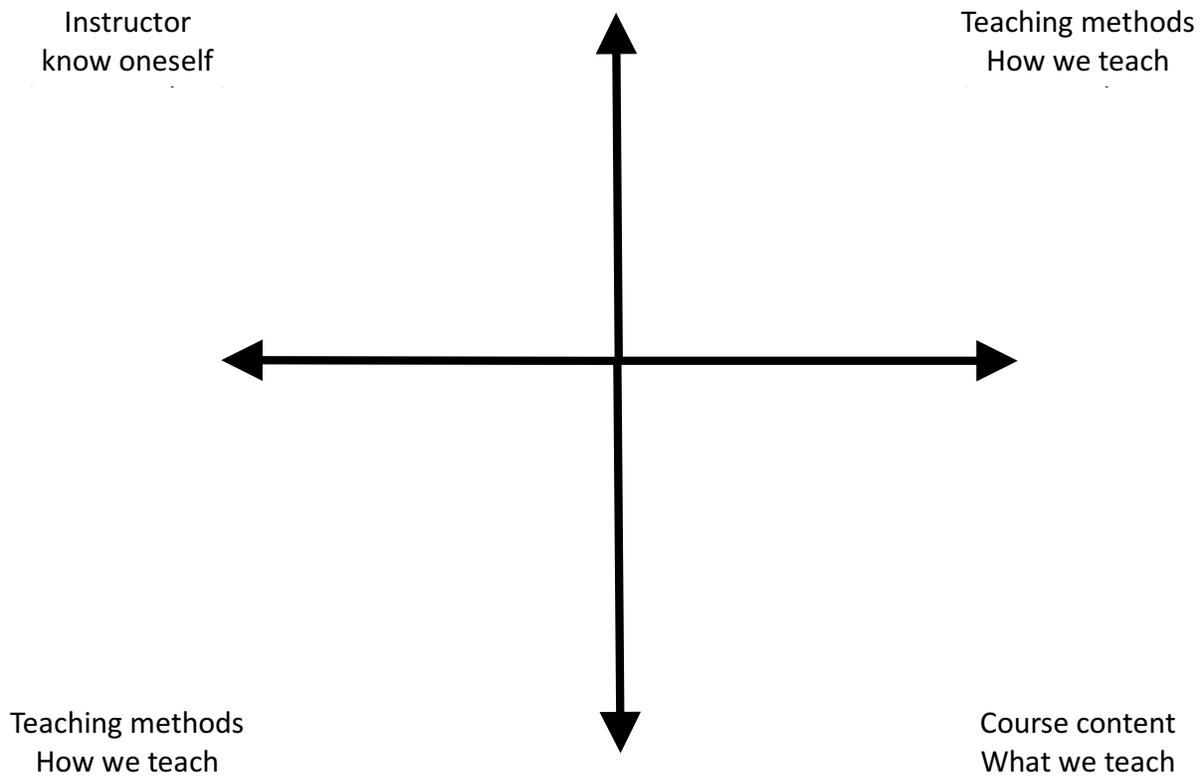
Participants in this workshop will:

- examine their local institutional context,
- reflect on their own identities,
- explore inclusive teaching practices, and
- identify ways to be change agents in their classrooms and beyond

Relational Framework

Faculty/Self Faculty/Student Student/Student Student/Content

We will address various aspects of this framework during the entire workshop. Feel free to write your ideas or observations in the space provided.



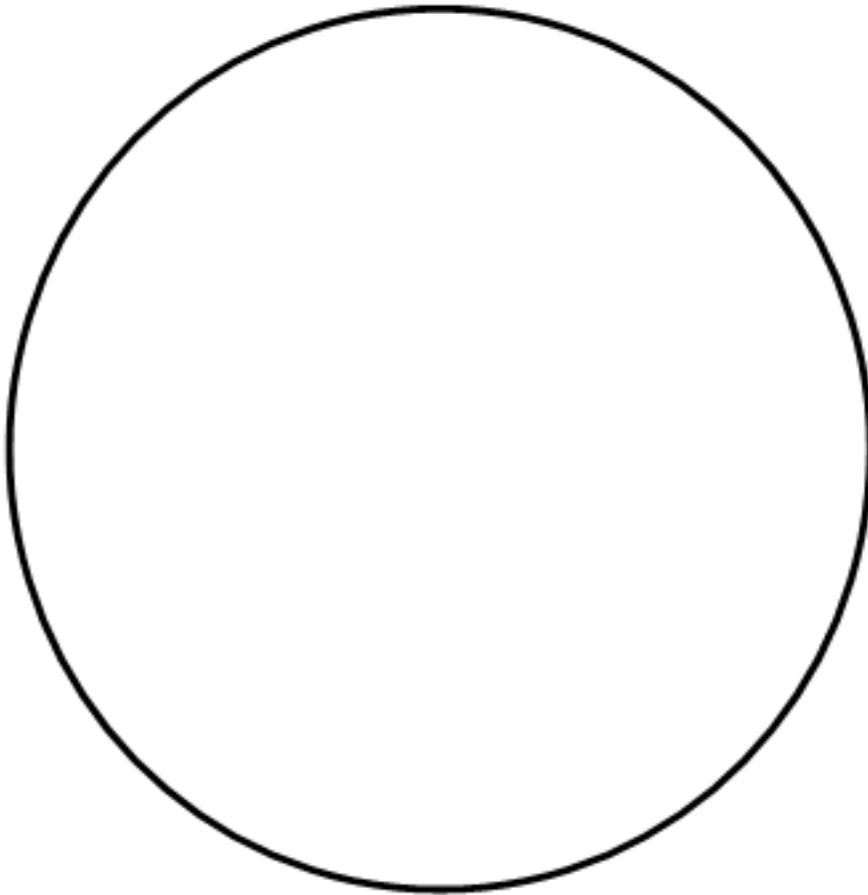
Identity Wheel

Resource: *Teachings for Diversity and Social Justice, 2nd ed. (2007).*

Dominant Group(s)	Category	Subordinated group(s)
Examples:		
Male	Sex	Female; Intersex
Upper class; Upper middle class; Middle class	Class	Working class; Living in poverty
White	Race	Person of Color; People who identify as Biracial/Multiracial
	Age	
	Gender Identity and Gender Expression	
	Sexual Orientation	
	Educational Level	
	Religion/Spirituality	
	National Origin	
	Ability	
	Ethnicity/Culture	
	Size/Appearance	
	Skin Color; Physical Characteristics	
	Use of English	
	Marital Status	
	Parental Status	
	Geographic Region	
	Other category	

Instructions:

Using the table on the previous page, select up to 5 aspects of your identity are most salient or important to you **as a faculty member at your institution**. Assign each aspect of your identity a “slice” or piece of the pie chart below. The larger the slice or piece, the more salient, or meaningful, that identity is for you right now. Assign smaller pie slices to the identities that you are less aware of right now.



Discussion prompt(s):

- What aspects of your identity are most salient to you as you enter your classroom, laboratory or other learning space?
- What aspects of your identity are most salient to your students in that same learning space?
- Are they aligned?

Gallery Walk & Reflection

What are your thoughts? Feelings?

*What relevance do these images have to **your** classroom at **your** institution?*

Next Steps

What are your next steps as a result of attending this workshop?

Reflect on the following prompts:

- *What will you do this semester to develop your capacity to make this change happen?*
- *How will you know it is working?*
- *What additional resources will you need to be successful?*
- *How will you hold yourself accountable?*