

ENGAGING OUR PRINCIPLES OF COMMUNITY

Responding to Triggering Events: Faculty and Classroom Dynamics

In discussing controversial topics or current events in class, students and faculty may feel triggered and experience intense, unexpected emotional reactions to the comments and actions of others. If well-managed, these triggering situations can result in greater understanding, communication, and critical thinking. If mismanaged, however, our reactions may lead to significant misunderstanding and unresolved conflict. Effectively navigating triggering moments, therefore, is an essential skill for managing difficult conversations in a productive and inclusive classroom.

In this seminar, participants can expect the following learning outcomes:

- Identify the types of comments and actions that are common triggers for you
- Identify and practice strategies to effectively navigate your reactions
- Practice responding effectively when feeling triggered “in the moment”
- Increase your ability to address conflict in the classroom, facilitate dialogue, and increase mutual understanding

DATE:

November 4, 2016

TIME:

8:30–11 a.m.

Coffee and pastries, 8:30 a.m.

Workshop, 9:00 a.m.

LOCATION:

Price Center Forum (fourth floor)

RSVP:

https://ucsandiegoedi.qualtrics.com/SE/?SID=SV_74f0gjQ4nkLkzOZ

WHO:

All instructional faculty

FACILITATORS



KATHY OBEAR, EdD

Kathy has worked for more than 30 years as an organizational change consultant. As president of Alliance for Change, she specializes in diversity and change management and has worked with thousands of people at an array of colleges and universities through workshops and coaching sessions. Her book, *Turn the Tide: Rise Above Toxic, Difficult Situations in the Workplace*, provides proven tools and techniques to effectively navigate emotional reactions and to respond in ways that get positive results. Kathy received her EdD from the University of Massachusetts, Amherst.



TANYA WILLIAMS, EdD

Tanya has more than 20 years of diversity, inclusion, and social justice teaching, programming, and facilitation experience in higher education, including in professional roles, most recently as deputy vice president for institutional diversity and community engagement at Union Theological Seminary in New York. She holds a doctorate in social justice education from the University of Massachusetts, Amherst, where her dissertation focused on internalized oppression and liberation.