Title: Group Work and More Effective Peer Feedback
Facilitator: Erik Monsen - Associate Professor, Grossman School of Business

Dear Jennfier,

First, the attendance list is attached.

Second, as reported verbally at the lunch session that day, here are the highlights of our session on Peer Feedback:

- The session began with a review of four key factors in providing good feedback: balance, clarity, specificity, and timing (see attached handout).
- Next, we had a general warm-up discussion about providing peer feedback, both in terms of personal challenges and best practices.
- Out of this discussion, two key themes emerged: tools to provide peer-to-peer feedback and designing groups to enable better feedback.
- The "class" then divided into two sub-groups, in order to explore these themes in more depth.
- Out of the discussion groups, two key ideas emerged:
  - First, training students and faculty to receive feedback is just as important as training them to provide feedback.
  - Second, careful group design and clear rules of the game from the start are key to enable effective flow of feedback later on.
- A more detailed list of summarizing thoughts and suggestions from the sub groups can be provided upon request.

Last but not least, thanks again for the opportunity. If you require any additional data, please let me know.

Best Regards, Erik

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8 Pitfalls of Giving Feedback

Lack of Balance

- Overreliance on negative feedback; insufficient positive feedback.
- Withholding of negative critical information in order to avoid hassle.

Lack of Clarity

- Failure to agree on goals and performance standards.
- Lack of clarity about the giver's motives.

Lack of Specificity

- Vagueness and generality instead of specific examples and guidelines.
- Evaluations of general traits instead of specific situations and behaviors.

Poor Timing

- Feedback is too early – not ready or able to receive feedback
- Feedback is too late – too late to change; cannot remember details

Adapted by Erik Monsen (emonsen@uvm.edu) from Edgar Schein (1988). Process Consultation Volume 1: It's Role in Organization Development (2nd ed.). Reading, Massachusetts: Addison-Wesley Publishing Company.

Title: Group Work and More Effective Peer Feedback
Facilitator: Erik Monsen - Associate Professor, Grossman School of Business
Location: Hills 226

present	NetID	Title	First Name	Last Name	School/College	Department	Rank	Email
	kdallen	Dr.	Kenneth	Allen	CNHS	Medical Laboratory & Radiation Sciences	Senior Lecturer	kenneth.allen@uvm.edu
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	bwemple	Dr.	Beverly	Wemple	CAS	Geography	Associate Professor	bwemple@uvm.edu
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y	kcallend	Dr.	Karen	Westervelt	CNHS	Rehab & Movement Sci	Clinical Assistant Prof.	Karen.Westervelt@uvm.edu
y	cbuck	Dr.	Carol	Buck-Rolland	CNHS	Nursing	Clinical Professor	Carol.Buck-Rolland@uvm.edu

indicates registered for both CWFC and NFO

indicates attended but was not registered in advance

Title: Responding to Provocative Speech in the Classroom

Facilitator: Dr. Annie Murray-Close
Participants: Dr. Elizabeth Adams, Dr. Anne Clark, Dr. Kathy Fox, Dr. Shamila Lekka, Dr. Scott Mackey, Dr. Liz Pinel, Dr. Jesse Suter

In this roundtable discussion, we focused on three related questions: 1) under what circumstances should limits be placed on speech by students?; 2) what strategies might be useful in addressing provocative, discriminatory, or offensive speech in the classroom?; and 3) what are the potential implications of different responses to provocative speech?

The following themes emerged from our discussion:

1) There are many instances when faculty might wish to place limits on student speech, including students in altered states (e.g., under the influence of alcohol), when they are unprepared, when they dominate discussions, and when they state opinions as facts. With respect to provocative speech specifically, faculty may wish to address instances when students use speech that is offensive, involves name-calling (e.g., "you are racist"), violates standards for appropriate conduct in the classroom, or disrupts the learning of other students. We discussed the challenges inherent in identifying what speech is deemed offensive, as this is likely very context-dependent and judgments will vary from person to person.

2) We discussed several approaches to preventing inappropriate comments, including:
   a. Setting the tone early. Prevent uncivil speech by establishing a code of conduct that facilitates civil discussions around differences of opinion or controversial topics. Involve students in setting these classroom norms to prevent the perception that faculty are using their position of power to limit student speech or expression.
   b. Discuss the faculty role in facilitating discussions on the syllabus and with students. These discussions can emphasize that engaging with an idea does not imply that the faculty or student personally endorses that perspective.
   c. Develop structures in the class that increase awareness of the importance of civil discourse. For example, faculty can assign students to rotating roles in discussions, including an equalizer role that involves identifying instances of speech that might be problematic or hurtful and bringing these issues to the attention of the class.
   d. Make civil discourse skill development a learning objective of courses across disciplines (similar to the Writing in the Disciplines initiative). It is critical that students get experience learning to articulate their opinions in ways that are sensitive and thoughtful. Faculty can assign points for citizenship rather than discussion to emphasize the importance of being a good class citizen.

3) We discussed several approaches to dealing with potentially difficult or offensive speech in the classroom, including:
   a. Model how to respond to provocative or offensive speech, including engaging in scholarly debate using class-related materials (e.g., turning to the data to address a controversial hypothesis or idea).
   b. Explicitly address appropriate methods for responding to provocative speech from other students. For instance, emphasize the importance of compassionate

approaches to discussion, and promote effective strategies for dealing with emotional topics (e.g., pausing before responding, engaging in self-regulatory strategies). When relevant, faculty should tie these strategies to course content (e.g., discussing how these skills relate to clinical practice or other professional skills relevant to the discipline).

c. Ask students to take ownership in responding to provocative speech. Students can challenge peers to consider the evidence for their perspectives; this approach may reduce potential concerns of faculty using their positions of power to advance a particular perspective or idea.

d. Assist students in distinguishing between personal experience and evidence. In many classes, personal experience is relevant and important, and can inform students' understanding of relevant topics. However, students often couch racist or discriminatory speech in terms of personal experience (e.g., "in my experience, women are not good leaders"). Use the classroom to challenge the relevance of individual experiences for making broad generalizations, and bring in relevant data and evidence to address these statements.

e. Create opportunities for students to calm down before responding, such as stopping a heated discussion and allowing students to write about their responses and emotional reactions. This can provide students with the opportunity to practice self-regulatory skills and prevent discussions from devolving into personal attacks, etc.

4) We discussed the importance of eliciting unpopular and controversial perspectives in the classroom. Faculty and students should not avoid difficult discussions, and faculty should work to prevent the alienation or silencing of students with unpopular viewpoints. Potential strategies include:

a. Use an anonymous comment box where students can raise questions or comments that they felt uncomfortable bringing up in class.

b. Highlight the relevance of unpopular perspectives (e.g., "this is an idea that many of our political leaders endorse") and model engagement with difficult or even offensive viewpoints rather than immediately dismissing them.

c. Conduct frequent anonymous course evaluations (e.g., though the Blackboard anonymous quizzes or Socrative online surveys) to elicit feedback about whether students believe that they are being silenced in the classroom.

Title: Using Readings to Engage Multiple Perspectives in the Classroom

Facilitator: Libby Miles - Director, Foundational Writing & Information Literacy Program

Dear Jennifer,

My session had 4 attendees:
* Kevin Trainor
* Amy Trubek
* Holly Busier
* a man who wasn't wearing a name tag, and who spoke his name too quietly for me to understand

The summary is that we did exactly what my session description said that we would do.

Thank you,
Libby

Libby Miles, PhD
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Director of Foundational Writing & Information Literacy
University of Vermont

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Title: Structuring Discussion to Meet Pedagogical Goals
Facilitator: Nicole Phelps, Department of History

Summary:

"Discussion" can mean many things, and the ambiguity in the term can lead to discussions that don't meet instructors' and/or students' expectations. In this session, we began by brainstorming a list of activities or skills that could fall under "discussion," including summarizing, role playing, debate, online discussion boards, peer teaching, problem solving, and many others. Small groups then selected one form of discussion that was of particular importance in their disciplines and explained why it was of such importance; they then shared the ways in which they had structured such discussions in the past and the pros and cons of their choices. Two groups, composed largely of faculty from departments focused on the acquisition of professional credentials, focused on problem solving; another group focused on critique and debate. Two particular challenges emerged: (1) dealing with wrong answers, either in situations where one right answer exists or in situations where there may be many right answers; and (2) getting quality responses from students, rather than a large quantity of superficial responses. People shared a variety of ideas and strategies for addressing these issues. To mention two of them: (1) If there is more than one way to solve a particular problem, try modeling one way to do it, then challenging the students to come up with two or three other ways to reach the same end. Potentially, would could also add a conversation about why one method might be better than another, given particular circumstances. (2) To help students develop their ability to critique, start with an assignment that asks them to compare two (or more) things, rather than working with a single text/item. Comparing two concrete examples is a more accessible entry point than asking them to compare one example to a theoretical norm.

****
Nicole M. Phelps, PhD
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Research on the US Consular Service: blog.uvm.edu/nphelps/
Author of *U.S.-Habsburg Relations*

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Karen	Westervelt	CNHS	Rehabilitation & Movement Science	Clinical Faculty	karen.westervelt@uvm.edu	no

*NOT REGISTERED FOR SESSION, BUT ATTENDED

The Writing in the Disciplines Program
at the University of Vermont

In attendance: Susanmarie Harrington, Maria Hummel, Brent Lockwood

Summary of Key Points in Writing to Listen
A conversation about how assignments and activities can lead students to listen and wonder

Setting the stage for purposeful listening

- What are features of good, active listening?
- Are there disciplinary approaches to listening?
- What techniques for listening are common in your discipline?
- What barriers to listening are present in your classes?
- How is hearing different from listening?

Crafting assignments that encourage students to sit with the unknown

- How might thinking and processing be scaffolded?
- What elements of an assignment lower risks for students? (e.g. ungraded or low point value assignments; ability to resubmit an assignment)
- Important to create clear goals for assignments: students need to know *why* they are being asked to do work, so that they can listen better

Creating listening goals for assignments

Students listening to each other
- Dyadic interviews: opportunities for students to ask questions about experiences/values/conclusions
- Circular response: group activity in which new discussion contributions are preceded by a summary of previous response
- Think/Pair/Share: after a short period of private writing, students talk with a partner and then move to whole group conversation

Students listening to perspectives in readings
- Believing and doubting: paired activities that invite students to first read *with the grain* of a reading and then *against the grain*
- Dramatic dialogues: students construct a conversation in order to represent multiple perspectives on an issue
- Summary: one word/one sentence/one paragraph summaries of readings

Students reflecting on their own perspectives
- Journals: students write in advance of discussion; can share from journals in small groups and revisit journals over time

Title: Censorship in Research

Facilitator: Charles Irvin - Associate Dean for Faculty, Larner College of Medicine

Jennifer:

We had three people. Me, the Chair of Plant Science, and a new faculty in Nursing. We talked about the case of Dr. Kern and the importance of context. Issue of pressures that are programic and/or fiscal and how these often trump moral ethics. Then we discussed career advancement issues with the junior faculty attendee. All stayed the whole time and all felt the sessions was valuable.

Charlie

Charles G. Irvin, Ph.D.
Associate Dean for Faculty
College of Medicine
University of Vermont

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http://www.uvm.edu/medicine/facultyaffairs/

Attendees:
Charlie Irvin
Deborah Neher
Abilene Smith? New faculty in Nursing; signed up for another roundtable; Charlie didn't get name

TITLE: Object-Based Learning,
Facilitators: led by Janie Cohen, Director, Fleming Museum, and Kelley Di Dio, Professor of Art History and Associate Dean of CAS

Session attendees were presented with information regarding resources at the Fleming and other collections at UVM that can be used by a range of disciplines for object-based study. The pedagogical values of object-based study were presented both in a reading attendees completed before the session and in the session itself. Several hands-on exercises were carried out by session attendees with objects from the Fleming so that faculty could consider ways of incorporating such learning exercises in their courses. A lively discussion ensued and, in the last minutes, attendees shared examples of how they will use object-based experiential learning in their future courses.

Attendees:
Jennifer Allaire
Reuben Escorpizo
Katie Huggett
Marielle Macias-Aunave
Kelly Becker
Tristan McNamara
Genell Mikkalson
Fred Pond
Dave Townson
Priyantha Wijesinghe
Sarah Wittman

Kelley Helmstutler Di Dio, Ph.D.
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Series editor, Visual Culture in Early Modernity, Routledge/Taylor&Francis

Session title: Facts and misinformation - what are academics to do?

Attendees:
Romance language - Antonello Borra
CDAE - David Conner
PBIO - Laura Hill
Engineering - Mandar Dewoolkar (facilitator)
English - Jenny Grosvenor

Notes (taken by Laura Hill):
This topic is discipline specific. Critical thinking and awareness of the CT process and conversations around it.

It takes a lot of energy to refute bullshit – "an order of magnitude bigger than that needed to produce it." Phil Williamson

An overarching faculty concern is how to teach students how to detect misinformation.
Mandar's "First google hit" assignment.
Research – i.e., email invites to be a keynote speaker, publish in a journal – what is true?

What is fact-based?
Consumer of research
Consumer of information
Social media as a news source?

Confirmation bias – brains hardwired to filter information that confirms our biases

David thinks this is the single greatest challenge to social science research. First step is to have students notice their biases. Then, David has his students do a popular media literature search to get a sense of advocacy groups (e.g., the .gov and .edu websites have more clout). Then, David asks the students - What makes your bullshit detector go off? And why?

Antonello struggles with the social constructions behind the realities. What about realities that are not social?

Mandar reminds us that even the "hard" scientists have to interpret their findings.

True until proven false – the scientific method.

The critical thinking process is just that – a process. Facts are right now.

Authority as a source of knowledge. Why do holocaust deniers do it? Why do climate change deniers do it? They have an agenda. Go in and out of scale… dig deep.

Humility – we don't know everything. Knowing this stimulates curiosity.

Listen and persist.

Can we fall back on an underlying values framework? When the common denominator is fear? Jenny mentions the ENGS 1 students creating a story book instead of writing for a 1/4 of the semester.

Fear instigates fight-or-flight, but the institutions role is to engage in discussion.

Black & white vs. the richness of the gray area.

Fast vs. slow journalism.

Conclusion: The extent and effects of this is discipline specific. It is hard to keep up with information, let alone effectively sift through it. As educators we could get students to observe and process information critically (critical thinkers), recognize their biases, and understand gray areas beyond just the black and white.

Best regards,

Mandar

Hi Alison, Cathy, Jill, and Paul,

Hope the term has started well for you. Jennifer Diaz (ccd), from the Vice Provost's office is requesting for attendance and summary of our session. Here is a start. Please feel free to add/edit.

JENNIFER – yours to please keep track. Thanks!

TOPIC:
- International Scholarship Under The America First Policy

FACILITATOR:
- Dita Sharma

ATTENDEES:
- Cathy Paris
- Alison Pechenick
- Paul Philbin
- Jill Preston

SUMMARY:
- Boundary less world is the norm of today regardless of rhetoric used
- Technology and ease of communication has minimized travel and cognitive distances
- Our students think in those terms and we must reach them where they are to help them learn what we are charged to teach – evidence based knowledge in our field of study / discipline
- Best work including learning comes from diversity of perspectives
- UVM is well positioned to be the peaceful anchor of diversity not only in the USA but around the world
- We are appreciative of the clear signaling and strong support of UVMs leadership in pursuit of excellence as we embrace diversity in our scholarship, education, and service
- Thanks!

Thanks!
Dita

From: Alison Pechenick [mailto:Alison.Pechenick@uvm.edu]
Sent: Thursday, August 24, 2017 8:18 AM
To: Jill Preston <Jill.Preston@uvm.edu>; Sharma, Pramodita <psharma@bsad.uvm.edu>; Paul Philbin <pphilbin@uvm.edu>; Cathy Paris <Cathy.Paris@uvm.edu>
Subject: RE: Many thanks!

Echoing my colleagues, this was a warming, energizingly rich launch F'17. I'm so glad we met.

Thank you, Dita, and congratulations!

Best to all,

Alison

Alison Pechenick, Senior Lecturer
Department of Computer Science
http://www.cems.uvm.edu/~amp

From: Jill Preston
Sent: Monday, August 21, 2017 4:30 PM
To: Sharma, Pramodita <psharma@bsad.uvm.edu>; Paul Philbin <pphilbin@uvm.edu>; Alison Pechenick <Alison.Pechenick@uvm.edu>; Cathy Paris <Cathy.Paris@uvm.edu>
Subject: Re: Many thanks!

Hi Dita,

Thanks for the opportunity to speak about such an interesting subject and to meet some new colleagues. Congratulations on your new citizenship!

Best,

Jill

Jill Preston
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301/311 Jeffords Hall
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Burlington, VT 05405
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From: Sharma, Pramodita <psharma@bsad.uvm.edu>
Sent: Monday, August 21, 2017 4:07:21 PM
To: Paul Philbin; Alison Pechenick; Cathy Paris; Jill Preston
Subject: Many thanks!

Dear Allison, Cathy, Jill and Paul,

Thank you for choosing to join our session this morning and sharing your experiences and perspectives with such ease. I enjoyed learning about your experiences with international scholarship and diversity. It was interesting to

realize how similar our thoughts are even though many of us met today for the first time.

I tend to start my courses by co-create (w. students) a code of conduct for the course that would enhance our learning. We generally touch on items like faculty member / peer behaviors that enhance / disrupt class learning. This year, thanks to our conversation today, I will add a reflection / discussion of what the phenomenon of 'diversity' means to each and how it might impact our professional careers in business. I will be thinking of the points you made today! Thank you!

Hope you found our time together of some use.
Warmly,
Dita

PramoDITA Sharma, Ph.D
Daniel Clark Sanders Professor of Family Business,
Grossman School of Business, UVM
Visiting Professor of Family Enterprise,
Kellogg School of Management,
Editor, Family Business Review
55 Colchester Ave.
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Phone: 802-656-5122

Title: Engaging Students in Civil Discourse over Controversial Issues

Facilitator: Susan Kasser - Associate Professor, Rehabilitation & Movement Science

Below is the summary for the breakout session I facilitated yesterday – Engaging Students in Civil Discourse over Controversial Issues.

Also, the following individuals attended the session: Paula Deming (CNHS), Ken Allen (CNHS), Holly Painter (CAS), Kelly Hamshaw (CALS).

The session began with a definition of civil discourse so that the conversation could ensue from an articulated and clear foundation. Next, two main themes were discussed: 1) what do students need to learn in order to engage in civil discourse and 2) how best can faculty facilitate this kind of dialogue. The group brainstormed ideas and guidelines around how to effectively scaffold student learning and engagement in this regard. One challenge that was raised was the need for greater faculty development around navigating discourse to unexpected events or topics when they surface in a class.

Title: The Imperative of Open Access Publishing

Facilitator: Donna O'Malley - Library Associate Professor

Problems with subscription journals:

- Some of us work with colleagues overseas who can't afford subscriptions
- Some of us work with colleagues in healthcare in the US who can't afford subscriptions
- Increasing subscription costs and publisher profits mean that UVM Libraries cannot afford to subscribe to all the journals that we publish in
- Even if we use Interlibrary loan or request pdfs from colleagues, we don't know if we're necessarily requesting an article that will in fact be useful until we read the article!
- We often supply PDFs to scholars who request them from us. This may not always be legal, based on the copyright transfer agreements we've signed.

Problems with Open Access

- How does it get paid for? Article Processing Charges, Society funding, University funding, Government funding
- Article Processing Charges are expensive! Though they can be funded through grants, grants often expire before articles are published.
- Open Access has enabled fraudulent efforts to profit from article processing charges

Lead into a couple of other issues

1. The security of the scholarly record

- Open access, who pays the ongoing fees to store backfiles of journals?
- Government databases were not available during the government shutdown in 2013. Data may be at risk for political reasons
- Commercial publishers can only keep backfiles for as long as they are profitable. We don't necessarily know their data security procedures.

2. Impact factors

Journal impact factor is not necessarily an indication of the best place to publish your article. Audience is critical

"The weakening relationship between the impact factor and papers' citations in the digital age." In JASIST 63: 2140-2145 2012. By Lozano et al.

3. Sharing of journal articles through email, ResearchGate, SciHub, and other means threatens the profitability of journals. Traditional journal publishers are developing new revenue streams that include open access journals, research support tools such as electronic lab notebooks, faculty profile systems, and research workflow support systems.

It seems like we're in the middle of a paradigm change from subscription journals to open access publishing. Giving the ongoing importance of this paradigm shift, open access warrants further attention at disciplinary meetings and other fora.

Title: Engaging In Dynamic Dialogues Across Differences
Facilitator: Sherwood Smith

10:45 AM-12:15 PM Aug. 21, 2017   Roundtable Groups (Returning Faculty)   Campus Classrooms
Facilitator = Sherwood Smith

Title: Engaging In Dynamic Dialogues Across Differences
Location: Jeffords 227

NetID	Title	First Name	Last Name	School/College	Department
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gramos	Ms.	Cameron (Cami)	Davis	CAS	Art & Art History
amaynar1		Alan	Maynard	CNHS	Rehabilitation & Movement Science
jpenack		Joanne	Penack	GSB	
lwconnol	Mr.	Gregory	Ramos	CAS	Theatre
ssmith3	Dr.	Eric	Roy	RSENR	
eroy4	Dr.	Sherwood	Smith	CESS	Leadership & Developmental Sciences
cdavis	Dr.	Julie	Welkowitz	CESS	Counseling
		Deborah	Hunter	CESS	HESA
		Maureen			Speech Pathology

Overall eight (8) faculty attended the session and I did a short in class assessment (attached)

I had a lot of trouble with the AV so did not use my powerpoint because I could not get it to work

Key Points: Focused more on pedagogy than curriculum (future suggestion I do two separate sessions), discussed concepts of Culture, Context, Composition, Consciousness and Convolutedness in relationship to self and students…Also gave background on social ID (power & privilege) and Fight or Flight impact on learning. Suggested several tools to use: norms, forms of showing-up list, Index Card check-in, Shared Responsibility.

A

A

Grade: A

A ☺

Grade : A

Am I felt at ready session.
Positive. lots y good insty to
process.
Great reminder - knowyourel

Grade: C

Grade A

A

This was so helpful &
a good way to kick
off te / session.

I also liked sharing
with other faculty &
listening to their concerns

---

feeling a bit more confident —

realizing I need to do more
reading

Good direction

would like to observe "masters"
in class.

Grade: A

How I felt at end of session.

Positive. lots of good notes to
process.

Great reminder — Know yourself.

Feeling: pleased, been attention
to environing —

wanting more direct
address to curriculum analysis

...is was so helpful a
...ol way to kick
...te to shesh-

I also liked shar...
...other seculty
...ny to their concerns

...bit more confident –

...g I need to do more
...ing

...direction

...like to observe "master"
...class.

...pleased fear attention
...to Environment.

...wanting more direct
...ress to curriculum analysis

...: A

...et at end of session.

...ve. lots of good notes to

I feel like I've gained
some concrete strategies
for engaging students in
conversations about race
and culture. Thank you!

(+) SHARING RESPONSIBILITY REGARDING
WHEN GROUND RULES ARE
NOT FOLLOWED IS IMPORTANT

(+) CAN YOU HEAR THE CLOCK
TICKING? (PRIV.)

I feel like I got some
great ideas to try.
what's one thing Thank
you worth re you
report more

comfortable learning
context

I like the 'identity
sequence' info & will
look those up

Thank you for including
examples related to disabiliti...

Summary Notes:
Round Table 19: Promoting a Culture of Inclusivity on Campus

Facilitator:
Michael Giangreco, Professor of Education (Special Education Program and Center on Disability & Community inclusion)

Additional Faculty in Attendance: Michael Cannizzaro, Maggie Epstein, Christine Griffin, Christina Rohan, Melissa Pepsini

Session Description:
What does it mean to be (or feel) included or excluded on our campus? How does this impact the experiences and outcomes of students, faculty and staff? This session will explore campus inclusivity broadly in terms of people, places, interactions, and activities in effort to better understand the current status of our campus culture and what actions we might take, individually and collectivity, to encourage a culture of inclusivity on campus.

Agenda:
• Welcome and introductions
• Review our charge (e.g., to discuss inclusivity on campus: (a) important points, (b) lessons learned, (c) remaining
• Establish process (e.g., round-robin) and roles (i.e., facilitator, timekeeper, note-taker, jargon-buster, summarizer)
• Need to stop and summarize no later than noon (ending at 12:15)
• Report out summary at lunch
• Submit written summary to Jennifer Diaz (Michael)
• Encourage people to respond to Lime survey being sent out
• Starting prompt: What was it about this topic that prompted you to chose it? When you think about "inclusivity on campus" what comes to mind (potentially positive or in need of attention)?

Important Points/Lessons Learned
• Think of inclusivity broadly; including, but beyond race and gender identity (e.g., disability, socioeconomic status, staff/faculty, language, age)
• Recognizing that at one time or another, all of us has experienced what it feels like to be included or excluded (to varying degrees) and how this.
• Relates to our overall mission because being authentically included better positions everyone (faculty, staff, students) to participate and learn (not being included interfers with participation and learning)
• Faculty interactions with staff (how we treat people)
• Classroom practices to encourage connections between (paired programming); teamwork activities; speed meetings; self-selection course sections -- learning styles)

- Positive Inclusive opportunities are created: Global Gateways, ACESSS, Think College

Remaining Issues
- An idea for next year's conference: How to create a welcoming community?
- Explore more ways to retain a diverse population, including students, faculty and staff
- Make sure graduate students are included inclusivity initiatives (initiatives tend to be focused more on undergraduates)
- Explore the importance of facilitating positive faculty and staff interactions. How do these actions advance an inclusive culture (e.g., the ways and extent to which faculty interact with staff).
- Encourage K-12 interactions by UVM faculty to strengthen the pipeline for incoming undergraduates. For graduate students make purposeful connections with targeted IHEs (e.g., HBCs; women's college to encourage women in STEM)
- Extend resources for faculty supporting students with nonstandard needs (disability, second language, cultures)
- How we do prepare students in terms balance between welcoming/inclusive and prepared for real world? PADA (Professional Attributes and Dispositions) -- first presenter talked about giving and receiving feedback
Prepare for potential lack of inclusivity in the workplace "Brogrammer culture" gender awareness (how to women in computer sciences be assertive
- International students: understanding different cultural norms (e.g., plagiarism and connections to Center for Student Ethics)

Campus-Wide Faculty Conference – Reportable Summary:
"Is Hate Speech Free Speech?"
Steve Zdatny, Facilitator

I had hoped to provoke some stormy discussion of hate speech on campus. In fact, however, the eight colleagues and I, who batted the matter around spent a very congenial and highly consensual 90 minutes together. Everyone agreed that, to answer the question, hate speech IS free speech, in precisely the way the President laid the matter out in his morning's remarks; that is, as long as it does not cross the Clear-and-Present-Danger line. On the more difficult question of what to do about speech that is not openly hateful or directly threatening but which is perceived by some hearers to be hurtful and even, in a sense, violent, there seemed to be no sympathy for letting a philosophy of so-called micro-aggressions tell us what we can and cannot say. It was suggested that this sort of subjective sensitivity to speech might be addressed with better lessons on critical analytic skills for the students. Insofar as any of this had policy implications for the university, our sentiments likewise followed the lines laid down in the morning by President Sullivan, citing Justice Black (I recall), to the effect that the best way to deal with questionable speech is with more speech, and not with censorship. Bring in *more* controversial speakers, and let a thousand flowers bloom.

Steve Zdatny
History Department

Attendees:

- Thomas Chittenden
- Frances Delwiche
- Sarah Foroughifar
- Laura Gewissler
- Alan Tinkler
- Scott Schaffer
- Christian Skalka
- Srinivas Venugopal
- Steve Zdatny

TITLE: Building a Culture of Inclusive Excellence at UVM: Navigating the Possibilities and the Tension

Facilitator: Debra Leonard - Professor and Chair, Pathology & Laboratory Medicine

Why did you select this group?

- Have been following the work of the President's commission and have established a standing committee in CIE in the college and would like to understand what perspectives are shared across campus and how might I help my standing committee, faculty and students achieve our action plans for IE and prepare a generation of healthcare providers who can support a diverse population

- Had been on an earlier commission examining diversity and the creation of the D1 and D2 courses; university is forum where various diverse perspectives can be discussed; we need to have a collegial approach to meeting our expectations our diverse understandings of issues; do we have a common humanity that leads to diversity then leads to excellence; concerned about how university reflects diversity and excellence in terms of faculty, staff, students-interested in how they are going to handle meeting our goals for diversity; variety of ideas on how to bring speakers to share perspectives like Blackboard Jungle; important to build on what we have done and work towards enhancing those and building on and advancing what we have done

- Coming from hard core natural science (physics and material science)—an area with few minorities and women; there has been a concerted effort to promote gender equality and diversity; how do we attract minorities of all kinds; looking for ideas on how to continue to recruit diverse faculty in the sciences; we are inclusive but not as diverse –how do we translate our inclusive nature to lead to bringing forward a diverse faculty

- Many of the other communities I have worked and were educated in were much more ethnically and racially diverse; focused on gender identity; misses the ethnic and racial diversity of where she was educated and lived and would like to expand this and the global opportunities; as chair, 12 part time faculty, several junior faculty, and new at teaching; last year a faculty member assigned a reading that created an issue that the faculty member was unaware of and it created challenges within the students; worried that she has new

faculty who have little experience supporting students with politically right and left perspective

What does inclusive excellence mean?
- **Much broader than how it is discussed currently**
  o Typically, we have a very narrow view of discrimination as being part of a protected category
  o Felt discriminated against based on being a hard science discipline
  o Challenged in a liberal arts environment
  o We are in academia—we should judge them exclusively on their academic performance (for both faculty and students)
  o No matter what your field is, we value academic performance and excellence

- How do you develop in students the ability to question knowledge and to broaden people's minds?
- In the liberal arts, it is important to help students understand that we are trying to develop their curiosity. Having students have the opportunity to explore different disciplines to support their understanding of the importance of inquiry and what might you be able to learn through the humanities, arts, the sciences
- It is important to develop an understanding of the humanistic view across all the disciplines, including the hard sciences, to help prepare them for society
- First year experiences are important to build an understanding of differences
- Intellectual cover term (ethnographic sense); seems to imply intellectual diversity; someone else's term but isn't clear—what does it mean in the UVM context; genuine desire to promote the discourse of multiple understandings of inquiry
- A way to recognize, discuss, and celebrate the unique opportunities, challenges, and contributions of individuals whose values, beliefs and experiences are different than your own that will expand our understanding of how to share our knowledge in a way that can be heard and understood by students, faculty and staff with different perspectives or lenses; recognize I may never be truly culturally competent but I will certainly be culturally aware and it is a lifetime journey
- Deconstructing the image of what is expected in a particular discipline might help students understand

- Inclusive excellence allows us to make a mistake on our way to becoming culturally aware, being called on it in a respectful way and creating a learning moment for all; can we have dialogue without judgement and recognize that every person has their own perspective; when you challenge a person's view of the world—it challenges one's identify; can we be open to the inquiry and dialogue
- We are 'differently' privileged
- There is an expectation at UVM, we should be challenging the power and privilege of majority groups but have opportunities to understand the contexts of 'differently privileged'
- How do we reconcile our history—with our progress forward?

What do we want to do at UVM?
- First year one semester general education class that was interdisciplinary –life skills and living independently to what it is to live in a diverse community and how do we learn and dialogue in an academic community; cross college committee would have to develop this
- Global initiative Science certificate—putting student in different cultural settings helps them expand their perspective on life
- Promoting women in the sciences through Women and Gender studies
- Having international and diverse composition of faculty who can share the different perspectives needed for inquiry and dialogue across culture contexts and identifies; specific efforts to recruit and retain diverse faculty (broad meaning of diversity—gender, race, sexuality, etc.); create a pipeline of students who want to stay at UVM and in Vermont
- At the local, we need ways to take what was learned today and implement it day to day; how can we develop more local training and coaching for in the classroom to deal with very different conversations
- Hold units accountable for meeting their IE action plans
- In our mentoring strategies, really support faculty in teaching with specific skills related to dealing with diverse issues in the classroom
- To encourage class visits in other disciplines across colleges

REPORTING OUT
- A lot of good work has been done at UVM
- A lot of what we discussed are the issues we are currently facing
- **Interesting discussion of how we defined inclusive excellence**

- o Diversity is much broader than we might consider as protected groups (e.g., discipline differences in teaching & inquiry & that we value academic excellence across disciplines)
- o IE should foster ways to develop in students the ability to question knowledge and to broaden their perspective and having dialogue without judgement
- o IE would help students understand that we are trying to develop their curiosity and understanding of the importance of inquiry
- o A way to prepare students to have a humanistic view of their disciplines & the world to help prepare them for engagement in society
- o A way to recognize, discuss, and celebrate the unique opportunities, challenges, and contributions of individuals whose values, beliefs and experiences are different from our own
- o A recognition that we may never be truly culturally competent but will work toward culturally awareness as a lifetime journey
- o Allows us to make a mistake on our way to becoming culturally aware, being called on it in a respectful way, and creating a learning moment for all
- o Knowing that when you challenge a person's view of the world—it challenges one's identify--can we be open to that inquiry and dialogue

- **<u>Suggestions</u>**
  - o Gen ed course requirement that relates to how we learn across academic disciplines and live n a diverse community
  - o Promoting women in the sciences through a Women and Gender studies course
  - o Having a commitment to an international and diverse composition of faculty where our efforts are to expand what we are doing for recruitment, retention and begin to build a pipeline
  - o Faculty training that is case based related to difficult conversations and topics
  - o Expand on our faculty mentoring program so that it supports faculty to handle challenging conversations in the classroom
  - o Holding units accountable for meeting their IE goals with the support needed to be successful

ROUNDTABLE SUMMARY
for
Including perception differences in understanding speech and expression issues on campus
Dave Barrington

Participants in this roundtable engaged wholeheartedly in a conversation about how perception differences shape conversations about free speech on campus. Two examples that we discussed capture the spirit of the discussion and the kernel of the problem. First was a set of reflections on the arguments over the South Burlington High School team and mascot names, i.e. the *Rebels* and *Captain Reb.* On the one hand, the alumni attach great sentimental value to their team name and their mascot, thinking of them as symbols of the rich history they had at their high school and draw comparison between their mascot and such people as Ethan Allen.   On the other hand, students in the newer classes protest the racism inherent in the moniker. Second was a similar set of reflections on the UVM *Weekend of White Privilege*, an event organized by ALANA. Cast by ALANA as a weekend for white students who wanted to become more effective allies in confronting racism and supporting students of color at UVM—the event was seen from a conservative viewpoint as "Blame the White Guy 2015."

The small group, in talking about the clear differences of perception in such examples as these, echoed the current national sentiment that respectful discourse is making room for other points of view. However, too often respect for different points of view is lost these days. This environment has led to people not feeling free to speak when their view is in the minority, whether it be the disenfranchised white or the racially targeted black.

PARTICIPANTS

Dave Barrington, Facilitator; Rosemary Dale, Nursing; and Sheila Boland Chira, English.

ORIGINAL NOTES

South Burlington mascot, the *Rebels*

Captain Reb, associated with the South
resistance to change = loyalty symbol

change gr student Isearch
??
intention vs. perception
<u>alienation from other perceptions</u>
an absence of respect for other views
<u>not feeling free to speak</u> =

Often most conservative (white disenfranchised)

PAGE 2

UVM public speaker cancelled – public move
? Economist provocateur

_____

UVM's weekend of <u>white privilege</u>, an ALANA event
      --- weighting in journalism, liberal glasses?
NY Times,
New Boston Post (http://newbostonpost.com/2016/09/01/university-of-vermont-to-hold-another-white-privilege-student-retreat/)

<u>diversity if view</u> or <u>racism</u>
note it's by invitation
here, support for doing the weekend, but <u>NOT</u> about white supremacy
white guilt vs. actual look at privilege
whites not seeing themselves as a race

PAGE 3

students angry because racial perception has been left out

respectful discourse is making room for other points of view

PARTICIPANTS

Rosemary Dale, Nursing and Sheila Boland Chira, English.