

Campus Wide Faculty Conference

Roundtable Groups

August 21, 2017

1. Title: *Group Work and More Effective Peer Feedback*

Facilitator: Erik Monsen - Associate Professor, Grossman School of Business

Location: Hills 226

Description: Group work is a necessary but often challenging part of university life, both for students and faculty. Therefore, in this session we will share and discuss strategies to provide peers with balanced, clear, specific and well-timed feedback, which in turn can lead to more effective and enjoyable group work.

Readings: None

2. Title: *Responding to Provocative Speech in the Classroom*

Facilitator: Annie Murray-Close - Associate Professor, Psychological Science and CTL Faculty Associate

Location: Lafayette L308

Description: In this session, we will discuss strategies for responding to classroom speech that may be viewed as provocative, discriminatory, or offensive. We will also consider the potential implications of these strategies for student learning, student development, and free speech on college campuses.

Reading:

Lukianoff and Haidt, "The Coddling of the American Mind"

<https://www.theatlantic.com/magazine/archive/2015/09/the-coddling-of-the-american-mind/399356/>

3. Title: *Using Readings to Engage Multiple Perspectives in the Classroom*

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

Location: Terrill 207

Description: This roundtable will include a hands-on demonstration and discussion of two powerful classroom practices that use reading to engage multiple perspectives: *alternating empathetic and critical reading*, and *positioning with postmodern maps*. Participants will be asked to read the following three commentaries, which we will use to demonstrate these classroom techniques in action.

Readings:

Cavanaugh and Cavanaugh, "Not Coddling but Learning"

<https://www.insidehighered.com/views/2017/05/11/colleges-arent-coddling-students-teaching-them-how-handle-disagreeable-situations>

Lukianoff and Haidt, "Coddling of the American Mind"

<https://www.theatlantic.com/magazine/archive/2015/09/the-coddling-of-the-american-mind/399356/>

Maloney, "Colleges Have No Right to Limit Students' Free Speech"

<http://time.com/4530197/college-free-speech-zone/>

5. Title: *Writing to Listen*

Facilitator: Susanmarie Harrington - Director, Writing in the Disciplines Program

Location: Bailey-Howe 302

Description: Writing assignments invite students to make sense of complex situations. We often focus on how assignments show students' reasoning, conclusions, or arguments. What if we consider how assignments can help students listen to others?

Reading:

Cavanaugh and Cavanaugh, "Not Coddling but Learning"

<https://www.insidehighered.com/views/2017/05/11/colleges-arent-coddling-students-teaching-them-how-handle-disagreeable-situations>

9. Title: *Censorship in Research*

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

Location: Rowell 102

Description: Censorship in research occurs in many different forms, from funding bodies that withhold publication of results that contradict their established position (think for-profit research organizations), to research that questions government policies, to self-censoring by researchers who fear social or political backlash for their findings. This roundtable group will discuss the role of researchers in the protection of academic freedom.

Readings:

Davidoff, "New Disease, Old Story"

<http://annals.org/aim/article/711627/new-disease-old-story>

Blumsohn, "Dr. David Kern's Dilemma – Learning from History"

<http://scientific-misconduct.blogspot.com/2007/04/dr-david-kerns-dilemma-learning-from.html>

12. Title: *Facts and Misinformation – What Are Academics to Do?*

Facilitator: Mandar Dewoolkar - Professor, Civil & Environmental Engineering

Location: Jeffords 127

Description: Fake news and alternative facts are as much part of our daily discourse as real facts. A spur-of-the-moment unfiltered pronouncement on social media can have more impact than decades of truth-seeking scholarly endeavors. This is particularly troublesome when the pronouncements and alternative facts inform and reflect important policy decisions. This roundtable will discuss the role of academic scholars in discerning facts from opinions and from falsehood, and in restoring the primacy of evidence-based approaches and rationale discourse in decision-making.

Readings:

Penders, "Censorship: Beware Scientists Wielding Red Pens"

<http://www.nature.com/nature/journal/v541/n7637/full/541289d.html>

Williamson, "Take the Time and Effort to Correct Misinformation"

<https://www.nature.com/news/take-the-time-and-effort-to-correct-misinformation-1.21106>

13. Title: *International Scholarship Under The America First Policy*

Facilitator: Pramodita Sharma - Professor, Grossman School of Business

Location: Hills 234

Description: Foreign policy under President Trump places a primacy on US interests. Many articles have been written on how this emphasis on "America First" can undermine US global influence and strain relations with allies and long-standing partners. Nationally, the America First budget blueprint proposes deep cut in departments that support education and research. Meanwhile, other ambitious countries like Canada, Germany and India open their borders to immigrants and new knowledge. This roundtable group will discuss possible consequences of this isolationist policy on academic freedom, including the freedom to pursue scholarly and research activities in foreign countries and build collaborations with international scholars.

Readings: None

14. Title: *Engaging Students in Civil Discourse over Controversial Issues*

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

Location: Rowell 115

Description: In a time of political and societal divisiveness, many individuals struggle to talk civilly about controversial issues. In this session, we will discuss the benefits and challenges of engaging students in civil discourse. We will specifically explore instructional tools and strategies to more effectively involve students in productive, reasoned and respectful discussions of difficult topics.

Readings: None

15. Title: *The Imperative of Open Access Publishing*

Facilitator: Donna O'Malley - Library Associate Professor

Location: Terrill 308

Description: How can Open Access serve as an asset to our community as we seek to both share UVM research, and evaluate and apply the research of other scholars? The current UVM funding structure calls for a flat budget for library materials in the face of 5% annual price increases for traditional journal subscriptions, an unsustainable model. This model also has implications for the scholars and practitioners who would read and apply the results of UVM research. Let's explore the role of Open Access at UVM in our efforts to fulfill the mission of this university.

Reading:

Video: Open Access Explained! PhD Comics

<http://phdcomics.com/tv/?v=L5rVH1KGBCY>

Larivière, Haustein, and Mongeon, "The Oligopoly of Academic Publishers in the Digital Era"

<https://doi.org/10.1371/journal.pone.0127502>

16. Title: *Engaging In Dynamic Dialogues Across Differences*

Facilitator: Sherwood Smith - Senior Executive Director, Diversity, Engagement & Professional Development

Location: Jeffords 227

Description: This roundtable will be an interactive discussion with facilitators outline some key points and questions for conversation, including:

Teaching to a range of students

Managing people's agendas, creating space for continuing dialogues in the classroom, addressing issues of power and privilege

Constructing a curriculum that flows, pedagogical tools for content, context and relationships, role of identities and developmental models

Readings: None

19. Title: *Promoting a Culture of Inclusivity on Campus*

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

Location: Jeffords 112

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 collectively, to encourage a culture of inclusivity on campus.

Readings: None

20. Title: *Is Hate Speech Free Speech?*

Facilitator: Steven Zdatny - Professor, History

Location: Marsh 122

Description: Where should we draw the boundaries of free speech? Should it matter that your speech hurts my feelings or that my speech hurts yours? Does it matter that "hurtful" speech might contain plausible truth (see the remarks of Harvard President Lawrence Summers on gendered brains and math skills or the chapter in *The Bell Curve* on cognitive differences among ethnic groups)? Or is the fact that it violates some social or intellectual convention enough to make it unacceptable? Careful, though: this conversation might bruise some sensibilities.

Readings:

Richard J. Herrnstein and Charles Murray, "Ethnic Differences in Cognitive Ability," In: *The Bell Curve: Intelligence and Class Structure in American Life*; eds. Richard J. Herrnstein and Charles Murray. New York, NY: Free Press Paperbacks, 1996, pp. 269-315

<http://www.uvm.edu/provost/20%20-%20Ztatny%20reading.pdf>

Lukianoff and Haidt, "Why It's a Bad Idea to Tell Students Words Are Violence"

https://www.theatlantic.com/education/archive/2017/07/why-its-a-bad-idea-to-tell-students-words-are-violence/533970/?utm_source=atfb

Heather MacDonald, "The Campus Rape Myth - The Reality: Bogus Statistics, Feminist Victimology, and University-approved Sex Toys"

<https://www.city-journal.org/html/campus-rape-myth-13061.html>

21. Title: *Building a Culture of Inclusive Excellence at UVM: Navigating the Possibilities and the Tensions*

Facilitator: Loretta Johnson-Flash - Senior Advisor & Chief of Staff, Office of the Vice President, HRDMA

Location: Jeffords 110

Description: Concepts and ideals such as diversity, equity, social justice, and inclusive excellence are often expressed as core to the values and mission of colleges and universities across the United States, including the University of Vermont. This discussion will explore the dimensions of building a culture of inclusive excellence at UVM, the possibilities and rewards of doing so, as well as the challenges and tensions inherent in trying to realize this goal. Together we will explore how faculty and others in the university community can navigate these possibilities and tensions to become a more diverse, equitable, inclusive, and socially just institution.

Readings: None

22. Title: *Including Perceptual Differences in Understanding Issues of Speech and Expression on Campus*

Facilitator: David Barrington - Professor and Chair, Plant Biology

Location: Jeffords 326

Description: One of the most challenging things to instill in a college student is the concept of subjectivity—that our perception of the world is inherently biased. In this round-table discussion, I intend to lead a conversation about biases, with a focus on differences in perception of symbols. I am particularly interested in sharing thoughts about the power of flags as symbols that create a sense of belonging, rejection, and intimidation. Having a symbol (such as a flag) makes groups seem more real, cohesive, and potentially intimidating to others. Group members strategically seek out symbols when they are especially motivated to convey an impression of their group as cohesive and threatening rather than inclusive and cooperative. Thus, symbols such as flags carry specific, often negative denotations for rejected groups. When must group members put away their flags because they are threatening rather than inclusive to others?

Readings:

Fox News/Associated Press, May 13, 2009: "‘Old South’ Frat Targeted Over Confederate Event"

<http://www.foxnews.com/story/2009/05/13/old-south-fraternity-targeted-over-confederate-event.html>

Lazar, Boston Globe Staff, March 6, 2017: "A Confederate Flag Produces a Conversation of Hope"

<https://www.bostonglobe.com/metro/2017/03/06/confederate-flag-appears-symbol-hate-conversation-hope/U4Nj3vUUCopdKgSS5qzQZM/story.html>

Holder, ScienceDaily, University of California - Davis, April 16, 2016: "Logos Make a Group Seem Real"

www.sciencedaily.com/releases/2016/04/160416094800.htm