
Session 1: “Contention in the Classroom”

Friday, April 22, 2016

10:30 – 12:00 PM

Moderator: Cathy Schlund-Vials

Rethinking Civility

- How do you define civility? What constitutes incivility?
 - What is the role of dissent on college or university campuses?
 - What is more important – consensus or debate? Why?
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Rethinking Civility in the Classroom

- What are the pros and cons of trigger warnings?
 - How does one promote debate, especially when dealing with controversial topics or mediating difficult histories?
 - How does one facilitate dialogue by and conversations among students?
 - How does difference – as emblemized by race, gender, sexuality, and class – shift the focus of discussion in a classroom?
 - How does one ensure everyone “has a voice” or “has a place” in the classroom?
 - How does one engage current events, particularly those that engage difficult moments, controversial politics, or controversial histories?
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Rethinking Civility through Practice

- How can we build skills across all areas of campus to ensure consistency among various campus constituencies?
- What are best practices with regard to student mentoring?
- What are the elements or tenets of a healthy campus dialogue?

Session 2: "Political Campus"

Friday, April 22, 2016

1:00 – 2:30 PM

Moderator: Mark Overmyer-Velazquez

What is a Political Campus?

- What is a political campus - how do we define political?
 - Are college campuses in general and UConn in particular a political community in a meaningful way?
 - Does the University as a University have a responsibility to address political questions?
 - How do different members of the campus community, and the community as a whole, address itself to "external" political issues?
 - What is our vision for an engaged student/campus?
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How can and should we be a Political Campus?

- What (if any) are the boundaries of appropriate campus protest?
 - How do we disagree without being disagreeable?
 - Following the lead of student activists, how should we discuss race and racist structures on campus?
 - How do professors attend to questions brought up on campus that might transcend their disciplinary boundaries?
 - How do we build the expectations on campus engagement? How do we ensure that there are meaningful ways for students, faculty and staff to engage in this process?
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Who is (what structures are) responsible for creating and sustaining a Political Campus?

- What kinds of responsibilities do students have for creating and sustaining a Political Campus and inclusive environment? What about professors? What about administration?
- How might members of the campus community come together to collectively address matters that cause division?
- How can we as activists or individual actors know we are being heard, and conversely how can we show others--and how can the institution show the community--we are listening to and actually hearing others?
- How do we avoid creating silo, separating, for example "students" and "administration" (especially when graduate students may occupy both roles)?
- What should be in place for those who feel that they have been treated "badly" or those who observe such treatment?
- How can dialogue between the various groups of members of the university community be facilitated?

Session 3: "Community"

Friday, April 22, 2016

3:00– 4:30 PM

Moderator: E. Carol Polifroni

Community

- What is community? How do we define it? Who are the members? May we refer to community as an entity, a whole, or as individuals within? What is the UConn community?
 - When values differ, is there community? When ideas, methods, processes and visions differ, is there community?
 - What are the relevant communities that our faculty/students/staff/admin belong to? What are the relevant communities that the University as a University belongs to? Are these enough? Should UConn's communities with whom they intersect be strategically or organically articulated?
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What is meaningful public discourse?

- What does it look like? Who defines meaningful? How can we insure these conversations are taking place in an inclusive and intersectional way?
 - What distinguishes some public discourse as "meaningful" and how might a campus community serve as an environment for working this out?
 - Does the university only have a responsibility of offering up a space where discourse can occur or must it also be a topic of a discussion, i.e how does UConn engage in discourse around public issues? What stances does it take?
 - How can UCONN help in "articulating a curriculum" for the development of skills related to "fruitful and engaged" public discourse?
 - How do we promote free speech and not tolerate the spectrum of behaviors that include micro aggressions and gendered/racialized violence? What is the role of individuals in the community and the institution that makes up/structures the community?
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What is/should be the role of UConn, as a research university, in communities to promote meaningful public discourse?

- How does a research university value community intellectuals, activists and other non-academic practitioners? How does a research university value the work of academics in community partnerships?
- Please share an example of a time when UConn was meaningfully involved in a conversation in the community - for good or ill - what made it work? what got in the

way? What is going on in your greater community outside the walls of UConn that you would like to be part of?

- How do we build meaningful exchanges with the community to have them be part of dialogues and conversations regarding best practices in the community? What relationship can we have with local community organizations to support the learning and development of dialogue facilitation?
- How might community actors and organizations provide models for meaningful public discourse on campus and between the campus and "community." This seems relevant not only on the Storrs campus, but also on regional campuses.
- How might the campus community model 'meaningful public discourse' for the broader community? What role might, or should, UConn play in dialogues over contentious issues happening beyond campus?

Session 4: “Wrap up and Steps Forward”

Friday, April 22, 2016

4:45– 5:40 PM

Moderator: Casey Johnson and Brendan Kane

- What resources would be needed to facilitate such action and make it readily available on an on-going basis?
- Should we consider adding dialogue skills to the GEOC goals, and if so how might such a goal be realized in practice?
- What sort of resources, infrastructure, partnerships and so on would be needed to link campus and community dialogue work?
- How do we learn the skills and attitudes of civil discourse?
- What steps are we as individuals going to take? What steps could our institutions/organizations take?
- How can we make sure we include everyone with expertise related to this effort in the conversation?
- What support is there for dialogue-related work, and what support should there be?
- How do we model transparency, collective decision making, and address role clarification? What role does institutional context and/or politics play in next steps?