OFFICE OF
ACTIVE CITIZENSHIP
AND SERVICE


vanderbilt.edu/oacs
305 Sarratt|Rand
615-343-7878
Students Performing Local Service:
Over 3,500

Collaborations with Local Community Partners
260

Service hours completed on OACS 4 Global Service Trips
4,776

2014 VIEW: Washington DC Public Service Internships
19

**OPPORTUNITY**

2014

- Student Service Org Fair
- Morocco Winter Break
- Seminars Begin
- Global Service Trips
- End of the Year Assessment

2015

- Student Leaders Conference
- Fall Weekend of Service
- MLK Weekend of Service
- Spring Break Service Trips
- View

Weekends of Service

In addition to ongoing service commitments, students and faculty come together once a semester to address pressing community needs in a weekend of demonstrable impact and community building.

Student Organizations

Students are encouraged to join one of 68 student service organizations that volunteer consistently with focus areas such as education, healthcare, the environment, art therapy, and social enterprise.

Global Service

Global service-learning opportunities in areas such as public health, education, environmental conservation, community development, youth engagement, activism, and advocacy.
Margaret Cuninggim Women's Center
Office of Greek Life
Office of Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex Life
Office of Student Leadership Development
Office of the University Chaplain and Religious Life
Office of Wellness Programs & Alcohol Education
Project Safe Center for Sexual Misconduct Prevention and Response
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Margaret Cuninggim Women’s Center

Office Location: Franklin House, 316 West Side Row

Open: Monday-Friday, 8am-5pm. Drop-ins welcome, appointments available. To make an appointment, contact womenctr@vanderbilt.edu.

Contact Information:
Phone: (615) 322-4843
Email: womenctr@vanderbilt.edu
Website: www.vanderbilt.edu/womenscenter

Mission:
The Margaret Cuninggim Women’s Center is an affirming space for all members of the Vanderbilt community that acknowledges and actively resists sexism, racism, homophobia, and all forms of oppression while advocating for positive social change.

Core Values:
- We believe that progress toward gender equality calls all of us to be champions for change.
- We celebrate the unique differences among all persons and work to build community in diversity.
- We strive to empower all people to have a voice and to find opportunities to belong.

Workshop Requests:
www.vanderbilt.edu/WomensCenter/workshop-request

Programs & Services

Gender Matters Programs

Cuninggim Lecture on Women in Culture and Society

Each year, the Cuninggim Lecture on Women in Culture and Society offers an occasion to raise awareness about the ways in which gender shapes and is shaped by our lived experiences. Each Cuminggim Lecturer empowers Vanderbilt community members to expand their activist reach and become more involved in positive social change outside of the University.

Kitchen Table Series

The Kitchen Table Series (KTS) is a peer-facilitated discussion for undergraduate students about current gender-related topics such as sexual health, feminism, body image, women in politics, and other issues related to social justice. All genders, gender identities, and gender expressions are encouraged to join our KTS conversations.

Women’s History Month

Join us every March when we celebrate the generations of people committed to the advancement of women in the United States.

Wellness Programs

Vandy Sex Ed

Vandy Sex Ed program arms undergraduate peer educators with the knowledge and tools necessary to help both themselves and their peers make healthy and informed decisions about sex and sexuality. Vandy Sex Ed offers a variety of workshop options including Let’s Talk About Sex, Vandy; Let’s Talk About Kink; Let’s Talk About Queer Sex; Let’s Talk About Dating; and Let’s Talk About Virginity.
The Vanderbilt [IM]Perfection Project

A collaborative initiative between the Women's Center and the Office of Wellness Programs & Alcohol Education, The Vanderbilt [IM]Perfection Project addresses mental health as it relates to perfectionism and fear of failure on campus. The project provides spaces for students to share their stories and brings awareness to failure and setbacks as a healthy part of every student's college experience and life after Vanderbilt.

Work, Power, and You Programs

Professional Development Series

The Professional Development Series for undergraduate and graduate students is a monthly program to empower women in the workplace to become financially fearless, to discover that storytelling is power, to explore cross-cultural challenges in leadership, and more.

Work–Life Workshops

The Work–Life Workshop for faculty, staff, and graduate students is a lecture-based lunch program that covers a blend of self-care and professional development topics such as navigating organizational politics, mindfulness and stress management, salary negotiation strategies, and beyond.

Life with Children

The Life with Children program supports students, faculty, and staff with children by connecting them to relevant social, academic, and childcare resources during their time at Vanderbilt. Available resources at Vanderbilt include Babies & You, Breastfeeding Welcomed Here, and Vandy Moms.

Office of Greek Life

Office Location: 207 Sarratt Student Center

Contact Information: Kristin Torrey, Director of Greek Life kristin.torrey@vanderbilt.edu 322-8830

www.vanderbilt.edu/greek_life

https://www.facebook.com/vanderbiltgreeklife

Mission/description: The Office of Greek Life is a team of caring and committed advocates for a fraternity and sorority experience that upholds the values espoused by their organizations and Vanderbilt University. With the support of campus partners, International fraternity and sorority staff and alumni, we provide opportunities that support student learning and add value to the collegiate experience and Vanderbilt University.

Key Information for VUceptors

How many students are members of fraternities and sororities at Vanderbilt?

The Greek community includes approximately 44% of the undergraduate students at Vanderbilt; 32% of male undergraduates and 54% of female undergraduates. There are 34 fraternities and sororities at Vanderbilt University; 19 fraternities and 15 sororities, including Kappa Alpha and Phi Kappa Sigma, IFC chapters that will be re-establishing this year. Each of the organizations falls under the umbrella of a governing council: the Interfraternity Council (IFC), the National Pan-Hellenic Council (NPHC) or the Panhellenic Council.

What are IFC, NPHC, and Panhellenic?

The Interfraternity Council governs 16 fraternities, including 1 Southeast Asian interest fraternity. IFC serves as the liaison between Vanderbilt and the fraternities on campus. The council advocates for the needs of the chapters and is responsible for holding the chapters accountable for both university and IFC standards.
The National Pan-Hellenic Council (NPHC) is comprised of 6 historically African American organizations, 3 fraternities and 3 sororities. These organizations have a rich history of promoting the advancement of African Americans. Members of these organizations were leaders in the civil rights movement and continue to be activists in politics and local communities. NPHC organizations focus on campus-wide programming efforts and positively contribute to the African American community on campus.

The Panhellenic Council governs its 12 member sororities, including 1 Latina sorority and 1 Multicultural sorority. Panhellenic promotes the values of and serves as an advocate for the women's organizations at Vanderbilt.

How do students join a fraternity or sorority?

Students interested in joining a fraternity or sorority at Vanderbilt must successfully complete 12 credit hours, maintain and minimum grade point average, and not be on disciplinary probation, as well as complete Alcohol & Social Responsibility Training. The specific requirements for joining a fraternity or sorority at Vanderbilt vary by each governing council. Each group holds specific guidelines for membership into their organizations.

Men interested in joining at IFC fraternity during their second semester should meet as many fraternity members during the fall semester and learn about the various activities sponsored by each chapter. The informal, open contact period throughout the fall will include an open house event on September 6th and 2-3 checkpoint meetings for potential new members about the process in fall semester and Bid Night in January. The more people they meet in fraternities, the more options they are likely to have at the conclusion of the process. All men interested in joining an IFC fraternity must achieve the standard eligibility requirements for the Greek community and in addition, potential new members must participate in at least 3 hours of community service with fraternities during the semester prior to joining. All potential new members must register online: www.vanderbilt.edu/greek_life and pay a $20 registration fee at Open Dores on 9/6 or in the Office of Greek Life, 207 Sarratt Student Center.

NPHC fraternities and sororities recruit on an individual basis; there is no collective process for all NPHC chapters. Each chapter will conduct their recruitment/intake process at different times throughout the year and varies significantly in length and content. All students interested in joining an NPHC organization, must attend an Intake Seminar sponsored by the Office of Greek Life. Dates are available at www.vanderbilt.edu/greek_life

The Panhellenic sorority recruitment process will occur January 9-10 and 15-17, 2016. First year students must meet the standard eligibility requirements and are encouraged to be actively involved in the My Vanderbilt Experience Program. The process is one of mutual selection. Potential new members visit all chapters on the first day of recruitment, a maximum of 7 chapters on the second day, a maximum of 5 chapters on the third day and up to 3 chapters for the last round of recruitment. The chapters will make decisions about which potential new members they would like to join each round of recruitment. The potential new members also make decisions through the process regarding which chapters they would like to return to. Our recruitment process is set up to find a place in the sorority community for all women who fully participate in the process – it is not set up to find a place in a specific sorority for each potential new member, therefore women who have an open mind are most likely to be successful in the process. All potential new members must register online: www.vanderbilt.edu/greek_life and pay a $50 registration fee at Recruitment Registration Meeting on 9/6 or in the Office of Greek Life, 207 Sarratt Student Center.

While, Lambda Theta Alpha and Sigma Lambda Gamma are members of the Panhellenic, they do not participate in the collective process in January. They may participate in the Panhellenic Preview Day in November and have a process that is more similar to NPHC organization.

*** Participation in Alcohol & Social Responsibility Training is a new eligibility requirement this year. There will be two sessions on Monday, September 7th at 5:30 and 7:00 pm. Students who are considering membership or even attendance at a Greek social function should attend these sessions. Interested students from Visions Groups 41-86 will attend the 5:30 p.m. session and interested students from Visions Groups 1-40 and 87-93 will attend at 7:00 p.m. Students will not be used from Vanderbilt Visions in order to participate in the training. VUceptors are asked to remind their students about these sessions at Visions that week.
Does hazing exist in the Greek community at Vanderbilt?

Vanderbilt University has a zero-tolerance policy regarding hazing that is consistent with Tennessee state law. Hazing includes any activity that subjects members to harassment, ridicule, intimidation, physical exhaustion, abuse or mental distress. Hazing is contrary to the purposes of the Greek community and the University. Should you have any concerns about students in your Vanderbilt Visions group being subjected to hazing, please contact the Office of Greek Life, and the staff will promptly address these issues. All Vanderbilt community members will be encouraged to report hazing via a new online reporting form available at [www.vanderbilt.edu/greek_life](http://www.vanderbilt.edu/greek_life) and the university will continue to operate a hazing hotline where anyone can report hazing activities – the number is 343-7867 (STOP).

How should I approach discussing Greek Life with my Vanderbilt Visions group?

As you consider discussing the Greek community in your Vanderbilt Visions sessions, please know that some of the students in your group will have made a conscious decision not to participate and they may not feel compelled to participate in the discussion. Some students may not have had a positive experience in the recruitment process and many of the students that have made the decision to join the Greek community will be excited about being a new member. Your support and respect for all of these different perspectives will make the conversation the most beneficial. Should you desire to have student leaders or staff members from Greek Life in session class for the discussion, we would be happy to make those arrangements for you.

I am not in a Greek organization – what should I say about Greek life to my Vanderbilt Visions group?

As a student at Vanderbilt, you likely know people that are members of the Greek community. Regardless of your past experience with the Greek community or any other campus organizations, you should be supportive of the decisions students in your group make about their involvement on campus. Hopefully, you have enough information to guide the students in your group to the proper channels if they have questions about the Greek community that you do not feel comfortable answering.

I am a member of the Greek organization – how should I share my experience with my Vanderbilt Visions group?

You were selected to be a VUceptor because of your leadership skills and involvement on campus. As such, you should understand the importance of maintaining a positive “Go Greek” attitude versus simply advertising for your own organization. You should speak positively about the Greek community with no bias towards your own organization. You are welcome to share your affiliation with your group. However, it is an expectation from both the VUceptor and Greek community leadership that you never exploit your relationship with freshmen students for the benefit of your chapter. Showing favoritism to any particular members of your group can be problematic for both you and your first-year students (ex: inviting only specific members of your group to chapter events or individual meals). All Panhellenic VUceptors should still follow all expectations outlined in the Code of Ethics.

Important Upcoming Dates

- Tuesday, August 25th @ 2:30 pm (immediately after the class picture) – Greek Life Information Session at the Student Life Center (SLC)
- Sunday, September 6th from 11:00 am - 5:00 pm – IFC Recruitment Registration @ SLC and Open Dores on Greek Row (everyone should be at the meeting at 11:00 am)
- Tuesday, September 1st at 7:00 pm – NPHC Greek Mystique @ Commons Center Multi-Purpose Room
- Sunday, September 6th at 3:00 pm – Panhellenic Recruitment Registration and Information Session @ SLC

Office of Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex Life (LGBTQI Life)

Office Location: KC Potter Center, 312 West Side Row, [www.vanderbilt.edu/lgbtqi](http://www.vanderbilt.edu/lgbtqi)
Open: Monday through Friday, 8AM to 5PM

Mission: The Office of Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex Life at Vanderbilt University is a cultural center and a place of affirmation for individuals of all identities, and a resource for information and support about gender and sexuality. The Office of LGBTQI Life serves all members of the Vanderbilt community — students, faculty, staff, and alumni — by creating educational, cultural, and social opportunities. The office also supports and advises LGBTQI-related campus groups and activities.

Key Programs & Services

KC Potter Center Lounge: *(ongoing throughout the school year)*
Students, faculty, staff, and alumni are encouraged to stop by our welcoming and warm space during office hours, 8AM to 5PM Monday through Friday. Comfortable couches, a useable kitchen (with free coffee!), an extensive LGBTQI DVD and magazine collection, and dynamic conversations are among the many reasons to visit us. The Office is also open during our student group meetings, programs, and events. See you soon!

Diverse Dores: *September 9, 2015 4PM to 7PM at West Side Row, SLC, Sarratt/Rand*
You are invited to experience the second annual Diverse Dores event! Diverse Dores is a social event hosted by seven different VU offices that focus on supporting and serving Vanderbilt’s diverse students, staff, and faculty. There will be free food, fun activities, and a special chance to engage in the resources and programs offered here at Vandy. You can start your journey at any of the seven offices, and if you collect a sticker from each office, you can even win a prize! This event is open to the entire Vanderbilt Community.

National Coming Out Week: *October 5 to October 9, 2015*
This celebratory week is our extension of National Coming Out Day (October 11) and provides LGBTQI & Ally individuals a chance to make their identities known. Lambda Association’s Annual Drag Show is the main highlight of the week’s events, which is scheduled for October 8 in the SLC Ballroom from 8:30PM to 10:30PM.

Affinity Groups: *(ongoing throughout the school year)*
Affinity groups are an opportunity for Vanderbilt students to come together around a shared identity and/or interest they hold. Affinity groups provide an affirming and brave space for individuals to discuss their needs, challenges, and successes. These groups are free and open to all Vanderbilt undergraduate and graduate students. Groups meet on campus and are peer and staff facilitated.

- **Vanderbilt Bi/Pan/Fluid Affinity Group**: the Bi/Pan/Fluid affinity group seeks to provide a supportive and brave space for people who want to explore bi/pan/fluid or otherwise non-straight/non-heterosexual identities and experiences. Join us for conversation, exploration, and fun!
- **Vanderbilt QPOC Affinity Group**: QPOC is an affinity group that seeks to provide space for Queer students of Color on campus. Join us for great conversation, community, and fun!
- **Vanderbilt Ace/Aro Affinity Group**: the Ace/Aro affinity group seeks to provide a supportive space for people who identify on the asexual and/or aromantic spectrums to discuss their experiences as it relates to navigating both queer and normative spaces. Join us for dialogue and a sense of community!
- **Vanderbilt TGQ Affinity Group**: TGQ is an affinity group that seeks to provide space to discuss the continuum of gender identity and expression, particularly for students who identify across the Trans spectrum. Join us for conversation, community, fun, and resources no matter how you identify on the gender spectrum!

Trans@VU: *(ongoing throughout the school year)*
Trans@VU is a section of our website that gathers information and resources related to gender identity and expression for trans*, gender-variant, and gender questioning people within the Vanderbilt community. Featured information includes, but is not limited to, VU equal opportunity and affirmative action policy, getting involved on campus, how to navigate name changes, housing, recreation, and support/community. Trans@VU information can be found at www.vanderbilt.edu/lgbtq/transvu.
Straight Facts about LGBTQI Life: (ongoing throughout the school year)

This is an educational outreach program for the entire Vanderbilt community and greater Nashville community. This program is dynamic and flexible; it allows the initiator to request a workshop, presentation, and/or panel to fit the needs of their audience. Topics that can be covered could include: Social Justice Ally Development: Moving Beyond Tolerance, How to create Trans inclusive communities, and LGBTQI Life resources on campus and beyond. Working with a staff person from LGBTQI Life to create your own Straight Facts about LGBTQI Life is also available. Just contact us!

Safe Zone Program: (ongoing throughout the school year)

The Safe Zone program aims to create a visible network of support for LGBTQI individuals and their allies by providing an avenue of support. This program creates an educational experience via a three-hour workshop encouraging students, faculty, and staff to explore their personal identities, cultural identities, privilege, and what it means to be an Ally. After attending this workshop you have the choice to take a Safe Zone placard to showcase your commitment, support, and allyship to our VU community.

Office of Student Leadership Development (OSLD)

Office Location: 339 Sarratt Student Center

Contact Information: Office: (615) 343-6200, studentleadership@vanderbilt.edu, www.vanderbilt.edu/leadership, www.facebook.com/vuleads

Mission: The Office of Student Leadership Development engages members of the Vanderbilt community in creating and sustaining a culture of lifelong leadership development, training, and education. OSLD seeks to empower students to become leaders by facilitating opportunities for intentional learning, self-reflection, and skill development. We believe in developing visionary, goal-driven, and action-oriented student leaders. Exhibiting an awareness of self and others, a student leader at Vanderbilt strives to be:

- Accountable
- Collaborative
- Communicative
- Ethical
- Service-Oriented
- Supportive of All

Key Programs & Services

EVOLVE is a personal leadership development program for rising sophomores and entering transfer students. The cohort of 35-45 students will meet for 8-weeks during the fall semester to engage in development activities that will encourage interactive learning, self-exploration, and relationship building. Applications will be available during Spring 2015.

Leaders Heart Lunch is a lunch series that will invite campus and community leaders to give a brief talk on an aspect of leadership and engage in extensive Q&A with interested students. We will have seven lunches throughout the year. Intent to Attend applications will be available this fall on Anchor Link. Students must be selected to attend the lunch based on their expressed interest in the topic matter.

LED Talks involves 5 students who will engage in a series of development workshops throughout the fall semester that will conclude in November with them giving their own TED-style Talk to their peers in Sarratt Cinema. This year’s theme is “Leadership Inside Out” and will focus on students sharing how their personal identities have influenced their beliefs about leadership and what it means to be a leader. This effort is co-sponsored by The Margaret Cuninggim Women’s Center and the Office of LGBTQI Life. Applications will be available in the spring.
EMPOWER: Upgrade is an organizational development program. Positional leaders of student organizations have the opportunity to attend a series of workshops that will allow them to focus on creating an organization that is successful, meaningful and sustainable. Applications will be available in the spring.

Office of the University Chaplain and Religious Life (OUCRL)

Office Location: Community Partnership House, http://www.vanderbilt.edu/religiouslife

Open: Monday-Friday, 8:30AM-5PM (available 24/7 by card swipe)

Mission: Religious Life seeks to function in an educational capacity, not only for those students and groups who are traditionally religious, but by way of raising ethical questions and issues of value and character among the student body at large. Because we seek to educate the “whole person,” we view ethical and spiritual formation as integral to the University’s overall educational mission and religious life as an important dimension of the so-called hidden curriculum of the University. We therefore seek to integrate the programs and services offered by the chaplains and professional staff into the larger life of the University community.

OUCRL is the center for all student religious groups, Affiliated Chaplains and Ministries, and spiritual/religious life on campus. With 9 places of worship on campus and most faith traditions represented, OUCRL seeks to be a home away from home for students. The OUCRL office is always open for students to relax in our fireside lounge, study in our interfaith library, utilize our student computer, or find some solace in any of our spaces including our Zen Rock Garden.

Key Programs & Services

Holocaust Lecture Series: In 1979 then University Chaplain, now emeritus, Beverly Asbury organized what would prove to be the first of the now longest continuous Holocaust Lecture Series at any American university. Since then our ongoing examination of ourselves and our society in the wake of the Holocaust has brought such notable figures as Elie Wiesel, Simon Wiesenthal, Terrence des Pres, Lawrence Langer, Nechama Tec, and Deborah Lipstadt, among many others, to campus and has addressed such themes as ethics, resistance, law, gender, art, and memory. Each year, our committee of students, faculty, and staff work to create a lecture series to promote continuing education and conversation on the Shoah and other instances of genocide, their lasting effects, and how we can continue to honor the memory of their victims.

MLK Commemoration: The Martin Luther King, Jr. Commemorative Series was established in 1985 at Vanderbilt University as a celebration of the life of Dr. Martin Luther King, Jr. Commemorating Dr. King's life and legacy, the University community will gather together on this national holiday for a series of programs including: participation in the city-wide march, community service, educational forums and lectures. In honoring Dr. King, Vanderbilt University affirms its own commitment to the goals of peace and racial justice to which Dr. King dedicated his life.

Project Dialogue: Project Dialogue is dedicated to creating opportunities for students, staff and faculty to engage in public discourse and dialogue in an effort to foster a transformative experience. By connecting classroom learning with larger societal issues, Project Dialogue seeks to generate reasonable debate in the hopes of finding common ground.

Chaplain’s Speaker Series: Starting in Spring of 2013, the University Chaplain has been given the charge of starting a new speaker series to bring to Vanderbilt’s campus dynamic and thought-provoking speakers who will speak to religious life and the life of spirituality on college campuses. Bringing one great speaker per semester, the Office of Religious Life welcomes the opportunity to hear from clergy, professionals and speakers alike to delve into an important topic.

Interfaith Council: The Vanderbilt Interfaith Council is a student organization representing a wide variety of faith traditions. Our purpose is to promote understanding and respect of diverse spiritual beliefs by means of communication, dialogue, education and advocacy, both on campus and in the greater community. To this end, Interfaith Council meets bi-weekly to discuss various issues relating to faith, religion, and spirituality, and coordinates several large, community-wide programming events each year. In addition, Interfaith Council provides support and co-sponsorship funding to the vast
majority of registered student religious organizations, helping them to achieve their individual goals and serve their respective communities.

GriefNet: Whether reeling from the death of a loved one in recent weeks or struggling a year or more after a significant loss, the GriefNet Support Network will provide a safe, non-judgmental atmosphere to nurture exploration and growth. The group experience is not about “getting over it,” but rather will help one “grow with it” by integrating loss into living. Participants are never required to share or participate in any particular group activity but are merely invited to share when it feels right. Finally, while members will be encouraged to leverage any personal religious or spiritual resources to assist with their grief process, we want to make it clear that this support network, although sponsored by the Office of Religious Life, neither assumes participants are a part of any faith tradition nor advocates for any particular beliefs or practices.

Office of Wellness Programs & Alcohol Education

Office Location: 206 Sarratt Student Center, http://www.vanderbilt.edu/alcohol

Mission: To promote, develop, and support opportunities for students to enhance existing knowledge and skills necessary to make healthy choices regarding their lifestyle including alcohol and other drugs.

Key Programs & Services

Individualized Programming: Interactive, educational presentations are available for residence halls, Greek organizations, and other student organizations with a two-week notice. If you desire a custom designed presentation to meet the needs of your residents, then please allow three weeks.

Vanderbilt Recovery Support: Vanderbilt Recovery Support (VRS), our Collegiate Recovery Program, offers weekly student-facilitated meetings. Additionally, students are supported through social events such as gelato and sushi outings, movie nights, and study sessions in the VRS lounge. Students also provide service through volunteering at Second Harvest Food Bank and events sponsored by the Office of Wellness Programs & Alcohol Education. Recovery Housing, a sober living and learning community, is also available for undergraduate students with a minimum of six months sobriety. Students in Recovery Housing are provided with individual mentorship, and a discreet and substance-free living environment. http://www.vanderbilt.edu/recoverysupport

Campus-Wide Programs: Our office provides campus-wide wellness programming, including a Healthy Tailgate for Parent & Family Weekend in September, Alcohol & Other Drug Awareness Week in October, Great American Smokeout Day in November, and Safe Spring Break Week in February.

Wellness Coaching: Private consultations are available for students that are interested in nutrition, healthy living, and stress management. Please call (615) 343-4740 or email alcohol@vanderbilt.edu to schedule an appointment.

Project Safe Center for Sexual Misconduct Prevention and Response (Project Safe Center)

Office Location: 304 West Side Row, Cumberland House

Contact Information: Office: (615) 875-0660, Hotline: (615) 322-SAFE (7233); www.vanderbilt.edu/project_safe

Open: Main Office, Monday-Friday, 8AM-5PM; Project Safe Hotline is available 24 hours a day, 7 days a week, 365 days a year.

Mission: The mission of the Project Safe Center is to provide information, support, referrals, and education about power-based personal violence (including sexual harassment, sexual assault, dating violence, domestic violence, and stalking), as well as consent, healthy relationships, and healthy sexuality to the Vanderbilt University community. Project Safe serves as a central resource for those impacted by power-based personal violence and can assist with navigating the University’s resource and support network (including the Psychological & Counseling Center, Student Health, the Equal Employment,
Affirmative Action and Disability Services Department, and the Vanderbilt University Police Department) as well as external support and law enforcement resources.

**Key Programs:** The Project Safe Center coordinates the Haven-Understanding Sexual Assault module, the Green Dot bystander intervention program, and the One Love Escalation Workshop. The Haven module is an interactive online educational module designed to help members of the Vanderbilt community learn more about power-based personal violence, applicable law and University policy, and the resources available on-campus and in the Nashville community that are available to them. The Green Dot program teaches bystander intervention skills to help anyone act to prevent power-based personal violence, and the Escalation workshop helps students understand and respond to dating violence. To learn more about these projects, please visit [http://www.vanderbilt.edu/projectsafe](http://www.vanderbilt.edu/projectsafe) and [http://www.vanderbilt.edu/greendot](http://www.vanderbilt.edu/greendot).
Recognition
At Vanderbilt, many students desire to make a significant impact in our community. Whether they are involved with a student organization, provide community service and/or demonstrate academic success, our office believes in acknowledging their outstanding contributions.

Honor Societies

These honor societies recognize its students for their academic achievement and student leadership in the Vanderbilt community. Members will have the opportunity to promote academic excellence through community service, organization programs and events. Students are encouraged to visit each honor society webpage to learn more about the organizations and their membership requirements. Students with a GPA of 3.5 higher will be encouraged to apply.

The Magnolia Awards recognize outstanding student leadership efforts in the campus community. With awards ranging from demonstrated leadership in intramural sports to commitment to cultural education, these awards serve to acknowledge students for their dedication in the areas of leadership, diversity and community service. Visit our website for more award information.

To learn more visit our website at www.vanderbilt.edu/leadership or email us at studentleadership@vanderbilt.edu if you have any questions.

Dean of Students
Office of Student Leadership Development

The Office of Student Leadership Development engages members of the Vanderbilt community in creating and sustaining a cohesive culture of lifelong leadership development, training, and education. OSLD seeks to empower students to become leaders by facilitating opportunities for intentional learning, self-reflection, and skill development. We believe in developing visionary, goal-driven, and action-oriented student leaders. Exhibiting an awareness of self and others, a student leader at Vanderbilt strives to be:

Accountable
Communicative
Collaborative
Ethical
Service-Oriented
Supportive of All

Meet The Student Leadership Development Team
Krystal Clark - Director
Wil De Los Santos - Program Coordinator
Austin Tatum - Graduate Assistant

Sarratt Student Center | Room 339
E-mail: studentleadership@vanderbilt.edu
Website: www.vanderbilt.edu/leadership
Facebook: www.facebook.com/vuleads
Instagram: vandyleads
Our Programs

We want to help you make meaning of your time at Vanderbilt. We seek to engage you in lifelong learning and foster your development as a campus community.

EVOLVE

EVOLVE is a weekly series for sophomores/transfer students. This program is about helping you become the best version of yourself and fostering the impact you can have as a leader on campus and for a lifetime. We want students who are interested in personal development and have a desire to lead positive change. A leader must start with the person in the mirror and EVOLVE will serve as the perfect medium for this adventure. Effective leaders will always be needed in every realm of life. What you learn by participating in EVOLVE will serve you throughout your academic and professional career. Spring applications will be available on our website at this fall.

Leinagral EVOLVE Class

This monthly lunch series gives students the opportunity to learn about the experiences of leaders in Vanderbilt and in the Nashville community. It provides participants with the chance to connect with knowledgeable people that are passionate about their work and can offer valuable insight on becoming an impactful leader. To attend a lunch, visit our website and fill out our intent to attend form.

Are you ready to PREVAIL?

Save the date for Vanderbilt's premier Women's Leadership Development Conference. PREVAIL will take place on Sunday, September 27th from 10am-5pm in the Student Life Center.

We are looking for social influencers, leaders of all types, change agents, positive personas, advocates, allies, activists, servants, compassionate critics, bosses, feminists, dreamers, doers, observers, skeptics, survivors, people who motivate others, those who need to be motivated, people who get stuff done and those who are trying to figure out how to get stuff done. If you're a Vanderbilt student who identifies as a woman who is looking to learn, grow, develop, and be a part of positive personal and community change through a transformational and fun leadership development experience then PREVAIL is for you and we strongly encourage you to apply.

Applications go live in August! You must be a current student in Fall 2015 to participate.

Want to be the first to know about PREVAIL? Send an email with your name and email address to studentleadership@vanderbilt.edu

TEDx Vanderbilt University

At our TEDxVanderbiltUniversity event, recorded TED Talks and a roster of 10 live student, staff, and faculty speakers will combine to spark deep discussion and connection in an intimate and energized group.

This event is scheduled on November 15. More details about this event can be found at tedxvanderbiltuniversity.com.
OFFICE OF
WELLNESS PROGRAMS & ALCOHOL EDUCATION

SERVICES OFFERED INCLUDE:

INDIVIDUALIZED WELLNESS COACHING
PRESENTATIONS AND WORKSHOPS
WALK-IN RESOURCE ROOM
CAMPUS-WIDE EVENTS
HOST RESPONSIBILITY TRAINING

VANDERBILT RECOVERY SUPPORT
is a support network for Vanderbilt students in recovery from alcohol and other drug use.
www.vanderbilt.edu/recoverysupport

Contact: Katherine S. Drotos Cuthbert
206 Sarratt Student Center
615-343-4740
katherine.s.drotos@vanderbilt.edu
www.vanderbilt.edu/alcohol

DEAN OF STUDENTS
The Project Safe Center is committed to preventing Power-Based Personal Violence (PBPV) (including sexual assault, sexual harassment, dating and domestic partner violence, and stalking) and assisting those affected by it.

**PROJECT SAFE HOTLINE**

AVAILABLE 24 HOURS A DAY | 7 DAYS A WEEK | 365 DAYS A YEAR

(615) 322-SAFE (7233)

If you have experienced, witnessed or know about a PBPV incident, let someone know.

Share information in confidence with a mental health professional at the Psychological and Counseling Center, a health practitioner at Student Health, or members of the clergy and chaplains acting in those capacities.

Or report an incident to the Vanderbilt University Police Department and/or Vanderbilt’s Title IX Coordinator at the Equal Opportunity, Affirmative Action, and Disability Services Department (EAD).

Both investigate sexual misconduct complaints.

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**VANDERBILT UNIVERSITY POLICE DEPARTMENT**

Emergency: 911 or (615) 421-1911

Non-emergency: (615) 322-2745

**EQUAL OPPORTUNITY, AFFIRMATIVE ACTION AND DISABILITY SERVICES**

(615) 322-4705

A complete list of Vanderbilt’s PBPV and sexual assault support resources is just a click away at vanderbilt.edu/projectsafe/manage/wp-content/uploads/VU-Resource-List-2013.pdf.

**GET INVOLVED! STAND UP, DON’T STAND BY.**

To learn more about Vanderbilt’s efforts to reduce Power-Based Personal Violence, email us at projectsafe@vanderbilt.edu.

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**PROJECT SAFE CENTER**

304 West Side Row (Cumberland House)

Hours: Monday–Friday | 8 a.m.–5 p.m.

Dean of Students
Vanderbilt University Sexual Misconduct and Other Forms of Power-Based Personal Violence Support and Resource Information

Vanderbilt University seeks to maintain a safe and healthy environment for all students. We take reports of sexual misconduct and other forms of power-based personal violence seriously, and how we respond depends on, among other things, the facts and circumstances of the specific incident, the wishes of the victim, to whom it was reported, and the University’s obligations under applicable federal and state laws. The policies governing our investigative and accountability processes may be found in the Sexual Misconduct and Other Forms of Power-Based Personal Violence Policy available in the Student Handbook, available at [www.vanderbilt.edu/student_handbook](http://www.vanderbilt.edu/student_handbook). Regardless of whether a complaint is filed, we offer support and a number of resources for students impacted by sexual misconduct and other forms of power-based personal violence. Information about support services and resources is outlined in more detail below and can also be found at [www.vanderbilt.edu/projectsafe](http://www.vanderbilt.edu/projectsafe). Project Safe serves as the central resource for those impacted by sexual misconduct and other forms of power-based personal violence and can assist with navigating all facets of the University’s resource and support network and other processes; however, there are multiple points of entry that may be utilized by a victim or survivor, and appropriate referrals and assistance will be provided by other offices and departments, as needed.

<table>
<thead>
<tr>
<th>Information about Resources</th>
<th>Support</th>
<th>Obtaining Counseling</th>
<th>Interim Accommodations*</th>
<th>Filing a Complaint**</th>
<th>Confidentiality Level***</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Safe (615) 322-7233</td>
<td>Yes</td>
<td>Yes</td>
<td>Assists</td>
<td>Coordinates</td>
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<tr>
<td>Psychological &amp; Counseling Center (615) 322-2571</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Assists</td>
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<td>Student Health Center (615) 322-2427</td>
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<td>Assists</td>
<td>Refers</td>
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<tr>
<td>Chaplain &amp; Religious Life (615) 322-2547</td>
<td>Yes</td>
<td>Yes</td>
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<td>Assists</td>
<td>Refers</td>
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<tr>
<td>VUPD (615) 322-2745 (615) 421-1911 (Emergency)</td>
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<td>Yes</td>
<td>Refers</td>
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<tr>
<td>EAD/ Title IX Coordinator (615) 322-4705</td>
<td>Yes</td>
<td>Yes</td>
<td>Refers</td>
<td>Coordinates</td>
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<tr>
<td>Student Accountability (615) 322-7868</td>
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<td>Yes</td>
<td>Refers</td>
<td>Coordinates</td>
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<tr>
<td>Housing &amp; Res. Education (615) 322-2591</td>
<td>Yes</td>
<td>Yes</td>
<td>Refers</td>
<td>Assists</td>
<td>Refers</td>
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<tr>
<td>Office of LGBTQI Life (615) 322-3330</td>
<td>Yes</td>
<td>Yes</td>
<td>Refers</td>
<td>Refers</td>
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*INTERIM ACCOMMODATIONS: Some examples of interim accommodations include issuing a directive to desist or stay away order, adjusting course schedules, and reorganizing housing assignments.

**FILING A COMPLAINT: Filing a complaint with VUPD may lead to a criminal investigation and prosecution by the Metropolitan Nashville Police Department. Filing a complaint with the EAD will lead to an investigation and may result in disciplinary outcomes. A student may file a complaint with VUPD, the EAD, or both, and the criminal and EAD processes may occur simultaneously.

***CONFIDENTIALITY LEVEL

CONFIDENTIAL: Conversations are confidential. Except in rare and extreme circumstances, nothing will be shared without your explicit permission.

PRIVATE: Conversations are kept private to the extent possible, but information about incidents of sexual misconduct and other forms of power-based personal violence must be shared with relevant administrators and the Title IX Coordinator so that the University can take action, if necessary, for reasons of safety. In planning any response, the Title IX Coordinator will consider the interests of the victim and the University’s commitment to a safe and nondiscriminatory environment for all members of the University community.

NOT CONFIDENTIAL: Police reports are maintained at the Metropolitan Nashville Police Department Central Records Division and are subject to provisions of the Tennessee Open Records Act. As long as the investigation is open and ongoing, reports are not released.

**ou or someone you know has been the victim of sexual misconduct or another form of power-based personal violence, you can call the 24-hour Project Safe Hotline at 615-322-SAFE (7233) or the Vanderbilt University Police Department Emergency Line at 911 or 421-1911.
Discussion Planning Handout

Use the following prompts to plan a discussion about the topic given to you by your workshop leader.

Imagine leading the discussion with your Vanderbilt Visions small group. You may choose which aspects of the topic you want your group to discuss.

Make a list of two or three goals for the discussion:

Goal 1: ____________________________

Goal 2: ____________________________

Goal 3: ____________________________

• What role(s) might you play to facilitate the discussion?

• What opening question might you ask to start the discussion on this topic? What follow-up questions might you have in mind, to expand the discussion?

• What non-verbal messages will you watch for among group members? How will you respond?

• As facilitators, what behaviors that might hinder discussion do you want to avoid?

• How will you bring the discussion to a close?

• How will you know if you’ve had a successful discussion? What will have happened?
SIX ESSENTIAL DISCUSSION LEADING SKILLS

1. The Skill of Contributing: Make comments that add to the topic at hand.
   - Provide needed information that other participants do not contribute themselves.
   - Correct errors or clarify information that is deemed critical only if other participants do not correct.
   - Respond to requests by participants.
   - Offer new ways to view a point already raised.
   - Do not dominate by lengthy or overly frequent contributions.

2. The Skill of Crystallizing: State in a concise way another participant's remarks.
   - Clarify points made by participants who may not be aware of the messages offered by their comments.
   - Suggest alternative ways to perceive the meaning of participant's remarks.
   - Reflect to the group what the impact of those remarks is.
   - Indicate to the participants that you are listening attentively.

3. The Skill of Focusing: Set discussion on its intended course; redirect to other paths.
   - Keep the discussion going along on the desired path and prevent the "spinning of wheels."
   - Offer guidance on what is to be discussed and what is off-limits.
   - Provide opportunity for quieter participants to talk; gently redirect attention from dominant speakers.

4. The Skills of Introducing and Closing: Get discussion started and bring it to a meaningful end.
   - Be brief.
   - Initiate by framing and clarifying the topic and sub-topic for discussion.
   - Pose questions that will lead to a range of responses from participants.
   - Build in time at the end to wrap up the discussion.
   - In closing the discussion, summarize highlights and point to future sessions and activities.

5. The Skill of Questioning: Involve all discussants to bring forth their ideas and perspectives.
   - Ask questions when the flow of the discussion might benefit from additional information, opinions, explanations or experiences.
   - Probe when further points will add to the topic for other participants to build on.
   - Ask questions with a tone that is curious and respectful, not interrogative or intended to draw more attention to yourself than to the other participants.
   - After asking a question, pause for 5-10 seconds (count in your head) to allow time for responses.

6. The Skill of Supporting: Encourage, relieve tension, elicit participation of all group members.
   - Listen attentively and be patient.
   - Acknowledge the value of participants' comments by affirming and building on them.
   - Use the room environment, seating arrangement, proximity, eye contact, and body language to create a welcoming atmosphere and encourage interaction.

SIX NON-FACILITATIVE TEACHING BEHAVIORS

Many of us unwittingly frustrate our own teaching goals by our behaviors. In a 1976 article, Sondra Napell identified "six non-facilitative teaching behaviors" - behaviors teachers employ that hinder their goal of engaging students:

1. **Insufficient Wait Time** - Wait time refers to the amount of time between the initial question and before the teacher answers, repeats, rephrases, or adds additional information. Students need more than just a few seconds to mentally process the information required to answer the question (Moriber, 1971; Rowe, 1974). After all, the reason you're asking a question is to get them to think. After you ask a question, count to ten (mentally) before you start talking again. While this seems like an eternity in front of a silent group, they will inevitably answer if you wait.

2. **The Rapid Reward** - The rapid acceptance of correct answers favors the student whose learning style involves the ability to rapidly process information. It also ends discussion for the more reflective students, who might then feel shut out and stop trying. Rapid reward could also create competition between rapid processors to get their hand up first. To prevent doing this, just wait again, even after a correct answer, to see who else responds and what s/he might add. Ask students to comment on the first answer without indicating whether it is correct or not to get them to think more deeply.

3. **The Programmed Answer** - Here's an example of how typical questions of this type are phrased to the class. "Tell me, what theory you think applies to this situation? Do you think it might be the one that reflects the idea of constructing knowledge?" While this kind of guiding can be effective when you want to lead students to an answer, used on regular basis questions of this type give the impression that there is only one answer and the teacher knows it. It creates convergent rather than divergent thinking in your class. If your intention is to create an open exchange of ideas, try just asking the first part of the question and letting students run with it.

4. **Non-Specific Feedback Questions** - We're all guilty of this to one degree or another. How many times do we sincerely say "Are there any questions?" or "Does everyone understand this?" But when you think about it, it takes a pretty confident student to admit that s/he doesn't understand what you're talking about in front of everyone else. Try being more specific about what you want to know. Ask students if they have questions about how the same principle can be applied to a slightly different situation or why you used a particular value for a variable in a problem. The more specific the question, the more likely students are to admit they're not following you, which facilitates student response to your questions. When asking students whether they have questions, change your phrasing from "Are there any questions?" to "WHAT are your questions now?"

5. **Teacher Ego-Stroke and Classroom Climate** - Have you ever said something like "The explanation should be clear now, any questions?" or "Obviously, there's only one way to do this?" Again, while our intention is to help processing and understanding, our actual outcome often makes students feel that if it isn't "clear" or "obvious" there may be something wrong with their ability. A productive classroom environment is one where students believe that the classroom is a safe place to try out new ideas and thoughts. Eliminating judgmental phrases in questions helps, but referring to other students' answers, allowing your own hesitancy or uncertainty (or ignorance) to show when answering their questions also cultivates a supportive classroom climate.

6. **Fixation at Low-Level of Questioning** - While we want our students to be critical, higher level thinkers, we often ask questions which are really information checks to test whether they "know the facts." Asking questions that require students to do complex thinking and waiting for an answer usually increases the level of class interaction. Instead of asking them what formula to use, ask them why that formula is used and see what happens.

Getting students engaged in their own learning and creating critical thinkers is an important classroom goal. By looking at our own teaching a little more critically, we can often modify behaviors that get in our own way.

Adapted from Chalk Talk, Northeastern University: http://www.jonaschalk.neu.edu/search_archives/display.php?id=59
TYPES OF QUESTIONS THAT OPEN UP DISCUSSION

Questions of Information:
• How, what, where, when, why?

Questions of Clarification:
• What do you think is the main issue here?
• Could you put that another way?
• Could you give me an example?
• How does ______ relate to ______?
• Jane, can you summarize in your own words what Richard said? Richard, is that what you meant?
• Why do you say that?

Questions that Probe Assumptions:
• What are you assuming here? What could we assume instead?
• Is this always the case? Why do you think the assumption holds here?
• Your reasoning depends on the idea that _____. Why base your reasoning on that idea rather than ____?
• Why would someone make that assumption?

Questions that Probe Reasons, Evidence, Causes:
• What would be an example?
• How do you know? Why do you think that is true?
• What other information do we need to know?
• Do you have good reason for believing that? What is that evidence?
• What do you think the cause is?
• What would you say to someone who said that ____?
• By what reasoning did you come to that conclusion?
• How could we go about finding out whether that is true?
• What would convince you otherwise?

Questions about Viewpoints or Perspectives:
• How would you answer the objection that ____?
• Can / did anyone else see this from a different perspective?

Questions that Probe Implications and Consequences:
• When you say ______, are you implying that ______?
• But if that happened, what else would happen as a result? Why?
• If we say that _____ is ethical, then how about ______?
• Would that necessarily happen or only possibly happen?
• What is an alternative?

Questions about the Question:
• Do we all agree that this is the salient question here?
• Can we break this question down at all?
• What does this question assume?
• To answer this question, what other questions would we have to answer first?
• Is this the most important question, or is there an underlying question that is really the issue?

Adapted from Richard Paul, Socratic Questioning and Role-Playing (Foundation for Critical Thinking, 1995)
## Leading Discussions Skillfully

*Jim Eison, University of South Florida*

<table>
<thead>
<tr>
<th>Unproductive</th>
<th>Boring</th>
<th>Interesting</th>
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<tbody>
<tr>
<td></td>
<td>Unclear goals</td>
<td>Discussion strays off topic</td>
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<tr>
<td></td>
<td>Unclear structure, ground rules</td>
<td>Desire to be funny is distracting</td>
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<tr>
<td></td>
<td>Poor preparation</td>
<td>Unwinnable debates that polarize</td>
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<tr>
<td></td>
<td>Poor motivation</td>
<td>External interruptions</td>
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<td></td>
<td>Inappropriate topic</td>
<td>Time constraints restrict coverage</td>
</tr>
<tr>
<td></td>
<td>Lacks challenge</td>
<td>Facilitator loses control</td>
</tr>
<tr>
<td></td>
<td>Lacks spontaneity</td>
<td></td>
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<tr>
<td></td>
<td>Pace is rushed or slow</td>
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| Productive | Facilitator determines content | Participants trust one another |
|           | Participants have little interest | Facilitator trusted |
|           | Topic is too easy | High preparation |
|           | Discussion dominated by a few | High motivation |

|               | Critical thinking | |
|               | Creativity | |
|               | Participants “do” the learning | |
|               | Effective summary | |
# Discussion Techniques for Different Purposes


<table>
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<tr>
<th>Goal</th>
<th>Engagement Techniques</th>
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</table>
| Knowledge, skills, recall, understanding | - **Background knowledge probe** – 2-3 open-ended questions that probe existing understandings. Answers may be simply collected or shared to begin dialogue about misunderstandings.  
- **Artifacts** – Use objects or images with questions to explore student thoughts about a specific concept or question.  
- **Reading Notes** – Assign students words, phrases, or concepts to focus their reading and note taking, possibly with worksheets. Notes can be collected or the basis of discussion with a peer.  
- **Quotes** – Select 5-6 different passages from a text and put them on multiple slips of paper in a container. Each student draws a slip of paper, takes a few minutes to think about what they want to say in response to their passage, and then each quote can be discussed in turn.  
- **Team Jeopardy** – Play Jeopardy with students by creating a set of topical categories related to the subject matter and questions/answers of varying difficulty that can be put into a table grid. Divide the class into teams of 5-6 students each, distribute rules and directions, decide who goes first and play. |
| Analysis and critical thinking | - **Classify** – identify a category of information that's important to understand and have the students brainstorm the principles of that category, possibly in relation to questions, topics, artifacts.  
- **Believing and Doubting** – Students are asked to be “believers” and read a text empathetically, making conscious effort to understand the author’s perspective and values, listing arguments to support the author’s views. Students are then asked to be “doubters” rereading the text for weaknesses, listing objections.  
- **Academic controversy** – Student partners review material on a controversial topic and brainstorm arguments to support their assigned position. Pairs then split up and move around the room, talking to other students on the same side to strengthen their position. In quads, pairs present their arguments, then switch sides and argue the opposite side. Then they work together to come to a consensus position.  
- **Split-room debate** – After presentation of a controversial topic or case, students are assigned to one side of the room based on their given position on the issue. Students then alternate stating their positions and responding to their opponents. Students, not the teacher, select who on the other side speaks next.  
- **Analytic Teams** – Break students into groups with several roles each – summarizer, connector, proponent, example giver, questioner, critic – and have each group discuss a specific topic. Each group member should stay within their role and present back to the entire class on their discussion topic. |
| Synthesis and creative thinking | - **Team concept maps** – Student teams draw a diagram that conveys their ideas or understandings of a complex concept, procedure, or process. Diagrams typically look like flow charts with words or phrases connected in complex ways, and are best fashioned after brainstorming concepts and procedures, and choosing graphic methods to illustrate them.  
- **Variations** – Challenge students to rewrite the end of a story, imagine the consequences of a change in history, use an image for a new work of art, etcetera.  
- **Letters** – Have students assume the identity of an important person in a discipline and write a letter explaining their thoughts on an issue or controversy.  
- **Role Play** – Assign students specific but complex roles in a scenario with multiple stakeholders and perspectives. They should have real world complexities, have a problem to which they must respond, a possible debate to have, or a collaborative decision to make by the group. Play the role play but make sure to have time after to discuss the lessons learned.  
- **Poster sessions** – Students can make posters to demonstrate their concepts about a specific... |
**Problem solving**

- **What's the problem?** – Help students identify a problem by giving them two or more types of problems that are difficult to distinguish, with several examples of each type. In groups have them identify which example fits which kind of problem and discuss their thinking when finished.
- **Think Again!** – Present students with a common misconception in the discipline and then given them a poll asking them to agree or disagree. Then tell students the statement is untrue and ask them to prove why it is untrue.
- **Think-aloud-pair-problem solving** – Give student pairs a series of problems and have each member of the pair alternate between being the problem solver and listener. The problem solver thinks aloud, talking through the problem, while the partner listens, following the steps and attempting to understand the reasoning, offering suggestions if there are missteps.
- **Proclamations** – Have students identify and analyze a problematic situation in the local or national community, then write a speech for a government official that persuades others of the urgency of the problem and strategies for solving it. Then discuss different takes on the problem and solution.
- **Send-a-problem** – Groups of students each receive a problem, try to solve it, then pass the problem and solution to the next group. Without looking at the previous group's solution, the next group works to solve the problem. After as many passes as seem useful, groups analyze, evaluate, and synthesize the responses to the problem.
- **Case studies** – Create an in-depth, real-world scenario or situation that students must read about and analyze as an example of a concept discussed in class. Cases may involve unresolved problematic situations in need of solutions where students identify with the roles of decision makers and stakeholders in the situation.

**Application and performance**

- **Contemporary issues journal** – Have students keep a journal relating in-class issues and readings to contemporary events or personal experiences. Use the journal for individual student assessment or discussion.
- **Directed paraphrase** – Ask students to rephrase important passages or concepts in their own words, possibly designed for a specific lay audience.
- **Insights-resources-application** – Ask students to complete a written assignment that includes discussion of 1) new understandings (insights), 2) resources that amplify or make sense of the reading (resources), and 3) an example from the student's personal experience that relates (application). These can be short essays that can help begin discussion.
- **Jigsaw** – Break of class into several small groups that will work to develop expertise together on a specific concept. Then reassign each student to new groups with the other experts and have them teach the concepts to their peers.
- **Field trips** – Visit an off-campus location for first-hand observation, possibly with outside experts to help inform students. This should require some preparation, especially if it involves interacting with others in a knowledgeable and ethical manner.

**Attitudes and values**

- **Autobiographical reflections** – Ask students to write short or long essays reflecting on their own personal experiences with a specific course-related topic or question. This can surface misunderstandings, expertise, biases, insights...
- **Dyadic interviews** – Student pairs take turns interviewing each other, asking questions that address individual values, attitudes, beliefs, and prior experiences as they relate to course content or learning goals. Interview questions should be designed by the instructor to relate clearly to the course themes.
- **Circular response** – Students sit in circle and take turns expressing their thoughts in response to an instructor-designated prompt, and make a brief summary of the preceding speaker's comments.
- **Ethical dilemmas** – Students are presented with a real-world, ethics-based scenario related to a course topic to which a solution needs to be designed. Students then submit anonymously
their own decisions of the correct path to the instructor, who then culls and uses the responses to address common challenges.

- **Connected communities** – Students in different courses come together to discuss instructor-developed prompts, exposing students to a wider range of views.
- **Stand where you stand** – Students read two opposing articles on a controversial issue. In class, the instructor reads a statement supporting one argument and students stand in an area of the class associated with their position: Strongly Agree, Agree, Disagree, Strongly Disagree. Students then articulate their rationales and students are invited to change positions if they feel persuaded.

<table>
<thead>
<tr>
<th>Learning and study skills</th>
<th>Resource scavenger hunt – Students engage in fact-finding and information-processing exercises using instructor-specified library and internet resources.</th>
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<tbody>
<tr>
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<td>Formative quiz</td>
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<td></td>
<td>Crib cards – Ask students challenging questions and then allow them the opportunity to develop study resources for them, including index cards with essential information.</td>
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<td></td>
<td><strong>Student-generated rubrics</strong> – Provide students with examples of varying qualities of student work and have them generate criteria for grading and gradations of quality within each criterion.</td>
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<td></td>
<td><strong>Triad listening</strong> – Have students in groups of three occupy roles of speakers, reflective listeners, and referees (who oversee the exchange and do not interrupt except for factual clarification). Speakers speak first, then roles rotate.</td>
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</table>
Difficult Discussions about Difference and Power | A Case Study

Situation

In a Visions group, the topic of the day is racial difference. One of the VUceptors mentions, off handedly, that issues of race are complicated by class, adding as evidence that there is a disproportionately high rate of poverty among African Americans, Latinos, and Native Americans. Curious, one student asks why that is. The VUceptors take a deep breath, but before they can answer, a white first-year, Jacob, quickly raises his hand and says, “Well, I think our society is generally fair and there are plenty of opportunities for education and income if you are willing to work hard enough.” A couple of other students nod approvingly. Others in the class look at each other, seemingly frustrated. One of the latter, Sharon, says, “Why would someone believe that one’s success is purely a result of hard work? There are people who work hard and get nothing. Others...” she says looking directly at Jacob, “may come from families with lots of money but don’t work at all.” Jacob smiles awkwardly, seems offended, but squirms uneasily in his seat. Another student, James, who is African American says, “Are you saying that the general problem is that African Americans, Latinos, and Native Americans haven’t worked hard enough, that we’re lazy? Did my slave ancestors not work hard to shape this country?” Jacob feels defensive. He replies by arguing that he himself is “not racist” and that what he believes is simply common sense – that the American Dream is still alive for those willing to work for it – adding, “Besides, most everyone I know is not prejudiced. In fact, they go out of their way to ignore things like race, so it must be that the poor aren’t working hard enough.” Some students seem to agree with Jacob but say nothing and fidget uncomfortably, while others, including a few people of color in the room, seem to be confused, agitated, or just angry about the discussion. The VUceptors feel like things escalated and spun out of control too quickly. They are frustrated that Jacob (and others) seem resistant to questioning their preconceived notions of opportunity in the U.S. They want to help educate the students about the complicated history and social dimensions of race and class, in addition to definitions of racism and classism. But time is limited, students are disaffected, and they are afraid that these touchy personalized tensions will continue to disrupt what could be a teaching moment. What can they do? Where do they begin?

Consider the Following

- Where did the tension begin and how did it escalate?
- What fears might be the cause of the anger, judgment, and accusation that you hear in the case?
- How did the discussion leader/teacher/facilitator handle the situation?
- How would you feel if you were the discussion leader? How would you have handled it?

Written by Joe Bandy
Strategies for Inclusive Facilitation

Common strategies for inclusive teaching (Center for Teaching, 2013)

- Recognize any assumptions, biases, or stereotypes you may have as a teacher.
- Treat each student as an individual, and respect each student for who he or she is.
- Convey the same level of respect and confidence in the abilities of all your students.
- Rectify any language patterns or case examples that exclude or demean any groups.
- Become more informed about the history and culture of groups other than your own.
- Do your best to be sensitive to terminology that refers to specific ethnic and cultural groups.
- Get a sense of how students feel about the cultural climate in your classroom. Tell them that you want to hear from them if any aspect of the course is making them uncomfortable.
- Build rapport and trust with your students so they will be more assured of expressing discomfort if it arises, and so that more open and honest dialogue is possible.
- Don’t try to “protect” any group of students. Don’t refrain from criticizing the performance of individual students in your class on account of their ethnicity or gender. Maintain high expectations for all students, and be evenhanded in how you acknowledge students’ good work.
- Whenever possible, select texts and readings whose language is gender-neutral and free of stereotypes, or cite the shortcomings of material that does not meet these criteria.
- Aim for an inclusive curriculum that reflects the perspectives of a pluralistic society.
- Don’t assume that all students will get cultural, literary or historical references familiar to you.
- Bring in guest lecturers to foster diversity in your class.
- Give assignments and exams that recognize students’ diverse backgrounds and special interests.

Guidelines for Inclusive Classroom Discussion (Center for Teaching and Learning, UNC Chapel Hill 1997)

- Fostering classroom community, a place where all students feel safe voicing opinions and where they will understand that discussion fosters learning. For example, Lynn Weber Cannon asks all students to commit to learning about difference and to “acknowledge that one mechanism of institutionalized racism, classism, sexism, heterosexism, and the like is that we are all systematically misinformed about our own group and about members of other groups. This is true for members of privileged and oppressed groups.” She asks students to: “Agree not to blame ourselves or others for the misinformation we have learned, but to accept responsibility for not repeating misinformation after we have learned otherwise.” (Cannon, 1990, p. 131)
- Setting ground rules against harmful language and other forms of dialogue, amended by the students themselves. These may focus on rights and obligations to participate, listening carefully, being open to others opinions, asking for clarification, challenging others opinions with evidence and logic, not making repetitive or irrelevant statements, avoiding ridicule and respecting others’ beliefs.
- Avoid asking students to act as a spokesperson for his or her racial, gender, or other groups. Conversely, avoid ignoring students based on their membership in a specific group.
- Depersonalize controversial topics so as to help students feel less personally threatened by the discussion, and so that students can feel more autonomy to determine what personal views they care to divulge.

Guidelines for “Managing Hot Moments” (Lee Warren, Bok Center, Harvard University 2006)

- Remain emotionally intelligent, but dispassionate observers. Hold steady, breathe deeply, and don’t personalize remarks. Most of all, know yourself, all of your biases, strong feelings, feeling of vulnerability as a person or teacher. This can help you manage your own emotions in the moment and model calm, thoughtful conflict resolution. As instructors, it is easy to become emotionally confused in such moments, but we can help ourselves and our students by setting aside our own fears or other emotional responses and seeing the hot moment as an result of a complex meta-level conflict (about gender, race, class, etcetera) allowing us to bring insight to the dialogue and some context that allows students to depersonalize the issues at hand. This also allows us to calmly observe the emotional sub-text of the students’ statements,
which in turn helps us to ask further questions and validate the students in conflict before helping them to find common ground.

- Help students think productively. Don’t permit personal attacks and model norms that encourage open, respectful discussion. Depersonalize the issues by taking one’s students views and revealing it to be part of a larger set of views among the public. Ask students to restate or argue for a position that is not their own. Ask students to reflect on the issues in writing as a calming exercise, possibly accompanied by research, to be followed by further discussion. Discuss the issues with students outside of class one-on-one. If a student breaks down emotionally, acknowledge it and ask them if they would like to remain in the classroom or leave for a moment. At the end of class, find them and ask if you can be of assistance, and urge them to see a counselor at the PCC.

- Get students to do the work of conflict resolution. Ask students to pause and reflect on what they can learn from the moment. Ask students to think about how their reactions mirror the subject at hand and what they might learn from it.

- Never avoid the issue at hand. Even in a class that is unrelated to the topic that causes controversy or conflict, don’t fear discussing it. To ignore the issue has consequences by telling students it’s acceptable to avoid issues or to display bad behavior, and they miss the opportunity to learn about themselves.

- Have a fallback position. If you cannot resolve the tension in that discussion, tell students it is important and that you will devote serious time to it later. This will give you time to plan.
Building Group Cohesion

Important Concepts
- Ultimate goal is to create a brave space
- There will be varying comfort levels within the group
- Take into account the energy level and dynamic you are trying to establish
- Community building is an ongoing process
- Remember the importance of explaining “why” you are doing things
- Your group this year will be different from your last group
- Be mindful of international students; get to know them!

Why are you a VUceptor?

Sequence of Group Cohesion
Trust building is a continuous process, and there are different levels at which trust can be developed.

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1 Adapted from University of South Carolina University 101 Instructor Manual
Building Group Cohesion

Types of Group Cohesion
- Task Cohesion
- Social Cohesion

Strategies for Building Group Cohesion

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Key Things to Do from the Start
- Get everyone talking in the beginning of your first session
- Heavily focus your first few sessions on getting to know each other
- Do the same – learn about your students by interacting and observing
- Play to your strengths and theirs

Additional Resources
- Vanderbilt Center for Teaching (www.vanderbilt.edu/cft)
- Your faculty partner
- Your color group leader
Icebreakers and Team- Builders

General Tips
- Be sensitive to all members of your group. Remember that particularly international VUceptees may not enjoy activities with pop culture references or those that infringe upon their personal space.
- Remember that name games can be really important during your first few sessions; although you may know all of your VUceptees names, that doesn’t necessarily mean that they do.

Tried and True Icebreakers
*We have organized some of VUceptors’ favorite Icebreakers into three categories that we think will be useful to when planning sessions, but of course feel free to use these Icebreakers in any way that you see fit!*

Icebreakers for the First Visions Meeting
*These Icebreakers are great and fun ways to allow your VUceptees to get to know each other!*

**Color coordinated characteristics**
Materials: Jellybeans or M&M’s
Approximate time: 15 – 20 minutes
Instructions:
1. Pass around a bag of jellybeans or M&M’s and tell each group member to take 3 pieces of candy.
2. After they have selected their candy, tell them that each color correlates with a fact they must share (red = something they are passionate about, blue = something most people don’t know about them, etc.)

**Beach Ball Game**
Materials: inflated beach ball with questions written on; see list of questions on separate sheet.
Approximate time: 15-20 minutes
Instructions:
1. Everyone stands in a circle. Throw the ball to an individual across the circle. The person who catches it has to answer the question touching his or her left thumb.
2. They then say their name, answer the question and throw it to someone else.
3. Continue until everyone has answered at least one question.

Icebreakers: Weekly Session Starters
*These icebreakers can be played continuously throughout Visions and can serve as a common way to open your sessions and warm-up your VUceptees!*

1. Highs and Lows
2. Greatest Hits: Visions Edition
3. Reorganized Sitting
4. Alliteration Name Game Challenges
**Team-Builders**

**Spider Web**
Come prepared with a ball of yarn, and an optional common question for everyone to answer. Then sit in a circle. One person starts out by saying their name, a characteristic they would like to share, and potentially an answer to the common question. When that person is finished, they keep a hold of one end of the string and toss it to someone else who shares their respective answers. That person firmly holds the string and tosses the yarn to someone else until everyone has spoken. By the end, the group has created a beautiful design as well as learned about one another!

**Keep It Up**
Players form two or more teams. Each team gets into a circle. Each team is given a volleyball (or similar ball of any size). The players attempt to keep their ball in the air the longest. When a team wins, they get a point. The team with the most points, wins. Do not allow players to catch the ball during play.

**Positive Bombardment**
One member is selected to be the recipient of positive feedback from the rest of the group. Once everyone has had a chance to give that member the “gift” of feedback, another person is chosen and the process is repeated. This can be done in writing with members writing a positive comment to each member and putting them all in an envelope with the person’s name on it, or verbally. This can be adapted so the members first give some constructive criticism and then some positive feedback.

**Additional Resources**


Additional icebreakers and team-builders can be found under “Modules” the VUceptor Blog ([http://my.vanderbilt.edu/vucept](http://my.vanderbilt.edu/vucept)). This is a great resource and can be extremely helpful.
Beach Ball Game

Facilitator Instructions:
Materials: inflated beach ball with questions written on the surface in advance.
Approximate time: 15-20 minutes
Instructions:
1. Everyone stands in a circle. Throw the ball to an individual across the circle. The person who catches it has to answer the question touching his or her left thumb.
2. They then say their name, answer the question and throw it to someone else.
3. Continue until everyone has answered at least one question.

Questions (write on ball in sharpie):

1. If you were talking in your sleep, what would you say?
2. What is the first thing you do when you get out of bed?
3. What is your favorite movie line?
4. If your life was being turned into a movie, who would play you and why?
5. What is your “15 minutes” of fame?
6. If you were invisible where would you go?
7. What is the one object in your home you’re most embarrassed about owning?
8. Approximately how many books have you read in the past year (excluding school books)?
9. Fill in the blank: When I dance, I look like ____________.
10. If you could be a famous actor, writer, athlete, artist or musician, who would you choose and why?
11. What is your greatest phobia?
12. If you owned an enormous yacht, what would you name it?
13. What is your life long dream?
14. If you could ask the president of the United States one question, what would it be?
15. What hobby have you always wanted to pick up?
16. If you were an animal what would you be?
17. What store is represented most in your wardrobe?
18. What three adjectives best describe you?
19. What is the first thing you notice when you meet someone?
20. If you were on a desert island, what two books would you want with you?
21. What was your favorite book growing up?
22. What is the best purchase you’ve ever made?
23. If you could add a word to the dictionary what would it be?
24. If you were flying on a plane that was about to crash, who would you want sitting next to you?
25. What is the best costume you ever wore for Halloween?
26. If you were a teacher, what subject would you teach?
27. What are you most proud of?