

Roundtable Discussions INSTRUCTIONS

1. **Assigned Seats:** Take your assigned seat by finding the table with the number matching the number on your badge for the appropriate session.
 2. **Opening Remarks:** Discussion Leader Gail Burd from University of Arizona will provide some opening remarks and be the time keeper for the session.
 3. **Roundtable Discussions:** Table hosts will ask each individual to do a brief introduction, pick a question(s) to focus on, and then moderate discussion. Tables may identify a different topic/question of their choice from those listed if the participants prefer.
 4. **Soundback/Lightning Round:** Now the fun begins! Table hosts or designee will provide a 60-second report on the most significant points of the discussion including where there were common points of view and where there were opposing or different points of view. This is an opportunity to be the news anchor and hit the highlights! Time limits will be enforced!
 5. **Roundtable Reflection and Discussions:** Use these last few minutes to bring input from the other tables into your deliberations, or to continue discussion on the table's topic/question(s).
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QUESTIONS

Telling the Compelling Wellness Story to Internal and External Stakeholders

Roundtable Discussion – Thursday, 11:15 am - 12:15 pm

Table Assignment: First number on your badge

Timeline: Leader's Opening Remarks – 5 minutes

Table Introductions/Question Choice – 7 minutes

Roundtable Discussions – 30 minutes

Soundback Reports – 8 minutes

Roundtable Reflections – 10 minutes

- What approaches does your institution use to:
 - Help faculty learn about and understand the non-academic challenges your students face
 - Communicate to faculty, advisors, dorm administrators, etc. about services available for student help (behavioral health counseling, food availability, health services, disability resources, and others).
 - How does your institution help your faculty recognize that non-academic challenges may be affecting academic performance? Do you have programs or communications to make faculty aware of these problems?
 - If your institution wanted to build an awareness program to inform faculty how to recognize and support students with non-academic challenges, what approaches would you use?
 - What effective strategies have you used to communicate with legislators and regents about how your institution is supporting the non-academic challenges of your students?
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QUESTIONS

Preparing our Faculty for the Intriguing Future of Teaching and Learning

Roundtable Discussion – Friday, 10:15 - 11:00 am

Table Assignment: Second number on your badge

Timeline: Leader's Opening Remarks – 5 minutes

Table Introductions/Question Choice – 7 minutes

Roundtable Discussions – 20 minutes

Soundback Reports – 8 minutes

Roundtable Reflections – 5 minutes

- What approaches does your campus use to provide professional development for teaching and learning? What is effective and why? What does not work?
- How do campuses assess quality of teaching and student learning? What reward systems are in place to incentivize high quality teaching?
- What are the challenges of preparing faculty for teaching in the future?