

February 26, 2009

MEMORANDUM

To: James L. Oblinger, Chancellor

From: Campus Culture Task Force

Subject: Final Report of the Campus Culture Task Force

Attached please find the final report and recommendations of the Campus Culture Task Force. We recommend that this report be highlighted on the University website. If you agree, we will make arrangements for this to happen through the Office of Public Affairs. We are pleased to report that our final recommendations reflect careful consideration of feedback we received from across the campus community, including alumni and friends of the university. We look forward to working with the university's administration and the campus community to help implement these recommendations.

Jay Dawkins
Student Body President

Jose Picart
Vice Provost for Diversity and Inclusion

Thomas Stafford
Vice Chancellor for Student Affairs

FINAL REPORT OF THE CAMPUS CULTURE TASK FORCE
February 26, 2009

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EXECUTIVE SUMMARY

On November 4, 2008 four NC State University students wrote racist and hateful remarks in the campus Free Expression Tunnel directed at the new president-elect. The administration and many students, faculty, staff, alumni and friends of the university condemned the student's actions and made it clear that the values and the attitudes that prompted these students to write hateful messages in the Free Expression Tunnel did not represent our university community. On November 18th Chancellor James Oblinger appointed the Campus Culture Task Force to assess and recommend improvements to three general aspects of our campus culture related to promoting civil and respectful free expression: campus climate, Code of Student Conduct, and Free Expression Tunnel/Brickyard practices.

The Campus Culture Task Force is a collaboration of students, faculty, staff and friends of NC State charged by the Chancellor to deliver a preliminary report by January 16, 2009 and a final report by February 2, 2009. Chancellor Oblinger appointed Vice Chancellor Tom Stafford, Student Affairs, Vice Provost Jose Picart, Diversity and Inclusion and Student Body President Jay Dawkins to co-chair the task force. To allow the campus community additional time to review the report and provide the task force feedback on the preliminary recommendations, the deadline for the final report was moved to February 27, 2009.

Given the short timeline and the scope of the task, the co-chairs quickly organized the task force into three subcommittees (campus climate, student code of conduct, and free expression tunnel/brickyard policies and practices) to work on each of the three general aspects of the campus culture. The subcommittees worked independently and the entire task force met twice as a group to review the work and the recommendations of the three subcommittees.

SUMMARY OF THE TASK FORCE'S PRELIMINARY RECOMMENDATIONS

I. The Campus Climate Subcommittee recommends that the University improve the campus climate for civility, responsibility and respect for others through enhanced education, suasion and community influence. In order to accomplish this objective, the campus climate subcommittee recommends that the University develop and implement a more strategic values engagement process. To this end, **we recommend that the University establish and appoint an administrative advisory committee on University Values and Ethics charged with the responsibility to:**

- a) identify and codify a set of university values and ethical principles.
- b) write and widely distribute a University Creed or Code of Values.
- c) enhance the existing university values engagement process and implement a more comprehensive and strategic socialization process for encouraging the entire campus community to embrace the University's values and ethical principles (see Appendix D).

- d) identify and appoint a campus unit or organization to implement, maintain, and assess the university's values and ethics engagement process.
- e) provide institutional oversight of the university's values engagement process.

II. The Student Code of Conduct Subcommittee recommends that the University:
modify the student code of conduct to include increased sanctions for violations of the student code of conduct that are motivated by hate against university protected groups.

III. The Free Expression Tunnel/Brickyard Subcommittee recommends that the university :

- 1) **Improve lighting at entrances of the tunnel.**
- 2) **If the market exists, encourage C-store and Bookstore to sell basic paint supplies for student to engage in free expression.**
- 3) **Eliminate the word "Please" in PRR 11.55.4.8**
- 4) **Replace and enlarge the information plaques at entrances to the tunnel.**
- 5) **Incorporate an explanation of the tunnel into New Student Orientation.**
- 6) **Install a sign stating that the Free Expression Tunnel area is monitored by cameras for safety. This statement could be incorporated into the plaque referenced in item # 4 above.**

THE FREE EXPRESSION TUNNEL INCIDENT

On November 5, 2008, four NC State students wrote racist and hateful messages in the Free Expression Tunnel directed at the new president-elect. The messages read, "Shoot the N----- in the Head" and "Hang Obama with a Noose." Police and government authorities quickly investigated the incident and determined that the threats were not a "true threat" and did not constitute a criminal offense. Criminal laws against threats apply only to "true threats" – other threatening-type statements are protected as Free Speech under the First Amendment to the US Constitution. A "true threat" is one that a reasonable person (objective standard) would interpret to evince a serious intent to cause harm or death. In this case the investigation by law enforcement officers did not find a "true threat." In essence, the student's hateful messages were determined to be political rhetoric. Although the student's tunnel messages did not constitute a criminal offense, many in the campus community were outraged and demanded that the students be severely punished under the student code of conduct or university racial harassment policies. The university office of legal affairs and the office of student conduct investigated the incident and determined that, although the remarks were offensive and hateful, they did not violate the student code of conduct or university racial harassment policies. On November 17th the students who painted the hateful messages on the tunnel issued a public apology. One student took primary responsibility for the messages and agreed to participate in diversity training and perform community service.

CIVILITY, RESPECT FOR DIVERSITY AND FREEDOM OF SPEECH

The incident in the Free Expression Tunnel demonstrates the tension that can exist between the individual's right to free speech and two of the university's core values a) civility and b) respect for diversity of people and ideas. In our democracy and on our campus, the constitutionally protected right to free speech allows for a range of behaviors that can be considered antithetical to civility and respect for others. Furthermore, these behaviors may not violate our student code of conduct or the university's policies that prohibit harassment, discrimination or creating hostile working and learning environments. What can the university do to more effectively encourage members of the campus community to embrace positive values, like civil discourse and respect for diversity, while embracing the individual's right to free speech? Three aspects of our campus culture have the potential to promote increased civility and respect for others thereby reducing the likelihood of future racist and hateful expressions of free speech. These three aspects of campus culture are the campus climate, the student code of conduct, and the policies and practices relative to the Free Expression Tunnel and the Brickyard.

CHARGE TO THE TASK FORCE

Chancellor James Oblinger asked the task force to assess and recommend improvements to three general aspects of our campus culture: our campus climate, our Student Conduct Code, and Free Expression Tunnel/Brickyard policies and practices. The specific task force charge is outlined below. Chancellor Oblinger asked the task force to deliver a preliminary report by January 16, 2009 and a final report by February 2, 2009. On January 17 Chancellor Oblinger extended the deadline for the final report to February 27, 2009 to provide more time for the campus community to provide feedback.

Campus Climate Subcommittee

Consideration and mutual respect for others is central to our efforts to sustain a campus that is growing -- and growing more diverse. The task force should assess the ways NC State encourages and supports personal and civic responsibility and suggest improvements.

Student Conduct Practices

Examine student conduct practices and processes and the Student Code of Conduct, particularly as they relate to threatening behaviors, including hate speech. Assess whether the code adequately conveys our values and behavioral expectations and whether any shortcomings prevent us from addressing or preventing such inappropriate behaviors. Make recommendations for changes allowed within State and Federal law.

Free Expression Tunnel/Brickyard Practices

Examine and articulate what boundaries, if any, should be imposed on the Free Expression Tunnel and Brickyard, taking into consideration the permitting process for access to the Brickyard and university practices for maintaining the Free Expression Tunnel.

MEMBERS OF THE CAMPUS CULTURE TASK FORCE

Jay Dawkins, Student Body President, Co-Chair
Jose Picart, Vice Provost for Diversity and Inclusion, Co-Chair
Tom Stafford, Vice Chancellor for Student Affairs, Co-Chair
Maxine Atkinson, Professor and Department Head, Sociology and Anthropology
Marcia Bryan, Staff Senate
Amber, Carr, Student
Paul Cousins, Director for Office of Student Conduct
Heather Cutchin, Graduate Student Association President
Greg Doucette, Student Senate President
David Drooz, Senior Associate General Counsel
Adrianna Harrell, Student
Jacqueline Hughes-Oliver, Professor, Statistics
Patricia Marshall, Professor, Curriculum, Instruction and Counselor Education
Jim Martin, Chair of the Faculty
David Rainer, Associate Vice Chancellor, Environmental Health & Public Safety
Tracey Ray, Director, Multicultural Student Affairs
Traci Reid, Associate Professor, Political Science
Bill Swallow, Professor Emeritus, Statistics
Lock Whiteside, Student
Joanne Woodard, Vice Provost for Equal Opportunity and Equity
Matt Woodward, Student
Jack Cozort, Chair, Board of Visitors, Ex-Officio
Kevin Howell, Chancellor's Office Liaison, Ex-Officio
James Stewart, Chair, Chancellor's African American Community Advisory Council, Ex-Officio
Cassius Williams, Board of Trustees Member, Ex-Officio

HOW THE TASK FORCE ACCOMPLISHED ITS CHARGE

The entire campus culture task force held its first meeting on Tuesday, November 25th in Room 3118, Talley Student Center. At this first meeting, the task force reviewed the events of the Free Expression Tunnel incident and the campus response. The circumstances and legal analysis that resulted in the decision not to charge the students with a crime or punish the students under the student code of conduct or university harassment or hostile environment policies was thoroughly discussed and reviewed. This conversation was well informed by representatives from the Office of Legal Affairs, Office of Student Conduct, Office of Equal Opportunity and Equity, as well as NC State faculty with legal expertise. Each task force member was also given the opportunity to express their issues and concerns, in addition to their expectations for the work of the task force. The task force then reviewed and discussed the charge to the task force and the timeline for completion of the charge. The Task Force members were then asked to identify and submit in writing their preference for subcommittee membership. The first meeting concluded with an informative presentation by Dr. Blair Kelly, Assistant Professor in the Department of History, on the effects of racial language and imagery on black citizenship since the civil war.

The task force members also agreed that a Campus Culture Task Force website be developed and launched as soon as possible. The purpose of the website is to keep the campus community informed about the work of the task force and to create a way for the campus community to provide the task force with input and feedback. The website is operational and is linked to the Student Affairs website.

In order to facilitate our work and meet the deadline of February 2nd for our final report, the task force created three subcommittees to focus efforts and attention on each of the three charges to the task force. These subcommittees then met independently to discuss the issues and begin to formulate recommendations in response to the subcommittee's charge. See Appendix A for the members of each subcommittee.

The entire Campus Culture Task Force met for the second time on Monday, December 15, 2009. At the second meeting of the entire task force, representatives from each subcommittee reported on the work and preliminary recommendations emerging from their subcommittee. The members of the entire task force then provided feedback and input to the issues, concerns and recommendations presented by each of the subcommittees. The discussions led to modifications, deletions and additions to the recommendations from each of the subcommittees. Furthermore, the entire task force identified new issues or topics for the subcommittees to consider.

The Campus Climate and the Free Expression/Brickyard Policies subcommittees then met again independently to discuss the feedback received from the entire task force. In addition, each subcommittee continued to generate possible recommendations to complete its charge.

The entire Campus Culture Task Force met again on Friday, January 16, 2009 to review the work of the three subcommittees and to finalize the preliminary report of the Campus Culture Task Force. On January 17, 2009, Chancellor Oblinger decided to extend the deadline for the final report to February 27, 2009 to allow more time for the campus community to review and provide the task force feedback on the preliminary recommendations. The task force met again on Tuesday, February 25, 2009 to discuss the campus feedback, modify the preliminary recommendations if necessary and vote on the final recommendations.

Following are the Campus Culture Task Force's recommendations and accompanying rationale:

TASK FORCE RECOMMENDATIONS AND RATIONALE

I. The Campus Climate Subcommittee recommends that the University establishes and appoints an administrative advisory committee on University Values and Ethics charged with the responsibility to:

- a) identify and codify a set of university values and ethical principles.
- b) write and widely distribute a University Creed or Code of Values.
- c) enhance the existing university values engagement process and implement a more comprehensive and strategic socialization process for encouraging the entire campus community to embrace the University's values and ethical principles.
- d) identify a campus unit, process, or organization to implement, maintain, and assess the university values and ethics engagement process.
- e) provide institutional oversight of the university's values, creed and values engagement process.

Rationale

Why is it important for NC State to articulate and codify a set of university values? The Campus Climate subcommittee was asked to examine the campus climate and make recommendations to encourage and support personal and civic responsibility throughout the campus community. The assumption is that university efforts to encourage personal and civic responsibility can help promote increased civility and respect for others. Extensive research on organizational culture and best practices in highly effective organizations emphasize the importance of an articulated set of organizational values and an effective socialization process (actions) that encourages members of the organization to embrace the organization's values (Allaire and Firsirotu, 1984). Values and ethics are central to any highly effective organization. The university's values are those attributes or characteristics that are important to the university accomplishing its purpose and mission (Schein, 1990, 1998). Values are extraordinarily important tools used by individuals and organizations to make judgments, assess probable outcomes of contemplated actions, and choose among alternatives. One of the imperatives for organizational vision is that it must be based on and consistent with the organization's core values (Collins and Porras, 1991). Perhaps more important, they put all members "on the same sheet of music" with regard to what behaviors are acceptable or unacceptable (Johns, 1988).

Values are the embodiment of what an organization stands for, and can have a significant influence on the behavior of its members. The university's values provide the basis for judgments about what is important for it to succeed in its core business; to educate, inspire and serve. Values state either an actual or an idealized set of criteria for evaluating options and for deciding what is appropriate behavior in the organization (Chaloupka, 1987). In addition, universities are expected to help students develop values and behaviors that will serve them well in our democracy and in a global community. See Appendix B for examples of various university and college creeds. Appendix C shows two examples of possible NC State University Creeds called **Pack Pride**.

Why does NC State need a comprehensive values engagement process to encourage students and employees to embrace the university's values?

By itself, a formal creed or set of values will have little effect on the university's culture. The creed or set of values must be linked to *actions* (activities, programs and events) that affect individual behavior. The university's values engagement process is designed to educate, motivate and inspire all members of the campus community to embrace the university values including respect for others and civil discourse. Socialization, education and training on how to deal with situations where civility, respect for diversity, integrity and other organizational values apply, can go a long way toward developing and encouraging these important attributes in our students and university employees. Many sociologists and organizational behaviorist believe that there are three major influences on the personal and civic behavior of individuals in organizations (Patrick Flanagan, 2005):

- A PERSONAL VALUES SYSTEM (e.g. I will not lie, cheat or steal)
- A VALUES-BASED ENVIRONMENT OR CLIMATE. (e.g. a welcoming and inclusive campus climate)
- ORGANIZATIONAL POLICIES THAT PRESCRIBE CIVIL AND ETHICAL BEHAVIOR. (e.g. the student code of conduct, sexual harassment policy and the brickyard policies)

The personal values system motivates behavior because the individual is intrinsically rewarded for appropriate behavior or the individual experiences *guilt* when he or she violates their personal value system. Organizational values motivate behavior because the individual is intrinsically rewarded or extrinsically rewarded by the organization for appropriate behaviors. Alternatively, the individual usually seeks to avoid the *shame* experienced when he or she violates organizational values and others in the organization become aware of the inappropriate behavior. Finally, people are motivated to behave in ways consistent with university policies and student codes of conduct because of intrinsic rewards, but also because he or she seeks to avoid *negative employment or enrollment consequences* (O'Brien, 1996).

Most of an individual's ethical development occurs before entering an organization. The influence of family, church, community, and school will determine individual values. The organization, to a large extent, is dealing with individuals whose value base has been well established. While the internalized values of individuals are important, the organization has a major impact on the behavior of its members, and can have a positive or negative influence on their personal values. As stated above, two ways that universities have a major impact on individual conduct and civil behavior are through the campus climate and through the university's policies, procedures and practices (O'Reilly, 1989). Universities also recognize that their core values may be different than those prevalent or practiced in society, and ***therefore universities must devote considerable effort to encourage students and employees to embrace the university's values. This effort is best achieved through a strategic, integrated and comprehensive values engagement process*** (Andrews, 1989).

As important as personal value systems are, the influence of the campus community is equally important. The values and standards that one observes, experiences and learns in the campus community will have a significant effect on individual behavior (Ashforth and Mael, 1997). So, how do highly effective organizations build a civil and respectful climate? There are three steps that universities can take to create the type of campus climate that fosters respectful and civil behavior. The first step involves the actions of campus leaders and the way they deal with critical issues and crises. A second step is to make explicit the values of the organization. University creeds and codes are one common example of this approach. The third step is a values engagement process to increase awareness of how students and university employees are to apply those values in their daily lives (Louis, Posner and Powell, 1983). The climate subcommittee has determined that NC State already has a comprehensive values engagement process. Articulating the existing process and enhancing it with best practices in higher education can help NC State promote civility and respect for others more effectively. A university creed or code of values will help focus the socialization process. Furthermore, a university advisory committee on values and ethics can provide oversight and governance for the process, while an existing committee or university office can be charged with the responsibility to develop, coordinate, implement and assess the revised values engagement process. See Appendix D for an outline of the existing values engagement process and some recommendations to enhance and improve the existing process.

II. Student Code of Conduct

Recommendation:

Add the following language on the aggravating factor of hate/bias motivation to the Student Code of Conduct:

15.9.4 Any violation that has been committed at least in part because of the victim's race, color, religion, creed, sex, national origin, age, disability, veteran status, sexual orientation or gender identity and expression shall be considered as aggravated misconduct and result in a stronger sanction.

Rationale:

The subcommittee review of the current Code of Student Conduct and university policies on harassment as well as advice from the University Office of Legal Affairs resulted in the conclusion that the only change needed is the one recommended above. This change would enable us to emphasize in our student orientation that violations based on these factors would result in stronger sanctions.

In addition this recommendation does not produce any legal problems regarding free speech and hate speech.

III. Free Expression Tunnel/Brickyard Policies and Practices

Recommendations:

1) Improve lighting at entrances of the tunnel.

Rationale: Poor contrast on cameras at night and better lighting would aid law enforcement and improve safety

2) If the market exists, encourage C-store and Bookstore to sell basic paint supplies for student to engage in free expression.

Rationale: Increase student access to the paint needed for free expression.

3) Eliminate the word “Please” in PRR 11.55.4.8

Rationale: There is no place in policy for ‘please’; policy by nature is directive.

4) Replace and enlarge the information plaques at entrances to the tunnel.

Rationale: Explain tunnel to visitors and addresses the history & nature of the tunnel.

5) Incorporate a greater explanation of the tunnel at New Student, Faculty and Employee Orientations.

Rationale: Raises the awareness of responsibility and expectations of using the tunnel. Also could inform students about paint resources available.

6) Install a sign stating that the Free Expression Tunnel area is monitored by cameras for safety. This statement could be incorporated into the plaque referenced in item # 4 above.

Rationale: Raises awareness of the safety camera.

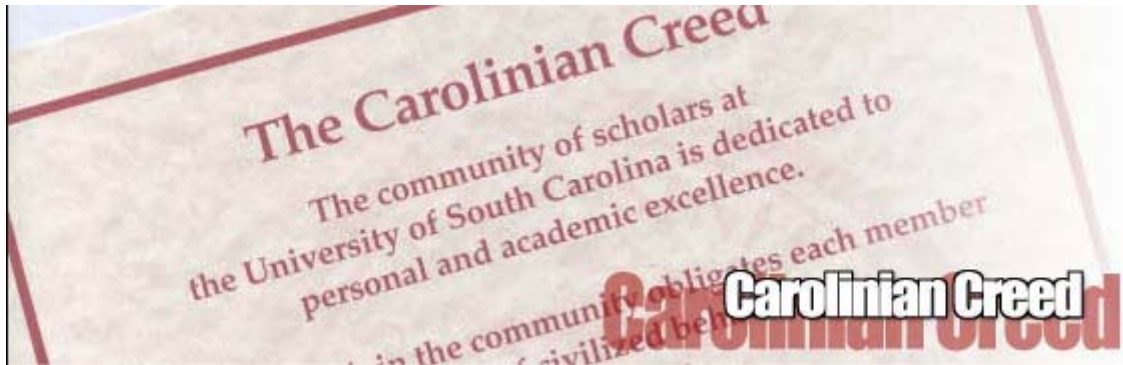
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APPENDIX A - Subcommittee Membership List

1	Jose	Picart, Chair	Campus Climate
2	Maxine	Atkinson	Campus Climate
3	Adrianna	Harrell	Campus Climate
4	Jim	Martin	Campus Climate
5	Tracey	Ray	Campus Climate
6	Joanne	Woodard	Campus Climate
7	Matt	Woodward	Campus Climate
8	Kevin	Howell (Ex-Officio)	Campus Climate
9	James	Stewart (Ex-Officio)	Campus Climate
1	Jay	Dawkins, Chair	Free Expression Tunnel and Brickyard
2	Marcia	Bryan	Free Expression Tunnel and Brickyard
3	Amber	Carr	Free Expression Tunnel and Brickyard
4	Heather	Cutchin	Free Expression Tunnel and Brickyard
5	Jacqueline	Hughes-Oliver	Free Expression Tunnel and Brickyard
6	David	Rainer	Free Expression Tunnel and Brickyard
7	Bill	Swallow	Free Expression Tunnel and Brickyard
8	Jack	Cozort (Ex-Officio)	Free Expression Tunnel and Brickyard
1	Tom	Stafford, Chair	Student Code of Conduct
2	Paul	Cousins	Student Code of Conduct
3	Greg	Doucette	Student Code of Conduct
4	David	Drooz	Student Code of Conduct
5	Patricia	Marshall	Student Code of Conduct
6	Traci	Reid	Student Code of Conduct
7	Lock	Whiteside	Student Code of Conduct
8	Cassius	Williams (Ex-Officio)	Student Code of Conduct

APPENDIX B - Examples of University and College creeds



The community of scholars at the University of South Carolina is dedicated to personal and academic excellence.

Choosing to join the community obligates each member to a code of civilized behavior.

As a Carolinian...

◆
I will practice personal and academic integrity;

◆
I will respect the dignity of all persons;

◆
I will respect the rights and property of others;

◆
I will discourage bigotry, while striving to learn from differences in people, ideas and opinions;

◆
I will demonstrate concern for others, their feelings, and their need for conditions which support their work and development.

Allegiance to these ideals requires each Carolinian to refrain from and discourage behaviors which threaten the freedom and respect every individual deserves.

Creed:

*I will practice personal
and academic integrity.*

a system

*I will respect the dignity
and rights of all persons.*

of beliefs,

*I will demonstrate concern
for others and live up to my
community responsibilities.*

principles,

*I will approach learning
with a spirit of inquiry.*

and aspirations.

*I will take pride in the
University of Connecticut.*



University of
Connecticut

The Division of Student Affairs
One Division. Multiple Services. Students First.

The UConn Creed

- *I will practice personal
and academic integrity.*
- *I will respect the dignity
and rights of all persons.*
- *I will demonstrate concern
for others and live up to my
community responsibilities.*
- *I will approach learning
with a spirit of inquiry.*
- *I will take pride in the
University of Connecticut.*

APPENDIX C - Two Examples of Possible NC State University Creeds



As a member of the North Carolina State Community I am committed to:

Scholarship and the pursuit of academic excellence

Service to our communities, our state, our nation, the world

Integrity personal and academic

Respect for others and the diversity of ideas





As a member of the North Carolina State Community I am committed to:

Pursue scholarship and academic excellence

Respect for others

Integrity personal and academic

Diversity of ideas and people

Engagement in our communities, our state,
our nation, and the world

APPENDIX D – The Existing NC State Values Engagement Process and Proposed Enhancements

To encourage members of the NC State University community to embrace the values and culture of NC State, the university conducts numerous activities, events and programs throughout the year. Listed below are some of the existing university-sponsored events and several proposed enhancements that can help members of the campus community engage the university's values. In addition, the intended and potential audience for each event is identified.

Events, activities and programs in red are proposed enhancements to the existing values engagement process.

UNIVERSITY EVENTS, ACTIVITIES AND PROGRAMS	STUDENTS	FACULTY	STAFF	ALUMNI AND FRIENDS
EVENTS THAT INTRODUCE UNIVERSITY VALUES TO NEW MEMBERS				
Pre-enrollment and Pre-Employment Exposure to University Values or Creed¹	X	X	X	X
First Year Common Reading Requirement	X	X	X	
New Student Orientation	X	X	X	
New Employee Orientation		X	X	X
New Faculty Orientation		X		
Wolpack Welcome Weekend and Convocation (WWW)	X	X	X	X
Freshmen Orientation Courses (ALS101, PAMS102, USC101, etc.)	X	X	X	
General Education Program Diversity and Global Knowledge Requirement	X			
Create opportunities for voluntary public and/or private affirmation to university values (ceremonies, rituals, new traditions, etc.)	X	X	X	X

UNIVERSITY EVENTS, ACTIVITIES AND PROGRAMS	STUDENTS	FACULTY	STAFF	ALUMNI AND FRIENDS
EVENTS THAT SUSTAIN AND REINFORCE UNIVERSITY VALUES				
Plaques, posters and banners with the university creed located strategically throughout campus (classrooms, residence halls, library, laboratories, meeting rooms, athletic facilities, dining facilities, gymnasium, etc.)	X	X	X	X
Multiple EO/Diversity Education and Training Opportunities (voluntary)	X	X	X	
Study Abroad, Alternative Spring Break and Service Learning (voluntary)	X	X	X	
Ethics, Diversity and Global Knowledge Courses Throughout the Curriculum (other than GEP requirements)	X			
Community Service (volunteerism)	X	X	X	
Encourage supervisor skills training for creating and maintaining respectful, welcoming and inclusive work environments. (Should this be mandatory?)			X	
Encourage faculty skills training for creating and maintaining respectful, welcoming and inclusive learning environments.		X	X	
NSF ADVANCE grant activities for department heads and faculty fellows		X		
Develop and implement a protocol (guidelines) for reporting and dealing with acts that violate respect for others and for the diversity of ideas (academic freedom)²	X	X	X	X
Develop and implement an Intergroup Dialogue Program such as the Words of Engagement (WE) program at the University of Maryland or the Program on Intergroup Relations (IGR) at the University of Michigan, Ann Arbor³	X	X	X	

UNIVERSITY EVENTS, ACTIVITIES AND PROGRAMS				
EVENTS THAT SUSTAIN AND REINFORCE UNIVERSITY VALUES (continued)				
Integrate the university values in meaningful ways into all our hiring, employment, and performance documents and processes⁴	X	X	X	X
Annual Multicultural Student Affairs Programming	X	X	X	X
Annual Office for Diversity and Inclusion Programming	X	X	X	X
Annual Office for Equal Opportunity and Equity Programming	X	X	X	X
Center for Student Leadership, Ethics & Public Service programming	X			
Mandatory Free Expression Seminars on Civil Discourse and Difficult Dialogue	X			
Premier Diversity Lecture Series and Millennium Speaker Series	X	X	X	X
Faculty Teach Ins/Faculty Awareness Activities/Speaker series (proposed)		X		

¹ Integrate university values into the strategic branding and marketing plan, advertisement, website, brochures, admissions and student recruiting efforts, job announcements, offer letters, etc.

² See ANNEX A for an example of an Acts of Intolerance Protocol from Stanford University, CA.

³ See ANNEX B for descriptions of the WE and IGR Intergroup Dialogues Programs.

⁴ Job announcements, offer letters, work plans (SMEs), Annual Unit/Faculty Reports, Unit Compact Plans, Employee Performance Evaluations, RPT process, Annual Reviews, Five Year Reviews etc.

FOCUS, THEMES AND OBJECTIVES OF PROPOSED ENHANCEMENTS TO THE SOCIALIZATION PROCESS:

1. Find creative ways to increase incentives for faculty and supervisors to develop and maintain skills for managing and leading diverse work and learning environments. Such training might include:
 - Avoiding “Chill in the Classroom”, leading difficult conversations or controversial dialogues, implementing a cross-cultural curriculum.
 - Skills for Managing/Supervising Diverse Teams such as conflict resolution, cross-cultural communication, etc.
2. Explore the potential use of on-line diversity training.
3. Increase efforts to promote interaction among diverse social identity groups.
4. Increase the focus of diversity education and dialogue on GLBT issues, White Privilege, Unconscious Bias, Race and Social Justice.
5. Find ways to increase the number of non-traditional participants in diversity programs (e.g. faculty, white heterosexual males, etc.).
6. Socialization efforts must be directed at multiple aspects (cognitive, behavioral and affective) of individual behavior and across the entire campus community (students, faculty, staff and friends of the university).

ANNEX A – Stanford University Acts of Intolerance Protocol

Acts of Intolerance Protocol

[\(http://stanford.edu/dept/vpsa/intolerance/\)](http://stanford.edu/dept/vpsa/intolerance/)

I. Introduction

The University is committed to providing a safe living and learning environment in which every person is valued and respected, inclusion is assured and free expression and debate are encouraged.

The University accepts the task of educating the next generation of leaders to understand and appreciate the ideas and opinions generated by an increasingly global community. The Acts of Intolerance Protocol establishes a mechanism for addressing situations involving a real or perceived act of intolerance. In such an instance we wish to proceed thoughtfully, providing support to all of those affected, while also affirming that we value differences, free expression and debate as sources of strength for our community.

II. Purpose

The goal of the protocol is to set forth the procedures to be followed when acts of intolerance (or perceived acts of intolerance) occur and to promote a climate of respect. This protocol is not intended to be used as a means of censorship or to limit in any way dialogue and the free expression of opinions and ideas.

This protocol outlines the guidelines for reporting and responding to acts of intolerance for students, the student affairs division and others in the Stanford community. With this protocol in place, staff will be better prepared to provide leadership in effectively addressing acts of intolerance. Specifically, this protocol establishes:

- A reporting process for any student who believes that s/he has experienced or observed an act of intolerance.
- Mechanisms for delivering a rapid response to reported acts of intolerance.
- A clearly defined consultation process to insure broad collaboration for assessing incidents and allegations.
- A statement conveying the university's commitment to creating a respectful and civil environment

III. Definitions of Acts of Intolerance

For the purpose of this protocol, an act of intolerance is conduct that adversely and unfairly targets an individual or group on the basis of one or more of these actual or perceived characteristics:

1. Gender or gender identity
2. Race or ethnicity
3. Disability
4. Religion
5. Sexual orientation
6. Nationality
7. Age

Some acts of intolerance may rise to the level of a hate crime. A hate crime is any conduct that would be a crime under California or federal laws and which is committed whole or in part because of one or more of the above characteristics (or perceived characteristics) of the target or targets. Hate crimes can include: physical assault, vandalism, threats of harm, criminal harassment, including threatening or repeated telephone calls or electronic communications. It is a violation of both California law and Stanford's Fundamental Standard to commit a hate crime.

Acts of intolerance that do not rise to the level of a hate crime may involve constitutionally protected speech. Engaging in constitutionally protected expressive activities will not subject a student to discipline under the Fundamental Standard.

The University may respond to acts of intolerance through education. Acts of intolerance (or perceived acts of intolerance) will be addressed by the University on a case-by-case basis.

IV. Guiding Principles for Responding to Reported Acts of Intolerance

A. Attention to the target and community impacted by an act of intolerance:

When an act of intolerance (real or perceived) has occurred, immediate attention will focus on the well-being of the target and the community members impacted by the incident.

B. Attention to the perpetrator or alleged perpetrator:

When an act of intolerance has occurred and a student has been identified as the alleged perpetrator, she/he will be treated fairly.

If the matter has been referred to a law enforcement agency (i.e., police), Stanford will adhere to its non-interference policy. Referral to a law enforcement agency will not preclude Stanford from following its own policies and procedures to address student conduct.

V. Reporting Procedure

Anyone who witnesses or views the evidence of an act of intolerance is encouraged to report the incident. A person need not be the direct target of an act of intolerance to report it.

Step 1. Reporting to Police

A. Reporting during an ongoing incident

If there is an immediate threat to personal safety or property, or if someone has been physically injured, the target, witness, residential staff member, or third party should call the police immediately. Call 9-911 from a campus phone, or 911 from a cell phone or off-campus phone. Tell the dispatcher what is happening and remain on the line with the dispatcher.

B. Reporting after an incident has occurred

If there has been a hate crime committed (or reason to believe that one has been committed), the police should be called by the target, residential staff or third party.

If there is reason to believe that an act of intolerance has been committed but there is uncertainty about the nature of the act, the police may be contacted for consultation and to assess the situation.

On the University campus, if the act of intolerance involves property damage such as graffiti on a building, the Stanford Police should be notified and the police will preserve or document the evidence.

Step 2. Preservation of physical evidence

Before proceeding to Step 3, do not tamper with, touch, remove, or destroy physical evidence.

If the police have been called or if it is believed that a crime has been committed and the police will be called to conduct an investigation, the police will collect and process the evidence. After the police have documented the evidence, the police

or one of the persons listed in Step 3 will notify University Facilities or the University Housing office to have the material removed.

If the police are not going to be called, the offending material should be removed or covered ONLY after consultation with one of the persons listed in Step 3.

Step 3. Reporting to University Personnel

Depending on where the act of intolerance occurs, it should be reported to the appropriate staff person as follows:

A. In an Undergraduate Residence Hall with a Resident Fellow (RF)

Report the incident to a staff person on the residential staff - RF, Resident Assistant (RA) or Residence Dean (RD)

B. In an Undergraduate Residence Hall without a Resident Fellow (RF)

Report the incident to the Residence Dean

C. In a Graduate Residence

Report the incident to the Associate Dean of Graduate Life or to the Cultural and Diversity Educator in the Division of Student Affairs.

D. At an Overseas Campus, Stanford In Washington or the Hopkins Marine Station

Report the incident to the Residence Dean, house staff or the program director responsible for that site.

E. In any setting other than those listed above

Report the incident to the Cultural and Diversity Educator in the Division of Student Affairs.

VI. University's Response after an Act of Intolerance has been Reported

All reported acts of intolerance are to be responded to in an efficient and professional manner, taking into account the impact on the target and the Stanford community. Incident response will incorporate, to the extent appropriate, input from the target on his/her needs and thoughts on how to best address the matter.

A. Addressing the Needs of the Target(s)

The Residence Dean (RD) /Assistant Dean of Graduate Life will take the primary responsibility for addressing the needs of the target. She/he will make referrals to helpful University resources.

B. Addressing the Needs of the Perpetrator or Alleged Perpetrator

The Cultural and Diversity Educator will address the needs of the perpetrator or alleged perpetrator. She/he will make referrals to appropriate University resources.

C. Addressing the Needs of the Stanford Community

The Cultural and Diversity Educator will work closely with the residential staff and relevant staff throughout Student Affairs to assess the needs of the community affected most directly by the act of intolerance. If appropriate, she/he will work closely with the community center directors to respond to community concerns. The Cultural and Diversity Educator will consider what educational response is appropriate (e.g., engaging students in peer dialogue and reflection on issues regarding inclusiveness and civility).

D. Notification of University Administration

University staff who have been made aware of an act of intolerance are to notify the Director of Residential Education for incidents that occur in an undergraduate residence hall, or the Director of the Graduate Life Office for incidents primarily affecting graduate students, along with appropriate staff from other related units.

Acts of intolerance will next be reported to the Associate Vice Provost for Student Affairs/Dean of Educational Resources, who will then notify the Vice Provost for Student Affairs. The Associate Vice Provost will work with the Director of Residential Education/Director of Graduate Life, and the Cultural and Diversity Educator to assess the situation and make sure the Acts of Intolerance Protocol has been followed and the appropriate steps are being taken to address the incident.

The Associate Vice Provost has ultimate responsibility to insure that the Acts of Intolerance Protocol is being followed and will keep the Vice Provost for Student Affairs informed. The Associate Vice Provost will also follow up with any outside agencies if an investigation is launched.

VII. Investigation of an Act of Intolerance

A. By a Law Enforcement Agency

If an incident has been referred to a law enforcement agency (e.g., police, District Attorney), it will be assumed that an investigation by that agency will be conducted and Stanford will follow its non-interference policy and allow the independent investigation to occur.

B. By Stanford University

Independent of a law enforcement investigation (if any), the Vice Provost for Student Affairs in consultation with other student affairs staff (Associate Vice Provosts for Student Life and Educational Resources) will determine if an investigation is appropriate. If so, a University staff member will be appointed to conduct the investigation and will report back in a timely fashion to the Vice Provost for Student Affairs.

VIII. Communication with Media

Claims of acts of intolerance may attract the attention of outside media. All media inquiries should be reported to the Director of Communications for Student Affairs. Comments should not be made to the media by unauthorized individuals, as the Vice Provost for Student Affairs in concert with the University News Service is responsible for all official University statements or press releases regarding acts of intolerance.

IX. Data Collection

A record of reported acts of intolerance will be maintained and analyzed by the Cultural and Diversity Educator. Data will be carefully evaluated to provide the Cultural and Diversity Educator and the staff of the Vice Provost for Student Affairs a deeper understanding of the campus climate regarding diversity, intolerance and free expression, so that appropriate educational tools for students, faculty and staff can be created.

X. University Resources

In addition to the staff involved in the reporting process, below is a listing of University resources available to students, faculty and staff.

[Asian American Activities Center](#)

Telephone: 723-3681

[Bechtel International Center](#)

Telephone: 723-1831

[Black Community Services Center](#)

Telephone: 723-1587

[Counseling and Psychological Services](#)

Telephone: 723-3785

Cultural and Diversity Educator

Telephone: 723-2154

Diversity and Access Office

Telephone: 723-0755

El Centro Chicano

Telephone: 723-2089

Freshman Dean's Office

Telephone: 725-3114

Graduate Life Office

Telephone: 736-7078

Graduate Dean 24 Hour Emergency pager
723-8222 ext. 25085

Graduate School of Business Student Life Office

Telephone: 723-9208

Law School Office of Student Affairs

Telephone: 725-0764

LGBT Community Resource Center

Telephone: 725-4222

Medical School Student Affairs

Telephone: 723-6951

Native American Cultural Center

Telephone: 725-6944

Office of Accessible Education

Telephone: 723-1066

Office of Public Safety (Stanford Police)

Telephone: 9-911; non-emergency 329-2413

Office for Religious Life

Telephone: 723-1762

Ombuds Office

Telephone: 723-3682

School of Earth Sciences Office of the Dean

Telephone: 723-2544

School of Education Academic Services

Telephone: 723-4066

School of Engineering Student Affairs

Telephone: 723-4002

School of Humanities & Sciences Office of the Dean

Telephone: 723-2275

Sexual Harassment Policy Office

Telephone: 723-1583

The Bridge Peer Counseling Center

Telephone: 723-3392

Vaden Student Health Center

Sexual Assault & Relationship Abuse Prevention and Support at Stanford

Telephone: 725-4211

Vice Provost for Student Affairs

Telephone: 725-1808

Women's Community Center

Telephone: 723-0545

ANNEX B - Two Examples of Intergroup Dialogue Programs (Best Practices)

Extracted from - *More Reasons for Hope: Diversity Matters in Higher Education* (2008), Association of American Colleges and Universities, Washington, D.C. pp 46- 48.

Words of Engagement (WE) Intergroup Dialogue Program University of Maryland, College Park, MD

The Office of Human Relations Programs (OHRP) established the Words of Engagement (WE) Intergroup Dialogue Program in response to University of Maryland undergraduate student focus group results, in which students expressed dissatisfaction with the campus curricular and diversity efforts. While most students cited the university's demographic diversity as a major factor in their decision to enroll, once on campus, many students felt they were in a balkanized campus and believed the institutions multicultural education programs and courses did little to enable them to develop skills and comfort for cross-group interaction and relationship building.

The WE intergroup Dialogue Program engages students from one, two, or more social identity groups – typically when there has been a history of conflict or tension between the groups – for sustained (two hours a week for eight consecutive weeks) cross-cultural dialogue. These social identity groups are broadly defined to include race; ethnicity, language; geographic origin and immigration status; religious, spiritual, faith-based, and secular affiliation; socioeconomic class background, and employment status, gender, gender identity and expression; sexual orientation and family configuration; age and generation; physical, developmental, and psychological (disability); among others.

Guided by trained and experienced co-facilitators, each representing one of the social identity groups around which the dialogue is organized, students learn to explore the conflicts and confront the tensions that have kept their groups at a distance from one another in order to build meaningful and sustained bridges across those groups. The goal of the WE Program is for student participants to learn how to move through the four stages of intergroup dialogue; relationship building, group norming, conflict negotiation, and collective action. These stages are to increase intra and cross-group awareness, knowledge, and understanding, resulting in collective engagement in lifelong action for social justice.

Since its inception in the spring 2000, over 2500 undergraduate students have participated in the WE program. In 2008, participants became eligible to earn academic credit through an innovative partnership with the college of education's department of education policy and leadership. Over 230 graduate students, staff and faculty members have formally trained as program facilitators and the program has offered over 300 dialogues on fifty different topics. Results from formal assessments show student participants routinely report that their intergroup dialogue experience was the single most important, meaningful and useful educational experience they have ever had,

because it helped them to connect theories of social justice learned in the classroom to the real world practice of social justice in a variety of professional contexts.

The Program on Intergroup Relations (IGR) University of Michigan, Ann Arbor, MI

The Program on Intergroup Relations (IGR) at the University of Michigan offers a coordinated series of academic courses, co-curricular programs, and community activities to undergraduate students. The mission of IGR is education for social justice, and its activities focus on issues of social diversity, social inequity, and social justice. IGR's academic courses enroll over 1,000 students per year, and its other activities reach more than 2,000 students, faculty and staff each year. The academic college of literature, science and the arts and the Division of Student Affairs jointly fund and finance IGR. Faculty and staff work with shared and equal responsibility to direct and teach the program.

The primary innovation of IGR is the development of its Intergroup Dialogue courses. In these courses, small groups of students spend a semester in experiential education and dialogue about race/ethnicity, gender, sexual orientation, socioeconomic class, or other issues of social diversity. Trained undergraduate peers facilitate these dialogues with intensive support and supervision by faculty and staff.

In addition to the Dialogue courses, IGR offers first-year seminars on social justice and diversity, upper-level theory courses on intergroup relations, and a senior capstone course. Students preparing to become Intergroup Dialogue facilitators can take a training course, as well as a practicum course, while they are engaged in facilitation. Importantly, IGR collaborates with university housing to teach a course in community building and social justice, which is required of all residence hall student staff. Graduating seniors who have excelled in IGR courses and activities receive the Patricia Gurin Certificate of Merit on Intergroup Relations.

IGR also has an active co-curricular program that reaches over 2,000 students per year. Common Ground Workshops explore topics of identity, power, privilege, and oppression to students, staff, and faculty in one-time workshop format. IGR also sponsors Growing Allies, a weekend retreat to cultivate a community of inclusion by training individuals to be allies for social identity groups. Finally, IGR is piloting a program called SAIF (Social Justice and the Arts Interactive Forum) Spaces. This program explores how the visual arts, spoken word, theater, dance, music, poetry and creative expression can support the explorations of social justice issues.

IGR actively consults with other universities to assist them in establishing dialogues and diversity programs. To that end, it has inaugurated a series of Intergroup Dialogue Institutes, in which faculty and staff members from other universities and colleges meet in Ann Arbor for an intensive three-day training session with follow-up consultations.

