

Leader: Erica Laborde





# Creating a Civil Campus: Outside Speaker Guidelines

Texas Tech University

Background

Examining Policy

'I he

MARAUDERS

MAP

Theory & Concepts

Execution

Porcus Verrucas UniversityDedication to Education and Safety

DOLORES

MONTACUL

CASSIUS

WARRINGTON

markens

maneres Subors Garandontis

Bonnen Bannabrie babere 856 ff. Ommilien fubere Haraubre Roman Sensibus Brunne Ommilien fubere

Bonum Sudereest Harandon Tike

eil flavandere Somen Jahre 16 bonin fubre est finan Dere Samidal allarentente

but the gudger & sound me

Para bus est flavout ations

Jarenest

Current PVU Policy
National Best Practices
Other Institution's Policies

Outlined Theoretical BasisA Need For Civility

Marganberg balers Omenhand

Creating Civility in the Campus CultureGuidelines

farmer red for marsten time of

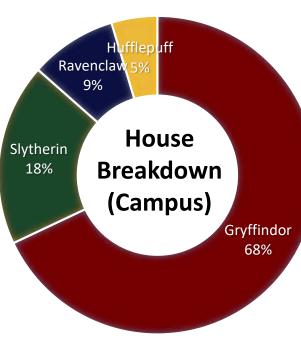
# Porcus Verruca University

**Our students** 

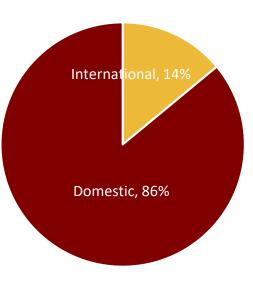
Faculty/Staff- 450

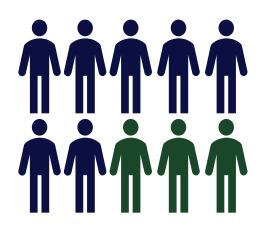
Graduate – 3,200

┞╓╓╖



Undergraduate – 12,487





• 30 % of Students are First Generation (No-Maj Parentage)

Outside speakers are an integral piece of widening our students' world views and student safety and educational development are the foundations of any decision, including these proposed guidelines.

### **Current Campus Policies**



A form must be submitted to student activities via the "Alohamora" portal at least 7 days prior to the event, including a risk management matrix.



Registered student organizations only receive funding if a representative is attending monthly student government meetings.

The organization's sponsor must be present *if the event is outside of business hours.* 



No guidelines unique to speaking events exist at this time; the facility may impose guidelines related to responsibility for damages.

### National Best Practices

	_	l
		l
	-	
	_	
	_	
		l

Clear rules regarding acceptable/unacceptable behavior and conduct (e.g., harassment, vandalism, disrupting campus activities) rather than speech, should be communicated to the campus community.



Administrators should immediately challenge and condemn serious breaches of civility.



Institutions should focus on deterring offensive speech through education, by developing curricular and co-curricular experiences that promote the institution's mission/values and increase student understanding and multicultural competence.



An institution should be free to condemn intolerance and discrimination (physical and verbal) or any ideas that are contrary to the institution's values. Such condemnation should not be interpreted as limiting free speech.



Students and student organizations should have access to a top-level administrator who has the power to make actionable decisions.

(On Freedom of Expression and Campus Speech Codes, n.d.)

# **Other Institutional Policies**

# University of Pittsburgh

- Requires a form submitted and checklist completed
- University officials determine needs for security, which is at the cost of the organization
- Civility-related disclaimer on all speaker events
- Specific guidelines regarding protest, noise, and violence at speaker events.
- Moderated Q&A required at all speaker events



- Compliance with officials and/or security required
- Indecent, obscene, and/or offensive expression is not appropriate
- Speakers that may draw media attention require additional notification of administration
- Forms are submitted
- Specific guidelines for political candidates

#### Astin's (1991) Input-Environment-Output Model:

Institutions can shape college experiences to positively affect outcomes.

#### Astin's (1984) Student Involvement Theory:

Greater physical/psychological involvement in college, leads to greater learning and personal development.

Strayhorn's (2016) Sense of Belonging:

Belonging, a basic human need, is needed for college student success. It drives behavior and engenders other positive outcomes. This must be continually satisfied. Rest's (1999) Modifications of Kohlberg's Moral Development Model:

Obedience → Egoism/Exchange → Interpersonal Concordance → Law/Duty to Social Order → Societal Consensus → Nonarbitrary Social Cooperation

### Why is Civility Important on a College Campus?

Sense of belonging is affected by behavior of others and the campus climate. Fostering a civil environment will increase student success (Strayhorn, 2016) Political or civil activism is a way students can become involved. A student that feels safe and comfortable is more likely to be involved (Astin, 1984)

work through in regards to moral development. At the seventh and final stage of Nonarbitrary Society Cooperation, no guidelines would be necessary. Developing civic leaders requires that the institution create guidelines and encourage free expression.

Rest (1999) identifies

stages that students



Astin's I-E-O

Astin's Student Involvement Theory

Strayhorn's Sense of

Belonging

"The First Amendment requires the government to provide protection to all speakers, no matter how provocative their speech might be. This includes taking reasonable measures to ensure that speakers are able to safely and effectively address their audience, free from violence or censorship. It's how our society ensures that the free exchange of ideas is uninhibited, robust, and wide-open." – American Civil Liberties Union (Speech on Campus, n.d.)

#### **Encouraging Free Speech, with Respect for Civility**

Revamp the "Free Speech" webpage to include clear and accessible information, guidelines, and procedures for speakers and other events. Guest Speaker Event Form submitted online 10 business days prior to event (prev. 7 days) to allow for more opportunity to inform and secure campus. Reflection encouraged on new Guest Speaker Event form: •Why was this speaker invited? •Impact on campus community?

# **Developing a Civil Campus Climate**

#### Access to Administration

- AVP Rowling serves as an accessible first contact for students
- She has the authority to immediately act in regard to serious threats to safety
- Open campus community forums hosted

#### Common Read & Transition

- Emphasis on moral development through transition and FYE programming
- Establish a tradition of a civility or morality related, culturally relevant book for the common read program

#### Guiding and Civility Statements

- Establishment of a visible guiding statement for developing the civil campus climate
- Reading the 4 civility statements at the beginning of events
- Encourage active reflection on the statements

Curricular and Cocurricular Activities

- Encourage planned counter speech activities that are civil and respectful
- Required Q&A session after all speaking events
- Reflect on value of outside opinions in the Speaking Event Form

# AVP Rowling will...



Be directly available to students or student organizations that wish to voice concerns regarding threatening speech or the perception of threatening speech, exclusionary practices, or any other behavior that specifically targets a student population.



Investigate free speech complaints to ensure that speakers are neither being censored, nor engaging in speech that is not protected and otherwise in violation of community standards.



Hold regular open forums where campus community members can speak about their experiences and perceptions of the campus environment. These forums will serve to allow AVP Rowling to gauge the campus environment and hear ideas from the community in order to ensure that policies and practices align with the University mission.



Be empowered to take direct action to propose and implement necessary changes to ensure the inclusive values of our campus are upheld.



Provide guidance for students who feel threatened by constitutionally protected speech, and direct threatened students to the appropriate supportive resources.

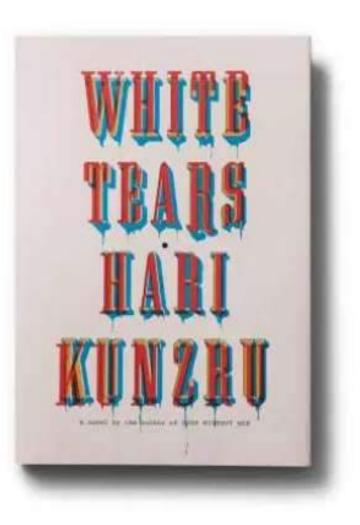
## **Moral Development in Transition**



Programming curriculum, to develop through Rest's (1999) stages should be slowly developed and integrated into transition and FYE over the next 2 years.



The common read selection committee will select a morality or civility related book that is culturally relevant for the next 2 years. If improvement in the campus climate is identified, this should continue.



Porcus Verrucas University recognizes the First Amendment right of free speech as crucial to our main mission—to educate a diverse student population. In striving to build an educational system free of systemic oppression, and where all students are safe, respected, and valued, we must also build a system in which students are free to express and explore diverse thoughts and opinions as may be expressed through, at times, controversial speech. While not all thoughts are respectable, we respect the individual's right to express them without fear of systemic retaliation, or violent retribution. We encourage you all as members of our community to speak freely, to explore new, exciting, and even controversial ideas, and pursue deep and meaningful exchanges with each other. When threatening ideas enter our community, let us meet them face-to-face with better ones, with enlightened speech, and with the intent to persuade the holder, and others to join our cause—to build a world where all are safe, respected, and valued.

We will be courageous in the face of unjust actions and ideas. We will bravely carry the flame of justice and dismantle systems of oppression for all people regardless of house, race, ethnicity, ability, sexual orientation, gender identity, religious background, or political affiliation. We will act with civility and respect toward each member of the campus community. Even in dissent, we can show kindness. We will not allow cruel ideas to make us act cruelly.

We will seek knowledge and act in wisdom. We will allow the air to be filled with the peaceful exchange of ideas because we understand that crude thoughts can be conquered by noble ideas. We embrace individuality and accept that we are all unique. We will seek creative solutions to conflict and actively engage with others to celebrate our differences.

We will dedicate ourselves to the hard work of building inclusive environments. We must each play a part in making our campus a community that is safe, and where every one feels respected and valued. We will be patient with others when we have disagreements. We will treat everyone fairly and allow everyone the freedom to share their points of view.

We are determined to change the world, starting with ourselves. We will do so by being respectful, listening to others, examining ideas, gaining knowledge, dismantling oppression, and bravely standing by all members of our campus community.

Encourage peaceful protests in public spaces and free speech zones

Diversity celebrations are strongly encouraged as a form of counter speech Planned counter speech is preferred and encouraged over immediate protest

Protest or disruption is not acceptable during speaking events, because it infringes on others

## **Guidelines for Speakers**

- 1. Campus facilities are reserved explicitly for active student organizations and other community meetings.
- 2. Speakers are responsible for their own speech. A speaking engagement does not constitute endorsement by PVU or by any of its representatives.
- 3. It is the speaker's responsibility to know and understand all current laws regarding acceptable public speech as there may be legal ramifications for certain types of speech that are not constitutionally protected. Any breech of law will be prosecuted by state or federal authorities, however, if a speaker is found to be responsible for the direct incitation of violence or damage to the campus community or campus property, the university may seek financial restitution.
- 4. While not legally bound, it is requested that the speaker review our university mission statement, guiding statement, and civility code prior to the speaking engagement.
- 5. Speakers should allow 20 minutes at the end of each speaking engagement to allow audience members to pose questions or engage in discussion. If the speaker is unwilling to do so, a university representative may do so instead.

### References

Astin, A.W. (1984). Student involvement: A development theory for higher education. Journal of College Student Personnel, 25(4), 297-308.

- Astin, A. W. (1991). Assessment for excellence.
- On Freedom of Expression and Campus Speech Codes. (n.d.). Retrieved February 21, 2018, from h ttps://www.aaup.org/report/freedom-expression-and-campus-speech-codes
- Rest, J. R., Thoma, S. J., & Bebeau, M. J. (1999). Postconventional moral thinking: A neo-Kohlbergian approach. Psychology Press.

Speech on Campus. (n.d.). Retrieved February 21, 2018, from https://www.aclu.org/other/speech-campus Strayhorn, T.L. (2016). An overview of relevant theories and models of practice. In G.S. McClellan & J. Stringer (Eds.), The handbook of student affairs administration (4<sup>th</sup> ed.) (pp. 135-153). San Francisco, CA: Jossey-Bass.