



Case Study Competition

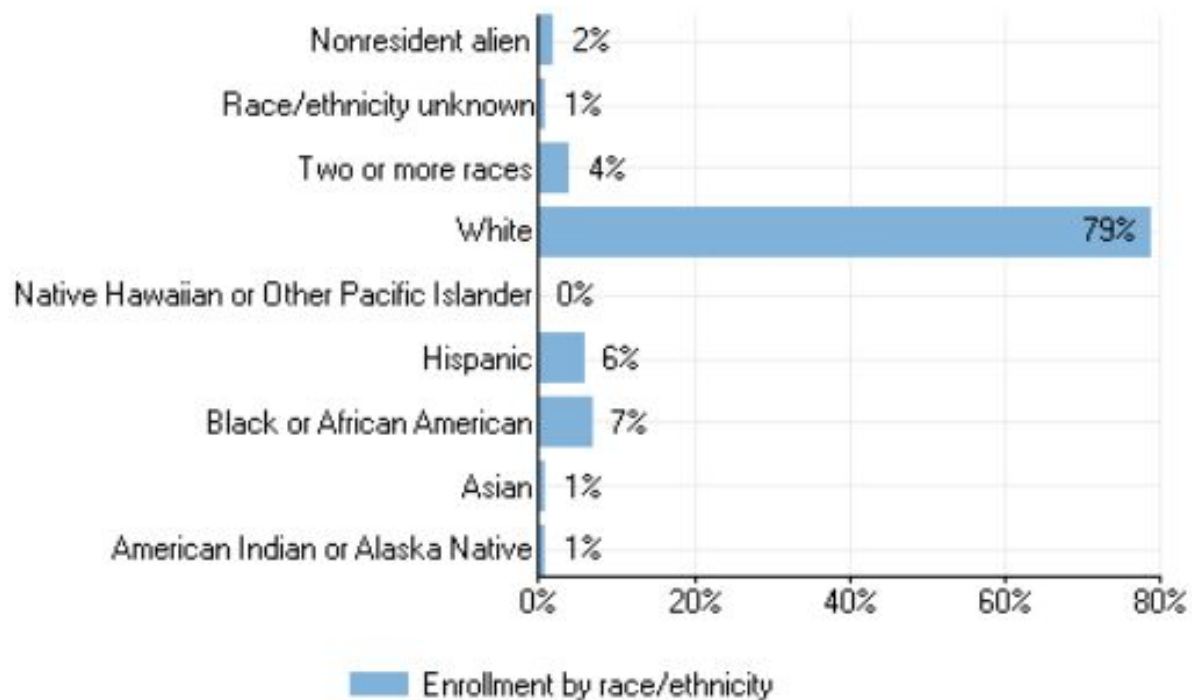
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Western Carolina University



Western Carolina University

	Total	Men	Women
All students	10,805	4,687	6,118
Undergraduate	9,171	4,143	5,028
Degree/certificate seeking	9,002	4,111	4,891
First-time	1,924	872	1,052
Transfer-ins	831	371	460
Continuing	6,247	2,868	3,379
Nondegree/certificate seeking	169	32	137
Graduate	1,634	544	1,090

Percent of all students enrolled, by race/ethnicity: Fall 2016



Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion, by gender and race/ethnicity and transfer out-rate: 2010 cohort

	Rate
Overall graduation rates	
Total	57%
Men	51%
Women	62%
American Indian or Alaska Native	80%
Asian	58%
Black or African American	54%
Hispanic or Latino	65%
Native Hawaiian or Other Pacific Islander	100%
White	57%
Two or more races	45%
Race/ethnicity unknown	55%
Nonresident alien	60%
Transfer out-rate	25%



The Story

Vice President of Student Affairs Albert Longbottom was dismayed. The previous evening a forum sponsored by a campus student organization had deteriorated into unprovoked outbursts, shouting from audience members, and even shoving matches within the crowd. The campus police had done their best handling the disturbance and, to their credit, dispersed the students and community members with no injuries or arrests. “What ever happened to civil discourse?” he muttered to himself.

The forum was sponsored by a conservative student organization, who invited a prominent Republican party leader to speak on leadership. The event was not scheduled with any proper protocol, monitored by any other faculty or police, or had any student check-in for attendance. Despite the topic of the event, the speaker’s presence instigated backlash and disturbances from other students on campus. Due to the set-up the event, it is hard to tell which students were there, who caused the disturbances, and put no policies or accountability in place to sanction the students disturbing the event.

- Adhere to the expectation that no Student shall engage in unlawful harassment leading to a hostile environment. Unlawful harassment includes conduct that creates a hostile environment by meeting the following criteria: It is: (a) Directed toward a particular person or persons; (b) Based upon the person's race, color, religion, national origin, gender, sexual orientation, gender-identity, creed, disability, or veteran status; (c) Unwelcome; (d) Severe or pervasive; (e) Objectively offensive; and/or (f) So unreasonable that it interferes with the target person's employment, academic pursuits, or participation in University-sponsored activities as to effectively deny equal access to the University's resources and opportunities. (UNC Policy Manual 700.4.2)

- Interact with others in a manner that does not discriminate against them on the basis of race, color, religion, sex, sexual orientation, gender identity or expression, national origin, age, disability, genetic information, political affiliation, or veteran status.
- Adhere to the expectation that no Student shall threaten, coerce, harass, or intimidate another person or identifiable group of persons, in a manner that is unlawful or in violation of a constitutionally valid University policy, while on University premises or at University-sponsored activities based upon the person's race, color, religion, sex, sexual orientation, gender identity or expression, national origin, age, disability, genetic information, political affiliation, or veteran status. (UNC Policy Manual 700.4.2)

Discrimination:

Unequal and unlawful treatment based on race, color, religion, sex, sexual orientation, gender identity or expression, national origin, age, disability, genetic information, political affiliation, or veteran status. (Reference University Policy 10 and University Policy 53).

Disorderly Conduct:

Behavior which initiates a University response and is considered to be an abuse of University resources, breach of peace, disruption in an academic classroom/environment, and/or an impediment upon normal University operations.



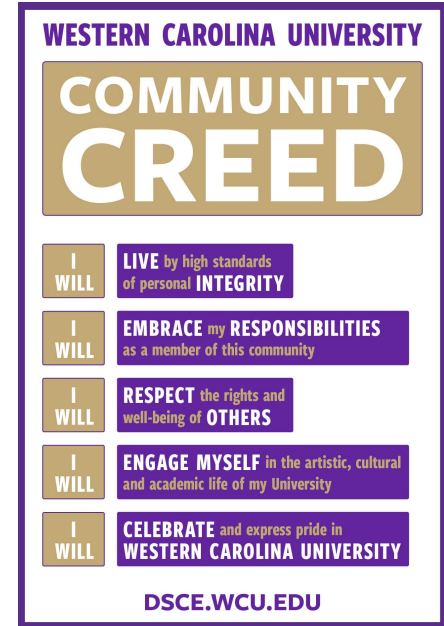
Proposal

- Online scorecard
- Catcard & signatures of students entering a speaker's event
 - Signing to the Creed and any violations will result in the conduct process
- Assessment by students at the end of speaker's event
 - Include responses/results in online scorecard
- Live -stream event so students can watch from home
- Event log for 25-Live
 - Must note controversial speakers
- FYE Workshop



Check in and Signatures

- Students attending events will sign in by swiping cat card.
- Completing check in requires initialing at all five statements of the universities creed.
- After initialing all statements, a signature is required at the bottom.
- This serves as a contract for behavior within the meetings
- Failure to abide by creed results in conduct processes





FYE Workshop

- First-year experience courses typically give students workshops on various topics, such as sexual assault/consent and drugs/alcohol education.
- We propose adding another workshop to this series for FYE courses that teach students free speech laws within North Carolina. Students will also be able to gain skills and knowledge on how to reflect, address, and respond to topics or speeches they do not agree with appropriately and constructively. The class will also introduce students to the policies at Western Carolina, along with the Community Creed and Student Code of Conduct.