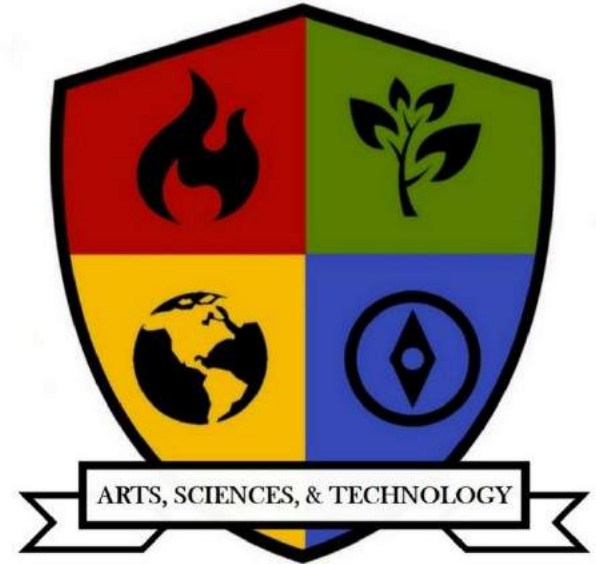


Keeping Up with the Times

Jessy Cheung
Shannon Daly
Elijah Amelse
Joellen Hatchett

College Student Personnel Program
Western Illinois University

UNIVERSITY OF CONNECTICUT



PRESENTERS



JESSY CHEUNG
Assessment
Specialist



SHANNON DALY
Director of Student
Involvement



ELIJAH AMELSE
Director of
Multicultural Affairs



JOELLEN HATCHETT
Student - Political
Science Studies

AGENDA

Context of Situation

A Call to Action

A Closer Look

Assessment

References

CONTEXT OF SITUATION

An aerial photograph of a town in winter, with snow covering the rooftops and ground. Several stone towers with conical roofs are visible, along with a prominent church spire. The scene is set against a hazy, overcast sky.

On Friday, February 16 Students Promoting Everyone's Worth (SPEW) hosted an Open Forum in the Student Union with Arthur Lupin, author and activist, as the moderator. Though intended as a peaceful dialogue, the event quickly dissolved into shouting matches and shoving within the audience. Public Safety, lead by the Keeper of Keys, dispersed the crowd with no injuries or arrests.

This is the first known incident of unrest during an outside speaker event at UCAST in the last 30 years.

RESPONSES

Wizards Weekly

Wizards take on
Giants next
Saturday!!
03/03/18
3:00PM
Hooch Stadium

Monday, February 19, 2018

Guest Speaker Spews Divisiveness

By RITA ROWLING

“Act up, fight back!” This was the chant shouted by many during Friday evening’s Open Forum, which led to shouting and shoving matches in the audience. The Open Forum was hosted by Students Promoting Everyone’s Worth (SPEW), a student organization founded at UCAST two years ago to address issues facing the student body. SPEW invited Arthur Lupin, author of *Everyone’s Job* to moderate the forum, but many students did not believe Lupin to be a fair facilitator.

“Lupin is known for inciting dangerous ideologies that promote unhealthy lifestyles,” said Pansy Fudge, president of the student organization Defending Rights And Campus Organization (DRACO). “Our school has been letting this sort in recently, those who are not familiar with the rich traditions and the standards to which UCAST Wizards must uphold. It is a shame that this school is losing its prestige, and we at DRACO hope to bring UCAST back to its former and full glory.”

Hollow Hall, the Student Union building where SPEW’s Open Forum occurred.
C.D. Creevey for Wizards Weekly

When asked for a comment, SPEW president Ginny McGonagall said, “I am disappointed that what UCAST students and community members chose to be unsettled by is this Open Forum, rather than the real and violent institutional barriers preventing our students’ success.” *Wizards Weekly* will provide more details as the Keeper of Keys investigates what happened on the grounds of the forum. UCAST administrators have yet to respond to the incident.



Vernon Carrow

As the CEO of a company that has a history of supporting UCAST students through internships and career exploration, I find the candidate pool has been less than satisfactory lately. The recent Open Forum goes to show that these new students are nothing but rabble rousers. What is UCAST administration doing to control these students?!

Like · Comment · 31 minutes ago · 🗨️

11 people like this.



Dobby Olivander I am frankly appalled at your antagonism toward these bright young students. Personally, I believe these students offer a lot to our community, and love seeing them get involved at my bookstore.

15 minutes ago · Like



**Defending Rights And
Campus Organization**

@DRACO_UCAST



Follow

To preserve UCAST’s rich history & respond to threats to our traditions, DRACO will be bringing Tom Umbridge to speak on campus. Details to come. Check him out @ GetYourDecree.com

← Reply ↻ Retweet ★ Favorite ⋮ More

9:32 PM - 17 Feb 18 · Embed this Tweet

Current UCAST Guidelines

Although UCAST does not have a written guideline regarding outside speakers and events, the institutional norm has been as follows:

UCAST, through its core value of Curiosity, considers itself open to all kinds of speakers, regardless of the nature of their speech. Funding for speakers and outside events typically comes from the Office of Student Involvement, academic departments, the Student Government Association, and Multicultural Affairs. If a situation arises where a suggested speaker's appearance is likely to cause contention, the Director of Student Involvement (DSI) would meet with the Vice President of Student Affairs, who might then present the question to UCAST's president. If the speaker is deemed to be controversial, the DSI will consult with Campus Security to determine the affordability and availability of security.

UCAST has not experienced a significant speech controversy in the past 30 years, and has not had to question its guidelines for outside speakers and events until now.

Legal Considerations

First Amendment

Freedom of speech shall not be infringed. We cannot restrict speakers or events based on content.

However we choose to respond, as an institution of higher education, we must be careful not to violate this law.

Clery Act

Though there was no violence at the Open Forum beyond shouting, had there been an assault, UCAST would have had to disclose information on the crime.

We need to develop ways to reduce exposure to this risk at events.

Precedent

University of Connecticut had a speaker incident in November 2017 featuring Lucian Wintrich. UConn was quick to react in reviewing their policies.

They have interpreted the First Amendment in a way to maintain the right of speakers to be present on campus, balanced with more deliberate reviews.

Changing Times

UCAST UNIVERSITY OF CONNECTICUT
ARTS, SCIENCES, & TECHNOLOGY



INGENUITY



GROWTH



SERVICE



CURIOSITY

Founded in 1772, UCAST is a public, regional institution currently enrolling 8,713 students.

2008

Students of Color: 13%
International Students: 5%
Gender: Female (51%) Male (49%)
Student Organizations:
Black Student Association (1972)
Organization of Student Affairs:
Office of Multicultural Affairs (1992)

2018

Students of Color: 36%
International Students: 9%
Gender: Female (57%) Male (43%)
Student Organizations:
Sexuality and Gender Alliance (2009)
Muslim Student Association (2012)
1st Generation Collective (2014)
Cross-Disability Coalition (2016)
Organization of Student Affairs:
Assessment Specialist (2015)

IMPLICATIONS

Although our student demographics have shifted, little has changed in terms of the policies, practice, and staff within the institution.

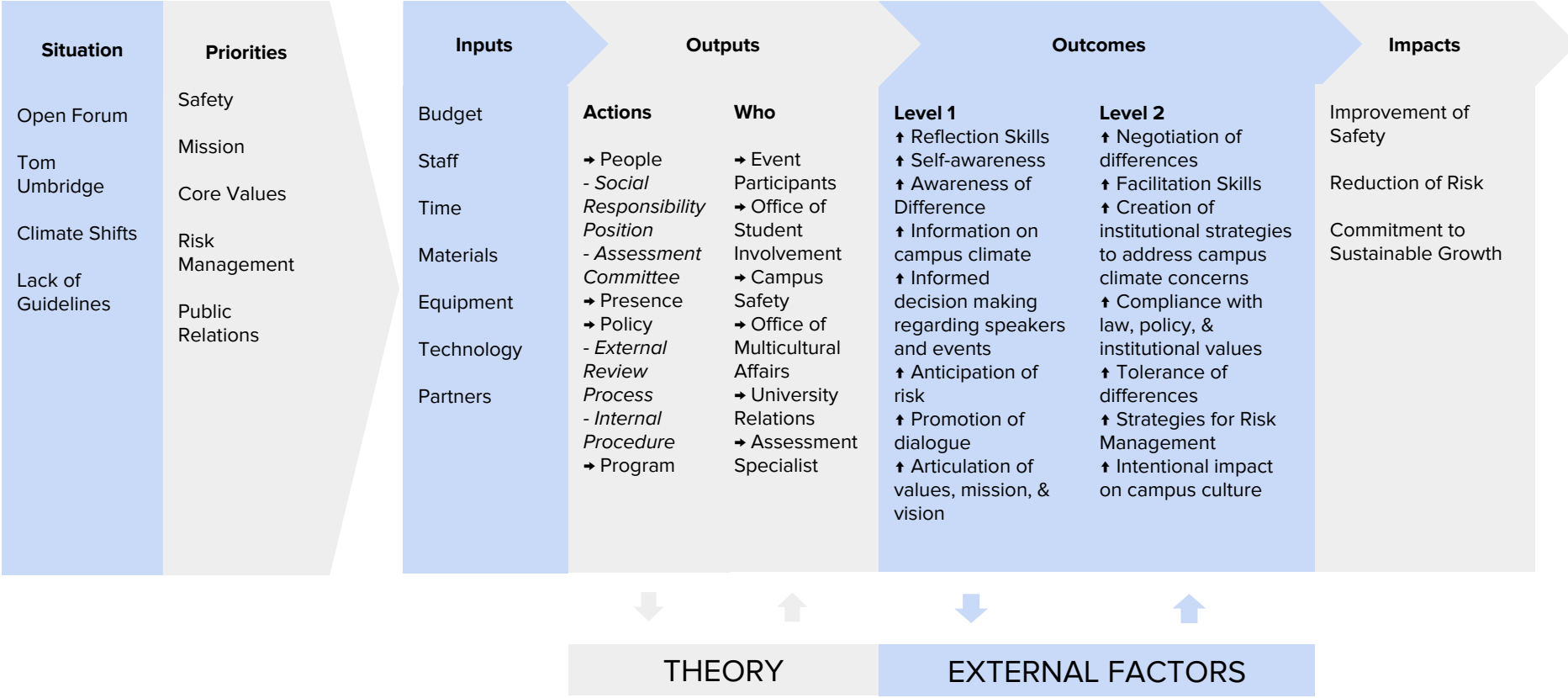
Students have taken initiative to address barriers to their personal, academic, and social well-being.

There are currently no assessment efforts to capture student experiences regarding transgender populations, sexual orientation, religion, and other social identities.

A CALL TO ACTION

The guidelines for outside speakers and events at UCAST are outdated, as changing demographics and student attitudes are not accounted for. A proactive and comprehensive framework is needed to balance campus safety, student engagement and institutional growth.

Strategic Framework



ASSESSMENT

Creating Conditions

Experiential Learning

Zull (2002) describes how deep learning occurs when experiences: are reflected upon, generate hypotheses for future actions, and are emotionally relevant to individuals.

Dignity Safety

Callan (2016) argues for institutions of higher education to uphold a person's dignity safety. Intellectual safety is considered antithetical to the purposes of higher education.

Critical Race Theory

“A critical race theory in education challenges ahistoricism and the undisciplined focus of most analyses, and insists on analyzing race and racism in education by placing in both a historical and contemporary context” (Croom & Marsh, 2016)

Interconnected Tenets: Intersectionality, Racism as Endemic, Experiential Knowledge, Interest Convergence, and Social Justice

Student Development Theory

Perry's Theory of Intellectual and Ethical Development states that morals develop in stages from: dualism to multiplicity to relativism. Baxter Magolda's Learning Partnerships Model (2004) advocates for a balance of challenge and support to promote cognitive, interpersonal, and intrapersonal development.

A Closer Look

“To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin.”

bell hooks

Here we present the components of our strategic framework.

PEOPLE: Social Responsibility Position

What	Resources	Theory	Participants
<p>We will be transforming one of the Program Coordinator positions within the office to the position of Social Responsibility. In alignment with our values, this position will oversee risk management in the Office of Student Involvement. Please see the description below for assigned duties.</p>	<p>Budget - salary increase of \$5,000 Staff already in place Office of Student Involvement materials and office space 2 Graduate Assistants</p>	<p>Experiential Learning - Coordinator creates experiences for students to reflect, and to build future experiences on.</p> <p>Baxter Magolda's Learning Partnerships Model - creates intentionality in designing supportive and challenging activities.</p>	<p>Office of Student Involvement Student organizations Student attending trainings</p>

Duties of Social Responsibility Coordinator:

- Actively recruit, advise, and train the Student Events Advisory Committee
- Coordinate student trainings and programs in the Change Casters Series
- Annually create and review risk assessment report of student organizations and groups
- Track trends of organizations and institutional risk and create an action plan to reduce risk
- Serve as a consultant student organizations, student groups, faculty, and campus partners
- Train student organizations leadership in risk management, civil discourse, university policy, hazing prevention, etc.
- Manage social media accounts (Twitter, Facebook, Instagram, Snapchat, etc.) of the Office of Student Involvement
- Review and approve campus event proposals submitted by Student Affairs staff and/or in the University Union through the External Review Process
- Advise students on policy compliance, recruitment practice policies, event security management, and organizational development

PEOPLE: Measurements And Growth of the Institution Committee (MAGIC)

What	Resources	Theory	Participants
Committee to coordinate institution wide assessment. Are we meeting our values and mission. What is the campus climate like. Anticipate future trends.	Assessment Specialist Student Interest Research Methods Faculty 1 Graduate Assistant	Zull - Evaluation of work to own it Critical Race Theory - Experiential Knowledge, Intersectionality	Assessment Specialist Academic Affairs Representative Student Representative Student Affairs Representative

PRESENCE: Social Media Campaign

What	Resources	Theory	Participants
An intentionally coordinated social media presence that creates a space for dialogue and response plan that allows UCAST to promote show their commitment to university values.	Website Social Media Tech Department	Meeting students where they are (Zull, 2002) Intergroup dialogue	Planning: -University Relations -Student workers in Office of Student Involvement Interacting: -All community members engaged on social media

POLICY: Outside Speaker and Events Guide

What	Resources	Theory	Participants
<p>The Outside Speaker and Events Guide is composed to two parts: External Review Process and Internal Procedure. The first is to guide campus members in hosting an Outside speaker or event. The second is to guide administration in risk management.</p>	<p>Time Staff Technology</p>	<p>Critical Race Theory - Interest Convergence, Racism as Endemic Dignity Safety</p>	<p>SEAC Student Organizations Anyone scheduling an event in the Student Union</p>

External Review Process

Events hosted on campus by student organizations and/or in the Student Union must submit an event request to the Student Events Advisory Committee (SEAC). The SEAC will work with the organization or department to determine an appropriate risk management strategy for the event including but not limited to

- Contract negotiations
- Campus security presence
- Emergency assistance
- Event volunteer roles
- Administrative representation on-site
- Legal, liability, and insurance policies
- Mental health care availability
- Public relations strategies
- Opportunities for civil discourse

Your request must be submitted to the SEAC prior to the signing of any contracts or other relevant (budgeting, bookings, security) paperwork. All paperwork must be *completed* 30 days before your event. It is recommended that paperwork be completed as soon as possible to allow the SEAC to review your request.

Requests must include:

- Description of event
- Event timeline
- Proposed budget of event
- Anticipated risks of event
- Event's relationship with UCAST values

POLICY: Outside Speaker and Events Guide

Internal Procedure:

As the SEAC considers requests, they will use the following rubric to determine the level of risk associated with the event. When the SEAC has determined the event falls with a certain category, they will then take steps to ensure that the required and recommended protocol listed below is followed. The SEAC is also empowered to require or recommend additional steps for the event organizers depending on the context of the event.

<u>RISK RUBRIC</u>	Low Risk	Medium Risk	High Risk
Projected Attendance	Fewer than 75 expected attendees	75-200 expected attendees	200+ expected attendees
Protest Potential	No probable cause to believe protests will occur	Event may incite protests (i.e. students have demonstrated an interest in organizing around similar causes previously)	Event will likely incite protests (i.e. speaker has prior history of campus protests, students have advertised plans to organize against speaker, etc.)
Media Attention	Little to no media attention beyond advertisements	Media attention from campus media outlets	Media attention from local/national media outlets
Campus Controversy	Low probability of subject matter generating campus controversy	Subject matter has a history of controversy on campus	Event organizers and/or attendees have expressed public opposition
Safety	Low potential for threat to campus community members' physical or dignity safety	Rhetoric surrounding the event has the potential to threaten the dignity of campus community members	Rhetoric surrounding event has deliberately threatened the dignity of campus community members

RISK PROTOCOL

Low Risk

Required

- At least 1 advisor/supervisor on call

Recommended

- At least 1 advisor/supervisor in attendance

Medium Risk

Required:

- At least 1 advisor/supervisor in attendance
- At least 1 senior-level administrator on call
- Security ratio of 1 officer per 75 expected attendees

Recommended:

- At least 1 senior-level administrator in attendance
- At least 1 counselor on call
- Meeting with SEAC at least 1 week prior to the event

High Risk

Required:

- At least 1 advisor/supervisor in attendance
- At least 2 senior-level administrators in attendance
- Security ratio of 1 officer per 50 expected attendees
- At least 1 counselor on call
- Meeting with SEAC at least one week prior to the event

Recommended:

- Additional campus support staff
- Ambulance on call

PROGRAM: Change Casters Series

What	Resources	Theory	Participants
<p>Change Casters Series is a programming initiative coordinated by the Office of Student Involvement and the Office of Multicultural Affairs. This initiative, geared towards facilitating self-awareness, reflection, facilitation, and organizational skills, will be composed of three distinct tracks for completion. Each track will be composed of a distinct series of workshops or programs.</p> <p>Track 1: Self Track 2: Interpersonal Track 3: Organizational</p>	<p>Budget - Office of Multicultural Affairs and Office of Student Involvement are willing to allocate portions of their budget to this initiative. Prices for workshops will be determined on a case by case basis.</p> <p>Workshop Presenters Space Engaged Students (SPEW)</p>	<p>Critical Race Theory</p> <p>James Zull - Connecting to and centering students' prior experiences & motivation</p> <p>Marcia Baxter Magolda's Learning Partnerships Model</p> <p>Please note that presenters and facilitators of individual workshops will also use their own theories and frameworks to shape influence the program</p>	<p>Lead by: -Office of Student Involvement -Office of Multicultural Affairs</p> <p>Participants: -Student, -Staff -Faculty -Community</p> <p>Collaborators: -Academic Departments (Political Science, Women and Gender Studies) -Students Promoting Everyone's Worth</p>

Sample Workshops:

Track 1:
Unpacking the Invisible Knapsack
Come In to Common Ground
Map My Life

Track 2:
Intergroup Dialogue
Restorative Justice
Social Justice Framework for Facilitation

Track 3:
Grassroots Organizing 101
Leadership Through Storytelling

Assessment

“The learner must evaluate their own work to own it.” James Zull

MAGIC exists to provide support and sustain our assessment efforts.

Formative

- Pre-workshop surveys
- Focus groups including variety of student populations
- Informal observation of student interactions
- Opinions section in *Wizards Weekly*

Summative

- Post-workshop surveys
- Campus Climate survey sent out to all students to get snapshot of campus climate at end of every year
- Post-event assessment of Outside Speaker & Events Policy after each event in which it was utilized
 - Participants
 - Planners
 - Staff & SEAC

REFERENCES

Baxter Magolda, M.B. (2004). Learning partnerships model: A framework for promoting self-authorship. In M.B. Baxter Magolda & P.M. King (Eds.), *Learning partnerships: Theory and models of practice to educate for self-authorship* (pp. 37-62). Sterling, VA: Stylus Publishing.

Callan, E. (2016). Education in safe and unsafe spaces. *Philosophical Inquiry in Education*, 24(1), 64-78.
<http://journals.sfu.ca/pie/index.php/pie/article/view/945>

Croom, N. N., & Marsh, T. E. (Eds.). (2016). *Envisioning critical race praxis in higher education through counterstorytelling*. Educational Leadership for Social Justice Series. Charlotte, NC: Information Age Publishing.

Eaton-Robb, P. (2018, January 15). UConn to review conservative speaker appearance. *The Boston Globe*. Retrieved from <https://www.bostonglobe.com/metro/2018/01/14/uconn-review-conservative-speaker-appearance/UZVEHTFdhoCtDUeA9Ex4rO/story.html>

Miller, T. E., & Sorochty, R.W. (2015). *Risk management in student affairs: Foundations for safety and success*. San Francisco, CA: Jossey-Bass.

McCawley, P. F. (N.d.). The logic model: For program planning and evaluation. University of Idaho Extension. Retrieved from <https://www.cals.uidaho.edu/edcomm/pdf/cis/cis1097.pdf>

Zull, J. E. (2002). *The art of changing the brain*. Sterling, VA: Stylus Publishing.