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Civility Task Force

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Toward a Culture of Inclusion:

Striving for Acceptance

Report of the President's Task Force on

Civility and Campus Culture

December 15, 2013

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CHARGE:

The President's Task Force on Civility and Campus Culture is to formulate and present to the president specific recommendations that are both effective and practical, which the University may implement to enhance and support a culture of civility and respect on its campuses.

The task force will promote civil discourse and understanding within our community through developing student leadership, good citizenship, free speech and free expression.

Specifically, the task force will examine and recommend new or expanded programming and avenues of educating and communicating with students regarding the following: effective and courteous ways of exploring and discussing differing opinions in person and electronically, means of supporting civil and respectful discourse, ways to deter and address sexual violence of any kind, harassment, intimidation, bullying, incivility and the stigmatization of individuals or groups of students for any reason.

In addition, the recommendations must be designed to promote problem-solving, positive decision-making, and understanding among UConn's student population, in partnership with faculty and staff.

The task force is to examine the University's existing efforts when it comes to these issues, what resources are available to aid in prevention and victim assistance, how the University currently educates and communicates with students regarding these subjects and what role substance abuse plays in the above behaviors. The task force will then recommend updated or additional steps the University can take to further raise awareness and address this conduct.

Recommendations must include how these efforts can be integrated into students' academic experience.

The task force must present its report and recommendations to the president on or before December 15, 2013.

MEMBERSHIP:

Co-Chair: Veronica Makowsky, Professor of English

Co-Chair: Carol Polifroni, Professor of Nursing; Chair, President's Athletic Advisory Committee; Director, Office of Public Engagement

Kimberly Adamski, Undergraduate Student

Michael Alfultis, Regional Campus Director

Cathy Cocks, Director of Community Standards

Elizabeth Conklin, Associate Vice President for Diversity and Equity/Title IX Coordinator

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Overview

With the recent prominence of issues of civility and sexual violence on campuses throughout the nation, including the University of Connecticut, we have the opportunity to identify and create the culture to which our community aspires at all of our campuses, one based on civility. “Civility” is not a euphemism to cosmeticize the unpleasant, the unsavory, and the unsafe, nor is it a reference to the intricacies of formal etiquette. We define civility as behavior toward others motivated by a reverence for human dignity and by the mutual respect for, and acceptance of, differences that is the basis for a culture of inclusion, learning, and caring.

In order to achieve such a culture, we must first acknowledge and respond to a wide spectrum of incivility from unthinking insults to sexual violence. We must also confront the challenges of a changed and changing era, in this instance, the culture formed from emerging technologies in which the norms of discourse either have not been established or have defaulted to incivility from a lack of community, sometimes to the point of cruelty and harassment.

Diversity in all forms, including diversity of opinion, fuels creativity and innovation, making civil discourse a necessity for learning, quality of life, and economic development. Although the charge of this task force concerns students, all members of the UConn community at all campuses—including administrators, faculty, and staff—will benefit from the practice of civil engagement, both in private and public, in face-to-face exchanges and in cyberspace. An understanding of the value and processes of civil discourse will promote a climate in which students may learn, and contribute to the learning of others, without fear of giving or receiving offense. In a culture of mutual respect and empathy, interactions will be constructive and instructive.

At a world-class university, students should not only know UConn’s core values, but they also must be able to practice them in a variety of situations and interactions, including how to respond to incivility from the seemingly casual and minor to the illegal and major such as sexual violence. In order to instantiate the means of civil discourse and a meaningful change in culture, students must learn and practice the values of civility in all aspects of their life at UConn, curricular and co-curricular, and at all of UConn’s campuses.

Our recommendations are multi-faceted because we believe that a culture of civility must encompass all stages and aspects of student life, from recruitment as potential students to

representing UConn as alumni. In order to achieve a culture of human dignity, we must meaningfully address UConn's values, curricular and co-curricular education, organizational structures and procedures, and the means to provide a safe and collegial environment, including the freedom to live and learn as a full member of our community, and to speak and be heard, without fear of retaliation, retribution, harassment, hazing, bullying, or violence.

We must first develop, establish, and promote a set of core values for UConn, and then promote a student-led enforcement of these UConn values through an institutional structure. The processes we recommend for identifying and establishing both the core values and a student-led code of conduct or honor code should serve as models for a culture that is open and accessible, one that values and responds to student participation and opinions in a wide variety of contexts, and that includes and welcomes voices that are not usually heard. Only through such empowerment, and its concomitant responsibilities, can students achieve the cultural transformation that they, and this task force, desire.

In keeping with an increasingly academically excellent, diverse, and engaged student body, we recommend major changes in a student's introduction to UConn, from significant improvements to Orientation that educate students about civil discourse, health, sexuality, and safety, to an integrated program of first-year courses that model and practice civil discourse while building a strong sense of community among new students. We call for such education to proceed beyond the first year through General Education requirements and through courses and co-curricular programs that promote civility, diversity, health, and safety.

UConn already has many structures, procedures, and services that promote civility, diversity, health, and safety, but we found that students were often unaware of them, did not understand them, or had difficulty in accessing them. Thus, while we recommend organizational streamlining, integration, and improvements, we emphasize that UConn must effectually and repeatedly make students aware of the resources available to them and make those resources easily accessible to them. Students, in turn, must take responsibility for becoming mindful of these resources and for helping their peers learn about them, so that all students can use our resources as quickly and effectively as possible when need arises.

A culture of civility requires a safe environment as prerequisite for an educational experience that promotes learning through civil discourse and debate. Consequently, we recommend improved measures for safety including, among others, a single call number for inquiries, increased and immediately repaired lighting and call boxes, bystander training, and increased personnel and training of personnel in vital areas such as police and student health.

Our recommendations stress prevention; we do not believe that the major responsibility lies with potential victims to minimize their risk; ultimate responsibility lies with potential perpetrators who must be educated about the consequences of unethical and illegal attitudes and behaviors, and, in the cases where such education fails, appropriately punished.

Cultural transformation is an ambitious project, difficult and multifaceted, one that requires a long-term commitment for success and sustainability. Accordingly, our recommendations address many aspects of UConn life, from the general to the detailed, but all are focused on making the identity of “Husky” synonymous with the best that education can offer through an inclusive environment that respects, nurtures, and learns from our differences.

Major Findings and Overarching Principles:

The recommendations in this report, as the appendices enumerate, are based on best practices at other universities and colleges, and, most importantly, conversations, suggestions, survey results, and public meetings here at UConn. Over many hours, we listened, we thought, we discussed, and we revised. We trust that these recommendations reflect what we heard and learned; we also hope that our processes may serve as a model for increasingly open decision making and problem solving at all of UConn’s campuses.

We learned that paradoxically UConn has many resources for students in many locations, physical and virtual, students are not aware of them, nor able to access them readily, necessitating a student-focused re-“vision” (in the root sense of the word) and re-organization.

We learned, most importantly, that students need safety in two senses: a safe atmosphere in which to express, explore, and modify their opinions as they learn without fear of mockery or contempt, and safety from physical violence based on power differentials and difference. Students are hungry to make all of UConn’s campuses safe spaces where their voices can be heard, and listened to, with respect and acceptance, by all groups, from their peers through administrators, without fear of retribution, retaliation, harassment, hazing, bullying, or violence.

Finally, this Task Force’s extensive discussions with members of the UConn community and among ourselves made us mindful of the many task forces in which our members had participated, here and at other institutions, resulting in thoughtful and detailed

reports which were enacted sporadically and then seemingly shelved and forgotten. Accountability must be established to make this a living document, one that is not only enacted, but also revised and amplified as the needs of UConn's students change. The conversation must continue, and must continue to be enacted. To that end, we recommend the appointment of a Commission on Campus Culture to meet annually for ongoing assessment, intervention, and altered plans as appropriate.

Most importantly, the Task Force recommends these overarching principles as constant guides in establishing and sustaining a culture of civility based on respect for human dignity and differences.

- 1. Coordinate all related activities as essential for maximum effectiveness.**
- 2. Establish transparent and inclusive processes for the involvement of all university voices, without fear of retribution, retaliation, harassment, hazing, bullying, or violence.**
- 3. Establish processes of commitment, periodic re-examination, and accountability in order to develop and sustain civility and an inclusive campus culture that ceaselessly strives to accept difference.**

Recommendations:

Our specific recommendations are organized into five inextricably interwoven categories: implementation; values, rights and responsibilities; education; safety; and structural issues.

Implementation:

1. Provide the necessary human, fiscal, and physical resources needed to examine, implement, and evaluate the recommendations.
2. Integrate the recommendations of the recently released Workplace Civility Climate Survey Feedback Report with the recommendations of this Task Force as both reports are implemented.
3. Disseminate President's plan for action on the task force report at the start of the Spring 2014 semester, through means such as open forums at all campuses (or forums accessible to all campuses) to discuss the recommendations and their implementation. Publicize the recommendations and their implementation widely through UConn's usual methods of communication, but with great emphasis on students as effective communicators, through such means as student competitions (for videos, sculptures, posters, essays, creative writing, etc.), for example, a sculpture that depicts the values of inclusion and acceptance.

4. Create a faculty resource center (virtual and/or physical) for syllabi, core values, and recommended content on civil debate and discourse in the classroom. Involve faculty in its design and incorporate faculty feedback in its revisions.
5. Create student-friendly web-based resources that will assist students in navigating all aspects of life at UConn. Involve students in their design and incorporate student feedback in revisions.
6. Create posters, media presentations, scoreboard materials, and other displays of appropriate messaging throughout all campuses to include values, safety, reporting, and resources. We suggest creating student contests, such as one for best video of values and for other messages.

Values, Rights, and Responsibilities:

In order to achieve a culture of civility, we must agree upon our values and the codes that embody and promote them. Values cannot be imposed from above, but must arise from the opinions, engagement, and commitment of members of the University community; in this spirit, we believe that the process of identifying values is as important as the values themselves. In particular, student voices from all groups and contexts must be heard, and students must be actively engaged in the processes of identifying values and establishing a student-led code of conduct. A student-led code (such as the Honor Code of the University of Virginia, another large public research institution) signifies that students (undergraduate and graduate, and at all campuses) are empowered to establish, maintain, and enforce the values upon which they have agreed in order to create an environment where safe speech and physical safety, as well as inclusion and acceptance of differences, are normative, and where violations are appropriately punished.

1. Define the core values of the UConn community through an inclusive process of all stakeholders. We suggest such means as convening the UConn community to discuss values throughout the university; using classes, open town hall meetings at all campuses (or accessible to all campuses), websites and ‘controlled’ social media to identify possible core values; and employing a Delphi process (on HuskyCT) to select the values as a community. Once the values are chosen, we recommend utilizing landscape, art, music, banners, printed media, clothing, accessories, radio and other media to promote and publicize the values.
2. Promote the core values of the UConn community in web and printed materials, including those for the recruitment of students, faculty, and staff, and emphasize that they are practiced in daily life at UConn.
3. Promote the student-led enforcement of University values defined by the delphi process through an institutional structure, considering models such as the University of Virginia Honor Code.

4. Create a program named *Husky Paw Print* that recognizes student achievement in giving back to the University and its communities.

5. Implement a program of “courageous conversations” that addresses civility, campus culture and climate, diversity, values, and resources. Courageous conversations could be held in such venues as residence halls, commuter lounges, the Student Union, or even a campus space devoted to such conversations and the free exchange of ideas. Courageous Conversations would be timely, addressing topics relevant to students (through physical or virtual suggestion boxes), and would employ the expertise of faculty, the cultural centers, and coaches and other expert staff, as relevant to the topic

6. Encourage student, faculty, and staff accountability for knowledge of values, resources, structures, and the continual learning necessary for a culture of inclusion and acceptance of differences.

Education and Programming:

In every aspect of UConn life at all campuses, curricular and co-curricular, from recruitment and orientation to commencement and beyond, we must provide students with opportunities to learn the means of civil discourse and how to prevent violations of human dignity, such as racial and sexual harassment and violence. We emphasize the importance of students’ introduction to UConn and propose significant changes in orientation and first year courses that will promote a sense of purpose and community. What is learned in this first year will quickly dissipate unless it is reinforced in the curriculum and in co-curricular life, so we recommend changes and improvements in both academics (including resources for faculty) and student life that will sustain, reinforce, and augment a culture of civility for undergraduates, graduate students, and alumni.

Bystander Intervention Training:

1. Implement a robust program for bystander intervention training for all students (residential, commuter, transfer, and change-of-campus, etc.), faculty, and staff.

Orientation: The First Step in an Ongoing Educational Program

1. Revise the university student orientation program using a transparent process that includes graduate students, undergraduates, and faculty. We specifically recommend such measures as determining the most effective time for orientation (early summer vs. right before the start of classes), improving orientation for transfers as well as change-of-campus students within the UConn system, tailoring orientation to the needs of specific groups (residential, commuter, international, exchange, veterans, etc.). We also advocate providing an increased emphasis on academic civil discourse by implementing discussions of a current topic or through reading selections, and then modeling academic discourse by discussion or debates by panels of faculty, graduate students, and/or upper division students.

2. Offer student-oriented educational programming on healthy sexual relationships through the most effective means possible, which may include small groups, physical surroundings that encourage discussion, and sufficient time for a meaningful discussion (no less than an hour).
3. Expand and enhance student-oriented educational programming on sexual violence prevention and, led by student peers with expertise and training; in order for meaningful learning and discussion to occur, we emphasize that sufficient time (no less than ninety minutes) be devoted to these sessions.
4. Expand and enhance student-oriented educational programming on alcohol and drug abuse prevention and, led by student peers with expertise and training; in order for meaningful learning and discussion to occur, we emphasize that sufficient time (no less than ninety minutes) be devoted to these sessions.
5. Repeat student-oriented programming on healthy sexual relationships and violence prevention throughout students' UConn experience. We recommend that serious consideration be given to such measures as required sexual health and violence prevention education (possibly online) after completing 60 credits; completion of this education would be necessary to lift the bar for access to course registration.
6. Annually assess student learning about healthy sexual relationships and the prevention of sexual violence and alcohol and drug abuse, and revise programming and redirect resources as the results indicate.
7. Advertise existing self-defense program offerings for interested community members.
8. Emphasize in all educational programs that perpetrators will be prosecuted to the fullest extent allowable by the code of conduct and the law.
9. Address the imbalance in all programs between risk reduction (which places responsibility on the potential victim) and prevention in order to emphasize that the prevention of violence is everyone's responsibility, regardless of gender, sexual orientation, race, or status.

First Year Courses

1. Restructure the FYE program to include required content on values, campus culture, sexual health, civility, and diversity. In short, FYE should continue education in the topics addressed above in the section on Orientation, with consideration of the needs of the various populations of students new to UConn (international, veterans, exchange, transfer, change of campus, etc.). We present this as a short-term improvement before we can implement a more thoroughly revised first year experience as described in the following recommendation.
2. Create First Year Interest Groups (FIGS) and Transfer Interest Groups (TRIGS) in order to build community, encourage and reinforce academic interests, and promote civil discourse.

FIGS and TRIGS are clusters of courses focused on a common theme that a group of students would take together, often including participation in a learning community (residential or non-residential).

For example, students with an interest in the environment might: 1) participate in a learning community about the environment; 2) take a first year writing course focused on the environment; 3) take one or two other courses focused on the environment, and 4) take a faculty-led “Hot Topics First Year Seminar” on a timely issue about the environment.

Considering the high caliber of our students and their need for more academic content and engagement with faculty, we model the “hot topics first year seminar” on the current Honors First Year Seminar (Univ/Intd 1784), with faculty guiding the disciplinary work; staff or upper-division student mentors would conduct the introduction to UConn and its policies, resources, and procedures, as in current FYE courses, with the addition of the new topics for FYE advocated in the preceding recommendation.

Throughout the academic year, UConn has a plethora of timely and interesting lectures, panels, and symposia. If the university established an easily useable events notification system by topic, prepared as much as a semester in advance, these educational events could be incorporated into classes, as relevant, as a means of modeling civil discourse and debate on current issues.

Core Curriculum

1. Create a new undergraduate General Education Competency in civil discussion and debate and/or stress the techniques of civil discussion and debate in Content Area IV (Diversity).
2. Consider a life skills competency that addresses such topics as health, sexuality, safety, and relationships that could be met through taking current courses, redesigned courses, or new courses.

Alumni

1. Keep alumni informed of current campus culture, most importantly UConn’s (to be determined) core values as well as the means of promoting a safe and civil culture espoused in this report.
2. Engage alumni, as appropriate, in promoting a culture based on core values.

Faculty and staff

1. Provide faculty with resources that will help them promote UConn’s core values and model and teach the techniques of civil discourse and debate. Such measures might include conferences, workshops, video clips, and mentors, as well as course releases and/or stipends for new courses or the significant redesign of existing courses (as exemplified by the General Education Oversight Committee’s competitions).
2. Implement mandatory faculty and staff training on how to maintain civil and respectful relationships with students and on how to guide students to appropriate resources for assistance.

Safety:

Civil discourse cannot flourish under a siege mentality, whether for groups or for individuals, so safety is fundamental in achieving a culture of civility. Although we recommend specific measures to improve safety at UConn, we have *discovered* that UConn already participates in many widely established best practices. We use the word “discovered” here to emphasize that the problem is not a paucity of services and resources, but confusion and misperceptions that must be redressed through readily comprehensible and easily accessible information about what is available and how to use it.

1. Increase the human resources within the police department to reflect best practices that take into account the complexities and uniqueness of the rural and urban environments for the campuses, and would include increased visibility and presence.
2. Enhance community policing and problem-solving models throughout the university campuses by providing the resources for a robust program that combines the traditional aspects of law enforcement with prevention measures, problem-solving, community engagement, and community partnerships. Such emphasis on the development of networks of personal contacts should ameliorate the negative attitude toward the campus police expressed by many students.
3. Implement a state-of-the-art 21st century safety communication system that would include such measures as reviewing the efficacy of blue lights, keeping all necessary areas well-lit by adding or quickly replacing lighting, and considering the need for cameras at vulnerable locations.
4. Improve “first responder training” at all campuses for relevant UConn employees, such as Resident Assistants, EMT’s, police, etc.
5. Change the perception of Celeron Way through careful, open, and transparent processes that include students, and that consider a spectrum of options such as re-naming the path, building on either side of the path to decrease isolation, or re-routing the path, among other possibilities.
6. Review policies for the nighttime safety van to improve utilization and access.
7. Utilize safety messages to maintain a level of alertness within the university community.
8. Conduct a safety assessment with varied university constituencies each semester.

Structural Issues:

As Ralph Waldo Emerson stated, “Words are also actions, and actions are a kind of words.” Our words, and with them our best intentions, will wither away without attention to the structures that embody and enact our words. In order to connect synergistically all of our recommendations

toward a culture of inclusion and civility, we must address matters of organization, staffing, information and opinion gathering, processes, and the allocation of necessary resources. In particular, we want our structures to empower our students and to be coordinated to eliminate siloes in order that our best intentions are embodied in readily accessible structures. Our words must become actions and our actions words.

1. Implement a single call number at UConn, 24/7, that can guide students to the resources and assistance needed in a variety of situations from health and safety to academic concerns.
2. Revise all web-based resource pages for clarity, usability, and specificity of direction. Use student feedback to ensure comprehensibility and accessibility.
3. Assign the responsibility for Student Orientation to the Division of Student Affairs with the understanding that DSA will coordinate with other units and include an emphasis on academic discourse as well as the essential aspects of student life.
4. Implement a university-wide Bias Incident Team to investigate and respond to incidents of bias of any sort. We recommend that the team be orchestrated within the Division of Student Affairs in close collaboration with the Police Department and the Office of Diversity and Equity.
5. Employ a community mental health trauma specialist.
6. Implement a university-wide civility survey every two years.
7. Create processes that include students representative of a diverse range of constituencies to increase the student voice on all task forces, committees, and other ad hoc structures
8. Increase the variety and numbers of avenues of student access to senior administrators for mundane matters as well as crises, from opportunities for unstructured and unplanned encounters around campus to more formal settings, such as office hours, coffee hours, or a student leadership cabinet, among others.
9. Balance the perception of student athlete privilege by finding ways of showcasing other kinds of student accomplishment such as academics and service. Publicize public service messages created by student-athletes such as these by the women's basketball and men's hockey teams: <http://www.youtube.com/watch?v=VDF3Tn1nzZU&list=TLK6OXKg83Thtq6ytszRf9oGnthU5walZs>
<http://www.btstourofchampions.org/portfolio/uconn/>
10. Provide resources to implement best practices for staffing, policies, and procedures in the Title IX Office.
11. Using a transparent process that includes students and faculty, assess the goals of the Community Standards Office, and provide the resources to align the office with UConn's current needs.

12. Provide students with ready access to 24/7 health care and examinations in the event of sexual assault and widely publicize such resources, including the available processes and procedures, including information about structural control of providers (UCHC, Windham Hospital, etc.).
13. Explore enhanced partnerships with UCHC to provide students needed health services such as SANE (sexual assault nurse examiner) access on campus or in Storrs Center.
14. Increase availability of mental health services to all students on all campuses, including access to resources on nights and weekends, and then publicize such resources.
15. Investigate efficient means on all campuses to meet the immediate health needs of supervision for those who have excessively used alcohol and or other drugs, with particular emphasis on “Good Samaritan” policies that allow bystanders to provide intervene without repercussions.
16. Create gender-neutral restrooms in all new construction and renovate and expand existing spaces whenever feasible.
17. As a possible long-term means of increasing a sense of community in a large university, examine the interest in and feasibility of implementing residential colleges that might include academic themes and programming, academic and other advising, faculty presence, and student activities and civic projects.

In Conclusion:

The University of Connecticut is comprised of a wealth of resources, ideas, and, most importantly, people, who constantly care, learn, and innovate. We have what it takes transform UConn’s culture into a national model for “educational civility” in its most profound sense. Now we must exhibit the will to act.

Recommendations in Tabular Form

Category	Recommendation	Key collaborators with Students
Implementation	<p>1. Provide the necessary human, fiscal, and physical resources needed to examine, implement, and evaluate the recommendations.</p> <p>2. Integrate the recommendations of the recently released Workplace Civility Climate Survey and Feedback Report with the recommendations of this Task Force as both reports are implemented.</p> <p>3. Disseminate President's plan for action on the task force report at the start of the Spring 2014 semester, through means such as open forums at all campuses (or forums accessible to all campuses) to discuss the recommendations and their implementation. Publicize the recommendations and their implementation widely through UConn's usual means of communication, but with great emphasis on students as effective communicators, through such means as student competitions (for videos, sculptures, posters, essays, creative writing, etc.), for example, a sculpture that depicts the values of inclusion and acceptance.</p> <p>4. Create a faculty resource center (physical and/or virtual) for syllabi, core values, and recommended content on civil debate and discourse in the classroom. Involve faculty in its design and incorporate faculty feedback in its revisions.</p> <p>5. Create student-friendly web-based resources that will assist students in navigating all aspects of life at UConn. Involve students in their design and incorporate student feedback in revisions.</p> <p>6. Create posters, media presentations, scoreboard materials, and other displays of appropriate messaging throughout all campuses to include values, safety, reporting, and resources. We suggest creating student contest, such as one for</p>	<p>President, Chief Financial Officer, Provost, Undergraduate Student Government</p> <p>Something's Happening Committee</p> <p>President, and President's Staff</p> <p>UITS, University Senate, Institute for Teaching and Learning</p> <p>UITS</p> <p>Division of Student Affairs, Communications,</p>

	best video of values and for other messages.	Undergraduate Student Government
Values	<p>1. Define the core values of the UConn community through an inclusive process of all stakeholders. We suggest such means as convening the community UConn community to discuss values throughout the university; the using classes, open town hall meetings at all campuses (or accessible to all campuses); websites and ‘controlled’ social media to identify possible core values; and using a Delphi process (on HuskyCT) to select the values as a community. Once the values are chosen, we recommend utilizing landscape, art, music, banners, printed media, clothing, accessories, radio and other media to promote and publicize the values.</p> <p>2. Promote the core values of the UConn community in web and printed materials, including those for the recruitment of students, faculty, and staff, and emphasize that they are practiced in daily life at UConn.</p> <p>3. Promote the student-led enforcement of University values defined by the delphi process through an institutional structure, considering models such as the University of Virginia Honor Code.</p> <p>4. Create a program named <i>Husky Paw Print</i> that recognizes student achievement in giving back to the University and its communities.</p> <p>5. Implement a program of “courageous conversations” that address civility, campus culture and climate, diversity, values, and resources. Courageous conversations could be held in such venues as residence halls, commuter lounges, the Student Union, and other locations. Courageous Conversations would be timely, addressing topics relevant to students (through physical or virtual suggestion boxes), and would employ the expertise of faculty, the cultural centers, coaches and other expert staff, as relevant to the topic.</p>	<p>President’s and Provost’s Offices</p> <p>Communications, Enrollment Services, Admissions</p> <p>Division of Student Affairs and Faculty</p> <p>Division of Student Affairs and Office of Public Engagement</p> <p>Academic Affairs and Student Affairs</p>

Education and programming	<p><i>Bystander Training:</i></p> <p>1. Implement a robust program for bystander training for all students (residential, commuter, transfer, and change-of-campus, etc.), faculty, and staff.</p> <p><i>Orientation: The First Step in an Ongoing Educational Program</i></p> <p>1. Revise the university student orientation program using a transparent process that includes graduate students, undergraduates, and faculty. We specifically recommend such measures as determining the most effective time for orientation (early summer vs. right before the start of classes), improving orientation for transfers as well as change-of-campus students within the UConn system, tailoring orientation to the needs of specific groups (residential, commuter, veterans, etc.). We also advocate providing an increased emphasis on academic civil discourse by implementing discussions of a current topic or topics or reading selections, and modeling academic discourse by discussion or debates by panels of faculty, graduate students, and/or upper division students.</p> <p>2. Offer student-oriented educational programming on healthy sexual relationships through the most effective means possible, which may include small groups, physical surroundings that encourage discussion, and sufficient time for a meaningful discussion (no less than an hour).</p> <p>3. Expand and enhance student-oriented educational programming on sexual violence prevention and, led by student peers with expertise and training; in order for meaningful learning and discussion to occur, we emphasize that sufficient time (no less than ninety minutes) be devoted to these sessions.</p> <p>4. Expand and enhance student-oriented</p>	<p>Title IX Office, Division of Student Affairs</p> <p>Division of Student Affairs</p> <p>Division of Student Affairs</p> <p>Division of Student Affairs, Police Department, Student Health Services</p> <p>Division of Student</p>

	<p>educational programming on alcohol and drug abuse prevention and, led by student peers with expertise and training; in order for meaningful learning and discussion to occur, we emphasize that sufficient time (no less than ninety minutes) be devoted to these sessions.</p> <p>5. Repeat student-oriented programming on healthy sexual relationships and violence prevention throughout the students' UCONN experience. We recommend that serious consideration be given to such measures as required sexual health and violence preventions education (possibly online) after completing 60 credits; completion of this education would be necessary to lift the bar for access to course registration.</p> <p>6. Annually assess student learning about healthy sexual relationships and the prevention of sexual violence and alcohol and drug abuse, and revise programming and redirect resources as the results indicate.</p> <p>7. Advertise self defense programs for interested community members.</p> <p><i>First Year Courses</i></p> <p>1. Restructure the FYE program to include required content on values, campus culture, sexual health, civility, and diversity. In short, FYE should continue education in the topics addressed above in the section on Orientation. We present this as a short-term improvement before we can implement a more thoroughly revised first year experience as described in the following recommendation.</p> <p>2. Create First Year Interest Groups (FIGS) and Transfer Interest Groups (TRIGS) in order to build community, encourage and reinforce academic interests, and promote civil discourse.</p> <p>FIGS and TRIGS are clusters of courses focused on a common theme that a group of</p>	<p>Affairs, Police Department, Student Health Services</p> <p>Division of Student Affairs</p> <p>Division of Student Affairs, Faculty, and Staff</p> <p>Police Department (Rape Aggression Defense Program), Division of Student Affairs</p> <p>University Senate, Vice Provost for Academic Affairs</p> <p>University Senate, Cultural Centers</p>
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	<p>students would take together, often including participation in a learning community (residential or non-residential).</p> <p>For example, students with an interest in the environment might: 1) participate in a learning community about the environment; 2) take a first year writing course focused on the environment; 3) take one or two other courses focused on the environment, and 4) take a faculty-led “Hot Topics First Year Seminar” on a timely issue about the environment.</p> <p>Considering the high caliber of our students and their need for more academic content and engagement with faculty, we model the “hot topics first year seminar’ on the current Honors First Year Seminar (Univ/Intd 1784), with faculty guiding the disciplinary work and staff or upper-division student mentors conducting the introduction to UConn and its policies, resources, and procedures that many FYE courses currently include and that would add the new topics for FYE advocated in the preceding recommendation.</p> <p><i>Core Curriculum</i></p> <ol style="list-style-type: none"> 1. Create a new undergraduate General Education Competency in civil discussion and debate and/or stress the techniques of civil discussion and debate in Content Area IV (Diversity). 2. Consider a life skills competency that addressed such topics as health, sexuality, safety, and relationships, and that could be met through taking current courses, redesigned course, or new courses. <p><i>Alumni</i></p> <ol style="list-style-type: none"> 1. Keep alumni informed of current campus culture, most importantly UConn’s (to be determined) core values and the means of promoting a safe and civil culture espoused in this report. 2. Engage alumni, as appropriate, in promoting a culture based on core values. 	<p>University Senate and Faculty</p> <p>University Senate and Faculty</p> <p>Alumni Association</p> <p>Alumni Association</p>
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	<p><i>Faculty and staff</i></p> <p>1. Provide faculty with resources that will help them promote UConn’s core values and model and teach the techniques of civil discourse and debate. Such measures might include conferences, workshops, video clips, and mentors, as well as course releases and/or stipends for new courses or the significant redesign of existing courses (as exemplified by the General Education Oversight Committee’s competitions).</p> <p>2. Implement mandatory faculty and staff training on how to maintain civil and respectful relationships with students and on how to guide students to appropriate resources for assistance.</p>	<p>Office of Audit and Compliance, University Senate, AAUP, UCPEA</p> <p>Office of Audit and Compliance, University Senate, AAUP, UCPEA, Office of Diversity and Equity</p>
<p>Safety</p>	<p>1. Increase the human resources within the police department to reflect best practices that take into account the complexities and uniqueness of the rural and urban environments for the campuses, and would include increased visibility and presence.</p> <p>2. Enhance community policing and problem-solving models throughout the university campuses by providing the resources for a robust program that combines the traditional aspects of law enforcement with prevention measures, problem-solving, community engagement, and community partnerships. Such emphasis on the development of networks of personal contacts should ameliorate the negative attitude toward the campus police expressed by many students.</p> <p>3. Implement a state-of-the-art 21st century safety communication system that would include such measures as reviewing the efficacy of blue lights, keeping all necessary areas well-lit by adding or quickly replacing lighting, and considering the need for cameras at vulnerable locations.</p> <p>4. Improve “first responder training” at all campuses for relevant UConn employees, such as</p>	<p>Chief Financial Officer</p> <p>Chief Financial Officer, Police and Public safety, Division of Student Affairs, Facilities</p> <p>Facilities, Emergency Management, Police, Public Safety</p> <p>Police and Public Safety, Student Affairs</p>

	<p>Resident Assistants, EMT's, police, etc.</p> <p>5. Change the perception of Celeron Way through careful, open, and transparent processes that include students, and that consider a spectrum of options such as re-naming, building on either side to decrease isolation, or re-routing the path, among many possibilities.</p> <p>6. Review policies for the nighttime safety van to improve utilization and access.</p> <p>7. Utilize safety messages to maintain a level of alertness within the university community.</p> <p>8. Conduct a safety assessment with varied university constituencies each semester.</p>	<p>Alumni Association, Communications, Police Department, and Campus Master Planner</p> <p>Transportation Services, Communications Public Safety and Police department, Facilities, Division of Student Affairs</p> <p>Communications and Public Safety</p> <p>Public Safety and Police Department</p>
<p>Structural</p>	<p>1. Implement a single call number at UConn, 24/7, that can guide students to the resources and assistance needed in a variety of situations from health and safety to academic concerns.</p> <p>2. Revise all web-based resource pages for clarity, usability, and specificity of direction. Use student feedback to ensure comprehensibility and accessibility.</p> <p>3. Assign the responsibility for Student Orientation to the Division of Student Affairs with the understanding that Division of Student Affairs will coordinate with other units and include an emphasis on academic discourse as well as the essential aspects of student life.</p> <p>4. Implement a university-wide Bias Incident Team to investigate and respond to incidents of bias of any sort. We recommend the team be orchestrated within the Division of Student Affairs</p>	<p>UITs, Division of Student Affairs, Title IX Office</p> <p>UITs, Communications</p> <p>Division of Student Affairs</p> <p>Division of Student Affairs, Police Department, and Office</p>

	<p>in close collaboration with the Police Department and the Office of Diversity and Equity.</p> <p>5. Employ a community mental health trauma specialist.</p> <p>6. Implement a university-wide civility survey every two years.</p> <p>7. Create processes that include students representative of many constituencies to increase the student voice on all task forces, committees, and other ad hoc structures.</p> <p>8. Increase the variety and numbers of avenues of student access to senior administrators for mundane matters as well as crises, from unstructured and unplanned encounters around campus to more formal settings, such as office hours, coffee hours, a student leadership cabinet, among others.</p> <p>9. Balance the perception of student athlete privilege by finding ways of showcasing other kinds of student accomplishment such as academics and service. Publicize public service messages created by student-athletes such as these by the women's basketball team and the men's hockey team. http://www.youtube.com/watch?v=VDF3Tn1nzZU&list=TLK6OXXK83Thtq6ytszRf9oGnthU5walZs http://www.btstourofchampions.org/portfolio/uconn/</p> <p>10. Provide resources to implement best practices for staffing, policies, and procedures in the Title IX office.</p> <p>11. Using a transparent process that includes students and faculty, assess the goals of the Community Standards Office, and provide the resources to align the office with UConn's current needs.</p> <p>12. Provide students with ready access to 24/7</p>	<p>of Diversity and Equity</p> <p>Division of Student Affairs</p> <p>President</p> <p>Undergraduate Student Government, Provost</p> <p>Division of Student Affairs, President's Cabinet</p> <p>Athletic Director, Division of Student Affairs</p> <p>Chief Financial Officer, Title IX Office</p> <p>Division of Student Affairs</p> <p>Student Health Services</p>
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	<p>health care and examinations in the event of sexual assault and widely publicize such resources, including the available processes and procedures, including information about structural control of providers (UCHC, Windham Hospital, etc.).</p> <p>13. Explore enhanced partnerships with UCHC to provide students needed health services such as SANE (sexual assault nurse examiner) access on campus or in Storrs Center.</p> <p>14. Increase availability of mental health services to all students on all campuses, including access to resources on nights and weekends, and the publicizing of such resources.</p> <p>15. Investigate efficient means on all campuses to meet the immediate health needs of supervision for those who have excessively used alcohol and or other drugs, with particular emphasis on “Good Samaritan” policies that allow bystanders to provide intervene without repercussions.</p> <p>16. Create gender-neutral restrooms in all new construction and renovate and expand existing spaces whenever feasible.</p> <p>17. As a possible long-term means of increasing a sense of community in a large university, examine the interest in and feasibility of implementing residential colleges that might include academic themes and programming, academic and other advising, faculty presence, and student activities and civic projects.</p>	<p>Student Health Services</p> <p>Student Health Services</p> <p>Student Health Services, Division of Student Affairs, Office of Alcohol and Other Drugs</p> <p>Facilities</p> <p>Division of Student Affairs, University Senate</p>
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Appendices

1. Meeting schedule
2. Data gathering processes

Planning Meetings and Meetings of the President's Task Force on Civility and Campus Culture and the Task Force's Two Subcommittees on Education and Student Life and Culture

1. May 16, 2013: Veronica Makowsky and Carol Polifroni
2. July 16, 2013: Elizabeth Conklin, Cathy Cocks, Michael Kirk, and Carol Polifroni
3. August 19, 2013: Veronica Makowsky and Carol Polifroni
4. August 23, 2013: President Herbst, Veronica Makowsky, and Carol Polifroni
5. September 9, 2013: Meeting with President Herbst and Task Force
6. September 16, 2013: Task Force
7. September 23, 2013: Task Force Subcommittees
8. September 24, 2013: Appointments with community members
9. September 30, 2013: Task Force Subcommittees
10. October 7, 2013: Task force and Subcommittees
11. October 14, 2013: Task force Subcommittees
12. October 14, 2013: Open forum
13. October 16, 2013: Focus groups with Resident Assistants
14. October 28, 2013: Student Life Task Force Subcommittee
15. November 4, 2013: Task force
16. November 6, 2013: Open forum with community
17. November 11, 2013: Task force
18. December 2, 2013: Task Force
19. December 9, 2013: Task Force

Task Force Processes

1. After receiving charge from President Herbst, the Task Force listened to “Don’t Laugh at Me” by Peter, Paul and Mary. The song was used to set the stage for our discussions, encourage us to use all forms of knowing to inform our deliberations and recommendations, and to establish a baseline of trust and acceptance for our discourse. It was agreed that all discussions were necessarily confidential and the report would be shared directly with the President in December.
2. Two interns were secured to assist with data gathering.
3. Two subcommittees created: Education with Veronica Makowsky and Cathy Cocks as co-chairs; Student Life and Culture: with Carol Polifroni and Elizabeth Conklin as co-chairs.
4. A binder was compiled for task force members to include: Charge and Committee Members, Schedule of Meetings, Links to Undergraduate and Graduate Student Codes, University Policy Against Discrimination, Harassment, and Inappropriate Romantic Relationships; Link to Sexual Violence page: <http://sexualviolence.uconn.edu>; UConn Campus Programs Addressing Violence Against Women; UConn biennial review of alcohol and other drug programs, and other relevant chapters, websites, and articles, with more exchanged among the members as the semester progressed.
5. Task force members gathered and analyzed information; debated, discussed, and deliberated current campus culture perceptions; held forums and open conversations; met with classes and with students in groups; and established an anonymous website for student recommendations
 - a. Three open forums/conversations were held with a total of 39 students participating including reporters for the *Daily Campus*
 - b. Created an anonymous website for recommendations: 94 students responded
 - c. 33 resident assistants participated in the focus groups
 - d. 155 resident assistants responded to our civility survey
 - e. 28 faculty members submitted suggestions for task force to consider
6. Five task force members attended the student-led Rally on Title IX
7. For each of the following schools, we examined featured programs on civility, bystander intervention training, first year experiences, curriculum embeddedness, residence life, organizational structures, and healthy relationships programs: Colorado State University, Franklin & Marshall, Iowa State University, Michigan State University, Northwestern

University, Ohio State University, Purdue University, Rutgers, University of Arizona, UC Berkeley, UCLA, UC Santa Barbara, UC Santa Cruz, University of Georgia, University of Iowa, University of Michigan, University of New Hampshire, University of Washington, University of Wisconsin, and Yale University.

8. Task force decisions were made by consensus, and by a majority vote for the title of the report and for the inclusion of each recommendation. Not all recommendations were supported by every member. Therefore readers should not assume that an individual Task Force member supported a particular recommendation.

9. Veronica Makowsky and Carol Polifroni wrote the final report with Task Force members providing feedback through iterative drafts.

10. Report shared directly with President Herbst through email (12/15/13) and discussion held 12/17/13.