WEBINAR:
Campus Demonstrations: Empowering Student and Community Voices in a Respectful, Safe Environment

American Association of State Colleges and Universities
August 17, 2016
PROMISING PRINCIPLES FOR BUILDING A DIVERSE & INCLUSIVE CAMPUS COMMUNITY

Dr. Kim Hunter Reed
Deputy Under Secretary
EDUCATIONAL MISSION IN CHALLENGING TIMES

• Campuses across the country have seen increased student activism and unrest in the wake of high-profile racial harassment incidents.

• Challenges – how to support student voice, promote value of diversity and inclusion, translate research to practice and enhance campus culture in turbulent times.
PROMISING PRINCIPLES FOR BUILDING A DIVERSE & INCLUSIVE CAMPUS COMMUNITY

• Lead from the Top
• Institute a Statement of Value
• Create “teachable moments”
• Support Student-Led Efforts
• Teach cultural competency
• Diversify Institutional Leadership and Faculty
• Encourage Bias Training
• Deal Swiftly with Complaints
LEADERSHIP IN ADDRESSING DIVERSITY & INCLUSION

What does proactive leadership & commitment mean to you?

• Uphold Campus as Place for Robust Exchange of Ideas
• Lead by Example
• Be Proactive - Demonstrate commitment to diversity and inclusion
• Value voices and opinions of campus community
• Consider Promising Principles to improve campus climate
HOW TO HAVE AUTHENTIC CONVERSATIONS

-Learn-
Learn the issues, know your numbers and appropriate language to use when having discussions on race, diversity and inclusion

-Listen-
Proactively host SGA leadership, meetings and town halls to get students and administrators together

-Speak-
Speak to students’ concerns and express your interest in their voice and creating safe spaces for them to be heard. Ongoing discussions are important
WHAT IS THE STATUS OF EQUITY AND INCLUSION ON YOUR CAMPUS?

- Do you institute a campus climate survey? If yes, how is it used? If not, why?
- Does the diversity of your faculty and administration reflect that of your student body?
- Are all students sufficiently supported to meet their financial needs?
- Are cultural centers thriving?
- Are you addressing racial harassment and discrimination on your campus?
- Do students on your campus feel safe?
PROMISING PRINCIPLES FOR BUILDING A DIVERSE & INCLUSIVE CAMPUS COMMUNITY

Dr. Kim Hunter Reed
Deputy Under Secretary
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Building Relationships, Trust and Understanding with Campus Constituencies and Developing Appropriate Responses to Unrest

- Jonathan R. Alger, President, James Madison University (VA)
- Linda Bleicken, President, Armstrong State University (GA)
- Dwaun Warmack, President, Harris-Stowe State University (MO)
- William Lowe, Chancellor, Indiana University Northwest
- Payton Head, Policy Fellow, National Campus Leadership Council (NCLC), 2015-16 student body president, University of Missouri
Higher Education Context:

- U.S. Department of Education, Office for Civil Rights (racial harassment, free speech)
- American Association of University Professors (academic freedom, diversity)
- University of Michigan (affirmative action/diversity cases)
- Rutgers University (Senior VP & General Counsel)
- James Madison University (President)
Foster Civil Discourse

• Model and hold people accountable to “rules of engagement” based on the educational mission (using facts, evidence, and logical reasoning)

• Fight offensive speech with more speech (look for “teachable moments,” especially now with social media)
Provide Proactive Tools and Opportunities

• Facilitated dialogues across differences (e.g., Difficult Dialogues, Lunch with 12 Strangers, living-learning communities) – “safe spaces” that get us beyond our comfort zones

• Support for faculty for high-impact learning (e.g., debate, teamwork), and to bring the educational benefits of diversity to life

• Madison Collaborative: Ethical Reasoning in Action (key questions in our professional, personal, and civic lives) – see www.jmu.edu/mc
Build Inclusive Community

• Active listening; your presence matters

• Empower students to take ownership and leadership (e.g., JMU post-Missouri march)

• Campus celebrations and awards
Other Leadership Lessons

• Base decisions and policies on the educational mission, not emotion

• Be a lifelong learner – diverse colleagues help us to see new or different perspectives, and to identify our own “blind spots”
AASCU Webinar

Campus Demonstrations: Empowering Student and Community Voices in a Respectful, Safe Environment

President Linda M. Bleicken
August 17, 2016
Hinesville Campus Initiative

• Armstrong's long-standing commitment to support the military

• $4.75 million state funding request

• $5 million commitment by City of Hinesville

• 20,000 sq. ft. project for in-class, blended and online instruction

Campus Conversation Series
Hinesville Campus Initiative

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- 20,000 sq. ft. project for in-class, blended and online instruction

Campus Conversation Series

- Initiated: December 2015
- Two drivers:
  - Internal
  - External
- Designed to stimulate university-wide conversations in a safe, supportive environment.
Goals

- Offer opportunity for students, faculty, and staff to develop perspective on national issues.
Goals

• Create a safe environment for the campus community to engage in a meaningful dialogue, ask questions, and learn from one another.
Process

• A moderator facilitates the conversation, ensuring that a wide range of voices are heard and acknowledged.
Process

- Questions can be asked in person or submitted via live text, providing the opportunity for engagement as well as anonymity.
2015-2016 Topics:

- #TalkingAboutMizzou
- Fear: Why Are We Afraid?
- Race: Part 1
- Race: Part 2
2016-2017 Topics:

- 21st Century Policing
- Clinton-Trump Debate
- LGBTQ: Transgender Issues
- Religion
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Questions?
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A Community in Crisis: A University's Response to Ferguson

Dr. Dwaun Warmack, President
Overview

• Introduction
• The backdrop of the events of Ferguson, Missouri
• HSSU’s response to the question: “What is our social and collective moral responsibility in the shaping of our campuses and communities?”
• The outcome of HSSU’s response
• Discussion question: “What is the University’s role in the social and moral responsibility in the shaping of our campuses and communities?”
On August 9, 2014, Michael Brown was shot and killed by Darren Wilson, an officer with the Ferguson Police Department,

The shooting set off waves of protest nationally and internationally.

On November 24, a grand jury determined that Officer Wilson would not be indicted in the shooting death of Mr. Brown.

This decision set off another wave of protests.
Background: The Crisis

• President Obama signed an Executive Order to create a task force on policing and community relations.

• Missouri Governor Jay Nixon appointed the Ferguson Commission as an independent group that will study the underlying social and economic conditions that led to the civil unrest.

• The Department of Justice conducted its investigation and the report found widespread bias.

• Various institutions across the region developed a consortium to address the various issues that confront the St. Louis Metropolitan area.
“What is the University’s role in the social and collective moral responsibility in the shaping of our campuses and communities?”
An Institution’s Response

A series of town hall meetings and symposiums were held which involved all key stakeholders in the region.

Outcome: To begin the conversation on issues of race, class, and education.

Outcome: To develop solutions to the issues grappling the region.

Outcome: To provide students with an outlet to discuss the issues that impact their generation.
Welcome Back to Griffith Elementary

• Due to the civil unrest, classes were canceled for students in the district and as a result schools were opened late.
• Harris-Stowe African-American males greeted students to Griffith Elementary. Many are residents of Canfield Greens Apartments where Micheal Brown Was killed.
Welcome Back to Griffith Elementary

- It was a transformative experience for both Griffith Elementary students and Harris-Stowe students.
- A Partnership has been developed with the Ferguson Florissant district for mentoring for all elementary schools and classroom pedagogy with the College of Education.
HANDS UP
DON'T SHOOT
AUG 9, 2014
R.I.P.
MICHAEL
Postscript

• Harris-Stowe partnered with the Dr. Martin Luther King Committee for the group to host its 46th annual MLK program on campus.

• Thousands attended a program and commemorative march at the St. Louis Old Court House where the Dred Scott Decision was rendered.

• The participants marched from the Court House to Harris-Stowe for the MLK program:
  – More than one thousand people crowded the auditorium.
  – Many had to be turned away.

• The event made national news because of protestors interrupted this event and major MLK events nationwide.
“...several thousand people marched from the city’s Old Courthouse, where enslaved blacks were once sold as property, to Harris-Stowe State University, where the marchers joined a packed auditorium for an interfaith service.”

“...a couple of dozen demonstrators ran up, the microphone was seized, and one man shouted, “St. Louis P.D., K.K.K., how many kids did you kill today?” About a dozen St. Louis police officers helped university security officers clear the stage.”

• Though the protest was heated at times there were no arrests nor injuries.

• This incident lead to another dialogue that centered on various perspectives of protest.

• Harris-Stowe Student Affairs and Student Government Association sponsored a panel discussion on the role of protests inviting some of the protestors to serve on the panel.
Contact Information

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AASCU
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Chancellor William J. Lowe

17 August 2016
• Indiana University Northwest has not experienced unrest or demonstrations recently

• IU Northwest is Indiana University’s most diverse campus (students and employees)

Distribution of the Population by Race and Hispanic/Latino Origin for the Population under 18: 2014 and 2060

Source: U.S. Census Bureau, 2014 National Projections
The advantage of a more personally-scaled campus environment
Responsiveness and participation: Show support and recognition
Our campus police can make a difference
Encourage and protect expression
Payton Head
Policy Fellow, National Campus Leadership Council, 2015-16 student body president, University of Missouri
Lessons From Mizzou

Payton Head 2015-16 Missouri Students Association President
1. Listen
2. Listen
3. LISTEN

Payton Head
September 12 · Columbia, MO

WARNING: EXPLICIT LANGUAGE. I just want to say how extremely hurt and disappointed I am. Last night as I was walking through campus, some guys riding on the back of a pickup truck decided that it would be okay to continuously scream NIGNGER at me. I really just want to know why my simple existence is such a threat to society. For those of you who wonder why I’m always talking about the importance of inclusion and respect, it’s because I’ve experienced moments like this multiple times at THIS university, making me not feel included here. Many of you are so privileged that you’ll never know what it feels like to be a hijab-wearing Muslim woman and be called a terrorist or a towel head. You don’t have to think about being transgender and worrying about finding a restroom where you can go and not be targeted for violence because you don’t fit into the gender binary. You’ll never know what it feels like to see Memorial Union every day and enter the side like a second class citizen because after 90 years, there’s still no accessible way to enter the tower. You’ve never been spit on walking down 9th street or mis-gendered at Pizza Tree because they called out your birth name. You’ve never had to experience people throwing drinks on you and yelling FAGGOT at you from the patio at Big 12 as you walk past on the street holding hands with your partner. You might never had to think twice about what you’re wearing walking around campus at night so that someone won’t think it’s okay to take ownership of your body because your outfit was “asking for it.” If your simple existence is not a political statement I’m really going to need for you to check your privilege. These are some of my experiences and the experiences of the ones closest to me. This is what I’m fighting against every day in boardrooms, conferences, meetings, classrooms, the Capitol, and in my daily life. This is my reality. Is it weird that I think that I have the right to feel safe here too? If you see violence like this and don’t say anything, you, yes YOU, are a part of the problem. It’s the reason why it’s On Us, Black Lives Matter, Trans Rights are Human Rights, and love is fucking love. If you want to fight for social change at Mizzou there are so many different outlets. Apply to be a Diversity Peer Educator, stop by any of our wonderful centers of social justice. Educate yourselves and others. Hold your family, friends, fraternity brothers and sorority sisters accountable. And if this post made you feel uncomfortable, GOOD! That means I’m doing my job. It’s time to wake up Mizzou.

Your Nigger/Faggot Missouri Students Association President.
Payton Head
It’s up to you.