EAB

Implementation Toolkit

SECTION 5

- Tool 1: Campus Activism Intel Audit
- Tool 2: Activism Education Worksheet
- Tool 3: Sample Resume Builder Language
- Tool 4: Pre-Event Conversation Guide
- Tool 5: Just-in-Time Resource Template
- Tool 6: Proactive Roundtable Discussion Program Guide
- Tool 7: Frontline Staff FAQ Template
- Tool 8: Alumni Comment Tracker
- Tool 9: Demand Triage Worksheet
- Tool 10: Post-Event Debrief Guide

Tool 1

Campus Activism Intel Audit

Purpose of the Tool

Today’s activists use many channels-online and in-person-to communicate about the issues they care about and to plan for protests, demonstrations, and other forms of campus activism. However, institutions often lack the structures and processes to intentionally capture this intel and act on it in order to support students and prepare the larger campus community for a possible period of campus unrest.

Use the questions that follow to assess what activism-related information you should look or listen for, where you might learn this information, and how you should act on this information. Check the boxes that are most applicable to your institution or add your own options. Then, use the action planning tool on the next page to develop next steps for improving how your institution captures and acts on intel about campus activism.

1 What information should you listen or look for?

☐ Planned protest or demonstration activity
☐ Discontent about campus decisions or current events
☐ External influences (e.g., third-party actors)
☐ Controversial speakers or events
☐ ______________________________
☐ ______________________________
☐ ______________________________
☐ ______________________________

2 Where might you learn this information?

☐ Social media
☐ Conversations with students
☐ Campus communications office
☐ Campus or community law enforcement
☐ ______________________________
☐ ______________________________
☐ ______________________________
☐ ______________________________

3 How should you act on this information?

☐ Elevate concerns to supervisors on an as-needed basis
☐ Discuss concerns at existing meetings or via email with key partners
☐ Hold regular meetings to discuss potential activist behaviors on campus
☐ ____
☐ ____
☐ ____

Source: EAB interviews and analysis.

Campus Activism Intel Audit (cont.)

4 Create an Action Plan

Based on the information from the previous page, brainstorm a list of possible answers and identify next steps for each of the following questions. Then, use these next steps to improve your institution's intel strategy.

Question	Possible Answers	Next Steps
How can you let staff know what information to listen for and how to respond?	• *Manager conversations* • *Department memo*	
Who are the key staff or offices across campus that should be watching for this intel?	• *Campus communications* • *Residence life*	
How can you build mechanisms that enable ongoing information sharing?	• *Add a standing agenda item to weekly staff meetings* • *Determine a point person in student affairs*	
How can you standardize the actions you will take to respond to this intel?	• *Create a general response strategy* • *Proactively discuss potential situations*	

Source: EAB interviews and analysis.

Tool 2

Activism Education Worksheet

Purpose of the Tool

When faced with a period of unrest, institutions must strike a delicate balance between keeping the campus safe while also teaching students to be responsible activists. Today's students are often interested in learning how to be more effective advocates for change on their campuses and in their communities, but they may not be prepared for the possible risks and repercussions. Engaging students early allows institutions to build stronger relationships with activists and gain a better understanding of their motivations.

Use the below table to brainstorm possible touchpoints to engage today's activists and determine what they need to know at each moment for targeted guidance and support. Check the boxes that are most applicable to your institution or add your own options.

Recommended Moments for Targeted Guidance and Support	How can we reach students at this moment?	What is the most important content for students at this moment?
Students are **casually browsing;** exploring specific issues and their general interest in activism	☐ Leadership workshops ☐ Advocacy or resource center programming ☐ Student organization meetings ☐ ☐ ☐	☐ Institutional governance processes ☐ Existing opportunities to be involved in university decision making ☐ Fundamentals of activism ☐ General organizing skills ☐ ☐
Students are **preparing**; they are engaged in a cause or planning to be active soon	☐ Event organizers ☐ Possible protestors ☐ Student organization meetings ☐ ☐ ☐	☐ Students' rights and responsibilities ☐ Available university resources ☐ Event logistics ☐ De-escalation tactics ☐ ☐
Students are **activating and mobilizing** online or on campus	☐ Websites and online resources ☐ Brochures, handouts, and on-the-go printed resources ☐ ☐ ☐ ☐	☐ Campus policies and protocols ☐ Emergency contact information ☐ Quick tips for effective activism ☐ ☐ ☐
Students are **reflecting and recovering** from their involvement	☐ On-call counselors ☐ Facilitated small group dialogues ☐ Dedicated community reflection spaces ☐ ☐ ☐	☐ Self-care techniques ☐ Recovery strategies ☐ Reflecting on new skills ☐ Reflecting on future goals ☐ ☐

Sample Resume Builder Language

Purpose of the Tool

Students invest significant time, energy, and passion into activism, which can have adverse effects on personal health or academic performance. However, activism can also be a valuable experience for students as they learn new skills and are inspired to future action.

To help students recognize the skills that they might gain through their involvement with activism, you can add language about specific skills and competencies to your existing resume builder tools and career development resources on campus. Use the language below as a guide to developing language that best fits your campus and students.

Skill Category	Sample Language
Communication	• Managed a strategic social media presence with 5,000+ followers • Composed written communications for university executives and online publications
Organization	• Coordinated extensive logistics of complex events involving 400+ students • Maintained detailed meeting notes and event records in an accessible format
Leadership	• Represented student concerns in negotiations with university leaders • As President, led and delegated work to five-member core committee

Source: EAB interviews and analysis.

Tool 4

Pre-Event Conversation Guide

Purpose of the Tool

Before a protest, demonstration, or potentially controversial event on campus, staff and administrators often talk to students about what to expect. However, these conversations are inconsistent from person to person, lack focus, and may not align with the institution's mission. Especially for new professionals or graduate assistants, this can be an intimidating and confusing conversation.

Use the below guide to develop a basic conversation script that can serve as a professional development training exercise and just-in-time resource for frontline staff across the division.

Identify the Appropriate Audience

1 Who are the students or organizations primarily responsible for organizing the event?

2 Who are the students or organizations planning on protesting the event?

Identify the Key Teaching Points

3 What are the most important pieces of information that students need to know before **hosting** a demonstration or controversial event on campus?

Consider: safety details, event logistics, de-escalation tactics, scenario walkthroughs, emergency contact information

4 What are the most important pieces of information that students need to know before **protesting a** demonstration or controversial event on campus?

Consider: campus policies, event venue rules, safety concerns, protest goals, method effectiveness

Identify the Best Messenger

5 Who should deliver these messages to students?

Consider: reputation on campus, existing relationships with these students or organizations

Source: EAB interviews and analysis.

Tool 5

Just-in-Time Resource Template

Purpose of the Tool

While it is ideal to reach students before they mobilize, students who are currently activating on campus might need just-in-time information to understand their rights and responsibilities, and what to expect from their institution’s response. Use the table below to gather and develop the content for a just-in-time resource that you can easily adapt for specific groups of students or events on campus.

Prioritizing Key Information

Content	Is this “need-to-know” information? (Yes/No)	Drafted Language
Key contact details (e.g., student life, campus police)	***Yes***	Division of Student Affairs: 555-555-5555, Old Main 123 Campus Police: 555-555-5555, Old Main 123
Relevant federal or state laws		
Relevant campus policies or ordinances		
Student rights, responsibilities, or expectations		
Additional resources		

What is the best way to share this just-in-time resource?

- Centralized website or other online content
- Hardcopy brochure or flyer that is distributed to students
- Posters in key offices or locations across campus

Source: EAB interviews and analysis.

Tool 6

Proactive Roundtable Discussion Program Guide

Purpose of the Tool

When navigating potential hot-button issues on campus, it is important to know the pulse of the greater student body. Many student affairs divisions do this by hosting discussions between students and administrators, but these gatherings are often general, unfocused, and lack an explicit tie to current issues on campus or in the community.

Use these guiding questions to identify existing opportunities for student-administrator discussions on campus and to maximize these interactions with students to gain valuable activism-related intel.

Guiding Questions	Next Steps
1 *Identify Opportunities* • What are the standing programs or initiatives that connect students with senior leaders on campus? • Do you need to develop a proactive roundtable discussion series?	*What is the venue?*
2 *Intentionally Invite Students* • What are the topics being discussed on campus right now? • Who are the students discussing these topics? Who are the students that are tangentially affected by these topics or related events? • Who are the senior leaders or other facilitators who should be in the room?	*Who will you invite?*
3 *Ask Tailored Questions* • What is the goal of this discussion… what do we want to learn? • What are the topics that we want to get students' opinions about? • What are the action items or next steps we want to test with students?	*What will they discuss?*
4 *Build on New Knowledge* • Who will be responsible for taking notes and assigning next steps? • How will we communicate improvements or new initiatives with individual students or the full group of attendees? • How will we communicate key takeaways with other senior leaders and staff members?	*What are the next steps?*

Source: EAB interviews and analysis.

Frontline Staff FAQ Template

Purpose of the Tool

Answering questions about campus activism from external stakeholders can be difficult for university personnel who are not immersed in responding to campus activists. To help frontline staff answer difficult questions, use this template to develop a FAQ (or cheat sheet) with key information and talking points. Use the activity on the next page to identify specific internal and external audiences that might benefit from an FAQ.

Six Essential Components to Campus Activism FAQs

1 Overview

Short summary of current events on campus

2 Issue Background

Why is this happening right now?

3 Institution's Response

What has the institution's response and actions been so far? Why?

4 Longer-Term Initiatives

What will the institution do moving forward? Why?

5 Top-of-Mind Concerns

What are this constituency's specific concerns or questions about the event?

6 Contact Information

Who should this constituency contact for more information?

Source: EAB interviews and analysis.

Frontline Staff FAQ Template (cont.)

Purpose of the Tool

You can easily adapt this FAQ template to a wide array of audiences, both internal and external to the university community. Use the below table to brainstorm the internal and external audiences on your campus that have unique concerns or questions about campus activism. Then, you can use this information to quickly customize the FAQ template.

	Audience	What are their unique concerns or questions?
Internal Audiences	Admissions Counselors	• How should I talk about campus protests and activism when I'm speaking with prospective students?
	Alumni Relations and Development Staff	• What do I say to a group of out-of-state donors when I'm asked a question about our response to a recent event?
External Audiences	Prospective Students and Families	• How will the university keep my student safe with so many protests and counter-protests on campus?
	Alumni and Donors	• When I was on campus in the 1960s, I was an activist. When will the university finally listen to students?

Source: EAB interviews and analysis.

Alumni Comment Tracker

Purpose of the Tool

A significant crisis or controversy on campus can draw an influx of attention from external constituencies, including alumni. While receiving such a high volume of interest and feedback can be overwhelming, having an organized approach to cataloging alumni comments can be useful.

Use this worksheet to identify the four essential components for building a tracker and using the data.

Four Essential Components

1 *Basic Information*

First and last name, email address, phone number, and university affiliation (e.g., alumni, friend, parent)

2 *Communication Channel*

When and where the comment was received (e.g., inbound phone call to the president's office, email reply to the alumni newsletter)

3 *Initial Comment*

Nature and specific wording of the comment or inquiry

4 *Response*

How the institution already responded to the comment and who is responsible for further follow up (e.g., prospect manager, parents office)

Key Questions to Answer

What are the major campus communication channels that receive these types of comments from alumni and friends?

What office will "own" the tracker? Who will manage the tracker?

How will you organize and analyze the data into major themes?

How might you use the data?

Source: EAB interviews and analysis.

Demand Triage Worksheet

Purpose of the Tool

There are some common characteristics of students' demands that can prevent or slow change and make it easier to dismiss them outright. Oftentimes demands involve other stakeholders on and off campus, require navigating complex institutional processes, and take time and sustained effort to accomplish, which students often don't understand.

All that being said, it is important to consider the underlying concerns of students' demands and try to determine next steps the institution can take to address these concerns. Use the exercise on this page to transform a demand into a clear root concern. Then, use the next pages to identify actionable items and next steps.

Four Questions for Transforming a Demand into Actionable Items

1 What is the **root concern** of the demand?

Reframe the demand into one or more simple statements that identify singular concerns or requests.
Root concerns are statements without assumptions or causality.

2 Is the root concern **already true or in progress**?

☐ Yes ☐ No

3 Is the root concern **inside your sphere of influence**?

☐ Yes ☐ No

4 Is the root concern **easy to address**?

☐ Yes ☐ No

If you answered **yes** to any or all of the above questions, this root concern might be **a quick win**.

If you answered **no** to any or all of the above questions, this root concern might be a **longer-term initiative or something that cannot be addressed**.

Source: EAB interviews and analysis.

Demand Triage Worksheet (cont.)

Identify Quick Wins and Longer-Term Next Steps

Use your answers from the previous page to identify actionable items related to the demand–both quick wins and longer-term next steps-and items that cannot be addressed by the institution. Use these tables to guide your discussion and planning around next steps.

Identifying the Quick Wins

Root Concern	Type of Quick Win	Next Steps
	☐ Already true or in progress ☐ Inside your sphere of influence ☐ Easy to address ☐ Other:______________	☐ Communicate the quick win ☐ Tweak an existing campus initiative ☐ Implement a new solution ☐ Other:______________
	☐ Already true or in progress ☐ Inside your sphere of influence ☐ Easy to address ☐ Other:______________	☐ Communicate the quick win ☐ Tweak an existing campus initiative ☐ Implement a new solution ☐ Other:______________
	☐ Already true or in progress ☐ Inside your sphere of influence ☐ Easy to address ☐ Other:______________	☐ Communicate the quick win ☐ Tweak an existing campus initiative ☐ Implement a new solution ☐ Other:______________
	☐ Already true or in progress ☐ Inside your sphere of influence ☐ Easy to address ☐ Other:______________	☐ Communicate the quick win ☐ Tweak an existing campus initiative ☐ Implement a new solution ☐ Other:______________
	☐ Already true or in progress ☐ Inside your sphere of influence ☐ Easy to address ☐ Other:______________	☐ Communicate the quick win ☐ Tweak an existing campus initiative ☐ Implement a new solution ☐ Other:______________

Source: EAB interviews and analysis.

Demand Triage Worksheet (cont.)

Identifying the Longer-Term Initiatives

Root Concern	Complicating Factor	Next Steps
	☐ Outside your sphere of influence ☐ Requires significant investment of time and/or resources ☐ Requires buy-in from multiple stakeholders ☐ Other:______________	☐ Assign a point person ☐ Communicate the longer-term initiative and rationale ☐ Other:______________
	☐ Outside your sphere of influence ☐ Requires significant investment of time and/or resources ☐ Requires buy-in from multiple stakeholders ☐ Other:______________	☐ Assign a point person ☐ Communicate the longer-term initiative and rationale ☐ Other:______________
	☐ Outside your sphere of influence ☐ Requires significant investment of time and/or resources ☐ Requires buy-in from multiple stakeholders ☐ Other:______________	☐ Assign a point person ☐ Communicate the longer-term initiative and rationale ☐ Other:______________
	☐ Outside your sphere of influence ☐ Requires significant investment of time and/or resources ☐ Requires buy-in from multiple stakeholders ☐ Other:______________	☐ Assign a point person ☐ Communicate the longer-term initiative and rationale ☐ Other:______________
	☐ Outside your sphere of influence ☐ Requires significant investment of time and/or resources ☐ Requires buy-in from multiple stakeholders ☐ Other:______________	☐ Assign a point person ☐ Communicate the longer-term initiative and rationale ☐ Other:______________

Source: EAB interviews and analysis.

Demand Triage Worksheet (cont.)

Identifying Demands that Cannot be Addressed

Root Concern	Rationale	Next Steps
	☐ Not in the institution's sphere of influence ☐ Does not align with the institution's stated mission or values ☐ Too resource intensive to pursue ☐ Other:_____________	☐ Communicate the longer-term initiative and rationale ☐ Provide suggested next steps ☐ Other:_____________
	☐ Not in the institution's sphere of influence ☐ Does not align with the institution's stated mission or values ☐ Too resource intensive to pursue ☐ Other:_____________	☐ Communicate the longer-term initiative and rationale ☐ Provide suggested next steps ☐ Other:_____________
	☐ Not in the institution's sphere of influence ☐ Does not align with the institution's stated mission or values ☐ Too resource intensive to pursue ☐ Other:_____________	☐ Communicate the longer-term initiative and rationale ☐ Provide suggested next steps ☐ Other:_____________
	☐ Not in the institution's sphere of influence ☐ Does not align with the institution's stated mission or values ☐ Too resource intensive to pursue ☐ Other:_____________	☐ Communicate the longer-term initiative and rationale ☐ Provide suggested next steps ☐ Other:_____________
	☐ Not in the institution's sphere of influence ☐ Does not align with the institution's stated mission or values ☐ Too resource intensive to pursue ☐ Other:_____________	☐ Communicate the longer-term initiative and rationale ☐ Provide suggested next steps ☐ Other:_____________

Source: EAB interviews and analysis.

Tool 10

Post-Event Debrief Guide

Purpose of the Tool

After there is an outburst of activism on campus, first responders need to debrief the immediate next steps and longer-term concerns and considerations. Use this tool as a basic post-event debrief guide. There are three components that can easily be adapted to different scenarios.

1 Immediate Debrief

When: Immediately after responding to an event.

Who: All first responders (e.g., administrators, law enforcement, event venue staff)

What happened?

Describe the situation.

Who was involved?

Consider students, third-party organizations, faculty, staff, and administrators.

What was the outcome?

How did the event resolve itself or end?

What are the next steps?

What needs to happen? Who is responsible?

Source: EAB interviews and analysis.

Post-Event Debrief Guide (cont.)

2 Team Debrief

When: A few days after the initial response.

Who: Full first responder team (e.g., student affairs administrators, law enforcement)

What worked well?

What do we need to do differently next time?

What policies or protocols could we develop to improve the quality or efficiency of a future response to a similar situation?

What additional training, guidance, or resources might we need next time?

What do we need to do to follow up with this event? Who is responsible?

Source: EAB interviews and analysis.

Post-Event Debrief Guide (cont.)

3 Upward Debrief

When: As needed following the first response.

Who: Point person(s) from the first response debrief key senior leaders

Who needs to be informed of the event and its next steps?

What exactly do they need to know?

How are we asking them to respond?

What guidance or resources do we need from them or their office?

Who can they follow up with to get more information?

Source: EAB interviews and analysis.