



Evolving Challenges in Student Activism

A Briefing for Presidents, Cabinets, and Campus Climate Taskforces

Student Affairs Forum

Student Affairs Forum

Project Director

Hailey Badger

Contributing Consultants

Kate Cudé

Tess Frenzel

Managing Director

Liz Rothenberg, Ph.D.

Legal Caveat

EAB Global, Inc. ("EAB") has made efforts to verify the accuracy of the information it provides to partners. This report relies on data obtained from many sources, however, and EAB cannot guarantee the accuracy of the information provided or any analysis based thereon. In addition, neither EAB nor any of its affiliates (each, an "EAB Organization") is in the business of giving legal, accounting, or other professional advice, and its reports should not be construed as professional advice. In particular, partners should not rely on any legal commentary in this report as a basis for action, or assume that any tactics described herein would be permitted by applicable law or appropriate for a given partner's situation. Partners are advised to consult with appropriate professionals concerning legal, tax, or accounting issues, before implementing any of these tactics. No EAB Organization or any of its respective officers, directors, employees, or agents shall be liable for any claims, liabilities, or expenses relating to (a) any errors or omissions in this report, whether caused by any EAB Organization, or any of their respective employees or agents, or sources or other third parties, (b) any recommendation by any EAB Organization, or (c) failure of partner and its employees and agents to abide by the terms set forth herein.

EAB is a registered trademark of EAB Global, Inc. in the United States and other countries. Partners are not permitted to use these trademarks, or any other trademark, product name, service name, trade name, and logo of any EAB Organization without prior written consent of EAB. Other trademarks, product names, service names, trade names, and logos used within these pages are the property of their respective holders. Use of other company trademarks, product names, service names, trade names, and logos or images of the same does not necessarily constitute (a) an endorsement by such company of an EAB Organization and its products and services, or (b) an endorsement of the company or its products or services by an EAB Organization. No EAB Organization is affiliated with any such company.

IMPORTANT: Please read the following.

EAB has prepared this report for the exclusive use of its partners. Each partner acknowledges and agrees that this report and the information contained herein (collectively, the "Report") are confidential and proprietary to EAB. By accepting delivery of this Report, each partner agrees to abide by the terms as stated herein, including the following:

1. All right, title, and interest in and to this Report is owned by an EAB Organization. Except as stated herein, no right, license, permission, or interest of any kind in this Report is intended to be given, transferred to, or acquired by a partner. Each partner is authorized to use this Report only to the extent expressly authorized herein.
2. Each partner shall not sell, license, republish, distribute, or post online or otherwise this Report, in part or in whole. Each partner shall not disseminate or permit the use of, and shall take reasonable precautions to prevent such dissemination or use of, this Report by (a) any of its employees and agents (except as stated below), or (b) any third party.
3. Each partner may make this Report available solely to those of its employees and agents who (a) are registered for the workshop or program of which this Report is a part, (b) require access to this Report in order to learn from the information described herein, and (c) agree not to disclose this Report to other employees or agents or any third party. Each partner shall use, and shall ensure that its employees and agents use, this Report for its internal use only. Each partner may make a limited number of copies, solely as adequate for use by its employees and agents in accordance with the terms herein.
4. Each partner shall not remove from this Report any confidential markings, copyright notices, and/or other similar indicia herein.
5. Each partner is responsible for any breach of its obligations as stated herein by any of its employees or agents.
6. If a partner is unwilling to abide by any of the foregoing obligations, then such partner shall promptly return this Report and all copies thereof to EAB.

Executive Summary



Institutions experienced a dramatic surge in student activism in 2020 and EAB research indicates momentum will only increase across 2021 and beyond.

2020 brought about an exceptional spike in activism across a wide range of issues, from controversial political events to university COVID-19 response. The surge in campus activism is driven in part by an increasingly polarized electorate and growing social awareness and concern around racial inequality. These pressures will only intensify in future years and campus leaders must take proactive action now to mitigate future student unrest.



Responding to student activism is more complicated today. New digital tactics and a willingness to rapidly escalate pressure combined with high standards set by private companies, are raising the stakes for campus response.

The new generation of engaged student activists brings a new set of challenging characteristics, including a willingness to quickly turn to social media and public pressure when demands are not met. Responses to activism in the private sector by companies like Ben and Jerry's have also created an expectation for rapid, thorough responses that institutions sometimes struggle to meet. These factors complicate the efficacy of institutions' traditional reactive approach to student activism and should push leadership to examine more proactive, transparent strategies.



Failing to deliver a fast and thorough response to activism can have long-lasting consequences on enrollment, fundraising, and reputational brand.

Slow-moving or inadequate responses to student activism can have long-term consequences for institutions. The consequences can include negative publicity, demands for resignation of senior leadership, and decreased affinity for their institutions among both students and alumni.



Institutions must proactively prepare for potential campus protests, build relationships with emerging organizers, and respond transparently when activism occurs.

Adopting a proactive approach today will help institutions deliver effective responses when future student activism occurs. Through our research, EAB identified five effective strategies for institutions to implement in order to navigate the rapidly changing landscape:

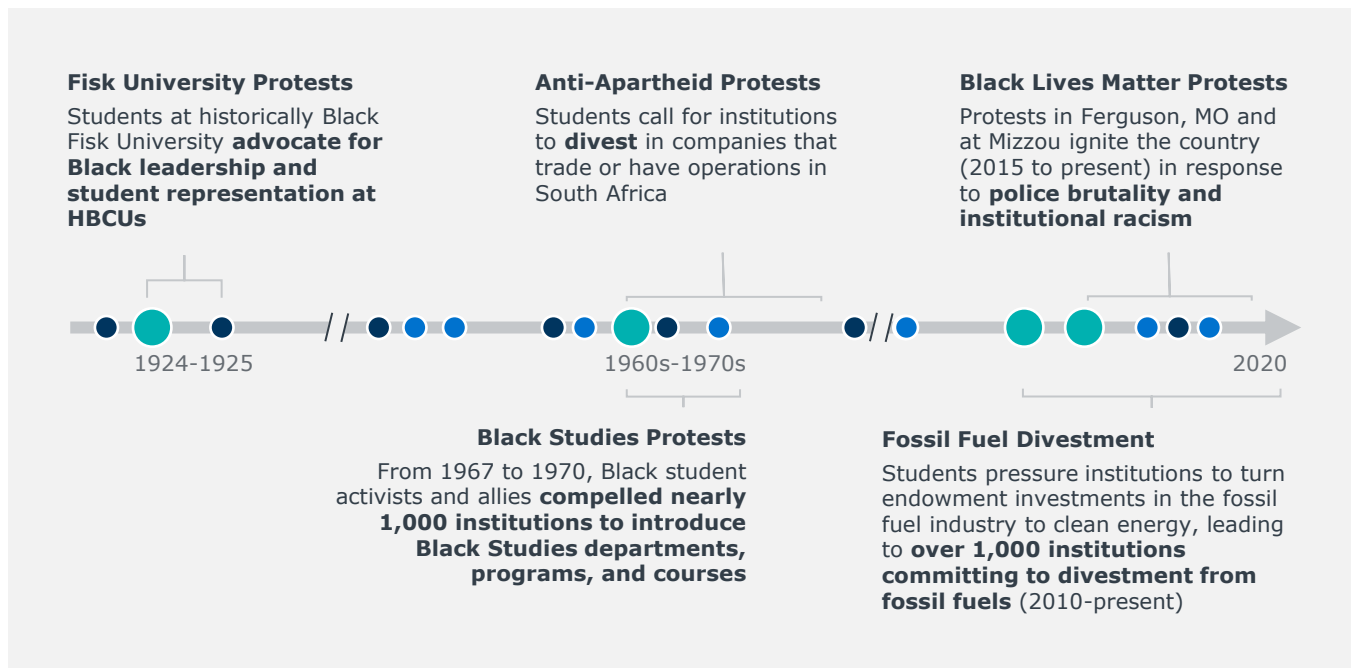
1. Leverage existing data to anticipate potential campus flashpoints
2. Schedule proactive activism briefings for cabinet leaders
3. Use SMART goals to drive institutional progress on student concerns
4. Ensure all stakeholders share accountability for initiatives' success
5. Communicate proactively on progress and roadblocks around addressing student concerns

Understand Why Student Activism Matters

Activists Drive Progress at Institutions and across Higher Education

Throughout history, student activists have driven change and progress in higher education. From the 1920s protests at HBCUs calling for Black leadership and greater student representation, to the 1960s and 1970s when Black students demanded their histories be better represented in the curriculum, student activists have made great strides in improving institutions.

Students have continued to build upon this legacy, resulting in a spike of activism since 2015 as they advocate for issues like fossil fuel divestment and the Black Lives Matter movement, pushing institutions to make progress on some of the most pressing issues of our time. Despite the challenges activism can present, leaders in higher education should not view activism solely as a liability, but as an opportunity for progress and improvement.



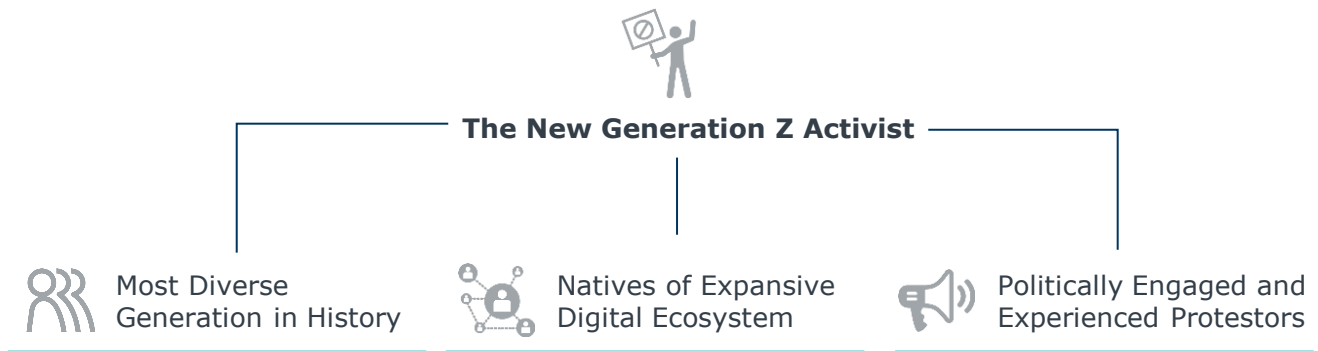
Sources: Kendi, Ibram X. *Stamped from the Beginning: the Definitive History of Racist Ideas in America*. New York, NY: Nation Books, 2017. [How Students Helped End Apartheid](#); EAB interviews and analysis.

Who Are the New Student Activists?

How Generation Z Characteristics Impact Institutional Response to Activism

Gen Z will be the dominant cohort on college campuses for the next decade, so understanding the defining events and characteristics of this generation will be crucial for institutional leaders to understand the motivations and priorities of activists. The table below describes this generation’s defining characteristics compared to past generations, with shared characteristics or events in bold. For example, Gen Z shares Millennials’ progressive values, Gen X’s skepticism of authority and independence, and Baby Boomer’s optimism.

	Gen Z b. 1997-2012	Millennials b. 1981-1996	Gen X b. 1965-1980	Baby Boomers b. 1946-1964
Characteristics	Optimistic Individualists Financially conscious Skeptical of authority Progressive values Risk-averse Diverse	Progressive values Confident Team-oriented Pressure to succeed Achievers	Skeptical of authority Independent Shun traditional values Work to live	Optimistic Individualists Financially conscious Competitive Live to work
Defining Events	Smart phones Mass shootings Black Lives Matter, Occupy, #MeToo Marriage equality COVID-19 The Great Recession	September 11 Wars in Iraq & Afghanistan Home computers and internet The Great Recession	Challenger accident AIDS Crisis Computing MTV	Vietnam War Civil Rights Women’s Rights Television



As the most diverse, digitally adept, politically engaged group of students in history, Gen Z students bring unique characteristics to the table that make them well-suited to drive progress within higher education. These characteristics make them skilled and passionate organizers who can help drive meaningful change at their institutions but can also make them distrustful of authority and impatient with institutional bureaucracy and leadership.

Sources: Fry, R., Parker, K., "Post-Millennials on Track to be Most Diverse, Best-Educated Generation Yet," Pew Research Center, November 15, 2018; [The Manifest, How Different Generations Use Social Media](#); The Morning Consult [Why Generation Z Isn't Interested in Your Statements, Promises, and Commitments- Ye](#) EAB interviews and analysis.

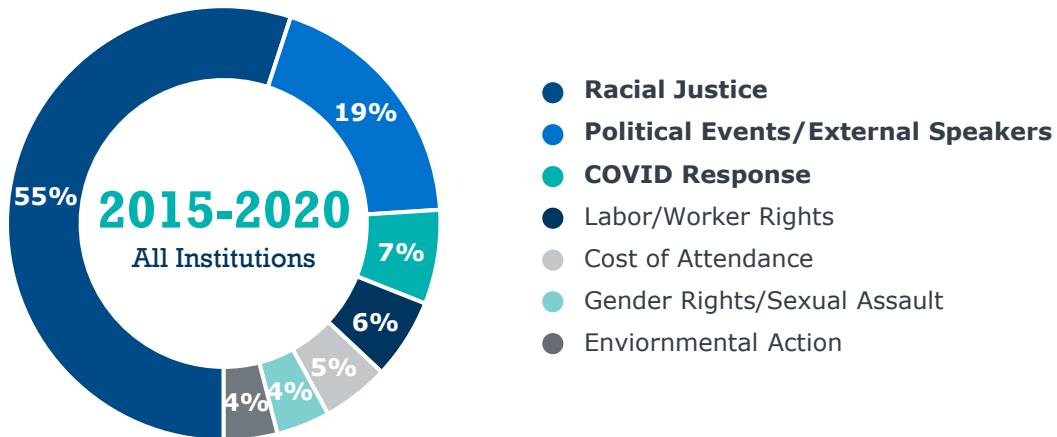
What Are the Top Issues for Gen Z Activists?

Three Priorities Rise to the Forefront for Current College Students

Generation Z students are passionate about a wide range of causes, which can make it difficult for colleges to anticipate which causes may escalate into major protests or crises on campus. To help institutions prepare for and respond to emerging activism, EAB analyzed over 500 student activism incidents¹ and identified the most common concerns driving protests, demands, and petitions across the student activism landscape.

Seven major categories emerged from the analysis, with racial justice, political events or speakers, and COVID-19 response accounting for 81% of campus activism incidents between 2015-2020.

Most Common Causes of Student Activism Across the Past Five Years



Of the Incidents Analyzed, Roughly Half Occurred at Public Institutions...

52%

Public

48%

Private

Of the International Incidents...

Canada, 71%

South Africa, 17%

Europe, 12%

1) Including protests, petitions, and student demands.

Source: EAB interviews and analysis.

Priority #1: Racial Justice

Racial Justice Remains a Strong and Recurring Focus for Activists

Racial justice was the top driver of student activism across the past five years, accounting for over half of the recorded activism data points. Racial justice activism spiked in 2015 following the unrest in Ferguson, MO and protests at the University of Missouri. 2020 brought a resurgence of racial justice activism following the murder of George Floyd and the resulting racial reckoning nationwide.

Common student demands around racial justice include increasing faculty and staff of color, providing diversity trainings to students and staff, and improving funding for black student organizations. Many of these demands can be traced back as far as the 1970s, highlighting how institutions have failed to make significant progress on these concerns for decades. This lack of tangible and ongoing progress continues to fuel student activism on campus.

269 Of the 500+ student activism data points were racial justice focused...



Colleges And Universities Are In For A Racial Reckoning...



Students Organize For Racial Justice On Campus And Off...

A Picture of 2020:

40% of 2020 student activism has been focused on racial justice

- ▶ **50%** of activism at public universities
- ▶ **33%** of activism at private universities

Common **Racial Justice Demands:**

- Increase faculty and staff of color
- Increase diversity-focused training for faculty, staff and administrators
- Increase funding for black student organizations
- Add a diversity-focused course requirement
- Increase transparency and student representation in university decision-making
- Remove symbols of oppression

Priority #2: Political Issues and Events

Increased Political Polarization On and Off Campus Ignites Student Advocacy

Like racial justice focused activism, politically-driven student unrest is not new to higher education. In the hyper-polarized U.S. political climate, national, state, and local elections have precipitated spikes in student activism. The 2016 U.S. Presidential election electrified campuses and renewed debates about free speech, controversial speakers, and the institution's role in commenting on political matters. Politically-driven activism often leads to demands around limiting hate speech, disallowing controversial speakers, or improving bias-incident reporting and response procedures.

80% Of college students planned to vote in the 2020 Presidential Election.

K12 Students Already Experienced in Activism:

1M+ Participated in Fridays For Future

1.2M Participants in March for Our Lives



Students Plan to Continue Activism on Campus:

38% Of incoming students anticipate some chance they will participate in protests

Common **Politically-Driven Demands:**

- Limit hate speech on campus
- Approve or do not approve a controversial campus speaker
- Reduce or eliminate free speech zones on university grounds
- Implement or improve bias-incident response and reporting procedures
- Publish a formal university response to current events or a flashpoint

This type of activism is likely to increase as growing numbers of Generation Z students arrive on campus. Many of these students have already participated in political protests like March for Our Lives¹ and Fridays For Future² even before they begin college. These students plan to continue their advocacy when they arrive on campus, with 38% of incoming first-years anticipating they will participate in student protests during their time in college.

1) March For Our Lives is a student-led demonstration in support of legislation to prevent gun violence in the United States.

2) Fridays for Future, also known as the school strike for climate, is an international movement of students who skip Friday classes to participate in demonstrations to demand political leaders take action to prevent climate change and for the fossil fuel industry to transition to renewable energy.

Sources: [Chegg State of the Student Report 2019](#); [Tufts University Institute for Democracy and Higher Education 2016 Report](#); EAB interviews and analysis.

Priority #3: University COVID-19 Response

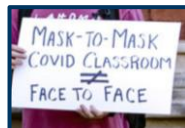
COVID-19 Protests Jumpstart Student Organizing and Highlight Inequities

The final priority driving student activism is institutional responses to COVID-19. Despite having only emerged in 2020, COVID-19 was the third most common driver across the five-year period in EAB's data analysis. Increasingly, students have raised concerns regarding tuition and fees, grading policies, student safety, workers' rights, and more.

The pandemic's disproportionate impact on low-income students and BIPOC students, staff, and faculty is drawing more and a wider range of students into campus activism than previous movements. Similarly, COVID-19 has revived controversies around graduate student rights and student athlete unionization—causes that will continue to drive student unrest and demands even after the pandemic has passed.

69%

Of students agree that their university is looking out for their bottom line more than the health of students



A Picture of 2020:

40% of 2020 student activism has been focused on University COVID response

- ▶ 51% of activism at **public** universities
- ▶ 26% of activism at **private** universities

Common COVID-19 Demands:

- Reduce tuition due to the negative impact of COVID-19 on the 'college experience'
- Stricter or less strict enforcement of social distancing protocols
- Retaliation from Greek Life groups who were sanctioned due to misconduct
- Close campus
- Open campus
- Increase worker rights for residential life
- Improve health and safety for athletes



Additional Resources: Access [EAB's COVID-19 resource center](#) to support your institution through the global pandemic



High Pressure Tactics Heighten Stakes of Responses

Activists Are Quick to Increase Pressure if Response Is Viewed as Insufficient

Understanding student activists' priorities is an important first step in preparing for and responding to the new wave of student activism. However, college and university leaders must also consider three key factors that are complicating how institutions are responding to protests and demands.

The first factor is heightened pressure from activists. The consequences for failing to adequately address activism are increasingly serious, as activists are quick to escalate pressure when demands are not met. High-pressure tactics from activists include calls for resignations of senior leadership, recruiting students and alumni to sign no-donation pledges until demands are met, and even legal action. These tactics can have a lasting effect on institutions, negatively impacting enrollment and fundraising even years after a flashpoint has passed.

“

Activists No Longer Accept Status-Quo Responses

“We’re past the point of conversations and reforms and panels. **We can’t panel our way out of this oppressive system that controls us.**”

*Maliya Homer
President of the Black Student Union,
University of Louisville
“What College Activists Want,” The
Chronicle of Higher Education*

”

Common Pitfalls to Avoid in University Response Statements



Delayed Response Time Following Flashpoint



Failure to Name or Acknowledge Structural Inequities



Lack of Clear Action Items or Timeline in Response

Inadequate Responses Have Lasting Consequences



Oklahoma Students Want Change -- In The Form of a New Provost



Johns Hopkins Won Its Battle With Student Activists. But at What Cost?



'Painful': UNC Loses Donations in the Wake of the System's Silent Sam Settlement

Movements Spread Quickly from Campus to Campus

Virtual-First Environment Allows Activists to Create Cross-Campus Movements

Responses to activism are also complicated by how quickly movements spread across institutions. Today’s Gen Z activists are using social media and other online platforms to connect and organize with students on other campuses. Some examples of these coordinated movements from the past year include the proliferation of “Black At” Instagram pages¹ to advocate for racial justice on campus, the PAC-12 virtual union² to advocate for student athlete rights, and the Cornell Resident Advisor (RA) strike to push for improved safety conditions and hazard pay across institutions.

What transpired at Cornell highlights how quickly movements can spread to other campuses. In August, a group of RAs at Cornell created a social media account to voice their concerns about the fall. They circulated a petition that garnered 800 signatures from members of the university community on the first day alone. After receiving significant media attention and fielding inbound requests from students at other colleges, the RA group at Cornell hosted a Zoom training to share their strategy with other RAs. Similar movements inspired by the Cornell RAs emerged on at least 10 other campuses.

Timeline of Cornell RAs Strike



1) Instagram pages dedicated to sharing stories about black students’ and alumni’s experiences at schools, colleges and universities
 2) The PAC-12 Virtual Union is a group of student athletes across Western Division I schools who organized to advocate for student athlete rights like safe playing conditions

Sources: [Black at Emory Instagram](#); [The Players’ Tribune #WeAreUnited Campaign](#); [Twitter Cornell RA’s](#); [Twitter Instagram RA’s](#); EAB interviews and analysis.

A New Standard for Institutional Responses is Emerging

Private Sector Sets a High Bar That Higher Ed Institutions Struggle to Meet


Higher education leaders are not wrestling with activism in a vacuum and out-of-industry responses are the third factor that is complicating how colleges respond. Across 2020, numerous companies and have been grappling with social justice concerns and calls to expand their efforts to fight racial injustice. While some companies have stumbled in their responses to recent events, other companies such as Ben and Jerry’s and Starbucks have set a high standard by addressing concerns with speed, accountability measures, and comprehensive action plans.

In contrast, colleges and universities often struggle to respond with the same efficiency and accountability as the private sector due to outdated policies, institutional bureaucracy, and a failure to adequately prepare for flashpoints before they emerge.

Two Viable Response Strategies

2018

Company wide anti-bias training



STARBUCKS

After a viral uproar caused by two Black patrons being arrested in a Philadelphia store, CEO issued formal apology and announced a mandatory *anti-bias training* for all employees.

2020


Taking action against white supremacy



BEN & JERRY'S

Responding to the murder of George Floyd and the resulting national unrest, Ben & Jerry’s issued a statement addressing historical roots of systemic racism and advocating for specific policies to redress racial inequality.

What Industry Is Getting Right

- 

Speed
Responding to incidents swiftly to steer direction of conversation
- 

Accountability
Assuming responsibility for any associated direct and indirect actions
- 

Underlying Concerns
Addressing historical and systemic issues that have led to incident
- 

Actionable Next Steps
Outlining comprehensive actions to address incident and mitigate future harm
- 

Reaffirmed Values
Emphasize sustained commitment to company values and priorities

Why Higher Ed Institutions are Underprepared

<ul style="list-style-type: none"> <li style="margin-bottom: 10px;"> Outdated policies and protocols <li style="margin-bottom: 10px;"> No coordinated or trained first responders 	<ul style="list-style-type: none"> <li style="margin-bottom: 10px;"> No strategy to respond, leading to slow and reactionary responses <li style="margin-bottom: 10px;"> Failure to proactively monitor for potential flashpoint concerns
---	---

Sources: Ben & Jerry’s “[Silence is Not an Option](#)”; Kelly, R. “[The Starbucks Incident: A Crisis Management Case Study](#).” Bernstein Crisis Management, 2018; EAB interviews and analysis.

Optimize Institutional Response to Student Activism

EAB's Five Key Strategies for Working with New Student Activists

To help college and university leaders navigate the rapidly shifting landscape, EAB identified five key strategies to optimize institutional response to student activism on campus. These strategies are designed to help institutions proactively prepare for future campus protests by identifying potential campus flashpoints, building relationships with emerging activist leaders, and responding transparently when activism occurs.

5 Key Strategies FOR RESPONDING TO ACTIVISM

STRATEGY #1



Leverage existing data to anticipate potential campus flashpoints

STRATEGY #2



Schedule proactive activism briefings for cabinet leaders

STRATEGY #3



Use SMART goals to drive institutional progress on student concerns

STRATEGY #4



Ensure all stakeholders share accountability for initiative's success

STRATEGY #5



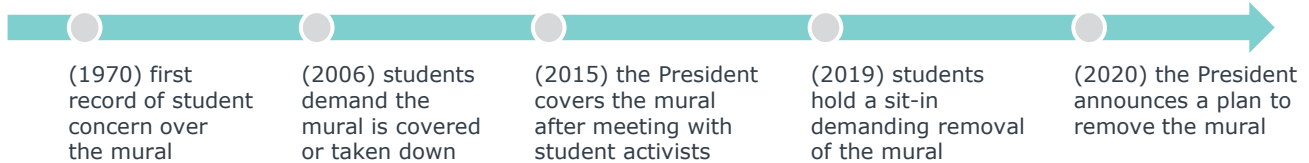
Communicate proactively on progress and roadblocks around addressing student concerns

Identify Potential Flashpoints on Your Campus

Using Tools You Already Have to Surface Future Activism

Institutions can look to the past in order to anticipate potential flashpoints and areas of ongoing student concerns. For example, the University of Kentucky has experienced recurring student protests since the 1970's around a mural depicting slavery, illustrating how institutions can see protests ebb and flow, or even reoccur year after year.

Controversy Around Depiction of Slavery in University of Kentucky Mural



Tools to Identify Trends Specific to Your Institution's History



Past Student Activism

What have past student activists asked for?



Climate Survey Data

How do students' experiences on campus differ?



Student Roundtables

Consistent communication with students to hear how student needs are evolving

Questions to ID Potential Flashpoints



Does our institution monitor social media to identify student concerns?



Is student-facing staff comfortable elevating concerns they hear from students to leadership?



What protests or demands have occurred on campus in the past? Can we make progress on those demands?



What sort of political events often trigger student unrest? How can we prepare for them?

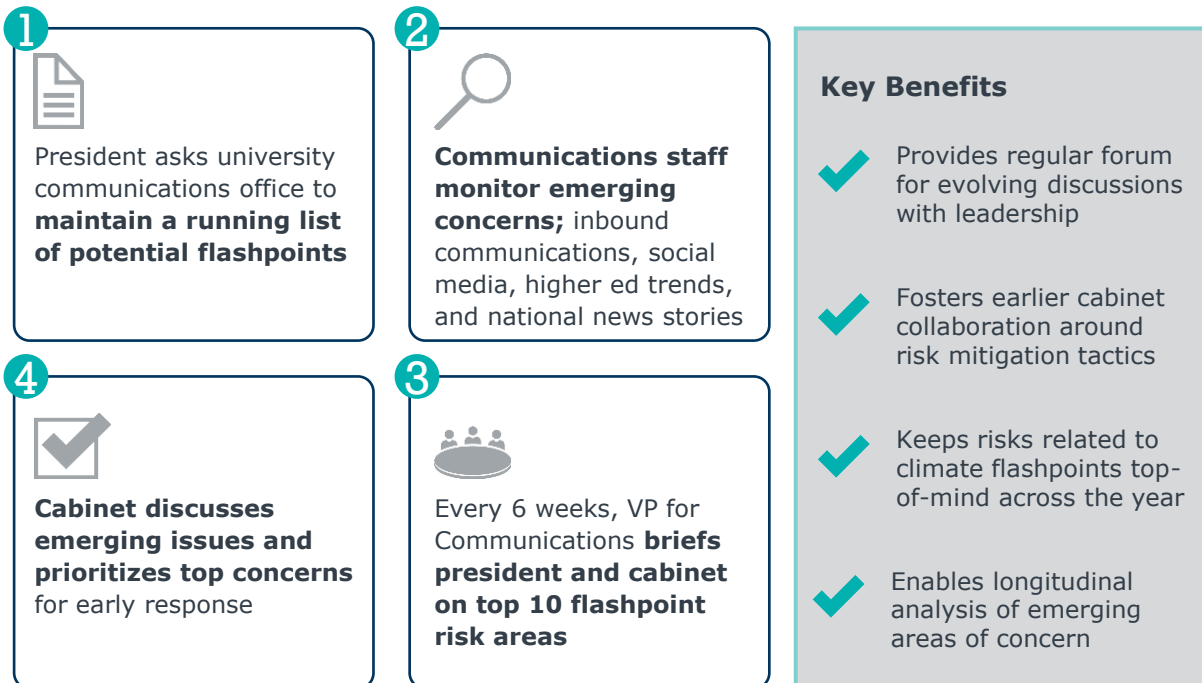
To better anticipate what might spark a flashpoint on your campus, EAB recommends that leaders examine past student protests, review past climate survey data, and regularly gather input from the student body to identify top student concerns.

Formalize Information Sharing Processes

Regular Briefings at Maple University* Promote Early Action and Awareness

As emerging issues or potential flashpoints are identified, they should be regularly elevated to campus leadership so they can proactively address or prepare for student activism before it develops into a crisis. For example, the communications office at Maple University* maintains a running list of potential campus flashpoints that includes information gathered from Student Affairs staff, social media, local news, and other sources.

Every six weeks, they brief the cabinet on the top trends as well as any emerging campus risks so concerns can be addressed preemptively. Early and consistent risk elevation allows for ongoing conversations about potential institutional responses and ensures senior leaders are well-versed on areas of emerging concern before a protest breaks out on the quad or a post goes viral on social media.



1) Maple University is an anonymized public research university.

Source: EAB interviews and analysis.

Embed Accountability in Action Plans with SMART Goals

SMART Goals Inspire Commitment and Make It Easy to Evaluate Progress

When student activism emerges on campus, institutions often respond by issuing vague PR statements, holding a townhall, or establishing a task force to investigate the concerns raised. Increasingly, these responses fall short of students' expectations for a timely and specific response from the institution that emphasizes action.

Competing responsibilities and unclear timelines often prevent institutions from making meaningful progress on addressing concerns raised by student activists. Institutions can better deliver on their responses to student demands by developing action items using the SMART goals framework. SMART goals benefit leadership by providing clarity and direction around the goals and expectations for the campus community as well as establishing a strategy and sense of purpose among students, staff, and faculty.

<p>McKinsey & Company</p> <p>Strategies for Effective Goal-Setting</p> <p><i>Use the SMART Goals Strategy to Develop Achievable Goals</i></p> <p>Specific</p> <p>Measurable</p> <p>Actionable</p> <p>Results-Oriented</p> <p>Time-Bound</p>	<p>ASU Arizona State University</p> <p>SMART Action Items from ASU's List of 25 Actions to Support Black Students, Faculty and Staff</p> <ol style="list-style-type: none">1 ASU law Professor Victoria Sahani's will undertake a historical study of race and discrimination at the university.2 ASU commits to the appointment of an Advisory Council on African American Affairs to advise the President.3 ASU commits to establishing a campus multicultural space and funding a working group to assess and design the space.4 ASU commits to publishing an annual report on key metrics to broadly share student enrollment and graduation data.5 ASU commits to the training of all faculty and staff on all search committees to address issues such as systemic bias in identification of candidates and hiring.6 ASU commits to recruit more underrepresented faculty with a commitment to 10 positions this year. <p><small>*Selection pulled from an array of demands, not listed in the order they appear on screen.</small></p>
---	---

Arizona State's recent action plan to support Black students, faculty, and staff leverages SMART goals by establishing action items that are specific and measurable. For example, instead of committing to a more general goal like "diversifying faculty," ASU commits to specifically recruiting more underrepresented faculty and establishing at least 10 new positions.

Foster a Culture of Shared Responsibility

Drive Buy-in Among All Staff and Faculty for Progress on Initiatives

Beyond setting clear goals, campus leaders must also foster a sense of shared responsibility for achieving SMART goals and empower faculty and staff to contribute to their progress. But all too often, the burden for implementing change and carrying out action items disproportionately falls on BIPOC faculty and staff.

In contrast, Colorado College fosters a shared sense of responsibility for executing the institution's anti-racism plan by building the initiative into annual reviews for all faculty and staff. This strategy ensures individuals are recognized for contributions traditionally considered as outside their roles and demonstrates to various stakeholders that the College is taking meaningful action to ensure follow-through on their plan.



Antiracism Plan Fosters Sense of Shared Responsibility for Initiative's Success

Plan acknowledges antiracism work **requires all employees to view the work as their responsibility**, not just those who opt in.

Colorado College ensures shared responsibility by **including antiracism work in annual reviews** for staff and faculty.

Colorado College Embeds Anti-Racism Work Into Annual Reviews

Excerpt: Colorado College's Action Plan

"Each division and department will engage in diversity, inclusion, and equity work. **As part of their requirement for service at Colorado College, faculty and staff members will dedicate efforts** toward community building, campus antiracism work, and mentorship of students.

For the work of antiracism to be successful, **all faculty and staff must see it as part of their responsibilities** to the college, and as something for which everyone must be held accountable.

The Faculty Executive Committee...will develop faculty evaluation criteria and reward systems to ensure that **antiracism work is considered in annual reviews**, promotion and tenure, awarding of professorships, and post-tenure reviews. Similarly, Human Resources, in collaboration with Staff Council, will develop criteria and reward systems that become part of annual performance reviews for staff."

Emphasize Shared Responsibility for Success




Sharing an Ongoing Commitment to Progress

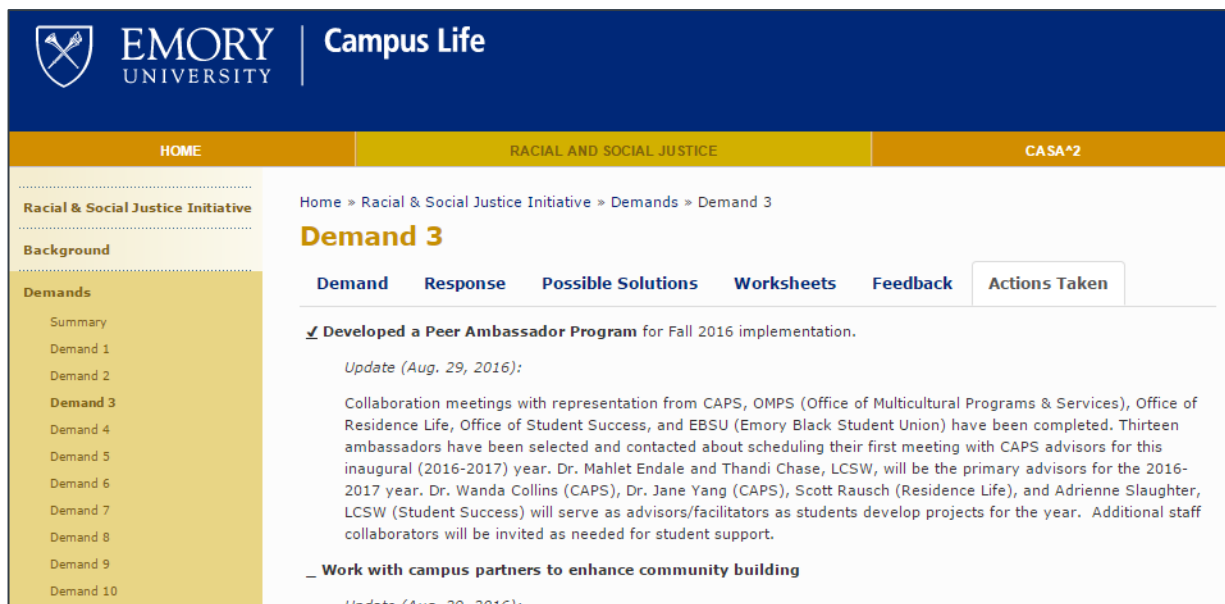
Emory University’s Online Tracker Publicizes Progress on Student Demands

Garnering buy-in and making meaningful progress on action items takes time. Therefore, it is critical that college leaders communicate transparently about progress on SMART goals and actions items. Frequent and ongoing communication is important for establishing and maintaining relationships with student activists. Emory University provides ongoing updates and opportunities for student feedback through its online student demand tracker. Emory created the tracker after receiving a set of 13 demands from the Black Students of Emory University movement in 2015. The tracker centralizes all information about each student demand, the institution’s initial response, possible solutions, and a list of actions taken.




The page continues to be regularly updated to track the progress made on demands. Through the tracker, Emory can educate new cohorts of students about what actions the institution has taken to respond to student concerns, building credibility with a new generation of activists and ensuring long-term progress on the university’s initiatives.

Highlights of Original Emory Demands Page

-  Website houses initial demands, response, and actions taken
-  Visitors can learn about institutional actions and provide feedback
-  Progress tracker is regularly updated regarding longer-term work



How Emory’s Page Has Evolved Since 2016...

-  Summarizes all actions taken to meet student demands
-  Updated on an ongoing basis through 2020
-  In 2020, most demands are “resolved” but continue to be updated with new information


Source: [What Does It Mean For an Issue to Be Resolved?](#); EAB interviews and analysis.

Meeting the Challenge of Evolving Student Activism

Adapting to Meet the Needs of New Student Activists

Preparing for and responding to student activism is an ongoing process as activists' demands and expectations continue to evolve. To equip institutions with the information they need to optimize their response to student activism, EAB offers several white papers, tools, on-demand webinars, and other resources. Members can access and download these and related resources at eab.com.

How EAB Can Help



Meet Evolving Challenges in Student Activism

- [Navigating Student Activism Roadmap](#)
- [How COVID-19 is Shaping Digital Student Activism](#)
- [Tabletop Discussion Exercise for Campus Activism](#)

Address Campus Climate Flashpoints

- [Manage Campus Climate Flashpoints Roadmap](#)
- [Social Media Listening Toolkit](#)
- [Strategies for Responding to Bias-Related Incidents](#)

Manage Free Speech Issues

- [Free Speech Policy Audit and Compendium](#)
- [How to Educate and Engage Today's Student Activists](#)
- [Strategies for Responding to Bias-Related Incidents](#)



Washington DC | Richmond | Birmingham | Minneapolis | New York | Chicago

202-747-1000 | eab.com