

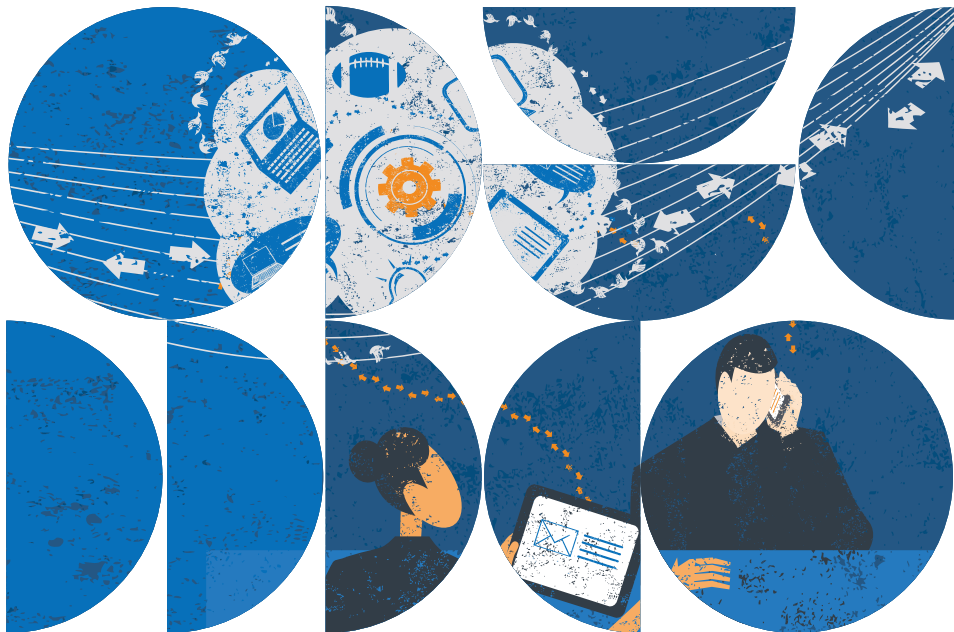


EAB

Navigating the New Wave of **Student Activism**

Strategies to Engage and Respond to Student Activists

Student Affairs
Forum





EAB

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Strategies to Engage and Respond to Student Activists

Student Affairs Forum

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Top Lessons from the Study

The “new wave” of student activism is here to stay.

While student activism has long been part of higher education's narrative, colleges and universities across the United States and Canada were caught by surprise by the swift upsurge of student activism on campus in late 2015. The current wave of student activism is expected to intensify in coming years, due to changing demographics on campus and increasingly high expectations from students.

Tomorrow's Students Provide Insight into Future Activism Trends

1 in 10

Incoming freshmen in 2015 expect to protest while on campus, an all-time high

Meet Today's “Firebrand Millennials...”

- Desire to drive meaningful change from inside their organization
- Possess high expectations for change and quick progress

...And Get Ready for Tomorrow's Generation Z

- Digital prowess with social media and building online relationships
- Care deeply about social issues
- Increased generational diversity

Today's student activism is uniquely challenging to address.

Institutions are not prepared to manage today's student activism. There are some unique factors to activism today that make it very challenging for institutions to address, including a value conflict among the higher education community and the public, a broad set of activist issues, social media, and mismatched realities between students and administrators.

There are potentially significant consequences to mismanaging an institutional response to student activism.

Mismanaging an institution's response can cause consequences to institutions and individual administrators. Institutions face possible reputational consequences, declining donations and support from alumni and friends, and decreased interest from prospective students and their families. Institutions also face increased pressure from outsiders and possible legal action. Senior leaders have seen their jobs become at risk due to their reaction to campus activism and frontline administrators are also asking questions about how their actions might affect their employment.

Colleges and universities are interested in promoting a positive, student-centered approach to student activism.

While concerns about student safety and institutional risk are paramount, Student Affairs Forum research found that student affairs divisions are seeking a positive, student-centered approach to addressing activism on campus. Colleges and universities are interested in fostering student engagement and growing engaged citizens and they recognize the power of student activism (when done safely and productively) to make campuses and communities stronger.

Student affairs divisions should use social media and in-person networks to identify potential activists and causes of interest.

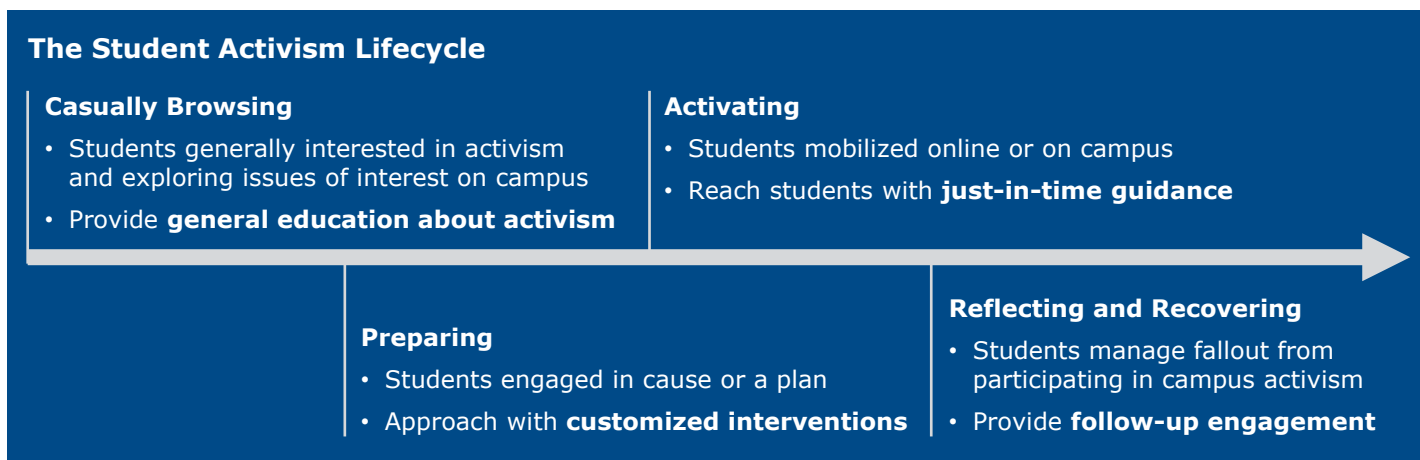
Today's activists represent a broad range of students and issues, making them difficult to identify before a period of campus unrest. Student affairs divisions are keeping pulse on students' thoughts and concerns via social media and in person in order to identify potential activists and reach them with education and guidance. Most divisions monitor issues and share information informally, but many acknowledged that this new wave of activism is pushing them to consider more formal mechanisms for information gathering and sharing.

Source: New J, “Get Ready for More Protests,” *Inside Higher Ed*, Feb. 11, 2016, <https://www.insidehighered.com/news/2016/02/11/survey-finds-nearly-1-10-freshmen-plan-participating-campus-protests>; EAB interviews and analysis.

Top Lessons from the Study (cont.)

Progressive institutions should engage student activists with education and resources that meet their needs.

The status quo of one-size-fits-all education workshops and ad hoc conversations is not providing student activists with the resources and guidance they need to be effective activists. Student affairs divisions can reach students with targeted information at four stages of the student activist lifecycle.



Student activism has an impact on those other than activists themselves, including the greater student body, campus community, and alumni. Student affairs divisions can guide institutional efforts to reach out to these other campus constituencies.

Student affairs administrators can facilitate dialogues on tough issues with the greater student body by rethinking current engagement efforts. While student affairs staff are often knowledgeable and articulate about student activism, others on campus also face tricky questions from external constituencies and are unprepared to answer them. Student affairs can help educate faculty, administrators, and frontline staff on how to talk about today's activism with others, including prospective students and families and alumni.

Institutions should leverage the energy and enthusiasm of today's activists to work together and drive long-term change on campus.

As part of today's activism, many student activists are issuing demands to their institutions and they expect to see immediate and significant change. When institutions receive demands, many refuse to negotiate and acknowledge students' underlying concerns. Student affairs divisions can triage students' demands by translating them to pinpoint root concerns, identifying quick wins and long-term priorities, and directing demands to the appropriate place. Student affairs divisions can also engage senior leaders in communicating information about long-term change and building mechanisms for long-term progress.

Outbursts of activism can happen in an instant and institutions need to be prepared to thoughtfully respond at any time.

A single event can trigger a movement on campus, taking campuses from content to unprepared overnight. Responding to student activism is an institution-wide priority and student affairs should take the lead in updating policies and procedures and developing a student-centered first response strategy with clear goals, experienced personnel, and robust training. Institutions should also prepare by collaborating with law enforcement to ensure clarity when responding in the moment.



The Challenge of Modern Campus Activism

INTRODUCTION

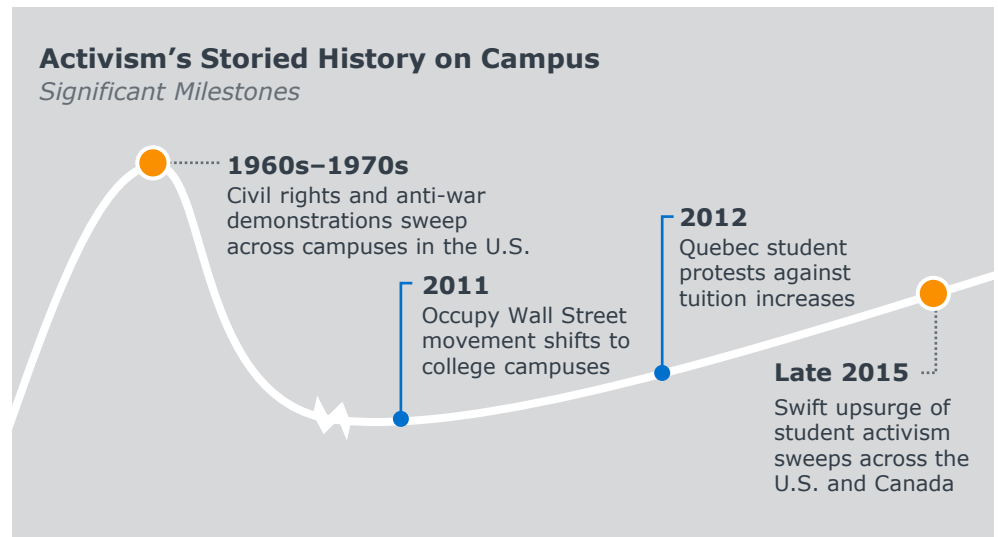
From the Iconic 1960s to Today

Student activism has long been part of the narrative of higher education. In the 1960s and 1970s, student activism notably peaked as anti-war and civil rights demonstrations swept across colleges and universities in the U.S.

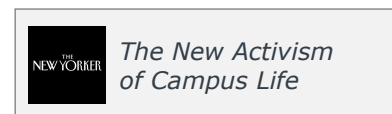
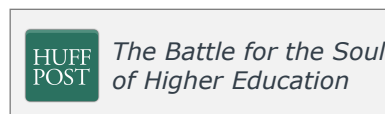
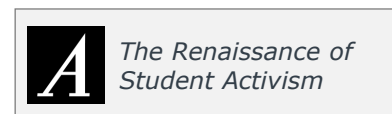
While activism continued on campuses after that time, it was not until the 2010's that it became once again highly visible. In 2011 the Occupy Wall Street movement spread to college campuses across the U.S. and in 2012 Quebec saw massive protests against tuition increases.

Starting in late 2015, campuses experienced a swift upsurge of student activism in both the U.S. and Canada. This "new wave" of student activism has been widely publicized by those beyond higher education.

Student Activism's Recent Surge in Volume and Visibility



Documenting the "New Wave" of Student Activism



Caught By Surprise on Campus

With the latest resurgence of student activism, most colleges and universities were caught by surprise. Most found that their existing policies and protocols were insufficient to address today's activism. Administrators had to ask themselves and their colleagues about their role in responding to current student activists.

Most Colleges Were Not Ready for Today's Activism

Institutions Are Underprepared

Examples of Under-preparation

- ✘ Outdated policies and protocols
- ✘ No set response protocol or strategy
- ✘ No coordinated or trained first responders
- ✘ Lack of proactive engagement and education for students
- ✘ Insufficient mechanisms to address students' concerns and demands

Surprise Among Senior Leaders

Overheard During EAB Research

“Generations repeat themselves. I remember thinking, ‘Oh wow! Those ‘60s students won’t be back until after I retire.’ Oh how wrong I was!”

“I protested against the man in the 1960s and 70s. Now, I am on the other side of the issues. I am now the man.”

“I feel like we are chasing after what's happening right now and scrambling to catch up. It's kind of dizzying after a while...”

“My student affairs colleagues are not prepared. We have not incorporated enough crisis management and strategic thinking skills in our preparation programs for what's happening now.”

Student Activism Is Here to Stay

Although this wave of activity came to campuses rather suddenly, changing demographics on campus indicate an extended future for student activism.

Recent surveys and studies find that today's younger generations are more inclined to protest on campus and in their community. The generational characteristics of today's millennials and tomorrow's Generation Z students combined with the increased diversity of students on campus have contributed to a mainstreaming of activism at all types of colleges and universities.

Changing Demographics Indicate an Extended Future for Campus Activism

Ready to Protest

1 in 10

Incoming freshmen in 2015 expect to protest while on campus, an all-time high

36%

Of surveyed millennials participated in at least one demonstration in the last month

Meet Today's "Firebrand Millennials..."

- Desire to drive meaningful change from inside their organization
- Expect their institution to address their concerns with society at large
- Possess high expectations for change and unwilling to settle for slow progress

...And Get Ready for Tomorrow's Generation Z

- Digital prowess with social media and building online relationships
- Care deeply about social issues and advocating for change
- Increased generational diversity

“Students today are much more vocal about issues they care about. Before, you might have had a minority of individuals pushing for something, but there's been a real **mainstreaming of activism**. Now, we have so many more minority and international students on campus that it feels like everyone is asking us for something.”

*Vice Provost for Student Services
Canadian Public University*

Source: "What If I Told You... Gen-Z Matters More Than Millennials," *The Atlantic*, <http://www.theatlantic.com/sponsored/goldman-sachs-2016/what-if-i-told-you-gen-z-matters-more-than-millennials/903/>; Heller N. "The Big Uneasy: What's Rolling the Liberal-arts Campus?" *The New Yorker*, May 30, 2016, <http://www.newyorker.com/magazine/2016/05/30/the-new-activism-of-liberal-arts-colleges>; Millennials, Politics and Causes: The 2016 Millennial Impact Report, *The Millennial Impact*, <http://www.themillennialimpact.com/2016-report/>; New J. "Get Ready for More Protests," *Inside Higher Ed*, Feb. 11, 2016, <https://www.insidehighered.com/news/2016/02/11/survey-finds-nearly-1-10-freshmen-plan-participating-campus-protests>; EAB interviews and analysis.

Not a One-Size-Fits-All Issue

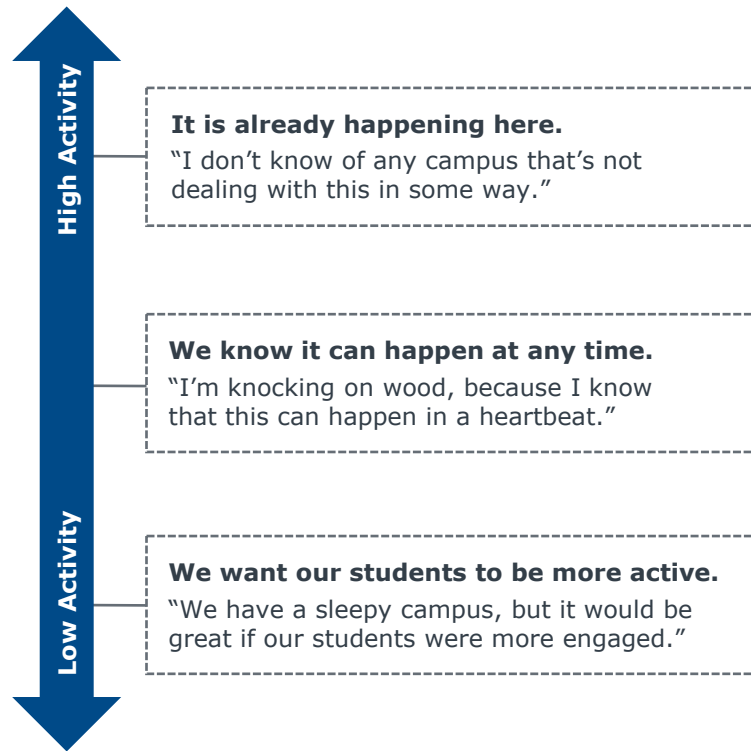
Student activism is not a one-size-fits-all issue from campus to campus. Initially, Forum researchers expected to find significant differences based on institutional type, size, and geography. However, Forum research revealed that there were three main categories of institutions that were not dependent on these types of characteristics. Instead, these categories ranged across a spectrum of low activist activity to high activist activity.

On campuses with low amounts of activist activity, senior student affairs officers often characterized their campuses as sleepy and shared that they were seeking ways to get students more engaged on campus. The second group of institutions shared that while they had not seen a significant outburst of activism yet, they were aware that their profile could change in an instant. Finally, the third group of institutions were those with high amounts of activist activity.

No matter which category, institutional leaders and practitioners shared a common theme of wanting students to be active citizens when they leave campus.

Three Main Categories Among Institutions

Institutional Perspectives on Student Activism



A Common Theme

"We want students to stand up for what they believe in when they leave our institution and go out into the world. So why is it so scary when they do it on our campus?"

*Vice President for Student Affairs
Public Master's University*



“Battle for the Soul” of Higher Education

Regardless of which category an institution belongs to, there are a few factors that make today’s activism challenging to manage.

Many institutions face a value conflict as they reconcile the traditional identity of higher education with modern activism. Institutions must find a delicate balance in the face of increasing questions from the public about ensuring free speech and increasing pressure from students to curb hateful or hurtful speech in an effort to create a welcoming campus climate.

This value conflict has received significant attention from all corners of the higher education community, general public, and the media.

History of Higher Education Is Challenged by Modern Campus Activism

Institutions Face a Delicate Balance...

Questions from the Public



The Coddling of the American Mind



Fighting for Free Speech on America’s Campuses



College Students Run Crying to Daddy Administrator

Pressure from Students

69%

Of students say colleges should be allowed to establish policies that curb intentionally offensive speech

27%

Of students say colleges should be able to restrict upsetting or offensive political speech

“Keep an eye on college campuses. The **battle for the soul of American higher education** being fought there today is going to matter for the wider world tomorrow.”

Aviva Chomsky
“The Battle for the Soul of Higher Education”


Source: Chomsky A, “The Battle for the Soul of American Higher Education,” The Huffington Post, May 22, 2016, http://www.huffingtonpost.com/aviva-chomsky/battle-soul-american-higher-education_b_10100372.html; Free Expression on Campus: A Survey of U.S. College Students and U.S. Adults, Gallup, http://www.knightfoundation.org/media/uploads/publication_pdfs/FreeSpeech_campus.pdf; Heller N, “The Big Uneasy: What’s Rolling the Liberal-arts Campus?” *The New Yorker*, May 30, 2016, <http://www.newyorker.com/magazine/2016/05/30/the-new-activism-of-liberal-arts-colleges>; EAB interviews and analysis.

Difficult to Predict and Monitor


Today's activists are motivated by a broad set of issues, making it difficult for institutions to predict and monitor the issues that will be top-of-mind for students on campus.

Campus, community, national, and international causes stimulate today's student activists. Causes are continually changing and the result of this broad range of issues is that administrators are often left wondering what will come next.

No Shortage of Causes Among Today's Activists




Group Continues Protest Over Harvard **Fossil-Fuel** Portfolio




Why **Graduate Students** of America Are Uniting




Million **Student March** Protests Student Debt, Tuition Rates




Students Protest, Universities Balk at North Carolina **'Bathroom Bill'**




Quebec Students Protest Against **Tuition Fee** Increases




Texas Students Use Sex Toys to Protest New **Gun Laws** On Campus




Stanford Students to Protest **Sexual Assault** Sentencing at Graduation




Racial Discrimination Protests Ignite at Colleges Across the U.S.




Trump Visit to College Campus Sparks Protest



Canadian Student Unions Stand Behind Egyptian Students in Their Struggle for **Human Rights**



UCSB Students Join Protests Against **Dakota** Access Pipeline



Pro-Palestine Students Protest University of Maryland IsraelFEST

Changing the Activist Playbook and Campus Response

Social media has fundamentally changed the activist playbook and campus response. Responding to activism is made more complex by social media.

For instance, issues are no longer isolated to a single student or campus. Now, students organize with peers from other campuses and about global causes. Interactions between colleges and students are also increasingly public and students expect an expedited response or action. Responses are immediately magnified and dissected on social media.

Unpacking the Impact of Social Media

“Traditional Activism” to Today’s Activism

Issues and Inquiries No Longer Isolated

Activism was isolated to a single student or group of students on one campus



Students organize with peers from other campuses and causes across the globe

College-Student Interactions Increasingly Public

Institutions could independently address a concern with one student or group



Students post online and expect a public response via social media

Expedited Response or Action Expected

Students were more patient with respect to the immediate response and long-term change



Students demand an immediate response to their concern and fast solutions to fix complex problems

Responses Immediately Dissected

Campus response was contained or accepted by one student or group



Response is magnified and dissected in the public eye to find wins and missteps

Traditional Engagement Channels Are Not Working

Today’s activists and administrators are increasingly disconnected from each other, meaning that traditional engagement channels are not working.

For instance, activists’ top of mind concerns are generating buzz and catalyzing change with respect to the issues they care about, whereas administrators prioritize student safety and minimizing disruptions to university operations.

As a result, activists are depending on attention-grabbing channels and social media to gather interest in their causes, but administrators are looking for activism in dedicated free speech zones and through existing student groups.

Today’s activists and administrators also disagree about the existing opportunities to be involved in university decision-making processes. Activists do not feel represented by their peers in elected leadership roles and existing involvement opportunities, such as seats on a task force or working group, feel out of reach or without power to make real change on campus. On the other side, administrators see themselves as having robust relationships with traditional student leaders and are frustrated that these same opportunities are unused or underappreciated.

Activists and Administrators Are Increasingly Operating in Different Realities

A Disconnect on Campus



Activists



Administrators

Top-of-Mind Concerns

- | | |
|---|--|
| <ul style="list-style-type: none"> • Locally and nationally, generate immediate buzz and ongoing interest • Catalyze immediate and significant change on campus | <ul style="list-style-type: none"> • Guarantee student safety and ensure that university operations are not disrupted • Understand that change takes time due to college processes |
|---|--|

Activist Channels

- | | |
|---|--|
| <ul style="list-style-type: none"> • Attention-grabbing campus locales, like the quad or president’s office • Social media and online organizing networks | <ul style="list-style-type: none"> • Established free speech zones with clear reservation and usage protocols • Existing student groups or student government meetings |
|---|--|

Existing Opportunities

- | | |
|---|--|
| <ul style="list-style-type: none"> • Don’t feel adequately represented by traditional student leaders • Involvement opportunities seem out of reach or without power to make change | <ul style="list-style-type: none"> • Robust relationships with traditional student leaders • Provide unused seats on university task forces and committees to students |
|---|--|

“The Stakes Are High... We Need to Get This Right”

Alongside the reality that today’s activism is more complex than ever before, colleges and universities face high stakes to get the response right. There are significant consequences to mismanaging today’s activism for both institutions and individual administrators.

Potential consequences include declining donations and support and decreased interest from prospective students. Many senior leaders have seen their jobs be put at risk for mismanaging campus activism and frontline administrators are increasingly asking questions about how their actions might affect their employment.

While some of these examples might seem extreme, the majority of Forum interviewees expressed some or all of these concerns about their own institution.

Potential Consequences for Institutions and Individuals



Fundraising Consequences

\$6M

Total drop in new pledges and donations to the University of Missouri in December 2015



Enrollment Impacts

10%

Drop in applications if *The New York Times* covers an institutional scandal in a long-form magazine article



Possible Legal Action

807

Number of student inquiries about free speech violations and restrictions received by FIRE¹ in 2015, up from 719 in 2014



Jobs at Risk



Ithaca College President Resigns After Protests Over Race Issues



Seattle U. Dean, Subject of Protest, Placed on Leave



When Does a Student Affairs Professional Cross the Line?

1) Foundation for Individual Rights in Education (FIRE).

Source: Kingkade T, "How Media Coverage Of Campus Scandals Impacts College Applications," The Huffington Post, July 8, 2016, http://www.huffingtonpost.com/entry/college-scandals-applications_us_577e6ac1e4b0344d514e1bf9; Simon CC, "Fighting for Free Speech on America's Campuses," *The New York Times*, Aug. 1, 2016, http://www.nytimes.com/2016/08/07/education/edlife/fire-first-amendment-on-campus-free-speech.html?_r=0; EAB interviews and analysis.

The Evolution of This Research

Based on the high levels of activity across the U.S. and Canada in 2015, the Forum was not surprised when campus activism emerged as a top-of-mind issue for institutions in early 2016.

Forum research began with an extensive literature review. Over the course of 10 months, Forum researchers then spoke with more than 100 experts and practitioners from colleges and universities across the U.S. and Canada.

Across the year, Student Affairs Forum research gradually evolved from a crisis management approach to a positive, student-centered approach to addressing today's activism.

Adapting the Student Affairs Forum's Approach to Match Current Institutional Needs

EAB Research Process Overview



Literature Review

- Scholarly publications and presentations
- Current news articles
- Conference presentations



100+ Research Interviews

- Practitioners and experts from U.S. and Canadian institutions
- Senior institutional leaders
- Student affairs administrators

The Progression of Student Affairs Forum Research

Evolving Titles Reflect a Changing Landscape



A Shared Goal

“We are looking for a more **positive, student-centered approach** to addressing activism on our campus. We want to better engage our students who are passionate about issues on campus, and we want our institution to be prepared for what comes next.”

*Vice President for Student Affairs
Private Research University*

“Today’s Activists Are Tomorrow’s Trustees”

“Today’s activists are tomorrow’s trustees.” This powerful quote illustrates the positive potential of proactively engaging student activists. These are students who are dedicated and they are demonstrating their commitment and care to improving their institution.

Forum research revealed four main reasons why progressive institutions and leaders are capitalizing on the opportunity to engage student activists in a positive manner. Leaders shared that activism is in higher education’s history, institutional mission statements, and students’ and society’s best interests.

Leaders Recognize the Opportunity to Engage Activists

Activism is higher education’s history.

“The great movements of our nation were driven by students. We need to help students understand that this is what our country is founded on and what’s important about a public institution guaranteeing free speech.”

*Vice President for Student Affairs
Public Master’s University*

Encouraging activism is in our institutional mission statement.

“Our mission is to develop engaged citizens and effective advocates. When they leave, we want our students to advocate for social change and be passionate spokespersons for the issues they believe in.”

*Dean of Students
Private Baccalaureate College*

Campus activism is in students’ best interests.

“Creating the next wave of activism is part of our job as an institution. There are learning moments and educational opportunities that we can leverage in the midst of all of this passion to make our students stronger graduates.”

*Dean of Students
Public Research University*

Campus activism benefits society at large.

“Activism is the hope and promise of post-secondary. If we manage it well, we are going to send out people who are going to make the world better.”

*Vice President for Student Affairs
Canadian Public University*



Educating Potential Student Activists

SECTION

1

A Top Priority for Student Affairs

One of the largest challenges to providing early education and engagement is proactively identifying future activists. Student Affairs Forum interviewees identified three central groups of student activists on campus today.

First, there are student leaders who are active on campus through campus life and student organizations and they have established relationships with administrators.

There are also two other groups of activists where it is more difficult to proactively identify and reach activists. New activists are groups of students that are passionate about particular causes and known to administrators through those causes. Unknown activists are students that are relatively quiet and unknown to administrators until they quickly activate around a particular issue.

Particularly when thinking about these last two groups of activists, Forum interviewees expressed a need to do a better job of identifying these students early and engaging them in the issues they are likely to care about on campus.

Identifying Tomorrow's Activists Is a Key Challenge

Three Groups of Student Activists



Traditional Student Leaders

- Students already involved in student organizations and campus life activities
- Students have established relationships with administrators
- Examples include student government officers and multicultural center student board members



New Activists

- Groups of students passionate about campus, community, and national causes
- Students become known to administrators through activist-centric activities
- Examples include members of college political organizations and cause-based student groups



Unknown Activists

- Students who are relatively quiet until they become fired-up about a specific issue
- Administrators don't know these students until they are active on campus or online
- Examples include students involved with the Black Lives Matter Movement or other cause-based movements and activities



We Need to Do a Better Job

"We think we have a good pulse on what's happening with students, but we really don't. We are constantly surprised by the students that come our way and the issues they bring to our attention. I know we need to do a better job so if we see something happening on social media or nationally, we can start mobilizing our advisors and staff so we are ready when it hits our campus."

*Vice President for Student Affairs
Public Master's University*

Social Media Is Still the New Frontier

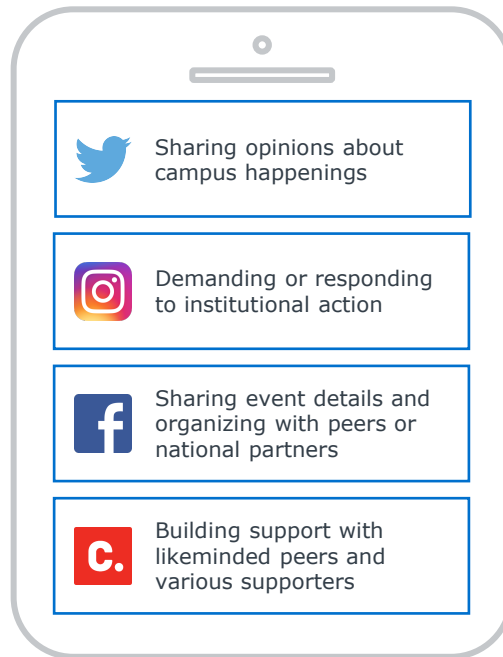
One way to identify and monitor potential activists is through social media. Student activists are using online channels to share opinions, respond to institutional action, organize, and draw support to their causes.

Although student activists are using social media, institutional approaches through campus security, general communications, and the president's office often don't capture the information that student affairs administrators need to identify and engage student activists.

Institutional Approaches Fall Short in Gaining Intel for Student Affairs

A Wealth of Intel Lives Online...

How are activists using social media?



...But Current Institutional Monitoring Efforts Miss Key Information for Student Affairs

“Our security department says they are monitoring social media, but they're not really catching the information we need in student affairs.”

“I get a funny email from our communications department once per day about 'activism' on social media. Usually, it's one tweet from an alum.”

“Students tweet our president directly. Sometimes, he responds and says we'll handle it, but we don't know that until the student shows up.”

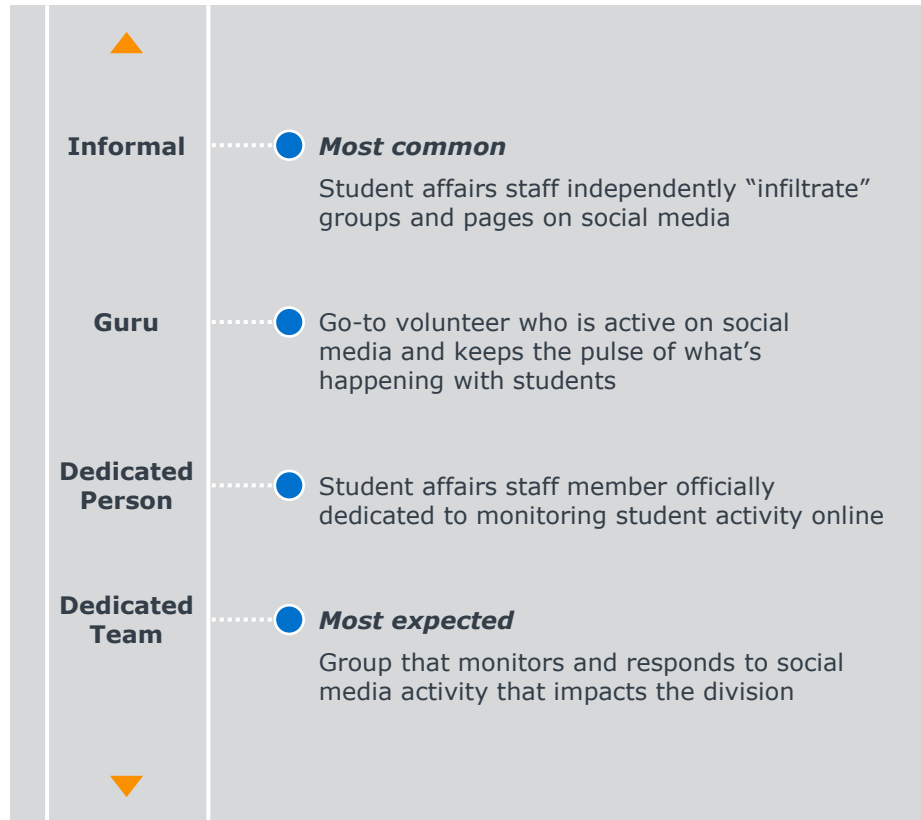
Increased Interest in Tracking Students Online

Due in part to the fact that institutional monitoring and engagement efforts are not capturing these types of activist-centric information, student affairs leaders expressed a renewed interest in divisional monitoring efforts.

Forum research revealed a spectrum of social media monitoring efforts in student affairs, ranging from informal, ad-hoc efforts to more formal efforts, such as a dedicated person or team in the division. Interestingly, most interviewees expected their peers to have a formal divisional team dedicated to social media, but in fact most institutions are actually informally monitoring social media.

No matter what approach your division takes to monitoring and engaging with students via social media, the Forum recommends answering three key questions about the type of information you are watching for as well as how you are sharing and acting on the information.

The Spectrum of Social Media Monitoring in Student Affairs



No Matter Your Approach, Three Key Questions

- 1 What types of information are you watching for?
- 2 How are you sharing the information across the division?
- 3 How are you acting on the information you learn?

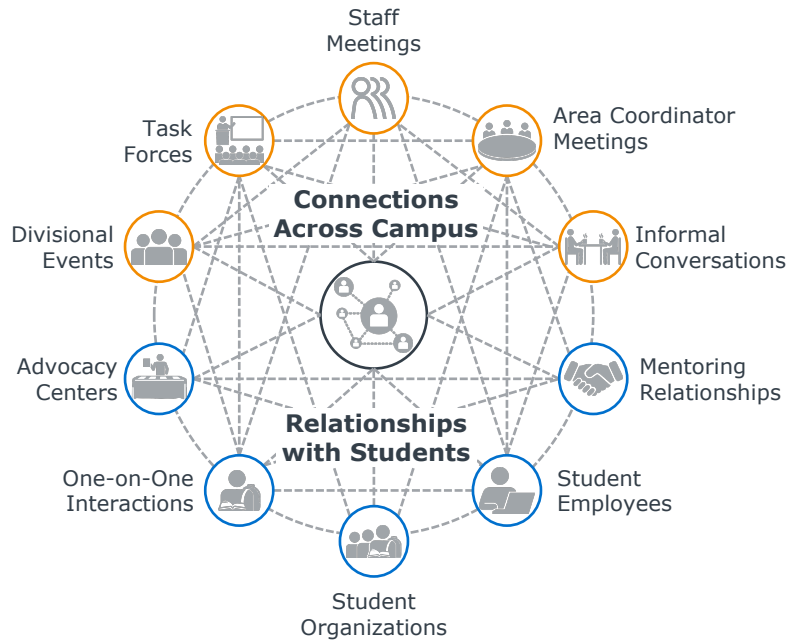
Making the Most of the Student Affairs Network

While there is certainly a lot of information to gain from social media, Forum interviewees emphasized the importance of making the most of student affairs' existing connections and relationships on campus. Student affairs administrators have extensive connections across campus and engage in sharing information through a variety of meetings, events, and interactions. Similarly, student affairs administrators have robust relationships with students. With these strong connections already established on campus, student affairs leaders told that the next step was to do a better job identifying, sharing, and acting on key information with campus partners.

Leverage Existing Campus Relationships to Gather and Share Intel

Extensive Connections Among Staff and Students

Representative Example



The Business of Relationships

“In student affairs, we are in the business of relationships. We have a number of formal teams and communication channels, and we are constantly talking amongst ourselves. That being said, we could do a better job of more intentionally sharing information we learn about current issues on campus.”

*Vice President for Student Affairs
Canadian Public University*

Identifying and Sharing Critical Information

The first step to improving information sharing among staff is to crystallizing what types of information to listen for when it comes to campus activism. Key information might include intel about planned protest activity, shared discontent about recent university action or community issues, or third-party organizations looking to influence campus protests.

In addition to identifying what types of information staff should listen for, it is important to understand how administrators are sharing key intel. Forum research uncovered three ways, ranging from informal to formal, that staff are sharing information about student activists and activism.

In-Person Networks Yield Insights on Activist Behaviors and Events

What Information Should Staff Listen For?



Planned Protest Activity

Advisor talks with a student who shares that they are planning on protesting an upcoming event with a controversial speaker.



Shared Discontent

At an area coordinator team meeting, multiple administrators share that they hear student discontent about a recent university action.



External Influences

Student employee shows supervisor an email from a third-party organization looking to fund a potential demonstration.

How Are Administrators Sharing Key Intel?

Informal



Staff elevate concerns to supervisors on an as-needed basis



Staff discuss concerns at existing meetings or via email with key partners



Staff hold regular meetings to discuss potential activist behaviors on campus

Formal

“We Know There Are a Lot of Holes”

After identifying potential activists, institutions need to provide students with education about being effective activists. University administrators acknowledged that there were a lot of holes in students’ knowledge of university governance and policies, organizing, and the consequences of activism.

Forum interviewees also acknowledged that current education initiatives fall short in closing this knowledge gap. For example, ad hoc conversations happen too infrequently or too late and one-size-fits-all workshops don’t speak to students’ immediate interests or needs.

Status Quo Education Does Not Address Students’ Knowledge Gap

Administrators Share Top Frustrations with Activists...



“Students do not understand their rights or what they can do on campus.”



“Today’s activists don’t have a purpose... they are just out marching around.”



“Students don’t know all that we are already doing on campus to address their demands.”



“Protests are not organized.”



“Students think that activism is a one-time event that will solve all of our problems.”



“Activists fail to consider how their actions today might affect them later.”

...But Current Education Initiatives Fall Short



Ad hoc conversations with activists as they become known to the institution



One-size-fits-all workshops for all students, regardless of immediate need, interests, or prior experience



Education content depends on the expertise and viewpoints of individual administrators



Institutions don’t provide guidance, causing students to independently seek out external resources

A More Nuanced Approach to Training

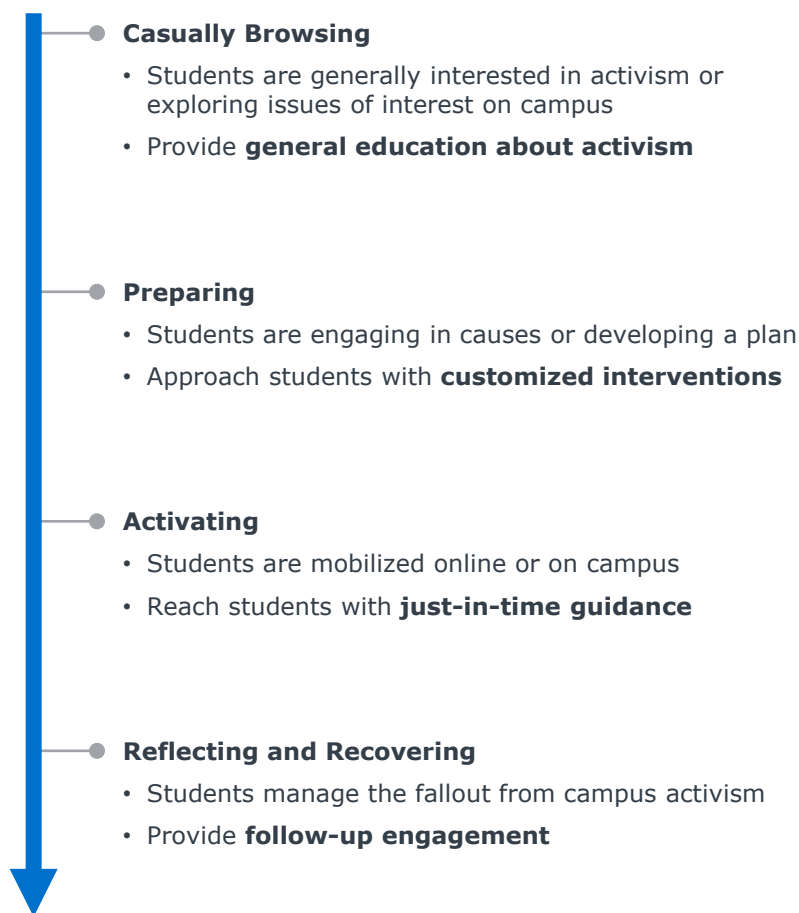
The Forum recommends that institutions map activist education to students' individual needs across the student activism lifecycle. There are four specific points where student affairs divisions can provide education, guidance, and resources to student activists to help them be effective in achieving their goals in a safe and productive manner.

Providing activist education is important for all campuses, not only those with high amounts of activism. Changing demographics on campus indicate that more students will be active throughout their time at an institution, making these types of proactive educational interventions crucial for all institutions and students.

Mapping Education to Students' Individual Needs



The Student Activist Lifecycle



Source: EAB interviews and analysis.

Embed Content on Activism into Existing Training

First, institutions should reach students who are “casually browsing” activist issues with general education. One approach to providing general education is to provide activist-centric content into existing training initiatives.

Swarthmore College includes a dedicated session on campus activism in their annual leadership retreat for cultural center student leaders. The session is facilitated by Swarthmore staff and includes content such as demystifying institutional governance and highlighting opportunities for students to be involved in college decision-making processes. (On the right, you can see the title and some of the key messages of the session.) Swarthmore is continuing to include this content in different ways for students.

If you are thinking about embedding activist-centric education into existing initiatives, you might consider existing opportunities like leadership retreats, student organization meetings, engaged citizen initiatives, or social justice retreats.

Swarthmore College Leverages Student Mindshare During Other Initiatives

Student Leadership Retreats Incorporate Activism Education



Annual cultural center leadership retreat now includes a dedicated session about student activism



Session lasts 90 minutes and it is facilitated by Swarthmore staff



Key messages include demystifying governance processes and sharing existing opportunities for students to be active with institutional decision making



Session content has since been used in other settings, including a retreat for student government executive board members

Diving into the Session

“Navigating for Change: Effective Communication and Organizing”

Key Messages

- Understanding the organizational structure of the staff of the Dean's Division and President's Office and therefore the system students are working in.
- Understanding who the key players are within our current structure and who the most accessible staff members are, those who you can go to first for support or information.
- Understanding the limits to the power and capacities, of staff within the system, especially in focusing on the President's Office.
- Learn to develop effective plans of action, to realize the change you'd like to see.
- Practice planning an event and map out which staff students should engage with first.

Developing Activist Education for Students

Other institutions are developing standalone, activist-centric workshops for students who are likely to be predisposed to activism. One large, public university's LGBTQIA+ Center hosts two annual trainings about campus activism. One workshop is for current students and another is for prospective students. At both workshops, attendees learn organizing skills and how to hold successful advocacy events. The content is tailored to issues that affect the LGBTQ population, ensuring that the subject matter is interesting to student attendees.

This approach is beneficial because it helps students build relationships with fellow activists and center staff, focuses on issues of interest, provides an opportunity to learn about relevant campus resources, and reaches students who are more likely to be predisposed to activism on campus. These workshops have been positively received from students and the university hopes to offer more sessions and invite more groups to participate in the future.

The Forum recommends using a similar approach with other advocacy centers on campus, such as a multicultural center or women's center.

Large, Public University Educates Prospective and Current Students

Front-Loaded Education for Prospective and Current Students



Advocacy Center Training

LGBTQIA+ Center hosts two annual workshops, one each for prospective and current students



Tailored Content

Attendees learn organizing skills and how to execute successful advocacy events



Key Benefits

Students build relationships with fellow activists and center staff, and learn about campus resources



Plans to Expand

University hopes to offer more sessions and invite more groups to participate in future workshops

Meet Students Where They Are

Beyond general activist education for students who are “casually browsing,” institutions should address activists that are preparing, or those that are engaged in causes or developing a plan, with customized interventions. The University of Michigan identifies potential activists and reaches out to offer guidance about upcoming activist activity on campus.

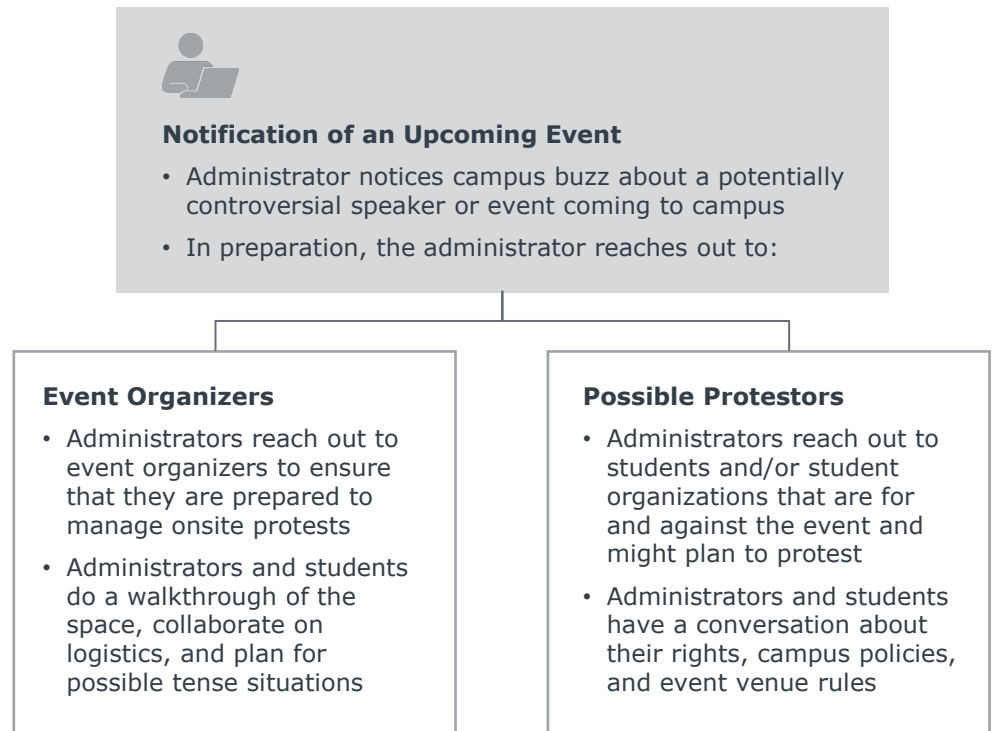
When an administrator at Michigan is notified or made aware of an upcoming event, such as a controversial speaker, they proactively reach out to the event organizers and possible protestors. With event organizers, administrators help students prepare for onsite protests by doing things like a walkthrough of the space and talking through possibly tense situations. With possible protestors, administrators will reach out to have a conversation about their rights, campus policies, and event venue rules.

This approach is mutually beneficial to students and the institution because it provides administrators with more insight about upcoming events, strengthens relationships between students and administrators, increases students’ preparation and awareness of resources, and reduces the potential for a tense or regretful exchange.

University of Michigan Identifies Activists to Offer Proactive Guidance

How Michigan Prepares for and Interacts with Potential Activists

Illustrative Example



Benefits to Students and the Institution

- ✓ Provides administrators with more insight about upcoming events
- ✓ Strengthens relationships between students and administrators
- ✓ Increases students’ preparation and awareness of policies and resources
- ✓ Reduces the potential for a tense or regretful exchange

Provide Simple, Accessible Guidance

While it is ideal to reach students earlier, once activists move from preparing to activating, it is important to provide just-in-time guidance and support.

Michigan State University's student life division developed a brochure in consultation with student leaders that offers immediate information to activists. The brochure includes MSU's philosophy on activism, relevant policies and ordinances, quick facts and recommendations, action steps for successful activism, and key contact details, including campus life and police.

The brochure is continuously available online and distributed to activists as they come forward on campus.

Michigan State University's (MSU) Brochure Offers Immediate Information

Important Contact Information

Department of Student Life ----- 517-355-8286
556 E. Circle Drive, 101 Student Services Building
studentlife.msu.edu

MSU Police ----- 517-355-2221
1120 Red Cedar Road
police.msu.edu/

Residence Education and Housing Services ----- 517-353-3780
219 Wilson Road, Room G60
liveon.msu.edu/

Resources

¹ Student Rights and Responsibilities (SRR), Article I., splife.studentlife.msu.edu

² Disorderly Assemblages or Conduct, splife.studentlife.msu.edu/regulations/selected

³ General Student Regulation (GSR) 2.05, splife.studentlife.msu.edu/regulations/general-student-regulations

⁴ Spartan Life Handbook and Resource Guide, splife.studentlife.msu.edu/regulations/selected

⁵ Spartan Life Handbook and Resource Guide, splife.studentlife.msu.edu/regulations/general-student-regulations

⁶ Spartan Life Handbook and Resource Guide, splife.studentlife.msu.edu/regulations/selected

Statement on Free Speech, President Lou Anna K. Simon, <http://president.msu.edu/advancing-msu/presidents-statement-on-free-speech.html>

See *Spartan Life* On-Line @ splife.studentlife.msu.edu/
MSU is an affirmative-action, equal-opportunity employer.



Activism and Education

"The basic purposes of the University are the advancement, dissemination, and application of knowledge."¹

- *Freedom* of expression is fundamental to education; however, *absolute freedom* leads to *anarchy*.
- *Order* is also fundamental to education; however, *absolute order* leads to *tyranny*.

"Therefore, the University must seek to strike a *balance* between *maximum freedom* and *necessary order*..."²

What Should I Know About Activism On Campus?

■ Protests, rallies, etc., may not disrupt normal University operations.² For example, activities may not:

- ✓ create excessive noise within or in close proximity to campus buildings.
- ✓ obstruct the free movement of persons about the campus.
- ✓ block access to and from University buildings.
- ✓ enter or remain in another individual's place of residence or work without permission.³

■ While in dialogue, we should:

- ✓ listen to the ideas and beliefs of others.
- ✓ reflect critically on our own ideas and beliefs.
- ✓ accept responsibility for our actions and words.
- ✓ contribute positively to the richness of the intellectual dialogue.

Department of Student Life
556 E. Circle Drive
101 Student Services Bldg.
East Lansing, MI 48824-1113
Phone: (517) 355-8286
studentlife.msu.edu

Action Steps

- **To complete an Event Planning Form on Community,** michiganstate-community.symplicity.com/
- **Use other valuable resources, such as:**
 - ✓ The *Student Organization Handbook*, studentlife.msu.edu/publications/student-organization-handbook-3
 - ✓ Your student organization adviser
 - ✓ *Spartan Life*, splife.studentlife.msu.edu/
- **Be aware of relevant institutional policies:**
 - ✓ The *Student Disorderly Conduct Policy*⁴
 - ✓ *General Student Regulations*⁵
 - ✓ *Disorderly Assemblages or Conduct*⁶
- **Be knowledgeable about the issue(s) at hand.** Critical judgment is important in the search for truth.
- **Seek and be open to different perspectives.** All good teachers must also be learners.
- **Consider the impact your actions** will have on your self and others.

Policies & Ordinances in *Spartan Life*

splife.studentlife.msu.edu/regulations

Name of Policy	Where in <i>Spartan Life</i>
General Student Regulations -----	splife.studentlife.msu.edu
Disorderly Assemblages or Conduct-- splife.studentlife.msu.edu/regulations/selected	splife.studentlife.msu.edu/regulations/selected
Signs and Structures-----	splife.studentlife.msu.edu/regulations/selected
Student Disorderly Conduct Policy ---	splife.studentlife.msu.edu/regulations/selected
Free Speech and Individual Responsibility -----	splife.studentlife.msu.edu/regulations/selected

Key Content

- ✓ MSU's philosophy on activism
- ✓ Relevant policies and ordinances
- ✓ Action steps for successful activism
- ✓ Key contact details, including campus life and police

Source: "Student Activism at Michigan State," Michigan State University, 2016, <http://studentlife.msu.edu/wp-content/uploads/2012/04/Student-Activism-2016.pdf>; EAB interviews and analysis.

“They Don’t Speak for Me”

Another way to support activists on the frontlines is through in-person conversations. Forum research found that student activists are often unfamiliar, unknowledgeable, or unwilling to work with traditional student leaders on campus. For these reasons, activists often want to bypass student governance structures in favor of directly approaching senior leadership with their concerns.

During a protest at Simon Fraser University, administrators recognized this disconnect and sought to broker introductions between student activists and traditional student leaders. Administrators fostered a joint dialogue session and encouraged activists to work with senior leaders to set and present a joint list of initiatives to senior campus leaders.

Fostering stronger relationships between student activists and traditional student leaders is important to respecting the power of elected student leadership. Even if activists are interested in avoiding working with their elected peers, administrators can help them see the added value of collaboration, such as a stronger voice when making asks of institutional leadership.

Connecting Student Leaders and Activists at Simon Fraser University

A Disconnect on Campus

- ✘ Student activists are not always traditional leaders
- ✘ Activists don't know how to navigate structured student governance organizations
- ✘ Activists want to speak directly with senior administrators, not their peer representatives

Simon Fraser University Fosters Relationships Among Diverse Students

- Vice President for Student Affairs approaches activists on campus in order to broker introductions to current student leaders
- Simon Fraser facilitates a joint dialogue session among activists, student leaders, and administrators
- Activists work with student leaders to set and present a joint list of initiatives to senior campus leaders

Respecting Representative Student Leaders

“In some of these situations, I am actually the advocate for students. I gently remind the protesters that we do have undergraduate and graduate representative bodies, and I let them know that I would also really like to hear about their opinions. It's my role to remind them that there are other stakeholders here, and that they don't always speak for all students.”

*Tim Rahilly, Vice-Provost and Associate Vice-President, Students and International
Simon Fraser University*

Acknowledging the Cost of Students' Activism

Finally, institutions should provide guidance and support to students who are reflecting on and recovering from a period of campus unrest or activism.

Activism can be physically and emotionally exhausting for students. Student activists invest a significant amount of time, energy, and passion into their causes of interest and this can have adverse effects on things like academic performance and personal health.

Progressive institutions are providing follow-up engagement to support activists as they recover. On-call counselors, facilitated small group dialogues, and dedicated community reflection spaces offer students and others affected by activism the opportunity to heal. Other examples of recovery support are more creative, such as delivering thank you letters and care packages to activists to thank them for their ongoing commitment to bettering the institution.

Institutions Can Support Activist Recovery

Activism-Induced Exhaustion

“Students aren’t just rabble-rousers. These activists care enough to take on the incredible emotional burden and work of standing-up for what they believe. I’ve seen activists who dedicate so much of themselves to the cause that **they pay the cost in physical and emotional exhaustion**. Their commitment significantly impacts them as a person and as a student.”

*Vice President for Student Affairs
Private Baccalaureate College*

Progressive Institutions Provide Follow-Up Engagement



On-call counselors made available to students who need immediate and ongoing support



Facilitated small group dialogues connect students with like-minded peers to learn about institutional resources



Dedicated community reflection spaces bring together students, faculty, staff, and community members



“Thank you” letters and care packages demonstrate appreciation for students’ ongoing commitment to bettering the institution

Reflecting on Activism's Lasting Impact

In addition to supporting activists as they recover after an outburst of activism, student affairs divisions can also guide students in reflecting on activism's lasting impact.

Oftentimes people focus on the potential negative consequences of activism for student activists, such as exhaustion or burnout, a damaging online persona, or even a criminal or disciplinary record. But there are also some positive lasting impacts to also consider, such as students contributing to positive change on campus, improving their self-advocacy skills, or even gaining marketable skills that might be helpful in a future career.

To help students reflect on the new skills and knowledge they might gain through their involvement as a student activist, the Forum recommends adding language to existing resume builders or guidance for students about campus activism. On this page, you can see some examples of skill categories (communication, organization, and leadership) and language describing specific skills and experiences.

While this type of guidance is valuable to students in the aftermath of campus activism, it can also be frontloaded in general education efforts to illustrate the positive potential of campus activism.

Encourage Students to Recognize New Skills and Knowledge

How Can Activism Affect Students?

- ▼ Feel exhaustion or burnout
- ▼ Damage your online persona
- ▼ Earn a criminal or disciplinary record
- ▲ Contribute to change on campus
- ▲ Improve self-advocacy skills
- ▲ Gain marketable skills

Recognizing the Positive

Student Activism Resume Builder

Sample Language for Key Skills

Communication

- Managed a strategic social media presence with 5,000+ active followers
- Composed written communications for university executives, newspaper columns, 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 ongoing negotiations with senior university leaders
- As President, led and delegated work to five-member core committee

Educating Potential Student Activists

Use these discussion questions and takeaway to-dos to guide your institution's next steps around educating potential student activists.

Questions and To-Dos to Guide Next Steps on Campus

Discussion Questions

- How does our division monitor students' social media activity to ensure we know what is happening with today's activists?
- How do our staff share critical information about today's student activists across the division?
- What are existing opportunities to educate and engage potential student activists? Should we consider developing new educational opportunities or resources?
- What information is most important for potential student activists to know at each stage of the activism lifecycle?
- How can our institution support student activists after an outburst of activism on campus?

Takeaway To-Dos

- Review the goals and efficacy of institutional and divisional social media monitoring efforts
- Develop mechanisms for staff members to share key information learned about today's activists
- Determine the goals of educational programs and resources—what do potential activists need to know?
- Audit existing educational programs and resources for potential student activists



Get Started with Resources from EAB

See the Implementation Toolkit at the end of this publication for diagnostics, templates, and discussion guides that will help you implement the practices from this section.



Facilitating Community Dialogue on Tough Issues

SECTION

2

Embracing Difficult Dialogues

Embracing difficult dialogues is work that higher education and student affairs divisions have been doing for a long time. Forum interviewees often shared that there is more work that student affairs can do moving forward to reaffirm the institutional commitment to community engagement and bring community members together proactively to explore and discuss tough issues affecting campus.

Institutions Must Reaffirm Commitment to Community Engagement

“This isn’t a new area for higher education at all, but it’s clear that more and more campuses are recognizing it’s important to try and create more opportunities for open dialogue about these issues. Most campuses understand that the protests and activism last year show that there are issues that need to be addressed.”

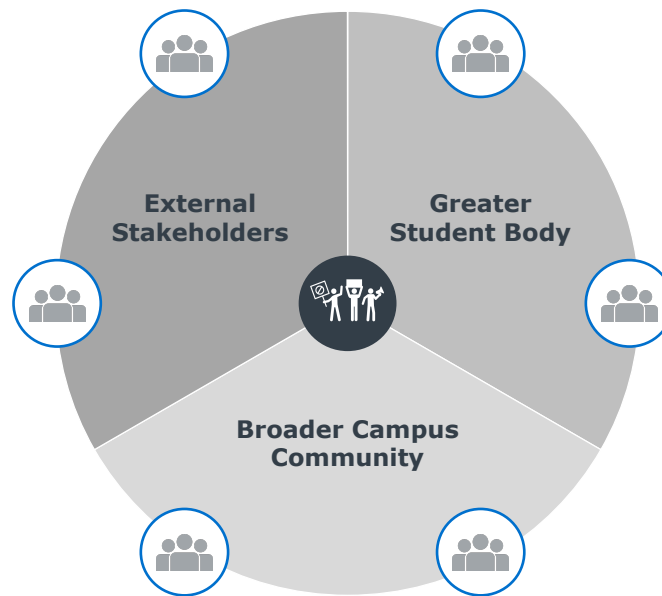
*Kevin Kruger, President
NASPA*

Source: New J, "Renewed Diversity Push," *Inside Higher Ed*, August 30, 2016, <https://www.insidehighered.com/news/2016/08/30/protests-racist-incidents-lead-more-multicultural-programs-campuses>; EAB interviews and analysis.

The Ripple Effect of Today's Student Activism

When talking about campus activism, it is easy to talk about how it affects those at its center—the student activists themselves. But activism impacts more than just those students on the frontlines. In fact, the impact of activism ripples outward to the greater student body, the broader campus community, and even external stakeholders. Each of these constituencies will continue to require the attention of student affairs when grappling with issues of activism on campus.

Activism Impacts More Than Just Those People on the Frontlines



No Shortage of Questions and Concerns

Alumni and Friends

"What's happening with those activists on campus? How is the university responding?"

"I'm not interested in supporting an institution that ignores students' opinions and rights to protest."

Prospective Students and Families

"During campus visits, parents are asking what we are doing to keep their students safe."

Faculty and Staff

"How should I address these issues with my students?"

"How can I balance my own opinions with teaching and supporting my students?"

Trustees

"What can be done about the issues that students care about?"

"How will the interactions between our students and administrators impact our reputation?"

General Student Body

"What does this mean for how the campus will treat people like me?"

"I don't care if they protest. I just want to go to class."

Source: EAB interviews and analysis.

Maximizing Roundtable Discussions with Students

When preparing for or managing potential activist issues, it is important to know the pulse of the greater student body beyond the immediate activists. 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.

Sam Houston State University (SHSU) reworked their long-existing roundtable discussions by strategically inviting attendees, asking tailored questions, and acting on knowledge gained through these interactions.

The roundtable discussions occur monthly with students who are part of a specific campus group. At the discussions, SHSU administrators ask tailored questions about students' experiences at the institution and current issues that might have an impact on their experience going forward.

For institutions that already have a discussion forum for students and administrators, consider rethinking your approach to focus on potential hot-button issues with specific student groups.

Sam Houston State University's (SHSU) Targeted Roundtable Discussions

How SHSU Strategically Invites Attendees and Tailors Questions



Give Purpose and Structure to Freewheeling Events

Another common method of soliciting community input are town hall meetings. But most town hall meetings turn into lengthy, freewheeling discussions that have little direction or purpose.


Like many other campuses, Dickinson College faced pressure to address concerns regarding diversity and inclusion on campus from a group of student activists. After an initial demonstration, Dickinson students hosted a town hall meeting on campus culture that drew more than 700 attendees.

At the meeting, each student attendee was given a notecard to share one problem with Dickinson's culture and one potential solution. With guidance from student life staff, an affiliated student group collected the notecards and synthesized them to identify key themes. These themes were the foundation for a list of "asks" that students delivered to administrators to address their concerns with the campus culture.

This structured approach to cataloguing students' concerns can help a freewheeling discussion or unproductive town hall meeting map to particular goals and outcomes. Attendees can feel heard by the institution and administrators have a clear understanding of the top priorities and concerns of the broader campus community.

Dickinson College Enhances Town Hall Meeting with a Notecard Exercise

Notecard Exercise Provides Direction to Town Hall Meeting




- 1 **Initial Demonstration:** Local "Why We Wear Black" movement staged a demonstration in campus dining hall
 - 2 **Town Hall Meeting:** More than 700 attendees discussed campus culture at a "call to action" meeting (organized by students)
 - 3 **Notecard Exercise:** Attendees were asked to share their top concern and proposed solution on notecard (see below)
 - 4 **Key Themes:** Students synthesized notecards to identify key themes, with guidance from student life staff
-  **The Asks:** Students deliver a list of "asks" to administrators, grounded in the notecard exercise's findings

Notecard Questions

1. What is one problem with Dickinson's campus culture?

2. What is a potential solution?

Benefits of the Notecard Exercise

-  Gives a voice to all attendees and clarifies top concerns
-  Allows a town hall meeting to be mapped to particular goals or outcomes
-  Empowers students to create a list of asks that reflects a range of opinions

Fostering Respect Between Officers and Students

Another way to engage the greater student body is to build positive relationships between students and police. Given the national climate around policing right now, it is very important that students and officers have the opportunity to build a mutual trust before they are interacting in a tense situation. The University of Illinois at Urbana Champaign (UIUC) developed a neighborhood policing initiative to foster respect between officers and students.

At UIUC, officers are assigned focus areas and dedicated patrol beats to develop community relationships. As part of the program, “neighborhood patrols” occur with the campus cultural centers. One or two officers volunteer to work with each cultural center and the officers regularly stop by to interact with staff and students and participate in special events.

The program succeeds in building positive relationships between underrepresented student and officers. This interaction and engagement helps build trust before and after a tense situation.

UIUC’s Neighborhood Policing Initiative Builds Positive Relationships

Building Mutual Trust

“The day-to-day interactions that university officers have with students can go a long way to reducing tensions. Officers and students develop a relationship that isn't a reaction to something bad, but it's built on something positive. If students know officers as a person and not a uniform, and officers know students as thoughtful and passionate, it becomes a more positive, trusting relationship... even in a tense situation.”

*Retired Police Chief
Public Research University*

Key Elements of UIUC’s Initiative



Dedicated Assignments

- All officers are assigned focus areas and patrol beats to develop community relationships
- Officers are required to participate; program is coordinated by police



“Neighborhood Patrols”

- One to two campus officers volunteer to work with each campus cultural center
- Officers regularly stop by to interact with staff and students and participate in special events



Positive Relationships

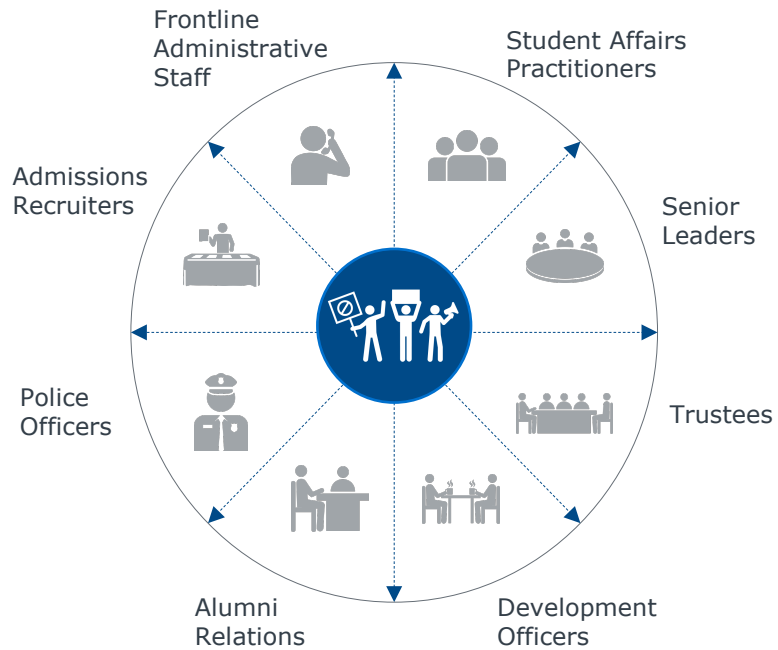
- Underrepresented students and officers have positive interactions and build trust before and after a possibly tense situation

Looking Beyond Student Affairs Staff

Forum interviewees often spoke about the many different educational initiatives designed to educate student affairs staff about student activism, such as diversity institutes, discussion roundtables, and trainings from external consultants.

However, student affairs staff are not the only people affected by campus activism. Activism is already having an impact on other campus constituencies, like senior leaders, alumni and development officers, and frontline administrative staff. These groups often face tricky questions about activism on campus and how the university is responding to activists and their demands.

Other Campus Constituencies Are Impacted by Campus Activism



No Shortage of Education for Student Affairs Staff...

- Diversity institutes
- Discussion roundtables
- External trainings

...But Others on Campus Face Tricky Questions

Why don't you just expel the activists who are camped out?

How is the college guaranteeing that students have free speech?

How is our university answering students' demands and increasing diversity on campus?

Helping Frontline Staff Handle Difficult Questions

Answering questions about campus activism from external stakeholders can be difficult for university personnel who are not immersed in related causes on campus. To help frontline staff answer these difficult questions from external stakeholders, the Forum recommends developing a cheat sheet with key information and talking points.

The cheat sheet approach is beneficial because it equips staff with easily accessible information, provides ready-to-use scripting, and helps direct stakeholders to institutional next steps. The format of such a cheat sheet is also easily tailored and updated for key campus groups, such as admissions recruiters or frontline administrative staff.

Here, you can see sample categories and questions that you might include on a cheat sheet, such as an overview of the issues and response strategy, top of mind concerns like student safety, and information about longer-term initiatives.

A Cheat Sheet for Talking About Campus Activism with Stakeholders

Campus Activism FAQ

Sample Categories and Questions

Overview

Short summary of current events on campus

Understanding the Issue

Brief explanation about:

- *What students are asking for or demonstrating about and why*
- *Why this protest or issue is top of mind for students*
- *What is already happening at the institution that might address students' concerns*

Articulating the University's Response

Brief explanation of the institution's response strategy so far

Longer-Term Initiatives

Brief explanation of what the institution expects to do moving forward

Addressing Top-of-Mind Concerns

Sample difficult questions and answers (focus on specific questions)

Contact Information

Who should university administrators/staff contact for more information?

Who should external constituencies contact for more information?

Benefits to the Cheat Sheet

- ✓ Equips staff with just-in-time, easily accessible information
- ✓ Provides ready-to-use scripting for tense interactions
- ✓ Helps direct stakeholders to institutional next steps
- ✓ Format is easily tailored and updated for key campus groups, such as:
 - Admissions recruiters
 - Frontline administrative staff
 - Alumni relations and development staff
 - University volunteers

“What’s My Role?”

As the volume of activism continues to rise on campuses, faculty and staff outside of student affairs are struggling to balance their role in supporting students, representing the institution, and managing activism. In response, some institutions are expanding the proactive guidance and follow-up support they provide to faculty and staff.

American University periodically hosts dedicated training sessions and staff to review university policies and expected behaviors related to activism on campus, helping them navigate their role. The sessions are jointly coordinated and hosted by human resources, general counsel, and the vice president for campus life, which helps reaffirm that responding to activism is a campus-wide priority.

Other institutions provide follow-up support to faculty and staff. Examples of follow-up support include messages from senior leadership emphasizing self-care, on-call counselors, ongoing discussion series, and affinity groups for likeminded faculty and staff to come together and discuss hot button issues of interest.

Providing Proactive Guidance and Follow-Up Support to Staff and Faculty

Proactive Training Sessions Emphasize Policies and Behaviors

American University



Training sessions for staff are held periodically



Sessions are coordinated and hosted by human resources, general counsel, and the vice president for campus life



Content includes:

- Information about campus policies and procedures, limits of allowed activity
- Discussion about how decisions to participate might affect your daily work and how you’re perceived on campus
- Interactive case studies that delve into difficult scenarios

Supporting the Campus Community After Outbursts of Activism

Quick Ideas from Various Institutions



Messages from senior leaders encourage flexible working arrangements and staff self-care



On-call counselors and opportunities for group reflection



Reflection breakfast with guided discussion questions after an intense period of campus unrest



Ongoing brown bag lunch series offers discussion opportunities about hot topics on campus and tactics to ensure staff wellness



Affinity groups for faculty and staff build community and encourage dialogue on social justice issues

“Educating Up” On Campus

Another campus constituency that is demanding the attention of senior student affairs officers is senior institutional leadership, including the president, trustees, and other cabinet members. Forum interviewees shared that there is a persistent lack of awareness among senior leaders about the nature of today’s activism—both nationally and on campus.

Senior student affairs officers are increasingly called on at a cabinet meeting to provide an overview of the national landscape around campus activism and the current issues on campus and to propose proactive next steps on campus. In essence, student affairs is the “on call” educator for issues related to campus activism.

To assist senior student affairs officers in efficiently providing this information to senior colleagues on campus, access EAB’s primer for institutional leaders. This pass-through briefing will equip institutional leaders with the information they need to quickly educate themselves and their colleagues about today’s student activism.

EAB’s Briefing for Senior Institutional Leaders

Lack of Awareness Among Senior Leaders

“More and more people are coming to the presidency from outside the academy. You've really got to educate them about student learning and development, and help them understand the impact that activism has on our campus and our students.”

*Vice President for Student Affairs
Public Research University*

Student Affairs Is the “On Call” Educator



Senior student affairs officers are increasingly asked to brief the president, provost, and other senior leaders



Specific questions about national trends and campus issues frequently arise during cabinet meetings and informal conversations

Navigating the New Wave of Student Activism *A Briefing for Senior Institutional Leaders*

- ✓ Overview of national trends about the new wave of student activism
- ✓ Institutional discussion questions and takeaway to-dos
- ✓ Practical tabletop exercises for senior leaders and their teams

Engagement and Passion Don't Stop at Graduation

The impact of student activism extends beyond the local campus community. One external constituency that has been greatly interested in today's campus activism is alumni, proving that engagement and passion do not stop at graduation. Some have deemed alumni's reactions the top "unexpected aftershock" coming out of this wave of student activism.

Alumni's reactions to campus activism have been a hot topic as of late in the news, in part because there can be significant consequences to negative reactions from alumni. For instance, following an intense period of campus unrest, the University of Missouri saw a \$6 million drop in new pledges and donations and received more than 2,000 phone calls to the advancement office from people upset with the university. Many Forum interviewees shared that they were experiencing or expecting a similar trajectory on their own campuses.

Some senior student affairs leaders expressed that they felt a shared responsibility to address concerns from alumni and positively re-engage alumni with the institution.

Alumni Are Invested in Today's Campus Activism

The "Unexpected Aftershock"

Campus Activism's Influence on Alumni



Angry Students, Alarmed Alumni



College Students Protest, Alumni's Fondness Fades and Checks Shrink



University of Chicago's P.C. Crackdown Is Really About Keeping Right-Wing Donors Happy



Significant Consequences

Quick Look: University of Missouri

\$6M

Total drop in new pledges and donations to the University of Missouri in December 2015

2K+

Number of calls to the advancement office from people upset with the university



A Critical Role for Student Affairs

"We all have the responsibility to raise funds and address questions about the university's actions and students' behaviors. Our development colleagues are knocking on our door, asking us how to best answer these questions. When questions come from alumni about student-centered issues, like protests or demands, we are relied on to help."

*Vice President for Student Affairs
Private Master's University*

Source: Keller R, "University of Missouri Fundraising Takes \$6 Million Hit in December as Donors Hold Back Funds," *Columbia Daily Tribune*, Feb. 21, 2016, http://www.columbiatribune.com/news/education/turmoil_at_mu/university-of-missouri-fundraising-takes-million-hit-in-december-as/article_ed7cfd5b-3b3e-5b18-95d9-f2945ac51172.html; EAB interviews and analysis.

Capturing Alumni Outreach and Sentiments

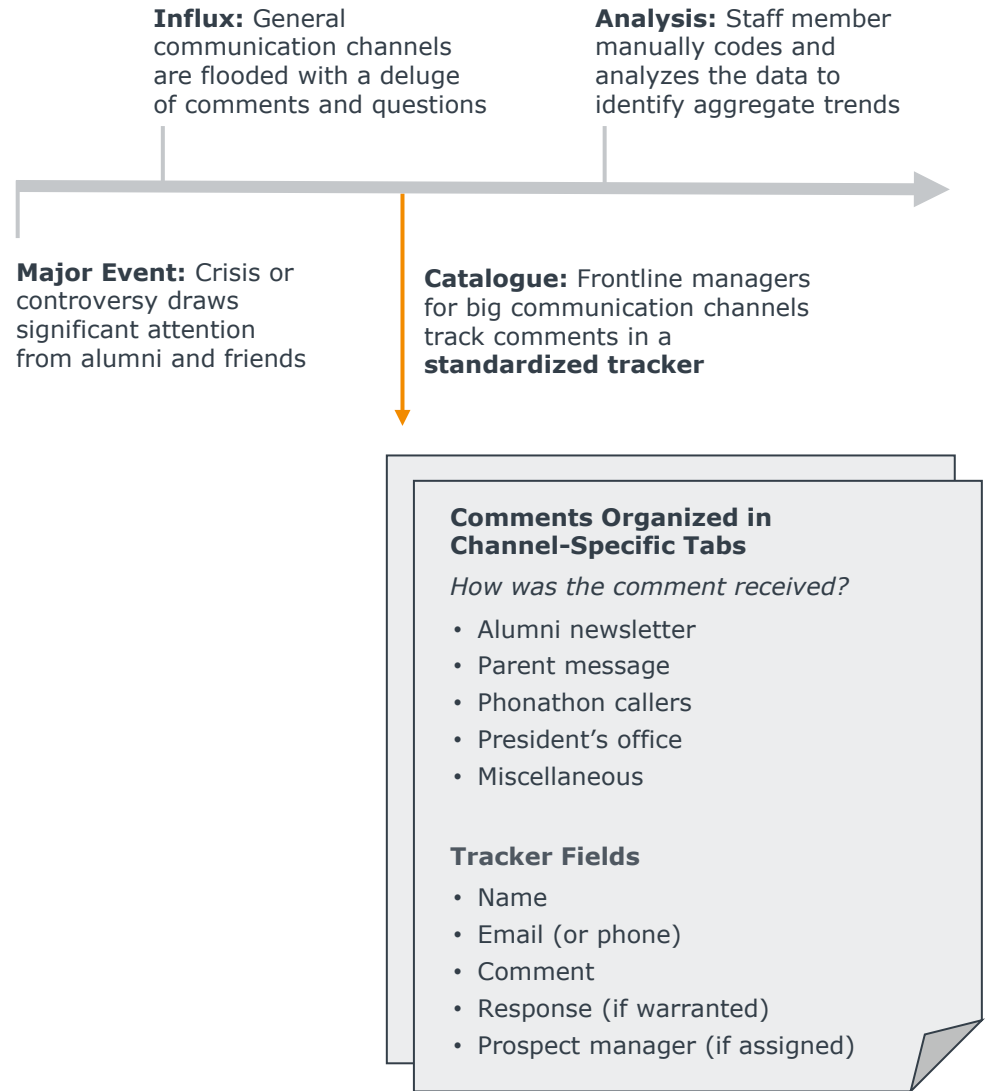
A significant crisis or controversy on campus can draw an influx of attention from external constituencies, including alumni. While receiving such a high volume of interest and feedback can be overwhelming, some institutions are capitalizing on the spike of alumni interest by capturing their feedback.

Ithaca College documents and tracks alumni comments from major campus events. Managers of prominent communications channels track the comments in a standardized tracker. For each comment, Ithaca records the name, email, prospect manager, comment, and response.

After capturing this information, staff members manually code and analyze the data to identify possible aggregate trends. With this data in hand there are some valuable opportunities for future use, such as using the data to inform communication strategies, customize individual follow-up, and tailor future solicitation opportunities.

Ithaca College Documents and Tracks Alumni Comments

Understanding Alumni Feedback



Three Opportunities for Future Use

- 1 Aggregate trends to inform communications strategies
- 2 Individual data promotes customized follow-up from advancement
- 3 Coding allows for attitudinal tracking and future solicitation opportunities

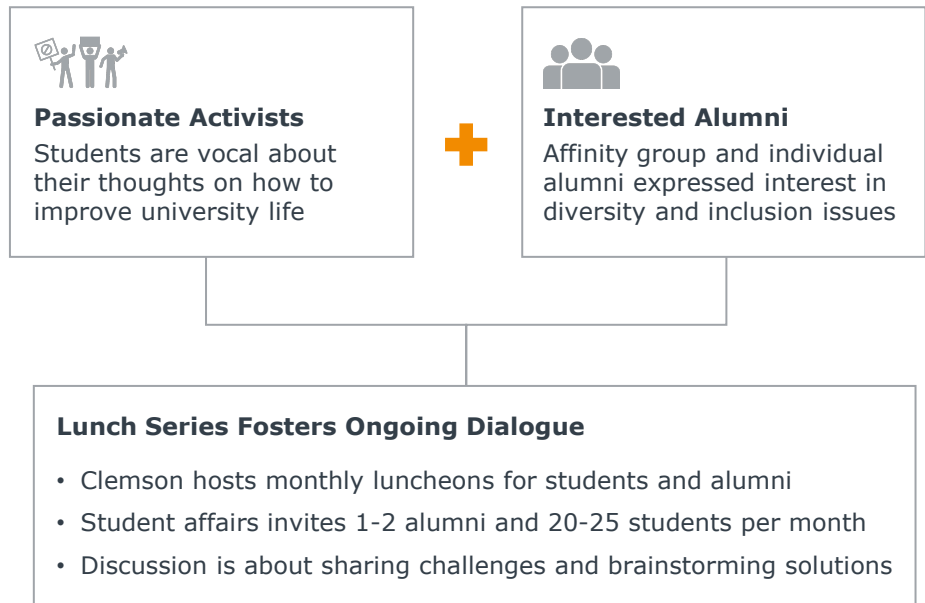
Connecting Alumni with Campus Activists

Student affairs divisions can also connect interested alumni with student activists. In light of increased activism on campus, Clemson University noticed an opportunity to bring together passionate activists and alumni interested in similar issues.

Clemson developed a luncheon series to promote dialogue between alumni and students. Student affairs brings groups of alumni and students together each month to discuss shared challenges and brainstorm possible solutions.

The discussions are beneficial, in part, because they foster an ongoing dialogue between students and alumni, bring unique perspectives to students, and engage a traditionally underrepresented group of alumni. The lunches have grown to be very popular with alumni and students, with more students and alumni looking to participate than they can often accommodate.

Clemson University Links Alumni and Students Through Dialogue Series



Positive Outcomes

- Connect students with experienced and successful alumni
- Engage a traditionally underrepresented group of alumni
- Rekindle alumni fondness for the institution

Growing Popularity

“The lunches have been very successful at bringing together our students and alumni. We always have alumni who want to stay engaged and now we even have students who are approaching us asking for an invitation to one of these events.”

*Almeda Jacks, Vice President for Student Affairs
Clemson University*

Facilitating Community Dialogue on Tough Issues

Use these discussion questions and takeaway to-dos to guide your institution's next steps to facilitating effective community dialogues on tough issues.

Questions and To-Dos to Guide Next Steps on Campus

Discussion Questions

- What are ways to improve efforts to engage the greater student body proactively and reactively about student activism?
- How can your department educate campus partners about today's student activism?
- Are there others in your department or across campus who need to know more about activism?
- Who are the external stakeholders that your department engages with most regularly?
- How could you provide information to these groups about campus activism or create opportunities for them to be involved with today's activists?

Takeaway To-Dos

- Review existing opportunities to engage the greater student body and identify areas for strategic improvements
- Identify and educate key campus partners who need to know more about student activism
- Identify and engage external constituencies who are asking questions about today's activism on campus
- Develop a FAQ template about campus activism that can quickly be adapted for specific issues or questions

Get Started with Resources from EAB

See the Implementation Toolkit at the end of this publication for diagnostics, templates, and discussion guides that will help you implement the practices from this section.



Leveraging Activism for Long-Term Change

SECTION

3

Institutions Face a Wide Range of Student Demands

The current wave of student activism has brought forth a wide range of student demands-everything from new policies to more diverse faculty bodies.

Here you can see just some of the demands from campuses across the United States and Canada. The demands vary by issue area, level of specificity, and the amount of control the institution has to actually address the concerns at hand. The demands students make today are also characterized by their high volume-for instance, just these four institutions face a combined total of more than 90 demands.

A Sampling of Today's Demands



Duke University

- Erect a statue in honor of Julian Abele
- Hire a third-party consultant to run a climate survey every year for the next 10 years
- **29** total demands



University of Guelph

- Implement free education for Black and Indigenous students
- Establish mandatory anti-oppression and equity training for all students, faculty, staff, and administration
- **8** total demands



University of Minnesota

- Eliminate racialized crime alerts by local police department
- Withdraw public support for "development" projects that gentrify and displace local communities
- **32** total demands



Colgate University

- Reinstate a free and safe transport system to and from Syracuse
- Publish the retention rate of racial minority groups alongside each class year's racial breakdown
- **21** total demands

Source: "Demands of Black Voices," Nov. 20, 2015, <http://static1.squarespace.com/static/541e2ec8e4b042b085c464d9/t/56515dfae4b033f56d2481bc/1448173050985/dukedemands.pdf>; "Diversity Demands to the UMN Administration," April 30, 2014, <http://whosediversity.weebly.com/demands.html>; "Petition of Concerns/Action Plan," Association of Critical Collegians, Sept. 22, 2014, <http://colgateacc.tumblr.com/post/98145166410/petition-of-concernsaction-plan>; "University of Guelph Black Students List of Demands for Administration," https://docs.google.com/document/d/1KqCB8ap1JRO_ZDCUPG8c0ncOTQNLgkVTY_po0tNFA2w/edit; EAB interviews and analysis.

Moving from “We Can’t” or “We Won’t” to “Let’s Try”

When receiving demands from students, some institutions say “we can’t” or “we won’t” address the demands.

Institutions refuse to negotiate or end the conversation with an ultimatum, which causes protestors to “dig in” and ultimately results in students feeling ignored, isolated, or frustrated.

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 that the institution can take to address these concerns.

Current Approach to Addressing Demands Leaves Students Dissatisfied

Status Quo Response to Students’ Demands Halts Campus Dialogue



Institutions refuse to negotiate and end conversation with an ultimatum



Protesters “dig in” and persist



Results in students feeling ignored, isolated, or frustrated

Common Characteristics of Demands Prevent or Slow Immediate Change



Involve other stakeholders on and off campus



Require navigating complex institutional processes



Take time and sustained effort to accomplish



Don’t Dismiss Demands Outright

“...We should recognize that activist demands are often intentionally radical, lofty, and accusatory—an effective strategy to gain the attention of leaders who might otherwise ignore these very difficult issues. To dismiss demands because of tone and lack of clarity is shortsighted; our purpose in higher education is to educate and practice community. This is how we teach our students to lead beyond the ivory tower.”

*Ajay Nair, Senior Vice President and Dean of Campus Life
Emory University*

Harnessing Today's Energy for Tomorrow's Impact

By conservative estimates, more than 80 institutions received demands and more than 100 institutions had a campus protest in 2015. These numbers continue to rise as more institutions see passionate students coming to campus.

Progressive institutions are asking how to take this significant energy and channel it forward to strengthen the institution. Student affairs can play a key role in sustaining momentum by triaging students' current demands and engaging the campus community in long-term change.

Student Affairs Can Guide the Campus Toward Sustained Momentum

Significant Energy Now...

80+

Institutions received student demands in 2015

100+

Institutions had a campus protest in 2015

...But How Do We Channel It Forward?



Triage students' current demands



Engage campus in long-term change

Translating Demands into Actionable Items

Student affairs divisions can first guide the campus forward by triaging students’ demands. Oftentimes, demands are vague or inflammatory and do not match with traditional methods of communicating requests or making decisions at an institution.

Emory University overcomes these barriers (in part) by recognizing that this is a common tactic used by student activists. From the initial demand, Emory translates the root concerns being raised and identifies actionable items that can be acted on quickly. Quick wins might involve demands that are already true or in progress, easy to quickly implement, or are under the sole purview of student affairs.

They also identify longer-term next steps, explaining to activists why these steps will take longer, having garnered some goodwill from the immediate next steps taken, and their careful consideration of students’ concerns.

Emory University Helps Identify Next Steps in Student Demand Lists

Illustrative Example

Initial Demand	Translate Root Concerns	Identify Actionable Items
<p><i>"...We demand [counseling services] to provide unique and alternative methods of counseling for Black students...These alternative counseling methods include: Black spirituality methods, Black counselors, and counselors of color."</i></p>	<ul style="list-style-type: none"> • Counseling services do not adequately address the needs of Black students • Students do not feel welcomed or included by counseling services 	<p>Quick Wins</p> <ul style="list-style-type: none"> • Educate students about current staff diversity in counseling services • Update website to include a Black Lives Matter statement • Resume Students of Color Support and Process Group <p>Next Steps</p> <ul style="list-style-type: none"> • New peer ambassador program will link counseling services and the Black community; developed in fall 2016 • Target trainings and awareness campaigns for the Black community

Quick Ways to Spot Quick Wins

- Are there demands that are already true or in progress?
- Are there demands that are easy to quickly implement?
- Are there demands that are in the purview of student affairs?

Source: "Demands", Emory University, http://dialogue.emory.edu/racial_justice/demands/index.html; EAB interviews and analysis.

Aligning Student Demands with Institutional Realities

Many institutions that have previously received demands that student activists need a reminder about institutional rules and policies. Students often do not understand university decision making processes and how their demands square with institutional limitations, making it difficult to address them.

Clemson uses this as a teaching moment, by re-educating students about institutional decision-making, students can focus their efforts most productively, and administrators can focus on actionable demands.

Clemson's approach provides an opportunity to support the long-term effectiveness of students' activism and the development of students' advocacy skills.

Clemson University Directs Students' Requests to Appropriate Recipients

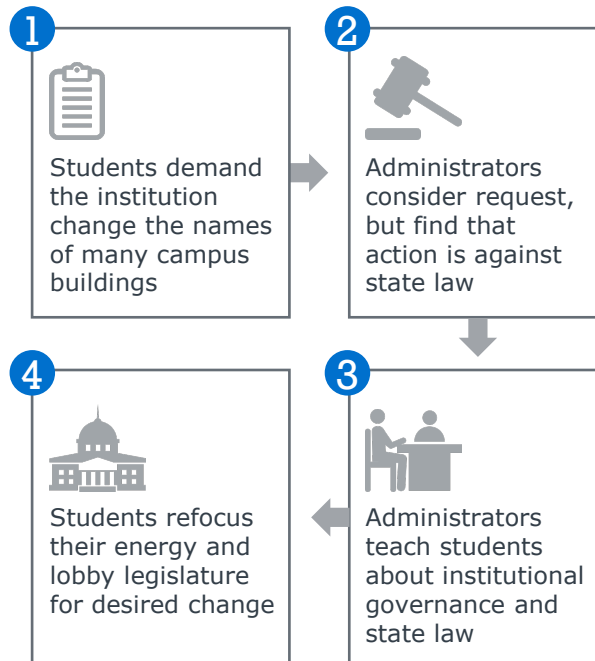
Students Need a Reminder

“When students are passionate about a cause and protesting, they might forget what the institution can do. Or they might not even know. It’s our job to remind them and teach them how to make smart demands so they can achieve their goals.”

*Dean of Students
Public Research University*

Help Students Pitch the Right People

Illustrative Example



Benefits

- Students understand institutional decision-making processes
- Students can focus their efforts most productively
- Administrators can focus on actionable demands

Source: EAB interviews and analysis.

Tracking Progress and Ongoing Initiatives

Effectively communicating progress is a significant challenge when addressing complex, longer-term initiatives. In addition to immediately triaging students' demands, institutions should build systemized processes for communicating long-term change. Simmons College helps the campus community track progress and ongoing initiatives by using a wide range of senior leader voices to share updates and progress.

After receiving a broad list of 20 demands from students, senior leaders at Simmons College each wrote an open letter to the campus community addressing one or two specific demands. These letters were posted online and offered a chance to hear directly from senior administrators about the issues and what the university was doing to address them.

Simmons' letter campaign is beneficial because it helps ensure that students feel heard and can see tangible progress and it sets a responsive tone for addressing activism on campus. Most importantly, the fact that the letters come from administrators across campus reinforces the notion that responding to students' concerns is a campus-wide responsibility and not just a job for the student affairs division.

Simmons College Leadership Communicates Longer-Term Change

Initiative Details



Started when students presented a list of demands to Simmons leaders



Senior leaders from across campus wrote open letters to communicate plans and progress



Posted online for increased transparency and engagement

Benefits



Ensures that students feel heard and can see tangible progress



Sets a responsive and engaged tone for addressing activism



Reinforces idea that addressing students' concerns is a campus-wide responsibility

Message to the Simmons Community: New Multicultural Student Organization Office

A message from the President's Office from Lisa Smith-McQueenie, Assistant Provost for Diversity & Inclusion

Having a centrally located and vibrant space for a Multicultural Student Organization Office was one of the ten demands put forth last semester by concerned students. Today, [we] are very pleased to report that if you pass through the Student Leadership & Activities corridor on the first floor of the Main Campus Building, you will see that this important space will soon become a reality.

...

We are especially proud to implement this new space after working collaboratively with many students of color who have contributed ideas and suggestions...

Creating Transparency Around Institutional Change

Emory University engages the campus in long-term change by creating transparency about the institution's response by developing a website dedicated to the demands and the institution's response.

Each demand has a webpage with the same information to site visitors: a brief summary of the demand, the institution's initial response, possible solutions, and a tracker of actions taken. Each demand also includes a short online form for visitors to submit feedback, allowing for continuing engagement.

Emory University's Online Tracker for Student Demands

The screenshot shows the Emory University website interface for the 'Racial & Social Justice Initiative'. The top navigation bar includes 'HOME', 'RACIAL AND SOCIAL JUSTICE', and 'CASA*2'. The main content area is titled 'Demand 3' and features a status indicator '✓ Developed a Peer Ambassador Program for Fall 2016 implementation.' and an update from August 29, 2016, detailing collaboration meetings and the selection of advisors for the 2016-2017 year. A sidebar on the left lists 'Demands' from 1 to 10, with 'Demand 3' highlighted.

Key Features

- ✓ Website houses initial demands, response, and actions taken
- ✓ Visitors can learn about institutional actions and provide feedback
- ✓ Progress tracker is regularly updated reflecting ongoing work

Ensuring Long-Term Accountability for Change

In addition to a website to promote transparency, Emory developed a new commission to ensure long-term accountability for change. Emory's Commission on Racial and Social Justice was founded in spring 2016 to address students' current demands and emerging priorities related to the broad umbrella of racial and social justice issues on campus.

Like many other campus task forces, Emory's commission has an executive and steering committee that set the tone and priorities for the upcoming year. Emory's commission is made unique by its Social Justice Process Owners (SJPOs). SJPOs are a rotating group of students, faculty, and staff that manage independent working committees dedicated to specific demands and priorities and periodically report back to the larger commission about their progress.

This structure is beneficial because of its flexibility, as new SJPOs can be selected as needed. Moreover, having someone assigned to each specific demand promotes ongoing cross-campus collaboration and holds the institution accountable for change. Emory's goal is that the commission will be a permanent structure that can accommodate future issues from students in other communities from across campus.

Emory's Commission Delegates Efforts to Ensure Progress

Social Justice Process Owners (SJPOs)



Rotating group of faculty, staff, and students selected for expertise and authority over current initiatives



SJPOs manage a fluid group of working committees that address student demands and new priorities



SJPOs independently work to address priorities and periodically report back to the full commission's executive committee

Unique Benefits



Flexible structure adapts to new demands and shifting priorities



Promotes ongoing collaboration and accountability for change



Broad theme accounts for changing student needs



Building a Lasting Structure

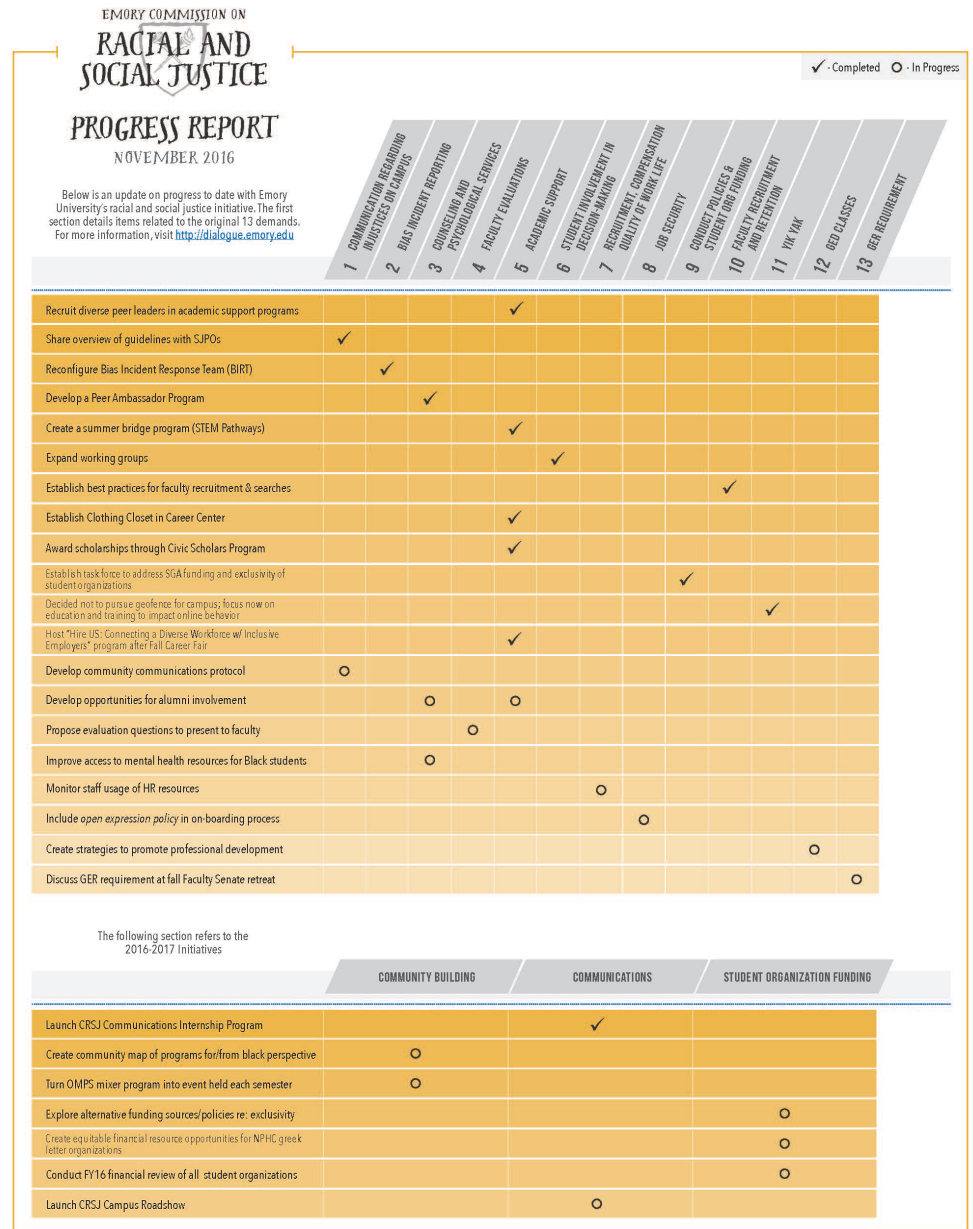
"Our goal was to build a permanent structure that can accommodate future issues from students in other communities across campus. The idea is that if the structure really works, students will come to the commission to get their concerns addressed appropriately."

*Dona Yarbrough, Senior Associate Dean
Emory University*

Communicating Ongoing Efforts

As part of Emory University’s commission’s efforts to be transparent about ongoing work to address demands, SJPOs also regularly update an online progress scorecard. This scorecard lists the original demands and new priorities and tracks action steps as they are completed by the SJPOs. The scorecard is posted online and provides a quick overview of the institution’s progress to interested groups.

Emory’s Progress Scorecard Provides Updates



Key Features

- ✓ Original demands and new priorities are clearly listed
- ✓ Timeline for past and future action
- ✓ Regularly updated to track ongoing work

Source: "Progress Report November 2016," Emory University, November 2016, http://dialogue.emory.edu/documents/rji/next_steps/november/progress_report.pdf; EAB interviews and analysis.

Leveraging Activism to Drive Long-Term Change

Use these discussion questions and takeaway to-dos to guide your institution's next steps around leveraging activism to drive long-term change on campus.

Questions and To-Dos to Guide Next Steps on Campus

Discussion Questions

- What will your institution's first response be when students make demands on campus?
- How will your institution's leadership communicate decisions about students' demands or ongoing efforts?
- What mechanisms should your institution consider building to proactively source and address students' concerns?
- How will your institution keep the campus community updated about long-term progress addressing students' demands?

Takeaway To-Dos

- Develop a strategy for navigating future demands or requests from student activists
- Identify campus leaders who should be involved in discussions about students' demands and communicating updates
- Create a mechanism for students to proactively raise concerns with administrators
- Determine how your institution will communicate long-term progress on students' demands and concerns



Get Started with Resources from EAB

See the Implementation Toolkit at the end of this publication for diagnostics, templates, and discussion guides that will help you implement the practices from this section.



Constructing an Agile Response Blueprint

SECTION

4

“Everything Can Change Overnight”

Everything can change overnight with campus activism, as it only takes a small spark to inflame the campus community. Campuses can rapidly shift from sleepy and content to scrambling and unprepared.

A Single Event Can Trigger a Movement on Campus

It Only Takes a Spark...



Single social media post quickly draw attention from the campus and media



National or international causes flare up and gain traction at any time



Split-second decisions during a response are captured on video and go viral online



Well-intentioned statement from a college draws criticism from a third-party group



Student group invites an unexpectedly controversial figure to campus



Sleepy and Content to Active and Unprepared in an Instant

“We were lulled into this sense of security. We felt like we knew our students and the issues they cared about. When Mizzou happened, we were sort of detached. But then, some of our students started a series of protests and marches in solidarity.

As they grew bigger and more frequent, we realized that our leadership and younger staff were not ready to address students’ behaviors or actions on campus. For us, it really did change in an instant.”

*Vice President for Student Affairs
Private Baccalaureate College*

No Shortage of Lessons Learned

With so many campuses having recently experienced periods of campus unrest, Forum interviewees had no shortage of lessons learned to share. The top advice from Forum interviewees fell into three main categories: establish guiding principles, refine communications, and develop a comprehensive response strategies.

A Quick Look at the Top Pieces of Advice from Your Peers



Establish Guiding Principles

- 1 Determine your campus “threshold” for activism
- 2 Ensure that you have a common vision among senior leadership
- 3 Let your college’s values guide your response
- 4 Share your guiding principles with the campus community
- 5 Generate campus buy-in about the institution’s perspective on activism



Refine Communications

- 6 Communicate early and often, even if you feel you don’t have much to say
- 7 Ensure consistent throughout a single event and across multiple events
- 8 Use multiple channels to disseminate information
- 9 Employ student-centered tone and inclusive language
- 10 Don’t forget to talk to your internal and frontline staff



Develop a Comprehensive Response Strategy

- 11 Predetermine who should be making decisions
- 12 Capitalize on structure and expertise of your existing crisis response team
- 13 Treat a protest like any other crisis—constantly drill your response
- 14 Context matters, so remain flexible throughout an event
- 15 Prioritize campus-wide recovery and follow-up

Source: EAB interviews and analysis.

Out of Many Ongoing Questions...

Even with so many lessons learned from recent protests on campus, there are still many ongoing questions about the institutional response to campus activism. Out of these ongoing questions for institutional leaders, Forum interviewees identified two areas of opportunity for student affairs to lead right now: updating policies and protocols and establishing dedicated first responders.

...Interviewees Identified Two Action Items for Student Affairs Leaders

Ongoing Questions About the Institutional Response

- What are our policies and procedures?
- What is our immediate and ongoing communications strategy?
- When and how should law enforcement be involved?
- Who are our institution's first responders?
- How will our institution de-escalate tense situations?
- How are we documenting what happens during demonstrations?

Where Can Student Affairs Lead Right Now?

- 1 Update policies and protocols
- 2 Establish dedicated first responders

Today's Activism Requires Refreshed Policies

Many administrators we spoke with cited the difficulty of working with outdated policies and protocols. A typical policy regarding campus activism might include time, place, and manner restrictions or free speech zone regulations.

But today's activism raises new questions for institutions to consider when updating or adding onto their own policies and protocols.

As your institution evaluates their current policies, access EAB's online resource, *Free Speech on Campus: Policy Audit and Supplemental Resources*, at eab.com.

Legacy Policies Do Not Adequately Address New Questions

Typical Policy Elements

- Time, place, and manner restrictions
- Free speech zone regulations
- Rules for placards, banners, and signs
- Noise amplification limits
- Space reservation protocols
- Guidelines for disruption of university activities

Modern Activism Spurs New Questions



How will the college address online speech or activism, including anonymous comments on social media networks?



When will the university release statements on national or global events?



How will the college receive and address student demands not from elected bodies of students?



How will the university manage external groups protesting on campus?

Don't Underestimate the Power of the First Response

An institution's first response to campus activism is critical, but often underestimated. It sets the tone for the remainder of the institution's interactions with student activists, ensures student safety, minimizes disruption, and will likely be widely magnified and dissected.

However at most institutions the status quo is situationally dependent on who's available to drop everything and respond. The response can be slow as institutions scramble to find someone who is prepared and available and the tone and quality of the response varies depending on the expertise of available staff.

Student affairs is well suited to lead the institution's first response to student activists because the success of the response is dependent on understanding people, but it needs to be formalized to ensure a rapid, thoughtful, and consistent approach to activism on campus.

Ad Hoc Status Quo Puts Institutions at Risk

The First Response Is Critical...



Sets the tone for the remainder of the institution's response



Ensures student safety and minimizes institutional disruption



Will be widely magnified and dissected

...But Status Quo Often Falls Short



Response can be slow as institutions scramble to determine who is available and prepared to respond



Tone and quality of the response fluctuates depending on the expertise of available staff



Unclear goals can lead to first responders not having a purpose or direction when arriving on the scene

The First Response Is All About Understanding People

"To improve the first response, you have to understand that it's a problem about people. When we show up to a protest, students are anxious about how we will react and what we will say. For some, it might even be the first time they are interacting with us. In today's climate, everyone is nervous about what might happen next.

It's our job to let students know that we respect their experiences and concerns, we are listening to their opinions, and we are there to keep them safe."

*Dean of Students
Public Research University*

Defining the Role of Police in Managing Activism

No matter your institution's approach to responding to activism, campus and local law enforcement should play a critical role in response preparation.

Institutions can involve law enforcement early in conversations about how and when to respond to student activists. Student affairs divisions can engage law enforcement in response preparation in areas such as determining a campus threshold for activism, solidifying a response protocol and creating a chain of command. Student affairs and law enforcement should also collaborate to provide contextual training and deepen relationships.

Incorporate Officers into the Student-Centered Response

Involving Law Enforcement in Early Conversations

"Campus administrators are seeing a benefit to involving them in conversations from the beginning. It's no longer about calling the cops when you need them, but a more proactive and preventive approach."

*Kim Richmond, Director
National Center for Campus Public Safety*

Student Affairs Can Engage Police in Response Prep



Determine Threshold

Assess the level of activism the campus can safely handle



Solidify Response Protocol

Create an incremental response, determine appropriate use of force



Create a Chain of Command

Determine who has decision-making authority during an event



Provide Contextual Training

Prepare staff with first amendment training and de-escalation skills



Deepen Relationships

Encourage staff engagement with all levels of police, not only with the chief

Develop a Dedicated First Responder Strategy

Student affairs divisions can take the lead in developing a dedicated first responder strategy. Forum research surfaced three approaches for institutions to consider. These approaches are distinct in what they aim to achieve and they are not necessarily mutually exclusive.

Three Approaches for Student Affairs Divisions

1

"We need staff to monitor and record what's happening during a demonstration on campus."



First Amendment Monitors

University of Arizona

2

"We need a team of students who are trusted by their peers and administrators alike."



Social Justice Peer Educators

Southern Illinois University

3

"We need a dedicated team of trained administrators who can quickly respond."



Protest Safety Team

University of Florida

Utilize “Neutral Observers” to Monitor Activism

Some institutions are primarily interested in monitoring activism as a first response. The University of Arizona’s first amendment monitors program utilizes trained graduate students and professional staff as “neutral observers” in potentially tense situations. The monitors remain content neutral and observe activism on campus, act on eyes on the ground, and address and report disruptive behavior. They are typically deployed at seven to 10 events each year and across ongoing pop-up demonstrations and protests.

Forum interviewees with similar programs at other institutions cautioned that neutral observers programs can be controversial. Some students do not appreciate someone recording their moves but others are grateful to have an impartial third-party recording interactions between student groups, law enforcement, and other university administrators.

University of Arizona’s First Amendment Monitors



Who are they?

- 15–25 trained graduate students and professional staff
- Dean of Students administrators and additional trained on-call staff provide on-the-ground leadership at events



What do they do?

- Remain content neutral and observe, but do not participate or take a position at the event
- Act as eyes on the ground during events on campus
- Respond to and report disruptive behavior
- Ensure that people are able to exercise their right to free speech



How are they trained?

- One-hour training covers key content, including the First Amendment and Forum Analysis, limitations on speech, program expectations, lessons learned, and the importance of self-care
- Additional training for on-call staff includes scenario walkthroughs



Where are they deployed?

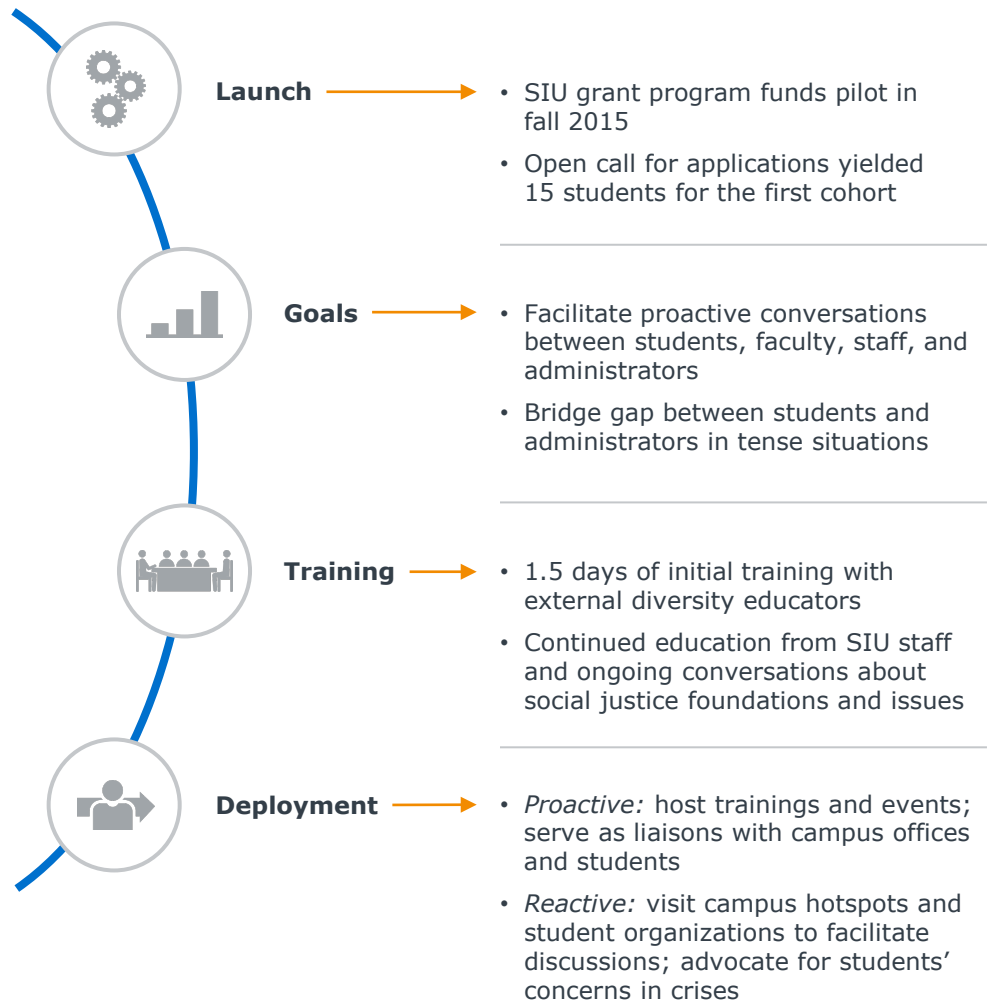
- 7–10 events each year, such as Board of Regents meetings and annual events that can generate campus activism
- Ongoing activity and pop-up events (e.g., protests and demonstrations) as available and needed

Engage Students as Response Partners

Another approach institutions have pursued in responding to activism is to engage students as response partners. Southern Illinois University Carbondale's justice peer educators were established in the fall of 2015. This program is comprised of a cohort of students who are trained to facilitate conversations on campus and bridge the gap between students and administrators in potentially tense situations.

Peer educators receive extensive initial training as well as ongoing training across the year. Peer educators are deployed both as proactive and reactive partners to the university, as they host trainings and events and serve as liaisons between students and campus offices. When there's a demonstration or an outburst of activism on campus, peer educators visit campus hotspots and student organizations to facilitate discussions and advocate for students' concerns.

Southern Illinois University Carbondale's Social Justice Peer Educators



Source: EAB interviews and analysis.

Establish a Dedicated Frontline Responder Team

The final approach is to develop a dedicated frontline responder team. The University of Florida has a protest safety team that can be deployed whenever situations arise on campus.

The team employs a multi-tiered approach to deploying responders on campus. The first tier is the first responder team, which is comprised of about one hundred volunteer staff and graduate students that respond to 20 to 50 campus protest events per year. These teams are always deployed in pairs and they respond to protests and events and ensure the safety of those involved.

The second tier are the team captains. These are student affairs staff with topical expertise who are responsible for coordinating the response team, managing the response on the ground, and serving as the primary liaison between administrators, police, and students. Finally, the third tier of Florida's response team is the police, who are only called to respond if people or property are in danger.

A dedicated response team might be most appropriate for institutions with a high or increasing volume of activism.

University of Florida's (UF) Protest Safety Team

A Multi-Tiered Approach

Tier 1 First Responder Team

- **100+** volunteer staff and graduate students
- Respond to **20–50** campus protest events per year
- Immediately respond to protests and events, ensure safety of participants
- Always deployed in pairs

Tier 2 Team Captains

- Student affairs staff with topical expertise
- Responsible for coordinating response team and managing demonstration
- Serve as primary liaison between administrators, police, and students

Tier 3 Police

- Only called in if people or property are in danger

Ensuring First Responders Are Prepared

The University of Florida employs a comprehensive training model to prepare first responders. Training consists of a core curriculum and event-specific preparation and debrief.

First, volunteers are required to attend a half-day session at the beginning of the fall semester. This session covers topics like university policies, general response protocols, and de-escalation tactics.

The second component of the core curriculum is on-the-ground experience. Volunteers must shadow an experienced team member at least one time before they are deployed as a fully operational team member.

Before each event, the team captain gathers the first responders who will be deployed and reviews an event-specific plan. This time also provides team members the opportunity to ask questions about the protest.

Immediately following an event, there is a debrief that focuses on immediate areas for improvement and emphasizes ongoing education for Florida's first responders.

Together, this robust training ensures that responders are best prepared to respond to events on campus.

University of Florida's Comprehensive Training Model

CORE CURRICULUM



Initial Training

- Half-day sessions at beginning of fall semester
- Required for all protest safety team volunteers
- Covers university policies, general response protocols, First Amendment, and de-escalation tactics



On-the-Ground Experience

- New members shadow an experienced team member
- At least one shadowing session required before deployment

EVENT-SPECIFIC PREP



Event-Specific Prep

- Led by team captain for the assigned volunteers
- Includes overview of event-specific plan and time for questions and answers
- Incorporates all volunteers assigned to specific protest

AFTER ACTION



Debrief

- Focuses on areas to improve
- Emphasizes ongoing education

Strengthening Campus Prep and Event Follow-Up

The University of Florida's team structure also strengthens campus preparation and follow up to an event.

Staff members are often left unaware of protest activity affecting their building. Florida developed a listserv of administrative support staff in key buildings on campus. Florida will inform administrative assistants of upcoming protest activity, providing details about protest timing, safety information, and contact information for the team captain of that particular event. This information helps staff feel prepared and less anxious about upcoming activity.

After an event takes place, the team at Florida uses a three-step debrief strategy. First, there's an immediate debrief with first responders to determine next steps and any immediate lessons learned. Then, there's a later review of the overall response with the team to discuss and delve into lessons learned and determine if any significant adjustments need to be made moving forward. Finally, team members brief senior leaders to inform them of critical developments or next steps.

Even if your institution does not develop a standalone response team, these ideas are worth your consideration.

University of Florida's Team in Action

Notified of Event

Community Prep

Administrative Assistant Listserv



Administrative staff are often unaware of protest activity affecting their building



UF developed listserv to inform administrative assistants of upcoming protest activity



Provides details on protest timing, safety information, and contact information

Event Takes Place

Post-Event Debrief

Team Debrief Strategy

- 1 **Immediate debrief** with first responders to determine next steps, lessons learned
- 2 **Later review** of the response with team members to discuss lessons learned (as needed)
- 3 Team members **brief senior leaders** to inform them of critical developments (as needed)

Constructing an Agile Response Blueprint

Use these discussion questions and takeaway to-dos to guide your institution's next steps in constructing an agile response blueprint.

Questions and To-Dos to Guide Next Steps on Campus

Discussion Questions

- What are your institution's guiding principles when responding to activists on campus?
- How do these principles align with your institution's mission and values?
- What are your institution's policies related to campus activism?
- What is the role of campus and community police in your institution's response strategy?
- Who are your institution's trained frontline responders? How are they trained and prepared to respond?

Takeaway To-Dos



Define institutional guiding principles for responding to campus activism



Audit and update relevant policies



Establish a first response strategy



Identify and train dedicated first responders



Implement a thorough debrief strategy to capture lessons learned after an outburst of campus activism



Get Started with Resources from EAB

See the *Free Speech on Campus: Policy Audit and Supplemental Resources* online publication at eab.com and the Implementation Toolkit at the end of this publication for diagnostics, templates, and discussion guides that will help you implement the practices from this section.



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

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?

- | | |
|--|--------------------------------|
| <input type="checkbox"/> Planned protest or demonstration activity | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Discontent about campus decisions or current events | <input type="checkbox"/> _____ |
| <input type="checkbox"/> External influences (e.g., third-party actors) | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Controversial speakers or events | <input type="checkbox"/> _____ |

2 Where might you learn this information?

- | | |
|--|--------------------------------|
| <input type="checkbox"/> Social media | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Conversations with students | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Campus communications office | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Campus or community law enforcement | <input type="checkbox"/> _____ |

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
<p>How can you let staff know what information to listen for and how to respond?</p>	<ul style="list-style-type: none"> • <i>Manager conversations</i> • <i>Department memo</i> 	
<p>Who are the key staff or offices across campus that should be watching for this intel?</p>	<ul style="list-style-type: none"> • <i>Campus communications</i> • <i>Residence life</i> 	
<p>How can you build mechanisms that enable ongoing information sharing?</p>	<ul style="list-style-type: none"> • <i>Add a standing agenda item to weekly staff meetings</i> • <i>Determine a point person in student affairs</i> 	
<p>How can you standardize the actions you will take to respond to this intel?</p>	<ul style="list-style-type: none"> • <i>Create a general response strategy</i> • <i>Proactively discuss potential situations</i> 	

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	<input type="checkbox"/> Leadership workshops <input type="checkbox"/> Advocacy or resource center programming <input type="checkbox"/> Student organization meetings <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Institutional governance processes <input type="checkbox"/> Existing opportunities to be involved in university decision making <input type="checkbox"/> Fundamentals of activism <input type="checkbox"/> General organizing skills <input type="checkbox"/> <input type="checkbox"/>
Students are preparing ; they are engaged in a cause or planning to be active soon	<input type="checkbox"/> Event organizers <input type="checkbox"/> Possible protestors <input type="checkbox"/> Student organization meetings <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Students’ rights and responsibilities <input type="checkbox"/> Available university resources <input type="checkbox"/> Event logistics <input type="checkbox"/> De-escalation tactics <input type="checkbox"/> <input type="checkbox"/>
Students are activating and mobilizing online or on campus	<input type="checkbox"/> Websites and online resources <input type="checkbox"/> Brochures, handouts, and on-the-go printed resources <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Campus policies and protocols <input type="checkbox"/> Emergency contact information <input type="checkbox"/> Quick tips for effective activism <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Students are reflecting and recovering from their involvement	<input type="checkbox"/> On-call counselors <input type="checkbox"/> Facilitated small group dialogues <input type="checkbox"/> Dedicated community reflection spaces <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Self-care techniques <input type="checkbox"/> Recovery strategies <input type="checkbox"/> Reflecting on new skills <input type="checkbox"/> Reflecting on future goals <input type="checkbox"/> <input type="checkbox"/>

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	<ul style="list-style-type: none"> • Managed a strategic social media presence with 5,000+ followers • Composed written communications for university executives and online publications
Organization	<ul style="list-style-type: none"> • Coordinated extensive logistics of complex events involving 400+ students • Maintained detailed meeting notes and event records in an accessible format
Leadership	<ul style="list-style-type: none"> • Represented student concerns in negotiations with university leaders • As President, led and delegated work to five-member core committee

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


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
<i>Key contact details (e.g., student life, campus police)</i>	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.


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

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?

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	<ul style="list-style-type: none"> How should I talk about campus protests and activism when I'm speaking with prospective students?
	Alumni Relations and Development Staff	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> How will the university keep my student safe with so many protests and counter-protests on campus?
	Alumni and Donors	<ul style="list-style-type: none"> 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?

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**.

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
	<input type="checkbox"/> Already true or in progress <input type="checkbox"/> Inside your sphere of influence <input type="checkbox"/> Easy to address <input type="checkbox"/> Other: _____	<input type="checkbox"/> Communicate the quick win <input type="checkbox"/> Tweak an existing campus initiative <input type="checkbox"/> Implement a new solution <input type="checkbox"/> Other: _____
	<input type="checkbox"/> Already true or in progress <input type="checkbox"/> Inside your sphere of influence <input type="checkbox"/> Easy to address <input type="checkbox"/> Other: _____	<input type="checkbox"/> Communicate the quick win <input type="checkbox"/> Tweak an existing campus initiative <input type="checkbox"/> Implement a new solution <input type="checkbox"/> Other: _____
	<input type="checkbox"/> Already true or in progress <input type="checkbox"/> Inside your sphere of influence <input type="checkbox"/> Easy to address <input type="checkbox"/> Other: _____	<input type="checkbox"/> Communicate the quick win <input type="checkbox"/> Tweak an existing campus initiative <input type="checkbox"/> Implement a new solution <input type="checkbox"/> Other: _____
	<input type="checkbox"/> Already true or in progress <input type="checkbox"/> Inside your sphere of influence <input type="checkbox"/> Easy to address <input type="checkbox"/> Other: _____	<input type="checkbox"/> Communicate the quick win <input type="checkbox"/> Tweak an existing campus initiative <input type="checkbox"/> Implement a new solution <input type="checkbox"/> Other: _____
	<input type="checkbox"/> Already true or in progress <input type="checkbox"/> Inside your sphere of influence <input type="checkbox"/> Easy to address <input type="checkbox"/> Other: _____	<input type="checkbox"/> Communicate the quick win <input type="checkbox"/> Tweak an existing campus initiative <input type="checkbox"/> Implement a new solution <input type="checkbox"/> Other: _____

Demand Triage Worksheet (cont.)

Identifying the Longer-Term Initiatives

Root Concern	Complicating Factor	Next Steps
	<ul style="list-style-type: none"> <input type="checkbox"/> Outside your sphere of influence <input type="checkbox"/> Requires significant investment of time and/or resources <input type="checkbox"/> Requires buy-in from multiple stakeholders <input type="checkbox"/> Other: _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Assign a point person <input type="checkbox"/> Communicate the longer-term initiative and rationale <input type="checkbox"/> Other: _____
	<ul style="list-style-type: none"> <input type="checkbox"/> Outside your sphere of influence <input type="checkbox"/> Requires significant investment of time and/or resources <input type="checkbox"/> Requires buy-in from multiple stakeholders <input type="checkbox"/> Other: _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Assign a point person <input type="checkbox"/> Communicate the longer-term initiative and rationale <input type="checkbox"/> Other: _____
	<ul style="list-style-type: none"> <input type="checkbox"/> Outside your sphere of influence <input type="checkbox"/> Requires significant investment of time and/or resources <input type="checkbox"/> Requires buy-in from multiple stakeholders <input type="checkbox"/> Other: _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Assign a point person <input type="checkbox"/> Communicate the longer-term initiative and rationale <input type="checkbox"/> Other: _____
	<ul style="list-style-type: none"> <input type="checkbox"/> Outside your sphere of influence <input type="checkbox"/> Requires significant investment of time and/or resources <input type="checkbox"/> Requires buy-in from multiple stakeholders <input type="checkbox"/> Other: _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Assign a point person <input type="checkbox"/> Communicate the longer-term initiative and rationale <input type="checkbox"/> Other: _____
	<ul style="list-style-type: none"> <input type="checkbox"/> Outside your sphere of influence <input type="checkbox"/> Requires significant investment of time and/or resources <input type="checkbox"/> Requires buy-in from multiple stakeholders <input type="checkbox"/> Other: _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Assign a point person <input type="checkbox"/> Communicate the longer-term initiative and rationale <input type="checkbox"/> Other: _____

Source: EAB interviews and analysis.

Demand Triage Worksheet (cont.)

Identifying Demands that Cannot be Addressed

Root Concern	Rationale	Next Steps
	<ul style="list-style-type: none"> <input type="checkbox"/> Not in the institution's sphere of influence <input type="checkbox"/> Does not align with the institution's stated mission or values <input type="checkbox"/> Too resource intensive to pursue <input type="checkbox"/> Other: _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicate the longer-term initiative and rationale <input type="checkbox"/> Provide suggested next steps <input type="checkbox"/> Other: _____
	<ul style="list-style-type: none"> <input type="checkbox"/> Not in the institution's sphere of influence <input type="checkbox"/> Does not align with the institution's stated mission or values <input type="checkbox"/> Too resource intensive to pursue <input type="checkbox"/> Other: _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicate the longer-term initiative and rationale <input type="checkbox"/> Provide suggested next steps <input type="checkbox"/> Other: _____
	<ul style="list-style-type: none"> <input type="checkbox"/> Not in the institution's sphere of influence <input type="checkbox"/> Does not align with the institution's stated mission or values <input type="checkbox"/> Too resource intensive to pursue <input type="checkbox"/> Other: _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicate the longer-term initiative and rationale <input type="checkbox"/> Provide suggested next steps <input type="checkbox"/> Other: _____
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	<ul style="list-style-type: none"> <input type="checkbox"/> Not in the institution's sphere of influence <input type="checkbox"/> Does not align with the institution's stated mission or values <input type="checkbox"/> Too resource intensive to pursue <input type="checkbox"/> Other: _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicate the longer-term initiative and rationale <input type="checkbox"/> Provide suggested next steps <input type="checkbox"/> Other: _____

Source: EAB interviews and analysis.

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?

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?



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The best
practices are
the ones that
work for **you.**SM



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