



**From the Office of the
Dean of Students and Vice President for Student Affairs**

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In the summer of 2020, the Black Student Union presented the University with a list of action items they felt would enhance the campus climate, particularly for BIPOC students. While committing to pursue these action items, University leadership also acknowledged the harm created by allegations of racist and other offensive expression in our community and recommended we explore more deeply the challenge of how we should respond when such incidents occur.

Specifically, the University recommended that a task force be created comprising student representatives from the Student Government Association and our multicultural student organizations—as well as members of Chapman faculty and administration—to take on the challenge of recommending a range of responses to racist and other offensive actions and comments. The goal of this task force was to provide a guide to inform the University’s response to these incidents, believing that a shared understanding and shared values will help mitigate the harm caused by their occurrence and enhance our campus culture.

WE BELIEVED THIS EFFORT WOULD BE MORE SUCCESSFUL IF UNIVERSITY LEADERSHIP DID NOT LEAD THE TASK FORCE;

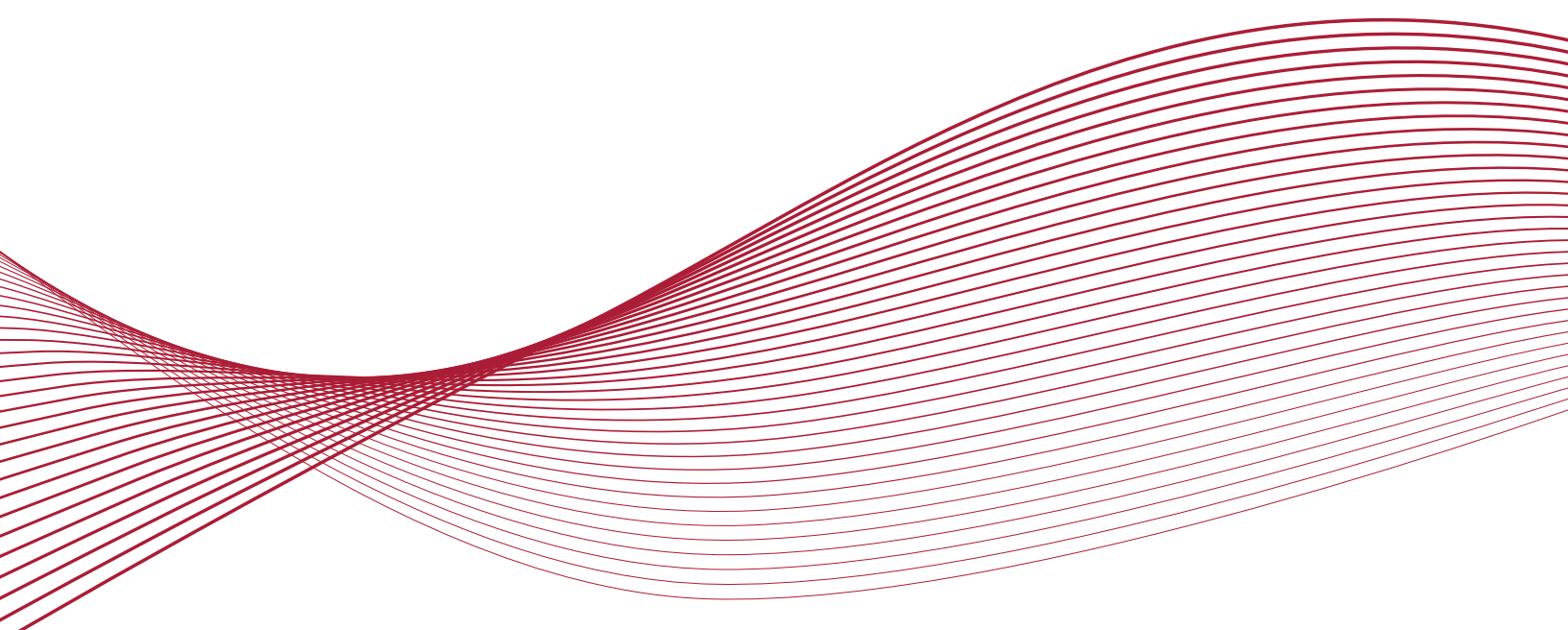
Instead, it was agreed that this project would be facilitated by an appropriate outside professional, allowing University administrators and faculty to work beside students as partners. Therefore, Dr. LaNita Gregory Campbell, Director of the Racial and Cultural Engagement Office at Emory University, was selected as the group facilitator.

With the help of SGA and Faculty Senate, the task force of 12 students, three faculty, and two administrators was appointed in October 2020. Beginning in November, the task force met in six 90-minute sessions, delivering the following report and recommendations in January 2021.

The University extends our sincere appreciation to Dr. Campbell for her excellent work as facilitator. Thanks also to Justin Riley, Chapman’s Associate Director for Student Community Support and Development, who provided administrative support for Dr. Campbell and the task force. Most importantly, we graciously thank the members of the task force for committing their time and energy to this challenging yet valuable endeavor.

CAMPUS EXPRESSION TASK FORCE

Updated 1.24.2021



OVERVIEW

The Campus Expression Task Force received the charge to develop recommendations to assist campus administrators and senior leadership continue to improve the student experience and build a more inclusive community. The work produced by the task force will not remove the accountability of the administration to respond as allegations occur, but rather inform the University's response so that it represents our shared, mutually agreed upon community values. This task force developed a range of responses to offensive expressions.

MANY OF THESE INCIDENTS INCLUDE, BUT ARE NOT LIMITED TO:

- Speakers perceived as offensive
- Allegations of offensive comments made by students, faculty, staff, or other community members
- Offensive comments made by prospective Chapman students
- Campus postings perceived as offensive
- Bias directed at individuals or at diverse and multi-faceted student communities on campus

It is the recommendation of the Campus Expression Task Force that the interventions and accompanying details listed below be taken into consideration when assessing harm done to diverse and multi-faceted student communities on campus. The Campus Expression Task Force recognizes that the guidelines put forth in this document rely upon a continuous improvement process. These recommendations will and should be refined through feedback from our campus community. The recommendations put forth should be understood as an ongoing conversation to improve campus relations that are not addressed as a violation of student conduct policies.

THE FOUNDATION OF THE INTERVENTIONS ARE:

1. Community discussions
2. Programmatic endeavors
3. Education and training opportunities
4. Communication pathways between students, staff, faculty, and university administrators.

RECOMMENDATION 01

CONSIDER THE ROLE AND PURPOSE OF UNIVERSITY STATEMENTS IN RESPONSE TO INCIDENTS.

1.1. Create a written policy for when and if to release statements.

1.1.a. Consider broadening the people from whom statements derive.

1.2. Increase campus-wide communication and transparency regarding university policies that directly impact free expression, including the limits of information sharing.

1.3. Utilize the new Vice President of Diversity, Equity, and Inclusion position to assist in crafting and releasing statements.

1.3.a. Create a line of communication or pathway to encourage student engagement with the new Vice President of Diversity, Equity, and Inclusion.

1.3.b. Consult with a faculty or staff expert on diversity, equity, and inclusion until the Vice President is in place.

1.4. Create space and opportunities for statements and responses from senior leaders and administrators and not necessarily on behalf of the university-wide institution.

1.4.a. Recognize the potential to use multiple and individualized statements that prioritize empathy and illustrate guiding values.

1.5. Facilitate suitable forums for university constituencies to provide feedback on major incidents that impact the campus community and its public-facing image.

1.5.a. Suggest the potential to solicit and utilize feedback regarding incidents from specific groups, communities, or organizations. This process might also gauge the sentiments and thoughts regarding incidents.

RECOMMENDATION 02

DEVELOP INTENTIONAL AND MEANINGFUL OPPORTUNITIES FOR FORUMS, DISCUSSION, AND EXPRESSION.

2.1. Encourage students to plan counter-events to increase educational discourse through collaboration. Partner with the Department of Student Engagement and student organizations to plan counter-events that encourage discourse through civil and courageous conversations.

2.1.a. Invite relevant organizations to plan a counter-event that does not conflict logistically with the event itself.

2.1.b. Design a webpage or handout that functions as a rubric and/or better practices to guide student organizations to create such events and programs.

2.2. Utilize campus community members to facilitate inclusive discussions, moderate panels, or perform talkbacks after campus events.

2.2.a. Potential academic affairs partners, including faculty with specific subject area expertise. Student affairs partners in this effort include, but are not limited to: Student Engagement, Civic Engagement, and Cross Cultural Center.

2.2.b. Design a webpage or handout that functions as a rubric and/or better practices to guide student organizations to create such events and programs.

2.3. Support Student Affairs in providing concrete and tangible options for students and student organizations to respond and debate offensive or controversial events.

RECOMMENDATION 03

PROVIDE EDUCATIONAL SESSIONS/TRAININGS ON CAMPUS EXPRESSION GUIDELINES.

3.1. Make the information regarding campus expression and free speech on the Chapman University campus readily available in accessible language.

3.1.a. If said information does not already exist, work to develop it and make it shareable.

3.2. Strongly consider incorporating this information via multiple delivery methods (in-person sessions, trainings, and/or webinars) including high touchpoint engagements, such as: co-curricular offerings tied to first-year experience programs, optional resources for FFC courses, Residential Life meetings for residents and student staff, and/or student organization training sessions.

3.3. Create comprehensive resources regarding free expression that ensure students are presented with important information about speech protections alongside campus guidelines.

3.3.a. Utilize an already existing web page or create a new page to provide this information with detailed subsections.

3.4. Develop and promote passive and dynamic resources (handouts and webpages) to help students learn how to make their voices heard on issues while minimizing incidents on campus.

3.4.a. The Dean of Students office, the VP of Diversity, Equity, and Inclusion, and Student Government Association can lead efforts like this endeavor to promote guiding values connected to identity, empathy, inclusion, respect, and community.

3.4.b. Present compact before students enroll; not signed, but at a minimum, exposed to the information.

RECOMMENDATION 04

CRAFT A COMMUNITY COMPACT FOR STUDENTS.

- 4.1. Develop an inclusive document that emphasizes the importance of a supportive campus community for students. This type of compact could be introduced to students at the start of their Chapman experience.**
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