THE CHANCELLOR'S CARE, RESPECT AND EXPRESSION TASK FORCE

FINAL REPORT

Chairs: **Kelly Haag** **Chief Student Affairs Officer**

Joan Prince **Vice Chancellor for Global Inclusion and Engagement**

Lane Hall **Professor of English (report writer)**

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BACKGROUND

Over the past three years, higher education institutions nationwide have seen an upsurge of incidents and activities on campuses directly related to the speech and actions of invited speakers, and concerns voiced as to such interactions and the intersection with the First Amendment. UW-Milwaukee was no exception to these incidents as several student invited speakers were met with apprehension and concern by groups with opposing views.

As a Research I institution with a mission of research and access, the campus launched an ongoing program of events and activities in late 2017 known as The Freedom of Expression series. This series began with an inaugural event hosted by Pulitzer prize winning columnist Clarence Page and showcasing a panel consisting of UWM faculty, staff, students as well as the CEOs from the Institute for Law and Liberty and the American Civil Liberties Union-Wisconsin. Other activities and events since its launch have included faculty mini-grants that assisted in curriculum planning and project-based assignments around the issue of free speech, campus and community discussions around free speech and hate in a roundtable format discussion, as well as a partnership with the Center for 21st Century Studies to support three events (Race and Free Speech on Campus with an invited national panel – Protest and Protected Speech featuring Dr. Geoffrey Stone, noted First Amendment Scholar – and Social Media and Academic Freedom featuring an invited national speaker).

On May 6, 2019, a student carried a sign emblazoned with a swastika during an Israeli Independence Day event outside of the Golda Meir Library on the UW-Milwaukee campus. This incident was harmful to our sense of community and well-being and was in direct conflict with our campus guiding values. These actions, as well as the intensity of subsequent discussions, led Chancellor Mark Mone to create the Care, Respect and Expression Task Force (CRE).

CHARGE

This task force was charged to report back with recommendations regarding ways in which to enhance and align new and existing resources, response plans, education and support that would yield improvements and progress, and foster a campus community where all feel welcomed and supported. Specifically, it was intended for the task force to review and provide recommendations around:

a. The need for a coordinated point of contact such as a multidisciplinary response team for hate/bias incidents; if recommended, potential structure should be included in the recommendations;
b. An expansive list of resources for faculty, staff and student support to include educational materials, contacts for university offices and individuals, as well as resources to reconcile differences of opinions and perceptions related to expression;
c. Campus communication plans for crises involving freedom of expression
d. Educational tools including campus fora, speakers, content integrated into academic curriculum, methods to engage all in discussions around expression;
e. A plan for evaluating and reporting of incidents on an ongoing basis
f. Review of existing responder protocol and related planning in anticipation for future incidents

TASK FORCE STRUCTURE AND DIVISION OF WORK

Vice Chancellor Joan Prince (Global Inclusion and Engagement) and Chief Student Affairs Officer (Kelly Haag) were asked to co-lead the task force. They were asked to ensure that the task force would be inclusive of faculty, staff and students from the UWM community, as well as members from aligned community organizations. A total of twenty-nine members representing these groups were involved in the work of this report.

It was determined that to move the work forward, action teams would be created. This structure would allow these teams (work groups) to facilitate research and analysis regarding the very complex issues of hate speech in the context of the First Amendment guarantees, and the impact of racism, bigotry, sexism, homophobia, religious intolerance and other biases on our most vulnerable communities.

The work was divided into four (4) work groups, with final reports resulting from each of the groups. Individuals either self-selected a work group or were asked to join a specific group, based on their expertise and knowledge.

- Communication and Response work group
- Educational Tools and Resources work group
- Reporting Process Review work group
- Support Services work group

PRESENTATION OF FINAL REPORT

This final report seeks to summarize in a clear and concise manner the main points of these working groups. The next section represents an abbreviated summary of each of the individual work group reports. The intent was to allow the reader to peruse quickly through each work groups recommendations, with an opportunity to read through the full-length version of each report as well, which can be found in the Appendix.

Following the individual summaries of each report the reader will find concluding remarks that aggregates the thoughts of these working groups into a cohesive distillation that posits both reactive and proactive recommendations.

As stated above, the final section of this report provides a lengthy appendix that contains the unedited reports from each of the four working groups. This includes relevant observations, suggestions, resources, models, links, and data and will serve as an archive of this phase of the project.

WORK GROUP SUMMARIES

COMMUNICATIONS AND RESPONSE WORK GROUP SUMMARY

(***see Appendix 1a for full narrative***)

It is understood that our complex urban campus community is, has been, and will be at times a site of contentious speech, disagreeable actions, and problematic positions. What is the status and effectiveness of our first responder protocol and our community correspondence and outreach? How do we, as an educational institution based in discourse and dialogue, balance our responsibility for maintaining a safe and supportive environment with constitutional prohibitions against the banning of even hateful or discriminatory speech? How do we respond when UWM sanctioned organizations invite speakers to campus that are viewed by many as incendiary and controversial?

There was consensus among this work group that students, employees and the general public perceive the university as being reactive, not proactive, in its crisis communications. There is an opportunity to enhance the coordination between units in order to better facilitate the timeliness, approval process, and clarity and consistency of messages. An analysis of communication-related protocols and the development of a comprehensive crisis communications plan to address hate speech and disruptive incidents is critical and could help address the perceived lack of transparency regarding the message review process that often results in distrust and misinformation.

It was also concluded that the tone of the Chancellor's responses has been an issue due to vague, bland language and a focus upon what is legally permitted. Such emotionally detached tone and messaging can be interpreted as bureaucratic, distant and uncaring resulting in students feeling that the administration fails to recognize how personal some of these attacks feel, as well as the level of fear they inspire.

It was also made clear that the campus community needs to understand legal and cultural values of free speech, as well as the need to foster a culture of civil discourse and general respect.

<u>This workgroup recommends the following</u>:

1) Create ongoing educational opportunities about protected speech and appropriate response to offensive speech or situations.
2) Develop a clear and understandable policy on free speech.
3) Create a team that can help identify issues before they erupt.
4) Establish a comprehensive crisis plan, including a webpage that clearly outlines how speech issues are handled, by whom, and over what duration.
5) Establish a team of staff and faculty who can reassure and assist students.
6) Address concerns about the tone of messaging on the part of the administration and communications staff in order to avoid vague and legalistic language that creates distance from the moral issues, fear, and danger involved.
7) Have core messaging prepared and preapproved for rapid response.
8) Review responsibilities of units in order to facilitate the flow of communications and reach all audiences as soon as possible, at best no later than six hours after an event.
9) Review and debrief with key constituents, especially students affected.

EDUCATIONAL TOOLS AND RESOURCES WORK GROUP SUMMARY

(see Appendix 1b for full narrative)

As educators, it is both occupation and duty to analyze conditions, learn histories, and contextualize cultural responses to confounding and complex issues. This work group was charged with recommending new and existing tools to engage campus and community in open, generative, creative discussions around the friction zone where hate, bias and racism push against freedom of expression within a thriving, caring community. These educational tools may include invited speakers, curricular content, strategic campus events, artistic performances and exhibitions, mediated experiences, among other modes for engaging robust, civil discourse.

Echoing observations by the Communications and Response Work Group, it was emphasized that when incidents of hate, bias, or hateful expressions occur that do not align with our guiding values, the response should be quick and emphatic. The "Berea College Policy on Hate Crimes, Behavior and Acts" (*Appendix 5*) was put forward as a strong model. Education around any policies regarding invitations from student groups or other campus partners that may bring speakers to campus should occur with assistance in planning either alternate events to showcase multiple views and/or other platforms for civil discourse, dialogue and expression.

Certain hate groups have organized using the "alt-right" to infiltrate college and university campuses through legitimate invitations. We need to educate ourselves about this strategy that targets campus communities for disruption, division and violence. What culturally responsive pedagogy should we employ to address these issues in a way that is inclusive, interactive, informative, and engaging for our (mostly) "Gen Z" student body? As other groups have mentioned, it is imperative to get student input for such offerings.

It is also understood as a systemic educational issue that increasing diversity in administration, faculty and staff will help to model a university community more resilient to the onslaughts of intolerance, division and fear that incidents included in this study engender.

<u>This workgroup recommends the following:</u>

1) Create and include an educating statement in our correspondence to campus and community that explicitly rejects hate speech and other related actions and posits our guiding values.
2) Create a working team of students, staff and faculty to assess what is already being done on campus regarding hate, bias and freedom of expression and that addresses ways in which our teaching, learning, and research missions can be a part of learning to be ethical and compassionate humans.
3) Create multimodal, culturally responsive, interactive events, performances and workshops to facilitate thoughtful engagement in these ethical considerations. These could include, but are not limited to, performative vignettes such as the "What Would You Do?" series also known as "Invisible Theater" as well as a series focusing on "The Gamification of Hate" that would highlight the current use of online presence by neo-nazi groups in order to legitimize and recruit.
4) Use intersectional spaces to reach large numbers of students, such as freshman orientation, large format courses, freshmen seminars, the common read, and high-attendance events, in order to educate about hate, bias and freedom of expression issues and policies.

5) Align both the current Freedom of Expression series, and the Diversity/Equity/Inclusion work with concerns represented by the Care, Respect and Expression Task Force. An example of this is the November 25th, 2019 "The Gift of Our Wounds" presentation that brought a member of the Sikh community and a former white supremacist together in a dialogue of forgiveness after violence. Continue with such offerings that are provocative but also aspirational and inspirational.
6) Create and implement specific discussion sessions regarding UWM's stance on hate and bias for all student organizations and campus units that invite guest speakers onto campus. Content should also encompass ways to create alternative events that promote positive community values and means of effective disagreement and resistance.
7) Make clear the potential consequences for perpetrating hate and violence against individuals or groups with the UWM community.
8) Increase diversity of administration, faculty and staff throughout UWM in order to mirror the complexity of the culture at large and provide greater resiliency when fraught incidents occur.

REPORTING PROCESS REVIEW WORK GROUP SUMMARY

(see Appendix 1c for full narrative)

What can people expect regarding how bigotry, hate and bias incidents are reviewed, handled and communicated at UWM? Is it clear how UWM follows up on such matters and which existing offices and staff currently respond? To answer these questions, this work team reviewed and assessed UWM's existing online forms for reporting such incidents, as well as the response protocol. To get a broader context for handling these situations, this group looked at similar online forms used by other UW System institutions, as well as forms used by a select group of universities and colleges outside of Wisconsin.

Currently, UWM's "Hate/Bias Reporting Form" is housed on the website of the Office of Equity/Diversity Services (EDS), and a link to the form is included on the EDS homepage. There is not a link to the form on the UWM home page, on any UWM school and colleges webpages, or on webpages for relevant offices such as Housing, Police, or Human Resources. The form contains over twenty fields for information about an incident, and six of these fields must be completed before the form can be submitted. This required information includes whether the submitter was victim, witness, or third party, whether the submitter wishes to remain anonymous, whether the incident has occurred more than once, the type and location of the incident, and the type of bias exhibited by the perpetrator.

The submitter is given the option to provide a detailed description of the incident, and they are also permitted to upload up to five support files, such as photos, video, audio, etc. Near the end of the form, the submitter is asked: "What effect did this incident have on your perception of UWM's climate?" Nowhere are they asked about the impact on them personally.

Upon submission, EDS staff immediately receives an email notification. After review, an EDS staff member contacts the submitter to offer an in-person meeting or telephone conference to discuss the situation in detail, and options for addressing the concerns. If appropriate, EDS will contact other relevant UWM offices in order to share and/or gather additional information. As noted in the Support Services Workgroup above, some of the existing infrastructure for response and support includes the

CARE team, the Student Support Team, the Dean of Students Office, EDS, the Title IX Office, University Housing, and the UWMPD. The interconnected but divergent roles of these offices are not always clear to students, staff and faculty.

This workgroup recommends the following:

1) Increase awareness of the existence of, and the work being done by, the response teams listed above.
2) Review and Revise the current "Hate/Bias Reporting Form" to streamline the reporting process, to modify the language to be more victim-centered, and to include a field covering the impact of the incident on the submitter.
3) Include information on the "Hate/Bias Reporting Form" to clarify what happens when the report is submitted; who will review it, when contact can be expected, and what other offices might be included to coordinate the most effective response.
4) Promote the availability of the "Hate/Bias Reporting Form" on multiple UWM webpages, as well as possible dissemination through other media modes.
5) Consider creating a UWM webpage that aggregates and briefly describes the multiple online reporting options at UWM that include "Report It!," the "Sexual Violence Report," and the "Hate/Bias Report" along with an explanation of relevant resources.

SUPPORT SERVICES WORK GROUP SUMMARY

(See Appendix 1d for full narrative)

Understanding that there should be one centralized location to access for students and UWM community members when challenging, disturbing and threatening situations arise on campus, this group was charged with consolidating existing resources *(see Appendix 1d: Attachment A)*, and suggesting necessary new resources to provide both a 'where to' guide for health and safety, and a 'how to speak up' guide for navigating the fraught situations that challenge our community's moral and ethical values.

It is recommended that a diverse group of students, campus, and community members review these resources, and with that input, the institution remain vigilant in the updating, editing, and clarifying all related material. It is also recommended that these resources be multifaceted, multimodal, systemic, adaptable and ongoing. One useful model to potentially emulate has been developed by Dr. Sylvia Hurtado of UCLA. Contacts can be provided upon request. *(Appendix 1d)*

Currently, the Dean of Students office leads two campus teams: CARE (Campus Assessment, Response, and Education), and the Student Support Team, both of which are comprised of highly trained and dedicated professionals.

- The CARE team assesses potentially harmful and threatening behavior that could harm the campus community and then determines appropriate steps to protect the health, safety and welfare of UWM community members.

- The Student Support Team helps identify students in distress and provides supportive intervention and guidance while engaging a network of resources in order to assist the student. It is important to integrate any new structures and resources in to these existing response teams.

<u>This workgroup recommends the following:</u>

1) Create a "Response and Education Tool" that clarifies UWM protocols and resources regarding: UWMPD response to protests/speakers; what is and isn't criminal speech and behavior; 'student-friendly' language on what is free speech vs what is disruptive speech; what the processes are for reporting incidents as well as referrals about conduct; how to counter-protest in accordance with UWM policies and the law; available resources, and that makes clear the UWM protocol for incident planning regarding on-campus groups, events and speakers. This could also be the "home" of the C, R, E Task Force materials with archival messages and updates related to previous incidents.
2) Facilitate dialogue about hate and bias as well as care and respect into as many spaces and programs as possible. How do we live and thrive in a modern, diverse world? How do we create inclusion and equity within a complex community? What are the consequences of hate speech and hate actions within a free and open society? This dialogue could be included in new student orientation, freshman seminars, new employee orientation, professional development programs, living/learning communities, the new student reading program, etc.
3) Establish a comprehensive training program for faculty and staff that focuses on how to support students impacted by hate incidents; how to counsel students on responding to hate incidents, and what resources are available to students affected by hate incidents.
4) Coordinate a widely publicized "Global Inclusion Event" that focuses on equity, inclusion and global citizenship, while including information on community partnerships, student organizations and initiatives, as well as resources and dialogues mentioned above.

DISTILLATION AND CONCLUDING REMARKS

While each working group had a different focus, a few observations and recommendations were consistent around the work that needs to be done so that we are clearer in defining our guiding values when confronted by hate speech and hateful actions.

1. We must be more emphatic and timelier in our communications when such events occur.

2. We must utilize official language that is less detached and legalistic and is more personal and empathetic.

3. We must utilize a system so that the reporting of incidents is more transparent, clear and simple.

4. We must have follow-up procedures regarding such incidents that are more coordinated across relevant units.

5. We must revamp forms and reports to ensure that they are easier to locate and navigate through.

6. We should aggregate, review and analyze data regarding hate and bias incidents with an intent to focus on change. This data should be available to both internal and external communities.

7. The consequences of perpetrating hate and violence should be made clear to all in the UWM family so that there is greater understanding about the importance, limits and legal dictates surrounding freedom of expression and First Amendment guarantees.

It is also important to **work systemically and proactively** in order to build resilience into the community so that when such incidents occur there are clear guidelines for staff, administration, faculty and students to be effective in their respective roles.

It is essential that we **establish a comprehensive crisis-response plan** that anticipates such events and outlines support teams, media responses, police procedures focusing on de-escalation, and rapid community outreach.

We should **facilitate the education of these complex ethical and civic issues** through audience responsive, dynamically engaging performances, workshops, lectures, games, discussions, exhibitions, and classroom integrated content.

Finally, we should **address our own systemic resilience** through a renewed and serious commitment to increasing diversity among administration, faculty, staff and students. It is in all of these ways that we can model, as an institution, the world that we want to help create.

APPENDIX

Appendix 1a: Communications Response Team Final Report

Introduction

The charge of the Communication and Response Team (CRT) was to review the campus crisis communication protocol, including first responder protocol, community correspondence and outreach. Team members agreed that the scope of work would include communicating about freedom of speech and creating a culture of civility.

Background

The University of Wisconsin-Milwaukee, like campuses nationwide, faced free expression communication and response challenges over the past several years. These challenges have required considerable resources to address.

Examples of recent events include controversial speakers such as Ben Shapiro (Nov. 12, 2018) and Black Lives Matter co-founders Alicia Garza and Patrisse Cullors (Sept. 29, 2016). Neither of these events resulted in campus protests, negative media coverage, or serious problems and did not require follow-up communication.

Other events created numerous issues. Two of the most notable occurrences include the May 6, 2019 incident where a (now former) student carried a swastika sign during a student celebration of Israel Independence Day on Spaights Plaza. The Dec. 13, 2016 event with speaker Milo Yiannopoulos was perhaps the most difficult and tumultuous incident for UWM in recent history.

Student Carrying Swastika Sign

Unlike anticipated speaker events, there was no advance notice of an individual student's display of a sign bearing a swastika on campus. Another student tore up the sign and was subsequently cited by UWM police. Student and Jewish community reaction to this incident was swift and largely played out on social media channels with more than 100 tweets in the 24-hour period following the occurrence. A message from Chancellor Mark A. Mone went out on May 7 and response was largely negative (excerpts below).

> *"Under the First Amendment, displaying offensive symbols, such as a swastika, to a general audience in a public space is protected akin to speech. Nevertheless, please know that we emphatically renounce such hateful symbols and do not support or condone any viewpoint that is hurtful, harmful or disparaging. Where speech veers into harassment or threats, the university may be able to take action, but we cannot comment, based on FERPA, on any disciplinary investigation or action against any particular student."*
>
> – Excerpt from chancellor's message, May 7, 2019

> *"You really, truly are letting down the whole campus (albeit the guy holding the damn swastika) with this statement. A simple condemnation of Nazism, maybe? Should've pulled a page out of the UWO chancellor's book on this one. If ever I feel embarrassed or ashamed to attend this university, you are the reason."*
>
> – Excerpt from a student's response, May 8, 2019

There were 26 messages and a few phone calls that came in over the next six days. Media attention was intense, both locally and nationally. Social media backlash was significant with more than 400 tweets that had about 1 million impressions, most of them negative. Three staff members from the Office of the Chancellor and University Relations & Communications were involved in responses, including updates to Gov. Tony Evers' office and UW System leaders.

A second message from the Chancellor was sent on May 14, 2019 and was received positively by the campus community (excerpt below).

> *"Many of you have expressed concern that my last campus message – which came in response to a student carrying a sign with a swastika on it during an Israeli Independence Day event on our Milwaukee campus last Monday – inadequately addressed the significant harm that it caused. Please know I have heard you and acknowledge my message did not fully capture or reflect how deeply saddened, frustrated and angry I am personally, as a member of this community, that anyone would inflict such pain and fear on our Panther family. I am sorry."*
>
> – Excerpt from chancellor's message, May 14, 2019

Twenty-four members of the campus community replied to the follow-up message, many with offers to help form an action plan.

Milo Yiannopoulos

Prior to the event, UWM received numerous requests to cancel Milo Yiannopoulos' appearance. During his speech, Yiannopoulos made derogatory comments about a former student who was in the audience; the former student was transgender and had previously pressed charges against UWM for its locker room policies.

In the week following Yiannopoulos' speech, the Office of the Chancellor received 321 emails, 33 phone calls and several drop-in visits by individuals. The communication response effort involved at least seven Office of the Chancellor and University Relations & Communications team members who spent countless hours responding to emails and calls, monitoring and reporting on social media posts, and fielding media calls. The reaction was overwhelmingly negative (excerpt below).

> "*I was horrified to read that UWM invited a known harasser and white supremacist to speak at campus; this invitation allowed him to personally out and target a transgendered UWM student for hate and harassment. As an alum I've been proud of the great work staff and students do to make UWM a good place for LGBTQ folks (I am one myself), and I find it unforgivable that the institution has undermined those efforts in the name of "free speech."*"
>
> – UWM alumni

In addition to controversial speakers, there have been freedom of expression activities on campus that provoked issues of civility. Political rallies prior to the 2016 presidential election sparked divisiveness, including:

- Just prior to the Oct. 26, 2018 Wisconsin governor debate, members of the national organization Fight for $15 marched in protest of then-Gov. Scott Walker and support for a higher minimum wage.
- More than 100 protesters assembled outside an April 3, 2016 town hall on campus that featured then presidential candidate Donald Trump and was moderated by Fox News host Greta Van Susteren.
- At the debate between Democratic candidates for president on Feb. 11, 2016, hundreds of demonstrators representing various causes converged across the street from where the debate was taking place in the Helene Zelazo Center for the Performing Arts and then entered the UWM Student Union, where they rallied in the Union Concourse and attempted to enter the media center set up in the Union Ballroom.
- Presidential candidate Hillary Clinton's campus visit on Sept. 15, 2015 did not result in incidents requiring mitigation, although at one point, Clinton had to speak over a small group of protesters.

Additionally, there are ongoing free speech issues that emerge from non-affiliated special interest groups such as the Westboro Baptist Church, anti-abortion speakers, Brother Jed and religious groups, including Jehovah's witnesses, handing out literature and demonstrating on campus.

Role of the Public University in Fostering Free Speech

The U.S. Constitution prohibits public institutions from banning expression based on its content or viewpoints, even when those viewpoints are hateful or discriminatory. At the same time, UWM has a competing interest in maintaining a safe and supportive environment in which to live and work.

At UWM, speakers may be invited by student organizations, academic or administrative units. UWM cannot deny access to speakers invited by student organizations based solely on the content of the speech. Speaking engagements are funded with student fees, other organization funds or external sources, not state tax dollars. Student fees must be allocated on a viewpoint neutral basis per Board of Regents, University of Wisconsin System v. Southworth.

In addition, the celebration of diversity is a core university value. UW-Milwaukee encourages and supports diversity in all forms, in part by providing platforms for the opportunity to exchange of a variety of viewpoints, thoughts and ideas.

Overview of Activities

The Communication and Response Team met five times in August, September and October 2019. Members reviewed UWM's Emergency Operations Center and Crisis Management Team (CMT) makeup and requested that Helaine Hickson, the chancellor's executive communications director, and Michelle Johnson, the senior director of Integrated Marketing & Communications be added to the CMT. They also reviewed University Relations & Communications' 2018 Continuity of Operations plan, which includes crisis communications. That document is in the process of being updated.

Team members researched the following topics:

- Toolkits for hate and bias prevention and creating an inclusive campus
- Universities' successes and failures in internal communication, working with external media and managing social media related to disruptive speech on campuses
- FAQs on free speech on campuses

They also surveyed APLU senior communications leaders on the makeup of their internal communication and crisis communications staff structures.

Team discussions addressed a wide range of topics, including:

- Advance communication and preparations for speakers who may be controversial
- Response times and how to scale up communications teams when an unexpected incident happens on campus
- Message content and how to comply with legal requirements and privacy protections for individuals while still making compelling moral statements
- Possible formation of a multidisciplinary issues-management team focused on communications
- Education on free speech and related issues to foster respectful dialogue and civil campus culture

Challenges and Areas for Improvement

The consensus among team members was that students, employees and the general public see the university as being reactive, not proactive, in its crisis communications. This includes its response to controversial speakers, as well as incidents such as the spring 2019 officer-involved shooting on campus. The team recognized that there is a difference between anticipated and unanticipated events.

In relation to anticipated events, such as speakers invited to campus by student organizations and groups that have given notice of planned demonstrations, students and employees did not believe enough advance communication was provided. In regard to both anticipated and unanticipated events, they said responses were too slow, coming hours later and sometimes not until the next day. Multiple factors contribute to the communications delay after events, including:

- A lack of coordination between units that results in key communicators not having pertinent information and needing time to gather it before creating messages.
- Inconsistency in how key communicators and key decision makers communicate with each other. Units use different communication channels, including email, phone calls, the Rave app and text messaging.
- Multiple layers of review delay approval and distribution of messages, sometimes because one or two people aren't immediately reachable.
- A lack of a comprehensive communications plan to address hate speech, disruptive incidents and other crises means some audiences do not receive messages or receive them much later than others.

A lack of transparency regarding the review process also has resulted in distrust and misinformation, with some members of the campus community and the public questioning the motives behind the delays. Rumors begin to circulate in the time between an incident and distribution of the university's response, and the longer the delay, the more firmly rumors become lodged in the public mind. Even when accurate information is distributed later, many people on and off campus continue to believe false information circulated in the first few hours after an event.

The lack of a comprehensive communications plan also means that messages aren't always sent through the most appropriate channels. For example, the UWM Police Department sends messages through the RAVE Guardian app during crises so that people can take appropriate safety measures. When the immediate threat ends, police issue an "all clear" message. There is no protocol for what

happens after that, and chancellor's messages become the default for addressing difficult situations. But, the chancellor isn't always the most appropriate person to be addressing students or employees in these situations. Sometimes, the Dean of Students' Office, the provost or another area would be best suited to handle follow-up inquiries and issues.

The tone of the chancellor's responses to controversial speakers and other disruptive events also has been an issue. Vague, bland language and a focus on what is legally permitted have created a perception that hate speech won't just be tolerated at UWM, but that it might be accepted. Some messages have been seen as distant and uncaring because of their bureaucratic tone and legalistic language. A team member noted that this is a common challenge in higher education, where academic language often creates emotional distance. The team member shared a Chronicle of Higher Education video in which the president of Shenandoah University talked about overcoming a similar challenge and communicating with clear, accessible language.

In addition, in trying to avoid infringing on free speech, the chancellor, campus administrators who review messages and key communicators have failed in what many students see as a moral duty to define what is and is not acceptable speech. Students do not believe the university administration recognizes how personal these attacks feel to students or the level of fear they inspire. Raised in an era of school shootings, they believe the university administration underreacts to what they see as very real threats. For example, multiple students told the Dean of Students that they were afraid to come to campus after the student displayed a sign with a swastika on it. The students were frustrated and angry that no one reached out to them until days later and no immediate information was provided on what, if any, safety measures university administrators were taking to prevent a physical attack.

Team members also agreed that the university should do a better job of educating students and employees about free speech and about how to communicate in a way that fosters a culture of civility. Students on the team cited the lack of a free speech policy that is easy for them to understand. They want simple, concrete answers to questions such as, where is the line between speech and incitement to violence? Students also said information about what they can do if they feel unsafe needs to be provided more clearly and more frequently.

At the same time, several team members expressed dismay that what they see as a legalistic focus on free speech has overshadowed any effort to promote and educate about civil discourse. They said the university must continue and potentially expand efforts to educate students and employees about having respectful conversations on divisive topics and how to respond in a civil manner to speech with which they disagree. With public discourse in the United States becoming increasingly polarizing, employees want civility to be part of UWM's daily culture so that both employees and students feel safe and respected.

Recommendations

The team developed a number of recommendations aimed at helping UWM better prepare for, manage and recover from incidents involving controversial speakers, hate speech and other disruptive events. To improve its level of preparedness, the university should:

1. Provide frequent and ongoing campus education to help students and others understand the difference between protected speech and incitement to violence; the role of a public university in

protecting free speech; and how students and employees can appropriately respond to speech they oppose.

2. Develop a policy or position statement on free speech that is easily understandable by students and others without a legal background. The University of California's FAQ on free speech was seen as a good example in terms of clarity. It was noted that the University of Chicago has long been seen by free speech absolutists as a leader in this area.
    a. Posters, window clings, flyers and other media promoting potentially controversial speakers and events could refer to the policy, with a simple line such as, "UWM's position statement on free speech can be viewed at URL."
    b. One team member noted that the frequently cited court decision in National Socialist Party of America v. Village of Skokie is often referenced in dense language and a particular effort should be made to communicate about it in terms accessible to students.
3. Create a communication-focused, multidisciplinary issues team that would identify issues and events that could be disruptive and initiate efforts to prepare for them. The University of Texas has a Horizon Scanning Team that could provide a model for this.
4. Establish a comprehensive crisis communication plan to ensure that all appropriate audiences are communicated with in a timely fashion; establish clear responsibility for who is communicating with each audience at each stage in a crisis; and provide guidance for scaling up in response to the scope of an event.
    a. Developing related checklists and graphic representations of the workflow to use as tools in a crisis also is recommended.
    b. For events involving controversial speakers who have been invited to campus by student organizations, the plan should provide guidance on how we can communicate in advance with staff to set expectations for responses, and with students and the broader campus community to mitigate any disruption.
5. Establish a team of staff members who students feel comfortable speaking with to respond to anticipated and unanticipated events to reassure and assist students. The team would support law enforcement officers who may already be involved in dealing with safety aspects of the incident.
    a. Team members could include staff from the Dean of Students Office, UWM Student Union, University Housing, Norris Health and Counseling Center and various campus resource centers.
    b. The university should explore communications options and technology that would allow the team to be activated quickly. Microsoft Teams was suggested as an option.
6. Create a webpage that outlines how speech incidents will be communicated about and provides a timeline (even a general one) for doing so. It could include information on the process that the UWM Student Union and other organizers go through with planned events and have language about UWM's core values and what is expected in a culture of civility.

To improve its response to events, the university should:

1. Address concerns about the tone of messages by avoiding vague and legalistic language and clearly stating when language is unacceptable, even if it is legally protected speech.
2. Have some core messaging prepared and approved in advance so messages can be distributed more quickly. This includes messages that may do nothing more than acknowledge that a disruptive event is taking place and let people know how updates will be provided when more information is available.

3. Review communications responsibilities to determine which unit(s) have primary responsibility for internal communication to students and employees. University Relations & Communications tends to be externally focused, but has some ownership. Human Resources also has some ownership. Clear lines of responsibility would improve effectiveness and efficiency.
4. Bring together the different groups on campus that are already looking at crisis communication, including an "issues team" in University Relations & Communications, a group led by the vice chancellor for Finance and Administrative Affairs and the Emergency Planning Committee. Consolidating efforts may allow needed support to be provided more efficiently.

Following incidents of hate speech and disruptive events, the university should:

1. Communicate with all audiences as soon as possible and no later than six hours after an event ends. This message may restate information that was provided earlier in RAVE alerts or emails sent during the event. It also can include more context on what occurred, but it does not have to be a complete account or a perfect statement. Additional messages can be sent later when more is known. The most important thing is to convey a message of care.
    a. If a speaker targets certain groups or individuals, the message must contain a specific statement of tolerance, acceptance and support for those attacked.
2. Conduct debrief sessions with employees to review what went well and what can be improved.
3. Engage the Dean of Students Office to help get feedback from students on communications efforts and any ongoing concerns that should be addressed.

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Appendix 1b: Educational Tools and Resources Work Team Final Report

PURPOSE.

On May 6, 2019, a student carried a sign with a swastika displayed on it during an Israeli Independence Day event on our Milwaukee campus. The incident, associated incidents on other campuses and in communities, and discussions afterwards led Chancellor Mark Mone to create the Care, Respect and Expression Task Force. This task force was charged to enhance and align campus resources, response plans, education, and support that would guide UW-Milwaukee (UWM) on issues related to hate, bias, and freedom of expression. Several work groups were created as a part of the task force to work on the following goals:

1. Communication and Response work group
2. Support Services work group
3. Reporting Process Review work group
4. Educational Tools and Resources work group

EDUCATIONAL TOOLS AND RESOURCES WORK GROUP.

This work group was charged with recommending new and existing tools to engage campus and community in discussions around hate, bias, and freedom of expression. These tools may be inclusive of ideas such as strategic campus fora, invited speakers, content integrated into academic curriculum, and other methods that would be engaging for a robust and civil discourse.

The members of the Work Group are: John L. Hall, Professor of English (co-chair); Leigh Wallace, Clinical Assistant Professor in Administrative Leadership and Chair, Academic Staff Senate (co-chair); Joan M. Prince, vice chancellor Global Inclusion and Engagement; Arcetta Knautz, Director of University Housing. Two students were invited to join the group (committed) as well as one community member. The students were not able to be active. The community member felt that her skills and talents were more aligned with the Communications and Response work group.

SYNOPSIS OF MAJOR THEMES:

Several major themes arose during the meetings of the co-chairs and the meetings of the group overall. A synopsis of the discussions follows and is the basis for the group recommendations.

- When incidents of hate, bias, or expression occur that do not align with our guiding values, the response should be quick and emphatic, and a specific response should quickly be generated to campus and community (i.e., Berea College Policy on Hate Crimes, Behavior and Acts https://www.berea.edu/public-safety/hate-guide/
- Certain hate groups have organized using the "alt right" to infiltrate college and university campuses through legitimate invitations. We need to educate ourselves about this protest culture and provide interactive discussions regarding it. One way to do this is to discuss issues that students are interested in. (gamification of Nazism is a potential presentation). https://www.sciencedirect.com/science/article/pii/S0160791X18300630;

https://www.upr.org/post/tara-mcpherson-platforming-hate-internet-and-rise-hate-online-tuesdays-access-utah

- Any type of interactive educational tools must span the generations of the learners that we have here. Generation Z learns differently than Generation X. Educational resources should be interactive, engaging, informative and not sterile (traditional lectures). They should be accessible both virtually and in-person and should occur in different formats. They should also have student input and engagement.
- Educational tools and resources should always be linked to teaching, learning and research opportunities for students.
- We should look for common points to educate large numbers.
- Seek culturally responsive pedagogy
- Link the Freedom of Expression work into a more organized way to provide training and resources (link it into gender and other biases as well)
- How can the Diversity, Equity and Inclusion framework be a connected tool?
- Bystander intervention ("What would you do?" and ethical vignettes
- What do you do when an invitation goes out from student groups that bring speakers to campus that don't espouse our values?

RECOMMENDATIONS

1. Educating both campus and community regarding the alignment of our guiding values and the actions and/or speech of individuals or groups that espouse hate, bias or marginalizing behavior is essential. There should be an **educating statement in our correspondence to campus and community that implicitly rejects** speech and other hate-related acts as not being a part of who we are. https://www.berea.edu/public-safety/hate-guide/; https://www.towson.edu/inclusionequity/reporting.html; https://www.sandiego.edu/safety/reporting/hate-crimes/challenge-hate.php
2. The Care, Respect and Expression educational focus **should be aligned with other work** that is currently been done on campus (i.e., Freedom of Expression work). An environmental scan of what is being done should occur, and a **working team formed** (inclusive of faculty, staff and students) that address ways in which teaching, learning and research are a critical piece of what we do proactively, as well as what can be done retrospectively when responding to a hate incident.
3. Specific themes that would be helpful in the training and professional development resources and tools should include, but not be limited to: **culturally responsive pedagogy, interactive methods that are appropriate for our learners (Baby Boomers to Gen Z), virtual opportunities as well as interactive in-person methods such as diversity/ethical vignettes (a "What Would you Do? Type model) or other vehicle such as the Invisible Theater .**
4. **Specific training should occur for all student organizations and campus divisions that invite speakers** regarding the university's stance on hate-bias discourse. Discussion should also **include ways to promote alternate events and opportunities for learning** around speakers and incidents that promote hate-bias and other acts that are not in alignment with our guiding values.
5. **Look for common points in which to educate large numbers** of individuals around our hate-bias policies and educational training. This may include new freshman orientation, psychology courses, freshmen seminars and large capstone courses.

6. **Align current Freedom of Expression work and DEI framework** activities, trainings, and offerings. For example, Freedom of Expression lecture series will brand the Care, Respect and Expression work as one brand and will look for opportunities to bring a variety of speakers. (e.g., November 25th "**The Gift of our Wounds**" presentation with a member of the Sikh community and a former white supremacist discussing forgiveness after hate.) Another example would be to discuss the "**gamification of hate**" which would focus on more of a teaching style that would interest current generations (Z).

CONCLUSION

The Work Group feels that the recommendations are within the scope of what the campus can accomplish, with opportunities for immediate (low-hanging fruit) efforts to occur. Training should be on-going, accessible to all in different formats and venues, and should be mandatory, where possible, and linked to our mission of teaching, learning and service.

Appendix 1c: Reporting Process Review Work Team Final Report

The Reporting Process Review work team ("RPR work team") was tasked with conducting a "review of process and form" for UWM's response to incidents of hate and bias, and was specifically charged with assessing whether it was "clear how matters are followed up on (i.e. what can people expect in terms of how incidents are reviewed, handled, communicated, etc.)". To meet its charge, the RPR work team reviewed and assessed the following:

- UWM's existing online form for reporting incidents of hate and bias—and the protocol for responding to such reports—and the other online reporting mechanisms that exist at UWM;
- The online forms for reporting incidents of hate and bias used by other UW System institutions;
- The online forms for reporting incidents of hate and bias used by certain non-UW System institutions (Colorado State University, the University of Iowa, Marquette University, the University of Maryland, the University of Michigan, SUNY Morrisville, and the University of Texas at Austin);
- The use of standing hate/bias response teams by UW System and non-UW System institutions;
- The existing UWM offices and work teams which respond to reports of hate and bias.

This memorandum will summarize the RPR work team's review and resulting recommendations for revision of UWM's hate/bias reporting form and response protocol.

Review of UWM's current hate/bias reporting form

UWM's **hate/bias reporting form** is housed on the website of the Office of Equity/Diversity Services (EDS), and a link to the form is included on the EDS homepage. Links to the hate/bias reporting form are also included on the Dean of Students website (under "Complaints and Grievances"); on the LGBT Resource Center website; and on the Inclusive Excellence Center website (under "Helpful Resources"). There is not a link to the hate/bias reporting form on the UWM home page; on any of the webpages for UWM's schools and colleges; or on webpages for offices such as University Housing, University Police, or Human Resources.

The current hate/bias reporting form provides a definition for a "hate- or bias-motivated incident" at the top of the form, and also provides information on how to submit an anonymous report. At the bottom of the form, the user is advised that, unless they chose to remain anonymous, they can expect to be contacted about the report within three (3) business days. Although the form is housed on the EDS website, and although the user must click a button at the bottom of the form which reads "Submit to EDS," the form does not explicitly state that the report will be reviewed by UWM's Office of Equity/Diversity Services, or explain what EDS will do with the report (other than contacting the submitter).

The form itself includes over 20 fields that the submitter can complete. Six (6) of those fields—i.e., whether the submitter wishes to remain anonymous; whether the incident has occurred on more than one occasion; the submitter's relationship to the incident (victim, witness, third party); the location of the incident; the type of incident; and the type of bias exhibited in the incident—must be completed before the form can be submitted.

The submitter is given the option to provide a detailed description of the incident, if they so choose. They are also permitted to upload up to five (5) data files—containing photos; short videos; audio recordings; etc.—concerning the incident. Near the end of the form, the submitter is asked: "What effect did this incident have on your perception of UWM's climate?" They are not asked, however, what impact the incident had on them personally.

When a report is submitted using the hate/bias reporting form, EDS staff receive an immediate email notification that a new report has been filed. After the report has been reviewed, a member of the EDS staff contacts the submitting party to offer an in-person meeting or telephone conference to discuss the situation in greater detail, and to discuss potential options for addressing the concerns. At the same time, and if appropriate, EDS will contact other UWM offices which have authority to respond to the concerns—e.g., Dean of Students, University Housing, Human Resources—to share the report and/or to gather additional information on how the situation is being addressed.

Review of other online reporting forms at UWM

Review of UWM's existing reporting forms showed that, in addition to the hate/bias reporting form, there are two (2) prominent forms available online:

- **Report It!**, an online, Maxient-based reporting form which is maintained by the Dean of Students Office. (https://cm.maxient.com/reportingform.php?UnivofWisconsinMilwaukee)
- **The Sexual Violence Reporting Form**, which is an online, Maxient-based form used to report concerns of sexual assault, dating violence, domestic violence, and stalking. This form is maintained by UWM's Title IX Office. (https://cm.maxient.com/reportingform.php?UnivofWisconsinMilwaukee&layout_id=13)

Some UWM webpages also contain a link to the **UW System fraud, waste, and abuse reporting hotline**. (https://secure.ethicspoint.com/domain/media/en/gui/58858/index.html)

Review of hate/bias reporting forms used by UW System and non-UW System institutions

For the most part, the hate/bias reporting forms used by the other UW System institutions are very similar to each other, in part because ten (10) of the institutions use a common template from Maxient for their hate/bias reporting form. (Maxient is the student conduct management software that is used by all UW System institutions, including UWM.) The Maxient-based hate/bias reporting forms contain between 20-25 fields which the submitter can

complete, and solicit similar information to the current UWM hate/bias reporting form (e.g., name of submitter, location of incident, nature of the incident, information about offending party, brief description of incident, etc.).

The format of the hate/bias reporting forms used by non-UW System institutions varies significantly, in terms of the information requested from the submitter. For example, the University of Michigan's form has only 11 fields for the submitter to complete, while the University of Maryland's has 25 available fields. Marquette University and the University of Iowa use Maxient-based forms that are very similar to the reporting forms used by several UW System institutions, and which solicit the same kind of information that is requested by the current UWM hate/bias reporting form. Of note, these reporting forms have relatively few fields that the submitter is required to complete before submitting the form; for example, some of the forms only require the submitter to provide the date and location of the incident and a brief description of what occurred.

Review of use of hate/bias response teams by UW System and non-UW System institutions

Eight (8) of the 13 UW System four-year institutions—specifically, UW-Eau Claire, UW-Madison, UW-La Crosse, UW-Parkside, UW-Platteville, UW-River Falls, UW-Stout, and UW-Superior—have standing hate/bias response teams which review and respond to hate/bias reports. Although the membership of these response teams varies from campus to campus, the teams are most commonly comprised of representatives from the institution's dean of students office; university police (or public safety); university housing/residence life; equity and diversity office; multicultural and/or identity-based student centers; and university communications.

Save for one, each of the seven (7) non-UW System institutions reviewed by the RPR work team has a dedicated hate/bias response team.[1] Information about the composition of these response teams was somewhat limited, but it appears that these teams are constituted in similar fashion to the hate/bias response teams at UW System institutions. For example, the University of Maryland's hate/bias response team is comprised of representatives from its counseling center; its Title IX office; its police department; its communications office; its residence life office; and its diversity and inclusion office. The University of Texas at Austin's campus climate response team includes representatives from its dean of students office; its residential life office; its multicultural and identity-based student centers; its police department; its communications office; its counseling center; and its disability services office.

Review of existing UWM response offices/teams

The **Campus Assessment, Response, and Education (CARE) Team** "was developed to centralize the reporting, assessment, and management of disruptive and/or distressing incidents at the University." Its mission is "to provide a timely response to individual behavior deemed disruptive or at-risk to themselves or others and determine the most appropriate steps to and protect the health, safety, and welfare of the individual and members of the UWM community." It is composed of representatives from the Dean of Students Office; University Counseling Services; UWMPD; the Office of Legal Affairs; Norris Health Center; and University Housing. (https://uwm.edu/deanofstudents/care/care-team/)

[1] According to recent news reports, the University of Michigan has agreed to disband its hate/bias response team as part of a settlement of a lawsuit brought against the university by a free-speech group, which alleged that the team had quelled protected speech "by way of implicit threat" of punishment. https://www.chronicle.com/article/U-of-Michigan-Settles-With/247437

The **Student Support Team** "supports student retention and a healthy campus community by identifying students in distress"—e.g., students encountering homelessness, financial instability, medical emergencies, mental health concerns, etc.—"and coordinating appropriate interventions." It is composed of representatives from the Dean of Students Office; University Counseling Services; University Housing; UWMPD; the Student Success Center; and the Accessibility Resource Center. (https://uwm.edu/deanofstudents/care/student-support-team/)

The **Dean of Students Office** convenes and leads the meetings of the CARE Team and Student Support Team. It also oversees the student disciplinary process and serves as a referral source for students who are in need of additional resources.

The **Office of Equity/Diversity Services (EDS)** maintains UWM's hate/bias reporting form and responds to submissions made using that form, which can include sharing information with other offices/teams listed in this memorandum. EDS conducts formal investigations of complaints of discrimination—including complaints of sexual violence and sexual harassment—made against UWM faculty and staff members.

Other offices which are regularly involved in the response to and resolution of hate/bias incidents including the **Title IX Office**, **University Housing**, and the **UW-Milwaukee Police Department** (UWMPD).

Recommendations

- Revise the current hate/bias reporting form—for example, review and revise the number of fields the submitter is required to complete before submitting the form; include a field on the incident's impact on the submitter; modify language in the form to be more victim-centered.
- Include information on the revised hate/bias reporting form about the protocol when the report is submitted (who will review the report, when the submitter can expect to be contacted, other offices with which the information might be shared to coordinate a response).
- Promote the availability of the hate/bias reporting form on other UWM webpages, and consider promoting the availability of the form with more traditional marketing (e.g., posters in the Student Union).
- Consider creating a UWM webpage which includes links to—and briefly describes—the different online reporting options at UWM (Report It!, sexual violence report, hate/bias report).
- Increase awareness of the existence of—and the work being done by—response teams like the CARE Team and the Student Support Team.

Appendix 1d: Support Services Work Team Final Report

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Introduction and Charge

In June 2019, UWM Chancellor Mark Mone formed the Care, Respect, and Expression (CRE) at UWM Work Group. The Work Group is a multidisciplinary group made up of students, and campus and community representatives charged with examining "resources, response plans, education, and support to yield improvements and progress, and make UW-Milwaukee a better university." (*Chancellor Mone E-mail to Campus Community, June 2019*).

Specifically, the Chancellor charged the Work Group to identify and review:

- The need for a coordinated point of contact such as a multidisciplinary response team for hate/bias incidents; if recommended, potential structure should be included in the recommendations
- An expansive list of resources for faculty, staff and student support to include educational materials, contacts for university offices and individuals, as well as resources to reconcile differences of opinions and perceptions related to expression
- Campus communication plans for crises involving freedom of expression
- Educational tools including campus fora, speakers, content integrated into academic curriculum, methods to engage all in discussions around expression
- A plan for evaluating and reporting of incidents on an ongoing basis (report/review)
- Review of existing responder protocol and related planning in anticipation for future incidents

The Support Services Work Team (SSWT) is a smaller team comprised of several members of the CRE Work Group. The SSWT was charged with preparing a *"[l]ist of existing support resources on campus in one location that provides 'where to' guide for health, safety, response reactions (how to speak up)."* In addition, and importantly, the SSWT was asked to recommend opportunities and resources in addition to compiling the list of existing support resources.

The SSWT began meeting in August 2019 and met four times between August and October 2019.

This final report reflects the significant work of the SSWT and serves as a preliminary step in an ever-evolving process to ensure that our students, faculty, and staff feel welcomed and safe in the UWM campus community.

As noted below, the list of support resources and any proposed recommendations should be vetted by students. Then, a diverse group of campus and community members should review the list of resources and any proposed recommendations to ensure that the needs of the community are being best met by anything that is created and implemented.

Response Teams

The SSWT had significant conversations about existing and possible UWM multi-disciplinary teams. The SSWT noted that the Dean of Students leads two campus teams: The Campus Assessment, Response, and Education Team (CARE) and the Student Support Team, both of which are comprised of highly trained and dedicated professionals from across campus.

The Student Support Team helps identify students who appear to be in distress, provides supportive intervention and guidance, and engages community resources, including staff, faculty, and academic units to assist that student.

The CARE Team engages in an assessment of any potentially harmful or threatening behavior that could impact the safety of the UWM campus community. After completing an assessment, the CARE Team determines the most appropriate steps to and protect the health, safety, and welfare of the individual and members of the UWM community.

The SSWT acknowledged the significant contribution of these two existing response teams and noted that any implemented recommendations outlined below could be integrated into, or supplemented by, these two teams and the existing leadership and administrative structures.

Recommendations

In addition to compiling a list of existing resources (*Attachment A*), the SSWT was also encouraged to identify proactive and responsive resources that would *enhance* UWM's approach to hate/bias incidents. The Work Team was told to dream big, think beyond what currently exists, and to advocate for additional resources that will support a welcoming, healthy and safe campus community.

Any of the recommendations below, if implemented should first be vetted by a diverse group of students. The recommendations should also be reviewed by governance groups and campus and community partners. In addition, any implemented recommendations should be:

- Communicated broadly through a variety of means
- Assessed continually to ensure that needs of the community are being met, and that voices are heard
- Be multi-faceted, systemic, adaptable, and on-going

A possible model for enhancing campus climates through policy and practice could be the Hurtado model, which has been extensively research and adapted at various campus and other institutions of higher education. Dr. Sylvia Hurtado is a professor of education at the University of California, Los Angeles. The SSWT Chairs can provide information about Dr. Hurtardo's research upon request.

Recommendation One: Response and Education Tool

The Work Team recommends that UWM develop a "tool" (e.g., a website, pamphlet, etc.) that identifies:

- UWM protocol for responding to incidents
  - UWMPD response (safety, what is and isn't criminal)
  - Determining what is free versus disruptive speech
  - Referrals to student conduct process
  - Who to complain to about incidents
- UWM protocol for planning for incidents (e.g., on-campus speakers and groups)
- How to disagree with others and counter-protest in accordance with UWM policies and procedures
- UWM free speech guidelines in plain/student-friendly language
- Link to ReportIt
- Campus calendar
- Outcomes of incidents/real-time feedback loop to campus community

An example tool could be something similar to the Safety at UWM document (available at https://uwm.edu/deanofstudents/clery-act-information/, and also attached as *Attachment B*). The Safety at UWM document takes important information from UWM's Annual Security and Fire Safety Report and condenses it into a user-friendly format.

The SSWT recommends that the response and education tool be communicated through multiple means (e.g., a longer website for completeness, in addition to a small handout with key information included). The University of Southern California Los Angeles has an example of a comprehensive website that proactively provides information on policies and procedures, as well as information on UCLA's response to complaints and incidents: https://equity.ucla.edu/public_accountability/.

Recommendation Two: Facilitated Dialogue

The SSWT recommends that UWM create and integrate a facilitated dialogue about hate and bias and care, respect, and free speech into as many spaces and programs as possible. The AAQR recommends that this dialogue not just focus on free speech, but also broadly on hate and bias, inclusion and equity, respect in the face of disagreement, and how to live and thrive in a modern, diverse world.

The dialogue could be included in new student orientation, freshman seminars, new employee orientation, professional development programs, living learning communities, etc. Another possible avenue could be an expansion of the new student reading program to have it cover these topics, be more comprehensive and systemic, and to span the entire academic year.

The SSWT recommended that the dialogue be multi-faceted, and use, at least in part, a peer-to-peer educational model.

Recommendation Three: Training and Education for UWM Faculty and Staff

The SSWT recommends establishing a comprehensive, multi-modal program for faculty and staff that focuses solely on the information contained in recommendations one and two, as well as:

- How to support students impacted by incidents
- How to counsel students on how to respond to incidents
- What resources are available to students

The SSWT recommends that this be a stand-alone program, rather than combining elements of current programs and communications to meet the recommendation.

Recommendation Four: Data

The Work Team recommends that UWM create and/or update a public-facing data resource that identifies the makeup of our student, faculty, and staff populations. The SSWT recommends that this data also include information about reported incidents (*see Recommendation One*).

Recommendation Five: Global Inclusion Event

The SSWT recommends that UWM coordinate a global inclusion event that focuses on equity, inclusion, and global citizenship.

The SSWT recommends that this event include information on community partnerships, student initiatives, student organizations, the dialogue (*see Recommendation Two*), and resources. The SSWT recommends that this event be accessible and advertised to the entire community.

Attachment A: Incident Response and Additional Support Resources

Support Services Work Team charged goal: List of existing support resources on campus in one location that provides "where to" guide for health, safety, response reactions (how to speak up).

Below is not an inclusive list, but is a list generated by group members.

Recommendations for List of Incident Response and Additional Support Resources

The Work Team recognizes that the creation of a list of support resources must be an on-going process. Therefore, in continuing to populate the list of support resources, the SSWT recommends the following:

- *The SSWT recommends that the list of support resources be vetted by a diverse group of students, faculty, staff, and community members.*
- *Only a subset of the resources below provide services to UWM at Waukesha County and UWM at Washington County; therefore, the SSWT recommends that the list specify the resources and contact information for each campus community.*
- *The SSWT recommends that the development and updating resource guides be collaborative, systematic, integrated across departments and units, to ensure accuracy of information.*
- *The SSWT recommends that the resource list include links to relevant student organizations (see below for more information).*
- *The SSWT also did not significantly research community-based, off-campus resources. The Work Team recommends that relevant community-based resources be included in the resource list.*
- *The SSWT recommends that contact information be included for all resources, including social media.*

There are many student-focused resources that represent collaborative and coordinated projects with input and buy-in from various departments including a Role Clarification for Student Support Areas document, academic advising brochure, and the Campus Cares Initiative. Additionally there are websites and mobile technologies that have a broader campus community focus such as the Student Handbook, Dean of Students website, RAVE Guardian App and Mental Health Resources website. These resources and projects help promote a broad reach of information, show coordination across various departments at UWM, and allow for more access to support services.

Incident Response Resources

Below is a list of departments and offices that may assist in responding to an incident. Depending on the nature of the incident, the SSWT recommends that individuals contact the Dean of Students, who can refer to other resources as appropriate. If the reporting individual is a student and wishes to remain confidential, they can contact any of the student-specific confidential resources listed below. Employees can access the Employee Assistance Program as a confidential resource. In emergencies, individuals should contact UWMPD.

Department/Office	**Notes**
UWM Police Department	UWMPD also engages in several proactive training and outreach programs, including Coffee with a Cop, active shooter training, self-defense training, etc. UWMPD also manages the RAVE Guardian App system.
Dean of Students	The Dean of Students engages in training and outreach on various topics, including student support, threat assessment, and student conduct.
Norris Health Center*	Norris Health Center provides health services that assist students on the main UWM campus in identifying, understanding and responding to health care needs. The department provides treatment for students who are ill, injured, or in distress, and assists students in understanding health needs and in learning to make healthy choices on a daily basis.
University Counseling Services*^	University Counseling provides confidential crisis counseling, counseling and psychiatry services, and education and training for students located at the main UWM campus,
Survivor Support Services*	The UWM victim/survivor advocate provides confidential services, which may include emotional support, information on making a formal report to law enforcement or the UWM administration, and having someone accompany you to any medical or investigative interviews.
University Housing	UWM University Housing is committed to enhancing community members' cultural understanding, leadership skills, academic success, social connections, and social responsibility by creating safe, comfortable, and well-maintained living learning environments that inspire growth and development.
Title IX Coordinator	The Title IX Office coordinates and supports UWM's efforts to prevent sexual and gender based violence, and to provide a care-driven response when it does occur.
Office of Equity/Diversity Services	Through educational programs, the investigation and resolution of complaints, and oversight activities, EDS fosters an environment and culture that appreciates all members of the UWM community.
Human Resources	Human Resources engages in many professional development opportunities for UWM staff and faculty, including various trainings

*Confidential Resource

^ Mental Health counselors are available at the branch campuses. More information can be found at . https://uwm.edu/waukesha/campus-life/campus-counseling-center/ and https://uwm.edu/washington/campus-life/campus-counseling-center

Additional Support Resources

Department/Office	Notes
Military and Veteran's Resource Center	Safe space for Military affiliated students. Campus and community resources and referrals. Build bridges to the Milwaukee community for future employment. Educate campus and community partners about military service, transition issues, stigma's, stereotypes, support and awareness programs. Provide military affiliated students with the opportunity to partner with campus and community for civic and cultural engagement.
LGBTQ+ Resource Center	Physical safe space for LGBTQ students, free safer sex supplies, community resources and referrals, community-building and identity- empowering events/programs
Women's Resource Center **note: although WRC works with students who have experienced assault, the WRC refers students to the Victim Advocate/Norris Health Center*	Free menstrual hygiene products and safer sex supplies, Lending library, Ambassador Program, lactation room access, Programming: Identity Discussion Circles, Black Feminist Symposium, Take Back the Night
Inclusive Excellence Center	DREAMERS training, First-Generation College Students, Lawton Scholars, Identity Coffee Hour
Multicultural Student Centers	Mission: We contribute to student success by 1) providing holistic advising and coaching that complement and support the academic advising that students receive from the Office of Central Advising and the schools and colleges where students are completing their degree; 2) carrying out sociocultural programs and activities that foster a welcoming and inclusive campus community; 3) creating partnerships internally to strengthen collaborations among students and student- faculty relationships; and 4) serving as a resource and clearinghouse for materials that speak to the experiences of diverse groups in higher education.
Health Promotion and Wellness	Health Promotion and Wellness Department is overseen by the Norris Health Center, and coordinates bystander intervention programs for students with a focus on sexual violence, alcohol and other drugs, and suicide prevention. In addition the Department's Emotional Health Promotion Coordinator oversees the faculty and staff suicide prevention training program. The Department oversees the peer health educator program.
Faculty of Color Mosaic	The purpose of Faculty of Color Mosaic is to work with schools, colleges, and the administration to create a more inclusive campus where minority faculty members feel welcomed, supported, and have equal access to resources that will help them thrive.
Employee Assistance Program	Faculty/staff support for emotional situations, work/life challenges, legal and financial circumstances, stress relating to work, family

Accessibility Resource Center	Equal access for students with disabilities to the University's academic, social, cultural and recreational programs. Provides comprehensive services and accommodations for students with disabilities as well as outreach and support to faculty and staff.
Multicultural Student Centers	Engages in collaborative relationships with campus and community partners to improve recruitment, retention and graduation of students from multicultural backgrounds.
Academic Advising	Academic advising is a collaborative process between the student and their advisor. Academic advisors are a professional staff member whose purpose is to help you get the most out of your college experience. Working closely with your advisor can help you set and achieve goals, connect with campus resources, and make responsible decisions consistent with your interests, goals, abilities, and degree requirements.
Student Success Center	The Student Success Center connects UWM students to peers, faculty, staff, and resources throughout our campus community to support the personal and academic success of each student. They provide students a variety of academic and support services to empower them to achieve and succeed which include: peer mentoring, tutoring, supplemental instruction, and success coaching.
Spiritual Communities	Spiritual and religious communities provide opportunities for students to be centered in a caring community, explore the connections between faith-traditions and real world complexities, make a difference in the lives of others through service work, and grow in a sense of their own abilities and self-awareness. Involvement activities for many different faith-traditions and philosophies can be found on campus and in the Greater Milwaukee Area. More information is located at https://uwm.edu/studentinvolvement/more/spiritual-religious/ministries/
Ombuds Council/Office of Conflict Resolution	The Office of Conflict Resolution is a resource which will provide informal and confidential services to faculty and staff. The Ombuds Council is a group of UWM employees who are trained volunteers that function as the first level of contact to provide impartial and confidential conflict resolution services to UWM employees who are aggrieved or concerned about an issue. Issues may include unfair treatment, discrimination, and/or harassment.
Student Involvement	Student Involvement supports events, involvement opportunities, and advises student organizations. For example student involvement oversees portions of sociocultural programming, advising fraternities & sororities, a variety of leadership and organization training opportunities, and the Distinguished Lecture Series.
University Legal Services	The paralegals and attorney of the ULC can assist UWM students with various legal issues such as landlord/tenant, underage drinking, traffic citations/accidents, contracts, noise violations, personal injury, and uncontested divorce
Fostering Success at UWM	Assist foster students to achieve educational success by focusing on recruitment, retention, graduation, and advocacy.

Life Impact Program	The Life Impact Program serves selected financially disadvantaged students with children at UWM. The Life Impact Program goals are to help break the cycle of poverty, to remove financial barriers and reduce education debt load for graduating low-income students with children and to help foster both dialogue and action among institutional and public policy leaders to improve the overall academic, economic and social success of low-income students with children.

Student Organizations

The Work Team noted that there are over 300 student organizations, many of which focus on programming and support for students. Those organizations are not listed here, but any resources listed should include a link to Student Involvement's website, which lists the active organizations. Additionally, the website should identify the intended goal and mission of the organizations, so that students, faculty, and staff can identify what organization may be able to best support.

Committees

The Work Team noted that there are many committees and workgroups, whose work focuses on supporting students, training and education. Examples of some of these committees and teams include Chancellor's Advisory Committee on Mental Health, Chancellor's Committee for Hispanic Serving Initiatives, Chancellor's Advisory Committee on LGBTQ+ Advocacy, and the American Indian Advisory Board to the Provost.

Appendix 2

Care, Respect and Expression Task Force Members and Contributors

Shannon R Aylesworth aylessr@uwm.edu

Sarah Elizabeth Berry seberry@uwm.edu

Camron Kristoffer Blau ckblau@uwm.edu

Julia Z Bonner jbonner@uwm.edu

Carole A Carter-Olkowski carterol@uwm.edu

Jamie F Cimpl-Wiemer cimplwie@uwm.edu

Kathryn A Czerniakowski kathycz@uwm.edu

James Downey jldowney@uwm.edu

Anastasia Esther lmkrahn@uwm.edu

Barbara H Federlin federbh@uwm.edu

Zainab Tarek Fleifel zfleifel@uwm.edu

Kelly A Haag kajohnso@uwm.edu

Lane Hall lanehall@uwm.edu

Michelle Theresa Hamberlin hamberl1@uwm.edu

Jacob Jeffrey Hanson hanson53@uwm.edu

Helaine Hickson helaine@uwm.edu

Michelle L Johnson john3453@uwm.edu

Adam B Jussel jussel@uwm.edu

Elana Kahn elanak@milwaukeejewish.org

Arcetta S Knautz knautz@uwm.edu

Anna M Kupiecki kupiecki@uwm.edu

Joseph LeMire lemire@uwm.edu

Joan M Prince jprince@uwm.edu

Susan J Rose sjrose@uwm.edu

Julie Schack julie@hillelmke.org

Richard R Thomas thomasrr@uwm.edu

Chia Y Vang vangcy@uwm.edu

Leigh Ellen Wallace lwallace@uwm.edu

Tamia Sierra Williams will2395@uwm.edu