

10/03/17 Code of Conduct Community Feedback Session Notes

Listening Session #4 Re: Sanctions

Students & Faculty Number in attendance: 6

Staff in attendance: 2

Sanctions

Student posed a question regarding how sanctions are defined and determined.

Dean Clifford: The emphasis on learning outcomes and considering the constellation of circumstances surrounding an incident. The goals are student learning, reaffirming minimum expectations, and changing behavior.

Disorderly Conduct

Students expressed concern with “breach of peace” language. They noted that protest could be seen as a breach of peace and noted that protest is disruptive by its nature.

Additionally, the students noted that the breach of peace language is too vague. Specifically, what is the frame of reference? Whose peace is being breached?

Disruption

When discussing the notion of *substantial* disruption, students wondered about the connotation and tone of the word. Specifically, substantial could be used to describe the positive nature of a disruption or it could be used to describe the negative impact on the University. In other words, substantial can be seen to modify *protest* or *disruption*.

Regarding sanctions for disruption, students were concerned that financial aid or scholarships might be impacted.

During discussion, one student remarked that it seemed fair that the University should expect that an invited speaker is allowed to speak.

The concept of protest guidelines or recommendations was discussed. While some students expressed skepticism regarding these, they thought it could be helpful to further define what disruption is.

It was noted that the distance from a social issue is not the same across all groups of people. For example, marginalized students protesting conservative speakers is not the same as conservative students disrupting marginalized speakers/students. Policies should account for the difference.

A question was posed about who the University would allow to speak, and what that means about the values of the institution. Additionally, one student expressed that if a private group of students invited a speaker, the disruption policy does not apply to them.

While the notion of *substantial* as a qualifier for disruption was understood, additional examples would be helpful to gain a deeper understanding.

One staff member noted that it is helpful to think of the policy in terms of protection. Specifically, who does the policy protect? The University or the students?

When asked “what would you like to do without fear of penalty that the current policy doesn’t allow for,” students said:

Organize a sit-in at the President’s Office

Football team refuse to play in a game as protest

Students asked about the process for these suggestions, and Dean Clifford explained the process and the review committee’s role.