

9/27/17 Code of Conduct Community Feedback Session Notes

Listening Session #4 Re: Student Activism

Students & Faculty Number in attendance: 36

Staff in attendance: 6

Disorderly

Add new committee list to website

What's the line between orderly and disorderly in terms of student activism? Who gets to decide what is disorderly conduct?

Make a statement in Code about respecting the rights of students' freedom of expression, peaceful protest, and peaceful dialogue.

Are we sure this is going to be equitably enforced? Black students get targeted more (i.e. barn party)

"Any behavior" and "conduct that disrupts," are synonymous to students. Define the "conduct."

Revised policy doesn't outline/qualify behavior that breaches the peace or violates the rights of others. Language is too vague-needs more specifics.

How is committee going to ensure they get a comprehensive review of policy from all students? –modules through student organizations, working with RA's, meet students where they're connected

Code can potentially limit peaceful protest, ex: students holding hands outside president's office; someone can call that disorderly or violating the rights of others. Students must be able to express dissent.

Create handbook that includes what student activism is and how to do it; what can we do?

Add Stoner and Gen Counsel bios to website.

Concern that legal experts paid for or funded by Koch.

Employees at Pit, Benson, Zick's, see this behavior all the time; i.e. someone didn't report a hate crime. How can we create a space for those folks to report with anonymity?

Disruption

Substantial is very vague: define it.

Define what a University activity is.

Standing in front of a speaker and going to a meeting that you're not authorized to attend seem very different; why are they listed together since the severity seems different? Seems murky-how can this be applied if it's so murky?

Concern about how it (policies) will be applied and how we can trust it?

Add list of schools' whose policies that were used as model policies to website.

Concern about whether or not something prompted the change or an event that we don't want happening.

Should disruption even be included in the way it's included since no substantial change will happen without disruption? Is this the right conversation to be having? Students should have a right to disrupt if they perceive an injustice. (i.e. speaker who's topic violates your rights).

Is disruption something that the University should even police?

Concern that University-sanctioned events mean that the University believes or supports what the speaker is talking about. Students don't trust the University to disallow speakers that would impair student safety.

Concern that academic freedom will allow speakers and lectures that call for disruption. Academic freedom calls for dissent and invitation to dialogue within the space.

Concern that protest guidelines could sanitize protests in general.

Skepticism about why Code was changed, given racial and political climate at Wake and in the US. This code can be used in a racist way against students of color.

Worried about "content neutral" guidelines for free speech. Fearful of white supremacists' rhetoric: such speech is a disruption and violation of student rights (particularly students of color, LGBT students). Students want the right to shut such speech down that is offensive.

Add session review notes to website.

Concern about structural diversity of Code of Conduct staff and Code Review Committee.

Does University have comments or policies that are being considered around statue or building defacement as a means of protest?

Concern about where comments will be shared and request to confirm that comments will be shared with Code Review Committee.

Assess new policies and make changes as needed. How do we measure efficacy of policy?