

To the University Community,

As you may recall, last summer, I formed the President's Task Force on Civility and Campus Culture. Their charge included formulating "specific recommendations that are both effective and practical, which the University may implement to enhance and support a culture of civility and respect on its campuses."

Specifically, the task force was asked to "examine and recommend new or expanded programming and avenues of educating and communicating with students" on the full range of issues associated with civility and culture, including, "...ways to deter and address sexual violence of any kind, harassment, intimidation, bullying and incivility," among others.

When we at UConn say that we have "zero tolerance" for these behaviors, we mean it. University campuses are forever changing, meaning that issues of "civility and campus culture" are fluid – evolving from year to year, and even semester to semester. Because of this, our approach to ensuring we have the kind of campus community we all want for ourselves must evolve as well. We will always be prepared to find ways that we can do something more, something different or something better. This essential practice was at the root of this undertaking.

The task force worked throughout the fall and presented their report to me by their December 15 deadline. Following that, I asked our Vice President for Student Affairs, Michael Gilbert, to lead a group of senior administrators in reviewing the report and formulating the university's responses. Their first priority was to identify those recommendations they suggested be accepted and implemented in the near term.

After receiving the review of the recommendations from the working group, I have instructed that a number be implemented, beginning immediately. They include:

- The formation of an office that will, among other functions, serve as a central point of contact for students who are victims of crimes. Staff in this office will help victims navigate their way through various processes and guide them toward the resources and options that are available to them. It will include staff members who are specifically designated to work with victims of sexual assault as part of their duties. (Please note that such an office would not be an alternative to calling 911 in an emergency or reporting a crime to the police).
- Implementing a program of bystander training for all students, the planning for which is already underway.
- Offering student-oriented education programming on healthy relationships;
- Expanding and enhancing student-orientated educational programming on sexual violence prevention;

- Expanding educational programming on alcohol and drug abuse;
- Repeating mandatory education on sexual violence prevention at different points during the student experience;
- Better advertising self-defense programs for students.
- A student-led effort to change the odious “nickname” that is occasionally used to describe the Celeron Path, and the unfounded perceptions associated with this walkway.

Implementing these recommendations will begin immediately, and, as you will see, specific individuals and offices have been assigned to oversee their implementation within an appropriate timeframe.

These are only a few of the accepted recommendations; there are many others.

Also, as the review notes, there are other recommendations that require further study in order to determine how or if they could be successfully implemented, or because more information is needed before a well-informed decision can be made on whether or not move forward with a given recommendation.

I am very pleased to provide both of these documents to you today.

The full Task Force report can be found [here](#).

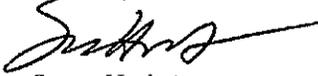
The review of the task force recommendations can be found [here](#).

My thanks to all the dedicated faculty, staff and students who made this process positive and productive; they have performed a valuable and lasting service to the university.

And yet we all know very well that our work is never truly finished, particularly when it comes to the issue of sexual violence on our campuses. Our policies, procedures, services and resources must be reviewed and *reimagined* on an ongoing basis. This will help ensure we are employing the best strategies to combat sexual violence and provide victims with the help they need.

This is not unique to UConn; it is a national issue that is highly relevant on every campus. Our goal is to remain at the forefront of the battle against sexual assault and harassment by doing all we can to mirror best practices nationally, and to be a leader in the field. Because we seek not only to emulate others, but also to be a model for other colleges and universities across the nation. Today, we take another step in that direction.

Sincerely,



Susan Herbst

TO: President Herbst

FROM: Michael Gilbert, VP for Student Affairs
Wayne Locust, VP for Enrollment
Tysen Kendig, VP for Communications
Sally Reis, Vice Provost for Academic Affairs
Elizabeth Conklin, AVP for ODE/Title IX Coordinator
Barbara O'Connor, Chief of Police/Director of Public Safety
Deborah Corum, Senior Associate Director of Athletics
Nicole Gelston, Associate General Counsel
Michael Kirk, Deputy Chief of Staff

DATE: February 3, 2014

RE: **Task Force Recommendations**

The working group above has reviewed and discussed each of the recommendations made in the report produced by the President's Task Force on Civility and Campus Culture. In your message to us, you asked that we closely review the report on your behalf and provide our suggested university responses to you.

First, we would like to join you in commending the members of the task force for their work, which clearly demonstrated their commitment to these serious and important issues. We believe the university will benefit from the substantial report they have produced.

In analyzing the document, we focused on two key areas:

- a) Those recommendations we suggest be accepted and which are either currently planned or could be implemented by the university immediately or in the very near future.
- b) Recommendations that it may be possible to accept and implement, but require further study to determine the feasibility of doing so due to the complexity of the issue, the far-reaching implications of recommendation itself, or because more information must be gathered before a well-informed decision can be made.

The primary goal of this document is to present to you those recommendations we believe should be accepted immediately and which can be implemented in the near-term. Among others, we look to the faculty of the university, who are so key to our character, stability and leadership, to play an active role in ensuring these recommendations are successfully implemented.

Education and Programing

- The report recommends: implementing a program of bystander training for all students; that the university review and revise its student orientation program with regard to timing and substance; offering student-oriented education programming on healthy relationships; expanding and enhancing student-orientated educational programming on sexual violence prevention; expanding educational programming on alcohol and drug abuse; repeating mandatory education on sexual violence prevention at different points during the student experience; and better advertising self-defense programs for students.

These recommendations are the most critical in the Task Force report and would have the greatest impact on students and the student experience.

We strongly suggest that each be accepted and implemented.

Vice President for Enrollment Wayne Locust has already conducted a review of orientation. His own review, as well as the recommendations contained in this report should both be assessed as changes to orientation are contemplated.

It should also be noted that the university is already in the process of assessing its drug and alcohol programming for students.

It was also recommended that alumni be engaged and kept abreast of UConn's core values and culture. This does take place currently in a variety of ways through the UConn Alumni Association. We agree that core values should be stressed in communications with alumni.

Responsibility for implementation: VP for Student Affairs, Title IX Coordinator, VP for Enrollment Planning and Management, VP for University Communications

Timeframe: If not already underway, planning for each should begin immediately. New, updated or enhanced educational programming and changes to orientation related to these recommendations should begin by the summer of 2014 and be in place by the fall of 2015.

Safety

- The task force recommended increasing the human resources of the police department; assessing the policies associated with a nighttime van service and changing the perception of the Celeron Path, which has unfortunately been referred to as the "Rape Trail" by some students over time.

We support these recommendations, but would note that a police staffing proposal recommending additional officers has already been completed.

Further, it should be noted that there is no empirical data to support the notion that students are at a greater risk of being the victim of a crime along the Celeron Path, including sexual assault. Nonetheless, its ugly moniker has persisted for many years and the name and perception should be addressed, ideally by UConn students. We would suggest that USG also lead on this effort with support by members of administration as appropriate and helpful to this important effort.

The task force also recommended that the university implement a state-of-the-art safety communication system, assess the security of campus, utilize safety messages to keep the campus informed, and improve first responder training. The university already operates a modern communications system that allows it to communicate with the campus community in a variety of ways, including text message, in the event of an emergency. The university is already required by law to issue “timely warnings” to the campus in the event of a safety threat. A comprehensive security study of campus has recently been completed and Public Safety will work with the university community as it implements its recommendations. Finally, Public Safety recently invested resources for additional training, which is ongoing.

Responsible for Implementation: VP for Administration, Chief of Police, Director of Logistics Administration, Undergraduate Student Government.

Timeline: Decisions on increased police staffing and an assessment of van policies should be made prior to fall 2014; efforts to change the nickname and perception regarding the Celeron Path should begin immediately.

Structural

- The task force recommended including student representation on various university committees, task forces, working groups, etc.; that the variety and avenues of student access to senior administration be increased; that a university-wide civility survey be undertaken; that the public service efforts of student-athletes be noted and publicized; that the university’s Title IX office have the resources necessary to comply with best practices with respect to staffing, policies and procedures; that the university explore an enhanced partnership with UConn Health Center to provide access to a Sexual Assault Nurse Examiner (SANE nurse); that gender-neutral restrooms be created in residence halls.

The task force also recommended that the university implement a single call number at UConn that would operate 24/7 and would answer student questions regarding all manner of health, safety and academic concerns.

For all emergencies, students should call 911. Further, there are two existing 24/7 hotlines that students can utilize for specific purposes: the Sexual Assault Crisis Center for Eastern Connecticut and the hotline for the Domestic Violence Program of United Services, Inc. Additionally, an “on-call” therapist is available after-hours during the academic semester through the university’s office of Counseling and Mental Health Services, in addition to the staff available during normal business hours.

However, this recommendation provides the basis to address a related concern, which is having a central or single point of contact for students who are victims of crimes. (This is not to be seen as something to utilize in lieu of contacting the police). This central point of contact would help students navigate their way through various processes and toward the resources and options that are available to them. This more focused goal is laudable and should be acted on.

There is existing student representation on many university committees, task forces – including this one – as well as working groups and other ad hoc structures, and we clearly agree that student representatives should be included within similar bodies whenever appropriate in the future. The university is already in the process of hiring additional staff members for the Office of Diversity and Equity/Title IX Coordinator – a process that began last summer. Also, we believe that the public service contributions of all UConn students, including student-athletes, should be celebrated and publicized by the university, such as the very positive reaction from students when you asked that a “Day of Service” take place as part of the newly reimagined spring weekend. The university has already agreed to conduct a civility and climate survey, every four years, following the recommendations of a committee studying civility among employees. We note that you – President Herbst – have also already said a similar survey should be conducted among students; both can be combined, if possible. Finally, the university is already in the process of creating – and has already created – gender-neutral restrooms in certain university facilities and we will continue our commitment to leading in this area .

With those refinements and notes regarding what is currently underway, we suggest that all of the above recommendations be accepted and implemented.

Responsibility for Implementation: President, Provost, Office of Public Engagement, VP for Communications, VP for Student Affairs, Title IX Coordinator, VP for Administration and CFO, Director of Athletics.

Timeline: You indicated that a student survey on civility and climate would be undertaken in the fall of 2014; all other recommendations are ongoing.

Values

- The task force recommended that UConn “Define the core values of the UConn community through an inclusive process of stakeholders” and that these values be promoted in a variety of different ways.

In our view, “core values” must grow organically and be defined by those who hold and practice them – the stakeholders discussed in the report. We recommend acceptance of this recommendation, but would suggest that UConn students themselves determine what it means to be a Husky in theory and in practice, and that the university as a whole promote those values to our community. We also believe that faculty are critical to this process.

Responsibility for Implementation: Undergraduate Student Government and key University Senate committees should lead this process; University Communications can assist in promotion once these values have been defined.

Timeframe: This process should begin among students at the outset of the spring 2014 semester, and the conversation should be started by the USG president. Students themselves will determine the length of time this process will take; but believe that the upcoming academic semester should be sufficient time.

- It was recommended that the university create a “Husky Paw Print” program that recognized student achievement and contributions to the community. We suggest this recommendation be accepted, but integrated into existing awards and recognitions managed by the Office of Public Engagement in the context of the academic plan. We would also suggest that the dormant “UConn Medal” program, which recognized the contributions of the members of our community, be reactivated.

Responsibility for Implementation: Office of Public Engagement, Division of Student Affairs, Provost

Timeframe: Planning should begin immediately; the Husky Paw Print and UConn Medal program should be in place by the fall of 2014.

Implementation

- The task force recommended that the resources needed to implement accepted recommendations be provided; that this plan for action and the report itself be widely

shared among members of the campus community; and that a faculty resource center for syllabi, core values, and content on civil debate be created.

We suggest each be accepted.

Responsibility for Implementation: President, Provost, VP for Student Affairs

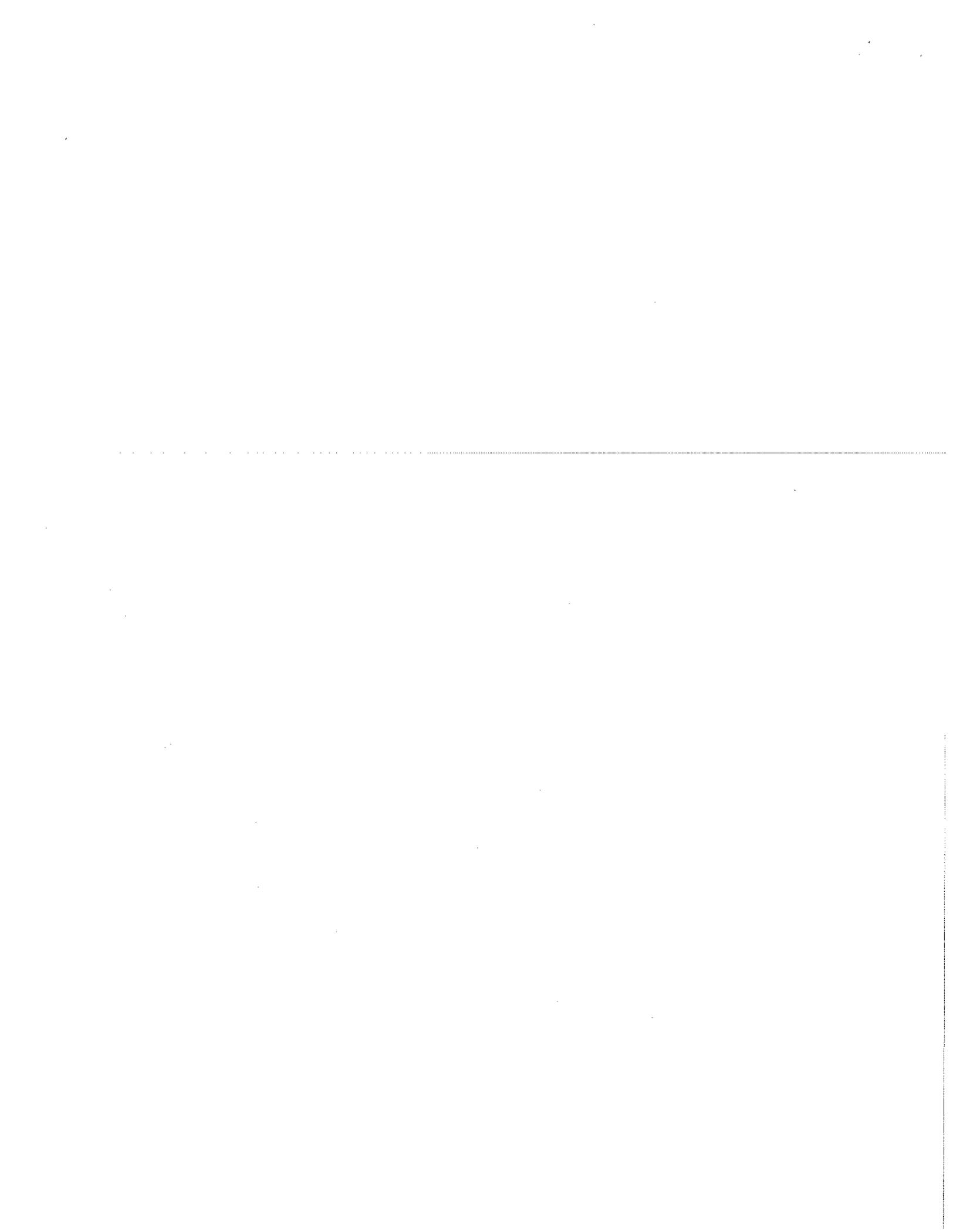
Timeframe: The need for resources is ongoing; this document and the task force report should be shared during the spring 2014 semester, preferably before mid-February, and the faculty resource center – which could be housed electronically on the Institute for Teaching and Learning’s website – should be ready by January 2015.

Recommendations that require further review and study:

- Specific ways the “core values” of the university will be presented to the campus community; core values must first be determined. **Responsible: VP for Student Affairs.**
- Implementing a program of “courageous conversations” to discuss civility, campus climate, etc. This recommendation is highly specific but may be taking place currently in another form. **Responsible: VP for Student Affairs**
- Annually assessing student learning about healthy relationships, prevention of sexual violence, alcohol and drug abuse. “Assessment” is a word used in the field of social science that is associated with specific meanings and processes. In this instance, determining what specifically would be “measured” and how this could be done accurately is a complex issue. **Responsible: Provost, Title IX Coordinator, VP for Student Affairs**
- Enhancing the FYE program to include new content. This would also be a complex, long-term undertaking with numerous variables that require further study. **Responsible: Provost.**
- Enhance community policing. This would be contingent on the issue of human resources. **Responsible: VP for Administration, Chief of Police.**
- Create a new undergraduate General Education Competency in civility discussion and debate; create a “life skills” competency to address health, sexuality, safety and relationship through courses. These recommendations will depend upon University Senate action and require further study and discussion. **Responsible: University Senate, Provost**
- Provide faculty with resources that will help them promote UConn’s core values and teach the techniques of civil discourse and debate. Core values would first have to be established, so this could be undertaken in sequence. **Responsible: Provost, University Senate.**
- Revise all web-based resource pages for clarity, usability and specificity of direction. The university must do this as a matter of course and to comply with federal law; however, the pages that relate to key student services should be evaluated to ensure that are as clear

and user-friendly as possible. **Responsibility: VP for Student Affairs, Title IX Coordinator, UITS, VP for University Communications**

- Employ a mental health trauma specialist; increase availability of mental health services to all students on all campuses. The mental health offerings for students are currently being examined with the goal of adding resources to this key department. Mental health services currently offered at regional campus must be assessed. **Responsible: VP for Student Affairs.**



**Toward a Culture of Inclusion:
Striving for Acceptance**

**Report of the President's Task Force on
Civility and Campus Culture**

December 15, 2013

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CHARGE:

The President's Task Force on Civility and Campus Culture is to formulate and present to the president specific recommendations that are both effective and practical, which the University may implement to enhance and support a culture of civility and respect on its campuses.

The task force will promote civil discourse and understanding within our community through developing student leadership, good citizenship, free speech and free expression.

Specifically, the task force will examine and recommend new or expanded programming and avenues of educating and communicating with students regarding the following: effective and courteous ways of exploring and discussing differing opinions in person and electronically, means of supporting civil and respectful discourse, ways to deter and address sexual violence of any kind, harassment, intimidation, bullying, incivility and the stigmatization of individuals or groups of students for any reason.

In addition, the recommendations must be designed to promote problem-solving, positive decision-making, and understanding among UConn's student population, in partnership with faculty and staff.

The task force is to examine the University's existing efforts when it comes to these issues, what resources are available to aid in prevention and victim assistance, how the University currently educates and communicates with students regarding these subjects and what role substance abuse plays in the above behaviors. The task force will then recommend updated or additional steps the University can take to further raise awareness and address this conduct.

Recommendations must include how these efforts can be integrated into students' academic experience.

The task force must present its report and recommendations to the president on or before December 15, 2013.

MEMBERSHIP:

Co-Chair: Veronica Makowsky, Professor of English

Co-Chair: Carol Polifroni, Professor of Nursing; Chair, President's Athletic Advisory
Committee; Director, Office of Public Engagement

Kimberly Adamski, Undergraduate Student

Michael Alfultis, Regional Campus Director

Cathy Cocks, Director of Community Standards

Elizabeth Conklin, Associate Vice President for Diversity and Equity/Title IX Coordinator

Edward Courchaine, President, Undergraduate Student Government

Deborah Corum, Senior Associate Director of Athletics

Francoise Dussart, Professor of Anthropology

Kathleen Holgerson, Director, Women's Center

Fleurette King, Director, Rainbow Center

Nancy Naples, Professor of Sociology and Women's Studies

Barbara O'Connor, Chief of Police/Director of Public Safety

James Penders, Head Coach, Baseball

Jonathan Plucker, Professor of Education

Rachel Stewart, Undergraduate Student

Matthew Tuscano, Graduate Student

Dana Wilder, Assistant Vice Provost for Academic Affairs & Diversity

President's Designee: Michael Kirk, Deputy Chief of Staff to the President

Research Interns: Katherine Farrington and Joanna Rabiej Wayton, Graduate Students

Staff: Lillian Bosques

Overview

With the recent prominence of issues of civility and sexual violence on campuses throughout the nation, including the University of Connecticut, we have the opportunity to identify and create the culture to which our community aspires at all of our campuses, one based on civility. “Civility” is not a euphemism to cosmeticize the unpleasant, the unsavory, and the unsafe, nor is it a reference to the intricacies of formal etiquette. We define civility as behavior toward others motivated by a reverence for human dignity and by the mutual respect for, and acceptance of, differences that is the basis for a culture of inclusion, learning, and caring.

In order to achieve such a culture, we must first acknowledge and respond to a wide spectrum of incivility from unthinking insults to sexual violence. We must also confront the challenges of a changed and changing era, in this instance, the culture formed from emerging technologies in which the norms of discourse either have not been established or have defaulted to incivility from a lack of community, sometimes to the point of cruelty and harassment.

Diversity in all forms, including diversity of opinion, fuels creativity and innovation, making civil discourse a necessity for learning, quality of life, and economic development. Although the charge of this task force concerns students, all members of the UConn community at all campuses—including administrators, faculty, and staff—will benefit from the practice of civil engagement, both in private and public, in face-to-face exchanges and in cyberspace. An understanding of the value and processes of civil discourse will promote a climate in which students may learn, and contribute to the learning of others, without fear of giving or receiving offense. In a culture of mutual respect and empathy, interactions will be constructive and instructive.

At a world-class university, students should not only know UConn’s core values, but they also must be able to practice them in a variety of situations and interactions, including how to respond to incivility from the seemingly casual and minor to the illegal and major such as sexual violence. In order to instantiate the means of civil discourse and a meaningful change in culture, students must learn and practice the values of civility in all aspects of their life at UConn, curricular and co-curricular, and at all of UConn’s campuses.

Our recommendations are multi-faceted because we believe that a culture of civility must encompass all stages and aspects of student life, from recruitment as potential students to

representing UConn as alumni. In order to achieve a culture of human dignity, we must meaningfully address UConn's values, curricular and co-curricular education, organizational structures and procedures, and the means to provide a safe and collegial environment, including the freedom to live and learn as a full member of our community, and to speak and be heard, without fear of retaliation, retribution, harassment, hazing, bullying, or violence.

We must first develop, establish, and promote a set of core values for UConn, and then promote a student-led enforcement of these UConn values through an institutional structure. The processes we recommend for identifying and establishing both the core values and a student-led code of conduct or honor code should serve as models for a culture that is open and accessible, one that values and responds to student participation and opinions in a wide variety of contexts, and that includes and welcomes voices that are not usually heard. Only through such empowerment, and its concomitant responsibilities, can students achieve the cultural transformation that they, and this task force, desire.

In keeping with an increasingly academically excellent, diverse, and engaged student body, we recommend major changes in a student's introduction to UConn, from significant improvements to Orientation that educate students about civil discourse, health, sexuality, and safety, to an integrated program of first-year courses that model and practice civil discourse while building a strong sense of community among new students. We call for such education to proceed beyond the first year through General Education requirements and through courses and co-curricular programs that promote civility, diversity, health, and safety.

UConn already has many structures, procedures, and services that promote civility, diversity, health, and safety, but we found that students were often unaware of them, did not understand them, or had difficulty in accessing them. Thus, while we recommend organizational streamlining, integration, and improvements, we emphasize that UConn must effectually and repeatedly make students aware of the resources available to them and make those resources easily accessible to them. Students, in turn, must take responsibility for becoming mindful of these resources and for helping their peers learn about them, so that all students can use our resources as quickly and effectively as possible when need arises.

A culture of civility requires a safe environment as prerequisite for an educational experience that promotes learning through civil discourse and debate. Consequently, we recommend improved measures for safety including, among others, a single call number for inquiries, increased and immediately repaired lighting and call boxes, bystander training, and increased personnel and training of personnel in vital areas such as police and student health.

Our recommendations stress prevention; we do not believe that the major responsibility lies with potential victims to minimize their risk; ultimate responsibility lies with potential perpetrators who must be educated about the consequences of unethical and illegal attitudes and behaviors, and, in the cases where such education fails, appropriately punished.

Cultural transformation is an ambitious project, difficult and multifaceted, one that requires a long-term commitment for success and sustainability. Accordingly, our recommendations address many aspects of UConn life, from the general to the detailed, but all are focused on making the identity of “Husky” synonymous with the best that education can offer through an inclusive environment that respects, nurtures, and learns from our differences.

Major Findings and Overarching Principles:

The recommendations in this report, as the appendices enumerate, are based on best practices at other universities and colleges, and, most importantly, conversations, suggestions, survey results, and public meetings here at UConn. Over many hours, we listened, we thought, we discussed, and we revised. We trust that these recommendations reflect what we heard and learned; we also hope that our processes may serve as a model for increasingly open decision making and problem solving at all of UConn’s campuses.

We learned that paradoxically UConn has many resources for students in many locations, physical and virtual, students are not aware of them, nor able to access them readily, necessitating a student-focused re-“vision” (in the root sense of the word) and re-organization.

We learned, most importantly, that students need safety in two senses: a safe atmosphere in which to express, explore, and modify their opinions as they learn without fear of mockery or contempt, and safety from physical violence based on power differentials and difference. Students are hungry to make all of UConn’s campuses safe spaces where their voices can be heard, and listened to, with respect and acceptance, by all groups, from their peers through administrators, without fear of retribution, retaliation, harassment, hazing, bullying, or violence.

Finally, this Task Force’s extensive discussions with members of the UConn community and among ourselves made us mindful of the many task forces in which our members had participated, here and at other institutions, resulting in thoughtful and detailed

reports which were enacted sporadically and then seemingly shelved and forgotten.

Accountability must be established to make this a living document, one that is not only enacted, but also revised and amplified as the needs of UConn's students change. The conversation must continue, and must continue to be enacted. To that end, we recommend the appointment of a Commission on Campus Culture to meet annually for ongoing assessment, intervention, and altered plans as appropriate.

Most importantly, the Task Force recommends these overarching principles as constant guides in establishing and sustaining a culture of civility based on respect for human dignity and differences.

- 1. Coordinate all related activities as essential for maximum effectiveness.**
- 2. Establish transparent and inclusive processes for the involvement of all university voices, without fear of retribution, retaliation, harassment, hazing, bullying, or violence.**
- 3. Establish processes of commitment, periodic re-examination, and accountability in order to develop and sustain civility and an inclusive campus culture that ceaselessly strives to accept difference.**

Recommendations:

Our specific recommendations are organized into five inextricably interwoven categories: implementation; values, rights and responsibilities; education; safety; and structural issues.

Implementation:

1. Provide the necessary human, fiscal, and physical resources needed to examine, implement, and evaluate the recommendations.
2. Integrate the recommendations of the recently released Workplace Civility Climate Survey Feedback Report with the recommendations of this Task Force as both reports are implemented.
3. Disseminate President's plan for action on the task force report at the start of the Spring 2014 semester, through means such as open forums at all campuses (or forums accessible to all campuses) to discuss the recommendations and their implementation. Publicize the recommendations and their implementation widely through UConn's usual methods of communication, but with great emphasis on students as effective communicators, through such means as student competitions (for videos, sculptures, posters, essays, creative writing, etc.), for example, a sculpture that depicts the values of inclusion and acceptance.

4. Create a faculty resource center (virtual and/or physical) for syllabi, core values, and recommended content on civil debate and discourse in the classroom. Involve faculty in its design and incorporate faculty feedback in its revisions.
5. Create student-friendly web-based resources that will assist students in navigating all aspects of life at UConn. Involve students in their design and incorporate student feedback in revisions.
6. Create posters, media presentations, scoreboard materials, and other displays of appropriate messaging throughout all campuses to include values, safety, reporting, and resources. We suggest creating student contests, such as one for best video of values and for other messages.

Values, Rights, and Responsibilities:

In order to achieve a culture of civility, we must agree upon our values and the codes that embody and promote them. Values cannot be imposed from above, but must arise from the opinions, engagement, and commitment of members of the University community; in this spirit, we believe that the process of identifying values is as important as the values themselves. In particular, student voices from all groups and contexts must be heard, and students must be actively engaged in the processes of identifying values and establishing a student-led code of conduct. A student-led code (such as the Honor Code of the University of Virginia, another large public research institution) signifies that students (undergraduate and graduate, and at all campuses) are empowered to establish, maintain, and enforce the values upon which they have agreed in order to create an environment where safe speech and physical safety, as well as inclusion and acceptance of differences, are normative, and where violations are appropriately punished.

1. Define the core values of the UConn community through an inclusive process of all stakeholders. We suggest such means as convening the UConn community to discuss values throughout the university; using classes, open town hall meetings at all campuses (or accessible to all campuses), websites and 'controlled' social media to identify possible core values; and employing a Delphi process (on HuskyCT) to select the values as a community. Once the values are chosen, we recommend utilizing landscape, art, music, banners, printed media, clothing, accessories, radio and other media to promote and publicize the values.
2. Promote the core values of the UConn community in web and printed materials, including those for the recruitment of students, faculty, and staff, and emphasize that they are practiced in daily life at UConn.
3. Promote the student-led enforcement of University values defined by the delphi process through an institutional structure, considering models such as the University of Virginia Honor Code.

4. Create a program named *Husky Paw Print* that recognizes student achievement in giving back to the University and its communities.

5. Implement a program of “courageous conversations” that addresses civility, campus culture and climate, diversity, values, and resources. Courageous conversations could be held in such venues as residence halls, commuter lounges, the Student Union, or even a campus space devoted to such conversations and the free exchange of ideas. Courageous Conversations would be timely, addressing topics relevant to students (through physical or virtual suggestion boxes), and would employ the expertise of faculty, the cultural centers, and coaches and other expert staff, as relevant to the topic

6. Encourage student, faculty, and staff accountability for knowledge of values, resources, structures, and the continual learning necessary for a culture of inclusion and acceptance of differences.

Education and Programming:

In every aspect of UConn life at all campuses, curricular and co-curricular, from recruitment and orientation to commencement and beyond, we must provide students with opportunities to learn the means of civil discourse and how to prevent violations of human dignity, such as racial and sexual harassment and violence. We emphasize the importance of students' introduction to UConn and propose significant changes in orientation and first year courses that will promote a sense of purpose and community. What is learned in this first year will quickly dissipate unless it is reinforced in the curriculum and in co-curricular life, so we recommend changes and improvements in both academics (including resources for faculty) and student life that will sustain, reinforce, and augment a culture of civility for undergraduates, graduate students, and alumni.

Bystander Intervention Training:

1. Implement a robust program for bystander intervention training for all students (residential, commuter, transfer, and change-of-campus, etc.), faculty, and staff.

Orientation: The First Step in an Ongoing Educational Program

1. Revise the university student orientation program using a transparent process that includes graduate students, undergraduates, and faculty. We specifically recommend such measures as determining the most effective time for orientation (early summer vs. right before the start of classes), improving orientation for transfers as well as change-of-campus students within the UConn system, tailoring orientation to the needs of specific groups (residential, commuter, international, exchange, veterans, etc.). We also advocate providing an increased emphasis on academic civil discourse by implementing discussions of a current topic or through reading selections, and then modeling academic discourse by discussion or debates by panels of faculty, graduate students, and/or upper division students.

2. Offer student-oriented educational programming on healthy sexual relationships through the most effective means possible, which may include small groups, physical surroundings that encourage discussion, and sufficient time for a meaningful discussion (no less than an hour).
 3. Expand and enhance student-oriented educational programming on sexual violence prevention and, led by student peers with expertise and training; in order for meaningful learning and discussion to occur, we emphasize that sufficient time (no less than ninety minutes) be devoted to these sessions.
 4. Expand and enhance student-oriented educational programming on alcohol and drug abuse prevention and, led by student peers with expertise and training; in order for meaningful learning and discussion to occur, we emphasize that sufficient time (no less than ninety minutes) be devoted to these sessions.
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5. Repeat student-oriented programming on healthy sexual relationships and violence prevention throughout students' UConn experience. We recommend that serious consideration be given to such measures as required sexual health and violence prevention education (possibly online) after completing 60 credits; completion of this education would be necessary to lift the bar for access to course registration.
 6. Annually assess student learning about healthy sexual relationships and the prevention of sexual violence and alcohol and drug abuse, and revise programming and redirect resources as the results indicate.
 7. Advertise existing self-defense program offerings for interested community members.
 8. Emphasize in all educational programs that perpetrators will be prosecuted to the fullest extent allowable by the code of conduct and the law.
 9. Address the imbalance in all programs between risk reduction (which places responsibility on the potential victim) and prevention in order to emphasize that the prevention of violence is everyone's responsibility, regardless of gender, sexual orientation, race, or status.

First Year Courses

1. Restructure the FYE program to include required content on values, campus culture, sexual health, civility, and diversity. In short, FYE should continue education in the topics addressed above in the section on Orientation, with consideration of the needs of the various populations of students new to UConn (international, veterans, exchange, transfer, change of campus, etc.). We present this as a short-term improvement before we can implement a more thoroughly revised first year experience as described in the following recommendation.
2. Create First Year Interest Groups (FIGS) and Transfer Interest Groups (TRIGS) in order to build community, encourage and reinforce academic interests, and promote civil discourse.

FIGS and TRIGS are clusters of courses focused on a common theme that a group of students would take together, often including participation in a learning community (residential or non-residential).

For example, students with an interest in the environment might: 1) participate in a learning community about the environment; 2) take a first year writing course focused on the environment; 3) take one or two other courses focused on the environment, and 4) take a faculty-led “Hot Topics First Year Seminar” on a timely issue about the environment.

Considering the high caliber of our students and their need for more academic content and engagement with faculty, we model the “hot topics first year seminar” on the current Honors First Year Seminar (Univ/Intd 1784), with faculty guiding the disciplinary work; staff or upper-division student mentors would conduct the introduction to UConn and its policies, resources, and procedures, as in current FYE courses, with the addition of the new topics for FYE advocated in the preceding recommendation.

Throughout the academic year, UConn has a plethora of timely and interesting lectures, panels, and symposia. If the university established an easily useable events notification system by topic, prepared as much as a semester in advance, these educational events could be incorporated into classes, as relevant, as a means of modeling civil discourse and debate on current issues.

Core Curriculum

1. Create a new undergraduate General Education Competency in civil discussion and debate and/or stress the techniques of civil discussion and debate in Content Area IV (Diversity).
2. Consider a life skills competency that addresses such topics as health, sexuality, safety, and relationships that could be met through taking current courses, redesigned courses, or new courses.

Alumni

1. Keep alumni informed of current campus culture, most importantly UConn’s (to be determined) core values as well as the means of promoting a safe and civil culture espoused in this report.
2. Engage alumni, as appropriate, in promoting a culture based on core values.

Faculty and staff

1. Provide faculty with resources that will help them promote UConn’s core values and model and teach the techniques of civil discourse and debate. Such measures might include conferences, workshops, video clips, and mentors, as well as course releases and/or stipends for new courses or the significant redesign of existing courses (as exemplified by the General Education Oversight Committee’s competitions).
2. Implement mandatory faculty and staff training on how to maintain civil and respectful relationships with students and on how to guide students to appropriate resources for assistance.

Safety:

Civil discourse cannot flourish under a siege mentality, whether for groups or for individuals, so safety is fundamental in achieving a culture of civility. Although we recommend specific measures to improve safety at UConn, we have *discovered* that UConn already participates in many widely established best practices. We use the word “discovered” here to emphasize that the problem is not a paucity of services and resources, but confusion and misperceptions that must be redressed through readily comprehensible and easily accessible information about what is available and how to use it.

1. Increase the human resources within the police department to reflect best practices that take into account the complexities and uniqueness of the rural and urban environments for the campuses, and would include increased visibility and presence.
2. Enhance community policing and problem-solving models throughout the university campuses by providing the resources for a robust program that combines the traditional aspects of law enforcement with prevention measures, problem-solving, community engagement, and community partnerships. Such emphasis on the development of networks of personal contacts should ameliorate the negative attitude toward the campus police expressed by many students.
3. Implement a state-of-the-art 21st century safety communication system that would include such measures as reviewing the efficacy of blue lights, keeping all necessary areas well-lit by adding or quickly replacing lighting, and considering the need for cameras at vulnerable locations.
4. Improve “first responder training” at all campuses for relevant UConn employees, such as Resident Assistants, EMT’s, police, etc.
5. Change the perception of Celeron Way through careful, open, and transparent processes that include students, and that consider a spectrum of options such as re-naming the path, building on either side of the path to decrease isolation, or re-routing the path, among other possibilities.
6. Review policies for the nighttime safety van to improve utilization and access.
7. Utilize safety messages to maintain a level of alertness within the university community.
8. Conduct a safety assessment with varied university constituencies each semester.

Structural Issues:

As Ralph Waldo Emerson stated, “Words are also actions, and actions are a kind of words.” Our words, and with them our best intentions, will wither away without attention to the structures that embody and enact our words. In order to connect synergistically all of our recommendations

toward a culture of inclusion and civility, we must address matters of organization, staffing, information and opinion gathering, processes, and the allocation of necessary resources. In particular, we want our structures to empower our students and to be coordinated to eliminate siloes in order that our best intentions are embodied in readily accessible structures. Our words must become actions and our actions words.

1. Implement a single call number at UConn, 24/7, that can guide students to the resources and assistance needed in a variety of situations from health and safety to academic concerns.
2. Revise all web-based resource pages for clarity, usability, and specificity of direction. Use student feedback to ensure comprehensibility and accessibility.
3. Assign the responsibility for Student Orientation to the Division of Student Affairs with the understanding that DSA will coordinate with other units and include an emphasis on academic discourse as well as the essential aspects of student life.

4. Implement a university-wide Bias Incident Team to investigate and respond to incidents of bias of any sort. We recommend that the team be orchestrated within the Division of Student Affairs in close collaboration with the Police Department and the Office of Diversity and Equity.
5. Employ a community mental health trauma specialist.
6. Implement a university-wide civility survey every two years.
7. Create processes that include students representative of a diverse range of constituencies to increase the student voice on all task forces, committees, and other ad hoc structures
8. Increase the variety and numbers of avenues of student access to senior administrators for mundane matters as well as crises, from opportunities for unstructured and unplanned encounters around campus to more formal settings, such as office hours, coffee hours, or a student leadership cabinet, among others.
9. Balance the perception of student athlete privilege by finding ways of showcasing other kinds of student accomplishment such as academics and service. Publicize public service messages created by student-athletes such as these by the women's basketball and men's hockey teams: <http://www.youtube.com/watch?v=VDF3Tn1nzZU&list=TLK6OXXKg83Thtq6ytszRf9oGnthU5waZs>
- <http://www.btstourofchampions.org/portfolio/uconn/>
10. Provide resources to implement best practices for staffing, policies, and procedures in the Title IX Office.
11. Using a transparent process that includes students and faculty, assess the goals of the Community Standards Office, and provide the resources to align the office with UConn's current needs.

12. Provide students with ready access to 24/7 health care and examinations in the event of sexual assault and widely publicize such resources, including the available processes and procedures, including information about structural control of providers (UCHC, Windham Hospital, etc.).
13. Explore enhanced partnerships with UCHC to provide students needed health services such as SANE (sexual assault nurse examiner) access on campus or in Storrs Center.
14. Increase availability of mental health services to all students on all campuses, including access to resources on nights and weekends, and then publicize such resources.
15. Investigate efficient means on all campuses to meet the immediate health needs of supervision for those who have excessively used alcohol and or other drugs, with particular emphasis on “Good Samaritan” policies that allow bystanders to provide intervene without repercussions.
16. Create gender-neutral restrooms in all new construction and renovate and expand existing spaces whenever feasible.
17. As a possible long-term means of increasing a sense of community in a large university, examine the interest in and feasibility of implementing residential colleges that might include academic themes and programming, academic and other advising, faculty presence, and student activities and civic projects.

In Conclusion:

The University of Connecticut is comprised of a wealth of resources, ideas, and, most importantly, people, who constantly care, learn, and innovate. We have what it takes transform UConn’s culture into a national model for “educational civility” in its most profound sense. Now we must exhibit the will to act.

Recommendations in Tabular Form

Category	Recommendation	Key collaborators with Students
Implementation	<p>1. Provide the necessary human, fiscal, and physical resources needed to examine, implement, and evaluate the recommendations.</p> <p>2. Integrate the recommendations of the recently released Workplace Civility Climate Survey and Feedback Report with the recommendations of this Task Force as both reports are implemented.</p>	<p>President, Chief Financial Officer, Provost, Undergraduate Student Government</p> <p>Something's Happening Committee</p>
	<p>3. Disseminate President's plan for action on the task force report at the start of the Spring 2014 semester, through means such as open forums at all campuses (or forums accessible to all campuses) to discuss the recommendations and their implementation. Publicize the recommendations and their implementation widely through UConn's usual means of communication, but with great emphasis on students as effective communicators, through such means as student competitions (for videos, sculptures, posters, essays, creative writing, etc.), for example, a sculpture that depicts the values of inclusion and acceptance.</p> <p>4. Create a faculty resource center (physical and/or virtual) for syllabi, core values, and recommended content on civil debate and discourse in the classroom. Involve faculty in its design and incorporate faculty feedback in its revisions.</p> <p>5. Create student-friendly web-based resources that will assist students in navigating all aspects of life at UConn. Involve students in their design and incorporate student feedback in revisions.</p> <p>6. Create posters, media presentations, scoreboard materials, and other displays of appropriate messaging throughout all campuses to include values, safety, reporting, and resources. We suggest creating student contest, such as one for</p>	<p>President, and President's Staff</p> <p>UITS, University Senate, Institute for Teaching and Learning</p> <p>UITS</p> <p>Division of Student Affairs, Communications,</p>

	best video of values and for other messages.	Undergraduate Student Government
Values	<p>1. Define the core values of the UConn community through an inclusive process of all stakeholders. We suggest such means as convening the community UConn community to discuss values throughout the university; the using classes, open town hall meetings at all campuses (or accessible to all campuses); websites and 'controlled' social media to identify possible core values; and using a Delphi process (on HuskyCT) to select the values as a community. Once the values are chosen, we recommend utilizing landscape, art, music, banners, printed media, clothing, accessories, radio and other media to promote and publicize the values.</p> <p>2. Promote the core values of the UConn community in web and printed materials, including those for the recruitment of students, faculty, and staff, and emphasize that they are practiced in daily life at UConn.</p> <p>3. Promote the student-led enforcement of University values defined by the delphi process through an institutional structure, considering models such as the University of Virginia Honor Code.</p> <p>4. Create a program named <i>Husky Paw Print</i> that recognizes student achievement in giving back to the University and its communities.</p> <p>5. Implement a program of "courageous conversations" that address civility, campus culture and climate, diversity, values, and resources. Courageous conversations could be held in such venues as residence halls, commuter lounges, the Student Union, and other locations. Courageous Conversations would be timely, addressing topics relevant to students (through physical or virtual suggestion boxes), and would employ the expertise of faculty, the cultural centers, coaches and other expert staff, as relevant to the topic.</p>	<p>President's and Provost's Offices</p> <p>Communications, Enrollment Services, Admissions</p> <p>Division of Student Affairs and Faculty</p> <p>Division of Student Affairs and Office of Public Engagement</p> <p>Academic Affairs and Student Affairs</p>

Education and programming	<p><i>Bystander Training:</i></p> <p>1. Implement a robust program for bystander training for all students (residential, commuter, transfer, and change-of-campus, etc.), faculty, and staff.</p> <p><i>Orientation: The First Step in an Ongoing Educational Program</i></p> <p>1. Revise the university student orientation program using a transparent process that includes graduate students, undergraduates, and faculty. We specifically recommend such measures as</p>	Title IX Office, Division of Student Affairs
	<p>determining the most effective time for orientation (early summer vs. right before the start of classes), improving orientation for transfers as well as change-of-campus students within the UConn system, tailoring orientation to the needs of specific groups (residential, commuter, veterans, etc.). We also advocate providing an increased emphasis on academic civil discourse by implementing discussions of a current topic or topics or reading selections, and modeling academic discourse by discussion or debates by panels of faculty, graduate students, and/or upper division students.</p> <p>2. Offer student-oriented educational programming on healthy sexual relationships through the most effective means possible, which may include small groups, physical surroundings that encourage discussion, and sufficient time for a meaningful discussion (no less than an hour).</p> <p>3. Expand and enhance student-oriented educational programming on sexual violence prevention and, led by student peers with expertise and training; in order for meaningful learning and discussion to occur, we emphasize that sufficient time (no less than ninety minutes) be devoted to these sessions.</p> <p>4. Expand and enhance student-oriented</p>	<p>Division of Student Affairs</p> <p>Division of Student Affairs</p> <p>Division of Student Affairs, Police Department, Student Health Services</p> <p>Division of Student</p>

	<p>educational programming on alcohol and drug abuse prevention and, led by student peers with expertise and training; in order for meaningful learning and discussion to occur, we emphasize that sufficient time (no less than ninety minutes) be devoted to these sessions.</p> <p>5. Repeat student-oriented programming on healthy sexual relationships and violence prevention throughout the students' UCONN experience. We recommend that serious consideration be given to such measures as required sexual health and violence preventions education (possibly online) after completing 60 credits; completion of this education would be necessary to lift the bar for access to course registration.</p> <p>6. Annually assess student learning about healthy sexual relationships and the prevention of sexual violence and alcohol and drug abuse, and revise programming and redirect resources as the results indicate.</p> <p>7. Advertise self defense programs for interested community members.</p> <p><i>First Year Courses</i></p> <p>1. Restructure the FYE program to include required content on values, campus culture, sexual health, civility, and diversity. In short, FYE should continue education in the topics addressed above in the section on Orientation. We present this as a short-term improvement before we can implement a more thoroughly revised first year experience as described in the following recommendation.</p> <p>2. Create First Year Interest Groups (FIGS) and Transfer Interest Groups (TRIGS) in order to build community, encourage and reinforce academic interests, and promote civil discourse.</p> <p>FIGS and TRIGS are clusters of courses focused on a common theme that a group of</p>	<p>Affairs, Police Department, Student Health Services</p> <p>Division of Student Affairs</p> <p>Division of Student Affairs, Faculty, and Staff</p> <p>Police Department (Rape Aggression Defense Program), Division of Student Affairs</p> <p>University Senate, Vice Provost for Academic Affairs</p> <p>University Senate, Cultural Centers</p>
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	<p>students would take together, often including participation in a learning community (residential or non-residential).</p> <p>For example, students with an interest in the environment might: 1) participate in a learning community about the environment; 2) take a first year writing course focused on the environment; 3) take one or two other courses focused on the environment, and 4) take a faculty-led “Hot Topics First Year Seminar” on a timely issue about the environment.</p> <p>Considering the high caliber of our students and their need for more academic content and engagement with faculty, we model the “hot topics first year seminar” on the current Honors First Year Seminar (Univ/Intd 1784), with faculty guiding the disciplinary work and staff or upper-division student mentors conducting the introduction to UConn and its policies, resources, and procedures that many FYE courses currently include and that would add the new topics for FYE advocated in the preceding recommendation.</p> <p><i>Core Curriculum</i></p> <p>1. Create a new undergraduate General Education Competency in civil discussion and debate and/or stress the techniques of civil discussion and debate in Content Area IV (Diversity).</p> <p>2. Consider a life skills competency that addressed such topics as health, sexuality, safety, and relationships, and that could be met through taking current courses, redesigned course, or new courses.</p> <p><i>Alumni</i></p> <p>1. Keep alumni informed of current campus culture, most importantly UConn’s (to be determined) core values and the means of promoting a safe and civil culture espoused in this report.</p> <p>2. Engage alumni, as appropriate, in promoting a culture based on core values.</p>	<p>University Senate and Faculty</p> <p>University Senate and Faculty</p> <p>Alumni Association</p> <p>Alumni Association</p>
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	<p><i>Faculty and staff</i></p> <p>1. Provide faculty with resources that will help them promote UConn's core values and model and teach the techniques of civil discourse and debate. Such measures might include conferences, workshops, video clips, and mentors, as well as course releases and/or stipends for new courses or the significant redesign of existing courses (as exemplified by the General Education Oversight Committee's competitions).</p> <p>2. Implement mandatory faculty and staff training on how to maintain civil and respectful relationships with students and on how to guide students to appropriate resources for assistance.</p>	<p>Office of Audit and Compliance, University Senate, AAUP, UCPEA</p> <p>Office of Audit and Compliance, University Senate, AAUP, UCPEA, Office of Diversity and Equity</p>
Safety	<p>1. Increase the human resources within the police department to reflect best practices that take into account the complexities and uniqueness of the rural and urban environments for the campuses, and would include increased visibility and presence.</p> <p>2. Enhance community policing and problem-solving models throughout the university campuses by providing the resources for a robust program that combines the traditional aspects of law enforcement with prevention measures, problem-solving, community engagement, and community partnerships. Such emphasis on the development of networks of personal contacts should ameliorate the negative attitude toward the campus police expressed by many students.</p> <p>3. Implement a state-of-the-art 21st century safety communication system that would include such measures as reviewing the efficacy of blue lights, keeping all necessary areas well-lit by adding or quickly replacing lighting, and considering the need for cameras at vulnerable locations.</p> <p>4. Improve "first responder training" at all campuses for relevant UConn employees, such as</p>	<p>Chief Financial Officer</p> <p>Chief Financial Officer, Police and Public safety, Division of Student Affairs, Facilities</p> <p>Facilities, Emergency Management, Police, Public Safety</p> <p>Police and Public Safety, Student Affairs</p>

	<p>Resident Assistants, EMT's, police, etc.</p> <p>5. Change the perception of Celeron Way through careful, open, and transparent processes that include students, and that consider a spectrum of options such as re-naming, building on either side to decrease isolation, or re-routing the path, among many possibilities.</p> <p>6. Review policies for the nighttime safety van to improve utilization and access.</p> <p>7. Utilize safety messages to maintain a level of alertness within the university community.</p> <p>8. Conduct a safety assessment with varied university constituencies each semester.</p>	<p>Alumni Association, Communications, Police Department, and Campus Master Planner</p> <p>Transportation Services, Communications Public Safety and Police department, Facilities, Division of Student Affairs</p> <p>Communications and Public Safety</p> <p>Public Safety and Police Department</p>
Structural	<p>1. Implement a single call number at UConn, 24/7, that can guide students to the resources and assistance needed in a variety of situations from health and safety to academic concerns.</p> <p>2. Revise all web-based resource pages for clarity, usability, and specificity of direction. Use student feedback to ensure comprehensibility and accessibility.</p> <p>3. Assign the responsibility for Student Orientation to the Division of Student Affairs with the understanding that Division of Student Affairs will coordinate with other units and include an emphasis on academic discourse as well as the essential aspects of student life.</p> <p>4. Implement a university-wide Bias Incident Team to investigate and respond to incidents of bias of any sort. We recommend the team be orchestrated within the Division of Student Affairs</p>	<p>UITS, Division of Student Affairs, Title IX Office</p> <p>UITS, Communications</p> <p>Division of Student Affairs</p> <p>Division of Student Affairs, Police Department, and Office</p>

	<p>in close collaboration with the Police Department and the Office of Diversity and Equity.</p> <p>5. Employ a community mental health trauma specialist.</p> <p>6. Implement a university-wide civility survey every two years.</p> <p>7. Create processes that include students representative of many constituencies to increase the student voice on all task forces, committees, and other ad hoc structures.</p> <p>8. Increase the variety and numbers of avenues of student access to senior administrators for mundane matters as well as crises, from unstructured and unplanned encounters around campus to more formal settings, such as office hours, coffee hours, a student leadership cabinet, among others.</p> <p>9. Balance the perception of student athlete privilege by finding ways of showcasing other kinds of student accomplishment such as academics and service. Publicize public service messages created by student-athletes such as these by the women's basketball team and the men's hockey team. http://www.youtube.com/watch?v=VDF3TnlnzZU&list=TLK6OXXg83Thtq6ytszRf9oGnthU5walZs http://www.btstourofchampions.org/portfolio/uconn/</p> <p>10. Provide resources to implement best practices for staffing, policies, and procedures in the Title IX office.</p> <p>11. Using a transparent process that includes students and faculty, assess the goals of the Community Standards Office, and provide the resources to align the office with UConn's current needs.</p> <p>12. Provide students with ready access to 24/7</p>	<p>of Diversity and Equity</p> <p>Division of Student Affairs</p> <p>President</p> <p>Undergraduate Student Government, Provost</p> <p>Division of Student Affairs, President's Cabinet</p> <p>Athletic Director, Division of Student Affairs</p> <p>Chief Financial Officer, Title IX Office</p> <p>Division of Student Affairs</p> <p>Student Health Services</p>
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	<p>health care and examinations in the event of sexual assault and widely publicize such resources, including the available processes and procedures, including information about structural control of providers (UCHC, Windham Hospital, etc.).</p> <p>13. Explore enhanced partnerships with UCHC to provide students needed health services such as SANE (sexual assault nurse examiner) access on campus or in Storrs Center.</p> <p>14. Increase availability of mental health services to all students on all campuses, including access to resources on nights and weekends, and the publicizing of such resources.</p> <p>15. Investigate efficient means on all campuses to meet the immediate health needs of supervision for those who have excessively used alcohol and or other drugs, with particular emphasis on “Good Samaritan” policies that allow bystanders to provide intervene without repercussions.</p> <p>16. Create gender-neutral restrooms in all new construction and renovate and expand existing spaces whenever feasible.</p> <p>17. As a possible long-term means of increasing a sense of community in a large university, examine the interest in and feasibility of implementing residential colleges that might include academic themes and programming, academic and other advising, faculty presence, and student activities and civic projects.</p>	<p>Student Health Services</p> <p>Student Health Services</p> <p>Student Health Services, Division of Student Affairs, Office of Alcohol and Other Drugs</p> <p>Facilities</p> <p>Division of Student Affairs, University Senate</p>
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Appendices

1. Meeting schedule
2. Data gathering processes

Planning Meetings and Meetings of the President's Task Force on Civility and Campus Culture and the Task Force's Two Subcommittees on Education and Student Life and Culture

1. May 16, 2013: Veronica Makowsky and Carol Polifroni
2. July 16, 2013: Elizabeth Conklin, Cathy Cocks, Michael Kirk, and Carol Polifroni
3. August 19, 2013: Veronica Makowsky and Carol Polifroni
4. August 23, 2013: President Herbst, Veronica Makowsky, and Carol Polifroni
5. September 9, 2013: Meeting with President Herbst and Task Force
6. September 16, 2013: Task Force
7. September 23, 2013: Task Force Subcommittees
8. September 24, 2013: Appointments with community members
9. September 30, 2013: Task Force Subcommittees
10. October 7, 2013: Task force and Subcommittees
11. October 14, 2013: Task force Subcommittees
12. October 14, 2013: Open forum
13. October 16, 2013: Focus groups with Resident Assistants
14. October 28, 2013: Student Life Task Force Subcommittee
15. November 4, 2013: Task force
16. November 6, 2013: Open forum with community
17. November 11, 2013: Task force
18. December 2, 2013: Task Force
19. December 9, 2013: Task Force

Task Force Processes

1. After receiving charge from President Herbst, the Task Force listened to “Don’t Laugh at Me” by Peter, Paul and Mary. The song was used to set the stage for our discussions, encourage us to use all forms of knowing to inform our deliberations and recommendations, and to establish a baseline of trust and acceptance for our discourse. It was agreed that all discussions were necessarily confidential and the report would be shared directly with the President in December.
2. Two interns were secured to assist with data gathering.
3. Two subcommittees created: Education with Veronica Makowsky and Cathy Cocks as co-chairs; Student Life and Culture: with Carol Polifroni and Elizabeth Conklin as co-chairs.
4. A binder was compiled for task force members to include: Charge and Committee Members, Schedule of Meetings, Links to Undergraduate and Graduate Student Codes, University Policy Against Discrimination, Harassment, and Inappropriate Romantic Relationships; Link to Sexual Violence page: <http://sexualviolence.uconn.edu>; UConn Campus Programs Addressing Violence Against Women; UConn biennial review of alcohol and other drug programs, and other relevant chapters, websites, and articles, with more exchanged among the members as the semester progressed.
5. Task force members gathered and analyzed information; debated, discussed, and deliberated current campus culture perceptions; held forums and open conversations; met with classes and with students in groups; and established an anonymous website for student recommendations
 - a. Three open forums/conversations were held with a total of 39 students participating including reporters for the *Daily Campus*
 - b. Created an anonymous website for recommendations: 94 students responded
 - c. 33 resident assistants participated in the focus groups
 - d. 155 resident assistants responded to our civility survey
 - e. 28 faculty members submitted suggestions for task force to consider
6. Five task force members attended the student-led Rally on Title IX
7. For each of the following schools, we examined featured programs on civility, bystander intervention training, first year experiences, curriculum embeddedness, residence life, organizational structures, and healthy relationships programs: Colorado State University, Franklin & Marshall, Iowa State University, Michigan State University, Northwestern

University, Ohio State University, Purdue University, Rutgers, University of Arizona, UC Berkeley, UCLA, UC Santa Barbra, UC Santa Cruz, University of Georgia, University of Iowa, University of Michigan, University of New Hampshire, University of Washington, University of Wisconsin, and Yale University.

8. Task force decisions were made by consensus, and by a majority vote for the title of the report and for the inclusion of each recommendation. Not all recommendations were supported by every member. Therefore readers should not assume that an individual Task Force member supported a particular recommendation.

9. Veronica Makowsky and Carol Polifroni wrote the final report with Task Force members providing feedback through iterative drafts.

10. Report shared directly with President Herbst through email (12/15/13) and discussion held 12/17/13.