

# THE DIVIDED COMMUNITY PROJECT

## *A checklist of steps for campus leaders that are geared to enhancing the campus community:*

**DEAL WITH CONCERNS:** Develop systems to surface concerns and respond to them.

**CREATE CHANNELS:** Encourage faculty and staff to help students find effective avenues to engage in the issues of the day, achieve their goals, learn, and support each other.

**TEACH:** Expand teaching of effective negotiation, advocacy, and facilitation for faculty, staff, and students.

**ENHANCE RELATIONSHIPS AND UNDERSTANDING:** Create initiatives to support students who feel at risk and increase constructive contacts that span campus constituencies.

**SET GOALS:** Identify and apply campus-wide values and aspirations.

**ANALYZE:** Test readiness and seek after-action reports following any unusual event and analyze the reports to improve preparation for the next such event.

## *A checklist of steps for campus leaders to prepare for a quick and effective response to potential conflicts and divisive incidents:*

**PLAN NOTIFICATIONS:** Create plans on who should be told when a divisive event or conflict arises.

**MAP DECISION-MAKING:** Create clear decision-making protocols for administrators, safety agencies, faculty, and staff, and consultation processes for those who may feel at risk or involved.

**IDENTIFY RESOURCES:** Prepare for rapid expansion of capacity in communications, counseling, mediation, and other resources that will be taxed in a crisis.

**CLARIFY APPLICABLE LAW:** Help students, faculty, and administrators understand the parameters of and rationale behind laws that both protect and limit expression and the opportunities for expression within legal limitations.

**CLARIFY DISCIPLINARY RULES:** Review, revise if needed, and publicize the campus disciplinary rules related to expression.

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## *A checklist for campus leaders when they are first aware of a concern, conflict, or divisive incident:*

**REACT EARLY:** Become engaged right away, asking other campus leaders to do the same, and augment resources as necessary to respond quickly and effectively. Support students, consult widely, and search for safe and effective avenues for students to pursue their goals.

**FRAME:** Issue a statement that “frames the matter” by summarizing what has occurred, recognizing the impact, describing issues, announcing decisions, acknowledging who has been consulted, identifying the processes and values that will be applied to address the issues – all with an authentic voice and delivered by a person whose message will be trusted.

**TEACH AND CREATE OPTIONS:** Capture the opportunity presented by divisive incidents and conflicts for students to learn to advocate, negotiate, facilitate, and understand each other, laws regarding freedom of expression, and conflict resolution techniques. Offer students safe and effective options to meet their needs and goals.

**COMMUNICATE:** Develop communications plans and engage in constant messaging.

**LISTEN:** Stay in touch with students, faculty, staff and other key groups, using both informal techniques and mediators.

**DEVELOP PROTOCOLS:** Create protocols with safety agencies, especially regarding disruptive activities that do not threaten safety, consider the common message that all will convey, and let the campus community know that this has occurred.

**HELP FACULTY:** Prepare the faculty for the ways that issues will play out in classrooms.

## *A checklist for after volatile events cease:*

**CONTINUE SOLVING PROBLEMS:** Develop and implement solutions to both immediate concerns and longer-term problems.

**CONTINUE TO COMMUNICATE:** Issue regular reports to let these constituencies know how issues are being addressed.

**LEARN:** Learn how to respond more effectively next time through an after-incident analysis.

**PLAN:** Develop plans for responding to the next crisis, based on lessons learned.

**RECONCILE:** Work to improve relationships that were strained during the conflict.