Final Report
Chancellor's Task Force on Civility and Community
August 23, 2010

In March 2010, Chancellor Jimmy Cheek announced plans to focus the UTK community on civility, after a series of incidents that reflect bias on campus. Creating and maintaining a welcoming campus climate that promotes civility and community is one way to increase diversity at the University of Tennessee, Knoxville, while sustaining gains made from previous efforts to expand access to the University for faculty, staff, and students. To this end, Chancellor Cheek appointed a 13-member taskforce, hereafter *Taskforce*, co-chaired by Mike Wirth and Terrell Strayhorn. Other members of the taskforce include: Arnold Cohen, Maxine Davis, Camille Hall, Tommy Jervis, Beauvais Lyons, Cavanaugh Mims, Andrew Morse, Lynne Parker, Anton Reece, Tyvi Small, and Donna Thomas.

The charge for the task force was to:

- Define civility, and more specifically what is meant by civility on the University of Tennessee campus.
- What does it mean when we promote civility on campus? Please make specific recommendations, and suggest strategies, activities and/or protocols.
- Prepare a Code of Civility or Guiding Principles, and recommend specific strategies to implement and encourage adherence to this code or principles.
- How do we address civility while still honoring the right to free speech? How should those conflicts be resolved?
- Review what other universities are doing in this area and recommend best practices that should be part of the University of Tennessee Civility Initiative.
- What other recommended activities, programs, declarations or processes should the university implement related to civility?
- How do we communicate our aspiration to be a civil and respectful campus?

Task Force Report

Civility is an act of showing regard and respect for others including: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness [thefreedictionary.com]. Ultimately, civility is treating others as we would like to be treated. **A community** consists of all individuals and groups who live or interact with one another in a geographic area such as a university campus. Community members affect each others' abundance and well being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. The UTK community consists of students, faculty, staff, alumni, parents of UTK students and campus visitors.

As indicated by Ernest Boyer (Boyer, 1990), "A university is an *open* community, a place where freedom of expression is uncompromisingly protected and where civility is

powerfully affirmed…A university is a caring community, a place where the well-being of each member is sensitively supported and where service to others is encouraged."

The University of Tennessee, Knoxville affirms the value of each member of the UTK community and recommends that all UTK community members adhere to the following Principles of Civility and Community.

Principles of Civility and Community[1]

1. **Inclusivity**. We value an environment welcoming to all and hostile to none in which educational goals may be pursued.

2. **Diversity**. We respect the diverse backgrounds of all members of the UTK community and welcome the opportunity for interpersonal and group interactions.

3. **Dialogue**. We value, encourage, and facilitate free exchange of diverse ideas and points-of-view along with free speech and expression. However, we discourage uncivil speech or expression that infringes upon the ability of others to express themselves.

4. **Collegiality**. We value an environment that facilitates collegial relationships, encourages mutual understanding among diverse individuals and leads to addressing issues and differences in an atmosphere of mutual respect and civility.

5. **Respect**. We believe that a person's views, ideas, and behavior best reflect the goals of the academic community when the dignity of each individual is respected and when members of the community are considerate of the feelings, circumstances, and individuality of others.

6. **Knowledge**. We encourage development of a civil community that values critical inquiry, debate, discovery, and innovation to better the world through teaching, research and service.

7. **Integrity**. We value academic honesty and integrity by all members of the academic community.

8. **Learning**. We believe that learning is an interpersonal growth experience that fosters appreciation for diversity.

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[1] In developing these principles, the Task Force drew liberally from principles and/or codes of civility and community developed by other universities including: Kansas State University, Pennsylvania State University, University of California at Berkeley, University of California at Davis, University of California at Los Angeles, University of California at Riverside, University of California at San Diego, University of Maryland University College, University of Southern California, Vanderbilt University, and Virginia Tech University.

9. **Awareness**. We believe it is important to recognize how others view and relate to the UTK community and that we are part of a larger community.

10. **Responsiveness**. We encourage all members of the UTK community to speak out against incidents involving bigotry and other types of incivility. When acts such as these occur, the University has a responsibility to respond in a fair, timely and consistent fashion.

The UTK Principles of Civility and Community are designed to work in concert with existing University of Tennessee codes of conduct including: **UTK Faculty Handbook:** Chapter 1.1 Nature and Purpose and Chapter 2.25 Professional Conduct [http://provost.utk.edu/facultyhandbook/pdfs/faculty-handbook-2009.pdf]; **UT HR Policy HR0508:** Code of Conduct: Respect for Persons [https://my.tennessee.edu/portal page?_pageid=34,140536&_dad=portal&_schema=PORTAL&p_policy=HR0580]**;** and **Hilltopics Student Handbook:** General Standards of Conduct [http://dos.utk.edu/ hilltopics/].

Programs and Services Recommendations

One way to promote and maintain civility and community on campus is through programs and services. With this in mind, the Taskforce discussed several existing campus-wide (or closely related) programs/services, as well as new opportunities. We make the following recommendations for **existing programs and services**:

- Student Orientation (1). Incorporate civility and community into student orientation through "Vol-to-Vol" small group meetings. During "Vol-to-Vol," orientation leaders lead small group discussions with incoming freshmen on relevant issues pertaining to student life. A few of the topics typically discussed include campus safety, diversity, and the balance of one's social and academic life. Inclusion of civility and community as topics in the "Vol-to-Vol" meeting will enhance freshmen students' understanding and engagement with the University's commitment to creating a welcoming campus climate for all. In addition, critical inquiry and discovery through open peer-to-peer discussion on civility will work toward creating a campus environment that facilitates strong collegial relationships.

- Student Orientation (2). Incorporate civility and community into student orientation through Volunteer Community Partnership. The Dean of Student's Office will discuss students' rights and responsibilities during the Volunteer Community Partnership orientation session. The Principles of Civility and Community should be introduced during this session to foster a respectful and inclusive learning environment.

- Torch Night. Incorporate civility and community into UT's Torch Night tradition. Torch Night is an annual candlelight ceremony that dates back to 1929. The ceremony allows thousands of students to assemble as seniors pass the "Torch of Preparation" to new freshmen students. The host of Torch Night is the Chancellor; the Chancellor should introduce the Principles of Civility and Community and share his sentiments on the value of a welcoming, diverse and inclusive campus environment during the ceremony.

- Ready for the World. Incorporate civility and community into campus life using existing Ready for the World initiatives and the Life of the Mind program (e.g., book selection).The Life of the Mind Freshman Reading Program provides freshmen with their first shared experience with their fellow students. Following summer reading, freshmen engage in group discussions upon campus arrival and participate in Life of the Mind activities throughout the year. Life of the Mind book selection includes fiction and non-fiction titles which seek to inspire and educate new students. As the University's campaign on spreading civility and community grows, the Life of the Mind program grants a unique opportunity to engage incoming freshmen with a book encapsulating civility and community as literary themes. The topic of civility and community should also be discussed in Life of the Mind book discussions during Welcome Week if the Life of Mind book selection includes civility and community themes.

- Division of Student Affairs. Incorporate civility and community into existing programs and services sponsored by the Division of Student Affairs. Specifically, the Division should be encouraged to use civility and community topics and workshops throughout the fall Leadership Summit, the Black Issues Conference, the Clifton Jones Leadership Conference and the Freshmen Ignite Summit. For more information, see the Division's website (http://studentaffairs.utk.edu/).

- Housing and Resident Assistants. Promote civility and community on campus through the University's housing program through resident assistant (RA) floor meetings. RAs have a unique responsibility in residential leadership. RAs work to build relationships, promote a sense of community, and engage residents in activities that contribute to learning, growth, and development. RAs have an opportunity to incorporate the message of civility and community with hall residents as it applies to residential life and the Knoxville campus community as a whole. Because RAs regularly interact with residents, hall associations, and the United Residence Hall Council, they are in an ideal position to initiate and facilitate student discussions on civility and community. Furthermore, RAs can provide safe and reliable information on how to report an incident of bias should it occur as well as encourage students to speak out against such incidents.

- Housing and Campaign Displays. Promote civility and community through University Housing through campaign displays. Campaign displays in residential halls may be decorated to further educate students on the University's message of civility and community (definition, principles of civility and community, etc.).

- Fraternities and Sororities. Charge the Greek-lettered [student] organizations (i.e., fraternities and sororities) to "take action" against bias, discrimination, and incivility. Approximately 17% of UTK's students are members of Greek-lettered organizations (GLOs). Across the United States, over the last decade, incidents of bias and hate crimes have occurred within the GLO community, including black face incidents and other racial or ethnic based incidents, as well as incidents based on religious preference, sexual orientation, and national origin. The GLO community should "Take Action" to prevent incidents of bias and hate crimes on campus by sponsoring training workshops to educate their members on the scope of the problem and how to prevent these incidents from occurring. *The Stop The Hate! Fraternity & Sorority Action Guide,* published by the Association of Fraternity Advisors and the Association of College Unions International should serve as a guide for these programs.

- UT Programming Councils and Committees. Encourage student programming that addresses issues of civility and community through the Central Programming Council (CPC) and the Black Cultural Programming Committee (BCPC). The Office of Student Activities coordinates major events and student activities for the campus community, and works with the students of the CPC and BCPC to plan and enact these events. During 2011, CPC and BCPC should be encouraged to plan programs addressing civility and community issues, particularly events that promote the Principles of Civility and Community.

- Howard H. Baker Center for Public Policy . Partner with the Howard H. Baker Center for Public Policy to sponsor educational workshops and activities that address issues of civility and community. Specifically, the Baker Center is interested in topics addressing the role of the media, as well as furthering the knowledge of our system of governance and the importance of public service. The campus, perhaps through the Chancellor's Office, should consider collaborating with the Baker Center on a public program that addresses the topic of "first amendment rights and college campuses."

Although the University has had an espoused commitment to civility and community since its inception, the Chancellor's Civility and Community Initiative provides a new mechanism for promoting civility and community in intentional and visible ways. With this in mind, the Taskforce discussed the need for **new programs/services** and makes the following recommendations:

- Heritage and Tennessee Celebrations. Establish new campus-wide celebrations including a Heritage Celebration and a Tennessee Celebration. *Heritage Celebration* will celebrate every form of "heritage" including, but not limited to, gender, race, sexual orientation, and religion and the differences among heritages. This program will be an ongoing series of programs that would occur once every month, each with a different theme. The 'Volunteer Spirit Speakers Series' (see

Appendix A) will be the main focus of this program. *Tennessee Celebration* will celebrate and teach the culture, traditions, and history of the three grand divisions of Tennessee while making the Knoxville community appealing and welcoming to all. Past reports and documents (e.g., 2007/8 UTK Strategic Plan) indicate that some students express hesitation when coming to UTK because they perceive Knoxville and/or the UTK community is unwelcoming or even hostile to individuals whose backgrounds differ from the mainstream or majority on campus. This program is recommended as a way to educate the campus community about Tennessee while celebrating our commonalities. For instance, UTK might incorporate the mural by Marion Greenwood in the University Center as a teaching mechanism and further explain the artist's renditions, intentions, and philosophy. Tennessee Celebration could either be a series of programs or a single program.

- An Intergroup Dialogue Program. Establish an intergroup dialogue program to provide a mechanism for facilitating difficult conversations among members of the campus community as a means of promoting civility and community. Members of a culturally and intellectually diverse academic community will not always agree or uphold our civic and community ideals. Thus, ways are needed to foster respect for dissent and the inherent dignity and worth of everyone. One approach for responding to these problems is intergroup dialogue. Intergroup dialogue brings together two or more groups that have a history of conflict in face-to-face, sustained weekly dialogues over 8 to 12 weeks (Zuniga, Naagda, & Sevig, 2002). Experts agree that intergroup dialogues are distinguished from other "conversations" because they are co-facilitated by trained facilitators who reflect the sociopolitical identities present among the groups engaged in dialogue (e.g., dialogue on gender that includes both a male and female facilitator). Given the potential of intergroup dialogues to enable students to develop communication skills, discuss difficult and uncomfortable topics, as well as engage one another in ways that promote civil exchange of discourse and dissent (Zuniga, Naagda, & Sevig), we recommend development and implementation of an intergroup (e.g., race/ethnicity, gender), interfaith (i.e., religious/spiritual), and interpolitical group dialogue program.

- Living-Learning Community. Develop and implement a formal living-learning community (LLC) that focuses on globalism, global citizenship, and issues of civility and community. Recent research suggests that LLCs provide optimal conditions for promoting student learning and growth, particularly in terms of personal or social development, during the college years. LLCs offer sustained engagement in supportive relationships and structured activities and environments which have been linked with positive outcomes such as higher grades, greater involvement in campus clubs and organizations, and a stronger sense of belonging and retention (Inkelas, et. al., 2006), even among racial/ethnic minorities (Strayhorn, 2008).

- Celebration of Diversity and Community. One way to demonstrate a commitment to campus civility and community is to publicly appreciate differences among faculty, staff, students, and external constituents; thus, the Taskforce recommends the development and implementation of an annual university-wide tradition tentatively referred to as "Celebration of Diversity and Community," where members of the campus and important external constituents share aspects of their backgrounds and/or cultures through song, dance, art, food, etc. This could be done in partnership with the Chancellor's Commissions, student government, Graduate Student Senate, International House, Dean of Student's Office, Office of Multicultural Affairs, Faculty Senate, and other relevant groups.

- Campus Building/Spaces. Whenever possible, new campus buildings/campus renovation projects should include formal and informal community spaces that provide seating and aesthetic features that encourage gatherings to facilitate dialogue among students, faculty, staff and community members.

- Division of Student Affairs. UTK Student Affairs should develop a program like the University of Michigan's "Expect Respect" program. The initiative is a comprehensive model that addresses the university community's commitment to civility and diversity through developing a program that allows for a partnership among students, faculty and staff to pledge their support for fostering a campus environment that values similarities and differences, and a university climate that strives to be respectful through all interactions both inside and outside the classroom (see the University of Michigan's website (http://urespect.umich.edu/about/pledge/)).

Policies, and Procedures and Staffing Recommendations

Astin (1984) posited that "the effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement" in educationally purposeful activities or initiatives (p. 298).The Taskforce agrees that campus policies, procedures, and staffing practices should be consistent with the Principles of Civility and Community in ways that promote engagement through the Chancellor's Civility and Community Initiative. With this in mind, Taskforce members make the following recommendations concerning campus policies and/or procedures:

- Presently the university has multiple non-discrimination statements. UTK should develop a single non-discrimination statement with a consistent tag line for use in all major publications, employment listings and other official documents that includes sexual orientation as a protected category. Failure to do so seems to send mixed signals, and may leave LGBT members of our community feeling unwelcome or even at risk.

- Consider ways to promote non-discrimination by (re)inforcing non-discrimination statements and enforcing campus rules designed to prevent hate speech and use of

racist and other derogatory language (e.g., "the N word") in campus spaces (e.g., residence halls, classrooms).

- Review the current *Hilltopics* to determine if any revision is necessary for existing student policies in light of the new Principles of Civility and Community.

- Disseminate the university's Bias Protocol to the entire university community and develop and implement a marketing plan that will (a) inform students, faculty, staff and visitors of how to report an incident of bias and (b) inform the campus community about the university's response to bias incidents.

- Charge the Office of the Provost and UT Faculty Senate to examine how to address civility and community in major publications and workshops that relate to faculty life (e.g., *Faculty Handbook [1:1 and 2:25]*, the *Manual for Faculty Evaluation*), and promotion and tenure workshops.

- Charge all campus units with reviewing their policies to ensure consistency with the new Principles of Civility and Community and, to the extent possible, develop new policies to promote civility and community on campus. Specific guidelines should be developed about *what* should be reviewed (i.e., specific policies) and the process for review.

- Work with UT Office of Human Resources (HR) to promote greater awareness of current policy *HR0580: Principles of Conduct: Respect for Persons*. HR should consider revising policies, wherever necessary, to ensure that civility and community are protected for all members of the campus community.

- Develop a *Faculty and Student Civility and Community Handbook*.

- Develop a "best practices" document to provide a road map for how community members and campus administrators should respond when there has been a breach of civility (i.e., uncivil behavior beyond bias incidents). This document should be shared with all offices on campus that render sanctions for misconduct of faculty, staff, and students (e.g., Office of Provost, Dean of Students, HR, etc.).

- Develop and implement a plan for increasing racial and ethnic diversity among UTK's senior administrative staff.

- Develop and implement a plan for increasing the emphasis on and accountability for hiring a more diverse faculty and staff.

- Create a new administrative position charged with development, coordination, and supervision of all civility and community initiatives. Given the importance of this assignment and the individual's oversight over both academic and student life issues, the Taskforce recommends that this position carry the rank of "Vice

Chancellor" similar to positions at our peer institutions including the University of Michigan and the University of Wisconsin, Madison, to name a few.

- Provide more financial and administrative support in the form of programs, activities, resources, and services to promote inclusiveness, awareness, and appreciation for groups (i.e., LGBT students, faculty, and staff; international students, faculty, and staff; etc.) that traditionally have not been included in efforts to make the UTK campus an equitable and welcoming environment for all.

Marketing & Communication Recommendations

To be effective and successful, the Chancellor's Civility and Community Initiative must be marketed and communicated to all campus constituents in ways that broadly promote awareness and encourage community members' involvement in various aspects of the project. To this end, Taskforce members make the following recommendations:

- The Vice Chancellor for Communications should develop a marketing and communications plan for the initiative.

- Develop and maintain a UTK Civility and Community website that signals our commitment to civility and community and that provides a portal for civility and community information sharing.

- Develop and brand a UTK "civility and community motto" that can be used to signal our commitment to civility and community on websites, university magazines, newspapers, etc.

- Develop and implement a plan to provide senior UTK administrators with more face-to-face opportunities to dialogue with UTK students, faculty and staff to improve communication and reduce feelings of isolation.

- Produce and distribute positive videos that capture the diverse experiences of individual UTK students.

- Share information and the "civility and community motto" using the "Jumbotron" and scoreboards as vehicles for communication at all sporting events.

- Develop and distribute UTK civility and community t-shirts, rubber wristbands and other promotional items to advertise and promote the Chancellor's Civility and Community Initiative.

- Develop and display campus flags and/or signs that reflect the Principles of Civility and Community similar to those found at the University of California-Davis and Virginia Tech.

Teaching/Learning Recommendations

The University's Vision Statement indicates that UTK "intends to be the preeminent public research and teaching university linking the people of Tennessee to the nation and the world." The university's comprehensive and multifaceted Mission Statement clearly identifies the importance of teaching and learning (e.g., "advance the community of learning by engaging in scientific research, humanistic scholarship, and artistic creation"). As a result, Taskforce members make the following recommendations:

- The Tennessee Teaching and Learning Center should offer and publicize workshops that provide strategies for promoting civility and community in the college classroom and in online learning environments.

- The Tennessee Teaching and Learning Center, along with the Teaching and Learning Council of the UTK Faculty Senate, should offer learning opportunities (e.g., webinars, workshops, newsletters) for faculty to develop better skills for maintaining civility and community in the classroom and for dealing with uncivil classroom conduct (e.g., "what to do when…").

- The Student Success Center should include classroom conduct, as well as the Principles of Civility and Community in curriculum for First-Year Studies courses (FYS 101).

- Deans and department heads should develop ways to help faculty members create and maintain classroom environments that engender civility and community through an environment of respectful debate and unbridled inquiry. For instance, deans and department heads might invite expert facilitators to meet with faculty members to discuss civility and community and how to promote and maintain classroom civility and community and to lead workshop activities to help faculty members develop these skills. Deans and department heads might also work with the Office of Equity and Diversity and the Tennessee Teaching and Learning Center to sponsor workshops on the appropriate use of sensitive language in the classroom and other important community and civility topics.

- Deans, department heads and faculty members should work to develop non-classroom activities to promote civility and community among their faculty, staff and students. For instance, a college or department might sponsor college- or department-wide orientation programs, community-building activities (e.g., picnics, colloquia), and/or intergroup dialogues to improve the college's/departments climate (see the Programs and Services Recommendations Section of this report).

- Charge Ready for the World with offering small infusion grants that can be used by faculty members to redesign existing or create new courses related to civility and community.

- Establish small grants from the Faculty Senate's Teaching and Learning Council and from other sources to provide faculty members with "release time" to develop research/teaching activities that promote infusion of civility.

- Develop more targeted student academic support services to increase retention and graduation rates among racial/ethnic minority, economically disadvantaged and other historically under represented student groups.

- Develop strategies to recruit more proposals for First Year Studies (FYS) 129 seminars on civility and community.

- UTK's new faculty orientation should include information about the Chancellor's Civility and Community Initiative to promote awareness among new UTK faculty members and to encourage their participation in various civility and community activities.

- Offer incentives for faculty members to hold follow-up, in-class discussions about topics addressed in the proposed Volunteer Speakers' Series (see Programs and Services Section above or Appendix A) and work to archive such programs on the university's Civility and Community website.

- Establish a thematic semester (circa 2012) on Civility and Community (similar to the "Africa" and "Environmental" semesters in the past) in 2012-2013.A two-year planning period should be provided to allow faculty members enough time to develop special topic classes, speakers, out-of-class activities, etc.

- Invite input from faculty, the UTK Faculty Senate, and deans/department heads to discuss whether/how teaching evaluations could be expanded to assess UTK professors' efforts to promote civility, community, and respect for others. Consider adoption of civility items on SAIS teaching evaluations.

Timeline and Implementation

Once the Task Force Report has been reviewed and modified into a campus-wide initiative, a timeline for implementation of the initiative should be developed.

REFERENCES

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Strayhorn, T. L. (2008). The role of supportive relationships in facilitating African American males' success in college. *NASPA Journal, 45*(1), 26-48.

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Appendix A

**Volunteer Speakers Series
(Possible Speakers)**

Month	Topic	Possible Speaker
August	Campus Civility included in Torch Night Speech	Dr. Jimmy Cheek
September	Definition of a UT Student	Dr. Maxine Davis
October	Minorities on Campus	Dr. Terrell Strayhorn
November	Celebrate Your Heritage	Bruce Pearl
February	Men of Character	Derek Dooley
March	Responsibility for Conduct	Dr. Tim Rogers
April	Women of Character	Pat Summitt

Appendix B

A) **What Other Universities/Peer Universities Are Doing Including Civility and Community Best Practices**

B) **Useful Principles of Community and/or Civility from Other Universities**

C) **Additional Material for Possible Inclusion on a UTK Civility and Community Web Page**

A. **What Other Universities/Peer Universities Are Doing Including Civility and Community Best Practices**

A survey of UTK's twenty-nine (29) peer and aspirational peer institutions shows that, while it is common to have anti-harassment policies as well as behavior guides for students (in the context of residence living and/or the classroom), few of these universities have codified principles of community and/or civility for the entire university community. Only five (5) peer/aspirational peer universities[2] were found to have established Principles of Community (Kansas State University, University of California at Berkeley, University of California at Davis, Vanderbilt University,[3] and Virginia Tech University). A few other (non-UTK peer) institutions also have formalized Principles of Community, including Pennsylvania State University,[4] University of California at Los Angeles, University of California at Riverside, University of California at San Diego, University of Maryland University College,[5] and University of Southern California.

The existing Principles of Community are typically succinct documents that outline the values, beliefs, and commitments of the campus, and provide guidelines for the expected personal and collective behaviors of campus members. Most of the documents recognize the dignity and value of each individual, and encourage mutual respect and open dialogue, while also recognizing the commitment to free speech and expression. Most of the documents also emphasize the importance of diversity and civility. An appendix to this document includes eleven (11) existing codes as illustrations of best practices in the development of Principles of Civility and Community. We respect the formulations of other universities which have addressed civility and community, and are neither rejecting nor adopting them through this report except as expressly stated herein. We believe the spirit and sense of those principles provide good guidance for UTK, and that just as other universities have adopted their principles in response to the needs of their campuses, UTK's policies regarding civility and community will continue to evolve to meet the needs of the UTK campus and community.

One challenge in developing Principles of Civility and Community is drafting policies that do not infringe upon First Amendment rights to free speech and expression. The Foundation for Individual Rights in Education (FIRE) is an organization that rates the speech codes of most U.S. public and private universities, giving "red light," "yellow light" and "green light" designations as a reflection of the extent to which FIRE believes that the campus' policies infringe on free speech. According to their website,[6] this organization believes that typical campus policies on tolerance, respect, and civility "too often elevate a supposed right to be free from indignity of any type above the right to free expression." Thus, they rate all schools that we found with existing Principles of Community as "red light" or "yellow light" organizations, whose policies FIRE believes

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[2] Peer universities are universities UTK considers to be its "equals." Aspirational peers are universities with which UTK aspires to be "equal."

[3] Vanderbilt's code is called the "Community Creed."

[4] Penn State's code is simply called "Principles."

[5] University of Maryland University College's code is called the "Code of Civility."

[6] http://www.thefire.org/spotlight/about/

infringe on First Amendment rights. In fact, the vast majority of all universities receive a red or yellow light by FIRE with respect to their speech codes. Interestingly, only about twelve (12) universities receive a green light, including the University of Tennessee at Knoxville.[7] The data in this report are provided for informational purposes; the extent to which they affect the drafting of UTK's policies for civility and community is up to the Chancellor and the Task Force.

Table 1 catalogs our findings, listing the FIRE free speech rating and whether or not existing Principles of Community (or similar codes) were found. If such a document is found, the website of that document is provided.

Table 1. UTK Peer/Aspirational Peer Institutions, FIRE (free speech) ratings, and links to existing campus-wide Principles of Community and/or Civility

University (UTK Peer or Aspirational Peer)	FIRE Rating	Campus-Wide Principles of Community and/or Civility
Auburn U	Red	None found
Georgia Inst of Tech	Red	None found
Kansas State U	Red	http://www.k-state.edu/welcome/community.html
Louisiana State U, Baton Rouge	Red	None found
Mississippi State U	Red	None found
North Carolina State U	Yellow	None found
Ohio State U	Red	None found
Oklahoma State U	Yellow	None found
Purdue U	Red	None found
Texas A&M U at C Station	Red	None found
U of Alabama, Tuscaloosa	Red	None found
U of Arkansas, Fayetteville	Red	None found
U of California, Berkeley	Yellow	http://berkeley.edu/about/principles.shtml
U of California, Davis	Red	http://principles.ucdavis.edu/
U of Colorado at Denver	Unrated	None found
U of Colorado, Boulder	Yellow	None found
U of Florida	Red	None found
U of Georgia	Red	None found
U of Kentucky	Yellow	None found
U of Maryland at C Park	Yellow	None found

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[7] One other peer university also receives a green light – University of Nebraska at Lincoln.

U of Mississippi	Red	None found
U of Nebraska at Lincoln	Green	None found
U of North Carolina at Chapel Hill	Yellow	None found
U of Oklahoma at Norman	Yellow	None found
U of South Carolina at Columbia	Red	None found
U of Texas at Austin	Red	None found
U of Virginia	Red	None found
Vanderbilt U	Red	http://www.vanderbilt.edu/deanofstudents/creed.html
Virginia Tech	Yellow	http://www.vt.edu/diversity/poc-doc.pdf
U of Tennessee at Knoxville	*Green*	*None*

Table 2 lists the FIRE free speech ratings and web sites of existing campus-wide Principles of Community for some non-UTK-peer institutions.

Table 2. Other institutions with existing Principles of Community and/or Civility, along with FIRE ratings.

University	FIRE Rating	Campus-Wide Principles of Community and/or Civility
Penn State U	Yellow	http://www.psu.edu/ur/principles.html
U of California, Los Angeles	Yellow	http://www.diversity.ucla.edu/strategicplan/docs/Principles_of_Community.pdf
U of California, Riverside	Red	http://chancellor.ucr.edu/documents/community.pdf
U of California, San Diego	Red	http://www.ucsd.edu/explore/about/principles.html
U of Maryland University College	Unrated	http://www.umuc.edu/studserv/civility.shtml
U of Southern California	Red	http://web-app.usc.edu/scampus/principles-of-community/

B. Useful Principles of Community and/or Civility from Other Universities

Kansas State University – Principles of Community

http://www.k-state.edu/welcome/community.html

Kansas State University is a land-grant, public research university, committed to teaching and learning, research, and service to the people of Kansas, the nation, and the world. Our collective mission is best accomplished when every member of the university community acknowledges and practices the following principles:

We affirm the inherent dignity and value of every person and strive to maintain an atmosphere of justice based on respect for each other.

We affirm the right of each person to freely express thoughts and opinions in a spirit of civility and decency. We believe that diversity of views enriches our learning environment and we promote open expression within a climate of courtesy, sensitivity, and mutual respect.

We affirm the value of human diversity for community. We confront and reject all forms of prejudice and discrimination, including those based on race, ethnicity, gender, age, disability, sexual orientation, religious or political beliefs, economic status, or any other differences that have led to misunderstandings, hostility, and injustice.

We acknowledge that we are a part of the larger Kansas community and that we have an obligation to be engaged in a positive way with our civic partners.

We recognize our individual obligations to the university community and to the principles that sustain it. We will each strive to contribute to a positive spirit that affirms learning and growth for all members of the community.

Penn State University – Penn State Principles

http://www.psu.edu/ur/principles.html

The Pennsylvania State University is a community dedicated to personal and academic excellence. The Penn State Principles were developed to embody the values that we hope our students, faculty, staff, administration, and alumni possess. At the same time, the University is strongly committed to freedom of expression. Consequently, these Principles do not constitute University policy and are not intended to interfere in any way with an individual's academic or personal freedoms. We hope, however, that individuals will voluntarily endorse these common principles, thereby contributing to the traditions and scholarly heritage left by those who preceded them, and will thus leave Penn State a better place for those who follow.

I will respect the dignity of all individuals within the Penn State community.

The University is committed to creating and maintaining an educational environment that respects the right of all individuals to participate fully in the community. Actions motivated by hate, prejudice, or intolerance violate this principle. I will not engage in any behaviors that compromise or demean the dignity of individuals or groups, including intimidation, stalking, harassment, discrimination, taunting, ridiculing, insulting, or acts of violence. I will demonstrate respect for others by striving to learn from differences between people, ideas, and opinions and by avoiding behaviors that inhibit the ability of other community members to feel safe or welcome as they pursue their academic goals.

I will practice academic integrity.

Academic integrity is a basic guiding principle for all academic activity at Penn State University, allowing the pursuit of scholarly activity in an open, honest, and responsible manner. In accordance with the University Code of Conduct, I will practice integrity in regard to all academic assignments. I will not engage in or tolerate acts of falsification, misrepresentation or deception because such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

I will demonstrate social and personal responsibility.

The University is a community that promotes learning; any behaviors that are inconsistent with that goal are unacceptable. Irresponsible behaviors, including alcohol or drug abuse and the use of violence against people or property, undermine the educational climate by threatening the physical and mental health of members of the community. I will exercise personal responsibility for my actions and I will make sure that my actions do not interfere with the academic and social environment of the University. I will maintain a high standard of behavior by adhering to the Code of Conduct and respecting the rights of others.

I will be responsible for my own academic progress and agree to comply with all University policies.

The University allows students to identify and achieve their academic goals by providing the information needed to plan the chosen program of study and the necessary educational opportunities, but students assume final responsibility for course scheduling, program planning, and the successful completion of graduation requirements. I will be responsible for seeking the academic and career information needed to meet my educational goals by becoming knowledgeable about the relevant policies, procedures, and rules of the University and academic program, by consulting and meeting with my adviser, and by successfully completing all of the requirements for graduation.

University of California, Berkeley – Principles of Community

http://students.berkeley.edu/uga/respect.stm

RESPECT AND CIVILITY IN THE CAMPUS COMMUNITY

The University of California at Berkeley is a public institution of higher education committed to excellence in teaching, research, and public service. Our student body represents the diversity of our state, and will provide its future leaders. Together, the students, faculty, and staff form our campus community, which reflects a variety of backgrounds and cultures. The quality of life on and about the campus is best served by courteous and dignified interaction between all individuals, regardless of sex, ethnic or religious background, sexual orientation, or disability.

Therefore, the administration of this University publicly declares its expectation that all members of the campus community will work to develop and maintain a high degree of respect and civility for the wealth of diversity in which we are all fortunate to live and work together. This civility and respect for diversity ought to flourish in an atmosphere of academic freedom that is considerate and tolerant of the ideas of others. The administration of this University expects you to consult the student conduct code for specific regulations regarding respect and civility.

PRINCIPLES OF COMMUNITY

http://berkeley.edu/about/principles.shtml

These principles of community for the University of California, Berkeley, are rooted in our mission of teaching, research and public service. They reflect our passion for critical inquiry, debate, discovery and innovation, and our deep commitment to contributing to a better world. Every member of the UC Berkeley community has a role in sustaining a safe, caring and humane environment in which these values can thrive.

- We place honesty and integrity in our teaching, learning, research and administration at the highest level.

- We recognize the intrinsic relationship between diversity and excellence in all our endeavors.

- We affirm the dignity of all individuals and strive to uphold a just community in which discrimination and hate are not tolerated.

- We are committed to ensuring freedom of expression and dialogue that elicits the full spectrum of views held by our varied communities.

- We respect the differences as well as the commonalities that bring us together and call for civility and respect in our personal interactions.

- We believe that active participation and leadership in addressing the most pressing issues facing our local and global communities are central to our educational mission.

- We embrace open and equitable access to opportunities for learning and development as our obligation and goal.

University of California, Davis – Principles of Community

http://principles.ucdavis.edu/

The University of California, Davis, is first and foremost an institution of **learning** and teaching, committed to **serving** the needs of society. Our campus community reflects and is a part of a society comprising all races, creeds and social circumstances. The successful conduct of the university's affairs requires that every member of the university community acknowledge and practice the following basic principles:

We affirm the **inherent dignity** in all of us, and we strive to maintain a **climate of justice** marked by respect for each other. We acknowledge that our society carries within it historical and deep-rooted misunderstandings and biases, and therefore we will endeavor to foster **mutual understanding** among the many parts of our whole.

We affirm the right of freedom of expression within our community and affirm our commitment to the highest standards of **civility** and decency towards all. We recognize the right of every individual to think and speak as dictated by personal belief, to **express** any idea, and to disagree with or counter another's point of view, limited only by university regulations governing time, place and manner. We promote open expression of our individuality and our diversity within the bounds of **courtesy**, **sensitivity** and **respect**.

We confront and reject all manifestations of discrimination, including those based on race, ethnicity, gender, age, disability, sexual orientation, religious or political beliefs, status within or outside the university, or any of the other differences among people which have been excuses for misunderstanding, dissension or hatred. We recognize and **cherish** the richness contributed to our lives by our diversity. We take **pride** in our various achievements, and we **celebrate** our differences.

We recognize that each of us has an obligation to the community of which we have chosen to be a part. We will strive to build a true community of **spirit** and purpose based on **mutual respect** and caring.

University of California, Los Angeles – Principles of Community

http://www.diversity.ucla.edu/strategicplan/docs/Principles_of_Community.pdf

The University of California, Los Angeles (UCLA) is an institution that is firmly rooted in its land-grant mission of teaching, research, and public service. The campus community is committed to discovery and innovation, creative and collaborative

achievements, debate and critical inquiry, in an open and inclusive environment that nurtures the growth and development of all faculty, students, administration and staff. These Principles of Community are vital for ensuring a welcoming and inclusive environment for all members of the campus community and for serving as a guide for our personal and collective behavior.

- We believe that diversity is critical to maintaining excellence in all of our endeavors.

- We seek to foster open-mindedness, understanding, compassion and inclusiveness among individuals and groups.

- We are committed to ensuring freedom of expression and dialogue, in a respectful and civil manner, on the spectrum of views held by our varied and diverse campus communities.

- We value differences as well as commonalities and promote respect in personal interactions.

- We affirm our responsibility for creating and fostering a respectful, cooperative, equitable and civil campus environment for our diverse campus communities.

- We strive to build a community of learning and fairness marked by mutual respect.

- We acknowledge that modern societies carry historical and divisive biases based on race, ethnicity, gender, age, disability, sexual orientation, and religion, and we seek to promote awareness and understanding through education and research and to mediate and resolve conflicts that arise from these biases in our communities.

- We do not tolerate acts of discrimination, harassment, profiling or other harm to individuals on the basis of expression of race, color, ethnicity, gender, age, disability, religious beliefs, political preference, sexual orientation, gender identity, citizenship, or national origin among other personal characteristics. Such acts are in violation of UCLA's Principles of Community and subject to sanctions according to campus policies governing the conduct of students, staff and faculty.

The "Principles of Community" statement was developed by the Chancellor's Advisory Group on Diversity, a committee chaired by the Chancellor and representing the administration, graduate-undergraduate students, staff, and the Academic Senate leadership. The intent of this statement is to affirm the unique value of each member of the UCLA community. This statement was adopted by all constituencies.

University of California, Riverside – Principles of Community

http://chancellor.ucr.edu/documents/community.pdf

The University of California Riverside is committed to equitable treatment of all students, faculty, and staff. UCR's faculty, staff, and students are committed to creating an environment in which each person has the opportunity to grow and develop, and is recognized for his or her contribution.

There are three objectives that our campus must strive toward in order to achieve these goals.

- First, we must ensure that we have an environment that nurtures the intellectual and personal growth of our students, faculty and staff.

- Second, we must ensure that our campus sets an example of respect for all people.

- Third, we must ensure that our campus is a safe and welcoming environment for everyone.

We take pride in the diversity of the campus community and in ourselves by using the campus environment as a place, committed to academic integrity, where all members are encouraged to use their unique talents to enrich the daily life of the community in which they live, work, teach and learn. Respect for differences and civil discourse must become the hallmark of how we live and work together to build our community of learners at UCR.

We as members of the University of California Riverside affirm our responsibility and commitment to creating and fostering a respectful, cooperative, professional and courteous campus environment. Implicit in this mutual respect is the right of each of us to live, study, teach, and work free from harassment or denigration on the basis of race/ethnicity, age, religious or political preference, gender, transgender, sexual orientation, nation of origin, or physical abilities. Any violation of this right by verbal or written abuse, threats, harassment, intimidation, or violence against person or property will be considered a violation of the principles of community that are an integral part of the University of California's focus, goals and mission (and subject to sanction according to University policies and procedures).

We recognize that we will all need to continually work together to make our campus community a place where reason and mutual respect among individuals and groups prevail in all forms of expression and interaction.

University of California, San Diego – Principles of Community

http://www.ucsd.edu/explore/about/principles.html

The University of California, San Diego is dedicated to learning, teaching, and serving society through education, research, and public service. Our international reputation for excellence is due in large part to the cooperative and entrepreneurial nature of the UCSD community. UCSD faculty, staff, and students are encouraged to be creative and are rewarded for individual as well as collaborative achievements.

To foster the best possible working and learning environment, UCSD strives to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the University and the well being of its constituents. UCSD faculty, staff, and students are expected to practice these basic principles as individuals and in groups.

- We value each member of the UCSD community for his or her individual and unique talents, and applaud all efforts to enhance the quality of campus life. We recognize that each individual's effort is vital to achieving the goals of the University.
- We affirm each individual's right to dignity and strive to maintain a climate of justice marked by mutual respect for each other.
- We value the cultural diversity of UCSD because it enriches our lives and the University. We celebrate this diversity and support respect for all cultures, by both individuals and the University as a whole.
- We are a university that adapts responsibly to cultural differences among the faculty, staff, students, and community.
- We acknowledge that our society carries historical and divisive biases based on race, ethnicity, gender, age, disability, sexual orientation, religion, and political beliefs. Therefore, we seek to foster understanding and tolerance among individuals and groups, and we promote awareness through education and constructive strategies for resolving conflict.
- We reject acts of discrimination based on race, ethnicity, gender, age, disability, sexual orientation, religion, and political beliefs, and, we will confront and appropriately respond to such acts.
- We affirm the right to freedom of expression at UCSD. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, confidentiality, and respect.
- We are committed to the highest standards of civility and decency toward all. We are committed to promoting and supporting a community where all people can work and learn together in an atmosphere free of abusive or demeaning treatment.
- We are committed to the enforcement of policies that promote the fulfillment of these principles.

We represent diverse races, creeds, cultures, and social affiliations coming together for the good of the University and those communities we serve. By working together as members of the UCSD community, we can enhance the excellence of our institution.

University of Maryland University College – Code of Civility

http://www.umuc.edu/studserv/civility.shtml

Respect

Treat all students, faculty, and staff with respect and in a professional and courteous manner at all times, whether in person or in written communication (including e-mail).

Kindness

Refrain from using profanities, insults, or other disparaging remarks.

Truth

Endeavor to cite only the truth and not knowingly misrepresent, mischaracterize, or misquote information received from others.

Responsibility

Take responsibility for your own actions instead of blaming others.

Cooperation

Work together with other students, faculty, and staff in a spirit of cooperation toward our common goals of seeking and providing a quality education.

Privacy

Strive to uphold the right to privacy and not talk about others.

Nondiscrimination

Respect the differences in people and their ideas and opinions and reject bigotry.

University of Southern California – Principles of Community and Code of Ethics

http://web-app.usc.edu/scampus/principles-of-community/

Principles of Community

The University of Southern California's Division of Student Affairs bears a central responsibility for providing students services and resources that will assist in all aspects of their development. We further seek to foster a scholarly community in which an individual's participation in academic dialogue will be considered on its merits — and not denigrated or disregarded based on personal characteristics or group identity. Consistent with this charge, the division has adopted the following statement of guiding principles.

USC is a multicultural community of scholars from diverse racial, ethnic and class backgrounds, national origins, religious and political beliefs, physical abilities and sexual orientations. This diversity enriches all of our activities and everyday interactions, and we strive to learn from each other in an atmosphere of positive engagement and mutual respect. As a scholarly community, we aspire to create an environment in which racism, sexism, ageism, xenophobia and homophobia do not go unchallenged.

All who work, live, study and teach in the USC community are here by choice. As part of that choice, we share a commitment to these principles as an integral part of USC's mission.

Code of Ethics of the University of Southern California

At the University of Southern California, ethical behavior is predicated on two main pillars: a commitment to discharging our obligations to others in a fair and honest manner, and a commitment to respecting the rights and dignity of all persons. As faculty, staff, students, and trustees, we each bear responsibility not only for the ethics of our own behavior, but also for building USC's stature as an ethical institution.

We recognize that the fundamental relationships upon which our university is based are those between individual students and individual professors; thus, such relationships are especially sacred and deserve special care that they not be prostituted or exploited for base motives or personal gain.

When we make promises as an institution, or as individuals who are authorized to speak on behalf of USC, we keep those promises, including especially the promises expressed and implied in our Role and Mission Statement. We try to do what is right even if no one is watching us or compelling us to do the right thing.

We promptly and openly identify and disclose conflicts of interest on the part of faculty, staff, students, trustees, and the institution as a whole, and we take appropriate steps to either eliminate such conflicts or insure that they do not compromise the integrity of the individuals involved or that of the university.

We nurture an environment of mutual respect and tolerance. As members of the USC community, we treat everyone with respect and dignity, even when the values, beliefs, behavior, or background of a person or group is repugnant to us. This last is one of the bedrocks of ethical behavior at USC and the basis of civil discourse within our academic community. Because we are responsible not only for ourselves but also for others, we speak out against hatred and bigotry whenever and wherever we find them.

We do not harass, mistreat, belittle, harm, or take unfair advantage of anyone. We do not tolerate plagiarism, lying, deliberate misrepresentation, theft, scientific fraud, cheating, invidious discrimination, or ill use of our fellow human beings – whether such persons be volunteer subjects of scientific research, peers, patients, superiors, subordinates, students, professors, trustees, parents, alumni, donors, or members of the public.

We do not misappropriate the university's resources, or resources belonging to others which are entrusted to our care, nor do we permit any such misappropriation to go unchallenged.

We are careful to distinguish between legal behavior on the one hand and ethical behavior on the other, knowing that, while the two overlap in many areas, they are at bottom quite distinct from each other. While we follow legal requirements, we must never lose sight of ethical considerations.

Because of the special bonds that bind us together as members of the Trojan Family, we have a familial duty as well as a fiduciary duty to one another. Our faculty and staff are attentive to the well-being of students and others who are entrusted to our care or who are especially vulnerable, including patients, volunteer subjects of research, and the children in our day care and community outreach programs.

By respecting the rights and dignity of others, and by striving for fairness and honesty in our dealings with others, we create an ethical university of which we can all be proud, and which will serve as a bright beacon for all peoples in our day and in the centuries to come.

Adopted by the Board of Trustees of the University of Southern California, March 28, 2004.

Vanderbilt University – Community Creed

http://www.vanderbilt.edu/deanofstudents/creed.html

Individuals who join the Vanderbilt University community embark on a lifelong journey toward greater intellectual enlightenment and personal growth. Those who aspire to this purpose share an obligation to honor the principles that define Vanderbilt. The University's enduring tradition of excellence is preserved when the community is united by a common set of values:

SCHOLARSHIP is the pursuit of knowledge in an environment of academic freedom. Members of our community engage in a partnership of learning in which the exploration of ideas is encouraged and protected.

HONESTY is a commitment to refrain from lying, cheating, and stealing. Recognizing that dishonesty undermines community trust, stifles the spirit of scholarship, and threatens a safe environment, we expect ourselves to be truthful in academic endeavors, in relationships with others, and in pursuit of personal development.

CIVILITY is the genuine respect for the rights of others. We value constructive disagreement and are mindful of the potential impact of our words and actions.

ACCOUNTABILTY is taking responsibility for our actions and their consequences. We accept the duty to actively participate in the decisions that affect our academic and personal lives, and we honor our commitments to ourselves and to others.

CARING is the concern for the well-being and dignity of others. We are dedicated to supporting one another within our community. We make a lifelong commitment to channeling service, knowledge, and experience toward the betterment of humanity.

DISCOVERY is the exploration of the wonders of self in relation to a larger world. We embrace the opportunity to take risks, challenge assumptions, and understand disparate experiences at Vanderbilt and beyond.

CELEBRATION is the active appreciation of Vanderbilt University's tradition of excellence. We support the endeavors and recognize the achievements of our community members. In celebrating the expressions of our differences, we delight in the spirit that unites individuals throughout our community.

We pledge to foster the values set forth in the Vanderbilt Community Creed and confront behaviors that threaten the spirit of our community.

Virginia Tech – Principles of Community

http://www.vt.edu/diversity/poc-doc.pdf

Virginia Tech is a public land-grand university, committed to teaching and learning, research, and outreach to the Commonwealth of Virginia, the nation, and the world community. Learning from the experiences that shape Virginia Tech as an institution, we acknowledge those aspects of our legacy that reflected bias and exclusion. Therefore, we adopt and practice the following principles as fundamental to our on-going efforts to increase access and inclusion and to create a community that nurtures learning and growth for all of its members:

We affirm the inherent dignity and value of every person and strive to maintain a climate for work and learning based on mutual respect and understanding.

We affirm the right of each person to express thoughts and opinions freely. We encourage open expression within a climate of civility, sensitivity, and mutual respect.

We affirm the value of human diversity because it enriches our lives and the university. We acknowledge and respect our differences while affirming our common humanity.

We reject all forms of prejudice and discrimination, including those based on age, color, disability, gender, national origin, political affiliation, race, religion, sexual orientation, and veteran status. We take individual and collective responsibility for helping to eliminate bias and discrimination and for increasing our own understanding of these issues through education, training, and interaction with others.

We pledge our collective commitment to these principles in the spirit of the Virginia Tech motto of *Ut Prosim* (That I May Serve).

C. Additional Material for Possible Inclusion on a
UTK Civility and Community Web Page

Behavioral Guides

Civility is behavior that is respectful and considerate of other individuals. It is a choice, not always an easy choice, to act civilly and respectfully. Civility should be a priority. We recognize that it requires courage, concern for others, presence of mind, and patience. The following are guides to be followed in conducting oneself with civility.

a.   A person's behavior and expressions of ideas and points-of-view should permit respectful response.

b.   The behavior and expressions of ideas and points-of-view should address issues and avoid attacks on individuals as to their ethnicity, nationality, sexual orientation, gender, gender identity, personal religious beliefs and practices, age, and disabilties.

c.   A person should refrain from harassing individuals or threatening violence to individuals or groups. Everyone should be aware that threats of retribution often cross the line into incivility.

d.   The expressions of points-of-view and ideas and the behavior of an individual should not inflict physical harm nor should it be intended or designed to inflict emotional harm.

e.   A person should refrain from intimidating acts, actual threats, and disruptive acts that interfere with any educational program (see first amendmentcenter.org: Free Speech on public college campuses – Overview by Kermit L. Hall).

f.   A person should refrain from inciting or attempting to incite or provoke others to violence, to illegal behavior, or to behavior that is contrary to these principles.

g.   Faculty and students should endeavor to communicate to each other their respective teaching and learning styles recognizing that exercise of their respective styles may be viewed as offensive or disruptive even though not intended to be so. Example: an auditory learner who knits in class (see Cynthia Clark. "Why Civility Matters," *Reflections on Nursing Leadership*, Vo. 36, No. 1 - http://www.reflectionsonnursingleadership.com/pages/vol36_1_Clark2_civility.aspx).

h.   Intoxication is no excuse for rude or criminal behavior under any circumstances. (Adapted from "a special report from PaperClip Communications" referencing Coe College's Civility Statement).

i.   Lesser acts of incivility should be addressed before they degenerate into more harmful situations (see Cynthia Clark. "Why Civility Matters," *Reflections on Nursing Leadership*, Vo. 36, No. 1 - http://www.reflectionsonnursingleadership.com/pages/vol36_1_Clark2_civility.aspx).

j.   Stereotyping of others is almost always rude or disrespectful or otherwise inappropriate, and it tends to interfere with constructive human relations by promoting prejudice and bigotry.

Acts of incivility should be reported to an appropriate authority within the academic community. Acts which constitute criminal behavior should be reported to law enforcement authorities. Faculty and other supervisory employees of UTK should be open to the receipt of complaints and reports of incivility, and should act upon those complaints and reports. Such individuals should also pass on to their supervisors, information about the occurrence and reporting of such incidents.

Regardless of whether the acts and expressions are hate crimes or non-criminal bias incidents, they should be reported so that UTK can determine if policies have been violated and support persons who feel victimized. Supporting persons who have been victimized is an act of courage that enhances the strength of the academic community. Finding the appropriate way to express disapproval of uncivil behavior to change the culture may be as simple as saying "hey, that's not cool" or otherwise expressing ourselves or our opinion on the level of the person being addressed.

More Behavioral Guides
We endorse the 25 rules of considerate conduct set forth by Dr. P. M. Forni in his book *Choosing Civility*. They are summarized as follows:

1.   Pay attention and avoid self-centered obliviousness.
2.   Acknowledge others respectfully.
3.   Think the best.
4.   Listen carefully. Don't just hear.
5.   Be inclusive. Do not exclude part of your audience.
6.   Speak kindly.
7.   Do not speak nastily and try to avoid speaking ill of others.
8.   Accept others as they are and try to give praise.
9.   Respect even a subtle "no."
10.   Respect opinions of others even when you disagree and follow the other pertinent rules when disagreeing.
11.   Mind your body.
12.   Avoid inappropriate or disruptive gestures and noises with your mouth, hands, and feet.
13.   Be agreeable.
14.   Keep the noise level to a minimum (and rediscover silence) whether verbalizing or using telephones or other items that produce noise.

15. Respect space of others.
16. Respect other people's time.
17. When appropriate to apologize, do it earnestly.
18. Assert yourself appropriately.
19. Avoid inappropriate personal questions.
20. Care for your guests with consideration.
21. Be a considerate guest.
22. Refrain from idle complaints. Idle griping is usually unattractive and often offensive.
23. Accept and give constructive criticism respectfully.
24. Respect the environment and be gentle to animals.
25. Don't shift responsibility and blame for what you are accountable for to someone else who is not accountable.

We expect faculty, staff, and campus visitors to be aware of, and abide by, the general standards of conduct set forth in the student handbook entitled "Hilltopics."

We endorse the *Stop Hate Fraternity and Sorority Action Guide* (2006) published by the Association of Fraternity Advisors and the Association of College Unions International which may be found at www.stophate.org.

We endorse intergroup dialogues and coexist programs and encourage them to be pursued with trained facilitators.

<u>Disruptive Behaviors</u>
(Adapted from California State University, Long Beach, "Campus Civility and the Disruption of Learning: A Guide for Faculty and Staff).

Disruptive behavior can take many forms and may range from relatively benign acts or to severe acts that threaten and endanger the physical or psychological well being of students, faculty, staff, or visitors. The following are some examples of disruptive behavior:

a. Persistently arriving late to class and/or leaving early so as to interfere with learning activities;
b. Talking incessantly while the instructor is lecturing or when other students are presenting thereby interfering with the educational process available to others in the class;
c. Using obscene or profane language or language that creates an atmosphere of hostility;
d. Using inappropriate body language or gestures that are offensive or create an atmosphere of hostility;
e. Allowing one's personal electronic devices such as pagers and cell phones to make noise in the classroom or in lectures, discussions, or the like;
f. Interrupting the educational process with inappropriate questions or interjections in such a way that interferes with the learning of others;

g. Being disrespectful, offensive, or threatening;
h. Persistently calling or interrupting faculty or staff so as to hamper normal work activities;
i. Exhibiting belligerence when questioned about one's behavior;
j. Verbally or physically threatening other students, faculty, staff, or campus visitors either directly or by writing threatening letters, emails, or leaving inappropriate voicemail messages;
k. Attempting to contact faculty, staff, and students in inappropriate ways beyond expressed methods of appropriate contact;
l. A student exhibiting a romantic or obsessive interest in a faculty or staff person, or vice versa.

The "Terrible Ten"

We acknowledge the following from the "complete list of 'Terrible Ten'" behaviors published by Headlines@Hopkins of Johns Hopkins University (October 4, 2007):

1. Discrimination in an employment situation.
2. Erratic/aggressive driving that endangers others.
3. Taking credit for someone else's work.
4. Treating service providers as inferiors. And we add to this behavior the treating of any group as inferior merely by virtue of their race, ethnicity, gender, gender identity, age, disability, and religion.
5. Jokes or remarks that mock another's race/gender/age/disability/sexual preference or religion.
6. Children who behave aggressively or who bully others.
7. Littering (including trash, spitting, pet waste).
8. Misuse of handicapped privileges.

Examples of Incivility; How to Identify Incivility

The freedictionary.com reminds us of the following behaviors that contribute to an uncivil environment:

1. Direct rudeness which may consist of insults, name calling, profanity, indecent suggestions, personal attacks including racial, ethnic, sexual, and religious slurs or other derogatory references to groups such as social classes or nationalities. Included are ill considered accusations of impropriety and belittling others.

2. Other uncivil behaviors cited are taunting or bating thereby deliberately pushing others to the point of breaching civility even when not seeming to commit such a breach by the taunter or bater.

3. Misrepresentations or lying including the deliberate assertion of false information or quoting others out of context to give the impression that they hold views which they do not in fact hold or otherwise to malign them.

Incivility is not always easy to identify. One's judgment as to what constitutes incivility should take into account the following:

1. Intensity of language or behavior;
2. Whether the behavior is isolated or repetitive;
3. Whether there has been a request to stop the behavior and how recent that request has been made;
4. Whether the behavior was provoked;
5. The extent to which behavior of others should be addressed at the same time.