

COMMUNITY STANDARDS STUDENT LEADERSHIP TRAINING FACILITATION GUIDE

Objective: The purpose of this workshop is to educate student leaders on the MTSU community standards and provide opportunities for them to discuss and process ways they can embrace these standards and incorporate them into their daily lives(see attached Community Standards).

Time: 60-75 minutes

Preparation:

- Set date and time for presentation
- Reserve space
- Review attached facilitation materials (i.e., Community Standards, True Blue Pledge, Case Studies, Case Studies questions, Opening and Closing questions, Endorsement Statement, etc.) and make copies to distribute to participants.
- Select case studies to use in presentation (see “Small Group Facilitation” section below) that are most applicable to audience.

Materials

Provided: 1) Case studies; 2) Case Studies Questions; 3) Attendance Sheet; 4) Community Standards document; 5) Discussion questions; and 6) Evaluations; and 7) Certificates of Completion

Optional

Materials: 1) Flip chart; and 2) markers

Facilitation Instructions:

The following questions and activity should be facilitated with entire audience: (Time for this section should not exceed 15 minutes)

- Opening Questions to Participants: 1) As a student, what do you feel is your role as a member of the MTSU community?; 2) Can you identify MTSU’s Community Standards? (Discussion should not exceed 5-7 minutes) *Note: Facilitator can consider requesting participants to offer feedback on responses received.*
- Distribute Community Standards to Participants and ask for volunteers to read the standards aloud.

- Facilitator should now break larger group up into smaller groups (no more than 8-10 participants per small group). Note: The facilitator may elect to process “Small Group” activity with entire audience if workshop is being facilitated with a small audience.

Small Group and Audience Facilitation: (Time for this section should not exceed 40 minutes)

- 1) Facilitator will distribute the same case study (see attached Case Studies) to each small group.
- 2) Facilitator requests each small group to read their case study among themselves
- 3) Facilitator provides each small group with discussion questions and asks them to process
- 4) Facilitator calls on small groups to share the responses to their questions to entire audience (Note: Depending on your group size, you may not have time to have all small groups report back on every case study. Since you will have small groups processing more than one case study, you can ensure that every small group has an opportunity to share their responses to larger audience).
- 5) Repeat Steps 1-4 above by distributing a different case study and repeat this process as long as time permits. (Note: The objective is to allow participants the opportunity to process as many case studies as time permits).

Wrapping It Up: This portion should be facilitated with entire audience (Time for this section should not exceed 20 minutes)

- Facilitator will ask the following questions: 1) How can you improve the environment on our campus and in our community and communicate our community standards to others?; and 2) How will you make an honest effort to uphold the MTSU community standards?
- Facilitator will inform audience how the True Blue Pledge connects with MTSU community standards and lead them in reciting pledge.
- Facilitator will request that participants sign Pledge, attendance roster, and complete evaluation (turn into Center for Student Involvement and Leadership-KUC 326S).
- Facilitator will ask audience if they have any other questions or comments.

Important Note to Facilitator: If during the facilitation of this workshop, someone shares information that presents health and safety risks to others or themselves, one or more of the following campus offices should be contacted for consultation:

Health Services: 615-898-2988

Counseling Services: 615-898-2670

Public Safety: 615-898-2424

MTSU Non-Violence Leadership Training Civility and Non-Civility Cases from the MTSU Campus

IMPORTANT NOTE: In an effort to allow participants to process real-life issues, the following case studies represent actual incidents that occurred on or around the MTSU campus. Personal information and other identifiers have been removed or modified to protect identities. It is important to note that some of these case studies include situations that could be offensive to some participants, so use discretion when choosing the ones you will use for your group.

Case Study #1: “It’s going to be okay.”

On Tuesday afternoon, a tornado siren sounded throughout the MTSU campus. MTSU faculty, staff, and students began to take shelter in their appropriate places, including students located in the Residence Halls. As students in Womack Lane Apartments began to take shelter in their apartments and in the central clubhouse, one Resident Assistant (RA), Jaime, remembered that a family, speaking only Arabic, had recently moved onto campus. Jaime took off towards the family’s apartment, not knowing how he would communicate when he reached them. When Jaime arrived at the family’s apartment, he found them huddled together by their front door, terrified and confused by the sound bellowing across campus and students running into the clubhouse. Jaime grabbed his phone, and searched for an application for translations. He quickly found a translation app that would adjust English to Arabic. Within seconds, Jaime put his hand on the shoulder of the father, and turned his phone around to face the family. In Arabic the screen read, “It’s going to be okay. I’m here to help.”

Case Study #2: Slam

Tesh, a resident in Beasley Hall, was having difficulty with the noise level on his floor. When the weather was nice out, residents would open their windows, which would cause the doors to slam when leaving the room. On several occasions, Tesh went to the rooms of other guys on the floor and asked them to catch their doors when they leave, because they were slamming loudly at night. Tesh decided to make a complaint to the front desk about the noise on his floor on a particular night. The RA on call went to the floor in Beasley, and door-to-door asked each resident to remember quiet hours and to remember to not let their doors slam. After the RA left the floor, 3 residents went to confront Tesh, as they were sure he is the one that called the front desk. One particular resident, Blake, walked up to Tesh in the hallway. “Did you call the front desk on us?” asked Blake. Tesh refused to answer. Blake asked again, “Hey man, I just wanted to know why you didn’t come and talk to us...why did you just call the front desk?” Tesh again refused to answer. Blake and his friends left the hallway. Tesh went back to his room. At midnight, Tesh awoke to another door slam on the floor. Feeling targeted, he got out of bed and looked into the hallway. He saw no one, but was so frustrated that he kicked the wall outside of his room, breaking his foot.

Case Study #3: Words of Encouragement

During the spring semester, MTSU lost a student to an act of violence. The night of the candlelight vigil, students gathered across campus to mourn and console one another, including students in the Residence Halls. A large number of residents began to gather in the Corlew Hall lobby, looking for comfort and understanding. Student and Professional staff was gathered in the lobby as well, helping the residents of the building with the loss of their fellow student. It was at this moment that one student leader, Justin, realized that he could do more to help his fellow students. He retreated to his room in Corlew, quickly grabbed a book of inspiration to him, and went back to the lobby. There, Justin began to ask

residents in the lobby if they would like to sit with him and listen to words of comfort. Students began to flock to Justin, sitting together on the floor of the lobby listening to him read words of encouragement and support. Justin read aloud, and spoke with residents in the lobby about how important it was to be there for one another, and to hold one another up. They sat together for over an hour in the lobby of Corlew Hall, all knowing that in that moment, the most important thing was to listen.

Case Study #4: “It’s a respect thing.”

Jenna in Monohan Hall washed her clothes in her floor’s laundry room one Sunday afternoon. She brought most of her clothes back to her room and hung them up to dry to prevent shrinking. Jenna and her roommate, Allie, had not really been speaking for the past week or so, though neither of them knew why. After hanging her clothes, Jenna decided to go off campus with some girls down the hall for dinner. A few hours later, Jenna returned to her room to find that all of her clothes, that were hanging up to dry, had been slashed. Her jeans, tops, and dresses appeared to have been cut up with scissors, and the scraps of her clothes were lying in the center of the room. Jenna looked over at Allie, who was sitting on her bed reading a book. Jenna asked, “What the *hell* happened to my clothes?” Allie ignored her and continued to read. Jenna asked again, raising her voice even more. Allie again ignored Jenna and continued to read. Jenna stormed out of the room and beat on her RA’s door. The RA answered the door, listened to Jenna, and then made a report of the incident while encouraging Jenna to stay with a friend for the night until this was sorted out in the morning. On Monday morning, the Area Coordinator called Allie into her office to discuss the incident that occurred on Sunday evening with Jenna. When asked if she knew what happened, Allie replied, “I absolutely do. I cut up her clothes.” “Why on earth would you do that?!” asked the AC. “Well, Jenna told me last week that we could rearrange the room. We set up a time to meet in the room, and she never showed up. She didn’t apologize or anything afterwards either. I figured if she was going to disrespect me like that, I should be able to cut up her clothes. It’s a respect thing.”

Case Study #5: “I don’t even know you.”

MTSU PD is dispatched to a fight in progress outside of McCallie Dining Hall. Upon arrival, Officer Rose observes two female suspects in the grass. One woman is sitting on the other woman’s chest while repeatedly hitting her in the face with a closed fist. The woman panned to the ground is struggling to push the other woman off by hitting and grabbing her in the shoulder area. Upon separating the women, student Alicia Merriweather begins screaming profanities at the police officers and at the other student, LaTonya Johnson. Officer Rose separates the women and begins speaking with Ms. Merriweather while Officer Tulip speaks to Ms. Johnson. Ms. Merriweather indicates that she does not know Ms. Johnson, but she “knows she has a problem with me because she’s always staring and talking crap.” Ms. Merriweather says she was in the dining hall at the cereal station and Ms. Johnson approached her and started calling her names. Ms. Merriweather says that Ms. Johnson then exited the building. Ms. Merriweather indicates that Ms. Johnson jumped on her back upon exiting the dining hall approximately 10 minutes later. Ms. Merriweather indicates she was defending herself. Ms. Johnson indicates that she does not know Ms. Merriweather but “she knows of her.” Ms. Johnson indicates that she confronted Ms. Merriweather at the cereal station about “why she’s been running her mouth when I don’t even know you.” Ms. Johnson indicates that they had words and that she then left the building. She says that she went outside to “enjoy the day.” She indicates that Ms. Merriweather exits the building approximately 15 minutes later and walks up to her and starts talking bad to her and shaking her finger in her face. Ms. Johnson indicates that when Ms. Merriweather’s finger touched her nose, she pushed her back and then they began fighting.

Case Study #6: Late to Class.

Professor Brown contacted the Office of Judicial Affairs to report the following: Student Max Smith has consistently been tardy to class since the beginning of the semester. Professor Brown has spoken to Mr. Smith on two occasions asking Mr. Smith to honor the tardy policy. Mr. Brown has told Mr. Smith if he is tardy one additional time, he will be asked to leave the classroom and not return. On Friday, October 1, Mr. Smith arrived approximately 12 minutes late to class. Mr. Brown immediately stopped the lecture and directed Mr. Smith to leave the classroom. Mr. Smith then said, "You're kidding me, right? You really think I'm leaving?" Mr. Brown again directed the student to leave. At this point, Mr. Smith threw his backpack out in the hallway and shouted profanities and personal insults at Professor Brown. He then kicked a chair and ripped a poster off the wall on his way out of the classroom.

Case Study #7: Short on time.

Student Patrice Phelps is senior English major. During the fall semester of her senior year, she submits a senior thesis that is almost entirely plagiarized. When the instructor contacts her to discuss the submission, she tells the instructor that she cannot believe that the paper is plagiarized. Upon further discussion, she reveals that she did not write the paper, but paid a friend to do the paper for her because she was "short on time" and had been "going through some things."

Case Study #8: Door Drawings.

A Jewish student living in Scarlett Commons went to the front desk to report that someone had drawn a picture of a Swastika and taped it to her door. There were no suspects and she could not think of who would want to do something like this. Over the course of the next two weeks, someone drew more Swastikas on her door with a Sharpie, wrote profane words about her heritage on the door, and chipped "DIE" into the wood of the door. After two weeks, the police set up secret surveillance cameras and discovered that two of her neighbors were responsible. When questioned they indicated that "It was a joke. We thought she would think it's funny because she's not a serious Jew."

Case Study #9: Parent's Testimonial: "Acts of Kindness"

My daughter broke her foot during a fall. Heading to class, the pain became unbearable so she pulled up to a campus classroom building and waited for a friend to exit. Her friend drove her to the MTSU Health Services, helped her from the car, got her inside, and waited with her as Health Services nurses checked her and performed x-rays. The professional & courteous staff went beyond our expectations by helping her with an appointment at TOA (working around her mid-term tests at my daughter's request!), giving her the x-rays on CD, loaning her crutches, and letting her call "mom" a few times! They also took the time to send her a follow-up email regarding additional information after the doctor re-read her x-ray.

On campus the next morning, a student, whom my daughter barely knows, noticed her struggling with crutches and took the time to assist her in walking to her class; the walk taking 20 minutes! Arriving five minutes after the test had begun, her professor, literally ran to her aid, helped her with her backpack & crutches, and loaned her his pencil so she wouldn't have to trudge across the room to her supplies. A fellow sorority sister had taken the time to pick up an extra scantron sheet needed for the test!

When I arrived on campus Thursday afternoon, my daughter was in the Mass Communication building lobby surrounded by 10-15 classmates! They had helped her get to classes by rolling her around in a chair and were instructing her how to walk using crutches. As she introduced me to each student, they were courteous, well mannered, and genuinely concerned for her.

Case Study #10: The Underground

MTSU organization Omega Pi Alpha is rumored to be doing an “underground” initiation of new members. Students anonymously report the following: pledges stole GLBTAQ brochures from the student union and wrote **abusive threats** on the brochures and taped them up around campus; pledges stole food items from the university grill and delivered them to active brothers; and pledges were beaten with horseshoes on numerous occasions.

Case Study #11: Change for the Good?

MTSU organization Students for Change has been collecting donations for two charities. The donations have been both money and soft goods such as paper towels, toilet paper, etc. The organization is nominated for a university award for Outstanding Service. Upon review of the nomination, it is discovered that one charity does not exist and the other charity was founded by the Vice-President of Students for Change.

Case Study #12: Sexual Assault

MTSU police receive a call from a concerned parent indicating that their daughter has potentially been raped by other MTSU students. The parent agrees to bring the woman to the station to file a report. The woman indicates that on Saturday, July 10, 2011, she went out to Gentlemen Jims with several friends. She indicated that while there, one of her male friends, Joseph Jackoby, began buying her beer. She indicated that as the night wore on, she began feeling sick, but that she continued to drink the free drinks. She indicated that she remembers kissing Joseph at the bar and she remembers him groping her breasts. She says she asked Joseph to take her home because she was not feeling well. Joseph agreed to take her back to her apartment. Once there, he assisted her into the apartment as she was having trouble walking by herself. He laid her on the couch and removed her clothing. He began removing his clothing as well. She indicates that she must have then passed out because the next thing she remembers is waking up and throwing up all over the couch. When she finished throwing up, he asked her “Are you done being sick?” and she said, “I think so.” He then assisted her to her bedroom. She says she must have passed out again because she woke up to find him on top of her having sex with her. She indicated that he did not use a condom and that she was so frightened that she laid there and waited for him to be done. He then assaulted her two more times and each time she did not say anything or attempt to physically stop him. After the third occurrence, he told her he was very tired and going to head home. He told her that he hoped she felt better soon, and that he would leave a note for her roommate to check on her in the morning. He then left. He sent her a text the next day that said, “Thx for a wild night.”

Case Study #13: Behavior at Athletic Event

At the conclusion of the final game of the football season, MTSU students rush the field. MTSU, Murfreesboro, and other area police forces work to control the ground and get people to vacate the playing field as quickly and efficiently as possible. In the north end zone, one overzealous student, Shawn Sodapie, rips off his shirt and begins swinging it around his head yelling, "MTSU is #1!!" He then throws his shirt at a police officer and jumps on the back of one of the staff members working the game. He begins to drum on the staff member's head and attempt to ride his back, piggy-back style while yelling profanities. Police have to physically remove him from the staff member's back and wrestle him to the ground. At that point he begins spitting in the faces of the officers attempting to restrain him. Once he is cuffed, he begins crying and screaming insults. Mr. Sodapie is physically moved to one of the squad cars.

Case Study #14: Behavior at Campus Event

The MTSU Theater Arts organization is performing *Les Miserables* for one week in early November. On the night of the closing performance, there is standing-room only as many friends and family members of the performers have come to see the final show. As the show is beginning, a student stands up in the balcony and begins a monologue about the current state of the economy in Tennessee and specifically on MTSU's campus. The student is equipped with a bull horn and is speaking loudly into the device. Patrons around her ask her to sit down and be quiet, but she refuses. Several ushers approach her aisle and request that she cease and exit the facility. She ignores them and continues to speak. The production on stage comes to a halt and patrons begin booing the student. Ushers phone police. While waiting for the police to arrive, another student begins throwing cigarettes at the girl and starts a chant of, "Sit down fat cow." When police arrive many people are engaging in the chant and the girl is still talking into the bull horn. The police have to clear the aisle and physically remove her from the building. As they are escorting her out, another MTSU student flips her the bird and degrades her as she walks past.