

Summary Report & Recommendations¹ of the Candid and Constructive Conversations Working Group

Harvard Kennedy School

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¹ This document summarizes the full report and recommendations of the Candid and Constructive Conversations (CCC) Working Group, which is posted on Knet.

Executive Summary

Harvard Kennedy School's core mission is to prepare public leaders to solve collective problems, encourage societal wellbeing, and build more just and prosperous societies. But today's climate of entrenched polarization interferes with the ability to solve public problems, foster collective wellbeing, and build just and prosperous societies. Deeply divided societies have a harder time governing, leading to government gridlock and poor performance. Polarization leads people to segregate into like-minded communities, reinforcing unjust hierarchies, dividing families, and disrupting friendship networks that otherwise expose people to diverse communities of care. Greater ideological cohesion comes with more intense in-group policing, chilling dissent and creativity and narrowing the ideas or identities considered acceptable by the in-group. Out-group animosity leads to mistrust in established institutions, a decline in support for democracy, and, in extreme cases, a rise in support for violence.

HKS can and must lead in addressing the deep divisions that exist in our society today—and we must strengthen our own norms, practices, and culture around candid and constructive conversations. Being able to discuss and work together on complex and divisive issues is crucial to our goal of supporting our students, staff, faculty, and fellows to become more principled and effective public leaders.

Having undertaken a comprehensive study of the current climate at HKS, we recommend a multi-year, schoolwide effort to strengthen our core competency in this area. Our concrete recommendations fall under seven themes.

Theme I: Consistently frame the ability to have candid and constructive conversations across difference as a core competency that our students need to learn so that they can be effective in their future careers, and that all faculty and staff at HKS need to have to undertake their professional roles.

Theme II: Develop basic shared norms, values, and a culture of professionalism, humility, and curiosity that underpin interactions between HKS community members at all levels.

Theme III: Provide concrete tools and training to enhance competency in this skill for everyone at the school—students, faculty, and staff.

Theme IV: Model these skills consistently through public events that showcase constructive disagreement, and through opportunities to develop these skills in smaller group settings.

Theme V: Focus intentionally on challenges in the classroom in improving and modeling shared learning while embracing the educational goals of a professional school.

Theme VI: Establish and make accessible resources to help when interactions become difficult or support would be helpful.

Theme VII: Develop ongoing assessments of the climate on candid conversations at HKS.

Introduction

Harvard Kennedy School’s core mission is to prepare public leaders to solve collective problems, encourage societal wellbeing, and build more just and prosperous societies. But today’s climate of entrenched polarization interferes with the ability to solve public problems, foster collective wellbeing, and build just and prosperous societies. Deeply divided societies have a harder time governing, leading to government gridlock and poor performance. Polarization leads people to segregate into like-minded communities, reinforcing unjust hierarchies, dividing families, and disrupting friendship networks that otherwise expose people to diverse communities of care. Greater ideological cohesion comes with more intense in-group policing, chilling dissent and creativity and narrowing the ideas or identities considered acceptable by the in-group. Out-group animosity leads to mistrust in established institutions, a decline in support for democracy, and, in extreme cases, a rise in support for violence.

HKS can and must lead in addressing the deep divisions that exist in our society today—and we must strengthen our own norms, practices, and culture around candid and constructive conversations. Being able to discuss and work together on complex and divisive issues is crucial to our goal of supporting our students, staff, faculty, and fellows to become more principled and effective public leaders.

Existing HKS Activities Related to Candid Conversations

Many among the HKS students, faculty, and staff have long recognized the importance of engaging in constructive conversations across difference. For example, faculty members have developed various pedagogical approaches to encourage discussions across difference, including setting classroom norms early in a course, drawing out alternative viewpoints, and role-playing. Faculty share best practices with one another in teaching-oriented seminars convened by the School’s SLATE (Strengthening Learning and Teaching Excellence) department. Moreover, HKS hosts events in the JFK Forum that are intentionally designed to engage different viewpoints. And each semester Dean Elmendorf hosts “Dean’s Discussions” among faculty members, who often have diverging views on the topic at hand and thus model constructive disagreement. Several faculty members possess both substantive expertise and policy experience related to candid conversations, based on the strategy of shifting from advocacy to inquiry when engaging with people with contrary views (Collins et al., 2022). The core tenets of conversational receptiveness, as currently taught in HKS degree and executive programming, have also been shown to enhance trust and willingness to engage across difference. They are summarized in the acronym “HEAR” (Yeomans et al., 2020):

- H**edge your claims
- E**mphasize agreement
- A**cknowledge other perspectives
- R**eframe to the positive

Since 2021, these faculty have been creating programming for our new student orientations that emphasizes this competency. Finally, HKS students have launched a caucus called Engaging

Across Differences, with potential to serve as an important convening body for this work.

Yet there has also been a shared sense at the school that we could be stronger in this area.

Our Charge and Process

In Fall 2022, Dean Elmendorf appointed Erica Chenoweth to chair a Candid and Constructive Conversations (CCC) Working Group that would convene members of the Kennedy School community to develop recommendations to the Dean about a shared understanding of constructive discourse at the Kennedy School. In particular, our charge was to:

- Engage in conversations with students, staff, faculty, and fellows to identify perceived barriers to candid conversations at the Kennedy School, particularly across difference.
- Review and assess “norms” for candid conversations that have been developed at other Harvard schools and at peer institutions, and clarify the extent to which existing University and Kennedy School policies address these issues.
- Suggest or amplify existing guidelines, practices, and norms that will encourage trust among students, staff, faculty, and fellows, and will allow for candid conversations, both in the classroom and in other contexts at the Kennedy School.
- Suggest programming or other initiatives to reinforce the value and practice of constructive dialogue at the Kennedy School.

Working group members were selected to reflect a diversity of perspectives, disciplines, and professional backgrounds. Initially, the committee was comprised of four senior faculty, four junior faculty, and three staff. In early spring, we invited three students to join the group.

Our working group conducted a schoolwide climate survey, facilitated six listening sessions, at which hundreds of people collectively participated; held numerous one-on-one meetings with various stakeholders; and solicited feedback through a confidential email address (ccc@hks.harvard.edu). The anonymous survey was distributed to all current HKS students, staff, faculty and fellows via email in March 2023. A total of 349 people completed the survey, the descriptive results of which were tabulated and analyzed by Julia Minson and Yanilda Gonzalez.

HKS Climate Assessment

Some of the most striking findings from the survey include the fact that respondents are generally most comfortable expressing their views on controversial topics one-on-one or in small groups, and least comfortable doing so in public or classroom settings. This is especially true for students (Figure 1), though similar patterns hold for faculty (Figure 2) and staff (Figure 3).

Figure 1. Student Responses to the Question: “In general, how comfortable do you feel expressing your genuine views on controversial topics related to politics, international affairs, and public policy in the following settings?” (n=151)

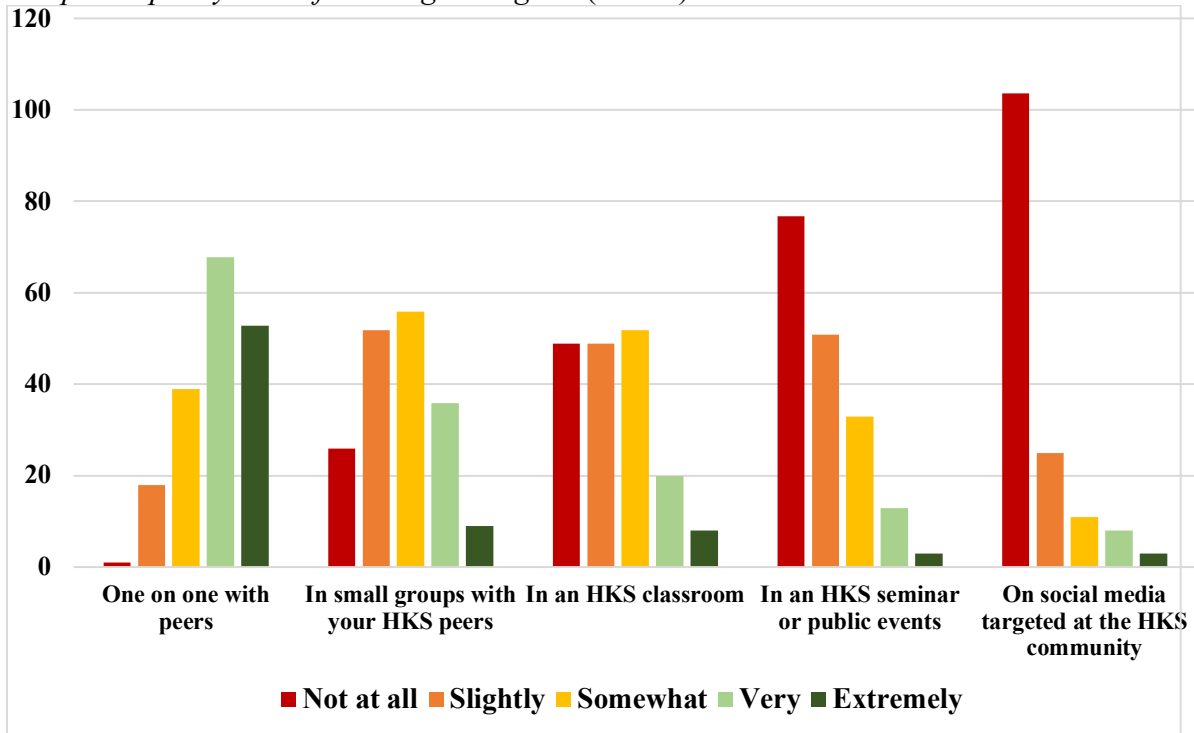


Figure 2. Faculty Responses to the Question: “In general, how comfortable do you feel expressing your genuine views on controversial topics related to politics, international affairs, and public policy in the following settings?” (n=52)

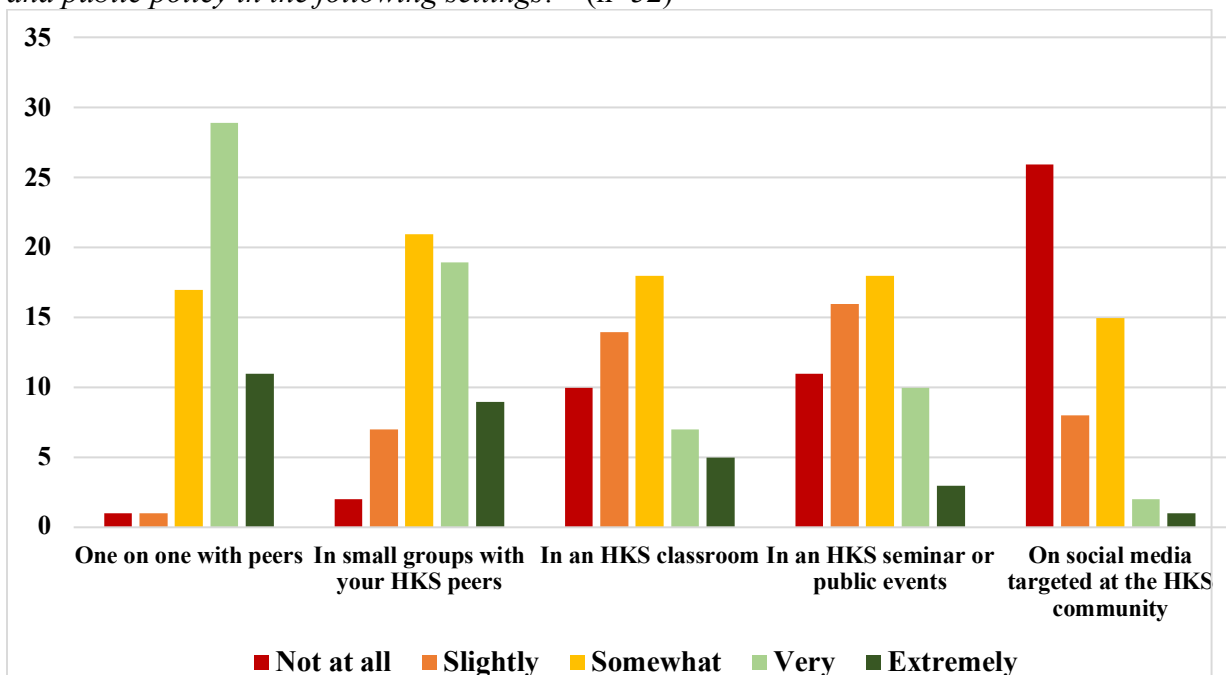
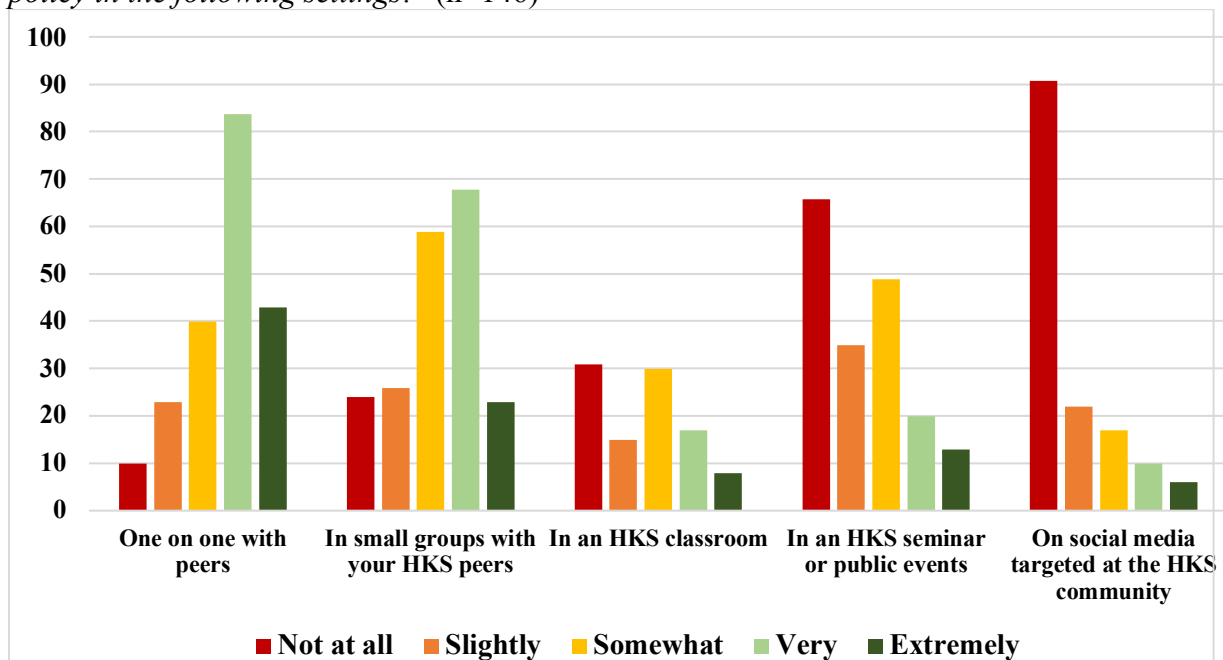


Figure 3. Staff Responses to the Question: “In general, how comfortable do you feel expressing your genuine views on controversial topics related to politics, international affairs, and public policy in the following settings?” (n=146)



25% of faculty and staff and 50% of student respondents reported concern of reputational or relational harm among peers as a key driver of this discomfort with expressing genuine views in more public settings. Indeed, peers making critical comments to others, peers criticizing one’s views as offensive (including online), and feelings of awkwardness were cited as the greatest concerns among students, staff, and faculty. A substantial proportion of the community—63% of faculty, 64% of staff, and 56% of student respondents—suggested that they were concerned that a person in a position of power might criticize their views as offensive. These concerning numbers are in line with those reported by undergraduate students at other universities, who answered similar questions in a related survey (Zhou & Barbaro, 2022).

Despite these fears, many in the community—57% of student and 46% of faculty respondents—expressed concern that their HKS community was not exposing them to a sufficient variety of opinions and perspectives on important issues. And 64% of faculty, 73% of student respondents “strongly” or “somewhat” disagreed that HKS’s overall climate makes people comfortable expressing their opinions on controversial political and policy issues. These themes were reinforced during our listening sessions.

A key takeaway is that people from across the political or other spectrums are interested in greater engagement with one another at the school – but that many people in the faculty, staff, and student body fear recrimination or social exclusion if they voice their true opinions. There is a widespread appetite for a deeper quality of engagement and a desire for a grounding in an environment that is more forgiving, more tolerant, and more transparent. Both faculty and students report feeling constrained and limited in what they can say, often by a small, vocal

minority in class or in public events who “hijack” the conversation. Students express disappointment that there is not a wider range of views expressed and debated, having expected such debate to be part of their education. Staff reported feeling disenfranchised and not appreciated for having views on substantive issues and deserving of a greater understanding of administrative decision-making processes.

Respondents also expressed the following sentiments:

- Across ideologies, there was a shared sense of futility of conversations across difference because of perceived incompatibility of underlying values.
- Conservatives largely feel unappreciated and unrepresented at HKS, particularly those with conservative religious views. However, there are other issues, viewpoints, and controversies that people view as difficult to discuss, including the Israeli-Palestinian conflict, racism, gender and sexuality, or viewpoints that are sympathetic to Russian or Chinese perspectives.
- Respondents disagree as to whether HKS has an ideological “lean,” with different respondents reporting simultaneously that HKS is too far-left, too center-left, too moderate, and too conservative.
- Many students lamented the “US-centric” nature of the school.
- Technology has exacerbated the challenges of having candid conversations; both faculty and students are cognizant of exchanges taking place via technology both inside and outside of the classroom, violating implicit expectations about confidentiality.

In some ways, it is not surprising that some of the most challenging and persistent conflicts in society are also among the most difficult to navigate at HKS. There are no easy answers about how we prepare our students to engage in rigorous and open inquiry about such a wide range of views - including about groups to which they may belong - without reproducing or reinforcing the profound divisions and inequalities that already exist in society. However, failing to acknowledge these tensions does a disservice to attempts to improve the situation.

From this climate assessment, it would be easy to focus on trying to create a more inclusive culture at HKS for its own sake. Many at HKS seek a clear statement of the underlying values of the school, the norms the school holds dear, and a common, shared, and explicit sense of how everyone operating in our collective space should treat others. However, HKS’s goal of cultivating an inclusive and professional culture of learning and practice is not, in fact, an end in itself. We have a much broader mission, which is to prepare our students to serve the world as effectively as possible, both by providing them with tools and by modeling those skills as faculty and staff in our own roles on campus. They can learn at HKS about how to solve problems across differences—and to transcend or lessen divisions rather than accepting or reinforcing them.

Recommendations

Providing our students and our community with the tools for open and candid conversations is urgent to our mission, particularly in the current global environment of polarization and distrust. Our students need these skills for their professional development, without which they cannot be effective public leaders. For HKS to be effective in its mission, faculty, staff and students all

need to understand how to have full and rigorous conversations in the classroom and the workplace. Encouraging candid and constructive conversations helps to bolster the university's twin goals of achieving academic freedom and creating an inclusive learning environment, which are essential for the university to fulfill its vital responsibility to society by developing and evaluating new knowledge, encouraging pluralism and democracy, and promoting mutual toleration across difference.

Seven broad themes emerged from which specific recommendations flow.

Theme I: Consistently frame the ability to have candid and constructive conversations across difference as a core competency that our students need to learn so that they can be effective in their future careers, and that all faculty and staff at HKS need to have to undertake their professional roles.

- Include language in recruiting, admissions, and orientation materials to signal that anyone coming to HKS should be open to, expect, and value learning to disagree.
 - Consider developing a document for incoming students akin to the “Yield Book” at HLS, where the opening discussion of the academic experience focuses explicitly on the goal of learning to have constructive and candid conversations across difference.
- Include questions on admissions applications to elicit applicants’ curiosity about candid conversations (e.g. the “change your mind” current essay question), and actual examples of the applicants’ seriousness on this issue (e.g. asking students to share with us an instance in their professional or personal life when they’ve helped to foster dialogue across difference—or how they plan to do so at HKS).
- Reinforce the idea in welcome speeches, orientations, onboarding, and events (e.g. all staff or all faculty meetings early in the year) that we are committed to this as a core competency and a way to enhance our mission.
- Add discussions of these goals to the student, faculty, and staff handbooks.
- Launch a cross-school research and practice initiative, where faculty teams might submit funding proposals to support topical research related to this issue.
- Assign management of these goals to a senior leader or department in the school.
 - Consider how best to combine the goals of academic freedom and candid and constructive conversations.

Theme II: Develop basic shared norms, values, and a culture of professionalism, humility, and curiosity that underpin interactions between HKS community members at all levels.

- The Dean should charge a small working group with articulating shared norms at HKS on this topic.
 - These could start with the community norms already described in the [student handbook for classrooms](#), but these could be extended or explained in more detail for the full community.
- These norms should emphasize professionalism, curiosity, humility, listening, disagreement, rigor, and assuming best intentions. They can be simple (the “Flexibility; Empathy; Respect” campaign during COVID remote work was cited a number of times, as was the HEAR framework described above).

- The norms should be focused but fluid, open to “comment” and input from the whole community, to develop and renew a sense of collective ownership over the culture of the school.
- These norms should be widely socialized and publicized, including in classrooms.
- Adopt a school-wide default “Chatham House” rule for all events and classrooms (comments or opinions cannot be attributed to any individual) except those events that are expressly on record, public events, where faculty have a pedagogical reason not to adopt the rule, or where following the rule would conflict with obligations of non-discrimination or other conduct standards.
- Students should be routinely encouraged to practice connecting across differences, including through the development of peer coaching groups or other extracurricular activity reinforcing these norms and practices.
- Workplace and classroom norms need to apply to everyone, faculty, and staff as well as students.

Theme III: Provide concrete tools and training to enhance competency in this skill for everyone at the school—students, faculty, and staff.

- Develop school-wide training materials, building on the valuable work already done by some of our faculty and by other schools. These should emphasize conflict management and building unity around shared concerns or goals.
- The school should offer frequent and routine collective training opportunities, such as faculty panels on managing hard conversations across difference, online modules conveying this information, and routine workshops on building trust in diverse communities.
- HR should refine manager training to emphasize the value of building skills in candid and constructive conversations, and all managers should complete this—including faculty who manage staff.
- DPSA should include instruction in these skills in orientation for all programs and in some activity for returning students.
- Establish a landing page on the knet website that includes resources, trainings, and other materials to support this work.
- Feature this work in HKS Magazine and on the HKS website for a prolonged period.

Theme IV: Model these skills consistently through public events that showcase constructive disagreement, and through opportunities to develop these skills in smaller group settings.

- Encourage the IOP and Research Centers to establish a series of panels or debates—perhaps billed under a school-wide initiative or selected through a participatory process—in which opposing viewpoints are intentionally highlighted and attendees understand and agree that open discussion is the goal of the event. The deans could reinforce this goal explicitly with Center Faculty and Executive Directors and Department Heads, and could offer advice or guidance as to resources if Centers have difficulties in identifying topics, speakers or formats.
- Hold more Forum events with explicitly different viewpoints to model disagreement, along with debrief opportunities for students, faculty, and staff to reflect on what they learned from these interactions.

- Showcase events with alumni experiences that demonstrate the value of communicating across difference.
- Set up intentional spaces and opportunities to discuss and debrief recurring controversial events (e.g. the Israel and Palestine treks; elections; major political events that impact our community).
- Create range of opt-in spaces/events where discussions of different perspectives are expected and promoted (e.g. “crowdsourced” or participatory surveys to suggest Forum or speaker events in which students and others can suggest topics and speakers to model divergent viewpoints).
- Consider visibly featuring public figures who have effectively modeled this behavior in common spaces.
- Encourage library displays or exhibits that feature (or contest) these themes.
- Promote community service hours or other widespread, all-school service days, to build trust, community, and experiences beyond the HKS community.

Theme V: Focus intentionally on challenges in the classroom in improving and modeling shared learning while embracing the educational goals of a professional school.

- Adopt a Chatham House rule about in-class discussions, unless individual faculty members opt out.
- Develop language faculty can adopt for their syllabi emphasizing the school-wide norms and the need to enhance this core competency.
- Collect and publicize positive examples of more general classroom norms and practices that have been developed in various classrooms, and best-practices used by faculty, staff, or students to encourage candid conversations.
- Put in place suggested guardrails around the particular negative effects of devices in the classroom (e.g. strong chilling effect of perceived texting or DMing about discussions in real time).
- Develop more SLATE simulations or scenarios of classroom controversy for discussion during NFI and/or continuing ed workshops.
- Publicize “best practices” for difficult or divergent classroom discussions, such as:
 - Intentionally drawing potentially marginalized voices into the conversation and explaining why.
 - Acknowledging that small numbers of students can “hijack” the discussion, and putting in place guardrails against that.
 - Asking students to write a paragraph before class starts on why they are taking this class, and then referring to those to remind class of range of experiences.
 - Using real-time polls to illustrate the range of views in the class on various topics – there is often a wider range than students assume.
 - Using small groups, assigning “contrary” viewpoints, and bringing different views to the forefront.

Theme VI: Establish and make accessible resources to help when interactions become difficult or support would be helpful.

- Explore designating and training certain staff, students, or faculty as “candid conversation” peer counselors or ombudpeople.
- Publicize resources (University Ombuds, CAMHS, EAP) available for support.

- Support approaches of shared constructive resolution; do not focus on punitive measures.

Theme VII: Develop ongoing assessments of the climate on candid conversations at HKS.

- Generate longitudinal data on student, staff, and faculty experiences of the climate around candid and constructive conversations to gauge progress (or reversals) over time.
- Adopt a culture of self-assessment and debriefing after events intended to elicit genuine discussion and debate across difference.
- Develop shared resources where community members can continually reflect, learn, and improve.

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Appendices

- I. Selected Statements of Principles from Other Institutions
 - II. Selected Initiatives at Other Universities on Selected Issues
 - III. Selected Third-Party Efforts
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I. Selected Statements of Principles from Other Institutions

- **University of Chicago: Civil Behavior in a University Setting (University Wide)**

At the University of Chicago, freedom of expression is vital to our shared goal of the pursuit of knowledge, as is the right of all members of the community to explore new ideas and learn from one another. To preserve an environment of spirited and open debate, we should all have the opportunity to contribute to intellectual exchanges and participate fully in the life of the University.

The ideas of different members of the University community will frequently conflict, and we do not attempt to shield people from ideas that they may find unwelcome, disagreeable, or even offensive. Nor, as a general rule, does the University intervene to enforce social standards of civility. There are, however, some circumstances in which behavior so violates our community's standards that formal University intervention may be appropriate. The University may restrict expression that violates the law, that falsely defames a specific individual, that constitutes a genuine threat or harassment, that unjustifiably invades substantial privacy or confidentiality interests, or that is otherwise directly incompatible with the functioning of the University. In addition, the University may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt the ordinary activities of the University.

- **University of California at Berkeley: Statement on Respect and Civility in the Campus Community (University Wide)**

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.

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.

- **Princeton WWS new mission statement (2020)**

Princeton University's Woodrow Wilson School dedicates itself to integrating world-class scholarship and a commitment to service in order to make a positive difference in the world. Our faculty, staff, and students develop and lead creative approaches to the challenges of public and international affairs, with particular emphasis on diverse scholarly perspectives and evidence-based analysis. We welcome a robust exchange of ideas and strive to foster a close-knit community that values and supports every member. We believe that public policy in the 21st century demands a passion for service, a respect for evidence of unsurpassed quality, a global perspective, and a multiplicity of voices.

- **Johns Hopkins "Restatement of Principles" (2016)**

In the past decade, the university has offered several key statements of principle that implicate issues of equity and inclusion. Most prominently, the Johns Hopkins Institutions Diversity and Inclusion Statement, first issued in spring 2006, declares ours to be "a community committed to sharing values of diversity and inclusion in order to achieve and sustain excellence" and recognizes that "the responsibility for excellence, diversity, and inclusion lies with all of us at the Institutions: leadership, administration, faculty, staff, and students." The Principles for Ensuring Equity, Civility, and Respect for All, issued that same year, express the university's vision of "a university culture that is without illegal discrimination and embraces both equity and diversity." The University Statement on Equal Opportunity attests to our commitment "to providing qualified

individuals access to all academic and employment programs, benefits, and activities on the basis of demonstrated ability, performance, and merit without regard to personal factors that are irrelevant to the program involved.”

- **Georgetown University Speech and Expression Policy²**

As an institution of higher education, one specifically committed to the Catholic and Jesuit tradition, Georgetown University is committed to free and open inquiry, deliberation and debate in all matters, and the untrammelled verbal and nonverbal expression of ideas. It is Georgetown University’s policy to provide all members of the University community, including faculty, students, and staff, the broadest possible latitude to speak, write, listen, challenge, and learn.

The ideas of different members of the University community will often and naturally conflict. It is not the proper role of a University to insulate individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive. Deliberation or debate may not be suppressed because the ideas put forth are thought by some or even by most members of the University community to be offensive, unwise, immoral, or ill conceived.

It is for the individual members of the University community, not for the University as an institution, to judge the value of ideas, and to act on those judgments not by seeking to suppress speech, but by openly and vigorously contesting those arguments and ideas that they oppose. Fostering the ability of members of the University community to engage with each other in an effective and responsible manner is an essential part of the University’s educational mission.

The freedom to debate and discuss the merits of competing ideas does not mean that individuals may say whatever they wish, wherever they wish. The University prohibits expression that violates the law, falsely defames a specific individual, constitutes a genuine threat, violates the University’s Harassment Policy, or unjustifiably invades substantial privacy or confidentiality interests. In addition, the University may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt the ordinary activities of the institution. Finally, to the extent that appointment letters, confidentiality agreements or policies, professional conduct policies, or HR policies regulate conduct that may include speech and expression, they are not superseded by this policy. But these are narrow exceptions to the general principle of freedom of expression, and it is vitally important that these exceptions not be used in a manner that is inconsistent with the University’s commitment to a free and open discussion of ideas.

As a corollary to the University’s commitment to protect and promote free expression, members of the University community must also act in conformity with the principle of free expression. Although members of the University community are free to criticize and

2

<https://facultyhandbook.georgetown.edu/section4/1/#:~:text=In%201990%20Ernest%20Boyer%2C%20President,debate%2C%20all%20members%20of%20the>

contest the views expressed by other members of the community, or by individuals who are invited to campus, they may not obstruct or otherwise interfere with the freedom of others to express views they reject or even loathe. To this end, the University has a solemn responsibility not only to promote a lively and fearless freedom of deliberation and debate, but also to protect that freedom when others attempt to restrict it.

In 1990 Ernest Boyer, President of Carnegie Foundation wrote, “[A] university is an open community, a place where freedom of expression is uncompromisingly protected, and where civility is powerfully affirmed.” Because it is essential to free and open inquiry, deliberation, and debate, all members of the University community share in the responsibility for maintaining civil and respectful discourse. But concerns about civility and mutual respect can never be used as a justification for closing off the discussion of ideas, no matter how offensive or disagreeable those ideas may be to some members of our community.

II. Selected Programs at other Universities on Related Issues

- Stanford Law School’s Law & Policy Lab has produced a report on “Polarization, Academic Freedom, and Inclusion.”
- Yale Law School has recently started a “Crossing Divides” speaker series, the latest session being a panel with federal judges from across the political spectrum.
- University of Dayton has created a “Dialogue Zone” that seeks to “foster a culture of dialogue” and consists of a physical space plus programming.
- Providence College has a “Dialogue, Inclusion, and Democracy (DID) Lab,” an “action research lab fostering civil discourse since 2018.” Led by Drs. Quincy Bevely and Nicholas Longo.
- Univ. of California at Berkeley’s Greater Good Science Center has an initiative called “Bridging Differences in Higher Education,” with related programming and publications.

III. Selected Third-Party Efforts

- Aspen Institute “Transforming Conflict on College Campuses”
- Heterodox Academy
- Sustained Dialogue Institute
- The Village Square