2017 Fall Retreat Policymaking Activity

Accompanies the "Make a Difference" and "Parliamentary Procedure" Workshops

Crisis Situation:

CW: Racial animus.

In one of the University's Race in America panels, a student voluntarily discloses that she is an undocumented immigrant and that her only protection comes from a version of the DREAM Act passed in her home state.

Many members of the community respond positively to her bravery:

- The student is interviewed by and featured in the News-Letter.
- Hundreds of students applaud her on social media. Dozens of student groups want to hold a rally in support of her and other DREAMers.
- The student receives supportive remarks from professors she is close to.
- The student is congratulated by Maryland state and federal legislators.

Within two days, however, a handful of negative responses begin to crop up:

- An online furor erupts. The student is inundated with harassment on social media from people outside of Hopkins.
- A '47 alumnus threatens to pull funding for a new classroom building on the Decker Quad.
- Anti-immigrant rioters from outside Maryland begin to appear on the outskirts of campus, asking people for the student's location.
- A small handful of students vandalize the FFC Blue Jay in the middle of the night, graffiting the statue with the words, *"Go home, this is America."*
- Individuals claiming to be part of ICE (Immigration and Customs Enforcement) are seen confronting Baltimore Police Department officers at their offices in Remington.

Broad questions remain:

- In the time since the negative harassment began, the administration has not responded publicly. Security patrols remain unchanged, ostensibly to avoid drawing attention to where the student might be.
- The student's location is unknown to friends and family. She is a resident of California, but it is unclear if Maryland's governor will protect her.

Part 1: The Issue (Group Discussion, 5 minutes)

Identify the core issue(s). The above information is all that is known by the student body. **You have 5 minutes to ask "Vice Dean AJ" questions about the incident,** but he might not be able to reveal all the information. Consider:

- What is the primary impact on the student body? On faculty, staff? The community? What are the immediate ramifications of the issue?

Part 2: Stakeholders (Group Discussion, 5 minutes)

- Which students will be most immediately affected by the issue? List them.
- Which stakeholders can we rely on for clear lines of information? For aid?
- Who should SGA prioritize contact with in this time?

Part 3: Intervention and Mobilizing Resources (Group Discussion, 5 minutes; Breakout Groups, 15 minutes)

The time to act has come. First, we'll determine our intervention together. Then, we'll break into groups to design the different aspects of the intervention - in particular, we'll focus on how the intervention might be sparked by SGA legislation.

Consider:

- What does SGA *need* to address? What *can* SGA address?
- Where can SGA ally with campus partners? What can we ask stakeholders to do? What will they be able to provide?
- What should our timeline be?

Together:

- What should our intervention be, in terms of action and stakeholders?
- What should our resolution state?
- What should our bill do?

Breakout groups:

We'll split into five groups of four dedicated to fulfilling our goals. Some will focus on writing parts of the resolution; others will focus on writing parts of the bill. For simplicity, you only need to write 1-2 sentences/clauses for each of the subparts of each group. Depending on the intervention we design, certain tasks for these groups

can be eliminated. To make things run smoother, we have specifically designed groups that pair experienced SGA members with new ones.

Resolution, Part I

- Stating the Status Quo: Whereas clause that sums up what's happening and why this resolution is being called into creation.
- Moral/ethical statements: Whereas clauses that sum up the moral and ethical implications of the situation.
- Necessary remedies: Whereas clause that delineates necessary remedies.

Resolution, Part II

- Administrative, JHU and Peer Stakeholders: Create a Whereas clause (or 2-3) that delineate what other stakeholders are doing - or not doing.
- Financial considerations: Create a Whereas clause, if applicable, that discusses the financial implications or needs of the situation.
- Be It Resolved Statement: Create the final, Be It Resolved Statement that delineates what the SGA is calling for from which stakeholders and entities, or what opinion the SGA is voicing.

Bill, Section I

- Findings: List the facts of the status quo - what's happening, and why is it invoking the creation of a bill.
- Purpose: Delineate the purpose and objectives of the bill.

Bill, Section II

- SGA Intervention Action/Program: Delineate what SGA will do (people, resources, programs, projects) to approach the issue. This will almost certainly involve other JHU entities and student organizations. :)
- Implementation Plan: How will SGA go through with its plan?

Bill, Section III:

- Marketing: Discuss how SGA will raise awareness about its interventions.
- Funding and Resources: What support is necessary to make it all happen?
- Severability: Given to you for free. :)

Part 4: Implementation and Evaluation (Group Discussion)

We will now "implement" and evaluate our intervention. First, groups will present what part of the bill/resolution they were assigned, why it's important, and what they wrote.

Then, we will go into a practice session of Senate and use full parliamentary procedure to amend and pass our legislation (which will embody our entire intervention process).

Groups:

Group 1:
Alex
Kwame
Mallika
Olivia

Group 2:
Ash
Fatima
Hayley
Maya

Group 3:
Anthony
Edo
Mieraf
Soumi

Group 4:
Clarissa
Dean
Josh
Sarah

Group 5:
Kush
Meghna
Tatiana
Nina