

Discourse and Free Expression — Alternate Format

This document is a text-based, accessible alternate version of the University of California's training module Discourse and Free Expression. It includes slide-by-slide descriptions of text, images and transcript notes.

SLIDE 1 — DISCOURSE AND FREE EXPRESSION

Slide 1 Image Description

Title slide with UC branding and the course title: Understanding Your Rights and Responsibilities at the University of California.

Slide 1 Text Content

Discourse and Free Expression: Understanding Your Rights and Responsibilities at the University of California, July 2025

Slide 1 Transcript Notes

No transcript notes provided for this slide.

SLIDE 2 — COURSE INTRODUCTION

Slide 2 Image Description

This slide includes an image of a student walking through a library aisle.

Slide 2 Text Content

Course Introduction

Slide 2 Transcript Notes

Welcome to the University of California course, Discourse and Free Expression: Understanding Your Rights and Responsibilities at the University of California.

SLIDE 3 — UC STATEMENT

Slide 3 Image Description

This slide may include themed background colors, icons or UC branding elements relevant to the topic, such as the University of California official seal.

Slide 3 Text Content

UC Statement

The University of California is a special place to spend your college years. You will have the opportunity to learn from renowned experts, meet a variety of people from different parts of the country and the world and grow as a thinker and as a person.

Slide 3 Transcript Notes

The University of California is a special place to spend your college years. You will have the opportunity to learn from renowned experts, meet a variety of people from different parts of the country, and the world, and grow as a thinker and as a person.

SLIDE 4 — DIVERSE UC

Slide 4 Image Description

This slide includes themed background colors, icons or UC branding elements such as depictions of the campus mascots.

Slide 4 Text Content

Diverse UC

While each UC campus has its own personality and identity — slugs, bears and anteaters, to name a few — there are values shared by the entire system. These include UC's commitment to equitable and inclusive education; to learning, employment and living environments where all members feel welcome and can thrive; and to the fostering of free expression and dialogue.

Slide 4 Transcript Notes

While each UC campus has its own personality and identity — slugs, bears and anteaters to name a few — there are values shared by the entire system. These include UC's commitment to equitable and inclusive education; to learning, employment and living environments where all members feel welcome and can thrive; and to the fostering of free expression and dialogue.

During your time on campus, you will encounter people who hold beliefs and ideas that you may disagree with. It can be a challenge to listen and engage in this situation without judgment, but passionate, constructive and respectful dialogue is a catalyst to knowledge creation and dissemination — what we are all here to do.

Disagreement can allow us to expand, refine or even challenge our own perspectives. It can also be uncomfortable, though in ways that can often lead to growth.

SLIDE 5 — FREEDOM OF SPEECH

Slide 5 Image Description

This slide includes images of the U.S. Constitution and California State Constitution.

Slide 5 Text Content

Freedom of Speech

Slide 5 Transcript Notes

Your ability to express your ideas and points of view is protected by the first amendment of the US Constitution and by the California state Constitution. There are situations, however, when speech crosses a line and impinges on the rights of others, such as discrimination and harassment.

This training video includes sections on each of these topics: dialogue and how we cultivate it; free expression under the law; and an overview of conduct that may violate university policies.

SLIDE 6 — DIALOGUE AT UC: LEARNING AND ENGAGING ACROSS DIFFERENCE

Slide 6 Image Description

Slide contains photo representing conversation, communication or diverse student engagement.

Slide 6 Text Content

Dialogue at UC: Learning and Engaging across Difference

Slide 6 Transcript Notes

Dialogue at UC: Learning and Engaging across Difference

SLIDE 7 — SECTION 1 OVERVIEW

Slide 7 Image Description

Slide contains photo representing conversation, communication or diverse student engagement.

Slide 7 Text Content

Defining “dialogue”
Why is dialogue important?
Dialogue toolbox
Care during dialogue

Slide 7 Transcript Notes

In this section, we will explore the meaning of dialogue, examine why it matters and provide you with a toolbox of strategies to help you care for yourself and others during challenging conversations.

SLIDE 8

Slide 8 Image Description

This slide includes a representation of the Greek origins of the word *dialogue*.

Slide 8 Text Content

What is dialogue?

Slide 8 Transcript Notes

The word dialogue comes from the Greek *dia* and *logos*, meaning *through word*. This term conveys the importance of engaging one another through language.

SLIDE 9 — THE IMPORTANCE OF DIALOGUE

Slide 9 Image Description

Slide contains photo representing conversation, communication or diverse student engagement.

Slide 9 Text Content

DIALOGUE

In a pluralistic campus community like the University of California, dialogue is essential. It allows us to give voice to diverse experiences, ideas and opinions. It helps us hear other's voices. Through dialogue we generate learning, growth and the ability to grapple with challenging ideas.

DIALOGUE DONE WELL

When done well, dialogue can be a tool of empowerment. It generates the creative friction that allows the promotion of learning and production of knowledge.

Slide 9 Transcript Notes

In a pluralistic community such as the University of California, dialogue is essential. It allows us to give voice to our diverse experiences, ideas and opinions, and, importantly, it helps us hear others' voices as well. In many cases, dialogue can create avenues for the kinds of conversations and the free flow of ideas that we may not always think are possible.

Through dialogue, we generate learning, growth and the ability to grapple constructively with challenging ideas. This is especially important in an educational environment like the University of California.

Some critics contend that dialogue can reinforce existing power imbalances, functioning as a tool for the powerful to silence or manipulate those with less power. Others view dialogue as overly idealistic or sentimental, lacking the realism needed to address serious conflicts.

These critiques are important. Authentic dialogue should not attempt to overregulate what people say or how they say it. Instead, it should create space for individuals to express themselves and be genuinely heard and understood, especially when participants come from very different backgrounds or perspectives.

SLIDE 10 — QUOTE FROM PAULO FREIRE

Slide 10 Image Description

This slide includes a quote from Paulo Freire.

Slide 10 Text Content

“Without dialogue there is no communication, and without communication, there can be no true education.”

— Paulo Freire, Brazilian educator and philosopher

Slide 10 Transcript Notes

When done well, dialogue can be a tool of empowerment.

This is especially true in education. Paulo Freire (FRAY-ree), the renowned Brazilian philosopher and educator, famously made this case, arguing that “Without dialogue there is no communication, and without communication, there can be no true education.”

Indeed, dialogue generates the creative friction that can produce knowledge and promote learning.

SLIDE 11 — HOW DO WE DIALOGUE?

Slide 11 Image Description

Graphic depicting three useful skills for dialoguing: learn, advocate, and connect and build community.

Slide 11 Text Content

There are numerous reasons and ways to dialogue, such as using it to come to an agreement or to deepen or further a relationship.

Whatever the reason, the first step is to ask: what is your goal in the conversation?

Once you identify a goal, use that to fuel you and help build your skills.

Goals of dialogue: learn, advocate, and connect and build community.

Slide 11 Transcript Notes

So, what does it mean to *do dialogue well*?

There are numerous approaches and methodologies for dialogue, each of which has its own goals and outcomes. Some approaches, such as mediation, use dialogue to come to an agreement or resolution. Dialogue might also be used to foster healing or relationship-building — or in the educational setting, to spark a lively classroom conversation.

Dialogue is a means to many potential ends. The first step is to understand your goal in each conversation. Perhaps you want to learn. Maybe you want to use dialogue as a tool to connect with others and to build community. Or maybe you want to advocate for a cause or position, and you are interested in convincing people who don't already agree with you. Even then, we need dialogue skills to understand why people disagree with our position in the first place.

SLIDE 12 — THE DIALOGUE TOOLBOX

Slide 12 Image Description

Slide contains photo representing conversation, communication or diverse student engagement.

Slide 12 Text Content

No matter what your goal is, here are a few essential dialogue tools that can be useful:

1. Be curious and humble.
2. Listen first.
3. Define your terms; ask others to define theirs.
4. Acknowledge shared commonalities and explore your differences.
5. Slow down and get offline.
6. Care for yourself when dialogue becomes challenging.

Slide 12 Transcript Notes

Here are a few essential dialogue tools that can be useful to you, no matter your goal for engaging in it.

First, be curious and have humility.

There is so much we don't know about why people believe what they believe, or what makes someone who they are. Research has shown we often misunderstand or mischaracterize the views of others.

In U.S. politics, this is known as the *perception gap*. One study about the perception gap showed that Democrats and Republicans imagine that almost twice as many people on the other side hold extreme views than really do. To bridge this perception gap, we need curiosity about other people and humility about our own assumptions.

Second, listen first.

Listening with intent to truly understand another's perspective — even when you disagree — is arguably the most important tool in your toolbox. Conflict often escalates when people feel unheard or misunderstood. Ask genuine questions — not to challenge or give advice, but simply to gain insight, to understand. Then, reflect back what you've heard to confirm your understanding.

Third, define your terms, and ask others to define theirs.

Conversations about charged topics often include words loaded with a range of potential interpretations. For this reason, to be effective communicators, we should aim to clarify and define what we mean. We should also seek clarity from others, for example, by asking "What do you mean by that?", which can be a powerful question to ask when you don't understand the terminology or phrasing that someone else is using.

Fourth, explore both commonalities and differences.

Meaningful dialogue often reveals surprising common ground. Sometimes you might be on different sides of an issue, only to discover that you are fueled by similar values, share similar fears or have similar visions of the future. Embrace these discoveries and use them to move the conversation forward!

That said, it is important not to ignore or avoid discussing your differences. Instead, aim to explore them — even when it feels uncomfortable.

You and others may have different priorities, lived experiences, sources of information or interpretations of events. Taking time to clarify your actual, rather than perceived differences will help you have a more focused and productive dialogue.

Fifth, slow down and get offline.

Sometimes, conversations across differences can escalate quickly. This is especially true online and in social media comments sections. Letting everyone speak, avoiding interruptions and, whenever possible, talking offline creates space to fully explore each person's experiences and perspectives.

As you enter into dialogue, consider setting these intentions for how you hope to engage.

Finally, care for yourself when dialogue gets challenging.

Dialogue can be uncomfortable, but it shouldn't cause pain. Author Monica Guzmán describes effective dialogue as being “hot enough” to cook something new, but not so hot it burns. Recognize when you're approaching “burn” territory and take breaks or set boundaries when needed.

For example, if you feel yourself having an overwhelming physical reaction or you can no longer engage the way you want to, you might say something like “This topic is too painful for me and I can't take in what you're saying anymore. I need to take a break.”

SLIDE 13 — UC PROGRAM SPOTLIGHT: UCLA'S DIALOGUE ACROSS DIFFERENCE INITIATIVE

Slide 13 Image Description

Slide contains graphics representing conversation, communication or diverse student engagement on the Dialogue Across Difference website.

Slide 13 Text Content

UCLA's Dialogue Across Difference Initiative follows a four-pronged, whole-campus approach.

The four prongs are:

Training opportunities for students, staff, faculty and community members to learn and practice the skills for dialogue.

Teaching opportunities that support instructors to advance dialogue in the classroom and teach dialogue-related courses.

Student programs that allow students to engage in dialogue with each other and to develop and implement their own dialogue ideas.

Public programs that model compassion, empathy and effective communication across difference.

Slide 13 Transcript Notes

As we've mentioned, there are many methods for and approaches to dialogue, and the UC system is rich with opportunities. One noteworthy program is UCLA's Dialogue

Across Difference Initiative. This initiative follows a four-pronged, whole-campus approach. The four prongs are:

- Training opportunities for students, staff, faculty and community members to learn and practice the skills for dialogue.
- Teaching opportunities that support instructors to advance dialogue in the classroom and teach dialogue-related courses.
- Student programs that support students to engage in dialogue with each other and to develop and implement their own dialogue ideas.
- Public programs that model compassion, empathy and effective communication across difference.

SLIDE 14 — FINDING OPPORTUNITIES FOR DIALOGUE ON YOUR CAMPUS

Slide 14 Image Description

Slide contains graphics representing conversation, communication or diverse student engagement.

Slide 14 Text Content

Finding Opportunities for Dialogue on Your Campus

- Look for classes that challenge your perspectives and build dialogue skills.
- Seek out training opportunities in mediation, facilitation and concrete dialogue skills.
- Participate in leadership programs and explore funding to refine these skills.
- Attend campus events that challenge your thinking and demonstrate dialogue in action.
- Join or start a club that advances dialogue in some way.
- Practice dialogue actively with your peers, roommates and classmates.

Slide 14 Transcript Notes

So, how can you take advantage of these kinds of resources at your campus?

- Look for classes that challenge your perspectives and help you build dialogue skills.
- Seek out training opportunities in mediation, facilitation and concrete dialogue skills.
- Participate in leadership programs and explore funding to refine these skills.
- Attend campus events that challenge your thinking and demonstrate dialogue in action.
- Join or start a club that advances dialogue in some way.
- Practice dialogue actively with your peers, roommates and classmates.

Remember, each campus offers specific resources tailored to helping you engage effectively in dialogue. Consider exploring organizations and opportunities on your campus and beyond.

SLIDE 15 — DIALOGUE CAUSES DISCOMFORT

Slide 15 Image Description

Icons of two figures in conversation, pointing at each other; one speaks and the other reacts.

Slide 15 Text Content

Discomfort is an essential part of dialogue. It helps us to challenge our ideas, to explore new perspectives and to grow. It is important to learn to distinguish between discomfort that stretches us and speech that silences or excludes us. Much of the speech that makes us uneasy is protected by the First Amendment. The next segment will focus on the rights and responsibilities that come with using this important right.

Slider 15 Transcript Notes

As we have explored, dialogue is an essential tool for empowerment and effective knowledge production in education; it is also a critical skill to develop in whatever you will do in life at the university or beyond it.

As was noted before, discomfort in dialogue isn't just likely; it is essential. Discomfort helps us challenge our ideas, explore new perspectives and grow. However, it is also important to distinguish between discomfort that stretches us and speech that silences or excludes us.

Some uncomfortable speech is protected under the First Amendment. However, there are modes of speech that cross into harassment or harm and are not protected.

Understanding and navigating these boundaries help create an environment where everyone can fully engage, learn and thrive. This is our collective responsibility as members of the UC community. That is where we are headed next.

SLIDE 16 — FREE EXPRESSION AT UC

Slide 16 Image Description

This slide includes students holding signs, shaking hands and engaging in free expression activities.

Slide 16 Text Content

Free Expression at UC

Slide 16 Transcript Notes

Free Expression at UC

SLIDE 17 — SECTION 3 OVERVIEW

Slide 17 Image Description

No imagery presented on this slide.

Slide 17 Text Content

Section 3 Overview

- The First Amendment of the U.S. Constitution
- Free Speech at UC
- Four Types of Fora
- Unprotected Speech

Slide 17 Transcript Notes

As the first sections of this course showcase, listening to others and exchanging ideas are the cornerstones of life at college and are key to the university experience. Students also have a legal right to express their viewpoints.

This section provides an overview of the First Amendment to the U.S. Constitution and why it matters at UC, explains how speech rights vary depending on the type of campus space at issue and describes limited categories of speech not protected by the First Amendment.

SLIDE 18 — THE FIRST AMENDMENT TO THE U.S. CONSTITUTION

Slide 18 Image Description

Slide includes image of the U.S. Constitution.

Slide 18 Text Content

Congress shall make no laws respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of people peaceably to assemble, and to petition the Government for a redress of grievances.

Slide 18 Transcript Notes

Here is the First Amendment to the United States Constitution. Why have we underlined the word “Congress”? Because the First Amendment is about people’s rights vis à vis

the government.

Courts have interpreted the word “Congress” to encompass all types of public entities, including public universities like the University of California. California’s state constitution also protects this right.

SLIDE 19 — PUBLIC VERSUS PRIVATE ENTITIES

Slide 19 Image Description

Slide includes graphic of congress, including state and local government and public universities.

Slide 19 Text Content

Public Versus Private Entities

- The First Amendment DOES restrict what the government can do.
- The term “government” includes state and local governments, including public universities.
- The First Amendment does NOT apply to private companies (like social media platforms) or private universities (like Harvard).

Congress: State and local governments and public universities (like UC)

Slide 19 Transcript Notes

The First Amendment does not apply to actions by private companies like the NFL or Meta nor to interactions between individuals — like you and your roommate. Rather, it restrains government power and prevents UC administrators from restricting your ability to share certain ideas or from punishing you for your opinions.

SLIDE 20 — WHAT COUNTS AS SPEECH?

Slide 20 Image Description

This slide includes icons of various types of speech, including literal speech, writing, clothing, expressive activities, donating money and music.

Slide 20 Text Content

What Counts as Speech?

Slide 20 Transcript Notes

What does the First Amendment mean by “speech”? Expression that communicates something. This includes not only literal speech, but also expressive acts such as

writing, what you wear or donating money to support a cause.

SLIDE 21 — RESEARCH IMAGE

Slide 21 Image Description

This slide includes two images; one of a professor lecturing in an auditorium and the other of two students in lab coats studying a sample.

Slide 21 Text Content

No text provided for this slide.

Slide 21 Transcript Notes

What if we lived in a society where the government could punish people when they express ideas that government officials don't like? It is likely that few — if any — would speak in the public sphere. In a university setting, a chilling effect like that would undermine our very mission: to create and transmit knowledge. To fulfill UC's promise, we must have an environment where people can test ideas without the fear of punishment.

SLIDE 22 — SECURING RIGHTS

Slide 22 Image Description

Slide includes imagery of historical protests for women's suffrage, civil rights and marriage equality.

Slide 22 Text Content

The First Amendment's limits on government have been an integral component of securing rights for marginalized groups.

- Women's suffrage
- Civil rights
- Marriage equality

Slide 22 Transcript Notes

The First Amendment's limits on government have been an integral component of securing rights for marginalized groups including the right for women to vote, the Civil Rights Movement or the fight for marriage equality.

SLIDE 23 — FREE SPEECH AT UC

Slide 23 Image Description

Slide includes historical images of students protesting for free speech at UC Berkeley.

Slide 23 Text Content

FREE SPEECH MOVEMENT

UC is integral to the history of how free speech rights developed. The Free Speech Movement originated over 60 years ago at UC Berkeley. It succeeded in allowing for students and faculty to freely express their political perspectives on campus. UC's commitment to First Amendment principles has been essential in creating the breadth of viewpoints the university strives to foster.

Slide 23 Transcript Notes

UC is integral to the history of how these rights developed. The Free Speech Movement originated over 60 years ago at UC Berkeley. It succeeded in allowing for students and faculty to freely express their political perspectives on campus. UC's commitment to First Amendment principles has been essential in creating the breadth of viewpoints the University strives to foster.

SLIDE 24 — REGULATING PROTECTED SPEECH

Slide 24 Image Description

This slide includes an icon of a megaphone.

Slide 24 Text Content

Just because you are allowed to express certain viewpoints doesn't mean that you can express them wherever and whenever you want! For instance, can you use a bullhorn:

- At three in the morning outside a dorm room?
- Outside a classroom during an exam?

Slide 24 Transcript Notes

While most speech is protected by the First Amendment, the university may regulate protected speech in certain ways. If we didn't have any rules about when and where people can rally or protest or sing or hang signs or wave flags, it would be a pretty chaotic place to live and work and learn, and it would affect the expressive rights of others in the university community.

Just because you're allowed to express ideas doesn't mean that you can blare music outside a classroom during an exam.

SLIDE 25 — TYPES OF FORA

Slide 25 Image Description

Slide includes images illustrating four types of forums: public, designated, limited and nonpublic.

Slide 25 Text Content

NONPUBLIC

Spaces not made available for public expression
(e.g., faculty offices or the Chancellor's Office)

LIMITED PUBLIC

Spaces where the government allows certain types of speech by certain groups
(e.g., announcements from a department on a bulletin board)

DESIGNATED PUBLIC

Spaces where the government chooses to generally allow speech
(e.g., plazas, quads)

TRADITIONAL PUBLIC

Spaces such as sidewalks or public parks and areas that have traditionally been open to political speech and debate

Slide 25 Transcript Notes

To understand how UC creates rules about expression, we need to explain the different types of fora (the plural of a forum), a legal word for a space. The law has recognized four different types of fora.

Traditional public fora are places like public parks and sidewalks — that have traditionally been viewed as open to expression, including debate and protest.

Second, a designated public forum is a space that the government chooses to open to allow expression generally. In the case of your campus, this might be a quad or plaza where folks can table about a club, hand out flyers or set up a voter registration booth. People enjoy the greatest First Amendment protection in public fora.

Third, a limited public forum is one where the government has decided to allow only certain types of speech by certain groups in the space. For instance, the history department might decide that people can only use their bulletin boards to post about departmental activities.

Finally, nonpublic fora are spaces that are generally not made available for public expression. Rather, they are used for conducting government business and might include a faculty member or administrator's office.

SLIDE 26 — FORA AND ONLINE SPEECH

Slide 26 Image Description

This slide includes an image of students using laptops.

Slide 26 Text Content

These concepts were originally developed long before the internet, when the focus was on physical spaces. However, these principles have been applied to online spaces. For example, a university website could be a designated, limited or nonpublic forum.

Slide 26 Transcript Notes

The university may regulate expression to varying degrees depending on the type of forum, but regulations may not be based on the viewpoint and must be applied consistently.

These principles also apply to online spaces. For example, a university website could be a designated, limited or nonpublic forum, based on its purpose.

SLIDE 27

Slide 27 Image Description

This slide includes an image of UC's Policies Applying to Campus Activities, Organizations and Students (PACAOs), issued on July 28, 2004.

Slide 27 Text Content

Time, Place and Manner

Slide 27 Transcript Notes

These legal principles are reflected and accounted for in university policies that have an impact on expressive activity. Every UC campus has its own policies in this area, many of which are referred to as "Time, Place, Manner" or "TPM" policies. These include procedures for reserving space, designating of areas for free expression activities and steps to ensure safety during expressive activities. At the end of the course, you will receive information on policies at your campus.

SLIDE 28 — UNPROTECTED SPEECH

Slide 28 Image Description

This slide includes an icon of a person speaking with a line through it, indicating speech that is unprotected.

Slide 28 Text Content

While the “government cannot punish people merely for expressing ideas,” some “speech” is NOT protected by the First Amendment.

These categories are narrowly defined and include:

- Incitement to Illegal Activity
- Harassment
- Fighting Words
- True Threats
- Obscenity
- Fraud/Perjury
- Defamation
- Invasion of Privacy

Slide 28 Transcript Notes

There are a limited number of very specific types of speech that are not protected by the First Amendment at all. These are: incitement to illegal activity, harassment, fighting words, true threats, obscenity, fraud or perjury, defamation and invasion of privacy. Some of these will be addressed in the next section of this module.

SLIDE 29

Slide 29 Image Description

Slide contains an image of students engaged in conversation.

Slide 29 Text Content

Most Speech

More likely than not, the expression you will engage with throughout your UC education will be protected by the First Amendment. You might not always agree with or be comfortable with the viewpoints of your professors or your peers but that’s a key part of college — opening yourself up to ideas that challenge the way you think.

Slide 29 Transcript Notes

More likely than not, the expression you will engage with throughout your UC education will be protected by the First Amendment. You might not always agree with or be comfortable with the viewpoints of your professors or your peers, but that’s a key part of college — opening yourself up to ideas that challenge the way you think.

SLIDE 30 — WHAT ABOUT HATE SPEECH?

Slide 30 Image Description

This slide includes an image of a tearful figure who is the recipient of ugly speech online.

Slide 30 Text Content

What About Hate Speech? IS IT PROTECTED OR UNPROTECTED?

It is likely that you will encounter some expression that you believe is ugly, offensive, demeaning and vitriolic. This type of speech — which many refer to as “hateful speech” — IS protected by the First Amendment.

Slide 30 Transcript Notes

You may also encounter some expression that you believe is ugly and offensive. This type of speech — which many refer to as “hateful speech” — IS protected by the First Amendment. Why would we want to protect the right for people to say awful things?

SLIDE 31 — THE FIRST AMENDMENT IS ABOUT THE GOVERNMENT.

Slide 31 Image Description

This slide has no images.

Slide 31 Text Content

The First Amendment Is About the Government.

Do we want the government to decide what speech is “hateful” and deserving of punishment?

Slide 31 Transcript Notes

To answer this, let’s recall that the First Amendment is about the power of government.

Do we want the government to determine what speech is “hateful” and deserving of punishment? Our courts have decided the answer is no — largely because what is “hateful” can be subjective. What one government administration thinks is a dangerous idea, another might think is critical to democracy.

SLIDE 32 — FREEDOM OF SPEECH FOR EVERYONE

Slide 32 Image Description

This slide includes an image of a protest with someone holding up an American flag and

a sign that reads “Freedom of Speech for Everyone.”

Slide 32 Text Content

This slide has no text.

Slide 32 Transcript Notes

Rather than risk chilling expression by having a category of speech that is too subjective, our democracy allows the largest amount of speech possible.

SLIDE 33 — THE COST OF FREE SPEECH

Slide 33 Image Description

This slide includes an image of a figure on the receiving end of ugly speech.

Slide 33 Text Content

The Cost of Free Speech

The detrimental impact of ugly speech can include adverse effects on mental and physical health.

Slide 33 Transcript Notes

Doing this is not without a cost; the detrimental impact of ugly speech can include adverse effects on mental and physical health.

SLIDE 34

Slide 34 Image Description

This slide includes an image of students linked together, smiling.

Slide 34 Text Content

UC's Commitment

The university is committed to addressing the harms that students may experience and to providing support to that end, regardless of whether that speech can be regulated and/or punished.

Slide 34 Transcript Notes

The university is committed to addressing the harms that students may experience and to providing support to that end, regardless of whether that speech can be regulated and punished.

SLIDE 35 — UNDERSTANDING DISCRIMINATION AND HARASSMENT AT UC

Slide 35 Image Description

This slide includes an image of two shadows behind a closed door.

Slide 35 Text Content

Understanding Discrimination and Harassment at UC

Slide 35 Transcript Notes

Understanding Discrimination and Harassment at UC

SLIDE 36 — PURPOSE

Slide 36 Image Description

This slide includes an image of an outdoor University of California sign.

Slide 36 Text Content

Purpose

This section of the presentation will help you understand UC's policies that address discrimination and harassment — what's allowed, what's not and how to get support if something happens to you or someone you know.

Slide 36 Transcript Notes

Welcome to Understanding Discrimination and Harassment at UC.

As we just covered, we all have the right to express ourselves at the university. At the same time, we also all have the right to feel safe and respected at the university.

This section of the presentation will help you understand UC's policies addressing discrimination and harassment — what's allowed, what's not and how to get support if something happens to you or someone you know.

SLIDE 37 — A-D POLICY AND FREE SPEECH

Slide 37 Image Description

This slide includes an icon of a scale.

Slide 37 Text Content

A-D Policy and Free Speech

The Anti-Discrimination (A-D) Policy is intended to protect UC community members from discrimination, harassment and retaliation — not to regulate protected speech.

As such, UC implements the A-D Policy in a manner that recognizes rights to freedom of speech and expression.

However, freedom of speech and academic freedom are not limitless, and, for example, do not protect speech or expressive conduct that violates federal or state anti-discrimination laws.

Slide 37 Transcript Notes

As noted in the previous course section, freedom of speech, freedom of expression and academic freedom are essential to the mission of the university; the free exchange of ideas is necessary to the discovery and dissemination of knowledge.

The Anti-Discrimination (A-D) Policy is intended to protect UC community members from discrimination, harassment, and retaliation — not to regulate protected speech.

As such, UC implements the A-D Policy in a manner that recognizes rights to freedom of speech and expression.

However, freedom of speech and academic freedom are not limitless, and, for example, do not protect speech or expressive conduct that violates federal or state anti-discrimination laws.

SLIDE 38 — UC'S ANTI-DISCRIMINATION POLICY (A-D POLICY) — OVERVIEW

Slide 38 Image Description

This slide includes an image of UC's Anti-Discrimination (A-D) Policy issued August 29, 2004.

Slide 38 Text Content

UC's Anti-Discrimination Policy (A-D Policy) — Overview

The university's Anti-Discrimination Policy — known as the A-D Policy — prohibits discrimination and harassment based on “protected categories” and related retaliation — also referred to as “prohibited conduct.” The purpose of the policy is to ensure equitable and inclusive education and employment environments.

Slide 38 Transcript Notes

Next, we want to share some important information about UC's systemwide Anti-Discrimination Policy, so that you understand how to recognize discrimination or harassment that can create a hostile environment on campus, including where to report such conduct and how to get support.

The University's Anti-Discrimination Policy — known as the A-D Policy — prohibits discrimination and harassment based on “protected categories” and related retaliation — also referred to as “prohibited conduct.” The purpose of the policy is to ensure equitable and inclusive education and employment environments.

You as a student, as well as faculty, staff and third parties (such as volunteers, vendors, visitors and guests) have rights and responsibilities under this systemwide UC policy.

SLIDE 39 — WHAT ARE PROTECTED CATEGORIES COVERED BY THE A-D POLICY?

Slide 39 Image Description

This slide does not provide images.

Slide 39 Text Content

What Are Protected Categories Covered by the A-D Policy?

The A-D Policy covers a broad range of protected categories, including, but not limited to, an individual's actual or perceived:

- Race.
- National or ethnic origin.
- Ancestry
- Religion.
- Disability.
- And more — as well as association with individuals who are or are perceived to have such identities

National or ethnic origin includes, for example, antisemitic, anti-Arab, and Islamophobic discrimination or harassment. Some of this conduct may also be based on religion.

Slide 39 Transcript Notes

So, we mentioned that the A-D Policy does not cover ALL discrimination and harassment, but only conduct that involves “protected categories.” These categories are informed by state and federal law, including, but not limited to, an individual's actual or perceived:

- Race.
- National or ethnic origin.
- Ancestry.
- Religion.
- Disability
- And more — as well as association with individuals who are or are perceived to

have such identities.

National or ethnic origin discrimination or harassment includes, for example, antisemitic, anti-Arab and Islamophobic discrimination or harassment. Some of this conduct may also be based on religion.

SLIDE 40 — UNDERSTANDING KEY TERMS

Slide 40 Image Description

This slide does not provide images.

Slide 40 Text Content

Understanding Key Terms

HARASSMENT

Unwelcome conduct based on an individual's actual or perceived protected category that is sufficiently severe, persistent or pervasive that it unreasonably interferes with, denies or adversely limits participation in or benefit from the education, employment or other programs or activities of the university and creates an environment that is subjectively and objectively offensive

DISCRIMINATION

Unfavorable action, meaning adverse or unequal treatment, taken because of a person's actual or perceived protected category

RETALIATION

People who report discrimination or harassment are protected from retaliation, which is an adverse action that would discourage a reasonable person from reporting, such as threats, intimidation, coercion, reprisals and adverse employment or education actions.

Slide 40 Transcript Notes

All UC students receive mandatory annual training on harassment and discrimination, titled Sexual Harassment and Anti-Discrimination Prevention and Education (SHAPE). As a reminder, there are three major categories of prohibited conduct addressed by the Anti-Discrimination Policy, and understanding their definitions is important. They are:

- Harassment (hostile environment)
- Discrimination
- Retaliation

Let's break down the A-D Policy definition of harassment, which includes an

understanding of hostile environment as:

Unwelcome conduct based on an individual's actual or perceived protected category that is sufficiently severe, persistent or pervasive that it unreasonably interferes with, denies or adversely limits participation in or benefit from the education, employment or other programs or activities of the university and creates an environment that is subjectively and objectively offensive.

Harassing acts need not be targeted at the complainant to create a hostile environment.

Whether a hostile environment exists is determined based on the totality of circumstances. Even where the reported conduct involves protected speech, UC has other steps it can take to determine whether a hostile environment exists and to take appropriate actions to address it, short of a disciplinary process, such as offering supportive measures to affected individuals, which could include academic accommodations, connection to counseling, increased safety measures or training.

And discrimination is:

Unfavorable action, meaning adverse or unequal treatment, taken because of a person's actual or perceived protected category.

It also is important to know that people who report discrimination or harassment are protected from retaliation, which is an adverse action that would discourage a reasonable person from reporting, such as threats, intimidation, coercion, reprisals and adverse employment or education actions.

SLIDE 41 — SOME EXAMPLES OF CONDUCT THAT MAY CONSTITUTE DISCRIMINATION OR HARASSMENT UNDER THE A-D POLICY

Slide 41 Image Description

This slide does not provide any images.

Slide 41 Text Content

Some Examples of Conduct That May Constitute Discrimination Or Harassment Under the A-D Policy

- A student repeatedly tells a classmate to “go back to China,” follows the student to her vehicle after class and physically intimidates her, leaving her fearful to go to campus.
- A faculty member declines to hire a Mexican-American graduate student as a research assistant because the faculty member says the student “belongs in Mexico, not in California.”
- Students are repeatedly subjected to derogatory comments about their religious or ethnic attire, such as a hijab, turban or kippah, by other students who are

gathered for a protest on campus.

- A student is denied the opportunity to be a resident assistant for a campus residence hall because they disclosed during the application process that they have a disability.

Slide 41 Transcript Notes

Now let's talk through some examples of conduct that may constitute discrimination or harassment under the A-D Policy:

- In our first example, A student repeatedly tells a classmate to “go back to China,” follows the student to her vehicle after class and physically intimidates her, leaving her fearful to go to campus.
- In our second example, A faculty member declines to hire a Mexican-American graduate student as a research assistant because the faculty member says the student “belongs in Mexico, not in California.”
- Next, Students are repeatedly subjected to derogatory comments about their religious or ethnic attire, such as a hijab, turban or kippah, by other students who are gathered for a protest on campus.
- Lastly, A student is denied the opportunity to be a resident assistant for a campus residence hall because they disclosed that they have a disability during the application process.

All four of these examples highlight conduct that may be prohibited under the AD policy. So, how should this conduct be reported?

SLIDE 42 — HOW TO REPORT PROHIBITED CONDUCT?

Slide 42 Image Description

This slide does not provide any images.

Slide 42 Text Content

How to Report Prohibited Conduct?

Campus

Each UC campus has a designated local implementation officer (LIO) to whom you can report Prohibited Conduct. These staff are responsible for responding to all reports to make sure you understand what supportive resources are available to you, as well as your resolution options. If a complaint is filed, the LIO also ensures a prompt, equitable and trauma-informed investigation.

Systemwide

UC has an online reporting form through which you can submit reports. The form is provided in the resource guide at the end of the course.

Slide 42 Transcript Notes

What should you do if you see or experience harassment, discrimination and/or retaliation?

Each UC campus has a designated local implementation officer, or LIO for short, to whom you can report prohibited conduct. These staff are responsible for responding to all reports to make sure you understand what supportive resources are available to you, as well as your resolution options. If a complaint is filed, the LIO also ensures a prompt, equitable and trauma-informed investigation.

UC also has an online reporting form through which you can submit reports. The form is provided in the resource guide at the end of the course.

SLIDE 43 — WHAT TO EXPECT DURING AN INVESTIGATION

Slide 43 Image Description

This slide does not provide any images.

Slide 43 Text Content

What to Expect During an Investigation

During an investigation, if you are a party (meaning a complainant or respondent), you can expect the following:

- Written notice of the allegations when the investigation commences
- A prompt investigation
- An opportunity to be interviewed and to identify witnesses and evidence
- A right to an advisor to be present with you when interviewed and at meetings, as well as the right to a support person
- An opportunity to review and respond to relevant evidence before a determination is reached
- The final investigation report (including a determination as to whether the policy has been violated)
- Notification of the final outcome, including any corrective action or disciplinary decisions, from the appropriate administrator

Slide 43 Transcript Notes

UC has procedures that govern an investigation under the A-D Policy, if a complaint is filed.

During an investigation, if you are a party (meaning a complainant or respondent), you

can expect the following:

- Written notice of the allegations when the investigation commences
- A prompt investigation
- An opportunity to be interviewed and to identify witnesses and evidence
- The right to an advisor to be present with you when interviewed and at meetings, as well as the right to a support person
- An opportunity to review and respond to relevant evidence before a determination is reached
- The final investigation report (including a determination as to whether the policy has been violated)
- Notification of the final outcome, including any corrective action or disciplinary decisions, from the appropriate administrator

SLIDE 44

Slide 44 Image Description

This slide does not provide any images.

Slide 44 Text Content

Conclusion

Slide 44 Transcript Notes

There are other UC policies, in addition to the Anti-Discrimination Policy, that address prohibited conduct. Students receive information about the student code of conduct and TPM policies at the beginning of the school year through their campus climate notification email. A link to your campus webpage with these policies is included in the resource guide at the end of the training.

SLIDE 45 — RECAP

Slide 45 Image Description

This slide provides an image of students engaged in a lecture hall.

Slide 45 Text Content

Recap

- At UC, you have the right to express yourself, to engage in dialogue and to participate in the free exchange of ideas that fuels discovery and academic excellence.
- Dialogue is not always easy. It requires courage, curiosity and humility.
- UC is committed to protecting your rights and ensuring your safety, dignity and

well-being. Understanding the boundaries of protected expression and prohibited conduct, including discrimination and harassment, is essential to building a community where all can thrive.

Slide 45 Transcript Notes

The University of California is more than a place to earn a degree; it is a vibrant, diverse community where ideas are shared, challenged and refined. At UC, your voice matters. As a student, you have the right to express yourself, to engage in dialogue and to participate in the free exchange of ideas that fuels discovery and academic excellence. You also have the responsibility to ensure that your expression does not infringe on the rights of others and to uphold the values of equity, inclusion and respect that define the UC experience.

Dialogue is not always easy. It requires courage, curiosity and humility. It can be uncomfortable, but it is also transformative. Through dialogue, we learn about others — and ourselves. We grow our capacity to think critically, connect meaningfully and act with intention. Whether in the classroom, at a protest, in the residence halls or across the dining table, your ability to engage constructively with difference will shape your experience here and beyond.

As you navigate the freedoms and responsibilities that come with being part of a public university, remember: Speech is powerful, and with that power comes the obligation to use it wisely. UC is committed to protecting your rights and ensuring your safety, dignity and well-being. Understanding the boundaries of protected expression and prohibited conduct, including discrimination and harassment, is essential to building a community where all can thrive.

This training has provided you with the foundation to do just that. As you continue your journey at the University of California, we encourage you to speak up, listen deeply, stay open and lean into learning, even when it's uncomfortable. It's in that space that transformation happens, and that's what higher education — and democracy — are all about.

SLIDE 46

Slide 46 Image Description

This slide does not provide images.

Slide 46 Text Content

Thank you

Slide 46 Transcript Notes

Thank you for taking the Discourse and Free Expression course, Understanding Your

Rights and Responsibilities at the University of California.