

BUILDING RESILIENT & INCLUSIVE COMMUNITIES OF KNOWLEDGE





The Building Resilient and Inclusive Communities of Knowledge (BRICK) Toolkit has been created to equip the higher ed community – including students, staff members, faculty members and campus administrators – with tools to address supremacist ideologies, misogyny, propaganda, mis/disinformation, conspiracy theories, and polarization on campus.

This toolkit is not meant to be a step-by-step guide for dealing with hate incidents. Instead, it is meant to help you understand and establish strategies to prevent hateful, discriminatory, and marginalizing attitudes in your community. This includes support for victim-survivors of hate and historically targeted community members, connecting them with resources to help heal from traumatic experiences.

By building healthier, more inclusive spaces, we make our colleges and universities more resilient to hate and discrimination, and prepare the next generation of leaders to bring those skills into the world around them.



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Special thank you to all focus group participants, webinar speakers, colleagues, and content experts, who worked to provide key insights in helping to illuminate the needs existing within higher education, and how best to meet those needs through the following resources.

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LEARNING SUPPLEMENTS

The resources included below aim to equip you with insights into some of the most pressing issues in higher education related to stopping the spread of hateful and discriminatory narratives, theories, and beliefs.

QUICK REFERENCE SHEET & ADDITIONAL RESOURCES

FREE SPEECH VS. HATE SPEECH

CAMPUS-WIDE COMMUNICATION GUIDELINES

RHETORIC OF ONLINE MANIPULATION

HOW TO BUILD RESILIENT CAMPUS COMMUNITIES FOR TARGETED VIOLENCE SURVIVORS

HIGHER EDUCATION QUICK REFERENCE SHEET & READING LIST

Hotlines for Urgent Concerns

- **National Suicide Prevention Lifeline:**
(800) 273-8255
 - » 24/7 free and confidential support for individuals in distress
 - » <https://suicidepreventionlifeline.org>
- **Nacional de Prevención del Suicidio:**
(888) 628-9454
 - » Asistencia gratuita y confidencial 24/7 para personas en apuros
 - » <https://suicidepreventionlifeline.org/help-yourself/en-espanol/>
- **Crisis Text Line:**
Text HOME to 741741
 - » Free confidential crisis intervention text support
 - » <https://www.crisistextline.org>
- **National Alliance on Mental Illness:**
1-800-950-6264
 - » Free support, resources, and referral service for individuals with mental illness
 - » <https://nami.org/Home>
- **Life After Hate: Text or Call**
612-888-EXIT (3948)
 - » Free support for families and communities concerned about someone becoming involved in extremism
 - » <https://www.lifeafterhate.org/>

Finding Localized External Support

- **Federal Communications Commission - Essential Community Services:**
 - » DIAL 211 - Operator provides information and referrals to health, human services, and other social assistance programs.
 - » <https://www.211.org/>
- **Substance Abuse and Mental Health Services Administration (SAMHSA):**
 - » Provides resources and guidance for individuals experiencing substance abuse.
 - » <https://www.samhsa.gov/>
- **Talkspace:**
 - » Personalized online psychiatry and therapy service with licensed professionals.
 - » <https://www.talkspace.com/>
- **National Alliance on Mental Illness (NAMI):**
 - » NAMI provides advocacy, education, support, and public awareness so that all individuals and families affected by mental illness can build better lives.
 - » <https://nami.org/Support-Education/Support-Groups>
- **Headspace:**
 - » Mindfulness app for self-care & individualized wellness plans
 - » <https://work.headspace.com/tfa/member-enroll/login>

Extremist Symbol & Group Glossaries

- Southern Poverty Law Center (SPLC) - Hate Map:
 - » <https://www.splcenter.org/hate-map>
- SPLC - Ideologies:
 - » <https://www.splcenter.org/fighting-hate/extremist-files/ideology>
- Anti-Defamation League (ADL):
 - » <https://www.adl.org/hate-symbols>
- Center for Analysis of the Radical Right:
 - » <https://www.radicalrightanalysis.com/wp-content/uploads/2020/05/CARR-A-Guide-to-Online-Radical-Right-Symbols-Slogan-and-Slurs.pdf>

Resources for Student Involvement

- **University of Colorado, Boulder - Student Activism, Advocacy, Organizing & Planning Resources:**
 - » <https://www.colorado.edu/involvement/activate/resources>
- **National Center for Free Speech & Civil Engagement - Civil Discourse, Free Expression, & Safe Protesting Guidelines:**
 - » <https://freespeechcenter.universityofcalifornia.edu/programs-and-resources/resource-materials/>
- **Massachusetts Institute of Technology - Leadership Development, Assessment & Supports:**
 - » <https://studentlife.mit.edu/sole/community-programs/leadership-programs/student-leader-toolkit>
- **College of William & Mary - Knowing Your Rights, Free Speech Guide & Youth Activist Toolkit:**
 - » https://www.wm.edu/offices/sel/advocacy_guide/index.php
- **PEN America Campus Free Speech Guide:**
 - » <https://campusfreespeechguide.pen.org/>

Useful Resources for All Community Members

- **SPLC - 10 Ways to Fight Hate: A Community Response Guide:**
 - » <https://www.splcenter.org/20170814/ten-ways-fight-hate-community-response-guide>
- **ADL - Extremist Tactics Used on Campus:**
 - » <https://www.adl.org/media/11141/download>
- **Western States Guide to Confronting Conspiracies:**
 - » <https://www.westernstatescenter.org/caregivers>
- **PEN America Online Harassment Field Manual:**
 - » <https://onlineharassmentfieldmanual.pen.org/>
- **Resources from The University of California, Berkeley Center for Right-Wing Studies:**
 - » <https://crws.berkeley.edu/resources>
- **The LEAD Fund Project - Uncivil, Hate, and Bias Report:**
 - » https://www.aaaed.org/images/aaaed/LEAD_Fund/LEAD-Fund-Report-UHBIOC-Report.pdf

TOPICAL RESOURCES FOR ADDITIONAL INFORMATION

General Extremism

- Preventing Violent Extremism In Schools from the Federal Bureau of Investigation, Office of Partner Engagement:
 - » <https://info.publicintelligence.net/FBI-PreventingExtremismSchools.pdf>
- A Guide for Administrators, Counselors, and Teachers: Responding to Hate & Bias at School from Learning for Justice:
 - » <https://www.learningforjustice.org/magazine/publications/responding-to-hate-and-bias-at-school>

Anti-Semitism and Holocaust Denial

- Holocaust Denial, Explained from the Holocaust Memorial Museum:
 - » <https://www.youtube.com/watch?v=BtFR31PGZVA>
- Anti-Semitism Training from Jews for Economic and Racial Justice:
 - » <https://resourcegeneration.org/anti-semitism-training-with-jfrej/>

Misogyny/Incel-Related

- Inceldom 101 & How You Can Help, Risk Intervention and Safety Education from Texas Tech University:
 - » https://www.depts.ttu.edu/rise/RISE_Peer_Educator_Blog/inceldom101_howtohelp.php
- Violence Against Women from the World Health Organization:
 - » <https://www.who.int/en/news-room/fact-sheets/detail/violence-against-women>

LGBTQ+ and Gender

- LGBTQ-Inclusive Language Dos and Don'ts from the Safe Zone Project:
 - » <https://thesafezoneproject.com/wp-content/uploads/2018/09/LGBTQ-Inclusive-Dos-Donts.pdf>
- Why Gender Pronouns Matter from Seventeen Magazine:
 - » <https://www.youtube.com/watch?v=9iKHjI5xAaA&t=55s>
- LGBTQ Competency Toolkit from Diverse and Resilient:
 - » <https://www.diverseandresilient.org/resources/lgbtq-competency-toolkit/>

Anti-Bias

- Types of Biases from the University of Connecticut - Office of Diversity and Inclusion:
 - » <https://diversity.uconn.edu/wp-content/uploads/sites/2962/2021/02/BIAS-handout.pdf>
- Anti-Bias Tools and Strategies from the Anti-Defamation League:
 - » <https://www.adl.org/education/resources/tools-and-strategies/anti-bias-tools-strategies>
- Just Belonging: Finding the Courage to Interpret Bias from Kori Carew's TEDxYouth Talk:
 - » <https://www.youtube.com/watch?v=Dlf43L6hNkM>
- The Danger of a Single Story From Chimamanda Ngozi Adichie's Ted Talk:
 - » <https://www.youtube.com/watch?v=D9lHs241zeg>
- Implicit Association Test (IAT) from Project Implicit:
 - » <https://implicit.harvard.edu/implicit/takeatest.html>

Inclusive & Anti-Racist Pedagogy

- Rising Above Racism Resources from University of District of Columbia:
 - » <https://www.udc.edu/student-life/cwc/rising-above-racism/resources/#1595521450350-12bb3cc5-2e54>
- Microaggressions from the University of Connecticut:
 - » <https://diversity.uconn.edu/wp-content/uploads/sites/2962/2021/02/Microaggressions-handout.pdf>
- Deepening Understanding: Systemic Racism's Impact on Education -Tools for Anti-Racist Teaching from PBS Learning:
 - » <https://why.pbslearningmedia.org/resource/systemic-racism-impact-education-video/tools-for-anti-racist-teaching-video-virtual-professional-learning-series/>
- Respectful Dialogue Toolkit from The Ohio State University - Office of Diversity and Inclusion:
 - » <https://odi.osu.edu/respectful-dialogue-toolkit>

Media Literacy

- **Are Conspiracy Theories More Dangerous Than We Realize? From Educate Against Hate:**
 - » <https://educateagainsthate.com/resources/conspiracy-theories-dangerous-realise/>
- **Media and Information Literacy Curriculum for Teachers from the United Nations Educational, Scientific, and Cultural Organizations:**
 - » <http://www.unesco.org/new/en/communication-and-information/resources/publications-and-communication-materials/publications/full-list/media-and-information-literacy-curriculum-for-teachers/>

Free Speech vs. Hate Speech

- **Free Speech vs Hate Speech on College Campuses from PBS Learning:**
 - » <https://why.pbslearningmedia.org/resource/free-speech-kqed/free-speech-vs-hate-speech-on-college-campuses-above-the-noise/>
- **Hate Speech and Hate Crime from the American Library Association:**
 - » <https://www.ala.org/advocacy/intfreedom/hate>
- **What Educators Need to Know About Social Media, Online Bullying, and Hate Speech in Schools from Waterford:**
 - » <https://www.waterford.org/education/online-bullying-hate-speech-in-schools/>

On Mental Health

- **Building a Trauma-Informed Classroom Community from Mental Health America:**
 - » <https://www.youtube.com/watch?v=h-4slxehGI4>
- **National Institute of Mental Health Expert Discusses Coping with the Pandemic and School Re-Entry Stress:**
 - » <https://youtu.be/I3s34rxcOeA>
- **Warning Signs and Symptoms of Mental Health from the National Alliance on Mental Illness:**
 - » <https://www.nami.org/About-Mental-Illness/Warning-Signs-and-Symptoms>
- **College Student Mental Health Action Toolkit from the The Healthy Minds Network in partnership with Active Minds and The Jed Foundation (JED):**
 - » https://jedfoundation.org/wp-content/uploads/2021/07/CollegeStudentMentalHealthActionToolkit.pdf?_ga=2.44911524.1828976281.1630987292-1120269009.1630987292
- **Equity in Mental Health Framework: A Framework of Recommendations for Colleges and Universities to Support the Mental Health of Students of Color, in Partnership with the Steve Fund and the JED Foundation:**
 - » <https://equityinmentalhealth.org/>
 - » **Mental Health Resources for HBCU Students:** <https://www.stevfund.org/hbcu-mental-health-matters/>
 - » **Mental Health Resources for HBCU Leaders - Creating a Community of Action:** <https://www.stevfund.org/leaders/>



FREE SPEECH VS. HATE SPEECH

Hate speech presents a complex challenge for colleges and universities. Hateful and dehumanizing speech challenges the safety and security of campuses, making members of targeted groups feel threatened and unsafe, undermining the cohesiveness of multicultural communities, and preventing equitable educational experiences for victim-survivors. College leaders often struggle to effectively condemn instances of hate speech while simultaneously protecting the freedom of expression.

What is Hate Speech?

Hate speech is a specific, antagonistic form of pejorative discrimination directed toward individuals or groups who are targeted based on their identity. It dehumanizes and degrades, promotes incitement to violence, and expresses ideas about superiority and inferiority that form the basis for radicalization to extreme ideologies.

Hate speech takes a wide variety of forms. It can appear as text, symbols, memes, videos, songs, and more. And its consequences are multi-layered. It often precedes violence directed at targeted groups. But even when it's not linked directly to violence, hate speech causes harm by dehumanizing targeted groups and creating unsafe living and learning climates.

Preventing Hate Speech

Campus communities should be safe, inclusive, and respectful living and learning environments where everyone feels like they belong, are respected, have purpose, and can interact with others across dividing lines with tolerance, compassion, patience, and empathy.

Fostering this type of environment requires proactive steps from campus leaders to ensure that the entire campus community is committed not only to comply with legal or school regulations and codes of conduct, but also to embrace the campus' shared moral, ethical, and cultural values.

This means that combating hate speech is not just a technical task—it requires integration into the broader cultivation aspects of the college experience, connected to identity formation, community building, and inclusive diversity.

Online and Offline Worlds

It is critical to acknowledge that campus community members may spend as much or more time in the virtual world as they do in the physical world. Many students come into classrooms already having experienced significant hate speech and harassment in online spaces, either as victim-survivors and targets, as consumers or readers, or as producers, perpetrators, and disseminators. The spread of hateful expression in youth-oriented spaces such as online gaming, meme-sharing sites, and video-based social media platforms is of particular concern in this regard. Moreover, the ability to use pseudonyms, hold multiple accounts under different names, and use encrypted and anonymizing apps has fueled hate and harassment by individuals who feel protected by the cloak of anonymity. Campus environments do not exist in isolation from these developments, and faculty and staff need to be trained to understand the context of their students and colleagues' lives.

Condemning Hate Speech

Education systems need to protect the fundamental right to free speech, which is protected both by international human rights guidelines and U.S. constitutional protections. They should not advocate or promote censorship as a rule. But neither can educational leaders or policies allow students, staff, or faculty to spread rampant disinformation or hateful content directed at others.

Condemning hate speech does not require reducing free speech protections. University leaders, faculty, staff, and students can acknowledge that hateful expressions, including symbols, slogans, slurs, or other hate speech, are legally protected expressions, while simultaneously condemning them as contrary to the institution's values. If this is done effectively, then communities can emerge from acts of hate with greater strength, rather than with weakened or damaged relationships.

Preventing Hate Speech Requires Both Proactive And Responsive Steps

- Establish clear core institutional values and reinforce them with the entire campus community early and often. Everyone should know and commit to the principles and values the campus stands for—such as a community of respect and belonging, a commitment to open expression, curiosity, and inquiry, or ethical engagement with others and with one's own work. Lean into those values immediately when an incident happens, asserting why and how hateful expressions contradict what the community stands for
- Model those institutional values with proactive recognition of faculty, staff, and students who embody them. Ensure that the entire campus sees those values as part of their lived experience— not just empty words on a website or a campus catalog.
- Establish a clear code of conduct for students, staff, faculty, and administrators that details whether and how expressions of hate, threats, harassment, or violence violate campus policies and what the consequences are
- Remind the campus what freedom of expression is and why it is important to the higher education community
- Explain whether and how restrictions on any legal protections of freedom of expression may take place under campus code of conduct regulations. For example, some college campuses have dress codes that restrict the kinds of attire permitted on campus, including clothing with derogatory or offensive messages that would be legally permitted outside the campus gates.
- Communicate clearly what the reporting structures when community members encounter hate speech, symbols, or other expressions and incidents
- Respond quickly and compassionately when hate incidents occur. [cross reference/hyperlink the responses to hate piece here—and/or add these points]
- Remember that accountability is important, but so is solidarity with victims. Promises of investigations without expressions of empathy can feel hollow. Recognize the harm and acknowledge that even achieving justice through accountability does not erase the harm. Commit to ensuring that all community members respect and share values of diversity, inclusion, respect, and recognition of shared humanity.

CAMPUS-WIDE COMMUNICATION GUIDELINES

When an incident of hate, bias, or discrimination occurs on campus, the university's first response sets the precedent for how the campus community understands what has occurred, and what happens next. **Constructive and unambiguous responses to hate, harassment, misogyny, supremacism, and other extremist ideologies must be issued rapidly and clearly demonstrate that serious action is being taken.**

- **Identify and address the root cause of the issue.** Determine which issues should be addressed in the short-term and which deeper, underlying issues can be addressed long-term.
- **Delayed responses or lack of response** may be interpreted as indifference or even support for the attitudes expressed by these events.
- **Inadequate responses will have a negative impact** on student, alumni, and donor support. Along with impacting student retention, university reputation, and may even result in legal action.
- **Consistent and ongoing communication** is key. So communicate early, often, and regularly, following an incident.
- **Establish a dedicated team or task force with set roles and responsibilities.** Ensure clear communication and response protocols, outlining responsibilities for administrators, staff and involved faculty. Be sure to refer to existing protocols and policies in any response effort, and consider establishing a crisis response task force that includes communication teams experienced in university rapid response to facilitate quick release of statements and information.
- **Build and share policies and procedures to support your faculty, staff and students in dealing with virtual or physical attacks.** Offer legal expertise for students, faculty and staff who may be targets of hate, harassment, bias, supremacism, misogyny, and stalking on and off-campus. Ensure employees are aware of legal insurance benefit options that may assist in such cases. Be sure to provide resources or off-campus referrals for campus community members targeted for their efforts to address injustice, supremacism, misogyny, mis- and disinformation, and inequities on and off-campus.
- **Ensure resources and knowledge are not being siloed by a department or office.** Direct faculty, staff and students to a "one-stop shop" for resources on how to address, respond to and help prevent violence, hate, or targeted harm and harassment on their campus. This could include resources from student, staff and/or faculty handbooks; policies and procedures from university codes of conduct; resources for victim-survivors and targeted groups including counseling and mental health support; assistance with removal of personal information from university websites; anonymous reporting portal that directs reports to requested offices, if applicable. Educate faculty, staff and students of policies, procedures, and legal support available to them through these resources.
- **Strategize to improve the ways your university directs student, staff and faculty requests for information, resources, and support to resources both within and outside the institution.** By leaning into administrators' role facilitating connection with the community, and engaging students as response partners, resources can be shared through multiple communication channels including social media and university websites, and not just through university-wide email statements.

University Statement Template & Points to Include

While every incident requires tailored a response tailored to the specific situation, there are best practices that should always be kept in mind when communicating with the entire university. This especially includes communications that address campus community members, historically targeted and marginalized groups, and victim-survivors:

- **Denounce language and actions that are supremacist, racist, misogynist or otherwise harmful** to the campus community. Reaffirm that such incidents do not align with the university's core values. Use these principles and values as a foundation for the direction of response the university will take - drive home these values as a basis for the chosen university response strategy.
- **Address individuals and groups** who are targets of hate, dehumanizing rhetoric, or other harms. Acknowledge the trauma that students, staff, and/or faculty have experienced, and express solidarity with these individuals and groups. Be sure to prioritize the recovery and healing of victim-survivors and those who have experienced trauma resulting from the incident in question. Follow up with members of these communities and ensure they will continue to receive any support they may need.
- **Acknowledge the underlying concerns of all community members.** Create mechanisms to ensure all campus community members can be heard and recognized in their concerns by the administration. Ensure all members of the campus community understand the need for community safety, and emphasize the importance of an inclusive campus environment that fosters learning and growth.
- **Acknowledge previous failures by the university** that may have contributed to the issues or incident at hand. Regardless of the presumed failure, it is critical to acknowledge the existence of the issues or incidents at hand, as well as any that may have contributed to or exacerbated the situation.
- **Be as transparent as possible** about the details of an event, incident or issue at hand, but ensure victims' identities are protected unless they choose to be public. If a person has been directly victimized, work closely with them to identify their needs and ensure they are protected from future harassment following any media coverage. Be clear about why details are being withheld (such as for privacy or legal reasons) - Transparency is key to enhancing community trust in the university's response. It's critical to connect the immediate incident back to the broad context and the "bigger picture" of the issues and events currently affecting campus.
- **Share policies and procedures** that advocate for students, faculty and staff being the on front lines of working for inclusivity and equity on campus. Make sure to refer to established policies and procedures that protect staff and faculty when dealing with incidents of discrimination, hate, intolerance, and supremacism.
- **Name the specific university policy that was violated** by the incident or event at hand and provide the verbiage from the policy for people to read. Remember to avoid using legal jargon. A statement that sounds liability-focused or uses complicated legal terminology may appear ingenuine. The campus community will want to know that its concerns take priority over legal and liability concerns.
- **Create and share a list of short term and long term actions** the university will take. Allow other students, staff and faculty to provide input into the school's decisions and allow them to provide their own suggestions, and list actions the school has already taken or measures already in place.
- **Emphasize the need for inclusivity and constructive campus activism.** Make sure to include and share existing university protocols and procedures that protect community members who are working to address, prevent and call-out injustice, inequities, supremacism, misogyny, racism, and extremist ideologies.

- **List all of the resources available** to students, faculty, and staff, especially those who are victim-survivors or members of historically targeted groups. Provide avenues of follow-up engagement:
 - » Share a “one-stop-shop” web-based resource hub for addressing the issue at hand. This resource should be based on regular community-member input, embody university values, and highlight all supports available for community members depending on the type of issue, trauma, or event an individual or group is dealing with.
 - » Ensure the availability of on-call counselors for victim-survivors and members of targeted groups who may be experiencing trauma - for immediate and long-term support. Do not limit counseling sessions for victim-survivors and members of targeted groups (for students, staff and faculty). While universities sometimes have limited sessions available for students and staff, exceptions should certainly be made for victim-survivors and members of targeted groups.
 - » Facilitate intergroup dialogue to discuss issues on campus, institutional actions, and available resources. In dialogue and decision-making make sure to include student advocacy groups and groups that represent students who have historically been excluded and underrepresented. Again, prioritize ongoing engagement over “one-and-done” events. Conversations and dialogue need to occur on a regular basis, in addition to after incidents occur on-campus.
- » Provide additional opportunities for dialogue through roundtables, brown bag lunches with administrators, fireside chats, campus presentations, educational workshops, and town halls with intentionally focused discussions, topics and questions to be asked.
- » Hold debrief sessions and create reflection spaces for all community members to come together, and to support members of historically targeted groups (students, staff, faculty and administrators)
- **Alert the community about current programs, initiatives or events** that the University is hosting, leading, or taking part in, and which aim to create a more inclusive and equitable campus environment. Make sure to provide updates on ongoing initiatives and efforts at institutional and structural change.
- **Provide follow-up statements, additional clarity, and next steps** to university response as information becomes available. Follow-ups on university response, on the issues being dealt with and the outcomes of harmful events need to be continually discussed moving forward. By following up on the university’s response, additional transparency can be provided to issues being dealt with and their outcomes so far.
- **Remind individuals that they can reach out at any time** if they have questions, and ensure that there is a widely communicated point of contact provided and contact information for following up.
- **Provide thank-you letters and messages to student leaders, student groups, and all students** for their commitment and efforts to positively change the institution.

What to Avoid When Responding to Your Campus community

- **Avoid securitized terminology, legal jargon, or liability-focused language.** Community members look to administration for leadership, safety, and responsible guidance in addressing tough issues, and the language used in these statements should reflect those goals and values. This legalistic, liability-focused language tends to give off the perception that the university is only concerned about protecting itself, and may cause community members feel disconnected, and unsupported by the university.
- **Use specific rather than vague language.** Vagueness may be interpreted as avoiding transparency. The goal should be to inform the community - to the best of your ability - about steps being taken. Remember that issuing a short statement has the potential to leave open-ended questions; ensure staff are empowered and have the capacity to respond to additional questions as a priority.
- **Avoid one-size-fits all responses and general resources.** Each incident and issue affecting your campus requires a distinct response, and specific, targeted resources. Tailor specific workshops, intergroup dialogues, and events to the needs of community members if harmful on-campus events or incidents take place. By creating a holistic response, you can help ensure a more positive campus climate and environment where all individuals feel safe and included.
- **Avoid focusing on risk and liability moving forward.** The focus should be on building a positive campus climate that nurtures learning and ensures that all community members feel supported. Accountability matters, but not at the expense of solidarity.
- **Create and distribute a range of resources and guidance.** When minimal or no resources are provided, students, staff and faculty seek out independent and external resources, feel unsupported, and response can feel further disjointed.
- **Ensure you do not overlook parts of the community,** especially groups who are often overlooked. Do not refuse to acknowledge student concerns or dismiss student demands outright. Acknowledgement is key; if students feel the need to make demands, they need to be taken seriously. Failure to acknowledge student concerns can lead to feelings of being unsupported. This may hamper future response and prevention efforts.
- **Avoid the use of campus security as a first-means of response.** Non-carceral solutions and approaches should be prioritized. Campus police and/or security should only be involved if community member safety is directly at risk, and should be a last-resort response.

Examples of Statements

- **Eastern Michigan University - Multiple Statements on Racism and Injustice:**

<https://www.emich.edu/diversity/statements.php>

- » Includes a variety of statements easy to access for community members to know the university's stance on different issues, events and topics
- » Statements acknowledge the presence of racism, hate, and injustice, while seeing, hearing and acknowledging the feelings and frustrations of community members
- » Statements present initiatives and steps the university is taking to address respective issues, and bringing awareness of opportunities to share thoughts and commentary more directly with university administration and staff.

- **Vanderbilt - Message from the Office for Inclusive Excellence:**

<https://www.vanderbilt.edu/coronavirus/2020/03/30/mar-29-2020-message-from-the-office-for-equity-diversity-and-inclusion-and-the-provosts-office-for-inclusive-excellence/>

- » Acknowledges of the issue on campus and in the US as a whole
- » Provides information for resources on campus
- » Asks for suggestions of ways the university can create greater practices
- » Provides resources for students and faculty
- » Uses assuring language

- **University of Utah - "We will not let hate win":**

<https://attheu.utah.edu/facultystaff/we-will-not-let-hate-win/>

- » Title sets the tone for the rest of the statement
- » Acknowledges the harm done to the community affected
- » Links to specific items for people to reference
- » Emphasizes the Universities beliefs and ideals

- **Portland State University Advising and Career Services Anti-Racism Statement & Demands:**

<https://www.pdx.edu/advising/anti-racism>

- » Provides information on being "anti-racism"
- » Lists demands, completed actions, and how they are progressing
- » Future expansion might further discuss how they will work with students to accomplish goals.

- **Ohio University - Statement on Hate-Motivated Crimes:**

<https://www.ohio.edu/student-affairs/community-standards/process/statement-hate-motivated-crimes>

- » Defines hate and shows the policy where school deals with violations of hate on campus
- » Details how the school punishes people that violate the school's policy and reiterates where the policy can be found
- » Provides school resources that can be used to help individuals and the places where you can report the incident
- » Reminds readers that "Reporting hate-motivated offenses does not in itself constitute a formal complaint nor compel one to file a formal complaint of misconduct."
- » Starts with a formal, legal description
- » Potential to be more direct in underscoring commitment to free speech

- **Message from the Office for Equity, Diversity and Inclusion and the Provost's UC statement on protests, violence following George Floyd's death:**

<https://www.universityofcalifornia.edu/press-room/uc-statement-protests-violence-following-george-floyd-s-death>

- » Unequivocal support for the affected group(s)
- » Emphasizes that "Silence is complicity"
- » States the immediate steps the school will take to address the issue
- » States steps the university will take over time
- » Acknowledges the individuals that are targets and those who have been personally harmed
- » Calls for methodological and inclusive tools
- » Noted how they will improve and should now move to lay out specifics

- **Northwestern - Statement on Hate Incident On-Campus:**

<https://anthropology.northwestern.edu/about/news/2020/statement-on-hate-incident-on-campus.html>

- » States where the incident took place and what happened
- » Explicitly states they denounce the acts
- » Statement of support and denunciation of the incident are strong and should lead to actionable steps

- **Lakehead University's statement on racism and oppression:**

<https://www.lakeheadu.ca/about/news-and-events/news/archive/2020/node/56659>

- » References the schools EDI plan and where to specifically find the school's stance on the issue
- » Statement should address and acknowledge specific inciting events

- **Villanova Faculty Statement Against Anti-Asian Hate:**

https://www1.villanova.edu/villanova/facultycongress/resolutions/api_support_statement.html

- » Very concise
- » "Encourage[s] everyone to take a stand"
- » Could improve specific strategies of how to support AAPI community members

- **UNC Charlotte Anti-Racism Statement:**

<https://socialwork.charlotte.edu/about-us/anti-racism-statement>

- » Acknowledges the incident and the universities stance on the incident
- » Emphasizes anti-racist values and anti-bias community

- **The University of Chicago - Statement Regarding UCPD Protests:**

<https://provost.uchicago.edu/announcements/statement-regarding-ucpd-protests>

- » Statement serves as an update to a previous statement that was released & supports efforts to increase transparency
- » Statement shows what the provost is going to be doing
- » Acknowledges the right of the first amendment as long as it doesn't incite violence

RHETORICAL STRATEGIES OF ONLINE MANIPULATION

All of our efforts at promoting diversity, equity, inclusion, and justice can't fully succeed if they are undermined by coded appeals to bigotry, intolerance, and polarization. Often, the people in our communities who do the most damage to our efforts at building inclusive resilience do so not through direct argumentation, but through narratives and rhetoric that subtly spread divisive and even hateful viewpoints. These narratives and rhetoric are always changing. However, some patterns tend to appear again and again. This short list offers some common narratives and rhetoric that often accompany manipulative attempts to lead the people in our communities toward intolerant, polarizing, and even hateful points of view.



Brave Truth-tellers vs. Braindead Normies:

This kind of rhetoric suggests that people who hold fringe and/or extremist beliefs are actually countercultural truth tellers. It frames people who reject these toxic worldviews as “braindead sheeple”—ignorant, incurious, conformists who toe the line of political correctness out of dullness and/or cowardice and are incapable or unwilling to acknowledge the “truth.”

“Deprogramming”

This rhetorical style presents its arguments in the form of a crusade to free the minds of the brainwashed masses. It positions the denier as a heroic savior and their target as decent but hoodwinked.

Diversity is Conflict

This narrative claims that diversity automatically causes conflict. It often misrepresents studies about levels of trust in society to argue that any multicultural, multiracial, or multiethnic society has low levels of trust and high levels of social strife.

“Do Your Own Research”

This kind of rhetoric will state a position and then urge its audience to research reasons to support that conclusion. If a listener reaches the desired conclusion, then they have done good research. If they disagree, their research must have been bad.

Doomsday Predictions

This narrative and rhetorical strategy frames its message around the warning that society will completely crumble if it does not dramatically change to become less inclusive and open.

Dehumanization, Subhumanization and Provoking Disgust

The most common form of dehumanization is through the use of metaphors that compare people to animals or diseases. Other strategies include the use of extreme pornography or images of violence, which are paired in some way with the out-group, in order to provoke disgust from viewers and lead them to emotionally associate a group as subhuman.

Inventing Tradition

This strategy portrays a traditional past from which we've gone astray and to which we must return. Almost always, this tradition is presented in a way that does not reflect actual cultural history. Modern practices may misleadingly be presented as ancient, or geographically specific practices may be presented as universal. Sometimes traditions are drawn from fiction and media and never existed in real life. Any appeal to tradition should be approached with skepticism.

Troll Culture

Rhetoric that borrows from subversive online behaviors (e.g. trolling, doxing, grieving, etc.) and encourages individuals to conduct the same behavior.

“U mad bro?”

This rhetorical strategy paints anyone who disagrees with its message as being overwhelmed by feelings of impotent anger and frustration. It paints opponents as weak and ridicules critics by suggesting they are overreacting, are ‘snowflakes’ who can't take a joke, or are too serious, straightlaced, or uncool.

“Where's the Evidence??”

This style of rhetoric demands copious evidence, but dismisses the evidence when provided. People use it to suggest that they can be convinced by facts, when in reality no amount of facts will satisfy them.

HOW TO BUILD RESILIENT CAMPUS COMMUNITIES FOR TARGETED VIOLENCE SURVIVORS

By La’Nita Johnson

Reflecting on my own experience of enrolling in graduate school one year after surviving the 2016 Cafe Cappuccino international terrorist attacks in Ouagadougou, Burkina Faso, my passion regarding this issue is personal and deep. I share here trauma-informed recommendations that can hopefully influence institutions of higher education to better serve victim-survivors after their involvement in targeted violence by creating thriving, inclusive communities of support.

One of the most important resources for which victim-survivors need access following a targeted act of violence is **affordable – or no-cost – mental health services**. As psychological responses (i.e. physical, behavioral, cognitive, and emotional) are quite common following one’s involvement in both acute or complex trauma events, connecting victim-survivors with a mental health provider following experiences of targeted violence is critical. Not only does mental health care provide these individuals with the ability to understand the psychological consequences of their experience(s)—helping to remove any potential stigma associated with these responses—it also provides victim-survivors victim-survivors opportunities to learn effective coping strategies to support their healing journeys.

In the aftermath of an unthinkable trauma, the emotional, physical, and economic needs of victims-survivors are not well supported or well understood. Whether it be the psychological harm resulting from a racist verbal outburst endured by a student while traversing their campus, or the physical and emotional terror of a sexual assault, no monolithic guidebook exists that provides a step-by-step explanation of what lies ahead for individuals navigating their respective healing journeys. There are tangible actions that educators and the broader community can take, however, to ensure that victim-survivors are provided with the care and resources necessary to move from healing to resilience – particularly at higher education institutions.

Following my own experience with surviving terrorism, I can credit immediate mental health treatment to building my resilience.

One of the most frustrating barriers to my growth was not fully understanding the realities of a Post-Traumatic Stress Disorder (PTSD) diagnosis. As I constantly suffered from many of the most common PTSD symptoms—such as fatigue, heightened paranoia, sound sensitivity, irritability, among other responses—I desperately craved a deeper understanding of my new reality. I continuously searched for useful practices on how to care for my mental health in the aftermath. While I was provided financial support through the [International Terrorism Victim Expense Reimbursement Program \(ITVERP\)](#)—the \$5,000 cap for mental health expenses did not make a dent in the exorbitant costs of paying for trauma treatment.

While many higher education institutions offer psychological support services through university counseling centers (UCC) where students can begin their introductory mental health care, it is important to note that victim-survivors of targeted violence might be more prone to a PTSD diagnosis—which might require more intensive psychological treatments than UCCs usually offer. Methods such as Cognitive Behavioral Therapy (CBT), Eye Movement Desensitization and Reprocessing (EMDR), Prolonged Exposure therapy (PE), or even the Comprehensive Resource Model (CRM) are specialized treatments that trauma victims might be encouraged to seek, but that typically require additional expenses to which a student may not have access to, or may have limited access to.

Universities can bolster the support that victim-survivors receive by reducing financial barriers to mental healthcare. Examples of this might include:

- **Offering stipends or grants to those who have undergone traumatic events**, and ensuring that specialized treatments do not cost students the typical average of \$100-\$300 per session.
- **Enhancing out-of-network coverage of mental health expenses in student insurance plans**, which would ultimately broaden access to psychological support services individuals could obtain in order to start or continue their mental health journey.

In addition to securing mental health treatment, it is also important for victim-survivors to “find community” following their involvement in targeted incidents of violence.

Life after trauma can be difficult to navigate, as it dysregulates the entire body, often creating feelings of fear, panic, and discomfort inside one’s own self. Such feelings can be overwhelming and isolating, therefore trauma-informed community building and engagement are the suggested outlets for members of these communities to heal among other individuals who have suffered through similar experiences. As daily direct conduits to students, faculty in particular can be vital in connecting students to these resources so that they can meet community members that can help them thrive in academic settings.

- **Universities should consider offering dedicated group therapy for victim-survivors of targeted acts of violence.** This is typically provided through the school’s counseling center or their Office of Student Belonging. Creating safe spaces where students can gather without judgment to expound upon their individual experiences can help normalize their experience. This is key in helping counter feelings of isolation, and allowing students to heal and process their trauma.
- Some universities already offer various group therapy options, with subject matters ranging from grief, brutalization of Black communities, and survivors of interpersonal violence. Providing similarly safe environments offer a confidential setting for students to explore sentiments related to their trauma – potentially allowing students to move from bottling in their feelings to self-exploration and growth.

Lastly, higher education institutions should consider the establishment of trauma response and prevention centers as a means of addressing victim-survivor needs directly.

Instead of filtering the needs of this community through various campus offices, a central support center could offer trauma-informed care to those in need, while also not overwhelming other campus resources. Such a center could be both responsive and preventative in nature, promoting education and awareness of targeted violence, building allyship among campus community members, all in addition to promoting and mandating accountability for victim-survivors seeking justice.

- [Boston University's Sexual Assault Response and Prevention Center \(SARP\)](#) is a great example of a resource that mainly focuses on providing counseling and advocacy services to victims of sexual assault, by offering a 24-hour crisis line, advocacy and, accompaniment, and individual and group counseling,” among other useful resources. SARP also refers victims-survivors to services on-and-off campus, such as legal counsel and additional medical care.
- Utilizing SARP as a model, other higher education institutions could build a dedicated “Office of Trauma Resilience,” which might offer similar services, in addition to housing **trauma-informed and specialized mental health providers** to provide the mental health care that these community members need.

In 2021, around, “18 percent of college or university students reported that they could not use mental health services that they otherwise would have received due to financial reasons, and 19 percent of students reported that they did not have enough time for such services.” This unsettling gap between the need for, and the ability to attain, mental health services highlights the critical demand among college-attending students for more effective strategies and programs. While pockets of excellence exist within higher education that address the needs of victim-survivors in these particular capacities, higher education leaders need to prioritize establishing all-encompassing centers that address trauma and resilience in a comprehensive manner. This can be done by:

- Having “days of remembrances”
- Ensuring fully integrated Title IX accommodations
- Prioritizing, adequately funding, and supporting on-campus crisis response programs

There is an urgent need for mental health and survivor-victim support. Mental health issues are reaching record levels in American society, exacerbated not only by violence and extremism, but also compounding factors such as the impact of the coronavirus, issues like political divisiveness, economic inequality, and other social ills. The challenge is foreboding, and our nation’s campuses are in the midst of the storm. Moving forward, campus leaders must create an action plan that includes having their campuses:

- Take stock of existing services;
- Identify gaps and deficiencies that are falling short and failing students;
- Benchmark best practices;
- And most importantly, create comprehensive counseling and psychological-service programs that will enable all students to build resilience, thrive, and succeed, including survivors and victims of trauma.



How can college and university administrators build inclusive, resilient campus communities? These resources will help you to start today.

ADMINISTRATORS

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COMMUNITY RESILIENCE TIPS

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RETHINKING RESPONSIVE CAMPUS COMMUNITIES



BUILDING RESILIENT AND INCLUSIVE COMMUNITIES OF KNOWLEDGE



Polarization and extremism compromise our ability to create thriving and equitable learning environments. Hate incidents make campuses feel unsafe, and those students belonging to targeted groups experience a variety of negative mental health and academic outcomes when these incidents occur. They may suffer from higher drop-out rates, lower academic performance, and lower resilience to everyday microaggressions. Even when properly addressed, hate incidents threaten to derail your institution's diversity, equity, and inclusion efforts.

We need better strategies to deal with these incidents, which focus not only on accountability for perpetrators, but also solidarity with victim-survivors. But this call to action is not only about better responses to hate incidents. The most effective strategies are proactive. We must focus on building inclusive, equitable campus communities and environments, which reject bigotry and make it impossible for hate and harassment to thrive.

College and university administrators play an important leadership role in nurturing an inclusive and responsive campus culture with effective proactive policies to reduce polarization, mitigate the impact of hate incidents, and reduce the potential for cycles of violence and harm. Here are some best practices for university leaders.

This toolkit offers guidance and resources for you to recognize and respond to radicalization and extremist mobilization in your campus community. It offers an approach centered in the needs of targeted groups. The goal is to make communities safer, more equitable, and inclusive while working to prevent incidents that compromise social cohesion and coexistence on campuses.

Responding Effectively When Hate Incidents Happen

- **Respond quickly.** Delays in responses to hate incidents are often read as indifference by students and other members of targeted groups.
- **Lean into campus and community values.** Remind the campus that hate has no home there, express solidarity and support for members of targeted groups, and pledge transparency in subsequent investigations.
- **Be specific** in naming the nature of the hate incident. If a swastika was found on a bathroom wall, for example, name the antisemitism rather than referring more generically to "graffiti." The same goes for misogynistic, racist, Islamophobic, anti-LGBTQ+ hate, or other forms of hateful imagery and rhetoric.
- **Create clear reporting channels** for bias and hate incidents and clear guidelines for who is in charge of following up on incidents.
- **Educate all students.** Work with campus student groups who are likely to be targeted by provocative speakers or others who seek invitations to campus, helping ensure they are aware and can avoid ending up as pawns in someone else's game.
- **Build support for members of targeted groups** throughout the semester and year, not only in the wake of hate incidents.

The tools will help every individual on a campus community answer these questions: What role do I play in fostering a more inclusive and resilient campus climate? Who on campus can help? What are the kinds of tools that we need to be better equipped?

WHAT EVERYONE NEEDS TO KNOW

An Ounce of Prevention

It is easier to prevent radicalization than it is to disengage someone once they've committed to an extremist cause. Implement proactive strategies which account for the increased risks of the present day, and which center the needs of victim-survivors and targeted groups:

- **Start early.** Educate your community about the persuasive rhetorical strategies that extremist movements use to manipulate otherwise intelligent and well-meaning young people (such as scapegoating, offering simple answers to complex problems, etc.). Incorporate discussions about polarization and extremism into accepted student days, welcome weeks, orientation sessions, and first year student programs.
- **Build systems.** Host regular events for students, faculty, and university staff to discuss issues of bias and on-campus extremism. Consider creating a dedicated space for these ongoing discussions. Planning a one-off event in response to a hate incident can communicate a lack of preparation and commitment to diversity, equity, and inclusion.
- **Educate everyone.** No one is immune to propaganda. Members of one targeted group can be biased against others. All campus community members need help to understand their role in creating a truly inclusive community.
- **Train everyone.** This isn't just an issue for faculty who teach political science or terrorism studies. From librarians to campus security to mental health counselors and faculty across all disciplines, everyone can use these skills to prevent polarization and extremism before they take root.

Offering Support

- **What are the university's values?** Lean into the values of your learning community. If your values have been communicated effectively, campus community members will know what you stand for—and stand with you. When harmful incidents do happen, lean into those values.
- **Where can people report hate incidents?** Campus community members should have access to a reporting system, accessible via computer, handheld devices, and smartphone. This system must be transparent and easily accessible to empower the reporting party. While incident-specific details of reports cannot and should not be released in accordance with HIPAA and FERPA regulations, it's important that the university acknowledges the receipt of reports by campus community members, and works to be as transparent as possible with its response to such reports.
- **Who investigates threats?** The campus community should know who to contact in the event of a threat. Make sure that the community can easily find information about the procedure for responding to threats.
- **Additional Support:** Answer the following questions to help faculty and staff respond to misinformation, propaganda, and dehumanizing speech:
 - » How can we provide training to respond to "red flag" content, which is directly related to hate groups, movements, and/or ideology?
 - » What can faculty or staff do if students introduce propaganda, disinformation, or hateful speech in classrooms?
 - » How can we hold productive conversations across political differences and cultural dividing lines?

Support Faculty & Staff

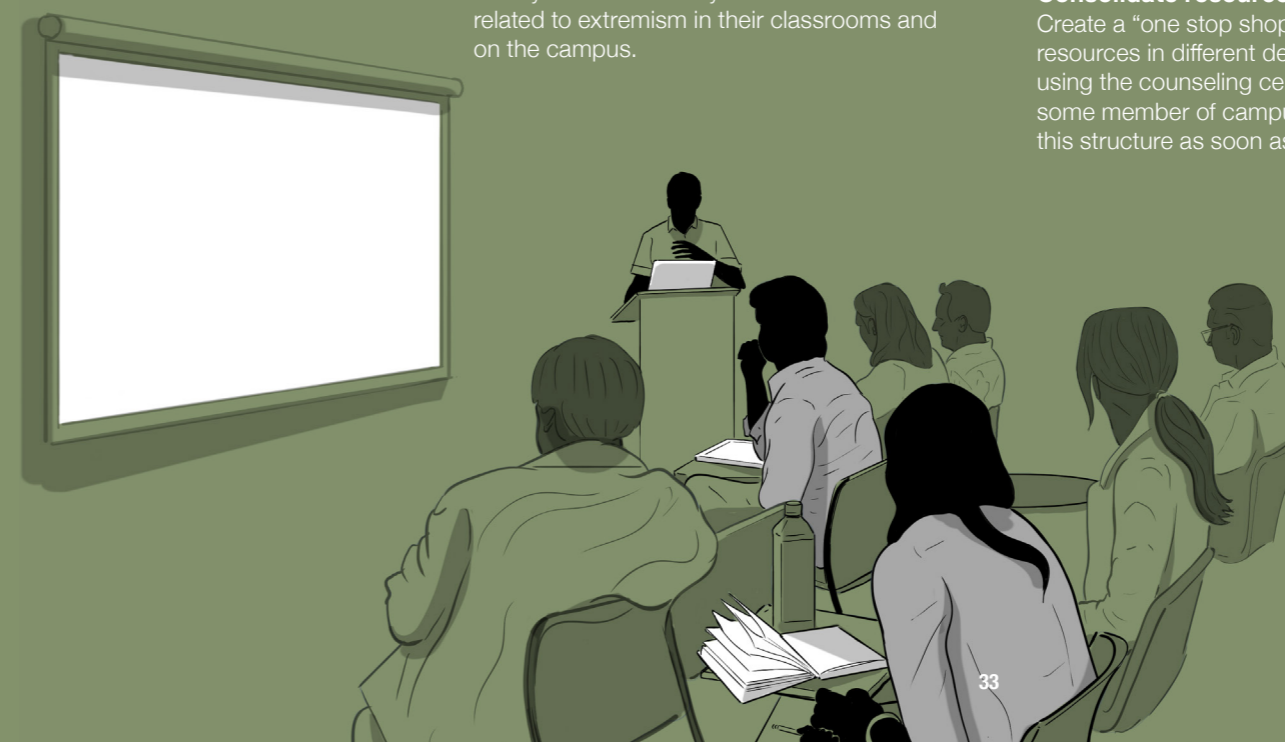
University administrators set the policies and communicate the priorities that determine campus safety and policing. Stand shoulder to shoulder with your staff and faculty, show them your commitment to supporting and defending them, and watch them take the lead.

- **Avoid tokenizing** faculty and staff from targeted groups. Faculty and staff from all fields and backgrounds need to be involved in DEI and JEDI work. Hold space for the experiences of faculty from marginalized groups, but do not expect it or demand it.
- **Compensate faculty** when you call on them to address extremism and hate incidents on campus. This demonstrates that you value their expertise, time, and effort—and the emotional toll this work can take.
- **Have their back.** Institutional support for faculty, staff, and/or administrators should be explicit and unwavering. If you support them, faculty and staff will feel empowered to take preventative action and respond to on-campus issues. If they don't believe you are fully committed, they will be more hesitant to take a stand.
- **Defend university employees** from doxxing, harassment, stalking, or other threats. Establishing a relationship with legal counsel can help campuses prepare for these kinds of incidents. If no legal protections are available, create internal policies to protect faculty and staff as they address issues related to extremism in their classrooms and on the campus.

Build a Resilient Campus

Administrators have more power than anyone else on campus to ensure an appropriate response to hate incidents and support for victim-survivors. The project of building resilience starts with you.

- **Create spaces and events** for political discussion - conservative voices included - in such a way as to not harm BIPOC, LGBTQ+ communities, women, and other historically marginalized groups. Focus on building an inclusive and positive campus culture. Punitive, legalistic responses often fail to address actual harm inflicted on the community.
- **Identify the line between free speech and hate speech.** Communicate directly to students, faculty, and staff: where does your community draw the line?
- **Prioritize victim-survivors.** Make sure victim-survivors are connected with physical and mental health services, as well as any legal or academic resources they might need. *See the Response Framework* for more details outlining this process.
- **Clarify the process for reporting** a hate incident. Anyone reporting an incident should know: Who to report the incident to? Who will see the report? How long will the process take? What is each step in the process? Who will follow-up? How do you ensure the safety of the reporting party while the process proceeds?
- **Consolidate resources where possible.** Create a "one stop shop" instead of siloing resources in different departments. Consider using the counseling center, a Title IX office, or some member of campus leadership. Determine this structure as soon as possible.



BUILD TRUE RESILIENCE

Resilient campuses are places where hateful behavior and harmful rhetoric don't thrive. Building that takes time and effort.

Establish Expectations & Reinforce Values

- **Everyone needs help understanding the university's values**, such as where you draw the line between hate speech and free speech, and between opinion and disinformation.. This means more than just distributing rules and more than just adhering to campus codes of conduct. It requires genuine spirit of openness, mutual understanding, and care for one another.
- **Establish shared ground-rules** for classrooms, campus groups, sports, and other extracurriculars. Make this a collective effort, which includes the entire campus community. Help students respect diversity of opinion and engage with one another in a spirit of mutual respect and learning.
- **Support faculty** as they engage in conversations about controversial topics. Let them know that they will not be punished for hosting uncomfortable—but necessary—discussions.
- **Acknowledge the challenge.** Inevitably, someone will speak out of ignorance in a way that is nonetheless hurtful. You can be a role model here. If you make such a mistake, point it out yourself. Apologize for any harm, and pledge to do better.

Provide Tools to Help:

- **Offer resources** to faculty for conversation starters, sentence stems, and ways to respond in class if incidents happen.
- **Provide training** to hold difficult conversations-- about race, sexuality, gender, politics, and more.
- **Ensure** faculty and staff know how to get additional help.

Conversations for Administrators

Administrative leaders set the example for campus culture and community. University leadership that takes the lead with difficult conversations face these issues before they become crises.

- **Start Today.** Begin building an inclusive, resilient campus by addressing issues like polarization, supremacist thinking, moral disengagement, conspiracy theories, extremist propaganda, and “edgy” humor. Don't wait for a hate incident to occur before you begin the conversation.
- **Be proactive** about campus values. Don't just list on a website. Make them part of the lived, everyday experience of community life. State what you and the university stand for and make sure those values are reiterated early and often, from the moment of application through registration, orientation, campus life, graduation, and alumni relations.
- **Emphasize inclusivity, belonging, and openness** as core campus values. Maintain regular initiatives to keep the message fresh and vibrant. These can take the form of speakers, “spirit” weeks, and student activities.
- **Have a positive vision** for an institution where everyone feels they truly have a home. Remember, this isn't primarily about reacting to harmful activities, although that may be necessary from time to time. Resilient, inclusive, communities make these events less likely to occur and respond better when they do.
- **Include faculty and student groups** in drafting a strategic plan to build a more resilient and inclusive campus community. Include a diverse array of identities, experiences, and (mainstream) political opinions.

Community & Solidarity

Focus on the everyday health of your campus community, and work to make it an inhospitable place for supremacist thinking and other dangerous attitudes. All too often, we focus our attention and energy on accountability for problematic individuals. But by the time we are able to spot potential troublemakers, the damage is already done.

- **Connect faculty, staff, and students** who might not otherwise get to know one another. Facilitate connections across the lines of racial, religious, gender, sexuality, and social class. Hold structured conversations to clarify your institution's values, and to put those values into action.
- **Encourage collaboration** between members of your community, especially those that cross the divides of identity and belief. Find the people in your community who build bridges and draw others to a shared sense of unity and mission. Give these individuals the time and resources to build off these strengths.
- **Address the needs** of those who might become the targets of a hate incident. Marginalized and potentially targeted groups are owed parity within the social and professional culture of your institution. See to it that these perspectives play a central role in charting your positive vision.
- **Support faculty, staff, and students** who are working to build resilience and inclusivity. Act as an advocate if they encounter unfair resistance or pushback (see below). Educators cite administrative backing as one of the key factors determining the success of DEI, JEDI, and other similar initiatives. on the campus.

Zoom Out

What goes on in your community is affected by broader national and historical contexts. In turn, the campus community you build today can have a positive impact on the world beyond your campus.

- **Locate your work** in the ongoing project for social equity. Use historical commemorations as “teachable moments” and draw from local history for heroes and role models. Build on the struggles of the past, and set your efforts to endure into the future.
- **Own past mistakes.** Address the structural inequities that have made resilience and inclusivity a challenge. For example, reactive approaches, which respond only after a negative incident occurs, are part of long-standing patterns that treat targeted communities as an afterthought.
- **Resist “culture war” framing.** Unfortunately, even the most positive efforts can be made to look bad when they adopt the language of our polarized politics and media. Refuse to accept these destructive terms of debate and focus on the fundamental: a community where everyone is equally safe and at-home.
- **Be on the lookout** for interference. Have a plan in place if your work becomes the target of a broadcaster, politician, or social media mob. Above all, remember that these attacks are intended to provoke fear and an immediate response. If you remain calm and minimize your engagement, it will likely pass soon.

When Incidents Occur, Come Back Stronger

This is the true meaning of resilience: when negative events lead to positive outcomes—every time. That doesn’t happen overnight. But you can begin to lay the groundwork today.

- **Always speak up.** In the wake of a negative incident, if you do not speak up, it will be taken as a sign of indifference, indecision, or—worse—support for the wrongdoer. Use email listservs, forums, speaking events, and other tools to begin the conversation immediately.
- **Assume responsibility.** Never say “this isn’t who we are,” or use similar denying language. This dismisses the experience of the targets of a hate incident. Instead, reaffirm your commitment against hate and division while owning the institutional shortcomings that may have allowed such an event to occur.
- **Focus on building solidarity** with victim-survivors, not just on accountability for perpetrators. Meaningful expressions of solidarity can jumpstart the healing process by naming the immediate impact of hate incidents on targets’ sense of safety, wellbeing, and sense of belonging.
- **Ask for input** from students, faculty, and staff. Allowing them to voice their experiences and concerns will help to heal the community, while generating ideas and buy-in to build a stronger future for your institution.
- **Plan for tomorrow.** Hate incidents silence, divide, and spread fear. But if every hate incident is met with a redoubled effort to build resilience and inclusivity, your strength as a community will grow while the risk of future incidents will diminish.



RETHINKING RESPONSIVE CAMPUS COMMUNITIES

Prevention is the best means we have to stop supremacist ideologies, disinformation, polarization, and harmful rhetoric on campus. Stop these dynamics from taking root, and you'll prevent hate incidents before they occur.

Planning a Community-Focused Response

- **Support victim-survivors.** Ensure that victim-survivors are connected with physical and mental health services, as well as any legal and academic resources. Don't put the burden of responsibility on those most harmed by these incidents.
- **Focus on long-term goals** to reduce the chances of future incidents. Consider a range of systemic, prevention-oriented solutions. Your community will rightly see one-off responses as superficial and perfunctory. Instead, establish systems to address hate incidents before they occur.
- **Do not rely on punitive solutions.** Connect vulnerable individuals with mental health and counseling resources. Support and facilitate vulnerable individuals becoming more involved in campus community activities. And consider extracurriculars as a tool for further connection through athletics, spiritual life, and other social avenues.
- **Know that all campuses are different.** So there is no one size-fits-all response. Involve all community stakeholders affected by hate incidents, and consider how the entire community could be impacted by your response strategy.



Faculty provide the key link between students, staff, and administration. Learn more about how faculty can use their unique position to foster more inclusive and resilient campus communities.

FACULTY

OVERVIEW

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RETHINKING RESPONSIVE CAMPUS COMMUNITIES



BUILDING RESILIENT AND INCLUSIVE COMMUNITIES OF KNOWLEDGE

Just like the world at large, online harassment, mis- and disinformation, and conspiracy theories circulate throughout higher education. Faculty need skills and training to recognize the red flags and warning signs, and to help students, staff, and colleagues who are members of targeted groups. This is a weighty responsibility. But it is also an opportunity to lead your community towards a more inclusive future.



Engage Across Disciplines

Silence in the face of harmful incidents on campuses is often read by students as indifference. How can faculty respect freedom of speech while challenging disinformation and hateful attitudes? How can tenured faculty support their newly hired and untenured colleagues to tackle these delicate issues? The following guidelines offer a place to start.

Prepare

- **Stay informed.** It is easier to recognize red flags and warning signs if you stay up-to-date. Do what you can to keep track of trends (See *the Higher Ed. Quick Reference Sheet*) in extremist talking points, conspiracy theories, and disinformation.
- **Get pedagogical resources.** University teaching and learning centers may offer training or other resources for “challenging conversations,” in the classroom. On-campus experts in extremism and polarization can also be helpful. Start by checking your sociology and political science departments for specialists. (See *the Higher Ed. Quick Reference Sheet*)

Outside of Class

- **Report concerns through campus channels.** Know how to refer students for follow-up if you have concerns about their exposure to extremist ideas, their own mental health, or their experiences dealing with hate. Campus affairs or student deans’ offices are a good place to start.
- **Know your allies.** Connect with other advocates on campus. Bring your concerns to the department chair or dean, or reach out to the campus Equity Affairs counsel/DEI, administrator or the Title IX office for guidance.
- **Create department-level and school-level curricular reviews.** A resilient community has plans and procedures already in place for when crises emerge. Look proactively at issues of diversity and inclusion. Combating disinformation and hate incidents requires proactive engagement over time. One-off responses, however strong, aren’t sufficient.

In Class

- **Pay attention.** Signs of extremism can be subtle. Students will sometimes make jokes, or make questionable comments in small groups, which can be easy to miss.
- **Listen to your gut.** You can often tell that something is wrong, even if you can’t quite identify what it is. If you have concerns, follow up. Especially follow up with students who might be targets of “edgy” jokes and comments. Ask them what they thought of the situation and trust their response.
- **Ask questions.** When students share disinformation or express an extremist attitude, ask them where they learned about it. Try not to judge or be dismissive. Shaming is an ineffective strategy that can drive people further to the extreme in search of validation and support. If you handle things with openness and resolve, these situations can become teachable moments for both the student and the class in general.

CENTERING RESILIENCE IN EVERYDAY CAMPUS LIFE

Faculty interact with students and other staff more than anyone else on campus. That makes faculty the most likely community members to run into difficult situations related to polarization, extremism, or conspiracy theories. It is critical that faculty feel empowered to manage these incidents. That means support from administration, and it also means staying prepared.



Create a Community

- **Build relationships.** This takes time. But connecting with the people around you—especially those of different backgrounds—is key to creating an inclusive community. These relationships have to be real, not tokenizing or transactional. Share everyday successes and struggles with colleagues and build a strong foundation of mutual support.
- **Outline university policies.** Explain these policies and protections in your syllabi. Also, be sure to include resources for victim-survivors and the process for reporting hate incidents on campus.
- **Be genuine.** Avoid tokenizing minority staff when building networks of support. Addressing these issues on campus requires collective collaboration and discussion, and not putting undue pressure and expectation on community members of color to lead the way.
- **Speak up.** When colleagues, administrators, or other staff express extremist views or spread misinformation. Faculty meetings, staff functions, and other events where students are not present are also opportunities to build a stronger community.

Communicating with Students

- **Point out.** Recognize propaganda, conspiracy theories, hate speech, and other kinds of rhetoric that go against your community values. You don't need to be an expert on these issues to acknowledge their existence, or to call them out when they occur. Let your class know that you are an ally and an advocate, and work to hold dialogue about difficult issues in the classroom.
- **Use your expertise.** You have a unique skillset which can be used to push back. Faculty from all disciplines, even those unrelated to extremism, can challenge the beliefs and rhetoric that undermine campus resilience. For more help on discussing the difference between free speech and hate speech, look to this resource.
- **Set ground rules.** Make sure to enforce class rules and community guidelines when they are broken. Address issues as they occur. In order to establish a safe, inclusive learning space, it's critical that your students know you are there to support them—and paying attention.

CONVERSATIONS FOR FACULTY

Frequently, it falls on faculty to address the less noticeable ways that bias, hate, and extremism can sneak into a campus community. Microaggressions, “edgy” humor, sympathy for extremism, or conspiratorial thinking usually starts small, with a stray comment in class or on an assignment. That can be easy to ignore. But by the time they rise to the level of a reportable offense, it is already too late. Reimagine your approaches to mentoring, advising, and teaching, to create a classroom and community where hate can never thrive.



Build From Your Differences

- **Consider your limits.** Consider how our experiences of social position and identity may encourage some people to be more assertive than others. Think about how those same dynamics might influence your assumptions about a student or colleague.
- **Acknowledge the power dynamics.** Professors are treated differently than students whose work will be graded, between faculty of different ranks, and between staff and supervisors. Plan difficult conversations so that those in more vulnerable positions feel authentically safe to voice their honest opinion.
- **Be willing to admit your mistakes.** If you believe you have misread a situation, it's good to admit that you don't always get it right. Listen to what students or colleagues are saying and take the time to process their feedback.
- **Take a “what if” approach to critique.** Critiques will not always be presented tactfully or in a way that feels fair to you. Sometimes, you might even feel attacked. Do your best to focus on the substance of the critique and ask yourself: What if this critique is entirely justified? How can you respond without guilt, shame, or defensiveness? Modeling this behavior can make it easier for others to do the same.

Intervene Constructively

When offensive comments are made in class, or if a student expresses extremist attitudes in private, proceed mindfully but confidently. This is a delicate moment, and if you shame or ridicule the student it can lead them to further radicalization. It is important to both address the perpetrator(s) of harm and the victim-survivor(s) of the harm. The same person doesn't necessarily need to address both entities, but both entities need to be addressed.

- **“Call in” instead of calling out.** Embarrassing students or shaming them can cause them to further retreat into their beliefs. Try to hold conversations from a place of good faith and mutual effort to understand language and the unintended harms it can cause.
- **De-escalate if a comment requires immediate intervention.** Interrupt immediately if a harmful slur or other hateful speech is introduced. If this is the first instance, focus on the misuse of language without shaming the speaker. If it becomes clear that the student is using harmful language deliberately, “put a pin” in the discussion and speak to the student after class. Reach out to the campus center for teaching and learning staff for support.
- **Revisit community guidelines.** Point to specific guidelines when violated. For example: “We agreed as a community that we would speak with respect to one another. The word we just heard is a slur that violates that agreement.” Just because you are legally permitted to say something hurtful does not make saying it moral, kind, or conducive to a healthy community.
- **“Put a pin in it.”** If interrupting discussion is impossible, faculty can suggest that the class “put a pin in that” or “bookmark this discussion” as a way of saying you will return to the discussion later. “Later” can mean the next time that class meets, or, you may prefer to address the incident during office hours.
- **Foster genuine dialogue.** It will be tempting to turn a follow-up meeting into a lesson—or worse, a lecture. Try to listen more than you speak. Frame your conversation from a place of empathy rather than punishment. Be careful not to jump right to “solving” the problem.
- **Don't neglect targeted students.** Reach out and invite affected students to office hours to hear their concerns and reiterate your commitment to their safety and respect. One bad actor can affect an entire classroom or campus, so focusing only on correcting the bad behavior can result in the larger harm to the campus culture being ignored.

Follow Up When the Risks Seem Real

Unfortunately, sometimes small incidents do point to bigger problems. If you're concerned that a student may be in the process of radicalization, take these steps to ensure the safety of your students, your institution, and yourself.

- **Protect targeted individuals and groups** by drawing a clear line between acceptable and unacceptable speech and behavior—and stick to it. If you don't maintain clear boundaries, marginalized and potentially targeted students will stay on guard. That diminishes both the quality of their education and their day-to-day lives.
- **Keep students vulnerable to radicalization engaged.** If a student has exhibited troubling behavior or extremist attitudes, it's natural to want to disengage. Resist the urge to treat the student as a lost cause. Many former extremists report that they were partly deradicalized through dialogue with people who rejected their hateful beliefs but held out hope for the extremist's rehabilitation.
- **Don't go it alone.** Once a student has been identified as at-risk for radicalization, reach out to his or her advisor, staff overseeing their extracurriculars, or other faculty who work with the student. Let them know to watch for signs of trouble. Reach out to administrators, too, and ensure that you have their support should things escalate.

Address Incidents, Even if They Happened Out of Class

Polarizing or hateful incidents (such as flag burnings, violent protests, controversial speakers, hate incidents or hate crimes, or acts of terrorism and extremist violence) are bound to happen, whether on campus or in the surrounding community. Students must see the leaders of their community taking these incidents seriously. When incidents happen and faculty or staff say nothing, students interpret that silence as indifference or even support.

- **A little speech goes a long way.** Even a brief acknowledgement can help students from targeted groups feel seen and supported. Make your statements clear and simple. For example: "I don't want to start class without acknowledging the swastika graffiti that was found in a dormitory yesterday. Antisemitism has no place on this campus or in this community, and I want to say that I stand in solidarity with all of our Jewish students and colleagues."
- **Take a day for dialogue.** Devoting time in class—even an entire session—can ultimately improve educational outcomes by helping to put students' minds at ease, so that they can better concentrate on learning in the days and weeks ahead. Ask students for their feelings, and give them an opportunity to voice their concerns. Try to listen more than you speak.
- **Coordinate with administration** so that all faculty and relevant staff are encouraged to engage in dialogue with the student body. Reach out to department chairs so that you and your colleagues can present a united front to build a more resilient and inclusive campus community.
- **Don't wait for an on-campus incident,** or a traumatizing national event, to hold a classwide dialogue. Find ways to weave lower-profile incidents or historical events into your curriculum. This offers an opportunity for the class to explore these issues before emotions run high.



RETHINKING FACULTY INVOLVEMENT AND RESPONSE

Faculty and staff spend a lot of time with students—so they are often the first to recognize problematic behavior. These are delicate moments, and a student's trust is easy to lose. Act non-judgmentally and remember to keep lines of communication open.

Support Targeted Students

- **Connect victim-survivors to trauma-informed resources.** Look to campus wellness centers, student centers, and identity-based groups/organizations. They can help to discuss incidents safely and process emotions.
- **Listen first, then document.** This process may be emotionally difficult for the reporting party, who may be a victim-survivor. Be prepared to sit with the student who raised the concern and listen with empathy. Let them know the next steps in the reporting process.
- **Listen again.** Keep in mind that it's okay to not have all of the answers. Being an involved ally is more immediately important. Discuss with the student what they would like to happen next, how you can help advocate for them, and whether they are comfortable with you sharing and reporting the incident. (See *Conversation Protocols*)

Helping Students

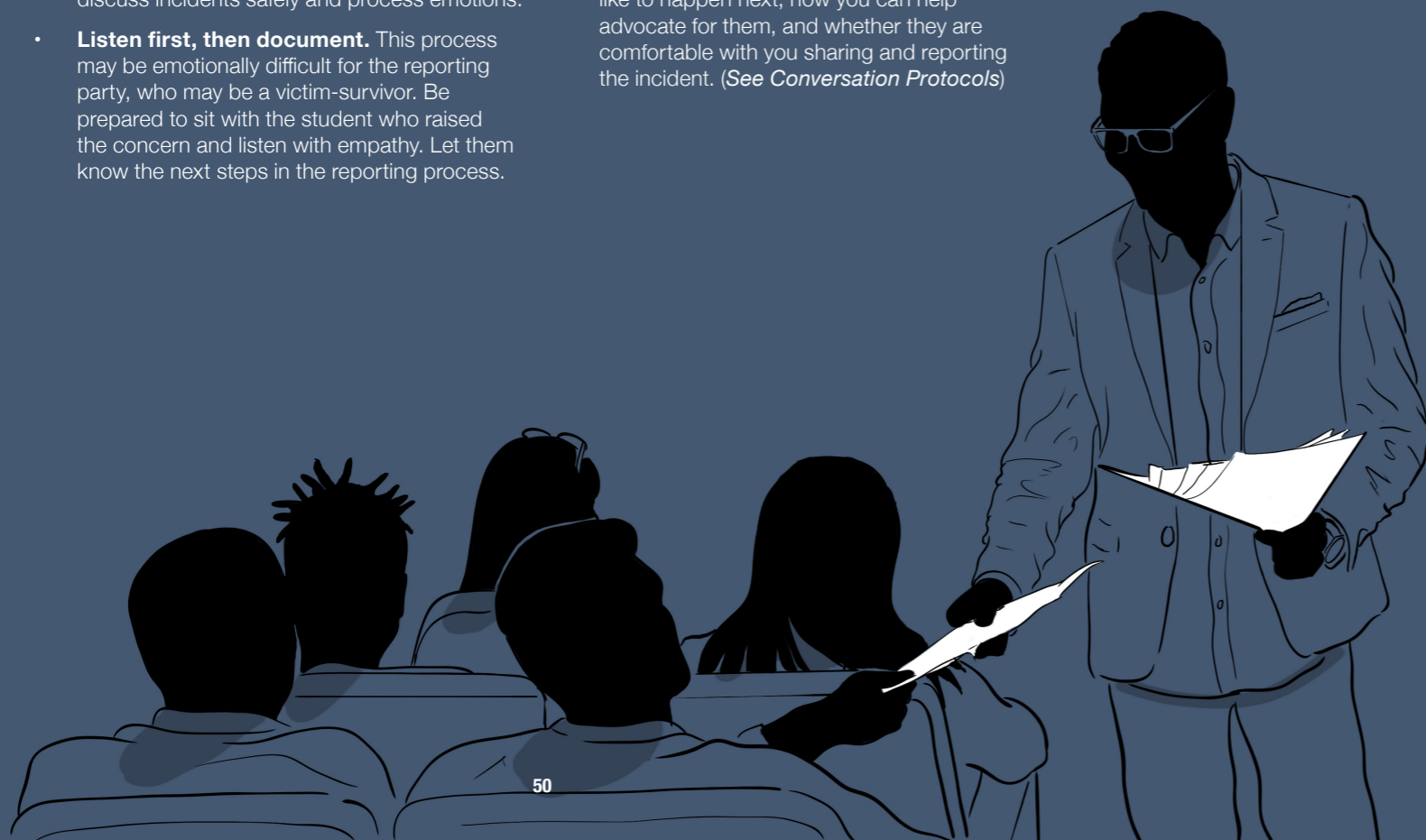
- **Make a detailed incident report** and share it with the appropriate administrator(s), departments and centers tasked with handling bias related incidents. These could be:
 - » DEI, Civil Rights, Equity Affairs offices, and/or Title IX offices
 - » Mentors and First-Year Student Advisors
 - » Provosts, Vice Presidents, and upper-level administration
 - » Campus Safety/Law enforcement (if student safety is still threatened)
- **Connect vulnerable students with campus resources.** This will help potentially radicalizing student to develop a healthy sense of identity:
 - » University counseling services
 - » Residential Life staff, if they live on-campus
 - » Spiritual services
 - » Extracurriculars (ie. Athletics, RecLife, Campus Clubs & Organizations) through student engagement/campus affairs, to increase campus connection and belonging.
- **Remember your lines of responsibility.** Once an issue has been introduced to your administration, they are responsible for bringing the situation to the attention of staff members and on-campus centers. Follow up with the reporting party to ensure their needs are being met. Following up and staying involved with the incident report is an important way of advocating for the victimized party.

Respond to Red Flags

- **Reach out if you recognize warning signs.** Follow the steps in the *Conversation Protocols* to discuss problematic rhetoric and behavior. Speak with the student after class to avoid embarrassing them. Follow up with additional conversations as needed.
- **Build trust and express your concern.** A student may not engage immediately, but continued non-judgemental conversations will help to connect students with appropriate resources. Alienated students might push you away in order to see if you will stick by them.
- **Avoid attacking the students.** Criticizing an idea, belief, or opinion that this student may believe is part of their identity will cause the student to further dig in their heels and retreat into their beliefs. Engage from a place of curiosity. Try to figure out how a student developed their beliefs. (See *Conversation Protocols*)

Addressing Concerns with Colleagues

- **Remember your role.** Faculty are trusted community members. This means they can help students to deal with other faculty or staff who have exhibited problematic behavior. Show the student(s) that you are aligned with the targeted group and not the organization or individual perpetuating harm.
- **Make yourself available** to student questions before, after, and outside of class. By staying actively involved in student conversations, students will come to see you as a trusted mentor and confidant in a time of need.
- **Remind the student(s) that hate is not their fault.** When incidents occur, victim-survivors can harbor feelings of shame, guilt and responsibility. Express solidarity with the student(s), and let them know that the incident was not justified in any way. Don't say that you, "know what they are going through," if you do not have similar lived experience. Students often live, work, and socialize on campus all at the same time, so having a hate incident occur in a place so central to their lives can be extra harmful.





What role do staff play in fostering campuses where every student feels truly at home? Click here to read about ways that staff can foster better communities.



STAFF

OVERVIEW

COMMUNITY RESILIENCE TIPS

CONVERSATION PROTOCOLS

RETHINKING RESPONSIVE CAMPUS
COMMUNITIES



GUIDING THE COMMUNITY

Staff often interact with students more directly than any other campus leaders. Staff occupy positions of trust, which they can use to help build inclusive campus communities. Whether in residents' life, mental health, student advisors, coaches, or in student advocacy and identity groups.



Guiding Positive Change & Campus Climate

Staff are key points of connection between students, faculty, and administration, often serving as the mediators and “translators” of student experience and concerns. Staff have the ability to catch problems in the very early stages and foster a campus climate where such problems are less likely to occur, especially those involved in student leadership, student advising, mental health & wellness, and identity or affinity group centers. In this capacity, there are some key points to keep in mind in order to reduce the risks associated with polarization and extremism and increase an atmosphere of inclusivity and resilience:

- **Pay attention to language and online behavior.** Listen for unfamiliar slang and ask questions to learn if it may be a cause for concern, especially words and images that students (and university employees) share. We may be tempted to dismiss unfamiliar words, phrases, symbols, or obscure memes and images as just another part of youth culture. Staff don't have to keep up with every new development in slang and memes, but nowadays hate and intolerance are increasingly smuggled into our conversations through the use of coded language and imagery.
- **Learn about your university's policies on extremism.** Address campus policies and protections, and provide steps to access resources for victim-survivors as well as the process for reporting hate incidents on campus. If policies have not been made or developed, reach out to your center or office's leadership to push for the development of such policies that can help provide support for victim-survivors, and guidance for staff on how to handle related incidents.
- **Reach out to other employees within and outside of your department.** Find or create a network of support in your university. Addressing an incident on campus with colleagues can help to open dialogue on extremism. Too often, information and resources are siloed off into each department, office and center. By working to create a network of support, or add on to one that already exists, communication on related issues of campus climate or safety can better be facilitated, and responses can be more coherent and cohesive.

Actively Engaging Students

- **Take advantage of student programming to serve as an outlet.** When students are learning, developing, and changing their opinions and beliefs, and channeling their passions into action, programming that provides skills and guidance can be incredibly helpful and supportive. Whether that be leadership training, holding events that focus on the development of critical thinking, time management, how to create grassroots movements, or incorporating DEI considerations into a project or organization, related programming can help work towards a more positive and constructive campus climate.
- **Learn from the community** and from students and university employees who may be targets of bias and harassment - they often have great insight into the problem of polarization and extremism on-campus. Allow opportunities for students who are members of targeted and marginalized groups, or who are victim-survivors, to voice their concerns, grievances, and/or perceived issues they may have.
- **Support student-led initiatives.** The creation of opportunities for students to take action against extremism and polarization on their campus can help translate passions and grievances into constructive, positive change. This can happen in the form of advocacy movements or projects that can work to create additional resources and supports for students with similar experiences.
- **Connect to resources on and off campus.** Build a robust culture of inclusivity and resilience among staff, and you will better serve the students in your care. Reaching out to organizations and social supports in your area to provide resources, trainings, workshops, and advice on managing extremism can also provide another layer of resilience to radicalization on campus.

CREATING RESILIENT CAMPUS ENVIRONMENTS

“Staff” is a broad category, which spans from university employees who may never come into contact with on-campus extremist activities all the way to employees who will be directly responsible for intervening with radicalized students. Borrowing the concept of “no wrong door” from the philosophy of trauma-informed care, all staff can be conduits to resources, and can provide emotional support after a hate incident. No matter their role at the university, staff can be trained in identifying extremist iconography, red flags and warning signs, and well-versed in the campus reporting process; however, campus mental health counselors and residence hall personnel will play a different, more direct role in addressing extremism.



To Help Contribute to Building Resilient Campus Environments, All University Staff Can

- **Learn to recognize red flags, warning signs, extremist symbols.** Being able to identify students, faculty, or staff who are expressing extremist ideas or being recruited by violent extremist groups is critical to preventing further radicalization efforts on campus. Preventing radicalization is much more effective than trying to de-radicalize someone once they've entered into an extremist group or fully adopted a supremacist worldview. It is possible for people to find other, better ways of fulfilling the unmet needs they are having filled by participation in hate groups and extremism, needs such as community, belonging, or a sense of purpose. (See the Quick Reference Sheet for more information)
- **Understand the campus reporting process.** By being informed & up-to-date on university reporting processes, you are better situated to be able to help victim-survivors access resources that different campus offices and departments may offer. (See the Response Framework for more details on who to reach out to). Try to know how and when to send victim-survivors resources, as well as who may be of most support for the student(s), and where to direct these individuals in order to receive additional support on or off-campus. The reporting process is typically not clear, efficient, or easy to navigate, but try your best to offer guidance and comfort those going through the reporting process.
- **Seek out specific deradicalization resources for students and young people.** This is especially important for those who are in the process of radicalizing towards violent extremism. While deradicalization requires more than resilient community building, it is an important component of a more holistic approach to addressing extremism on campus. Focus on addressing unmet mental health needs, providing addiction services, and working to get the individual more socially involved in the campus community can help aid in the process of disengaging with extremism.
 - **Note for mental health counselors, residence hall personnel, or other staff tasked with engaging radicalized students and/or those already involved with extremist groups:** there are resources developed for and organizations dedicated to deradicalization. This is a long, personalized process that no one needs to take on alone.



To Help Prevent Extremism And Polarization in The Long-Term, Staff Can

- **Support the founding or expansion of anti-extremist groups, and/or departments on campus.** This could be student-led coalitions, anti-extremism student groups, regular campus events, or resources dedicated to victim-survivors. On-going, regularly scheduled actions like these help to promote a culture of inclusivity and support for those students, faculty, and administrative efforts to address extremism will help create a resilient campus community. Beyond looking for existing groups and resources, you can help students and faculty establish intercampus coalitions to combat extremism and promote inclusion on campus.
- **Work with faculty and administration to develop resources and dedicated offices or departments that target extremism before it takes hold.** This should be done in addition to the development of resources that support and protect victim-survivors, and those who stand up to extremism and face harassment as a result. These actions pave the way for students, faculty, and other staff who feel they have advocates and allies within the university system are more likely to report hate incidents, and more likely to advocate for themselves and other vulnerable groups.
- **Lead and help develop university protocols and policies that support and protect community members.** These policies and protocols are especially needed for community members who stand up to extremism and who may face harassment or doxxing for their actions. As the individuals that many times carry out, follow, and enforce university policies, staff have a critical on-the-ground perspective that isn't always considered when writing university-wide policies. By helping lead the development of these policies and protocols, staff can help ensure that this perspective is considered, and that the policies and protocols developed are pragmatic and feasible. How long will the process take? What is each step in the process? Who will follow-up? How do you ensure the safety of the reporting party while the process proceeds?

CONVERSATIONS FOR STAFF

Staff are fixtures in the everyday life of a university. That means staff are in a unique position to recognize when conversations on campus take a turn for the better—or for the worse. Staff also enjoy the unique opportunity to model the kind of inclusive, resilient communities, which universities seek to build, “in miniature,” carving out spaces for support and constructive dialogue that can spread throughout the school community. Here are strategies that staff can use to foster an atmosphere of ongoing, constructive dialogue.



Listen and Learn

The key to holding good conversations is knowing when to speak and when to listen. Staff often enjoy a more casual relationship with many of the students in their care. This means that students are likely to speak more freely around staff. Honor that trust by listening and learning. This will give you a clearer understanding of young people’s social life, and empower you to work for the betterment of the entire campus community.

- **Keep your eyes and ears open.** Extremist culture evolves so quickly that those outside of it often don’t even recognize when intolerant or violence ideas are being presented. This is intentional, as it allows these ideas to spread unchecked. But you don’t have to keep up with every change in the slang and iconography of intolerance. Instead, listen to your gut and ask questions. If an image or term seems out of place, ask what it means, and where the student learned it.
- **Watch for reactions** when you ask a student for an explanation. If a student becomes flustered, or appears to feel guilty or act sly, it indicates a possible reason for concern. By the same token, watch for the reactions of other students. Young people tend to recognize encoded language and imagery before people in positions of authority. If a student appears uncomfortable with a term you don’t recognize, you may want to speak with them later and ask for their help and insight.
- **Go beyond what you already know** when it comes to building inclusive and resilient communities. Allow the students you work with to become your teachers on the issues relating to their sense of safety and belonging.
- **Raise difficult topics when possible.** Ask big questions, like “How can we have a community where everyone feels like they truly belong?” Then, give the conversation room to breathe. Allow silences, to sit with questions and contradictions without rushing to take a side or form an opinion. This is when new ideas are most likely to emerge.

Make the Community You Want to See

Staff have the unique power to build environments that reflect the full potential of an institution.

- **Connect with other staff to build solidarity and support.** All too often, student life can be an opportunity for self-sorting into racial, gendered, or political groups. While spaces of support are essential for students of marginalized backgrounds, this self-sorting can also reinforce unfair hierarchies and historical bias, and can foster polarization, too. If your space lacks diversity, find ways to connect it with more diverse spaces of student life.
- **Affirm your commitment to an inclusive, resilient community**—one where every student feels truly at home and where hate and polarization do not have fertile ground to grow. Set very clear boundaries and rules of engagement for discussion. Students are free to disagree and question issues and the opinions of others, but not anyone’s fundamental right to safety and respect.
- **Prepare before a hate or bias-based incident occurs.** Use current events to spark conversations, but avoid “culture war” framings that force students to jump to weakly formed but strongly held positions. Ask hypothetical questions, such as “What if a controversial speaker came to campus?” or “What would you do if you heard a student expressing extremist attitudes?”
- **Get input from the students around you** and encourage them to develop a positive vision of resilience and inclusivity. Ask them to think not just about what actions should not be tolerated, but what proactive steps they can take in the course of your activities together, first to build a resilient community among yourselves, and then to spread it to the campus community at large.

Address Staff Behavior, Too

Staff are also uniquely positioned to observe the behavior of other staff. It is essential that you work just as hard to create inclusive and resilient spaces among your own co-workers as in the campus community at large. This requires a different set of approaches to address detrimental behaviors in a head-on, but constructive, way.

- **Listen and reflect on root causes of harmful talk.** If someone is having a disagreement, take a moment to think through what's being said. Follow the idea to its logical conclusion. One place to start is by asking yourself: is this a belief or an action that causes immediate harm to someone else? Then think, what are the long-term consequences of this attitude?
- **Watch out for "envelope pushers."** Some people spread polarizing or extremist attitudes not because they believe in them, but just to get a rise out of the folks around them. These are the people who might tell "edgy" jokes or advocate an extremist point of view as "just asking questions." Whether they realize it or not, these behaviors weaken our community and harm our co-workers, neighbors, and everyone around us.
- **Stand up and step in** when you witness behavior that runs counter to the goals of resilience and inclusivity. Make it clear that you want to lower the tension, but that the language or behavior is polarizing and harmful.
- **Work toward a positive vision.** Hold the same conversations with your colleagues as you do with students. Ask them about tough issues and how to build a more resilient, inclusive community. Then, give the conversation room to breathe, and see what surprising solutions you'll find.



STAFF INVOLVEMENT AND RESPONSE

University staff spend a lot of time with students—so they are often the first to recognize problematic behavior. These are delicate moments, and a student's trust is easy to lose. Acting non-judgmentally and remembering to keep lines of communication open is key in any response to dealing with students, coworkers, and colleagues who might be in the process of becoming radicalized.



Student Affairs, Advocacy and related staff

Staff in these offices can be the best intermediaries between students, staff, faculty and administrators. Look to them to facilitate discussion, raise awareness, and help improve communication.

- **Work together to identify gaps in resources** that have been created. Coordinate with faculty and administrators to create resources (trainings, handbooks, policies, speaking events etc.) that help to meet the needs of your campus community.
- **Help distribute existing resources** and work with administrators to make these resources accessible by more than one means.

Student Wellness and Counseling

- **Assess the student for mental health problems**, addiction and substance abuse, and a history of trauma. While radicalization is not necessarily related to having a mental disorder, externalizing, maladaptive behaviors (e.g. self-medicating with drugs/alcohol, angry outburst, severe mental distress) can be associated with involvement in extremist movements.
- **Advocate for on-call support resources** from administration for students of historically targeted and under-represented groups that have been experiencing trauma.
- **Work with administrators and student involvement staff** to create trauma-informed resources for victim-survivors of extremist rhetoric, violence, and hate.
- **Develop multi-tiered treatment plans** that include individualized counseling, family counseling, and improved community connection.
- **Know when it's necessary to involve external counseling** and treatment for highly radicalized individuals, since they can become a security threat. While carceral and securitized solutions should be seen as a last resort, if an individual becomes a threat to the safety of other community members, it may be necessary to involve campus security and/or law enforcement.

Residential Life

- **Tune in to students' emotional state.** A student who appears isolated, irritable, and pessimistic is at added risk for radicalization. Try to connect them with extracurriculars and other activities to increase their ties to the campus community.
- **Listen to the student**, after recognizing potential signs of their extremist radicalization, and connect them with other wellness or student involvement staff based on their needs. This can be facilitated by implementing the Conversation Protocols.

For Campus Security

- **Work to establish a campus presence** outside of solely responding to emergency calls. Form professional relationships with community members who can gauge campus climate and alert you to emerging problems.
- **Work with student involvement organizations** on campus to help hold trainings on de-escalation and extremism prevention strategies.
- **Make efforts to share student activism and extremism-prevention policies** with your staff. This will inform community members how they can be safely involved in campus activities and on-campus organizing.
- **Only involve law enforcement or campus security as a last resort.** Incarceration and other law enforcement-based solutions have little to no positive effect on reducing radicalization and involvement with extremist groups. Furthermore, suspension and expulsion from a community may cause an individual to retreat further into their belief systems and continue radicalizing.

CONSIDERATIONS FOR ALL STAFF

Support Targeted Students

- **Connect victim-survivors to trauma-informed resources.** Look to campus wellness centers, student centers, and identity-based groups/organizations. They can help students discuss incidents safely and process emotions.
- **Listen first, then document.** This process may be emotionally difficult for the reporting party, who may be a victim-survivor. Be prepared to sit with the student who raised the concern and listen with empathy. Let them know the next steps in the reporting process.
- **Listen again.** Keep in mind that it's okay not to have all of the answers. Being an involved ally is more immediately important. Discuss with the student what they would like to happen next, how you can help advocate for them, and whether they are comfortable with you sharing and reporting the incident. (See [Conversation Protocols](#))

Help Students Vulnerable to Radicalization

- **Connect vulnerable students with campus resources.** This will help potentially radicalizing student to develop a healthy sense of identity. Speak with university counseling services, residential Life staff, spiritual services, or student engagement/campus affairs. The goal is to increase their connection to the campus community and sense belonging.
- **When an incident occurs,** Make a detailed report and share it with the appropriate administrator(s), departments and centers tasked with handling bias related incidents. These could be:
 - » DEI, Civil Rights, Equity Affairs offices, and/or Title IX offices
 - » Mentors and First-Year Student Advisors
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Respond to Red Flags

- **Reach out if you recognize warning signs.** Follow the steps in the [Conversation Protocols](#) to discuss problematic rhetoric and behavior. Speak with the student privately to avoid embarrassing them. Follow up with additional conversations as needed.
- **Build trust and express your concern.** A student may not engage immediately, but continued non-judgemental conversations will help to connect students with appropriate resources. Alienated students might push you away in order to see if you will stick by them.
- **Avoid attacking the students.** Criticizing a deeply held idea, belief, or opinion may cause the student to further dig in their heels and retreat into their beliefs. Engage from a place of curiosity. Try to figure out how a student developed their beliefs. (See [Conversation Protocol](#))

Addressing Concerns with Colleagues

- **Remember your role.** Staff are trusted community members. This means they can help students to deal with other faculty or staff who have exhibited problematic behavior. Show the student(s) that you are an advocate for the targeted group and not looking to support organizations or individuals perpetuating harm.
- **Make yourself available** to student questions before, after, and outside of working hours. By staying actively involved in student conversations, students will come to see you as a trusted mentor and confidant in times of need.
- **Remind students that hate is not their fault.** When incidents occur, victim-survivors can harbor feelings of shame, guilt, and responsibility. Express solidarity with the student(s), and let them know that the incident was not justified in any way. Do not say that you, "know what they are going through," if you do not have similar lived experience.





Students stand at the front line of hate and bias incidents on campus. Learn how students can empower themselves to create a campus community where extremism has no place to grow.

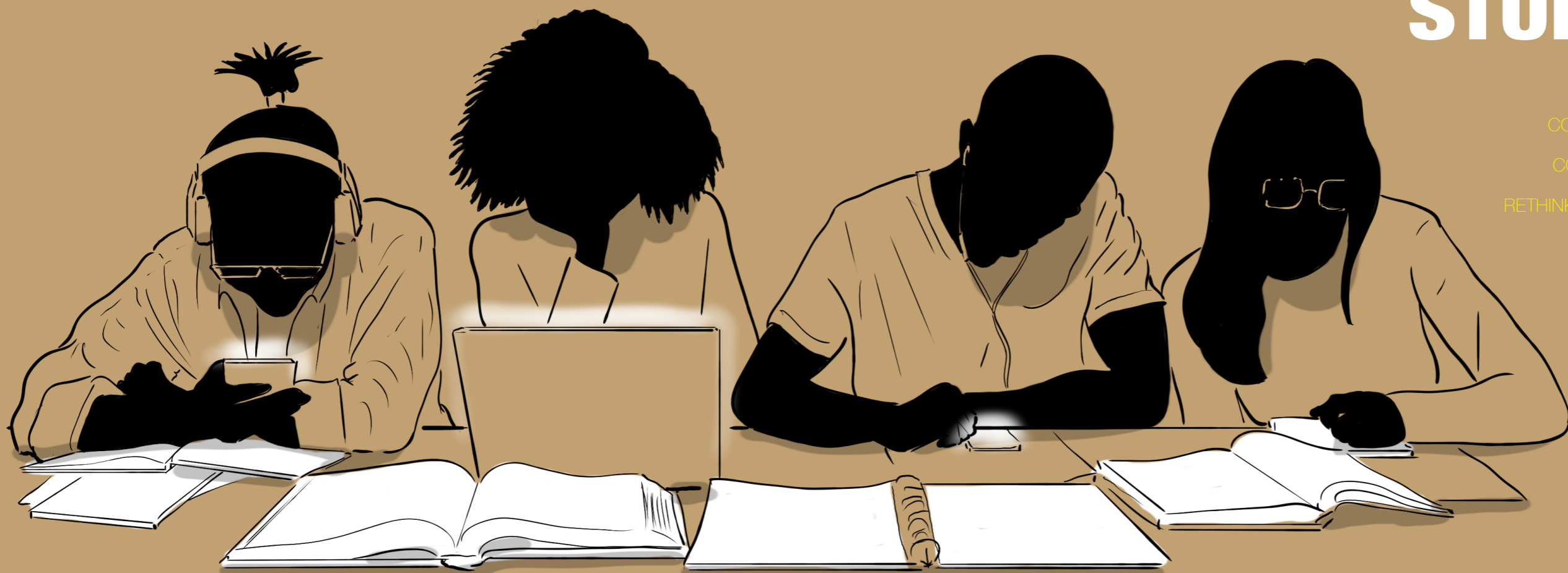
STUDENTS

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RETHINKING RESPONSIVE CAMPUS COMMUNITIES



NEW IDEAS & POSITIVE CHANGE: THE STUDENT ROLE IN THE MODERN CAMPUS COMMUNITY

Higher education has always served as an institution of change for preparing students to address real-world issues, and has historically been a space of student activism and advocacy. In many cases, students are already engaged advocates when they step on-campus. As students have continued to push for positive change by challenging the status quo, they have also challenged their campuses and universities to play a more active role in working to make more diverse, equitable and inclusive spaces for student learning. Students are central to a university's existence and structure because they have pushed universities to better meet the needs of marginalized and under-represented students, and helped move the focus of higher education away from being a solely transactional institution into one that prioritizes the creation of positive learning environments, and new ideas.



Re-Centering The Role of Students

- **Student perspectives are all too often overlooked and misinterpreted.** Students are often assumed to be naive, uninformed, or lack a full scope of the situation. While at times, this can certainly be true, the thoughts and concerns of young adults are often outright ignored, side-stepped and stone-walled...
- **The application of student learning is critical.** If student learning is to be taken seriously, the application of such learning by youth to their communities - having innovative solutions to problems and identifying issues that have yet to be addressed or changed - has to be listened to, considered, discussed, and incorporated into future decision-making by universities.
- **Inclusion of student voices where possible.** Due to their interaction with other students, the unique ideas, fresh perspectives, and passions for advocacy and social change they possess, students are often uniquely positioned to address and help prevent extremism on university campuses, in a way that staff, faculty and administration don't always have the flexibility to do. Students, when listened to, are critical in driving the positive change that allows for more resilient and inclusive communities that can better prevent and respond to extremism and hate.

What Students Can Do to Work for Constructive Change

- **Hold university administrators accountable.** Help make sure that changes that were promised are fulfilled and implemented properly. Call out administrative inaction on issues that need their attention, and that need to be addressed, and work with administrators to meet the needs of students and other community members.
- **Advocate for changes** needed on campus. Call out inequities that may still exist in your university systems, and look for ways the university can continuously improve. Offer up alternatives and request to be involved in decision-making processes, especially those that have a direct impact on students. Ask professors to provide a safe space to discuss difficult issues in-class and with other students for specialists. (*See the Higher Ed. Quick Reference Sheet*)
- **Look for opportunities for dialogue** with administrators, faculty, and staff on difficult issues. Consider potential areas of compromise, and push for continued conversations amongst university groups. Hold discussions with trusted faculty, staff members, and administrators that might be able to help support efforts to create spaces for dialogue across different groups.
- **Organize with existing groups** to address changes needed on campus and in the surrounding community. Form a new group if one has not been created already to address the issue(s) requiring change. Work to establish coalitions of existing and new groups to hold more collective power and unity in working to change issues that are affecting your campus, and to collect wider support amongst students, staff, and faculty members.

How Students can Support Other Community Members

- Ask for resources.** Encourage student involvement offices to offer trainings on how to be equipped to better respond to extremist rhetoric or behavior, de-escalation, bystander intervention, and additional DEI trainings. Inquire about receiving the student handbook, policies of how student supported by the university, and on-call counseling available for victim-survivors of extremist rhetoric or violence. Follow up with campus staff and administrators about available resources for preventing extremism, and for being more equipped to respond to extremist rhetoric and/or behavior. If resources are not available, advocate for their creation and for further university direction and support.
- Connect fellow students in need.** Students - a friend, classmate or otherwise - may have been a victim-survivor of extremist rhetoric or violence, or may have trauma resulting from an incident on or off-campus. With the students' consent, work to connect them with counseling and with a DEI staff member or administrator in your department for further support. Conversely, if you are concerned about a students' behavior or rhetoric, document and file a report of the incident, behavior or language you believe to be concerning. (See *Response Framework*)



CREATING RESILIENT CAMPUS ENVIRONMENTS

Students have a unique power to combat extremism on campus. After all, universities exist for them and thanks to them, and campus is their home. Students can work together, learn together, and build coalitions on campus to promote equity, inclusion, and social justice. Here are some ways to get started.



Build Student Power

- **Join student organizations and initiatives** that promote equity and inclusion, and fight supremacism, polarization, misogyny, and hate. Involvement in advocacy movements and community initiatives is key to ensuring that change is made in a positive way.
- **Develop new student groups and student-led initiatives** that work to address hate and polarization on campus. Find faculty or administrators who are interested in supporting these efforts, and can provide some guidance and/or mentorship. Typically, student involvement or campus affairs offices have university-specific instructions and guidelines for organizing and registering a student group on campus.
 - **Additional resources can be found on the Quick Reference Sheet.**
- **Organize and advocate for victim-survivors, targeted community members, and historically oppressed groups.** Utilize resources available through the university, as well as local advocacy organizations, community agencies, and other universities in the same region. Students have unique power to influence administrators and faculty to make substantive changes to campus policies regarding disinformation, discrimination, and the promoting of extremist ideas. By leveraging relationships with university administrators, faculty, and other student groups, you can better compel universities to change policies that prevent the spread of extremism. (See *the Higher Ed. Quick Reference Sheet*)
- **Host workshops, trainings, and events that provide opportunities for people to reflect on bias,** discrimination, extremist thinking. These events can be opportunities to discuss topics related to extremism, while simultaneously modeling intentional practice around civil discussion and debate.

Create Coalitions

- **Build bridges between student organizations.** Building a coalition across student groups will not only create a larger support network for victim-survivors of hate and abuse, but will also diversify the perspectives brought to any initiatives. Campus organizing is better and more effective when a broad coalition of students is mobilized together.
- **Involve local community organizations focused on social justice.** Reach out to other universities in the area who may be interested in working with you. Collaborate to host events, share the load of advocacy work, or to promote each other's efforts to combat extremism in the area. Look for people, groups, and institutions that are already working on issues that you care about. National organizations and agencies may have chapters in your area—work to partner and involve such groups for support where possible.
- **Work to engage faculty and staff in open discussions on the issues that affect your campus.** Not all faculty and staff will be receptive to this, but dialogue with trusted faculty and staff will help begin to address the issues affecting your campus community. These faculty and staff can be your advocates and allies to prevent extremism and hate in the campus community.

CONVERSATION PROTOCOLS FOR STUDENTS

As students, campus is your home. Perhaps more than any other group, you have a personal stake in nurturing an inclusive environment where hate can't take root. By the same token, you don't always have the power to make changes in university policy. This makes holding good conversations all the more important.



A Delicate Balance

Change doesn't come overnight. It's the outcome of a steady, sustained movement toward justice. That calls for strategy, knowing when to advocate yourself, and when to make space for new voices and ideas to be heard. (See pages 10-24 of this resource for strategies).

- **Seek out diverse perspectives.** To build communities where everyone feels included, we need to hear from many different voices. But people from historically marginalized groups are often not encouraged to speak up. If you come from a more socially dominant background, be mindful of encouraging others to speak and holding back when necessary. No one should feel silenced, but everyone should feel heard.
- **Let the conversation breathe.** You don't have to solve all of your community's problems in one conversation—or in ten conversations. When we rush to conclusions, we can overlook new ways of thinking about problems. Worse, we can create a dynamic where people are forced to pick sides in an antagonistic way when it may not be necessary.
- **Focus on the goal** of building a more inclusive, resilient community. Communities that are resilient to polarization and extremist thinking are ones where hate can't take root. Anyone who shares this goal is on the same team, even if you may sometimes disagree on how to achieve those goals. Remember, you are all working to overcome the same challenge. Find ways to help others accomplish that, and they will find ways to help you. Center difficult conversations on the things you have in common, and that will anchor you as you discuss differences of perspective.
- **Avoid aggravating disagreements.** This is not about staying silent, but about being strategic. It can feel satisfying to air your grievances on social media or through campus-wide communication networks. But this rarely improves a situation. More often, it draws the attention of bad actors, who only want to make the situation worse. Personal disagreements between people working toward the same goal should not be broadcast to the world. Publicly shaming or embarrassing someone is more likely to push them to the fringe than it is to bring them into collaboration. For more serious problems, solicit help from residents' life advisors, the Title IX or DEI office, or other university services.

Stay True to Your Values

It's an uncomfortable truth: extremists and demagogues target campuses. They try to recruit students, spread propaganda, and raise their public profile through stunts and provocation. When these things happen, campuses are less welcoming for marginalized and targeted groups, and the social environment becomes more hostile for everyone. Don't let these bad actors exploit your home for their own power and fame.

- **Recognize the difference** between respectful disagreement and polarizing or extremist rhetoric. Some people may attempt to derail campus unity through bad-faith participation or trying to exhaust you with debates and complaints. If you encounter this kind of antagonism, do your best to disengage and make a positive change in spite of it. If disagreement stems from an honest difference, you can agree to work toward the same goal by different means.
- **Know your rights and the rights of others.** Some campuses are legally obliged to host speakers, even ones with hateful political opinions. By now, there are known best-practices when an extremist speaker comes to campus. Protest forcefully but non-violently. Students who might not be targets of a hateful speaker should make a point of stepping in where others are more vulnerable.
- **Be creative.** For example, you might organize high quality entertainment—musicians, comedians, etc—for the same evening as objectionable speakers in order to drive down attendance. In cases such as these, it may be useful to save difficult conversations for less highly-charged moments.
- **Speak as an ally** - not only to potential targets of hate and intolerance, but also to the people in your community who may be targets for manipulation by extremists. If you notice someone in your dorm, class, activities, or elsewhere who seems to be moving closer toward radicalization or extremely intolerant attitudes, take the time to reach out. Remind them that extremists are manipulators and exploiters, who use others for their own benefit.

Leave a Legacy

Unlike faculty, staff, or administrators, students graduate and leave campus. This can set back efforts to build inclusive, resilient communities, as students go on vacation, study abroad, move off campus, and graduate. Therefore, it's essential to build practices that will endure with future students.

- **Weave important conversations throughout the calendar of campus life.** Orientation, rush week, interterm, or days of national recognition such as Martin Luther King Day, the Stonewall anniversary, or National Women's day are great opportunities to hold important conversations during the year. Let these conversations become as integral to your university's traditions as homecoming or spring break.
- **Connect with a wide array of students.** Meet and collaborate with students at every class level—from freshman through seniors. Don't wait until the second semester of senior year to begin looking for underclassmen to carry on the work! Incoming students can benefit from the experience of upperclassmen, bring new and relevant sentiments, and the conversations you share will benefit and educate you both. This kind of "institutional memory" will make your work exponentially more effective.
- **Work with faculty and staff** to develop practices that will last after you've moved on. If a disruption in these practices occurs, faculty and staff are best positioned to get them back on track.
- **Carry your experiences into the world after you graduate.** Your undergraduate years have given you the opportunity to see what works and what doesn't—and to realize that a better world is possible. The community organizing skills you develop at university will look impressive on a resume, and will help differentiate you in future job interviews. Keep working throughout your life to build a world of resilience and inclusivity, one where everybody truly feels that they belong.



RESPONSE FRAMEWORK FOR STUDENTS

Student activism and involvement has been critical to making higher education into the system it is today, especially by challenging existing university structures. While change can often be resisted by administrators and university staff as, “rocking the boat,” the mission of universities is to create engaged citizens and educated advocates for making a better world. That’s a legacy that reaches back into the past, and one which you can help carry into the future.

If You or Someone You Know Has Been Targeted

- **Refer back to the *Higher Ed. Quick Reference Sheet* and seek out a trusted individual for additional support.** If you believe you or someone you know may be in danger, call 911 and campus safety for help as soon as possible.
- **Seek out resources** that can provide emotional and logistical support. Student Involvement, Student Affairs, Campus Affairs, counseling and wellness offices and Title IX or DEI offices typically have these resources. Identity-based organizations and/or centers, RAs, professional mentors, and faculty advisors may also have resources for support.



Worried About a Classmate?

- **Speak from a place of curiosity** when reaching out and try not to pass judgment. Aggression and shaming may drive your friend away from you, and farther to the extreme. Follow up with additional conversations if you feel comfortable, and work to build trust. Let them know that you’re worried about them. If you are concerned about a classmate becoming radicalized, inform the professor of your concerns, and touch base with your professor regularly with any developments or updates you may have. (*Refer back to the Conversation Protocol for more tips.*)
- **Offer to connect them** with the counseling and wellness office, or with a staff member in student involvement to tie them further into the campus community. Sometimes isolation and rejection can push people into extremist groups.
- **Get help.** It’s not your responsibility to fix anyone. Your only responsibility is to say something if you are concerned that someone is at-risk of radicalization. Talk to one or more of the following offices, and share the details of your situation immediately:
 - » Diversity, Equity & Inclusion, Civil Rights, Equity Affairs offices and/or Title IX offices
 - » Mentors and First-Year Student Advisors, and Resident Advisors
 - » Provosts, Vice Presidents, and upper-level administration; Deans and department heads; Resident Directors
 - » Campus Safety/Law enforcement (if student safety is threatened in an ongoing manner)

Responding to Incidents

- **Make an incident report** with the appropriate administrators, departments, and/or centers - these will vary based on university structure and how the school delineates responsibilities. Use your university’s anonymous reporting tool if one is available and make as detailed a record of the incident/s as possible. Share your detailed record/document with the staff or administrator(s) tasked with handling these incidents (typically a Dean of Students, a Director, Vice President or Provost of Academic/Student Affairs).
- **Discuss the incident with someone you trust.** This could be your department’s Chair, Dean, or other trusted faculty member. Ask them which of the following campus staff members and stakeholders may need to be involved in handling the incident:
 - » Diversity, Equity & Inclusion, Civil Rights, Equity Affairs offices and/or Title IX offices
 - » Mentors and First-Year Student Advisors, and Resident Advisors
 - » Provosts, Vice Presidents, and upper-level administration; Deans and department heads; Resident Directors
 - » Campus Safety/Law enforcement (if student safety is threatened in an ongoing manner)
- **Follow-up on the report.** Make sure to get a response after submitting the report to the appropriate party, to confirm the university has received your report and is handling the issue seriously. Be sure to make yourself available for follow-ups or additional questions as needed.
- **Connect with counseling or spiritual services** to help manage psychological stress and the incident may provoke. Student engagement and community involvement on-campus can help serve as a healthy outlet and provide a sense of belonging. *Refer to the Higher Ed Quick reference sheet*, as well a list of national mental health and religious services, for more help.



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