Before we begin...

Please take a few minutes to complete the **Pre-training survey**

Building Campuses Where Hate Can't Thrive:
What Faculty, Staff, and Leaders Should Know

Lara Schwartz & Marylin Rodriguez

3:00 - 4:30 ET

AASCU

POLARIZATION & EXTREMISM RESEARCH & INNOVATION LAB
SCHOOL *of* PUBLIC AFFAIRS

Lara Schwartz
Director, Project on Civic Dialogue

Marylin Rodriguez
Deputy Director of Training & Partnership Dev.

Zoom Shared Norms

Rename: Name, Institution & Pronouns

Video Camera On (if possible)

Share when prompted

Stay Muted until prompted

Engagement: All in!

Type in Chat Box

Who is with us today?

SHARE: Name, role, and describe how has hate shown up in college communities in the past year
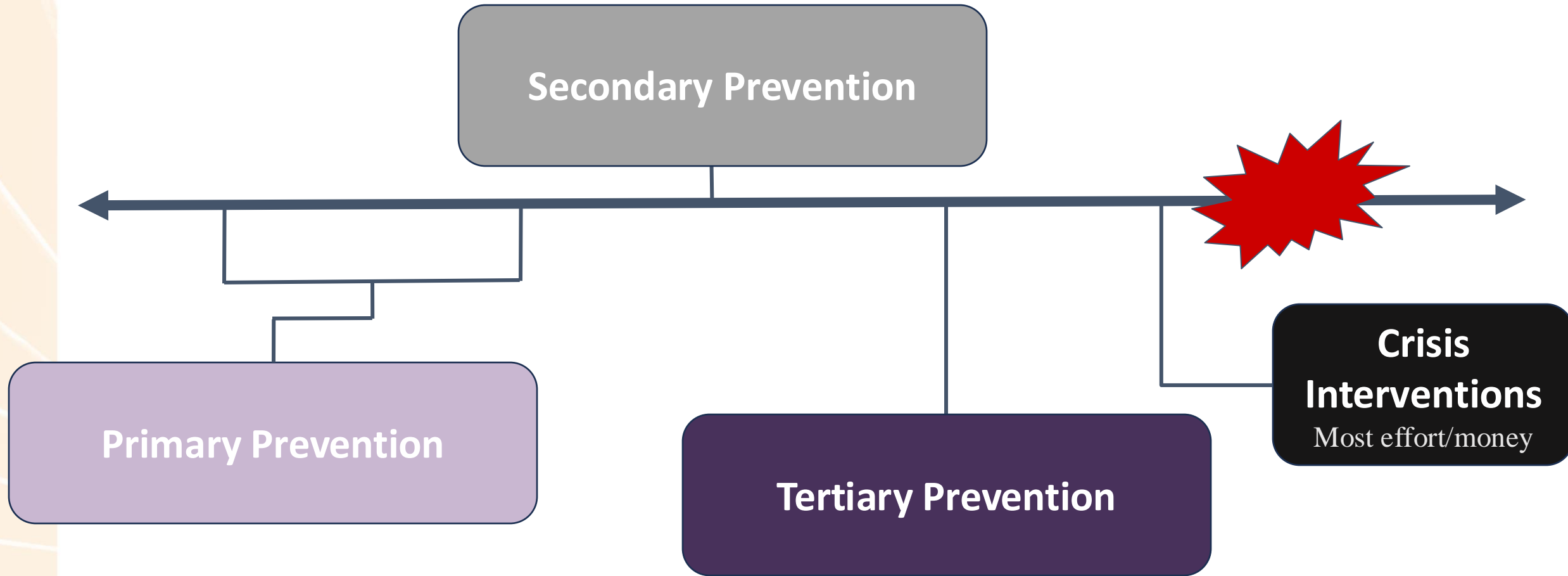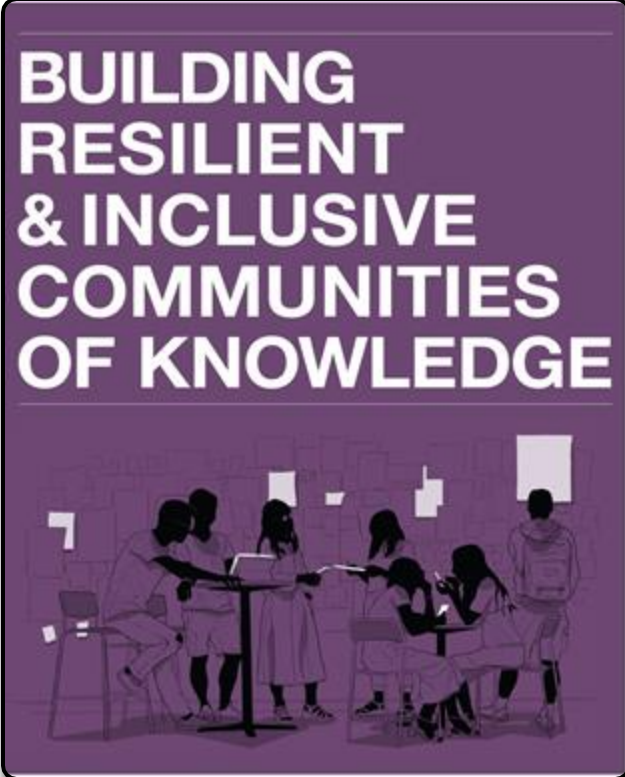
- PERIL is an applied research lab at American University's School of Public Affairs
- We use a public health approach
- Our work takes a multidisciplinary and pre-preventative approach to address hate, bias, and radicalization before they manifest into violent extremism.
- PERIL supports individuals and communities to reject propaganda and extremist content

Prevention is Upstream

Secondary Prevention

Primary Prevention

Tertiary Prevention

Crisis Interventions
Most effort/money

BRICK Toolkit

BUILDING RESILIENT & INCLUSIVE COMMUNITIES OF KNOWLEDGE

- Equips the higher education community with tools to address hate, harassment, and extremist radicalization on campus.
- Built upon rigorous research, including insights gathered from focus groups and listening sessions.
- Includes:
  - Campus-wide communication guidelines
  - Conversation protocols

Access the web portal here!

CONTENTS

What is in the BRICK Toolkit and how can it help me?

Understanding the context

3 People Are Stabbed in a University Gender Studies Class in Canada

Umpqua Community College Shooting Leaves at Least 10 Dead, Police Say

Ohio HBCUs ramping up security after deadly hate crime

Stanford University police launch hate crime investigation after antisemitic drawing found on Jewish student's dorm room door

Bananas, nooses at American University spark protests, demands

AASCU
Delivering America's Promise

HATE CRIMES

POLITICAL POLARIZATION

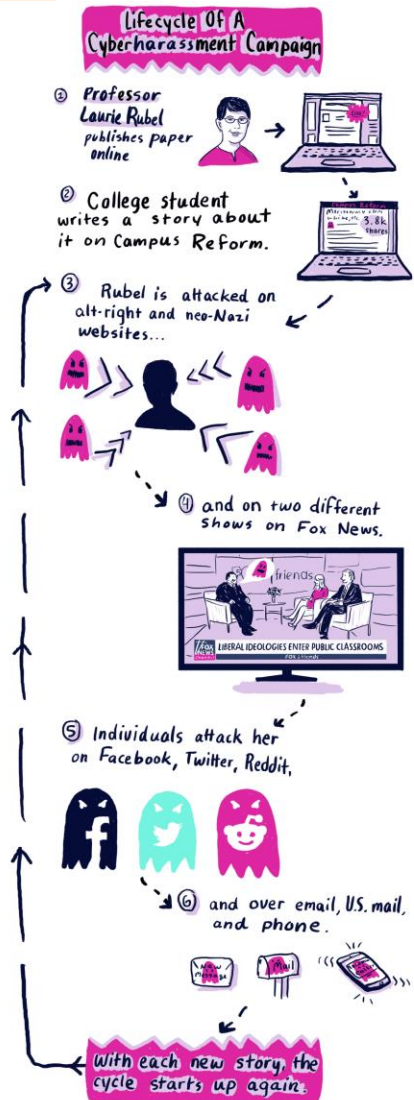The Most Polarized Freshman Class in Half a Century

A Speech About Free Speech Is Shouted Down

Robert George, an advocate for allowing diverse views on campuses, was interrupted by students protesting his stances on LGBTQ+ individuals.

A Violent Attack on Free Speech at Middlebury

As a new generation rises, tension between free speech and inclusivity on college campuses simmers

Faculty Harassment & Doxing

Lifecycle Of A Cyberharassment Campaign

① Professor Laurie Rubel publishes paper online

② College student writes a story about it on Campus Reform.

③ Rubel is attacked on alt-right and neo-Nazi websites...

④ and on two different shows on Fox News.

⑤ Individuals attack her on Facebook, Twitter, Reddit,

⑥ and over email, U.S. mail, and phone.

With each new story, the cycle starts up again.

CAMPUS REFORM

PROFESSOR WATCHLIST UNMASKING RADICAL PROFESSORS

THE COLLEGE FIX POWERED BY THE STUDENT FREE PRESS ASSOCIATION

A BILLIONAIRE-FUNDED WEBSITE WITH TIES TO THE FAR RIGHT IS TRYING TO "CANCEL" UNIVERSITY PROFESSORS

Confronted: Harris Kornstein The Drag Professor Of University Of Arizona

At UChicago, a Debate Over Free Speech and Cyberbullying

A student objected to a class, "The Problem of Whiteness," and tweeted the lecturer's photo and email address. Hate mail poured in. What should the school do?

AASCU
Delivering America's Promise

What can we do to prevent it? How can we support victims?

WHAT EVERYONE NEEDS TO KNOW
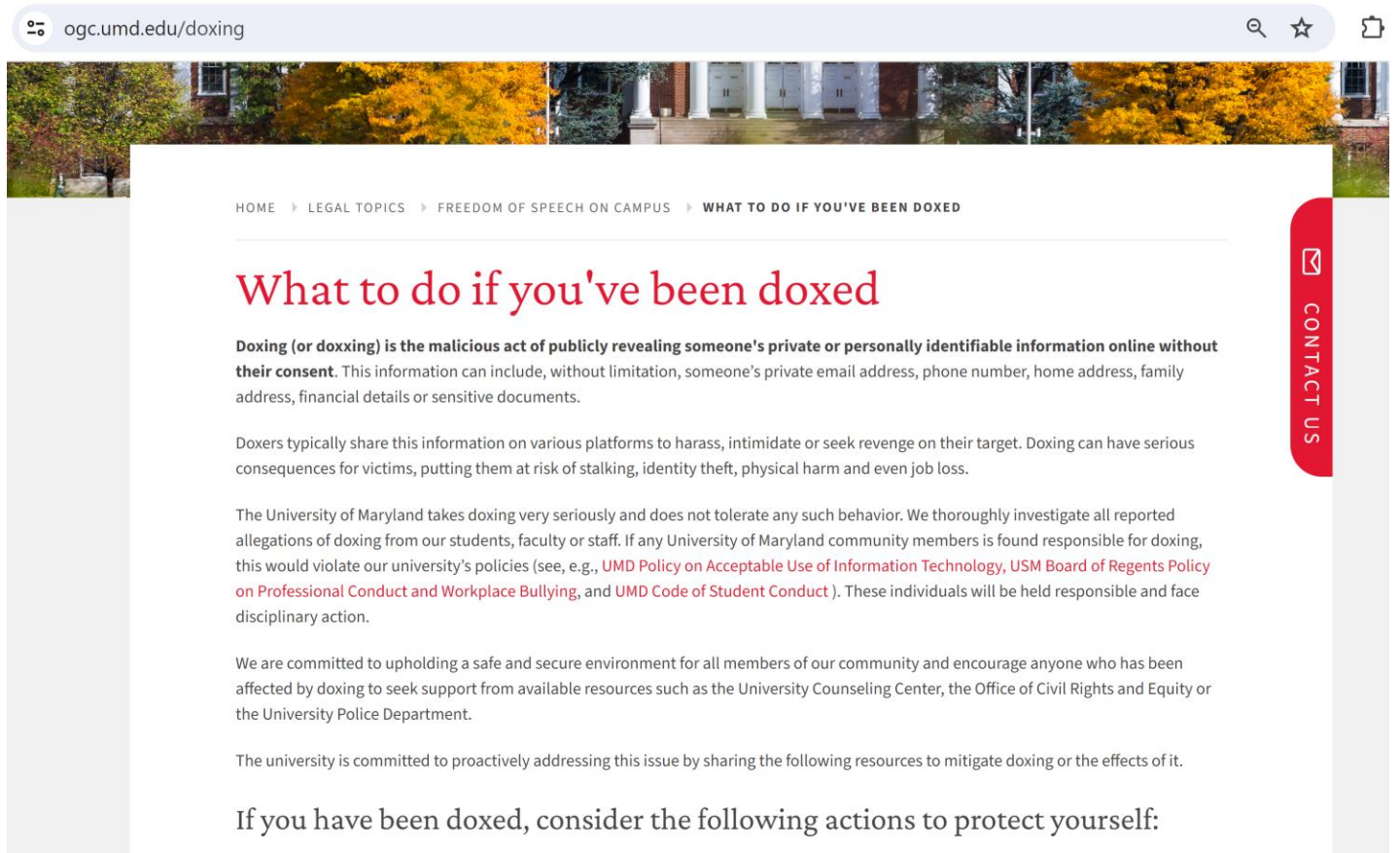
An Ounce of Prevention

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.

![AASCU logo - Delivering America's Promise]

In practice: What can be done?

ogc.umd.edu/doxing

HOME ▸ LEGAL TOPICS ▸ FREEDOM OF SPEECH ON CAMPUS ▸ WHAT TO DO IF YOU'VE BEEN DOXED

What to do if you've been doxed

Doxing (or doxxing) is the malicious act of publicly revealing someone's private or personally identifiable information online without their consent. This information can include, without limitation, someone's private email address, phone number, home address, family address, financial details or sensitive documents.

Doxers typically share this information on various platforms to harass, intimidate or seek revenge on their target. Doxing can have serious consequences for victims, putting them at risk of stalking, identity theft, physical harm and even job loss.

The University of Maryland takes doxing very seriously and does not tolerate any such behavior. We thoroughly investigate all reported allegations of doxing from our students, faculty or staff. If any University of Maryland community members is found responsible for doxing, this would violate our university's policies (see, e.g., UMD Policy on Acceptable Use of Information Technology, USM Board of Regents Policy on Professional Conduct and Workplace Bullying, and UMD Code of Student Conduct). These individuals will be held responsible and face disciplinary action.

We are committed to upholding a safe and secure environment for all members of our community and encourage anyone who has been affected by doxing to seek support from available resources such as the University Counseling Center, the Office of Civil Rights and Equity or the University Police Department.

The university is committed to proactively addressing this issue by sharing the following resources to mitigate doxing or the effects of it.

If you have been doxed, consider the following actions to protect yourself:

In practice: What can be done?

If you have been doxed, consider the following actions to protect yourself:

+ 1. Document the Abuse

+ 2. Request Takedowns

+ 3. Report Threats

+ 4. Seek Legal Advice

+ 5. Protect Your Privacy

Additional Resources

- What is Doxxing and How to Avoid it (Heimdal Security, 2021)
- How to Protect Yourself from Doxing (MalwareBytes, 2019)
- I've been Doxed: What to do in the First 24 Hours (Medium, 2018)
- How Do I Avoid Getting Doxed? (Security Today, 2019)
- Online Harrassment Field Manual: Protecting from Doxing (Pen America)

What has digital media done to dialogue?

Dr. Pasha Dashtgard

ELEMENTS OF ONLINE POLARIZATION

o Ease, accessibility and addiction
o Algorithms carving a path
o A distorted consensus
o A soap box community
o Social media —> small community dynamics
o Bridges that can't bear weight

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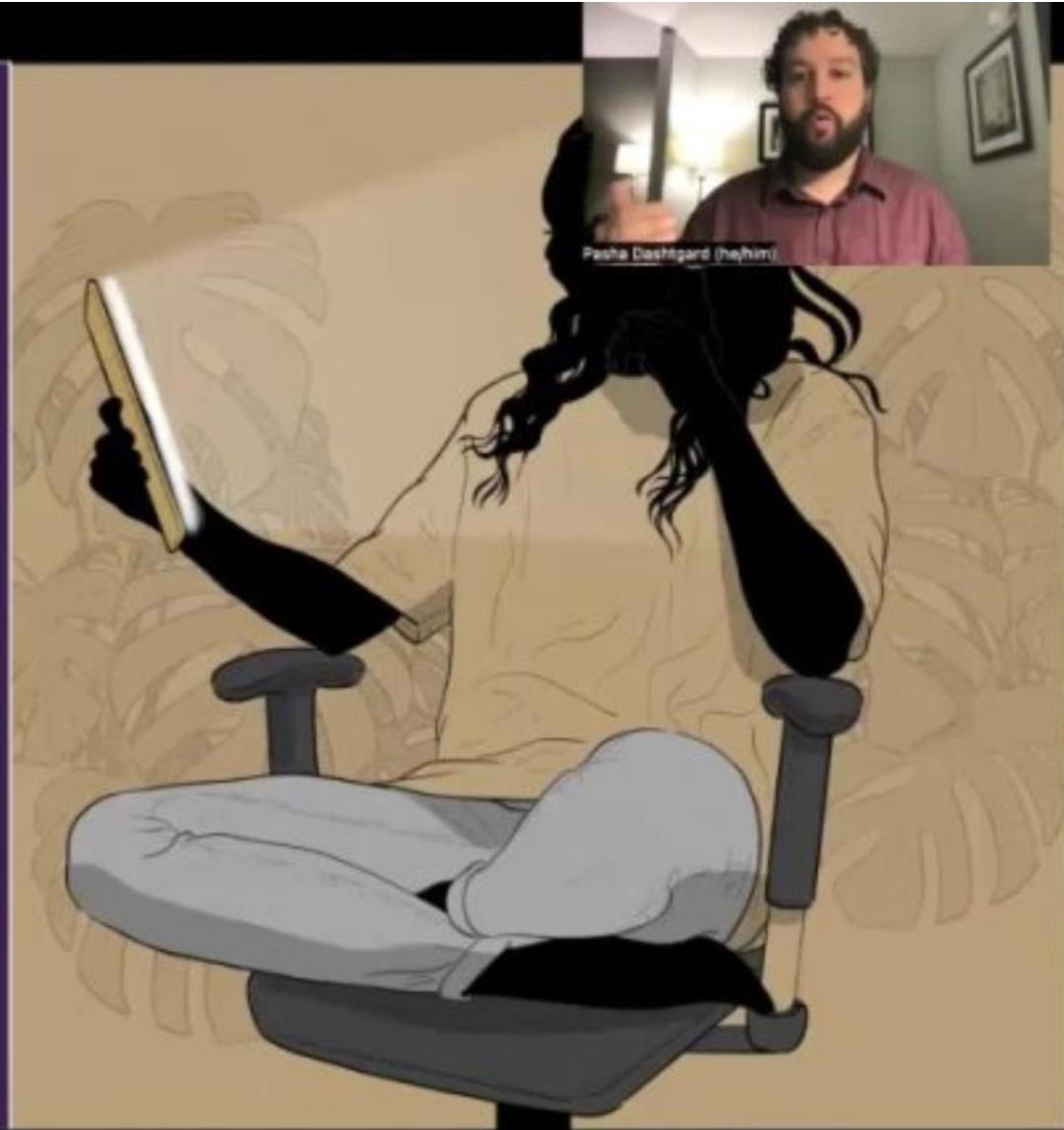
Administrative leaders set the example for campus culture and community. University leadership that takes the lead with difficult conversations face these issues before they become crises.

- **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.

- How do we create this piece of our campus puzzle?

□ **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.

Try to love the questions. From harm reduction to aspiration in polarized times

LARA HOPE SCHWARTZ

Try to Love the Questions

FROM DEBATE TO DIALOGUE IN CLASSROOMS AND LIFE

Big ideas

- It's helpful to understand what people mean when they claim "hate speech" is present in the class. We can understand these assertions as requests for redress and respond to them with empathy.
- We should reflect on and discuss why we meet in classes and activities, and design instructional time to reflect our goals for dialogue.
- Classrooms are great spaces for depolarized, productive dialogue. Exploring expansive questions collaboratively promotes nuanced thinking.
- Dialogue across difference is a teaching and learning issue- the ingredients for success are built into our work.

Dealing with concerns about speech, conduct, and teaching

- "That's not free speech, that's hate speech!"
- Bias, intellectual diversity, and concerns about neutrality
- When does speech cross the line from protected to unprotected?

Free speech? Hate speech?

- The idea of "hate speech" infuses public discourse about challenging conversations and about bias. But it is not a distinct legal category. Speech can be protected or unprotected.
    - Harassment
    - Threat
    - Incitement
- Speech can be both challenging (even hurtful) *and* protected.
    - Ex: a history textbook includes images of Nazi propaganda posters.
- When faced with a request for punishment, consider the interests behind that request.

A paradigm shift: think if you should

If there is a bedrock principle underlying the First Amendment, it is that the government may not prohibit the expression of an idea simply because society finds the idea itself offensive or disagreeable.
Texas v. Johnson, 491 U.S. 397 (1989)

Your scientists were so preoccupied with whether or not they could that they didn't stop to think if they should.

Jurassic Park (1993)
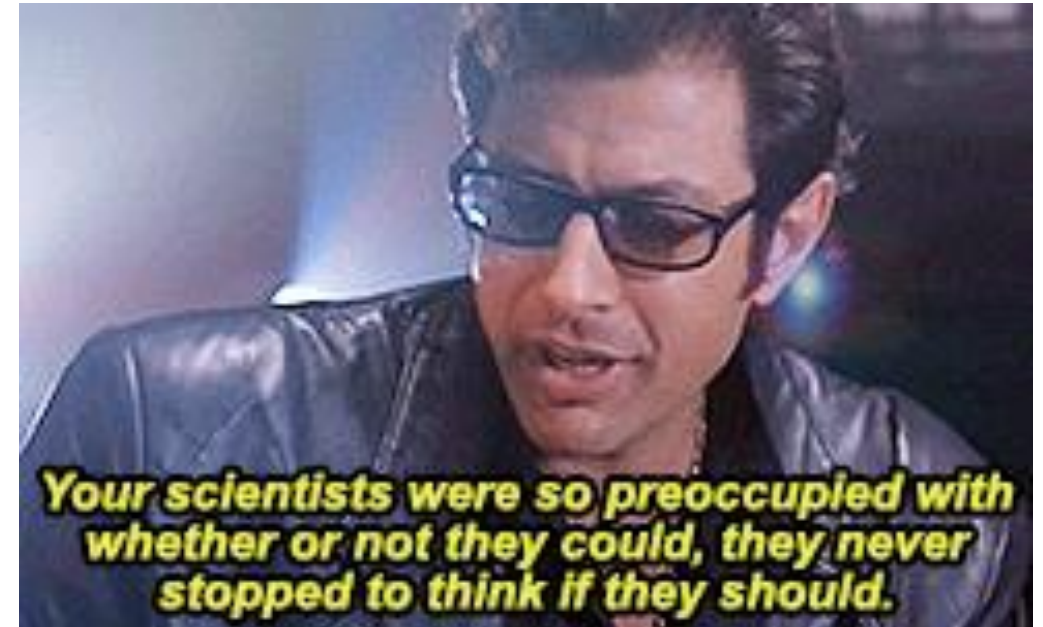
Paradigm shift: harm avoidance to aspiration

Why do we gather in classrooms or campuses?

What risks and challenges come from dialogue in the classroom?

Reflection: engaging with challenging texts and topics

Tough conversations:
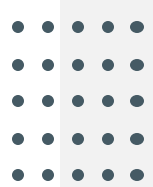
- Have we discussed what we hope to gain by discussing this?
- Have we been explicit about the norms that will apply (debate, dialogue, informed academic discussion)
- Do we have a shared goal?
- Have we acknowledged the burdens and costs of this discussion?
- Do we have a shared understanding of the differences between discomfort and harm?

Challenging texts:

- Have I explained why I am presenting this material (ex:aesthetic reasons, to question the material, for exposure to canon)?
- Have I been explicit about my relationship to this material (e.g.- I have studied it, critiqued it, published about it, written or lectured about what makes it controversial or challenging)?
- Have we discussed the role that challenging material plays in education?
- Do participants know they are free to question curricular choices and critique texts and artwork in school?
- Have I thought about the best context to introduce materials (ex: watch a video in class together or assign students to view independently)?

Paradigm shift: debate to dialogue

How do you want your students to think of each other?

Combatants or collaborators...

If you're debating, you've already lost something

- Debate is martial. Civil debate = boxing with gloves, but it's still boxing.
- Look to your shared identity as learners rather than your differing positions.

What it looks like to pivot from debate to dialogue

- Instead of supporting claims with evidence, build claims from evidence
- Instead of defending positions, ask questions
- Embrace "I don't know"
- Understand the value of engaging across disagreement
- Instead of punishing transgression, offer paths to growth and understanding

A framework for building dialogue skills and mindsets

Ask lovable questions

- Binary question: is cancel culture out of control?
- Under what circumstances should people face social or professional consequences for their words and actions?

Let's try it with other topics

Teach the rules and norms of dialogue

- Even at a private institution, it is helpful to understand first amendment principles
- Other rules: such as laws on harassment and hostile environment, can be helpful guideposts in difficult dialogues
- Neutral academic standards are our friends - and they let us work separately from partisan and ideological lenses

Teach, model, and reward generous listening and reading

Empathy≠agreement. Empathy≠agreement.

And another thing:

Listening≠conceding. Listening≠conceding.

Practice restorative responses- not punishment

- Intent ≠ impact
- Not punishing ≠ "doing nothing"
- Accord everyone a presumption of good faith
- This includes critics
- When we abandon a punitive mindset and pivot to an educational mindset, we don't need to litigate about intent– we simply learn how we have affected others and try to make good use of that information.
- We should all model gratitude for feedback

Communicate to be understood- not to win

Design dialogue opportunities that involve collaborative inquiry rather than pitched battles.

Instead of holding a debate over whether Washington, DC should be renamed, assign students to work in groups to consider:

1) What would we need to know in order to understand this topic
2) What similar questions might arise in the future (ex: how do we know which of today's historical figures would meet our standard in the future).
3) Where would we draw the line – can we make our position a rule?
4) When there is disagreement, can we articulate the values and concerns that motivate each position?
5) What common values and concerns inform the various options we have generated here?

Engage in reflection - I before we

- Encourage all participants in dialogues to consider their strengths, areas for growth, attitudes, habits of mind, and goals.
- Consider the way people's personal experiences inform their expectations about dialogue.
- Prepare students for college dialogue – new rules, norms, and expectations.

Back to the beginning: why before how

- When it comes to challenging topics, what is your "why?"
- Does your course, program, or school *as a whole* offer opportunities to serve that "why?"
- What kinds of activities and opportunities build students' dialogic capacities?
  - Collaboration– choir, team sports, theater productions, service projects
  - Inquiry– reading challenging texts; conducting research; identifying original questions
  - self awareness– goal-setting exercises, 1:1 coaching and counseling, family involvement
- Are students aware of the "why" and have you connected it to the programming you do?

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**
- **Center 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.
- **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.
- **Hold Conversations for Administrators**
  - Start Today. Be proactive. Have a positive vision.
  - Emphasize inclusivity, belonging, and openness
  - Include faculty and student groups
- **When Incidents Occur, Come Back Stronger**

Thank you for your participation and engagement!

Please take a few minutes to complete the **Post-training survey**

Q&A