

Report of the Division 17 Special Task Force on Taking Action Against Racism in Higher Education

Amy L. Reynolds, Lisa B. Spanierman, and
Roger L. Worthington

STG Tri-Chairs

Overview

- **TAARHE**
- **Higher Education Context**
- **Best Practices: Proactive and Responsive**
- **An Example**
- **Conclusions and Resources**

Our public universities have advanced the notion that in educating college students for the world they will inhabit, it is necessary to bring people together from diverse parts of society and to educate them in that context. Far from being optional or merely enriching, it is the very essence of what we mean by a liberal or humanistic education.

Lee C. Bollinger

President, Columbia University

Former President, University of Michigan

IMPORTANCE OF DIVERSITY

- greater learning
- increased interpersonal competencies
- greater self-confidence among students
- fewer irrational prejudices
- greater gains in critical thinking
- greater involvement in civic and community service
- greater earning potential

The Context of Diversity and Inclusion in Higher Education

Diversity and Inclusion Efforts

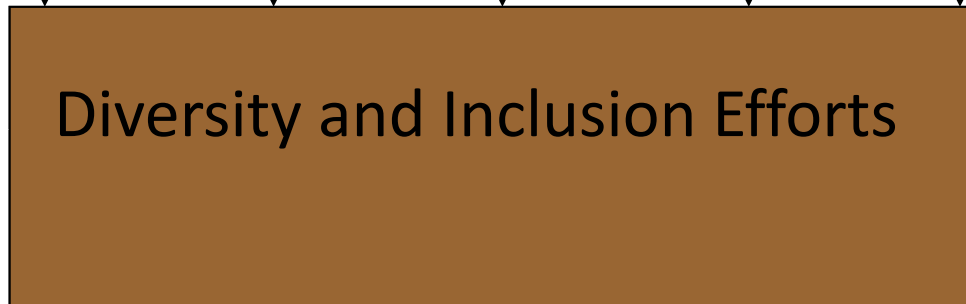
Systemic
Oppression

Political
Influences

Legislative
Threat

Judicial Threat

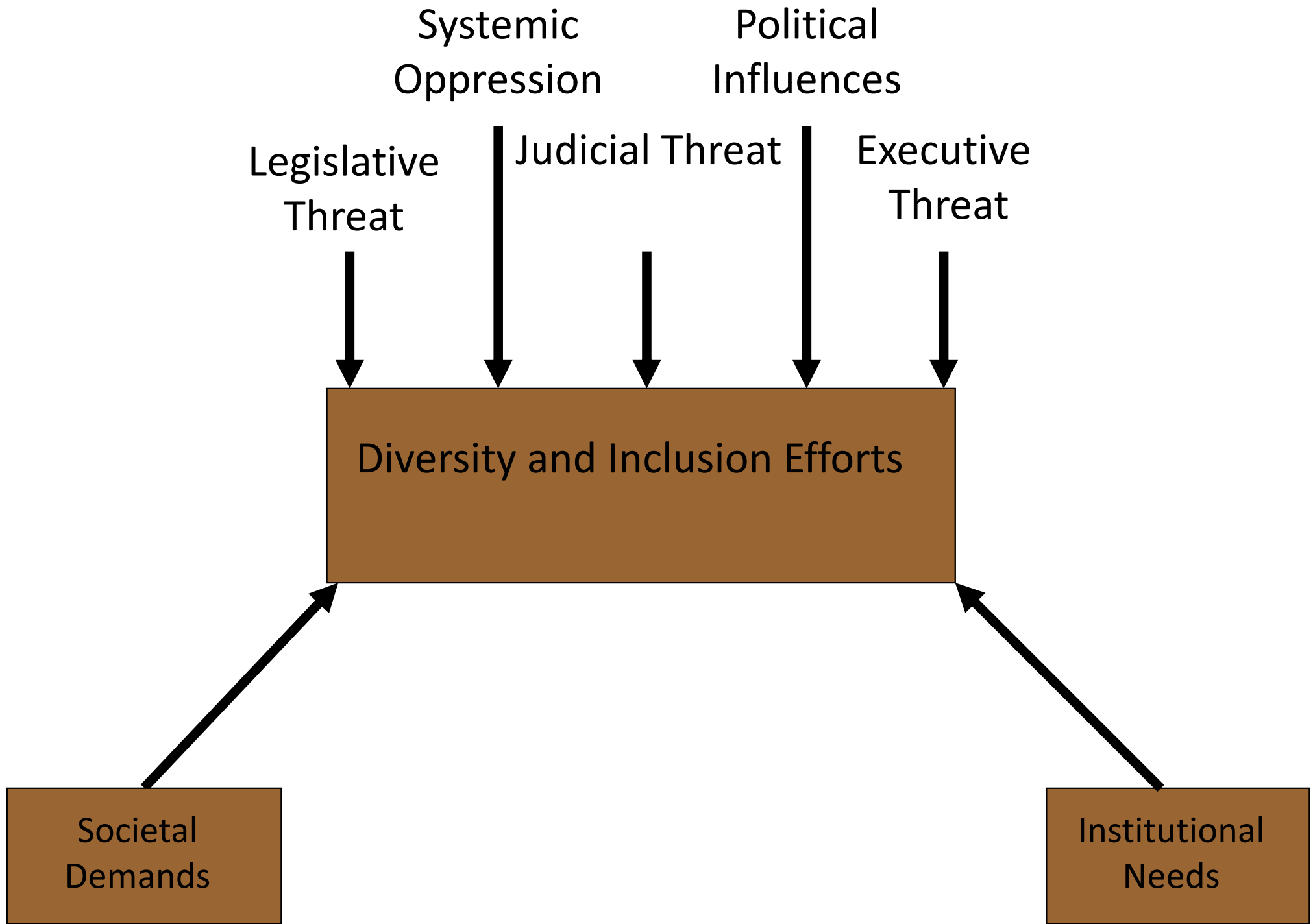
Executive
Threat



Diversity and Inclusion Efforts

Challenges to Diversity and Inclusion Efforts

- **K-12 Public School Resegregation**
- **Ward Connerly: “Civil Rights” Legislation**
- **Roger Clegg: Center for “Equal Opportunity”**
- **David Horowitz: Academic “Bill of Rights”**
- **Lynn Cheney: Liberal “Indoctrination”**
- **Bakke v. University of California**
- **Gratz et al. v. Bollinger et al. (2003)**



Systemic
Oppression

Political
Influences

Legislative
Threat

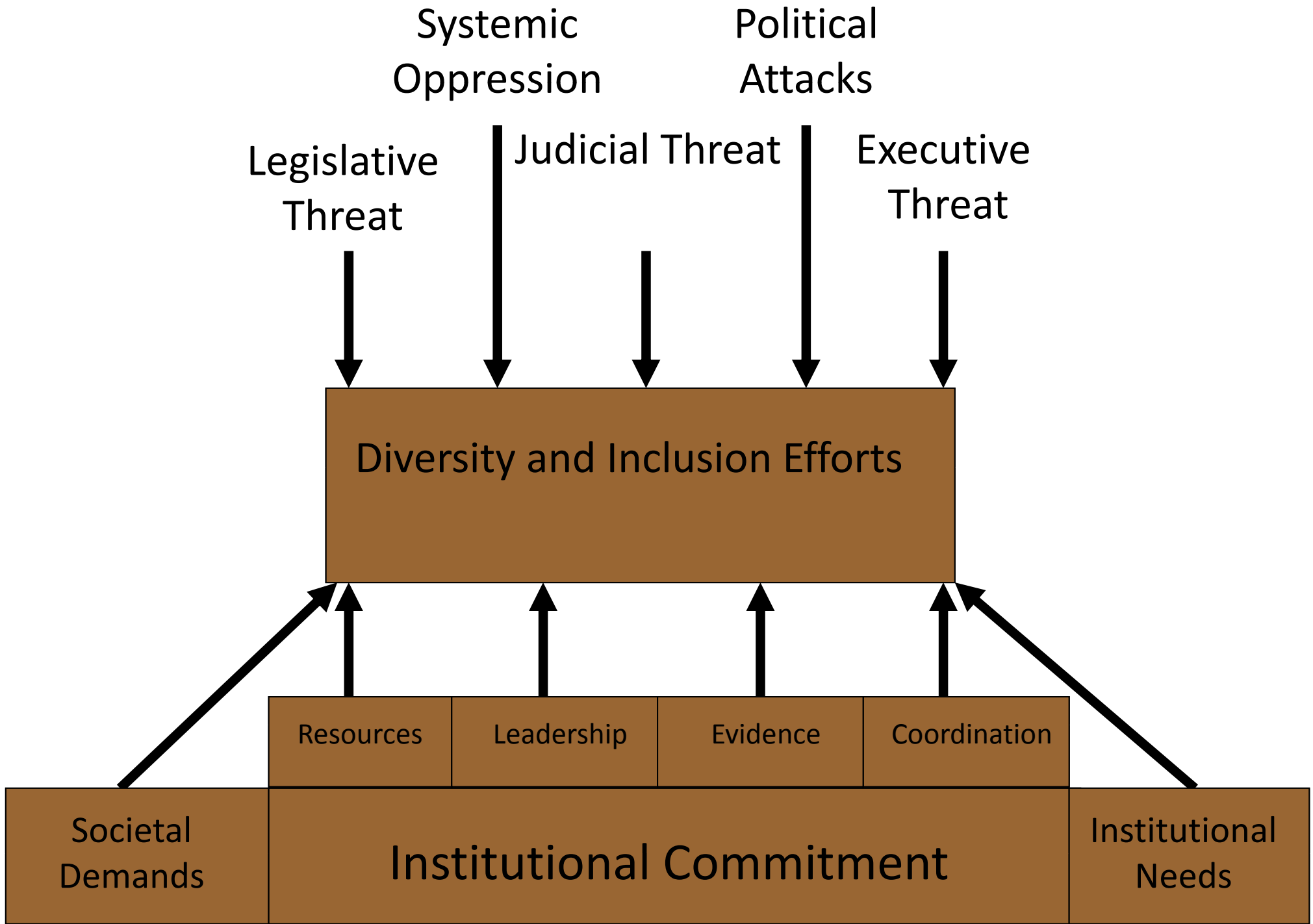
Judicial Threat

Executive
Threat

Diversity and Inclusion Efforts

Societal
Demands

Institutional
Needs



Supports

- Grutter et al. v. Bollinger et al. (2003)
- Administrative commitment to diversity
- Institutional competence building
- Positive growth in minority representation and achievement in higher education
- Increased resources to promote a positive campus climate for diversity
- Research on diversity-related outcomes
- Coordination and cooperation among administrative, academic, student services, and data gathering units
- Demands for a culturally diverse workforce

Higher Education Context

- **Colleges and universities are large and complex institutions.**
- **Administrative lines of authority for decision making and action are often de-centralized.**
- **Universities have inherent obligations to uphold academic freedom and freedom of expression while simultaneously protecting the safety of students, faculty and staff.**
- **The reputational paradigm of higher education status, prestige and marketing requires intensive attention to the costs and consequences of publicity.**
- **Clery Act makes hate crime reporting a requirement, but...**

Hate Incidents on Campus

- **Accurate data on the prevalence of hate crimes and bias incidents on college campuses are not comprehensive, because they are based on information from relatively few reporting campuses (FBI, 2001).**
- **According to Tolerance.org:**
 - **Over 500,000 college students are targets of biased slurs and physical assaults every year**
 - **At least one hate crime occurs daily on a college campus**
 - **Race and ethnicity are the most common targets**
 - **Anti-Semitism and Sexual Orientation are also common**
 - **Anti-Islamic bias and crimes have increased substantially**
 - **Anti-immigration has become a major focus among Nativist groups**
 - **On some campuses college students observe biased words or images every day**

Hate Crime versus Bias Incident

- **A *hate crime* as a crime which in whole or part is motivated by the offender's bias toward the victim's status because they are perceived to be different with respect to their race, color, religion, national origin, sexual orientation, gender or disability.**
- **A *hate incident* or *bias incident* is an action in which a person is made aware that her/his status is offensive to another, but does not rise to the level of a crime.**

FBI Statistics: Incidents and Offenses

An analysis of the 7,160 single-bias incidents reported in 2005 revealed the following:

- 54.7 percent were racially motivated.
- 17.1 percent were motivated by religious bias.
- 14.2 percent resulted from sexual-orientation bias.
- 13.2 percent stemmed from ethnicity/national origin bias.
- 0.7 percent were prompted by disability bias.

FBI Statistics: Location

- 13.5 percent of overall hate crimes happened at schools or colleges.
- 13.2 percent of racial bias hate crimes occurred at schools or colleges.
- 17.0 percent of religious bias hate crimes happened at schools or colleges.
- 12.1 percent of sexual orientation hate crimes happened at schools or colleges.
- 12 percent of ethnicity/national origin hate crimes happened at schools or colleges.
- Physical disability hate crimes that happened at schools or colleges were not separated due to low incidence.
- 1 percent of multiple bias hate crimes happened at schools or colleges

(In a *multiple-bias incident* two conditions must be met: 1) more than one offense type must occur in the incident and 2) at least two offense types must be motivated by different biases.)

Long-Term Mental Health Impact of Hate Crimes

- **Victims of hate crimes are at heightened risk for psychological distress beyond that of the consequences of violent crime in general (Herek, Gillis, & Cogan, 1999; Sulloway, 2004).**
- **Psychological distress following victimization by hate crime can include depression, anxiety, and posttraumatic stress disorder (Bisson & Shepherd, 1995; Weaver & Club, 1995).**

Impact on the Community that Shares the Victim's Identity

- **Hate crimes threaten the group that the victim belongs to in addition to the particular individual (Sullaway, 2004).**
- **Members of a community targeted because of a central identity (e.g., one's race, religion, gender, or sexual orientation) may feel less safe after a fellow group member is targeted (Boeckmann & Turpin-Petrosino, 2002).**
- **Witnessing discrimination against someone who is from the same group as oneself (e.g., same gender, ethnicity) can lead to depressed emotion and lower self-esteem (McCoy & Major, 2003).**

Best Practices: Definitional Issues

- **“Best practices” are NOT whether all stakeholders or all constituency groups are satisfied with outcomes. Why?**
- **The range of different types and characteristics of racist incidents make it difficult to establish standard practices or produce consistent outcomes.**
- **“Perspective” is a critical determinant of whether responses are considered to be “best,” and by whom.**

Best Practices

- **Some practices are bad, some are good, some are better, but only a small number will ultimately be considered “best.”**



Best Practices: Proactive

- **Evaluate policies and procedures for reporting and resolving hate crimes and bias incidents**
- **Implement effective training of administrators, counselors, police, staff, and faculty members**
 - Provide ongoing training
 - Evaluate and vet prospective trainers
- **Provide campus services**
 - Accessible campus-wide bias reporting system (<http://biasreport.missouri.edu/>)
 - Mediation/reconciliation (on campus or through DOJ)
 - Bias response teams
- **Facilitate alliance building on campus**

Best Practices: Proactive

- **Gather on-going information (not just during crises)**
 - Understand history/perceptions on campus
 - Assess satisfaction and needs of under-represented groups
- **Offer prevention education for entire community**
 - Peer education programs at Texas A & M
 - UC Berkeley Hate Crimes Awareness & Prevention Project
 - National Student Colloquium at Northeastern University and University of Southern Maine
 - Carbondale Conversations for Community Alliance
- **Establish a communications plan designed to promote a rapid and effective response to a variety of types of events.**
 - Communication must be central and promote transparency
 - Involves all parties in meaningful dialogue

Bias Reporting System

- Develop an online reporting system for bias incidents on campus
- Include incidents of hate crimes, hate incidents, and sexual harassment
- Include peer-to-peer incidents as well as those that occur across position and status (e.g., faculty-student, supervisor-employee, etc.)
- Provide a clear set of policies and procedures for responding to bias incidents
- Identify an equity officer equipped to receive and respond to bias incidents.

Best Practices: Responsive

- **Provide campus-wide response**
 - Remain responsive, not reactive
 - Immediacy of response when events occur
 - Response is proportional to the incident/crime
 - Open letters to campus
 - Community meetings, town hall events, creative outlets
- **Follow-through to stakeholders and affected parties**
 - Protecting and assisting victims/survivors
 - Extending assistance and follow-through to communities and stakeholders
- **Address local and campus media coverage**
- **Review efforts and sustain positive outcomes**

AN EXAMPLE

ANATOMY OF A RIOT



Columbia, Missouri

February 20, 2007

A parade permit filed with the Columbia Police Department said the National Socialist Movement intended to "protest the promotion of Marxism by the University of Missouri."



Source: ColumbiaTribune.com

Toledo, Ohio

Saturday, October 15, 2005

Members of the National Socialist Movement, which identifies itself as 'America's Nazi Party,' harass counter-protestors on the grounds of Woodward High School, with a 68% African American student body.



Source: CNN.com

Columbia, Missouri

March 3, 2007

University and community leaders came together with law enforcement and city officials to support a nonviolent response. Community leaders devised an anti-violence campaign designed to raise awareness and aimed at prevention.



Mobilizing a Campus Response

March 3, 2007

Nazi Group Comes to Columbia: What Should We Do?

**An open letter to the campus community by
the MU Chief Diversity Officer**

<http://diversity.missouri.edu/news/2007/0305-nazi-group.html>

Campus and Community Events

- ***Spark in the Park*** at Douglass Park
- ***Inter-Faith Religious Leaders march along parade route.**
- ***NAACP rally on County Courthouse steps.**
- ***Forum Theatre movies for just \$4.50!**
- ***2 for 1 special at Empire Roller Rink**
- ***Free Concert!!**
- ***Theatre of the Oppressed performance based on the poem "First they came . . ." by Niemuller**
- ***Students Advocating a Multicultural Experience is holding an open forum on Neo-Nazism and hate groups in America**
- ***Hate Wall Demonstration**
- ***On-Campus Student Street Festival**
- ***Native American Indian cleansing ritual along parade route after march**

Columbia Acceptance Project



J.W. Blind Boone Home



<http://tolerance.homestead.com>

Columbia, Missouri

March 10, 2007

The event at Frederick Douglass Park was scheduled to run from noon to 5 p.m., the same time frame that the parade permit allowed the neo-Nazis to march near the University of Missouri campus.



Source: ColumbiaTribune.com

Columbia, Missouri

March 10, 2007

Although there was some shoving and a great deal of yelling, there was little violence, in part due to an overwhelming presence of law enforcement, including riot squads, a SWAT team, mounted police, and a helicopter.



Columbia, Missouri

March 10, 2007

Seven people were arrested, and police used pepper spray to separate counter-demonstrators from the marchers, but the parade took place without significant injury or damage to the city or the university.



Columbia, Missouri

March 10, 2007



None of the seven individuals arrested were from the University community, and none had local addresses. Arrest records indicated that they were from as far away as Vermont and Indiana, or came from other parts of Missouri, including St. Louis.

CONCLUSIONS

- **Consider campus context**
- **Be proactive**
- **Provide advance training to campus responders**
- **Immediacy of action**
- **Pursue ethics over good PR → accept criticism**
- **Inclusive, coordinated responses**
- **Multiple communication streams**
- **Avoid over-control**
- **Turn lemons into lemonade**
- **Identify teachable moments**
- **Review efforts and sustain positive outcomes**

Resources

- **Hate Crimes on Campus (U.S. Dept of Justice, 2001)**
- **Southern Poverty Law Center (www.splcenter.org)**
- **Tolerance.org**
- **CNN.com**
- **OrlandoSentinel.com**
- **ColumbiaTribune.com**