

**2008 International Counseling Psychology Conference
Responding to Hate in Institutions of Higher Education
Working Group Executive Summary**

What is the problem?

- Hate on campus is not just events; pervasive cultural undercurrent; hate is fed by fear
- The definition of what is a hate crime/bias incident needs to be expanded beyond overt action and intent; microaggressions still represent a disparity of treatment
- Breeding ground of media influence; culture of anonymous blogging may lead to increased ability to spew hate
- Hate crimes/bias incidents represent structural fissures in society; we need to discuss what these incidents actually represent
- Campuses are not safe spaces for difficult dialogues; these conversations often happen by accident
- Members of oppressed groups often internalize the oppressive standards and expectations and may not view biased behavior as such; expressions of bias are constantly morphing
- Developmental realities of students influence how they see themselves and respond to others
- Civility on campus leads to politeness which reinforces the status quo; people who are oppositional lose their voice
- Institutional realities affect what happens (climate) and how we respond (reactive not proactive)

What are possible solutions?

- There are three possible directions of this work
 - Research and assessment
 - Institutional advocacy
 - APA educational and policy oriented efforts
- Collaboration with others who are doing the work; working with other academic departments and administrative units
- Rely on other disciplines for their literature and methods (e.g., theatre troupe, dispute resolution)
- We need to inspire multiculturalism on our campuses; change social norms (borrow methodologies and interventions from community psychology, social work)
- Needs assessment: what competencies do we need to do this work; how do we integrate these competencies into our graduate training?
- As counseling psychologists we are human behavior experts and have the potential to be consultants on our campus in a developmental growth oriented manner; we don't always appreciate our own skill level and all we have to offer (e.g., use our skills to teach faculty facilitation skills)
- How do we capture the teachable moments; we need to have structures, strategies, and materials already prepared to respond to incidents
- The importance of establishing consequences and rewards for addressing these issues (even on the academic side) on campus
- We need to have resources; a diverse tool bag to address these issues (e.g., data base, student panels, peer to peer programs, 1st year seminars)
- We must inspire multiculturalism; utilize our spheres of influence; help our campuses to make this a key institutional direction