



From Compliance To Connection: Managing Title VI Challenges And Conversations

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MEET YOUR FACILITATORS



Kateeka Harris

Kateeka has nearly two decades of experience in higher education including Title IX compliance, student conduct, multicultural program administration, and undergraduate admissions. Kateeka is a nationally recognized expert in Student Conduct and Title IX.

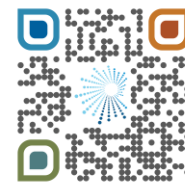


[Full Bio](#)



Omar Torres

Omar is a seasoned higher education professional with over 20 years of experience working at various colleges and universities. As a subject matter expert in student conduct, hazing prevention, and Title VI compliance, Omar brings extensive knowledge and strategic insight to navigating complex campus issues.



[Full Bio](#)

ABOUT US

Vision

We exist to create safe and equitable work and educational environments.

Mission

To bring systemic change to how school districts and institutions of higher education address their Clery Act & Title IX obligations.

Core Values

- Responsive Partnership
- Innovation
- Accountability
- Transformation
- Integrity

AGENDA AND KEY-TOPICS

- Briefly Review Title VI of the Civil Rights Act of 1964
- Overview of the First Amendment
- Title VI Range of Conflicts on Campus
- Institutional Nuances
- Student Health, Wellness, & Developmental Considerations
- Bias & Discrimination in Higher Education
- Mitigating Conflict & Navigating Contentious Conversations
- Wrap Up

GROUP PRINCIPLES OF ENGAGEMENT



Limit distractions and be fully present

All voices, opinions, and experiences are welcome

Suspend judgment & lean into discomfort

Speak from the "I" perspective

Acknowledge that multiple truths exist

Call others into the conversation not out

What is said here stays here, but let the learning leave

TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

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- ✓ Historical Context
- ✓ Race, Color, National Origin Defined
- ✓ National Origin And Religion
- ✓ Disparate Impact & Disparate Treatment
- ✓ Hostile Environment
- ✓ Retaliation

HISTORICAL CONTEXT



<https://www.lbjlibrary.org/>

SIGNING OF THE CIVIL RIGHTS ACT OF 1964



<https://www.lbjlibrary.org/object/photo/signing-civil-rights-act-1964-6>

A BRIEF REVIEW OF TITLE VI



- Landmark provision of the US Civil Rights Act of 1964
- Prohibits discrimination based on race, color, or national origin in any program or activity receiving federal financial assistance. Retaliation is also prohibited
- Includes all recipients of federal funds, for example: education, police, health care, transportation, etc.

WHAT IS MEANT BY...

Race

- Physical characteristics, ancestry, or genetic markers
- Historically rooted in social constructs, Title VI ensures protections regardless of how race is perceived

Color

- Discrimination based on skin color or complexion
- Protects individuals against differential treatment even among individuals of the same race

National Origin

- Protects individuals based on their country of origin, ancestry, or cultural identity
- Includes individuals who are immigrants, refugees, or whose families have roots in another country

NATIONAL ORIGIN AND RELIGION

- Although religion is *not explicitly* listed as a protected class under Title VI, it can still be covered in certain situations
- Federal agencies, particularly the U.S. Department of Education's Office for Civil Rights (OCR), have interpreted **national origin discrimination** to include instances where religious discrimination overlaps with national origin
- This interpretation applies especially to groups that share ethnic and religious identities, such as Jewish, Muslim, Sikh, and Hindu students
- **Enforcement in Practice:** Title VI applies when religious discrimination is intertwined with race, color, or national origin. For example, if a student is harassed for being **Jewish or Muslim** in a way that reflects ethnic or ancestral bias, OCR may investigate the complaint under Title VI

IMPACT VS. TREATMENT

Disparate Impact

Occurs when neutral policies or practices disproportionately affect a protected group, even without intentional discrimination.

U.S. Department of Justice – Title VI

Disparate Treatment

Refers to **intentional discrimination**, where an individual or group is treated differently based on a **protected characteristic** such as race, color, or national origin. Under **Title VI of the Civil Rights Act of 1964**, federally funded institutions (e.g., schools, colleges) are prohibited from engaging in disparate treatment based on these factors.

U.S. Department of Justice – Title VI

CASE LAW

(DISPARATE IMPACT)

- **Case: Students for Fair Admissions v. Harvard (2023)**
- **Summary:** The Supreme Court ruled that Harvard University's race-conscious admissions policies violated the Equal Protection Clause of the Fourteenth Amendment.
- **Details:** The lawsuit argued that Harvard's admissions practices disproportionately affected Asian American applicants, constituting a **disparate impact** despite the university's intent to promote diversity. The Court found that the policies lacked sufficiently focused and measurable objectives, employed race negatively, involved racial stereotyping, and lacked meaningful endpoints.

CASE LAW

(DISPARATE TREATMENT)

- **Summary:** A Mexican-American parent sued a Texas school district for failing to provide adequate bilingual education to his children. The **5th Circuit Court of Appeals** established a **three-pronged test** for evaluating EL programs:
- **Sound Educational Theory** – Programs must be based on recognized educational principles.
- **Effective Implementation** – Schools must allocate resources (trained teachers, materials, etc.).
- **Program Evaluation** – Schools must monitor EL progress and adjust ineffective programs.
- **Significance:** This case set a national standard for assessing whether schools are **meeting their obligations to EL students under Title VI**.

HOSTILE ENVIRONMENT

- Conduct based on race, color, or national origin that is sufficiently **severe, pervasive, or persistent** to interfere with or limit an individual's ability to participate in or benefit from an educational program or activity receiving federal financial assistance.

ELEMENTS OF A HOSTILE ENVIRONMENT

- **Protected Basis:** The harassment must be based on **race, color, or national origin**
- **Severe, Pervasive, or Persistent Conduct:** The harassment must be **severe, pervasive, or persistent** enough to create an **intimidating, hostile, or offensive** educational environment. *Isolated incidents may not be enough unless they are particularly egregious.*
- **Interference with Educational Opportunities:** The conduct must **interfere with or deny** the person's ability to participate in or benefit from the program or activity
- **Institution's Knowledge and Response:** The institution must have been **aware** of the hostile environment (through reports or other means) and must have **failed to take appropriate corrective action**

EXAMPLES OF A HOSTILE ENVIRONMENT

- Racial slurs, epithets, or derogatory remarks that are repeated and go unaddressed
- Racially motivated bullying, threats, or physical intimidation in a college/university
- Sustained pattern of derogatory comments, slurs, or threats targeting students of a particular national origin, creating an environment of intimidation, fear, or humiliation that interferes with their ability to participate fully in academic and social activities
- Faculty or staff members make racially offensive comments that go uncorrected

WHAT IS DISCRIMINATION?

- Is the behavior prejudicial?
- Is the behavior severe, persistent, or pervasive?
- Does it interfere with equal access?
- Is the institution responding adequately?
- Contextual Factors
 - Location
 - Power dynamics/Disparities in authority
 - Audience

ELEMENTS OF DISCRIMINATION

- Is the behavior prejudicial?
- Is the behavior severe, persistent, or pervasive?
- Does it interfere with equal access?
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- Contextual Factors
 - Location
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 - Audience

EXAMPLES OF DISCRIMINATION

- Unfair Admissions Practices
- Unequal Access to Scholarships & Financial Aid
- Discriminatory Treatment in Academic Programs
- Segregation or Unequal Treatment in Campus Housing
- Discriminatory Disciplinary Actions
- Failure to Provide Language Access
- Exclusion from Extracurricular Activities/Student Organizations

RETALIATION

- According to **OCR and DOJ guidance**, **retaliation** is any act that:
 - **Is taken against an individual** (e.g., student, employee, parent, or community member).
 - **Is in response to their participation in a protected activity**, such as:
 - *Filing or assisting with a **Title VI complaint**.*
 - *Opposing practices that violate **Title VI**.*
 - *Participating in an **investigation, hearing, or proceeding** related to a Title VI complaint.*
 - **Is materially adverse, meaning results in harm** to the individual in a way that would **deter a reasonable person** from engaging in protected activity again.

GROUP ACTIVITY: SOCIAL MEDIA

- A student at a public university shares a social media post criticizing a recent campus event celebrating cultural diversity. The post contains language that some students interpret as offensive toward a specific racial or ethnic group. The post quickly gains traction, with some students supporting the viewpoint while others call for disciplinary action, citing Title VI protections against a hostile environment.
- As the post circulates, tensions escalate. Some students organize a protest demanding action against the student, while others argue that punishing the student would violate free speech rights. University leadership and the Office of Institutional Equity receive complaints from multiple student organizations, alleging that the post has contributed to a racially hostile climate.

KEY ISSUES & DISCUSSION QUESTIONS

- **Key Issues to Consider:**

- Does the student's post contribute to a hostile environment under Title VI?
- Has the university responded with deliberate indifference to the complaints?
- Are there clear policies on student conduct, discrimination, and social media use?
- Is the post protected speech, even if it is offensive to some?

- **Discussion Questions:**

- Under what conditions can speech contribute to a racially hostile environment as defined by Title VI?
- How should the university assess whether the student's post has materially affected the educational environment?
- What immediate steps should the university take to balance its Title VI responsibilities with the student's free speech rights?
- What types of educational or restorative practices could help address harm while preserving rights?

FIRST AMENDMENT OVERVIEW

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Overview of the First Amendment
Freedom of Speech
Freedom of Expression
Time, Place, Manner
Public vs. Private

FIRST AMENDMENT

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



https://constitution.congress.gov/browse/essay/amdt1-7-8-4/ALDE_00000757/

FREEDOM OF SPEECH

"First Amendment rights, applied in light of the special characteristics of the school environment, are available to teachers and students. It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate."

Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969).

FREEDOM OF EXPRESSION

- The First Amendment protects "freedom of expression" by prohibiting laws that abridge the freedom of speech or of the press
 - Includes spoken and written communication, as well as symbolic speech
- It's important to note that while freedom of expression is a protected right, it is not absolute
- Limitations balance individual rights with the protection of public order and the rights of others
- Limitations include restrictions on speech that:
 - Incites imminent lawless action
 - Constitutes obscenity
 - Involves defamation

• Sources: law.cornell.edu, uscourts.gov

TITLE VI INTERSECTION WITH THE FIRST AMENDMENT

- While Title VI primarily addresses issues of discrimination, it can intersect with **time, place, and manner** restrictions when institutions regulate protests or demonstrations related to race, discrimination, or social justice movements on campus.



TIME, PLACE, & MANNER RESTRICTIONS



- **Content-Neutral** – They cannot regulate speech based on its message or viewpoint
- **Narrowly Tailored** – They must not be overly broad and should only serve a significant institutional interest
- **Serve a Legitimate Government Interest** – Such as ensuring safety, maintaining order, and preventing disruptions to educational activities
- **Leave Open Ample Alternative Channels for Expression** – Protesters must still have reasonable ways to convey their message

EXAMPLE: PROTESTS



TIME, PLACE, AND MANNER POLICIES

- **Time:** No protests disrupting class hours or occurring late at night.
- **Place:** Designated free speech zones, but restrictions cannot be so severe that they prevent meaningful expression.
- **Manner:** No amplified sound near classrooms, no blocking building entrances, no violent actions.

(Image: Martin do Nascimento/KQED)

BRINGING IT BACK TO TITLE VI

- **Protests Addressing Discrimination**

- If students protest racial discrimination under Title VI, institutions must balance protecting free speech with enforcing nondiscrimination policies.

- **Harassment vs. Free Speech**

- Speech that creates a **hostile environment** under Title VI (e.g., targeted racial harassment) may warrant institutional action. However, general protests, even if controversial or offensive to some, are typically protected.

- **Policy Enforcement**

- Schools must apply time, place, and manner restrictions **equally** to all groups. If restrictions disproportionately limit protests about racial justice or Title VI concerns, this could be seen as discriminatory.

PUBLIC VS. PRIVATE COLLEGES

Public

- Must comply because they receive federal financial assistance.
- Subject to both federal Title VI regulations and state laws.
- Must take action against discrimination based on race, color, or national origin in programs, activities, and services.

Private

- Not automatically subject to Title VI unless they accept federal funding (e.g., federal student aid, research grants). *If fully self-funded, Title VI does not apply.*
- OCR investigates discrimination complaints only if the institution receives federal aid.
- May have internal anti-discrimination policies but are not legally bound by Title VI without federal assistance.
- **ALSO: Title VII, state laws, etc.**

CIVIL DISOBEDIENCE VS. CRIMINAL ACTIVITY

- **Civil Disobedience** refers to the **nonviolent, intentional breaking of laws or policies** as a form of protest against perceived injustice. It is typically symbolic and carried out to raise awareness or push for change.
- **Criminal activity** involves acts that violate laws in a way that **harms others, damages property, or threatens public safety**. Unlike civil disobedience, it is not necessarily tied to a moral or political cause.
- Laws vary by jurisdiction, and what is considered criminal can depend on factors such as **intent, impact, and enforcement discretion**.

GROUP ACTIVITY: FREE SPEECH

- During the Spring 2024 semester, a controversial protest and counter-protest erupted on campus, leading to an alleged chemical attack. The protest focused on an ongoing cultural conflict, with Jewish students organizing a peaceful demonstration to raise awareness about antisemitism. A counter-protest was organized by students who supported a different perspective on the conflict.
- The situation escalated when some students involved in the counter-protest claimed they were targeted with an irritant chemical substance, allegedly by individuals involved with the other protest. The incident triggered outrage across campus, sparking heated debates about safety, free speech, and institutional accountability.

KEY ISSUES AND DISCUSSION QUESTIONS

- **Key Issues to Consider:**

- Does the protest or counter-protest activity, or the alleged chemical attack, reflect discrimination or harassment based on race, color, or national origin, including shared ancestry?
- Is there a risk of viewpoint discrimination in how the university has addressed the two protest groups?
- Has the university addressed community-wide tension, misinformation, or inflammatory rhetoric?

- **Discussion Questions:**

- How should the university assess whether this incident has created or contributed to a racially or ethnically hostile environment?
- In what ways should the university demonstrate neutrality, transparency, and fairness in its response?
- How can universities maintain a campus environment that protects expression while preventing harm?

TITLE VI & CAMPUS CONFLICTS

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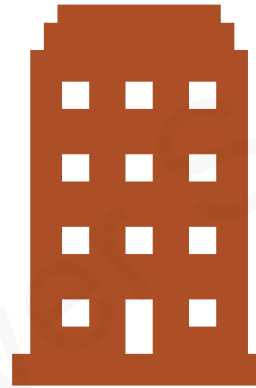
TITLE VI: RANGE OF SPACES FOR CONFLICT ON CAMPUS



Admissions



Student
Conduct



Housing
Assignments



Academic
Classroom



Non-Academic
Student Experience

HAZING

“Any activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers them, regardless of a person’s willingness to participate.”

StopHazing Definition

[\[Link\] Legal Definition per the federal Stop Campus Hazing Act \(SCHA\)](#)

GROUP MISCONDUCT

Cultural and Identity-
Based Organizations

Social Justice
and Civic
Engagement

Athletic Teams/
Student-Athlete
Advisory
Committee

Intramural
Teams/Club
Sports

Professional
Academic
Organizations

Residence
Hall
Councils

Fraternities
and
Sororities
(cultural, service,
social, etc.)

Performing
Arts
(i.e., step teams,
dance teams,
marching band, etc.)

Honor Societies

WHEN DOES HAZING VIOLATE TITLE VI

- **Racially Motivated Hazing:** Incidents where students of a particular racial or ethnic group are targeted.
- **Use of Racial Slurs, Stereotypes, or Degrading Acts:** Hazing that includes racial humiliation, forced reenactments of historical trauma, or ethnic mockery.
- **Disparate Impact on Racial or Ethnic Groups:** Policies or enforcement that disproportionately affect certain racial groups, even if not explicitly discriminatory.
- **Failure to Address Complaints:** If an institution fails to act on race-related hazing allegations, it may be subject to federal scrutiny under Title VI.

GROUP ACTIVITY: INTERSECTION OF TITLE VI & HAZING

At **Midwestern State University**, a historically diverse institution, the Alpha Beta Sigma (ABΣ) Fraternity has a long tradition of recruiting new members through an initiation process. During the fall semester, a group of Black and Latino students accepted bids to join the fraternity. As part of their pledging process, these students were subjected to harsher treatment than their white peers, including:

- Being forced to clean fraternity houses while white pledges were assigned less strenuous tasks.
- Enduring racial slurs and derogatory "nicknames" that white pledges did not receive.
- Being denied participation in certain fraternity bonding events, such as study groups and leadership development activities.
- Experiencing physical hazing that was more severe than what white pledges faced, including excessive forced exercise and sleep deprivation.
- After weeks of this treatment, one Black pledge suffered severe dehydration and was hospitalized. The affected pledges reported the incidents to the university's Office of Student Conduct and the Office for Diversity and Inclusion.

KEY ISSUES AND DISCUSSION QUESTIONS

Key Issues to Consider:

- Title VI prohibits differential treatment based on race, color, or national origin in federally funded programs—including university-affiliated student organizations.
- The conduct described includes physical and psychological hazing, leading to hospitalization—a severe safety and liability concern.
- The treatment of pledges is not just hazing—it reflects racially motivated harm, which escalates the seriousness of the offense and invokes broader legal implications.

Discussion Questions

- How does this incident illustrate a violation of Title VI protections against race-based discrimination in university-affiliated organizations?
- What corrective actions should the university consider—toward the fraternity, the individuals involved, and broader campus policies?
- How does this case reflect larger racial dynamics in Fraternity & Sorority Life or on campus?

CULTURE AND IDENTITY

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Grand River



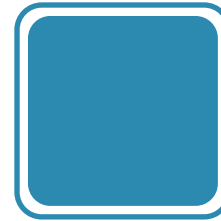
CONSIDER...



Culture



Identity Development



Socialization



Prejudice

CULTURE



- The shared beliefs, values, and behaviors of a group of people
- Culture is a complex concept that shapes how people think, feel, and behave

CULTURE INCLUDES:

Attitudes

Beliefs

Language

Customs

Rituals

Behavior

Religion/
Faith

Food

Art/Drama/
Music

PERSONAL IDENTITY

"Personal identity" refers to a sense of self that a person develops throughout their life, encompassing their values, beliefs, and affiliations, and providing a sense of continuity and uniqueness within themselves (Erikson, 1968)



SOCIALIZATION



- Aligns with sociological perspectives on how individuals internalize societal norms and ideologies to maintain cultural continuity (Clausen, 1968)
- The process by which individuals acquire the values, habits, and attitudes of a society (Miriam Webster)

BIAS AND PERCEPTION

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Bias & Perception

Types of Bias

Prejudice & Discrimination

WHAT IS BIAS?

- Bias refers to **prejudice or partiality** that results in the unfair treatment of individuals or groups based on race, color, or national origin
- Bias can manifest in various ways, including **explicit discrimination, disparate treatment, and policies or practices that have a discriminatory impact** even if not intentionally designed to do so

DEFINING BIAS

A widely accepted definition of bias comes from the **Community Relations Service (CRS)**, an agency of the **U.S. Department of Justice (DOJ)** which supports communities facing issues related to Title VI matters:

"Bias is a human trait resulting from our tendency and need to classify individuals into categories as we strive to quickly process information and make sense of the world."

**"Defining Bias" U.S. Department of Justice
Community Relations Services (CRS)**

(https://www.justice.gov/d9/fieldable-panel-panes/basic-panes/attachments/2021/09/29/understanding_bias_content.pdf)

WHAT IS PERCEPTION?

Process through which individuals interpret and make sense of the sensory information they receive from the environment



THE IMPACT OF PREJUDICE & DISCRIMINATION

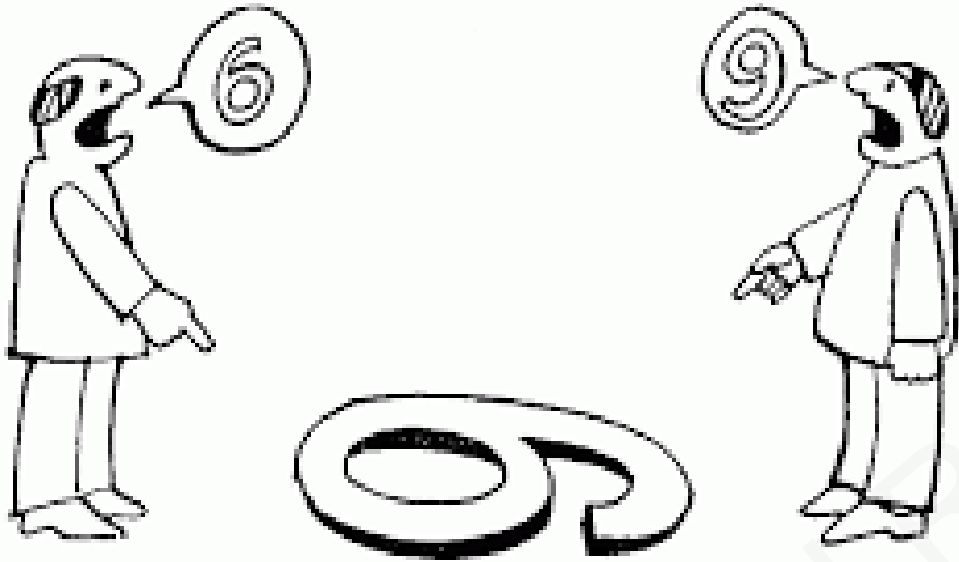
Individual

- *Emotional and Psychological Effects*
- *Academic Persistence and Completion Rates*
- *Diminished Social and Campus Experience*
- *Socioeconomic and Community Impact*

Institutional

- *Educational Equity and Access*
- *Enrollment and Retention*
- *Campus Climate and Culture*
- *Legal and Financial Implications*

PERCEPTION & BIAS



YOUR VANTAGE POINT, YOUR BIAS

- Your views are informed by your lived experiences
 - Media
 - Family
 - Friends
 - Education
 - Societal Cues
 - Culture
- Your identity informs how you see the world and how the world sees you
- **Multiple truths exist!**

TYPES OF BIAS



Implicit



Explicit



Cognitive



Systemic

IMPLICIT BIAS

- **Unconscious attitudes or stereotypes** that influence decisions and actions in ways that may result in discrimination based on race, color, or national origin
- Unlike explicit bias, which involves *intentional discrimination*, implicit bias **operates outside of conscious awareness**
- Can affect institutional policies, practices, and individual behaviors in ways that may produce disparate impacts on protected groups

- Admissions outreach targeting certain high schools or neighborhoods that predominantly serve white or affluent communities, inadvertently excluding underrepresented racial or ethnic groups
- Instructors calling on or encouraging participation from students they subconsciously perceive as more academically capable, often based on racial stereotypes
- Influencing the severity of disciplinary actions, with students of color facing harsher penalties for similar infractions compared to their white peers
- Counselors minimizing or misunderstanding the racialized experiences of students of color, leading to inadequate support

EXAMPLES OF IMPLICIT BIAS

EXPLICIT BIAS

- **Conscious and intentional attitudes, beliefs, or actions** that result in discrimination based on race, color, or national origin
- This form of bias is **deliberate** and often reflected in overt policies, statements, or behaviors that **disadvantage** individuals or groups based on protected characteristics

- Intentionally avoiding outreach to schools with predominantly minority populations
- Professors or students making overtly racist remarks or jokes in class
- Faculty members explicitly refusing to mentor students of certain racial or ethnic backgrounds
- Advisors discouraging minority students from pursuing certain majors or career paths based on stereotypes about intelligence or ability
- Denying membership or leadership opportunities in student organizations based on race or national origin
- Displaying racist symbols (e.g., swastikas, nooses) or graffiti targeting specific racial or ethnic groups

EXAMPLES OF EXPLICIT BIAS

COGNITIVE BIAS

- **Systematic errors** in automatic and pattern-based thinking that affect decision-making and may contribute to discriminatory practices, **even in the absence of explicit intent**
- These biases can influence how individuals **perceive, interpret, and act** on information related to race, color, or national origin, potentially leading to **unintentional yet harmful** disparities

- Admissions officers favoring applicants who share similar backgrounds, experiences, or interests, which can unintentionally disadvantage minority applicants
- Assuming students from certain racial or ethnic groups are either more or less capable based on one positive or negative attribute (e.g., appearance, speech)
- Faculty more likely to mentor students who remind them of their younger selves, often leading to fewer mentorship opportunities for underrepresented students
- Advisors making recommendations based on initial impressions or stereotypes, influencing academic or career guidance
- Resistance to policy changes aimed at increasing diversity or equity because existing systems are perceived as fair or effective

EXAMPLES OF COGNITIVE BIAS

SYSTEMIC BIAS

- Institutional policies, practices, or structures that **create or perpetuate unequal treatment or disparate impact** based on race, color, or national origin
- Unlike individual bias, systemic bias is **embedded** within an organization's operations
- Can result in patterns of discrimination, **even without explicit intent**

- Legacy Admissions/Standardized Testing
- "Merit-based" aid disparities
- Eurocentric curriculum
- Limited faculty diversity
- Lack of culturally-responsive teaching
- Homogenous hiring networks
- Lack of access to advising & mentorship
- Lack of cultural traditions & celebrations
- Unequal student activity fee funding
- Campus policing practices
- Limited access to campus leadership roles
- Disparities in funding for facilities
- Underrepresentation in graduate programs

EXAMPLES OF SYSTEMIC BIAS

PERCEPTION PROCESS

Selection

This initial stage involves choosing which sensory stimuli to attend to from the vast amount of information available in our environment. Factors like personal interest, expectations, and past experiences influence this selection process.

Organization

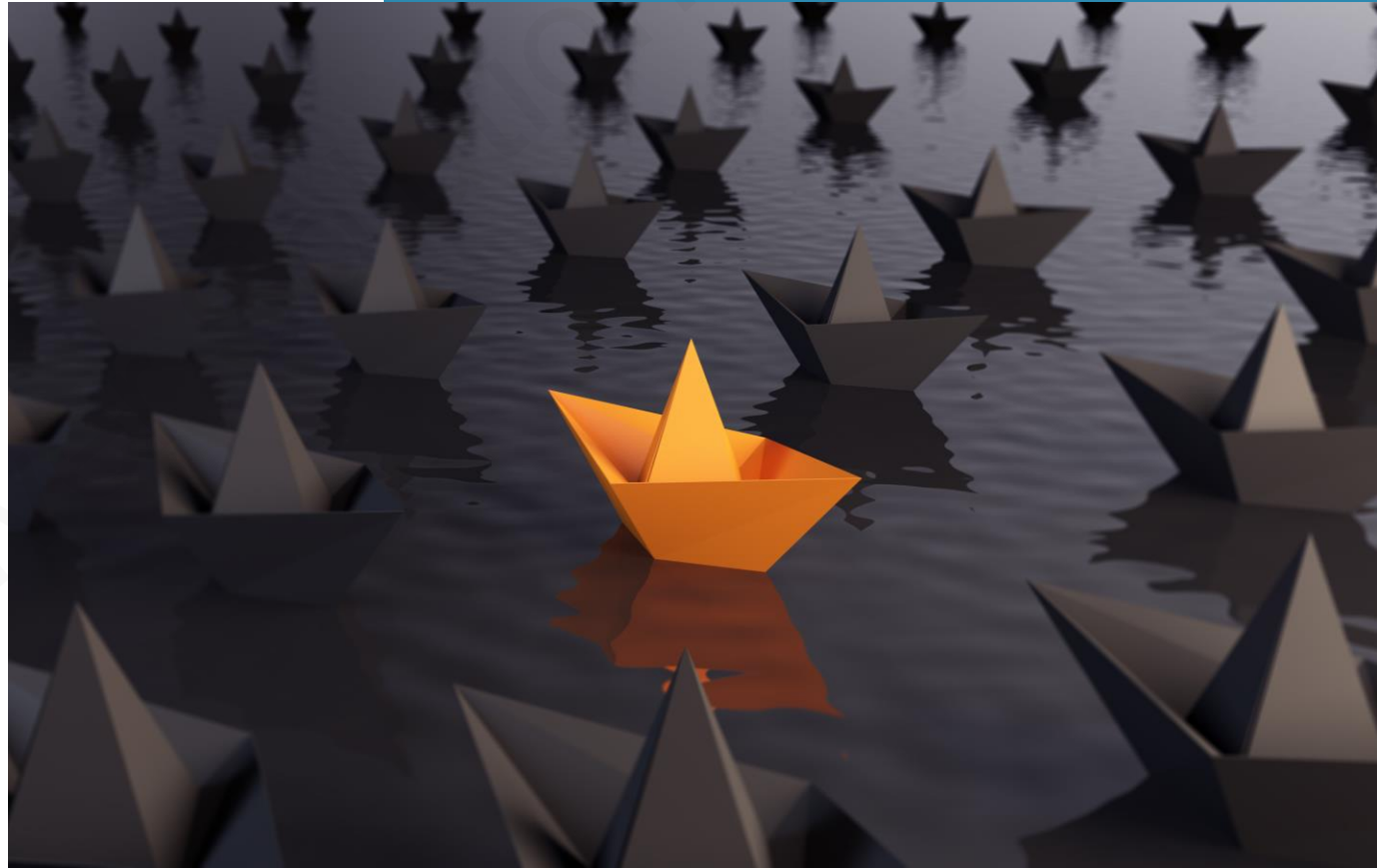
Once stimuli are selected, they are mentally organized into patterns and meaningful structures. This stage involves grouping information based on proximity, similarity, and closure principles.

Interpretation

The final stage where we assign meaning to the organized sensory information, drawing on our past experiences, cultural background, and beliefs to understand what we perceive.

PREJUDICE

Preconceived opinion that is not based on reason or actual experience



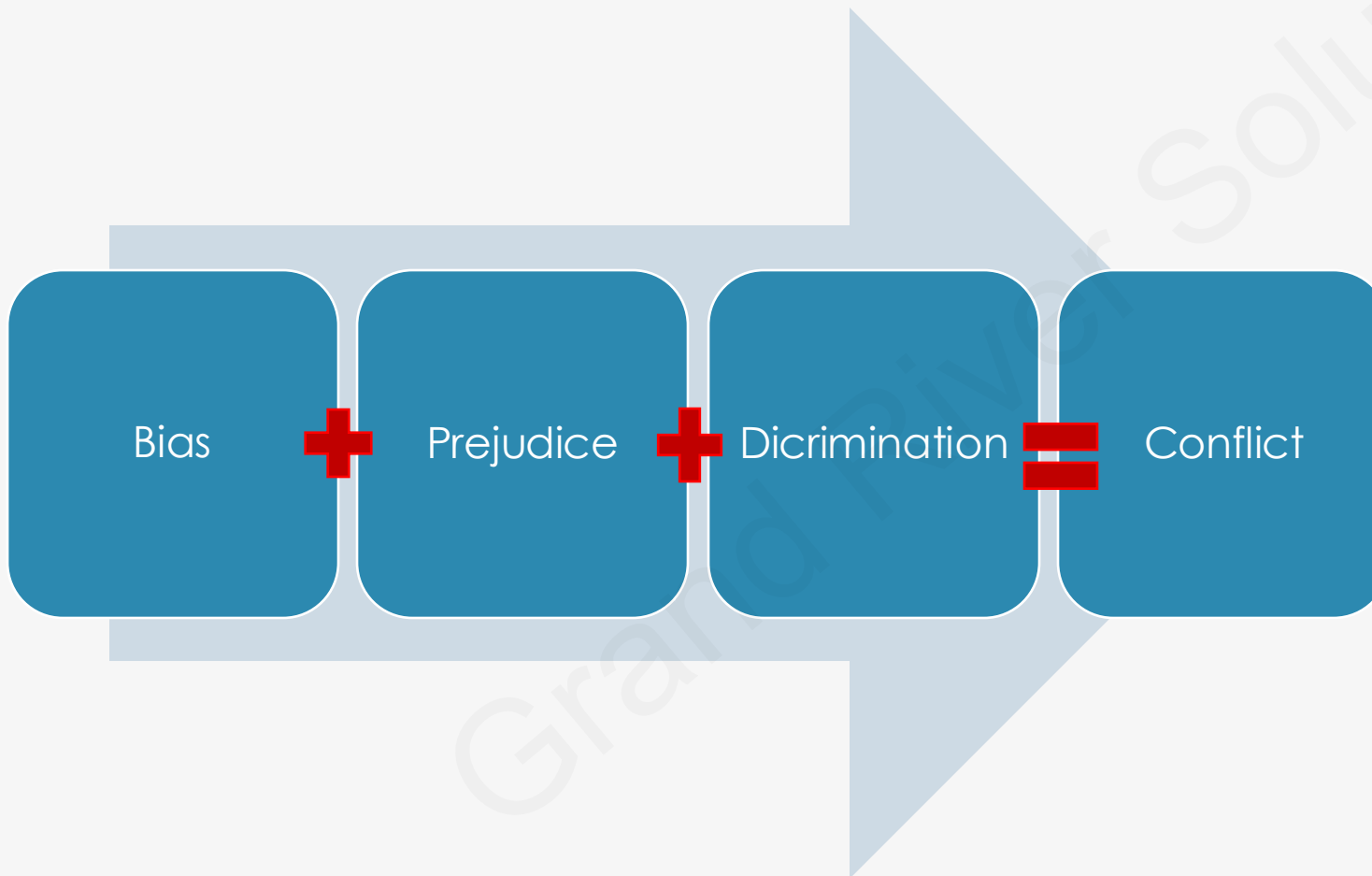
DISCRIMINATION

Is the unjust or prejudicial treatment of individuals or groups based on characteristics such as race, gender, age, religion, disability, or sexual orientation. It involves actions that deny people equal opportunities, rights, or treatment.

U.S. Equal Employment Opportunity Commission. (n.d.).
Discrimination. <https://www.eeoc.gov>



RECIPE FOR CONFLICT



Tajfel, Henri & Turner, John C.

BIAS AND INTERSECTIONALITY

- Social Capital
- Trauma
- Generational Nuances

SOCIAL CAPITAL

The networks of relationships among people who live and work in a particular society, enabling that society to function effectively



TRAUMA

Is a psychological AND Emotional response to an event or series of events that are deeply distressing or disturbing. It can result from experiences such as abuse, violence, accidents, natural disasters, or significant loss. Trauma can impact an individual's mental, emotional, and physical well-being, often causing feelings of helplessness, fear, and anxiety.



<https://dictionary.apa.org/trauma>

GENERATIONAL ATTITUDES TOWARDS AUTHORITY



Traditionalists
1925 - 1945

Obedient &
Experienced



Baby Boomer
1946 - 1964

Respect &
Reinforced



Generation X
1965 - 1980

Distrustful &
Independent



Millennials
1981- 2000

Questions &
Collaborates



Generation Z
2001-2020

Rejects
Institutions &
Individual

Alpha Generation 2010- Onward



Attitude towards Authority

Tech Over People &
Still Developing

KEY TRENDS IN GENERATIONAL ATTITUDES TOWARD MENTAL HEALTH

- Millennials – The first generation to widely normalize mental health care. They advocate for self-care, work-life balance, and therapy.
- Gen Z – Highly open about mental health struggles, pushing for systemic changes and using digital platforms for mental health awareness.
- Gen Alpha – Will likely experience AI-driven mental health support, with therapy being a built-in part of daily well-being rather than a reactionary measure.

GENERATIONAL COPING STYLES

Generation	Coping Methods	Key Characteristics	Examples of Coping Strategies
Millennials	Self-care & therapy	This generation embraces open discussion about mental health and prioritizes work-life balance.	<i>Therapy, mindfulness, social media support, relaxation techniques (yoga, meditation)</i>
Gen Z	Digital & social support	Uses technology for emotional support and frequently turns to social media for peer advice.	<i>Online therapy, seeking support from online communities, digital detox, mindfulness apps</i>
Gen Alpha	AI & emotional intelligence	Expected to cope through technology-based solutions like AI-driven mental health apps and emotional intelligence training.	<i>AI-supported apps, educational tools for emotional regulation, virtual therapy</i>

GENERATIONAL CONFLICT MANAGEMENT STYLES

Generation	Conflict Resolution Methods	Key Characteristics	Examples of Conflict Resolution
Millennials	Collaboration & consensus	Focuses on dialogue, empathy , and seeking mutual understanding rather than “winning” the argument.	<i>Mediation, therapy, group discussions, collaborative problem-solving</i>
Gen Z	Digital and public dialogue	Uses digital platforms for discussion and resolution, prioritizing transparency and authenticity in conflict resolution.	<i>Social media campaigns, online forums, open conversations, digital platforms for mediation</i>
Gen Alpha	AI-driven & educational tools	Likely to resolve conflicts using AI-guided solutions and conflict resolution programs that focus on emotional intelligence and collaborative solutions .	<i>Conflict resolution apps, AI-supported mediation, school-based programs</i>

KEY TRENDS ACROSS GENERATIONS

- **Millennials:** Conflict resolution emphasizes **collaboration**, **dialogue**, and **mutual understanding**, with **therapy** playing a significant role in managing emotions.
- **Gen Z:** Prefers **open communication** and **social activism** for resolving conflict, often turning to **digital platforms** for solutions.
- **Gen Alpha:** Expected to use **AI tools** and **emotional intelligence training** for conflict resolution and coping, reflecting the growing influence of technology in daily life.

GROUP ACTIVITY: ACCESS DISPARITIES

- A community college with a diverse student body, including a significant number of international students, faced allegations of national origin discrimination. Several students reported that a faculty member made derogatory comments about their accents and English proficiency during class sessions.
- Students alleged that the faculty member frequently interrupted non-native English speakers, criticized their pronunciation in a demeaning manner, and questioned their ability to succeed academically due to their language skills. These actions created a hostile learning environment, leading some students to avoid participating in class discussions or seeking assistance during office hours.

KEY ISSUES AND DISCUSSION QUESTIONS

- **Key Issues to Consider:**

- Do the faculty member's alleged actions constitute harassment based on national origin, including language-based bias?
- How is the institution balancing faculty rights with student protections under civil rights laws?
- Is there a broader campus climate issue that requires institutional attention?
- Has the college conducted a timely and thorough investigation, provided interim support for affected students, and implemented remedial or corrective actions if warranted?

- **Discussion Questions:**

- What factors determine whether this incident creates a hostile environment under Title VI?
- What immediate steps should the University take after receiving the complaint?
- How can the institution provide interim remedies and long-term support to impacted students?
- How can cultural humility and inclusive teaching practices be embedded into faculty development and evaluation?

NAVIGATING CONTENTIOUS CONVERSATIONS

In a respectful and educational manner

7

Grand River

APPROACHES TO NAVIGATING CONVERSATIONS

Create Inclusive
Conversation Spaces



Create space
for diverse
voices when
developing
community
expectations

Create
community
expectations
for consensus
and
accountability

Build trust
and develop
shared
language

Empower all
voices to be
heard

Identify and
utilize
mitigation
techniques

Demonstrate
healthy
conflict
resolution
strategies or
tactics

Utilize videos to
demonstrate
model and
less-model
interactions

ENGAGEMENT STRATEGIES

Empowering Voices
(Active Listening)

Setting
Expectations
(Framing the
Conversation)

Developing Shared
Language

Identifying
Opportunities
for "Healthy"
Conflict
Resolution

Seeking
Common
Ground

Managing
Emotional
Reactions

Practicing
Empathy

Using
Neutral and
Inclusive
Language

Structuring the
Conversation
&
Follow Up

CONFLICT MITIGATION TECHNIQUES

- Proactive Communication
- Clarity Regarding Policies
- Active Listening
- Neutral Facilitation
- Early Intervention & Informal Resolution
- Equitable Investigation and Response
- Campus-Wide Education and Training



GENERATIONAL MITIGATION TECHNIQUES

Millennials

- Open and honest communication
- Strong Empathy
- Understanding
- Collaborative

Gen Z


- Online discussions, forums, or social media
- Mental health awareness
- Online resources, peer support

Gen Alpha

- AI powered platforms
- Emotional intelligence education
- Emotions & facilitating discussion

TYPES OF CONFLICT RESOLUTION

Informal



No Conflict Management
Dialogue/ Debate/ Discussion
Conflict Coaching
Facilitated Dialogue
Mediation
Restorative Practices
Shuttle Diplomacy
Adjudication- Informal
Adjudication- Formal Hearing

Formal

WHAT WORKS BEST?

- Mediation
- Shuttle Diplomacy
- Restorative Practices
- Informal Adjudication



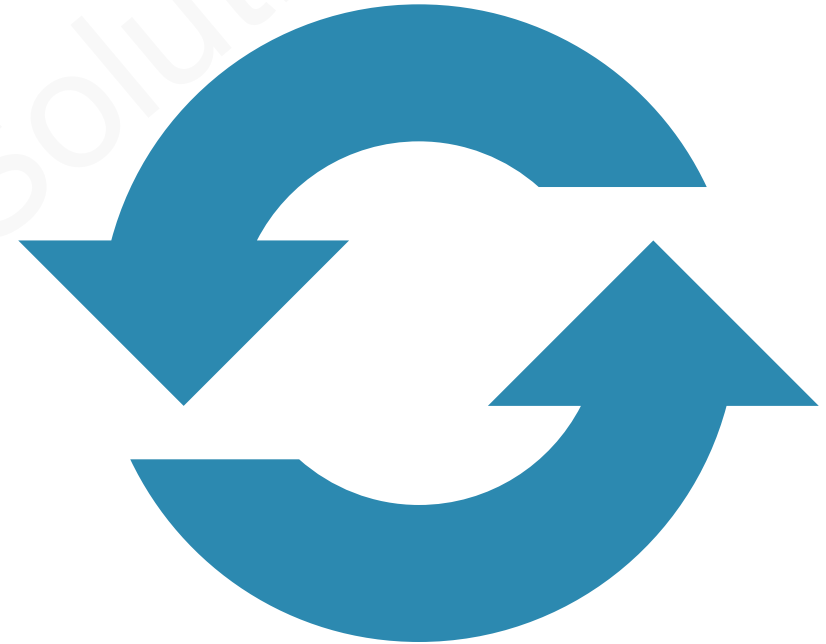
MEDIATION

- “A process in which a neutral third party (mediator) helps the parties communicate with one another in an attempt to reach an agreement that is acceptable to everyone
 - A forward-looking process... encourages the participants to focus on their current and future needs and interests rather than focusing on fault and blame for past actions
 - Differs from a court proceeding in that the parties maintain control of their dispute
 - Decision-making power in mediation lies with the parties, not with the mediator”
- Harris County TX Dispute Resolution Center



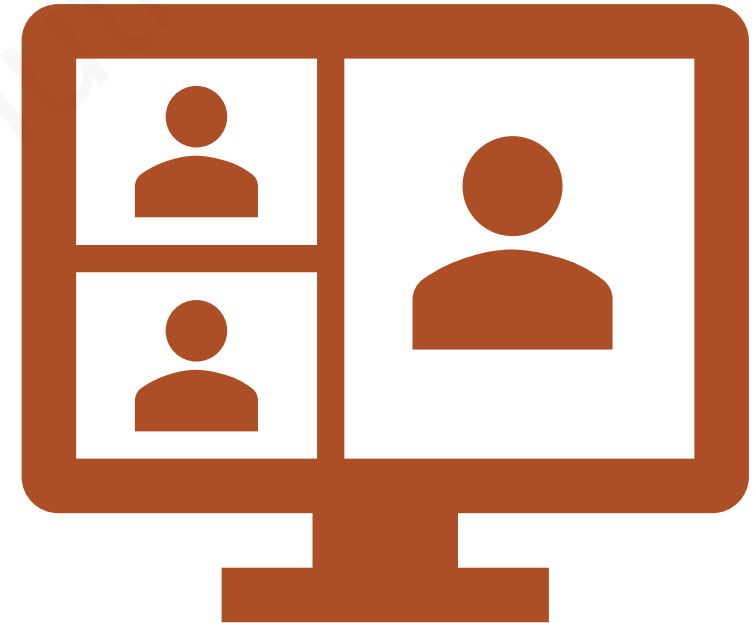
RESTORATIVE PRACTICES

- Focus on the respondent taking accountability and repairing harm they have caused
- Community-based
- Provides space for all of the parties involved to come together to restore trust and build or rebuild community



SHUTTLE DIPLOMACY

- A form of mediation that does not require the parties to interact directly with each other
- Negotiated by a facilitator or mediator working with one party at a time to reach an agreed upon resolution



INFORMAL ADJUDICATION

- An administrative decision made in accordance with processes established by the institution
- The facilitator may lead by suggesting outcomes for the parties to consider



The background features a collection of overlapping speech bubbles in various colors including teal, orange, blue, purple, and red. A large white circle is positioned on the left side of the image, containing the text.

WHAT WOULD
YOU DO?

Let's Discuss.

SCENARIO #2

- During the Spring 2024 Honors Convocation at a major university, a group of students disrupted the ceremony. The protestors called on the institution to divest from companies supporting Israel.
- The disruption, which included chanting, banners, and briefly occupying the stage during a keynote address, divided the campus community. Supporters of the protest viewed it as a necessary act of civil disobedience, while critics condemned the disruption of a significant academic event, seeing it as disrespectful to the honorees and their families. The university's response added to the tensions, with critics from all sides questioning its approach.

SCENARIO #3

- During the academic year, a major university became the epicenter of national attention when students organized widespread protests over systemic racism and racial injustice on campus. The protests were sparked by several high-profile incidents, including racially charged comments, inaction in response to reported discrimination, and a broader sense of exclusion among students of color.
- The situation escalated when a student group organized sit-ins, marches, and a hunger strike, demanding institutional accountability and leadership changes. The protests culminated in a dramatic event during a high-profile campus activity, leading to a polarized campus and intense public scrutiny.

SCENARIO #4 (IMPACT/TREATMENT)

- A community college with a diverse student body, including a significant number of international students, faced allegations of national origin discrimination. Several students reported that a faculty member made derogatory comments about their accents and English proficiency during class sessions.
- Students alleged that the faculty member frequently interrupted non-native English speakers, criticized their pronunciation in a demeaning manner, and questioned their ability to succeed academically due to their language skills. These actions created a hostile learning environment, leading some students to avoid participating in class discussions or seeking assistance during office hours.

SCENARIO #6

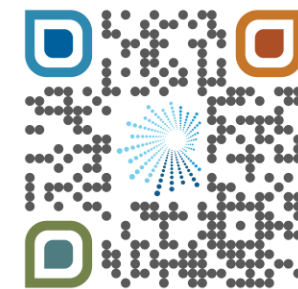
- During a political science course at a public university, a professor facilitates a class discussion on immigration policies in the U.S. The conversation becomes heated when a student makes a comment that another group of students perceives as racially or ethnically offensive. The professor attempts to moderate the discussion, but tensions continue to rise, with students exchanging accusatory remarks.
- After class, several students file a complaint with the Office of Institutional Equity, alleging that the professor failed to properly intervene, and that the classroom environment has become racially hostile. Meanwhile, the student whose comments sparked the complaint argues that they were expressing a viewpoint protected under free speech and now feel unfairly targeted.



A platform designed for
Title VI & equity offices

Track, manage, share files &
correspondence all *within* the software

Maintain privacy with role-based
permission levels



WRAPPING UP

Discussion
Share Out



Questions or Comments from
Breakout Rooms?



Any Other Questions
or Comments?



Examples
from Your
Work?





THANK YOU!



We appreciate you and your
ongoing commitment to this
work.

JOIN US FOR IN-PERSON SCHLUTTER TRAINING

- Tuesday, June 3rd at Milwaukee School of Engineering in Milwaukee, Wisconsin
- Tuesday, June 3rd at Lipscomb University in Nashville, Tennessee

SCHLUTTER

**STOP
CAMPUS
HAZING
ACT**



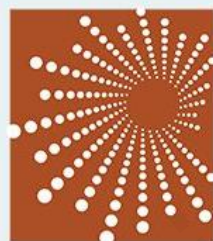
UPCOMING TRAININGS

- **Managing Title VI Challenges:**
 - April 23rd from 12-4 EST
- **Title IX Hearing Advisor Training:**
 - April 28th from 12-3 EST
- **Advanced Investigations Training:**
 - April 29th and 30th from 12-3 EST
- **Informal/Alternative Resolutions:**
 - May 1st from 12-4 EST
- **Title VI: Navigating Title VI Proactively**
 - May 6th from 12-2pm EST
- **Title IX Appeals Training**
 - May 8th from 12-2pm EST



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At the same place you do your business social media networking, you can now find The River Connect and all the great events, resources, and real-time discussions on the topics important to higher ed equity professionals.



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