THE COLLEGE: 2018-2020
BIAS-RELATED INCIDENT REPORT
The College of Arts, Sciences & Engineering at the University of Rochester— is committed to a safe, open, and respectful campus, where every member is valued and welcomed. This is the College’s second public report on bias-related incidents since the reporting system launched in 2016. It covers data from 2018-2020. For information on the first report, please refer to the The College: 2016-2018 bias-related incident report.

A bias-related incident refers to a behavior or act—verbal, written, or physical—that is personally directed against or targets an individual or group based on perceived or actual characteristics such as race, color, religious belief, sex, marital status, sexual orientation, gender identity or expression, national or ethnic origin, disability, veteran status, or age.

The online reporting system allows members of the University of Rochester an avenue to document perceived or actual bias-related incidents occurring at the College. This system enables the College to track incidents, refer them to the appropriate authorities, coordinate a response, and communicate with others when appropriate.

**RESPONSE TEAM’S ROLE**

The bias-related incident response team, which includes the Dean of the College, Dean for Diversity, Dean of Students, Assistant Dean and Director of the Office of Minority Student Affairs, and the Director of the Paul J. Burgett Intercultural Center play a vital role in fostering an inclusive, welcoming, and equitable climate in the College and for supporting individuals when bias incidents occur.

When it is determined that an incident has the potential to disrupt the college community in a significant way, the bias-related incident response team is responsible for making an immediate determination about the incident, reaching out to others, and formulating a response. Regular updates are provided to members of the College Diversity Roundtable.
WHAT HAPPENS WHEN A REPORT IS SUBMITTED?

STEP 1: Report Submitted
When a bias-related incident is submitted via our online form, this activates the reporting system. Anyone from our campus community may submit a report. This report is triaged to the appropriate offices for review and response. For example, the University’s Office of Equity and Inclusion is contacted for the following incidents:
- Title IX Office - report involves sexual misconduct
- Equal Opportunity Investigators - report involves a University employee

STEP 2: Confidentiality
When the reports are sent to the Paul J. Burgett Intercultural Center for review and response, they are received by:

Jessica Guzman-Rea, Ed.D, LMSW
Director, Paul J. Burgett Intercultural Center
jessica.guzman-rea@rochester.edu
585-275-5678

Confidentiality and trust is very important to us!

STEP 3: Report Review
After the initial review, the Bias-Related Incident Response Team is contacted and assists in determining if the report is actionable.

If the incident is actionable, then the report is forwarded to the necessary stakeholders or departments in order to respond appropriately to the incident. If no action is possible or warranted, the report is documented for the purposes of assessing campus climate and culture.

STEP 4: Actions Taken
Every incident is different and may require various approaches. For example, if the person involved is unknown - such as in the case of graffiti, the Department of Public Safety is notified in order to document the incident and to open an investigative case. University Facilities and Services is then notified to assist in removing the graffiti from the location. Other incidents may require restorative conversations or a supportive planning agreement to hold the person who conducted the harm accountable.

We will make every effort to respect the privacy of the reporter. Please be aware, however, in certain circumstances involving safety or criminal action, we may not be able to guarantee anonymity.

The reporter may include their contact information for follow up or the report may be submitted anonymously. Every effort is made to contact and meet with the reporter (if noted) and then every effort is made to reach out to the person(s) involved and named in the report as conducting the harm.
This flow chart highlights the bias-related incident reporting system and process for what happens when you submit a report. Please note that any report involving University employees fall under Policy 106 – Policy against Discrimination, Harassment, and Discriminatory Employment/Service Practices. The University’s Office of Equity and Inclusion assesses all complaints made under this policy and determines the most appropriate process for addressing the individual’s concerns.

Complaints arising under Policy 106 may be made to an individual’s department chair, dean, director, immediate supervisor, the Office of Human Resources, the Office of Equity and Inclusion, the Office of the Intercessor, or the Office of Counsel. Complaints may be made informally or formally. Regardless of the manner of reporting, the University will look into and respond to all good faith concerns and complaints raised under this Policy as expeditiously as possible and take remedial measures as needed.

[1] Policy 106 is the basis for the University’s commitment to maintaining a workplace and academic environment free from unlawful discrimination and harassment.
The data contained in this document refers to reports submitted via the online Bias-Related Incident Reporting System. The following data provides an overview of the reports submitted from 2018-2020.

### How many reports were submitted?

<table>
<thead>
<tr>
<th>Bias-Related Incident Reports</th>
<th>Unique Incidents*</th>
<th>Reports Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019–2020 Academic Year</td>
<td>84</td>
<td>364</td>
</tr>
<tr>
<td>2018–2019 Academic Year</td>
<td>53</td>
<td>124</td>
</tr>
<tr>
<td><strong>Total # of Reports Submitted</strong></td>
<td><strong>137</strong></td>
<td><strong>488</strong></td>
</tr>
</tbody>
</table>

*Unique incidents are often reported by multiple individuals; thus, the number of reports is always higher than the number of incidents.

### Who submitted the reports?

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Anonymous</td>
<td>221</td>
<td>47</td>
</tr>
<tr>
<td>Undergraduate Student</td>
<td>114</td>
<td>56</td>
</tr>
<tr>
<td>Staff</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Community Member/Alumni</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Faculty/Administrator</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total # of Reports Submitted</strong></td>
<td><strong>364</strong></td>
<td><strong>124</strong></td>
</tr>
</tbody>
</table>

### Who is the respondent in the reports?

<table>
<thead>
<tr>
<th>Respondent*</th>
<th>2019-2020</th>
<th>2018-2019</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Student(s)</td>
<td>37</td>
<td>24</td>
<td>61</td>
</tr>
<tr>
<td>Unknown</td>
<td>14</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td>Faculty</td>
<td>12</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>Staff</td>
<td>11</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>Graduate Student(s)</td>
<td>7</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Community Incidents</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total # of Unique Incidents</strong></td>
<td><strong>84</strong></td>
<td><strong>53</strong></td>
<td><strong>137</strong></td>
</tr>
</tbody>
</table>

*Respondents may occupy different University campus roles. This chart indicates the role while in performance of their responsibilities.

For the most part, these reports name undergraduate student(s) as the person/s causing the harm. Due to the increased marketing and usage of the reporting system, there has been an overall increase in reports submitted. The increase in reports have also included reports about University employees. As noted in the flow chart, reports including staff and faculty are processed by the Equal Opportunity Investigators within the Office of Equity and Inclusion. Informal follow-up may include educational opportunities, trainings, or restorative conversations.

Some examples of these educational opportunities include updating faculty on outdated LGBTQ terminology, removal of the N-word within a quote found on a lecture power point presentation and read out loud in class, and training of staff on LGBTQ inclusive terminology and review of the bathroom policy. There have been overall concerns and microaggressions related to race, national origin, and gender that occur within the classroom, residential, or student life setting. This academic year, there will be a three-part workshop series for faculty titled “Fostering an Anti-Racist Campus.”

The majority of bias-related incident reports are submitted anonymously, followed closely by reports submitted by undergraduate students and an increasing number from graduate students. It should be noted that we received reports from folks in Arts, Sciences & Engineering, Eastman School of Music, Simon School of Business, University of Rochester Medical Center, and the Warner School of Education.
The type of bias most reported via the system relate to race/ethnicity, followed by religion/creed, and most recently national origin. The "actions taken" section of this document describes in more detail some of the incidents that impacted our campus community for each academic year.

Throughout the investigative process, it was important to maintain strong relationships with colleagues in other departments who took these incidents seriously. Our colleagues such as folks in Residential Life, Dining Services, Student Life, and Academic Affairs helped with the followed up and getting our community members access to the resources they needed to address the bias-related incidents. In many situations, our colleagues assisted in coordinating responses or helped to organize restorative conversations to better address or to hold folks accountable for these incidents.

Most of these interactions have occurred in digital spaces – specifically via Facebook and now recently Instagram. We have also seen an increase in incidents occurring in academic buildings, residential housing, student life spaces, and the painted tunnel. The reports that reference the River Campus Libraries refer to the bathrooms and tunnel entrance.
2018-2019 ACTIONS TAKEN

What happened with these bias-related incident reports once they were submitted?

Some examples of these Bias-Related Incident Reports from the 2018-2019 academic year include, but are not limited to:

- Fifty-nine reports submitted for posters titled “Bus Rider Etiquette” that were discovered on a University shuttle bus. These posters were offensive and hurtful towards our Chinese students and members of our community. There were several email messages sent to our University community condemning these actions and noting that they were not official University statements from the Department of Transportation and Parking Management. Following an investigation by the Department of Public Safety, the individual responsible for creating these posters was identified and removed from all University bus routes. Communication about the follow up of this incident was also sent out to our campus community.

- Three reports submitted for anti-semitic faxes that were sent to four different academic departments on the River Campus. As a result, the Department of Public Safety worked closely with the Federal Bureau of Investigation in successfully locating the person involved who lived out of state.

- Four reports submitted for “Identity Evropa” business cards that were found on campus. These cards were removed for inappropriate posting policies. Other reports mentioned not feeling safe with the additional local news coverage on the inappropriate posting policies on local bulletin boards in neighboring towns.

- Six reports submitted for swastikas found on the River Campus and at the Eastman School of Music. In one occasion, an individual was found responsible. Follow up with the individual regarding this incident occurred via the Center for Student Conflict Management. All incidents were investigated and documented by the Department of Public Safety and swiftly removed by University Facilities and Services.
Some examples of the Bias-Related Incident Reports from the 2019-2020 academic year include:

- Ten reports submitted for an N-Word Graffiti in a residential hall bathroom. In response, the Resident Director sent an email and called for a mandatory all hall meeting. The Bias-Related Incident Response Team sent an email to all ASE undergraduates, staff, and faculty regarding the incident. Communication was also sent out about participation in two Restorative Conversations - one including facilities employees that were involved in the incident. The topic was discussed at a College Diversity Roundtable (CDR) meeting and Public Safety Officers attended the meeting in order to update the group regarding the process and outcomes of the open investigation.

- Seven reports submitted for Tibet Dialogue Event Notification. Meeting held with staff to discuss the logistics of the upcoming events sponsored by the College Republicans. As a follow up, the advisors of the College Republicans and Chinese Students Association (CSA) asked if members of the Executive Boards could meet with each other to discuss the upcoming event, which they did. CSA President presented to members of the CDR to discuss the upcoming event and why it was a concern for students.

- Forty-two reports submitted in response to the Tibet Dialogue: Democracy in Exile and the Future of Tibet Event and related to Tibetan monks in Starbucks. Members of a group not affiliated with CSA called the 'Tibet Event Group' presented a document to share their side of the issues during the Questions & Answer portion of the event sponsored by the College Republicans. Conducted numerous meetings with folks impacted or named in the bias-related incident reports and held a Restorative Circle with the Executive Board members from CSA and the College Republicans. In response, a Civil Discourse Workshop hosted by the Office of the Dean of Students was conducted and a restorative conversation was held for folks impacted by these incidents.

- Forty reports submitted for Painted Tunnel Exchanges. Different groups of students, including undergraduate and graduate students painted messages within the tunnel. Other students found these statements offensive and painted over them. Numerous meetings were held with students impacted by these paintings. None of the paintings violated our painting guidelines and therefore were not removed.

- Four reports submitted involving dining staff on the River Campus. Over 200 dining staff participated in an interactive and educational workshop presented by the Paul J. Burgett Intercultural Center staff to address updated LGBTQ terminology, allyship, the University bathroom policy, and bystander intervention during their mandatory mid-year training in January 2020. Additional trainings surrounding customer service and interpersonal relationships were incorporated into daily meetings and there are plans to continue the dialogue and trainings during the next academic year.

- One hundred sixty three reports submitted for the Hands Up Don’t Shoot Image Mockery that was posted on social media. In response, a One Community Dialogue on Race was held and garnered over 220 University of Rochester students, alums, faculty, staff, and administrators who wanted to examine the impact of this incident on the campus community. Participants generated ideas about how our community should best respond in order to heal. Participants at this dialogue were asked to respond to the following questions: 1. What do I need to heal? And 2. What would I like to see happen? In response to these questions, participants stated that they would like to see the two students involved attend mandatory education on racism, resulting in a supportive planning agreement in order to hold the students accountable for their actions. Additional suggestions were captured in the Executive Summary document seen here.
The bias-related incident reporting system has been a good platform to submit reports, as well as, review and respond to bias incidents in real time. We have been able to collect data and be more transparent by producing this report summary with clear examples of incidents that occurred on campus and how we responded to them.

However, we have heard from our students that in an effort for us to live our Meliora Vision and Values and to create a safe and equitable campus community, we must make structural change and take a clear stance as an anti-racist institution where the safety of our Black students is prioritized. By focusing on addressing issues of racism, moving away from a generalized diversity and inclusion umbrella, we would be better able to educate and challenge the everyday racism that our Black students face. We have also heard from our LGBTQ students, specifically our trans, non-binary, and gender nonconforming students who continue to face challenges on campus. Students with disabilities are continuously fighting for a more accessible-friendly campus and our International students who would like their peers and community members to engage in more respectful dialogue.

In order to enhance the bias-related incident reporting system, the following should be considered:

- Expand the bias-related incident reporting system to include all students across all disciplines and schools
- Update the main website to include clear instructions on how to submit a report, what happens when a report is submitted, resources and supports for the reporter/persons harmed, and possible outcomes and educational opportunities for the respondent
- Develop better on-boarding and marketing of the bias-related incident reporting system to all members of our campus community, so folks can be made aware of the resource and utilize it
- Provide updated resources, trainings, and workshops for folks who want to learn how to foster an antiracist climate, be an active bystander, practice good allyship, and take responsibility by educating themselves on issues pertaining to race, intercultural communication, and cultural humility
- Create academic and educational opportunities for learning, which may include speakers from the Greater Rochester community
- Increase the communication, transparency, and response rate to incidents of racism on campus