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HOUSE OF REPRESENTATIVES
COMMONWEALTH of PENNSYLVANIA

House Democratic Policy Committee Hearing
Racism on High School and College Campuses
Thursday, March 25, 2021 | 10:30 a.m.

HOSTED BY

Representative Maureen Madden | Representative Malcolm Kenyatta

10:30 A.M.

PANEL 1

Chad Lassiter Executive Director
Human Relations Commission

Question & Answer with Legislators

11 A.M.

PANEL 2

Ewan Johnson
Reclaim Philadelphia; Former Temple University student

Albert Rivera, Campus Activities Board Vice President, Council of Trustees Member
East Stroudsburg University

Question & Answer with Legislators

11:30 A.M.

PANEL 3

Dr. Kimmika Williams-Witherspoon Associate Professor,
Urban Theater and Community Engagement, Temple University

Professor Heath Fogg-Davis, Director of Gender, Sexuality, and Women's Studies
Temple University

Question & Answer with Legislators

12 P.M.

PANEL 4

Tameko Patterson, Member, East Stroudsburg University Council of Trustees
President, Stroudsburg Area School District Board of School Directors

Christa Caceres, President
Monroe County NAACP

Question & Answer with Legislators



Racism on High School & College Campuses Testimony
Towards a Pedagogy of Justice
Chad Dion Lassiter, MSW

"The voice of the intelligence is drowned out by the roar of fear. It is ignored by the voice of desire. It is contradicted by the voice of shame. It is biased by hate and extinguished by anger. Most of all it is silenced by ignorance." Karl A. Menninger

Good morning Chairman Ryan Bizzarro, House Democratic Policy Committee Members, Rep. Maureen and Rep. Malcolm Kenyatta,

My name is Chad Dion Lassiter and I am the Executive Director of the Pennsylvania Human Relations Commission. I have been in this position for 3 years now. Prior to the PHRC I was a Professor of Race Relations at the University of Pennsylvania and West Chester University and the President of the Black Men at Penn School of Social Work Inc. at the University of Pennsylvania since 2003.

Over the past forty years, diversity and social justice theorists and researchers have helped to expand our understanding of the complex problem of racism in the United States. This increased understanding has resulted in greater awareness of the various ways that racism is manifested in this society (Ponterotto, Utsey, & Pedersen, 2006). The expanded knowledge-base in this area has resulted in the initiation of many difficult discussions about the complexity of this problem and the need to ameliorate racism in educational, business, political, and community settings.

Therefore, I would like to take this time to articulate a heartfelt thank you to everyone for holding such an important conversation about the existing and emerging racism and microaggressions that are being displayed on our high school campuses and College campuses in our Commonwealth.

Moreover, my goal and objective for the brief time that I have is to frame out some of the potential reasons that this is occurring, what can be done to address it and provide some best practices and solutions that can be implemented from a multidisciplinary approach. (i.e. spoken testimony)

The National Center for Education Statistics (NCES) defines a hate crime as a “criminal offense which is motivated, in whole or in part, by an offender’s bias(es) against a race, religion, disability, sexual orientation, ethnicity, gender, or gender identity.” Between 2011 and 2016, the NCES documented a 40 percent increase in campus hate crimes. Moreover, in 2016, more than 1,000 hate crimes were committed on college campuses across the country. For years, racial bias has been the most common motivation for committing such crimes.

Therefore, hate crimes statistics cannot fully capture the pervasiveness of this dangerous ideology on college campuses. Campus bias incidents—which can include any “conduct that discriminates, stereotypes, excludes, harasses or harms anyone in [the university] community based on their identity”—are also on the rise. Between 2016 and 2018, the Anti-Defamation League documented at least 346 incidents of white supremacist propaganda on college campuses. Since 2018, the Southern Poverty Law Center has documented 434 incidents of white supremacist flyering on college campuses. Perhaps as a result, students of color are far less likely than white students to describe their campus as inclusive, and Black students in particular are more than twice as likely as white students to say the racial climate on their campus is poor. An example of this on the high school level is the work that the Pennsylvania Human Relations Commission is currently doing in Biglerville Pennsylvania at the Biglerville High School where many students of color have reported that they do not feel their school is inclusive and “sees their humanity” outside of the stereotype of ‘migrant citizen.’

Beyond the physical danger that the resurgence of white nationalism imposes, incidents that are reported from our Advisory Councils around the state with regards to racism and microaggressions on high school and college campuses are also traumatic and undermine affected students' mental health. Too often, however, university counseling centers lack the resources necessary to respond effectively to students' needs. With more than 2,000 campus hate crimes reported in 2019 alone, universities must do more to slash fees, reduce wait times, and promote staff diversity at campus counseling centers nationwide. They must protect students.

Amid a surge in student-led protests around the country, many colleges have been struggling to make their campuses more accommodating for minorities. Last semester, student-activist groups nationwide issued demands to their universities seeking everything from mandatory sensitivity-and-racial-bias training to the development of safe spaces on campus for people of color. In the Commonwealth we too, have seen an increase in student activism on college campuses and high school campuses as well as online school communities due to COVID-19. Nevertheless, racial incidents are still occurring and they must be addressed through conduct polices, counseling, mediation and suggestions from staff, students and alumni in a social justice milieu.

Despite the abundance of evidence demonstrating that hate crimes and bias incidents are on the rise, limited reporting options suggest that many of these actions could go unrecorded. Most universities use online reporting systems to collect information on potential hate crimes and bias incidents and coordinate responses with other university departments and disciplinary committees. While anonymous online reporting mechanisms can be problematic in some spaces—the discriminatory profiling of students of color and students with disabilities is a persistent problem on college campuses—they are important in the context of hate and bias incidents. In example and using Biglerville School District as just one example. The Pennsylvania Human Relations Commission has yet to receive one complaint but during the 'listening sessions' we heard racial accounts, racial trauma and many incidents of hate.

Universities and high schools have a responsibility to protect and assist all students, regardless of their background, and administrators cannot allow racial trauma to go unaddressed. Many universities and high schools have expressed their commitment to diversity and inclusion, but this commitment must go beyond pamphlets and mission statements. This commitment should extend to providing adequate psychological resources. Universities and high schools should commit to ensuring that students of color have access to the mental health resources they need to succeed. Experiences of racism can cause racial trauma, especially for students of color and there is data that suggests similar outcomes for LGBT students as well. The theory of racial battle fatigue maintains that “race-related stressors, such as exposure to racism and discrimination on campuses and high school settings and the time and energy students of color expend to battle these stereotypes, can lead to detrimental psychological and physiological stress.

Therefore, we must build up protective factors that will address Cultural and institutional forms of racism that continue to typically be expressed in covert ways by individuals in schools, colleges, universities, businesses, and other organizational entities. The former type of racism occurs when White cultural biases and values (as reflected in art, music, religion, standards of beauty, educational content, preferred styles of emotional and linguistical expressiveness) are held up as being better than the cultural norms and values of people of color. It is similar to those students who adorn ‘blackface’ during Halloween campus parties mocking black culture but would never want to live in the body or experience the burdens of being black in a ‘racialized society.’

Lastly, a comprehensive approach that involves ‘Critical Race Theory,’ ‘Racial Formation,’ ‘Anti-Racism Training,’ ‘Unconscious Bias Training along with recruiting teachers of color, cultural relevant curriculums and diversity on school board and trustees to the college are just a few evidenced based best practices.



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"YOU MUST LET
Suffering
Speak,
if you want to
Hear the
Truth."
Dr. Cornel West

Chad Dion Lassiter, MSW
Executive Director, PHRC

www.phrc.pa.gov



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"ONE PERSON OF
Integrity
can
MAKE a
Difference."
Elio Wiesel

Joel Bolstein, Esq
Commission Chairperson, PHRC

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"THE
Lion's Story
will **NEVER**
be **KNOWN**
AS LONG AS THE
Hunter is the one
To Tell It."
West African Proverb

Guertine Laurore, Esq
Director of Policy and Intergovernmental Affairs, PHRC

www.phrc.pa.gov



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"SERVING PENNSYLVANIANS AS A
HUMAN RELATIONS COMMISSIONER
FOR OVER FORTY FOUR YEARS,
has given **ME** the
OPPORTUNITY
to enforce
Civil Rights
AND THE MISSION
OF THE COMMISSION IN ORDER TO
Eradicate
Discrimination!
IN OUR COMMONWEALTH."

Raquel Yingst
Commission Vice Chair, PHRC

www.phrc.pa.gov

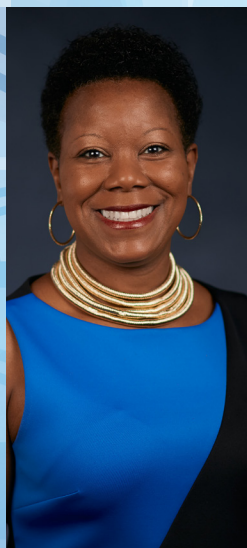


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"IT ALWAYS SEEMS
Impossible,
until it is
DONE."

Anja Velemir
Special Assistant to the Executive Director, PHRC

www.phrc.pa.gov



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"THE FIGHT FOR
Civil Rights
Continues
because
our ancestors
WORKED TOO
hard to
turn back now!"

Tameka Hatcher
Educational Outreach/
Police Training Coordinator,
PHRC

www.phrc.pa.gov



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"**Rip**
Off the
BANDAID."

Morgan Williams, Esq
Assistant Chief Counsel, PHRC

www.phrc.pa.gov



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"WE MUST **CONSISTENTLY**
Reflect upon
our OWN ACTS and
constantly **INFLUENCE**
THE ACTS OF OTHERS
to **Ensure that**
Fairness,
COMPASSION
And **KINDNESS**
Permeate THROUGHOUT
THE FABRIC OF ALL WE
TOUCH.

Mayur Patel, Esq,
Secretary & Commissioner

www.phrc.pa.gov



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"WE LIVE IN A WORLD IN
WHICH WE NEED TO
SHARE RESPONSIBILITY.
It's **easy to say**
"It's **NOT**
my CHILD,
NOT my
community,
not my
WORLD,
NOT my problem."
THEN THERE ARE THOSE
WHO SEE THE NEED AND
RESPOND. I CONSIDER
THOSE PEOPLE MY
HEROES."
Fred Rogers

Ian Fahnestock
Clerk Typist 3, PHRC

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"THE **RIGHTS** OF
Every Man
are
Diminished
when the
Rights
of one man
are
Threatened."
JFK

Beth Oster
Intake Investigator, PHRC

www.phrc.pa.gov



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"UNLESS SOMEONE
Like You
Cares
a whole
awful lot,
nothing is
going to get better.
It's not."
Dr. Seuss

Renee Martin
Director of Communications,
PHRC

www.phrc.pa.gov



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"THERE IS **NO JUSTICE**
WHEN SOME—BECAUSE OF
Race, Sex,
RELIGION, COLOR,
National Origin,
or
Disability,
AMONG OTHERS—
ARE DENIED A SAFE PLACE
TO LIVE, LEARN, WORK,
AND SOCIALIZE!"

Aleena Sorathia, Esq
Commissioner, PHRC

www.phrc.pa.gov

2019 Annual Report

PHRC at a Glance

Launched PHRC Social Justice Film Series Talk Back In Designated Schools in Pennsylvania

Fair Housing Conference, Fair Housing Training and Fair Housing Testing

State Correctional Institution Listening Tour w/the Secretary of Corrections around inmate challenges

Antisemitism Awareness & Intervention Initiative

Sexual Harassment and Trauma Informed Training Ongoing

PHRC and DOC Female Inmate Prison design Initiative

Domestic Violence Prevention & Awareness

Relaunched a robust Mediation Program

Established a Director of Policy & Intergovernmental Affairs position

Governor's Lean Management Training Ongoing

EEOC and HUD Continuous Training

PHRC Houses of Faith Fair Housing Initiative

PHRC Backlog Re-Engineering

PHRC Philadelphia Advisory Council formed along with 5 new Advisory Councils as well

PHRC Social Justice Global Initiative with Human Relations Commissions around the World

Taking PHRC into nontraditional spaces to educate the public on how we work and their protections and rights

Launched PHRC Social Justice Youth Community Project

Launched PHRC School to Prison Pipeline Project

Successfully completed the Reading School District Agreement

Graduated 12 PHRC Staff members from the MLK Leadership Institute

Expanded our PHRC Social Justice Internship Program

Launched our PHRC Social Justice Portrait Program

Expanded our PHRC Social Justice Lecture Series

Expanded our PHRC Educational Division to better reach the community

Continued our PHRC No Hate In Our State Town Halls

Increased PHRC Staff Compliment to better serve the community

Completed branding of PHRC Educational materials

Educated the public about our PHRC LGBTQ Guidance through outreach efforts

Completed a thorough analysis of our processes and systems



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PHRC Vision, Mission & Values

VISION

As Pennsylvania's civil rights leader, it is our vision that all people in Pennsylvania will live, work and learn free from unlawful discrimination.

MISSION

The PA Human Relations Commission promotes equal opportunity for all and enforces Pennsylvania's civil rights laws that protect people from unlawful discrimination.

VALUES

Equality - We believe strongly in the equality and dignity of all individuals. We uphold the principles of justice and fairness through our work, conduct and communication.

Service - We subscribe to the highest standards of responsiveness, quality, timeliness and professionalism.

Integrity - We uphold the highest standards of honesty and transparency. We are candid, trustworthy, credible and unbiased.

Excellence - We strive to excel in our work. We endeavor to ensure a highly prepared, diverse, competent and committed workforce.

Teamwork - We build and sustain strong, constructive and collaborative relationships.

Respect - We value employees' talents and differences and treat them with consideration and importance.



(l-r) Ronnessa Edwards, Latifah Riley, Diana Medley, Chad Dion Lassiter, Terri Thomas

Pennsylvania Human Relations Commission
333 Market Street, 8th Fl | Harrisburg, PA 17101 | 717.787.4410 | F 717.787.0420 | www.phrc.pa.gov

A Message from Governor Tom Wolf

Since its inception, the Pennsylvania Human Relations Commission (PHRC) has upheld the principles of our founder, William Penn, including fairness, equality, and inclusion for all. Pennsylvania, for centuries, has represented these values to ensure that all of our citizens have equal opportunity, whether that be in employment, education, or in their private lives.

The work PHRC has undertaken in this past year exemplifies the dedication and continual commitment by the commonwealth to protect all Pennsylvanians from discrimination. Although tremendous progress has been made in protecting our citizens, there is still more work to be done. The administrative, legal, and investigative staff at PHRC continues to work alongside Pennsylvania's executive agencies to complete every case with the utmost care. I commend PHRC's success over the past year and look forward to supporting their efforts in the years to come.



Sincerely,

A handwritten signature in black ink that reads "Tom Wolf". The signature is fluid and cursive, with the first letters of "Tom" and "Wolf" being capitalized and prominent.

Tom Wolf
Governor



Chairman's Statement

Commissioner - M. Joel Bolstein

The Pennsylvania Human Relations Commission has been actively engaged in protecting the civil rights of all the state's residents since the agency was first created in 1955. Every day the PHRC deals with issues that adversely impact residents in the most personal way and each year we investigate and adjudicate thousands of discrimination complaints.

These are extraordinary times to chair the PHRC. Uncivil discourse and violence constantly threaten to erupt while discriminatory practices must be policed to ensure equality of opportunity for all our state's residents. The strength of the PHRC is its unwavering commitment and its extensive experience. However, it is important that we continue to

challenge ourselves to find the best methods of outreach and engagement to inform Pennsylvanians of their rights under the law and employers and landlords of their obligations.

As Chairman, I believe that a diverse leadership team is essential for this work and this is reflected in our Commissioners and across the staff. I appreciate that Chad D. Lassiter, executive director, continues to energetically and intellectually move the agency forward by establishing priorities in new areas including such as Sexual Harassment Symposium, Antisemitism Prevention, LGBT Advocacy and the Social Justice Global Initiative.

I want to thank the Commissioners for their engagement with management and I want to thank the staff of PHRC for all their hard work and their efforts to meet our new objectives in a mission-oriented way.

I also want to express my personal gratitude to Governor Wolf for his leadership and to our friends in the General Assembly for their continued support of PHRC.

Unfortunately, these are contentious times and the PHRC has never been more necessary. But it is a privilege to lead the Board of the Pennsylvania Human Relations Commission that stands firmly on the frontline of ensuring fairness and peace. I look forward to continuing to work with my fellow Commissioners, our Executive Director, Regional Directors and the professional staff in each of our four offices to help make PHRC a leader among states and one of the nation's premier civil rights agencies. We welcome you in partnering with us on this continued journey.



Executive Director

Executive Director - Chad Dion Lassiter

When a hateful act occurs in our communities – whether a horrendous act of mass violence or an unfortunate case of individual discrimination - it rips apart our social fabric. The problem doesn't disappear when the police leave nor dissipates when the story is no longer in the news. For hate to abate, there must be a healing process.

The Pennsylvania Human Relations Commission is the agency tasked with promoting justice, fairness and equality. All of us take very seriously this legal and moral obligation to those who have been aggrieved and unfortunately, the need for our services remain strong. Last year, we received almost 2,000 new cases to investigate.

However, we must also help restore the peace in an adversely impacted community. Since becoming the executive director of PHRC nearly two years ago, I've singularly focused on our mission - The PA Human Relations Commission promotes equal opportunity for all and enforces Pennsylvania's civil rights laws that protect people from unlawful discrimination.

Hate is an ancient concept but confronting hate requires new 21st century tools. I've introduced new methods for tackling an age-old problem. One essential tool has been to craft opportunities for meaningful dialogue and to create a sense of trust and safety for community residents to voice differing opinions in a nonviolent manner. This is the rationale behind our No Hate in Our State tour and reports which provides a blueprint for both the community and the PHRC to decrease hate-fueled activity in our state. For example, we are partnering with social justice groups, such as the NAACP, to confront hate group activity and discriminatory practices. We will continue to take steps to expand the training, outreach and educational work that is critical in confronting the forces of hatred and discrimination in our communities.

In my first year, I conducted a statewide listening tour. Last year, we designed innovative initiatives rooted in evidence-based practices. This year, we are in the implementation phase for such activities as our Social Justice Initiative and Social Justice Lecture series. These are just two of the programs that will make us the premier civil rights organization of the 21st century.

I want to thank the staff of the PHRC who stands ready daily to confront hateful acts and to be part of the healing process in communities impacted by discrimination. I also wish to thank the PHRC Commissioners and Governor Tom Wolf who continue to provide critical support. Our ambition and fervent wish will remain to help Pennsylvania become a more peaceful and just community for all its residents.





Commissioners



Chairman M. Joel Bolstein

“I am very grateful to Governor Wolf for appointing me Chairperson and allowing me to continue in a leadership role alongside my fellow Commissioners, our wonderful new Executive Director, Chad Dion Lassiter, and our very talented and extremely dedicated professional staff.”



Vice-Chair & Commissioner Raquel O. Yiengst

“My hope for PHRC is that it will continue to be the government agency that promotes civil rights, eradicates discrimination for all, and upholds Equal Educational Opportunity for all children so that we can create a better future for all.”



Secretary & Commissioner Mayur Patel, Esq.

“I am proud to be part of a group of individuals whose singular focus is to ensure that the people of our Commonwealth are being treated fairly and with respect. This area of focus is now more important than ever.”



Commissioner Radheshyam M. Agrawal, M.D.

“When rights of human beings are compromised, they lose the opportunity to a productive life.”



Commissioner George B. Dawson

“The road to justice should be free of impediments.”



Commissioner Kathleen Dormer

“Everyone deserves to live in a society free of discrimination.”



Commissioners



Commissioner Michael Hardiman

“Every day presents new opportunities!”



Commissioner Curtis Jones

“From the White House to our house, human relations is an important aspect of the quality of our life. Fairness, in housing, employment and racial and religious tolerance is an essential responsibility of our organization.”



Commissioner Gerald S. Robinson, Esq.

“Even though our task is daunting we can meet it”



Commissioner Adrian Shanker

“The role PHRC plays is essential to the freedom to live, work, play, and visit Pennsylvania without fear of discrimination.”



Commissioner Aleena Y. Sorathia, Esq.

“There is no justice when some—because of race, sex, religion, color, national origin, or disability, among others—are denied a safe place to live, learn, work, and socialize. I am proud to serve on a Commission that strives to build a Commonwealth full of communities free of hate and discrimination.”





Executive Office Staff



Anja Velemir has been with the Commission for two years and works directly with the Executive Director and Communication Director. She is the liaison between our agency and HR, OA and the Governor's Office for all agency related actions. She is responsible for Executive Team planning and maintains our calendars. She is solely responsible for posting open positions and maintaining job descriptions. Anja oversees all our purchasing and maintains the budget for reporting purposes. Anja coordinates special projects as directed by the Executive Director in addition to her normal course of work.



Carrie Peace-Simmons was born and raised Paterson, New Jersey and now a resident of the great city of Harrisburg, PA for 11 years. She is an Executive Administrative Assistant where she provides discreet and confidential and administrative support to all senior management staff. Carrie holds an Associate Degree in Business Administration and Marketing and a Bachelor Degree in Business Administration and Management. When Carrie is not wearing her hat as an Executive Administrative Assistant, she enjoys being a wife, mother of 2 sons, modeling and writing as her goal is to have her writings published.



(l-r) Andrew Barnes, Chairman Bolstein and Executive Director Lassiter

“Our country is not the only thing to which we owe our allegiance. It is also owed to justice and to humanity.”

- James Bryce



Communications and Public Relations



Communications and Public Relations

Renee Martin
Director

Through its communications efforts, the Pennsylvania Human Relations Commission endeavors to increase awareness of its services and to better engage the public in a dialog that will lead to greater trust and understanding among the residents of the Commonwealth.

Over the past year our most progressive project was to undertake a systematic analysis of the procedures, systems, and policies of the PHRC to increase our operational effectiveness and efficiency allowing us to better serve the citizens of the Commonwealth. The analysis was inclusive. Staff members and contracted partners were surveyed, training manuals were reviewed, and our record keeping and case management systems were analyzed. The result is we are now developing our internal teams who will be tasked with implementing the recommended changes in the report.

We have made many improvements in our communication, both internally and externally. This includes:

- Redesigned all of our brochures with new branding
- Kicked off our Human Relations Commission newsletter which updates staff and partners on what is happening at the PHRC
- Kicked off our NO HATE IN OUR STATE PORTRAIT campaign to raise awareness around social justice.
- Continued our NO HATE IN OUR STATE Town Hall meetings
- Initiated our PHRC Social Justice Youth Community Project which recognizes the importance of our young people embracing the diversity of their own communities. We granted four high schools funds to be specifically used to implement a diversity project in their community. Each school reports back to PHRC the details of the project and any outcomes along with recommendations for adapting and continuing the project.
- Increased our collaborative efforts with other agencies and other partners such as the Office of Attorney General, Office of Auditor General, Department of Corrections, HUD and EEOC along with local Human Relations Commissions', NAACP.



“There never will be complete equality until women themselves help to make laws and elect lawmakers.”

-Susan B. Anthony

Office of Chief Counsel



Office of Chief Counsel
Leslie Marant
Esquire, Chief Counsel

The Office of Chief Counsel is comprised of the Chief Counsel and seven attorneys across the Commonwealth of Pennsylvania. PHRC’s attorneys provide general counsel to the PHRC regarding its administrative and operation functions, partner with the Director of Policy and Intergovernmental

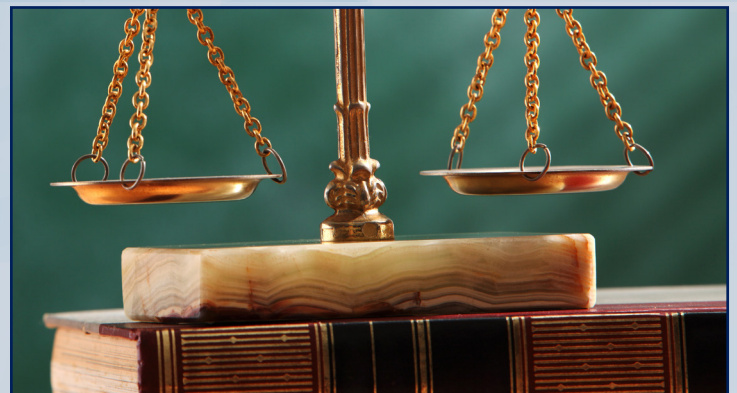
Affairs to oversee the Commission’s mediation program, support the Commission’s policy and legislative agenda, and handle cases involving allegations of discrimination in education. Attorneys situated in the PHRC’s regional offices work closely with the three Regional Directors as well as investigative and intake staff to initiate, investigate, and litigate claims of discrimination alleged by members of protected classes as defined by the Pennsylvania Human Relations Act (PHRA). The regional office attorneys also provide legal assistance to complainants, train PHRC staff and members of the public, and prosecute violations of the PHRA.

In 2019, PHRC attorneys reviewed approximately 700 complaints of discrimination and provided over 400 formal legal opinions to investigative

staff relating to cases filed with the agency. Regional attorneys also prosecuted public hearing cases. In the past year PHRC attorneys helped procure contracts for expert witnesses and social justice lecturers, administered PHRC’s mediation program, litigated education discrimination cases, and designed and implemented trainings and seminars throughout the Commonwealth.

2019 Highlights

- Commission attorneys filed a brief Amicus Curie arguing for the PHRC’s continued jurisdiction to investigate and adjudicate claims of unlawful discrimination against school districts.
- Secured a contract for First Person Arts which addressed healing the trauma of sexual harassment and assault through its groundbreaking concept of “applied storytelling” programming which incorporates first person guided accounts of hurt and trauma to take steps toward initiating the healing process in both the individual and his or her respective communities.
- Secured contracts for Tarana Burke, founder of the #MeToo movement, and Dr. Marquita Williams, moderator, for the Commission’s Sexual Harassment Conference held in May 2019.





- Secured a contract for author Damon Young, author of *What Doesn't Kill You Makes You Blacker*, for the Commission's social justice lecture series.
- Coordinated mediation in which 255 complainants received mediation and 42 respondents received mediation and successfully mediated 14 cases. While settlements and details of mediation are confidential, the settlements usually included both monetary and non-monetary relief.
- Litigated a Commission-initiated Complaint which resulted in an Order requiring a school district to remove offensive imaging and logos which disparage Indigenous People.
- Successfully defended a final order of the PHRC in Commonwealth Court related to protecting the housing rights of citizens who require the assistance of support animals and assuring that those citizens remain free from retaliation by landlords.
- Led an onsite inspection of records maintained by a school district necessary to carry into effect the provisions of the PHRA.
- Successfully defended a Right to Know Appeal which sought almost 70 years of confidential agency records.
- Obtained full remedy relief for a former employee of a large Western Pennsylvania employer.
- Obtained injunctive relief in Common Pleas Court for Complainants attempting to exercise their right to be free from discrimination.
- Testified before the House Labor & Industry Committee and the Democratic Policy Committee.
- Conducted various trainings and Continuing Legal Education (CLE) workshops across the Commonwealth including:
 - Prepared training materials and provided training to regional investigators regarding the standards for investigating education cases under the PHRA.
 - Provided training to local Commission Advisory Councils on employment discrimination and retaliation.





“We educated, privileged lawyers have a professional and moral duty to represent the underrepresented in our society, to ensure that justice exists for all, both legal and economic justice.”

- Supreme Court Justice Sonia Sotomayor

Education Division



Education Division
Dr. Mary Ellen Balchunis
Director

To support the vision of the Pennsylvania Human Relations Commission to eliminate discrimination and bias throughout the Commonwealth, the Education and Outreach Division has a bi-fold obligation. First, we respond to cases of educational discrimination. One of our major initiatives has been

to assist public school systems in addressing the needs of English language learners. Second, we collaborate with local Advisory Councils and the Inter-Agency Task Force to coordinate responses to discrimination and hate. Our local Advisory Councils are the eyes, ears and voices for the PHRC in the communities and we rely on them to carry the Commission’s message of no discrimination at the local level.

We also work closely with the Inter-Agency Task Force which is made up of representatives of government agencies, nonprofit partners, and community advocates who share information about civil tension in their areas. This information allows the PHRC to monitor and respond appropriately to situations. In addition, we are helping local Human Relations Commissions with support including training and technical advice.

The division also hosts a variety of cultural programming throughout the state.

In 1848, Horace Mann wrote: “Education, then, beyond all other devices of human origin, is the great equalizer of the conditions of men, the balance wheel of the social machinery.” We use education as the tool to train school districts, teachers and principals on Implicit Bias, to stop bullying among school students and to arrest the influence of white supremacy on college campuses.





Implicit Bias Training

Implicit bias operates in an unconscious or concealed manner and refers to the attitudes or stereotypes that affect our understanding, actions, and decisions. This training, designed by the PHRC, helps participants become aware of their own biases. Participants can receive certification for Continuing Legal Education credits and Law Enforcement Officer Training hours. In 2019, the Education Division presented “Leadership, Law Enforcement and Love” and we trained:

- Local and University Police – 200 participants
- School Districts – 500 participants
- Local HRC’s
- Community Organizations

Department of Justice SPIRIT Program

Youth need to develop the skills to find a peaceful solution to disagreement. This conflict resolution program works closely with the Department of Justice to teach students to get along with each other despite all their differences. This year we worked with over 400 participants at a SPIRIT SUMMIT.

Anti Bullying Program

This program was designed by PHRC to reduce bullying and discrimination directed to protected classes by students and educators. In 2019, the PHRC went to several schools and universities as well as faith-based organizations to spread the message of the dangers of bullying.

Public Awareness Events

More than 1,000 received information about the PHRC and its programs, at events hosted by legislatures, advocacy groups, and other departments. A special outreach to the LGBT community was made through Pride Events held to reach this community on the LGBT guidelines. PHRC also presented a Social Justice Lecture Series, and a Fair Housing Conference on Redlining and Gentrification.

Cultural Programming

Several programs were held throughout the year for staff and the community to celebrate our diversity.

- Black History Month
- Women’s History Month
- Hispanic Heritage Month
- Portraits in Pride, Walking in Their Shoes

No Hate in Our State Tour

We are so proud of our “No Hate in Our State” Town Halls. When there is an incident of great pain over hate in a community, we go into the community with our town hall and staff. In 2019, we worked in Carlisle, York, Erie, and Hanover.





“We must not, in trying to think about how we can make a big difference, ignore the small daily differences we can make which, over time, add up to big differences that we often cannot foresee.”

- Marian Wright Edelman

Enforcement Division



**Enforcement/
Compliance Office**
Jinada Rochelle - *Director*

The Enforcement Division is responsible for a substantial portion of the behind the scenes work at the Pennsylvania Human Relations Commission. We ensure that closed cases are processed, respond to requests for preliminary hearings as well as right to know requests. The Divisions also

responds to data requests regarding the number of cases processed by the Commission from officials including township supervisors, planning board members and local human relations commission staffers. We work closely with the Equal Employment Opportunity Commission (EEOC) and the Department of Housing and Urban Development (HUD) who are our federal partners.

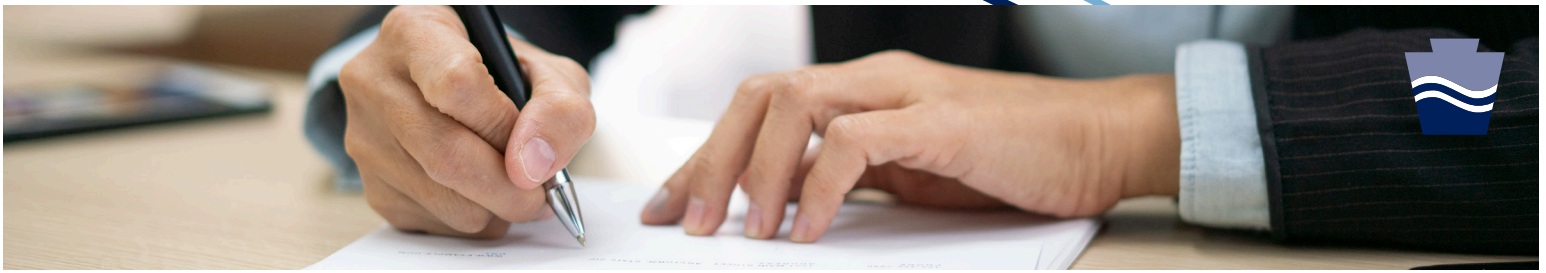
Our 2019 highlights include processing 1,144 cases for closure, working with the state’s OA-Information Technology (OIT) to update our case management system, and working with the governor’s lean management team to shorten the various discrimination questionnaires, explore multiple ways to file a complaint online and streamline the agency’s investigative process.

The clerical staff processed over 350 requests for information. This included sending out questionnaires and making referrals to other agencies or entities. We responded to 16 right to know requests and entered 1,040 EEOC investigated complaints into our internal case management system.

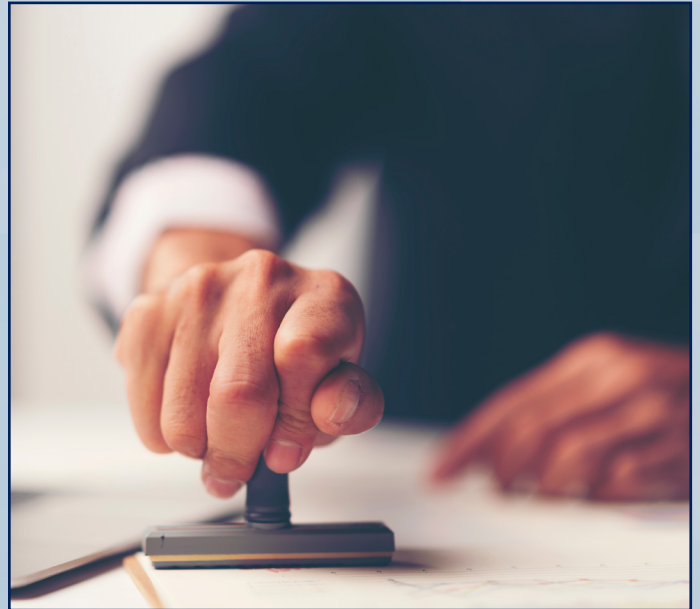
In partnership with Philadelphia’s Department of Behavioral Health and Intellectual Disability Services (DBHIS), the Enforcement Division planned and participated in the PHRC’s first annual Sexual Harassment conference, *Ending the Cycle of Silence*, held May 2019. The symposium was designed to reach advocates, allies and members of the social justice community. PHRC staffers Jinada Rochelle, Director of the Enforcement Division and Heather Roth, Harrisburg Regional Director were the featured plenary workshop speakers. They discussed the PHRC’s investigative process for workplace sexual harassment complaints.

The Enforcement Division provided fair housing and employment training to 922 real estate professionals, property managers, business owners and community members. In conjunction with other PHRC housing staff, the Enforcement Division planned PHRC’s annual fair housing conference entitled “Redlining and Gentrification: How Policies Effect Fair Housing.” Featured presenters included:

- Angela McIver, CEO Fair Housing Rights Center of Southeastern Pennsylvania
- Rachel Wentworth, CEO Housing Equality Center
- Adrian Garcia, CFHS Director Housing Equality & Equality Institute, Lancaster Housing Opportunity Partnership
- Roberto Chavez, Intake Supervisor, Region III FHEO HUD



The Enforcement Division also invested in staff professional development. Several team members attended the EEOC's national and regional conferences and the International Association of Official Human Rights Agencies national conference. Administrative Officer Debbie Walters graduated from the Commonwealth's Leadership Development Institute and the Mentorship program. Clerk Typists Ian Fahnestock and Debra Brice received certificates of completion for attending the "Stop the Bleed" campaign sponsored by the American College of Surgeons Committee on Trauma. They also participated in the FBI's symposium on hate crimes and anti-Semitism. Debra Brice, Debbie Walters and Jinada Rochelle graduated from the Martin Luther King Jr. Leadership Institute.





“The way to right wrongs is to turn the light of truth upon them”

- Ida B. Wells

Policy and Intergovernmental Affairs



Policy and Intergovernmental Affairs

Guerline L. Laurore, Esq.
Director

The Policy and Intergovernmental Affairs division is the legislative liaison for the Pennsylvania Human Relations Commission. Our division is responsible for addressing concerns from state senators and state representatives on behalf of their constituents who have a case filed with the PHRC. The division also supports law-

making efforts by providing information or feedback on draft civil rights bills on issues such as LGBTQ rights, sexual harassment issues and pay equity concerns. The division also monitors legislation and in-house policies.

In 2019, our division concentrated its efforts on:

1. **School to Prison Pipeline Initiative/ Restorative Justice Committee.**

Co-chairs a staff led Committee to increase awareness of the issue in our workforce as well as throughout the Commonwealth. Presented at Pennsylvania Department of Education Equity

and Inclusion Task Force to inform relevant stakeholders of our efforts and request their assistance as we are planning a School to Prison Pipeline Initiative/ Restorative Justice conference. Researching information about dropout rates in the Commonwealth and how it affects underserved populations disproportionately impacted by the School to Prison Pipeline.

2. **PHRC Social Justice Global Initiative**

In October, we launched our PHRC Social Justice Global Initiative with a visit to the Haitian Embassy to the United States. Our delegation included PHRC Executive Director, his Special Assistant, and the Director of Policy and Intergovernmental Affairs. The Ambassador, his Special Assistant and the Vice Ambassador were present. The Ambassador expressed interest in inviting PHRC to go to Haiti to partner with the Haitian government and non-for-profit organizations to offer training on best practices. Other countries: Senegal, French Guiana,

3. **NAACP Partnership**

Met with the Blanding Watson the then President of the State Conference to set out parameters for partnership in the future. Executive Director, Chad Dion Lassiter and I, met with Governor Wolf, Blanding Watson and Minister Rodney Muhamad, NAACP PA State Conference Political Action Chair and Philadelphia President to address how the NAACP and PHRC will partner on some important projects as well as to discuss other issues.





4. Policy efforts to date

- School to Prison Pipeline
- Hair Guidance
- LGBT issues in education
- Service Animals to include emotional support animals since the PHRA only mentions support animals for blindness or physical handicap or physical disability
- Medical Marijuana, testing and expungement
- Environmental hazards in Pennsylvania's school districts
- Disparities in healthcare affecting women of color
- PHRC Sexual Harassment Policy
- PHRC Vehicle Usage Policy
- PHRC Commissioners' Attendance at Meetings and Lyness requirements Policy
- PHRC Attendance and Leave Policy

5. Social Justice Committee

Social Justice Committee meetings are held every other month on the first Monday unless there is a holiday. In attendance are the Executive Directors of the following Commissions: Governor's Advisory Commissions on African American Affairs, on Asian and Pacific Islanders' Affairs, on Latino Affairs, and on LGBTQ Affairs. Each Executive Director shares with our senior management staff the issues that their respective communities are facing so that our Commission remains on the most pressing civil rights issues.



(l-r) Anja Velemir, Tameka M. Hatcher, Jalila Parker, Guerline L. Laurore, Renee Martin



“In the white community, the path to a more perfect union means acknowledging that what ails the African-American community does not just exist in the minds of black people; that the legacy of discrimination, while less overt than in the past – are real and must be addressed.”

- Barack Obama

Social Justice in The Beloved Community

Fifty-four years after the signing of the Civil Rights Act, the majority of Pennsylvanians believe real progress has been made in the fight against discrimination and prejudice. But as events such as the recent mass shooting in Pittsburgh make painfully clear, there is still much work to be done. Under the leadership of Executive Director Chad Dion Lassiter, PHRC has strengthened relationships with its community partners and developed several new initiatives to promote and advance social justice within the Commonwealth.



Damon Young

Social Justice Lecture Series:

To help raise community awareness about the effect of discrimination, the Commission implemented a Social Justice Lecture Series aimed at sparking conversation and inspiring more balance and compassion within the Commonwealth. The series continued with author/activist Damon Young and noted W.E.B. DuBois Scholar Dr. Anthony Monteiro who spoke about Martin Luther King and Mahatma Gandhi: Our Single Garment of Destiny in the Struggle for Peace and Justice. The Commission is planning additional sessions for the coming year.

HRC Crisis Response:

A new Racial Tension Reduction Response Team better equips the Commission to respond efficiently and effectively to incidents of racial tension. As part of this initiative, PHRC will become a repository for real-time data tracking tensions in the community. This information will be shared with PA HRC's community partners resulting in a proactive collective response that works to avoid escalation of issues.

The team continues to respond to the numerous forms of hate across the Commonwealth with its various partners.

Examples include:

- A public hearing focused on the Neshaminy School District use of stereotypical logos and images of Native Americans for its sports teams and mascots.
- Initial launch of the PHRC Social Justice Global Initiative. Invited to share best practices with the Canadian Human Relations Commission in Spring of 2020. Invited to meet with the Ambassador of Haiti to the US in December 2019.





- Mediated an incident where a student wore an antisemitic Halloween costume in a Pennsylvania School.
- Mediated and provide Implicit Bias Training to a school in which a school official dressed up like Steve Harvey and wore blackface during a teacher training.

Partnerships:

The struggle for social justice cannot be achieved alone. PA HRC is continually working to strengthen existing partnerships and develop new collaborations.

Our partners include:

- Local Human Relations Commissions and diversity organizations
- The PA Department of Corrections
- The PA Department of Education
- US Department of Housing and Urban Development
- US Equal Employment and Opportunity Commission
- The State Police and local law enforcement agencies
- Reading School District
- Interfaith organizations
- Advisory Councils
- Fair Housing Rights Center in Southeastern PA
- NAACP - Cheltenham and Philadelphia Chapters
- Governor’s Office
- PA General Assembly
- Department of Behavioral Health and Intellectual Disability Services
- Urban League of Philadelphia



(l-r) Chad Dion Lassiter & CNN Commentator, Van Jones



“To be or not to be is not the question, the vital question is how to be and how not to be...”

- Rabbi Abraham Joshua Heschel

Pittsburgh Regional Office



Pittsburgh Regional Office

Lyle Wood
Director

Human Relations Act (PHRA) and the Pennsylvania Fair Educational Opportunities Act (PFEOA). The PRO and PA Human Relations Commission.

Highlights

In the past year the PRO has responded and provided staff investigative expertise to individuals who believe that they have been unlawfully discriminated against in violation to the PHRA. PRO found probable cause and conciliated a Consent Order for a major health care provider that secured compensatory monetary damages for the Complainant. PRO also secured a Consent Order with a school

The Pittsburgh Regional Office (PRO) of the PA Human Relations Commission embraces and promotes equal opportunity for all and protects and enforces the civil rights of all people from unlawful discrimination. PRO constantly works to carry out the Commission’s mission by way of the Pennsylvania

district that established a multi-cultural student union, the implementation of the Department of Justice Spirit Program, agreed to hold Implicit Bias training, revise the existing Code of Student Conduct, prohibit paraphernalia that is considered to be racially or ethnically intimidating, prohibition of any gang related activity on school property, to maintain and report statistical data and reporting system regarding incidents of harassment due to students protected class, and monitoring all reports of discrimination or harassment for 4 years.

Pittsburgh Highlights Addressing Discrimination



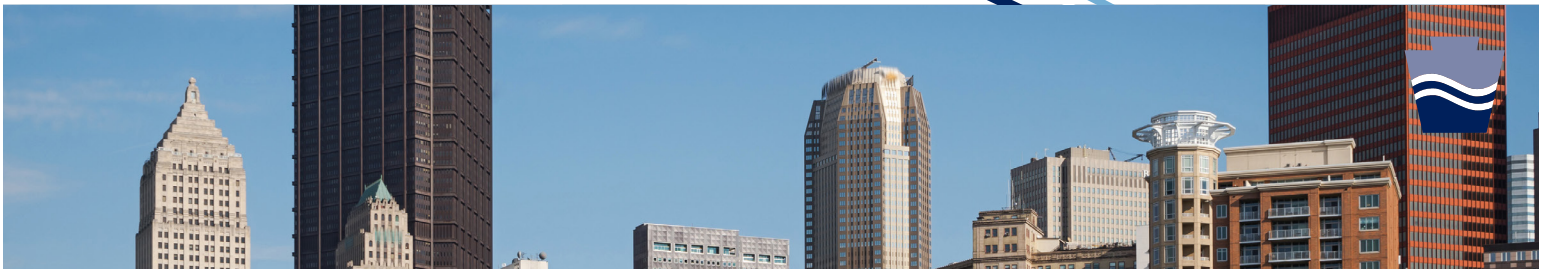
discrimination cases are under investigation



cases were closed



was secured for complaining parties



The PRO continues its outstanding outreach to urban, suburban, and rural communities to provide training on discrimination and technical assistance provided for by the PHRA and the PFEOA. The PRO has expanded and deepened our partnerships with other sister Human Relations Commissions (Pittsburgh and Erie), our federal partnerships (EEOC, HUD, DOJ, and the US Attorneys Office), state partnerships (Attorney General's Office, Department of Corrections), NAACP, local community and neighborhood committees, and school districts. These evolving relationships have extended and strengthened the PRO's ability to combat the discrimination in all of its forms and iterations.

Events

The PRO provides trainings, technical assistance, sits on panels that cover all topics regarding unlawful discrimination in employment, housing education, and public accommodation, regarding the statutes that are enforced under the PHRA

and the PFEOA. Subject matter covered this year include:

- Rights under the PHRA and PFEOA, jurisdiction and how to file a complaint
- Practice before the PHRC (legal)
- LGBTQ guidance and policy forum training
- Sexual harassment
- Social Justice Lecture Series featuring a national writer, humorist, and activist
- Conducted a community town hall in Erie regarding unlawful discrimination, rights under the PHRA and PFEOA, and taking complaints from individuals who alleged that they were illegally discriminated against, in partnership with the Erie Human Relations Commission
- Providing technical assistance and training to community service organizations concerning the PHRA
- Conducted forums on illegal discrimination and the PHRA at the University of Pittsburgh and Community College of Allegheny County





“Let us look at Jim Crow for the criminal he is and what he has done to one life multiplied millions of times over these United States and the world. He walks us on a tightrope from birth”

- Rosa Parks

Harrisburg Regional Office



Harrisburg Regional Office

Heather Roth
Director

The Harrisburg Regional Office (HRO) serves 34 counties in the Commonwealth. The office enforces the anti-discrimination laws in those areas through investigation and litigation activities. The office also promotes equal opportunity through its outreach and education efforts. The HRO is

committed to continuing to change the climate in PA through thoroughly investigating cases, facilitating resolutions where appropriate and educating the public about what discrimination is and how to end it.

Highlights

This year the HRO found probable cause in 34 cases brought before the Commission. In these cases, the Commission found that discriminatory actions did in fact happen such as:

- An English-only rule being imposed on Latino employees, restricting them from speaking in their native languages during the workday

- A female housing tenant being sexually harassed by maintenance staff and the housing provider not taking any actions to stop it
- An African American man being terminated after committing a minor offense at work while his Caucasian coworker committed the same offense and was allowed to continue his employment
- A woman was refused service at a Chinese restaurant because her service dog accompanied her
- A man with a disability was denied the reasonable accommodations of short-term light duty and medical leave even though both posed no undue hardship on the company

Harrisburg Highlights Resolved Cases

1,269

new cases were
accepted for
investigation

487

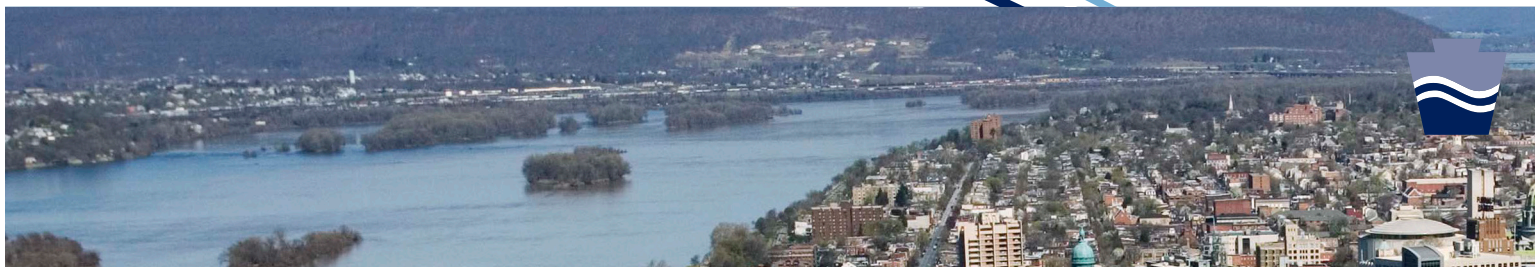
cases docketed

595

cases closed

34

probable cause
findings issued



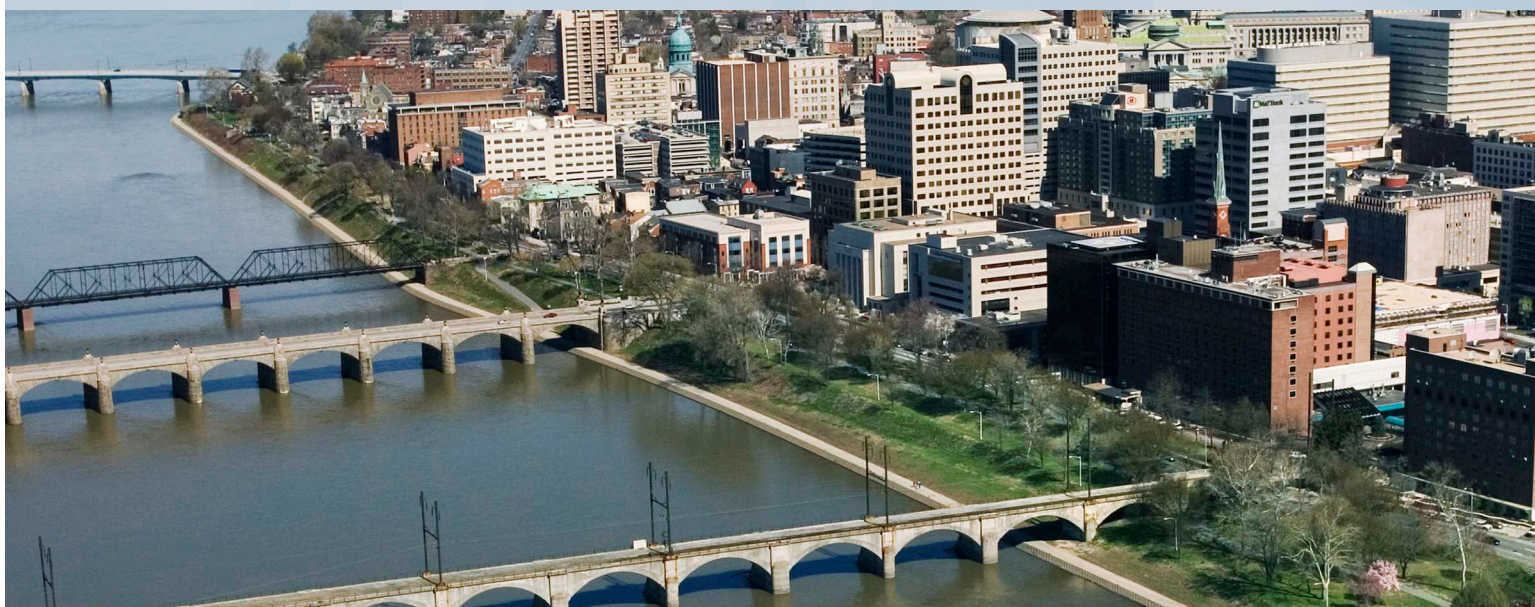
Events

The regional office also conducted 29 training and outreach sessions during this time period. Twelve of those sessions were conducted as a result of a case settlement. The remaining 17 events were a result of organizations proactively requesting training from our agency or us staffing informational booths. Organizations such as Stroudsburg Borough, The Jewish Community Center of the Lehigh Valley and Eurofins NCS US, Inc. requested we train their staff on the topic of Anti-Harassment. Housing organizations such as the Realtors of Greater Harrisburg and Capital Area Rental Owners Association reached out to us for Fair Housing Fundamentals training.

Additionally, the HRO participated in conferences such as the

- Annual Legal and Legislative Conference for the Human Resource Professionals of Central Pennsylvania
- Sexual Harassment Symposium held in Philadelphia earlier this year.

It should also be noted that the 2 members of the HRO Staff, Michael Goldstein and Deven Price graduated from the Martin Luther King Jr. Leadership and Development program in June. Other staff members furthered their knowledge by attending courses such as Lean management, Anti-Bias, Transgender education, Active Shooter, ADA/ADAAA and by attending cultural programs for Women's history month, black history month, Hispanic Heritage month and Portraits of Pride.





“We need to quit arguing about whether the glass is half full or half empty – and instead acknowledge that there’s not quite enough water to go around.”

- Kate Brown

Philadelphia Regional Office



Philadelphia Regional Office

Diana Medley
Director

The Philadelphia Regional Office (PRO) investigates discrimination complaints in employment, housing & commercial property, public accommodation and education in the five-county area of Bucks, Chester, Delaware, Montgomery and Philadelphia by enforcing the Pennsylvania Human Relations Act (PHRA) and the Fair Educational Opportunities Act. The PRO is committed to conducting complete and thorough investigations to ensure that the citizens of Pennsylvania can live, work and go to school free of discrimination.

Highlights

The first Philadelphia Advisory Council (Council) commenced at the PRO. The Council is made up of individuals who have extensive civil rights experience. They are our eyes and ears in the community and have made strides in getting PHRC’s name out to the community.

The Philadelphia Regional Office (PRO) investigates discrimination complaints in employment, housing & commercial property, public accommodation and education in the five-county area of Bucks, Chester, Delaware, Montgomery and Philadelphia by enforcing the Pennsylvania

Philadelphia Highlights Resolving Cases

452

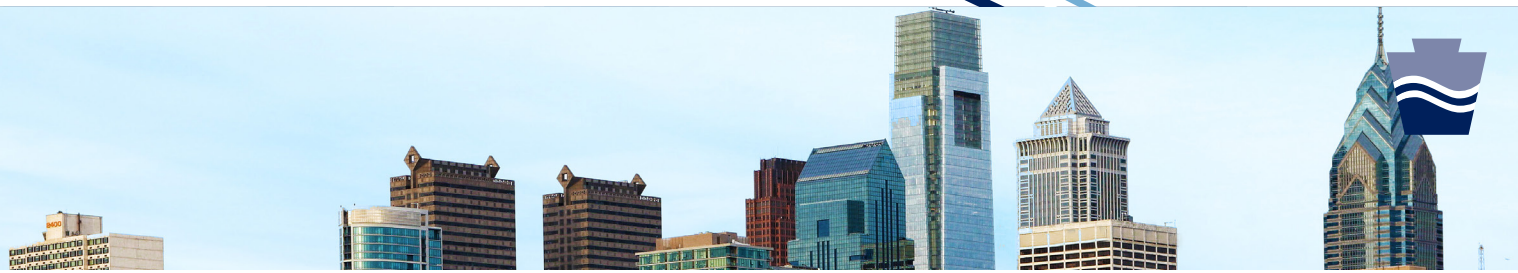
new cases
accepted for
investigation

495

cases were
closed

176

cases were settled
with monetary
settlement of
\$1,330,361



Events

The PRO staff had the opportunity to plan the First Sexual Harassment Symposium in collaboration with the City of Philadelphia's Department of Behavior Intellectual Disability, Services Engaging Males of Color Initiative and First Person Arts. There were workshops on Sexual Harassment and How to File A Complaint, Sexual Harassment in the Workplace – Advocating for Change, Sexual Harassment in Housing and Protections for the LGBT Community. The keynote speakers were Jennifer Storm, Commonwealth of Pennsylvania's Victims Advocate and Tarana Burke, Founder of the Me-Too Movement. Several staff members attended the Martin Luther King Leadership Institute and graduated June 2019. The training sharpened the staff's leadership skills and prepared and empowered them to continue to promote social justice. PRO participate in a variety of local events to inform the community of the PHRC's mission.

These included:

- Leadership, Law Enforcement and Love
- Attacking Anti-Semitism and Racism in the Commonwealth
- First Persons Arts Festival
- Lutheran Settlement Outreach event at Thomas Paine Plaza
- Neighborhood to Neighborhood Street festival sponsored by State Senator Anthony H. Williams
- Black Women in Sports
- Open House with State Senator Movita Johnson Harrell
- Councilman Kenyatta Johnson's Annual Community Appreciation Street Festival
- Martin Luther King Jr. Day of Service at Girard College
- State Representative Jared Solomon's Good Neighbor event
- Courageous Stories on Sexual Harassment
- State Senator Vincent Hughes' 2019 District Day
- Somerset Academy
- Octoberfest Staff promoted PHRC by participating in interviews with Radio One (radio program) and Entre Nosotros (TV program).





(l-r) Debbie Walters, Martin Cunningham, Chad Dion Lassiter, Anja Velemir, Jinada Rochelle

Staff Recognition

The Pennsylvania Human Relations Commission annually recognizes staff who exceed our already high standards with Star Awards. The program honors partners that have been instrumental in supporting our efforts to provide public service to those seeking relief from unlawful discrimination. The 2018 Star Award honorees were recognized during a luncheon at the December Commission Meeting. They include:



Administrative Star Award - Regina Young

Recognizing an administrative staff member for providing outstanding customer service as well as exhibiting exemplary conduct and performance that supports the Commission's operations. Administrative staff includes Clerks, Clerk Typists, Administrative Assistants and Administrative Officers performing in a clerical capacity.



Education and Outreach Award - Tameka M. Hatcher

Recognizing a PHRC employee whose training and outreach efforts have a profound impact on the lives of citizens of the Commonwealth.



Legal Star Award - Stephanie Chapman

Recognizing an attorney who routinely goes the extra mile to serve his/her assigned investigative/intake teams, is a role model for his/her commission-wide peers and works hard every day to bring justice to those who have been harmed by discrimination.



Partnership Star Award – Individual - Roberto Chavez-HUD & Jamie Williamson-EEOC

Presented to an individual serving with an advisory council, local human relations commission or other agency or an individual volunteer who works closely with PHRC to achieve its goals of eradicating discrimination and promoting equal opportunity.





Partnership Star Award – Organization - Hazelton Advisory Council & Lehigh Valley Advisory Council

Presented to an advisory council, local human relations commission or other agency that works closely with PHRC to achieve its goals of eradicating discrimination and promoting equal opportunity.



Partnership Star Award – Government - Department of Corrections & Department of General Services

This award is presented to a government agency that closely collaborates with PHRC to serve the public and promote the mission of eradicating discrimination and promoting equal opportunity.



Homer C. Floyd Pinnacle Award - Dr. Raquel Yiengst

The highest honor presented by the Commission, this award is presented to an individual who has advanced the cause of civil rights through a lifetime of distinguished service to the mission of equal opportunity for all.



New Employee Award - Gloria Richardson

Recognizing a new employee (with two years or fewer of tenure at PHRC) who strives daily to exemplify the mission, vision, and values of the Commission, treats everyone with respect, and addresses his/her workload with a sense of urgency.



Excellence in Intake - Gloria Richardson-Harrisburg Regional Office, Samantha Lopez-Philadelphia Regional Office, Carrie Gagliano-Pittsburgh Regional Office

Recognizing intake investigators who interact daily with the public in a professional, caring, and compassionate manner; pay attention to detail; are great listeners and writers; and act with a sense of urgency when serving the public.



Excellence in Investigation - Francis Volpe-Harrisburg Regional Office, Airrion Bethea-Philadelphia Regional Office, Joseph Warner-Pittsburgh Regional Office

Recognizing investigators who consistently go the extra mile to provide great customer service, are dependable and who serve as role models for their peers. Their passion for PHRC is evident in how they serve the public and work diligently every day to bring justice to others.



Employee of the Year Award - Debra Brice-Central Regional Office, Deven Price-Harrisburg Regional Office, Samantha Lopez-Philadelphia Regional Office

This award recognizes employees who serve as a role model to others by embodying the essence of the mission of PHRC by displaying outstanding commitment to the work and concern for the cause of justice.



Outstanding Team Award - Michael Goldstein & Team

Recognizing outstanding teamwork among a group of employees, this award promotes the spirit of teamwork within the Commission and the benefits of teamwork to the clients we serve. A team is defined as a unit within the Commission or several units working together to achieve a goal.





2018-2019 Annual Report Information from the Office of the Hearing Examiner




Office of the
Hearing Examiner
Carl H. Summerson
Permanent Hearing Examiner

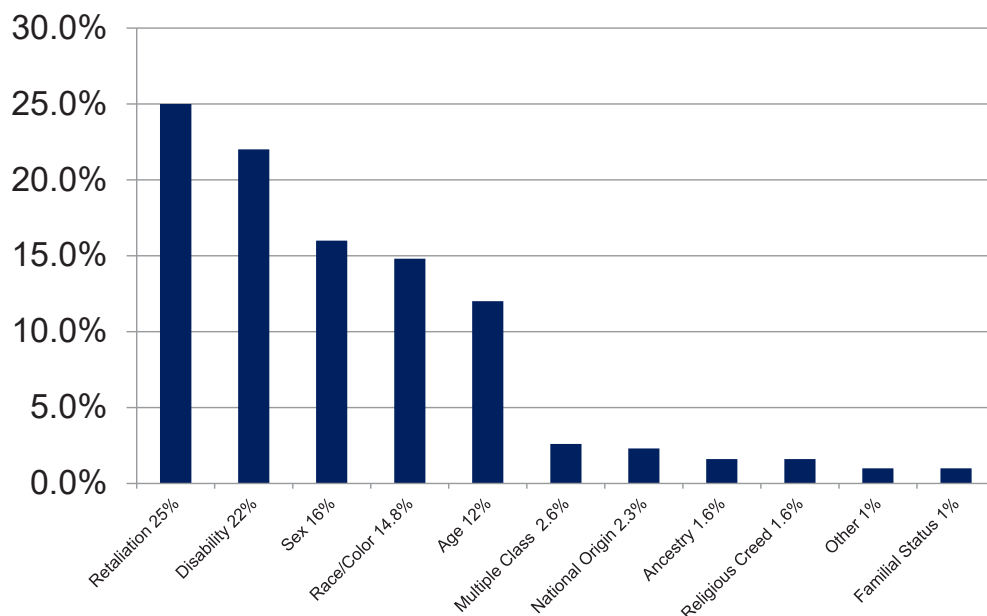
1. Number of Motions	82
2. Cases Closed on Motion	3
3. Cases Placed on the Public Hearing Docket.....	10
4. Cases Settled after Public Hearing Approved.....	13
5. Pre-Hearing Conferences Conducted	14
6. Public Hearings Conducted	3
7. Number of Days of Pre-Hearing Conferences.....	14
8. Number of Days of Public Hearings.....	7
9. Rules to Show Cause Issued.....	15
10. Cases Returned to Investigation - Answer Received.....	12
11. Rules to Show Cause Resulting in Liability Findings	0
12. Final Orders after Public Hearings	4
DuBoise - December 2018	
Scott - December 2018	
Blaine - April 2019	
Riccardi - May 2019	
13. Subpoenas.....	99

CASE STATISTICS - FY 2018-2019

Complaints Docketed by Subject Area - FY 2018-2019

		
Subject Area	Number of Cases	Percentage of Total Cases
Employment	925	78%
Commercial Property	0	0%
Education	45	4%
Housing	160	14%
Public Accommodations	52	4%
Total	1,182	

Basis of Complaints - FY 2018-2019



CASE STATISTICS - FY 2018-2019

Top Three Complaint Bases of the Four Categories - FY 2018-2019

HOUSING

1. Disability
2. Retaliation
3. Race/Color

EMPLOYMENT

1. Retaliation
2. Disability
3. Sex

PUBLIC ACCOMMODATION

1. Disability
2. Race/Color
3. Retaliation

EDUCATION

1. Disability
2. Race/Color
3. Retaliation

Case Statistics - FY 2018-2019

Settled After Probable Cause Finding
26 (2%)

Settled Before Probable Cause Finding
288 (23%)

Administrative
230 (19%)

No Probable Cause
690 (56%)

Total = 1,285

Administrative Closings 2017-18
Filed in Court
109

Court of Common Pleas
22

Federal Court
87

Average Case Age (June 30, 2019)
632 Days
(418 if you exclude cases
submitted for PH)

Probable Cause Findings Approved
41

PHRC has issued 41 probable cause findings.
Some cases remain open for conciliation or public hearing

CASE STATISTICS - FY 2018-2019

E - Employment | H - Housing | PA - Public Accommodations | ED - Education

Age

Age	E	H	PA	ED	Total
40-42	3				3
43-45	16				16
46-48	12				12
49-51	12				12
52-54	34				34
55-57	43	1			44
58-60	42				42
61-63	48				48
64-66	42				42
67-69	12				12
70-72	12				12
73-75	11	3			14
76-78	9				9
79-86	4	1			5
Total	300	5			305

Race

Race	E	H	PA	ED	Total
African American	246	44	18	10	318
Asian	10	4	1	1	16
Bi-Racial	3	2		2	7
Black	15	3	3	4	25
Caucasian	21			2	23
Complainants race and the known association with another person	2	2			4
Total	297	55	22	19	393

Sex

Sex	E	H	PA	ED	Total
Female	262	18	9	5	294
Female Pregnant	38	2			40
Male	81	12	2	6	101
Sex-Other	1	1			2
Total	382	33	11	11	437

CASE STATISTICS - FY 2018-2019

E - Employment | H - Housing | PA - Public Accommodations | ED - Education

National Origin

National Origin	E	H	PA	ED	Total
Africa	1	1			2
Algeria	2				2
Bosnia And Herzegovina	1				1
Brazil	2				2
Cameroon	1				1
Chile	4				4
China	1				1
Colombia	3				3
Dominican Republic	3		2		5
Egypt	1				1
Guinea	1				1
Haiti	2				2
India		3			3
Italy	3		2		5
Jamaica	1			2	3
Liberia	3				3
Nigeria	2				2
Pakistan			1		1
Puerto Rico	3				3
Russian Federation		1			1
Sri Lanka	6				6
Taiwan	1				1
Trinidad And Tobago	5			1	6
Tunisia	2				2
United States	2				2
Vietnam		1			1
Total	50	6	5	3	64

Retaliation

Retaliation	E	H	PA	ED	Total
Assisted	16	3	1		20
Filed a PHRC Complaint	50	14	2	1	67
Otherwise Opposed Unlawful Activity	416	46	20	12	494
Provided Information	23				23
Total	505	63	23	13	604



CASE STATISTICS - FY 2018-2019

E - Employment | H - Housing | PA - Public Accommodations | ED - Education

Familial Status

Familial Status	E	H	PA	ED
Domiciled With		7		
Individual Not Yet 18 Living With Parents Or Guardian		9		
Parent Or Other Person Having Legal Custody		4		
Total	0	20	0	0

Miscellaneous Class

Miscellaneous Class	E	H	PA	ED	Total
Trainer of Guide/Support Animal			1		1
Use of Guide/Support Animal		2	1		3
Total	0	2	2	0	4

Religion

Religion	E	H	PA	ED	Total
Christianity	4		3	1	8
Islam	23		1		24
Jehovah Witness	2				2
Judaism	6	1	1		8
Non-Christian		1			1
Total	35	2	5	1	43

Multiple Class

Multiple Class	E	H	PA	ED	Total
African American Female	29	6	19	2	56
African American Male	19	1	2	5	27
Total	48	7	21	7	83

CASE STATISTICS - FY 2018-2019

E - Employment | H - Housing | PA - Public Accommodations | ED - Education

Disability

Disability	E	H	PA	ED	Total
Agent Orange		8			8
Alcoholism	4	1			5
Allergies	2				2
Anxiety Disorder	44	10		2	56
Arthritis	14				14
Asthma	3	7			10
Attention Deficit Disorder	9	1		5	15
Autism	5	2		5	12
Back	30	3	1		34
Bi-Polar	6	2			8
Brain/Head Injury	1				1
Brain/Head Injury (Traumatic)	4		1		5
Cancer	12	1			13
Carpel Tunnel Syndrome	1				1
Cerebral Palsy	17	3			20
Colitis	6				6
Depression	17	3			20
Diabetes	11	1			12
Downes Syndrome			3	4	7
Drug Addiction	10				10
Dyslexia	5				5
Eating Disorder	1				1
Epilepsy	5	3			8
Extremities Impairment	17	4	1	2	24
Fibromialgia		1			1
Fibromyalgia	4				4
Gastrointestinal	7	2			9
Gender Identity Disorder		4	6	3	13
Hand Injury	4				4
Hearing	9	1	1		11
Heart/Cardiovascular	9	2			11
Hepatitis	2				2
Hernia	5				5
Hip Replacement	2				2
HIV			2		2
Immune System Impairment	2				2
Kidney	9	2			11
Learning Disability	4				4
Lupus	1				1
Mental - Other	10	25	1	4	40
Mental Retardation	2				2
Migraine	7				7
Missing Digits/Limbs	1				1
Multiple Sclerosis	7		1	1	9
Nonparalytic Orthopedic	5				5
Obstructive Lung Disease	2				2
Other	79	25	3	1	108
Other Blood Disorder	5				5
Other Emotional/Psychiatric		2		2	4
Other Neurological	4	1			5
Other Respiratory/Pulmonary	1				1
Parkinsons Disease			1		1
Post Traumatic Stress	15	2		1	18
Schizophrenia		2			2
Shoulder Impairment	2				2
Sleep Apnea	1	2			3
Sleep Disorder	1	2			3
Speech	4				4
Spinal Stenosis	5				5
Stroke	6	2			8
Tendinitis	2				2
Tennis Elbow	2				2
Vertigo	2				2
Vision	2	1	1	1	5
Total	447	125	22	31	625

Ancestry

Ancestry	E	H	PA	ED	Total
Complainants ancestry and the known association with another person		2			2
Dominican				4	4
Egyptian	2				2
Hispanic	20	3		1	24
Israeli	1				1
Latino	3			2	5
Puerto Rican	2	1	1		4
Total	28	6	1	7	42



NO HATE IN OUR STATE

Free Events!



NO HATE IN OUR STATE HELLAM TOWNSHIP, YORK COUNTY, PA

"We must heal our communities and stand together against violence that grows from deep rooted hate, society will not survive otherwise."

- Chad Dion Lassiter, PHRC Executive Director

CONFRONTING RACISM IN A RACIALLY DIVERSE REGION

In this the third of three Town Hall discussions to take place across York Co. the PHRC along with Local Organizations and the Faith Based Community will facilitate a community discussion about healing after the senseless murder of Chad Merrill who stood up against the racist verbal attack of his African American friend.



Free Event
Social Justice
Town Hall Series

When:
Thursday
January 31, 2019
6:30-8:30pm

Where:
Hellam Twp. Fire Dept.
163 E. Market Street
Hellam, PA 17406

Who We Are:
The Pennsylvania Human Relations Commission is the agency that enforces the law that prohibit discrimination in the areas of employment, education, housing & commercial property and public accommodations.

CONTACT:
RENEE MARTIN
COMMUNICATIONS DIRECTOR
717.787.4410
renmartin@pa.gov
www.phrc.pa.gov

"We must heal our communities and stand together against violence that grows from deep rooted hate, society will not survive otherwise"

- Chad Dion Lassiter, PHRC Executive Director

CONTACT:
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Communications Director
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pennsylvania

HUMAN RELATIONS COMMISSION



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[Racist Hate Message Found on the Campus of Kansas State University](#)

Filed in [Campus Racial Incidents](#) on March 7, 2021



Kansas State University recently opened its new Multicultural Student Center on campus. Weeks later, racist messages were found written on a white board at the center.

The message displayed at the center asked “Why do you celebrate Black History Month?” The answers to this question found on February 26 during Black History Month said “What history?” and “Because it’s a joke.”

The university issued a statement that read in part, “These actions are not in keeping with our values and do not support our goals of creating and sustaining a climate of respect for all students. The university condemns white nationalism as being in opposition to our values. The hurtful act will not distract the center from its mission of bringing people together, supporting marginalized students and their opportunity to express themselves.”

According to published reports, many students were not satisfied with the university’s response.

[Virtual Events at the City University of New York Zoom Bombed by Racists](#)

Filed in [Campus Racial Incidents](#) on February 21, 2021



Several virtual Zoom events hosted by CUNY campuses were the targets of hateful attacks by individuals who infiltrated the online forums and posted racist, White supremacist messages and images. The events included campus celebrations of Black History Month.

Matos Rodríguez, chancellor of the City University of New York issued the following statement regarding these bias attacks on virtual diversity events:

“I am both saddened and angered by the pain and trauma these vile attacks have caused our students, faculty, and staff. We tend to delineate online forums and events as ‘virtual,’ but make no mistake: These despicable attacks were brutally real and carry the potential to cause lasting, substantial damage. We condemn the actors and their acts, but we also must do all in our power to counteract the culture and climate that give rise to this abhorrent behavior. As a University community, it is our mission to condemn hatred, champion diversity, and celebrate the contributions of all peoples and groups of goodwill, not only during Black History Month but every day of the year.”

[Vandals Attack the Home of the First Black President of the University of the South](#)

Filed in [Campus Racial Incidents](#) on February 17, 2021



Less than a year ago, Reuben E. Brigety II was appointed vice chancellor and president of the University of the South in Sewanee, Tennessee. He took office on August 1, 2020.

On Sunday, February 7, Dr. Brigety addressed the campus community in a worship service at All Saints' Chapel on campus. He detailed a series of incidents that have taken place at his residence on campus since he began his tenure as president.

"They have trashed our lawn with beer cans and liquor bottles. They have left threatening messages on pilfered signs near our back door and they have taken measures to ensure that my family and I saw the indecent insults that they left behind," Dr. Brigety said.

"The sanctity, the security and the dignity of my family are inviolate and we are not leaving," Dr. Brigety continued. "I cannot abide and I will not tolerate any further incursions onto the grounds of Chen Hall or God forbid inside of it. In demanding respect for my family and our home, I am simply doing what any other husband or father would do who would be worthy of the name."

This past September, the board of regents of the University of the South issued a statement that read in part: "The University of the South was long entangled with, and played a role in, slavery, racial segregation, and white supremacy — forces that found particular and painful expression in the Confederacy and, later, in the 'Lost Cause' mythology of the White South. The University of the South categorically rejects its past veneration of the Confederacy and of the 'Lost Cause' and wholeheartedly commits itself to an urgent process of institutional reckoning in order to make Sewanee a model of diversity, of inclusion, of intellectual rigor, and of loving spirit in an America that rejects prejudice and embraces possibility."

Before coming to Sewanee, Dr. Brigety served as dean of the Elliott School of International Affairs at George Washington University. Earlier, he served as U.S. ambassador to the African Union for two years. Prior to his work in the policy arena, Brigety was an assistant professor of government and politics at George Mason University in Fairfax, Virginia, and before that taught international relations at the School of International Service at American University in Washington, D.C.

A native of Jacksonville, Florida, Dr. Brigety is a 1995 graduate of the U.S. Naval Academy in Annapolis, Maryland. He holds a master's degree in philosophy and a Ph.D. in international relations from the University of Cambridge in England.

[Racist Caller Leaves Offensive Voice Mail Messages at Simmons College of Kentucky](#)

Filed in [Campus Racial Incidents](#) on November 18, 2020



Administrators at Historically Black Simmons College of Kentucky in Louisville received at least two racially offensive voice mails following the presidential election.

One caller left a message that said: “Boy ya know, a few, me and a few of my upstanding white friends from the community would sure wish you would shut that nigger college down, ya know please tired of all you niggers starting problems with all the white folk around.”

The same caller left a similar message a couple of days later.

Note: The comments section at JBHE.com has also received an increased number of offensive messages since after the election. Comments submitted for publication in JBHE.com are screened before approved for publication and offensive messages are deleted.

[Penn State Men’s Basketball Coach Resigns After Investigation of “Noose” Remark](#)

Filed in [Campus Racial Incidents](#) on October 26, 2020



PennState

Pat Chambers, head men’s basketball coach at Pennsylvania State University, resigned following an internal investigation of new allegations of inappropriate conduct by Chambers that were uncovered following an expose in an article on ESPN’s *The Undefeated*.

Rasir Bolton, a basketball player who transferred to Iowa State University in 2019, alleged that Coach Chambers had made an inappropriate remark. According to Bolton, Chambers told him, “I want to be a stress reliever for you. You can talk to me about anything. I need to get some of this pressure off you. I want to loosen the noose that’s around your neck.”

Bolton later posted that “due to other interactions with Coach, I knew this was no slip of the tongue.”

Athletic director Sandy Barbour said that the new allegation was unrelated to the incident Bolton detailed to *The Undefeated*. But he would not elaborate on the details.

[Racial Slur Found on a Sidewalk at Arizona State University](#)

Filed in [Campus Racial Incidents](#) on November 2, 2020



The word “nigger” was found scrawled on a sidewalk on the campus of Arizona State University.

A university spokesperson said in a statement that “as an inclusive institution, we condemn any racist activity or symbolism in all its forms. If any individuals involved are affiliated with the university, they will be held accountable for their actions.”

The university’s Black African Coalition noted that due to current racial tensions in the country “it is very likely that incidents like this will continue to happen around our campuses and the surrounding area. It is important that our students feel comfortable, safe, and wanted at Arizona State University.”

[A Racial Incident on the Campus of Gordon College in Wenham, Massachusetts](#)

Filed in [Campus Racial Incidents](#) on November 14, 2020



Students at Gordon College in Wenham, Massachusetts, held a sit-in at an administration building after a racist incident on campus. More than 100 students participated in the sit-in at Frost Hall.

The demonstration was called for after an incident in which a pro-Black Lives Matter T-shirt with the phrase “Yes they do” on the front was defaced with a racist slur and placed on a table in the laundry room in a campus dormitory.

A college spokesman stated that the incident is being investigated by college police and town officials have been included in the investigation. The incident is being treated as a hate crime.

Gordon College is a private Christian college about 25 miles from Boston. The college enrolls about 1,500 undergraduate students and 350 graduate students, according to the most recent data submitted to the U.S. Department of Education. African Americans make up 4 percent of the undergraduate student body.

[White Supremacist Spray Paints Racist Messages on University of Wisconsin Buildings](#)

Filed in [Campus Racial Incidents](#) on September 13, 2020



Racist graffiti was spray-painted on multiple buildings in the Library Mall area on the campus of the University of Wisconsin-Madison. Two buildings connected to the university, including University Book Store and the Extension Building were affected, as were several city and privately-owned properties.

Among the messages spray-painted on buildings were “Aryan Brotherhood,” and “White Lives Matter Most.” After examining security camera footage, police arrested a 71-year-old White man and charged him with five counts of criminal damage to property.

The university issued a statement saying that “these racist messages run counter to university values. UW-Madison does not tolerate racist behaviors. We value a diverse community where all members feel welcome, safe, and supported.”

[University Recruiter Asks African American Students to Line Up by Skin Tone and Hair Style](#)

Filed in [Campus Racial Incidents](#) on March 6, 2020



A recruiter from Oklahoma Christian University visited the Harding Charter Preparatory in Oklahoma City. The recruiter asked the African American students to line up based on the tone of their skin from lightest to darkest. He then told the students to line up in a different order with those with the straightest hair in front and those with the “nappiest hair” in back.

Students and teachers became very upset with the recruiter and some were seen to be crying. The recruiter was asked to leave and he was later fired by the university.

The university issued a statement that read: “The admissions counselor who visited Harding Charter Preparatory Academy on Monday is no longer an Oklahoma Christian University employee. OC

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Executive Director of PHRC

admissions leadership did not approve the inappropriate activity in advance and has communicated closely with Harding administration since the visit. Admissions staff are scheduled to visit the academy to apologize to Harding students and staff on behalf of the University.”

Oklahoma Christian University in Edmund enrolls about 1,900 undergraduate students and slightly more than 300 graduate students according to the latest data supplied to the U.S. Department of Education. African Americans make up 7 percent of the undergraduate student body.

[Chapman University Student Utters Racist Tirade in University Classroom](#)

Filed in [Campus Racial Incidents](#) on February 12, 2020



A student at Chapman University in Orange, California, was arrested on several charges after he uttered a racist tirade in a university classroom, destroyed university property, and resisted arrest.

In a video that circulated on social media, the student was seen stating, “Been drinking Bacardi all day, nigger. I hate niggers.” When fellow students intervened, he stated “got any niggers in here?” He also made derogatory comments about members of the gay community on campus.

The student later stomped on a backpack containing a laptop that was damaged. He was also accused of assaulting a campus security guard.

Chapman University President Daniele C. Struppa issued a statement that said: “Racist and homophobic conduct will not be tolerated on this campus and we took decisive and swift action. As of this afternoon, the individual responsible for this incident is no longer a student at Chapman University.”

Chapman University enrolls more than 9,600 students according to the latest data supplied to the U.S. Department of Education. African Americans make up just 2 percent of the undergraduate student body.

[George Washington University President Apologizes for Racially Insensitive Remarks](#)

Filed in [Campus Racial Incidents](#) on February 11, 2020



Thomas J. LeBlanc, president of George Washington University in Washington, D.C. apologized for a remark that many observers believed was highly offensive to African Americans. In a video that was posted on social media, President LeBlanc was asked by a student if he would divest holdings of companies producing fossil fuels and close a center on campus that is funded by companies in the fossil fuel business if a majority of university students requested that he do so.

In response, President LeBlanc said: “What if the majority of the students agreed to shoot all the Black people here? Do I say, ‘Ah, well the majority voted?’”

After an uproar on campus, President LeBlanc issued a statement saying: “I attempted to emphasize a point and used an insensitive example that I realize could be hurtful to members of our community. The point I was making — that majority rule should never suppress the human rights of others — was obscured by the example I used. I regret my choice of words and any harm I unintentionally inflicted on a community I value greatly.”

Penn Law prof: U.S. 'will be better off with... fewer nonwhites'

- John N. Mitchell Tribune Staff Writer
- Jul 19, 2019
- Jul 19, 2019



Amy Wax

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Executive Director of PHRC

A University of Pennsylvania professor caught on video making racist comments struck again earlier this week when she said that America “will be better off with more whites and fewer nonwhites.”

No stranger to controversy, tenured Penn Law professor Amy Wax made the statement during a panel on immigration at the inaugural National Conservatism Conference in Washington, D.C.

Wax, whose comments were first reported by [Vox](#), also said that immigrants “are too loud” and responsible for an increase in “litter.”

“Conservatives need a realistic approach to immigration that ... preserves the United States as a Western and First World nation,” Vox quoted her saying on the panel. “We are better off if we are dominated numerically ... by people from the First World, from the West, than by people who are from less advanced countries.”

She said her position is not racist because her problem with nonwhite immigrants is cultural, rather than racial.

Attempts to reach Wax through the university were unsuccessful. However, Penn released a statement that said Wax “is free to express her opinions as provided in Penn’s policies protecting academic freedom.”

The statement also noted that Wax’s comments “do not represent the views of the institution but rather her own personal beliefs.”

That wasn’t enough for at least one Penn alumnus, particularly because these were not the first racist comments Wax has made.

[In a video interview from 2017 that surfaced last year](#), Wax told Brown University professor Glen Loury, “I don’t think I’ve ever seen a Black student graduate in the top quarter of the class, and rarely, rarely in the top half. I can think of two students that have scored in the top half of my required first-year course.”

The statement was disputed by Penn Law School Dean Theodore Ruger, who later disallowed Wax from teaching first-year law students.

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The Ivy League university has seen enough red flags with regard to Wax that it needs to do more, said Chad Dion Lassiter, Executive Director of the Pennsylvania Human Relations Commission and a co-founder of [Black Men at Penn, School of Social Work, Inc.](#)

Lassiter said the university needs to clarify where it stands on Wax's views.

"The university needs to have a frank discussion with the students and faculty to get a read on the pulse of her white supremacist views before they do anything," Lassiter said. "She has belittled Black students but yet gets to keep her salary and the prestige associated with teaching at the University of Penn.

"If she fundamentally believes what she regularly espouses then she can't be in front of Black and Brown students," Lassiter continued. "The longer she is allowed to espouse her white nationalism the more she'll be emboldened. What are we waiting for? Why should she be permitted to continue to degrade Black and Brown students in the fall?"

Walter Palmer, another co-founder of Black Men at Penn and founder of The Center on American Racism and Social Justice at Penn's Graduate School of Social Policy and Practice, said Wax should be fired for her comments but her tenured status "handcuffs Penn in what it can do."

At the same time, Palmer said, Wax's comments have some value to people who are fighting racism.

"The truth of the matter is that the moment she is out of sight there is no more discussion about this type of white supremacy. It's just business as usual," Palmer said. "But she is an outlier. She will say what many want to say but are afraid to say."

Palmer compared Waxman to [Ralph Northam, the Democratic Virginia governor who refused to step down](#) earlier this year after a racist picture surfaced in his 1984 medical school yearbook. Northam denied being in the picture but admitted to wearing blackface as a young man.

"Let them stay so that they can serve as a symbol of what they represent," Palmer said.

St. Joe's racial bias incidents reflect nationwide trend

October 29, 2019

by [Cara Smith](#)

4 min read

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Executive Director of PHRC



In response to the most recent racist incident on campus, BSU organized a silent march. PHOTO: MITCHELL SHIELDS '22/THE HAWK



Written by [Cara Smith](#)

Four racial bias incidents were reported on St. Joe's campus since January 2019, reflecting the nationwide trend of an uptick in racial bias incidents and hate crimes on U.S. college campuses.

According to the most recent national data available, more than 7,000 hate crimes were reported nationally in 2017, according to the FBI. Racial and ethnic prejudice were cited as the motivation for most of the hate crimes in 2017, according to the FBI. African-Americans were the targets for half of the crimes reported.

Chad Dion Lassiter, executive director of the Pennsylvania Human Resources Commission (PHRC), an organization that enforces state laws that prohibit discrimination, said the current political climate could be influencing the rates of bias incidents on college campuses.

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“We find ourselves where one of the most esteemed offices of the land, which is that of the presidency, has a person who promotes xenophobia, homophobia, sympathizes with fascists, white nationalists as well as does not come out and condemn domestic terrorism or white supremacy,” Lassiter said. “College campuses are actually a microcosm of the larger society.”

Brian Yates, Ph.D., associate professor of history, said he also believes bias incidents are impacted by the current presidential administration, reflecting the fundamental fears of some Americans.

“I think the two have a common root,” Yates said. “And the root here is that this country has created a privileged white population to a very large degree and people are afraid that this privilege is going to end.”

According to a 2019 report on the uncivil hate and bias incidents on campus survey sponsored by The fund for leadership, equity, access and diversity (LEAD Fund), an organization committed to promoting diversity in education through research, predominantly white institutions (PWIs) experienced bias incidents at a higher rate than non-PWIs.

Lassiter said as a PWI, St. Joe’s has to examine white culture on campus.

“At this Jesuit institution, what is going on with whiteness in this racially charged and emboldened era?,” Lassiter said. “These attacks are on black people. We don’t want the attacks on anyone, but is it about the fact that by 2045, whites are going to be a minority?”

Anna Aldrich is editor in chief of The Daily Campus, the student newspaper at the University of Connecticut (UConn), which has been covering [a bias incident](#) involving white students who shouted the n-word in the parking lot of a university apartment complex. UConn is also a PWI.

Aldrich said when covering racism on campus, it is necessary to think about how the majority of students haven’t personally experienced discrimination.

“I think the main dialogue about this is that this is not a single experience,” Aldrich said. “This is a pattern, and this is a reality for a lot of students here. I think that there needs to be a lot more thought put into how we respond to something because a white person who’s responding to a racially biased incident, it’s not going to have the same type of emotion or experiences that go into inquiring that response, that a person of color would.”

Lassiter said it is the responsibility of a PWI to address micro-aggressions on campus in order to promote diversity.

“What college campuses can do moving forward is engage in greater protective factors by holding race dialogue, having those conversations, putting those racial elephants in the room,” Lassiter said.

Specifically, the PHRC reached out to St. Joe’s after a bias incident during the 2018 fall semester to advise on best practices regarding bias incidents, according to Lassiter.

After the second meeting about three weeks ago, St. Joe’s administrators and PHRC representatives decided to organize a conference with five other Philadelphia schools—the University of Pennsylvania,

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Temple University, La Salle University, Villanova University and Drexel University—to discuss how to effectively handle bias incidents on college campuses.

“From there we would have a discussion to put into play some real tangible ways we can learn from best practices on how each university is dealing with some of these challenges on their respective college campuses,” Lassiter said.

Steven Bradley '20, co-president of the Black Student Union, said the administration needs to change the way it approaches these incidents.

“Sending out emails is no longer acceptable,” Bradley said. “You have to come up with another strategy. You have to come out and put your face out there and make it more of a physical presence.”

Bradley added that students need to be vocal about diversity on campus, regardless of the administration’s actions.

“Don’t be afraid,” Bradley said. “If you need people to look out for you, I will gladly speak up for anybody. I’m sure that there are other people who would be willing to do the same.”

Racism in Pa.: Trump supporters yell racial slurs at historically black Cheyney University

Candy Woodall, USA TODAY Network Pennsylvania Capitol Bureau Published 5:44 p.m. ET Sept. 18, 2020
| Updated 6:40 p.m. ET Sept. 18, 2020

CLOSE 

Elena Santiago was fired her from job at the Rite Aid in York, Pa. after she defended herself from a customer who refused to wear a mask. York Daily Record

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Cheyney University of Pennsylvania is working to address student concerns after three Trump supporters held a protest on campus Tuesday, yelling racial slurs and carrying homophobic signs.

One of the signs, in all caps, said, "Trump, Make America Great Again: Ban homo marriage." Another sign issued a "warning" to "obey Jesus" or endure "hellfire."

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The trio also yelled racist hate speech, homophobic language and biblical phrases at the Delaware County school.

Some students silently counter protested across the quad, a heavy foot-traffic area where the demonstrators set up from about 1:30 p.m. to 4 p.m. Tuesday. Students held an additional counter-protest on Wednesday.



Cheyney University students counter-protested after a trio of demonstrators came onto campus yelling racial slurs and homophobic language. (Photo: Submitted)

Aden Rusfeldt, pastor of Key of David Christian Center in Philadelphia, said there was "good dialogue, not just yelling" at Cheyney.

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He organized the small event there, as he has at dozens of campuses in Pennsylvania, Maryland and Delaware.

Rusfeldt plans to go to Penn State next because "we heard rumors there are homosexuals there and we want to preach to them."

The majority of his message at Cheyney on Tuesday was aimed at the LGBTQ community, he said, but he admitted that his trio also used racial slurs.



A small group of demonstrators went to Cheyney University on Tuesday, yelling racial slurs and biblical phrases. (Photo: Submitted)

"We don't like white racists or black racists," Rusfeldt said. "We condemn the KKK and any group that says blacks are superior to whites."

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When asked if he realized his words at Cheyney were considered hate speech, full of racism, homophobia and bigotry, he said he doesn't believe in that.

"There's no such thing as hate speech," Rusfeldt said. "It's a myth."

Chad Dion Lassiter, the executive director of the Pennsylvania Human Relations Commission, disagrees.

"We have a different interpretation of how folks are looking at free speech when it crosses the line of racial and ethnic intimidation," he said. "We know there are aspects of the evangelical white population that hide racism under Christianity."

Lassiter has received complaints from several Cheyney alumni who expressed concerns about Rusfeldt's group on campus.

Current Cheyney students held a more formal counter protest at noon Wednesday, calling on the university to take action. One of the chief complaints about Tuesday's protest is that the Trump supporters demonstrated on campus without a permit.

The university said the demonstrators "showed up unannounced at Cheyney University with a message of hate and vulgarity."

The same group of protesters has visited other state universities across Pennsylvania over the past two years delivering the same message, Cheyney University officials said in a statement to the USA TODAY Network.

"This group realizes that because Cheyney is a state university, they are permitted on state property to express their personal feelings, which are protected by the First Amendment under the Constitution of the United States," the statement said. "To be clear, their sole purpose was to disrupt the sense of calm and civility that exist on our campus."

Cheyney students and alumni say university administrators need to do more.

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OUR VOICE MATTERS

COUNTER-PROTEST
CALLING ON THE CHEYNEY FAMILY TO ADVOCATE FOR OUR SAFETY AND LIVES

OUR DEMANDS!:

- UNIVERSITY LEADERSHIP ESTABLISHES AND ENSURES A SAFE PLACE FOR STUDENTS TO LIVE AND LEARN
- UNIVERSITY LEADERSHIP ADJUSTS THEIR COVID-19 RULES AND REGULATIONS TO APPEAL TO SAFETY AS WELL AS COMFORT FOR STUDENTS
- UNIVERSITY LEADERSHIP PROVES TO BE A DRIVING FORCE FOR STUDENT ADVOCACY
- UNIVERSITY LEADERSHIP INITIATES A PLAN FOR EFFECTIVE AND ATTENTIVE COMMUNICATION WITHIN THE CHEYNEY COMMUNITY TO WARN AND EDUCATE THOSE OF SITUATIONS SUCH AS THAT SEEN ON SEPTEMBER 15TH.

PROTEST GUIDE:

- BE RESPECTFUL
- WEAR A MASK AND SOCIAL DISTANCE
- WEAR BLACK, BLM APPAREL, CHEYNEY GEAR, OR GREEK PARAPHERNALIA

SEP 16TH **HISTORIC QUAD** **12:00PM**

Cheyney University students organized a counter-protest against a small group of Trump supporters who demonstrated on campus Tuesday. (Photo: Submitted)

"This is unacceptable," said Anthony Johnson, a political science major from the class of 1995.

Johnson is an adjunct professor of history, religion, politics and grant writing at Thomas Jefferson University, Lancaster Bible College and Alvernia University.

He said the trio of protesters shouldn't have been allowed on campus without a permit.

"They weren't there to have civil dialogues," Johnson said. "They were there using racial slurs and using hateful LGBTQ language."

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Johnson was on Cheyney's campus during the height of racial unrest after the Rodney King beating by Los Angeles police. He remembers the riots and marches throughout the country. He also remembers when the KKK planned a march through Cheyney and got a permit to demonstrate, but they ultimately didn't show up.

"I don't think protesters should be able to show up on campus whenever they want under the guise of free speech when it was purely hate speech, and racial and ethnic intimidation," Johnson said.

The current political climate has emboldened people like Rusfeldt, he said.

"Hate and bigotry are having their day in the sun because the pied piper of hate, bigotry, sexism and racism is taking up residence at 1600 Pennsylvania Avenue," Johnson said, referring to the president at the White House. "We're living in a country in a time when heightened sensitivity to racism is at an all-time high."

Cheyney administrators in a statement said the incident, along with the added stress of the pandemic, has caused "significant angst among the campus community, particularly our students."

Students have expressed their concerns about the incident, as well as concerns about protocols in place to keep students safe from the virus, especially when outside groups like Rusfeldt's come onto campus.

"After six weeks of predominately in-person instruction, Cheyney University has no known incidences of the virus on our campus," a statement from the school said. "Cheyney University's administration places our students' concerns as our number one priority and has begun constructive dialogue with student government representatives to address their concerns."

For Johnson, there's a pain that lingers, and he rebukes comments that suggest a small group of protesters is no big deal.

"It matters," he said. "It only takes one person to get something started. It only takes one person to make a difference."

Johnson believes the group did what it set out to do.

"They got the attention they wanted," he said. "They went with the sole purpose of intimidation and hate, and they were successful."

To be clear, his issue is not with people who carry signs with the president's name on them or disagree politically.

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Executive Director of PHRC

"If you support Trump, fine. Support whoever you want," Johnson said. "But when you go to the first Black college in American history with hate and anti-LGBTQ and racial slurs, it's upsetting to the students there."

And for alumni.

"It's heartbreaking to me," Johnson said. "Cheyney is sacred to me, and that's why it hurts so much."

Candy Woodall is a reporter for the USA Today Network. She can be reached at 717-480-1783 or on Twitter at @candynotcandace.

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PENNSYLVANIA HUMAN RELATIONS COMMISSION
Advocating for Social Change
Eradicating Racial Discrimination

The Pennsylvania Human Relations Commission (“PHRC”) enforces laws that protect certain rights pertaining to where someone lives, works, learns, and obtains services offered to the public. All citizens of this Commonwealth, regardless of race, have the right to equal opportunity and to live free from discrimination under the law. In addition, at the request of the Governor, the PHRC may investigate claims of excessive use of force by police in civil rights protest activities.

PHRC IS LISTENING

The PHRC is saddened by the tragic events that have continued to negatively impact individuals of color across the nation because of racism. The PHRC holds town halls and social justice events throughout the Commonwealth to hear the concerns of its citizens and to promote equality. To be a part the community of PHRC advisors, you can contact the PHRC directly through our website at <https://www.phrc.pa.gov/Pages/contact-us.aspx> , attend one of our local events, or connect with one of our partners:

Monthly Commission Meetings: Unless otherwise noted, the PHRC holds public meetings on the fourth Monday of every month. A quorum of Commissioners representing the PHRC are in attendance along with our Executive Director. Periodically, the PHRC public meetings are held in locations other than Harrisburg. When this happens, the public session of such meetings begins at 5:00 p.m. to expand the opportunity for public comment. In the “In Your Community” section of the PHRC’s website you can find information about the scheduled commission meetings as well as the scheduling of other events. You can also directly contact the PHRC at (717) 787-4410.

Advisory Councils: Advisory councils have been operating throughout the Commonwealth since the creation of the PHRC in 1955. The PHRC Advisory Councils were created to extend the PHRC’s ability to reach communities to

promote a better understanding of what the PHRC does, what is happening in local communities, and to create partnerships at the local level. To find an advisory council in your area visit: <https://www.phrc.pa.gov/About-Us/Pages/Advisory-Councils.aspx#.VfhpERFVhBc>

Report Bias and Hate Crimes: PHRC does not charge or investigate hate crimes or other criminal offenses. However, PHRC tracks incidents reported to the Commission and informs the PA Interagency Task Force on Community Activities and Relations of what occurred. The task force is comprised of various state agencies and other interested organizations who work to prevent and respond to civil tension and violence arising from conflicts between ethnic or cultural groups and when there are public expressions of bias or hate. The primary function of the group is to address civil tension when conflicts occur, and to promote positive community relations quickly and appropriately among various groups to prevent tension. The task force would like everyone to know exactly what a hate crime is under the crimes code in Pennsylvania and that if someone is a victim of a hate crime, that there are specifically designed civil remedies available.

PHRC IS EDUCATING AND ADVISING

The PHRC regularly provides training free of cost to employers, housing providers, educational institutions, public accommodations, advisory councils, and local human relations commissions about the laws we enforce. Additionally, we provide training on implicit bias, hate crimes, and other civil rights topics.

PHRC's website contains publicly short videos explaining what discrimination entails. Watch here: <https://www.phrc.pa.gov/Resources/Pages/Videos.aspx>. PHRC's Executive Director, Chad Dion Lassiter, is nationally recognized in the field of American Race Relations. He has worked on peace, poverty and race related issues in Africa, Israel, Canada, Haiti and Norway. He is a frequent guest on both international and national television and radio.

<https://www.lehighvalleylive.com/opinion/2020/06/how-do-we-renew-our-nations-failing-human-rights-commitment-three-ideas-opinion.html>

<https://www.ydr.com/story/opinion/2020/03/11/there-another-viral-pandemic-spreading-across-america-hatred/5021032002/>

<https://6abc.com/6abc-town-hall-race-rage-and-healing-sharrie-williams-gray/6234985/>

<https://www.ctvnews.ca/video?clipId=1970875>

RACIAL JUSTICE: WHAT CAN YOU DO

LEARN MORE ABOUT RACISM

One of the first steps to take to help advocate for racial justice is to become educated about racism, what it is, where it comes from, and how to combat it. There are a lot of good books and resources from non-profit organizations that can help provide this type of education. Consider utilizing some of the resources that follow.

Books for Adults

1. "The Color of Law," by Richard Rothstein
2. "The New Jim Crow," by Michelle Alexander
3. "So You Want to Talk About Race," by Ijeoma Oluo
4. "Stamped from the Beginning," and "How to Be an Anti-Racist ,"By Ibram X. Kendi
5. "White Fragility," by Robin Diangelo
6. "White Rage," by Carol Anderson
7. "Why are all the Black Kids Sitting Together in the Cafeteria," Beverly Tatum
8. "Race Matters," by Cornel West
9. "Police Brutality An Anthology," by Jill Nelson
10. "America's Original Sin: Racism, White Privilege and the New Bridge to a New America," by Jim Wallis
11. "Racism: A Short History," by George M. Fredrickson
12. "Systemic Racism: A Theory of Oppression," by Joe R. Feagin

13. "From Slavery to Freedom," by John Hope Franklin
14. "Dismantling Racism: The Continuing Challenge To White America," by Joseph Brandt
15. "White-Washing Race: The Myth of a Color-Blind Society," by Michael K. Brown, Martin Carnoy, Elliott Currie, Troy Duster, David B. Oppenheimer, Majorie M. Schultz and David Wellman
16. "Uprooting Racism: How White People Can Work for Racial Justice," by Paul Kivel
17. "White Collar Factory: Black Education In Urban America," by Jack Washington
18. "White Privilege and Black Rights," by Naomi Zack
19. "Promoting Racial Literacy In Schools: Differences That Make A Difference," by Howard C. Stevenson
20. "Just Mercy," by Brian Stevenson
21. "Breaking White Supremacy: Martin Luther King, Jr. and the Black Social Gospel," by Gary Dorrien
22. "The Great Wells of Democracy: The Meaning of Race In American Life," by Manning Marable
23. "Democracy In Black: How Race Still Enslaves The American Soul," by Eddie S. Glaude Jr.

Books for Children and Teens

1. "A Kids Book About Racism," by Jelani Memory
2. "This Book Is Anti-Racist: 20 Lessons on How to Wake Up, Take Action, and Do The Work," by Tiffany Jewell
3. "Stamped: Racism, Antiracism, and You: A Remix" by Jason Reynolds and Ibram X. Kendi
4. "Fair Housing Five & The Haunted House" Greater New Orleans Fair Housing Action Center

Helpful Anti-racism/Racial Justice Organizations:

1. SURJ – Showing Up for Racial Justice,
<https://www.showingupforracialjustice.org/>
2. Non-Profit Anti-Racism Coalition (NPARC),
<https://www.501commons.org/resources/consultants-other-nonprofit-specialists/non-profit-anti-racism-coalition-nparc>

Guides and Resources:

1. The Racial Justice Resource Guide is helpful:
www.racialjusticeresourceguide.org
2. A Short Cartoon Video on Inequity: “The Unequal Opportunity Race”
https://www.youtube.com/watch?v=vX_Vzl-r8NY
3. Center for Urban Education, Implicit Bias in Action
<https://www.bing.com/videos/search?q=implicit+bias+test&docid=608010005654799234&mid=58A1BE610D38EBF2D6AE58A1BE610D38EBF2D6AE&view=detail&FORM=VIRE>
4. Test Implicit Bias (unconscious attribution of qualities to certain groups)
<https://implicit.harvard.edu/implicit/>
5. Glossary of Terms Used in Anti-Bias Resources, Anti-Defamation League
<https://www.adl.org/media/4663/download>

SUPPORT SOCIAL JUSTICE CHANGE

Share What You Learn & Question What You Believed: An important step after educating yourself about racism is to share what you have learned and to be willing to see other perspectives. To learn you must first listen. Listen to the voices of the people who experience racism. Sometimes this may be uncomfortable, but change is often hard or uncomfortable. The PHRC encourages you to talk to your friends and family members and to share resources with them that you have uncovered. **Ideas:** start a book club on

Updated on June 11, 2020



the topic of racism or oppression attend social justice events and invite others to come with you, and teach your children about the experiences of others.

If You See Something Say Something: This familiar phrase is very applicable here. To achieve social change, advocates and allies must be willing to speak up about what is right and not let victims of bias, discrimination, or hate stand alone. **Offer to help.** Do not let racism go unchecked even when minorities are not present. Expressing bigotry or hate should be uncomfortable. Those who express bigotry or hate should be made to feel uncomfortable each and every time.

Apologize When Warranted: All human beings make mistakes. If you make one, or are told that you did, **listen** to the criticism, **learn, apologize**, and see what you can do to make it right. It may take a lifetime to unlearn and combat unconscious (implicit) bias.

Demand Equal Opportunity: Whatever your political views are, and whomever your elected officials may be, **engage** them. Ask what they are doing to create and maintain a community free of bias, discrimination, and hate. Ask about their social justice, equity, and policy initiatives. Demand equal opportunity for all. Demand equity and justice. **Vote like it is a privilege** that everyone does not have and support initiatives that ensure all Americans are heard.

Donate: If you are fortunate enough to have extra time or resources, **donate** your time, talent, and/or money to causes for social change that you believe in. Consider supporting victims of discrimination as they advocate for change themselves rather than starting your own initiative.

Think Before You Comment & Share: Social media has put close friends, acquaintances, and strangers at our fingertips. Social media can be a source for the dissemination of good or a painful instrument of hate. Before sharing on social media, consider what is being said critically and whether that is the message you seek to convey.



See Humanity in People: Work harder to find things in common with others than to identify differences or justify long held beliefs. Listen and learn about other perspectives from reputable sources (i.e. websites ending in .org or .edu instead of questionable sources like social media).

STAY INFORMED

If you would like to receive information about the PHRC's social justice events or to stay informed about what the PHRC is doing, please contact us to join our mailing list at:

phrc@pa.gov

**ALL THOSE WHO ARE CONCERNED MUST ACT
RACIAL JUSTICE IS NOT INEVITABLE
SILENCE IS CONSENT**

PA Human Relations Commission
333 Market Street | 8th Floor
Harrisburg, PA 17101

10

WAYS TO FIGHT HATE ON CAMPUS

A Response Guide for College Activists



THESE HATE CRIMES AND INCIDENTS ARE GATHERED FROM NEWS REPORTS. SOME INCIDENTS HAPPENED WITHIN CAMPUS BOUNDARIES; OTHERS HAPPENED IN ADJOINING COMMUNITIES. ALL, HOWEVER, AFFECTED THE CAMPUS IN ONE WAY OR ANOTHER.

At the University of Kansas, a 19-year-old student burns the image of a swastika into the carpet of a residence hall.

At Colorado State University, in the midst of national publicity about the Matthew Shepard attack in Wyoming, a fraternity builds a parade float depicting a scarecrow tied to a fence and bearing the words, "I'm gay" and "Up my ass."

At the University of California, Irvine, a man emails more than 50 Asian students, saying, "I personally will make it my life career to kill every one of you ..."

At Binghamton University in New York, three students are charged in a racially motivated attack that leaves an Asian American student with a fractured skull.

At California State University, Los Angeles, a two-page message beginning with, "I hate your race. I want you all to die," is sent to more than 40 faculty members with Hispanic surnames.

At the University of Toledo in Ohio, someone scrawls "KKK" and a Nazi swastika on the walls of a minority student union office.

At the University of Utah, someone sends threatening letters to an interracial couple living on campus.

At Santa Rosa Junior College in California, an editorial page column attacking Jews sets off a firestorm of protests resulting in death threats against the editor, derogatory letters to Jewish professors and the shutting down of an online chat room taken over by white supremacists.

At Olivet College in Michigan, 51 of 55 African American students quit the school after a spate of racial violence and harassment.

At Diablo Valley Community College in California, fascist slogans, swastikas and other white supremacist symbols are written in bathroom stalls and on other walls around campus.

At Ohio State University, three white men sexually assault a Chinese American woman, yelling, "Go back to Osama."

At the University of Southern Mississippi, a group of white men shouts racial slurs and attacks four black men after a football game.

"Of all crimes, hate crimes are most likely to create or exacerbate tensions, which can trigger larger communitywide racial conflict, civil disturbances and even riots."

From a report by the U.S. Department of Justice

At Manchester College in Indiana, someone sends threatening email messages to minority and international students, opening with the line, "Your time is up."

At Auburn University, white fraternity members show up for a Halloween party in blackface and Afro wigs. At a different fraternity party, members dressed in Ku Klux Klan robes pose for pictures with one member holding a noose around the neck of a student in blackface.

At Dartmouth College, several fraternities and sororities throw a "Ghetto" party, where white students dress as urban African Americans, and a sorority holds a "slave" auction as a fund-raising event.

At Georgetown University, someone vandalizes the Muslim prayer room.

At Stanford University, someone uses permanent markers to scrawl "Rape all Asian bitches" and other hate messages on campus walls.

At the University of Connecticut, a neo-Nazi group holds a rally on campus.

At Penn State, an African American student leader receives an unsigned letter: "This is a white academy in a white town ... in a white country and by god it's going to stay that way, nigger bitch."

At Harvard University, leaflets with swastikas and anti-Semitic remarks are left in student mailboxes.

At the University of California, Berkeley, someone spray-paints a swastika and a white supremacist symbol on the sign of an African American theme house.

At Miami University in Ohio, two men are beaten by two other men shouting racial and homophobic epithets.

At the College of New Jersey, a gay-rights organization receives threatening messages, and a bomb is found on campus.

EVERY YEAR

more than half a million college students are targets of bias-driven slurs or physical assaults.

EVERY DAY

at least one hate crime occurs on a college campus.

EVERY MINUTE

a college student somewhere sees or hears racist, sexist, homophobic or otherwise biased words or images.

No campus advertises its hate crimes or bias incidents; some even hide records and facts from the public eye to avoid having tarnished reputations. But hate happens, and its scars remain for months, sometimes years, to come.

It is, in the words of one expert, “the background noise” of students’ lives.

The Southern Poverty Law Center has spent more than two years investigating hate crimes and bias incidents on college campuses.

We found campuses across the country – from Harvard to Ole Miss, Stanford to East Tennessee, Iowa State to Florida A&M – struggling with the problem.

We found students frustrated by seeming or actual administrative inaction, wondering what they could do, how they could respond, how they could balance hate with tolerance, bias with acceptance, narrow-mindedness with understanding.

After examining hundreds of cases involving thousands of students, we found this: Although administrators, faculty and staff are vital players in any response, it is the student activist who makes the most difference.

Know this: Your voice, your actions, your input matter.

Because things improve only when people like you take action.

Because each student activist has the power to make a difference.

And because apathy, in some ways, is as dangerous as hate.

THIS GUIDE is designed primarily for student activists and advocates. Some information, however, also is well suited for campus administrators, staff, faculty and others.

Depending on the specific crisis, some chapters will be more relevant than others. And although this is designed as a crisis guide, we urge all of you to use the information and ideas here to help prevent bias incidents from happening.

1

RISE UP

Inaction in the face of hate will be viewed as apathy or, worse yet, as support for bigotry itself. Do something. Don't let hate go unchallenged.

2

PULL TOGETHER

Bias incidents and hate crimes can divide communities. Don't let hate tear people apart on your campus; pull together instead.

3

SPEAK OUT

When hate strikes, don't remain silent. Join with others; use your voices to denounce bigotry. Also, help guide the administration in its role.

4

SUPPORT THE VICTIMS

Make sure that any planned response to a hate crime or bias incident takes into account the victims' needs and wishes. Too often, decisions are made on behalf of victims, but without their actual input.

5

NAME IT, KNOW IT

Are you dealing with a hate crime or a bias incident? Hate crimes are a matter for the criminal justice system; bias incidents are governed by campus policy.

6

UNDERSTAND THE MEDIA

What happens if the media descend on your campus during a bias crisis? And what happens if they don't? Prepare yourself to understand and work with the media.

7

KNOW YOUR CAMPUS

Before, during and after a bias crisis, examine institutional racism and bigotry on your campus. Be prepared to negotiate your way through these problem areas for effective change.

8

TEACH TOLERANCE

Bias crises often bring pain, anger and distrust to campus. They also present an opportunity for learning. Don't miss the chance to eradicate ignorance.

9

MAINTAIN MOMENTUM

The immediate crisis has passed. You've got two papers due and a midterm coming up. No one seems interested in followup meetings. What happens now?

10

PASS THE TORCH

What happens when you leave campus? Will you leave behind a record of activism that will inspire incoming students to pick up the fight? Make sure you do.

1

RISE UP

Mike Blake, an African American student at Northwestern University in Evanston, Ill., says it candidly: “Racism exists; it’s part of life.”

It was part of Blake’s life in 2003, when Northwestern was hit with a spate of racist graffiti. The attacks included a crude drawing on a dorm-room door depicting an African American being hanged.

Students, Blake said, demanded action.

“It’s when these extreme incidents happen, when you decide you have to step up and speak out against it, that’s what really shapes you as an individual!”

Rewind six years, to a smaller, private school, Macalester College in Minnesota. There, on another dorm-room door, someone scrawled, “We hate you. We hate you. Hugs and Kisses — The KKK.”

There, the question became more exacting: Who should rise up?

“It is not just a black issue,” the president of an African American student group told the campus newspaper. “It is a campus-wide issue that needs to be addressed and discussed.”

Dianne Stewart was a professor of religious studies at Macalester when the “Hugs and Kisses” incident took place. Now she teaches at Emory University. Then and now, her message is the same:

“Campus administrators, white students or students from the



majority group on campus, all must be willing to be in alliance, in coalition about the incident. Minority students alone should not be asked to shoulder the burden.”

When hate hits your campus — and it will — will you stand up? If it targets a group you’re not part of, will you take action? Whether it affects you directly, indirectly or not at all, will you do something?

Or will you think it’s someone else’s problem, someone else’s responsibility?

If you let the homophobic slur pass without comment, if you let the Holocaust denial ads run in the campus newspaper without question, if you let the white supremacist leaflets litter the campus without response, if you let the blackface party at the fraternity pass without protest, your inaction becomes approval.

If you don’t rise up, hate remains.

In fact, according to the U.S. Department of Justice, it worsens:

“A campus culture in which the use of slurs becomes commonplace and accepted soon becomes an environment in which slurs can escalate to harassment, harassment can escalate to threats, and threats can escalate to physical violence.”

RISING UP AGAINST THE 'BACKGROUND NOISE' OF STUDENTS' LIVES

None of the nation's 4,000-plus colleges and universities — or its 15 million college students — is immune to a hate crime or bias incident. Whether you know it or not, such an incident likely will happen or has happened on your campus.

Trends are hard to identify because reporting is so shoddy, but these crimes and incidents happen with disturbing regularity. Why does it happen? Sometimes it's first-time freedom for students — or first-time exposure to diverse communities. Alcohol doesn't help, nor do exclusionary groups such as fraternities.

Hate happens on campus, and it happens more than you might realize.

The FBI listed 286 crimes on college campuses in 2001, the most recent year for which data are available. The U.S. Department of Education, which also mandates hate-crime reporting, counted 487 campus hate crimes in 2001.

Both numbers are low.

Many victims don't report hate crimes because of fears of reprisals and a belief that nothing will be done.

Some college administrators and campus police departments likewise fail to identify, report and investigate such crimes.

Twenty states, including New Jersey, Oklahoma, Oregon, Mississippi and Louisiana, listed no hate crimes on any college campuses. But Rhode Island, the smallest state, listed 15 — all on one campus.

How to explain that discrepancy?

The Chronicle of Higher Education explained it this way: "Many institutions (failed) to include required categories, added extra ones, used (incorrect) crime-classification categories, or arranged the information in a confusing way."

More ominously, The Chronicle added: "Some experts also wonder whether some institutions are trying to obscure their crime statistics."

No college wants a reputation as a haven for hate crimes. Denial is rampant.

How much higher, then, are the actual numbers?

Howard K. Clery III, executive director of the nonprofit Security on Campus Inc., says multiply by a factor of four. That means every day of the year, between three and five hate crimes occur on U.S. college campuses.

More common than hate crimes are bias incidents, situations that aren't crimes but still can have the same negative and divisive effects.

The Prejudice Institute in Baltimore has studied what it calls campus ethno-violence for more than 15 years on more than 40 college campuses. Ethno-violence includes racially and ethnically motivated name-calling, threatening emails and telephone calls, verbal aggression and other forms of psychological intimidation.

Institute Director Howard J. Ehrlich estimates that between 850,000 and 1 million students — fully one-quarter of the minority community and up to 5 percent of the white community — are targets of ethno-violence in any given year on the nation's college campuses.

"And those are conservative estimates," Ehrlich said, adding that his numbers don't include bias incidents targeting gays and lesbians or people with disabilities.

So prevalent are such slurs that Stephen L. Wessler, director of the Center for Prevention of Hate Violence, calls them "the background noise" of students' lives.

'I'M NOT A RACIST'

Few people admit racism.

When accused of racist comments or activities, some will say, "It was all in fun."

"You're overreacting."

"We never meant that."

"I'm not a racist."

Some campus bias incidents leave lingering tension and confusion, with one side seeing racism and another seeing oversensitivity on the part of those who have lodged a complaint.

Saying, "I didn't mean to hurt anyone" doesn't remove the hurt. Don't ask, "Can't they take a joke?" Instead ask, "Why didn't I realize this 'joke' was offensive?"

Rise up.

The world won't change if people don't change it.



THE DAILY CALIFORNIAN / RAMIN RAHIMIAN

"In an ideal world, you wish you didn't have to fight for (justice). But in the real world students have to step up and make things happen."

MIKE BLAKE, a Northwestern student activist who responded to a spate of racist graffiti on campus

2

PULL TOGETHER

When anti-Asian racist graffiti erupted in the spring of 2001 at Stanford University, several groups—including Chinese American, Korean American and Asian American student associations and the Undergraduate Christian Fellowship—pulled together to address the issue.

Using their combined voices—as well as media leverage, a ribbon campaign and campus rallies—the united students took on what they saw as administrative inaction.

At the time, various news sources quoted Stanford student activist Andrew Jhun as saying, “We’re not totally against the administration; we want to push them further.”

The Stanford incident started when someone scrawled, “Rape all Asian bitches” and “Nuke Hiroshima” on a campus building.

Jhun said he understood that student safety was the administration’s motive for silence—“They didn’t want to cause people to be afraid”—but he and other student activists disagreed with that tactic.

“Some guy was out there writing these things,” Jhun said. “Students needed to know about it so they *could* be safe.”

Pulling together takes time. Jhun estimates he spent two or three months working after the graffiti incidents. It also takes energy and commitment.

“Be persistent, do your research, and don’t be afraid to speak your mind,” he said.

And even when you’re at odds, treat the administration as an ally, not an enemy.

“Be tactful about it,” Jhun said. “People in administration are human, too, and if you’re too aggressive, it might work against you.”



Some Ways To Pull Together

- **Call campus meetings.** Include student leaders and officials willing to hear concerns and answer questions.
- **Hold vigils.** There is a power simply in gathering, lighting candles and singing or standing together in silence.
- **March.** Many campuses have found success in marches, a visible way of showing the power of unity.
- **Make ribbons or buttons.** These quiet reminders can include messages such as “End Racism” or “No Place for Hate.”
- **Offer support.** When Arab students were being harassed after 9/11, for example, some campuses coordinated safety escorts.
- **Don’t go it alone.** Too many factions leads to mixed messages and diluted impact.
- **Pledge unity.** Consider using “The Birmingham Pledge,” “First They Came for the Jews,” “An Ally’s Promise,” Tolerance.org’s

“Declaration of Tolerance” or some variation on these to build a sense of community support. (See appendix.)



AP/WIDE WORLD PHOTO

A GUIDE TO ALLIANCE-BUILDING

Pulling together isn't always easy. Alliances grow, change and deteriorate. Allies on one issue may be opponents on another.

As alliances form, talk about what success will look like. If you can't agree on this, schisms and doubt may form.

At one school, officials formed a 38-person panel to address ongoing racial tension.

Some saw that as a huge success: broad participation, a real commitment to change.

Others saw it as laughable and ineffective, nothing but a PR ploy by the university. They argued that a 38-person group would move at a glacial pace, accomplishing next to nothing.

Talk about success and set specific goals. That will help focus your work and minimize disappointment.

ALLIANCES

■ **Minority student groups** often unite in response to a bias crisis. Seek support from other groups that share your concerns.

■ **Recent graduates** might have information about past incidents on campus. Contact them.

■ **Other student activists**, on your campus or on other campuses, often have been through similar situations and may have advice or ideas.

■ **Powerful alumni** can bring their voices to bear for your cause. Be aware, though; if you're fighting against something like a racist school mascot, alumni may oppose your cause rather than support it.

■ **Supportive faculty and administrators** may offer vocal and behind-the-scenes support. Many were involved in similar

student-run campaigns during their own college days; tap into that experience.

■ **National organizations** such as the Southern Poverty Law Center, the Human Rights Campaign, the NAACP, the Anti-Defamation League and the National Conference for Community and Justice have resources and information. Be

warned: Sometimes a national organization's goals will be different than your own; make sure these organizations are working for you, not through you.

■ **Elected officials** — local, state and national — also might have resources or clout that can help.

STRATEGIES

■ **Go higher.** Travel up the campus administrative ladder. If someone is being unresponsive or unhelpful, go higher up, all the way to the board of trustees.

■ **Go local.** Local businesses might provide food, ribbons or other in-kind donations. Local restaurants might provide free food for vigils or meetings. Local houses of worship might offer neutral, off-campus meeting space. People want to help in times of crisis; help them help your cause.

■ **Go national.** Contact the national offices of fraternities, sororities or other campus groups; sometimes your most powerful allies will be those above the heads of the people who have committed the hate crime or bias incident.

ROADBLOCKS AND OPPOSITION

■ **Apathy** can leave a small cadre of students working long days and late hours to handle a crisis. When midnight has passed and there still are 500 ribbons to tie or 1,000 fliers to copy, it's frustrating to wonder why no one else seems to care.

■ **Administrators and police** may be — or seem to be — ignoring or mishandling the situation; in fact, police investigators and administrators may want to squelch the very discussion you're encouraging.

■ **Activists** on your own side may engage in seemingly petty disagreements, especially if a situation has dragged on without a quick or satisfying solution. Such disagreements may divide your core group of supporters.

■ **Other students**, especially those with politically or ideologically opposing views, may work against you. When students at UCLA pushed for better hate-crime tracking and reporting on campus, after several bias incidents, a student newspaper columnist blasted the advocates, saying coverage of such incidents was "excessive." Be prepared to balance such commentary with your own free — and vocal — speech.

■ **White supremacist groups** and other bigots may show up on or near campus. Be prepared to stage alternative gatherings if such visits occur.

"Black students were targeted, but Jewish students have also been targeted, as well as gays. Just last week, 14 Asian students found racist scrawlings on their message boards."

JULIANA NJOKU, former student government president at the University of Maryland, on the prevalence of ethno-violence on her college campus

Plan And Publicize Your Cause

During a time of racial unrest at Penn State University, black students decided to stage a protest by lining up on the 50-yard line just prior to the start of a football game.

Trouble was, no one in the stands knew what the protest was about. Those in the stadium ended up booing the protesters and cheering police as they removed the students from the field.

If you're considering a dramatic action, make sure those observing understand its message and significance. Otherwise, little is gained, and momentum and community support may be lost.

3

SPEAK OUT

Daisy Lundy, a Korean-African American candidate for student government, was attacked in February 2003 on the University of Virginia campus. The attacker told her, “No one wants a nigger to be president.”

Shortly after the attack, Lundy issued a public statement, one of numerous campus statements voicing outrage at the incident and calling for increased diversity and understanding.

“The events that transpired are not simply about Daisy Lundy nor are they merely about Student Council,” Lundy said in her statement. “These events are about a larger problem of exclusion that has plagued our university for far too long.”

Powerful words, and words that no campus official might be willing or able to say. Remember: Students often have more freedom than faculty, staff or administrators to make bold statements.

Student voices are especially important when administrators make no statement or inadequate statements that do more harm than good. Other times, the “official” statement smacks of damage control and PR, and student voices must raise neglected issues of safety, racism and bigotry.

Here are guidelines for monitoring and prodding your campus’ “official” administrative statement or for crafting your own.

An effective statement should:

- **Describe exactly what happened.** Being evasive can lead to rumor and misunderstanding.

- **Condemn the biased act** in strong, unflinching terms.



- **Offer comfort to specific victims** and the targeted group. Address their safety issues, and make counseling and other support services available.

- **Announce immediate steps** the administration will be taking to address the issue.

- **Acknowledge university history or shortcomings** that may have contributed to a climate that allowed such an incident to occur. Signal the need to examine policy issues and institutional racism.

- **Use an array of means to spread information.** This includes email, the university Web site, fliers and other means of communication to reach the entire campus. When appropriate, consider producing bilingual materials.

- **Allow for questions from the press and the public.** A canned statement with no room for feedback can exacerbate tension and create an atmosphere of defensiveness and exclusion.

- **Honor those who are united against hate.** Also invite those not yet represented to join the united stand against bigotry.

- **Include parents.** Make sure parents receive statements and information if issues of student safety are involved. Let them know

what campus services are available and what security measures are being taken.

■ **Keep alumni informed**, especially if campus legacies such as mascots or long-standing groups or programs are involved.

Also remember:

■ **Don't issue an immediate denial** that it's a hate crime. Be open to what the situation might be, and be candid, saying that until all the facts are in, the campus might not know what it's dealing with.

■ **Don't surprise the victims** or targeted community with the statement. Whenever possible, include them in the creation of the statement, and make sure they know what will be said in advance of the statement's release.

■ **Don't be defensive.** Don't say racism or homophobia isn't a problem on campus. Avoid offhandedly dismissing the incident as an aberration, especially if there have been other incidents or ongoing complaints of racism, bias or homophobia.

■ **Don't promise sweeping change** or swift punishment. Until all the facts are in, such promises are inappropriate and may create false expectations. Promise a thorough investigation, with appropriate action to follow, and then see it through.

■ **Don't use minimizing language** that implies the university community isn't taking the case seriously. Avoid characterizing the matter as "a prank" or as "potentially offensive." It is offensive. Don't say, "Some people might have been hurt," and don't call it "an unfortunate incident." Such words make it appear as if you don't understand or are ignoring the real impact.

A CASE FOR FULL DISCLOSURE

The 2002-2003 academic year at Bethel College and Seminary in St. Paul, Minn., was rocked by eight separate instances of racist and threatening graffiti, from September through May. The final round led to middle-of-the-night escorts of minority students off the 4,000-student campus, for their safety.

Curtiss DeYoung, an associate professor at Bethel, said students and administrators spent a good deal of time, early on, debating how much to reveal about the graffiti.

The first thought was not to reveal its exact wording, for fear of re-injuring the targeted group.

"Then it was decided to tell the students of color what was written, but not the broader campus community," DeYoung said. "That turned out to isolate the communities of color even further."

The final decision, one DeYoung stands by: full disclosure.

"You've just got to say it," he said. "You can't cover it up. You've got to tell the truth so all students

understand what is happening and can make informed decisions about their responses."

"I ask all members of the university to raise their voices against acts of intolerance and violence — whether they are committed by one member of the community or by many."

From the initial statement by JOHN T. CASTEEN III, president of the University of Virginia, following the attack on Daisy Lundy

Anticipate Hate

Some days and events — fraternity Halloween parties, April Fools' campus newspaper editions, Black History Month events and Gay Pride activities — invite or incite bias and hate. Be prepared for such days, and consider awareness-raising events in advance of them.



THINKING ABOUT NOT MAKING A STATEMENT? THINK AGAIN.

An administrator may think that making a statement calls further attention to the matter or puts more students at risk. Just the opposite, it turns out, is true.

Choosing not to make a public statement can actually escalate tensions on campus.

Even if only a few students were affected directly by the incident, word will spread. Members of the targeted group may view your silence as disinterest.

Silence might feel safe, but it brews discontent — and fear.

Handing the matter off to a low-level administrator sends a similar message. This is not the time for some previously unknown assistant dean to be the main campus spokesperson.

4

SUPPORT THE VICTIMS



The 2000 murder of a gay student at Gallaudet University in Washington, D.C., revealed a climate of anti-gay bias on the campus, which is composed mostly of students who are who are deaf or hard of hearing.

Thomas Green, then-president of the Lambda Society, a campus advocacy group for gay and lesbian students, told newspaper reporters about an incident after the murder in which a young man on campus was seen signing, “Oh good, one less fag.”

That and other incidents prompted increased advocacy among gays on campus as well a showing of campuswide support.

Gay and straight members of the school’s Lambda Society took a self-defense class together and created a “buddy system” so gay students wouldn’t be left to walk alone on campus. Student advocates also met with the college president to air their concerns.

The school, including administrators and professors, responded with strong statements of support for the gay and lesbian community.

Green’s group also allied itself with the Human Rights Campaign, a national gay-rights organization.

At the time, David Smith of the HRC described the campus climate in this way: “Whether this is a hate crime or not” — it wasn’t, in this case — “it has had the effect of many hate crimes, sending a chilling message to a population.”

Assess the Administrative Response

As a student advocate, part of your job is to monitor and assess the administrative response to the victims.

Ask yourself these questions:

■ Are school policies re-injuring victims? Is the campus’ dorm-transfer policy so restrictive that a victim must continue to live in the same building as the tormenter? Safety should be a primary and immediate concern.

■ Have key campus leaders visited with the victims and members of the targeted group? Are arrangements in place to keep the victims informed of work being done in response to the incident?

■ Are other university services in place to aid the victims, such as counseling and special arrangements for missed coursework?

■ Once the initial police investigation is completed, have the racist scrawlings been removed from the wall? Has the burned door been replaced? Has the university provided the victims with new email addresses or phone numbers?

■ When victims are injured or in severe distress, has the university made travel arrangements for relatives?

■ Also in such cases, has the university quickly made arrangements to allow the victims to take breaks from school without academic penalty?

HOW TO SUPPORT VICTIMS

The guidelines are pretty simple, but they're often overlooked:

- Don't speak for the victim.

Let the victim choose whether to speak or to remain silent.

- Don't determine the best way to aid or comfort a victim without victim input.

- And don't let your good intentions re-victimize a victim.

Hate crimes and bias incidents have both primary victims, those affected directly by the incident, and secondary victims, those included in groups targeted by the language or symbols used. Both groups need campus support.

Victims of hate crimes and bias incidents vary greatly in how they respond, from maintaining complete anonymity and silence to making public speeches and appearing at rallies.

Some victims are never named,

never known.

Some quietly transfer to other schools.

Others become or remain vocal and visible, using the incidents as platforms for change.

At Morehouse College in Atlanta, a student beaten with a baseball bat in an apparently homophobic assault chose to run for student government president.

That's very different from what happened at the State University of New York in the Bronx, where 21 Arab students left school after a series of assaults and harassment.

There is no "right" way to be a victim, but there are effective ways to support and aid victims.

As you consider any response to a hate crime or bias incident, ask yourself these questions:

- Are victims and members of the targeted group still in danger?

If so, find out what can be done to ensure safety. Are housing changes necessary? What about campus

security, extra patrols, safety escorts and so on?

- Are top-level administrators getting more information about the investigation than the victims are? What can be done to remedy that?

- Are victims and/or members of the targeted group being excluded from the discussion and planning process? If so, seek ways to include them. The same holds for families of victims and/or targeted communities.

- Are the victims' wishes being met? If she requests anonymity, will planned community events re-injure her? Wanting to help and actually helping can be two very different things.

- What happens if the victim doesn't want to press charges or pursue justice? Will student advocates honor that choice, or should a case be made that justice is necessary to prevent future victimizations?

- If a victim chooses to transfer to a different school, are those arrangements being efficiently and fully supported?

Don't Forget the Campus Police

Fewer than one-fourth of college campuses with 2,500 or more enrolled students have special hate-crime programs or units operating within campus police departments, according to the National Criminal Justice Reference Service.

Are your campus police officers trained to recognize and investigate hate crimes?

The Southern Poverty Law Center and the Federal Law Enforcement Training Center have created an online hate-crime training program. SPLC offers a limited number of partial scholarships. For information, email hatecrimetraining@splcenter.org.

Also, find out whether your campus or community police department practices racial profiling. If it does, you might want to raise awareness about how that can exacerbate racial tensions and misunderstandings on campus.

"I can't walk into a bathroom without seeing something like, 'Fags should die.' It's an everyday experience."

GAY STUDENT quoted in a college newspaper

Bear the Burden

When an African American theme house at U.C. Berkeley was vandalized with swastikas, a high-level administrator called and left a message at the house.

Quoted later in the campus newspaper, the administrator said, "We were prepared to help in any way possible, but I was not reached out to by the people I contacted."

Advocates and administrators take note: Support requires action, not inaction. Your job is to reach out, not wait for a return call. If a victim then asks for privacy and distance, honor that. But don't leave the burden of action on the victim.

5

NAME IT, KNOW IT



In October 2001, members of two white fraternities at Auburn University threw racialized Halloween parties — a common fraternity practice on many campuses.

Auburn partygoers took photographs, including one of a Klan-costumed student holding a noose around the neck of a student in blackface. Those pictures surfaced on the Internet, and a firestorm of media attention ensued.

The university, citing its anti-harassment policy, disbanded both fraternities and suspended 15 students. Then 10 students filed a lawsuit seeking \$300 million for violating their First and Fourteenth Amendment rights. The university settled out of court and agreed to allow the fraternities and their members back on campus.

Other court cases have ruled that similar events, including an “ugly woman contest” at George Mason University that featured a white fraternity member dressed in a caricature of an African American woman, are protected by the First Amendment, even, in the words of one ruling, “as low-grade entertainment.”

In cases like these, the perpetrators end up appearing to be victims, and a campus is left to sort out the aftermath.

Responding to any campus bias crisis, whether it’s a hate crime or a bias incident, requires a basic understanding of laws and campus rules. Lack of such information can make a messy situation even messier.

What’s a Hate Crime?

A hate crime must meet two criteria:

- A crime must happen, such as physical assault, intimidation, arson or vandalism;
- The crime must be motivated by bias.

The list of biases included in hate crime statutes varies. Most include race, ethnicity and religion. Some also include sexual orientation, gender and/or disability. In some cases, these statutes apply only to specific situations, such as housing discrimination.

Bias can be actual or perceived, as when an attack is directed at someone perceived to be gay.

Hate crimes, when prosecuted, typically carry enhanced penalties such as longer sentences.

As you respond to a hate crime, check specific statutes in your area, then consider working to add missing protected categories, such as for people who are gay, lesbian or transgendered.

What’s a Bias Incident?

A bias incident is conduct, speech or expression that is motivated by bias or prejudice but doesn’t involve a criminal act. Bias incidents may, however, violate campus codes or policies. Check your campus to see what anti-harassment policies exist.

What's the Difference?

Hate crimes, if charged and prosecuted, will be dealt with in the court system.

Bias incidents may be handled through campus grievance procedures — or they may occur with no clear path or procedure for recourse.

Because perpetrators frequently aren't identified, both hate crimes and bias incidents often go unpunished.

Both, however, demand unified and unflinching denouncement from students, campus groups, administrators and others.

LAWS, RULES AND RESOURCES

■ The Jeanne Clery Disclosure of Campus Security Policy and Campus Crimes Statistics Act, enacted in response to the 1986 murder of Jeanne Clery at Lehigh University, requires all schools to publish yearly crime statistics. The act specifies that schools must report separately those crimes that appear to have been motivated by bias or prejudice.

■ The Student Right to Know Act of 1991 mandates that colleges and

universities receiving federal funding must report crime rates to federal authorities.

■ For a review of other hate crime laws, visit www.ncjrs.org/hate_crimes/legislation.html#hpa2003.

■ Crime reports for some schools are kept on a Web site managed by the U.S. Department of Education: <http://ope.ed.gov/security>

The site is designed to allow people to review and compare crime incidents from campus to campus. But users say the site is incomplete. Some reports are missing, and other reports are misleading. Don't be fooled by that sea of zeros. Crime-free campuses are rare; shoddy crime reporting isn't.

■ Campus police logs vary in their availability and thoroughness. Request a copy of your campus police log. If it's restricted, incomplete or misleading, push for more accessibility and accountability. Use the Illinois State University log as an example: wwwilstu.edu/depts/police/blot_yr.htm

■ The 1974 Family Educational Rights and Privacy Act requires your university to remove your phone number and email address from its Web site at your request. Invoke this following email or phone crimes or harassment.

■ Some campuses have codes of conduct, speech codes or other rules of behavior; these may apply to bias incidents. Be aware: Such codes in California, New Hampshire and Wisconsin have been struck down as unconstitutional. Campus "free speech zones," attempting to govern where free speech may occur, also have been struck down. Private colleges have more latitude in punishing bias incidents but many follow the same rules that govern public schools.

"If you see high crime statistics, it's not necessarily a bad sign. I'd get more suspicious if you have 10,000 students on campus and see a lot of zeroes and ones in those columns. You know the crime rate isn't that low; chances are they're ignoring what goes on."

HOWARD K. CLERY III of Security on Campus Inc.

THE IMPACT OF HATE

Hate crimes and bias incidents don't just victimize individuals; they torment entire communities.

When someone scrawls threatening graffiti targeting Hispanic students, for example, the entire campus community of Hispanic students may feel frightened and unsafe, as may members of other minority groups and students throughout the campus community.

Is Rape a Hate Crime?

Some hate-crime statutes include gender as a category for hate crimes, but most don't.

But rape, like a hate crime, can tear at the very fabric of a campus community, leaving many feeling violated and vulnerable.

Likewise, just as hate crimes go un- and under-reported, so do rapes.

Activists argue that some campus administrators prefer it that way, because it preserves a false sense of security for current and prospective students.

Many of the ideas here can be adapted for a campus community struggling with the crime of rape.

Some groups are working to change the laws to categorize the crime of rape as a hate crime, a cause you might want to consider for your campus.

6

UNDERSTAND THE MEDIA

Student advocates living amid campus bias crises typically find themselves in one of two situations:

- 1.) They're getting too much media attention, and it becomes distracting and divisive; or

- 2.) They're not getting enough media attention, and issues remain ignored and unaddressed.

Whichever situation you find yourself in, it's important to understand and learn to work with the media, either as an advocate for less-intense coverage or as an advocate for increased coverage of important issues.

Welcome to Mass Media 101.

Your job, as a student advocate, is to make sure that newspaper, TV and radio reports are accurate, thorough and responsible. Poor or inaccurate media coverage — and poor handling of the media — can increase suspicion and anger on campus.

“The media thrive off that chess-game model; they like to get contradictory responses. Make sure your response is as unified as possible.”

BRANDON WILSON, a 2002 graduate of Auburn University and a student activist protesting fraternity-party blackface incidents



ADVICE FOR DEALING WITH THE MEDIA DURING A CAMPUS BIAS CRISIS:

Three warnings about media coverage:

■ **Minority representation:** A full 40 percent of U.S. newspapers don't have a single minority newsroom staffer. That means you might have to educate, enlighten and prod mostly white newsrooms in your area as you respond to some bias crises. Similar statistics aren't available for gay, lesbian, bisexual and transgender representation in the media, but those issues also are frequently misunderstood or resisted by some members of the media.

■ **Widespread coverage:** With alumni scattered across the planet and email connecting everyone, your campus' story may go farther than you expect. In one case, based on alumni connections, a newspaper 2,700 miles from the college in question offered its own editorial on the

matter just days after a campus hate crime. Do Internet searches for such stories in the days and weeks after the incident, and make sure all media — even those a continent away — are getting it right.

■ **Administrative opposition:** School officials may have different goals than the groups targeted by the hate crime. Victims may want to raise awareness and shed light on the situation; some administrators may be seeking just the opposite. Concerns about money and image may influence administrators to keep quiet about a hate crime or bias incident, for fear of losing donors and/or prospective students.

Three ways to pitch your story to a reluctant media

If your problem is lack of coverage, try this:

■ **Stage an event.** A picket, a march, a candlelight vigil or other visible gathering will draw media attention. Plan it well, and alert the media in advance. The more visual an event is, the more

suited it is for television and still photographers.

■ **Send a press release.** Gather facts about the case — and more facts about the issues surrounding the case — and send press releases to area media outlets outlining why the issue matters, how many people it affects and why they should cover it. Include contact information for interviews.

■ **Focus on someone.** The mass media can be daunting, but you can instead focus on one person — a columnist, a reporter, a TV person who feels like someone you can trust — to approach with your story. Make the case why coverage is imperative. Urge that person to break past the inaction of other media to cover this important story.

If a campus newspaper is the problem

April Fools' Day and campus newspapers don't mix. Just ask Audrey Thompson.

Thompson, then 20, was editor in chief of *The Catalyst*, the student newspaper at Colorado College in Colorado Springs. It was on her watch that *The Catalyst* published its satirical April Fools' edition in 2002.

That edition had inflammatory headlines such as "College Student Disappointed at Lack of Hot Asian Babes." It also had a story about a mock TV network, "Niggaldodeon," with racist and hateful commentary targeting African Americans.

Widespread complaints followed. Under pressure, Thompson and her managing editor, John Traub, quickly resigned.

When asked to identify factors that contributed to the racist publication, Thompson cited issues common to many campus news outlets:

- Lack of diversity among staff members
- Lack of journalism experience
- Lack of sensitivity/diversity training
- Lack of guidelines for the April Fools' edition

"I had never worked on (an April Fools' edition) before, and I was under the impression that it was anything goes, over the top, that people are frequently pissed, and that's OK," she said.

Thompson doesn't offer these factors as an excuse. "There was clearly negligence on my part, and I take responsibility for that," she said. "[But] I think there was a bigger racial problem on campus that was not being addressed."

Exploring that topic — unlike the inflammatory April Fools' edition — would be a good project for any campus newspaper.

For more tips about campus newspapers: www.tolerance.org/campus

WHEN WORKING WITH THE MEDIA...

DO:

- Provide one or more student contacts for campus and mainstream press, to make sure student voices are heard.
- Coordinate information among student contacts so everyone remains informed and mixed messages are minimized.
- Consider creating a name for the coalition of groups that has come together in response to the bias crisis. Such a name illustrates the unified response happening on campus.
- Call the media if the media don't call you. If something is missing from the coverage — student input, balanced responses, basic facts — don't moan about it; change it. Track down reporters or editors, and make sure they have a more complete picture of the incident.
- Make use of media outlets. Write letters to the editor. Find out whether you can write an op-ed piece for a newspaper. Find out whether your group can broadcast Public Service Announcements about upcoming meetings or gatherings on radio or TV stations.
- Make certain there is student input in any Web or email materials created or disseminated by the administration.

DON'T:

- Don't allow the administration to speak for you or on your behalf. Speak for yourself and the group you represent.
- Don't speak on behalf of victims unless you have made arrangements to do so and are in contact with members of the victimized group. Never make assumptions about how a victim feels or what a victim wants.
- Don't make assumptions about the administration's motives. Ascribing incorrect motives to the administration, and delivering that message through newspapers, TV or radio news sources, can increase tension and further divide the campus. It's vital to ask the administration directly what its motives are, but it's counterproductive to make guesswork commentary about those motives in the media.
- Don't seek permanent solutions to temporary problems. If you support increased oversight by the administration after a campus newspaper publishes a racist April Fools' edition, that same oversight might work against you the next time student advocates are pitted against the administration on a different issue.

7

KNOW YOUR CAMPUS

Institutional racism exists. Sometimes it's subtle; other times, it's in plain view.

"You'd think our college institutions and universities would be propelling and changing society, but really they're perpetuating and holding onto institutional racism," said Henoc Erku, a 1998 graduate of the University of Illinois Urbana-Champaign who was active in a number of student causes.

Erku was among many students who have been involved in a battle since the early 1990s to remove that school's Native American mascot, Chief Illiniwek.

"I'm gone," Erku said, and the mascot remains. "That's exactly what the administration wants. The administration is banking on the fact that they're going to matriculate you through the university fast enough to avoid any real change."

Consider the areas where you might find institutional racism and bigotry on your campus, and then consider what you can do to reduce or eliminate it.



■ Fraternities and sororities

When it comes to bias incidents on college campuses, the question of fraternity involvement arises easily and often. Some watchdogs even calculate the probability of bias incidents based on the number of fraternities on a given campus.

Tolerance.org has covered the issue extensively, detailing blackface parties, KKK costumes, fund-raising "slave" auctions, historical and ongoing segregation, racialized and homophobic hazing practices and other incidents that make it difficult to discount the role Greek organizations play in promoting campus bias.

That said, fraternities and sororities

at some campuses have taken steps to include diversity and sensitivity training as part of their orientation for new members. More such work should be encouraged.

■ Academic coursework

What requirements exist for multicultural coursework? Can a student at your school obtain a degree having studied little other than white-Western thought and culture?

Are minority-written texts and materials used in mainstream classes or relegated strictly to minority-studies courses?

Is there a study-abroad program? If so, how diverse is the selection of countries involved? Is it a touristy approach, or is it grounded in more substantial academic offerings?

■ Mascots

Many universities have taken steps to rename mascots or choose new ones, but more than 50 American colleges and universities remain wedded to racist and demeaning “Indian” mascots.

Consider what role your school mascot plays in ongoing discussions of tolerance and diversity. Is change needed? If so, who will be your allies in change, and who will oppose such a movement?

Sometimes stakes can be very high.

When the University of North Dakota considered changing its mascot to something other than the Fighting Sioux, an alumnus threatened to withdraw a \$100 million donation for an athletic arena.

fashioned meaning of happy and carefree. After the word is sung, many students shout, “Not gay!”

That’s not school spirit. That’s bias.

Ask yourself tough questions about so-called school spirit. Does it create an atmosphere where bias thrives?

Do school rivalries promote intolerance? Are opposing students dehumanized in anticipation of the annual Big Game?

Likewise, does elitism parallel racism and bigotry? If your school is the best, does that mean some other school has to be the worst? When does campus pride turn into jingoism?

■ Accessibility issues

Can students with disabilities get to meeting locations?

What can be done to stem that tide?

■ Policies, procedures and funding

According to the Human Rights Campaign, a national gay-rights organization, hundreds of colleges and universities have policies that prohibit discrimination based on sexual orientation. But thousands don’t. Does yours? If it doesn’t, what message does that send?

What other policies help or hurt attempts at diversity and tolerance on your campus?

Also, find out how the university has funded minority student groups or academic departments and how that has changed over the years. When budget cuts come down, is that the first place to get trimmed?

■ University history

In the wake of a hate crime at the University of Virginia, the school published a frank essay explaining that, “For much of U. Va.’s history, diversity was a predicament to avoid rather than a goal to embrace.”

The essay offered an unvarnished view of institutional racism.

It included turn-of-the-century racist comments made by past university officials; student-newspaper editorials supporting a whites-only theater on campus in 1961; and other moments of racism, exclusion and insensitivity.

■ And what about you?

Any time you think, “This is about them, not me,” you’re part of the institutional problem.

Gauge your own complicity. Be honest: What “-isms” do you bring to the table that might be getting in the way of good solutions?

Take Tolerance.org’s Hidden Bias Tests: www.tolerance.org/hidden_bias

Ask yourself other questions, too.

Have you failed to speak up? Is your silence tacit approval of racism or bias?

Or, on the other side, has your speech as an activist become too strident?

As Samar Ali, the 2002-2003 student government president of Vanderbilt University, said, “Don’t become so radical that you can’t work with non-activists.”

“If we had a black girl in our sorority, none of the fraternities would want to do anything with us.”

From a letter about a white sorority that refused to accept black members

The Fighting Sioux mascot remained, and the arena held a gala opening night on Oct. 5, 2001.

Proceed cautiously, and be persistent.

■ Athletics

Getting beyond the mascot, some athletic teams offer models of racial sensitivity and inclusiveness. Others, though, display some of the most deep-seated prejudices, especially homophobia, on campus.

Rice University dealt with this issue when one of its coaches was quoted making homophobic remarks. Students staged protests at sporting events; the coach apologized; the college president quickly reiterated the school’s anti-discrimination policy, which includes sexual orientation; and the faculty issued a unanimous statement repudiating the coach.

■ School spirit

One major campus has a school song that includes the word “gay,” bearing the old-

Does the campus police department have a TTY machine to handle telephone calls from people who are deaf?

Are safety issues specific to people who are blind being ignored?

Are mental health services available to students who need them on an ongoing basis, or are those services primarily available only for crisis situations?

■ Minority representation in faculty, staff and students

Of all full-time faculty members in the nation, 13.9 percent are minorities. For full professors, 88.6 percent are white and 79.1 percent are male. Likewise, 80.7 percent of college presidents are male and 88.7 percent are white.

How diverse are the faculty and executive staff at your university? What steps are taken to recruit and hire minority faculty and staff? Who’s fighting that fight, and who’s resisting it?

You can ask the same question of student enrollment. Are minority admissions declining?

8

TEACH TOLERANCE



A university can have plenty of good-hearted words on dusty pages in every filing cabinet on campus, but if people don't do the hard work of speaking, listening and understanding each other, no piece of paper is going to improve campus relations.

Documents don't solve racial tension on a college campus; discussion, education and activism do.

While the climate surrounding a campus hate crime or bias incident can be tense and unsettling, it also presents — in some cases demands — an opportunity for raising awareness.

Many campuses coordinate teach-ins, discussion forums, lectures and other short-term learning opportunities.

Others institute more sweeping, long-lasting changes, adding undergraduate course requirements or including diversity training in first-year student orientation programs.

Now is the time to broaden your efforts. While the incident may have focused on one particular issue—anti-Semitism or homophobia, for example—it likely pointed out the need for consciousness-raising on others issues as well.



AP/WIDE WORLD PHOTO

A Tangled Web

A Web-based discussion group or chat room sounds like a good way for people to vent concerns and fears during a bias crisis. Often, it isn't.

Such groups can easily degenerate into name-calling, sparking venomous commentary that may worsen tensions on campus.

A message board at Auburn University in Alabama, for example, had students using terms like “sand nigger,” “douche bag” and “Ebonics majors.” One participant wrote, “To hell with tolerance.”

Across the country, at Santa Rosa Junior College in California, an online chat forum set up after the student newspaper printed an anti-Semitic editorial column was overtaken by white supremacist groups and had to be shut down.

TAP INTO EXISTING RESOURCES

Often in the aftermath of a bias crisis, outside experts are brought in to lead diversity seminars or lectures. Don't neglect the expertise to be found on your own campus, however. Seek out student activists, professors and advisers who might be key players in creating programs about tolerance, racism, diversity and inclusion.

Also, find out what studies have been done by professors or students on campus.

One university psychology department, for example, had asked 50 African American students to keep diaries of racist incidents. In a two-week period, two-thirds of them encountered racism. Such studies can be used as a springboard for discussion or as the centerpiece of a lecture series.

Urge your faculty and students to address similar issues in their research as well.

BRING IN TRAINERS AND SPEAKERS

Several organizations offer workshops, guidebooks and programs aimed at reducing bias and hate violence and increasing awareness of diversity issues on college campuses. Many offer training courses for students and staff.

The national **Stop the Hate Campus Bias and Hate Crime Prevention Program**, for example, offers training for students, faculty, staff and administrators to learn how to fight hate on campus.

A key aspect to prevention, according to Stop the Hate, is to involve all members

of the campus community in the effort. Contact it at info@stophate.org or go online to www.stophate.org.

Or contact other groups, including the Southern Poverty Law Center, the National Conference for Community and Justice, the Anti-Defamation League, the Center for the Prevention of Hate Violence, The Prejudice Institute and Security on Campus Inc. (See appendix.)

“Immerse yourself in diverse struggles and issues, because that’s where the real learning is going to happen. And don’t limit yourself to ‘your’ issues. Our struggles are interconnected; oppression is oppression regardless of who it’s oppressing.”

HENOC ERKU, graduate and former student activist at the University of Illinois Urbana-Champaign

Same campus, different perceptions

Issues of everyday racism and bigotry can be overwhelming to some groups and unnoticed by others.

It happens often on white-majority campuses: A speaker asks an audience, “Is racism a problem on campus?” White heads shake no, while people of color nod yes in unison.

Howard J. Ehrlich, director of The Prejudice Institute in Baltimore, says white students on a white-majority campus typically don't understand what the victim of a hate crime or bias incident goes through.

Some call that white privilege, the

transparent preference for whiteness that permeates U.S. culture. A white student has little reason to worry about being stopped and asked for ID by a police officer or a security person in a store; for a student of color, such an encounter is an everyday possibility.

“Students with white privilege, they’ve never experienced anything like this personally. They say, ‘What’s all the fuss? It’s just something trivial.’ That may be an honest response from their standpoint,” Ehrlich said. “But from the standpoint of the victim, this may be the one-hundredth time this kind of thing has happened. Those perceptions are

very different.”

Part of your efforts to teach tolerance should include information about these varying perceptions.

At Bethel College and Seminary in St. Paul, Minn., in the midst of a series of racist graffiti attacks, students of color created a hallway exhibit designed to illustrate the pain of oppression.

“Many of our white students didn't know what it felt like to be attacked in this way, and (the exhibit) helped convey that message,” said Curtiss DeYoung, an associate professor at Bethel.

9

MAINTAIN MOMENTUM

In four years, about 400 students, faculty and staff have completed Conversations on Race, a nationally recognized program at Indiana University at Bloomington.

“It’s amazing,” said Daisy Rodriguez, who completed her doctorate at Bloomington in the spring of 2003 and was a one-time participant and longtime facilitator during her years on campus. “I definitely witnessed some ‘a-ha!’ moments, especially with white students struggling with what it means to have privilege.”

A-ha! moments are essential when it comes to maintaining momentum after a campus bias crisis. Too often, an incident happens, an inspirational speaker comes, some partial resolution is achieved and ... nothing.

Students resume their studies, meetings are lightly attended and ultimately cancelled, momentum is lost and potential gains fall by the wayside.

Also, your core group of activists, frustrated by a return to campus apathy, may begin to turn on one another, disagreeing about tactics, misdirecting their energy.

Part of your role as a student advocate is to provide next-step opportunities, to make sure there is something constructive for activist-minded students to carry out.

Bloomington made sure of that, and so can you.

Using the Study Circles model (see appendix), Conversations on Race first started in the city of Bloomington, following the



distribution in town of white supremacist leaflets. The murder of a Korean graduate student in a shooting rampage that targeted Asians, blacks and Jews further galvanized the community and brought the conversations onto campus, Rodriguez said.

The program runs two hours a week for five weeks and involves between six and 12 individuals. It started in the campus residence halls, then spread into the larger campus community.

It also has been adapted into a two-day seminar format and has been modified into an academic course at Bloomington.

“It’s a chance for all students to learn more about each other,” Rodriguez said. “It’s a place to address misunderstandings and the lack of awareness about racial and cultural issues.”

In 2003, the Bloomington program won a Voice of Inclusion Award from the American College Personnel Association.

SMALL STEPS: 'A GREAT BEGINNING'

The work of tolerance and understanding can be slow and terribly frustrating.

In the 1990s at MIT, for example, a seven-hour seminar called "Eliminating Racism" drew just 13 students. Several organizers and participants lamented the low turnout, but one called it "a great beginning."

More recently, in the spring of 2002, a campus hate crimes symposium at Southern Methodist University was cancelled due to a lack of signups.

Welcome such "great beginnings," move forward after cancellations, then plan the next event, working all the time for better attendance and broader representation.

"Work from the inside, and accept that small steps are all you can get sometimes," said Donna Payne, a field organizer with the Human Rights Campaign who has worked on issues of homophobia on various campuses.

Hoax Happens

Nothing kills momentum like this sad fact: Hate crimes and bias incidents are sometimes fabricated by so-called victims.

According to the U.S. Department of Justice, such hoaxes happen "very rarely," but they do happen.

Perpetrators of hoaxes should be identified and, when appropriate, charged with fabricating crime reports. They and the public should be reminded of the damage done to a real cause when such hoaxes occur.

Be supportive of all apparent victims until a hoax is proven, but be thorough in your investigation. Root out and expose hoaxes as quickly as possible. If left to linger, the damage done by a hoax can be difficult to repair.

If a hoax has occurred on your campus, be prepared for backlash. Also, be ready for a climate of doubt if a subsequent hate crime is reported.

Remember, too, that hoaxes can go both ways; bogusly blaming black men for crimes is all too common.

In 1992 at Olivet College in Michigan, a white female student reported being attacked and left in the woods by four black men. In the years since, many campus officials have come

to believe the report was entirely fictitious.

But it and other incidents caused tensions on campus to rise to the point that 51 of Olivet's 55 black students chose to quit the campus.

for three to six weeks, then drop them in the mail. The reminder messages can be a powerful way to keep momentum going after the initial crisis has passed.

(Find model postcard in the appendix.)

"When people are under that much stress, they sometimes turn on each other. It can be very painful."

A Midwestern student advocate, who asked to remain anonymous, on the difficulty of sustained activism

A POSTCARD EXERCISE

One way of reminding students of commitments made early on in a bias crisis — commitments that might fade as the crisis wanes — is this:

At an early gathering, hand out postcards to those in attendance. Have them address the postcards to themselves and write down one thing they will do, long term, to address the problem:

■ "I will start a gay-straight alliance on campus."

■ "I will ask my literature professors why they don't include minority works in

their classes."

■ "I will lobby the administration to hire more minority professors."

■ "I will write a letter to the campus president asking for the formation of a bias-response team that includes student representation."

Collect the postcards, hold on to them

10

PASS THE TORCH

No matter what school you attend, one thing is certain: Every four to five years, the student population is almost wholly different.

Few students five years from now will have direct knowledge of the racist attack that tore apart the campus this year.

As you graduate, make sure remaining students — as well as faculty and sympathetic administrators — are empowered to continue your campus advocacy work.

Henoc Erku was a student activist at the University of Illinois Urbana-Champaign from 1993 through 1998. Now 27 and working in the banking industry, he urges other students to get involved from day one — and stay involved long after they leave the university.

“Did we make progress in the years I was at the university? Yes,” Erku said. “Did we see complete change to the point where we want to be? No.”

To give up because you might not realize complete success, Erku said, is ineffective and short-sighted.

“Immerse yourself in diverse struggles and issues, because that’s where the real learning is going to happen,” he said. “Commit yourself to making this a lifelong pursuit.”

Stanford graduate Andrew Jhun still keeps in touch with



“College is all about finding out who you are, where you belong, and this was a way of finding myself, what I stood for. It gave me a dose of reality, reminded me that you have to push to get things right.”

ANDREW JHUN, 2001 Stanford University graduate and campus activist

student activists at his alma mater, monitoring progress on ongoing issues.

Jhun’s advice to departing students?

“Too often, students end up having to re-invent the wheel over and over again,” Jhun said. “Leave behind someone you trust to keep the flame alive.”

BEFORE YOU GRADUATE, CONSIDER THESE THINGS:

■ **Create an archive.** What record is there of the incident and its aftermath? Where will incoming students be able to find out how this incident was addressed? Create a record, with newspaper clippings, administrative statements, memos and so on, in a central location, such as the student center.

■ **Get administrative promises on paper.** Don't leave with mere verbal promises.

■ **Pass along your passion.** As you depart, tell your stories to younger students, letting them know the

work you have done, what inspired you to do it, and why they need to carry on in your absence. Touch base with those faculty members and administrators who were your best allies. Thank them for their help; let them know that what they did mattered. Inspire them to continue helping the next crop of students. The five or 10 minutes you spend with such supporters can help future students in ways you might not imagine.

■ **Carry forth.** Recap, for yourself, what you have learned about community organizing, battling racism, using the media to spread your message. Vow to carry those same skills and lessons into your next world, whether it's graduate school, an internship, a job or volunteer work.

Rules Change When People Change

Thought and behavior don't change just because a cooperative administration issues a decree.

In contentious, long-standing university disputes — involving, for example, ongoing fraternity misbehavior or racist mascot issues — don't trust a university decree to be the end of the dispute.

Remember this: The rules change when people change.

One newly installed administration might signal sweeping change, but with a vote of the board of trustees, an even newer administration may usher in sweeping reversals.

Be prepared for that.

"External mandates aren't going to bring lasting change," said one frustrated activist, advocating a greater emphasis on education and consciousness-raising as a way to foster real change.

PATIENCE ISN'T JUST A VIRTUE; IT'S A NECESSITY

Torch-passing requires energy and patience. Often, the victims of a campus hate crime or bias incident have graduated and are gone by the time the case is resolved.

The court system often bogs down, leaving hate-crime cases unresolved for several months or years.

When a disgruntled former student sent racist, threatening emails to Asian students at the University of California, Irvine, for example, it prompted the nation's first federal conviction for a hate crime by email.

But such landmark cases don't happen overnight.

The emails were sent Sept. 20, 1996. The conviction, after one mistrial, didn't come until 18 months later. By that time some of the student victims already had graduated and left campus.

Often, a university will await the court verdict before meting out its own punishment.

So be patient, and make sure you leave people behind who can continue your campus vigilance.

An Alternate Postcard Exercise

Here's another way to pass the torch ...

Modify the postcard exercise described in Chapter 9, asking graduating seniors to fill out postcards addressed to first-year and transfer students.

Seniors can use these postcards to share experiences of campus advocacy and activism, or to highlight areas and issues that need continued vigilance.

■ *"Please make sure the administration follows through on its promise to hire more minority faculty members."*

■ *"The fraternity council promised to include cultural-awareness training for its new pledges. Don't let them forget."*

■ *"The football coach promised to make an announcement before each game asking fans not to use homophobic slurs in the school fight song. If he doesn't follow through, stage another protest to make it happen."*

Fill out the postcards near the end of spring quarter or semester, then have them mailed to campuses addresses in August or September.

Find postcard templates at www.tolerance.org/campus

Appendix: Pledges

AN ALLY'S PROMISE

By Anthony J. D'Angelo

from the book *Inspiration for LGBT Students & Their Allies*

I believe...

I believe success is the freedom to be yourself.

I believe nobody is wrong; they are only different.

I believe your circumstances don't define you,
rather they reveal you.

I believe without a sense of caring,
there can be no sense of community.

I believe our minds are like parachutes.

They only work if they are open.

I believe we only live life once,

but if we live it right, one time is all we'll need.

I believe we must first get along with ourselves
before we can get along with others.

I will...

I will seek to understand you.

I will label bottles, not people.

I will grow antennas not horns.

I will see the diversity of our commonality.

I will see the commonality of our diversity.

I will get to know who you are rather than what you are.

I will transcend political correctness
and strive for human righteousness.

I challenge you...

I challenge you to honor who you are.

I challenge you to enjoy your life rather than endure it.

I challenge you to create the status quo rather than accept it.

I challenge you to live in your imagination
more than your memory.

I challenge you to live your life as a revolution
and not just a process of evolution.

I challenge you to ignore other people's ignorance
so that you may discover your own wisdom.

I promise you...

I promise to do my part.

I promise to stand beside you.

I promise to interrupt the world
when its thinking becomes ignorant.

I promise to believe in you,
even when you have lost faith in yourself.

I am here for you.

An Ally's Promise is reprinted with permission from The Collegiate Empowerment Company, Inc. This piece can be found in the book titled *Inspiration for LGBT Students and Their Allies*, one of seven books in *The Collegiate Empowerment Inspiration Book Series*.

Full color 18x24 posters of *An Ally's Promise* are available for \$9.95 each. To order, please contact the Collegiate Empowerment Company by calling toll free: 1-877-338-8246 or email: PosterInfo@Collegiate-EmPowerment.com or by visiting www.Collegiate-EmPowerment.com

“FIRST THEY CAME FOR THE JEWS”

By the Rev. Martin Niemöller

First they came for the Jews, and I did not speak out because I was not a Jew. Then they came for the Communists, and I did not speak out because I was not a Communist. Then they came for the trade unionists, and I did not speak out because I was not a trade unionist. Then they came for me, and there was no one left to speak out for me.

TOLERANCE.ORG’S “DECLARATION OF TOLERANCE”

Tolerance is a personal decision that comes from a belief that every person is a treasure. I believe that America’s diversity is its strength. I also recognize that ignorance, insensitivity and bigotry can turn that diversity into a source of prejudice and discrimination.

To help keep diversity a wellspring of strength and make America a better place for all, I pledge to have respect for people whose abilities, beliefs, culture, race, sexual identity or other characteristics are different from my own.

THE BIRMINGHAM PLEDGE

“I believe that every person has worth as an individual.” So begins the Birmingham Pledge.

Since its introduction in 1998 at an annual Martin Luther King Unity Breakfast in Birmingham, Ala., the Pledge has gathered thousands of signatures in the city, as well as across the U.S. and around the world. Today, the Birmingham Pledge is available in six languages: English, Spanish, French, German, Italian and Portuguese. Educational programs also are available to accompany campus-based pledge drives.

To obtain a copy of the Birmingham Pledge or to get more information, contact:

The Birmingham Pledge Foundation

P.O. Box 370242

Birmingham, AL 35237

(205) 263-8252

www.birminghampledge.org

Resources

ORGANIZATIONS & RESOURCES

Community Relations Service

The Community Relations Service supports school officials, police chiefs and others in their efforts to defuse racial crises.

Community Relations Service

U.S. Department of Justice
600 E. Street, N.W., Suite 6000
Washington, DC 20530
(202) 305-2935
www.usdoj.gov/crs/

Diversity Web

Sponsored by the Association of American Colleges and Universities, Diversity Web offers an extensive array of campus practices and resources about diversity in higher education.

Association of American Colleges and Universities

1818 R Street, NW
Washington, DC 20009
(202) 387-3760
www.diversityweb.org

Intelligence Project

Formerly known as Klanwatch, the Intelligence Project tracks domestic extremism in the U.S. Its quarterly publication, *Intelligence Report*, analyzes trends in the hate movement. The program also offers hate crime training for law enforcement personnel.

Intelligence Project

A project of the Southern Poverty Law Center
400 Washington Avenue
Montgomery, AL 36104
(334) 956-8200
www.intelligenceproject.org

Lambda 10

Lambda 10's *Fraternity/Sorority Anti-Homophobia Trainer Manual* enables student leaders, chapter consultants, advisors and others to create fraternal environments free of anti-gay hate.

Lambda 10

National Clearinghouse for GLB Fraternity & Sorority Issues
Indiana University
Office of Student Ethics & Anti-Harassment Programs
705 East Seventh Street
Bloomington, IN 47408
(812) 855-4463
www.lambda10.org

National Conference for Community and Justice

The National Conference for Community and Justice promotes understanding and respect among all races, religions and

cultures through advocacy, conflict resolution and education.

National Conference for Community and Justice

475 Park Avenue South, 19th Floor
New York, NY 10016
(212) 545-1300
www.nccj.org

Network of Alliances Bridging Race and Ethnicity

The Network of Alliances Bridging Race and Ethnicity links national and community-based organizations working to bridge racial and ethnic divisions.

Network of Alliances Bridging Race and Ethnicity

A initiative of the Joint Center for Political and Economic Studies, Inc.
1090 Vermont Avenue, NW
Suite 1100
Washington, D.C. 20005
(202) 789-3500
www.jointcenter.org/nabre

The Prejudice Institute

The Prejudice Institute is devoted to policy research and education on all dimensions of prejudice, discrimination and ethnoviolence.

The Prejudice Institute

2743 Maryland Ave.
Baltimore, MD 21218
(410) 243-6987
www.prejudiceinstitute.org

Security on Campus, Inc.

This grassroots organization works to educate prospective students, parents and campus communities about the prevalence of crime at colleges and universities.

Security on Campus, Inc.

649 South Henderson Road, Suite 6
King Of Prussia, PA 19406-4216
(888) 251-7959
www.securityoncampus.org

Study Circles Resource Center

The Study Circles Resource Center is dedicated to finding ways for people to engage in dialogue around critical social and political issues and provides tools to help organize productive dialogue, find solutions and work for change.

Study Circles Resource Center

P.O. Box 203
Pomfret, CT 06258
(860) 928-2616
www.studycircles.org

Teaching Tolerance

Teaching Tolerance provides free anti-bias resources to K-12 educators. Its publication, *Responding to Hate at School*, outlines effective strategies for counselors, administrators and teachers grappling with bias.

Teaching Tolerance

A project of the Southern Poverty Law Center

400 Washington Avenue

Montgomery, AL 36014

(334) 956 8200

www.teachingtolerance.org

TRAINING

Stop the Hate!

The Stop The Hate! Train The Trainer Program offers an extensive manual and a three-day, 20-hour training program on hate crime prevention strategies for college campuses.

Stop the Hate!

Association of College Unions International

One City Centre, Suite 200

120 W. Seventh St.

Bloomington, IN 47404-3925

stophate@acuiweb.org

www.stophate.org

Anti-Defamation League

The ADL's Campus of Difference program helps members of college communities examine stereotypes, expand cultural awareness and combat all forms of bigotry.

Department of Campus/Higher Education Programs

Anti-Defamation League

10495 Santa Monica Boulevard

Los Angeles, CA 90025

(310) 446-8000, ext. 225

www.adl.org

Center for the Prevention of Hate Violence

The Center for the Prevention of Hate Violence offers training programs to prevent bias, harassment and violence on campus.

Center for the Prevention of Hate Violence

96 Falmouth Street, Box 9300

Portland, ME 04104-9300

(207) 780-4756

www.cphv.usm.maine.edu/

National Coalition Building Institute

The National Coalition Building Institute offers various training programs to help campuses respond to inter-group conflicts.

National Coalition Building Institute

1120 Connecticut Avenue, NW

Suite 450

Washington, DC 20036

(202) 785-9400

www.ncbi.org

HATE CRIME STATISTICS

Department of Education

The Department of Education's Campus Security Statistics Website provides a searchable database of reported criminal offenses, including hate crimes, for thousands of colleges and universities in the United States.

Department of Education

Office of Post-Secondary Education

U.S. Department of Education

Office of Postsecondary Education

1990 K Street, NW

Washington, DC 20006

<http://ope.ed.gov/security/>

Federal Bureau of Investigation

The FBI compiles statistics for hate crimes reported by the states. Visit its Web site for a free report in PDF.

Federal Bureau of Investigation

J. Edgar Hoover Building

935 Pennsylvania Avenue, NW

Washington, D.C. 20535-0001

(202) 324-3000

www.fbi.gov

Every Victim Counts

An estimated 40,000 hate crimes go undocumented each year in the United States. The Every Victim Counts campaign seeks to reform hate crime reporting.

Every Victim Counts

Tolerance.org

A project of the Southern Poverty Law Center

400 Washington Avenue

Montgomery, AL 36104

(334) 956 8200

www.tolerance.org/evc

BRING 10 WAYS TO FIGHT HATE TO YOUR CAMPUS

The Southern Poverty Law Center's Tolerance.org project offers free workshops based on this guidebook. For more information, send an email to campus@tolerance.org or call (334) 956 8200.

TELL YOUR STORY

We want to know how and when this book is used on various campuses across the nation. Take a moment to email us at campus@tolerance.org

TEN WAYS TO FIGHT HATE ON CAMPUS

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How to Order

10 WAYS TO FIGHT HATE ON CAMPUS is available, free of charge, to members of college communities. To order your free copy, log onto www.tolerance.org/campus or send a written request to:

10 Ways Campus
Tolerance.org
400 Washington Avenue
Montgomery, AL 36104

Español! A Spanish-language version of this publication is offered online at www.tolerance.org/campus

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Why is your voice, your action, your input needed for the fight against hate?

Because things improve only when people like you take action. Because you have the power to make a difference. And because apathy, in some ways, is as dangerous as hate.



TOLERANCE.ORG

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400 Washington Ave. Montgomery, AL 36104
(334) 956 8200

www.tolerance.org/campus

PA Democratic Policy Committee Hearing

Racism in Schools

3-25-2021

Ewan Wayne Johnson

Reclaim Philadelphia

<https://studyabroad.temple.edu/culture-and-identity-envoy-program>

Four years ago, almost to the exact day, I experienced an encounter that has changed my life. What started as a brief conversation between myself and two Black security guards, set into motion a series of events that exposed me to not only racism from my peers but how my university chose to respond to it. Less than a week after, my international roommate had been subjected to circumstances that almost mirrored those of my own.

It began with signing my friend out of my dorm building, which led to me having a conversation with the security guards at the front desk. The conversation was very pleasant, they had given book recommendations, and affirmed my critiques of the education system I had while growing up. It had been a Friday and as is custom, a day that included security guards doing bag checks. Our conversation did not last longer than 45 minutes but in that short time three rounds of students came in and had been subjected to bag checks. Each time I made it a point to walk away from the area while the bag checks were occurring, there was a lobby so I chose to wait in there. On the third occasion, I heard a minor disturbance. A white man walked into the building with his girlfriend and the security guards checked his bag. He had alcohol in his bag and this was confirmed by the request of the security guard for him to get rid of it and in exchange be granted admission into the building. I could hear him over the TV and it was clear he was upset but, after I heard the first door open back up, I began approaching the desk again. I had already decided it was time for me to go back to my room but, as he was approaching the second door, we locked eyes. He looked at me, looked at them, then gave a large grimace before saying “Fu***** Ni*****”, to which his girlfriend said “hey” to which he responded “ I don’t care, I said it”.

I looked down at the security guards and they had a look of defeat on their faces, one of them had even said that this isn't the first time that this has happened. I recognized in this moment that I occupied more of a place of privilege to speak up without consequence so I chose to follow the student out of the building to confront him. As I was approaching his girlfriend said to him “Don’t get anything out of the car” to which I responded “I am not going to hurt you I just want to talk”. When I made my way to him he refused to give me eye contact throughout. I said that those ladies had done him a favor by not getting him in trouble for having alcohol in the building and that he needed to go in and apologize to them for his behavior. He looked at his girlfriend said “now I feel bad he is one of the good ones” then proceeded to apologize to me.

He followed me in the building and then said to them “I come from a shit town”. Feeling defeated, they let him into the building and then proceeded on their way.

The next morning I reported the incident to my Resident Assistant and the days that followed showed me the stance my university chose to take on matters of racism on college campuses. What all levels of leadership had told me was that this was a matter of freedom of speech. There was nothing that they could do about the incident and what was communicated reflected that. “Temple is a public university if we push too hard on his first amendment right we will lose

public funding”. With this I understood that nothing was going to come out of a situation that over the course of the week, dramatically changed me.

I had lost around 40 pounds between the first week of April and the last week of May. I failed all of my finals and at the time had my study abroad acceptance rescinded. It was a very hard summer but I petitioned to still be allowed to study abroad in spite of my deteriorating mental health. My mother believed that I needed this experience to set myself anew. My petition had been accepted and I had been given the opportunity to study abroad, finally a moment of happiness.

I prepared myself for the months ahead and had also acquired a scholarship through an organization called Diversity Abroad to serve as an overseas ambassador. My study abroad experience was a mix of cultural exploration and a deeper understanding of my own identity. While I struggled abroad, there were also so many good experiences. Having recognized my capacity for leadership while abroad, and being affirmed in a newfound confidence, I presented an initiative to my university for a comprehensive study abroad program aimed at addressing aspects of the study abroad experience for students like myself. My university accepted my lengthy proposal and we went to work. It took two years but we were able to successfully launch the Culture and Identity Envoy Project in the fall of 2019. The program is still in continuance at the university and it is a means through which diverse students can share their experiences, be compensated, and the university can utilize their experiences as a means for learning where they can act to improve the study abroad experiences of other students.

Albert Rivera

Undergraduate Student at East Stroudsburg University double majoring in Sociology and
Criminal Justice

PA House Democratic Policy Committee Hearing on Racism in Schools on March 25, 2021: A
Student Perspective

Good afternoon Chairman Bizarro, and members of the PA House Democratic Policy Committee, especially Representatives Maureen Madden and Malcolm Kenyatta for hosting this hearing. As a senior attending East Stroudsburg University and a sitting member of the university council of trustees, I appreciate very much the opportunity to appear before you today to discuss the topics of Racism on High School and College Campuses. My name is Albert Rivera, I am 21 years old I was born and raised in Ponce, Puerto Rico and moved to York PA when i was eight and it's been an adventure ever since. I am also currently an undergraduate student at East Stroudsburg University double majoring in Sociology and Criminal justice. Coming here today to share with you all a narrative based on my encounters with racism in schools.

Racism is the belief that groups of humans possess different behavioral traits corresponding to physical appearance and can be divided based on the superiority of one race over another. It may also mean prejudice, discrimination, or antagonism directed against other people because they are of a different race or ethnicity. The worst part about it is that we still see this issue prevalent today, affecting our youth and their upbringing, changing their perceptions and outlook of society. Making them believe that they live in a world that doesn't value them, that no matter how hard they work, how much they grow they will always be less than.

Speaking from my experience, I have seen people who display outwardly their hatred and dislike for others who don't look like them or come from similar backgrounds. Then there are also others who are ignorant of the fact that they display implicit biases and will inadvertently affect the child or individual in question. I myself can recall a number of scenarios where I've

been a victim of this atrocity. For instance I remember my highschool offered a great opportunity for certain selected students to learn about foreign countries and then at the end of the school year the class would travel to said country for a week to experience. For the most part this was an upper level course for qualifying students. After years of working hard and attaining excellent grades, even reaching the top of my class I was not among the demographic picked to attend the trip. Year after year this would occur and I sat and asked myself why? Aren't I good enough? What am I doing wrong ? when i finally decided to look more into the issue and speak with the individual who picked the participants of the program each year, he said simply. Albert. You just aren't what we're looking for. The man and the class were predominantly white with two other students of color being white passing. It is the worst feeling a child or anyone can experience, to be in an environment that is supposed to support and nurture your intellect and end up feeling degraded.

I myself have not only experienced this, but I have seen others go through similar scenarios as well. I attended a class, the students in the class in the beginning of the semester made a group chat to be able to chat about class related subjects and support each other before exams as a means of group study. Unfortunately, things took a left turn and a number of students began making racial slurs and remarks about the professor. Causing a number of other students to become very uncomfortable with this, myself included to speak out on the professors behalf.

This should never be the case. not for me to experience, not for any student, teacher or other school officials to experience, our youth and educators mean more than that. They deserve more, or will we allow the propagation of such behavior? It is my faith that the right work and policy will be put in place to usher in an era free from the discrimination that looms over the youth and faculty in our schools, and I truly believe we can achieve this. Thank you for giving me this

opportunity to share my comments with your committee and I appreciate your commitment to confront and discuss the on going racism that continues to exist in our High Schools, Colleges, and in our nation.

Dr. Kimmika L. H. Williams-Witherspoon
Commonwealth of Pennsylvania Policy Hearing
Testimony
March 25, 2021

I want to thank this distinguished body for allowing me a few moments to offer some anecdotal testimony about the rise of hate crimes on high school and college campuses. My name is Dr. Kimmika Williams-Witherspoon—anthropologist, playwright, performance poet, I am a faculty member in the Theater Department at Temple University and Vice President of Faculty Senate.

Anecdotally, after the passage of Executive Order 13769, Known as the Muslim Ban (January through March 2017) some Temple students and staff reported experiencing personal property damage to their automobiles in the form of slit tires, smashed windows and in one instance, spray-painted windows warning: “Go Home!”

As these were widely reported in the news, I could talk about a proliferation of flyers from white supremacists Hate Groups saturating Temple University’s campus in May of 2017, “the Banana Incident” of racial intimidation in Morgan Hall at Temple University in the fall of 2017. I could further talk about the Theater Department being asked to put together a quick touring performance for the Coatesville High School in the spring of 2019 because of the rise in racialized bullying and hate crimes in that community, and thanks to the research that several colleagues and I conducted in 2018, funded by a grant from the Lumina Foundation for Racial Justice and Equity with 57 participants—students, staff, faculty, administrators and members from the North Philadelphia Community in which they each offered personal narratives about the rise in hate crimes and racial incidences in each of their own lives since 2016—which resulted in my department producing a devised performance piece, called *From Safe to Brave*, that I conceived and directed by curating that data and those ethnographies. Following the racialized violence of 2020 and the summer of Black Lives Matter protest, responding to the highly charged and racialized climate, my Dean and Chair requested that we remount that performance piece for a virtual audience which we did this past semester, October 20 thru November 7, 2020.

Thanks to Director Charles Leone of the Temple University Police Department, I have figures for Temple University that suggest that hate crimes on Campus, in residence halls and the destruction of public property, while low—considering our size—they have remained consistent from 2017-2019. With regard to those numbers, I should mention that we don’t have numbers for incidences that happen off campus (which means we probably need to figure out a better way of reporting that) and we would hope that All the numbers SHOULD be smaller for 2020 because of the lockdowns, quarantine and sequestering or sheltering-in-place that we have *had* to do because of the pandemic.

Of course, I realize that this is just a quick snapshot of the cultural climate at Temple University. I could go on and talk about the intimidation and assault that a young African American woman

experienced following the election of 2016 on Villanova's campus at a transportation stop or, as my son is a graduate of St. Joe's Prep, I could also talk about the racialized incidences that I know of that happened there while he was a student; and, of course, I would be happy to entertain any questions that you might have.

Notes

<https://www.nbcphiladelphia.com/news/national-international/bananas-put-on-black-students-doors-at-temple-university-in-possible-racial-intimidation-reports/28015/>
<https://temple-news.com/student-identified-alleged-racist-banana-incident/>

Heath Fogg Davis, Ph.D.

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Temple University

Testimony before the Commonwealth of Pennsylvania House Democratic Policy Committee
Virtual Hearing: Racism on High School and College Campuses

Hosted by Representatives Maureen Madden and Malcolm Kenyatta

Thursday, March 25, 2021

9 Pages

Chairperson Bizzaro, Representatives Madden and Kenyatta, and distinguished members of the Pennsylvania House Democratic Policy Committee, thank you for inviting me to this important hearing. As a researcher who strives to do policy-relevant work in the area of antidiscrimination law and policy, this is truly an honor. I commend you all for your focus on this important issue. I hope that you find my testimony useful. If I can be of any help to you or your staffs during the legislative process, I would be delighted to contribute in any way I can.

I come before you today to discuss the issue of racism on college campuses as it impacts faculty. I have taught in the Political Science department at Temple University since 2005. Before joining the faculty at Temple as an Associate Professor with tenure, I taught in the Political Science department at the University of Wisconsin-Madison as an Assistant Professor. I was promoted to the rank of Full Professor at Temple in 2019. I have served as the Director of the Gender, Sexuality and Women's Studies program at Temple for the past three years.

Racism impacts faculty in many ways. Sometimes the enormity of racism, with its deep roots in U.S. history can make change seem impossible. With that pessimism in mind I want to highlight one specific kind of organizational racism that I believe can be changed: racial disparities in the hiring and promotion of faculty of color. Organizational racism happens when organizations such as universities and their sub-units make policies and decisions that have a disparate racial impact, regardless of whether the individuals who make up those collective bodies have racist intentions.¹ Policies and decision-making about faculty hiring, retention and promotion are made by the Board of Trustees, the central administration, and the various

¹ Stanford Encyclopedia of Philosophy, Discrimination, entry 2.3 Organizational, Institutional, and Structural Discrimination.

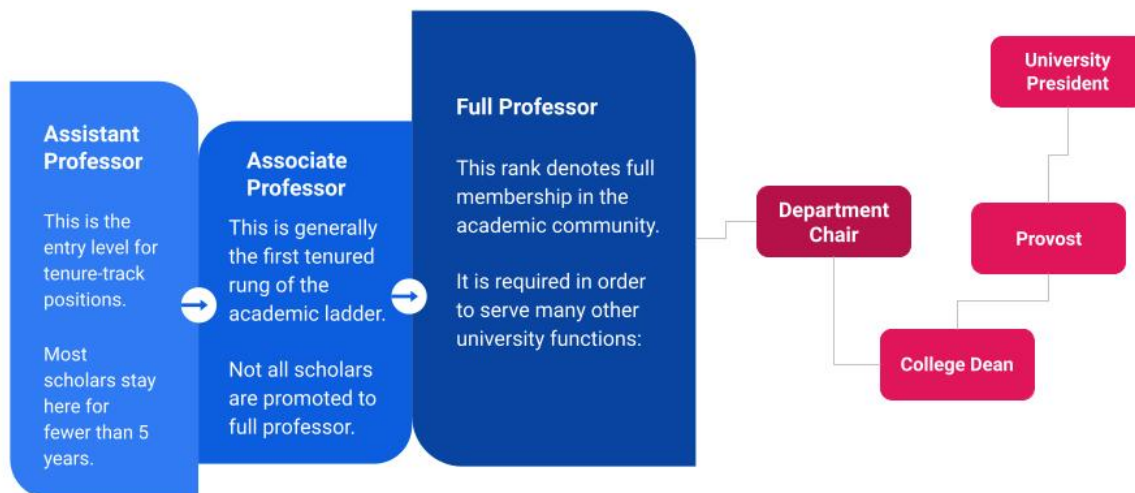
schools, colleges, departments and programs that fill out the university's organizational hierarchy.

Understanding the problem of racial disparities in faculty hiring and promotion requires understanding the tenure-process and its relationship to how individuals become eligible to take on the role academic departmental chair, which then opens up the possibility of them becoming an academic Dean, an experience that is required for reaching the highest, most powerful positions in universities and colleges: Provost and President. The Provost is the chief academic officer, and the President is the chief executive officer.

To those outside of academia, most of your constituents, the tenure system is either unknown or misunderstood. Tenure-track faculty positions are the most coveted, as compared to non-tenure track and adjunct instructor positions. When someone is hired for a tenure-track job they come into the professoriate at the rank of Assistant professor, and they teach, conduct research, and provide service to their departments and colleges. Generally, after five years, they undergo a stringent tenure review that depends heavily on their research publication record. If the review process goes well, they are given "tenure," and are promoted from the rank of Assistant to Associate professor.

Being promoted to the rank of Associate professor is the first step of the tenure ladder, and not all Assistant professors are successful in getting this promotion. Full Professor is the next and final step of the tenure ladder, and it denotes full membership in the academic community. This is important because it's a required step for becoming a college dean, which in turn is necessary for becoming a provost or president.

Only full professors can serve in many university functions



Some progress has been made in hiring faculty of color, but the vast majority of faculty at all levels are still white. Moreover, as the two charts below show, there is racial disparity at every step of the tenure process:

Faculty of color attain the rank of full professor at lower rates than their white counterparts

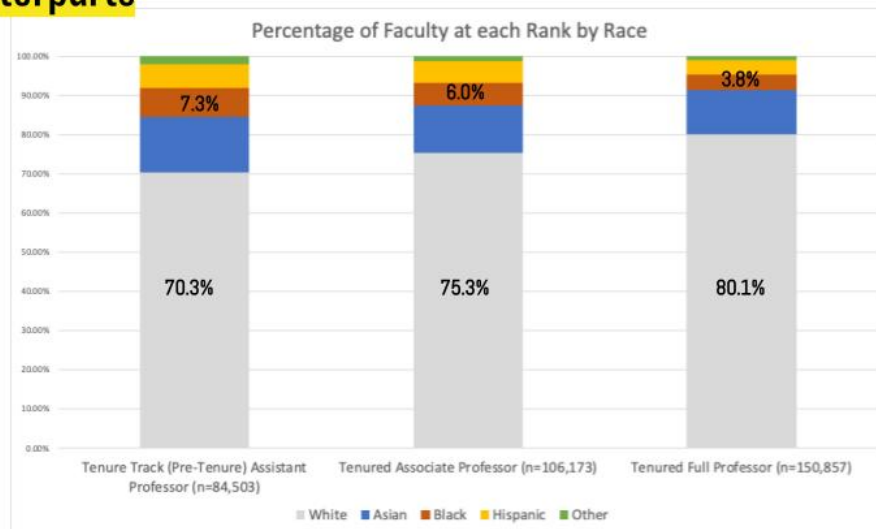
White professors gain 5% of total share of traditional academic professorships at each promotion level.

This 10% gain for white professors is made up by:

One third fewer Hispanic and professors, and

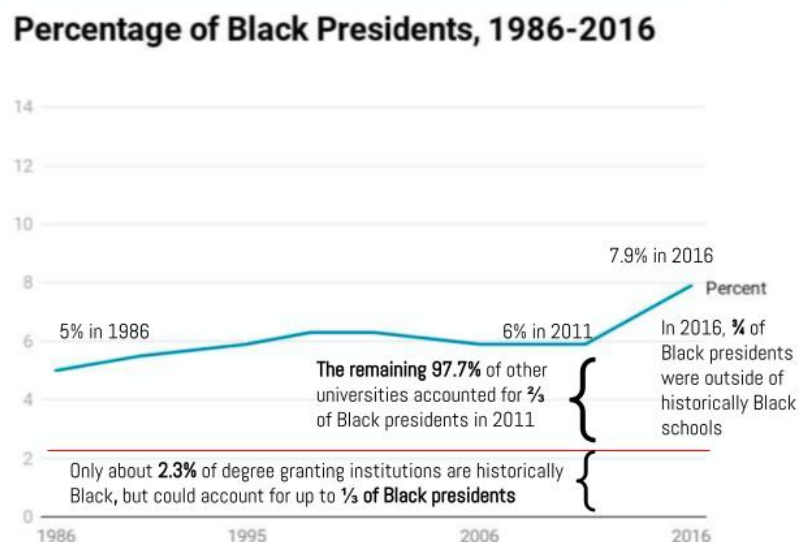
ONE HALF fewer Black professors...

...attaining the rank of tenured full professor than we should expect.



Source: *Chronicle of Higher Education* analysis of U.S. Department of Education data

Historically Black colleges and universities can account for a large proportion of Black Presidents - especially before 2011



Source: *Chronicle of Higher Education* analysis of American Council on Education data

Why is this happening?

Sociological research and everyday observations tell us that many of us tend to feel most comfortable with other people who look like us, talk like us, and have similar cultural practices. This thinking and behavior permeates organizational policymaking as well as how policies are interpreted and put into practice. How a position is advertised can be racially biased. Where does a department choose to advertise, and how is the ad worded? The formal and informal networks of whites, who hold most of the power in faculty hiring, have been and continue to consist of other whites. It is thus not surprising that many majority-white departments say they cannot find candidates of color, especially those who are Black or Latinx.

When departments find non-white applicants and move them into their applicant pools, racial bias can seep into the processes in place for evaluating their applications. Because the severe contraction in the number of tenure-track positions over the last few decades, and the more recent hiring freezes brought on by the Covid-19 pandemic, departments who are given the green light to hire find themselves sifting through hundreds of applicants for singular jobs. Many search committees use the prestige of an applicant's Ph.D. granting institution as a primary sorting criterion. This can reduce the number of non-white applicants that make it onto a search committee's short-list, as the numbers of black and brown doctoral students at top-ranked programs are low.

Researchers have shown that African American scholars are often subjected to a different set of standards than their white counterparts when it comes to research presentations, which are the centerpiece of the campus hiring interview. Black scholars are expected to be entertaining, and at the same time are often criticized for being too loud. Black women candidates report being subjected to this impossible standard at high rates. This phenomenon has been described as "presenting while black."² Black and brown scholars also fall prey to the double bind of being deemed as attractive candidates because they study race, while also being penalized for this focus on the grounds that their work is "niche" and not as rigorous as other kinds of research.

For those who make it all the way through the hiring process, and accept a job offer, racism can be a factor in whether or not they stay at that institution, and if they stay, whether

² Ebony O. McGee and Lasana Kazembe, "Entertainers or education researchers? the challenges associated with presenting while black, *Race, Ethnicity and Education* (July 24, 2015).

they are promoted through the ranks of achieving tenure and moving up to the Associate Professor level, and then onto the next promotion to the Full professor level. There are a number of obstacles that can prevent non-white faculty from rising through the ranks. Faculty of color are often called upon to serve on more committees in order to achieve “diversity.” Many faculty of color, especially early on in their careers, also find themselves taking on the additional labor of mentoring and supporting students of color, who understandably seek them out as role models. This work is important, but it can also mean less time and energy for publications. When it comes to promotion in tenure-track positions, it is still “publish or perish.” The data show that the trajectories of many faculty of color are stagnating at the Associate Professor level.

How to Tackle the Problem

The problem of implicit racial bias in faculty hiring and promotion will require long-term planning that has clear goals, action items and benchmarks for assessment and recalibration. Too often college administrators are reactive rather than proactive when it comes to addressing the fraught issue of racism. They may wait for an incident of overt racism within their organizations, or major acts of racist terrorism that are picked up by national and global media, such as the Black Lives Matter protests in response to police killings of Black men and women in the summer of 2020, and the recent gunning down of six Asian women in Atlanta Georgia. While it is important for presidents and provosts to publicly condemn overt racism, it is also important for them to consider and address organizational racism in the universities they lead.

One thing that college leaders should consider is developing and instituting implicit bias training sessions that all faculty would be required to participate in all academic departments and programs. Implicit bias training is a version of sensitivity and diversity training that helps participants identify biases that are not overt. Many companies require their employees to go through these trainings. Some faculty hiring committees have used these trainings but have done so on an ad hoc basis.³ I suggest a more sustained institution of implicit bias training that all academic departments would undergo whether or not they have ongoing searches. Currently, many colleges and universities have an inconsistent medley of diversity programming, which is often voluntary. Even the most well-intentioned faculty who are open to such professional development may not be able or willing to find the time to participate in voluntary diversity trainings, given their many other professional commitments.

Diversity professionals have the training and expertise to coordinate implicit bias training, and they should be involved in this crucial aspect of faculty development. within organizational ambit of a college's diversity office. When major universities invest the money to hire talented chief diversity officers, the purview of these diversity professionals is often limited to the realm of Human Resources, which does not have an integrative relationship with the faculty.

Anti-bias trainings for faculty could cover all of the issues outlined above having to do with hiring, retaining and promoting non-white faculty members. The content of such trainings could be general on things that pertain to faculty hiring, retention and promotion across

³ Meghan Zahneis, "A Judge Advised Harvard to Give its Admissions Officers Training to Stop Bias. Will that Help?" *Chronicle of Higher Education*, Oct. 4, 2019.

disciplines and schools. And it could be tailored to specific disciplines in the aspects that are unique to particular disciplines. Expanding and redefining the role and policymaking power of a chief diversity officer and their office could be a first step in this direction. This could mean that a central diversity office increases in size so that someone from that office was involved in every step of faculty recruitment, retention and promotion.

Making this kind of organizational shift would be in synch with general education programs that require all undergraduate students to take a course on race or diversity. These undergraduate required courses have always been controversial, as have ethnic and racial studies departments and programs. But such courses are important and worth defending. We deem these courses “general” because we believe that learning about race and racism and its intersection with other identities like gender, sexual orientation and gender identity are things that every student benefits from, and needs, in order to launch and propel a career in our diverse society where they will see themselves as lifelong learners. As faculty, we should not set ourselves apart from this institutional mission.

Racism and Discrimination in Monroe County Public Schools

by Tameko Patterson

Being a School Board Director in the Stroudsburg Area School District, and chair of the Education and Legal Redress Committees for the Monroe County Branch of the NAACP, has put me in a unique position and provided me a birds eye view of the disparities and inequities that exist in public education across Monroe County.

In the past year alone, I've heard and investigated dozens of stories, complaints and testimonies recounted by teachers, students, parents, and administrators about racism, discrimination and bigotry perpetrated against Black and Brown students and staff in our public schools.

Some of the most powerful and telling anecdotes have been submitted by (mostly) white teachers from all the Monroe County school districts. These teachers have acknowledged, albeit surreptitiously, that they have witnessed innumerable obstacles and strictures imposed upon Black and Brown students on their quest to a fair and equitable education. These educators are afraid to speak up publicly for fear of retaliatory actions by their administrators. I will share some of their stories but will withhold their names to protect them from any potential retaliation. I will also present testimony submitted in complaints by students and parents.

Incident #1

Following is an excerpt from an email I received from a white teacher in the Stroudsburg School District explaining why she wants to join the efforts to form a district-wide Diversity, Equity and Inclusion Committee.

"As a 5th grade teacher, I have observed for years the hidden and overt biases that have created the academic inequities this [DEI] committee now seeks to address. Implicit and explicit biases have routinely placed students of color disproportionately in "intervention" groups, while white students fill the seats in

the advanced math and reading classes. Having never been assigned to teach an “advanced group,” my classes have always reflected a racial and ethnic composition which fails to mirror the demographics of the district as a whole. Meanwhile, down the hall, an equally disproportionate group of predominantly white students study 6th grade math and get a “leg up” on their peers.

Each year, my teammates and I find “super stars” in our midst-- students of color who have been “overlooked” by previous teachers for placement into gifted or advanced classes. Sometimes, these students are not well-behaved, or a little too loud, or possess some other quality that teachers use to determine suitability for advanced placement classes. And often, though I try to convince them otherwise, these students have already had time to study the faces around them, form relationships, and determine that this is the class where they belong.

*The track we set them on in these early grades is often where they stay throughout the rest of their academic career. **If you wonder why there are so few students of color in Honors and AP classes at the high school level, it is because we told them-- at 9 and 10 years old--that there was no place for them there.***

[I personally bolded the last sentence above as it was particularly painful for me to read.]

Incident #2

In early February, a complaint was submitted from an elementary school teacher who was upset that her principal told her that she could not celebrate Black History Month with her students as she has done in previous years. The rationale the principal gave was “the country is currently too divided” due to the Black Lives Matter movement and celebrating Black History Month would cause a further divide between the Black and [majority] white students in the school.

Incident #3

In November 2020, a teacher at a high school in another Monroe County school district shared that she only had 1 Black student in her AP classes and when she brought it up to the principal, she was admonished and subsequently labeled a troublemaker. The same teacher was also chastised when she tried to advocate for the district to add books by and about People of Color to the curriculum.

Incident #4

In October 2020, I received a complaint from a parent of a Black male child at yet another Monroe County High School. According to eyewitnesses, the Black male freshman was being verbally and physically assaulted in the classroom by a white male senior. The Black student repeatedly asked the older white student to leave him alone. The situation escalated and the white student kicked and slapped the Black student. Eventually, a full-blown fight ensued, and an SRO quickly arrived in the classroom. Without asking a single question, the SRO immediately handcuffed the Black student, and the white student who instigated the incident walked away scot free. The white teacher who witnessed the whole incident never intervened to let the SRO know that the white student was the aggressor. The Black student was arrested and given a fine and 6 months' probation. The white student received no discipline.

Incident #5

The mother of another Black male child at the same high school submitted another complaint. She shared that a Probation Officer who "sits in the school" invited himself into her son's IEP meeting. She said he continuously disrupted the meeting and at one point called the student a troublemaker and stating, "his days are over". When the mother tried to intervene and stop the disruption, the Probation Officer told her to "go back to New Jersey".

There were many other complaints/stories from the various school districts including, but not limited to:

- Black student complained of being denied access to AP/Honor's classes even though she received straight A's
- Black student with a 4.0 GPA being told by his guidance counselor it would be better for him to attend community college instead of a university
- White student shared that he and his black classmate violated dress code on the same day however, only the black student received disciplinary action
- Hispanic woman working as a substitute teacher applied for and denied 12 different full-time positions within the district
- Black woman working as a paraprofessional for over 10 years applied for and denied 8 different positions within the district
- Numerous accounts of white students hurling racial epithets at classmates with no disciplinary action being taken

Stroudsburg Area School District

In June 2020, on the heels of the murder of George Floyd, a rash of videos hurling racial epithets against People of Color created by a handful of Stroudsburg students were uncovered. These vile videos began circulating on social media platforms and became the subject of much discussion. A group of Stroudsburg students were so outraged by the videos that they organized a protest march in collaboration with students from the East Stroudsburg School District to denounce the hateful messages. At the end of the march, the organizers stood in front of the doors of Stroudsburg High School which read "Hate Has No Home Here". This was done purposely to reinforce the message that they will not tolerate such bigoted behavior by their classmates. A few hundred people participated in the protest including students, parents, teachers, administrators and concerned community members. Due to a pending case (Mahanoy Area School District v. B.L.) around the First Amendment Rights of students, the Stroudsburg School District was unable to fully discipline the student who created the most egregious video of the lot. The landmark case is now scheduled to be argued before the U.S. Supreme Court.

Due to the perceived lack of consequences for the students who created the videos, a group of white Stroudsburg alumni crafted a letter addressed to the school district describing numerous accounts of racism they'd witnessed while they were students. The letter alleged that the racists acts were committed by students, teachers and administrators and was signed by more than 300 current and former Stroudsburg students. After being read aloud by the organizers at a School Board meeting in January, the letter was published in the Pocono Record.

After much debate and discussion, the Stroudsburg Area School District had the first reading of its new Equity Policy at the March 17 Board Meeting and anticipates adoption of the policy at the next Board Meeting on April 7. Additionally, efforts are underway to form a district-wide Diversity, Equity and Inclusion Committee with administrators, teachers, staff, student and parents as members.

Conclusion

I've received a plethora of student accounts of overt (and covert) discrimination by teachers and administrators beyond what I've already shared. Students spend a significant amount of time in school, and therefore it should be a safe and welcoming environment. With that said, I believe that all school districts should be required to undergo a state sanctioned equity audit and adopt an equity policy (PSBA offers a template).

The demographics in Monroe County has changed drastically over the past 10 years. School districts, as a microcosm of the community, need to catch up. The lack of diversity among the staff and administration in all Monroe County school districts is appalling. When the district administrators were questioned by the Monroe County NAACP Legal Redress Committee in 2018 about the absence of Black and Latino/Hispanic teachers, the response was overwhelmingly that they were unable to find qualified candidates. To resolve this issue, all school districts should be required to hire a Diversity Officer who would be responsible for advancing equity and inclusion across the district. That person would also be responsible for ensuring diverse hiring practices including expanding outreach to HBCU's and professional organizations such as National Alliance of Black School Educators and Latinos for Education.

Another way to increase the pool of diverse candidates is to develop state sponsored grants and scholarships aimed specifically at People of Color to pursue careers in education. Once students start to see more educators who look like them, they will develop a point of reference and become more interested in becoming educators themselves.

The Pennsylvania Department of Education, or some other governing body, should establish a system by which students and teachers can anonymously report instances of racism and discrimination which can eventually be investigated. (Perhaps the Safe2Say app can be expanded for this purpose.)

Finally, and in my opinion most importantly, the curriculum and history books need to be rewritten to tell the whole truth about the history of America. It's past time that our education system stops cherry picking which parts of history they want to tell, which usually excludes most contributions to this country by Black and Brown peoples. Our students need to learn that the history of Black people in America did not start with slavery. In fact, there is significant evidence that "black skinned" people arrived in this country thousands of years before Columbus. Unfortunately, this evidence is systematically ignored in K-12 education curriculum.

Rep. Ryan Bizarro, Chair

Rep. Maureen Madden and Rep. Malcolm Kenyatta, Hosts

PA House Democratic Policy Committee

Christa Caceres, Monroe County NAACP President

Thursday, March 25, 2021

“Racism on High School and College Campuses”

Good morning, Chair Ryan Bizarro, members of the House Democratic Policy Committee and Hosts Rep. Madden and Rep. Kenyatta. Thank you all for the opportunity to speak with you today regarding such an important issue and hopefully the testimony given today will inform future decisions that will impact generations to come. My name is Christa Caceres, a taxpayer and resident of the East Stroudsburg Area School District (ESASD) for over fifteen years. I received my bachelor’s degree in Jurisprudence and master’s degree in Law and Public Policy from the California University of Pennsylvania. I sit before you not just as president of the Monroe County NAACP, but I am first and foremost a mother of a young student who is learning and developing not just his brain, but also his self-esteem within the district. The relationship he builds with his teachers will either add or subtract to his positive self-image and I hope to speak for him and others like him today.

I submit to you that issues concerning racism in schools are damaging the mental health of developing children and young adults and the effects are very real and long-lasting. If a child is simply subject to micro-aggressions by teachers and those in educational authority from K-12, that in and of itself is a potential death sentence to their self-worth by a thousand cuts. There are many ways to combat and blunt racism in public educational settings, and it is my hope that serious consideration will be given to these and other meaningful proposals. It is well past time for us to move to aggressively repel and reduce racism wherever it thrives in our educational systems and encourage healing and repair.

The Monroe County population stands at approximately 168,000 residents with the median age being 42 and median household income at \$64,000. ¹ Only fifteen percent of the population is Black, but Black students make up almost half of the population in Monroe County schools according to data provided by the school districts in 2015. ² Despite these numbers, in 2019 it was reported that less than 2% of teachers in the County are of color and statewide only 6 percent of educators are of color and those numbers are mainly concentrated in Harrisburg, Philadelphia and Pittsburgh. ³ These facts alone should be alarming in 2021- but despite having clearly diverse residential communities in many areas within the County, we have all been faced with undeniable acts of racism that have traumatized and demoralized students of color and should never be tolerated within the walls of any school system. Knowing this information, we believe the prevalence of racism in our school systems is a crisis that should no longer be ignored or minimized, yet instead should be regarded with a sense of urgency at every level of our government. The questions are clear: First, “How can we fight something that’s mostly invisible and easily cloaked yet so destructive and debilitating to progress concerning racial justice?” and then, “How do we begin to heal as a community, as a Commonwealth and as a nation through our school systems?”

Following the well-publicized death of George Floyd and within *minutes* of speaking at a widely attended community event calling for unity among all races, I began receiving multiple text messages alerting me to a growing controversy on social media involving a tasteless and disgraceful video posted on the social media outlet TikTok that featured a highly edited video of a lone high school student explaining why white people should be able to say the “N word”.⁴ She says, “I’m seeing this video going around talking about why brown people should be able to say the “N word”. I am going to tell you why white people should be able to say the “N word”- because we made it up, and none of you guys would be able to say that word if my ancestors didn’t decide to call you black people “n*gger” back in the old days. And, so what do you guys do to show your appreciation for coming up with your best word to call your best friend “nigga” as you pass each other in the hallway? You do what all good black people do-you stole it. So, all I’m doing here is trying to take back what’s already ours.” As uncomfortable as this had to be for us to hear, how do we think it landed on her peers of color throughout the district?

The reach of social media is quite long, so is it fair to say other children in the district were negatively impacted? What does this do to one's mental health? What followed was widespread outrage and a student-led protest by about 1000 students and community members of all races⁵, but because of a pending United States Supreme Court case involving 1st Amendment rights (*Mahanoy Area School District v. B.L.*⁶), the offending student faced no consequences despite demoralizing fellow students and traumatizing anyone who viewed the regretful posting. The second event I would like to reference involves our beloved PASSHE institution, East Stroudsburg University. We have received numerous complaints concerning the prior administration from students of color at the University in previous years ranging from racial incidents that were not addressed to acts of micro-aggression by certain faculty members or staff to the lack of diversity in the faculty and administration. Unfortunately, a racial incident made local news this year that left no doubt about the fact that ignorance runs wild and free and causes serious concern that there is not enough being done within the PASSHE system to discourage and prevent it. During a lecture given by a black female instructor, students assembled in a private group chat, mocked her with racist references and images connected to Curious George, a fictional monkey character drawn from a famous children's book and television series.⁷

We met with and are encouraged by the statements from ESU interim President Kenneth Long in response to this incident⁸ and his ten structural and operational actions⁹, and we hope that the university implements a strong and definitive policy concerning acts of racism and discrimination to give students of color, their families and the surrounding community reassurance and relief. We are discouraged, however, by the failure of school systems to properly enforce all aspects of Title VI of the Civil Rights Act and we believe federal and state funding should mandate strong barriers to racist practices and behaviors in schools-and if the Act does not fully encapsulate the needed language to discourage racism and discrimination now, we expect our federal legislators to make the necessary corrections.¹⁰ We would like to see educational systems including PASSHE and the Pennsylvania Department of Education create and/or encourage policies with serious teeth that reflect a no-tolerance position with respect to racial bullying.

Next, the offenses should be properly listed with related definitions and the associated offenses should be included with other infractions related to bullying and resulting consequences included in all schools' Code of Conduct that receive funding from state and federal tax dollars. As I noted in the Monroe County NAACP's official statement concerning the ESU incident, our position is "*We cannot and will not continue to allow individuals to harm or traumatize other individuals in the name of the First Amendment. Just as inciting a riot should have consequences; words spoken that knowingly hurt, bring harm to another, injure another's self-esteem because of their race or likens someone's appearance to an animal with historic ties to racial degradation should be subject to the no-tolerance statutes that bullying provides almost anywhere in this world, because that is exactly what is happening to those affected-they are being bullied because of their race.*"¹⁰

A peer-reviewed article in the US National Library of Medicine in the National Institute of Health's online journal archive states "...*(W)hen blacks and Latinos experience mental illness, their episodes tend to be more severe, persist for longer periods of time, and are more debilitating than for any other race/ethnic group (Breslau et al. 2005). For example, in the national Study of American Life (NSAL), African Americans and Caribbean Blacks had lower current and lifetime rates of major depression than whites (Williams et al. 2007). However, once depressed, both black groups were more likely than whites to be chronically or persistently depressed, have more severe symptoms, higher levels of impairment, and not receive treatment.*"¹¹ Imagine trying to navigate childhood, adolescence or young adulthood and all that comes with it while being forced to defend yourself against attack after attack (no matter how small) because of the amount of melanin in your skin or the varying textures of your hair and how that would consistently affect one's mental health in a negative way.

Another Journal titled, "The New Racism of K-12 Schools: Centering Critical Research on Racism" writes "(Our research) found three main patterns to how researchers identified racism in schools, which we theorize as (1) evaded racism (10 articles), where equity-explicit discourse is divorced from institutional analyses or concrete discourse on race and racism (this type of racism is often used to avoid, silence, or invisibilize racism); (2) "antiracist" racism (66 articles), where racially inequitable policies and practice are actually masked as the solution to

racism; and (3) everyday racism (64 articles), where the racism manifests on a micro or interpersonal level, and thus is often unrecognized or viewed as insignificant.

Our analysis of the research collectively points to the “new racism” of K–12 schools, a system of institutionalized power and domination that works best when invisible.”¹²

We need to work on amending curriculums in colleges and universities that require racial literacy courses to meet the course requirements for teaching or administrative-level certificates or degrees. We simply have too much data and information at our disposal to ignore it while asking the youngest among us to bear the burdens of racism due to our inactivity and unwillingness to identify a layered problem requires layered solutions. Our educational system should endeavor to fully educate anyone who asks for the privilege to stand before our students and that includes being racially literate and culturally competent. As we all know, true healing requires accountability by the offending party and our educational system is one of the greatest offenders and barriers to racial justice. If we know racism is borne out of ignorance, why aren't we doing all that we can to be honest and not lie by omission with respect to our nation's history?

Why do we negatively impact students of color at an early age by not learning about and celebrating contributions by people of color in our history books? Why do we gloss over the ugly reality of slavery and not be completely truthful about the Civil War, Jim Crow and the Civil Rights movement and other tragedies? Are we at all concerned that our educational system propagates supremacy culture by continuing to allow people to believe they have done it all and possess some supreme gene that made all this possible? Would Black History Month still be necessary if we were properly crediting contributions all year long in school by people of all hues who helped build this great country? Are we fully utilizing our mental health experts who could ensure that we employ teaching policies that heal and inform instead of harm our students via exclusion, beginning in pre-school? Accountability and healing ultimately require the truth, and the truth requires that educators and administrators be required to embrace and center all cultures and all people that make this land beautiful.

We believe the Indiana Department of Education is on the right track. They describe cultural responsive teaching and cultural competency in schools in the following way: “Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students’ cultural references in all aspects of learning. (Ladson-Billings, 1994.) Cultural competence is a key factor in enabling educators to be effective with students from cultures other than their own. Cultural competence is having an awareness of one’s own cultural identity and views and having the ability to learn and build on the varying cultural and community norms of students and their families. It is the ability to understand the differences that make each student unique while celebrating the variations that make our country a tapestry. This understanding informs and expands teaching practices as educators work towards having culturally competent learning environments. The goal is to eliminate academic gaps between cultural groups.¹³” They have amended their State Code to include language that affirms and moves with intention concerning racial justice and cultural competency with the following laws: The incorporation of methods to establish culturally responsive school climates;¹⁴ the establishment of required cultural competency materials in schools¹⁵ and a listing of Cultural Competency Components of a School Plan¹⁶ along with a very informative slide deck¹⁷ and accompanying 46-minute video titled, “Talking About Race in Schools¹⁸”.

Since 2019, the Monroe County NAACP has teamed up with the Pocono Mountains United Way (PMUW) and have partnered together to sponsor and/or host programs in the past to facilitate courageous conversations between high-school students following the incident last summer. I currently serve as co-chair of PMUW’s DEI Cohort, and we have been working with the Community Action Committee of the Lehigh Valley’s (CACLV) Campaign for Racial and Ethnic Justice to bring Cultural Competency training programs to our area school districts. So far, we have facilitated trainings for either administrators, faculty and/or staff but are looking to have every school district participate and engage every student and employee down to the bus drivers who likely see plenty of unwanted behavior concerning race every day. We do our small parts to help heal our community, but we remain hopeful that our legislators will take courageous steps toward true racial equity and we believe our schools are our greatest opportunity to achieve this. Thank you.

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