**February 2007**  
Projects were explained to us and we split into groups, our initial group topic was perspectives of Muslims in America, however this changed later on to the topic of hate crimes.

**March 2007**  
-Met with group initially to discuss topic and come up with ideas on what each person can do  
-Came up with list of potential questions to ask interviewees based on what I had been thinking of focusing my project on

**March 7, 2007**  
Project abstract was submitted in class

Research Project Abstract

The main issue we are discussing as part of our research project is hate crimes. We will begin this discussion through determining what the definition of a hate crime is according to the three areas we will be focusing on: the police force, attorneys, and hate crime victims/offenders. One of our subtopics will discuss the system of reporting a hate crime and how it is effective/ineffective. Furthermore, we intend to look at how much of a problem hate crimes actually are on this campus and perhaps beyond.

This will be accomplished by interviewing the previously stated parties, examining police reports, looking at other sources of information such as local media and even university organizations directly or indirectly addressing this issue. These tasks will be undertaken in the form of direct interviews with willing participants and also through polls.

Potential Sources

- Police force (officers)  
- Police reports  
- Local and greater Chicago-land attorneys  
- Victims of hate crimes  
- General Public  
- Daily Illini  
- University Organizations (STOP, CAIR, etc.)
April 5, 2007
The group met to discuss the project in detail, define the focus of the project, and define each group member’s role more clearly. After this meeting, we were all more clear as to what exactly we were doing with this project. Below is the new abstract we came up with for ourselves:

Our main goal of the project will be to explore the effects of racism and the conditions that facilitate it. The premise is that racism directly creates hate crimes. Our operational definition of racism as it applies to Racism is the discrimination or assignation of a particular characteristic to an entire group of people when the only differentiating characteristic is race, while Muslims are not a "race" of people, the only differentiating characteristic used to target Muslims for racism is their religion, and physical characteristics such as the hijab, beard, and skin color are associated as visual markers of Muslims. The following are our areas of research:

1) How the "other" is constructed in the minds of people
2) The system of reporting acts of hate to authorities and the contrast between attitudes of Champaign/Urbana Police with Campus Police
3) Exploring the role of administration—what they do when they are approached, how they handle it, process of contacting, investigating, recording, protecting, personal opinions and definitions, questions about the forum.
4) Exploring effects on faculty and students of racialized populations and the history of racism on campus
5) Exploring effects of racism and history of it as it relates to Muslims

The fourth area is my own area of research.

April 2007
Came up with abstract for my part of the project and compiled new and final list of questions for my part. The following is the abstract I came up with along with the interview questions that I used:

For our group project on the subject of hate crimes, I have taken on the particular role of interviewing administration members as well as counselors to analyze their role when students come to them to report hate crimes. I have developed a list of questions to see how detailed the University is in particular when it comes to reporting hate crimes, their procedures of recording and following up with students who have been victims of hate crimes, what actions they take to investigate the crimes and protect the victims, their own personal feelings about what racism is and how it affects the general University atmosphere, and other similar items. In addition, I would like to interview individuals from the counseling center to see how they interact with the administration to deal with hate crimes, and how they help victims of hate crimes. For this I tried to contact the head of the Counseling Center on campus to set up an interview with him and any other counselors that may have dealt with victims of hate crimes. In terms of administration members, I have contacted the assistant dean of students, Kaamiliyah Abdullah-Span, who deals with hate crimes on campus. I have also contacted the dean of students, William Riley, to setup an interview with him. I have also contacted the head of the Registered
Student Organization Complex to talk to him about different organizations that have been setup that deal with hate crimes issues. In addition, I am in the process of contacting housing administrators who may have had students who are victims of hate crimes come to them to request services. At this point, I have not heard back from anybody, but I will be following up with everybody in the next day or two to setup my interviews and go from there.

Potential Interview Questions

- What is your definition of hate crimes? Is it different from University’s?
- Is there a difference between hate crimes and acts of intolerance, and if so what is that?
- What is your definition of racism? Is it different from University’s?
- Where does one go to create a hate crime report?
- How does a student to know how to report hate crimes?
- What steps does the university take to make sure that students know their resources?
- Are there different categories of hate crimes? Ex: different cases-slurs compared to more violent acts
- How long does it take to generally complete the form?
- Where/how is the information stored and catalogued?
- Is there a list of hate crimes that have been committed on campus?
- Who compiles that list?
- Is it only hate crimes that are reported to you or the other deans that are put on there?
- Is this information available to the common public? Why or why not?
- How many hate crimes has the University had in the past year?
- How many people have asked how the system of reporting hate crimes works? (Am I the only one?)
- How many people have complained about the system of reporting hate crimes? (whether it be inefficient, unfriendly to the victim, or otherwise negative feelings toward the method)
- What actions are taken in order to prevent further hate crimes of a similar nature on campus? Is there anything in particular for repeat offenders?
- What do you do for a student who has a hate crime committed against them (support system)? Do you feel that it is effective?
- Is there a particular demographic that tend to be the offenders? Victims?
- Do you check with the University/local police department about hate crimes committed against students?
- How do you work with the police department to help victim of the hate crime and to catch/deal with/discipline the offender?
- Is there anything in particular that is done to educate people about how many hate crimes occur on this campus?
• What systems do other universities have? Are they different from U of I’s? How is ours compared to other universities?
• Do you feel the University has a good system in place?
• Do you think it needs changes, and if so, what changes?
• How do you feel about the climate on campus in terms of racism and feelings of students towards each other?
• How did the University handle the Tacos and Tequila incident? What do you think about the Tacos and Tequila incident? Do you think it was appropriately handled?
• What do you think about the Racism, Power, and Privilege Forum conducted a couple months back? Do you think it was helpful or not? Do you think it helped to pave the way to more understanding amongst students and build a better and safer environment on campus for students?
• What other things do you think the administration can do to help break down barriers and racism and build understanding on campus?
• Is there anything you feel the students should be doing to foster a better and safer campus?

***Please note that I did not get to ask all of these questions with my interviewees***

April 18, 2007
I had my first interview with the dean of students. What follows is a transaction of what happened. I was taking notes by hand, so not everything was able to be recorded word for word. A fair amount of this interview was retained in memory.

Definition of racism
-When one group of people are inferior to another based off of their skin color
-Defined on website-www.odos.uiuc.edu

Definition of hate crime and acts of intolerance
-Difference between acts of intolerance and hate crimes
-Hate crime motivated by bias based off of mentality of one person being superior to another in terms of skin color, race, ethnicity, religion, etc
-Has to be a crime-can be something like assault, battery, robbery, vandalism, murder
-Has to be punishable by law
-Act of intolerance is also an incident precipitated by bias based off of mentality of one person being superior to another in terms of skin color, race, ethnicity, religion, etc
-Cannot be classified as crime
-Examples include racial slurs, hate speech, derogatory items written in public places, and other such incidents
-Examples at UIUC include:
  -Acts of intolerance reported on Hillel
  -N***** written on wall in dorm
-This office deals with both hate crimes and acts of intolerance
**Reporting and Process**

- Office of Dean of Students only deals with students, not faculty or staff unless it involves them and students together
  - Faculty and staff cannot come to the office to report hate crimes or acts of intolerance
- Works closely with Office of Dean of Conflict Resolution which deals with legal code violations (aka discipline office)
- Students can report anonymously online at ODOS website
  - Cannot follow up if incident is anonymously reported, not very helpful
- Can send e-mail
- Can come in and report directly
- If incident qualifies to be a hate crime, then first reported to the University of Illinois Police Department and case goes through legal court system
- Office of Dean of Students calls a meeting with victim(s) and get all possible information
  - What happened, who was involved, why victim thinks crime was committed, what reparations victim wants
  - Asks what victim wants
    - Many times want perpetrator to be found and expelled
      - Cannot expel student unless it is major hate crime, cannot expel over act of intolerance
    - May want apology, education for perpetrator, protection
    - May also want change in administrative policy
- Try to call in perpetrator(s) if known
  - Talks to them to find out why incident occurred
  - If incident is hate crime, will contact Office of Dean of Conflict Resolution
  - In general most incidents are acts of intolerance
  - Will try to educate perpetrator(s) and talk to them about tolerance
- Dean determines best course of action
  - Both sides have rights
  - Considers what is in best interest for everybody, larger campus community
  - Works with other student organizations sometimes
- Perpetrators cannot be punished if it is an act of intolerance-considered protected under freedom of expression and freedom of speech
  - Allowed at UIUC but can be fired in real world-Don Imus example
- Dean A not responsible for disciplining, only for education
- Sometimes follow up meetings occur if further action is required
- Usually don’t meet again with perpetrators after they are disciplined
- Sometimes students are sensitive to issues which are not issues
  - Girl came in to complain about not making it on to gymnastics team because of some bias-not really the case, she just wasn’t good enough
- Africans are largest target of hate crimes and acts of intolerance, then Jews, then Muslims
The system

- Some students have complained about system
- Process is pretty new-implemented spring of 2006
  - Based off of Indiana University system-oldest in country
- 30 incidents of hate crimes and acts of intolerance reported since it was implanted
- Will be under review during summer of 2007
- Marketing is definitely an issue-will be discussing ideas of marketing to students to let them know about system of reporting
  - Use of Quad Day
- List has been compiled and is allowed to be seen by students-is online
- Get statistics from UIPD-no coordination with Champaign/Urbana police departments though

Issues on campus and around the world

- Tacos and Tequila party is considered act of intolerance
  - May not be perceived as bias by students who participated in party
  - “It’s ok to perceive these Mexicans in this manner without having to face repercussions”
  - Do students fully understand nature of incident?
- Lots of meetings occurred after party between administration and upset students and student groups to discuss remedies and outcomes
- Administration also met multiple times with fraternity and sorority that hosted party
- Lots of exchange of words, lots of tension
- Palestine/Israel issue-lots of tension on campus
  - Students complain on both sides about the other side inciting violence or hatred
  - Palestinian and Muslim students complained when Daniel Pipes was brought to speak
  - Israeli and Jewish students complained when film “Paradise Now” was shown
  - Right of political groups to put on political programs
- Power, Privilege, and Racism forum woke up administration to deal with issues
  - Deal with students who feel their voices aren’t heard
- Forum has been tool for education for others, but hasn’t made campus safer
- Reform at UIUC needs to start with administration
  - Needs to start top down
  - Diversity needs to be incorporated into institution starting with administration
- Administration has taken up mentality that they should appease those who complain just to make the happy
  - No care or empathy for students-only doing because they have to
  - Need to take on issues wholeheartedly and show genuine concern
- Administration needs to step up and stop avoiding issues-needs to be more serious
- Needs to take on mentality that every member is valuable and important, not just majority
- Students can help by reporting acts of intolerance, suspicious activity
- Students need to educate themselves and take control-make voices heard on campus and to administration
April 19, 2007
This was the day of the EUI conference. Our group did exceptionally well. All of the EUI coordinators were interested in what we had to say on hate crimes.

April 23, 2007
I had my second interview with a dean from Dean of Conflict Resolution Office. Just as in the previous interview, I was taking notes by hand, so not everything was able to be recorded word for word. A fair amount of this interview was retained in memory however. This interview was very short due to time constraints.

Definition of racism and hate crime
- Discrimination of individual or group based off of prejudice
  - A little different from University’s definition because there is political component as well
- Hate crimes-Threats or acts of violence because of genuine dislike for others based off of their skin color, creed, ethnicity, religion
- Threat = Hate crime-only threats of violence, not threats of hurting reputation or threats of bribery
- Acts of intolerance-racial epithets
  - Burning cross by KKK is act of intolerance but not hate crime
- Many times depends on situation whether it is hate crime or act of intolerance

Reporting and Process
- When incident is reported, works closely with dean of students to determine whether it is hate crime or act of intolerance
- Appropriate action is taken, if it is act of intolerance, it is primarily dealt with by dean of students
- Cannot necessarily punish students who commit acts of intolerance because they are protected by First Amendment
- If perpetrator has been identified, they will be called in
  - Interrogate them, find out as much info as possible
  - Discuss disciplinary actions
  - If the respondent needs to be dismissed from UIUC, matter is forwarded to subcommittee
    - Comprises of the dean of conflict resolution, hearing officer, other necessary agents-determine appropriate action for student and whether they should be allowed less severe disciplinary action
    - Deans work together to educate perpetrator(s)
    - Perpetrator(s) may have to take formal disciplinary classes to be educated about inappropriate behavior and tolerance
  - Hearing officer makes decision about punishment
- Office for Civil Rights in Department of Education
  - Work closely with ODOS and ODCR to provide equal opportunities for students who feel marginalized-voices aren’t heard
  - Try not to infringe on people’s rights
Make sure policies are in line with legal system
- Have had much influence in past
- Not many hate crimes reported
- Can be underreported

Tacos and Tequila party and Campus Issues
- Did students fully understand implications even after the party occurred?
- Latino and other students spoke out - made voices heard
- Result was Power, Privilege, and Racism Forum
- Students do feel that environment is hostile and not conducive to learning
  - No easy solutions
  - Commitment is often questioned by students
- Everyone needs to be part of solution
- Work to promote good environment and social justice
- No lack of interest in these issues - issues are not taboo, very well known and talked about

April 25, 2007
My third interview was with one of the main housing directors at the University. He was very nice and had much to offer. In general he was very open with his ideas. However, this was also one of my shorter interviews (about 45 minutes long)

Definition of discrimination and hate crimes
- Discrimination and racism very similar
  - Discrimination is when power is can individual uses his/her position over somebody else because of their race or skin color
  - Can mean different things to different people
- Can mean different things to different people

Process of reporting at the dorms and outcomes
- When something is reported, they respond within 48 hours
  - Invite victim(s), resident director, resident assistant, area coordinator, social justice coordinator, dean, and other agents and have meeting
  - Talk about incident, remedies, what victims want, what the next steps should be, etc
  - Need to keep community needs in mind
  - Biggest thing is to have most timely response possible - get whoever they can and move forward
- He has to take on role of investigator, usually stays out of brainstorming process
- Get report on incident - as much documentation as possible - take pictures - get police reports
- Usually don’t have to send student to counseling center after hate crimes are reported
- Usually perpetrators are unknown - but if they are known, can have disciplinary action taken against them if they have committed crime
- Punishment for acts of intolerance
  - No speech code, but students can be kicked out of dorm for acts of intolerance - don’t want negative environment in dorms
  - Need to provide safe community
- Usually letters are sent to each floor of dorm, hold active programs, invite speakers to educate students
- Not many incidents reported this year

**Housing environment**
- Generally students feel safe on campus
  - Live in small college town
- Not many students educated culturally though
- Acts of intolerance and hate crimes manifest out of severity of ignorance
- Not many students willing to go through learning process-too tedious and boring if it is formalized
- Try to have bulletin boards and fliers
  - Assess needs of community
  - Individualize each community-tailor to its needs
- Feels that staffing is getting better-educating staff
  - More attention given to training
- As an educator, needs to look for opportunities to continue educating

**Tacos and Tequila and campus issues**
- University dealt with difficult topic
  - Straddles line between ignorance and apathy for others
- Organizations have learned from what they did
- Felt that the University investigated and acted thoroughly on the matter
- Chief issues is also very difficult
  - Can see both sides, although is against Chief
  - Individual actions that have popped up are obviously dangerous-threat to student over Facebook
- Forum was necessary-helped to make student voice heard
- Administration needs to do socially right thing
- Administration needs to step up and take action-not avoid issues
- Is happy that issues are being discussed by students
  - Students need to educate themselves more
  - Identify when they see something wrong being done-considered not cool when they say something, but it needs to be done
  - Students need to stand up for themselves
  - Students need to take on these issues more-talk to staff, educate themselves, become involved

**April 25, 2007**
My last interview was the most interesting out of all. The lady who I interviewed in the housing sector was very opinionated and very vocal. She was a fun character to talk to and by the end of the interview, it was more of a conversation than an interview.

**Definition of discrimination and hate crimes**
- Racism-Negative, hostile feelings with dominant identity against minority
- Hate crime—anytime anybody is made to feel unsafe
  - Presence of violence
- Act of intolerance—as a professional, she would separate from hate crime
  - Passive form of hate crime
  - Hate crimes are delineated in University policy
- From her own perspective, acts of intolerance need to be dealt with as aggressively as hate crimes

**Reporting and process**
- Upon recognition, needs to be documented, reported to police
- Get together team and talk to victim(s)
  - Everybody convenes in one room and talks about facts, feelings of people,
  - Brainstorm how to deal with issue, what to do-deal with aggressively?
  - Gather as much information as possible
- Team is put together every single time incident happens
- Left up to individuals on what they want-to be dealt passively, aggressively, etc
- Examples of acts of intolerance:
  - Student at Allen Hall had “Fag” written on his marker board hanging from door
    - Used it as opportunity to educate others
  - Wanted to expose act of intolerance for what it was
  - They looked for perpetrator, but was unable to be found—he didn’t really care, he wanted people to be educated
  - Took pictures, documented
  - Held seminars and other activities to educate students at dorm
  - Another incident in which staff member had derogatory items written about her
    - Her femininity was targeted
    - Wouldn’t have happened if she was male
    - Felt very uncomfortable
    - Didn’t want others to be educated, wanted it to be low key as possible
    - No floor meetings called
  - Work closely with UIPD
  - She was area coordinator for a few years, then moved up
    - Since she began, has seen 1-2 incidents a year increase to 4-5 a semester
    - Can mean incidents are unreported or can mean that the system is getting better to deal with these incidents
    - Maybe has gotten more vigilant

**Housing and campus climate and issues**
- Climate on campus has changed, but not for better
  - Has been working for a few years-seen new technology to make it easier for acts of intolerance to happen
    - Facebook, AIM, online communities, anonymous ways to commit acts
  - Working to create socially just communities
  - Staff education is improving—becoming more sophisticated
  - Chief issue has polarized student body
    - Taking Chief away has closed doors
- Neither side wants to understand the other
  - Before there was a chance, but no more
  - Environment has been charged this year—very interesting times
  - She feels marginalized by administration as a member of this community
- Wants to make a better community—working very hard at housing
- Timing of Tacos and Tequila party was very interesting—came at a very charged time
  - Fueled things even more
- Helped to get Forum going—she really liked Forum
  - Many things were accomplished
  - But need to keep going, can’t just die down now
  - Can always do better
- The more uncomfortable people are, the more they will speak out
- Environment will continue to get better, but need to keep working
  - Hit freshmen with awareness
  - Has taught classes in the past—intergroup dialogue
    - Helps people to identify themselves and identify other identities
  - Need to be more proactive—reactive is good, but proactive is very necessary
- Need social justice component in people’s education
- Need to change institutional values
- Students need to talk to each other—educate each other—communicate with others
  - Need to step up and take charge like they with Forum
  - Need to make ideas heard