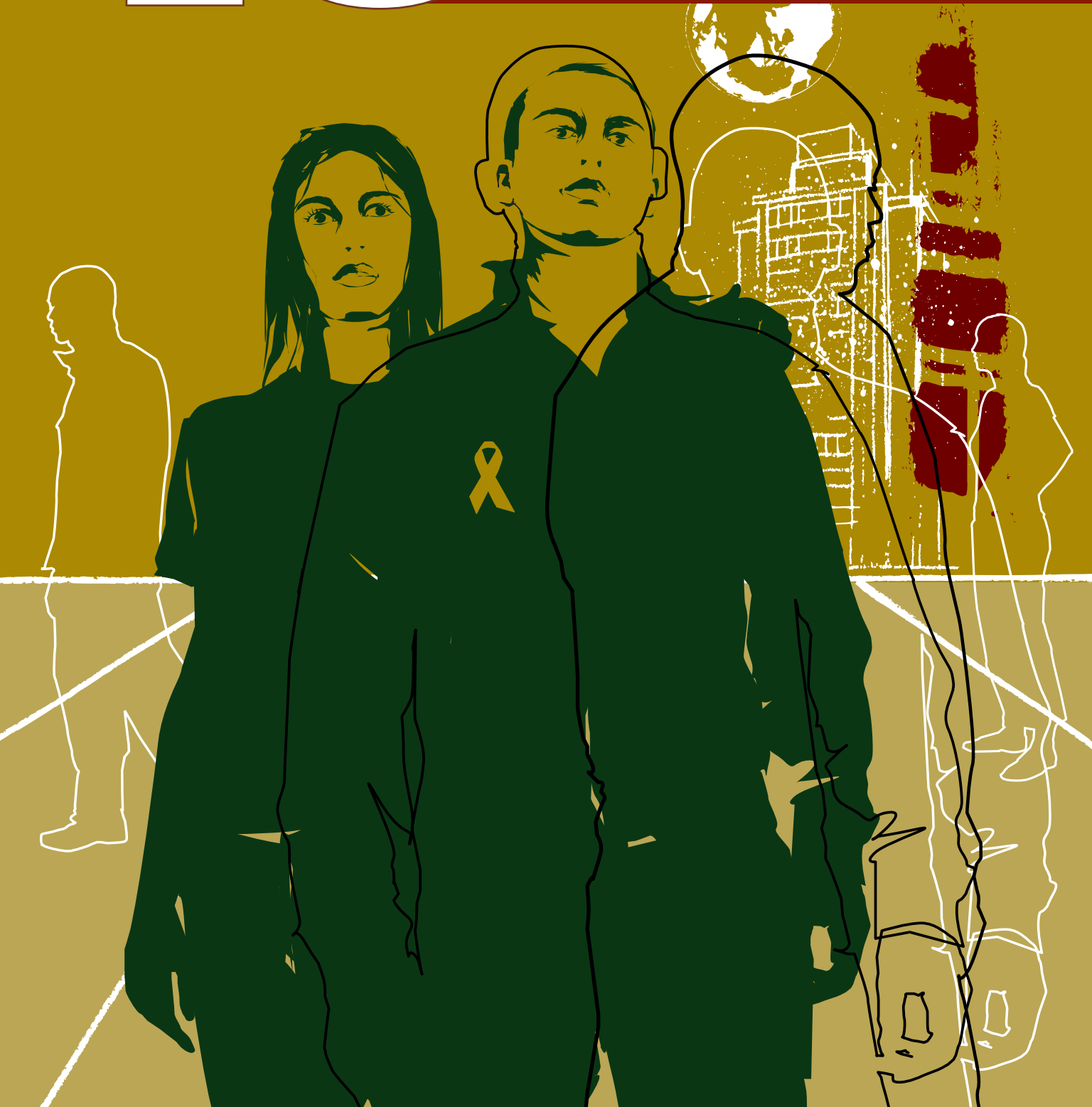


10

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

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER
400 Washington Ave. Montgomery, AL 36104
(334) 956 8200

www.tolerance.org/campus