



STATE OF EMERGENCY: THE UCSD BLACK STUDENT UNION ADDRESS  
Response needed by March 4<sup>th</sup>, 2010

To:

UC San Diego Chancellor Marye Anne Fox

Vice Chancellors: Penny Rue, Paul Drake, and Gary Matthews

Associate Vice Chancellors: Ed Spriggs, Gary Ratcliff

Chief Diversity Officers: Dr. Sandra Daley and Glynda Davis

**PREFACE:**

It is with IMMEDIATE CONCERN and URGENCY that a state of EMERGENCY must be declared in order to address hostile and toxic campus climate being faced by various communities of color at the University of California, San Diego. We are dealing with a pernicious campus in which our safeties, in addition to our emotional, physical and mental well-being are constantly threatened. . This issue now merits substantive administrative action. In order to begin transforming this campus climate we must establish a base from which to build. The University has constructed a meaning of diversity along with diversity efforts that does not directly confront the institutionalized racism, classism, sexism, and homophobia faced by historically underrepresented and underserved people of color. We affirm diversity is the representation of historically underrepresented racial groups, underprivileged persons of low socio-economic background and women. We affirm the definition the University needs to put at the forefront when considering efforts to increase underrepresented and marginalized people of color on this campus. Diversity is not recruiting students from certain regions of the United States--this is a masked effort to privatize the University of California.

The University of California system is not representative of communities of color; low-income communities and other historically underrepresented and marginalized communities. The detrimental effect of the campus climate that we now witness is only a continuum of institutional, systematic racial inequalities and intolerance that administration has been well aware of through documentation such as the 2007 yield report as well as the "DO UC Us?" Campaign. Students in general feel isolated and unsupported, which contributes to the continuous cycle that prevents underrepresented communities from entering the university. For students of color, queer-identified students, and students from low socio-economic backgrounds, this has been a continuous struggle to validate our own presence at the university academically and socially.

We stand in solidarity and in struggle with all other marginalized and under represented communities on the UCSD campus, which in include but are not limited to: our Native American and Indigenous brothers and sisters fighting for the repatriation of ancestral remains found on the University of California, San Diego campus and our fellow MEChistAs who are struggling to permanently place a Chicano mural on this campus as well as increase the number of Chicano/a Latino/a students on this campus, We understand the subsequent effects on access, yield, and retention of indigenous persons who do not feel welcomed and embraced by a campus that continuously disrespects the spirituality and unique culture of the native nations.

We will hold the University accountable to its mission statement that; "UC San Diego embraces diversity, equity, and inclusion as essential ingredients of academic excellence in higher education."

We would like to stress that none of the following demands are new. We will not be ignored anymore.

**DEMANDS:****Access:****WE DEMAND PERMANENT FUNDING FOR STUDENT-INITIATED ACCESS PROGRAMS.**

As a public institution, UCSD has a responsibility to the historically underrepresented community that it should serve. On top of the fact that it has the Student Promoted Access Center for Education and Service (SPACES) doing more than enough work in the field of access, SPACES is a student-run and student initiated center—MEANING THAT STUDENTS ARE THE ONES DOING THE WORK OF THE UNIVERSITY. Yet, the funds of SPACES are not secured. With a budgetary crisis, it is now more important than ever for the funds of SPACES and Student Initiated Access Program and Services (SIAPS) to be secured permanently so as to assure the outreach to our historically underrepresented communities. Due to California's shift in funding allocations from schools to prisons over the past decade the number of freshpeople enrolling into UCSD has decreased and will continue to decrease dramatically. Therefore, we demand that the university match funds with the SPACES budget, including SIAPS—the branch that works towards access in SPACES. In addition, we demand that the university also supplement the difference of the cut in funds from the students' fees that would have been paid to SPACES had enrollment decreased in the present academic year in comparison to the previous year.

**Admissions:****WE DEMAND THAT THE ADMISSIONS POLICY CONTINUES AS COMPREHENSIVE REVIEW WITH ADDITIONAL POINTS GIVEN TO FIRST GENERATION COLLEGE STUDENTS AND STUDENTS WHO ATTEND A FOURTH OR FIFTH QUINTILE HIGH SCHOOL IN CALIFORNIA.**

The Senate-Administration Task Force on Budget recently proposed to increase Non-Resident Enrollment by switching from a Comprehensive Review to a Holistic Review. We demand that half of the revenue generated from non-resident tuition be allocated to programs specifically designed to support the access for and retention of underrepresented California students at UC San Diego. In order to increase the number of students of color on this campus, we demand that the admissions policy give more points to historically under-represented groups on this campus, first generation students, and students who come from fourth or fifth quintile schools. We demand that the University announce public plans to ensure that the pool of admitted out of state students resembles the demographics of California.

**Yield:****WE DEMAND THAT THE UNIVERSITY BEGIN TO DO ITS WORK IN RECRUITING HISTORICALLY UNDERREPRESENTED STUDENTS BY IMPLEMENTING YIELD PROGRAMS INITIATED BY THE STUDENTS AND FULLY FUNDED BY THE UNIVERSITY.**

Yield is designed to facilitate the transition between student initiated access and student initiated retention. This is solely the responsibility of the University to FUND, IMPLEMENT AND MAINTAIN such listed programs. We demand the University implements, maintains and fully funds BSU's Student Initiated Yield Programs, as well as other historically underrepresented and marginalized communities on this campus. Having this demand protects

students of color from disappearing from the University of California public education system. It institutionalizes the efforts of recruitment to this campus by placing part of the responsibility in the hands of administration.

**Retention:**

**WE DEMAND THE NECESSARY INSTITUTIONAL RESOURCES FOR PROGRAMS THAT CONTRIBUTE TO OUR INTELLECTUAL AND SOCIOCULTURAL DEVELOPMENT, RETENTION, AND ACHIEVEMENT.**

The Academic Success Program (ASP), housed within the Student Promoted Access Center for Education and Service (SPACES), is geared towards retaining underrepresented students via programs such as their quarterly Book Lending Program and tutoring. These services are invaluable to students, especially historically underrepresented minorities on campus, who need a community that not only provides a safe space but also provides tools promoting success in institutions of higher education.

ASP is funded through student fees and therefore vulnerable to enrollment percentages. As a result, WE DEMAND that the University supplement the SPACES budget whenever first year enrollment is purposely capped. ASP cannot provide substantial resources to underserved communities when funding is continuously subject to administrative whim and decision-making processes without compensation. The University must take it upon itself to ensure the sustainability of these programs via this pledge to counteract administrative enrollment caps. Also, WE DEMAND the University match funds with SPACES (ASP and SIAPS). Access and retention should be a priority of the University as a whole and therefore warrants financial support. Students should not be expected to initiate, run, and pay for the University's commitment to diversity. As the entity supporting all student-initiated efforts, SPACES should be funded with the help of administration.

The Office of Academic Support and Instructional Services (OASIS) not only provides academic support but also builds community for people of color on UCSD's campus. Through programs such as Summer Bridge, students are given the opportunity to learn about the struggles historically marginalized groups encounter, how to formulate a sense of community even when encountering heightened underrepresentation, and ways in which to keep one's self retained on this University campus. With the persistent budget cuts, OASIS has decreased the number of students the Summer Bridge program can support. This does not reflect a commitment to diversity at the University level when salient programs are decreased in an effort to cut down on spending. A true commitment to diversity requires continual funding, constant program implementation, and expansion. Cuts to an entity such as OASIS are detrimental to say the least. When students are not given the opportunity to learn, gain mentorship, be tracked, and feel connected, there becomes little to hold that individual within the institution. Connections must be forged. OASIS provides that space. Secure funding for Summer Bridge along with Mentor Practicum, tutoring, and other programs will help the center maintain and increase the amount of students it mentors and continue the work of keeping all students engaged and tied to the University. WE DEMAND OASIS receive mandated, permanent, budget-crisis free funding from the University since OASIS is a force on campus at the forefront of retaining the underrepresented, underserved, underprivileged populations on campus. WE DEMAND the

University provide additional funding to OASIS for free tutors for African-American students as well as other historically marginalized students who seek academic support. We suggest that this program be structured similarly to the tutoring program provided for Athletes through the Academic Department.

In relation to OASIS, the Campus Community Centers (Cross-Cultural Center, Women's Center, Lesbian/Gay/Bi-Sexual/Transgender Resource Center) also require secure institutionalized funding. The Community Centers provide a safe space that creates a sense of belonging for marginalized students, fosters a commitment to community, and ultimately breeds activism on campus. The Campus Community Centers provide internships to students, host events relevant to minority struggles, with a clear focus on validating the presence and contributions of underrepresented groups.

### **Academic:**

#### **WE DEMAND STRONG INSTITUTIONAL SUPPORT FOR ACADEMIC PROGRAMS THAT CONTRIBUTE TO AN IMPROVED CAMPUS CLIMATE.**

Supporting the African American Studies Minor (AASM) and the Chicano/a and Latino/a Arts and Humanities Minor (CLAH) is a form of retention, reflective of a prioritization of people of color studies, and also can improve campus climate at UCSD. If these programs are fully funded with appropriate coordinators that act as curriculum guides as well as a support system, it shows that the University views these disciplines as worth studying. This creates true commitment to cultural engagement. The minors along with Critical Gender Studies and Ethnic Studies majors provide insight not only about the people we are sharing a classroom with, but also, presents knowledge about the subterranean histories of the country every individual at UCSD inhabits. Emphasis should be placed upon the fact that everyone is a beneficiary of diversity. It creates an enhanced marketplace of ideas, teaches individuals how to interact with people of different communities, and ultimately calls for a critical assessment of the dominant philosophies in society. Therefore, we DEMAND full financial support of the AASM, CLAH minor, Critical Gender Studies major, and Ethnic Studies major because these disciplines serve to educate communities of color, as well as the campus community as a whole. These courses will help students acknowledge their personal privilege, realize their positionality in society, understand the historical and continual oppression of people of color, and comprehend their role in preventing the perpetuation of ingrained societal frameworks that uphold inequalities.

We demand the University establish an Organized Research Unit to work towards supporting research on African American, Chican@, and Native American and indigenous communities.

We demand an increase in the number of historically underrepresented faculty and post-doc positions.

We demand the Chancellor, the Vice Chancellor of Academic Affairs, and the UCSD Academic Senate mandate a diversity sensitivity requirement for every undergraduate student, which will be met by taking an African-American studies, Ethnic Studies, or Critical Gender Studies course before graduating from UC San Diego.

**Administrative Accountability:**

**WE DEMAND THAT THE UCSD ADMINISTRATION TAKE RESPONSIBILITY FOR IMPLEMENTING INSTITUTIONAL ACTION TO DEVELOP AND MAINTAIN A CRITICAL MASS OF UNDERREPRESENTED STUDENTS.**

Administrative accountability serves to institutionalize the diversity efforts presented in these demands. With this we will accomplish and work to diminish the institutionalized and systemic racism that exists on the University of California, San Diego campus.

Part of administrative accountability includes that the administration and faculty also represent the demographics of the state of California. It is clear each year that the faculty of color either remains stagnant or drops in numbers and those numbers have not improved over the past number of years. This stagnancy is the first problem that the university must solve in order to begin becoming administratively accountable to the underrepresented student population. Students, particularly students of color and womyn, need to be able to see themselves and their cultural backgrounds be reflected in the professors that are educating these students. In order to see the kinds of third world majors that we want to see on this campus, we must first see the faculty of color, including womyn of color, which will teach these courses. In hopes to establish a Department of Black Studies, Department of Chican@ Studies, and a Department of Native American Indian Studies, we demand that the university begin the hiring process of three faculty each department respectively. Seeing as how some faculty might be hired as assistant professors, we consequently demand one of these three faculty for each department be hired as tenure faculty so as to assure that their teaching positions and their critical positions as faculty of color at this university are not in danger of being slashed from our already reduced people of color community. Along with teaching classes of ethnic identity, sexuality, race, class, and gender, these faculties will be hired on the premise that their work and research will be instrumental towards working on the establishment of their respective community's Resource Center. This way the faculty can be working towards what will eventually be departments for Black Studies, Department of Chican@ Studies, and a Department of Native American Indian Studies who will ultimately contribute to the betterment of campus climate.

We demand the University to increase the African-American populations and other underrepresented marginalized communities of color in various aspects of campus to reflect the greater San Diego Population.

We demand the expansion of the Chief Diversity Officer to an Associate Vice Chancellor of Diversity Affairs as a fulltime position with a fully funded office with responsibility for all campus diversity initiatives. This person WILL NOT be responsible for the Preuss School. We demand students from SAAC should participate in the search process.

We demand the Chancellor and the University issue repercussions to those that violate the "Principles of Community."

**Campus Climate:**

**WE DEMAND A CAMPUS CLIMATE THAT PROMOTES AND ADDRESSES THE NEEDS OF HISTORICALLY UNDERREPRESENTED COMMUNITIES.**

We demand that the Chicano Legacy mural become a permanent installation on this campus. We demand full funding for outdoor, permanent, and centrally located art spaces that are reflective of historically underrepresented communities. We demand that students sit on the Stuart Committee and become involved in the decision-making process as voting members. We demand that students have the utmost say in the conceptual development of the art pieces established.

We demand that the naming of Sixth College and prominent campus buildings to reflect the minority population of California be made an immediate priority. In doing so, we demand that a committee comprised of SAAC-recommended community members, UCSD undergraduate students, and faculty be involved in this decision making process.

We demand the establishment of the African American resource center, a Chican@ Resource Center and a Native American Resource Center.

**FINALLY:**

**We demand that the administration respond to these demands on March 4th. The Chancellor has had more than enough time these past few years to make a decision. We expect all of administration to be out on Library Walk on that Thursday to state their message on these demands while allowing the students to respond back. As students, we will set up the stage and speakers on Library Walk, we only ask that your presence is there (Chancellor, ALL Vice Chancellors, Academic Senate Representatives).**

**If these demands are not addressed and decided upon, WE AS AFRICAN AMERICAN STUDENTS AND ALLIES WILL BE FORCED TO SEND OUT A PUBLIC CALL TO OTHER UNIVERSITIES TO PROVIDE US THE EDUCATIONAL ENVIRONMENT FREE FROM DEGRADATION, HOSTILITY, AND INTIMIDATION THAT THE UNIVERSITY OF CALIFORNIA, SAN DIEGO REFUSES TO PROVIDE.**