

Final Report
of the
*Task Force on Ensuring a Positive Climate for the
Campus' Black Community*

The University of California Irvine

June 2015

Task Force Membership

Tamara Austin
Ayana Baines
Joseph Bell
Kaleen Cole
Lisa Cornish
Dawnita Franklin
Diane Geocaris
Lolita Brown Fletcher
Douglas Haynes
Marcelle Holmes
Kevin Huie
Tiana Otubuah
Nicole Mitchell
Kenny Oden
James Pratt
Judith Stepan-Norris
Rameen Talesh
Alan Terriciano
Joe White
Tiffany Willoughby-Herard
Reza Zomorrodian
Gregory Washington, Chair

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Executive Summary

In January 2015 a Task Force made up of faculty, staff and students was established to address the issues outlined by Black Student Union (BSU) on this campus. A list of demands as outlined by the Demand's Team of the BSU (in its original form) is shown in *attachment 1*. After a couple of meetings, four sub-committees were formed and tasked with improving the climate for student success: *Academic Curricula and Structure, Academic Policy and Administration, Housing and Student Experience, and Facilities and Infrastructure*. A list of subcommittee members and their initial assignment is shown in *attachment 2*. This final report represents our progress to date.

1. The Task Force is actively engaged in the establishment of a new Black Resource Center to open during the 2015-2016 academic year. We have developed a written plan towards this establishment, which includes details on the physical structure, mission, vision, outcomes, programmatic elements, key staffing, budget and reporting structure. See the Facilities and Infrastructure Support Subcommittee Reports. This outcome addresses Demand 1.
2. The Task Force strongly endorses the departmentalization of the Program in African American Studies. The program leadership has initiated this process with the unqualified endorsement of the Dean of the School of Humanities and the Chancellor. This solution addresses Demand 2. The letter of support from the Dean of the School of Humanities is highlighted in attachment 3.
3. Student Housing will restore a dedicated RA to the Rosa Parks House effective Fall 2015. Student Housing will aspire to implement a "pilot-Academic Excellence Black Scholars House" in Arroyo Vista for Fall 2015 contingent upon student interest. Student Housing will continue planning for a permanent Academic Excellence Black Scholars Floor to be located in the Mesa Court Expansion project scheduled to open in Fall 2016. See the Housing and Student Experience Sub Committee Report. This outcome addresses demands 3 and 4.
4. The Task Force on Ensuring a Positive Climate for the Campus' Black Community is the organization that the Chancellor has designated to address Demand 5. This organization will continue to meet to address the demands and the more systemic issues in the Black Community.
5. The Chancellor agrees that rather than referring to incidents of racism as "isolated or rare", the negative impact of such incidents should be recognized. He will communicate with his leadership team his convictions about such references. We further encourage the rest of the campus community to follow in this effort and further continue conversations related to ensuring a positive and inclusive climate for all individuals within the campus community.
6. The Task Force requests the Academic Senate to add a new learning outcome to the General Education Multiculturalism requirement that provides for equipping undergraduates with mechanisms to understand and combat bias, discrimination,

and harassment. The detail to this request is outlined in the Academic Curricula and Structure Subcommittee report. This addresses Demand 6.

7. The Task Force has outlined a number of steps and initiatives to address student misconduct while upholding US and California Constitution related to free speech. These include the development and modifications to policies related to behavior and others. These steps and initiatives are outlined in the Academic Policy and Administration Subcommittee. This addresses Demand 7.

I want to thank the Task Force members for their hard work and dedication that allowed our progress to date. Their efforts will positively impact future generations of students for years to come. If there are any questions in reference to Task Force progress please don't hesitate to reach out to me directly.

Background

On January 16, 2015, several UC Irvine administrators received a letter from the Black Student Union at UC Irvine with the subject line “Structural and Institutional Changes” also known as the BSU Demands Letter. The letter contained nine demands that aim to address “structural deficiencies in institutional support for Black students on this campus.”

As a result of the letter, Chancellor Howard Gillman assembled the Task Force on Ensuring a Positive Climate for the Campus’ African American Community. Chaired by Gregory Washington, dean of the Samueli School of Engineering and the Task Force is comprised of faculty, staff, students, alumni, and emeriti who are knowledgeable about the issues raised in the letter. Chair Washington established sub-committees to address the demands. His charge to the subcommittees is to “resolve the demands”. The Chancellor requested that the task force produce a series of recommendations to him by end of the 2014-2015 academic year.

Sub Committee Reports

Facilities and Infrastructure Support Subcommittee

Demand(s)

This subcommittee addresses demand 1 (a-h). The complete text for that demand in its original form can be found in attachment 1.

Resolution.

The Subcommittee recommends the establish of a Black Resource Center. Details of the items included in this Center are shown below.

I. Model

- a. UC San Diego's Black Resource Center was identified as having a 'solid' center model to consider, particularly since
 - i. At UCSD there exists both a Cross-Cultural Center and a Center similar to UCI's Student Outreach and Retention Center with which their BRC collaborates and partners;
 - ii. UCSD's BRC programs and efforts are consistent with the BSU demands as well as what the subcommittee recommends.

II. Mission, Outcomes, and Vision

- a. **Mission:** The Black Resource Center will provide access to resources and opportunities that enhance and foster the development of the whole person. The Black Resource Center will also provide a supportive campus community space that emphasizes the Black student experience at UC Irvine and within the broader community..
- b. **Outcomes:** The BRC seeks to promote academic and personal achievement, foster leadership skills, promote campus engagement and cultivate a supportive community among students, staff, faculty and alumni.

The Black Resource Center will be a Campus Community Center that serves the entire population of UC Irvine while emphasizing the Black experience. The Black Resource Center will create, collaborate and implement support programs and services which aide in the recruitment, retention and graduation of students, specifically those who self-identify as within the Black African Diaspora. Black, African and/or African American BRC's activities will serve to heightening the campus consciousness and understanding of Black culture, traditions and issues..

III. Naming

- a. The committee for purposes of clarity will call the resource center the “Black Resource Center” while discussions for development are taking place. Discussions include consideration of the Black Demands Team request that the center be named the “Marsha P. Johnson Black Resource, Outreach and Retention Center.” It is the Committee’s position that we should make a space for all stakeholders to have input in the naming of the center. That action will take place starting directly after the center space is identified and center development is moving forward.

IV. Programmatic elements

- a. Alumni programs
- b. Community relations programming
- c. Academic skills programming, tutoring, and educational seminars
- d. Graduate/ Professional school programming
- e. Life skills programming
- f. Specific cultural programs (BHM, Kwanzaa, etc.)
- g. Mentor programs
- h. Socials (movie nights, weekend programs)

V. Budget (Programming budget amounts should be determined by hired staff, in consultation with students.)

- a. Salary for SAO IV (Director)
- b. Salary for SAO II (Coordinator)
- c. Salaries for student interns (6-8)
- d. General Programming Budget
- e. Programming Budget specific for graduate students
- f. Programming Budget allocation for standing programs (i.e. Black Graduation Celebration, IRISE, BLAC Gala, Fall Harvest)

VI. Staffing

- a. **Director** (SAOIV) (Management and Strategic Planning Experience)
- b. **Program Coordinator (2)** (SAO I or II) (General advising and counseling background)
- c. **6-8 students staff** that would be peer mentors/counselors
- d. **Liaison(s) from Counseling Center** staff (similar to the current relationship to BSU and the CCC), possibly does psycho-educational programming, and hold group sessions in the office.
- e. **Graduate Student** Apprenticeship/Internship option

VII. Reporting Structure

- a. Multiple options have been proposed and considered by the committee, including:

- i. Within Student Life and Leadership, reporting directly to the Dean of Students, AVC Student Affairs. This reporting structure would be consistent with the CCC Director.
 - ii. Within Student Life and Leadership, reporting directly to the CCC Director. This reporting structure would potentially allow for synergy with the existing functions of the CCC and the proposed BRC.
 - iii. Within Student Support Services, reporting directly to the Director of Student Transition Services or the Dean of Undergraduate Education. This reporting structure could be consistent with the academic mission and services of the proposed BRC.
- b. Staff reporting structure should consider the following needs:
 - i. Having a direct supervisor who serves as a “thought leader” for the BRC and potentially the other cultural/outreach/identity centers that exist at UCI and who can provide synergy among and between these centers.
 - ii. Identifying a position that would allow for the necessary guidance and advocacy to set the BRC up for and sustain success.

VIII. Center physical components

- a. Library
- b. Resource wall w/ scholarship info, event calendar, etc.
- c. Computer lab with printing capabilities
- d. Space for small programs/workshops/events (maybe to engage 12-15 students)
- e. Private office for counseling or other private discussions
- f. Private office spaces for professional staff (2),
- g. Student staff office space (1)
- h. Additional office(s) to accommodate for future growth and/or accommodate faculty in-service hours
- i. Study/Meeting room
- j. Reception/Greeting area
- k. Event space to accommodate 50-100 people

IX. Center location (current possibilities vs. recommended)

a. Recommended

- i. Center should be located close to Student Center/Aldrich Hall/CCC. Location in student center? Location in student services II building. Location in Aldrich Hall.
- ii. Recommended – Physical expansion of the existing CCC to accommodate the BRC as well as any and/or all other identity specific cultural/resource centers implemented in the future.

X. Collaborations/Partnerships

- a.** MLKJ Symposium with CCC
- b.** IRISE with BSU and SOAR
- c.** Black Family Welcome with Admissions
- d.** BLAC Gala with Black Faculty and Staff Association
- e.** Fall Harvest with BSU and Black Faculty and Staff Association
- f.** Programs and initiatives within African American Studies

XI. Next steps

- a.** The committee recommends **identifying a temporary space** for the BRC if plans and resources cannot accommodate a space conducive to for the recommended physical components.
- b.** The committee recommends the development of a job description for the **Director of the BRC**, and establishing a timeline for posting and hire to occur by **July 1st, 2015. Anticipate site decision Summer 2015.**
- c. Staff selection will occur during Fall 2015 Q**
- d. BRC opening Winter Q 2016**

Housing and Student Experience Subcommittee

Demand(s)

This subcommittee addresses Demands 3 and 4. The complete text for those demands in their original form can be found in attachment 1.

Resolution.

The subcommittee has established the following resolutions. Details of these items are highlighted below.

Black Scholars Hall

In order to review the aspirational demand for a Black Scholars Floor in the Mesa Court Expansion project opening for 2016, Student Housing will implement a pilot program for fall 2015. The pilot will be either a 16, 24 or 32-person house in Arroyo Vista. Current efforts to recruit and fill the house for Fall 2015 will inform the necessary recruiting, marketing, and planning timeframe for Fall 2016 program.

The layout and design of the Mesa Court Expansion (MCE) project necessitates a slight revision to the demand as originally articulated. In the MCE project, floors 1 and 2 will share an RA, floors 3 and 4 will share an RA, and floor 6 will have an RA. Floor 6 in one of the three towers will be designated as the Black Scholar's Floor. Each floor in the project will serve approximately 50 students. We believe 50 bed spaces represent a more realistic goal to support a successful implementation. The demand was further modified to name the floor Academic Excellence - Black Scholars floor to include a programmatic theme and to accentuate the scholarly focus of the residents we hope to attract in this program.

To support the implementation of the pilot program, we are requesting funding for a student programmer to work with the house. This position will assist with the University 101 class that each resident will be encourage to take during Fall quarter (see attached curriculum). The programmer will also plan weekly house activities that support cultural, wellness, team building, community development, and personal development of the residents.

Dedicated RA for Rosa Parks House in Arroyo Vista

Student Housing will implement the dedicated RA for the Rosa Parks House in Fall 2015. Since the current RA staffing model is 1 RA for 2 houses, the Rosa Parks RA will have additional community-wide programming responsibilities, yet to be determined. Additionally, we are requesting a student staff member to work in the house that no longer has the shared RA, to support program development opportunities for those residents.

Budgetary implications of the Housing Demands

The two student staff positions are estimated at \$15,000 (\$7,500 each).

The Executive Director of Student Housing met with the 2014-15 BSU Co-chairs, and the 2015-16 Rosa Parks RA and received agreement on the plan as articulated in this sub-committee report. An additional agreement was also made to provide a signed MOU to support the sustainability of these decisions. The Executive Director of Student Housing will sign the MOU.

Academic Curricula and Structure Subcommittee

Demand(s)

This subcommittee addresses Demand 6. The complete text for those demands in their original form can be found in attachment 1.

Resolution.

On September 16, 2013 the Council on Campus Climate Culture and Inclusion wrote to the academic senate to express concern over whether the courses assigned to satisfy the Multiculturalism General Education requirement (Category VII) met the criteria for this requirement. The Council formally requested that the Council on Educational Policy (CEP) form a task force to “develop procedural standards to review courses that currently fulfill Category VII,” and that once established these procedural standards be immediately implemented. The Council further requested that CEP consider limiting the course offerings to curriculum offered by race/ethnic and gender studies departments.

On April 9, 2014, CEP reported on their review of Category VII, quoted in part below.

CEP members evaluated an updated course syllabus and all exams and assignments for each of the GE VII courses to determine whether the following course specific learning outcomes of GE VII would be met by students after completion of the course:

1. knowledge of one or more historically underrepresented groups’ culture, history, and development in California and/or the United States.
2. awareness and appreciation of ethnic/racial differences and inequities in U.S. society.
3. understanding that cooperation and mutual understanding among U.S. racial/ethnic groups is necessary in a culturally diverse society.

The Task Force on Ensuring a Positive Climate for the Campus' African American Community recognizes the hard work that CEP invested in this request. In light of recent events on campus however, the members of the Task Force are in consensus that these three learning outcomes are inadequate to the task of creating a General Education requirement that truly elevates the level of discourse on the dynamics of race, power and inequality that needs to be a part of every student’s University of California, Irvine education.

The Task Force requests that CEP and the Senate consider adding a fourth learning outcome to the three cited above and reevaluate the Category VII curriculum in light of this additional outcome. The proposed outcome is as follows:

Skills in critical analysis that teach how to recognize and combat structural systems of oppression (racism, classism, heteropatriarchy, homophobia etc...).

We defer to the leadership of the senate to determine the most appropriate and effective course of action in this review but wish to emphasize that the Task Force is unanimous in making this recommendation and urge your immediate attention to this matter.

Academic Policy and Administration Subcommittee

Demand(s)

This subcommittee addresses Demands 7a and 7b. The complete text for those demands in their original form can be found in attachment 1.

Resolution.

The University of California and UCI have developed policies and procedures relating to student conduct. Because the University is a public entity, many of its policies and procedures, including those relating to student conduct, are governed by constitutional principles. In the student conduct area, the primary guiding principles are freedom of speech, due process and privacy.

This means that, as a general matter, the University may not punish students because of the content of their speech. It also means that before disciplining a student, the university must provide due process: notice and an opportunity to be heard as well as a fair and impartial process. The University rules must be specific enough so that students understand what conduct is prohibited and subject to discipline. Also as a general rule, student discipline is a private matter protected by FERPA (Family Educational Rights and Privacy Act)

UCI's student conduct rules, which are found at:

<http://dos.uci.edu/conduct/policy.php?s=100.00>

meet these legal requirements. The University may discipline students for violations of policies related to behavior, physical harassment and a number of other policy violations as noted in the policies on student conduct. It is important to note that the rules provide for enhanced discipline for race-based (and other protected categories) violations. In other words, sanctions can be increased if a policy violation was racially motivated.

Demands #7 a and b propose a zero-tolerance policy for anti-black incidents, a process by which those incidents would be handled, including a minimum of probation for the offender, and monitoring of offenders' behavior. This process does not meet the constitutional standards already discussed. The demand would punish speech, would not provide any due process or the required specificity and would violate student privacy rights.

Demand #7 essentially seeks to address hate speech. While there is ongoing debate about whether hate speech should be a lesser-protected category of speech, hate speech remains protected by the California Constitution and the First Amendment to the US Constitution. The courts have protected hate speech, striking down hate speech regulations and campus hate speech codes. Generally, the courts indicate that any such code may not regulate only speech on a particular subject or only speech expressing a particular viewpoint. Even if content neutral, there must be no less restrictive means available to achieve the goal. One court went so far as to list the

alternatives available to universities to achieve the goal, such as programs to educate students, sponsorship of events such as guest speakers, movies, book readings, roundtables, forums, panels, essay contests and the like.

With this general legal backdrop, this subcommittee does not recommend any changes to existing UC or UCI policy. Any policy that abridges any privacy laws or does not protect freedom of speech or provide due process as defined by the US Constitution and the California Constitution cannot be supported or recommended by this subcommittee.

Consistent with court rulings in this area, the subcommittee does support a number of recommendations to better inform students about the student conduct process and engage them in the administrative and educational process of resolving campus incidents. As such, the subcommittee recommends the following efforts in addressing campus climate and what we believe to be the underlying issues raised in Demand 7, 7a, and 7b:

1. **Campus leadership references to anti-Black incidents:** We recommend that the Chancellor and campus leadership no longer refer to anti-Black incidents as “rare” or “isolated.” In addition, we encourage campus leadership to publicly admonish anti-black incidents even though the incidents are not policy violations.
2. **Campus leadership statement reaffirming campus commitment on improving campus climate.** The Chancellor, Provost, and the Vice Chancellor of Student Affairs should issue a statement to the campus community reaffirming the campus’s commitment to improving the campus climate for the entire campus community. The statement should detail current efforts and new and innovative efforts along with information on how to report any acts of intolerance.
3. **Re-invigorate the Office of the President Campus Climate reporting system.** As part of a response to campus climate issues in 2010, the Office of the President established a web-based Campus Climate reporting system by which acts of intolerance, including anti-Black incidents could be reported. The reporting system is managed by a third-party provider and allows for both anonymous and identified reporting. At UC Irvine, individuals from a variety of departments (Student Affairs, OEOD, Police Department, Counsel and Whistleblower Office) receive and triage the reports to ensure follow-up and resolution if possible. See https://ucsystems.ethicspointvp.com/custom/ucs_ccc/default.asp for more information about this initiative.

We recommend that the campus initiate a campaign to educate the entire campus community about the University of California Acts of Intolerance/Campus Climate website. This reporting system may benefit students who experience

campus climate issues by providing an outlet to voice their concerns and instances of inappropriate behavior. If incidents rise to the level of policy violations or unlawful acts, the appropriate campus entity must take all the necessary steps to address the behavior including the Office of Student Conduct and UCI Police Department.

The information collected in the Campus Climate system will also assist the University with data collection while also identifying patterns of behavior. Currently, the link to the website is on some but not all UCI websites. We also recommend that all campus departments display the Campus Climate Reporting System link on their homepage or front-page of their websites.

The sub-committee also recommends the use of a standard logo to identify the site link (we recommend the logo used on the Cross-Cultural Center's website seen in this link on the bottom right corner: <http://www.ccc.uci.edu/>).

4. **Develop a campus wide educational campaign on campus climate.** The campus should consider initiating an educational campaign on campus climate. Programming for the campaign can consist of educational workshops on micro-aggressions, identifying forms of anti-black behavior, and discussions on civility. Students should be an integral part of this campaign. Additional examples to promote this campaign include raising awareness through posters featuring student leaders, promotional materials, and t- shirts.
5. **Initiate restorative justice opportunities.** When campus issues or complaints do not rise to the level of a policy violation, that does not mean that harm has not occurred. As a way to address these types of incidents and initiate behavior change, a Restorative Justice (RJ) process can be utilized. Restorative Justice has been endorsed by students, social justice advocates, and the UC Student Association as a means to hold parties accountable. Though the process is time intensive, it has been considered a best practice in addressing and repairing the harm committed by the offender.

RJ is a collaborative decision-making process that includes victims, offenders, and others seeking to hold offenders accountable by having them (a) accept and acknowledge responsibility for their offenses, (b) to the best of their ability repair the harm they caused to victims and communities, and (c) work to reduce the risk of re-offense by building positive social ties to the community. Please note that RJ requires that all parties share a willingness to participate in the process.

Currently, staff have been trained on RJ, however the subcommittee recommends paid student positions to enhance outreach efforts and serve as facilitators. More information on UCI's Restorative Justice process can be found at: http://www.dos.uci.edu/conduct/restorative_justice/index.php. Additional

information on restorative justice practices can be found at:
<http://www.skidmore.edu/campusrj/>

6. **Initiate efforts to educate students on free speech.** The campus should develop a campaign to assist students in understanding their free speech rights. The campaign can help students to become familiar with the University's limitations on imposing discipline on offenders along with the community's rights to speak out against acts of intolerance.
7. **Hold quarterly meetings with the Office of Student Conduct and/or Dean of Students.** Developing a trusting relationship takes time and requires open communication. Students can share their specific concerns regarding the efforts to address campus climate issues. We recommend that the BSU Demands Team be invited to identify student positions within their executive board that can act as representative(s) on behalf of the organization in these meetings.
8. **Paid student positions for an inter-group dialogue facilitators program.** Develop an inter-group dialogues group that can initiate peer-to-peer education on issues related to campus climate. Topics for this group can focus on micro-aggressions, diversity, and identity development. This group of students will be selected and trained while receiving mentorship and supervision. The students will be able to go in to speak at residence hall meetings, club meetings, athletic team, and other student organizations on topics related to campus climate.
9. **Initiate a campus wide bystander training to address acts of intolerance.** Incorporate and expand current Bystander Training efforts in residence hall trainings, club meetings, athletic team, and other student organizations so that students are encouraged to act and not sit by passively when issues of concern arise. The training should focus on tools to help students intervene in ways that they find comfortable and appropriate. An incentive should be offered to students that receive this training. Currently, there are professional staff that are trained in this area.
10. **Initiate a common book or reading.** The subcommittee recommends a common reading distributed to all students that engage in topics related to campus climate. This could be in the form of a book or a variety of articles as a way for the institution to set diversity as a core value.

In addition, a series of events held throughout the year that are related to the common reading can reinforce the campus climate themes.

We recommend that Chancellor consider using existing structures and committees such as the Campus Climate Committee and Student Life and Leadership in implementing these recommendations.

Appendix

Related Documents

BSU Demands Letter issued on January 16,2015

BSU Demands Team – Follow up March 20 meeting issued on March 23,2015 from Chancellor

Applicable Policies

Policy Applying to Campus Activities, Organizations, and Students – 102.09

Harassment, defined as conduct that is so severe and/or pervasive, and objectively offensive, and that so substantially impairs a person's access to University programs or activities that the person is effectively denied equal access to the University's resources and opportunities.

Harassment includes, but is not limited to, conduct that is motivated on the basis of a person's race, color, national or ethnic origin, citizenship, sex, religion, age, sexual orientation, gender identify, pregnancy, marital status, ancestry, service in the uniformed services, physical or mental disability, medical condition, or perceived membership in any of these classifications. Pursuant to section 104.90, sanctions may be enhanced for conduct motivated on the basis of the above classifications.

For cases of harassment on the basis of sex, see also [Policy on Sexual Harassment \(pdf\)](#) and the [Procedures for Responding to Sexual Harassment \(pdf\)](#)

Policy Applying to Campus Activities, Organizations, and Students – 104.90

Sanctions [for any violations of Section 102.00, Grounds for Discipline] may be enhanced where an individual was selected because of the individual's race, color, national or ethnic origin, citizenship, sex, religion, age, sexual orientation, gender identity, pregnancy, marital status, ancestry, service in the uniformed services, physical or mental disability, medical condition, or perceived membership in any of these classifications.

Reporting Information

Campus Climate Reporting System Website -

https://ucsystems.ethicspointvp.com/custom/ucs_ccc/

Attachments

Attachment 1. BSU Demands

BSU Demands Petition (Original)

1. We, the Black Student Union, believe that the University of California, Irvine must create and implement effective plans to recruit and retain Black students, staff, and faculty.
2. Black students still endure institutional and pervasive racism on a regular basis as evidenced by, but not in any way, shape, or form limited to, the following incidents:
 - a. In 2011, to begin the Cross Cultural Center's 28th annual Martin Luther King Jr. symposium, UCI's Hospitality and Dining services served fried chicken and waffles in "honor" of the event.
 - b. In 2012, Pi Beta Phi gave a "Once you go Black, you never go back" award, while Alpha Phi and Phi Psi decorated paddles labeled "slave driver" and "little slave."
 - c. In 2013, a UCI Greek fraternity, Lambda Theta Delta, performed in Blackface for their multiple promotional videos. In the same year, a Black student found a piece of paper saying, "Go back 2 Africa slave."
 - d. In 2014, UCI appointed Howard Gilman as its Chancellor without regard to student opposition. The university still has yet to resolve any of the issues previously stated, in addition to countless ones not mentioned. Given the hostile racial climate throughout the UC system and a multitude of issues directly affecting Black students here at UC Irvine, we as concerned leaders of the campus community have created this list of demands out of true concern for the health of current and future Black students here at UC Irvine. It is our belief that Chancellor Howard Gilman and UC Irvine Staff, Faculty, and Administration must be held accountable in addressing the structural deficiencies in institutional support for Black students on this campus.
1. The UCI Black Student Union strongly puts forth the following demands to UC Irvine Chancellor Howard Gillman:
 1. WE DEMAND that the UCI administration create and fund the Marsha P. Johnson Black Student Resource, Outreach, and Retention Center, similar to those on the campuses of UC Berkeley, UC San Diego, UC Los Angeles, and UC Riverside. The 2015 Black Student Union Demands Team should choose this space. The violence Black students face on and off campus has documented negative effects on our physical, emotional, and spiritual well-being. These are sources of stress and ultimately impede on Black students' success, academic pursuits, intellectual developments, and required resources. If the university administration is committed to combating the climate of anti-Blackness at UCI,

then it must also mitigate such negative effects in order for Black students to thrive. The UCI Student Outreach and Retention Center (SOAR) is unable to address the specific negative effects of anti-Blackness and the particular barriers to recruiting and retaining Black students to UCI. Two BLOC-elected student representatives and three African-American Studies core faculty members, will be pivotal in determining what candidates to hire as the Marsha P. Johnson Black Resource, Outreach, and Retention Center's director, and staff. Constituent Elements of the Marsha P. Johnson Black Resource, Outreach, and Retention Center are to include:

- a. Each new academic school year, the hire of 2 Black program coordinators from the previous graduating class.
 - b. Two full-time Black professional psychologists and 4 full-time Black peer counselors, from the previous graduating class, to accommodate the specific mental health needs of the Black graduate and undergraduate community here at UCI.
 - c. Black Academic Counselors to ensure that Black students understand how to navigate university curriculum
 - d. A consolidation of job opportunities and academic scholarships
 - e. The center should be able to assist and advocate for the educational advancements of Black students. This should include but is not limited to supplying free course and testing materials i.e. studying space, tutoring, printing, scantrons, blue books, course textbooks, writing materials, computers, projectors, whiteboards, etc.
 - f. We demand the University provide programs geared toward financial education and counseling; teaching students from low-income and underprivileged communities how to manage their money.
 - g. Permanent quarterly funding and implementation of Sandra D. Johnson's Black Afrikan Retention program.
 - h. The center should have monetary funds to extend to Black Student Organizations, as a supplement to funds obtained through the Vice Chancellors Office, in order to conduct programs.
THE EXCLUSION OF ANY OPPRESSED FACTIONS OF THE BLACK STUDENT COMMUNITY FROM THE CENTER'S PROGRAMS OR SERVICES WILL NOT BE TOLERATED OR PERMITTED.
2. WE DEMAND that the African-American Studies Program be promoted to full departmental status with all the attendant rights, privileges, funding and FTEs. As the only consistent source of scholarship at UCI about the history, culture and politics of African-derived peoples, African-American Studies' stability and growth must be ensured. The budget cuts that have plagued the Program in African-American Studies in recent years are another means through which the UCI administration has allowed institutional anti-Blackness to fester. The award-winning, internationally recognized research and teaching carried out by the faculty of African-American Studies are essential to the struggle for Black Liberation.

3. WE DEMAND that the UCI administration restore the dedicated Housing Assistant position to the Rosa Parks African-American Studies Theme House. At present, the Rosa Parks House, as a result of “budget cuts”, shares one Housing Assistant position with the Humanities House. This creates an untenable scenario in which an applicant for the Humanities House could, however well intentioned, preside over the residents of Rosa Parks without the necessary training, background or prior interest in the historic mission of the House. The Rosa Parks House is the only residence hall on campus with an explicit commitment to the welfare of Black students and requires a staff with awareness and focused attention and preparation.
4. We DEMAND the creation of a Black Scholars’ Hall with a dedicated Housing Assistant to house first year Black students by reserving two floors in the new MESA COURT for such purposes. The Black Scholars’ Hall is to serve incoming Black students by providing a safe space where Black history, culture, and intellectual thought is celebrated while still allowing them to take part in the first-year experience.
5. WE DEMAND a Permanent Task Force to be created and funded immediately for more outreach efforts and to create more opportunities for the hiring and retention of Black Faculty and staff. This Task Force shall have representatives from the African-American Studies Program Core Faculty, who are not only primarily housed in the African-American studies Program but also approved in consultation with by the chairs of the Black Student Union.
6. WE DEMAND that the Multiculturalism course requirement for every undergraduate student be satisfied ONLY by a new Political Education course, with an entirely new curriculum developed and overseen by Dr. Frank B. Wilderson III. This is because the current classes that meet the multicultural requirement fail to provide a critical analysis that teaches us how to combat structural systems of oppression (racism, classism, heteropatriarchy, homophobia etc...).
7. WE DEMAND that the UCI administration cease referring to incidents of anti-Blackness as “isolated” or “rare,” including the Lambda Theta Delta (LTD) videos recently circulated on the Internet. The use of terms such as “isolated” and “rare” suggests that these incidents stand alone rather than collectively indicating a larger, structural problem on campus and in society.
 - a. WE DEMAND that the UCI administration create and implement a zero tolerance policy for anti-Blackness on campus. This policy must be formalized in writing with the participation of three paid BLOC-elected undergraduate student representatives. The three BLOC representatives will determine punitive measures. This policy must place the offending students on probation for a minimum of one quarter, and the dismantling of any organization involved. If further punitive action is necessary or required, it is to be determined by the paid BLOC-elected undergraduate student representatives. Conditions of probation should include, but not be limited to: loss of the use of campus recreational space, loss of on-

campus and housing advertising, and loss of any university funding. If the offender is not affiliated with any campus organization, other punitive measures will be devised.

- b. WE DEMAND that the UCI administration create three BLOC-elected, UCI-funded paid undergraduate student position to supervise the implementation of the university's zero-tolerance policy on antiBlackness. These students, holding either a major or minor in African American Studies, will work alongside the UCI administration in the investigation of alleged incidents of anti-Blackness, and attend all relevant meetings. These students will have the additional power to design educational programs to combat the climate of anti-Blackness on campus. These students will retain autonomy in order to ensure transparency.
8. WE DEMAND the Chancellor, Vice Chancellor of Student Affairs, Vice Chancellor of Academic Affairs, and Chief Diversity Officer meet with the chair and vice chair of the Black Student Union at least once every academic quarter.
9. WE DEMAND that all of our demands be fully implemented within the next 3-6 months and we expect the Chancellor to give us his official response no later than 5PM on January 30th 2015. The leaders of the Black Student Union are sending out this press release because we want to inform the UC Irvine student body of the steps we are taking to address issues of systemic racism that we as Black students face at the University and what we are doing to promote a more inclusive and better resourced campus for the underserved Black students, staff and faculty. This is also a call for support from the rest of the University in assisting us with this project. We ask that all of the demands listed above be implemented within the next 3-6 months.

Attachment 2 Task Force Committees

Task Force Subcommittees

Category	Membership	Demand
<i>Facilities and Infrastructure support</i>	Tamara Austin , Joseph Bell, James Pratt, Kevin Huie, Marcelle Holmes, Kenny Oden, Nicole Mitchell , Ayana Baines, Kaleen Cole	1 (a-h)
<i>Academic Curricula and Structure</i>	Doug Haynes , Alan Terricciano, Judith Stepan-Norris, Nicole Mitchell, Joe White, student representative	2,6
<i>Housing and Student Experience</i>	Lisa Cornish , Tiana Otubuah, Kevin Huie, Kaleen Cole, Ayana Baines,	3,4
<i>Academic Policy and Administration</i>	Diane F. Geocaris , Ayana Baines, Edgar Dormitorio, Dawnita Franklin, Kasie Hervey, Kenneth Oden, Kiki Okpala, Rameen Talesh,	7a,b

Names in bold are committee leaders – Note committee membership may have changed since the last email.

Outcomes of each Sub-Committee

1. Subcommittees can meet as often and wherever they decide.
2. While a coordinator has been chosen, each subcommittee can decide who their leader is.
3. Sub-committees can augment their membership with people inside of and outside of the task force to complete their respective job.
4. Each sub committee will be expected to report out at each task force meeting
5. The primary outcome from the subcommittee is a formal **written resolution** of each demand that addresses the following:
 - a. Clarification and updating of the demand.
 - b. A clear outline of how the demand will be or has been met.
 - c. A comparison to peer UC programs in terms of resources, facilities, etc.
 - d. A timeline (if necessary) including clearly delineated next steps.
6. The initial report is due April 15th. The report format will be made available by the end of March.
7. The committee leader will present its findings to the broader group.

Attachment 3. Support Letter from Dean of the Humanities

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OFFICE OF THE DEAN
SCHOOL OF HUMANITIES

4100 Humanities Gateway
Irvine, CA 92697-3375
Phone (949) 824-5133
Fax (949) 824-2379
humanitiesdean@uci.edu

June 18, 2015

MICHAEL CLARK
INTERIM PROVOST AND EXECUTIVE VICE CHANCELLOR

I am writing to express my strong support for the accompanying documentation requesting the official departmentalization of the Program in African American studies. The documentation has been prepared and assembled by Chair Jared Sexton, and the request was recently approved by unanimous vote of the Humanities Executive Council at its meeting of May 21, 2015.

The proposal is strong, thoughtful, and written with a careful view to both academic quality and program sustainability. It also charts the program's healthy enrollments (roughly 3000 SCH per year) and more modest but still increasing numbers of majors (20) and minors (9).

More to the point, I think one should not need to argue at this time for the status of African American studies as a field of studies that has long been nationally accredited and holds department status in most of our peer or aspirant institutions. It is a magnet of major scholarship and a vital source of engaged teaching whose importance only grows as the nation still has much to learn about the racial disparities that continue to sunder our society, about the often overlooked cultural, social and scientific contributions of the African diaspora, and about the long legacy of slavery upon the history and institutions of our country.

Even more to the point, this proposal is long overdue. The program in African American studies has *already* been in existence for over 20 years now (founded in 1993 with both minor and major offered since 1995). The program holds its own dedicated faculty FTE (in addition to a number of affiliated faculty from across the campus), has dedicated staff assigned to its support, has its own budget and its own structures of autonomous governance. It is by every operational definition of the term *already* an academic department, and within the School of Humanities we *already* treat it as we would any other department.

African American studies is the one remaining IDP that yet to be officially departmentalized, and approval of the current proposal will thus re-establish its parity with Asian American studies, Chicano/Latino studies, and Gender and Sexuality studies (formerly Women's studies), all three of which have long been granted department status.

Provost and EVC Clark
June 4, 2015
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I thus reiterate my support for the proposal to grant official departmental status to the longstanding program in African American studies at UC Irvine and urge you to move quickly to meet the request.

Yours,

A handwritten signature in blue ink that reads "Georges Van Den Abbeele".

Georges Van Den Abbeele
Dean, School of Humanities

cc: Judith Stepan-Norris, Vice Chancellor of Academic Planning
Penny Portillo, Assistant Dean
Jared Sexton, Director, African American Studies