

# Evaluation of UCSD Senior Administration's Response to 2010 Demands Made by the UCSD Black Student Union

## STEM 4 Black Lives<sup>1</sup>

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### Abstract

In February 2010, during the events of the “Black Winter” set in motion by the Compton Cookout, a party held by members of a UCSD fraternity mocking Black History Month, the UCSD Black Student Union put forth its “State of Emergency” address and list of demands to be met by the UCSD administration. Given ten years to consider, respond to, and act upon these eight demands, we can now ask which of them have been met by the administration. We create three categories when assessing the administrative response to the demands: Met, Partially Met, and Unmet. We find that of a total of eight demands, broken down further to twenty-seven sub-demands, just four were met, six were partially met, and seventeen remain unmet.

### Introduction

On February 15, 2010, members of some University of California - San Diego (UCSD) fraternities held a party mocking Black History Month that they termed the Compton Cookout [1]. The announcement for the party on Facebook [2] referenced negative racial, ethnic, and gender stereotypes, and it sparked a series of escalating racist acts and collective expressions of resistance that included the presentation of the demands of a Black-Brown coalition by the UCSD Black Student Union to UCSD senior administration [3, 4], and the agreement of the senior administration to fulfill the demands. A multi-year process of negotiation to implement the demands followed, in which many of them fell by the wayside or were implemented in ways that significantly departed from the intent of the students making the original demands [5]. These events are absent from official accounts of UCSD's history [6]. Because of this selective editing of UCSD's history, many current students, staff and faculty are not aware that the position of Vice Chancellor of EDI, the DEI undergraduate graduation requirement, and the Black, Raza and Native American Resource Centers came about through the organizing of BIPOC students, not through the enlightened vision of administrators. In this document, the STEM 4 Black Lives Collective seeks to contribute to reanimating this history by presenting an accounting of the demands to determine the extent to which they have been met and the work that remains to fulfill their original promise. This accounting is particularly timely given the updated and renewed demands from the Black Student Union in 2020 [7] following the murders of Ahmaud Arbery, Breonna Taylor, and George Floyd, among others [8].

Following the discovery of the Compton Cookout announcement on Facebook, members of the UCSD Black Student Union and allies began contacting UCSD administrators and tried to attend the party, but were unable to find its location. During a series of Campus Black Forums during the week of February 15, it became clear that UCSD administration was not going to take action, arguing that the party and its announcement were matters of free speech, thereby misunderstanding and misconstruing the history of struggles to protect speech for the marginalized, not the privileged and powerful [9, 10]. The broadcast on Thursday, February 18 of a show on UCSD TV featuring members of the then UCSD student publication The Koala in which the N word was used repeatedly and Black students were called “ungrateful [the N word]s” triggered a “Real Pain, Real Action” rally on Library Walk the morning of Friday, February 19 by Black and Brown students and their allies [11]. The Black Student Union also presented a set of demands, based on organizing by Black, Indigenous, and Brown students over the past decade. The protest moved to the Associated Students Forum, where the chancellor and other senior UCSD administrators addressed student resistance and demands, but still without committing to substantive action. Through consultation with supportive faculty, the original demands were rewritten over the weekend and presented to senior administration.

To counter the teach-in organized by UCSD Administration on Wednesday, February 24, student organizers put on a well-attended press conference in the Price Center West courtyard, and then took the assembled crowd on a march around the chancellor's complex where senior administrators were meeting with student organizers, eventually leading them to the administration's teach-in. Shortly after the teach-in began, students staged a walk-out to the Price Center East steps, where a teach-out including representatives from local, state, and regional universities was held. Speakers addressed issues of

institutional anti-Blackness and structural exclusion [12]. The day's events received international media attention, putting pressure on the administration to act. Many attendees of the teach-out cited Wednesday, February 24, 2010 as their best day ever at UCSD.

The following evening, a noose was found hanging in Geisel Library. That invocation of the violent history of lynching caused many Black students to feel particularly unsafe on the UCSD campus. A rally was held the next morning on Library Walk, and after the UCSD administration treated the noose as merely a law enforcement matter, student organizers occupied the chancellor's office for the day [13]. The administration gave their first response to student demands on this day, to which the BSU CoChair assigned a grade of F. Student organizers rewrote the administration's response over the weekend, and that became the basis for negotiation into the following week.

A day of action supporting education and opposing tuition hikes had been scheduled nationally and across the UC campuses for Thursday, March 4th. At UCSD, this action was combined with continued protest and pressure concerning UCSD's failure to respond appropriately to the anti-Black, racist climate that existed on campus. Shortly before the rally began, UCSD senior administration agreed in principal to the demands [14]. Given more than eleven years to consider, respond to, and act upon these demands, we now ask which of them have been met by the administration. We enumerate the demands 1–8, broken down into sub-demands indicated with letters A, B, ... Unless otherwise indicated, our assessment is based on publicly available information.

## **Demand 1: Permanent funding for student-initiated access programs (SIAPS)**

Summary:

- 1A. Permanent funding of SPACES and SIAPS: **Unmet**
- 1B. University matches funds for SPACES budget: **Partially met**
- 1C. Supplemental funding of SPACES: **Unmet**

### **1A. Permanent funding of SPACES and SIAPS**

Demand 1 calls for the University to provide secure and permanent funding for Student-Initiated Access Programs (SIAPS) and the Student Promoted Access Center for Education and Services (SPACES). The current status of this demand is unknown based on publicly available information, and is considered unmet. As of 2007, SIAPS and SPACES secured funding via the Promoting Understanding and Learning through Service and Education (PULSE) Referendum [15]. Since this time, no further official statements or actions pledging permanent or secure funding seem to have been issued by the University.

### **1B. University matches funds for SPACES budget**

Demand 1B called for the University to “match funds with the SPACES budget, including SIAPS—the branch that works toward access in SPACES.”

This demand has been partially met. While the University does not automatically match funds with SPACES, as of 2018 money spent in excess of the budget up to \$330,000 was reimbursable by the Vice Chancellor of Student Affairs (VCSA) [16]. This amount was equal to approximately half of the budget for that year [17].

### **1C. Supplemental funding of SPACES**

Demand 1C called on the University to supplement SPACES funds if enrollment decreased in the present academic year compared to the previous year. It was demanded that the amount of this supplemental funding be equal to the difference between fee-supported funding in the present year versus the previous year. The current status of this demand is unknown and considered to be unmet. As of 2018, SPACES annual budget was still based on student fees in the current academic year [16], but it is unclear whether this amount is supplemented if enrollment decreases from the previous year.

It is pertinent to note that during 2018, the University did not provide additional aid when SPACES spent in excess of their total budget (\$1.5 million) even though the additional expenditure facilitated the significant expansion of the book lending program as well as the funding of over 200 programs focused on underrepresented, underserved, and disadvantaged students [16]. Instead, the University elected to require that SPACES repay the excess amount (\$120,000) from their annual budget over the next three years [16].

## **Demand 2: Comprehensive Review of Admissions Policy to Promote First Generation Students**

Summary:

- 2A. Non-Resident Tuition Reallocation: **Unmet**
- 2B. Admissions Policy Promoting First Generation Students: **Unmet**
- 2C. Out of State Admissions to Reflect California Population: **Unmet**

Demand 2 called for an admissions policy that 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. Whether or not the individual demands were met, first generation students now compose 40% of the undergraduate student population. However, this increase in first generation students has had little or no effect on increasing representation for Black students on the UCSD campus.

### 2A. Non-Resident Tuition Reallocation

From the overall UC 2015–2016 budget [18], “the University’s long-term financial planning assumes that campuses will continue enrollment of nonresident students to help backfill operating budget shortfalls and enhance funding needed to maintain the quality of instructional programs for all students.” It estimates 50 million dollars in revenue from non-resident tuition and fails to mention any reallocation of the funds for access and retention of URM students.

The UC Regents also increased non-resident tuition twice in March 2018 (3.5%) [19] and “UC officials say the \$35 million they expect to raise from the increase will help reduce class sizes and support more academic support and counseling.” It increased again in May 2019 (2.6%) [20] to “help meet pressing budget needs identified in the previously approved 2019-20 budget plan and \$2.9 million for student financial aid.” The financial aid section was to be “allocated to financial aid for needy nonresident students, UC campuses will be better positioned to support nonresident undergraduates from lower- and middle-income families.” However, this is not specifically assisting underrepresented California students at UC San Diego.

Publicly available data regarding UCSD’s budget breakdown does not detail specific items which are funded by out-of-state tuition. Rather, public information is vague, such as a statement from the 2015–2016 UC budget that “the University’s long-term financial planning assumes that campuses will continue enrollment of nonresident students to help backfill operating budget shortfalls and enhance funding needed to maintain the quality of instructional programs for all students [18]. Based on available data, this demand appears to be unmet.

### 2B. Admissions Policy Promoting First Generation Students

Demand 2B has not been publicly addressed by the UCSD administration. Based on publicly available data comparing the number of admitted students by first-generation college status (UCOP definition), the fraction of first-generation students registered in 2011 was 35% (2,179 first-time and transfer students) and fell to 32% (2,774 first-time and transfer students) in 2016 [21, 22].

### 2C. Out of State Admissions to Reflect California Population

UCSD’s Chancellor Khosla made the statement that “from 2012 to 2019, the number of overall admitted students increased 40% while the number of admitted students from underrepresented groups increased 68%. To achieve this, [UCSD] expanded recruiting efforts, established the Chancellor’s Associates Scholars Program, and invested in student success programs that work to ensure students feel included and ready to flourish [23].” However, Black student representation, relative to the pool of potential Black students, remained constant from 2009–2017, and ranks among the lowest of selective California public Universities [24].

While the admission rate for the general UC student hovers near 35%, students identifying as Black are admitted to UCSD at an 18.5% rate (2013, 2015, 2017) [25]. Black students make up 2.4% of the admitted student population, while representing 8% of California’s population and 6% of San Diego’s population [26].

Table 1 shows this discrepancy in greater detail.

**Table 1.** Percent of Black student demographic relative to San Diego’s college aged Black population [27]

Year	2009	2010	2011	2012	2013	2014	2015	2016	2017
Percent	−4.1%	−3.9%	−4.1%	−4.5%	−4.5%	−4.5%	−4.4%	−4.0%	−3.9%

## Demand 3: University Actions Regarding Yield

Summary:

- 3. Support for Student-Initiated Yield Programs: **Partially met**

In Demand 3, the BSU called for the University to recruit historically underrepresented students and implement yield programs to sustain access and retention.

### 3. Support for Student-Initiated Yield Programs

Demand 3A called for the University to fully fund the BSU's Student Initiated Yield programs, as well as programs targeting other historically underrepresented and marginalized communities on campus.

This demand has been partially met. While it is unclear whether UCSD funds the BSU's yield programs [28], the University has implemented other programs to support other historically underrepresented and marginalized communities, including the University of California–Historically Black Colleges and Universities (UC-HBCU) Initiative [29]. Since the start of this program in 2012, 93 HBCU undergraduates have been hosted at UC San Diego. As of March 2020, 14 former UC-HBCU program participants began doctoral studies at UC San Diego, and 2 have graduated [30]. The University also funds a Peer Guidance program within the Black Resource Center (BRC) which targets first year and transfer students to provide academic, social, and cultural adjustment to UC San Diego [31]. Additionally, the Office for Equity, Diversity and Inclusion (EDI) and the BRC, a unit within EDI, were created in 2013 in response to student demands following the Compton Cookout and Black Winter of 2010 [32, 33].

## Demand 4: Institutional Resources for Programs Related to Retention

Summary:

- 4A. University Supplementation of SPACES Budget: **Unmet**
- 4B. University Funds to Match SPACES (ASP and SIAPS): **Partially met**
- 4C. Permanent, Budget-Crisis Free University Funding of OASIS: **Unmet**
- 4D. Specific OASIS Funding for Tutors: **Partially met**
- 4E. Secure Institutionalized Funding for Campus Community Centers: **Unmet**

Demand 4 called for the University to provide “necessary institutional resources” for programs contributing to “intellectual and sociocultural development, retention, and achievement.” In particular, the BSU was concerned with the funding of programs housed within the Student Promoted Access Center for Education and Services (SPACES), such as the Academic Success Program (ASP) which focuses on the retention of underrepresented students by providing services such as book lending and tutoring. The funding of such programs is based on student fees, and hence is vulnerable to changes in enrollment. Demand 4 is focused on securing more permanent, stable funding for programs such as ASP that are particularly important resources for historically underrepresented students.

### 4A. University Supplementation of SPACES Budget

Demand 4A called on the University to “supplement the SPACES budget whenever first year enrollment is purposely capped.” The University was called on to “take it upon itself to ensure the sustainability of [programs like SPACES] via this pledge to counteract administrative enrollment caps.”

The current status of this demand is unknown, and considered unmet. As of 2018, SPACES was still funded by a fixed percentage of student fees, with additional funds up to \$330,000 available via reimbursement from the Vice Chancellor of Student Affairs [34]. It is unclear whether additional supplementation occurs if first year enrollment is capped.

### 4B. University Funds to Match SPACES (ASP and SIAPS)

Demand 4B called on the University to match funds for the SPACES budget. This demand has been partially met. The 2018–2019 SPACES budget indicated that the University Vice Chancellor of Student Affairs Office (VCSA) contributed about 29% of the total available budget (\$500,742.22 from Student fees and \$262,422.00 from VCSA) [35].

### 4C. Permanent, Budget-Crisis Free University Funding of OASIS

Demand 4C called on the University to provide “mandated, permanent, budget-crisis free funding of OASIS.”

The status of this demand is currently unknown, and considered to be unmet. While OASIS remains an important campus resource [36], the current source(s) and stability of its funding are not readily available.

#### 4D. Specific OASIS Funding for Tutors

Demand 4D called on the University to “provide additional funding to OASIS for free tutors” for historically marginalized students seeking support. The BSU suggested that such a program be structured “similarly to the tutoring program provided for Athletes.”

This demand has been partially met. OASIS does offer free tutoring for UCSD students [37], and the Language Arts Tutorial Services program specifies a focus on empowering underrepresented students [38]. However, it is unclear whether the University provided additional funding to make this possible.

#### 4E. Secure Institutionalized Funding for Campus Community Centers

Demand 4E asked that the Campus Community Centers (including the Cross-Cultural Center, Women’s Center, and the LGBTQ Resource Center) also receive secure funding. It was noted that these centers are a crucial part of campus as they “provide a safe space that creates a sense of belonging for marginalized students” as well as internships and events with “a clear focus on validating the presence and contributions of underrepresented groups.”

As it is unknown if this demand has been met, it is considered unmet. Though the Campus Community Centers do not seem to be funded by student fees [39], each center does have a prominent “Give Now” button on its website, potentially suggesting that the University’s financial support is insufficient to support the needs of the Centers [40–46].

### Demand 5: Academic Demands - Institutional Support for Academic Programs to Improve Campus Climate

Summary:

- 5A. Financial support for AASM, CLAH minor, Critical Gender Studies major, and Ethnic Studies major: **Partially met**
- 5B. Organized Research Unit: **Unmet**
- 5C. Increase in Underrepresented Faculty and Post-doc Positions: **Unmet**
- 5D. Undergraduate Diversity Sensitivity Course Requirement: **Met<sup>1</sup>**

Demand 5 calls for support for academic programs that improve campus climate, stating that “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.” Strong support of such programs, including Critical Gender Studies and Ethnic Studies majors, would indicate that the University understands and values the significance of these studies.

This demand remains largely unmet. The administration has not provided strong institutional support for these programs, as evidenced by the University’s response to demands 5A–5D.

#### 5A. Financial support for AASM, CLAH minor, Critical Gender Studies major, and Ethnic Studies major

Demand 5A calls for the University to provide “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.”

This demand has been partially met. Prior to the Compton Cookout, there was an effort involving senate faculty leadership to defund the AASM, though this minor was saved by the resistance during Black Winter. While AASM, CLAH minor, Critical Gender Studies major, and Ethnic Studies majors are in existence [47–50], these programs are not fully funded as they are at other UC campuses. For example, the African American Studies and Chicano/a and Latino/a Arts and Humanities minors at UCSD have only one shared support staff member [51, 52], while similar programs at UCLA and UCSB each have 2–3 support staff members [53–56].

#### 5B. Organized Research Unit

Demand 5B calls for “the University [to] establish an Organized Research Unit (ORU) to work towards supporting research on African American, Chican@, and Native American and indigenous communities.”

This demand remains unmet. Although the university has funded the Black Studies Project starting in 2013 [57], the current list of ORUs at UCSD does not contain an ORU that supports research on African-American, Chicanx and Native American communities [58].

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<sup>1</sup>Demand met but unevenly implemented.

### 5C. Increase in Underrepresented Faculty and Post-doc Positions

Demand 5C calls for “an increase in the number of historically underrepresented faculty and post-doc positions.”

This demand remains unmet. The university has instituted minor changes in the number of underrepresented faculty but the data are available only for 2015–2019, and do not reflect past increases or decreases. Documented changes from 2015 to 2019 show a 37.5% increase/15 new faculty members in the Black Academic Senate Faculty (all ranks), a 22% increase/23 new faculty members in the Latinx/Chicanx Academic Senate Faculty (all ranks), and a 10% increase/161 new faculty members in the White Academic Senate Faculty (all ranks) [59]. In addition between 2015–2019, 353 Academic Senate Faculty (of all positions listed) positions were added. Of these 353 seats, the breakdown of seats added by ethnicity is: White [161/353] 46%, Black [15/353] 3%, Chicax [15/353] 4%, and Latinx [8/353] 2%. As a result, the Academic Senate Faculty makeup by Ethnicity changed from 2015–2019: White [76.5% to 72.9%], Black [1.8% to 2.2%], Chicax [2.4% to 2.6%], Latinx [2.4% to 2%]. A comparison of the number of historically underrepresented faculty at other UCs is shown in Table 2.

**Table 2.** Comparison of underrepresented faculty hiring in UC.

UC	Black Academic Senate Faculty	Latinx/Chicanx Academic Senate Faculty	White Academic Senate Faculty
LA	59 (2015) 72 (2018)	88 (2015) 103 (2018)	1051 (2015) 1023 (2018)
Berkeley	141 (2015) 149 (2018) <sup>2</sup>	N/A (2015) N/A (2018)	1173 (2015) 1118 (2018)
Davis	41 (2016) N/A (2019)	92 (2016) N/A (2019)	974 (2016) N/A (2019)
SF	N/A (2015) 104 (2018)	N/A (2015) 247 (2018)	N/A (2015) 2,255 (2018)
San Diego	40 (2015) 55 (2019)	106 (2015) 129 (2019)	1,656 (2015) 1,817 (2019)
LA	22% increase/13 new faculty	17% increase/15 new faculty	3% decrease/28 less faculty
Berkeley	6% increase/8 new faculty	N/A	5% decrease/55 less faculty
Davis	N/A	N/A	N/A
SF	N/A	N/A	N/A
San Diego	37.5% increase/15 new faculty	22% increase/23 new faculty	10% increase/161 new faculty

### 5D. Undergraduate Diversity Sensitivity Course Requirement

Demand 5D calls for “the Chancellor, the Vice Chancellor of Academic Affairs, and the UCSD Academic Senate [to] 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.”

This demand was met [60]. The Diversity, Equity, and Inclusion (DEI) course requirement at UCSD was meant to be just one part of an effort to create a more inclusive campus climate. However, many undergraduate students avoid fulfilling the requirement until late in their time at UCSD. Moreover, information about diversity and inclusion is not amplified in other courses or campus experiences, the prioritization of free speech by administration signals to students a lack of importance of campus climate, and DEI courses taught outside disciplines where it is foregrounded in research, like Ethnic Studies, Critical Gender Studies, Literature, and Communications, present a less challenging perspective on the power dynamics and impacts of topics such as racism and cis-heteropatriarchy. Furthermore, pushback by students and lack of support for instructors and teaching assistants create strong incentives to reduce challenging content, which decreases the beneficial impact of this requirement on campus climate [61, 62].

## Demand 6: Administrative Accountability

Summary:

- 6A. Hiring Faculty in Black Studies, Chican@ Studies, and Native American Indian Studies: **Unmet**
- 6B. Hiring Faculty with Tenure: **Partially met**
- 6C. Increase in Population of Students from Underrepresented Marginalized Communities: **Unmet**
- 6D. New Associate Vice Chancellor of Diversity Affairs: **Met**
- 6E. Student Participation in Search for Associate Vice Chancellor: **Unmet**

Demand 6 calls for “the UCSD administration [to] take responsibility for implementing institutional action to develop and maintain a critical mass of underrepresented students.” This demand has not been met. The administration has not given an explicit accounting of its actions to meet demands for change, neither these February 2010 demands nor others. We note that no official public response from the university regarding the incident or its fallout was provided [1], and that accounts of the

history of Black, Chicana, Indigenous and POC organizing for change at UCSD are absent from official UCSD web pages and history or relegated to a distant and romanticized past [6].

Demand 6 calls on “the UCSD administration take responsibility for implementing institutional action to develop and maintain a critical mass of underrepresented students.” This demand has not been met, as the administration has repeatedly refused to be accountable for the situation. For example, we note that no official public response from the university regarding the incident or its fallout was issued [1].

In addition, Demand 6 calls for “the administration and faculty [to] also represent the demographics of the state of California” because “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 [them].” This demand was not met. In 2019, the percentages of academic personnel who identify as Black were 1.9%, Latinx 2.7%, American Indian/Alaskan Native 0.4% [59]. Conversely, according to the 2010 US Census, the percentages of the California population who identify as Black were 6.5%, Latinx 39.4%, and American Indian/Alaskan Native 1.6% [63]. The gap in representation is clear.

### **6A. Hiring Faculty in Black Studies, Chicana Studies, and Native American Indian Studies**

Demand 6A calls for the hiring of three faculty members each in three newly established departments of Black Studies, Chicana Studies, and Native American Indian Studies. This demand was not met. However, some minor steps in this direction have been made.

The Department of Ethnic Studies, which currently includes Black Studies, Chicana Studies, and Native American Indian Studies, recently hired a Native American scholar with tenure, Professor Andrew Jolivéte, in 2019 [64]. However, targeted hiring in these areas apparently has been limited.

The Chicana and Latinx Studies (CLS) minor was also established earlier in 2002 [65] and the African American Studies (AAS) minor was established in 2005 [51], both before Black Winter. The Black Studies Project [66] was initiated by a cross-divisional group of faculty in 2013 as an interdisciplinary and cross-departmental research collaborative and center that includes faculty, graduate and undergraduate students. The Native American and Indigenous Studies Minor was established in 2020 [67–69]. A new Black Diaspora and African American Studies Major has been established, opening in Fall 2022 [70].

### **6B. Hiring Faculty with Tenure**

Demand 6B called for one of the three faculty members hired for these newly established departments to be hired with tenure. This demand was partially met.

Professor Jolivéte was hired with tenure, but not into a department of Native American Indian Studies. The African American Studies Minor Director, Professor Thandeka Chapman, is tenured. The Chicana and Latinx Studies Minor Director, Professor Robert Castro, is tenured. The Native American and Indigenous Studies Minor Director, Professor Andrew Jolivéte, is tenured.

### **6C. Increase in Population of Students from Underrepresented Marginalized Communities**

Demand 6C called for the University to increase the population of Black students and students from other underrepresented marginalized Communities of Color to reflect the greater San Diego Population. This demand was not met. The 2010 US Census results indicate that the population of San Diego County was 5.5% Black, 34.1% Latinx, and 1.9% American Indian/Alaskan Native/Native Hawaiian/Pacific Islander [63]. In 2019, the percentage of UCSD undergraduate students who were Black was 3%, Latinx/Chicana 22%, and American Indian/Alaskan Native/Native Hawaiian/Pacific Islander students 0.6% [60].

The gap in representation is larger for graduate students, with only 2.5% Black students, 7% Latinx/Chicana students, and 0.5% American Indian/Alaskan Native/Native Hawaiian/Pacific Islander students [71].

### **6D. New Associate Vice Chancellor of Diversity Affairs**

Demand 6D calls for the role of the Chief Diversity Officer to be expanded to “Associate Vice Chancellor of Diversity Affairs... with a fully funded office with responsibility for all campus diversity initiatives.” This demand was met.

A Vice Chancellor of Equity, Diversity and Inclusion position was created in 2012 with the appointment of Dr. Linda S. Greene [72], and this office currently is occupied by Dr. Becky Pettit [73].

### **6E. Student Participation in Search for Associate Vice Chancellor**

Demand 6E calls for students from the Student Affirmative Actions Committee (SAAC) to participate in the search process for the newly created Vice Chancellor position. This demand was not met.

Demand 6E also calls for the Chancellor and the University to issue repercussions to those that violate the “Principles of Community.” This demand was not met.

In many cases, the university administration has continued to defer to “free speech” as justification for not issuing repercussions.

## Demand 7: Campus Climate

Summary:

- 7A. Chicano Legacy Mural: **Met**
- 7B. Art Spaces Reflecting Underrepresented Communities: **Partially met**
- 7C. Student Representation on Stuart Committee: **Unmet**
- 7D. Naming of Sixth College: **Unmet**
- 7E. Establishment of Resource Centers: **Met**

Demand 7 calls on university administration to foster a campus climate that “promotes and addresses the needs of historically underrepresented communities.” This demand creates spaces that directly support and honor the underrepresented groups on the UCSD campus. It aims to improve campus climate both visually and with directed resources for underrepresented students. “Students [who] 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.” While select resource centers have been established [40–42], and specific art pieces have been permanently installed [74], UCSD administration has not complied with the full list of demands.

### 7A. Chicano Legacy Mural

Demand 7A calls for “the Chicano Legacy mural [to] become a permanent installation on [the UCSD] campus.” This demand was met in 2011 [74].

### 7B. Art Spaces Reflecting Underrepresented Communities

Demand 7B calls for “full funding for outdoor, permanent, and centrally located art spaces that are reflective of historically underrepresented communities.”

This demand has not been fully met. While the Public Arts Initiative at Thurgood Marshall college has incorporated several art pieces that may fit this description [75], these works are all confined within Marshall college. As mentioned in 7A, the Chicano legacy mural has become a permanent installation on campus [74], and the University has created a similar mural focused on the African American experience in the Price Center [76]. Though students were instrumental in the advocacy for the creation of both murals [74, 76], the University has not publicly detailed plans to include student representation in choosing future art installations [77].

Demand 7B also calls for the Commission on Campus Climate (CCCI) to “include [...] the discussion of art in public spaces on the campus, including temporary exhibitions and permanent art.” The CCCI agreed to explore this topic [78], however, it is not mentioned in the final campus climate report [79].

### 7C. Student Representation on Stuart Committee

Demand 7C calls for “students [to] sit on the Stuart Committee and become involved in the decision making process as voting members” and for students to have “the utmost say in the conceptual development of the art pieces established.”

This demand remains unmet. No students currently sit on the Stuart Collection’s advisory board, nor apparently do students have any input in the process of approving design concepts for the Stuart Collection. Furthermore, though past iterations of the advisory board have purportedly included POC members [80], the current board has no POC members [77]. In 2015, the director of the Stuart Collection suggested that a graduate student had been chosen for the board [80], but there is no publicly available evidence that this happened. Additionally, the director noted that it was unlikely that undergraduates would ever be allowed to have input on the Stuart Collection’s choice of art pieces [80]. The University has given no indication that it plans to include students in future Stuart Collection decisions, nor have they expressed any interest in fostering an advisory board that is representative of BIPOC members of the campus, students or otherwise.

### 7D. Naming of Sixth College

Demand 7D asks that “the naming of Sixth College and prominent campus buildings to reflect the minority population of California be made an immediate priority” and that “a committee comprised of SAAC-recommended community members, UCSD undergraduate students, and faculty be involved in this decision making process.”

This demand remains unmet. Sixth college’s name has not changed [81]. In 2017, it was suggested by some faculty that the college be re-named César Chávez College. Students preferred Frida Kahlo College [82].



## 7E. Establishment of Resource Centers

Demand 7E calls on university administration to establish “the African American Resource Center, a Chican@ Resource Center and a Native American Resource Center.” This demand has been met [83, 41, 40, 42].

## Demand 8: Administration Response

Summary:

- 8. Administration Response at Library Walk, March 4, 2010: **Unmet**

Demand 8 calls on administration to respond to the demands by March 4, 2010.

### 8. Administration Response at Library Walk, March 4, 2010

Demand 8 asks that “all of administration [...] be out on Library Walk on Thursday [March 4, 2010] to state their message on these demands while allowing the students to respond back”. It was specified that the students would set up both stage and speakers on Library Walk, and requested that the administration (Chancellor, all Vice Chancellors, Academic Senate Representatives) be present.

This demand was not met. On March 4, 2010, the UCSD senior administration met with student representatives within the Chancellor’s Complex but did not appear on Library Walk to start a dialogue with and answer to the many students present that day (personal observation of members and recollections of student organizers present at the event).

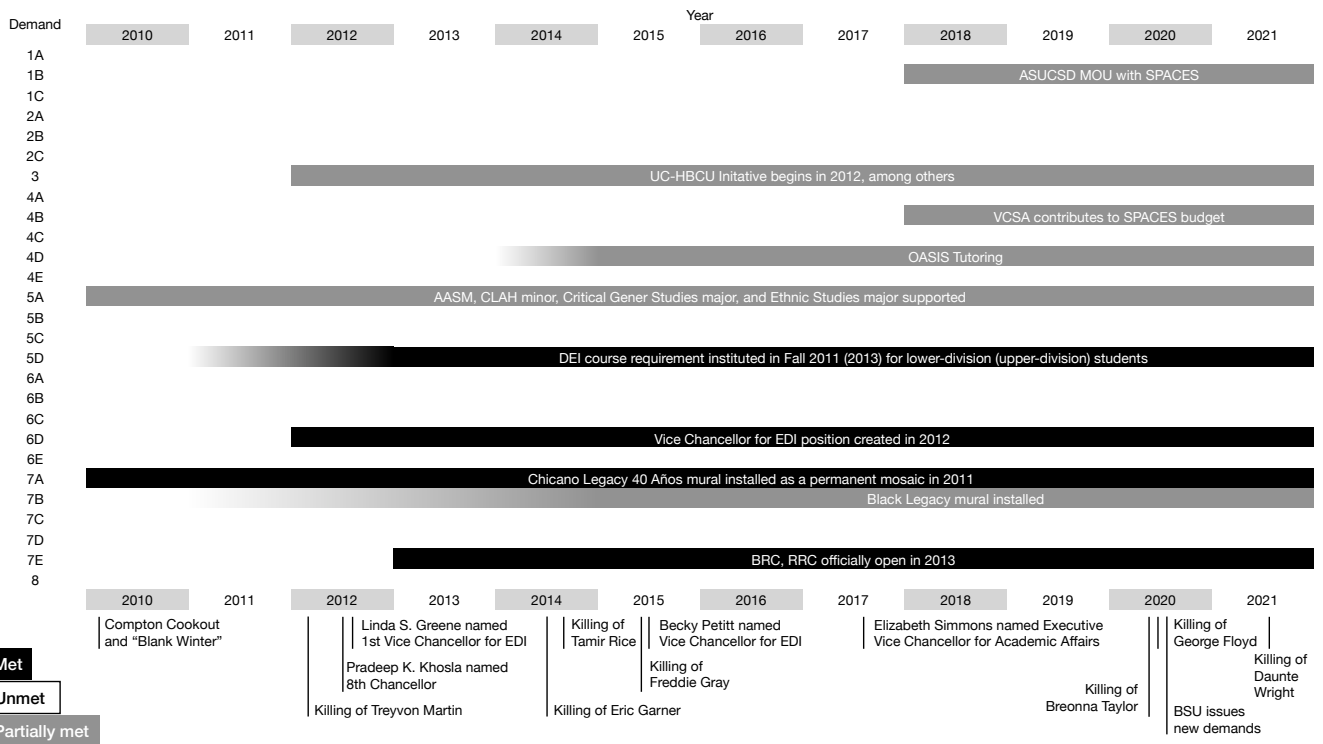
## Summary

This document presents an analysis of UCSD’s administrative response to the list of demands, presented by the UCSD Black Student Union, in response to the events of “Black Winter.” More than eleven years have passed since these demands were written and presented to the UCSD Administration. During that time, according to this report, the majority of the concerns brought to the University by the students originally responsible for these demands have either not been addressed or have been addressed poorly (Table 3, Figure 1). The lack of University action and response to these demands over the past eleven years demonstrates a clear disregard for improving the campus climate and life on this campus for BIPOC students, faculty and staff. Overall, the University response so far has been insufficient compared to what they might have, and should have, accomplished during this time.

The STEM 4 Black Lives Collective calls on the UCSD senior administration to publicly respond to the Black Winter Demands of 2010 and the BSU’s demands of 2020.

**Table 3.** Summary of demand statuses.

Demand	Status
1A. Permanent funding of SPACES and SIAPS	Unmet
1B. University matches funding for SPACES budget	Partially met
1C. Supplemental funding of SPACES	Unmet
2A. Non-Resident Tuition Reallocation	Unmet
2B. Admissions Policy Promoting First Generation Students	Unmet
2C. Out of State Admissions to Reflect California Population	Unmet
3. Support for Student-Initiated Yield Programs	Partially met
4A. University Supplementation of SPACES Budget	Unmet
4B. University Funds to Match SPACES (ASP and SIAPS)	Partially met
4C. Permanent, Budget-Crisis Free University Funding of OASIS	Unmet
4D. Specific OASIS Funding for Tutors	Partially met
4E. Secure Institutionalized Funding for Campus Community Centers	Unmet
5A. Financial support for AASM, CLAH minor, Critical Gender Studies major, and Ethnic Studies major	Partially met
5B. Organized Research Unit	Unmet
5C. Increase in Underrepresented Faculty and Post-doc Positions	Unmet
5D. Undergraduate Diversity Sensitivity Course Requirement	<b>Met</b>
6A. Hiring Faculty in Black Studies, Chican@ Studies, and Native American Indian Studies	Unmet
6B. Hiring Faculty with Tenure	Partially met
6C. Increase in Population of Students from Underrepresented Marginalized Communities	Unmet
6D. New Associate Vice Chancellor of Diversity Affairs	<b>Met</b>
6E. Student Participation in Search for Associate Vice Chancellor	Unmet
7A. Chicano Legacy Mural	<b>Met</b>
7B. Art Spaces Reflecting Underrepresented Communities	Partially met
7C. Student Representation on Stuart Committee	Unmet
7D. Naming of Sixth College	Unmet
7E. Establishment of Resource Centers	<b>Met</b>
8. Administration Response at Library Walk, March 4, 2010	Unmet



**Figure 1.** Timeline of when demands were met. White indicates the demand was not met, gray indicates the demand was partially met, and black indicates the demand was met.

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