



AGENDA
 UNDERGRADUATE STUDENTS ASSOCIATION COUNCIL
 December 3, 2019
 7:00PM

I. Call to Order

Watson

- Robert calls meeting to order at 7:04 pm

A. Signing of the Attendance Sheet

- Attendance sheet is passed around

II. Approval of minutes*

- 11/26/19
- Lalo motions to approve minutes from 11/26/19, Kelechi seconds
- By motion of 9-0-0 the motions passes, 11/26/19 minutes are approved

III. Approval of the Agenda*

- Strike BAG, strike SFS , strike Gen Rep 1, EVP, IVP, AAC officer reports
- Lalo motions, Kim seconds
- By motion of 9-0-0 motion passes, agenda is approved as amended

UCPD

Kilgore

Kilgore: As you approach the holiday break just a couple tips. If you're leave vehicles make sure that there's nothing inside them that can be seen, if you are living off campus or even on campus just remember that people still come on this campus even while you are not here so please make sure your windows are locked, your vehicles are locked, your doors are locked and anything else that might be appealing to someone on campus. As we come back into next quarter I'll be here for the January 7th meeting. Just remind folks, we've had the issue with the block party we need your help with and trying to mitigate the issues that come about with that.

Center for Accessible Education

Velazquez

Chris: My name is Chris, I'm the social director of CAE. I recently spoke with Lalo about CAE what we do, there were a bit of questions about growth, how many students we serve, the type of students we serve. We have about 4,000 registered students. I've been here for about three years so from then to now we've seen 113% increase in student registration. We're averaging about 500 requests per quarter from students, the heaviest being in the fall. We have an online process for students to submit a request for accessibility, so they submit what they need online and then we do virtual intakes. There's 4 counselors plus 2 student directors we each average about 500 students a piece. We're double what other campuses have, nationally most counselors have about 100-200. I know transportation is one concern. We had a van service we used to manage, now transportation manages that services. [indiscernible]

IV. Public Comment

Watson

No Audio No Video:

- 0 comments

Audio No Video:

- 0 comments

Audio and Video:

- Good evening everyone, my name is Brian Zamora and I'm here on behalf of UCLA Ethnic Studies community. [indiscernible] Right now in California it's a great opportunity to require that ethnic studies be a requirement for public high schools. I believe it's very important to, not only as a public institution, but as an honorable institution to see that this passes through for two main reasons. First and foremost, ethnic studies has been proven to increase academic achievement levels such as GPA levels, standardized testing, and even attendance levels. Seocond, it increases the

humanization and self actualization of communities of color. Being that communities of color have been historically oppressed within institutions and within the larger educational systems I think it's important to recognize that ethnic studies are very much a counter narrative to a lot of traditions that are commonly known about students of color and communities of color. With that I give utmost respect to those supporting our resolution.

- Hello, I'm also here to speak on behalf of UCLA Ethnic Studies Committee. We urge you to support the resolution because ethnic studies for students of color, particularly K-12 education has shown to increase graduation rates and furthermore, I personally got to experience ethnic studies in the curriculum my entire K-12 education and it is one of the more critical parts of my education that has helped me form my self identity and now as a college student I've gone back to my community as an educator and worked with the school I went to. From the side of an educator, I see how my students learn about people who look like them and who look like their neighbors, their peers, and their parents helps them form some kind of agency. And this agency allows them to go back out into the world to fix the problems they think need to be fixed. As a high school student I got to travel to the United Nations because it was something I was passionate about. It was one of the more transformative experiences I've had as a youth. Coming back to my community as an educator I see how important ethnic studies education is and I think that it's very important for us to allow other students to have that privilege to learn about themselves. I personally urge you all to support this resolution in order to give the students this opportunity to learn about themselves and students in other communities of color because it does allow them to form agency.
- Hey all, I'm the founder of the Afro-Latinx connection. Pretty much we help bridge the gap between the Latinx and black community. I'm also here in solidarity. As someone who is a history major, I have a little sister who had [indiscernible] ethnic studies in her class in the fourth grade and that was outstanding for me because I loved history growing up, but I never learned about myself. What I learned about myself was a paragraph. So to hear my sister reading about Harriet Tubman, that was outstanding to me. And the fact that it wasn't a requirement, it was a school initiated thing was even worse. I was made to believe that you couldn't learn about your own self. I've been learning about white men destroying things for years and I just think it's kind of unfair that I didn't get to learn about my own existence and why I'm here. So I think it just clears up confusion about your existence. I grew up confused why my family looked like this or why I had family in different countries. I think it can help kids have a different confidence about themselves and understand that they are there for a reason and they do exist for a reason. And just for general clarity and the chance to build a community. [indiscernible] Growing up as an Afro-Latina, I felt that there was a lot of anti-blackness in different communities and sentiment going back to [indiscernible] as well. And again things like improving graduation rates, echoing that, and learning about yourselves, it's a privilege to learn about yourself as was mentioned. I just want to stand in support of the ethnic studies community. We hope you all support this ethnic studies resolution because it means a lot to acknowledge it to people below us and people above us as well.
- I am the director of [indiscernible]. I just wanted to say the importance of ethnic studies is super critical. My high school was pretty diverse but there was just a lot of things it was lacking and a lot of history I was missing out on and it's unfortunate to have to learn this history all on my own. Seeing that my old high school [indiscernible] and has a focus on ethnic studies you see the importance and these kids are getting involved and recognizing that there are a lot of old systems that need to be broken down. I completely and wholeheartedly stand in solidarity with the resolution for ethnic studies because these kids and these students have so much potential so to incorporate ethnic studies and allow them to learn about themselves and to learn about these institutions that are constantly failing them so they can step into these positions and take that over and dismantle that and re work it, I think that's really important so I hope you all support this resolution.
- I'm Kate. I am also here in support of the ethnic studies coalition. As the resolution points out, the value of ethnic studies is not just for students of color but also really valuable for white students. I took a interracial dynamics class last year taught by a variety of faculty by the American Indian studies, African American studies, Asian American studies, Chicano studies. It was a really valuable experience, I think all white students should be required to take a course like

this and have faculty of color who teach them how is because I feel like the history I learned in high school just feels fake after taking that class. To point out the value of this for all of us, so stand in support of this.

- Hey y'all I'm here on behalf of ethnic studies. As an indigenous student in high school I had no access to ethnic studies courses, classes, or clubs. With this erasure of our history it comes with a lot of uncertainty about who we are in this society. I think that as a school that prides itself on its community efforts as a school who has community schools in Koreatown, where a majority of students are POC, I think it's very important that the university support the ethnic studies resolution. To support this means to support students of color's histories. I think that UCLA should stand in support of the resolution just because there's no point in having a diverse group of students if these students don't know who they are and why they're here. I really urge you to support the resolution.
- Hi my name is Michelle, I also wanted to support the ethnic studies resolution. Personally in my high school, I didn't have access to any ethnic studies curriculum. It's important not just at the high school level but seeing students graduate at higher rates. Not only that but just having those people graduate is really valuable. I think it's really important that you guys support the resolution and hopefully we get your support.
- Hello, my name is Alejandro. I'm a senior now, I'm a transfer student. I'm here to support ethnic studies resolution. This resolution was born because there was a direct attack on the ethnic studies curriculum on a statewide level. We felt that it was our responsibility to protect ethnic studies, so literally during finals week we got together with different student communities to do this. So many of you may be reading about it, but this is something that we're going through right now. We are fighting for not only critical pedagogy, or ethnic studies, but for liberation, for resources, for time, for spaces and we're fighting that case today. This work that we're doing today is very important to not only us as UCLA students but also our communities, our communities that have been literally robbed from their histories and their stories. Personally for me, I never had ethnic studies as a class in my high school but I had some kind of culture relevant space that helped develop me. For those that don't know I was actually expelled in middle school and in high school so I went through the system. The school system did everything they can to basically kick me out of these spaces but here I am now as a transfer student, as a UCLA senior, and with the help of ethnic studies that's what literally pushed me forward and I just feel that I have a responsibility to do that too. So I did research here to find the effects of Chicana Studies on California high school continuation students. We found incredible results that these students actually wanted to go to school and that students wanted to engage in social justice. So those that were the most pushed out of the educational system, we found that they could make it here at UCLA. That's the only reason I'm here. I want to eventually become an ethnic studies professor and I want to make sure that UCLA, its Ethnic Studies department, its education directly helps in this ethnic studies movement for K-12 education. Please, I ask all of you to unanimously to pass this resolution.
- My name is Briana. I didn't really have an experience with ethnic studies. As someone who is undocumented, being removed from my community as I got older was a really tough experience for me. Coming here it was really hard for me to connect with my community back in Mexico. In high school I urged this professor that was a little more connected with the ethnic studies struggle and we were able to formulate and facilitate some workshops about how to teach undocumented brown students post Trump election. I think that experience was extremely beneficial for me and for them given that these were white educators in predominantly brown and black spaces. I think that me as a student having to take that initiative to teach them, although it was beneficial for me as well, it's not something that I should be doing. I urge y'all to support the resolution.
- Public comment adjourned at 7:56 pm

Contingency Programming*

Komzyuk

- 20 applications from USAC and non-USAC groups
- Requested : \$17,745.82
- Recommended Allocation: \$8,137.80

- Lalo motions to approve recommended allocation, Kelechi seconds
- By motion of 12-0-2 motion passes, contingency allocation is approved

SFS Allocations#

Wisner

SWC Programming Fund Allocations#

Sridhar

- Total Requested: \$1,500
- Total Allocated: \$750
- 1 non-USAC entity
- No opposition, recommended allocation approved by consent

Bruin Advocacy Grant Allocations#

Guerra

ASRF Allocations#

Riley

- Total Allocated: \$1,391.38
- No opposition, allocation approved by consent

AAC Travel Mini-Grant Allocations#

Riley

- Total Allocated: \$754.08
- No opposition, allocation approved by consent

ARCF Allocations#

Iheanacho

- Total Allocated: \$4,458.62
- No opposition, allocation approved by consent

V. Special Presentations

#Facultyequity Campaign

Branstetter

- My name is John, I'm a lecturer in the political science department. I'm here representing the UCAFT it's the Union for all lecturers at UCLA. I just wanted to share a little bit of information about the campaign and how it's going and also just raise awareness for you guys. A lot of students that are not aware of the two classes of faculty here at UCLA. There are what are called tenure or tenure track faculty and then there are adjunct faculty. The tenured faculty, they're here permanently. They do research, they teach, but their appointment is never going to end. So lecturers and other faculty have to work on a year to year contractual basis and some departments work quarter to quarter. There's a huge discrepancy in pay levels between the tenure track faculty and the lecturer faculty, but a lot of the responsibilities are the same. The difference is that I don't get paid for it. I do it because I love it, I love you guys, I love UCLA but there's a real disparity between the way tenure track faculty are treated and lecturers are treated. Right now UCFT is in the process of renegotiating our contract with UCLA and this is a statewide thing. We're fighting for a few pretty basic things and we're facing a lot of opposition from the UC administration. You probably all had an experience where you had a professor you liked then next quarter they were gone. What happens a lot for lecturers is what is called forced turnover which is basically they don't have to rehire them. As you can imagine, if you had to reapply to UCLA every single year, your nerves would literally fray, and that's how it is for us. Because I'm teaching here this year doesn't mean I'll be here next year, even if I'd like to be. And then the criteria on whether you'll be rehired are completely opaque. They have very little to do with how good a lecturer you are, so even if you're really devoted to teaching, no matter how good you are, there are not transparent standards on whether you'll be rehired. Other things like guaranteed office space. Basic things we need to do our job, things that affect your education as undergraduate students here at UCLA. Basically I think that our campaign is growing, we're also trying to build support among the undergraduate body. Our message is that in treating lecturers equally is critical to your guy's education. We'd like to get everyone's support among the student body.

CALPIRG

Bonifacio

- Sithara: Hi guys, I'm Sithara. I'm the Chapter Chair for CALPIRG here at UCLA and also the statewide Vice Chair for CALPIRG across the UC's system.
- Catherine: I'm Catherine I'm the Vice Chair for our chapter and also the treasurer on our statewide [indiscernible].
- Michael: I'm Michael and I'm an intern for the New Voters Project.

- Sithara: So we wanted to tell you guys a little bit about what we've been working on this quarter. So we wanted to started off with telling you guys a little bit more about who we are. Our mission is we are working towards a cleaner, healthier, more meaningful future and we want to do that by training students how to get involved in that change and to become activists on whatever it is that they care about. Our model for this is working to combine the energy and work of students with the institutional knowledge and training of hired professional staff who can be advocates for us full time in Sacramento as well as organizers that can work to train us to be advocates on issues we really care about.

- Catherine: We have chapters at 8 of the UCs as well as state universities across the countries. We are made up of a Board of Directors which is 36 students who are elected from each chapter. We vote on our budget, the campaign for whatever quarter it is as well as any new campaigns and then from that Board of Directors we also elect an Executive Committee which is 6 students from the Board of Directors. 3 of them are from UCLA. We drive all the statewide priorities.

- Michael: Just to go over some of the numbers from this quarter. Just in this fall quarter, we've had 200 new people volunteer for CALPIRG. We have 27 interns. We have 14000 people that we educated this quarter through class presentations and 18,000 online.

- Sithara: We run a bunch of different campaigns each quarter. This quarter we're running 5 campaigns. I'm running our Plastic Free UC's campaign. We're working to try to protect our water ways and ocean from plastic pollution by stopping at the source and stopping the use of single use plastics. So we're working to get the UC system to commit to a system wide ban on single use plastics on our campus. We've been working a lot with our Director of Sustainability. In support of this campaign we've gathered 2,000 petitions from students, we've had 300 students take photos, 60 of them write letters to the President of the UC system as well as we had 75 leaders of student orgs on campus sign on in support of the campaign as well. We will actually be delivering this support as well as the resolution y'all passed last week to the UC Sustainability Committee at their February meeting where they'll be voting on the proposed policy around banning single use plastics.

- Michael: For the New Voters Project, our goal was to help institutionalize voter registration here on campus to make it easier for students to vote and just make it more accessible in general and to create a culture of getting students to know about the elections, be educated, and just know how to register to vote and where to go to vote. So we helped to get a vote center which will be here in the next coming elections, here in Ackerman Union. So all UCLA students that are able to vote will be able to vote here at the Ackerman Student Union as long as they're registered in LA County. We're also planning to build the Voters Coalition, we've had meetings for that and it's supposed to be picked up for Winter quarter. We've helped 232 students to register to vote this quarter. We had 3 educational events this quarter. We are also working to ban neonicotinoids which is a pesticide that kills bees, since it is important to protect bees since they pollinate a lot of our food.

- Catherine: One of our other campaigns is our Zero Hunger Campaign. About 40% of students within the UC system face some level of food insecurity while UC campuses waste hundreds of pounds of food per quarter. We're working on getting UCLA to commit to zero hunger meaning knowing where there are underutilized resources, where there are students that need the food and getting that food to them. So we've been working with groups, we've held a round table, we've collected almost 500 petitions in addition to the almost 1,000 last year as well as 88 letters written directly to the chancellor from the students. Our last campaign, our Affordable Textbook campaign the goal is to get

[indiscernible] program for textbooks. We held an open dialogue and open access round table towards the beginning of the quarter, we collected 10 personal letters, 93 petitions, and 11 faculty sign ons, and we were covered in DailyBruin 3 times. Next quarter we're working on organizing support from students and faculty.

- Sithara: We've had some pretty cool highlights this quarter. We had our fall kickoff meeting, we had 103 people here come out which is our biggest meeting of the quarter where people learn how to get involved and what we do.
- Michael: We also had our pledge drive around Week 5 or 6, where we were trying to get funded since we are student funded. Through our opt in fee of 10\$ a quarter, we were able to sign up 1,654 new dues paying members to help support our campaigns.
- Catherine: Once a quarter we get together with the other chapters at all the other UC's so we gathered together at UC Santa Barbara and we developed new student leaders, held trainings, also discussed our statewide priorities for all our campaigns.
- Michael: For next quarter our main campaign is still our Plastic Free UC's campaign although we will have a lot of emphasis on the New Voters project because of the Presidential Primaries coming up. We will be doing days of action to ban fracking in the state of California.

VI. Appointments

-none

VII. Officer Reports

- A. President Watson
 - Refill Stations- 600 survey responses
 - GCGP already started, wanting to expand
 - GCGP Partnership with 5Gyres
 - GRTF official Recommendations
 - Interns integrated into the office
 - Currently working with UCLA Housing and Steve Dundish about reducing laundry costs- Currently looking like it will either be a lower cost or transition to a flat rate for the year
 - John Perez, Chair of the University of California Regents, to talk about work that CalPirg is doing in regards to opening up to student organizations fee increase referenda propositions on USAC ballots
- ~~B. Internal Vice President~~ Bonifacio
- study hall is happening this week
- ~~C. External Vice President~~ Guerra
- ~~D. General Representative 1~~ Velazquez
- E. General Representative 2 Smedley
 - Visited student account and talked about ways to increase ..
- F. General Representative 3 Broukhim
 - Office social media coming out tomorrow morning
 - Free food fund committee began compiling lists in westwood area where students can get discounted food
 -
- ~~G. Academic Affairs Commissioner~~ Riley
- H. Campus Events Commission Steinmetz
 - Thursday we have Just Mercy screening
 - Little Women screening next Tuesday

- I. Community Service Commissioner Wisner
- Impact conference Feb 13-16th
 -
- J. Cultural Affairs Commissioner Iheanacho
- This week is study break
 - Tomorrow we have word
 - Friday we have tiny desk concert
- K. Facilities Commissioner Shaw
- Just started safe parking advocacy group me
 - Naomi and I collecting course readers
 -
- L. Financial Supports Commissioner Srivastava
- Donut giveaway friday 10-12 on Bruin Plaza
 - Bruin card replacement costs
- M. Student Wellness Commissioner Sridhar
- CARE: Opportunity to meet two out of the three candidates for CARE Director - Jennifer Jiries 12/4 from 4:15-5pm; Shonte Howard 12/10 from 12-12:45pm. CAPS Large Conference Room.
 - Body Image Task Force: Co-program with CEC on Dec 3 - Jameela Jamil went great! I Love My Body Week is week 2 of winter quarter (1/13-1/17).
 - BruinNecessities: Meeting next week with AVC Mick Deluca and Erin McMahan (UCLA Rec) to discuss funding for institutionalization of menstrual hygiene products.
 - Sexperts: YouTube video channel ready to go - 2 videos prepared and will be posted soon.
 - Total Wellness: Thurs 12/5
 - LAUNCH PARTY for quarterly zine, *From Within*. The zine is based on different stories of UCLA students on campus and how they take care of their mental health.
 - Staff Development: Friendsgiving this Thursday 12/5
- N. Transfer Representative Oraha
- O. International Student Representative Tariq
- P. OCHC Representative Gupta
- Q. Administrative Representatives Alexander, Champawat, Geller, O'Connor

VIII. Old Business

- None

IX. New Business

Campus Safety Alliance and IVP Office Bylaw Changes*

Bonifacio

Kim : The first bylaw change is Article V, Section F number 2A. So we're just gonna strike 8 which is GAMMA, the representative for Greeks Advocating Mature Management of Alcohol. It doesn't exist anymore so therefore I'm striking it. The other one is Article V Section F number 4B I wanted to change it to "The Internal Vice President should appoint the Campus Safety Director and they shall serve as the Vice Chair of Campus Safety Alliance."

Jonathan: For the one on GAMMA, CRC's recommendation was to approve the change, it just makes sense since they don't exist anymore, they shouldn't be in the bylaw, it's just a pretty simple clean up.

- Lalo motions to approve Article V Section F number 2A bylaw change, Jonathan seconds
- By motion of 11-0-0 motion passes, bylaw change is approved

Kim: For Article V Section F number 4B, the Internal Vice President should appoint the Campus Safety Director and they shall serve as the Vice Chair of Campus Safety Alliance. And the Campus Safety Director, in coordination with the Internal Vice President shall be responsible for organizing a committee.

Isabel: We are recommending it be shortened to “The Internal Vice President shall appoint the Vice Chair of Campus Safety Alliance” because Jonathan pointed out that the term Campus Safety Director doesn’t exist within the bylaws, it’s an internal term used within the IVP office. Then the secondary section would be something given to them when they are appointed.

- Lalo motions to approve the bylaw change for Article V Section F number 4B, Kelechi seconds
- By motion of 14-0-0 motion passes, bylaw change approved with recommended changes

Kim: Now this one, Article II Section C Number 5F, it will be added to the appointment bylaws, which is the Internal Vice President shall appoint the Campus Safety Alliance Vice Chairperson one appointment for one year.

- Lalo motions to approve bylaw change with amendments, Kelechi seconds
- By motion of 14-0-0 amended bylaw change is approved

Resolution in Support of Ethnic Studies*

Riley

A RESOLUTION IN SUPPORT OF SAVE CALIFORNIA ETHNIC STUDIES COALITION

Authors:

UCLA Ethnic Studies Student Committee
Academic Affairs Commission 2019 Internship Class
Brian Zamora, Save CA Ethnic Studies Coalition

Sponsored By:

Naomi Riley, *Academic Affairs Commissioner*
Eduardo “Lalo” Velazquez, *General Representative 1*
Kelechi Iheanacho, *Cultural Affairs Commissioner*
Eagle and the Condor Liberation Front
MEChA de UCLA
Vietnamese Student Union
Samahang Pilipino
Pacific Ties
Afro-Latinx Connection de UCLA
UNICA de UCLA
Asian Pacific Coalition

WHEREAS, former California Governor Jerry Brown signed AB-2016 into law in 2016, mandating the creation and adoption of an Ethnic Studies “model curriculum” guide for high schools across California¹, and with a current bill, AB-331 active in the California State Legislature in 2019, mandating the implementation of Ethnic Studies to California public and charter school graduation requirements²;

WHEREAS, The Save California Ethnic Studies Coalition—“a coalition of educators, civil rights organizations, and students”—emerged out of the need to preserve the draft model curriculum, which has faced criticism primarily from *outside communities of color*, and has delayed the implementation of an Ethnic Studies curriculum to March 2021 until further revisions are made³;

WHEREAS, section 1(i) of AB-2016 holds that state implementation of A-G-approved Ethnic Studies courses will “close the achievement gap, reduce pupil truancy, increase pupil enrollment, reduce dropout rates, and increase graduation rates”⁴;

WHEREAS, the implementation of an Ethnic Studies curriculum in California high schools has shown to increase both student GPAs and graduation rates⁵;

WHEREAS, the passage of such a law requiring the implementation of ethnic studies curriculum can also have the effect of increasing the number of diverse educators teaching Ethnic Studies courses, thus diversifying the field of Education;

WHEREAS, Ethnic Studies courses will provide not only meaningful and crucial information to students of color, but to all students regardless of race in the areas of “interpersonal communication, cultural competency, and equity driven skills that are integral to civic engagement and collegiality”⁶;

WHEREAS, a National Education Association research review by Dr. Christine Sleeter, Professor Emerita at California State University, Monterey Bay, cites multiple studies that find Ethnic Studies courses have an even greater effect of increasing white students’ “ethnic consciousness as they confront issues of race already familiar to minority students.”⁷ She writes on the importance of Ethnic Studies: “Something else happens in these classes: students develop

¹ <http://www.guadalupecardona.com/curriculum-of-the-oppressed1.html>

² https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB331

³ <https://edsources.org/2019/californias-widely-criticized-ethnic-studies-plan-to-be-revised/617607>

⁴ http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB2016

⁵ <https://www.savecaethnicstudies.org/>

⁶ <http://www.guadalupecardona.com/curriculum-of-the-oppressed1.html>

⁷ <https://www.latimes.com/opinion/op-ed/la-oe-remnick-ethnic-studies-alejo-20140703-story.html>

a sense of agency.”⁸ So they aren't just learning about history, they're engaging with it and shaping it — *reading the word and the world*;

WHEREAS, an Ethnic Studies curriculum increases perception of both commonalities and differences between and within groups and helps students to normalize conflict and build skills to work with conflicts⁹;

WHEREAS, the National Education Association found that the more students of color are conscious of ancestry, racism, and different cultural identities, the more likely these students are to achieve good grades and graduate high school, thereby attending college at higher rates¹⁰;

WHEREAS, a Stanford University study found that when high school students who are at greater risk of dropping out take a course that examines “the roles of race, nationality and culture on identity and experience,” it improves both their academic performance and attendance¹¹;

WHEREAS, a 1996 study from the Society for Research in Child Development found that “considerations of social stratification and position are central to the development of children and youth who experience marginalization due to their race, ethnicity, and/or socioeconomic status”¹²;

WHEREAS, fewer than 5,000 of California’s 1.7 million high school students, or less than 1 percent, had access to an Ethnic Studies course in 2013¹³;

WHEREAS, the former Mexican American Studies program in Tucson, Arizona demonstrated significant strides in closing the achievement gap and increased academic achievement¹⁴;

WHEREAS, Ethnic Studies is reflective of the current California public school demographics: Hispanic or Latino 54.60%, Asian 9.30% , African American 5.40%, Filipino 2.40%, American Indian or Alaska Native 0.50%, Pacific Islander 0.40%.¹⁵;

THEREFORE LET IT BE RESOLVED THAT, USAC supports an Ethnic Studies model curriculum that takes a critically engaging approach in addressing systems of oppression

⁸ <http://www.nea.org/assets/docs/NBI-2010-3-value-of-ethnic-studies.pdf>

⁹ <http://www.nea.org/assets/docs/NBI-2010-3-value-of-ethnic-studies.pdf>

¹⁰ <https://www.latimes.com/opinion/op-ed/la-oe-remnick-ethnic-studies-alejo-20140703-story.html>

¹¹ <http://inid.gse.uci.edu/files/2011/03/DeePenner2016AERJThe-causaleffectsofculturalrelevance.pdf>

¹² https://www.jstor.org/stable/1131600?origin=crossref&seq=1#metadata_info_tab_contents

¹³ <http://www.latimes.com/local/la-me-ethnic-studies-20140603-story.html>

¹⁴ https://www.tulibro915.com/uploads/1/2/5/5/12552697/mas_report_2012_0.pdf

¹⁵ <https://www.cde.ca.gov/ds/sd/cb/ceffingertipfacts.asp>

encountered by underserved communities, primarily the four most overlooked and historically underserved communities: Black, Latinx, Native American, Asian American, and Pacific Islander groups;

LET IT BE FURTHER RESOLVED THAT, USAC supports the Save CA Ethnic Studies Coalition’s efforts to seek to preserve the draft model curriculum with only minor revisions because it already accurately focuses on the history and struggles of communities of color in the United States, and a drastic change in the curriculum “would dilute it and convert it from Ethnic Studies to a non-equivalent like multicultural studies or diversity studies”¹⁶;

LET IT BE FINALLY RESOLVED THAT, USAC stands with the Save CA Ethnic Studies Coalition and the UCLA Ethnic Studies Student Committee to call for the support of the UCLA Institute of American Cultures, which encompasses the American Indian Studies Center, Asian American Studies Center, Ralph J. Bunche Center for African American Cultures, and the Chicano Studies Research Center; the UCLA Graduate School of Education and Information Studies; and the UCLA Ethnic Studies departments—namely, the African American Studies Department, Asian American Studies Department, American Indian Studies Department, and Chicana/o and Central American Studies Department—to [join in petitioning](#) the California Department of Education (as several UC Ethnic Studies departments have done), as well as the support of UCLA and the broader UC system as a whole in advocating for the timely and just passage of the model curriculum. In particular, we call on the aforementioned entities to [support](#) the model curriculum draft and the Save CA Ethnic Studies Coalition in the following ways:

1. Academic Advisement

- a. Support the Save CA Ethnic Studies Coalition and the UCLA Ethnic Studies Student Committee in the development of an on-campus conference informed by ethnic studies curriculum and pedagogy during the Spring 2020 quarter.
- b. To work in collaboration with the UCLA Ethnic Studies Student Committee and the Save CA Ethnic Studies Coalition for the creation of a depository of Ethnic Studies scholars and experts on campus by discipline and subfield.

2. Advocacy

- a. To ensure the Institute of American Cultures, School of Education and aforementioned departments’ mission towards a connection with the greater Los Angeles community by facilitating outreach with local partners and non-profit organizations.

¹⁶ <https://edsources.org/2019/californias-widely-criticized-ethnic-studies-plan-to-be-revised/617607>

- b. To draft letters of support from the Institute of American Cultures, Graduate School of Education, aforementioned Ethnic Studies departments, and affiliated entities in support of the Save CA Ethnic Studies Coalition.
- c. To offer academic support to the Save CA Ethnic Studies Coalition through scholarship, expertise, and experience in the field of Ethnic Studies.

3. Financial Support

- a. To allocate funds for the organization of students and faculty directly involved with the Save CA Ethnic Studies Coalition and the Model Curriculum, including, but not limited to travel grants and research stipends.
- b. To allocate honorarium payments for potential Ethnic Studies practitioners and experts that support the dissemination of Ethnic Studies knowledge and scholarship at UCLA.

- Jonathan motions, kelechi seconds, 11-2-1 , motion passes, resolution is approved

Surplus Proposals

X. Adjournment*

Watson

- Robert adjourns meeting at 11:00 pm

Good and Welfare

* Indicates Action Item
Indicates Consent Item
@Indicates Executive Session Item