Tell Us How UC It: Living Archive 2017
From Crisis to Change Panel Discussion

February 1, 2017
1 hour, 39 minutes, 23 seconds

Speakers: Brian Schottlaender, Agustín Orozco, Fnann Keflezighi, Angela Kong, Jorge Mariscal
Interviewer: Tamara Rhodes

Transcribed by: Hanaa Moosavi

Tell Us How UC It: Exhibit 2017
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Time Transcription

00:00 [The Library UC San Diego]

00:05 [From Crisis to Change:
The Student Experience & Activism on Campus
Geisel Library: Seuss Room
February 1, 2017]

00:10 Brian Schottlaender: I'm Brian Schottlaender, the university librarian here [Brian Schottlaender] at UC San Diego, and I'm really pleased to welcome you all to Geisel Library for, what I know, will be both a timely thoughtful and provocative discussion but perhaps more importantly, a very timely discussion indeed. As most of you know the panel discussion today which whose title you see on the screen behind me “From Crisis to Change: the Student Experience and Activism on Campus” is related to the exhibit that has just gone up in the foyer outside and Exhibits titled, *Tell Us How UC It: a Living Archive Project* which, hopefully, many of you will have had a chance to see on your way in. That exhibit and the living archive that it draws on and illustrates, and indeed this panel session, all sprang from the imagination of the woman sitting to my immediate left, Tamara Rhodes. Tamara is the UC San Diego Library’s new or newest social science subjects specialist and developed an interest in living archives while studying library science at North Carolina Central University before joining us here in La Jolla. The interest that she picked up in living archives in North Carolina led her to actually conduct research on them as pedagogical device and a— write a research paper entitled “Living Breathing Revolution: How libraries can use living archives to support and gage and document social movements.” That paper was delivered by Tamara at the meetings of the International Federation of Library Association's in Singapore in 2013 and we're very fortunate that Tamara has brought on both her interest and her expertise to UCSD [University of California, San Diego] because here she has led a team of her Library colleagues, many of whom are in the room today, in creating the living archive project referenced in the exhibit in the foyer outside. I have to say that given what's happening nationally in this country, and has been in the last several months, our timing really could not be more right on. So let me turn things over to Tamara now to tell us a bit more about living archives in general to introduce our panelists and to moderate our panel discussion please join me in welcoming Tamara Rhodes. [Applause]

02:55 Tamara Rhodes: Thank you so much. Thank you Brian for those opening remarks, and thank you all for being here. This really— it warms my heart. [Tamara Rhodes] So as Brian said, I wrote a paper about living archives a few years ago in library school and I initially wrote it after reading a prompt asking for papers on how libraries can support social movements in their communities and I got the idea from an exhibit I saw in a gallery at the New School in New York. It

was a living archive about the Occupy Wall Street movement and it wasn't like a normal gallery or archive. It was a living archive about— it had, you know, art, expressing the artist's thoughts and feelings about the movement, but it also told the history of the movement as a whole and during the exhibit people could leave their thoughts and feelings themselves and then they put those up on the— on the online portion of it for people to access afterwards so people were contributing to this gallery and it was constantly shifting, so things were added, it was interactive, it was like a living breathing thing. I was amazed and, you know, I saw it and I experienced it but I didn't really think much of it afterwards until I saw this prompt which was, you know, about libraries and social movements and I thought, what if libraries could do the exact same thing? You know, it falls in line with exactly what libraries do and what we're all about the paper and so I wrote this paper and, as Brian said, I presented in Singapore I put it on my CV [Curriculum vitae], which looked really good, but I didn't really do much with it afterwards, you know, there's a long period of time after that where nothing happened, but then in April 2016, I guess I'd been here eight months as a librarian, and the first wave of Trump talkings happened on campus and then a graduate friend of mine invited me to a race relations Town Hall and the BGSA [Black Graduate Students Association] and the GSA [Graduate Students Association] Diversity, Advisory Council hosted it and, you know, I was personally affected by the talking so I wanted to go but I also wanted to know about what students were feeling about it on campus, and what I heard was just like life-changing, you know, hearing all these students with all these different identities talking about the same experiences was just— it really brought up something in me and I only said one thing during the meeting and what I said was that remember that the library is here; not just as a space for you, like a safe space, but also, you know, if you want to collaborate on any initiatives or anything like that, the library wants to be, you know, be part of the community, that's what we're here for it. So after I left the meeting I thought, you know, I really want to do something tangible, you know, I want a backup exactly what I said. So this is it, I went back to my colleagues and we formed this group of five amazing, diverse women and we got together and we— and we worked really hard and this is the product of that, and as we were talking to people and promoting it and are telling our colleagues about it we kept hearing the same sentiment over and over again which was this is great, this is so needed, and we've been wanting to do this for a really long time. So that let us know that we were on the right track and after ten months of working and planning, we did it and this is the product so thank you all for being here. So outside, as Brian said, is our exhibit and it has an accompanying online collection if you want to check that out, on the title panel, it tells you what the link is, and the goal behind it is to connect the voices of current students, which we gathered through submissions of creative work, but also with the history of UCSD [University Of California, San Diego] to show like a living narrative of how students experience our campus climate and the pivotal moments, when in the face of challenges come together to lead change. So for

this event and panel, we are so lucky to have four amazing speakers who are well-versed in activism on this UC San Diego campus so thank you all for being here. So I'm going to introduce them now. So first we have Agustin Orozco. He's originally from East Los Angeles, California and moved with his family to San Diego where he attended high school. In 1988, he attended UC San Diego for his undergrad where he served in student government as student body president and was involved in student organizations like MECHA [Movimiento Estudiantil Chicano de Aztlan] and worked as a peer counselor for their OASIS [Office of Academic Support and Instructional Services] Summer Bridge Program. Agustín received a BA in Spanish Literature and a minor in political science in 1993, and a master's in education and multicultural counseling from the SDSU [San Diego State University] CBB [Community-Based Block] program in 2001. Agustín became the coordinator of the UCSD's [University of California, San Diego] OASIS [Office of Academic Support and Instructional Services] Summer Bridge Program, a position in 1997, and became the assistant director in 2007, a position he currently holds. He also volunteers both at UCSD [University of California, San Diego] and in the community for Latinx, LGBT [Lesbian, Gay, Bisexual, Transsexual], and underrepresented communities. Second, we have Jorge Mariscal, he's a professor of literature and director of the Dimensions of Culture program at Thurgood Marshall College. He's a first—generation college student. He arrived at UCSD [University of California, San Diego] in 1986, after teaching in Iowa and Wisconsin and he has been an ac— active member of the Chicano Latino Consilio that advocates for Latino students, staff, and faculty. Next to him we have Fnann. Fnann is a proud alumna of Thurgood Marshall College at UC San Diego, where she developed her grounding in identity development and social justice, both inside and outside of the classroom. She developed an intersectional cross— cross issue framework to education access and engagement through the guidance and mentorship of student affirmative action committee, SPACES [Student Promoted Access Center for Education and Service], Marshall College, the campus community centers, ethnic studies, OASIS [Office of Academic Support and Instructional Services], and other folks on and off campus. Before returning to UC San Diego to serve, and she currently does, as the assistant director of residential life at Marshall College, she served as the inaugural director of the African American Resource Center at CSU [California State University] Fullerton within the department of diversity, initiatives, and Resource Centers. And then finally, we have Dr. Angela Kong who works at OASIS [Office of Academic Support and Instructional Services], currently, as the coordinator of language arts tutorial services and she graduated from UCSD [University of California, San Diego] in 2014. She's a first generation college student, daughter of immigrant parents, and a product of San Francisco Public Schools. She uses an interdisciplinary lens in higher education and ethnic studies with the goal of challenging students, faculty, and administrators to understand

student experiences in transforming diversity in higher education institutions. So please join me in welcoming them.

09:16 [Applause]

09:22 Tamara Rhodes: And just a side note that I'll say. Dr. Kong, for one of our CAT [Culture, art, and technology] writing classes, they had to do a reading response by reading her dissertation and respond to that, so it's really great that sh— we also could have her on the panel. So we'll start with asking them some questions and then we'll have a Q&A afterwards if you guys want to ask questions. So the first question for all of you: the exhibit shows some of the historical context and current student perspectives of student activism in campus climate. What I'd like you to answer is— or talk to us about, is what student lead change have you participated in and observed at UC San Diego and then what was the impact of all of it. So Agustín if you want to start [Laughter]

09:58 [Cross-Talk] Tamara Rhodes: You are the closest to me; you chose that seat.
Agustín Orozco: Is that what I did.
Tamara Rhodes: Yeah.

10:05 Agustín Orozco: Well first of all, I want to say good afternoon, buenos tardes. I'm really happy to be here and to be honest, a little surprised. When Alanna [Aiko Moore] reached out I was like wow, I was wondering, you know, why me but then I remembered that I've been on campus for 20 years as staff and I was a student here, feels like I never left. Fnann was joking that she has a— she lives on campus now and, although I don't, it feels like that at some times because I have been here for so long so I'm originally from East LA [Los Angeles] like I said and I moved here when I was 15 and then I got to go here to UCSD [University of California, San Diego] at Muir college and I was here from 1988 to 1993 as a student, then I came back in 1997 as a staff and I have been here since. So needless to say I've had about thirty years' worth of history with this campus. I came in as an affirmative action student so when I came in, I didn't have my SAT [Scholastic Aptitude Test] scores. Probably my GPA [grade point average] wasn't up to par with other students who were coming in with me and my class, so at the time that already made me feel a little bit behind. I felt, in some ways, that maybe this was not the place for me. And I work with students everyday now and I hear some other stories from students even though affirmative action has been gone for a number of years there's still students who still struggle with the climate on campus and— either academically, socially, or all of the above, feel that they don't belong and so that was— that was tough. I— I went through Summer Bridge program that we put on through OASIS [Office of Academic Support and Instructional Services] and that was helpful for me to find connections and people who actually cared about me. My supervisor now, Dr. Patrick Velasquez is in the audience, background somewhere, I'm not sure where Patrick is but he is

somewhere, way in the last row back there, who's been a mentor for a number of years and one of my first bosses when I got here, and one of the first people who really made me feel like I belonged, and that was really important for me. And so, at the end of my freshman year, I don't remember what the specific cause for why we decided to have a rally or a protest on the campus regarding racism happened, and so that was really my first taste of activism in more than a sense of just going to student organizations or being involved in student government. We were really, really upset about just the general feel of the campus and how we were being treated and how even statements, or what we might call macroaggressions now, were happening then. I got a lot of messages, both— both overt and covertly, about me being here as a student and having taken someone else's place who could have been here who more deserved the spot than I did and so I think all of us as a group of students collectively felt that there were things that the campus needed to do to change. I was involved in MECHA [Movimiento Estudiantil Chicanola de Aztlan] at the time, but there was a strong coalition of student organizations: the student affirmative action committee, that encompassed Chicanos, Latinos, Native Americans, African American students, students with disabilities, later, LGBT [Lesbian, Gay, Bisexual, Transexual] students and so, it was a really really good opportunity to have these coalition of students who work together on common causes. A result of that first protest led to conversations about the ethnic studies department, so there wasn't an ethnic studies department at the time and we really thought that— that was something that would help the campus and that was necessary. We started here at the Price Center loop, which had just opened in April and these protests happened after that. We had our MECHA [Movimiento Estudiantil Chicanola de Aztlan] office there in the corner, and from there we were— we made our signs and we made a big coffin made of cardboard that said "death to racism", and we marched from here to Revelle plaza where Dr. Vela— Velasques actually had just gotten hired and was making a speech, then so it was a really good opportunity to see lots of people get together as a coalition to come and— and work on a common cause. And then as a student as well, after I had left the position of AS [Associated Students] president in 1992, were really really upset collectively about the results of the Rodney King riots and how things have gone, so being that we were not in Los Angeles and not apart of the major things that were happening there, or other parts of the country, because there were things happening all over the place, here in our own community we really wanted to have an opportunity to express, once again, our frustration with how things were going on the campus with regards to race or— and ethnicity, so we got together and it was a series of things that happened, but the biggest one culminated in a— a march that started here at the Price Center again and we march down to La Jolla Village Drive and then marched onto the freeway, and we were there. Some of that was archives, as I was looking at the things there, and I was like yep that— that was it. And we sat on the freeway for two hours on the tar mat— on the tar, with the black whatever

and police were there, it was a very tense moment, people were really upset because it was a Friday afternoon and they were coming home from work and you can imagine what traffic was like but, we really felt like we needed to make a huge statement regarding, not only what was happening in Los Angeles with Rodney King, but just a general sense of the campus and how we were so frustrated and that lead to the conversation about the Cross Cultural Center which is also something. And so, since then, I've— I've seen and participated in other things on campus, but those were really two of the most intense moments that I had. As we marched around, we marched to the Police department, which was behind the Price Center at the time. We marched to the chancellor's complex and were banging on the walls and telling the Chancellor to come out, and had some very interesting moments of being really upset. We also have another visitor with us, Vice Chancellor Joe Watson is here who was at the other end of that protest when we were students, so here we are, 20 years later. We're still around so...

15:28 Tamara Rhodes: That's really great, (cross—talk) I didn't realize you were actually in that protest that we have up there. That's so great.

15:33 Agustín Orozco: Yeah, that was it. So that was a very interesting time, moment, but I'll let go from there so others can answer as well.

15:39 Jorge Mariscal: Okay, Buenos Tardes, I'm Jorge Mariscal as Tamara said, I want to thank Brian for supporting this kind of work. Is Brian still here? Yeah, thanks, Brian I hope— you know if you need a letter of recommendation, if Tamara needs a promotion, I'm ready to write that letter right now and I want to thank Tamara and the gang of five who— who did all the work for this archive. Well as Tamara said, I— I came here 1986 so I've been here a hell of a long time and I don't even know how to tell you how many things I've either witnessed or been part of. Just to show you how old I am, Auggie was an undergraduate in my class, right, Fnann was an undergraduate that I worked with closely so I've been here a long time. So when I came in 1986, there had been some recent actions on campus— the other thing you should know about me if you don't is that, not only did I come in 1986, but I made it my kind of secondary re— research goal to do research on history of UCSD [University of California, San Diego] and particularly in activism so that's how I met the gang of five. So I— some of the things that I'm going to talk about, I wasn't there but I know about them so when I first got here, they're been a lot of activity on this campus around South African apartheid, alright, I don't know if you have pictures of that but—

17:12 Tamara Rhodes: Yeah, it's out there.

17:13 Jorge Mariscal: Yeah there are pictures out there of you know rallies and protests. You have to always remember that the African-American student population of UCSD [University of California, San Diego] has always been small, always right, and nevertheless, they and the others— and Latinos and other allies have

accomplished amazing things on this— on this campus so I got here and, you know, I was new and I was kinda get the feel for it even though I'm from LA [Los Angeles] I didn't really know San Diego I certainly did not know this campus, and about two years in, so if 1988, I get a call from a new staff person named Patrick Velasquez. I'm like who— who is this dude? You know? So this Chicano from Omaha, Nebraska— I was like what I didn't know they were Chicanos in Nebraska and— and he called me and, you know, he was a community organizer back in Omaha, so he's— he, I guess he figured out I was a Chicano and he said we need to do some things you know we need to get more Chicano students, we need to get more black students, we need to get more faculty, we need to get the curriculum to reflect our communities. These are old struggles that had taken place in the 70s, and you know, late 60s but this campus has always and then I'll— I'll make some kind of assertions. UCSD [University of California, San Diego] has always been behind the curve on those kinds of progressive actions and Augustín mentioned when he got here we were fighting for an ethnic studies department now, you know, ethnic studies was developed as an academic discipline in the late 60s, but we were fighting for it in 1989, right, so— so I was introduced to— to campus activism through Dr. Velasquez, I— I just want to make sure everyone knows that nobody acts as an individual, right, we get pulled into collectives and that's the only way to make change, especially when the obstacles are great as they always have been here. The other thing about my arrival and— and I was lucky, because in 1986, there were still folks around, right, still active faculty, staff who had participated in the one moment that most challenged the character of UCSD [University of California, San Diego], of being a kind of elitist university on a hill in La Jolla, right, because you all know we're not in San Diego, we are in La Jolla, so the moment that had must challenge that institutional character was in— from about 69—72— called the Lumumba Zapata movement for the establishment of a college which is now Marshall College, right. So I got to meet a lot of those folks, right, both the faculty part of the movement, Joe was one of the activists in 1969 to get that college, as a young faculty person, right, and I met, through the staff people who had come back to work as staff people had been the Lumumba Zapata activist I met, and I met more and more activist. So I've been lucky to see— because the Lumumba Zapata teaches us that this place can be changed with pressure, right. It will never change on its own. I think Frederick Douglass actually said "power will not yield unless it's pushed," right. Now, President Trump thinks Frederick Douglass is still alive but, [Laughter] you know, we all know— those of us who took DOC [Dimensions of Culture] anyway, we know that's not true. If you don't know what I'm talkin about, check out the news feed and you'll see what he said today. So, early on, one of the first things I was involved in was the establishment of the Ethnic Studies Department and you know we met in the academic senate, there was opposition and you know, this place does not yield easily to change ever. And soon after that, there was a student—led movement to create a Cross Cultural Center or— or— centers. So

the original demands before a Chicano Center on a Black Center right and of course UCSD [University of California, San Diego] is not— isn't going to be afraid of that so as a way around that we had to negotiate this institution, which a lot of you are doing now, right, and we said okay we'll take a Cross Cultural Center, right. So the students drove that, absolutely from the bottom up, right, forced the institution to do it. We faculty just came in later to facilitate the establishment, right, they have committees and things like that so I was involved in that very close on the heels of the establishment of the cross was the Women's Center and then the LGBT [Lesbian, Gay, Bisexual, Transsexual] Center, so you see, whatever little incremental change you all can make, it will produce more change. That's another lesson of the last 50 years. And you know, I'm going to stop soon but it's just been— you know it's hard, it's like when the movie is flashing before your eyes. So from— from there we moved on too many, many different activities— the—

22:47 Tamara Rhodes: We have more questions if you want to...

22:49 Jorge Mariscal: Yeah no but just— just, the one— the one— you have a quick question?

22:53 Tamara Rhodes: No, go for it.

22:54 Jorge Mariscal: Okay, I just want to— I just want to wrap it up. If Lumumba Zapata was the moment that most challenged the institutional character UCSD [University of California, San Diego], the way it was established by its founders and was meant to be— and why do I say I know how it was meant to be, because I've gone in the archives, thank you Librarians, right, to find letters from Roger Revelle and the other founders around, you know, 1958—59, they wanted this as an Institute of Technology. They didn't want a full—service university. A lot of them didn't want undergraduates here, it's all in the archives, right. There were people who said, it's in letters, we don't need minority folks here, they can go to San Diego State. That's a direct quote, right, that was the attitude, right, and by the way— you know, I'll stop in a minute [Laughter] well I— I'm going to— not going to say that. [Laughter] So the next— the next moment that challenged the character was in 2010, right, and I'm looking at Fnann because she was one of the leaders then— and that was a so—called Compton Cookout which I won't go into, but that was the most impressive display of student activism and brilliance and commitment and courage I have ever seen because I wasn't here for Lumumba Zapata, but the Compton Cookout slash lynching noose in Geisel moment was unbelievable, right. So, I just want to end by saying this, so there— there is some chatter now on this campus about how— and some of it comes from undergrads, which you know as an OG [original] I'm a little troubled by it, right, and that is that student activism is detrimental to the education of students. That if you take time to try to change the institution for the better, for those people who will come after you, you might not

get your degree or your academics aren't going to be as good and really you shouldn't be doing those things and I want to tell you that's a hundred percent wrong, right, because the skills you lose— you— if you do lose anything, I don't think you do but what you gain from activism— organizing skills and all the rest, far outweighs anything you might lose academically. You'll still get your degree. There's no problem with that, we'll help you get your degree, right? So I'm going to end there and turn it over to Fanan.

25:32 Fnann Keflezighi: Awesome. Can you repeat the— what we are supposed to answer?

25:35 Tamara Rhodes: Sure, so what student led change did you participate in—

25:38 Fnann Keflezighi: Oh okay. I think—

25:40 Tamara Rhodes: You have a lot to say on that

25:43 Fnann Keflezighi: Yeah, I'm going to follow Agustín's point about talking a little bit about where we came from. I think that that's important. I was born and raised in San Diego and so La Jolla is very different from the San Diego I know and I see a lot of head nods so I'm— I— I think that's important to know. I came into UCSD [University of California, San Diego] and experienced quite an academic and a culture shock. The time institution was .7% black and I did not anticipate that that was going to have the level of impact it did on my sense of imposter syndrome, my sense of belonging, and my retention. I shared recently with a student that I was the only black kid in my building, and now I serve as the assistant director of residential life so it's— it's quite interesting being at the a— another end of that experience. So Monday night's was the day I got to see black students and it was at black student union meeting and really looking to— to— to have a sense of community with students who were concerned about what our day-to-day experiences were and taking Dimensions of Culture and realizing that there was people who came before me who were naming my experience as unconstitutional, right, like that I didn't have to put on the burden of representing my community in every space that I was a part of, right, and so that really helped me think about the ways in which students of color had just inequitable experiences at this institution and how we can work together to move things along. So during my time as a student here, the Native American Student Association was working against the institution to try to get Kumeyaay remains back into the hands of the Kumeyaay people. Students and worker collectives were working with workers at custodial staff at the University to make sure that they had healthier options and less risky chemicals that they were using as they were cleaning our spaces day to day. We were resisting a potential 32% tuition increase. And the folks who were organizing around those things are the folks who taught me an— immense levels of sacrifice and this quote I feel like— that was really important to me as a student was like "To be a student and not a revolutionary is a contradiction" and that we have a

responsibility to push things forward and resist and makes spaces that were more equitable for those who came after us and those of us who were here, and an Angela Davis quote comes to mind too of— and Agustín and I were talking about this earlier— about not calling it a protest, but calling it a demonstration that you're continuing the legacy do people came before you. So I'm very honored to be on this panel with these gentlemen and— and the folks that they've named in their sharing. I guess the biggest part of my activism on campus was my third year as co-president of the black student— co chair of the black student union when the Compton Cookout happened, and the series of racist events that happened following that party that we told the organizers not to have and they chose to do regardless of our sentiments, and I think it's important to note that that summer prior, we took the time to read all diversity reports that have been written, well not all— maybe starting in 97, moving forward because we had hit the— an ultimate low of black student enrolment that fall. We had 35 black freshmen coming in, I was in the class of 7— '07 and we had 75 black students that year and so 35 was like oh, now this is a problem. They're definitely not going to see black students in their buildings, if that's the case, and so we did research about yielding black students and what other UC campuses and other institutions were doing nationwide and presented it to the institution as options of things that we can do here. So that was August of 2009 and, of course, the options we were presenting cost money and the institution conveniently did not have money, and then the Compton Cookout happened, and then money started falling from the roof and we— we had an opportunity to get funding for things that we knew were going to work and the institution was put in a position where they needed to make commitment to recover from the reputation they were getting by media and—

30:36 [Agustín Orozco, Jorge Mariscal, Fnann Keflezighi, Angela Kong]

30:36 Fnann Keflezighi: —community members that were concerned. So yeah, that's all I'll share for now.

30:46 Angela Kong: Well, I arrived at UC San Diego in 2004, and I arrived as a graduate student in the ethnic studies department and prior to that my experience, I come from a low income background— I came from a low—income background, first generation college student, just working class background, and I attended San Jose State University and it was, you know, my— the other undergraduates there they were all working, we're coming from the working—class background, right, so we all connected with each other we always worked and that was part of our day to day experiences. No one really had money or anything like that, and so when I arrived at UC San Diego as a graduate student, it felt very strange on this campus, even as an Asian American woman of color individual I— you know, I saw the statistics in terms of the number of Asians, or Asian Americans on this campus and it was a big number and it was approximately about 50% of this campus but yet, I still felt that this was not a place for me and so, you know, as a

graduate student, it— it was hard to really pinpoint that feeling, right. You walk across campus, and there's just this feeling that you don't belong here or, you know you— you look around you like this is really not your home, and so that was part of my research. My background is in student affairs, it's in looking at higher education and diversity issues and so when 2010 hit, in regards to the Compton Cookout, that's when it, you know, a lightbulb just lit up and it made me really question, you know, how we can work as— how can we work together collaboratively to really promote a transformative diversity policy on this campus. And, you know, as, you know, Asian Americans and Asian Pacific Islanders, they are seen as model minorities; it's that struggle, right. They're hidden– they're hyper visible as very represent on campus, but there are a lot of Asians and Asian Americans on campus that are underrepresented too: Southeast Asians such as Cambodians, and Laotians, and Mongolians, and whatnot, and so that was part of my experience here at UCSD [University of California, San Diego]. I attended the protests, the sit-ins, the teach outs, and I attended the Asian Pacific Islander forum that talked about the Compton Cookout incident, all the racist incidents, and so trying to really find and understand my specific positioning as an Asian American, on this campus, how can I promote– how can I work towards a place where a policy can be transformative and so— so that was part of my research in terms of my dissertation, really looking through the archives, you know, from the library and looking back to the sixties and the seventies and the eighties and looking at how the community, on this campus, tried to push for an Asian American studies minor or how they started the first Asian American Pacific Islander student organization on campus which all those things were very political but when we talk about this group, you know, their a-political. And so, in terms of the Compton Cookout, just thinking about how do we, you know, how do we support— different communities of color, underrepresented communities. How do we support black students— Chicano students in terms of creating a safe space— creating a welcoming space on this campus but also recognizing that there are still struggles in terms of Asian American and Pacific Islander community, so I'm going to stop right there. [Laughter]

35:10 Tamara Rhodes: Thank you for that. So the next question I want, and I'll ask this to Agustín and Jorge, in your opinion— so how is UC San Diego as a place affected student participation in soc— social social justice activities?

35:28 Jorge Mariscal: Well I— I think I kind of started talking about that a little bit, which is that the— the campus Founders really did see it as a— a very exclusive place, even though it was going to be a UC campus, they saw it as a place where the— what they would refer to as the cream of the crop, would come and other folks would have to go elsewhere, even within the UC system. And that kind of branding has stuck with the campus. You all know that even today, folks up at the Office of the President talk about the three tiers of the UC system. There's three top campuses, this is one of them, right so don't feel bad y'all. [Laughter] There's

three in the middle that are okay, and then, according to them, there's three at the bottom, so at the bottom or— you know places where there's a lot of students of color and working—classes like Riverside, Merced, and you can get a great education there. Maybe there's better classes there than here, but— but that's the branding. So Roger Revelle once wrote a letter and he said I don't want any undergrad— first of all, they didn't want undergrads but when they were forced to have them, because UC campus, he said he didn't want any undergrad with an IQ [intelligence quotient] less than 140. Now in the old days, they give I— IQ [intelligence quotient] test right and 140 really high; that's a really high score. Well what do we know about standardized tests? It doesn't test your intelligence. As someone once said— it tests, all standardized testing, tests the size of your parents' house. It— it tests your class position, like you come from a family of two professors or were your parents farm workers with an eighth grade education. So that's going to affect you. So the character of the place was set up that way and it's kind of stayed that way, now I— I— I'm going to not take too much time, but the shift that we saw happened in the early 2000s and then after the financial crunch of 2008, the— the big shift was around class, because we have— so I got here in '86— today, we have far fewer low family income students than we did when I got here. Far fewer, and we have a lot more, what they call, high— income— high family income students, right, which I think, the highest bracket is— your parents have to make $108,000 a year, right. So that changes the— the place and how it affects student activism. Maybe if you're not working— class, you're not as inclined— like I think all of us were, right— not as inclined to put your education on hold for a day to try to change the institution for the future, right. The other thing that changed— especially after the crisis of 2008, was the ethnic demographics, right. So when I got here in 1986, there were about 24-25% so— called Asian undergraduate population, right, today it's 50 or something, right. Now, the community is not to blame for that— it's UC admissions policy and UCSD [University of California, San Diego] admission policy in particular, that still, even through all the time I served on the campus admissions committee for eight years, it was always still that original cream of the crop only, right. From most of my time here, there was a real bias against transfer students from community colleges. I heard people say, administrator's say, we don't want them. I heard one administ— college provost say in a meeting, "they're better off in the Navy", that's a quote, right. Now that's changed a little bit because of th— the business model, the economics of it, right, but that's one of the things that marks this campus and really makes— those students that do become activist and do try to change the institution for the future— makes them more remarkable, like the folks up here.

0:39:51 Agustín Orozco: So just too quickly add to that. One of the things that you taught me as well and was some of your classes that I took his undergrad and learn a little bit about the history was where the physical space of the campus was as well so given that we are here in La Jolla, as you said all ready, versus maybe close to downtown San Diego where there was a possibility when the campus was being

talked about, also affects students and what we do and how we can do it, with regards to activism and the things that happen. So having a far removed space from the center of San Diego, where— would be maybe easier to have coalitions or to work in community, has always been harder. So for us to go to a border— a protest at the border which is one that I did— there was one called Light Up The Border, back in the late 80s, where we took mirrors and foil paper because people were lining up— lining their cars facing the border and turning their lights on just to show that INS [Immigration Naturalization Service] wasn't doing enough to take care of border security at the time, and we went out there to stand in front of the border with the mirror, to shine it back at them. Those kinds of things were always hard to do. To get together within an— cre— create coalitions at San Diego State or USD [University of San Diego] or City College was always tougher to do because of the physical space where— where we belong, where we're at, that— that was always harder to do. Not to mention just the way that the campus is set up, so from my understanding of the campus, we— we're not UCLA [University of California, Los Angele] or Berkeley in the sense of how the physical space of the campus is set up. So before I got here, right before the Price Center opened and Dr. Watson probably speaks more about this because he was a real— really involved with all the protests about the Price Center and having to pay the extra money. Students were really upset about how much they would have to pay for the Price Center and what they would have to do and— and then seeing how the Price was built and it's not an easy place to maneuver for students to get together. Was that intentional or not? The hump was an inten— he's laughing because he remembers those conversations. The hump and the way those things were set up, there— the hump is the cent— used to be the center of campus over at Revelle where the Thai restaurant is now, so students would— would gather there for opportunities to get together, but after a certain point, if you're standing there, you can't see what's happening if you're at the bottom of the hump so, was that intentional that these things were built with the way that they were? So students always kind of had some thoughts about, where do we gather? How do we gather? How do we get large groups of people together to have an opportunity. Now students gather here right in front of the— the silent tree. Is that a big enough space for students to gather when they have things that they want— or enough students to gather to have conversations and to be able to have an opportunity to work together as groups, and so when you asked that question and maybe think about those kinds of things.

42:23 Tamara Rhodes: And I'm really glad you mentioned space and like where we were located. When I went to that Race Relations Town Hall, one of the comments was that, you know, if a black students was to get their hair done, they have to go all the way to downtown San Diego and that takes, you know, if you're an undergrad student, you don't have a car, that takes a bus ride you kind of like set out your whole day just to get this simple thing done, and that's the thing like you have all

these diverse students here but do we have the infrastructure to support them while they're here?

0:42:51 Agustín Orozco: Right, and if we did, could some of these things take care of themselves.

0:42:56 Tamara Rhodes: Yeah, perfect thank you. And so for Fnann and Dr. Kong, I'll ask, because you guys were very involved in activism on campus, is your perspective different as a staff— in a staff role now, as far as activism goes verses when you were a student, and is it easier or harder to get involved with activism on campus?

0:43:17 Angela Kong: Well, arriving here as a graduate student, I think it was— when I think about activism, I think it was just a struggle to survive as a graduate student and to get through the program, and so that was not at the forefront of what I was trying to do on this campus. My worries were if I could pay for my education, like if I could perform in class just as well as my classmates and so activism definitely wasn't something that I was thinking about, but, you know, in terms of my research and what I chose to observe on this campus, I use that as part of my activism and so doing— being able to document the experiences of students, Asian American activists, on campus during the Compton Cookout, the struggles of talking about these issues that sometimes we don't want to talk about in terms of, how do we collaborate with each other, in terms of communities of color or people that don't recognize, you know, Asian Americans or Pacific Islanders as a minority group or that they don't have concerns or needs that need to be addressed and so, you know, being able to do that type of research— document the histories, but also go into the archives to put together some history because when I initially started researching, you know, this— this issue, I couldn't find anything that's— that was cohesive and coherent, and so I had to really— it's like a piece meal— we had to put everything together and so yeah, I mean in terms of my activism that's what I attempted to do.

0:45:11 Tamara Rhodes: That was a problem we had too, put up the banners outside of all the history I mean we really had to delve into it and work as a group to come up with these things and create that narrative because it wasn't altogether anywhere. Yeah, Thank you. Fnann?

0:45:23 Fnann Keflezighi: I think that my approach to my activism has changed from being a student to a staff but I don't— I still feel like I, hopefully, am living the life of an activist in a staff role. I think of myself still as, hopefully, a grassroots organizer, planting seeds and, hopefully, nurturing some of the seeds that students are planting. I think that— I feel very lucky in the role that I am cuz I get to sit on various committees that I feel like impact campus climate, and student experience. I don't know that that's the case for all staff and so I recognize that my position now may allow me to be in spaces that I feel like I— I can voice some of the concerns and experiences of students who are often times on the margins. I

do think that student voices critically important and in the— the role that I was at previously, I encourage students to keep telling me things about their experience because then it allowed me to share that with my director and allow me to prioritize things that maybe the institution didn't see as a priority, and so I think that we work hand in hand and I think that, as a staff member, I take kind of lead from students and I think that that was the ex— example that was left— that was the kind of role that staff and faculty that I went to played, giving us institutional memory and context and allowing us what were some of the things that were happening that maybe we didn't have access to and allowed us to be strategic and mindful about how we move things forward, and I hope to kind of adopt that role now.

0:47:06 Tamara Rhodes: I like what you both said. So as a student, you had a very different thing. So Fnann, you were like on the front lines that we— we were watching a bunch of videos of the Compton Cookout protests and Fnann was right up in center like talking to everybody and like protesting and, you know, she was there on the front lines and then you were doing it in a different way, Angela. You were, you know, writ— doing your research and providing information and I— I really wanted to bring that out as like, you don't have to always just be like out there, you can be, but there are other ways that you can, you know, protest and be a part of this whole thing that's going on, and then also as, you know, staff members, you guys are, in your own ways, you're still protesting and now that you have this privilege, you're offering up that privilege to help other students, like you said, with these seeds and grow these seeds and I think that's really great. So the last question I want to ask for all of you, maybe you can name three things, so like where do we go from here and we know all this stuff ain't this is timely things are going on right now, so like what three things do you have to like where do we go from here, how do we take this forward and, you know, create change?

0:48:06 Agustín Orozco: I can maybe start, so— Jorge talked a little about to cross cultural center and the beginnings there and the centers now that we have, and it's great to see that there's a lot of centers on campus but I'm not always sure how much their working together, and I think thats that's maybe, I don't have three things but maybe I'll start with that one. It feels to me like there's silos now. It's very different than when I was a student. We were a small group of underrepresented students when I was here, but we worked together and we knew that we had common goals, we can see ourselves in each other and our struggles and our histories, in our backgrounds, and I'm not necessarily sure if that's happening right now, and I work with students, but we— the work we do at OASIS [Office of Academic Support and Instructional Services]. We do a lot of building together at OASIS [Office of Academic Support and Instructional Services], but we're not at the centers and we don't have that level of access to work with students at that level. And so I'm— if that's not happening, I'm hoping that that's something that can happen. That there can be more coalition building amongst groups of students to

be able to get to the next place we need to be because this is— this is a really interesting and tough time and I think we need each other.

0:49:15 Tamara Rhodes: Thank you. Jorge, do you want to go next?

0:49:18 Jorge Mariscal: Three things, okay, I came up with three things. So one of things— several of us— some of us in the room fought for over the years was an Office of Diversity. We— again UCSD [University of California, San Diego] was one of the last UC campuses that have an office, an administrative Office of Diversity, right. So we had to fight for that and first they gave us I will give you a 50% thing where a professor is going to be a— he's— she's going to do her regular job as a pediatrician like which is a really important job and half the time she's going to do diversity for the entire campus and Scripps and the med school, okay, you know, that's like if you're on social media to be like GTFOH [Get the f**k out of here].

0:50:03 Agustín Orozco: That's some great memes.

0:50:04 Jorge Mariscal: Yeah but— so— so, we finally got a full—time person but here's the thing right and this isn't about the person, it's about the office. So it's called Vice Chancellor for Equity, Diversity, and Inclusion. Alright, the piece that dropped out, over the years, is the equity piece. Everyone talks about diversity, like if we all look different, isn't that great? It is great, but what about the equity piece, right, it— it— is social justice being conveyed through University policy? Not just kind of a paternalistic, well let's give a Chancellor's Associates Scholarship to these poor kids over here and— and bus them up or let's bus people up to the Preuss School, right. That's cool. Nobody's against that, right, but is equity being experienced across the board when you're an undergraduate here and we've— we've had three students— former students of UCSD [University of California, San Diego] saying they didn't feel at home, right. So the equity piece has to be there. The other thing that's missing now was the whole approach to diversity is history because if it's de-historicized, then for example in— in the class that I give and — the program my direct at Marshall which is Dimensions of Culture, right, which is the first year class for all freshmen, we serve over 800 students every year, right. Sometimes we get push back like— why is there so much history about Black people? Because you can't understand the history of the United States without the original sin of slavery or the original sin of Native American genocide. If you don't know that, then you don't— you'll never be able to understand why people are fighting for equity within diversity, are you with me, right? If you don't know that history, you say stupid sh** like the president said today, like Frederick Douglass is still alive, right. Alright, so— so that's the first thing, is like so— I wouldn't want people to historicize the concept of diversity and refresh the notion of equity, it's really important. The other thing, I know most of our undergraduates had to leave to a class probably but for undergrads I— you

know, and this come out now in all of our comments, you need to get out of La Jolla. You need go where like working class communities struggle and— and live and you need to talk to people and you not— you need to not— you know you're— sometimes when you tell folks down there or up here in North County, can't forget about that, if you go to Escondido or Vista right, that you're from UCSD [University of California, San Diego], they kind of look at you like wow you think you're hot sh** right. Is like in Spanish we say *Se creo*, right. It's like you think— you think— you're all that, right, because that's the brand of our— of our institution, right, but you have to go down there with humility and sit and not like say I'm here to tell you what you need, but to say what do you need I'm here to listen to what your community needs and how, because I have the privilege of going to this amazing institution on the hill, how I can help? What— I know I have skills, I— I might be able to help you, right. Yeah, I'm going to stop there. My third point again was learn history, but I think that's kind of built into what I said already.

0:53:33 Fnann Keflezighi: I think one of the things that I would suggest for students is going through Grassroots Organizing training. That was something that I think was hugely impactful for me and others student activists and UCSA [University of California Student Association] offers that for free for students, so invite them and get that training because I think it allows you to be strategic and think about your stakeholders and strategies, and then, I think don't believe the myth of scarcity. I think that there is funding to be put into initiatives that support students and be strategic with how you find out about those pots of money and ask for it and demand it, so that you do have an equitable experience, and then I would say be prepared to turn crisis into opportunity. I think that that was an important part of how things shifted after the Compton Cookout. That it wasn't about the party, but that it was— that the party is a symptom of the campus climate and that we needed to institutionalize things so that we can forward and I don't think we would have been able to have that conversation how we not done the work prior about what were the issues or some of the things that we knew were going to change the campus climate for the better.

0:54:55 Angela Kong: Well the three things that I have would be to continue to learn about the history of UC San Diego and what has occurred on this campus, what's going on currently, and, you know, share that information, you know, continue to do that, or if you don't know then go learn about it, go take a class, go read about the history of UC San Diego, and attend events like this and look at the exhibit and, you know, educate yourself in regards to that. The second advice I would give would be to continue to have discussions, have conversations with each other. Really listen to what other people have to say and try not to judge while you're listening, you know, to be fully open, to be fully present, and to try to understand what it is that they are trying to say because if they're coming from a good place, then, together, you can go to that place and make some good change on this campus and in this world so to be able to just push each other to have these

discussions, some respectful discussions and, lastly, is to continue to pressure the university, pressure different organizations, to really promote human rights, social justice issues, you know, we have to think about the intersectionality of race and religion, in class, and sexual orientation, we have to think about ourselves in these ways and how to connect with other people, so being able to, you know, do those things and being able to collaborate or consolidarity together and push together and pressure different institutions, to promote that change, is essential in— in terms of really creating transformative change.

0:57:02 Tamara Rhodes: Thank you so much, that was awesome. Okay, so now we are going to have a Q and A. If you guys want to ask questions, we are going to have a mic going around or you can pick up the microphone over on the side, so you have any burning questions, go for it, now's your time.
[PAUSE] Yeah. I think the microphone is back in the— back— Thank you Serafin.

0:57:31 Man 1: So I have a question for all of you kind of tying in both Professor Mariscal question— response and then Augustine's response, which is that we got the Vice Chancellor DEI [Diversity, Equity, and Inclusion] and now that all of the community centers are kinda siloed under the VC DEI [Vice Chancellor Diversity, Equity, and Inclusion], do you think that that's the reason that maybe activism isn't readily available or isn't coming about because it's kind of all under the administration now, in terms of the community centers?

0:57:55 Jorge Mariscal: [unclear] [Audience Laughter] [unclear] They— They all know I'm retiring this year so nothing— nothing can happen to me. Well, let me— let me try to be judicious in my comments. Well, the— the original idea for those of us, and it mainly came from students, we just— we faculty and staff just facilitate but, the idea for the centers was originally that they would be places where students would do all of these things: learn the history, take organizing classes, learn thi— specifically the history of the campus to see where— and to— to learn the power structure of the campus to learn— to learn how to intervene and where to intervene, right. Because depending on what you want, you have to know who to approach and who to pressure, right. Our idea was that those resource centers, one of the things they would do, besides all the important stuff of retention or recruitment, besides that, they would train people to do that. Now the shift in the nature of UCSD [University of California, San Diego] over the last 10—15 years completely precludes that, because the first thing Chancellor Khosla said to me when I met him, and I had my first one on one with him, he said, quote, to me, "will you please stop talking about the Compton Cookout?" Now what does that mean? That means erase history, erase student activism, the opposite of what the librarians are trying to do, like teach us about it. Now why does he want it erased because they would rather not have these things happen. Now the Black students recently took over the freeway the same way these folks did back in the day. Well, I must tell you, I have inside information on that— that the Administration put out

the word, through EDI [Equity, Diversity, and Inclusion], if that happens again, we will let the stu— you know, Highway Patrol arrest the students. We— we— we won't protect them the way they have been— so the word came down that this kind of activism is a bit too much for the new University, that— that the new kind of even more elitist, more corporate, more, you know, we used to say neoliberal, but we may be beyond that actually, now with the new Administration in Washington. So— so yes I— I think that has been detrimental. That's not how it was intended, but that's the result of how the larger— the macro institution changes these things that we do. A lot of things that we've all accomplished here have been co—opted and turned into the opposite of what we wanted, right, that happens too, you have to be prepared for that.

1:00:45 Agustín Orozco: I think that— the way that's done is financially. So if you want to have events that— traditional events that we started, for instance a graduation, high school conference, things that we've been doing— that I did as a freshman in 1988, they're still happening, that help with yield and retention, these kinds of things. So now we have, we— we wanted places to help support students to— to nurture those kinds of things and to support students, as their doing those things, not to become centers that do those things, and then do them their way or if you don't do it our way, you're not going to have the money to do it and you figure it out on your own. So students are back to places where we were at before, trying to raise money to do events that they wanted to do while their still students, while they're still activists, while they're still doing these other things, and so that's— it's hard to see that that's happening. So, short answer, yes.

1:01:31 Fnann Keflezighi: I think something to add to is— I think that, I know for a fact, after my— after winter 2010, student coalitions were not as strong following that. I can say, for sure, Spring of 2010 and I would say, for sure, the year after, and I think that that affects the ways that we can hold the institution accountable when we don't even know what we're going through, what we're— if we're communicating with each other as stu— or that you all, as students, are doing that, right. And so, I know that I— I feel like that has had a huge impact on the way things are now and the way that some of the things that we have envisioned have been retooled to do other things.

1:02:20 Tamara Rhodes: So just to talk about that. Are you talking about like keeping the momentum going and having a plan for following these huge things that happen in the moment? Fnann is that what you were talking about?

1:02:28 Fnann Keflezighi: Yeah and I think, just like being able to give each other feedback because I think that we— that coalitional work is hard and it's messy and it's difficult and feelings get hurt and I— I don't think that healing the way it needed to happened and, because of that, folks haven't been able to respect the work that folks have put in or honor those that have come before us, and I think

that that has caused a trickle into things were people are maybe not in communication in the way that they should be.

1:03:03 Jorge Mariscal: Can I just— two quick historical footnotes related to coalitions, because— because some of you may not know this history. So the Chicano mural—— legacy mural on Peterson, right. That— that was a result of direct student pressure before the cookout, right. Latino students wanted some art, especially those from inner cities they said like "I want to— something that looks like where I grew up, you know, the environment." So, they advocated for that mural, I was kinda the faculty lead to get it through the system, right, and then, what UCSD [University of California, San Diego] said to us was "you can have a temporary mural. We'll put it up, and then it goes down in six months," you know, but then the cookout happened, and it was the black students, the BSU [Black Student Union], that, in their demands, put permanent Chicano mural on Peterson Hall. So the two groups working together got that art there, which led to the African American mural indoors, that was originally supposed to be outdoors, right, the administration rescinded that agreement. So coalition work is very important, but the other thing that Fnann's talking about, so at the end of the cookout, instead of a black resource center and a RAZA Resource Centro, there was going to be one center for both groups. There was going to be a coalition center, right, in the little space that the RAZA Center is right now, or raja, or as some people say "rasa". Okay. So, but to— to Fnann's point, the coalition fell apart and so we didn't have that combined center, which could have been a very powerful thing.

1:04:48 Agustín Orozco: And that was about egos and other things as well as some, I think, some PTSD [Post-Traumatic Stress Disorder]. It was a really tough time after the Compton Cookout and we were all struggling with how— how do we get past this, what do we need to do.

1:04:58 Angela Kong: And students aren't trained to, you know, address a crisis situation on campus and so, you know, for that to happen, it— it— it was inevitable, for that to happen, and even during like my interviews with students they talked about that, you know, coalitional politics, it's— it's very difficult, like how do you, you know, work towards one goal without— you know, it's— it's— it's really complicated in that way.

1:05:29 Tamara Rhodes: Thank you. Does anyone else have a question?

1:05:34 Woman 1: Hi. I am a— a faculty member at San Diego City College and I'm actually just on sabbatical and here as a student this semester, so it's interesting for me to hear your perspective on transfer students here. I was just going to share that I've— I've certainly had the experience. We've had really capable,

bright students in my office who I'm encouraging to look at UCSD [University of California, San Diego] to transfer and who say, I think I'd be more comfortable at SDSU [San Diego State University]. And then— It's— it's just sort of— the— the idea that that sentiment kind— or that— or that feeling is just sort of embedded even in our community, we don't seem to have trouble getting students to be activists at City College. We have a social justice conference, we have a lot of things going on including student writing and honoring student voices through our VAMP [Visual/Audio Monologue Performance] program, which is s— all the writing classes on campus encourages students to share stories, and then stories are selected and those are presented, and that's one really galvanizing kind of event that we have. I guess if I have a question, it's just, ways in which we can— we as faculty at City College, can sort of better connect to the right places at UCSD [University of California, San Diego] for students so that they may feel more encouraged to transfer here rather than just less inclined to— to do that.

1:06:49 Tamara Rhodes: Thank you, that's a great question.

1:06:52 Angela Kong: Well we have OASIS [Office of Academic Support and Instructional Services] Office [Laughter in the crowd] on campus, so we provide math and science tutoring. We provide writing tutoring on campus. We have workshops available for students. We also have a triple SP program which is Student Support Services Program, a trio program that's federally funded and we accept transfer students and so, you know, they get advising, tutoring, different services like that and so, if you, or any of your colleagues have, you know, students who want to transfer over to UCSD [University of California, San Diego], where we would welcome them wholeheartedly, and if you want to refer them over, we can talk to them too.

1:07:36 Agustín Orozco: It helps to find other resources, because I think that, as much as we do, we don't have all the answers, and it's a— definitely a bigger question, a— a bigger issue with regards to transfer students and not having, I think, adequate support still and you alluded to that, but even since then— we don't have a transfer center. There isn' t anything specific for transfers, there's transfer housing which, I think, takes care of some of the needs of the students who are already here, but still a really tough— tough place to be with regards to transfer students.

1:08:02 Jorge Mariscal: Yeah I just want to— urge you to tell your student, I— I was a transfer— I'm a community college transfer. So I would urge you to tell your students that— the— I know that it's kind of the culture in San Diego to say "I feel safer or better at San Diego State" but the attitude towards transfers here has changed for the better, just in the last few years, so let them know that, you know, you can even find the numbers online, that UCSD [University of California, San Diego] is accepting more and more transfers, right. More and more resources are

being made available, we still don't have something that we've asked for for many years and that's a transfer center and, specifically, a transfer bridge program, right. However, another thing you can tell them, and this is just starting— going to start this summer, is a professor in history, Professor [Daniel] Widener received a Mellon Grant to bring community college transfer students to UCSD [University of California, San Diego], during the summer, to take classes [PATH Preparing Accomplished Transfers to the Humanities]. In other words, to break them into the culture of UCSD [University of California, San Diego], right, and get them acclimated. So we're hoping that will grow, this is especially for students who want to major in non-STEM [science, technology, engineering, and mathematics] fields. A— a lot of our transfer folks don't come to do STEM [science, technology, engineering, and mathematics] because you'd have— you'd have to be here forever, you see what I'm saying? So they go into these other majors, and so those— some of those folks will be selected this summer to come and take classes and give— and give— you know give writing help, and tutoring and all those things. So you know, if you want to get in touch with me, I can get you Professor Widener's information.

1:09:40 Tamara Rhodes: He was actually supposed to be our moderator, but he couldn't be here today. And I also want to point out something that ringed true with all of you as well, is that, like once you're— if they do come here— once they're here, it is seems like all of you had like— that one faculty member— that one— somebody on campus that kind of pulls you in and really nurtured you, and I just want to make sure to put that message out there, there— there are people on campus. So if you get here and you don't feel like there's anybody for you, there are people. You might— It might take a little bit for you to find it, but we're all here, you know and, you know, we want to help and get you that information that you need and that support. Does anyone else have a question? There is a lot of good stuff said here today. Nobody else? Yeah.

1:10:28 Woman 2: I actually have two different really desperate things that I'd like to talk about. The first, perhaps, would be for all of you. There've been times in UCSD's [University of California, San Diego] history, where because of external world events, United States, political events, students have drawn together. I was at the protest Monday, it was the biggest protest I've been at at UCSD [University of California, San Diego], and I really do feel like there's a lot of space and a need for students to have support in terms of engaging with the fascist regime in Washington right now and how we can work together to resist, so that's one thing I wanted to ask all of you. The other is, Dr. Kong, I was reading your dissertation last night, because the CAT [Culture, Art, Technology] students had, and it's wonderful I have to say— [Applause] but there were a few things that you talked about in your dissertation that really haven't come out here, though they kinda have around the edges, and one is, which you have talked about, is the lumping together of all Pan-Asian students as one— diff— like indivisible group who were

not considered underserved or underrepresented even though, as a group, there's cultural things, there's social things, but in terms of what people might really need, they are underserved; however, there's a perception because, hey I look around and its 49% Asian, you guys have it going, you're model minority, we need to focus on the La RAZA or BSU [Black Student Union], and I think that came up a bit in the Compton Cookout, and I don't mean— in terms of coalition politics, who is used to working with whom, probably deep rooted historical suspicions of one another based on where people have grown up, where they've lived, changing neighborhoods in the wider worlds and I don't quite know what the question is, but I was hoping [Laughter] you could address that alphabet soup. [Laughter]

1:12:21 Angela Kong: Yeah I— yeah there— there was a lot in that dissertation and it took a long time to finish and— and I really want to just focus back on, you know, coalition politics, yes. It— It is really difficult in terms of being educated about, you know, different communities of color and their histories and not seeing cross racial activism like not reading about cross racial— the history of cross racial activism and so that establishes some type of precedent, the— having students think like, oh well, these students— these Asian American students or API [Asian Pacific Islander] students, they're— they're not— you know they're not here to fight for change, promote change. They don't work with other communities of color, they just, you know, study hard and get straight A's and what not, and so sometimes the understanding of different communities, they're— it's not there and so when it is not there, or if it is absent then it makes it difficult for these groups to come together, to actually work together and create social change and— and that was part of the purpose of the dissertation is to really try to understand the elephant in the room which are Asians and Asian Americans on campus that we see these students on campus, but who are they really, and to see how we can galvanize this population of students to really understand like their— their positioning, you know, at this university and in the world, and how to really work with other marginalized communities to create that social change in our cities, in our states, and, you know, all over the world. So, thank you for that semi question, but thank you for reading the dissertation. [Laughter] I really appreciate that.

1:14:27 Tamara Rhodes: I want to— something that I've been thinking about is, you've been talking about intersectionality and everyone coming together, and I was wondering if any of you could talk about how the LGBTQIA [Lesbian, Gay, Bisexual, Transsexual, Queer, Intersex, Asexual] community fits into all of that as well, if previous protests have included them or, you know, any kinds of things that been happening on campus.

1:14:44 Agustín Orozco: I think more and more— you know, when I was a student, there— there wasn't a LGBT [Lesbian, Gay, Bisexual, Transsexual] center, there wasn't any LGBT [Lesbian, Gay, Bisexual, Transsexual] organizations to kinda work with and— there was, but they were kinda doing their own work and there

was a lot of stuff with regards to HIV [Human Immunodeficiency Virus] and AIDS [Acquired Immune Deficiency Syndrome] and things that were happening there, but it was very polarizing, I think at the time as an undergrad. Now with the center, I think the center is a great place that has a lot of activism, does a lot of things, and I feel like, just as a staff member who kinda sees things now, that LGBT [Lesbian, Gay, Bisexual, Transsexual] students are really involved in a lot of things and I think that the latest things that— well the whole marriage equality thing that happened a few years back I— I saw a lot of coalition building, which— which I was really happy to see now with transgender issues, there's definitely lots of work that's happening that's very cross cultural in our community. There's been a— a shift in language that some of us are still having some kind of trouble putting our— our brain around with the Latinx and Chicanx and so as to opposed to Chicano, Chicana which is what I used to say or we have the little ampersand, now we have an x which is more inclusive language for transgender communities within the Latino community, I think is— is— there is definitely something that is different and changing and dynamic and for some of us who are older, a little harder I think to kind of, again, wrap our brains around, but I think that there is definitely lots of work that's happening that is very different and I think, because times have been tough, again people start to come together and form in different ways that they haven't before and I've been really happy to see that.

1:16:17 Fnann Keflezighi: You can see by— by the time I was a student, and my engagement in the student affirmative action committee, queer people of color, was a part of the organization as well as the Muslim Student Association and that was a— a very important space for us to have conversations about our experiences and how we can stand in solidarity with each other. And so I think that the coalition was on— I mean it was like weekly meeting where we were talking about being able to give updates about the things that we're experiencing as separate organization and separate communities in ways that sometimes we found commonalities and can organize around those things and I don't know how active that space is now but I think it's an important space to reconsider engagement in.

1:17:04 Angela Kong: There definitely needs to be more work done around that, and, you know, I still need to do a lot of learning too and so, but like Augustin and Fnann said that there has been a lot of progress you know in the past years, but definitely there needs to be more work done.

1:17:20 Tamara Rhodes: Can you all expand on that like how— like if people are— you know want to learn— they want to be involved, they want to do— you know do that learning— what do you suggest, like where do you start to become involved in these things, you have to learn about it right? So where do you start?

1:17:35 Angela Kong: There are— there is the LGBT [Lesbian, Gay, Bisexual, Transsexual]– is there a Q [Queer] for that center? LGBT [Lesbian, Gay, Bisexual, Transsexual] center on this campus and I'm not sure if they have classes now that address, you know, these different issues, but definitely there's a center on campus. And the crit— Critical Gender Studies courses and they have a program on campus too that offers classes and so that's a good start, you know, in terms of trying to, you know, find places where you can learn but also try to connect with different communities.

1:18:12 Agustín Orozco: I think what Fnann was saying about the students getting together, that— that's the thing too. So we have these centers now but not necessarily sure. We have student organizations and the connections between the centers and student organizations are sometimes there and sometimes not there. And so how does student organizations connect? We don't have an active kind of group of coalition like a SAC [Student Activities Center], Student Coalition which was again a— a group of students that got together from these different organizations to kind of plan and think and imagine about what kind of things I'm— I'm not necessarily sure, because these centers don't come up, that students don't miss it and feel like what do we fight for now, what— what do we have to talk about, what do we have to coalition with and so I just— you know the way that we do work at OASIS [Office of Academic Support and Instructional Services] is— is really face to face, person to person, learning about our histories, and who we are that make us individuals and how we connect with each other and if that's not happening at— at a wider scale then I don't want to tokenize people and say well, you know, you need to find, you know, the closest LGBT [Lesbian, Gay, Bisexual, Transsexual] person and find about— and ask them about what their experience is like because it's not going to work, right, but being able to work on common issues together and taking some time to get to know each other as people really comes— becomes really important here.

1:19:20 Jorge Mariscal: I— I— I just want to say a couple things. So going back to the previous question about external events, first— you know, making events happen on campus, that's always been true like Agustín mentioned Rodney King and the verdict where all the police who beat Rodney King were exonerated. So I was there Monday also and that was an amaz— you know I've been here thirty years, I've seen a lot of demonstrations, that was an amazing one especially at the end, and I hope you all saw pictures, of the Muslim students praying on the grassy area in front of the old undergraduate library, Galbraith Hall, right, surrounded by non-Muslims students in solidarity with them, protecting them, so to speak, right. That– that's one of the most beautiful photographs I have ever seen of campus, right, [unclear] but, that's a great— great— that was a great rally, but here's the thing, and several of us commented on it. I didn't see any African American, I, you know, I might be wrong— there might have been, a few African American undergraduate students there and I saw very few Latino undergraduate students at that rally.

Now, why is that? Because coalition building has to be relearned every generation, right. It gets— people forget— they get into their own bubbles, right. The institution now forces students into silos with these centers, that some of us fought for but now their actually being counter productive, right, and so I think— these students, and the ones who come after, are going to have to relearn coalitional politics. Now, I would have loved to see many more undergrads at that rally on Monday, but if the administration in Washington moves against the LGBT [Lesbian, Gay, Bisexual, Transsexual] protections that Obama signed in, especially for gay people who adopt children, right, that's kind of in the news I don't know if you seen that, if those kinds of things start to happen to the LGBTQ [Lesbian, Gay, Bisexual, Transsexual, Queer] community and they come out, we all need to go there. If— if— even if we are not a part of their community, we need to be at that rally, all of us, right to support them. And then the next thing that the administration does because this administration is, if you haven't noticed, rules by shock and awe, right, they keep dropping things on us to keep up confused and angry and scared and demoralized, right, I mean I don't even know if that's Trump but it's certainly his advisors, Bannon and the rest of them. So these things are going to keep happening and, instead of getting demoralized, we need to show up for that community that's affected.

1:22:14 Tamara Rhodes: Thank you so much, one— yeah we have a different— question.

1:22:16 Woman 3: I just want to make a— just a quick comment. First I want to thank all the panelists for all the work that you've done, we have really appreciate it. As faculty advisor for multiple Asian Pacific Islander student groups and women's groups, I actually just want to say that I think it's our responsibility as faculty, especially as we've been here longer and longer, to continue supporting the students in forming coalitions. You know, I bring up a lot of times, especially in professional schools, that a lot of the issues that face individual minority groups, it's all common, it's all the same, and one of the things we need to do as faculty is really support our students and make sure they do self-care because the activist they still have to earn good grades, they still have to take care of themselves and I think, one of the best ways, and I try to tell that to my students all the time, you know, it's— it's always a constant reminder and pushing them to work together and remember to take care of each other, but I think as faculty we do have to take responsibility to really lead the charge and support in building coalitions because it's not necessarily something that they're just going to think about out of the blue and, you know, you've got so much going on as it is, as a student, you really need faculty support.

1:23:26 Tamara Rhodes: Yeah to like pass on that institutional knowledge, and yeah, thank you. Yes, oh, hold on, wait for the microphone— right here, she's got a blue jacket on.

1:23:39 Woman 4: Hi, so I'm also not exactly sure what my question is going to turn out to be, but I'm really interested in the change component and I'm a Marshall college student myself. I've lived in Revelle College for two years and I am super fascinated by like college culture over six individual colleges and I have struggled now, for my second year, with this perception in Revelle that— of exceptionalism. That Revelle is first and finest, I have a bracelet that says that, and— and that— you know like this— this notion of a Renaissance person that's able to do everything is feasible and attainable for students and I— and I don't want to just bash— I'm just more familiar with Revelle, and I think that each of it's colleges has its own challenges, but I think long term, in order for our university to truly like be a place where like students can see themselves like in their college and identify with their college like we can't have like a Revelle College or maybe we can't have a John Muir College or other colleges that are named after people who don't have experiences that our students have or are relatable so I was just wondering like what your perspectives are on— like how do you begin those conversations and how do you kind of help people realize that you can make like these smaller changes, but I think that like, in the end, like if Revelle College still exists and we still celebrate this namesake that we're only doing so much, so that's— I don't know if that's a question, but like—

1:25:18 Jorge Mariscal: You are looking at me [Laughter] I was going to just sort of— Dr. Watson because he— he was at the beginning of the creation of our college, Marshall, right, and I know that got— because of its origins of student radical— student activism and people like Angela Davis being here, right, that— that Marshall, or Third, or Lumumba Zapata got branded early by the rest of the campus, but you want to say something about that?

1:25:46 Tamara Rhodes: Do you want to pass the microphone over, we'd love to hear from you. [Laughter]

1:25:50 Dr. Watson: I guess I should thank you. I'm a very strong supporter of the— of the college system. I think it is one of the things that is very good for a large university such as UCSD [University of California, San Diego] and particularly a university that views its— itself as exceptional, one of the top three, and as a result, I think breaking it into individual colleges, which have their own themes and try to engage students into those themes and to try to serve the students and— I guess— inspire them from some educational goal, I think is a great thing. I think the cam— the campus would be a worst situation, particularly for underrepresented students and you can define underrepresented anyway you want, if it was one mass school of Arts and Sciences. By breaking it down, at least you have a resident dean who knows you, a dean etc., and you have the opportunity to make friends or acquaintances within a group of students who are going through the same experience. I think you do raise a good point, though, and it is a critical point, that sometimes our statement of aspirations is more pre— pretentious and non-

inclusive than it should be, but I think the bre— the best best thing that any student can do at a— at a university is participate, contribute, and improve. So if you're engaged in your college, you begin to affect what the meaning of it is. I understand about Revelle and I think there is always a lot of room to be critical of ideas of the past, but in some respects it was an aspiration to make UCSD [University of California, San Diego] better than Berkeley and UCLA [University of California, Los Angeles] [Laughter]. I was Vice Chancellor here and my task was to try to do— to at least keep UCSD [University of California, San Diego] in the top three and, if we could do better than Berkeley and UCLA [University of California, Los Angeles], that was my task in terms of doing things. Now that's a priority of the campus, did it result in serving everybody well? No, but that was the aspiration, but I— I— I would— would say to you, that you've gotten one good thing out of being in Revelle, you're thinking about it and you know where you disagree with it etc. and that's a good thing, and— but I would urge all students to participate, contribute, and try to improve.

1:28:56 Tamara Rhodes: Thank you so much. [Applause]

1:29:09 Jorge Mariscal: I— I think you got two good things because you're a Marshall Student [Laughter] which as we know is the best thing, but you also know something about Revelle. In— in terms of the naming, I— you know, I— I wouldn't be too concerned about that. Rev— Revelle was not an evil person, you know, like— like— like a college named after Andrew Jackson you wouldn't really want but— but— and— and Muir, there's are definitely problems with John Muir, who's this wonderf— you know I kid Muir students about, well you know they go to college for— well— named after a man who lived up in a tree but— but you know he was a great conservationist, but unfortunately his attitude towards Native people was racist as hell, right so, you know, that's just a fact. What's going to be interesting though is— what are the names— what— what is the name of Sixth College going to be. There have been communities advocating for names for that college for a long time now since it was created like for— we have no colleges named after Latinos, Latinas, Latinx, Hispanics, whatever you want to call us, right, so when— when is that college going to be named, right, and you know, their talking— there's meetings right now where their talking about the 7th college and the 8th college already, so what are the names— because names are important like some folks say well who cares what their named, it— it matters, especially if you are an undergrad, right—

1:30:28 Agustín Orozco: Especially if you are looking for a place to belong.

1:30:31 Jorge Mariscal: Yeah, exactly. So— So all of that's kind of— when you come back as an Alum, you should have input into the naming of these future colleges, right.

1:30:40 Tamara Rhodes: (Cross-Talk) And all of you that are here now, be thinking that, there's going to be room for you to add your voice to the conversation.

1:30:45 Unknown Speaker: (Cross-Talk)(Inaudible)

1:30:51 Tamara Rhodes: Awesome. Anything else? Yeah, don't be shy, go for it. Serafin will come to you. Thank you Serafin.

1:31:00 Sarah: So just hearing, I'm in undergrad right now in ERC [Eleanor Roosevelt College], and just hearing about a 7th and 8th college really surprises me in the sense that I don't know where it would go— [Laughter]

1:31:12 Agustín Orozco: The parking lot of Muir— [Laughter]

1:31:14 Sarah: Yeah exactly and—

1:31:15 Jorge Maniscal: San Francisco. [Laughter]

1:31:16 Sarah: —and thinking about that, it makes me also reminisce on the fluidity of this campus and how building it in different sections at a time and not necessarily having a fluid campus like UCLA [University of California, Los Angeles] or Berkley, I don't— I've never been there but I'm assuming from pictures, and when I walk, I don't see necessarily the same groups of people that I would unless I'm in a classroom or unless, you know, I'm meeting up with somebody, particularly, on purpose, so there's not necessarily a crossing of, you know, friends that you would go out of your way to hang out with and so I'm just wondering what you guys think about the fluidity of this campus and how it affects coalitions in general.

1:32:06 Tamara Rhodes: Well, I think you talked a little bit about it, Agustín, about like how things— certain things were designed to sort of— well we don't know if they were designed that way— to sort of like, you know, cancel out people organizing in a certain way.

1:32:16 Agustín Orozco: It feels that way, yeah, I mean— I've— you know as students we are— we pass along that information so there was— there was ano— another coalition that we haven't really talked too much about which was, and Dr. Watson

can talk a lot about them as well which was the Co-Ops. There was a group of student organizations that came around the Co-Ops that was kind of coming— kind of coming to the end of its power soon after I left the campus, but that was a lot of— a lot of white progressive students that were, you know, doing things around the Food Co-Op, or the Ché Cafe, other things like that so they— they have done a lot of history work as well which I— which if you— if you don't have a chance to look into that it might be something to look into as well because they— they were at the base of a lot of these protests as well and the coalition included kinda these working class white students with— from the Co-Ops that were doing things too so some of the knowledge that I got was from them with regards to like stuff like the Price Center and how it was designed— Dr. Watson may have some history about them too, and maybe that isn't true with regards to the— kind of the walkways, the zigzag or these kinds of things that made it kind of hard for student to be in one space together at the same time, so the fluidity didn't— it didn't— it felt like it was like that was for a purpose, that was for reason there, but— but how that affects coalitions or just the space of the campus now, I'm not if others want to chime in.

1:33:35 Fnann Keflezighi: I would say like I think in meetings that I know I've been a part of were the 6th and 8th— 7th and 8th college have been named was around— the current six colleges have way more undergraduates then they were intended to and so they're not getting the small college feel at a large university the way that it was hope— hopeful to become and so adding a 7th and 8th college would then reduce those numbers and so that feeling can happen, but if— if that is the— the intention, but that's not the impact that you all feel as students it's going to have I think that it's important to bring those concerns up now while it is still in the imagining of a— a 7th and 8th college and I would highly suggest reading the work of the Lumumba Zapa Coalition because maybe there's opportunities around the 7th and 8th college.

1:34:35 Jorge Mariscal: Yeah— yeah on— on your point— you know— sorry, what's your name? The undergrad— that— Sarah. Sarah's point on— you used a really polite term, fluidity, of the campus. We talk about the fragmentation, right. So UCSD [University of California, San Diego], in part because of the college system, which has its good points as Dr. Watson outlined, it also has its negative points that so— there's a fragmentation that happens, right. So let's say you have a very small population like Black undergraduate population and you fragment it out six— seven places, you can walk all damn day and not see another Black student, right, and that affects the climate, right, makes it harder, right. And so your college advisor tells you one thing and then your major advisor tells you another thing and the fragmentation keeps going. I can say this with some direct knowledge now because my son is a transfer student here, right— right, and I'm seeing a side of it that I never expected, it's very, very difficult— very fragmented. So you— you're absolutely correct about that, it makes everything more difficult, and it's more

fragmented than at Berkeley or UCLA [University of California, Los Angeles]. On the naming, I just want to say this, so as you know we talked about the corporatization of public education and UCSD [University of California, San Diego] has been a forerunner of that, so the great danger for these new colleges, and new buildings, and all of these things that are going to be appearing is that they're all named after corporate sponsors. Chancellor Khosla has said and I'm quoting again a public statement "In terms of naming, everything's for sale", that's what he said. So we already have Wells Fargo lecture hall over at Rady, correct? Sixth was almost named after a donor, that some people heard of but others haven't, students wouldn't be able to identify with that at all, right, this— this man who they were going to name it after, until students started a movement and stopped that, stop the naming, right, so as we go to 6th and 7th and 8th and 9th college, because the original plans for UCSD [University of California, San Diego], going back to 1958, there were going to be 12 colleges, right, and so given the current environment and the money grubbing that's taking place you— you— you might have, you know, Chik-fil-A college [Laughter]

1:37:22 Tamara Rhodes: Alright so, if nobody has any questions, I think we'll wrap up. First, I want to say thank you to our panelists [Applause] thank you so much for being here and offering your insight. And I also want to offer a thank you— so everything that was here we didn't— the five of us— you know, the group of five, didn't do it alone. We had help from the Digital Library Development Program, the Academic Liaison Program, Special Collections and Archives where we got a lot of the information that we'd recovered, and Digital Collections, and also IT [information Technology] Services. So our online collection— at the very last minute, they helped us like put it all together, so I want to say thank you to those folks. And I want to close out by asking the same question, like where do we go from here? So for us on our end we really want to talk about like what the campus can do to document these things so we don't forget our history so we talk about how undergrads don't know what happened, they don't know that there was this— you know, these conflicts that happened and what students did to change the campus. So we really want the campus to think— and all of you to think about like how we can document these things and share these things amongst each other. We also want to talk about, you know, a lot of the sentiment here, how do we bring everybody together to take action so it's not— you know, the siloed centers, we have to come together to make something happen, as you can see if you read the banners outside, it's happened before, it can happen again, but we all need to come together to do that. And then, lastly, I just want to mention that the exhibit outside, it's going to be up until March 31st so please check it out, tell other people to come and look at it, it's there, it'll be there. And then, again, the online collection will also be available, the link is on the title page so go check it out. It'll have the rest of the student submissions, we have a lot more, they'll be up there and then the history is up there well with the citation, so you can go check out that

information. And lastly, as it says on the banner, “Be informed and join the conversation,” so thank you very much for coming.

1:39:11 [Applause]

1:39:14 [End of Video]