

Rte 105
f

→ ADVISORY COMMITTEE FOR ASIAN-AMERICAN STUDIES (ACAAS) (re-designated)
PJ Committee Binder (to be folded)
SAN DIEGO: OFFICE OF THE VICE CHANCELLOR-
ACADEMIC AFFAIRS Q-001
LA JOLLA, CALIFORNIA 92093-0001

March 15, 1988

PROFESSOR MATTHEW CHEN (Linguistics)
PROFESSOR JOHN DOWER (History)
PROFESSOR JAMES LIN (Mathematics), CHAIR
PROFESSOR RICHARD MADSEN (Chinese Studies)
PROFESSOR MASAO MIYOSHI (Literature)
PROFESSOR TRACY STRONG (Political Science)

SUBJECT: Advisory Committee for Asian-American Studies (ACAAS)

Dear Colleagues:

The purpose of this memo is threefold. First, with the unanimous endorsement of the present Committee members, as well as with the blessing of Committee on Committees, it is my pleasure to invite Professor Tracy Strong to serve as a member of the subject Advisory Committee.

Second, I am changing the name of the Advisory Committee from Asian American Courses to Asian-American Studies (ACAAS) to more accurately reflect the group's purpose.

Finally, I would like to amend the initial charge to the Committee as follows.

The charge to the ACAAS is:

1. To determine appropriate topics for Asian-American courses.
2. To act as a search committee for visiting faculty.
3. To monitor the quality of instruction in and student responses to these courses.
4. To serve as the search committee to fill the FTE/ladder position for the Program R Asian-American Studies.

*- Deans mtg
- VCAA Cabinet
- her to sched Appt
- after HCT gets bk from vac.*

The search committee will receive applications, do an initial screening, and submit a short list of candidates no later than November 1, 1988 for review by the cognizant dean. Files of candidates on the short list will then be circulated to the relevant departments. Candidates that the departments

Rte 105
8

→ ADVISORY COMMITTEE FOR ASIAN-AMERICAN STUDIES (left side of folder)
Pj Committee Binder no
SAN DIEGO: OFFICE OF THE VICE CHANCELLOR-
ACADEMIC AFFAIRS Q-001
LA JOLLA, CALIFORNIA 92093-0001

March 15, 1988

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Second, I am changing the name of the Advisory Committee from Asian American Courses to Asian-American Studies (ACAAS) to more accurately reflect the group's purpose.

Finally, I would like to amend the initial charge to the Committee as follows.

The charge to the ACAAS is:

1. To determine appropriate topics for Asian-American courses.
2. To act as a search committee for visiting faculty.
3. To monitor the quality of instruction in and student responses to these courses.
4. To serve as the coordinating search committee to fill the FTE/ladder-rank faculty position, which was designated by the Program Review Committee for a specialist in the area of Asian-American studies.


The search committee will advertise, receive applications, do initial screening, and submit a short list of candidates no later than November 1, 1988 for review by the cognizant dean. Files of candidates on the short list will then be circulated to the relevant departments. Candidates that the departments

Subject: Advisory Committee on Asian-American Studies
March 15, 1988
Page 2

find interesting will be invited for interviews. Departments will be asked to forward their recommendations to the search committee, which will rank the candidates and submit its recommendations to me.

Unless I hear otherwise, it is presumed that Professor Strong will be able to serve as a member, and that Committee Chair Lin will contact Professor Strong about the status of the Committee's activities.

Sincerely,

A handwritten signature in black ink, appearing to read "Ticho", with a long, sweeping flourish extending to the right.

Harold K. Ticho
Vice Chancellor-
Academic Affairs

c: Chancellor Atkinson
Committee on Committees Chair Pippin
VCAA Cabinet Members

March 11, 1988

VICE CHANCELLOR HAROLD K. TICH0

SUBJECT: Advisory Committee for Asian-American Courses

In response to your request of March 2, 1988, the Committee on Committees approves of appointing Professor Tracy Strong to the Advisory Committee for Asian-American Courses.



Robert B. Pippin, Chair
Committee on Committees

RECEIVED

MAR 14 1988

VICE CHANCELLOR
ACADEMIC AFFAIRS
UCSD

March 2, 1988

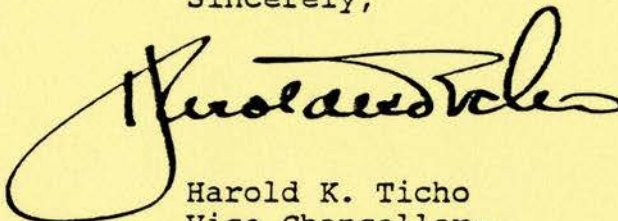
ROBERT B. PIPPIN, CHAIR
Committee on Committees
Q-002

SUBJECT: Advisory Committee for Asian-American Courses (ACAAC)

Based on the unanimous recommendation of the subject Committee, I seek your approval to appoint Professor Tracy Strong from the Political Science Department to serve as a member of the ACAAC.

The attached provides you with the current membership of the Committee and its charge.

Sincerely,



Harold K. Ticho
Vice Chancellor-
Academic Affairs

Attachment

cc: ACAAC Chair Lin
Dean Rothschild

UNIVERSITY OF CALIFORNIA, SAN DIEGO

LA JOLLA, CALIFORNIA 92093-0112

Department of Mathematics C-012
James Lin
[619] 534-2646

February 18, 1988

Vice Chancellor Harold Ticho

Dear Harold:

The Asian American Studies Committee unanimously nominates Tracy Strong from Political Science as a candidate for the Search Committee for a permanent FTE in Asian American Studies. With your permission I will ask him to serve.

Sincerely,

James Lin, Chair
Asian American Studies Com-
mittee

JPL:nmc

Harold 2/19
• To add Tracy Strong
or any additional
members, you
need to go to
Comm. on Comms.
• If you agree with
Lin, Retina & I'll
do memo to CoC.
& copy Lin.
• Are you revising change
reconstituting this Comm?
Renaming? Are there other
faculty you want to clear
w/CoC & RJ

RECEIVED

FEB 19 1988

VICE CHANCELLOR
ACADEMIC AFFAIRS
UCSD

July 7, 1987

PROFESSOR JOHN DOWER
Department of History
C-004

SUBJECT: Advisory Committee for Asian-American Courses

Dear John:

With the approval of the Committee on Committees, it is my pleasure to invite you to serve as a member of the Advisory Committee for Asian-American Courses (ACAAC) for an indefinite period. The following comprise the other members of the Committee:

Professor Matthew Chen - Linguistics
Professor James Lin, Chair - Mathematics
Professor Richard Madsen - Chinese Studies
Professor Masao Miyoshi - Literature

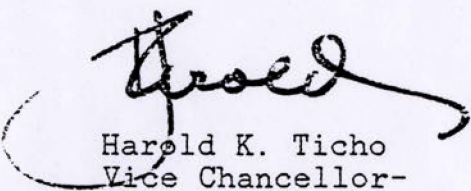
The charge to the Committee is threefold:

1. To determine appropriate topics for Asian-American courses;
2. To act as a search committee for visiting faculty;
3. To monitor the quality of instruction in and student responses to these courses.

Professor Lin will be calling you in the near future to update you on the Committee's activities and meeting schedule.

No response is necessary unless you are unable to serve.

Best regards,



Harold K. Ticho
Vice Chancellor-
Academic Affairs

cc: R. C. Atkinson
S. Chodorow
J. Lin
M. Mullin
M. Parrish

HKT
PJ

1. HKT to write a letter to Jim Lin allocating an FTE for an Asian American specialist, to be housed in a social science or humanities discipline.
2. Decide whether to recruit only at the tenured level or leave the rank open.
3. Appoint the Advisory Committee on Asian American Courses as the coordinating search committee.
4. Appoint a non-voting consultant (a specialist in Asian American Studies) to advise the search committee.
5. HKT to meet with department chairs to get their cooperation in the search:
 - Search committee will advertise and receive applications.
 - Search committee will do initial screening and come up with a short list.
 - Files of candidates on the short list will then be circulated to the relevant departments for their approval or rejection.
 - Candidates that the departments find acceptable will be invited for interviews.
 - Each interviewee will give two presentations: one to demonstrate his/her disciplinary competence and the other to show his/her knowledge of Asian American Studies. (Those who think they can do both simultaneously may give only one presentation.)
 - Departments will forward their recommendations to the search committee, which will rank the candidates. The person with the strongest departmental support will receive the offer.
6. While the search is going on, and until a ladder rank appointment is made, funds are needed to hire another visiting professor or lecturer to teach one or two courses each year.
7. Since few candidates are able to cover all the major Asian American groups, soft money for hiring lecturers to teach one or two specialized courses per year will also be needed.
8. There should also be an annual allocation for lectures on Asian American topics or cultural events for students and the community, if the faculty hired knows how to schedule these.
9. A 25%-time secretary would also be desirable, so that the regular staff in the department housing the appointee will not have to take on additional responsibilities connected with Asian American Studies. (Needed only if the faculty hired is willing to organize extracurricular programs.)

Rec'd at 1/14 mtg: HKT/din/Chan

VCAA Rec'd.
1-14-88

Tenured appointment only:

The University of California, San Diego, invites nominations and applications for a ladder rank position in Asian American Studies to be housed in any humanities or social science discipline. To qualify, a candidate must have teaching experience in Asian American Studies; be able to offer at least three courses on ^{the Asian} ~~Chinese, Japanese, Korean, Filipino, and Vietnamese~~ Americans ^{experience} in addition to two courses in his/her discipline; and have a sufficiently distinguished record of publications for a tenured appointment at a major research university. Applications may be sent to Chair, Asian American Studies Search Committee, Office of the Vice Chancellor for Academic Affairs, 105 Administration, University of California--San Diego, La Jolla, CA 92093.

Rank open:

The University of California, San Diego, invites nominations and applications for a ladder rank position in Asian American Studies to be housed in any humanities or social science discipline. The level of appointment is open, from the rank of assistant professor to full professor. To qualify, a candidate must have teaching experience in Asian American Studies and be able to offer at least three courses on ~~Chinese, Japanese, Korean,~~ ^{the Asian} ~~Filipino, and Vietnamese~~ ^{experience} Americans in addition to two courses in his/her discipline. Junior applicants must have done research on an Asian American topic; senior applicants should have a sufficiently distinguished record of publications for a tenured appointment at a major research university. Applications may be sent to Chair, Asian American Studies Search Committee, Office of the Vice Chancellor for Academic Affairs, 105 Administration, University of California--San Diego, La Jolla, CA 92093.

July 7, 1987

PROFESSOR JOHN DOWER
Department of History
C-004

SUBJECT: Advisory Committee for Asian-American Courses

Dear John:

With the approval of the Committee on Committees, it is my pleasure to invite you to serve as a member of the Advisory Committee for Asian-American Courses (ACAAC) for an indefinite period. The following comprise the other members of the Committee:

Professor Matthew Chen - Linguistics
Professor James Lin, Chair - Mathematics
Professor Richard Madsen - Chinese Studies
Professor Masao Miyoshi - Literature

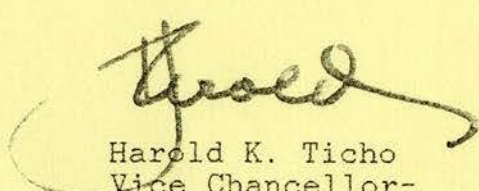
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Best regards,


Harold K. Ticho
Vice Chancellor-
Academic Affairs

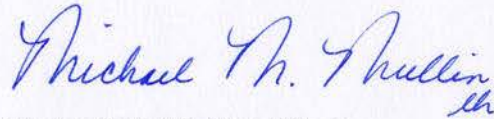
cc: R. C. Atkinson
S. Chodorow
J. Lin
M. Mullin
M. Parrish

July 6, 1987

VICE CHANCELLOR HAROLD K. TICHON
Academic Affairs

SUBJECT: Advisory Committee for Asian-American Courses

In response to your request of June 24, 1987, the Committee on Committees approves of the addition of Professor John Dower (History) to the Advisory Committee for Asian-American Courses.



Michael M. Mullin, Chair
Committee on Committees

RECEIVED

JUL 07 1987

VICE CHANCELLOR
ACADEMIC AFFAIRS
UCSD

June 24, 1987

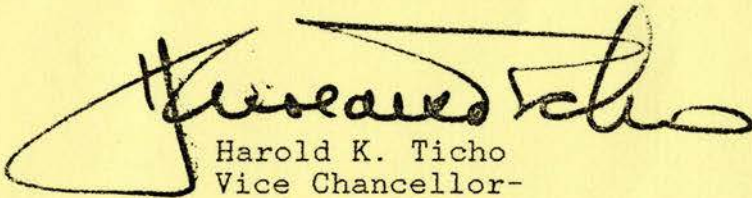
MICHAEL MULLIN, CHAIR
Committee on Committees
Q-002

SUBJECT: Advisory Committee for Asian-American Courses (ACAAC)

I would like to appoint a representative from the Department of History to the ACAAC (copy of the Committee-appointment letter attached), and propose adding Professor John Dower to the Committee.

This Committee will be active during the summer; therefore, I hope I can receive your comments on this membership proposal soon.

My thanks,

A handwritten signature in black ink, appearing to read "Harold K. Ticho". The signature is stylized with a large loop at the beginning and a long horizontal stroke at the end.

Harold K. Ticho
Vice Chancellor-
Academic Affairs

Attachment

HKT
PJ

ACAAC

June 8, 1987

PROFESSOR JAMES LIN
Department of Mathematics
C-012

Dear Professor Lin:

This is simply to let you know that Vice Chancellor Ticho is away from the office until June 22, 1987, and that I will bring your memo, regarding the appointment of Professor John Dower to the Asian American Studies Committee, to his immediate attention when he returns.

Sincerely,

A handwritten signature in blue ink, appearing to read "Pam Jung", with a small blue dot above the first letter.

Pam Jung
Assistant to the Vice Chancellor-
Academic Affairs



DEPARTMENT OF MATHEMATICS

LA JOLLA, CALIFORNIA 92093

June 5, 87

Dear Harold - You may recall that in our meeting with the Asian American Studies Committee, I requested that we have a representative from the History Department. Yesterday I spoke with John Dower and he indicated that he would be interested in serving.

If this is all right with you, can you appoint him to our committee?

Sincerely,
James Lin

James Lin
x 42646

RECEIVED

JUN 08 1987

VICE CHANCELLOR
ACADEMIC AFFAIRS
UCSD

Rtetos
f

New

ADU/Comm/ACAAC

SAN DIEGO: OFFICE OF THE VICE CHANCELLOR-
ACADEMIC AFFAIRS Q-001
LA JOLLA, CALIFORNIA 92093

October 8, 1986

PROFESSOR M. CHEN
PROFESSOR J. LIN (CHAIR)
PROFESSOR R. MADSEN
PROFESSOR M. MIYOSHI

SUBJECT: Advisory Committee for Asian-American Courses (ACAAC)

By means of this memorandum, I request that you serve as members of an Advisory Committee for Asian-American Courses (ACAAC). Professor J. Lin has agreed to act as Chair of ACAAC.

The charge of ACAAC is threefold:

1. To determine appropriate topics for Asian-American courses.
2. To act as a search committee for visiting faculty.
3. To monitor the quality of instruction in and student responses to these courses.

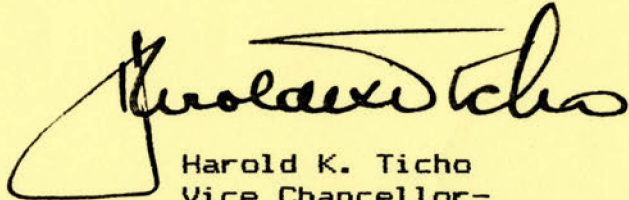
It is my hope that there will be two or three courses offered each year. For the present, the courses should be offered through the Muir Interdisciplinary Studies program, which is directed by Provost Stewart. His office will assist you in administrative matters.

For 1986-1987, the Council of Provosts has committed 0.50 FTE at the Assistant Professor, Step II, level, i.e., \$15,450. If you find a desirable candidate for appointment whose rank is such that a higher salary is necessary, I am prepared to supplement the funds allocated by the COP.

This is the second yearly allocation by the COP to this program. Under the terms whereby temporary FTE's are assigned to the COP for allocation, the COP cannot grant resources for the same purpose more than three times. This means that 1987-1988 will be the last academic year in which the COP can assist you. However, if the response to the courses warrants doing so, I shall continue to provide the necessary support after the COP has withdrawn.

It is important that the chair of ACAAC check with this office before reaching an informal agreement with a candidate regarding his or her teaching load and compensation. The number of courses to be taught by a visitor depends upon the character of the appointment (i.e., the title Visiting Lecturer or Visiting Professor) and the portion of an FTE being used. Therefore, it is important that we agree on these matters before the subject of the teaching load is broached with a candidate.

No reply is necessary unless you are unable to serve.

A handwritten signature in black ink, appearing to read "Harold K. Ticho". The signature is fluid and cursive, with a large loop at the beginning and a long horizontal stroke across the top.

Harold K. Ticho
Vice Chancellor-
Academic Affairs

cc: R.C. Atkinson
R. Attiyeh
S. Chodorow
P. Gourevitch
M. Javet
M. Mullin
M. Rothschild
L. Rudee
L. Sham
J. Stewart

October 1, 1986

RECEIVED

OCT 3 1986

VICE CHANCELLOR
ACADEMIC AFFAIRS
UCSD

VICE CHANCELLOR HAROLD K. TICHON
Academic Affairs

SUBJECT: Advisory Committee for Asian-American Courses

The Committee on Committees has considered your request of August 25, 1986, and supports the appointment of the faculty members suggested in that memo. In addition, we recommend that a faculty member from the Graduate School for International Relations and Pacific Studies be appointed to the committee, although we have no one to suggest.

Michael M. Mullin

Michael M. Mullin, Acting Chair
Committee on Committees

Harold —

- Lynn said that if you didn't feel a member of Grad School fac. was not needed then that's fine. "It was only a recommendation" I told her why & she understood.
- Any further additions/changes to draft letter? →

RT 10/6/86

10/10/86. DO YOU WANT THEM "7" — Pam

October 1, 1986

RECEIVED

OCT 3 1986

VICE CHANCELLOR HAROLD K. TICHON
Academic Affairs

VICE CHANCELLOR
ACADEMIC AFFAIRS
UCSD

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Michael M. Mullin

Michael M. Mullin, Acting Chair
Committee on Committees

Harold — 10/6/86
 ① At your Deans mtg. today, you might want to ask Peter (or others) who from Grad. School should be appointed to this Comm.
 ② Any changes on attached app't letter?
 Return to me with name.
 Pam
 ③ FUI, P.S. you're mtg with Lin & Chex next week. Do you want their input? Pam

August 25, 1986

EDWARD DENNIS, CHAIR
Committee on Committees
c/o Lynn Harris
Q-002

SUBJECT: Advisory Committee for Asian-American Courses (ACAAC)

Dear Lynn:

After several informal discussions with faculty involved in Asian-American activities at UCSD, with the Provosts, Deans and at the VCAA Cabinet, it seems appropriate to now appoint an advisory committee--Advisory Committee for Asian-American Courses.

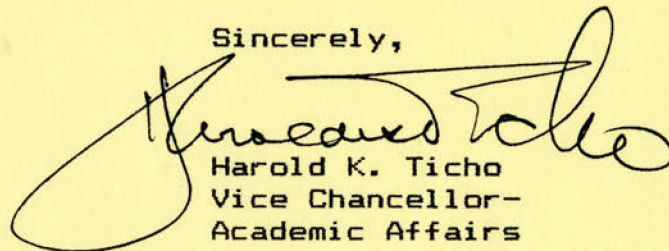
Based on the above mentioned discussions, I would like to appoint the following faculty and seek the Committee on Committee's approval to do so.

M. Chen (Linguistics)
J. Lin (Mathematics)
R. Madsen (Sociology)
M. Miyoshi (Literature)

I have attached a DRAFT of the proposed letter appointing these faculty to the subject committee.

I will look forward to hearing from you soon.

Sincerely,



Harold K. Ticho
Vice Chancellor-
Academic Affairs

Attachment

HKT COPY

(TH has Asian-American Studies File)

JK 8/11/86

HKT--ITEMS FOR DISCUSSION WITH FIVE DEANS

→ Call J. Stewart
Stewart to draft
for HKT
Signature
8-13-86

o Affirmative Action Arrangement for 86/87

o Kurt Shuler - Fund Raiser

o Asian American Activities at UCSD

Search Committee:

o ✓ H. Chen (Phys)

o ✓ J. Liu (Math)

o J. Douer (Hist)

o P. Irons (Poli Sci)

o ✓ R. Madsen (Soc)

o ✓ H. Miyoshi (Lit)

1. Provosts — Discuss

2. App. Com

3.

Jean Kleint
6-24-86

Hold for
future Cabinet
meeting
(summer 86)

Per HKT
6/27

Rt105
f

→ ADU/Comms/ACAAS
S.D. Depts/Asian Am. Studies
SAN DIEGO: OFFICE OF THE VICE CHANCELLOR-
ACADEMIC AFFAIRS Q-001
LA JOLLA, CALIFORNIA 92093-0001

June 27, 1989

PROFESSOR JOHN DOWER (History)
PROFESSOR RICHARD MADSEN (Chinese Studies)
PROFESSOR TRACY STRONG (Political Science)

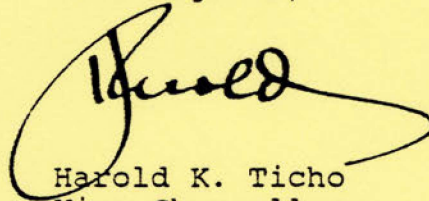
SUBJECT: Advisory Committee for Asian-American Studies (ACAAS)

Dear Colleagues:

As you no doubt know, Jim Lin, Masao Miyoshi, and Matthew Chen have withdrawn from the Advisory Committee for Asian-American Studies. At this point, I am somewhat undecided as to how to proceed, but it seems likely that the Ethnic Studies Executive Committee, headed by Cecil Lytle (or Elaine Kim, if she accepts), will take a more proactive role in the search for appropriate candidates in the Asian-American studies area. In any case, to clear the decks and ensure that there is no confusion in functions and responsibilities, I think that it would be wise to disband the ACAAS for the time being.

I want to thank you for assisting in the establishment of this program. I know that all of us are somewhat disappointed that our considerable efforts to create such a program have not progressed as far as we had hoped. We shall redouble our efforts next year.

Best regards,



Harold K. Ticho
Vice Chancellor-
Academic Affairs

cc: Chancellor Atkinson
Director Lytle
Associate Chancellor Penn
CoC Chair Pippin

~~HKT~~

June 26, 1989

HAROLD:

SUBJECT: Advisory Committee for Asian-American Studies (ACAAS)

With the resignations of Professors Lin, Chen, and Miyoshi, are you planning to reconstitute the subject committee? Go to Committee on Committees for faculty replacement slate? Replace Political Science outgoing Chair Strong with incoming Chair Paul Drake?

At present, the following comprise the ACAAS:

PROFESSOR JOHN DOWER (History)
PROFESSOR RICHARD MADSEN (Chinese Studies)
PROFESSOR TRACY STRONG (Political Science)


PAM

Pam:

we discussed fatal bullet.
6/27/89

1741

June 26, 1982

BARCELONA

SUBJECT: Advisory Committee for Asian-American Studies (ACAAS)

With the resignation of Professor Lin Chen and himself, are you planning to reconstitute the subject committee? Go to Committee on Committee for faculty replacement study. Review Political Science outgoing Chair Strong with incoming Chair Paul Drake?

As present, the following comprise the ACAAS:

- PROFESSOR JOHN TOWER (History)
- PROFESSOR RICHARD HADSEN (Chinese Studies)
- PROFESSOR TRACY STRONG (Political Science)

[Handwritten mark]

[Handwritten mark]

[Faint handwritten text]

Understand sent
Copy on Transmittal 5.

June 26, 1989

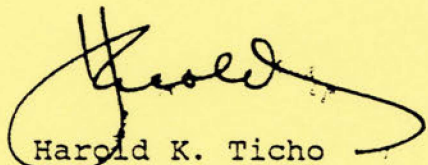
JAMES LIN, CHAIR
Asian American Studies Search Committee

Dear Jim:

This is to acknowledge your letter of May 22, 1989 (received in my office on June 7, 1989) in which you informed me of your withdrawal from the leadership of our Asian-American Studies Search Committee.

Even though I cannot agree with your analysis of the obstacles to progress as you described them in your letter, I fully share your disappointment that our efforts to develop a strong Asian-American Studies Program have, thus far, not advanced very far. I know that you have put a great deal of your talents into this enterprise, and your frustration is understandable.

As I understand it, you will be on sabbatical leave in the Fall. I hope that you will have a very good leave. We shall make a determined effort to make some progress in your absence and hope that you will reconsider your withdrawal from participation upon your return.



Harold K. Ticho
Vice Chancellor-
Academic Affairs

c: R. C. Atkinson
S. Chodorow
C. Lytle
N. Penn
M. Rothschild

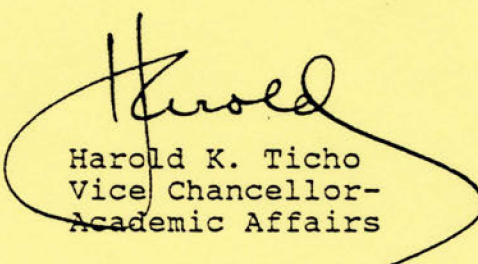
June 26, 1989

PROFESSOR MATTHEW CHEN
Linguistics

Dear Matthew:

This is to acknowledge formally your withdrawal from the Asian-American Studies Search Committee.

Needless to say, I share your disappointment that we have not been more successful this year in launching the program. I, for one, have no intention to relax in my efforts to see such a program in place as soon as possible. I very much hope that working through the Executive Committee of the Ethnic Studies group, you will continue to lend your talents to the accomplishment of that goal.



Harold K. Ticho
Vice Chancellor-
Academic Affairs

c: R.C. Atkinson
C. Lytle
N. Penn
CoC Chair Pippin

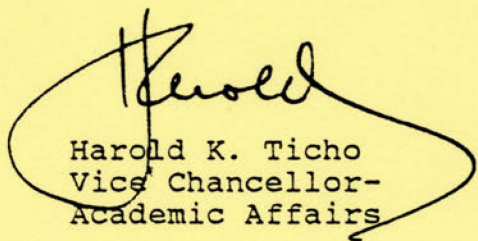
June 26, 1989

PROFESSOR MASAO MIYOSHI
Literature

Dear Masao:

This is to acknowledge formally your withdrawal from the Asian-American Studies Search Committee.

Needless to say, I share your disappointment that we have not been more successful this year in launching the program. I, for one, have no intention to relax in my efforts to see such a program in place as soon as possible. I very much hope that working through the Executive Committee of the Ethnic Studies group, you will continue to lend your talents to the accomplishment of that goal.



Harold K. Ticho
Vice Chancellor-
Academic Affairs

c: R.C. Atkinson
C. Lytle
N. Penn
COC Chair Pippin

UNIVERSITY OF CALIFORNIA, SAN DIEGO

LA JOLLA, CALIFORNIA 92093

Department of Mathematics, C-012
James Lin, Chair, Asian American
Studies Search Committee
[619] 534-2646

May 22, 1989

RECEIVED

JUN 7 1989

VICE CHANCELLOR
ACADEMIC AFFAIRS
UCSD

To: Harold Ticho, Vice Chancellor of Academic Affairs
From: James Lin, Chair, Asian American Studies Search Committee

Dear Harold:

I have decided to resign as Chair of the Asian American Studies Search Committee. My duties as chair have simply been too great considering the obstacles I and my committee have encountered. I cite just a few:

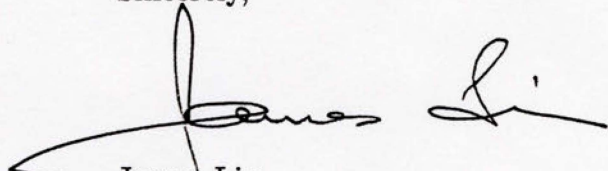
1. Departmental rejection of [REDACTED] despite their having major offers at other major institutions (U.C. Berkeley and U.C. Santa Barbara), and the signed support on this campus of 40 professors who favor their hiring.
2. The loss of [REDACTED] last year, a candidate who received a much better offer at U.C. Santa Barbara.
3. The letter of [REDACTED] citing the lack of fair play in the review process for her file.
4. The delay on [REDACTED] offer, despite the fact that she was almost unanimously approved by the Literature Department in late February and the deadline for intramural transfers is April 1. (I am told her offer has finally been sent out today.)
5. The claims on the part of the Sociology Chair
 - (a) that there was absolutely no support for [REDACTED] by the Political Science Department despite one-half of the department signing a petition indicating their support for his candidacy,
 - (b) that [REDACTED] would not receive an offer from U.C. Berkeley even though in reality she has,
 - (c) that I failed to advertise even though the duties of advertising for the position were placed under the jurisdiction of the Social Science Dean.

May 22, 1989

Page 2

Because these candidates are recognized nationally as the best in their field and have been treated poorly by UCSD I cannot in good faith imagine that other candidates of similar stature would be willing to apply.

Sincerely,



James Lin
Professor of Mathematics

Matthew Chen
M. J. P. P. P.

AKT

APD
→ SU/Comm/ACFAS

SAN DIEGO: CONTEMPORARY BLACK ARTS
THE THIRD COLLEGE
LA JOLLA, CALIFORNIA

June 20, 1989

To: Richard C. Atkinson
Chancellor, Q005

From: Floyd Gaffney, Coordinator *F. Gaffney*
Contemporary Black Arts and
Afro-American Studies, D009

Re: Candidate support/Asian-American Search
Committee

The Afro-American Studies faculty is unanimous in expressing its support for the candidates recommended by the Asian-American Search Committee to the Department of Sociology. We are deeply distressed by the continuing problems of recruitment and hiring of non-white faculty in departments that maintain noncommittal attitudes toward establishing demographic parity within their discipline areas. Two words can be used to characterize the presence of underrepresented non-white on this campus: small and non-existent.

The Afro-American Studies faculty is cognizant of the situation surrounding the hiring of these Asian candidates within the sociology department. Since [redacted] has withdrawn her candidacy in favor of remaining at SUNY, Professor [redacted] is the only candidate remaining to be considered for employment. When you make your final evaluation of the [redacted] file, we strongly urge you to remember that he has strong support among key professors in the UCSD Political Science and other Social Science departments at this University. Within the UC system, he has received offers from the Department of Sociology at UC Santa Barbara and UC Berkeley.

RECEIVED

JUN 26 1989

VICE CHANCELLOR
ACADEMIC AFFAIRS
UCSD

I understand that the department chairs of sociology, anthropology, economics and psychology have voiced their collective concerns about the limited search process and the composition of the Asian search committee. Their opposition to the suggestions of forwarding files to CAP for academic review without endorsement by specific academic departments, and the possibility of allowing appointments to be made directly in the Ethnic Studies Program is also understandable. Given the precedence of non-white faculty representation in these departments it is obvious why standard university and departmental procedures regarding search and employment were not followed to the letter.

Historical patterns of omission practiced by the Sociology department and other social science areas towards recruiting underrepresented ethnic women and non-white professors is both dismal and distressing. There are many factors operative which run the gamut from a lingering climate of institutional racism to excuses that the non-white candidate, or that the individual, would not fit in with the rest of the faculty. A classic posture often employed is that the ethnic candidate is academically qualified, but his/her area of specialization does not reflect departmental needs. Affirmative Action in these particular instances is not effective as "action" nor "affirmation" of policy.

The focus of academic studies within the Social Science Departments at UCSD is Euro-American centric. It is essential that the context of these studies be broaden in the light of the history/culture of underrepresented non-white ethnic groups present in the student body. This should be reflected in terms of themselves and as they relate to the broader American framework, which must be informed by the experiences of slavery and segregation, as they relate to, and interacts with class, gender and race. Our only hope for equality within this system lies in the creation of the Ethnic Studies Department.

The present situation existing in Sociology regarding the hiring of these "qualified" Asian-American candidates has a negative impact on the developing Ethnic Studies Department as well as in Sociology. The image of the university across the nation continues to be smeared by actions of the type under discussion. The climate of hiring "qualified" candidates in Chicano and Afro-American Studies will be substantially limited in future negotiations when the problematic nature of these two candidates is transmitted through the grapevine.

The CBAP faculty and the total Afro-American faculty at UCSD strongly urge you to reinstate your support of affirmative action guidelines and the establishment of an Ethnic Studies Department through swift and positive action in the hiring and retention of underrepresented ethnic faculty in the Humanities, Social Sciences and Sciences. It is incumbent upon the administrators and department faculties to recognize and act upon the specific needs of its constituent body of students who enter this public funded, state institution, to receive a "liberal arts" education in its broadest sense.

Floyd Gaffney
Coordinator of Contemporary Black Arts
and Afro-American Studies

Afro-American Studies Faculty:

James Cheatham (Senior Lecturer) Department of Music
John Douglass, Ph.D. (Supervisor in Physical Education)
Edith Fisher, M.L.A. (Adjunct Lecturer) Central Library
Luther James, (Associate Professor of Drama)
Faith Ringgold, (Professor, Visual Arts)
Charles W. Thomas, II, Ph.D. (Professor of Urban Studies
and Planning)
Sherley A. Williams, M.A. (Professor of Literature)

cc: Benetta Jules-Rosette, Department of Sociology
Helene Keyssar, Ph.D. (Department of Communication)
Edward Reynolds, Department of History
Francis Foster, Department of Literature
Nolan Penn, Associate Vice-Chancellor, Affirmative
Action
→ Harold Ticho, Vice-Chancellor of Academic Affairs
Julie Saville, M.A. (Acting Assistant Professor of
History)
Andrew Scull, Chair, Sociology Department
Juan Yguerabide, Chancellor's Affirmative Act. Com.
James Lin, Asian-American Search Com.
Cecil Lytle, Provost, Third College
David P. Gardner, U.C. President
William R. Frazer, Vice-President/Ac. Aff.
Eugene Cota-Robles, Assist. V-P/Ac. Aff.

FG/pb

→ ADU/Comm/ACAAS
EOR/Depts/Ethnic
Studies

Three resign UCSD panel in ethnic-studies protest

By Ann Levin
Tribune Education Writer

In a major setback to a fledgling ethnic-studies program, three UCSD professors have quit a committee set up to recruit faculty for the program.

The professors said that the administration has hobbled the growth of ethnic studies because programs that study minority groups are not welcome at the University of California at San Diego.

Ethnic studies "is not looked on sympathetically by various disci-

plines," said linguistics Professor Matthew Chen, one of the three who quit the Asian-American studies search committee.

The other two are mathematics Professor James Lin and literature Professor Masao Miyoshi, who said, "It seems to me that the clock's been turned back 20 years."

The professors are upset that the university failed to offer jobs to two Asian-American scholars recruited by the committee for teaching positions next fall.

"I didn't see the possibility of hiring anybody of comparable quality," Lin said. Last week he wrote a letter of resignation to Harold Ticho, vice chancellor for academic affairs, complaining of "the obstacles I and my committee have encountered."

The news that Chen and Miyoshi have resigned from the committee came as a complete surprise to Ticho. He said Friday he was "completely astounded" that Miyoshi quit without telling him. Lin's dissatisfaction with the committee's progress was well-known to the administration.

What prompted the resignations was frustration over the inability to win job offers for two sociologists, Michael Omi and Evelyn Nakano Glenn, who impressed the committee but not the sociology department. Departments are generally in charge of recruiting faculty and then making recommendations to the administration.

To demonstrate UCSD's good intentions, Ticho noted that the administration set aside two slots for ethnic studies last fall. And offers were made this year and last year to two Asian-American specialists, Sucheng Chan and Elaine Kim, who opted to go elsewhere, he said.

Ticho said he is sorry to see Lin leave the committee, but said that the administration will continue its efforts to build a program.

"We keep trying," Ticho said.

The resignations underscore the emotion-charged atmosphere surrounding the dual issues of ethnic studies and the recruitment of minority faculty, who often teach ethnic studies.

In another development, the man who has been most involved in efforts to set up an ethnic-studies department at UCSD has resigned as head of the program. Cecil Lytle, provost of UCSD's Third College, said he took the job as chairman of the ethnic-studies program for only one year.

"The fight is not over," Lytle said, adding that the committee will choose his successor next week.

Earlier this spring, Lytle and his committee urged the faculty and administration to establish an ethnic-studies department to be known as the Department of Comparative American Culture.

As the faculty prepares to take up the recommendation next fall, a number of professors are saying privately that ethnic studies is not a "real discipline."

Meanwhile, faculty at UC Santa Barbara narrowly approved an ethnic-studies requirement for undergraduates earlier this month, becoming the fifth of eight general UC campuses to adopt one. The only three without them are UCLA, UCSD and UC Davis.

Miyoshi, a former UC Berkeley professor, said the same doubts about ethnic studies were voiced two decades ago.

HKT

EPR./Depts/Ethnic Studies

ADU/Comm/ACAAS

S. DIEGO: DEPARTMENT OF LITERATURE
LA JOLLA, CALIFORNIA

June 8, 1989

RECEIVED

Chancellor Richard C. Atkinson
UCSD

JUN 14 1989

VICE CHANCELLOR
ACADEMIC AFFAIRS
UCSD

Dear Chancellor Atkinson:

The Chicano/Latino Faculty Association at UCSD would like to express its support for the Asian-American Search Committee's candidates for positions in Sociology. The Association also wishes to make known its deeply-felt concern that recruitment and appointment of minority faculty at UCSD continue to be unsatisfactory at best.

Vice Chancellor Academic Affairs
Date 6-14-89
S. Chodorow
M. Rothschild
M. Javet
Quilson

P. Javet

We are aware that at this time only the candidacy of [redacted] is under consideration since [redacted] has withdrawn her candidacy for a position in Asian-American Studies. We are also aware of the Sociology Department's rejection of both of these candidates and we would ask that in your final evaluation of this candidate's file you consider that [redacted]'s recruitment has strong support among some professors in the UCSD Political Science Department, that the Department of Sociology at U.C. Santa Barbara has made [redacted] an offer, that he is being considered at UC Berkeley, and that professors versed in Asian Studies, like Prof. Masao Miyoshi, have also expressed keen interest in bringing this candidate to campus.

When we consider the history of recruitment of minority candidates, especially Chicanos, in the Sociology Department, and this Department's record in retaining women and minority professors during the last 15 years, we begin to see a pattern of discrimination that should be of concern to the entire campus. When we again hear the issue of "quality" being used speciously to justify the rejection of qualified candidates, we become keenly aware, as indeed you must, that affirmative action is not a meaningful policy or practice on this campus.

While reports on the growing minority population in this state and the need for a strong affirmative action policy, especially at the level of recruitment of faculty and graduate students, are numerous and compelling, there seems to be no significant improvement in minority faculty hiring at UCSD. The creation of the Ethnic Studies Department may eventually alleviate the problem in the humanities and social sciences, although it will not affect hiring of minorities in the sciences. In the meantime, however, hiring within the Ethnic Studies Program must be considered as a short-term tactic lest we lose the opportunity to hire two Asian-American candidates. This measure would also open

the doors to Chicano Studies, for we have a number of excellent candidates that we have tried long and hard to see recruited by the Sociology Department without any success.

The Chicano/Latino Faculty Association would like to urge you to reaffirm your commitment to affirmative action and to the creation of an Ethnic Studies Department by coupling it with concrete and creative action that will enable minority faculty to become a visible presence amongst the community of scholars at UCSD.

The Chicano/Latino Faculty Association

Jorge Huerta, Department of Theatre
Marta Sánchez, Department of Literature
Miguel Monteón, Department of History
Jorge Mariscal, Department of Literature
Faustina Solís, Family and Community Medicine
Jaime Concha, Department of Literature
Gloria Fimbres, Teacher Education Program
David Mares, Department of Political Science
Rosaura Sánchez, Department of Literature

Rosaura Sánchez - for all

cc: N. Penn, Associate Chancellor
• H. Ticho, Vice-Chancellor of Academic Affairs
A. Scull, Chair, Sociology Department
J. Yguerabide, Chancellor's Affirmative Act. Com.
J. Lin, Asian-American Search Com.
C. Lytle, Provost, Third College
D. P. Gardner, U.C. President
W. R. Frazer, Vice-President/Ac. Aff.
E. Cota-Robles, Assist. V-P/Ac. Aff.

DRAFT

February 19, 1988

MEMORANDUM TO THE FILE

SUBJECT: Telephone Conversation with Acting Vice Chancellor
Michaelson, UC Santa Barbara, February 18, 1988

According to Acting Vice Chancellor Michaelson, UC Santa Barbara, the Asian American Search Committee has reviewed 49 applications (most at tenure) for the position. The list has been narrowed down to nine applicants, as follows:

[REDACTED] (UCLA)
[REDACTED] (Arkansas)
[REDACTED] (Texas Southern)
[REDACTED] (Arizona State)
[REDACTED] (West. Washington, Bellingham)
[REDACTED] (Oklahoma Baptist)
[REDACTED] (San Francisco State)
[REDACTED] (Harvard, East Asian History)

2-3 in program

Harold K. Ticho
Vice Chancellor-
Academic Affairs

UCSD VICE CHANCELLOR-ACADEMIC AFFAIRS
OFFICE ROUTE SLIP/Q-001/X3130

DATE REFERRED 2-11-88 RESPONSE DUE DATE _____

ACTION: M. Rothschild

INFORMATION COPIES TO: _____

ACTION REQUIRED:

- | | | |
|---|--|-------------------------------------|
| <input type="checkbox"/> Prepare Reply for VCAA Signature. | <input type="checkbox"/> Coordinate Reply | <input type="checkbox"/> File |
| <input type="checkbox"/> Prepare Reply for Chancellor's Signature | <input type="checkbox"/> Copy VCAA on your Reply. | <input type="checkbox"/> Follow-up |
| <input type="checkbox"/> Direct Reply/ Appropriate Handling | <input type="checkbox"/> Approval Clear with _____ | <input type="checkbox"/> Phone |
| <input checked="" type="checkbox"/> Draft Reply | <input type="checkbox"/> Comments-written | <input type="checkbox"/> Post/Route |
| | <input checked="" type="checkbox"/> Discussion | <input type="checkbox"/> Signature |
| | | <input type="checkbox"/> Return to: |

REMARKS: (2)
(1) * IF next 1-07-1
W/VCAA

FROM P. J. ...

HXX
JP-Rothschild scuss

UNIVERSITY OF CALIFORNIA, SAN DIEGO

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

LA JOLLA, CALIFORNIA 92093

February 9, 1988

VICE CHANCELLOR HAROLD K. TICHO

Dear Harold:

I was in Santa Barbara yesterday and met with Acting Vice Chancellor Michael-
sen. He told me that he had asked Professor Fukui, chair of the Asian Ameri-
can Search Committee, for a list of the applicants but Professor Fukui could
not comply due to privacy regulations. However, Michael-
sen asked me to talk to Fukui to see what he could tell me. I found out that about 50 individuals
applied, that six or seven of them were definitely tenurable for a UC appoint-
ment, and that three persons with the most administrative experience are being
interviewed.

So, you see, there are quite a number of senior faculty who may be recruitable.
I hope this information convinces you that you should allocate the FTE for a
ladder rank position for Asian American Studies as soon as possible, for the
longer you wait, the smaller the pool of qualified applicants will get. A number
of universities in the east coast are starting Asian American Studies programs
and recruitment there no doubt will get under way in the next year or two. It
would not be a good idea to keep putting things off if you genuinely want as
good a person as you claim to want at UCSD.

Meanwhile, if you haven't appointed a political scientist to the advisory/search
committee yet, may I recommend Professor Tracy Strong, who has taken the ini-
tiative to introduce himself to me because he is interested in this issue. I
believe he will work hard to conduct a successful search.

Sincerely,

A handwritten signature in blue ink, appearing to read "Sucheng Chan".

Sucheng Chan,
Visiting Professor

cc: James P. Lin

RECEIVED

FEB 11 1988

VICE CHANCELLOR
ACADEMIC AFFAIRS
UCSD

Date: 5/20/87

Route:
To: HKT
PJ

X The following meeting has been scheduled on the VCAA's calendar.

_____ Okay to schedule the following meeting? Yes ___ No ___

INDIVIDUALS INVOLVED:

<u>Jim Lin</u>	<u>Madsen</u>
<u>Miyoshi</u>	<u>Ling Chi Wang</u>
<u>Chen</u>	_____

DATE: Friday, May 29

TIME: 9:00 AM

SUBJECT: Wang, who will be here for 3 days only, will present his report on the feasibility of Asian-American Studies

NOTE: This time slot has been on hold for several weeks while Lin has been contacting committee members for availability.

PLEASE:

- _____ Supply Back-up Information to VCAA (J. Stearns)
- _____ Plan to Attend
- _____ For Information Only

HKT
mt
f

ADU/Comm/ACAAC



April 21, 1987

Dear Members of the UCSD Academic Community,

The Associated Students Council of UCSD recently passed the enclosed resolution on Asian-American Studies. This resolution calls for the creation of one additional FTE to be used for the sole purpose of teaching courses addressing the cultural and historical background shared by Americans of Asian ethnicity.

This resolution leaves the specifics for creating coursework in this area of study at your discretion. Our main goal for passing this resolution is to reaffirm the importance of meeting the needs of the diverse student population which UCSD enjoys as well as promote a greater understanding of the heritage possessed by groups in the community.

Historically, few courses on this campus have solely addressed the issues of Asian-American culture. Those courses which have been offered were scheduled inconsistently from year to year and lacked departmental identity. We would like to see Asian-American studies become an integral part of the curriculum of an existing department to serve the needs of students interested in Asian-American culture as well as introduce this topic to students affiliated with that department.

Please give consideration to this statement by the students for future FTE allocations and curriculum development. If you have any questions, you may contact me at ext.44450 and I will be more than happy to talk with you.

Thank you very much for your time.

Sincerely,

Greg Hom
Vice President Administrative
UCSD Associated Students

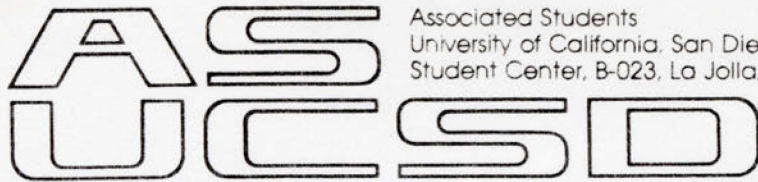
HKT discussed w/Chodotow 5/13/87
Decided to ignore for time being
p.d. HKT 5/13/87
PJ

GH/ps

RECEIVED

MAY 11 1987

VICE CHANCELLOR
ACADEMIC AFFAIRS
UCSD



Associated Students
University of California, San Diego
Student Center, B-023, La Jolla, CA 92093

RESOLUTION ON ASIAN AMERICAN STUDIES

Submitted by: Greg Hom, Vice President Administrative

- WHEREAS, California is increasingly a multiethnic state whose citizens represent a rich array of backgrounds, and
- WHEREAS, By the turn of the century, an increasing number of California's population will be of Asian descent, and
- WHEREAS, Asian Americans have made vast contributions to the development of California and the Nation, and
- WHEREAS, Asian Americans have a unique cultural and social background unknown to many students, and
- WHEREAS, Racial conflicts have taken forms of prejudice and oppression and have historically stemmed from misunderstandings and from a lack of knowledge of those of Asian descent, and
- WHEREAS, These misunderstandings tend to promote existing misconceptions and stereotyped characterizations of Asian Americans, which in turn, lead to future patterns of discrimination, and
- WHEREAS, Asian American Studies courses serve to cultivate an understanding of, and an appreciation for, these people, their contributions, their cultures, and their aspirations, and
- WHEREAS, There is an interest by San Diego communities for the existence of Asian American Studies on campus, and
- WHEREAS, There is an existing pool of knowledge to draw upon for research, and
- WHEREAS, There is an interest in having such research done by students and faculty members, and
- WHEREAS The study of Asian Americans is distinctly different from current offerings in Chinese, Japanese, and Asian Studies at UCSD, and
- WHEREAS That difference requires a separate study of domestic Asian Americans that the current status of foreign Asian Studies, and
- WHEREAS, Every other campus in the UC system has at least one FTE set aside for the sole purpose of teaching Asian American courses,

RESOLUTION ON ASIAN AMERICAN STUDIES

Submitted by: Greg Hom, Vice President Administrative

THEREFORE LET IT BE RESOLVED, that a full FTE be set aside for the sole purpose of teaching Asian American Studies courses which will examine the cultural and historical experiences of Asian Americans, and

LET IT FURTHER BE RESOLVED, that this FTE be initially committed over a three year period, beginning with the academic year 1987-88. The continuance fo the course offerings beyond the initial phase will depend in part on the quality of the courses, students' interest and community support, and

LET IT FURTHER BE RESOLVED, that students be given a participating role in the research and curriculum development process.

January 7, 1987

MEMORANDUM TO THE FILE

SUBJECT: Teaching by Ling Chi Wang in the Asian-American Program
at UCSD in the Spring, 1987

In the afternoon on January 6, I telephoned Provost Kuhi at UC Berkeley and told him that, while Berkeley had approved Wang's coming down here one day a week during the Spring Quarter in order to lecture in our Asian-American course, the new proposal of our cognizant Committee now calls for him to give two lectures on successive days each week. I explained that I was calling him to inquire whether Berkeley would approve this new arrangement. He said that he would think about it and call me back by noon today if he or Wang's department had any objection. It is now 2:30 PM. Kuhi has not called back, so I am assuming that the arrangement has been approved at UC Berkeley and I have so informed J. Lin.



Harold K. Ticho
Vice Chancellor-
Academic Affairs

c: S. Chodorow
M. Javet
Provost L. Kuhi
J. Lin

Asian stereotype is challenged

Academic success may be first-generation phenomenon

First of two parts

By Michael Scott-Blair
Staff Writer

Hung Thuoc Ho is valedictorian at Madison High School, Thuy Bui is salutatorian at Hoover High School, and they're no exception.

Authorities say such Asian-American students figure prominently on city high school honor rolls, make up 17 percent of the UCSD student body and an astounding one-quarter of the freshman class at UC Berkeley.

Despite accounting for less than 2.1 percent of the American population, Asian students are outperforming academically every other recognized ethnic group hands down.

It is a picture that has become familiar throughout the nation's schools and college campuses.

But it is a picture that may be seriously flawed.

Asian-American scholastic performance may be suffering from what community leaders call a frightening but hidden decline.

There is growing concern among many Asian leaders that the stories of academic success might only be reflecting high performances by new Asian immigrants eager to grasp for educational opportunities previously denied to them.

Those success stories, they fear, may be masking a dramatic but unseen decline in the performance of second-, third- and fourth-generation American children of Asian ancestry who are becoming increasingly acculturated to the American way of life.

As a result, say Asian community leaders, many Asian-American stu-

dents who have serious need of educational help are being ignored because it is generally — but falsely — assumed that if a student looks Asian, he or she must automatically be a good student.

"I am convinced that the high academic performances by the foreign-born Asian-Americans grabbing for the educational brass ring are hiding a frightening decline in the performance of third- and fourth-generation American-born Asians," said Steven Thom, a member of the U.S. Department of Education's Asian Pacific American Concern staff in Washington, D.C. Thom is a fourth-generation Japanese-American.

The problem in verifying this phenomenon is that testing surveys only

check the racial and ethnic background of students, not whether the student was born here or not, says Kimiko Fukuda, herself a third-generation Japanese-American and director of community relations and integration services for the San Diego school district.

"The tests do not ask how long the ethnic student has been in this country. Because the new Asian immigrants are far outnumbering the American-born Asian students, the declining performance of U.S.-born Asian-Americans is being hidden," she said.

That will become increasingly important as the numbers of Asian-Americans increase, school officials say.

In San Diego, this group has gone from representing 3 percent of the enrollment in the mid-1970s to 17.7 percent now, which includes 7.6 percent Filipino, 7.3 percent Indo-Chinese, 2.2 Asian, and 0.5 percent Pacific Islanders. By contrast the school system is 20 percent Hispanic and 16 percent black.

No figures are kept on how many Asian, Indo-Chinese, Filipino and Pacific Islander students are new to this country, and how many are native born.

Of the 2.2 percent classified as Asian, including Japanese, Chinese, Korean and Thai, many are Korean immigrants, said one district official,

leaving only a small percentage of students in the American-born Asian-American category.

Such American-born students of Asian ancestry "are as middle-class American as almost any other in the country," said Ming Leung, who graduated from UCSD last June. "Yet they are lumped together with the latest immigrant, and are suffering some very serious educational needs which are being ignored."

Fifteen years ago, UCLA sociology Professor Harry H.L. Kitano, did what he called "an incomplete and very small study" of Asian-American academic performance, which indicated a slight decline in the native-born performance.

"The issue is so complex today that I doubt anyone would really want to undertake it," he said.

The issue includes peer group pressure, a feeling of ethnic superiority, various inter-marriage rates and length of time in this country, he said.

"But nobody can forecast what will happen to any or all of these groups in future years, which makes it very difficult to generalize about current or future academic performance," said Thom.

"The problem is, however," he added, "that a generalization has in fact been made in this country, a generalization which says all Asians — American or foreign born — are high academic achievers. That is a

dangerous and misleading generalization."

"The constant media highlighting of high Asian test scores has got to stop," said Beverley Yip, executive director of the Union of Pan Asian Communities in San Diego.

"For many native-American born families with Asian backgrounds, education problems are becoming just as acute as for other groups with the same damaging consequences. But until they can be identified and studied as a separate group, they will never get the help they need," she said.

Students:

Academic success stories may be flawed

"I think we need to fight for this statistical separation so that we can begin to get a handle on this problem," said Yip.

Henry Der, executive director the Chinese for Affirmative Action in San Francisco, firmly believes that "it is the immigrant test scores that are high, and they are high because it is part of the American dream to succeed.

"That strikes an emotional chord in the hearts of the immigrants who believe it can come true for them," he said.

"The native-born Asian-Americans are a little more realistic from experience. They recognize the American dream as a Hollywood image as far as the Asian is concerned. So maybe they don't try quite as hard as the immigrant, and the effects have not yet become obvious," he said.

But for UCSD math professor James P. Lin, there is no longer room for serious debate on the differing academic performance of native-born and American-born Asians.

"To me, the difference is startling and obvious," he said.

"Teaching undergraduate and graduate students almost daily, I constantly see a distinct contrast between the high performing foreign-born Asian and the American-born Asian.

"I am flunking American-born Asians out of my classes in the same percentages as Caucasians or any other group, but not the foreign-born Asians," said Lin.

"Without the constant influx of immigrants from Asia, the average Asian-American scholastic performance would slip to the national norm, I'm sure of that," he said.

For more startling evidence of the difference between the acculturated American-born and foreign-born Asian-Americans' success in education, Lin points to the more than 60 faculty members on the UCSD campus with Asian backgrounds.

"But only two of us among the 60 are American-born," he said quietly.

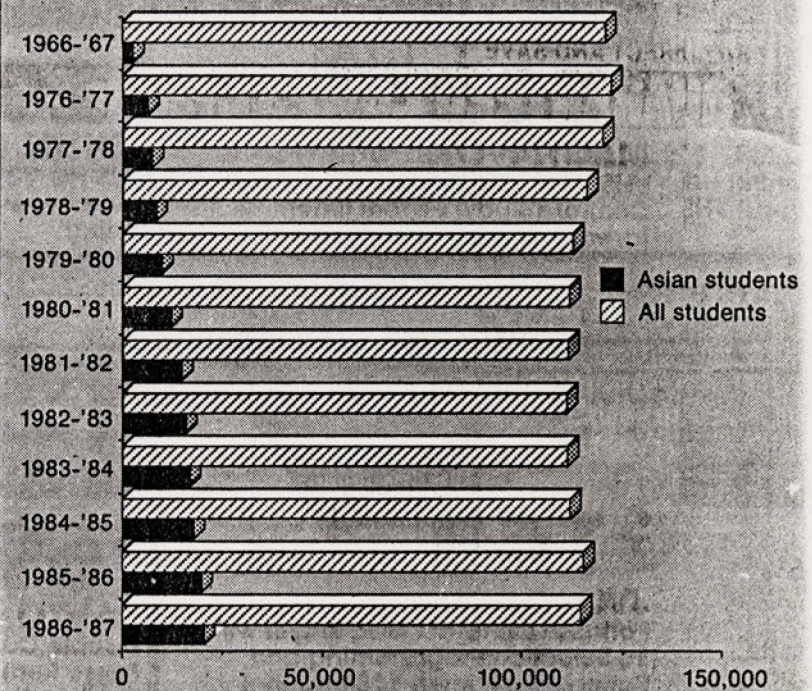
"In fact," added Thom in Washington, D.C., "almost 90 percent of all Asians teaching in the U.S. today are foreign-born.

"There is a message in all this that cannot be ignored any longer. I fear

See STUDENTS on Page A-11

Asian students in San Diego Unified Schools

In 1966-67, 2.2% or 2,730 students of the San Diego school enrollment were Asian. In the current year 17.7%, or 20,301 students are Asian. Records do not indicate whether students classed as Asian were born in this country or not



SOURCE: San Diego Unified District

Continued from A-10

for the future of Asian-Americans if this is not stopped," he said.

The nature of America's Asian population has been changing over the past two decades, according to Amy I. Okamura, program director of the Union of Pan Asian Communities' counseling and treatment center.

Prior to 1965, the Asian population in the United States was primarily of Chinese, Japanese and Philippine background.

For the next decade, Koreans came to the United States, followed after 1975 by the Vietnamese, Laotians and Cambodians. Since 1985, more Koreans and Vietnamese, plus the Hmong and new Chinese groups including immigrants from Taiwan, Hong Kong and mainland China have arrived, she said.

From school and college campuses throughout California to federal departments in Washington, no formal studies have yet been done on the impact this tremendous influx of diverse groups of people have had on the resident Asian-American population.

The San Diego Union

But the awareness that there has been an impact is expanding, Asian-

American leaders say.

"We are only just beginning to see this hidden performance decline and have little evidence to prove it. But it is causing a quiet fear that is spreading," said Tetsuo Okada, a mathematician with the National Institute of Education who is studying Japanese and U.S. teaching methods.

"Because it is against the (beliefs of the) Asian culture to admit failure and to ask for help, we are trapped in a Catch-22 situation," Okada said.

"The stereotype that every Asian-looking kid is a straight A student is killing us and putting unbelievable pressure on our children," said Yip.

Students: Hidden decline suspected behind high scholastic performance

"Those of us who are third- and fourth-generation accept that there will be a decline in average performance. We are caught between wanting the high performance but also wanting our kids to be just average American kids.

"In the 1960s and 1970s, we had started to erode that stereotype. But then, along came the Vietnamese and Koreans and they recreated it," said Yip.

"Now, because of new attention paid to the high performance of these new immigrant students, little attention is being paid to the legitimate needs of American-born Asians who

are expected to perform well simply because they look Asian.

"The fact is that there are just as many dummies among our kids as among any other group, and they need help and understanding," she said.

Many leaders have gone beyond the point of being worried about the consequences of any decline that may be occurring and are now downright scared.

"I don't know where this decline in

American-born achievement is leading us, but it scares me to death," said Samuel S. Peng, director of post-secondary educational statistics for the U.S. Department of Education.

"If it continues, the Asian-Americans could quickly go from being the model minority to being the minority at the bottom of the heap," he said.

"The prospects really worry me,"

said Okada.

"Historically, it is their academic edge that has enabled Asians in this country to stay abreast of the rest of American society. I fear what will happen if they lose that edge," he said.

Tomorrow: Overcoming ethnic discrimination

Asian students by ethnic group

(Percent of total students)

Category	1985-86*	1986-87
■ Filipino	7.2%	7.6%
■ Indo-Chinese (Vietnam, Cambodia, Laos, Hmong)	7.0%	7.3%
■ Asian (China, Japan, Korea, Thailand)	2.2%	2.3%
■ Pacific Islanders (Native Hawaiian, Guam, Fiji, Tahiti, Samoa, Polynesia)	0.5%	0.5%

* First year records were available

SOURCE: San Diego Unified School District

The San Diego Union

Asian-American pupils fight a cultural conflict

Second of two parts

By Michael Scott-Blair
Staff Writer

Five hundred years before Christ was born, Confucius laid down behavioral axioms establishing the sanctity of the family and the glorification of education.

Over the centuries those beliefs spread from China to Japan, Vietnam and Korea, and today they are deeply rooted in families from Kyoto to Kearny Mesa, from Luanchuan to Linda Vista.

The philosophy of Confucius has carried Asian-American students to the top of U.S. educational institutions.

There are signs that the Asian-American may be at a crossroads, however.

"It is time to dispel the image of the Asian-American as a model minority without any problems," said Amy I. Okamura, program director of the Union of Pan Asian Communities' counseling and treatment center, and a third-generation Japanese-American.

"It is time for everyone to realize that the Asian community is crying out for help no less than any other group in society," Okamura said. "Counseling is not the Asian way. Asians do not go out and seek help because it is an unacceptable admis-

See ASIAN on Page A-6

Asian: They are caught in conflict

Continued from A-1

sion of failure — but more and more of them are finding their way to this office.

"When you consider the pressures on the typical Asian-background student, it is not surprising that there may be some declines in school and college performance. Asian fathers are hitting their kids and beating their wives. They are turning to alcohol and ending up in jail, and suicides are increasing.

"Those things were not true a few decades ago and I do not recite them with any pride or even to show that we are finally Americanized," she said. "I recite them because they reflect a heart-felt cry from a people who do not know how to ask for help. But if this cry goes unheard, I have some very real concerns for this and the next generation of students."

Okamura is by no means alone in seeing radical changes in the Asian-American community.

"School dropouts among Asians, unthinkable a few decades ago, are increasing, especially in New York City," said Henry K. Mui, executive director of the Organization of Chinese Americans in Washington, D.C.

"Asians are getting divorced, a social phenomenon previously unacceptable in the Asian-American community," said James P. Lin, a mathematics professor at UCSD who is deeply involved in helping Asian-American students maintain contact with their cultural heritage.

"Asians are going on welfare," said Mui. "An unconscionable disgrace in the past."

"Most Americans look at an Asian youngster and all they see is a high-performing student. They cannot begin to understand the daily turmoil facing many Asian students," said Beverly Yip, executive director of the Union of Pan Asian Communities in San Diego.

According to Lin, more than 5,000 years of history and culture are on a collision course with American culture, and the Asian-American student is at the focal point of that collision.

"At home," he said, "father has been the central authority figure for generations. But here in America, the (first-generation) student must go home and read the family mail to him — the student keeps him up to date with world affairs because the father cannot read English.

"Father is embarrassed because he can't get work while the mother can, because there are minimum pay jobs open to women with few or no skills. At home father chooses the children's husband or wife — at school the student is surrounded by easy dating.

"On every side," said Lin, "father's self-image and his image in the eyes of his children is assaulted as the children quickly become very savvy in American ways. Father senses he has lost respect and feels shame in the community. It's devastating."

Ruby Cremashi-Schwimmer, now principal of Lincoln High School, previously served as principal of Montgomery Junior High School in Linda Vista, where the student population is almost 50 percent Asian: Indo-Chinese, Filipino or Pacific Islander.

"Those students are on the very cutting edge of cultural change," she said. "They live in one culture at home and another at school. I believe it is a toss-up which will win — but either way, I fear academic performance must suffer.

"A grandfather came to Linda Vista from China and, according to custom, expected his grandson to prepare his bath," recalled Cremashi-Schwimmer. "The Americanized grandson refused, violating a code that demands respect for elders. The grandfather returned to China and the family consequences were enormous."

Asian-American students

"This kind of cultural conflict is resulting in suicides in the Asian community. Not so much among the students facing heavy academic pressure, about which the media constantly like to write and talk, but among the older generation who are unable to cope with American society and its impact on their children."

The Asian community at large is not throwing in the towel, however. Okamura and other community leaders point toward possible changes and solutions.

"There was a similar though little publicized conflict in the 1960s when young Asian-Americans, especially Japanese-Americans, started dropping out of school and joining the

See ASIAN on Page A-7

Asian: The conflict will pass

Continued from A-6

drug culture," said Okamura. "It was a shock to parents who were still putting their lives back together after the trauma of World War II, but they reached down and put their kids back on top in the schools. I believe it will happen again."

Asians themselves need to learn some new ways to function in American society, Okamura insists.

"At school an Asian student with four A grades and one B receives praise from the teacher but is criticized at home for the B grade. We must change that," she said. "It is not that one way is right and the other wrong. It just that using the same methods where possible will reduce conflict for students."

"Parents must realize that the students will lean one way or the other and too often they lean away from the home culture and toward their school experience."

"They refuse to eat with chopsticks or even eat Asian food. They grow ashamed of their culture, not because of the attitudes of non-Asians toward them, but because of the constant conflict they experience at home."

"When I visited my (American-born) friends' homes as a young girl, I found the family talked about the

events of school around the dinner table. Everyone showed interest and appeared to be involved.

"We did not do that, because Asia is a very non-verbal society," said Okamura. "The family just made sure there was study time."

Many concerned members of the Asian community believe that while Asian-American student performance is slipping and will continue to slide, it will always remain above the norm for the nation.

"The first two generations will do well, the second two less well, and the next two still less well," Mui said. "But I do not believe the performance will slip to the American norm. There is something deep inside the Asian — especially the Chinese with thousands of years of continuous history — that will not permit that."

Said Yip, "I believe Asian-Americans will continue to be over-achievers for the next 20 years or so, but beyond that, I don't know."

"There is a change in the home countries where in some cases the old values are not held as high as by the older generations of Asians in this country. That means we now have some immigrants who do not uphold the old ways — it gets even more confusing for the Asian-American students trying to sort out what

is right and what is not."

Samuel S. Peng, director of the U.S. Department of Education's post-secondary education statistics division, said: "I think Asian-American performance has slipped and will slip still more. But it will return in the fifth and sixth generations."

"Asians still think in the time-frame of generations, not mere years or decades."

"There is a growing awareness of the performance decline but also a growing determination to do something about it," he said. "There are drives to teach our children the Mandarin language and to sustain the arts."

There is a similarity with the Jewish community, said Peng. "A close-knit community that has strong peer competition has the capacity to survive," he said. "The Jews have that, and I believe the Asians will sustain it too."

More than that, the very thing that sets the Asians apart — their physical appearance — might help them save their cultural roots as they fully participate in American society, according to Judith Liu, a professor of sociology at the University of San Diego. "Let's face it," she said. "We will never be white no matter what we do. But we are survivors, we are definitely survivors."

Asia's gentler culture works against an American success

By Michael Scott-Blair
Staff Writer

SAN FRANCISCO — The early morning sun filtered through the trees on Portsmouth Square in the heart of San Francisco's Chinatown, shedding a soft light over Chinese people of every age working through the graceful and controlled motions of Tai Chi Chuan, the 1,000-year-old Chinese exercise and self-defense.

In his third-floor office overlooking the square, Henry Der tapped his pencil quietly on the table as he spoke of what he called the myth of Asian-American success in the United States.

"In the San Francisco Bay Area, which has a relatively high percentage of successful Asians, the average income for an Asian-American family equals the citywide average and is almost equal to the Caucasian family. That suggests that the Asian has made it," said Der, a second-generation Chinese-American and executive director of Chinese for Affirmative Action, a special-interest group.

Those figures, Der said, are misleading.

They do not show that while the average San Francisco household has 1.35 workers contributing to the family income, the Asian family has 1.78 members of each family helping create the total income, and generally each of them works much longer hours.

This means, according to Der, that despite having a generally higher educational level, the average Asian-American only earns about 70 percent of a comparable Caucasian worker.

"Even so," he said, "Asian-Americans will study hard, work hard, and push their children to study and work hard, because the American dream of being successful strikes an emotional chord in the Asian culture.

"For decades, Asian-Americans have been willing to give up almost

anything to become part of middle-class America — that is part of their obsession with education. But after believing the idea that merit controls promotion and progress, Asian-Americans invariably find that this is only an invention of propaganda machines and the film industry.

"I know there are some notable exceptions, but generally speaking, if you look Asian, you will not get far in American business management," he said. "That's why second-, third- and fourth-generation Asian-Americans do not push their children to perform in school as much as their own parents did, and they in turn will put less pressure on their own children."

At UCSD, James P. Lin is a professor of mathematics who is involved in understanding the position of the Asian-American in this country.

"For some reason," Lin said, "standards of (minority) success, or lack of it, have been set in this country by the black experience.

"If large numbers of a minority are on welfare or are not achieving educationally, they must be disadvantaged and therefore entitled to special help. But if they are not on welfare and appear to be doing well in school, they are assumed to be integrated into American society.

"How misleading that can be," Lin said. "What if the measure of success was how many of that minority had become sports heroes, or how many television shows reflected their culture or how well they were doing in the film industry?"

"If that were true, the blacks have made it and the Asians are bottom of the heap."

Job discrimination is still a major factor in Asian-American life, according to Lin.

"The construction industry is still essentially closed to Asians, and if Asians in San Francisco could get one of those \$30,000- or \$40,000-a-year garbage-collecting jobs, do you real-

ly think they would be working 80 hours a week in all those little family-operated restaurants?" he asked.

In the business world, Asians accept the fact that they will not become part of the "old boy network" that leads to the topmost levels of success in U.S. business, said Judith Liu, a sociology professor at the University of San Diego.

"Asian students go to UC Berkeley rather than Stanford," she said. "They pick UCLA over Harvard or Columbia, even though they may be admirably qualified academically for the Ivy Leagues.

"The value of the Ivy Leagues is that they give admission to the old boy network. The Asians know they are not likely to be invited to be a part of that network no matter which Ivy League (school) they attend, so they go to UCB and UCLA where they can get just as good an education for much less cost."

Though Asians stand out as leading performers in schools and colleges, they run into cultural barriers in business and industry, said Wilbur Luna, a top administrator with the National Education Association in Washington, D.C.

Leadership at school depends on academic performance where the Asian student does well, said Luna, himself an American Pacific Islander. In business, however, a person has to be outwardly aggressive, verbally assertive and be willing challenge others to be seen as a leader, he said.

All of that is contrary to the Asian culture, which teaches a person not to make themselves stand out, to be silent in staff meetings unless spoken to, not to point out the correct solution to a problem in a group when it might embarrass another person, and never to appear too successful or to be seeking success.

"That does not mean we do not know the right answers to business



The San Diego Union

Henry Der, executive director of Chinese for Affirmative Action, at his San Francisco office.

problems or that we are unable to affect management change through leadership," said Luna. "We simply do it in a quieter, different way.

"But to advance in American society, I had to learn to be assertive, speak up in a pressure situation, to do it the American way. It was difficult. I had to set generations of my national history and culture aside.

"But remember," he said with a reflective smile, "I always had the knowledge and ability to lead, just as I do now. I was just not perceived as a leader.

"There are many other Asians out there in the world of business and commerce who are leaders, but they

will never be promoted until American business learns that there is more than one way to lead.

"It's not just in the business world. Look around the classroom. The Asian kid is not likely to be the one pressing forward to answer the teachers' verbal questions, even though probably every Asian in the class knows the answer.

"Teachers need to recognize this cultural difference," said Luna. "If they don't, we need to teach our own children to be aggressive in life. But that is very difficult when, in the next breath, we are trying to maintain our own cultural heritage which teaches exactly the opposite."

Prejudice between Asians is troublesome fact of student life

By Michael Scott-Blair
Staff Writer

Racial prejudice is a daily feature of the Asian-American student life, in schools, colleges and on the streets.

It is not necessarily prejudice from the nation's non-Asian community.

Though reluctant to admit it publicly, Asian leaders say their greatest problem is dealing with the deep-seated prejudices that exist among the different nationalities of the Asian world.

"Second-generation Asian-Americans don't like to be confused with FOBs (fresh off the boat) people, while recent immigrants from China see American-born Chinese (ABCs) as 'banana people' (yellow on the outside, white on the inside). It's unfortunate, but it's a fact," said Kimiko Fukuda, a city school district official. Fukuda's family moved to the United States from Japan three generations ago.

Even among different Chinese groups there is discrimination, a factor little understood by American school and college officials or by U.S. society in general, said Judith Liu, a professor of sociology at the University of San Diego.

"The (Hong Kong) Chinese have always been seen as merchants and looked down on by the Taiwan and mainland Chinese, while both the Cantonese and Taiwan Chinese look



The San Diego Union/Dave Siccardi

Vernon Yoshioka, an aeronautical engineer with Teledyne Ryan, is local chapter president of the Japanese American Citizens League.

down on the ABCs — American-born Chinese," she said.

Many Asian young people suffer more from entrenched parental pre-

judices than from discrimination by their school and college peers, teachers say.

A Mira Mesa High School teacher recalled, "I knew a Chinese teacher's aide who was offered \$25,000 by a relative to break off an engagement with a Japanese young man. She did not accept the offer."

Thoughtful Asian-Americans do not deny or try to explain away the Asian inter-group discrimination that they say has been a part of Asian life for centuries. They say it is seriously damaging their children's chances in U.S. society, that it must be faced, that stronger efforts must be made to reduce and eliminate it.

"You cannot separate these deep-seated and traditional prejudices from the educational experiences of Asian-American students as they try to fit into the American school, college and societal system," said Fukuda.

Mathematics professor James P. Lin of UCSD said, "One of the most difficult roles to play in American society is that of the Asian-American teen-ager living in a traditional Asian home and attending a typical American school.

"That student has one foot in the 5,000-year-old Asian culture steeped in racial prejudice, and the other foot in the bustling American world of high school where the races are not only mixed, but friendly."

"I cry myself to sleep some times,"

said one young Chinese-American college student, "because I know we must end these prejudices if we are ever to become part of the American way of life. But for me to tell my parents that they are wrong is utterly impossible, even though I know that one day they will want to choose my husband from among their wealthy Chinese friends."

"We must recognize that this terrible prejudice exists, admit it and then fight it," said Vernon Yoshioka, local chapter president of the Japanese American Citizens League and an aeronautical engineer with Teledyne Ryan. "It affects the life of everyone, but especially our children."

Local school principals tell of unexpected problems caused by racial prejudice between Asian peoples.

"When new students come to the school, we always have older students as monitors to show them around, show them where the classes are, where the bathrooms are. But we learned that we had to change for the Asian students," said Nancy G. Shelburne, principal of Crawford High School, speaking of her experiences as former principal of Montgomery Junior High School.

"With white, black or Hispanic students," Shelburne said, "we can use any other experienced student who happens to be free at the time as a monitor. But we found, for example, that a Laotian boy would only accept

another Laotian boy as an escort, while a Hmong girl would not leave the school office unless another Hmong girl was monitoring.

"It makes you stop and realize that this kind of cultural and ethnic distinction, which is a form of discrimination, is a part of their daily life and often we are completely unaware of it."

Beverley Yip, executive director of the Union of Pan Asian Communities in San Diego, says she fights inter-group Asian prejudice constantly.

"A Chinese person expects a Chinese employer to give them a job before any other group, no matter if people of the other group are much better qualified," she said. "We have to break that kind of cultural bias if we are to become part of the American mainstream."

Her point was illustrated at UCSD where a Chinese student said he would definitely hire a Chinese employee before a Filipino, for example, even if the Filipino was three times better qualified for the job.

"In Japan," said Yoshioka, "Koreans are seen as second-class citizens and there is strong racism against the Chinese. That spills over into the Asian communities in the United States and we need to stop it.

"For the sake of our children, who are studying so they can take a full role in American society, we must stop it and stop it now."

Ethnic background results in added pressure to do well

By Michael Scott-Blair
Staff Writer

Shoon Lio is Hainan Chinese, born in New York City and a student at UCSD.

But he's not the typical math and science wizard that everyone has come to expect of Asian-American students at college.

In fact he failed calculus, failed chemistry, and finally flunked out of engineering altogether, much to his shame and that of his family.

"I tried my very best, but I just flunked," he said.

Today, Lio smiles about it. As a graduate student in sociology he counsels other Asian-American students who are floundering in as much academic difficulty as any other group of students in America's schools and colleges.

"Many Asian people believe that all students are born with equal academic ability. They believe that any student who fails to do well fails because of lack of effort and laziness, not any lack of ability," he said.

"This puts enormous pressures on many Asian-American students who have no more ability than anyone else in the class and whose abilities vary just as much as any other group of students," said Lio, whose parents came here from Hainan, a small island off the south coast of China.

It's just one example of the different world that Asian-American students must deal with as they try to function on the typical American campus.

Arnedo Hernandez is another example.

Born in Boston of a Filipino family, he is a UCSD junior studying pre-engineering.

But Hernandez is not studying engineering because he wants to or

even because he likes the subject.

"I'm studying (engineering) because right now it appears to offer the best paying jobs."

"You see, I am expected to make good money to support my parents and family for the rest of their lives," said Hernandez.

"I failed a math course and felt extreme pressure because of the family financial obligations I am expected to assume. I try not to think about it too much. I just do the best I can," he said.

Severino Magbvhath is a Filipino student feeling the same pressures.

A management science senior at UCSD, he was brought to the United States at age five.

"Maybe my grandchildren will be able to see college as a place where they can become a better and more complete person, but for me it is just what my mother said the other day — a place through which I can get a better-paying job so that as soon as I graduate I can start helping pay the family bills.

"I don't feel my family is interested in education itself, in how I feel about my personal success or how I would go about achieving it. It is just a matter of getting a job that will pay the most money to meet the family needs," he said.

Anh Thu Bui came to the United States from Saigon, Vietnam, eight years ago, and, as a UCSD senior with double majors in biology and history, happily relates a different experience.

"I was fortunate. My parents went to French schools and were raised in the Western education model. Consequently I never experienced these kinds of pressures," she said.

"I am not seen by my parents as the bridge between their culture and

the American culture, as many of my other Asian-American friends are.

"I feel fortunate to be able to be myself. Too often the Asian way stunts originality and free expression. It discourages individuality," said Bui.

Jonathan Yeh and Yng Chen are both Taiwan Chinese and are studying engineering, but their experience demonstrates that different Asian families have different experiences in the United States.

Chen has been here seven years. "My parents are quite liberal," he said.

"They are trying hard to adapt to American values and life styles. They are trying to look at me as an

American and I know they expect me to move out and live on my own when I graduate.

"I know they expect to take care of themselves, but I also know this is not usual among many Asian-American families," he said.

Yeh, who also has been here seven years, sees his American life in a different light.

"My parents expect me to take care of them and I believe that is what I will do. I also expect that when I find a girlfriend she will definitely be Chinese and the college she attends and the major she studies will be very important in our relationship," said Yeh.

For Asian students, the American experience is an unprecedented

chance to sample the fruits of education. But Bui added, "For many people the U.S. is a vastly different and sometimes harsh way of life."

When many Europeans moved here, they came from an agrarian economy to an agrarian economy and they could quickly adapt to local life, said the students.

But today, many Asians come from an agrarian economy into a highly advanced technological society and it is extremely hard for them.

"They have great difficulty feeling this is their country even though they want to, often desperately. I feel American; I also feel Vietnamese, and sometimes I don't know which way to go," said Bui.

"I am the first born U.S. in my

family," said Lio.

"I don't mix with new immigrants, yet I know I am not part of the third- and fourth-generation families either. Sometimes I feel caught in the middle."

But he has not forgotten that there is often a cultural turmoil that would stagger the imagination of many non-Asian students.

"Only two years ago I went to my first dance ever and I had great difficulty afterwards dealing with the guilt I experienced over being there and not at my studies," he said.

Lio has got over that now and he laughs a lot. Counseling other Asian-Americans at the university is part of his job.

"I'm here to help," he said.

Statistics lacking to support concerns

Evidence confusing on decline in Asian-Americans' academic success

By Michael Scott-Blair
Staff Writer

Proving their concerns that the scholastic performance of Asian-American students is declining is turning out to be almost impossible, frustrated Asian leaders agree.

"I believe we are seeing a serious decline in Asian-American student performance but I know of no surveys or statistics that will prove or disprove it," said Stephen Thom of the U.S. Department of Education's Asian Pacific American Concern staff in Washington, D.C.

The statistical evidence is confusing and subject to endless exceptions and explanations, involving such factors as rates of immigration, population increases and the academic performance rates for all students in a given area.

For example, San Diego Unified School District reports show that 11th-grade Asian reading skills declined from the 38th percentile to the 29th percentile between 1980 and 1985.

This, however, was a period when San Diego experienced a rapid growth in its immigrant Asian population, including many young people with extremely limited or no English-speaking ability.

At the same time, the Asian student math performance improved from the 70th to the 75th percentile, about the same as the white student performance.

The Asian students are a significant enrollment factor at the University of California campuses, where they represent 17 percent of the UCSD student body, are expected to become 30 percent of UC Irvine campus and fill more than one-quarter of the freshman slots at UC Berkeley.

When there, however, they do not appear on the dean's or honor roll in greater proportion than their actual number, though there are many explanations why.

At UCSD, for example, despite being 17 percent of the undergraduate student body, Asian surnamed students average only 10.7 percent of the dean's honor roll at three of the four campus colleges. (Revelle College refused to release its data.)

At San Diego State University, Asians make up 7.7 percent of the student body, but a review of a typical honor roll of students maintaining a

3.5 grade point average found only 27 Asian names — or less than two percent — among 1,522 students honored.

Simply counting Asian-sounding surnames is a very inexact way of trying to measure Asian success, but campus authorities say they have never considered separating out ethnic groups to check their progress.

Some say that the lack of Asian names on the honor roll reflects the fact that while the Asian students do well in the sciences, their lower performance in language and the other non-sciences pulls down their average, keeping many of them below the needed 3.5 average usually needed for the honor roll.

Other observers say that the seeming inconsistency between high secondary school performance and less spectacular college performance occurs because students can perform well in high school through simple hard work. At the university level, however, different thinking skills are required and it is very difficult for the relatively new Asian student to adapt in English.

In fact, some third- and fourth-generation Asian-Americans said, it can take at least two generations for a person of Asian ancestry to really start thinking in English.

In the past, all Asian and Pacific Islanders were reported as a single group. But for the past two years, they have been broken into four distinct groups. There are similar divisions of the university populations, but the nationalities included in these groups are not the same as those used in the schools or even on other university campuses.

"While it seems obvious that traditionally high Asian-American student performance would move toward the American norm as the students become more Americanized, it is currently impossible to quantify it," said Beverly Yip, executive director of the Union of Pan Asian Communities in San Diego.

The reason, she said, is that the American public and education system are so conditioned to expect high performance from all Asians, that no information and test reporting systems have ever been set up that would lead to any other conclusion.

"We need those systems, and we need them now," she said.

December 4, 1986

IN CONFIDENCE

VICE CHANCELLOR HAROLD K. TICH0

SUBJECT: Asian-American Studies and Sucheng Chang

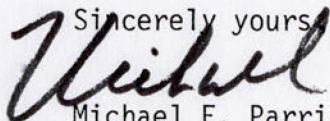
Dear Harold,

Following Professor Chang's visit yesterday, I held a long discussion with my senior colleagues in the Asian history field. We have reached the following conclusions, which I believe also reflect the dominant sentiments in the department:

1. We would be very pleased to have Professor Chang here as a Visiting Professor for one quarter or longer during the 1987-88 academic year. I made this offer to her yesterday afternoon. We assume that PRC would make the FTE available.
2. Before contemplating a permanent, ladder-rank appointment in this field, target of opportunity or otherwise, we would insist upon conducting a nation-wide search that would, we hope, include Professor Chang as a leading candidate. It is our opinion that intellectual talent in this field at the senior (tenured) level is very thin. At the more junior level, however, there are a number of promising young scholars now completing their degrees at places such as Stanford and Berkeley. We would be very loath to hire Professor Chang without a search.
3. The addition of a new, permanent FTE in the Asian-American field could not become a substitute for other very pressing departmental needs in both the American and European fields where student demand remains very high. In our recently adopted ten-year plan, our next FTE's are committed to early American history, modern Spain, and Roman history. We would very very loath to sacrifice these priorities for the Asian-American FTE. We see no obstacle, however, to filling one of these priorities in 1987-88 in addition to the Asian-American FTE.

In short, the Department of History is very enthusiastic about the addition of an FTE in the Asian-American field. Our ten-year plan included such a provision, which would not only strengthen the United States history group, but provide important intellectual links with our Asian scholars. We insist only upon a bona fide search before making the appointment and we do not wish to jeopardize our other priorities.

Sincerely yours



Michael E. Parrish
Chairman

cc: Dean Chodorow

RECEIVED

DEC 5 1986

VICE CHANCELLOR
ACADEMIC AFFAIRS
UCSD

~~HKT~~
Discuss Chodorow? → AOU/Comm/ACRAC
Provost: Chan, S.

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SANTA CRUZ, CALIFORNIA 95064

December 5, 1986

Dr. Harold K. Ticho
Vice Chancellor - Academic Affairs
105 Administration Complex
University of California - San Diego
La Jolla, CA 92093

Dear Vice Chancellor Ticho:

Thank you for inviting me to come to UCSD to chat with you. I hope our conversation helped to acquaint you with some of the realities of Asian American Studies. I also hope that some of the materials I left with you gave you an idea of what Asian American students are like. As I pointed out to you, your campus already has about 700 freshmen of Asian-ancestry (adding up the Filipino, Asian, and half of the "Other" categories), who make up about one-quarter of your entering class. I predict that in five years, at least one-third of your entering freshmen class will be Asians. (It is already 40% at Irvine.) So, these students represent one of the main "growth sectors" of undergraduate enrollment. Most of them will become engineers or science majors, but their increasingly visible presence also necessitates two kinds of auxiliary courses: Asian American Studies courses and courses to help them master the English language.

Quite apart from student interest in Asian American Studies, however, the field has academic legitimacy in and of itself. If UCSD is going to develop Pacific Rim Studies, such a program must take into consideration one of the major channels through which cultural interchange takes place: the movement of people across the Pacific Ocean in both directions. Asian American Studies concerns itself precisely with this phenomenon of trans-Pacific migrations. So it will be an important component of a well-conceived Pacific Rim Studies program. To be sure, you are developing a professional school; nevertheless, even businessmen and engineers benefit by having some knowledge of history and culture.

I hope the enclosed list which I prepared for Dean Chodorow will enable you to "raid" other universities creatively! Good luck.

Sincerely,

Sucheng Chan
Sucheng Chan,
Professor and Provost

RECEIVED

DEC 9 1986

cc: Dean Stanley Chodorow
Chair Michael Parrish
Professor James Lin

VICE CHANCELLOR
ACADEMIC AFFAIRS
UCSD

UNIVERSITY OF CALIFORNIA, SANTA CRUZ

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SANTA BARBARA • SANTA CRUZ

OAKES COLLEGE
OFFICE OF THE PROVOST

SANTA CRUZ, CALIFORNIA 95064

December 5, 1986

Stanley Chodorow
Dean of Arts and Sciences
106 Administration Complex
University of California - San Diego
La Jolla, CA 92093

Dear Dean Chodorow:

As promised, here is a list of tenured faculty of Asian ancestry who have produced at least one research monograph. I have not included white faculty who have written on Asian American topics (for reasons that we discussed), nor have I included Asian American tenured faculty (such as Ling-chi Wang of Berkeley who will be teaching for you in Spring 1987 or Lucie Cheng of UCLA whom many of your colleagues know and seem to admire) who have not published any book-length studies based on research using primary sources. You should know that some of the best research in the last two decades in Asian American Studies have been done by non-academics, such as Him Mark Lai (an engineer by profession and the dean of Chinese American historians by practice and advocacy) and Yuji Ichioka (a social worker by training, who is currently a lecturer in Japanese American history at UCLA). I presumed, however, you only want to know about people with tenured positions.

If you and your colleagues really want to check out the individuals on the list, may I suggest that you write them to request their vitae, telling them that you are compiling a mailing list for a possible TOP-style search for an Asian Americanist. Or, if you wish, I can call these folks up for you since I know most of them. As you can see, they make up a rather small fraternity/sorority.

I can also make a list for you of assistant professors, recent Ph.D.s who have not yet found regular, full-time positions, and advanced graduate students writing dissertations on Asian American topics. This latter list, however, would take far more effort to compile, since I can't just go through my library and pull out the relevant books.

I think it is admirable that UCSD wishes to find the best candidate available. If I may be of service to you and your colleagues further, please let me know.

Sincerely,

A handwritten signature in black ink, appearing to read "Sucheng Chan".

Sucheng Chan,
Professor and Provost

cc: Vice Chancellor Harold Ticho
Chairperson Michael Parrish
Professor James Lin
Professor John Dower

Tenured faculty of Asian ancestry who specialize in Asian American Studies who have written at least one research monograph:

Edwin B. Almirol
Associate Professor of Asian American Studies
University of California, Davis
Ph.D. in Anthropology, University of Illinois
Author of:
Ethnic Identity and Social Negotiation: A Study of a Filipino Community in California (AMS Press, 1985).

Sucheng Chan
Professor of History and Provost of Oakes College
University of California, Santa Cruz
Ph.D. in Political Science, University of California, Berkeley
Author of:
This Bittersweet Soil: The Chinese in California Agriculture, 1860-1910 (University of California Press, 1986) and
Asians in California History (Boyd and Fraser, 1987).

Lucy M. Cohen (who is Chinese)
Professor of Anthropology
Catholic University of America
Ph.D. in Anthropology
Author of:
Chinese in the Post-Civil War South: A People without a History (Louisiana State University Press, 1984).

Evelyn Nakano Glenn
Associate Professor of Sociology
Florida State University
Ph.D. in Sociology
Author of:
Issei, Nisei, Warbride: Three Generations of Japanese American Women in Domestic Service (Temple University Press, 1986)

Marlon K. Hom
Associate Professor of Asian American Studies
San Francisco State University
Ph.D. in English, University of Washington
Author of:
Songs of Gold Mountain: Cantonese Rhymes from San Francisco Chinatown (University of California Press, 1987).

Won Moo Hurh and Kwang Chung Kim
(sociologists, but I don't know where)
Authors of:
Korean Immigrants in America (University Presses of America, 1984)

Tetsuma Kashima
Associate Professor of Asian American Studies
University of Washington
Ph.D. in Sociology, University of California, San Diego

Author of:

Buddhism in America: The Social Organization of an Ethnic Religious Institution (Greenwood Press, 1977).

Elaine Kim

Associate Professor of Asian American Studies

University of California, Berkeley

Ph.D. in Education, University of California, Berkeley

Author of:

Asian American Literature: An Introduction to the Writings and Their Social Context (Temple University Press, 1982) and one nonscholarly work on Asian American women.

Illsoo Kim

Associate Professor of Sociology

Drew University

Ph.D. in Sociology

New Urban Immigrants: The Korean Community in New York (Princeton University Press, 1981).

Harry H. L. Kitano

Professor of Social Welfare and Special Assistant to the Chancellor

University of California, Los Angeles

Ph.D. in Social Welfare

Author of:

Japanese Americans: The Evolution of a Subculture (Prentice-Hall, 1969), (a textbook) and two books on race relations.

Alan Moriyama

Associate Professor of History (at a university in Japan)

Ph.D. in History, University of California, Los Angeles

Author of:

Imingaisha: Japanese Emigration Companies and Hawaii, 1894-1908 (University of Hawaii Press, 1985).

Victor Nee

Associate Professor of Sociology

University of California, Santa Barbara

Ph.D. in Sociology, Harvard University

Coauthor, with Brett deBary Nee, of Longtime Californ': A Documentary History of an American Chinatown (Pantheon Books, Random House, 1972), and editor of two anthologies on China.

Dennis M. Ogawa

Professor of American Studies

University of Hawaii

Ph.D. in American Studies

Author of:

Jan Ken Po: The World of Hawaii's Japanese Americans (The University Press of Hawaii, 1973), and

Kodomo no tame ni: For the Sake of the Children - The Japanese American Experience in Hawaii (The University Press of Hawaii, 1978).

Gary Y. Okihiro
Associate Professor of Ethnic Studies
Santa Clara University
Ph.D. in History, University of California, Los Angeles
Coauthor, with Timothy J. Lukes, of:
Japanese Legacy: Farming and Community Life in California's Santa Clara Valley (California History Center, De Anza College, 1985), and editor of two anthologies on non-Asian American topics.

Tamotsu Shibutani
Professor of Sociology
University of California, Santa Barbara
Ph.D. in Sociology
The Derelicts of Company K: A Sociological Study of Demoralization (University of California Press, 1978).
(He may have retired already.)

Stanley Sue
Professor of Psychology and Associate Dean of the Graduate Division
University of California, Los Angeles
Ph.D. in Psychology, UCLA
Coauthor, with James K. Morishima, of:
The Mental Health of Asian Americans (Josey-Bass and Co., 1982), and coeditor of two anthologies.

Betty Lee Sung
Associate Professor of Asian American Studies
City University of New York
no Ph.D.
Author of:
A Survey of Chinese American Manpower and Employment (Praeger Publishers, 1976) and
Mountain of Gold: The Chinese in America (The MacMillan Co., 1967).

Ronald Takaki
Professor of Ethnic Studies
University of California, Berkeley
Ph.D. in History, University of California, Berkeley
Author of:
Pau Hana: Plantation Life and Labor in Hawaii (University of Hawaii Press, 1983), and two other books on the history of race relations.

Shih-shan Henry Tsai
Professor of History
University of Arkansas, Fayetteville
Ph.D. in History, University of Oregon
Author of:
China and the Overseas Chinese in the United States, 1868-1911 (University of Arkansas Press, 1983).

Sylvia Junko Yanagisako
Associate Professor of Anthropology
Stanford University
Ph.D. in Anthropology, University of Washington
Author of:
Transforming the Past: Tradition and Kinship among Japanese Americans (Stanford University Press, 1985).

(with original)
today's letter
ACT

→ ADU/Comm/ACAAC

SAN DIEGO: DEPARTMENT OF MATHEMATICS
LA JOLLA, CALIFORNIA 92093

December 4, 1986

To: Dr. H. K. Ticho, Vice Chancellor
Academic Affairs (Q-001)
From: Professor J. P. Lin
Re: Asian American Studies: Spring '87

Professor Ling Chi Wang of UC, Berkeley has agreed to be a guest lecturer in a course on Asian American History for the Spring Quarter of 1987. Professor Wang will give lectures Wednesday and Friday of each week during the Spring quarter, totaling 20 lectures for the main instructor, but as a guest lecturer for the course.

This arrangement has been agreed upon by Vice Chancellor Park of UC, Berkeley.

Professor Wang will receive an honorarium of \$300 per lecture in addition to transportation to and from Berkeley, per diem for lodging, meals, ground transportation, and parking. He will arrive in San Diego Wednesday morning and depart Friday afternoon each week during Spring quarter.

Professor Wang will be officially honored in the History Department. Since he has taught a similar course with the History Department in 1983, it is suggested that his course be sponsored by a history professor and that the course number and course description be the same as the one used in 1983.

cc. Marj Javat

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DEC 5 1986
VICE CHANCELLOR
ACADEMIC AFFAIRS
UCSD

Professor honored for engineering

Dr. J. Enrique Luco, professor of applied mechanics and engineering sciences at UC San Diego, has been awarded the American Society of Civil Engineers (ASCE) Walter L. Huber Civil Engineering Research Prize for 1986.

Presented Oct. 29 at ASCE's fall convention in Boston, the prize — a cash award and a certificate — is given annually to

five ASCE members to stimulate research in civil engineering. Endowed in 1964, the prize is named for ASCE past president Walter L. Huber.

Luco is a noted researcher on soil and foundation dynamics and on soil/structure interaction.

Through his research and publication of some 70 technical papers and reports, he has developed standards widely used in civil engineering today. These include: analysis of seismic activity, and ways to blend studies of foundation shape, rigidity and bonding with dynamic foundation response.

Luco is a consultant to organizations and companies throughout the world, including the U.S. Nuclear Regulatory Commission, Bechtel Power Corp. and Electricite de France.

A graduate of the University of Chile at Santiago with a civil engineering (structures) degree, he has a doctorate degree in engineering (structures) from the University of California/Los Angeles.

Founded in 1852, ASCE is the nation's oldest engineering society, and now has 104,000 members.

University of California

A Comparison of Enrolled Students by Campus and Ethnic Category

Fall 1985¹ and Fall 1986 Domestic Freshman

Campus		American Indian	Black	Chicano	Latino	Pilipino	Asian	Whites	Other	TOTAL
Berkeley	86	30 (0.9%)	266 (8.2%)	271 (8.4%)	130 (4.0%)	186 (5.8%)	676 (20.9%)	1,474 (45.6%)	200 (6.2%)	3,233
	85	28	294	250	139	202	815	1,807	293	3,836
	Dif.	+2	-28	+13	-9	-16	-139	-333	-93	-603
Davis	86	15 (0.6%)	124 (5.0%)	103 (4.1%)	52 (2.0%)	109 (4.3%)	480 (19.3%)	1,505 (60.7%)	90 (3.6%)	2,478
	85	15	115	130	42	108	429	1,743	113	2,695
	Dif.	0	+9	-27	+10	+1	+51	-238	-23	-217
Irvine	86	11 (0.3%)	84 (2.8%)	140 (4.7%)	65 (2.2%)	123 (4.1%)	973 (32.9%)	1,371 (46.4%)	186 (6.2%)	2,953
	85	12	75	149	53	69	762	1,246	121	2,487
	Dif.	-1	+9	-9	+12	+54	+211	+125	+65	+466
Los Angeles	86	30 (0.7%)	360 (9.1%)	440 (11.1%)	240 (6.1%)	190 (4.8%)	795 (20.1%)	1,820 (46.0%)	85 (2.1%)	3,960
	85	36	387	378	223	233	628	1,955	194	4,034
	Dif.	-6	-27	+62	+17	-43	+167	-135	-109	-74
Riverside	86	6 (0.5%)	45 (3.8%)	79 (6.6%)	26 (2.1%)	27 (2.2%)	246 (20.7%)	672 (56.7%)	83 (7.0%)	1,184
	85	5	40	71	18	22	208	601	67	1,032
	Dif.	+1	+5	+8	+7	+5	+42	+71	+16	+152
San Diego	86	10 (0.3%)	92 (3.2%)	152 (5.2%)	75 (2.6%)	162 (5.6%)	434 (15.1%)	1,750 (60.9%)	198 (6.8%)	2,873
	85	13	85	137	63	129	303	1,512	102	2,344
	Dif.	-3	+7	+15	+12	+33	+131	+238	+96	+529
Santa Barbara	86	24 (0.6%)	92 (2.5%)	159 (4.3%)	74 (2.2%)	72 (1.9%)	343 (9.4%)	2,643 (72.9%)	215 (5.9%)	3,622
	85	12	75	206	67	40	211	2,735	121	3,467
	Dif.	+12	+17	-47	+7	+32	+132	+92	+94	+155
Santa Cruz	86	15 (0.7%)	64 (3.0%)	107 (5.1%)	34 (1.6%)	23 (1.1%)	210 (10.0%)	1,515 (72.7%)	115 (5.5%)	2,083
	85	7	24	77	26	14	218	1,156	58	1,580
	Dif.	+8	+40	+30	+8	+9	-8	+359	+57	+503
Universitywide	86	141 (0.6%)	1,127 (5.0%)	1,451 (6.4%)	696 (3.1%)	892 (3.9%)	4,157 (18.5%)	12,750 (56.9%)	1,172 (5.2%)	22,386
	85	128	1,095	1,406	631	817	3,574	12,755	1,069	21,475
	Dif.	+13	+32	+45	+65	+75	+583	-5	+103	+911
High School ²		(0.8%)	(8.4%)	(15.3%)	(3.3%)	(2.0%)	(8.0%)	(62.2%)		225,448

Source: Office of the President, Admissions and Outreach, November 1986.

¹ Fall 1985 are official data. Fall 1986 are unofficial third week date reported by the campuses.
² Ethnic breakdown of 1985 California public high school graduates. Source: California Postsecondary Education Commission

ADU/Comm/ACAPAC
11-4-86

November 11, 1986

STRICTLY CONFIDENTIAL

MEMORANDUM FOR THE RECORD

SUBJECT: Asian-American Studies

This afternoon Provost Solis and I met with Vice Chancellor Ticho in his office to discuss the prospects for engaging someone to teach a course in Asian-American Studies for the spring of 1987. Provost Solis was there because Professor James Lin has discussed the matter with her on a number of occasions and she has a further interest in it by virtue of her responsibilities as Assistant Chancellor for Affirmative Action. I was there because the studies are administered as part of the Muir Interdisciplinary Studies Program, which I direct. And both of us were representing the Council of Provosts, which has provided support in the past and has been prepared to do so again.

According to Lin the advisory committee wishes to bring Ling-Chi Wang from UC Berkeley to teach one course in the spring. VC Ticho has inquired of his counterpart at UCB and has been told that:


1. Wang can be paid a stipend of \$300 per lecture.
2. UCB is willing to let him teach one day a week at UCSD

VCAA Ticho has told Lin that he will provide the \$300 per lecture plus travel expenses and per diem. However, when he told Lin this, the VCAA thought that Wang would be giving only one lecture per week for a stipend total of \$3000.

Lin has told us that Wang will not come for less than \$6000. He has said further that he expects Wang to come to UCSD for three days (T-W-Th) per week to give two lectures and hold offices hours.

On hearing this VCAA Ticho said that he was still prepared to pay \$300 per lecture and that if 20 lectures were given, this would come to \$6000. However, it was up to Wang to obtain permission from UCB to be away for three days a week for ten weeks. VCAA Ticho will not himself approach VC Park for such a release.

I agreed to convey this information to Professor Lin and to keep VCAA Ticho fully informed on all developments.


John L. Stewart
Provost

cc: Vice Chancellor Ticho
Provost Solis

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NOV 14 1986

VICE CHANCELLOR
ACADEMIC AFFAIRS
UCSD

October 22, 1986

MEMORANDUM TO THE FILE

**SUBJECT: Conversation with Vice Chancellor Park Regarding
Lecturers in Asian-American Studies (10/21/86)**

I called Park and explained to him some of the complexities relative to courses in Asian-American studies at UCSD. I explained also that our Search Committee has recommended Dr. Ling Chi Wang as a possibility for the Spring Quarter. The Committee proposed a somewhat bizarre arrangement, but I believe the following might be possible:

We would simply invite Wang to come down for one day each week, give a 2-hour lecture and we would pay him an honorarium of \$300, plus travel costs. Park said that this arrangement sounded okay to him, but that he would have to check with Provost Kuhi. He will let me know.

Park said that if we are really interested in developing some Asian-American presence on this campus, he has a much better suggestion. Sucheng Chan is currently Professor of History at Santa Cruz and also Provost of Crown College. He knows her personally, knows that she is getting rather discouraged with the political complexities on the Santa Cruz campus and, given the quality of her scholarship, might be more suitable for San Diego in any case. Chan graduated from Swarthmore and got a Ph.D. in History under Chalmers Johnson from Berkeley. Her book on Asian Land Ownership in the Central Valley, published by UC Press, has created quite a stir. She might be very appropriate for a joint appointment between History and Political Science. She is about 40 years old and her husband has a professorship at UC Berkeley. Park would rate her considerably higher than Wang, both from the point of view of scholarship, as well as a human being.



Harold K. Ticho
Vice Chancellor for Academic
Affairs

Rte 105
PJ

HOU/Comm/ACRAC

June 27, 1986
UCSD

To: Members of Steering Committee, Asian American Studies:
Thomas Dublin (History)
Peter Irons (Political Science)
James Lin (Mathematics)
Nguyen-huu Xuong (Physics)

RECEIVED

JUL 08 1986

From: Matthew Y. Chen (Linguistics)

VICE CHANCELLOR
ACADEMIC AFFAIRS
UCSD

Subject: Progress Report

As the academic year draws to a close, and the Asian American Studies at UCSD is entering a new phase, I would like to bring you up to date on the latest developments.

1. In the Spring of 1986, with the generous support of the Council of Provosts, James Lin organized a course entitled Contemporary Issues on Asian Americans around a series of lectures given by such distinguished speakers as Regents Lecturer Minoru Yasui, Regent Yori Wada, Ling-chi Wang (UCB), Lucie Cheng (UCLA), Congressman Norman Mineta (S. Jose), to name a few. The course was well attended (57 enrolled) and generated a great deal of interest not only among UCSD students, but also in the local community at large. I take this opportunity to add a personal note of thanks and recognition for Jim's role in creating a new momentum behind Asian American Studies.

2. On May 3, 1986, we formally petitioned the Council of Provosts to allocate approx. \$30,000 for a temporary FTE in 1986-87, which would allow us to hire either (a) a senior person for 2 quarters or (b) a junior person for the whole academic year. Under option (b), we may seriously consider offering a 3-quarter sequence in Cultural Traditions with an Asian-American focus. The Provosts have expressed strong support in principle. VC Ticho will act on our request in consultation with the Provosts (see item 4 below).

3. The Steering Committee met on June 9, 1986, attended by M.Chen T.Dublin, J.Lin, N.Xuong and Shoon Lio (student representative). (Absent: P.Irons). In lieu of official minutes, here is a summary of what transpired:

- We considered various candidates for visiting appointments next year. (Dr. [redacted], a very promising candidate, has since accepted a position elsewhere)
- We discussed long range plans, including the possibility of a regular FTE, to be presented to VC Ticho on June 12.

- The members present unanimously elected James Lin chairman of the Steering Committee, beginning 1986-87. James Lin has agreed to serve.
- As both T.Dublin and M.Chen will be on leave for the academic year 1986-87, we considered the possibility of expanding the membership of the Steering Committee. [As it turns out, VC Ticho is appointing a new Steereing Committee -- see item 4]

4. Members of the Steering Committee met with VC Harold Ticho twice, on June 12 (attendees: M.Chen, J.Lin, N.Xuong) and on June 27 (attendees: M.Chen, J.Lin, P.Irons). Here are some of the highlights:

- VC Ticho offered a one-quarter FTE (rank open) each acadcemic year for the indefinite future to hire a visiting faculty to teach courses related to Asian American studies. For logistic reasons, there is a possibility of a two-quarter FTE for the academic year 1986-87.
- VC Ticho is appointing a new Steering Committee and will spell out its specific charge.
- VC Ticho left open the question of a regular appointment of an Asian American specialist in the future.

Have a pleasant summer!

cc. to: Chancellor R. Atkinson
Vice-Chancellor H. Ticho
Provosts J. Stewart, F. Solis, T. Bond, D. Wong

UNIVERSITY OF CALIFORNIA, SAN DIEGO

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SANTA BARBARA • SANTA CRUZ

OFFICE OF THE VICE CHANCELLOR — ACADEMIC AFFAIRS Q-001
LA JOLLA, CALIFORNIA 92093
(619) 452-3130

June 25, 1986

Ms. Edna Ikeda
3414 31st Street, Apartment 2
San Diego, California 92104

Dear Ms. Ikeda:

Chancellor Atkinson and I thank you for your letter regarding Asian-American activities at UCSD, and we appreciated your sending along the copy of your article from the Pacific Citizen.

There has been a very positive response to the Asian-American studies course offered last quarter, both from the instructors and the class attendees, and we are looking into the possibility of sponsoring future Asian-American activities at UCSD.

Meanwhile, we are grateful for your support.

Sincerely,

A handwritten signature in black ink, appearing to read "Harold K. Ticho".

Harold K. Ticho
Vice Chancellor-
Academic Affairs

cc: R. C. Atkinson
J. Lin

DATE

6/12/86

RESPONSE

REFERRED

DUE DATE

ACTION:

→ Ticho

INFORMATION

COPIES TO:

ACTION REQUIRED:

 Coordinate Reply File Prepare response for Chancellor's Signature Direct Reply/Appropriate handling Return to: Comment to _____ Please Route/Distribute to your staff

REMARKS:

6/10/86 Ikeda - Red
Support Full time
faculty for Asian
Studies

31st Street
San Diego, CA 92104

June 10, 1986

Vice-chancellor Ticho
University of California, San Diego
La Jolla, California 92093

Re: Asian American Studies Class

Dear Dr. Ticho:

As a freelance writer for the Japanese American newspaper, Pacific Citizen, I was so impressed by the community and student participation that I was inspired to write an article (see attachment).

There was much excitement this quarter from the people I talked with. A class like this provides a vital service to the Asian/Pacific community. There was valuable exchange of knowledge about our rich heritage as Asian Americans.

Such a class is badly needed because too often there is little opportunity to learn about our history and culture in regular classes.

Due to the many positive effects that the class had on Asian American community and students, I support their efforts to bring a full-time, permanent faculty person here to teach Asian American studies.

Sincerely,

cc: J. Lin
R. Atkinson
S. Lio
APSA

RECEIVED

JUN 12 1986

VICE CHANCELLOR
ACADEMIC AFFAIRS
UCSD

A Lot of Class

by Edna Ikeda

The new Asian American studies class here at UC San Diego has caused quite a stir among the Asian American students and community. For one thing, you just don't get speakers like Min Yasui, Lawson Inada, Laurence Yep, Norman Mineta and Yori Wada here very often—let alone once or twice a week!

Yasui arrived during the second week of class (UCSD professor Peter Irons was featured the preceding week). Los Angeles and other big cities may see a lot of Yasui, but here in San Diego there was a lot of excitement about his arrival.

Yasui was greeted the weekend he arrived with a dinner at the house of class instructor James Lin, sponsored by Asian Pacific Student Alliance (APSA). Yasui's schedule for the next four days included numerous lectures at UCSD and San Diego State, a JACL fundraiser, an informal community reception at his penthouse, interviews with no fewer than three radio stations and a newspaper, and a meeting with local politicians and an Asian American lawyers' group.

Writer Lawson Inada described the class as an "ongoing conference." His UCSD lecture was followed by an evening of festivities: an informal reception with students and community and an impromptu poetry/music jam session with a local jazz band.

This is the fifth week of class, and with the fifth guest speaker, children's author Laurence Yep, here in town, one would think

that the APSA students and community are getting tired from the pace by now! By week ten, there will have been an additional seven guest speakers.

Instructor Lin commended the students in APSA for their involvement in everything from putting out publicity and press releases to picking up speakers at the airport. He was grateful for the student/community support.

Last winter, Lin first heard that UCSD might have funding for an Asian American studies class. In December, he made a special trip to UC Berkeley to visit Elaine Kim, chair of Asian American studies there. With her help and an enormous number of phone calls, he compiled a list of speakers. Since there was no time to find an instructor, math professor Lin put his own name in. By late January, funding had been approved and the class was on its way to being a reality.

The students feel they are benefiting greatly from the class. Leidyne Lau, an APSA member, said the class was a "wonderful experience." She hopes the work done on the class this quarter will make it an ongoing thing. She thought it "will help give support to the [students'] culture and themselves, their self-esteem."

Ming Leung, a UCSD anthropology major and APSA member, also felt good about being in a class with other Asians and viewing topics from an Asian American perspective. He spoke of self-discovery:

"It's like meeting someone that you know, that you hadn't seen for a while—like meeting a lost friend."

RECEIVED

JUN 13 1986

VICE CHANCELLOR
ACADEMIC AFFAIRS
UCSD

6/12/86

JK - Please slate

*For Deans' meeting,
Should plan to im-
plement some
Asian American
activities!*

at UCSD

*RJ
6/13/86*

86 S: Contemporary, Prof. James Lin, Mathematics)
Lecture series: invited speakers include: Regents Lecturer Minoru Yasui, Regent Yori Wada, Ling-chi Wang (UCB), Lucie Cheng (UCLA), Congressman Norman Mineta (S. Jose)...

IMMEDIATE REQUEST

- COP has allocated 14,000.- for 86-87
- Option to hire a candidate for 2 quarters: need another \$5-6,000.- (Dr. [redacted]: target of opportunity, affirmative action, possible regular appointment, strong candidate for History)

LONG TERM GOAL

- A regular FTE designated for Asian American Studies
- Student demographics: 17% or about 2,400 UCSD students are Asian Americans
- All UC campuses except UCSD have Asian American Studies course offerings on a regular basis
- Support from
 - Students: Spring 86 enrollment = 57; signed petitions
 - Faculty: signed petitions; endorsement by department chairs including M.Parrish (History) and D.Wesling (Literature)...
 - Administration: Chancellor Atkinson, COP, Regent Yori Wada, Dean Attiyeh, Dean Gourevitch, Bruce Darling...
 - Staff: 500 of Asian American background; volunteer work
 - Community: Union of Pacific Asian Communities, Japanese Citizens League, Friends of Chinese Studies, etc. Publicity on TV, Radio, print media
- Necessary steps towards this goal?

* Members: Matthew Y. Chen (Linguistics), Thomas Dublin (History), Peter Irons (Pol.Sc.), James Lin (Math), Nguyen-huu Xuong (Physics)

RECEIVED

JUN 13 1986

VICE CHANCELLOR
ACADEMIC AFFAIRS
UCSD

6/12/86

To: VC Harold Ticho
From: Steering Committee, Asian American Studies*
Re: FTE for Asian American Studies

BACKGROUND

- 83 S: First course on Asian American Studies offered at UCSD
Asian American community leaders met with Chancellor Atkinson
W: Petition presented to Chancellor, VCAA, Dean Chodorow, COP
84 S: UCSD Faculty Steering Committee formed
One quarter temporary FTE allocated by COP
F: Steering Committee decided to delay visiting appointment (allocation came too late for adequate search)
85 W: Another one quarter temporary FTE allocated by COP for 85-86
F: Successful search: Dr. Lawson Inada, with full support of the Literature department; unable to make an acceptable offer
86 S: Contemporary Issues #2 on Asian Americans offered (Instructor: Prof. James Lin, Mathematics)
Lecture series: invited speakers include: Regents Lecturer Minoru Yasui, Regent Yori Wada, Ling-chi Wang (UCB), Lucie Cheng (UCLA), Congressman Norman Mineta (S. Jose)...

IMMEDIATE REQUEST

- COP has allocated 14,000.- for 86-87
- Option to hire a candidate for 2 quarters: need another \$5-6,000.- (Dr. [REDACTED] target of opportunity, affirmative action, possible regular appointment, strong candidate for History)

LONG TERM GOAL

- A regular FTE designated for Asian American Studies
- Student demographics: 17% or about 2,400 UCSD students are Asian Americans
- All UC campuses except UCSD have Asian American Studies course offerings on a regular basis
- Support from
 - Students: Spring 86 enrollment = 57; signed petitions
 - Faculty: signed petitions; endorsement by department chairs including M. Parrish (History) and D. Wesling (Literature)...
 - Administration: Chancellor Atkinson, COP, Regent Yori Wada, Dean Attiyeh, Dean Gourevitch, Bruce Darling...
 - Staff: 500 of Asian American background; volunteer work
 - Community: Union of Pacific Asian Communities, Japanese Citizens League, Friends of Chinese Studies, etc.
- Publicity on TV, Radio, print media
- Necessary steps towards this goal?

* Members: Matthew Y. Chen (Linguistics), Thomas Dublin (History), Peter Irons (Pol.Sc.), James Lin (Math), Nguyen-huu Xuong (Physics)

ADU/Co 136-86
3007-2160

THE REGENTS OF THE UNIVERSITY OF CALIFORNIA



YORI WADA
Regent

220 GOLDEN GATE AVENUE
SAN FRANCISCO, CALIFORNIA 94102
(415) 775-9622

June 2, 1986

Chancellor Richard C. Atkinson
107 Administrative Complex
University of California, San Diego Campus
La Jolla, California 92093

Dear Dick,

I had a very enjoyable time on the San Diego campus last Thursday talking to students, staff, and community persons as part of the Asian American Studies program. I thank you and Professor James Lin for the warm hospitality accorded me during the visit.

It was the first time that I have ventured so far south to talk about "the coming of age" of the second-generation Japanese in California since most of my "lecture trips" have been confined to the Berkeley campus and to the campus of San Francisco State University. I only hope that my trip to the San Diego campus was interesting and informative for the listeners.

During the hospitality time that followed the talk, I was amazed to find out the growing Asian American population of the San Diego area, especially among those from Southeast Asian countries. I had thought that the dramatic upswing was in Orange county, the San Joaquin Valley, and the San Francisco Bay area.

I was especially heartened by the deep interest of the San Diego students in "their roots" in America. And I would like to reiterate my deep hopes that the San Diego campus institute an Asian American Studies program for its students. If such a program can be funded and started on the San Diego campus, I would be most gratified.

Once again, I express my thanks to you and to your staff for the wonderful hospitality during my visit. In my nine years on the Board of Regents, I have visited the San Diego campus only three times. Most of my trips have been to the Berkeley, San Francisco, Davis, and Santa Cruz campuses.

My best wishes to you.

UCSD CHANCELLOR'S OFFICE ROUTE SLIP X

Sincerely yours,

Yori Wada
Yori Wada,
Regent.

DATE REFERRED 6/4/86 RESPONSE DUE DATE _____

ACTION: _____

INFORMATION COPIES TO: Richard
Arising

The enclosed petition strongly urges that an Asian American Studies be established at U.C.S.D. on a permanent basis.

1. Whereas, California is increasingly a multiethnic state whose citizens represent
2. a rich array of backgrounds; and
3. WHEREAS, By the turn of the century, an increasing number of California's
4. population will be of Asian descent; and
5. WHEREAS, Racial conflicts have taken the forms of prejudice and oppression
6. and have historically stemmed from misunderstandings and from a lack of knowledge
7. of those of Asian descent; and
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11. WHEREAS, These misconceptions and stereotypical characterizations have
12. played a role in denying Asian Americans their basic civil rights; and
13. Whereas, Asian Americans have made vast contributions to the development
14. of California and the nation; and
15. WHEREAS, Asian American Studies courses serve to cultivate an understanding
16. of, and an appreciation for, these people, their contributions, their cultures,
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21. WHEREAS, There is an interest by San Diegan communities for the existence
22. of Asian American Studies on this campus; and
23. WHEREAS, every other campus in the UC system has at least one FTE set aside
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25. RESOLVED, by the undersigned, that a full FTE be set aside for the sole purpose
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28. RESOLVED, that this FTE be initially committed over a three-year period, beginning
29. with the academic year 1986-87. The continuance of the course offerings beyond
30. the initial phase will depend in part on the quality of the courses, students
31. interest and community support; and be it further
32. RESOLVED, That students take a participating role in the process.

Donald Wexling
Fitz John Porter Poole

Edward Reynolds

David K. Crowne

Luis C. Moll

Michael E. Parrish
Peter Gourevitch

DONALD WEXLING

Fitz John Porter Poole

EDWARD REYNOLDS

David K. Crowne

Luis C. Moll

MICHAEL E. PARRISH

PETER GOUREVITCH

Literature Dept.

Department of Anthropology

Department of History

Literature

Communication

HISTORY

Political Science

RECEIVED

JUN 05 1986

VICE CHANCELLOR
ACADEMIC AFFAIRS
UCSD

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Signature	NAME	Dept.
<i>Daniel C. Hallin</i>	Daniel C. Hallin	Pol. Sci./Commun.
<i>Steven P. Eue</i>	STEVEN P. EUE	POLITICAL SCIENCE
<i>Wendy M. Tenuta</i>	Wendy M. Tenuta	Sociology
<i>Bennett B. Rycer</i>	Bennett B. Rycer	"
<i>Paul G. Pickowicz</i>	Paul G. Pickowicz	History
<i>Bennetta Jules-Rosette</i>	Bennetta Jules-Rosette	Sociology
<i>[Signature]</i>	<i>[Signature]</i>	Anthropology
<i>S. Y. Kuroda</i>	S. Y. Kuroda	Linguistics

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I favor an Asian Studies program. I would favor an FTE in Asian-American studies under the following conditions.

1. The Asian Studies Program wishes to include such things

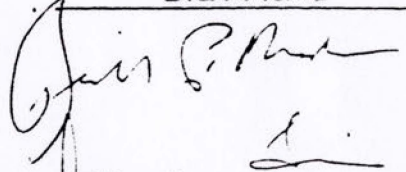
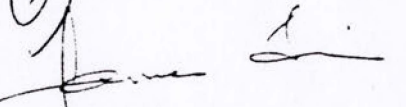
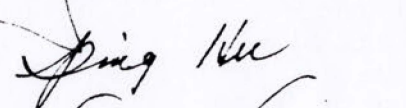
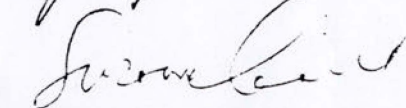
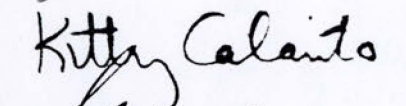
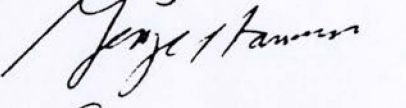
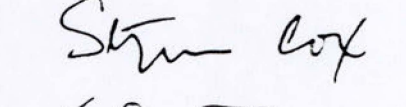
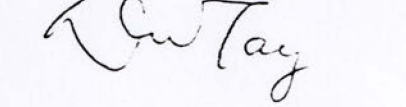
2. A current department (anthropology, political science, history) wishes to include such things for its own supplementary reasons.

If neither of those conditions obtain, I neither favor nor disapprove an Asian-American FTE any more than I favor or disapprove a Black-American, Asian-American, Jewish-American, etc. FTE.

I agree
M. J. Bailey

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SIGNATURE	NAME	DEPT.
	RICHARD MADSEN	SOCIOLOGY/CHINESE STUDIES
	JAMES LIN	Math
	PING C. HU	Chinese Studies
	SUZANNE CAHILL	HISTORY/CHINESE STUDIES
	KITTY CALAVITA	SOCIOLOGY
	GEORGE HANSON	SUBJECT A
	STEPHEN COX	LITERATURE
	W. TAY	Lit.

June 11, 1986

HAROLD TICHO ✓
STANLEY CHODOROW
CARMEL MYERS
TOM TUCKER
JOHN GIEBINK
NICK AGUILAR
RON BOWKER
HOWARD HUNT
A. W. RUSS
MAE BROWN
HARRIET MARSH
ERNIE MORT
CHIPS DREILINGER
BEVERLY VARGA

I thought that you might find the enclosed article of interest and value.



Joseph W. Watson
Vice Chancellor

cc: Dr. Xuong Nguyen-huu

ja

RECEIVED

JUN 11 1986

VICE CHANCELLOR
ACADEMIC AFFAIRS

Schools Need To Recognize The Academic Pressures And Needs Of Today's Asian Students.

By Sucheng Chan

All around the state, with the exception of American communities, people are saying that the one UC campus that really seems to welcome Asian-American students is the Irvine cam-

pus. And not only do you seem to welcome Asian-Pacific students, but you're doing a great deal to make people more aware of our backgrounds and our needs.

I know many segments of the Irvine campus are really sitting up and look-

ing at this new population and trying to learn what the students can bring as well as trying to give them the best education possible.

September 1985 estimates from the Population Research Bureau show that the number of Chinese and Philipinos now exceeds 1 million and that there are 750,000 Japanese, 634,000 Vietnamese, and 542,000 Koreans in the country. There also are increases in the other ethnic Asian populations. The bulk are in California. But when you talk about Asia-Americans or Asia-Pacific Americans, you're really talking about a very heterogeneous population...

What you have now are descendants of early original immigrants who are very much acculturated to American society and whose children may know virtually nothing about their...

On the other hand, you have a group of recent immigrants who speak non-English languages in the home and whose Asian cultural values still are very strong. Students from these families are trying to adjust to American society while trying to retain their cultural heritage.

It is this later group, I suspect, who constitute a far larger percentage of the students at Irvine.

There is a division between old and new immigrants, and the problems and issues of these various communities also differ.

Please see page E3

Asian Students

Continued from page E3

if they don't know English well, they frequently are not able to pass those exams.

NGUOI VIET Daily News

14841 Moran St.

Westminster, CA 92663, USA

Published by Nguoi Viet News, Inc.

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NGUOI VIET Daily News is published daily, from Wednesday through Sunday. 12,000 copies per issue. \$5¢/copy. An English section appears every Sunday. Printed by NV News, Inc.

Many immigrants have very high educational levels, but after arrival they often end up at the bottom. Asian students are under such enormous pressure from their parents to do well in school, not only because of the values that Asian cultures have placed on education but because, in my opinion, of the close-knit family.

The idea is that social status accrues not just to an individual but the family unit. Parents who have had to give up a great deal in their own lives look to their children to compensate for what they feel the family has lost. I suspect this pressure to do well in school, to get good jobs and to help compensate for financial losses is especially strong among the Vietnamese because many of the refugees lost everything.

I have had Vietnamese students tell me that they don't really want to go into computer science because they like poetry or art, but they simply cannot allow themselves to get interested in those fields because, with their families having lost everything, they feel it is their responsibility to get out in the world and make up for some of those losses. The psychological burden on the student to do well is tremendous...

Asian students have to become more proficient in their linguistic, verbal and communication skills. Despite this media blitz on the successful Asian-American minority, there's still a great deal of discrimination against Asians in the job market. It has been proven using census statistics that Asians of the same educational level as other groups tend to earn less, get promoted less rapidly and reach managerial ranks in far fewer numbers.

Much of the discrimination is very subtle, and think that this one point

that I would like to have you really remember when you work with Asian students - that even though on the face of things they seem to be doing very well with very few barriers against them, they still receive a great deal of rather subtle nonverbal messages that tend to tell them that they're really not considered real Americans and that they don't belong here.

Our students are constantly facing little things that really make them feel uncomfortable; maybe doing well in school is again another way of overcoming this to show that they can make it, that they can do it.

But they're still not fully accepted. Do not allow this successful minority image to camouflage the very issues, the very real problems these students face.

What university counselors need to do is spend a little time with each student, find out something about his or her background. There are certain questions to ask that will tell a great deal about possible problems they may be facing.

For instance, find out if they are foreign-born or American-born, how long they've been in this country, what their parents did before they came to the States and what they are doing now.

If they've come from a family in which the parents have suffered in this downward social movement, then you know that the student is in a pressure cooker; he has to make up for everything for the family.

'People should know about Asia, but on the other hand, they also should learn something of the history and achievements of Asians in this country.'

My plea to UCI is to institute an Asian-American studies program. Some of these students aren't interested in Asian studies because they're trying very hard to become Americans. They don't want to learn Chinese or Japanese, they don't want to study Filipino history. What they are more interested in is how Asians came to this country, how they've done, what treatment they've received and the struggles they've had.

So they really are more of an interest in Asian-American studies than just Asian studies. They don't want to read books translated into Chinese or Japanese. But if you give them books written by people who grew up in this country, who talk about the identity crisis and other kinds of problems, then they can relate.

Unfortunately, we do not have a great body of literature in that area, but in designing courses, this is where I am appealing to the faculty to take note: don't assume that Asian people are Asian-Americans because they are not the same.

It's OK for you to push Asian studies and they are important, especially because this whole Orange County area is going to be really crucial in the Pacific Rim. People should know about Asia, but on the other hand, they also should learn something of the history, struggles and achievements of Asian in this country.

If textbooks aren't there, use the students themselves as resources. I have them write about their feelings and experiences upon coming here. Students can really give you a lot of the materials to use in sensitizing and teaching other students. We should use them more often.

UCI Journal

7/10/86
R105
JK - pd w/ Asian A.
pkt of material
you have in your area

June 6, 1986

Dr. John Stewart
Provost, Muir College
C-006

Dear Sir:

As an Asian-Pacific staff person and member of the general community here at the University of California, San Diego (UCSD), I would like to commend the Muir Interdisciplinary Studies Program for sponsoring the Asian American Studies course this Spring Quarter 1986. From talking with others on the campus, I have become aware that this class has been a very positive experience for students enrolled. I would like to have the opportunity in the future to gain from such lectures.

Providing UCSD with a vehicle to hear such diversity and richness in the unique experiences of Asian/Pacific Islanders in America is an occasion long overdue. I believe that such an area of study does indeed have a place at this university. For these reasons, I strongly support efforts to hire a full-time, permanent faculty person to teach Asian American studies at UCSD.

Sincerely,

ESTER PILI

cc: Chancellor R. Atkinson
Prof. J. Lin
Vice Chancellor H. Ticho

RECEIVED
JUN 10 1986
VICE CHANCELLOR
ACADEMIC AFFAIRS
UCSD

Quest: Who/What
created the recent paper drive?
TJ

Date: 6-9-86

To: HKT
PJ
JK-bu

1. The following meeting has been scheduled on the VCAA's calendar.
2. OK TO SCHEDULE THE FOLLOWING MEETING? YES NO

Individuals
Involved:

Matthew Chin (x3600)
James Lin

Date: THR JUNE 12

Time: 12:30 - 1 PM

Subject: Asian-American Studies Course

(Needed to see you before LIN leaves for extended vacation)

PLEASE

Supply Back-up Information to VCAA or P.Jung

HKT Plan to Attend

FOR INFORMATION ONLY

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Date: 6-9-86

To: HKT
PJ
JK-PJ

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 Time: 12:30-1 PM

Subject: Asian-American Studies Course

(Needed to see you before Lin leaves for school meeting)

JK-

- 2 ^{paper} copies of clipped material please
- retain 1 w/pk mtg notice + rte to HKT
- return "orig" + 1 to me.

PJ
 6-9-86

THE REGENTS OF THE UNIVERSITY OF CALIFORNIA

156-80
3007-2000



YORI WADA
Regent

June 4 1 21 1986

220 GOLDEN GATE AVENUE
SAN FRANCISCO, CALIFORNIA 94102
(415) 775-9622

June 2, 1986

Chancellor Richard C. Atkinson
107 Administrative Complex
University of California, San Diego Campus
La Jolla, California 92093

Dear Dick,

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It was the first time that I have ventured so far south to talk about "the coming of age" of the second-generation Japanese in California since most of my "lecture trips" have been confined to the Berkeley campus and to the campus of San Francisco State University. I only hope that my trip to the San Diego campus was interesting and informative for the listeners.

During the hospitality time that followed the talk, I was amazed to find out the growing Asian American population of the San Diego area, especially among those from Southeast Asian countries. I had thought that the dramatic upswing was in Orange county, the San Joaquin Valley, and the San Francisco Bay area.

I was especially heartened by the deep interest of the San Diego students in "their roots" in America. And I would like to reiterate my deep hopes that the San Diego campus institute an Asian American Studies program for its students. If such a program can be funded and started on the San Diego campus, I would be most gratified.

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My best wishes to you.

Sincerely yours,

Yori Wada
Yori Wada,
Regent.

UCSD CHANCELLOR'S OFFICE ROUTE SLIP X

DATE REFERRED 6/4/86 RESPONSE DUE DATE _____

ACTION: _____

INFORMATION COPIES TO: Ticker
Arising

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23. WHEREAS, every other campus in the UC system has at least one FTE set aside
24. for the sole purpose of teaching Asian American courses; now, therefore, be it
25. RESOLVED, by the undersigned, that a full FTE be set aside for the sole purpose
26. of teaching Asian American courses which will examine the cultural and historical
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31. interest and community support; and be it further
32. RESOLVED, That students take a participating role in the process.

Donald Wesling
Fitz John Porter Poole

Edward Reynolds

David K. Crowne

Luis C. Moll

Michael E. Parrish
Peter Gourevitch

DONALD WESLING

Fitz John Porter Poole

EDWARD REYNOLDS

David K. Crowne

Luis C. Moll

MICHAEL E. PARRISH

PETER GOUREVITCH

Literature Dept.

Department of Anthropology

Department of History

Literature

Communication

HISTORY

Political Science

RECEIVED

JUN 05 1986

VICE CHANCELLOR
ACADEMIC AFFAIRS
UCSD

The enclosed petition strongly urges that an Asian American Studies be established at U.C.S.D. on a permanent basis.

1. Whereas, California is increasingly a multiethnic state whose citizens represent
2. a rich array of backgrounds; and
3. WHEREAS, By the turn of the century, an increasing number of California's
4. population will be of Asian descent; and
5. WHEREAS, Racial conflicts have taken the forms of prejudice and oppression
6. and have historically stemmed from misunderstandings and from a lack of knowledge
7. of those of Asian descent; and
8. WHEREAS, These misunderstandings tend to promote existing misconceptions
9. and stereotyped characterizations of Asian Americans, which in turn, lead to
10. future patterns of discrimination; and
11. WHEREAS, These misconceptions and stereotypical characterizations have
12. played a role in denying Asian Americans their basic civil rights; and
13. Whereas, Asian Americans have made vast contributions to the development
14. of California and the nation; and
15. WHEREAS, Asian American Studies courses serve to cultivate an understanding
16. of, and an appreciation for, these people, their contributions, their cultures,
17. and their aspirations; and
18. WHEREAS, there is an existing pool of knowledge to draw upon for research; and
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Signature

NAME

Dept.

<i>Daniel C. Hallin</i>	Daniel C. Hallin	Pol. Sci. / Commun.
<i>Steven P. Erie</i>	STEVEN P. ERIE	POLITICAL SCIENCE
<i>Wendy M. Tenuta</i>	Wendy M. Tenuta	Sociology
<i>Bennett B. Rycer</i>	Bennett B. Rycer	"
<i>Paul G. Pickowicz</i>	Paul G. Pickowicz	History
<i>Bennetta Jules-Rosette</i>	Bennetta Jules-Rosette	Sociology
<i>S. Y. Kuroda</i>	S. Y. Kuroda	Anthropology
<i>S. M. Kuroda</i>	S. M. Kuroda	Linguistics

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I favor an Asian Studies program I would favor an FTE in Asian-American studies under the following conditions.

1. The Asian Studies Program wishes to include such

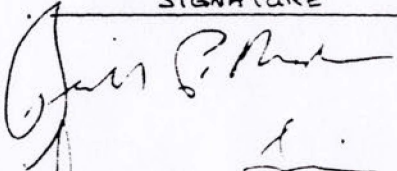

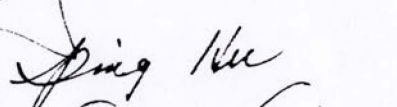
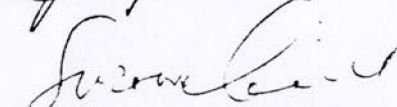
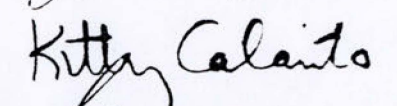
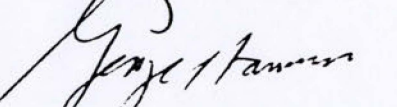
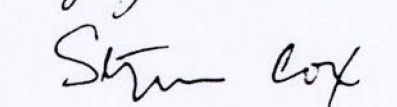
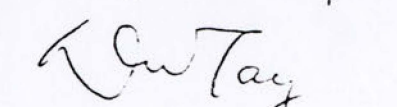
2. a current department (anthropology, political science, history) wishes to include such things for its own self-sustaining reasons.

If neither of those conditions obtain, I neither favor nor disapprove an Asian-American FTE any more than I favor or disapprove a Black-American, Asian-American, Jewish-American, etc. FTE.

I agree
M. J. Bailey
A. G. Bailey.

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SIGNATURE	NAME	DEPT.
	Richard MASON	SOCIOLOGY/CHINESE STUDIES
	James Lin	Math
	Ping C. HU	Chinese Studies
	Suzanne Cahill	HISTORY/CHINESE STUDIES
	KITTY CALAVITA	SOCIOLOGY
	GEORGE HANSON	SUBJECT A
	STEPHEN COX	LITERATURE
	W. TAY	Lit.

UCSD VICE CHANCELLOR-ACADEMIC AFFAIRS
OFFICE ROUTE SLIP/Q-001/X3130

DATE REFERRED 6-6-86 RESPONSE DUE DATE _____

ACTION: _____

INFORMATION COPIES TO: Chodorow
J. Lin

ACTION REQUIRED:

- | | | |
|---|--|-------------------------------------|
| <input type="checkbox"/> Prepare Reply for VCAA Signature. | <input type="checkbox"/> Coordinate Reply | <input type="checkbox"/> File |
| <input type="checkbox"/> Prepare Reply for Chancellor's Signature | <input type="checkbox"/> Copy VCAA on your Reply. | <input type="checkbox"/> Follow-up |
| <input type="checkbox"/> Direct Reply/ Appropriate Handling | <input type="checkbox"/> Approval Clear with _____ | <input type="checkbox"/> Phone |
| <input type="checkbox"/> Draft Reply | <input type="checkbox"/> Comments-written | <input type="checkbox"/> Post/Route |
| | <input type="checkbox"/> Discussion | <input type="checkbox"/> Signature |
| | | <input type="checkbox"/> Return to: |

REMARKS:

FROM R. J. [Signature]

DATE

REFERRED

6/4/86

RESPONSE

DUE DATE

ACTION:

INFORMATION

COPIES TO:

Ficks
Dailing

ACTION REQUIRED:

 Coordinate Reply File Prepare response for Chancellor's Signature Direct Reply/Appropriate handling Return to: Comment to _____ Please Route/Distribute to your staff

REMARKS:

THE REGENTS OF THE UNIVERSITY OF CALIFORNIA



YORI WADA
Regent

220 GOLDEN GATE AVENUE
SAN FRANCISCO, CALIFORNIA 94102
(415) 775-9622

JUN 4 1 21 PM '86

June 2, 1986

Chancellor Richard C. Atkinson
107 Administrative Complex
University of California, San Diego Campus
La Jolla, California 92093

Dear Dick,

I had a very enjoyable time on the San Diego campus last Thursday talking to students, staff, and community persons as part of the Asian American Studies program. I thank you and Professor James Lin for the warm hospitality accorded me during the visit.

It was the first time that I have ventured so far south to talk about "the coming of age" of the second-generation Japanese in California since most of my "lecture trips" have been confined to the Berkeley campus and to the campus of San Francisco State University. I only hope that my trip to the San Diego campus was interesting and informative for the listeners.

During the hospitality time that followed the talk, I was amazed to find out the growing Asian American population of the San Diego area, especially among those from Southeast Asian countries. I had thought that the dramatic upswing was in Orange county, the San Joaquin Valley, and the San Francisco Bay area.

I was especially heartened by the deep interest of the San Diego students in "their roots" in America. And I would like to reiterate my deep hopes that the San Diego campus institute an Asian American Studies program for its students. If such a program can be funded and started on the San Diego campus, I would be most gratified.

Once again, I express my thanks to you and to your staff for the wonderful hospitality during my visit. In my nine years on the Board of Regents, I have visited the San Diego campus only three times. Most of my trips have been to the Berkeley, San Francisco, Davis, and Santa Cruz campuses.

My best wishes to you.

Sincerely yours,

Yori Wada
Yori Wada,
Regent.

RECEIVED

JUN 05 1986

VICE CHANCELLOR
ACADEMIC AFFAIRS
UCSD

HGT

ADU/Comm/ACAAC
6/1/86

Asian Pacific Student Alliance

UCSD

Newsletter

SPRING 1986



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JUN 9 1986

VICE CHANCELLOR
ACADEMIC AFFAIRS
UCSD

The school year has been truly productive for the Asian Pacific Student Alliance. APSA has sponsored a variety of exciting and informative events. However, we should not stop here. Planning for the Fall Quarter, 1986 has just begun. The new Steering Committee has met to discuss activities and address issues concerning the organization such as communication with members, recruitment, publicity and community outreach. However, the Steering Committee cannot function on its own. We would like to remind members that APSA is truly run by you! It is your right to see to it that the Steering Committee serves your interests. Therefore, we must work collectively to ensure that the goals of the organization are achieved. We want your ideas, opinions, suggestions, and assistance. Please get involved. With your cooperation, the work will not only be easier but exciting as well.



A MESSAGE FROM THE CHAIRS

We've been asked to jot down a few parting words as outgoing officers of the Asian Pacific Student Alliance. Here are a few tips and points to remember:

1. Working with APSA is not easy, but it is rewarding.
 - a. Any group of people presents a challenge. In working with them, one encounters many issues. Everyone has a different idea of the "best" and the "right" way something is to be done. Nevertheless, in trying to work with these differences, succeeding and enjoying the camaraderie is very encouraging. But this takes practice, and disagreements are inevitable. Remember, you can't please everyone, including yourself!
 - b. Also, other occurrences come up. Low attendance during meetings, scheduling conflicts, and of course, "disabled vans" are some of the things that make up the APSA experience. Even though we try our best to solve these problems, they still persist.
 - c. Working with the community enables us to help others as well as ourselves. Many local and statewide community leaders have recognized APSA's charity work, educational and cultural programs, and social events. This has afforded us a network with educators, lawyers, doctors, social workers and other professionals in the community. Note that these interactions provide a source of information, support, potential employment and job referrals!
 - d. Networking with other UCSD organizations has been beneficial as well, not to mention those of other campuses. APSA's relations with the Associated Students, SAAC (Student Affirmative Action Committee), MEChA, Affirmative Action Retention Committee of Third College, Revelle Third World Alliance, and the statewide Asian Pacific Student Union has provided many benefits. There is mutual support, resource-sharing, and collective betterment. It's fun!
 - e. Interpersonal experience, problem solving, organizational maintenance, and community outreach are all parts of the "real" world. Working in different activities, with different people, organizations, and departments provides practical and marketable experience. Remember that graduate schools and employers are looking for this type of experience and skill in applicants.
2. Keep the Principles of Unity in mind. These guidelines have contributed to APSA's growth. Our further progress lies on a reaffirmed commitment to these principles.

3. Recognize and be grateful to APSA's new steering committee. Positive feedback is necessary. It does wonders for motivation, and it deserves it, too. Furthermore, recognize and be grateful for yourselves. You are the life of the organization! Your support, ideas, and opinions are its nourishments.
4. Have fun! Sometimes, we get so serious about what we are doing that we can't enjoy it. A good sense of humor and laughter are great social lubricants.

We hope you all had a great year and will do so in the years to come.

Ming Leung

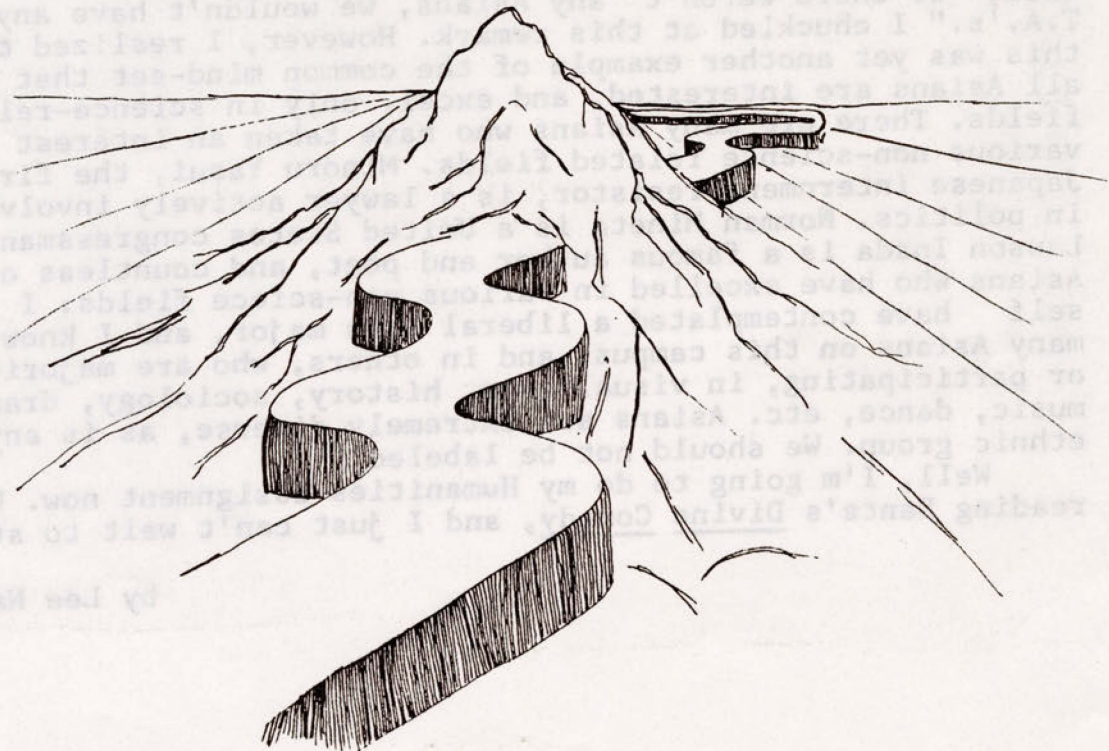
Ming Leung

Jessica B. Lagman

Jessica Lagman

PRINCIPLES OF UNITY
(adopted October 1981)

- 1) Unite Asian/Pacific students to work collectively to meet their cultural, educational, political and social needs.
- 2) Promote a positive image of Asian/Pacific people and encourage the development of an Asian/Pacific identity.
- 3) Fight for and defend the rights of Asian/Pacific people.
- 4) Unite with, learn from, and support the Black, Chicano/Latino, and American Indian movements, and other progressive struggles.



...Yet Some More Asian Stereotypes

Ah! Another relaxing afternoon in the Science and Engineering Library. I walked down the steps to the basement. This is the best, I thought, so peaceful and quiet. I nabbed a seat, sat down and then...I saw it! Carved on the desk I saw the profound statement, "Hey, I'm the only non-Asian in this library!" I must laud this person on his brilliant observation; however, I question the factors that prompted this particular sentiment. Is this individual declaring that all Asians are only interested in engineering or some other science? Or is this person saying that all Asians study all the time? Even if the writer had none of these motives, does it matter if he or she was the only non-Asian in the library at that time? Of course not!

The first impression I got was that, yes, this graffiti was an expression of that stereotype which says Asians study continuously in fields related to math or science. I've heard this stereotype countless times before. In fact, in my high school, students always commented that since I am Asian, I must be good in math. They also commented on how there were so many Asians in advanced math classes and how frequently they were seen studying.

This year, I was once asked by a friend whether I was taking the "1" sequence or the "2" sequence in calculus. My friend further remarked that since I am Asian, I must be taking the "2" sequence, or higher, which is recommended to science majors. In another incident, I was walking across the campus when I heard another ridiculous remark: "God, can you imagine all the Asian people on this campus?" I was appalled!. It doesn't matter how many Asians there are on this campus just as it does not matter how many whites, blacks, Chicanos, or native Americans there are. We are all humans! My friend then said, "If there weren't any Asians, we wouldn't have any math T.A.'s." I chuckled at this remark. However, I realized that this was yet another example of the common mind-set that assumes all Asians are interested, and excel, only in science-related fields. There are many Asians who have taken an interest in various non-science related fields. Minoru Yasui, the first Japanese internment resistor, is a lawyer actively involved in politics. Norman Mineta is a United States congressman; Lawson Inada is a famous author and poet, and countless other Asians who have excelled in various non-science fields. I myself have contemplated a liberal arts major, and I know many Asians on this campus, and in others, who are majoring, or participating, in visual arts, history, sociology, drama, music, dance, etc. Asians are extremely diverse, as is any other ethnic group. We should not be labeled!

Well, I'm going to do my Humanities assignment now. We're reading Dante's Divine Comedy, and I just can't wait to start!

by Lee Nagao

TIPS AND TIDBITS

Here are a few tips to all of you who are interested in helping APSA next school year:

1. Publicity - Type ads for the Guardian. This is important because it helps a lot in maintaining APSA's visibility on campus.
2. Art- Draw flyers and help decorate posters. Attractive artwork is needed because it conveys a very positive image for the organization.
3. SAAC Representative - Attend weekly SAAC meetings and vote to fund certain activities pertaining to APSA, BSU, BSSO, AISC, MEChA, SATCH, and various SAAC organizational issues. These activities include important events like the Asian Pacific Student Union conference and Asian Pacific Awareness Week.
4. Newletters - We need a few people to help us work on the newsletter, which keep APSA members aware of what's going on.

You might want to consider filling any or all of these positions. You'll gain valuable experience while helping APSA out a lot!

I would like to remind members that APSA is run by nobody else but members like YOU. Only you can take the initiative to see that things will happen. APSA's long-range goal for the 1986-87 year is to fulfill the educational, social and cultural needs of Asian Pacific students at UCSD. Uniting together and working collectively, we can make this goal a reality.

by Ron Manansala

MACROSS

The presentation of the Japanese animated film, "Macross", was held during the Asian Pacific Awareness Series. The film exhibition surprisingly drew approximately 100 people who flocked to HSS 1330. The audience was exposed to various aspects of Japanese animation: the making of Japanese animated films, the purpose of such films and the comparison of such films to American animation. The audience was also fascinated by the movie itself. It is about a war between humans and giant aliens. It has action, romance, and graphics violently presented that are quite different from American animated features. APSA plans to stage more animated films in the future, so keep tuned in.

by Arnie Hernandez

APSA EVENTS

This year, APSA's active spirit was evident, as the following impressive list of accomplishments shows:

<u>EVENT</u>	<u>DATE</u>
Orientation	Sept. 24, 1985
Follow-up Picnic	Sept. 28, 1985
Fall Revue Dance	Oct. 4, 1985
Autumn Moon Festival	Oct. 6, 1985
"Being Asian"	Oct. 23, 1985
Knott's Scary Farm	Oct. 26, 1985
Asian Career Day	Nov. 12, 1985
UPAC Open House	Nov. 20, 1985
Canned Food Drive w/ AACF	Nov. 11-23, 1985
Rockberry Jam Benefit Dance	Nov. 23, 1985
Lt. Governor Woo/ Delaware	Nov. 23, 1985
Dancemix '86	Jan. 10, 1986
Chinese New Year Cultural Faire	Feb. 8-9, 1986
Talent Show	Feb. 21, 1986
APSU Conference	March 8, 1986
APAAC Conference	
"Don't Stop the Rock" Dance	April 18, 1986
Open House- Third College Celebration	May 4, 1986
Asian Pacific Awareness Series (16 activities total):	May 6-17, 1986
- "Becoming American"	
- "Macross" Japanese Animation	
- Sushi Workshop and Potluck	
- Asian Women's Leadership Network	
- reception with Councilman Michael Woo	
- APSU Educational Rights Meeting	
- Lillian Quon speaks on Asian Women	
- Movie "Bad Day at Black Rock"	
- Virginia Fung on "San Diego Chinese"	
- Alan Nishio on Asians in Higher Education	
- Samoa Koria on Pacific Islanders	
- Merle Woo, Visiting Lecturer, UC Berkeley	
- Alumni Speakers on "How APSA Enhanced My College Life"	
- AACF on "Asian Americans and Christianity"	
- Origami/Bonsai Exhibition	
- Anniversary Program and Dance	

We commend all those who made these activities possible. For those of you who are not active in APSA, you are encouraged to look over the list above and find out which activities you would like to work on next year. Also, you can form your own ideas. Hopefully, this year's accomplishments will inspire you to play a more significant role in APSA next year and the years to come.

by Ron Manansala

ALAN NISHIO: ASIANS IN HIGHER EDUCATION

Alan Nishio, currently the Vice-president of the Student Special Services at Cal State Long Beach (a department which overlooks programs like EOP and Student Affirmative Action), came to UCSD as part of the Asian Pacific

Alan pointed to changing conditions in California as a backdrop for the topic. Within the next few decades, the majority of the population in this state will be composed of people of color. In other words, California will join Hawaii as a minority state with Asians constituting a significant portion of the population. This change in demographics, Alan argues, poses new challenges for educational systems to meet the needs of a changing population. If present trends continue, California will be in a volatile situation because the trends are moving away from meeting the needs of a majority of third world students.

There is a concerted effort by educational policy makers to redefine education, the type of education students should get, and the type of students that should be allowed into higher education. For Asians, this means a reduced number of enrollments and a restriction on the kind of Asian students that is allowed to be admitted.

For years, the number of Asian students has been relatively higher than other minority students. Several statistics are manipulated to reveal that in some cases, Asians are doing even better than whites, creating an illusion of the "model minority" -- a myth now being used against us. Educational policy makers are now consciously using terms such as "overrepresentation" and "more successful than" to arbitrarily set ceiling limits by imposing minimum SAT verbal scores, eliminating Asians from special admissions programs (such as Pilipinos from affirmative action in the UC system), and raising admissions requirements. At the same time, Asian American Studies on the campuses are at an all time low. Couple this with cutbacks in financial aid, we see coming from the echelons of those who make up the miniscule "model minority", Asian students from more affluent backgrounds and less students from inner cities, among the working class, and from immigrant families.

Alan asserts that the long term implications of these trends are tremendous because Asians are the fastest growing minority population across the nation. More than half of our population are immigrants. The educational system has a responsibility to meet these conditions. Students, Alan argues also have the responsibility to make sure that the universities are geared to meeting Asian student needs.

Asians have been in the U.S. for more than 130 years. Yet, it has only been since the late 1960's that Asian students were welcomed (allowed) in the universities. This has nothing to do with our culture as some would have us believe, but because students were at the forefront, universities and colleges opened their doors to Asians.

(continued)

ALAN: ASIAN IN HIGHER EDUCATION

Alan stresses that students have a profound impact on the happenings in the educational system. For example, the UC Regents kept Filipinos as part of Affirmative Action because Filipinos and other Asian students organized to oppose Filipino elimination from such a program. Recently, the Cal State Board Trustees wrestled with the issues on how to deal with third world students who organized themselves, and are continuing to do so, in protest of the admission requirement hikes. Alan noted that students need to maintain the tradition of active involvement in keeping the educational system accessible to all of us.

by Luke LaRoya

ASIAN AMERICAN STUDIES

Jesse Jackson once referred to this nation as a patchwork quilt--a rich mosaic of different colors all contributing to the beauty of the quilt as a whole. Education, a reflection of society and its ideals, should reflect the plural nature of this society and its coherence as a whole. Thus, the need for ethnic studies persists. On this campus, there is a growing interest, on the part of the students and faculty, in having an Asian American Studies program.

Asian American Studies should be instituted on this campus on a permanent basis. The contributions of Asian Americans to American literature, history, and culture are innumerable to mention. Yet, there is a pervasive ignorance as to what these contributions are other than ethnic cuisine (i.e. Dim Sum, Sushi, Kimchi, Teriyaki burgers, etc.) An Asian American Studies course would show how Asian Americans have enriched society as a whole. An Asian American Studies program is even more pertinent in light of the fact that the Pacific Rim Graduate Program is being instituted here at UCSD. Many U.S. corporations employ Asian Americans in their dealings with the Pacific Rim. The argument for an Asian American Studies program becomes even stronger when one considers that the number of Asian Americans in California is growing. Such a program would facilitate better ethnic relations.

For those who are interested in a program established on a permanent basis, there are several things you can do: 1) write to the Academic Senate stating you would like an Asian American Studies program here at UCSD; 2) sign the petition which the Asian Pacific Student Alliance is circulating; 3) talk to your professors in the Literature, Anthropology, Sociology, Communications, History and Contemporary Issues Departments for such a program; 4) leave a letter of support at the APSA office; 5) ask your parents, friends, and members of the community to write. Letters may be addressed to: David Crowne, Chairperson, Committee on Educational Policy, Academic Senate, B-006, UCSD, La Jolla, CA 92093.

by Shoon Lio

APSU IS COMING! APSU IS COMING!

Imagine yourself in the middle of Mandeville Auditorium. As you take a sweeping look around, you see waves and waves of Asian Pacific students filling every seat. You learn that they come from campuses all over the West Coast. There are even some representatives from the East Coast, all saying how much they are glad they have come! What is the reason for being in the same room? The statewide Asian Pacific student conference is being hosted by none other than your local Asian/Pacific Student Alliance at UCSD.

That's right. The APSU Conference comes to San Diego in February, 1987!! The Asian Pacific Student Union (APSU), the network of Asian and Pacific student organizations throughout California, continues to be a vehicle in which Asian/Pacific students can hook up on a statewide level on the basis of helping each other figure out solutions and strategies on how to meet the needs of our students on each of our campuses, as well as exchanging ideas and experiences in the broader motion of the Asian Pacific student movement. The network also helps to facilitate mechanisms where we can get to know each other, to make friendships and to build social relationships.

This year's conference held at San Francisco State was a huge success, drawing over 300 students from all over the state. We hope to make next year's conference even better. Obviously, we can't do it alone. If you have gone to an APSU Conference before, we need your input and participation. If you haven't, all the more reason to join this time.

Putting on the conference will take quite a bit of work, but the rewards will be great. If you want to get involved, please talk to Leidyne Lau or Luke LaRoya by leaving your name at the APSA office or calling 452-2048. You can also call Luke at 266-0902.

APSU is coming, but we need to start now in order to be ready for it.

by Luke LaRoya

APSU AND EDUCATIONAL RIGHTS

The Asian Pacific Student Union (APSU) conference held on March 8, 1986, sparked a new beginning of activism for Asian/Pacific students. The 300 students that were there exhibited great interest in the issues being addressed.

(continued)

Within the past few years students up and down California have witnessed and experienced tremendous financial and programmatic cutbacks in such areas as Educational Opportunity Programs, Financial Aid, Ethnic Studies, Student Affirmative Action, Federal loans and grants and the imposition of restrictive fees and tuition, all de-legitimizing our educational rights! At the same time, while there continues to be sizable budget cuts in the educational system as a whole, Reageanomics is increasing the military budget by billions of dollars, producing bombs not books.

Thus, out of the APSU conference, a Statewide Educational Rights Task Force was formed to address various issues concerning Asian/Pacific students. For instance, both the Northern and Southern Regionals already have been organizing students the California State Universtiy 1988 hikes in admission requirements. Required for admission would be four years of English, three years of math, one year of visual or performing arts, one year of science with lab, two years of foreign language, one year of U.S. history/government, and three years of electives versus four years of English and two years of math today. In addition, there has been legislation such as AB 1887 to decentralize Equity Programs like Educational Opportunity Program and Student Affirmative Action, both of which work to ensure representation of Asian/Pacific and other third world students. Together, these two moves could eliminate more than 94 percent of all Asian/Pacific students, many of them immigrant students who qualify to attend colleges in the CSU system. However, the APSU Statewide Educational Rights Task Force is aware that it not only affects Asian/Pacific students but all students. For example, a study conducted by the CSU Board of Trustees found that overall, 91 percent of all students that had been admitted as freshmen in Fall of 1985-- Black, Chicano/Latino, white and Asian/Pacific -- would be denied admittance under the new requirements. Furthermore, high schools with a large percentage of Black, Chicano/Latino and Asian/Pacific students, do not offer visual or performing arts classes!!

These few issues are only a small piece of the pie to the longer struggle to maintain our educational rights. Based on the attendance at the APSU conference, I don't think anyone should sit back and be passive! --- There is something you Can do! First, as students, educate yourself on the history of your nationality. Second, take the initiative to interact with other Asian/Pacific students and become aware of the daily problems they face (and share yours). Third, give input to the APSU Educational Rights Task Force has initiated a letter writing campaign to overturn the CSU '88 admissions hikes. In addition, a short note to Chancellor Ann Reynolds pointing out relevant concerns would make a difference. Fourth, provide input to facilitate better communication in our APSU network. Lastly, inform your friends, parents, relatives or communities that you're involved.

Overall, we don't have time to waste because everyday we remain inactive, is another day for those who control the educational institutions to pass policies that infringe on our rights to an education. Education is a right, not a privilege!!

THE ASIAN PACIFIC STUDENT UNION

WHAT IS APSU?

Many students in San Diego have asked "what is APSU about?" or "what does it stand for?" In order to provide some clarity and understanding to what APSU is about, this article is meant for you.

The Asian Pacific Student Union (APSU) is a body of over 35 Asian/Pacific student organizations on campuses throughout the West Coast. The union was formed to work toward meeting the cultural, social, political, educational needs of Asian/Pacific Islander students.

The foundations of APSU were established through the founding conference held in San Francisco on April 18, 1978. APSU has challenged Asian students to take stands on various issues and struggles. We've found strength in numbers when supporting issues like Chol Soo Lee, the fight for Japanese American redress and reparations, justice for Vincent Chin, and the effort to defeat the rightward trend in the 1984 local, state, and national elections.

In 1985, Asian students united again to define the status of Asian/Pacific people in the 1980's. We found that even though APSU has grown consistently through the years, our community and peoples are still struggling against racism and national oppression (oppression by nationality). We also learned that APSU is a tool we can use to fight the inequities our people face. With the unity we build in APSU, we know we can make a change to better our condition.

To provide APSU with a focus and direction, a statement of purpose and six main principles of unity were brought forth based on the experiences and concerns of Asian/Pacific students.

Statement of Purpose:

The Asian Pacific Student Union is a network created by Asian Pacific student organizations on the West Coast to build and maintain communication among campuses. By sharing our ideas, resources, and experiences we can give support for and learn from each other's activities and struggles.

Principles of Unity:

1. To build pride, unity, and friendship among Asian Pacific students and to promote an awareness of ourselves as Asian Pacific people.

2. To address the educational needs and rights of Asian Pacific students.
3. To support and actively participate in our communities to better the situation Asian Pacific people face in society.
4. To strive for the equality of Asian Pacific people.
5. To actively support the struggles of Asian Pacific women and to encourage the greater participation and leadership of women in Asian Pacific organizations.
6. To unite with, learn from, and support Third World and other progressive struggles.

HISTORY

We trace APSU's roots back to the turbulent 60's and early 70's. It is not easy for young people like ourselves to remember or understand that period. It was a time when Asian Pacific students joined other Third World students nationwide demanding access to higher education, rather than access to the front lines of the Viet Nam War. Students brought the growing awareness of our people's ongoing struggle for equality and justice from communities to the campuses to form Asian student organizations. Much of what APSU stands for today is a legacy from that early period.

APSU itself was founded in 1978, out of a period when the issue of the day was the Bakke Decision--which threatened affirmative action, special admissions and many of the gains students had won in the 60's. Thousands of students, joining with Third World communities, were organizing between campuses across the state and across the country against the Bakke decision. Out of the excitement and ties that developed between Asian student groups came the birth of APSU.

CONCLUSION

The formation of APSU marked a significant step forward for the Asian/Pacific student movement. It reflected the growing trend among many Asians to actively learn about our true histories and culture and to oppose the systematic oppression of Asian/Pacific peoples. APSU provides a structure to bring together energies and experiences of all forms of Asian/Pacific student organizations thus, strengthening the Asian/Pacific student movement as a whole and enabling us to deal with the concrete issues affecting Asian/Pacific peoples.

by Samoa Koria

May's Last Days

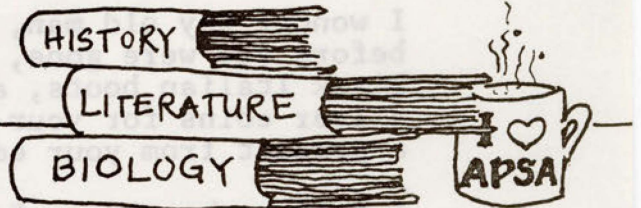
The early morn disguised in fog
I feel the crisp cool air
It's off to school again, oh yawn!
Okay, what do I wear?

Use the bathroom, wash my face,
Eat my breakfast, got to race
To get to class on time.

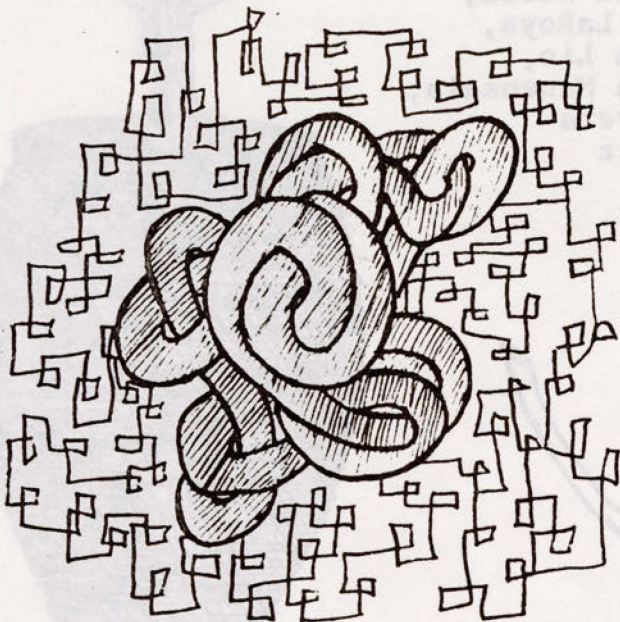
UCSD - yeah, that's the place
Wrong midterm answers I can't erase
Like this poem that has to rhyme.

The sun shines warmly on my skin
It looks like summer's here
I can't help but fall asleep in class
Hey, it's been a long/short year.

But finals are coming- Aw, give me a break!
It's time to have some fun!
Tsk! Look. The fog is rolling in...
Better get this homework done.



by Cynthia Magbuhat
5/20/86



CYCLES

To all beginnings,
there is an end;
To all ends,
there is a time;
To all time
there is a life;
To all life,
there is a death;
To all death,
there is a moment;
To all moments,
there is an end;
To all ends,
there is a beginning.

by M. Rivera
8-3-84

POLYNESIAN OLD MAN
Talosaga Tolovae

I wonder why old man,
when I went away in an expensive suit
and steel-heeled pair of Italian boots,
your blood-shot eyes looked away hopeful.

I wonder why old man,
when I came back to you
with a five, six-year whiteman's degree,
you still wore those anxious, hopeful, blood-shot eyes.

I wonder why old man,
before you were gone, refused
black Italian boots, a new black suit,
silver coins for your blood-shot eyes,
a present from your educated son.

I wonder why old man?
I guess you feared meeting a pale shade
of your brown polynesian son
with a white man's stride.

by Samoa Koria

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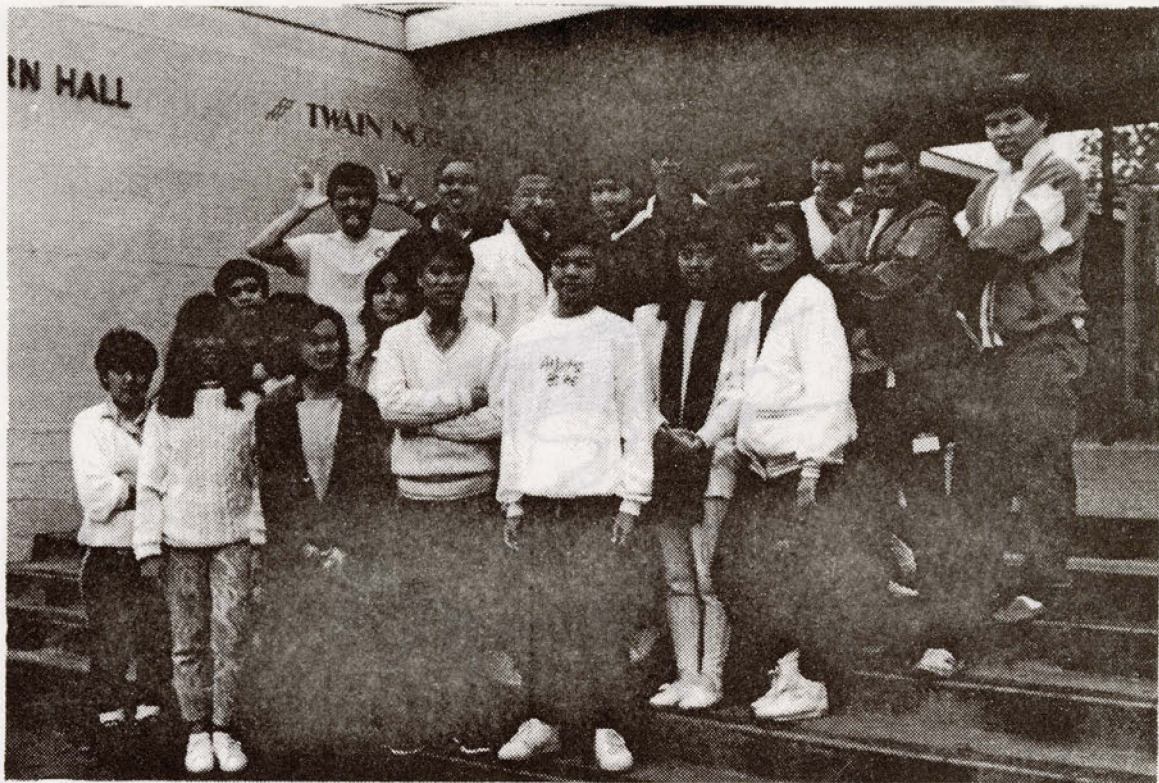
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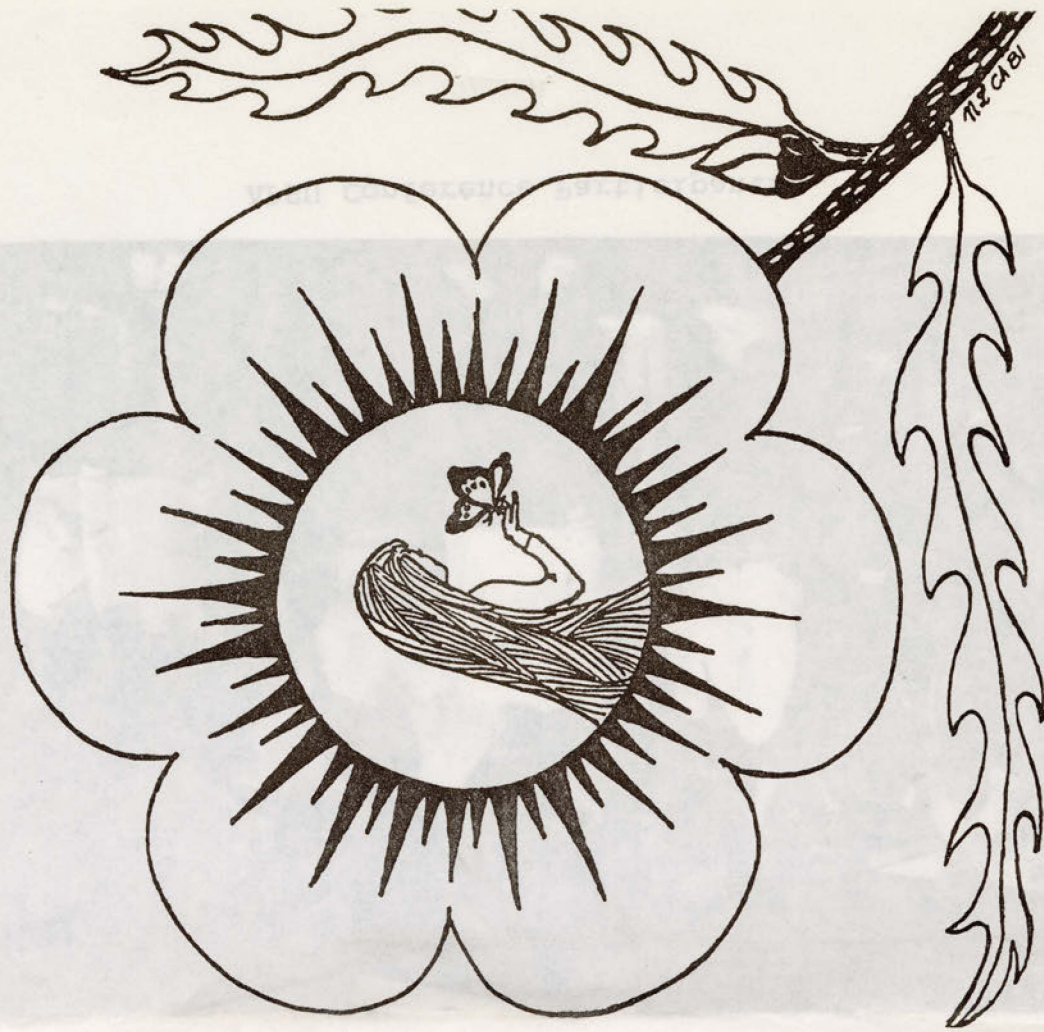


The Asian Pacific Student Alliance extends its heartfelt gratitude and sincere congratulations:

- to its outgoing officers for a job well done
- to all graduating seniors and graduate students who have contributed to APSA's growth
- to the recent awardees at the 15th Anniversary Awards presentation for their undying support
- to Prof. James Lin, APSA's faculty advisor, for being awarded by the Union of Pan Asian Communities for his efforts in bringing Asian American Studies to UCSD and for spearheading a move to establish a permanent Asian American Studies program here
- to all who have, in one way or another, contributed to APSA's success
- and to all of you who have, in one way or another, contributed to APSA's success. YOU ARE ALL UNSUNG HEROES AND HEROINES. A MILLION THANKS!



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