

Draft 3/28/19

**Resolution of the San Diego State University Senate:
Fostering a Welcoming and Safe Campus Climate for African American Students**

1. Whereas: The University is experiencing serious racist incidents that are creating a hostile environment for African American/Black and other students, faculty and staff of Color and their allies on our campus;
2. Whereas: On March 1, 2019, a carload of young men yelled the “n-word” near the Black Resource Center;¹
3. Whereas: In response to the hostile campus environment created by such incidents and ongoing microaggressions, three well-attended two-hour community care forums were held for students, faculty, and staff on March 5, 7, and 8;
4. Whereas: Participants in the aforementioned forums disclosed a substantial number of unreported anti-Black racist incidents at SDSU that have created an isolating and marginalizing climate for African American/Black students, faculty and staff;²
5. Whereas: A recent national scorecard report released by the USC Race and Equity Center on Black students in public colleges and universities scored SDSU with a grade of “D” on the ratio of Black students to Black faculty;³
6. Whereas: SDSU has only 22 tenured/tenure-track non-FERP instructional faculty who identify as African-American, 2.4% of the total tenured / tenure-track instructional

¹ The audio from that incident was recorded by an African American community member and went viral on Instagram; see: https://www.instagram.com/p/BufKTVnNaYV/?utm_source=ig_share_sheet&igshid=10akmc8n5gqq5.

² Similar unreported events were shared during forums that were held in response to the March 15, 2016 excessive use of force by SDSU police against Marquis Cambell on the SDSU campus; see: <https://www.sandiegouniontribune.com/sd-me-campus-arrest-20160916-story.html>

³ Black Students on Public Colleges and Universities; see: <https://race.usc.edu/wp-content/uploads/2018/09/Black-Students-at-Public-Colleges-and-Universities-A-50-State-Report-Card-Harper-and-Simmons-1-9-26.pdf>

faculty, only 2 “full” Professors who identify as African-American, .5% of the campus total, and ranks in the bottom third of all doctoral granting institutions in the United States for percentage of African-American tenure-track faculty, according to IPEDS;

7. Whereas despite recent efforts including the successful Building on Inclusive Excellence tenure-track hiring program, SDSU lags substantially behind other CSU campuses in the recruitment of new Black faculty: at SDSU, 3% of tenure-track hires in the last five years have been African-Americans, compared to 7% of new tenure-track hires CSU systemwide;
8. Whereas: A follow-up meeting to the “n-word” incident was held on March 12 at 6pm with African American/Black student leaders, who offered a number of recommendations for improving climate at SDSU for African Americans;

Therefore, BE IT RESOLVED that the San Diego State University Senate recommends that President de La Torre and appropriate committees (e.g. Academic Resources and Planning, Academic Policy and Planning, Faculty Affairs, Diversity Equity & Inclusion, GE Task Force) consider the following actions in accordance with the annual review of enrollment management practices, GE reorganization, student support, and faculty hiring and retention efforts:

1. Conduct cluster hires of faculty members with a demonstrated record of research, teaching, and/or service focused on Black/African-American issues and populations, given that research shows cluster hiring to be one of the most impactful ways to build faculty diversity⁴. These faculty should be hired in disciplines that have limited representation from African-American faculty and demonstrate cultural competency and prior commitment to Black students and communities.
2. Provide training opportunities and release time for faculty to infuse culturally relevant pedagogy for African Americans into the curriculum.
3. Provide education and training for faculty, staff and students to learn about the politics of racial resentment, dominant group power, privilege, and fragility and their deleterious effects on campus climate and student well-being.

⁴ <https://www.insidehighered.com/news/2015/05/01/new-report-says-cluster-hiring-can-lead-increased-faculty-diversity>

4. Require departments to specify within their forthcoming diversity plans how they will better serve African American students. The University shall provide support to assist departments in this regard.
5. Develop and implement practices for assessing the readiness of prospective students, faculty, and staff to engage in a culturally diverse environment to help inform campus programming.
6. Revise the current orientation programs (e.g., faculty, new student, transfer, staff) to include a focus on the following: a) building community with African American students, faculty, and staff; b) creating expectations among incoming students about cultural competency; c) providing some initial training on cultural competency; d) connecting African American students with Black organizations; and e) bringing African American students to the Black Resource Center.
7. Increase funding for the Black Resource Center to support student-operated programming.

Authored by: ASCSU Senator Nola Butler Byrd and Senator Mark Wheeler

Consultation with: African American student leaders, faculty and staff; Chief Diversity Officer J. Luke Wood; and AVP for Faculty Advancement Joanna Brooks

Recommended for approval by: Senate Diversity, Equity and Outreach Committee

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