

Tuesday March 8, 2016

To the University of Arizona,

We the students of the Adalberto & Ana Guerrero Center, African American Student Affairs, Asian Pacific Student Affairs, the LGBTQ Resource Center, Native American Student Affairs, the Women's Resource Center, as well as numerous students and organizations who stand in solidarity with us, feel that the University of Arizona has failed to appropriately acknowledge and address the lived experiences of marginalized groups on our campus. We find it insulting that the University of Arizona has not acknowledged marginalized student experiences or provided meaningful resources to address our concerns. It took a nationally televised event at the University of Missouri and a demonstration by our Black Student Union to instigate any sort of response to serious issues including but not limited to: a lack of campus wide cultural competency, explicit and implicit racism, homophobia, transphobia, islamophobia, ableism, sexism, and rape culture that run rampant throughout our campus. Although our Faculty Senate recently toured the aforementioned Centers, we are disappointed in the lack of concrete steps towards institutional changes that value the needs and requests of marginalized student demographics. How long will it take to make meaningful progress within our institution? How many students will have to go through the same struggles as we have? How many *New York Times* articles have to come out condemning our university before steps are taken?

Furthermore, we feel that the Administration does not see our needs and concerns as legitimate. During her own tour, President Ann Weaver Hart only afforded each group thirty minutes to speak to her about the tremendous amount of discrimination our students face and the consequences these interactions have on our college experience. Each group felt their experiences were dismissed, that we were pitted against other students, and that asking for a safer campus and more resources was "too much". This tone and attitude reflects the approach we see being taken by those who feign their dedication to us. The actions of the University of Arizona have shown us that we have been addressed simply to quiet the anger at injustices we experience here. If this is indicative of how the university will continue its "efforts", then we will **"NEVER SETTLE"** for the lie that this university strives to extend itself "beyond traditional boundaries" or "sustain 100% engagement".

The following pages detail our collective Demands, as well as Demands specific to each of our Centers and demographics. It is important to note that these are Demands, not simply requests or suggestions. These represent thoughtful, meaningful reforms that are necessary in order to affirm the expectation of safety and real life equity. Should these demands not be met or properly negotiated to our standards, we will mobilize our students. Additionally, we will inform prospective students, faculty, staff, as well as previous faculty and staff, alumni, and anyone else who will listen of the problematic climate that is perpetuated on this campus. We hope that the University of Arizona initiates an institutional sense of urgency in terms of the effort the university puts forth to remedy the issues highlighted by these Demands.

In Solidarity,

The students of the Adalberto & Ana Guerrero Center, African American Student Affairs, Asian Pacific Student Affairs, the LGBTQ Resource Center, Native American Student Affairs, the Women's Resource Center & our allies.

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General List of Demands:

We demand that the University of Arizona compose a strategic 10-year plan that will increase retention and graduation rates for marginalized students, sustain diversity curriculum and training, and promote a more safe and inclusive campus environment. This 10-year plan should include the following actions that target student engagement, finances, health and wellness, faculty and administrators, renovations, and space allocation:

Student Engagement:

- A revision of the University's Never Settle Plan to include Diversity by the beginning of the 2016-2017 academic year
- An implementation of Cultural Competency Curriculum across campus
 - All Residence Life including but not limited to: Residence Hall Association, Residence Assistants, Community Directors, Desk Managers, Desk Assistants and residents shall be required to take semi-annual Cultural Competency Training
 - A revision of Residence Life conflict resolution training to be comprehensive and in-person. This training should also include strategies for mental, and emotional support
 - All Greek Life initiates and members must receive semi-annual in-person Cultural Competency Class and Training
 - Requirement for all *Daily Wildcat* employees to receive Cultural Competency and Safe Zone training
 - Aggregated Data pertaining to student Race and Ethnicity demographics to be released annually. It shall be accessible to current and prospective students, faculty and staff
 - Accessible in this case shall mean that the data is widely released to students and presented in an easily comprehensible manner
- The Associated Students of The University of Arizona shall increase the budget allocated to the area of Diversity of Inclusion from \$7,000 for the academic year to \$10,000

Finances:

- A revision of the University of Arizona Financial Plan to include a general student Emergency Fund that does not get charged to the student's Bursar's account
- The establishment of an annual emergency fund of \$35,000 per each Cultural and Resource Center
- Provision for underrepresented student groups to receive more hands on financial support
 - An increase in access to merit-based scholarships for individuals specific to marginalized identities and groups
 - A full time Financial Aid Counselor accessible within each Cultural and Resource Center to provide support and financial literacy to all students
 - A minimum starting fund of at least \$500,000 to the Office of the Vice Provost of Diversity and Inclusion and Chief Diversity Officer allocated specifically towards Diversity Initiatives

- Increased funding for the Cultural and Resource Centers to be used for programing
 - Increase in funding for non-Work Study positions within Cultural and Resource Centers
 - Paid tutors (with language accessibility if needed) made available to students within each Cultural and Resource Center
 - Access to free computers, updated software and printers in each Cultural and Resource Center

Health and Wellness:

- Increase in financial support for students with food insecurity
- Increase in accessible and affordable healthy food options on campus
- Counselors of color for Campus Mental and Physical Health Services within the Cultural and Resource Centers
- Increase in campus wide strategic initiatives addressing mental health
- Prompt notification to students when crimes that can affect the safety of students are committed (Ex: sexual assault, assault, stalking, threatening, ect.)
- Accessible campus recovery groups as well as full-time counselors for sexual assault survivors
 - Establishment of Victim Advocates (Oasis/LGBTQ)
- All restrooms should include small trashcans in all stalls, free tampons, and free menstrual pads
- In addition to free condoms, Dental Dams, external and internal condoms, and Pre-exposure prophylaxis (PrEP) must be accessible through Campus Health
- Free STI testing at Campus Health and inclusion of these resources within campaigns on Safe Sex
- Students who have been involved in any sex crime or harassment should have a consequence in the Student Code of Conduct that is comparable to that of Drug and Alcohol possession and abuse

Admin/Faculty:

- Required cultural competency course for students, administrators, staff, and faculty
 - Staff members shall be assigned to train administrators, faculty, and staff
- Increase in staff of color across all University Employees to 15% by 2020
- Revision of cluster hires processes for new administration and staff
- Students will be alerted when a faculty member or University employee is involved in an assault
- Implementation of Trigger Warnings within course materials and content
 - Trigger Warnings should also be specifically addressed before potentially problematic material, with an alternate assignment offered
- Correct pronouns to be respected within classroom settings
- Creation and development of an Asian Pacific American Studies department by 2020
- Creation of health care services specifically for transgender staff and faculty
- Revision of faculty procedures for accountability, as well as creating and maintaining safe space within the classroom.

Renovation/Space Allocation:

- Creation of a Childcare Facility for students on campus
- Increase the amount and placement range of Lactation Rooms

- Implementation of Gender Inclusive Restrooms within Residence Halls and campus wide buildings by 2020
- Creation of Religious spaces for Traditional Events and Ceremonies specific to student demographics
- Spaces dedicated to and for Native Students to practice Spirituality

This list of demands as well as the Student Groups that are represented in this list are not exhaustive- this demand list is meant to be a starting point for systematic changes to our University. The leadership of The Marginalized Students of the University of Arizona (MSUA) recognizes that many groups have not been included in the formation of this document. We are open to having discussions and creating space for other marginalized and underrepresented communities on campus.

The Adalberto & Ana Guerrero Student Center

We, the students of the Adalberto & Ana Guerrero Center, formerly known as the Chicano/Hispano Student Center, have constructed a list of demands unique to our center, but not entirely separate from the collective list of demands of all the cultural and resource centers. All of the demands seek to better the student experience of Latina/o, Chicana/o, and Hispanic students at the University of Arizona. We hold the university and its administration accountable for ensuring the progress of making these demands tangible. The university boasts about its diversity, yet ignores the very real problems the students face in their day-to-day life on campus. The demands, and the demands the cultural centers have constructed in solidarity with each other, will make sure that any student, regardless of their identity, can have fair and equal access to resources and services that will help them succeed at this institution. Furthermore, it will create a non-hostile campus environment where students can feel safe and supported.

Demands to implement:

- University leadership staff must establish regular check-ins with the Cultural and Resource Centers
 - Semesterly meetings to discuss the progress of our demands and to address any concerns regarding the overall campus climate
- Implement a mandated Cultural Competency Initiative for all students, faculty and staff
- Additional funding support for the Guerrero Student Center
 - Funds will be allocated to hire more staff and for operations
- Make the University of Arizona an official Hispanic Serving Institution (HSI)--as previous University presidents had committed to--by Spring 2017
 - In order for a university to be considered an Hispanic Serving Institution, it must have a student body comprised of 25% Hispanic students. The UofA currently has 24% Hispanic student enrollment.
 - Increase Hispanic enrollment by at least 1% by Fall 2016 and take the necessary steps to become a recognized Hispanic Serving Institution
 - Implement more outreach initiatives for students and parents at predominantly Hispanic high school districts, given the vibrant Latina/o community of Tucson and South Tucson and the significant Latina/o student population in these districts to increase Latina/o Hispanic enrollment
- Provide financial aid to Deferred Action for Childhood Arrivals (DACA) students
 - Currently, the University of Arizona does not offer any financial aid resources for grants or scholarships for undocumented students
- The university must hire more faculty of color
 - This demand includes having tenured, or tenure-track faculty and also ensures retention of faculty of color
- Diversity in CAPS
 - Hire counselors of color that are culturally competent to address the emotional and mental health needs of our students of color
- The university must divest any and all partnerships with U.S Customs and Border Patrol

- This includes, but is not limited to, ceasing Border Patrol recruitment at university-sponsored career fairs, as well as eliminating the presence of Border Patrol agents at Spring Break safety fairs on the UA Mall
- Given the high militarization of the US/Mexico border in Arizona and the violence it promotes against undocumented/migrant communities, the presence of Border Patrol on campus promotes a hostile environment towards Latina/o communities
- As per the information regarding research and projects on borders.arizona.edu, BORDERS, comprised mostly of older, white males, must be eliminated. Software that UA BORDERS researchers develop such as ASK and AVATAR are created on the basis that immigrants are deceptive which adds to the criminalization of immigrants at the US/Mexico Border.

African American Student Affairs

Black Lives Matter is not just as a sentiment that is expressed as a form of solidarity when Black persons are killed without due process: it is also demonstrated and affirmed while Black persons are alive and

present in our communities. Through lack of action, the University of Arizona has not demonstrated that Black Lives Matter on this campus. The following demands will highlight key areas within the University's current structure that have direct and lasting effects on the experiences of Black students. The University of Arizona needs to better support its Black students. We have set forth these demands as a gesture to the University of Arizona with the hope that we can improve the lived experiences of Black students through structural and systematic changes. With changes to the current operations and allocations of resources Black students will:

1. Be and feel safe
2. Be and feel heard
3. Be and feel valued

We reiterate, *our overarching goal is to increase the quality of the lived experience of Black students at the University of Arizona.* Too many Black students are alienated by our University as a result of a lack support, an issue that can be addressed by critically examining the hurdles to achievement that are specific to our demographic. Some of our most glaring concerns as well as pragmatic remedies to address them are listed below.

Following acceptance to the University

Black students are often admitted with little to no financial or community support systems although financial stability and community are key to student engagement and retention. We demand the following changes to remedy the issue of retention:

1. A Financial Aid counselor assigned to assist high-risk Black students who have little to no financial assistance
2. Separate funding for the Building Leaders and Creating Knowledge (B.L.A.C.K.) Students for:
 - a. Financial assistance
 - b. Scholarships
 - c. A predetermined number of work-study and non-work study student worker positions set aside for students living in the BLACK LLC
 - d. Deferred housing fees for ALL Black students who live and participate within the B.L.A.C.K. LLC community

University- Black Student Interaction

The University has put forth plans to increase diversity and inclusivity without input from or collaboration with underrepresented student populations and the centers that serve us. This top down approach has been used for decades, but has not resulted in great progress in Black student retention. We demand the following steps to be taken to remedy this issue:

1. A revision of the "Never Settle" Plan to include a separate pillar directed toward Diversity and Inclusion
 - a. All revisions of new diversity initiative are to be presented to Cultural Centers directors and student leaders for feedback before being incorporated in the "Never Settle" Plan

2. A revision and transparent posting of the consequences and processes for students, faculty, staff who are found to be involved with microaggressions, aggressions, and hate speech in the classroom, on campus, and online (via. social media, university affiliated websites, cellular devices, and emails)
3. The creation of a an anonymous or open reporting of negative experiences, discrimination, harassment, and hate speech for Black students
4. 40% increase in representation of Black students, faculty, administrators and staff in the marketing materials used by the university by Spring 2016
 - a. This change should include, but is not limited to: expansion of the available images, within UA marketing of black students, faculty, administrators and staff to be used for campus wide and recruiting marketing

Faculty/Staff- Black Student Interaction

A key part of the University of Arizona experience is interaction with Faculty and Staff. Positive interaction with faculty and staff, as well as increased representation of qualified people of color in all departments is imperative for Black student retention and quality of experience. In order to improve Faculty & Staff interactions with Black students, we demand the following actions:

1. A required cultural and identity based competency course for all first year students (i.e. freshmen and Transfer students) to be completed before the end of their first year. The mandatory course will be in addition to the current required Diversity Emphasis course
 - a. Course curriculum is is to be developed and overseen, not soley assigned to, with the Dean of Students (i.e. Associate Dean of Students, Inclusion and Multicultural Engagement)
2. An additional required cultural and identity competency training for all Faculty and Staff separate from the current required or optional training
 - a. Office of Instruction and Assessment to hire or thoroughly train a member of their staff to provide mandatory trainings to faculty and staff around diversity and inclusion
 - b. Provost Office is to contribute funds to assist with this process
 - i. Training program/curriculum to be reviewed and approved by Cultural Center Directors and student leaders
3. A release of the current administrative strategies to increase retention rates of African, African American, and/ or Black Undergraduate and Graduate Students before the completion of the Spring 2016 semester
4. A revision of cluster hire strategies for diversity across all academic departments to increase faculty of color
5. An across the board increase in Black, African-American, and or African faculty, administrators and staff of color to 15% by 2020
6. A strategic initiative to increase faculty of color in underrepresented areas (i.e. Sciences, Technology, Engineering, and Mathematics)

Community:

The Black student body at the University of Arizona is serviced by our community center, African American Student Affairs. To continue to support the wellbeing of our community and the preservation of our designated spaces, we demand the following:

1. African American Student Affairs return as the only occupants of the Martin Luther King Jr. Building starting no later than Fall 2017
2. An update and renovation of the Martin Luther King Jr. Building by December 2016
3. An increase to five staff members, total, dedicated specifically to African American Student Affairs
4. All Cultural Centers and Identity based Student Affairs are to receive all additional resources without a decrease in current resources allocated to Dean of Students, Student Affairs Programming Funds, and Cultural and Identity based Departments funds

Associated Students of The University of Arizona (ASUA)

1. ASUA must support all cultural centers and their student organizations. Support from ASUA includes but is not limited to active involvement in outreach, financial support, and access

Health and Wellness

Many students within our demographic struggle with mental health issues directly related to experiences at the University, but are not provided adequate resources to cope during crisis. Additionally, students who find and use the Counseling and Psych Services (CAPS) have felt othered, misunderstood, and underrepresented in the existing setting. Currently, much of the burden of addressing mental health in our community falls on the limited staff within our cultural center. To address the need for increased mental health services within our community, we demand the following:

1. A 10% increase in An increase in the visibility and accessibility of m for Black students. Increased accessibility in this case includes but is not limited to
2. Hiring more Black counselors servicing around mental health
 - a. Mental health counselors scheduled within the MLK Building, every week, to meet with Black students suffering with mental health related issues
 - b. A comprehensive training course that includes but is not limited to discussions of implicit bias, stereotype threat, and microaggressions.

Finally, with the goal of increased quality of life for Black students, we demand a 15% increase in the retention rates of Black students every year starting in the Fall of 2016. We expect no less than a 50% increase in the retention rates of Black students at the University of Arizona by 2020.

Asian Pacific Student Affairs

1. We need to Increase the number of Asian American Pacific Islander Faculty at the UA.*
 2. We need to Increase faculty time with students and availability
 3. We need cultural competence training for faculty, staff and students, that is not just the responsibility of the cultural center directors (Cultural competency training for faculty and staff- neutrality in teaching and be conscious of religious beliefs)
 4. We need an Asian American Studies program that leads to a degree
 5. We need more staff to support Asian American Pacific Islander students in departments like our cultural center (APASA), Greek Life, and Residence Life
 6. We need a residence hall wing for Asian American Pacific Islander students *
 7. We need more staff and more space for all cultural centers*
 8. We need more financial resources for counseling* and culturally diverse staff in the UA counseling center (CAPS) *
- Counseling in the spaces
9. We need to get rid of the Model minority myth thinking about Asian American Pacific Islander students and understand we are all different and have different needs.
 10. We need to aggregate the data for Asian American Pacific Islander students at the university. We're not all the same.

LGBTQ Resource Center

This list of demands is in addition to, and in solidarity with, the demands of all cultural centers on campus. Many of our demands are similar, while others are geared toward specific needs of each community. Each of the demands listed in this section represent thoughtful, meaningful reforms that will not only improve the health and safety of LGBTQIA+ students at the University of Arizona, but will save lives. We acknowledge that some of these may be more difficult to implement than others, but it is imperative that we enter a real and productive dialogue with administration and continuously work together to see these aspects of our campus improve. It is not enough to maintain the status quo and/or pretend that our university is doing an adequate job of serving, protecting, or accommodating its disadvantaged students. It is our responsibility, not only as student leaders, but as an institute of Higher Education, to ensure that all of our students are benefiting from the University's resources and to ensure that *every* student who calls themselves a Wildcat is able to reach their greatest potential.

LGBTQ Resource Center

1. Hire more staff members to properly serve the increasingly frequent use of the LGBTQ Resource Center and align ourselves with the hiring practices of our peer institutions
2. Provide an adequately sized Center to accommodate student need that includes:
 - a. A meeting room and an office area
 - b. A gender-inclusive restroom and a kitchen so that LGBTQIA+ students who utilize the center can have a safer, more inclusive space
 - c. The space should be easily and completely wheelchair accessible
 - d. Create more paid positions for students in the LGBTQ Resource Center
 - i. These positions must not be exclusively work study positions so as not to exclude certain students or put additional financial strain on Resource Center

Training and Staffing

1. Additional Safe Zone¹ facilitators will be hired by the university
 - a. including paid student positions for Safe Zone facilitation
2. Make Safe Zone and cultural competency training mandatory for faculty and staff in order to promote safe and inclusive teaching methods
3. Create paid positions for Safe Zone facilitators and cultural competency facilitators
4. Create a cultural competency course for faculty and staff, which will be developed through the Dean of Students office
 - a. Upon development, competency course creators will reach out to Cultural Centers for input
 - b. After competency course, Departments will meet every three months to discuss ways in which they can continue to strengthen and build on the new knowledge, and update each other on effective implementation
 - c. Reports will be produced on Department meetings and posted on department pages

¹ Safe Zone is in the process of being renamed. Any reference to the Safe Zone Program listed here will be used to reference and include whatever Safe Zone becomes in the future.

- d. Faculty and staff will also include the University of Arizona Police Department and Administrative positions
- 5. Intentionally hire more LGBTQIA+ staff, professors, administrators, and Resident Assistants

Classrooms & Curriculum

1. Create a policy requiring professors to ask people what pronouns they use at the beginning of the course
 - a. Best practice will be having students fill out an online survey or note card with their name and pronouns to provide an accessible reference point for professors
 - b. Require professors to *use* preferred pronouns and names
 - i. This includes within emails, where the student's email address may not match their preferred name
2. Include *only* preferred names on class and grade rosters in accordance with the Preferred Name Policy
 - a. Revise implemented practices of this policy so that those who have changed their names are not listed by both preferred name and birth name on the roster
3. Professors will actively review resources and nondiscrimination and anti-harassment sections of syllabi at beginning of course in order to properly ensure they are “Engaging in appropriate measures to prevent violations of (the Nondiscrimination and anti-harassment) policy”
 - a. Professors at this time should inform students of proper reporting methods for violations in accordance with the policy
 - b. For online courses, quizzes reviewing this section will serve to inform students of resources and non-discrimination policies
 - c. Verbal statement (or D2L posting if online) will be issued by professors that will touch on:
 - i. A non-tolerance for disrespect and discriminatory behaviors and language in order to comply with University policy
 - ii. Acknowledgement of presence of potential identities within the classroom
4. Diversify curriculums to include LGBTQIA+ topics and history, including contributions of LGBTQIA+ people to diverse fields (such as Area/Ethnic Studies, STEM fields, Healthcare fields, etc.)
5. Extend the diversity emphasis requirement
 - a. Include an introductory course to cultural competency and identities
 - b. Tier II diversity courses must be offered as a part of this requirement to build on the basic skills taught in the introductory course
 - c. The total number of credits required to fulfill for diversity emphasis must be raised
 - d. All diversity courses, including existing courses, must have a reviewed curriculum that offers applicable tools to engaging with people of diverse backgrounds
 - i. This includes: African-American identities, Native American Identities, LGBTQIA+ identities, Chicax identities, Asian Pacific American Identities, and Disabled Identities
 - ii. Applicable tools refers to knowledge that allows students to positively and effectively engage with a wide variety of diverse people

Orientations & Outreach

1. Record and publish accurate diversity statistics, including student minority population and retention rates, on the university website, as well as during orientation
2. Include the cultural and resource centers at all UA outreach events
3. Include the cultural and resource centers in the list of resources at orientation
4. Provide a list of the cultural and resource centers and their hours in each orientation bag and during campus tours
5. Include mention of the cultural and resource centers during the “UA Clicks” program

Restrooms

1. Create more gender-inclusive restrooms
 - a. Every building on campus should have a minimum of one
 - b. All bathrooms to include a supply of tampons as well as in-install trash cans
2. Post the Current Statement of Restroom Access (from the Office of Institutional Equity) in all remaining restrooms to promote campus awareness
3. Create a map of all the gender-inclusive restrooms on campus
 - a. The map will be made a visible option on the main online UA map
 - b. The map will be included on the mobile application
 - c. Gender-inclusive restrooms will be marked on all on-campus directories
 - i. including printed directory brochures
 - d. Map will be posted in or near gender-segregated restrooms
 - e. Upon implementation of gender-inclusive restrooms in all buildings, the map(s) will be updated to inform of the location of the gender-inclusive restroom within the building (i.e. which floor)
 - i. The individual markers for gender-inclusive restrooms can be taken down only when one has been created in each building
4. Create and put up signage for any all-gender restrooms

Campus Health

1. Train all Campus Health staff through the Safe Zone program
2. Medical paperwork will have a place for preferred names
3. Hire more LGBTQIA+ staff members, or members trained in LGBTQIA+ topics and needs
 - a. Intentional hiring of psychological staff along this guideline so they are able to fully help marginalized students who have higher statistical chance of using Psychological services
 - b. The LGBTQ Resource Center will be staffed with a full-time psychological staff member to counsel students who are already seeking crisis help at the Center
4. Make, and keep, a commitment to actively end sexual assault and the overall persistence of rape culture on campus including, but not limited to,
 - a. Providing widely-dispersed information on reporting methods
 - b. Touching base with survivors to ensure they receive all care and counseling services they are entitled to as students
5. Create gender-confirming health care for staff and faculty
6. Provide free tampons, condoms (both external and internal), dental dams, and Pre-Exposure Prophylaxis (PrEP)

7. Provide accessible and free STI/STD testing

Greek Life

1. Safe Zone train all Fraternity and Sorority Programs (FSP) staff and chapter presidents
2. Create an online cultural competency training for all FSP staff and chapter members
3. Create a diversity officer/coordinator position in the Fraternity and Sorority Programs office
4. Publicize the non-discrimination policy of the university to all Greek organizations and potential new members during the rush process
5. Require FSP to record demographic statistics
6. Sexual assault prevention classes must be required for all members annually

Residence Life

1. Create a faster and more effective method to report incidents to the Resident Assistants (RAs)
2. Expand Residence Life definition of domestic violence to include emotional violence
 - a. this change needs to be brought up during Res. Life orientation
3. Revise the conflict resolution policy so that it requires the aggressor, rather than the victim, to switch rooms in the event of abusive behavior (emotional or physical)
4. When a student reports roommate harassment that is directed at their sexual or gender identity, a more direct action should be taken by the Resident Assistants and/or Community Directors
5. Provide gender-inclusive bathrooms on every floor in a residence hall
6. Create more affordable gender-neutral housing options
7. Once hired, Resident Assistants who identify as transgender, non-binary, gender fluid etc. should be given the option of gendered wings *and* co-ed wings to ensure they are best able to connect with residents and thrive in their safest environment

General Funding

1. Provide increased funding for the Cultural and Resource Centers
2. Provide increased funding for the Gender & Women's Studies program
 - a. Including increased commitment and funding for cross-listed classes
3. Provide increased scholarships for LGBTQIA+ students
4. Provide a budget of \$5,000 for the Safe Zone Program to fully meet its campus wide outreach demands and be able to function at full capacity
5. An increased commitment by administration to practically implement the vital knowledge around sustainability and eco-friendliness that our university produces including:
 - a. a reassessment of university water usage, land usage, recycling/waste management
 - b. allocation of funding towards using renewable resources on campus.
6. Hire academic counselors for each cultural center
7. Create a Student Cultural Council, with representatives from each center, which directly reports to and advises the administration
 - a. This will function much in the same manner as Community Advisory Councils

ASUA & Administrative Support

1. Have ASUA support all cultural centers and their student organizations, including active involvement in outreach, financial support, and access
 - a. Safe Zone training and cultural competency training for all officers and staff members in ASUA

2. Have ASUA and administration regularly visit the cultural centers to check in with leaders as outlined in the ASUA Charter
3. Create an easy, accessible way to report oppressive incidents
 - a. Students can anonymously report professors, staff members, or students who engage in microaggressions, macroaggressions, and hate speech
 - b. The new method will be well-marketed to students and displayed around campus

Native American Student Affairs

Cultural Competency Training

Want to stop the problem before it becomes a problem

- Understanding cultural dynamics and indigenous knowledge systems
- Need for more Native American faculty and staff
- Power dynamics between faculty, staff and students
- Work with NNI, AIS, NASA etc. to develop these trainings not putting it back on the students
- **ACTION:** Implement and design cultural competency training plan by FA2016

Accountability

- Land grant institution
 - In a state with 22 different tribal nations and this is not present at the institution
- Accessibility to the president, a direct relationship, we are sovereign nations
- Marketing and recruitment of Native American students and programs
 - ASU's flyers etc.
- Tribal advisory board with student representation
 - Here's some info on the tribal advisory board
(<http://universityrelations.arizona.edu/native-american-community-council-0>)
 - Lack of communication here, not sure when they meet, who is on the board
 - Provide information on sister institutions
- **ACTION:**
 - Appoint an undergrad and graduate student to the tribal advisory board, that will be voted on by the Native student body

Student needs

- Spiritual Resources and Support
- No current spiritual space on campus
 - Being charged for blessing
 - Going through an extensive process to go home for ceremony
 - Sweats, tipis etc.
 - Not having space in NASA or O'odham Ki Wing to smudge or prayer privately
- Space
 - Examples of sister institutions
- Funding
- Support for graduate students
- More Native American Faculty and Staff at the UA
 - Graduates the most Native American PhD's-where are they in the faculty?
(<http://chronicle.com/article/Why-So-Few-American-Indians/146715>)
 - Tribal Relations Key Priorities

- <http://universityrelations.arizona.edu/tribal-relations>
 - What is Karen responsible for?
 - partnerships with tribal nations
 - develop support for recruitment and retention
- Mental health issues
 - Native American Counselor at NASA
- Financial Aid resources
 - 1 financial aid officer representing over 1,200 Native students (in addition to the other students they are supporting)
- **ACTION:**
 - Establish a Native American house
 - Kitchen
 - Socials, feed students (students are hungry...Student story?)
 - Backyard space
 - Spiritual needs
 - Designate outdoor space for students to practice spiritual needs (Drew and other panelists)
 - Secluded area
 - Greg's previous experience having a house with a backyard that could hold a sweat lodge and have privacy/accessibility
 - No restrictions

4th Action: Meeting at the beginning and end of each semester with one representative of the cultural and resource centers

Sovereign nations

Tribal funds and investment

Legacy: Wanting our future Native students to not have these same experiences

Women's Resource Center

We, the student representatives of the Women's Resource Center, including representatives from Feminists Organized to Resist, Create, and Empower (FORCE), Voices for Planned Parenthood (VOX), Students Promoting Education and Consent (SPEAC), and The Men's Project have compiled the following list of demands. These concerns are based upon the many experiences of the students that we represent, and upon our own collective experiences on this campus specifically. We are disappointed that President Hart and the Administration have failed to act in a timely manner to properly address the concerns of marginalized students. We are particularly concerned that members of the Administration have attempted to turn each center against one another, which demonstrates the Administration's lack of understanding of intersectionality amongst the centers on campus. The following demands are pragmatic reforms that highlight the essential resources survivors need. Implementing these changes will help increase the safety of students of all identities at the UA, specifically in regards to the alarming rates of various gender-based violence, from blatant sexism to sexual assault. The Women's Resource Center is composed of a great number of individuals, all of which have had experiences unique to them, and many of whom have experienced marginalization in various and intersecting ways. This list of demands seeks to acknowledge many of these overlapping identities.

Demands:

1. Increase in funding for the Women's Resource Center and the Oasis program.
 - a. Furthermore, funding for the WRC shall no longer be dependent upon the approval of the Student Services Fee Advisory Board
2. More funding and resources shall be allocated to Counseling and Psychiatric Services (CAPS). This is including but not limited to:
 - a. Increase in visibility and accessibility towards ads about available services. This means not only an increase in the amount of advertising for CAPS, but the creation of group specific support groups, especially support groups for sexual assault survivors. There should be funding allocated to provide financial assistance for CAPS services such as support groups for any students that may need it.
 - b. Implementation of Victim Advocacy Program, including: Hiring of 2 full-time Victim Advocates for survivors of sexual assault and a 24-hours Crisis Line
 - c. Increase in counselors in CAPS. We also demand that a significant amount of counselors from marginalized groups and/or counselors specializing in the care for said marginalized groups be employed by the University. With campus sexual assault rates being extremely high, it is unacceptable to currently only have one counselor for survivors of sexual assault and other gender-based violence.
3. Students that have been convicted of a sexual assault crime shall have this conviction noted on their transcript. This is in order to notify other institutions and schools to which the individual could try to transfer to. Failing to do so puts not only students on our campus at risk, but other students at other schools at risk as well.
 - a. Publish sanction data

- i. Allows students to see that our campus is holding perpetrators accountable, including faculty with charges against them
 - b. Standard, but not mandatory expulsion policy
 - i. Sexual misconduct equals automatic expulsion, except when survivor requests alternate lesser sanctions.
4. Increase in transparency and accessibility of resources for survivors of sexual assault
 - a. Website that compiles all procedures and resources exclusively for survivors
 - i. Includes information on: availability of no-contact orders, ability to drop/retake classes without penalty, academic extensions/accommodations, living accommodations, and how to report all on one *clear, easy-to-navigate* site
 - ii. This information must also be given to students in hard copy format every year and presented in person to all incoming students (freshmen and transfer students)
5. Working on Rape Culture and Decreasing Sexual Assault:
 - a. Implementation of consent education for all students, faculty, and staff utilizing but not limited to: training seminars, workshops, and competency courses
 - b. The University of Arizona absolutely must make educating, working with, and enforcing rules upon the Interfraternity Counsel to prevent and decrease sexual assault a number one priority on our campus
 - i. Sexual assault prevention classes must be semi-annual and facilitated **in person**
 - ii. Said classes must be facilitated by someone unaffiliated with Greek Life with experience and credentials on educating on sexual assault
 - c. University of Arizona Police officers must take sexual assault sensitivity training.
 - i. Similar to the above stipulations for Fraternities, classes for officers must be:
 1. Required to be completed in person annually by all officers
 2. Facilitated by an educated individual that is not affiliated with UAPD
 - d. Increase of factual-based orientation programs that educate on resources, sexual assault training, consent, etc. instead of victim-blaming
6. Establish a childcare facility that is cost effective and accessible for students
 - i. Tying in said child-care facility to the Elementary Education program
 1. This could take the form of volunteer positions to paid internship positions for students