Black and Third World Demands

Third World students issued the following statement and demands to the university, Friday, April 5.

A prevalent feeling amongst Black and Third World students on this campus, as we are being pushed into the underground of the Brown University consciousness. Like our predecessors, we demand for the university to define the existence of Third World students, but to recognize that these students are an important part of the university. Our demands are not related to our race, but to the community of Third World students. This community of Third World students, our group experiences must be included as part of the recognized and accepted image of Brown University.

Unfortunately two sets of ethics define the Brown experience: one, which idealizes the Brown charter is reserved for the White majority of this community; the other, a somber pragmatist ethic, is designed for Black and Third World students and takes on various forms that phase Blacks, and their culture, out of the stream of campus life.

Also, unfortunately Third World students have to initiate a number of confrontations that lead to a confrontation with the University in order to stress a point of relevance about the University. This interplay of demands and struggle has been the history of Third World people at Brown and in the United States.

A people must define itself, and as Third World students we have the responsibility of having our ideas and images recognized as part of the composite image which is that of Brown University.

As outlined, these demands are not only the concerns of Black and Third World students at Brown University, but the crisis is, and should be, the issue and the problem of the entire University community.

SECTION I MINORITY FACULTY

In strong concurrence with 1975 demands of the Third World Coalition, the "Report of the Subcommittee of the FFG on Recruiting Minority Faculty," and the "Report to the Faculty of the Minority Faculty Hiring Resource Committee," we demand that the University take the following decisive steps to increase the number of minority faculty at Brown:

1) The President must establish a Minority Faculty Monitoring Committee to consist of: 4 minority, and one non-minority faculty members chosen by OUAP and the Third World Coalition 3 faculty members, at least one of whom is black, chosen by the President

The AA/EEO Director and the Coordinator of Faculty Personnel of the Provost's Office

2) The AA/EEO Director shall serve as secretary of the committee and the Coordinator of Faculty Personnel shall serve as staff assistant.

The chairman shall be selected by vote of the committee, and the chair of the committee shall be appointed by the AA/EEO Director.

The chairman, vice-chairman, AA/EEO officer, and the Coordinator shall serve as the executive committee.

The executive committee shall call regular meetings of the committee to appoint the members of the committee and prepare the agenda for each meeting.

3) The duties of the Minority Faculty Monitoring Committee shall be:

a) To aid search committees in their search for Black and minority candidates that would bring successful Black and Third World candidates to Brown to meet students (e.g. Professor Greene's Black Scientists at Brown Proposal).

b) To ensure that in any department that a program open faculty positions allowing the consideration of applicants from a sufficiently diverse range of sub-specialties to bring Black and Third World applicants.

c) To monitor the choices made by departments or programs in hiring or promoting faculty to insure that the criteria of the Black and Third World candidates have been given full and fair consideration.

d) To reject the appointment or promotion of any faculty member in cases where the committee feels that above criteria have not been met.

e) To present an Annual Review of Minority Hiring at Brown to the faculty which discusses the successes and failures in hiring minority faculty and to offer suggestions for improvement.

4) The President, in conjunction with the Corporation, vigorously seek outside funding, and if possible endowed gifts, for at least the following purposes:

a) To increase funds available (above and beyond departmental budgets) for recruiting Black and Third World faculty by telephone or by traveling to conferences, to professional meetings, and to specified colleges and universities by selected members of search committees and members of the Minority Faculty Monitoring Committee.

b) To increase funds which would support fellowships for visiting post-doctoral minority fellows who might revise their theses here and also undertake some minimal teaching duties.

c) To provide funds for more minority visiting professors who would complement Brown's faculty and at the same time become better acquainted with our faculty and the attractiveness of Brown as a place for minority faculty.

d) To provide means for exchange professorships between Brown and major Black colleges and universities (such as Howard, Fisk, and Tuskegee).

e) To sponsor at least two conferences or learned meetings a year for which would bring groups of minority faculty to Brown to exchange ideas and research information.

f) Funds should also be provided to allow departments with low minority Ph.D. availability (as determined by the Minority Faculty Monitoring Committee) to attain an extra position if they can find a qualified candidate from the minority group in which they have a low availability.

5) Monies must be allocated to create forums and programs which will bring successful Black and Third World students to Brown to meet students, etc.

6) Monies must be allocated for the Brown University to provide minority research funds for faculty hiring and research hiring and make recommendations directly to the President.

7) The AA/EEO Directors must be expanded to include "Special Assistant to the President." As part of his/her new duties s/he will be responsible to investigate, at his/her own discretion, discrimination in any facet of University activity, including admissions, medical faculty hiring, and faculty hiring and make recommendations directly to the President.

8) The University for 1990 should be:

- 12% Black faculty
- 7% Latino faculty
- 3% Asian faculty outside of the sciences
- 2% Native American faculty

SECTION II CURRICULUM

Brown's curriculum continues to fail to encourage Third World and white students to take courses related to the Third World. Although much of this can be related to the low percentage of minority faculty, it is also the result of the low availability of courses taught from a Third World perspective. A significant deficiency can be found in the very structure of the Brown curriculum. To alleviate this deficiency we demand the following:

By 1989, four new faculty positions must be created, funded, and appointed to Afro-American Studies Program at least two of which would be in African history and culture and two in African-American history and culture.

2) While the Council on International Studies has planned to incorporate "nonwestern" perspectives to the curriculum, the culture and history of the African diaspora has been ignored. We demand at least one position in African history and society, one position in the African-American political thought in the Political Science Department and one position in the Social Stratification and oppression as they relate to African-Americans in specifically in the Sociology department.

3) The President must impress upon department heads that Afro-American studies must be registered in all university departments containing related disciplines.

4) African history listed in the Afro-American Studies curriculum. The President shall reserve the right to indefinitely freeze the budget of those departments which refuse to allow reasonable cross-registration.

5) Since all of the required courses in the International Relations Concentration are eurocentric, it must require courses which focus on the Third World perspective. Specifically at the very least, three new positions in IR should concentrate on African studies.

6) The Dean of the College must create a course that compares and contrasts the experiences of Third World women in the United States. This course must be one of those required of Women's Studies concentrators.

7) The President must set up a special student/faculty task force to evaluate the curriculum and recommend needed areas where beneficial change can be made. This task force will be considered, for example, creating additional courses and topics courses to discuss racial issues and institutional racism. This committee must: report to the President and the faculty no later than March, 1986.

8) More efforts must be made to increase the foreign study opportunities that are acceptable at Brown for academic credit. A CDS study abroad in the third world countries of the minority students to the university, must be especially encouraged. In order to attract more Third World students to Brown, we demand that the following recommendations be taken:

1) The Associate Director for Minority Admissions must still retain access to the Admissions Office but also be afforded a significant discretionary budget.

2) A position of Assistant Director for Minority Admissions must be created. This person must be searched for by a committee consisting of Minority students selected by OUAP. S/he will be responsible for coordinating the third world students to the student recruitment network. S/he will also recruit prospective applicants and will be directly responsible to the Associate Director for Minority Admissions.

3) At least three additional student officers (one Black in 1989, one Latino) must be hired to assist in recruitment and in the Admission Office.

4) The above-mentioned Assistant Director for Minority Admissions must work closely with the MRC in planning programs and attracting students who have been accepted.

5) The admissions requirements practiced by the faculty must be eliminated. The admission requirements in effect must be maintained because the new admission requirements are discriminatory. No students from rural and urban high schools not able to offer certain courses that are required courses named by the new requirements may be admitted. For each of these recommendations, it is probable that the changes made are not only in the courses, but also in the curriculum.

6) Goals for 1989:

- Blacks-12%
- Latinos-8%
- Asian-10%
- Native American-2%

SECTION IV FINANCIAL AID

Adequate financial aid resources are essential to ensure that a diverse student environment continues to exist at this university. The economic distribution of Black and Third World students at Brown is a reflection of the socio-economic distribution of Blacks and other minorities in the nation. In order to maintain a diverse student body at Brown we demand the following:

1) The University must guarantee that at least 12% of Brown's Black and Third World students will leave Brown because of inadequate financial aid. A monitor of this committee consists of administrators, faculty, and Black and Third World students should be established to determine that all Third World students leaving Brown before graduation. It must be given the appropriate authority to ensure that this situation does not occur.

(See Reverse)
DEMANDS
(FROM REVERSE)
B. D. H.
4/10/85

2) Black and other Third World students’ admission should not depend on income regardless of future budget cuts.

3) In addition to the current fundraising efforts, the university must charge ACUP and CAFA with jointly formulating a concrete plan during the remainder of this spring semester to ensure need-blind Black and other Third World admissions. This plan must be incorporated into the 1986-87 budget of the University.

4) This plan must include not only incremental increases to the financial aid base in order to maintain the current number, distribution, and ethnic diversity of students on financial aid, but must also ensure that it will guarantee an increase in the number of Black and other Third World students at Brown, and an increase in the socio-economic diversity within each of the ethnic groups.

5) These allocations, above and beyond the normal incremental increases to the financial aid base, must be considered the top priority of ACUP. The University must be willing to increase the base again in the future, if needed.

SECTION V
SUPPORT SERVICES

According to President Howard Swearer, “Brown’s goal is to prepare students who will participate in shaping the future. We cannot permit cultural ignorance or racial intolerance to blunt this mission.” Certainly, the Third World Center has in the past, presently continues to, and will in the future promote the cultures and histories of Third World people, thus combating the racial intolerance and cultural ignorance we all seek to expel from our midst. To meet this goal most effectively the following must be implemented:

1) The Third World Center total budget including salaries be increased to $224,883 beginning 1985-86.

2) Plans be drawn up in 1985 for the construction of a new Third World facility to be completed academic year 1987-88.

3) Accompanying the Budget increases and the new facility a new administrative structure be established based upon the Oberlin Model: one associate dean, three directors—Asian, Latino, and Black, one administrative assistant, and student staffers.

Committee on Academic Standing

1) The AA/EEO officer or the Associate Dean for the Third World Center must be a permanent member of CAS. At least one Black member selected by OUAP should always sit on the committee.

2) The above two committee members will separately interview all minority candidates brought up for review by the CAS to ensure that every effort is made to assist and retain them.

University Council on Student Affairs

In light past history, UCSA has proven itself unable to deliver just and consistent decisions. For this reason we demand that the UCSA be abolished and fundamentally restructured.

SPECIAL NOTE

It should be clearly understood that these demands as outlined do not preclude or diminish those made by the Latino community. It is obvious that there is diversity within the Third World community itself, each separate community having its own special needs. These separate concerns require examination and evaluation of their own. Although we have separate concerns within each of the respective communities, we, and committed in full support of one another. We will not accept the notion that we are in conflict with one another over a particular share of the pie. It is our understanding that the portions of the pie to be divided are not those of our respective communities but those of the Brown University community at large.