Our Demands

I: Solidarity Statement with Students of Color

We demand that Pomona College's President, David Oxtoby, invoke his power and leadership at the Claremont Colleges by releasing a public statement of support and solidarity for "CMCers of Color." Pomona College, as an institution, should acknowledge the validity of their demands for institutional change, which include but are not limited to: a permanent Resource Center by Spring 2016, student representation in hiring the next CMC Dean of Students, and hiring a CMC Diversity and Inclusivity Chair.

With this in mind, Pomona College should also publicly state that campus protests, in all forms, are legal and legitimate, and any policy outlawing them invalidates the legitimacy of challenging established power structures. Without this, we as a consortium community are complicit in the oppression of marginalized students, staff and faculty.

This formal commitment and statement must explicitly use language that will directly acknowledge the inequities that exists within these institutions and that legitimizes the experiences of marginalized communities by recognizing the different systemic factors that contribute to their oppression. Explicitly, this means that the terms "marginalization," "institutional racism," "failure to support," and "violence" should be present in this statement.

II: Resource Centers

We demand that each affinity group has a personal meeting with President Oxtoby to discuss our individual and unique needs, struggles, creation or improvement of cultural spaces, or the reassessment thereof. These meetings will begin this Friday, November 20, 2015, and will be weekly with a different affinity group. President Oxtoby is to reach out to campus communities, (listed and unlisted below) to schedule these meetings.

These affinity groups are defined as:
- Indigenous and Native American students
- Low-income/first-generation students
- Undocumented/DACAmented students
- Black and African Diaspora students
- Latinx students
- Any other affinity groups that feel the need for a meeting

There have been countless incidences in which the resources for all students, such as the office of financial aid, CDO and study abroad, have failed many marginalized students. There is a disconnect between many of the staff members of these offices, which translates to further marginalizing these students. Therefore, creating or assigning these liaison positions will create institutional accountability in regards to the experiences of marginalized students.

We demand that Pomona College assigns or hires liaisons in administrative resource centers, that have direct connections and interactions with students to directly address the needs of marginalized students on this campus, including one staff member per resource that specifically aides marginalized students in their navigation of that office. Students need to be present in every step of the hiring process.

We believe that these demands will be in line with Pomona's *Lighting the Path* diversity plan, especially with the plans to "*Increase recruitment, enrollment, and* **_retention_** *of students coming from racial/ethnic backgrounds historically underrepresented at Pomona*" ([SEP]Lighting the Path 7) and to "*Actively support intercollegiate student life centers such as the Queer Resource Center, Asian [SEP]American Resource Center, Office of Black Student Affairs, Chicano-Latino Student Affairs, the Women's Union, and International Place*" (Lighting the Path 9)

III: Mental Health Resources

We demand an active and formal commitment to allocate and increase funds for Monsour and other mental health resources so that students who request counseling have the opportunity to receive it as needed, especially for urgent cases. The College should provide up-front payment of co-pays for off-campus resources, effective immediately. We expect an analysis of funding, how much each college contributes to Monsour yearly, and a solution on how to address the current problem to be provided by 11/24/15. The hiring process of full time counselors who are specially trained in queer and trans mental health issues should begin by 01/19/16. Sensitivity training for all current counselors and staff must be completed by 01/19/16.

Pomona College, in partnership with institutions within the Consortium, should prioritize the timeliness and quality of counseling that students both need and deserve. We demand that Pomona College and the Claremont University Consortium increase the number of counselors who identify as persons of color and LGBTQ+ to reflect the diversity of the campuses so that all communities can best be served. We expect the hiring process to begin on 01/19/16.

Separately, Pomona College must hire a *confidential* advisor for survivors who can foremost support survivors and also direct to various resources, arrange accommodations, explain the school's disciplinary procedure, and guide them through the adjudication process. We expect the hiring process to begin on 01/19/16.

Furthermore, we demand that Pomona increase mental health resources/funding so that:
- Full-time counselors must be specially trained in queer and trans mental health issues (Training must be completed by January 19, 2016)
- Hire specialized full-time counselors trained in queer and trans mental health issues (Hiring search must begin by January 19, 2016)
- All full-time counselors must clearly state their field of expertise (ie. eating disorders, depression, LGBTQ issues, etc.) on the Monsour website (Effective immediately)

- Full-time confidential counselor for survivors of sexual assault (Hiring search must begin by January 19, 2016)
  - Students should have access to a confidential victim advocate who can direct survivors to various resources, arrange accommodations, explain the school's disciplinary procedure, and guide them through the adjudication process. Schools should provide clear information about who on campus can and cannot maintain a survivors' confidentiality, and an explanation of when they would break confidentiality (to proceed with an investigation) in order to protect the campus community
- Hiring counselors of color so that the student body is accurately represented and can relate to and address trauma experienced by students of color (Hiring search must begin by January 19, 2016)
  - Provide at least one mental health professional in each center on campus, including new centers, to be selected by students and staff at each resource center and aided as requested
- All student mentors receive adequate mental health training by Monsour staff (From here on out, included in trainings that occur before First Year Orientation)
- Up-front payment of co-pays for off-campus resources (Effective immediately)
- Mandatory sponsor group meeting at Monsour with the staff (Effective with the Class of 2020)

"*Responsiveness of mental health and wellness resources to diverse campus communities increased*" (Lighting the Path 14)

IV: Diversity and Representation

We demand the following concessions: (1) starting with the 2018-2019 academic year, at least half of all tenure-track faculty position openings must be offered to URM (underrepresented minorities); (2) by the 2017-2018 academic year, a program coordinator must be hired to implement measures to increase representation among faculty and the curriculum, including the establishment of a Disability Studies and a Native American and Indigenous Studies department; and, (3) student representation is increased in the initial candidate vetting process for hirings of new faculty.

In addition, we demand that the college implement the changes outlined below to the admissions and financial aid processes, including implementing an external review of the Financial Aid office, conducting diversity training for all staff, providing need-blind admission for all students, and ensuring that all printed and online materials are translated to be accessible to the surrounding communities by the 2016-17 academic year.

Financial Aid & Admissions

We demand that the college:
- Conduct outreach at high schools in neighboring cities, especially to recruit students of URM
- Ensure that the application essay prompts are accessible

- Initiate an external review of Financial Aid, documentation of which must be presented to the student body by the end of Spring Semester 2016.
- Hire in-office translators who are fluent in Spanish, Chinese (Mandarin/Cantonese), Korean, and Vietnamese, as well as provide translations of all online and printed materials by the start of the Fall 2016 semester
- Hire a diversity advisor for the Financial Aid office to support undocumented, first-generation, and low-income students
- Provide diversity training for all financial aid officers/staff
- Conduct workshops for both prospective and current students and families *at least* twice a semester covering the following forms and processes: outside scholarships, postgraduate payments, renewing financial aid, loans and grants, IDOC, CSS profile, FAFSA
- Ensure need-blind admission for *all applicants,* and that aid adjustment fully takes into account changes in income, tuition, and currency exchange rates for all students
- Establish transparency in the aid-allocation processes, especially what factors influence fluctuations for the amount of aid given each year and how aid changes or does not change for students taking a leave of absence
- Create a more welcoming space within the financial aid office
- Clarify the Financial Aid office's policies so that students do not receive conflicting information from different officers/staff

The lighting the path document states that Pomona strives to:
- "*Expand and diversify the pool of international students*" (Lighting the Path pg 7)
- "*Expand our efforts to recruit not only African American/Black and Latino/a students, but also groups that have been traditionally underrepresented in the educational landscape of the United States, for example, first-generation students, immigrants and refugees, members of Indigenous nations, and underrepresented Asian backgrounds such as South East Asian*" ᴹᴱᴾ (Lighting the Path pg 7)
- "*Pomona College is fortunate to have the human and financial resources to address diversity as both a practical response to an ever changing world and as an ethical commitment to the world that is taking shape.*" (Lighting the Path pg 4)

Faculty, Staff and Curriculum

We demand that, starting in Fall 2018 and until the number of tenured URM faculty is proportional to the URM population in California, at least half of newly tenured faculty are from URM, and that the percentage of total URM faculty (as a proportion of total faculty) is increased by 10% in each department by Fall 2025.

We remind you that, since 2008, Pomona College has hired 1 Black faculty member and no Latinx faculty members.

We demand that Pomona College President David Oxtoby, as a leader of this community, find immediate ways to incentivize immediate implementation of sensitivity training for faculty. Far too often have students been marginalized in the classrooms where they are supposed to feel most empowered.

We demand an issued statement acknowledging the value of faculty of color and their contributions to academia as well as their value in advising, mentoring, and supporting of students of color without compensation. Faculty of color are not diversity statistics, they provide meaningful contributions to their respective fields in part, but not solely due to the diverse perspective they bring to academia. Beyond their official roles as professors, faculty of color often serve as resources that support the mental health and academic excellence of marginalized students.

We demand a commitment to amending the wording of the Faculty Handbook to include a faculty member's support of a diverse student body as a criteria considered in reappointment, tenure, and promotion.

We demand the establishment of Disability Studies and Native American and Indigenous Studies Programs (including the hiring of program coordinators) by the 2017-18 school year, and the conversion of these programs into departments by 2025.

We demand the inclusion of student and staff involvement in the decisions concerning the selection of finalist candidates for faculty and administrative positions.

We ask for an explanation as to why there are no people of color in the final pool for Dean of the College.

We have included below the points included in the document Lighting the Path to Diversity that we believe would be addressed by the specific actions we have outlined above:
- "Core Principle - Full participation: individuals of all identities, backgrounds and positions within the college can "thrive, realize their capabilities, engage meaningfully in institutional life, and contribute to the flourishing of others."
    - Who is able to "thrive?"
- 2.1 Access & Inclusion "*In addition, it is imperative that our increasingly diverse student body be supported by an equally diverse group of faculty, staff, and leadership at every level*" (Lighting the Path 7)
- 2.1 Access & Inclusion "*Bring faculty, senior leadership, and the Board of Trustees into closer alignment with student body demographics and Pomona's commitment to diversity.*" Page 7
- 2.1 Access & Inclusion "*Increase the number of new hires from local and national talent pools that contribute to the diversity and excellence of staff at all levels." Page 7*
- "2.2 Climate & Community → Culture of Civility and respect
    - "*Ensure that individuals of all backgrounds and identities perceive a safe, supportive, and respectful climate in which to live, work, and learn*"
    - *"Ensure viability…"* what about support for new mentoring programs?
- *2.2 Climate & Community "Cultivate a culture of dignity and respect for all members of the Pomona College community by developing and offering education*

and training around issues of interactions and communication, the dynamics of power, difficult conversations, etc." ⌞SEP⌟Page 9

- 2.2 Climate & Community "*Instill an understanding of expectations and accountability for this culture, among faculty, staff, and students, in particular those in positions of leadership and influence.*" Page 9⌞SEP⌟
- 2.3 Scholarship & Learning "*Advisees should be matched with faculty members who will be motivating, supportive, and cognizant of the needs of students from diverse backgrounds.*" Page 10
- 2.3 Scholarship & Learning *"Community engagement courses should expand their learning objectives to: enhance critical thinking; promote real-world applications of academic concepts; encourage students to view themselves as agents of change; and develop leadership skills.*" Page 11
- 2.4 Institutional Commitment "*Promote sustainable work/life balance to ensure that the work of diversity (creating access, a climate of inclusion, and pedagogy that addresses diversity) can be continued without undue* ⌞SEP⌟*burden on individuals who historically have carried much of this work at Pomona College."* ⌞SEP⌟Page 13

1) What Structural Change do we want?
2) How do we track that change?
3) Whom do we ask for that change?
4) How do we keep the energy for change ongoing?

1) Structural Change
   a. Student involvement
      i. Staff involvement in decision making
      ii. Academic weight given to organizing and other efforts
   b. Transparency – on behalf of institution (faculty and student involvement with Board) > Track the money – FOLLOW THE $$$
      i. Representation on Board of Trustees
         1. Those who labor and staff Pomona
      ii. Transparency for structures
   c. Accountability
   d. Institutional Memory – Recording Incidents
   e. Requiring First years to engage with Pomona's own history
      i. Seniors and first years interact – within first semester (up to date with recent history)
   f. Pay student labor
   g. US/Euro Centric – Curricular Changes across ALL FIELDS
   h. Greater diversity with decision makers
   i. Power and involvement in Diversity Officer**
   j. Breaking up hierarchies across students, faculty, staff, administration
   k. Food – Dining Halls > Waste & What is ingested
      i. Structures of Feeling >> Structures of Eating
      ii. Workers & Labor
   l. Connection to greater community outside of Claremont
      i. Connecting with other local institutions broadly
      ii. Incentivize integration
   m. Workshops RE Healthy Communication (Admin/Staff/Faculty/Students)
   n. Alumni Integration
      i. Ways to connect and support students on campus
      ii. Institutional memory
   o. Question – structural changes
      i. Define further staff, workers etc
      ii. Questioning Corporate Strucuture of University
   p. Reforms v. Institutional Cultural Changes
      i. Grounds/Staff/Dining – Their needs and support
         1. Letting them into classrooms
   q. More community engagement
   r.

2) What Next
   a. Curriculum
      i. Faculty Concerns
      ii. Faculty respond to Students – Demands by students
      iii. Pomona 101
   b. Awareness drawn to students of color
   c. Forming Faculty / Student / Staff Union – Regular
   d. Course Evaluations – Diversity Question

e. Plan Day of Dialogue – Occupy day of dialogue
    i. Pay of staff and inclusive
    ii. Mandatory attendance
f. Institutional Audit within Departments > Plans to move forward
g. Faculty – self evaluation of structure > critique of systems
h. Meeting again
i. Faculty meet and update students

	A	B	C
1	Questions		
2		**What Structural Change do We Want?**	
3		Physical Space; Better Place for Community; Collaboration Among Student Groups	
4		Candidate Pools that Reflect Student body	
5		Doms Lounge, Tea with Strangers	
6		Monsour; Competent and culturally aware professionals for trans/queer students;	
7		Credit markets for students who need money to go abroad	
8		Engage BOT--Diversity Training	
9		Diversity Admins and Resource Centers	
10		Structure vs. Surface--Image vs. Intentional Change;	
11		Hiring Policies	

	A	B	C
12		Inst. Racism in Science Classes; Biology;	
13		Every class you take -- context/application/history; major requirement; deconstruction of the discipline; Writing ID1;	
14		Insensitivty of Admin, Training?	
15		Values, Cultural Values	
16		Focus on structure; creating space for student of color representation at exec. Level;	
17		address faculty/department climate and culture	
18		more intro courses, including ID1 with race, gender, sexuality lens	
19		empowering majors/students to impact educational experience within depts.; community engagement requirement	
20		First-year seminars to engage with Pomona's history; College Song, "Torchbearers" still remains; De-emphasize weight on theory;	
21		Admission Standards; no longer standardized testing; more recruitment in local, low-income comm.; more economically divrse international students	

	A	B	C
22		Democratize selection of Trustees	
23		Redistribute Power of Trustees	
24		Should not have to search for "diversity content" the DDP language is too U.S.-centric	
25		Financial Aid Advisors	
26		Funding for Int'l Students to go home	
27		More Racially Diverse Therapists	
28		Raise wages of campus staff	
29		Spaces/budget	
30		Make Connections Across	
31		Ongoing support	
32		Mission Statement about social/political issues	
33		No SAT/ACT	

	A	B	C
34		Funding/Funding Resources/Admission to Humanities rather than STEM, esp. paying attention to faculty recruitment	
35		language in faculty job listings; departments, not college responsible and must be more culturally aware	
36		Faculty and Staff paid better wages	
37		Get everybody involved in the work	
38		Incorporate histories of Latinx, Black, and Intersections in curricula.	
39		Better staffed resource cneters	
40		A course on the role of institutions	
41		healthy communication workshop; how to say, apologize	
42		distributing to students the power of the BOT	
43		We want more transparency re their power	
44		recognize racial trauma like we recognize sexual trauma; academic accommodations from Deans; understanding and not using mental health	
45		accommodations as retroactive band-aid	
46		Orientation programs that involve faculty; mental health programs that involve faculty	
47		Teanured fac positions; Diversity targeted; TOP open-ended	
48		Asset-based pedagogy	
49		Democratizing PO/JC Trustees	

	A	B	C
50		Respect Staff/Custodial Staff=commodities; respect staff, auditing classes	
51		Transparency in financial aid; how need is is assessed	
52		Accountability of faculty and admin to issues of race, sexual orientation	
53		Top Admin. Accountability to staff	
54		Responsibility to greater community, integrating/welcoming to college	
55		Top Admin coursework/training/ education in diversity/communities	
56		Student Participation in Tenuring/Search Committee/Major Committee	
57		Council of Pres and of Deans	
58		Critical mass of students/staff	
59		provide directed spaces for students/staff to speak	
60		Transparency around committee notes/composition	
61		1-2 courses intro students to race, ethnicity, sexuality	
62		Revamp ID1--include above and community engagement	
63		All majors add above component	
64		"A-political" department/fac members change pedagogical styles	
65		App-Website to file report of microagressions; calisto for racism; track but also support group	
66		Student-driven evals of Fac, school, climate issues	

	A	B	C
67		Sponsor gropu conflict resolution--more training	
68		Off. Of Housing and Residence accountability	
69		Only 1 hr. of diversity training	
70		Availability to other mentor group; on-going training during semester	
71		Creating Diversity Offices with real power; integrated with existing structures and not being held solely responsible for diversity	
72		Mental health trends, facilitate listen to students throughout the semester; listen with love	
73		Maintain Institutional Record that is accessible to student body/alumni; breakdown of race, class, sexuality	
74		Accountability for administrative support of student orgs.	
75		1st year support; insensitive sponsors thorugh selection process	
76		Office space for student organizations; groups that need suppport; support in the form of reviewing depts. Like financial aid	
77		student representation in hiring	
78		End tokenism	
79		Faculty, Staff should be aware, not just "this is who you go to"	
80		Changing campus climate	
81		Re-visit orientation in the 2, 3, 4 years	
82		Concern: gaps in staff perspectives; training/conversations	

	A	B	C
83		Transparency when talking about worker conditions	
84		Faculty and Staff workers to meet with student groups	

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2	**How Do We Track that Change?**		**Whom Do We Ask for that Change?**	
3	Bimontly updates from admin (not just fac/staff of color accountables for admin group)		President	
4	student-faculty committees? Paid $$job		Trustees	
5	Leverage: Faces/stories in college media; alumni money/networks/post-bac Draper Program; ask alumni for lists of alum of color		Alumni	
6	Student Evaluations		Creating levarage of students; demand time	
7	Candidate Pools of faculty and staff		Departments are required to provide and gather data about inclusivity	
8	Dept reports and diversity in the majors		Evaluations-Diversity, inclusivity, faculty promotion	
9	staff/college office evals		Department liasions	
10	Improve student financial liquidiy		Diversity in the majors?	
11	Engage BOT		Staff Evals from Students; evals online	

	D	E	F	G
12	Greater Diversity among trustees		BOT	
13	publication of numbers of classes, tenure, faculty who teach diversity, etc.		Do we ask or do we fight?	
14	external evaluation		Committees	
15	focus groups, interviews, qualitative data		Who has authority? Whom do we persuade? Give, provide, allow for credit for activism outside class	
16	Accountability		Adminstrative break-down; transparency for students/non-admin	
17	Surveys especially on climate--be transparent;		Trustees==who makes up our trustees; representation increase	
18	annual student evals of admin like course evals for faculty		Deans--communication between the two faculty of college and students	
19	Make outcomes avail. By specific date; send to trustees		Alumni, pressure on people in charge; publicity	
20	Status/Annual reports from depts. Mapping/reporting work on diversity/race/sexual oreitnation content in courses		President- of other 5C's too;	
21	Ask profs how their students are behaving in class throughout the semeseter		Concern: difficulty of consoritum; Pomona vs. 5C; hiding behind 5C; where is Pomona going in the consoritum? Hierarchy of colleges divide us	

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22	open-sources public documents for tracking; consistent updates from working groups; reporting; deconstruct new policy language; critical against repurposing of old policy that has not been addressing needs		Structure to connect alum and student actors; alumni office transparency; newspaper archiving; data and survey data available;	
23	Courses that talk about societal issues; need student testimonials/input		Teach-in 2016	
24	Course evaluations need to address class dynamics and breadth of topics; break downt he student survey by race, class, and gender;		Central Website; creation of a timeline; make/track changes; method communication	
25	Give faculty/students authority to get reports on progress		New demands to the President	
26	Orientation addresses shortcomings		Better TSL digitalization	
27	Transparency in trustee meetings		Long-term planning across 5Cs	
28	Accountability Structures--list of demands ot Oxtoby with solid dates, publis dissemination		Cancel everything for Spring 2016 and sit down and focus on planning, restructuring, change	
29	dept. self-study earlier student involvement		How do we ask from faculty? More teach-ins--who is present? Incentives; who is asking, workers; who is community?	
30	curriculum committee, annual assessment		Follow the money, trustees, wealthy donors	
31	senior surveys? How do students appply education (esp. critical theory/analysis)			
32	how do we see the foundation has changed? Which programs are "normed" which are "extra"?			
33	Assess need for space			

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34	Evaluation; no institutional Div mechanism			
35	Conversation across admin			
36	Info-gathering; TSL archives			
37	Call to Action; Alumni magazine, page devoted to issue?; Affinity groups to report			
38	Keep BOT accountable			
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2	**How Do We Keep Up the Energy?**
3	Reach out to professors outside depts; hold departments accountable; cultue within the classroom; compensation; faculty required for taining; bring this to the depts.
4	Support student activists
5	coalition building/breaking distinctions/hierarchies; unity between support groups
6	encouraging positive feedback; messages of support of movement and actors
7	self-care; don't get complacent with Pomona's olive branches, esp. financial; resist apathy and fatigue
8	clelebrate meeting resistance; celebrate little steps
9	leverage against institution; PR no images of POC not supported by/represented in the college
10	Compensation; work study positions to receive complaints; create accessible archival memory;
11	alumni follow-up with demands after graduating; support for students doing activist work

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12	More conversations, more open spaces, including classes, where all struggles, doubts, suffering, confusion, exhaustion can be heard.
13	Ask Admin whom to ask for guidance; bridge to admin
14	See changes through! Follow through with each demand; offer ideas; request ideas
15	Mental health
16	Talk to those professors who care; train faculty how to listen and care for students
17	Stop prioritizing curriculum and focus on spiritual, physical, cultural and religious health
18	orientation to pass down and along information;
19	classes need to be educated; institutional memory
20	rebranding; admission essays; intellectualism
21	more one-to-one student-trustee interaction;

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22	cut-out racist, intellectual elitism relationships with community; "To Young to be Tired"
23	Build up AARC, Draper, the Farm, Art Museum
24	Continued conversations
25	Who is not here?
26	Validate student activism
27	provide students with resources
28	keep the movement sustainable.
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