

Introduction

In its current state, Loyola Marymount University (LMU) has failed the Black community. Specifically affecting Black students, faculty, and alumni who support the institution, the University has unequivocally proven it is *not* “anti-racist;” in fact, its efforts have harmed the Black community at large. In accordance with its social justice mission, Loyola Marymount University has repeatedly called attention to its Jesuit values: Cura Personalis (care of the entire person), the Magis (restless desire to do more), and the commitment to developing men and women for and with others. However, LMU has approached core principles like diversity, equity, and inclusion incorrectly. The historical reluctance to both acknowledge anti-Blackness within the community *and* take the necessary steps to rectify these issues has made it nearly impossible for the institution to develop a culture that is rooted in anti-Blackness. In the demands presented in this document, we highlight several issues that the University must address in order to move forward in this critical and historical moment.

We acknowledge that previous demands provided by Black students were applauded by the University for being disguised as “Community Goals.” Those demands were not met. Consequently, years later, we are demanding that the actions listed in this document be fulfilled.

Demands Arbitration and Succession

Over the past few months, the Black undergraduate community has banded together to bring forward a list of necessary actions to be taken by the University in order to confirm its self-proclaimed mission to be “anti-racist.” As such, the Black undergraduate students at Loyola Marymount will be the sole arbitrators determining the fulfillment of these demands. If the demands listed below are fulfilled, we will be the first to applaud Loyola Marymount on its efforts to better support an integral community on its campus, acknowledging its place as a meritorious university for prospective Black students. However, with as much passion as we will carry out the former, the Black community on LMU’s campus will make it known how our chosen place of higher-level education has disregarded our requests.

President Snyder has stated that he wants Loyola Marymount to be an “exemplar.” We have the utmost confidence that the University, under President Snyder’s leadership, can be exemplary. As such, if these demands are not met, we will find fault from the top-down, starting with the President and his cabinet. We will not accept blame to be placed elsewhere as it has been in the past.

We are aware of the fact that as students graduate out of the University, there is a tendency for administration to slowly transition out of the previously requested demands. We are assuring that this will not be an issue as conversations with Black community student leaders will be continuous, transitioning students in year-over-year. We must also have a formal statement of understanding on behalf of the President’s office, by 7 September 2020, that withstands the current President’s tenure at the University to ensure that these demands survive a transition of leadership.



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Listing of Demands

Outside of the *demand for an ongoing relationship*, ensuring that the University can truly create and sustain an anti-racist environment, all of the demands provided by Loyola Marymount’s Black undergraduate students have been carefully divided into three categories, with each category supporting a different facet of Black life prior to, during, and after life on our campus: Admission & Retention; Supporting the Black Experience on Campus; and Institutional Structures.

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2. Allocate no less than \$100m of upcoming Capital Campaign to fund Black initiatives.
3. Hire at least 17 additional Black faculty and staff and retain current Black faculty & staff.
4. Integrate an “Anti-Racism” module into the current standing orientation program.

Demands with Concrete Elaboration

Each of our demands have been decided upon after thorough deliberation with the larger Black undergraduate community, and the University's faculty, staff, administration. All demands are non-negotiable as they are needed to make good upon Loyola Marymount's promise to be an anti-racist institution.

Demand to Establish an Ongoing Relationship with LMU's Black Students

Throughout its history, Black students have confronted LMU's administration regarding issues of diversity, equity, and inclusion. While these issues have been the subjects of ongoing conversation within the Black community via programming, events, and other initiatives, it seems that such interaction has only been desired by the University when reacting to nation-wide calls for justice. In short, LMU has been historically reactionary and only open to dialogue during times of crisis, even though its mission calls for a constant motion of progression—particularly in promoting justice. It is long overdue for the University to engage in building a relationship with its Black community, rather than remain complacent until an emergency arises.

Like any meaningful relationship, this one must be built upon consistency and meaningful dialogue; in doing so, the University will commit to vulnerability, accountability, and equity—ensuring the University perpetuates and maintains the success of Black students as much as the perpetual majority. These conversations will come in the form of monthly discussions with the President and University administration, as well as others. Furthermore, town hall meetings consisting of the Black student body and administrators should occur twice a semester with the intent to expand with a larger representation from the community. These meetings will ultimately prepare the University for future challenges to better the well-being of the Black LMU community at large. The commitment to anti-racist work cannot be done effectively without the uninterrupted involvement with these impacted communities.

Admission & Retention

1. Establish a Black admissions team to effectively recruit more Black students.

LMU should strive to establish a substantial population of Black students in order to emphasize the “anti-racist and inclusive environment” mentioned in the “Beyond Words” email. Charles Mason has played an integral role in the recruitment of Black students, and he deserves a title that reflects his tireless efforts for the admissions department. For this reason, we demand that Charles Mason is promoted to be Associate Director of Admissions. With this promotion, we are also demanding that Charles Mason acquires a Black admissions team dedicated to the recruitment of

Black students. The students working for Charles Mason provide great insight into campus life at LMU as well as their personal experience with the admissions process. However, they do not possess the administrative perspective that is essential for answering questions during recruitment.

The Black admissions team will be composed of three full-time hires and one graduate assistant. Applicants should be screened to ensure they share the same dedication and inclination as Charles Mason to contribute to the success of Black Students. In part, these team members will aid Charles Mason with day-to-day admissions operations; they will be assigned territories where they can recruit from predominantly Black high schools—ensuring a diversified Black student population at LMU. In addition, twenty undergraduate students will be hired under work study to assist the new office in its recruitment and admissions efforts. This team can also promote events targeting incoming Black students during recruitment visits, such as the Black Student Overnight, Black Scholars Day, and the Black Family Barbecue.

A necessary accompaniment to a Black admissions team is an increased budget for recruitment efforts dedicated to Black students. This may include, but is not limited to, high school visits, LMU merchandise, the Black Student Overnight, Black Scholars Day, and the Black Family Barbecue. These requirements estimate a 40% increase in the admissions budget, mainly targeting the recruitment of Black students. This budget increase is necessary to ensure that the recruitment of Black students is congruent with standard recruitment statistics in other areas of the University. Through recruitment efforts, the Black population at LMU should be approximately 13.4% by the 2023-2024 school year, linear to the population of Black people in the United States.

2. Increase need and merit-based scholarships to support recruitment efforts.

From 2015-2016, LMU's Black student leadership raised the issue of the need for more diversity within the Black community. While LMU has consistently had an exceptional Black student body, rarely does the University benefit from the presence of Black students who have different backgrounds. (ex. Crenshaw, Dorsey, University, Manual Arts, Washington Prep, Westchester High School). Charles Mason is left to not only recruit Black students, but also make it possible for prospective Black parents to afford LMU. Though it may be due to the University's expensive nature and high academic standards, it assumes that students from these types of schools lack the desired academic ability to attend LMU. Not only is this false, it should be amended immediately.

LMU should not only be actively recruiting from urban public schools, but it should also be increasing the number of need and merit-based scholarships awarded to incoming Black students. This would ensure that (1) Black students from different socio-economic backgrounds, neighborhoods, and, inherently, different perspectives can attend the University; (2) the LMU community would benefit from the influence of a much more diverse Black community. In this effort, an endowment will be established from LMU's Capital Campaign devoted to providing

need and merit-based scholarships for Black students (see *Institutional Structures, Demand 2*). The percentage for the cost of attendance covered by these scholarships will remain consistent with increases to LMU's tuition if the student is enrolled.

3. Expand the budget for 'The Learning Community' program.

Loyola Marymount University's TLC program is now in its 20th year. While it has served as a solid entry point annually for 30-35 Black first-year students, a growing Black population requires a growing TLC program. Having limited spaces to participate forces deserving students to be turned away; the exclusive nature of TLC creates rifts yearly in our Black freshman classes.

The TLC Summer Program must be expanded to ensure all Black students who would like to participate have the opportunity to do so; the entire Black freshman class should be able to receive the same orientation, leadership training, and access to vital resources. In addition to expanding the program to more Black freshmen, the TLC program should have specific initiatives to connect and support Black transfer and commuting students. The Black students have a unique experience that requires nuance and intentional programming that the TLC office can address.

There must be an expansion in both the funding and the staffing for this department. We are proposing an additional full-time position within intercultural advancement personnel that assists the TLC program coordinator with supporting Black first years, transfers and commuters, all while retaining them through their tenure at LMU. To fund this expansion there must be a budget increase for the program. To allow an increase in staffing for the summer program, there must be an increase of at least 50% for the summer program budget. The overall semesterly budget will need to increase by 40% in order to encompass the new responsibilities and initiatives within the semester. We expect the expansion goals to be fully realized for the summer program by summer 2021.

Supporting the Black Experience on Campus

1. Establish a Black Space on LMU's Campus.

Historically, colleges and universities across the United States have perpetrated inequality in educational access and equitable resources. Often, Black students who enroll in these institutions of higher learning are rarely provided the resources, mentoring, and necessary spaces they need. We need a place where Blackness can exist unapologetically and needs of the community can be met directly. Though the Department of Ethnic and Intercultural Services—Office of Black Student Services in particular—have proven to be invaluable to marginalized students, they are not enough. The lack of a Black space on campus is disheartening, especially when it is not considered that numerous schools across the nation hold spaces specifically for their Black students. Whether a suite of offices or a house on campus (Stanford University, University of

Arizona, University of California, Berkeley and Cornell University), a reserved area has become mandatory for the successful growth and unification of a Black student body. In order to provide an atmosphere that prioritizes the well-being of the Black Student population at Loyola Marymount University, we urge Loyola Marymount University to designate a permanent space on campus for its Black students.

With the most recent instances of systemic violence towards unarmed Black people, those across the diaspora have been left with unsettled spirits, as it is psychologically damaging. White supremacy as a system and practice ensures the marginalization of Black people in all aspects of life--especially in education. The relationship between educational institutions and racism must be addressed so that Black students can access an equitable education in an environment cognizant of the Black experience. Loyola Marymount University, as an institution founded on Jesuit principles, should consistently strive to not only identify white supremacy in its practices, but to also eradicate any areas of marginalization on the campus. Equity in safe, tangible spaces will help ensure that Black students, faculty, and staff, can successfully communicate, collaborate, strategize, and utilize culturally sensitive resources for the betterment of the Black community. By creating an educational center of wellness and support, Black students can convene and have access to educational tools and semi-private areas where mental health and wellness issues can be addressed. This safe space will be designed to value and support the entire Black community at LMU—regardless of gender identity, sexual orientation, religious/spiritual affiliation, political background, etc.—with a **zero tolerance policy** for individuals who practice any oppressive behaviors such as homophobia, transphobia, misogyny, harassment and so forth.

Like many Black-themed houses that can be seen on various university campuses across the country, we are wanting for this space to serve as the intentional, central hub for LMU's Black community; a safe, connected community should be prioritized and supported. In addition to the space, we are asking that University funds be utilized to subsidize the aesthetic development of the space, including Black artwork, framed photos, and Black cultural artifacts to render our space in a thematically Black way. These funds would cover any remodeling that may be necessary in the space as well (carpet, furniture, etc.). Inside the space, we plan to designate a Hall of Fame to highlight prominent Black faculty and staff throughout the University's history. We also plan to re-name this space after Mr. Charles Mason, Associate Director of Admissions. For nearly twenty-five years, Mr. Mason has served as the face of LMU to prospective Black students and families. In many ways, he embodies the heart and soul of LMU's Black community.

After consulting with faculty, staff, and administration, the Black students at LMU are requesting that the Collins Center should (1) officially be designated as the Black space, and (2) receive renovations to reflect its new purpose for the Black community. We are aware that the area where the center will be undergoing significant changes; this demand should be included into the plans for the renovated area.

After careful consideration of the Black community's general needs, we believe that the potential uses for the space include, but are not limited to, the following:

- Admissions events with prospective/admitted students and families (with Charles Mason)
- Black alumni meetings and social gatherings
- Umoja alliance meetings (with Registered Black Student Organizations)
- Meals and receptions with guest speakers from the Black community
- Cultural community gatherings for Black undergraduate, graduate, & commuter students
- National Panhellenic council (Black Greek life) events
- Community healing circles (with Dr. Cheryl Grills) and wellness check-ins (Sistas Chat Program with Dr. Tracy Shaw)
- Mbongi week, Black History Month, and Kente graduation planning meetings (with the Office of Black Student Services)
- Justice on Trial Film Festival planning meetings and break-out rooms
- Black community workshops focused on academic success and retention (with Ms. Mia Watson), Black faculty and staff community office hours, and other Black Community-centered meetings
- Brothers of Consciousness, Sisters in Solidarity, and other Black organization events
- Black Queer Space events, engagements, and workshops

Again, we believe that the procurement of a Black space on campus would benefit LMU's Black community greatly. All students at LMU are asked to achieve academic success at a high level, but Black students are tasked with doing so under the extreme pressures of racism, classism, sexism, white supremacy, anti-Blackness, and other systems of oppression and marginalization. Together, these systemic power structures work to challenge our humanity. While climbing this mountain we are asked to carry the excess baggage of educating members of the larger LMU community about Black people, the Black experience, and the aforementioned systems in which these same individuals are complicit. Now, more than ever before, we feel that the establishment of a Black space is an appropriate way to properly honor and respect Black faculty, staff, and administrators, meet the socio-emotional and academic needs of all Black students, and enable LMU to move forward in a way that properly articulates its intention to embrace anti-racism.

2. Acknowledge Black LMU history.

- i. Include Black Faculty in Existing LMU Faculty Hall of Fame (University Hall, 4th Floor).

In addition to engaging in discussions about changes to the current and future states of LMU, the University must also acknowledge the contributions Black people have made to the betterment of the campus community. Currently, there are no Black faculty members present in the LMU Faculty Hall of Fame. This lack of recognition blatantly communicates the

message that the only noteworthy contributions that have been made throughout the University's long history have been made by white faculty members.

In the face of white supremacy, Black faculty members have made noteworthy contributions to the campus community. In doing so, they have successfully advanced the University's mission for several decades. Whether founding the African American Studies Department, designing critical training programs, establishing cultural celebrations, or advising university presidents, the historical efforts of Black faculty at LMU must be acknowledged. They cannot be forgotten. To that end, the following faculty members should be inducted into the existing LMU Faculty Hall of Fame for their hard work, dedication, and service to the LMU community:

- Dr. Gertrude Rivers Robinson - Dept. of Music (First tenured Black female professor)
- Dr. Ron Barrett - Psychology Dept. (First tenured Black professor)
- Dr. Cheryl Grills - Psychology Dept. (Second tenured Black professor at LMU)
- Dr. Bob Singleton - African American Studies/Economics Depts. (Freedom Rider and Civil Rights Movement icon)
- Dr. John Davis - Founder of African American Studies Dept.
- Dr. Brad Stone - African American Studies/Philosophy Dept.
- Dr. Abbie Robinson Armstrong - Chief Diversity Officer/Intercultural Affairs
- Dr. Rae Linda Brown - (Deceased) Associate Provost for Academic Affairs
- Dr. Barbara Lang - Adjunct Professor/African American Studies Dept.
- Dr. Diane White-Clayton - Adjunct Professor/African American Studies Dept.

ii. Establish a Black Staff Hall of Fame.

Like Black faculty, Black staff members have also been instrumental to the development of all LMU students. A space has yet to be made in recognition of their efforts. Like faculty, Black staff members set the tone and provide the foundation for us to engage in the education of the whole person. We as a committee have benefited from the following individuals and want to see them included; all have played a significant role in cultivating and nurturing the Black community on campus:

- Charles Mason - Admissions
- Henry Ward - EIS/Intercultural Affairs
- Darlene Wilson - Financial Aid
- Elmo Johnson - Conference and Event Services
- Dorothy Love - Facilities Management
- Nathan Sessoms - Office of Black Student Services

iii. Public and Lasting Recognition for Dr. Robert and Helen Singleton.

Recently, we lost Freedom Rider and Civil Rights icon, John Lewis. His death serves as a reminder to the entire University that the fight for civil rights and liberation must be done on a daily basis--not limited to when an unarmed Black man is killed by police officers. LMU

has benefitted from the presence, wisdom, and insight of Freedom Riders and Civil Rights icons, Bob & Helen Singleton, for decades. However, while there are busts and plaques around campus that acknowledge Jesuits, former university Presidents, and long-standing donors, there is nothing that highlights the Singletons' commitment to justice. Dr. Robert Singleton is the faculty emeritus in the Department of Economics and Helen is an LMU Alum. There should be an acknowledgement of their lasting impact on the fight for civil rights in the United States--as well as in the LMU Community--in a prominent place on campus.

3. Students & Black alumni should guide the selection of art for the University.

President Snyder's "Beyond Words" e-mail offered an apology for the existence of white supremacy. For the purposes of lasting positive change, it would be more effective the University sought to learn more about the specific ways in which white supremacy has specifically impacted Black students, faculty, staff, and administrators daily. This exercise would produce a great deal of valuable insight and information and should guide the University's efforts toward embracing a stance that is more Anti-racist.

Moreover, the email stated that art would be updated in University Hall with the addition of a public commission. Rather than involve some type of public commission, this process should begin with Black students and alumni before any commission becomes involved. There are hundreds of documented moments of the Black experience at LMU worthy of being broadcasted on campus. These include Mbongi welcome dinners, various speakers, and events that have taken place during Black history month, Kente graduations, and MLK interfaith celebration and prayer breakfasts. There have been specific moments on-campus that are important to the Black Community. These include photos of Lion Pride and National Pan-Hellenic Council fraternities and sorority activities. This art should be present throughout University Hall, VDA, Malone Student Union, and the Hill, where diversity is particularly lacking. Currently, the main corridors of University Hall contain a picture of basketball great, Bill Russell, a Black LMU student, who played on the 1969 football team, and two Black cheerleaders with their teammates. Meanwhile, the photos in the Hill depict white people only. These memorabilia blatantly ignore the experiences of ALL students who attend the University. Instead, the University should seek to celebrate its more recent past by either replacing the current photos or, at the very least, integrating the types of photos that celebrate ALL communities.

4. Double the Office of Black Student Services' budget by 2023.

The Office of Black Student Services plays an integral role in supporting and ensuring the success of Black students on LMU's campus. In coming years, this quality of service requires an increase in the budget for OBSS. A higher budget would allow for more hires, making the

services from OBSS accessible to a larger number of students without overloading individual employees. This should include a plan to double the budget by 2023. By the academic year 2021-2022 the budget should be increased by at least 40%. As our goal is to significantly increase the Black student population in the coming years, OBSS as a result must have a larger budget to accommodate them.

5. Establish a National Pan-Hellenic Council.

The grouping of Historically Black Fraternities and Sororities, known as the Divine Nine, represent a long-standing institution in and of themselves. These organizations have served as a foundation for several of the nation's most inspiring and influential historical and contemporary leaders. Moreover, the presence of Divine Nine organizations directly results in an enlivened and more engaged Black community. LMU has served as home to a number of these organizations—Alpha Kappa Alpha Sorority, Incorporated; Sigma Gamma Rho Sorority, Incorporated; Delta Sigma Theta Sorority, Incorporated, and Kappa Alpha Psi Fraternity, Incorporated—However, there has not been a sustained effort to bring all of these organizations to campus and regularly plan for and monitor their well-being.

This past year the University hired Devin Walker, a member of an NPHC organization, to lead Sorority and Fraternity Life. While this is a step in the right direction, ensuring that he, his staff, and all of Student Leadership and Development are committed to supporting existing members of NPHC organizations, working with them to grow their existing chapters, and seeking to bring the remaining NPHC organizations to campus is critical. Accompanying this statement, Devin Walker needs an additional Black staff member from a NPHC organization to work in Sorority and Fraternity Life. This person will be better equipped to handle the needs of members in Divine Nine organizations because they share a similar background. Additionally, this individual would support Sorority and Fraternity Life in reaching out to other organizations who are not represented at LMU, including Alpha Phi Alpha Fraternity, Incorporated and Omega Psi Phi Fraternity, Incorporated, as well as reinvigorating the long-dormant chapters of Phi Beta Sigma Fraternity, Incorporated, and Zeta Phi Beta Sorority, Incorporated will be essential. Developing relationships with and supporting advisors of NPHC organizations in obtaining spaces for meetings and other organizational activities should also be an immediate priority.

The establishment of an NPHC will also put an end to grouping NPHC organizations with other multicultural organizations on campus. NPHC has a specific history and with respect to this history, as well as the history of other organizations, it should exist as its own entity. Additionally, NPHC has its own set of guidelines, separate from that for the United Greek Council. These guidelines have requirements for membership that will facilitate the presence of an active yard and bring a rich cultural experience to the Black community at LMU.

A membership in Divine Nine organizations means involvement for life, creating a legacy for Black students at LMU's campus. This would translate into better alumni involvement, creating a body of alumni that are actively invested in their undergraduate chapters. On an international scale, Black Greek Letter Organizations are recognized for providing a formative college experience for Black students. The development of an NPHC will provide LMU's Black community with ample opportunity to engage in developmental leadership opportunities and service on LMU's campus and in their own communities. Currently, LMU is missing this leadership in the Black community that is key to bringing students together.

A plan for bringing these organizations to campus and supporting existing organizations, as well as their advisors should be developed and presented to the Black Community and interested members of the LMU Community by October 2020, with and NPHC established by January of 2021.

6. Increase engagement with Black community organizations.

LMU takes great pride in the amount of service hours that are accumulated on an annual basis. These numbers are reported publicly as a declaration of the amount of care and concern that LMU students (the vast majority of whom are white) engage in goodwill activities in local communities. The groups supported by LMU's acts of service often don't include Black organizations, sometimes rooted in our neighboring communities. While any service is good service, justice seeks to eradicate the issues that create the required service. Should a Black-led organization extend an invitation, LMU is free to visit their respective communities. Otherwise, any Black community organization that wishes to work with LMU students should be able to use the campus and its facilities free of charge.

This open partnership with Black organizations will effectively expose all students to the impact of racism, white supremacy, and systems of inequality that plague the Black community on a regular basis. It would also shine a positive light on grassroots organizations relevant and necessary work for Black liberation in the area. The result of this effort would be a more informed and empathetic community at LMU, fostering the anti-racist environment "desired" by administration. Though including justice work on campus would benefit all of LMU, it's in LMU's best interest to focus on the institutions utilizing LMU's resources in order to better communities.

BCLA'S Department of Engaged Learning works to bring many of Los Angeles' community organizations to campus through events like the Justice on Trial Film Festival. However, the University charges non-profit organizations anywhere between \$3,000-\$5,000 to be present on campus; decisions like these make it difficult for non-profits to access LMU's resources. Consequently, many organizations--specifically those that benefit the Los Angeles Black community--stray from the idea of employing the University's campus. Lack of funding should

never prohibit Black organizations from creating relationships with the LMU community. LMU must remove the price tag for organizations to utilize our resources and facilities.

CSA's Community-Based Learning program offers many different opportunities for LMU students to immerse themselves into Los Angeles through education. There are many service sites for students to choose from, though few are geared towards the advancement of the Black community. It is imperative for CSA's Community-Based Learning program to offer their resources to organizations not just through service, but justice as well. CSA must add a grouping of organizations that are Black-led and justice-oriented, in order to promote the liberation of Black communities in LA.

We demand that LMU engages with its core values by adding a justice initiative to CSA and Campus Ministry. Additionally, LMU must dissolve the \$3,000-\$5,000 charge for organizations to work with BCLA's Department of Engaged Learning. Lastly, LMU must personally reach out to Black-led justice organizations in Los Angeles focused on issues such as mass incarceration, poverty, homelessness, healthcare, education reform, mentoring, Black mental health, and affordable housing.

Institutional Structures

1. Update curriculum to include additional diversity/anti-racism core class for undergrads.

We are now demanding a mandatory core class for all LMU students called "Race Relations in Contemporary America" to bridge the gap between all socioeconomic statuses on campus. In a previously issued statement by the University, LMU verbally committed itself to "de-colonizing" education. One of the most powerful steps LMU can take towards this decolonization is by providing all LMU students with an additional diversity core that is centered on breaking down how systemic racism has led race relations to the conflicts we now face. The development of this class can be accomplished by delegating a student task force to work on the syllabus with mutually agreed-upon assistance from the elected representatives of the Faculty Senate.

Secondly, while we would like to see an increase in Black faculty and staff members, we want you to recognize that this mandatory core class we are proposing can be taught by members of any racial group that hold the necessary educational qualifications to do so. This includes—but is not limited to—those that hold advanced degrees in Ethnic studies, Equity and Social Justice studies, Critical Race studies, Theories of Diaspora and Decolonization, and many more. At this point in history, we need critical conversations about race that are both raw and illuminate the major points of racial contention today. We know that progress will not be made until every student at LMU understands how the history of racism has informed our present race relations, and how every one of us contributes to a further point of contention.

In Hosea 4:6 KJV of the Bible, it states, "My people perish for lack of knowledge". Attending a Jesuit institution that claims to stand upon the holistic education of the whole being and adopting an inclusive mindset, we must take pride in the cultivation of a stronger, more culturally informed learning environment for all students. If LMU mandates both the Theological Inquiry and Faith and Reason cores in order to fulfill the faith pillar, then there is no justifiable reason why we cannot have a Race Relations core (in addition to the Studies in American Diversity) as a fulfillment of the justice pillar. Our understanding of the two faith-centered cores is that Theological Inquiry serves as a preliminary discourse to the understanding of more intricate and complex concepts of Faith and Reason. The addition of a mandatory Race Relations core class will also serve as a preliminary discourse to understand the larger themes presented in classes offered for Studies in American Diversity. This country was built on the backs of enslaved Black people, and it is crucial that we recognize that. If we do not instill a dialogue through classroom instruction on contemporary race relations for students, they will continue to dwell in the ignorance that separates us. If the University refuses to fulfill this curriculum demand, then LMU will also continue to bask in the ignorance that separates us.

2. Allocate no less than \$100m of upcoming Capital Campaign to fund Black initiatives.

As Loyola Marymount sets off on its historic \$750mm Capital Campaign, there must be a concerted and concentrated raise for Black initiatives. As per our student-led organizations and BFSA request, we demand a Capital Campaign of no less than \$100mm dollars to fund Black initiatives on campus. Without such a raise, LMU makes it clear that its commitment to be an anti-racist and truly inclusive entity will be surface level. Allocating these funds to support Black members of our University's community ensures that there is a commitment to reforming our institutional structures. The Black student body at LMU entrusts decisions on the breakdown of these funds to be determined in coordination with the Black Faculty Association. Twenty million of the \$100mm must create an endowment specifically for Black students (i.e. Global Immersion trips, research, etc.).

3. Hire at least 17 additional Black faculty and staff and retain current Black faculty & staff.

The scarce hiring of additional Black LMU faculty is a long-standing issue. The University should open hiring lines within various departments and ensure that Black faculty employment is and remains a priority. For accountability purposes, there should be a public gathering each semester during which the University must share and explain updates to its hiring plan for Black faculty and staff.

The University must recruit *at least seventeen* additional Black faculty as a part of a cluster hire on the road to becoming full professors *within two years* (2023 academic year). Five of the seventeen additional faculty will be hired for the department of African American Studies, and the

remaining twelve should be distributed two per college (i.e. two additional Black faculty within the College of Business, Bellarmine College of Liberal Arts etc.).

The Black faculty hiring issue is two-fold: the quantity of Black staff is severely low in certain campus departments and needs to be increased significantly. However, rectifying the issue by hiring any Black person is not our goal; the University needs *qualified, dedicated* Black faculty that will help develop their Black students. These individuals must be able to connect with students, develop meaningful relationships, and assist in the self-identity process along with meeting them where they are. The total percentage of Black staff must represent at least 13.4%, the national percentage of Black people residing in the United States, of active staff by 2023.

We are not implying nor suggesting that the hiring of additional Black Faculty and staff will retain them. The University—with Intercultural Affairs and BSFA leading the way—must develop and submit a plan to be intentional in its efforts, mitigate implicit bias among faculty members (especially those making hiring decisions), and serve as Department Chairs. That way existing members will make sound selections for new Black faculty and staff members. To retain current Black faculty and staff, again, the University must consult with Intercultural Affairs and BSFA to develop a plan that effectively keeps and supports Black faculty and staff throughout their tenure at LMU.

As a result of COVID-19, numerous Black staff were furloughed; we demand that their positions be immediately reinstated. Given the circumstances, many people are now financially unstable and at risk. The decision to furlough Black staff has in turn resulted in Black staff members resigning from the University. Furthermore, it was unacceptable for only Ethnic and Intercultural services positions to be reinstated only *after* the brutal police murders of Black individuals across the nation. By furloughing EIS members, the Black people who both attend and work at the University were left unsupported and underpaid. As both COVID-19 and systematic racism disproportionately affect Black people, there must be an immediate reinstatement for LMU's Black faculty positions regardless of unit. We demand that LMU commits to never furloughing Black staff again.

4. Integrate a module that addresses anti-Blackness into the standing orientation program.

The continuous maintenance of the first anti-racism module to exist within LMU orientation classes, along with undergraduate student Hannah Baker's constructed outline (this can be found by contacting Hannah directly or asking one of the several administrators she has been working with), is being further developed in collaboration with LMU CARES. As of now, one of the main courses of action is to work with LMU CARES to implement this separate anti-racist module. It is to be rooted in the experience of Black students on campus and our consequential activism. It aims to further the structure of current orientation modules to address *areas of growth* as it pertains to social justice promotion in the LMU student experience.

This module is an essential first step in the creation of an anti-racist university campus and must be maintained throughout the forthcoming years, while evolving and remaining relevant to current times. Institutionalization is key to instilling a long-lasting anti-racist campus; the upkeep of this module and outline developed by students must be mandatory (including annual review of effectiveness and comprehension) while ensuring that future Black students are encouraged given the opportunity to further contribute the ongoing education of anti-racism.

Summary

The Black undergraduate student body at LMU hereby asserts that the demands listed above will be fulfilled within the time frames listed. The Black student body expects a written formal acknowledgment of understanding by *no later than 7 September 2020* (two weeks following the September 24th meeting with the President and his cabinet) alongside a plan with how the demands will be accomplished. Upon receiving the acknowledgment of understanding and acceptance of the actions called for, the Black student body will promptly and enthusiastically engage with the necessary administrators to see these demands fulfilled. The unlikely failure to respond or acknowledge the demands listed in this document will result in a cohesive community response.

We look forward to moving forward with the University in making Loyola Marymount a truly anti-racist university, as we know our campus has the ability to lead the charge in sparking change and progression for Black students not only on our campus, but across the nation.