

WHO'S TEACHING US?

Who's Teaching Us (WTU) was started by the Stanford Asian American Activism Committee (SAAAC) in 2014 when the Stanford English Department denied tenure to Professor Stephen Hong Sohn, a queer Asian American scholar with a vital mentorship role in the community. Members of SAAAC recognized that what happened to Professor Sohn was commonplace for professors from underrepresented backgrounds, and formed this cross-community coalition to address this injustice.

In the time since Professor Sohn was denied tenure, systemic police violence and its disproportionate effects on Black and Brown communities as well as other forms of racial inequality have become increasingly visible and urgent in an America that is gaining racial consciousness. Stanford has not yet woken up and continues to perpetuate racial injustice. Stanford, as a powerful global leader, has a responsibility to fully integrate social justice into its policies and actions. Unfortunately, social justice remains at the margins of Stanford rather than at its center. We, the Stanford community, have an opportunity to change that.

In order to thrive at Stanford, students of color need teachers who reflect their own experiences and teach their histories. Moreover, classrooms dominated by white professors and Western focused curricula reproduce the social conditions that globally oppress non-White/non-Western people. The content of the curriculum define both what a university is and who its alumni become. Stanford must provide its students with the tools to become citizens able to positively shape today's globalized, integrated world. From the University of Cape Town's Rhodes Must Fall to Mizzou's Concerned Student 1950, our colleagues are engaged in battles to decolonize education in the 21st century. Race, gender, and social capital continue to define which questions and concerns become institutional and national priorities. Stanford can no longer prioritize knowledge that privileges white, cis, Western, and wealthy voices, and fail to compel engagement with alternative perspectives from a wide range of social and scholarly traditions.

The demands reflect the changes that should be made to the University to ensure that future generations of historically-marginalized students will have a safe and inclusive learning experience during their time at Stanford; and to ensure that Stanford ceases to reflect global patterns of power, in which racial and socioeconomic injustice prevail. We expect authentic support from the Administration in meeting the demands that follow, so that we, as students, may turn our primary focus back to what we are on campus to do -- obtain our degrees. If we do not receive a response from the President in the manner detailed below, we will understand that the President has not prioritized the dire needs of marginalized students on this campus, and as such, we will proceed accordingly. Please do not respond to our demands by highlighting diversity and justice-related measures that the University has in place. We are aware that the University has initiatives in place for some of the issues we discuss below, e.g. the Faculty Development Initiative. However, we need the University do more, to do *better*. Our desire to better our University stems from our sincere respect and love for it. We will no longer accept an administration that is complacent with the status quo. Just as this has boiled to the surface in South Africa, so too do we feel a state of emergency here, and we urge the University to act courageously to align its practices with its values and join us in building a more just University and world.

For justice,
The Who's Teaching Us Coalition

We, the members of the Who's Teaching Us Coalition, make the following demands of Stanford University:

FACULTY/ADMINISTRATIVE DIVERSITY

When white professors do not understand issues of identity and privilege, students of color must contend with culturally irrelevant pedagogy and the constant threat of having their identities invalidated or attacked. Because departments consistently fail to hire and retain professors of color, Stanford's faculty is not diverse enough to properly support its student body. The ethnic studies are dying. Stanford does not care about faculty diversity, as reflected by its inability to publicize disaggregated demographic tenure data and the lack of diversity at the highest levels of its administration. Even within ethnic studies, there is a representation problem. Strong ethnic studies programs need a multiethnic, multicultural makeup: Black and Black African professors in African and African American Studies and the Center for African Studies; professors who belong to marginalized Asian American groups, such as Hmong, Khmer, Vietnamese, Laotian, Tibetan, and Filipino, in Asian American Studies; Latinx professors in Chicana/o-Latina/o Studies; and Native Alaskans and Pacific Islanders in Native Studies.

To truly support students of color, Stanford needs more faculty of color; training and accountability towards culturally relevant pedagogy for its white faculty; and marginalized identities represented in its leadership. What is true for these students and faculty of color also applies to students and faculty who are female, queer, trans, disabled, gender non-conforming, first generation, immigrants, and/or low income.

1. WE DEMAND the hiring of at least 10 additional tenure-track ethnic studies professors and a commitment to the retention of these professors, prioritizing underrepresented groups within the ethnic studies programs. In addition, every department affiliated with both Comparative Studies in Race and Ethnicity and African and African American Studies must fill at least one faculty vacancy using their Faculty Development Initiative funds by June 2017.
2. WE DEMAND the development of a recurring and comprehensive identity and cultural humility training to be instated as a requirement for all faculty in all departments by September 21st, 2016.
3. WE DEMAND that the next appointment to the positions of president and provost of the University break both the legacy of white leadership and cisgender male leadership. The appointment process must be a transparent collaboration with current students representative of campus demographics. The appointees must have demonstrated commitments to diversifying academia and addressing systemic inequality.
4. WE DEMAND that the Acts of Intolerance protocol be reworked to provide a dedicated, responsive platform for reporting and tracking microaggressions from faculty. In order for the reporting process to be successful, it must be transparent, widely publicized, and include the option for confidentiality. Departments must use these reports in faculty evaluations.
5. WE DEMAND all departments publicly release disaggregated tenure data, in particular separating international professors from American professors, differentiating ethnicities of professors within the Asian American Pacific Islander diaspora, and including data on gender non-conforming faculty and staff.

6. WE DEMAND the fulfillment of the Stanford BSU demand of 1968 for at minimum “proportional representation of minority group members” in both the undergraduate and graduate student bodies.
7. WE DEMAND that the departments outside of the School of Humanities and Sciences double their quantities of faculty of color, specifically hiring Black, Latinx, Indigenous, and Southeast Asian faculty.

UNIVERSITY CURRICULUM

Recognizing the United States’s radically shifting demographics, Stanford’s whitewashed curriculum is quickly falling behind in the issues currently shaping our globalized world. This is to the detriment of both its current and future cohort of students. Stanford University’s woeful neglect of its own ethnic studies programs demonstrates a lack of commitment to its student body. In addition, Stanford has been inconsistent in promoting its efforts to add diversity to the curriculum. In the protocol for certifying courses for WAYS, the liberal arts education requirements for Stanford, the university claims that Engaging Diversity classes must recognize diversity as “attached to issues of power and identity -- [diversity] is a socially, culturally, and often politically differentiating force. It is not simply ‘latent’ difference, or variety.” However, programs such as Structured Liberal Education (SLE) fulfill the Engaging Diversity requirement while centering white Western voices and marginalizing the perspectives of people of color.

8. WE DEMAND the departmentalization of the Comparative Studies in Race Ethnicity, African and African American Studies, and Feminist, Gender, and Sexuality Studies programs; a guarantee of security for their funding; and the expansion of all of their programs.
9. WE DEMAND the expansion of the Asian American Studies program to equally prioritize the voices of South Asian, Southeast Asian, and Pacific Islander students and issues, as well as the Chicana/o-Latina/o Studies program to equally prioritize the voices of diasporic Latinx students and issues.
10. WE DEMAND that the Engaging Diversity requirement be reformed so that it only includes classes that address diversity as it relates to issues of power, privilege, and systems of oppression and so that students will be required to take two Engaging Diversity classes instead of one. One of these classes must be on diversity in the major.
11. WE DEMAND that humanities majors require double the current number of required classes on works by people of color and non-Western subject matter.
12. WE DEMAND the formation of a working group to reevaluate and reform Structured Liberal Education (SLE) to oversee student selection process, hiring and faculty retention, outreach, curriculum, and pedagogy. The members of this committee will be determined by WTU in dialogue with the SLE administration, and their time should be compensated by the University. During this process, SLE will not count towards the Engaging Diversity requirement.¹

¹ As with the other demands, this demand is familiar to the University. Indeed in 1989, the Stanford University Committee on Minority Issues similarly tasked the University: “Our undergraduates are the products of an educational system and a society that do not foster enough understanding about racial and ethnic minorities. For many students, coming to Stanford presents

13. WE DEMAND alternative Integrated Learning Environments (ILE) humanities and writing programs be developed that center social justice and anti-oppression scholarship, with an emphasis on works by people of color and PoC frameworks. We demand that these programs receive the same level of funding as SLE.

RESIDENTIAL LIFE

Residential Life should provide a safe space for all students' personal growth, community life, and mental health at Stanford. However, it was not built for students of marginalized identities, and it fails to meet their needs. Furthermore, it does not provide the infrastructure for all staff members to care for their communities.

Staff training—including spring classes and training week—places undue burden on folks of marginalized identities to educate others. Because “diversity training” was limited to a single four-hour session, it did not prepare all staff members to engage with issues of race, class, gender, sexuality, and mental health. Staff members need more support to care for all residents, so that this labor does not continue to fall on staff of marginalized identities.

Currently, ETAs are paid less than ½ of the RA stipend, despite doing distinct but equally meaningful work. Although ETAs hold vital roles in ethnic theme dorms, low pay often makes accepting this position unsustainable or non-viable for otherwise qualified candidates. They are often asked to take on RA labor, such as on-calls, emotional labor, and additional programming. Ethnic theme associates' engagement with issues of identity make them particularly sought after by residents who are seeking support. This places additional burden on ETAs. The job description of ETAs should not be expanded; rather, they should be adequately and equitably compensated for the work they already do.

Co-ops do not meet many of their own ideals and do not serve broader communities of color. While ethnic theme dorms provide safe spaces for people of color, the demand for them is high. Currently, there is no residence that specifically meets the needs of non-frosh people of color.

14. WE DEMAND that all Residential Education staff be required to complete comprehensive identity and cultural humility training.²
15. WE DEMAND that pay for Ethnic Theme Associates be increased to match that of Residential Assistants by the start of the 2016-2017 academic year. This will recognize the importance of their work in planning programming and facilitating conversations around issues of identity, as well as the other work they do -- far beyond their job description -- to ensure the wellbeing of communities in ethnic theme dorms.³

their first opportunity to be part of a racially and ethnically diverse population. We must provide a foundation for multiracial and multicultural learning as a fundamental part of our mission to educate future leaders and influential citizens, and the undergraduate curriculum should be one of the most obvious and important components of this foundation...

Recommendations... Establish a University Distribution Requirement for the study of U.S. ethnic and racial minorities.”

² An updated curriculum should be designed, approved, and implemented for the training week for 2016-2017 ResEd staff's training week. A full updated curriculum should be designed, approved, and implemented for 2017-2018 ResEd staff's spring quarter class.

³ Increasing ETA stipend to match that of the RA stipend should begin with staff members of 2016-2017 school year.

16. WE DEMAND a cooperative theme house for sophomore, junior, and senior students of color to bring together communities of color on campus, and to serve their social, cultural, and educational needs.⁴

EXTRACURRICULAR DIVERSITY PROGRAMS

In addition to meeting students' needs within academic and residential life, the university has a responsibility to create extracurricular programs and spaces that directly support students of color on campus. Community centers are an essential space for students of color to build community and interact with staff members who prioritize their well-being, especially for students of color who do not have the opportunity to live in ethnic-theme dorms. During the economic crisis in 2008, funding for these centers was dramatically reduced, demonstrating the university's failure to value the necessity of spaces specifically designated for people of color.

Outside of community centers, many students participate in programs through the Haas Center in order to engage with off-campus communities. However, these programs often operate without the consent or approval of these communities, maintaining Stanford's legacy of colonization by prioritizing the growth of Stanford students through exploitation of communities of color.

When students seek opportunities for engagement off campus through study abroad, there are very few non-Western European options. Of the eleven main programs, five are in Western Europe, even though less than 12% of the world's population lives in these countries. This disparity reflects once again that Stanford does not value the experiences of people of color. Furthermore, Cape Town is the only program that has a mandatory service-learning component, furthering the image of Stanford students as saviors for a monolithic, impoverished Africa. Stanford cannot claim to value the experiences of people of color without reinvesting in community centers, reforming Haas center community partnerships, and working towards regional equity within study abroad programs.

17. WE DEMAND that community center funding be doubled, as peer institutions like Yale have done, by June 2017; as a benchmark on the way to this figure, funding should be restored to pre-2008 budget cut levels, adjusted for inflation, by June 2016.
18. WE DEMAND that the Haas Center for Public Service diversify its staff and reform its partnerships with off-campus communities of color so that all programs are initiated by and prioritize these communities, not Stanford.
19. WE DEMAND that Bing Overseas Studies Program (BOSP) open at least 5 additional programs in non-Western countries within 5 years, and commit to continue diversifying its study abroad options to reach regional equity in programs offered. All programs should include community-engaged learning components, and offer comprehensive identity and cultural humility training. All programs should also provide adequate support and mental health resources that are sensitive to students' experiences of race, gender, sexuality, class, and religion while abroad.

⁴ After applying for a POC upperclassperson dorm during Stanford's reevaluation of theme dorms, ResEd must accept the application and will hire the staff (RFs, RAs, ETAs, RCC, PHE) required to run the house by Winter Quarter 2016 - 2017. Preassignments should be able to apply Spring Quarter 2016 - 2017, and the house should be ready for move-in by Autumn Quarter 2017 - 2018.

DIVESTMENT FROM VIOLENCE AGAINST MARGINALIZED COMMUNITIES

As Stanford strives for greater representation and diversity on campus, the university must also recognize the impacts that it has on communities outside of its own zipcode. Through its investments, Stanford directly and indirectly funds systemic violence as close as East Palo Alto and as far as Palestine. Inspired by the work of our peers at the University of California and Columbia University, we ask that Stanford explicitly renounce the specific violence done by incarceration, policing, and surveillance, increasingly led by profit- and agenda-driven private prison corporations. Stanford students refuse to be complacent as our education is funded through violence done to Black, Brown, Indigenous, poor, and undocumented communities in the United States and abroad.

Following the legacy of the student call for Stanford divestment from apartheid South Africa, the fossil fuel industry, and the occupation of Palestine, here we demand that the University divest from the following institutions.

20. WE DEMAND that the University divest from all prisons, including private prisons, as the University of California and Columbia University have done, and invest the newly-released funds in Black, Brown, Indigenous, poor, and undocumented communities, which have been unjustly and disproportionately targeted for incarceration.⁵
21. WE DEMAND that the University divest from and remove from campus Wells Fargo & Company—a bank that has perpetuated prison privatization and the disproportionate and unjust incarceration of Black, Brown, Indigenous, poor, and undocumented people—and invest the newly-released funds in impacted communities.⁶

⁵ The following are just a few illustrations of racially discriminatory incarceration:

-In 2010, Congress passed the Fair Sentencing Act, which reduced the sentencing disparity between offenses for crack and powder cocaine from 100:1 to 18:1. The scientifically unjustifiable 100:1 ratio meant that sentences for offenses involving crack cocaine were longer than sentences for offenses involving the same amount of powder cocaine – two forms of the same drug. Most disturbingly, because the majority of people arrested for crack offenses are African American, the 100:1 ratio resulted in vast racial disparities in the average length of sentences for comparable offenses. On average, under the 100:1 regime, African Americans serve virtually as much time in prison for non-violent drug offenses as whites did for violent offenses. The FSA's alterations to crack mandatory minimum sentences were not made retroactive. This has left thousands of federal crack cocaine offenders in prison today serving mandatory minimum terms that Congress, the President, and the country have now repudiated as unfair and racially discriminatory. Additionally, the 18:1 ratio was a compromise that still allows crack cocaine crimes to be punished more harshly than powder cocaine crimes.

-Blacks, Latinos, and whites commit drug offenses at the same rates yet Latinos are incarcerated in state prisons at nearly twice the rate of whites for the same offenses, and blacks are incarcerated at six times the rate of whites.

-Marijuana use is roughly equal among blacks and whites, yet blacks are 3.7 times more likely to be arrested for possession than whites.

⁶ Like many banks, Wells Fargo & Company is well known for its discriminatory lending practices in Black and Brown neighborhoods. Additionally, the bank acts as a syndication agent and issuing lender on the \$900 million line of credit of the Corrections Corporation of America (CCA) and serves as a trustee to The GEO Group, Inc.'s \$300 million corporate debt. Through its direct investments in the 36 members of the Million Shares Club like Wells Fargo & Company, Ameriprise Financial, Vanguard International Equity, Stanford is actively supporting historically-rooted systems of violence that call for profit maximization at the expense of human livelihood, as well as the mass criminalization of Black, Brown, Indigenous, poor, and undocumented existence. Million Shares Club, hold more than one million shares in the Corrections Corporation of America and The GEO Group, Inc., both of which are implicated in human rights violations committed in private prisons. The private prison industry, as well as prisons and prison affiliates more broadly, profit from the incarceration of the above

TIMELINE

22. WE DEMAND that the implementing bodies conduct transparent and honest monthly meetings with WTU and Students of Color Coalition (SOCC) to hold the Administration accountable to the fulfillment of each and every demand.
23. WE DEMAND job security for any University employees who assist WTU and similar activist student groups.
24. WE DEMAND adequate staffing and funding to achieve all of the aforementioned demands.
25. WE DEMAND that the Administration immediately accept the aforementioned demands and that a statement of acceptance, a timetable of implementation for each demand, and an administrative point person for each demand, be presented to WTU at **3 PM on Friday April 8th**, in open forum at the Native American Cultural Center.

We trust that the Administration will honor the spirit of these demands and join WTU in our effort to build a better, more just, and more inclusive Stanford and world. WTU may be reached at whosteachingus@gmail.com.

communities cause significant “deprivation of health, safety, basic freedoms, [and] human rights” as a result. Therefore, according to the criteria of Stanford’s “Statement on Investment Responsibility,” prisons and prison affiliates are irresponsible investments. Stanford cannot continue to actively fuel the racist criminal justice system while striving for diversity in student body, faculty, and staff. We demand that Stanford rid its investment portfolio of connections to the corporations listed above and to corporations that promote imprisonment and provide support for all prisons, including but not limited to G4S and Global Tel Link.