

# Demands: Placing Power with the People

Black Liberation Collective

## Overview

1. What are demands?
2. How do we create demands?
3. What are some examples?



## *What are demands?*

Demands are typically a list of items that a constituency (or a group of people who are governed) places on people in power to make “change” in their given context real. Demands can call for more concrete, small scale changes, such as an increased number of Black faculty on campus, or for large, systemic changes, such as the end of college tuition. Both have the power

to make “real” changes for Black students, and by extension all students on the ground, and we’re going to explore some of them!

### ***Why say demands and not “request” or “recommendations?”***

One thing that we want to ensure through our collective organizing is that we are incredibly clear. If you “demand” something, then it must get done. People in power (whether they are school administrators, faculty chairs, city council members, state legislature, or government officials) do not have to take “recommendations” from people, nor requests. Also, “requests” and “recommendations” situates power with those who already have it, and not the people making the “ask.” Finally, if you make a recommendation or a request, there is no, “or else.” Demands can be met with an ultimatum, which usually result in a direct action of some sorts, to achieve the demands. You cannot propose a “request” and then have a direct action if the request is unfulfilled, because your language did not provide that ultimatum. Semantics matters, and we need to let those in power know that we are here to demand what’s ours, not to merely recommend it.



## *How do we create demands?*

There is no one way to generate demands, and to tell you that there is would be foolish. However, there are some questions that need to be asked if you are trying to create demands for your school. Below, you will find a sample of some questions based on certain themes, and you can feel free to add to them/make your own to apply to your own educational context:

### **Funding, Investments, and commerce**

1. How are programs/centers for diversity at my school funded? Is it fair? Is it sustainable?

2. How are academic departments (such as Black Studies, Women and Gender Studies, etc.) funded at my school? Is it fair? Do we have a strong amount of tenure-track faculty who can advise students?
3. Does my university/college have investments? If so, what do we invest in? Can this information be made public? Are these investments morally wrong (such as investing in private prisons or in weapons contracts)?
4. How does financial aid work at my school? Do Black students (graduate and undergraduate) receive a proportionate amount of institutional aid? What percentage of endowment raised funds goes to students? Can it be increased?
5. How does pay staff pay work at our institution? Are employees treated fairly? Do women get paid equally to men? Are there unions? Do student employees get benefits? Is executive pay disproportionate?

### **Diversity, Representation, and Critical Mass**

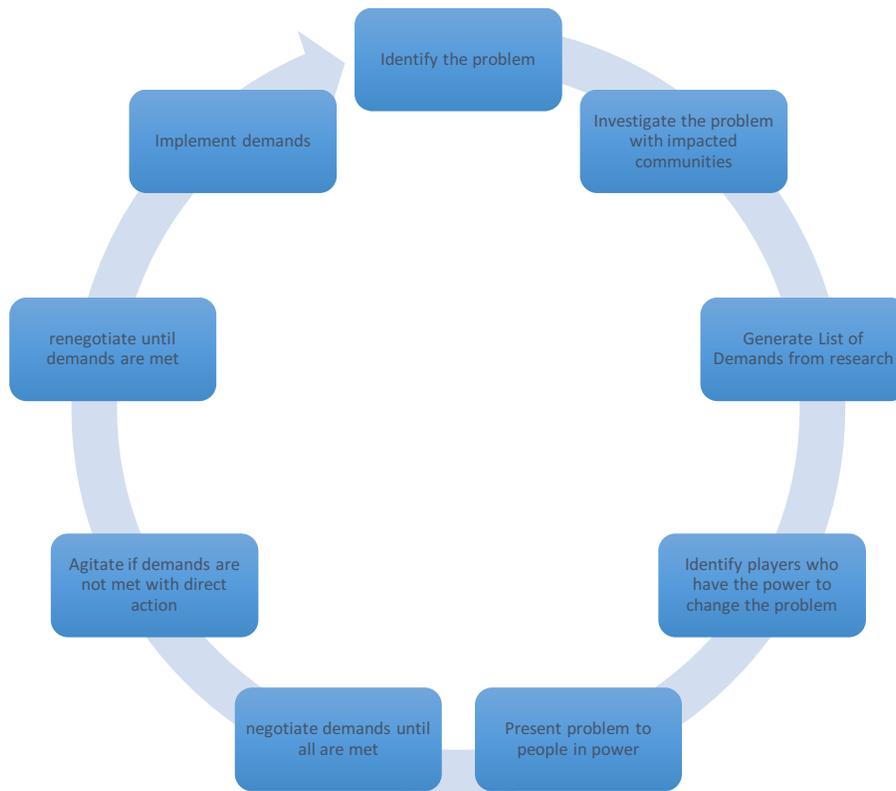
1. What is the percentage of Black students on campus? Where are they from? What is the socioeconomic makeup of our Black student body? Do we have an equitable representation of students with historically excluded identities distributed across campus (LGBTQ, differently abled, non-traditional, working class/poor, undocumented, formerly incarcerated, etc.)? What is our admissions policy? How are students selected? Can current students have an influence on decisions?
2. What is the percentage of Black faculty on campus? Where are they from? What fields are they in (or concentrated in)? How many have tenure/are on tenure track? Do we have Black faculty representation from historically excluded identities (LGBTQ, differently abled, formerly working class/poor, undocumented, formerly incarcerated, women, etc.)? How are faculty members selected? Can students have an influence on decisions?
3. What is the percentage of Black staff on campus? Where are they from? Do we have Black staff in positions to help students in varying ways (academic counseling, directing a cultural center, psychological services, etc.)? Do we have Black staff representation historically excluded identities (LGBTQ, differently abled, non-traditional, working class/poor, undocumented, formerly incarcerated, women, etc.)? Who hires staff members? Can students have an influence on decisions?

### **Campus Safety**

1. What is our campus sexual assault policy? What are its flaws or strengths (if any)? Do we have a process to report assault? Is it confidential? Who do we report to? Is there a way to minimize/maximize contact with campus officials to ensure our safety? Do we have emergency equipment on campus to prevent these issues? Do we have sexual harassment/assault training specifically for men (in 99 out of 100 cases, are the abusers) to be preventative?
2. Do we have campus police or armed security? How are they funded? Do they carry weapons? What type of weapons do they carry? Do they have diversity training? Have our campus police ever killed/fired their weapons at anyone before? How do campus police interact with Black folks? What are alternatives to having police on campus?

3. Do we have gender-neutral facilities? Do we have gender neutral bathrooms/locker rooms/dorms? Is our campus safe for Trans\* and gender non-conforming folks? Are their medical services for gender-nonconforming and Trans\* folks on our campus? DO we have gender-neutral/preferred name mechanisms built into the infrastructure on our campus (such as your campus email, campus records, etc.)?
4. Are undocumented folks safe on campus? Can they still apply for jobs/resources to sustain them economically? How do undocumented folks report incidents concerning their safety on campus? Can undocumented students access programs like study abroad, or scholarships on campus?

### Cycle of creating and using demands



Above, you will see a 10 step cycle to generating demands and creating change on your campus! These ten steps are not fixed, meaning that they all of them may not need to happen, or they may happen out of order. In spite of the nuances, this is one of many general models that people have adopted in campaign/issue-based organizing, and you can make it happen on your campus too!



## Examples of Demands

Below, you will find some examples of demands that universities have released! These can serve as a model in generating your demands!

*Below is the Concerned Student of 1950 of University of Missouri list of demands.*

### *Mizzou List of Demands*

*I. We demand that the University of Missouri System President, Tim Wolfe, writes a handwritten apology to the Concerned Student 1950 demonstrators and holds a press conference in the Mizzou Student Center reading the letter. In the letter and at the press conference, Tim Wolfe must acknowledge his white male privilege, recognize that systems of oppression exist, and provide a verbal commitment to fulfilling Concerned Student 1950 demands. We want Tim Wolfe to admit to his gross negligence, allowing his driver to hit one of the demonstrators, consenting to the physical violence of bystanders, and lastly refusing to intervene when Columbia Police Department used excessive force with demonstrators.*

*II. We demand the immediate removal of Tim Wolfe as UM system president. After his removal a new amendment to UM system policies must be established to have all future UM system president and Chancellor positions be selected by a collective of students, staff, and faculty of diverse backgrounds.*

*III. We demand that the University of Missouri meets the Legion of Black Collegians' demands that were presented in 1969 for the betterment of the black community.*

*IV. We demand that the University of Missouri creates and enforces comprehensive racial awareness and inclusion curriculum throughout all campus departments and units, mandatory for all students, faculty, staff, and administration. This curriculum must be vetted, maintained, and overseen by a board comprised of students, staff, and faculty of color.*

*V. We demand that by the academic year 20172018, the University of Missouri increases the percentage of black faculty and staff campuswide to 10%.*

*VI. We demand that the University of Missouri composes a strategic 10 year plan by May 1, 2016 that will increase retention rates for marginalized students, sustain diversity curriculum and training, and promote a more safe and inclusive campus.*

*VII. We demand that the University of Missouri increases funding and resources for the University of Missouri Counseling Center for the purpose of hiring additional mental health professionals; particularly those of color, boosting mental health outreach and programming across campus, increasing campuswide awareness and visibility of the counseling center, and reducing lengthy wait times for prospective clients.*

*VIII. We demand that the University of Missouri increases funding, resources, and personnel for the social justices centers on campus for the purpose of hiring additional professionals, particularly those of color, boosting outreach and programming across campus, and increasing campuswide awareness and visibility*



**Atlanta University**

**Center Student Resistance Against Institutional Injustice and Compliance with Inequalities  
Convenes**

As members and allies of the #AUCShutItDown coalition, we have committed our efforts to the development, cohesion, and liberation of all members of the African Diaspora. We charge the

administration, law enforcement, and collective student bodies of the Atlanta University Center (AUC) for the multiple offenses committed against black and brown lives:

WHEREAS, the executive authorities and law enforcement of the aforementioned have cultivated a culture of opposition against the fulfillment of our civic duty through direct action and grassroots organization.

WHEREAS, the students and patrons of these institutions have not held themselves to a standard of accountability for the knowledge of, and commitment to, the liberation of our people. #AUCShutItDown demands that we emancipate the disenfranchised, silenced, and erased individuals of the Diaspora.

WHEREAS, all parties mentioned continue to neglect the subjugated inhabitants of the historic West End of Atlanta. The AUC is comprised of privileged intellectuals who enjoy the comforts of security, access to resources, and opportunity for elevation; yet, the surrounding West End exists in a condition of depravity and exploitation. We are indebted to offer and supply the West End - and the greater Atlanta Metropolitan area - our resources, service, and aid.

#AUCShutItDown wholly dedicates itself to the eradication of harmful practices that provide for the perpetuation of these grievances. These harmful practices include but are not limited to: state violence against black and brown lives, such as police brutality, erasure and reconstruction of history, and allotment of resources; the exclusion of women, LGBTQIA, differently-abled, non-Christian, poor, and neurodiverse or mentally ill persons in addressing public issues; and the upholding of respectability tactics in the wake of calculated, widespread targeting of black and brown persons.

With full respect to the administration, faculty, and law enforcement of each institution of the AUC and Atlanta officials, we cannot allow conservative policy to restrict the execution of our service to the revolution and movement.

We are led by a model of shared governance. Our single authority is the immediate relief of suffering for those who are oppressed, marginalized, and silenced by the leadership and constituents of Morehouse College, Spelman College, and Clark Atlanta University as well as the city of Atlanta. All operations of #AUCShutItDown are free of the influence of any institution, outside organization, or interest; however, we invite like-minded groups and individuals to partner with us and strengthen the impact of selfless contribution to justice.

It is our duty to fight for our freedom, and we WILL win.

With Revolutionary Love,  
AUC Shut It Down

\*Signed in honor of Anthony Hill, Kevin Davis, Nick Thomas, Alexia Christian and every other victim of police murder.

**ATLANTA BLACK STUDENT ACTION:** Clark Atlanta University, Morehouse College, Spelman College, Georgia State University, Georgia Tech University and Emory University will collaborate on Wednesday's action. The one demand for all six schools is that each school release an official statement in the support of the safety, justice and equality of all Black lives. The action will also release a statement issuing a deadline to meet the demand and informing all institutions that all Atlanta Black college students will resist in unison moving forward.

[Washington University](#)  
[Students in Solidarity Demands](#)  
**January 23rd, 2015**

full list: <https://drive.google.com/file/d/0B0DO64Y5pT-0V2dSY3Y1VDI0ZDQ/view>

a select Summary of Demands

**In order to improve the experience of staff, faculty, and students of color on our campuses, the university**

A. Publicly support the Quality Policing Initiative (QPI) and establish QPI compliant policies including mental health support and bias training for all WUPD officers.

B. Begin using a phone application approved by WU SSIS to allow university students, and affiliates to report incidents of police bias. In addition, WUPD put a link to a similar web application on police.wustl.edu.

C. Share information about all incidents of bias reported to the university through the BRSS, Residential Life, or other means, with a committee of students, faculty and staff appointed by the DAC and the CDI.

D. Increase enrollment of minority students by raising the population of Black students to 10%, and the population of Latina and Latino students to 10%, creating a way to measure the population of students of Middle Eastern descent.

E. Increase the diversity of faculty and administration by hiring more underrepresented faculty and administration across all disciplines. In order to facilitate the development of a more socially conscious student body, faculty, and staff, the university . . .

**In order to facilitate the development of a more socially conscious student body, faculty, and staff, the university . . .**

F. Engage students in the creation of the diversity course, mentioned by Provost Thorp at the MLK commemoration ceremony.

G. Revise curricula to require courses that address the social, political, economic, and history and landscape of St. Louis. H. Encourage alumni to invest in social justice oriented programs, projects, and research. Create an option for alumni to donate to this group of recipients in addition to specific programs within it.

I. Facilitate the expansion of service learning opportunities available to students by providing greater support to faculty to create these courses.

J. Join the Ban the Box movement in respect to admissions and the hiring of staff and faculty.

**In order to improve the relationship between the greater St. Louis community and Washington University, the university...**

L. Widen the pipeline to higher education for local K-12 students, many of whom attend schools with under-resourced college prep programs.

O. Establish two committees to ensure the ethical investment of the university endowment per the example of Yale, Stanford and others institutions.



**Black Justice League of Princeton University  
Student Demands**

Many demands have been made and met since Black Justice League formed in November 2014, but we recognize that we still have a long way to go and many bureaucratic processes to shift through. We are thankful for the task forces, the invocation of African American Studies as a major, and other demands that have been answered. We fear that the demands we have called for are being met with the “all deliberate speed” that Black people seeking institutional change are all too familiar with. Below are the demands that need to be revisited with urgency.

**WE DEMAND** the university administration publicly acknowledge the racist legacy of Woodrow Wilson and how he impacted campus policy and culture. We also demand that steps be made

to rename Wilson residential college and the Woodrow Wilson School of Public Policy and International Affairs. If this demand is not met, actions will ensue.

WE DEMAND an expedited process to formulate the task force on race that was proposed in October 2015 and discussed with VP Calhoun beginning in September 2015.

WE DEMAND a public statement in solidarity with BLACK students in light of recent events at Mizzou and Yale.

WE DEMAND cultural competency training for all staff and faculty. It was voted down on the grounds of trespassing freedom of speech last spring semester. We demand a public conversation, which will be student led and administration supported, on the true role of freedom of speech and freedom of intellectual thought in a way that does not reinforce anti-Blackness and xenophobia.

WE DEMAND classes on the history of marginalized peoples (for example, courses in the Department for African American Studies) be added to the list of distributional requirements. Learning about people, their cultures, and structures of privilege is just as important as any science or quantitative reasoning course. This could be by replacing one Social Analysis requirement with the aforementioned course.

WE DEMAND a cultural space on campus dedicated specifically to Black students, and that space can be within the Carl A. Fields Center but should be clearly marked. The naming of this space should be at the students' discretion in order to avoid naming it after a white benefactor or person with bigoted beliefs.

WE DEMAND a therapist or counselor in Counseling and Psychological Services who is dedicated specifically to talking students through issues of racial trauma. In addition, we suggest a staff at CPS that is more demographically representative of Princeton's population. These are demands from Black students at Princeton, who, in the words of Fannie Lou Hamer, are "sick and tired of being sick and tired." We are grateful for the collaboration we have had with faculty and administrators in the past, but make these demands during this unique time to expedite these processes.

Signed,  
Black Justice League at Princeton University



**UC Berkeley  
Black Student Union - Demands to Cal Administration  
Feb. 2015**

WE DEMAND the creation of an African American Student Development Resource Center, to be named the Fannie Lou Hamer Resource Center, with a designated office space as well as space for hosting events, at a central campus location. This center is to be under the purview of the African American Student Development Office.

WE DEMAND the hiring of two full time admissions staff members that have extensive experience working with Black students, and a series of enhanced recruitment strategies, with a budget of \$300,371, to recruit Black students to UC Berkeley. We maintain that this funding comes from the Chancellor's office and not from the Division of Student Affairs.

WE DEMAND the hiring of one full time Program Director to work with the Recruitment and Retention Centers within the *bridges* Multicultural Resource Center, with a budget of \$113,932. We maintain this funding comes from the Chancellor's office and not from the Division of Student Affairs.

WE DEMAND the hiring of two fulltime psychologists that have extensive experience working with Black students at UC Berkeley. We maintain that the funding for this (which includes recruitment expenses) come from the office of the Chancellor.

WE DEMAND the current Getting into Graduate School (GiGS) mentorship program budget to be doubled in order to expand and strengthen the program

WE DEMAND the hiring of two fulltime Black Student Athlete Development Advisors to be available and provide mentorship and academic guidance for all Black student athletes .

WE DEMAND the immediate creation of a committee to submit recommendations for the aggressive recruitment and retention of Black staff and faculty within and outside of the African American Studies Department. This Task Force shall have representatives from the African - American Studies Department, the Director of the African American Student Development office, and the Black Student Union, among other key students, staff, faculty and administration members.

WE DEMAND that the name of Barrows Hall be changed to Assata Shakur

WE DEMAND the Chancellor, Vice Chancellor of Student Affairs, Vice Chancellor of Equity and Inclusion, and the Dean of Students meet with members of the Triad (Black Student Union, Black Recruitment and Retention Center, African American Student Development) at least once every academic semester.

WE DEMAND full funding to sustain the American Cultures and Engaged Scholarship (ACES) program at UC Berkeley. We demand that this funding comes from the Chancellor's office and not solely from grant funding. Additionally, we demand two additional staff members to enhance the program.

WE DEMAND that all of our demands be fully implemented within the next 36 months and that the Chancellor give us his official response no later than 5PM on March 6th 2015.

#### UC Berkeley Demands for Nov. 18 Action

1. We demand the expansion of the definition of a hate crime, and the appropriate punishment for the hate crimes, terrorist attacks and violence against Black students at Mizzou & Berkeley High School.
2. We demand that Berkeley High School, Berkeley City College & UC Berkeley's campus administration publicly condemn the terror against Black students at Mizzou, & openly support Black student movement #ConcernedStudents1950 at Mizzou.

#### John Carroll University | List of Demands

**We demand** to be holistically included in the fabric of John Carroll University. To be thought of as a part of the student body and treated as such. To be recognized and respected as individuals on campus, not simply numbers to fill the institutions diversity requirements.

**We demand** to be heard on campus, half of our problems we have as black students on campus stem from the simple fact that our issues have repeatedly been ignored by the institution.

**We demand** that a student run diversity steering committee be created and implemented on campus. This committee would be a liaison between Cultural Organizations and the Student Union. This committee would have the power to stop a program or bill due to cultural insensitivity with a majority votes.

**We demand** that John Carroll University increases funding for programs that support black students here on campus. This means increased funding for the Pathways For Success Program and the return of the book voucher for participants. This also means increasing funding for the operation of cultural organizations on campus.

**We demand** that black students have a more active position and direct involvement in the decision making process for hiring high level positions by including the diversity steering committee on interviews and decisions made.

**We demand** that the school implements specific procedures for Bias Reporting System (i.e. first report: warning, second report: parent contact and course requirement; third report: a monetary fine). Every other rule on campus has a written and immediate consequence, issues of bias and racism should as well.

**We demand** that the school enhance the representation of black issues and culture in the core and class listings, as well as offer the plethora of classes listed related to black issues and history that are rarely offered now but are in the bulletin.

**We demand** that diversity training be required for faculty, staff and student leaders that focuses solely on race. These trainings are to be provided by an organization not affiliated with John Carroll University and approved by the student run diversity committee.

**We demand** that there be a specifically black space on campus available to black students at all times. A place for them to feel comfortable seeing as how the rest of campus is very hostile to them most of the time.

**We demand** that more black professors and staff members be hired and accessible to students to counsel them in times of need. This includes the implementation of a position in the counseling center for a black counselor whose main purpose and role is to focus on these issues.

University of Cincinnati The IRATE 8

To: The University of Cincinnati

October 14, 2015

On August 24, 2015, a number of Black leaders on campus gathered to discuss the

response of the shooting of Samuel Dubose and the response, or lack thereof, from the University of Cincinnati. The discussion moved to include the overarching systemic issues that are present at the university involving Black students and the surrounding community. Thus, the Irate 8 was formed. The objective of The Irate 8 is to raise awareness of the experiences of Black students at the university and how it connects with the #BlackLivesMatter movement nationally. Moreover, we are moving to reform some of the institutionalized policies that result in a negative and unsafe experience for a number of Black students on the campus of the University of Cincinnati. In our efforts, we are mindful of the Student Code of Conduct and are working to retain respectful dialogue to advance the university in its diversity and inclusion of Black students and faculty.

It is important to note that, as students, it is not our job to ensure that the policies and practices of the University of Cincinnati work to maintain a safe, secure and unbiased campus climate for all of its students. We do understand, however, that change does not happen without a catalyst. The Irate 8 has invested time, money, intellectual capital, and excessive energy to bring to the forefront these issues and to get administration on board so that we may turn our primary focus back to what we are on campus to do: obtain our degrees. We have thus far garnered positive responses and support from multiple student organizations, University departments, the surrounding community, and even some upper level administrators, but now there is work to be done.

The following document discusses the demands of The Irate 8. This document reflects the adjustments that we feel should be made to the University's policies, budget, procedures, and curriculum and accompanying research that deems our demands plausible. We expect a response to these demands by 5:00PM on October 28, 2015. If these demands are not responded to by this date, we will take appropriate nonviolent actions. If there are any questions, comments or concerns, you may forward them to [theirate8@gmail.com](mailto:theirate8@gmail.com).

Signed,

The IRATE 8

#### Demands

I. We demand that the University of Cincinnati immediately restrict Phillip Kidd and David Lindenschmidt from patrolling on or off of campus.

II. We demand that the University of Cincinnati enforces a fully funded comprehensive racial awareness curriculum that is mandatory for all students, faculty, staff, and police structured by a caucus comprised of students, community members, and administrators of diverse backgrounds to be put in place by the start of the 2017 2018 academic year.

III. We demand that the University of Cincinnati conducts holistic profiles including extensive background checks, mental evaluations, and accounts of past misbehaviors of all faculty/staff/police hired at the University of Cincinnati, starting immediately.

IV. We demand a recurrent substantial monetary allotment to go to all offices and initiatives that directly support and impact the recruitment, retention, and matriculation of Black students on this campus, starting in the Fiscal Year 2017.

V. We demand that the University of Cincinnati allocate appointed voting student senate seats in Student Government from selected representatives from underrepresented communities (race, sexuality, and gender). Additionally, Student Government must report their composition each year including race, gender, sexual orientation, and other self identifying information for each faction.

VI. We demand that the University of Cincinnati hire at minimum 12 senior Black faculty over the next 3 years, starting today, October 14, 2015.

VII. We demand the University of Cincinnati doubles the amount of Black students on main campus over the next 3 years, starting today, October 14, 2015.

VIII. We demand that the University of Cincinnati builds a stand alone AACRC or renovates in order for all of 60 W. Charlton to belong to the AACRC by August 1, 2018.

IX. We demand that there exist a SACUB funded student organization devoted to diversity initiatives and programming that promote cultural awareness, sensitivity, and competence by the start of the 2017 2018 academic year.

X. We demand that the University of Cincinnati divest from any companies involved in the operation of private prisons and establish a Socially Responsible Investment Committee (or at least adopting a socially responsible investment policy) for all investment transactions by the start of the 2017 2018 Academic Year.



For more information, or to follow the progress of any of these stories, please go to [www.blackliberationcollective.org](http://www.blackliberationcollective.org) for more details.