

TULANE BLACK STUDENT UNION DEMANDS AND EXPECTATIONS FOR TULANE UNIVERSITY



**TULANE BLACK STUDENT UNION
TULANE UNIVERSITY
JULY, 2020**

Introduction

In light of the highly publicized incidents of racial violence that have surged during the Trump administration: we, the students of the Tulane Black Student Union (tBSU) have created the following List of Demands to be addressed and met by President Michael Fitts, USG Senate, the Provost, the President's Cabinet, and the Board of Trustees. Due to the climate of the United States and around the world, in alignment with the Black Lives Matter Movement, we decided to revisit the demands made by the African American Congress of Tulane in 1968, the Call for Unity in 2015, the Equity Fee by Les Griots Violets in 2019, and Tulane Takes Ten in 2020. We also surveyed our community and asked what they needed from this institution. Though Tulane has taken steps, with the passing of the Equity Budget written by Les Griots Violets for Fall 2020, the university needs to do more. We need to see an institutional revolution, not reform. Tulane is our university, too, so we are willing to work collaboratively in a transparent effort to address all of these issues. With the knowledge that Tulane University was once a plantation on stolen indigenous land labored by enslaved Black people, we hope that this institution becomes more aware of the harm perpetrated against Black, Indigenous, and other POC (BIPOC) students daily and works to rectify these issues. First and foremost, we demand that the administration meets the original demands presented by the African American Congress of Tulane in 1968. These are available in the university archives and include increases in Black faculty, funds allocated for a Black cultural center, and a minimum of 100 Black students admitted in each new class without POSSE, College Track, and athletic recruitment. Currently, as of the end of Fall 2019, there were 321 self-identified Black undergraduate students in total.

Demands

Reparations:

To work towards being an anti-racist university, Tulane must first acknowledge the trauma it has inflicted on its Black community members. It is Tulane's responsibility to recognize their longstanding history of racism and take actionable steps to reconcile those practices. To give justice to those who worked this land and remain transparent with Tulane's community, this University must actively and openly educate its community members about Tulane's origins.

1. We demand reparations for the emotional damage and trauma of the McAlister slave bell due to the racist tradition of touching the bell for “good luck” for generations.
2. We demand every living president of Tulane University since the bell was obtained, or a relative of presidents if deceased, apologize to their Black alumni and current student body for their negligence in addressing the slave bell's history.
3. We demand the university remove all racist ideology from campus such as removing the slave bell and renaming buildings named after racist, segregationists to Black New Orleanian historical figures such as Leah Chase, Alice Dunbar-Nelson, and Ruby Bridges or be named after the enslaved people who labored the Tulane plantation.
4. We demand that Tulane allocates funding to track down the descendants of the enslaved people who labored at the Tulane plantation and offer them full tuition and room and board scholarships that include a living stipend each semester of attendance at Tulane.
5. We demand that Tulane's history of racism be a mandatory class using the curriculum created by Students Organizing Against Racism (SOAR).

Community Accountability:

Tulane students, faculty, and staff are not held accountable for creating a racist and hostile climate. The Institution should support its Black students and students of color by condemning actions that are not conducive to the values that the University claims to stand for, i.e., “equality, diversity, and inclusion.” Tulane University regularly enters into contracts that promote systemic racism and class barriers. Tulane could make a different choice in terms of how it allocates resources and negotiates with contractors. As the largest employer of New Orleans residents, employees who are predominantly Black and Latino, we demand that Tulane University demonstrates its commitment to equity by ensuring that contract workers are respected, appreciated, and paid an actual living wage.

1. We demand that students who post hate-speech, threaten members based on race, or post-racial slurs on any form of social media be investigated and held accountable for their actions by the University.
2. We demand an increase in the number of BIPOC administrators and professors.
3. We demand Tulane give Sodexo workers living wages in compliance with the minimum wage raise ordinance passed by the New Orleans City Council.
4. We demand a zero tolerance policy for any racist, sexist, misogynistic or bigoted language or actions from students, faculty, or staff.
5. We demand a zero tolerance policy for students that commit hate crimes.
6. We demand TUPD and the Office of Student Conduct create accountability protocols to punish students who file false police reports or concerns reports.
7. We demand predominately Black Greek organizations, such as NPHC, have physical representation on campus like plots, benches, or trees.
8. We demand Greek organization parties, such as Old South and Dranksgiving, that encourage exclusion, appropriation, and racism should not be tolerated by Tulane. While there are policies in place to prevent these kinds of events from happening, they still occur. Organizations should be held accountable for allowing them to happen.

Community Accountability Continued:

1. We demand administration to begin including questions about the racial climate of classrooms in course evaluations with an annual report on the state of race relations on campus to be released to the entire Tulane community.
2. We demand the development a reporting system, within or separate from tulane.edu/concerns, on racial discrimination.
3. We demand all faculty, staff, and students to be required to have a basic understanding of identity and difference by attending a university funded cultural competency training in their first year at Tulane; all other staff should be required to attend this Community Engagement Advocate workshop within one year.
4. We demand every incoming first-year student has mandatory online implicit bias training similar to the Drugs/Alcohol training.
5. We demand a semester or year long course for first year students that address Diversity, Inclusion, and Equity in relation to Tulane, New Orleans, and the United States.
6. We demand increased transparency about the financial aid process during recruitment events to ensure that students who come from low socioeconomic communities or are first-generation feel equally able to afford Tulane and navigate its process of financial assistance in the same manner as students of higher socioeconomic classes.
7. We demand that Les Griots Violets have majority control over the 2.5 million dollars that President Fitts has contributed equity. This is a student lead initiative.
8. We demand that the majority of recipients of \$100,00.00 donated by President Fitts and Renee J. Sobel be awarded to Black students.
9. We demand that Tulane hire local trainers from PISAB or other community partners to teach TIDES courses or race requirement courses and compensate them fairly. They should also have a waiver process for community experts who do not have formal degrees, but have deep cultural knowledge that should be valued.

Community Accountability Continued:

1. We demand faculty research, teaching, committee involvement, or anything related to racial justice on campus be heavily considered during the tenure and promotion process.
2. We demand that if students decide not to return to campus due to COVID-19 that they receive full refunds.

Protest Policy:

1. We demand Tulane change its policy on campus protest. We should not need approval from the university nor TUPD presence to protest. It defeats the purpose, it is unnecessary policing, and it is a form of censorship. It should be up to the discretion of the organization whether TUPD presence is necessary.

Tulane Admissions:

Potential students and families are first introduced to Tulane through Tulane Admissions events and activities. We believe that Tulane's Office of Admissions has the capacity to do more in vetting potential students and increasing the racial diversity on campus.

1. We demand that all Admissions Counselors receive implicit bias training every semester.
2. We demand that the Office of Admissions addresses the drastic change and decrease in the percentage of Black undergraduate students since the 1990s.
3. We demand the admission question "Why Tulane" be changed to topics of equity. Not to discriminate, but to better understand and select students that fit Tulane's mission.
4. We demand admissions research all instances of racism and hate crimes committed by potential incoming students.
5. We demand Green Wave Ambassador have implicit bias training every semester and give better facts/figures about diversity and inclusion at Tulane during tours.

Recruitment:

1. We demand increased efforts to recruit from local High Schools in New Orleans and Louisiana beyond Posse, College Track programs (i.e. Upward Bound), Lusher, and Ben Franklin High School.
2. We demand stronger recruitment ties with local schools and increased scholarship opportunities for prospective BIPOC students in New Orleans.

Education:

As many other predominantly white institutions, Tulane has a lower graduation rate for its Black students than it does for any other demographic on campus. Tulane must not only increase the admission rate for Black students, but Tulane must continue to support them throughout their college career.

1. We demand the expansion of the career center to focus on ensuring that Black undergraduate students graduate with support to find a job or attend graduate school.
2. We demand that Tulane invests more funding into the Center for Academic Equity with the intention of expanding the Lending Library, so that all students that the Center supports can receive their required textbooks every semester.
3. We demand that professors do not demand compensation for additional resources, such as recorded video lectures.
4. We demand that every department has a resource available to centralize all information regarding summer internships, semester internships, research opportunities, etc. Opportunities for skill development should not be a selective, elitist process. NSO should have an event geared toward BIPOC students to gain information about resources and internship and research opportunities.
5. We demand the expansion of the Race and Inclusion course requirement to include courses that actually discuss race and eventually to be a course similar to TIDES that specifically focuses on the history of slavery, segregation, and racism in New Orleans, Louisiana, and the United States at large. We demand Black professors teach at least 50% of these types of courses.

Support Services:

Support services such as the Office of Multicultural Affairs, the Office of Gender and Sexual Diversity, and the Center for Academic Equity are vital services that support underserved student communities and programming on campus. By supporting these services, Tulane is showing support to its students and its dedication to diversity, inclusion, and equity.

1. We demand that the Office of Multicultural Affairs be given an additional staff member as well as the Office of Gender and Sexual Diversity. We demand that The Carolyn Barber Center for Intercultural Life and the Center for Academic Equity receive the entire building of Richardson rather than just the first floor.
2. We demand that the discrimination of the students from the School of Professional Advancement be ended. These students must be allowed to pay the fees that other students pay so they can access university facilities.
3. We demand that these students be allowed to participate in key communities such as Housing and Residence Life, the Riley Center for Recreational Center, and Campus Health.
4. We demand that a commuter lounge be established to make commuter students feel more included on campus, and to make it easier for them to remain on campus between classes.
5. We demand the creation of a Black student lounge, preferably off campus such as the old Newcomb Institute house, that is accessible 24/7 to undergraduate and graduate students. This space can and will be used to socialize, study, and be a safe haven from the toxicity that exists on Tulane's campus. This lounge will require swipe-access to members and affiliates of Tulane Black and anti-racist organizations only.
6. We demand that each residence hall have a BIPOC floor option for undergraduates.

Counseling Services:

Scientific research has proven that experiencing racism has both a physiological and a psychological effect on people. Given this, Tulane should provide its non-white students access to mental health clinicians that share their identity and are equipped to support students experiencing racial trauma.

1. We demand more group therapy workshops and individual counseling sessions offered to BIPOC students by BIPOC staff trained in race-based trauma counseling.
2. We demand more Black counselors. There's currently only one.

Tulane Student Health Center:

Tulane has a responsibility to its students and their families to ensure the physical and mental health of all its students. This means that Tulane needs to support students of color, LGBT+ students, and students of low socioeconomic status in accessing care on campus and providing quality, non-discriminatory treatment.

1. We demand that the Student Health Center creates a department for our LGBT+ students and students of color. We demand that practitioners from these communities be hired to meet the needs of these populations.
2. We demand that the Student Health Center accept Medicaid as a valid form of payment for students who carry this form of insurance. Students who use Medicaid pay the fee to be able to access the health center, but are not able to have full access.

Athletics:

The student-athletes in the Tulane Athletics Department make up a large majority of the Black population at the university. The university relies heavily on this population of students for its annual revenue and diversity number in the admissions process.

Before they are athletes, they are students and Tulane needs to treat them as such.

1. We demand that student-athletes be treated as first-class Tulane citizens and be allowed to participate in New Student Orientation programming so they are informed of all the resources available to them as students.
2. We demand that all athletic departments follow NCAA rules concerning the number of hours athletes are training and other rules.
3. We demand an immediate end to the strategic isolation of the student-athletes by the athletic department, to stop discouraging student-athletes from joining student organizations, and to stop segregating their dining experience.
4. We demand that student-athletes are allowed to dine at the Commons and participate in other campus opportunities that enable a full college experience.

Student Workers/RAs:

Student workers are a vital part of the Tulane community, and are largely students of color. Without their participation, aspects of this institution will not be able to function, but that does not excuse the fact that student workers are utilized as a form of cheap labor.

1. We demand that all undergraduate student workers be paid a living wage of \$15 an hour.
2. We demand that graduate students who hold positions of Graduate Assistants, Research Assistants, and Teacher Assistants be paid a minimum of \$20 an hour.
3. We demand an immediate end to the mistreatment of our Resident Advisors. The housing of Resident Advisors should no longer be threatened for speaking up against policies.
4. We demand that Resident Advisors be provided with free parking passes since they are required to live on campus.

Student Workers/RAs Continued:

1. We demand that the Resident Advisors have better food accommodation options and be given multiple meal plan options to choose from instead of the current one-size fits all.
2. We demand that Resident Advisors be compensated in addition to their housing being paid for such as receiving a stipend or hourly wages.
3. We demand that Tulane and Housing and Residence Life invests in community centered responses to policy violations that does not involve increased responsibility of Resident Advisors.

POSSE & College Track:

1. We demand that the \$5500 College Track scholarship gap in tuition and fees for scholars is paid by the university.
2. We demand that the Posse scholarship include room and board, as this is a barrier to attendance for many students.

TUPD & NOPD:

We believe Police response does not serve in the best interest of Black communities at large and Black students at Tulane. Police are not the solution to our problems because sexual assault and racial crimes continue to increase without resolve. We believe the redirection of funds will decrease these issues and provide necessary support to victims of crimes.

1. We demand TUPD have a minimum of 40 hours of diversity and inclusion training from an external organization like People's Institute for Survival and Beyond's Undoing Racism Workshop every semester.
2. We demand TUPD have a minimum of 40 hours of de-escalation training every semester.
3. We demand Tulane disarm TUPD during the regular patrols of all campuses, campus events, and visits to residence halls when their presence is necessary.
4. We demand Tulane cut all ties with NOPD similar to the University of Minnesota. We demand the funds no longer utilized for the relationship with NOPD be reallocated to services that support student needs.

TUPD & NOPD Continued:

1. We demand non-police solutions to social problems.
2. We demand financial and community investment in community response to acts of violence and policy violations, such as sexual assault and racial crimes.
3. We demand a minimum of 40 hours of implicit bias training for Allied Security Guards. Hire people who will not catcall or harass students.

Scholarships:

1. We demand the creation of two scholarships in the name of Tony McDade (Scholarship for Black LBGT+) and Modesto Reyes (Scholarship for Black New Orleans Residents) that honors their life and legacy for Black LBGT+ and NOLA residents in the name of the victims murdered by the same system that was intended to protect them.

Official Public Endorsement:

1. We demand Tulane have official public endorsement of local and national movements which aim to promote racial equity and justice such as Black Lives Matter.
2. We demand greater communication with New Orleans racial justice organizations in the promotion of Service Learning such as Women With A Vision.

Black Tulane Organizations Letters to University

Tulane & Loyola Black Queer Collective Statement of Demands for Tulane University and Housing and Residence Life



The intersectionality of queer Black life is difficult to navigate both inside and outside the Tulane community. Black queer folk must simultaneously battle anti-Blackness and the hetero-patriarchy. On Tulane's campus, there are very few spaces designed to accommodate, and even fewer with the intention of the protection and prosperity of Black queer students. Tulane must seek to build more challenging coursework to educate all students. As Tulane affiliates, we benefit from its racist and oppressive history as a predominantly White institution served by the labor of enslaved Black people. Tulane's Housing and Residential Life must also create a safer residential environment for their Black Queer students.

Tulane claims to have a progressive community, often boasting about the diversity of students. While the university has programs like the fall and spring fly-ins to recruit students from marginalized communities, not enough is done to ensure the safety and inclusion of these students. Due to the current political climate, Tulane should make a real push to foster change and educate every student on the intricacies of both blatant and subtle forms of oppression.

While Tulane requires students to take a Race and Inclusion course before graduation, courses like Urban Economics make it frighteningly easy for students to breeze through Tulane without ever having their perspectives and biases challenged.

Furthermore, the majority of the professors are White people who have only ever experienced marginalized life through the lens of research. Even faculty who do experience marginalization, often fail to apply their experiences to those of other marginalized groups.

We are calling for Tulane to restructure its curriculum to combat racism and queerphobia truly. TIDES courses should be replaced with courses dedicated to reshaping students' perspectives. Professors from marginalized communities should teach these classes. The aforementioned means that while Tulane restructures their TIDES courses, they should reinvest in communities of color and hire more professors to reflect the increase in student diversity that the institution claims it wishes to see.

-Spencer Campbell '22, Founding Co-President

First, and foremost I would like to cite the work done by Luiza Borges to innovate Tulane's failing Gender Inclusive Housing system. Luiza spent the 2019-2020 academic year working as a Kaleidoscope Ambassador for the Carolyn-Barber Pierre Center for Intercultural Life. As an Ambassador, Luiza met with HRL, where they created "Gender Affirming Housing." Gender Affirming Housing allows a separate housing designation for those who genuinely want to be inclusive, while still allowing Cis-Het students to choose "Gender Inclusive Housing" if they desire to live with someone of the opposite sex.

Gender-inclusive housing was used as a tool by cis-gender and heterosexual students to stay with their significant others'. In contrast, the trans and non-binary students who required housing accommodations were left in extremely uncomfortable living situations. Some students faced scrutiny and blatant transphobia from those who had initially claimed to want to be a part of Tulane's "Gender Inclusive Housing."

The Black Queer Collective demands that HRL create a cohort of students to consult individually in regards to making housing the safest and most comfortable experience for all students. This cohort should be at least 90% LGBT+ students every running period, and at least 70% of students of color, as we are disproportionately disadvantaged financially and within Tulane's racist campus culture.

The cohort should reside as an initiative within the Residence Hall Association OR as a committee of Resident Advisors. No matter the placement of the cohort within Tulane's organizational structure, the students should be compensated an additional \$200 in WaveBucks every semester as a stipend for their work undoing racism on Tulane's campus.

While we understand that HRL might oppose compensating students, Tulane and its affiliates must realize that diversity consultants would cost \$100 to \$300 per hour.

Tulane should continue to invest in their students and press forward with the changes that their students deem necessary to their success. This initiative must be a continuous initiative because the work surrounding unlearning heterosexism and uplifting marginalized communities is never complete.

Below you will find a simple outline of the demands of this section:

- Create a cohort of students to address Gender Inclusive Housing and affirm its functionality and progress

- 90% LGBT+

- 70% People of Color

- Situate the group within RHA or the RA program

- Compensate students at least \$200 Wavebucks per semester

- Adhere to the concerns and requests of the student cohort, within a timely manner, as neutrality when addressing marginalization only benefits the oppressor

-Alexa M. Authorlee '22, Founding Co-President

National Society of Black Engineers Tulane University Chapter



The experience as a Black engineering student at Tulane is a transformative experience—navigating through the twists and turns of prerequisites, memorizing equations, and capstone projects. However, this transformative journey has been at times, a lonely walk. Black people are nowhere near even the highest minority population on campus, let alone in engineering. The people who have stood with us on our journey are our fellow Black brothers and sisters in the field. It is this community of Black engineers on campus which makes us feel proud and enables us to express ourselves without limits. Some of the members on our executive board went to their first National Society of Black Engineers (NSBE) conference in Detroit last year. It was like heaven. The smartest Black people, maybe in the world, for sure in America were there as innovators and leaders. Back at Tulane, there is no such heaven. There is not one Black engineering professor at Tulane. There is little attempt to display the history of Black Tulanians in the field of science and engineering or even Black scientists in general, either in official SSE events, such as STEM expos, outreaches and departmental seminars.

The STEM outreaches at Tulane—which serve many Black kids in the New Orleans community are a joy to participate in. But we wish the same energy given to promote white women and their historical and current achievements in STEM was also given to promote Black men and women in their achievements in a city that has one of the highest Black populations in America.

This issue will not be tackled by hiring one black professor or inviting one black speaker--it must be a continued effort to address all of the above points made, and more. On the behalf of the Tulane University NSBE chapter, I urge Tulane University as whole, and more specifically the School of Science and Engineering, to reevaluate their curricula and recruitment efforts in order to best serve its community of Black scientists. I urge the school to increase efforts to employ and retain Black faculty members. I urge the school to incorporate the history of racist American scientific practices in their curricula, including the practices at Tulane's own medical center during slavery, the Civil War and segregation. I urge the school to invite Black scientists, especially alums, to present their work at school seminars and events. I urge Tulane University to not hide behind the term "diversity and inclusion" as a means to avoid addressing the concerns of BLACK employees and students. This movement is happening, and it will make change.

We, as Black engineers have been and will always be a part of it. Tulane NSBE will commit itself to being a more vocal part of this change on campus and in our community and we will launch initiatives to achieve this commitment. We urge Tulane University administration, faculty, students, and staff to join us. -Chinwe Orie, Tulane NSBE President In terms of computer science, there are many classes where I have been the only Black student, and if there is another, I am the only Black woman I know that is currently pursuing this major. Many times I do not see that other students continue with the major. Like many STEM-related classes on campus, there are no professors who look like me. I challenge Tulane to do their part in making the faculty on campus resemble the student body, the city, and the values the university claims to stand for. I also demand that, while there are many discussions surrounding curricula, the computer science curriculum is addressed as well.

In STEM majors, some may not think discussing diversity is as necessary as in say business majors that will have to address human relations and ethics. However, there have been many discussions surrounding the racial bias that takes over programming, especially facial recognition software.

I challenge Tulane to ensure the computer science department as well as other STEM-related departments to do their research on how race can affect their work. It would be tragic if Tulane sent a programmer into the world who has no idea of their biases and produces an algorithm that disproportionately impacts BIPOC. There are numerous examples of this scenario. Black programmers are important.

-Madison Davis '21, Tulane NSBE Secretary

African American Women's Society



African American Women's Society is an organization that is meant to be a safe haven for Black womxn on Tulane's campus. On a campus that was intended for cis-white men, it has been important that Black womxn have a space to rehabilitate and build community. It is also important Tulane University provides those spaces for us. We are thankful for groups like Les Griots Violets (Raven Ancar, Jamia Brown, Lexi Frame, Tabita Gnagniko, Paige Magee, Abi Mbaye, Reagan Mckinney, and Kamiya Stewart) who fought for us when the university would not. They pushed the university forward so we could be safe on campus. However, it is not Black students job to do free anti-racist work while they are trying to do finish their education. It is on the university to do the anti-racist work. We demand see more of that in the future. We demand Tulane fight for us.

On behalf of the AAWS Executive Board, we encourage Tulane to work towards creating more spaces in which Black womxn can thrive and grow, focus on the disparities of sexual violence against Black womxn, and concentrate your efforts on the retention of Black womxn on Tulane's campus. We want our community to feel like we belong at Tulane. That Tulane wants us here. That we are more than our skin color, diversity numbers, and athletic abilities. Because we are Tulane and we demand Tulane to remind itself of that.

Tulane can never consider its mission for diversity and inclusion to be complete until it focuses on the effects that this institution has on Black womxn, and works to mitigate the suffering of our fellow Black womxn.

We need more Black womxn professors. We need more Black womxn therapists. We need more interactions with Black womxn in the NOLA community. Why do Black womxn residents feel unwelcome to come on campus in their own city? We need more, Tulane. We demand that every department on campus does an annual and mandatory anti-racist training. We understand change is slow, but these demands are key to our survival at Tulane. So we cannot wait. We are done seeing our fellow Black womxn survive, we want to see them thrive.

-Paige Magee '22, Christiann Cannon '22, Deja Wells '22, Madison Flood '22, Raven Ancar '22, and Ryan Jones '21, AAWS Executive Board

The Alliance of Black Business Students Statement Tulane University and A.B. Freeman School of Business

The Alliance of Black Business Students (ABBS) is a newly formed departmental student organization. Although long overdue in its creation, ABBS seeks to reform the lack of Black student representation within A.B. Freeman student affairs and policy. Black students feel ostracized at Tulane but even more so within the Business school. Students of color, Community Engagement Advocates, and socially responsible individuals prefer to limit their interactions with the Business school due to its predominately cissexual, heterosexual, affluent, and white student base and lack of desire to promote social equity. Throughout the Tulane community, the A.B. Freeman has established itself as an anti-Black institution with overpriced instructional materials, social isolation, and a desire to increase the reach of capitalism; therefore, devaluing Black, Indigenous, queer, trans and poor lives.

Alliance of Black Business Students demands that Tulane and the A.B. Freeman Business School (A) create and enforce more rigorous race and inclusion course requirements for every student, (B) make business school courses more accessible to non-business majors, (C) host educational programs concerning financial literacy and basic business skills for the New Orleans community, (D) commit to increasing diversity within the educational staff, (E) finally, and most importantly, Tulane should promote and incorporate Black-owned businesses as they actively benefit from the Black community's financial disenfranchisement.

A. Tulane must revisit how the selection of classes fulfill the race and inclusion requirement:

- a. The classes merely scratch the surface in terms of the topics and conversations that need to be had, especially to promote ethical business leaders.

b. Advisors and students see the course work as an "easy A." People should not see understanding marginalized communities as easily digestible for those who actively benefit from their oppression.

c. The business school desires to foster good business leaders; however, that is unattainable without being aware of corporate social responsibility. This means that students, educators, and faculty should need education on and to actively participate in not upholding the business's hegemonic whiteness (straight hair, credit-lines, questions on past criminal history sometimes even about accusations or innocent rulings).

B. A.B. Freeman ought to make business courses more accessible:

a. Provide opportunities to get exposed to the realm of business that is within undergraduate tuition expenses. Many students report being interested in business and not being able to afford the BMSI.

b. SLAMM is not comprehensive or comparable to an A.B. Freeman education. Professors do not educate students with legitimate business expertise or in an environment where their peers know basic business coursework that would benefit them in the long-run (MCOM 3010, LGST 3010, MGMT 3010, MKTG 3010).

c. Educators must be required to pay attention to the cost of required instructional materials and chose one most affordable. If educational materials cost over \$90, then classroom copies of each textbook should be kept for students who cannot purchase the materials. For a student taking 15 credit hours the semester book cost at \$90 would be \$450. Our shopping sheet budgets for \$600 per semester, while we have semesters that required well over this amount. **As an institution of higher education, Tulane should be accountable for keeping student expenses at or below the initial outlay costs.**

C. Tulane and the must A.B. Freeman school must work together to get more BIPOC (Black, Indigenous, People of Color) students to see the value of a business major, which can be virtual:

a. A pre-college program that is structured similarly to the BMSI program is necessary. It would teach the importance of financial literacy and elaborate on the career possibilities with a degree in a business specialization. This program would open the door to the world of business for young black students, and give them the tools to be successful not only at Tulane's Business school but in the greater business world.

b. Community programming should also cover financial literacy (credit-lines, loans, compounded interest, taxes, tax-exemptions, personal budgeting). These programs should not be held less than three sessions per semester nor shorter than an hour and fifteen minutes each.

D. A.B. Freeman should strive to increase diversity in the advisor and instructors in the B-School.

a. This would mean an affirmative hiring process. The extremely affluent White and competitive environment makes Black students feel unwanted and unable to thrive.

b. Current advisors and career counselors should be tuned to understand students' different social, cultural, and financial backgrounds. A student should not be told to "bite the bullet," "take another loan," or "charge it to your account."

E. Tulane should promote New Orleans Black-owned businesses on Tulane's campus by investing in their socioeconomic success.

a. Incorporating Black-owned companies into the NOLA Bucks program and food trucks on campus. Out of 22 restaurants on the NOLA Bucks list of vendors, **there are no black-owned vendors.** This is unacceptable as Tulane is in a predominately Black city. 59.7% of the population is Black, but 0% of eateries on our meal plan are Black-owned (US Census Bureau).

The following are Black-owned eateries in New Orleans that should be included in the NOLA Bucks program: SNO-LA, Icecream 504, Willie Mae's Scotch House, Bywater American Bistro, Lil Drizzy's Cafe, Cafe Sbisa, Cafe Dauphine, Cafe Abyssinia, Vyoone's, Neyow's Creole Cafe, Morrow's, Ray's on the Avenue, The Munch Factory, Prime Example Jazz Club, and Backatown Coffee Parlour.

-Alexa Authorlee'22, Founding President and Kaitlyn Gocan'22, Treasurer

August 4, 2020

To Whom It May Concern,

We, the Tulane Black Student Union Executive Board, support the efforts of the Academic Learning and Tutoring Center (ALTC) to remain on the academic quad and in close proximity to both the Carolyn Barber-Pierre Center for Intercultural Life and the Center for Academic Equity (CAE). We believe that BIPOC students will benefit more if ALTC Staff move into Richardson's second floor along with the Carolyn Barber-Pierre Center for Intercultural Life and the CAE. By bringing these spaces together, ALTC resources will be more accessible to our community and will provide a more equitable experience for BIPOC students.

Noting the publication of the Tulane Black Student Union 2020 Demands and Expectations for Tulane University on July 25th, 2020, Tulane Black Student Union is amending the existing document, and under Support Services replace the first demand listed with the following:

We demand that the Office of Multicultural Affairs be given an additional staff member as well as the Office of Gender and Sexual Diversity. We demand that The Carolyn Barber Center for Intercultural Life, the Center for Academic Equity, and the Academic Learning and Tutoring Center receive the entire building of Richardson.

Henceforth, allowing the institution to also be held accountable for the success of their students.

With Radical Love,

Raven Ancar, tBSU President

Simenesh Semine, tBSU External Vice President

Lauryn Hudson, tBSU Internal Vice President

“Tulane, you have been put on notice... We will be here, we will be difficult, we will be destabilizing to anything that even smells like racism. We will be on you until Tulane is the very best it can be, and that is what we call radical love.”

- Les Griots Violets