



MINUTES

**Community Advisory Board- 1st Meeting
October 29, 1993**

Present were: AALDEF (Fung), A Magazine (Yang), Asian American Writer's Workshop (Chin), Asian American Arts Centre (Lee), Asian Cinevision (Chow), CAAAV (TiHui), Chinese Staff and Worker's Association (Lam), Corkey Lee, Hye Jung Park, Mia Chung (Yale), Sandra Wong, World Journal (Peng), Director of AAS (Kwong), Faculty (Ku), Hunter College Alumni (New, Nishimura), Hunter College Students (Ko, Tsui, Quimpo, Tamaraw, Wong, Yee, Hwang, Lee, Geronimo, Hironangan, Sareen, Wu, Phojanakang, Joenarti), AAS Assistant (Ng).

1. The meeting was called to order at 6:35 p.m.
2. Prof. Kwong appeared before the board to explain the need for such a committee and to inform the board of the present status of the Asian American Studies Program at Hunter. The main purpose of the formation of this committee is to bridge the gap that exists between the academics of AAS and the Asian American community.
3. Background history for the implementation of a AAS program and student activism at Hunter was provided by Mr. New and Ms. Nishimura.
4. The following discussion focused on defining the role of the organizations on the board and the role of the students in bridging the gap between academia and the community.
5. Possible areas that would make inroads into greater student activism within the community include internships, mentorship, co-writing of grants proposals. Focus was placed on a contemporary, hands-on approach to shaping the future curriculum.
6. Both, the board members and students, are asked to prepare a more specific and concrete agenda as to the practical approach of student activism in the community as part of the Asian American Studies curriculum for the next meeting.
7. Meeting was adjourned at 8:35 p.m.

The next meeting is scheduled for Thursday, December 9, 1993 at 7:00 p.m. at Hunter College in Rm. West 1731.

Synopsis of First Community Advisory Board Meeting

The history of Asian American Studies at Hunter College grew out of the Civil Rights struggles in the 1970's when the ethnic students organized a strike that basically shut down the school. The promises of the Administration to form an area of Ethnic Studies led to the creation of Black and Puerto Rican Studies. For the Asian American student body, however, there was still a need for greater activism toward getting recognition of Asian American Studies as a legitimate (a need for institutionalization) curriculum in the eyes of the Academics. Asian American student activists, in their search for a support group brought the East Coast Asian Student Union to Hunter College in the late 1980's. In 1989 the system wide strike acted as a platform on which the students made their demands to have an Asian American Studies Program at Hunter College. Le Clerc's parallel agenda of increasing the multi-cultural aspects of the curriculum and Shirley Hune's (Assistant Provost at the time) spear heading, the students' demands where met. But now that the Program is in place it is imperative to keep the activism of the students in the community strong.

The initial meeting opened avenues by which the gap between academia and the community can be bridged. Many strong points where made by participating community and student representatives. All avenues stress a hands-on approach. The general inroads by which students can become an active part of their community include:

- 1) Internships- in field work, research, and writing that takes the student through the process by which the organization goes through to help the community. In turn the students offer a great resource of manpower that the community organizations can tap.
- 2) Generation of continuous flow of student-community activity (to avoid burnout).
- 3) Stress on the "here and now" so that the students do not loose touch with the constantly evolving needs of the community. Students need to keep a finger on the pulse of the community that they are a product of in order to use their potential to shape the educational process. This process includes critical thinking in regards to pass failures-what can be taken from those failures to shape the "here and now" and the future.
- 4) Development of a "realistic perception of who we are" as Asian Americans and what roles there are for the student activist after graduation (MENTORSHIP)
- 5) Development of grants proposals that would fund the community-student activities and projects.