



Edwina Welch Oral History

May 28, 2021

01:11:18

Interviewee: Edwina Welch

Interviewer: Fran Bautista

Transcribed by: Fran Bautista, Dephny Duan

[Generating and Reclaiming our Wisdoms: A Collection of AAPI Stories at UCSD](https://knit.ucsd.edu/grow/2021/05/28/edwina-welch-oral-history/)

UC San Diego Library Digital Collections

<https://knit.ucsd.edu/grow/2021/05/28/edwina-welch-oral-history/>

Copyright: Under copyright (US)

Rights Holder(s): Edwina Welch, Fran Bautista

Use: This work is available from the UC San Diego Library. This digital copy of the work is intended to support research, teaching, and private study.

Constraints: This work is protected by the U.S. Copyright Law (Title 17, U.S.C.). Use of this work beyond that allowed by "fair use" requires written permission of the copyright holder(s). Responsibility for obtaining permissions and any use and distribution of this work rests exclusively with the user and not the UC San Diego Library. Inquiries can be made to the UC San Diego Library program having custody of the work.

Time	Transcription
00:01	Edwina Welch (she/her): There we go.
00:02	Fran Bautista (they/she): Good morning, so we're starting the recording now. My name is Fran Bautista. Today is Friday, May 28, 2021, and I'm interviewing Edwina Welch through Zoom for the University of California, San Diego Asian American Pacific Islander Studies Community Archival Project. Do you agree to grant the university permission to archive and publish this interview for educational purposes?
00:24	Edwina Welch: I do.
00:25	Fran Bautista: Great. Thank you. So please introduce yourself with your name and pronouns, and any identities you feel are important to share.
00:33	Edwina Welch: Good morning again. I am Edwina Welch. My pronouns are she, her, hers. I am the director of the Cross Cultural Center and ... other things will come up, so I think we're good.
00:44	Fran Bautista: Sounds great, thank you. So let's start. Where are you originally from, and then where do you currently reside?
00:50	Edwina Welch: I'm originally from the Bay Area - Vallejo, California - with school in Sacramento and then graduate work in Oregon, so I always will consider myself a Bay Area baby, even though hyfee went out of favor after a while. Whenever I say it, someone from the Bay Area, they know what I mean. And now I'm in San Diego.
01:10	Fran Bautista: That's awesome. I'm not from the Bay Area, so I'm like "no idea," but hopefully for those who are listening in. Can you tell me a little bit about your experiences before you started working at UC San Diego? You mentioned a little bit about Oregon and things like that.
01:23	Edwina Welch: So prior to coming to UC San Diego, I was the director of the Women's Center at University of Oregon. I also worked, before I was the director at the University of Oregon Women's Center, in our office of Multicultural Affairs, and I was an admissions recruiter and counselor. So those were my higher ed positions. Once I graduated from college, I did do 5 years in management with JCPenney. So I was a merchandise manager and buyer for JCPenney for 5 years before I went into higher education.
01:56	Fran Bautista: That's amazing. Where exactly did you go to, like, university?

02:02	Edwina Welch: I went to Sac State, or California State University Sacramento, but we cheat and say "Sac State," and I did my Master's at the University of Oregon in Higher Education Practice. And then I did my Doctorate of Educational Leadership here at UC San Diego with a joint program with San Diego State University, Cal State San Marcos, and UCSD, so my degree has nine signatures on it.
02:32	Fran Bautista: That's amazing, very astonishing. With all of that, what led you to do your work here at the Cross Cultural Center?
02:40	<p>Edwina Welch: And what was really interesting, I had gotten out of retail because I didn't want to do holidays anymore, even though I really love the customer service aspect of it and helping people. I wanted to do work that I had done as an undergraduate, which I worked with the education opportunities programs. I worked with our AS Incorporated. So, I was very interested in, like, where I felt that I had done the most service, so I decided to go back into higher education. I took a pay cut and was interested in recruiting and retention, so I had a joint appointment at the University of Oregon, which was a really nice balance. It was hard to work because I actually had 2 offices and 2 bosses, and 6 months of the year, in 1 place or the other place. And yeah, I got to meet students when they were middle school, high school students, and then, once they got to campus, I got to work with them with [the] Office of Multicultural Affairs, so it was a nice balance of being able to recruit, customer service pieces, and then help and support students when they got to campus. So that was the job I did prior to coming to the University of- to UC San Diego.</p> <p>I think the biggest transition - good leap - was after I left off Office of Multicultural Affairs and Admissions. I actually was the director of the Women's Center for about 18 months, and that was kind of like our current Cross Cultural Center. It was under redevelopment: they hadn't had a full time position, even though when they had space for like 2 and a half years. My master's thesis is actually on sort of social justice educations and feminist educations and sort of what work they do in their internal dynamics, so it was really interesting to do that. And I think that led me to see the UC San Diego job as a <i>really</i> nice fit because I got to work with all areas of students, staff, and faculty. You got to work across ethnic, gender, gender identity ... lines, class, and so it was a nice bridge to do all of the pieces I was interested in. At my other job, I was doing all of that work, but I was doing it in pieces because none of them were in the same ... like the Women's Center had Women Center's structure, and then our Office of Multicultural Affairs at structure and then our Multicultural Center had a structure, so I literally was probably working three jobs because those are the communities I wanted to support, and the Cross Cultural Center let me support all of, all of that idea in the social justice framework.</p>

05:01	Fran Bautista: That's amazing. Earlier you mentioned "AS Incorporated" - what does AS stand for?
05:06	Edwina Welch: Associated Students.
05:08	Fran Bautista: Right, thank you for that clarification. And just to give a little bit of a continuity, what time or like year was all of this happening?
05:16	<p>Edwina Welch: So I left the University of Oregon in April of 1996. The Cross Cultural Center was established in May of 1995. So I came in as the first full-time director, though the Center in the space had open, and it was being run by an amazing woman named Yvonne Read Harrison, who had been put in to open the Center, get all furniture, get things done, and she worked with another faculty member, Audrey Littlefield, to open up the Center while they did this, the director search. So I came in April of '96 as the first full-time director of the Center in, right. Very soon after that hire, Nancy Magpusao, who actually has been with the Center of the same amount of time that I had as the Administrative Assistant. She's now the Programs Coordinator.</p> <p>So the Cross Cultural Center was at ... its opening is a very particular interesting political apex. Our students on campus, from their history, I was able to see and interview people when I talked to people. Rodney King was going on politically. There were things on our campus where there was a Che Cafe mural, and that mural was defaced. There was some tension between different communities about speakers coming to campus and free speech. And I think it was the particularity of that moment that got the Center. There was a task force that had met for like a year prior that had faculty, staff, community people, but, really, the impetus was a report from the California Latinos Association saying UC San Diego needed to open a Chicano-Latino Center. And then our Student Affirmative Action Committee (SAAC) taking it up as a- as a kind of Associated Students government student role. We were one of the few campuses that did not have a Cross Cultural Center, one of the last, and so the coalition of students got together and did letters to the Chancellor to ask for the task force and then-. So from the student activism working with faculty to a campus task force within, the Center was open. So I came in.</p> <p>After I came in as a result of all that, and what was interesting to me - at the time and what I know now - is that's kind of how I roll because the same thing happened to the Women's Center. So the women's Center had had some difficulties with internal staffing. Basically it closed down. There had been a report. They were like, "We would like the Center to do these new things. Here's your report. Go forth." And so I was able to reestablish and reopen that Women's</p>

	Center, so moving into the Cross Cultural Center, as a new entity but in a communal space with people who had interest in what happened, and students from all backgrounds; staff, faculty, and community wanting it to be successful. And it was a blueprint. They're like, "Here's your report. Here's all the things we would like to see happen. Go." And I was like, "Great! That sounds like a great idea!" Not that didn't sound like a great idea to everyone [laughs] so for me, it was really exciting.
08:23	Fran Bautista: I think that's great. Just going back to you mentioned a task force that was specifically for the Chicanx Resource Center, or was that for something else?
08:31	<p>Edwina Welch: Yeah so that was a California Task Force, initially, and that was from the 80s where folks that asked that the campus open a center. And the campus did not. So between like the late 80s, the early 90s, there was a lot going on in California with Proposition 209, and what was going to happen with the Civil Rights Initiative, which wasn't really a Civil Rights Initiative. That was really looking at how are we going to have students of color, women, queer - we weren't using the term "queer" at the time - but like the, there was an apex about who was going to be in higher ed at that moment, and so I think that- my sense is that, political dynamic and timing ... made the fact that, that students and staff and faculty have been talking about a center years prior to that. Sometimes when I think institutions are like, "We would like to fix a problem where there's a political issue. I know! Let's open the thing that people have been asking for for many years." And the campus ... did have some resistance from what I read in the documents that are like, "We have to open the center for you! We have to open the center for everyone!" And I'm like, "Maybe you might need to." And later on we'll talk about sort of how I think that evolution happened on campus and kind of needed to ...</p> <p>But yeah the original task force - the task force is the- So the California legislative task force said we should have have a center. Students fought for it. Um they got staff and faculty to help support it, then the campus created a task force, and I know Jim- Dr. Jim Lin and Dr. Jorge Mariscal because they were the chairs of that task force on with the students and community people in staff that were on that task force of the campus community that was appointed,. And from that Campus Committee Task Force they actually wrote the report that's like "Here's what the center should do, and it asks for five staff and 500,000 dollars."</p>
10:28	Fran Bautista: Wow. Oh that's very rich.
10:29	Edwina Welch: We got two staff and not \$500,000. So the way I always personally approach that was like "Oh, so eventually will be fully funded entity, when we have five staff and \$500,000." So we never tried to like implement everything that was in

	the report, because two people with less than \$500,000 or at about \$120 (thousand) at that point, and that was staff salaries and everything. So it helped us not get too ahead of ourselves because the campus hadn't really funded what the task force thought the minimum center needed.
11:06	Fran Bautista: Mhm, yea. Thank you. Thinking about that, just one last question on the task force - you mentioned that students were like involved in all this. Were they also a voice in the task force, or was it just like faculty, staff, and just general community?
11:19	Edwina Welch: No, the student were always a voice the whole time, and I really appreciated the activism. And it did come out of the Student Affirmative Action Committee, and so I know this is a tape and people might not see the rest of the tape, but at this point is the Black Student Union, the Asian Pacific Islander Student Alliance, Kaibigang Pilipin@. It's the Native American Student Alliance, Students with Disabilities, the Women's Resource Center Coalition. So the students had always- SAAC was like, the SAAC Committee is like 40 years old, so the students have always been involved in a kind of reckoning and holding accountable the campus. So, you know flashback 20 years later, when the Cross is opening, the students are very much the center of the coalition, and I actually have the documents which, will be in the library, so people should read them, which is the original SAAC letter that says "here's what we need as SAAC," signed by all the chairs. That letter is then translated into a task force, where students are appointed to that task force, and they sit on the development and the creation of the Center, and then they are on the hiring committee... to hire me. So all the way through students were very active and engaged. The way universities work you usually have to get us in an appointment person, and I was I'm *really* grateful for Dr. Jim Lin because he had a colleague that worked at Brown [University] at the time, Dr. Tommy Woon, and Tommy Woon was running centers there. In the archives you'll see the letters where Jim writes to Tommy and says, "We're thinking about the Center, what do you need," and it's like a 5 page email. Old school email. And then in that 5 page old school email, Tommy's like "you need this many staff people, you need to make sure that person doesn't burn out..." like it's very detailed about what a successful center would look like, and so Jim Lin working with Dr. Jorge Mariscal fought to make sure that we had those elements. And I- I have the document to this day because I saved it, and I really used it as a touchstone in a building block for what this is what people who are in the field say the Center should do and have, then that's kind of what we're going to shoot.
13:27	Fran Bautista: Thank you, I appreciate all of that, and I love that you know all the people behind this. It's really important to remember, and some of this I didn't even know about considering on this project. So, from what I'm hearing and from my

	<p>understanding, the Cross Cultural Center is the first of the campus community centers and programs at UCSD. You talked about the origins of the Cross a lot. Is there anything else that you want to mention, such as, like other forces behind its creation?</p>
13:51	<p>Edwina Welch: I think the one thing I will mention is- it's interesting there were parallel things happening, and I think it- it looks at what the university is doing in general- is the Women's Center group had been asking for many more years for Women's Center. And we had students again involved in our Associated Students, in the SAAC organizations that have been fighting for a Women's Center and there was a sort of- I don't think there was attention, but I think the campus was like "We don't aren't quite sure what to do. So, the Women's Center history, which I know the Women's Center has this archive and someone should actually do this project as well, was fighting longer, but once the Cross Cultural Center got funded, then the Women's Center was the next one that was funded. So it was an interesting moment in time politically and structurally at UCSD, where the Cross Cultural Center got funded first. The Women's Center planning a bit longer, but then the Women's Center got funded the next year. So the Cross Cultural Center and the Women's Center within a year of each other. Having come from working in a Women's Center, I found that very interesting and like what would happen and that kind of energetic relationship synergy happens all the time. So the Women's Center and the Cross Cultural Center's like [19]95. [19]96 is Women's Center, and then 2000 is the LGBT Resource Center. So there are moments that are happening politically that galvanized the staff, faculty, and students to do work on campus, and the students generally push that, and then we get change. We see that 15 years later, with- after the Compton Cookout and Black Winter, and we get more centers. So those relationships are always somewhat symbiotic, and there's always a political push, and then the people on campus that already been working for these things that they had seen, and they kind of align. So, because I had worked in the Women's Center, I knew the new Women's Center director when they got hired because we were like a year apart. We, both of us, had worked with LGBT communities in our respective Women's Center roles, and LGBT Resource office opened. It was natural for us to work together, and that's how the idea of the campus community centers really got started, because we could see the intersections and the way that the communities work together or were pitted against each other or people were trying to make them not work together. So when people are like "Oh, we have the campus community centers," now, what was that? It was like really a recognition that people are very diverse in their backgrounds and and how institutions navigate that or try to help one piece. We knew for ourselves and the students that people don't live their lives that way, so that's where that concept at UCSD helped. Plus all of our students were in Ethnic Studies, and Ethnic Studies is intersectional, so Ethnic Studies is like,"Hey, these</p>

	<p>communities work together, these things are happening, these power arch's are operating." So I think UCSD has this unique blend of Critical Ethnic Studies, ground up work, which I think starts from Thurgood Marshall [College], which is the Lumumba Zapata and like students working together there. So there's this rich tradition in history of coalition's coming together. Sometimes when they need to, sometimes over a longer stretches, sometimes based on an outside political thing, or something that happens on campus, but the coalition can get together very quickly, and once the coalition gets together, then things happen structurally.</p>
17:13	<p>Fran Bautista: I think it's amazing. I think it's great that it started informally, and then it became like institutional, like coalition, and it's amazing. I had heard that at this time, the Vice Chancellor is like EDI Office- Equity Diversity and Inclusion Office- wasn't even around. How was that like? What was it like to have, like, the Center that supposed to be intersectional and supposed to be about equity and inclusion, but not have this official office yet, and then it becoming like eventually being created?</p>
17:41	<p>Edwina Welch: Well it's interesting you say that. I think one of the reasons the nexus, the complicated community, and centering the self book was written is to try to name some of that. Because most of what was happening was grassroots. So the Cross Cultural Center reported through a college provost. I reported to Dr. Pat Ledden through Muir [College] because institutionally, things have to live somewhere like you need a budget [laughs]. Like who's your boss, who does your evaluations, because you know, things have to live somewhere. The Women's Center reported through Sixth College at the time, which is now ERC (Eleanor Roosevelt College)- I mean, sorry. Fifth [College], ERC. And so my counterpart director was their Supervisor was the women, I mean, the ERC provost. When the LGBT Resource Center opened, and it was an office, it was a resource office, that person reported to Equal Opportunities Staff Affirmative Action. And that is all, sort of, structural pieces at the institution that's where, sort of, where things landed. At some point, all of these things might have landed under Student Affairs [questioning tone], but there was a different way that Student Affairs worked at that time. We worked very closely with them, but sort of nobody would adopt us. So even on my job card, it has a name of someone who I'm going to report to and that's crossed out and it's handwritten [laughs] changes the reporting structure I think was pretty interesting . So... because of that... independence, we could build things because there wasn't an already institutional structure on top of that. And I think that is one of the unique vestiges of UCSD, so we could build things with the staff associations, with the student organizations, and with academic departments, and make it an intersectional and networked approach, because we didn't have all the resources. We couldn't do what the full task force asked initially. A lot of that work was coming out of OASIS (Office of Academic Support and Instructional</p>

	<p>Services). So, if you looked at like what the task force was asking for it's like well OASIS is doing all of that tutoring, so we had to like niche and leverage and really figure out like what students needed, and then go to those places and work together with those places, which I think made us a lot more... independent. We got really excited about doing new things. We could implement things, the partners, we could just call people and be like, "Hey, do you want to partner on this?"</p> <p>And so that was a grassroots thing, and that happened for many, many years until the Chancellor's Office- the fun story, which I was at a meeting yesterday, we talked about it. So all of these three centers and people reported to different people, but none of us were in... were in permanent locations because nobody gets permanent locations at UCSD, so at some point, they're looking at all of our buildings saying, "We're tearing these things down, and you all have to live somewhere," so people ask us "Where do you want to live?" and we had plans, we drew stuff up, we knew how much space we needed. You can't quite do that in an institutional structure, so at some point, people like, "Hold on hold on hold on. We can't even have meetings about how this is going to happen or what this might need to look like because they're not structurally together." [laughs] We have to meet with like three different people. And our budgets were small enough that we weren't even going to be able to pay for it like the Center wasn't going to be able to pay for a move or anything, So, I think the campus looked around and said, "Okay, we have to make this less messy." And at the time of Vice Chancellor Dynes was doing a lot of work on diversity. We were really maybe looking at like a Chief Diversity Officer. Vice Chancellor, I mean Chancellor Dynes names himself the first, you know, Diversity Officer on campus, and at that point we all got adopted under the Chancellor's Office because structurally you really couldn't do anything with like these three entities with these three folks with three different communities which different needs institutionally. [laughs] Like who's going to pay for the new spaces, and none of that's coming out of student fees because it's my general funds. We're general services for faculty, staff, and students, and it was in all of our mission statements, "faculty, staff, and students" because that's how the community written them, so the long story longer- or long story short, we got adopted by the Chancellor's Office and then Supervisor Linda Williams helps us coalesce as institutional entity.</p>
21:54	<p>Fran Bautista: Thank you for all those. So rich. I think, is really great that the Cross Center started reporting to Muir. That's also a college that hosted the first AAPI (Asian American and Pacific Islander) Studies class, so it really feels good to see all of that, like, come together. It's great.</p> <p>Well, you kind of mentioned this with the like Rodney King and then some of the</p>

	<p>kind of Compton Cookout- excuse me- and Black Winter, but at the time, when the Cross was start beginning - you know, you mentioned that there were things going on- what specific or significant camps events were happening?</p>
22:29	<p>Edwina Welch: There were quite a few things. So we had a Proposition 209, which was happening literally when I was coming in. And people didn't know if we were going to get to keep having these kinds of programs because they were going to be against Prop. 209. There was also the the California Civil Rights Initiative, which one of our Regent's was the sponsor of, that was going to take race and gender out of admissions. So it was going to have all of that go away. So what ends up happening is we're in the moment, LEAP, who I'm going to get their name wrong, but it's the Leaders for Equity in Asia Pacific Islanders Community, was suing (University of California) Berkeley on affirmative action to keep it. [laughs] And one- a couple of our students were plaintiffs in that case that were Pilipino because it was starting to impact, sort of, what are, who is going to be a getting in and who wasn't, so all of this was happening at the time- Rodney King, civil unrest with police, the Rodney King incident, the LA Rebellion, like all of that stuff's happening, and all of the students, staff, and faculty at UCSD are involved in a lot of that, so those were the political things that were happening.</p> <p>There were 2 groups that had- one group brought a speaker that another group did not like and thought shouldn't be on campus. There was a lot of tension around that, and there was no real place to- [pause] I will say not place, I would say there wasn't a site to bring those conversations together. So there wasn't a site to bring the conversations together with students, staff, and faculty, and I- my supposition is that people looked around and said, "We need to do something right now," because there's demands, and people are asking "What are we doing?" in this moment this political moment, in this turmoil. And they were like, "Oh wait, [laughs] the students had a plan for a Cross Cultural Center woo!". So uh... and the Cross Cultural Center's mission statement is is is very... diverse and binary and very interesting. Sso, on the one hand, the mission statement is the support in educational and campus climate for faculty, staff, and students who are underrepresented and underserved. And I say underserved specifically because often people would leave out Asian Pacific Islander communities because they were looking at representation, but they weren't looking at service, so we always used underrepresented and underserved, and that was the cultural, professional, and social development of those groups of folks. At the same time, we're going to educate campus about all these things around equity- we weren't using equity at the time, we were using "diversity." So the Cross Cultural's mission statement was always this two-pronged approach. And I remember having a lot of conversations with people where they thought you could do that all together, but having worked at the University of Oregon and help them open their Multicultural Center. I was</p>

	<p>like what the faculty, staff, and students who were underrepresented and underserved might need for the professional, cultural, and social development is not the same thing that the campus needs for education. That sometimes they can be together in the same room, but you can't have the same plans because the folks who are underrepresented and underserved need space, growth, development, and not always to be educating. And at the same time the folks that need to be educated can't always be in the spaces where folks who need support and sense of belonging because that switches that. So from early on, that having my work at University of Oregon made me *very* aware that these mission statements, while they looked nice, were 2 very different mission statements, and you literally had to build them together. And then when they intersected, that was great, but then they could not always intersect, and we work with faculty, staff, and students, so what faculty needed, staff needed, students needed for are different things. Sometimes they intersect and overlap to based on identity and often they do not. So it was- I loved it because that's kind of how my brain works, and I was like, 'Oh, we get to build something together as a community! It's called a Cross Cultural Center so everybody's involved, and it's what the interaction is and what the engagement is.' So I think that's why I was able to stay for 25 years because we never got it developed. So the Cross cultural Center, Women's Center, LGBT Resource Center, and then our new centers, sister centers and programs grew up the same time the campus grew up around equity and diversity. So everything that happened on campus around equity and diversity, the centers were growing up in that, in the same way. So we never are finished, because- people are like "But 25 years. Why aren't you finished?" I'm like, "Well. Because every time something changes on campus around these questions and these trends and these needs, the centers have to evolve. And change. And grow. And meet the needs." So that's- I had never prior to this and my three jobs I had, been anywhere more than 5 years 6 years because I was usually a "Hey, let's build it. Let's see what it looks like. How do we make it better?" and then I leave. And here at UCSD, it's- I'm still excited about the work. [laughs] And now it's going to go to a whole new thing with my leaving. What is the next iteration? Because after 25 years, there's been a thing that was built a particular way, and it needs to grow and evolve. So I'm excited to see what- how it happens as well.</p>
27:44	<p>Fran Bautista: Thank you for all of that. I like the way that you mentioned that the terms that we use today are different from like years ago. I think it's very important to remember that language changes over time and that we need to acknowledge that so that when we like look for history we're not looking for, like, the wrong words. I also heard that you tell a story about when you're on campus, you talk about students of color on campus. Can you share this story today?</p>

Edwina Welch: And where is it in the...okay let me look at where it is in my notes... when I first came and I was sort of like... Oh yeah!

So one of the things that made me excited about coming to San Diego as my other institution, which I liked working at. I'm not going to, you know, do any disservice to, it was 12% students of color. Like, literally 12% all students of color. So that is Asian Pacific Islander, Chicana, Latino, Filipino, Hawaiian, Indigenous, Black. So Oregon is, I think, still 98% white. So we're really in the state average, but it was at that time really, so a white state. So my understanding of students of color is everybody who might be having a different lived experience than sort of like a... I won't even like, I don't have the right words. So there's a kind of institutional white structure, or predominantly white institution (PWI), or historically white institution. And what that means is they they function that way, like they have- they function as predominantly white. And now we say they function as historically white, because even if they're, if they're mostly students of color, they- their structures are still probably historically white.

So when I got to this- when I got to San Diego, I did all my research, I was very excited to come to the interview. It was like a day long. Was a nine month process. It was fantastic. I got to campus, I was so excited, because there's all these institutions and things folks were doing. And I sort of started asking people to tell me about the climate of campus and what was going on and and we were talking about underrepresented and underserved. And I was like, okay, so tell me a little bit, but particularly about the Asian and Pacific Islander communities here at the time, and I'm... As an academic interest, this is always an area I've been studying because I think we have more history in common than we don't, and that because of the way we talk about equity, diversity and inclusion and communities, we people just don't necessarily add this group of folks and the students of color.

So I was excited. I was coming to UCSD. UCSD was like, 46% 47% students of color. So I was so excited to come to a campus that had that much diversity and all the different departments and everything. And I got here and people were like, "Oh, no, you're in a predominantly white institution." And I'm like, "I don't understand" because I did some research and I looked at the numbers, and they're like, "No, no. It's predominantly white institution." And it quickly became an interesting question to me is, like, "Are you all counting Asian people as white?" [laughs] I was like, "Uhhhh no?" And that's like 50 different communities who have different diasporic studies, who have different immigration stories like there's like like I- it still boggles my mind and I- I'm not overly versed, it's an interest of mine, because I want to learn, and I know the communities interactions with each other are very broad and historical.

	<p>So I found that very interesting that. I was coming to a place that had so much diversity, and I was so excited about it so excited to be back to California after being in Oregon. And people were like nope it's predominantly white institution. And I'm like I'm seeing all the activism of all the staff associations and the student of color groups, and I see who's here so there's something about the way we talk about who's on campus that was really interesting to me. And because I had known about SAAC and I'd seen Ethnic Studies and it was intersectional. I- it was a- it wasn't- still continues to be a puzzle that that that's the way we describe the institution. When I came in '96 and it was already moving to predominantly students of color, and so I was like "Oh that that," and I so now, I say historically white institution because I don't think UCSD has been a PWI for a really long time.</p> <p>But there's something about California that we have proximity diversity, and so we don't quite see people, but we know they're there like... I can go to a grocery store and I can get I come in a really diverse place, I can see this kind of person in this kind of person is kind of person, but I don't know anything about them. [laughs] They might not be my friend group. And one of the the kickers that I did miss was in Oregon when we had a smaller population. There was a lot more communication around our histories and our cultures and how we work together, even when we were individually doing our own like healing and work in individual communities, like the Black community or the Hawaiian community because the numbers are small, they had to- they worked really hard at that coalition. And I think I thought I was going to see that coalition here that I didn't see, and I did see it in SAAC, and there's a kind of thing that I think a lot about, and then I'll get off this subject.</p> <p>So I grew up in the Bay Area, and if you're in Vallejo all your news is about San Francisco and Oakland. So if you're at a San Francisco and Oakland, you will think you live in a much different society because the news is different kinds of people, the paper has different kinds of things. So you'd be like, "Oh no no, we're diversity," and that's what I think is that proximity diversity people might not know anything about people's histories or stories or struggles. But if you go to Oakland has a different feel like if you go to Chinatown, if you go to Hunter's Point. Depending on your community, people's interactions are very different, so that- that was kind of an interesting thing for me at UCSD and I came in, I was "I'm so excited I really get to work with different people, over 50% total students of color" and people would be like "What are you talking about?" Like, oh... [laughs]</p>
33:20	<p>Fran Bautista: Yeah, I think that's fascinating. I also can kind of see that talk even today, like in San Diego. Like looking at it, it's a big like place to be in, but it's very different like the little pockets that you go to. So I think it's really cool to see that it's a continued- continuity over time.</p>

33:36	<p>Edwina Welch: Yeah I hoping it's changing a little bit, I think. I am a- I am interested in organizations in history, and I think we're going to look back at this time after the Obama presidency and the Trump presidency, and I hope we see where some of that non nuance broke down because I think the whiplash from like "Oh my gosh look at me, you're post-racial, which most of us know we were not, to like, "Oh dear God. There are still like Jim crow legacy deeply embedded in like how the country works" And all the stuff I see about like, people are like AAPI hate, I was like I don't know anyone, how can we don't know about any of these folks histories in a lot of stuff is like... before the country was a country like... like like who came in and when and and what those stories are. And so I am I am hopeful that we can hold a little bit more... that people are much more nuanced and diversified and have very different histories, which is kind of what it means [to do] cross cultural work anyway. So, so I'm hoping that out of this really tough time, people are like "Oh, I guess, I should know a little bit more about these folks I'm standing next to." [laughs]</p>
34:50	<p>Fran Bautista: Mhmm, I definitely agree with that remark. So kind of reflecting, you touched on a little bit, but generally how have you seen how like our campus culture has changed over time, if it has?</p>
35:05	<p>Edwina Welch: Well I'm thinking a lot about this as I'm- I'm heading out, and I really want to acknowledge that UCSD has changed quite a bit. When you come in and you're either a staff member that maybe doesn't stay as long as I have or students who are coming in and out in 4 years, it's hard to see that and what I've always been excited about is I'm like, the students don't have to see that your job is to ask questions and to be like "Hey what's going to be new," because this is my 4 years or my 5years. So, so I always got that and always appreciated that there was more to be done. I would say that the campus is feels like it's always been very liberal. And it's always wanted to make diverse changes, but in small ways. Or the, the work has always been done... like there was always communities that- well now I'll give a couple of examples that were like we need these things, and we- and we want these things to happen. And so they would be doing all of this work and then something would happen. And then the campus would be like "Oh great, now we can implement this." So so there's this kind of like subterranean work that's happening. I'll give you a great example and I- and I do recommend folks go back amd in during the Compton Cookout in the Black Winter, and prior to that the summer, all of the black students in the UC system had gotten together and do you see us report. And it was a part of like the testimonials here's what it's like to be in classes. SO there was all this this activism that was happening at the statewide level for the do you see us/ And so the students had turned in the report, they had taxed themselves to get our SPACES center to do more outreach and recruitment and we're talking about it overnight program. SO, so the students were</p>

already like moving in these directions and they were getting staff and faculty to support them and moving in that direction. So, like the summer before, the year before there's this report UCS students. Right it's brilliant they give it to the Chancellor's cabinet everybody's like guess, we need to do things for for Black students. We could see where it's like thank you for giving us this information, even though they always had to fight for. So that March, excuse me- that Fall, the higher education was getting ready to be cut, so a whole other group of students in our Associated Students in our graduate student division and faculty were doing like the day before campus starts walkouts to not have tuition go up and to have higher and affordable. So. Do you see us is working, those same students are in SPACES. They're in the student organizations. They're writing the reports. They're talking to each other, because it's SAAC, and they have a coalition. So there's the walkouts in September. That fall, we have the student of color conference at UC San Diego. So in order to have 600 students on campus, you've got all these coalition's or the volunteers within organizations up and down statewide. So that that's happening in the Fall, so all of this activism and organizing is happening. Then we get to Winter. in the match is this party where people are like "Hey..." it's off campus. Normally, when things had happened off campus, and again this is in some of the archives, you be like "free speech, we got to get down and talk, and we shouldn't do these things, that's terrible." This is off campus party. Students, staff, and faculty like nope and they pivot. Automatically from this isn't free speech, this is our campuses. Like it's not free speech we're not even going to talk about that you know what those folks This is my lived experience every day at UCSD. And we're off to the races. There are... you know encounters and parking lots and altercations. There is news. There is people that are like I can't be with my roommates. And everybody's involved and engaged. There's a core group of organizers. But because they all know each other and they're in classes together and they've been in (Summer) Bridge together or they've been in AS together, they've been in Ethnic Studies together. They're all working together in coalition, even though it's something that happened primarily to the Black community or around Black experience or around Black stereotypes. Everyone's working together, and they pivot almost immediately to like "Let's look at this as a campus climate issue."

So all of these things, keep getting built out and built on and built up. So director of Cross Cultural Center, directors of the other centers, were like "What do we do? What do students need that stay at meetings late, pizza. Like, how can we work with this." So where everybody's working because we realized everybody, students, everybody knows, this is not good. What support do we need? So the time we're doing that, but campuses do well? We need to let people know that the history of lynching, this is bad, don't put up nooses. Wo we plan, because it takes a week to plan, a teach-in to help educate the campus about why throwing a party

	<p>and using these stereotypes, is a bad thing. Between the week we start planning and the week we get to execute the actual activity, there's the n-word on one of our college television stations. There was a noose in the library, there is... stuff happening with students, they were getting into almost fights and stuff and you got to get stuff out. So we had planned to like hey we're going to talk about how this isn't good, then we- but where did these stereotypes come from to everybody thinks we're doing a teach in in response to all the stuff that happens t he week before. So when you see the pictures on two steps. there's like 200 people in the live in a ballroom because of the campus like "I don't know what happened. What's going on, why is all this stuff happening" and then there's all of the people on the steps. I remember very much myself and a couple of other colleagues were in the teach in. Because you know that's our role. We're teaching. And we leave the teach in as the students walk out because they're like "Why are you doing the teach in, this is horrible." And then we go to the teach out, and we speak at the teach out. So all of these things are all happening at one time, and what it did teach me was taking the lead of the students and what they needed, and the structure at that point stuff was CNN, like people from the government were coming in, the news was there. And it was really traumatic because folks were like this is my day-to-day lived experience and we've been fighting all summer long we've been fighting all through the fall. Our tuition is going up, and then we have this thing happened it just lights a match on this is what we're talking about. This is our lived experience. All the time. So when people think about that time I did a couple of workshops with staff, staff like I feel this way to sometimes as a staff and they didn't really know what was going on, they just saw that the students were in. And we have shirt that "real pain real action," so all of that, we get DEI requirement and we have the Vice Chancellor equity diversity and inclusion, and new centers and programs open up so things have changed, but they tend to come out of these like inflection points , and maybe that's how it always has to happen. Almost every other Center program I've talked with a work with all of their departments and activism work didn't start through like an institutional committee saying "we should start this." It's literally around someone naming a need and then fighting [for] it. I see the value in it makes me sad that that has to be... that that part of people's trauma is how institutions change AND institutions change, and through all of this, there's like faculty that are involved in organizing. SAAC and in its 40 years, people are able to gather. people learn how to navigate and nuance, how to step u,p how to step back, how to support not, how not to support so so so. Organization has been a really interesting thing to be a part of and very powerful to be a part of. Because all these things we have from Ethnic Studies, I wasn't even here when it started, but that was a fight to I know Jim Lin taught the first class and there was like this institutional structural piece, I know Lumamba Zapata was going to be the name of Marshall, and then that has that there's a whole international-excuse me there's a whole...like public statewide I mean stuffs in the chronicle of</p>
--	--

	higher ed. The students are going to do something pretty like radical and have it be like jointly run by students and Community members and fac.... so there's all of this, this. bedrock and UCSD around having really exciting structures and being nuanced and fighting. And I, I think that is still known. I think that there's more available now, so the questions of who fights for who and how do we even know this history is a really interesting thing that's happening.
43:44	Fran Bautista: Thank you, I thought it's so fascinating to hear a lot of things that I, as a student at UCSD are like very familiar with in yet there's a lot of stuff that I didn't know about so there's always more to learn about these points in our shared history.
43:57	Edwina Welch: And they're always shared. I think, whenever... the saddest thing for me and, and I think you have a question later is like well, "What do you wish, we would have done" is how do we hold both things like I do think communities need. Like I think the APIMEDA (Asian Pacific Islander Middle Eastern Desi American) community needs places and staff and people where you can develop that physical, cultural, social belonging. And at the same time, still interact with the Cross cultural Center or the one LGBT (Lesbian, Gay, Bisexual, Transgender) resource center a round the critical engagement piece. And I think sometimes we feel like we can't do them at the same time, even though we do them at the same time, all the time. So you get these kind of ebbs and flows of what's the most salient and at that moment, because it needs to be. So right now we're doing the Black Excellence Initiative and HSI (Hispanic Serving Institution) because there's some things structurally that needs to be, that are salient there. And sometimes it's like, but we also have APIMEDA, AANAPISI, (Asian American and Native American Pacific Islander-Serving Institution), queer students, women students and like... so so there's some ways in which the complexity is harder to hold. And, and we were like okay we're just going to do this one thing now. And I get why that's happening structurally, I would just want students and staff and faculty to know that you can talk about one groups needs, not to the exclusion of other groups, and that it's stronger when we're intersection sectional and I know that's hard to see sometimes when you're building things. because the need is so immediate for that community that it will look like, "Oh we're only concentrating on that community" and we have to do the both.
45:29	Fran Bautista: Definitely. So you've talked about a little bit ... but in what ways for you, and then the Cross Cultural Center, have been involved with the development of Asian American Studies program that was launched in Fall 2020?
45:43	Edwina Welch: So it's, it's- I mentioned, Dr. Jim Lin who I have known and I call, one of the grandfathers of the Cross Cultural Center, and Jim and Tommy really helped us see that there is an intersectional approach and that was exciting to

	<p>work on and it's been- I've always been involved with this students and the student organizations and there have been ebbs and flows when I'm at some point Kaibigang Pilipino student association was wanting to do like a literature minor that focused on Filipino studies. There have been times when APSA wanted to do- Asian Pacific Islander Student Alliance- wanted to do more of an Asian/Asian American studies program. What's been really exciting for me to see is that the students kept pushing for the courses. And I had been involved with in the Cross Cultural Center... the Pinayism class when SPACES was doing the directed reading, those classes were held at the Cross Cultural Center. Individual students would work with faculty and develop a course that was around that community's history and background. So the Cross was kind of one of those hub areas that I was always kind of involved in. The other thing is our student interns do something called a student initiated project. So very often their student initiated projects were around things that we wanted to see on campus and, at the time, one of our student interns Irving Ling was working on the CCAAS group, the student group for Critical Asian Studies, and had done as part of their project and worked with Joseph Ramierz to bring all of these *amazing* faculty in that we're doing work. So whenever we could program around visibility, whenever it was an interest of an intern, whenever a faculty at the time wanted to work to bring together the things, the Cross was always wherever we could be involved. And I was on most of the email for a CCAAS, and it was really interesting because I always want to know when it's appropriate for me to be in a community because I care and when I need to not be in the room because it's the community. And I don't think a lot of people think about that, but that's really important. Like sometimes communities need to do work and then sometimes, we need to have allies and communities to do work. And we don't quite see that very often, so there are times where I'm like, "Do I need to be in the room right now," because y'all to do stuff, it's like okay. And if I don't, I did that with SAAC too, if I don't need to be here that's fine, though I got you, support you, let me know what we can do. Because we've always been involved with like the colleged, Marshall and ERC (Eleanor Roosevelt College). were around when the campus was starting restarting the African American Studies minor that had been a minor like Asian Pacific Islander minor that was came out of a college. It had a faculty that was very involved for a while, that faculty left, and you know all of a sudden it's on the books but there's no minor, the Chicano Latino arts and humanities minor as well but then we move to a program. So that's another trajectory a lot of these things started is like students want to do to directed things, faculty wanted to be involved, faculty got their other colleagues to work, and then there were minor in the, maybe, even down and then that was researched and then we were able to move those things forward. So the Cross cultural Center has been a hub for like most of those meetings. I remember and have a picture of Leland Saito, Lisa Lowe - Dr. Lisa Lowe who I miss, Dr. Leland Saito, who I miss too, who does work on Koreatown. We actually had the Asian</p>
--	---

American Studies Conference or some sort of meeting at the Cross Cultural Center. And there are pictures of folks who are like, now I look at it, Neil Gotand was there was, one of the fathers of critical race theory, and I'm like- [unclear whisper]. So the because the Cross head space, which is huge, and because we were faculty, staff, and students and had a social justice perspective, we were able to do a lot of that work. We have at one point, we have Fred Korematsu come to campus in in his older years with his partner because he worked with a Dr, Irons, Peter Irons on, Japanese internment. So he actually came to the Cross Cultural Center and did a talk. We had James Meredith who integrated Ole Miss. So they would come through campus, and we were able to do at the beginning, early on, we did a lot of historical work of like "hey y'all were connected." And so, people would come, and we would partner with departments and staff associations and bring these figures, so we have like Fred Korematsu, his wife putting his medal of freedom on his shoulders in the Center, and it's in the- I never got the picture picture, but it's going to be in the archive because it was in- it was in the Guardian and I kept the Guardian.

And so things like that that were happening, where we were bringing in Manny Marible, we're bringing in, these muralists from Mexico and they knew the faculty. And so they would come to campus to do things with the faculty and we're like "Oh, we got to make that a Community thing." Jessica Hagedorn came a couple of times, though writer of *Dogeaters*, and we would like- we would work with KP and APSA to bring them to do a book talk, and then we would have them interact with the community. So our whole thing was like who can we introduce and learn from in our community, and then we would just invite everyone to come and it became a habit that you would go to other people's programs because that's how you learned other people's histories and that created the connection in the community.

So I think that's always been how we thought about it it's like let's work with the people they're already connected know things are students who are asking us to do things but open it up to more people. This quarter, we worked with one our faculty in residents, is a King Brit who's in the music department that does Blacktronica. And so we're like, can we just open up your class for three sections, so people can come in and get all this knowledge and history about beats and history of DJ-ing and what this all means. And anybody can come in, but you're going to get that intersectional analysis so that's kind of how we leveraged out very complicated mission statement because we couldn't just do that work individually. It's a network model, and so I think that really helped and whatever the students wanted, SAAC was like "Hey we want to bring Angela Davis" and we're like "Okay let's help you do that." So that's how we had to work because they didn't give us the original \$500,000, which I was probably excited about, and I was like "Well we didn't raise \$500,000, we have to play with everybody."

52:37	Fran Bautista: Definitely, thank you. Just want to do a time check, I know that our time has to end in 2 minutes. If you want to keep going, we will go over, or if you want to pick up another time.
52:49	Edwina Welch: Let's keep going, I have an 11. And I I know you'll edit and do other things, so we need to come back because you're like wait, I listened to this and I want to get a follow up, we can do that.
53:00	Fran Bautista: Sounds good, thank you. Okay, so continuing.. Considering all of this, you have a lot of experience, a lot of strong opinions about campus. What is something you wish that UC San Diego did in your time here?
53:18	<p>Edwina Welch: I...have an opinion. Or, I saw moment, and I know why it didn't go the way it was going to go and I think back to that because I feel like it was one of the fractures. If you go back to the original Black student demands, somewhere in an archive, there like 33 of them. And what happens, institutionally and structurally, sometimes you can't meet demands that you can't give to a particular institutional structure. So I can't give this to this Vice Chancellor area, so I don't know how we meet that demand. And so it goes under advisement or let's look at it, or let's put it in a parking lot. So it's not- I want to believe it's not on purpose. It's just it a complicated demand. So if you go back and look at the original 31-32, we got down to I think 18 and the 18 that are downward good and really did a lot of change. I want to thank BSU, MEChA, all the orgs for all of the work that they did to like keep pushing the institution to be better. Those original demands were really interesting and complicated. They actually asked questions about intersectionality and queer issues, then feminist issues in some really complicated ways, because we had students who were doing complicated work in Ethnic Studies.</p> <p>And what happened is the institution can answer those questions so all those demands fell away. And so, the things that got prioritize which absolutely 6,000% needed to be prioritized, are the things we see now. We have up like Black Resource Center, the Raza Resource Centro, the Intertribal Resource Center, the DEI requirement, getting some institutional way to do all of this work through the Vice Chancellor for Equity Diversity and Inclusion. I just wonder if we could have kept all of that and that intersectional approach about queerness and feminist issues and support for departments growing and... No one will say it out loud, I remember watching the fracture of the kind of work that people were doing in this, almost like a Lumumba Zapata way of like how complicated are we going to make this and make sure that this is our moment to lay a particular kind of groundwork. And structurally some of that faded away because you couldn't give it to someone to be that, this is on your plate to do, because this is your role. And I remember being in meetings where people would say, "Yeah that's an important thing, but</p>

we're not going to do that, right now." And I was like... and you could you could see it and feel it, and I don't even know if anyone felt the same way I felt it or would see it the same way. And after that, the fractures started really being interesting around academic departments with student organizations, with how people work together or didn't work together, and so there was a moment where a lot of really good things happened, and some of those pieces, maybe they had to fall away. And I remember thinking, "Oh, we might have missed an opportunity here." And it is what it is, and we were able to build a lot of stuff. I'm like let's go back and find those original 30 something, because I think there's an interesting nuance in that. And stuff is still really good like we got more programs and services. I'm a big believer in real estate. People are like, "If you open all these other things, what's that going mean for the Center?" I'm like, "More people to help support students and faculty." Cross cultural Center never took that on as our role that we were going to be all things to all people. In my mind t hat's institutionally racist to think one place would do that. Like yeah you're not going to take that you're...that. That idea is the problem. You can do one place, and the one place will do things. So it was never a competition or if if we do this, then somehow that impacts the Cross Cultural Center. A lot of people thought that. And a lot of people were like "Oh what are you going to do? They're opening all other things and what does that mean about the role you do?" I think about the work we do and I- it did make the the centers that were older, we asked ourselves lot of good questions about what are other things we could be doing, are we supporting the students in the way we need to. Then we're like, we could always do better, and yes, we are supporting the students the way we need to.

So one last thing I will say is often institutionally when students ask for things that they need, the institution goes why isn't that place doing it. So it's like the Black student to like, "We don't have any place on campus that supports us." And the campus goes, but you have the Cross cultural Center, and that's a Black woman over there. Again, tantamount to racism, because what the students are- I'm their advisor- what the students are basically saying is we got that stuff over there and we like that you should give that more money, but the institution isn't meeting our needs. But the institution looks and says, "But we have that Women's Center. Why, why do you think women don't feel good? They go to those places. That's where we put the resources." So that natural tension is so real, and it happens nationally. And I, you know, for some of my colleagues, they were like, "I think they're, they're disrespecting the Cross Cultural Center" and I'm like, 'No they're not' because we're the administrators with a small A, and I know what they're saying is we got our people who we know help us, but the institution needs to do better, but the institution doesn't hear it that way. So they can, in some cases, be like "Well that's your job. You're supposed to do that." I'm like, "Well I think we're supposed to do a piece of it" but that's not what they're asking for. They already know have us. You

	<p>know how they know they have us? Because they're actually meeting planning in the Center, and we're getting them snacks, and we're making sure people are okay. And they're hugging us and saying thank you so much for the support. But institutionally the campus doesn't know that, and so I do want that somewhere in the record because that tension of like "Well, we did all this resource stuff. Why are you asking for more stuff," and it's like well, it's a different question.</p> <p>And Windi is helping everybody and helping the minor happen and to do all of these things. And it can be like well there's something happening with AAPI hate in the world, go to Windi. You know, like like there's this weird dynamic of like "Well, but we did this one resource that should take care of everything," and that was never. I was like "Oh no, we asked for \$500,00 and 5 people and you gave us \$120,000 and 2 (people)." So we're going to collaborate and coalesce, but we can't meet all the Black students' needs. We can't meet our Muslim students needs, but why would you want one office to do that. That's institutionally racist.</p>
1:00:13	Fran Bautista: Mmhmm.
1:00:44	<p>Edwina Welch: But we give you resources- Yeah you did. We appreciate that. I'm not saying it's not, we're not happy about that. And you asked for data, listen to the people that are telling you they need other things structurally because they already got us. Because they fought for us in the gaps. So when they're saying those things we can always improve AND. They're asking for a different question, but the institution sometimes doesn't think that.</p> <p>So yeah, I'm hoping someone doesn't stay on the other, 33 demands, the original ones, and then does a mapping on what got funded and actionable and what fell off. I think there's some interesting gaps there.</p>
1:00:50	Fran Bautista: Thank you for all of that. I didn't even know, there was, you know, originally 33, so it's very good to know.
1:00:54	Edwina Welch: Like 31, 33. When I send out my office, I'll find them. I- they had things like Critical Gender Studies and Ethnic Studies and more faculty and like doing this kind of work intersectionality and like matching these kind of funds and I'm like "Hmm yeah."
1:01:12	Fran Bautista: Yeah, very cool. I look forward to that.
1:01:15	Edwina Welch: And institutionally can institutions, because they're complex but not complex, so this Vice Chancellor area has to do policing. So even if it's got student affairs and academics and department stuff in it, who's in charge of that aspect. That's where the demand goes.

1:01:34	Fran Bautista: Definitely. The food for thought. Alright, so talking about supporting students, what advice would you give to staff and faculty who want to support students, and then how can they support each other?
1:01:50	<p>Edwina Welch: I think the biggest advice I would be is... and it's trickier now because we're in a different time 'cause I think you have to show up where students are without a need of anything other than supporting them. So one of the- it's hard. People have kids, they have complicated lives. Some of the best support, I was able to give was when I was just in a room and somebody was talking about something, and I could be like "Oh, have you thought about. Or you should go talk to this person. Oh, let me give you that resource." Because asking "how can I help you" doesn't quite work because people don't usually have an answer then, and then "Oup. They don't need help. I asked." So, but that's hard. That means you got to have enough people.</p> <p>We have a crew of us who support SAAC and the SAAC organizations. We you know we try to do we try to do retreats and leadership development, and sometimes you just have to be in the room or at the event. Or have relationships with the student leaders to support their development and growth like we do with any student. And then that's kind of how you help. And I still think we're like "well I'm going to come to the meeting" and tell you I'm here to help. And no one called me, so therefore they didn't need any help, or they forgot they needed to help so that's a big change. Because we've kind of moved apart. There's a lot more social media. A lot of the way that organizations work isn't in meetings anymore. A lot of its online, and you just come together to execute. I think it's a hard to have a way in that doesn't feel awkward and overbearing. [laughs] Because sometimes you need permission. and the students like you should just know to come, and I'm like but I honor you and I don't want to just burden to your meetings like. "But we never see you." "But you never asked" So, we're in this kind of like "We never see. You never asked" and it's like well, we're at an impasse. And the event of organizing online and not going to each other's things and and not being an offices are near offices together has complicated that. And people want to be honoring each other, so people like students will be like "I don't wanna bother you." Then there is an emergency and it's you know, 8 of us trying to fix something. Or like I went in as a staff or faculty, the meeting was so awkward, so I'll just wait for them to reach out to me, and I'm like both of those things are bad. Nobody is doing that. So, my ultimate goal would be, we tried to do it for a couple times, and we had a tag team of like 8 people, and we'd be like "Hey you're going to this event, are you going..." just to be present because when people need something, if you're present, you can help and that builds trust, and I think that's going to be really hard after we move out of a remote because there's going to be awkward as sin. I was going to say another word. It's gonna be awkward is sin to be like "I'm showing up here, I</p>

	<p>don't really need anything" and you're like "Are you watching me? Why you up my meeting?"</p> <p>So like, that's gonna be really interesting. And that's kind of what has to happen. I don't know if maybe the classroom space can be a little bit of a bridge for that, maybe staff and faculty can visit each other's classrooms and say hey. I don't know how we do it because it was starting to get awkward even before the pandemic. Because people were doing all of their work online. They were doing their planning their organizing, and they would come together to execute. And then you'd be like "You don't have any plates." "Hey, could I borrow some plates from the Cross" "Yes, yes, the Cross has plates." [laughs] "Hey wait have you thought about..." "We want to paint." And we're like "Carpet...? Would you like a tarp?" So, [laughs] so you actually kind of need either a location that has resources that can give right away and troubleshoot. And, and I don't I don't know what's going to happen. And this was before the pandemic. So people are just like talking talking talking executing and you're like, "Oooh we could've actually help pay for that." We could've talk this through for it to be more efficient, so you wouldn't be stressed, and like all that stuff's not happening because we literally aren't walking across the halls or getting chocolate on Windi's office or my office. Or not in your, you know, not at the general body meetings standing in the back with like a flyer or announcement or ooh I'm listening heavy going "Hey Fran come here." [laughs] "This might be a problem you might need a permit for that." "Oh y'all are talking about a protest? I'm gonna walk out the room." You know, like like there's this-these interactions that are nuanced that happened because we see each other or we're in places or we're in classes and none of, none of that's happening. I'm proud of Izzy, Violeta, Windi, and other folks that are making it happen online, because I think some new things have happened, but that's going to be- Because staff and faculty are going to be like "I'm waiting to be invited," students be like "Nobody ever comes," and we're like "Andddd scene."</p>
1:06:46	<p>Fran Bautista: Exactly. I relate to that in my student leadership too. It's been difficult trying to build those relationships with staff and faculty and even just with other fellow students, like other orgs, so that it, just it's a big issue right now. So, appreciate that insight.</p>
1:06:59	<p>Edwina Welch: I have to say it out loud because I don't think- It's gonna be so awkward. It's like yeah "Why is Edwina, why is this Black women in our meeting have 20 people standing in the back. It looks kind of lurky." Like "No, just tryna help! Just tryna help!" [laughs]</p>

1:07:16	Fran Bautista: Totally. I love that okay. Keeping it short on time, I do I know that three last three questions are gonna be really cool. Did you want to pick us up another time?
1:07:29	Edwina Welch: What are the last three?
1:07:31	Fran Bautista: Advice to students, future people like you know you'd like to convey to them for the Cross, and then something else we haven't covered?
1:07:40	<p>Edwina Welch: I think we've covered a lot, I will try to do these other ones fairly quick, but then we'll come back after you listen, if you want more nuance.</p> <p>Umm my advice is students is go to each other stuff if you can. And if you can't, get into the different classes that's a community different than your own in. And to let it be awkward. Because I think part of it is like "How- Am I in the way? Am I gonna..."</p>
1:08:04	Fran Bautista: Mhmm.
1:08:05	<p>Edwina Welch: You know, is it you know, "I don't want to impose. I don't want to do it the wrong way." And I'm like yeah, so we're not learning about each other, because we're stopping ourselves before we like try to do it. And then try more than twice because you're going to one time and the people be like "Why are you here, why are you lurking?" And then second time, "Ahh okay, you may be kinda cool." And then third time, "Ooh you keep coming, thank you for supporting us" That's more than one time [laughs]</p> <p>[Some pause]</p> <p>I think I want to convey to future people that it can't be learned in a book or you can't always watch it on a webinar. Coalition is actually messy and fun. And you have to show up. I think Alicia Garza talks about in her book about- <i>The Purpose of Power</i>- is using the tools are important but organizing is sometimes about showing up as well. So that's only one part, so I would really want everyone to figure out what it looks like to show up. And sometimes maybe it is mostly online and where are we intersecting with those different conversations and those different possibilities because that's what I'm afraid. I mean I have online systems, I could just watch my stuff on my social media and think the way that I think. And if I don't interact in places where I might be a little uncomfortable and not know what to expect, it's harder to build coalition because there's not places for us to interact and talk so. And that could be online too! I'm not saying you have to be face to face. I'm not that old fashioned, it's just like what's the- what's the expectation of that interaction. And how do we build the expectation with that interaction. And that</p>

	that I think we move too fast and we lose it and I think... I'm afraid that we're going to wake up and it's going to we're going to be too far from each other.
1:09:47	Fran Bautista: Mhmm.
1:09:47	Edwina Welch: I'm hoping that when we come back from the pandemic because we've missed each other so much maybe we can build some of that.
1:09:57	Fran Bautista: Yeah, thank you Edwina for your time at UCSD. Your words for this AAPI archival project. As the full- first full time director at the Cross Cultural Center who is now retiring. Big congratulations! I look forward to your journey as well.
1:10:10	Edwina Welch: And yeah and if you need to do follow up, feel free. Also if this is enough, and then let me know too, I'm pretty flexible and easy. And like I said, for the last word is the Cross cultural Center put all of our archival stuff at the Library and will continue to do more. And a lot of it is the individual org stuff, like zines and posters and letters and like things that we got from students. So, if you look at the Cross Cultural Center archive it's full of all of us. It's not just Cross Cultural Center, it's basically SAAC, and all this other stuff that we kept that was part of the community. So a lot of these kind of questions and things are related to this archive project in this really interesting way.
1:10:49	Fran Bautista: Thank you so much Edwina, I appreciate all of this. I hope that we can talk again.
1:10:53	Edwina Welch: Absolutely, and have a good 3 day weekend. I hope you get a little break and like I said, if you wanted to come back because I can talk a lot. I didn't want to keep you. So if you've got enough that's fine too, and if you want to come back, we can, but I did want to at least try to close it down so that you could move on with your life and me too. [laughs]
1:11:10	Fran Bautista: Finally, I hope you get some rest too, and I definitely think we're following up some time.
1:11:14	Edwina Welch: Okay.
1:11:15	Fran Bautista: Have a good one.
1:11:16	Edwina Welch: Take care. bye.