

Leonel Montoya: 00:00:01.7 Okay. Hello! This is Leonel Montoya. I'm going to be the interviewer for this conversation with 00:00:01.7

Leonel Montoya: 00:00:10.5 could you say your name, please? 00:00:10.5

Windi Sasaki (she/they): 00:00:12.3 Sure my name is Windi Sasaki.  
00:00:12.3

Leonel Montoya: 00:00:15.1 Awesome. Thank you very much. So well, this is an interview for the oral history class. And so. 00:00:15.1

Leonel Montoya: 00:00:25.1 okay, could you tell me about where you grew up. And your academic journey. 00:00:25.1

Windi Sasaki (she/they): 00:00:31.7 Sure so I was born in Sacramento, California, in Northern California. And 00:00:31.7

Windi Sasaki (she/they): 00:00:39.5 I had a 00:00:39.5

Windi Sasaki (she/they): 00:00:41.5 I guess in. I I guess I don't know how far back you you're interested in. But when I went to elementary school we moved around a little bit in town, and so. I think I I ended up going to 5 different elementary schools. Between 1st grade and 4th grade  
00:00:41.5

Windi Sasaki (she/they): 00:01:02.3 and and then was able to stay in those schools and 00:01:02.3

Windi Sasaki (she/they): 00:01:06.5 When I graduated from high school I got into a number of colleges, but I chose to come to U. San Diego.  
00:01:06.5

Windi Sasaki (she/they): 00:01:14.6 And 00:01:14.6

Windi Sasaki (she/they): 00:01:18.0 Started here as a molecular biology Major. After my 4th year I changed my major to psychology. Which I have my bachelor's degree in in a minor, in biology and classical and medieval Europe, which is one of the special minors for Roseville College.  
00:01:18.0

Windi Sasaki (she/they): 00:01:36.0 And then I worked for campus for a couple of years before leaving. To get my master's degree. I have a master's in student affairs and higher education 00:01:36.0

Windi Sasaki (she/they): 00:01:45.5 and from the Indiana University of Pennsylvania, which is a State institution in the State of Pennsylvania.  
00:01:45.5

Windi Sasaki (she/they): 00:01:53.6 And before. And so I've worked in a couple of places before coming back to work at UC. San Diego. 00:01:53.6

Leonel Montoya: 00:01:59.5 Awesome and could you tell me, why did you decide to change your major. 00:01:59.5

Windi Sasaki (she/they): 00:02:04.4 Sure. So I started as a molecular biology major. I thought that was something that I was interested in, particularly in high school. And I 00:02:04.4

Windi Sasaki (she/they): 00:02:14.9 had parents who are really proud that that's what I was studying and excited for me to do that and there are 2 things that I noticed as I was going through that the the 1st was that I I was not very interested in it. Past certain level. 00:02:14.9

Windi Sasaki (she/they): 00:02:34.2 There was a lot of other things that I was doing on campus. I was an orientation leader. I was involved in some different student organizations. And I saw advisors and those who had full time jobs. And I thought, I want to do this and not this the stuff that I thought I wanted to do before. 00:02:34.2

Windi Sasaki (she/they): 00:02:51.9 And so how do I? How do I 00:02:51.9

Windi Sasaki (she/they): 00:02:54.5 find jobs doing this kind of thing when I'm done here? Cause. Those are all folks who had full time jobs,

right? So so maybe I want to do that instead. And and then the other part was that it it 00:02:54.5

Windi Sasaki (she/they): 00:03:05.5 probably fueled by not being so interested in it. I wasn't doing well in the classes right like I think the more that I got into particularly, really, chemistry and biochemistry. I really struggled with my coursework, and that became to be something that was really difficult for me to to finish. And so a and you know, kind of coupled with, I'm not gonna really even do work. That this is going to be directly applied. Anyway. 00:03:05.5

Windi Sasaki (she/they): 00:03:32.0 you know, is this really important? And I think, as I was starting to do more other things, I was realizing that I had a greater interest in particularly social psychology which you can specialize in in the psychology department here. 00:03:32.0

Windi Sasaki (she/they): 00:03:50.3 And so so at some point said, you know, it's I'm not going to finish this degree in biology. Let me just go ahead and change that and 00:03:50.3

Windi Sasaki (she/they): 00:03:59.9 actually, like some of the psychology classes. So let me try and take more of those and and whether or not I can finish. I wasn't going to finish with the Bs degree, so got the BA and psychology but was able to take a lot more classes that were kind of connected to social psychology. 00:03:59.9

Leonel Montoya: 00:04:15.8 I see that's awesome. And 00:04:15.8

Leonel Montoya: 00:04:18.2 Could you? Could you explain to me what are the APIMEDA Programs and Services, and how did you start getting yourself involved with it? 00:04:18.2

Windi Sasaki (she/they): 00:04:25.6 Sure. So my, my current role is as the associate director for affirmative programs and services, so that's our asian Pacific Islander, Middle Eastern busy American programs and services the office was started out of student activism. There was some students who were enrolled here in 2010 00:04:25.6

Windi Sasaki (she/they): 00:04:47.3 And after watching some of the events of of Black winter and things like that 00:04:47.3

Windi Sasaki (she/they): 00:04:54.6 and watching their friends continue and supporting some of their friends and doing some of the activism that started the black resource center, the Raza resource center into the inner tribal Resource center. Were 00:04:54.6

Windi Sasaki (she/they): 00:05:08.9 kind of looking around after, you know, having some of these things be successful and saying like. 00:05:08.9

Windi Sasaki (she/they): 00:05:13.8 you know, we need things also. 00:05:13.8

Windi Sasaki (she/they): 00:05:16.3 And how do we come together and and talk about like what we're experiencing on campus and what our needs are, and watching some of their colleagues at other universities, including other Uc campuses, have very public and over 00:05:16.3

Windi Sasaki (she/they): 00:05:36.1 instances of racism happen on their campus and being concerned about what would happen if some of those things happened here at Uc. San Diego. Those students came together and they wrote an an open letter 00:05:36.1

Windi Sasaki (she/they): 00:05:50.9 and the open letter had several different demands in it of the institution, and kind of like 1st laid out. What some of those experiences are pulled statistics to show some of the different 00:05:50.9

Windi Sasaki (she/they): 00:06:04.4 the things that demonstrated, maybe lack of service, and things like that that they were seeing and 00:06:04.4

Windi Sasaki (she/they): 00:06:11.5 had a series of things that they were asking for. So they're asking for more. caps. Counselors who were of Asian, American, or Pacific Islander descent at the time there was one permanent person, and one post off who which is usually a limited contract person. 00:06:11.5

Windi Sasaki (she/they): 00:06:30.7 There 00:06:30.7

Windi Sasaki (she/they): 00:06:31.8 they had, shown the number of faculty. Who were teaching on Asian American topics that had been at Ucc. Who had left and then replaced by people who don't teach those topics. And so it was 00:06:31.8

Windi Sasaki (she/they): 00:06:46.8 creating a situation where there were very few faculty. Who self identified Asian American. But also we're teaching on topics that were relevant to them. Culturally and and racially, and wanting to have more people who were able to do that so that they could have an Asian American Studies minor started on campus, which at the time there wasn't 1 00:06:46.8

Windi Sasaki (she/they): 00:07:12.1 and then at the open letter describes something called an APIMEDA research and resource center. So there's a couple of things with that. With the 1st is that they created this acronym aimed 00:07:12.1

Windi Sasaki (she/they): 00:07:25.2 and a students did so with. 00:07:25.2

Windi Sasaki (she/they): 00:07:28.3 because there was a Middle Eastern American student who was really involved in supporting 00:07:28.3

Windi Sasaki (she/they): 00:07:34.7 these efforts, and the students kind of looked around and said, You know, if we don't ask for you to be included, we don't know when you will be 00:07:34.7

Windi Sasaki (she/they): 00:07:42.5 and and thought about that, that the student was in coalition with them because they saw some of their experiences as being really similar to some of the Asian, American and Pacific Islander students, that that they were interacting with and supporting. And so and so it. They also saw that back, because that student had explained it to them. 00:07:42.5

Windi Sasaki (she/they): 00:08:03.7 And so created this acronym, but what they were envisioning is that students would go to a place where there would be faculty, who would hold office hours, who they could do research with in in this kind of central location, and while they were there getting this academic support, that there would be other staff that were there who could provide other retention, support other 00:08:03.7

Windi Sasaki (she/they): 00:08:25.1 community development kind of opportunities and ways for them to connect. This is something that's really different than any of the other current. 00:08:25.1

Windi Sasaki (she/they): 00:08:34.1 campus, community centers, or some or really any other kind of thing that happens on campus. And so those things got separated. But there were at at 1 point some faculty who were looking at whether or not they could hold a research, a research center 00:08:34.1

Windi Sasaki (she/they): 00:08:47.3 and that left this 00:08:47.3

Windi Sasaki (she/they): 00:08:49.8 set of things for a resource center or office 00:08:49.8

Windi Sasaki (she/they): 00:08:54.9 and so what what got approved at at 1 point was to be able to hire a program manager. 00:08:54.9

Windi Sasaki (she/they): 00:09:03.1 and so so there, I guess there's 2 parts of it when they were doing the app. And since we're doing the advocacy I was working on campus, and as an alum they had pulled me in to be able to provide some alumni perspective. But also I was present on campus with them, and so could could be in the portion of the position to mentor folks and and support. 00:09:03.1

Windi Sasaki (she/they): 00:09:24.0 And then, as folks were talking about this position. 00:09:24.0

Windi Sasaki (she/they): 00:09:28.4 They they had posted again at the start a program manager position that 00:09:28.4

Windi Sasaki (she/they): 00:09:36.4 could start to do some of the programs and and design some of the support kinds of things for students and and they were pretty specific about them, starting with undergraduate students only 00:09:36.4

Windi Sasaki (she/they): 00:09:49.8 And so I had applied for that position and was hired to be the 1st staff member for apple native programs and services. 00:09:49.8

Leonel Montoya: 00:10:00.1 That's awesome. And 00:10:00.1

Leonel Montoya: 00:10:02.7 in your timing the APIMEDA Programs and Services. 00:10:02.7

Leonel Montoya: 00:10:07.1 Do you consider having any particular successes in the, in, the. 00:10:07.1

Leonel Montoya: 00:10:12.3 in, the, in the services. 00:10:12.3

Windi Sasaki (she/they): 00:10:14.7 so you know, everything was built like we had to. I had to kind of work with everyone, to start to figure out what to start right? And so there are a couple of different ways that that started originally, I think, some part of looking at 00:10:14.7

Windi Sasaki (she/they): 00:10:30.1 both the open letter and what the students had described that they thought they needed, and 00:10:30.1

Windi Sasaki (she/they): 00:10:37.5 Reaching out to the broader 00:10:37.5

Windi Sasaki (she/they): 00:10:40.8 group of APIMEDA student organizations and saying, Okay, well, you know to a degree, the open letter describes some additional support needed for appameta student organizations. You all are already existing. 00:10:40.8

Windi Sasaki (she/they): 00:10:56.5 What do you think you need, you know, like, what does that look like for you all to get support? Knowing that the thing that I don't have is space, because I was 00:10:56.5

Windi Sasaki (she/they): 00:11:06.7 borrowing an office a desk in somebody else's office at the time and funding, because I didn't have a lot of money. So I I can't support, you know your large events, or anything like that. But what else do you need? What do your members need? What kind of 00:11:06.7

Windi Sasaki (she/they): 00:11:24.6 things would be helpful. And no matter if the organization was really big or really small, which exists in community in these communities. 00:11:24.6

Windi Sasaki (she/they): 00:11:33.6 They all said, we don't know the other student organizations, and we think we should 00:11:33.6

Windi Sasaki (she/they): 00:11:38.2 and so we had it started to hold mixers, which ended up happening quarterly for the student organization so that they could come together. But they got to know 00:11:38.2

Windi Sasaki (she/they): 00:11:49.9 me, and and later on the other staff  
00:11:49.9

Windi Sasaki (she/they): 00:11:53.0 as well, but that they also got to  
know each other, that we're trying to do some things that help them  
connect what 00:11:53.0

Windi Sasaki (she/they): 00:12:00.5 often happens since that there's a  
couple of organizations have been around for decades, and they can share  
with some of the groups that are newer. That might be of similar size  
some of the ways that they transition their officers and things like  
that. And some of the newer groups are have been able to come together  
and connect with one another. Some of those organizations have trouble,  
especially the small ones, have trouble 00:12:00.5

Windi Sasaki (she/they): 00:12:27.7 continuing. And so there's a couple  
of organizations where I'm holding there 00:12:27.7

Windi Sasaki (she/they): 00:12:33.7 their previous information. So that  
00:12:33.7

Windi Sasaki (she/they): 00:12:36.4 if we can find more students and we  
start those organizations that they have something they're not starting  
completely over again. I met with the student organization yesterday.  
That is just rebuilding. They don't know any of their alumni, and in in  
the conversation that we had maybe a 40 min conversation. 00:12:36.4

Windi Sasaki (she/they): 00:12:54.5 We were able to to talk about some of  
the alumni that they have that are in town. We know that we'll come back,  
and we'll support them and help them kind of rethink about. What does  
that mean for them to keep growing, and I was meeting with a group  
00:12:54.5

Windi Sasaki (she/they): 00:13:07.2 that was half seniors, that they are  
graduating in 2 weeks or 3 weeks right? That the other half 00:13:07.2

Windi Sasaki (she/they): 00:13:16.0 can can kind of work forward with.  
Okay, how do we meet these up these alumni, some of who work on campus,  
some of whom just live in town that will support us, and and and kind of  
provide some things to move forward. 00:13:16.0

Windi Sasaki (she/they): 00:13:29.3 I think one of the other things is  
that enabled we've been able to build connections across the UC system.  
So there's the group of folks who work with Middle Eastern and Middle  
Eastern American students meets on a regular basis. We have for the last  
2 years planned at conference. That 00:13:29.3

Windi Sasaki (she/they): 00:13:47.8 is hosted at UC Riverside cause they  
have a larger budget and can accommodate that differently. But all of us  
help plans for students to be able to come together. As far as we know  
it's the only relatively large scale gathering of Southwest Asian North  
African students in the country. And so we had students in this last  
Conference come from the University of Maryland, in addition to all the  
different campuses in California. 00:13:47.8

Windi Sasaki (she/they): 00:14:15.7 to be able to meet and learn from  
each other, and and talk about what this means for them as students to be  
00:14:15.7

Windi Sasaki (she/they): 00:14:22.5 Middle Eastern, and and going into  
college or soon to graduate from college. And and how do they want that  
to be represented? So we're we've been excited to support that and to  
00:14:22.5

Windi Sasaki (she/they): 00:14:37.2 to present and have students from  
here and from other campuses be able to go and and think about. That

means for them to kind of share leadership with other students and and do some things moving forward. 00:14:37.2

Windi Sasaki (she/they): 00:14:50.2 Let me 00:14:50.2

Windi Sasaki (she/they): 00:14:51.5 no we just also moved into a physical space. So we now have one. We're waiting for furniture, and we're we're looking forward to opening but this has been a significant increase in staff. It was used to be just me, and for a while me and a couple of student staff members. There's now 2 full time staff in the office. One graduate student who's working graduate student community development and 7 undergraduate students. 00:14:51.5

Leonel Montoya: 00:15:17.2 Great. 00:15:17.2

Windi Sasaki (she/they): 00:15:18.0 Easy. 00:15:18.0

Leonel Montoya: 00:15:20.0 And 00:15:20.0

Leonel Montoya: 00:15:20.8 Do you see the APIMEDA programs and services changing in any way in the future? 00:15:20.8

Windi Sasaki (she/they): 00:15:26.7 I think so. I I think that 00:15:26.7

Windi Sasaki (she/they): 00:15:32.4 the you know we we saw a lot of changes here. We just held the last staff meeting for just my current staff. The next staff meeting will include next year staff 00:15:32.4

Windi Sasaki (she/they): 00:15:42.2 and you know, we part of what we talked with that staff about is that we didn't. You know this? They they are the 1st staff that we've had 7 undergraduate staff. I think the largest I had before that was for but we had 3 undergraduate student staff last year, so this more than doubled it, and that had allowed some of them to think about 00:15:42.2

Windi Sasaki (she/they): 00:16:05.2 more specific kinds of things that they would do. So we moved from having one designer publications assistant who used to need to do all of our advertising and our life look and anything else that we're doing online or newsletter. Some of our website development. And so you know, things like that to having 3 folks that spread that work out differently. So our social media assistant came up with branding guidelines and 00:16:05.2

Windi Sasaki (she/they): 00:16:34.0 you know, ways for us to look at color and made templates for advertising that we can just copy. And then put in the information that we need to, and and graphics and things like that. So so there's some things like that that have made this a lot easier rather than just 00:16:34.0

Windi Sasaki (she/they): 00:16:51.0 kind of deciding each time like, How do we want this to look? We had community assistance that works specifically with our student organizations? And so they could provide more outreach and different kinds of programming and ways to kind of try and connect with the different student organizations left room for the other community assistance to to rethink some of the other programming. How do they want to do more? 00:16:51.0

Windi Sasaki (she/they): 00:17:17.3 types of community education social justice, education, and then some other kinds of things that support community. We celebrated a lot more of the different kinds of holidays or cultural months. There are a lot of them in this community. 00:17:17.3

Windi Sasaki (she/they): 00:17:34.5 and but they they've been really helpful in. Oh, well, we can plan this, and we'll research this information rather than just having a couple of people who had to spread our energies into multiple different kinds of things, at the same time trying to put those things together. So. 00:17:34.5

Windi Sasaki (she/they): 00:17:50.9 you know, I think that that's been  
00:17:50.9

Windi Sasaki (she/they): 00:17:53.3 really kind of helpful. And what we  
told them is that like as much as they grew a whole, these things.  
00:17:53.3

Windi Sasaki (she/they): 00:18:01.3 they. They're really setting a  
foundation for other folks to figure out what to do and how they want to  
grow it, because a lot of it was just like, How will this work once size  
staff and the next group can go? 00:18:01.3

Windi Sasaki (she/they): 00:18:13.3 You don't. Doesn't have to worry  
about how to put it in place. It's like, what else do we want to be able  
to do? So there's some things that we used to do before the pandemic that  
are gonna be able to come back next year. We needed to wait a year as we  
moved. 00:18:13.3

Windi Sasaki (she/they): 00:18:27.1 That will allow for folks to rethink  
about what it means for them to be in coalition. Asian American is  
originally a coalition term, and so is a PETA and APIMEDA. 00:18:27.1

Windi Sasaki (she/they): 00:18:40.9 right? Not cultural community terms,  
but Coalition terms. So what does that mean for folks to be in coalition?  
How do they build them? And what does that mean? They want to create and  
change? And so when we were doing those well before the pandemic that  
meant students. 00:18:40.9

Windi Sasaki (she/they): 00:18:57.4 student leaders, and other people who  
attended it got to create projects and and do things. And so we're  
looking at the ability to bring that back, requiring all the staff to  
attend it so that they can also think about like, Okay, great. What do I  
do with this project? What? What 00:18:57.4

Windi Sasaki (she/they): 00:19:14.9 change do I want to influence on  
campus, what thing should be created that will better support coalition  
or community. And then what can we move forward? So I think some of those  
things will come. Come up, I think, as the communities grow in size and  
change a little bit. That that will also influence and change the ways  
that we need to react to support 00:19:14.9

Windi Sasaki (she/they): 00:19:37.6 community. I think, as more of the  
community self identifies as Middle Eastern American, and that the the  
Federal Government starts to recognize that as in 00:19:37.6

Windi Sasaki (she/they): 00:19:52.9 of 00:19:52.9

Windi Sasaki (she/they): 00:19:55.3 a racial group 00:19:55.3

Windi Sasaki (she/they): 00:19:57.0 that that will amplify differently.  
The ways that our students come to campus and and want to see themselves  
differently reflected. And so I I think I'm probably fortunate to enough  
to exist before. Those policies get more implemented and things like  
that. Because students have before this wanted that but we might have  
more students who are 00:19:57.0

Windi Sasaki (she/they): 00:20:25.2 expected to, or willing to self  
identify that way, and that means that we need to be prepared differently  
for them. To to experience the campus better to see themselves reflected,  
and for for more of the campus to understand them and their identities.  
So that's a different set of education that 00:20:25.2

Windi Sasaki (she/they): 00:20:45.4 will 00:20:45.4

Windi Sasaki (she/they): 00:20:46.3 will hopefully attract more of our  
also second faculty to so that they have a better understanding of their  
students. As as they also plan activities and interact with more of the  
students on campus. 00:20:46.3

Leonel Montoya: 00:21:03.0 That's great. 00:21:03.0  
Leonel Montoya: 00:21:04.7 And 00:21:04.7  
Leonel Montoya: 00:21:06.4 Would you change anything about Ucc.  
00:21:06.4  
Windi Sasaki (she/they): 00:21:10.3 Oh, I yeah, I think you know, the  
00:21:10.3  
Windi Sasaki (she/they): 00:21:15.0 the thing is that my office was  
created out of people wanting to change. UCSD, right? And so it is the  
expectation that we can do that. 00:21:15.0  
Windi Sasaki (she/they): 00:21:25.1 And and if I think about 00:21:25.1  
Windi Sasaki (she/they): 00:21:28.1 you know any, all, all of the campus  
community centers and programs. Right? We're we're created out of student  
activism students saying, we're not having the or and sometimes staff and  
faculty, we're not having the experience. We think we should hear  
00:21:28.1  
Windi Sasaki (she/they): 00:21:41.3 so? 00:21:41.3  
Windi Sasaki (she/they): 00:21:43.3 You know that that 00:21:43.3  
Windi Sasaki (she/they): 00:21:45.3 created our offices, that created the  
division of equity, diversity, inclusion that also came from student  
demands right and 00:21:45.3  
Windi Sasaki (she/they): 00:21:53.7 that comes with the expectation  
00:21:53.7  
Windi Sasaki (she/they): 00:21:56.3 that we will be able to influence  
00:21:56.3  
Windi Sasaki (she/they): 00:22:00.7 the campus changing. So. You know  
this this has been, how does the campus feel more comfortable 00:22:00.7  
Windi Sasaki (she/they): 00:22:09.2 to everyone on the community on the  
campus. How how are folks? Invited in and 00:22:09.2  
Windi Sasaki (she/they): 00:22:19.2 believe that this is safe? Not not,  
are told that it is a safety, but also just believe that, and can  
navigate the campus in a way with all of their identities and things like  
that. So 00:22:19.2  
Windi Sasaki (she/they): 00:22:29.6 oh, I think the way that our students  
tell us now. 00:22:29.6  
Windi Sasaki (she/they): 00:22:33.6 right 00:22:33.6  
Windi Sasaki (she/they): 00:22:34.8 that 00:22:34.8  
Windi Sasaki (she/they): 00:22:36.0 that's not what's happening right for  
everybody. I think there are certainly some of our students who see that  
I think that there's certainly staff and faculty who have watched this  
change over time. But if 00:22:36.0  
Windi Sasaki (she/they): 00:22:46.7 everyone really thought about like.  
00:22:46.7  
Windi Sasaki (she/they): 00:22:48.9 does everyone feel 00:22:48.9  
Windi Sasaki (she/they): 00:22:51.4 100% like they can be their full  
selves here? 00:22:51.4  
Windi Sasaki (she/they): 00:22:55.3 That's not maybe where we are yet. So  
there's still work to do right? To be able to create things that  
00:22:55.3  
Windi Sasaki (she/they): 00:23:04.8 create better environments. So I look  
at this from 2 ways like, I think there's some expectation from the  
campus in the inside of my office that we can develop events and programs  
and things like that that will create some of those spaces for for our  
aimed, identified students. And 00:23:04.8

Windi Sasaki (she/they): 00:23:26.3 we still have some things to do, and it will be a little different with having physical space. Now it's for folks to be able to come and do that. But my belief is that you know this is a large population. 00:23:26.3

Windi Sasaki (she/they): 00:23:37.2 and even if it were a small population, not all of them would 00:23:37.2

Windi Sasaki (she/they): 00:23:40.5 come to the space for different reasons. They didn't hear about it until late. That's not the kind of space that they felt comfortable in. They didn't know whether or not that was for them or not, which happens in community and things like that. And really this can't be the only space that. 00:23:40.5

Windi Sasaki (she/they): 00:23:56.9 But students feel safe 00:23:56.9

Windi Sasaki (she/they): 00:23:59.3 in when they're on campus it it needs to be north of the campus. So 00:23:59.3

Windi Sasaki (she/they): 00:24:04.7 And before they even have a chance to meet me they will move 00:24:04.7

Windi Sasaki (she/they): 00:24:08.5 potentially onto campus, into housing. They will go to a classroom. They will go to or news through the orientation, they will 00:24:08.5

Windi Sasaki (she/they): 00:24:16.6 have an email exchange with financial aid, or the registrar's office, or somebody? Right? 00:24:16.6

Windi Sasaki (she/they): 00:24:21.8 So so if we're looking at. 00:24:21.8

Windi Sasaki (she/they): 00:24:25.6 How does the campus become more inclusive? That has to be 00:24:25.6

Windi Sasaki (she/they): 00:24:29.0 everybody that can't just be me and my staff doing what we need to do to support students. It needs to be everybody. So we've been doing. And we'll continue to do more education, that target staff and faculty about the population, about the community what they experience and higher education ways that they can better support. 00:24:29.0

Windi Sasaki (she/they): 00:24:50.2 We've we have worked with the campus to receive a designation as an Asian, American, and Native American Pacific Islander serving institution, which is a minority serving institution status through the Us. Department of Education. And it isn't enough for us to say, Hey, work any. Which is how you say that acronym. 00:24:50.2

Windi Sasaki (she/they): 00:25:14.4 but it means that we have to be able to do things that independent of whether or not we, we get any grant funding from the Department of Education which we currently don't have. 00:25:14.4

Windi Sasaki (she/they): 00:25:27.0 how are students experiencing this where they believe that we are in a serving institution, and that all of our minoritized students also feel that this is a a good place for them to be, and that they learned a lot. So that that's a lot of that's the reason why I have to do. But you know, there's a lot of different kinds of things that I think 00:25:27.0

Windi Sasaki (she/they): 00:25:50.6 are important, so that our students feel like this is a good place for me, and I can be successful here. 00:25:50.6

Windi Sasaki (she/they): 00:25:58.0 Alright! 00:25:58.0

Leonel Montoya: 00:25:59.5 Those are all the questions I have for you and thank you very much for your time. 00:25:59.5

Leonel Montoya: 00:26:04.0 and just for the record it is May 31 at 2 00:26:04.0

Windi Sasaki (she/they): 00:26:12.5 Thank you. 00:26:12.5