

## APRU 2018: IIS Dean's Summary

### The IIS Division

The Intercultural/International Studies (IIS) Division is comprised of **Intercultural Studies** (ICS) Coalition, which includes the departments of African American Studies, Asian American Studies, Chicax/Latinx\* Studies, and Native American Studies; **International /Global Studies** (INTL), with its wide array of offerings; the **World Languages** (WL), which currently includes French, German, Hindi, Italian, Japanese, Korean, Mandarin, Persian, Russian, (American) Sign Language, Spanish, and Vietnamese; and now **Women's Studies** (WMST) constitutes its own independent department. Reflecting our College's historical and deeply held commitment to socio-cultural awareness and the valuing of diverse histories, experiences, and world views, the courses originating in and offered by Intercultural Studies (ICS) department areas is required study for every student seeking to fulfill the requirement for an Associate's degree at De Anza College.

The IIS division makes its home in our campus Multicultural Center (MCC) that is a vibrant base for its full and part-time faculty, for active student and community organizations, and as a center for collaborative, culturally and civic-engagement focused enterprises with groups and programs from across the campus. Programs and student organizations within our division include the Asian Pacific American Leadership Institute (APALI), the Black Leadership Collective (BLC), the MEChA Club (Movimiento Estudiantil Chicax de Azlan), PUSO (Philipinx Unity Student Organization), and the cohort-course sequence in Nonviolent Leadership for Social Justice (a requirement for the College's Certificate in *Leadership and Social Change* offered through the VIDA Program in the Equity and Engagement Division). All of these entities support both our 'targeted' and "non-targeted" students in a variety of ways, including the fundamentally important social/emotional domain of students' experience, by providing opportunities for community building, leadership, mentoring, and civic engagement that have a demonstrable impact on their academic and personal success. Our faculty and staff collaborate directly with a range of other service and student leadership programs across campus, including Latinx Empowerment at De Anza (¡LEAD!), the Puente Program, First-Year Experience, the Office of Equity, Social Justice, and Multicultural Education, and the Equity Action Council, providing distinct, but complementary, resources and support for our historically marginalized communities.

### IIS Division Enrollment Growth Plan

With the leadership of our new Asian American Studies Department Chair, Mae Lee, and in collaboration with many of our Asian Am instructors, a number of new courses have been submitted this current academic year as part of a new Certificate in Asian American and Asian Studies (AAAS). Other IIS department areas are primed to revamp and streamline Certificates in their respective areas. This work is being done in conjunction with the rebranding of "Intercultural Studies" (ICS) to "Ethnic Studies" (ETHN) to be in alignment with the popular resurgence of Ethnic Studies in Statewide High School and College curricula, including the introduction of a State bill to make ethnic studies mandatory for graduation from California high schools. New prefixes will be determined for each ICS area to allow for a greater range of course numbers for new course development. Similarly the International Studies (INTL) area will become Global Studies with a sub-area in Global Peace and Justice Studies. This process of rebranding and new course development will be supported by greater outreach, marketing, and engagement campaigns, both on and off Campus.

### IIS Division Student Success Equity Plan

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As part of our process of developing and implementing our division Equity Plan, the IIS Division has a stable meeting structure that normally consists of two Division meetings per quarter, and one half-day retreat per quarter for department chairs and full-time faculty to do more in-depth, equity-focused reflection and planning. This focused work time has helped us bring together the considerable knowledge, experience and expertise among our faculty in addressing in engaging and supporting our “targeted” students, but in this process we have seen the need to work on a few emergent organizational issues, chief among these, how we can best use our existing resources and capacities to make our work both effective and sustainable, including a rethinking of how to best distribute and approach tasks and responsibilities, and also having collaborative . As we did last year, this Spring we are using this meeting structure to analyze, reflect, and make formative adjustments to our instructional programs based on the information that we will have available through the *Inquiry Tool* we are learning to use. Our division has four overarching foci for the next two years. First, to continue identifying, articulating, and codifying our collective “best practices” for supporting our most academically vulnerable students *in ways that are sustainable for instructors*, and to standardize these practices among our own faculty of full-time and part-time instructors. Second, to revamp and rebrand our Division and several departments as the basis for concerted outreach and marketing. Third, to work closely with programs in the Division of Equity and Engagement to provide more coordinated support of our “target student” populations. And fourth, to work with the Office of Staff and Organizational Development to share our best practices with other areas across our Campus.

Our former IIS division scheduler and chair of the African American Studies department is developing a survey tool (through her doctoral program work) that we will use to more closely assess the structures, procedures, and practices that help or hinder student engagement, persistence, success, and development. We now anticipate that this tool will be available for our use in Winter 2020.

Other Division-wide Equity plans and efforts include:

- **SSRS Collaborations:** ICS Department Chairs in African American Studies and Chicanx/Latinx Studies continue to work with and implement course scheduling configurations that align with and bolster the SSRS programs of First Year Experience, and Puente, and Umoja. We continue to offer culturally relevant course content to these support programs for more meaningful engagement, persistence, and success.
  - **Peer Mentoring & Leadership Courses:** We continue to grow a Peer Mentoring Course sequence that bridges our ICS and World Language areas to support the development of student Mentors to serve in a range of our courses. These courses will help expand the number and effectiveness of student Mentor support of our Targeted populations, as well as building the leadership skills and success of the student Mentors.
  - **Social/Emotional-Support-Focused “S” Courses:** We will continue to expand the number of courses using the structure of the “S” designation, Service-Learning option, and the requisite service-learning hours to structurally provide **Social/Emotional support groups** for students. We have anecdotal evidence that students appreciate this structure and that it has improved both the retention and success of our “targeted” student populations. Our Division purchased multiple sets of “GROK” cards used to support empathic listening and receiving for small group/“familia”-style meetings that have been remarkable in building group cohesion and mutual support. We will continue to develop
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and refine effective structures, procedures, and materials/guides for our “S” designated offerings, as well as defining under what conditions these courses are most successful.

## **Division Needs and Budget Requests**

### **Classified Staffing**

- MCC Facility and Web Coordinator:

Our Division office is also home to the Multicultural Center that sits adjacent to Parking Lots A & B, and is where a wide range of student, faculty, staff, and community events take place, including ongoing meetings of various kinds. This means we have an extraordinary amount of foot traffic coming to and through the MCC, as well as Running the MCC requires coordinating student groups, faculty requests, other administrative and program units using the facilities, hosting campus-wide events (such as the African ancestry, Latinx, and Filipinx Student Recruitment Conferences, etc.), managing and updating the online the facilities calendar, working with department chairs on updating webpages and managing social media, etc. This requires, at minimum, a .75 FTE time MCC Facility and Web Coordinator. We request College-based funding for this position.

- Student Assistant/Receptionist:

We request additional funding \$2K, at a minimum, for a student employee assistant/receptionist for the MCC for the Fall, Winter and Spring quarters, to supplement “soft” DASB funding.

### **Full-Time Instructors: Vacancy Replacements**

While we understand that the positions listed below were “swept” as part of our Division’s contribution to the budget reductions across our Campus, we continue to need and request the following FT faculty positions:

- *Spanish:* A replacement of the upcoming retirement of one of our Spanish instructors is needed to support department goals and initiatives for increasing enrollment and student success and for closing the equity gap. A FT instructor is needed to develop and teach sequence courses for heritage/community language speakers of Spanish. This would likely better serve the needs of those Latinx students who are heritage/community language speakers for whom traditional Spanish as a second language (SSL) course structures are historically problematic. We anticipate that such a series of course offerings would be supportive and result in significantly greater student success.

Additionally, we also have need of a FT position in Spanish and additional FTEF for adjunct instructors with specific knowledge of interpretation and translation skills to develop a CTE-based Interpreting and Translation Certificate Program.

- *Native American Studies:* Having lost our lone full-time faculty member in Native American Studies in June 2014, we aim to reconfigure the two departments of Chicanx/Latinx Studies and Native American Studies into a comprehensive *Latinx and Indigenous People of the Americas* Department to reflect the growing convergence of these disciplines in the field, and we need this replacement position to formalize this change. We need an instructor in this position who can address both our growing Latinx population and, also, our diminished capacity to serve the Indigenous/Native

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American Studies population. The data clearly show that our Ethnic-focused courses are predominantly populated by members of their respective ethnic groups, so it is imperative that we preserve the Native American Studies department to restore and serve our Nation's First Peoples who *do still* live here in the region. We need a full-time faculty position that will address *both* our growing Latinx population and, also, the Indigenous/Native American Studies area, especially given that our Native American student population has been in decline with the loss of our FT Native American Studies instructor. *We have been successful in getting online approval for all our Native American studies courses and have seen dramatic enrollment growth, with strong retention and success for these courses, but our adjunct faculty cannot meet the student demand for these courses.* This combined faculty position makes sense all around, serving multiple constituencies.

- *World Languages FT-Instructor: Japanese Language.* Our Japanese Language department has student enrollment numbers comparable to our largest World Language departments, Mandarin and Spanish. Yet, while Mandarin and Spanish have full-time instructors, the Japanese department has only adjunct instructors. Our Japanese department adjunct faculty are highly qualified and dedicated to their work and students, but they simply do not have the capacity to take on the tasks and responsibilities that full-time instructors have.

### **Full-Time Instructors: Growth**

- *Mandarin Interpreting and Translation:* We have need of a FT position in Mandarin and additional FTEF for specialized adjunct instructors with specific knowledge of interpretation and translation skills to develop implement a CTE-based Interpreting and Translation Certificate Program. This Certificate and the requisite number of new courses have been submitted for approval to the Curriculum Committee.
- *Asian American and Asian Studies:* The student equity gap for Asian American Studies has been increasing notably in the last three years. This coincided with a decrease in faculty full-time load focused on Asian American Studies. For Asian American Studies, the success gap between African American + Latinx + Filipinx + Pacific Islander versus Asian + White for the following years were:

2013-14: **5%**; 2014-15: **1%**; 2015-16: **9%**; 2016-17: **11%**; 2017-18: **15%**

During the same time, there was a notable decrease in the full-time faculty load for Asian American Studies:

2013-14: **0.6**; 2014-15: **0.3**; 2015-16: **0.1**; 2016-17: **0.0**; 2017-18: **0.0**

With the upcoming retirement of a full-time faculty member whose load included a considerable portion of Asian American Studies classes, Asian American Studies would benefit from replacing that faculty position so that a full-time faculty member is able to provide dedicated attention and energy to strengthen Asian American Studies and its course offerings.

- Counselor: A .5 to 1.0 FTE position to work closely with IIS department and program students.

### **Funding Requests**

- B-Budget augmentation or other funding to compensate adjunct faculty for their time participating in "in-house" professional development work, especially that correlating with our \* The "x" in Chicanx and Latinx has been adopted to recognize and include those of us whose lived experience does not fit into the gender binary, and thereby be more inclusive and welcoming.

Equity Plan implementation.

- B-Budget augmentation to compensate adjunct faculty work for completing Course Revisions in areas where we have no FT instructors to do this. This is de facto required work to keep courses in the College Catalogue and must be compensated.
- B-Budget augmentation or other funding for student Mentor stipends and training to support “familia-style”, peer-support groups in those areas with the largest equity gaps.
- B-Budget augmentation or other funding for Additional Pay or reassign time for an IIS Division Coordinator to assist with division-wide Scheduling functions, PLOAC/SLOAC implementation/coordination, and adjunct faculty evaluation coordination, etc.
- B-Budget augmentation, or other funding, in the amount of \$8,550.00 per academic year for a student Mentor/Tutor in the Spanish Department, as a pilot, to work specifically with early-identified students of African ancestry who are at-risk of not being adequately served. These Mentor/Tutors will work with students individually and in small groups to both provide course content tutoring, and to connect students to on-campus resources (such as the Student Success Center and SmarThinking resource, counseling center, etc.).

**Facilities Request:**

- Dedicated time in existing campus computer labs for priority use by World Language students to access *required* online language practice.
- Any facility infrastructure needed to accommodate an additional office pod (“cubicle”) in the Multicultural Center. See below under Equipment.

**Equipment Request:**

- 1 additional office pod (“cubicle”) in the MCC for dedicated use by Division-specific Counselor and/or MCC Facilities and Web Coordinator, or DASB-funded MCC-Student Center/Web Intern.
- 1 laser printer dedicated for adjunct faculty use
- 1 color printer for dean/administrative assistant’s office.
- A water fountain/filling station for the MCC.

Additional department specific budget requests are in their respective Program Reviews.

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