# 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, Chicanx/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, our Intercultural Studies (ICS) Coalition 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 within our division include the Asian Pacific American Leadership Institute (APALI), the Black Leadership Collective (BLC), the M.E.Ch.A. Club (Movimiento Estudiantíl Chicanx 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* run through VIDA and the Equity and Engagement division), all of which 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 work 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 Student Success Equity Plan

As part of our process of developing and implementing our division Equity Plan, the IIS Division now 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-related 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 two overarching foci for the next two years. First, to articulate and codify our collective “best practices” for supporting our most academically vulnerable students and to standardize these practices among our own faculty of full-time and part-time instructors. Second, to work closely with the Office of Staff and Organizational Development and with the Office of Equity, Social Justice, and Multicultural Education to share our best practices with other areas across our Campus.

Our IIS division scheduler and chair of the African American Studies department is developing a survey tool (through her doctoral program work)

Other Division-wide Equity plans and efforts include:

* **SSRS Collaborations:** ICS Department Chairs in African American Studies and Chicanx/Latinx Studies have worked with and are also developing new course scheduling configurations that align with and bolster the SSRS programs of Umoja, First Year Experience, and Puente (in AY 2017-18). While there is much work to be done in different areas, we expect and have some evidence already, that linking culturally relevant content to these support programs can both provide
* **New Mentoring Courses**: Department faculty, with support of the division dean, developed and had approved through our Campus Curriculum Committee a Mentoring Course series to support the development of student Mentors that appear to be a critical part of the success of some of our campus cohort programs, such as ¡LEAD!. These courses will help expand the number and effectiveness of student Mentor support of our Targeted populations.

**• Social/Emotional-Support-Focused “S” Courses:** The roll-out of selected 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” populations. Our Division purchased multiple sets of “GROK” cards used to support empathic listening and receiving for small group/“familia” meetings that have been remarkable in building group cohesion and mutual support. We will continue to develop 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.

More detailed department-level Equity efforts can be found in the respective department/area Program Reviews.

# 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 FilipinxStudent Recruitment Conferences, etc.), managing and updating the online the facilities calendar, receiving and following up on infrastructure, furniture and equipment maintenance request, updating division websites 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: Replacement

*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 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 Latinxpopulation 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

* Asian / Asian American Studies: (Please see ICS Program Review for a detailed explanation.)
* French: Here we currently have 1.2 FTE in Part-Time faculty load. We need an additional FT instructor to grow this department to its potential, and to smooth the transition as our current FT instructor enters retirement this coming January.
* Spanish: Here we currently have a whopping 2.6 FTE in Part-Time faculty load. At least one additional FT instructor is needed in this department 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 have need of a FT position in Spanish with specific knowledge of interpretation and translation skills to develop a CTE-based Interpreting and Translation Certificate Program (similar to the growing program at Evergreen Valley College).

• Mandarin: We have need of a FT position in Mandarin with specific knowledge of interpretation and translation skills to develop a CTE-based Interpreting and Translation Certificate Program (similar to the growing Spanish language program at Evergreen Valley College).

* 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 Equity Plan process, and for completing required tasks such as Course Revisions in areas where we have no FT instructors to do this.
* 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.
* We request B-Budget augmentation, or other funding, in the amount of $7K 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.
  + 1 scanner for dean’s use

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