

APRU 2016: 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 students seeking to fulfill the requirement for an Associates 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), Latinx Empowerment at De Anza (¡LEAD!), and the Black Leadership Collective (BLC), the newly established Movimiento Estudiantil Chicanx de Azlan (MEChA), 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 Academic Services 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.

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 consists of two to three Division meetings per quarter, and one half-day "mini retreat" per quarter for department chairs and full-time faculty to do more in-depth, equity-related reflection and planning. Unfortunately, the unexpected medical leave of this dean last fall disrupted the smooth roll out of this plan, but as of 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 advocated for this tool to gather more detailed information that will help inform us about specific factors that contribute to the retention, success, and non-success of our students, particularly our Targeted student populations, and we are grateful for the efforts of our Office of Institutional Research to provide us with this resource.

Similarly, we continue to support the College/District investment in capturing qualitative data on students who are "Not Succeeding" through the creation of an automatically generated online survey sent to students who withdraw or do not pass any given course. This survey could include a series of questions designed to capture the student's experience and the factors that led to their withdrawal or not passing the course, such as "Needed to get a job", "Couldn't pay for my books", "Not prepared for the level of work expected in this class", etc., and would help us know more concretely how to be responsive to these students' needs, especially among our Targeted populations.

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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 Umoga, 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 anticipate that this support structure will improve both the retention and success of our Targeted populations in particular. 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.

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

Division Needs and Budget Requests

Classified Staffing

- **Twelve-month Division Administrative Assistant:** We request a permanent shift of our Division Administrative Assistant position to a 12-month, rather than the current 10-month position, to adequately attend to the business needs of our division. IIS has been the only division without a 12-month Administrative Assistant position.
- **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, Latin@, and Filipin@ Student 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.

Full-Time Instructors: Replacement

- **Native American Studies:** Having lost our lone full-time faculty member in Native American

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Studies in June 2014, we aim to reconfigure the two departments of Chicax/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.

As further evidence of the existing need, over the period from 2012-13 to 2015-16, the Chicax/Latinx Studies enrollment increased **24.4%**, while our Native American Studies (NAS) course offerings decreased dramatically with the retirement of our full-timer and a paucity of availability among adjunct instructors to teach NAS. We need to replace our vacancy in Native American Studies with a faculty position that can address both our Chicax/Latinx Studies and Native American Studies departments within a new, comprehensive *Latinx Studies and Indigenous Peoples of the Americas* department. This critical position will help serve our ever growing Latinx student population, help grow our student enrollment drawing from the regional Native American/Ohlone population, and give us greater capacity to develop departmental offerings that fully align with respective BA programs at SJSU to make our program more attractive to the large number of our students that transfer to SJSU annually.

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

Funding Requests

- B-Budget augmentation or other funding to compensate adjunct faculty for SLOAC/PLOAC related work, especially that correlating with our Equity Plan process.
- 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.

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- B-Budget augmentation or other funding for Additional Pay or reassign time for an IIS Division-wide Programs Coordinator to conduct division-wide Scheduling functions, PLOAC/SLOAC implementation/coordination, and adjunct faculty evaluation coordination, etc.
- B-Budget augmentation or other funding to compensate adjunct faculty for participating professional development related to department specific needs (as with Spanish Language online lab component use) and/or equity-focused professional development.
- 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 also connect students to on-campus resources (such as the Student Success Center and SmarThinking).

Facilities Request:

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

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’s office.
- 1 scanner for dean’s use

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

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