

IIS DEAN'S SUMMARY: PROGRAM REVIEW 2020

IIS DIVISION DESCRIPTION

The Intercultural/International Studies (IIS) Division is comprised of **Intercultural Studies (ICS)** Coalition, which includes the departments of African American Studies, Asian American and Asian Studies, Chicana/Latina Studies, Native American Studies; and now **Women's Studies (WMST)** constitutes its own independent department; **International /Global Studies (INTL)**, with its diverse array of offerings; and our 12 **World Languages (WL)**, which currently include French, German, Hindi, Italian, Japanese, Korean, Mandarin, Persian, Russian, (American) Sign Language, Spanish, and Vietnamese.

The IIS division makes its home in our campus **Multicultural Center (MCC)**, a vibrant base for its full and part-time faculty, for active student and community organizations, and a center for collaborative, culturally and civic-engagement focused enterprises with groups and programs from across the campus. The MCC has one of our Campus' gender-neutral restrooms and now has a water fountain/water-bottle filling station that is serving all members of our College community. Programs and student organizations within our division include the Asian Pacific American Leadership Institute (APALI), the Black Leadership Collective (BLC), the MEXA Club (Movimiento Estudiantil Chicana de Azlan), PUSO (Philippine 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 and support, mentoring, leadership development, and civic engagement that have a demonstrable impact on their academic and personal success. Our faculty and staff collaborate and are directly involved 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 and complementary, resources and support for our historically marginalized communities and "target student" populations.

A Historical Note About the Intercultural Studies Program (ICS)

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 the Intercultural Studies department areas is required study for every student seeking to fulfill the requirement for an Associate's degree at De Anza College. This Division is the only community college Division in the country that includes all culturally-diverse departments under one umbrella, and, ICS is the only fully constituted Ethnic Studies Program offering multiple courses within its constituent departments among all California Community Colleges. Over thirty years ago, in 1988, the Academic Senate for California Community Colleges developed Bill No. 5.01 to clearly address the sociocultural context of our State and Country at that time. The Bill reads,

Whereas college environments can be perceived as being nonsupportive or even hostile to students in the "new majority," and

Whereas members of the "dominant culture" can, through their own ignorance and misunderstanding, contribute to a less-than-supportive learning environment for students in the "new majority," and

Whereas all faculty, staff, and students can benefit from learning to live more effectively in a diverse society,

Resolved that the Academic Senate for California Community Colleges encourage all colleges to develop programs and services for all faculty, staff, and students to educate and foster positive attitudes and interactions among the "new" and "old" majorities.

De Anza College responded to the social context of this call and institutionalized its commitment to support our “new majority” students of color by establishing the Intercultural Studies Program, eventually hiring full-time instructors in each of the ethnic studies sub areas. Intercultural Studies, also known as Ethnic Studies, grew out of the community-based, grassroots movements of historically marginalized communities of color in the USA facing rampant racial, economic, political, and social discrimination who organized and fought for equality and social justice. It is our historically enslaved and colonized communities that have the distinction of a continuous, ongoing history of being subjected to inequitable and pernicious laws, economic policies, covenants, and social norms that have systematically dehumanized and exploited these communities, *and continue do so in both old and new ways today.*

ICS/Ethnic Studies draws from the disciplines of history, sociology, political science, anthropology, social psychology, communication, literature, and art, and more recently, the fields of psychology and health/wellness, to engage students in learning about how these various disciplines address and illuminate the intersections of race, class, gender identity, sexual orientation, etc., as they have manifested through history up to our sociopolitical context today. For many students taking ICS courses today, learning about the uninterrupted thread of history that has included multiple manifestations of trauma on generations upon generations of our ancestors, and with impacts that continue to have very tangible consequences on present day conditions, both the harmful consequences and opportunities for change have a personal, social/emotional impact on many of our students *that is qualitatively different* from learning a new concepts or skills in STEM or other course areas where the focus is primarily a cognitive acquisition of knowledge and understanding. As such, a number of our ICS, INTL and WMST faculty members have and continue to adapt our curriculum and pedagogy to integrate opportunities within the course structure and pedagogy, or, in conjunction with other support programs, for students to holistically take time to attend to the social/emotional impacts of this kind of learning. The ICS program has a unique historical and contemporary role in learning about systems and structures of inequity in our society, and paths for positive change, *that is more important than ever* in our current, and perilous for many, sociopolitical context.

IIS DIVISION ENROLLMENT: TRENDS AND INITIATIVES

- 5-Year % Increase in Enrollment for IIS was -11.8 (compared to the College at -19.8)
- 5-Year % Increase in Sections for IIS was -23.7 (compared to the College at -16.4)
- 5-Year % Increase in Productivity for IIS was 7.7 (compared to the College at -3.2)

Even with the multiple course offerings among our twelve World Language areas that have an established seat count of 35, because of the very lean course offerings in our ICS and INTL areas that have an established seat count of 50, the overall Productivity for our Division is at 562 (the Productivity in ICS is 628 and in INTL it is 644). These high productivity numbers have come at the cost of the 23.7% reduction of course offerings. These reductions have been due to College-wide required

reductions in course sections, and reductions in faculty positions which result in less capacity to offer courses, and due to the retirements and medical leave of a generation of long-time adjunct instructors, particularly among hard-to-find qualified instructors in our WL areas.

This year was particularly difficult with the unexpected loss of our lone FT instructor in Chicana/Latina Studies. This instructor was working closely with the Puente and First Year Experience programs, as well as with the Men of Color program, to develop a network of support and of leadership pathways for our Latina students that was also serving to build enrollment in this department. Most importantly regarding enrollment, having a FT instructor made it possible to offer courses at times that were driven by student demand. Without a FT instructor, it becomes necessary to adjust the schedule of courses to those times that are doable for our available PT instructors, which often does not coincide with the days and times that would optimize student enrollment.

As reported last year, Asian American and Asian Studies (ASAM) Department Chair, Mae Lee, has led a collaboration with many of our department instructors resulting in a number of new ASAM courses that have been approved by the Curriculum Committee, along with a new Certificate in Asian American and Asian Studies. We anticipate that this will steadily grow our enrollments in ASAM as word of mouth about these courses and certificate spread. While stymied by the loss of our FT Chicana/Latina Studies instructor, new courses and a certificate in this department have been put on hold, but other ICS and IIS department areas are working on or plan to develop or revamp certificates in their respective areas. Another impact of the loss of our Chicana/Latina FTER was the lead work is being done to rebrand "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, and ongoing efforts at the State level to make Ethnic Studies mandatory for graduation from California high schools.

In our World Languages area, Mandarin Department Chair, Hua-Fu Liu, has worked tirelessly to write eight new courses and collaborate with other Regional community colleges and government agencies to develop a proposal for a *Certificate of Achievement in Translation and Interpretation in Mandarin*, as well as an *Advanced Certificate*. Instructors for these certificates could be paid with Strong Workforce funding and could potentially bring in significant student enrollment in the eight courses required over a two-year period. This is a high-demand area of employment that could garner our students significant income during internships and upon graduation, as well as building strong Campus-Community relations with our local and regional Mandarin-speaking community.

STUDENT SUCCESS AND EQUITY

Our faculty are taking time this year to look deeply at the structures, systems, practices, and personnel configurations in our Division to determine what fundamental changes need to be made and what resources need to be garnered to support, among other things, a more concerted faculty collaboration and utilization of our existing in-house faculty expertise to address our student equity gap and other substantive issues. Our faculty collectively hold considerable knowledge, experience, and expertise in engaging and supporting our "targeted" students. As noted last year, our faculty continue to work on emergent organizational issues, among these, how we can best use our existing resources and capacities to make our work both effective and sustainable, including a new approaches on how to best distribute or approach tasks and responsibilities. With a comparatively small cadre of FT faculty to attend to the same division responsibilities required of divisions many times our size, the workload itself becomes an equity issue, and significantly, the physical impact of having over-extended instructors will necessarily result in reduced capacity to collaborate, innovate, and expand, as well as to simply follow up with and provide additional support to our students with the greatest needs.

Our Division has de facto refined its focus for the next two years.

First, as noted above, to develop strategies to make the faculty workload as sustainable as possible for all our instructors; this includes identifying, articulating, and codifying our collective “best practices” for supporting our most academically vulnerable students *in ways that are sustainable for instructors while maintaining student success*, and to standardize these practices among our own full-time and part-time faculty.

Second, to provide in-house professional development for our adjunct faculty on instructional challenges and in support of best practices for equitable student success. Examples of this include an PD forum led by our FT Spanish instructor, Kimberly Vinall, for our smaller World Language areas on the use of “machine learning”; and collaborative meetings being held by ICS full-time instructors with adjunct faculty teaching the same core courses to develop consistent best practices across courses. Developing consistency in best practices is our attempt to reduce the significant disparity that exists in success rates for our “target student” populations from course to course, instructor to instructor.

Third, to continue working closely with programs in the Division of Equity and Engagement to provide more coordinated support of our “target student” populations.

And fourth, for next year, to work with the Office of Staff and Organizational Development to share our best practices with other areas across our Campus.

Other Division-wide Equity plans and efforts include:

- **SSRS Collaborations:** Faculty in our African American Studies and Chicana/Latina Studies departments continue to work with and/or implement course scheduling configurations that align with and bolster the SSRS programs of First Year Experience, and Puente, Men of Color, 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 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 continue to receive and collect anecdotal evidence that students appreciate these and similar structures and that they have 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 “holding a safe space” in small group, “familia”-style meetings that have been remarkable in building student cohesion and mutual support. We 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.

COMMENDATIONS: A Few Highlights

- Hua-Fu Liu: Hua-Fu is serving as the Chair for Mandarin Department, is now the Division Coordinator/Scheduler. While noted above, it is important to commend Hua-Fu for having written eight new courses approved by the Curriculum Committee, along the proposed Certificate of Achievement in Translation and Interpretation in Mandarin, and a Certificate of Achievement,

Advanced in Translation and Interpretation in Mandarin. Hua-Fu has spent many, many hours on this work and in coordination and collaboration other entities as described earlier. This on top of this, the Mandarin department has a “targeted student” success rate of 70%, an overall success rate of 88%, and a productivity level of 557.

- Mae Lee: As featured on our De Anza College home page, this past Fall Mae was inducted into Stanford University’s Multicultural Alumni Hall of Fame at their 25th Annual Ceremony. As noted above, Mae serves as the Chair for the ASAM Department and has brought a new energy to the department, developing new courses, a new certificate, and a new website that will launch this Winter.
- Kimberly Vinall: Kimberly is the co-chair of our Spanish Department (along with Carmen Lizardi-Folley), and has now taken on the role of our **World Languages Coordinator**, supporting our ten WL departments that have no full-time instructors. In addition to supporting the Course Revision work of our Adjunct instructors by convening face-to-face meetings to walk through this process, Kimberly is also providing in-house professional development for our adjunct instructors. The topic of PD this quarter is based on a presentation Kimberly recently made at UC Berkeley for the Berkeley Language Center’s 2020 Lecture Series, titled, *"Machine Translation is a lot like Booze": Language Instructors' Beliefs about Machine Translation*. Kimberly has also had an abstract accepted by *Information Age Publishing* for publication of a chapter entitled "Practicing Solidarity in a Critical Service-Learning Project" for a book titled How we take action: Social Justice in K-16 Language Classrooms. Kimberly is serving as an essential bridge in aligning the program goals, critical lens, and pedagogical approaches of ICS and the World Languages.
- **IIS Division/Multicultural Center Front Office Team Receives Equity Award:** Our Division’s formal and informal “front office team”, including Administrative Assistant Mary Medrano, then student assistant Khrystal Campos, with daily support from adjunct instructor Sherwin Mendoza, and additional support from adjunct instructor So Kam Lee, received the Equity Action Council’s “Team” **Equity Award** for 2018-2019.

DIVISION STAFFING AND BUDGET REQUESTS

Classified Staffing

- MCC Facility and Web Coordinator (.5 FTEF)

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 .5 FTE time MCC Facility and Web Coordinator. We request College-based funding for this position.

- Student Assistant/Receptionist (\$6K)

We request additional funding of \$2K per quarter for a student employee assistant/receptionist for the MCC for the Fall, Winter and Spring quarters, to supplement “soft” DASB funding. The location of the MCC results in very high foot traffic and inquiries for help that a significantly distracting from the regular duties of our Division Administrative Assistant.

Full-Time Instructors: Vacancy Replacements

- *Chicanx/Latinx Studies*: As noted at the beginning of this document, De Anza College has a long standing commitment to our ICS program, and a corresponding reputation in the regional community that draws many students of color to this Campus. Institutional commitment is most fundamentally and authentically expressed through the allocation of its resources, not only through statements of goals and values. With the College's demographics hovering right around 25% for our Latinx student population, it is essential that we have a FT instructor who can not only continue the work of developing new departmental courses, of collaboration to develop a broad academic and student services network supporting our Latinx students, but to lead the development of initiatives such as applying for Federal funding as a Hispanic (sic) Serving Institution, and of developing a formalized degree pathway from Chicanx/Latinx Studies to SJSU's Mexican American Studies (MAS) BA and MA programs.

Full-Time Instructors: Growth

- *Mandarin Interpreting and Translation*: We have need of a FT position in Mandarin and/or 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. The requisite new courses for this new Certificate have been created by our Mandarin department Chair and have been approved by the Curriculum Committee.
- *IIS Counselor*: We request .5 to 1.0 FTE position to work closely with the IIS department and program students. Having an counselor whose office is in the Multicultural Center would make this resource much more accessible to all the students who take courses and pursue majors within our Division. The physical proximity of this counselor to many of our ICS and WL department chairs would greatly facilitate exchange of accurate information, collaboration, classroom presentations,
- *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.
- *Native American Studies*: Having lost our lone full-time faculty member in Native American Studies in June 2014, we need a replacement position 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 Native American community 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.

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 implementation. We have a great deal of expertise in our Division of instructors who are using best practices to support student success in both face-to-face and online contexts. Most of these instructors are more than willing to share their expertise with colleagues, but what we do not have is the funding necessary to compensate adjunct faculty who would like to participate, but cannot continue to do this on a volunteer-only basis. Compensating instructors for their *ongoing* participation in professional development and cycle-of-inquiry practice is essential for making this sustainable for them and demonstrates our institutional commitment to their professional development.
- 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.
- 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, 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 and need high-contact support to be successful. 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, Umoja Program, Men of Color, SmarThinking resource, counseling center, etc.).

Facilities Request:

- **Computer Laboratory Access:** This is an equity issue that has not been addressed. World Language students need dedicated time in existing campus computer labs to access *required* online language practice that is essential to student success. Our World Language students have been underserved by not having access to this on-Campus resource and this has likely had a negative impact on our most marginalized “targeted student” populations who do not have computer or internet access at home. Our World Language students need equitable sharing of existing resources for on-computer, hands-on guidance in accessing and using the web-based language practice tied to textbooks, or, a new dedicated classroom space that can be outfitted with computers to create a usable language lab, or, 25-30 laptop computers for use in the regular classroom for this purpose.

Equipment Request:

- 25-30 laptop computers for use by World Language courses to access required web-based lab practice.
- 1 laser printer dedicated for adjunct faculty use
- 1 color printer for administrative assistant/dean office.
- 1 desktop two-sided scanner for dean
- 1 additional office pod (“cubicle”) in the MCC for dedicated use by Division-specific Counselor and/or MCC Facilities and Web Coordinator

Other budget requests are detailed in departmental program reviews and resource requests.