

Cross-Cultural Studies Program: Grossmont College

Grossmont College Academic Senate

2/1/21

Objectives

- **History of Ethnic Studies in the United States**
- **History of Cross-Cultural Studies at Grossmont College**
- **CCS name change to Ethnic, Gender, and Social Justice Studies**
 - Why? How? When?
- ***Mis-designation of Program/Department status**

AUTENTICA

CONTENIDO
10 TABLAS DE LOTERIA
1 NAIPE DE LOTERIA
80 FICHAS
1 CACIONERO



JUEGO DE LOTERIA

MARCA REGISTRADA
HECHO EN MEXICO

PROHIBIDA SU VENTA
NOT TO BE SOLD

Loteria



EL BORRACHO

37



EL MUNDO

EL MUNDO

Ethnic Studies in the United States



- What is Ethnic Studies?
- 1968 Student Strike- Third World Liberation Front (SFSU and UCB)
- Ethnic Studies as an umbrella term for other academic disciplines.
 - Africana/Black Studies, Chicana/o/x Studies, Native American, Asian-American Studies
- *Expansion of the discipline
- * AB 1460- CSU Ethnic Studies Requirement

Chicana/o/x Studies

- First programs founded in 1968
- Classes (at Grossmont College included) : **Introduction to Chicana/o Studies, United States History Chicana/o Perspectives 1 and 2, La Chicana, Chicano Literature, Chicana/o and Mexican-American Art**
- One can **major, minor, earn a Masters or Doctorate** in Chicana/o/x Studies. There are **journal publications, newsletters, conferences, and clubs with affiliated and dedicated faculty** specializing in Chicana/o/x Studies

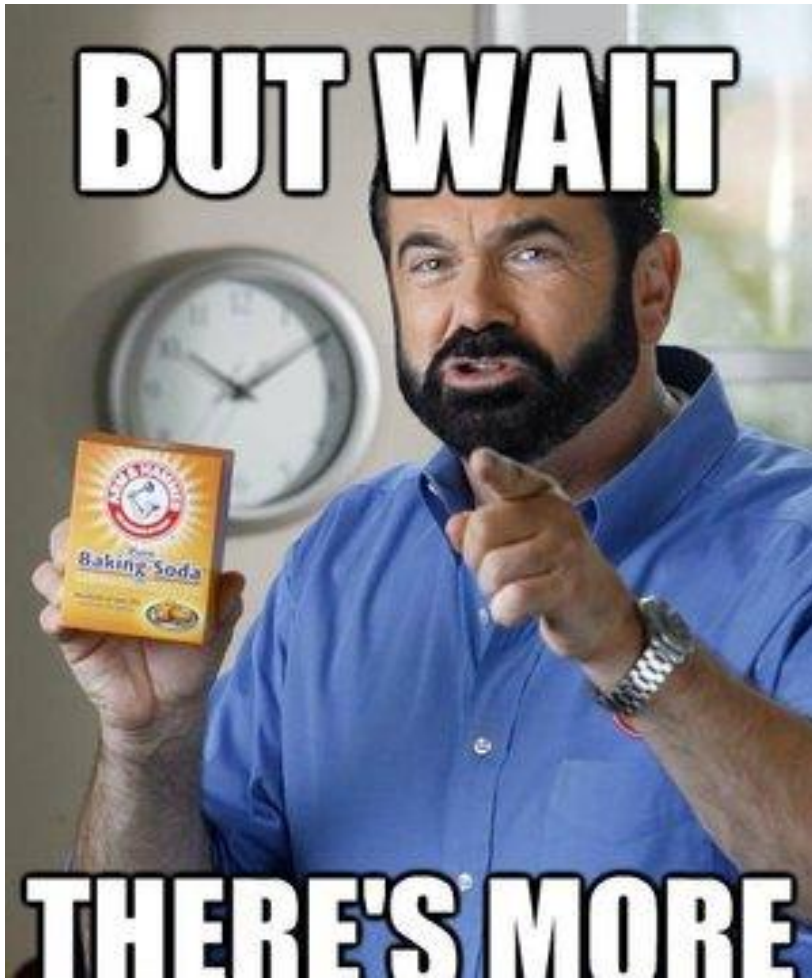


CCS Program at Grossmont College

- Created in the 1970s as an interdisciplinary and intersectional program
- Past FTT include Tom Gamboa, Danny Martinez
- Dr. Sue Gonda (History Department) became Program Coordinator in 2015
- Raymundo Quezada hired in Fall 2017 as Chicana/o/x Specialist, Natalye Harpin hired Winter 2019 as Black Studies Specialist
- Classes are currently offered in Black, Chicana/o/x, and Native American Studies
- Classes are also offered in Women's Studies and as of Fall 2021 LGBTQ+ Studies

Ethnic, Gender, and Social Justice Studies

- Women's Studies and LGBTQ+ Studies are their own academic disciplines, housed under Cross-Cultural Studies
 - As of Fall 2021, we will be changing our name from Cross-Cultural Studies to Ethnic, Gender, and Social Justice Studies
 - This includes new prefixes for classes under scheduling.
ETHN=Ethnic Studies, GEND=Women's and LGBTQ+ Studies
- *New ADT of Social Justice Studies will be offered as well



You may have noticed we have been using the term **CCS Program** and not **CCS Department**

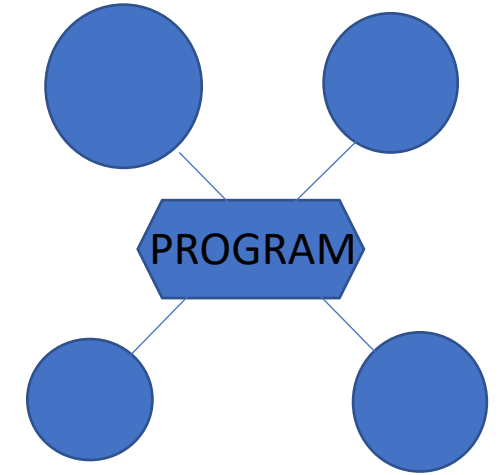
Interdisciplinary Programs vs. Departments

PROGRAM:

- Uses courses taught by faculty from a variety of other departments, such as history, sociology or communication.
- Has a coordinator that facilitates the major, but the Program has few to no faculty of its own.
- Has few to no courses as the “home discipline” in the catalog or college curriculum. e.g.

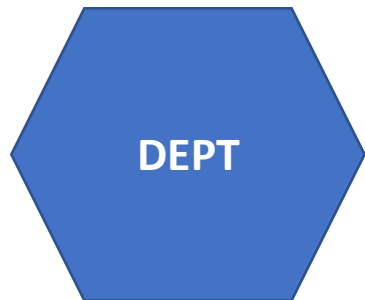
Major in Black Studies:

- **Hist** 105 Early Black US History
- **English** 460 Black Literature
- **Sociology** 326 Sociology in African American Communities, etc.



DEPARTMENT:

- Has its own courses taught by faculty in the interdisciplinary discipline. Dept courses may be cross-listed with other disciplines.
- Has a dept chair and full-time faculty hired to teach the interdisciplinary discipline, such as Black/Africana Studies, Chicana/o Studies, Gender or Women’s Studies or American Indian Studies
- Uses its own courses for a degree in the department. Example:
Major in Ethnic Studies with Emphasis in American Indian Studies
Ethnic Studies 114: Sociology of Race & Class
Ethnic Studies 131: Modern American Indian History
Ethnic Studies 132: American Indian Culture and Heritage, etc.



2-24-21

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Whereas, the new governance structure at Grossmont College acknowledges that the Academic Senate has separate committees that report directly to the senate and are within the purview of the senate;

Whereas, the Academic Senate recently passed a resolution calling for the faculty to immediately address anti-racism as well as issues and actions around diversity and equity that continue to be present in the minds of faculty working to improve the college for students, colleagues, and the community;

Whereas, the Academic Senate has ongoing work that regularly needs attention such that standing committees have been formed on behalf of faculty and departments, and these standing committees of the senate have permanency, continuity, and accountability, and pay attention to academic and professional matters;

Whereas, a standing committee of the Academic Senate focused on anti-racism, diversity, equity and inclusion will give more faculty an opportunity to participate in this critical work, bring policy and best practice recommendations to the senate, gather and analyze data for the senate, and acknowledge progress made toward a more equitable and inclusive college;

Resolved, the Academic Senate establish a standing committee, the Equity, Diversity and Transformative Campus Climate Committee or *EDTC*³, to address academic and professional matters related to equity, diversity, inclusion and anti-racism;

Resolved, the charge of the new committee is:

The Equity, Diversity and Transformative Campus Climate Committee of the Academic Senate develops senate policy, gathers and makes available best practices regarding actions of anti-racism and increasing equity and inclusion, provide professional development opportunities, collects and analyzes data, and works with other senate committees and stakeholders to ensure that in

all academic and professional matters of the senate its commitment to anti-racism, diversity, equity and inclusion are considered and addressed.

The primary roles of the committee are:

1. to present recommendations to the senate, the senate's committees, and the administration in order to:
 - Promote diversity and equity opportunities at Grossmont College. The term promote includes but is not limited to the following activities: building alliances across social identities; instilling values and providing tools that enable members of the college community to work together to eradicate all forms of individual and institutional discrimination and oppression; practicing mutual respect for social identities; and exploring differences and similarities in a safe and nurturing environment.
 - Ensure that diversity and equity data are available to the Academic Senate. The term ensure includes but is not limited to the following activities: supporting and planning ongoing activities related to diversity and equity data analysis; facilitating analysis of gaps, needs and opportunities.
 - Promote activities that encourage a balanced and multi-pronged approach to the awareness to and reduction of barriers to equity, diversity, and inclusion in hiring, support, mentoring, and retention of new faculty, and
 - Increase access to leadership positions for faculty from underrepresented and marginalized groups;
2. to encourage inclusive training and learning opportunities across campus that focus upon the experiences and perspectives of people from underrepresented and marginalized groups in order to transform and improve teaching, curriculum, campus culture, and instruction;
3. to promote support for faculty in areas of global engagement and cultural competency, and to encourage a sustained investment of deeper understanding of systems and structures of inequality and power, both historical and ongoing;
4. to actively seek feedback about the experience of faculty and students from underrepresented and marginalized groups and respond appropriately to concerns or opportunities brought to the Committee's attention;

5. to communicate the Committee's areas of engagement to other senate committees and stakeholders on projects of mutual concern;
6. to develop strategies that promote equity and diversity for student success by collecting and archiving best practices, and make recommendations to the senate so that it may act with the best intentions of all people in mind; and
7. to provide an annual report to the Academic Senate.

Resolved, the membership of the new committee is:

- Faculty chair or co-chairs to be selected from committee members by the committee (recommended reassigned time for this work is at least 0.30 LED);
- 10-Faculty (representing a broad range of disciplines and assignments) appointed by the senate;
- Three (3) Adjunct Faculty appointed by the senate;
- Nonvoting: Dean of Student Success and Equity; and

Resolved, the meeting schedule for the new committee will consist of at least two meetings per month during the academic year.

Drafted by: Sharon Sampson, Beth Smith, Roxanne Tuscan, and editors – Malia Molina and Jeff Waller

A RESOLUTION of the Grossmont College Academic Senate to denounce Anti-Asian American Pacific Islander (AAPI) racism;

Whereas, the Academic Senate of Grossmont College supports the Academic Senate for California Community College Anti-Racism Resolution, which identifies the following core goals:

1. To integrate an accurate portrayal of the roles and contributions of all groups throughout history across curricula, particularly groups that have been underrepresented historically;
2. To identify how bias, stereotyping, and discrimination have limited the roles and contributions of individuals and groups and how these limitations have challenged and continue to challenge our society;
3. To encourage all members of the educational community to examine assumptions and prejudices, including but not limited to racism, sexism, and homophobia, that might limit the opportunities and growth of students and employees;
4. To offer positive and diverse role models in our society, including the recruitment, hiring, and promotion of diverse employees in community colleges;
5. To coordinate with organizations and concerned agencies that promote the contributions, heritage, culture, history, and health and care needs of diverse population groups;
6. To promote a safe and inclusive environment for all; and

Whereas, Grossmont College is located in San Diego County, which is home to 440,660 Asians, Native Hawaiian and Pacific Islanders, who represent one out of every seven residents and is the fastest-growing racial group in the County; and

Whereas, higher education at colleges within San Diego should be places where all faculty and staff members, administrators, and students have the right to study and work in a safe environment free of racism, discrimination, intolerance, and violence; and

Whereas, the outbreak of SARS-Cov2 has been referred to as “Wuhan Virus,” “Kung Flu,” and “Chinese Virus” in public discourse, and this inflammatory rhetoric has stigmatized members of the AAPI communities, exacerbating the microaggressions and violence towards persons of AAPI ancestry; and

Whereas, the number of hate crimes and incidents – physical assault, vandalism, coughing/spitting, verbal harassment, shunning or avoidance, and refusal of service – against AAPI persons has increased nationwide. Between March and December 2020, 44 percent of nationally reported incidents took place in California as documented by Stop AAPI Hate’s press released dated February 09, 2021; and

Whereas, the “Model Minority Myth” by which AAPI persons are deemed self-sufficient and as such requiring neither assistance nor attention, and the resultant widespread gaslighting of anti-AAPI racism – ranging from incidents to violent hate crimes, occurring nationally – is a real threat at Grossmont College.

Resolved, that the Academic Senate of Grossmont College has unequivocally affirmed that Black Lives Matter, and in their 400-year-long-struggle against systemic racism, “Black violence, oppression, and discrimination in this country are indicative of racial and economic oppression that threatens the current and future well-being of the Black people within our shared community” and that the AAPI community is in solidarity.

Resolved, that the Academic Senate of Grossmont College unconditionally condemns the aforementioned oppressive forces, and we further denounce xenophobia and anti-AAPI

sentiment – the harmful rhetoric and racist actions arising because of fears of the COVID-19 pandemic – therefore, we urge the documentation and investigation of all reported incidents in order to promote respect and protection of the AAPI community.

Resolved, that the Academic Senate of Grossmont College affirms that the “Model Minority Myth” facilitates the interrelated phenomena of gaslighting and “racelighting,” by which those who are victims of anti-AAPI hate crimes are denied the seriousness of their criminal complaints, and those who are victimized remain unassisted under duress; therefore, the Academic Senate urges the acknowledgement of gaslighting, and the related “racelighting,” and its connection to lack of understanding and aid.

Resolved, that the Academic Senate of Grossmont College strongly encourages ongoing critical reflections, conversations, and intentional efforts – such as educating from culturally appropriate curriculum – in addressing racial, social, and economic injustices and inequities, especially within the AAPI communities, thereby further humanizing our AAPI students, faculty, staff members, and administrative colleagues.

Resolved, that the Academic Senate of Grossmont College strongly encourages ongoing efforts to improve employment practices – such as in advertising, applicant screening, hiring committee appointments, and interview processes – to recruit, hire, train, and retain AAPI faculty, both full-time and part-time.

Resolved, that the Academic Senate of Grossmont College recognizes AAPI stories and experiences at Grossmont College as related through our local AAPI committee as it calls upon municipalities, nations, and states across the United States to adopt similar commitments to combat anti-AAPI racism and facilitate AAPI inclusion.

Resolved, that the Academic Senate of Grossmont College concurs with the spirit and findings within: (1) the organization Stop AAPI Hate; (2) the City Council of the City of San Diego Resolution Number 313068, dated June 04, 2020; and (3) the Presidential Memorandum Condemning and Combating Racism, Xenophobia, and Intolerance Against Asian Americans and Pacific Islanders in the United States, issued January 26, 2021.

Resolved, that the Academic Senate of Grossmont College encourages advocacy and collaborative efforts to protect AAPI residents and victims of discrimination and to curb hate acts related to COVID-19 for other groups, including, but not limited to, Black, Latinx, Indigenous, Muslim, Jewish, and LGBTQIA communities, and people with accessibility needs.

Resolved, that the Academic Senate of Grossmont College calls upon other units within Grossmont College across campus to adopt similar commitments and to stand in solidarity with our AAPI students, faculty, staff members, and administrative colleagues.

Background: Our current method of marking ZTC on the line sheets is not working. We've had instances of instructors unintentionally using materials that are not OER (pirated copyrighted material), having their courses marked as ZTC, and students end up either having to make an unexpected purchase or struggling because they can't buy the book.

To rectify this, the OER/ZTC workgroup has created a method for verifying OER materials and communicating which courses should be marked as ZTC to Instructional Operations. We seek Academic Senate approval before implementing.

Here is the proposed new process:

The bookstore sends their usual "Textbook Order " email to faculty. The email has been updated to include a paragraph about ZTC and a link to a ZTC verification form*. Once the form is accessed faculty will enter course information and be given the option to upload their OER material, state that they do not use a textbook, or state that they aren't sure and need assistance.

For faculty who upload their OER material we want to stress that all we are doing is verifying that the material truly counts toward ZTC. We will look at licenses only, this is not at all an assessment of material. If faculty aren't sure if their course qualifies as ZTC a member of the OER/ZTC workgroup will contact them and work together to make that determination. For those who are not using a textbook their course will automatically be marked as ZTC.

The form will also give faculty an option to let the bookstore know that they would like to supply print copies in the event students choose to purchase the print option. The bookstore will then work to make sure the material is properly formatted and bound.

*Paragraph to be included in email to faculty:

If you believe that your course section is Zero Textbook Cost (ZTC), please fill out this [verification form](#). ZTC sections may use Open Educational Resources (OER), public domain material, library material, and/or not require any books. This form will help Grossmont's ZTC workgroup verify that your materials qualify your course as ZTC; it is not an evaluation of your assigned materials.