

Asian
Pacific
Islander
Middle
Eastern
Desi
American

programs and services

Year in Review 2018-2019



UC San Diego APIMEDA Programs and Services

A program of the Office of Equity, Diversity, and Inclusion

Highlights

During the 2018-2019 academic year, APIMEDA Programs and Services worked to enhance the lives of Asian Pacific Islander Middle Eastern Desi American students at UC San Diego in the following ways:

- ◆ Worked directly with student organizations to sponsor ten events targeting APIMEDA student communities.
- ◆ Presented five workshops sharing information and data about successful programs our office does to support students on campus, at a UC-wide conference, and at an international conference.
- ◆ Attended three candlelight vigils after acts of violence around the world that effected members of APIMEDA communities (Jewish, Muslim, and Sri Lankan) at UC San Diego.
- ◆ Planned and presented events designed to enhance the knowledge of UC San Diego staff and faculty on APIMEDA populations through a workshop on understanding SWANA student data, the APIMEDA Lunch and Learn series, and bringing two scholars to discuss ways to work with and support Asian American college students.
- ◆ Supported efforts to continue the observation of Arab American Heritage Month and the Asian Pacific Islander American Heritage Celebration.
- ◆ Continued efforts that helped students connect with staff and faculty on campus.
- ◆ Created connections between student organizations and campus departments that supported the hosting of a regional student conference and improvements of resources to support the ways that students observe Ramadan on campus.
- ◆ Initiated the &Me. Project: sharing history and knowledge of APIMEDA community and coalition leaders with students and encouraging them to continue the legacy of these leaders.



Windi Sasaki

APIMEDA Program Manager
she/her/hers/they/them/theirs



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About APIMEDA Programs and Services



about us

Asian Pacific Islander Middle Eastern Desi American (APIMEDA) Programs and Service is an initiative within the Office of the Vice Chancellor – Equity, Diversity, & Inclusion. Developed after strong student advocacy, APIMEDA Programs and Services provides outreach, programs, and other support for our diverse APIMEDA student population. APIMEDA people are diverse, and we come to campus with different experiences and identities that make up who we are. Our office seeks to help folks find connections with one another while supporting the whole population.

who we are

APIMEDA describes domestic students who are of Asian (including East Asian, South Asian, Southeast Asian), Pacific Islander, and/or Southwest Asian North African descent. APIMEDA people come from a large diversity of ethnic identities, whose population size varies widely in the US, in California, and on our campus.

The students from the Coalition for Critical Asian American Studies (CCAAS) who advocated for this office used APIMEDA to describe the population. They sought to have an office that provided specific and targeted services for students who come from marginalized ethnic populations who were not being served directly by other campus offices. In their 2014 Open Letter, CCAAS said that they believed that APIMEDA students were often spoken of as being part of a majority group despite having a wide disparity of access and retention numbers within the population and experiencing discrimination. While this is not currently a common grouping used by institutions in higher education, APIMEDA students at UC San Diego are finding that they share many common experiences in the way that they navigate our campus and in the histories of their families and ancestors.

APIMED Identities on the UC Application*

Asian/Asian American	Pacific Islander	Southwest Asian and North African (SWANA)
<ul style="list-style-type: none">• Asian Indian American• Bangladeshi• Cambodian• Chinese/Chinese American• Filipino/Filipino American• Hmong• Indonesian• Japanese/Japanese American• Korean/Korean	<ul style="list-style-type: none">▪ Fijian▪ Guamanian/Chamorro▪ Hawaiian▪ Samoan▪ Tongan▪ Other Pacific Islander	<ul style="list-style-type: none">• Afghan• Algerian• Armenian• Assyrian/Chaldean• Azerbaijani• Bahraini• Berber• Circassian• Djiboutian• Egyptian• Emirati• Georgian• Iranian• Iraqi• Israeli• Jordanian• Kurdish• Kuwaiti• Lebanese• Libyan• Mauritanian• Moroccan• Omani• Palestinian• Qatari• Saudi Arabian• Somali• Sudanese• Syrian• Tunisian• Turkish• Yemeni• Other North African• Other Southwest Asian

* Information from the Fall 2017 UC undergraduate application

what we do

APIMEDA Programs and Services supports the retention of APIMEDA undergraduate students on campus by presenting opportunities for students to enhance their academic and career success. We also work to develop leaders who will have a positive impact on the campus and enrich our diverse communities. We initiate and develop activities that increase the campus knowledge of the diversity of APIMEDA people and reflect the diversity of experiences that APIMEDA students have.

what guides our work

In designing the plans and resources in setting up APIMEDA Programs and Services, the following resources were amongst the most influential in informing the way we do our work:

- *The CCAAS Open Letter*: <http://apimeda.ucsd.edu/files/ccaas-open-letter.pdf>
- *The State of Higher Education in California Report on Asian Americans, Native Hawaiians, and Pacific Islanders*: https://collegecampaign.org/wp-content/uploads/2015/09/2015-State-of-Higher-Education_AANHPI2.pdf
- *New Directions for Student Services: Bridging Research and Practice to Support Asian American Students*: <https://onlinelibrary.wiley.com/toc/15360695/2017/160>
- *The Misrepresented Minority: New Insights on Asian Americans and Pacific Islanders, and the Implications for Higher Education*: <https://styluspub.presswarehouse.com/browse/book/9781579224691/The%20Misrepresented%20Minority>
- Information from the *Summit on (De)Institutionalizing Islamophobia on College Campuses*: <https://socialjustice.usc.edu/summitrecap/>
- *Focusing on the Underserved: Immigrant, Refugee, and Indigenous Asian American and Pacific Islanders in Higher Education*: <https://www.infoagepub.com/products/Focusing-on-the-Underserved>
- *Distress under Duress: The Relationship between Campus Climate and Depression in Asian American College Students*: <https://eric.ed.gov/?q=south+asian+american+students&pr=on&ff1=subHigher+Education&pg=4&id=EJ664150>

APIMEDA Programs & Services Staff



Windi Sasaki

she/her/hers/they/them/theirs

APIMEDA Program Manager



Maram Deiranieh

she/her/hers

Community Assistant

The Community Assistant is responsible for developing events that reach out to APIMEDA students and help them connect with one another. They do this by planning quarterly gatherings for APIMEDA student organization leaders, planning quarterly finals study breaks, publishing the electronic APIMEDA Weekly Newsletter, completing outreach and tabling events to promote APIMEDA Programs and Services, and coordinating other events and collaboration for APIMEDA Programs and Services.



Niki Tran

she/her/hers/they/them/theirs

Design and Publications Assistant

The Design and Publications Assistant is responsible for creating publications, like the APIMEDA Lifebook and event flyers, for enhancing the branding of APIMEDA Programs and Services by developing and redesigning logos, and assisting with the marketing and promotion efforts for APIMEDA Programs and Services. Niki also assisted with updating the APIMEDA Programs and Services website, coordinating APIMEDA LGBTQ programming, and work with the APIMEDA &Me Project.

10 common misconceptions of APIMEDA students

Over the course of the year, we with a lot of people at UC San Diego about APIMEDA students. We learned that people have a lot of misconceptions about APIMEDA students at UC San Diego. Here are the ten most common misconceptions and accurate information related to counter the misinformation.

1. *Middle Eastern American students have data aggregated to Asian/Asian American:* Middle Eastern people in the United States have been considered White by the US government for the duration of race-identifying data being collected by the government. Although the UC system has been allowing Southwest Asian and North African (SWANA) American people to select these specific ethnicities since 2014, their data is most often reported and aggregated to White. Some people choose to mark “Other” which may be aggregated to “White”.
2. *Half of the students at UC San Diego are Asian American:* Usually, people are referring to only the undergraduate students. According to the UC Office of the President, during Fall 2018, 37% of undergraduate students at UC San Diego were Asian American. Over the course of meetings, people have shared that they thought the number was between 45 and 65%.
3. *APIMEDA students, especially Asian American students, are over-represented in graduate school:* According to the UC Office of the President, 16% of the graduate population from Fall 2018 was Asian American. There were approximately 5 Pacific Islander graduate and professional students. SWANAA data is difficult to find, but we believe that it is approximately 3.7% of the graduate student population. All of these numbers are smaller than their undergraduate counterparts and for White/Caucasian graduate and professional students.
4. *APIMEDA students have similar experiences to their international student counterparts:* Studies show that Asian American and Pacific Islander students face many microaggressions assuming that they are international students or have limited English proficiency. These experiences effect Asian American and Pacific Islander students differently than Asian international students.



10 common misconceptions of APIMEDA students continued

5. *All APIMEDA students are having the same experiences on campus:* Because of the different sizes, migration histories, and access to cultural communities near campus, students typically have different experiences while at UC San Diego. While there are some typical trends related to the experiences of APIMEDA students, they may vary by ethnicity, socio-economic status, religion, gender, generation, and acculturation level of the individual student.
6. *APIMEDA students aren't using campus services because they don't need them:* APIMEDA students often report a belief that it is their responsibility to navigate their education on their own. Campus services are often viewed as something they are not to use, or that using them would cause them to be a burden or a hardship to others. Reframing the use of services as tools the university knows that students need and that using these services makes them better problem solvers has been helpful in encouraging students to use services earlier.
7. *Native American/Alaska Native students are the smallest aggregated racial group at UC San Diego:* According to the UC Office of the President and the UC San Diego Diversity Dashboards, in Fall 2018, there were fewer Native Hawaiian and Pacific Islander students at UC San Diego than Native American and Alaska Native students. Both numbers are very small, however, people often include Pacific Islander student numbers with Asian and Asian American numbers or don't notice when they aren't included in demographic data.
8. *All of our SWANAA students are Muslim:* Many religions come from the area where our SWANAA students are from. This means that our SWANAA students are from nearly every spiritual faith or do not practice a religion.
9. *All of our Muslim students are SWANA or SWANAA:* People from every racial groups identify as Muslim, including Black, Latinx, Asian American, and Native people.
10. *APIMEDA students are all immigrants/descendants of immigrants:* Some of our Pacific Islander students are descendants of indigenous people from those areas, their families did not immigrate. In addition, we have students who are multiracial and multiethnic that include native American and native Pacific Islander identities.

Presenting on APIMEDA Programs and Services

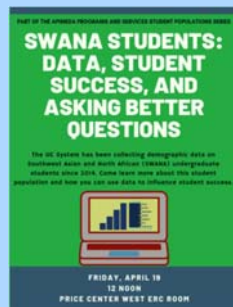
After a full year of APIMEDA Programs and Services events, it was time to share the information about what we have done and what we have learned. Proposals were submitted to ACPA, the UC Academic Advising Conference, and to the UC San Diego Undergraduate Academic Advising Committee (UAAC) Training and Professional Development Summer Workshop Series. One program was selected to be presented at each of these conferences. In addition, the APIMEDA Program Manager facilitated campus sessions on Working with Asian American Students and on understanding SWANA Student Data.



The APIMEDA Program Manager presented Encouraging APIDA and Middle Eastern American Students to Build Coalitions at ACPA 2019 in Boston, Massachusetts. This session discussed the ways the APIMEDA Community and Coalition Conference provides a framework for students to understand coalition and making positive, lasting change. The Conference uses the Authentic, Action-oriented Framing for Environmental Shifts (AAFES) method. The session discussed this method, the events of the Conference, and the projects that students completed and took on as a result of their participation in the Conference.



The APIMEDA Program Manager and former graduate intern and current Sixth College Senior Academic Advisor Frank Lin presented at the UC Academic Advising Conference in Monterey, CA in April and for the UC San Diego Undergraduate Academic Advising Committee Training and Professional Development Summer Workshop Series in July. They presented sessions on the Discovering Your Career Compass Workshops called Ikigai: A Framework for Academic and Career Development for APIMEDA Students. The focus of the workshops was to explain the cultural context behind creating a academic and career workshop for APIMEDA students and encouraging staff to ask better open-ended questions that take APIMEDA students' cultural and personal values into account.

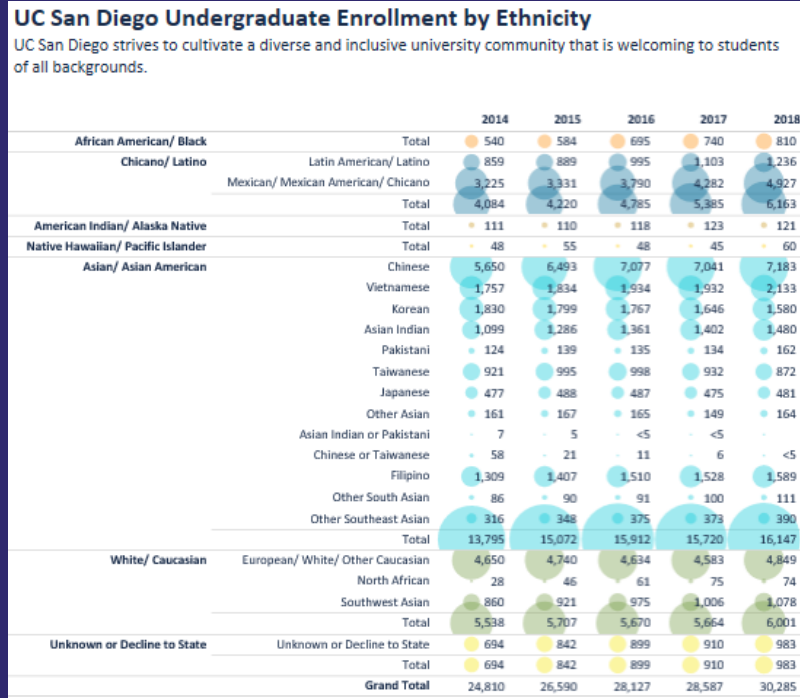


The APIMEDA Program Manager hosted a program called SWANA Students: Data, Student success, and Asking Better Questions as part of Arab American Heritage Month. The session provided a brief overview of who SWANA people are, what data we have available to us on SWANA students at UC San Diego, and what to consider when analyzing this data.

APIMEDA Students and Data

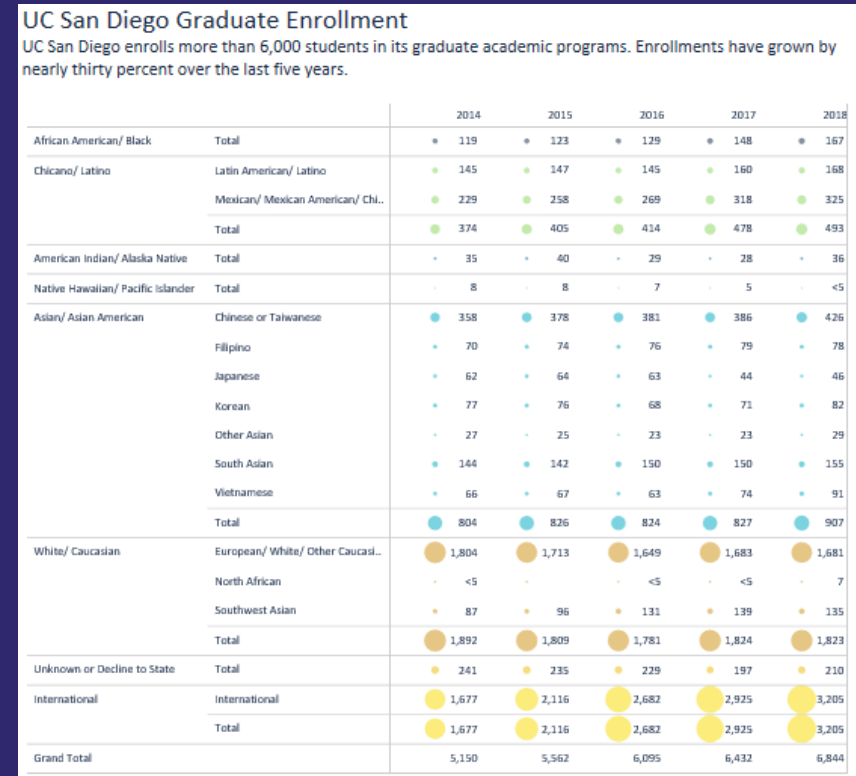


Data and APIMEDA students



Equity, Diversity, and Inclusion works with Institutional Research to create a series of interactive dashboards that house data related to academic personnel, staff, undergraduate students, and graduate and professional students.

Both the Undergraduate and Graduate Dashboards provide information about enrollment, admissions, and graduation with some level of disaggregation. This allows for the campus community to view some quantitative information about the population. It is important to note that Graduate student data disaggregates international students into their own racial and ethnic category, which does not occur with undergraduate student data.



Visit the Undergraduate Diversity Dashboard at <http://diversity.ucsd.edu/accountability/undergrad.html>
 And the Graduate Diversity Dashboard at <http://www.diversity.ucsd.edu/accountability/grad.html>

Data Implications for APIMEDA students

The disaggregation of this data is important because it allows our campus to better understand our students' experiences and needs. This will help us better serve them. While this data is more accurate, there are still spaces where our data can give us more accurate information:

- The undergraduate data currently does not allow for a disaggregation of our domestic students from our international students. Because these groups of students typically have unique and different experiences on college campuses, it is important to distinguish between these populations.
- According to research done within the state, the smallest populations of APIDA students on our campus are historically most at-risk. Their data is often consolidated with other and larger groups on the Dashboards and other campus data sources. They are aggregated to an “other” category so that there are enough to report and protect their privacy, or the information appears blank when filtered because numbers are so small. This hides their needs and makes it difficult to use the data to advocate for support for these populations, who typically have lower rates of access to higher education and lower retention rates.
- Despite having lower access and retention statistics and low enrollment numbers in the UC system, smaller groups of APIDA students are not considered to be “underrepresented”. This includes Pacific Islander students, who are sometimes disaggregated from Asian American in state data.
- The Dashboards (and other campus data) categorize our multi-ethnic and multi-racial students as one ethnicity. This is because federal standards require that the campus report students as being from one race/ethnicity. The data does not allow for us to see students with all of their ethnic identities, and also selects which identity they will appear as in our data. According to the US Census, Asian American people are the most likely to be multi-racial and multi-ethnic. Because they may not show up as Asian American in our data, we are not reaching out to all students who may need support from my office.
- Some of our SWANA students identify as Black and are not counted as such. This is important to note because these students experience our campus and identify as Black, and many of them are also perceived this way by their peers.



What students told us about their experiences

In addition to the things they have learned from attending our events, students were asked at some events to share what they experience at UC San Diego. Sometimes this was specifically around their mental health experiences on campus, and sometimes these were more general. Below are some of the comments that students thought would be important for our office and other campus offices to know. Many of them illuminate the ways that they struggle with a feeling of invisibility and a normalization of struggling to manage the campus environment.

APIMEDA Programs and Services is a program that has helped me feel that I belong.
- graduating transfer student

I am sort of an international student because I was brought up in India but was born here. So sometimes I feel like I don't belong to any community in particular and although I have been to many Asian orgs and a lot of them are welcoming, there is always this lingering feeling that I don't belong here and to this day I haven't figured out what to do about it.
-3rd year student

Just mentioning mental health when a mental health event comes up or suggesting that CAPS will fix everything doesn't change an underlying culture that privileges academic success over mental health.

In our culture, we're told not to complain. When we came here [to UC San Diego], we knew it would be hard. And it is. And we figured out a way to survive it. And so I guess that its ok. We know that we are all struggling, so there doesn't seem to be a need to talk about it or bring it up.
-1st year student

I think that there are a lack of spaces [on campus] to discuss personal issues (aside from with my friends).

I just want to put out there that a majority of students are stressed out at UCSD. Some students may not easily express their stresses or worries but that doesn't mean they don't have problems or worries still. I guess just being supportive and taking every student's concerns seriously can give students that little amount of support or confidence they need.
-3rd year student

I want to be able to take a class where I can learn more about my specific ethnic experience in America. I don't care if it is in history or literature or another department. But nothing is offered. I don't understand why it is so hard to get a class like this at UC San Diego.
- 2nd year ERC student

Sometimes it feels like people don't validate our stresses, anxiousness, depressive episodes. Just treat students like humans. Don't alienate them. That's the last thing they need.

I do not feel that the UCSD campus represents me. Much of the art on campus is foreign and comes from places not native. The graffiti park is not enough. It is limited.
-1st year TMC student

Sharing data about SWANA/A students

In April 2019, the APIMEDA Program Manager presented a session targeting UC San Diego staff and faculty on understanding SWANA student data called “SWANA Students: Data, Student Success, and Asking Better Questions.” The information was intended to provide an introduction to the information available, clarifications about who the group includes, information about the diversity within the SWANA population, and thoughts about the ways that we might begin to think about the data and its analysis.

Starting in fall 2014, the UC System included options for applicants to select racial and ethnic category options under “Southwest Asian and North African (SWANA)” . This grouping is made up of 32 options, including “Other Southwest Asian” and “Other North African”. Universities in the UC system are amongst the only schools that collect and publish data on the enrollment of this population of students in the United States.

When we look at the data over the last five years, it appears as though there is an increase in the number of SWANA students enrolled at UC San Diego. This is likely an artificial increase since many of the students described in earlier enrollment data did not have the option to select a SWANA ethnicity. This means that in the next few years, nearly all students will have had this option and the data on this population at UC San Diego will become more accurate.


As departments share some disaggregated data on Asian and Asian American student populations, they rarely share this information about Pacific Islander and SWANA students. When asked about the data for SWANA students, many departments have shared that they did not have access to the information and /or that they did not know that it was available to them.

As one of the first universities in the country that has access to student data related to SWANA communities, there is interest in the way that we choose to analyze the data and use it to inform our practices. As we gain access to information about the successes and challenges that our SWANA and SWANA American students face at UC San Diego, we have the opportunity to inform our peers about the ways that they can improve their campus for their SWANA and SWANA American students.

PART OF THE APIMEDA PROGRAMS AND SERVICES STUDENT POPULATIONS SERIES

SWANA STUDENTS: DATA, STUDENT SUCCESS, AND ASKING BETTER QUESTIONS

The UC System has been collecting demographic data on Southwest Asian and North African (SWANA) undergraduate students since 2014. Come learn more about this student population and how you can use data to influence student success.



FRIDAY, APRIL 19
12 NOON
PRICE CENTER WEST ERC ROOM

Asking Better Questions

The disaggregation of data often shows differences between immigration patterns and histories, generation status, parent education levels, income levels, and other factors that influence access and retention in higher education. Access to disaggregation of data and a deeper understanding of what we are looking at when we see this data provides us with the opportunity and tools to ask better questions that can serve our students better.

The University of California system collects data that can be disaggregated not only for Asian/Asian American, Pacific Islander, and Southwest Asian and North African (SWANA), but also for some Hispanic/Latinx, African American/Black, gender identity, and sexual orientation categories. This give us the opportunity to have a more nuanced understanding of our students, see differences between populations that make up an aggregated group, and create more specific and intentional programs and outreach that address needs in the unique ways that students experience our campus.

Questions to Consider

- What differences are there between students from small ethnic populations and large ethnic populations?
- Are there different levels of use of services, retention, and graduation rates when data is disaggregated?
- How does access to cultural capital, resources, and other information effect each population differently? What interventions can happen to create greater access and understanding?
- How does a group's history in the United States inform the differences we are seeing with a group of students? What things can we change to remove the barriers?
- How do additional factors (like citizenship status, generation status, income level, gender identity, and/or religion) explain differences within an ethnic population?



Programs and Events Highlights

Apply to attend the APIMEDA
**Community and Coalition
Conference**

This Conference is a day-long, engaged experience that is designed to provide members of the UC San Diego APIMEDA community strategies for creating coalitions and community within UC San Diego using authentic experiences from your mind, heart, and hands.

At past participants said:
"I am going to be in a leadership position for an org this will definitely help you make your thoughts and what you would like to contribute to your org, how you will be your work and efforts to contribute to the community."
"Seeing both parallels and differences in other people's migration patterns gave me a great deal of empathy, and introduced me to communities I can build on."

Saturday, October 20, 9:00am - 4:00 pm
For more information and to apply, visit the **Community and Coalition Conference** page at: <http://apimedia.ucsd.edu/events/annual.html>
Deadline to apply: 7 pm on October 11, 2018

Organized by APIMEDA Programs and Services
Questions about the event or to discuss reasonable accommodations, please contact: hr@ucsd.edu before the application deadline.

APIMEDA PROGRAMS & SERVICES PRESENTS...

CAREER COMPASS WORKSHOP

Learn strategies that help you consider your strengths, your personal values, and your cultural values to find direction to lead you on your academic and career paths.

WHEN:
THURS JAN 31, 2019
3:30 - 4:30 PM

WHERE:
ERC COLLEGE: 2ND FLOOR CONFERENCE ROOM

Young! Best! Best! Best!

APIMEDA STUDY BREAK

Button Making & Cap Decorating

THURS 6/6, 7-3PM
PRICE CENTER
THURGOOD MARSHALL ROOM

Take a break from studying, and come make custom buttons with us! We also have extra supplies to decorate caps for those who are graduating.

Free Rubio's and Y Mas cake will also be provided, so don't miss out!

APIMEDA PROGRAMS & SERVICES

BEYOND THE HORIZON

Mental Health Panel on Southeast Asian American Refugees

Week 7 TUES 5/16, 11:30am-1pm
Cross Cultural Center Communitarian

Joseph Baente-Baente, SP125 Access Programs Advisor, PhD Student in Cultural Studies, American Studies Professor, Thai, Hmong, & Cambodian, Indigenous, Refugee, Scholar

Leahanna Hong Tappan, PhD - Counseling Psychologist, Access Counseling & Wellness Professor, She, Her, They

Michelle, Cambodian-Chinese American, Refugee, First generation college graduate

Wendy Tran, UCSD Student's Career Program Assistant, Graduate student in Marriage and Family Therapy (MFT) Professor, She, Her, They

Michelle, 1st generation college student, 3rd generation local American, Transgendered single individual

Vanessa Ho, PhD Student - Education Studies at UCSD Professor, She, Her, They & They, Them, Theirs

Michelle, Asian American, Daughter of refugees, Woman of color

Join us for a conversation in learning about the experiences of Southeast Asian American refugees and children of refugees and how their experiences impacted their mental health and well-being. Light refreshments provided.

For questions or to request specific accommodations, contact: hr@ucsd.edu

ASIAN / PACIFIC ISLANDER / MIDDLE EASTERN / DESI / AMERICAN PROGRAMS & SERVICES

APIMEDA HOT POT PARTY

Wednesday, April 17, 6-8 PM @ The LGBT Resource Center

Come get some hot pot with other LGBTQIA+ APIMEDA (Asian American Pacific Islander Middle Eastern Desi American) folks. We'll be watching Chibi movies as we eat our fill. There'll be vegan and halal options available!

If you need any assistance accessing this event, please email: rainbow@ucsd.edu

ASIAN / PACIFIC ISLANDER / MIDDLE EASTERN / DESI / AMERICAN PROGRAMS & SERVICES

& ME. PROJECT

Thurs 5/30, 6pm
PC Red Shoe Room

Learn about APIMEDA coalition builders who create community building, advocacy, & interventional strategies. After, we will be making a commitment to coalition building where you can receive a free shirt as a reward!

APIMEDA STUDY BREAK

YURI & MAUNANI KAY & RASHIDA & JOSE ANTONIO & ...

Dr. Dina Maramba and Dr. Corinne Kodama Present

Support for Asian American Students

Week 3 Friday, October 10, 2018
Cross Cultural Center Communitarian Room

12:00 pm - 1:30 pm (staff/faculty focus)
Understanding Family, Career, and Academic Expectations for Asian American Students

3:00 pm - 4:30 pm (student focus)
Asian American Student Specific Navigating Family Expectations During College

*12:00 pm session geared for staff, student affairs, professional counselors, advisors, faculty, teachers, administrators, parents, or Room Accommodations and Program Info: intergroup@ucsd.edu

2018 Edition (Image: An American Story)

THE ITO SISTERS: AN AMERICAN STORY

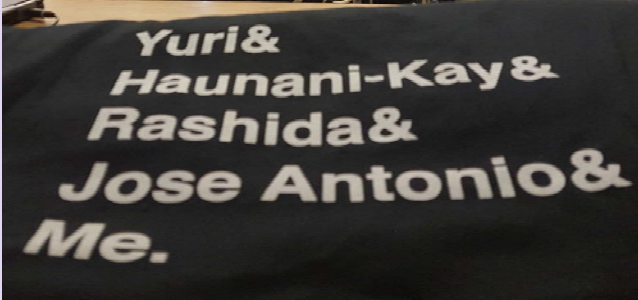
SHOWING & DISCUSSION WITH ANTONIA GRACE CLEM & EVELYN MARRAN CLEM

FRIDAY, FEBRUARY 8, 2019
AT 1:00 P.M.
PRICE CENTER THEATRE

Come join us for the showing of THE ITO SISTERS followed by a Q&A with the film's director and producer Antonia Grace Clem and Evelyn Marran Clem!

THE ITO SISTERS explores the family and control of the young Japanese immigrants in the US. The film, directed by Antonia Grace Clem, features an ensemble cast of young people of various ethnicities. The film is a story of family and the struggle to find a place in a new country. The film is a powerful and moving story of the Ito sisters and their journey to America. The film is a powerful and moving story of the Ito sisters and their journey to America.

APIMEDA Programs and Services events for students



During the 2018-2019 Academic year, APIMEDA Programs and Services hosted over 30 events where the target demographic was students. These programs ranged from affinity gatherings, to film discussions, to our largest event, ASCEND. Over 300 different students signed in to attend programs, and individual students attended as many as thirteen different events that we hosted this year.

Students who attended our events this year were from all six undergraduate colleges, the Graduate Division, and the School of Medicine. Undergraduate student attendees were from all class years, however the largest number had senior level status.

At some of the events, we asked students to share with us what they learned that they thought would be valuable in contributing to their success at UC San Diego and in their careers. Below are some of the themes from their responses:

- ◆ **Support**: Students shared that they believed that there are staff, faculty, alumni, and/or other students who want to see them and their peers succeed. Students discussed how important it is to them to interact with specific people and to feel that they are cared for.
- ◆ **Campus Resources**: Students talked about other offices and support services, such as OASIS, CAPS, the Writing Hub, SPACES, and Academic Advising, that they became aware of through attending an APIMEDA Programs and Services event that they intended to use in the future.
- ◆ **History**: Students discussed learning, often for the first time, elements of Asian American, Pacific Islander, and/or Middle Eastern American history. Some also learned about these histories in comparison to one another, which caused them to reflect on their experiences, the experiences of their family or ancestors, and the experiences of their peers. While students were in different places as they processed what to do next with this information, it was clear that they were positively impacted by having access to this information.
- ◆ **Leadership skills**: Students described having a greater understanding of the role that they play in creating a supportive environment for one another and the role that student organizations play in the life of other students. Students also increased their understanding of the skills they were gaining from their involvement in organizations, and an understanding of the support that staff and faculty can provide to their organizations and communities.

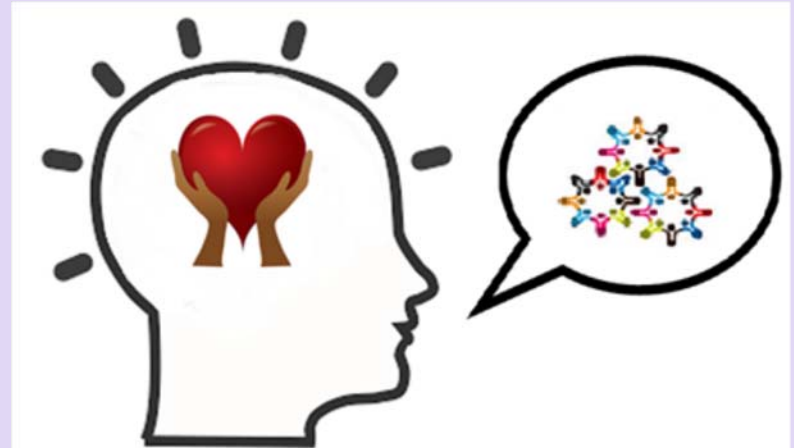
APIMEDA students making change

"I think that the progress I made on my goals will have a gigantic impact on the incoming-Hmong students because it'll provide them a community in this university. It will allow them to feel at peace as they will not have to wander alone in their college-going path."

On Saturday, October 20, 2018, APIMEDA Programs and Services held the second annual APIMEDA Community and Coalition Conference. The purpose of the Conference is to help UC San Diego's extremely diverse population of APIMEDA students understand how their histories, experiences, and communities are interconnected. Through participation, facilitators and participants gain a greater perspective of the relationships between our communities and see the potential for ways they can build stronger communities and coalitions with one another. At the end of the conference, each participant forms a goal that requires them to get buy-in from their community and starts the process for creating transformational change for their communities.

Students who attended the Conference in 2018 were able to have a significant impact on their communities.

- They built stronger relationships with other student organizations, both on our campus and at San Diego State University.
- They created a stronger ethnic community on campus, holding gatherings that have not happened for over five years. In one case, other students have gotten involved and are hoping to restart a student organization that has been dormant for about three years.
- They connected with other organizations and faculty to organize events that will help students better understand the ways that our histories and cultures intersect.



Arab American Heritage Month



In April 2019, APIMEDA Programs and Services organized the creation of a calendar of events for Arab American Heritage Month. APIMEDA Programs and Services staff communicated with the Pan Arab Student Association (PASA), Students for Justice in Palestine (SJP), and the Muslim Student Association to place events during April on one calendar. In addition, we created a “Call for Programs” that was advertised in different forums and newsletters through the Campus Community Centers, the undergraduate Colleges, and some academic departments.

There is currently no organizing group at UC San Diego for Arab American staff and faculty to assist with coordination of broader campus-wide programming for Arab American Heritage Month. However, after seeing the public call for programs, some of the staff formed a group that they are hoping to connect with the UC San Diego Staff Association. Staff worked with the APIMEDA Program Manager to organize a Middle Eastern American staff luncheon during April to talk about the needs and experiences of Middle Eastern American

APIMEDA Programs and Services printed and distributed Arab American Heritage Month calendars. The calendar contained seven events that were submitted, including student organization events, an event planned by staff, and events presented by APIMEDA Programs and Services.

Arab American students were excited to see the acknowledgement and relative celebration of Arab American Heritage Month. As a population, Arab Americans feel invisible on campus, and the compilation of a calendar and several events taking place in April helped students not only be seen but also have their experiences celebrated on campus. All events were well-attended and by students who do not always attend events from the sponsoring organizations.

In the future, APIMEDA Programs and Services hopes to communicate with more organizations that serve the Arab American community and partner with other campus departments to include more programming in April on future calendars.

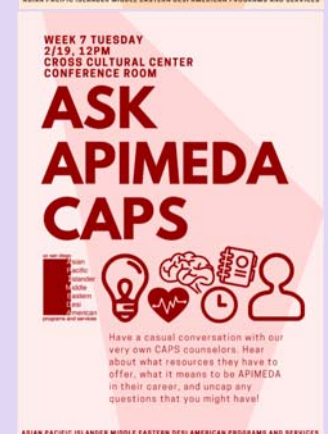
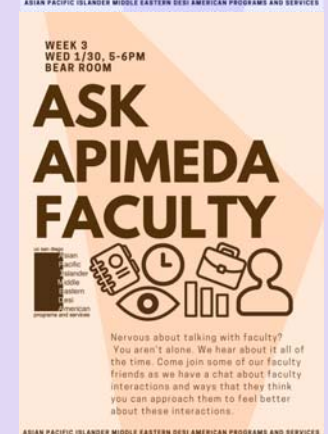
Engagement of APIMEDA Staff and Faculty

In the CCAAS Open Letter, students described the challenge of not seeing themselves reflected in the staff and faculty of UC San Diego. After the 2017 APIMEDA Lifebook was printed, students were surprised to see so many APIMEDA-identified staff and faculty who volunteered to have their picture and information published in the book. Students have reached out to staff and faculty, doing informational interviews or to seek services from someone who they believe will understand their cultural experience on campus.

These experiences highlighted the need to bring together APIMEDA staff and faculty to aid in the support of our student population. Providing warm handoffs between staff are crucial in providing referrals to our students, and the more that we are familiar with one another, the more that this will be helpful to our students. APIMEDA Programs and Services did the following as a result:

- Hosted a lunch for APIMEDA staff and faculty to come together, meet one another, and receive an update on APIMEDA Programs and Services. An additional gathering was held for Middle Eastern American staff and faculty, who currently have no campus organizing group.
- Expanded the Ask APIMEDA series to include sessions for students to meet faculty, CAPS staff, and Academic Advisors. These workshops serve as an opportunity for students to engage in small group meetings to ask our staff and faculty questions about their experiences and backgrounds and to get to know them in a more comfortable environment.

73	Staff members provided pictures and biographical information for the 2019 APIMEDA Lifebook.
28	Faculty members provided pictures and biographical information for the 2018 APIMEDA Lifebook.
50	Staff and faculty who attended the APIMEDA Staff and Faculty Luncheon or the Middle Eastern American Staff and Faculty Luncheon.
58	Staff and faculty volunteered to support an APIMEDA Programs and Services event this year.



Educating Staff and Faculty

As a way to support the experiences of students at UC San Diego, APIMEDA Programs and Services hosts events that provide campus staff and faculty the opportunity to learn more about working with the diversity of APIMEDA students. These events increase the knowledge of our staff and faculty so that they can better serve our students. These events include:

- ◆ **Annual invited speaker:** This year, APIMEDA Programs and Services worked with the Cross-Cultural Center to host Drs. Dina Maramba and Corinne Kodama, the co-editors of the New Directions for Student Services volume titled “Bridging Research and Practice to Support Asian American students”. Staff and faculty got to engage with scholars who study Asian American students and consider ways to implement better services to support this population.
- ◆ **Annual Mental Health Panel:** APIMEDA Programs and Services continued to work with CAPS to sponsor a mental health panel in May, which is National Mental Health Awareness Month and Asian Pacific Islander American Heritage Month. This year, the panel focused on the mental health and Southeast Asian American refugee experiences. This population is typically overlooked when discussing Asian American mental health, however is crucial in understanding a growing part of the population.
- ◆ **Student Population Series:** APIMEDA Programs and Services kicked off a series on specific APIMEDA student populations by hosting a workshop called “SWANA Students: Data, Student Success, and Asking Better Questions”. This was intended to help staff and faculty understand the SWANA data that we have access to and how to use it to ask better questions about the implications of the data.
- ◆ **Lunch and Learn:** Summer 2018 brought the start of the APIMEDA Lunch and Learn program, an opportunity for staff and faculty to read current scholarship on working with different parts of the APIMEDA populations. There were seven meeting sessions during Summer 2018.
- ◆ **Staff Education:** APIMEDA Program Manager Windi Sasaki and Sixth College Senior Academic Advisor Frank Lin presented a workshop through Staff Education on APIMEDA students and their career and academic needs for advising.



BEYOND THE HORIZON
Mental Health Panel on Southeast Asian American Refugees
Cross Cultural Center Comunidad

Week 7 TUES 4/18, 11:30am-1pm

Joseph Ruano Ramirez, SPICES Access Programs Advisor, PhD Student in Cultural Studies, American Studies
Pronouns: They, Them, Theirs, It
Identities: Indigenous, Refugee, Scholar

Leiflene Hong Tappin, PhD - Counseling Psychologist, Adult Counseling & Wellness
Pronouns: She, Her, Hers
Identities: Cambodian-Chinese American, Refugee, First generation college graduate

Mindy Tran, UCSD Women's Center Program Assistant, Graduate Counselor in Marriage and Family Therapy (MFT)
Pronouns: She, Her, Hers
Identities: 1st generation college student, 2nd generation Asian American, Transgendered and non-binary

Vanessa Na, PhD Student - Education Studies at UCSD
Pronouns: She, Her, Hers & They, Them, Theirs
Identities: Chinese American, Daughter of refugees, Woman of color

Join us for a conversation in learning about the experiences of Southeast Asian American refugees and children of refugees and how their experiences impacted their mental health and well-being. Light refreshments provided.

apimeda CAPS Kibukhi

For questions or to request specific accommodations, contact Bob at bob@apimeda.org

PART OF THE APIMEDA PROGRAMS AND SERVICES STUDENT POPULATIONS SERIES

**SWANA STUDENTS:
DATA, STUDENT
SUCCESS, AND
ASKING BETTER
QUESTIONS**

The UC System has been collecting demographic data on Southwest Asian and North African (SWANA) undergraduate students since 2014. Come learn more about this student population and how you can use data to influence student success.

FRIDAY, APRIL 19
12 NOON
PRICE CENTER WEST ERC ROOM

What Staff and Faculty Learned

During the APIMEDA Lunch and Learn programs, participants are asked to answer some questions about what they learned from the selected reading and the things that they believed could be changed. Below are a selection of responses from Summer 2018 sessions, where participants read chapters from the New Directions for Student Services: Bridging Research and Practice to Support Asian American Students. Because of the readings, responses are specific to supporting Asian American students.

What is one thing you learned from the reading? How does this apply to the work we all do on this campus?

A lot of ethnic groups are lumped into Asian American.
The intersecting identities of Asian American students influences the experiences that they have on campus.
Culture and religion are connected, but they aren't the same. Not all people from the same culture practice the same religion.
Just because a student is doing ok academically doesn't mean that they aren't struggling.
The ways that Asian American students express autonomy is
There are a lot of reasons that students may not verbalize what they need, and we need to pay attention to those things.
Treating Asian American students as a monolithic group has resulted in microaggressions.
People who are phenotypical Asian Americans are more likely to report perceptions of racism.

Based on your professional observations and the information reading, what changes do you think you can make to better support Asian American students at UC San Diego

Ask Asian American open-ended questions about how they define success and what they are hoping to gain from their experiences
Listen intently to students to understand better where they are coming from and who I can connect them to who might better relate
Build more thoughtful interview questions for student leader positions.
Find ways to integrate academic advising, career services, and AIP services to make connections for Asian American students to relate
Helping Asian American students learn about Asian American community organizers and leaders may help them challenge the
Ask our students self-care questions differently. For example: "When was the last time you took a break?" "What and when was the last

The discussions during the programs often incorporated previous readings and other knowledge that the discussion leader and those in attendance had about working with Asian American college students. This contributed to a richer discussion for those in attendance.

Student Organization Highlights



Interactions with APIMEDA Student Organizations

The 2018-2019 academic year provided opportunities for APIMEDA Programs and Services to connect with student leaders. As the office becomes more established on campus, more student organization leaders have chosen to connect with us to connect with other APIMEDA student organizations or for support with their events.

Many of the organizations had an eventful year, hosting local and regional conferences, increasing connections with community organizations, hosting collaborative events, and, in some cases, establishing themselves as an organization on campus. This year saw the start of four affiliated organizations, including a group of women hoping to start UC San Diego's first chapter of an Arab American sorority.

The following pages include highlights from five APIMEDA affiliated organizations and their partnership with APIMEDA Programs and Services during the 2018-2019 academic year.



Organizations Affiliated with APIMEDA Programs and Services as of June 2019

- ◆ Asian Pacific Islander Student Alliance
- ◆ Cambodian Student Association
- ◆ Coalition for Critical Asian American Studies
- ◆ Epsilon Alpha Sigma
- ◆ Hmong Student Association
- ◆ Kaibigang Pilipin@
- ◆ Love is Light
- ◆ Multi-Asian Student Association
- ◆ Muslim Student Association
- ◆ Nikkei Student Union
- ◆ Queer and Asian
- ◆ Queer and Trans People of Color
- ◆ Pacific Islander Student Association
- ◆ Pan-Arab Student Association
- ◆ Society of Asian Scientists and Engineers
- ◆ Sri Lankan Student Association

Cambodian Student Association

APIMEDA Programs and Services was able to support the Cambodian Student Association (CSA) through providing support and advising through the planning process for the Khmer Student Coalition Conference (KSCC). KSCC is an annual regional Cambodian student conference that brings together hundreds of Cambodian American high school and college students and their allies to engage in learning about Khmer culture, history, and current issues. The Conference moves locations annually with a Cambodian student organization at a university, typically one in Southern California, hosting the conference on their campus. The APIMEDA Program Manager met with CSA members planning KSCC regularly, advising on finances, university policy, and general event planning. APIMEDA Programs and Services provided support through use of equipment and reserving space in the Cross-Cultural Center to be used by the Conference that day.

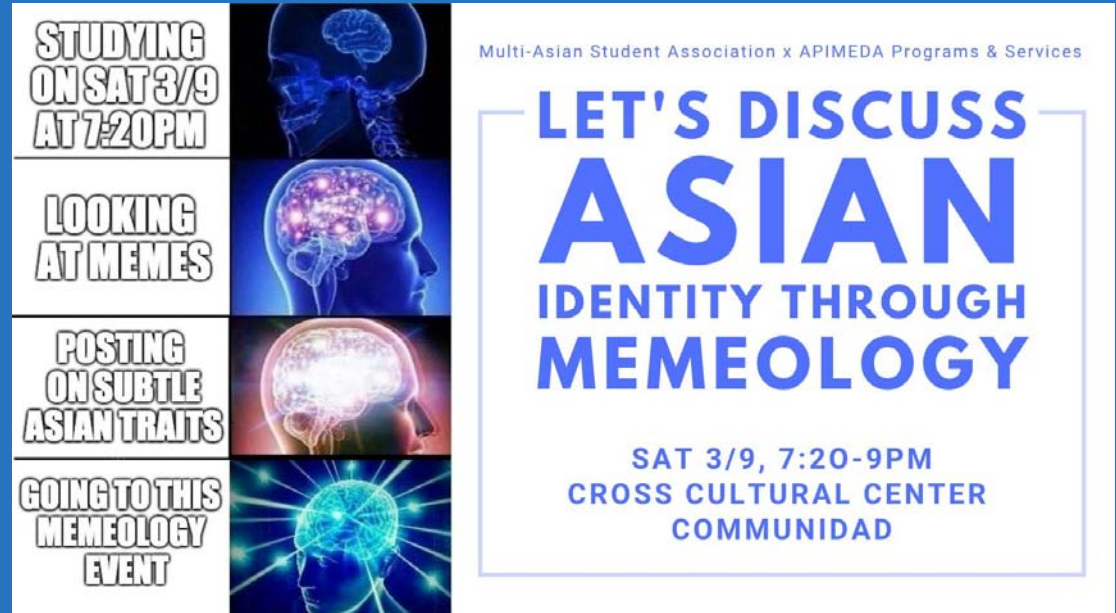


APIMEDA Programs and Services also works with CSA to provide support for their Annual Culture Show. The event involves community performers, a scripted performance, a raffle, and dinner. Typically, all members are involved with the scripted performance and there are few people available to assist with serving dinner. APIMEDA Programs and Services assists with volunteering and encouraging other student leaders to volunteer to help. We also provided assistance collecting items for the raffle.

Multi-Asian Student Association

The Multi-Asian Student Association (MASA) reached out the APIMEDA Programs and Services this year to seek additional support to plan programs together. Students in charge of their educational and cultural programs were seeking opportunities to learn more and work with us to provide different perspectives and knowledge on topics related to identity in Asian and Asian American communities.

APIMEDA Programs and Services co-sponsored a program with MASA to examine the ways that people from the Asian diaspora use memes to discuss their identity, and who is and isn't represented in these memes and discussions. The APIMEDA Community Assistant assisted with the planning and presentation of this event.



Multi-Asian Student Association x APIMEDA Programs & Services

**LET'S DISCUSS
ASIAN
IDENTITY THROUGH
MEMEOLOGY**

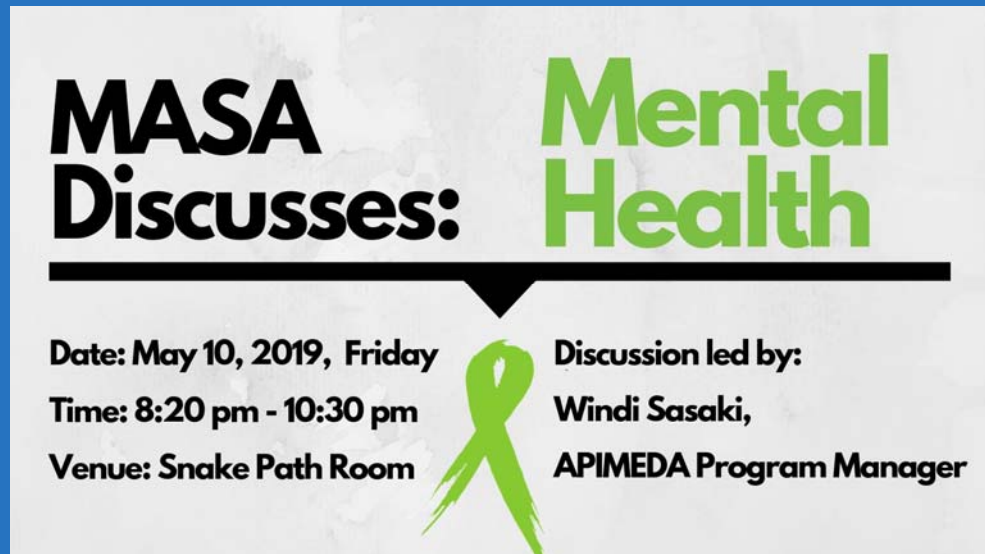
SAT 3/9, 7:20-9PM
CROSS CULTURAL CENTER
COMMUNIDAD

STUDYING
ON SAT 3/9
AT 7:20PM

LOOKING
AT MEMES

POSTING
ON SUBTLE
ASIAN TRAITS

GOING TO THIS
MEMEOLOGY
EVENT



MASA Discusses: Mental Health

Date: May 10, 2019, Friday
Time: 8:20 pm - 10:30 pm
Venue: Snake Path Room

Discussion led by:
Windi Sasaki,
APIMEDA Program Manager

In addition, MASA was interested in planning an event for Mental Health Awareness Month in May. The APIMEDA Program Manager agreed to lead a discussion with students on the ways that they are observing the mental health of themselves and their peers. The event appeared on the Asian Pacific Islander American Heritage Celebration calendar. Students discussed their experiences, what they saw people doing that was unhealthy and what was healthy, and ways that they can work together to help support one another to increase their mental health and the mental health of their peers.

Muslim Student Association



For the third year, APIMEDA Programs and Services has worked with the Muslim Student Association (MSA) to host receptions for Muslim-identified admitted students and their families on Triton Day and Transfer Triton Day. As the sponsoring department, APIMEDA Programs and Services works with Admissions to include the receptions on the calendars and reserve the space, and with MSA to prepare a presentation and host a panel of current students. This year, approximately 20 students and their families attended each reception. Admitted students ask questions about housing, campus climate, religious life, and academic rigor.

MSA has also expressed concerns about the experiences that Muslim students have on campus, especially during Ramadan. Over the past two years, the APIMEDA Program Manager has had conversations with different members of MSA about access to Dining during Ramadan and the difficulties students have in finding appropriate food to eat, since most of the Dining halls are only open during the period where Muslim people were fasting. After talking through the issues with MSA leaders, the APIMEDA Program Manager helped to facilitate a connection with representatives from MSA to Dining Services, who had also reached out to APIMEDA Programs and Services to seek feedback from Muslim students. As a result of their meeting, there was an increased understanding of the Dining Services staff of the experiences and diversity of Muslim students during Ramadan and throughout the academic year, and a plan was piloted for Ramadan this Spring. MSA leaders worked with Dining Services to select evening menus for meals after sundown, intentional marketing of products that could be purchased from the markets for meals eaten when all facilities are closed, and an arrangement with Residence Life to make available access to kitchens for students who did not have constant access to a kitchen in their residential facility.

In addition, students discussed a desire to have at least one dining restaurant that has Halal certification. They had arranged for a meeting with one of the organizations that provides this certification. Dining Services shared that they have contracted a different organization to provide Halal certification and training to all levels of staff at Canyon Vista at Warren College.

Nikkei Student Union

The Nikkei Student Union (NSU) started their year by sending two students to the APIMEDA Community and Coalition Conference. Both of their projects involved connecting the UC San Diego Japanese American community with the Muslim community. Students connected with the Muslim Student Association to attend events, share information, and discuss their histories. In planning their annual “Day of Remembrance” event to commemorate the incarceration of Japanese Americans during World War II, they connected this history to current events, particularly as they effect Muslim people in the United States. The panel for the event included Dr. Shaista Patel, the Critical Muslim Studies professor in the Ethnic Studies Department.



In conjunction with the NSU Day of Remembrance event, NSU worked with APIMEDA Programs and Services to host a documentary called “The Ito Sisters”. This documentary shared the story of the filmmaker’s grandmother and her sisters, the Ito family, particularly as it related to their experiences as Japanese Americans before World War II, during World War II, and as they reflected on these experiences over the course of their lives. The filmmaker, Antonia Glenn, is a UC San Diego alumna and was connected to us through contacts in the Ethnic Studies Department and Warren College. The screening and panel was co-sponsored by the Warren College Dewitt Higgs Memorial Lecture program, APIMEDA Programs and Services, the Nikkei Student Union, and the Department of Ethnic Studies. Antonia Glenn and her mother served on the panel, which was moderated by NSU President Lauren Matsumoto. The documentary provided attendees with a better understanding of the politics and landscape of California leading up to World War II and the experiences of young Japanese Americans during this time in US history.

Pacific Islander Student Association

The Pacific Islander Student Association (PISA) was founded in March 2018 after Pacific Islander students who had attended a Pacific Islander Affinity Lunch the year before determined they wanted to create a mechanism to sustain a Pacific Islander community at UC San Diego. Support in starting the organization was provided through mentorship through the APIMEDA Community and Coalition Conference and directly from the APIMEDA Program Manager.

With the assistance of Pacific Islander staff at UC San Diego, APIMEDA Programs and Services was able to assist PISA to connect with leaders in the San Diego community. Those leaders also assisted in connecting UC San Diego PISA with San Diego State University's PISA. APIMEDA Programs and Services hosted an additional Affinity Lunch where community leaders and Pacific Islander staff at UC San Diego were included to connect with students.



Students involved with PISA were the most likely to volunteer for APIMEDA Programs and Services events, and students who attended the most APIMEDA Programs and Services events as participants were members of PISA.

In addition to forming, PISA students organized joint socials with SDSU PISA, volunteered to assist at events from other student organizations, and created graduation stoles for their graduating seniors. They hosted potlucks and lunches, and provided mentorship to one another. Their involvement in the greater San Diego community involves working with researchers to recruit participants for a study on Diabetes in Pacific Islander communities and that one of the PISA students was crowned Miss Pacific Islander San Diego this June.



Looking Forward



Directions for Growth

In the 2019-2020 academic year, the following areas provide opportunity for learning and growth for APIMEDA Programs and Services:

- ◆ Third annual ASCEND and the third annual APIMEDA Community and Coalition Conference.
- ◆ Second year planning the APIMEDA Lunch and Learn program to provide additional professional development and resources for staff and faculty about working with portions of the APIMEDA student community.
- ◆ Piloting weekly two-hour gathering as a way to have a physical space for students to gather and meet: APIMEDA Community Time.
- ◆ Establish two Co-Curricular Record approved programs, one that focuses on leadership development and one and career development.
- ◆ Training new facilitators for the third year presenting the Discovering Your Career Compass Workshop.
- ◆ Initiate research on the experiences of small groups of Southeast Asian American students at UC San Diego, and consideration for other groups on campus.
- ◆ Continue to explore opportunities for student needs to be met by Dining Services, particularly related to Halal food offerings.
- ◆ Engage students with APIMEDA staff and faculty, especially those who work in areas where students need the most connection and outreach.

Challenges for APIMEDA Programs and Services during the 2019-2020 year are:

- ◆ The lack of dedicated space for APIMEDA Programs and Services often creates a challenge in identifying locations for programming. Many of the most available options for program locations charge for the use of their space, impacting the budget for events.
- ◆ Limited access to disaggregated, multicount data. Doing outreach to certain populations of APIMEDA students is limited because some multi-ethnic students will not appear on lists for targeted groups because the campus has selected a different identity as their primary ethnic identity.



thank you



Thank you for taking the time to read the APIMEDA Programs and Services Year in Review for 2018-2019.

We look forward to continuing to build our programs and services, and for your continued support and partnership in the future.

Please stay connected with APIMEDA Programs and Services! We invite you to visit our website to subscribe to our weekly electronic newsletter and to learn more about APIMEDA Programs and Services!

uc san diego

Asian
Pacific
Islander
Middle
Eastern
Desi
American
programs and services

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