

uc san diego

Asian  
Pacific  
Islander  
Middle  
Eastern  
Desi  
American

programs and services

# Year in Review 2017-2018



UC San Diego APIMEDA Programs and Services

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

# welcome

When I started as UC San Diego's first APIMEDA Program Manager in July 2016, I did a lot of listening. I listened to students who were and were not involved in the advocacy for APIMEDA Programs and Services. I listened to staff about their experiences working with our APIMEDA students and where they saw successes and gaps. I listened to faculty talk about their observations of their students, mentees, and colleagues. I did surveys, read pages of scholarship about APIMEDA students, hosted community outreach sessions, visited existing offices at other campuses, and attended workshops and conferences about working with APIMEDA college students. It was clear from all of these conversations that there are a lot of ways to have an impact. What I heard most clearly is that students are struggling to find one on one connections that help them receive advising and mentoring. Students said that they thought that they needed more time with staff equipped to do academic and career advising, and the uncertainty around these things contributed to their mental health. Students also didn't always understand the community labels in the naming of my office. Questions about who is included in Asian American, why Desi is a term we use, how Pacific Islanders are connected and represented in APIMEDA, and why Middle Eastern American students are included in this office are some of the questions that illuminate a need for a greater understanding of APIMEDA Programs and Service's foundation as a coalition of people with common experiences.

I was excited to work with my student staff and dozens of volunteers to begin planning and implementing programs that are intended to have a positive impact on the experiences and retention of APIMEDA undergraduate students at UC San Diego. Our Year in Review for 2017-2018 documents these new programs and their impact, and the other work that APIMEDA Programs and Services engaged in this year to increase the visibility of APIMEDA communities and the competence of the campus in addressing issues facing different populations that make up our diverse APIMEDA student community.

Thank you for reading!



**Windi Sasaki**

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

uc san diego

Asian  
Pacific  
Islander  
Middle  
Eastern  
Desi  
American  
programs and services

# table of contents

## About APIMEDA Programs and Services 3

Learn about APIMEDA Programs and Services and the people we serve.

## Programs and Events 13

Learn about our events and the impact they had on the APIMEDA community at UC San Diego

## CAPS Partnership 23

Learn about the history of the partnership between CAPS and the APIMEDA communities, and the impact of this partnership on our students.

## Other Partnerships 27

Learn about additional partnerships and opportunities between APIMEDA Programs and Services and the campus.

## Looking Forward 31

Learn about planning and considerations for APIMEDA Programs and Services for the 2018-2019 academic year.



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

\* 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](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



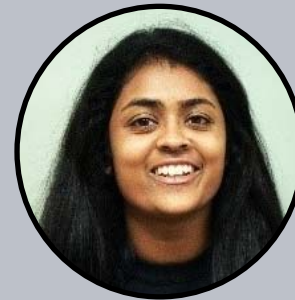
**Rana Tawfik**  
she/her/hers

**Community Assistant**



**Maram Deiranieh**  
she/her/hers

**Community Assistant**



**Sanika Moharana**  
she/her/hers

**Design and Publications Assistant**



**Niki Tran**  
she/her/hers/they/them/theirs

**Design and Publications Assistant**

Community Assistants are 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.

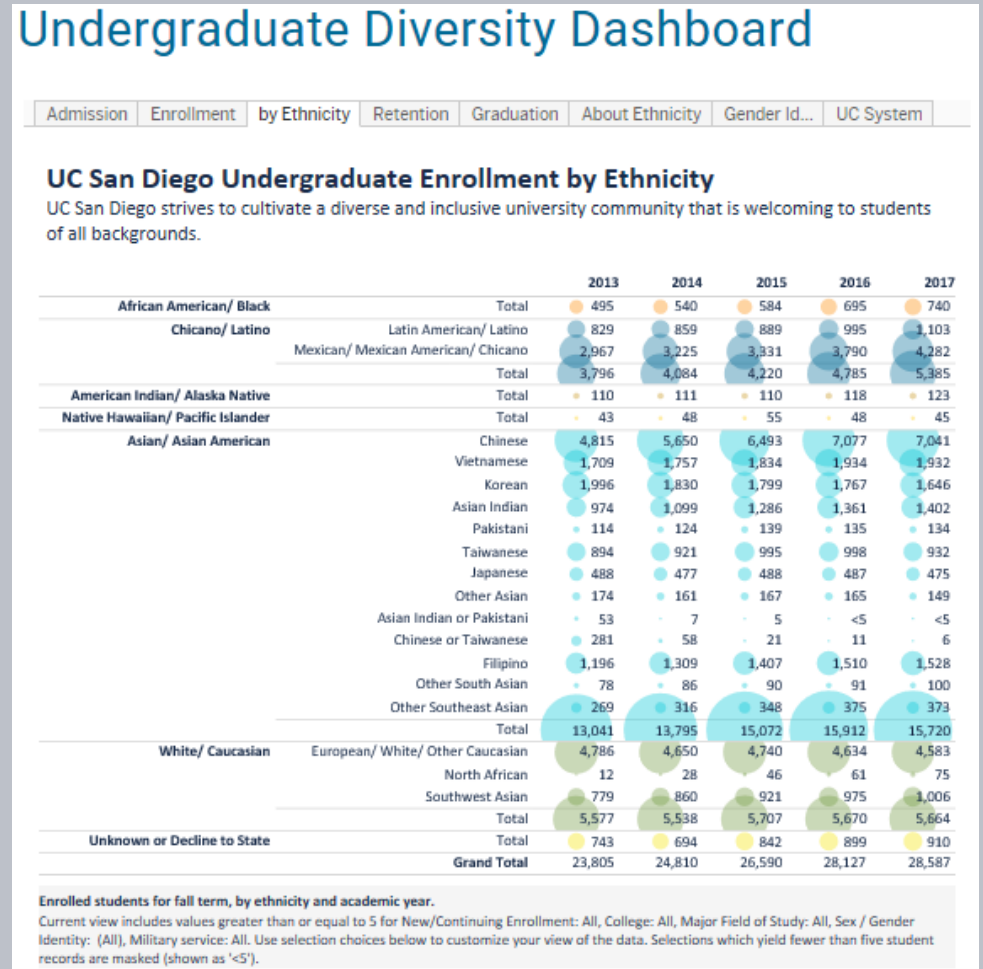
Design and Publications Assistants are responsible for creating publications, like the APIMEDA Lifebook and event flyers, for enhancing the branding of APIMEDA Programs and Services by developing and redesigning logos, and assisting with the marketing and promotion efforts for APIMEDA Programs and Services. Each Assistant also helped with other programmatic elements for APIMEDA Programs and Services based on their interests.

# 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.

The undergraduate student population has been able to provide information about their ethnic identity with more specificity starting in 2014. This included the addition of several ethnicities under “White” that better describe people of Southwest Asian and North African (SWANA) descent. Campuses had access to this and other disaggregated race and ethnic data beginning in 2016, prompting UC San Diego to discuss how we should be displaying race and ethnic data on our Dashboards.

The APIMEDA Program Manager provided consultation to the Vice Chancellor EDI representative from Institutional Research on the ways that we can display the information that would best represent the diversity of APIMEDA identities. This has included examining the histories of ethnic populations in the United States as well as the history of how this data has been collected in the UC system, and breaking “Other Asian” into some different subgroups of collected information for South Asian and Southeast Asian populations. This allows our campus to view data that can help us to better design and target services to the ethnic groups who have the most need.



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



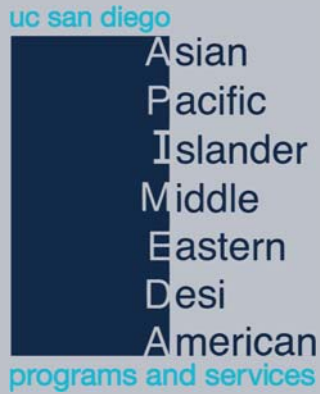
# Data Implications for APIMEDA students

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 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.
- 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.



# Branding APIMEDA Programs and Services



The APIMEDA Design and Publications Assistants were tasked with creating consistent branding for APIMEDA Programs and Services. This is complicated, as the name of the office is long and does not use a naming convention that is consistent within the community. The current logo was developed to be clean, use current campus standards for colors, and to create consistent and recognizable image for APIMEDA Programs and Services.

apimeda.ucsd.edu

The APIMEDA Programs and Services website launched in February 2018. The site contains information about and resources for APIMEDA students at UC San Diego, links to the electronic version of the APIMEDA Lifebook, information about our events, and the ability to sign up to receive our weekly electronic newsletter.



APIMEDA Programs and Services started our electronic Weekly Newsletter in December 2017. This Newsletter is distributed every Tuesday night during the academic year and contains announcements from APIMEDA Programs and Services, tips from the APIMEDA Lifebook, and announcements from APIMEDA student organizations and campus partners.



Sharing Our Invisible Histories is an initiative to help raise awareness about events and people in APIMEDA history. Many of these elements of history are not taught in most history classes. This passive program provides a venue for students to learn more and to explore APIMEDA history.

# APIMEDA Lifebook

The APIMEDA Lifebook was first published in Spring 2014, after the Coalition for Critical Asian American Studies (CCAAS) published their Open Letter calling for the its creation, among other things. A group of CCAAS students worked with staff at the Cross-Cultural Center to gain assistance related to what it would look like to have this information published, and were able to make it available for students attending Triton Day in 2014.

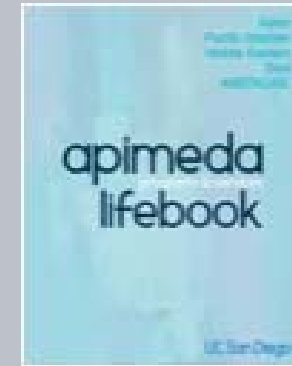
After taking on responsibility for the APIMEDA Lifebook for the Spring 2017 edition, the APIMEDA Program Manager worked with the student staff to redesign and rewrite the Lifebook. This included:

- Asking students to share advice and their experiences.
- Asking staff and faculty to include their contact information and pictures.
- Including more campus services and offices .
- Surveying students about tips they have to offer and information about their favorite places to study.

The Spring 2018 Lifebook included the following additional updates and features:

- Specific information about APIMEDA Programs and events.
- Information about how to use the APIMEDA Lifebook and why using campus resources is important for new students.
- Features for CAPS and the APIMEDA CAPS Liaisons.
- Partnership with CARE at SARC to feature their #selfCARE STRATEGIES graphic.

**You can read the current version of the APIMEDA Lifebook by visiting <http://apimeda.ucsd.edu/lifebook/latest-edition.html>.**



## 2018 APIMEDA Lifebook Statistics

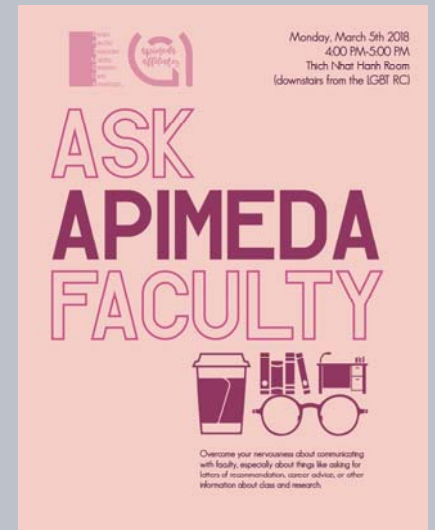
33	Campus offices described
19	Quotes or stories from current APIMEDA students
72	Staff members featured in the Lifebook
21	Faculty members featured in the Lifebook
12	APIMEDA student organizations featured in the Lifebook
38	Pages of content in the 2018 Lifebook
841	The number of times people have read the online version of the 2017 and 2018 APIMEDA Lifebooks

# 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. Staff and faculty in attendance provided insight on their interactions with our students and the things that they believe are most needed.
- Hosted an event that brought APIMEDA students and faculty together so that students could get advice on ways to approach talking with faculty. Faculty talked about their own experiences as students. Students appreciated having a small-group environment to talk with faculty in a way that wasn't intimidating and where they could hear from faculty that they struggled with the same things when they were students.



72	Staff members provided pictures and biographical information for the 2018 APIMEDA Lifebook.
21	Faculty members provided pictures and biographical information for the 2018 APIMEDA Lifebook.
58	Staff and faculty who attended the APIMEDA Staff and Faculty Luncheon on February 28, 2018
39	Staff and faculty volunteered to support an APIMEDA Programs and Services event this year.



# Feedback from APIMEDA Staff and Faculty

At the APIMEDA Staff and Faculty Luncheon, those in attendance were asked to complete a survey about their observations about working with APIMEDA students at UC San Diego. Questions were open-ended and asked for staff and faculty to share what they saw to be the biggest needs for APIMEDA students and priorities for services and programs that APIMEDA Programs and Services could develop to support our students. The top 10 answers (based on the frequency of their response) are provided below.

## Top 10 issues APIMEDA staff and faculty observe in APIMEDA students at UC San Diego that need to be addressed

Mental health issues
Navigating family pressure related to college and career
Understanding and battling the model minority myth
Post-graduation career and transition support
Need for leadership skill development
Making meaning related to choice of major or career
Need for one on one mentoring
Navigating education as a first-generation college student
Need for coalition building
Need for support with identity development

## Top 10 priorities APIMEDA staff and faculty named as needs for supporting APIMEDA students at UC San Diego

Space for APIMEDA Programs and Services
Host opportunities for students to meet staff, faculty, and alumni
Host lectures and workshops presented by APIMEDA community organizers and speakers
Facilitate interactions between Asian American and Asian international students
Asian American and Pacific Islander specific mental health services
Coordinate Critical Asian American Studies minor and courses
Scholarships for students
Leadership development for APIMEDA students
Hosting socials
Increase visibility for smaller populations of APIMEDA people (i.e. Pacific Islanders, Arab Americans, Hmong students)

Many of the responses for issues and for desired needs are consistent with student responses to questions about their needs or to observations made by the APIMEDA Program Manager. Some of the priorities, like coordinating Critical Asian American Studies courses or facilitating interactions between Asian American and Asian international students, are beyond the scope of the Program Manager's position.

# Programs and Events





## ASCEND 2017 Statistics

On Wednesday, September 27, 2017, APIMEDA Programs and Services hosted their first annual ASCEND in the Cross-Cultural Center Comunidad Room. This is a program for new undergraduate APIMEDA students, specifically targeting first-generation APIMEDA students and APIMEDA students from smaller ethnic populations at UC San Diego. Students spent the day hearing from UC San Diego alumni, learning about services to help them become more effective and efficient students and professionals.

Speakers included UCSD alumna and Muir Academic Advisor Anna Ly, UCSD alumnus and OASIS Math and Science Tutorial Program's Brian Crie, and CAPS Psychologist Leah Tappero.

Students spent time getting to know one another, hearing from current students about how they built community on campus, learning about valuable campus resources, and setting at least one reasonable goal that they can accomplish in their first quarter at UC San Diego. The event was free to all those who attended and participated.

964	First year undergraduate students received the email invitation to attend ASCEND 2017
102	New undergraduate students completed the ASCEND registration
46	Student, staff, and alumni volunteers helped out
35	Paper planes with new student's goals for the quarter were retrieved
1/3	Of the attendees were new transfer students
1/3	Of the attendees identified themselves as first-generation college students (based on answers to an open-ended question about identity)
11	APIMEDA student organizations who sent leaders to help new students transition to UC San Diego

# APIMEDA Community and Coalition Conference

On Saturday, October 28, 2017, APIMEDA Programs and Services held the first 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.

This event is designed as a discussion and activity-based group environment. Participants engaged in different activities that required them to actively engage with all other participants. This happened through a mixture of partial and full group activities. The last activity asked each participant to set some intention about how they hope to strengthen their capacity around building coalitions and community on our campus.

Facilitators for the Conference were APIMEDA-identified volunteer staff and faculty who attended an hour-long training prior to the Conference and were able to attend at least half a day of the Conference. They also served as role models and potential mentors for participants as they worked on their goals. Facilitators and participants discussed ideas related to community, challenges to finding and building strong communities, family and cultural histories, and ideas about perception through their specific cultural contexts.



*"The discussions around migration were excellent. Seeing both parallels and differences in other people's migration patterns gave me a great deal of empathy, and introduced me to commonalities I can build on."*

*"Having time to plan out our goals for the year and reflect was really useful! I liked the worksheet you gave us, your goal worksheet, its a really nice way to chunk out bigger things."*





# APIMEDA Community and Coalition Conference

## Community and Coalition Conference projects completed:

- ◆ **Founding the Pacific Islander Student Association (PISA).** Registered the organization as an officially-recognized student organization with the Center for Student Involvement. Co-hosted a program with Asian Pacific Islander American Heritage Celebration with the APIAHC Planning Committee.
- ◆ **Develop an event for students discuss their experience with migration and the changing ideas of feeling at home.** Encouraged all students, especially those who identify as being 1.5 generation Americans to discuss the challenges they experience and the feeling of being “in-between”.
- ◆ **Strengthen the Pan-Arab Student Association.** Developed a larger and more diverse pan-Arab student community that consists of students who are not necessarily already involved in other related organization. Hosted a variety of social and educational cultural programming.
- ◆ **Create a program that allowed students and staff to learn more about the experiences of queer Asian American people and their mental health.** Created an opportunity for students and staff who identify as queer Asian Americans to see themselves reflected on our campus and in their profession.

### What participants said that the impact of their goal was:

*“It had a big impact for me to feel like I'm not alone on this campus and give me connections of support in some trying times.”*

*“It brought the Arab community closer on campus. There are a lot more variety of Arabs involved in our org, such as country wise, religion, etc. and people really bonded and made new friends because of PASA.”*



### **In addition to the projects named at the end of the Conference that were completed, participants named that the Conference had the following additional effects:**

- ◆ Provided language and framework for developing the Root Worlds Writing program, a program for marginalized youth in San Diego to encourage them to develop skills in creative writing, especially in science fiction and fantasy, where authors of color are particularly underrepresented.
- ◆ Development of a unified calendar for Arab American Heritage Month in April 2018. Events involved three student organizations and two campus departments.
- ◆ Created multiple opportunities for students to feel represented on campus and to connect other students to one another. Participants named that it brought together ethnic groups to form stronger pan-ethnic communities.

# APIMEDA Career Compass Workshops



After doing an initial survey of students in fall 2016, APIMEDA students reported having the least satisfaction with academic advising at UC San Diego. Students believed:

- appointments with their Academic Advisors were too short.
- they didn't receive enough guidance from their Academic Advisor.
- Academic Advisors didn't always understand their needs.

Academic Advising units shared that they have high student to Advisor ratios and increasing pressure to advise students to complete degrees faster. Meanwhile, some students believed that Academic Advisors did not always consider their culture and familial expectations or were able to help students find the language to talk about their academic interests and potential careers with their families. However, scholars note that practices that provided small group and one-on-one interactions with staff and students would create opportunities for students to gain confidence in their academic and career trajectory and to maximize their time with an Academic Advisor.

The Career Compass Workshop was created as an internship project from SDSU Masters student Frank Lin. Frank is also a UC San Diego alumnus and a Senior Academic Advisor at Sixth College.

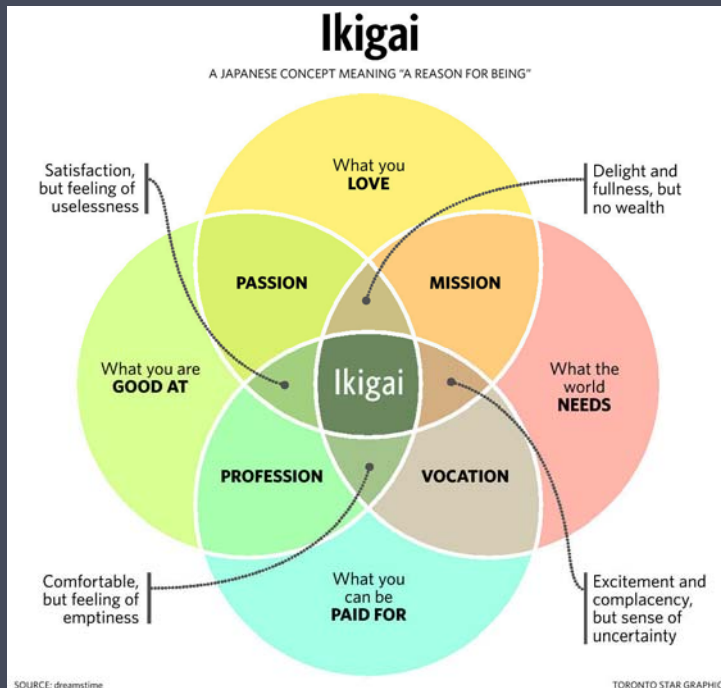
Initial workshops were co-presented by Frank and by Windi. In reflecting on the workshops, it was determined that this was not a sustainable process. Another six staff, each who identify as a member of an APIMEDA community and who work in different offices, were trained to be able to co-present with the goal of creating workshops coordinated through APIMEDA Programs and Services that had at least three staff present at each workshop. This helps students have the opportunity to connect with a staff member about their academic and career goals and prepare for meetings with Academic Advising and Career Center staff.

## Departments where APIMEDA Career Compass

### Workshop trainers work:

- \* APIMEDA Programs and Services
- \* Biology Advising
- \* Career Center
- \* Electrical and Computer Engineering Advising
- \* Revelle College Advising
- \* Roosevelt College Advising
- \* Sixth Academic Advising

# APIMEDA Career Compass Workshops



The workshop was created to use a concept present in Japanese culture called “ikigai” to help students think about their academic path and their career trajectory. Students are guided through reflective questions that can help them to think about how to talk about what they are good at, what they are interested in, what they can be paid to do, and what will be valuable to their communities. Students leave workshops with language that may be more consistent with their cultural values, more concrete ideas of questions they can ask their college and departmental Academic Advisors, and a sense of the other places on campus that they can explore to learn more about their major and other interests related to their potential career.

## What the evaluations told us

- ◆ New students were looking for places to start their exploration. The workshop gave these students a framework to use in thinking about how to explore academic programs and career paths and places to look that they hadn’t considered.
- ◆ Continuing students, especially those close to graduation, were looking for language to talk about their interests and paths. Many of them said that the workshop affirmed their interests and paths, and gave them resources they could use to move forward.
- ◆ Facilitators made a lot of referrals. Many of these were to their Academic Advising departments, and some to the Career Center and to the Basement.
- ◆ Students needed assistance talking through what to ask. We helped students make lists of questions and consider the kinds of things they could ask their Advisors, and helped them gain confidence in asking these questions.
- ◆ The concept of ikigai resonated with all workshop participants. They particularly liked that we provided a diagram that they could fill out for themselves.
- ◆ Small group participants appreciated the ability to have one-on-one conversations with the facilitators. They wanted more opportunities to have these conversations, and the potential to have longer conversations.
- ◆ Some participants were seeking help to determine what careers are available to them. They were hoping that there would be a presentation on all available careers.
- ◆ Some participants appreciated talking with other students about their careers. This helped students better understand that other people are struggling with the same things that they are.

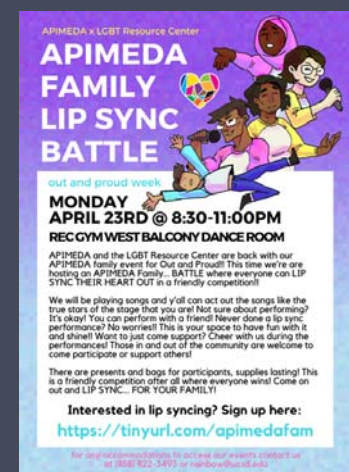
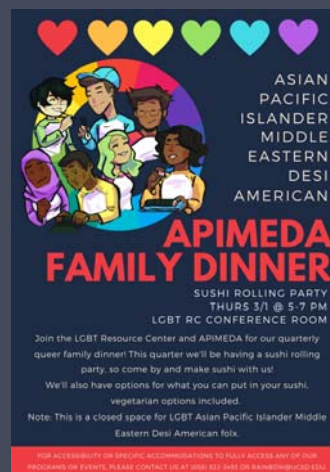
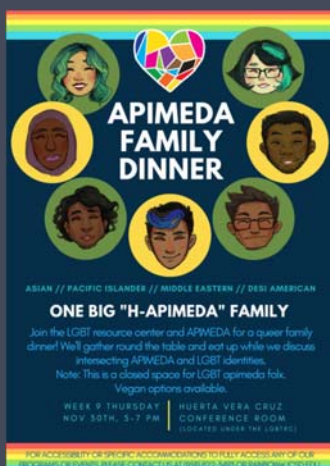
# APIMEDA Family Gatherings

A criticism of race and ethnic-based services is often that members of the LGBTQ communities sometimes feel left out. LGBTQ people of color are often forced to choose between identities and sometimes describe feeling further marginalized in communities that represent only one of their salient identities. It has been crucial that programming and support for APIMEDA LGBTQ students be a key part of programming for APIMEDA Programs and Services and for the LGBT Resource Center.

LGBT Resource Center Intern Jodie Lim has worked with the APIMEDA Programs and Services Staff to collaborate on programming that aims to bring together a community at this intersection. These events have promoted discussion about student experiences, activities where students can help one another learn, and events to celebrate out students expressing themselves as they are most comfortable.

Students have shared that these events are important because they provide a specific space where they can be themselves. They report that these spaces are difficult for them to find. They also share with us that they often feel alone since they don't see things that reach out to their communities specifically—events for Queer people of color are sometimes unclear if they include APIMEDA people, and when they do, experiences of APIMEDA queer people are sometimes presented as a monolithic experience.

Events for the 2018-2019 year will continue to be in partnership with the LGBT Resource Center, and will be a balance of events that are specifically for students and those that invite staff and faculty who identify as queer APIMEDA people. The invitation and presence of our queer APIMEDA staff and faculty will increase the visibility of the population on campus, so that out students can see themselves represented in multiple places on our campus.



# Arab American Heritage Month

**April is Arab American Heritage Month**

April 16	Arabian Nights 7:30 PM, The Loft Sponsors: PASA, The Loft ucsd.pasa@gmail.com
April 9	Migration and Home 6 PM, PC Green Table Room Sponsor: APIMEDA Programs and Services apimeda@ucsd.edu
April 11	SJP General Body Meeting 7 PM, PC Green Table Room Sponsor: SJP sjpucsd@gmail.com
April 7	PASA Comedy Night 7 PM, The Loft Sponsors: PASA, The Loft ucsd.pasa@gmail.com
April 19	Amreeka movie screening 7 PM, Sixth College Lodge Sponsors: APIMEDA Programs and Services, Sixth College Residence Life Office apimeda@ucsd.edu
April 30	PASA Dabke Night 7 pm, PC Dance Studio Sponsors: PASA and SJP sjpucsd@gmail.com
May 4	Growing a Multi-Faith Campus Movement for Racial Justice 8 PM, Cross-Cultural Center Community Room Sponsors: VC-EDI, IRIEL, APIMEDA Programs and Services, Cross-Cultural Center, Black Resource Center, Student Life apimeda@ucsd.edu

Arab American Heritage Month programming is based on a compiled list of programs planned by APIMEDA Programs and Services, the Pan Arab Student Association (PASA), and Students for Justice in Palestine (SJP).

In April 2018, 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 Lebanese Social Club to place events during April on one calendar. Communication about this was challenging because Arab American Heritage Month does not receive as wide of recognition as other Heritage Months and because there are very few Arab American student organizations, staff, and faculty on our campus. 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.

APIMEDA Programs and Services printed and distributed Arab American Heritage Month calendars. We also planned a movie screening of “Amreeka”, which was co-sponsored by the Sixth College Residence Life Office. “Amreeka” is one of a handful of Arab American films that was written and produced by an Arab American.

APIMEDA PROGRAMS & SERVICES PRESENTS...

“...there's an authenticity to Amreeka that can't be faked... a bright warmth of storytelling that announces the filmmaker as a talent to watch.”

“A lovely surprise... a fine comedy.”

## AMREEKA

Life's best adventures are journeys  
Of the heart.

THURSDAY, APRIL 19 AT 7 PM  
SIXTH COLLEGE LODGE (BY THE APARTMENTS)

Refreshments provided

Sponsored by APIMEDA Programs & Services and Sixth College Residence Life

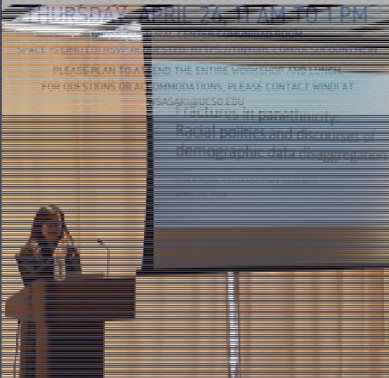
For questions or reasonable accommodations, please contact APIMEDA Programs & Services at apimeda@ucsd.edu.

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.

# APIMEDA Scholar Visit with Dr. OiYan Poon

Dr. OiYan Poon, an Assistant Professor of Higher Education Leadership in the School of Education at Colorado State University, was invited to speak with UC San Diego students, staff, and faculty in April 2018. Her research focuses on the racial politics of college access policies, affirmative action, and Asian Americans. Dr. Poon discussed her experiences and her research with our community during three events.



**Spring Student Leader Mixer with Special Guest: Dr. OiYan Poon:** Dr. Poon met with APIMEDA and Student Affirmative Action Committee (SAAC) student organization leaders to talk about her experiences as a former President of the University of California Student Association and the perspective that she has now as a former campus administrator and a faculty member. Students asked Dr. Poon for advice in doing research, in seeking their careers, and in understanding how they can be involved in doing advocacy in their communities.

**Fractures in AAPI Panethnicity: Racial Politics and Discourses of Demographic Data:** Dr. Poon gave a public lecture about the current status of racial politics in the advocacy for racially disaggregated data, especially in Asian American communities. She touched on the history of data, the reasons for and against disaggregating data in Asian American and Pacific Islander communities, and the recent conservative activism particularly present in the immigrant Chinese American community.

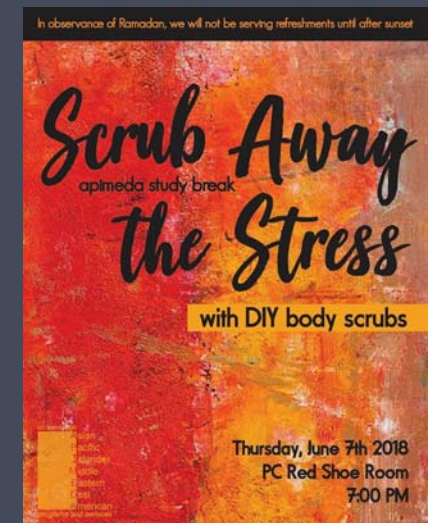
**Count Me In!: Ethnically Disaggregated Data and AAPI Students:** Dr. Poon presented a workshop for UC San Diego staff and faculty to think about the ways that we use data on our campus to help us make decisions about access, retention, and serving our diverse community. Dr. Poon's workshop hosted about 40 participants from nearly thirty different offices who learned about experiences of different Asian American populations within the United States and a model of praxis for decision making when working with student data.

# Wellness and Support Programs

Each quarter, APIMEDA Programs and Services Community Assistants planned a study break event. They had the following goals:

- ◆ Bring APIMEDA students together in a way that will allow them to meet one another.
- ◆ Provide opportunities for students to take a break before their finals begin.
- ◆ Give students an opportunity to make something that will assist with their ability to care for themselves or relax during finals.

Each event provided space for students to come in, have a snack, meet others, and make something that they could take with them. Each event had between 30 and 50 students in attendance. Each event also taught the Community Assistants to think about how to teach others to make items, to consider ways to engage their peers, and to think about the things that would encourage them to take a break as they prepared for their own finals.



# CAPS Partnership





# History of the CAPS Partnership



Research across the country and specifically at UC San Diego indicate that there is a significant issues for Asian American students related to mental health and CAPS service utilization (data on the utilization of CAPS services by Pacific Islander and SWANA American students has not been analyzed widely). Asian American students are the least likely to use CAPS services, likely to have the most severe needs at intake, and most likely to terminate service sooner than other students. Additionally, research shows that Asian American people are more likely to seek counseling when there is an Asian American counselor available.



At the time when CCAAS wrote their Open Letter, CAPS had only one Asian American CAPS Counselor. This Counselor also had administrative responsibilities, and had a reduced caseload. This created limited access to students who wanted to see an Asian American CAPS Counselor and limited opportunities for student organizations to partner with CAPS staff who might have a cultural connection to their communities.

CAPS hired two full-time permanent Psychologists who identify as Asian American in fall 2016 and hired a third in December 2017. Their positions specifically include liaison work and partnership with APIMEDA Programs and Services. CAPS also hires post-doctoral counselors each year. During the 2017-2018 academic year, CAPS had ten staff who self-identify as a member of the APIMEDA community.



meet  
and  
greet

did you know that  
caps currently has  
10 apimeda staff?

This will be a chance for folks to meet,  
learn how to navigate the process to  
meet with a counselor, learn about  
groups and other learning opportunities,  
and otherwise get to know the staff

Thursday, January 25th 2018  
4:30PM-5:30PM  
CCC Comunidad Room



# Importance of the CAPS Partnership

Partnership with staff from Counseling and Psychological Services (CAPS) is crucial to supporting the UC San Diego APIMEDA student population. These staff were able to:

- increase the visibility of CAPS staff to student organizations across identity
- do more outreach programming related to stress and other mental health concerns
- consult student leaders on their programmatic efforts related to identity, culture, and mental health
- develop additional Community Forums and other group programs targeting different members of the APIMEDA community
- create a stronger sense of community and trust between students and CAPS



## CAPS APIMEDA Programs and Services Involvement, by the numbers

120	Number of minutes of the training that the APIMEDA Program Manager presented to CAPS Staff for two Counselor Education (CE) units.
12	Student organizations sent representatives to interact with and meet APIMEDA CAPS staff.
10	CAPS staff who self-identified as APIMEDA during the 2017-2018 academic year.
4	APIMEDA events were hosted and presented with CAPS staff during the 2017-2018 academic year.
4	Different Community Forums targeting APIMEDA student populations were offered throughout the 2017-2018 academic year.

## APIMEDA Student Organizations who worked with APIMEDA CAPS Staff

- \* Asian Pacific Islander Student Alliance
- \* Asian Pacific American Medical Student Assoc.
- \* Cambodian Student Association
- \* Iranian Student Association
- \* Japanese Student Association
- \* Kaibigang Pilipin@
- \* Muslim Student Association
- \* Nikkei Student Union

# Impact of the CAPS Partnership

The increase in APIMEDA-identified CAPS staff and specifically the staff who have has resulted in an increase in preventative programming hosted by student organizations, an increase in requests by new clients in CAPS to see one of the APIMEDA CAPS staff, and in increase interest from student leaders to include mental health and anxiety issues within their regular and annual programming. In addition, student organizations that had little or no communication with CAPS or a Campus Community Center in the years prior to the start of APIMEDA Programs and Services have developed connections with CAPS and provided workshops to their members.

Here are some examples of the support and connections from CAPS staff during the 2017-2018 academic year:

- ◆ Drs. Tappero, Quach, Assar, and Sweetwood attended a lunch during the SPACES/CCC/SAAC retreat prior to the start of the academic year to build relationships and connections with student organizations.
- ◆ Dr. Leah Tappero was one of the major speakers for ASCEND.
- ◆ Drs. Leah Tappero and Dianna Quach consulted with the Co-Coordinator for Kaibigang Pilipin@’s 27th Pilipin@ Cultural Celebration. The theme for the show this year included issues related to mental health and showed one of the main characters going to CAPS to seek therapy.
- ◆ Two of the four projects from the APIMEDA Community and Coalition Conference that participants completed involved CAPS staff directly.
  - \* *Migration and Home*: event facilitated by Dr. Sachiko Sweetwood
  - \* *Things Left Unsaid: A Mental Health Panel on Queer Asian American Communities* coordinated with Drs. Leah Tappero and Dianna Quach
- ◆ Dr. Sachiko Sweetwood facilitated a workshop for graduating APIMEDA students about the stress of graduating.

# Other Partnerships



# Interactions with APIMEDA Student Organizations

Student organizations described a desire to find ways to connect more with one another. They were hoping that APIMEDA Programs and Services would facilitate this. APIMEDA Community Assistant planned events to bring student leaders from APIMEDA organizations together to meet one another, learn more about what each other do, and to learn more about the campus resources that can support them.

In addition to group meetings, the staff made themselves available to student organization leaders. Student leaders primarily chose to meet with the APIMEDA Program Manager. Many of the conversations were about issues facing students in the student organization, the implications of a decision on the greater ethnic community, other issues facing the student leader, and issues related to career development.

124	Individual meetings APIMEDA Program Manager had with individual student leaders between August 2017 and July 2018.
48	Unique students who had individual meetings with the APIMEDA Program Manager
20	Student organizations actively engaged in APIMEDA student organization outreach programming.
13	APIMEDA student organizations advertised events in the APIMEDA Newsletter.

## APIMEDA Student Organizations who attended at least one outreach event in 2017-2018

Advocates for Immigrant Justice	Mishelanu
Armenian Student Association	Muslim Student Association
Asian and Pacific Islander Student Alliance	Nikkei Student Union
Cambodian Student Association	Queer and Trans People of Color
Coalition for Critical Asian American Studies	Pacific Islander Student Association
Hmong Student Association	Pakistani Student Association
Kaibigang Pilipin@	Pan Arab Student Association
Kamalayan Collective	Sangam
Korean American Student	Students for Justice in Palestine
Lebanese Social Club	Union of Jewish Students

# Trainings, Representation, and Other Partnerships

## Trainings

As a content and subject matter expert, the APIMEDA Program Manager has provided a number of trainings discussing student diversity needs generally, as well as specific needs of APIMEDA students or a sub-section within. These have varied from specific workshops to serving on panels to providing a lecture. Below are a list of organizations where the APIMEDA Program Manager was invited to present and speak this year:

- ACPA Mid-Level Communities of Practice
- Asian Pacific Islander Student Alliance
- Careers in Student Affairs Committee
- Counseling and Psychological Services
- Nikkei Student Union
- Summer Bridge (OASIS)
- Teaching and Learning Commons (CAMSEE)
- Undergraduate Academic Advising Council
- Warren Residential Life



## Committees

The APIMEDA Program Manager served on several committees working with campus partners this year. These committees included:

- Asian Pacific Islander American Heritage Celebration Planning Committee
- Asian Pacific Islander American Heritage Celebration Scholarship Selection Committee
- EDS/Student Retention Services Lecturer Candidate small group meetings
- Future of Equity-Minded Education
- Group Interview process, RA consolidated hiring
- Hope Scholars Advisory Committee
- Search Committee, Assistant Coordinator, Undocumented Student Services
- Search Committee, Summer Bridge Coordinator, OASIS
- Triton Day Community Reception Committee
- Triton Day Overnight Program Planning Committee
- Undocumented Student Workgroup

# Collaborations and Other Programmatic Support

UC SAN DIEGO 10TH ANNUAL ASIAN AND PACIFIC ISLANDER AMERICAN HERITAGE CELEBRATION 2018

## MAKING WAVES: CENTERING ART, ACTIVISM, AND OUR STORIES

<p><b>98 PAC ARTEL SAN DIEGO ASIAN FILM FESTIVAL</b> Contact: info@pacartsan.org</p> <p><b>99 APIA 2018 ANNUAL SUMMIT TALKS: WHO'S IDENTITY?</b> Contact: info@apia.org</p> <p><b>100 COALITIONS AND CONFLICTS: INTERFARM MOVEMENT PAST AND PRESENT</b> Contact: cooper@ucsd.edu</p> <p><b>101 DRYAN YUON: TRACTURES IN AFRICAN ENVIRONMENTALISM: RACIAL POLITICS AND DISCOURSES OF BIOMIMETIC DESIGN</b> Contact: yuon@ucsd.edu</p> <p><b>102 SOUND TRACKS: DEPARTING HEADS MEMORIAL LECTURE</b> Contact: cooper@ucsd.edu</p> <p><b>103 KAMBANG PILIPINO'S PALAPA CULTURAL CELEBRATION</b> Contact: info@palapa.org</p> <p><b>104 MOVEMENT, MIGRATION, AND MOBILIZATION: POLITICAL AND PRACTICES</b> Contact: cooper@ucsd.edu</p>	<p><b>106 10TH ANNUAL APIANIC CELEBRATION: HONORING ASIAN CENTRAL ART, ACTIVITY, AND OUR STORIES</b> Contact: info@apia.org</p> <p><b>107 KAVULAN VICTORY: BI-ETHNOGRAPHY AND MICRO-AGGRESSION IN LEARNING INSTITUTIONS</b> Contact: info@ucsd.edu</p> <p><b>108 UCHU ASHARA TANGO ANNUAL WORKSHOP</b> Contact: info@ucsd.edu</p> <p><b>109 THINGS LEFT UNSAID: A MENTAL HEALTH PANEL ON QUEER ASIAN AMERICAN COMMUNITIES</b> Contact: info@ucsd.edu</p> <p><b>110 ARI HENDRIK AND SONIA NIAN BOOK TALK</b> Contact: info@ucsd.edu</p> <p><b>111 BEYOND THE LECTURE: SMALL STORIES, BIG IDEAS</b> Contact: info@ucsd.edu</p> <p><b>112 FRIGID WINTERING: PERFORMING IN TIMES OF WAR AND PEACE</b> Contact: info@ucsd.edu</p>	<p><b>105 APIA ALLIANCE BRUNSON AND SHRETS DAY</b> Contact: info@apia.org</p> <p><b>103 "RACE, IDENTITY, AND GRAPHIC ART" BY VISHAVJIT SINGH</b> Contact: info@ucsd.edu</p> <p><b>106 QUEER ASIAN PROJECT</b> Contact: info@ucsd.edu</p> <p><b>107 DR. JONATHAN BATHURAN HEALTH ADVOCACY</b> Contact: info@ucsd.edu</p> <p><b>108 LINA AMERICANA OUTREACH DAY: BEING LADY AT UCSD WITH REYVAL VIGORZA AND VIVIANA PACHECO</b> Contact: info@ucsd.edu</p> <p><b>109 SIKH PRESENTATION: THIS IS FOR THE MOSTLES, JAY PEEZ</b> Contact: info@ucsd.edu</p> <p><b>110 KAMBANG PILIPINO'S PALAPA CULTURAL CELEBRATION</b> Contact: info@ucsd.edu</p> <p><b>111 CAMBODIAN STUDY ASSOCIATION FILM FESTIVAL: SHOW</b> Contact: info@ucsd.edu</p>
--	--	---

UC San Diego | SPACES | UC San Diego

APIMEDA Programs and Services was able to support and co-sponsor several different university, departmental, and student organization events. These events were in a variety of formats and on a variety of topics covering many different APIMEDA cultures and histories. Sponsorship type varied from agreeing to help advertise an event to providing funding and planning support for the event. Programs attracted a diverse range of students, staff, and faculty to discuss the varied and unique experiences of APIMEDA people and students.

**ニケイ NIKKEI**  
NIKKEI STUDENT UNION

**UCSD Day of Remembrance**  
From Executive Order 9086 to Muslim Ban

Tuesday, Feb 20th  
7-8:30PM, Doors open 6:30PM  
Cross Cultural Center at Price Center

Featuring speakers from UCSD Faculty/Staff and San Diego Chapters of JACL, JABA, and CAIR

**WE remember so it never happens again.**  
Facebook Event Page: [bit.ly/neverforget18](https://bit.ly/neverforget18)

ArtPower  
STUDENT WORKSHOP WITH YEMEN BLUES

Wednesday, November 8 at 2 pm  
Middle of Main, Muir College  
Free and open to the public

In 2015, singer & composer Faisal Khabaz founded the electric collective of hip-hopsters called Yemen Blues. The result of this amazing group is a powerful message that resonates throughout the world. Faisal will talk about his roots and inspiration in forming Yemen Blues, as well as demonstrate and perform his songs and discuss the importance of music in connecting cultures and people in power of our world.

UC San Diego

PRESENTED BY UCSD PACIFIC ISLANDER STUDENT ASSOCIATION

## ONCE WERE WARRIORS

**THURS 05/03/18**

UCSD CROSS-CULTURAL CENTER

OPENING & FILM SHOWING: 12M  
CONVERSATION WITH ANA GOMEZ (ACTRESS) TO FOLLOW

Co-Sponsored by Pan-Asian Staff Association, APIMEDA Programs & Services, Cross-Cultural Center, APIMEDS Committee, & SPACES

**why do we need an ASIAN AMERICAN/PACIFIC ISLANDER STUDIES MINOR?**

Friday May 25th, 12:00-2:00 PM  
Thurgood Marshall College Room

Hispanic and Pacific Islander students are the fastest growing ethnic groups in the U.S. and are the most diverse. As a result, the APIMEDA (Asian, Pacific Islander, and Middle Eastern) Studies Minor is a critical component of the university's commitment to diversity and inclusion.

FRIDAY, OCTOBER 6, 2017

UCSD SPACES - SIAPI Academic Lecture Series presents

## THAT IS NOT MY MOTHER'S ADOBO!

COLLABORATIVE HISTORIES, ETHNOCENTRIC BELIEFS, AND CULTURAL HERITAGE WITH DR. MATTHEW I. MARAGALLAS AT UNIVERSITY OF CALIFORNIA, BERKELEY

FRIDAY, OCTOBER 6, 2017

**"GROWING A MULTI-FAITH CAMPUS MOVEMENT FOR RACIAL JUSTICE" STUDENT LEADERS WORKSHOP**

Friday, May 4, 3-5pm  
Cross-Cultural Center Comunal Room

Vishavjit Singh is the CEO of DIMENSIONS Inc. in Boston. She has spent the past 20 years working extensively in multi-faith communities and partnering specifically with the South Asian community to engage issues of diversity, equity and inclusion.

To RSVP and for descriptions of this workshop, please visit: <https://tinyurl.com/May4UCSD>

A program of UCSD's Asian & Pacific Islander American Heritage Celebration

## RACE, IDENTITY, & GRAPHIC ART

with Vishavjit Singh

Tuesday, May 18, 2018  
Public Lecture: 12p-1p light refreshment provided  
Cartooning Workshop: 1:30p-3p  
Cross-Cultural Center: Art Space

Vishavjit Singh is a New York City based cartoonist, writer, performance artist and creator of www.Sikhtoons.com who was born in the nation's capital. He is also a Creative Arts and Diversity Fellow at Washington DC based Sikh American Legal and Defense Education Fund.

Co-Sponsored by UCSD Pan-Asian Staff Association, Ethnic Studies, South Asia Initiative, Cross-Cultural Center, APIMEDA Programs & Services, SPACES, & Sikh Student Association

# Looking Forward





# Future Planning

In the 2018-2019 academic year, the following items are priorities for APIMEDA Programs and Services:

- ◆ Continuation of ASCEND, the APIMEDA Community and Coalition Conference, and the Discovering Your Career Compass Workshops.
- ◆ Establishment of the APIMEDA Lunch and Learn program in Summer 2018 to provide additional professional development for staff and faculty about working with portions of the APIMEDA student community.
- ◆ Provide specific community outreach for Pacific Islander, Cambodian American, and Hmong students to assist in their ability to find and build community on campus and their retention.
- ◆ Engage APIMEDA alumni in programming and panels that can connect students with alumni related to career development and planning.
- ◆ Engage students with APIMEDA staff and faculty, especially those who work in areas where students need the most connection and outreach.
- ◆ Consider ways to increase the visibility of Heritage Month programming for Pacific Islanders (March), Arab Americans (April), and Asian Pacific Islander Americans (May).

Challenges for APIMEDA Programs and Services during the 2018-2019 year are:

- ◆ Decrease in student staff and no identified graduate intern during the 2018-2019 academic year.
- ◆ 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 2017-2018.

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

**APIMEDA Programs and Services**

9500 Gilman Drive #0053

La Jolla, CA 92093-0053

858-822-0525

[apimeda@ucsd.edu](mailto:apimeda@ucsd.edu)

[apimeda.ucsd.edu](http://apimeda.ucsd.edu)