

**WASC Information-Gathering for the Student Affairs Division
Top 5 Initiatives List**

Department: Asian & Pacific Islander Student Center Submitted by: Lui Amador

Initiative # 1 of 3 : EWS Relationship

(name of activity, project or event)

a. Briefly describe the activity, project, or event, and its purpose. Suggest the WASC Standards and Cal Poly Pomona University Goals to which is relevant.

WASC standards: 4, 5

CPP goals: 1, 2, 3, 4, 5, 6

In my first year as Coordinator, I began working closely with professors from the Ethnic and Women's Studies department to assist in the teaching of various Asian American Studies courses. In addition, some of these courses were actually taught at the center.

b. Why is this important to the Department and/or Division?

From the center's inception, I recognized that in order to establish a stronger sense of campus legitimacy and support, a working relationship needed to be developed with faculty and the Academic division. Being connected to the Asian American studies courses allowed a broader range of students to become exposed to and familiar with the center and its programs and services.

c. Who benefits from it, and how?

A working relationship with the academic side provided the center with additional support and resources for its various programs (i.e. Asian Pacific Heritage Month, identity workshops, guest speakers, etc.). In addition, it allowed the center and EWS to work together on developing curriculum that was not only relevant, but also informing of what is the Asian American experience as it relates to the students of Cal Poly Pomona.

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Department: Asian & Pacific Islander Student Center Submitted by: Lui Amador

Initiative # 2 of 3 : Inland Valley Asian & Pacific Islander Student Leadership Conference

(name of activity, project or event)

a. Briefly describe the activity, project, or event, and its purpose. Suggest the WASC Standards and Cal Poly Pomona University Goals to which is relevant.

WASC standards: 1, 2, 3, 4,7

CPP goals: 1, 2, 3, 4, 5, 6

During the first year that the center opened, I began attending network meetings with other coordinators and directors of Asian and Pacific Islander student/resource centers in Southern California. As a result of these meetings, several schools from the Inland Valley began developing and planning an all day student leadership conference for Asian and Pacific American students. The conference would be open to all college and high school students. It would be an annual event that would rotate to different University sites each year. Since then, we have successfully planned and put on three conference and are currently working on the fourth. Last year's conference was held at Cal Poly Pomona.

b. Why is this important to the Department and/or Division?

This conference is important to the both the department and the Student Affairs division, because it serves to address a variety of important issues and concerns that our Asian and Pacific Islander student population faces. These issues include: identity, the lack of representation in faculty and staff, leadership development, Asian and Pacific American history, awareness of social and political issues.

c. Who benefits from it, and how?

Student who attend this conference really gain a better understanding of what it means to be Asian and Pacific Islander in the America. The conference has provided workshops and speakers that help API students attempt to understand their place in society and who they are as a people. For many API students it is not an issue of apathy regarding campus life but in many ways cultural in nature. The idea of getting involved or seeing themselves as "leaders" is a strange and different concept.

Many of us are taught the value of silence over speaking out and maintaining harmony at our own expense for the benefit of the group...Our school was not designed to accommodate these values. We preach free speech and standing up for yourself. But for an Asian-

American who has been taught other ways from birth, it is difficult adjusting to their surroundings.

Frank Baik
Cal Poly Pomona

Student

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Department: Asian & Pacific Islander Student Center Submitted by: Lui Amador

Initiative # 3 of 3 : Asian & Pacific Islander Mural Class Project

(name of activity, project or event)

a. Briefly describe the activity, project, or event, and its purpose. Suggest the WASC Standards and Cal Poly Pomona University Goals to which is relevant.

WASC standards: 1, 4, 5, 7, 8

CPP goals: 1, 2, 3, 5, 6

EWS 410: Ethnicity, Folklore and the Arts; Art As A Catalyst for Change: Mural Art in Asian America was an innovative and exciting opportunity for students to assist hands-on, in the development of a community mural while being educated on relevant issues regarding the Asian and Pacific American experience. The Asian Pacific American Mural class was a quarter-long course that taught students about Asian and Pacific American studies through mural painting. Focusing on the cultural, historical and contemporary experience of Asian Americans, the workshop-style class was designed to teach Asian American history as well as how to create an Asian and Pacific American mural that would be installed in the Asian and Pacific Islander Student Center. The course was co-taught by Dr. Haiming Liu, professor from Ethnic and Women's Studies, Lui Amador, Coordinator of the Asian & Pacific Islander Student Center, and Eliseo Art Silva, a local muralist of Southern California. Students spent the first half of the quarter researching prevalent, historical events and figures to collaborate on the development of a theme and an overall design for the mural. Once a concept design was developed, the students learned about various, potential materials, as well as techniques on painting murals. The last section of the class was spent on application and implementation of techniques in the creation of this multi-media, multicultural and multi-dimensional mural on Asian and Pacific Americans. The mural was completed and unveiled in April 1998, during Asian Pacific Heritage Month.

b. Why is this important to the Department and/or Division?

For the center, the mural has established a sense of history as well as a foundation to build from. The center was developed out of student concern and protest, but the mural has helped to foster a sense of pride and ownership for the students. The mural class and project continued the center's efforts to build a working relationship with the academic division. In addition it offered students with a new and engaging way of learning about Asian American.

c. Who benefits from it, and how?

The class not only taught Asian American history, but it allowed students to collaborate together in a hands-on project that fostered teamwork, creativity, artistic expression, and cultural awareness. The larger campus community was given a beautiful mural that not only

celebrates the Asian American experience, but also educates everyone who sees it on the rich diversity, history and contributions of API's in America.