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Dept AS - Equity and Social Justice



For 2017-18 Submitted by:: Alicia Cortez and Tony Santa Ana

APRU Complete for: 2016-17

Program Mission Statement: The Office of Equity, Social Justice and Multicultural Education promotes — through programs and services — an academic, cultural and social environment that provides equity, social justice and academic success for all members of the De Anza College campus community. It supports the district and college missions, which consider diversity an essential component of student education in the 21st century.

I.A.1 What is the Primary Focus of Your Program?: Learning Resources/Academic Services

I.A.2 Choose a Secondary Focus of Your Program?: Personal Enrichment

I.B.1 Number Certificates of Achievement Awarded: 0

I.B.2 Number Certif of Achievement-Advanced Awarded: 0

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:

I.B.4 # AA and/or AS Degrees Awarded: 0

I.C.1. CTE Programs: Impact of External Trends: 0

I.C.2 CTE Programs: Advisory Board Input: 0

I.D.1 Academic Services & Learning Resources: #Faculty served: 69

I.D.2 Academic Services & Learning Resources: #Students served: 2,493

I.D.3 Academic Services & Learning Resources: #Staff Served: 21

I.E.1 Full time faculty (FTEF): 0

I.E.2 #Student Employees: 3

I.E.3 % Full-time : decrease by 1

I.E.4 #Staff Employees: 2

I.E.5 Changes in Employees/Resources: Currently, the Equity Office is undergoing staffing changes and assessing its work. The Equity Office has a full-time Administrative Assistant however, the funding is soft and there is no guarantee that we can retain this

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position. We also have a Program Coordinator who provides daily oversight of our State Equity Initiative. In addition, we had one part-time faculty serving as the Jean Miller Resource Room Faculty Coordinator funded through DASB.

The Equity Office no longer has a faculty director as of Fall 2017 and this position remains vacant even though we are promised future funding. The office is now under the auspices of the Equity and Engagement Division with a new Dean, which is significantly different given the breadth and depth of their work advocating, managing, and guiding all related DIS focused programs under their purview. The faculty director on the other hand, is not a manager but a practitioner that helps across the campus to develop, guide, facilitate, coach, and lead for equity.

**II.A Enrollment Trends:** N/A

**II.B.1 Overall Success Rate:** NA

**II.B.2 Plan if Success Rate of Program is Below 60%:** 0

**II.C Changes Imposed by Internal/External Regulations:** With the vacancy of the Faculty Director, it has been difficult to train, support and develop the Equity Core Teams and to provide assistance with division's equity plans. With the initiation of the 2014 state equity student initiative the office saw some significant change. The Equity Office was allocated a budget of \$80,000, per the state allocations to De Anza for equity programming however, this fall its allocation was reduced to \$5,000 to support Equity Core Team projects..

The Office of Equity does have a permanent B Budget of \$15,000 per academic year to support the work of the office. The DASB has allocated \$2,000 to support our community conversations and LGBTQQI programming. DASB also provided funding for our Jean Miller Resource Room for Women, Gender, and Sexuality. Started in 2016, DASB also partnered with the Equity Office to assist with the coordination and allocation of the multicultural education/heritage month funding, which stands at an average \$14,000 per academic year.

Thus, between 2014-2016 we experienced a significant financial growth providing much needed staffing as well as program budget. However, this fall the funding level dipped drastically. State equity funding is still considered soft money and we have already seen a slight decrease to our campus and district as a whole. Furthermore, we still lack consistent institutional funding support for the JMRR.

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2009-2010 Budget Reduction Planning eliminated Administrative Assistant position and a decision was made to reorganize Office of Diversity and Institute of Community and Civic Engagement into 1 office with 1 faculty director. Both programs do not have an annual operating "B" budget. This reorganization negatively impacted the program planning and implementation of both programs: Equal Opportunity training came to a halt, campus-wide student equity plans were forgotten, and civic engagement and service learning activities lessened.

During the 2013-2014 academic year the Equity Office received \$10,000 in augmentation funds, which will support a student intern, special trainings, an EAC/Equity retreat (with funding for part-time faculty), professional development, and a faculty coordinator. The office continues to be under-funded and understaffed, which negatively impacts the overall depth and breadth of our efforts.

**III.A Growth and Decline of Targeted Student Populations:** The Equity Office does not provide direct services to our targeted populations. We provide strategic and intentional training to staff, managers, and faculty working with our DI students. Furthermore, our focus remains on the institutional culture at large, which informs and maintains the policies, practices, and protocols that guide our student support and learning culture. Our focus is on integrating an equity framework that will guide our community and student-centered culture.

(X) = decreased services

In 2012-2013, by focusing attention on HEFAS and African American student programming and services, we increased our numbers by 80%.

Generally, we do not serve student directly, however we provide community-wide programs that aim to create supportive, educational enrichment and empowerment opportunities that will facilitate the creation of an inclusive and culturally responsive teaching and learning environment.

In 2013-2014 academic year our numbers decreased because the Director was not teaching classes and we cut back significantly to our campus-wide student programs and services. However, these programs and services are not intended to close the achievement gap by direct instruction but by creating a welcoming and inclusive culture. Equity work is both interpersonal, informed by inclusive curriculum and responsive curriculum, as well as institutional reflected in policies, procedures, and cultural norms of the institution. The equity office looks at the whole system and ways to address inequity of policies, practices, and cultural norms. Thus, all

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of the equity work that has been conducted over this past year has directly aimed to meet the needs of our targeted students.

It is important to note that since this position is non-instructional and focuses on institutional transformation and culture change, which contributes to closing the achievement gap. It is not directly in the purview of this office to coordinate heritage month events (diversity approach vs. equity approach) or other such related programming for targeted students. Also, this office does not specifically focus on closing the achievement gap through course by course teaching focus.

**III.B Closing the Student Equity Gap:** As a campus community, we have not made sustainable progress in this area. We will need to continue our equity planning efforts as well as training on specific institutional and pedagogical approaches to addressing the opportunity gap. It is important to note that these trainings and institutional assessment efforts are underway.

**III.C Plan if Success Rate of Targeted Group(s) is Below 60%:** NA

**III.D Departmental Equity Planning and Progress:** The Equity Office has seen great success in deepening our equity framework, theory of action, equity rubric, and lens. These documents have been adopted by the AS and infused throughout many of our guiding documents (e.g., Educational Master Plan, State Equity Initiative). What's more, we provide training on the integration and praxis of these tools in addition to applying to our intern programs, policies, and practices.

Part of our equity planning is guided by De Anza theory of action, which focuses on intra, inter, institutional as well as leadership and environmental development. We have connected our strategies to this theory of action in the following ways:

Intrapersonal develop for equity: provide developmental workshops and guiding materials for personal development  
 Interpersonal development for equity:

Based on these initiatives that help center our work around equity, we have seen the following progress:

Intrapersonal development for equity: 5% of faculty who participate in our workshops report deeper connections with their colleagues

**IV.A Cycle 2 PLOAC Summary (since June 30, 2014):** Given the degree of staff changes, facility move, leadership transitions, and funding enhancements between 2014 to present, we have not done well in identifying and monitoring our PLOAC. At this time, we are reassessing our process.

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**IV.B Cycle 2 SLOAC Summary (since June 30, 2014):** We will are not doing SLOs as we do not own curriculum

**V.A Budget Trends:** The Equity Office was allocated a budget of \$80,000, per the state allocations to De Anza for equity programming but in fall 2017 was reduced to \$5,000. Additionally, we now have permanent B Budget at an average of \$15,000 per academic year. We have also received funding from DASB, which supports our LGBTQQI programming. DASB also provides funding for our Jean Miller Resource Room for Women, Gender, and Sexuality. Starting in 2016, DASB has also partnered with the Equity Office to assist with the coordination and allocation of the multicultural education/heritage month funding, which stands at an average \$14,000 per academic year.

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During the 2013-2014 academic year the Equity Office received \$10,000 in augmentation funds, which will support a student intern, special trainings, an EAC/Equity retreat (with funding for part-time faculty), professional development, and a faculty coordinator. The office continues to be under-funded and understaffed, which negatively impacts the overall depth and breadth of our efforts.

Current budget breakdown is provided in documents, which includes professional development and conference presentations: \$1,500 (minimum)

**V.B Funding Impact on Enrollment Trends:** NA

**V.C.1 Faculty Position(s) Needed:** Replace due to vacancy

**V.C.2 Justification for Faculty Position(s):** Faculty Director - The Equity Office will no longer have a faculty director as of June 30, 2017. We will have a Dean of Equity and Engagement, which is significantly different given the breadth and depth of their work advocating, managing, and guiding all related DIS focused programs under their purview. A faculty director on the other hand, is not a manager but a practitioner that helps across the campus to develop, guide, facilitate, coach, and lead for equity.

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2014

Multicultural Education Specialist/Curriculum Coordinator (0.5 faculty – vacant)

Administrative Assistant (1.0 FTE classified– vacant)

This office has been reorganized and reconstituted as of February 1, 2012 and will now encompass all EO operations, equity, multicultural education, and social justice work for the campus. In the past, the institution has had two part-time faculty multicultural

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education specialists. This is critical to ensure that appropriate training and curriculum integration occurs, further supporting our efforts for addressing and closing the achievement gap. This work is required, and has been identified by scholars as an essential step in culturally responsive teaching and learning (Darling-Hammond, 1997, Delpit, 1995). In addition, with this exciting office transformation, there is an increase workload in terms of campus-wide oversight of efforts and transformational facilitation. Thus, adding an administrative coordinator to assist with meeting the needs of our constituents (students, faculty, and staff) will assist with management of time, attention, and coordinate planning. Currently, the Director spends 55-65% time focusing on administrative tasks, which take away from the critical work of program planning, development, support services, and implementation. Thus, it is necessary to hire classified professional to provide the coordination support necessary for a fully functional and multifaceted office to have meaningful success and sustainability.

**V.D.1 Staff Position(s) Needed:** None needed unless vacancy

**V.D.2 Justification for Staff Position(s)::** NA

**V.E.1 Equipment Requests:** No Equipment Requested

**V.E.2 Equipment Title, Description, and Quantity:** NA

**V.E.3 Equipment Justification:** NA

**V.F.1 Facility Request:** NA

Full community, training and resource room;

\*No additional structures requested

**V.F.2 Facility Justification:**

**V.G Equity Planning and Support:** Based on our review of our planning and implementation process, we have identified the following areas of growth and need for support:

1. More intentional division-wide integration of equity pedagogical coaching and implementation strategies. This work would help enhance our leadership thread as identified by our campus equity framework and theory of action. The resources need to achieve this new plan include administrative leadership.

**V.H.1 Other Needed Resources:** NA


**V.H.2 Other Needed Resources Justification:**

**V.J. "B" Budget Augmentation:** NA


**V.K.1 Staff Development Needs:** There is a critical need to stay current in the fields of equity, social justice, and multicultural education in order to fully meet the demands of the office and

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college community. The following conferences have been identified as sources of staff development: NAME, NCORE, Community at Work, Social Justice Training Institute, and the Intercultural Training Institute.

**V.K.2 Staff Development Needs Justification:** Without ongoing professional development the office will be at risk of providing less meaningful/relevant tools, resources, and praxis.

**V.L Closing the Loop:** We will meet with our institutional research to develop specific program assessment tools. We are also working to better track our program participation and evaluation data.

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 Dean, Equity and Engagement Division

**Last Updated:** 03/31/2018

**#SLO STATEMENTS Archived from ECMS:**