



Faculty Request Justification

Complete One Per Department/Program

Date: May 19, 2023

Division: Equity & Engagement

Department/Program: Office of Equity, Social Justice & Multicultural Education

Number of Faculty Requested: One Faculty Coordinator

Position	Retirement, Resignation or Growth	Retirement/Resignation Date	Instruction, Non-Instruction, Both	If 'Both', indicate the ratio of instruction to non-instruction
Faculty Coordinator, Office of Equity, Social Justice & Multicultural Education	Replacement	June 30, 2023	Non-Instructional	Click or tap here to enter text.
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Note: Insert additional rows if needed.

Guiding Principles

De Anza College's [mission](#) and [Educational Master Plan](#) serve as guiding principles for programs to facilitate continuous development, implementation, assessment and evaluation of their program effectiveness as part of ongoing planning efforts.

De Anza identified the following areas within its Educational Master Plan:

- *Outreach, Retention, Student-Centered Instruction and Services, Civic Capacity for Community and Social Change*

Through its [Equity Plan Re-Imagined](#), it identified the following framework to work towards narrowing long-standing equity gaps:

- Racial Equity: Faculty members, classified professionals and administrators should: recognize the realities of race and ethnicity for students of color. Develop intersectional understanding of the ways in which institutional racism shapes educational access, opportunity and success for Black, Filipinx, Latinx, Native American, Pacific Islander and other disproportionately affected students.
- Student Success Factors: The College should ensure students: Feel connected to the college; Have a goal

and know what to do to achieve it; Actively participate in class and extracurricular activities; Stay on track – keeping their eyes on the prize; Feel somebody wants them to succeed and helps them succeed; Have opportunities to contribute on campus and feel their contributions are appreciated.

Based upon these guiding principles, please provide information for each of the following areas:

A. Instructional Faculty

The following data can be gathered from the departmental [program review data sheet](#).

1. Enrollment data for each for each department in which the position is requested. Insert additional rows if needed.

Position	Enrollment (#)			Sections (#)			Fill Rate (%)		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22

Note: Fill rate is the actual enrollment divided by the maximum enrollment per section.

2. Success and equity data for each department in which the position is requested. Insert additional rows if needed.

Position	Success Rate (%)			Withdraw Rate (%)			Equity Gaps (%)		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22

Note: Equity gap subtracts the course success rate of the overall population (Asian, White, Native American, Pacific Islander, and Decline to State) from the course success rate of the population areas of focus (African American, Latinx and Filipinx). A negative equity gap indicates that course outcomes for students from the areas of focus are lower than course outcomes for all other student groups.

3. Faculty ratios for each department in which the position is requested. Insert additional rows if needed.

Position	Full Time (FT %)			Part Time (PT %)			Overload (%)		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22

Note: Overload represents full time faculty teaching overloads as well as all summer assignments.

4. [Awards](#) for each department in which the position is requested. Insert additional rows if needed.

Position	Certificates (#)			Associate Degrees (#)			Assoc. for Transfer (#)		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22

5. How does the department use the data listed above to develop, adapt, and improve teaching and learning to respond to the needs of changing environments, populations served, and evolving institutional and state priorities?
6. Other information, if any?

B. Non-Instructional Faculty

1. Describe the data used to develop, adapt, and improve teaching, learning, and/or support to enable this position to respond to the needs of changing environments, populations served, and evolving institutional and state priorities (this may include a description of the population served, student needs and experiences from surveys or focus groups, or ratios related to the number of students served relative to current occupational standards).

This position will directly and intentionally serve, train and support faculty/staff (instructional and non-instructional) working with our disproportionately impacted student populations aligned with the Educational Master Plan and Equity Plan Re-Imagined. They will serve as the faculty lead facilitating the implementation of the Equity Plan Re-Imagined along with the Equity & Engagement Dean and Institutional Research Office to meet institutional goals and the State's student success metrics.

This position will collect survey data, workshop and training data to demonstrate populations served and to demonstrate how institutional, district and state priorities are progressing and being met. This is done annually through the SEA annual updates to the State.

2. How does the program use these data to develop, adapt, and improve teaching, learning, and/or support to respond to the needs of changing environments, populations served, and evolving institutional and state priorities?

The Faculty Coordinator provides consultations with faculty and staff to support their efforts that contribute to the Student Equity Plan Goals including but not limited to technical consultation related to program reviews, individual and group projects and equity action plans, division/department support, and curriculum and pedagogy consultations. The Faculty Coordinator will work in collaboration with faculty to examine individual and/or department data to assist with development of a plan. They will also identify needs assessments in collaboration with Institutional Research and develop and facilitate programs centering Diversity, Equity, Inclusion, Social Justice, and Multicultural training and support for Faculty. There will be an emphasis on building competencies for more equitable pedagogy and student engagement alongside student-focused strategies and supports to foster a robust and intentional practitioner-level implementation of the Student Success Factors and goals that are outlined in our Student Equity Plan, Re-imagined Student Equity Plan and program review data tools.

3. How does the position support on-going college operations and/or student success?

This position will help provide space, support and training to faculty and staff in areas of:

- a) Building campus capacity for equity leadership, training and best practices

- b) Reflect, collaborate, and share information on program/service contributions toward the Student Equity Plan Goals
- c) Explore workplace mindfulness and student-centered strategies and
- d) Report on Student Equity Projects meeting EMP goals.

C. Justifications for EACH requested position. Please limit each response below to no more than 300 words.

1. Why is the position needed and how would the position contribute to the health, growth, or vitality of the program?

This position will assist with the implementation of the Student Equity Plan that outlines some of the college's top priorities. It is closely integrated with the college's [Educational Master Plan](#). The new "Equity Plan Re-Imagined" reflects feedback from shared governance groups and strategic planning sessions held in spring 2022. It was [approved by College Council](#) on May 19, 2022, and will provide guidance for our collegewide student equity plan 2023-2026 recently presented to the Board of Trustees.

This position will help to support several key focus areas of the plan:

a. to create a common equity vision and definition along with racial equity and the Six Student Success Factors framework.

b. this position will help with the continued creation of a culture of equity-based evidence and practices with all employees.

c. Assist with Professional Development by creating and developing opportunities to deepen equity-mindedness for all employees as outlined in the Equity Plan Re-imagined.

2. How does this request align with the goals in the [Educational Master Plan](#)?

The Student Equity Achievement (SEA) Plan 2022-2025 is required by the California Community Colleges Chancellor's Office (CCCCO) and was submitted November 30, 2022. The SEA requires De Anza College to provide reflections on the past plan 2019-2022 and narratives about the future plan through 2025. This position seeks to support the goals of the EMP & SEA and will have a dedicated faculty member to assist with achieving the goals. In addition, this position also aligns with the FHDA Board of Trustees priorities.

3. How does this request align with the College's [Equity Plan Re-Imagined](#)?

The "Equity Plan Re-Imagined" reflects feedback from shared governance groups and strategic planning sessions held in spring 2022. It was [approved by College Council](#) on May 19, 2022, and will provide guidance for our collegewide Student Equity & Achievement Plan 2022-2025 recently submitted to the State and presented to the Board of Trustees. One of the key responsibilities of this position will be to help create a focus and assist with the implementation of the key areas identified in the plan as listed above in C.1

4. Are there any special regulations such as law, Title 5, Education Code, student success initiative or

accreditation standards, etc. for the position? Provide documentation.

The Student Equity Achievement (SEA) Plan 2022-2025 is required by the California Community Colleges Chancellor's Office (CCCCO) and was submitted November 30, 2022. The SEA requires De Anza College to provide reflections on the past plan 2019-2022 and annual narratives about the future plan through 2025. This position seeks to support the goals of the EMP, SEA and De Anza's own Equity Plan Re-Imagined by having a dedicated faculty member assisting with development, assessment and facilitation of the work to meet the goals. In addition, this position will also provide support for the Chancellors Office Vision for Success and the FHDA Board of Trustees priorities.

For more information, you can review the college's equity planning efforts this position intends to support at: <https://www.deanza.edu/equity-plan/index.html>

5. Explain how the work will be accomplished if the position is not filled.

If this position is not filled, the work will continue to be done in silos by departments, divisions and programs with some doing well and others remaining stagnant in their progress toward closing equity gaps. We've invested a great deal of effort, time and resource to integrate our Educational Master Plan to incorporate equity goals and to create a plan on what we would like to see done to meet the Vision for Success goals. While we are all responsible for meeting the equity goals for the campus, dedicating a faculty position as a "practitioner" to help lift and support faculty in our classrooms and non-instructional areas across campus would make a world of difference in moving the needle toward closing equity gaps.

6. Other information, if any.