

# Faculty Request Form - Spring 2024

## Department/Area and Name of Submitter

Equity & Engagement | Michelle Hernandez, Dean

### Details on Faculty Positions Requested

\* if requesting more than one position within the same area, please provide the area's priority ranking for each position to help inform RAPP of the priority preferences as determined by the area.

Position Name	Replacement or Growth	Retirement/Resignation Date	Instruction, Non-Instruction, Both	If Both, indicate the ratio	*Area Ranking
Counselor	Growth		Non-Instructional		3

### 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

**1. How does the department use data to develop, adapt, and improve teaching and learning to respond to the needs of changing environments, populations served, and evolving institutional and state priorities?**

N/A

#### 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).

VIDA and HEFAS are requesting a full time counselor to be assigned to our program. We serve the approximately 1,000 undocumented students enrolled at De Anza. This is a vulnerable population with needs that require a specialized counselor-coordinator to do recruitment and programming. Our California Youth Leadership Corps (CYLC) program serves students who are generally not already in college, many of whom are formerly incarcerated or otherwise system impacted, and many of whom have not graduated from high school. This population also requires a counselor-coordinator to do recruitment and programming with specialized knowledge and capabilities.

## C. Instructional and Non Instructional Faculty Justifications

### 1. How does this request align with the goals in the Educational Master Plan?

VIDA works to empower students to become agents of change in their communities and beyond; to foster education that meets the needs of the communities we serve; and to help develop pathways to meaningful participation in local, state, and federal government decision making processes. VIDA's mission is crucial to the campus achieving the college's core competency in civic capacity.

HEFAS (Higher Education for AB 540 Students) is an institutional and educational program that provides **free services**, reduces financial stress, and creates a **safe space** for all – with an emphasis on students with an undocumented, low income, or AB 540 status. We are dedicated to **empowering** students, **building** leaders, **promoting** social justice, and **advocating** for higher education. Our vision is to give students, parents, educators, and community members the tools to support students in reaching higher education regardless of the barriers that may exist.

HEFA's mission aligns with the values of equity in access and student success and provides a safe environment for a diverse group of students.

Both speak to "developing human capacity for all students" through "the six success factors".

### 2. How does this request align with the College's Equity Plan Re-Imagined?

The Counselor in VIDA/HEFAS assists with the UndocuSolidarity trainings, policy and procedures, and advocacy for students alongside advising them academically and assisting them with the unique situations and circumstances that they have to navigate in their educational journeys. This speaks to the culture of equity with the Equity Plan Re-imagined. They also work with the villages and other disciplines and stakeholders throughout the campus to support students.

As undocumented student may intersect with the ESL and Adult education population, specific knowledge within these communities is also specialized and provides unique situations and barriers to navigate. (Integrated Instruction and Services)

### 3. How does the program use data to develop, adapt, and improve teaching, learning, and/or support to respond to the needs of students, changing environments, other populations served,

and evolving institutional and state priorities?

N/A

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

The counselor is essential to the success, retention and persistence of

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

The dedicated counselor will allow the VIDA/HEFAS programs to provide greater number of students academic advising and support.

6. Describe the current staffing and history of staffing in your area and how the current staffing affects the health, growth, or vitality of the program.

The program currently resides under the umbrella of VIDA which is led by a faculty director and a program coordinator. The program coordinator is shared support for VIDA and HEFAS. HEFAS has one dedicated program coordinator-I and 12 paid student interns serving 360 core members. An additional 200 students are served in a variety of ways including workshop, trainings, events, etc. HEFAS provides institution-wide resources that help our estimated 1,000 undocumented students.

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

The program will continue to facilitate counseling and advising with a counselor who receive additional pay and limited hours to serve the vast number of students within the community on campus.

8. Other information, if any.

N/A

### Dean/Manager Comments

N/A

This form is completed and ready for acceptance.