What’s Love Got To Do With It?: Institutionalizing an Ethic of Care for Student Equity, Student Engagement, and Student Success

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Presentation Outline

- Introduction & Context
- Whip Around
- Examples from De Anza
- Reflection
- Q&A
Research and Planning Group’s Student Support (Re)defined (2014)

Six Success Factors that Support Student Achievement

- Directed — students have a goal and know how to achieve it
- Focused — students stay on track, keeping their eyes on the prize
- Nurtured — students feel somebody wants and helps them to succeed
- Engaged — students actively participate in class and extracurriculars
- Connected — students feel like they are part of the college community
- Valued — students' skills, talents, abilities, and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

Support from the Student Perspective

What do 900 California community college students think about these success factors? For more information, visit www.rpgroup.org/projects/student-support

Conducted by the RP Group | Supported by The Kresge Foundation
Whip Around

What's one way that care and connection are embodied in your work or practice?
Year Founded: 1967

Campus Size: 112 acres in Cupertino, CA

De Anza provides general education and vocational courses, face to face and online

22,000+ students: 5% African Ancestry, 39% Asian, 6% Filipino, 23% Latino, 1% Native American, 1% Pacific Islander, 22% White, 4% decline to state

Federally designated as an Asian American Native American Pacific Islander Serving Institution (AANAPISI) since 2007
De Anza College provides an academically rich, *multicultural learning environment* that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be *socially responsible leaders* in their communities, the nation and the world. The college engages students in creative work that demonstrates the knowledge, skills and attitudes contained within the college’s *Institutional Core Competencies*:

- Communication and expression
- Information literacy
- Physical/mental wellness and personal responsibility
- Civic capacity for global, cultural, social and environmental justice
- Critical thinking
De anza College values

Equity

We welcome students of all ages and backgrounds and connect with them, in their range of unique circumstances, to help them fulfill their dreams. We strive to design classes and services to the needs of those we serve. We value and embrace the intellectual contributions of a diverse spectrum of people and cultures. We strive for a diverse workforce that honors the contributions of all who work here.

Developing the Human Capacity of All Students

We will provide support in six key factors of student success. Our students will be:

- **Directed**, with a goal and the knowledge of how to achieve it.
- **Focused**, staying on track to achieve that goal.
- **Nurtured**, feeling that we want to, and do, help them to succeed.
- **Engaged**, actively participating in class and extracurricular activities.
- **Connected**, feeling that they are part of the college community.
- **Valued**, with their skills, talents and abilities recognized, and with opportunities to contribute on campus and feel that their contributions are appreciated.
Environmental Sustainability and Global citizenship

Courses will be certified as meeting the Environmental Sustainability and Global Citizenship requirement when at least two of the following outcomes are embedded within the various areas of the course outline. Course outline content must show evidence that through the course, the student will:

- Explain the interconnectivity of economic prosperity, social equity and environmental quality.

- Identify the most serious environmental, equity and social justice problems globally and locally and explain their underlying causes and possible consequences.

- Explain some significant ways they can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.

- Analyze how the well-being of human society is dependent on sustainable social and ecological systems.

- Demonstrate an understanding of how their personal activities impact the environment and their communities by participating in actions to create a more environmentally sustainable and equitable future.
Unnatural Disasters: Typhoon Haiyan
(A Cross-Disciplinary Environmental Sustainability Project)

Teach-In with SouthBay Taskforce Haiyan 4-17-2014

- 250 students
- 6 faculty presenting perspectives on Typhoon Haiyan, Climate Change, and socio-economic and political conditions of the Philippines
- Community members presenting on relief efforts
Equity Action Council

- The Council helps facilitate campus wide development and support, engagement, implementation of programs, evaluations, policies and procedures that are in line with De Anza College's vision of equity, social justice, and multicultural education.

- The Council helps meet the goals and objectives of equity at De Anza and in particular, the Equity Office.
Equity Core Teams

- Equity Core teams are groups of 4-5 people within each division representing various perspectives and departments.

- These teams consist of individuals deeply committed to institutional equity and social justice praxis.

- This group will work together on guiding the equity planning process within their division.
Faculty & Staff Development

- Teaching & Learning Workshop Series (Cultural Humility, EI & From Micro aggressions to Appreciative Inquiry Classroom)
- FELI (Faculty Experiential Learning Institute-week long)
- Teaching to Student Strengths (Dr. Arauz)
- Equal Opportunity (EO Reps) Training with the Office of ESJME
- Developing a Service Learning Class (with ICCE)
Working intentionally

- Find a small group of like minded people
- Build community and trust among them
- Plan strategically where to put your energy for the most impact
Foundations of Leadership
Student Stories

Course title: Foundations of Leadership
Session I: 11386 ICS–D077X–65R
11387 ICS–D077X–66R
Instructors: Jackie Reza or Veronica Neal
Reflection: alone or with colleagues

1. What would an ethic of care look like on your campus?

2. What would be the benefits of developing an ethic of care on your campus?

3. Who do you work with who you could form an intentional community around caring work with?

4. What do you already have in place to build on?

5. What kinds of projects could you work on to develop an ethic of care?
Any Questions?
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Thank You!