

DASG Budget Request 2024-2025

For All Programs Excluding Athletics

Budget Request due to the Office of College Life by 4:00 pm Monday, November 6, 2023
Applications and attachments must be typed and submitted via email to Dennis Shannakian at
ShannakianDennis@fhda.edu.

Please also copy the Administrator on the email.

Applications must be submitted as Word documents or searchable text PDFs (not scans; signatures are not required)

The Email Subject must be in the following format:

“DASG Budget Request - Your DASG Account/Program Name - Your DASG Account Number”

For Example: “DASG Budget Request - DASG Budget Committee - 41-51140”

Everything submitted will be publicly available online.

Delete the Object Codes and lines within Object Codes you do not need.

1. Program (Account) Name: Red Wheelbarrow Literary Magazine, Student Edition
2. Is this a new DASG account? **NO** DASG Account Number: 41-57760
3. Amount requested for 2024-2025 \$ 1,000
4. Total amount allocated for 2023-2024 \$ 1,000
5. How long has this program existed? In various forms, formerly as Bottomfish, for 50+ years
6. Number of students directly served in this program: 200-30 estimate (staff, contributors, readers)
Please ACCURATELY and THOROUGHLY complete numbers 7 – 10 and use additional sheets if necessary.
7. How have you been meeting or how do you plan to meet the budget stipulation of requiring that all students benefiting from DASG funds allocated to you have paid the \$10 DA Student Body Fee and are DASG Members (DASG Budget Stipulation # 1) —Staff members are all students and can be polled. Do you want us to poll students who contribute art and poetry to the magazine as well? That we've still never done. All contributors are students from that particular academic year—that we do know.
8. What would be the impact if DASG did not completely fund this request? We would request a special allocation next year. Failing that, we would appeal to the Language Arts Division for emergency funding—but LA money is already fully committed. And the college is already paying for the two (reduced already from three) Red Wheelbarrow classes and is unable to provide additional funding. We barely survived the notorious “viability committee” a few years ago. We have to self-fund and also to enroll 20 or more students in our courses each quarter to survive. In the past, some faculty members have contributed personal funds (even up to \$500) out of pocket—just to keep the magazine and annual awards afloat. Realistically, without DASG support, we would publish online only (or cease publication entirely for some number of years), and since magazine sales help drive the annual student awards, those would likely be reduced as well. We could always “rob Peter to pay Paul” and diminish the quality of the National Edition in collaboration with Poetry Center San José in order to make certain the Student Edition survives. The Red Wheelbarrow student edition magazine culture is a time-tested, successful partnership between DASG and the academic side of the college. The annual national edition can (and must) try to pay for itself, but the student edition, for which we are asking only for print-fund support, is not a commercial enterprise but actualizes every year a multi-faceted and enduring devotion to student creativity. It’s a great investment and return—empowering student writers, artists, poets, and editors.
9. Total amount being requested for 2024-2025 (from page 3) \$ 1,000

Printing (4060)

(Flyers, posters, programs, forms, etc.)

	Item	Intended Use	Cost
1.	<i>Red Wheelbarrow</i> Student Edition	literary/arts magazine printing	\$1,000
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
		TOTAL:	\$ <u>1,000</u>

Request For Information (RFI)

	Question / Inquiry	Program Response
1.	<p>Please provide a thorough description of your program. Please describe the new services or features of your program that were implemented after you last submitted a DASG RFI. Explain how your program is unique. Are there any programs on campus that are similar or is there any duplication of services?</p>	<p>No other De Anza program is quite like <i>Red Wheelbarrow</i>, which is a centerpiece of Language Arts' vision of an empowered community of De Anza student voices and also provides unique opportunities for student contact with Bay Area literary culture. The spring quarter "student edition" provides a platform for diverse, award-winning, uncensored student voices, and both editions (we also do a fall "national edition" which DASB does not fund) provide student editors and staff with state-of-the-art training and experience in editing and publishing, including exposure to digital book design software and best practices required for art publication. We are requesting support for our 2024-2025, spring student edition (spring course, spring production) <u>printing expenses only</u>. We get great value using cutting edge print-on-demand pricing from Bookmobile and also feature (see any of our recent editions) high quality art production now using color folio inserts printed on art-friendly paper. Our collaboration with the Euphrat Museum (discovering artists through the student show) and the art department makes for an improvement in issue quality and breadth of community served. Over the past two years we have evolved significantly in terms of also posting the magazine PDF online along with creating the printed book; we've also evolved in how we have adapted to teaching the editing course fully and successfully online (using both synchronous and asynchronous methods). [Note: We do <i>not</i> ask for your support for the fall national edition (fall production) which also provides great opportunities for De Anza students to engage, read, and even interview writers from all parts of Bay Area and national literary culture, including writers whose work we solicit or study, or those who speak on campus. In recent years, student teams have interviewed and published top writers including Juan Felipe Herrera, Saul Williams, Adrienne Rich, Tracy Kidder, Gary Snyder, Dave Eggers, Francisco X. Alarcon, Stephen Kuusisto, Matt Sedillo, Ellery Akers, David Allen Sullivan.</p>

	Question / Inquiry	Program Response
2.	How will your program expand students' perspectives and positively impact their lives and the community? (250 words max)	<p><i>Red Wheelbarrow</i> (our student literary magazine program) brings people together. We listen to one another more deeply through the arts. We explore values as writers and artists and express our feelings during hard and changing times. The arts, including the literary magazine, are fundamental platforms for marginalized voices in a diverse society and for our most honest expressions. It is with awe each year that I observe how many of our most marginalized and brilliant and vulnerable students in creative arts excel. The creative arts are first responders for the vulnerable; we are on the front lines of appreciating one another for our diversity and for our true stories and struggles coping with marginalization. We also are a (arts/ literary) community rooted in respect and listening and caring for one another's deepest stories, emotions, and craft. We also give cash awards to the best student artists, writers, and poets. We further create pride in self-expression through guiding one another through the publication process.</p>

	Question / Inquiry	Program Response
3.	<p>Go through the most recent DASG Budget Guiding Principles and explain how your program fits each of them or as many as possible. Please do not merely copy and paste the DASG Guiding Principles. The DASG Budget Goals/DASG Budget Guiding Principles are available at www.deanza.edu/dasg/budget</p>	<ul style="list-style-type: none"> • Fund programs that help students succeed and enable them to achieve their academic and personal goals at De Anza College. Yes, this is what we do; in fact, we are a unique program in the way that we combine academic achievement and personal growth in what we ask of our writers, artists, poets, and even editors. • Fund programs that promote leadership, civic engagement, and student advocacy among all students. The course EWRT 68 has leadership sections and academic rigor. Diversity is at the core of the course and the magazine. • Fund programs that promote diversity, equity, and inclusion among all students. This the case. • Fund programs that follow environmentally sustainable practices. Yes we do, using online publication in conjunction with a short print run. We waste less paper than ever with our use of PDFs and digital layout and proofreading. • Fund programs based on the current value and needs of the program rather than solely on historical funding trends. Absolutely. We've been proud to keep our DASG request at \$1,000 through our creative fundraising through the foundation and our competitive print-pricing through Bookmobile. We get so much for every dollar. We are proud to be posting the PDF online but also believe as strongly as ever in the beauty and importance of the printed object, the book itself. • Fund programs that benefit students during the 2023-2024 fiscal year. Yes, end of each academic year, we are a capstone arts program, bringing together the best artists and creative writers in celebration. In 2020-2023, we did this very successfully in Zoom, and plan to do the same this spring of 2024 and in 2025. • Fund programs that only benefit DASG constituents. Yes. • Fund programs that promote student retention by enhancing the quality of education at De Anza College. Yes, we do this. Marginalized and psychologically vulnerable students need art and poetry. They need to be seen and humanized through the arts. Often, our students in the arts are only at De Anza for those arts programs. Other students find it a crucial joy and release within the stressful academic, work, and personal lives they are navigating. • Fund unique programs that fall outside the purview of what should normally be funded by the college. Wouldn't it be great if the college fully funded the literary magazine. The fact that we still have the dedicated EWRT 68A/X metacourse is in itself a miracle. But there is no additional college money to print the journal; divisions don't have money to dole out for that. THANK YOU for stepping in on behalf of students who write and paint, etc., and want to understand one another inside and out.

	Question / Inquiry	Program Response
4.	<p>Explain how your program advertises and promotes itself to all students. Has your program made extra effort to market and reach underserved students? If so, describe how. If not, describe what challenges your program faces in trying to do so. Provide a clear plan for the current academic year as well as any marketing material you will or have used.</p>	<p>Our well-publicized end-of-year event is a major campus awards ceremony and reading (in 2020-2023, of course, it was in Zoom). The event is promoted on the campus-wide calendar. The event is student-emceed by diverse presenters, and it showcases artists and writers and poets from our full campus community, bringing together all poetic styles for a festive magazine launch. Without the magazine itself, and DASG support of it, we'd have none of this festive literary atmosphere and community. We promote our editing course, our "call for submissions," and our launch event, using all available means including class visits, faculty and students disseminating fliers, and social media. We have our own website within the De Anza English/ Creative Writing site as well. The book is also stocked in the Follett version of the campus bookstore and will now be routinely sold there up by the cashiers. English faculty often recommend a variety of talents to join our spring course, including students from underserved groups to work on the magazine each year. I specifically request these individualized recommendations. This has been a good recruiting strategy in terms of creating diversity. We also recruit editors and submissions from diverse First Thursday crowds or lit or creative writing courses where diverse and creative leaders might connect with us.</p>
5.	<p>Explain how your program promotes equity within the program and on campus. For example: equity training for all staff and student leaders, hiring from underrepresented communities, etc.</p>	<p><i>Red Wheelbarrow</i>, called "Literary Magazine, Student Edition" in the course catalogue, is the very definition of equity-in-motion. The core value is human expression (poetry, fiction, art, performance on our YouTube channel—and collaboration with the Euphrat and with First Thursday open mic events as well as the campus creative writing program). I say "in motion" because striving for equity is about always lifting, listening, learning. Creative writing programs (like any of the arts) always have the capability to bring people and communities together. I know I strive for this, and I know each year I need to be better and better at it. Your question refers to training and hiring. Our student editors get course credit and day-one are required to be inclusive as editors/ curators. Just look at the 2020 issue with its interview feature on page 23: "Community Voices after the Murder of George Floyd" by Kassandra Tejada, as an example of how we were able to respond with literary creativity during that period by drawing on the strengths of student editors and their capability for leadership.</p>

	Question / Inquiry	Program Response
6.	How has your program adapted to providing its services online? Alternatively, please provide a clear plan for how your program would provide online services if needed in the future.	If you go to https://www.deanza.edu/english/creative-writing/red-wheelbarrow-student.html , you can see the way the <i>Red Wheelbarrow</i> student edition has adjusted to online education and publication. The 2020, 2021, 2022, and 2023, spring student editions of <i>Red Wheelbarrow</i> are posted there to download as a PDFs— scroll down to see (and download) earlier years. We feel lucky to live within a culture that is not going to make us choose between online and print—we know we will continue to do both since we value the BOOK as art, as a great technology, and as a fabulous medium of shared human culture. We've also adapted to running the EWRT 68A/AX meta-course as fully online rather than hybrid. By running the weekly meeting as synchronous, and by using Canvas as always to post and discuss submissions, I'd say our editing community has been as lively and tight as ever these past few years.
7.	Please indicate which object codes are critical for DASG to fund this year. Please do NOT list down all of the object codes.	Only printing (4060).

Data Sheets/Attachments

Please attach supporting documents of the following questions and list the document names accordingly. Covering all the bullet points will be beneficial for our review process. IF attachment is not required or missing, please give your thorough answers below.

	Question / Inquiry	Document Name / Additional Response
1.	<p>ENROLLMENT</p> <ul style="list-style-type: none"> • Number of total AND new active students over the past 3 years • Number of enrolments retained (stayed for more than a quarter) • Number of students enrolled in online services • Does your program serve a certain demographic or the whole De Anza population? • Racial demographics (if possible) 	<p>EWRT 68A/AX is the meta-course for our literary magazine program. We've had good enrollment out of necessity. Our language arts division and our vice president of instruction require 20+ seat counts. I've been able to achieve this recruiting effectively into our small elective program. We have a few returning students each year, usually say 15%. They are able to take the "B" or "C" leadership course sections since EWRT 68 is a meta-course. The past two years this formerly hybrid course and print-only journal has adjusted as fully online—and as of now both a print journal and downloadable PDF online. The whole creative writing program has done well in terms of equity according to our most recent department program reviews. We serve an expanding cross-section of the De Anza population, and I say expanding because there is always more work to be done. In 2019 as a hybrid course, we finished with 21 or so, in 2020, first year online, it was down to around 12, then in 2021 up to 19—and in 2022 up to 27. Again in 2023 we had well over 20 pass the course, offered for the first time by Jen Penkethman. Do you need portal print-outs to back up this data? I could do this and then redact the grades and upload this to you. These are the student editorial staff members who edit (create) the magazine. Remember, we are also serving the 50 or more students who are published in the journal, plus their families, friends, and readers. This is a widely diverse group.</p>
2.	<p>STUDENT FEEDBACK</p> <ul style="list-style-type: none"> • Attach student feedback forms, surveys, etc. • How has your program responded to suggestions made by students in the previous year? 	<p>Students tend to love the program and lead it. The EWRT 68A/AX course was officially reviewed by our Language Arts Dean in 2021, but no student evals. I could provide you that with his commentary. The course also went very well in 2022. Our graduation poet in 2021 mentioned the <i>Red Wheelbarrow</i> program at graduation as did our college president. We've made significant changes responding to Covid and to our changing culture, following the exigencies</p>

	Question / Inquiry	Document Name / Additional Response
		of the time (online posting of magazine, YouTube channel) and student leadership.
3.	<p>FUNDING</p> <ul style="list-style-type: none"> List any funding from the college, sources of income, any grants, and any other source (include ALL Account Numbers, Account Names, Account Balances, and Account Purposes/Restrictions) Attach account reports of all sources of funding 	<p><u>844618-551000.</u> This is our foundation account. Our fall national edition, runs a national prize with Poetry Center San José. We have been able to use entry fees from that prize to pay for our student <i>Red Wheelbarrow</i> award scholarships through the foundation the past several years. In fact we have insisted on it :-)! These cash prizes go to ten students per year. These awards are not funded by DASG. <i>DASG funds (partial) printing costs only.</i></p> <p><u>115294 - 238005 - 671000 (INDEX: 250294)</u> This is our FUND 15 account. Printing, layout, design, and proofreading costs are paid through this account. Printing & design/ proofreading costs might be \$1,500, for example, but we only ask for \$1,000 from DASG. The Fund 15 is replenished each year only by foundation monies and sales. Sales have been around \$1,000 per year up until Covid for both issues combined. In other words, we normally take in about \$500 for each issue in sales. Covid and the resulting cultural shift to online really hurt us here. We plan to do a sales fundraiser on campus and online to help us replenish our Fund 15. I will be teaching on campus in winter and the Follett bookstore on campus is now stocking our books, which is a major and needed change and took a lot of effort to accomplish, including help from our VP for Instruction.</p>

Signatures are not Required for this Application

Signatures are not required for this application; however, the Administrator should still review and approve the application and should be copied on the email submitting the application. **The Budgeter and Administrator cannot be the same person.** Applications must be typed and submitted via email along with any attachments; applications must be submitted as Word documents or searchable text PDFs (not scans).

Signatures that are Required for Utilizing Funds

All future financial documents, forms, requests, requisitions require the signature of the budgeter(s) and the administrator responsible for the program of the account. The budgeter and administrator responsible for the program of the account shall sign designating this is an appropriate expenditure of DASG funds and in the best interest of the student body. Administrators are responsible for any expenditures exceeding budget allocations. **The Budgeter and Administrator cannot be the same person.**

Budgeter and Administrator Information

Budgeter’s Name:	<u>Ken Weisner</u>
Phone Number:	<u>831-252-3958</u>
Email:	<u>weisnerken@fhda.edu</u>
Relationship to Project:	<u>Advisor, Red Wheelbarrow. teacher, EWRT 68A/AX Literary Editing</u>
Position on Campus:	<u>Full time English Faculty</u>
Administrator’s Name:	<u>Kristin Skager</u>
Phone Number:	<u>408-864-8546</u>
Email:	<u>SkagerKristin@fhda.edu</u>
Relationship to Project:	<u>Administrator</u>
Position on Campus:	<u>Dean of Language Arts</u>