

De Anza Classified Senate

Meeting Minutes

March 13, 2018

Present: Karen Hunter, Tracy Chung-Tabangcura, Victoria Kahler, Precious Gerardo, Heidi King, Wil Byars, Keri Kirkpatrick, La Donna Yumori-Kaku, Mary Kay Englen, Karen Chow, Elias Kamal, Ahmad Ali Ahmad.

Agenda: Approved by consensus

Minutes: Approval of February 27, 2018 minutes by consensus with correction.

Correction: EAC went to the Bystander Intervention Training in lieu of their meeting. The EAC meeting was not cancelled, as stated under "Reports" in the drafted Senate minutes.

Committee Reports:

Technology Committee (Heidi King): ETS on track for Banner updates, which will roll out in tiers.

HEFAS Advisory (Wil Byars): DREAM Day event in the planning for September. Creating lists of resources/allies and putting together handouts for student and participants. Outreach open house is April 28, 2018.

IBPT (Precious Gerardo and Mary Kay Englen): All day meeting last Friday (March 9). Looking at eliminating some vacant faculty positions. This will most likely not be enough to cover De Anza's required reduction. There seems to be no consensus about how to make decisions regarding the cuts, the IBPT team seems not to have the answers from the District. The focus of IBPT is not on classified.

Guided Pathways (Karen Hunter): Currently working on the De Anza plan, which is due at the end of the month. De Anza may get the first round of funding in April. Core Team will be doing presentations and facilitating open discussions soon.

FHDA Board Meeting (Karen Hunter): Administration's contract was only approved and renewed for one year.

Website Update:

Heidi King has worked on moving the De Anza Classified Senate website to the new De Anza website. She has redesigned the website while moving some of the old and current information over. Heidi has suggested that we need to organize our file folders, and ask Alex Harrell, the College Web Coordinator, to help create a .pdf directory of our archives. If we start building on that from here, we will be organized for the next accreditation. We need more photos, suggestions of employee of the month winners and current and past Senate activities.

For dates and events, use the accordion set-up

Do we want a "contribute" button or link that will direct users to the payroll deduction form?

As Communication Officer, Dennis Shannakian, will need to communicate with Alex Harrell about the pdf file.

Review of the Classified Sections:

Discussion of changing Senator roles to give each one specific duties or role, rather than geographically divided.

Discussion Points:

A need to define Senator roles/duties on the senate

What might the roles be if we changed from geography representing to specific roles?

- Student Mentor

- Membership Outreach

- Equity

- Various Committees

Student Support

Classified Appreciation Week

Pros and Cons

Specific Role

Pros: Purpose, Communication in newsletter, Senators not limited to an Area, Ease in voting.

Cons: Total re-write of Bylaws, loss of connections

Area/geographic:

Pro: Human connection

What other ways can we increase participation and communication with senate members?

Maybe we should not write the specific roles into the bylaws. Senators can still represent a geographical section but still have a role. Karen Hunter suggested that we need to put the role of Student Mentor into our bylaws to help institutionalize student voices in shared governance, which will be presented next in the meeting.

Student Voices in Shared Governance:

Elias Kamal, Karen Chow, and Ahmad Ali Ahmad from the Student Voices in Shared Governance committee presented the opportunity to embed students into Classified Senate.

The committee is working to empower students to get involved in shared governance. Other colleges have students on hiring committees.

Where we are: Survey DASB, Students feel unwelcome in committees, intimidated, confused. Not prepared or given tools and resources to succeed. Lack of support.

We'd like to be: See "best practices for student voices in shared governance". Full training from the Director of College Life so the students are prepared to participate on these committees

How to get there: DASB Bylaws change to reflect this. Mandatory committee work for Senators. Monthly meetings between Student trustee and President of College. Senior Staff open office hours and more visible. Be a friendly face for the students.

Maybe give the DASB committee members an advisory vote? Allow to make motions and seconds?

Announcements:

We Care Wish List is ready to go. Mary Kay Englen brought draft flyers.

Adjourned 3:35 PM

Best Practices for Student Voices in Shared Governance

Governance is defined as “the ongoing and integrated process of planning and decision-making. Based on the assumption that the active participation of all constituent groups and consideration of diverse viewpoints are essential for effective college planning, governance at De Anza College includes faculty, staff, students, and administrators.”

(<https://www.deanza.edu/gov/>)

The spirit of this document comes from the desire for all members of the De Anza College community to engage in mutually meaningful participation in the process of shared governance.

Students will...

1. **Be trained** on effective advocacy in shared governance committees in order to understand the governance processes at De Anza College and their role as student representatives in this process.
2. Come to shared governance meetings **prepared**, having reviewed the agenda, and reaching out to the respective chair if clarification is needed.
3. **Maintain consistent communication** by announcing information at shared governance committees and reporting back to the DASB Senate as needed.

Committee and committee chairs will...

4. Be mindful of the impact of items that should be sent to DASB for consultation and **ask the student representative their feedback** on student oriented issues or agenda items.
5. Ensure that every student oriented agenda item **explains how students will be impacted** and provide the opportunity for the student representative to **voice questions and/or concerns**.
6. Encourage the student representative/s to **share agenda items discussed with DASB, gather feedback and information, and return to meetings** with questions or feedback when needed.
7. **Model** positive communication and equitable leadership practices to create a safe space that is mindful and inclusive of students.
8. Understand their **role as mentors** for student leaders and model effective participatory practices.
9. Be aware of the **impact power dynamics** have on students' comfort levels and encourage ongoing attendance and participation.
10. Establish a regular committee attendee (faculty, staff, or administrator) who serves as a **“shared governance mentor”** to the student representative to:
 - a. Work with the student to establish role and provide training.
 - b. Help the student feel welcome and supported.
 - c. Sit by the student during the meeting to quietly answer questions and clarify material if needed.
 - d. Check in with the student after the meeting or on a regular basis.
 - e. Support student through troubleshooting if issues come up.
11. **Allocate agenda time** for students to provide updates from DASB Senate and report any appropriate student issues, asking questions if needed.
12. **Remain in contact** with the DASB Advisor in the event the student representative stops attending, the committee meeting time or location changes, or if any other concerns arise.
13. **Incorporate** these practices into bylaws or protocols.

Developed by Student Voices in Shared Governance Task Force

Revised: March 6, 2018