

General Meeting Information

Date: June 14, 2021

Time: 2:30 pm-4:30pm

Location: Zoom

DRAFT Minutes			
Time	Topic	Purpose	Discussion Leader
2:30-2:40	Approval of Agenda and Minutes from June 7, 2021 Meeting <ul style="list-style-type: none">● Agenda approved.● Minutes approved.	A	Chow, All
2:40-2:45	Public Comment on items not on agenda (Senate cannot discuss or take action) <ul style="list-style-type: none">● No public comments.	I	All
2:45-3:00	Needs and Confirmation Confirmations: Faculty representative for Equity Action Council (Confirm one) Mylin Pham's term is ending. Other faculty serving currently, Melinda Hughs and Lisa Castro, are both from student services. There was a suggestion to keep the position open until the Fall to seek an instructional faculty and for gender diversity. The two candidates are both teaching faculty. Casey teaches adaptive PE. Mary S motioned to move ahead with the vote, Betty seconded; Yes 16, No 0, Abstain 0.	I/D/A	Pape

	<p>Robert M Alexander, Counseling, Full-time Tenured, 4 Casey Regehr, Disability Support Programs & Services, Adapted Physical Education, Full-time Tenured, 10 Abstain, 3; No 0. Casey Regehr confirmed as EAC representative.</p> <p>Needs: FYE Coordinator</p> <p>Mary has sent an email to executive committee members for confirmation of those who will or will not return to serve in the Executive Committee next year.</p>		
3:00-3:30	<p>Academic Senate Input/Feedback on Student Equity Plan (Reimagined and Revised)</p> <p>Presentation delivered at the June 7 Academic Senate meeting on recommendations for the 2021 -2022 Student Equity Plan.</p> <p>Anonymous email</p> <p>Executive committee members received an anonymous email with feedback on the draft revised Student Equity Plan. The officers and incoming president Cheryl Balm agreed that it is difficult and inappropriate to discuss and address such communication in a shared governance meeting. The Senate hoped to encourage more open, honest, transparent dialogue where people feel safe to come forward to express concern in a more productive manner.</p> <p>Erik reached out to the sender of the email and received no reply. He moved to close the issue and move on to other business; Rich seconded, Mary S agreed.</p> <p>The Academic Senate Executive Committee members went into breakout rooms in 10 small groups to discuss and give feedback/input on the Student Equity and Achievement (SEA) Reimagined Strategies and Tasks</p> <p>Each group discussed one of the 7 strategies. The groups returned and reported.</p>	I/D	

	<p>S1. Expressed concern about the timeline. Some deadlines have already passed. There is no mention of faculty nor the Senate. What is the role of faculty?</p> <p>S2 More concerns about the timeline. Questions about the survey, how it is being carried out. Would appreciate the communication office post emails sent to students, during the time the college pivoted to online. Would like to know information going out to the students.</p> <p>S3 How could you have equity when the vision is not defined? The group put comments in the document. The language sounds punitive and divisive; starts from a deficient model; language disturbing; rethink language in 3C and 3D. Incentives for those closing the equity gaps (i.e. Award with money, public recognition through communication tools)</p> <p>S4 This is an ambitious list. Timeline was summer to fall of 2021. Need prioritization; ambitious body of work. What is meaningful engagement?</p> <p>S5 Ambitious list, fast timeline, need prioritization. Equity Portfolio, how to close or narrow the equity gap; need guidance, professional development.</p> <p>S6 Confused over some of the bullet points; need clarification on phrasing and the responsible leads.</p> <p>S7 Seemed like a deep pond; tried to identify the overall objective in the document. For tasks that the president and senior staff are responsible for, where and when is there faculty/classified input? For example "Develop a rubric to evaluate budgets and resource allocations that are equity and racial equity focused." Also, tasks assigned to the PB Ts when the PBTs are being reevaluated and potentially changing drastically, where will that buy in happen?</p>		
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	Potential divisiveness in the document; there are marginalized groups not specific to race; groups pit against each other; have to be one or the other; racial equity vs equity, need to go beyond racial equity, to do more. An example is the issue within the LGBTQ community. Recent data shows that 38% transgender student consider leaving their campuses because they don't feel safe and they don't feel valid there. We need to be mindful of all forms of oppression when working on equity. Anu moved to extend time 10 minutes, Shagun seconded. Yes 17, No 0, Abstain 0. Tim: Racially centered should not be racially exclusive. We are obliged to address these inequities. And by the same token, being student centered doesn't mean that equity has to be exclusively focused on students. There's plenty of inequity around employees. The district may focus on equity in one area on top of an inequity in another area. It has to be institutional wide to change the narrative of holding faculty accountable as the obstacle and the problem. Cheryl: There are a lot of ways to do equity. No one should be left out or feel unimportant. Caution against slipping back into being overly broad with no action. Address where gaps have persisted across many departments and classes Shagun: have a more holistic vision that addresses all aspects of equity, not just student equity, but the equity of practices and community. Should fold in the Guided Pathways, another huge initiative, that is creating global villages. These villages should have bridges between them and not isolated silos. Some aspects of this document require a step back to look at it from different angles. Rich shared an article on some of these issues of identity and intersectionality: http://bostonreview.net/race/olufemi-o-taiwo-identity-politics-and-elite-capture		
3:30-3:45	Committee & Zoom Reports Instructional Planning and Budget Team (IPBT)	I/D	Vaughan, Chow, Pape

	<p>Physics and Communication instructor positions approved by College Council. Details in the June 8 IPBT meeting minutes.</p> <p>Eric Mendoza gave a reflection from the affinity groups on position prioritization. Ensure clarity in the voting process, transparency in the voting results, and vote with an equity lens. The Shared Governance Task Force is working on the new shared governance structure.</p> <p>Anu: I think the “reflection” provided in IPBT warrants some kind of response from the tri-chairs. The “reflection” raised concerns about the voting process not necessarily aligning with equity goals. But neglected to point out that when the Equity positions (9 of them) were voted on, they were done so with a 45 minutes discussion. And when these two faculty positions were voted on—out of a list of 6, it was done after several weeks (at least 3) of discussion and scrutiny. This scrutiny included looking at program review documents, program reflection questions, and having deans answer questions. So to say that there were concerns about equity issues not being considered when voting on these six positions was somewhat inaccurate. And it seemed to indicate that the six faculty positions and those departments weren’t as engaged in equity work and the voting didn’t consider that. And I think this is inaccurate. While I believe that wasn’t the intent of the “reflection” provided —that’s how it was perceived by some.</p> <p>College Council</p> <p>Proposed campus wide Budget Committee, chaired by Pam Grey, with a list of proposed members. The committee would make recommendations to CC; the committee would review the entire campus budget, all the proposals and requests. This is a temporary one year committee.</p> <p>Current composition consists of 2 faculty members, Academic Senate president or designee, FA president. Also administrators, 4 to 5 classified professionals and union reps, 1 student representative.</p> <p>https://www.deanza.edu/gov/college_council/meetings/BudgetTaskforceProposedMembers_Draft1.pdf</p> <p>Other college Budget Committees, like Skyline, Santa Monica, Evergreen, seem to have more parity amongst different employee groups.</p>		
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	<p>Is this the successor to the PBTs? or another, higher level in the budget process?</p> <p>Another layer of bureaucracy is not a good idea.</p> <p>Tim: the committee is pilot for a year; should not have so much power that there is no check and balance.</p> <p>Some people believed that there should be faculty parity on the new temporary budget committee.</p> <p>Erik: looking for parity in every position is not necessary, as long as there is a strong voice in the representation.</p>		
3:45-4:00	<p>Looking ahead to Academic Senate in 2021 -22</p> <p>Incoming Academic Senate President Cheryl Balm</p> <p>Cheryl highlighted some priorities from the previous week's jamboard as she looked ahead to the next year. She also asked for feedback from senate members.</p> <p>People are looking for some hyflex situation where they can continue to attend meetings remotely throughout the year. Easier or transparent ways to get items on the agenda. More breakout pairs/triads, ways for people to be heard more. An onboarding process, fill vacancies. Get people to feel excited about being part of the Academic Senate, make serving in the Senate an active fulfilling experience.</p> <p>Senate officials will be holding regular office hours during the summer.</p>	I/D	Balm
4:00-4:25	<p>Guided Pathways Update</p> <p><u>Guided Pathways PowerPoint</u></p> <p>Update on Guided Pathways work for the college.</p>	I/D/	Palmore, Hearn

	<p>Phase One: inquiry and orientation to Guided Pathways especially at the state level.</p> <p>Phase Two: focused on mapping.</p> <p>Phase Three: established work teams to target 4 particular areas of need.</p> <p>Transfer Pattern Mapping Fall 2020/Winter 2021-</p> <p>Mapped 60+ transfer patterns for common majors to all UC and some CSU. Spring 2021 completed over 200 transfer pattern maps. At least 50% will be available for fall registration.</p> <p>Classified Professional Engagement Invited classified professionals to partner in the Guided Pathways work. Compensate classified professionals engaged in Guided Pathways Work Team with overtime pay. 12 classified professionals applied for the teams, and three classified professionals are work team leads or co-leads. The partnership means that the work is not just faculty driven. Faculty are very important for the curriculum items, but this work goes beyond the classroom and beyond curriculum. In order for guided pathways to work across campus, everyone needs to be involved.</p> <p>Intersegmental Team work with faculty at local high schools and adult education centers to devise strategies that prepare students for college level work. They focus on English/ESL and Math, areas affected by B705.</p> <p>Student Focus Group Team work to engage students in Guided Pathways initiatives and gather quantitative input. They are charged with finding innovative and effective ways to reach out and involve students through focus groups and classrooms.</p> <p>Student Ready Rapid Response Team. A think tank. Imagine ways for the campus to be more student ready especially during and post pandemic. There is a great decrease in enrollment across the state. This team is going to think of innovative ways to reach students proactively, get them to return to school and stay on the path to reach their educational goals.</p>		
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	<p>The Villages Team.</p> <p>Village team members represent many different areas of campus. Launch villages with the Student Welcome during Opening Day.</p> <p>The villages are based on the six meta majors. Team members will work to imagine, create and organize communities of interest, called the villages that will support and the six key factors that comprise De Anza values.</p> <p>Students will feel directed, focused, nurtured, engaged, connected and valued.</p> <p>The villages will also provide ways for the entire De Anza campus, students, classified professionals, faculty and administrators, as well as our larger communities to engage with each other more consistently and deeply by connecting through common areas of academic interest.</p> <p>A huge number of people, 260-280, have been involved in Guided Pathways.</p> <p>When and how will the villages get named?</p> <p>Right now, the villages are named by the metamajors. They have thought about changing the village names. Most of this work will be done by the launch teams, and the larger Villages Team.</p> <p>Lydia was excited about the direction the Village work is going to make positive and beneficial changes for students and everyone. It will make De Anza a happier place to work, to go to school and pushes equity to the forefront to address student needs in these villages instead of a silo. Everyone, faculty, staff, and administrators will all be together on the same page.</p> <p>Elizabeth: Creative Arts have been asking for a designated counselor. Are the counselors in the village teams assigned to work with students in specific areas? Certain divisions have designated counselors and some do not. That is an equity issue.</p> <p>Lydia: The work of the village launch teams are to get the villages in place for the first year. The village system could provide general as well as specialized counseling. Right now, De Anza has embedded counselors and general counselors. The general counselors could be spread out to specialize in certain villages while still remaining in general counseling. The same counselors could</p>		
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	<p>work with students in dedicated areas similar to embedded counselors. Focusing on certain majors rather than all majors could deepen their knowledge in those areas</p> <p>While some services like counseling, financial advising could be integrated into villages. Other programs and services that are essential to college operations, will remain in the middle, the central hub around which the villages function, and not be peripheral.</p> <p>The launch teams are to help solidify, get things moving, and be liaison with other staff and faculty.</p>		
4:25-4:30	<p>Good of the Order</p> <ul style="list-style-type: none"> • Thank you and Congratulations to Faculty Retiring during 2020 -21 Academic Year: Lena Chang (Library); Sherri Cozzens (Nursing); Mayra Cruz (Child Development); Catherine Hrycyk (Nursing); Steve Howland (English); Judy Hubbard (English); Clara Lam (ESL); Christine Magnin (HOPE program); Brian McCauley (Biology); David Newton (Physics); Mary Sullivan (Health Education & Wellness); Patricia Williams (Nursing) • Special appreciation and best wishes to Lorrie Ranck. She will be moving on to her new position as VPI at Mission College. • Upcoming De Anza End of Year Celebrations • Mary S motioned, Cynthia seconded, to adjourn, no objection. 	I	All

A = Action

D = Discussion

I = Information

OFFICERS AND SENATORS**Others**

Karen Chow- President ✓

Mary Pape –Vice President ✓

So Kam Lee –Secretary (F19) ✓

Ishmael Tarikh-PT

Mary Donahue - PT ✓

Cecilia Hui – ASLR ✓

Bob Kalpin – BHES ✓

Anna Miller – BHES ✓

Rick Maynard – Bus/CIS/AT ✓

Betty Inoue -- Counseling/DSP&S ✓

Anita Vazifdar – Counseling/DSP&S ✓

Kevin Glapion*—DSP&S ✓

Barbara Dalke*—DSP&S ✓

Elizabeth Mjelde-CA ✓

Cynthia Kaufman – Equity and Engagement ✓

Anu Khanna – ICS/IIS ✓

Shagun Kaur-- LA ✓

Lauren Gordon -- LA ✓

Louise Madrigal - PE ✓

Rusty Johnson - PE ✓

Lisa Mesh – PSME ✓

Terrence Mullens – PSME ✓

Rich Booher - SSH ✓

Nellie Vargas - SSH ✓

Mary Sullivan – SD/EOPS ✓

Erik Woodbury - Curriculum Committee ✓

Lorrie Ranck – Administrator Liaison ✓

Lianna Vaughan -- DASB Representative

Kimberly Lam -- DASB

Bob Stockwell - Faculty Association

Lloyd Holmes - President

Christina Espinosa-Pieb – VP of Instruction

Rob Mieso -VP of Student Services

Susan Cheu – Interim VP of Administrative Services

Hyon Chu Yi-Baker –Director of College Life & Student Judicial Affairs

Marisa Spatafore – Associate VP of Communications & External Relations

Scott Olsen-Classified Senate

Max Meyberg – De Anza Student Trustee

Mallory Newell- Institutional Researcher

Moaty Fayek –Dean of Business/Computer Info Systems

Renee Augenstein- Articulation Officer

Brian Malone-Tenure Review Coordinator

Daniel Smith – Dean of Creative Arts

Alicia Cortez – Dean of Equity and Engagement

Eric Mendoza –Dean of Physical Education & Athletics ✓

Randy Bryant – Dean of Career & Technical Education (CTE)

Thomas Ray - Dean of Language Arts

Isaac Escoto - FH Academic Senate President

Pam Grey- Associate VP of College Operations

Laureen Balducci, Dean of Counseling, Disability Support Programs & Services & Title IX Coordinator

Anita Kandula-Dean of Biological, Health, and Environmental Sciences

Michele LeBleu-Burns- Dean of Student Development/EOPS

Lisa Mandy- Director of Financial Aid

Nazy Galoyan- Dean of Enrollment Services

Edmundo Norte-Dean of Intercultural/International Studies

Jerry Rosenberg—Dean of Physical Sciences, Math & Engineering

Judy Miner - FHDA Chancellor

Dawn Lee Tu – Faculty Director of Office of Professional Development ✓

Elvin T. Ramos- Dean of Social Sciences and Humanities

David Ulate, FHDA Research & Planning

Mae Lee, Curriculum Committee Vice-Chair

