

De Anza College Governance Handbook

Developed by

Governance Task Force (GTF)

Established by College Council, November 2010

Maintained by

The College Planning Committee

Note: Please submit any changes to this handbook to: newellmallory@deanza.edu

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Vision, Mission, Values

Governance includes faculty, staff, students, and administrators at De Anza College. The inclusion of all constituent groups and varying viewpoints is essential for effective collaboration in college planning. The following handbook is a guide to governance. We hope it promotes greater and more effective participation by all stakeholders. Before detailing the various constituent groups and governance committees, the handbook outlines the core principles that inform governance, including the Mission Statement, Institutional Core Competencies, and College Values.

Our Vision

Empower all students to attain their educational goals, develop an equity-based mindset, and become civic leaders in their communities.

Adopted by College Council on 6/21/18.

Our Mission

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

Reaffirmed by College Council on 6/21/18.

Institutional Core Competencies

The Institutional Core Competency statements are a promise to the communities that support De Anza College that students graduating with an A.A. or A.S. degree, or who will transfer to a four-year college or university, will be able to demonstrate the knowledge, skills and attitudes contained within all of the five competency areas, based on general education and discipline-specific courses at the lower division level. Students who earn a certificate, or have taken courses for personal educational development, will be expected to demonstrate the knowledge, skills and attitudes specified within one (or more) of the five competency areas.

COMMUNICATION AND EXPRESSION

Students will communicate clearly, express themselves creatively, interpret thoughtfully and logically, and engage actively in dialogue and discussion, while paying attention to audience, situation and (inter) cultural context. Communication and expression may be written or oral, verbal or nonverbal, informational or artistic.

INFORMATION LITERACY

Students will recognize when information is needed and locate, critically evaluate, synthesize and communicate information in various formats. They will use appropriate resources and technologies while understanding the social, legal and ethical issues for information and its use.

PHYSICAL/MENTAL WELLNESS AND PERSONAL RESPONSIBILITY Students will recognize lifestyles that promote physical and mental well-being, engage in self-reflection and ethical decision-making, explore career choices and life goals, practice effective individual and collaborative work habits, and demonstrate a commitment to ongoing learning.

CIVIC CAPACITY FOR GLOBAL, CULTURAL, SOCIAL & ENVIRONMENTAL JUSTICE

Students will recognize their role as local, national and global citizens. They will participate in a democratic process, respect social and cultural diversity, appreciate the complexity of the physical world, and understand the significance of both environmental sustainability and social justice.

CRITICAL THINKING

Students will analyze arguments, create and test models, solve problems, evaluate ideas, estimate and predict outcomes based on underlying principles relative to a particular discipline, interpret literary, artistic, and scientific works, utilize symbols and symbolic systems, apply qualitative and quantitative analysis, verify the reasonableness of conclusions, explore alternatives, empathize with differing perspectives, and adapt ideas and methods to new situations.

Adopted by the Academic Senate on March 16, 2009, revised spring 2015.

Values

INTEGRITY

We embrace honesty, credibility, courage in naming that which seems unnamable, clear communication, and acting on our stated values. The college's ability to fulfill its mission depends on a college community in which everyone feels included, respected and safe.

INNOVATION

In all of our many roles, we will continuously and purposefully reflect in order to innovate and improve. We work to ensure our physical space is welcoming, conducive to learning and environmentally sustainable. We are committed to being innovative in our daily work, curriculum and use of technology. We work with our students to be creative and flexible in their thinking, to imagine and invent, and contribute to a world which will demand of them skills and competencies that are not yet in view.

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*

INSTITUTIONAL CORE COMPETENCIES

Our students will be able to demonstrate knowledge, skills and attitudes in the following five areas:

- Communication and Expression
- Information Literacy
- Physical/Mental Wellness and Personal Responsibility
- Global, Cultural, Social, and Environmental Awareness
- Critical Thinking

CIVIC ENGAGEMENT FOR SOCIAL JUSTICE

We provide students with opportunities to enhance their potential for purposeful and productive lives. As a public institution, we contribute to the development of our local, state, national and global communities. We view our students and ourselves as agents of change, responsible for building the world in which all people are able to realize their dreams in ways that are environmentally sustainable and in alignment with the United Nations' Declaration of Human Rights. **

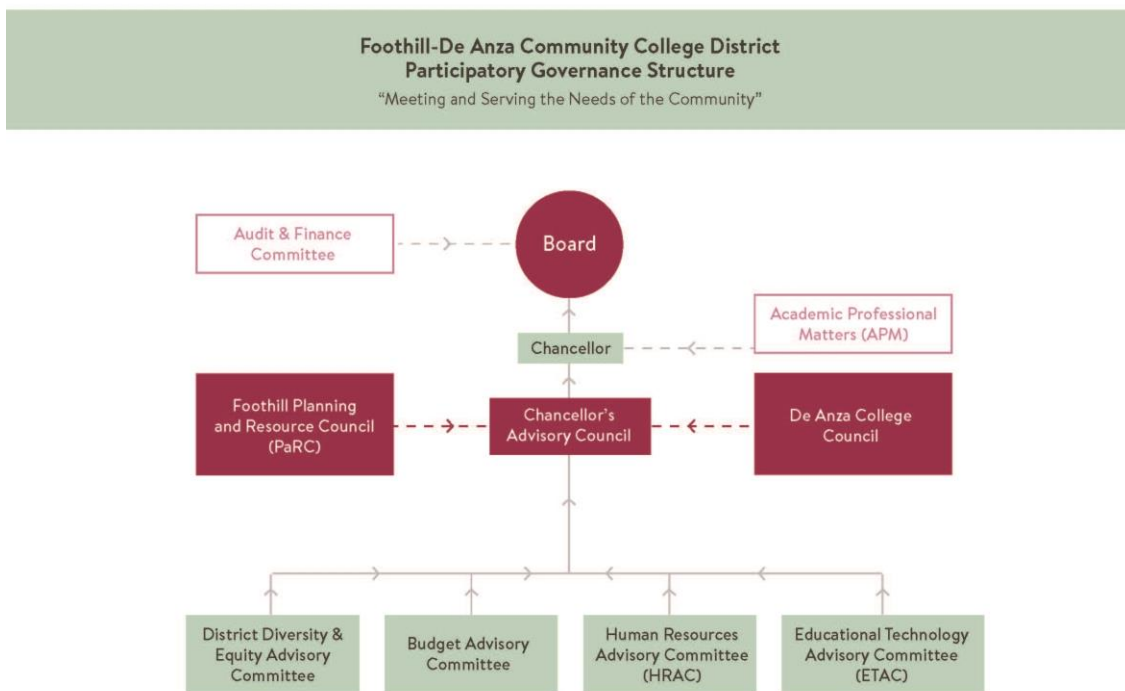
*From "Student Support (Re)defined," a report of the Research & Planning (RP) Group of California Community Colleges, January 2013. [Full report.](#) **Adopted 1948.

www.un.org/en/documents/udhr/

Adopted by the College Council on May 30, 2013.

Governance Structure

FHDA Participatory Governance Structure



Created Fall 2016

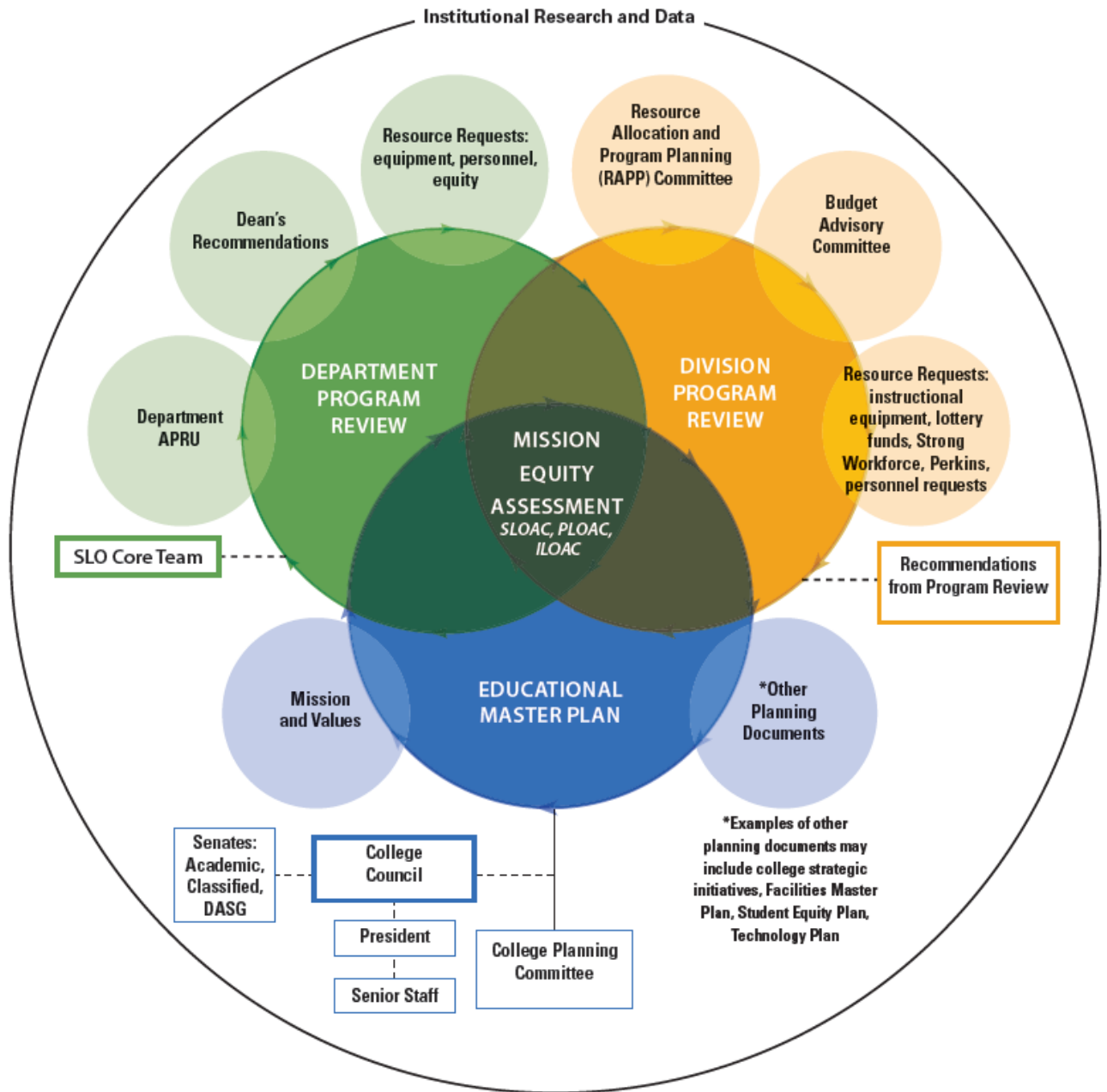
Basics of Decision-Making at De Anza College

De Anza College has two primary pathways for making decisions: the organizational pathway and the governance pathway. Through the organizational pathway, programs, departments and work units are organized into divisions that comprise the three major houses of Instruction, Student Services, and Administrative and College Operations. In general, areas of the programs are led by department heads, the divisions are led by deans or directors, and the three major houses of the college are led by the vice presidents. The college and district guiding documents, including learning outcomes assessment cycles, Program Review, and the Seven-Year Planning and Resource Allocation Cycle, inform the organizational pathway. Recommendations and advice are given directly to the president through his senior staff.

In the governance pathway, all constituent members of the college community (students, faculty, classified professionals and administrators) are represented by their respective organizations including representation from the college's Affinity Groups. These organizations are represented on the Resource Allocation and Program Planning (RAPP) committee. The college and district guiding documents, including learning outcomes assessment cycles, Program Review, and the Seven-Year Planning and Resource Allocation Cycle, inform the governance pathway. The Budget Committee makes recommendations to RAPP regarding resources available. The RAPP then makes recommendations and advice to the College Council. Recommendations and advice are given directly to the president through the College Council.

After receiving recommendations and advice from these pathways, the president makes the final decisions.

Institutional Effectiveness Process Graphic



Institutional Effectiveness Process

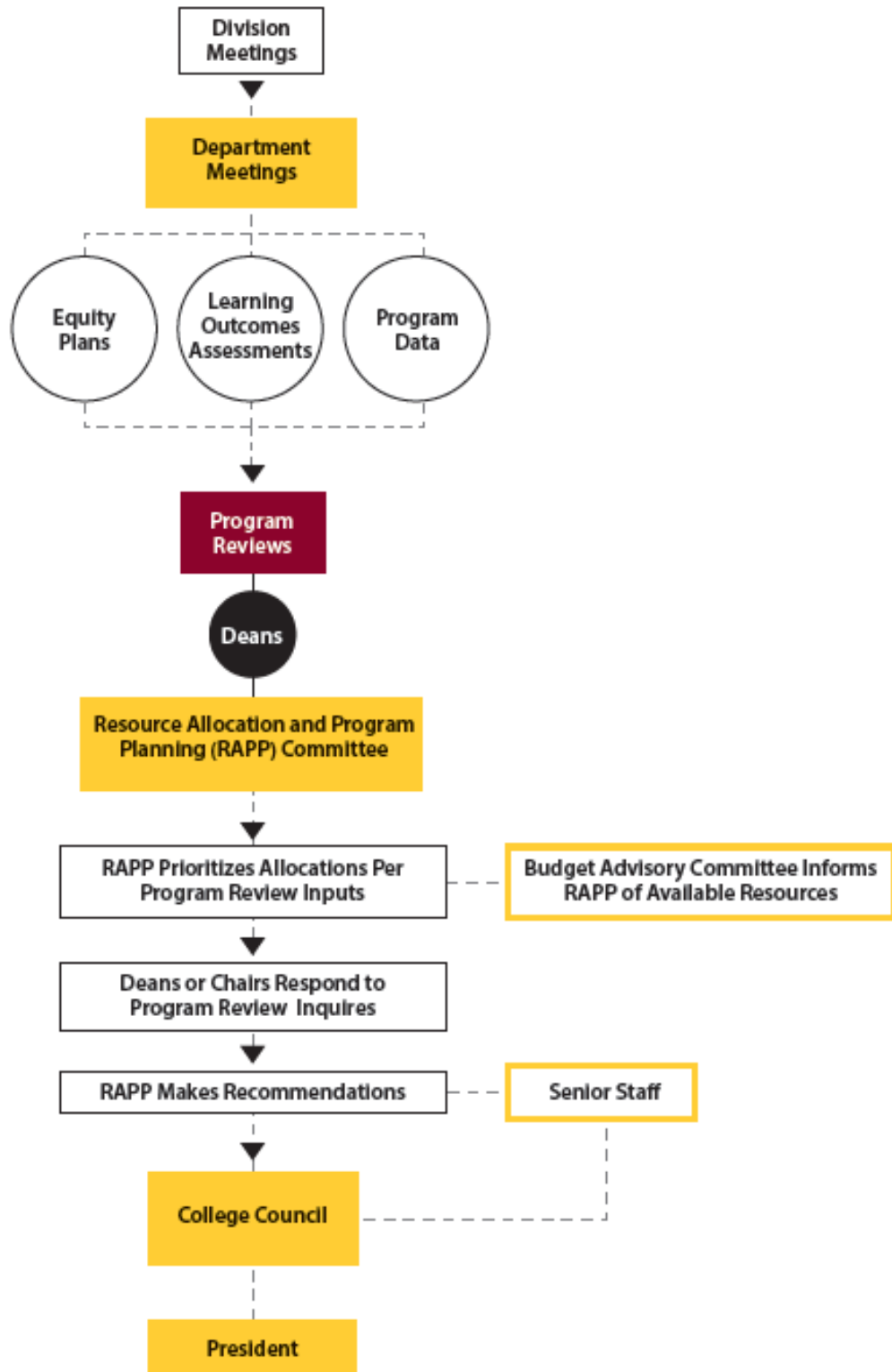
The institutional effectiveness process is driven by the [Educational Master Plan](#) (EMP) which includes the college mission with embedded Institutional Core Competencies and values, as well as four strategic initiatives, all within an equity framework. Supporting documents such as the Equity Plan Re-Imagined, Technology Plan and Facilities Master Plan demonstrably used an equity framework (Equity Plan Re-Imagined: <https://www.deanza.edu/equity-plan/documents/Equity-Plan-Re-Imagined-2022-2027.pdf>; Technology Plan: https://www.deanza.edu/gov/techcommittee/documents/DAC-Technology-Plan_2021-2024_Final-Draft-to-College-Council.pdf; Facilities Master Plan: <http://link.deanza.edu/recs2>).

The EMP also includes Institutional Metrics ranging from transfer level English and math completion to student equity. The EMP is key to the Program Review process, as the RAPP requires departments and programs in its area to link resource requests to an Institutional Metric, strategic initiative, or the overarching goal of equity. Learning outcomes and their assessments as well as program data, including success rates and equity gaps, constitute the Program Review. Departments are required to report on their Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs) and corresponding assessments within the Program Review each year.

All instructional areas are now entering their Student Learning Outcomes into eLumen (Program Review Completion: <https://www.deanza.edu/slo/>).

The SLO coordinators are the central members of the SLO Core Team. As of spring 2019, there is one faculty instructional coordinator and one student services/administrative coordinator, who is also a faculty member and assists with Student Services Learning Outcomes (SSLOs) and Administrative Unit Outcomes (AUOs). Additional members of the SLO Core team are the faculty director of Professional Development, Academic Senate president, the college researcher and the faculty co-chair of the curriculum committee. SLO coordinators are members of many shared governance groups, including Academic Senate, Curriculum Committee, Instructional Planning and Budget Team (IPBT), Resource Allocation and Program Planning (RAPP), Equity Action Committee and the Technology Committee. The SLO Core Team works closely with RAPP to ensure that all institutional processes include assessment of learning outcomes.

Program Review Process Graphic



Program Review Process

As displayed in the figure above, the Program Review process demonstrates how the college engages in institutional dialogue pertaining to ongoing measures of quality and institutional effectiveness, particularly in the area of SLOs and their assessments. All programs and units – Instructional, Student Services and College Operations and Administrative Services – participate in Annual Program Review within the seven year planning cycle. Collegial discussions occur during the Program Review process, which requires programs and departments to report on their SLO and assessment processes, and to justify all resource requests – including personnel and materials – by using results from their Student Learning Outcomes Assessment Cycle (SLOAC) assessments.

Many departmental discussions about student learning assessments are cited on the SLO webpage (SLO Documents List: [SLO Summaries](#)). The Resource Allocation and Program Planning (RAPP) committee reviews every Program Review annually and follow up with targeted questions for clarification prior to allocating any resources based on the outcomes assessment justifications. Questions within the Annual Program Review Update (APRU) form require departments to demonstrate that they have completed a SLO cycle and have discussed the results and link the outcomes to the resource requests.

Governance Groups

Academic Senate

www.deanza.edu/gov/academicsenate/index.html

Mission

As authorized under Title 5 of the California Administrative Code Section 53201 (Subchapter A), we, the members of the faculty of De Anza College, are uniting to form the De Anza College Academic Senate. We are inspired by a common desire to assist in vigorously promoting the quality of community college education by whatever words and actions that are appropriate and necessary.

We also believe that the Academic Senate is essential for realizing the fullest educational and professional potential of each member of the faculty, and for furthering the aims and goals of De Anza College. Toward these endeavors we pledge our mutual support and cooperation.

Charge

With regard to academic and professional matters, the Foothill-De Anza Board of Trustees either jointly develops and agrees or relies primarily upon the recommendations of the Academic Senate.

Therefore, it shall be the responsibility of the Academic Senate to be primarily concerned with and to make recommendations to the appropriate college and district administrators and management teams, the Board of Trustees, and state educational agencies on such local and statewide community college educational issues as:

- Curriculum, degree and certificate requirements, grading policies, educational program development
- Standards regarding student preparation and success
- Governance structures of the college
- Accreditation
- Faculty professional development activities
- Policies for program review, processes for institutional planning and budget development
- Other academic and professional matters as mutually agreed upon between the Board and the Academic Senate

In addition to the above, numerous other specific responsibilities are charged to the Academic Senate by State of California law and regulations.

Other charges include:

- The Executive Committee is charged with communicating with the faculty at large through newsletters, period electronic mail messages addressed to all faculty, and through two representative senators from each of 13 segments of the college.
- Maintain meeting records for Academic Senate and subcommittees and post for public viewing on the Academic Senate website.
- Promote the best interests of the college as a whole as well as the faculty as a constituent group of the college.

Academic Senate Executive Committee Structure

Leadership: Executive Committee (elected through collegewide vote)

- President
- Vice President
- Executive Secretary/Treasurer

Membership

- One administrative liaison ex officio (non-voting – advisory)
- 29 faculty members (including the three officers above)
- One Classified Professional liaison ex officio (non-voting – advisory)
- One student representing the DASG ex officio
- One faculty member ex officio from the FA (non-voting – advisory)

Membership Terms

- Representative Senators serve for two-year renewable terms.
- The president serves a one-year renewable term.
- The vice president serves a two-year renewable term.
- The executive Secretary/Treasurer serves a three-year renewable term.
- Ex officio members serve terms determined by the office of their position in the organization or their work unit at the college.

Decision-making process

- Formal Votes
- Consensus
- Collaborative Problem-Solving for Equity and Justice: A 6-Step Model
- Officers as referred by the Executive Committee (e.g. summer committee appointments)

Committee training offered

- New or prospective officers and part-time faculty representatives are given individual orientation sessions prior and subsequent to election.
- Senators are given an orientation session

Meeting schedule

The Academic Senate meets Mondays during the fall, winter, and spring academic terms, except the first Monday. The last Monday is held as a tentative date and meetings are called or not depending on the circumstances of a given quarter.

Budget Advisory Committee

<https://www.deanza.edu/gov/bac/>

Mission

To review the health and stability of the College budget in relation to the College's mission, equity plan, and institutional core competencies.

Role & Charge

- Reports to College Council.
- Collaborates with Resource Allocation and Program Planning (RAPP) and College Council to share fiscal information and make fiscal recommendations in support of the College's mission.
- Reviews ad-hoc requests/proposals and makes recommendations (e.g., carryforward, new funds).
- Reviews funding sources and allocations for ongoing funding (e.g., Student Equity and Achievement (SEA), Strong Workforce Program (SWP), Perkins, Lottery, etc.) to aid fiscal alignment between planned goals and available fiscal resources.
- Advocates on behalf of the college on district budget allocations.
- Creates and maintains the Budget Advisory Committee website.

Guiding Principles

- Members will honor the topics and times of the meeting agenda. Agendas and materials will be distributed in advance and all members will be prepared to participate fully in the entire meeting.
- Members will present issues completely, accurately, honestly and acknowledging bias, using authentic primary sources of data and not selectively withholding information.
- Members will encourage full and open participation by all participants and will demonstrate a respect for and willingness to listen to diverse opinions and viewpoints.
- Members will govern their interpersonal behavior based on mutual respect and trust for one another and will avoid personal attacks, physical and verbal intimidation, and asserting the authority of their positions.
- Members will maintain respect for team discussions and consensus decisions within and outside of team meetings.
- Members will communicate with their constituencies disseminating information clearly and concisely and gathering feedback.
- Members are requested to serve a minimum of 2 years. (Or 1 Year? See below)
- Each team member is empowered and responsible for understanding the Mission, Role & Charge and Guiding Principles of BAC and enforcing same.

Committee Structure

- Co-chair: Administrative Services Vice President
- Co-chair: Director of Campus Fiscal Services
- Vice chair: Academic Senate President, or designee
- Vice chair: Classified Senate President, or designee
- APASA representative
- ACE representative
- BFSa representative
- DALA representative
- DASG representative
- CSEA representative
- FA representative
- Teamsters representative
- Vice President of Instruction, or designee
- Vice President of Student Services, or designee

Membership Terms

Decision Making Process

- Voting by Consensus. Two members required to call for a vote. Proxies allowed.

Committee Training Offered

- Informal training at the beginning of each academic year

Meeting Schedule

- Bi-weekly. Academic days only unless emergency meeting is needed.

Campus Center Advisory Board

www.deanza.edu/gov/campus-center-advisory/

Mission

The Campus Center Advisory Board exists to assist in providing the best possible service to the De Anza College community. The college recognizes the importance of student input in Campus Center governance, but also that Campus Center administrative personnel are ultimately responsible for the administration of the Campus Center.

Charge

- The Campus Center Board is a recommending committee comprised of administration, student representatives and staff.
- The board may review the effectiveness of the Campus Center operation in serving the needs of the De Anza College community while maintaining fiscal integrity of the budget.
- The board may make recommendations to the Campus Center administrative staff concerning major policy issues and facility renovations. This can include a review of the financial condition of the Campus Center operation, review of planned major changes in facility, and planned major changes in the day-to-day operation.

Committee Structure

Members - (11) One year term of office

- Director, College Operations (Chair)
- DASG (3)
- Inter-Club Council (3)
- Faculty (2) appointed by the Academic Senate
- Classified Staff (1) from either Student Services or Instruction
- Rotating representatives (2) from Campus Center offices

Invited Guests (2)

- Campus Center Director
- Coordinator, College Life

Decision-making process

- Consensus

Meeting schedule

- Meetings to be scheduled once each quarter and as needed
- Meetings shall be called by the chairperson and scheduled at a time convenient to the board membership.

Campus Facilities

www.deanza.edu/gov/campus_facilities/

Mission

Reviews campus facilities to determine condition and recommends improvements that best serve the campus and students.

Charge

- Make long-term recommendations for physical plant facilities including buildings, grounds and custodial care.
- Oversees the development of the campus five-year Facilities Master Plan.
- Reviews and approves requests for modifications to facilities based on the needs of the students, faculty and staff.
- Prioritizes requests to stay within budget.
- Works with the district to implement recommendations and plans.
- Make recommendations for funding of facilities requests.

Committee Structure

Members

- Director, College Operations (Chair)
- District Representative (1)
- Faculty Representatives (3)
- Classified Representatives (3)
- Student Representative (3)
- Administrator (3)

Invited Guests:

- Campus Center Director
- DSS Representative
- Director, DAC Health Services

Decision-making process

- Consensus

Committee training offered

None

Meeting schedule

- Meetings to be scheduled once each quarter and as needed

Classified Senate

www.deanza.edu/gov/classifiedsenate/

Mission

It is the function of the Classified Senate to participate in the governance of De Anza College, to provide a centralized means of communication among classified staff and with the rest of the college community, carry out the purpose to actively promote professionalism with the Classified Senate, and to enhance staff development.

Charge

- Participate in the De Anza College governance structure
- Provide a unified body representing the needs, concerns and perspectives of the classified staff
- Provide a centralized means of communication among classified staff and with the rest of the college community
- Select from its membership representatives to serve on governance and college committees
- Articulate the professionalism of the classified staff so that it is properly recognized and valued
- Provide an opportunity for enhancing the democratic experience of governance at De Anza College
- Provide an opportunity to develop individual leadership among the classified staff
- Promote and support activities that develop or increase the skills, productivity and professionalism of the classified staff
- Promote the interests of the classified staff in the development and formulation of policy and practice related but not limited to the following:
 - the selection and evaluation of administrators
 - in-service education
 - facilities and services
 - student/classified and faculty/classified relations
 - finance and budget

Committee Structure

Leadership

The Executive Council; president, president-elect, secretary, treasurer, and communications officer.

Membership

- Senators – One senator elected from each section
- The appointed chairs of all Classified Senate standing committees

Non-voting Members

- Classified collective bargaining units representatives (2)

- ACE
- CSEA
- De Anza Student Government representative (1)
- De Anza Academic Senate representative (1)

Membership terms

- The president and president-elect – annual terms July 1-June 30.
- The secretary and treasurer – annual terms July 1-June 30 and may not serve more than three (3) consecutive terms in the same
- Section senators – two (2) year terms

Decision-making process

The consensus method of decision-making shall be used to elicit open communication and focus energies into working collaboratively. This method will be used to formulate solutions or recommendations that do not compromise any strong conviction or need.

If consensus is not applicable to the situation, or cannot be reached, then the President-elect will serve as the parliamentarian or the Senate may elect to use other rules for voting which are not inconsistent with this constitution or the Classified Senate Bylaws.

Committee training offered

- Classified Senate Leadership Retreat
- Classified Professionals Retreat

Meeting schedule

- The second and fourth Tuesdays of each month
- 2:00 - 3:30 p.m.

College Council

www.deanza.edu/gov/college_council/

Mission

College Council is guided by the college Vision, Mission and Values

Governance Pathway

In the governance pathway, all constituent members of the college community (students, faculty, classified professionals and administrators) are represented by their respective organizations. These organizations are represented on the three Planning and Budgeting Teams (PBTs): Instructional (IPBT), Student Services (SSPBT) and Administrative Planning and Budget Team (APBT). The PBTs give recommendations and advice to the College Council. Recommendations and advice are given directly to the president through the College Council. After receiving recommendations and advice from these pathways, the president makes the final decisions.

Guiding Principles

College Council is guided by the college Vision, Mission and Values. De Anza College has two primary pathways for making decisions — organizational and governance. After receiving recommendations and advice from these pathways, the president makes the final decision.

Charge

- Requests, considers and makes recommendations to the President on proposals from decision-making teams.
- Represents the college governance and decision-making constituencies in the collective body on district matters affecting De Anza College.
- Proposes and recommends annual and multi-year goals.
- Proposes and recommends annual college objectives to carry out goals that are clearly defined, easy to understand and realistic.
- Provides shared governance leadership for district strategic planning and district goals and objectives.
- Oversees college-wide strategic planning process (short and long-range), achievement of outcomes, efficiency standards and budget policies and procedures.
- Recommends college proposals for funding or reductions.
- Advises the President, Senates, DASG and other major college groups on policy development matters pertaining to planning, budgeting and accountability.
- Enrollment, facilities and curriculum.

Ground Rules

- Members, guests and visitors will honor the topics and times of the meeting agenda. Agendas and materials will be distributed in advance and all members will be prepared to participate fully in the entire meeting.

- Members, guests and visitors will present issues completely, accurately, honestly and without bias, using authentic primary sources of data and not selectively withholding information.
- Members, guests and visitors will encourage full and open participation by all participants and will demonstrate a respect for and willingness to listen to diverse opinions and viewpoints.
- Members, guests and visitors will govern their interpersonal behavior on the basis of mutual respect and trust for one another and will avoid personal attacks, physical and verbal intimidation, asserting authority of position, and "negative talk".
- Members, guests and visitors will maintain respect for team discussions and will demonstrate support for consensus decisions of the team within and outside of team meetings and be respectful of the formal voting process should it occur.
- Members, guests and visitors will disseminate and gather feedback clearly and concisely.

Each team member is empowered and responsible for understanding the Guiding Principles, Governance Pathway, Charge and for enforcing the ground rules.

Approved 10/29/2020

Committee Structure

Leadership: Co-Chairs (2)

- President
- Academic Senate President

Membership

Administrators (2)

- Instructional Dean
- Student Services Dean/Director

Resource Allocation and Program Planning (3)

- Administrator (Tri-Chair)
- Classified Senate (Tri-Chair)
- President, Academic Senate (Tri-Chair)

Affinity Groups (3)

- APASA
- BFSA
- DALA

Faculty Representatives (2)

- FA Representative
- Curriculum Faculty co-chair

Classified (4)

- Classified Senate President
- Classified Senate President-Elect
- ACE representative
- CSEA representative

Equity Action Council (1)

- Equity Action Council

Students (3)

- DASG President
- DASG Senator
- DASG Senator

Advisory Role

- Campus Researcher
- AVP, Communications & External Relations
- AVP, Instruction

Membership terms

Ongoing as long as approved by representative groups

Decision-making process

Consensus & formal vote

Committee training offered

Meeting schedule

- Once a quarter or as needed
- 3-5 p.m.

College Planning Committee (CPC)

www.deanza.edu/ir/planning/

Mission

The purpose of the committee is to systematically review all aspects of the planning cycle under the direction of the College Council.

Charge

- Serve as Accreditation Steering Committee when appropriate in the planning cycle
- Assess institutional goals via an annual report
- Review and propose revisions to the mission statement and Educational Master Plan
- Evaluate the seven-year planning cycle
- Evaluate governance and decision-making structures and processes

Committee Structure

Committee meetings are organized by the committee tri-chairs; all other aspects of the leadership process are shared by the members.

Membership (chosen by each constituency group)

- College Researcher (Tri-Chair)
- College President
- Member from the student learning outcomes team
- Classified Tri-chair of Resource Allocation and Program Planning Committee
- Faculty Tri-chair of Resource Allocation and Program Planning Committee
- Vice President, Administrative Services
- Vice President, Instruction
- Vice President, Student Services
- Associate Vice President, Instruction and Academic Services
- Associate Vice President, Communications and External Relations (Tri-Chair)
- Student Services Dean/Director
- Classified Senate executive member, or designee
- Academic Senate president or designee (Tri-Chair)
- Faculty Association executive member
- Student representative from the De Anza Student Government
- Dean of Career and Technical Education
- Member from the Equity Action Council
- Dean of Equity & Engagement
- Co-Coordinator of Guided Pathways

Decision making process

Items are developed and discussed at each meeting. The committee member shares the items with their constituency group and provides feedback to the CPC. A draft of each planning item is presented to the College Council for discussion and/or approval.

Committee training offered

Yes

Meeting schedule

Once per quarter or as needed

Curriculum Committee

dilbert.fhda.edu/curriculum/

Mission

Reflecting the mission of De Anza College, the Curriculum Committee strives to ensure that De Anza's curriculum is academically sound, comprehensive, responsive to the evolving needs and multiple perspectives of the community, and in compliance with CCR, Title 5, Section 55002 and all other applicable regulations and requirements.

Charge

To accomplish its mission, the De Anza Curriculum Committee provides faculty ongoing assistance in creating and reviewing curricula that serve students interested in transfer education, specific major courses, workforce education classes, associate degree and certificate programs, general education classes, developmental education (basic skills) classes, counseling classes, and non-credit lifelong learning classes. Under the charge of the college's Academic Senate and CIO, the Curriculum Committee reviews all curricula, certificates and degrees to ensure that the following criteria are met:

- State standards (Title 5 guidelines and all other applicable regulations and requirements)
- Transfer guidelines
- General Education requirements
- Career technical and workforce education needs and requirements
- Student demands and interests

Range of activities and responsibilities:

- Reviews and approves all curriculum, certificates, and degrees for the College.
- Submits all required state reports on curriculum, certificates, and degrees.
- Trains and maintains active and knowledgeable committee members.
- Develops processes, procedures and training for curriculum submission and review.
- Maintains current, approved curricula through a curriculum management system (such as eLumen).
- Ensures that the college curriculum web page contains accurate and easily accessible information for everyone on all aspects of curriculum and the curriculum committee.
- Provides approved course outlines of record to the articulation officer for articulation of our courses with other institutions.
- Responsible for the accurate presentation of curricular offerings in the course catalog.
- The committee will review and provide the institution with accurate, current, approved curriculum, certificates and degrees that are readily accessible to everyone.
- The committee will ensure excellent web page and electronic curriculum management systems that provide in-depth information to the college community on any curriculum processes, questions, or issues.
- Timeline for achieving the activities/goals of fulfilling responsibilities: These outcomes will be assessed annually or more frequently on an as-needed basis.

Leadership

- Faculty co-chair
- Faculty vice-chair
- Administrative co-chair (VP of Instruction/CIO or appointed administrator)

Membership

- Articulation coordinator (required, voting member)
- Content review liaison (Vice Chair, voting member)
- Curriculum Office coordinator (required, non-voting member)
- Curriculum Office staff serving as the official committee note-taker (required, non-voting members)
- Division dean representative (required, voting member)
- Faculty Association representative (voting member)
- Faculty representatives –1 from each division and/or program area (required, voting members)

Membership terms

- Faculty Chair: Three-year term
- Faculty Vice Chair: two-year term
- Division Reps: Two-year terms
- No limit to how many terms a representative can serve

Decision-making process

- State processes and guidelines primarily drive the committee's decision-making.
- Committee votes by consensus (primary)
- Formal votes may take place on an as needed basis
- Committee establishes and approves processes and practices and requests Academic Senate approval and/or guidance on these processes/practices

Committee training offered

- Committee representative trainings offered at the beginning of each academic year for all committee members
- Curriculum technology training (eLumen, Curriculum Website navigation) offered on an as needed basis
- Curriculum processes training (ex. forms completion and chain of communication for processes and submissions) offered on an as needed basis
- New policies and procedures (ex. Title 5 requirements) trainings offered when necessary

Meeting schedule

- Tuesdays 2:30-4:00 p.m. (unless otherwise noted)
 - The committee generally gathers in small work groups for two weeks for technical review and holds full meetings for discussion and approval every third

Tuesday. Technical review meetings are held online. Approval meetings are held in person.

- C.A.T (Curriculum Advisory Team – advisory group to the Curriculum Committee) meets on the 1st and 3rd Thursdays of the month, 2:30-3:30 p.m. (unless otherwise noted).

De Anza Associated Student Body Senate (DASG)

www.deanza.edu/dasg/

Mission

The DASG works to provide for both fair and equal representation of students at the college, district, state and federal levels; the availability and accessibility of all services and facilities to our student body populous in promotion of a total educational and recreational experience at De Anza College.

Charge

- Represent, protect and ensure the rights of all students
- Allocate funds obtained from the student body fee, to programs, organizations, athletics, committees, etc. in the best interest of the students
- Protect each students rights to an affordable education; increase access to student services; host events that promote diversity; manage the DASG funding accounts; encourage and promote environmental sustainability; market and outreach to students, staff, faculty and administration; ensure efficient internal operations; participate in various governance groups around campus; participate in and be active in all aspects of campus life; and ensure sustainable student campus leadership.
- Each senate term is from the 10th week of spring quarter to the 10th week of the next year's spring quarter

Leadership

DASG Executive Advisory Committee

- President
- Vice President
- Committee Chairs
 - Chair of Finance
 - Chair of Student Services and Feedback
 - Chair of Marketing and Communications
 - Chair of Equity and Diversity
 - Chair of Programs and Events
 - Chair of Environmental Sustainability
 - Chair of Legislative Affairs
 - Chair of Flea Market

Membership

General Election by school-wide student election

Membership terms

- 1 year
- No more than three (3) consecutive or non-consecutive terms

Decision-making process

- Formal votes in the full senate body for all decisions
- All committees have the right to act on behalf of the DASG for their respective arenas of influence

Committee training offered

Upon entrance every senator must partake in a New Senate Orientation that will familiarize the member with the Senate Constitution, Bylaws, Codes, Parliamentary Procedure and Brown Act Open Meeting Regulations

Meeting schedule

- Main meeting is every Wednesday at 4:00 p.m. except for breaks and the First Week, Dead Week, and Finals Week of the quarter.
- Each of the subcommittee meeting times varies per quarter and is based on the availability of the committee members. Each committee must meet at least 3 times a month except for breaks and the First Week, Dead Week, and Finals Week of the quarter.

Equity Action Council (EAC)

www.deanza.edu/gov/eac/

Mission

The Council is a shared governance body that 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.

Charge

- Promote a climate of humility, equity, and appreciation for diversity and inclusiveness in all aspects of the college.
- Support the equity work across campus.
- Advise on equity and inclusion issues to the college shared governance groups.
- Assist with the development of a campus climate survey every 3 to 5 years to assess the equity environment and explore opportunities for growth and development.
- Advocate for the development and implementation of policies and procedures that facilitate the success of our diverse student body, faculty and staff. Specifically, the committee works to identify existing or emerging equal opportunity and equity issues, advising college leadership in the development of responsive policies, and analyzing and recommending action based on relevant research and practices.
- Advise and actively promote the development and implementation of policies, procedures and employee development that facilitates the transformation of our workforce and environment into a community that is more inclusive, socially just, knowledgeable about the diverse array of cultures which comprise our community, and skilled in facilitating the growth of the entire campus.

Leadership

Tri-Chair – Dean of Equity & Engagement, Faculty, Classified

Membership – volunteer, confirmed by respective senate

- Administrator (3)
- Faculty (3)
- Classified (3)
- Student (2-3)
- At Large (1-2)

Membership terms

- Years (2)

Decision-making process

Consensus

Committee training offered

Yes

Meeting schedule

Second and fourth Thursday of each month.

Resource Allocation and Program Planning (RAPP)

<https://www.deanza.edu/gov/rapp/>

Mission

To make recommendations concerning programs and resource allocation, including planning and evaluation processes, in relation to the College's mission, equity plan, and institutional core competencies. (adopted 1/31/2023)

Charge

- Establish and maintain a membership that equitably represents the stakeholder groups on De Anza's campus to examine and make recommendations on the equitable allocation of resources.
- Establish and implement consistent decision-making criteria and evaluate priorities in matters concerning Instructional, Administrative and Student Services budget and resources.
- Make recommendations to College Council regarding programs and services (including administrative, instructional, and student), their initiation, expansion, consolidation and discontinuance based on qualitative and quantitative data collected from the college community, including recommendations with respect to hiring full-time faculty, staff, and administrators.
- Facilitate effective, efficient, and timely program review, annual planning and budgeting processes for college programs and services.
- Coordinate with the Institutional Research Office to share quantitative and qualitative data related to programs and services.
- Conduct member training regularly, and review training processes annually for equity and effectiveness. Support mentorship of student members through active involvement of other members.
- Ensure that the recommendations of the committee are consistent with institutional strategic planning goals and the college's Mission and Institutional Core Competencies, supported by the Educational Master Plan, Equity Plan, Facilities Master Plan, and Technology Master Plan.
- Facilitate collaboration of planning and budget discussions and decisions across other shared governance groups and the Budget Advisory Committee. (*adopted 2/14/2023*)

Committee Structure

Faculty (5)

- Academic Senate Vice President (Tri-Chair)
- Faculty Association
- Non-instructional
- Coordinator for Student Services and Administrative Units (appointed)*
- Part-time Faculty
- At-Large

Classified (5)

- Classified Senate (Tri-Chair)
- CSEA
- Instruction
- Operations
- Student Services

Administrators (5)

- Vice President of Instruction (designee)
- Vice President of Administrative Services
- Vice President of Student Services (Tri-Chair)
- Instructional Dean
- Accreditation Liaison Officer
- Student Services Dean

Equity and Affinity Groups (4)

- Asian Pacific American Staff Association (APASA)
- Black Faculty and Staff Association (BFSA)
- De Anza Latinx Association (DALA)
- Equity Action Council (EAC)

Students (5)

Executive Secretary (nonvoting)

Membership terms

-

Decision-making process

Consensus

Committee training offered

Meeting schedule

- Tuesdays, 10-30-11:45

Student Learning Outcomes Committee (SLO)

www.deanza.edu/slo/

Mission

The Student Learning Outcomes Committee works collaboratively with the College community to establish and institutionalize cyclical processes and procedures to define and assess student learning outcomes at the course and program level. Through collaborative dialogue the assessment of student learning outcomes enhances student learning, improves institutional effectiveness, advances student equity and promotes a culture of ongoing improvement.

Charge

- Collaborate with the Office of Staff and Organizational Development to plan, develop and deliver workshops on relevant topics including student learning assessment, program review, and teaching and learning strategies.
- Collaborate with faculty and staff in creating timelines and processes for implementing program, certificate and degree-level outcomes and assessment cycles.
- Coordinate with the office of Institutional Research to organize and implement the SLO/SSLO/AUO data gathering, tracking and reporting processes for course, program and institutional assessment.
- Collaborate with the Academic Senate and the Resource Allocation and Program Planning Committee to organize processes and timelines for SLO assessment efforts that integrate with the college's program review and resources allocation cycles.
- Conduct quarterly leadership planning meetings to collaboratively determine direction and implementation for college-wide Student Learning Outcomes and Assessment Cycle (SLOAC) processes.
- Attend conferences and workshops offered by the ACCJC, statewide Academic Senate, and other groups as requested and as needed.
- Coordinate meetings and provide progress updates at least monthly to the following: Office of Instruction, Office of Student Services, Curriculum Committee, Academic Senate, Accreditation Liaison Officer, Office of Institutional Research, Office of Staff and Organizational Development.
- Provide leadership, in collaboration with department chairs to facilitate the creation of timelines and processes that ensure organized efforts toward completing all three phases of the SLOAC process.

Committee Structure *Indicates Core Team Member

- Coordinator for Student Services and Administrative Units (appointed)
- Coordinators for Instruction 1-2 (appointed)
- Academic Senate President or designee (elected)
- Curriculum Committee Co-Chairperson or designee (appointed)*
- Professional & Organizational Development Director (appointed)*
- Supervisor of Instructional Research & Planning*
- Associate Vice President of Instruction

- Vice President of Administrative Services
- Associate Vice President of Finance and Educational Resources
- Accreditation Liaison Officer

Membership terms for SLO Coordinators

- The assignment will be a two-year (F, W, S) contract to be reviewed annually and will commence fall quarter 2010.
- Compensation for each coordinator will be approximately 2-3 classes per year (to be determined in consultation with the Vice President of Instruction).
- Summer work may be required; if so, it will be compensated through mutual agreement in addition to the Academic Year compensation.

Decision-making process

Consensus

Committee training offered

Attendance at seminars and workshops sponsored by ACJCC, workshops sponsored by the statewide Academic Senate and college workshops.

Meeting schedule

- SLO Core Team meets bi-monthly (day and time varies by quarter)

Technology Committee

<https://www.deanza.edu/gov/techcommittee/>

Mission

The Technology Task Force reviews proposals to purchase and install new technology products and solutions at De Anza on behalf of College Council. We answer questions from De Anza faculty, staff and administrators regarding the process for getting their technology products and ideas considered.

Charges and communication

- Develop and maintain a Strategic Technology Plan for
- De Anza College
- Prioritize campus technology initiatives in accordance with the
- De Anza College Strategic Technology Plan
- Present technology overviews to College Council from time to time
- Review technology proposals from a technical perspective and make recommendations to College Council
- Develop and maintain technology policies and make recommendations to College Council
- Coordinate with governance groups when appropriate
- Communicate with constituency groups
- Collaborate with ETS on design, implementation and maintenance of technology that affects instruction and administrative services
- Define a process for identifying college wide technology standards (for example course management systems, content management systems, iTunes U and similar)
- We communicate orally with that subset of our constituents who attend our monthly meetings, during those meetings. Faculty representatives who attend can then communicate back to their constituent groups the highlights of those meetings as they see fit.
- We publish monthly minutes of our meetings on the De Anza website. Our monthly agendas and minutes are freely available to all interested parties (not password-protected.)
- We also publish selected materials presented in our monthly meetings, either by one of our tri-chairs or by a member or guest visiting that monthly meeting.

Committee Structure

Co-Chairs

- Administrator (1)
- Faculty (1)

Membership

There are no official targets for breakdown by constituent groups because it is an advisory group to College Council. The composition of the 2017-2020 membership is as follows:

- Administrators (9)
- Faculty (5)
- Classified (4)
- Students (2)
- Bargaining Unit (1)

Decision-making process

Our preferred decision-making process is by consensus. When we are unable to reach a decision by consensus, we use an open voting process (show of hands) with a majority vote rule.

Committee training offered

None

Meeting schedule

- The third Wednesday of each month during the academic year - 2:30-4 p.m.

Affinity Groups

Asian Pacific American Staff Association (APASA)

<https://www.deanza.edu/apasa/>

Mission

Founded in 1990, the Asian Pacific American Staff Association (APASA) is an organization for De Anza College employees of Asian/Pacific American (A/PA) heritage and other interested staff members who support the goals of the organization. We aim to build the capacity of the Asian American Pacific Islander community by affirming identities and experiences through programming and policy advocacy.

Charge

APASA is governed by an APASA Steering Committee (ASC) comprised of active APASA members. The Steering Committee meets monthly to discuss AAPI related concerns, set directions for APASA, establish policies and procedures, form and approve budgets, etc.

Leadership

- Faculty Co-Chair
- Classified Co-Chair
- Secretary
- Treasurer

Membership

Members are self-identified Asian/Pacific American heritage and other interested staff members who support the mission of the organization.

Membership terms

Membership is open to all Asian/Pacific American identifying staff and to other individuals who support the mission of APASA. Meetings of the full membership happen quarterly at minimum.

Decision-making process

APASA is governed by a Steering Committee of interested and active APASA members that serve for two academic years. The Steering Committee membership is composed of nominated APASA members. The committee meets monthly to set operating procedures, set direction, form and abolish committees, and approve budgets.

Committee training offered

The Tri-Chairs shall serve a three-year term, so that there is one Tri-Chair that is mentoring the new Co-Chairs in the third year of their term for continuity.

Meeting schedule

APASA Steering Committee meets monthly; APASA full membership meets quarterly.

Black, Faculty, Staff and Administrators (BFSA)

<https://www.deanza.edu/bfsa/>

Mission

The Black, Faculty, Staff and Administrators (BFSA) of De Anza College is a network of faculty, staff and administrators who identify as Black, African-American, African, Afro-American or of African ancestry or descent, and those colleagues who support our causes and initiatives. Our mission is to:

1. **Promote cultural diversity** and positive race relations throughout the College community
2. **Create a climate** which is conducive to the well-being and professional aspirations of Black staff, faculty, students, and administrators
3. **Hold the College accountable** through direct lines of communication with the College leadership to keep issues of inclusiveness, diversity, and equity at the forefront of policy making
4. **Provide a mediating structure** for issues concerning Black faculty, staff, students, and administrators
5. **Provide beneficial information** and engagement opportunities for issues and events that are important to Black faculty, staff, and administrators
6. **Support initiatives** to recruit, provide formal and informal support, and create an environment for success that leads to long-term retention and growth of Black faculty, staff, and administrators
7. **Sensitize the De Anza College community** to the academic and professional needs of Black faculty, students, staff, and administrators arising from historical factors and institutional practices

Vision

The Black Faculty Staff, and Administrators (BFSA) network aspires to create a campus climate that is equitable, inviting, nurturing, and hospitable for Black faculty, staff, students, and administrators.

Leadership

- President
- Vice President
- Secretary
- Treasurer

Membership

- Membership is through an application process.
- Members are self-identified Black, African-American, African, Afro-American or African ancestry or descent and colleagues who support our causes and initiatives.

Membership terms

- Two-year timeline for elected leadership positions.

Decision-making process

- Decisions are made by a vote, or by consensus

Committee training offered

- Elected officers receive training and continuous mentoring

Meeting schedule

- Bi-weekly

De Anza Latinx Association (DALA)

www.deanza.edu/dala/

Mission

We are an organization committed to the nurturing and development of Latinx employees through personal support, community building/networking, professional mentoring, and transformative organizational development.

Charge

The De Anza Latinx Association will honor, cultivate, and leverage the collective power, contributions, inclusivity, and excellence of Latinx culture, knowledge, and wisdom.

Core Values

We aim to shape our institutional culture to reflect Latinx cultural values of prioritizing and uplifting our young people and caring about our impact on generations to come.

Goals and Objectives

- Social and cultural programming
- Networking and leadership Opportunities
- Annual professional development retreat
- Support student success and college equity efforts
- Annual Latinx Student Recognition and Transfer Graduation Ceremony
- ADELA scholarship fundraising

Leadership

- Tri-Chairs (1 faculty person, 1 classified professional, 1 administrator)
- Secretary
- Treasurer
- Committee Chairs (4)
 - Professional Development
 - Social & Cultural
 - Communications
 - Latinx Graduation Ceremony
- Steering Committee: The Co-Chairs, Secretary, Treasurer, Committee Chairs, and Past Co-Chair of the Association shall constitute the Steering Committee. The Past Co-Chair will serve as an ex-officio member of the Steering Committee.

Membership

Membership is open to current and retired De Anza College personnel. Members are self-identified Latinx, Hispanic, Chicanx, or Native American.

Membership terms

- 3 year – tri chairs
- 2 year – all other officers

- Academic year dues are a prerequisite to membership.

Decision-making process

- The one-member, one-vote principle shall apply to members.
- Non-paying members can participate but cannot vote.

Committee training offered

The Tri-Chairs shall serve a three-year term, so that there is one Tri-Chair that is mentoring the new Co-Chairs in the third year of their term for continuity.

Meeting schedule

The Fall quarter general meeting shall be known as the Annual Meeting and shall be for the purpose of presenting officers, report presentation by officers and committees, and for any other business that may arise.

The general meetings of the Association shall be held according to the association's annual calendar from July to June, inclusive, unless otherwise ordered by the Steering Committee or the Association.

Bargaining Units/Meet and Confer

Association of Classified Employees (ACE)

www.acefhda.org/

Mission

The purpose of ACE is to represent its members who are classified employees in Unit 1 employed by Foothill-De Anza Community College District (District) pursuant to the Educational Employment Relations Act, commencing with Section 3540 of the Government Code (EERA).

Charge

- To improve the wages, work hours and working conditions of all members
- To promote active participation of its members in the decision-making processes of ACE and the district
- To promote the economic, intellectual and social welfare of its members
- To represent members in all disputes with their employer

Committee Structure

- Negotiating Team (1 Foothill, 1 De Anza, 1 Central Services, 3 at Large, President)
- Source: <https://acefhda.org/about-us/constitution/> | 5.6 Negotiating Team

Standing Committees

- Constitution Committee
Source: <https://acefhda.org/about-us/constitution/> | Article 6 – Standing and Special Committees

ACE/Management Committees

- Chancellor's Advisory Council
- District Budget Advisory Committee
- Human Resources and Advisory Committee
- District Diversity and Equity Advisory Council
- 403b & 457 & Retirement Accounts Committee
- Contract Review Committee
- Negotiations

Decision-making process

The ACE Board decides on the policies and procedures of all ACE matters, including which issues or grievances to pursue by majority vote. The Membership input and vote is vital in the negotiations process, and the negotiations team strictly adheres to the membership's direction.

Committee training offered

- Formal steward training taught by the ACE attorney, are held when new stewards are elected or appointed. Additional steward trainings are held quarterly to provide ongoing guidance from the ACE attorney.
- Negotiators are given an orientation to the basic process of negotiations by the attorney and the Chair of Negotiations when they begin with the team. Their knowledge is also enhanced with each internal meeting as they go through the process.
- All other Board Members are trained one-on-one with the president of ACE in the ACE office, after being instructed to read the constitution and come with questions.

Meeting schedule

- ACE Board meetings are held on the 2nd Wednesday of every month. Closed Session, which is only open to the Board Members, is from 1:00-1:30 p.m. Open session is open to the members and the public and is scheduled from 1:30-2:30 p.m.
- Site meetings for all members are held on the 2nd Tuesday of every month on the De Anza campus and on the 4th Tuesday of every month on the Foothill campus. Meetings are held from noon – 1 p.m.
- Negotiations are scheduled by the Chair of Negotiations as needed during active negotiations.

Administrative Management Association

www.fhda.edu/ama/

Mission

The general purpose for which the Administrative Management Association is formed is to unify all elements of management in the district and on the campuses in order to consolidate common goals and objectives of persons identified as managers.

Charge

- With respect to students, the community college administrator has the responsibility:
- To provide and protect student access to the educational resources of the community college.
- To protect human dignity and individual freedom, and assure that students are respected as individuals, as learners and as independent decision-makers.
- To invite students to participate in the established shared governance processes.
- To protect students from disparagement, embarrassment or capricious judgment.
- To keep foremost in mind at all times that the college exists to serve students.

With respect to colleagues and staff, the community college administrator has the responsibility:

- To develop a climate of trust and mutual support through the established shared governance processes.
- To foster openness by encouraging and maintaining two-way communication.
- To encourage, support and abide by written policies and procedures and to communicate clearly to all staff members the conditions of employment, work expectations and evaluation procedures.
- To provide opportunities for professional growth.
- To provide due process with opportunity for appeal and review of employee evaluation.
- To challenge unethical behavior in a timely manner.

With respect to the governing board, the community college administrative board member has the responsibility:

- To keep the board informed so that it can act in the best interests of the district and public.
- To act in the best interest of the district.
- To be guided by the principles and policies established by the board.
- To represent the board in official statements only when formally designated to do so.

With respect to the profession, the community college administrator has the responsibility:

- To improve performance through participation in professional activities.
- To be informed about developments in education in general and in the community college in particular.
- To encourage and assist new professionals toward growth and effectiveness.

With respect to the community, the community college administrator has the responsibility:

- To remain continuously informed of the characteristics, preferences and educational needs of the local community.
- To be sensitive to individuals from different ethnic, cultural, and socioeconomic backgrounds.
- To encourage and stimulate communications with community groups.

Committee Structure

Leadership

- President
- President Elect
- Past President
- Secretary
- Treasurer
- De Anza Rep
- Foothill Rep
- Central Services Rep
- Webmaster

Membership terms

- Generally a one-year term
- Number of terms: not defined

Decision-making process

- Formal votes
- Consensus

Committee training offered

Informal training once a year

Meeting schedule

Once a quarter

Foothill-De Anza Faculty Association

fa.fhda.edu/

Mission

To create an outstanding work environment for all faculty that inspires academic and teaching excellence.

Charge

To represent faculty in all matters related to wages, hours or other terms and conditions of employment by:

- Exercising strong leadership and advocacy at the state level.
- Representing all faculty equally and by formulating professional policies through a democratically elected Executive Council.
- Developing and maintaining an Agreement with the District Board of Trustees that codifies the terms and conditions of employment.
- Preserving morale through a conciliation/grievance process that resolves personnel problems quickly and fairly.
- Providing prompt, accurate information and professional service.
- Keeping faculty informed through public meetings, regular publication of quality newsletters and bulletins and through Executive Council summaries and posting of Council minutes in division offices and on the FA website.
- Participating broadly in District shared governance and working cooperatively with faculty, staff, management and students to sustain and enhance Foothill-De Anza's reputation as one of the finest community colleges in the nation.

Leadership

- President
- Vice President
- Executive Secretary
- Associate Secretary for Part-time Faculty
- Chief Negotiator and assistant negotiators
- Grievance Officer and campus conciliators
- FA News Editor and full-time office manager
- The Executive Council appoints *officers annually.

Executive Council

- Full-time faculty (13 – 7 from De Anza and 6 from Foothill)
- Part-time faculty from within the District (4)

Office Terms

Council members – 2 year terms, no term limits

Membership

All district faculty are eligible to be members of the Faculty Association. Only members can vote on charges to compensation or the *Agreement*, and run for FA office or Executive Council seats.

Decision-making process

Formal votes are used to make decisions. A secret ballot is used when voting on the selection of officers or staff.

Organization training

The Faculty Association leaders organize a two-day retreat each winter for training and team building.

Meeting schedule

The Executive Council meets on the 1st and 3rd Wednesdays of the month during the academic year. Robert's Rules of Order are followed.

Teamsters Supervisors Unit

Mission

To ensure contractual rights of all members in the Supervisors Unit are being adhered to and followed.

Charge

- Negotiate all aspects of the Supervisors contract including pay and allowances and health and welfare benefits.
- Represent Supervisors in grievance process to ensure contractual agreements are followed and adhered to.
- Represent Supervisors on District and College Governance Committees.

Organization Structure:

Negotiations and Representation Team

- Lead Steward
- 3 Stewards from respective areas. (De Anza/Foothill/Central Services)

Decision making process

- Contractual changes require ratification meeting.
- Information gathering and direction to negotiations team is by consensus.

Organization training

- Training by Teamsters Local 853

Meeting schedule

Ratification and information meetings scheduled on as needed basis

Glossary

Section I: Budget Terms*

A Budgets

This is the cost of the permanent (full-time and part-time) contracted salaries and benefits of faculty and classified staff and other agreed upon expenses such as facilities rental, utilities, negotiated release time, etc.

B Budgets

B Budgets represent the discretionary funding for the college. They are used for supplies, casual/temporary hourly employees, other operating expenses such as repairs, postage, etc., and minor capital outlay purchases that are the college's obligation. They are distinguished from A budgets. The overall amount of the B budget is set through a historic formula by which the District allocates money to the campus. This amount is then augmented by the income that the campus generates. This campus-generated income includes sale of catalogues and schedules, registration enrollment fees, transcript fees and a host of other minor fees/revenues.

There is no separate allocation for Fund 114 capital budgets. The state allocates restricted money to the district for instructional equipment and scheduled maintenance. The amount of money varies year to year as determined by the state budget process. These instructional equipment funds and scheduled maintenance funds are recorded and spent in Fund 121 and Fund 40 respectively, because they are restricted by the state for specific purposes.

Base Apportionment ("The Base")

The total unrestricted general funding amount from the state.

In FY18/19 the state changed the funding formula to include low income and performance based funding. There is a stability provision that allows a district to receive the greater of the funding amount under the new formula or the funding based on FTES.

Budget Transfers

Budget transfers are used for transferring money from one account to another. The appropriate financial manager must sign off on it. Transfers cannot be processed from A budget to B budget or between funds (i.e. Categorical Fund 121 to the General Fund 114).

Campus Center Use Fee Fund 128

Revenue for this fund is generated by a mandatory fee for use of the Campus Center. The proceeds are used for the retirement of the certificate of participation, which financed the expansion and renovation of the building, and the payment for the repairs and replacement of facilities and personnel support of campus center operations.

Capital Projects Fund 40

This fund is used for funding directed toward major building projects, instructional equipment allocations and state scheduled maintenance projects.

Categorical Fund 121

This fund handles all the local, state and federal grants that are received by the college. Large grant programs would include SSSP (Student Success and Support Program), Equity, Basic Skills, EOPS, VTEA, Health Services and many other smaller programs.

Child Development Fund 30

This fund is established for the operation of the Child Development Center. The revenue comes from parent fees, as well as local, state and federal grants.

De Anza Associated Student Body (DASG) Fund 148

This fund records all the student body revenue from card sales, fund-raisers and flea markets. The revenues are used for the operations of the DASG, the clubs and support of the college.

Deficit Factor

Each year the state promises to fund the district with a certain dollar amount of BASE apportionment. Later, the state can impose a “deficit factor” which is essentially a percentage decrease in the promised funding. So, if a 1 percent deficit factor is imposed, our BASE would be reduced, and, in effect, we would only get \$4,636 (99 percent of \$5,151) per FTES instead of \$5,151. The district still serves the same number of students but gets less for doing it. Deficit factors are typically announced mid-year, after the budgeting has occurred. As a “just in case” measure, the district sometimes builds a deficit factor into our budget.

Enterprise Fund 148

This fund is established for the Bookstore, Food Services and maintenance of the Campus Center Building. It is designed to be self-sufficient so that revenues from the operations cover the costs of sales, labor and maintenance.

Expense Transfers

These transfer are used to move an expense for a specific transaction from one FOAP to another. Specific detail of the expense must accompany the transfer (i.e. a copy of the transaction in Banner reflecting the expense(s) to be transferred). The financial manager responsible for the FOAP where the expense will be charged must sign the transfer request form.

50 Percent Law

Fifty percent of all Unrestricted General Fund expenses must be spent on the direct cost of instruction (Ed. Code Section 84362). This provision drives some of the decisions on budget cuts. Currently, our percent spent on direct instruction is above the 50 percent required.

Financial Aid Fund 74, 75

These funds are used for federal and state financial aid programs, such as Pell Grants, SEOG, Cal Grants, etc.

Float

When a regular full-time employee resigns or retires from a position, the budget dollars left unused while the position is vacant are called float dollars. The district has an automatic procedure in place to move those dollars from the budget account to a campus-wide salary lapse

account. Classified float is the equivalent of the actual rate the incumbent was being paid at the time he or she left the position. Float dollars can be used to hire casual/temporary hourly replacements while the position is vacant. Certificated non-teaching positions also generate float in the same manner. In these cases, float dollars are converted into hourly teaching dollars until the position is refilled. Float can also be used for other discretionary purposes within the college besides salary backfilling. Unused float is added to the campus' carryforward balance at the end of each fiscal year.

Faculty Obligation Number (FON – also used in enrollment management)

Created when AB1725 passed, the FON is the number of full-time faculty that the district must employ. It changes as our CAP changes. The state calculates the FON proportioned to the CAP increase and informs the district as to what this number is each year. If we don't match or go over the FON, the state withholds funding from the district. The rationale for the withholding is to offset any savings the district would get by employing part-time faculty instead of hiring full-time faculty. The FON represents "true" full-time faculty, not FTEF, which includes part-time faculty load bundled together. Meeting the FON requirement is the reason why full-time faculty may be hired during program reductions and employee layoffs.

General Fund – Fund 114

This is the general operating fund of the district with revenue sources primarily originating from state apportionment and property taxes. Most fiscal activity that does not have a specified funding source resides in this fund.

Lottery

See FHDA Lottery Funds Guidelines below

Parking – Fund 125

This fund is established to receive revenue from the sale of parking decals and daily permits and fees from special events. The proceeds are then used to make payments on the parking structure loan, parking security officers and other parking lot maintenance costs.

Productivity Mode

This is an operating mode in which the district tries to serve its students as efficiently as possible. In this mode, sections are strategically offered to maximize student; generally classes below the minimum enrollment number of 20 are cancelled. Efforts are made via e-mails to get the students from cancelled classes to enroll in other open sections.

Professional Development Leaves (PDL) Backfill

The campus receives funds to backfill Professional Development Leaves (PDL) granted to certificated staff, and Staff Development Leaves (SDL) granted to classified staff. In these cases, the calculation on PDL and SDL backfill is slightly different than float. Classified SDL backfill is calculated at the part-time hourly rate equivalent to Step A of the salary range of the incumbent. This amount of money would be enough to hire casual/temporary hourly replacements. Certificated non-teaching and teaching PDL backfill is calculated at the part-time hourly rate (about 70% of the full-time rate).

Self-Sustaining – Fund 115

This is technically a sub-fund of the general fund, but the programs are expected to be self-sustaining. They have a source of revenue and are expected to pay for all their own expenses. The Reprographics Department is an example of a self-sustaining department that relies primarily on charge-backs from the college to operate.

Special Education/DSPS – Fund 122

This fund is set up for the special education programs of the college. It receives restricted income from the state for the programs as well as general apportionment funding generated by special education students in regular classes.

Workload Reduction

In the past this has occurred when the state makes proportional reductions in the district's CAP to reduce overall funding while still keeping the funding per FTES constant. In this case, the workload of the district is reduced and there will likely be fewer Article 7 assignments and perhaps program reductions. The number of students the district serves drops by the same percentage that state funding drops.

Federal Work Study Fund 123

This fund is used to channel federal financial aid dollars to qualified students on financial aid.

*sources: Budget Committee website (and Faculty Association Newsletter, 4/25/2011 (<http://fafhda.edu>))

FHDA Lottery Funds Guidelines

Lottery Funds are used for Instructional Materials (Supplies) Expenditures. This is not the same fund and has different criteria than the Instructional Equipment Fund.

Equipment: Tangible property with a purchase price of at least \$200 and a useful life of more than one year, other than land or buildings and improvements thereon.

Supplies (materials): A material item of an expendable nature that is consumed, wears out, or deteriorates in use.

Instructional Materials Expenditures

Proposition 20 states that Lottery funds are “for the purchase of instructional materials” and does not define instructional materials any further. However, it does reference Education Code Section 60010 (below).

California Education Code Section 60010

(a) "Basic instructional materials" means instructional materials that are designed for use by pupils as a principal learning resource and that meet in organization and content the basic requirements of the intended course.

... (h) "Instructional materials" means all materials that are designed for use by pupils and their teachers as a learning resource and help pupils to acquire facts, skills, or opinions or to develop cognitive processes. Instructional materials may be printed or non-printed, and may include textbooks, technology-based materials, other educational materials, and tests.

FHDA

The district further defines appropriate use of Lottery funds as follows: Materials are for in-class instruction. Students directly engage with the instructional material/software during course- or lab-work. Instructional material/software must be used to teach students skills or provide experience within the framework of the course

- Expenditures must meet already established guidelines for distinguishing between supplies and equipment
- Includes determinations of: useful life, contribution to the value of the district, cost, etc.

Technology and software-based materials can fall into multiple categories; instructors/deans should be prepared to provide additional explanation or validation of these purchases.

Section II: Enrollment Management Terms

Census

Students are counted about the third week of the quarter, known as “census week.” Full-Time Equivalent Student (FTES) is defined as 12 hours/week = 525 weekly student contact hours (WSCH).

Faculty Obligation Number (FON also used in budget terms)

Created when AB1725 passed, the FON is the number of full-time faculty that the district must employ. It changes as our CAP changes. The state calculates the FON proportioned to the CAP increase and informs the district as to what this number is each year. If we don’t match or go over the FON, the state withholds funding from the district. The rationale for the withholding is to offset any savings the district would get by employing part-time faculty instead of hiring full-time faculty. The FON represents “true” full-time faculty, not FTEF, which includes part-time faculty load bundled together. Meeting the FON requirement explains why full-time faculty is sometimes hired during program reductions and employee layoffs.

Headcount vs Enrollment

Headcount is distinct count of student. A student is counted only once in the respective time frame. Enrollment is duplicated; a student is counted for each class they are enrolled in within the timeframe. Example: A student enrolled in 4 classes in a quarter. The headcount is 1 and the enrollment is 4.

Full-Time Equivalent Faculty (FTEF)

Unit of measurement reflect faculty’s time on instructional activities (both full and part time faculty), excluding release and reassignment. The standardized unit allows users to make comparisons between colleges, divisions, departments and courses. FTEF is the sum of all quarters, including summer.

- Calculation: $(WSCH / 36)$; where 36 represents the total standard instructional contact hours per year for 1 full-time faculty.

- Example 1: A class meets 2 times per week and each meeting is 3 hours. $2 \times 3 = 6$ weekly hours / 36 annual hours = 0.167 FTEF.
- Example 2: Weekly instructional hours for faculty #1 is 6 hours, for faculty #2 is 9 hours, for faculty #3 is 12 hours and for faculty #4 is 12 hours. Total FTEF for these four faculty members, whether they were hired full or part time, is 1.08 FTEF $(6 + 9 + 12 + 12) / 36$.
- A typical full-time instructor is required to be in the classroom the equivalent of 36 contact hours over 3 quarters (e.g., teach 9 classes at 4 units each = 36 hours of instruction or 0.111 load per course x 9 courses = 0.999 load)

Full Time Equivalent Student (FTES) Computation

Unit of measurement applicable to all classes and all students and considers variations in course units and course contact hours. The standardized unit allows users to make comparisons between colleges, divisions, departments and courses. FTES is the sum of all quarters, including summer. FTES assumes that a full-time student is in class 15 hours per week.

- There are 11.67 weeks in a quarter (the state dictates there are 175 days of instruction in an academic year; $175 \text{ days} / 5 \text{ days per week} = 35$ weeks per year excluding summer quarter; $35 \text{ weeks per year} / 3 \text{ quarters} = 11.67$ weeks in a quarter.
- Calculation: $(\text{WSCH} \times 11.67) / 525$; where 11.67 represents the number of weeks in a quarter and 525 represents the standard contact hours per year for 1 full-time student enrolled in 15 units ($15 \text{ units} \times 11.67 \text{ weeks} \times 3 \text{ quarters in a year}$).
- Example: A class meets 2 times per week and each meeting is 3 hours. There are 20 students enrolled. The FTES for the class is 2.67 FTES $((2 \times 3 \times 20) \times 11.67) / 525$.

Full-Time Faculty Obligation (FTFO)

There is a state regulation that requires community college districts to hire a minimum number of full-time (FT) faculty each year. The district's FTFO is 516 (2010-11).

Load

The class "productivity" would be calculated as follows:

1. Assume that an Accounting 1A load factor equals .0830 for 1 quarter or .25 for the year (three quarters). (That is, the instructor would have to teach 4 of these classes per quarter, for three quarters to make up his or her full load for the year.)
2. If there were 140 hours of enrollment for that class for that quarter, / by .25 (quarter load factor of .0830 x 3 quarters) load factor for that class, the productivity = $560 \text{ WSCH} / \text{FTEF}$.

The financial impact on the district for changes in WSCH/FTE is enormous. For example, if the WSCH/FTE drops by 10 points from 530 to 520, the district revenue would be reduced by \$600,000.

Productivity

Unit of measurement used to inform budgeting and scheduling; conveys the relationship between WSCH and FTEF and measures the ratio between faculty and students. In general, the higher the PROD figure, the more students served by fewer faculty. The CCCC historically suggests a PROD goal of 525 is efficient for traditional academic calendars, but PROD goal is a local decision, varies based on negotiated seat caps, and is annually set by the district. The WSCH and FTEF used to calculate PROD includes all quarters, including summer.

- Calculation: $(WSCH / FTEF)$
- WSCH and PROD are annual rates, so to calculate PROD for one quarter, it must be divided by 3 to get the quarterly PROD for a course.
- Example: A class meets 2 times per week and each meeting is 3 hours for 6 contact hours. There are 20 students enrolled. $3 \text{ hours} \times 2 \text{ times per week} \times 20 \text{ students} = 120 \text{ WSCH}$. $120 \text{ WSCH} / 3 \text{ quarters} = 40 \text{ term WSCH}$. The load for the class is 0.166 ($6 \text{ contact hours} / 36$ where 36 represents the total standard instructional contact hours per year for 1 full-time faculty. Divide the term WSCH of 40 by the FTEF of 0.166 = 240 PROD
- Example: A class meets 2 times per week and each meeting is 3 hours. There are 20 students enrolled. The productivity for this class is 718 PROD ($120 \text{ WSCH} / 0.167 \text{ FTEF}$).

Full-time Load/Overload/Part-time Load

Full-time load reflects faculty assignment types 0 and 3 (on load, paid and non-paid). Overload reflects faculty assignment type 2. Part-time load reflects all other assignment types.

Workload Reduction

This occurs when, as part of a funding reduction, the state makes proportional reductions in the district's CAP to hold funding per FTES constant. In this case, the workload of the district is reduced and there will likely be fewer Article 7 assignments and perhaps program reductions. Still, this is the "better" option in budget cutting times: the number of students the district serves drops by the same percentage that state funding drops. The worse option is that the state cuts our budget and keeps the CAP the same, which means the district must serve the same number of students with less money.

WSCH Definition (Commonly pronounced as "wish")

WSCH is an acronym for weekly student contact hours. These types of calculations on an individual class roll up to the collegewide totals, where we convert to FTES and report to the state. We are paid on the basis of FTES by the state, so you will hear many references to "WSCH producing classes" because it drives so much of our district income.

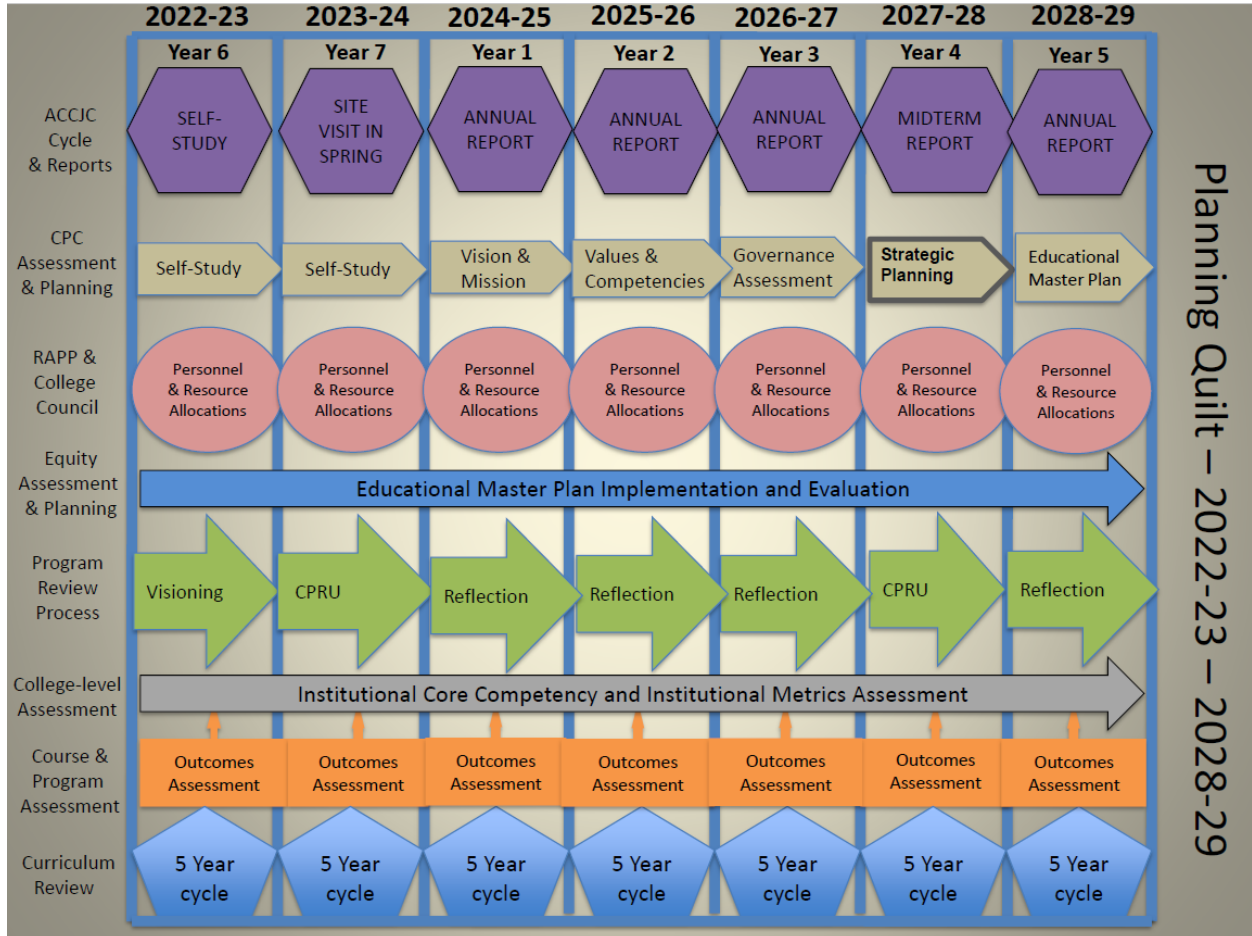
WSCH Computation

For an Accounting 1A class that meets 4 hours per week (4 unit class), and there are 35 enrollees at census date, the FTES would be computed as follows:

1. 35 enrollees multiplied by 4 hours per week = 140 hours of enrollment in the census week, which computes to 140 WSCH.

Section III: Institutional Planning

Seven-Year Integrated Planning and Resource Allocation Cycle



Section IV: Legal Framework/Basis for Governance

Governance Policies

More than 20 years ago, the California Legislature and the Governor approved AB 1725, which directed the California Community College Board of Governors to develop regulations that, among other things:

... ensure faculty, staff, and students (have) the opportunity to express their opinions at the campus level, and to ensure that these opinions are given very reasonable consideration, and the right to participate effectively in district and college governance, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards (70900.5).

Upon direction from the Legislature, the California Community College Board of Governors adopted Title 5 regulations to implement AB 1725. For faculty, these regulations are contained in section 51023 and again in section 53201 specifically for Academic Senates. Regulations pertaining to classified staff can be found in section 51023.5 and those pertaining to students are under section 51023.7.

The Board of Governors then directed each community college district Board of Trustees to adopt local policies and procedures to implement these Title 5 regulations. The FHDA Board of Trustees policies supporting the Title 5 regulations are contained in three sections:

- Board Policy 2222: Student Role in Governance
- Board Policy 2223: Role of the Academic Senate in Academic and Professional Matters
- Board Policy 2224: Role of Classified Staff in Governance

At De Anza College, participatory governance is grounded in the inclusion of faculty, staff and students in the decision-making processes. The inclusion of all constituent groups and varying viewpoints promotes effective collaboration in college planning. The Academic and Classified Senates, the Associated Students of De Anza College, and the collective bargaining units are all present at the highest participatory governance group, College Council. Two-way communication between the individual members of College Council and their constituent groups is critical for optimal functioning of the planning structure.

Section V: Effective Practices for Shared Governance

Checklist for Effective Committee Membership



Effective Committee Member Checklist

Do you...

- know the purpose of the committee?
- know the goals of the committee?
- know the committee composition?
- know the committee's procedures and ground rules?
- know the decision making process of the committee?
- know when the committee meets & have the calendar of meetings for the term or academic year?
- honor confidentiality within the committee and of your constituents, as appropriate?

Are you organized? Do you have all of the following?

- Have a binder or folder – dedicated to the work of this committee?
- Meeting agendas, notices and other materials sent to you with dates and in chronological order?
- Your notes from previous meetings
- Copies of notes that you've sent to your constituency after every committee meeting
- Reference materials

Closing the Loop

- Do you have all the e-mails and phone numbers of everyone in your constituency?
- Have you created a voice mail list of everyone in the group you represent?
- Have you created an e-mail list of everyone in your constituency?
- Have you blocked off time after every committee meeting that is dedicated to getting the committee notes BACK out to your group?

- Do you have a method to connect with your constituency so you can poll members if needed? (via phone or e-mail?)

As a committee member you have committed to...

- Attend every meeting
- Arrive on time or early
- Stay until the end of the meeting
- Listen with respect to all speakers
- Question positions, not people
- Represent your constituency
- Make clear if you are speaking for yourself or for a minority
- Ask Questions, & be concise & on-topic in your comments
- Not be silent if you disagree – voice your concerns
- Pay attention to group dynamics & how they work on a committee as well as what you add both personally and professionally to the group dynamic.

Role of a committee chair...

- Mentor new people
- Create and distribute a binder or folder with all pertinent material
- Set the agenda and keep track of where items are in the process re: information, discussion or action items
- Create a safe environment so all feel comfortable in voicing their concerns
- Know the basic tenets of running an effective meeting (timelines, agendas, facilitation)

IV Reza 11/5/10

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.

Student Learning Outcomes:

1. Students will develop skills in leadership and advocacy.
2. Students will understand how to work within a complex bureaucracy and be effective.

DASG will....

1. Make sure there is student representation for all the shared-governance committees.
2. Maintain a list of student representatives and their mentors by the DASG Vice President.
3. Check in regularly to ensure the process is functioning.
4. Offer trainings to student representatives.

Individual Student Representatives will...

1. **Receive annual trainings through DASG** 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 DASG Senate as needed.
4. Reach out to committee chair and request an appropriate mentor.
5. Connect with fellow students and speak on behalf of the students during the meetings.

Committees and committee chairs will...

1. **Model** positive communication and equitable leadership practices to create a safe space that is mindful and inclusive of students.
2. Be aware of the **impact power dynamics** have on students' comfort levels and encourage ongoing attendance and participation.
3. Establish a regular committee attendee (faculty, staff, or administrator) to serve as a **“shared-governance mentor”** to the student representative. The mentor should

have more than 3 months experience on the committee and be passionate about student empowerment. Their role is to:

- Work with the student to establish role and provide training.
 - Help the student feel welcome and supported.
 - Meet with the student before every meeting to answer any potential questions, explain the agenda items' impact on the student side, or give any background information if needed.
 - Sit by the student during the meeting to quietly answer questions and clarify material if needed.
 - Check in with the student after the meeting or on a regular basis.
 - Support student through troubleshooting if issues come up.
 - Understand their **role as mentors** for student leaders and model effective participatory practices.
4. Be mindful of the impact of items that should be sent to DASG 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 DASG, gather feedback and information, and return to meetings** with questions or feedback when needed.
 7. **Allocate agendized time** for students to provide updates from DASG Senate and report any appropriate student issues, asking questions if needed.
 8. **Remain in contact** with the DASG in the event the student representative stops attending, the committee meeting time or location changes, or if any other concerns arise.
 9. **Incorporate** these practices into bylaws or protocols.

Committee Revised: March 20, 2019

Adopted by De Anza Associated Student Body Senate: May 15,

2019 Adopted by Academic Senate: May 20, 2019

Adopted by Equity Action Council: May 23, 2019

Adopted by Classified Senate: May 28, 2019

Adopted by Instruction Planning and Budget Team: May 28, 2019

Adopted by Student Services Planning and Budget Team: June 20, 2019