

DeAnza College

Governance Handbook

Developed by

Governance Task Force (GTF)

Established by College Council, November 2010



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Maintained by
The College Planning Committee

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

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Introduction

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.

Our 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

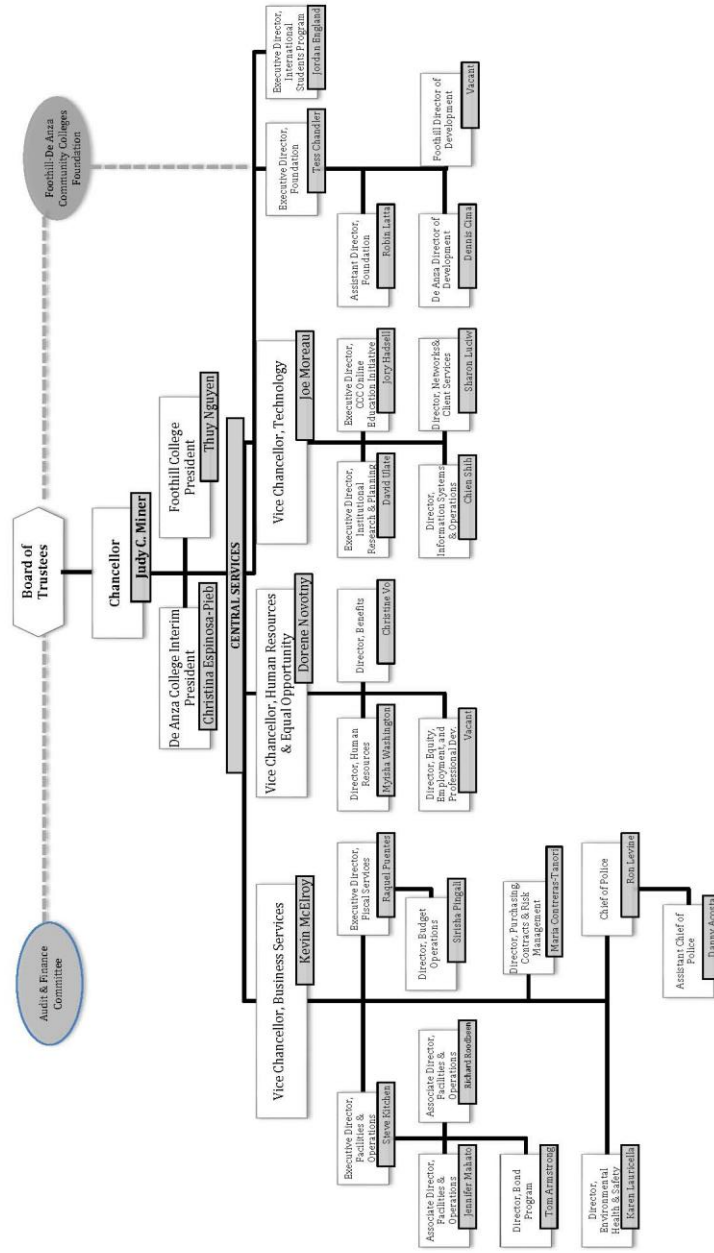
CIVIC ENGAGEMENT FOR SOCIAL JUSTICE

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.

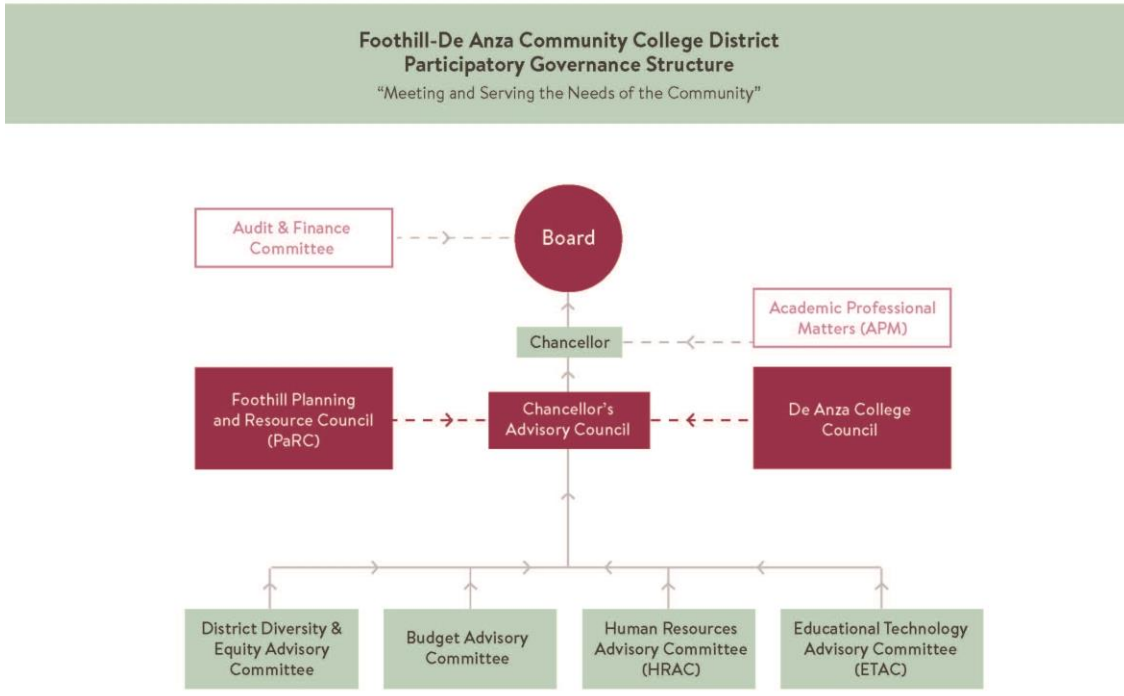
Figure 1. FHDA Organizational Chart

Foothill-De Anza Community College District



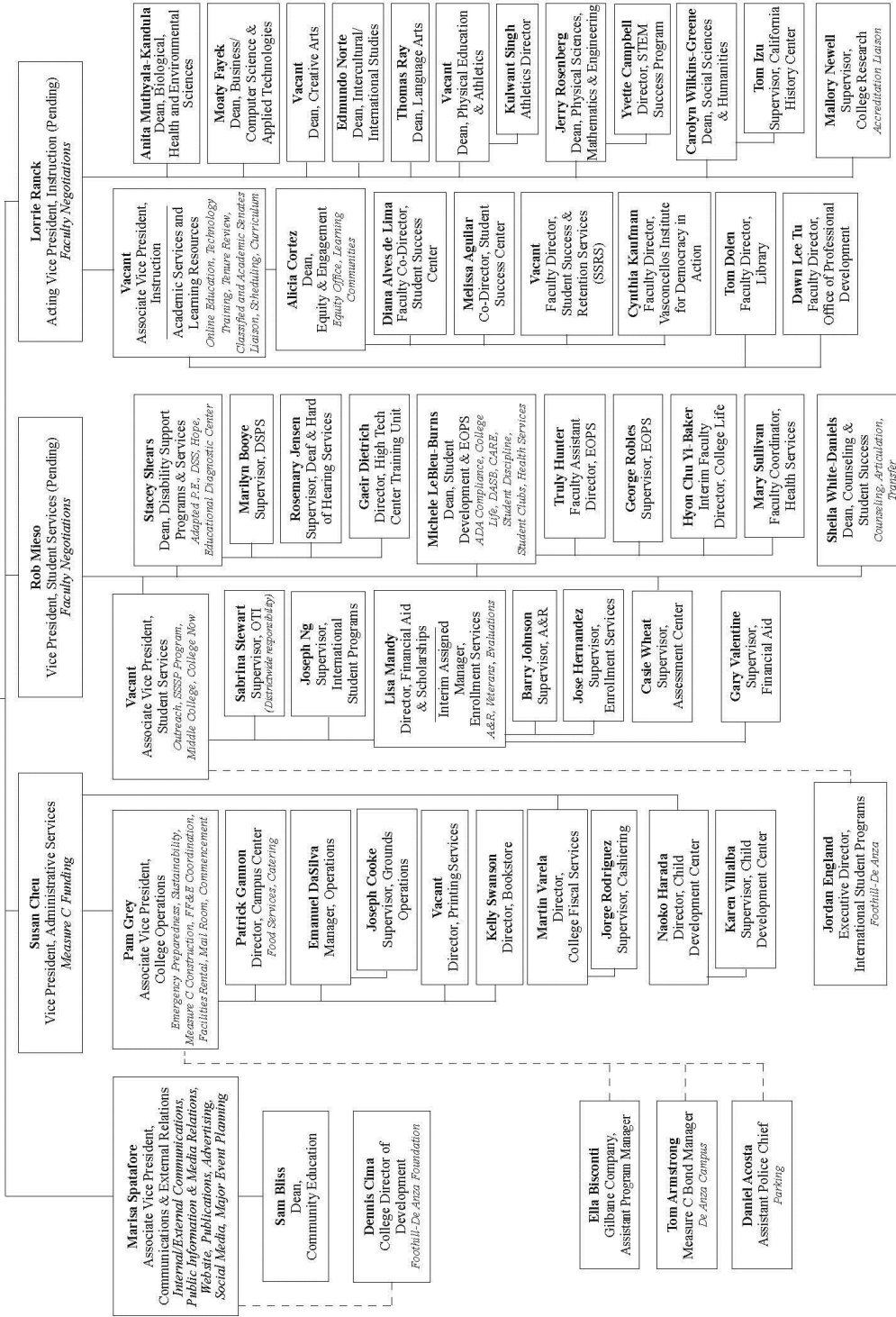
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Figure 2. FHDA Participatory Governance Structure



Created Fall 2016

Figure 3. De Anza Organizational Chart



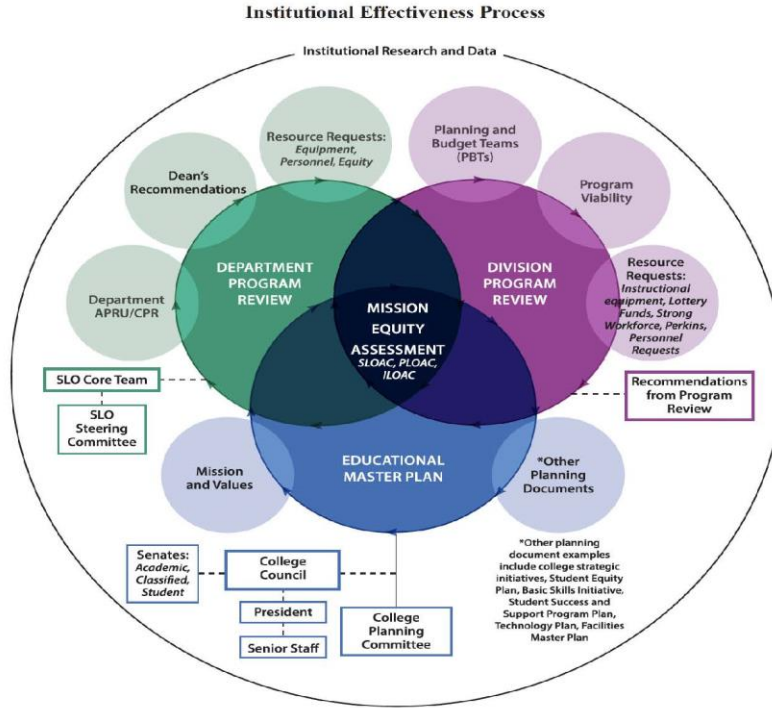
Basics of Decision-making at De Anza College

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 Finance and Educational Resources. 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 Six-Year Planning and Assessment 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. These organizations are represented on the three Planning and Budgeting Teams (PBTs): Instructional (IPBT), Student Services (SSPBT), Finance and Educational Resources (FERPBT), and the College Budget Committee. The college and district guiding documents, including learning outcomes assessment cycles, Program Review, and the Six-Year Planning and Assessment Cycle, inform the governance pathway. The PBTs and the College Budget Committee 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.

Figure 4. Institutional Effectiveness Process



Institutional Effectiveness Process

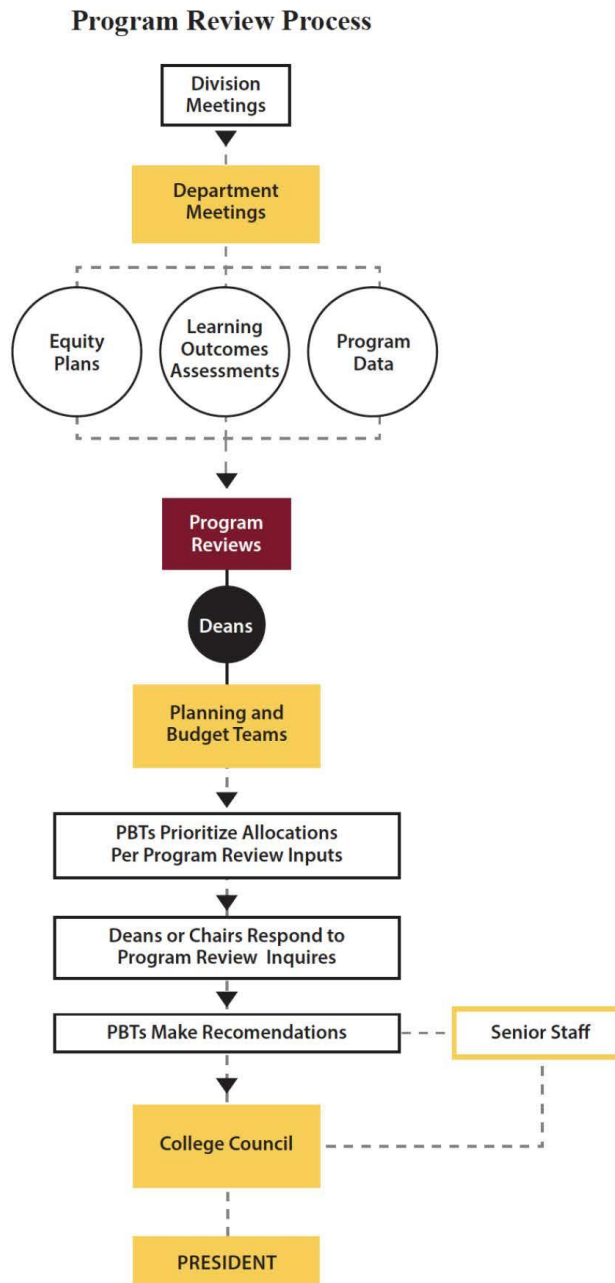
The institutional effectiveness process is driven by the Educational Master Plan (EMP) which includes the college mission with embedded Institutional Core Competencies and values, as well as four strategic initiatives, all within an equity framework. Supporting documents such as the Technology Plan and Facilities Master Plan demonstrably used an equity framework (Technology Plan: <http://link.deanza.edu/recs2>; Facilities Master Plan: <http://link.deanza.edu/recs2>).

The EMP also includes Institutional Metrics ranging from basic skills completion to student equity. The EMP is key to the Program Review process, as each planning and budget team 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 have entered Program Reviews into the TracDat system, which is now known as Nuventive Improve (Program Review Completion: <http://link.deanza.edu/recs3>).

The SLO coordinators are the central members of the SLO Core Team. As of winter 2018, there are two faculty instructional coordinators 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, vice president of the Academic Senate, the college researcher and a division dean. SLO coordinators are members of many shared governance groups, including Academic Senate, Curriculum Committee, Instructional Planning and Budget Team (IPBT), Student Services Planning and Budget Team (SSPBT), and the Technology Committee. The SLO Core Team works closely with each planning and budget team to ensure that all institutional processes include assessment of learning outcomes. As an example of this collaboration, the IPBT has included outcomes assessment in a document that it created to use during the winter 2018 budget reduction process. One of the criteria listed in the document is whether a program has completed its SLO assessments (Budget Reductions Criteria: <http://link.deanza.edu/recs4>).

Figure 5. Program Review Process



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 PLOs and their assessments. All programs and units – Instructional, Student Services and administrative – participate in Annual Program Review Updates and a Comprehensive Program Review in the sixth year of the 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 Program Learning Outcomes Assessment Cycle (PLOAC) assessments.

Many departmental discussions about student learning assessments are cited on the SLO webpage (SLO Documents List: <http://link.deanza.edu/recs5>). The individual planning and budget teams review every Program Review annually and follow up with targeted questions for clarification prior to allocating any resources based on the outcomes assessment justifications (IPBT Reviews: <http://link.deanza.edu/recs6>). Questions within the Annual Program Review Update (APRU) form require departments to demonstrate that they have completed a PLO cycle and have discussed the results and link the outcomes to the resource requests. See the program review process below.

Governance Group Descriptions

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
- 29 faculty members (including the three officers above)
- One Classified Professional liaison ex officio
- One student representing the DASB ex officio
- One faculty member ex officio from the FA

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.

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

Administrators elected by district administrators that choose to vote

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

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

- President
- Treasurer
- 3 Vice Presidents (De Anza, Foothill, Central Services)
- 4 Board Members (1 Foothill, 2 De Anza, 1 Central Services)
- 3 Chief Stewards (De Anza, Foothill, Central Services)
- Chair of the Negotiating Team
- Negotiating Team
- Recorder (appointed by the Executive Board)

Standing Committees

- Technology Support Committee
- Constitution Committee
- Membership
- Election Committee

ACE/Management Committees

- Chancellor's Advisory
- District Finance Budget Committee
- Benefits Committee
- HRAC
- Safety Committee
- Joint Labor Management Benefits Task Force
- 457 & Retirement Accounts Committee
- Wellness 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 is held once a year and taught by the ACE attorney. ACE also holds a steward's council once a month to provide ongoing guidance from its attorney and add to the training process.
- 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.
- Stewards meetings are scheduled the hour before Contract Review, usually the 1st Wednesday of every month at 2:30 p.m.
- Negotiations are scheduled by the Chair of negotiations as needed, since negotiations are not a continuous process, and usually at the end of a contract or annual "re-openers."

Campus Budget Team

www.deanza.edu/gov/campus_budget/

Mission

To share state budget, district budget and college budget information with constituency representatives

Role

The Campus Budget Team is an advisory body to College Council. The role and responsibilities of Campus Budget include:

- Present state, district and college budget information for campus review
- Communicate and disseminate annual and quarterly budget reports and updates for campus review
- Present overall budget picture to College Council
- Summarize the fiscal impact of statewide and districtwide initiatives to College Council
- Communicate with constituencies
- Share information from the District Budget Advisory Committee

Committee Structure

Co-chair

- VP Administrative Services
- Academic Senate President
- Administrative PBT (1)
- Instruction PBT (1)
- Student Service PBT (1)
- Faculty (2)
- Classified (3)
- Division Dean (1)
- Director College Fiscal Services
- Student (2)
- District Budget Representative (1)
- College Fiscal Services Staff (1)

Membership terms

Ongoing as long as approved by representative groups.

Decision-making process

Consensus

Committee training offered

- Reading and understanding banner reports
- Reading and understanding annual and quarterly reports

Meeting schedule

- 4th Tuesday of the month unless otherwise stated (Campus Budget meets during fall, winter and spring quarters but does not usually meet the first and last weeks of the sessions)
- 1:30-3 p.m.

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

- Associate Vice President, College Operations (Chair)

One year term of office

- DASB (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

Non-Voting Members (3)

- Associate Vice President, College Operations
- Campus Center Director
- Coordinator, College Life

Decision-making process

- Consensus

Committee training offered

None

Meeting schedule

- Meetings to meet not less than once each quarter and as needed.

- Meetings shall be called by the chairperson and scheduled at a time convenient to the board membership.
- Additional meetings may also be called at the request of three members; such request is to be made in writing to the chairperson, who may decline the request if s/he feels the meeting is unnecessary.

Campus Facilities

www.deanza.edu/gov/campus_facilities/

Mission

Reviews program/service proposals to determine the impact on current facilities and plans for new and/or expanded facilities.

Charge

- Make long-term recommendations for physical plant facilities including buildings, grounds and custodial care.
- Annually develop updated campus five-year plan as the basis for the district's plan.
- Approve modifications to facilities proposed by campus managers.
- Work with the district architect and the director of Plant Services to implement recommendations and plans.
- Make recommendations to appropriate budget development groups for funding of facilities.
- Coordinate with the Program Planning/Coordination Council when appropriate.

Committee Structure

- Associate Vice President, College Operations (Chair)
- District Representative (1)
- Faculty Representatives (2)
- Classified Representatives (3)
- Student Representative (1)
- Administrator (1)

Invited Guests:

- Campus Center Director
- DSS Representative
- Coordinator, DAC Health Services
- Grounds Supervisor
- Manager, Operations

Decision-making process

- Consensus

Committee training offered

None

Meeting schedule

- Committee shall meet not less than once each quarter and as needed.
- Meetings shall be called by the chairperson and scheduled at a time convenient to the board membership.

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 Body 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

Charge

- Proposes and recommends annual, multi-year goals, and college objectives to carry out goals that are clearly defined, easy to understand and realistic.
- Serves as the Accreditation Steering Committee.
- 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 and district budget proposals for funding.
- Advises the president, senates, DASB and other major college groups on policy development matters pertaining to planning, budgeting and accountability.
- Requests, considers and makes recommendations to the president on the proposals from decision-making teams.
- Enrollment, facilities and curriculum.
- Represents the college governance and decision-making constituencies in the collective body on district matters affecting De Anza College.

Committee Structure

Leadership: Co-Chairs (2)

- College President
- Academic Senate President

Membership

Administrators (2)

- Instructional Dean
- Student Services Dean/Director

Planning and Budget Teams Co-chairs (6)

- VP Administrative Services
- Co-chair Administrative Services
- VP Student Services
- Co-chair SSPBT
- VP Instruction
- Co-chair IPBT

Faculty Representatives (2)

- FA Rep
- Curriculum Chair

Classified (4)

- Classified Senate President

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

Student (3)

- DASB President
- Executive VP
- VP, Student Rights and Campus Relations

MSA (1)

- Faculty, Classified or Administrator
- Diversity Advisory Council Chair (1)

Non-voting members

- District Researcher
- Campus Researcher
- Marketing/Communications Director

Membership terms

Ongoing as long as approved by representative groups

Decision-making process

Formal votes

Committee training offered

Meeting schedule

- 2nd and 4th Thursday of the month unless otherwise noted
- 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.
- Publish the annual planning calendar (specific dates) through coordination with the various planning and budget teams
- 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 within the context of the Educational Master Plan review
- Evaluate governance and decision making structures and processes

Committee Structure

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

Membership (chosen by each constituency group)

- College Researcher (Chair)
- Member from the student learning outcomes team
- Classified member of the SSPBT
- Faculty member from the IPBT
- Administrative member of the Finance and Educational Resources PBT
- Administrator
- Classified Senate executive member
- Academic Senate executive member
- Student representative from the De Anza Student Body Senate
- College President

Membership terms

Annual

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

Second Thursday of each month – 1:20-2:30 p.m.

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 and procedures for curriculum submission and review.
- Maintains current, approved curricula through the Electronic Curriculum Management System (ECMS).
- Ensures that the college curriculum web page contains accurate and easily accessible information for everyone on any and 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.
- What the group plans to achieve or produce on an ongoing measurable basis=Outcomes
- 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.
- Time line 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
- 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 (required, voting members)

Membership terms

- 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 (ECMS, 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)

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

De Anza Associated Student Body Senate (DASB)

www.deanza.edu/dasb/

Mission

The DASB 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 DASB 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 9th week of spring quarter to the 9th week of the next year's spring quarter

Leadership

DASB Executive Advisory Committee

- President
- Vice President
- Legislative Affairs Officer
- Committee Chairs
 - Chair of Administration
 - Chair of Finance
 - Chair of Student Rights and Services
 - Chair of Marketing
 - Chair of Diversity and Events
 - Chair of Environmental Sustainability

Membership

General Election by school-wide student election

Membership terms

- 1 year
- No more than three 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 DASB 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 3:30 p.m. except for the first Wednesday of the month at 4:30 p.m.
- 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

Actively promote a climate of respect and appreciation for diversity and inclusiveness in all aspects of the college.

Charge

- To advise on diversity and affirmative action issues to the college shared governance groups.
- To advocate for the development and implementation of policies and procedures that will facilitate the success of our diverse student body.
- To advise on and actively promote the development and implementation of policies, procedures and a staff development plan that will facilitate 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 our entire campus.

Leadership

Co-chair – dean IIS and college president

Membership – volunteer, confirmed by respective senate

- Administrator (#)
- Faculty (#)
- Classified (#)
- Student (#)
- Bargaining Unit (#)

Membership terms

- Years (?)
- Number of terms

Decision-making process

Consensus

Committee training offered

Meeting schedule

Minimum one meeting per quarter to be arranged by membership

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 members of the Faculty Association.

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 fall 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.

Administrative Services Planning and Budget Team

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

Mission

The Administrative PBT provides leadership and coordination for the development and implementation of Administrative Services planning and budget processes that support the institutional mission; institutional core competencies; strategic initiatives; educational and facilities master plan and program review data.

Role

The APBT is an advisory group to College Council.

- Forward recommendations to College Council in support of managers' proposals for 1) Department initiation, expansion, consolidation and discontinuance 2) significant budgetary augmentation or reduction
- Review division's self-sustaining/enterprise/grant programs
- Facilitate collaboration of planning and budget discussions and decisions across other shared governance groups and Planning and Budget Teams.
- Communicate with constituency

Organization Structure

- Co-Chair- VP, Administrative Services
- Co-Chair- appointed by Classified Senate
- Faculty (1) appointed by Academic Senate
- Classified (2) appointed by Classified Senate
- Administrators (3)
- Student (1) appointed by DASB

Decision-making process

Consensus

Organization training – Members should be familiar with:

- The college goals and priorities
- Essential budget development concepts
- Reading and understanding Banner financial reports
- The use of relevant information technology with regard to financial data
- Essential budget development concepts

Meeting schedule

- Second Friday of the month unless otherwise noted
- 10:30-12:00 p.m.
- Administration Building Conf. Room 106

Instructional Planning and Budget Team, IPBT

www.deanza.edu/gov/IPBT/

Mission

The IPBT's mission is to oversee instructional programs, their planning processes and resources needs in relation to the college's mission and ICCs.

Charge

The IPBT will forward recommendations to College Council in support of faculty and their deans' proposals in the following areas:

- Program mix
- Program initiation, expansion, consolidation and discontinuance
- Hiring of Full-time faculty and staff related to instructional programs
- Significant budgetary augmentation or reduction
- The IPBT reviews its program review processes annually.

Committee Structure

Co-chairs

- Vice President Instruction
- Vice President Academic Senate

Membership

- Vice President Student Services
- Administrator (5)
- Faculty (5)
- Dean Academic Services (1)
- Classified (2)
- Student (1-2)

Membership terms

- Years (2) faculty confirmed my Academic Senate
- Number of terms (unlimited)

Decision-making process

- Formal votes – sometimes
- Consensus – sometimes

Committee training offered

None

Meeting schedule

Every Tuesday 3:30-5 p.m.

Multicultural Staff Association of the Foothill-De Anza Community College District (MSA)

Mission

The Multicultural Staff Association (MSA) functions in an advocacy role for multicultural issues including equity in hiring, student equity and campus/district diversity.

Charge

- Representative voice of all district multicultural staff organization in the district
- Advocate role for multicultural issues (hiring, student equity and campus/district diversity)

Leadership*

- President
- President-elect
- Secretary
- Treasurer
- Outreach Office
- Past president
- *One year term for officers

Membership

Open to all district employees

Membership terms

- Active members are defined as dues paying.
- Active members are able to vote and hold office.

Decision-making process

Formal voting – two-thirds (2/3) vote

Committee training offered

No formal training

Meeting schedule

Minimum of 1 MSA general meeting each academic year, TBA

Student Learning Outcomes Steering Committee (SLO)

www.deanza.edu/slo/

Mission

The foundational purpose of Outcomes/Assessment is to establish and institutionalize cyclical processes and procedures developed by the De Anza College professional community that will define and assess specific observable characteristics or outcomes. The purpose of ongoing assessment of outcomes is to promote and enhance student learning/achievement and improve institutional effectiveness and efficiency.

Charge

- Attend monthly leadership planning meetings to collaboratively determine direction and implementation for college-wide Student Learning Outcomes and Assessment Cycle (SLOAC) processes.
- Attend training conferences, workshops, etc. offered by the ACCJC, the Statewide Academic Senate, and other groups as requested and as needed.
- Coordinate with the Office of Staff and Organizational Development to organize and set up workshops/training, locate relevant resources, and identify resource persons, to help faculty more effectively find, evaluate and select assessment methods/models for measuring SLO/SSLO and AUOs.
- Coordinate meetings and provide progress updates at least monthly with any/all of the following: Office of Instruction, Office of Student Services, Curriculum Co-Chair, Academic Senate Officer, Accreditation Liaison Officer, Office of Institutional Research, Office of Staff and Organizational Development (usually in SLO Steering Committee Meetings).
- Provide leadership, in collaboration with Division Assessment Liaisons, to faculty in creating timelines and processes that ensure organized efforts toward completing all three phases of the SLO Assessment Cycle (SLOAC).
- 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/SAO data gathering, tracking and reporting processes for course, program and institutional assessment.
- Collaborate with Academic Senate and IPBT to organize processes and timelines for SLOAC efforts that integrate with the college's program review and resources allocation cycles.

Committee Structure

Faculty (7)

- Academic Senate President (elected)
- Faculty Senate (appointed)
- Academic Senate Vice President (elected)*
- Coordinator for Student Services and Administrative Units (appointed)*

- Coordinators for Instruction (appointed)*
- Curriculum Committee Co-Chairperson (appointed)*
- Professional & Organizational Development Director (appointed)*
- (*Indicates Core Team Member)

Classified (2)

- Classified Senate President
- Institutional Researcher

Administrators (6)

- Vice President of Instruction
- Vice President of Administrative Services
- Associate Vice President of Finance and Educational Resources
- Executive Director Instructional Research & Planning
- Accreditation Liaison Officer
- Associate Vice President of Instruction

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 De Anza College Workshops

Meeting schedule

- Steering Committee meets third Thursday of the month 3-5 p.m. (Day and time varies by quarter)
- SLO Core Thursdays 1:15-3 p.m. (Day and time varies by quarter)

Student Services Planning and Budget Team (SSPBT)

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

Mission

As a part of the college's governance structure, the SSPBT provides leadership and coordination for the development and implementation of Student Services planning and budget processes that support institutional strategic goals and priorities and the college's Educational Master Plan, Facilities Master Plan, and the Technology Master Plan.

Charge

- Facilitate the effective, efficient and timely Student Services program review, annual planning and budgeting processes.
- Develop a comprehensive annual plan for Student Services with clear goals, outcomes, budget projections, and a year-end review and evaluation process.
- Develop a process for establishing, implementing and communicating the funding priorities and resource allocation consistent with the Student Services, institutional strategic planning goals and the college's Educational Master Plan, Facilities Master Plan, and the Technology Master Plan.
- Coordinate with the Institutional Research Office to provide quantitative and qualitative data related to Student Services Programs.
- Establish and implement consistent decision-making criteria and evaluation priorities in matters concerning Student Services budget and resources.
- Facilitate collaboration of planning and budget discussions and decisions across other shared governance groups and Planning and Budget Teams.

Committee Structure

Co-chairs

- Vice President Student Services
- Committee elected person from within the committee

Membership

- Administrator (5)
- Faculty (3)
- Classified (3)
- Student (2)
- Bargaining Unit (2)
- At large, outside of Student Services (1)
- Confirmed/appointed by respective governance group

Membership(staggered) terms

- Two-year terms for all De Anza employees
- Term of DASB Students or Designees

Decision-making process

Voting Majority

Committee training offered

Orientation provided by committee chair each fall

Meeting schedule

First and third Thursdays of each month from 1:30-3 p.m., or as needed.

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 salary and health and welfare.
- Represent Supervisors in grievance process to ensure contractual agreements are followed and adhered to.
- Represent Supervisors on District 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 287
- Supervisors training through collaboration with District and Office of Staff Development

Meeting schedule

Ratification and information meetings scheduled on as needed basis

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

Tri-chairs

- Administrator (1)
- Faculty (1)
- Classified (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 2010-11 membership is as follows:

- Administrators (4)
- Faculty (7)
- Classified (12)
- Students (2)
- Bargaining Unit (1)

Membership terms

Membership is voluntary. There are no terms and no limits on service.

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.

Glossary

Section I: Advisory Groups, Councils and Committees

Administrative Management Association (AMA)

AMA is a “meet and confer” association that represents administrators in the district.

Campus Center Advisory Board

The Campus Center Advisory Board makes recommendations to the Campus Center administrative staff concerning major policy issues, facility renovations, the financial condition of the Campus Center, planned major facility and day-to-day operations changes.

Campus Facilities

The Campus Facilities Group reviews program and service proposals to determine the impact on current and proposed facilities, contributes to the Five-Year Facility Master Plan and makes long-term recommendations for physical plant facilities including buildings, grounds and custodial care.

College Environmental Advisory Group

CEAG is a committee that monitors and makes recommendations to appropriate individuals and groups regarding college and district policies relating to environmentally sound practices. CEAG embraces and fosters principles of sustainability as core values.

College Planning Committee (CPC)

The College Planning Committee (CPC) is a subcommittee of the College Council. Its purpose is to systematically review all aspects of the six-year planning cycle including calendar, mission, and governance.

Curriculum Committee

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 Title 5, Section 55002 and all other applicable regulations and requirements.

Diversity Advisory Council

The Diversity Advisory Council promotes a climate of respect and appreciation for diversity and inclusiveness in all aspects of the college.

Multicultural Staff Association (MSA)

The Multicultural Staff Association (MSA) functions in an advocacy role for multicultural issues that include equity in hiring, student equity and campus/district diversity.

Student Learning Outcomes Steering Committee (SLO)

The SLO Steering Committee ensures that the De Anza College has established and institutionalized cyclical learning outcomes and assessment cycle processes and procedures that implemented throughout the college.

Technology Committee

Technology Committee is an advisory group to De Anza's College Council regarding technology products and solutions.

Section II: 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 (DASB) 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 DASB, 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

This is the most misunderstood aspect of school finance. The bottom line is that we receive about \$3.1 million dollars each year from lottery revenues. This represents about 2.8% of our total income. The funds are discretionary and become part of the general Fund 14 revenue sources.

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>))

Section III: Collective Bargaining Units

Faculty Association (FA)

FA is a locally governed, independent association incorporated in 1977 by the faculty in this district to represent themselves pursuant to the California Public Employees Relations Act of 1976. FA and the Foothill-De Anza Board of Trustees collectively bargain decisions on salary, hours of work, academic calendar, hiring practices, class size and other terms and conditions of employment at Foothill and De Anza colleges.

Association of Classified Employees (ACE)

ACE is the exclusive bargaining representative for all classified workers holding those positions listed in Appendix E and all classified hourly workers holding those positions listed in Appendix E.1 of the ACE Agreement.

California School Employees Association (CSEA)

CSEA is the bargaining group that represents workers in the skilled trades and crafts.

Teamsters

Teamsters Local 287 is the exclusive bargaining unit for all supervisory positions in the district.

Section IV: 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.

Full-Time Equivalent Faculty (FTEF)

Full-Time Equivalent Faculty, a load of 100% (range of 95% to 105%) taught by one instructor (full-time) or several instructors (part-time).

Full Time Equivalent Student (FTES) Computation

In a quarter environment, during census week, to compute FTES you would do the following calculation:

1. There are 175 days of instruction in an academic year (the state defines this). This results in 35 weeks of instruction in an academic year (excluding summer quarter).
 $175/5 \text{ days per week} = 35 \text{ weeks per year}$. There are 11.67 weeks in a quarter (35 weeks per year / 3 quarters)
2. Multiply the number of hours a class meets per week (WSCH) for that quarter by 11.67 to project for the year.
3. Divide this by 525 to obtain the FTES.

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 WSCH/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

The term refers to the efficiency with which the district uses its resources. It is figured by dividing the quarterly WSCH by the quarterly FTEF. Because FTEF is also an annualized term, productivity can also be figured by dividing the WSCH by 3 times the Load Factor.

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 V: Institutional Planning and Governance Groups

Campus Budget Team

The Campus Budget Team recommends to College Council the adequate allocation of resources in support of the college as set forth by College Council; to support prudent budget management; and to identify unfunded and under-funded activities and needs.

College Council

The College Council is the governance body at De Anza that represents all stakeholders at the college (campus representative groups, advisory groups, constituent groups, and bargaining units) and provides recommendations to the college President.

Administrative Services Planning & Budget Team (APBT)

The APBT provides leadership and coordination for the development and implementation of finance and college operations planning and budget processes that support institutional strategic goals and priorities and the college's Educational Master Plan.

Instructional Planning & Budget Team (IPBT)

The IPBT provides leadership and coordination for the development and implementation of instructional planning and budget processes that support institutional strategic goals and priorities and the college's Educational Master Plan.

Student Services Planning & Budget (SSPBT)

The SSPBT provides leadership and coordination for the development and implementation of Student Services planning and budget processes that support institutional strategic goals and priorities and the college's Educational Master Plan.

Academic Senate

The Academic Senate represents full and part-time faculty in the formation of college and district policies on academic and professional matters. It exercises primary reliance on curriculum, general education and program specific degree and certificate requirements, grading policies, standards regarding student preparation and success, and policies for faculty professional development. Joint development (with the Board) areas include degree and certificate units, educational program development, governance structures, accreditation, policies for program review, and processes for institutional planning and budget development.

Classified Senate

The De Anza College Classified Senate represents all classified staff who choose to participate, regardless of classification, and who are not management or certificated, as defined by Education Code Section 72400 and Foothill-De Anza Community College District Board Policy 2610.1. Specifically, the De Anza Senate represents all classified staff members who work on the De Anza campus. The function of the Classified Senate is to participate in governance of De Anza College, to provide a centralized means of communication among classified staff and with the rest of the

college community, to actively promote professionalism with the Classified Senate, and to enhance staff development.

DASB

The De Anza Associated Student Body (DASB) 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.

Figure 6. Seven-Year Planning and Resource Allocation Cycle

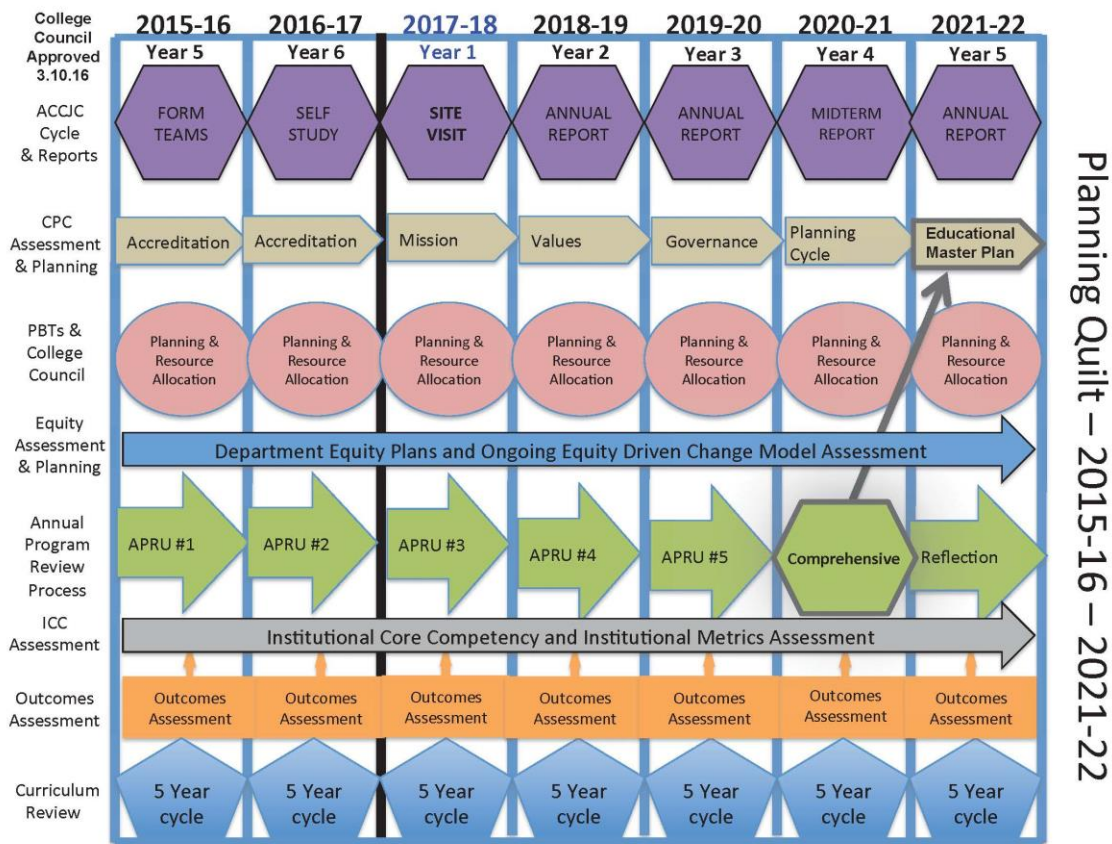
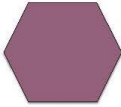


Figure 7. Description of the Seven-Year Planning and Resource Allocation Cycle

De Anza follows a 7-year planning and resource allocation cycle driven by our Educational Master Plan (EMP) – including an equity framework and our mission and values – which influences all college activities.

ACCJC Assessment and Planning



Includes the annual report and annual fiscal report due each March; the mid-term report due every four years in the fall; the self-study report due every 7 years in the spring and the site visit in fall 2017.

College Planning Committee (CPC) Assessment and Planning



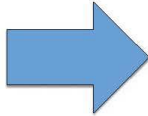
CPC coordinates and monitors all college planning processes including: reviewing the mission, values and EMP, assessing planning cycles, and monitoring/guiding the accreditation process.

Planning and Budget Teams (PBTs) and College Council



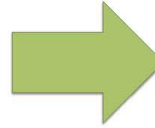
PBTs undergo annual planning and resource allocation through program review. The PBTs include Instruction, Student Services, and Finance and College Operations. Resources are voted upon within the PBTs annually and approved by College Council.

Equity Assessment and Planning



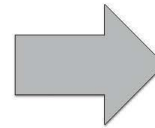
Departments complete and update equity plans annually – led by their equity teams. The CPC utilizes the Equity Driven Change Model and Rubric to assess the EMP and institutional metrics annually and report findings to College Council.

Annual Program Review Process



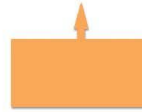
Annual program reviews (APRU) are completed by each department and/or program every 4 years with a comprehensive review (CPR) completed in year 5 followed by a year of reflection.

Institutional Core Competencies and Metrics Assessment



The college annually reviews its institutional learning outcomes (ILOs) culminating at the annual Convocation. The CPC annually reviews the institutional metrics and reports outcomes to College Council.

Outcomes Assessment



The college engages in annual student learning outcomes assessment for all programs and departments from the course level to the institution level. The APRU process is linked to outcomes assessment.

Curriculum Review



Course curriculum undergoes a review every 5-years and includes student learning outcome development and assessment.

Figure 8. Effective Committee Member Checklist



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)

Section VI. 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 VII: Learning Outcome and Assessment Terms

Administrative Unit Outcome (AUO)

The De Anza administration, faculty and staff work in concert to define and assess Administrative Unit Outcomes that are overarching, clear, and assessable statements that identify and define what a client/customer/student will be able to know, do or feel at the successful completion of a specific activity or process. In general, programs that do not directly work with students or play a non-academic role (Grounds, Custodial, Dining Services, Staff Development, Budget Office, Payroll, etc.) will conduct AUO assessment cycles.

Assessment Cycle (AC)

Each outcome (SLO/SSLO/AUO) needs to be assessed on an ongoing, cyclical basis. The AC consists of three Phases.

- **Phase I:** writing/updating of the outcome statement
- **Phase II:** assessment of the outcome statement based on data collected using an appropriate assessment method
- **Phase III:** reflection and enhancement where members of the assessment team reflect on the data collected to first analyze the data as well as reflect on the assessment process itself. The team will then determine if the outcome goal has been satisfied and decide on what enhancements are needed to improve the outcome results including the identification of resources that are indicated.

The term AC will appear at the end of SLO, SSLO, AUO, etc. indicating the complete cycle as opposed to just the outcome statement.

Institution Learning Outcome (ILO)

Institutional Learning Outcomes are aimed at assessing to what extent the Institutional Core Competencies (ICC) and Institutional Strategic Initiatives are being met. These are assessed through the process of mapping each program level outcome to one or more ICC or Strategic Initiatives. The ICC are also assessed through direct and indirect methods. The College Planning Committee (CPC) is charged with the oversight of these college-wide assessments.

Programs

Programs are currently defined as any area or department that conducted a Comprehensive Program Review (CPR) in 2008-09.

Program Level Outcome (PLO)

A PLO states what the student should be able to know, do, or feel at the completion of a program, certificate, or degree. These statements for certificates and degrees are included in De Anza's catalogue (see CLO/DLO). Course SLO statements are linked to PLO statements. Only instructional departments with certificates and degrees have PLO statements.

Student Learning Outcome (SLO)

The De Anza faculty define and assess Student Learning Outcomes (SLO) that are overarching, clear, and assessable statements that identify and define what a student is able to do at the successful completion of a specific course, program, activity, or process. These outcomes may involve a combination of knowledge, skills/abilities, and/or attitudes that display behavioral evidence that learning has occurred at a specific level of competency. The ongoing assessment of SLOs is specifically linked to the De Anza College mission, Institutional Core Competencies, program review, and the planning and budget process, including strategic and educational master planning efforts. All courses have SLO statements. A Student Learning Outcomes Assessment Cycle (SLOAC) is not complete until at least one assessment for each outcome statement for that course has been completed. During the process of the five-year curriculum

course revision, the assessments for the course's outcomes are reviewed.

Student Services Learning Outcome (SSLO)

The De Anza faculty, staff, and administration work in concert to define and assess Student Services Learning Outcomes (SSLO) that are overarching, clear, and assessable statements that identify and define what a student will be able to know, do, or feel at the successful completion of a specific program, activity, or process. In general, programs that directly work with students and/or play an academic support role (Financial Aid, EOPS, Outreach etc.) will conduct SSLO assessment cycles.

Revised 8/16/2018 MP