Standard III: Resources
The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources
[Note: Suggested length for Standard III.A is 10 pages.]

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard
[Insert response.] De Anza College assures the integrity and quality of its programs and services by employing administrators, faculty and classified professionals who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Board Policy BP 4130 Employment and Administrative Procedures AP 4130 District Hiring Procedures publicly state the procedures for recruitment. The college develops hiring criteria according to procedures developed by the Foothill-De Anza Community College District. As noted in AP 4130, the district is dedicated to finding “a qualified, diverse administration, faculty and staff dedicated to student success.” The district is committed to an open and inclusive hiring process that supports the goals of diversity and equal opportunity, providing equal consideration and opportunities for all qualified candidates. The goal of every hiring process is to select the qualified candidate who best meets the needs of De Anza’s students. All full-time positions at De Anza have detailed job descriptions. When a position is to be filled, a hiring committee reviews the description and uses it to develop a position announcement (link). Screening criteria and interview questions are developed by the search committee and approved by a trained Equal Employment Opportunity (EEO) representative, before applications are reviewed (District Hiring Manual link). Faculty are integrally involved in the hiring of new faculty, with numerous safeguards in place to ensure that hiring procedures are consistently applied. Faculty are involved in the selection of new faculty through a collaborative search and selection committee process in accordance with district procedure (Administrative Procedure 4130: link). Open faculty positions are determined by an annual ranking of new faculty positions by the Instructional Planning and Budget Team (IPBT) and approval by College Council (IPBT Faculty Hiring: link; CC Minutes link). Search committees normally include a majority of tenured faculty who are experts in the discipline of the position being filled, or a closely related discipline. Following review and assessment of candidates by the search committee, the top candidates are then referred to a selection committee for second-level interviews and selection. The selection committee is generally composed of the president as chair, the appropriate vice president, the search committee chair, the equal
opportunity representative from the search committee and as many faculty from the search committee as possible, with a minimum of one faculty member participating in the selection committee (District Hiring Manual link). Positions are advertised according to district procedures for recruitment and advertising (Administrative Procedure 4130 link). There are hiring procedures for each of the main employee groups on campus: faculty, part-time faculty, administrative, classified and temporary. Permanent faculty and administrative positions are advertised for a minimum of six weeks, classified openings for a minimum of three weeks. In unusual or extenuating circumstances, the time frame for faculty or administrative positions may be reduced to not less than four weeks with approval from the president and the vice chancellor of Human Resources and Equal Opportunity. As the college is committed to finding the best possible candidates, as well as providing equal opportunity to a diverse candidate pool, position announcements are sent to colleges, universities and appropriate organizations related to the applicable discipline. Positions are advertised locally, regionally or nationally as appropriate, with listings posted online and in professional journals and related publications as recommended by the search committee, department faculty and the president (District Hiring Manual link). In addition, department or program faculty and administrators may contact appropriate organizations to assist in identifying qualified candidates and to disseminate information regarding the position. The district also recruits at job fairs. The campus verifies the qualifications of its applicants and newly hired personnel in accordance with district hiring procedures and board policies on faculty hiring (Administrative Procedure 4130 link; Board Policy 4135 link). At a minimum, applicants must include a diversity statement and meet the minimum qualifications, educational requirements and any legal qualifiers established by the district’s human resources department to comply with applicable federal, state and district regulations. In addition, the state of California establishes minimum qualifications for every faculty discipline area. Board policy requires that faculty meet minimum qualifications as established by the Statewide Academic Senate for California Community Colleges (Board Policy 4135 link) De Anza conducts equivalency review to evaluate faculty applicants with degrees from non-U.S. institutions, in accordance with district hiring procedures Administrative Procedure 4130 and board policies on hiring and equivalency (Board Policy 4135 link Board Policy 4140 link). Educational requirements are determined by the department or program in accordance with Education Code Section 87356. Additional desirable qualifications that are job related and support the responsibilities of the position may also be included; these qualifications are monitored by the district vice chancellor of Human Resources and Equal Opportunity for adverse impact related to the needs of the position and district. The college ensures that the qualifications for each position closely match specific programmatic needs, using methods in accordance with district hiring procedures (Administrative Procedure 4130 link and board policy link). Minimum qualifications or equivalents, as established by the Statewide Academic Senate and adopted by the Board of Governors of the California Community Colleges, are used as the minimum qualifications for each faculty position (District Hiring Manual link). The position announcement may also include preferred qualifications that reflect education, experience and expertise that would enhance an applicant’s ability to meet the unique requirements and responsibilities of the position and the needs of a diverse student population. After a rigorous interview process, comprehensive reference checks are conducted (District Hiring Manual link). The college has safeguards to ensure that hiring procedures are consistently applied, in accordance with district procedures (Administrative Procedure 4130 link). These safeguards include a defined search and selection committee process, use of an equal opportunity representative on each committee, and clearly defined expectations and instructions for committee members. These are detailed in the various hiring procedure guidelines (Administrative Procedure 4130 link). All faculty, staff and administrators involved in hiring committees receive training on equal opportunity, diversity and the employment process for each search committee on which they serve. The responsibilities of the committee are clearly defined and enforced by the equal
opportunity representative. Faculty members are hired for their disciplinary expertise and ability to teach in a variety of pedagogical modalities. Competence in delivering online education may be considered as part of the “preferred qualifications” and evaluated accordingly by the hiring committee. Faculty members also receive comprehensive training should they choose to teach online courses (Canvas Training Schedule link). In all cases, however, the campus hires faculty in accordance with district hiring procedures (Administrative Procedure 4130 link). The department or program determines educational requirements in accordance with Education Code Section 87356. Additional desirable job related qualifications to support the responsibilities of the position might also be included. The vice chancellor of Human Resources and the equal opportunity representative review the qualifications to check for adverse impacts related to the needs of the position. The college does not have separate criteria for online education instruction; it determines whether an applicant is well qualified in the field by following district procedures for position announcements (Administrative Procedure 4130 link). The college has not formulated specific selection criteria for online competencies generally, although competence in online instruction may be considered as part of the hiring process dependent upon discipline, and on department and division hiring processes. Any instructors teaching an online course are required to complete training prior to instruction (Canvas Training Schedule link). The position announcement may also include preferred qualifications reflecting education, experience, and expertise that would enhance an applicant’s ability to meet the unique requirements and responsibilities of the position and the needs of a diverse student population. When a position will have a focus on online learning, the search committees may include tenured faculty who are experts in the applicable discipline or a closely related discipline and have online teaching experience (District Hiring Manual link). Ultimately, faculty members are hired for their disciplinary expertise and ability to teach in a variety of pedagogical modalities.

Analysis and Evaluation
[Insert response.]
The college meets this standard. It has numerous policies and procedures in place to ensure that it hires administrators, faculty and staff who are well qualified for their position. These policies and procedures are publicly posted and available to both hiring committee members and candidates. The high standards followed by the campus ensures hiring of personnel that are not only qualified for the position but also understand the college’s mission and goals.

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard
[Insert response.] The college follows district hiring procedures to ensure that faculty members have adequate and appropriate knowledge of their subject matter (AP 4130 Faculty Hiring Procedures http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2). In addition to standard hiring requirements, position announcements may include preferred qualifications reflecting education, experience and expertise that would enhance an applicant’s ability to meet unique requirements and responsibilities of the position, along with the needs of a diverse student
population. Minimum qualifications or their equivalents, as established by the Statewide Academic Senate and adopted by the Board of Governors of the California Community Colleges, are used by the department or program faculty as the minimum qualifications for each faculty position. Reference and background checks are performed as part of the hiring process (AP 4130 Faculty Hiring Procedures http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2). The college uses several methods to define and evaluate effective teaching in its hiring processes, and to judge the effectiveness of those teaching skills (AP 4130 Faculty Hiring Procedures http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2). In addition to the interview process, the college evaluates the content of the application and uses demonstrations, tests and reference checks to determine a candidate’s effectiveness. The candidate is evaluated on the subject matter and demonstration of teaching, counseling or librarianship skills. Demonstrations should reflect the candidate’s ability to meet the needs of the position. The search committee evaluates the effectiveness of each candidate by evaluating the responses to questions and coming to a consensus in accordance with the hiring process evaluation tool (AP 4130 Faculty Hiring Procedures http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2). Faculty are hired for their disciplinary expertise and ability to teach in a variety of pedagogical modalities; they often teach online education courses as well as face-to-face classes. While not specifically identifying online expertise, the college identifies faculty expertise in the applicable discipline in accordance with district hiring procedures (AP 4130 District Hiring Procedures http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2). The position announcement is developed through a collaborative process involving the department or program faculty. Job-related interview questions are designed to distinguish candidates who will best meet the needs of the department and the student population. Subject matter and instructional formats may be included in the demonstration of teaching (AP 4130 Faculty Hiring Procedures http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2). In addition, training in using the course management system and instructional design and compliance is required prior to teaching an online course (Canvas Training Schedule: Canvas Certification Training). The college uses a collaborative search committee process to analyze, discuss and determine the qualifications of faculty and staff, including those involved in online education. The position announcement is developed through this process, which involves the department or program faculty. Job-related interview questions are designed to distinguish candidates who will best meet the needs of the department and students. Subject matter and various instructional formats may be included in the demonstration of teaching (AP 4130 Faculty Hiring Procedures http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2). The college determines the effectiveness and teaching skills of faculty candidates, including candidates for positions involving online education, through the use of demonstrations, interview questions, tests and reference checks. Candidates are evaluated on their applications; knowledge of subject matter, demonstration of teaching skills; and experience. Teaching demonstrations reflect the candidate’s ability to meet the needs of the student population. The search committee judges the effectiveness of each candidate, according to the job description and the candidate’s ability to meet instructional needs, as prescribed by district procedures (AP 4130 Faculty Hiring Procedures http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2

Analysis and Evaluation
[Insert response.] The college meets this standard and Eligibility Requirement 14. The protocol for hiring faculty ensures that the candidate selected has the background and skills in the applicable subject matter. The active participation of the search committee in the hiring process ensures that the
candidates recommended to move forward are the best choice for the position and for students.

3. **Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.**

**Evidence of Meeting the Standard**

[Insert response.] De Anza’s administrators and other employees responsible for educational programs and services are sufficiently qualified to perform the duties required for institutional effectiveness and academic quality. District hiring guidelines ensure that new employees meet campus standards required for both technical and institutional goals (AP 4130 District Hiring Procedures [http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2](http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2)). All full-time positions at De Anza College have detailed job descriptions that are reviewed by the hiring committee and used to develop position announcements. Jobs are normally advertised for a minimum of six weeks for administrators and three weeks for classified professionals, with positions advertised locally, in professional publications and online. Screening criteria and interview questions are developed and approved by a trained equal employment opportunity representative before the search committee reviews applications (AP 4130 District Hiring Procedures [http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2](http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2)).

**Analysis and Evaluation**

[Insert response.] The college meets this standard. Processes and procedures are in place to ensure that job descriptions meet the needs of the department and that the candidate not only possesses the desired qualifications but also understands the missions and goals of the college and the needs of the students.

4. **Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

**Evidence of Meeting the Standard**

[Insert response.] The college verifies the degrees and other qualifications of applicants and newly hired personnel in accordance with district hiring procedures and policies (AP 4130 District Hiring Procedures [http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2](http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2) BP 4135 Faculty Hiring Qualifications [http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TUSQV70A1FF](http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TUSQV70A1FF)). Minimum qualifications include a diversity statement, educational and experiential requirements, job- specific minimum qualifications and any federal, state or district legal requirements (District Hiring Manual [https://hr.fhda.edu/careers/b-hiring-manual-process-and-policies.html](https://hr.fhda.edu/careers/b-hiring-manual-process-and-policies.html)). Search committees are given very specific responsibilities to ensure that the candidate not only meets the minimum qualifications of the position, but also includes equity and diversity concerns in its evaluation. Faculty hiring also includes specific evaluation of teaching skills (District Hiring Manual [https://hr.fhda.edu/careers/b-hiring-manual-process-and-policies.html](https://hr.fhda.edu/careers/b-hiring-manual-process-and-policies.html)). Degrees from non-U.S. institutions are evaluated in accordance with district hiring procedures (AP 4130 District Hiring Procedures [http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2](http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2) and board policy on equivalency (BP 4140 Equivalency [http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TUSRE70C4FB](http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TUSRE70C4FB)). Equivalency is
established through the use of professional equivalency review companies (District Hiring Manual https://hr.fhda.edu/careers/b-hiring-manual-process-and-policies.html). The college verifies that the hiring processes yields highly qualified employees in accordance with district hiring procedures (AP 4130 District Hiring Procedures http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2). Specifically, the college uses the application materials, demonstrations, interview questions and tests, and checks references to determine a candidate’s qualifications. The candidate is evaluated on the subject matter, demonstration of teaching skills and experience. Teaching demonstrations should reflect the candidate’s ability to meet the needs of the position. The search committee evaluates the effectiveness of each candidate based on the job description and the candidate’s ability to meet the needs of the department (District Hiring Manual https://hr.fhda.edu/careers/b-hiring-manual-process-and-policies.html). The college uses a collaborative search committee process to analyze, discuss and determine the qualifications of faculty and staff involved in online instruction. Faculty position announcements are developed through a collaborative process involving the department or program faculty. Job-related interview questions are designed to distinguish candidates who will best meet the needs of the department and students (BP 4130 Employment http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TUSLS704E9D).

Analysis and Evaluation
[Insert response.] The college meets this standard. Degrees held by faculty, administrators and classified employees are verified as being from accredited institutions. This rigorous process ensures that the institution hires highly qualified individuals that will benefit the college and assist in meeting its goals.

5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard
[Insert response.] The college follows district policy and processes to assure that evaluations lead to improved job performance. The board of trustees authorizes the administration to conduct evaluations and notify those being evaluated of any resulting recommendations to the board (BP 4135 Faculty Hiring Qualifications http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TUSQV70A1FF). The board recognizes that a highly successful college must have staff members who not only are competent in all areas, but also have connection and dedication to the philosophy, objectives and total program of the college and the district. Conduct and accomplishments that support these goals are included with other criteria when making evaluative recommendations. The district has developed specialized evaluation processes for each personnel group on campus: administrators, faculty, and classified professionals (Administrative Performance Appraisal https://hr.fhda.edu/_downloads/AdminEval06.pdf; Tenure Review Handbook https://hr.fhda.edu/_downloads/19-22 Tenure Review Handbook_FINAL.pdf; Classified Evaluation Form https://hr.fhda.edu/_downloads/ACE%20ClassifiedPerformanceEval%20Revised16.pdf; Classified Evaluation Instructions https://hr.fhda.edu/_downloads/ClassifiedPerformanceEval.pdf#2). For example, the faculty tenure process includes evaluations by a five-member committee that includes
review of classroom performance, student respect and progress, respect for colleagues, and professional contributions and growth (Faculty Association Agreement https://fafhda.org/agreement_main.html). Personnel evaluations are one of the tools the college uses to assess the quality of the services provided to the students. Evaluations document the strengths and weaknesses of employees. This information assists the college in identifying areas of improvement in accordance with the college’s mission statement, values and effectiveness (Mission and Values https://www.deanza.edu/about-us/mission-and-values.html). Evaluation criteria are designed to measure the effectiveness of personnel in performing their duties. Evaluations cover the performance of assigned duties, participation in institutional responsibilities and other activities appropriate to the employee’s expertise. Administrators use the evaluations to assess the quality of service provided to students, as well as to document the strengths and weaknesses of personnel Administrative Performance Appraisal https://hr.fhda.edu/_downloads/AdminEval06.pdf; Faculty Tenure Review Handbook https://hr.fhda.edu/_downloads/19-22 Tenure Review Handbook_FINAL.pdf; Classified Evaluation Instructions https://hr.fhda.edu/_downloads/ClassifiedPerformanceEvaluat.pdf#2; Classified Evaluation Form https://hr.fhda.edu/_downloads/ACE%20ClassifiedPerformanceEval%20Rev616.pdf). This information assists the college in identifying areas of improvement in accordance with the college’s mission statement, values and effectiveness. Personnel with duties related to online education are subject to the standard district evaluation process, in accordance with board policy (BP 4135 Faculty Hiring Qualifications http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TUSQV70A1FF). The evaluation criteria measure the effectiveness of personnel in performing their duties, as well as participation in institutional responsibilities and other activities appropriate to their expertise. These evaluations are used to assess the quality of the services provided to students and to document the strengths and weaknesses of personnel (Administrative Performance Appraisal https://hr.fhda.edu/_downloads/AdminEval06.pdf; Faculty Tenure Review https://hr.fhda.edu/_downloads/19-22 Tenure Review Handbook_FINAL.pdf; Classified Evaluation Form https://hr.fhda.edu/_downloads/ACE%20ClassifiedPerformanceEval%20Rev616.pdf; Classified Evaluation Instructions https://hr.fhda.edu/_downloads/ClassifiedPerformanceEvaluat.pdf#2). In addition, the college has been conducting a pilot of a student evaluation process through the online course management system to ensure that a diverse range of students have a voice in assessing the effectiveness of instruction in online courses. The online student evaluation form and process closely mirrors the face-to-face version. (III.A.5-6 Student Evaluation for Online: http://link.deanza.edu/IIIAS-6). Evaluation processes are used to identify areas of improvement for all areas of responsibility, including duties related to distance education activities. The Online Education Advisory Committee has developed a checklist (III.A.5-7 Online Course Checklist: http://link.deanza.edu/IIIAS-7) to assist new faculty in determining their readiness for online teaching (II.A.2-9 Online Education Advisory Committee: http://link.deanza.edu/IIIA2-9).

Analysis and Evaluation

[Insert response]. The college meets this standard. Personnel are systematically evaluated at regular intervals using established criteria to assess their performance. Evaluations are meant to not only assess current performance but also provide an opportunity for improvement and, as required, the identification of training needs for future professional development. Efforts are made to create a process that is of value to the employee, department and campus.

6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and
Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

7. **The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)**

Evidence of Meeting the Standard

[Insert response.] The college uses the program review process to determine appropriate staffing levels for each program and service. Program review is a constant means of self-assessment for the performance of each department and division. In addition to assessing past or current accomplishments, the process helps identify current and future needs, while providing a framework for development when funding becomes available (Program Review https://www.deanza.edu/gov/ipbt/program_review_files.html). Similarly, the college also uses the program review process to determine appropriate staffing levels for each program and service involved in offering distance education. Departments use the process to request additional full-time positions. Division deans work with department chairs to determine the appropriate level of staffing for online courses, based on student demand. Demand for online courses continues to grow at the college. The need for part-time faculty may also arise from this analysis (I.A.2-14 IPBT Program Review: http://link.deanza.edu/IA2-14). The college also uses program review to determine the level and organization of administrative and support staffing for online education. In spring 2016, the college submitted a Substantive Change Proposal that further evaluated the current status and future needs of its online education offerings. In particular, the proposal analyzed support needs in addition to instructional requirements, to ensure that the online instruction would meet the same high standards as traditional courses (I.A.1-12 Substantive Change Proposal: http://link.deanza.edu/IA1-12). The Commission approved the proposal in May 2016 (I.B.1-9 Substantive Change Approval: http://link.deanza.edu/IB1-9). (III.A.7.Q3)

The college regularly evaluates whether the number and organization of its personnel is sufficient to effectively support its distance education programs and services. The college uses program review and Student Learning Outcomes to ensure that high standards are set and met in all areas of campus services (I.A.2-14 IPBT Program Review: http://link.deanza.edu/IA2-14; I.B.2-14 SSPBT Program Review: http://link.deanza.edu/IB2-14; I.B.5-2 FCOPBT Program Review: http://link.deanza.edu/IB5-2; I.B.2-1 Student Learning Outcomes: http://link.deanza.edu/IB2-1). In spring 2015 the college submitted a Substantive Change Proposal that further evaluated the current status and future needs of its online education offerings. The proposal analyzed support needs as well as instructional requirements to ensure that online instruction meets the same high standards as traditional courses (I.A.1-12 Substantive Change Proposal: http://link.deanza.edu/IA1-12).

Analysis and Evaluation

[Insert response.] The college meets this standard, Eligibility Requirement 14 and the Policy on Distance Education. It regularly evaluates its programs to ensure that qualified faculty are not only teaching courses, but are also given the tools necessary to continually evaluate and improve their learning processes.
8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard
[Insert response.] De Anza has policies and practices to ensure that provide orientation, oversight, evaluation and professional development for part-time faculty, as well as opportunities for them to be part of the life of the college. The Office of Professional Development provides opportunities for personal and professional growth and improvement, including quarterly orientations for part-time faculty (Link needed Part-Time Faculty Hiring link needed). The professional development office supervises allocation of staff development resources and coordinates a comprehensive set of programs, with responsibility for planning, promotion, program evaluation and dissemination of information. These programs include: • New Employee Orientation & Support • Faculty and Staff First Year Experience • Instructional Skills Workshops • Peer Evaluation Training • Professional Conference and Travel Funds • Technology Training • Teaching and Learning Seminars • Health, Wellness and Safety • Service Excellence • Partners in Learning Conference. The orientation for part-time faculty is a five-hour program offered prior to the start of each term (need link). The program covers the logistics of getting started, construction of a student-centered syllabus and the college’s student demographic profile, history, mission and culture, along with student support services and part-time faculty benefits. The professional development office also coordinates with the Online Education Center to provide brief technology training and an overview of available instructional technologies during orientation. The office is also working on an online version of the part-time faculty orientation for instructors who are unable to attend the on-campus program. This is currently in the testing stage and ready for conversion to the new Canvas course management system. The office also organizes an annual seminar series, called Teaching and Learning Seminars, which is focused primarily on part-time faculty needs. The series supports their professional growth and the evaluation process (need link). These four-hour workshops include various pedagogies and assessment techniques, along with such topics as: “Growth Mindset,” “Habits of Mind,” “Effective Scaffolding” and “From Microaggressions to Microappreciations.” Several topics are repeated yearly as foundation courses, including: “Cultural Humility,” “Back to Basics – From Classroom Design to Management and Engagement,” and “Introduction to Learning in Communities”. Part-time faculty members are encouraged to share their expertise with their full- and parttime colleagues, by presenting a Teaching and Learning seminar or serving as either a single presenter or part of a team for the annual Partners in Learning Conference in March. (I.B.2-16 Partners in Learning: http://link.deanza.edu/IB2-16; III.A.8-4 Conference Funds Report: http://link.deanza.edu/IIIA8-4)

Analysis and Evaluation
[Insert response.] The college meets this standard. As with all its employees, the campus ensures that it has policies and practices in place to support the teaching needs of its part-time faculty. It also takes steps to ensure that the faculty are integrated into the normal processes of the institution.

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard
[Insert response.] The college uses several methods to determine the appropriate number and qualifications for its support personnel. In terms of program needs, the program review process is key
in determining the level of service needed and available for a department or division (Program Review https://www.deanza.edu/gov/ipbt/program_review_files.html). Surveys are also used to gauge the performance of many functions related to customer service. Examples of these range from individual surveys about a particular office, such as the Listening and Speaking Center, to broader surveys about campuswide services and programs (III.A.9-1 Listening and Speaking Center Survey: http://link.deanza.edu/IIIA9-1; III.A.9-2 Education Plan Survey: http://link.deanza.edu/IIIA9-2; III.A.9-3 Campus Services Survey: http://link.deanza.edu/IIIA9-3; II.C.1-4 CCSSE Student Survey: http://link.deanza.edu/IIIC1-4). Job descriptions are carefully developed to ensure that the positions meet the needs of the program and the college (III.A.9-4 ACE Job Descriptions: http://link.deanza.edu/IIIA9-4; III.A.9-5 CSEA Job Descriptions: http://link.deanza.edu/IIIA9-5). The Foothill-De Anza Community College District follows a process to evaluate changes to job responsibilities and qualifications for the various administrative and classified positions on campus (III.A.9-6 Classification Process: http://link.deanza.edu/IIIA9-6). In addition, the board of trustees has contracted with an experienced firm to conduct a comprehensive classification and compensation study for members of the Association of Classified Employees (ACE) bargaining unit (III.A.9-7 Classification Study: http://link.deanza.edu/IIIA9-7). The district’s human resources staff and members of the bargaining unit agreed that the job classifications and job descriptions within the unit must be studied and revised to align with the district’s current recruitment, retention and promotion goals, and to ensure accurate ACE job classifications. A comprehensive study was last conducted about 20 years ago. The goal of the new study is to develop a clear, equitable, consistent and competitive classification and compensation structure that appeals to and fosters retention of qualified classified staff professionals, while providing opportunities for growth and development throughout the district.

Analysis and Evaluation
[Insert response.] The college meets this standard and Eligibility Requirement 8. It has processes in place to ensure that, funding permitting, it has a sufficient number of qualified staff to provide the services needed to maintain a high-functioning, effective institution

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)

Evidence of Meeting the Standard
[Insert response.] De Anza College maintains a sufficient number of administrators to provide continuity and effective administrative leadership and services. As with support staff, the college relies in part on the program review process to determine service levels and needs for departments and divisions (Program Review https://www.deanza.edu/gov/ipbt/program_review_files.html). Surveys are also used to gauge the performance of many customer-service-related functions on campus (III.A.10-1 Institutional Research Surveys: http://link.deanza.edu/IIIA10-1). Job descriptions are carefully developed to ensure that the positions meet the needs of the campus and program (Administrator Job Descriptions https://hr.fhda.edu/careers/c-job-descriptions.html). The college district also has a classification committee that evaluates changes to job responsibilities and qualifications for the various administrative positions on campus (Classification Process: https://hr.fhda.edu/class-comp/c-forms.html)

Analysis and Evaluation
[Insert response.] The college meets this standard. It has processes in place to evaluate the required
number of administrators and ensure that those personnel have the appropriate training and expertise
to provide effective leadership in meeting the college mission and goals

11. The institution establishes, publishes, and adheres to written personnel policies and procedures
    that are available for information and review. Such policies and procedures are fair and equitably
    and consistently administered.

Evidence of Meeting the Standard
[Insert response.] The college adheres to policies established by the Foothill-De Anza Community
College District, which is committed to providing equal opportunity in education and employment.
As part of this commitment, the district has developed policies and procedures to promote an
environment in which all employees and students can work and learn free from intimidation,
harassment and discrimination. The district publicizes these policies in part by requiring administrators
and supervisors to attend training on sexual harassment and bullying every two years, as required by
district policy and state law (Policies & Procedures https://hr.fhda.edu/policies-procedures/). New
administrators and supervisors must complete this training, which is provided online, within the first
six months of employment. In addition, the district’s human resources policies are posted on its public
website (Human Resources Policies https://hr.fhda.edu/policies-procedures/A1-policies.html). The
district administers its personnel policies consistently and equitably by adhering to policies set by the
board of trustees, which are designed to ensure fair treatment for all personnel. Negotiated contracts
are in place for faculty and classified employees, who are represented by unions. Those contracts are
posted on the district website for public viewing. Administrators and confidential employees are
represented through meet-and-confer groups, with handbooks also posted on the public website for
review. The contracts and meet-and-confer handbooks include grievance procedures that identify
options for employees who feel they haven’t been treated fairly (Human Resources Policies:
https://hr.fhda.edu/policies-procedures/A2_procedures.html; Administrators Handbook
https://hr.fhda.edu/_administrators-information.html; Classified Agreements: Classified Staff
Agreements https://hr.fhda.edu/_classified_staff-information.html; Faculty Association
Agreement https://fafhda.org/agreement_main.html.

Analysis and Evaluation
[Insert response.] The college meets this standard. Employees have access to written personnel
policies and procedures via public postings on the district website. Board policies have been used to
develop these policies and procedures, thereby assuring fair and equitable administration

12. Through its policies and practices, the institution creates and maintains appropriate programs,
    practices, and services that support its diverse personnel. The institution regularly assesses its
    record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard
[Insert response.] De Anza College supports a diverse workforce through policies, programs and
services that promote equity and appreciation for diversity issues. The effectiveness of these policies
and practices is demonstrated by the demographics of the faculty, staff and student body.
De Anza’s emphasis on equity and diversity is clearly articulated in the mission statement of
the college: 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

In addition, the college has identified and embraced the key values of Integrity, Innovation, Equity, Civic Engagement for Social Justice and Developing the Human Capacity of All Students (Vision, Mission and Values [URL]. De Anza also adheres to policies adopted by the Foothill-De Anza Community College District board of trustees, which promote fair employment, equal opportunity and nondiscrimination (BP 4130 Employment [URL]; BP 4100 Cultural Diversity/Equal Opportunity Policy [URL]).

The effectiveness of these efforts is measured in several ways, including through surveys that demonstrate that college and district policies and practices are effective in promoting equity and understanding of diversity issues (III.A.12-4 Campus Climate Survey, Employees: [URL]; III.A.12-5 Campus Climate Survey, Students: [URL]). De Anza uses the program review process to assess both the performance and the needs of its departments, programs and personnel. This includes the identification of future needs for staffing, supplies or equipment. Program reviews are key to requesting and receiving additional funding or resources for a program or division (Program Review Program Review [URL]).

The Office of Professional Development offers a comprehensive set of programs to support the faculty and staff of the college. The office oversees the process for allocating staff development resources and is responsible for planning, promotion, dissemination of information and program evaluation (Professional Development [URL]). Programs include:

• New Employee Orientation and Support
• Faculty and Staff First Year Experience
• Instructional Skills Workshops
• Peer Evaluation Training
• Professional Conference and Travel Funds
• Technology Training
• Teaching and Learning Seminars
• Health, Wellness and Safety
• Service Excellence
• Partners in Learning Conference

Programs, practices and services for employees are evaluated on a regular basis. Program reviews are conducted regularly to assess the performance, direction and needs of a division or department (Program Review [URL]). Surveys are conducted as a further tool for assessing various services and performance measures (III.A.10-1 Institutional Research Surveys: [URL]). Institutional Metrics are used to assess the performance of the campus as a whole, and as an aid in determining areas that require greater tracking and attention (III.A.12-6 Institutional Planning - Metrics: [URL]). The Office of Institutional Research and Planning analyzes and publishes statistics on campus employees by ethnicity and other demographic characteristics (III.A.12-7 Employee and Student [URL]).
Ethnicity: http://link.deanza.edu/IIIA12-7; III.A.12-8 Employee Demographics: http://link.deanza.edu/IIIA12-8). This analysis was publicized in a faculty and staff Opening Day presentation for the 2012-13 academic year (III.A.12-9 Opening Day Presentation: http://link.deanza.edu/IIIA12-9).

De Anza ensures that its personnel and students are treated fairly by adhering to its mission and to the policies and procedures established by the Foothill-De Anza Community College District and the district board of trustees (Human Resources and Board Policies: https://hr.fhda.edu/policies-procedures/A1-policies.html). Employees are protected by contracts negotiated with the unions representing faculty and classified staff, and by the meet-and-confer process and handbooks for administrators and confidential staff. These contracts and handbooks include grievance procedures for individuals who believe they have not received fair treatment (https://hr.fhda.edu/policies-procedures/A1-policies.html; Classified Staff Agreements https://hr.fhda.edu/classified_staff-information.html; Faculty Association Agreement https://fafhda.org/agreement_main.html).

Students are guided by the Student Handbook (?? Does it still exist) and the colleges and district’s Student Rights and Responsibilities Policy (Student Rights and Responsibilities https://www.deanza.edu/student-complaints/rights-responsibilities.html; BP 5500 Student Rights and Responsibilities http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TV2YN0462B2 and AP 5500 Student Rights and Responsibilities http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U2U5X7A11CD. These documents are intended to empower students with knowledge about their rights and the due process system established for students. The Student Development and College Policies websites also give students valuable information regarding programs and services available at De Anza College (Student Development https://www.deanza.edu/student-development/index.html; College Policy https://www.deanza.edu/policies/). In addition, the last five questions of the recent student accreditation survey specifically address whether students believe they are being treated fairly (I.C.4-3 Student Accreditation Survey: http://link.deanza.edu/IC4-3).

Analysis and Evaluation
[Insert response.] The college meets this standard. It has appropriate procedures and policies in place to support its diverse personnel. As part of these procedures, the institution assesses its employment equity and diversity record to ensure consistency with its mission

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

Analysis and Evaluation
[Insert response.] The college meets this standard. It has detailed written expectations for all personnel, administration, faculty, classified professionals and students.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard
[Insert response.] The college has developed a robust professional development program to support the skills and needs of all personnel, and to provide appropriate opportunities for meaningful personal and professional growth.

The Office of Professional Development oversees the allocation of development resources and coordinates a comprehensive set of programs for individual and institutional development. The office has responsibility for planning, promotion, dissemination of information and program evaluation (II.A.2-2 Professional Development: http://link.deanza.edu/IIA2-2). Programs include:

• New Employee Orientation & Support
• Faculty and Staff First Year Experience
• Instructional Skills Workshops
• Peer Evaluation Training
• Professional Conference and Travel Funds
• Technology Training
• Teaching and Learning Seminars
• Health, Wellness and Safety
• Service Excellence
• Partners in Learning Conference

The professional development office organizes orientation and first-year activities to engage, connect
and align new faculty and staff employees with the mission, structure and personnel of the institution. The office also partners with other programs on campus to meet the strategic and Educational Master Plan goals of the campus (Educational Master Plan: https://www.deanza.edu/emp/index.html). For example, the office collaborates with the Office of Equity, Social Justice and Multicultural Education to address diversity and equity issues in curriculum, instructional materials and cultural pedagogies through workshops and activities. The office also partners with the Classified Senate to deliver “service excellence” training and activities that support a campus climate that is inclusive, welcoming and contributes to student success. Topics related to equity and service excellence are integrated into the employee orientations and the first-year experience programs, focusing on awareness and appreciation for the diversity of the campus community (Employee Orientation: https://www.deanza.edu/professionaldev/). Student Learning Outcome (SLO) coordinators schedule trainings in all aspects of outcome development and tracking, covering Student Learning, Student Services, Administrative Unit and Program Level outcomes. The professional development office also works with the Vasconcellos Institute of Democracy in Action (VIDA) to provide workshops on service learning, environmental sustainability and global citizenship. A full-time faculty director and full-time classified program coordinator staff the office, with part-time assistance when funds are available. Other professional development opportunities for faculty, classified professionals and administrators include:

• Attending professional conferences, workshops, classes, seminars and other revitalization activities.
• Participating in a district-maintained program of professional development leaves or sabbaticals.
• Training and retraining stipends for faculty and educational assistance funds for classified staff.
• In-service training and conferences that are discipline-specific and provided through the instructional and student services divisions.

In addition, SLO coordinators schedule trainings in all aspects of outcomes development and tracking, covering Student Learning, Student Services, Administrative Unit and Program Level outcomes. Through the Office of Professional Development, the college uses several methods to identify the professional development needs of its faculty, staff and administrators. These include periodic surveys and needs assessments, and institutional planning around strategic initiatives and the Educational Master Plan (Prof Development Reports: https://www.deanza.edu/emp/index.html). The office’s faculty director and classified program coordinator work with campus organizations such as the Academic and Classified senates; the Office of Equity, Social Justice and Multicultural Education; Vasconcellos Institute for Democracy in Action (VIDA); Student Learning Outcome (SLO) Steering Committee; the Partners in Learning Conference Committee; the Association of Classified Employees (ACE) and the Faculty Association (FA) to create avenues for feedback about professional development needs (need updated links). The tenure process also includes a component that addresses professional development needs. During the tenure review, members of a candidate’s tenure committee will make recommendations for professional development (Tenure Review: https://hr.fhda.edu/_downloads/19-22 Tenure Review Handbook_FINAL.pdf). After tenure is obtained, instructors and their supervisors can identify professional development opportunities and needs. The college uses several processes, including periodic assessments, to ensure that professional development opportunities address the needs of faculty and staff. The professional development office evaluates the assessment results and uses the findings to create new
programs, workshops and activities. Content experts are asked to create material with outcomes that will meet the identified needs, and the new programs are then added to the office’s schedule of offerings. For example, employee technology needs were assessed in the previous Accreditation Self-Study and in a 2013 campus survey (III.A.14-4 2011 Self-Study: http://link.deanza.edu/IIIA14-4; III.A.14-5 Technology Training Survey: http://link.deanza.edu/IIIA14-5). Based on the findings of these reports, the position of technology trainer was filled in fall 2015 with strong support from the college senior staff and the Instructional Planning and Budget Team. In addition, the college has a program of Professional Achievement Awards (PAAs), which provide financial incentives for employees to pursue development opportunities. These awards are part of the employment agreements negotiated with employee groups (Classified Staff Agreements https://hr.fhda.edu/_classified_staff-information.html; Faculty Association Agreement https://fafhda.org/agreement_main.html). Employees are also eligible for professional development leave after a certain period of service (Faculty Association Agreement https://fafhda.org/agreement_main.html; Classified Staff Agreements https://hr.fhda.edu/_classified_staff-information.html). Employees must request approval in advance and demonstrate that the area of study will enhance their performance and provide benefit to the college and students (Classified Staff Agreements https://hr.fhda.edu/_classified_staff-information.html; Faculty Association Agreement https://fafhda.org/agreement_main.html).

The college ensures meaningful evaluation of professional development activities through several measures. The Office of Professional Development routinely collects participant evaluations from virtually all workshops, activities and events and uses them to assess programs. Participants are asked to evaluate the presentations and instructional materials, indicate if intended outcomes were met, and identify how the activity increased their knowledge or skill. Evaluation results are shared with the presenters and any needed improvements are discussed and implemented before the workshop is offered again. The schedule of programs offered each year is based on these evaluations and assessments. The Professional Development office also maintains guidelines and instructions for employees who apply for conference and travel funds. The office director and program coordinator also participate on the Staff Revitalization and Professional Conference Funds Committee. The funding must be related to teaching and learning, job and skill enhancement, or professional development. Those awarded funding are required to submit a summary of the conference or activity and describe how it met their expected outcomes. The committee may invite employees to share their conference experiences and outcomes with colleagues on campus, through the Office of Professional Development (Conference Funds: https://www.deanza.edu/professionaldev/conferencefunds/index.html).

Professional development activities are also assessed during the regular employee evaluation process, which often includes a discussion of currency of skills, goals and accomplishments (Administrators Handbook https://hr.fhda.edu/_administrators-information.html; Faculty Association Agreement https://fafhda.org/agreement_main.html; Classified Staff Agreements https://hr.fhda.edu/_classified_staff-information.html). In addition, the Professional Achievement Awards have specific requirements that may include evaluation. For example, the instructional Professional Achievement Award includes creation of a self-evaluation report to encourage reflection on achievements and goals [Faculty Agreement, Prof Achievement: Faculty Association Agreement https://fafhda.org/agreement_main.html]. De Anza’s professional development programs have helped to improve teaching and learning on campus. This impact is assessed in part through the regular employee evaluation process, as well as the self-evaluation portion of the Professional Achievement Award program. In addition, the Office of Professional Development conducts periodic surveys and needs assessments (Prof Development Reports: need link). As part of its professional development efforts, the college provides specific training opportunities for faculty and staff involved on online
This includes faculty training in use of the Canvas course management systems (Canvas: https://www.deanza.edu/online-ed/help.html). The college also offers professional development leaves for faculty to pursue certificates or advanced degrees in online teaching and learning (Faculty Association Agreement https://fafhda.org/agreement_main.html). De Anza uses established processes to determine the professional development needs for instructors who teach online courses. During the normal tenure process, for example, members of a candidate’s tenure committee will recommend professional development as warranted, based on the tenure review (Faculty Tenure Review Handbook https://hr.fhda.edu/_downloads/19-22 Tenure Review Handbook_FINAL.pdf). After tenure is obtained, faculty members or their supervisors may identify professional development needs. The Professional Achievement Awards program also provides for instructors to create self-evaluation reports that are intended to encourage reflection on their goals and needs (Faculty Agreement Article 38 https://fafhda.org/agreement-2019-2022/Articles/article_38.pdf).

Analysis and Evaluation
[Insert response.] The college meets this standard. Professional development is robust on campus, and critical to keeping faculty, classified professionals and administrators up to date on developments in their fields of expertise and on new technology that may assist them in serving students. It also assists with succession planning, as employees gain more skills and experience to move into higher level positions. Professional development programs are regularly evaluated to ensure that they are providing relevant improvements to employee skills and service to De Anza students.

Action Plan
1. Increase training for institutional planning, program review and resource allocations.
   • Work with the Office of Professional Development and the planning and budget teams to provide faculty and staff members with training and information about the institutional planning process, with the goals of improving their understanding and increasing engagement in the process.

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard
[Insert response. I got to here Pippa] The college provides security and confidentiality for personnel records by adhering to best practices, legal requirements, local policy and contractual regulations. The Foothill-De Anza Community College District provides institutional direction for these practices, requirements and regulations. Procedures adopted by the board of trustees cite relevant laws and delineate the college’s responsibilities (II.C.8-1 Administrative Procedure 3260: http://link.deanza.edu/IIIC8-1). De Anza follows legal requirements imposed by the Employee Retirement Income Security Act (ERISA); Family Educational Rights and Privacy Act (FERPA); Health Insurance Portability and Accountability Act (HIPAA) and California laws regarding breach notifications (Civil Code 1798.29) and security of personal information (Civil Code 1798.85). (III.A.15.Q1) Personnel files are maintained by the district in accordance with board policy, which states that materials that may serve as the basis for affecting status of employment are to be made available for inspection by the person involved (III.A.15-1 Board Policy 4150: http://link.deanza.edu/IIIA15-1). The policy provides that employees have the right to inspect such materials on request. In addition, the policy states that employees must be given written
notice of any derogatory material and an opportunity to review and submit written comments in response.

**Analysis and Evaluation**
[Insert response.] The college meets this standard. It places a high priority on the security and confidentiality of its personnel records and has many procedures to maintain that security. The college allows employees appropriate access to their personnel records.

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**Conclusions on Standard III.A: Human Resources**
[Insert response.]

**Improvement Plan(s)**
[Insert response if applicable.]

**Evidence List**
[Provide list of all evidence cited within Standard III.A.]

**AP 4130 District Hiring Procedures**
[Link to document]

**BP 4130 Employment**
[Link to document]

**BP 4135 Faculty Hiring Qualifications**
[Link to document]

**BP 4140 Equivalency**
[Link to document]

**Canvas Training Schedule:** [Canvas Certification Training (deanza.edu)]

**College Council Faculty Hiring Minutes:**
[Link to document]

**District Hiring Manual** [https://hr.fhda.edu/careers/b-hiring-manual-process-and-policies.html]

**IPBT Faculty Hiring:** [https://www.deanza.edu/gov/ipbt/facultyhiring.html] (check if appropriate)
Job Descriptions: [Job Descriptions (fhda.edu)](https://hr.fhda.edu/careers/job-descriptions.html)

Administrative Performance Appraisal [https://hr.fhda.edu/_downloads/AdminEval06.pdf](https://hr.fhda.edu/_downloads/AdminEval06.pdf)


Classified Evaluation Form [https://hr.fhda.edu/_downloads/ACE%20ClassifiedPerformanceEval%20Rev616.pdf](https://hr.fhda.edu/_downloads/ACE%20ClassifiedPerformanceEval%20Rev616.pdf)

Classified Evaluation Instructions [https://hr.fhda.edu/_downloads/ClassifiedPerformanceEvalu.pdf#2](https://hr.fhda.edu/_downloads/ClassifiedPerformanceEvalu.pdf#2)

Faculty Association Agreement [https://fafhda.org/agreement_main.html](https://fafhda.org/agreement_main.html)


IPBT Program Review [https://www.deanza.edu/gov/ipbt/program_review_files.html](https://www.deanza.edu/gov/ipbt/program_review_files.html) Check for appropriateness

Classification Process [https://hr.fhda.edu/class-comp/c-forms.html](https://hr.fhda.edu/class-comp/c-forms.html)

Administrators Handbook [https://hr.fhda.edu/_administrators-information.html](https://hr.fhda.edu/_administrators-information.html)

Classified Staff Agreements [https://hr.fhda.edu/_classified_staff-information.html](https://hr.fhda.edu/_classified_staff-information.html)


Student Rights and Responsibilities [https://www.deanza.edu/student-complaints/rights-responsibilities.html](https://www.deanza.edu/student-complaints/rights-responsibilities.html)

Student Development [https://www.deanza.edu/student-development/index.html](https://www.deanza.edu/student-development/index.html)

College Policy [https://www.deanza.edu/policies/](https://www.deanza.edu/policies/)


College Council [https://www.deanza.edu/gov/college_council/about.html](https://www.deanza.edu/gov/college_council/about.html)

Academic Senate Code of Conduct Section C  

BP 4640 Harassment and Discrimination
http://go.boarddocs.com/ca/fhra/Board.nsf/goto?open&id=9TUUWZ7B920F

AP 4640 Procedures to Resolve Complaints Regarding Harassment and Discrimination
http://go.boarddocs.com/ca/fhra/Board.nsf/goto?open&id=9U3LA4557769

BP 3121 Standards of Ethical Conduct
http://go.boarddocs.com/ca/fhra/Board.nsf/goto?open&id=9TTNBH5EFFD0

AP 5510 Student Code of Conduct

AP 5520 Student Due Process and Discipline
http://go.boarddocs.com/ca/fhra/Board.nsf/goto?open&id=9U2UGB7BD19B

AP 5530 Student Grievances
http://go.boarddocs.com/ca/fhra/Board.nsf/goto?open&id=9U2UPY7D0BB9