Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

[Note: Suggested length for Standard IV.A is 7 pages.]

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

The College recognizes that its ability to fulfill its mission and goals, and to promote student success and educational excellence, rests largely on the collective efforts and contributions of classified professionals, faculty, administrators and students. The shared governance structure at De Anza is designed to allow members of each constituent group to bring forward innovative ideas and participate in the decision-making process. (Governance: [https://www.deanza.edu/gov/](https://www.deanza.edu/gov/))

Many of the College’s shared governance committees are led by a tri-chair model with administrators, faculty members, and classified professionals working together to lead each committee. Many governance groups have also added voting members from De Anza’s three racial affinity groups to help ensure that decisions are being made through the lens of racial equity. (College Council Membership: [https://www.deanza.edu/gov/college_council/members.html](https://www.deanza.edu/gov/college_council/members.html); RAPP Membership: [https://www.deanza.edu/gov/rapp/membership.html](https://www.deanza.edu/gov/rapp/membership.html); Academic Senate Executive Committee: [https://www.deanza.edu/gov/academicsenate/excom_roster.html](https://www.deanza.edu/gov/academicsenate/excom_roster.html))

De Anza’s decision-making is conducted through myriad shared governance groups, which are encouraged to engage in innovative approaches that strengthen the College and promote excellence. These groups include:

- Academic Senate ([https://www.deanza.edu/gov/academicsenate/](https://www.deanza.edu/gov/academicsenate/))
- Classified Senate ([https://www.deanza.edu/gov/classifiedsenate/](https://www.deanza.edu/gov/classifiedsenate/))
- De Anza Student Government (DASG) ([https://www.deanza.edu/dasg/](https://www.deanza.edu/dasg/))
- Resource Allocation and Program Planning Committee (RAPP) ([https://www.deanza.edu/gov/rapp/index.html](https://www.deanza.edu/gov/rapp/index.html))
- Budget Advisory Committee (BAC) ([https://www.deanza.edu/gov/bac/](https://www.deanza.edu/gov/bac/))
- Campus Facilities Team ([https://www.deanza.edu/gov/campus_facilities/](https://www.deanza.edu/gov/campus_facilities/))
- Equity Action Council (EAC) ([https://www.deanza.edu/gov/eac/](https://www.deanza.edu/gov/eac/))

The College encourages staff participation by offering financial incentives through Professional Growth Awards (PGA). As a result, the major constituencies are motivated to work in collaboration to continuously improve the College, through their representatives on a variety of governance groups and advisory committees. This collaborative work contributes to the development of major campus planning documents and budgets. (Faculty PGA: https://fafhda.org/agreement-2019-2022/Articles/Article_38.pdf; ACE PGA: https://hr.fhda.edu/ACE-PGA-Application_11_02_2020-1-1.docx; CSEA PGA: https://hr.fhda.edu/_downloads/CSEA%20Professional%20Growth%20Award%20Application.pdf; Teamsters PGA: https://hr.fhda.edu/_downloads/Teamsters%20PGA%20Application_Guidelines.docx)

In March 2021, the Office of the President reaffirmed the senior staff’s commitment to classified professionals’ engagement in college governance. (Senior Staff Commitment to Classified Professionals: https://www.deanza.edu/president/classified-professionals-2021.html)

The Classified Senate recently underwent a reorganization, and now Classified Senators who are specialized in a particular area, such as finance or equity, take the lead on effectively representing staff in the shared governance committees on which they serve. (Classified Senate Constitution and By-laws: https://www.deanza.edu/gov/classifiedsenate/documents/CS_BYLAWS_CONSTITUTION_REVISION.pdf)

Analysis and Evaluation
The College meets this standard. De Anza’s governance handbook is updated regularly and ensures that all constituent groups have the right to participate effectively and innovatively at both the College and District levels through their governance structures. Members of committees and shared governance groups represent the view of their constituent group and in turn are charged with communicating back to their constituencies on a regular basis, with the purpose of sharing information and improving practices, services and programs. These shared governance communication pathways allow for recommendations from all stakeholders.

College leaders are committed to improving effective governance and collaborative innovation and decision-making on our campus. Participatory pathways for making decisions allow for input from individuals across all campus constituencies – faculty, students, classified staff and administration. Though Classified Senate has always had a voice in shared governance at De Anza, its new structure allows those with the most expertise in a particular area to speak up with confidence and knowledge.

2. The institution establishes and implements policy and procedures authorizing administrator,
faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard
De Anza College’s governance handbook includes policies and procedures applicable to each shared governance group. This handbook is being reviewed and updated as part of the ongoing work to implement a new and improved shared governance model at De Anza. Each governance group regularly provides updates for the handbook, to include the group’s current responsibilities and accomplishments. (Handbook: https://www.deanza.edu/gov/documents/DAC-Governance-Handbook-2022-1024.pdf)

De Anza encourages student involvement along with the participation of employees in campus decision-making. Students elect members of the De Anza Student Government (DASG), which in turn provides representatives to serve on other campus shared governance teams and committees. Students also elect a student trustee to serve in an advisory capacity on the district governing Board of Trustees. (DASG: https://www.deanza.edu/dasg/; BP 2015: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9M9RA3631F58)

In 2019, DASG developed the Best Practices for Student Voices in Shared Governance guide, which outlines the responsibilities of individual student representatives, committees and committee chairs, and DASG. This document was subsequently affirmed and adopted by the Academic Senate, Classified Senate and Equity Action Council, and is now included in the College’s governance handbook as a model for mutually meaningful participation in shared governance for students and all members of the College community. (Handbook: https://www.deanza.edu/gov/documents/DAC-Governance-Handbook-2022-1024.pdf)

Analysis and Evaluation
De Anza meets this standard. The College has clear policies and procedures that provide for participation of faculty, classified professionals, administrators and students in a shared governance process that includes campus planning, program evaluation and budgetary decisions. Each of the major constituencies on campus are represented on a host of advisory committees as well as shared governance groups on campus.

De Anza has recently reaffirmed its commitment to include all college constituents in its decision-making process. The new shared governance leadership model requires that most committees be led by the tri-chair model with an administrator, faculty member and classified professional each serving as a chair. Most committees also include at least one seat for a student representative, as outlined in the governance handbook.

Additionally, DASG is in the process of restructuring and is striving to secure funding to compensate their members and representatives for the hours of work required of them each quarter.

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning,
and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard
A new shared governance model was accepted by the College Council and College President in 2022. It includes a new, more transparent, and less siloed process for budget allocations, which De Anza began implementing in the 2022-2023 academic year with the inauguration of the Resource Allocation and Program Planning Committee (RAPP) and Budget Advisory Committee (BAC). (Shared Governance Proposal: https://www.deanza.edu/gov/college_council/documents/De%20Anza%20College%20Shared%20Governance%20Proposal-2.pdf; RAPP: https://www.deanza.edu/gov/rapp/index.html; BAC: https://www.deanza.edu/gov/bac/)

RAPP is tri-chaired by a college Vice President, the Academic Senate Vice President, and a member of the Classified Senate. Its membership includes equal representation from administrators, faculty, classified staff and students, as well as representatives from the Equity Action Council (EAC) and each of the college’s racial affinity groups. (RAPP membership: https://www.deanza.edu/gov/rapp/membership.html)

Faculty members and administrators also serve with students and classified professionals on BAC, which has two administrative co-chairs as well as a faculty vice-chair and classified vice-chair. (BAC Membership: https://www.deanza.edu/gov/bac/members.html)

RAPP and BAC work together to forward recommendations to the College Council, which also has a tri-chair structure. The College Council then makes a final recommendation on budget allocations and program planning to the President. (RAPP Charge: https://www.deanza.edu/gov/rapp/charge.html; BAC Charge: https://www.deanza.edu/gov/bac/; College Council Membership: https://www.deanza.edu/gov/college_council/members.html; College Council Charge: https://www.deanza.edu/gov/college_council/about.html)

Important work is also performed by advisory groups that draw membership from all major constituencies. These advisory groups include the Campus Facilities Team, Campus Center Advisory Board, Guided Pathways Core Team, and Technology Committee. When needed, additional working groups or task forces are created. (Campus Facilities: https://www.deanza.edu/gov/campus_facilities/; Campus Center Advisory Board: https://www.deanza.edu/gov/campus-center-advisory/; Guided Pathways Core Team: https://www.deanza.edu/guided-pathways/core-team/index.html; Technology Committee: https://www.deanza.edu/gov/techcommittee/)

Analysis and Evaluation
The College meets this standard. Institutional policies and procedures describe the roles for faculty and administrators, as well as classified staff and students, in shared governance, including an extensive and newly reimagined process for planning and budget development. Administrators, faculty members and classified professionals all have a substantial voice in the institutional policies, planning, and budgeting that relate to their areas of responsibility. In particular, College Council, tri-chaired by an administrator, faculty member, and classified professional, is the final committee to review and approve recommendations from the shared governance committees and make recommendations to the President.
4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard
The faculty at De Anza College has a leading role in developing and revising curricula. Members of the Curriculum Committee include a faculty co-chair, administrative co-chair, faculty vice chair, representatives from faculty in each division, a representative the Faculty Association (FA), and a dean from an academic division. (Curriculum: http://dilbert.fhda.edu/curriculum/)

The Curriculum Committee has primary responsibility for reviewing curriculum to ensure that it is academically sound, comprehensive and responsive to the evolving needs and multiple perspectives of the community. Each course curriculum is developed and revised through a shared, multi-step process involving faculty members in the relevant discipline, other faculty members from the division and the College, curriculum specialists, and deans. Faculty members who generate a course outline remain primarily responsible for the content of the course. Members of the Curriculum Committee review courses and evaluate the course outlines for quality and compliance with Education Code regulations, such as credits and hours, transferability, general education requirements, objectives, methods of instruction, course assignments, methods of evaluations, and textbooks and learning materials. (Curriculum: http://dilbert.fhda.edu/curriculum/)

Faculty members also play a vital role in the program review process through annual program review, Council for the Advancement of Standards in Higher Education (CAS) standards, and the review and revision of Student Learning Outcomes (SLOs), all of which help drive the broader evaluation and planning efforts of the campus. As part of our collegewide shared governance review and improvement, the newly formed Resource Allocation and Program Planning Committee (RAPP) is working to update and improve our program review process to make it more equitable campuswide for both instructional and non-instructional departments and programs. (Program Review: https://www.deanza.edu/ir/program_review.21-22/index.html; SLOs: https://www.deanza.edu/slo/; RAPP: https://www.deanza.edu/gov/rapp/index.html)

De Anza’s four strategic initiatives – Outreach, Student-Centered Instruction and Services, Civic Capacity for Community and Social Change, and Retention – are outlined in the 2022-2027 Educational Master Plan (EMP), which was reviewed and approved by all major shared governance groups at De Anza. These four initiatives were developed under the umbrella of our expansive Guided Pathways program, which includes villages, meta-majors, and degree and transfer maps. (EMP: https://www.deanza.edu/emp/documents/Educational-Master-Plan-2022-2027-FINAL.pdf; Guided Pathways: https://www.deanza.edu/guided-pathways/)

As we move forward, we will continue to rely heavily on Guided Pathways as we focus on student success, with a commitment to equity at the core of all we do. Our Guided Pathways program is led by two faculty co-coordinators, faculty and classified staff on village launch teams, and students in the Student Working Advisory Group (SWAG). (Villages: https://www.deanza.edu/guided-pathways/teams/villages-faqs.html; SWAG: https://www.deanza.edu/guided-pathways/swag.html)

Analysis and Evaluation
De Anza College meets this standard. The college has policies and procedures that provide a major role for faculty in recommending, developing, evaluating and approving curriculum, as well as appropriate roles for academic administrators. Additional innovative student support is provided by De Anza’s extensive Guided Pathways initiative, led by faculty, classified staff and administrators.

5. **Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

**Evidence of Meeting the Standard**
While the Foothill-De Anza (FHDA) Community College District Board of Trustees has ultimate responsibility for district policies, it willingly consults collegially with the Academic Senate on academic and professional matters. Board Policy 2223 establishes that the faculty members of the Academic Senate participate in governance structures as related to faculty roles as well as the processes for institutional planning and budget development and identifies areas in which the district places primary reliance on faculty consultation and additional areas designated for joint development. (BP 2223: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9MB5ZA767E97)

Board Policy 4190 further provides that “faculty members have the principal right and responsibility to determine the content, pedagogy, methods of instruction, the selection, planning and presentation of course materials, and the fair and equitable methods of assessment in their assignment in accordance with the approved curriculum and course outline and the educational mission of the district, and in accordance with state laws and regulations”. Additionally, Board Policy 4020 outlines the primacy of the role of faculty in curriculum development and review. (BP 4190: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TUU2X765834; BP 4020: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TURKS6B7699).

Board Policy 2224 ensures that classified staff can influence the deliberative process and encourages improved policies and recommendations in District and College governance bodies. Board Policy 2222 recognizes that students have access to governance mechanisms that allow them to express their opinions at both College and District level and provide membership on governance committees. (BP 2224: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9MB7C77D7B65; BP 2222: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9MB5U275D746).

**Analysis and Evaluation**
The college meets this standard. Through its system of shared governance, De Anza College and the FHDA District have policies and procedures that enable participation, dissemination of information and the consideration of relevant perspectives from all major campus constituencies. This is the basis for collaborative work and timely action on curriculum, planning, budget matters and other policy issues.

6. **The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.**

**Evidence of Meeting the Standard**
Campus goals and priorities are communicated through the College website, collegewide emails, various newsletters, occasional town hall meetings, and the annual campus Opening Day event. (De Anza Home Page: https://deanza.edu/; Messages from President: https://www.deanza.edu/president/messages.html; Campus News: https://www.deanza.edu/news/;
Messages to Students: [https://www.deanza.edu/students/messages/](https://www.deanza.edu/students/messages/).

The ongoing shared governance review process has been well documented on its own website. (Governance Review: [https://www.deanza.edu/gov/review/](https://www.deanza.edu/gov/review/))

The Classified Senate, Academic Senate, De Anza Student Government (DASG), Resource Allocation and Program Planning Committee (RAPP), Budget Advisory Committee (BAC), College Council and other governance groups all maintain publicly accessible websites with meeting dates, agendas and links to relevant material discussed in each meeting. (Classified Senate meetings: [https://www.deanza.edu/gov/classifiedsenate/meetings/](https://www.deanza.edu/gov/classifiedsenate/meetings/); Academic Senate meetings: [https://www.deanza.edu/gov/academicsenate/meetings/index.html](https://www.deanza.edu/gov/academicsenate/meetings/index.html); DASG meetings: [https://www.deanza.edu/dasg/agendasminutes/](https://www.deanza.edu/dasg/agendasminutes/); RAPP meetings: [https://www.deanza.edu/gov/rapp/meetings/index.html](https://www.deanza.edu/gov/rapp/meetings/index.html); BAC meetings: [https://www.deanza.edu/gov/budget-task-force/meetings.html](https://www.deanza.edu/gov/budget-task-force/meetings.html); College Council meetings: [https://www.deanza.edu/gov/college_council/meetings/](https://www.deanza.edu/gov/college_council/meetings/)

In addition, both the Academic Senate and the College Council have instituted a process of written report outs at their meetings. These reports are regularly updated by constituent representatives in the body, and the document is then distributed to committee members at meetings so they can easily share relevant information back to their own constituencies. (Academic Senate meetings: [https://www.deanza.edu/gov/academicsenate/meetings/index.html](https://www.deanza.edu/gov/academicsenate/meetings/index.html); College Council meetings: [https://www.deanza.edu/gov/college_council/meetings/](https://www.deanza.edu/gov/college_council/meetings/)

In 2021, the Classified Senate began maintaining a SharePoint notebook to gather news from the various areas that staff represent. These report outs make it easy to disseminate information to all staff, so guiding students to appropriate services is easier. They also ensure that although only one Senator may be on a given decision-making committee, everyone who wishes to be informed about that committee’s progress and decisions can be. (Classified SharePoint: [https://foothilldeanza.sharepoint.com/sites/ClassifiedSenate2021-20222/_layouts/15/Doc.aspx?srcDoc=e6c709ef-0dde-42ef-a882-8078725c8881&action=edit&wd=target%28Untitled%20Section.one%7C06d744f3-0bbc-4b47-806f-5088afb2fe07%2FCollege%20Council%7Cabb05534-d0dc-45dd-b1a1-25f5f0d346ec%2F%29&wdorig=NavigationUrl])

Analysis and Evaluation
The College meets this standard. Documentation and communication of decisions made by governing groups is a standard part of each committee’s processes. Regularly updated, clearly designated websites inform interested parties across the institution and throughout the community and archive the decisions and recommendations of each of the governance groups.

7. Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard
The College regularly evaluates its governance and decision-making policies and procedures and shares those results for use as the basis for improvement. Through annual shared governance assessment
surveys, each governance group reflects on its outcomes for the year, plans for the following year, and assesses and identifies potential improvements for communication with their constituents. These results are posted on the publicly accessible Office of Institutional Research and Planning (IR) website, included in the annual Educational Master Plan (EMP) Update, and used to inform De Anza’s planning processes. (Governance Reflection: https://www.deanza.edu/gov/planning/document/AnnualGovernanceReflectionsSurvey_2022.pdf; EMP Update: https://www.deanza.edu/emp/historic/documents/EMP_2015-2020_Update_2019.pdf; IR: https://www.deanza.edu/ir/)

Information about institutional performance is available to the public via quarterly and annual reports and updates, which are posted on the IR webpage. Information from these reports is a regular part of campus decision-making. In addition, IR makes frequent presentations on new data and reports. (IR: https://www.deanza.edu/ir/)

The processes for De Anza’s institutional evaluation – including Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), Student Services Learning Outcomes (SSLOs) and Administrative Unit Outcomes (AUOs) – are described the SLO website and used in program reviews. (SLOs: https://www.deanza.edu/slo/)

Further evaluation of College programs and services is conducted through the program review process, learning outcomes assessments, and institutional effectiveness reports. These evaluations are used to identify areas where improvement is needed and to develop remedies to strengthen those areas. (Program Review: https://www.deanza.edu/ir/program_review.21-22/index.html; Institutional Metrics: https://www.deanza.edu/emp/historic/documents/Institutional%20Metrics.pdf)

In Summer 2020 the President invited all members of the College community to complete a collegewide governance survey. The results of this internal investigation were shared on the College governance website. Following these survey results, the College Council determined that a full review of the shared governance structure and processes needed to take place and formed a Shared Governance Taskforce. (Survey Results: https://www.deanza.edu/gov/review/documents/Governance-Survey-Fall-2020.pdf; Governance Review: https://www.deanza.edu/gov/review/)

The Taskforce proposed new shared governance structure to the College Council, which approved it for recommendation to the President in Spring 2022. In Fall 2022, the proposal was put into action. (Governance Review: https://www.deanza.edu/gov/review/; Shared Governance Proposal: https://www.deanza.edu/gov/college_council/documents/De%20Anza%20College%20Shared%20Governance%20Proposal-2.pdf)

The Taskforce also put forward recommendations on improved processes for training and onboarding, better inclusion of student voices, and better documentation of processes and procedures for all shared governance groups. This is ongoing work, and we are at the initial stages of many of these planned improvements, but we will continue to strive to make our shared governance system more equitable, inclusive and effective. (Shared Governance Proposal: https://www.deanza.edu/gov/college_council/documents/De%20Anza%20College%20Shared%20Governance%20Proposal-2.pdf)
Analysis and Evaluation
The College meets this standard. De Anza regularly evaluates its governance and planning processes and uses those evaluations to make needed improvements. De Anza has demonstrated exceptional commitment in recent years to evaluating and improving its shared governance structures and processes through the formation of the Shared Governance Taskforce, and the ongoing implementation of its proposal.

Prior to the Taskforce’s evaluation and reorganization efforts in De Anza’s shared governance, representatives from Classified Senate were able to represent their constituents on most planning committees but did not have substantial leadership roles. Now, Classified Senators can operate as a tri-chair on most governance and planning bodies, thereby giving them equal representation in the governing process. This increased involvement from classified professionals benefits everyone, especially students.

Conclusions on Standard IV.A: Decision-Making Roles and Processes
De Anza has always valued shared and participatory governance, but that does not mean that we have always implemented it effectively. Thanks to serious collegewide self-evaluation and an intense effort by our Shared Governance Taskforce and the entire College to reimagine what effective governance can look like at our College, De Anza has made great strides in recent years to make our governance structures, roles and processes more clear, effective, equitable, and welcoming to all members of the College community. We are especially proud of how hard we continue to work to ensure that all voices, students and classified staff as well as faculty and administrators, are heard and valued in all our decision-making processes.

Leadership contributions are valued, be they from administrators, students, faculty or classified staff. The roles of governance bodies are clearly established in the District Board Policies and College governance handbook, and the College is working to improve documentation and clarity of members’ roles within those bodies as part of our shared governance review efforts. Communication from and between all governance and decision-making bodies is clear throughout the college’s website.

Due to the President’s and Trustees’ resounding affirmation of the Classified Senate’s full role in shared governance, classified professionals are highly motivated to contribute to the College’s decision-making bodies. Examples include classified staff volunteering to assist in drafting districtwide plans and involving themselves in choosing future leaders on hiring committees.

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

Evidence List
[This will be compiled from the above links by the Communications team]