De Anza College Governance

Governance Handbook
De Anza College

Developed by
Governance Task Force (GTF)
Established by College Council, November 2010

Maintained by
The College Planning Committee

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

Last revised: 12.3.15

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Introduction

Governance includes faculty, staff, students, and administrators at De Anza College. The inclusion of all constituent groups and varying viewpoints is essential for effective collaboration in college planning.

The following handbook is a guide to governance. We hope it promotes greater and more effective participation by all stakeholders.

Before detailing the various constituent groups and governance committees, the handbook outlines the core principles that inform governance, including the Mission Statement, Institutional Core Competencies, and College Values.

Rev. 3/19/12 G.T.F.

Our Mission

De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world. The college engages students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's Institutional Core Competencies:

- Communication and expression
- Information literacy
- Physical/mental wellness and personal responsibility
- Civic capacity for global, cultural, social and environmental justice
- Critical thinking

Revised 11/5/15

Institutional Core Competencies

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

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

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

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

CIVIC CAPACITY FOR GLOBAL, CULTURAL, SOCIAL & ENVIRONMENTAL JUSTICE Students will recognize their role as local, national and global citizens. They will participate in a democratic process, respect social and cultural diversity, appreciate the complexity of the physical world, and understand the significance of both environmental sustainability and social justice.

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

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

De Anza values and is committed to:

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

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

EQUITY
We welcome students of all ages and backgrounds and connect with them, in their range of unique circumstances, to help them fulfill their dreams. We strive to design classes and services to the needs of those we serve. We value and embrace the intellectual contributions of a diverse spectrum of people and cultures. We strive for a diverse workforce that honors the contributions of all who work here.

DEVELPING THE HUMAN CAPACITY OF ALL STUDENTS
We will provide support in six key factors of student success. Our students will be:

- *Directed*, with a goal and the knowledge of how to achieve it.
- *Focused*, staying on track to achieve that goal.
- *Nurtured*, feeling that we want to, and do, help them to succeed.
- *Engaged*, actively participating in class and extracurricular activities.
- *Connected,* feeling that they are part of the college community.
- *Valued*, with their skills, talents and abilities recognized, and with opportunities to contribute on campus and feel that their contributions are appreciated.*

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

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

CIVIC ENGAGEMENT FOR SOCIAL JUSTICE
We provide students with opportunities to enhance their potential for purposeful and productive lives. As a public institution, we contribute to the development of our local, state, national and global communities. We view our students and ourselves as agents of

change, responsible for building the world in which all people are able to realize their dreams in ways that are environmentally sustainable and in alignment with the United Nations' Declaration of Human Rights. **

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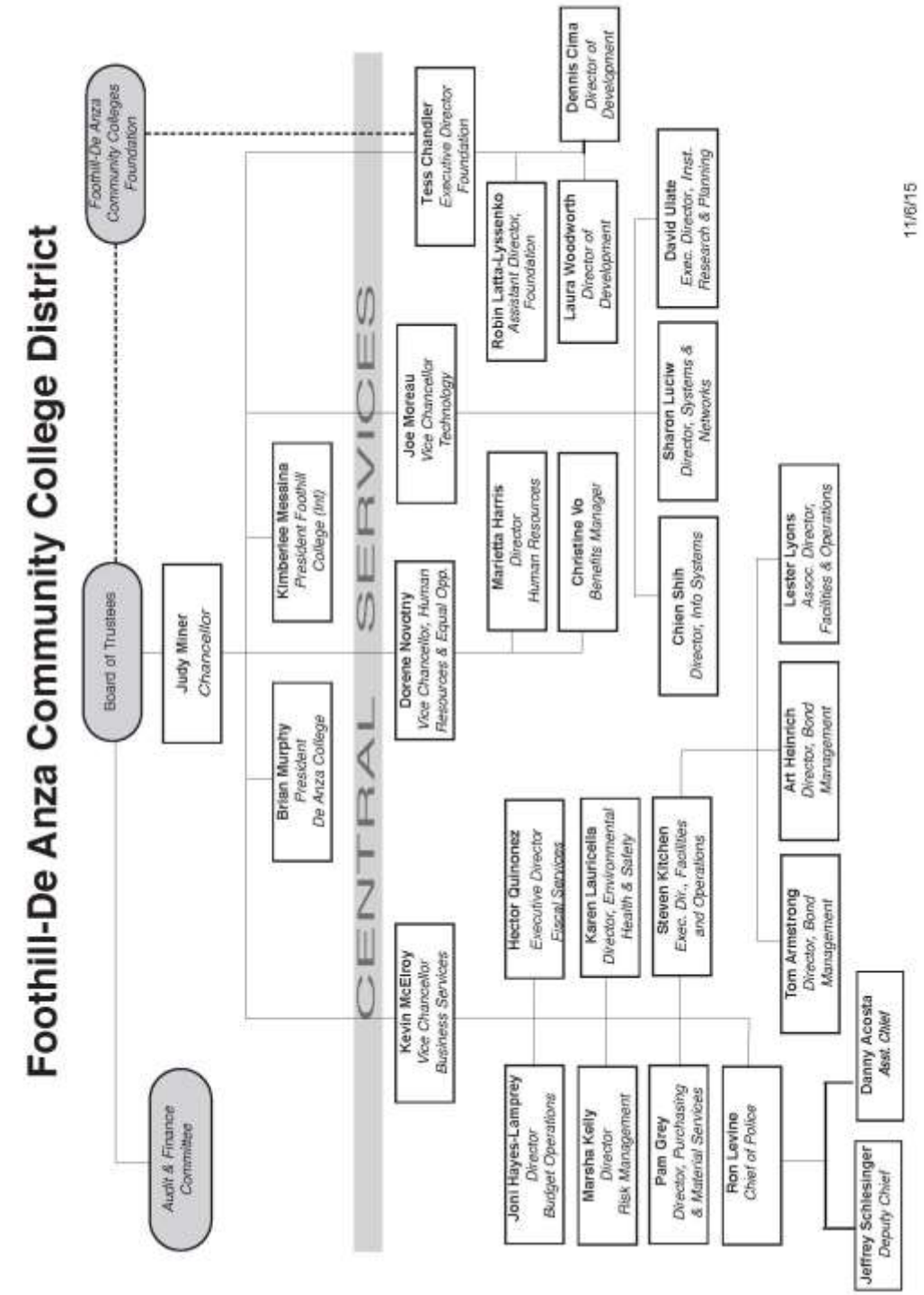
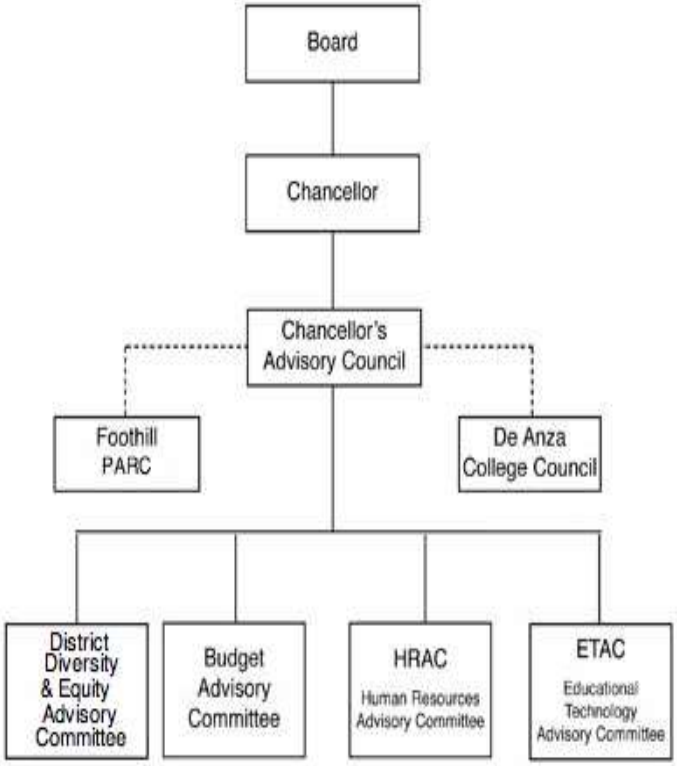
*From "Student Support (Re)defined," a report of the Research & Planning (RP) Group of California Community Colleges, January 2013. Full report
**Adopted 1948. http://www.un.org/en/documents/udhr/

Adopted by the College Council on May 30, 2013


Foothill-De Anza Community College District
Foothill-De Anza Community Colleges Foundation
Board of Trustees
Audit & Finance Committee
Judy Miner
Chancellor
CENTRAL SERVICES
Brian Murphy
President
De Anza College
Kimberlee Messina
President Foothill College (Int)
Dorene Novatny
Vice Chancellor, Human Resources & Equal Opp.
Joe Moreau
Vice Chancellor Technology
Tess Chandler
Executive Director Foundation
Robin Latta-Lyssenko
Assistant Director, Foundation
Laura Woodworth
Director of Development
Dennis Cima
Director of Development
Marietta Harris
Director Human Resources
Christine Vo
Benefits Manager
Sharon Luciw
Director, Systems & Networks
David Ulate
Exec. Director, Inst. Research & Planning
Chien Shih
Director, Info Systems
Kevin McElroy
Vice Chancellor Business Services
Hector Quinonez
Executive Director Fiscal Services
Karen Lauricella
Director, Environmental Health & Safety
Steven Kitchen
Exec. Dir., Facilities and Operations
Art Heinrich
Director, Bond Management
Lester Lyons
Assoc. Director, Facilities & Operations
Joni Hayes-Lamprey
Director
Budget Operations
Marsha Kelly
Director
Risk Management
Pam Grey
Director, Purchasing & Material Services
Ron Levine
Chief of Police
Tom Armstrong
Director, Bond Management
Danny Acosta
Asst. Chief
Jeffrey Schlesinger
Deputy Chief
11/6/15

Foothill-De Anza Community College District
Governance Structure

"Meeting and Serving the Needs of the Community"



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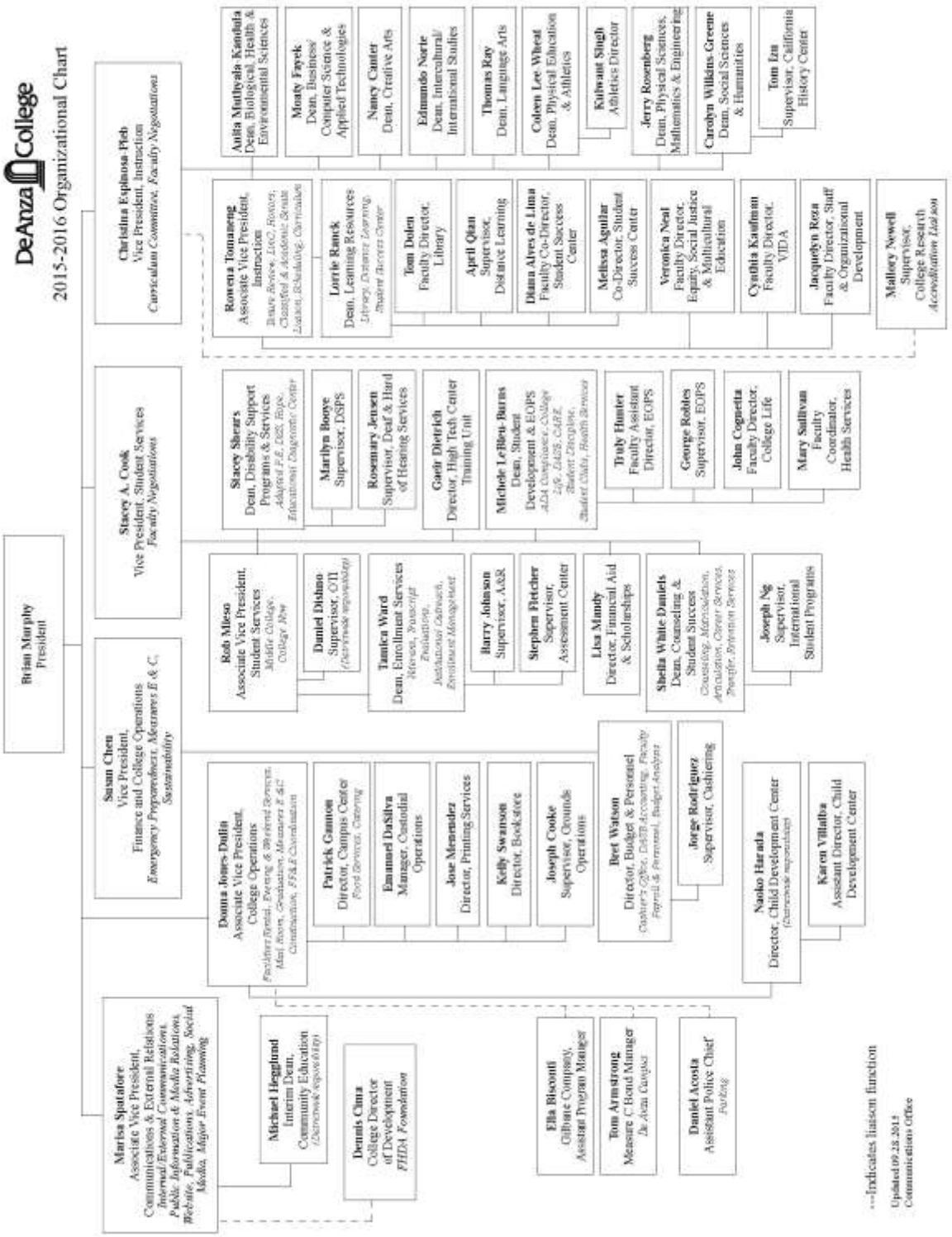
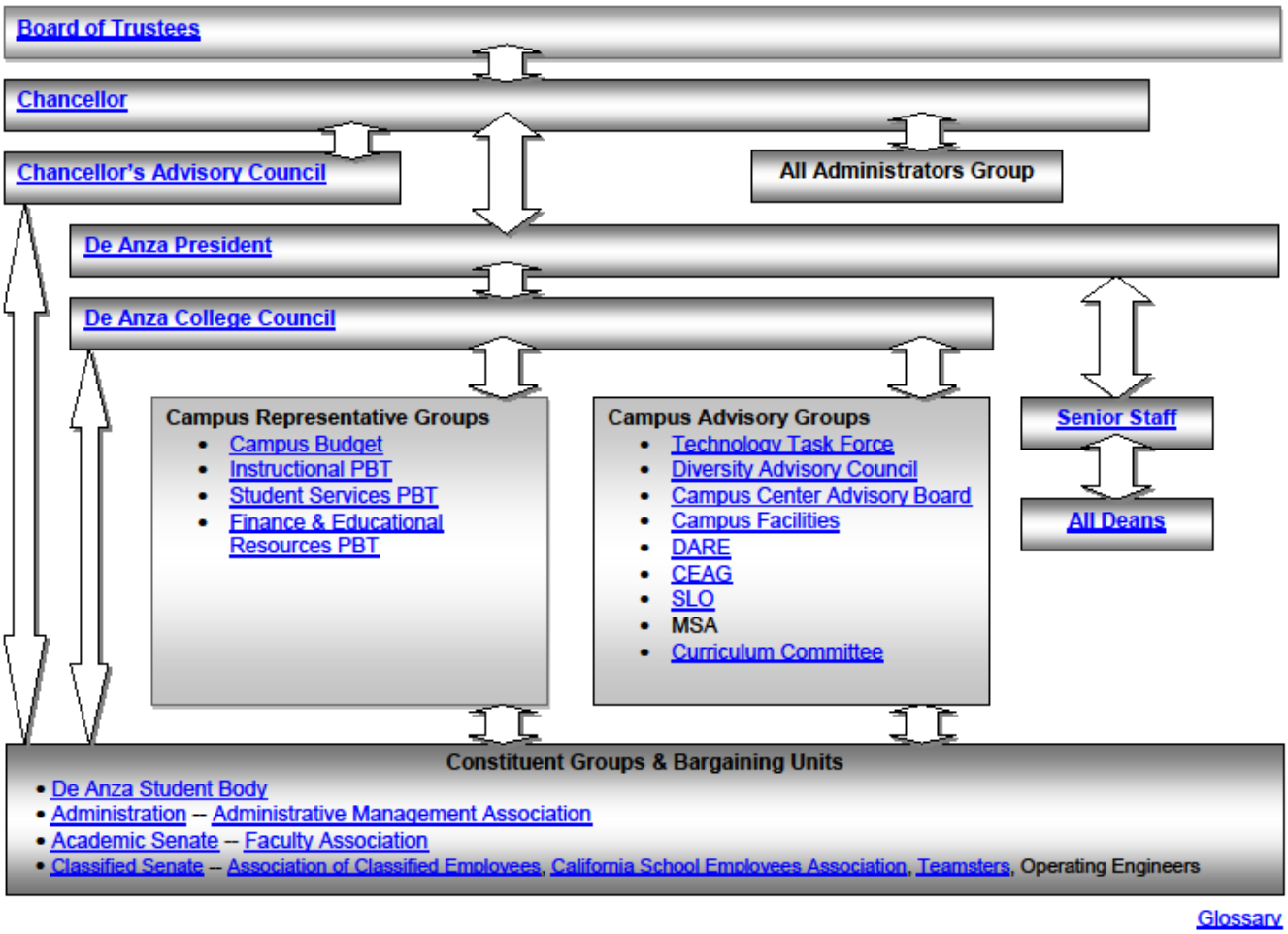

DeAnza College
2015-2016 Organizational Chart
Brian Murphy
President
Christina Espinosa-Pleb
Vice President, Instruction
Curriculum Committee, Faculty Negotiations
Stacey A. Cook
Vice President, Student Services
Faculty Negotiations
Susan Chen
Vice President,
Finance and College Operations
Emergency Preparedness, Measures E & C,
Sustainability
Marisa Spatafore
Associate Vice President,
Communications & External Relations
Internal/External Communications,
Public Information & Media Relations,
Website, Publications, Advertising, Social
Media, Major Event Planning
Michael Hegglund
Interim Dean,
Community Education
(Distrctwide responsibility)
Dennis Cima
College Director
of Development
FHDA Foundation
Ella Bisconti
Gilbane Company,
Assistant Program Manager
Tom Armstrong
Measure C Bond Manager
De Anza Campus
Daniel Acosta
Assistant Police Chief
Parking
Donna Jones-Dulin
Associate Vice President,
College Operations
Facilities Rental, Evening & Weekend Services,
Mail Room, Graduation, Measures E &C
Construction, FF&E Coordination
Patrick Gannon
Director, Campus Center
Food Services, Catering
Emanuel DaSilva
Manager, Custodial
Operations
Jose Menendez
Director, Printing Services
Kelly Swanson
Director, Bookstore
Joseph Cooke
Supervisor, Grounds
Operations
Bret Watson
Director, Budget & Personnel
Cashier's Office, DASB Accounting, Faculty
Payroll & Personnel, Budget Analysis
Jorge Rodriguez
Supervisor, Cashiering
Naoko Harada
Director, Child Development Center
(Distrctwide responsibility)
Karen Villalba
Assistant Director, Child
Development Center
Rob Mieso
Associate Vice President,
Student Services
Mobile College,
College Now
Daniel Dishno
Supervisor, OTI
(Distrctwide responsibility)
Tamica Ward
Dean, Enrollment Services
Retention, Transcript
Evaluations,
Institutional Outreach,
Enrollment Management
Barry Johnson
Supervisor, A&R
Stephen Fletcher
Supervisor,
Assessment Center
Lisa Mandy
Director, Financial Aid
& Scholarships
Sheila White-Daniels
Dean, Counseling &
Student Success
Counseling, Matriculation,
Articulation, Career Services,
Transfer, Retention Services
Joseph Ng
Supervisor,
International
Student Programs
Stacey Shears
Dean, Disability Support
Programs & Services
Adapted P.E, DSS, Rope,
Educational Diagnostic Center
Marilyn Booye
Supervisor, DSPS
Rosemary Jensen
Supervisor, Deaf & Hard
of Hearing Services
Gaeir Dietrich
Director, High Tech Center
Training Unit
Michele LeBleu-Burns
Dean, Student
Development & EOPS
ADA Compliance, College
Life, DASB, CARE,
Student Discipline,
Student Clubs, Health Services
Truly Hunter
Faculty Assistant
Director, EOPS
George Robles
Supervisor, EOPS
John Cognetta
Faculty Director,
College Life
Mary Sullivan
Faculty
Coordinator,
Health Services
Rowena Tomaneng
Associate Vice President,
Instruction
Trace Review, LOC, Rotors,
Classified & Academic Senate
Liaison, Scheduling, Curriculum
Lorrie Ranck
Dean, Learning Resources
Library, Distance Learning,
Student Success Center
Tom Dolen
Faculty Director,
Library
April Qian
Supervisor,
Distance Learning
Diana Alves de Lima
Faculty Co-Director,
Student Success
Center
Melissa Aguilar
Co-Director, Student
Success Center
Veronica Neal
Faculty Director,
Equity, Social Justice
& Multicultural
Education
Cynthia Kaufman
Faculty Director,
VIDA
Jacquelyn Reza
Faculty Director, Staff
& Organizational
Development
Mallory Newell
Supervisor,
College Research
Accreditation Liaison
Anita Muthyala-Kandula
Dean, Biological, Health &
Environmental Sciences
Moaty Fayek
Dean, Business/
Computer Science &
Applied Technologies
Nancy Canter
Dean, Creative Arts
Edmundo Norte
Dean, Intercultural/
International Studies
Thomas Ray
Dean, Language Arts
Coleen Lee-Wheat
Dean, Physical Education
& Athletics
Kulwant Singh
Athletics Director
Jerry Rosenberg
Dean, Physical Sciences,
Mathematics & Engineering
Carolyn Wilkins-Greene
Dean, Social Sciences
& Humanities
Tom Izu
Supervisor, California
History Center
---Indicates liaison function
Updated 09.28.2015
Communications Office



Glossary

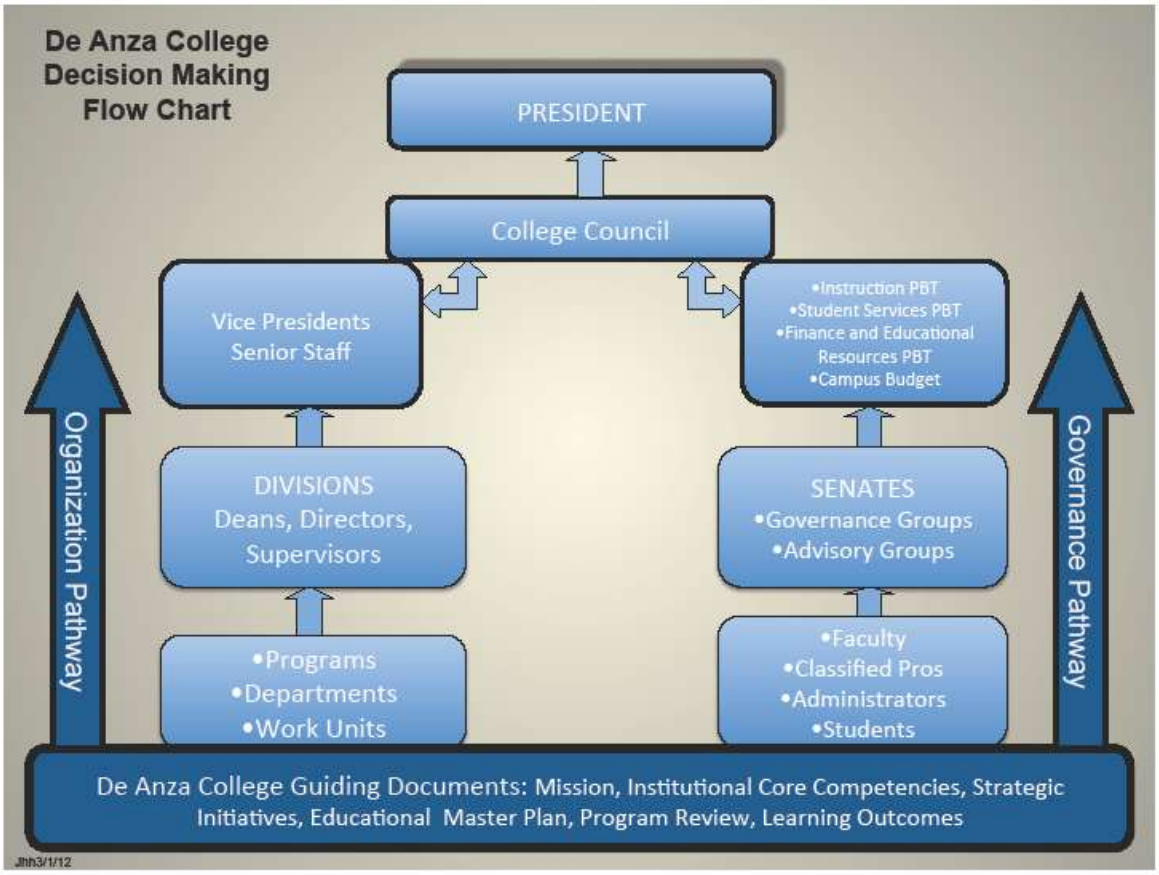
De Anza Decision Making Model DRAFT rev. 2/23/12

Basics of Decision-making at De Anza College

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

In the **governance pathway**, all constituent members of the college community (students, faculty, classified professionals and administrators) are represented by their respective organizations. These organizations are represented on the three Planning and Budgeting Teams (PBTs): Instructional (IPBT), Student Services (SSPBT), Finance and Educational Resources (FERPBT), and the College Budget Committee. The college and district guiding documents, including learning outcomes assessment cycles, Program Review, and the Six-Year Planning and Assessment Cycle, inform the governance pathway. The PBTs and the College Budget Committee give recommendations and advice to the College Council. Recommendations and advice are given directly to the **president** through the College Council.

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


De Anza College Decision Making Flow Chart
PRESIDENT
College Council
Vice Presidents Senior Staff
•Instruction PBT
•Student Services PBT
•Finance and Educational Resources PBT
•Campus Budget
DIVISIONS Deans, Directors, Supervisors
SENATES
•Governance Groups
•Advisory Groups
•Programs
•Departments
•Work Units
•Faculty
•Classified Pros
•Administrators
•Students
Organization Pathway
Governance Pathway
De Anza College Guiding Documents: Mission, Institutional Core Competencies, Strategic Initiatives, Educational Master Plan, Program Review, Learning Outcomes
Jhh3/1/12

Governance Group Descriptions

1. Academic Senate

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

2. Mission

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

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

3. Charge

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

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

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

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

Other charges include:

- The Executive Committee is charged with communicating with the faculty at large through newsletters, period electronic mail messages addressed to all faculty, and through two representative senators from each of 13 segments of the college.

- Maintain meeting records for Academic Senate and subcommittees and post for public viewing on the Academic Senate website.
- Promote the best interests of the college as a whole as well as the faculty as a constituent group of the college.

4. Executive Committee Structure

Leadership: Executive Committee (elected through collegewide vote)

- President
- Vice President
- Executive Secretary/Treasurer

Membership

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

Membership Terms

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

5. Decision-making process

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

6. Committee training offered

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

7. Meeting schedule

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

1. Administrative Management Association

http://www.fhda.edu/ama/

2. Mission

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

3. Charge

A. With respect to students, the community college administrator has the responsibility:

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

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

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

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

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

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

- To improve performance through participation in professional activities.
- To be informed about developments in education in general and in the community college in particular.

- To encourage and assist new professionals toward growth and effectiveness.

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

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

4. Committee Structure

Leadership

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

b. Administrators elected by district administrators that choose to vote

c. Membership terms

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

5. Decision-making process

- Formal votes
- Consensus

6. Committee training offered

Informal training once a year

7. Meeting schedule

Once a quarter

1. Association of Classified Employees (ACE)

http://www.acefhda.org/

2. Mission

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

3. Charge

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

4. Committee Structure

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

Standing Committees:

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

ACE/Management Committees

- Chancellor's Advisory
- District Finance Budget Committee
- Benefits Committee
- HRAC
- Safety Committee
- Joint Labor Management Benefits Task Force
- 457& Retirement Accounts Committee
- Wellness Committee
- Contract Review Committee
- Negotiations

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

6. **Committee training offered**
   - Formal steward training is held once a year and taught by the ACE attorney. ACE also holds a steward's council once a month to provide ongoing guidance from its attorney and add to the training process.
   - Negotiators are given an orientation to the basic process of negotiations by the attorney and the Chair of Negotiations when they begin with the team. Their knowledge is also enhanced with each internal meeting as they go through the process.
   - All other Board Members are trained one-on-one with the president of ACE in the ACE office, after being instructed to read the constitution and come with questions.

7. **Meeting schedule**
   - ACE Board meetings are held on the 2nd Wednesday of every month. Closed Session, which is only open to the Board Members, is from 1:00-1:30 p.m. Open session is open to the members and the public and is scheduled from 1:30-2:30 p.m.
   - Stewards meetings are scheduled the hour before Contract Review, usually the 1st Wednesday of every month at 2:30 p.m.
   - Negotiations are scheduled by the Chair of negotiations as needed, since negotiations are not a continuous process, and usually at the end of a contract or annual "re-openers."

1. California School Employees Association (CSEA)

http://www.csea.com/content/main/chapters/chapterdetails.asp?section=mychapter&navid=9&chapterID=96

2. Mission

To improve the lives of our members, students and community.

3. Charge

To have informed, educated, trained and involved membership.

- Communication: monthly membership meetings; meeting minutes recorded; monthly chapter newsletter; collective bargaining agreement posted on CSEA community college website
- Outcomes: 100% Full-time employees, 0% Service Fee Payers, 66% or better Registered Voters, 66% or better Victory Club (Political Action contributors), 25% or better Action People, 5 or more People Actions
- Time line: ongoing, year in and year out

4. Committee Structure

- Executive Board (President, 1st Vice President, 2nd Vice President, 3rd Vice President, Secretary, Treasurer, Public Relations Officer, Pre-Retirement Resource Office)
- Officer Elections (President, 2nd VP, Secretary, Public Relations – odd numbered years; 1st VP, 3rd VP, Treasurer, Pre-Retirement – even numbered years)
- Bargaining Unit Appointments (Shop Stewards, Site Representatives, Committees, Governance Group Representatives)

5. Decision-making process

Formal votes

6. Committee training offered

Training: officer skills, site rep program, Know Your Rights, Job Steward basic, Job Steward advanced, Bargaining Academy, Research and Negotiations

7. Meeting schedule

Campus Budget Team

http://www.deanza.edu/gov/campus_budget/

1. **Mission**
   Recommend to the College Council the adequate allocation of resources in support of the college as set forth by the College Council, support prudent budget management and identify unfunded and under-funded activities and needs.

2. **Charge**
   - Reviews district and college allocation and makes recommendations to the College Council
   - Presents overall budget picture to College Council
   - Sets guidelines for submitting requests
   - Determines criteria for evaluating proposals
   - Sets the budget calendar
   - Reviews all fund balances and revenues
   - Develops new budget policies
   - Establishes and communicates budget assumptions
   - Coordinates with governance councils when appropriate
   - Reviews all fund programs that have income from Fund 15 or a grant for analysis.
   - Communicates with constituency

3. **Committee Structure**
   Co-chair
   - VP Finance & College Operations
   - Academic Senate President

   Membership
   - Administrator (4)
   - Faculty (4)
   - Classified (5)
   - Student (1)
   - Bargaining Unit (3)

   Membership terms
   - Ongoing as long as approved by representative groups.

4. **Decision-making process**
   - Consensus

5. **Committee training offered**
   - Essential budget development concepts
   - Reading and understanding banner reports
   - The district budget document with special emphasis placed on De Anza
   - Essential budget development concepts

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

Campus Center Advisory Board

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

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

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

3. **Committee Structure**
   Voting Members - (11) One year term of office
   - DASB (3)
   - Inter-Club Council (3)
   - Faculty (2) appointed by the Academic Senate
   - Classified Staff (1) from either Student Services or Instruction
   - Rotating representatives (2) from Campus Center offices

   Non-Voting Members (3)
   - Associate Vice President, Finance and Educational Resources
   - Campus Center Director
   - Student Life Director

4. **Decision-making process**
   - Formal votes
   - Consensus

5. **Committee training offered**
   None

6. **Meeting schedule**
   - Generally held monthly, but not less than once each quarter.
   - Meetings shall be called by the chairperson and scheduled at a time convenient to the board membership.

- Additional meetings may also be called at the request of three voting members; such request is to be made in writing to the chairperson, who may decline the request if s/he feels the meeting is unnecessary.

Campus Facilities

http://www.deanza.edu/gov/campus_facilities/

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

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

3. **Committee Structure**
   Voting Members
   - Associate Vice President, Educational Resources and College Operations (Chair)
   - District Representative (1)
   - Faculty Representatives (2)
   - Classified Representatives (3)
   - Student Representative (1)
   - Administrator (1)

   Invited Guests:
   - Campus Center Manager
   - DSS Representative
   - Coordinator, DAC Health Services
   - Grounds Supervisor
   - Manager, Custodial Operations

4. **Decision-making process**
   - Formal votes
   - Consensus

5. **Committee training offered**
   None

6. **Meeting schedule**
   - 2nd Tuesday each month
   - 3-4 p.m. in Administration Conference Room 109

Classified Senate

http://www.deanza.edu/gov/classifiedsenate/

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

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

3. **Committee Structure:**
   Leadership:
   - The Executive Council; president, past president, president-elect, secretary and treasurer

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

   Non-voting Members:
   - Classified collective bargaining units representatives (2)
   - ACE
   - CSEA

- De Anza Student Body representative (1)
- De Anza Academic Senate representative (1)

Membership terms

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

4. Decision-making process

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

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

5. Committee training offered

- Classified Senate Leadership Retreat
- Classified Professionals Retreat

6. Meeting schedule

- The first and third Thursdays of each month
- 3- 4:30 p.m.

College Council

http://www.deanza.edu/gov/college_council/

1. **Mission**

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

3. **Committee Structure**

   Leadership: Co-Chairs (2)
   - College President
   - Academic Senate President

   Membership
   - Administrators (2)
     - Instructional Dean
     - Student Services Dean/Director
   - Planning and Budget Teams Co-chairs (6)
     - VP Finance & Educational Resources
     - Co-chair FERPBT
     - VP Student Services
     - Co-chair SSPBT
     - VP Instruction
     - Co-chair IPBT
   - Faculty Representatives (2)
     - FA Rep
     - Curriculum Chair

   - Classified (4)
     - Classified Senate President

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

- Student (3)
  - DASB President
  - Executive VP
  - VP, Student Rights and Campus Relations

- MSA (1)
  - Faculty, Classified or Administrator

- Diversity Advisory Council Chair (1)

Non-voting members

- District Researcher
- Campus Researcher
- Marketing/Communications Director

Membership terms
Ongoing as long as approved by representative groups

4. **Decision-making process**
   Formal votes

5. **Committee training offered**

6. **Meeting schedule**
   - 2nd and 4th Thursday of the month unless otherwise noted
   - 3- 5 p.m.

College Planning Committee (CPC)

http://www.deanza.edu/ir/planning/

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

2. **Charge**
   - Publish the annual planning calendar (specific dates) through coordination with the various planning and budget teams
   - Assess institutional goals via an annual report
   - Review and propose revisions to the mission statement and Educational Master Plan
   - Evaluate the six-year planning cycle within the context of the Educational Master Plan review
   - Evaluate governance and decision making structures and processes

3. **Committee Structure:**
   a. Leadership – Committee meetings are organized by the committee chair; all other aspects of the leadership process are shared by the members.

   b. Membership (chosen by each constituency group)
   - College Researcher (Chair)
   - Executive committee member from Academic Senate
   - Executive committee member from Classified Senate
   - Member from the Equity Action Council
   - Member from the student learning outcomes team
   - Classified member of the Student Services Planning and Budget Team
   - Faculty member from the Instructional Planning and Budget Team
   - Administrative member of the Finance and Educational Resources Planning and Budget Team
   - Student representative from the De Anza Student Body Senate
   - Administrator
   - College President

   c. Membership terms – annual

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

5. **Committee training offered -** yes

6. **Meeting schedule**
   The College Planning Committee will meet at least on a quarterly basis.

College Environmental Advisory Group (CEAG)

www.deanza.edu/ceag/

1. **Mission**
   It is part of the mission of CEAG of De Anza College to ensure that De Anza College meets the standards set forth by Board Policy 3214, Foothill-De Anza Community College District Environmental Sustainability.

2. **Charge**
   To assist in the implementation of these standards in all aspects of daily operations, CEAG will continue to monitor and make recommendations on the following environmental performance criteria:
   - Energy
   - Materials and Resources
   - Water Conservation
   - Indoor Environmental Quality
   - Sustainable Efforts

3. **Committee Structure**
   CEAG will be comprised of a representative from each of the following areas: Administration, Faculty, Staff, a Student and one at-large member.Membership relies on voluntary participation:

   Leadership
   - Chair
   - Administrator (1)
   - Faculty (1
   - Classified (1)
   - Student (1)
   - At-Large Community member (1)

   Membership terms
   - This is a committee based on volunteer participation with no set requirements for terms.

4. **Decision-making process**
   - Formal votes
   - Consensus

5. **Committee training offered**
   - No formal training offered but many participants learn about the committee through taking classes through the Environmental Studies Department.

6. **Meeting schedule**
   - Normally meets bi-monthly

Curriculum Committee

http://dilbert.fhda.edu/curriculum/

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

2. **Charge**
   To accomplish its mission, the De Anza Curriculum Committee provides faculty ongoing assistance in creating and reviewing curricula that serve students interested in transfer education, specific major courses, workforce education classes, associate degree and certificate programs, general education classes, developmental education (basic skills) classes, counseling classes, and non-credit lifelong learning classes.

   Under the charge of the college's Academic Senate and CIO, the Curriculum Committee reviews all curricula, certificates and degrees to ensure that the following criteria are met:
   - State standards (Title 5 guidelines and all other applicable regulations and requirements)
   - Transfer guidelines
   - General Education requirements
   - Career technical and workforce education needs and requirements
   - Student demands and interests

   Range of activities and responsibilities:
   - Reviews and approves all curriculum, certificates, and degrees for the College.
   - Submits all required state reports on curriculum, certificates, and degrees.
   - Trains and maintains active and knowledgeable committee members.
   - Develops processes and procedures for curriculum submission and review.
   - Maintains current, approved curricula through the Electronic Curriculum Management System (ECMS).
   - Ensures that the college curriculum web page contains accurate and easily accessible information for everyone on any and all aspects of curriculum and the curriculum committee.
   - Provides approved course outlines of record to the articulation officer for articulation of our courses with other institutions.
   - Responsible for the accurate presentation of curricular offerings in the course catalog.

   What the group plans to achieve or produce on an ongoing measurable basis=Outcomes
   - The committee will review and provide the institution with accurate, current, approved curriculum, certificates and degrees that are readily accessible to everyone.
   - The committee will ensure excellent web page and electronic curriculum management systems that provide in depth information to the college community on any curriculum processes, questions, or issues.

- Time line for achieving the activities/goals of fulfilling responsibilities: These outcomes will be assessed annually or more frequently on an as-needed basis.

3. Committee Structure

Leadership

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

Membership

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

Membership terms

- Two year terms
- No limit to how many terms a representative can serve

4. Decision-making process

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

5. Committee training offered

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

6. Meeting schedule

- Tuesdays 2:30-4:00 p.m. (unless otherwise noted)
- C.A.T (Curriculum Advisory Team – advisory group to the Curriculum Committee) meets on Thursdays 1:30-2:30 p.m. (unless otherwise noted)

De Anza Associated Student Body Senate (DASB)

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

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

2. **Charge**
   - Represent, protect and ensure the rights of all students
   - Allocate funds obtained from the student body fee, to programs, organizations, athletics, committees, etc. in the best interest of the students
   - Protect each students rights to an affordable education; increase access to student services; host events that promote diversity; manage the DASB funding accounts; encourage and promote environmental sustainability; market and outreach to students, staff, faculty and administration; ensure efficient internal operations; participate in various governance groups around campus; participate in and be active in all aspects of campus life; and ensure sustainable student campus leadership.
   - Each senate term is from the 9th week of spring quarter to the 9th week of the next year's spring quarter

3. **Committee Structure**
   Leadership
   - President
   - Executive Vice President
   - Legislative Affairs Officer
   - Historian
   - Arts and Athletics Liaison
   - Website Manager
   - DASB Executive Advisory Committee
   - President
   - Executive Vice President
   - Sub Committee Chairs
     - Chair of Administration Committee
     - Chair of Finance Committee
     - Chair of Student Rights and Services Committee
     - Chair of Marketing Committee
     - Chair of Diversity and Events Committee
     - Chair of Environmental Sustainability Committee

   Membership
   - General Election by school-wide student election

Membership terms

- 1 year
- No more than three consecutive terms

4. **Decision-making process**
   - Formal votes in the full senate body for all decisions
   - All committees have the right to act on behalf of the DASB for their respective arenas of influence

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

6. **Meeting schedule**
   - Main meeting is every Wednesday at 3:30 p.m. except for the first Wednesday of the month at 4:30 p.m.
   - Each of the subcommittee meeting times varies per quarter and is based on the availability of the committee members. Each committee must meet at least 3 times a month except for the First Week, Dead Week, and Finals Week of the quarter.

Developmental and Readiness Education (DARE)

http://www.deanza.edu/gov/DAC/index.html

1. **Mission**
   Developmental Education at De Anza College equitably allows students of every background to take ownership of their education and to succeed in their educational goals by providing the necessary integrated resources, services and learning environment.

2. **Charge**
   Develop a campuswide plan to streamline and structure the flow of students from the point of entry, through student support and academic courses, to their final objectives.
   - Advocate for developmental education to become an institutionalized, campus-wide effort with sustainable, centralized structures and financial support.
   - Identify steps for student's trajectory and brainstorm ideas/recommendations for each step in order to increase the success rates of students placing at the developmental level.
   - Promote student equity which can be achieved through the practice of culturally responsive curriculum, accommodating diverse learning styles, targeting historically underserved populations, teaching and providing services in a culturally responsive way, participating in cultural competence development, and engaging students to understand the value of diversity.
   - Facilitate program and campuswide discussions for various ideas.
   - Make decisions on the allocation of money for developmental education related projects from the BSI and Title III grants.
   - Promote a culture of evidence and assessment of the effectiveness of various strategies.

   Plans to achieve or produce on an ongoing measurable basis=Outcomes
   - Students are empowered with the knowledge, skills and abilities to find and use resources to identify and succeed in their academic pursuits.
   - All employees have the ability to facilitate progress of students by being aware of where the student is and by meeting him/her there.
   - The college is able to manage student self-expectations and employees' expectations of students through clear communication.

3. **Committee Structure**
   Leadership
   - Tri-chair: faculty, staff and administrator

   Membership
   - Administrator (6)
   - Faculty (7)
   - Classified (7)
   - Student (3)
   - Ex officio (4)

- Bargaining Unit (0)

Membership terms
- 1 year

4. **Decision-making process**
   - Formal votes
   - Consensus

5. **Committee training offered**
   - Information and documents binder, website

6. **Meeting schedule**
   - Time/days: 1st and 3rd Wednesdays of the month.

Diversity Advisory Council (DAC)

http://www.deanza.edu/gov/DAC/index.html

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

2. **Charge**
   - To advise on diversity and affirmative action issues to the college shared governance groups.
   - To advocate for the development and implementation of policies and procedures that will facilitate the success of our diverse student body.
   - To advise on and actively promote the development and implementation of policies, procedures and a staff development plan that will facilitate the transformation of our workforce and environment into a community that is more inclusive, socially just, knowledgeable about the diverse array of cultures which comprise our community, and skilled in facilitating the growth of our entire campus.

3. **Committee Structure**
   Leadership
   - Co-chair – dean IIS and college president

   Membership – volunteer, confirmed by respective senate
   - Administrator (#)
   - Faculty (#)
   - Classified (#)
   - Student (#)
   - Bargaining Unit (#)

   Membership terms
   - Years (?)
   - Number of terms

4. **Decision-making process**
   - Consensus

5. **Committee training offered**

6. **Meeting schedule**
   - Minimum one meeting per quarter to be arranged by membership

Foothill-De Anza Faculty Association

http://fa.fhda.edu/

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

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

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

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

   Office Terms
   - Council members – 2 year terms, no term limits

   Membership
   - All district faculty are members of the Faculty Association.

4. **Decision-making process**
   - Formal votes are used to make decisions. A secret ballot is used when voting on the selection of officers or staff.

5. **Organization training**
   - The Faculty Association leaders organize a two-day retreat each fall for training and team building.

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

Finance and College Operations

http://www.deanza.edu/gov/ERCOPBT/

1. **Mission**

2. **Charge**
   - To develop program review format for departments with the area
   - To use program reviews for budget requests
   - To prioritize the budget requests within the area
   - Coordinate with governance councils when appropriate
   - To review fund programs which have income from Fund 15 or a grant for analysis
   - Communicate with constituency

3. **Organization Structure**
   - Co-Chair- VP, Finance & College Operations
   - Co-Chair- appointed by Classified Senate
   - Faculty (1) appointed by Academic Senate
   - Classified (2) appointed by Classified Senate
   - Administrators (3)
   - Student (1) appointed by DASB

4. **Decision-making process** - consensus

5. **Organization training**
   - The college goals and priorities
   - Essential budget development concepts
   - Reading and understanding the MERS
   - The use of relevant information technology with regard to financial data
   - Essential budget development concepts

6. **Meeting schedule**
   - Second Friday of the month unless otherwise noted
   - 10:30-12:00 p.m.
   - Administration Building Conf. Room 109

Instructional Planning and Budget Team, IPBT

http://www.deanza.edu/gov/IPBT/

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

2. **Charge**
   The IPBT will forward recommendations to College Council in support of faculty and their deans' proposals in the following areas:
   - Program mix
   - Program initiation, expansion, consolidation and discontinuance
   - Hiring of Full-time faculty and staff related to instructional programs
   - Significant budgetary augmentation or reduction

   The IPBT reviews its program review processes annually.

3. **Committee Structure**
   Co-chairs
   - Vice President Instruction
   - Vice President Academic Senate

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

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

4. **Decision-making process**
   - Formal votes – sometimes
   - Consensus – sometimes

5. **Committee training offered**
   None

6. **Meeting schedule**
   Every Tuesday 3:30-5 p.m.

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

http://msa.fhda.edu/

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

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

3. **Committee Structure**
   Leadership*
   - President
   - President-elect
   - Secretary
   - Treasurer
   - Outreach Office
   - Past president
     *One year term for officers

   Membership
   - Open to all district employees

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

4. **Decision-making process**
   - Formal voting – two-thirds (2/3) vote

5. **Committee training offered**
   - No formal training

6. **Meeting schedule**
   - Minimum of 1 MSA general meeting each academic year, TBA

Student Learning Outcomes Steering Committee (SLO)

http://www.deanza.edu/slo/

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

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

3. **Committee Structure**
   - Faculty (7)
   - Academic Senate President (elected)
   - Faculty Senate (appointed)
   - Academic Senate Vice President (elected)*
   - Coordinator for Student Services and Administrative Units (appointed)*
   - Coordinators for Instruction (appointed)*
   - Curriculum Committee Co-Chairperson (appointed)*

- Professional & Organizational Development Director (appointed)*

(*Indicates Core Team Member)

Classified (2)

- Classified Senate President
- Institutional Researcher

Administrators (6)

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

Membership terms for SLO Coordinators

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

4. Decision-making process

- Consensus

5. Committee training offered

- Attendance at Seminars and Workshops sponsored by ACJCC, workshops sponsored by the Statewide Academic Senate, and De Anza College Workshops

6. Meeting schedule

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

Student Services Planning and Budget Team (SSPBT)

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

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

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

3. **Committee Structure**
   Co-chairs
   - Vice President Student Services
   - Committee elected person from within the committee

   Membership
   - Administrator (5)
   - Faculty (3)
   - Classified (3)
   - Student (2)
   - Bargaining Unit (2)
   - At large, outside of Student Services (1)

   Confirmed/appointed by respective governance group

   Membership(staggered) terms
   - Two-year terms for all De Anza employees
   - Term of DASB Students or Designees

4. **Decision-making process**
   - Consensus

5. **Committee training offered**
   - Orientation 101, 102, 103

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

1. Teamsters Supervisors Unit

www.teamstersjc7.org/locals/roster/local-287.htm

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

3. **Charge**
   Negotiate all aspects of the Supervisors contract including salary and health and welfare.
   Represent Supervisors in grievance process to ensure contractual agreements are followed and adhered to.
   Represent Supervisors on District Governance Committees.

4. **Organization Structure**:
   Negotiations and Representation Team
   - Lead Steward
   - 3 Stewards from respective areas. (De Anza/Foothill/Central Services)

5. **Decision making process**
   Contractual changes require ratification meeting.
   Information gathering and direction to negotiations team is by consensus.

6. **Organization training**
   Training by Teamsters Local 287
   Supervisors training through collaboration with District and Office of Staff Development

7. **Meeting schedule**
   Ratification and information meetings scheduled on as needed basis

1. Technology Task Force

http://www.deanza.edu/gov/techtaskforce/

2. Mission

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

3. Charges and communication

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

4. Committee Structure

Tri-chairs

- Administrator (1)
- Faculty (1)
- Classified (1)

Membership

There are no official targets for breakdown by constituent groups because it is an advisory group to College Council. The composition of the 2010-11 membership is as follows:

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

Membership terms

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

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

6. **Committee training offered**
   - None

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

DRAFT (REVISED 2/27/12)

Glossary

Section I: Advisory Groups, Councils and Committees

Administrative Management Association (AMA)

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

Campus Center Advisory Board

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

Campus Facilities

The Campus Facilities Group Reviews program and service proposals to determine the impact on current and proposed facilities, and make long-term recommendations for physical plant facilities including buildings, grounds and custodial care.

College Environmental Advisory Group

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

College Planning Committee (CPC)

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

Curriculum Committee

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

Developmental & Readiness Education (DARE)

DARE is a task force charged with the development of a campus-wide plan to streamline and structure the flow of students from the point of entry, through student support and academic courses, to their final objectives. Future objectives will be identified by the taskforce itself, by grant objectives (including Title III and BSI) and through future planning retreats.

Diversity Advisory Council

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

Multicultural Staff Association (MSA)

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

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

Technology Task Force (Tech Task Force)
Tech Task Force is an advisory group to De Anza's College Council regarding technology products and solutions.

Section II: Budget Terms*

A Budgets
This is the cost of the full-time contracted salaries and benefits, and certain other items such as leases, utilities, etc.

Automatic Budget Reallocation (ABR)
This in an acronym for "automatic budget reallocation." The theory is that you can budget in a broad category like a 4000 ABR, and when money is spent from a specific object code i.e. 4010 it will first deduct from that code. If there is no money available in 4010 it will pull money automatically from the 4000 ABR pool. The financial reports show a negative budget amount if the ABR does not have enough money. ABRs are used for all major budget categories such as 1100, 2000, 4000, etc.

B Budgets
This represents discretionary funding for the college. It is used for supplies, casual hourly employees and all other operating expenses such as repairs, postage, etc., that are the college's obligation. It is distinguished from A budgets, which represent the contracted salaries of faculty and classified staff and other agreed upon expenses such as facilities rental, utilities, negotiated release time, etc. The amount of the B budget is set through an historic formula that allocates money to the campus. This amount is then augmented by the income that the campus generates. This campus-generated income includes instructional materials, parking fines, sale of catalogues and schedules, registration enrollment fees, transcript fees and a host of other minor fees/revenues. We have used another term for the capital outlay budgets, the C budgets, but the C budget has become the same as the B budget in Fund 14 since there is no separate allocation for Fund 14 capital budgets. Other parts of the capital budget get a little confusing because the state allocates restricted money to the district for instructional equipment and scheduled maintenance. The amount of money varies year to year as determined by the state budget process. These instructional equipment funds and scheduled maintenance funds are recorded and spent in Fund 21 and Fund 76 respectively, because they are restricted by the state for specific purposes.

Base Apportionment ("The Base")
The total unrestricted general funding amount from the state. It includes "foundation" funding for essential operations (this amount depends on the number and size of colleges and centers in the district) plus a fixed amount per FTES up to the district's CAP.

Budget Transfers
These are for transferring money from one account to another. The appropriate budgeter must sign off on it. You cannot transfer from A budget to B budget or between funds (i.e. categorical project to the General Fund 14).

Campus Center Use Fee Fund 28
Revenue for this fund is generated by a mandatory fee for use of the Campus Center. The proceeds are used for payment of the bonds and COPS, which financed the construction of the building.

CAP
The number of resident FTES the state funds the district to teach each year. In a "non-growth" year, the goal is always to serve exactly this number of FTES to maximize funding from the state while minimizing expenses.

If over CAP, the district is serving the extra students for "free"; that is, the district does not get funding for the FTES beyond the CAP, unless, as in some years, the state makes growth funding available (this year growth funding is 2.1 percent).

If under CAP, the district is serving fewer students than the state is prepared to fund. This year (2010-2011) the district is projecting that we will be under CAP by about 4 percent. The state doesn't take back the funding promised for this year, but next year our CAP will be reduced, resulting in a corresponding drop in the funding for next year. If under CAP, we also miss out on any additional growth funds available.

Capital Projects Fund 76
This fund is used for state money directed toward major building projects, instructional equipment allocations and state scheduled maintenance projects.

Categorical Fund 21
This fund handles all the local, state and federal grants that are received by the college. Large grant programs would include Matriculation, NASA, EOPS, VTEA, Health Services and many other smaller programs.

Child Development Fund 26
This fund is established for the operation of the Child Development Center. The revenue comes from parent fees, as well as local, state and federal grants.

De Anza Associated Student Body (DASB) Fund 148
This fund records all the student body revenue from card sales, fund-raisers and flea markets. The revenues are used for the operations of the DASB, the clubs and support of the college.

Deficit Factor
Each year the state promises to fund the district with a certain dollar amount of BASE apportionment. Later, the state can impose a "deficit factor" which is essentially a percentage

decrease in the promised funding. So, if a 1 percent deficit factor is imposed, our BASE would be reduced, and, in effect, we would only get $4,257 (99 percent of $4,300) per FTES instead of $4,300. A deficit factor doesn't change the CAP. The district still serves the same number of students but gets less for doing it. Deficit factors are typically announced mid-year, after the budgeting has occurred. As a "just in case" measure, our district sometimes builds a deficit factor into our budget, and, if it doesn't materialize, then this amount drops as a surplus to the bottom line.

Educational Trust Fund
A district fund established that rewards the college's productivity.

Enterprise Fund 148
This fund is established for the Bookstore, Food Services and maintenance of the Campus Center Building. It is designed to be self-sufficient so that revenues from the operations cover the costs of sales, labor and maintenance.

Expenses Transfers
This is used to transfer the expense for a specific transaction from one account to another. Specific detail of the expense must accompany the transfer (i.e. a copy of the MER). The budgeter of the account where the expense will be charged must sign the transfer.

50 Percent Law
Fifty percent of all Unrestricted General Fund expenses must be spent on the direct cost of instruction (Ed. Code Section 84362). This provision drives some of the decisions on budget cuts. Currently, the district is trying to keep our percent spent on direct instruction about the same as in past, slightly above the 50 percent required. Upcoming cuts can't come exclusively from cutting classes since that would put us below the required 50 percent.

Financial Aid Fund 37, 38, 39
These funds are used for federal and state financial aid programs, such as Pell Grants, SEOG, Perkins, etc.

Float
When a regular full-time employee resigns or retires from a position, the dollars freed up while the position is vacant are called float dollars. The district has an automatic procedure in place where those dollars are moved from the budget account to a campus-wide salary lapse account as B budget. Classified float is the equivalent of the actual rate the incumbent was being paid at the time he or she left the position. These float dollars can normally be used to hire casual hourly replacements while the position in vacant. Certificated non-teaching positions also generate float in the same manner. In these cases, float dollars are converted into hourly teaching dollars until the position is refilled. Float can also be used for other discretionary purposes within the college besides salary backfilling.

Faculty Obligation Number (FON – also used in enrollment management)
Created when AB1725 passed, the FON is the number of full-time faculty that the district must employ. It changes as our CAP changes. The state calculates the FON proportioned to the CAP

increase and informs the district as to what this number is each year. If we don't match or go over the FON, the state withholds funding from the district. The rationale for the withholding is to offset any savings the district would get by employing part-time faculty instead of hiring full-time faculty. The FON represents "true" full-time faculty, not FTEF, which includes part-time faculty load bundled together. Meeting the FON requirement explains why full-time faculty are sometimes hired during program reductions and employee layoffs.

General Fund – Fund 14
This is the general operating fund of the district. Basically everything happens here unless the state designates a fund to be set up for a special purpose. This is the fund that receives the state apportionment and property taxes for income and pays most of the expenses of the teaching and support staff in addition to all the operating expenses like the B budget and utilities, etc.

Growth Mode
This is an operating mode in which the district wants to get additional funding from the state by serving more students than in the prior year. In the years that the state builds growth money into its budget, serving extra students is not a risk, as long as the district doesn't grow more than the percent allowed. In this mode, because the district is not as concerned about high productivity (full classes) as about enrolling as many students as possible, classes are allowed to "make" below the minimum enrollment number, which is typically 20 students per class. The district is now in an atypical Growth Mode, offering more classes because we are under CAP. The long-term impact of being under CAP and having our BASE permanently drop is worth the one or two quarters of expense to run some classes under 20.

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

Parking – Fund 25
This fund is established to receive revenue from the sale of parking decals and permits. The fees are then used to make payments on the loan that was used to build the parking garage at De Anza, for the parking security officers and for other parking lot maintenance costs.

Productivity Mode
This is an operating mode in which the district is on track to meet the CAP, so it tries to serve the students we have as efficiently as possible, that is, with as few salary dollars as possible. In this mode, fewer sections are offered to get more students to enroll in each one, and classes below the minimum enrollment number of 20 are cancelled. Efforts are made via e-mails to get the students from cancelled classes to enroll in other open sections.

Professional Development Leaves (PDL) Backfill
We also receive funds to backfill Professional Development Leaves (PDL) granted to certificated staff, and Staff Development Leaves (SDL) granted to classified staff. In these cases, the calculation on PDL and SDL backfill is slightly different than float. Classified SDL backfill is calculated at the part-time hourly rate equivalent to Step A of the salary range of the incumbent.

This amount of money would be enough to hire casual hourly replacements. Certificated non-teaching and teaching PDL backfill is calculated at the part-time hourly rate (about 70% of the full-time rate).

Revenue and Cap
The base revenue we receive from the state is based on the FTES we generate. Generally, the more FTES we generate the more money we receive from the state. However, the state limits the growth in community colleges by a variety of formulas. In our case, we are generally limited to (capped at) a 1% growth rate. We are at cap now, so any funding for growth above the 1% allocated growth cannot be guaranteed from year to year. It is through this method that we receive more than 85% of our annual revenue each year (over $93 million dollars district-wide).

Self-Support – Fund 15
This is technically a sub-fund of the general fund, but programs are set up here to be self-sustaining. That is, they generally have a source of revenue like the Community Development Program and are expected to pay for all their own expenses. The Reprographics Department is another example of a self-sustaining department that relies primarily on charge-backs from the college to operate.

Special Education/DSPS – Fund 22
This fund is set up for the special education programs of the college. It receives restricted income from the state for the programs as well as general apportionment funding generated by special education students in regular classes.

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

Work Study Fund 23
This fund is used to channel federal financial aid dollars to qualified students on financial aid.

*sources: Budget Committee website (http://www.deanza.edu/budgetinfo/glossary.html) and Faculty Association Newsletter, 4/25/2011 (http://fafhda.edu)

Section III: Collective Bargaining Units

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

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

California School Employees Association (CSEA)
CSEA is the bargaining group that represents workers in the skilled trades and crafts.

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

Section IV: Enrollment Management Terms

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

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

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

Full Time Equivalent Student (FTES) Computation
In a quarter environment, during census week, to compute FTES you would do the following calculation:

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

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

Load
The class "productivity" would be calculated as follows:

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

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

Productivity
The term refers to the efficiency with which we use our resources. It is figured by dividing the quarterly WSCH by the quarterly FTEF. Because FTEF is also an annualized term, productivity can also be figured by dividing the WSCH by 3 times the Load Factor. The district budgets for a productivity of 530.

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

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

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

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

Section V: Institutional Planning and Governance Groups

Campus Budget Team

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

College Council

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

Finance & Educational Resources Planning & Budget Team (FERPBT)

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

Instructional Planning & Budget Team (IPBT)

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

Student Services Planning & Budget (SSPBT)

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

Academic Senate

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

Classified Senate

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

DASB

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

Section VI: Learning Outcome and Assessment Terms

Administrative Unit Outcome (AUO)

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

Assessment Cycle (AC)

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

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

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

Certificate Level Outcome (CLO)

The De Anza administration, faulty and staff work in concert to define and assess Certificate Level Outcomes that are overarching, clear, and assessable statements that identify and define what a student will be able to know, do or feel at the successful completion of a specific certificate. The CLOs appear in the De Anza catalogue under each certificate.

Degree Level Outcome (DLO)

The De Anza administration, faulty and staff work in concert to define and assess Certificate Level Outcomes that are overarching, clear, and assessable statements that identify and define what a student will be able to know, do or feel at the successful completion of a specific degree. The DLOs appear in the De Anza‘s catalogue under each degree.

Hybrid Programs

Hybrid Programs offer both curriculum and services to students. Hybrid programs (APE, EDC, Counseling/Matriculation, HOPE, Student Success Center, Learning Resources, Athletics) conduct both SLOAC and SSLOAC.

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

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

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

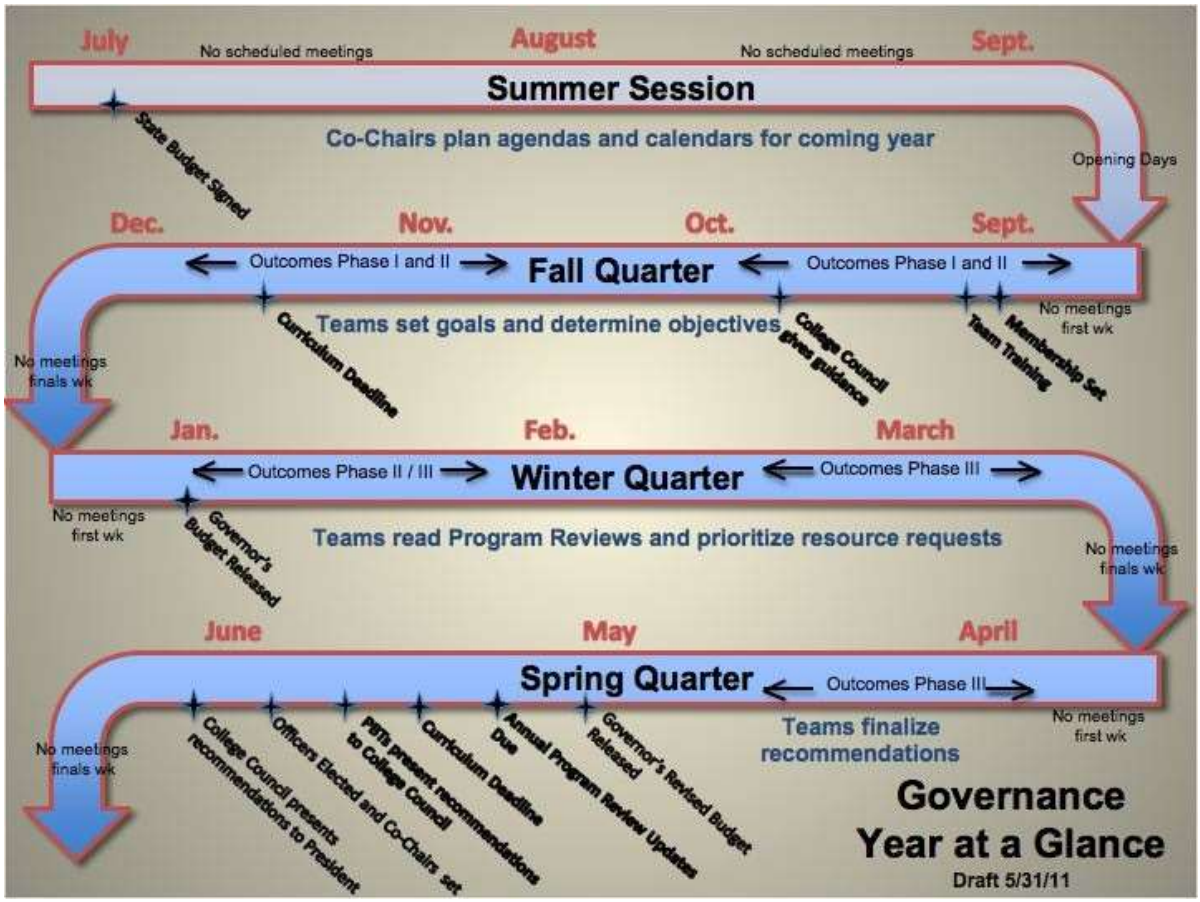
Student Learning Outcome (SLO)
The De Anza faculty defines and assesses Student Learning Outcomes that are overarching, clear, and assessable statements that identify and define what a student is able to do at the successful completion of a specific course, program, activity, or process. These outcomes may involve a combination of knowledge, skills/abilities, and/or attitudes that display behavioral evidence that learning has occurred at a specific level of competency. The ongoing assessment of Student Learning Outcomes is specifically linked to the De Anza College Mission, Institutional Core Competencies, program review, and the planning and budget process, including Strategic and Educational Master Planning efforts. All courses have SLO statements. A SLOAC is not complete until all of a course's SLO have been assessed.

Student (Support) Services Learning Outcome (SSLO)
The De Anza faculty, staff, and administration work in concert to define and assess Student (or in some cases Support) Services Learning Outcomes that are overarching, clear, and assessable statements that identify and define what a student will be able to know, do, or feel at the successful completion of a specific program, activity, or process. In general, programs that directly work with students and/or play an academic support role (Financial Aid, EOPS, Outreach etc.) will conduct AUO assessment cycles.
Revised 2/20/12 JH

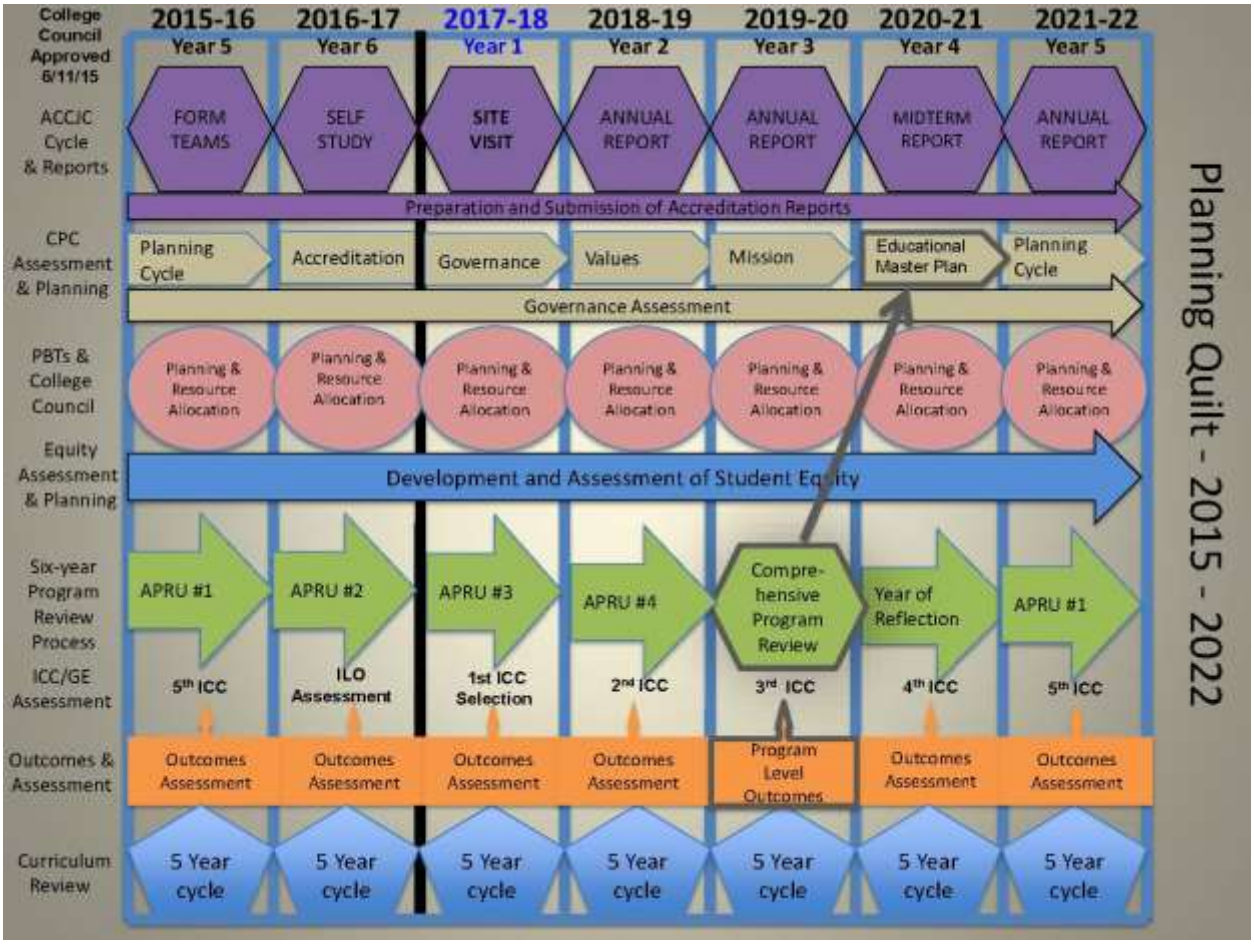
Section VII: General Terms

Governance
Governance is the ongoing and integrated process of planning and decision-making. Based on the assumption that the active participation of all constituent groups and consideration of diverse viewpoints are essential for effective college planning, governance at De Anza College includes faculty, staff, students, and administrators.

Governance Year-at-a-Glance



Seven-Year Planning and Assessment Cycle



Effective Committee Member Checklist

Do you…

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

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

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

Closing the Loop

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

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

LV Rees 11/5/10

As a committee member you have committed to…

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

Role of a committee chair…

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

Legal Framework/Basis for Governance

Governance Policies

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

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

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

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

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

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