



Chancellor's Advisory Council Meeting Agenda – October 14, 2016

Foothill College
Conference Room 5971
2:30 p.m.

AGENDA TOPIC	PURPOSE	DISCUSSION LEADER
I. Welcome and introductions	I	Judy Miner
II. Approval of June 10, July 22, and August 5, 2016, Meeting Summaries (<i>Attachment 1, 2, and 3</i>)	A	Judy Miner
III. Review of Charge, Purpose and Ground Rules (<i>Attachment 4</i>)	D/A	Judy Miner
IV. Review of 2015-16 accomplishments/goals for 2016-17 (<i>Attachment 5</i>)	D	Judy Miner
V. Review of calendar for 2016-17 (<i>Attachment 6</i>)	D/A	Judy Miner
VI. Accreditation <ul style="list-style-type: none"> • Functional map (<i>Attachment 7</i>) • Infographics (<i>Attachment 8</i>) • Governance survey (<i>Attachment 9</i>) 	D	David Ulate
VII. District Strategic Plan Update	D	David Ulate
VIII. Board Policies and Administrative Procedures <ul style="list-style-type: none"> • BP 3510 Workplace Violence (formerly BP 4515) – Revised (Fourth Reading) (<i>Attachment 10</i>) • AP 3510 Workplace Violence – New (Fourth Reading) (<i>Attachment 11</i>) • AP 2410 Policy and Administrative Procedure – Revised (Third Reading) (<i>Attachment 12</i>) 	D/A	Dorene Novotny Judy Miner
IX. League for Innovation Reaffirmation Report	I	Judy Miner
X. Other Information and Updates	I	All



**FOOTHILL-DE ANZA
Community College District
Office of the Chancellor**

**CHANCELLOR'S ADVISORY COUNCIL
Meeting Summary
June 10, 2016**

Present: Judy Miner, Mayra Cruz, Rich Hansen, Patrick Morriss (for Carolyn Holcroft), Lorna Maynard, Kevin McElroy, Joe Moreau, Brian Murphy, Dorene Novotny, Ramiel Petros, Karen Smith, David Ulate, Breeze Wen Liu, Lindsay West, Chris White

I. Welcome

Chancellor Miner welcomed council members.

II. Approval of April 15 and May 13, 2016, Meeting Summaries

The April 15 and May 13, 2016, Chancellor's Advisory Council (CAC) meeting summaries were approved by consensus.

III. College/District Institutional Effectiveness Goals

David reviewed the college and district institutional effectiveness goals and explained that in order to receive Student Success and Support Program funds, each college in the state is required to develop, adopt and post a goals framework that addresses, at a minimum, student performance and outcomes, accreditation status, fiscal viability, and programmatic compliance with state and federal guidelines. He advised that the California Community Colleges Chancellor's Office required colleges to set short- and long-term goals for eight indicators this year and provided the URL for the CCCCCO's database of the goals set by all the colleges in the state:

<https://misweb.cccco.edu/ie/DistrictSelect.aspx>.

IV. Board Policy and Administrative Procedures

- BP 3510 Workplace Violence (formerly BP 4515) – Revised (Third Reading)
- AP 3510 Workplace Violence – New (Third Reading)

Councilmembers discussed the revised draft of the workplace violence policy as well as the Faculty Association's recommended revision, which was distributed by email earlier in the day. The council agreed to look more carefully at the language specifically required by law and resume discussion of the revisions in the fall.

- AP 2410 Policy and Administrative Procedure – Revised (Second Reading)

Mayra asked that approval of the procedure be postponed until fall as Carolyn Holcroft, who was not in attendance at the meeting, wanted to present some feedback from the Foothill College Academic Senate regarding the flowchart.

V. Recognition of Outgoing Chancellor's Advisory Council Members

Chancellor Miner presented certificates of appreciation to outgoing council members Mayra, Lorna, Karen, and Breeze to thank them for their participation in the Chancellor's Advisory Council.

VI. Other Information and Updates

Rich, Judy, and Kevin provided an update regarding the state budget for 2016-17.

Joe asked that everyone be sure to review Sharon Luciw's email messages regarding the new phone system.

Mayra announced that De Anza College's Academic Senate approved the adoption of Canvas, Randy Bryant is the new senate president, Jim Nguyen is the new vice president, and Isaac Escoto will be serving as the president of the District Academic Senate during 2016-17.

The meeting adjourned at 3:25 p.m.

Draft



**FOOTHILL-DE ANZA
Community College District**

**CHANCELLOR'S ADVISORY COUNCIL
Meeting Summary
July 22, 2016**

(Note: No physical meeting was held. An electronic vote was conducted on the board policy referenced herein.)

I. Board Policy 2712 Conflict of Interest Code (Revised)

On July 13, 2016, proposed revised board policy (BP) 2712 Conflict of Interest Code was distributed to the Chancellor's Advisory Council by email for review. The email message that accompanied the revised policy explained that the district is required by the Political Reform Act to review its conflict of interest code every even-numbered year and that the policy must be approved by the both the district's Board of Trustees and the Santa Clara County Board of Supervisors. The email message noted that the revisions included a new designated position and a correction to a regulation number to reflect a recent change made by the Fair Political Practices Commission. Council members were asked to identify any concerns requiring further discussion by July 22, 2016.

As no objections were received by the deadline, the policy was approved by consensus to be presented to the Board of Trustees for first reading.



FOOTHILL-DE ANZA
Community College District

CHANCELLOR'S ADVISORY COUNCIL
Meeting Summary
August 5, 2016

(Note: No physical meeting was held. An electronic vote was conducted on the statement of commitment referenced herein.)

I. Approval of Statement of Commitment for League for Innovation in the Community College Reaffirmation Report

On July 25, 2016, a proposed Statement of Commitment to the League for Innovation in the Community College was distributed to the Chancellor's Advisory Council by email for review. The email message that accompanied the statement asked that the council approve the proposed statement electronically in order to meet the timeline for completion of the reaffirmation self-study report for League membership. Council members were asked to identify any concerns requiring further discussions by August 5, 2016.

As no objections were received by the deadline, the statement was approved by consensus.

CHANCELLOR'S ADVISORY COUNCIL

CHARGE, PURPOSE AND GROUND RULES

OVERVIEW

The Chancellor's Advisory Council (CAC) is the primary district-wide, participatory governance leadership team that advises the chancellor on institutional planning, budgeting, and governance policies and procedures affecting the educational programs and services of the Foothill-De Anza Community College District. Members of the CAC advise and make recommendations to the chancellor regarding district goals and priorities that are of major importance to the district in providing opportunity and promoting quality, integrity, accountability and sustainability in carrying out the mission and goals of the district.

PHILOSOPHY & MISSION

We believe in the principles of openness, honesty, fairness, objectivity, and collegiality in policy development, planning, and budgeting. We adhere to the consensus model in conducting the business of the CAC. We expect that major district policies and procedures stemming from our mission, exclusive of those that are collectively bargained, be first submitted in draft form to the appropriate district governance groups most affected and then reviewed by the campus and/or district constituencies prior to action by the CAC. It is especially important that the 11 points agreed to in the participatory governance charter between the Academic Senates and the Trustees be acknowledged to avoid duplication of efforts and confusion. We adhere to the principles of clear, open, and honest communication and consultation, and we believe that every member of the CAC has the right to express his or her views on all issues under deliberation. We also are cognizant and respectful of the purpose and goals of the district's governance constituencies, and believe we can play a major role in coordinating and disseminating district-wide information to those we represent, and to the community we serve.

The mission of the Foothill-De Anza Community College District is used to guide the work of the CAC as follows:

The mission of the Foothill-De Anza Community College District is student success. **We are driven by an equity agenda and guided by core values of excellence, inclusion, and sustainability. Every member of our district contributes** accomplish this by providing access to a dynamic learning environment that fosters excellence, **student engagement, equal** opportunity, equity, and innovation in meeting the various educational and career goals of our diverse students and communities. The district provides high- **We are committed to providing an accessible, quality undergraduate education dedicated to developing a broadly educated and socially responsible community** at an affordable price for students and reasonable cost to the state and maintains the primary mission of advancing **that supports an equitable and just future for** California through education, training, and workforce improvement.

PURPOSE

To advise and consult with the Chancellor on district-wide governance, institutional planning and budgeting, policies and procedures to promote the educational mission and goals of the Foothill-De Anza Community College District.

REPRESENTATION

- Each member will maintain and promote a focus that is based on district strategic priorities rather than personal, constituency or college interests.
- Each member will represent his/her constituency with accuracy and truthfulness, presenting data as completely as possible and not selectively withholding information.
- Each member will communicate a clear understanding of the issues and any CAC recommendations to his/her constituency.

MEETINGS

- Each member will honor the agenda and be prepared to participate in the entire meeting.
- Each member will keep the discussion focused on the issues, not on the person presenting them, nor on items not immediately relevant to the topic.

PARTICIPATION

- Each member will encourage full and open participation by all CAC members and make a concerted effort to avoid discussions that are dominated by a few people.
- Each member will welcome and solicit diverse opinions and viewpoints, remembering that disagreements are acceptable, often leading to good decision-making.
- Each member will practice "active" listening skills in order to avoid pre-formulated responses, interruptions and sidebar conversations.

INTERACTION

- Each member will base his/her interpersonal behavior on the assumption that we are all people of goodwill, ensuring that interactions within and outside the CAC meetings are consistent with expectations of discretion and respect for individual and institutional integrity.
- Each member will honor and acknowledge the contributions of individuals as well as the accomplishments of the whole team, regardless of the level of controversy in the discussion or its outcome.

Approved by consensus of the Chancellor's Advisory Council: 11/7/03

Reviewed and corrected by consensus of the Chancellor's Advisory Council: 10/15/10

Reviewed and corrected by consensus of the Chancellor's Advisory Council: 10/19/12

Reviewed and corrected by consensus of the Chancellor's Advisory Council: 10/16/15



FOOTHILL-DE ANZA
Community College District
Office of the Chancellor

CHANCELLOR'S ADVISORY COUNCIL
2015-2016 Accomplishments

Meeting Date	Agenda Topic	Outcome
October 16, 2015	Approval of May 22, 2015, Meeting Summary	Approved
	Review of Charge, Purpose and Ground Rules	Reaffirmed with change
	District Mission Statement and Educational Master Plan Timeline and Process	Discussed/scheduled for follow up
	Foothill College President Search Update	Discussed
	Addition of Human Resources and Business Services Representatives to Educational Technology Advisory Committee	Approved
November 13, 2015	Approval of October 16, 2015, Meeting Summary	Approved
	District Mission Statement Review	Discussed/scheduled for follow up
	New Direction for Academic and Professional Matters Committee	Discussed
	Discussion of Hiring Processes	Discussed
January 15, 2016	Approval of November 13, 2015, Meeting Summary	Approved
	District Mission Statement Review	Discussed/scheduled for follow up
	Draft 2016 Legislative Principles	Approved with changes
	Budget Update	Discussed
	Equity and Educational Master Plan Highlights	Discussed
February 19, 2016	Approval of January 15, 2016, Meeting Summary	Approved
	Draft District Mission Statement Review	Discussed/scheduled for follow up
	BP 3510 Workplace Violence (formerly BP 4515) – Revised	Discussed/scheduled for follow up
	AP 3510 Workplace Violence – New	Discussed/scheduled for follow up
	Draft District Equal Employment Opportunity Plan	Discussed/scheduled for follow up

April 15, 2016	Approval of February 19, 2016, Meeting Summary	Approved with correction
	District Mission Statement and Strategic Plan Update	Discussed/scheduled for follow up
	BP 3510 Workplace Violence (formerly BP 4515) – Revised	Discussed/scheduled for follow up
	AP 3510 Workplace Violence – New	Discussed/scheduled for follow up
	AP 2410 Policy and Administrative Procedures – Revised	Discussed/scheduled for follow up
	Draft District Equal Employment Opportunity (EEO) Plan	Approved
	District Diversity and Equity Advisory Committee Requests -Change in membership -Diversity statement prompt for all applications -Eliminate requirement for official transcripts at time of application	Approved with change to clarify membership document
	Call for District Opening Day Workshops	Discussed
	Plans for Sunnyvale Education Center	Discussed
May 13, 2016	BP 1200 Mission of the Foothill-De Anza Community College District – Revised	Approved
June 10, 2016	Approval of April 15 and May 13, 2016, Meeting Summaries	Approved
	College/District Institutional Effectiveness Goals	Discussed
	BP 3510 Workplace Violence (formerly BP 4515) – Revised	Discussed/scheduled for follow up
	AP 3510 Workplace Violence – New	Discussed/scheduled for follow up
	AP 2410 Policy and Administrative Procedure – Revised (Second Reading)	Discussed/scheduled for follow up
	Recognition of Outgoing Chancellor’s Advisory Council Members	Discussed
July 22, 2016	BP 2712 Conflict of Interest Code – Revised	Approved
August 5, 2016	Approval of Statement of Commitment for League for Innovation in the Community College Reaffirmation Report	Approved



FOOTHILL-DE ANZA
Community College District
Office of the Chancellor

CHANCELLOR'S ADVISORY COUNCIL
2016-2017 Goals (DRAFT)

Goals

- Participate in development, review, and approval of district planning documents
- Participate in development, review, and approval of board policies and administrative procedures
- Provide feedback regarding district accreditation documents
- Share information about district programs, challenges, and opportunities
 - Program highlights (e.g. OEI and Service Excellence)
 - District committee reports (District Budget Committee, HRAC/DDEAC, ETAC)
 - Updates from colleges and Central Services and constituency groups

Meeting Date	Topic	Desired Outcome
October 14, 2016	Review of Charge, Purpose and Ground Rules	Reaffirmation
	Review of 2015-16 accomplishments/goals for 2016-17	Feedback
	Review of calendar for 2016-17	Approval
	Accreditation <ul style="list-style-type: none"> • Functional map • Infographics • Governance survey 	Feedback
	District Strategic Plan update	Feedback/Schedule for e-meeting approval
	AP 2410 Policy and Administrative Procedure – Revised	Feedback/Approval
December 2, 2016	BP 3510 Workplace Violence (formerly BP 4515) – Revised	Feedback/Approval
	AP 3510 Workplace Violence – Revised	Feedback/Approval
January 27, 2017	2017 Legislative Principles	Feedback/Approval
	Budget update	Discussion
March 31, 2017	Call for District Opening Day workshops and program highlights	Discussion
April 28, 2017	Review of District Opening Day schedule	Feedback
May 19, 2017	College/district institutional effectiveness goals	Discussion
June 9, 2017	Review of 2016-17 CAC Meetings	Evaluation
	Recognition of outgoing Chancellor's Advisory Council members	Acknowledgement

**Chancellor's Advisory Council
2016-2017 Meeting Schedule**

Date	Location	Time
Friday, October 14, 2016	Conf. Room 5971	2:30-4:00 p.m.
Friday, December 2, 2016	Toyon Room 2020	2:30-4:00 p.m.
Friday, January 27, 2017	Toyon Room 2020	2:30-4:00 p.m.
Friday, March 3, 2017	Pres. Conf. Room 1901	2:30-4:00 p.m.
Friday, March 31, 2017	Toyon Room 2020	2:30-4:00 p.m.
Friday, April 28, 2017	Toyon Room 2020	2:30-4:00 p.m.
Friday, May 19, 2017	Pres. Conf. Room 1901	2:30-4:00 p.m.
Friday, June 9, 2017	Toyon Room 2020	2:30-4:00 p.m.

Definitions

P	Primary Responsibility:	Primary Responsibility (leadership and oversight of a given function including design, development, implementation, assessment and planning for improvement).
S	Secondary Responsibility:	Secondary Responsibility (support of a given function including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility).
SH	Shared Responsibility:	Shared Responsibility (the district and the college are mutually responsible for the leadership and oversight of a given function or that they engage in logically equivalent versions of a function—district and college mission statements).

Functional Responsibility

P = Primary, S = Secondary, SH = Shared

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

College	District
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I.A: Mission

I.A.1	The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)	P	P
I.A.2	The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	P
I.A.3	The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	P
I.A.4	The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)	P	P

I.B: Assuring Academic Quality and Institutional Effectiveness

Academic Quality

I.B.1	The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	P	S
I.B.2	The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	P	S
I.B.3	The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	P	S
I.B.4	The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	S

Institutional Effectiveness

I.B.5	The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	P	S
I.B.6	The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	S
I.B.7	The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	P	P
I.B.8	The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	P	S

I.B.9	The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)	P	P
I.C:	<u>Institutional Integrity</u>		
I.C.1	The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)	P	S
I.C.2	The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)	P	S
I.C.3	The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)	P	P
I.C.4	The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	S
I.C.5	The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	P	P
I.C.6	The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	P	S
I.C.7	In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)	P	P
I.C.8	The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	SH	SH
I.C.9	Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
I.C.10	Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	P	P
I.C.11	Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	N/A	N/A
I.C.12	The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)	P	P
I.C.13	The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)	SH	SH

I.C.14

The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

SH

SH

Functional Responsibility

P = Primary, S = Secondary, SH = Shared

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

College	District
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2A: Instructional Program

2A1	All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)	P	S
2A2	Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	P	S
2A3	The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.	P	S
2A4	If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	P	S
2A5	The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)	P	S
2A6	The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)	P	S
2A7	The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	P	S
2A8	The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	P	S
2A9	The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)	P	S

2A10	The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)	P	S
2A11	The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	P	S
2A12	The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)	P	S
2A13	All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	P	S
2A14	Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	P	S
2A15	When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
2A16	The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, precollegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	P	S
2B:	<u>Library and Learning Support Services</u>		
2B1	The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)	P	S
2B2	Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	P	S
2B3	The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S
2B4	When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)	P	S

2C:**Student Support Services**

2C1	The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)	P	S
2C2	The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	P	S
2C3	The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)	P	S
2C4	Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	P	S
2C5	The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	P	S
2C6	The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)	P	S
2C7	The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
2C8	The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	SH	SH

Functional Responsibility

P = Primary, S = Secondary, SH = Shared

Standard III: Resources

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

3A: Human Resources

		College	District
3A1	The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	SH	SH
3A2	Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)	P	S
3A3	Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	SH	SH
3A4	Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	P	S
3A5	The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH
3A6	The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.	P	S
3A7	The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)	P	S
3A8	An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	P	S
3A9	The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)	P	P
3A10	The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)	P	P
3A11	The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	S	P
3A12	Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH
3A13	The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	SH	SH
3A14	The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	P
3A15	The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	SH	SH

3B:**Physical Resources**

3B1	The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	SH	SH
3B2	The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	SH	SH
3B3	To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	SH	SH
3B4	Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	SH	SH

3C:**Technology Resources**

3C1	Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	SH	SH
3C2	The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	SH	SH
3C3	The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	S	P
3C4	The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	P	P
3C5	The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	SH	SH

3D:**Financial Resources*****Planning***

3D1	Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)	SH	SH
3D2	The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	SH	SH
3D3	The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	SH	SH

Fiscal Responsibility and Stability

3D4	Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH
3D5	To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	SH	SH
3D6	Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	SH	SH
3D7	Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	SH	SH

3D8	The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	SH	SH
3D9	The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	SH	SH
3D10	The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
Liabilities			
3D11	The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	S	P
3D12	The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	S	P
3D13	On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	S	P
3D14	All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	P	P
3D15	The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	P	S
Contractual Agreements			
3D16	Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	P	P

Functional Responsibility

P = Primary, S = Secondary, SH = Shared

Standard IV: Leadership and Governance

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

College	District
---------	----------

4A: Decision-Making Processes

4A1	Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	P	P
4A2	The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	P	P
4A3	Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	P	P
4A4	Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S
4A5	Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	P	P
4A6	The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	P	P
4A7	Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	P

4B: Chief Executive Officer

4B1	The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
4B2	The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S

4B3	Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: <ul style="list-style-type: none"> • establishing a collegial process that sets values, goals, and priorities; • ensuring the college sets institutional performance standards for student achievement; • ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; • ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; • ensuring that the allocation of resources supports and improves learning and achievement; and • establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution. 	P	S
4B4	The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	P	S
4B5	The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	S
4B6	The CEO works and communicates effectively with the communities served by the institution.	P	S

4C: Governing Board

4C1	The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)	S	P
4C2	The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	N/A	P
4C3	The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	S	P
4C4	The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)	N/A	P
4C5	The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	S	P
4C6	The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	N/A	P
4C7	The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.	S	P
4C8	To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	S	P
4C9	The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	S	P
4C10	Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.	S	P

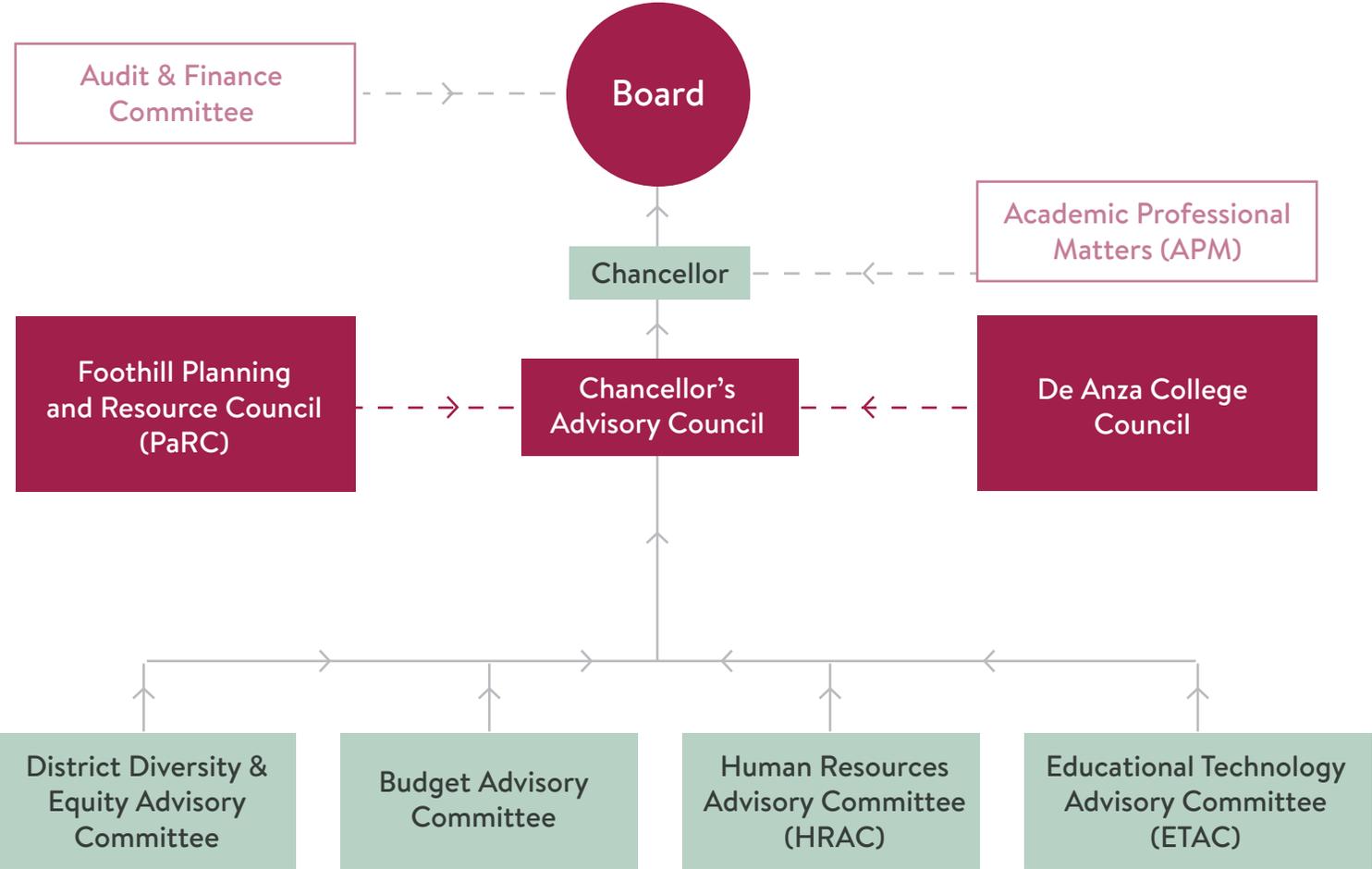
4C11	The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)	N/A	P
4C12	The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.	S	P
4C13	The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.	S	P

4D: Multi-College Districts or Systems

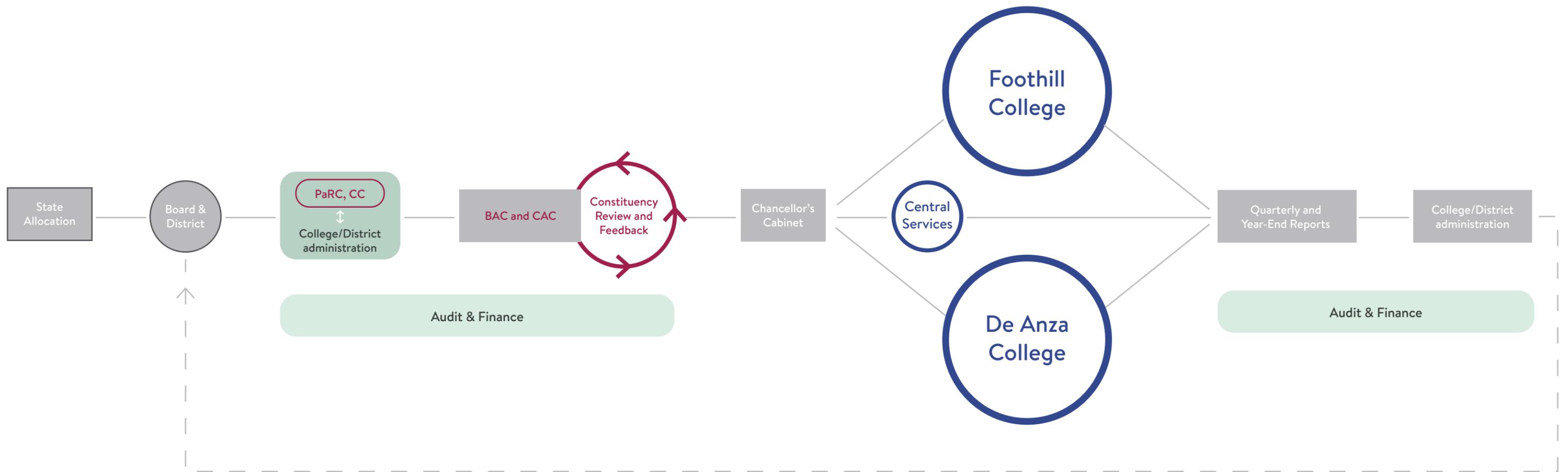
4D1	In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.	S	P
4D2	The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.	S	P
4D3	The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.	S	P
4D4	The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.	S	P
4D5	District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	S	P
4D6	Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	S	P
4D7	The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P

Foothill-De Anza Community College District Participatory Governance Structure

“Meeting and Serving the Needs of the Community”



Foothill-De Anza Community College District Resource Allocation Cycle



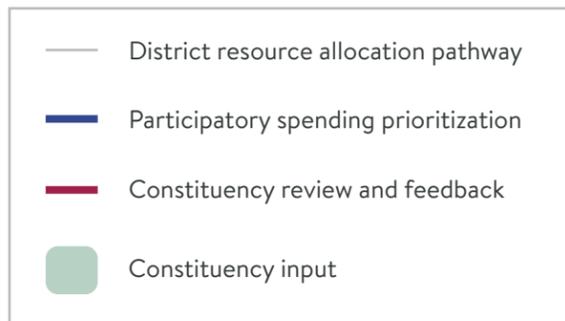
Governance Groups

PARC= Planning and Resource Council (FH)

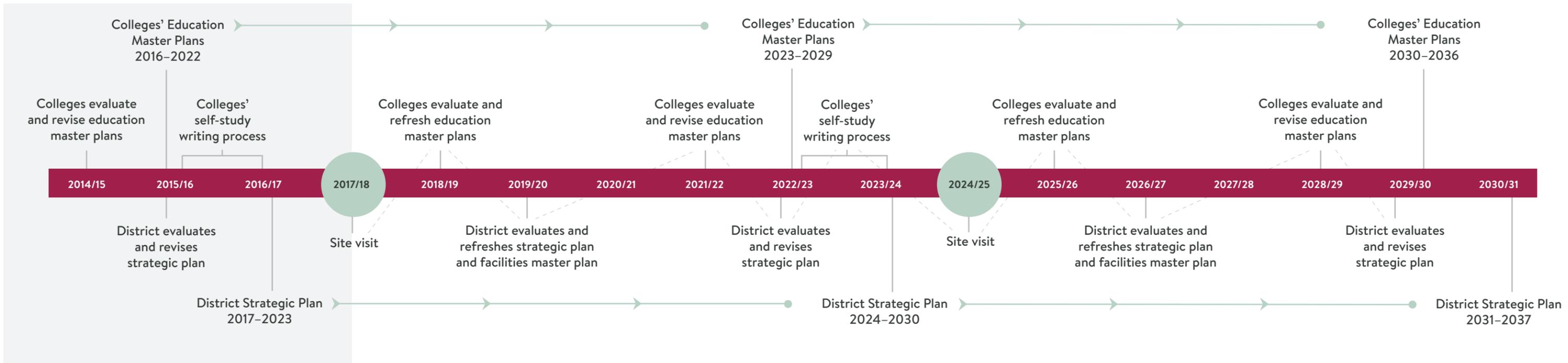
CC= College Council (DA)

BAC= Budget Advisory Committee (District)

CAC= Chancellor's Advisory Council (District)



Foothill-De Anza Community College District Planning Cycle



Background

1. What is your primary location?
 Foothill **De Anza** **Sunnyvale Center** **District Office**
2. What constituency group are you representing in this committee?
 Administrators/Supervisors **Classified Staff** **Faculty** **Students**
 Other: _____
3. How many years have you worked or been a student (if you are a student rep.) in the district?
 3 or fewer **4-7** **8-10** **11+**
4. How many years (total) have you served on this committee (CAC)?
 Less than a year **1-3** **4-7** **8-10** **11+**
5. How many years (total) have you served on a district governance committee¹?
 3 or fewer **4-7** **8-10** **11+**

Committee Evaluation

1. Constituency groups are adequately represented for the purposes of this committee.
 Strongly Agree **Agree** **Disagree** **Strongly Disagree**
2. The roles and responsibilities of each committee member are clear.
 Strongly Agree **Agree** **Disagree** **Strongly Disagree**
3. The work of this committee effectively supports the mission of the district.
 Strongly Agree **Agree** **Disagree** **Strongly Disagree**
4. The work of this committee effectively supports the mission of the colleges.
 Strongly Agree **Agree** **Disagree** **Strongly Disagree**
5. Discussions were facilitated in a way that provided adequate opportunities for all constituency groups to participate.
 Strongly Agree **Agree** **Disagree** **Strongly Disagree**
6. Decisions were made in a manner appropriate for this committee.
 Strongly Agree **Agree** **Disagree** **Strongly Disagree**
7. Please indicate all means in which you communicate committee decisions/discussions to your constituency groups.
 In person **Email** **College/District website** **Updates in committee meetings**
 Other: _____
8. Please provide any additional feedback on the effectiveness of this district governance committee (You may use the back of this sheet if needed):

¹ District participatory governance committees are: Chancellor's Advisory Council, District Diversity & Equity Advisory Cmte., Budget Advisory Cmte., Human Resources Advisory Cmte., Educational Technology Advisory Cmte.

Introduction

The purpose of the Strategic Plan is to identify college and district goals that support the mission of the district and develop district strategies to help achieve these goals.

FHDA Mission Statement

The mission of the Foothill–De Anza Community College District is **student success**. We are driven by an **equity** agenda and guided by core values of **excellence**, **inclusion**, and **sustainability**. Every member of our district contributes to a **dynamic learning environment** that fosters **student engagement**, **equal opportunity**, and **innovation** in meeting the various **educational** and **career goals** of our **diverse** students. We are committed to providing an **accessible, quality undergraduate education** dedicated to developing a **broadly educated** and **socially responsible community** that supports an equitable and just future for California.

(Mission) <u>Student Success</u>	(Driven by) <u>Equity</u>	(Guided by) <u>Excellence</u>
(Guided by) <u>Inclusion</u>	(Guided by) <u>Sustainability</u>	(Contributes to) <u>Dynamic learning environment</u>
(Fosters) <u>Student engagement</u>	(Fosters) <u>Equal opportunity</u>	(Fosters) <u>Innovation</u>
(Meeting) <u>Educational goals</u>	(Meeting) <u>Career goals</u>	(Who we serve) <u>Diversity</u>
(Committed to providing) <u>Accessible education</u>	(Committed to providing) <u>Quality education</u>	(Developing) <u>Broadly educated community</u>
(Developing) <u>Socially responsible community</u>		

Strategic Priority #1: Academic and Social Achievement

(Mission) <u>Student Success</u>	(Driven by) <u>Equity</u>	(Guided by) <u>Excellence</u>
(Contributes to) <u>Dynamic learning environment</u>	(Fosters) <u>Student engagement</u>	(Meeting) <u>Educational goals</u>
(Committed to providing) <u>Quality education</u>	(Developing) <u>Broadly educated community</u>	(Developing) <u>Socially responsible community</u>

As the mission statement describes, student success is the primary focus of the Foothill-De Anza Community College District. And student success is viewed through an equity lens to ensure the district continues to strive for excellence for all. It is important for students to be engaged in their educational experience and meet their educational goals, resulting in a broadly educated community that is socially responsible.

Goals:

CG 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).

CG 1.2: Decrease in achievement gap.

CG 1.3: Increase participation in community and civic engagement within and outside the college.

DG 1.1: Increase end-user self-sufficiency in student success data analysis.

Key: CG = College Goal
 DG = District Goal
 DS = District Strategy

Strategies:

DS 1.1: Develop a data rich environment that increases the ability for each college to analyze student success data and develop strategies to decrease inequities in outcomes.

Metric 1.1a: Complete the development of customized data reporting tools – higher education profiles and inquiry tool.

Metric 1.1b: Train colleges on the use of all existing data resources.

DS 1.2: *Something from the foundation regarding community and civic engagement?*

Metric 1.2a

Strategic Priority #2: Our community

Goals:

CG 2.1: Reduce access barriers and increase enrollment, especially for underserved populations.

CG 2.2: Community partnerships that promote lifelong learning opportunities and develop K-12, adult ed., & four-year degree pathways.

Strategic Priority #3: Learning & Support Services

Goals:

CG 3.1: Enhancing support for online growth and quality that would address the digital divide.

CG 3.2: Continuous improvement of student services and other high-impact practices that increase student success.

Strategic Priority #4: Career goals

Goals:

CG 4.1: Partner with business and industry to prepare students for the workforce.

CG 4.2: Increase employment rates for CTE participants.

Strategic Priority #5: Learning facilities

Goals:

CG 5.1: Expand college practices and initiatives to support environmental stewardship.

CG 5.2: Management of space to encourage dialogue and engagement.

Strategic Priority #6: Fiscal responsibility

Goals:

CG 6.1: Maintain stable salaries and benefits.

CG 6.2: Increase advocacy at the state level, increase grants and private donations to secure stable and sustainable funding, and manage college resources strategically.

Strategic Priority #7: Governance

Goals:

CG 7.1: Encourage employee participation in leadership and professional development activities that engages them with the college and the community.

CG 7.2: Promote consistent and clear communication in order to create a more informed, cohesive, and engaged community.



FOOTHILL-DE ANZA
Community College District

DRAFT – Revised (Legally Required)

This draft merges the most recent recommendations of the administration and Faculty Association. Plain type indicates current policy language, **bold and underlined black type shows language recommended by administration and/or the Community College League of California, type in orange reflects Faculty Association recommendations, and type that is purple and italicized represents notes that will not be included in the final policy.**

Book Board Policy

Section Chapter 7 – Human Resources (including former Article 4 – Personnel)

Chapter 3 General Institution

Title Prevention of **Critical Violence in the Workplace** ~~Violence~~

Number BP 4515 **3510**

Status Active

Legal [Cal/OSHA: Labor Code Sections 6300 et seq.](#)
[8 California Code of Regulations Section 3203](#)
["Workplace Violence Safety Act of 1994" \(Code of Civil Procedure Section 527.8\)](#)
["Workplace Violence Safety Act of 1994" \(Penal Code Section 273.6\)](#)

Adopted October 21, 1996

Last Revised November 5, 2001

The Board is committed to providing a ~~District~~ work and learning environment that is free ~~of from~~ violence and the threat of violence. The Foothill-De Anza Community College District is committed to providing and maintaining a respectful environment that is conducive to working and learning for all members of the educational community. ~~T~~**In accordance with local, state and federal laws and regulations,** the District will make every reasonable effort to provide a safe and healthy working environment for its employees and a safe and healthy learning environment for students and visitors, ~~in accordance with local, state and federal laws and regulations.~~ ~~In~~ keeping with this commitment, it is the District’s policy to strictly prohibit acts and threats of violence. ~~This includes acts and threats that are intended to damage property or to intimidate, harass and/or coerce others. (Note: FA recommendation moves “that are intended to damage property” to first sentence of following paragraph and replaces “intimidate, harass and/or coerce others” with “physically harm others.”)~~ The prohibition of acts and threats of violence also includes any act, behavior or communication that is abusive, threatening or disruptive to the work, education or well-being of any individual or group of individuals employed by, enrolled in or visiting the District.

The Board’s priority is. This policy prioritizes the effective handling of incidents of critical workplace violence

~~incidents, that are intended to physically harm others or to damage property, including those dealing with of actual physical violence or of behavior which reasonably may be considered to threaten potential physical violence. (Note: FA recommendation moves the following sentence to a new paragraph.) The Chancellor shall establish administrative procedures that assure that informing employees are informed regarding with regard to what actions will be considered violent acts of critical violence, and requiring encouraging any employee who is the victim of any critical violent conduct in the workplace, or is a witness to critical violent conduct, to report the incident, and that employees are informed matter to appropriate authorities in and outside the workplace with assurance that there will be no retaliation for such reporting such incidents.~~

~~W~~ Acts of critical workplace violence ~~is~~ may be cause for disciplinary action including, but not limited to, termination of employment or expulsion from District premises. Violators may also be subject to criminal prosecution. ~~Foothill De Anza Community College District seeks to provide a safe work environment to the full extent required by law and does not intend to create an obligation on the part of the District to take any actions beyond those required by law.~~

~~Persons who commit violent acts or threats on District premises shall be removed from the premises as quickly as safety permits. The District reserves the right to refuse entry to District premises to such individuals, pending the outcome of an investigation into a reported incident.~~

~~Once a threat has been substantiated, the District will notify the person responsible that he or she will be held accountable for the action. The District will implement timely and appropriate responses, as necessary.~~

~~Existing District policies and procedures may not be used in any manner that interferes with a timely and appropriate response.~~

Approved 10/21/96
Amended 11/5/01



FOOTHILL-DE ANZA
Community College District

DRAFT – New (Legally Required)

Book Administrative Procedure

Section **Chapter 3 General Institution**

Title **Workplace Violence**

Number **AP 3510**

Legal [Penal Code Sections 626.9 and 626.10](#)
[Cal/OSHA; Labor Code Sections 6300 et seq.](#)
[Title 8 Section 3203](#)
[Code of Civil Procedure Section 527.8](#)
[Penal Code Sections 273.6, 626.9 and 626.10](#)

Adopted **New**

Last Revised _____

The District is committed to providing a work environment that is free of violence and the threat of violence. In keeping with this commitment, acts and threats of violence towards others or district property is strictly prohibited. The district's priority is the effective handling of critical workplace violence incidents, including those dealing with actual or potential violence, and in implementing measures to inform its employees of violence awareness and prevention, and responding to violence in the workplace.

Responding to Threats of Violence

A top priority in this process is effectively handling critical workplace incidents, especially those dealing with actual or potential violence.

Violence or the threat of violence against or by any employee of the District or any other person is unacceptable. Threats may be delivered in a variety of methods including but not limited to:

- **In person**
- **Via email**
- **Via telephone**
- **In writing**
- **Via social media**
- **Threatening non-verbal behavior**

Should a non-employee on District property demonstrate or threaten violent behavior, he/she may be subject to criminal prosecution.

Should an employee, during working hours or in connection with his/her employment, demonstrate or threaten violent behavior he/she may be subject to disciplinary action and/or criminal prosecution.

The following are examples of actions that are considered an act of violence or threat of violence:

- Striking, punching, slapping, or assaulting another person.
- Fighting or challenging another person to fight.
- Grabbing, pinching, or touching another person in an unwanted way whether sexually or otherwise.
- Engaging in dangerous, threatening, or unwanted horseplay.
- Threatening harm or harming another person, or any other action or conduct that implies the threat of bodily harm.
- Possession, use, or threat of use, of a firearm, knife, explosive, or other weapon, including but not limited to any facsimile firearm, knife, explosive, or weapon, on District property, including parking lots, other exterior premises, District vehicles, or while engaged in activities for the District in other locations, unless the person is authorized to possess such a weapon in the course of his/her employment, has been authorized by a District administrator or other authorized representative to have such a weapon, or is a duly appointed peace officer who is engaged in the performance of his/her duties.
- Possession, use, or threat of use, of any dirk, dagger, ice pick, knife, or similar item having a fixed blade longer than 2½ inches on district property or while engaged in activities for the district in other locations, unless the person is authorized to possess such a weapon in the course of his/her employment, has been authorized by a District administrator or other authorized representative to have such a weapon, or is a duly appointed peace officer who is engaged in the performance of his/her duties.

Any employee who is the victim of any violent threatening or harassing conduct, any witness to such conduct, or anyone receiving a report of such conduct, whether the perpetrator is a District employee or a non-employee, shall immediately report the incident to his/her supervisor or administrator or designated campus or central services administrator. An employee shall also have the option at any time to file a report with district police.

Designated campus and central services administrators:

1. Central Services - Director of Human Resources 650.949.6210
2. Foothill College - Vice President of Student Services 650.949.7325
3. De Anza College - Vice President of Student Services 408.864.8330

Campus Police:

4. District/Campus Police, 650.949.7313

Any employee, acting in good faith, who initiates a complaint or reports an incident under this policy is protected from retaliation or harassment.

Any employee reported to be a perpetrator will be provided both due process and representation before disciplinary action is taken.

In the event there is credible fear for the safety of the perpetrator or the safety of others at the scene of a violent act, District Police shall be called.

Informing and Educating Employees

The District will disseminate information regarding District policies and appropriate procedures on workplace violence to all employees. The District will also provide resources for preventing workplace violence and responding to violence or the threat of violence to all employees.



**FOOTHILL-DE ANZA
Community College District**

Book	Administrative Procedures
Section	Chapter 2 - Board of Trustees (including former Article 2 - Administration and Article 9 - Bylaws)
Title	Policy and Administrative Procedure
Number	AP 2410
Status	Active
Legal	ACCJC Accreditation Standards I.B.7; I.C.5; IV.C.7; and IV.D.4 (formerly IV.B.1.b & e) Education Code Section 70902
Adopted	October 18, 2013

Recommendations for new board policies and administrative procedures or changes to existing policies and procedures shall be submitted to the Chancellor for evaluation by the Chancellor's Cabinet and subsequent review by the Chancellor's Advisory Council. If any part of the proposed change involves an academic and professional matter or a collective bargaining issue, the recommendation will be referred to the Academic and Professional Matters Committee or the appropriate employee bargaining unit(s) prior to Chancellor's Advisory Council review.

New and revised administrative procedures **involving academic and professional matters shall be effective after approval of the Academic and Professional Matters Committee and review by the Chancellor's Advisory Council. All other new and revised administrative procedures** shall be effective upon approval by the Chancellor's Advisory Council. New and revised board policies shall not be operable until approved by the Board of Trustees.

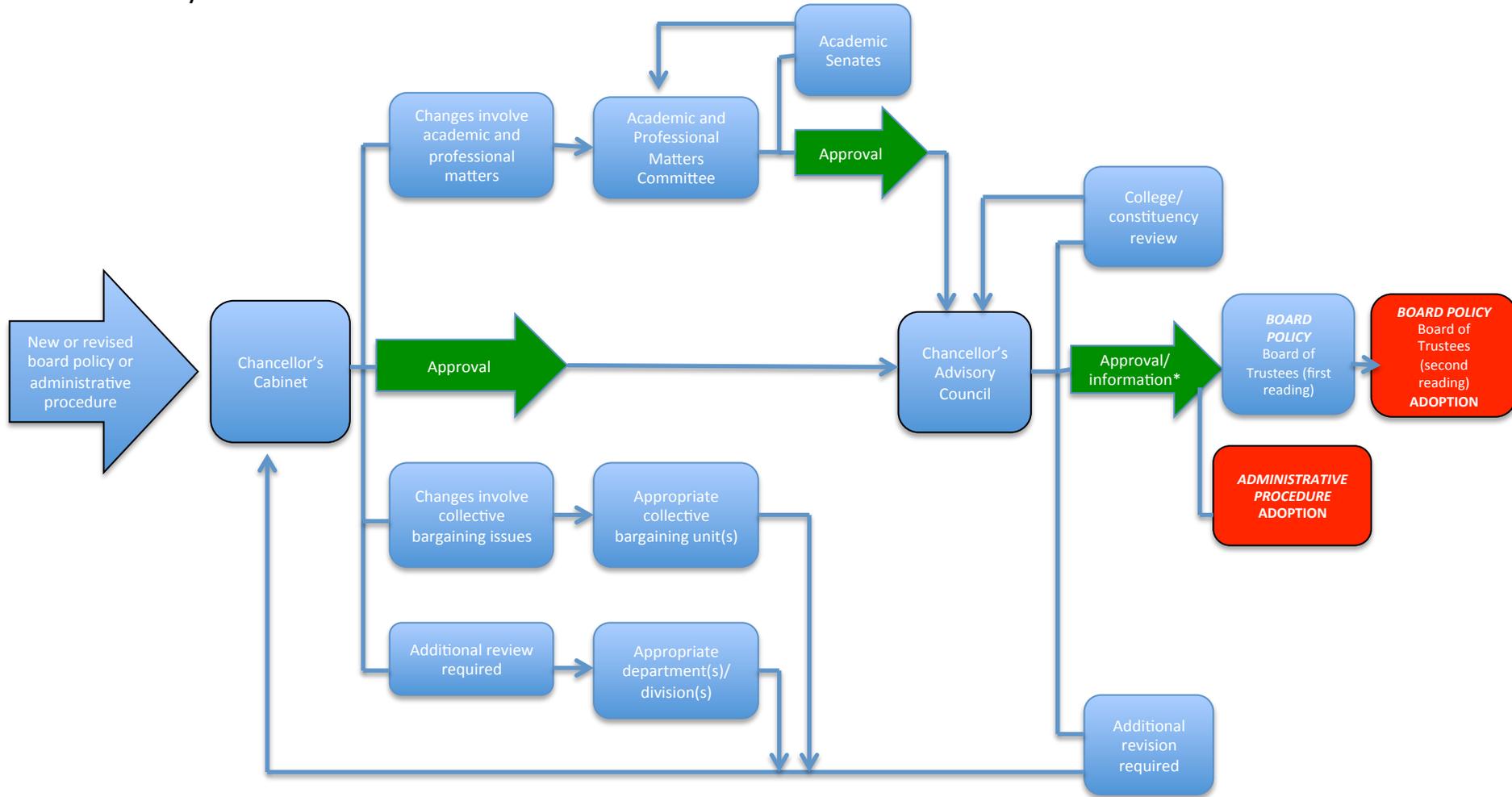
[See Board Policy 2410 Policy and Administrative Procedure](#)

Approved by the Chancellor's Advisory Council 10/18/13

Addendum – AP 2410

Foothill-De Anza Community College District

Board Policy and Administrative Procedure Review Process



*Chancellor's Advisory Council (CAC) approves new and revised policies and procedures unless the change involves only academic and professional matters. In such cases, CAC provides a review of the change for information and dissemination to constituents, but does not approve.

2016-17 Hiring Committee Training – Part 1

GOAL: Hiring for Equity

AUDIENCE: Hiring Committee

LEVEL: Entry

TIME: 3 Hours

Overview

There are very few committees that have as much potential and opportunity to impact student success as a hiring committee. With that opportunity comes great responsibility. In this session, aspiring committee members will learn about the roles of each serving member; legal requirements; equitable-best practices for search and selection committees; the benefits of workforce diversity; the potential for personal bias to influence decision-making and more.

Objectives

By the conclusion of this session, participants will:

- Be able to articulate the benefits of a diverse workforce both for student achievement and institutional effectiveness
- Be able to cite examples of bias and explain how they might potentially impact hiring decisions, institutional culture and student success
- Be able to identify the roles and responsibilities of each member of a hiring committee
- Differentiate between legal and illegal questions and practices
- Given a job posting, develop screening criteria based on the critical aspects of the position

Activities

Activities in this course will include:

- Confidentiality Agreement Review
- A review of current and past position postings
- A review of screening criteria used in an assortment of previous hires
- Interaction with FHDA employee demographics data
- A review of applicable state and federal legal guidelines for hiring
- “Weighting” Screening Criteria for the purposes of inclusion

Materials

- FHDA Mission Statement
- FHDA Hiring Procedure Manuals
- Fairlie, R. W., Hoffmann, F., Oreopoulos, P. (2014). “A community college instructor like me: race and ethnicity interactions in the classroom.” *American Economic Review*, 104 (8): 2567-2591.
<http://dx.doi.org/10.1257/aer.104.8.2567>
- Project Implicit vs TL;DR (<https://youtu.be/8GIuk8pcuNE>)
- FHDA Employment Demographics
- “Reviewing applicants: research on bias and assumptions.” (2012). *Women in Science and Engineering Leadership Institute, University of Wisconsin-Madison.*
- Hong, L., Page, S. E. (2004, November). Groups of diverse problem solvers can outperform groups of high-ability problem solvers. *PNAS*, 101 (46)
Retrieved from <http://www.pnas.org/content/101/46/16385.abstract>
- The Dangerous Power of Implicit Racial Bias: All Sides with Ann Fisher. WOSU Public Media. July 11, 2016

2016-17 Hiring Committee Training – Part 2

GOAL: Hiring for Equity -
Logistics

AUDIENCE: Hiring Committee

LEVEL: Entry

TIME: 1 Hour

Overview

There are very few committees that have as much potential and opportunity to impact student success as a hiring committee. With that opportunity comes great responsibility. In this session, aspiring committee members will learn about the logistics of hiring including accessing and using Taleo, appropriate screening criteria and note taking, interview candidate rating and more.

Objectives

By the conclusion of this session, participants will:

- Be able to articulate the benefits of a diverse workforce both for student achievement and institutional effectiveness
- Be able to access and navigate the electronic hiring system - Taleo
- Be able to articulate the differences between appropriate and inappropriate screening criteria and behaviors
- Be able to script informative and appropriate interview notes
- Given a set of proposed screening criteria, accurately label appropriate and inappropriate criteria

Activities

Activities in this course will include:

- Confidentiality Agreement Review and Signing
- Access and login to Taleo system
- A review of hiring steps and adopted procedures
- A review of applicable state and federal legal guidelines for hiring

Materials

- Screening Worksheet
- Taleo Talent Management System – online and screen captures
- Interview Worksheet
- Confidentiality Agreement
- FHDA Hiring Procedures Manuals
- Sample Screening and Interview questions
- State/Federal hiring guidelines/regulations