



**Orientation to Shared Governance and Decision Making
2024-25**

Guiding Principles

Vision

Our Vision

Empower all students to attain their educational goals, develop an equity-based mindset and become civic leaders in their communities.



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.

De Anza College fulfills its mission by engaging 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
- Global, cultural, social and environmental awareness
- Critical thinking

Values



Student Success Factors

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.

Equity Plan Re-Imagined

EQUITY FRAMEWORK



Racial Equity

Faculty members, classified professionals and administrators should

- Recognize the realities of race and ethnicity for students of color
- Develop intersectional understanding of the ways in which institutional racism shapes educational access, opportunity and success for Black, Filipinx, Latinx, Native American, Pacific Islander and other disproportionately affected students



Student Success Factors

The college should ensure that students

- Feel connected to the college
- Have a goal and know what to do to achieve it
- Actively participate in class and extracurricular activities
- Stay on track – keeping their eyes on the prize
- Feel that somebody wants them to succeed and helps them succeed
- Have opportunities to contribute on campus and feel their contributions are appreciated



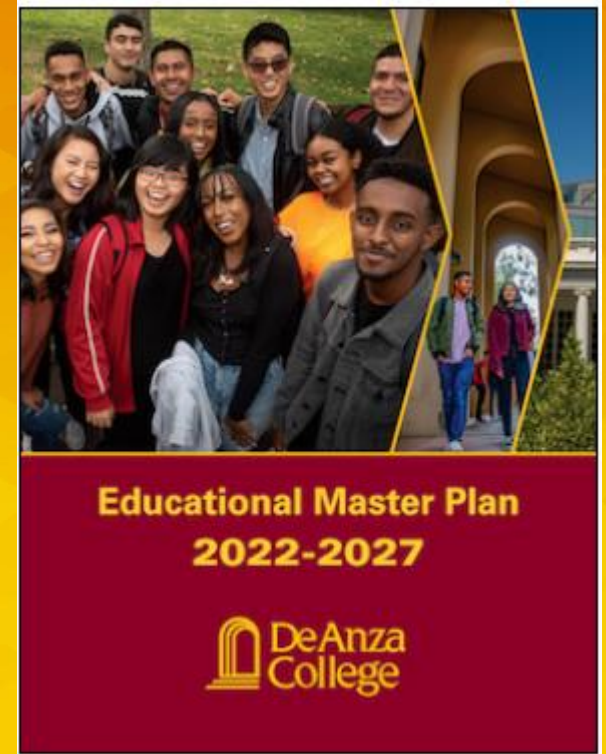
Equity

- De Anza's vision is aligned with short-term and long-term outcomes
- Key actions and accountability steps are necessary to achieve short-term outcomes
- These include identifying key resources, stakeholders, funding sources and specific activities within a timeline

Guiding Documents

Guiding Documents

- **Educational Master Plan, 2022-2027**
- Accreditation Standards
- State Equity Plan, 2022-2025
- Equity Plan Re-Imagined, 2022-2027
- Technology Plan, 2021-2024
- Governance Handbook
- District Plans (Facilities, Energy, Sustainability Master Plans)



Alignment Across Initiatives

Initiative	Alignment to Guided Pathways	Alignment to Goals	Alignment to Other Plans
Outreach	Pillar 2: Enter the Path	Goal 1: Outreach to Historically Underserved Populations Goal 2: Achieving Success Factors Goal 10: Meeting Basic Needs	<ul style="list-style-type: none"> • Equity Plan • Title III Grant
Student-Centered Instruction and Services	Pillar 4: Ensure Learning	Goal 2: Achieving Success Factors Goal 3: Course Success Goal 4: English and Math Completion Goal 9: Civic Capacity for Community and Social Change Goal 10: Meeting Basic Needs	<ul style="list-style-type: none"> • Guided Pathways Mission • Equity Plan • Title III Grant
Civic Capacity for Community and Social Change	Pillar 3: Stay on the Path Pillar 4: Ensure Learning	Goal 2: Achieving Success Factors Goal 9: Civic Capacity for Community and Social Change	<ul style="list-style-type: none"> • Equity Plan • Vision • Mission • Institutional Core Competencies
Retention	Pillar 1: Clarify the Path Pillar 2: Enter the Path Pillar 3: Stay on the Path Pillar 4: Ensure Learning	Goal 2: Achieving Success Factors Goal 5: Transfer Goal 6: Degree Attainment Goal 7: Certificate Attainment Goal 8: Workforce Goal 9: Civic Capacity for Community and Social Change Goal 10: Meeting Basic Needs	<ul style="list-style-type: none"> • Guided Pathways Mission • Equity Plan • Title III Grant
Equity Plan Alignment			

Governance Groups

<https://www.deanza.edu/gov/>

Teams

- Campus Facilities
- College Council
- Equity Action Council (EAC)
- Resource Allocation and Program Planning (RAPP)

Stakeholders

- Academic Senate (AS)
- Classified Senate
- DASG (De Anza Student Government)

Advisory Groups

- Art on Campus Committee
- Budget Advisory Committee (BAC)
- Campus Center Board
- College Planning Committee (CPC)
- Curriculum Committee
- Measure G Task Force
- Technology Committee

Bargaining Units

- Association of Classified Employees (ACE)
- Faculty Association (FA)
- California School Employees Association (CSEA)
- Teamsters

Meet and Confer Group

- Administrative Management Association (AMA)

Affinity Groups

- Asian Pacific American Staff Association (APASA)
- Black Faculty, Staff and Administrators Network (BFSA)
- De Anza Latinx Association (DALA)



DeAnza College
Decision Making
Flow Chart



De Anza College Guiding Documents: Mission, Institutional Core Competencies
Strategic Initiatives, Educational Master Plan, Program Review, Learning Outcomes

Governance Handbook

Governance Handbook

- Mission
- Charge
- Membership
- Terms
- Meeting Schedule

College Council

www.deanza.edu/gov/college_council/

Mission

College Council is guided by the college Vision, Mission and Values

Governance Pathway

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 Team (PBTs): Instructional (IPBT), Student Services (SSPBT) and Administrative Planning and Budget Team (APBT). The PBTs 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.

Guiding Principles

College Council is guided by the college Vision, Mission and Values. De Anza College has two primary pathways for making decisions — organizational and governance. After receiving recommendations and advice from these pathways, the president makes the final decision.

Charge

- Requests, considers and makes recommendations to the President on proposals from decision-making teams.
- Represents the college governance and decision-making constituencies in the collective body on district matters affecting De Anza College.
- Proposes and recommends annual and multi-year goals.
- Proposes and recommends annual college objectives to carry out goals that are clearly defined, easy to understand and realistic.
- Provides shared governance leadership for district strategic planning and district goals and objectives.

Governance Handbook

Glossary of Terms:

- Budget Terms
- Enrollment Terms

Glossary

Section I: Budget Terms*

A Budgets

This is the cost of the permanent (full-time and part-time) contracted salaries and benefits of faculty and classified staff and other agreed upon expenses such as facilities rental, utilities, negotiated release time, etc.

B Budgets

B Budgets represent the discretionary funding for the college. They are used for supplies, casual/temporary hourly employees, other operating expenses such as repairs, postage, etc., and minor capital outlay purchases that are the college's obligation. They are distinguished from A budgets. The overall amount of the B budget is set through a historic formula by which the District allocates money to the campus. This amount is then augmented by the income that the campus generates. This campus-generated income includes sale of catalogues and schedules, registration enrollment fees, transcript fees and a host of other minor fees/revenues.

There is no separate allocation for Fund 114 capital budgets. The state allocates restricted money to the district for instructional equipment and scheduled maintenance. The amount of money varies year to year as determined by the state budget process. These instructional equipment funds and scheduled maintenance funds are recorded and spent in Fund 121 and Fund 40 respectively, because they are restricted by the state for specific purposes.

Base Apportionment ("The Base")

The total unrestricted general funding amount from the state.

In FY18/19 the state changed the funding formula to include low income and performance based funding. There is a stability provision that allows a district to receive the greater of the funding amount under the new formula or the funding based on FTES.

Budget Transfers

Budget transfers are used for transferring money from one account to another. The appropriate financial manager must sign off on it. Transfers cannot be processed from A budget to B budget or between funds (i.e. Categorical Fund 121 to the General Fund 114).

Shared Governance Best Practices

- All Members Receive Training and Orientation
- Representation: Whole Constituency Group
- Frequent 2-way Communication
- Review Agendas and Minutes in Advance
- Debate Issues, not People
- Reach for Consensus, Vote when Necessary
- Student Mentor Practices