



Chancellor's Advisory Council

Meeting Agenda – June 16, 2023, 9:00-10:30 a.m.

Zoom: <https://fhda->

[edu.zoom.us/j/83766993937?pwd=SGNpczRKdlVmNmNqL2dTZ1FGWHp6Zz09](https://fhda-edu.zoom.us/j/83766993937?pwd=SGNpczRKdlVmNmNqL2dTZ1FGWHp6Zz09)

AGENDA TOPIC	PURPOSE/DESIRED OUTCOME	DISCUSSION LEADER
1. Welcome and introductions	I – Allow council members and guests to identify each other by name and constituent group represented and/or role at the colleges/district.	Judy Miner
2. Approval of the following meeting summaries: <ul style="list-style-type: none"> December 2, 2022; January 13, 2023; March 17, 2023; and May 26, 2023 (to be distributed) 	A – Provide accurate record of previous meetings.	Judy Miner
3. Higher Education For AB 540 Students (HEFAS) Statement and Sanctuary Board Policy and Administrative Procedure Request <ul style="list-style-type: none"> District message of support for undocumented students Administrative procedure 2410 Policy and Administrative Procedure 	I – The HEFAS team and students requested to present a request to the Chancellor's Advisory Council regarding a Sanctuary Board Policy and Administrative Procedure	Angélica Esquivel
4. Accreditation items – Review the strategic plan document <ul style="list-style-type: none"> District Strategic Plan 2024-2031 (Second Reading) 	I/D – David Ulate will share the revised draft of the District Strategic Plan for 2024-2031 with the Chancellor's Advisory Council during the meeting.	David Ulate
5. Please review the drafts of the following Board Policies and Administrative Procedures: <ul style="list-style-type: none"> Review New Draft BP 6450 Wireless or Cellular Telephone Use (Second Reading) Review New Draft AP 6450 Wireless or Cellular Telephone Use (Second Reading) 	<p>I – Review of policy and procedures approved by the Chancellor's Cabinet for dissemination to constituents. <i>(Note: Pursuant to administrative procedure 2410, administrative procedures that do not involve academic and professional matters are effective upon approval of the Chancellor's Advisory Council. Board policies are not effective until approved by the Board of Trustees.)</i></p> <p>D/A – Hear any feedback from constituency groups and approve. <i>(Note: Pursuant to administrative procedure 2410, administrative procedures that do not involve academic and professional matters are effective upon approval of the Chancellor's Advisory Council. Board policies are not effective until approved by the Board of Trustees.)</i></p>	Judy Miner
6. Enrollment management (standing item)	I/D – Gain understanding of enrollment initiatives, provide feedback/advice, and share information with constituencies.	Kris Whalen Lloyd Holmes
7. Reminder – District Opening Day workshop proposals needed by July 3 <ul style="list-style-type: none"> Review current list of submitted workshops 	I - Request of council members to submit/solicit proposals for District Opening Day workshops to encourage robust attendance and engaged participation from every employee group across the district.	Judy Miner
8. Recognition of outgoing council members	I – Acknowledgement of service to district and constituents.	Judy Miner

<p>9. District Governance Committee/Constituent Group Reports</p> <ul style="list-style-type: none"> • Affordable Housing Task Force • District Budget Advisory Committee https://www.fhda.edu/about-us/participatorygovernance/district-budget-advisory-committee-@dbac~/ • Energy and Sustainability Advisory Committee https://www.fhda.edu/about-us/participatorygovernance/energy-and-sustainability-advisory-committee-@esac~/ • Police Chief's Advisory Committee https://www.fhda.edu/about-us/participatorygovernance/police-chiefs-advisory-committee-@pcac~/ • Human Resources Advisory Committee/District Diversity and Equity Advisory Committee https://www.fhda.edu/about-us/participatorygovernance/human-resources-advisory-committee-@hrac~/ • Educational Technology Advisory Committee https://www.fhda.edu/about-us/participatorygovernance/educational-technology-advisory-committee-@etac~/ 	<p><i>I</i> – Broaden awareness. Provide information for council members to disseminate to constituents about work/actions of districtwide governance groups and constituent groups.</p>	<p>All</p>
<p>10. Dates to remember/other information and updates</p>	<p><i>I</i> – Share information for council members to disseminate to constituents.</p>	<p>All</p>

I – Information, D – Discussion, A – Action

2022-23 Chancellor's Advisory Council meeting dates:

June 16, 2023 – (Via Zoom)

Topic: Chancellor's Advisory Council | 06/16/2023

Time: Jun 16, 2023 09:00 AM Pacific Time (US and Canada)

Join Zoom Meeting

<https://fhda-edu.zoom.us/j/83766993937?pwd=SGNpczRKdlVmNmNqL2dTZ1FGWHp6Zz09>

Meeting ID: 837 6699 3937

Passcode: 780954

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Higher Education For AB 540 Students (HEFAS) Statement and Sanctuary Board Policy and Administrative Procedure Request- May 23, 2023

Please read and sign the petition by clicking on this link: <https://forms.office.com/r/D0hM2Ju4em>

Higher Education For AB 540 Students (HEFAS) at De Anza would like to call attention to an incident that happened on May 17th, 2023 on the De Anza campus, in which armed Border Patrol agents were present as participants in De Anza's annual career fair.

The Border Patrol has a brutal history of terrorizing immigrant communities. Their inhumane treatment of migrants has resulted in the injury and death of migrants crossing the border, and in the horrific separation of children from their parents and families. This has led to our students having severe emotional, psychological, and physical damage. Having them present on our campus harms students' sense of safety and belonging, and impairs their ability to learn in an environment free of fear. The fact that these agents were armed intensified this harm.

De Anza students expressed that they experienced anxiety, fear, resurfacing trauma, and an extreme sense of betrayal by the institution. One student immediately left the De Anza campus when they saw the Border Patrol booth and is unsure if they want to continue their studies on a campus that feels unsafe for them and their family. This sentiment was also shared by staff who are directly impacted by anti-immigrant policies and agencies.

In response to the incident last week, HEFAS hosted a healing circle on Monday, May 22nd to create a safe and open space for students, staff, and allies to share how they were impacted by the presence of armed border patrol agents on the campus. In the 2-hour-long event, these were the demands that the student made to the college/district:

- For De Anza leadership to acknowledge and apologize for the harm that was done to students and staff, by sending a message to the campus.
- For future career fairs- have clear signage at each table that lists opportunities for undocumented students, so students are not forced to "out" themselves and feel safe to approach.
- Have CTE, Workforce Development, and the planning committee complete a 6-hour UndocuSolidarity Training.
- We ask CTE and wider campus programs to create more access and provide opportunities, resources, and support specifically for undocumented students that would like to pursue professional and career development.
- Campus and District leaders commit to learning about the undocumented student experience and well-being to practice responsible allyship by taking steps towards advancing inclusive policies.
- Create a district-wide policy and administrative procedure about what it means to be a Sanctuary District. This includes not collaborating with Immigration and Customs Enforcement ("ICE"), Border Patrol agents, and other immigration agents or allowing them on FHDA campuses.

HEFAS promotes a welcoming environment for all students, staff, and community members, but we can no longer promote this sentiment until the FHDA District commits to becoming a **sanctuary two-college district**

for undocumented students, staff, and families. We are aware that there are two board resolutions to protect student information ([Resolutions 2016-44, 2016-43](#)), and we are also aware that more is needed to be in solidarity with the undocumented immigrant community. We have outlined the requests/demands to the FHDA District from the students, staff, and allies who have been part of these efforts:

- Create a district-wide policy and administrative procedure about what it means to be a Sanctuary District. This includes not collaborating with Immigration and Customs Enforcement (“ICE”), Border Patrol agents, and other immigration agents or allowing them on FHDA campuses.
- Always have visibility around the sanctuary district policy and administrative procedure on the website and other platforms so that it is accessible to all.
- Create a safe, welcoming, and inclusive environment for undocumented students in the FHDA District.
- Acknowledge that the learning environment and educational setting would be disrupted by the presence of Immigration and Customs Enforcement (“ICE”), Border Patrol agents, or other immigration agents who come onto College property. Especially to conduct activities in and around FHDA campuses to threaten, remove or obtain student information or their families for enforcement.
- Recognize that Immigration enforcement activities around FHDA campuses create hardships that affect health and present barriers to educational attainment, as well as a pervasive climate of fear, conflict, and stress that affects all students and staff on our campus, regardless of their background or status, such that students whose family members, friends, or classmates may be at risk of deportation, as well as students who could face deportation themselves, are all at risk.
- We ask FHDA to create more access and provide opportunities, resources, and support for undocumented students that would like to pursue professional and career development.
- Campus and District leaders commit to learning about the undocumented student experience and well-being to practice responsible allyship by taking steps towards advancing inclusive policies.
- FHDA Board Members and Leaders to take a 6-hour UndocuSolidarity All-Day Training and promote the training to the campus wide community.
- Create a response protocol if a student or staff member is detained by an immigration agency and publish it on the De Anza website. Refer to Education Code Sections 66093 & Education Code Section 66093.3
- Investing in organizations and programs that support undocumented students.
- FHDA to actively create more access and provide paid opportunities, resources, and support specifically for undocumented students that would like to pursue professional and career development.
- Commit to finding ways to support undocumented staff and faculty by providing job security, policy information and access to resources.
- Center undocumented and other marginalized communities when fundraising to continue to support those programs.
- Identify what are safe spaces on campus with examples, who and how to access them.

HEFAS and the students appreciate the apology from the planning committee and the support that we have received from campus allies. This is an opportunity for our campus and district to create a brave and inclusive learning environment where undocumented students and staff feel safe, welcomed, heard, and seen.

In Solidarity,

HEFAS Students, Staff and Allies

Please read and sign the petition by clicking on this link: <https://forms.office.com/r/D0hM2Ju4em>

FHDA Student

Aderyn Clark
Albert Vuong
Alexia Cortes
Alondra Rodriguez
Aman Raza
Amina Ahmad
Amira Nolasco
Amrit Kaur Gill
Andrea Aviles
Andrew Siegler
Anna Burt
Antonio Facio
Arianna Aguilar
Ashley Castillo
Ashley Huerta
Audrey J Tang
Becket Digregorio
Ben Nguyen
Berfin Korkut
Brianna Chavez
Britney Calimlim
Bryant Fong
Carolina Mendoza Oseguera
Celine Nghiem
Christopher Blu Lopez
Clarissa Ramos
Corina Gonzalez
Cory Bowdish
Daria Kurochkina
Daryel Hernandez
Denise Guillen

Dennis Shannakian
Diego Pascual
Dulce
Elizabeth Mullen
Emily Juliette Leyva
Emir Elzein
Emmalynn Walker
Emmy Gallagher
Erika Villalobos
Erin Joo
Evi Guzman
Gabriela Fajardo
Gabriela Garzon Gupta
Gabriella Rose Schemmel
Georgina Munoz-Villanueva
Hannah Dinh
Hanny Labastida
Isabella McClintock
Izzy Watjen
Jack Lingscheit
Jamie Dy
Jasmine NGuyen
Jason Vo
Jennifer Ulloa De La Torre
Joanna Ajel
Jonathan Ulloa
Jorge Nateras
Joseph Folarin
Josie Dang
Julio Sanchez
Justin Fry
Kaitlyn Khov

Katherine Lee
Katherine Sarah lichtenberger
Keith Ly
Kevin Ortiz
Kevin Tran
Kitshia Zambrano Meza
Kouao Haoulah Pierre Haoulah Ahuelie
Krisani Phyo Kyi Thar
Leila Salam
Leonardo García
Liz Diaz Palma
Lovica Tamber
Lupe Navarro
Margaret Mantei
Maryam Ghazzali
Matthew Fernandes
Matthew Fernandes
Maya Cisneroz
Megan Cheng
Meranda Cree Prince
Micah Rudin
Michael Rodriguez
Mirna Jimenez
Moss Gogueb
Natalia Jaramillo
Nicolas Watjen
Nino Ghvanidze
Phou Thwe Ko
Phyu Sin Win
Poe Myat Hay Thar

Rachel Rodolfa
Ruchira Danavadi
Samman Shrestha
Sangmin Chun
Sanjana Altekhar
Sarah Gibbs
Saskia Latievarya
Sebastian Marin
Seraphina Lam
Serenity Mosqueda
Sofia Kovaleva
Sonia Chatterjee
Stephanie Martinez
Sunnie Chen
Tejhasvi Jaikumar
Tobias Hernandez
Trisha Nguyen
Trisha Varma
Trong Uyen Phuong Tran
Valentine Chirinos
Valeria Gonzalez
Veronica “river” Lee Harris
Virinchi Kuppaa
Vu Le
Wreetom Dutta
Yasmin Sharbiani
Yenyu Lai
Yume Kim

Adriana Garcia	Office of Equity, Social Justice and Multicultural Education
Adrienne Hypolite	Associate Dean, Learning Communities
Akemi Ishikawa	Administrative Assistant
Alex Collins	Admin Asst, Sr., Business & Social Sciences
Alexander Morgan	Adjunct faculty
Alexis Aguilar	Faculty member
Alicia Mullens	Instructor of Meteorology
Angel Roque	Adjunct Instructor
Angélica Esquivel	Program Coordinator, HEFAS and VIDA
Angelina Loyola	College professor
Anna Nguyen	Counselor, Office of Outreach
Anne Argyriou	Faculty
Barbara Dahlke	Counselor
Benjamin Armerding	English Professor
Betsy Nikolchev	Executive Director, FEI and FH UndocuLiaison
Betty Inoue	Counselor
Bidya Subedi	Sr. Administrative Assistant
Blaine Agustin	Office Assistant, Mailroom
Bob Stockwell	Political Science Instructor
Brenda Carrillo	CYLC program coordinator
Brian Malone	English Instructor
Caitlin Kepple	Instructor
Carmen M Ponce	Family & Community Engagement Director
Charleen Earley	Journalism
Cheryl Jaeger Balm	Academic Senate President
Chesa Caparas	Faculty
Christa Steiner	Evaluation Specialist
Christian Rodriguez	Counselor
Christine Chai	Faculty
Cristina Leal	Adjunct Faculty, Child Development
Cynthia Kaufman	Director, VIDA
Daniel Allen Solomon	Instructor

David Laubner	Professor
David Marasco	Professor, Foothill College Physics
Debbie Lee	Dean, Intercultural and International Studies at De Anza College
Deborah Armstrong	Alternate Media Specialist (DeAnza)
Deborah Garfinkle	Adjunct Instructor, English Dept
Derek Mitchler	Instructional Support Coordinator, De Anza Student Success Center MSTRC
Diana Alves de Lima	Co-Director, Student Success Center
Dr. Julie Keiffer-Lewis	Department Chair African American Studies
Dr. Margaret Hanzimanolis	Instructor
Edwin Carungay	Senior Graphic Designer
Elsa Jimenez-Samayoa	Biology Faculty
Erick Aragon	Counselor - Outreach
Erik Woodbury	Chemistry Faculty
Eta Lin	Psychology Instructor
Felisa Vilaubi	Counselor
Garett Hoang	Division Administrative Assistant
Gracy Galván	Planetarium Assistant
Gregory Stachnick	Part -Time Mathematics Instructor
Harold Kirkpatrick	Senior Administrative Assistant
Hayley Davidson	International Student Services Specialist, Sr
Hilda Fernandez	English Professor
Holly Hawkinson	Financial Aid Specialist
Huy Le	Counselor
Hyon Chu Yi-Baker	Faculty Director Office of College Life
Isabel Sperry	Adjunct English Instructor
James Capurso	Faculty Coordinator
James Nguyen	Instructor, Political Science
Jamie Pelusi	Faculty Coordinator, Pride Center
Janet Weber	Counseling
Jill Quigley	English faculty
John Fox	Vice-President/Acting President, Faculty Association
John Hogle	Part-time Reference Librarian
John Jimenez	Math Faculty at De Anza College

Jorge Morales	First Year Experience (FYE) Counselor/Coordinator
Joseph Gilmore	Evaluation Specialist
Judy Cuff-Alvarado	Faculty
Julie Morfee	Language Arts Instructor
Kamran Eftekhari	Instructor of Computer Science
Kanako Valencia	Instructional Coordinator
Karen Chow	Faculty & English Department Chair
Kathleen Haven	Adjunct Faculty ESL De Anza
KD Le	Counselor
Keri Kirkpatrick	Library Technician
Khoa Nguyen	Counselor/Coordinator, Transfer Center
Kristin Skager	Acting Dean, Language Arts
Laura Hiler	Financial Aid Specialist
Lauren Gordon	English Instructor
Lianna Wong	Instructor
Liliana Rivera	Puente Counselor
Lisa Hatt	Library Technician
Mae Lee	Faculty, Ethnic Studies and Chair, Asian American and Asian Studies
Maristella Tapia	Sociology Instructor
Maritza Arreola	Leadership Development & Student Activities Coordinator, Office of College Life
Mark Fu	Counselor and instructor
Mark Johnson	Full Time Faculty
Mark Landefeld	Head Coach, Women's Badminton and Women's Soccer
Mark Landefeld	Instructor and Head Coach
Mary Pape	CIS Faculty Member
Mary Pape	Faculty
Mary Vanatta	Curriculum Coordinator, Foothill College
Maryalice Bonilla	English Instructor
Megan Agustin	office assistant
Melissa A. Maturino	MPS Counselor/ Coordinator
Melissa Luis	Academic Advisor
Monica Ganesh	Counselor
Monika Thomas	Professor

Nancy Hernandez	DSPS Coordinator
Natalia Menendez	English Dept. Foothill
Natasha Joplin-Lightfoote	Counselor
Nick Chivers	Professor
Nicky Gonzalez Yuen	Instructor, Political Science
Noemi Teppang	Counselor
Norma Guido Flores	Promise Counselor
Nubia Sánchez	Student Success Specialist
Oksanna Kasoyan	Administrative Assistant
Pablo Hernandez Lopez	Instructional Support Coordinator
Patricia Del Rio	Retention Program Coordinator
Patricia Guitron	Counselor
Pauline Brown	Family Engagement Institute, Supervisor
Praagya Khand	Administrative Assistant II
Preston Ni	Instructor
Randie Wann	Adjunct faculty
Rich Booher	Professor of Philosophy
Roseanne Giannini Quinn	Faculty/English & Women's Studies
Roxanne Cnudde	Lecturer
Salamander Breiter	Humanities Instructor
Salvador Guerrero	Instructor
Samantha Boulanger	Coach
Sandra Cardoza	Library Tech
Sarah Lisha	English Faculty
Saul Torres	Evaluations Specialist
Scott Olsen	Client Systems Specialist
Shaila Ramos-Garcia	Undocumented Student Support Program Coordinator/UndocuSTEM
Sharon Garcia-Vega	Senior Division Assistant
Sheldon Fields	Counselor
Sherwin Mendoza	Part-time Faculty, English and Asian American Studies
Shireen Luna Woo	Counselor
Sofia Abad	Program Coordinator
Sophia Kim	Director of the Science Learning Institute

Stephanie Chan	FT Faculty
Stephanie King	Foothill adjunct instructor
Steve Nava	FT Faculty, Sociology Department
Suzy Huerta Quezada	Associate Professor of English - Foothill College
Teresa Kasoyan	Admin I - Counseling and Advising Department
Tim Harper	Adjunct Faculty
Todd Gutmann	Adjunct
Trizha Loren Aquino	Library Technician (Foothill College)
Victoria Kahler	Instructional Support Coordinator
Voltaire A Villanueva	Foothill College Academic Senate President
Wil Byars	Library Technician
Winnie DeGregorio	Instructor, part time
Yolanda Johnson	Counselor
Yvette Alva Campbell	Director of STEM

FHDA Organizations

Active Minds at De Anza
Child Development Center
De Anza Academic Senate
De Anza Creative Writers Club
De Anza Student Government (DASG)
De Anza Transfer Center
De Anza Ultimate Frisbee club
Foothill College EOPS
Guided Pathways
Higher Education for AB 540 Students (HEFAS)
IMPACT AAPI
Inter Club Council
Mentors@De Anza
Office of College Life
Political Science Department
Pride Center
Project Plant Buddy

Public Policy School
Puente Project at De Anza
Science Learning Institute
The First Year Experience Program (FYE)
Vasconcellos Institute for Democracy in Action (VIDA)

Community Partners

Andy Briseno	Communications Associate
Cristian Aguilar	De Anza Alum/ Assistant Principal
Drusie Cassanova	Community member
Elizabeth Mullen	FA-PAC Internship Program Coordinator
Freedom Road Socialist Organization, San Jose	
Gabriela Vasquez	High School Student
Genet Areda	CYLC Program associate
Guadalupe V. Ortiz	Scholar and community leader
Hector Soto	Attorney and Professor
Henry Julien	
Isabel Cristiana Ortiz	Care Provider
Julio Sanchez	FA-PAC
Ken Rolling	Senior Advisor, Community Learning Partnership
Kestia Durant	Assistant Coordinator of the Pride Center
Niku Sedarat	Unité
Paolina Cuevas	Program Coordinator
Rinchen Lama	HR COORDINATOR
Rosa M. García	Executive Director, Community Learning Partnership
Sean Crossland	Assistant Professor
Sharon Quach	Health Educator
Shelia Balque	Senior Program Manager, CDTech
Silicon Valley Unemployed Committee	
Stephanie Anderson	Communication Studies Instructor
Stephanie Liljedahl Freeman	Childbirth Educator and Birth Doula
Tiffany Amber Hernandez	Teacher

[Note: This message was sent in response to an email message sent to the Board of Trustees. By law, the Board is not able to respond to public comments submitted in writing or orally during meetings regarding items not on the agenda, but the Chancellor's Office often responds on behalf of the Board to email messages sent through the Board's website.]

Thank you for writing to the Board of Trustees. We share your concerns about the presence of Border Patrol agents at the De Anza Career Fair and are sorry for the trauma caused by this unfortunate incident.

While we aren't able to undo the past, we understand that De Anza College President Lloyd Holmes has met with you and taken steps to ensure that Border Patrol will not be invited to participate in future events. In addition, we understand that Dean Randy Bryant is working to include signage at future fairs that will help students identify employers who welcome undocumented students.

The district continues to strongly support and welcome undocumented students and has a long history of advocacy on their behalf at the state and federal level, including signing on to support lawsuits that protect the rights of students and meeting regularly with legislators to advocate for a pathway to citizenship. In addition to these advocacy efforts, here are a few of the actions the district has taken in recent years that underline and document support for undocumented students:

- On December 12, 2016, the Board of Trustees passed resolution [2016-43](#) in support of the Deferred Action for Childhood Arrivals (DACA) program and [2016-44](#) in support of undocumented students and affirming the privacy of student records
- On December 13, 2016, Chancellor Miner issued a [districtwide statement](#) highlighting the board's December 12, 2016, resolutions
- On September 5, 2017, Chancellor Miner and the college presidents issued a [joint statement](#) on the rescission of DACA affirming the district's continuing commitment to our students regardless of their immigration status
- On October 1, 2018, the Board of Trustees passed resolution [2018-32](#) declaring October 15-19, 2018, as Undocumented Student Week of Action
- On July 8, 2019, Chancellor Miner issued a [districtwide statement](#) on protocols to be followed in the event of Immigration and Customs Enforcement activities on campus
- On October 7, 2019, the Board of Trustees passed resolution [2019-30](#) declaring October 14-18, 2019, and every third week of October thereafter as Undocumented Student Week of Action
- On March 4, 2020, the Board of Trustees passed resolution [2020-12](#) in support of DACA recipients
- On September 14, 2020, the Board of Trustees passed resolution [2020-25](#) recognizing October 19-23, 2020, as Undocumented Student Action Week
- On January 15, 2021, the districtwide Chancellor's Advisory Council approved administrative procedure [3415 Immigration Enforcement Activities](#). The procedure, which is based on the California Attorney General's model policy, specifically outlines the steps to be taken pursuant to Education Code section 66093.3 in the event an officer

engaged in immigration enforcement activities is present on campus or a student or employee has been taken into custody as the result of an immigration action

- On September 13, 2021, the Board of Trustees passed resolution [2021-26](#) recognizing October 18-22, 2021 as Undocumented Student Action Week
- On June 15, 2022, Chancellor Miner participated in the Presidents' Alliance on Higher Education and Immigration delegation in Washington, D.C., to advocate for DACA students
- On September 12, 2022, the Board of Trustees passed resolution [2022-24](#) recognizing October 17-21, 2022, as Undocumented Student Action Week
- On October 6, 2022, Chancellor Miner and the college presidents issued a [joint statement](#) reassuring current and potential undocumented and DACA students that the U.S. Court of Appeals ruling that the DACA program is illegal did not change students' ability to enroll and stay enrolled in our colleges

While there is always more we can do, we hope you will find the district's actions to support undocumented students evidence that we are committed to providing a safe and welcoming environment for all students at both Foothill and De Anza colleges. We encourage you to continue working through the college leadership and shared governance processes to address issues as they arise and improve services and support for undocumented students.



Book	Administrative Procedures
Section	Chapter 2 - Board of Trustees (including former Article 2 - Administration and Article 9 - Bylaws)
Title	Policy and Administrative Procedure
Code	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
Last Revised	January 27, 2017
Origin	Chancellor's Office
Upload	February 3, 2017

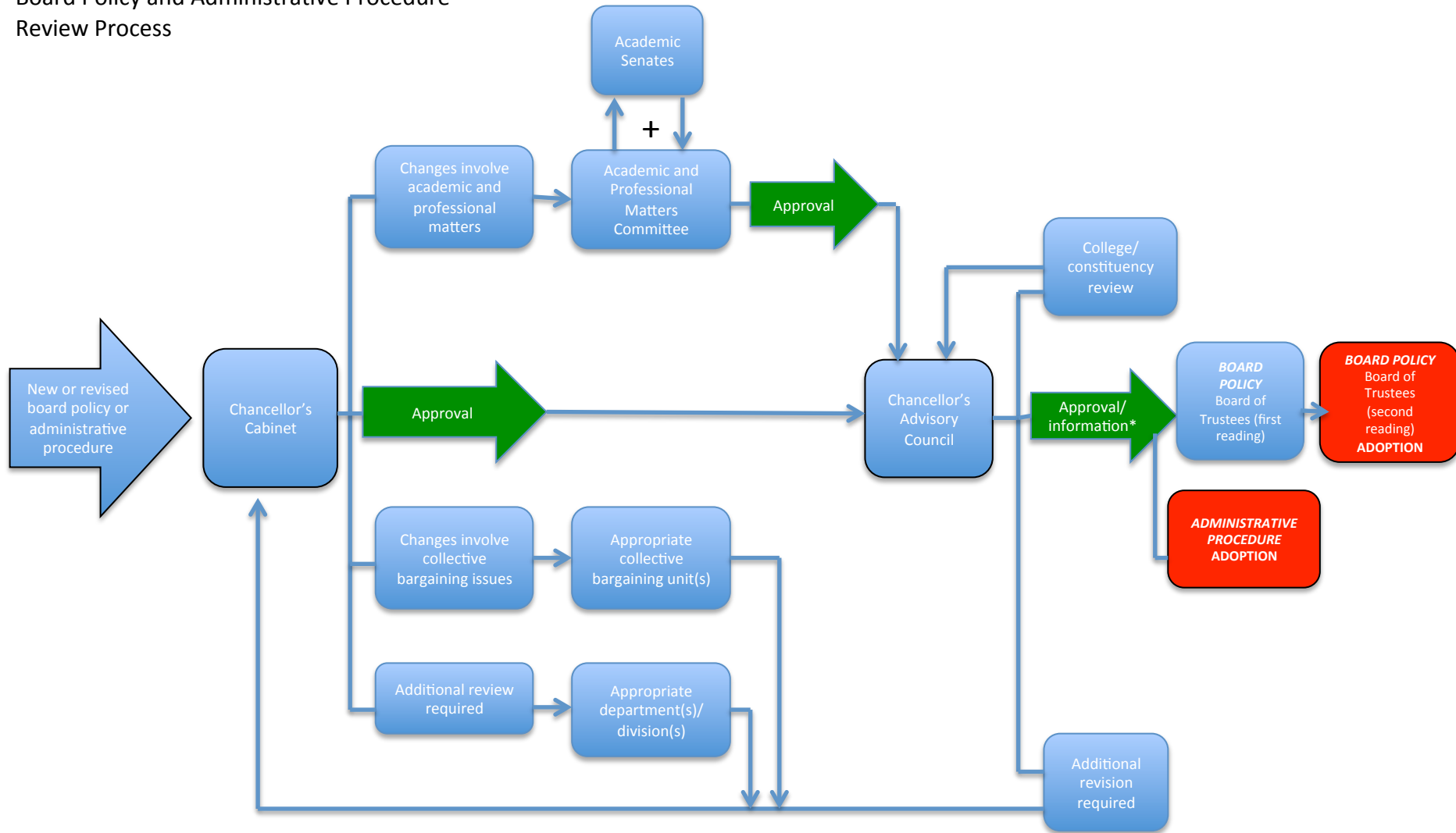
Recommendations for new board policies and administrative procedures or changes to existing policies and procedures shall be submitted to the Chancellor for evaluation by the Chancellor's Cabinet and subsequent review by the Chancellor's Advisory Council. If any part of the proposed change involves an 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
Revised 1/27/17

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.

DISTRICT STRATEGIC PLAN

2024 - 2031

Introduction

The purpose of the Foothill – De Anza Community College District Strategic Plan is to identify district-based strategic priorities that work to support and advance the mission of the district. As a district plan, it serves to affirm the priorities of each college and align the strategies of the Central Services Administrative Unit (CSAU) areas¹ thereby cultivating synergy between the colleges and Central Services. Priorities are developed by reviewing the goals and objectives of the two colleges. The work to support those priorities and their related goals is the responsibility of each CSAU. This work is determined and performed in a collaborative effort between the two colleges and Central Services.

Process

To determine the Strategic Priorities of the plan and the goals for each priority, an analysis was conducted of the two college's primary planning document—[De Anza College's Education Master Plan](#) and [Foothill College's Strategic Vision for Equity](#)². From each of those documents, statements describing an institutional goal or objective were extracted and documented, were then reviewed and grouped by themes which were subsequently grouped into the resulting five district priorities. A total of 112 statements were grouped into 20 themes, and those themes were then grouped into the five District Priorities found in this plan. Each strategic priority goal was written in a broad scope so as to capture the intent of multiple statements from the college documents associated with each theme.

Throughout each academic year of the strategic plan, each CSAU will develop one or more initiatives they are or will be working on in support of the District Strategic Plan. These initiatives are to be developed as a collaboration between entities across the district (e.g. the CSAU and related department at one of more of the two colleges, or the CSAU and related district governance committee³). The purpose of each initiative is to provide support for the attainment of strategic plan goal(s) and not to take action that is the authority of college and/or district governance.

¹ You can find a full list of Central Services Administrative Units [here](#).

² At the time of this publishing, the Education Master Plan for Foothill College had not been revised. Once it is, the District Strategic Plan can be refreshed to incorporate goals/objectives from that institutional plan.

³ You can find a full list of Foothill – De Anza CCD governance committees [here](#).

The work and progress of each initiative will be documented in the Administrative Unit Review forms. These forms are published annually to the [Strategic Planning Documents](#) page on the Central Services Institutional Research and Planning website and reported out to the Chancellor's Advisory Council during the fall and spring quarters. The fall quarter report will be to present the initiatives for the academic year and the spring quarter report will be to present a summary of their outcomes. During the spring quarter report, an overall summary will be provided to provide context on the impact of the year's work as it relates to each Strategic Priority and the Foothill – De Anza Community College District Mission Statement. This summary will serve as the basis for CAC to discuss recommendations for CSAU initiatives for the upcoming academic year.

Foothill – De Anza Community College District **Mission Statement**

The mission of the Foothill-De Anza Community College District is student success and educational excellence. The district and its colleges provide access to affordable, quality educational programs and services that develop a broadly educated and socially responsible community that supports an equitable and just future for California and the global community. Every member of our district contributes to a dynamic instructional and learning environment that fosters student engagement, equal opportunity, and innovation in meeting the various educational and career goals of our diverse students. Foothill-De Anza is driven by an equity agenda and core values of integrity, inclusion, care for our students' well-being, and sustainability.

Key mission statement terms

(Mission) Student Success	(Mission) Educational Excellence	(Provide access to) programs and services
(Develop) educated and socially responsible community	(Support) equitable and just future	(Contributes to) dynamic instructional and learning environment
(Foster) student engagement	(Foster) equal opportunity	(Foster) innovation
(Meeting) educational and career goals	(Driven by) equity	(Value) integrity, inclusion, students' well-being, sustainability

Strategic Priority #1: Educational Achievement

Key mission statement terms for strategic priority #1:

(Mission) Student Success	(Mission) Educational Excellence	(Develop) educated and socially responsible community
(Contributes to) dynamic instructional and learning environment	(Foster) student engagement	(Foster) equal opportunity
(Foster) innovation	(Meeting) educational and career goals	(Driven by) equity

Student success and educational excellence is the primary focus of the Foothill-De Anza Community College District. These elements of the mission are 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 and socially responsible community.

Goals:

- I. Reduce barriers in the application to enrollment that addresses the needs of all students.
 - a. Create a shared district application
 - b. Eliminate modality as a barrier to enrollment
- II. Increase student achievement in key academic outcome areas (retention, success, completion, transfer, and persistence).
 - a. Reduce disparities among various student groups.
 - b. Eliminate modality as a barrier to achievement.
- III. Ensure classes and services meet the diverse needs of our students.
 - a. Ensure classes and services are equity focused, multicultural, multi-ethnic
 - b. Ensure classes and services are community-centered

Strategic Priority #2: Learning & Support Services

Key mission statement terms for strategic priority #2:

(Mission) Student Success	(Provide access to) programs and services	(Contributes to) dynamic learning environment
(Foster) equal opportunity	(Foster) innovation	(Meeting) educational and career goals
(Driven by) equity	(Value) integrity, inclusion, students' well-being, sustainability	

The learning and support services provided by the District greatly impact the ability of our community to achieve the mission of student success and educational excellence. To create a dynamic learning environment that is accessible and inclusive to all our diverse students, we need to be innovative in how we help students meet their educational and career goals.

Goals:

- I. Provide support services in a variety of formats/modalities to address the needs of a diverse student population.
 - a. Support students prior to enrollment (e.g. outreach, orientation)
 - b. Support students from application to enrollment to completion to goal attainment
- II. Meet the basic needs and mental health needs of students
- III. Address issues of staffing to ensure students receive the learning and support services they need.

Strategic Priority #3: Community Development

Key mission statement terms for strategic priority #3:

(Mission) Student Success	(Mission) Educational Excellence	(Provide access to) programs and services
(Develop) educated and socially responsible community	(Foster) student engagement	(Foster) equal opportunity
(Driven by) equity	(Value) integrity, inclusion, students' well-being, sustainability	

Success and excellence for all students is central to the work of FHDA. As part of our equity efforts, it is important for the District to ensure we are accessible to and inclusive of all members of our diverse community, which also includes employees of the district. In order to sustain a dynamic learning environment that is innovative and focused on students, we must continually reach out to our communities and ensure their voices are heard.

Goals:

- I. Increase student voice and sense of belonging
 - a. Expand leadership opportunities for students
 - b. Create welcoming and sustainable spaces
 - c. Increase access to student centers (e.g. multicultural, LGBTQ, Dream center)
- II. Increase outreach efforts. In particular to underrepresented communities/nontraditional students.
- III. Develop community partnerships that support student matriculation and achievement.

Strategic Priority #4: Workforce Development

Key mission statement terms for strategic priority #4:

(Mission) Student Success	(Provide access to) programs and services	(Develop) educated and socially responsible community
(Contributes to) dynamic learning environment	(Foster) equal opportunity	(Foster) innovation
(Meeting) educational and career goals	(Driven by) equity	

Student success and educational excellence can mean many things. For many at the community college, success and excellence come in the form of professional development to advance one's career, earning a Career Technology Education (CTE) certificate or degree, and/or completing an academic pathway that leads to a four-year degree in the professional field of their choice. Consequently, FHDA places a priority in understanding the professional needs of its community as well as support in achieving their professional goals.

Goals:

- I. Support professional development for employees that focuses on, but is not limited to:
 - a. Delivering instruction and services in various modalities
 - b. Instruction that is more race conscious and equity based
- II. Reduce disparities in workforce training and employment rates
 - a. Implement credit for prior learning
 - b. Develop and align career pathways with areas of study
- III. Create a diverse workforce in and outside the district
 - a. Eliminate districtwide disparities in the workforce
 - b. Help reduce workforce disparities in our communities.

Strategic Priority #5: Fiscal Responsibilities

Key mission statement terms for strategic priority #5:

(Mission) Student Success	(Mission) Educational Excellence	(Provide access to) programs and services
(Foster) equal opportunity	(Foster) innovation	(Meeting) educational and career goals
(Driven by) equity	(Value) integrity, inclusion, students' well-being, sustainability	

A fundamental need for students to be successful and excel in their education is for the experience to be cost effective. FHDA makes it a priority to address the financial needs of its students and continues to improve students' access to financial resources that support their educational goals. In addition, the district works to create a fiscal environment within the district structured to meet the needs of its diverse community.

Goals:

- I. Increase financial aid literacy and support for students
 - a. Improve access to financial aid resources
 - b. Reduce/eliminate incidental costs for students
- II. Develop funding models and institutional practices that prioritize equity and reduce disparities in student achievement.
- III. Establish accountability and assessment measures to track progress towards goal achievements.

RECOMMENDED BOARD POLICY

INTERNAL NOTES – NOT TO BE INCLUDED IN FINAL VERSION

BP 6450 Wireless or Cellular Telephone Use

Community College League of California (CCLC)

References:

Vehicle Code Sections 12810.3, 23123, and 23124;

26 U.S. Code Sections 274(d)(4) and 280F(d)(4)

NOTE: This policy is [legally advised](#).

Wireless or Cellular Telephone Use

BP 6450

References:

Vehicle Code Sections 12810.3, 23123, and 23124;

26 U.S. Code Sections 274(d)(4) and 280F(d)(4)

The Chancellor shall determine if it is in the best interests of the District to provide a cellular or wireless phone at District expense to eligible District employees.

The Chancellor shall establish procedures for the use of District-issued cellular phones and/or authorizing stipends for personal handheld communication devices used for identified District purposes.

A stipend amount is considered a reasonable cost of reimbursement and employee stipends are generally not considered compensation. The decision to issue a cellular phone or stipend is at the sole discretion of the District.

There shall be no expectation of privacy in the use of a District-issued cellular telephone. Employees using personal handheld communication devices for District purposes acknowledge through such action the devices may contain public records requiring the employee to search and provide copies of such records to the District in compliance with the California Public Records Act and/or other legal requirements.

Motor vehicle drivers may not use wireless or cellular telephones while operating any vehicles without a hands-free listening device and shall comply with all requirements of State law regarding the use of wireless or cellular telephones in vehicles.

See Administrative Procedures 6450

Approved XX/XX/23

RECOMMENDED ADMINISTRATIVE PROCEDURE

INTERNAL NOTES – NOT TO BE INCLUDED IN FINAL VERSION

AP 6450 Wireless or Cellular Telephone Use

Community College League of California (CCLC)

References:

Vehicle Code Sections 12810.3, 23123, and 23124;

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NOTE: This procedure is [legally advised](#).

Wireless or Cellular Telephone Use

AP 6450

References:

Vehicle Code Sections 12810.3, 23123, and 23124;

26 U.S. Code Sections 274(d)(4) and 280F(d)(4)

This administrative procedure implements Board Policy 6450.

Based on job duties and established eligibility criteria, certain positions may require the use of a District-issued cellular phone or be approved to receive a stipend for the use of personal handheld communication devices used for District purposes.

District-Issued Cellular Phones

District-issued cellular phones are provided for the sole purpose of conducting District business. District employees receiving a District-issued cellular phone agree to carry the cellular phone, ensure the cellular phone is in operating condition, and the employee agrees to be accessible as required by their position and collective bargaining agreements. District-issued cellular phones are to be used exclusively by the authorized user only. When District-issued cellular phones are no longer needed by an employee or an employee leaves the District, they must be returned to the District no later than the final day of employment.

There shall be no expectation of privacy in the use of a District-issued cellular telephones. The device and data are the property of the District and may contain public records requiring the employee to search and provide copies of such records to the District in compliance with the California Public Records Act and/or other legal requirements.

Cellular Phone Stipends

Cellular phone stipends for the user of a personal device for conducting District business may be authorized based on eligibility criteria and approval by Chancellor's Cabinet. District employees receiving a cellular phone stipend are personally responsible for maintaining their own voice or data plan with a cellular phone service provider. The stipend amount is considered a reasonable cost of reimbursement

for business use of a personal device and voice or data plan. As such, the employee may use the account for both personal and business purposes. Employee stipends are generally not considered compensation and are at the sole discretion of the District. No additional charges for monthly cell phone fees or equipment purchases will be paid beyond the stipend amount.

Employees receiving the cellular phone stipend agree to provide the District with their cellular phone number. Retroactive reimbursement is not available for any time period prior to cellular phone stipend approval. When an employee leaves the District, the stipend shall be cancelled immediately following their final day of employment.

Employee acknowledges that receiving this stipend confirms use of their personal device for business purposes and by doing so, it may contain public records requiring the employee to search and provide copies of such records to the District in compliance with the California Public Records Act and/or other legal requirements.

Security

Portable devices such as cellular phones are at a high risk of loss and unauthorized access. The District seeks to protect employee and student information by minimizing the risk of unauthorized access to confidential information. If an authorized employee accesses information via the District Network via their cellular phone or other handheld communication device, the employee must maintain a password or pin to access the information on the device and adhere to required security measures in accordance with Administrative Procedure 3720.

Machinery or Motor Vehicles

Employees may not use wireless or cellular telephones while operating any vehicles or machinery without a hands-free listening device and shall comply with all requirements of State law regarding the use of wireless or cellular telephones in vehicles. Drivers may use a wireless or cellular telephone to contact a law enforcement agency or public safety entity for emergency purposes.

See Administrative Procedure 6450

Approved XX/XX/23

Your name	Name(s) of workshop presenter(s)/facilitator(s)	Title of workshop	Brief description of workshop (Please strive to make your description inclusive to encourage wide participation from both colleges and Central Services as well as all employee groups.)	Length of time needed for the workshop?	Anything else we should know? Is the workshop specific to a select group of employees (e.g. tenure committee training)? Is advance registration or account set up needed (e.g. Adobe Sign, Google)?...
Melanie Reilly	Melanie Reilly, Leigh Howell	Culture of Philanthropy: How to work effectively with the Foothill-De Anza Foundation	In this presentation, learn the fundamentals of fundraising and how you can help the Foothill-De Anza Foundation support our students effectively. Development Directors from Foothill College and De Anza College will provide an overview of the fundraising process, called moves management, as well as our work at the Foundation. The session will cover the various ways in which all faculty and staff can support fundraising efforts and increase charitable giving to the district.	One hour	Open to all, especially those who work directly with students
Joy Garza	FHDA Police Department	Run Hide Defend	This session is for Foothill-De Anza students, faculty, administrators and staff. We will provide a brief overview of campus safety awareness and response in the event of an active assailant. Recent tragedies remind us that the risk and increase of attacks by an active assailant are real. Taking a few steps now to learn about preparedness can help you react quickly when every second counts. What can you do? Prepare yourself now by attending training provided by FHDA and learn helpful tools on how to protect yourself and others.	1 1/2 hours or 2 is fine.	The session is for students, faculty, administrators and staff. We will provide materials and follow-up for participants to review at the conclusion of the course.
Benjamin Kaupp	Benjamin Kaupp	Inclusive design for all: Using neurodiversity best practices to make everybody's life easier	An inclusive mindset doesn't just help the disabled or disenfranchised. By following concepts of universal design, equity, mentorship, and accessibility, we are able to improve outcomes and engagement for all students and even colleagues. Taught through a lense of neurodiversity inclusiveness, this brief workshop aims to show how simple changes to our philosophies, practices, and communication can break down invisible barriers we didn't even know we had.	One hour	
Beijing Li	All Insurance Carriers	Benefits Fair	This is a annual benefits fair that we host for the Annual Open Enrollment. We will invite all insurance carriers and 403(b)/457 vendors to attend the event to answer the employees' questions in person.	Two hours	All employees and benefits eligible retirees
Andre Meggerson	Fountaineta Coleman	Thought 2 F33L	Bring your heart, bring your soul, be ready to be engaged. Using our bodies as percussion instruments, we will create a community of versatility through our origins uniquely through music. Listening to your own pulse, we will create a rhythm and speak a native language of music together.	or 90min, 1hr or 2hr is manageable too.	
Patty Guitron	The Guided Pathways Coordination Team	De Anza Guided Pathways Villages	Help shape the future of the De Anza Guided Pathways Villages! Join us to learn about Guided Pathways' current and future projects including our Village Centers and Village Programming; participate in collaborative brainstorming and feedback sessions. Share your voice, shape our future!	Two hours	None.

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Helen Graves	Helen Graves	Making Content in Canvas Accessible	In this session, we'll expand on Section 508 accessibility guidelines and show you exactly how to format your page content in Canvas from headings to images to lists to links. Plus, you'll learn how to use the PopeTech accessibility checker (which makes it oh, so simple to ensure everything is formatted correctly!).	One hour	This topic will be appropriate for anyone (faculty or staff) who is using Canvas.
Helen Graves	Helen Graves	Making Documents Accessible	While HTML pages are always the best environment for those using screen reader and mobile devices, at times there may be a valid reason to make use of external documents (Word, PowerPoint, PDF). In this session, we'll go through how to address accessibility in each of the different formats, plus plenty of time for questions. You'll leave with a solid understanding of how to create accessible documents.	One hour	If selected, please schedule this for late morning (not before 10am). Thank you.
Frank Niccoli	Frank Niccoli	Saving the Planet One garden at a Time!	Congratulations! You have the distinction of being a part of the largest extinction of species in the history of the earth. One-third of all reef building corals, a third of all water-mollusks, a third of all sharks and rays, a quarter of all mammals, a fifth of all reptiles, and a sixth of all birds are destined for oblivion. You don't have to standby, helpless and allow it to happen. You can change the extinction rate in your own garden. I will teach you how to make your garden into an oasis for you, your family, and the tiny things that make the world work. Join me for this eye-opening seminar.	Two hours	I like oatmeal cookies. Well, you asked if there was anything you should know. Bring me some. The workshop is designed for anyone who cares about the future of themselves and the planet. Attendees do not need to review anything.
Kathryn Maurer	Kathryn Maurer and Anu Khanna	Strengthening Shared Governance at FHDA	In this workshop, we will share the background and results-to-date of an ongoing, informal "study" of shared governance at FHDA. We will share information about California laws, regulations and policies related to participatory governance in California Community Colleges, some of the history of the implementation of these at FHDA and the two colleges, and how our own policies and structures have evolved (or not) over the years. We will share the current landscape of FHDA governance structures, highlighting our perception of strengths, weaknesses and opportunities for improvement from our own data gathering and analysis. We will seek input, validation, and challenges to our findings from the workshop participants, and most of all, guidance from the group as to where this study should go next. For this workshop to be successful we are hoping for robust attendance from all constituent groups at both De Anza and Foothill and Central Services. Senators, union reps and administrative leaders are especially encouraged to attend.	Two hours	not at this time

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Gillian Schultz	Gillian Schultz, Lisa Schultheis	Native Garden Clean-up	Come learn about native California plants, get some stress out in the fresh air and meet colleagues from across the district in this garden clean-up workshop. We will be removing weeds from the garden to help the garden thrive and support wildlife. Gloves and tools provided (and lemonade!).	Two hours	All are welcome
Marilyn Booye	EOPS (Marilyn Booye, Flora Payne, Melinda Hughes, Ammalinh Chan, and Jared Camacho Ramirez)	EOPS: What You Don't Know, What You Want to Know, And What You Need to Know	<p>Come learn about the Extended Opportunities Programs and Services (EOPS) including its supplemental programs, Cooperative Agencies Resources for Education (CARE), Guardian Scholars Program (GSP) and NextUp. Our programs serve low-income and academically disadvantaged students to be successful in college. We provide eligible students with support services such as early registration, personal and academic counseling, transfer assistance and, in some cases, grants and book assistance. We often get questions, such as:</p> <ul style="list-style-type: none"> •Is EOPS just one program? •How do students apply? •What is the deadline date? •Is there a need for more documentation than just an application? •How many units must a student take? •What is CARE, GSP, and Next-up? •What is the difference between book funds and grants? <p>These questions and more will be answered in our one-hour workshop and Q&A Session.</p>	One hour	Administrators, Faculty, and Classified Professionals who have daily interactions with students.
Rachel Mudge	Rachel Mudge and Fellows	Mentor Mindset Initiative- Learn about Belonging, Growth Mindset and Purpose Interventions both in the classroom or in your service area.	22 Faculty, Staff, and Administrators from Foothill have completed a 9-week fellowship on how to increase a sense of belonging, use growth mindset strategies, and unveil purpose through transparency in their classrooms or service areas. They will share their research-based interventions and how they will be implemented in their areas of work this Fall quarter.	Can we do 1.5 hours?	

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Chesa Caparas	Alex Giardino, Jim Nguyen	Staying Human: How to Support Each Other through the Challenges of Generative AI	<p>Recently we've been hearing a lot about ChatGPT and other generative AI technologies. These technologies can bring up a variety of feelings, from excitement about the power of these new tools to anxiety about the ways our students or others might use them. This workshop is designed for all groups across the district to discuss their experiences with generative AI and to learn some strategies for coping with these new technologies. We will create the space for an exploratory conversation across constituencies, from classified to faculty to administrators. We welcome participants at all levels of engagement with AI, from those who have never tried it to those who have fully integrated it into their lives. The goal is to build connection, conversation, and collaboration across the institution in order to support each other through the challenges and opportunities presented by generative AI. Participants will leave this workshop with a set of concrete resources and strategies related to AI literacy that they can then share throughout the district.</p>	Two hours	We will provide a list of resources, but participants will not need to read them in advance
Nicole Gray	Natalia Menendez (FH Tenure Coordinator), Nicole Gray (FA Grievance Officer), TBD (DA Tenure Coordinator)	Tenure Review Committee Member Training	<p>This session will provide an overview of the tenure review process as outlined in Article 6A of the Agreement, as well as review practices of effective Tenure Review Committees. Tenure Review training is required for all faculty and administrators serving on tenure committees, and any faculty member or administrator who has not been trained or served on a tenure committee in the last two years needs to attend training if they wish to serve on a tenure committee being formed Fall 2023. Please note tenure committee members will also need to attend a training on using the new J1 evaluation tools, which will be offered in a separate session from this one.</p>	Two hours	Faculty and administrators who are interested in serving on a tenure committee being form this Fall should attend, even if they aren't sure if they will be assigned to a committee.

Your name	Name(s) of workshop presenter(s)/facilitator(s)	Title of workshop	Brief description of workshop (Please strive to make your description inclusive to encourage wide participation from both colleges and Central Services as well as all employee groups.)	Length of time needed for the workshop?	Anything else we should know? Is the workshop specific to a select group of employees (e.g. tenure committee training)? Is advance registration or account set up needed (e.g. Adobe Sign, Google)?...
			<p>CONNECT promotes student success and retention by integrating student services and instruction. CONNECT enables faculty, staff, and administrators to refer students who may be experiencing academic or personal difficulties to campus services, such as counseling, tutoring, financial aid, and other programs and services. These services and programs can provide strategies and interventions to help students succeed, creating a network for success.</p> <p>Let's CONNECT. Join us to learn about how you can use CONNECT at Foothill or De Anza to strengthen the connection between student services and instruction, resulting in increased student success and retention.</p>		This workshop is open to all faculty, staff, and administrators. If District Opening Day is hybrid, then we will need a Zoom link for the presentation. We would like to create a space that is accessible to people who are unable to attend in-person.
Sushini Chand and Chris Chavez	Sushini Chand, Ed.D. and Chris Chavez, MSHE	CONNECT is Your Partner for Student Success		One hour	
Kevin Metcalf	Kevin Metcalf and Jory Hadsell	Don't Take the Phish Bait!	Come learn how to spot phishing emails and what you can do to protect yourself, your coworkers, and our students. Topics will include an overview of various types of phishing campaigns, how to spot them, what to do when you're not sure if it's a phish, and a shame-free space to learn what to do if you ever accidentally take the bait. You'll learn how bad actors are attacking our colleges and district, as well as how failing to spot a phish has impacted our students.	One hour	
Kevin Metcalf	Kevin Metcalf and Jory Hadsell	Tech Tool Tips to Save You Time	Come learn tips and shortcuts for how to best utilize the technology tools available to you from the district. Learn how to: configure Duo for one-touch access (don't type those numbers all the time), automatically sort email, streamline your calendar, quickly add a Zoom link to any meeting, create and share feedback forms, manage all your passwords, and more!	One hour	If both presentations are accepted, please schedule them for different time slots. :)
Erik Woodbury	Erik Woodbury and Voltaire Villanueva	Academic Senate: Practices, Policies, and Priorities	This workshop will introduce the work of the Academic Senates in the district. Come learn who makes up the Academic Senates (did you know there are 3?), how the Senates function, and how all members of the college can become involved or keep informed of our work. Topics that will be covered include the 10+1, the Brown Act, meeting modality and making quorum, the basics of Robert's Rules and shared decision making, and public participation at meetings. There will also be time to discuss current and future projects and priorities for the Academic Senates at FHDA. Current or prospective Senators encouraged to attend!	90 minutes	I've tried to make this as general as possible, but could also tailor it more specifically to faculty

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James Nguyen	James Nguyen, Claudia Guzman, Jesus Ruelas	Rising Scholars: A Transformational Program for Students Impacted by the Criminal Justice System	De Anza College recently joined Foothill College as sites for the Rising Scholars Program, a statewide program aimed to increase public higher education access and success for incarcerated and formerly incarcerated students. In this workshop, we will hear from our inspirational Rising Scholars students, who will share their experiences, challenges and how the program is helping them reach their academic goals. Program staff and faculty will also share best practices for working with our Rising Scholars students in this interactive session.	90 minutes	I can confirm participation from De Anza Rising Scholars, I will be reaching out to our colleagues and students at Foothill's Rising Scholars so we can make it more of a district workshop. But, I think as is the workshop has applicability to both campuses, and employees at different levels.
Shagun Kaur	Cathy Patel (De Anza), Carolyn Holcroft (Foothill), and Shagun Kaur (De Anza)	Creative Commons and Zero Cost: Demystifying, Finding, and Using Open Educational Resources	Are you new to Open Educational Resources (OER) or need a refresher? Learn the difference between "open and free", what Creative Commons licensing means, and the benefits of OER for both students and faculty. We will cover some search strategies for finding OER and participants will leave the webinar with some "go-to" sites for finding OER and a basic understanding of different forms of copyright and licensing. There will be opportunities to ask questions on all OER topics throughout the webinar.	Two hours	This is a joint workshop by the Staff Development at Foothill and De Anza ZTC coordinators, to inform faculty, administrators, and faculty about the Zero Cost Degree opportunity in CA and help faculty and administrators get started on equity driven Zero Cost degree pathways. Counsellors too will benefit from this presentation to better guide students to low cost or zero cost classes especially historically marginalized and low income students.
Ellen Judd	Ellen Judd, Sophia Kim	Creating a respectful and supportive environment for students	Creating a respectful and supportive environment both in and out of the classroom on a college campus helps students learn and stay engaged and motivated and makes teaching more fun and rewarding. In this workshop you will hear results from a student-led survey on the experiences of STEM students at Foothill and gain practical strategies for faculty and staff to create a positive classroom and learning culture. This workshop will be team-led by staff, faculty, and students.	One hour	
Rosafel Nogra	Rosafel Nogra and Santa Clara County Behavioral Health Services	Substance Use Prevention and Narcan Training	1. Review the most commonly used substances (ie. Alcohol, marijuana, vaping/ e- sigs, Rx drugs) among college students. 2. Opioids/ fentanyl and Narcan training. Narcan kits will be provided to all participants.	One hour	Advance registration if possible.
Jamie Pelusi	Alicia Mullens & Jamie Pelusi	Supporting our Transgender, Non-binary, and Gender Expansive Students	This workshop will aim to deepen participants understanding of the specific needs and supports for our transgender, nonbinary, and gender expansive (TNG) students. Attendees will learn more about the disparity between TNG students and students who identify as lesbian, gay, bisexual, and queer (LGBQ), as well as the different supports that can implement to create a more inclusive campus. While the focus of the workshop will be on TNG students, the needs and recommended supports of TNG employees will also be highlighted.	Open to either a 1-hr or 2-hr	n/a

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Mary Pape	Veronica Acevedo Avila, Mallory Newell, Mary Pape, Mae Lee	"Making it Meaningful: Mission Statement"	As the District continues along the pathway of "Reimagining" itself a first step for your department or area is to take a hard look at your program's Mission Statement. Yes, that answer to the first questions of the program review! Does it energize your area? Does it speak to the important work you do? Will it guide you and your colleagues in choosing the three goals to achieve by 2025? The aim is for participants to take their department's/area's Mission statement and transform it to be the driver for choosing three goals and the framework for a dialog around outcome assessments to create strategies to evoke change.	Two hours	For #8, the "smart classroom" with the usual set-up and either movable tables/chairs or movable desks.
Konstantin Kalaitzidis	There are 3 Facilitators: Zachary Cembellin, Ron Herman, and Konstantin Kalaitzidis. Each Facilitator will introduce a variety of other faculty and staff that will contribute to the presentation.	ETI Updates: From Virtual Reality to Emerging Technologies	The evolution from the Foothill College VR User Group to the Emerging Technologies Institute (ETI). Focus will be updates on the below technologies: 1. Virtual Reality (VR): Update on activities since our last presentation during last years FH Opening Day. 2. Artificial Intelligence (AI): The Future of Business and AI, Ethics and AI, Possible Self thru AI, ChatGPT 3. Cymatics: The integration of Music, Psychology, Math, and Physics	Two hours	This is applicable to all aspects of the college community, including students, faculty, staff, and administrators.
Nicole Gray	Jordan Fong (FH), Carolyn Holcroft (FH), Mehrdad Khosravi(DA), Natalia Menendez(FH)	Training for New J1 Faculty Evaluations	Did you know that all the forms for faculty evaluations are brand new? The 2022- 2025 Agreement has revised J1 tools for doing faculty evaluations. The FA and district negotiation teams agreed that all faculty and administrators would need to attend a training before using the new J1s. This session will provide an overview of the use of the new evaluation tools effectively. Anyone who will do a faculty evaluation (tenure, PT, admin or peer) needs to attend this training. Those who are serving on tenure committees also need recent tenure review training.	Two hours	Faculty and administrators who are interested in serving on a tenure committee should attend this "Training for J1 Faculty Evaluations" and the "Tenure Review Committee Member Training" So, please schedule these two trainings at different times.
Angelica Esquivel	Shaila Ramos, Hilda Fernandez, Adriana Garcia	UndocuSolidarity Training	Develop and enhance your working knowledge of the services & support to De Anza's undocumented student population. This first part will focus on a historical framework of U.S. immigration and the current policies impacting undocumented students. This training is intended for faculty members and classified professionals. It is designed to develop and enhance working knowledge regarding providing service to and supporting De Anza's undocumented student population.	Two hours	This training is intended for faculty members and classified professionals. It is designed to develop and enhance working knowledge regarding providing service to and supporting De Anza's undocumented student population.

Your name	Name(s) of workshop presenter(s)/facilitator(s)	Title of workshop	Brief description of workshop (Please strive to make your description inclusive to encourage wide participation from both colleges and Central Services as well as all employee groups.)	Length of time needed for the workshop?	Anything else we should know? Is the workshop specific to a select group of employees (e.g. tenure committee training)? Is advance registration or account set up needed (e.g. Adobe Sign, Google)?...
Isaac Escoto	Isaac Escoto	How Latinx/a/o Students Perceive Community College Counseling and How These Perceptions Might Inform Campus Wide Efforts	This workshop will explore the results of a recent dissertation study on how Latinx/a/o students perceive community college counseling. The workshop will include a facilitated discussion on how the results of this study might inform approaches to working with students across campus, in various spaces, regardless of job description.	One hour	No advanced registration or material review would be necessary