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).

A. Human Resources

1. **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.**

Evidence of Meeting the Standard

Foothill College is committed to hiring highly qualified faculty, staff, and administrators who reflect the diversity of its student population, ensuring the institution's ongoing success. The College employs equitable, transparent hiring processes and procedures and advertises open positions in multiple venues to attract candidates committed to institutional mission and goals. Hiring procedures for all employees are clearly outlined in Administrative Procedure 4130 [REF: AP 4130]. Reviews of hiring policies and procedures are conducted in collaboration among the District Diversity and Equity Advisory Committee (DDEAC), the Human Resources Advisory Committee (HRAC), and the Chancellor's Advisory Committee (CAC) as part of the Participatory Governance process [REF: CAC Meeting Agenda (Page 22)].

The Foothill-De Anza Community College District (FHDA) office of Human Resources (HR) supervises the hiring process and provides training for employees involved in the process. District HR maintains and reviews job descriptions for accuracy and equity before posting. Chapter 7 of the FHDA Board Policy and Procedure Manual provides a comprehensive outline of the policies and procedures that ensure that the administration of District HR is in accordance with both legal requirements and the Board's commitment to a "culturally diverse community of faculty, staff, and administrators" and "a positive, harmonious work and learning environment" [REF: Board Policy Manual Table of Contents (with links)].

Minimum qualifications are included in all job position announcements. The College follows the Minimum Qualifications for Faculty and Administrators in California Community Colleges [REF: Min Quals Book]. Job descriptions are directly related to the institutional mission and goals, accurately reflecting position duties, responsibilities, and authority [REF: EMS Instructor Job Announcement; REF: PT History Job Description]. Screening criteria and interview questions are developed and approved by an Equal Opportunity Representative, ensuring that qualifications closely match the specific programmatic needs and adhere to the College's Strategic Vision for Equity [REF: Strategic Vision for Equity]. Faculty and staff are directly

involved in the hiring process, defining criteria, qualifications, and job announcements for College positions. All personnel involved in the hiring process must receive training on diversity and the employment process for each Committee on which they serve [REF: AP 4130]. Hiring procedures are consistently followed, and the College verifies applicants' qualifications in accordance with District HR guidelines. Qualifications and hiring processes are outlined in further detail in Standards III.A.2 and III.A.3.

Degrees from non-U.S. institutions are recognized only if equivalence has been established, with applicants required to acquire an evaluation from a recognized agency [REF: BP 7211]. The equivalency process is described in greater detail in Standard III.A.4. The District uses various methods to advertise positions, including academic publications and websites. Job classifications and descriptions, hiring manuals, and salary schedules are all publicly available and maintained on the Employment and Careers page of the District HR website for transparency and access [REF: Employment and Careers Website].

Job descriptions for faculty members teaching in the Baccalaureate degree programs include a comprehensive outline of duties and responsibilities to ensure that programmatic needs are met [REF: Dental Hygiene Job Description].

Analysis and Evaluation
Foothill College meets the Standard. The institution employs equitable and transparent hiring processes, involves multiple committees in policy reviews, and adheres to the Minimum Qualifications. The institution's commitment to diversity, equity, and transparency is evident in its public access to hiring materials, training for personnel, and collaboration between committees. The College effectively maintains the integrity and quality of its programs and services through these robust processes and practices.

2. **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)**

Evidence of Meeting the Standard
Foothill College is committed to hiring qualified and knowledgeable faculty members, as outlined in Administrative Procedure 4130: District Hiring Procedures [REF: AP 4130]. To ensure a diverse and inclusive hiring process, the College places importance on understanding and sensitivity to diversity [REF: Faculty Hiring Qualifications 4135]. The search committee–comprised of faculty, staff, and administrators–is responsible for identifying selection criteria, screening applicants, and recommending finalists to a selection committee. All members of the search committee must receive training on equal opportunity, diversity, and the employment process before serving [REF: Hiring Procedures]. The selection committee evaluates and validates the academic and professional qualifications of each candidate, including conducting reference checks [REF: Reference Check]. One member of the selection committee serves in the role of an Equal Opportunity Representative.

Part-time faculty apply to district hiring pools and the Human Resources department forwards applications to division hiring committees. The interview process for part-time employees is conducted by the division dean and a full-time faculty member from the same discipline, with a demonstration of skills being a part of the process [REF: Part Time Hiring Procedures].

Both full- and part-time faculty job descriptions include responsibilities for curriculum oversight and student learning outcomes assessment [REF: EMS Instructor Job Description] [REF: Part Time Commercial Music Job Description] .

The College supports online learning and has expectations for faculty teaching online, which can be found on the Online Learning Faculty Support page on Foothill College's website [REF: Online Learning Faculty Support Page].

The College adheres to minimum qualifications for faculty in California, as set by the California Community Colleges Chancellor's Office [REF: CCCCO Min Quals Report 2022]. The Human Resources department verifies transcripts to ensure minimum qualifications are met before finalizing faculty employment. For the BSDH program, a master's degree is a minimum requirement for faculty [REF: BSDH Job Announcement]. Additionally, the Baccalaureate Degree in Dental Hygiene adheres to the standards set forth by the Commission on Dental Accreditation (CODA) [REF: CODA Standards]. The BSDH program follows the same full-time faculty hiring process as described above.

Analysis and Evaluation

Foothill College meets the Standard. The institution is committed to hiring qualified faculty with knowledge in their respective fields. The institution ensures faculty qualifications by adhering to Minimum Qualifications and verifying transcripts before employment. Faculty job descriptions include responsibilities for curriculum oversight and student learning outcomes assessment. Additionally, an inclusive hiring process emphasizes diversity and requires search committee members to receive equal opportunity training. The College also strongly supports online learning and maintains specific expectations for faculty teaching in this format.

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Foothill College has a rigorous hiring process for administrators and classified staff in educational programs, ensuring they can fulfill their duties and meet the mission of the College, as outlined in AP 4130: District Hiring Procedures [REF: AP 4130]. The College adheres to California state minimum qualifications for administrators [REF: CCCCO Min Quals Report 2022]. The hiring process for these positions includes a review of minimum qualifications and academic degrees, as well as committees made up of faculty, staff, and administrators who develop and approve interview questions to ensure that candidates have the necessary skills and experience to perform the described duties [REF: Administrative Hiring Procedures]. Administrators must have a master's degree and at least one year of administrative experience,

and preferred qualifications may include additional years of experience and expertise in areas such as grant writing, public relations, and student equity [REF: Dean Job Posting]. The Administrator's Handbook outlines the duties and responsibilities of administrators and provides guidance for working within the College [REF: Administrator's Handbook]. Faculties who work with Learning Communities or other programs on reassigned time are selected using a hiring process. A job description is created and interested candidates are interviewed by a committee [REF: Umoja Coordinator Job Description]. Depending on the position, there may be a second level of interviews and/or a town hall before a candidate is selected. Selected faculty serve in the role for at least one academic year.

Analysis and Evaluation
Foothill College meets the Standard. The institution employs a rigorous process for selecting administrators. This process involves diverse committees that evaluate candidates based on their skills and experience, ensuring that they possess the necessary qualifications to perform their duties. For administrators, a master's degree and at least one year of administrative experience are required, with additional expertise preferred. The Administrator's Handbook also provides a detailed outline of the expected duties and responsibilities. Similarly, educational program managers are also selected through a comprehensive hiring process, ensuring that qualified candidates are chosen for important roles.

4. **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.**

Evidence of Meeting the Standard
Foothill College follows state policy that requires candidates to hold degrees that are accredited or recognized by U.S. agencies [REF: State Regulations]. The College provides information about foreign degrees and adheres to the minimum qualifications for faculty and administrators in California Community Colleges [REF: Academic Senate FAQ's on Min Quals]. District HR supervises this process according to District Hiring Procedures and Equivalency policies [REF: HR Policy 4140- Equivalency]. Job postings with degree requirements state that applicants must submit official transcripts verifying their qualifications before being offered employment [REF: EMS Instructor Job Description].

Applicants who do not clearly meet the minimum qualifications through degrees or applicants with degrees from non-US institutions may apply for equivalency following the District Equivalency Policies and Procedures [REF: Equivalency Policy]. These policies specify that an applicant must complete a Request for Equivalency form and documented evidence of equivalency [REF: Request for Equivalency Form]. An Equivalency Committee, comprised of the Vice President of Instruction, the President of the Academic Senate or designee, and at least one discipline expert from the department/division/program is convened to review the request and documentation and determine whether or not equivalency has been established. International applicants must obtain transcripts that are evaluated by an independent educational equivalency evaluation company.

Analysis and Evaluation

Foothill College meets the Standard. The institution follows state policy that requires degrees from accredited U.S. agencies. The District HR oversees this process and ensures that job postings mandate official transcripts for qualification verification and that minimum qualifications are met. For applicants with non-US degrees or unclear qualifications, there is a documented process to apply for equivalency.

5. **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.**

Evidence of Meeting the Standard

Foothill College has policies and processes in place to ensure that all employees are evaluated at stated intervals. The evaluations are focused on improving employee performance and contributing to student learning. These processes are authorized by Board Policy 4145: Evaluations and are conducted under the direction of the Board and District HR [REF: Board Policy 4145]. Employee contracts include evaluation policies and procedures and clarify evaluation criteria specific to each group of employees:

Faculty: Full- and part-time faculty evaluation procedures are outlined in the Faculty Association Agreement [REF:FA]. Full-time faculty are evaluated quarterly by a committee during their four-year tenure review period, and must also be evaluated by students [REF: J2]. The committee is composed of the Division Dean or appropriate administrator, and two tenured faculty from the division, at least one of whom, whenever possible, shall be from the same department as the probationary faculty employee plus the Vice President of Instruction or Student Services, or Associate Vice President of Instruction. The Tenure Review Handbook outlines the processes for evaluating probationary faculty for tenured positions [REF: Tenure Review Handbook] Part-time faculty must be evaluated at least once during their first three quarters of employment by the appropriate administrator or designated full-time faculty. As part of an ongoing evaluation process, full-time faculty are evaluated by an administrator or designee at least once every three years, and part-time faculty are evaluated on a nine-quarter cycle. Full-time and part-time faculty evaluations are completed using Appendix J1: Administrative and Peer Evaluation Form for Faculty [REF: J1] and this process is consistently applied regardless of the modality in which the instruction is performed. Avenues of appeal are available to the faculty and are outlined in the Faculty Handbook [REF: Faculty Handbook p13].

Administrators: Evaluation procedures for administrators are outlined in the Administrative Handbook [REF: Administrators Handbook]. Newly hired administrators and administrators on a one-year contract complete a comprehensive evaluation annually. Administrators on a multi-year contract are evaluated at least once every two years. Administrative evaluations include input from direct reports [REF: Appendix C].

Classified Staff: Classified Staff are evaluated twice during a probationary period before being evaluated for permanent status by their supervisor/manager. Evaluations are monitored through

the District HR using the Classified Performance Evaluation [REF: Classified Performance Evaluation]. Permanent employees are evaluated annually. These evaluations processes are negotiated and described in the collective bargaining unit agreements (CBA) [REF:ACE, REF: CSEA, REF: Teamsters Agreement, REF:POA Agreement].

All evaluation instruments used by the College include categories that connect directly to student learning and institutional effectiveness [REF: Completed Eval]. Unsatisfactory performance is formally noted and employees receive improvement plans to maximize job performance, in accordance with contractual agreements.

Analysis and Evaluation
Foothill College meets the Standard. The institution assures human resources effectiveness through systematic evaluations. Faculty, administrators, and classified staff follow distinct evaluation procedures, with written criteria and timely actions. Evaluations connect to student learning and institutional effectiveness, and unsatisfactory performance results in improvement plans, ensuring continuous enhancement of employee performance.

~~6. 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.~~

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

7. 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)

Evidence of Meeting the Standard
The Foothill-De Anza College District regularly exceeds its full-time faculty obligations. In 2022, the full- time faculty obligation was 381.6 and the District had a FTEF of 412.0 [REF: Fall 2022 Full-Time Faculty Compliance and Obligations Percentages Report].

The College regularly assesses the appropriate staffing levels for its many academic and student services departments through the program review process. Every program goes through a program review process in which evaluation occurs, with the comprehensive program review being completed on a five year cycle [REF: Instructional Discipline Program Review Template] with annual updates in the intervening years [REF: Annual Program Review Template].

In order to ensure that the College maintains sufficient and qualified staffing for full-time and part-time faculty, programs can make faculty hiring requests annually through the program review process in accordance with the Resource Allocation Guiding Principles [REF: Guiding Principles Draft]. The faculty request is based on factors such as program enrollment and full-

time to part-time faculty ratio [REF: Faculty/Staff Request Form]. Requests are reviewed and prioritized by the Faculty Prioritization Committee using a prioritization rubric [REF: Faculty Prioritization Rubric]. Through this process, each division identifies full-time position requests from the academic departments and a priority ranking process involving College Participatory Governance input places the requests in order for funding [REF: Ranked List] The number of full-time faculty positions to be hired each year is determined by several factors, including the number of faculty retirements and positions that are vacated, district growth, and budget conditions and possible categorical funds available for hiring faculty [REF: MIP-C Minutes]. Decisions about funding positions and the order of funding are outlined and shared with constituencies [REF: Academic Senate Minutes].

Adjunct hiring is ongoing at the College and fluctuates based on student demand and availability of full-time instructors [REF: Part Time Faculty Hiring Policies].

The Dental Hygiene Baccalaureate program has three full-time faculty and 12 part-time faculty as well as a dedicated program staff coordinator [REF: Dental Hygiene Website]. The program adheres to the following faculty-to-student ratios outlined by CODA: one faculty to five students for preclinical and clinical sessions; one faculty to five students for radiography laboratory sessions; one faculty to 10 students for all other dental science laboratory sessions.

Analysis and Evaluation
Foothill College meets the Standard. The College exceeds its full-time faculty obligations and assesses staffing levels through a program review process. Full-time faculty positions are determined through Participatory Governance, and adjunct hiring is ongoing. The Dental Hygiene Baccalaureate program exemplifies adherence to appropriate faculty-student ratios.

8. 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.

Evidence of Meeting the Standard
Foothill College has implemented policies and practices to ensure that part-time and adjunct faculty have opportunities for professional development, are appropriately oriented to the institution and its student populations, and are engaged in key academic processes. New part-time faculty receive a variety of resources and attend an orientation that covers key processes and procedures [REF: New Faculty Virtual Folder, REF: Orientation Slides]. Additionally, the District's Human Resources department provides information and support to newly-hired employees [REF-Human Resources New Hire Information Webpage]. The Human Resources Advisory Committee, serves to provide ongoing assistance and resources to all employees in achieving their goals of supporting student learning and success [REF-HRAC Webpage PDF].

Article 7 of the agreement between the Faculty Association and the District, details the rights of adjunct faculty including evaluations, conference and travel funds, professional development, and compensation for extra duties and responsibilities [REF-Article 7]. The Foothill College Professional Learning Program provides resources and support for all faculty, including a weekly

newsletter [REF- Professional Learning Website]. Adjunct faculty are included in professional development opportunities, orientations, department and division meetings, and annual events and are compensated for their attendance [REF-PD Newsletter]. For example, the Foothill College Academic Senate, has two dedicated senator positions for part- time faculty [REF-Academic Senate Website]. A part-time faculty representative also serves in the College's governing organization, the Mission Informed Planning Council (MIP-C) [REF- Council Membership List 22-23].

Analysis and Evaluation
Foothill College meets the Standard. The institution established policies for part-time and adjunct faculty, including orientation, oversight, evaluation, and professional development. New faculty receive resources and ongoing support. Adjunct faculty rights are clearly defined and supported, including representation in college governance.

9. 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)

Evidence of Meeting the Standard
Foothill College demonstrates its commitment to maintaining a sufficient number of staff with appropriate qualifications through a combination of governance structures, administrative procedures, and board policies. The Guiding Principles Subcommittee, approved by the Mission Informed Planning Council (MIP-C), is responsible for developing guidelines for staffing, space, and purchasing, with input from students, staff, and faculty [REF: MIPC Minutes Nov 2022]. The Resource Allocation Group (RAG) further ensures that these guidelines remain dynamic and adaptable over time [REF: MIPC Minutes Dec 2022].

The College's process for staffing involves a supervisor or manager submitting a request to the Vice President of their area (Instruction, Student Services of Business Services). Feedback from personnel and students who would interface with the position is obtained and used to update the job description. The request is forwarded by the Vice President to the President's cabinet for evaluation and approval, with the final decision being made by the President [REF: Guiding Principles Document Draft]. Once the position has been approved, a requisition form is completed [REF: Cornerstone Staffing Requisition Form] so that the hire can be documented and tracked by the district. Programs can also identify and request additional staffing needs during the Program Review process [REF: Program Review Staff Request Example].

Foothill College emphasizes cultural diversity and equal opportunity through Board Policies 4100 and 4130, which highlight the importance of a diverse community in fostering an inclusive learning environment and support the recruitment and hiring of diverse faculty and staff [REF: BP 4100, REF: BP 4130].

Administrative Procedure 4130 establishes guidelines for the district to ensure that candidates possess the required qualifications for their respective roles [REF: AP 4130]. The college abides by the employment practices outlined in the Association of Classified Employees Contract and the California School Employees Association Contract, which emphasize the importance of

orientation, professional development, and in-service training for employees to enhance job knowledge, efficiency, and overall work performance [REF: CSEA Agreement (Article 4.3); REF: ACE Agreement (Article 7.3)].

Analysis and Evaluation
Foothill College meets the Standard. The institution maintains qualified staff for effective operations. The college employs a multi-step staffing approval process, emphasizes cultural diversity, and ensures candidate qualifications. Employee contracts guarantee opportunities for orientation and professional development.

10. 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)

Evidence of Meeting the Standard
Foothill College ensures that it maintains a sufficient number of administrators with the appropriate preparation, which allows for continuous and effective administrative leadership and services in support of the institution's mission and objectives. The Administrative Organizational Chart outlines the responsibilities of the College administration and demonstrates that the college has an adequate number of administrators to cover all programs [REF: Org Chart].

Determination of administrative positions is governed by the Resource Allocation Guiding Principles [REF: Guiding Principles Draft]. Requests for administrator positions are submitted to the President's cabinet by the appropriate Vice President and incorporate feedback from personnel who would interface with the position. The College President makes the final decision on the request based on discussion at the cabinet meeting.

Approval from the Board of Trustees is required for new, changed, or eliminated administrative positions, ensuring a thorough evaluation of the college's administrative needs [REF: Board Resolution 2023- Reduction of Administrative Services].

Administrative Procedure 4130 outlines the hiring criteria and qualifications for all administrative positions, ensuring that administrators possess the necessary sensitivity, understanding, and respect for the diverse backgrounds of community college students while also meeting the required minimum qualifications in accordance with the Education Code [REF: AP 4130]. Board Policy 4100 further demonstrates the District commitment to maintaining a diverse and qualified administration [REF: BP 4100].

The Administrator Handbook outlines the responsibilities of administrators, emphasizing their commitment to students, colleagues, governing boards, the profession, and the community. This ensures that administrators are well-equipped to meet the diverse needs of the college community [REF: Administrator Handbook (Statement of Ethics)]. New hire contracts and review periods, as specified in the Administrator Handbook, help maintain a high standard of administrative expertise by evaluating new administrators' performance during their first two full year contract periods [REF: Administrator Handbook (Chapter 4)]. Additionally, the Training/Retraining Funds and Administrative Achievement Award promote continuous

professional growth and excellence in leadership, ensuring that administrators remain knowledgeable and effective [REF: Administrator Handbook (Chapters 12 and 13)].

Analysis and Evaluation
Foothill College meets the Standard. The selection of administrative positions follows the Resource Allocation Guiding Principles, and positions are approved by the President's cabinet and Board of Trustees. Administrative Procedure 4130 and Board Policy 4100 ensure diverse and qualified administration. The Administrator Handbook provides detailed guidance on responsibilities, ethics, and performance evaluation, while also promoting professional growth and leadership excellence.

11. 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.

Evidence of Meeting the Standard
Foothill College personnel policies are published on the District HR website, which ensures that all information is easily accessible and readily available for review. [REF- HR Policies Webpage] These published and fully communicated policies and procedures serve to ensure that all pertinent HR matters are conducted in a fair, equitable, and consistently administered manner across the entire district, including matters relating to position classification; recruitment; on-boarding and orientation of new employees; wage and salary placement; compliance with federal and state nondiscrimination and equal opportunity statutes and regulations; responding to complaints related to harassment and discrimination, including sexual harassment; and grievance, discipline procedures, and administrative hearings; among other areas. New employees are informed of personnel policies through a district orientation led by HR [REF:HR Training Slides].

The district works collaboratively in a Participatory Governance process with representatives of the colleges and constituency groups to review policy language and to make recommendations to the Chancellor's Advisory Council regarding the adoption of policies by the Board of Trustees [REF- CAC Webpage]. Board-adopted policies are maintained in the Board Policy and Administrative Procedure Manual and are available in hard copy and electronic copy via the District website [REF-Board Policy Manual]. Board policies and administrative procedures that provide guidance on the implementation of Board policy are regularly reviewed and updated as needed to ensure that they are current, relevant, and appropriate. A Human Resources Advisory Committee is part of the Chancellor's Advisory Council and provides employees with the opportunity to evaluate and advise HR in the development and refinement of programs and services [REF- HRAC Webpage PDF].

Analysis and Evaluation
Foothill College meets the Standard. The institution establishes, publishes, and adheres to written personnel policies and procedures, which are accessible on the District HR website. Representatives from constituency groups work in a Participatory Governance process to review policy language and make recommendations, promoting transparency, inclusivity, and

consistency. Board Policies and Administrative Procedures are regularly reviewed, updated, and maintained.

12. 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.

Evidence of Meeting the Standard

Foothill College is committed to promoting equity and diversity through its policies and practices. The College's Strategic Vision for Equity recognizes the impact that organizational policies and campus climate have on these efforts, while District board policies and administrative procedures address important issues such as mutual respect, anti-discrimination, and cultural diversity [REF: Strategic Vision for Equity]. Specifically, Board Policy 3121 requires employees to be accountable for ethical conduct and to maintain a work environment free from discrimination and harassment, promoting impartiality, respect, and confidentiality [REF: BP 3121].

The Foothill-De Anza Community College District Diversity and Equity Advisory Committee (DDEAC) plays a crucial role in promoting equity, diversity, and inclusion within the District [REF: DDEAC Webpage]. The committee provides input and makes recommendations on policies and procedures related to these issues and is responsible for adding an equity/diversity prompt to the District's employment application [REF: Prompt Proposal]. The District Equal Employment Opportunity Plan comprehensively outlines detailed steps to address underrepresentation in applicants and its workforce, including critical analysis of applicant and hiring data and specific methods to address identified underrepresentation [REF: EEO Plan]. The HR Hiring for Equity Training Materials webpage provides information and training on hiring for equity, implicit bias, and diversity-specific workplace issues [REF: HR Equity Training Website] .

As an ongoing equity initiative, Foothill College offers programs and services that center on staff development, including professional development workshops and events such as the 2022 Opening Day, which included a conversation between Compton College President/CEO Keith Curry and FHDA Chancellor Judy Miner, an Open Enrollment Benefits fair, and various workshops to promote and support diverse personnel [REF: Opening Day Agenda- Canvas Page]. During professional development days, employees sometimes meet by affinity groups to discuss topics and issues relevant to their shared experiences and identities. By meeting in these groups, employees can build community, share insights and perspectives, and work together to improve the workplace for everyone [REF: Opening Day 2020 Agenda].

Through Participatory Governance, Foothill College regularly tracks and evaluates the kinds of support that its personnel may need and adapts to meet these needs. In response to the COVID Pandemic, the College organized a comprehensive Spring Flex 2020 program to ensure instructional and student support services continued to be offered at the highest levels of quality while prioritizing equity considerations [REF: Spring Flex Program- Canvas]. Online faculty

continue to be supported by the robust resources available on the Online Learning Faculty web page [REF: Online Learning Web Page].

Analysis and Evaluation
Foothill College meets the Standard. The College's Strategic Vision for Equity guides the maintenance, and evaluation of programs, practices, and services supporting diverse personnel. The District Equal Employment Opportunity Plan, executed by Human Resources, promotes equity and diversity in the hiring process. The College offers frequent equity and diversity-focused professional development workshops and events, and tracks and evaluates personnel support needs through Participatory Governance to ensure a diverse and inclusive work environment.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard
Foothill College places a strong emphasis on ethical behavior among its students, employees, and operations. The College's core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability serve as the foundation for ethical conduct. The College has a written code of professional ethics for all personnel–Board Policy 3121– which outlines the ethical standards expected of all employees [REF: BP3121]. Board Policy 2175 identifies a code of ethics for Trustees and delineated consequences for violations [REF: BP2175]. The Administrator Handbook also addresses ethics and expectations of ethical behavior [REF: Administrator Handbook]. The Tenure Review Handbook contains a statement of ethics for professors [REF: Tenure Review Handbook]. The College has Board policies in place addressing equal employment opportunities, anti-discrimination, mutual respect, sexual harassment, academic freedom, and more, all of which are available to the public on the College's website [REF: Board Policies]. Consequences for violations of these ethical standards are outlined in these policies.

Analysis and Evaluation
Foothill College meets the Standard. A written code of professional ethics applies to all personnel, guided by its core values. Ethics are addressed in both Board Policies and handbooks. Consequences for violating ethical standards are specified in these documents, which are accessible online.

14. 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.

Evidence of Meeting the Standard
Foothill College is committed to providing its employees with a comprehensive professional development program that offers numerous opportunities for skill and career growth. The District provides annual funding for faculty and staff attendance at conferences and workshops

[REF: Conference Funds Website]. The professional development webpage includes comprehensive information for faculty concerning professional development opportunities, including Weekly Professional Development Newsletters, Professional Growth Awards information, travel/conferences, and other resources [REF: Professional Development Webpage]. The Vision Resource center provides on-demand training for District employees on a variety of topics related to workplace needs [REF: Vision Resource Center Screenshot].

Professional development days are organized at least twice annually through the coordination of the Office of Professional Development, the Office of Instruction, the Office of Equity, the College President and District Chancellor and stakeholder groups such as Academic Senate and Classified Senate. The most common professional development days are District Opening Day and Flex Day during which activities for all employees occur [REF: Opening Day Agenda-Canvas]. An additional professional development day specifically for classified staff occurs annually in May [REF: Classified Staff PD Day]. Learning Communities offer faculty and staff the opportunity to extend professional development activities throughout the year [REF:MIPC Presentation of Mentor Mindset Launch].

With a significant increase in online courses and faculty, professional development via the Online Learning office has grown significantly with multiple workshops being offered each week [REF: Online learning workshops]. Online faculty also have the option to participate in a Peer Online Course Review (POCR) cohort each quarter. POCR is an in-depth process that assists faculty to revise course design and enhance existing material and assessments in order to improve the student experience, increase online success outcomes, and close the equity gap [REF: POCR Website]. Faculty can receive a $1500 stipend for participating in POCR and for successfully aligning their course to POCR standards. The Committee on Online Learning (COOL) meets regularly to identify and address online faculty needs [REF: COOL Page]. Professional development programs are regularly evaluated based on participant feedback, and the evaluation data is used to determine future offerings and areas for growth [REF: Survey Results Presentation].

Analysis and Evaluation

Foothill College meets the Standard. Numerous personnel opportunities for professional development tailored to the mission, evolving pedagogy, technology, and learning needs, are available and participation is encouraged. This includes annual funding for conferences and workshops, professional development days, and resources which are made available through the professional development webpage and Vision Resource Center. Faculty and staff can also participate in learning communities and workshops. The institution systematically evaluates professional development programs using participant feedback and uses this data to improve and expand its offerings.

15. 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.

Evidence of Meeting the Standard

The Foothill-De Anza Community College District places a high priority on securing and preserving the confidentiality of its personnel records. To this end, the College adheres to a

comprehensive set of best practices, legal requirements, and institutional policies. At the forefront of these efforts is Board Policy 4150, which provides a clear framework for maintaining the security and confidentiality of personnel records [REF: BP 4150]. This policy is supported by Administrative Procedure 3260, which outlines the College's specific responsibilities and obligations in this area, as well as the relevant laws and regulations that must be followed [REF: AP 3260].

Analysis and Evaluation
Foothill College meets the Standard. The security and confidentiality of personnel records are adhered to through Board Policy 4150 and Administrative Procedure 3260. These policies clarify the College's responsibilities, legal requirements, and best practices for maintaining personnel records. Employees have access to their records in accordance with the law.

Conclusions on Standard III.A: Human Resources
Foothill College demonstrates a strong commitment to hiring diverse and highly qualified faculty, staff, and administrators through equitable and transparent processes. In conjunction with the FHDA Human Resources Office, the institution adheres to California state minimum qualifications and verifies applicants' credentials, while also offering support for part-time and adjunct faculty through resources, orientation, and professional development opportunities. Employee performance evaluations and improvement plans contribute to maintaining institutional standards, and staffing levels are regularly assessed. Foothill College promotes equity, diversity, and ethical behavior through its policies, practices, and professional development programs. The College also ensures the security and confidentiality of personnel records in compliance with legal requirements and institutional policies.

Improvement Plan(s)
None needed.

Evidence List
[Provide list of all evidence cited within Standard III.A.]
[Will be listed later.]

B. Physical Resources

1. 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.

Evidence of Meeting the Standard
Foothill College demonstrates a strong commitment to meeting the needs of programs and services through its thoughtful planning and implementation of buildings and facilities. Board Policy 3200 establishes the importance of quality education facilities in providing outstanding educational opportunities [REF: BP 3200]. Both the College and the District engage in participatory planning processes that include input from students, faculty, staff, administration,