Strategic Priority #8: To continue to promote a dynamic and supportive organizational climate including improved communication among students, faculty, and staff; development of the talents of faculty and staff; and the promotion of diversity at all levels of the College.

GAPS IDENTIFIED AT 4/16 RETREAT – STRATEGIC PRIORITY 8

I. TECHNOLOGY

A. There is a lack of information about what is available via ITS.

B. Memory limitations in Groupwise negatively impact communication and get work done in general.

B. Some of the communication technology used by faculty / staff is antiquated which hinders communication.

II. INFORMATION AND COMMUNICATION

A. There is a lack of communication in general among various parties. Examples include lack of communication between credit and non-credit, a lack of communication with the Board of Trustees, and a lack of communication between the students and faculty / classified staff. There are not enough opportunities to come together and communicate about issues as they come up. Because there is no central source for communication, the rumor mill tends to operate. There is an underlying perception that there is a dual process (regular / political).

B. There is a lack of time and opportunity to engage in collaboration (e.g. lack of retreats) and communication. There is a lack of collaboration between classroom faculty and other divisions (e.g. counseling) regarding various matters of interest (e.g. student learning outcomes). There is a lack of a sense of community among all factions.

C. Recent actions by some members of the CCSF Board of Trustees have created a perception that there is an effort to engage in micro management and top down communication, which has lead to a decrease in morale for some. Some feel the new committee structure adopted by the Board of Trustees has made it difficult for some parties to keep up given that there are so many meetings and many of the meetings are very lengthy.

D. Students do not identify with CCSF as much as they could.

III. RESOURCES AND STAFFING

A. TLC is not set up across the board.

B. The “bumping” situation has had a negative impact on morale in terms of those who may be bumped and those who have been pumped. “Bumping” negatively impacts morale for those who do not get bumped since they are often forced to train people during peak activity periods.
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C. There is a lack of data on morale amongst the students in light of the current budget crisis and subsequent cuts including but not limited to the cutting of classes during the regular school year and the near elimination (with the exception of a very few spared classes) of summer school in 2010.

**IV. EXCELLENCE IN TEACHING AND LEARNING, AND PROFESSIONAL DEVELOPMENT**

A. The budget crisis has negatively impacted out ability to implement suggestions coming out of the Enhanced Self Study.

B. While building new facilities is exciting and positive, when older facilities fall into disrepair (e.g. broken equipment / furniture / fixtures) or are not well maintained (unkempt restrooms, peeling paint, clocks that have the time wrong after a daylight savings adjustment) there is a negative impact on morale for those occupying older structures that may feel forgotten. This morale deficit serves as a distraction from our efforts to provide excellence in teaching.

C. Since attendance at flex days activities is basically voluntary (given that a formal attendance policy for the afternoon staff development sessions was eradicated some time ago) attendance tends to be low which lessens CCSF’s ability to develop its work force. Also, there is a lack of staff development outside of flex days.

D. Professional development activities are not multi-cultural enough and there is a lack of professional development outside of technology.

E. There is a lack of funding for doing Basic Skills staff development.

F. For some members of the classified staff there is a perception that staff development activities are not linked to opportunities to advance in the organization.

G. Student achievement gaps have a negative impact on morale.

**V. ACCESS, INCLUSIVENESS, AND "DIVERSITY"**

A. There is not enough demographic data available for staff and students in some under served populations (e.g. LGBT community, non-native English speakers, etc.)

B. There are not enough African American, Latino, and non-native English speaking faculty members.

C. There is a lack of “availability data” (data which would tell CCSF how many of a type of candidate are available in the area) from the state of California yet we are prohibited by cost and other restrictions from gathering our own data. Thus it is difficult to assess how well we have done in terms of attracting diverse candidates since we do not always know how many qualified candidates from various backgrounds are in existence and looking for positions. There is a need for a baseline.
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D. Hiring procedures may negatively impact hiring outcomes in terms of diversity. Some of the qualifications listed on the job announcement may unnecessarily require that instructors are able to teach courses at levels that in all likelihood may not be taught by the individuals applying for positions given that there is a need for instructors at the lower levels. Hiring committees do not appear diverse enough. There is a lack of training on how to evaluate the Diversity Statement in the hiring process. The candidate’s refusal to check equivalency even when appropriate may negatively impact CCSF’s ability to attract a diverse work force.

E. Not all at risk students are being addressed (e.g. LGBT, Non Model minority Asians, etc.)

F. Non-native English speakers (especially among the classified staff) at CCSF experience discrimination.

G. There is a strain among racial groups because some groups feel like others ignore them.

H. The Diversity Committee agenda is too restrictive in terms of moving forward.

I. There are gaps in student achievement and retention that cut across racial / ethnic groups.

VI. CAMPUSES AND COMMUNITIES

A. Satellite campuses lack many of the services and equipment available to the Ocean Campus. Services / resources at satellite campuses are occasionally not well integrated. When services / resources are lacking at satellite campuses communication about the reasons why those services resources cannot be delivered is lacking in effectiveness.

B. Communication about new services at satellite campuses is often lacking.

C. The Associate Dean of Student Activities does not have the visibility on satellite campuses that she has on the Ocean campus and thus does not always have the opportunity to communicate why CCSF is doing what it is doing which can lead to confusion and resentment.

D. Inconsistencies at various campuses in terms of the smoking policy can negatively impact morale.