Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.
Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.
STANDARDS IV.A – DECISION-MAKING AND PROCESSES
IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary
The CCSF Vision and Mission statements, approved in 2010, state that:

In our community, respect and trust are common virtues, and all people are enriched by diversity and multicultural understanding. We will maintain a supportive, positive, and productive working environment for our diverse faculty and staff, as well as a responsive environment in which student needs are met in a friendly, timely, and caring manner [IV A-1].

During the early 1990s, in response to Assembly Bill 1725, the College established the Shared Governance System. The Shared Governance Policy was approved by the Board of Trustees in accordance with Title 5, Section 53200 in 1993 and updated in 1998 [IV A-2]. Hundreds of members of the College community work collaboratively each year within the CCSF Shared Governance System. (See Section IV.A.2.a for an expanded description).

In 1994, the Chancellor and the Academic Senate, with the approval of the College Advisory Council (CAC), created the Office of Shared Governance and the position of the District Shared Governance Coordinator, the first one in the state of California.

Since the establishment of the CCSF Shared Governance System, the College actively engages in a participatory process in all matters that have policy and/or significant institution wide implications. For example, the College has been engaged in several institution wide discussions on such issues and ideas as: the District Sunshine Policy; student equity and the achievement gap; faculty diversity issues; the state budget and its implications on budget and planning; content filtering on the Internet; designated smoking areas on campus; student learning outcomes; and Program Review. Classified staff, students, faculty, and administrators are invited to attend discussion and/or committee review sessions to share information, make comments, and provide feedback. Invitations to participate are distributed via District wide communication in a variety of forms: emails from both the Chancellor’s and Academic Senate President’s offices, the Office of Shared Governance, SEIU 1021, and the President of the Associated Students; announcements in City Currents; flyers; and announcements at various group meetings such as the Department Chairpersons Council, Administrators’ meetings, Department meetings, and Associated Students’ meetings. A Shared Governance process is required for policy recommendations originating from students, faculty, classified staff, or administrators. Policy Manual 2.07 on Shared Governance, Section II.B.1, states: "The Chancellor shall establish a College Advisory Council, which will coordinate policy development and make recommendations in areas not under the leadership of the Academic
Senate" [IV A-2]. Policy recommendations originating from members of the Board of Trustees require review by the Academic Senate if they concern academic and professional matters. Policy decisions are reviewed by the College Advisory Council if they will have a significant effect on employees or on students, in accordance with Title 5, Sections 51023.5 and 51023.7. Administrative policies do not need a Shared Governance review.

The College community is encouraged to participate by providing comments and feedback to assure effective discussion, planning, and implementation of programs, policies, and improvements that have significant institution wide implications during the development of the various College plans: the Annual Plan; the Education Master Plan; the Strategic Plan; Student Equity and Achievement Reports; the Sustainability Plan; and the Technology Plan. Drafts of the major College plans are vetted through Shared Governance committees before being finalized. A prime example can be seen in the Strategic Planning process; draft documents, support and background materials, and opportunities to participate in community discussions are posted on the Strategic Planning 2010-11 webpage [IV A-3].

In addition to formal participatory processes, CCSF leaders also encourage classified staff, faculty, administrators, and students to take initiative in creating improvements through less formal channels. A recent example was the CCSF Cost Savings Idea Contest of 2010 that solicited ideas for saving money for the District and awarded donated prizes for the ten best ideas to six students, two classified staff members, and two faculty members [IV A-4]. Other examples of individuals taking the initiative to drive change at the College are the recently formed WebCred Workgroup established by the College’s Communications Committee, which is directing and implementing improvements to the usability of the College website and the Library’s electronic suggestion box, which helps drive improvements at the Library [IV A-5, IV A-6].

**Self Evaluation**

The College meets this standard.

Since the establishment of the CCSF Shared Governance system, the College has actively engaged in a participatory process in all matters that have policy and/or significant institution wide implications. Institutional leaders encourage classified staff, faculty, administrators and students to take initiative in improving the practices, programs, and services in which they are involved.

**Planning Agenda**

None.
IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

Descriptive Summary

The Office of Shared Governance produces and regularly updates the Shared Governance Handbook, based on the Shared Governance Agreement (Policy Manual 2.07), which details specifically how each constituent group can participate in the decision-making processes of the College [IV A-7]. Shared Governance committees have membership positions for the four constituencies—administrators, classified staff, faculty, and students—as appropriate to their purpose. Each committee has a parent Council (see Section IV.A.2.a) that is empowered to bring recommendations to the Chancellor. The Office of Shared Governance maintains a calendar on the College website of the meetings of the three Councils and some of the Committees [IV A-8]. The Office of Shared Governance also posts agendas, minutes, and other documentation on pages linked to an online index of Shared Governance committees and subcommittees [IV A-9]. The District Sunshine Policy requires audio recordings of the three Councils [IV A-10]; recordings are accessible from the respective Council’s webpage.

In addition, the Board of Trustees has its own Board Committee structure where Board policies are developed and discussed. Audio recordings are made of these meetings and are available on request in accordance with the District Sunshine Policy. In the current year (2011), there are seven Board Committees: Audit; Chancellor/Board Relations; Facilities, Infrastructure, and Technology; Institutional Effectiveness; Planning and Budgeting; Policy Implementation; and Special Joint Committee with the San Francisco Unified School District Board of Education [IV A-11]. Each Committee reviews any policy recommendation or change before it is introduced to the full Board as a policy resolution.

All policy resolutions are debated at open-session meetings of the full Board of Trustees. The Board of Trustees holds at least two meetings for each policy. The meetings are open to input from all constituencies—students, classified staff, faculty, and administrators—as well as members of the public.

Self Evaluation

The College meets this standard.

The depth and specificity of the Shared Governance section in the Policy Manual (Section 2.07) is considerable. It is one of the most developed areas of College policy. The Shared Governance Calendar, linked on the CCSF Home Page and maintained by the Shared Governance Coordinator, provides accessible information and has helped to bring the College community together to work within the framework of Shared Governance.
It has been difficult to capture accurate, up-to-date information on all Shared Governance meetings in the Shared Governance Calendar due to the lack of information provided by the Shared Governance committee chairs. It has also proved difficult to maintain a central repository (electronic or otherwise) of agendas, minutes, and other records of the activities of Shared Governance committees, because inconsistencies in both the production and posting of minutes for some Shared Governance committees exist. Recommendations to improve the Calendar and the Shared Governance website are under review.

Although the District’s Sunshine Policy requires audio recording of the Executive Council of the Academic Senate, the College Advisory Council, and the College’s Planning and Budgeting Council meetings, some CAC and College’s PBC audio recordings of meetings are missing from occasions when the Shared Governance Coordinator was out sick.

Planning Agenda
None.

**IV.A.2.a.** Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

**Descriptive Summary**
More than 400 members of the College constituent groups participate in the work of over 43 committees and subcommittees in the CCSF Shared Governance System. The College recognizes these four constituency groups throughout Shared Governance: the Academic Senate, representing faculty; the Administrator’s Association, representing administrators; SEIU 1021, representing classified staff; and the Associated Students, representing students.

The CCSF Shared Governance organization consists of three systems (listed and described below), each with a set of permanent councils and committees. Members of the College community—students, faculty, classified staff, and administrators—are represented in all three systems. The Councils may establish task forces and ad hoc committees and the committees may establish working groups and subcommittees, as appropriate. The Shared Governance Agreement and its appendices specify the number of representatives each constituent group may elect or appoint to the Councils [IV A-2].

Appointments to the committees, subcommittees, ad hoc committees, and task forces are the responsibility of each constituent group. In the case of administrators, the Administrators Association calls for volunteers and then submits those names to the Chancellor, who finalizes
the appointments in consultation with the Vice Chancellors, as appropriate. For classified employees, SEIU 1021 makes the appointments as specified in Policy Manual 2.07. For faculty members, the Academic Senate's Committee on Committees customarily reviews requests from faculty members and makes recommendations to the Executive Council, which makes appointments. The student appointments are made by the Associated Students [IV A-7 p. 33].

Students participate in decision making through the Associated Students. All students who attend CCSF are members of the Associated Students. The mission statement of the Associated Students of the Ocean Campus states:

The Associated Students at Ocean Campus, represented by an elected council of 16 students, serves the CCSF student body by voicing student concerns and organizing and funding programs. The Associated Students also advocates for the student body on issues of campus safety, cultural diversity, social and political awareness, improving access to higher education and building a sexual-harassment-free campus [IV A-12].

In addition, there is an Associated Students Council at the Chinatown/North Beach, Civic Center, Downtown, Evans, John Adams, Mission, and Southeast campuses as well as at the Adult Learning and Tutorial Center located at 31 Gough Street. The presidents of each of these Councils are members of the Executive Council of the Associated Students. The current Student Trustee is working with the Associated Students to increase the number of student representatives from campuses other than Ocean who serve on Shared Governance committees.

Student representatives participate in task forces, and other College wide groups that are outside the Shared Governance System, such as the Textbook Affordability Task Force and the Accreditation Steering Committee. The Associated Students Presidents communicate regularly with the Chancellor and organize opportunities for student leaders to interact with the Chancellor, the Board of Trustees, administrators, and other campus leaders. Brown bag lunches with the Chancellor and other administrators are scheduled several times each year. Trustees have worked with students to create public forums for broad issues affecting students, such as achievement gaps. Associated Students allocate funding from student activities fees to sponsor programs and support resources that help build student leadership. Associated Students encourages students to organize and work on a wide range of issues, such as creating a farmers’ market on campus and organizing statewide actions against cuts to funding for California Community Colleges [IV A-13].

The College Shared Governance System has three parts, also called "Systems":

1. The Collegial Governance System is the system through which the College consults collegially with the Academic Senate and its representatives on matters related to academic and professional matters. There is a range of academic and professional matters for which the California Education Code requires governing boards to rely primarily on recommendations from the Academic Senate or to reach mutual agreement with the Academic Senate. Title 5, California Code of Regulations, Section 53200, provides definitions of the academic and professional matters that are included and directs that “the district governing board shall develop policies on academic and professional matters through either or both of the following: 1) Rely primarily upon the advice and judgment of the Academic Senate, OR 2) The governing board, or its designees, and the Academic Senate shall reach mutual agreement by written
resolution, regulation, or policy of the governing board effectuating such recommendations” [IV A-14]. It is CCSF Board policy that, for the ten Title 5 academic and professional areas, the Board will rely primarily upon the recommendations of the Academic Senate [IV A-2, p. 2]. The Board has mutual agreements with the Academic Senate for policies that cover procedures for administrator hiring and retreat rights and faculty hiring [IV A-15, IV A-16, IV A-17]. The mutual agreement policy on faculty hiring also established the members, authority, and responsibilities of the Faculty Positions Allocation Committee.

All faculty are members of the Academic Senate and may engage directly in decision making through plenary and special meetings of the Academic Senate, participation in meetings of the Academic Senate Executive Council, through participation in committees and subcommittees that report to the Academic Senate, and other venues [IV A-18]. The Executive Council of 29 members elected from the Senate at large meets about twice a month during the fall and spring to consider and discuss issues of significance in academic and professional matters. The four standing committees in this system include: Academic Policies, Curriculum, Student Preparation and Success, and Staff Development. Representation on these committees includes administrators, faculty, classified staff, and students [IV A-19]. These committees provide information, give reports, and make recommendations to the Executive Council on all academic and professional matters. Policy recommendations from the Executive Council are forwarded to the Chancellor (or to the Vice Chancellor of Academic Affairs if designated) for review before being sent to the Board of Trustees. Recommendations may also be sent directly to the Board [IV A-2 p. 6-9].

The Academic Senate assesses its effectiveness in providing an appropriate voice for its constituency and has made several changes in recent years to facilitate dialog and debate. Following a Special Meeting in March 2010, the Academic Senate was criticized by some for not allowing the student trustee to speak until relatively late in the meeting. In response to that concern, the Academic Senate modified the agendas of the regular Executive Council meetings to include a Public Comment opportunity near the beginning of each meeting for input by anyone who wishes to address the Academic Senate. Students are now fairly frequent guests, whether for part or all of the meeting [IV A-20] The Academic Senate also opened to the public its Committee on Committees meetings, in which nominations are made to Shared Governance committees, to ensure compliance with the Ralph M. Brown Act.

2. The College Advisory System is the system in which the College obtains advisory recommendations in key operational areas from four committees: Information and Public Records, College Diversity, Communication, and Information Technology Policy. These committees report directly to the College Advisory Council (CAC) which is composed of leadership from all the major College organizations—students, faculty, classified staff, and administrators. The Chancellor chairs the CAC. The CAC discusses ideas and policies of District wide significance, coordinates policy development, and makes recommendations in areas not under the leadership of the Academic Senate. The CAC provides a forum for dialog involving the various constituencies at the highest level as well as with the Board of Trustees via the Chancellor. Also the CAC is responsible for coordinating the evaluation of the Shared Governance System [IV A-2, p. 9].
The membership of the College Advisory Council consists of thirteen leaders, both appointed and elected. The appointed leaders are three Vice Chancellors designated by the Chancellor, the District and the student Shared Governance Coordinators, and the Chancellor, who also serves as the chair. Currently, the elected institutional leaders are the presidents of the Academic Senate, Associated Students (Ocean Campus), Classified Senate, Classified Union (SEIU 1021), Department Chairpersons Council (DCC), Faculty Union (AFT 2121), and the Student Trustee. The College Advisory Council meets monthly during the course of the spring and fall semesters [IV A-7, p. 23].

3. **The Planning and Budgeting System** is an integrated system of College wide planning and budgeting for the College. The standing Council in this system is the College’s Planning and Budgeting Council (College’s PBC). The twenty voting members of this Council include representatives from each of the College constituencies—students, faculty, administrators, and classified staff [IV A-7, p. 23].

   The Chancellor chairs the College’s PBC, which oversees the development of the College Strategic Plans, the Annual Plans, the End-of-Year Assessments, and the annual College budgets. During recent financially challenging years, the College’s PBC has increased the number of its meetings and held some meetings as open hearings to provide a conduit for information and collective thinking about the College budget. The major standing committees of the College’s PBC include Program Review and Facilities Review. Through the Program Review Committee, the College’s PBC governs the Program Review process, providing direction to departments and receiving reports and recommendations. Facilities Review forwards recommendations to the College’s PBC regarding the use of College facilities, plans for future facilities, parking and transportation issues (from its Parking and Transportation Subcommittee), sustainability issues (from its Sustainability Subcommittee), and other facility related issues. The Faculty Position Allocation Committee reviews and forwards recommendations about full-time faculty positions, which the College’s PBC reviews for funding and approves or disapproves. Recommendations from the College’s PBC are advisory through the Chancellor to the Board of Trustees [IV A-7 p. 21-26].

   Implementation of the Shared Governance System has seen changes over time. The documents attesting to the nature of the Shared Governance System, such as the Shared Governance Handbook and related literature, are numerous. The Shared Governance Handbook provides an organizational chart outlining where the committees fit within the system. The Handbook details the charge of each committee as well as the numerical membership of each constituent group, including a directory with the committee name, the chair’s name, and contact information [IV A-7]. California laws and administrative regulations provide that students, classified staff, and administrators play an advisory role to the Chancellor. The faculty role is more specific. In accordance with Title 5, Section 53200, “the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters” [IV A-14]. The CCSF Shared Governance System is compliant with this Title 5 regulation.

**Self Evaluation**

The College meets this standard.
The CCSF faculty, classified staff, students, and administrators continue to collaborate effectively through the 43 Shared Governance councils, committees, and subcommittees to discuss issues, resolve problems, and recommend policies for adoption by the Board of Trustees. The Shared Governance system and the subsequent support for the process and practices from the District, the governing board, administrators, faculty, classified staff, and students work together for the good of the institution.

The District intends to continue its ongoing efforts to better incorporate the Associated Students councils from the campuses into the College wide decision-making process.

To ensure adequate time for input from all constituencies, the Academic Senate will continue its practice of including a “Public Comment” opportunity near the beginning of every meeting. It will also continue to hold Committee on Committee meetings in public, to ensure compliance with the Ralph M. Brown Act.

**Planning Agenda**

None.

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**IV.A.2.b.** The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

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**Descriptive Summary**

As described above in IV.A.2.a, CCSF has clearly defined policies and practices that follow Title 5 and give authority to the appropriate Shared Governance constituency. The most significant documents that describe the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters are the Curriculum Handbook [IV A-21] and Policy Manual 2.07 [IV A-2]. Under Policy Manual 2.07, the College relies primarily upon the advice and judgment of the Academic Senate in all ten Title 5 academic and professional matters.

The Board of Trustees, and its official representative, the Chancellor, shall rely primarily upon the advice and judgment of the Academic Senate in the following areas as defined by Title 5, Section 53200 [IV A-2, p. 2]:

1. Curriculum, including establishing prerequisites
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. College governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation process
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon

For policy changes affecting academic matters, discussion takes place mainly in the Academic Policies Committee, an Academic Senate standing committee which is part of Shared Governance. During the 2010-11 academic year, the Academic Policies Committee considered the following issues for possible recommendation to the Academic Senate [IV A-22]:

- Credit by Exam policy changes: The changes mostly involved residency, required enrollment, fees, and the maximum credits-by-exam allowed with certain limitations
- Registration priority for students entering CCSF from San Francisco high schools: The District began piloting registration priority for fully matriculated incoming students from San Francisco high schools
- Registration priority for Guardian Scholars: The District began granting Guardian Scholars (foster youth) the same registration priority as athletes
- Transfer degrees: The College has begun creating majors suitable for associate degrees compliant with SB 1440
- Removal-of-Incomplete Policy: All students now have a uniform one-semester grace period in which to remove an Incomplete
- Grades affecting Financial Aid Eligibility: The Grading Policies Subcommittee is discussing the advisability of adopting usage of the “FW” grade
- Retroactive Degrees and Certificates: Committee members have been working with department chairs to draft a policy for conferring retroactive degrees and certificates

To encourage discussion and further participation in the decision-making process, on February 9, 2011 the Executive Council of the Academic Senate voted to implement an Electronic Faculty Forum (EFF) to provide faculty the opportunity to engage in District wide conversations on academic and District wide matters [IV A-23]. EFF provides faculty with a means to post diverse questions, concerns, and ideas as well as invite dialog and build consensus among faculty. EFF was launched at the end of February and has hosted discussions about campus safety, grading policy, a perceived backlash against colleges across the country, and SDI insurance for part-time faculty.

The Executive Council chose the current CCSF email list format for its simplicity, inclusiveness, and easy access. All faculty members have been included from the first discussion; however, faculty may opt out by unsubscribing from EFF. This electronic communicative tool provides a flexible alternative for faculty to participate in the discussion of academic issues affecting the College.

The Executive Council of the Academic Senate meets about twice a month during the academic year. Using Robert’s Rules of Order for parliamentary procedure, it deliberates and makes recommendations to the administration and to the Board of Trustees on academic and
professional matters, including academic policies and the language for recording such policies in the College Catalog, if applicable [IV A-18].

Policy matters deliberated upon by the Academic Senate in recent years include [IV A-24]:

- Upper Division Transfer Units
- Breadth Requirements
- Satisfactory Progress (SP) Grade for Noncredit Courses
- Credit Matriculation Plan
- Incomplete Removal Policy
- Pilot Program for Concurrently Enrolled High School Students
- Waiting lists for fully enrolled class sections
- Content Filtering on the CCSF Computer Network

The Academic Senate also participates in defining the jobs and hiring the administrators who are responsible for learning programs and services. The Academic Senate also reviews and/or recommends changes to the Program Review process, the College Mission and Vision statements, and other long-term, College wide plans, such as the Strategic Plan, Education Master Plan, Student Equity Plan, Sustainability Plan, and Technology Plan [IV A-25].

The Executive Council also makes recommendations regarding policies under consideration by the Board of Trustees. In Spring 2010, the Academic Senate Executive Council endorsed, with some suggestions for change, a document drafted by some members of the Board of Trustees: “Recommendations on the Achievement Gap and Equity” [IV A-26, IV A-27]. Members of the Academic Senate (which includes all faculty) exercised the right to call a special meeting of the Academic Senate by a petition signed by 200 members [IV A-20, IV A-28]. At the special meeting, a resolution was approved that recommended extensive changes to the draft Board of Trustees document, changes intended to redirect its concerns through appropriate shared governance bodies and administrative channels [IV A-29]. (Note that the draft Board of Trustees document was not considered by the full Board.)

The Curriculum Committee is a quadripartite Shared Governance committee of eighteen faculty, six administrators, two students, and one classified member. The Committee is the reviewing and approving body for curricula for the College as a whole. The Committee is responsible for studying curricular proposals (courses and programs) and recommending action on them to the Chancellor and the Board of Trustees. It meets approximately every two weeks during the spring and fall semesters [IV A-30].

The role of the Curriculum Committee is to review and determine the academic merit of curriculum proposals, as well as ensuring that they conform to the requirements and guidelines for form and style. Proposals brought to the Curriculum Committee are the product of a department, not of an individual faculty member. The department that prepares a proposal is solely and entirely responsible for its content. During its review, the Curriculum Committee may cite the content of a proposal for review or explanation, but it relies on the expertise of discipline faculty. The focus of the Committee is the academic merit of each proposal and its contributions to the overall

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educational goals of the College. Inclusion of Student Learning Outcomes is among the requirements for every new and revised course outline [IV A-21 p. 40-44].

The Bipartite Committee on Graduation Requirements is composed of the Executive Council of the Academic Senate and Academic Administrators. It meets once each semester and makes recommendations to the Board of Trustees on associate degree policies and on the addition of specific courses into area graduation requirements.

As an implementation aid, CCSF Board resolutions now feature a "Shared Governance Review" box to indicate the proximate source of policy recommendations meriting such review. The list of committees in the Review box must end with one of the three Councils (the Academic Senate Executive Council, the College Advisory Council, or the Planning and Budgeting Council) or with the College Curriculum Committee (which makes Board recommendations without explicit Academic Senate approval). Other bodies (committees, subcommittees, bargaining agents, or task forces) are not recognized as satisfying a requirement for Shared Governance review.

Self Evaluation
The College meets this standard.

CCSF has clearly defined policies and practices that follow Title 5 and give authority to the appropriate Shared Governance constituency. Specifically, the College relies primarily upon the advice and judgment of the Academic Senate in all ten Title 5 academic and professional matters. It also looks to the Curriculum Committee, Department Chairs, and the Academic Administrators for recommendations concerning student learning programs and services.

Planning Agenda
None.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

Descriptive Summary
CCSF’s written policies on governance procedures specify appropriate roles for all staff and students. As noted above, these written policies also specify the academic roles of faculty in areas of student educational programs and services planning. An ongoing challenge has been finding strategies to encourage full engagement by students in Shared Governance. In addition,
the current budget cuts, attrition within the ranks of employees, and increased workloads have also made it difficult for classified staff and faculty to fully participate in committee work.

Policy Manual 2.07 gives the College constituent groups—students, faculty, classified staff, and administrators—the right and responsibility to serve on committees and to address all facets of the College’s Mission. The appendix of Policy Manual 2.07 defines the standing committees of the Shared Governance System, including the number of representatives of each constituency and their terms. It provides for continuing evaluation by those constituent groups, which is to be summarized by the Chancellor and passed through to the Board of Trustees [IV A-2, p. 10-16].

An example of collegial collaboration involves the current relationship with the bargaining units. The growing financial crises facing the College created the opportunity for cooperation with the College unions in their negotiations to avoid layoffs and minimize cutbacks in student services and class offerings. This was a critical factor allowing the College’s Planning and Budgeting Council to make decisions that would save the College millions of dollars during one of the worst funding downturns in the history of the College.

Another example is the Strategic Planning process. Members of all constituency groups were invited to attend Community Listening Sessions. Constituency groups were represented during two day-long planning sessions held in Spring 2010. In addition, drafts of the 2011-16 Strategic Plan were circulated throughout the District Shared Governance System, allowing for further employee and student input. Based on this input the Strategic Planning team revised the 2011-16 Strategic Plan, which they brought to numerous committee meetings to seek final feedback prior to Board approval [IV A-3].

Reports from constituent groups are listed on every agenda for regular meetings of the Board of Trustees. Every month, the Presidents or other representatives of the Academic Senate, the Classified Senate, and the Associated Students have the opportunity to update the Trustees directly on Shared Governance activities, bring forward ideas for public notice, or express concerns about the welfare of the College. As part of their reports, the presidents often yield time for public remarks from other College leaders, such as the President of AFT 2121. Prior to June 2010, the only Associated Students President invited to speak regularly was the President of the Associated Students at the Ocean Campus. On the suggestion of the Student Trustee, this practice was extended to the leadership of the Associated Students at every campus.

College wide discussion and communication is facilitated in committees and subcommittees throughout the Shared Governance System. While ongoing collegial discussions exist among the constituencies, continued improvement and expansion of existing communication is always a goal.

In 1994, the College created an Office of Shared Governance. In 2004, the Shared Governance Evaluation recommended that the Office of Shared Governance be placed in a location close to the office of the Academic Senate and that the District Shared Governance Coordinator report directly to the Chancellor, both of which were accomplished by 2007 [IV A-31].

CCSF is a large institution and it is a constant challenge to ensure effective communication. The College consistently reviews and examines ways in which it can better reach out to its
constituency groups to engage participation and active dialog to facilitate discussion of ideas and to inform the College community.

While the Shared Governance System is an intricate process by which the College attempts to engage College community participation in College wide discussion, the Spring 2011 survey indicated that further outreach and education is needed to ensure that a larger segment of the College constituent groups understand and participate in Shared Governance [IV A-32]. In an effort to provide more outreach, the College Shared Governance Coordinator provides information and training about the Shared Governance System during new employee orientations, Board of Trustees orientations, Academic Senate Executive Council retreats, Flex Day workshops, Associated Students meetings, and meetings of the Associated Students Executive Council. Information is regularly updated on the Shared Governance website and in City Currents, the CCSF internal weekly newsletter [IV A-31].

Both the Shared Governance Handbook and the website, which include information regarding the roles of constituent groups and each Committee’s mission statements, are updated annually [IV A-7, IV A-33]. The Shared Governance Coordinator also posts on the Office of Shared Governance website information received from constituent groups and committee chairs regarding committee membership updates, meeting schedules, meeting agendas, and approved meeting minutes.

Communication and distribution of information has evolved over time to keep current with changing technology, increased outreach, and improved timeliness. As new technologies emerge and new policies are implemented, the Shared Governance Coordinator endeavors to keep all the information up to date. The two most recent developments are the use of streaming media for the Board of Trustees meetings and the change in the District Sunshine Policy to increase transparency in the institution. The District Sunshine Policy calls for audio recordings of all meetings of the College Advisory Council, the College’s Planning and Budgeting Council, and the Executive Council of the Academic Senate [IV A-10, Article II.A.4.b and Article II.B.8.b].

Recent issues, such as the speed of processing for hiring student workers and financial aid applications, have definitely been much improved as a result of District wide discussions. Other ideas are still being discussed and implemented, such as the pilot mathematics and English compressed course sequences. The College needs to assess the outcomes of these pilots before reaching consensus on how to further proceed.

**Self Evaluation**

The College meets this standard.

The CCSF faculty, classified staff, students, and administrators continue to collaborate effectively through the 43 Shared Governance councils, committees, and subcommittees to discuss issues, resolve problems, and recommend policies for adoption by the Board of Trustees. The Shared Governance System, supported by the governing board, administrators, faculty, classified staff, and students works well for the good of the institution.

**Planning Agenda**

None.
IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

CCSF has responded expeditiously and honestly to the Accrediting Commission’s recommendations and any citations of difficulties and agrees to continue to comply with Accrediting Commission standards, policies, guidelines, and requirements.

As an example, during the last accreditation visit, the visiting team suggested increasing outreach and education on the Shared Governance System to the various stakeholders. As a result, the District Shared Governance Coordinator now regularly provides orientations to new employees, to the Executive Committee of the Associated Students, the Executive Council of the Classified Senate, and other groups as needed.

The College’s relationship with the U.S. Department of Education (USDOE) primarily involves the Financial Aid Office and the Office of Workforce and Economic Development. The CCSF Financial Aid Office regularly participates in staff development training activities with the training specialist for Region IX and also attends other USDOE training events. The Program Participation Agreement with USDOE, which is similar to an accreditation approval, has been approved through June 30, 2015 [IV A-34].

The Division of Research and Policy regularly reviews USDOE publications regarding current and future policies and legislation, particularly as it relates to the Carl Perkins Career and Technical Education Act of 2006. Administrators, faculty, and classified staff actively participate with local, regional, state, and national Workforce and Economic Development Councils, Consortia, and Associations, including the Bay Area Community College Consortium, the California Community College Association of Occupational Education, and the National Council for Workforce Education (NCWE). Faculty and administrators regularly attend and present at national and state conferences. Currently, the Chancellor serves on the San Francisco Workforce Investment Board (WISF) and the Interim Vice Chancellor of Research and Policy served on the WISF Youth Council and as President of NCWE (2010-11), a council of the American Association of Community Colleges. Information is communicated to CCSF’s Career and Technical Education Department chairs, faculty, Career and Technical Education Subcommittee, Academic Policies Committee, and the Executive Council of the CCSF Academic Senate. Input from CCSF is provided via surveys generated from both the State Chancellor’s Office and the U.S. Department of Education on Career and Technical Education Act Reauthorization and reporting requirements. Various departments within CCSF have also applied for and received grants from the USDOE.
The College also works to meet requirements set by statewide and national bodies that set training standards for various professions. Examples include POST (Peace Officer Standards and Training), the California Board of Registered Nurses, State Fire Training, and the National Registry (EMT and paramedic training). In order to continue to provide excellence in career and vocational preparation for its students, the College complies with relevant requirements and standards in its programs and courses (see Program Reviews for Administration of Justice and Fire Science [IV A-35], and Nursing [IV A-36]).

**Self Evaluation**

The College meets this standard.

CCSF exercises the highest level of integrity in its communication and in its relationship with WASC and the ACCJC. Honest communication with external agencies continues to be a priority of the College. For example, open and well-established communication exists between the USDOE, the CCSF Financial Aid Office, and the CCSF Office of Workforce and Economic Development.

CCSF demonstrates honesty and integrity with statewide and national bodies that set training standards for career and vocational programs and courses.

**Planning Agenda**

None.

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**IV.A.5.** The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

**Descriptive Summary**

The Shared Governance Agreement specifies that each constituency should evaluate the Shared Governance System every two years. The last substantive evaluation and revision of the Shared Governance System was in 2007, with the involvement of the leadership of all four constituent groups. The Committee on Information and Public Records reviewed the results of the Shared Governance survey, and reported to the College Advisory Council [IV A-37]. As a result of the evaluation and to improve guidance for chairs and members of Shared Governance groups, “Additional Formalized Customary Practices of Shared Governance Committees” was added to the Handbook [IV A-7 p. 39-40]. An extensive evaluation of the Shared Governance System did not take place in 2009 because throughout 2008-09, the Committee on Information and Public Records was dedicated to developing the District Sunshine Policy, which was
recommended by the College Advisory Council in May 2009 and adopted by the Board of Trustees in September 2009.

A survey of employees conducted in Fall 2010 asked several questions about Shared Governance. The respondents reported levels of satisfaction with the three Shared Governance Councils ranging from 2.86 (for “Academic Senate recommendations to the Board of Trustees regarding academic and professional matters”) to 2.46 (for “PBC as a channel for employee and student ideas regarding institutional decision-making”) where 4 represented ‘Excellent’, 3 ‘Good’ and 2 ‘Below Average.’ Of the respondents to that survey, 72 percent spent one hour or more per week on Shared Governance activities. Those engaged in Shared Governance activities included 83 percent of administrators, 77 percent of faculty, and 55 percent of classified staff. The diminished participation among classified staff reflects attrition and consequent increased workloads due to the College’s greatly reduced budget [IV A-32, IV A-38].

Since the last accreditation visit, the Board of Trustees has been conducting an annual self evaluation that includes results from evaluation questionnaires concerning the Board's performance, which are submitted by all College constituencies. The results of that evaluation are publicly available on the College website as an attachment to the Board meeting at which the results are presented [IV A-39, IV A-40, IV A-41]. The Board also evaluates the Chancellor each spring; this evaluation also includes the results of employee surveys. Specifically, the trustees and the employees express their opinion as to how well the Chancellor is achieving the Board-identified objectives. College constituents are encouraged to engage in these evaluations [IV A-42].

**Self Evaluation**

The College partially meets this standard.

The College conducts an annual evaluation of the Chancellor. The Board of Trustees conducts a self evaluation and the results are presented at a public meeting.

A review and evaluation of the Shared Governance structure is supposed to take place every two years; however, the last evaluation occurred in 2007. The evaluation of the Shared Governance Structure will take place in 2011-12, and beginning in 2011-12, the Office of Shared Governance will conduct a Program Review as well.

**Planning Agenda**

Acting upon a recommendation of the Committee on Information and Public Records, the Office of Shared Governance will conduct a survey of College employees and students in Fall 2011 and biennially thereafter to evaluate the CCSF Shared Governance System by using the District’s new license of the online survey tool Survey Monkey™.
# Standard IV.A Evidence

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<tr>
<th>Reference</th>
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<tr>
<td>IV A-2</td>
<td>SFCCD Policy Manual: CCSF Shared Governance System Board Policy Number 2.07</td>
<td><a href="http://www.ccsf.edu/Policy/Manuals/2/pm2_07.doc">http://www.ccsf.edu/Policy/Manuals/2/pm2_07.doc</a></td>
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<td>IV A-6</td>
<td>Library Suggestions Blog</td>
<td><a href="http://ccsflibrary.blogspot.com/">http://ccsflibrary.blogspot.com/</a></td>
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<td>IV A-9</td>
<td>Shared Governance Committees and Subcommittees Index</td>
<td><a href="http://www.ccsf.edu/Offices/Shared_Governance/council.html">http://www.ccsf.edu/Offices/Shared_Governance/council.html</a></td>
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<td>IV A-10</td>
<td>SFCCD Policy Manual 1.04 Public Access Sunshine Policy</td>
<td><a href="http://www.ccsf.edu/Policy/Manuals/1/pmSunshine.doc">http://www.ccsf.edu/Policy/Manuals/1/pmSunshine.doc</a></td>
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<td>IV A-13</td>
<td>Email from Elizabeth Weinberg, Past President of Associated Students of Ocean Campus.</td>
<td><a href="http://www.ccsf.edu/Offices/Research_Planning/WASC/StudentVoicesEmail.pdf">http://www.ccsf.edu/Offices/Research_Planning/WASC/StudentVoicesEmail.pdf</a></td>
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<td>IV A-14</td>
<td>Barclay’s California Code of Regulations Title 5 Sec 53200</td>
<td><a href="http://www.foothill.edu/classified/media/Title5.pdf">http://www.foothill.edu/classified/media/Title5.pdf</a></td>
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<td>Right to Faculty Status for Administrators</td>
<td><a href="http://www.ccsf.edu/NEW/content/dam/ccsf/images/academic_senate/AS_Docs/Committees/3-AdministrativeRetreat.pdf">http://www.ccsf.edu/NEW/content/dam/ccsf/images/academic_senate/AS_Docs/Committees/3-AdministrativeRetreat.pdf</a></td>
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<td>Faculty Hiring Procedures</td>
<td><a href="http://www.ccsf.edu/NEW/content/dam/ccsf/images/academic_senate/faculty_hiring.pdf">http://www.ccsf.edu/NEW/content/dam/ccsf/images/academic_senate/faculty_hiring.pdf</a></td>
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<td>IV A-18</td>
<td>Constitution of the Academic Senate. City College of San Francisco</td>
<td><a href="http://www.ccsf.edu/NEW/content/dam/ccsf/images/academic_senate/constitution.pdf">http://www.ccsf.edu/NEW/content/dam/ccsf/images/academic_senate/constitution.pdf</a></td>
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<td>IV A-27</td>
<td>Academic Senate Executive Council minutes, Mar. 13, 2010</td>
<td><a href="http://www.ccsf.edu/NEW/content/dam/ccsf/images/academic_senate/AS_Docs/ListOfMeetings_S10/AsMin20100317.pdf">http://www.ccsf.edu/NEW/content/dam/ccsf/images/academic_senate/AS_Docs/ListOfMeetings_S10/AsMin20100317.pdf</a></td>
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<td>IV A-28</td>
<td>Academic Senate Special Meeting minutes, March 23, 2010</td>
<td><a href="http://www.ccsf.edu/NEW/content/dam/ccsf/images/academic_senate/AS_Docs/ListOfMeetings_S10/AsMin20100323_Special_Meeting.pdf">http://www.ccsf.edu/NEW/content/dam/ccsf/images/academic_senate/AS_Docs/ListOfMeetings_S10/AsMin20100323_Special_Meeting.pdf</a></td>
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<td>IV A-29</td>
<td>Resolution Responding to “Recommendations on the Achievement Gap and Equity Draft Board Resolution co-sponsored by Trustees Jackson, Marks, and Ngo Approved at Academic Senate Special Meeting 3/23/10</td>
<td><a href="http://www.ccsf.edu/Offices/College_Council/PDFs/ApprovedReso.pdf">http://www.ccsf.edu/Offices/College_Council/PDFs/ApprovedReso.pdf</a></td>
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<td>IV A-30</td>
<td>Curriculum Committee website</td>
<td><a href="http://www.ccsf.edu/Offices/Curriculum_Committee">http://www.ccsf.edu/Offices/Curriculum_Committee</a></td>
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<td>IV A-31</td>
<td>Interview with Attila Gabor, Shared Governance Coordinator</td>
<td>Oral Interview</td>
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