Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.
IV.B – BOARD AND ADMINISTRATIVE ORGANIZATION
IV.B.1. The Institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Descriptive Summary

The College’s Board of Trustees is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The Board’s Policy Manual identifies the role the Board plays in maintaining an effective institution. In 2008, with the assistance of outside legal counsel, the Board’s Policy Implementation Committee, began a process to review and update the Policy Manual.

Because of budget constraints, and because of concerns raised in the Churchwell Report on the Special Investigation pertaining to alleged misappropriation of public funds for a local bond campaign, the Board focused its efforts on safeguards needed to protect the use of public funds in order to correct problems that had been identified by the Report [IV B-1]. There are now pending legal proceedings involving three former administrators [IV B-2].

The Board of Trustees has enacted many new policies designed to strengthen controls on finances and contracts. In addition, three years ago the College hired its first full-time internal auditor to provide another layer of oversight for financial resources, and the Board had previously authorized a Performance Audit in 2007 [IV B-3].

The Board has devoted considerable time, energy, and effort to adopting new policies and resolutions. In 2008, the Board established its Facilities, Infrastructure and Technology Committee, which immediately began close oversight, of escalating construction costs and expenses. In addition, the Board adopted BP 6340 (III)(D), which requires that change orders be approved by the Committee and forwarded to the Board [IV B-4]. Policies related to new safeguards of fiscal probity are:

2008:
Policy Manual 1.06 – Practices and Procedures Governing Conduct Related to Elections and Ballot Measure Elections [IV B-5]

2009:
Policy Manual BP 6740 – Operations of Citizens Bond Oversight Committee [IV B-6]

2010:
Policy Manual BP 3052 – Conflict of Interest [IV B-7]
Policy Manual BP 6340 (III)(D) – Contracts [IV B-4]
Policy Manual BP 6343 – Notice of Ratification of Contracts [IV B-9]
Policy Manual BP 6344 – Violation of Ratification of Contracts [IV B-10]
The process of Policy Manual review was resumed at the end of March 2010. Please note that the Manual items are in transition between the old “PM” numbering system and a new “BP” system.

The College Mission and Vision statements, Strategic and Annual Plans, Program Review, Education Master Plan, and other institutional planning documents address program quality and student learning outcomes as well as services provided to ensure student success.

The Board has always devoted considerable attention and discussion to reviewing and amending the Vision and Mission statements. Board Policy 1200 (BP 1200), “District Vision and Mission Statement,” addresses the College’s commitment to superior levels of educational participation and academic success among all students [IV B-17]. The Statement further addresses the College commitment to providing an affordable and unparalleled learning experience in a supportive and caring environment that leads students to successfully complete their goals. In addition, the College is committed to expanding out-of-classroom learning activities to provide a range of opportunities, including service learning, internships, tutoring, mentoring, and cultural and recreational activities throughout the District.

BP 1200 further states:

“Our principal distinction will be high quality of instruction. The educational experience will feature successful learning in areas as varied as basic skills, academic skills, academic courses, advanced honors, career and technical courses, retooling of job skills, and preparation for transfer to other educational institutions. Learning opportunities will extend to a broad array of courses and programs to offer any student a pathway to educational and career success” [IV B-17].

Since the last accreditation visit, the Board has examined its existing practice and policies and has revised PM 1.11, “Chief Administrator: Selection, Authority and Term of Office” [IV B-18]. In addition, PM 1.07 has been revised to specify that the Board’s responsibilities include selecting, hiring, and evaluating the Chancellor, and BP 2435, “Evaluation of the Chancellor,” has been adopted [IV B-19, IV B-20]. These policies now describe long-standing Board and District practice.

Self Evaluation
The College meets this standard.

Planning Agenda
None.
**IV.B.1.a.** The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

**Descriptive Summary**

As mandated by the California Education Code, the San Francisco Community College District is governed by a Board of Trustees, consisting of seven members elected by the voters of the City and County of San Francisco to represent the interest of the community at large. The Board has one student member elected by the Associated Students of City College of San Francisco to represent the interests of the student population of the College. The Student Trustee casts an advisory vote at the open session of Board meetings [IV B-21].

Board Policy Code of Ethics (PM 1.15) includes the following:

> “The Board of Trustees shall…
> 2. Represent all segments of the community in advocating for the best interest of the community.
> 3. Function as a team seeking to stay well-informed and to act objectively. Be informed about the District, educational issues and responsibilities of trusteeship.
> 4. Recognize that the Board of Trustees exercises power only through the decisions it makes as a group.” [IV B-22].

City College of San Francisco is a public institution; therefore, all governing board members are non-owners of the institution.

**Self Evaluation**

The College meets this standard.

**Planning Agenda**

None.
IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

The governing board has ultimate responsibility for educational quality, legal matters, and the fiduciary responsibility for the District. The Board reviews, evaluates, and periodically commissions studies, reports, and other documents related to the quality of student learning programs and services and how District resources are allocated to support learning programs. The Board reviews programs and budgets at regular meetings and work sessions.

The College’s Strategic Plan, Annual Plan, Education Master Plan, and College Catalog are all reviewed and approved by the Board of Trustees.

In addition, the Board approved a Student Equity Resolution in April 2009 that brought heightened attention to the achievement gaps between different ethnic groups of students and directed the Chancellor to create a yearly report and propose remedies [IV B-23]. The Board considered a series of topics and questions which emerged from a careful look at the data in the Student Achievement Gap and Social Equity Report [IV B-24], and received direct input from Student Equity Hearings. These hearings, led by Board members, which began in the Spring of 2010 and continued into Fall, encouraged the College to remove obstacles and expand opportunities for students in many areas, including registration priorities, placement testing, course sequencing in mathematics and English, and access to financial aid and student employment opportunities [IV B-25, IV B-26].

“Financial Aid

How can we improve access to and applications for student financial aid? Pay special attention to promoting greater success for African-American, Filipino/a, Latino/a, Native American, Pacific Islanders, and Southeast Asians? What are the current resource and space/facilities needs of Financial Aid Office? What are the percent of eligible CCSF students that take advantage of Financial Aid opportunities? What are other recommendations on how City College can increase the number of eligible students taking advantage of Financial Aid opportunities? What is the process of applying for student employment? Is there a centralized approach or is student employment handled on a department by department basis? Is there an updated centralized website where student can receive information about CCSF employment opportunities?

Student Support and Facilities to Improve Underrepresented Student Success

Beyond funding, what are the needs of the Student Services and Student Development offices to facilitate improved learning outcomes for underrepresented students at City College? Would a “one-stop” student services location promote student success, especially for underrepresented students? If so, how much and what kind of space is needed to make that a reality?

Retention Programs and Underrepresented Student Success
How can we improve and expand retention programs to better serve Filipino/as, Native Americans, Pacific Islanders, Southeast Asians, LGBT students, and other students?

*English and Math from Basic Skills to Transfer*

How can we improve student success in English and Math from Basic Skills to Transfer, especially for African-American, Filipino/a, Latino/a, Native American, Pacific Islanders, and Southeast Asian students? Impact of the English and Math Sequence on Retention and Degree Completion; Defining the Basic Skills; Survey of system and comparative study of effectiveness; the impact of shortened developmental sequences in English and Math; Intensive models; the role of ESL in Basic Skills; Impact of Grading options on Retention, Transfer and Degree Completion; Survey of systems and comparative study of effectiveness; the impact of a pass/no pass grading option; Impact of culturally relevant curriculum on Retention, Transfer and Degree Completion; Survey of systems and comparative study of effectiveness; the impact of a culturally relevant curriculum; How can we improve student success in English and Math from Basic Skills to Transfer, especially for African-American, Filipino/a, Latino/a, Native American, Pacific Islanders, and Southeast Asian students?"’ [IV B-27]

As a follow up to the hearings organized by the Board, in May 2010 a special taskforce was organized by the Chancellor to strategically work on the planning and assessment of the College’s intervention efforts to address the student achievement gap, and to assist in the implementation of those plans with the various College divisions and departments. The taskforce includes representatives of all College constituencies (faculty, classified staff, students, and administrators), as well as key leaders of Shared Governance. Since May 2010, the Chancellor’s Student Equity Taskforce has held meetings and reported on progress to the Board of Trustees each semester on the following topics: English Course Sequencing; Mathematics Course Sequencing; English as a Second Language; Student Registration; Counseling; AB540; International Students; Student Employment; Financial Aid; and Placement Testing [IV B-28, IV B-29, IV B-30, IV B-31]. The Chancellor’s Student Equity Taskforce continues work in these areas and additional areas.

**Self Evaluation**

The College meets this standard.

The Board and the Shared Governance process effectively ensure that a holistic and public process is in place to produce plans and reports that the Board deems necessary.

**Planning Agenda**

None.
IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The governing board is independent and subject only to state and federal laws pertaining to post-secondary education.

The Board is the ultimate authority for City College of San Francisco (as per California Education Code 70902, Title 5, as well as Board Policy Manual Section 1.09 and others) and is responsible to use that authority to create broad policies to ensure the integrity of the institution in fulfilling its mission [IV B-32].

Examples of the Board’s exercise of authority in matters of educational quality include the following resolutions:

2009:
090326-S5: Support for SFUSD A-G Requirements & Establishing Joint BOT/SFUSD Board Committee [IV B-33]
091119-S3: Programming Study for a new Bayview/Hunter’s Point Campus [IV B-34]
091119-S4: Creation of Southeast/Bayview/Hunter’s Point Campus Planning Committee [IV B-35]

2010:
100429-S2: Evaluation of Expansion of CTE for ESL Programs [IV B-36]
100429-S3: Expansion of Support Services for Veterans [IV B-37]
100729-S2: Renewal of School District/SFCCD Board Joint Committee By-Laws [IV B-38]

2011:
110224-S1: Approval of Modification of the Associate Degree Graduation Requirements… [IV B-39]

Examples of the Board’s exercise of authority in financial matters include the following resolutions:

2008:
080925-B1: Authorization for payment for additional amount not to exceed $90,000 for additional investigative services to DLA Piper Rudnick Gray Carey, for additional services rendered by the firm in investigation of allegations concerning inappropriate contributions to City College's 2005 Bond Campaign [IV B-40]

2009:
090827-S1: Resolution to Task the Internal Auditor Make Recommendations for New Policy Changes Based on Review of Current District Practices [IV B-41]
2010:
100225-S4: Adoption of Procedures to Comply with Campaign & Governmental Conduct Code Section 1.126 [IV B-42]
100326-S6: Master Agreement Between SFCCD & Foundation [IV B-43]
100624-S8: Authorization for Internal Auditor to Perform Payroll Audit [IV B-44]
100624-S10: Appointing Members to the Citizens’ Bond Oversight Committee [IV B-45]
100826-S3: Appointment to Citizens’ Bond Oversight Committee [IV B-46]
101216-S8: Approval of Guidelines for Named Gift/Giving Opportunities [IV B-47]

2011:
110127-B2a: “Clarification of Accounting of Board of Trustees Expenses through a Board Budget” [IV B-48]
110127-S2: Appointment of Tracy Teale, as CPA Advisor to the Board of Trustees Audit Committee [IV B-49]
110428-S7: Written Protocol to Delineate Employees Authorized to Encumber District [IV B-50]
110526-S3: Authorization for Employees to Financially Encumber District [IV B-51]
110623-B2: Authorization to Contract with Outside Auditors Perry-Smith [IV B-52]
110825-S6: Written Protocol for Employees Who Encumber the District [IV B-53]

In addition, for the 2011-12 draft budget, the Board wants detailed data and a plan that identifies clear criteria for making noninstructional faculty assignments prior to Board authorization of such assignments for Spring 2012 [IV B-54].

Self Evaluation
The College meets this standard.

Planning Agenda
None.

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary
The Board of Trustees Policy Manual is available online on the City College of San Francisco website [IV B-55]. The Policy Manual addresses the Board’s size, duties, responsibilities, structure, and operating procedures (see PM 1.01–1.16). While the process of updating the Policy Manual and changing to a new numbering system is underway, it can be a bit difficult to find specific policies because of the different systems for policies labeled PM and those labeled...
BP. Once the Policy Manual has been completely revised, this difficulty should cease. Dates of approval and the number of revisions indicate the frequency with which the Board revises its policies.

**Self Evaluation**
The College meets this standard.

**Planning Agenda**
None.

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**IV.B.1.e.** The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

**Descriptive Summary**
Board actions are consistent with the CCSF Board Policy Manual and bylaws; they are final and not subject to the actions of any other entity. The Board addresses policy changes based upon shifts in federal, state, or local laws and regulations, or when a recommendation is presented through the Shared Governance System.

In January 2009, the Board adopted BP 2745 “Board Self Evaluation” and credits Accreditation Standard IV.B.1.e & g as its legal authority. BP 2745 was amended on October 27, 2011. BP 2745 calls for the Board to assess its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning [IV B-56]. The self evaluation is intended to address effective Board operations and dynamics as well as the achievement of Board goals and the fulfillment of Board responsibilities to support the District’s success. The Board is committed to conducting a self evaluation on an annual basis each spring semester.

**Self Evaluation**
The College meets this standard.

**Planning Agenda**
None.
**IV.B.1.f.** The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

**Descriptive Summary**

The Board does not have its own system for orientation and development; instead the Chancellor has taken on that role. Each Board member receives a personal orientation, involving the Chancellor, some leaders of College constituencies, and senior administrators. Topics such as the planning and budgeting system and all pertinent information are discussed in the Policy Manual and the California Community College League’s New Trustees Orientation binder, which is distributed to all Trustees [IV B-57]. In the 2006 Self Study, the College pledged that the Board would hold an annual retreat. The last retreat was held in Spring 2009, but no retreats were held in Spring 2010 or Spring 2011. A Board Retreat was held on October 24, 2011 [IV B-58].

In addition, all new Trustees who have joined the Board in the last six years have attended orientations for trustees organized by the California Community College League held in Sacramento.

The Office of the Chancellor (CCSF) serves as an ongoing resource to all Board members. Board members are encouraged and provided with many different opportunities to attend both internal and external events, conferences, and other functions to improve and increase their understanding of policies affecting both the San Francisco Community College District and the state community college system.

The members of the Board of Trustees are elected by the voters of the San Francisco Community College District. The seven publicly elected Trustees serve four-year terms; the terms are staggered so that some board members face the electorate every two years. This ensures that the Board continues to be responsive to community concerns. Currently, five of the seven Trustees have served more than one four-year term. The Student Trustee serves a one-year term. There are no term limits established for the Board of Trustees.

**Self Evaluation**

The College partially meets this standard.

**Planning Agenda**

The Board will develop a system for Board development and new member orientation.
IV.B.1.g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

BP 2745 Board Self Evaluation, adopted January 29, 2009 and amended October 27, 2011, clearly outlines the Board self-evaluation process at CCSF. The policy stipulates that each Trustee will complete a self-assessment instrument, that there will be a public discussion of the results, and that a set of objectives will be developed for the next year. It further stipulates that the Board will provide an opportunity for District Shared Governance organizations to offer input to the Board regarding their assessment of the Board’s performance during the prior year in conjunction with the Board’s self evaluation. However, the process for input from Shared Governance organizations will be separate and distinct from the self evaluation conducted by the Board [IV B-56].

Prior to October 27, 2011, BP 2745 called for an annual Board self evaluation to begin no later than April 1 of each year and to result in a summary and discussion by the end of May in the same year. To date, the Board has conducted two self-evaluation studies, one in Spring 2009 and the second starting in Fall 2010.

Self Evaluation

The College meets this standard.

The Board of Trustees and College have done an excellent job in eliciting candid evaluations from constituent groups and from Board members. Scheduling of the self evaluations has slipped. The first one was conducted in Spring 2009 [IV B-59]; the second one was commenced in Fall 2010, and not finalized until January 2011 [IV B-60]. The Board will review and revise, if necessary, the Evaluation questions for the 2012 and subsequent iterations.

Planning Agenda

None.
IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary
The District Policy Manual contains a code of ethics (PM 1.15) as noted in the response to Standard IV.B.1.a. This code of ethics was updated on October 27, 2011 and it includes a clear definition of how the Board will deal with behavior that violates its code [IV B-22]. In addition, the Board has adopted a policy on Conflict of Interest. [IV B-7].

Because City College of San Francisco is a public institution, all of the governing board members are non-owners of the institution. However, voting members of the Board are required by California state law to make public their financial interests. Each Trustee is currently responsible for filing a yearly Statement of Economic Interest directly with the San Francisco Ethics Commission. Each year, the CCSF Chancellor’s Office sends each Trustee a memorandum and forms packet. The College does not retain physical custody of the completed Statements. The Board Policy Manual is being updated to reflect these existing procedures.

Self Evaluation
The College meets this standard.

Planning Agenda
None.

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary
The Board receives information and updates regarding the accreditation process, status, and documentation. The Board reviewed previous WASC Accreditation Reports and Mid-Term Reports. The Board of Trustees has been informed of and involved in the current accreditation self-study process. Individual Board Members have volunteered to serve as a resource to the various Standard Teams and have attended the CCSF Accreditation Steering Committee and Standard Team meetings. The CCSF Board of Trustees President serves ex officio to the Steering Committee. Individual meetings with the Chancellor and some Trustees were held to review sections of the Self Study in depth. Two meetings of the Institutional Effectiveness Committee were held during which attending Board members provided input on the draft Self Study [IV B-61, IV B-62].
Self Evaluation
The College meets this standard.

Planning Agenda
None.

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary
The Board hires a Chief Executive Officer with the title of Chancellor and, in accordance with PM 1.11, delegates to him/her the day-to-day operations of the District as well as the drafting of the multi-year plans required for the future of the College [IV B-18]. Documents attesting to the search, hiring, and retention of the Chancellor demonstrate that the Board takes the ability, authority, and autonomy of the Chancellor seriously. The Board also factors in viewpoints of the communities-at-large in the selection process [IV B-19, IV B-20].

The Board holds the Chancellor accountable by fully discussing a variety of issues. In regard to the 2011-12 budget, the Board’s Planning and Budgeting Committee required and received numerous reports on the draft 2011-12 budget. The Board provided guidance to the Chancellor in the allocation of resources for: the Grace Child Development Program at the Southeast Campus, as well as child development programs at other instructional sites throughout the city; funding for class sections; the salary schedule for administrators; the establishment of a fund for innovation; and the adequate provision of funding for the Second Chance Program [IV B-63].

Self Evaluation
The College meets this standard.

The College has established policies for the hiring and evaluation of the Chancellor.

Planning Agenda
None.
IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Descriptive Summary

Dr. Don Q. Griffin was appointed Chancellor of City College of San Francisco on December 18, 2008. He served as Interim Chancellor starting on March 1, 2008. Dr. Griffin has 41 years of service at CCSF both as an instructor and an administrator. Before becoming Interim Chancellor, Dr. Griffin served simultaneously as Vice Chancellor of Academic Affairs and Vice Chancellor of Student Development, having been promoted from Dean of Instruction. Prior to becoming an administrator he was Chair of the Department of Behavioral Sciences, where he taught from 1969 to 1996 [IV B-64].

The Chancellor’s Employment Agreement specifies the powers, duties, and responsibilities of the Chancellor. In Article 3A and 3B it specifically states that the Chancellor, as Chief Executive Officer, is responsible for executing policies and implementing identified goals through the day-to-day management of the District. In addition to the responsibilities conferred upon the Chancellor by contract and by the State of California, the Chancellor also recommends all personnel for employment for Board approval; provides leadership for academic excellence; administers the instruction, student services, and business affairs of the District; reviews board policies and recommends changes; establishes and maintains working relationships with other government agencies; promotes a positive District image in the community; serves as the Board’s designated representative with respect to all employer-employee matters; annually evaluates administrative employees; and manages and controls District property [IV B-65].

The Chancellor’s Objectives, developed annually with the Board, further delineate the annual goals for the Chancellor and encompass his relationship with the Board; planning, resources and staffing, technology, information and communication, campus facilities, and communication with various communities. The Chancellor’s Objectives also serve as a direct mechanism for the Board to provide ideas, suggestions, and priorities for the College in any given year [IV B-66].

The Annual Plan consists of a set of institutional objectives that are to be achieved, or for which substantial progress is to be made, within the specified academic year through the efforts of the College departments, schools, and administrative operations. The Annual Plan is drafted based upon a series of inputs. It serves as an integration point for implementing the College longer-term plans. The Annual Plan also reflects imminent priorities derived from department- and unit-level program reviews which, since 2008-09, have been assembled with increased regularity by every unit within the College. Finally, the Annual Plan is refined through the Shared Governance and Board Approval processes [IV B-67].
The Committees of the Board include: Audit; Facilities, Infrastructure and Technology; Institutional Effectiveness; Planning and Budgeting; Policy Implementation; Joint Committee with SFUSD Board of Education; and Chancellor/Board Relations. All of the committees provide support to the College and directly to the Chancellor on various matters in implementing the Annual Plan. Topics have included Technology, Construction, Fundraising, and Policies on Hiring. The Committee structure and support have been instrumental in moving the College forward [IV B-68].

With the Chancellor’s leadership, the College is in the process of finalizing the 2011-16 Strategic Plan [IV B-69] as well as updating the Education Master Plan [IV B-70], both of which provide a more coherent and transparent planning framework guided by the Board-approved Mission and Vision statements.

The Chancellor provides leadership with internal constituent groups both outside and within the context of the Shared Governance process. He meets at least once per month with the Academic Senate, AFT 2121, SEIU 1021, the Labor Management Council, all Administrators, and the Department Chairpersons Council. He chairs the College Advisory Council, which oversees the Shared Governance process and includes representatives from all groups, including the Classified Senate. In addition, he chairs the College’s Planning and Budgeting Council (College’s PBC), the Diversity Committee, and the College Council. All of the aforementioned groups meet monthly. Meeting regularly with these groups has been constructive and allows issues to be addressed directly and in a timely manner.

The Chancellor works closely with administrators to provide hands-on oversight and evaluation through monthly meetings with all administrators, weekly meetings with the Vice Chancellors and Cabinet members and regular meetings with Shared Governance entities and other groups as described above.

The Chancellor reviews and evaluates the implementation of the College plans. He stresses a planning and evaluation process that promotes a coordination of effort which will lead to student success and increased rates of program and degree completion. This includes linking the Strategic and Education Master Plans to the Program Review and Planning and Budgeting processes.

The College has worked on integrating the process of institutional planning, budgeting, and assessment by combining various planning efforts and linking those to annual budgets. The College’s PBC plays a key leadership role in linking planning issues. For the past several years, the Council oversaw the development of a Management and Budget Plan containing a summary of the budget, the CCSF Annual Plan, and performance measures or outcome indicators to be evaluated at the end of the academic year. Similarly, the annual budget includes the Annual Plan. In order to eliminate redundancies and promote earlier and deeper integration between planning, budgeting, and assessment, the Management and Budget Plan is no longer being assembled; it was last assembled in 2009-10. Instead, the College is exploring ways to deepen the integration between the annual budget and the Annual Plan, and reflect this integration in the annual budget when it is published [IV B-71].
Self Evaluation

The College meets this standard.

The Chancellor is a leader who has demonstrated the ability to work in a complex and demanding environment. He understands the current and future needs of the College and in response has directed the effort to implement a strategic set of Shared Governance initiatives to address these needs and challenges. In an atmosphere of dramatically reduced financial support for higher education and increasingly tough budget reductions, he has worked closely with various internal and external stakeholders to find and develop effective, yet reasonable solutions.

The Chancellor has articulated the College strategies for dealing with the budget crisis of the past three years. One effort was an internal Fundraising Workgroup established in May 2010 to develop alternate sources of funding to support the College. The “Save the Classes” Campaign he launched raised over $395,000 between July 1, 2010 and June 30, 2011 to reinstate classes. Additionally, CCSF’s Child Development, High School Diploma, and Gateway to College programs are now participating in an eScrip fundraising program. The Support City College webpage promotes a variety of ways the community can donate to City College [IV B-72].

When the current Chancellor was first hired, he emphasized that the College was experiencing an unprecedented financial crisis that required the input and cooperation of every member of the CCSF community. The goal was to reduce costs without resorting to significant layoffs or the decimation of instruction and support services. For the past two years, the College has been successful in reducing costs, avoiding layoffs, and maintaining quality educational services. He continues to inform the College community of current and future budget challenges and encourages input from all groups.

Planning Agenda

None.
IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

During the past few years, the administrative structure of the College has been heavily impacted by two factors; namely, the fiscal crisis beginning in FY 2007-08 and the large number of administrators who retired in FY 2009-10. As of June 30, 2010, fourteen members of the administrative staff retired. The College administration was in a period of transition and only half of these positions were expected to be filled due to budgetary restraints. By Fall 2010, the administrative ranks fell from fifty-seven (57) to forty-three (43) [IV B-73].

Working very closely with the Human Resources Department, the Chancellor realigned the administration to create a more efficient and effective administrative structure. During 2010-11, although many administrative positions remained vacant, the duties continued to be performed by current deans taking on additional responsibilities. The Chancellor remained focused on implementing the College reorganization plans while making sure that succession planning was in place. This included the hiring for interim administrative positions, new administrator positions, transfer of positions, hiring of faculty, upgrading faculty positions, and managing the expected negative effects of attrition, including classified staff, across the institution.

The following administrators were transferred to backfill vacancies resulting from retirees and/or were asked to temporarily take on additional duties while continuing to perform their current positions: Dean of Faculty Support Services transferred to Dean John Adams Campus/School of Health & Physical Education; Dean of Southeast Campus transferred to Dean of Student Affairs; Dean of Matriculation transferred to Dean of Civic Center Campus.

The following were given additional responsibilities & duties: Interim Dean of Evans Campus temporarily assumed the responsibilities of the Dean of Southeast Campus; Dean of Financial Aid and EOPS temporarily assumed the responsibilities of the Dean of Mission Campus; Dean of Human Resources temporarily assumed the responsibilities of the Dean of Library and Learning Resources Center; ADA Compliance Director/Assistant Legal Counsel temporarily assumed the responsibilities of the Chief Legal Counsel.

Two new administrators joined the administrative ranks in July 2010, filling the Associate Dean Student Activities and the Chief Information Technology Officer positions.

In Fall 2010, the Chancellor began to chair monthly Administrators’ meetings to facilitate better communication among all administrators, many of whom were new to the ranks, and to share ideas and learn from each other’s experiences [IV B-74]. A newly revised Administrative Evaluation process includes administrative objectives with measurable outcomes. The new process has been revised so that 25 percent of the overall score is based on the supervisor’s
comments [IV B-75]. The Administrator’s Association offered Admin 101, workshops that focused on specific topics to help the learning curve of many new administrators.

The realignment also included the creation of three new administrative positions: Chief Information Technology Officer; Vice Chancellor of Legal Affairs; and Vice Chancellor of Campuses and Enrollment Services. By July 1, 2011 the following positions were filled: Associate Dean, Contract Education/Continuing Education; Associate Dean, Registration and Records (Noncredit); Dean, School of Business and Downtown Campus; Dean, Faculty Support Services, Course/Room Scheduling; Dean, School of Behavioral and Social Sciences; Dean, School of Liberal Arts and Castro Campus; and Dean, School of Science and Mathematics. The Associate Vice Chancellor of Workforce and Economic Development was appointed Interim Vice Chancellor of Research and Policy; the Dean of Mission Campus/Financial Aid was appointed Interim Vice Chancellor of Campuses and Enrollment Services; and the Dean of Student Support Services was appointed Interim Vice Chancellor of Student Development.

As of July 1, 2011, reporting directly to the Chancellor are the following administrators: Vice Chancellor of Academic Affairs; Vice Chancellor of Finance and Administration; Interim Vice Chancellor of Student Development; Interim Vice Chancellor of Research and Policy (formerly Institutional Advancement); Interim Vice Chancellor of Campuses and Enrollment Services; Vice Chancellor of Legal Affairs (Vacant); Chief Information Technology Officer; Chief of Police; Dean of Marketing and Public Information (Vacant); and Executive Assistant to the Chancellor.

The Chancellor delegates authority to these administrative chains to ensure that all annual operational and developmental objectives are achieved. This administrative coordination and leadership is managed through direct contact with the Vice Chancellors as well as regularly scheduled meetings with the Chancellor’s Executive Cabinet and monthly meetings with the entire administrative staff.

In addition, the Chancellor chairs the monthly College Council meeting, which comprises all administrators, department chairs and the presidents of the Academic Senate, Classified Senate, AFT 2121, and SEIU 1021 [IV B-76]. The Chancellor meets monthly with the College Advisory Council, a Shared Governance body comprising the leadership of all the College organizations: Academic Senate, Department Chairpersons Council, Classified Senate, SEIU 1021, AFT 2121, the Associated Students, the Administrator’s Association, and the Vice Chancellors. The Chancellor also meets at least once a month with the leadership councils of each of these respective constituencies. In addition the Chancellor is in daily contact with his senior staff on all issues related to budget control and expenditures as well as key College projects authorized by the Annual Plan.

**Self Evaluation**

The College meets this standard.

In light of the current economic climate, the Chancellor realigned the administrative structure of the College to become more efficient and effective, less expensive, and significantly less reliant on outside consultants. As a result, he has created an administrative structure that is
more sustainable. At the end of Spring 2010, 14 administrators retired, creating many vacancies, particularly at the School and Campus Dean level. Recent interim and lateral administrative appointments created challenges for the College as the recent appointees gained experience in their positions. At the same time, this transition presented new opportunities for the College as a new generation of administrative leaders prepared to lead the College into the future.

**Planning Agenda**

None.

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**IV.B.2.b.** The president guides institutional improvement of the teaching and learning environment by the following:

- establishing a collegial process that sets values, goals, and priorities; ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;

- ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and

- establishing procedures to evaluate overall institutional planning and implementation efforts.

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**Descriptive Summary**

The Chancellor communicates the institutional values, goals, and direction in multiple arenas. He addresses the entire College at the beginning of each semester and chairs key Shared Governance committees, such as the College Advisory Council, the College’s PBC, the Diversity Committee, as well as monthly meetings of the College Council, the Chancellor’s Executive Cabinet and major constituencies across the College. The Chancellor is accessible to all constituencies in the College, especially students [IV B-77, IV B-78].

The Chancellor interacts with the various constituencies; classified staff, faculty, students, administrators, Board members, community and government agencies, and citizens. He works with these groups to understand their concerns and issues. The Chancellor relies on the administrative chains to ensure that all annual operational and developmental objectives are met. The 2011-16 Strategic Plan has identified communication as a strategic priority throughout the College [IV B-69].

The Chancellor’s experience as Vice Chancellor of Academic Affairs and Student Development gives him firsthand knowledge of academic, student development, and budgetary issues. He understands enrollment issues. Regular reviews of these issues are discussed in Executive Cabinet, with the Board, and with other constituency groups. The Chancellor reviews data, issues, and proposed plans with the entire College community. The agendas at the monthly College Council meetings (including administrators, department chairs, and
all constituency representatives), as well as the agendas at the administrators' meetings, have consistently included a review of enrollment data, as well as budget updates [IV B-74, IV B-76].

The Office of Research and Planning regularly provides data and statistics on enrollment in order to facilitate enrollment management and general planning. These data include figures for FTES (Full Time Equivalent Students) and unduplicated headcounts (counts of individual students and associated demographics), as well as registration attempts for classes in total and the percent of registration attempts that fail due to fully subscribed sections. Failed attempts highlight those classes where demand exceeds supply. At CCSF this includes the gateway programs of mathematics and English as well as the nursing prerequisite classes of anatomy, physiology, and microbiology. These data are provided directly to the Chancellor and the Vice Chancellors. They have also been included in the annual College Performance Indicators Report and are directly available to all College employees via the Decision Support System. Department Chairs and School Deans regularly use this information in their enrollment planning, including when they develop and schedule classes [IV B-79, IV B-80].

Over the past three years, the College has deepened and expanded the focus on enrollment management through the implementation of a newly reformed Program Review process. All College units, including campuses, instructional departments, student development, and other units at the College, complete a Program Review based in part upon an analysis of longitudinal enrollment and student demographic data, including not only trends in student enrollment but also student success trends. Training is available to deans and department chairs to support their understanding of and engagement with the data. Discussions throughout the Program Review process emphasize the importance of developing unit-level plans that account for and respond to data [IV B-81].

In addition to Program Review discussions, the College has recently engaged in a series of efforts to align enrollment reporting from various offices. In the past, different offices have reported figures that appear, at first glance, to be incongruent. For example, one office might report FTES for California residents only, while another might report FTES for all CCSF students. Insufficient labeling and inconsistent approaches to reporting have created confusion for many at the College. The new alignment and cooperation between offices has already fostered a deeper engagement and comfort level, as the College community learns together to understand the nuances of the enrollment data. There have been multiple venues for this in addition to Program Review, including DCC meetings, College Council meetings, and the College’s PBC.

During this Chancellor’s tenure, the institution’s Program Review process has been reorganized from a 5-year cycle to a biennial review process of more than 120 units and programs. Program Review was annual in 2008-09, 2009-10, and 2010-11. During 2011-12, CCSF will be refining the templates and process. Then in 2012-13, all units will go through Program Review again. To maintain efficiencies and synergies, the units will not be split across years. Everyone will go through Program Review simultaneously every two years after 2012-13. Program Review includes the assessment of student progress, the assessment and implementation of Student Learning Outcomes, and requests for budgetary items (i.e. facilities, equipment, and staffing).
Each department or unit is expected to describe its programs and services as well as identify and evaluate internal and external developments affecting program goals and objectives. In addition, each department or unit must submit a summary of progress since the last Program Review including areas for planned improvement. The Office of Research and Planning provides the data that help to support personnel expenditures and productivity for the prior year and to identify goals and objectives for the coming year [IV B-82].

The departments and units completing their Program Review are expected to link program goals and objectives with the following College plans and initiatives: Strategic Plan, Education Master Plan, Annual Plan, Student Equity Plans and initiatives, Sustainability Plan, Facility Master Plan, and Technology Plan. Student Learning Outcomes (SLO) are now an integral part of the Program Review process. Departments/units must identify and update their progress in implementing SLOs at the course, program, and unit levels [IV B-82].

All Program Reviews are submitted to appropriate administrators or supervisors, as well as to the Program Review Committee (PRC). The PRC reviews and evaluates each program review and makes recommendations to the College’s PBC. The College’s PBC conducts budget hearings and develops budget recommendations that are forwarded to the Chancellor. The Chancellor prepares and submits a final recommendation to the Board of Trustees [IV B-71].

To make informed decisions related to the distribution of relatively scarce resources, the College has implemented a comprehensive budget planning system that integrates financial planning with institutional planning. There is a strong connection between the priorities contained in the 2011-16 Strategic Plan and the Annual Plan that the College’s PBC recommends to the Board of Trustees each year. By following these plans, priority is placed on the College efforts to support student learning in a financially sustainable manner. As the College bond program moves ahead, annual budgets are reviewed to ensure that resources are provided to open and operate new facilities.

The College annual budget development process begins in January with an assessment of the expected resources for the new fiscal year based on the Governor’s proposed budget for the upcoming fiscal year. This assessment is a collaborative effort by the Chancellor and the College senior managers. This information is then incorporated into an overall resource projection and presented to the College’s PBC as a parameter for the tentative budget for the new fiscal year. All College constituencies, including students, have an opportunity to discuss potential budget changes at the College’s PBC regular biweekly meetings. In addition, frequent budget updates are provided directly to the College labor unions and to the College Council. The Board’s Planning and Budgeting Committee also conducts public hearings during which virtually every part of the budget is scrutinized [IV B-83].

**Self Evaluation**

The College meets this standard.

The Chancellor’s funding recommendations and decisions for the General Fund Expense Budget are the result of collaboration at the department level, the divisional level, the shared-governance level, and the executive level. The priorities of the Strategic Plan and the objectives of the Annual Institutional Plan are the driving influences in the budgetary decision-
making process. This integrated approach to planning and budgeting ensures the College carries out its mission and commitment to the community.

The Program Review process, strategic planning, and institutional research activities are regularly reviewed with the Chancellor. The goal is to better link program effectiveness and budgetary priorities based on accurate data and reports.

Assessment is embedded within each unit’s Program Review, which represents a significant step toward more regularly and transparently assessing programs. However, the approach to College wide assessment, which for the last decade or more has been accomplished primarily through the End-of-Year Assessment process, is being revisited. The process of integrating Program Review “results” with planning and budgeting is well underway; however, further refinements are needed to promote the degree of integration that is desired. In the upcoming academic year, Program Review will also be used more explicitly for personnel allocation that occurs via the Faculty Position Allocation Committee, which reports to the College’s PBC. In addition, the next iteration of the Program Review template is likely to prompt more explicit references to collaborations, efficiencies, and reductions.

The Program Review process is continually evaluated and assessed to become more streamlined and manageable [IV B-84, IV B-85].

The Chancellor provides the leadership and direction so that the College community understands the linkages between the major College plans, Program Review, and the planning and budgeting process.

The Chancellor informs the CCSF community concerning the problems and challenges the school must confront. He has been consistent in his focus and has designed and applied a clearly focused plan for leading the College in these difficult times. He understands the institution, its infrastructure, and the students and appreciates the people who work at the College.

**Planning Agenda**

None.
IV.B.2.c. The president assures the implementation of statutes, regulations, and
governing board policies and assures that institutional practices are consistent with
institutional mission and policies.

Descriptive Summary

City College of San Francisco is governed by a Board of Trustees and the Office of the
Chancellor with support from various Shared Governance councils, committees, and other
advisory groups. The Chancellor’s responsibility and administrative authority as the Chief
Executive Officer for the College is delegated by the Board of Trustees in accordance with
policies approved by the Board. The Chancellor is responsible for recommending
appointments, assigning functions, delegating responsibilities to administrators, and approving
various College plans and initiatives [IV B-18, IV B-86].

The Chancellor maintains lines of communication with students, faculty, classified staff,
administrators, the Board, and the community. He works within the Shared Governance
process to develop solutions aimed at maintaining and improving the College core values and
mission.

The CCSF annual planning, budgeting, and evaluation systems execution and implementation
allow the Chancellor to lead and continually assess the College progress toward its goals and
objectives.

Self Evaluation

The College meets this standard.

The Chancellor oversees and works collaboratively with the Board, Shared Governance
groups, and unions to develop solutions aimed at maintaining and improving the College’s core
values and mission.

The Chancellor is aware of his role, duty, and functions in relation to the Board of Trustees,
faculty, administrators, classified staff, students, and the communities the institution serves. He
continues to work to bridge differences and seeks compromise to difficult problems.

Planning Agenda

None.
IV.B.2.d. The president effectively controls budget and expenditures.

Descriptive Summary

The Chancellor has managed and monitored the budget and expenditures of the College during one of the most uncertain financial periods in the history of the College. The Chancellor oversees a comprehensive and integrated budgeting, planning, and assessment system. He meets regularly with the College’s PBC to review, evaluate, and develop recommendations related to budget and planning. The College’s PBC comprises representatives from students, classified staff, faculty, and administrators [IV B-83].

Current economic conditions and state budget cuts have made it impossible for the College to continue spending at past levels. By working with the Board of Trustees, labor unions, and other Shared Governance groups, the College has maintained core academic offerings at all campus locations as resources have permitted and has avoided the layoff of any full-time and most temporary part-time employees.

The Chancellor works with the Vice Chancellor for Finance and Administration and the Chief Financial Officer to review all major budget accounts at the District level, including categorical programs, on a regular basis. Revenue estimates are also reviewed on a continuing basis and adjusted if data support such a change. Any such changes are brought to the immediate attention of the Board of Trustees at their regularly scheduled meetings [IV B-87].

Self Evaluation

The College meets this standard.

The Chancellor places the needs of students at the center of budget decisions. Through a policy of shared sacrifice on the part of administration, faculty, and classified staff, the Chancellor has effectively balanced the budget under the most challenging circumstances. The Chancellor has reduced the administrative structure of CCSF and significantly reduced the number of College consultants, resulting in significant savings in administrative costs. Plans have been developed to increase other sources of revenue in the areas of fundraising and grant development.

While the Chancellor has been effective in controlling the budget and expenditures, the College is faced with two serious budget challenges: 1) the State of California budget remains uncertain and the amount of funding apportioned to community colleges remains uncertain; 2) the cost of health care for both retired CCSF employees and current CCSF employees will continue to rise and place greater demands on the CCSF budget.

To date, the Chancellor and the leadership team of CCSF have been proactive and have made budget cuts with the least impact on students and services. This will continue to be one of the biggest challenges facing the Chancellor and the College.

Planning Agenda

None.
**IV.B.2.e.** The president works and communicates effectively with the communities served by the institution.

**Descriptive Summary**

The Chancellor represents the College on several Boards, including the Workforce Investment Board, the Mayor’s Advisory Council, and the San Francisco Chamber of Commerce. He meets regularly with local elected officials and business and labor leaders. He represents the interests of City College of San Francisco and is respected in the community.

He has served on Congresswoman Jackie Speier’s Citizens Oversight Committee. He attends meetings in Sacramento with the State Chancellor, other Community College CEOs and various California legislators, including the San Francisco Legislative Delegation of Tom Ammiano, Mark Leno, Fiona Ma, and Leland Yee. As indicated in the Chancellor’s Monthly Report to the Board of Trustees, he also hosts meetings with foreign dignitaries, representatives from community and faith-based organizations, and business and labor leaders [IV B-87].

He meets and confers regularly with the Presidents of San Francisco State University, the University of San Francisco, the Universities of California, San Francisco, Berkeley, and Los Angeles, and the Superintendent of the San Francisco Unified School District to discuss student completion and success issues [IV B-87].

**Self Evaluation**

The College meets this standard.

The Chancellor meets, works, and communicates well with CCSF constituents, including members of the communities that the College serves directly and others whom the College works with, such as businesses, local officials, and representatives of other colleges and universities.

**Planning Agenda**

None.
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<td>Policy Manual BP 6340 (III)(D) – Contracts</td>
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<td>Policy Manual 1.06 - Practices and Procedures Governing Conduct Related to Elections and Ballot Measure Elections</td>
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<td>Policy Manual BP 6740 – Operations of Citizens Bond Oversight Committee</td>
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<td>Policy Manual BP 6348 – Controller</td>
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<td>Policy Manual, 1.11 - Chief Administrator: Authority, Selection and Term of Office</td>
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<td>Policy Manual PM 1 Election and Membership</td>
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<td>Resolution No. 090430-S7 - Student Achievement Gap and Social Equity Resolution</td>
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<td>Student Equity Hearings, February 2010, Discs #1-5</td>
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<td>Student Concerns raised at Equity Hearings February 9-18, 2010</td>
<td><a href="http://www.ccsf.edu/Offices/Research_Planning/pdf/EquityConcerns.pdf">http://www.ccsf.edu/Offices/Research_Planning/pdf/EquityConcerns.pdf</a></td>
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<td>CCSF Wide Distribution Email for Student Equity Hearings</td>
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<td>Taskforce on Student Equity and Achievement Gap Webpage</td>
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<td>Resolution No. 091119-S4 - Creation of the Southeast/ Bayview/Hunters Point Campus Planning and Implementation Committee</td>
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as recommended by the Curriculum Committee, and Bipartite Committee on Graduation Requirements

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<td>California Community College League’s Local Trustee’s Orientation and Education</td>
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<td>List of Committees for which the Chancellor serves as Chairperson</td>
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<td>IV B-83</td>
<td>College Planning &amp; Budgeting Committee</td>
<td><a href="http://www.ccsf.edu/Offices/Shared_Governance/pbc.html">http://www.ccsf.edu/Offices/Shared_Governance/pbc.html</a></td>
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<tr>
<td>IV B-86</td>
<td>Policy Manual, PM 2.02 - Administrative and Organizational Structure of the San Francisco Community College District</td>
<td><a href="http://www.ccsf.edu/Policy/Manuals/2/pm2_02.doc">http://www.ccsf.edu/Policy/Manuals/2/pm2_02.doc</a></td>
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