Standard IV. 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.

Standard IV.A: Leadership and Governance. 
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.

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.

The CCSF Vision and Mission statement (Ref. 1), approved in 2010, states 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".

While this section of the vision statement was recently reworded it continues to reflect the spirit of a long standing tradition at our college. During the early 90's, in response to Assembly Bill (AB) 1725 the college administration and representatives of the major college constituencies engaged in a series of discussions about participatory governance at CCSF. In September of 1993, the Board of Trustees of the San Francisco Community College District established the CCSF Shared Governance System (Ref. 2), in accordance with Title V, Section 53200 (Ref. 3). Since then, hundreds of members of the College community have worked collaboratively each year within the CCSF Shared Governance System. (See section A.2.A for an expanded description)

Furthermore, 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 a participatory process in all matters that have policy and/or significant institution-wide implications. For example, the college is engaged in several institution-wide discussions on such issues and ideas such as: the district sunshine policy, student equity and the achievement gap

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(Ref: 4), faculty diversity issues, the State budget and its implications on budget and planning, content filtering on the internet, proposing designated smoking areas on campus, and proposing campus policy carry guns on campus, etc. 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, announcements in City Currents, flyers, and announcements at various groups meetings such as the Department Chair’s Council, Administrator’s meetings, Department meetings, and Associated Students’ meeting, etc. Once the idea becomes a recommendation for policy change affecting the institution, it is sunshined through the CCSF shared governance system for further input and approval.

Another example where the college community is encouraged to participate and provide comments and feedback to assure effective discussion, planning and implementation on programs, policies, and improvement that have significant institution-wide implications is with the development of the various college plans: the Annual Plan (Ref. 5), Education Master Plan (Ref. 6), Strategic Plan (Ref. 7 & 8), Student Equity and Achievement Plan (Ref. 9), Sustainability Plan (Ref. 10), and the Technology Plan (Ref. 11).

For policy changes affecting academic matters, discussion takes place mainly in the Academic Policies Committee, an Academic Senate standing committee in shared governance. During the last academic year (2010–2011), the Academic Policies Committee considered the following issues for possible recommendation to the Academic Senate (Ref. 12):

- 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 SF high schools: The District began piloting registration priority for fully-matriculated students incoming from SF high schools.
- Registration priority for Guardian Scholars: The District began granting Guardian Scholars (formerly incarcerated students) 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 effecting 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.

Section: 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.
The District has a Shared Governance handbook (Ref. 13), based on the Shared Governance Agreement (Board Policy 2.07) that details specifically how each constituent group can participate in the decision-making processes of the college. All 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” that is empowered to bring recommendations to the Chancellor.

In addition the Board of Trustees has its own Board Committee structure where board policies are developed and discussed. Current year (2011) Board Committees are Audit, Chancellor/Board Relations, Facilities, Infrastructure, and Technology, Institutional Effectiveness, Planning and Budget, Policy Implementation, and Special Joint Committee with Board of Education. Each Committee approves any policy recommendation or changes before they are introduced to the full Board as a policy resolution.

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

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.

The College recognizes these 4 constituency groups throughout shared governance: the Academic Senate, representing faculty; the Administrator’s Association, representing administrators, the Classified Senate, representing classified staff, and the Associated Students, representing students.

The CCSF Shared Governance organization consists of three systems, each with a set of permanent councils and committees. Members of the City College community – students, faculty, classified and administrators -- are represented in this system. 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. (Ref. 14) Shared Governance Agreement pp. 4, 16

Appointments to the committees, subcommittees and task forces are the responsibilities of the four constituent groups. For the 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, the SEIU 1021 makes the appointments. For faculty members, the Academic Senate's Committee on Committees customarily makes recommendations and these are finalized by the Executive Council of the Academic Senate. The student appointments are made by the Associated Students.
Students participate in decision-making through the Associated Students (A.S.). All students who attend CCSF are members of the Associated Students. The Associated Student mission 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.”

In addition, there is also an Associated Student Council on each of the college's major campuses.

More than 400 members of the college constituent groups participate in the work of the 43 committees and subcommittees in the CCSF Shared Governance System.

The College Shared Governance System has three parts:

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 as outlined in Title 5, Section 53200. All faculty are members of the Academic Senate and may engage directly in decision-making through plenary meetings of the Academic Senate, participation in meetings of the Academic Senate Executive Council, through membership in Academic Senate committees and subcommittees, and other venues. The Executive Council meets about twice a month during the fall and spring to consider and discuss issues of significance in academic and professional matters. There four standing committees in this system: Academic Policies, Curriculum, Student Preparation and Success, and Staff Development. Representation on these committees includes administrators, faculty, classified staff, and students. 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 depending on the subject matter. It is Board policy that, for the ten Title 5 academic and professional areas, the Board will rely primarily upon the recommendations of the Academic Senate. Administration also confers collegially with the Board via mutual agreement with the Academic Senate for matters covered in three additional policies that cover procedures for faculty hiring, administrator hiring, and evaluation and retreat rights.

2. The College Advisory system is the system in which the College obtains advisory recommendations in key operational areas from committees including College Diversity, Committee on Information and Public Records, Communication, and Information Technology Policy. The committees report directly to the College Advisory Council (CAC) and are composed of representatives from all the major College organizations—students, faculty, classified staff, and administrators as noted in details earlier. The CAC is chaired by the Chancellor. The CAC discusses ideas and policies that have district-wide significance, coordinates policy development and makes recommendations in areas not under the leadership of the academic senate. The CAC also provides a forum for dialogues, between the various constituencies at the highest level, as well as with the Board of Trustees via the chancellor. Also the CAC has the responsibility to regularly evaluate the Shared Governance system.

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The College Advisory Council consists of the institutional leadership, both appointed and elected. The appointed leaders who sit on the CAC are: the three senior vice chancellors, the district and the student Shared Governance Coordinators and the chancellor, who also serves as the chair of the CAC. Currently, the elected institutional leaders are the co-chairs of the Administrators Association, the presidents of the Academic Senate, Faculty Union (AFT 2121), and Department Chair Council (DCC), the Presidents of the Classified Union (SEIU 1021) and Classified Senate, as well as the Student Trustee and the President of the Associated Students, Ocean Campus. The College Advisory Council meets monthly during the course of the spring and fall semesters.

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 Planning and Budgeting Council (PBC). The composition for this Council includes representatives from each of the College constituencies — students, faculty, administrators, and classified staff.

The PBC is chaired by the Chancellor. The PBC oversees the development of the College’s Strategic Plans (about every six years), the Annual Plans, End of Year Assessments (each year), and the annual College budgets. The PBC also reviews the annual College Performance Indicators Report. Additional committees reporting to the PBC include Facilities Review and Program Review. The decisions from the Faculty Position Allocation Committee are reviewed for funding. Recommendations from the PBC are advisory through the Chancellor to the Board of Trustees.

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 committee name, the chair’s name, and contact information. California’s 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, “the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters.” The CCSF Shared Governance System is compliant with this Title 5 regulation.

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.

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. Additionally, decisions about associate degree requirements rest with the Bipartite Committee on Graduation requirements, a body that comprises the Executive Council of the Academic Senate and administrators representing Student Development and Academic Affairs. 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 and Board Policy 2.07. Board Policy 2.07 states:

“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:

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. and 11. Other academic and professional matters as mutually agreed upon."

Board resolutions requiring review by Shared Governance bodies feature a box indicating which committee(s) and/or Council(s) have reviewed the resolution and on what dates.

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.

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. The current budget cuts, attrition within the ranks of employees and increased workloads have made it difficult for classified staff and faculty to fully participate in committee work.

The Board Policy Manual (Revised September 29, 1998) gives the College’s 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 the BP section 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.

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

Another example is the Strategic Planning process. Members of all constituency groups were invited to attend Community Listening Sessions. In addition, drafts of all College Plans were
circulated throughout the District Shared Governance System, allowing for employee and student input. Based on this input the strategic planning team wrote drafts of the current Strategic Plan (2011) which they brought to numerous committee meetings to seek further feedback.

College-wide discussion and communication is facilitated in committees and subcommittees throughout the Shared Governance System. While there is an ongoing collegial discussion 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 College constituent groups recommended that the Office of Shared Governance be placed in a location close to the office of the Academic Senate. In addition it was recommended that the District Shared Governance Coordinator report directly to the Chancellor (Shared Gov Evaluation), which was accomplished by 2007.

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 dialogue to facilitate discussion of ideas and to inform the College community …… CCSF embraces debate as an important way to educate constituencies on issues and voice different perspectives.

While the shared governance system is an intricate process by which the college exercises to engage its community to participate in the college-wide discussion, formal and informal surveys indicate that many faculty and students are not familiar, know about, understand, or participate in shared governance. In an effort to provide more outreach, the College’s Shared Governance Coordinator provides information and trainings about the Shared Governance System during new employee orientations, Board of Trustees orientations, Academic Senate Executive Council retreats and during flex day workshops. Information is regularly updated on the Shared Governance website and in City Currents, the CCSF internal weekly newsletter.

Both the Shared Governance Handbook and the website which includes information regarding the roles of constituent groups and each Committee’s mission statements are updated annually. 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. The communication and distribution of information has evolved over time to keep up with the changing technology, increased outreach, and improved timeliness. As new technologies emerge and new policies are implemented the Shared Governance Coordinator endeavors to keep up with the changing demand.

The two latest changes are the use of Granicus to use streaming media similar to the California State Assembly for the Board of Trustees meeting 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 Planning and Budgeting Council, and the Executive Council of the Academic Senate.

Current issues such as the speed of processing for hiring student workers and financial aid applications have definitely been much improved. Other issues are still in process, such as the
pilot math and English compressed course sequences. The College needs to assess the outcomes of these pilots before reaching consensus on how best to proceed.

District employees have been made aware of essential information about institutional efforts to achieve goals and improve learning through multiple means. As part of the Strategic Planning process, employees are invited to attend Community Listening Sessions and presentations are made to all constituency groups. Drafts of all College Plans are circulated throughout the District Shared Governance System, allowing for employee and student input.

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.

CCSF has responded expeditiously and honestly to Commission recommendations and any citations of difficulties.

For 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 (USDE) 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 USDE training events. The Program Participation Agreement with USDE, which is similar to an accreditation approval, has been approved through June 30, 2015.

The Division of Policy and Research regularly reviews USDE publications regarding current and future policies and legislation, particularly as it relates to the Carl Perkins CTE Act. Office staff actively participate with local, regional, state and national Workforce and Economic Development Councils, Consortia and Associations, including the Bay Area Community College Consortia (BACCC), the California Community College Association of Occupational Education (CCCAOE) and the National Council for Workforce Education (NCWE). Faculty and administration 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 Policy and Research serves on the WISF Youth Council and as President of NCWE (2010/2011), a council of the American Association of Community Colleges (AACC). Information is communicated to CCSF’s Career and Technical Education Department Chairs, faculty, Career and Technical Education (CTE) 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 CTEA Reauthorization and reporting requirements. Various departments within CCSF have also applied for and received grants from the USDE.

Co-Chairs for Standard IV: Attila Gabor, Lisa Romano, Phyllis McGuire
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.

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 all four constituent groups. During the writing of this accreditation report there was a district wide survey sent out including questions regarding shared governance. The results of the shared governance survey were reviewed by the Committee on Information and Public Records and recommendations were forwarded to the College Advisory Council. The results of the survey on shared governance will be included in next year’s accreditation document.

Since the last accreditation visit, our Board has begun conducting an annual self-evaluation that is informed in part by surveying all College constituencies. The Board also evaluates the Chancellor each spring; this evaluation is informed in part by employee surveys. Specifically, the trustees and the employees express how well they feel the Chancellor is achieving the Board-identified objectives.

Evaluation

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 goal of the college. For example, there is open and well established communication between the USDE and the CCSF Financial Aid Office and the CCSF Office of Workforce, Economic Development.

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 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, staff, and students work together for the good of the institution.

The Master Calendar, 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.

There are occasional inconsistencies in the Shared Governance Review box on Board resolutions. The list of committees in the box should always end with one of the three Councils, never with a committee or subcommittee, bargaining agent, or task force. In November, 2009, an academic policy that had received no shared governance review was considered and approved by the Board of Trustees: (090924-S8 and 091119-S1; Resolution to Create Community Access and Opportunity in City College’s Vocational Nursing Program).

Co-Chairs for Standard IV: Attila Gabor, Lisa Romano, Phyllis McGuire
Although the District’s sunshine policy requires audio recording of College Advisory Council and Planning and Budgeting Council meetings, this has not been done consistently.

At a Academic Senate Special meeting in March, 2010, the Student Trustee did not get an opportunity to speak. To ensure adequate time for input from all constituencies, the Academic Senate instituted a practice of “Public Comment” near the beginning of every meeting, starting in Fall, 2010. The Academic Senate also opened to the public its Committee on Committee meetings, to ensure compliance with the Ralph M. Brown Act.

Planning Agenda

The current composition of the College Advisory Council (CAC) is not compliant with the District’s Shared Governance Agreement: There are 3 too many administrators and an extra student. Either the current membership should change or the District should amend the Agreement.

It has been difficult to capture accurate, up-to-date information on all Shared Governance meetings in the Master Calendar. 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, partially because there are inconsistencies in both the production and posting of minutes for some shared governance committees. Recommendations to improve the Calendar and the Shared Governance website should be reviewed and considered.

Program Review data is not always well-aligned with analogous data from Admissions and Records and the District Business Office. The Chancellor has recommended that the institutional researchers start using the same data provided by Admissions and Records and used by the Business Office.

The District should continue its ongoing effort to better incorporate the Associated Student councils from the campuses into the College-wide decision-making process.

Acting upon a recommendation of the Committee on Information and Public Records, the Office of Shared Governance will start an annual survey of the district employees and students to evaluate CCSF Shared Governance System by using the District new license of survey monkey.

Review and evaluation of the shared governance structure was to the place every two years. The last evaluation occurred in 2007. The college is not meeting this objective.

Standard IV.B: Leadership and Governance.
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.

Co-Chairs for Standard IV: Attila Gabor, Lisa Romano, Phyllis McGuire
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.

This section is not yet ready for review.

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.

The Chancellor has served the college for 41 years starting as a Psychology Instructor and then Department Chair in the Behavioral Sciences Department, and progressing to Dean of Instruction, and Vice-Chancellor of both Academic Affairs and Student Development. He was appointed Interim Chancellor from March 2008 until December 18, 2008, when he was hired as Chancellor.

The Chancellor’s leadership and decision-making process is informed by a comprehensive and integrated set of planning documents which include: the Education Master Plan; a revamped Technology Plan; the Student Equity and Achievement Plan; the Sustainability Plan; and, a newly reformatted Strategic Plan. Each plan was established and continues to evolve in collaboration with all College constituencies.

The Chancellor emphasizes the significance of the newly adopted Vision and Mission Statements (April, 2010) and its links to the Strategic planning and budgeting processes. The importance of the College Strategic Plan was made implicit when the Chancellor directed that the newly adopted Program Review process should contextualize, as appropriate, the Strategic Plan along with the College Vision and Mission. The goal is for the Strategic Plan, College Mission/Vision and the various Program Review to serve as a comprehensive and integrated evidence-based anchor for writing and updating the Educational Master Plan and to guide the budget process.

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 and other groups.

The Chancellor reviews and evaluates the implementation of the college’s plans. He stresses a planning and evaluation process that promotes a coordination of effort that leads to student success and increased rates of program and degree completion. This includes linking the Strategic and Educational Plans to the Program Review and Planning and Budgeting processes.

The College has worked on integrating the process of institutional planning and assessment by combining various planning efforts and linking those to annual budgets. The College’s Planning and Budgeting Council played a key leadership role in linking planning issues with the budget by its review and discussion of the College’s 2009-2010 Management and Budget Plan completed in November 2009. The Management and Budget Plan not only provides a composite document which contains both the summary Budget and the CCSF Annual Plan, but also includes the objectives of the divisions of the College – Academic Affairs, Student Development, Finance
and Administration, and Institutional Advancement – as well as objectives of the Chancellor’s Office. The Plans include the primary performance measures or outcome indicators to be evaluated at the end of the academic year.

The Annual Plan brings together in one place the financial resources that the College expects to have available, many of the programs, services, and initiatives to be provided with those resources, and the means for evaluating results. The Chancellor’s Budget Message gives a general outline of how well the budget is likely to address the current planning priorities of the college and what resource challenges might be anticipated.

The Chancellor serves on the Board of the City College of San Francisco Foundation and he participates in all of their fundraising initiatives. In the Fall of 2010, the Foundation sponsored a City College of San Francisco fundraiser at a San Francisco Giants Baseball Game. The Annual Basic Skills Luncheon is sponsored by the CCSF Foundation Auxiliary and is held in the Fall. He regularly meets with major donors and philanthropic organizations.

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.

As of June 30, 2010, sixteen members of the administrative staff retired. The College’s administration is in a period of transition and only half of these positions are expected to be filled. The Chancellor recently re-aligned administration to create a more efficient and effective administrative structure. This re-alignment included the creation of three new administrative positions: Chief Technology Officer, Vice Chancellor of Legal Affairs and Vice Chancellor of Campuses, Financial Aid, Admissions and Records, and New Student Counseling. Reporting directly to the Chancellor are the Vice Chancellor of Academic Affairs, the Vice Chancellor of Finance and Administration, the Interim Vice Chancellor of Student Development, the Interim Vice Chancellor of Policy and Research (formerly Institutional Research and Advancement), Interim Vice Chancellor of Campuses, Financial Aid, Admissions and Records, and New Student Counseling, the Vice Chancellor of Legal Affairs (Vacant), and the Chief Technology Officer.

The Chancellor delegates authority to these administrative chains to ensure that all annual operational and developmental objectives are achieved. This administrative coordination and leadership are 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.

A newly revised Administrative Evaluation process includes administrative objectives with measurable outcomes. The Chancellor reviews all final evaluations with the Vice Chancellors and forwards the evaluations to the Administrative Evaluation Oversight Committee. The members of the committee include the Presidents of the Academic and Classified Senate, Presidents of the DCC, AFT and SEIU, the Associated Student President, and the Co-Chairs of the Administrators’ Association. It is chaired by the Chancellor. After the committee review, the Chancellor presents the Board of Trustees with recommendations regarding appropriate Administrators’ contract extensions.
In addition, the Chancellor chairs the monthly College Council meeting. The College Council is comprised of all administrators, department chairs and the presidents of the academic senate, classified senate, AFT 2121 and SEIU 1021. The Chancellor meets monthly with the College Advisory Council (CAC), a Shared Governance body comprising of the leadership of all the College Organizations: Academic Senate, Department Chairperson Council, Classified Senate, SEIU 1021, AFT2121, 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 College’s annual plan.

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.

The Chancellor communicates the institutional values, goals and direction in multiple arenas. He addresses the entire college every Flex Day and chairs key Shared Governance committees, such as College Council, the College Advisory Council, College Planning and Budget Council, The Diversity Committee, as well as monthly meetings with the Chancellor’s Executive Cabinet and major constituencies across the college. The Chancellor is accessible to all constituencies in the college, especially students.

The Chancellor interacts with the various constituencies, staff, faculty, students, board members and 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 college’s strategic plan has identified communication as a strategic priority throughout the college.

The Chancellor actively participated in the student equity hearings in Spring 2010 and Fall 2010. The Chancellor’s Progress Report – Student Equity and the Achievement Gap was completed on June 24, 2010. Various Taskforce Workgroups were established to focus on Math, English, Placement and Testing, Counseling, Financial Aid and Student Employment.

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 other constituency groups. The Chancellor reviews data, issues and proposed plans with the entire college community.

Co-Chairs for Standard IV: Attila Gabor, Lisa Romano, Phyllis McGuire
During the Chancellor’s tenure, the institution’s Program Review Process has been reorganized from a 5 year cycle to a biannual review process of more than 133 units and programs. 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, staffing, etc.).

Each department/unit is expected to describe their programs and services as well as identify and evaluate internal and external developments affecting program goals and objectives. In addition, each department/unit must submit a summary of progress since the last program review including areas for planned improvement. The Office of Research 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.

The departments/units completing their Program Review are expected to link programs goals and objectives with the following college plans: Strategic Plan, Educational Master Plan, Annual Plan, 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 SLO’s at the course, program and unit levels.

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 Planning and Budget Council (CPBC). The CPBC conducts budget hearings and develops budget recommendations which are forwarded to the Chancellor. The Chancellor prepares and submits a final recommendation to the Board of Trustees.

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.

City College 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, approving various College plans and initiatives, and the delegation to and responsibilities of various administrators within the administrative divisions of the College. (SFCC District Policy Manual # 1.11 & 2.01).

The Chancellor maintains frequent 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’s core values and mission.

The CCSF Annual Planning, Budgeting, and Evaluation System execution and implementation allows the Chancellor to lead and continually assess the College’s progress toward its goals and objectives.
IV.B.2.d. The president effectively controls budget and expenditures.

The Chancellor has managed and monitored the budget and expenditures of the college during one of the most uncertain financial periods in our history. The Chancellor oversees a comprehensive and integrated budgeting, planning, and assessment system. He meets regularly with the College Planning and Budget Council (CPBC) to review, evaluate and develop recommendations related to budget and planning. The CPBC comprises representatives from students, classified staff, faculty, and administrators.

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 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 supports such a change. Any such changes are brought to the immediate attention of the Board of Trustees at their regularly scheduled meetings.

The 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 goals 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.

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

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, 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 Assembly Members Leno, Ma and 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, business and labor leaders.

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

Evaluation

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As a result of the Management and Budget Plan, 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 goals 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 Chancellor has articulated the college’s strategy for dealing with the budget crisis of the past three years. In addition to the Management and Budget Plan, an internal Fundraising Workgroup was established in May 2010 to develop alternate sources of funding to support the college. The “Save the Class” Campaign he launched raised $320,000 between July 1, 2010 and February 2011 to reinstate classes. CCSF’s Child Development, High School Diploma Programs and Gateway to College programs are now participating in an eScrip Program.

When the Chancellor began his tenure he emphasized that the College was experiencing an unprecedented financial crisis which 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. He continues to inform the college community of current and future budget challenges and encourages input from all groups.

Due to the current economic climate, the Chancellor re-aligned the administrative structure of the College to become more efficient and effective and significantly decreased the reliance on outside consultants and has created an administrative structure that is more sustainable. At the end of Spring 2010 over 15 administrator retired creating a void within the School and Campus Dean level. Recent interim and lateral administrative appointments are creating challenges for the College as these recent appointees gain experience in their positions. At the same time, this transition presents new opportunities for the College as a new generation of administrative leaders is preparing to lead the college into the future.

The Program Review Process, Strategic Planning and institutional research activities were regularly reviewed with the Chancellor. The goal is to better link program effectiveness and budgetary priorities based on accurate data and reports.

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 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, the students, and appreciates the people who work at the College. While the Chancellor continues to explain these complex issues and challenges facing the institution, regular and timely responses and communication are areas where improvement is needed.

Chancellor maintains frequent and effective lines of communication with students, faculty, classified, the Board and the community. He oversees and works collaboratively with the Board and Shared Governance groups to develop solutions aimed at maintaining and improving the

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Colleges core values and mission. He seeks to continuously improve these lines of communication. The Chancellor’s office needs to provide prompt responses to (email) inquiries and requests.

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 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 is to be commended for effectively controlling the budget and expenditures, the college is faced with 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.

Planning Agenda

The CEO should continue to provide the leadership and direction to bring the college to the point where the community understands the linkages between the major College Plans, Program Review and the Planning and Budget process.

The Program Review process should be continually evaluated and assessed to become more streamlined and manageable. In addition questions related to requests for new resources by departments/units need to be clarified.

While progress has been made to implement the various College plans (e.g., Strategic Planning, Education Master Plan, etc.), there is still more work to be done in this area.

The Chancellor is aware of his role, duty and functions in relation to the Board of Trustees, faculty, administrators, classified, students and the community. He continue to work to bridge differences and seeks compromise to difficult problems; however, improvement with communication and transparency in dealing with all constituency groups could improve relations between the various groups.

The Chancellor is to be commended for balancing the CCSF budget during one of the most challenging economic periods in the history of the nation, the state of California, and CCSF. The Chancellor and the leadership team of CCSF have been pro-active and to date 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.

References for Standard IV

Ref. 1: CCSF Vision and Mission Statements
Ref. 2: SFCCD Policy Manual: CCSF Shared Governance System Board Policy Number 2.07
Ref. 3: District Shared Governance Organizational Chart
Ref. 4: Student Equity Hearings (audio/video tapes)

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Ref. 5: CCSF Institutional Annual Plan 2010/2011

Ref. 6: CCSF Education Master Plan

Ref. 7: Strategic Plan Shared Governance and Community Review Process 8/9/10

Ref. 8: CCSF Strategic Plan (http://www.ccsf.edu/Offices/Research_Planning/pdf/AP1011.pdf)

Ref. 9: CCSF Student Equity and Achievement Plan

Ref. 10: CCSF Sustainability Plan

Ref. 11: CCSF Technology Plan 2009

Ref. 12: Minutes of the Academic Policies Committee

Ref. 13: Shared Governance Handbook 2010

Ref. 14: Shared Governance Agreement pp. 4, 16

Shared Governance Handbook 2006/7; 2007/8; 2008/9; 2009/10

California Education Code 70902, Title 5

Transcripts/DVDs of Board meetings

Board agendas

Board minutes: http://www.ccsf.edu/Offices/VCFA/minutes.htm

Board transcripts: http://www.ccsf.edu/Offices/VCFA/transcripts.htm

Audio tapes of Board Committee meetings

Board Self-evaluation 2009, 2010

Interview with Chancellor

CCSF Employment Agreement for the Chancellor

Chancellor’s Self Evaluation

Faculty’s Instrument for Chancellor’s Evaluation

Strategic Plan Shared Governance and Community Review Process 8/9/10

Audit Report

Management Plan

Mid-Year Assessment Reports

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End of Year Assessment Reports

Student Equity and Achievement Gap 4/29/10

City Currents Fact Sheet September 2009; City Currents 3/10/2008; City Currents August, 2008

Annual Plan: Developmental Objectives 2010/11

Chancellors Flex Day Address August 13, 2010

Accreditation Follow up Report for WASC  March, 2010; Focused Midterm Progress Report 3/15/2009

Annual Budget Report Recommendations for Board of Trustees: 2010/11; 2009/10; 2008/09

CCSF College Catalog

San Francisco Community College District Policy Manual

Executive Summary of Sustainability Plan December 2009

Listening Session Impressions, December 9, 2009 and February 10, 2010

Program Review Process and Documents

Monthly Chancellor’s Reports to the Board of Trustees

College Council Meetings 2009-2010, 2010-2011

Deans Meetings 2009-2010, 2010-2011

CCSF Organizational Chart

Chancellor’s Monthly Reports

Chancellor’s Website

Office of Shared Governance

Shared Governance Committees Minutes

Chancellor’s Biography

Office of Shared Governance Website

Office of Research, Planning, and Grants Website

San Francisco Community College District Policy Manual

2009/10 Preface: Links from Planning and Budgeting

CCSF Annual Planning, Budgeting, and Evaluation System

Planning and Budget Documents

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Office of Shared Governance Annual Report 2006/7; 2007/8; 2008/9 2010/11
College Planning Documents
College Advisory Council
College Planning and Budget Council
Chancellor’s College-Wide emails
Flex Day Addresses