SECTION I: Overview of the Co-Chair Report

A ten-member work group, represented by classified, faculty, administrative employees worked throughout the summer and fall months to develop 10 templates addressing each of the sub-standards included in Standard 3.A. Human Resources. The work group responded to the sub-standards by addressing the recommended WASC questions, reviewing the corresponding evidence, and meeting with key personnel. Several revisions were made during work group meetings, reviewed by the chair, and finalized by the co-chair. Standard 3. A. Human Resources Work Group’s findings show that the District is to be commended for meeting and in some cases exceeding the sub-standards.

The District has developed clear policies and procedures governing the employment, retention, evaluation, and professional development of its personnel. The institution demonstrates through polices and practices an appropriate understanding of and concern for issues of equity and diversity, it subscribes to, advocates, and demonstrates integrity in the treatment of its employees, and it regularly assesses its record in employment equity and diversity consistent with its mission. The institution promotes a supportive work environment, which fosters collaboration and improved levels of communication. The institution is committed to building effective staff development programs, ensuring healthy working conditions, and fostering an environment of respect and trust.

The District has established procedures and guidelines to hire highly-qualified individuals to respond effectively and sensitively to the educational needs of students of diverse ethnic, cultural, socioeconomic, and educational backgrounds, sexual orientation, or disability. The Human Resources Department in conjunction with College constituents have made a concerted effort through their hiring procedures to maintain the highest levels of commitment to academic excellence as well as to diversity and equity as it relates to the College’s faculty, staff, students, and the community served by CCSF. The alignment of the hiring process with institutional planning and the budget process is evident in the hiring procedures for each employee category. Despite difficult setbacks in hiring resulting from financial hardships, the quality of student services and the number of students served continued to increase. This is a direct response to the quality of faculty and administration employed by the College.

The evaluation of each category of staff is systematic and conducted at stated regular intervals. The criteria for evaluating administrators, faculty, and staff are defined in their respective bargaining agreements, and/or District policy and procedures. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have as component of their evaluation performance indicators linked to institutional effectiveness in producing those learning outcomes. The recommendation
by WASC during its 2000 accreditation visit to evaluate all classified staff has been implemented, which triggered a complete revamping of the classified evaluation process. Full implementation of the new evaluation process is scheduled for Spring 2005.

Union and Senate representatives in consultation with the Chancellor and upper management are instrumental in ensuring that programs and services are designed to provide for the range of personnel needs. With the discontinuation of state funding, AB1725 travel funds were eliminated and the quality of flex day events were directly impacted. However, through the efforts of the Chancellor and the leadership of the Office of Professional Development, CCSF has been able to offer limited programs. Additionally, the institution provides personnel with opportunities for continued professional development through contractual agreements.

SECTION II(a): Report on Standard III.A—Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

The District exceeds the standard. Positions allocation is aligned with institutional planning and with the budget process. Positions allocation (i.e. Faculty Positions Allocation Committee) for all employees is a shared governance process aligned with College goals, strategic priorities, and financial resources. The institution employs hiring processes that assure that qualifications for each position closely match programmatic needs. For each category of employee, hiring criteria (job announcements, paper screening criteria, and interview questions) are established by the hiring departments, reviewed by key personnel, and approved by the Human Resources Department and Affirmative Action Office to ensure that results yield knowledgeable and effective hiring of personnel. Moreover, City College of San Francisco has established democratic procedures (Administrative Hiring Procedures, Faculty Hiring Procedures, and Classified Employee Hiring Procedures) and guidelines to hire highly-qualified individuals who will respond effectively and sensitively to the educational needs of students of diverse ethnic, cultural, socioeconomic, and educational backgrounds, sexual orientation, or disability. The institution serves a great diversity of students in a wide variety of programs in credit, non-credit, contract education and continuing education,
which places greater emphasis and responsibility on understanding current issues pertaining to equity and diversity.

The faculty and administration of City College of San Francisco are highly qualified professionals chosen for their qualifications and competence. City College of San Francisco employs more than 770 full-time and 1,547 part-time faculty. Ninety-five percent of faculty and administrators hold master’s degrees and approximately 200 hold doctorates. They bring to the students extensive backgrounds gained through years of study, research, and extensive experience in business, industry, education, and government service. Many are prominent in the life of the community. Others are officers and policy makers in professional organizations. A number are authors of nationally and internationally used texts in their fields. And a surprisingly large number have done pioneer work in developing special courses and curricula.

Pursuant to Education Code 88137, the District’s employment of classified employees is governed by the City and County of San Francisco’s merit system, overseen by the Civil Service Commission. All non-exempt District classified positions have been reviewed and classified by the City and County of San Francisco Department of Human Resources (DHR) according to their duties and responsibilities. If a classified position is new or an additional position is to be added to a College department, a Job Analysis Questionnaire (JAQ) must be completed. The JAQ serves as the survey instrument designed to elicit complete and thorough information for a specific position, such as major functions, essential duties and responsibilities, etc.

III.A.1.a. Criteria, qualifications, and procedures for the selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

The District exceeds the standard. Staffing needs are directly linked to departmental objectives and responsibilities, which in turn are linked to institutional priorities. The relationship between the planning and budgeting process and position allocations is integral. The Human Resources Department oversees the hiring processes for all District personnel ensuring that the established hiring procedures are equitably and

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1 CCSF, Office of Public Information – City College Fact sheet (www.ccsf.edu/Offices/Public_Info/factsheet.html)
2 CCSF, online CCSF College Catalog 2004 – 2005 – (www.ccsf.edu/Catalog/FacAdm)
The formation of hiring search committees is an established participatory process outlined in the employee hiring procedures (Administrative Hiring Procedures, Faculty Hiring Procedures, and Classified Employee Hiring Procedures).

For example, in accord with faculty hiring procedures, the background of committee members should reflect the diversity, range of interests, philosophies, and programs in the department. The composition of the committee is, as far as possible, consistent with Federal and State guidelines on race and sex, and it is recommended that the committee composition reflect the diversity of the student population. The Human Resources Academic Hiring Unit along with the Affirmative Action Office ensures that search committee members are orientated on the hiring procedures, employment regulations, and on the AFT 2121/SFCCD CBA Article 12 (Upgrading) provisions. Criteria established by the hiring departments result in knowledgeable and effective hiring of faculty, administrators, and classified employees. Academic job announcements, paper screening criteria, interview questions, and teaching demonstration criteria are developed by the search committee and are reviewed and approved by the Human Resources Director. Job announcements list the required employment qualifications, the State-mandated minimum qualifications and the desirable qualifications established by the hiring search committee. Job announcement drafts are reviewed by the Search Committee/Department Chair, Associate Director of Affirmative Action, Academic Senate, and appropriate Dean/Vice Chancellor/Chancellor. The Human Resources Academic Hiring Unit is responsible for ensuring that applicants meet the state-mandated minimum qualifications, including verification of degree(s) from accreditation institutions, and relevant work experience. Procedures are in place for determining equivalency [Academic Senate Equivalency Committee] and for evaluating foreign degrees where applicable. Prospective candidates are required to provide evidence of effective teaching and show their potential for contributing to the institutions’ mission by providing such evidence in their application materials, i.e. letters of interest, diversity statement, and/or during the interview, i.e. teaching demonstration.

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

The institution exceeds the standard of assuring the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The purpose of evaluation for all segments is to identify strengths and special qualities of the evaluatee, and to define areas where it is determined that improvement might be beneficial. At all levels, a criterion that effectively measures and evaluates an
employee’s work performance is incorporated. The evaluation process includes performance indicators that are linked to institutional effectiveness and improvement. At all levels, where employees receive a less than satisfactory rating, a remediation process has been implemented.

The Board of Trustees adopted the new Administrative Evaluation and Contract Renewal Procedures at the November 2, 2002 regular Board meeting. The new process was implemented during the fiscal year 2003-2004. The Administrative Evaluation process was revamped to ensure a more direct relationship between the evaluatee and his/her direct supervisor. All administrators evaluated during this cycle received ratings of satisfactory and above, and as a result thereof, received three-year contracts effective July 1, 2004 through June 30, 2007. In general, administrators are evaluated on their performance relating to program planning, problem solving, professional relationships, job knowledge and application, human resources skills, communicative skills, organizational leadership skills, personal leadership skills, and teamwork. The Administrative Evaluation Oversight Committee found that the evaluation process was conducted appropriately and that reasonable input was received by the various college constituencies.

Department Chairs are evaluated in regard to the performance of their supervisory duties and responsibilities in accord with Article 8 – Evaluation of the DCC/SFCCD CBA.

The Faculty Evaluation process is administered by the Office of the Dean of Curriculum, Faculty Evaluation, and Tenure Review in accord with the AFT 2121/SFCCD CBA Article 9. In general faculty are evaluated on: 1) professional qualities, including keeping current in their discipline; 2) professional contributions, i.e. contributions to the discipline/department/District; 3) performance-classroom instruction; and 4) classroom presentation, including demonstrating sensitivity to the learning difficulties of the student. Student evaluations are a crucial component of every evaluation of every classroom instructor. They are weighed seriously, and may serve as a revealing indicator of potential areas of concern. The “job performance” component consists of an in-depth evaluation of course content, subject knowledge and classroom presentation for classroom faculty. For non-classroom faculty, such as librarians, job performance is evaluated in areas such as: promoting student access to and use of library, providing students with materials that are appropriate to needs, and striving to maintain an environment conducive to study, research, reading, and learning. Counselors’ job performance is evaluated in areas such as: helping students define problems, able to support counselees in seeking solutions to problems, providing opportunities for counselees to express concerns, etc. Resource instructor’s job performance is evaluated in areas such as: develops instructional resources and demonstrates sensitivity to working with faculty/students of diverse racial and ethnic backgrounds and sexual orientations. More specific evaluation components are outlined in the Faculty Evaluation
and Tenure Review document available from the Office of the Dean of Curriculum, Faculty Evaluation, and Tenure Review.

The Classified employee evaluation currently follows the Performance Appraisal system of the City and County of San Francisco Department of Human Resources (DHR). The purposes of the performance plan and appraisal are to (1) evaluate the strengths and weaknesses of the employee’s work; (2) communicate these to the employee; and (3) set goals for performance, improvement, and career development. New permanent classified staff are evaluated after three months and on the anniversary date of employment. The current appraisal/evaluation process does not provide for a specific rating on dedication to professional growth as made evident in an employee’s contribution on District-wide committees, organizations, and/or projects, i.e. Classified Senate, Accreditation, etc. A new SEIU Local 790/SFCCD CBA provision, Article 42.D. Impact of Provision Service on Probationary Period, initiated the inclusion of an evaluation process for provisional classified employees. Having met the recommendation by WASC in its 2000 accreditation vision to evaluate all classified staff, the department of Human Resources took the initiative to review and develop their own classified evaluation process for all classified employees. In addition to the performance indicators listed above in the DHR performance plan, this new process is structured to serve as a means of dialogue between supervisor and evaluatee, and as a progressive work plan.

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

The institution meets the standard. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes do have as a component of their evaluation, effectiveness in producing those learning outcomes. In the evaluation of classroom faculty, faculty within a department may decide if appropriate, to submit to the evaluation committee chair three representative documents demonstrating that the course outline is being followed or that appropriate duties are being fulfilled. In practice, the dialogue that ensues between the evaluation committee and the evaluatee is inclusive of a review of these documents, and findings are incorporated in the applicable evaluation form. As course outlines specify unit value, scope, objectives, and course content, the evaluation of such shows a direct link to the significant role faculty play in the integration of student learning outcomes into their curriculum and teaching practices. It is important to note, that faculty involved in course outline development engage in a technical review process, of which a primary goal is to ensure that the learning outcomes, course content, and instructional methodology reinforce and support one another. Moreover, proposed course outlines are subsequently subject to the review and approval of the Curriculum Committee.

3 AFT 2121/SFCCD CBA Article 9.2 – Evaluation – Course Documents
The evaluation process also includes a student evaluation component for all classroom instructors, and if applicable for non-classroom faculty as well. Classroom and/or formal work site visitations/observations may also be conducted if faculty and undergoing management-initiated evaluations.

The following paragraph responds specifically to the Self-Study Guide questions in sub-standard 3.A.1.c pertaining to faculty engagement in institutional dialogue pertaining to the student learning outcomes paradigm. The Enhanced Self-Study, initiated after the last accreditation, is a key example of a process that provoked intensive dialog on five core areas of the College’s mission. These dialogs produced recommendations for specific initiatives for consideration through the shared governance procedures. Over half of the recommendations were approved and implemented, including significant improvement noted in instructional and student support services. For example, in the student services arena, the Student Development Forum was designed to specifically explore the nature and impact of student learning outcomes resulting from the College’s contributions to the growth and development of the students, as outlined in the synopsis, “Student Learning Outcomes and Student Development – A Synopsis of Our Forum for Practitioners”. Additional examples include the “Bridge to Biotech Program”, the Title III grant, the Koret Foundation grant, the VATEA funded SCANS project, the Asian Infusion Project, the Multicultural Infusion Project, and the DACAM process utilized in the vocational arena of the College to create and update training and education programs.

III.A.1.d. The institution upholds a written code of professional ethics for all its personnel.

The College meets the standard. City College of San Francisco promotes a supportive work environment, which fosters collaboration and improved levels of communication. Policies and procedures are in place that ensure healthy work conditions and foster an environment of respect and trust. District Policy 1.15 Code of Ethics and Responsibilities was approved by the Board of Trustees on 12/21/1989, which states in part, “The Board of Trustees shall: Represent all segments of the community in advocating for their particular needs; Function as a team seeking to stay well-informed and to act objectively; [and] Recognize that the Board of Trustees exercises power through the decisions it makes as a group. Individual Board members have no legal standing. Trustee powers cannot be utilized in any individual manner.”

While a specific code of professional ethics does not currently exist for administrators, faculty, or staff, several documents cover the aspects of expected professional behavior. Currently the Administrators’ Association is working on developing a Code of Professional Ethics for administrators. Completion and adoption of this document is expected by the Spring 2005 semester.
The Faculty Handbook, p. 17-21, addresses instructors’ responsibilities in classrooms and laboratories. Additionally Article 8 of the AFT/SFCCD CBA speaks to Academic Freedom, Duties, and Responsibilities. Article 8.D. specifically addresses faculty-student relationships. The Classified Handbook, p. 16 – 17 outlines the requirements of classified employees at the time of hire, such as fingerprinting, misrepresentation or falsification of information, the arrest and conviction policy, and security clearance. District Policy 4.09 – Use of Slurs is included in the handbook on p. 12 and as Appendix B. All new employees are provided with a handbook at the time of their new hire processing. The handbooks are updated regularly and are distributed via an interoffice mailing to all employees, as well as made available on the human resources website.

SEIU Local 790/SFCCD CBA Article 9 – Discipline covers the discipline process for represented SEIU classified employees. Article 9.C. Causes for Discipline outlines circumstances under which unit members may be disciplined for cause.

The Workplace Violence Policy was adopted by the Board of Trustees on June 10, 2004. A Workplace Violence Policy and Procedure Brochure was developed and reviewed through the shared governance procedure during the Fall 2004 semester. Printing and distribution to all employees is planned for early Spring 2005 semester. The policy is included in the latest versions of the faculty and classified employee handbooks.

The Affirmative Action Office disseminates information to all employees pertaining to District’s Sexual Harassment and Unlawful Discrimination policies and procedures for filing complaints. Additional information is available on their website.

District Policies and procedures may also be found in the College Catalog, as well as the College’s website at www.ccsf.edu/Admin/policy.html.

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

The College exceeds the standard. In normal budget years, the District has been able to maintain a sufficient number of qualified employees to maintain the integrity of its services and programs. Nevertheless, the entire College suffered from the effects of budget restrictions resulting from the lagging state and local economy, which required the College to implement strategic spending reductions throughout, including a hiring freeze in the classified unit. As such many departments did without clerical support and existing staff were stretched to maintain the quality of service. Despite difficult setbacks the reduction in spending were constructed to ensure that the continuance of core educational programs and student services. Increased efforts by faculty and staff resulted
in an increase in student enrollment and the continued delivery of efficient and effective programs and services. This is a direct response to the quality of faculty and administration employed by the College. Additionally, the College’s level of compliance with the “seventy-five percent law” related to the number of full-time faculty compares quite favorably with other districts.4

The Human Resources Employee and Hiring Data Report 2003-2004, shows employee demographics, based on a total active workforce count of 2802 consisting of administrators and faculty (full and part-time), as follows: Female 1030 (54%); Male 869 (46%); Disabled 91 (4.7%); Veteran 126 (6.6%); Gay/Lesbian 102 (5.3%); African American 152 (8%); Asian/Pacific Islander 334 (17.5%); Caucasian 1139 (59.9%); Filipino 51 (2.6%); Hispanic 159 (8.3%); Native American 9 (.4%), and Other/Unknown 55(2.8%). Faculty and staff are also diverse in their sexual preferences, gender, disabilities, and age.

The faculty and administration of City College of San Francisco are highly qualified professionals chosen for their qualifications and competence. Ninety-five percent of faculty and administrators hold master’s degrees and approximately 200 hold doctorates.5 They bring to the students extensive backgrounds gained through years of study, research, and extensive experience in business, industry, education, and government service. Many are prominent in the life of the community. Others are officers and policy makers in professional organizations. A number are authors of nationally and internationally used texts in their fields. And a surprisingly large number have done pioneer work in developing special courses and curricula.6 The Chancellor’s administrative structure is highly efficient yet one of the smallest per employee within the California community college system. Approximately 40 administrators are responsible for overseeing the 2000 plus employees (active adjunct faculty fluctuate from one semester to the next) and more than 100,000 students served throughout the College’s campuses. The administrative organization is divided into three administrative chains, including the Chancellors, they are: finance and administration; student development; and academic affairs.7

Staffing needs are directly linked to departmental objectives and responsibilities, which in turn are linked to institutional priorities. The relationship between the planning and budgeting process and employee positions allocations is aligned with the District’s End of Year Assess Report and the Management Plan. The Annual Plan is used as the basis for the developing specific unit plans prepared by administrators and other supervisory personnel. The unit plans and respective budget requests are incorporated in the annual budget review and the allocation process. As a component of planning,

5 CCSF, Office of Public Information – City College Fact sheet (www.ccsf.edu/Offices/Public_Info/factsheet.html)
6 CCSF, online CCSF College Catalog 2004 – 2005 – (www.ccsf.edu/Catalog/FacAdm)
7 Administrative Organization Charts (Resolution December .XX, XXXX latest version)
administrators and supervisory personnel are required to indicate resources needed for completion of their objectives, including staffing. Positions allocation for all employees is a shared governance process aligned with College goals, strategic priorities, and financial resources. Once the allocation of resources is identified, administrators, supervisory personnel, department heads, and other staff responsible for hiring work with the Human Resources Department to fill their staffing needs as indicated in the respective hiring documents (Administrative Hiring Document, Faculty Hiring Document, and the Classified Employee Hiring Document). As an example, the Faculty Positions Allocation Committee (FPAC) plays the key role in setting the priorities for the hiring of new faculty. FPAC is a shared governance committee comprised of the Vice Chancellors, the Director of Human Resources, a School Dean, three faculty representatives (recommended by the Academic Senate), and the Dean of Research, Planning, and Grants (resource member). Departments submit their FPAC requests (FPAC request form) as per the criteria and procedures established by the Committee. The Committee utilizes the Decision Support System (DSS) data to assess faculty position requests. The DSS consists of four database modules: 1) student demands for courses and sections; 2) enrollment productivity; 3) student headcount and characteristics; and, 4) student success. FPAC prioritizes the requests using the DSS as indicators of supply and demand for a particular course/subject and presents the list to the Planning and Budgeting Council (PBC) who determines the total number of full-time positions to be filled college-wide. The PBC recommendations are subject to the Chancellor’s approval.

The Chancellor has primary responsibility for the allocation of the Administrative structure. If it is determined that an administrative position is needed to ensure the effective operation of College services, top administration consults with the Academic Senate. If the position is new the Human Resources Department will be called in to conduct a job analysis survey, determining in consultation with the Chancellor and/or Vice Chancellor the appropriate job duties and responsibilities, as well as the respective salary and benefits. After the availability of funds is determined, a request accompanied by a justification and a job description is sent to the Executive Council of the Academic Senate for review. The Executive Council of the Academic Senate is empowered to make its own recommendations on the request and job description. If the Senate and Administration cannot agree on the request or on the job description, the final determination falls to the Chancellor. Recommendations for amendments to the hiring procedures are made by the Chancellor in consultation with the Academic Senate and taken before the Board of Trustees for review and adoption.

Faced with a slow state recovery and impending budget restrictions, the District sought among other things, to impose a hiring freeze in the classified unit. The approval for filling classified vacancies shifted from the Classified Positions Allocation Committee (CPAC), a shared governance committee, to the Vice Chancellors who determined filling vacancies on a case-by-case basis. Consequently, the job analysis and comparison analysis components (conduct District-wide analysis of requested job’s duties/functions...
to positions essentially similar to type, difficulty, and responsibility of work performed) were temporarily inactivated. Much discussion about the need to re-implement this process of analysis has taken place in the Joint Labor Management Council meetings, and as a response and in light of a slow, yet hopeful financial state recovery, the Vacancy Review ad hoc committee was implemented effective October 2004, and charged with the initial task of assessing the impact the hiring freeze had on classified staffing.

III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

The institution exceeds the standard. Personnel policies are governed by District policy and procedures, the State Education Code and Title 5, union contracts, and State, federal, and local labor laws. For example, education code section 87359 and Title 5 Section 53430 regulations specify minimum qualifications for faculty and administrative hiring. The employment of classified employees is governed by the City and County of San Francisco’s Civil Service Commission.

Personnel policies and procedures are equitably and consistently administered. Personnel policies are reviewed regularly through the shared governance process. Employee needs and concerns are voiced and addressed via the Joint Labor Management Counsel, the Diversity Committee, the Chancellors’ Cabinet, the Academic Senate, and through the unions. Additionally, the Human Resources Committee meets every other week to address pertinent personnel issues, employee concerns, and new and updated employment laws, and personnel policies. The Human Resources Committee is comprised of the Vice Chancellor of Finance and Administration, Legal Counsel, the Employee Relations Officer, the Director and Associate Director of Human Resources, the Affirmative Action Officer, and the Human Resources Supervisors. Recommendations for adoption of new and/or amended personnel policies are taken before the Board of Trustees. Personnel policy manual amendments and additions go through two readings before the Board of Trustees prior to adoption. As an example, the Board of Trustees adopted policy 1.16. - Workplace Violence Policy on June 10, 2004. The shared governance review of the guidelines was completed during the Fall 2004 semester, and dissemination of an informational brochure to all employees will take place this Spring 2005.

The Human Resources Department communicates updates and new personnel policies, procedures, and/or laws by disseminating the information to employees through institutional mailings and making the information available via the department’s website. Moreover, employment policies and procedures are stated in the Policy Manual (P.M.3.02), the AFT 2121/SFCCD CBA, the SEIU 790/SFCCD CBA, and in the Faculty
and Classified Handbooks, as well as posted on job announcements and on the department website. The institution establishes and adheres to written policies to ensure fairness in all employment procedures. The Affirmative Action Office disseminates informational brochures to all employees pertaining to unlawful discrimination. Employee handbooks contain as an appendix the San Francisco Community College District Policy and Procedures for Handling Complaints of Unlawful Discrimination under Title 5 Sections 59300 et. seq. The Human Resources Department and the Affirmative Action Office orient faculty and administrative hiring committees on the hiring procedures, employment regulations, and on the AFT 2121/SFCCD CBA Article 12 (Upgrading) provisions. The process has been improved to include samples and forms on paper screening criteria, interview questions and teaching demonstrations. An Affirmative Action monitor attends every hiring search committee meeting and participates in the interviewing process to ensure compliance with all State and federal labor rules, regulations, and laws. The Human Resources Department and the Office of Instruction hold new employee orientations once yearly to educate all incoming employees on the District’s policies and to inform employees about their responsibilities. Additionally, the Human Resources Department is involved in the Department Chair Workshops organized by the Office of Instruction to train their chairs on pertinent District procedures. Involved in this effort, is the role of the Employee Relations Officer who is responsible for ensuring that College constituents are educated on new contract language.

The Human Resources Department is responsible for developing and distributing employee handbooks that serve to inform employees of the principal rules, regulations, practices, and procedures that are essential to their role in the operation of the District. The handbooks are updated every two years. The first administrative handbook is targeted for completion and distribution in the Spring 2005 semester.

Student College Rules and Regulations are contained in the College Catalog and in the faculty handbook.

It is important to note that with regard to the maintenance of all of the District’s policies and procedures, the District entered into an agreement with the Community College League of San Francisco in November 2004, to provide an on-going and comprehensive policy and procedure service to the College for the period November 1, 2004 through October 30, 2007.  

8 Memorandum of Agreement for Policy and Procedure Service – Agreement between the SFCCD and the Community College League of California (11-01-04 – 10-30-07).
III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

The District exceeds the standard. The institution makes provisions for the security and confidentiality of personnel records. Classified and academic files are kept in secure and locked areas in the Human Resources Department. Personnel records are confidential and may only be viewed by authorized personnel. Academic employees may view their personnel file by appointment with authorized Human Resources personnel as described in the provisions of the District/AFT 2121 Contract during regular business hours. Classified employees may also view their personnel file upon written notice in accordance with the District/SEIU 790 Contract. Additionally, an employee may authorize/designate a Union representative or a representative other than the Union to review their file upon written authorization as described by both the AFT 2121 and SEIU 790 Contracts.

In accord with the District/SEIU 790 Contract, the District/AFT 2121 Contact and District policy there must be only one official District personnel file for each academic and classified employee. Each personnel file consists of District employment records, educational advancement and other work experience that relates to employee service. The following items are considered part of a classified and academic personnel file but are maintained separately: time rolls, attendance records, payroll records work orders, TB records, history cards, salary cards, credential records, schedule files, and assignment files. The District may add similar categories of routine personnel record-keeping as long as both the AFT 2121 and SEIU 790 Unions are notified respectively as described in the contracts. Medical records and investigative reports are not filed in an employee’s personnel file.

Additionally, the ITS Department takes great measures within its technical infrastructure to secure employment records in the Banner information system. Users have their own Oracle logon and password. Within Banner, each user is given permissions only to view or update areas appropriate for their job duties. Moreover, only select staff in the administrative area of the College is granted access to City College’s Banner information system.

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

The College exceeds the standard of fostering an appreciation for diversity. In recent years, the recruitment efforts of the College have been focused and funded through the Human Resources Department. The Human Resources Department in conjunction with College constituents have made a concerted effort through their hiring procedures to maintain the highest levels of commitment to academic excellence as well as to diversity and equity. The Human Resources Department actively recruits under-represented
populations and participates in the California Community College Affirmative Action Job Fairs. In January of ’99, Partnership for Excellence funds were allocated to Human Resources for additional advertising to help broaden the pool of applicants. With this budget, job announcements were placed in additional publications, newspapers, trade journals, and Web sites, targeting specific populations.

The advancement of diversity at City College is also at the forefront of the instructional and student services sectors of the College. Indicative of the high performance and accomplishments that City College has reached, the following examples are a sampling of recent and significant initiatives undertaken across the institution. Throughout the institution, faculty have made concerted efforts to revamp their curriculum by infusing a multicultural content and perspective. The Multicultural Infusion Project, the Asian Infusion Project, and the On-Ramp to Biotech Program are a few examples of the dedication toward a climate of inclusiveness. Additionally, two other exemplary programs deserve mention, the Lessons in Tolerance Program and the Grow Your Own Program. The leaders of the Lessons in Tolerance Program have created lessons to use across a variety of disciplines to engage students in exercises that ask them to analyze diversity, cope with stereotyping and prejudice, and develop tolerance in the midst of diversity. The Grow Your Own Program is designed to inspire currently enrolled City College students to teach at the community college level. The students participate in a special support program, receive scholarships to pursue advanced degrees, and serve as teaching interns at the College. This initiative is crucial toward the goal of increasing the faculty representative of our student populations.

In addition to these efforts, the College has an active Diversity Committee. The Diversity Committee is a shared governance committee that meets regularly to ensure that diversity remains on the College’s agenda for continuing and future curriculum, students and employees. This committee has been very effective in implementing and changing practices to increase knowledge and understanding of diversity. Most recently their recommendation to update the faculty application procedure was implemented by the Human Resources Department. The following the following requirement, “Discuss how your course content and teaching methods (counseling methods) meet the needs of culturally and academically diverse learners. (Please include a listing of any classes or professional development activities you have participated in that directly relates to working with diverse student populations). The Diversity Committee members participate annually in the National Conference on Race and Ethnicity (NCORE).

Moreover, strides have also been made by the retention/success programs and centers throughout the college, i.e. the African American Scholastic Programs (AASP), the Disabled Students Programs and Services (DSPS), the Extended Opportunity Programs (EOPS), the Latino Services Network (LSN), the Writing Success Project (WSP), and the newest center, the Asian Pacific Islander Student Success program.

These programs reach out to the students who are the highest risk and provide them with supplementary instruction and counseling. In this continued vein, the District is looking to continue to improve the delivery of services and to better accommodate more students.

The institution’s policies and practices in promoting understanding of equity and diversity issues are effective and are linked to the allegiance of the institutional mission statement. The college’s student population is very diverse and this places greater emphasis and responsibility on understanding current issues pertaining to equity and diversity. The college is also very involved and instrumental politically to ensure that all students are given equal access to educational opportunities. The institution evaluates effectiveness of policies and practices by analyzing student enrollment in underrepresented categories and student participation. The effectiveness can also be evaluated by the interest level shown by prospective applicants. Our growing applicant pools certainly reflect a positive response to recruitment and advertising efforts. Effectiveness in promoting understanding at the institution is evident from the board room to the classroom. Even still, to ensure excellence in this area in the future, policies and practices are reviewed regularly. (Refer to sub-standard 3.A.3)

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

The college determines the kind of support its personnel needs through various forums such as College Council, the Joint Labor Management Council, the Diversity Committee, the Human Resources Committee, employee unions, and various shared governance advisory committees, as well as through the Academic Senate, the Classified Senate, and the Administrators’ Association. The management team of the institution, under the leadership of the Chancellor is very involved and sensitive to the needs of personnel. As such, the institution administers the Employee Satisfaction Survey through the Office of Research, Planning, and Grants which serve as a tool to identify the kind of support personnel needs. Professional development surveys are also requested on a semester basis through the Office of Professional Development to provide another avenue for faculty and staff to disclose their professional developmental needs. An administrative retreat is held each semester for the administrators and management staff.

Union and senate representatives in consultation with the Chancellor and management are instrumental in ensuring that programs and services are designed to provide for the range of personnel needs. In addition, the institution networks with local and state community colleges to stay abreast and on the competitive edge of retention. The institution has been very cooperative in accommodating classified personnel who

10 CCSF, Office of Research, Planning and Grants. Student Survey
have not historically been afforded the level of services desired as identified per the Joint Labor Management Council.

The College offers programs and services to support its personnel. Flex Days continue to be an integral part of the institution's support of faculty. While funding for the programs have been discontinued on a state level, the institution in consultation with the Human Resources Department continues to fund this program. Classified Flex Day was established in 2001/2002 for all classified employees to ensure that the more specific needs of support staff which may be significantly different from academic staff are addressed. In addition, a non-represented management team has also been established with the same goal in mind. The programs are a very effective forum to invite outstanding speakers/lecturers on campus to address current institutional needs, i.e. diversity training. The institution is also committed to providing all personnel the opportunity to stay abreast of technology trends by regularly offering courses through workshops offered by the Technology Learning Center.

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

At the request of the Board of Trustees, the Human Resources department of the institution prepares an annual Employee and Hiring Data Report. This document provides an extensive summary of the institution's hiring record and is used as a reference and educational tool for the institution's hiring needs/goals. From the history of the data reports, it is concluded that the institution is committed to hiring people with varied backgrounds and experiences. This is reflected across the District, and as a result, the College's diversity statistics remain at or near the 40 percent level.

In an attempt to foster diversity within the faculty ranks, the institution has implemented a “Grow Your Own” program whereby current employees will be afforded an opportunity of mentorship and success in areas where they have historically been overlooked/unrepresented. Additionally, the Human Resources Department in collaboration with the Chancellor’s Office and department representatives is planning City College of San Francisco’s first job fair to be held January 2005.

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

The integrity of the Human Resources Department is maintained by adherence to a number of regulatory policies and laws, including union contracts, the State Education Code and Title 5, the City and County of San Francisco’s Civil Service Charter, District personnel polices and practices, and federal, state, and local labor laws. The institution has established procedures and guidelines to enable it to hire highly qualified individuals who will respond effectively and sensitively to the educational needs of students of diverse ethnic, cultural, socioeconomic, and educational backgrounds, sexual orientation,
or disability. Furthermore, the institution has an Equal Opportunity Statement which addresses the institution's policy on equal employment and educational opportunities. The compliance officer/Coordinator for purposes of this policy is the District Affirmative Action Officer. The Affirmative Action Officer is responsible for disseminating informational brochures to all students and employees regarding District policies and procedures pertaining to Sexual Harassment and Unlawful Discrimination. This information may also be found in the Affirmative Action website and via the employee handbooks.

The Board of Trustees adopted policy 1.16. - Workplace Violence Policy on June 10, 2004. The procedures are currently in draft form and are being distributed for review and feedback through the Shared Governance process. We expect completion of the review process and dissemination of a brochure to all employees in the Spring 2005 semester.

As stated in sub-standard 3.A.4.a the Flex events have served as an exemplary forum for addressing the institution's commitment to diversity through the offering of workshops, trainings, and prominent keynote speakers.

Moreover, the institution and its Board of Trustees have shown their commitment and understanding of and concern for issues of equity and diversity, by: subscribing to, advocating, and demonstrating integrity in the treatment of its employees; promoting a supportive work environment; fostering collaboration and improved levels of communication; and ensuring healthy working conditions. The Board of Trustees have taken a proactive role in fostering an environment of respect and trust as exemplified in the adoption of resolutions such as Resolution No. 030130-S3 whereby they voiced their opposition to a preemptive strike or act of war against Iraq, and Resolution No. 020530-S3 opposing the States’ Racial Privacy Initiative. In this resolution the Board showed their commitment to ensuring fairness and equal access to education for all, understanding that the compilation of race and ethnicity data assists educational institutions toward this effort.

The District has identified the Associate Dean of the Office of Affirmative Action to the State Chancellor's Office and to the public as the single District officer responsible for receiving all unlawful discrimination complaints filed pursuant to Title 5, section 59328, and for coordinating their investigation. As required by law, sexual harassment training for employees serving in management and supervisory ranks is scheduled to commence Fall 2005.

The Office of the Dean of Student Advocacy, Rights and Responsibilities is responsible for student conduct. Student College Rules and Regulations are also contained in the College Catalog and in the faculty handbook.
III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

The College meets the standard. With the discontinuation of state funding AB1725 travel funds were eliminated and the quality of flex day events were directly impacted, i.e. funding is not currently available for guest key-note speakers. However, through the efforts of the Chancellor and the Office of Professional Development, and the Staff Development Committee, the College has continued to offer a limited program, one day per semester (1/2 day, since the other half is devoted to departmental meetings). Prior to 2003, the fall semester event was held over three days, and the spring semester events were two days. This allowed for a varied and quality offering of workshops indicative in the flex event programs. (Fall 2002 through the Fall 2004 semesters are included in the reference materials for perusal).

The institution provides all personnel with opportunities for continued professional development. Faculty, classified staff, and administrators are provided varied opportunities for professional development through flex day activities/workshops, conferences/conventions (funding permitting), sabbatical leave awards, and individual professional development (refer to collective bargaining agreements).

The Office of Professional Development plan annual flex activity programs for faculty staff. Professional development requirements for faculty are outlined in the Faculty Handbook page 16, on the office’s website, and in the flex day programs. The flex day programs are consistent with the institutional mission and based on identified teaching and learning needs.

Opportunities afforded through contractual agreement with the AFT 2121 include sabbatical leave awards, (AFT 2121/SFCCD CBA Article 17.N) which allow four percent of the faculty to be on sabbatical during an academic year. The awarding of faculty is administered by the Sabbatical Committee, a shared governance committee. In the Fall 1999 semester, the AFT 2121 and the District agreed to grant salary column movement to non-PH.D. faculty. To date, the parties have through the negotiation process continued to implement phases of the salary column movement. In brief, faculty wishing to take college courses to accumulate units for salary column movement may: 1) take undergraduate courses, requiring prior approval from the school dean and vice chancellor; 2) take graduate courses; or 3) develop a long-term professional development plan. (Reference AFT 2121/SFCCD CBA Article 20, Attachment 3 Professional Development Plan). The evaluation of faculty coursework is administered by the Human Resources Department.
Administrative sabbatical awards are granted at the Chancellor’s discretion. In accord with the Sabbatical Leave for Administrators, two sabbatical leaves are granted per academic year and the award may be for one semester, one year, or a split (two non-consecutive semesters). Approval is based on seniority, benefit to the institution, benefit to the individual, and consideration is given to the timing of the leave and its consistency with institutional priorities. Administrators who have not previously been awarded a sabbatical will be favored, granted the seniority rules are applied. Administrators may also be granted a short-term paid leave for professional development and unpaid leaves.\(^{12}\)

In cooperation with the leadership of the Classified employees (SEIU and the Classified Senate), the Office of Professional Development and the Chancellor’s Office sponsor a classified employee flex day once a year. The District provides release time for training and/or presenting during flex days. The Classified Senate in its purpose to be supportive of the classified staff established the Joan McClain (founding member of the Classified Senate) scholarship to aid classified employees pursuing academic goals.

The following educational opportunities are also available to classified SEIU members: 1) enrollment fee waiver program; 2) Book Loan Program; and the SEIU Grant – Enrollment Fee Reimbursement Grant. Specific information about each of the aforementioned programs is available in the Classified Handbook on page 35 and in Article 13 – Staff Development of the SEIU/SFCCD CBA.

The Technology Learning Center (TLC), a component of the Education Technology Office within the ITS Department, provides technology training program to faculty and staff through regularly scheduled workshops in GroupWise email, general orientations to the CCSF network, MS Office applications and Flex workshops. The TLC lab is located at the Ocean Campus in Batmale 313. Training is delivered in a variety of modes that meet employee needs. The TLC offers workshops, online training and tutorials, or sessions created specifically for a department’s needs. Additionally the TLC website contains information on accessing CCSF network(s), email, and/or web accounts, and information on current projects, educational technology resources, etc. Additional funding is available for technology training not offered by the TLC.

An example of a rather extensive professional development effort for classified personnel is currently taking place within the Financial Aid Office. The Dean and his staff are participating in team building work sessions to promote professional communication, a healthy work environment, personal accountability, and to create a more complete and coherent work-flow process with the optimal goal of improving the quality of student services.

\(^{12}\) Sabbatical Leaves for Administrators (Reviewed and approved by Chancellor Day, April 26, 2002).
III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

The Office of Professional Development conducts an annual staff development evaluation. Administrators, department chairs, faculty, and staff are asked to rate their satisfaction on sixty-seven questions pertaining to the following: 1) overall professional development activities; 2) instructional development; 3) professional development; and 4) personal development. The survey also provides space for faculty to make suggestions/recommendations. Additionally, the Flex Workshop Evaluation form is distributed to participants during Flex.

Participation at flex events is voluntary, faculty are encouraged to, but not mandated to attend. As such, raw data, i.e. number of participants, is difficult to assess. Moreover, with the elimination of state funding, the event is limited to one day per semester, of which half of the day is devoted to departmental meetings. The reduced schedule makes it difficult to schedule a wide-range and varied offering of workshops. Therefore, the annual staff development evaluation and the flex workshop evaluations serve as the sole source for assessing attendees’ satisfaction and for determining future event planning. Professional Development Annual Evaluation for 2004 results\(^3\) indicate that attendees vary in their professional development goals. Where some attendees seek more workshops pertaining to institutional/developmental education, others are solely interested in personal development, i.e. health and wellness, stress management. Survey results also show that attendees are satisfied with workshops pertaining to financial planning, and retirement planning.

Additionally, the College’s Fall 2004 Survey Series shows a 2.825 mean rating (4.000 score = Excellent) for employee satisfaction with professional development days, and a 2.789 mean rating for professional development support, specifically travel.\(^4\) It is important to note that survey results for professional development show a direct response to the limited professional development events and elimination of on travel funds, resulting from the elimination of state funding.

III.A.6. Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

The District exceeds the standard. Each organizational unit is responsible for submitting a unit plan to their respective Vice Chancellor for inclusion in the College’s Annual Plan which includes operational and departmental objectives. Mid-year and end-of-year assessments are developed to reflect progress. The Annual Plan in turn is linked

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\(^3\) Professional Development Annual Evaluation – Fall 2004 and corresponding results.

to the College’s overall Strategic Plan. Human Resources planning is integrated with institutional planning, and this is indicative in the department’s efforts to address Strategic Priority 8 – To continue to promote a dynamic and supportive organizational climate including improved communication among students, faculty, and staff; development of the talents of faculty and staff; and promotion of diversity at all levels of the College. Towards this effort the department has worked collaboratively with College constituents to maintain a commitment to diversity and equity through the hiring procedures. Recruitment efforts include marketing targeted to special populations, attendance at local and state job fairs, as well as, organizing the College’s first job fair scheduled for January 13, 2005. The Human Resources department has also worked to implement the recommendations made through the Diversity Committee to review and assess the faculty hiring procedures to ensure responsiveness to diversity hiring. As an example, the Administrative application process was expanded to include an applicant statement attesting commitment to and listing experiences serving/working with diverse student/employee populations. Moreover, prospective faculty applicants are asked to express in writing how their course content and teaching methods meet the needs of culturally and academically diverse learners. They must also supply a list of any classes or professional development activities they have participated in that directly relate to working with diverse student populations. The Diversity Committee’s review and dialogue is ongoing and essential to the progress and success of the College’s recruitment and hiring efforts.

SECTION II(b): Commendations and Plans for Improvement

**III.A.1** – The District exceeds the standard. The relationship between the planning and budget process and employment position allocation is aligned with the District’s End of Year Assessment Report and Management Plan. Positions allocation for all employees, classified staff, faculty, and administrative is governed by the Chancellor and the Vice Chancellors in line with the College goals, strategic priorities, and financial resources.

The institution is to be commended because despite difficult setbacks in hiring resulting from financial hardships, the quality of student services and the number of students served continued to increase. This certainly speaks to the quality of the faculty, administration, and classified staff at CCSF.

**III.A.1.a.** The District exceeds the standard. The Human Resources Department in conjunction with College constituents have made a concerted effort through their hiring procedures to maintain the highest levels of commitment to academic excellence as well as to diversity and equity as it relates to the College’s faculty, staff, students, and the community served by CCSF. The recommendation was made to continue developing more expansive and aggressive strategies for increasing the diversity and representation of our applicant finalists, despite budgetary constraints. Toward this end, the Diversity Committee has undertaken a serious review of the District’s faculty hiring process and
practices, and made significant recommendations to focus on strategies for enhancing the hiring of excellent culturally diverse faculty. In its review, the Committee determined that a major focus needs to be placed on working toward resolving internal issues and departmental differences in hiring practices that are deterring us from improvement. Moreover, the Human Resources department is committed to streamlining the faculty and classified hiring procedures in response to concerns voiced by employees in the Survey of CCSF Employees – Fall 2004 – Office of Research, Planning, & Grants and in a survey conducted by the Human Resources Department in 2002, specifically addressing the faculty hiring procedure.

III.A.1.b. The District exceeds the standard. The evaluation of each category of staff is systematic and conducted at stated regular intervals. The purpose of evaluation for all segments is to identify strengths and special qualities of the evaluatee, and to define areas where it is determined that improvement might be beneficial. The recommendation made by WASC during the 2000 accreditation to evaluate all classified staff was implemented Fall 2004. Additionally, the classified evaluation procedures have been extensively reviewed and a new process has been developed by the District’s Human Resources Department. The projected implementation of the new process is targeted for Spring 2005, after supervisors have been trained. The Administrative Evaluation procedure was revamped to ensure direct interaction between the supervisor and the employee. The new process was adopted by the Board of Trustees on November 2, 2002, and was successfully implemented for the first time during the fiscal year 2003/2004. All administrators evaluated during this first cycle received ratings of satisfactory or above, and as result thereof, received three year contracts. The Administrative Evaluation Oversight Committee, a shared governance advisory committee to the Chancellor found that the evaluation process was conducted appropriately and that reasonable input was received from the various college constituencies.

III.A.1.c. The District meets the standard. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes do have as a component of their evaluation, effectiveness in producing those learning outcomes. In the evaluation of classroom faculty, faculty within a department may decide if appropriate, to submit to the evaluation committee chair three representative documents demonstrating that the course outline is being followed or that appropriate duties are being fulfilled. In practice, the dialogue that ensues between the evaluation committee and the evaluatee is inclusive of a review of these documents, and findings are incorporated in the applicable evaluation form. As course outlines specify unit value, scope, objectives, and course content, the evaluation of such shows a direct link to the significant role faculty play in the integration of student learning outcomes into their curriculum and teaching practices.

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15 AFT 2121/SFCCD CBA Article 9.2 – Evaluation – Course Documents
The committee recommends, however, that the faculty evaluation form be reviewed through the shared governance process and with the AFT 2121 negotiations team to ensure inclusion of effectiveness in producing student learning outcomes.

**III.A.1.d.** The District meets the standard. District Policy 1.15 Code of Ethics and Responsibilities of the Board of Trustees was approved by the Board of Trustees on 12/21/1989. Although various documents cover the aspects of expected professional behavior, i.e. employee handbooks, District policy, union contracts, etc., a code of ethics document for employees does not currently exist.

The Administrative Association is currently working on developing a code of ethics for administrators with an expected completion date in the Spring 2005.

The committee recommends that the District review its policies pertaining to code of ethics and work toward developing a code of ethics for all employees.

**III.A.2.** The District exceeds the standard. In normal budget years, the institution has a sufficient number of qualified faculty, staff, and administrators with the appropriate preparation and experience to provide the administrative services necessary to support the College’s mission and objectives.

The District is to be commended for maintaining the quality of its programs and services despite an increase in student enrollment and a reduction in personnel resulting from the state’s budget crisis. Despite the reduction of course offerings and a State mandated student fee increase, the College surpassed enrollment goals during this time, and continued to maintain quality services and programs. This accomplishment speaks to the outstanding character of City College of San Francisco employees.

The Classified Vacancy Review Committee is currently preparing an assessment of the impact the hiring freeze has had on classified staffing to determine future course for prioritizing classified position requests.

Filling vacancies is obviously contingent upon the recovery of the state budget. If the current budget constraints continue the focus will continue to be filling vacancies in the areas of highest vulnerability and in the areas that directly impact with the delivery of services to students.

**III.A.3.a-b.** The District exceeds these standards. The Human Resources Department and the Affirmative Action Office ensures that personnel policies, procedures, and laws governing the employment of personnel are available to employees for information and review, and that such policies are procedures are equitably and consistently administered and distributed to employees. Additionally, the Human Resources maintains the confidentiality and security of personnel files in accordance with District policies and procedures and union contract, as well as providing prompt and
courteous service to employees requesting access to their personnel file within the
guidelines of the contract language.

III.A.4.a-c. The District exceeds these standards. The District is to be
commended for their commitment to promoting diversity at all levels of the College by
promoting a dynamic and supportive organizational climate.

The advancement of diversity at City College is also at the forefront of the
instructional and student services sectors of the College. Indicative of the high
performance and accomplishments that City College has reached significant initiatives
have been undertaken across the institution. Throughout the institution, faculty have
made concerted efforts to revamp their curriculum by infusing a multicultural content and
perspective. The policies and practices in promoting an understanding of equity and
diversity issues are very effective and are linked to the allegiance of the institutional
mission statement.

The institution has established procedures and guidelines to enable it to hire
highly qualified individuals who will respond effectively and sensitively to the
educational needs of students of diverse ethnic, cultural, socioeconomic, and educational
backgrounds, sexual orientation, or disability.

The college determines the kind of support its personnel needs through various
forums such as College Council, the Joint Labor Management Council, the Diversity
Committee, employee unions, and various shared governance advisory committees, as
well as through the Academic Senate, the Classified Senate, and the Administrators’
Association. The management team of the institution, under the leadership of the
Chancellor is very involved and sensitive to the needs of personnel. As such, the
institution administers the Employee Satisfaction Survey through the Office of Research
and Development which serve as a tool to identify the kind of support personnel needs.
Professional development surveys are also requested on a semester basis through the
Office of Professional Development to provide another avenue for faculty and staff to
disclose their professional developmental needs. An administrative retreat is held each
semester for the administrators and management staff.

III.A.5a-b. The District meets these standards. With the discontinuation of state
funding, AB1725 travel funds were eliminated, and the quality of flex day events were
directly impacted, i.e. funding was no longer available for guest speakers. Through the
efforts of the Chancellor and the Office of Professional Development, CCSF has been
able to continue offering a few limited programs. Without adequate funding from the
District, professional development at CCSF will cease to exist.

Ideally, the staff development program should be the locus of developmental
activities in the District, however this is not a complete reality yet. Some programs and
Departments have their own developmental programs and even through the District’s
Strategic Plan states that . . .“CCSF will promote a supportive work environment which fosters collaboration and communication, builds effective staff development programs. . .” etc., a comprehensive program has still not been envisioned. The flex program has, however, served as a main venue, by which the Chancellor communicates to the College community, institutional progress toward meeting our strategic goals, and where he shares his vision for the future course of the College. Moreover, flex programs have served as the forum for engaging college-wide participation in discussions pertaining to the student development mission and vision, and as a means of exploring potential institutional outcomes inherent in the College mission.

The committee recommends that, funding permitted, the District continue to support the professional developments’ efforts to work toward meeting the objectives identified in the Strategic Plan Implementation Schedule, under Strategic Priority 2 – To continue to emphasize the strengthening and improvement of academic programs and courses, instruction, alternative systems of delivery, and success in achieving student learning outcomes.

III.A.6. The District exceeds the standard. The District is to be commended for ensuring that Human Resources planning is integrated with institutional planning, and this is indicative in the department’s efforts to address the College’s strategic priorities. For example, in regard to Strategic Priority 8 – To continue to promote a dynamic and supportive organizational climate including improved communication among students, faculty, and staff; development of the talents of faculty and staff; and promotion of diversity at all levels of the College. Towards this effort the department has worked collaboratively with College constituents to maintain a commitment to diversity and equity through the hiring procedures. Recruitment efforts include marketing targeted to special populations, attendance at local and state job fairs, as well as, organizing the College’s first job fair scheduled for January 13, 2005. The Human Resources department has also worked to implement the recommendations made through the Diversity Committee to review and assess the faculty hiring procedures to ensure responsiveness to diversity hiring.
SECITON III: Key Findings and Relation to Themes

Theme 1: Institutional Commitment to High Quality Education

The Human Resources Department uses the College mission statements and the priorities in the College Strategic Plan to plan the unit’s objectives and goals. The Human Resources Department in conjunction with College constituents have made a concerted effort through their hiring procedures to maintain the highest levels of commitment to academic excellence as well as to diversity and equity as it relates to the College’s faculty, staff, students, and the community served by CCSF. The District has developed clear policies and procedures governing the employment, retention, evaluation, and professional development of its personnel. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity, it subscribes to, advocates, and demonstrates integrity in the treatment of its employees, and it regularly assesses its record in employment equity and diversity consistent with its mission. The institution promotes a supportive work environment, which fosters collaboration and improved levels of communication. The institution is committed to building effective staff development programs, ensuring healthy working conditions, and fostering an environment of respect and trust.

Theme 2: Student Learning Outcomes and Student Achievement

Measuring effectiveness in producing student learning outcomes lies at the core of the evaluation of faculty and others directly responsible for student progress toward achieving those learning outcomes. In practice, the dialogue that ensues between the evaluation committee and the evaluatee is inclusive of a review of course outlines, and findings are incorporated in the applicable evaluation form. As course outlines specify unit value, scope, objectives, and course content, the evaluation of such shows a direct link to the significant role faculty play in the integration of student learning outcomes into their curriculum and teaching practices. It is important to note, that faculty involved in course outline development engage in a technical review process, of which a primary goal is to ensure that the learning outcomes, course content, and instructional methodology reinforce and support one another.

Moreover, the professional development flex events have served as an ideal venue for the delivery of workshops and institutional dialogues focused on the student learning outcomes paradigm.

Theme 3: College Dialogues Promote Institutional Improvements

Various venues are in place for the District to regularly engage in dialogue about improving human resources and addressing employee needs with the ultimate goal of promoting institutional improvements. The college determines the kind of support its personnel needs through various forums such as College Council, the Joint Labor
Management Council, the Diversity Committee, the Human Resources Committee, employee unions, and various shared governance advisory committees, as well as through the Academic Senate, the Classified Senate, and the Administrators’ Association. The management team of the institution, under the leadership of the Chancellor is very involved and sensitive to the needs of personnel. Human Resources planning is integrated with institutional planning, and this is indicative in the department’s efforts to address the College’s strategic priorities. For example, the Joint Labor Management Council has been instrumental in addressing the needs of the classified unit, and most recently formed the Vacancy Review ad hoc committee (October 2004) assess the impact the hiring freeze had on classified staffing.

Additionally, the District has established procedures and guidelines to hire highly-qualified individuals to respond effectively and sensitively to the educational needs of students of diverse ethnic, cultural, socioeconomic, and educational backgrounds, sexual orientation, or disability. The Human Resources Department in conjunction with College constituents have made a concerted effort through their hiring procedures to maintain the highest levels of commitment to academic excellence as well as to diversity and equity as it relates to the College’s faculty, staff, students, and the community served by CCSF. Positions allocation for all employees is a shared governance process aligned with College goals, strategic priorities, and financial resources.

**Theme 4: College planning and budget system promotes continuous improvement.**

The District shows through its Professional Development program its commitment to building effective staff development programs. Funding permitted, the District should continue to support the efforts of the Professional Development Office to work toward meeting the objectives identified in the Strategic Plan Implementation Schedule, under Strategic Priority 2 – To continue to emphasize the strengthening and improvement of academic programs and courses, instruction, alternative systems of delivery, and success in achieving student learning outcomes - by developing professional activities in the area of utilizing contextual and experiential learning strategies (Strategic Objective 2.6), and expanding staff development opportunities for faculty in the development and implementation of learning assessment initiatives (Strategic Objective 2.8).

**Theme 5: Institutional resources support learning and student success**

The committee found no relation in Standard 3.A. Human Resources to Theme 5.

**Theme 6: Institution demonstrates integrity and honesty to all stakeholders**

The integrity of the Human Resources Department is maintained by adherence to a number of regulatory policies and laws, including union contracts, the State Education Code and Title 5, the City and County of San Francisco’s Civil Service Charter, District
personnel policies and practices, and federal, state, and local labor laws. The institution establishes and adheres to written policies to ensure fairness in all employment procedures. The institution has established procedures and guidelines to enable it to hire highly qualified individuals who will respond effectively and sensitively to the educational needs of students of diverse ethnic, cultural, socioeconomic, and educational backgrounds, sexual orientation, or disability. City College of San Francisco promotes a supportive work environment, which fosters collaboration and improved levels of communication. Policies and procedures are in place that ensure healthy work conditions and foster an environment of respect and trust. Personnel policies and procedures are equitably and consistently administered, and reviewed regularly through the shared governance process. Employee needs and concerns are voiced and addressed via the Joint Labor Management Council, the Diversity Committee, the Chancellors’ Cabinet, the Academic Senate, and through the unions. Additionally, the Human Resources Committee meets every other week to address pertinent personnel issues, employee concerns, and new and updated employment laws, and personnel policies.

While a specific code of professional ethics does not currently exist for administrators, faculty, or staff; several documents (employee handbooks and union contracts) cover the aspects of expected professional behavior. Currently the Administrators’ Association is working on developing a Code of Professional Ethics for administrators. Completion and adoption of this document is expected by the Spring 2005 semester.

The Workplace Violence Policy was adopted by the Board of Trustees on June 10, 2004. A Workplace Violence Policy and Procedure Brochure was developed and reviewed through the shared governance procedure during the Fall 2004 semester. Printing and distribution to all employees is planned for early Spring 2005 semester. The policy is included in the latest versions of the faculty and classified employee handbooks.

The Human Resources Department is responsible for developing and distributing employee handbooks that serve to inform employees of the principal rules, regulations, practices, and procedures that are essential to their role in the operation of the District. The handbooks are updated every two years. The first administrative handbook is targeted for completion and distribution in the Spring 2005 semester.

The District has identified the Associate Dean of the Office of Affirmative Action to the State Chancellor's Office and to the public as the single District officer responsible for receiving all unlawful discrimination complaints filed pursuant to Title 5, section 59328, and for coordinating their investigation. As required by law, sexual harassment training for employees serving in management and supervisory ranks is scheduled to commence Fall 2005.
SECTION IV: References

3.A.1. & 3.A.1.a  Faculty Hiring Procedures
    Classified Employee Hiring Procedures
    Administrative Hiring Procedures
    Faculty Hiring Orientation Packet
    Equivalency Forms

3.A.1.b. & 3.A.1.c  Administrative Evaluation Process
    Faculty Evaluation and Tenure Review
    Classified Performance Evaluation & Plan
    DCC/SFCCD CBA, Article 8
    AFT 2121/SFCCD CBA, Article 9
    SEIU Local 790/SFCCD CBA
    Interview with Dean Brian Ellison
    Curriculum Committee Handbook

3.A.1.d  Faculty Handbook, p 17 – 21
    AFT 2121/SFCCD CBA, Article 8
    Classified Handbook, p. 16-17
    District PM 4.09 – Use of Slurs

3.A.2  CCSF HR Dept. – Employee & Hiring Data Report 2003-2004
    75-25 Calculation 2002 – 2004
    Faculty Position Allocation Committee
    Request for Replacement Positions forms

3.A.3, 3.A.3.a, & 3.A.3b  District Policy Manual – PM’s 3.01, 3.03, 3.04, 3.05, 3.06, 3.07,
    3.08, 3.09, 3.10, 3.12, 3.13, & 3.14
    SEIU Local 790/SFCCD CBA, Article 8
    AFT 2121/SFCCD CBA, Article 11

    Unlawful Discrimination Under Title 5 Sections 59300 et. Seq.
    (Revised 4/20/04)
    Title 5 Section 51010 – Revisions to Affirmative Action and Nondiscrimination Regulations
3.A.5, 3.A.5.b  Professional Development Annual Evaluation 2004 and Results
Flex Day programs (F2002 through F2004)
Flex Workshop Evaluation
Survey Series – College Employees – Fall 2004
Interview with Dean Clara Starr, Associate Director Mia Nguyen, and Glenn Nance (AB1725 Coordinator)

3.A.6  Strategic Plan Implementation Schedules (07/03)
Human Resources Cost Center Plan