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STANDARD IV.A. DRAFT – 9/14/22

Standard IV.A. Decision-Making Roles and Processes

- 1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 planning and implementation.**

Evidence of Meeting the Standard

The College creates and encourages innovation through systematic participative processes outlined in the Roles, Responsibilities, and Processes (RRP) Handbook, primarily through Program Review resource request processes. (IVA1-1, IVA1-2)

Examples of innovative resource requests include those that the Student Equity and Achievement Program has funded, such as embedded tutoring and communities of practice in the Math, ESL, and English Departments. Ideas for expanding embedded tutoring and continuous support of communities of practice stem from faculty-led departmental discussions, with department chair support, that then move through the Annual Plan resource request process, which the cross-constituency Academic Senate committees then review, rank, and recommend for funding to the Academic Senate and the appropriate senior administrators, depending on the nature of the request. (IVA1-3, IVA1-4, IVA1-5, IVA1-6, IVA1-7, IVA1-8, IVA1-9)

Analysis and Evaluation

The College creates and encourages innovation through its Program Review processes, largely through the allocation of categorical funds. The College has also begun allocating a portion of general, unrestricted funds for the purpose of supporting innovative efforts that bubble up through Program Review.

- 2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

Evidence of Meeting the Standard

College policies and procedures authorize student, staff, faculty, and administrator participation in decision-making processes. (IVA2-1, IVA2-2, IVA2-3, IVA2-4)

The RRP Handbook illustrates the processes in which matters of College-wide significance allow all College constituent groups to bring forward and/or engage in the development of draft policies, procedures, plans, initiatives, and the allocation of resources. The RRP Handbook

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includes descriptions of the areas in which the College is committed to soliciting feedback from each constituent group, including students. (IVA2-5)

Analysis and Evaluation

The College has invested considerable energy into ensuring that all constituent groups, including students, have the opportunity to participate in decision making, including generating ideas, and providing guidance for how constituent groups work together on appropriate policy, planning, and special-purpose committees.

- 3. Administrators and faculty, through policy and procedures, 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.**

Evidence of Meeting the Standard

The College defines the roles of administrators and faculty in participatory governance through policies and procedures, which also provide for substantial voice by both administrators and faculty. Specifically, Board Policy 2.07 (Participatory Governance) and the PGC Operational Guidelines, combined with Board Policy and Administrative Procedure 2.08 (Collegial Governance), set forth the principles and procedures of participatory and collegial governance systems with regard to administrative and faculty roles and voices. The RRP Handbook operationalizes those roles and voices within the various decision-making opportunities at the College. (IVA3-1, IVA3-2, IVA3-3, IVA3-4, IVA3-5)

Analysis and Evaluation

Through policy and procedures, the College clearly defines the roles of administrators and faculty in institutional policies, planning, and budget and provides for their substantial voice.

The College has struggled with how to communicate the faculty voice to the Board of Trustees. As a result of this struggle, the College is working toward clarifying that the Chancellor serves as the official representative of the Board per BP/AP 2.08 and that collegial consultation serves as the mechanism for responding to faculty recommendations and reaching mutual understanding prior to formally engaging the Board.

- 4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

Evidence of Meeting the Standard

College policies, procedures, and structures recognize the responsibility of faculty and academic administrators for recommendations about curriculum and student learning programs and services.

Policy and/or procedure that describe the roles of administrators and faculty in decision making related to curriculum and student learning programs and services can be found in:

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- Board Policy 2.08 - City College of San Francisco Collegial Governance: Academic Senate (IVA4-1)
- Administrative Procedures 2.08 - City College of San Francisco Methods for Collegial Consultation (IVA4-2)
- Board Policy 6.01 - Instruction – General (IVA4-3)

Policies and procedures specifically addressing program, curriculum and course development include Board Policy and Administrative Procedure 6.03 (Program, Curriculum and Course Development), which establishes the institutional standards of quality and review for curriculum and programs. The Chancellor is ultimately responsible for establishing and maintaining these standards and does so through consultation with the Academic Senate and Vice Chancellor of Academic and Institutional Affairs. The procedures for doing so rely primarily upon the Curriculum Committee and are described in Administrative Procedures 6.03. Board Policy 6.15 (Establishing, Reviewing and Implementing Prerequisites, Corequisites, Advisories on Recommended Preparation and Limitations on Enrollment) names the Curriculum Committee as responsible for establishing prerequisites, corequisites, and advisories. (IVA4-4, IVA4-5, IVA4-6)

Curriculum Committee membership, processes, discussions, and resulting recommendations to the Board demonstrate that administrators and faculty carry out their roles as described in board policies and administrative procedures. (IVA4-7, IVA4-8, IVA4-9, IVA4-10)

With regard to student services, the Student Services Outcomes (SSO) Workgroup supports the creation and analysis of service area outcomes (SAOs) and student service learning outcomes (SSLOs) with the goal of utilizing assessment results as the basis for recommending improvements. The SSO Workgroup members include faculty and administrators, as well as classified staff. (IVA4-11, IVA4-12)

Analysis and Evaluation

Through the Academic Senate, collegial consultation, and Curriculum Committee oversight, faculty and academic administrators exercise their responsibility to provide recommendations about curriculum, student learning programs, and the services that support student learning. This process of providing oversight and recommendations is codified in established policy and in evidence of practice.

- 5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

Evidence of Meeting the Standard

Board policies and administrative procedures establish and define the College's participatory and collegial governance structures, including membership of all constituent groups (students, classified staff, faculty, and administrators) to ensure the appropriate consideration of relevant perspectives and decision-making aligned with expertise and responsibility. The College's RRP Handbook provides further guidance regarding the role of each constituent group. (IVA5-1, IVA5-2, IVA5-3, IVA5-4, IVA5-5, IVA5-6, IVA5-7)

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The current Participatory Governance Council (PGC) roster demonstrates participation by representatives of all constituent groups. In addition, the descriptions and purpose of the Participatory Governance Council's eight standing committees define the committees' membership, and current committee rosters demonstrate that these committees include representatives of all constituent groups. (IVA5-8, IVA5-9, IVA5-10, IVA5-11, IVA5-12, IVA5-13, IVA5-14)

The Academic Senate's 26 collegial governance committees welcome participation from all college constituents, again to ensure widespread input and the consideration of relevant perspectives and expertise. (IVA5-15, IVA5-16, IVA5-17)

The constituent groups appoint their preferred representatives to the participatory and collegial governance committees, which promotes decision-making aligned with expertise.

Following the RRP Handbook supports the College in taking timely action on institutional plans, policies, curricular change, and other key considerations. The development and approval of the College's Technology Plan serves as an example of timely action as does the approval of revisions to AP 1.00. (IVA5-18, IVA5-19, IVA5-20, IVA5-21, IVA5-22)

Analysis and Evaluation

Board policies, administrative procedures, and the RRP Handbook codify the appropriate roles for all staff and students in decision making related to plans, policies, curricular change, and other key considerations. Both the participatory and collegial governance systems value and provide for the inclusion of all constituent groups and relevant, diverse perspectives. In addition, the Associated Students governance structure encourages the participation of students from all Centers and centralizes these perspectives on the Associated Students Executive Council. The leadership, structure, and make up of governance committees align decision-making with expertise and responsibility.

When the College follows the RRP Handbook and established curriculum procedures, it is able to take timely action on institutional policies, curricular change, and other key considerations. The College is continually improving with regard to taking timely action.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The College has documented its processes for decision making in the RRP Handbook, which is accessible from the College's Participatory Governance web page. To promote understanding of College roles, responsibilities, and processes, PGC members receive an annual orientation that references the RRP Handbook and BP/AP 2.08. (IVA6-1, IVA6-2, IVA6-3, IVA6-4)

All recommendations flow through the College's Participatory Governance Council (PGC) to the Chancellor and are recorded in the minutes of PGC as well as in the resulting documents (e.g., Board Policies, Administrative Procedures, Plans) which the College posts on the appropriate web pages. Recent examples include the approval process for AP 2.23 (Communicable Disease) and revisions to the RRP Handbook. (IVA6-5, IVA6-6, IVA6-7, IVA6-8, IVA6-9)

Analysis and Evaluation

The College documents its decision-making processes and resulting decisions and communicates results College wide. Annual PGC orientations and a recent and extensive evaluation of the RRP Handbook—which included conversations with all constituent groups about improvements—raise awareness of College roles, responsibilities, and processes.

To promote ongoing and consistent communication, the College needs to ensure that constituent representatives on PGC and its standing committees report back to their membership (except in cases where the committee chair has committed to sending out a districtwide communication). The recent PGC orientation emphasized this point.

7. Leadership roles and the institution’s governance and decision-making policies, procedures, 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.

Evidence of Meeting the Standard

The College conducts an evaluation of the Participatory Governance Council and its standing committees annually and recently completed an extensive evaluation of the RRP Handbook. In addition, the Academic Senate conducts an orientation at the outset of each year, during which members cover goal setting, progress, and evaluation and analysis of surveys completed by members. The College uses evaluation findings to inform and enact improvement. Examples of this include the adoption of committee objectives by PGC and its standing committees and the implementation of annual PGC orientations. (IVA7-1, IVA7-2, IVA7-3, IVA7-4, IVA7-5, IVA7-6, IVA7-7)

Analysis and Evaluation

The College evaluates its governance and decision-making processes on an annual basis, through both the PGC and its standing committees, and the Academic Senate. Council and committee goals. PGC and other committees receive information about the evaluation results and establish goals as part of the review process. The RRP Handbook undergoes regular cycles of evaluation to change and improve, in alignment with continuous quality improvement, as prescribed in the RRP itself.

Conclusions on Standard IV.A. Decision Making Roles and Processes

The College promotes the participation of all constituent groups in decision making, documents and communicates decision-making roles, responsibilities, and processes, evaluates its governance systems, and uses evaluation results to inform continuous improvement.

Improvement Plan(s)

The College has begun clarifying that the Chancellor serves as the official representative of the Board per BP/AP 2.08 and that collegial consultation serves as the mechanism for responding to faculty recommendations and reaching mutual understanding prior to formally engaging the Board.

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Evidence List

IVA1-1 Roles, Responsibilities, and Processes (RRP) Handbook (see [IB7-3](#))

[IVA1-2 Sample Fan5 Committee Reference to Innovation: San Francisco Adult Education Consortium Update April 2022](#)

[IVA1-3 Fan5 Report to Academic Senate May 26, 2021 for 2021-2022](#)

[IVA1-4 Student Equity Strategy Committee Resource Request Rubric](#)

[IVA1-5 Success in Math, English, and ESL \(SMEE\) Committee Resource Request Rubric](#)

[IVA1-6 Summer 2019 English Community of Practice Agenda](#) (as evidence of innovation)

[IVA1-7 2021-22 English Community of Practice Discussion Summary](#)

[IVA1-8 Math Community of Practice Web Page](#)

[IVA1-9 Math Community of Practice Newsletter](#)

[IVA2-1 BP 2.07 City College of San Francisco Participatory Governance](#)

[IVA2-2 AP 2.07 City College of San Francisco Participatory Governance](#)

[IVA2-3 Board Policy \(BP\) 2.08 - City College of San Francisco Collegial Governance: Academic Senate](#)

[IVA2-4 Administrative Procedures \(AP\) 2.08 - City College of San Francisco Methods for Collegial Consultation](#)

IVA2-5 Roles, Responsibilities, and Processes (RRP) Handbook (see [IB7-3](#))

IVA3-1 Board Policy (BP) 2.07 City College of San Francisco Participatory Governance (see [IVA2-1](#))

IVA3-2 Administrative Procedures (AP) 2.07 City College of San Francisco Participatory Governance (see [IVA2-2](#))

IVA3-3 Board Policy (BP) 2.08 - City College of San Francisco Collegial Governance: Academic Senate (see [IVA2-3](#))

IVA3-4 Administrative Procedures (AP) 2.08 - City College of San Francisco Methods for Collegial Consultation (see [IVA2-4](#))

IVA3-5 Roles, Responsibilities, and Processes (RRP) Handbook (see [IB7-3](#))

IVA4-1 Board Policy (BP) 2.08 - City College of San Francisco Collegial Governance: Academic Senate (see [IVA2-3](#))

IVA4-2 Administrative Procedures (AP) 2.08 - City College of San Francisco Methods for Collegial Consultation (see [IVA2-4](#))

[IVA4-3 Board Policy \(BP\) 6.01 - Instruction - General](#)

[IVA4-4 Board Policy \(BP\) 6.03 - Program, Curriculum and Course Development](#)

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[IVA4-5 Administrative Procedure \(AP\) 6.03 - Program and Course Development](#)

[IVA4-6 Board Policy \(BP\) 6.15 - Establishing, Reviewing and Implementing Prerequisites, Corequisites, Advisories on Recommended Preparation and Limitations on Enrollment](#)

ICVA4-7 Curriculum Committee Membership (see [IIA2-8](#))

[IVA4-8 Curriculum Committee Requisite Process](#)

[IVA4-9 Sample Curriculum Committee Agenda Including Discussion of Requisites](#)

[IVA4-10 Sample Curriculum Committee Recommendation to the Board of Trustees](#)

[IVA4-11 CCSF SSO Handbook – Section on SSO Workgroup](#)

[IVA4-12 CCSF SSO Handbook – Section on Closing the Loop](#)

IVA5-1 Board Policy (BP) 2.07 City College of San Francisco Participatory Governance (see (see [IVA2-1](#)))

IVA5-2 Administrative Procedures (AP) 2.07 City College of San Francisco Participatory Governance (see [IVA2-2](#))

IVA5-3 Board Policy (BP) 2.08 - City College of San Francisco Collegial Governance: Academic Senate (see [IVA2-3](#))

IVA5-4 Administrative Procedures (AP) 2.08 - City College of San Francisco Methods for Collegial Consultation (see [IVA2-4](#))

[IVA5-5 Academic Senate Constitution](#)

[IVA5-6 Academic Senate Bylaws](#)

IVA5-7 Roles, Responsibilities, and Processes (RRP) Handbook (see [IB7-3](#))

[IVA5-8 Current PGC Roster](#)

[IVA5-9 Sample Standing Committee Description and Purpose: Health and Safety](#)

[IVA5-10 Sample Standing Committee Roster: Health and Safety](#)

[IVA5-11 Sample Standing Committee Description and Purpose: Planning](#)

[IVA5-12 Sample Standing Committee Roster: Planning](#)

[IVA5-13 Sample Standing Committee Description and Purpose: Technology](#)

[IVA5-14 Sample Standing Committee Roster: Technology](#)

[IVA5-15 Sample Membership Description and Roster: Curriculum Committee](#)

[IVA5-16 Sample Membership Description and Roster: Education Policies Committee](#)

[IVA5-17 Sample Membership Description and Roster: Student Equity Strategies Committee](#)

[IVA5-18 November 4, 2021 PGC Minutes - 1st Read/Discussion of Technology Plan](#)

[IVA5-19 November 18, 2021 PGC Minutes - 2nd Read and Recommendation of Technology Plan](#)

[IVA5-20 Chancellor's Acceptance of the Technology Plan on December 2, 2021: Video Screenshot](#)

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[IVA5-21 April 21, 2022 PGC Minutes – 1st Read Resulting in Recommendation of Revisions to AP 1.00, item 10.c.](#)

[IVA5-22 Chancellor’s Acceptance of Revisions to AP 1.00](#)

IVA6-1 Roles, Responsibilities, and Processes (RRP) Handbook (see [IB7-3](#))

[IVA6-2 Participatory Governance Web Page](#)

[IVA6-3 PGC Orientation Fall 2021](#)

[IVA6-4 PGC Orientation Fall 2022](#)

[IVA6-5 September 2, 2021 PGC Minutes \(1st read of AP 2.23\)](#)

[IVA6-6 September 16, 2021 PGC Minutes \(2nd read/recommendation of AP 2.23\)](#)

IVA6-7 Board Policies and Administrative Procedures Web Page (see [IB7-1](#))

[IVA6-8 COVID-19 Updates Web Page Which Reflects Implementation of AP 2.23](#)

[IVA6-9 March 16, 2022 PGC Minutes \(Review and Endorsement of RRP Handbook\)](#)

IVA7-1 Participatory Governance Evaluation 2022 (see [IB7-5](#))

[IVA7-2 Fall 2021 Evaluation Status Update](#)

[IVA7-3 Spring 2021 Evaluation Report Out](#)

[IVA7-4 PGC and Standing Committee Evaluations 2016-2019](#)

[IVA7-5 PGC and Standing Committee Objectives for 2020-2021](#)

IVA7-6 Summary of RRP Evaluation Activities (see [IB7-4](#))

[IVA7-7 2020-2021 Academic Senate Executive Council Survey](#)